

# The Lonely Creature

## Overview



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### OVERVIEW OF THEME 14

<b>GOALS</b>	To explore the feeling of loneliness through body, voice, the affective and relational interaction with classmates through tasks that activate both observation, exploration and creativity. Students should reflect on the difference between being 'alone' and 'lonely', whether they can measure loneliness; what situations they can be lonely in and what they can do for both themselves and others who experience loneliness. By exploring the theme by using their own body, their senses, and their interaction with others, students can both see other perspectives on the topic and find solutions to a theme that is relevant to them both now and in the future. Practise exploring the perspectives of others, expressing themselves through body, voice, written and oral, collaborating and solving problems.
<b>SUMMARY</b>	To explore the feeling of loneliness through body, voice, the affective and relational interaction with classmates through tasks that activate both observation, exploration and creativity. Students should reflect on the difference between being 'alone' and 'lonely', whether they can measure loneliness; what situations they can be lonely in and what they can do for both themselves and others who experience loneliness. By exploring the theme by using their own body, their senses, and their interaction with others, students can both see other perspectives on the topic and find solutions to a theme that is relevant to them both now and in the future. Practise exploring the perspectives of others, expressing themselves through body, voice, written and oral, collaborating and solving problems. <b>NB!</b> The type of creature (troll, witch, dragon, etc...) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.

**GENERAL GUIDANCE ON THEME 14:** The goal is to give students the tools to enable them to deal with their own feelings and relationships with others. The theme may feel heavy to some, but it is important to keep it pleasurable throughout. It is important to ensure that the room and the conversations are kept safe for everyone involved. It can also be an advantage to build up the students' status as 'experts' within the theme, as this will contribute to extra motivation to solve the tasks and help the lonely creature.

It is important to point out the transfer value for the students by telling them in concrete terms: For example, ask if they remember when they practised miming their morning routine a few weeks ago? Now they are going to do something similar, but they are going to focus on emotions. How can one really show emotion with the body? How can they show it with the body when they are supposed to be angry? Or Day 3 or 4, ask if they remember that they used different sensory cards in theme 2 that they were to draw on the back? What was their task then? View the sensory cards and the card to be used on this day. Explain they will use the sensory card heart today as well, but in a slightly different way and in a new theme. In other words, constantly refer to activities the students have done before and explain how they build on these or explore other aspects of these activities.

**NB!** The type of creature (troll, witch, dragon, etc...) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.

THEME 14	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5 	DAY 6
<p><b>Content Summary</b></p>	<p><b>Trigger:</b> Twigs and large footprints are placed around the floor, in addition to an audio recording from a lonely creature who wants help.</p> <p><b>Warm-up:</b> 1, 2, 3 – mime! Students mimic what the teacher says, for example, dog, car, chair.</p> <p><b>Main activity:</b> Conversation about the sound clip and the drawing from the lonely troll and listening to the song 'A lonely troll'. Create trolls with our bodies. Then make role cards with drawings for their versions of the lonely troll.</p> <p><b>Reflection:</b> The students reflect on the session by presenting their feelings for the day (with emotion cards) and saying why they have it. Then say a word from the session, something they remember well, something they liked, etc. Everyone takes part.</p>	<p><b>Warm-up:</b> Mime – 1, 2, 3 and dance stop. Students mime what the adult says but focus on emotions this day.</p> <p><b>Main activity:</b> Exhibition and tableau pictures. The students go to an 'exhibition' and look at each other's drawings. Then the students draw out elements they noticed or common features among the drawings. Conversation about situations one can feel lonely in and make tableau pictures of this.</p> <p><b>Reflection:</b> The students reflect on the session by presenting their feelings for the day (with emotion cards) and saying why they have it. Then say a word from the session, something they remember well, something they liked, etc. This day, students who have not said much in the session are chosen to share.</p>	<p><b>Trigger day 3:</b> Mime – 1, 2, 3 and dance stop. Students mime what the adult says but focus on emotions this day.</p> <p><b>Main activity:</b> Exhibition and tableau pictures. The students go to an 'exhibition' and look at each other's drawings. Then the students draw out elements they noticed or common features among the drawings. Conversation about situations one can feel lonely in and make tableau pictures of this.</p> <p><b>Reflection:</b> The students reflect on the session by presenting their feelings for the day (with emotion cards) and saying why they have it. Then say a word from the session, something they remember well, something they liked, etc. This day, students who have not said much in the session are chosen to share.</p>	<p><b>Warm-up:</b> Mime – clap and quieter music and whispering. The students mime what the adult says, but with a focus on animals this day.</p> <p><b>Main activity:</b> Sock troll. All students bring an old sock each. These should be used to make small trolls by sewing on eyes, noses, hair and tail.</p> <p><b>Reflection:</b> The students reflect on the session by presenting their feeling for the day (with emotion cards and miming) and say why they have it. Then say a word from the session, something they remember well, something they liked and so on.</p> <p>On this day, some of the smallest students in the class are chosen to share and mime the feeling before the others guess and get an explanation.</p>	<p><b>Warm-up:</b> Mime and quiet music and whispering. The students mime what the adult says, but with music and focus on a good mix of what has been earlier in the week, preferably including objects.</p> <p><b>Main activity:</b> Meeting in the club for lonely trolls and writing letters/audio recordings to the lonely troll. Each student is then given their lonely troll sock doll and the adult leads the meeting in the club. Then the adult and the students write letters to the lonely troll that they heard audio recordings and saw clues from on days 1 and 3.</p> <p><b>Reflection:</b> The students reflect on the session by presenting their feeling for the day (with emotion cards and miming) and say why they have it. Then say a word from the session, something they remember well, something they liked and so on. On this day, some of the tallest students in the class are chosen to share and mime the feeling before the others guess and receive an explanation.</p>
<p><b>WARNING</b></p>  <p>preparations</p>					


