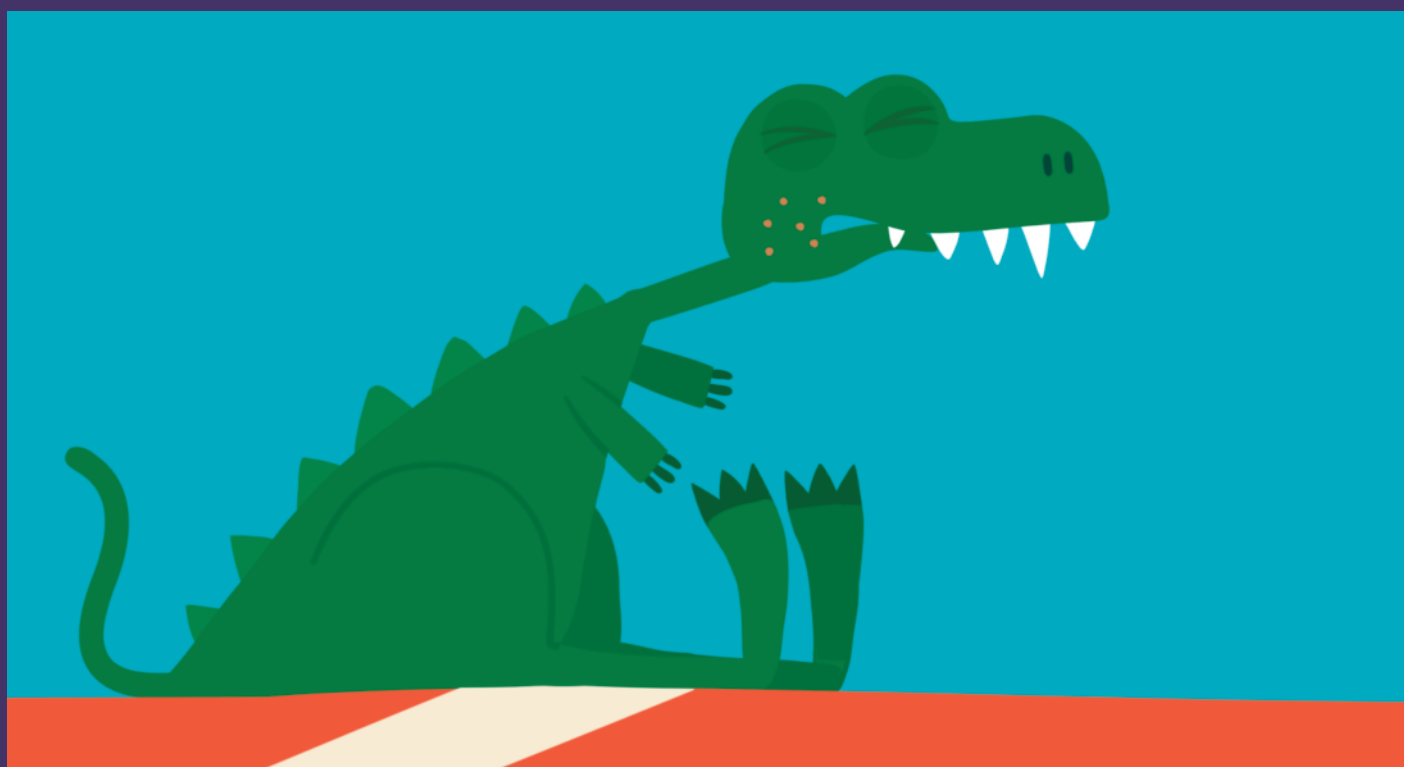


DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **T-Rex**

Early Years and First Level | Created by Sonia MacEwan

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA
Dundee Contemporary Arts

DUNDEE
ONE CITY, MANY DISCOVERIES

CREATIVE LAND SCOT
ALBA | CHRUTHACHAIL

discoveryfilmfestival.org.uk

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With support from the DCA Cinema and Learning teams



Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:

<http://www.discoveryfilmfestival.org.uk/resources>



T-Rex

Directed by Julia Ocker, Germany 2022 / 4 mins

Synopsis

T-Rex goes to play basketball. He encounters many issues due to his short arms and build when playing against the athletic monkeys, beginning with getting ready in the dressing room. The others laugh at him when he can't do things and it is only when they start to accept him that they realise his talents!

