



LINC Activities

‘a (S)troll’

LEARNING SHEET

IN THIS ISSUE

About the activity

The ‘Stroll’ activity has been suggested by the school of Sandarne. The activity aims at enhancing the partnership between family and school. As well as including important parts of the curriculum. Literature and authors help in creating this imaginary world.

Aims and objectives:

The activity aims at:

- Bringing teachers, parents and students together
- Forging the link between family and school
- Encouraging and enhancing active engagement of parents in school life
- Embracing fictional literature in school activities
- Providing opportunities for students-experts interaction

Regarding educational goals and pedagogies, there is a strong focus on:

- Stimulate the interest in reading
- Pupils should also be encouraged to express themselves through different forms of aesthetic expression
- In teaching, pupils should meet and acquire knowledge about literature from different periods
- Understanding underlying messages in texts

Get it Started!

- Contacts with authors and illustrators in troll literature
- Creative introduction of the topic in the class
- Addressing key questions that will help the dramatization
- Choose a dark night and find an outdoor space suitable for trolls



Who will be involved?

- Teachers
- Parents and family members
- Students
- Authors

From troll to stroll

by LINC team

1st step: Contact an author of troll literature; collect books and fairy tales from library

2nd step: Start reading and studying the stories and review them together in class

3rd step: invite author and start planning your own story, planning on making it an adventure for other students and parents

4th step: filter out ideas and start to raise all needed materials, cooperate with craft to make costumes etc.

5th step: write your manuscript and set a date.

6th step: invite parents and students from the other grades to come and watch the show.



INFO ABOUT TROLLS FROM WIKIPEDIA.ORG

A **troll** is a supernatural being in [Norse mythology](#) and [Scandinavian folklore](#). In origin, *troll* may have been a negative synonym for a [jötunn](#) (plural *jötnar*), a being in Norse mythology. In [Old Norse](#) sources, beings described as trolls dwell in isolated rocks, mountains, or caves, live together in small family units, and are rarely helpful to human beings. Later, in Scandinavian folklore, trolls became beings in their own right, where they live far from human habitation, are not [Christianized](#), and are considered dangerous to human beings. Depending on the region from which accounts of trolls stem, their appearance varies greatly; trolls may be ugly and slow-witted or look and behave exactly like human beings, with no particularly grotesque characteristic about them.

In short...

The activity is about having the older students get familiar with the fictional world of trolls. Through literature, fairy tales, paintings and songs they can start to bring their own troll world to life with or without the help of authors. The students then plan and set up different stations along a predetermined walk for the younger students and parents to do. It could be things like a troll reading a short story or an argument by two trolls in the woods that they can "eaves drop" on.

After sparking the imagination of the younger students, it is of course perfect for them as well to start exploring the troll fiction as well. Making the inclusion of the curriculum a natural part of the activity.

Including the curriculum

- When encountering different types of texts, performing arts and other aesthetic narratives, pupils should be given the preconditions to develop their language, their own identity and their understanding of the surrounding world.
- Teaching should stimulate pupils' interest in reading and writing
- Pupils should also be encouraged to express themselves through different forms of aesthetic expression.
- Teaching should also aim at enabling pupils to develop skills for creating and working on texts



JOHN BAUER

Treasure



John Bauer trolls. What more can we learn of them?



Giants

Giants of Norse mythology

These creatures are said to be the predecessors to the trolls we speak of today. Find out what they have in common and have your students learn more of Norse mythology and Scandinavian folklore.

USEFUL LINKS

Wikipedia: <http://en.wikipedia.org/wiki/Troll>

John Bauer museum:

<http://www.jkpglm.se/Jonkopings-lans-museum/>

Ungafakta:

<http://www.ungafakta.se/naturvasen/oknytt/t/troll.asp>

Trollsommar:

<http://trollsommar.wordpress.com/fakta-om-folktro/>

ABOUT THE PROJECT

LINC portal: <http://www.linc-project.eu>

LINC community: <http://community.linc-project.eu/>



Follow-up activities

Get more books, dig deeper

The foundation has been laid down, now it's time to start building higher. Try to find deeper and more literature for the advanced reader. Let them listen to a same themed book aloud as well as reading on their own. Hopefully leading to growth in reading comprehension.

Draw, paint, sculpt and sew!

Draw pictures and paintings of trolls and things in this world. Make clothing, dolls, sculptures of trolls and other fairy tale related objects. The motivation for creating the things they have already made a picture of in their mind will be strong and should be used.

After performing the troll walk there is a lot of follow up activities to do both for the students that performed the dramatization and the students who took the walk.

Discuss and/or write down your experience

Have a discussion about what they saw, heard and felt during the walk. Was it something they recognized from something else or was it all new? Connect to the literature.

Writing their own troll novel

Let the students filled with inspiration and ideas write their own troll stories. With all new inspiration it will make it easier to write as well as more fun and still being a fresh memory.



The LINC Community



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