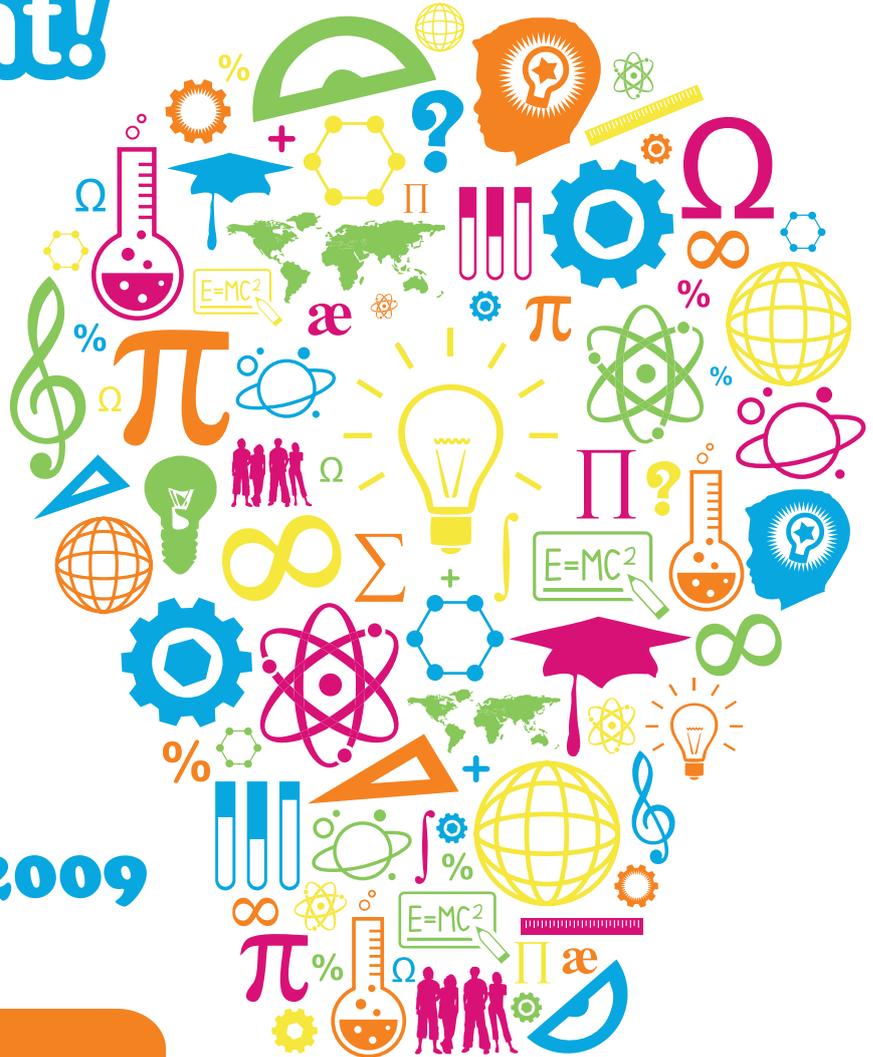


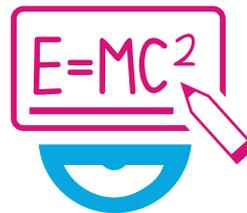
It's Alright  
to be **Bright!**



**19th – 26th  
September 2009**

**It's alright to be bright  
It's cool to be clever  
We've all got potential  
Let's celebrate together.**

1 2 5 20 25 ? 157 1256 1265



**Activity Booklet** Theme Park Challenge



For gifted children & their families

Run in partnership with Select Education

**select education**

soon to be  randstad education

## Dear Members, Colleagues and Friends



Welcome to this year's  
It's Alright to be Bright! initiative.

In this booklet you will find a range of activities to involve your whole class, year, school, club or family. The aim is to include everyone and show every child has something they're good at. At the same time it reminds us that there are a number of children who often feel 'isolated' and 'different' because of their giftedness, and they can feel misunderstood. These children often learn in different ways, and may require additional forms of stretch and challenge. This booklet aims to address their needs as well.

We hope that the activities provide you with opportunities to look again at some of the children you know or work with. Some of their gifts and talents may not be conventional and may be hidden by challenging behaviour or learning difficulties. But above all else we hope that you and the children enjoy these activities. If this booklet is useful for you, we hope that you will consider joining NAGC as a member to access more support, but equally to add your voice to the needs of these children and those who look after them. Alternatively, donations to support our work are always gratefully received. More details are available at the end of this booklet.