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## Overview



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THEME 14	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5 	DAY 6
<b>Space</b>	Open room.	Open room.	Open room.	Open room.	Open room.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sheets to draw on</li> <li>• pencils or crayons to draw with.</li> <li>• Speaker and mobile.</li> <li>• Emotion card.</li> </ul>	<ul style="list-style-type: none"> <li>• The drawings of the trolls from the day before.</li> <li>• Viewing cards.</li> <li>• Speaker and mobile.</li> <li>• Emotion card.</li> </ul>	<p>Possibly: 5 pictures of loneliness.</p> <p>Or Fact sheet on loneliness.</p> <p>Or Emotion card with different emotions on or pictures of emotions.</p> <p>Speaker and mobile.</p> <p>The sensory card with a heart from theme 2.</p>	<ul style="list-style-type: none"> <li>• Socks, needle and thread, material for making eyes, tail, nose, mouth and hair. For example, yarn, buttons, plastic eyes, etc. Good selection of material so the students have a lot to choose from!</li> <li>• Speaker and mobile.</li> <li>• Emotion card.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster for the club for lonely trolls,</li> <li>• sheets of paper</li> <li>• pencils and coloured pencils and a large envelope to send back to the troll.</li> <li>• Possibly iPad or mobile for audio recording.</li> <li>• Speaker and mobile.</li> <li>• Emotion card.</li> </ul>
<b>Preparations in advance</b>	<ul style="list-style-type: none"> <li>• Prepare alternatives to commands for the warm-up.</li> <li>• Make drawings and sound clips from the lonely troll and listen to the sound clips on Spotify.</li> <li>• Prepare/bring the emotion cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare alternatives to commands for the warm-up.</li> <li>• Make sure that the drawings hang on the wall as in an exhibition, or hang them up before teaching.</li> <li>• Prepare/bring the emotion cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare alternatives to commands for the warm-up.</li> <li>• Prepare/print material according to what the adults choose for the main activity.</li> <li>• Prepare/bring the sensory card hearts.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare alternatives to commands for the warm-up.</li> <li>• Bring needle and thread, material to make eyes, tail, noses, mouth and hair. For example, yarn, buttons, plastic eyes, etc.</li> <li>• Make a finished example of a lonely troll.</li> <li>• Putting out equipment/stations.</li> <li>• Prepare/bring the emotion cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare alternatives to commands for the warm-up.</li> <li>• Make a poster for the club, bring materials.</li> <li>• Hang up the poster and bring the sock puppets.</li> <li>• Prepare/bring the emotion cards.</li> <li>• Ask the students to bring in a plastic box with a lid for next week's theme.</li> </ul>

### NOTES

# The Lonely Creature

## Session 1

TIME

90 min.  
including  
break



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### TRIGGER: TRACES OF 'THE LONELY CREATURE'

