PADDINGTON 2

IN CINEMAS NOVEMBER 10

POP-UP PADDINGTON

HEYDAY FILMS   STUDIOCANAL   INTO FILM

Pop-up Paddington is inspired by the joy of Paddington's second film adventure, *Paddington 2* (in cinemas November 10). Activities support and encourage pupils to develop communication, active citizenship, problem solving and creative skills. **Pop-up Paddington** culminates in the creation and evaluation of a pop-up book featuring Paddington carrying out 'odd jobs' around the community.

Pop-up Paddington is designed for learners in Key Stage 2/Second level, with guidance to simplify or extend activities to suit the variety of skills and abilities demonstrated by pupils aged 7–11. It has been created in partnership with STUDIOCANAL. This resource is linked to the English, design and technology, PSHE and citizenship curriculums.

Twitter.com/paddingtonbear
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ABOUT *PADDINGTON 2*

The much-anticipated sequel to the worldwide hit family film finds Paddington happily settled with the Brown family in Windsor Gardens, where he has become a popular member of the community, spreading joy and marmalade wherever he goes. While searching for the perfect present for his beloved Aunt Lucy's hundredth birthday, Paddington spots a unique pop-up book in Mr. Gruber's antique shop, and embarks upon a series of odd jobs to buy it. But when the book is stolen, it's up to Paddington and the Browns to unmask the thief…

HEYDAY FILMS

STUDIOCANAL

ABOUT THIS RESOURCE

- Teachers' notes
- Pop-up Paddington PowerPoint presentation
- Pop-up planning sheet
- Pop-up Paddington Competition leaflet
- Pop-up props and settings sheet

LESSON ONE: POP-UP PLANNING

To inspire their story, pupils will work with the *Paddington 2* trailer to consider Paddington's personal motivation and desire to help others in his community by carrying out odd jobs. Pupils will investigate pop-up books and may begin their own designs.
Curriculum areas: English, design and technology, PSHE, citizenship

LESSON TWO: POP–UP PRODUCTION

Pupils put their planning into practice to make their page of the pop-up book, writing descriptive text and dialogue, and designing and constructing pop-up mechanisms. They will then evaluate their work, demonstrating effective reflection and communication skills.
Curriculum areas: design and technology, English

LENGTH: the two lessons are designed to take between 60–90 minutes each.

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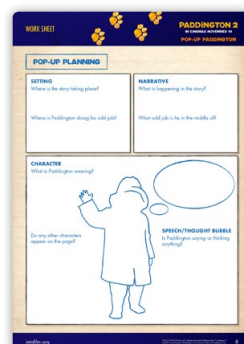
COMPETITION

Where will Paddington pop-up next?

Round off your Paddington-inspired work by giving each pupil a competition entry form for their chance to win official Paddington goodies for their whole class, plus a special *Paddington 2* prize for the winning entrant! This task can be set as homework and you can collect your pupils' entries and send to: Pop-up Paddington, Into Film, 31 Islington Green, London, N1 8DU.

Read the terms and conditions for the competition at: www.intofilm.org/paddington-2-termsandconditions.

SAFEGUARDING

We advise that you ensure the content is appropriate for your pupils by viewing the trailer before delivering these activities. We also recommend you view content on external links in advance of sharing these with young people, as we are unable to accept responsibility for content, which may change, move or become unavailable without our knowledge.

INTO FILM

Into Film is an education charity that puts film at the heart of children and young people's educational, cultural and personal development. Over half of UK schools engage with our programme of Into Film Clubs, special cinema screenings, and resources and training to support classroom teaching. Alongside rich online content for young audiences, this provides 5–19 year olds with inspiring opportunities to learn about and with film, and develop a passion for cinema. Into Film's work is supported principally by the BFI through the National Lottery, and by the film industry through Cinema First.

Visit www.intofilm.org for more information.