So, have fun and we look forward to welcoming you again next year!

With very best wishes

A handwritten signature in black ink, appearing to read 'Dr. M. Jones'.

**NAGC Chief Executive**

NAGC's It's Alright to be Bright! initiative is funded by NAGC with support from Select Education.  
Your contribution can help us to do more!



- 
- 4 **Notes on the Activities**  
Information about how to use this booklet with the full ability range.
- 
- 5 **Activity 1. Exciting Excursion**  
Encourage the children to take a closer look at the tourism industry and, in particular, theme parks. Create a design for the whole theme park and plan the rides. Consider the morals and values for the park and explore related environmental issues.
- 
- 6 **Activity 2. Roller Coaster Designer**  
Encourage the children to take a closer look at engineering and aerodynamics through the design and creation of a model roller coaster! Provide opportunities to explore materials and their applications by testing materials suitable for ride seat covers.
- 
- 7 **Activity 3. Are You Hungry?**  
Explore the catering industry and marketing strategies through this group work activity. Plan and design a snack bar, looking at healthy eating options that would appeal to young people. Create a menu and, if you have the facilities, cook a dish from it!
- 
- 8 **Activity 4. What's Your Gift?**  
Contemplate the personal qualities of everyone in the group. Explore the consumer trade by investigating items for sale in the gift shop, including fair trade and environmentally friendly goods. Encourage children to appreciate each others' qualities, as well as building their own self esteem by making gift boxes and choosing positive qualities to go inside.
- 
- 9 **Activity 5. A Stunning Performance!**  
Take a closer look at the entertainment industry. Plan and perform a show for a theme park to include songs, music, dance, jokes, puppets, plays or poetry! The show might be varied in its style or have a uniting theme – it's for the children to decide!
- 
- 10 **Help and Support**  
Details about support for gifted and talented children, their schools & families.
- 
- 11 **Additional Resources**  
Photocopiable templates.

## Key

 5+	Suggested age range
	Suggested time
	General resources
	Additional resources
	Curriculum areas
	Care & recommendations

The Theme Park Challenge is a pack of inclusive activities to support NAGC's It's Alright to be Bright! initiative, which is being held during 19th – 26th September 2009. The challenge can be used as a good team building exercise, to support bonding at the start of the term and with new intake years. It can also be used to help identify able, gifted and talented pupils at the start of the school year.

The following notes apply to all five of the activities in the Theme Park Challenge.

### Suggested age range

All the activities can be adapted for use with older or younger children.

### Suggested time for activity

The time indicated is usually 1 hour. However, this is flexible as the activities can be extended or shortened as the teacher/leader requires. Many can easily be stretched to 1.5 hours or 2 hours, or even to a half day slot if this suits the timetabling in a week of activities. The teacher can also pick and choose between activities for maximum flexibility.

### Activities across the curriculum

All activities are cross-curricular and curriculum areas covered are given for each activity.

### Activities are inclusive for all abilities, with additional support of SEN and challenges for Able, Gifted & Talented (AGT) children

Each activity has notes on three areas: Whole Class, Special Education Needs (SEN) and Able, Gifted & Talented (AGT).

### Additional resources

Some of the additional resources required are provided for photocopying at the end of this booklet.

### Further support in the classroom

Select Education has gifted and talented trained teaching staff, who have in-depth information about these activities and can provide support to schools. If you would like to hear more about the information and support Select Education can provide, please email - [education@selectededucation.co.uk](mailto:education@selectededucation.co.uk) or telephone 0845 600 1234.

### Disclaimer

The activities in this booklet are suggestions for use in schools, clubs and at home. However, NAGC cannot be held responsible for any incidents that may arise as a consequence, so please take care.

# Activity 1. Exciting Excursion

## About the Activity

Encourage the children to take a closer look at the tourism industry and, in particular, theme parks. Create a design for the whole theme park and plan the rides. Consider the morals and values for the park and explore related environmental issues.

