



WORKSHOP ON HUNGARIAN ANIMAL FOLK-TALES

Erasmus+ Our Common European Tale



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*A projektet az Európai Bizottság támogatta. A kiadványban (közleményben) megjelentek nem
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Workshop on Hungarian Animal Folk Tales

(created by **Barbara Urbán, Erika Farkas, Zsuzsanna Duschák**)

We planned this workshop in order to make the foreign (and also the Hungarian) students be more acquainted with the animal characters of the Hungarian folk tales and to prepare them for the performance.

Prior to engaging in these activities, create an open space. You will also need notebooks (1 for every 4-5 students), speakers, projector. You should also ask some of the students to bring usb cable for their phones.

1. Warm-up activity: "Bang"

Every student stands in a circle facing inwards. One student stands in the middle of the circle when s/he points at someone and says "bang" that person has to crouch down and the two people either side have to turn to face each other, hold their hands in the shape of a gun and say "bang" as well. Then the student in the middle points at another person etc.

(Instead of "bang" students can say the name of the person who is pointed at. To make it more exciting, if someone is not fast enough, s/he is out of the game.)

2. "Find your Place"

On one side of the room place a "zero" sign. Students have to line up in the room based on the questions they hear. Students also need to talk to each other in order to find where they need to stand.

These are the questions we used:

How far do you live from here?

How much do you like tales?

How much do you like reading?

How much experience do you have in acting?

3. "Find your Family"

Prior to this activity you need to create cards with different royal families (we used some fairy tale names, e.g. Neverland, Wonderland) and ranks within the same family (king, queen, prince, princess). There is one king, one queen, one prince and one princess in every royal family. There were 24 students in our workshop, so we used 6 different royal family names (e.g. The King of Wonderland, The Princess of Neverland).

Each student gets a card, but they do not check what is on it. When the music starts they start swapping it. When the music stops, they have to find their family and sit according to their rank on one chair. The king sits on the chair, on his lap sits the queen, on her lap sits the prince and the princess is on the top.

You can repeat this several times because it is fun, and you can also control (more or less) what kind of groups are created. If you think some of the groups will not be able to work together, then just start another round.

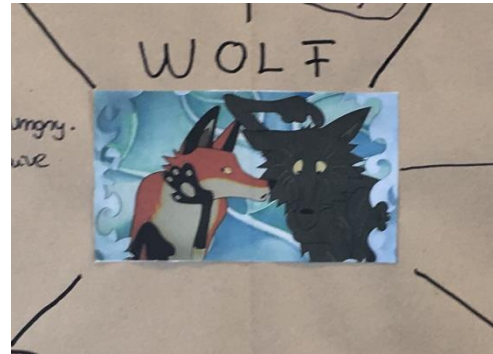
4. Tearing an animal

Each group receives one sheet of newspaper (or any paper) and the members have to create an animal by tearing the newspaper without talking to each other. One person starts to tear it then passes to the next person etc. In the end the other groups can try to figure out what the animal is.

5. Creating a mind map of a typical Hungarian folk tale animal

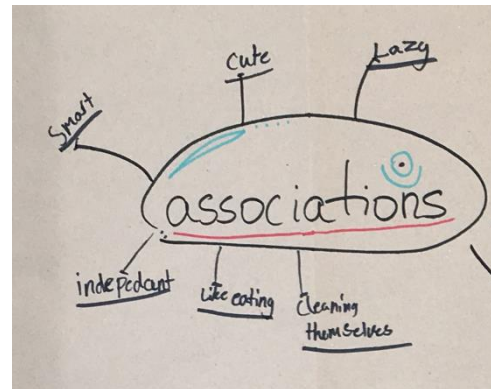
In this activity there are several different tasks that the students have to do to complete the mind map.

First each group receives an outline of a mind map with a picture of one typical Hungarian folk tale animal in the middle circle (you might need to prepare



these before the workshop). In our workshop there were 6 groups, 4 of them got different animals: pig, fox, cat, bear, and two groups got the wolf.

