



## TeenEagle One

### Rise Up: Ordinary Kids with Extraordinary Stories

#### Lesson Information

**Unit Statement:** The student will discuss and apply the characteristics of essay writing in regards to common themes, as found in the TeenEagle One Category Book *Rise Up: Ordinary Kids with Extraordinary Stories*. This lesson plan can be adjusted to personal use regarding language level, class size, and time applicable. However, we recommend a total of 3-4 hours allotted to completing this plan, with expansion possible.

It is important to mention that all worksheets found within this handbook are variable. Texts have been written to explain information directly to the students. Teachers can choose to explain these texts in their own way or they can rely directly on the handouts. Feel free to cut up worksheets, mix the order, or change the prompts given in each worksheet. TeenEagle does not ask nor require teachers to remain true to these lesson plans—our goal is to provide teachers with resources for personal use in the classroom.

#### **Essential Outcomes (Academic Assessment):**

- **To Learn** the recognisable characteristics of academic writing.
- TL the themes and common methods of interacting with resources.

#### **Ongoing Outcomes (Competitive Assessment):**

- **To Learn** the basic criteria for the TeenEagle Writing Challenge event.
- TL how to structure and organise types of essays.
- TL the forms of research acceptable in an essay.

#### Resources

**Book:** *Rise Up: Ordinary Kids with Extraordinary Stories*, written by Amanda Li and illustrated by Amy Blackwell

#### **Worksheets:**

- Write It Down (attached below)
- Case Study Cards (attached below)

#### **Additional:**

- 4 Writing Prompts from *Rise Up: Ordinary Kids with Extraordinary Stories*
- Writing Challenge Regulations
- Writing Challenge Grading Criteria



## Activities (Engage-Study-Activate)

E: Warm-up period (depending on the time you have). While this lesson plan works best with students who have already read the first 5 stories of the book *Rise Up: Ordinary Kids with Extraordinary Stories*, it can be adapted for in-class readings or placed as homework.

Write down the following questions on the board:

1. Is school the most important thing for a child to do?
2. How can we make the place we live in better?
3. Why is it important to take risks?
4. Should schools give more modern extracurriculars, such as clubs?
5. What does it mean to be "first" in something?

These questions are touched upon in the first 5 stories. Have a discussion with the class about each one. Make sure to discuss these techniques in relation to personal opinions.

A: Hand out the *Case Study* cards attached below. One card is one summarised story. Be aware that the worksheet is in a printable version, but that multiple "cards" can be found on one "sheet" and these cards should be cut accordingly.

Students can pair up or make small groups to discuss the case studies given. Students should ask these five questions again, but specifically in regards to their "case study". An example has been placed below.

*A student group is given card one, on Greta Thunberg. They should read the card and then ask the following questions.*

- 1) *Is it okay that Greta skips school every Friday?*
- 2) *How does Greta make the Earth better?*
- 3) *What risk did Greta take?*
- 4) *What kind of club can Greta add at her school?*
- 5) *What did Greta do "first"?*

As can be seen, these questions are not exact copies of the discussion questions provided. We allow complete flexibility during this step. If a student asks, "what if we make an Earth Club at our school" for prompt four, it is a viable question and should be explored.

Once a group is done, take their "card" and give them a new one. For this reason, we suggest printing out two sets of cards, i.e., having 10 cards in total. Expect each round to last at least 10 minutes. You can do as many rounds as you feel comfortable with.

E: Using the attached *Writing Challenge* sheet, explain the TeenEagle competitive event. This sheet has been structured to work as a handout, but can also be read out loud by the teacher. Try to get students excited about the idea of competing.



S: Pass out the correlating Write It Down worksheet, placing students in groups of *three*. The Write it Down worksheet has two sections: how to write cohesively and how to use research. Have pairs fill out the sheet by discussing possible answers together.

A: Write down the writing prompts given on the attached sheet to this document on your board *or* print out the attached sheet (once again, making sure to cut it in half) and hand it out to each group of three. You will see that each sheet has 4 prompts. Students should divide the prompts between themselves in their respective groups: no prompt can be repeated, and one can be left unused. Give students 15 minutes of preparation time to research and discuss their prompt with their group.

S: Ask students to put all resources *except* their notes away and to sit individually. Hand out the attached Writing sheet. Each student should get one paper. Explain to the students that they will be given 45 minutes to write an essay on the prompt they chose, including the research they just completed, and containing the elements of the worksheet they completed.

Set a timer for 45 minutes. Ensure complete quiet during this time. Inform the students when they have 15 minutes left, and again with 5 minutes left.

S: At the end of the 45-minute writing session, you can have students make new pairs/groups or go back to their old ones. Have students swap essays and talk about the essays to each other. They should focus on positive comments.



## Worksheets

### Case Study Cards

When Greta Thunberg was 8 years old, she found out about climate change. Her family recycled their trash and used bikes to travel, but it wasn't enough. In 2018, a terrible heatwave came to Europe, and massive forest fires started in her home country of Sweden. Greta was 15 at the time. She realised that she was not doing enough for her planet and decided to go on strike. Every Friday, she sits outside the Parliament building holding a sign that says "School Strike for Climate". Her strike started a global trend, and now thousands of people do the same all over the world. This movement is now called "Fridays for the Future".