<b>This will happen:</b>	<p><b>NB!</b> The type of creature (troll, witch, dragon, etc... ) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.</p> <p>When the students enter the classroom, they see troll footprints on the floor, leaves/twigs on the floor, a drawing from the troll (a drawing of loneliness) and they hear sound clips of the lonely troll crying and asking in the air: "What can I do to not be lonely anymore?" The adult talks to the students about who has been here, looks at the tracks and comments on tracks, drawings and sound clips. Who could have been here? Why is the figure crying? What does it mean to be lonely? Can they help the figure?</p>
<b>Materials needed:</b>	Speaker and mobile for triggers, twigs, leaves, drawing and footprints from the troll.
<b>Preparations in advance:</b>	Make clear traces of the troll with twigs/sand/gravel etc., make a drawing from the troll and possibly sound clips of the troll.
<b>Preparations in the space:</b>	Lay out twigs, leaves, drawing and footprints, place the speaker with the sound clip ready.
<b>The space looks like this:</b>	Open space.

<b>GUIDANCE:</b>
<ol style="list-style-type: none"> <li>When the students enter the classroom, they see troll footprints on the floor, leaves/twigs on the floor, a drawing from the troll (a drawing of loneliness) and they hear sound clips of the lonely troll crying and asking out into the air: "What can I do to not be lonely anymore?"</li> <li>Give students time to study tracks, drawing and listening to audio clips.</li> <li>The adult talks to the students about who may have been here, looks at the tracks and comments on both tracks, drawings and sound clips.</li> <li>Reflect on questions such as: Who may have been here? Do they know anyone who lives in the forest? Why is the figure crying? What does it mean to be lonely? Can they help the figure? If the conversation revolves around a troll: what is a troll? What do they know about trolls? How do they look? Similarities/ differences from humans?</li> </ol>

### WARM-UP: 1, 2, 3 – MIME...

<b>This will happen:</b>	Students line up in the room. The adult counts to 3 and says what the students will mime/become. For example, 1, 2, 3 – happy or 1, 2, 3 – become a troll etc.
<b>Materials needed:</b>	Twigs, leaves, drawing and footprints from the troll.
<b>Preparations in advance:</b>	The adult can prepare alternatives to commands. Obtain twigs, leaves and soil for footprints, draw the drawing from the troll, and have recorded sound clips from the troll.
<b>Preparations in the space:</b>	Lay out twigs, leaves, drawing and footprints, place the speaker with the sound clip ready.
<b>The space looks like this:</b>	Open space.

<b>GUIDANCE:</b>
<ol style="list-style-type: none"> <li>Ask all students to line up facing the adult. Explain to students that there is going to be a count to three and then they will hear a word they are going to mime. Ask them to mime the first thing they come up with, without looking at the others in the group. This can possibly be done with two lines if the group is large. Then the two lines can switch to mime or stand so that the lines are behind each other. It is advantageous if the students do not see what the others are doing, but rather improvise 'uninhibited' in the beginning.</li> <li>Try with an example so that everyone understands. Example: 1, 2, 3 – dog. Students are quick to mime how they think a dog might look. Encourage students to be quick to decide on a move, without looking at the other classmates. Tell the students that the exercise is done in silence, i.e. without making the dog sounds in this case.</li> <li>The adult gives several commands to the students, watches the exercise and gives commands for as long as it is fruitful. For example: <ul style="list-style-type: none"> <li>1, 2, 3 – cat</li> <li>1, 2, 3 – sad</li> <li>1, 2, 3 – dinosaur</li> <li>1, 2, 3 – flower</li> <li>1, 2, 3 – glad</li> <li>1, 2, 3 – balloon</li> </ul> </li> </ol>

### NOTES

# The Lonely Creature

## Session 1

TIME

90 min.  
including  
break



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### REFLECTION: TODAY'S FEELING AND WORDS FROM THE DAY

<b>This will happen:</b>	Students reflect on the session by presenting their feelings for the day and saying why they have it. It can be a feeling from the session or from the whole day. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much. Then say a word from the session, something they remember well, something they liked etc. For example, mime, loneliness, etc.
<b>Materials needed:</b>	Emotion cards.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. All students stand or sit in a circle.
2. Ask students to think about today's session. Ask them to think about a feeling they have had this day or this session and why they have had this feeling, by choosing one of the emotion cards. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much.
3. Then ask the students to think of a word they want to include from the session, something they remember extra well or something they liked. For example, mime, loneliness, and so on.
4. After everyone has shared, the session ends with a thank you for the nice reflections.

