

**CONBAT+**



# CONTENT BASED TEACHING ConBaT+ Fairy Tales

For the Teacher

Pia BERG

2/4/2011



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# FAIRY TALES

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*FOR THE TEACHER*

## Sagor - Eventyr - Fairy Tales - حکایات

Swedish

Norwegian

English

Arabic

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## INTRODUCTORY INFORMATION

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**INSTITUTE:** Karlstad University, Faculty of Arts and Education, Sweden

**TARGET GROUP:**

Intermediate level, year 4-6 + Upper (senior) level of Compulsory School, year 7-9. The material can also be used at Upper Secondary School with some moderation.

**SUBJECTS:**

- Music,
- Art
- Geography
- Science and Physical Education

**AIMS:**

1. Content Based Learning – to study a content area of interest to gain language acquisition in English as L2 or FL integrated with L1 languages in a heterogeneous group with many mother tongues.
2. To work interculturally using fairy tales from different parts of the world as a theme to reach the goal of strengthening pluricultural- and plurilingual competence.

**KEY COMPETENCIES REGARDING:**

**COMMUNICATION IN LANGUAGE(S):**

- Putting into practice the skills necessary for understanding what is read in different languages and use them interactively.
- Communication skills in foreign languages: In written form, orally in groups, orally and in written form between groups, giving oral presentations.

**LEARNING TO LEARN:**

- Learn how to develop language skills
- Learn how to find information
- Learn how to learn FL in a small group within a specific area
- Learn how to work in groups
- Learn how to work with projects
- Learn how to plan and give a presentation



**DIGITAL COMPETENCES:**

- Using the Internet searching for information and working on the net
- Using the internet to create materials for studying
- Use digital dictionaries

**SOCIAL AND CIVIC COMPETENCES:**

- Working with others/working in groups
- Group dynamics – handling issues when working in group
- Active listening competence
- Negotiate and come to conclusions/ problem solving
- Communication and debating skills
- Research capability
- Critical and creative reflection
- Intercultural competence, respect for other cultures
- Be aware of diversity and cultural identities in and outside Europe
- Cultural awareness and expression

**TIMING OF THE OVERALL ACTIVITIES:**

4 weeks work:

- Task 1 180 min
- Task 2 120 min
- Task 3 120-180 min
- Task 4 120 min

Week 5 presentations





## WORKING WITH THE FIVE SENSES AND COLLECTING DESCRIPTIVE ADJECTIVES USING PICTURES AND MUSIC

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**Timing:** Two lessons of 90 min or three lessons of 60 min

**Grouping:**

1.  The whole class will listen to your story and listen to the music.
2.  The pupils will work in groups of 3-5.

They will draw a troll together and then compare that with Pia's drawing of a troll. They will discuss why they drew the troll the way they did.

**Focus on content:**

- Listening to the beginning of a story read/told by the teacher– draw
- This could be combined with music (see support materials)
- Descriptive adjectives in English and the other mother tongues
- Similarities and differences between the languages
- Create a booklet using different colours for different languages
- Language families represented in this class

**Focus on language(S):**

English as L2, several mother tongues, L1 and FL(s)

**Material required:**

- A photo taken by Pia Berg and a drawing made by Pia Berg.
- Pens in different colours
- Sheets of paper
- Booklets
- Computers with access to the Internet
- Access to dictionaries



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NOTES FOR THE TEACHER:

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1. Ask the pupils to look at the picture. (**Enclosure 1**)

The picture can be shown by using an over head projector or preferably using a computer and a projector.

If you want to use music while you read or as an extra assignment or an extra effect, when working with different senses, you can use the links from **Enclosure 4** or you can co-operate with the music teacher at your school and see what suggestive music he/she can come up with. The multi-cultural side of music is vast.

2. You start by telling the pupils a story about a visit to Norway when you met one of the Norwegian trolls. There might be music in the back- ground.

When the darkness slowly keeps closer in the forest in Norway, the trolls come out. They cannot be seen in daylight. If they are out when the sun rises they will turn into stone.

Once upon a time my grandmother told me about these Norwegian trolls, but I never expected to meet one myself.

I was spending a week in Norway and during a cold, misty, enchanting night I came to experience the most *extraordinarily thing in my life. I was watching the beauty of the forest dressed in its winter robe when suddenly something started appearing amongst the trees.*

*A three meter tall troll, looking several hundreds of years old, was coming towards me.* In his right hand he held a walking stick made from a whole tree and ...

You can continue the story any way you want, or you ask the pupils to continue.

Go through words from your presentation. Were there many difficult words? Which words were used to describe things?

