

The Lonely Creature

Session 5

TIME

90 min.
including
break



Art of learning



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

This will happen:	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).
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:

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

This will happen:	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.
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 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

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WARNING

! preparation

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Art of learning

THEME
14



MAIN ACTIVITY: SOCK TROLL !

This will happen:	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. 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.
Materials needed:	Socks, needle and thread, material for making eyes, tail, noses, mouth and hair. For example, yarn, buttons, plastic eyes, and so on.
Preparations in advance:	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.
Preparations in the space:	Putting out equipment/stations.
The space looks like this:	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.

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