 5+	Key Stages 1, 2 & 3
	1 – 2 hours
	Plain paper, lined paper, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet
	A3 paper, map of the local area (ideally a town map & outskirts), a selection of leaflets about tourist attractions, theme park leaflets, handout (plan of theme park)
	English, Maths, Science, Geography, Art, Design & Technology, PHSE, Information Technology
	

## Whole Class Activity

Working in groups of 4 to 6 ask the children to:

- Choose a name for the theme park and decide what to include – rides, facilities, retail outlets; find a local location
- Research rides and decide how to group them (e.g. by age, adrenaline factor)
- On a large sheet of paper draw a plan and find a place for each ride, create a key for the rides
- Design funky bins to encourage children to put their rubbish in them
- Decide on the entry ticket prices
- Design a leaflet to give out to visitors – include a map with a key to show all the rides, the shop(s) and facilities, including ‘How to find us’
- Carry out a class survey to find out which would be the most popular ride in your class and show the findings in a creative way

## Class Discussion

1. What would you include in your code of conduct?
2. What impact will the theme park have on neighbouring infrastructure?
3. How will you deal with litter?

## Special Education Needs

Children could think about the theme parks they know and what they find there. Look at attraction leaflets to help them design their own theme park, colour it in and make a poster. You may want to prepare a class survey sheet in advance.

## SEN Discussion

Why do people visit theme parks?

## Able, Gifted & Talented (AGT) Activity

Working individually or in small groups:

- Create promotional ideas that would increase the ticket sales. Develop a membership package and a welcome pack for the theme park
- Research other tourist attractions. Create a television advertisement to promote the theme park as a major tourist attraction in the country (this could be scripted and acted) or prepare a power point presentation
- Design a ride or play area created completely from the rubbish generated at the theme park
- Devise a list of questions to ask a company that wants to sell a new ride to the theme park and the criteria for buying it – how would they evaluate it?
- Role play asking the company the questions and giving the answers

## AGT Discussion

How could you enforce your code of conduct at a theme park on a planet full of aliens?

Think about something **Positive**, something **Negative** and something **Interesting** relating to this question:

What if you had a theme park in your back garden?

## Weird & Wacky!

Why can't you have all the rides placed in a concentric maze?

## Further support in the classroom

If you would like to hear more about the information and support Select Education can provide, please email [education@selecteducation.co.uk](mailto:education@selecteducation.co.uk) or telephone 0845 600 1234.

If you need more help and advice on gifted and talented issues please contact NAGC on 0845 450 0295 or email - [itsalrighttobebright@nagcbrtain.org.uk](mailto:itsalrighttobebright@nagcbrtain.org.uk)

## About the Activity

Encourage the children to take a closer look at engineering and aerodynamics through the design and creation of a model roller coaster. Provide opportunities to explore materials and their applications by testing materials suitable for ride seat covers.

 5+	Key Stages 2 & 3
	2 hours
	Plain paper, lined paper, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet
	Card, straws, cardboard, pieces of different types of fabric, toy car/egg, bowls/cups of water, paper towels, colourful food samples, leaflets from theme parks showing rides, tape measure, scales
	English, Maths, Science, Geography, Design & Technology, PHSE, Information Technology
	Take care with food samples and egg. Consider allergies.

## Whole Class Activity

Working in groups of about 4 ask the children to:

- Design a roller coaster considering the aerodynamics and the target audience
- Build the roller coaster from the available materials and compete to see which group's ride works best with a toy car or an egg
- Make ride seat covers from the available fabrics and test which are waterproof, stain proof and how well they stand friction
- Consider fair tests for each of the above
- Collect class data on weight and height to determine averages for ride participants and present your findings in a interesting way

### Class Discussion

1. Why do some of the roller coasters work better than others?
2. What weight and height restrictions do you need to consider?
3. What else can people do to experience a similar feeling?

## Special Education Needs

Give the children one type of material to build their roller coaster (e.g. straws) or build a ride using a marble run game.

### SEN Discussion

What makes a roller coaster scary?

## Able, Gifted & Talented (AGT) Activity

Working individually or in small groups:

- Hold a debate for and against theme parks
- Research and evaluate different materials for rides
- Produce fact file cards for the rides in the theme park and create a game using them
- Devise a costing structure for building a roller coaster using different types of materials (don't forget labour costs!)
- Write a poem or prose about your emotions on a roller coaster

### AGT Discussion

How does gravity affect a ride and what would rides on the moon be like?

Think about something **Positive**, something **Negative** and something **Interesting** relating to this question:

What if there were roller coasters designed for pets?

### Weird & Wacky!

Why can't rides be built from food?

## Further support in the classroom

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# Activity 3. Are You Hungry?

