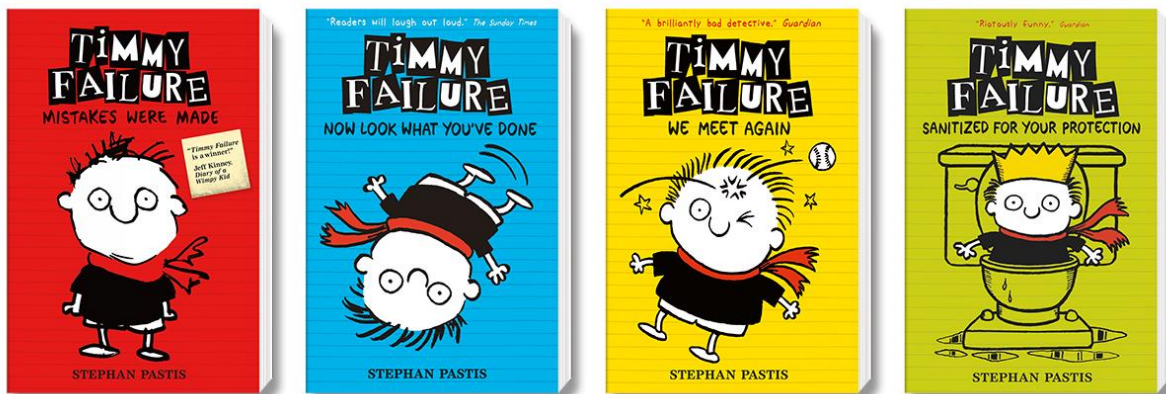




A CROSS-CURRICULAR RESOURCE FOR KEY STAGE 2 BASED ON THE
HILARIOUS TIMMY FAILURE SERIES BY STEPHAN PASTIS



www.timmyfailure.com

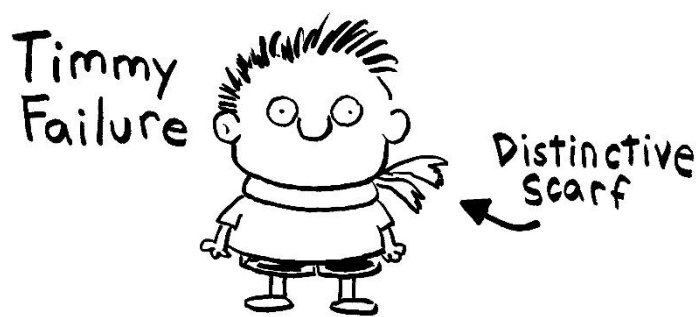
Guidance

This resource is designed to complement the Timmy Failure: Crack the Case story writing competition. Taking inspiration from the litany of solved crimes and crazy characters throughout the Timmy Failure series, the challenge is to write and illustrate the next installment in Timmy's glittering career.

This resource aims to accompany the Crack the Case Competition into a more extended cross curricular unit of work with the mad, hilarious world of Timmy and his friends as its stimulus. Activities can be used as a whole unit or as a complement to the story competition and cherry-picked to support the interests and needs of pupils and the curricular time available. Enjoy!

Introduction: Meet Timmy Failure

Hi there!



Welcome to the world of Timmy Failure, the founder, president and CEO of the “best” detective agency in town, probably the nation. Created by New York Times best-selling cartoonist Stephan Pastis, the hilarious and ever-optimistic Timmy and his sidekick polar bear, Total, create chaos as they attempt to make sense of the world. Riotously funny and essential reading for all ace detectives, the Timmy Failure series is sure to have readers in stitches.

See the Timmy Failure website for a brief overview of each book.

