

Piloting Phase in each partner's country

SMILE:
Share the Music for Inclusive Education
Project No.: 2021-1-EL-KA220-SCH-000032762

Piloting phase_Sweden

Title of the scenario: Our sleeping bear

Co-funded by the
Erasmus+ Programme
of the European Union



Università
di Catania

Author's name and country: Traditional

Grade/ age of students: Kindergarten, 4-5 years old

Duration: Approximately 1 hour

Methodology of the Teaching Scenario

Purpose and objective:

The purpose of this teaching scenario is the equal participation of all children in the learning process through the learning of two traditional Swedish songs.

Objectives: By the end of this scenario kindergarten students will have ability:

- ✓ to adapt their movement to respond to motor and rhythmic patterns.
- ✓ to collaborate at the couple level and then at the team level.
- ✓ to maximize their attention, self-regulation, and team bonding.
- ✓ to directly interact with their classmates.
- ✓ To learn about bear in a den and in summer forest.

General reference to the pre-work:

Necessary materials:

1. Baskets
2. Snow outside + warm indoor room
3. Blue handkerchiefs (symbolize blueberries)
4. Music of 'Björnen sover'
5. Music of 'Mors lilla Olle'

Cognitive areas involved: Attention, Memory, Psychomotor speed, Auditory processing

Description of the teaching scenario

Teaching process/stages/phases:

A. Introduction outdoor and indoor (5 min + 10 min)

The teacher gives playful introduction of lesson outside in the snow. They play the traditional game 'Björnen sover'. Indoor: Discuss with the children about snow outside and the indoor warm room and conditions for animals and humans. Sing and play 'Björnen sover' again.

B. Phase 1 (5 min)

The children listen to the song 'Mors lilla Olle' and then they all sing together.

C. Phase 2 (20 min)

6. The children sing the song while creating a drama in pairs. One is 'Olle with the basket', one is 'the bear' in each couple. All bears lie together in a corner. All Olle-boys are moving around picking berries. They stop/stand still when bears come around. Olle and bear meet in pairs. They play patting the bear and reaching out basket for tasting. Song stops and blue handkerchiefs are picked up in circular moves and after dropped on the floor. All children sit together in harmony. Singing continues and teacher is the Mum calling out in fear. 'Bears' run to corner and 'Olle-boys round' up around Mum. Roles are then swapped (bear becoming boy/boy becoming bear). A child can be Mum.

D. Phase 3 (5 min)

In circle the children sing the song again with mini-moves, interpreting the text through movement marking.

E. Final (5 min)

'Olle and bear' is to be performed (audience is nearby class, kitchen staff, headmaster or other).

Activity:

The children perform two musical games about traditional Swedish songs named 'Björnen sover' and 'Mors lilla Olle'. Each song is sang together and then sang in drama/with movements.

General conclusion:

Any initial hesitation, especially from the children coming from different socio-cultural backgrounds, to come into contact with their partner, was quickly overcome through the games conducted by song. Their attention and self-regulation were enhanced through the execution of movements in singing together. They collaborated in small groups and interacted with their classmates. Notable is the effort of some children to help their partner respond

to the movements in the correct order and rhythm.

In an upcoming performance for older children in school the English version can be used for language learning. As a preparation i.e. grade 5 can sing it in English. On meeting together kindergarten kids use the Swedish song version and grade 5 pupils perform the song in English as Grand Final.

Continuation:

The scenario can be continued by presenting the dance to chosen small audience in the school.

Description of the video:

School: Kindergarten in Viksjöfors (Viksjöfors förskola)

Teacher: Veronica Ehn

Country: Sweden

Brief description of the activity:

The teacher introduces first song story outdoor to engage all children in the learning process of two music-song-drama. The theme about bear in all seasons is in focus. The children perform specific moves while singing and movings in circle, in pairs, in group. Next step is to change roles.

Song 1

Björnen sover, björnen sover i sitt lugna bo,
han är inte farlig, bara man är varlig.
Men man kan dock, men man kan dock aldrig honom tro!

Bear is sleeping, bear is sleeping in its restful den, nothing is to fear, only you are careful, but you cannot, but you cannot, fully trust a bear.

<https://www.sommarlovet.se/lyrics/midsommarsanger-danslekar/bjornen-sover/>

Song 2

Mors lilla Olle i skogen gick
Rosor på kinden och solsken i blick
Läpparna små utav bär äro blå

Bara jag slapp att så ensam här gå
Brummeli brum vem luffsar väl där
Buskarna knaka en hund visst det är
Lurvig är pälsen men Olle blir glad
Få en kamrat det va bra säg godag
Klappar så björnen me händer små
Räcker fram korgen se här smaka på
Nalle han slukar mest allt vad där är
Hördu jag tror att du tycker om bär
Mor fick nu se dem gav till ett skrii
Björnen sprang bort nu är leken förbi
Åh varför skrämde du undan min vän
Mor lilla be honom komma igen

Mother's little Olle is strolling in forest

Roses on cheeks and sunshine in eyes

His small lips are blueberry blue

'Only I have to walk here alone'

Brummeli hum, who's moving there?

The bushes crack, a dog, sure it is

The fur is shaggy, but Olle is happy

Getting a friend is good, say 'good day'

Patting the bear with little soft hands

Holds out the basket 'look here have a taste!'

Teddy is hungry and eats everything

'Listen, I think you like berries a lot!'

Mother now saw them and gave up a scream

The bear ran away and game came to an end

'Oh, why did you scare away my friend,

Dear little Mum, ask him come back again'

Links of 2 videos:

<https://youtu.be/emRIIHMhbUU?feature=shared>
<https://youtu.be/oYLZXBZspyw?feature=shared>

IMPLEMENTATION PHOTOS



References:

Koff, S. (2000). Toward a definition of dance education. *Childhood Education*, 77(1), 27–31.

Holmes, R. M., & Geiger, C. J. (2002). The relationship between creativity and cognitive abilities in preschoolers. In J. L. Roopnarine (Ed.), *Conceptual, social-cognitive, and contextual issues in the fields of play* (pp. 128–148). Westport, CT: Ablex Publishing.

Burridge, S., and C. Svendler Nielsen, eds. 2018. *Dance, Access and Inclusion. Perspectives on Dance, Young People and Change*. London: Routledge.

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