## About the Activity

Explore the catering industry and marketing strategies through this group work activity. Plan and design a snack bar, looking at healthy eating options that would appeal to young people. Create a menu and, if you have the facilities, cook a dish from it!

 5+	Key Stages 1, 2 & 3
	1 hour
	Plain paper, lined paper, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet
	A selection of menus from different cafes/restaurants, cooking facilities, relevant ingredients, calculators
	English, Maths, Science, Geography, Art, Drama, Design & Technology, Food Technology, PHSE
	Check in advance for allergies if cooking. Avoiding nuts is recommended.

## Whole Class Activity

In groups of around 3 to 6, ask the children to:

- Decide on a name and a theme for the snack bar and create a logo
- Create a menu, considering items that are healthy but well loved by children
- Research meal deals and price the menu accordingly
- Design coasters and place mats suitable for the snack bar theme
- If possible, cook something simple from the menu

### Class Discussion

1. How could you hold an International Day at your snack bar?
2. What ethical issues need to be taken into consideration?
3. Why do many children like unhealthy foods?

## Special Education Needs

When they have planned their snack bar ask the children to set it up in their class room.

### SEN Discussion

What do you think would be the most popular item on the menu and why?

## Able, Gifted & Talented (AGT) Activity

Working individually or in pairs:

- Pick a dish from your menu, cost the ingredients, build in overheads, calculate your profit and set a price
- Research this dish to find out whether your price is competitive
- Write a press release to launch the snack bar
- Write a critic's review of a dish including taste, service and cost
- There are two birthday party bookings, one for a 5 year old boy and one for a 16 year old girl. Create 'birthday packages' for these two customers

### AGT Discussion

How does the advertising industry contribute to the popularity of unhealthy foods?

Think about something **Positive**, something **Negative** and something **Interesting** relating to this question:

What if there was a water flume in the snack bar?

### Weird & Wacky!

Which animals would be best equipped to run a restaurant?

### Further support in the classroom

If you would like to hear more about the information and support Select Education can provide, please email [education@selecteducation.co.uk](mailto:education@selecteducation.co.uk) or telephone 0845 600 1234.

If you need more help and advice on gifted and talented issues please contact NAGC on 0845 450 0295 or email - [itsalrighttobebright@nagcbrtain.org.uk](mailto:itsalrighttobebright@nagcbrtain.org.uk)

### About the Activity

Contemplate the personal qualities of everyone in the group. Explore the consumer trade by investigating items for sale in the gift shop, including fair trade and environmentally friendly goods. Encourage children to appreciate each others' qualities, as well as building their own self esteem by making gift boxes and choosing positive qualities to go inside.

 5+	Key Stages 1 & 2
	1 – 2 hours
	Plain paper, lined paper, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet
	A4 sheets of white card, handouts (box template, quality cards, black quality cards)
	English, Science, Geography, Art, Design & Technology, PHSE, Information Technology
	Handle activity with sensitivity. Ensure no negative qualities are introduced. Everybody is good at something; this may need to be emphasised.

### Whole Class Activity

Ask the children to think about their own positive qualities, talents and abilities and those of their classmates. Ask them to:

- Make and decorate a gift box by using the template, then pick two relevant qualities from the cards and add to the box
- Other class members choose three additional qualities to go in each child's box – use the blank cards to write extra positive qualities if suitable ones aren't available
- Design a T-shirt to sell in the gift shop
- As a group create a mind map of things to sell in the gift shop, including ethical goods and items with the theme park logo

### Class Discussion

1. How did it feel to receive quality cards from others in the class?
2. Why is the gift shop always the last thing you come to at an attraction?
3. If you have £5 to spend what would you buy in a gift shop?

### Special Education Needs

Prepare boxes in advance if necessary and use a catalogue to help children pick their favourite gift shop items.

### SEN Discussion

Why do tourist attractions have a gift shop?

### Able, Gifted & Talented (AGT) Activity

Working individually or in small groups:

- Design an item to sell in the gift shop, consider who will buy it (e.g. age range) and how much it will cost
- Research fair trade toys and present your results to try and persuade your classmates to buy fair trade
- Write a poem about 'gifts and talents'
- Debate the arguments for and against ethically traded goods
- Choose an item and research its carbon footprint

### AGT Discussion

How could the carbon footprint of an item be reduced?

Think about something **Positive**, something **Negative** and something **Interesting** relating to this question:

What if everyone's gifts and talents were the same?