<http://www.timmyfailure.com/the-books/the-book-04/>

WHAT TIMMY'S FANS SAY:

“For Timmy Failure, success is the only option!” Lincoln Pierce, creator of *Big Nate*

“One of those laugh your head off and try not to be sick books.” Charlie, aged 9,
www.lovereadings.co.uk

“A fabulously fun read ... original and quirky with real heart.” Philip Ardagh, *Guardian*

“This ironic, knowing, inspired book will prompt constant laughter.” Nicolette Jones, *The Sunday Times*

“This will be the best ever book you will read – it will glue you to the page like cheese stuck to the carpet.” Adam, aged 9, www.lovereadng.co.uk

Winner of the Best Story Book at the Booktrust Best Book Awards 2013: *Timmy Failure: Mistakes Were Made*

The first section of this resource explores a range of overarching themes, as well as those which are specific to Timmy’s ultimate goal: becoming the best detective in the world. Following this, there is a section for teachers and support staff, suggesting activities that are suitable for a Book Club event, and the remainder of the resource is dedicated to literacy-based activities across the curriculum: Art and Design & Technology, Digital Literacy, History and Geography, Science and Physical Education. We hope you and your pupils enjoy exploring the world of Timmy Failure.

**“Invaluable to anyone
who ever wanted to be
a detective.”
— Anonymous**

Overarching Themes

Timmy’s detective adventures provide an abundance of opportunities for a literacy focus on narrative and storytelling. However, as we delve deeper than the humour and mischievousness our protagonist provides, there are a number of themes to be explored relating to character and relationships, as well as the skills needed to be a successful world-class detective (maybe Timmy should read this section as well!).

You may like to take some of these themes introduced in the first book and integrate them into your characterization activities for the competition. Alternatively, they may be suitable for discussion during circle time or a PSHE session or as general immersion into Timmy’s world.

Using your (detective) instincts

What are instincts? What do they feel like? Timmy talks about using his detective’s instincts (Book 1, page 141) – this is an interesting concept to explore with children.

First impressions count...

We all make split-second judgements about people within seconds of meeting them. Timmy appreciates that his clients need to have a good initial impression of him (Book 1 page 8). You could explore with pupils how to make a good impression and when it is particularly important, as well as presenting film clips/images of people and discussing the children’s first impressions of them.

But it's important to get to know people before making up your mind

If only Timmy had got to know Corrina Corrina, he would have realised they are more similar than he thinks (of course that wouldn't make for such a fun story). As well as exploring first impressions as a concept, you could integrate into this a discussion about the importance of getting to know people before deciding if you are going to get along. Could Corrina Corrina and Timmy be the perfect detective partners?



Reach for the sky ambition – the power of positive thinking

Ok, so Timmy may not be the most successful detective in the world (shhh, we won't tell him that), but his trophy cabinet would be brimming if awards were judged on ambition and confidence. You could discuss the importance and power of positive thinking and how it can take you far in life. Why not take some Timmy quotes and put them up around your classroom?

Our relationships with animals

Total is Timmy's best friend, even though he is a polar bear. Their relationship could form the basis of a discussion or activities which consider the importance of the relationships your pupils have with animals. Do any of them consider their pets to be their friends? Why? What makes those friendships special/different to those they have with other children? This could extend to an activity around how to care for pets.

Group work at school

Timmy's approach to group work at school is certainly unique! Could your pupils help Timmy to understand how to work more effectively in a group at school?

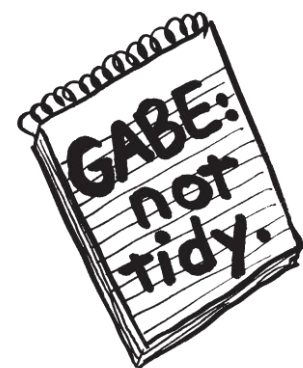
Independent study

Timmy seems to have a bit of a hard time focusing on his school work (who can blame him, he is a world-class detective after all). His captivity diary (Book 1 pages 217–221) comically relates how he struggles to concentrate on his homework, something which some of your pupils may well be able to relate to. This is a good opportunity to think about independent study skills, all in the spirit of helping Timmy of course!

Detective skills

Using inference and deduction skills to think beyond the literal

How many times did you laugh out loud as Timmy clearly failed to read between the lines and infer the logical explanation from the evidence surrounding him? Each story could provide opportunities to revisit inference and deduction skills and their importance.



