Abstract
This paper presents an experiment of pedagogy through active work in the classroom. It aims to give pupils the opportunity to create bilingual pop up books through a project-based teaching method. It has been successfully carried out for five years. They start developing the project in several steps throughout the year. First, they are asked to read a fantastic book based on archaeological findings. It is the inspiration for the research task and the creation of stories. Second, they do research on the most important archaeological discoveries in Colombia and around the world. Then, pupils have workshops with the publishing house for learning the main pop-up techniques. After that, working in pairs, they create their own stories based on their archaeological research. They translate stories from Spanish into French, make the pop-up books and present them to Elementary children as they teach them how to make their own mini books. The result: an innovative project set to capture young children’s minds as they learn to read both Spanish and French. The authors also present their books in several settings. The best books are published. Some of them are donated and others are sold. The funds raised are intended to help public schools develop the same project. It also motivates pupils to find talents which teachers cannot always perceive in the classroom. This is an initiative which fosters intercultural education encouraging children to become more sensitive and tolerant as well as to understand that reading is a powerful tool to reach a more inclusive education.

Keywords: bilingual pop up books, project-based teaching method, research task, fantastic stories, pair work, intercultural education.
Introduction

The field of books is now in the midst of a major change in the digital world. In this context, many experiments are attempted by multiple actors to meet the new expectations of readers. In fact, society is changing in favor of new technologies and modes of communication and reading. With connected networks, more and more digital content is being read on social networks such as websites dedicated to information all the time. The main players in the media for information and reading are therefore trying to get closer to these new forms and to understand new ways of sharing information.

The digital era brings one of the biggest challenges for XXI century in terms of education since it makes students be more involved with their learning process, in other words, it allows students to become the main characters of their own stories. This is how bilingual pop-up books were born. As an initiative of the Spanish department of the French school Louis Pasteur in Bogota Colombia. This project has been developed to enhance Elementary pupils’ reading skills and to empower seventh graders to teach younger kids how storytelling may be a fantastic way of discovering new worlds.

The term pop-up is widely used to describe “movable books”. However, the term goes beyond the idea of motion. It is to say that there are several mechanisms to make characters and landscapes come to life in order to make them interact with the reader: pop-up transformations, tunnel books, flaps, pull-tabs, pop-outs, pull-downs, etc. The first pop-up book was invented by Ramon Llull in XIII century, a Catalan mystic and poet. Movable books were not created for young audiences until the early XIX century. These types of books have been used in several fields like Medicine, Astronomy, Engineering and Education.

That is the reason why for the past five years, our Spanish department has been leading a project entitled Hidden Treasures: Let’s discover magic stories together. This activity is carried out from the beginning of the school year. This is a project-based teaching method, a dynamic classroom approach which makes pupils work by actively engaging them in real-world and personally meaningful activities.

Methodology

First, pupils read a book called The Fourteen Mummies of Bakri by Susana Fernández, a Spanish archaeologist and a writer of historical fiction for young adults. This book is about a group of young people going on a fantastic adventure to Egypt. The plot is full of intrigue and mystery. Then, we tell students to be inspired from previous research on the most impressive archaeological findings around the globe to create bilingual (Spanish French) stories to be illustrated with pop-up techniques. This is how pupils start their own quest. After reading the book, they do research on a famous discovery like Macchu Picchu in Peru or The Rosetta Stone in Egypt. In pairs, they create a story inspired from those findings. Later, pupils translate these stories from Spanish into French. The next step is to participate in workshops headed by Amapola Cartonera, a small craft publishing company working with us. They teach pupils basic pop-up techniques to illustrate their books. The best books of each class are selected and published. The seventh graders present their books to the Elementary school
pupils. This is an activity guided by pupils themselves taking the role of teachers. As they present their own books, the younger children also learn basic pop-up techniques to illustrate their own mini books.

![Participants learning pop-up techniques](image1.jpg)

**Figure 1: Participants learning pop-up techniques**

![Seventh graders teach pop-up techniques to Elementary pupils](image2.jpg)

**Figure 2: Seventh graders teach pop-up techniques to Elementary pupils**

**Results**

This project has allowed pupils to open up to new learning opportunities. They are very motivated and the parents are very proud of the publication of their children's books. As a matter of fact, this type of activity makes us discover hidden talents among shy pupils or youngsters who do not like writing, who do not believe in themselves or lack of self-esteem. We are very proud to see how positively the entire school community receives this project and even teachers from other schools and writers have been very interested. Additionally, we are very involved in creating our own publishing house so that we can publish our own books and have the opportunity to release other writing projects as appealing as this one. We are going to continue with this bilingual project for next year and intend to make it digital as well. Overall, pop-up books are an innovative way of conveying literature through animated storytelling.
Conclusion

Hidden treasures is a very interesting way to appreciate literature for young people and to allow Secondary pupils to play their leading role in promoting reading and writing skills through art and creativity. Thanks to the support of the school, this activity turned into an international project sponsored by AEFE (Agency for the Teaching of French Abroad). This project now has a space in places like the famous Colombian book fair FILBO. There have also been alliances with high schools in France. These partnerships have enabled the integration of cultures and the exchange of experiences. With the sale of these books, donations are made to public schools in Bogota so that they can carry out the project as well. Our activity has been very well received throughout the school community thanks to all the intercultural, linguistic and citizenship skills involved.

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References


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