William Kamkwamba lived in Malawi. When William was 14 years old, the maize harvest failed. People were slowly starving and would sell everything they had for something to eat. William spent a lot of time in the library, trying to distract himself. One day, he found a book called *Using Electricity*. The book talked about windmills, a natural way of making electricity. William realised that electricity could help Malawi in many ways, so he decided to make a windmill out of old trash. After several months, he built his first windmill. Everyone in Malawi wanted one! Since then, he has kept working on new ideas to help his home.

Laura Decker was only 16 years old when she sailed around the world, but she had wanted to do this trip since she was 8 years old. Laura was an experienced sailor and her parents supported her goal. Her trip would be 50,000 kilometres and would take her 17 months. Most of the time, the weather was bad and she would only sleep one or two hours. It was also very lonely. In the end, Laura kept going and became the youngest person ever to sail around the world solo.



Joel Kioko lived in the Kuwindu slums of Nairobi. His family was very poor, and his sister, mother, aunt, and grandmother all lived together in one shack. Joel wanted to be a dancer, but no one else understood him. He spent years practicing ballet in an empty classroom. One day, when Joel was 13, a girl saw him practicing and became very impressed. The girl told her ballet teacher, Cooper Rust, about Joel. Cooper ended up helping Joel and training him for an official ballet exam. Joel passed with a very high score and won a scholarship to the English National Ballet School in London. He is now Kenya's youngest and most promising ballet dancer.

Poorna Malavath was never supposed to climb Mt Everest, but she was chosen for an expedition while she was at school. She spent the next 8 months preparing for the challenge. There were many difficulties, as the climb could sometimes be fatal. Winds could go up to 280 kilometres per hour, and the temperature could reach -60 degrees Celsius. Poorna often became sick because of the food they had to eat and the air levels. It took the expedition group five weeks to climb all the way to the top of Everest, and they only stayed on the top for 15 minutes. However, Poorna did this climb when she was 13 years old, which makes her the youngest person ever to successfully climb Everest.



### *Prompts*

1. What is the most important thing for a child to do?
2. How can school help us change the world?
3. When is it worth it to do something risky?
4. Is it better to be the best in something or to try the hardest?

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## Write It Down

You want to write an essay. Great! How do you write an essay?

An essay requires organisational skills. We want to see your opinion, but we also want to see how you put your opinion down on paper. Today, we'll be focusing on how to organise and structure an essay.

### Writing About Research

TeenEagle places a lot of importance on Essay Presentation. In other words, your essay needs to look and sound like a "real" essay.

What does an essay contain? Your essay needs an introductory paragraph, a main body, and a conclusion paragraph. An introduction should say the prompt, while the conclusion should give a final point. The main body is the heart of your essay. It contains all your research points and evidence.

The essay will start with a phrase, such as "firstly" or "on one hand". These are introductory phrases that signal something to the reader. Think of these phrases as arrows. They tell the reader; *this information is important!* This first sentence is called a **topic sentence**. It shows what the paragraph is about.

After the topic sentence comes your evidence. The trick with evidence is to show it as a fact. Then you follow that information by explaining why it works for your argument.

The last part of your paragraph is often the most difficult. You can use it to conclude your paragraph, but you can also use it to hint about the next paragraph. We call these **conclusion** or **transition** sentences.

Let's say you need to write an essay. Your prompt is: *should schools give more modern extracurriculars?* You might end up writing something like this:

*First, schools have specific extracurriculars. Schools have clubs for subjects, such as Math or English Club. If schools added more fun extracurriculars, such as Dance Club or Survival Club, more people would join. Poorna Malavath climbed Everest because of a school expedition. That means giving modern extracurriculars is a good thing.*

Analyse this paragraph. We have the introductory phrase: *first*. Next is the topic sentence: *schools have specific extracurriculars*. Now we know what the paragraph is about. Next, we have personal research: *schools do this*. We also add resource research: *Poorna Malavath works with this*. Finally, there is a conclusion: *that means modern extracurriculars...*



- 1) This essay has been scrambled! You can find 13 sentences below. Place the sentences in order. The prompt for this essay is: **is school necessary for success?** The first sentence has been bolded to help you out!
  - a. It is true that studying math or science is good to get a job.
  - b. For example, William Kamkwamba did not go to school because it was too expensive.
  - c. However, it does not mean we are good at those subjects.
  - d. This means William did not need school to be successful.
  - e. He made windmills out of trash, and now he is inventing more things to help his country.
  - f. Somebody could be very bad at school and still graduate.
  - g. Secondly, I think that the subjects we study in school are not meant for success.
  - h. Some of them did not go to school.
  - i. I do not think that school is necessary for success.**
  - j. In conclusion, I do not think that school is necessary for success.
  - k. Firstly, the book "Rise Up" talks about many successful children.
  - l. That also means that being good at school is not necessary.
  - m. I have two reasons to support my option.

- 2) Now that you have an unscrambled essay, find an example of each element given below. Try to find more than one example!

introduction phrase    topic sentence    information    support    conclusion sentence







Lined writing area consisting of 25 horizontal lines for text entry.



### Additional Links

Resources Selection Criteria: <https://teeneagle.org/resources/analysis>

Resources Grading Criteria: <https://teeneagle.org/global-finals/competitive-events>

TeenEagle Online: <https://teeneagle.org/online>

TeenEagle Global Finals: <https://teeneagle.org/global-finals>



## TeenEagle One Paddington

### Lesson Information

**Unit Statement:** The student will discuss and apply the characteristics of British English, as found within the TeenEagle One Film *Paddington*. This lesson plan can be adjusted to personal use regarding language level, class size, and time applicable. However, we recommend a total of 4-5 hours allotted to completing this plan, with expansion possible.