Director

Julia Ocker is an animation director, designer and author from Stuttgart. She studied Visual Communication in Pforzheim and Cairo, and Animation at the Filmakademie in Baden-Württemberg. Julia discovered her passion for children's movies when she began to work on animations which would become part of her "Animanimals" series.

Underlying themes

Friendship, teamwork, inclusion, disabilities.

The resources in this pack are aimed at Early and First Level of CfE. The activities focus on discussion, sequencing, writing, and health & wellbeing.

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **Lit 1-04a***

*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT 0-13a / LIT 0-21a***

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a***

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a/1-01a

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a***

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

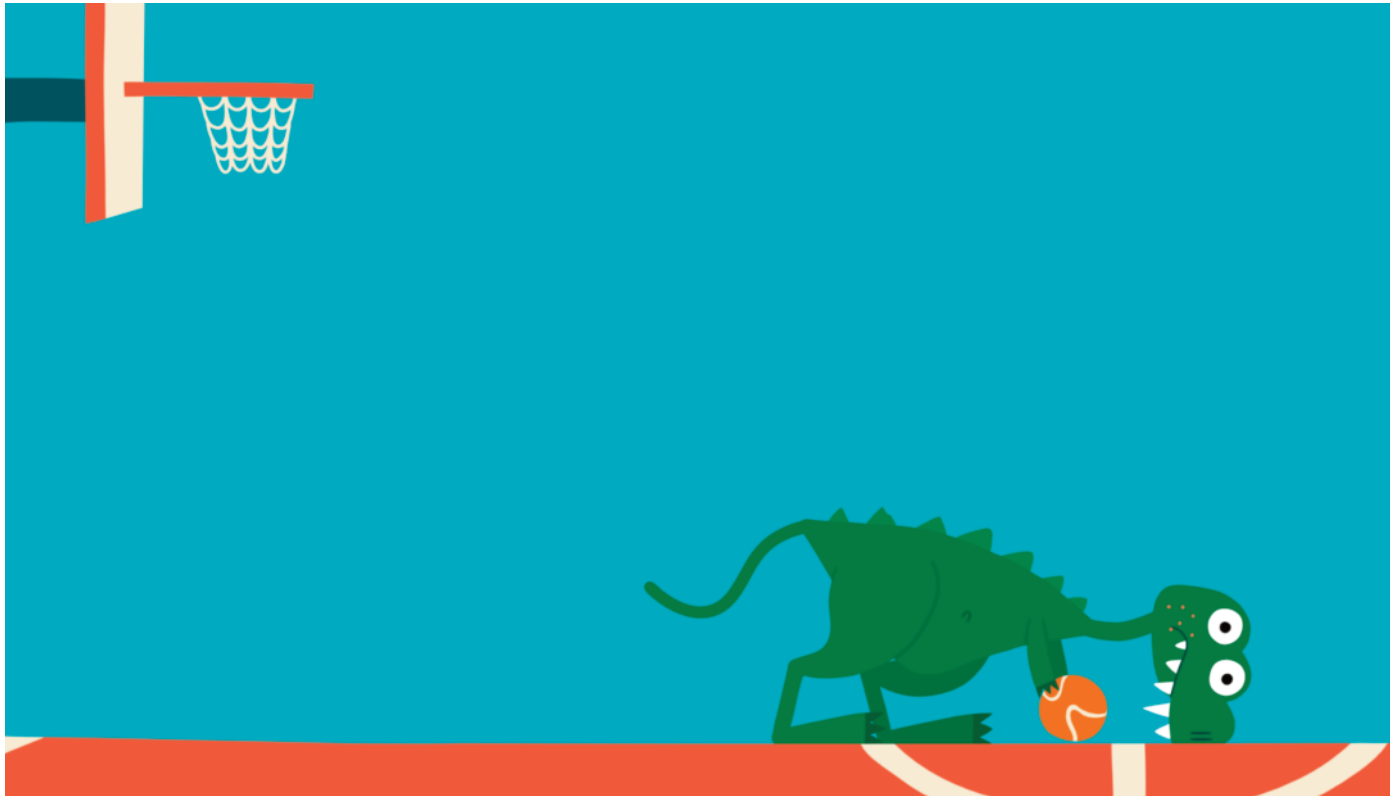
LIT 1-09a

*I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. **HWB 0-23a***

I can follow and understand rules and procedures, developing my ability to achieve personal goals.

