

Tatterhood

A folktale from Norway

Recommended Key Stage:1/2

Synopsis

A king and queen are sad to have no children. A mysterious woman agrees to help them. but the queen disobeys the advice she is given and gives birth to two girls, the younger gentle and beautiful, the older wild and unconventional, who rides a goat and brandishes a wooden spoon. When the trolls steal the head of the younger sister and replace it with a calf, the older takes her sister to get it back. On the quest they meet a king and his son and a bargain is struck.

Part 1: Share the Story

Watch the video **Stories from the Woodshed: Tatterhood**

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

Questions	
KS1	KS2
- What were your favourite parts of this story and why? - What words could you use to describe Tatterhood? - This story teaches us that it doesn't matter how you look on the outside, it's what's on the inside that counts. Tatterhood's name is not very nice. It is based on how she looks, not on how good she is on the inside. Think up another name for Tatterhood, which reflects how she is as a person. What could it be?	- What could some key messages be for this story? If you were going to write a sub-heading for this story, what would it be? Use this sentence starter: A story that teaches us to.... Suggested answers could include: - Be kind to siblings - Be loyal - Be brave - Help others - Be proud to be yourself - Be good on the inside - it matters more than how you look on the outside; - Love people for who they are and don't try to change them. - Are any of the ideas above more important than others? - Tatterhood's name is not very nice. It is based on how she looks, not on how good she is on the inside. Think up another name for Tatterhood. What could it be? - The hungry old beggar woman at the beginning of the story told the Queen not to eat the purple flower. What would have happened if the Queen had obeyed the old woman's words? Was the old woman good or evil?

Part 3: Play the Story

Activities	
KS1	KS2
Story Walk The students stand in different spaces in the room. They have each become Tatterhood in their own story worlds. Read out the text in Resource A line by line. As you read, the students mime their interpretation of the words said.	Hotseating Choose a character from the story. One volunteer comes to sit in the hotseat as a character. They could be the Queen, Rose, Tatterhood, a Troll, the Grey Goat, the Younger Prince, the Elder Prince. The rest of the class ask questions. They could use these sentence starters to frame their questions: - Why did you....? - How did you feel when.....? - What were you thinking when you.....? - If you could do all this again, what would you do differently? - What other options did you have when you.....? - How do you feel about (x character) Why?
Story Sequencing Divide the class into pairs or threes. Each group has a set of sequencing cards (resource B) and sorts the cards into the order they happen in the story. Give each group some post-its.	Emotional Literacy Give out emotion wheels. Look back at the emotion wheel and ask children to find some of the emotions they felt when they were being Tatterhood. Using the emotion wheel, they write down words on post-its (one word per post-it) to describe the feelings that Tatterhood might have at different points throughout the story. They place each post-it along the sequence. Compare with other groups and discuss why you chose each emotion.

Part 4: Story Stimulus

Activities	
KS1	KS2
Another Episode Say Tatterhood and Rose are now married and living in the Palace with Prince the Younger and Prince the Elder. One day, another enemy attacks them! In groups or independently, create a story using the following suggested story structure and modelled example in Resource C	If There Was Only One Imagine that the Queen has obeyed the old woman, and only eaten the red flower. Only Rose is born. Construct a story that shows us what would have happened to Rose if Tatterhood had never been born. Would she have remained with a cow head for ever? Or would she have become strong and resilient herself? In groups, create a story using the following structure and modelled example in Resource D.
Anti-Heroes - In this story, Tatterhood is an anti-hero. An anti-hero is not a villain. An anti-hero may ultimately be a morally good person. They just won't look or behave like a traditional hero. - How do Princesses, Princes and Heroes usually look? What do they usually carry, or ride? - How is Tatterhood an anti-hero? - Create your own Anti-Hero. Draw a picture and explain: - How your anti-hero looks: hair, clothes, any distinguishing marks or features; - How your anti-hero walks; - What your anti-hero carries; - What animal your anti-hero rides; - What your anti-hero's name is: it's easier to do this last as the name needs to reflect how the anti-hero looks.	Anti-Heroes Role-play - Create your own Anti-Hero. If you have some dressing up clothes, the students could use these to help create their character. - Develop the character of your anti-hero. - What are the positive aspects of their character? Are they brave, loyal, patient, wise, generous? - Who is their best friend? This could be some one unexpected, and completely different from the anti-hero. - Devise a story in which the anti-hero showed true loyalty to their best friend. What was the situation and what happened? - Each student, in role, comes to the front of the class and introduces themselves as their anti-hero. The rest of the class can ask questions in order to develop their character further.

Part 5: Taking it Further

Similar Stories

Strong female characters:

St Frideswide (England)

East of the Sun, West of the Moon (Norway)

Molly Whuppie (England)

Stories about siblings:

The Twelve Brothers (Germany)

Little Burnt Face (North America)

Chinye (Africa)

Wider Curriculum Links

PSHE: Value the different contributions people and groups make to the community about diversity: what it means; the benefits of living in a diverse community.