3. Ask the pupils to draw a troll in groups. Ask the pupils why they drew the troll in this way (stereotypes and assumptions) and compare them with the drawing in **enclosure 2 and 3.**

Ask the pupils: Do you know a creature like this? What is it? Who is it? How do you know it? Have you met something like this here in Sweden or in the country you and/or your parents come from?



4. What song or music would you like to combine with your troll? Could you make up your own song or music that would suit your troll? Which adjectives would you use to describe your music?
5. Instruct the pupils:



Write adjectives describing your own group's troll in as many languages as you can. Use as many descriptive adjectives as you can. Use as many senses as possible:

- Hearing
- Sight
- Smell
- Taste
- Touch

Write the adjectives in English and in the different mother tongues in your group. Use different colours for each language. Put the word categories into a booklet.

6. Present your words to the class. The pupils in each group will read each adjective in each language and the class will repeat the words in chorus.

Are there similarities between the different adjectives you have written? Can you make groups with similar adjectives and find their origin or the language families they belong to? Get the information on the web.

## HOMework

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Which is your favourite fairy tale from your home country? Ask your parents about their favourite fairy tale when they were kids.

Draw your favourite character and your parents' favourite characters. Make a presentation in your own language where you describe the characters with as many adjectives as possible. Who is/are the hero/heroes and who is/are the trouble maker/s?

Extra: Could you bring some examples of music that could be used, when you describe your characters?





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RESOURCES

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ENCLOSURE 1



Photo taken by Pia Berg, January 2009



ENCLOSURE 2

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Drawing made by Pia Berg

ENCLOSURE 3



Photo collage made by Pia Berg, 2009



## ENCLOSURE 4

## IN THE HALL OF THE MOUNTAIN KING

**In the Hall of the Mountain King** (Norwegian: *I Dovregubbens hall*) is a piece of orchestral music, Opus 23, composed by Edvard Grieg for Henrik Ibsen's play *Peer Gynt*, which premiered in Oslo on February 24, 1876.

A fantasy play written in verse, *Peer Gynt* tells of the adventures of the eponymous Peer. The sequence illustrated by the music of *In the Hall of the Mountain King* is when Peer sneaks into the Mountain King's castle. The piece then describes Peer's attempts to escape from the King and his trolls.

## THE MUSIC

The famous two-phrase theme, written in the key of B minor, runs thus:



The simple theme begins slowly and quietly in the lowest registers of the orchestra. It is played first by the cellos and bassoons, signifying Peer Gynt's slow, careful footsteps. After being recited, the main theme is then very slightly modified with a few different ascending notes, but transposed up a perfect fifth (to the key of F-sharp major, the dominant key, but with flattened sixth) and played on different instruments: these are the King's trolls.

FROM: WIKIPEDIA, THE FREE ENCYCLOPEDIA

[http://en.wikipedia.org/wiki/In\\_the\\_Hall\\_of\\_the\\_Mountain\\_King](http://en.wikipedia.org/wiki/In_the_Hall_of_the_Mountain_King)

FROM: YOUTUBE.COM

In the Hall of the Mountain King

<http://www.youtube.com/watch?v=xrIYT-MrVal&feature=related>

<http://www.youtube.com/watch?v=SBU9zhEy9U&feature=related>

[http://www.youtube.com/watch?v=Xs2OBy\\_mlrc&feature=related](http://www.youtube.com/watch?v=Xs2OBy_mlrc&feature=related)

March of the Trolls



<http://www.youtube.com/watch?v=KS036Cq49qU&feature=related>

## PRESENTATION OF FAIRY TALES AND DRAWINGS WITH MUSIC

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**Timing:** Two lessons á 60 min

**Grouping:**

- 1.

The pupils will work in pairs and they will present the pictures and the characters they have prepared at home as homework.

2. They will also practise and try to memorize the adjectives they and their friend have collected in respective mother tongue and in English. The pronunciation in the different languages is also to be practised.



3. Each pupil will present the friend's pictures and characters to the whole class.

If they have chosen or put together their own song/music, it will also be presented to the class as well.

**Focus on content:**

- *Speak* - Make a presentation to a friend.
- *Listen* - Listen to a presentation by a friend.
- *Speak, Read, Listen* - Memorize adjectives and practise their pronunciation in different languages.
- *Speak* - Make a presentation to the class.

**Focus on languages:** English as L2, several mother tongues, L1 and FL(s)

**Material required:**

- Overhead transparency
- Access to the Internet
- Access to dictionaries
- Sheets of paper
- CD or Computer (for music)



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### NOTES FOR THE TEACHER

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1. Start the lesson by revising what you did during the previous lesson.
2. Work in pairs: Ask the pupils to present their homework by showing their drawings and describing the characters they have chosen and they will also be asked to give a short summary of their classmates favourite fairy tale. Which music have they chosen?
3. Students write their fairy tales in their mother tongues and in English



The goal will be to put together a book with fairy tales in different languages, where they will write their own fairy tales in their mother tongues and in English.