*I recognise and can adopt different roles in a range of practical activities. **HWB 1-23a***

*I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. **HWB 1-24a***



Before watching the film

Discussion

You will need: the film image in Appendix 1.

Show pupils the film image in Appendix 1. This could either be displayed on a whiteboard for the class to see or printed and given to table groups.

Tell the pupils that the short is called 'T-Rex' and this is an image from a part of the film. Ask them what issues they think the characters might come across in the film (HINT: playing basketball, the dinosaurs short arms). Either discuss as a class or get pupils to discuss in small groups and feedback to the class.

You could watch some of Julia Ocker's other short films in the Animanimals series at **Julia Ocker Animanimals Series**. There are also some games that can be played at **Animanimals Website**.

I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a



After visiting the cinema

Activity 1: **Literacy – Sequencing/Writing/Vocabulary**

You will need: copies of the images in Appendix 2 and copies of the sentences in Appendix 3/4/5/6/7 depending on the age & ability of pupils.

Pupils should work in pairs. Print the images in appendix 2 for each pair of children. They should sequence the images and discuss with their partner what is happening in each one. Pupils can then either:

- Glue each image into their jotter and write a sentence underneath to explain what is happening in the image.
- Match the sentences in Appendix 3 to the images.
- Have the sentences in Appendix 4 cut, ready for pupils to rearrange to form the sentence.
- Colour in the key words in Appendix 5.
- There is a sheet with the words in dots in appendix 6 that can be used for writing practice.
- There is a wordsearch in Appendix 7.

*I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a***

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **Lit 1-04a***

*I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT 0-13a / LIT 0-21a***

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a***

Activity 2: **Literacy – Writing a recount**

You will need: copies of the writing frame in Appendix 8.

Pupils should imagine they are T-Rex and write a recount of the basketball game.

Younger pupils: use the writing frame in Appendix 8.

Older pupils: encourage them to write either a diary entry or record a vlog reflecting on the basketball game. They should think about how T-Rex would have been feeling at the beginning in the locker-room, at the game when he couldn't take part due to the length of his arms and at the part when the monkeys adapted the game so he could play with them.

*I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a***



Activity 3: **Health & Wellbeing – Circle Time Discussions**

In a circle, use the following activities for discussion.

- In the film, T-Rex feels left out because he can't play with his friends who laugh at him. Have they ever been in a similar situation?
- What makes a good friend? Go round the circle and ask each child what they think makes a good friend. What do they like about their friends?
- In what ways were the monkeys not good friends to T-Rex?
- In what ways were the monkeys good friends to T-Rex?
- What other ways could they have included him in the game?

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a/1-01a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

LIT 1-09a

Activity 4: **Health & Wellbeing – PE**

You will need: a range of PE equipment and either basketball goals or targets for them to score. This could be a circle drawn in chalk, a hoop etc.

Put pupils into groups of 4. Remind them of the circle time in Activity 3 (if completed) and the different ways they thought the monkey could have included T-Rex in the game. Tell the pupils that they are going to create their own adaptations of the basketball game to include T-Rex. They could also think about other disabilities and how they could be included in the game. Pupils should discuss in their groups how they are going to adapt the game and collect PE equipment to implement their ideas. They should then play their version and adapt it if required.

