

CRESSIDA COWELL



Which Way  
to  
**ANYWHERE**

RESOURCES FOR KEY STAGE 2 TEACHERS  
AND LIBRARIANS

# Which Way to **ANYWHERE** CRESSIDA COWELL

Cressida Cowell's aim is to encourage every child to read for enjoyment and get something out of books. This new series – packed full of adventure, excitement and travel between worlds! – is one which will do exactly that.

Cressida has a passion for developing the creative intelligence of children and she believes that reading allows the reader to grow three superpowers:

- **Intelligence**
- **Creativity**
- **Empathy**

These classroom ideas are based around the first book in the series, *Which Way to Anywhere*, and are designed to inspire these superpowers by exploring children's imagination and allowing their creativity to come to the fore.

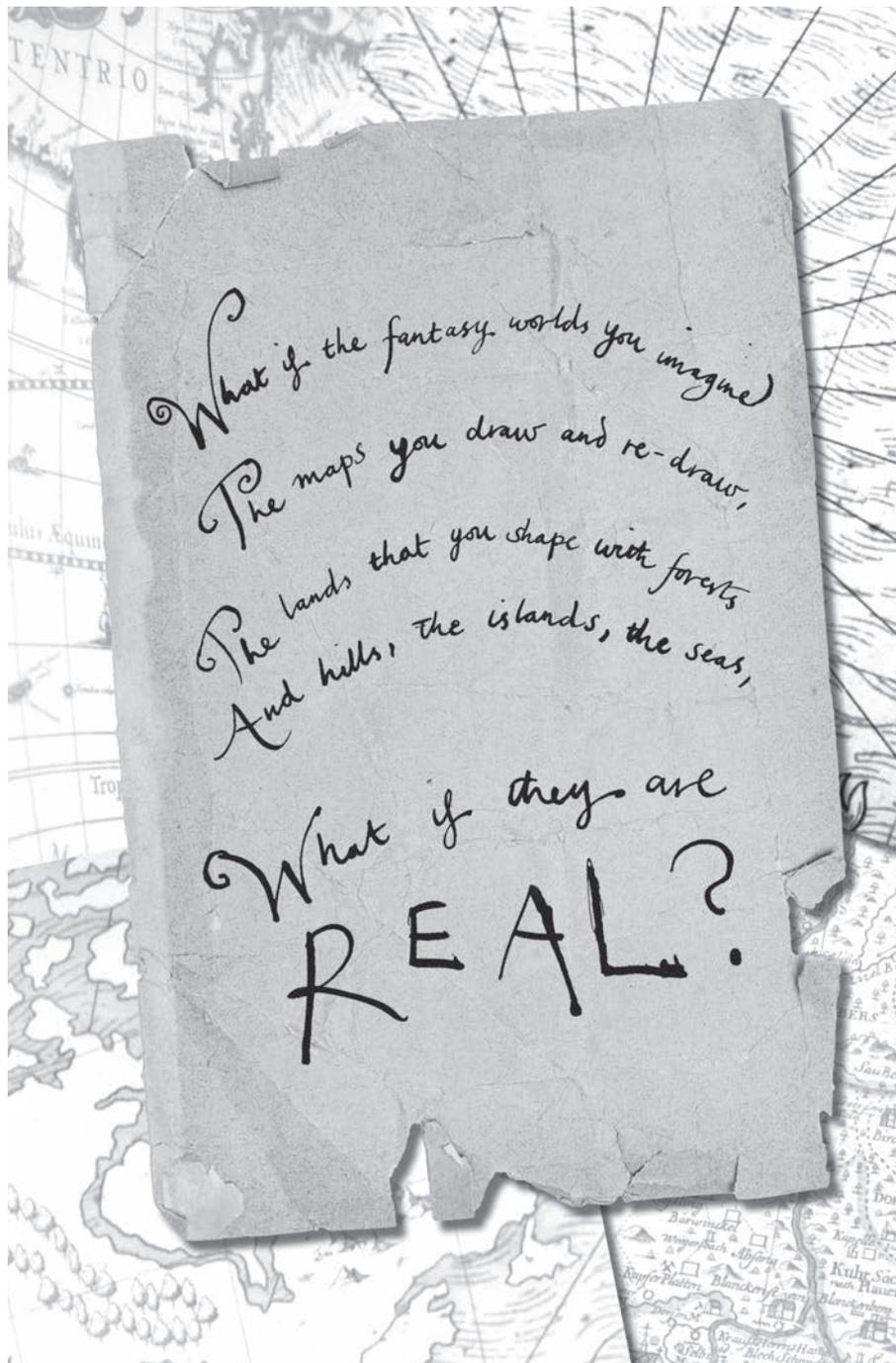


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## Intelligence

### ACTIVITY 1

Worlds and Characters



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## Task 1

At the beginning of the book it says:

*'What if the fantasy worlds you imagined, the maps you draw and re-draw, the lands that you shape with forests and hills, the islands, the seas, what if they are real?'*

Write a reply to the question – what if they *are* real? Show your understanding of the book and everything that happened in it.



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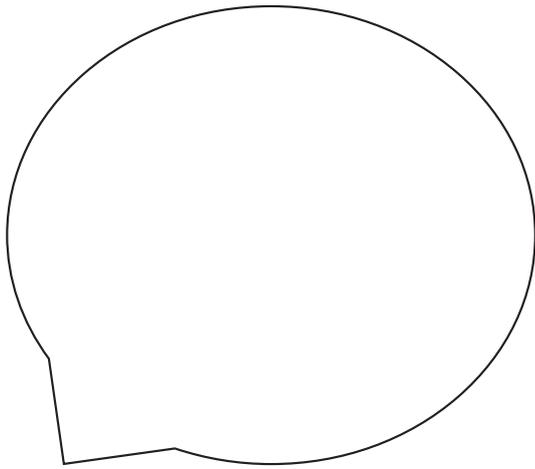
## ACTIVITY 2

Meet the Heroes of *Which Way to Anywhere*

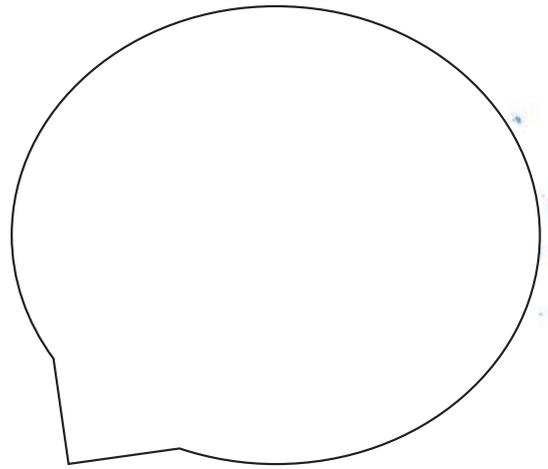
### Task 1

Write a short character summary of each Hero in the speech bubbles below. Base your writing on the events described in *Which Way to Anywhere*.

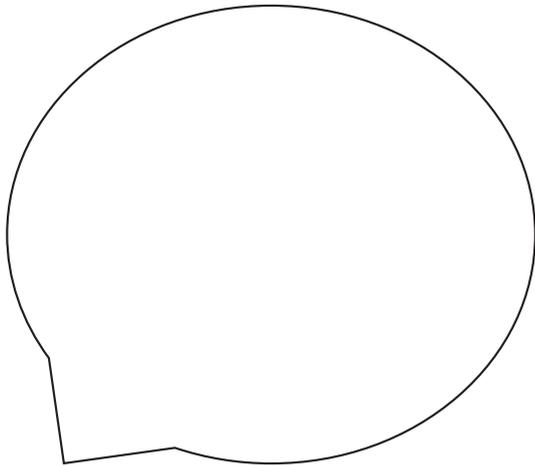
K2 O'Hero



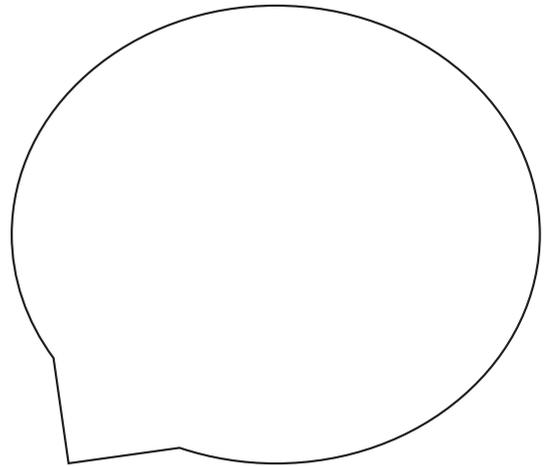
Izzabird O'Hero



Theo Smith



Mabel Smith



## ACTIVITY 3

### Finding Everest

*'What if he isn't dead?' argued Izza. 'What if he never went to the Mariana Trench? What if all along he's been exploring places like this "Excelsiar"? And the "geographical Gift" secret that Cyril was looking for and the aunts and Mum have been hiding from us . . . What if that's how he's doing it?'*