### MAIN ACTIVITY: THE SOUND CLIP AND THE DRAWING FROM THE LONELY TROLL, JOINT MODELLING CIRCLE AND DRAWING TASK

<b>This will happen:</b>	Continue the conversation about the sound clip and the drawing from the lonely troll and listen to the song 'A lonely troll'. Then do a joint modelling circle and draw and make role cards for their versions of the lonely troll.
<b>Materials needed:</b>	Sheets of paper/ready-made character cards with space to draw on, pencils or pencils to draw with.
<b>Preparations in advance:</b>	Make sound clips and drawings in advance and listen to the sound clips on Spotify.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Continue the conversation about the sound clip and the drawing from the lonely troll and hear the following sound clip from YouTube:  
<https://www.youtube.com/watch?v=sl6mx5TNL7U>



Suggestions for reflection: What does it mean to be lonely? Is there a difference between being lonely and alone? When are they lonely and when are they alone? Can loneliness be measured? How? Where do they feel loneliness, that is, where is the loneliness in their body? Do they think the troll has chosen to be lonely?

2. Modelling circle: Everyone models the troll together in a circle by finding out how to make/transform into a troll through body/miming. What does the troll look like? Does it have a big belly or big bottom? Is it a girl or a boy?

Does he speak in a high or deep voice? and similar questions. Try to be the troll by changing body, voice and face by, for example, standing bent, talking higher/deeper, pretending to have a tail attached to their bottom, stretching their nose and trying to make it bigger, trying to use different facial expressions, and so on. Ask the students how to turn into trolls when using their body, what do they have to enlarge/reduce?

3. Draw the lonely troll. The students are given the task of drawing the lonely troll and making 'character cards' for it. How does it look? What qualities does the troll have? What's the name? What does it like to eat? What are its interests? The song 'A lonely troll' may possibly be the background to give the students impulses.
4. Character cards with drawings are hung up, as for an exhibition. The students will look at these the next day.

### NOTES

# The Lonely Creature

## Session 2

TIME

90 min.  
including  
break



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### WARM-UP: 1, 2, 3 – MIME... WITH VARIATION DANCE-STOP

<b>This will happen:</b>	Students line up in the room. Play the music and the students will dance to the music, but when it stops they will become/mime what the adult says, with a focus on emotions today. For example, 1, 2, 3 – happy or 1, 2, 3 – confident.
<b>Materials needed:</b>	Speaker and mobile for music.
<b>Preparations in advance:</b>	Optional – prepare alternatives to the emotion commands.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Ask all students to line up facing the adult. The adult explains to the students that they are going to put on music and the students will dance on the line they are on. When the music stops, the adult says a word or phrase to mime. Ask them to mime the first thing they come up with, without looking at the others in the group. This can possibly be done with two lines if the group is large. Then the two lines can switch to mime, or stand so that the lines are behind each other. It is advantageous if the students do not see what the others are doing, but rather improvise 'uninhibited' in the beginning.
2. Encourage students to be quick to decide on a move, without looking at the other classmates. Tell the students that the exercise is done in silence, i.e. without making noises to the movements.
3. The adult gives several commands to the students, watches the exercise and gives commands as long as it is fruitful. For example:
  - 1, 2, 3 – glad
  - 1, 2, 3 – surprised
  - 1, 2, 3 – angry
  - 1, 2, 3 – lonely
  - 1, 2, 3 – in love
  - 1, 2, 3 – sad

### REFLECTION: TODAY'S FEELING WITH EMOTION CARDS AND WORDS FROM THE DAY

<b>This will happen:</b>	The students reflect on the session by presenting their feelings for the day and say why they have it, this time by showing one of the emotion cards the adult has with them. Can be a feeling from the session or from the whole day. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much. Then say a word from the session, something they remember well, something they liked etc. For example, mime, loneliness, etc.
<b>Materials needed:</b>	Set of emotion cards.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. All students stand or sit in a circle.
2. Ask students to think about today's session. Ask them to think about a feeling they have had this day or this session and why they have had this feeling. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much.
3. Then ask the students to think of a word they want to include from the session, something they remember extra well or something they liked, etc. For example, mime, loneliness, etc.
4. On this day, the adult chooses who will present the feeling and their word by showing the chosen emotion card and explaining. Feel free to choose some students who have not said much in this session.

