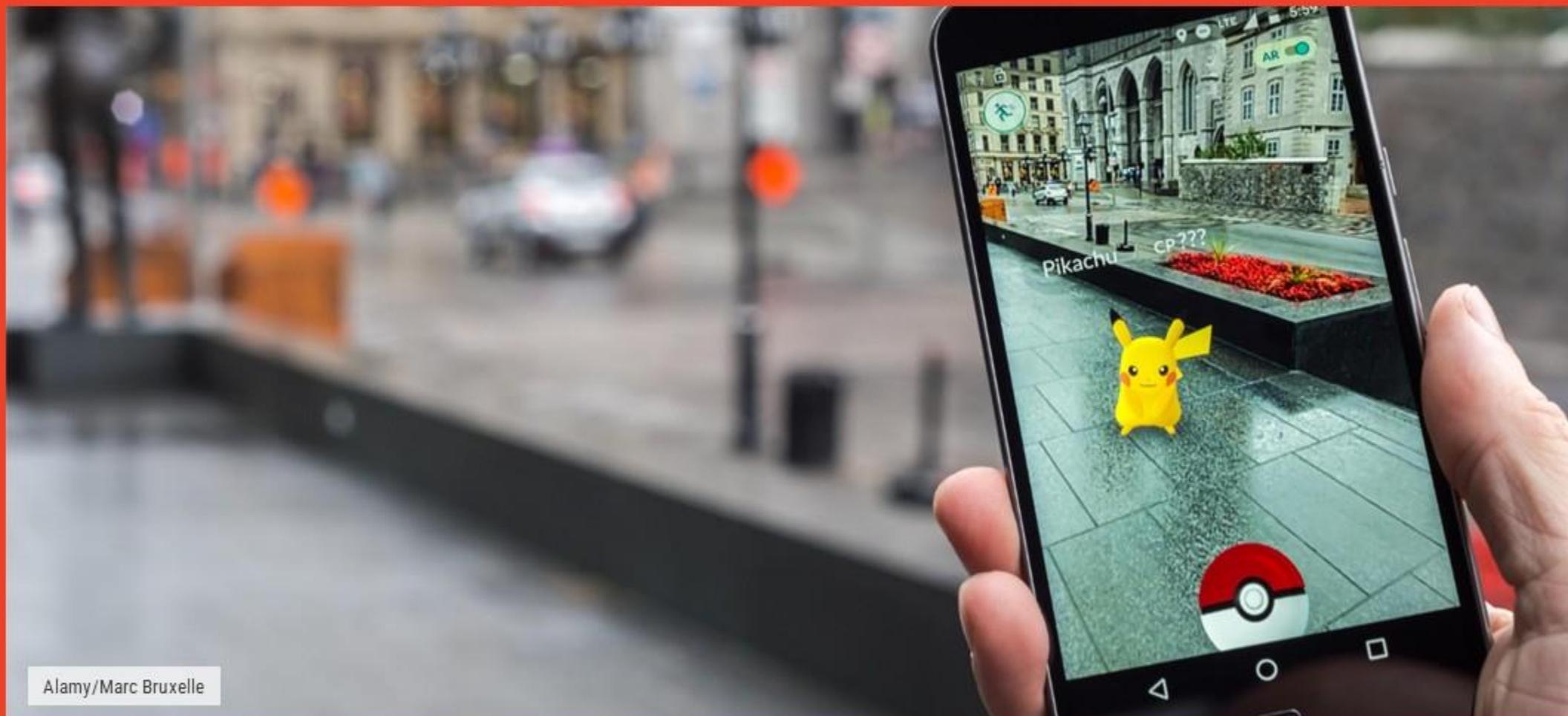


What's happening in the news this week?



Let's have a look at this week's poster!

16th - 22nd March 2026



What makes something fun?



This week's story looks at events related to ...



What makes something fun?