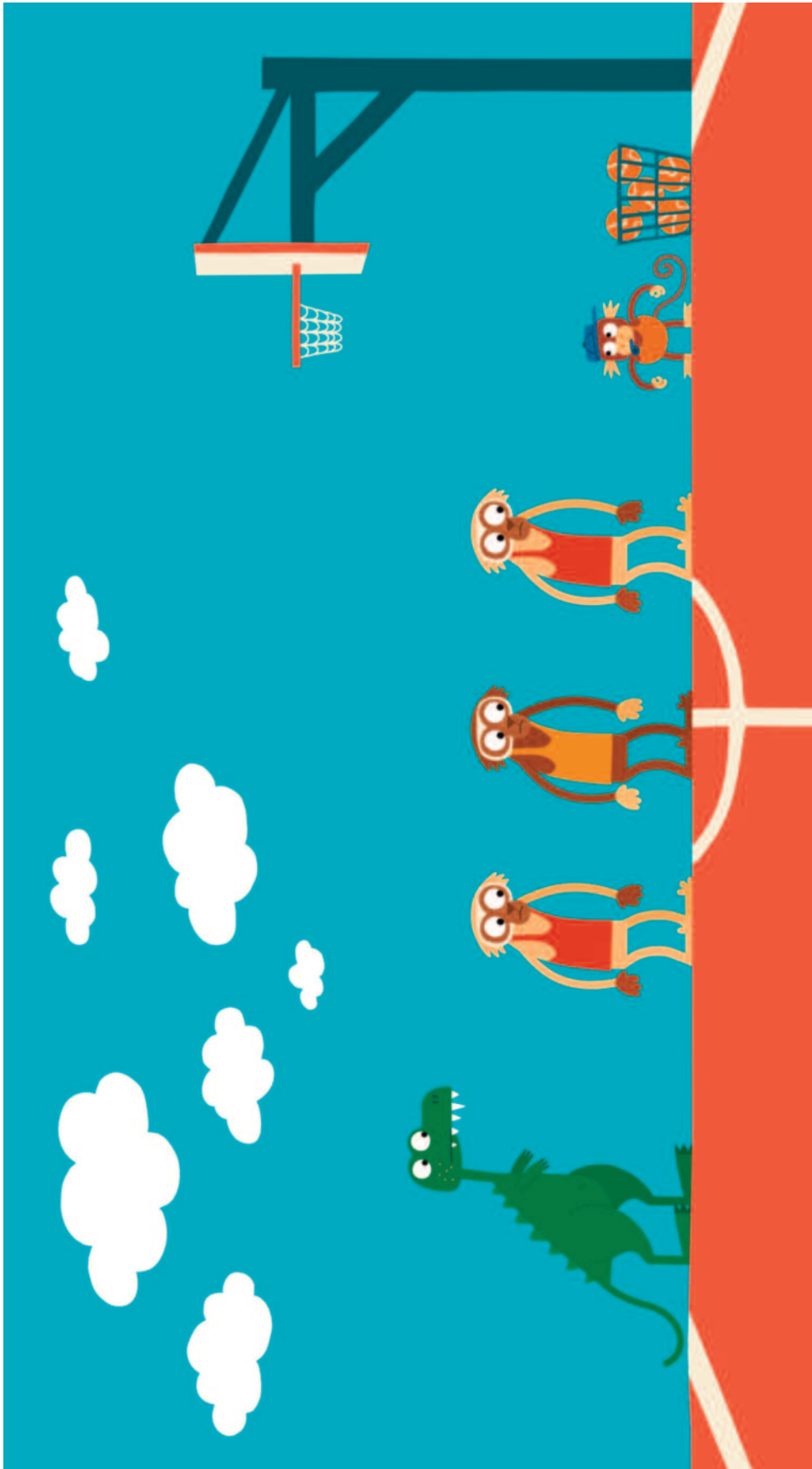
Pupils could then rotate round the different groups, with one person staying to teach the new group how to play their version. Pupils could then give feedback and suggest ways to improve.

