

The Lonely Creature

Session 2

TIME

90 min.
including
break



Art of learning



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

This will happen:	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.
Materials needed:	Speaker and mobile for music.
Preparations in advance:	Optional – prepare alternatives to the emotion commands.
Preparations in the space:	
The space looks like this:	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

This will happen:	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.
Materials needed:	Set of 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. 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

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MAIN ACTIVITY: EXHIBITION AND PAINTINGS

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>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>
Materials needed:	The drawings of the trolls from the day before, set of Viewing Cards for each group.
Preparations in advance:	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.
Preparations in the space:	Hang up drawings if they are not hanging there from the day before.
The space looks like this:	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).

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