It is important to mention that all worksheets found within this handbook are variable. Texts have been written to explain information directly to the students. Teachers can choose to explain these texts in their own way or they can rely directly on the handouts. Feel free to cut up worksheets, mix the order, or change the prompts given in each worksheet. TeenEagle does not ask nor require teachers to remain true to these lesson plans—our goal is to provide teachers with resources for personal use in the classroom.

#### **Essential Outcomes (Academic Assessment):**

- **To Learn** the common traits of British English.
- TL and correctly use terms shown in the film.

#### **Ongoing Outcomes (Competitive Assessment):**

- **To Learn** the basic criteria for the TeenEagle Persuasive Speaking event.
- TL how to structure and organise speech with little preparation time.
- TL the common inflections, enunciations, and gesticulations of English speakers.

### Resources

**Film:** *Paddington (2014)*, directed by Paul King and written by Paul King, Michael Bond, and Hamish McColl

#### **Worksheets:**

- A Real Brolly Buster (attached below)
- Speak Up (attached below)

#### **Additional:**

- 10 Speaking Prompts from *Paddington*
- Persuasive Speaking Regulations
- Persuasive Speaking Grading Criteria



## Activities (Engage-Study-Activate)

E: Warm-up period (depending on the time you have). While an in-class screening of the film would be ideal, we recognize that some teachers might not have the time or the flexibility to do so. If you are one of these teachers, try the first 20 minutes of the film instead—while some students might have watched the film already, others will need a reasonable starting point. Have students work individually during the screening time to write down any “unusual” words they might hear.

A: When the screening period is done, have students group their vocabulary words into one collection. Options are writing the list on a board, having students write new words on their own paper/notebook, or adding the words into a digital platform, such as Quizlet. Ask students what each of these terms might mean, and add the definitions to the collection.

E: After collecting the master-list of terms, ask students if they have heard any of these terms before. Engage them in a discussion. Ask the following questions:

- Are these words incorrect?
- Can you think of any words you might use that other English speakers would not?
- Can you see any other differences in the language of the film and the English that you speak?

Finish this section by explaining the following facts:

*Types of English:* There is more than one kind of English. The most popular varieties of English are American English and British English. But what about Canadian English, Australian English, New Zealand English, South African English, or Indian English? There’s even Singlish (and if your students are interested, YouTube boasts a collection of Disney scenes dubbed to Singlish audios).

*British English:* This is a very popular variety of English. It is commonly the type of English students will learn in class.

S: Pass out the worksheet attached to this lesson plan. This worksheet contains 20 phrases found in *Paddington*. Students can work individually or in pairs to assign each phrase to a definition. Feel free to adjust the sentences given to better suit your classroom level, but be aware that while we do not expect students to produce language at this level, we do expect them to understand it.

E: Using the attached Persuasive Speaking sheet, explain the TeenEagle competitive event. This sheet has been structured to work as a handout, but can also be read out loud by the teacher. Try to get students excited about the idea of competing.

S: Pass out the correlating Speak Up worksheet, keeping students in pairs (feel free to keep them in their old pairs or create new ones). The Speak Up worksheet has two sections: how to



Speak clearly and how to structure a speech. Have pairs fill out the sheet by discussing possible answers together.

*(Optional: You can re-do the master-list task with the results of the Speak Up worksheet.)*

A: The second page of this sheet contains a list of 10 language prompts based on this lesson plan and the film *Paddington*. Ask for speaking volunteers. A volunteer will come to the front of the classroom area. At random, give the volunteer one of these prompts. Following the TeenEagle Persuasive Speaking regulations, give the student 60 seconds to think. Have them speak on the prompt for 60 to 120 seconds.

S: After each volunteer speech, ask the class to provide one positive aspect and one "To-Work-On" aspect of the speech. Both aspects should come from the Speak Up worksheet. An example of feedback can be provided by the teacher for the first student, such as below:

*You did a great job structuring your speech. You introduced your prompt and used linking words, such as "to start" and "another point", to make your speech sound connected.*

*However, your body language could use some work. Try making more eye contact with the audience. Remember that you are supposed to talk to the audience, and not just the judge.*

Continue this volunteer speech until there is no more time, there are no more volunteers, or there are no more prompts. This final activity can be redone with themes from the film.



## Worksheets

### *A Real Brolly Buster*

Paddington's gotten all mixed up! Bear is a lot easier to speak than British English. Match the phrase or word to the correct definition. Watch out—four of these phrases mean “to rain”!

- |                                      |   |
|--------------------------------------|---|
| 1. Timepiece                         | A. To be raining  |
| 2. My ticket was punched             | B. To be raining  |
| 3. Jolly                             | C. To be raining  |
| 4. Show the sights                   | D. To be raining  |
| 5. Suit (someone) down to the ground | E. Go see tourist attractions                           |
| 6. Use the facilities                | F. To prepare for a difficult time                      |
| 7. Batten down the hatches           | G. A clock or a watch                                   |
| 8. Sob story                         | H. In good condition                                    |
| 9. There she blows                   | I. Something annoying that makes a situation impossible |
| 10. Nice weather for the ducks       | J. Time to die  |
| 11. Wild-goose chase                 | K. A foolish or hopeless search for something           |
| 12. Shipshape                        | L. Used on ships when seeing whales                     |
| 13. Tree-huggers                     | M. To be very good for someone's wants                  |
| 14. Pick-pocketing                   | N. Go away  |
| 15. The last straw                   | O. Very   |
| 16. Clear off                        | P. A lie used to make others feel sympathy              |
| 17. Bucketing down                   | Q. To go to the bathroom                                |
| 18. Tipping it down                  | R. To secretly steal from people                        |
| 19. Coming in down stair rods        | S. People who are very sensitive                        |



## Speak Up

When you give a speech, you need to know what to talk about. Is that all you need to know? TeenEagle grades Persuasive Speaking on five things: Task Response, Structure and Organisation, Cohesion, Lexical and Grammatical Accuracy, and Pronunciation. In other words, we look at what you talk about, how you organise it, how your points fit together, the language you use, and your pronunciation.