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a

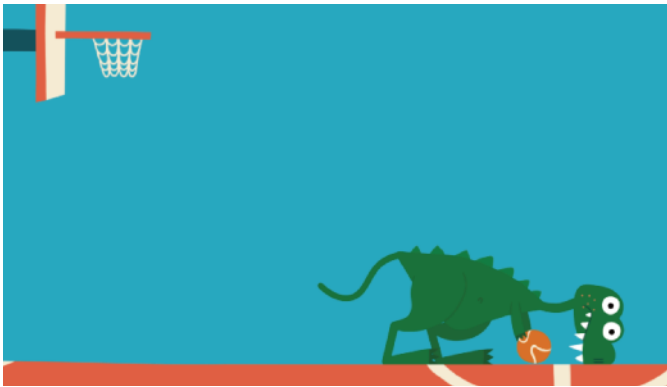
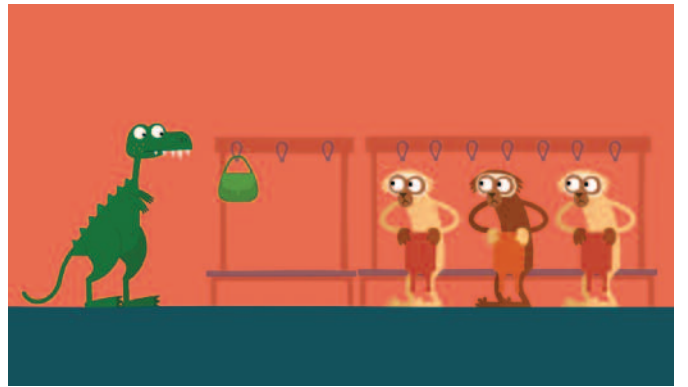
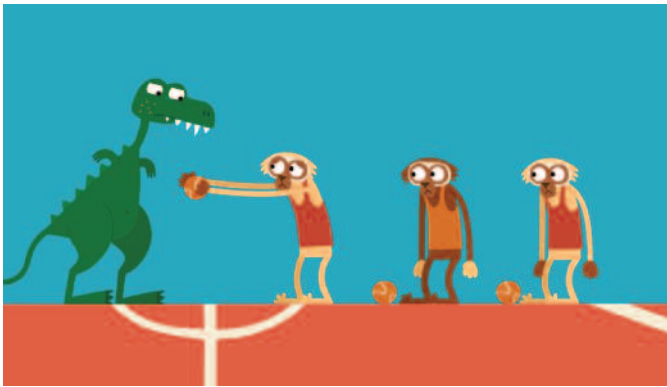
I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a

I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a

Appendix 1



Appendix 2



Appendix 4

Learning Intention: **to form sentences.**

His	arms	are	too	small.
T-Rex	goes	to	get	ready.
He	gets	the	ball.	
They	go	out	to	play.
T-Rex	falls.			

Appendix 5

Learning Intention: **to write letters.**

T-Rex

basketball

short

arms

Appendix 7

jr hgnmehdqzlgakkgodxjfjutql
auzrqjmgzgxpyjyfcvpausqxdel
pyxfpnxvsxfgjinevhriwnxlxxwyf
ylltfbyrzggpwhdtkstedlfeusjrv
qvidxnbsqnrkxpcikwtwbfjasaa
ozrauxdmuyvkqapajwmescdxm
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vpwfpnabeozqnwmzxhzybkpfu
yiaduwuooxrvnigqjuagabapx
mgydgacdjklwqfsaghmatstdqz
ssa

basketball	T-Rex	Pass
Jump	Help	Friend
Angry	Include	Dinosaur
Monkey	Long	Kick



Film Information

Director's Filmography:

Katze, 2023

Animanimals, 2013 – 2022

Anglerfish, 2020

Wolf, 2016

Zebra, 2013

Kellerkind, 2012

Apfelbaum, 2007

Director's Awards:

- Kellerkind: First Steps Awards 2012, the Tricky Women Prize 2013 and was nominated for the 2014 Annie Awards
- Animanimals: 2019 Grimme-Preis in the children's film category and was nominated for an International Emmy

Other nominations:

- 2014 Zlín International Film Festival for Children and Youth, Nominee Golden Slipper, Best Animated Film - Zebra
- 2014 Hamburg International Short Film Festival, 2014 Nominee Friese Award – Zebra

Production Team:

Screenplay **Julia Ocker**

Sound **Christian Heck, Sumophonic**

Production Studio **FILM BILDER GmbH**



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing mike.tait@dca.org.uk.

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk