

# EXCITING EXPLORATION

TEACHING RESOURCES FOR 8 – 10 YEAR OLDS



**ROBERT RIPLEY – THE  
MODERN DAY MARCO  
POLO!**

**Ripley's**  
**Believe It or Not!**  
**ODDITORIUM™**

Ripley's Believe It Or Not! Is a registered trademark of Ripley Entertainment Inc.

# The Amazing World Of Ripley!

## Inspired Resources

This education pack is inspired by one man and the amazing world he lived in. It was, of course, the same planet as the rest of us inhabit, but what set Robert Ripley apart was his curious viewpoint and insatiable appetite for the unusual and different. Some would even say the bizarre! Likewise, the lessons and activity sheets in this resource will enable your students to test and explore their imaginations, creativity and observational powers to the full.

## Global Explorer

Millionaire cartoonist, renowned broadcaster, and in the 1930's voted America's most popular man, Robert Ripley was, above all a world-class explorer and collector. Indiana Jones- style, he was relentless in his search for astonishing artefacts to add to his collection of the truly unbelievable. He coined the phrase "Believe It or Not" and founded the 'Odditoriums' that still bear his name.

## The Gold Coast's latest new attraction

The latest of these 'Odditoriums' is the showpiece ***Ripley's Believe It or Not!*** attraction at SOUL Centre, Cavill Mall, Surfers Paradise. There, in impressive surroundings, you'll find the renowned exhibits that prompt even the most reserved among us to drop our jaw. Quite simply, you won't believe your eyes.

## ODDLY EDUCATIONAL!

Our teaching resource brings you some of the flavour of the world of Ripley and is designed to be used in conjunction with an Oddly Educational! school visit. The whole experience will stimulate curiosity but better still the projects are fun to do and fully in line with curriculum requirements. Combine these with a school visit and not only are the lessons brought to life but it will make learning outside the classroom truly Oddly Educational!



# Welcome to Oddly Educational!

Welcome to **Ripley's Believe It or Not! Exciting Exploration**, the primary teaching resource for 8-10 year olds. This educational resource consists of two projects, Amazing Project One and Amazing Project Two, though each lesson has been created so that it can also be used individually. In addition we have included a lesson to accompany your school visits to **Ripley's Believe It or Not! Surfers Paradise**, it can be used at any point during either project but we recommend this lesson is used before beginning either Amazing Project One or Amazing Project Two.

## Activity - Your School Visit

In this activity, introduce pupils to some of the exhibits in **Ripley's Believe It or Not! Surfers Paradise** and ask them to say whether they believe them or not! Their challenge is then to find the related items in Ripley's 'Odditorium' and find out whether the facts they are given are true or not. On the reverse of this photocopyable activity sheet is the master matrix of answers together with details of the relevant artefacts in Ripley's.

### LEARNING OUTCOMES

- To express a personal opinion and explain the reasons behind it
- To research information

### PREPARATION

Book your visit to Ripley's.  
Photocopy the activity sheet for every pupil.  
Photocopy the teacher's notes on the reverse of activity sheet for each adult group leader and brief them on what you want your pupils to do whilst they are at Ripley's.



### Dinosaur Eggs?

### LESSON

On the day before or morning (time permitting) of your class visit, hand out copies of the Believe It or Not! activity sheet to all your pupils. Explain that whilst they are at Ripley's they will see many different artefacts and learn some remarkable and unusual facts. Ask them to read through the statements on the activity sheet and decide whether they Believe It or Not! Tell pupils that once they arrive at the attraction they will have to find these specific items during their visit.

### PLENARY

Once back in the classroom review what pupils have discovered by investigating the statements on their activity sheet. Which artefacts

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# AMAZING PROJECT ONE

## Activity 1

# Amazing Adventure

This activity may be part of a preparation lesson, designed to take place during a school visit and continue once your class is back at school or it can be delivered using an interactive whiteboard to show the selected artefacts from Ripley's. In this activity pupils are asked to choose an artefact and write an adventure story in which Robert Ripley and the pupil search for, and find, an artefact and bring it back to Ripley's 'Odditorium'.

## LEARNING OUTCOMES

- To write an adventure story
- To create a plausible sequence of events
- To use a range of adjectives to make their writing more interesting

## PREPARATION

Photocopy the activity sheet for each pupil.

Put your poster up in your classroom.

Download the Interactive Whiteboard resource 'Amazing Adventure' from [surfersparadise.ripleys.com](http://surfersparadise.ripleys.com)

## LESSON

Remind pupils that Robert Ripley was a great explorer who travelled the world collecting unusual and eccentric objects, (you may also find it useful to read through Robert Ripley's biography at this point with your pupils). Show pupils the interactive whiteboard screens showing them the artefacts which have been collected for the museum. Explain that they are going to write an adventure story about how one artefact of their choice was acquired. Ask them to talk about similar adventure stories they have read or seen on television e.g. Indiana Jones. Hand out the activity sheet and talk to pupils about what they should include in their story using the story planner grid. Show pupils their planning board which is in the style of a cartoon strip (because of Robert Ripley's career as a cartoonist) so they can plan their story. Once they have planned their story encourage them to talk through their plan with a partner so they can encourage each other to add in any details which they may have missed. They are then to be given time to write their Amazing Adventure story.

## PLENARY

Ask pupils to read out their stories to the class. Ask them to think about the similarities and differences between the stories as they search for the same object. Encourage them to explain where their ideas came from.