Each fairy tale will have a list of vocabulary - mother tongue, L1/ English, L2

- Step one - adjectives
- Step two - verbs
- Origin of words
- The language families and so on ...

Let them work in pairs and go through the adjectives and learn each other's adjectives both in English and the friend's mother tongue. They will practise the pronunciation so that they can describe the main characters using the adjectives from their friend's mother tongue.

Overhead transparency – drawing and adjectives – two for each pair of students.

Let them present the friend's pictures and the characters to the whole class.

If they have chosen music or put together their own song/music, it will also be presented to the class.

This way they will be able to see similarities and differences between the languages and work from that standpoint. They might also get some insight in different cultures' music or/and their class-mates musical creativity.

4. Finish off by letting the pupils evaluate and assess their work so far and the given presentations.



RESOURCES/ ANSWER SHEETS

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ASSESSMENT AND EVALUATION:

How do you think you have done so far?

What has been the most fun part you have worked with so far?

What would you like to continue working with?

What have you learnt in English and in other languages so far, when we have worked with:

- Listening .....  
.....
- Writing .....  
.....
- Speaking .....  
.....
- Reading .....  
.....

INTERCULTURAL COMPETENCE

- What have you learnt about different cultures' fairy tales and languages so far?
- Have you learnt anything about different kinds of music during these classes?

Learning strategies

How do you learn best? You can tick more than one alternative!

When I:

- Listen
- Write
- Speak



FAIRY TAILS

- Read

Have you found out new ways of learning things during these classes?

What is the best thing you have learnt so far?

What would you like to learn more about?

What do you find difficult?





## WORKING WITH NATURE AND SCENERY IN FAIRY TALES IN COOPERATION WITH GEOGRAPHY, SCIENCE AND PHYSICAL EDUCATION

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**Timing:** Two-Three lessons of 60 min

**Grouping:** ,   or   

The pupils can work individually, in pairs or in small groups

**Focus on content:**

- Verbs
  - Describing nature
- Creating games for presentation

**Focus on language(S):** English as L2, several mother tongues, L1 and FL(s) - plurilingualism

**Material required:**

- Access to the Internet
- Access to dictionaries
- Maps
- Pens in different colours
- Sheets of paper
- Booklets
- microscopes



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## NOTES FOR THE TEACHER

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So far we have worked with characters in fairy tales. Now we will continue with the environment which you can come across in the tales.

The pupils can work individually, in pairs or in smaller groups.

### **Here you can work with teachers who teach Geography and/or Science**

The pupils can study nature in their/their parents' home country and compare it with nature in Sweden. They can compare the way people in Sweden look upon nature with how they/their parents look upon it.

How is nature portrayed in the fairy tales from the different countries?

Use a map of the world where you mark the countries the pupils, in your class, come from. What kind of nature do you have in your country? Is nature described in your favorite fairy tale?

### **Instructions:**

1. Look at the picture of the forest and describe it (Enclosure 1 or 3). Is it a scary forest or a nice and calm place to be? Use as many descriptive adjectives as you can. Use as many senses as possible:
  - Hearing
  - Sight
  - Smell
  - Taste
  - Touch

What can you do in a forest? Give examples. (Working with verbs)

### **Here you can work with teachers who teach Physical Education**

(The syllabus says: develop the ability to play, exercise and do sports)

### **Instructions:**

2. Design a game, which is based on your fairy tale, which you can play in the forest with the children from the kindergarten.

Design (Invent) your own sport.

Do you have forests like these in the country where you or your parents came from? Describe that nature.



FAIRY TAILS

Bring samples from the forest, such as stones, lava, insects and leaves and so on. (You can do that in Sweden, according to Swedish law.) Do you recognise any environments or/and monsters you have seen in movies?

Look at, whatever you have brought, in a microscope. Can you use what you see, in your fairy tale or in your game?

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HOMEWORK:

Go home and ask your parents to describe or show you pictures of nature in their/your home country. Try to describe it by using the five senses. Write it down in your mother tongue and translate it into English. Draw a picture which you can show the class

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RESOURCES

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MAP OF SWEDEN, TOPOGRAPHY

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[http://commons.wikimedia.org/wiki/File:Map\\_of\\_Sweden\\_Topography\\_\(polar\\_stereographic\)\\_Sv.svg](http://commons.wikimedia.org/wiki/File:Map_of_Sweden_Topography_(polar_stereographic)_Sv.svg)



MAP OF THE WORLD



[http://commons.wikimedia.org/wiki/File:Map\\_of\\_the\\_world\\_1998.jpg](http://commons.wikimedia.org/wiki/File:Map_of_the_world_1998.jpg)



## GUIDELINES FOR WRITING A FAIRY TALE AND GUIDELINES FOR HOW THEY ARE TO PRESENT THEIR FAIRY TALES

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**Timing:** Two lessons of 60 min

**Grouping:**

1. 