Recruiting the perfect partner

There couldn't be a Timmy without Total or a Total without Timmy. As a duo, they provide some of the most magical moments of the stories.

The partnership provides a good opportunity for children to think about who would be their ideal

business partner – the qualities they would bring and those they would be looking for in their right-hand man/woman/polar bear.

The importance of a founding set of principles

Timmy's comical and charming philosophy about his founding set of principles (Book 1, page 7) could provide the basis for an interesting discussion around values and what children think are the key ingredients one needs to succeed.



The importance of effective marketing

From a slogan, to a website, to posters and a mascot, all the best companies advertise with aplomb. Timmy knows this, as does Corrina Corrina (yes, Timmy, we said her name again). What do your pupils think about advertising? What makes a persuasive, effective advert? Are they aware of the power of marketing?

Note-taking is fundamental

Timmy doesn't leave home without his detective log, always ready to jot down an observation (Book 1, page 162). Do your children write down notes at home, at school, when they are out and about? Why are they useful? Do they use a digital device or pen and paper? Why? If you don't do this already, you could provide each pupil with their own writing journal, to make notes of good words, phrases or sentences they read, or ideas they come up with.

Awash with witnesses

Timmy understands how important it is to find reliable witnesses (Book 1, page 13). This could provide an interesting opportunity to talk about why the police need witnesses to solve crimes, and also why witnesses are useful in resolving everyday issues.

Last, but definitely not least ... the importance of reading

Timmy knows that to be the best detective in the world he needs to read voraciously, particularly his trade journals, in order to keep up to date with detective technology (Book 1, page 39). He also values his local library and his unlikely friend Flo the librarian. These themes provide a good opportunity to explore the importance of reading for enjoyment. After all we all want to achieve GREATNESS!

Book Club Event

As a complement to the competition itself or as a perfect stimulus to continue pupils' engagement with this wonderful series of books, starting a Book Club, or using Timmy as the focus for an existing club, is a great way to bring reading alive.

In this section of the resource, there are lots of activities and discussion questions suggested. You may also like to dip into the other sections of the resource and adapt the ideas for your weekly sessions.

There is also a wonderful Timmy Failure Event Kit on the website packed with simple ideas to kick things off: http://www.timmyfailure.com/wp-content/themes/TimmyFailureWP/fun-stuff/TF_LockerActivityKit.pdf.

Promoting your Timmy Failure Book Club session

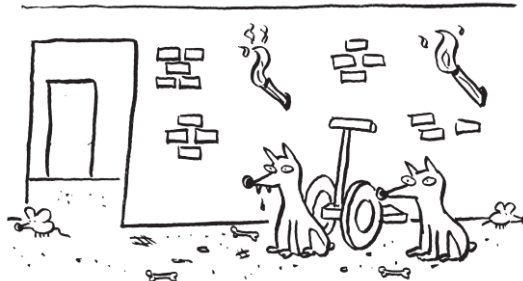
Below are a handful of ideas to help raise the profile of your Timmy Failure event or Book Club.

Create a PowerPoint presentation with quotes from the books and details of your session. Run it on a loop on a screen in the school (if you have one). Quotes might include:

“My name is Failure, Timmy Failure. I’d ask that you get your “failure” jokes out of the way now. I am anything but.” (Book 1, page 1)

“I head downtown to do reconnaissance on CCIA headquarters. Because I am so well known and don’t want to draw attention to myself, I go undercover. Under my bed cover.” (Book 1, page 94)

“Deep in the rat-infested bowels of the earth. At the end of a maze of torchlit tunnels. Guarded by attack dogs. Is where the Failuremobile is. I don’t know that for sure. But it’s my detective’s instinct. Which is rarely wrong.” (Book 1, page 141)



Secret location

Perhaps hold the session in a secret location in school, giving children a clue to solve in advance of the day.

Posters

Create posters which feature an image of Timmy and information about the Book Club session. Distribute them via registers.