This teaching project comprises of four amazing activities:

1. Amazing Adventure
2. The Ripley Record
3. Art Explorers
4. Exploring Currency

### Artefacts:

**Dinosaur Eggs**

**Megalodon Shark Tooth**

**Moon Meteorite**

**Cannibal Fork**

**Chinese T-Rex Fossil**

**Shrunken Head**



**Megalodon Shark Tooth?**

**Ripley's**  
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## Activity 2

# The Ripley Record

This activity may take several lessons to complete. It is designed to be used after Activity 1 to continue with the theme.

Pupils are asked to write a newspaper account of their discovery of an artefact that is now in Ripley's that they remember from their visit or the Amazing Adventure activity. Pupils will be encouraged to use their chosen artefact (they would have collected as much information as possible whilst at Ripley's). Once back in the classroom they can either carry out further research using books and the internet or complete their newspaper report by using their imagination to fill in the unknown gaps.

## LEARNING OUTCOMES

- To identify key facts about artefacts
- To make notes
- To research information using a variety of sources
- To write a report in the style of a newspaper article

## PREPARATION



**Genuine Shrunken Head**

Photocopy the activity sheet for each pupil.

Download the 'Tim's model Titanic' newspaper article, which pupils could use to develop their understanding of this genre from <http://www.theargus.co.uk/news/3703696>  
[Tim's model Titanic is the perfect match/](http://www.theargus.co.uk/news/3703696)

## LESSON

Recap on their visit to **Ripley's Believe It or Not!** Surfers Paradise. Tell them that many of the artefacts and exhibits come from Robert Ripley's love of travel and the unusual, sometimes eccentric, objects he discovered on his travels. Talk about how Robert Ripley first made the American public aware of these artefacts by writing reports in newspapers and explain that they are going to write their own newspaper report about the artefact they chose on their visit, which they will have written their story about in Amazing Adventure.

Show pupils the example of a newspaper report 'Tim's model Titanic' and talk about its different features.

Ask your pupils to talk with a partner about the artefact they have chosen to write their report on and explain what they have learned about it. Encourage them to ask their partners lots of questions to help them provide lots of detail in their work. Explain that it is acceptable to fill in any missing information using their own ideas and imagination. Next ask your pupils to write their own newspaper report including as much detail as possible.

These can then be put together as a class newspaper or magazine of the weird and wonderful.

## PLENARY

Ask pupils to read their final newspaper reports to the class. Which facts did they find most interesting? How many new things have your pupils learned? What did they enjoy most about their visit?

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## Activity 3

# Art Explorers

In this activity pupils will be asked to consider some of the amazing art exhibits at Ripley's and think about what has been used to create them. They will then be challenged to work independently, in pairs or small groups, to create their own unbelievable artwork using some unusual materials.

This activity may take several lessons and is enhanced by taking place after a school visit to Ripley's.

## LEARNING OUTCOMES

- To explore different artistic styles
- To explore a wide range of materials which can be used to create different forms of artwork



**BUBBLEGUM BALLS?**

## PREPARATION

Collect a variety of unusual materials for pupils to create artwork from eg pointillist artwork could be created using buttons, smarties, tiddlywinks; 3D sculpture could be created from garden wire (use the plastic coated variety for safety), cardboard tubes and boxes, plasticine. Unusual objects could be provided for pupils to paint on e.g. pottery items, hardboiled eggs, leaves, textured papers and fabrics. Download the 'Art Explorers' Interactive Whiteboard resource from [surfersparadise.ripleys.com](http://surfersparadise.ripleys.com)

## ARTEFACTS:

**Last Supper on Burnt Toast**  
**Matchstick Cathedral**  
**Sunflowers with Pencils**  
**Lint Art- Ray Charles**  
**Cutlery Owl**  
**Painted Chicken Egg**  
**Bubblegum Ball Portrait of MJ**

## LESSON

At Ripley's, look at the artworks or show pupils the Interactive Whiteboard slide show of the unusual artwork displayed at Ripley's and ask them to identify which materials have been used to create the artwork.

During their visit they can use the activity sheet to record the materials that have been used. Back in the classroom encourage pupils to talk about which pieces of art they like or dislike and why.

Show them the materials that you have collected for them to use and ask them to plan how they would create their own artwork, identifying the materials and the techniques they could use in their creativity. This could be themed in some way so, for example, they are creating amazing animals, curious creatures, bizarre birds and so on.

Pupils should be given ample time to produce their creations depending on what has been planned. This may take several lessons or they may need time to work on the artwork during lunchtimes, after school or when they have completed tasks in other subjects early.

## PLENARY

Ask pupils to describe their artwork to the rest of the class, identifying which materials they used and how they were assembled. Ask pupils to write their own museum label describing their work and then find a suitable area to display their work in their own 'Unbelievable Art Exhibition'.



**KNIVES, FORKS &  
SPOONS?**

## Activity 4

# Exploring Currency

Ripley's has many artefacts relating to currency from around the world. It also has artefacts which, although not money, were used as currency by bartering for items. This is the basis for a lesson in which children decide the relative values of needs and wants.

## LEARNING OUTCOMES

- To understand the value of money
- To develop understanding of bartering

## PREPARATION

Photocopy the activity sheet for each pupil.

## LESSON

Explain that bartering is a system that involves swapping for items that are needed and is particularly useful in countries and islands where the value of money is very low. Tell pupils that items such as potatoes or sugar are often used because of their value in the household as a food.

In some places a good potato crop would mean the farmer was considered to be very rich.

Show pupils the activity sheet and explain that they are going to imagine they have been marooned on a distant Island. There are two tribes who live on this island 'the believeits' and 'the ornots'.

