

The Lonely Creature

Session 6

TIME

90 min.
including
break



Art of learning

THEME
14



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

This will happen:	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.
Materials needed:	Speaker and mobile for music.
Preparations in advance:	Optionally 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. 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

This will happen:	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.
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 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

THEME
14



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

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 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>
Materials needed:	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.
Preparations in advance:	Make a poster for the club, bring materials.
Preparations in the space:	Hang up the poster and bring the sock puppets.
The space looks like this:	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