*'That's a lot of "What ifs", Izza . . . What are we going to do?' said K2, knowing he wasn't going to like the answer to this question.*

*'We're going to find out how to use this Alternative Atlas,' said Izzabird, determinedly punching the air. 'And then we're going to find Dad and bring him home where he belongs, and put our family back together again.'*



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## Task 1

Izzabird and K2 are sure their dad, Everest, is still alive. They are determined to find him and bring him home, but they need a plan.

Work in pairs or small groups to help Izzabird and K2 come up with a rescue plan. You should consider what they will need to find Everest, how they will get there and if they will need any special equipment to help them along the way.

### Action Plan to save Everest

## Task 2

Share your ideas with your classmates and decide as a larger group which rescue plan you think will work best.



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## ACTIVITY 4

Supply Kit

*They grabbed their school bags and stuffed them with supplies.*



### Task 1

You are going on the rescue mission with Izzabird and K2, but you need to help fill the empty bag with supplies. Think about what you would need to survive on this type of adventure and fill up the empty bag with useful items.



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## Task 2

Write a sentence next to each item you place in the bag, justifying why it is a useful choice.

## Task 3

Work together with your classmates to select the most useful items from each group and come up with the ultimate super-bag of supplies for the rescue mission.

## Creativity

### ACTIVITY 1

Magic Toothbrushes

#### Task 1

Design your very own Magic toothbrush.



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## Task 2

What are the special characteristics of your Magic toothbrush?

How might it help you in a difficult situation?

## Task 3

You now have to try and sell your Magic toothbrush to the Magical world. Work in pairs or small groups and come up with a mini pitch that highlights all the brilliant things your toothbrush can help you with.



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## ACTIVITY 2

The Alternative Atlas

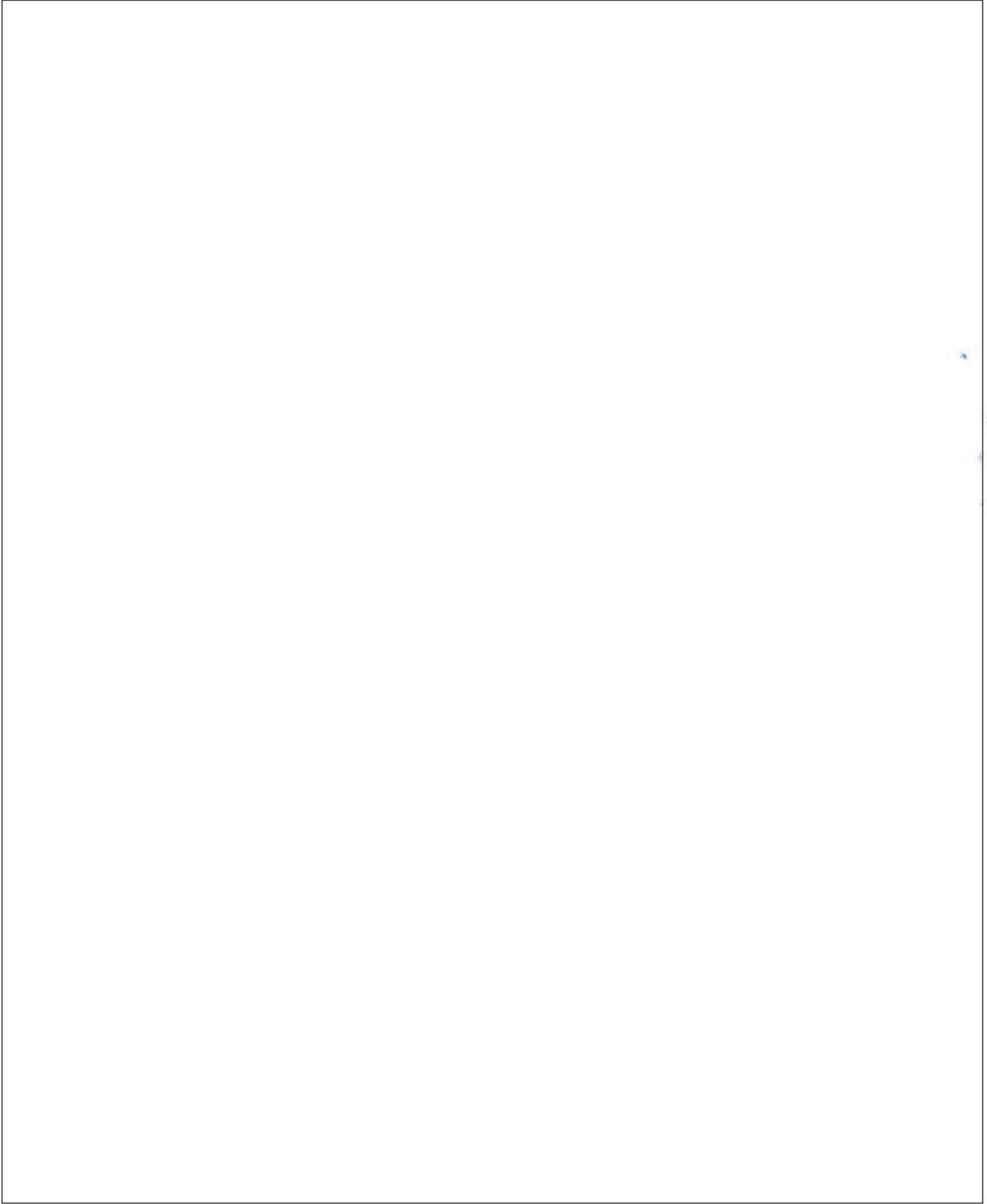
*'An Alternative Atlas,' whispered Professor Cyril Sidewinder, 'is a collection of maps of imaginary and real places ... a gorgeous and an entire and complete geography of worlds that no one has ever seen before ...'*