Both tribes have some foods and other items. For example, one group has fire and the other has many potatoes. One tribe has cows, which give milk so they can make cheese and, also, they can use these for meat and clothing, occasionally. The other tribe has hens and other birds, which give eggs, feathers for pillows and occasionally meat. Tell your pupils that they are going to find a way of devising a barter system for the two tribes so that they can access some of each other's resources to improve their lives. However there are rules and they can only barter with five items and the tribes CANNOT decide to join forces and live happily ever after together. Ask pupils to complete the task either individually, in pairs or small groups.

Alternatively ask your class to work on the task individually so they can express their ideas and then ask them to discuss this in pairs or groups so that they have to explain and justify their thinking.

You could also split the class into the two tribes and ask them what they would like to receive and what they would be prepared to give in return. They could then role-play the negotiations between the two tribes and negotiate a successful conclusion.

## PLENARY

Ask pupils to talk about how they decided which items were important to barter with or for.

Ask your class to name as many different currencies as they can. Do they know which country uses these currencies? Can they name the countries that use the Dollar? Can they name any countries that use the Euro? Can the same dollar be used in all these countries? How does the Euro differ?



### Congolese Spear Money

30 spears = male slave

40 spears = female slave

100 spears = canoe barter

## AMAZING PROJECT TWO

This teaching project comprises of four amazing activities:

1. My Unbelievable Environment
2. Amazing Animals
3. Amazing Achievements
4. A Believable Biography

### Activity 1

# My Unbelievable Environment

In this activity pupils are encouraged to think about their own town, village or street and turn it into their own 'Believe It or Not!' project. They will be encouraged to use a great deal of imagination to bring their environment to life and create the perfect place for friends or tourists to explore. Perhaps their street is the site where Bob the Builder built his first wall or the famous Baskerville hounds could be living in a kennel at number 56. Pupils can either create their own 'Odditorium' guidebooks or work collaboratively to create a group or class effort.

## LEARNING OUTCOMES

- To identify both current and historical features of their local environment
- To use imagination to create an unbelievable environment
- To develop their understanding of persuasive argument

## PREPARATION

Collect a variety of local leaflets and information booklets, which will be useful in this task. Photocopy the activity sheet for each pupil.

## LESSON

Ask pupils to list everything they like and is important to them in the area where they live. It could be shops, friends, places to visit, local takeaway, play park, animals etc.

Explain that they are going to try to 'sell' their favourite places to tourists by persuading them that they are very exciting and worth a visit. It may be that they need to get a little creative in order to really sell some areas so encourage them to think of ways to do this eg describing a takeaway restaurant as the place where Jamie Oliver first cooked chips or a local lake as the home of Timmy, the local lake's monster who is Nessie's far less famous cousin.

Use the activity sheet to encourage pupils to select and promote a wide range of local facilities and then explain that they are going to create their own tourist brochure or leaflet. Show them some of the examples you have collected and encourage your class to identify the features that make them stand out. Finally allow pupils time to produce their own leaflet.

## PLENARY

Ask pupils to imagine that you are from the local tourist board and that you are going to choose the best leaflet and have it produced for a major campaign. Ask pupils to display their leaflets and explain how theirs is showing off the local area to best advantage and why it should be chosen for the campaign.



The Ripley's Believe It Or Not! Surfers Paradise Lobby

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## Activity 2

# Amazing Animals

In this activity pupils are asked to consider animals and what makes them amazing.

## LEARNING OUTCOMES

- To recognise that everyone is different and capable of different things
- To recognise the features of different animals
- To write a persuasive text

## PREPARATION

Collect reference books about different animals, birds and insects. Photocopy the activity sheet for each pupil.



Two-headed Cow?

## LESSON

Explain that there are many animal exhibits in Ripley's such as, a two legged dog, a two headed cow, a two-headed crow, a two-headed lamb. These animals are considered amazing because they look different to their counterparts. Equally, animals are amazing simply for what they can achieve, for example, an ant can carry something that is many times its own body weight, pigs and some dogs can use their amazing sense of smell to sniff out rare truffles etc.

Explain that pupils are going to research an animal that they consider to be amazing and then write a list of reasons explaining why their chosen creature is the most amazing creature in the world. To give pupils some understanding of the range of amazing facts from the world of animals, use the following examples.

- A cat has 32 muscles in each ear.
- A group of Kangaroos is called a mob.
- Elephants are the only animal that can't jump.
- Polar bears are left handed.

Pupils that complete the task quickly can be asked to make up a creature that has amazing abilities and draw it.

## PLENARY

Ask pupils to hold a discussion about their various creatures and see if they can persuade each other that their animal is the most amazing animal ever.

## Activity 3

# Amazing Achievements

In this activity pupils are asked to think about what amazing achievement they are capable of and design a poster or cartoon strip for display in *Ripley's Believe It or Not!*

## LEARNING OUTCOMES

- To recognise that everyone is different and capable of different things
- To recognise the importance of personal achievements and value the achievements of themselves and others

## PREPARATION

Photocopy the activity sheet for each pupil



## LESSON

Explain that new items are added in *Ripley's Believe It or Not!* on a regular basis, ask your pupils to imagine that Ripley's is going to launch a new section call Amazing Achievements.

Tell pupils that this section is going to be about ordinary people and the things that they can do.

Explain that this could be something like being able to touch their nose with their tongue or being able to complete a task very well or very quickly. Ask pupils to think about something they feel they have achieved and would like to celebrate. If some pupils struggle, ask other pupils to help them out by suggesting things they do well.