### NOTES

# The Lonely Creature

## Session 2

TIME

90 min.  
including  
break



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### MAIN ACTIVITY: EXHIBITION AND PAINTINGS

<b>This will happen:</b>	<p><b>NB!</b> The type of creature (troll, witch, dragon, etc...) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.</p> <p>The students go to an 'exhibition' and look at each other's drawings (here the song 'A Lonely Troll' is played in the background). Then the students draw out elements they noticed or common features among the drawings, using the Viewing Cards with different focus areas on. So talk about situations one can feel lonely in, and make tableau pictures of this.</p>
<b>Materials needed:</b>	The drawings of the trolls from the day before, set of Viewing Cards for each group.
<b>Preparations in advance:</b>	Make sure that the drawings hang on the wall as in an exhibition, or hang them up before teaching. Print multiple sets of Viewing Cards.
<b>Preparations in the space:</b>	Hang up drawings if they are not hanging there from the day before.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. The adult divides the students into different viewing groups, each with their own short focus areas for what they should look for in the pictures. Ask the students to look at the exhibition in silence, and then afterwards talk about what they saw. Students may also have time to talk together in groups before sharing what they saw. (Here the song 'A Lonely Troll' is played in the background).
2. Conversation in a circle: What did the students see? What did they notice really well? What did they like? What was sad, funny, nice, scary etc.? What was common/similar in all the drawings? And similar questions related to the Viewing Cards.  
If time, is there a way they can measure how lonely the trolls are in the pictures? If so, how? Measure how sad they look on scale or measure with the line how far down the mouths point? Other ways to measure it?
3. Then over to the conversation: In what situations could these trolls feel lonely? When are they most lonely? When they are alone or with others?
4. Tableau pictures: Divide the students into groups of approx. 4, more or less depending on the size of the class. Each group should choose a situation where one can feel lonely, and make a tableau picture/freeze picture of it.
5. Displaying the tableau images with the song 'A Lonely Troll' in the background, the groups look at each other and give feedback. The adults give feedback to the groups in addition to the students, and focus on keeping it positive. (Here the footprints from Theme 5 can possibly be used).

#### NOTES

# The Lonely Creature

## Session 3-4

TIME

90 min.  
including  
break



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### WARM-UP DAY 3: TRACK 2 FROM 'A LONELY TROLL'

<b>This will happen:</b>	<p>The troll has left traces of twigs, soil, etc. either outside, in the cloakroom, or similar place outside the classroom. In addition to the tracks, the troll has written HELP, either in the snow, on a sheet of paper or on the ground. What can this mean? Who has been here? What does the sheet or word in the snow/soil mean? And if it's the troll, what can they do to help?</p> <p><b>NB!</b> The type of creature (troll, witch, dragon, etc...) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.</p>
<b>Materials needed:</b>	Twigs, leaves, the word 'help' written in snow/soil or on sheets of paper, and footprints from the troll.
<b>Preparations in advance:</b>	Make clear traces of the troll with twigs/sand/gravel etc., make sheets of paper/writing from the troll in snow or soil.
<b>Preparations in the space:</b>	Lay out twigs, leaves, drawing/writing from the troll and footprints.
<b>The space looks like this:</b>	Open space/outside.

- GUIDANCE:**
- When the students enter the classroom/outside, they see troll footprints, leaves/twigs, a drawing/writing in snow/soil from the troll.
  - Give students time to study clues and the writing/sheet of paper with "help".
  - The adult talks to the students about who may have been here, look at the clues and comment on both clues and writing.
  - Reflect on questions such as: What can this mean? Who has been here? What does the note or word in the snow/soil mean? And if it's the troll, what can they do to help? Give suggestions if needed.

### WARM-UP: 1, 2, 3 – MIME... WITH VARIATION DANCE-STOP

<b>This will happen:</b>	Students line up in the room. The adult calls out a word then counts to 3. The students mime the word. Today the focus is characters from fairy tales (Day 3) and professions (Day 4). For example, Pig – 1, 2, 3 or Princess – 1, 2, 3 or Police Officer – 1, 2, 3 or Doctor – 1, 2, 3.
<b>Materials needed:</b>	Speaker and mobile for music.
<b>Preparations in advance:</b>	Optional – prepare alternatives to commands.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

