Lesson Title: *Paddington*: Life in a New Country

**Overview:** This is a supplementary lesson for students to help them learn more about the experiences of immigrants. It could be used as a supplementary lesson in ESL/EFL speaking or integrated classes. It could also be used in culture and elective classes that address broad issues. Movie days are usually rare. This could be used for a special class day or a substitute teacher day (if applicable).

**Materials:**
- Warm-up discussion questions
- Movie trailer introduction discussion questions
- Movie trailer *Paddington*
- Full movie *Paddington*
- Movie listening & discussion worksheet
- Possible extra activities & homework

**Audience:** Intermediate & Advanced; middle school, high school, university, adult (adaptations may be needed based on age and English proficiency level)

**Objectives:** Students will gain a better understanding of the immigrant experience through the movie *Paddington*. In addition, communicative activities related to immigration are included in the lesson.

**Paddington Background:**
Students will watch the movie *Paddington* which is about a bear from “Darkest,” Peru who goes to England. He is discovered at Paddington Station in London by the Brown family. The Brown family adopts him and gives him the name Paddington Brown. There are over 150 titles that have been published about Paddington. The first book entitled *A Bear Called Paddington* was published in 1958. Some students may already be familiar with the story of Paddington since it has been translated into over 40 languages.

**Duration:** 150 minute class or the lesson can be divided (50 or 100 minute class)

**Optional:** Since Paddington loves eating marmalade, you could bring in marmalade and bread as a snack for the class. This could also be a multicultural day in which students bring in snacks from different countries or from their home country (ESL students).

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<thead>
<tr>
<th>Lesson Content</th>
<th>Description of Activity</th>
<th>Materials</th>
<th>Time</th>
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<tbody>
<tr>
<td>1. Warm up</td>
<td>Students will be asked to answer these questions in small groups or with a partner. Give the students about 5 minutes to discuss these questions. You can monitor the discussions or walk around and join the conversations. After about 5 minutes, you can discuss these</td>
<td>-chalkboard/blackboard or -Microsoft Word document or PPT on a class computer (projector is needed)</td>
<td>10 min.</td>
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face?

4. What are some of the benefits of immigration?

- Play the movie trailer using a computer and projector.
- The discussion questions can be written on the board or shown by using a projector. The questions can be asked to the whole class. You can call on random students to answer the questions.

2. Introduction

*Paddington* trailer
https://www.youtube.com/watch?v=CxeBdrGGU8U
(If the link isn’t available, please search YouTube for a *Paddington* trailer. There are presently several options.)

Discussion Questions:

1. What do you think the movie is about?
2. Do you think you will like this movie? Why or why not?

3. Movie

Watch the movie *Paddington*. Depending on the level of the students, you may need to use English subtitles or use subtitles in their language. The students will complete a listening activity while they are watching the movie.

- Explain the listening activity to the students.
- Once you have finished explaining and answering questions, begin the movie.
- Depending on the class schedule, you could include a short intermission with an informal discussion and/or restroom break.

4. Movie Review & Evaluation

The first part of the movie listening & discussion worksheet

- Walk around and review the students’ movie listening & discussion activity worksheets. Students can spend a few minutes comparing their answers in small groups or with a partner. After a few minutes, go over the answers as a class. This should take about 10 minutes.

The second part of the movie listening & discussion worksheet

- In small groups or with partners, let the students answer the discussion questions together. This should take about 10 minutes or so. Each student should answer all of the questions. You can walk around and monitor and join some of the conversations.

5. Application

- *This depends on the activity that is chosen.

<table>
<thead>
<tr>
<th>2. Introduction</th>
<th>Paddington trailer</th>
<th>5 min.</th>
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<tbody>
<tr>
<td>Paddington trailer <a href="https://www.youtube.com/watch?v=CxeBdrGGU8U">https://www.youtube.com/watch?v=CxeBdrGGU8U</a></td>
<td>Play the movie trailer using a computer and projector.</td>
<td>-Paddington trailer -computer/projector -chalkboard/blackboard (if needed)</td>
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<tr>
<td>Discussion Questions:</td>
<td>The discussion questions can be written on the board or shown by using a projector. The questions can be asked to the whole class. You can call on random students to answer the questions.</td>
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<tr>
<td>3. Movie</td>
<td>Explain the listening activity to the students.</td>
<td>-Paddington movie -movie listening &amp; discussion worksheet -computer/projector or television/DVD player</td>
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<tr>
<td>Watch the movie <em>Paddington</em>. Depending on the level of the students, you may need to use English subtitles or use subtitles in their language. The students will complete a listening activity while they are watching the movie.</td>
<td>Once you have finished explaining and answering questions, begin the movie.</td>
<td>100 min. (this can be divided if needed)</td>
</tr>
<tr>
<td>4. Movie Review &amp; Evaluation</td>
<td>Walk around and review the students’ movie listening &amp; discussion activity worksheets. Students can spend a few minutes comparing their answers in small groups or with a partner. After a few minutes, go over the answers as a class. This should take about 10 minutes.</td>
<td>-movie listening &amp; discussion worksheet</td>
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<tr>
<td>The first part of the movie listening &amp; discussion worksheet</td>
<td>In small groups or with partners, let the students answer the discussion questions together. This should take about 10 minutes or so. Each student should answer all of the questions. You can walk around and monitor and join some of the conversations.</td>
<td>20 min</td>
</tr>
<tr>
<td>The second part of the movie listening &amp; discussion worksheet</td>
<td>*This depends on the activity that is chosen.</td>
<td>Varies</td>
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Homework Ideas:  
- Students can interview an immigrant. If the interview is not done in English, it can be translated.  
  Example: [http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_09.html](http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_09.html)  
  (This is a thorough assignment, but it can be adapted for your students).  
- Students can write a reflection journal article about the movie.  
- Students can write a journal article about their experiences when they first immigrated (if this is applicable). Alternatively, they can imagine what life is like as an immigrant and discuss their experiences.  
- Students can read an article or poem about immigrants’ experiences and have a discussion about it in the next class.  
  Example: Noy Chou’s “You Have to Live in Somebody Else’s Country to Understand”  
  *These are just a few possibilities. Other options can be used.  

*If there is extra time left in class, you can prepare activities based on the websites provided below. Students can also do an in class writing activity connected to the movie or immigration. Depending on the level of the students, you could also find a news article or story related to immigration that the students can read and then discuss or write about.  

*(to explain)*  

More or less time may be needed depending on the activity that is chosen.  

**Additional Resources:**  

*These resources can be shared with the students or used to create additional activities.  

**Paddington:**  


**Immigration:**

ESL Discussions: [http://esldiscussions.com/i/immigration.html](http://esldiscussions.com/i/immigration.html)

Immigration Policy Center: [http://www.immigrationpolicy.org/resources/lesson_plans](http://www.immigrationpolicy.org/resources/lesson_plans)

Iteslj: [http://iteslj.org/questions/immigration.html](http://iteslj.org/questions/immigration.html)

PBS: [http://www.pbs.org/independentlens/newamericans/foreducators_index.html](http://www.pbs.org/independentlens/newamericans/foreducators_index.html)


Teacher Vision: [https://www.teachervision.com/immigration/teacher-resources/6633.html](https://www.teachervision.com/immigration/teacher-resources/6633.html)