






Art form	Drama
Teaching points	<p style="text-align: center;"><u>Cirriculum goals</u></p> <p> Swedish Syllabus</p> <p><i>Speaking, Listening and Talking</i></p> <ul style="list-style-type: none"> • Listening and recounting in different conversation situations • Narration in different cultures, at different times and for different purposes.(page 212) <p><i>Narrative texts and non-fiction texts</i></p> <ul style="list-style-type: none"> • Narrative texts and poetic texts for children from different times and different parts of the world. • Texts in the form of rhymes, jingles, songs, picture books, chapter books, lyrics, drama, sagas and myths. Narrative and poetic texts provide and insight into people’s experiences. (page 212) <p><i>Syllabus in Religion</i></p> <ul style="list-style-type: none"> • People throughout the ages and in all societies have tried to understand and explain their living conditions and the social contexts of which they form a part.(176) <p><i>Goals with the Drama exercise</i></p> <ul style="list-style-type: none"> • In the drama exercises, students work physically, with thoughts and emotions. • They must develop their empathy and improvisation ability to express themselves physically to interact and communicate, as well as feeling safe with the group.
Aims	<ul style="list-style-type: none">  Gaining knowledge of older times science to understand and explain the phenomena of nature  To learn about myths about humans and nature  Get more knowledge about the five different beings, goblins, santa trolls, giants and fairies. <p><i>Goals for drama exercises:</i></p> <ul style="list-style-type: none">  Using the 5 elements <ol style="list-style-type: none"> 1. Educational tools 2. Time 3. Energy 4. Body space 5. Working in groups
Duration	8 hours (30-45 minutes about every type of being in the classroom, and 4 hours used for the drama exercises)

Lead-in Questions

The teaching procedure (activities)

- ✚ Subject introduction
- ✚ Work with one “being” at a time. Trolls, elves, goblins, giants and fairies. Work equally/similarly with every “being”.
- ✚ Film, <http://urskola.se/Produkter?q=mytologerna>. Here one will find movies about all types of beings.
- ✚ Read texts about trolls, elves, goblins, giants and fairies. We have even read “Jack och Bönstjälken.”
- ✚ We've discussed the local legend of the Giants; Bock, Starkotter and Örne. Available at <https://ninni1960.wordpress.com/ymse/en-sagen-fran-alfra/>. There, images of the artwork of the giants are provided.
- ✚ Paint pictures of the different beings, either coloring pictures or painting freely.
- ✚ Drama diary

Excerpts from the dram diary:

Can you guess who/what I represent now? Using only facial expressions, the children directly sense that they have got a troll in their ring gathering! There is much laughter and the children mimic the troll itself.

Elves was a little bit more difficult to mimic or act upon as well as express, but I ask if they know what an elf might look like and the children directly suggest that elves may act timid, silent and suspicious

Now we use our whole body, how do we use our whole body to represent or act like a troll?

First, we felt the tail grow from behind, we then begin to walk around the room.

I hear that the children are keen to "mumble" and “grumble”. All the kids are eager to be trolls.

I talk about power/magic, how exactly does a troll move? All agree that the trolls are clumsy and make a lot of noise.

All continue to stomp around the room.

How can you tell an elf is an elf exactly?

Now I see clearly how the kids try to shrink. They are cautious and I lead the way to the porridge. All the children believe me, and see the plate of porridge in front of them. Everyone sneaks carefully around so no one should discover us elves. We stop and take caution to our



surroundings.

Once we reach the pot of porridge everyone sits in a circle and eat quickly. We stop time to time to look around... Nah, everything in our surroundings seems okay and we continue to cautiously eat more, but suddenly I discover...

HELP, PEOPLE ARE COMING! We rapidly move to hiding with caution. We stop behind a house corner and redundantly take a peek... Phew, We made it and nobody saw us elves.

- ✚ Children at this age are incredibly grateful to be able to engage in such fantasy "play or games".
- ✚ I can state that I only applied the five drama elements listed in "Aims" above to complete the task.

I split the children into two groups; Trolls and elves.

I am it (the chaser) and I stand in the middle. In every corner are four different nests. The two teams stand in separate corners, and when given a particular signal from me they must run diagonally to their designated corner without being caught by the chaser(s). If they are tagged by the chaser they are it together with the other ones who got caught.



I scream, either "Trolls move your nest!" or "Elves move your nest!" I later call out everyone to switch places (nests).

I shout, "Come to me my children!"
The children shout in unison, "As what?"

At this point I can mix everything up and ask them to come as either elves or trolls. The goal is that the children have to make it to the other side and show me with their whole body that they can act as either trolls or elves without getting caught by me. (Children do like to cheat at times though)

With the second graders I am able to advance the game even more. If I catch any of them they automatically turn into stone. The different alternative phrases I used were as followed: look like a small troll, crawl like an elf, jump like a fairy, and look like suspicious trolls.

The music is loud and has a fast tempo. Like trolls you are going to;

Run, crawl, fly, swing, jump and spin around. The laughter and noise flooded the room.

I gather the children in a circle and we make a delicious "Troll-Soup" together, whereas all the children got to pick something they wanted in the soup and continue to stir it up until it was ready to consume. ALMOST all the trolls thought that the so-called soup was edible.

I play the piece "Bergakungenssal" where the momentum of the music swings dramatically from increasing slowly to high tempo... We listen and trying to portray the different characters with improvisation and understanding of the music.

The music is going at a fast pace, and a quick change in the task is made. The children quickly change from being one "being" to another, and they have to fulfill the task by dancing as fairies, act suspicious like an elf, stomp like a gobbling etc...

Everyone then continues to dance to Björn J:son Lindh "Brusa högre lilla å".

Everyone dances like elves, and when I shout a particular body part, we stand in place and write our names in the air with the named body part. (used body parts such as hands, feet, knee, elbow, etc)

They even have time to play the game previously done the lesson before, but I then separated the group into four groups consisting of elves, giants, trolls or fairies in each of the four corners.



I am once again "it" (the chaser) and I therefore stand in the middle and ready to catch them.

	<p>I shout, “Fairies and elves switch places!” “Giants and trolls switch places!” even though they switch places (nests) they still portray the roll or “Being” they were given at first. The confusing part of this game is when one is taken or tagged by the “chaser”, because they then have to also portray the chaser instead. Overall the children seemed to love the game.</p>
Teaching aids (materials)	<ul style="list-style-type: none"> ✚ Films ✚ Different excerpts relating to the different types of “Beings” ✚ Painting/Coloring materials
Classroom managment	
Expected outcomes	<p>After completing tasks on every essence/being, students should have greater comprehension of</p> <ul style="list-style-type: none"> ✚ appearance ✚ characteristics ✚ Good and Evil ✚ idiosyncrasies ✚ Know the body language of the different essences’/beings (How does a fairy or troll move? And what is power and flexibility in this particular context?)
Evaluation	
Resources for Teachers	<ul style="list-style-type: none"> ✚ Drama teacher ✚ Easy way to show films