That means that our Judges aren't just listening to what you say. They're also looking at how you say it, and that's what we're going to focus on in this worksheet.

### Organisation

A speech needs to have three parts: an introduction, a main body, and a conclusion. We will now go into each part in more detail.

#### *Introduction*

An introduction needs to say the prompt and hook the audience—you want people to be interested. What is the difference between the two examples below?

"I agree with the topic because this is important. I also think the film gives good examples."

"Have you ever thought about how you speak? Paddington uses a lot special words found in British English. I think it's important to study British English. To start..."

The first example is unclear. What is the prompt for the speech? What does the speaker agree with? What film are we supposed to talk about?

The second example states the prompt and the resource clearly. It uses special phrases to point to examples, such as to start off. These phrases, called linking phrases, make your speech sound more structured.

Try to find as many linking words as possible to work for an introduction.

INTRODUCTION: to start, \_\_\_\_\_

#### *Main Body*

Your main body will hold all the arguments you make for the prompt. TeenEagle usually says that one or two arguments are a good amount for Persuasive Speaking. Both options have their good and bad points. On one hand, if you use only one argument, you can go into more detail and explain your thoughts well. However, you might speak for too little time if you can't





think of enough details. On the other hand, having two arguments means it's easier to talk for a long time, although you do have to try and make those two arguments work together.

Did you see how that paragraph was written? The introduction showed what the paragraph would be about. Then, it went into detail for two arguments. Linking words are used here to make the paragraph feel like it all works together. This is called *cohesion*.

Try to find as many linking words as possible to work for making and finishing points..

TO MAKE POINTS: first, also, \_\_\_\_\_

TO FINISH: finally, lastly, \_\_\_\_\_

### *Conclusion*

The last part of your speech is a conclusion. Often, it's the part that many participants forget about. It's important to know how to finish a speech, because it also makes the speech sound more structured. A good conclusion restates the first sentence in a slightly new way—it reminds the audience of the prompt, says the main argument (or arguments) again, and thanks the audience for their time.

Let's look at two examples of a conclusion again.

"...and it also means this fact is really important. That's all, thank you."

"...and it also means this fact is very important. To sum up, this prompt asked if teachers need to be interesting. I argue that being interesting isn't just important, but necessary for good teaching. Thank you for listening."

Which one do you like more? Why? What do you not like about the other? What would you change about the other?

Try to find as many linking words as possible to work for a conclusion.

CONCLUSION: in the end, to conclude, \_\_\_\_\_



## 10 Persuasive Speaking Prompts for the Classroom

1. Does Paddington cause problems on purpose?
2. Should Paddington forgive the Browns for wanting to kick him out?
3. Are the Browns a good or a bad family?
4. How would the story of Paddington change if it was in New York?
5. Should we keep studying British English?
6. What are some new words you think Paddington 3 should use?
7. What are some stereotypes of London you can see in Paddington?
8. Do you think Paddington speaks English well?
9. Why do you think Paddington was chosen to be a resource for TeenEagle?
10. What is something you dislike about Paddington?



### Additional Links

Resources Selection Criteria: <https://teeneagle.org/resources/analysis>

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TEENEAGLE

CATEGORY ONE - 2022/23

CHARACTER STUDY GUIDE AND WORKBOOK

This downloadable and printable workbook is free to use in all TeenEagle classrooms in preparation for the Online Rounds or Global Finals.

# HELLO, EAGLES!

Let me ask you a question. What is the book *RISE UP: ORDINARY KIDS WITH EXTRAORDINARY STORIES* about? I'll give you a hint. The answer is in the title.

All stories need to have people, or characters. If a story has no characters, nothing can happen. Imagine opening a book and reading, "There was once a forest. In the forest, there were a lot of trees. It was very pretty." Pretty—and boring! Nothing is happening in this story! No one is there to make things happen. We end up reading a story that has no surprises, nothing funny, and nothing to make us interested.

What about this? "There was once a forest. In the forest, there was an old witch who was terrified of spiders." Now that's an interesting start to a story! We want to know more about the old witch. Why does she live in a forest? What kind of witch is she? And what will happen if she finds a spiderweb in her bedroom?

When we read a book or watch a movie, we are following the characters. If they laugh, we laugh. If they cry, we cry. At the end of a story, the character either has done something good, or they're in big trouble! We want to keep reading or keep watching because we like that character. In other words, all stories need interesting characters to work.

That means that it's very important to understand the characters of a story. We need to know who they are and what they want. That way, we can understand why they did something, why they get in trouble, and why we like them so much.

This character guidebook will help you practice your character skills. We are going to choose a few characters from our TeenEagle book and film, and then we are going to learn how to understand them. We hope this will be fun, interesting, and useful!

Good luck, Eagles! We can't wait to see you fly to our Global Rounds!