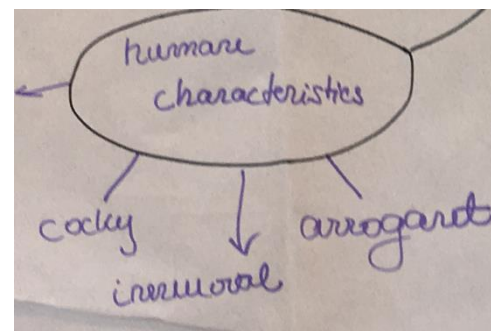
collecting associations: the groups are asked to collect their association related to the animal they received and write them on the mind map. After five minutes they have to create a sentence in which they use all the expressions they wrote down.



brainstorming about human qualities, attributes:

then the groups are asked: What kind of human qualities, attributes might your animal have?

They discuss it and write down their ideas on the mind map. After that they have to think about with kind of job would this animal have, if it were a real person. Then they have to mime it to the other groups who have to figure it out.



watching Hungarian folk tales: each group watches a different Hungarian folk tale of the animal they have on their mind map:

fox: *Brother Fox*

https://www.youtube.com/watch?v=B9htNqRjg_8&list=PLS74EzS6e1Q9ART0An0p8A2v5FjZgMJBo&index=188

pig: *The Little Pig and the Wolves*

<https://www.youtube.com/watch?v=890utwxKACE&index=25&list=PLS74EzS6e1Q9ART0An0p8A2v5FjZgMJBo>

cat: *King*

Kitty <https://www.youtube.com/watch?v=Hfboau3VD3w&index=175&list=PLS74EzS6e1Q9ART0An0p8A2v5FjZgMJBo>

bear: *The Bear and the Cat*

<https://www.youtube.com/watch?v=pCLsh0tBVss&index=184&list=PLS74EzS6e1Q9ART0An0p8A2v5FjZgMJBo>

wolf1: *The Little Pig and the Wolves*

<https://www.youtube.com/watch?v=890utwxKACE&index=25&list=PLS74EzS6e1Q9ART0An0p8A2v5FjZgMJBo>

wolf2: *Brother Fox*

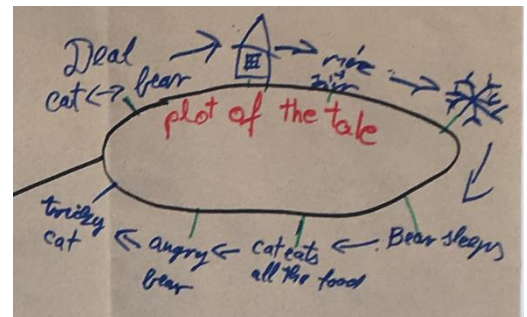
https://www.youtube.com/watch?v=B9htNqRjg_8&list=PLS74EzS6e1Q9ART0An0p8A2v5FjZgMJBo&index=188

After they have watched the tales they summarise the plot and write on the mind map what kind of features their animal has in the tale.

association with other stories

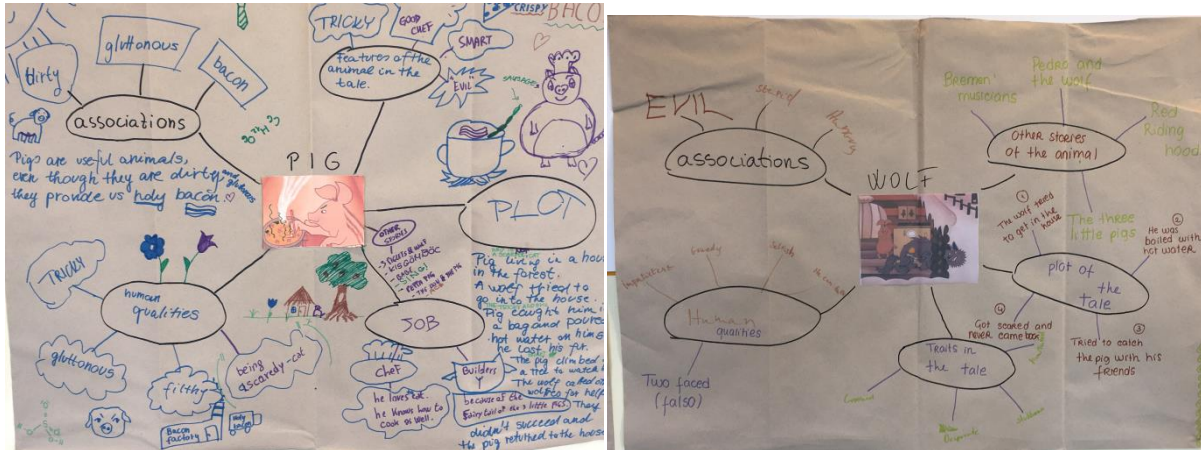
Students are asked to think about other stories where their given animal plays an important role.