### Weird & Wacky!

We all have the same physiology in terms of the structure and functions of our muscles and bones. Why can't we all run at the same speed?

### Further support in the classroom

If you would like to hear more about the information and support Select Education can provide, please email [education@selecteducation.co.uk](mailto:education@selecteducation.co.uk) or telephone 0845 600 1234.

If you need more help and advice on gifted and talented issues please contact NAGC on 0845 450 0295 or email - [itsalrighttobebright@nagcbrtain.org.uk](mailto:itsalrighttobebright@nagcbrtain.org.uk)

## About the Activity

Take a closer look at the entertainment industry. Plan and perform a show for a theme park to include songs, music, dance, jokes, puppets, plays or poetry, even a promotional TV advertisement! The show might be varied in its style or have a unifying theme – it's for the children to decide!

 5+	Key Stages 2, 3 & 4
	2 hours +
	Plain paper, lined paper, pencils, colouring pens, glue, scissors, sticky tape, rulers, access to the internet
	CD player, rehearsal space, performance space, books for ideas, musical instruments, music
	English, Science, Geography, Art, Music, Drama, PE/Dance, Design & Technology, PHSE
	Involve all children either in performance or planning. Check all material is appropriate.

## Whole Class Activity

As a class or in small groups, ask the children to:

- Think of acts that could be performed in an entertainment show at the theme park
- Carry out a survey to discover the most popular entertainment styles enjoyed by the class
- Discover which of these acts could be performed by the class, in small groups, in pairs or individually
- Learn a new skill, such as juggling, performing a puppet show, or a magic trick
- Plan and perform the show in the class, to the school or to parents

### Class Discussion

1. How did it feel to learn a new skill?
2. What type of other performances has the class been to?
3. What's your opinion about animals performing?

## Special Education Needs

Ensure the performances are inclusive by having mixed abilities.

### SEN Discussion

What's your favourite entertainment programme on TV?

## Able, Gifted & Talented (AGT) Activity

Working individually or in small groups:

- Research costume, make-up, sound and lighting in theatre productions and how you could adapt this for your show
- Plan a publicity campaign for the show
- Ensure the show caters for all disabilities including visual and hearing impairments; learn how to sign performance names
- Research the psychology of performers and put forward a proposal about why you or a class mate would excel in this profession
- Individually choose a charity and present an argument why this charity should receive the proceeds from the show – NAGC could be included

### AGT Discussion

It's almost 25 years since Live Aid – how has the situation in Africa changed?

Think about something **Positive**, something **Negative** and something **Interesting** relating to this question:

What if everyone could only communicate through song and dance?

### Weird & Wacky!

How could you perform if your eyes were in the back of your head?

### Further support in the classroom

If you would like to hear more about the information and support Select Education can provide, please email [education@selecteducation.co.uk](mailto:education@selecteducation.co.uk) or telephone 0845 600 1234.

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## The National Association for Gifted Children

is a charity supporting the social, emotional and learning needs of gifted children regardless of age, background or multiple exceptionalities (giftedness coupled with learning difficulties such as Aspergers, ADHD or dyslexia).

NAGC provides support and specialist advice for those coping with a wide range of issues that affect children's lives every day, such as lack of self esteem, feelings of isolation and frustration, lack of challenge in the classroom or at home, underachievement, or challenging behaviour.

NAGC supports parents, carers and professionals to give them the confidence and tools to meet the needs of these children.

Crucially, we celebrate the achievements and potential of these amazing children.

### We provide help through our:

- Confidential information & advice line on 0845 450 0295
- Fully resourced information & fact sheets on the website [www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk)
- Family and children's magazines each term
- Programme of family activities across the country
- Consultancy & workshops for parents, carers & professionals
- Dedicated membership services
- Separate online members' discussion forum for families, young people & schools
- Local clubs & family support groups

### Help us to help – join!

Schools and families can access additional resources and support by joining NAGC.

Full details are available on telephone number **0845 450 0295** or on our website [www.nagcbrtain.org.uk/membership.php](http://www.nagcbrtain.org.uk/membership.php)

Your membership not only benefits you and your family or school, but it helps us to help more young people.

### Help us to help – donate!

As an independent charity NAGC welcomes all donations to support its work with young people, their families and those who work with them. Please consider making a donation by clicking the

**Donate now** button on our homepage [www.nagcbrtain.org.uk](http://www.nagcbrtain.org.uk) or send a cheque made payable to NAGC to the address on the back page.