- GUIDANCE:**
- Ask all students to spread out around the room. Explain to the students that music will start and they will move to the music, and when the music stops, the adult will call out a word then 1, 2, 3 and they will mime the word. Ask them to mime the first thing they come up with and without looking at the others in the group. Can possibly be done with two lines if the group is large. The exercise can possibly be opened up so that the groups can look at each other as an advancement on Day 4 and when the students are familiar with the warm-up. Then half the group can dance and then mime, while the rest of the group watches, and vice versa.
  - Encourage students to be quick to decide on a move, without looking at the other classmates. Tell students that the exercise is done in silence.
  - The adult gives several commands to the students, watches the exercise and gives commands as long as it is fruitful. For example:
    - Princess – 1, 2, 3, The ash lad – 1, 2, 3, Evil villain – 1, 2, 3, Wolf – 1, 2, 3, King – 1, 2, 3, Pancakes – 1, 2, 3.
    - Police – 1, 2, 3, Firefighter – 1, 2, 3, Doctor – 1, 2, 3, Ballerina – 1, 2, 3, Prime Minister – 1, 2, 3, Reporter – 1, 2, 3, Artist – 1, 2, 3.

### NOTES

# The Lonely Creature

## Session 3-4

TIME

90 min.  
including  
break



Art of learning



### REFLECTION: TODAY'S FEELING WITH SENSORY CARD HEARTS FROM THEME 2 AND WORDS FROM THE DAY

<b>This will happen:</b>	Students reflect on the session by presenting their feelings for the day, showing the sensory card hearts with drawings on the back and saying why they have that feeling. Can be a feeling from the session or from the whole day. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much. Then say a word from the session, something they remember well, something they liked. For example, mime, loneliness.
<b>Materials needed:</b>	Sensory card hearts to draw on the back.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. All students stand or sit in a circle.
2. Ask students to think about today's session. Ask them to think about a feeling they have had this day or this session and why they have had this feeling. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much. On Day 3, select someone who is wearing something blue to say something, and on Day 4, select someone who is wearing something green to say something. The students will be given sensory card hearts (such as those used in Theme 2) and the students will draw an emotion on the back of the cards. Those who are going to present show their drawing behind the sensory card before they explain why they have had that feeling.
3. Then ask the students to think of a word they want to include from the session, something they remember really well or something they liked, etc. For example, mime, loneliness, etc.
4. After the students have shared, the session ends with a thank you for nice reflections.

#### SUGGESTIONS FOR MAIN ACTIVITIES:

**NB!** The type of creature (troll, witch, dragon, etc...) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.

1. **Explore images of loneliness:** Students are presented with five different pictures. Who looks most lonely? And why? What does the person/people around do? Can loneliness be measured?
2. **Information and mini-presentation about trolls:** The students are given fact sheets about trolls. They must extract the most valuable information, what they think is most interesting and make a mini-presentation about it.
3. **Emotion cards and statues of emotions:** The adult holds up cards with a feeling on/picture of the feeling. Students will try to describe where this feeling sits in the body, what it looks like when they have that feeling and then make statues of the feelings.
4. **Place emotions in the body:** Where is happiness felt in the body? Or where in the mind? Where can they feel it if they are bored? And where do they fall in love? Place the emotions in the body and try to enlarge those body parts. For example, by pushing the abdomen out, stretching the neck, making the back as straight as possible etc.
5. **Read fairy tales and talk about the troll's role in fairy tales:** Read either 'Smørbukk' (Buttercup), 'Bukkene bruse' (The goats roar) or 'Gutten som kappet med trollet' (The boy who raced with the troll) and talk about: why is it that trolls are often so naughty and angry in fairy tales? Do they think all trolls are angry and naughty? Why do they think the trolls in the fairy tales are angry and naughty? Are there stories where trolls are not angry and naughty?
6. **Measure loneliness:** If it has not been done on Day 2: look at the pictures of the lonely trolls. How to measure loneliness? Do they count how many tears there are in the picture? Or do they measure with a ruler how far down the mouth points? Or are there any other ways to measure it?

#### NOTES



# The Lonely Creature

## Session 5

TIME

90 min.  
including  
break



Art of learning



### WARM-UP: MIME – CLAP... WITH QUIETER MUSIC AND WHISPERING

<b>This will happen:</b>	The students are spread out around the room and they have to dance to the music... when the music stops, they mime. This time the music is played quite low and the adult speaks low/whispers to the students so they really have to listen to get the message to stop and what to mime. Today the focus is on animals. For example, Dog – (clap), Mouse – (clap) and Elephant – (clap).
<b>Materials needed:</b>	Speaker and mobile for music.
<b>Preparations in advance:</b>	Optional – prepare alternatives to commands.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