- about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes
- towards others; strategies for challenging stereotypes
- about prejudice, how to recognise behaviours/actions which discriminate
- against others; ways of responding to it if witnessed or experienced

Learning Resources

Resource A

Story Walk Prompts

- You are Tatterhood; show us tossing your great wild mane of hair!
- Now take your hood, place it firmly on your head, and tie a string under your neck. Oh, it's hard to cram all your hair in!
- Have a look in the mirror. Do you like the hood?
- Never mind that. Where's your beautiful grey goat? Have a look for it.
- Oh – the goat is running away! Quick, entice him with some goat feed! There we go, he is eating it happily at your feet! Now's your chance! Get on the goat! Off you go – riding through the country!
- Now pause at the kitchen window – you need to get your wooden spoon! Brandish it as you ride on your goat.
- Stop! What's that? Can you hear trolls? Oh – get down low and advance very...very...slowly...
- You have found them! Now – make yourself as huge as you can and shout, 'SURPRISE!'
- Yes! The trolls are running way! Give yourself a clap.
- Wait – you can hear a mooing sound. Where is that coming from?
- Follow the sound of the moo. Oh – can you believe your eyes? Your sister is in front of you – but she has the head of a cow!
- Your sister is sad. Comfort her a little. But – oh – she smells of cow! Ugh! But – oh – you adore her, control yourself and pat her head.
- Now take her hand and lead her out of the Palace. You are going down a mountain, weaving this way and that, and down to the sea. Take a deep breath – that's the salty sea air! Now – row the ship all the way to the land of the Trolls!
- Now's the time to attack! Bound away on your goat. Here's the castle!
- You can see your sister's head hanging up like a sausage. You'll have to be very quiet so that no one hears you.
- Sh!...tiptoe...tiptoe...tiptoe...quick as you can, untie your sister's head!

Learning Resources

- That's right! Now....ve-ry slow-ly.... pop it under your arm and get back on your goat! Sh...! Very quietly and slowly!
- Oh no! The trolls have heard you! Slap the goat to make it go quicker!
- Too late! The trolls are here! But you can do this! Thwack – thwack – THWACK them with your wooden spoon!
- Now - RIDE!
- Ah! You are back at the ship. Your sister is waiting for you. Quickly – put her head on. Like magic, the cow head has disappeared! Your sister is back!
- Show how happy you are!

Learning Resources

Resource B

Sequencing – add additional steps to the story to make this more challenging

Two princesses are born – one delicate, the other wild. The Queen hides her daughter's wild hair under a hood and names her Tatterhood.	Although the sisters are very different, they are devoted to each other.
Some wicked trolls attack the castle and cut off Rose's head.	Tatterhood chases after the trolls and climbs the devil's cliffs with her goat.
Tatterhood defeats the trolls with her wooden spoon and gets Rose's head back.	Tatterhood realizes she doesn't need to hide her hair under her hood anymore.

Learning Resources

Resource C

Another Episode

Story Structure	Modelled Example
Tatterhood and Rose are in their kingdoms with the Princes.	<i>Tatterhood is riding her grey goat and having a race with Prince the Elder on his horse. Rose and Prince the Younger are sipping tea.</i>
One day, an enemy threatens the kingdom.	<i>Suddenly, some wolves approach the kingdom!</i>
The enemy changes the heads of Rose and the two Princes with heads of a creature!	<i>Rose and the two Princes hide. The wolves find them and replace their heads with chicken heads!</i>
Tatterhood defeats the enemy.	<i>Tatterhood captures the wolves in the dungeon of the castle. She encourages Rose and the two Princes to come forward and peck the wolves with their chicken beaks!</i>
Tatterhood manages to get the heads back.	<i>Tatterhood strikes a bargain with the wolves: if Rose and the Princes can have their own heads back then they will stop pecking them.</i>
The story ends.	<i>The wolves agree to the bargain. The wolves become friends with Tatterhood and protect her kingdom for ever.</i>

Learning Resources

Resource D

If there was only One

Story Structure	Modelled Example
Rose is in the Palace with the King and Queen.	<i>Rose is in the Palace with the King and Queen.</i>
The trolls attack the Palace.	<i>The trolls attack the Palace.</i>
They swipe off Rose's head and replace it the head of another animal.	<i>They swipe off Rose's head and replace it with the head and neck of a giraffe.</i>
How does Rose react?	<i>Rose stretches her long, giraffe neck up to the Palace window. She tells the King and Queen what has happened.</i>
How does the story end?	<i>The King and Queen send their soldiers to attack the trolls, which they do. Sadly, they never find Rose's head, so Rose has to stay a girl with a giraffe head for ever.</i>