Assembly

Promote your Timmy Failure Book Club session in assembly, showing one of the book trailers created to tease readers into each new book. Or show one of the agency infomercials!

[\(http://www.timmyfailure.com/fail-safe-videos/\)](http://www.timmyfailure.com/fail-safe-videos/)

Creating a positive environment

To add extra excitement to your session, you could try the following ideas:

Treats

Bring in Rice Krispie Treats (as made by Dondi Sweetwater – yard lady and friend of Total).



Icebreaker

Ask children to bring an object with them which they think Timmy would consider invaluable. As an icebreaker activity, ask them to explain why they chose that object.

Display clues

Display objects related to the books when setting up the space and see if children can spot them over the course of the session: one girl's shoe; a beach ball; an empty chocolate wrapper; Rice Krispie Treats; a tangerine; a

Hawaiian shirt; toilet paper draped over furniture; a dead hamster.

Display

Create a display of famous fictitious detectives/spies such as Sherlock Holmes, Alex Rider, Ted from *The London Eye Mystery*, and not forgetting Timmy himself.

Getting inside the book

Timmy's adventures lend themselves to a lively Book Club session. Below are some example questions for stimulating discussion.

General

Look at the titles for each book as you read through. Do pupils think the titles are appropriate for each of the stories? Would they have given the books different titles? If yes, what would their titles be?

- What type/style of books are these about? How would you describe it to someone else?
- How does the author use illustrations to tell the stories? Are they an essential part of the story? What difference would it make if there were no illustrations?
- Are there any books that you would compare this one to? How are they similar/different?
- Would you recommend these books to a friend? Why? What kind of person would most enjoy this book?
- Did the books keep you hooked? How?
- How does the author create humour in the books?
- If you were to talk with the author, Stephan Pastis, what would you want to ask him?
- If you could, would you make any changes to the books?

Characters

- Which characters do you particularly admire or dislike? Why?
- Which characters would you most like to meet? What would you ask them – or say?
- If you could become a character in one of the books, what role would you play? You might be a new character or take the place of an existing one.
- Did any of the characters remind you of yourself or someone you know? How?
- What are Timmy's most positive and negative characteristics?
- Does the way Timmy sees himself differ from how others see him? How?
- We find more out about Timmy's relationship with his mum throughout the series.
- How does Rollo feel about Timmy? How does Timmy feel about Rollo? How do you know this?
- What impression does the writer and what impression does Timmy give of Corrina Corrina's character? Are they different? How? Does this change as the series progresses?
- Timmy and Corrina Corrina are quite similar characters. Do you agree? Why?

The Story

For each book in the series, you can ask these sample questions:

- Which scenes are the most important in the story? Why?
- Which was the most enjoyable part of the story? Why?
- Are there any parts of the story which you would like to change? Why?
- How does the first page make you want to read on?
- The books are fast paced. Are there any parts where you would have wanted the author to slow down and spend more time on a scene?
- Even though Timmy is the narrator, how/why does the reader have a better understanding about what is going on and about the characters than Timmy himself? For example, do you think you understand Corrina Corrina better than Timmy?
- Quite a few people are having a hard time in the stories. Who do you think this applies to and why is life tough for them? How does the author make sure they are still funny, entertaining books?

Setting

- Where do you think this story is set? What makes you think that?
- Where are the main places in which the story is set? Are they near each other? How would you describe each place?
- When is the story set? Over how long does the story take place? How do you know?
- What difference does the setting make to how the story develops? Would the story work as well if it were set in a small village, a big city, outer space?
- Do any of the surroundings remind you of where you live? How/why?

- If you were to visit Timmy’s town, what words would you use to describe the atmosphere and mood of the place?
- If you picture the town in your mind, is it based on the illustrations or your own imagination? Why?

Creative activities

Design your own version of the book covers

Set children the task of designing their own book cover, based on their interpretation of the story. You could hold a competition where children “pitch” their book cover and then all vote for their preferred choice. Offer prizes and display as many of the entries as possible around the school.