**You can make a difference!**

Some of the additional resources required are provided here for photocopying.

## Activity 1. Exciting Excursion

### Handout 1

Plan of a theme park. (One per group or child if required for SEN activity). Photocopy onto A3 paper.

## Activity 4. What's Your Gift?

### Handout 1

Box Template. (One per group). Photocopy onto card. The templates can be collected and re-used at the end of the session.

### Handout 2

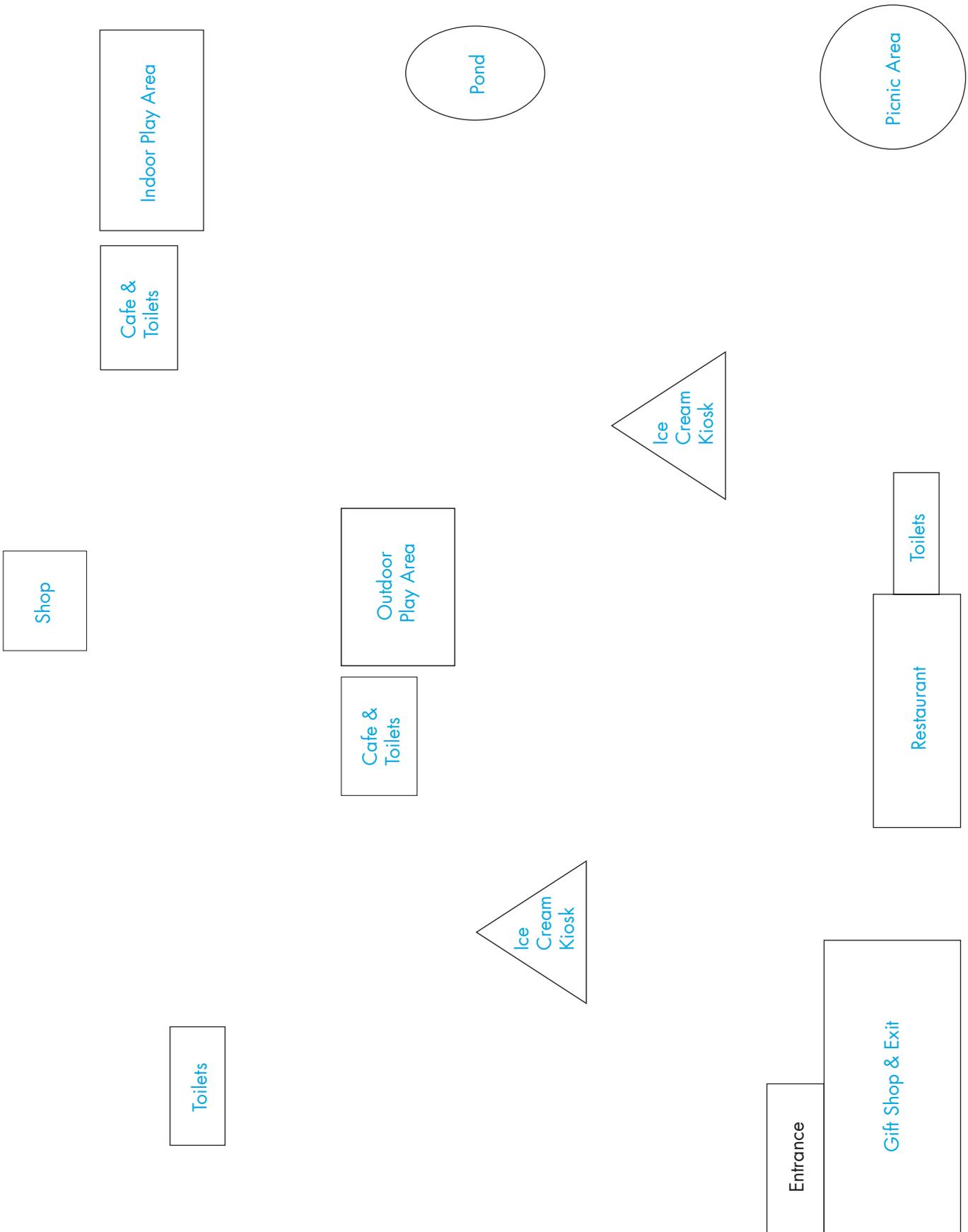
Quality Cards. (One per child). Cutting out required.

### Handout 3

Blank Quality Cards. (One per child). Cutting out required.

