

The Lonely Creature

Session 3-4

TIME

90 min.
including
break



Art of learning



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

This will happen:	<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>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>
Materials needed:	Twigs, leaves, the word 'help' written in snow/soil or on sheets of paper, and footprints from the troll.
Preparations in advance:	Make clear traces of the troll with twigs/sand/gravel etc., make sheets of paper/writing from the troll in snow or soil.
Preparations in the space:	Lay out twigs, leaves, drawing/writing from the troll and footprints.
The space looks like this:	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

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

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

This will happen:	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.
Materials needed:	Sensory card hearts to draw on the back.
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. 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?

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