Bookmark production

During your session, set pupils the task of designing a bookmark for them to keep or to tuck inside school library books when they are borrowed. Suggested themes could include:

‘Timmy vs Corrina Corrina’: who is the best detective in the world?

‘If you enjoyed this book, why not read...’: this would include suggestions for other books in the Timmy Failure series, as well as other similar series, such as the Tom Gates and Wimpy kid series.

‘Questions to make you think’, specifically related to Timmy Failure: Mistakes Were Made or other books in the series. Questions such as the examples given on the previous pages may help get the ball rolling.

Detective Club

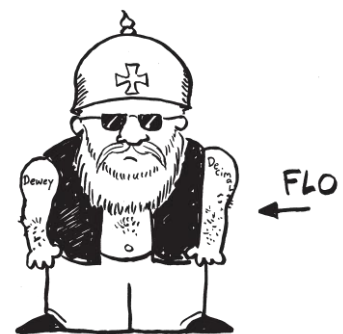
If pupils are not enticed by the idea of a Book Club, why not set up a Detective Club and integrate reading the Timmy Failure books into your sessions? Children could create their own detective toolkit, design detective Top Trump cards or create some drama based on the stories.

Timeline of events

There is so much action and so many events that take place in each book. To help children get an overview of how each story unfolds, put them in pairs and set them the challenge of creating an illustrated timeline, with each pair responsible for a section of the story.

Flo’s guide to using the school library

We’d all love a school librarian like Flo, wouldn’t we?! Work with children to create “Flo’s Guide to Using Our Library” or “Flo’s Guide to Reading”. Discuss the style which Flo might write in and which rules/ideas would be important to him. Display the guide in your school library or book corner.



Gadgets galore

As Timmy points out, it is very important for any committed detective to keep up to date with the latest gadgets by reading trade journals.

Bring along gadget magazines and books to the session and ask children to create a

poster/presentation about the essential gadgets needed in the profession – for example, Timmy’s Top Five Gadgets, presented in the style of the Sunday evening radio music charts.

Book reviews and beyond

Encourage children to write reviews for the books. To increase pupils’ motivation for this activity, make sure there is a real audience who will engage with, and even comment on, their writing:

- Create a school blog specifically for book reviews, the link to which could be publicised on the school website and in the newsletter. If you know of any other schools that are focusing on the books too, why not create a more formal group and set up a system where each school in turn comments on the Timmy failure blog entries of another school in the group.
- Encourage students to create shelf-talkers and belly bands for the Timmy Failure books you have in your library/classroom, with succinct catchy messages that will encourage others to borrow them.
- Encourage children to create their reviews in the format of tweets, allowing them a maximum of 140 characters to get their view across. Tweet the best reviews via your school’s twitter account (if you have one) and/or create a visual display of the tweets in the school.
- Give children the opportunity to write a fan letter to Stephan Pastis (via his publisher, Walker Books: marketing@walker.co.uk).
- Set children the task of creating a film, recording their views about each Timmy Failure story. These could include their responses to the question “Can you describe Timmy Failure in three words?” They could then edit the footage to create a short film, of which the last frame would be an advert for the school library or your Book club.

A detective-themed treasure hunt

Set your school library up as a crime scene, one that Timmy has been called to in order to solve a mystery, for example the case of the Missing Banana. Through a treasure hunt, with clues placed around the school, pupils must solve the crime and work out where the infamous banana is.

Word play

Ask Timmy Failure fans to name three words to describe Timmy, then help them to create a digital word cloud, where the most popular words will appear as the most prominent in the image.

Display the word cloud as a poster in the library, with an eye-catching title such as: “Failure - I am anything but.”

Observation games

Timmy still has some way to go in improving his observation skills. Play a fun game with pupils to help them improve theirs. Ask children to study a section of a room or a tray of objects, and then to close their eyes. Change one (or more than one) thing and when they open their eyes, see if they can work out what has changed/been removed.

