

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival for Young Audiences



## Teacher's Resource: Twigson

Early/First Level

Curriculum for Excellence links: Literacy, Health & Wellbeing

Created by James Miller, Rowantree Primary, Dundee

Discovery Film Festival: Sat 22 October - Sun 6 November 2011

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

**DCA**

Dundee Contemporary Arts

  
**EUROPA CINEMAS**  
MEDIA-PROGRAMME OF THE EUROPEAN UNION

© Dundee Contemporary Arts 2011

With support from DCA Cinema and DCA Community & Education Team



---

## Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery. This resource provides you with a film synopsis, things to help prepare your class for seeing the film, follow up activities and useful references. We hope that you and your pupils have fun and enjoy learning with this resource.

They are created by classroom teachers and education professionals.

- support 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 enhanced 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 [discoveryfilmfestival.org.uk/resources](http://discoveryfilmfestival.org.uk/resources) or via the Discovery Film Festival area on GLOW, which can be found within the Dundee 21st Century Literacy Group.

---

## Synopsis

*Twigson*

Director: Åsleik Engmark

Norway 2009 / 1h15m

Poor Junior has plenty of time to play, but no-one to play with. His family has just moved to a ramshackle house in the country and he doesn't know anyone. His father is a travelling underwear salesman and his mother is busy at the shop with her grumpy boss. Junior is pretty lonely, until he finds a very special twig called Twigson- a twig who can talk! Before long they're getting into all kinds of scrapes and learning to live with their oddball neighbours. This is an adorable and quirky film about friendship, family and how difficult it is moving to a new home.

Based on the children's book series *Lillebor and Knerten* by Anne-Cath Vestly, *Twigson* was a huge hit in its home country of Norway and has inspired two sequels.



## Before your visit to the cinema

The children may never have seen a subtitled foreign language film before so it might be an idea to discuss this. Perhaps locate Norway on a map of Europe/Google Earth and ask what the children know about it.

Watch the original trailer with no subtitles at [www.youtube.com/watch?v=J9XLHSQxcy4](http://www.youtube.com/watch?v=J9XLHSQxcy4)

### Discussion Points

- Characters the children have seen in the trailer, focussing discussion on the boy (Junior), Twigson, Dad and Mum.
- What do we think the film is about?
- What kind of film do we think it is: Funny? Serious? Sad? Scary? Adventure?

Complete Activity Sheet 1.

If you want, watch the trailer with subtitles that you can read aloud. Maybe some of the children's predictions will be confirmed! [www.youtube.com/watch?v=BmYjyZ4Q1\\_Q](http://www.youtube.com/watch?v=BmYjyZ4Q1_Q)

Using craft materials, create a character inspired by Twigson for use in later activities; lollipop sticks could make a Stickson, art straws a Strawson, a wooden spoon might be Spoonson etc. or indeed, use twigs to make your own Twigson- MacTwigson?

Children will create one each, but make sure you have a class one too. Take him to see the film if you want! Make sure you invent a personality for him!

### Discussion Points

- When do you think the story is set? Is there anything old fashioned you remember seeing? What did we not see in Junior's house: TV? Xbox? Computer? What did you notice about the clothes they were wearing?
- Before he found Twigson, how was Junior feeling? Why?
- Think about all the things Twigson said to Junior, all the advice he gave. Was all his advice sensible? Why?
- Who was your favourite character? Why?
- Most films have their characters face a problem or difficulty near the end of the film. Can you think of a problem Junior had near the end? (his family were having to move again) How was the problem solved? (Junior's dad was able to sell a lot of tights)
- What do you think will happen next? Does Junior still need Twigson? Show the children the trailer for the sequel to *Twigson - Twigson Ties The Knot!*

[www.youtube.com/watch?v=eNkYcnk-xTU](http://www.youtube.com/watch?v=eNkYcnk-xTU)



---

## After your visit to the cinema

### Activity 1

Somehow the word got out! Norwegian news station Knerten 1 has found out that there is a boy with a talking twig and they've arrived in town to interview Junior!

Get the children to think of interviews they may have seen before; *Newsround*, *The One Show*, *The Hour*, *Paul O'Grady* etc. and discuss the types of question that an interviewer would want to ask Junior. Maybe not just about Twigson, but perhaps questions to find out more about Junior, what he likes to do in his spare time, how he was feeling before Twigson etc. Discuss what kind of answers Junior might give, making sure the answers are not the children's own answers, but what Junior himself might say.

Arrange some tables and chairs to create a talkshow environment. If you can, get hold of a school video camera to film proceedings. Split children into smaller groups, with at least one interviewer and Junior. Other characters being interviewed at the same time might be Mum, Dad, Auntie Everywhere, Tiny or even the Shop Girls!

Less confident pupils could take the role of interviewer or Junior as ideas for these characters will already have been discussed.

Remind the children to stay in role the whole time. Once the smaller groups have practiced their interview, the class will come back together and perform in turn. When groups are not performing, they will be the studio audience and can react accordingly.

*I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c*

*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 can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a*

*I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a*

*I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a*



---

## Activity 2

Take the class Twigson home over the weekend and take pictures of him in a variety of interesting places. Be inventive- if you can find an interesting background in a big book or on a poster, take a photo of Twigson in front of those! He could visit space or a castle. He could be sitting having breakfast with you. He could be taking up a whole seat to himself in the cinema! Discuss your photos with the class. Has he been a handful over the weekend or is the class Twigson much better behaved than the one from the film?

Let the children take their own Twigson (or whatever he's called) home for the week. Their homework task is to take him everywhere with them and document this. Most children will have access to a camera or mobile phone with a camera, but for those who may not, purchase a couple of cheap disposables that can be loaned out.

When the children have gathered their photos, they can compile them as a story/diary e.g. in a zig-zag book:

[http://images.scholastic.co.uk/assets/a/44/f4/109155\\_100smarty1\\_sip-45-26007.pdf](http://images.scholastic.co.uk/assets/a/44/f4/109155_100smarty1_sip-45-26007.pdf)

*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b/LIT 0-31a*

*I can describe and share my experiences and how they made me feel. ENG 1-30a*

*I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a*



---

### Activity 3

The people in Junior's community were all rather strange in one way or another. Have a look at the pictures and discuss what the children remember of the characters shown. Discuss the role they played in Junior's local community.

Bring the discussion round to the children's local or school community. Who is in their community to help them? Brainstorm on the board everyone they can think of. Have children either draw or take photos of people in their school community with their own or class Twigson. Create a wall display and attach speech bubbles the children have written about their picture: I am ... and I help by ... etc.

*I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.* **HWB 1-10a**



---

## Useful References and Sources

Internet Movie Database: <http://www.imdb.com/title/tt1245775/>

Official *Knerten* site: <http://knertenfilmen.no/>

### Teacher's message about this film:

Many of the children in our class have limited experience of film out with blockbusters and big event movies. As literacy evolves in the 21st century our young people can only benefit from being exposed to as wide and as rich a variety of film as we can provide. Although a tale as old as time- a young boy creates an imaginary friend to get through harder times - *Twigson* will provide a charming new twist to the story. You'll fall in love with the mischievous Junior and Twigson and enjoy being taken along for the ride!

---

## Evaluating this resource

We hope that you found this resource useful and appropriate. We welcome film reviews, letters from pupils, documentation of classwork and your feedback; email them to [discovery@dca.org.uk](mailto:discovery@dca.org.uk) or post them to **Discovery Film Festival, DCA, 152 Nethergate, DD1 4DY**

---

## 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 and participating venues's website. 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 email [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)