## GRETA THUNBERG

learned about climate change as a child. Even though she recycled, didn't waste water, and became a vegan, it wasn't enough to stop climate change in her home country of Sweden. She decided to skip school every Friday to protest outside the Parliament building in order to inspire change. Today, she is part of many international programs and often gives speeches on how people and companies can help the planet.



## YEONMI PARK

was born in North Korea, a country with no freedom. Her family was always hungry, had no electricity, and were very afraid of the government. When she was thirteen years old, she escaped from North Korea. Her mother paid a man to help them cross the border into China. Yeonmi had to cross a frozen river while armed guards patrolled the shore. Today, she is a human rights activist and has written a book about her life.



## MOHAMAD AL JOUNDE

was forced to leave his home country, Syria, when he was a child. His family had escaped a terrible war and now lived in a refugee camp in Lebanon. One day, a journalist taught Mohamad how to use a camera. Mohamad taught other children at the camp how to take photographs. He even set up a "school" at the camp to teach mathematics, English, and more. He was given the International Children's Peace Prize.



## PIERRE DAMALVILAIN

risked his life in World War Two when he was just a teenager. Nazi soldiers had invaded his hometown and he hated the violence of his new life. He joined a secret resistance network called F2, where he collected information about the Nazi soldiers and their resources. Pierre would draw pictures of what he saw and send them to another Resistance agent. His work saved many lives and helped to end World War Two.



## PADDINGTON

is a very silly little bear. He grew up in Darkest Peru with his Aunt Lucy and his Uncle Pastuzo. Before he was born, his aunt and uncle met an explorer from London, who taught them how to speak English and about his home. He now lives with the Brown family in London. Paddington is often in trouble, as he gets confused about human habits. However, he always tries his best to be polite and kind.



## MARY BROWN

is a lovely woman with lots of creative ideas. She is married to Henry Brown and has two children, Judy and Jonathan. She was the one to offer Paddington a home in his first night in London. She works as an illustrator for children's books and knows many cool facts about weird things, such as London sewers. She wears colourful clothes, is curious about things around her, and is very emotional.



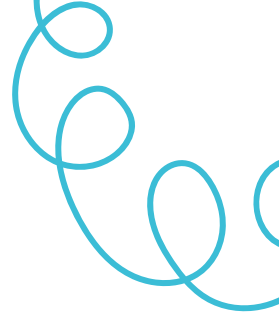
## MILLICENT CLYDE

is a dangerous woman with dangerous dreams. Her father was the explorer that met Paddington's aunt and uncle, but after he lost his job, Millicent promised to fix his mistakes. She is determined to catch Paddington so that she has a sample to prove her and her father's work. She only cares about her goals, breaks the law to get what she wants, and can act very rude to her coworkers.



## SAMUEL GRUBER

is an elderly man with silly English and a big heart. He owns an antique shop on Portobello Road in London. He helps Paddington by giving him some information about the red hat from the explorer. He also tells Paddington about how he came to London as a war refugee when he was a child, and he also helps Paddington when he feels homesick. He likes to eat, knows many interesting facts, and is very polite.



# WHO DID WHAT?

On the left, you have a list of characters and people (a-h).  
 On the right, you have a list of events from the Resources (1-8). Match the event to the person or character that did it!

a	PADDINGTON	This character accidentally helped the police catch a pickpocket.	1
b	MARY BROWN	This character owns an antique shop.	2
c	MILLICENT CLYDE	This person taught people about climate change.	3
d	SAMUEL GRUBER	This character wants to kidnap and stuff animals.	4
e	GRETA THUNBERG	This person started a volunteer school in a refugee camp.	5
f	YEONMI PARK	This person stole secrets from the Nazi army.	6
g	MOHAMAD AL JOUNDE	This character knows a lot about London's sewers.	7
h	PIERRE DAMALVILAIN	This person escaped from North Korea.	8



# DID THEY DO THAT?

On the left, you have a list of characters and people (a-h). On the right, you have a list of events that might have happened (1-8). Match the event to the person or character that (probably) did it!

a	PADDINGTON
b	MARY BROWN
c	MILLICENT CLYDE
d	SAMUEL GRUBER
e	GRETA THUNBERG
f	YEONMI PARK
g	MOHAMAD AL JOUNDE
h	PIERRE DAMALVILAIN

1	This character would probably break into a building.
2	This person would probably give a speech about forests.
3	This character would probably fall down the stairs.
4	This person would probably own a good camera.
5	This character would probably own a very old book.
6	This person would probably know a lot of secrets.
7	This person would probably be afraid of rivers.
8	This character would probably be a good painter.

# I DIDN'T SAY IT!

On the left, you have a list of characters and people (a-h). On the right, you have a list of things they might want to say (1-8). Match the quotes to the person or character that is likely to say it!

a	PADDINGTON	"We need to take care of our planet!"	1
b	MARY BROWN	"It's not weird, it's interesting!"	2
c	MILLICENT CLYDE	"Shall we have some tea and some snacks?"	3
d	SAMUEL GRUBER	"North Korea is very dangerous."	4
e	GRETA THUNBERG	"Photography makes the world more interesting."	5
f	YEONMI PARK	"I didn't mean to do that!"	6
g	MOHAMAD AL JOUNDE	"I know where a secret base is!"	7
h	PIERRE DAMALVILAIN	"I don't care how you feel, I care about myself!"	8

**TIP:**

Try looking at the information in the quote. Start with names and places. For example, one quote says "North Korea". There's only one person here from North Korea—who are they? Connect the quote and that person! You can do the same things with words such as "photography" and "planet". Look for NOUNS: things, names, and places are all nouns.

# HELLO AGAIN, EAGLES!

You are doing a great job. Some of you might be asking two things: “One, who is the person writing this? Two, why does this matter?” Let’s talk a little bit about what you’re doing and why you’re doing it.

Sometimes, we don’t know things as facts. For example, I might say, “It’s raining outside.” If I want to KNOW that it’s raining outside, I have to go outside or look out of a window. But what if I don’t want to do that? Maybe I can hear the sound of rain. Maybe I opened my phone that morning and saw that there was supposed to be rain. Or maybe my friend came to my birthday party all wet and holding an umbrella. All of these things tell me that it is probably raining.

This is called **SPECULATION**. When we speculate about something, we are saying, “I think this is true. Here are the reasons why I think this is true.” Speculation is very important when we watch our favourite films or read our favourite books. We want to understand why a character does something.

If we watch a movie where a boy doesn’t want to go to school, we ask, “why doesn’t he want to go to school?” Some answers are that he is bored, he doesn’t like math, he has an exam that day, or he is being bullied. We don’t know if any of these answers are true. But thinking about this makes us more interested in the story. We want to know which one is correct.

At TeenEagle, we want you to understand your characters so that you can speculate about them. This will help you talk about books, write essays on films, or win an argument with your best friend. The questions you just answered are a way for you to study for the next Online or Global Round.

That is why I want you to keep going. We have some more worksheets for you to practice. I know what you’re saying—I only answered one question. Now you know why you’re doing this, but who am I?

That’s for me to know, and for you to speculate about. Just in case—please, don’t bring spiders into my forest home. I am VERY afraid of spiders.





# OH, PADDINGTON!

Let's test out our new speculation skills! Write your answer to each question about Paddington and try to explain why you think that way.

What do you think Paddington's favourite colour is? Why?

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What do you think Paddington's favourite food is? Why?

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Do you think Paddington likes dogs or cats more? Why?

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Do you think Paddington likes books or movies better? Why?

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What could Paddington be doing on Monday mornings? Why?

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What could Paddington be doing on Saturday nights? Why?

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What do you think is Paddington's dream job? Why?

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What do you think is Paddington's best subject? Why?

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TeenEagle

# BE CREATIVE!

Fill in the boxes with your speculation and explain why!  
My favourite person from Rise Up is \_\_\_\_\_. This is...

**Their favourite colour!**

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**Their favourite food!**

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**Their favourite subject!**

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**Their favourite hobby!**

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**Their favourite job!**

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**Their favourite drink!**

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**BONUS: If they could tell you something, what would they say?**

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TEENEAGLE  
CATEGORY ONE - 2022/23  
SYMBOL & THEME STUDY GUIDE  
AND WORKBOOK

This downloadable and printable workbook is free to use in all TeenEagle classrooms in preparation for the Online Rounds or Global Finals.

# HELLO, EAGLES!

Here is a question for you to think about: why are we called TeenEagle?

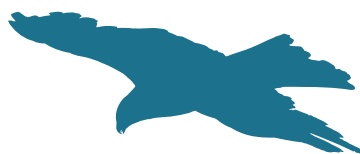
If you look at our website, it says that we're called TeenEagle because we like the symbolism of an Eagle. A symbol is an image, idea, object, or colour that represents or means something else. For example, a heart symbolises love: it does not actually mean love, but we understand that it means love. An Eagle symbolises power, bravery, and leadership, so TeenEagle can also mean all of these things!

A **symbol** can also be found in stories. We use symbols to help explain ideas. Some colours have symbols, such as black meaning bad luck, evil, or sadness. Most villains in TV shows and films wear all-black clothing because it helps us realize that they're, well, villains. Objects can also be symbolic, like hearts (and eagles)!

Another thing that stories use is a **theme**, which is the main idea of what a story is about. A theme of superhero movies is usually justice, the truth, or being a good person. Think about your favourite book or film for a second: what is the story about? Is it about fixing a mistake, being the best, learning something new, or helping another person? All of these examples can be themes, and knowing the theme helps us understand the story better.

In this guidebook, we're going to do some worksheets on symbols and themes in TeenEagle. Are colours in stories important? Do animals also have their own meanings? What is the difference between buying a brand-new book and buying an old, tattered one? And how can this help you win a gold medal in a Global Final Round?

Keep flying and find out!



# RED HAT, BLUE HAT

Symbols are like secret prizes: if we find one in a story, we get a clue! Symbols explain why a character feels sad, why they want something, or what they plan on doing. Symbols are often **colours or objects:**

white - innocence	green - money	books - learning
blue - being calm	black - feeling sad	mirrors - us, identity
red - anger or love	clocks - an event	roses - love, friendship

Now it's your turn. What could the following symbols mean?

a red rose love or romance

a blue rose \_\_\_\_\_

a green book \_\_\_\_\_

a black clock \_\_\_\_\_

a broken mirror \_\_\_\_\_

Paddington always wears the same things: a **red hat** and a **blue coat**. Hats and coats might not ALWAYS be a symbol, but to Paddington, they mean something. His hat and his coat show his adventure to finding a new home.

Why are a red hat and blue coat so important to Paddington? Write down why Paddington loves these two items and what they might symbolise in the film.

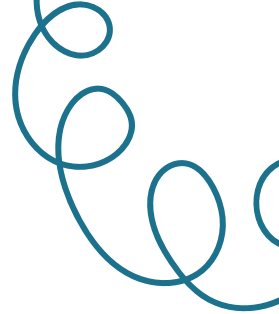
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# TEAM OF THEME

In the box below, you have a list of themes. What does each word mean? Find a partner and talk about what each word means to you.

making mistakes    friendship    family    faith    hope  
 success    growing up    moving to a new place    truth  
 unhappiness    loyalty    war    courage    greed  
 honesty    teamwork    anger    hard work

**Themes** come from how the characters act. Paddington wants to find a new home: the theme of **home** is a big one! But it isn't the only one. What other themes are there in Paddington? Circle the themes in the box that you think are in Paddington.

**When you're done, look at the task below. Write down two themes that you circled in the blank space. Then, try to write down what Paddington did to make it a theme in the story.**

Themes

Your Reasons Why

a	<b>HOME</b>
b	<hr style="width: 50%; margin: auto;"/>
c	<hr style="width: 50%; margin: auto;"/>

a	<p><b>Paddington needs to find a new home. Everything in the film happens because he is looking for a home.</b></p>	a
b	<hr style="width: 90%; margin: auto;"/> <hr style="width: 90%; margin: auto;"/> <hr style="width: 90%; margin: auto;"/>	b
c	<hr style="width: 90%; margin: auto;"/> <hr style="width: 90%; margin: auto;"/> <hr style="width: 90%; margin: auto;"/>	c

# RISE UP TO WHAT?

We've been talking about themes and symbols in **Paddington**, but what about **Rise Up**? Themes in **Rise Up** are even **MORE** important, and they can help you remember important stories!

Below, you have some familiar names from **Rise Up**. Match the names to the theme that their story talks about!

a	GRETA THUNBERG	War and Peace	1
b	YEONMI PARK	Creativity	2
c	MOHAMAD AL JOUNDE	The Environment	3
d	PIERRE DAMALVILAIN	Freedom	4

The book **Rise Up** has a main theme: how to be extraordinary. All the children in **Rise Up** have changed the world, done some amazing goal, or survived something terrible. Themes aren't always one word or one thing! It's the main message of what the book or story is about.

**Choose your favourite story from Rise Up. What did that person do? What is their story about? Can you see any themes?**

**TIP:**

Make your own Theme notes for **Rise Up**! Read one story, and then take a piece of paper. On the paper, write down the name of the person, the main thing they did, and one word that you think fits the Theme. Use your new flashcards to revise!



# TRY IT OUT!

Writing your own stories is fun! Write your own story about a person and their first day at a new school. But you have to use one theme and symbol from the boxes given.

**Circle the theme and symbol you picked and start writing!**

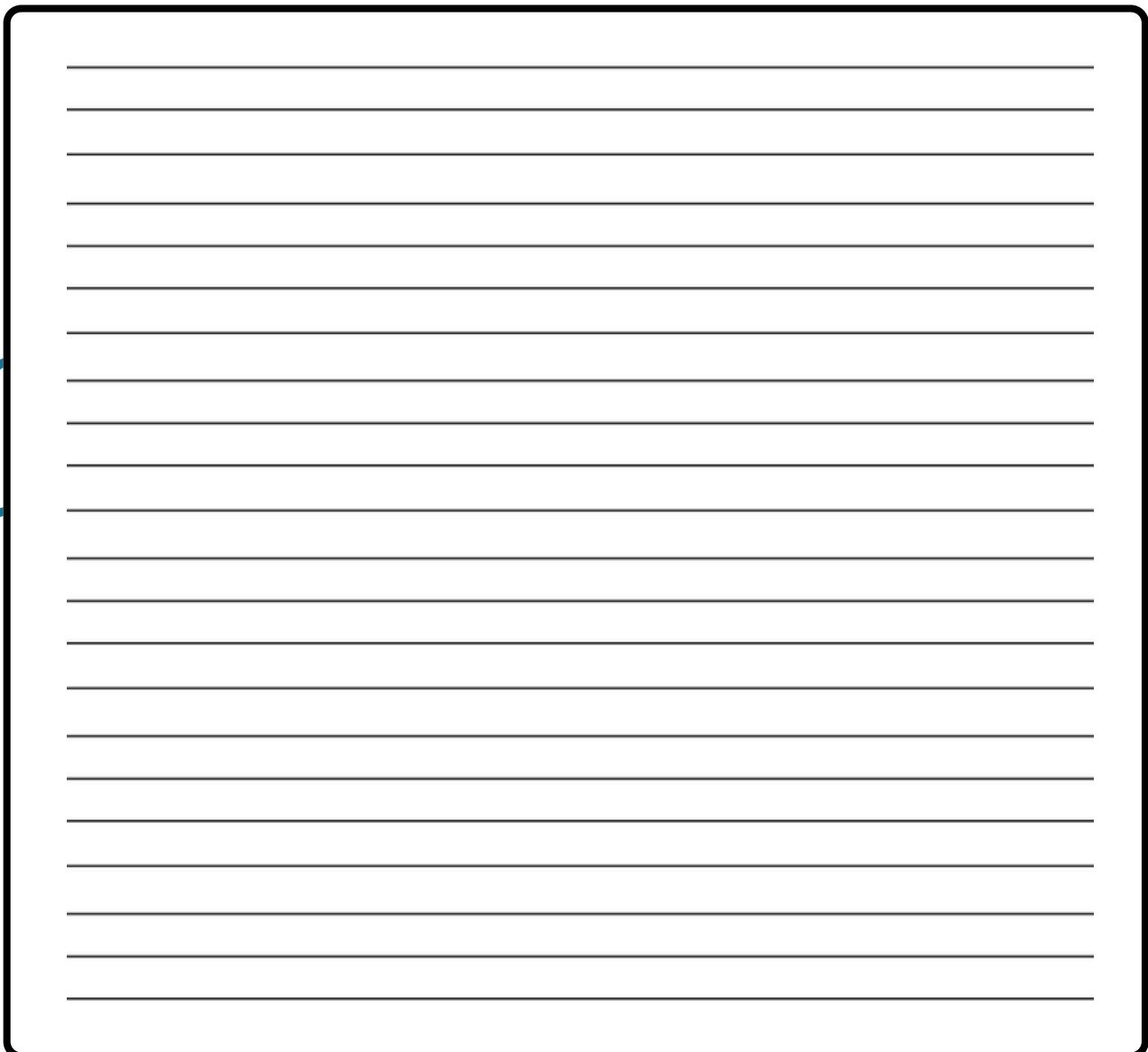
### Themes

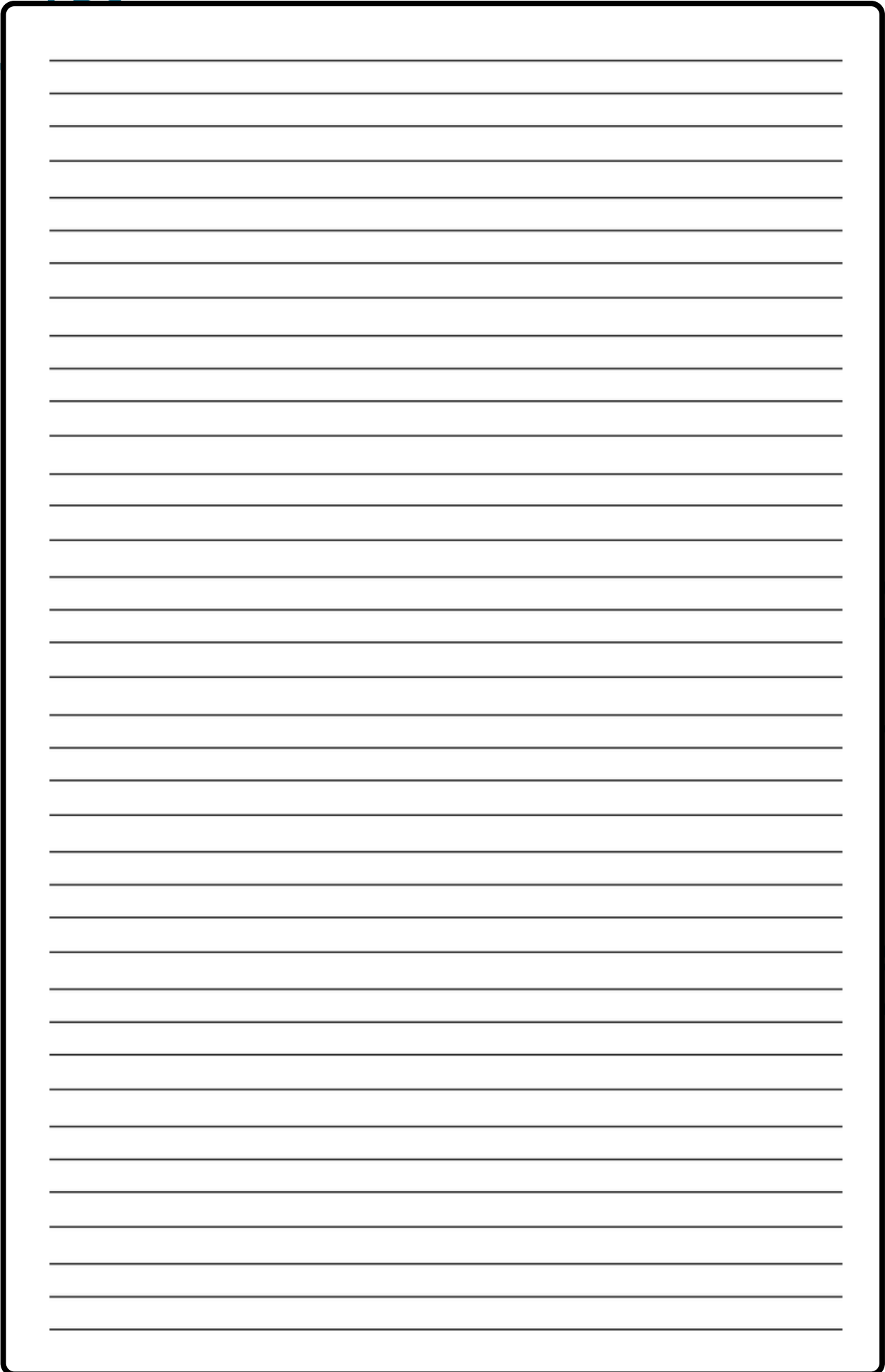
Friendship	Good Luck
Bullying	Promises
Mistakes	Secrets

### Symbols

A book	Colours (black or white)
A mirror	
A clock	

TITLE: \_\_\_\_\_





A large rectangular box with a black border, containing 30 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box. The box is positioned in the center of the page, below the TeenEagle logo. There are decorative blue scribbles in the top-left and bottom-right corners of the page.