Timmy across the curriculum

Art and design & technology

In the Timmy Failure series, the illustrations are without a doubt as important as the text. Not only do they complement the story, they also tell the story, which should come as no surprise given the author and illustrator, Stephan Pastis was already an acclaimed writer and comic strip creator before embarking on the Timmy Failure series. You may want to look up *Pearls Before Swine*, his acclaimed comic strip (for adults) that appears in more than seven hundred newspapers worldwide, including UK editions of the *Metro*.

The terrific illustrations will provide a great stimulus for both Art and Design & Technology. Pupils could create their own Timmy Failure illustrations to accompany their story. With this in mind, in these YouTube clips Stephan Pastis explains how he draws Timmy and a variety of other characters: <http://www.timmyfailure.com/fail-safe-videos/>.

Looking for further activities? Pupils could also:

- Storyboard the plot for a new Timmy Failure mystery
- Design an advertising poster to help Timmy promote his services. Or if they dare, pupils could design an improved version for Corrina Corrina!
- Take fingerprints – a crucial detective skill. Pupils could then use their fingerprints to create a piece of artwork
- Design a new gadget for Timmy, labelling its different parts
- Design a new office space for Timmy and, if there's time, build a to-scale model of Timmy's new office
- Design and create a model of a new improved version the Failuremobile
- Design and create their own sculpture, inspired by the "monkey-throwing-chicken" sculpture in Timmy's town
- Draw and paint portraits of the main characters – either in the style of the author's illustrations, or by using a completely different style, such as Andy Warhol's pop art technique
- Compare illustrations from a range of comics, books and graphic novels. In groups, children could discuss the ones they find most effective in telling the story and explain why. What advice would they give a new illustrator/author about what they like to see in an illustrated book?



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Digital literacy

The technology that you have in your school can be used in a myriad of ways as part of a Timmy Failure unit of work. The following ideas will hopefully inspire your pupils, enhance their writing and illustrations and give Timmy the chance to come alive on screen.

Digital storyboards and comics

When planning their new Timmy Failure mystery, pupils may like to map it out through creating a storyboard. They could use storyboarding software to sequence and present their work, adding sound effects. Alternatively, their final story could be presented in the form of a digital comic (again, using software available online), adding audio clips for the characters' voices.

Web page – advertising

As Timmy would endorse, a detective agency needs a strong advert to sell its services. Pupils could use website creation software/applications or PowerPoint to create an interactive presentation or Publisher for a static advert.

Stop-motion animation

This is similar to the comic idea above, except it involves the children's stories being created using 3D objects. Firstly children need to create the audio, reading out their story, with different children taking on the role of different characters. They can then make models out of modelling clay or use objects from home or school to create their set and characters. Paying close attention to the pace of the story, they use these objects to act out their narrative, taking a series of pictures for every minute movement the characters or surrounding objects make. A combination of both the audio and visual animation will make for an entertaining and engaging presentation of their story.

Top Trump Detectives

Give pupils specific questions to research and answer about a famous detective (fictitious and/or real). Each pupil/pair needs to be given a different detective, but the same questions ... and of course don't forget Timmy! Following this research phase, provide a template and set them the task of creating a Top Trump card for their detective using Publisher or a similar program. Print each pupil's/pair's card and laminate them. The result will be a class top trumps detective game for all to enjoy playing!

Timmy "Gameified"

The new computing curriculum places emphasis on children acquiring programming skills. Therefore, why not get pupils to create their own Timmy computer game? Using game-building software/applications (such as Scratch), they can create a simple game, such as a race to see who can get from home to the bank quickest: Timmy or Rollo.



History and geography

Timmy Failure's profession, and his aspiration to be the best detective in the world, provides an opportunity for children to learn about detectives from the past and present in History lessons, as well as how criminal investigations and forensic science have evolved significantly in recent decades. Furthermore, if you would like to link your focus on this text with geography, you can use Timmy's quest for world domination as a foundation for developing children's knowledge about the specific countries/cities he wants to build his offices in: their location; population; currency; language spoken, etc.

Below are some suggested ideas for lesson activities in History and Geography.