### Task 1

Using the blank template below, work in pairs to create a map of your own imaginary world. You could even make it two-sided, with an imaginary world on one side, a real place – your house, garden or school, for example – on the other and an X to show the crossing point between them.



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## Task 2

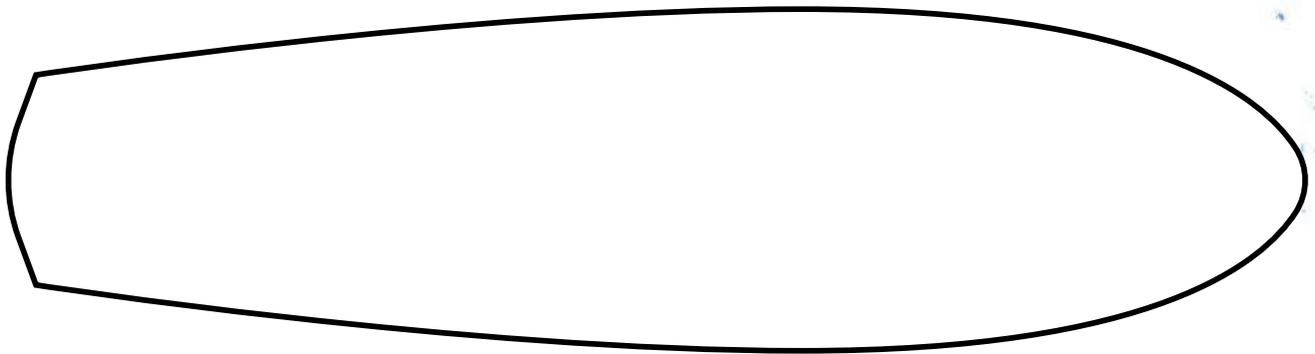
Share your map designs with the rest of the class. Then work together to combine them all and create one Alternative Atlas – a collection of all your imagined places.

## ACTIVITY 3

### Flying Skateboards

#### Task 1

Can you work together to create a new flying hoverboard to help K2 on his journey? Use the hoverboard below as a base, what can you add to it, to really help K2?



#### Task 2

When you have finished creating your hoverboard, give it a name and write a short description of the new features and how it can help K2.



## ACTIVITY 4

### Design Your Own Robot

Can you design and create a new robot using everyday materials?