They have to write down their ideas on the mind map.



6. Presentation

After completing the mind map, each group presents it.



7. Video task

Students stay in the same group (of course, if necessary you can make some changes) and they get a description of a media genre. Their task is to create a short video in the given genre related to the tale they have watched and worked with before.

These are the descriptions our students received:

1. Team Wolf (The Little Pig and the Wolves)

Create a tabloid talk show with the wolves

In a tabloid show (e.g. *The Jerry Springer Show*) the host invites either a guest or a group of guests to discuss provocative topics. In this case your topic is: *The wolf was the victim of the pig.*

In a program like this the guests are encouraged to make public confessions, and even resolve their issues via on-camera "group therapy."

2. Group Pig - The Little Pig and the Wolves

Create an educational science show about what you can do as a pig against a wolf.

An educational science show uses demonstration and experiment to convey information (e.g. *Mythbusters*). They ask questions about the world around us then set out to answer them through experiments or construction of an object. Usually at first the team attempts to recreate the circumstances that the myth alleges, to determine whether the result can occur; if that fails,

they attempt to expand the circumstances to the point that will cause the described result. By the end of each episode, the myths are rated "busted", "plausible", or "confirmed."

The actual "education" vs "explosions" ratio varies by the quality and target audience of the show.

3. Group Cat - King Kitty

Create an investigative journalistic show about why King Kitty is the most threatening monarch.

In investigative journalism reporters deeply investigate a single topic of interest, such as serious crimes, political corruption, or corporate wrongdoing. An investigative reporter may make use of one or more of these tools, among others, on a single story:

- *Analysis of documents, such as lawsuits and other legal documents, tax records, government reports, regulatory reports, and corporate financial filings*
- *Databases of public records*
- *Investigation of technical issues, including scrutiny of government and business practices and their effects*
- *Research into social and legal issues*
- *Numerous interviews with on-the-record sources as well as, in some instances, interviews with anonymous sources (for example whistleblowers)*
- *Federal or state Freedom of Information Acts to obtain documents and data from government agencies*

4. Group Bear - The Bear and the Cat

Create a reality show in which the Bear and the Cat are the last remaining residents (of the house/island etc.). What kind of conflicts do they have? Do they resolve it? Who will win the show?

5. Team Fox - Brother Fox

Make a profile interview with the Fox about the events of the wedding.

In a profile interview the focus is on the individual.

The profile consists of:

- *The person's background (birth, upbringing, education, occupation).*
- *Anecdotes and incidents involving the subject.*
- *Quotes by the individual relevant to his or her newsworthiness.*

- *The reporter's observations.*
- *Comments of those who know the interviewee.*
- *A news peg, whenever possible.*

6. Team Wolf - Brother Fox

Create a vlog from the Wolf's point of view

A vlog is journalistic video documentation on the web of a person's life, thoughts, opinions, and interests. A vlog can be topical and timeless, instructional and entertaining. The main thread is trying to communicate on a personal level with your audience.

8. Presentation of the videos

Students watch the videos that the other groups created.

9. Summarising, closing: Why did I choose this picture?

Put a lot of pictures in the middle of the room (on a desk or on the floor). Ask the students to choose a picture according to their mood. Students sit in a circle and they explain to the others why they chose their picture.