

# THE ODD LIFE OF TIMOTHY GREEN



©2013 Walt Disney Pictures

## TEACHERS' NOTES

([WWW.FILMEDUCATION.ORG/TIMOTHYGREEN](http://WWW.FILMEDUCATION.ORG/TIMOTHYGREEN))

These notes aim to demonstrate how a project on the film '*The Odd Life of Timothy Green*' can inform a three-week project addressing Personal Social and Health Education, Literacy, Philosophy and Information Communication Technology.

### WHO ARE THESE RESOURCES AIMED AT?

The activities are aimed at pupils at Primary level, particularly those between the ages of 7-11.

### EQUIPMENT NEEDED

You will need access to the internet. We recommend that children work on the 'Family' activity in pairs or small groups on computers.



## GOOD DEEDS

### ACTIVITY AND LEARNING OBJECTIVES

LO: Personal and social, health education

#### PUPILS WILL LEARN:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points-of-view
- to take responsibility [for example, for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly]
- how to make real choices and decisions
- how to meet and talk with people

### TIMESCALE

2 weeks, Circle Time / Assembly / Homework / Literacy (Speaking and Listening)

COMPETITION DEADLINE: 25 March 2013

### OUTLINE

Children are to carry out 'Good Deeds' for their friends and family. Each good deed will be recorded onto a leaf template and added to a classroom 'Good Deed Tree' display.

### RESOURCES

- Activity notes at [www.filmeducation.org/timothygreen/gooddeeds](http://www.filmeducation.org/timothygreen/gooddeeds)
- Downloadable 'leaf' PDF from the same web address

### LEARNING OUTCOME

**MUST:** complete one 'good deed' and write it on a leaf for the 'Good Deed Tree' display.

**SHOULD:** complete two or three 'good deed' leaves, one of which tells of helping someone outside their family or close circle of friends

**COULD:** complete two or three 'good deed' leaves, one of which tells of helping someone outside their family or close circle of friends. Complete a short questionnaire for those helped, to find out how the good deed affected them.



©2013 Walt Disney Pictures

## FAMILY

### ACTIVITY AND LEARNING OBJECTIVES

LO: Personal and social, health education

#### PUPILS WILL LEARN:

- to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- develop relationships through work and play

### TIMESCALE

2 or 3 weeks/ Literacy/ICT sessions, Circle Time / Assembly / Homework / Literacy (Speaking and Listening)

### OUTLINE

Children create an interactive 'Family Map', showing themselves in the centre, and their support network friends and family around them.

### RESOURCES

- The Instructions and activity can be found at [www.filmeducation.org/timothygreen/family](http://www.filmeducation.org/timothygreen/family)

### LEARNING OUTCOME

**MUST:** demonstrate which family members they feel closest to

**SHOULD:** demonstrate which family members, friends and close friends they feel closest to

**COULD:** demonstrate which family members, friends members of their support network (e.g. teachers, doctor, extended family) they feel closest to



©2013 Walt Disney Pictures

## MY ODD LIFE

### ACTIVITY AND LEARNING OBJECTIVES

LO: Literacy

#### PUPILS WILL LEARN:

- to use language and style that are appropriate to the viewer
- to use and adapt the features of a trailer, drawing on their viewing experiences
- to use features of sequence, presentation and organisation effectively
- to recall and re-present important features of a film trailer
- to identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]

Develop their writing on paper and on screen, through:

- a. planning – noting and developing initial ideas
- b. drafting – developing ideas from the plan into structured written text
- c. revising --changing and improving the draft
- d. proofreading – checking the draft for spelling and punctuation errors, omissions and repetitions
- e. presenting – preparing a correct, articulate and clear final copy
- f. discussing and evaluating their own and others' trailers.

LO: Personal and social, health education

#### PUPILS WILL LEARN:

- how to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to recognise their worth and the worth of others as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- to feel positive about themselves

### TIMESCALE

3 weeks Literacy/ICT sessions

### OUTLINE

Plan and make a trailer about a close friend that highlights their strengths.

### RESOURCES

- The Instructions and activity can be found at [www.filmeducation.org/timothygreen/myoddlife](http://www.filmeducation.org/timothygreen/myoddlife)





## LEARNING OUTCOME

**MUST:** create a storyboard showing the outline of a trailer that communicates effectively the attributes of a friend

**SHOULD:** create the first five shots of a trailer that communicates effectively the attributes of a friend

**COULD:** create a trailer that communicates effectively the attributes of a friend

## THE GREEN BOY

### ACTIVITY AND LEARNING OBJECTIVES

LO: Literacy

#### PUPILS WILL LEARN:

- broaden their vocabulary and use it in inventive ways
- write a poem using a language and style that are appropriate to the reader
- use and adapt the features of a poem, drawing on their reading experiences and picture stimuli
- use features of style, presentation and organisation effectively
- recall and re-present important features of a poem

Develop their writing on paper and on screen, through:

- a. planning – noting and developing initial ideas
- b. drafting – developing ideas from the plan into structured written text
- c. revising --changing and improving the draft
- d. proofreading – checking the draft for spelling and punctuation errors, omissions and repetitions
- e. presenting – preparing a correct, articulate and clear final copy
- f. discussing and evaluating their own and others' trailers.

### TIMESCALE

2 or 3 weeks Literacy/ICT sessions

### OUTLINE

Children create a poem that asks children to focus on the themes of the film and to think about the 'big' questions of life.

### RESOURCES

- The Instructions, stimulus images and activity can be found at [www.filmeducation.org/timothygreen/thegreenboy](http://www.filmeducation.org/timothygreen/thegreenboy)

**LEARNING OUTCOME**

*MUST:* write a short poem in response to one of the images

*SHOULD:* write a poem in response to one or two of the images that includes metaphors and similes

*COULD:* write a poem in response to one or more of the images that includes metaphors, similes and adverbs



©2013 Walt Disney Pictures