Consider using wood, paper, cardboard, plastic, metal, rock, pipe, wire, sponge. How many more types of everyday materials can you think of to add to the list?

Describe the materials you have chosen: e.g. hard, soft, shiny, dull, bendy, waterproof, non-waterproof, smooth, sharp, stretchy, absorbent.

### Task 1

Design your robot. Draw a picture of what you would like your robot to look like and describe what everyday materials you will use to make it. Think about the personality of your robot - are they cute and kind like Puck or scary and ruthless like the Excoriator? Do they need any attachments to complete specific tasks or help on your adventures?

**Teacher prompt:** You can watch the 'Design Your Own ROBOT' video on Cressida's YouTube channel for extra inspiration!



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## Task 2

Collect the materials you need, and try and make part or all of your robot.

## Task 3

Show your robot to the class. Describe the materials you have used in your design.

## Task 4

Explain how your robot could contribute to the story of *Which Way to Anywhere*. Will it help the children on their mission, or get in their way?

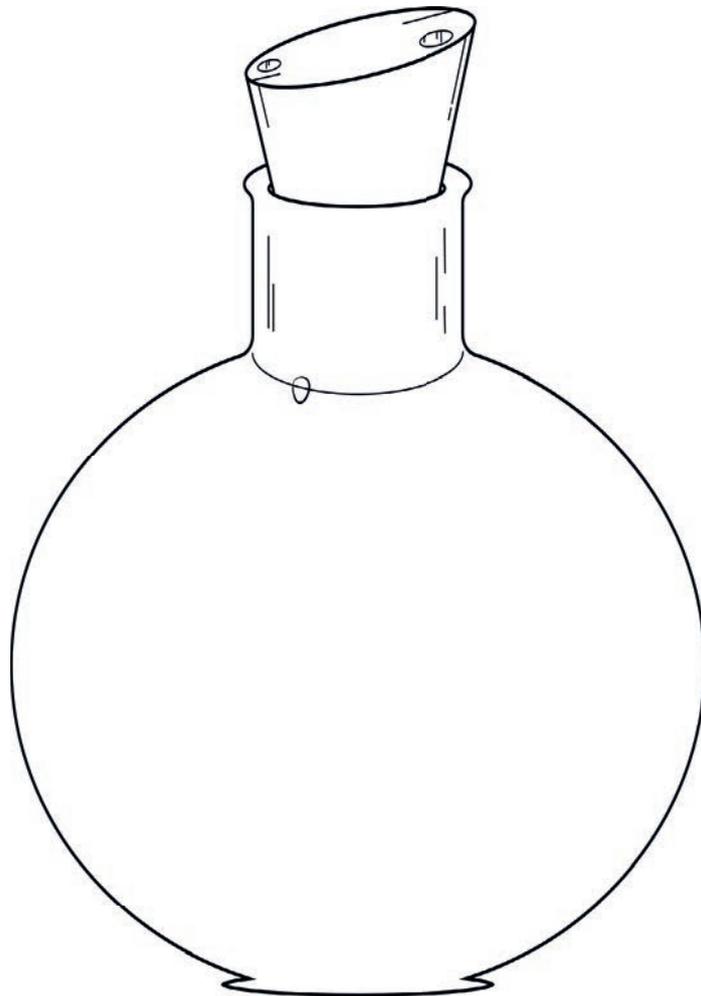
## ACTIVITY 5

### Magic Potion

Imagine K2 and his siblings have run out of magic potions and need one more to rescue Annipeck. Can you come up with one that will help them?

## Task 1

Design your magic potion. What will it look like in the bottle? Use the template.



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## Task 2

Next we need a list of all the magic ingredients you are going to put in the magic potion. The children will need these so they can make more of it later!

## Task 3

Now you need to write a description of the magic potion.  
What will it do to help the children on their rescue mission?



## Empathy

### ACTIVITY 1

#### Task 1

*And so many more questions are bothering me in the quiet watches of the night.*

*Is it really only K2 who has the most dangerous Gift in the universe? (Because of course, K2 never lost the Gift, the family were just pretending he had to protect him.)*

*That little baby Annipeck ALSO has a unique Gift, one I've never seen before.*

*Is it a coincidence that they are both living in the same house?*

*Could one of those other children have a Gift even more powerful than K2's?*

*Izzabird has an aura so fiercely scarlet it pierces the eye to see it.*

*And Theo and Mabel may think they are not Magic, but I know better.*

*I have seen their auras.*

*Theo's is a yellow brighter than gold.*

*And Mabel's is greener than the most emerald forest.*

Answer the questions below:

Is it really only K2 who has the most dangerous Gift in the universe?