The whole class will get a presentation.

- 2.



The pupils can work individually or in pairs.

**Focus on content:**

- How to write a fairy tale.
- Phrases commonly used.
- Forms of presentation

**Focus on language(S):**

English as L2, several mother tongues, L1 and FL(s)

**Material required:**

- Access to the Internet
- Access to dictionaries
- Over head projector



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NOTES FOR THE TEACHER:

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Start the lesson by revising what was done last time you met.

The pupils show pictures and present their homework.

Instruct the pupils about the fact that they will continue the story and write their own fairy tale.

Inform them of the different ways you want them to present their fairy tales.

The next step is to go through how they can write their own fairy tales.

Present the following areas using an over head projector or preferably a computer and a projector:

How to write a fairy tale?

- How to start writing?
- How to end the story?
- Characters
- Environment

Useful questions:

- Where?
- What?
- Why?
- How?

Common themes in fairy tales:

- Friendship
- Love
- Travel
- Search – for objects, persons or identity
- Battle
- Revenge

Environment → knowledge of places

→ historical epochs

The main character experiences: Home – Leaving home – adventure – homecoming/return



The beginning should create expectations - A moral dilemma will occur – a bad person has to be punished for his/her behaviour.

PHRASES TO USE WHEN STARTING A FAIRY TALE:

Swedish Det var en gång ...

Norwegian Det var en gang ...

English Once upon a time ...

Arabic

PHRASES TO USE WHEN ENDING A FAIRY TALE FOR YOUNGER CHILDREN:

Swedish Snipp snapp snut – nu är sagan slut

Norwegian Snipp snapp snute – nu var sagan ute

English?

PHRASES TO USE WHEN ENDING A FAIRY TALE:

Swedish och så levde de lyckliga i alla sina dagar

Norwegian så levde de vel alle sine dager

English and they lived happily ever after

DIFFERENT WAYS OF PRESENTING YOUR FAIRY TALES:

- The plan is for the pupils to go to a multilingual day nursery/kindergarten where the pupils are able to explain their stories, while they are working with them, and then, finally, the pupils can read their own fairy tales to the children in the different languages!
- Alternatively or additionally you can organize a parent's event and the pupils can explain some of the stories and also make an exhibition showing all the materials they have made.
- The pupils can design games and go to the forest and play/ maybe act the fairy tale out with the children/parents.
- The pupils can also go to an old people's home and ask about fairy tales from other countries. They can present their own fairy tales there as well.





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RESOURCES/ ANSWER SHEETS

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ASSESSMENT AND EVALUATION:

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Which activities did you like best in the project?

Have you improved your English and your knowledge of other languages, during the project concerning:

- Listening .....  
.....
- Writing .....  
.....
- Speaking .....  
.....
- Reading .....  
.....

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INTERCULTURAL COMPETENCE

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- What have you learnt about different cultures and languages during the project?
- Have you learnt anything new about different kinds of music during the project?

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LEARNING STRATEGIES

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Which are your strong sides when learning new things? What are you good at? Give examples!

How do you prefer to work when you are to learn new things?

Have you found out new ways of learning things during the project?

What is the best thing you have learnt during the project?

What did you find difficult?

What would you like to learn more about?

How did you present your fairy tale and were you pleased with your presentation?

Did you enjoy presenting your fairy tale to people outside school?

Why?/Why not?



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## REFERENCES

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[http://en.wikipedia.org/wiki/In\\_the\\_Hall\\_of\\_the\\_Mountain\\_King](http://en.wikipedia.org/wiki/In_the_Hall_of_the_Mountain_King)

<http://www.youtube.com/watch?v=xrIYT-MrVal&feature=related>

<http://www.youtube.com/watch?v=SBU9zhEy9U&feature=related>

[http://www.youtube.com/watch?v=Xs2OBy\\_mlrc&feature=related](http://www.youtube.com/watch?v=Xs2OBy_mlrc&feature=related)

<http://www.youtube.com/watch?v=KS036Cq49qU&feature=related>

[http://commons.wikimedia.org/wiki/File:Map\\_of\\_Sweden\\_Topography\\_\(polar\\_stereographic\)\\_Sv.svg](http://commons.wikimedia.org/wiki/File:Map_of_Sweden_Topography_(polar_stereographic)_Sv.svg)

[http://commons.wikimedia.org/wiki/File:Map\\_of\\_the\\_world\\_1998.jpg](http://commons.wikimedia.org/wiki/File:Map_of_the_world_1998.jpg)