This week's news is about Pokémon, which is celebrating 30 years since it was first created. First released as a video game in 1996, it has since grown into TV shows, films, trading cards and apps enjoyed by millions of people around the world. Today, both children and adults continue to enjoy Pokémon in many different ways.

Learn more about this week's story [here](#).
Watch this week's useful video [here](#).

Do you have an emotional response you would like to share?



sad

despondent
disconsolate
dismal
doleful
downhearted
forlorn
gloomy
melancholic
miserable
woeful
wretched

angry

aggrieved
annoyed
discontented
disgruntled
distressed
exasperated
frustrated
indignant
offended
outraged
resentful
vexed

happy

beaming
buoyant
cheery
contented
delighted
enraptured
gleeful
glowing
joyful

confused

addled
baffled
bemused
bewildered
disorientated
indistinct
muddled
mystified
perplexed
puzzled

excited

animated
elevated
enlivened
enthusiastic
exhilarated
exuberant
thrilled

worried

agitated
anxious
apprehensive
concerned
disquieted
distraught
distressed
disturbed
fretful
perturbed
troubled
uneasy

overwhelmed

engulfed
inundated
overburdened
overloaded
saturated
submerged
swamped

afraid

alarmed
apprehensive
daunted
fearful
frantic
horrified
petrified
terrified

guilty

ashamed
compunctious
contrite
culpable
penitent
responsible
rueful

jealous

bitter
covetous
desirous
envious
envying
resentful
wary

thankful

appreciative
grateful
gratified
indebted
obliged
relieved

shocked

astonished
astounded
disconcerted
distressed
dumbfounded
horrified
staggered
startled
stunned
surprised

disgusted

affronted
appalled
horrified
repelled
repulsed
revolted
sickened

inspired

activated
encouraged
exhilarated
galvanised
influenced
motivated

embarrassed

ashamed
awkward
chagrined
demeaned
discomposed
humiliated
self-conscious
uncomfortable
uneasy
unsettled

interested

absorbed
captivated
curious
engaged
enthralled
fascinated
gripped
intrigued
riveted



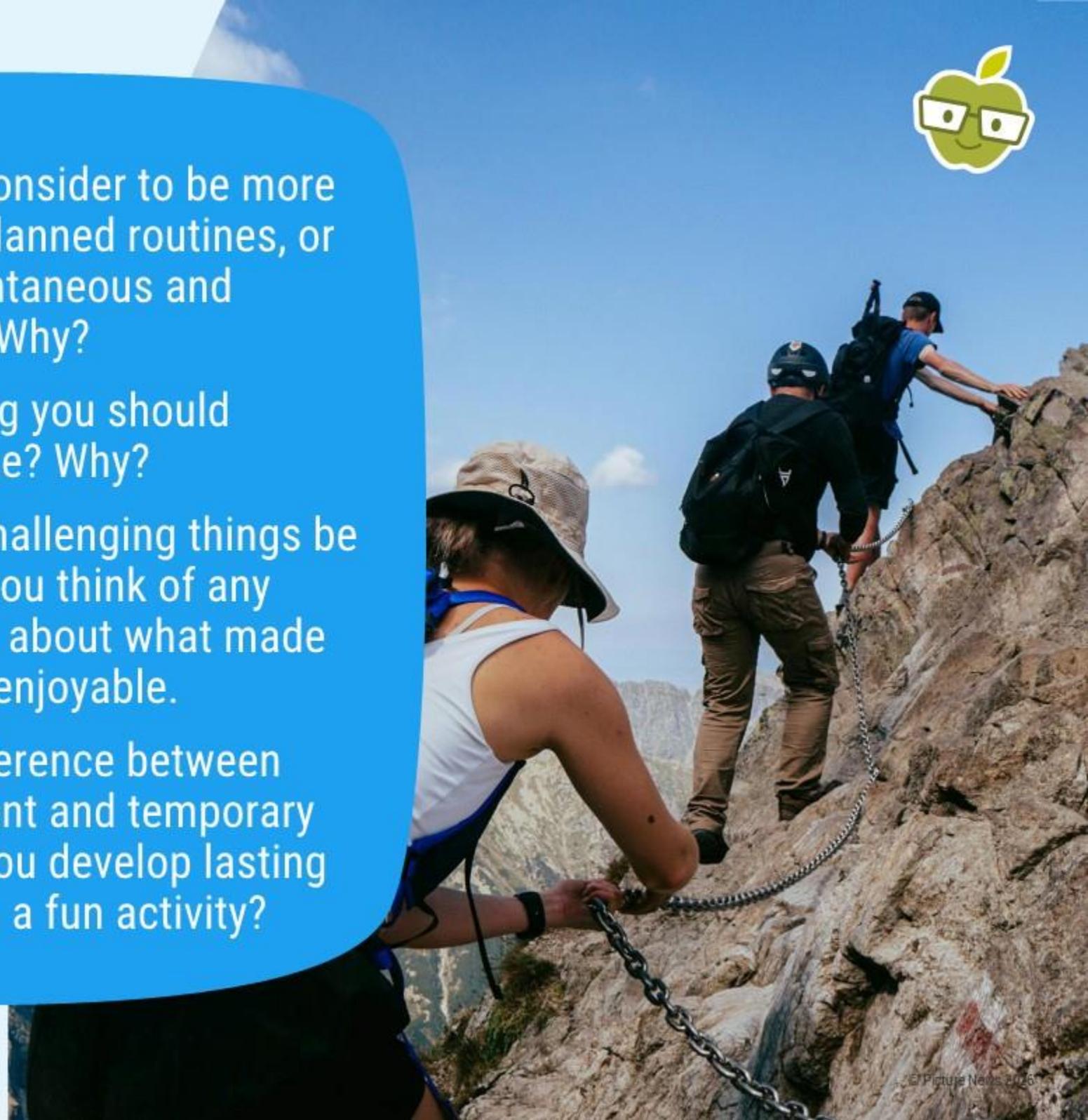
Questions

- What do you enjoy?
- What makes something enjoyable or fun?
- Are the same things enjoyable or fun for everyone? Why?





- Which do you consider to be more fun – a life of planned routines, or one that is spontaneous and unpredictable? Why?
- Is fun something you should constantly chase? Why?
- Can hard and challenging things be fun? If so, can you think of any examples? Talk about what made the experience enjoyable.
- What is the difference between lasting enjoyment and temporary fun? How can you develop lasting enjoyment from a fun activity?





Vital statistics

According to Office for National Statistics (ONS) data collected in 2023, UK adults spend an average of 3 hours and 42 minutes daily on entertainment, socialising, and free time. This reflects a steady decline in daily leisure from 4 hours and 30 mins in 2020.

Why do you think there has been a decline since 2020?



According to a 2017 study by Reis, O'Keefe, and Lane, shared activities consistently outperform solo ones in terms of enjoyment. While doing activities with a total stranger is still more enjoyable than doing it alone, enjoyment peaks when you are with friends. Essentially, the closer the social bond, the more rewarding the activity experience becomes.

Do you prefer sharing experiences with friends rather than doing them alone? Why?





What others think

Read through and share your responses to the two quotes below.

"We don't stop playing because we grow old; we grow old because we stop playing."

George Bernard Shaw,
playwright and political activist.

"The time you enjoy wasting is not wasted time." Marthe Trolly-Curtin, author.

Further questions for discussion



- Think back to what you enjoyed five or six years ago. Do those same things still make you happy, or have your interests shifted as you've grown? Does our definition of fun change as we get older? How?
- Do you think it is harder to have fun in the modern world than it was 100 years ago, for example? Why?





**What makes
something fun?**



Reflection

Fun can look different for everyone. The things we enjoy can help us relax, learn and use our imagination.



Media Literacy

I know that people may see the story differently.



Explanation: Let's explore how the same story can feel different to everyone because our own feelings and experiences change how we see the world.



Analyse



Evaluate



Research



Act

Questions to Discuss

- Can two people look at the same thing and see it differently? How?
- If you have seen something many times, can you view it differently from someone who is only seeing it for the first time? Explain.
- Can people feel differently about the same thing at the same time? Why?

Activity

Explain that our experiences can change how we see the same news story. Read through the news story. Get into groups, and assign each with a character.

- **Character A:** an adult who remembers trading cards at school 25 years ago.
- **Character B:** a professional collector who wants to trade Pokémon cards to earn money.
- **Character C:** an excited 7-year-old who has just got their first pack of cards.

Using the headline, 'Pokémon at 30: Why is the craze still so big?', write a short sentence with a reaction from the viewpoint of your character.

Why do the characters have different feelings towards the news article?



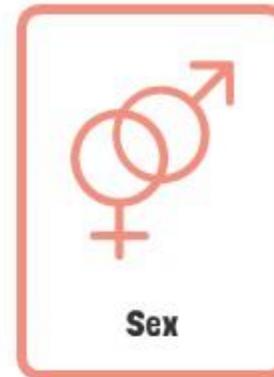
Rule of Law

We often come across rules, whether in games or laws we need to follow. When we all follow the same rules, we create a fair and fun environment that helps every person feel included and valued.

Protected Characteristics



Pokémon is popular with both children and adults all over the world. It shows that age doesn't matter when it comes to having fun.



Sex



Sexual Orientation



Age



Disability



Gender Reassignment



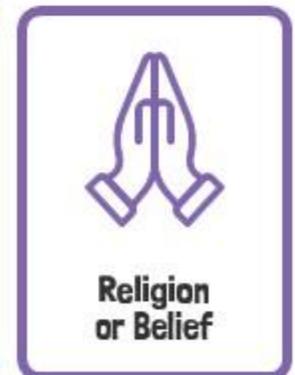
Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or Belief



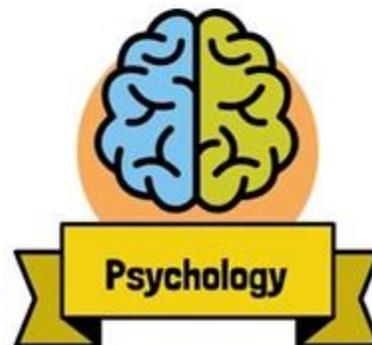
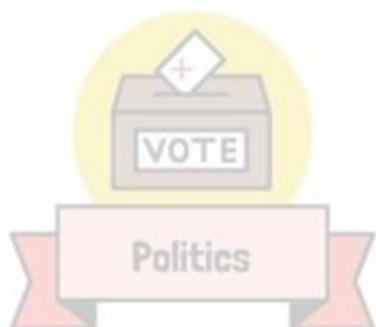
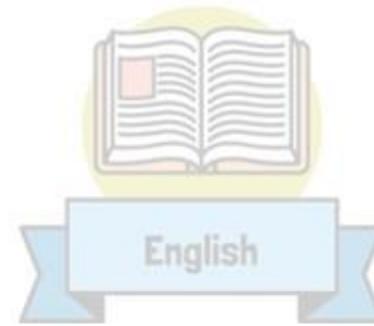
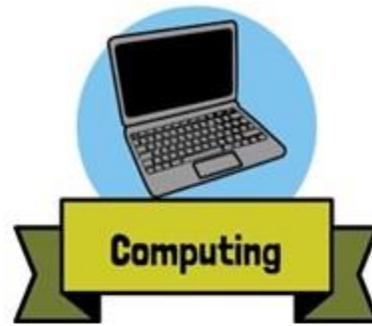
UN Rights of the Child



Whether trading cards or teaming up for a Pokémon battle, every child has the right to join and set up groups, organisations and meet with others.



Cross Curricular Links



This week's story explores the nature of fun and enjoyment.



Who Does This Work?



Job of the Week

TV/film producer

Producers are responsible for transforming initial concepts into completed films and television programmes. They manage the entire process, from an idea to the final broadcast.

Did you know?

According to Bectu (the union for creative ambition and a sector of Prospect trade union), 30% of all creative industry workers are currently out of work due to job shortages.



Pathways Into This Career

- Undergraduate studies, media production diplomas, or specialised T Levels in Broadcast and Production.
- Level 3 Advanced Apprenticeships in Screen and Audio.
- Training programmes within TV production houses.
- Volunteering for student/community projects and work experience with production companies.



Skills Needed

- Knowledge of media production and communication.
- Ability to lead teams, manage workloads and maintain attention to detail.
- Proven initiative and flexibility.
- Ability to thrive under pressure, manage time and apply constructive feedback.



Discussion Prompt

Is it more important for a TV show to reflect the real world? Why?

Explore this role further in this week's Career Connection Activity.

LET'S DISCUSS

16th - 22nd
March



This week's news story

<https://www.bbc.com/news/articles/cpw0xw5nqglo>

This week's useful video

<http://www.youtube.com/shorts/YdxMyVxtJDc>



Alamy/Marc Bruxelle

In the news this week

This week's news is about Pokémon, which is celebrating 30 years since it was first created. First released as a video game in 1996, it has since grown into TV shows, films, trading cards and apps enjoyed by millions of people around the world. Today, both children and adults continue to enjoy Pokémon in many different ways.

Notes

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



What makes something fun?

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 **Listen**

 **Think**

 **Share**

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss





Cross Curricular Link Activity

This activity illustrates how fun and enjoyment directly influence test performance and long-term learning success.

- Split the class into small groups. Give them basic materials (e.g., spaghetti and marshmallows, or scrap paper and tape) and explain they are to see who can build the highest tower.
- **Task 1:** Set the class some strict rules for the task e.g., they only have one attempt, they must not talk to one another, they will all be given a pass or fail.
- **Task 2:** Give the groups a new set of materials. Explain they can now talk to one another, fail as many times as they want and their goal is to find the most unusual way to make their tower stay up.

Ask the class: Which task was more fun? Why? Which task was more successful? Why do you think that was?

- Explain that the Broaden-and-Build theory, developed by psychologist Barbara Fredrickson, suggests that positive emotions like joy, interest, and pride serve a much greater purpose than just making us feel good in the moment. When we experience these positive emotions, we become more aware of our surroundings and more open to new ideas. Because we are in this open, creative state, we are able to learn and develop long-lasting skills.

Ask the class: Think about a subject or task you find boring or stressful. Based on the Broaden-and-Build theory, how might this be impacting your ability to learn? How might you recreate the Task 2 environment when studying for a test or an exam? How effective do you think it might be? Why?



Careers Connection Activity

This activity allows pupils to take on the role of a TV producer, using visual storytelling to control an audience's emotions and build suspense through a carefully planned sequence of shots.

- In groups, plan a high-tension, 30-second scene for a TV show using only six drawings.
- Explain they are directing a mystery TV show and set the scene: *A character walks into a room and finds a mysterious object on a table...*
- They should plan the six frames in order:
 1. Establishing the shot: Where are we?
 2. The character: How do they feel?
 3. The object: What is on the table?
 4. The reaction: A close-up of the character's face.
 5. The action: A shot of something happening.
 6. The cliffhanger: A shot of something the character doesn't see behind them.
- Once the storyboards are complete, groups should swap. The new group should explain the story back to the creators. If the second group correctly guesses the plot without being told, the planning was a success!

Ask the class: When the other group tried to explain your story back to you, did they miss any clues you thought were obvious? If the second group correctly guessed your plot, what was the one specific drawing that made it clear? If you had to delete one of your 6 frames, which one would go? Could the audience still guess the story without it? Do you think it is easy to build suspense? Why?