Is it a coincidence that more than one person with extraordinarily unusual gifts may be living in the same house?



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If you had to guess, what magical gift might each of the other children have?

Izzabird

Theo

Mabel

If you had an extraordinary magical gift, what would it be? Describe it below.



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## A Bad Morning

*K2, on the other hand, wasn't getting into trouble, but he was having a tricky morning nonetheless. K2 was dyslexic so sometimes he found school frustrating because he had such great ideas but he couldn't write them down quick enough or spell them the right way. And then he accidentally shot an own goal that lost his team the match in P.E., so Angus McDognut gave K2 a dead arm, and K2 had to hide in the toilets for a bit.*

This is what learning to be a Hero is all about, *thought K2, giving himself a stern talking-to as he dried his eyes.* I bet if this happened to MY FATHER, he would pretend nothing had happened.

*K2 blew his nose and squared his shoulders and marched out of the toilets, immediately bumping into Angus McDognut again, who stole K2's packed lunch, so K2 had to share Izzabird's sandwich at lunch time.*

*But things were about to get a whole lot worse.*

### Task 2

K2 is having a really bad morning. What messages of support can you write and send to K2 so he feels better? Think about how you may feel if you had the same morning as K2.

Fill in the boxes below with supportive messages to K2.

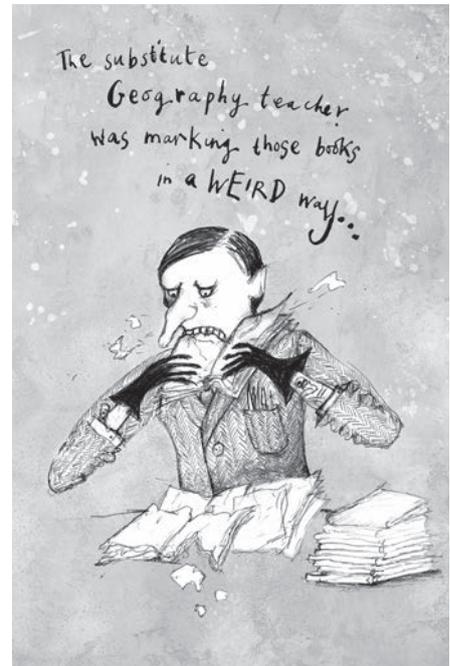
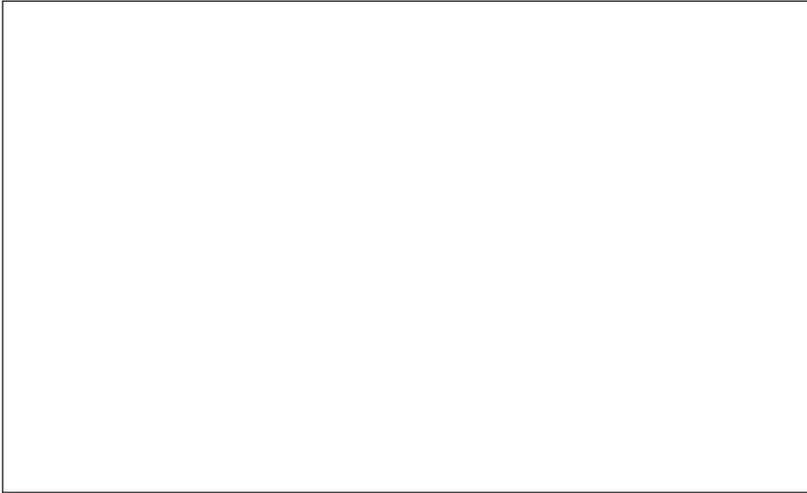



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### Task 3

Send a warning message to K2 and Izzabird about Professor Cyril Sidewinder.