Detectives in Victorian times

Described by his colleagues as the "Prince of Detectives", Detective Inspector Jack Whicher was one of the original members of the newly established Detective Branch in Scotland Yard in 1842. He influenced the creation of fictional detectives by a number of authors, including Charles Dickens. If you are studying/have studied the Victorians with your students, exploring the life of Whicher may be an interesting addition to lessons which focus on law and order during this period.

A comparison of old detective techniques and modern day technology

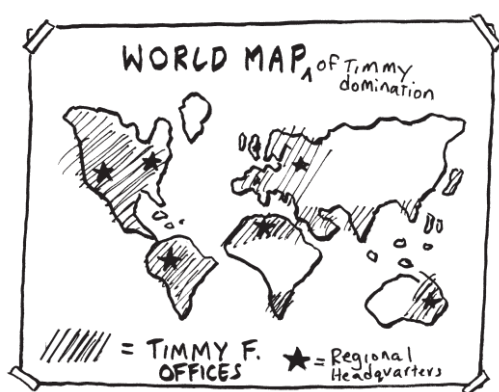
If possible, invite a detective into school to talk about how improvements in technology and forensic science have led to a higher number of crimes being solved. With older children, this could lead to an interesting discussion about the pros and cons of CCTV.

Unsolved mysteries

Just like most of Timmy's cases, there are many other famous unsolved mysteries that the children will be interested in learning about, such as the Loch Ness monster, Big Foot or the Marie Celeste. Children could get into the role of detective and write historical accounts of these mysteries, offering their own explanations as to what happened.

The Codebreakers in World War II

Although not detectives per se, children will be fascinated by the Bletchley Park codebreakers of World War 2 and their role in bringing the war to an end.



Timmy's World Map of Domination

Timmy explains to us that he is "building a detective agency empire". He uses the map on the wall in his classroom to chart his ambitious plans (Book 1, page 17), with several offices in every continent. Recreate Timmy's map and set your pupils the task of labelling the countries and cities he has shaded, adding some key information about each country.

The melting of the polar ice caps

As Timmy informs us, Total had no choice but to go in search of food because his "arctic home is melting... He is now 3,101 miles from his former home." As part of a geography lesson, you may

like to explore why the polar ice caps are melting and the impact this is having on the species for which this is their habitat.

Science

Timmy's new teacher uses the age-old ruse of feigning ignorance about his subject matter in order to incentivise Timmy to take on the role of teacher and show off his knowledge. In order to revise their knowledge of the Science units you have covered so far in the year, your pupils could take on the role of "Timmy the Teacher" and teach other pupils what they have learnt.

More specifically, you could link your Science teaching to subject areas referenced within the text itself. As with other curriculum subjects, whilst all activities are suited to Key Stage 2, several ideas below refer to objectives covered in the upper Key Stage 2 Programmes of study.

Constructing and interpreting a food chain

Total loves to eat seals (although there seems to be a distinct lack of them roaming around Timmy's home town). Ask pupils to draw the food chain with Total at one end (followed by seals) and then algae at the other end of the chain.

Identifying types of teeth, what damages teeth and how to look after them

Imagine that Gabe has just finished the last chocolate bar in Book 1. Pair pupils up and ask one child to take on the role of Gabe and the other his dentist. Can his dentist explain to Gabe how his different types of teeth were involved in eating the chocolate bars and why the tasty treats aren't good for his teeth? The pupil playing the innocent Gabe needs to have lots of questions ready for his dentist.

Understanding the requirements of plants for growth and life

This was the first lesson Timmy is "taught". Following a unit on run on photosynthesis/plant growth, as with the example above, can one pupil (Timmy) explain the process to their partner ("new teacher")?

Animals and their habitats

Unfortunately Total had to leave his home because the Arctic ice caps are melting. The emigration of Timmy's "partner-in-detectiveness" from his natural habitat is an excellent focal point for pupils to learn about or revisit: the suitability of an animal to its natural habitat and the reasons why climate change is disrupting these habitats in some parts of the world.