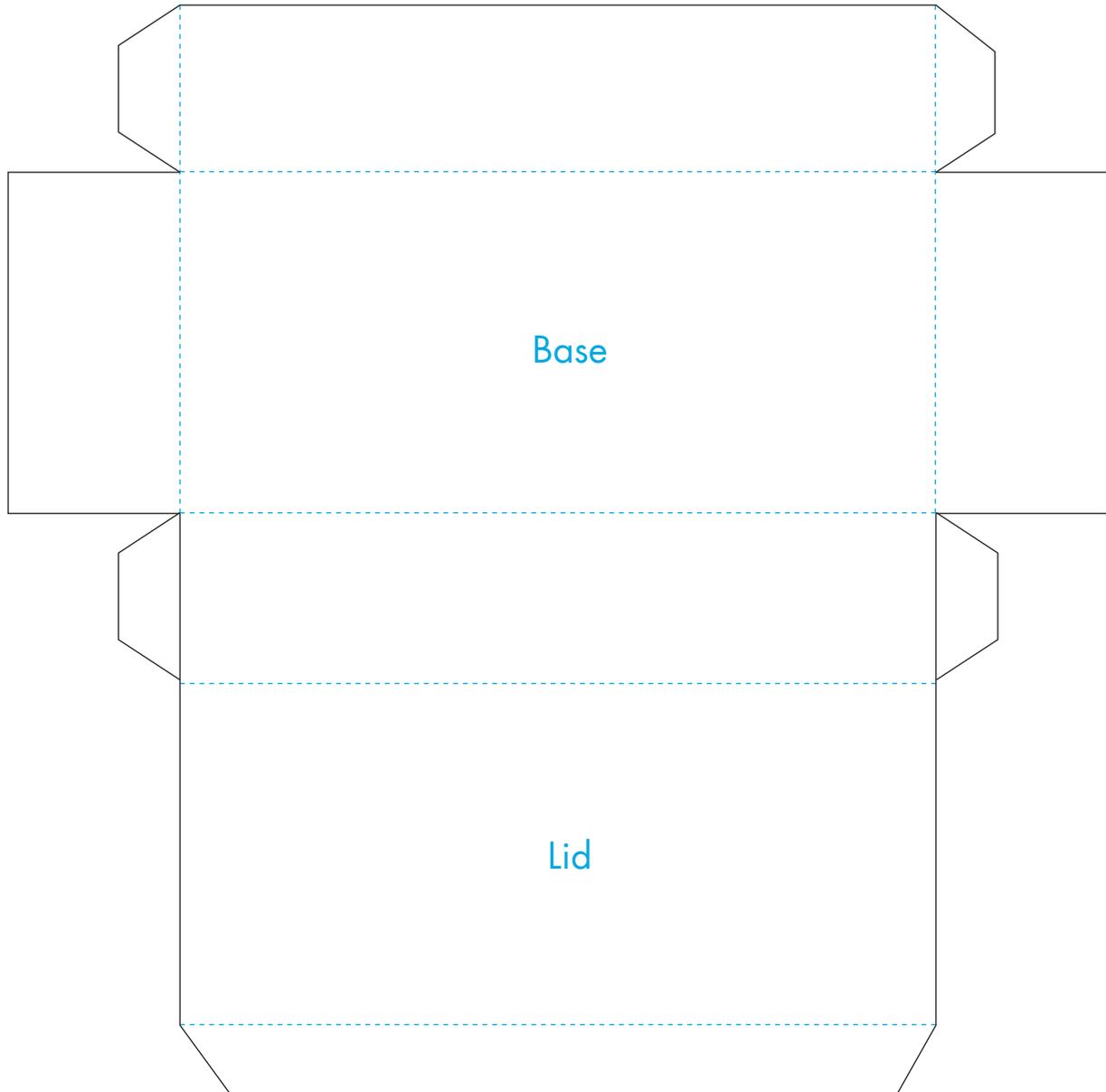
# Activity 1 Handout 1. Plan of Theme Park