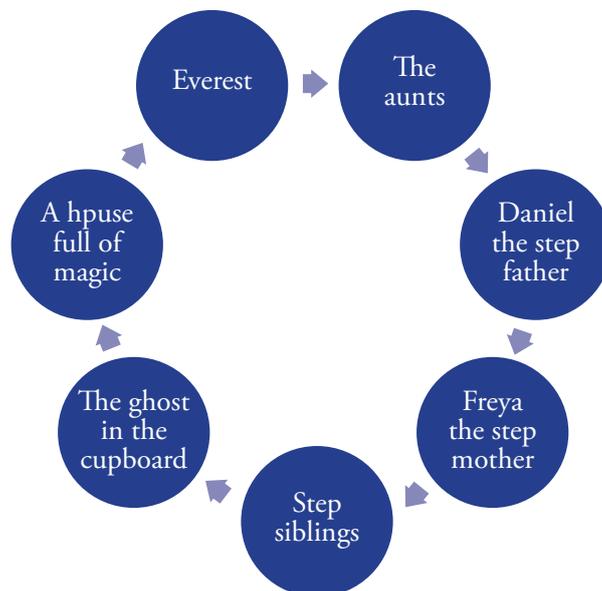
## ACTIVITY 2

An Unhappy House

*'This house smells unhappy,' said Horizabel. 'In fact it reeks of it. It's giving me a headache. I wonder how you can live in such a gloom-smell of an atmosphere.'*

### Task 1

Imagine you are having a conversation with Horizabel. Explain to her why 'this house smells unhappy'. Use all of the words on the wheels below in your dialogue with Horizabel.



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## Task 2

Can you give the stepsiblings some advice about how to get along better?

Think about how they could get to know each other more, and things they might do to try and have a better relationship with each other.

### Top Tips for Getting Along

- 1.
- 2.
- 3.
- 4.
- 5.

## ACTIVITY 3

Annipeck

*The thought of dear little Annipeck, all alone in some frightening alternative world in the clutches of that horrible pirate-posing-as-a-geography-teacher and being followed by that completely terrifying robot called The Excoriator, made K2 feel physically sick.*

### Task 1

Everyone is really worried about Annipeck – she is only little and must be very frightened. Write a letter to Annipeck to reassure her that everything is going to be all right. Include some pictures to brighten up your messages.

Dearest Annipeck,



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## Task 2

Annipeck likes listening to songs. Can you think of some songs to send to Annipeck to help her feel better?

### Songs for Annipeck

## ACTIVITY 4

Supporting the Children

*And these children need you. They need your advice and your goodwill and your love. You can help them if you wish to.*

### Task 1

Design a poster showing all your support to the children in their hour of need. It could include messages of goodwill, reassuring words, ideas to help them and pictures to cheer them up.



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## Task 2

Present your poster to the class in the form of a mini presentation, explaining the words and pictures you have chosen to include.



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## ACTIVITY 5

Professor Cyril Sidewinder

### Task 1

How do you feel about Professor Cyril Sidewinder at the end of the book?

### Task 2

Can you write a short character analysis of Professor Cyril Sidewinder? Did his character change throughout the book?

Should Professor Cyril Sidewinder be rescued?

### Task 3

Consider how Professor Cyril Sidewinder treated Annipeck, and that she called him grandad. What does this tell us about Cyril?



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## Extra Activities

### ACTIVITY 1

#### Graphic Organiser

How much can you remember from the book? Fill in the graphic organiser with key events from the book. Share your ideas together. Did you all like the same characters and events from the book?

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## ACTIVITY 2

The Next Part of the Story

### Task 1

Can you predict what happens next to K2 and his family?

### Task 2

Can you make predictions about what happened to Everest? Where did he go and did Horizabel manage to catch him?

### Task 3

Can you create a new character for the next part of the story?



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## Task 4

*The bleeding figure of Vorcxix, in the middle of a sandstorm and a desert of his own making, riding on the back of an exhausted, dented EXCORIATOR.*

*Opens up the home page of his Alternative Atlas.*

*Reads the message that Horizabel has kindly transmitted to him just before she left Excelsiar:*

*'I CAN KEEP A SECRET IF YOU CAN . . .'*

*He thinks about the slippery bounty hunter, and the family with the Atlas-Gift in their grasp. Vows, as THE EXCORIATOR limps across the long and lonely sands:*

*'I AM GOING TO GET YOU, O'HEROS AND SMITHS AND HORIZZZZABEL THE GRIMM!  
IF IT'S THE LAST THING I DO . . .'*

Read through the extract above which is the final note of the book. It is setting up the next story. Think of a suitable title for this book.