**GUIDANCE:**

1. Ask all students to spread out around the room. The adult plays the music low and the students really need to listen to notice when it stops. When the adult stops the music, they whisper what the students should mime, then they clap. Ask students to mime the first thing they come up with and without looking at the others in the group. Also, today, the exercise can be done by half the group observing the other half and then switching.
2. Encourage students to be quick to decide on a move, without looking at the other classmates. Tell students that the exercise is done in silence.
3. The adult gives several commands to the students, watches the mimes and gives commands as long as it is productive. For example:
  - Elephant – (clap)
  - Dog – (clap)
  - Eagle – (clap)
  - Mouse – (clap)
  - Spider – (clap)
  - Bee – (clap)

### REFLECTION: TODAY'S FEELING WITH EMOTION CARDS AND WORDS FROM THE DAY

<b>This will happen:</b>	The students reflect on the session by presenting their feeling for the day, by first expressing it using their face so that the rest of the students can guess their emotional state. Then they reveal the emotion by presenting their emotion card and explaining why they have that particular feeling. Maybe a feeling from the session or from the whole day. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much. Then say a word from the session, something they remember well, something they liked. For example, mime, loneliness.
<b>Materials needed:</b>	Set of emotion cards.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

**GUIDANCE:**

1. All students stand or sit in a circle.
2. Ask students to think about today's session. Ask them to think about a feeling they have had today or in this session and why they have had this feeling. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much.
3. Then ask the students to think of a word they want to include from the session, something they remember extra well or something they liked, etc., for example, mime, lonely, etc.
4. Today, the adult chooses some of the smallest in the class to share and they are given the task of first expressing the feeling through body and face, letting the other students guess and then explaining why they have this feeling. After the students have shared, the session ends with a thank you for nice reflections.

### NOTES

Blank area for taking notes during the session.

# The Lonely Creature

Session 5

WARNING

! preparation

TIME

90 min.  
including  
break



Art of learning

THEME  
14



## MAIN ACTIVITY: SOCK TROLL !

<b>This will happen:</b>	<b>NB!</b> The type of creature (troll, witch, dragon, etc... ) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing. All students bring an old sock each. These should be used to make small trolls by sewing on eyes, noses, hair and tail. Materials that can be used are yarn, buttons, plastic eyes, and so on.
<b>Materials needed:</b>	Socks, needle and thread, material for making eyes, tail, noses, mouth and hair. For example, yarn, buttons, plastic eyes, and so on.
<b>Preparations in advance:</b>	Bring needle and thread, material to make eyes, tail, noses, mouth and hair. For example, yarn, buttons, plastic eyes, and so on. Possibly make a finished example of a lone troll.
<b>Preparations in the space:</b>	Putting out equipment/stations.
<b>The space looks like this:</b>	Open room.

- GUIDANCE:**
1. Present the task to the students. Tell them to make their own individual troll from socks and other materials. They can either start from the troll they drew the week before, or create a completely new troll they have in mind. Show a ready-made example.
  2. Possibly divide the students into groups around the floor, put some material in front of them/around on different tables so they can pick it up themselves. The first step is to find two eyes, then a nose, then a mouth, then hair and then a tail.
  3. The adults help the students to sew on the material.
  4. The students who finish earlier than the others can come up with names, interests, favourite foods and so on., for their troll. And possibly try to 'play' a bit with his/her troll as well. Does it have a high pitched or low pitched voice? Does it speak loudly or softly?
  5. Show the trolls to each other at the end of the session. Those who wish can tell about their troll as well, or choose someone to tell about their troll. Finish the main activity by commenting on some of the trolls, good work effort and praise creativity.
  6. If there is time to spare, students and the adults can jointly try to play with the sock trolls, play with voices, and find out more about the trolls. Why are they lonely? What can they do if they are lonely? Start on an intro for tomorrow.

## NOTES

# The Lonely Creature

## Session 6

TIME

90 min.  
including  
break



Art of learning

THEME  
14



### WARM-UP: MIME... WITH QUIETER MUSIC AND WHISPERING

<b>This will happen:</b>	The students are spread out around the room and they have to dance to the music. Previously they mimed when the music stops, but this time the music is played quite low and the adult speaks low/whispers so the students really have to listen to get the message to stop and what to mime. Today, students will mime a wide range of animals, professions, fairy tale characters and objects.
<b>Materials needed:</b>	Speaker and mobile for music.
<b>Preparations in advance:</b>	Optionally prepare alternatives to commands.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