Lesson One: **Pop-up planning**

EQUIPMENT NEEDED

- **Pop-up Paddington PowerPoint presentation**
- A selection of pop-up books eg Haunted House by Jan Pienkowski, ABC 3D by Marion Bataille, One Red Dot by David A. Carter and Alice's Adventures in Wonderland by Robert Sabuda
- Coloured pens and pencils
- One **Pop-up planning sheet** per pupil

LEARNING OBJECTIVES

- I can discuss stories and characters in films and books, explaining my ideas using examples from the text.
- I can explain why people do odd jobs and discuss the benefits..
- I can investigate and critique pop-up design features.

1. Using **slide 2** of the accompanying **Pop-up Paddington presentation**, explain that pupils will be completing a design and technology pop-up project inspired by the character of Paddington and his new film *Paddington 2*.

2. Watch the trailer for *Paddington 2* on **slide 3** and ask pupils to think of at least three adjectives to describe Paddington's personality. Encourage pupils to explain why they have chosen each adjective, thinking about Paddington's actions, body language and facial expressions. Ask pupils to compare and contrast how they describe Paddington with how he might describe himself.

3. You may like to play the trailer for a second time, and discuss some of these questions to encourage pupils to consider what the trailer told them about the other characters and the story in *Paddington 2*. You may like to provide groups of three with one question to focus on as they watch the trailer and to feed back into a group discussion.

- How would you describe the music? How did it make you feel? What did the music tell you about the film?
- Which other characters, besides Paddington, did you notice? How would you describe these characters? What do you think might happen to them in the film? Key characters are 'Knuckles' McGinty (a convict), Mr and Mrs Brown (Paddington's family) and Mr Curry (the bad tempered neighbour).
- How would you describe the colours in the trailer? How did they make you feel? What do the colours tell you about the story?
- Where does the story take place? How would you describe the settings in the film?
- Can you describe what you think might happen at the beginning, in the middle and at the end of the film?
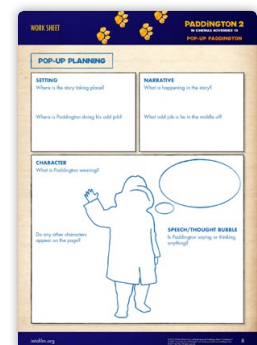
4. Using **slide 4** of the presentation, describe the pop-up task and the competition that pupils can enter at the end of lesson two. Provide groups of three to four pupils with a pop-up book and ask them to look carefully at the book, and discuss why children might enjoy reading them and how the pop-ups help to tell the story. As pupils feed back, focus on the different ways that pop-up books are interactive with three-dimensional elements and tabs to pull and push to reveal hidden sections.

5. Explain that pupils will create their own page of a pop-up book which when added together will form a whole class pop-up book. Ask pupils to recall what Paddington was doing in the trailer. They should suggest what Paddington might say and what he might be thinking.

6. Display the question on **slide 5** and explain that the class pop-up book will centre around a story about Paddington and the range of odd jobs he could do to save enough pocket money to buy the present. You may need to explain that 'odd jobs' are jobs that are carried out from time to time to help others; sometimes people do these jobs themselves or they might pay someone to do them for them. Ask pupils to think, pair and share suggestions for odd jobs around the house or local community that Paddington might do. After sharing ideas, reveal the pop-up suggestions on that slide.

Ask pupils to suggest why Paddington likes to do odd jobs, other than being able to buy his Aunt Lucy a gift. Suggestions may include: Paddington is helpful and likes to do things for others; he would like to show his appreciation by helping the family who take care of him and his neighbours by doing jobs for them that they may not have time to do or find too difficult.

7. Pupils can now choose an odd job they would like Paddington to do on their pop-up page. They should discuss in small groups what line of narrative and/or dialogue might appear on that page to accompany the pop-up picture.

8. Display **slide 6** and give out the **Pop-up planning sheet** for pupils to plan the creation of their pop-up page. Planning can be started now or at the beginning of lesson two.

Simplify: Prepare a bank of words and phrases to support the creation of the story behind their odd job pop-up pictures.

Extend: Pupils should create a bank of adjectives, verbs and adverbs to describe the setting and odd job Paddington is doing.
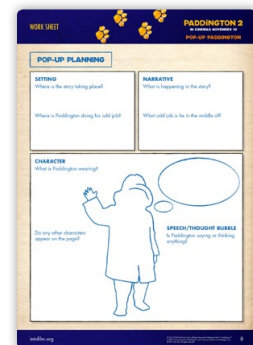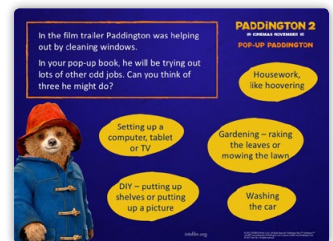
Lesson Two: **Pop-up production**

EQUIPMENT NEEDED

- **Pop-up Paddington PowerPoint presentation**
  (optional: print and hand out **slides 7–11**)
- **Pop-up planning sheet** – one per pupil
- One A4 sheet of thick paper or thin card for each pupil
- Paper to draw and cut out characters or props
- **Pop-up props and settings sheet**
- Pop-up prototype made by yourself (optional)
- Coloured pens and pencils
- Scissors
- Glue sticks
- Sticky foam pads (optional)
- **Pop-up Paddington Competition leaflet**

LEARNING OBJECTIVES

- I can write concise, descriptive sentences to tell a small part of a story.
- I can use time connectives to continue a story sequence.
- I can design and make a pop-up book page with moving and three-dimensional parts.
- I can evaluate my pop-up page and consider how I will develop my technique for the future.

1. If planning did not start at the end of lesson one, display **slide 6** and explain that pupils will use the **Pop-up Planning sheet** template to plan, design and create their pop-up page for the class book. Or, if they have already made a start on the planning, they should continue.

Simplify: some learners may wish to cut out the background, character and prop images provided on the Pop-up props and settings sheet and stick them onto their page. Others may be able to design the background setting and their pop-up Paddington independently.

Extend: task pupils with creating their own success criteria for the creation of a good quality pop-up book.
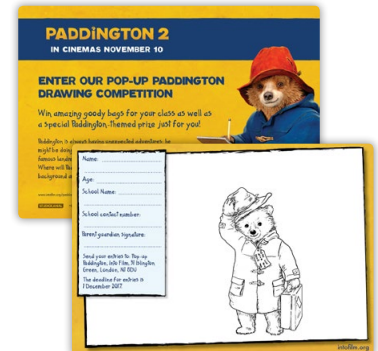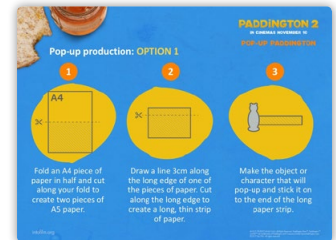
2. Printing **slides 7–11** will support pupils in assembling their pop-up book page at their own pace. If you have provided sticky foam pads, pupils can cut out some of their illustrations and stick them onto the page to create three-dimensional scenery and characters, as well as the main pop-up Paddington feature. There are two pop-up mechanism options for children to choose from, or they may wish to design a mechanism of their own, based on their investigations into books in the previous lesson.

Extend: pupils may wish to add other materials to their pop-up page to create a multimedia three-dimensional finish.

3. Each person's page should have one or two lines of narrative or dialogue to accompany their pop-up picture. The text should be concise, descriptive and include a time connective. You can provide a word bank for them to choose from, or ask them to think of their own. One pupil will need to start the story sequence and provide the first page of the book, so they will use a connective like 'First'. One other pupil will need to end the story sequence and provide the last page of the book, so they will use a connective like 'Finally'.

4. When everybody's pages are complete, bring the class together and decide on the story sequence. Are any jobs or settings similar? Should these follow on from each other or appear further apart? Sit in a circle in the correct order and as a class tell the story of Paddington's odd jobs day, opening their page to reveal the pop-up.

5. Display **slides 12–14** and guide pupils through a reflection on this project, evaluating their progress. Ask pupils to discuss and share what they enjoyed most about planning, designing and creating their pop-up book. What did they enjoy about listening to and experiencing their friends' pop-up story pages? What skills do they think authors and illustrators need to write and create pop-up books?

6. The book can be showcased in an assembly or feature on a wall display in the classroom or library. If possible, the books could even make a tour of the school's younger classes!

WHERE WILL PADDINGTON POP-UP NEXT?

7. Display **slide 15** and provide each pupil with a **Pop-up Paddington Competition leaflet**, for the chance to win official Paddington goodies for their whole class, plus a special *Paddington 2* prize for the winning entrant! Explain that their homework task is to complete the illustration on the leaflet to show where Paddington will pop-up next.

8. You may like to discuss with pupils the kinds of interesting places that Paddington can pop-up, for example well-known landmarks, museums and galleries or outside/inside spaces in their local community. He could pop-up doing the odd job from their pop-up book, or just visiting somewhere on a day out.

Send the completed **Pop-up Paddington Competition leaflets** to: Pop–up Paddington, Into Film, 31 Islington Green, London, N1 8DU. For terms and conditions, visit www.intofilm.org/paddington-2-termsandconditions.
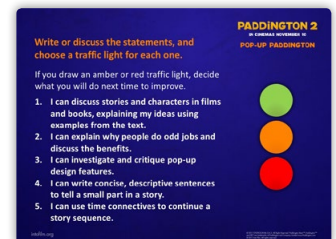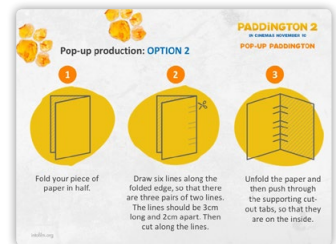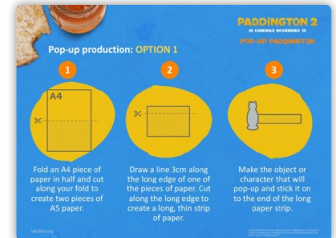
POP-UP PLANNING

SETTING

Where is the story taking place?

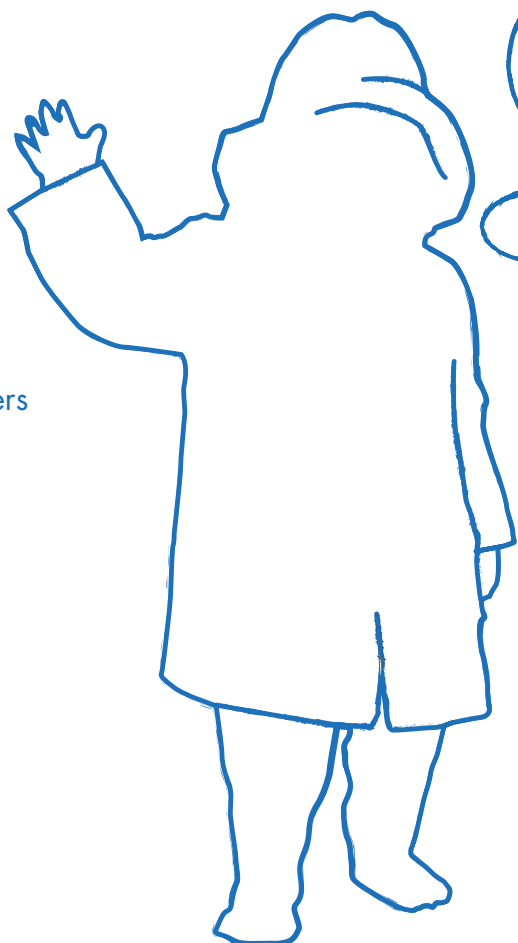Where is Paddington doing his odd job?

NARRATIVE

What is happening in the story?

What odd job is he in the middle of?

CHARACTER

What is Paddington wearing?

Do any other characters appear on the page?

SPEECH/THOUGHT BUBBLE

Is Paddington saying or thinking anything?

POP-UP PROPS AND SETTINGS

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POP-UP PROPS AND SETTINGS

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