Rotate handout to landscape



# Activity 4 Handout 1. Box Template

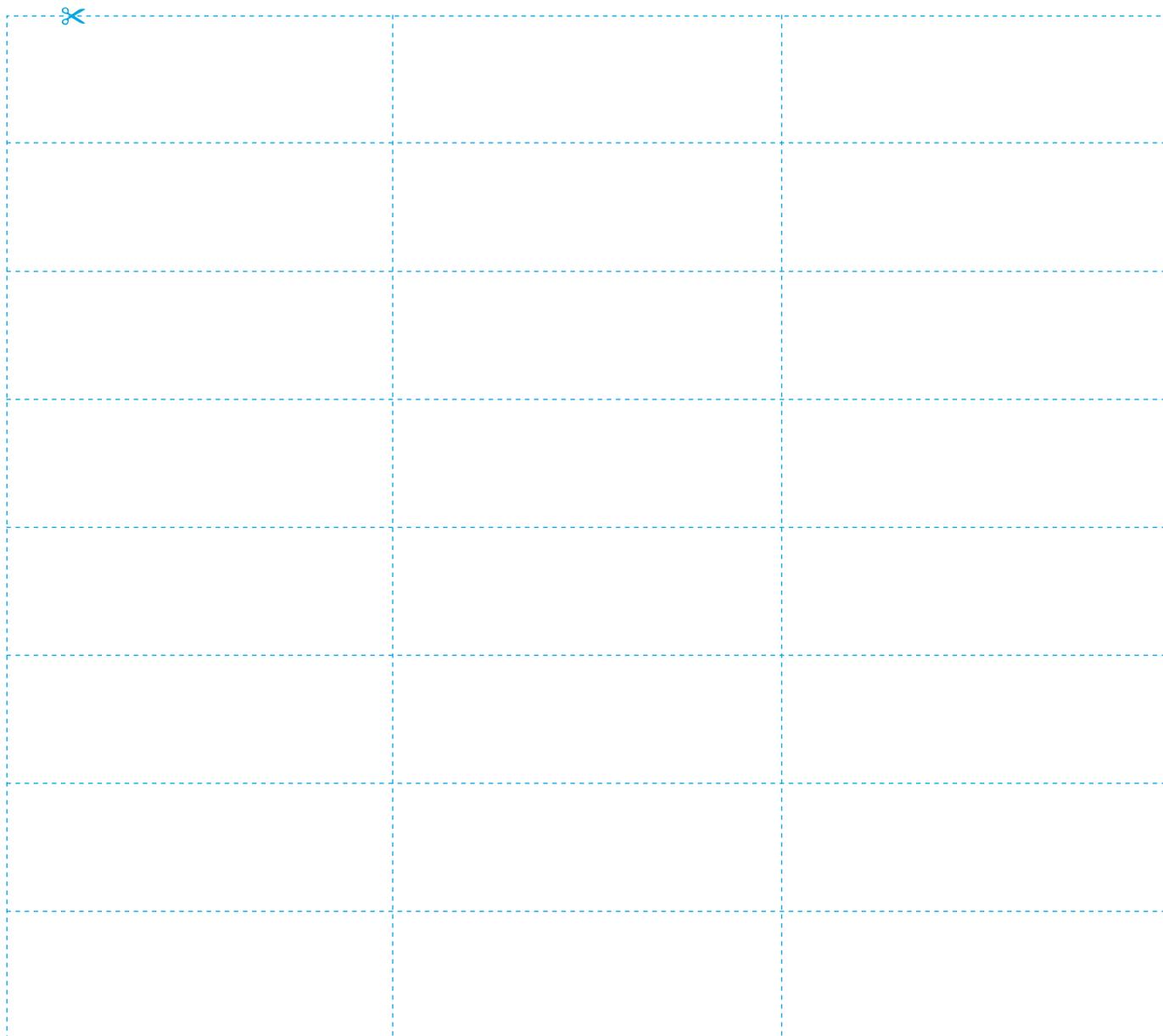
Cut out the card template. Draw around it on your paper.  
Fold along the dotted lines. Stick down the tabs.



## Activity 4 Handout 2. Quality Cards

Honest	Kind	Caring
Well mannered	Good listener	Sporty
Creative	Shows empathy	Shows sympathy
Compassionate	Playful	Interesting
Hard working	Patient	Considerate
Perceptive	Funny	Witty
Helpful	Friendly	Approachable
Charismatic	Diplomatic	Artistic

# Activity 4 Handout 3. Blank Quality Cards



A large grid of 10 blank quality cards, arranged in 3 rows and 4 columns. A small scissors icon is located in the top-left corner of the grid, indicating where to start cutting. The grid is defined by dashed blue lines.

It's Alright  
to be **Bright!**

**The National Association for Gifted Children**

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Registered Charity 313182



For gifted children & their families