**GUIDANCE:**

1. Ask all students to spread out around the room. The adult plays the music low and the students really need to listen to notice when it stops. When the adult stops the music, they whisper what the students should mime. Ask students to mime the first thing they come up with and without looking at the others in the group. Also today, the exercise can be done by half the group observing the other half and then switching.
2. Encourage students to be quick to decide on a move, without looking at the other classmates. Tell students that the exercise is done in silence.
3. The adult gives several commands to the students, watches the exercise and gives commands as long as it is productive. For example:
  - (music) – sledge
  - (music) – flagpole
  - (music) – shop worker
  - (music) – someone who is looking forward to something
  - (music) – horse
  - (music) – the goat's bleat

### REFLECTION: TODAY'S FEELING WITH EMOTION CARDS AND WORDS FROM THE DAY

<b>This will happen:</b>	The students reflect on the session by presenting their feeling for the day by first expressing it via body and face, letting the others guess, showing the emotion card and then saying why they have it. Can be a feeling from the session or from the whole day. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much. Then say a word from the session, something they remember well, something they liked etc. For example, mime, loneliness, etc.
<b>Materials needed:</b>	Set of emotion cards.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

**GUIDANCE:**

1. All students stand or sit in a circle.
2. Ask students to think about today's session. Ask them to think about a feeling they have had today or this session and why they have had this feeling. For example, I'm happy because I've done something funny today, I'm angry because the task was difficult or I'm bored because we've talked so much.
3. Then ask the students to think of a word they want to include from the session, something they remember extra well or something they liked, etc. For example, mime, loneliness, etc.
4. Today, the adult chooses some of the tallest in the class to share and they are given the task of first expressing the feeling through body and face, letting the other students guess and then explaining why they have this feeling. After everyone has shared, the session ends with thanks for nice reflections.

### NOTES

# The Lonely Creature

## Session 6

TIME

90 min.  
including  
break



Art of learning



### MAIN ACTIVITY: MEETING IN THE CLUB FOR LONELY TROLLS AND SENDING LETTERS/AUDIO RECORDINGS TO THE LONELY TROLL

<b>This will happen:</b>	<p><b>NB!</b> The type of creature (troll, witch, dragon, etc...) should be chosen based on popular folklore from the culture and/or what is most relevant to the local community. All activities referring to the troll should be tailored for the creature of your choosing.</p> <p>The first thing the students see when they enter the room is a poster that says 'The Club for Lonely Trolls'. Each student is then given their sock doll/lonely troll and the adult leads the meeting in the club. Then the adult and students write a letter to the lonely troll that they heard audio recordings of on Day 1. For the youngest children, the adult can write the letter with suggestions from the students and the students draw an encouraging picture for the troll. With the older children, the students can both write and draw on the letter themselves.</p>
<b>Materials needed:</b>	Poster for the club for lonely trolls, sheets of paper, pencils and coloured pencils and a large envelope to send back to the troll. Possibly a mobile phone or tablet for audio recording.
<b>Preparations in advance:</b>	Make a poster for the club, bring materials.
<b>Preparations in the space:</b>	Hang up the poster and bring the sock puppets.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Distribute the sock trolls from Day 5 and explain that these will be used in the session today. Tell the students that today they are welcomed in the club for lonely trolls, and that together, they will find out what they can do if they are lonely, as well as what they can do if they see that others are lonely. Have a conversation around this to come up with ideas. The students can then be divided into groups that talk to each other. If it is fruitful, they can also observe each other while the groups talk and play together, for example, by half the class looking at the other half, and then switching. The adult gradually writes down the suggestions on a board or a large sheet of paper, preferably as a mind map. What can they do if they feel lonely? What do they do? What do they do when they are not alone? Can a troll do all that humans can do? What can the troll do? Are there any activities they can do? What would they have done if they were lonely?
2. After the group has come up with a number of good ideas, the adult explains that they can use these ideas in a letter to the lonely troll that has visited by and heard from in the audio recordings of Day 1. In the letter that is either written jointly via the adult, or the students write themselves, the students can choose one or two pieces of advice to give to the troll and they can also include drawings.
3. The letters are collected at the end of the session and placed in a large envelope. But where should the envelope be sent? Or where should the letter be placed? The adult supports a conversation around this. Instead of letters, students may produce audio recordings.
4. The students who finish earlier than the others can make a poster offering advice on how not to be lonely that can then be placed in the classroom. Finish by thanking students for their effort and praise them for their support to the troll.

#### NOTES