The changing state of materials

Linked to the theme above, use the topic of the ice caps melting in Total's home continent, the Arctic, as an opportunity to understand how and why heat is causing the ice caps to melt, changing from a solid to a liquid state. This could be demonstrated through an investigation where children monitor and measure a melting ice cube, whilst being exposed to different temperatures.

The fall of unsupported objects

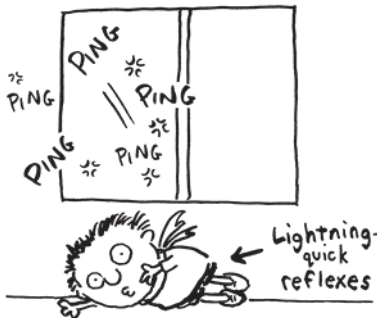
One of the main reasons that Timmy wants to move to the high-rise office building is to throw objects down at Corrina Corrina below. But does Timmy understand why the things he wants to

throw fall to the ground in the first place? And would the objects all fall at the same rate? Why/why not? This context could provide a link with a forces unit you might be planning or have taught your class earlier in the year. If this is a new unit, you could use the context of Timmy's skyscraper antics to teach children about the force of gravity and the effect of air resistance. At the end of the unit, or as a recap, ask pupils to prepare a presentation for Timmy that demonstrates their understanding of these scientific concepts.

The effect of air resistance, water resistance and friction

It is clear that if Timmy is going to arrive at a crime scene before you-know-who (just don't mention the Weber case), then he is going to need to understand why different surfaces and weather conditions will have an impact on his speed of travel. Why will the Segway be slowed down on a windy day, on a muddy surface, or if he chooses to drive through the puddles? You could use this context as a scenario to teach the effect of air resistance, water resistance and friction. At the end of the unit, you could ask pupils to design a "How to Guide" to teach Timmy how to achieve maximum efficiency whilst on his detective travels.

How sound travels and the impact of distance from the sound source on what we hear



Why does Molly Moskins throw a stone at Timmy's window to catch his attention (Book 1 page 178)? the first answer is, of course, because she isn't too bright. But after consideration, we must ask ourselves, was it because she has an excellent understanding of how sound travels? Did she know that the sound source of the pebble on the windowpane was closer to Timmy than her mouth, therefore increasing her chance of getting his attention? Back in your classroom, this could be used as an

example when teaching children about these scientific concepts. At the end of a unit, pupils could pretend to represent Molly in a court of law (where she is being tried for her crime), explaining why

Physical education

Below are some ideas for PE activities based on events in Book 1, Timmy himself may well benefit from participating in these!

Learning to catch

Whether it is a frisbee (page 236) or a ball thrown by the new teacher (page 226), Timmy seems to keep getting hit by flying objects. This is a good opportunity to revisit throwing and catching skills. Pupils could come up with a set of tips for Timmy on how to get better at catching.

Dodgeball

Of course, the alternative to Timmy catching the ball is that he could participate in a game of dodgeball, so that he can avoid the ball altogether. Dodgeball is increasingly being played in primary schools and as with the idea above, pupils could create a list of tips to stop Timmy getting hit during the game.



Obstacle course

An outstanding detective needs to be agile, fast and have the ability to overcome obstacles. Why not set up an obstacle course for pupils to complete, making the final destination Timmy's home?

And finally...

Whether you are planning to run a half-term unit or a one-off activity, we hope that this resource has inspired you with a range of ideas to make it a success.

- After you have run your Timmy Failure: Mistakes Were Made activities, we suggest you review and reflect on your pupils' achievements and progress during these lessons, in order to support the development of future whole text cross-curricular approaches you embark upon.
- Finally, after your project, you will have a fantastic window of opportunity to build on your pupils' increased motivation for reading (which we are sure will be the result of your activities). Why not encourage them to read other books in the Timmy Failure series, as well as the genre more widely?
- **Failure is not an option!**

To delve even further into the world of Timmy Failure, visit www.timmyfailure.com and "like" the Timmy Failure Facebook page: www.facebook.com/TimmyFailure

