

The Lonely Creature

Session 1

TIME

90 min.
including
break



Art of learning



TRIGGER: TRACES OF 'THE LONELY CREATURE'

This will happen:	<p>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.</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>
Materials needed:	Speaker and mobile for triggers, twigs, leaves, drawing and footprints from the troll.
Preparations in advance:	Make clear traces of the troll with twigs/sand/gravel etc., make a drawing from the troll and possibly sound clips of the troll.
Preparations in the space:	Lay out twigs, leaves, drawing and footprints, place the speaker with the sound clip ready.
The space looks like this:	Open space.

GUIDANCE:
<ol style="list-style-type: none"> 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?" Give students time to study tracks, drawing and listening to audio clips. 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. 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?

WARM-UP: 1, 2, 3 – MIME...

This will happen:	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.
Materials needed:	Twigs, leaves, drawing and footprints from the troll.
Preparations in advance:	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.
Preparations in the space:	Lay out twigs, leaves, drawing and footprints, place the speaker with the sound clip ready.
The space looks like this:	Open space.

GUIDANCE:
<ol style="list-style-type: none"> 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. 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. 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"> 1, 2, 3 – cat 1, 2, 3 – sad 1, 2, 3 – dinosaur 1, 2, 3 – flower 1, 2, 3 – glad 1, 2, 3 – balloon

NOTES

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REFLECTION: TODAY'S FEELING AND WORDS FROM THE DAY

This will happen:	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.
Materials needed:	Emotion cards.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	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

This will happen:	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.
Materials needed:	Sheets of paper/ready-made character cards with space to draw on, pencils or pencils to draw with.
Preparations in advance:	Make sound clips and drawings in advance and listen to the sound clips on Spotify.
Preparations in the space:	
The space looks like this:	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.

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