Show pupils the activity sheet and explain that they have to draw a portrait of themselves achieving success and then explain what their achievement is and why it is important to them. Emphasise that achievements can be very personal and that they differ because everyone is an individual, and something which one person struggles to achieve might be achieved very easily by someone else and, consequently, achievements are viewed in different ways depending on how much effort is involved.

## PLENARY

Take time to celebrate the achievements which pupils are proud of and encourage them to think about what they would like to achieve next and how they are going to achieve it.

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### Activity 4

# A Believable Biography

In this activity pupils are shown the biography of Robert Ripley or you can read it to the class and then pupils will compose a biography of their own.

## LEARNING OUTCOMES

- To identify the key features of biographical writing
- To research a friend or relative and write a biography of their life

## PREPARATION

Photocopy the activity sheet for each pupil.

Collect suitable materials for pupils to use in their research. This can include books, magazines, and website addresses etc.



## LESSON

Read through Robert Ripley's biography with the class and ask them to identify what types of information are given such as, when he was born, key dates and activities, his personality, his key influences etc. Also, ask pupils to identify the style in which a biography is written. It should be very precise, written in the third person, past tense (although this sometimes depends on whether this person is living or dead) and accurate.

Next, ask pupils to choose a friend or relative whom they'd like to write a biography of, so that they can use interviews to find out the information they need. In this instance work will need to be done so pupils can create a suitable questionnaire to use in order to collect enough information.

Ask pupils to plan how they will locate relevant information. (It may be useful to allow some time before they collect their information/write their biography to visit their local library, school library or bring other information sources from home). They should use the activity sheet to collect key facts and organise their writing before completing their written biography. Encourage pupils to include as many Believe It or Not! type facts as they can in keeping with the Robert Ripley style.

## PLENARY

Ask pupils to read their biographies to the class. How many children have found out something new about their chosen subject? What have their fellow pupils learned about this person which they did not know before?

*Ripley's*  
**Believe It or Not!**<sup>®</sup>  
**ODDITORIUM**



# Explorer, Cartoonist, Baseball Player, and Collector of the Unusual and Unexpected

The world-famous **Ripley's Believe It or Not!** attractions were founded by Robert Ripley. Born in California in 1890, Ripley showed early sporting and artistic talent. He yearned for a pro baseball career and a trial with the New York Yankees but injury ended his hopes. Having switched to drawing sporting cartoons, he went on to depict the bizarre and unusual. This proved an instant hit with the American public.

Under the title "Believe It or Not!" Ripley's work appeared in 400 newspapers globally, books, and inspired radio and television series. Such was his appeal that he was voted America's most popular man in 1936.

Travel became an obsession as he explored the world seeking out the surprising, the unusual and the strange. He dedicated his life to reporting the unbelievable things he discovered to reveal them to his American public.

Daring jungle and desert, the intrepid explorer scoured the world for ever more strange examples of the world's capacity for surprise and difference.

Thousands of oddities he'd collected were first shown in an 'Odditorium' at the Chicago Trade Fair, 1933. Public interest was overwhelming and many venues were subsequently opened to satisfy the curious – which includes us all! There are now over 32 'Odditoriums' globally.

Ripley was considered an eccentric character with a varied style of clothing. He was thin on top and had beaver-like protruding teeth. He was also terrified of using the telephone, fearing it would electrocute him. He owned more than 100 cars even though he never learnt to drive. Ripley was the most unlikely celebrity.

In 1948, he created a television pilot based on one of his radio shows. The pilot was such a success it became the basis for one of the very first weekly US television series.

Robert Ripley died in 1949, but his legacy lives on in numerous attractions, which still bear his name.

And now the latest is open at SOUL Surfer's Paradise.

**Ripley's**  
**Believe It or Not!**  
**ODDITORIUM**

# EXCITING EXPLORERS / RELEVANT ESSENTIAL LEARNINGS & LEARNING STATEMENTS

School visit activity: BELIEVE IT OR NOT!

English

**Essential Learnings by the end of Year 5**

**Speaking and listening**

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.**

- The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others .
- Statements, questions and commands generate and maintain discussions and conversations.
- Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.

**Reading and viewing**

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.**

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists
- Readers and viewers draw on their prior knowledge of language and texts when engaging with a text
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts .
- Unfamiliar words and their meanings are decoded using the three cueing systems together (grapho-phonetic, syntactic and semantic), and by using small meaning units and base words
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

**English Essential Learnings by the end of Year 7**

**Speaking and listening**

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.**

- The purpose of speaking and listening includes advancing opinions, discussing, persuading others to a point of view, influencing transactions, and establishing and maintaining relationships.
- Speakers use their assumptions about the characteristics of listeners to engage their interest and attention
- Active listeners identify ideas and issues from others' viewpoints and clarify meanings to justify opinions and reasoning.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

**English Essential Learnings by the end of Year 7**

**Reading and viewing**

**Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.**

- Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries
- Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text
- Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.
- Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts
- Words and their meanings are decoded using the cueing systems together (grapho-phonetic, semantic and syntactic), and by using knowledge of base words, prefixes and suffixes
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

**Studies of Society & Environment**

**(SOSE)**

**Essential Learnings by the end of Year 5**

**Ways of working**

Students are able to:

- pose and refine questions for investigations
- collect and organise information and evidence
- evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions
- draw and justify conclusions based on information and evidence
- communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose
- share opinions, identify possibilities and propose actions to respond to findings
- reflect on learning to identify new understandings and future applications.

**Studies of Society & Environment**

**(SOSE)**

**Essential Learnings by the end of Year 7**

**Ways of working**

Students are able to:

- identify issues and use common and own focus questions
- evaluate sources of information and evidence for relevance, reliability, origins and perspective
- draw conclusions and make decisions based on information and evidence by identifying patterns and connections
- communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts
- reflect on learning, apply new understandings and identify future applications.

**Activity 1: Amazing Adventure**

English

**Essential Learnings by the end of Year 5**

**Writing and designing**

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.**

- The purpose of writing and designing includes entertaining, informing and describing
- Writers and designers can adopt different roles, and make language choices appropriate to the audience
- Words and phrases, symbols, images and audio affect meaning and interpretation.
- Text users make choices about grammar and punctuation, to make meaning.
- Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
- Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing.

English

**Essential Learnings by the end of Year 7**

**Writing and designing**

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.**

- The purpose of writing and designing includes evoking emotion, persuading and informing
- Writers and designers establish roles, make assumptions about their audience and position them through language choices
- Words and phrases, symbols, images and audio affect meaning and position an audience
- Text users make choices about grammar and punctuation, to establish meaning.
- Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting

**Activity 2: The Ripley Record**

English

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**Activity 3: Art Explorers**

The Arts

**Essential Learnings by the end of Year 5**

**Visual Art**

**Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.**

- Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns
- Continuous, broken and hatched lines are used to create balance, contrast, space and patterns
- Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns
- Texture creates contrast and patterns using lines, rubbings and markings

The Arts

**Essential Learnings by the end of Year 7**

**Visual Art**

**Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.**

- Blended, controlled and symbolic colour is used to create depth, representation and symbolism
- Descriptive and emotive lines are used to create abstraction, proportion and symbolism
- Negative space and positive shape are used to create abstraction, non-representation and proportion
- Actual, invented and simulated textures are used to create depth, representation and non-representation.

**Activity 4: Exploring Currency**

English

**Essential Learnings by the end of Year 5**

**Speaking and listening**

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.**

- The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others .
- Statements, questions and commands generate and maintain discussions and conversations.
- Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.

**English Essential Learnings by the end of Year 7**

**Speaking and listening**

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.**

- The purpose of speaking and listening includes advancing opinions, discussing, persuading others to a point of view, influencing transactions, and establishing and maintaining relationships.
- Speakers use their assumptions about the characteristics of listeners to engage their interest and attention
- Active listeners identify ideas and issues from others' viewpoints and clarify meanings to justify opinions and reasoning.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

**Studies of Society & Environment**

**(SOSE)**

**Essential Learnings by the end of Year 5**

**Ways of working**

**Culture and identity**

**Communities contain cultures and groups that contribute to diversity and influence cohesion.**

- Groups in Australian communities contribute to cultural diversity by celebrating differences and

Commonalities

**Studies of Society & Environment (SOSE)**

**Essential Learnings by the end of Year 7**

**Culture and Identity**

**Cultures and identities consist of material and non-material elements and are affected by crosscultural contacts.**

- Material and non-material elements influence personal identity and sense of belonging of groups

**An amazing Project**

**Activity 1: My Unbelievable Environment**

**English**

**Essential Learnings by the end of Year 5**

**Writing and designing**

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.**

- The purpose of writing and designing includes entertaining, informing and describing
- Writers and designers can adopt different roles, and make language choices appropriate to the audience
- Words and phrases, symbols, images and audio affect meaning and interpretation.
- Text users make choices about grammar and punctuation, to make meaning.
- Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
- Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing.

**English**

**Essential Learnings by the end of Year 7**

**Knowledge and understanding**

**Writing and designing**

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.**

- The purpose of writing and designing includes evoking emotion, persuading and informing
- Writers and designers establish roles, make assumptions about their audience and position them through language choices
- Words and phrases, symbols, images and audio affect meaning and position an audience
- Text users make choices about grammar and punctuation, to establish meaning.
- Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting

**Activity 2: Amazing Animals**

**English**

**Essential Learnings by the end of Year 5**

**Writing and designing**

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- Writers and designers can adopt different roles, and make language choices appropriate to the audience
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**English**

**Essential Learnings by the end of Year 7**

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**Science**

**Essential Learnings by the end of Year 5**

**Life and living**

**Living things have features that determine their interactions with the environment.**

- Living things can be grouped according to their observable characteristics

**Activity 3: Amazing Achievements**

**English**

**Essential Learnings by the end of Year 5**

**Speaking and listening**

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.**

- The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others .
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- Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.

**English Essential Learnings by the end of Year 7**

**Speaking and listening**

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.**

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- Speakers use their assumptions about the characteristics of listeners to engage their interest and attention
- Active listeners identify ideas and issues from others' viewpoints and clarify meanings to justify opinions and reasoning.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

**Activity 4: A Believable Biography**

**English**

**Essential Learnings by the end of Year 5**

**Writing and designing**

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- Writers and designers can adopt different roles, and make language choices appropriate to the audience
- Words and phrases, symbols, images and audio affect meaning and interpretation.
- Text users make choices about grammar and punctuation, to make meaning.
- Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
- Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing.

**Reading and viewing**

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.**

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists
- Readers and viewers draw on their prior knowledge of language and texts when engaging with a text
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts .
- Unfamiliar words and their meanings are decoded using the three cueing systems together (grapho-phonetic, syntactic and semantic), and by using small meaning units and base words
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

**English**

**Essential Learnings by the end of Year 7**

**Writing and designing**

**Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.**

- The purpose of writing and designing includes evoking emotion, persuading and informing
- Writers and designers establish roles, make assumptions about their audience and position them through language choices
- Words and phrases, symbols, images and audio affect meaning and position an audience
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- Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting

**Reading and viewing**

**Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.**

- Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries
- Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text
- Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.
- Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts
- Words and their meanings are decoded using the cueing systems together (grapho-phonetic, semantic and syntactic), and by using knowledge of base words, prefixes and suffixes
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.



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# EXCITING EXPLORATION

## Amazing Adventure

Robert Ripley was a great explorer who travelled the world and discovered many things. Today you are going to write a story about his adventures. Use this sheet to plan how your story will be told. Ripley was also a great cartoonist so sketch out your stories in the form of a cartoon first and add speech bubbles to help you remember important details. He is going to discover one of the following artefacts:

Chinese T Rex

Megalodon Shark Tooth

Dinosaur Eggs

Moon Meteorite

Cannibal Fork

What does Robert Ripley go in search of and how does he find out about it? [letter, newspaper, radio, fellow traveller]

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How does he decide to get there?

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Who will help him? [Does he meet a friend, a fellow explorer or hire a guide?]

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What problems does he face on the next stage of his journey? [dense jungle, fierce creatures, booby traps, unfriendly locals] You may decide he faces a series of problems. Use the back of this sheet to sketch them all out.

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How does he solve the problem? [Remember if you have more than one problem you will need more than one solution]

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How does it all end? [Try to make it exciting!!!]

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Now use your plan to write your adventure story. Try to make it as detailed and exciting as possible so that it is worthy of a Believe It or Not! explorer.



## EXCITING EXPLORATION

# The Ripley Record

During your visit to **Ripley's Believe It or Not!** find an artefact which interests you. Find out as much as you can about it. Where does it come from? What does it look like? What does it do? Why does it belong in **Ripley's Believe It or Not!**? Make notes on this sheet (use the space on the back if you need to). When you get back to class, you will be able to write a newspaper article about the discovery of the artefact and its arrival at Ripley's.

What is your chosen artefact?

Why did you choose it?

Where does it come from?

What does it look like?

Why does it belong at Ripley's?



## EXCITING EXPLORATION

# Art Explorers

You are going to look at some different examples of unbelievable art. Think about what has been used to create the artwork and then you can plan how to use some of these ideas to create your own piece of unbelievable art.

Title	What have they used?	How was it created?
Bubblegum Balls Portrait of Michael Jackson		
Painted Chicken Egg		
Cutlery Owl		
Lint Art – Ray Charles		
Sunflowers with pencils		
Matchstick Cathedral		
Last Supper On Burnt Toast		
Pinhead Painting		
Dame Edna in Chicken Wire		

Which piece of artwork do you like best? Why?

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How are you going to create your own piece of unbelievable art?

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## EXCITING EXPLORATION

# Exploring Currency

In many places money is not trusted or has very little real value. This means that people have to find some other way of trading for the things they need so they swap items, using a system known as bartering.

Food, such as potatoes, is often used as the currency in this type of system.

Although it sounds strange it actually works quite well because people are exchanging things they don't need, or have too many of, for something they don't have.

On a far away island there are two tribes who live very separate lives. However each tribe has only been able to obtain some of the things they need so, in order to continue living happily, they will need to barter or swap with each other. It would be nice if they could just swap a little bit of everything but Island rules say that they may only trade with five items each and they must do so fairly!

The Believeits have	The Ornots have
<ul style="list-style-type: none"><li>• Tools for lighting fires</li><li>• Cows</li><li>• Potato crops</li><li>• Banana trees</li><li>• Pineapple trees</li><li>• Vegetable plots</li><li>• Tools for hunting</li><li>• The ability to grow coffee beans</li><li>• A doctor who looks after anyone who is ill</li><li>• The ability to grow maize</li></ul> <p>They live by the sea with lots of fish, crabs, seaweed and other delicacies.</p>	<ul style="list-style-type: none"><li>• A net for fishing</li><li>• Hens</li><li>• Wheat crops</li><li>• Sugar plantations</li><li>• Bees which provide wax for candle making and honey</li><li>• Vegetable plots</li><li>• Grape vines</li><li>• The ability to grow rice</li></ul> <p>They live by a large fresh water lake full of fish and a forest where many wild animals roam. They grow many herbs and plants which can be used both in cooking and to make medicine.</p>

Decide which things are most important and useful. Next decide what would be a fair trade for that item. For example, in return for someone coming to light fires for the Ornots tribe everyday the Believeits could be given a daily supply of fresh water for drinking.

Write a list of items you think you need to swap and identify what you would expect to be given in return as a fair trade.

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## EXCITING EXPLORATION

# BELIEVE IT OR NOT!

Read through each of the facts below and decide whether you Believe It or Not! When you arrive at Ripley's you will see these artefacts and discover the truth about each fact. There is also an extra column so you can make notes to take back to class so we can talk about the facts later.

Fact	Believe It or Not?	Notes
There is a man who can bounce down a flight of stairs on his head.		
In the middle ages people who committed minor offences were forced to wear iron masks, often in the form of animals.		
In ancient China, daughters of the age of 3 from wealthy families would have their feet purposely bound and broken to resemble a lotus flower.		
A chicken can live without a head.		
You can shrink a human head to make it less than 10 cm.		
African tribes slept on wooden pillows, while the ancient Chinese slept on pillows made of porcelain.		
You can make a wedding dress out of toilet paper.		
The world's tallest man grew to over 2.7 metres tall.		
You can paint a human portrait on a human piece of hair.		
A year on mars is equivalent to 687 days on Earth.		
People of Alaska use whale ribs for fence posts, whale jaws for gates and whale vertebrates for stools and chairs.		
Japanese roosters have tails up to 40 metres long.		
Thom Thumb was a real man.		

Ripley's  
**Believe It or Not!**  
ODDITORIUM™

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## EXCITING EXPLORATION

# BELIEVE IT OR NOT! Teacher's Notes

Fact	Believe It or Not?	Notes
There is a man who can bounce down a flight of stairs on his head.	Believe It!	<b>ALEXANDER PATTY</b> Believe It or Not! Alexander Patty of Paris, France, a circus acrobat, could bounce down and up flights of stairs on his head.
In the middle ages people who committed minor offences were forced to wear iron masks, often in the form of animals.	Believe It!	<b>BRANK SHAME MASK</b> In the middle ages people who committed minor offences were often forced to wear iron masks, called branks. These branks came in many shapes, like a wolf head, and were intended to humiliate the wearer as well as cause discomfort. Branks shaped like animals heads were associated with specific crimes, in the case of the wolf the accused was guilty of theft, typically for food.
In ancient China, daughters of the age of 3 from wealthy families would have their feet purposely bound and broken to resemble a lotus flower.	Believe It!	<b>CHINESE LILLY SLIPPERS</b> At the age of 3 daughters of wealthy families had their feet purposely broken and bound. The ideal foot was a mere 3 inches long and was crushed into a shape resembling the Chinese lotus flower.
A chicken can live without a head.	Believe It!	<b>MIKE THE HEADLESS CHICKEN</b> Believe It Or Not! Mike, a headless chicken from Colorado, USA, lived for 181 days months without a head (1945-1946).
You can shrink a human head to make it less than 10 cm.	Believe It!	<b>JIVARO INDIAN WARRIORS</b> The Jivaro are amongst the most famous tribes of the Amazon area, due to their habit of shrinking the heads of their enemies killed in war. Although they no longer practise the art of shrinking heads, this legendary tribe still exists and inhabits an area larger than Switzerland on the Eastern slopes of South America.
African tribes slept on wooden pillows, while the ancient Chinese slept on pillows made of porcelain.	Believe It!	<b>PILLOWS</b> In parts of Africa chiefs use wooded head rests as pillows. Often decorated with totemic figures who are suppose to protect the sleeper, they are actually considered more comfortable the average western- style soft pillow. For centuries the aristocracy in China preferred jade or porcelain pillows. The pillow could be heated with a lump of hot coal that was put inside.
You can make a wedding dress out of toilet paper.	Believe It!	<b>TOILET PAPER WEDDING GOWNS</b> Cheap Chic Weddings of Florida, USA, a wedding dress advisor company, hold an annual toilet paper wedding dress contest. Co-sponsored by Charmin toilet paper products, would-be Vera Wangs must create their own wedding gowns using only toilet paper, tape and glue. The dress shown here was created by Katherine Moon of Ontario, Canada, and won the honourable mention of 4 <sup>th</sup> place in the fourth annual contest in 2009.
The world's tallest man grew to over 2.7 metres tall.	Believe It!	<b>ROBERT WADLOW</b> Robert P. Wadlow is the tallest man ever known to exist. He grew to be over 2.7 metres tall, and continued growing for his whole life! Known as the "Alton Giant", he was one of America's most popular celebrities in the 1930's.
You can paint a human portrait on a human piece of hair.	Believe It!	<b>PORTRAITS PAINTED ON A HUMAN HAIR</b> Enrico Ramos of Mexico City, used a 3 hair brush to paint more than one portrait on a single human hair. Madonna and Adolf Hitler are those featured on the piece of hair.
A year on mars is equivalent to 687 days on Earth.	Believe It!	<b>MARS</b> A year on mars is equivalent to 687 days on Earth.
People of Alaska use whale ribs for fence posts, whale jaws for gates and whale vertebrates for stools and chairs.	Believe It!	<b>WHALE VERTEBRATES</b> People of Alaska use whale ribs for fence posts, whale jaws for gates and whale vertebrates for stools and chairs.
Japanese roosters have tails up to 40 metres long.	Believe It!	<b>JAPANESE ROOSTERS</b> Japanese roosters have tails up to 40 metres long.
Thom Thumb was a real man.	Believe It!	<b>GENERAL THOM THUMB</b> Growing to the height of 3'4", General Thom Thumb, was the most famous midget of all time. Associated all his life with the great showman P T Barnum, Thom Thumb amassed an immense fortune, which included a dazzling yacht, a stable of racehorses and a mansion in Connecticut decorated with miniature antique furniture.

## EXCITING EXPLORATION

# My Unbelievable Environment

Think about the different places near to where you live. How can you make them sound like they belong in the world of Believe It or Not!? We want you to choose some local places then make them sound so interesting nobody could resist coming for a visit. Look at this example:

Ford's Field. It's a huge field where everyone goes to play football or walk their dog. (Unbelievably) It's the world famous historical site where James Dixon defeated Lucy James in the battle of lollipop and souvenir lollipops, which are exact replicas of the ones that caused all the trouble, can be bought at Ye Olde Sweetshop on the corner so you can take a souvenir home with you.

Think of your local area and create some exciting places of your own then produce a local travel brochure to encourage everyone to visit. Try to include a variety of places.

A play area

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A building

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A takeaway

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A famous resident

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Now add two more places or artefacts of your own.

1.

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2.

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## EXCITING EXPLORATION

# Amazing Animals

Animals are truly amazing. Sometimes it's because they look different to how we expect, for example, a two-headed crow or a two-headed cow. However, animals are also amazing because of the things they do or the way they behave. Did you know...?

- Penguins can jump six feet in the air.
- Beavers can hold their breath for 45 minutes under water.
- Elephants are the only animal that can't jump.
- A crocodile cannot stick its tongue out.
- Polar bears are left handed.
- Reindeer eat moss because it contains a chemical that stops their body from freezing.
- The strongest animal in the world is the rhinoceros beetle. It can lift 850 times its own weight.
- Woodpeckers don't get headaches from all that pecking. Their skulls have air pockets to cushion the brain.

Imagine that Ripley's wants to celebrate one animal at the new Believe It or Not! Surfers Paradise attraction and your mission is to find a fascinating animal and persuade them that that is the animal they should choose. To do this you will need to find out as much as possible about your chosen animal and write a list of believe it or not facts that show why it is the most amazing animal.

My chosen animal is

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I chose it because

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Did you know?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Continue on the back of this sheet if necessary. You will have to explain to your classmates and teacher why your animal is the most amazing so find out as much as you can so you are ready to answer their questions.

Good Luck!

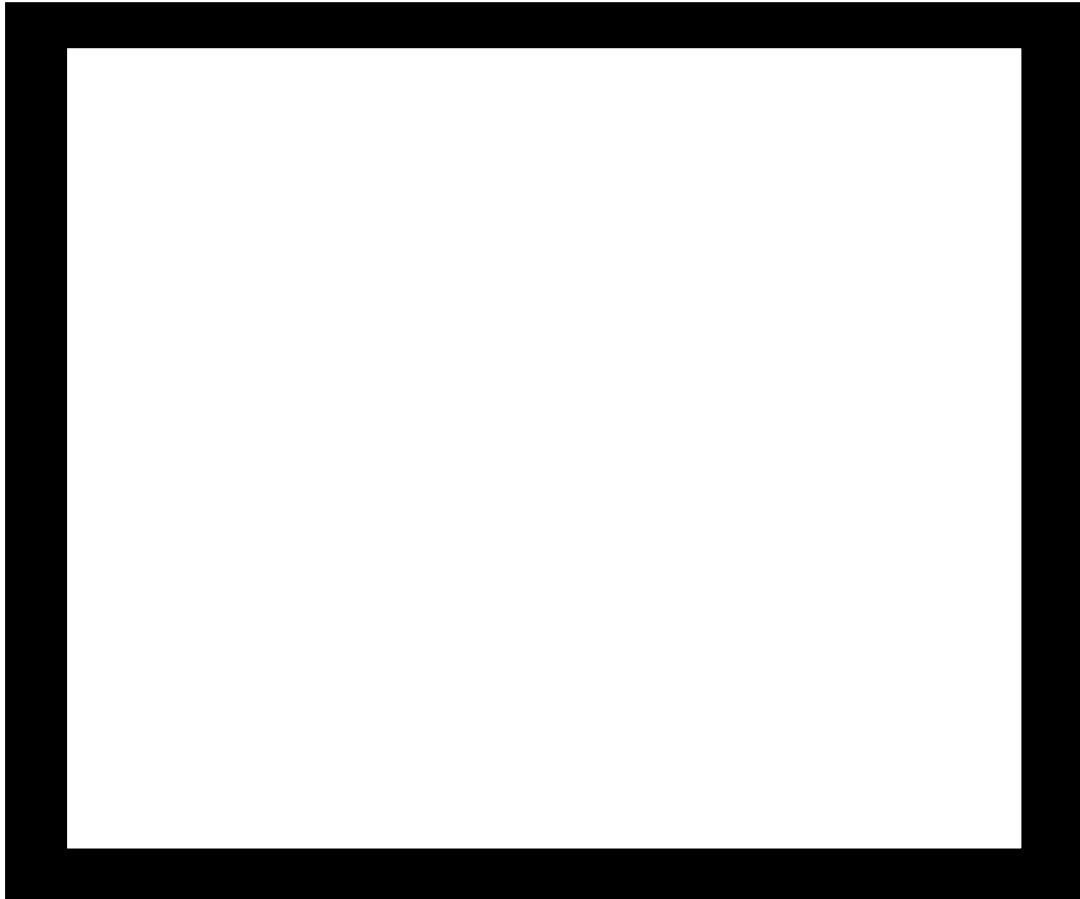


## EXCITING EXPLORATION

# Amazing Achievements

Now we are going to think about what makes YOU amazing. Everybody is different and that's what makes everyone so amazing. What has made you proud of yourself? What is your greatest achievement?

Draw a portrait or a cartoon of yourself when you made your greatest achievement.



Now describe your greatest achievement. When did it happen? How did you discover it?

Why is it important to you?

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## EXCITING EXPLORATION

# A Believable Biography

Robert Ripley was an amazing man as his biography shows. There are lots of other people who are equally amazing and deserve to have their story told but who would you choose? What are the most important things about their life?

Some information in a biography is similar no matter who they are. That information includes:

Their name: \_\_\_\_\_

When/where they lived \_\_\_\_\_

Why they are an important figure

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Other Information will differ depending on who they are. For example, if you wrote a biography of your best friend you would need to find out where they were born, what their favourite hobbies are and what they like to do at the weekends.

Think about the person you have chosen. Write a list of things you will need to find out about them:

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Next decide how you will need to find this information out.

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Finally research your chosen person very carefully and write their biography. Make sure you include lots of details which show why they are an amazing individual.

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