

# ARBETSBLAD

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PEDAGOG: NINA OLIVIER  
PRODUCENT: KEITH FOSTER  
PROJEKTLEDARE: MIA BISANDER  
BESTÄLLNINGNUMMER: 104134/RA1

## THE DARK ROOM

### **Before listening**

#### ***Riddle:***

You cannot see me, hear me, or touch me. I lie behind the stars and alter what is real, I am what you really fear. Close your eyes and I come near. What am I?

You have a single match and are in a pitch black room with a candle, an oil lamp and a gas stove. Which do you light first?

It's 3am, the doorbell rings and you wake up. Unexpected visitors! It's your friends and they are here for breakfast. You have strawberry jam, honey, coffee, bread and cheese. What is the first thing you open?

***Talk about it:*** What would you do if you woke up trapped in a dark room? What would you do first? Who would you want there with you? If you could bring one thing, what would you bring?

### **While listening**

Listen for clues to see if you can figure out where the teenagers are and why they are there. What are they going to do next?

### **After listening**

#### ***Understand the words.***

Look at these words from the Dark room:

<b>thrive</b>	<b>affect</b>	<b>thrilling</b>
<b>peer</b>	<b>solitary</b>	<b>confinement</b>

What do they mean? Translate them, see if you can find synonyms and antonyms to them. Explain them in English and then try to put them in sentences.

**Poem**

Read and analyse this poem together with a friend. What does it mean? What does the author mean by it? Write your own poem about darkness.

*We grow accustomed to the Dark* by Emily Dickinson

We grow accustomed to the Dark –  
When light is put away –  
As when the Neighbor holds the Lamp  
To witness her Goodbye –

A Moment – We uncertain step  
For Newness of the night –  
Then – fit our Vision to the Dark –  
And meet the Road – erect –

And so of larger – Darkness –  
Those evenings of the Brain –  
When not a Moon disclose a sign –  
Or Star – come out – within –

The Bravest – grope a little –  
And sometimes hit a Tree  
Directly in the Forehead –  
But as they learn to see –

Either the Darkness alters –  
Or something in the sight  
Adjusts itself to Midnight –  
And Life steps almost straight.

**Use your senses**

Pretend you're an interpreter for blind people. Your mission is to guide a blind person around your school. The person wants to walk by him- or herself, so you can't complete your mission by pushing the person around in a wheelchair. How would you guide them? What would you say? Write it down or tell a friend! Remember, you should use vivid language with plenty of adjectives and adverbs to make the rooms come alive to your client. You might want to think about describing distances, differences in levels etc. as well.

**Blog about it**

Pretend you're one of the people trapped in the dark room. Write a blog entry about your experience. What did you feel and think when you were in the room? Did your senses register something? What did you feel and think afterwards?





**Game:**

*The minute* – this is a game for the entire group. How long could you be in a dark room before you lose your sense of time? Turn off the lights. The challenge is to know when a minute has passed without looking at a watch. When you think a minute has passed – stand up. Whoever comes closest is the winner of the game.

*Guess the sound* – one person at a time keeps his or her eyes closed. Someone makes a sound, for example tapping with a pencil on the desk, and the person with their eyes closed needs to guess what the sound is.

*Killer* – everyone sits in a circle with their eyes closed. The teacher knocks on everyone's backs. One knock = nothing, two knocks = you're the killer, three knocks = you're the detective.

Everyone then opens their eyes. The killer kills his or her victims by blinking to them. A killed victim falls down. The detective's job is to guess who the killer is. Once the killer is revealed, you start over.

Note: you can either play this sitting down in your chairs or leave the circle and walk around in the room.

**ANSWERS:**

**Riddle:**

1. The dark
2. The match
3. Your eyes