



LESSON 9

OBJECTIVES:

Practicing the skill of posing open questions, developing flexibility and positive thinking, understanding the features of gait as a body language, learning the rules of table setting.

LIST OF TASKS:

- **Group game — "Question-Answer";** *purpose:* to warm up the group, develop the ability to ask open questions and provide answers to them; *required equipment:* a ball
- **Group game — "Heads-Tails";** *purpose:* to teach the power of positive thinking and the ability to identify opportunities; *required equipment:* a coin
- **Group game — "Tell by One's Gait";** *purpose:* to explore the importance of one's gait and its importance in personal image
- **Group game — "Maintaining Correct Posture";** *purpose:* to practice correct posture and gait; *required equipment:* books
- **Individual task — "Setting the Table";** *purpose:* to provide information about setting the table, teach the rules of table etiquette; *required equipment:* Attachments 10.1 and 10.2, pencils and erasers - for each child
- Personal folders for each child

Note 1: The descriptions of the tasks are general guidelines, keeping in mind that personal input and creativity are encouraged throughout the program.

Note 2: The context of each paragraph is teacher speaking and engaging children.

Note 3: "... " indicates children have performed the task.





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GROUP GAME — "QUESTION-ANSWER"

Teacher: Hello, kids! It's a pleasure to see you and welcome to our lesson. Let's sit in a circle and play with the ball. The person who will be throwing the ball should always ask a question and the person who is catching the ball should always answer the question. The question you ask should not have a "Yes" or "No" answer and should be formed so that the other participant can give a detailed answer to it.

(Children perform the task, teacher helps them to ask the right questions — How do you feel? Where were you on Sunday? What games do you like? and so on).

GROUP GAME — "HEADS-TAILS"

Teacher: Now, please look carefully at this coin which has two sides — heads and tails. Heads will mean "good" and tails will mean "bad". If the coin is flipped heads-up, then we will only look for the good in each event or in every fact. However, if the coin is flipped tails-up, we will look for the bad in each event or fact. For example, I say the word "forest". I flip the coin and it lands heads-up, then I say "The forest is good, because it helps clean the air." After that, I pass the coin to my neighbor, who flips the coin. If it lands tails-up, they should explain why the forest is bad, for example, "The forest is bad, because you can get lost in it" and so on. Each word must work its way through the entire circle noting that the outcome of the coin flip is always random.

(Children perform the task. Teacher chooses the topics in which children are able to distinguish between "good" and "bad" — the time of the year, animals, household appliances, television, etc.).





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GROUP GAME — "TELL BY ONE'S GAIT"

Teacher: You did a great job! Now, let's continue. What can gait tell us about a person?
(Children answer).

Teacher: You are absolutely right. It turns out that each person has their own individual gait. One person may walk proudly and confidently; another person is fussy and in a hurry; someone else's steps may be imposing and slow. It turns out that you can learn a lot about a person by the way they walk. Let's try to copy a person's walk. (Teacher gives several examples, such as a person Who has just had a big lunch; Who has shoes that don't fit; Who accidentally kicked the brick; Who is alone in the forest at night, etc. Children perform the task).

GROUP GAME — "MAINTAINING CORRECT POSTURE"

Teacher: Well done! Can you guess the gait of a person who are confident in themselves and who feel fine?... (Back is straight, head held up high). You are absolutely right. Let's practice walking with our backs straight and our heads held high.
(Teacher gives a book to each child).

Teacher: Please put this book on your head. Now, let's walk with a book on our head.
(Children perform the task).

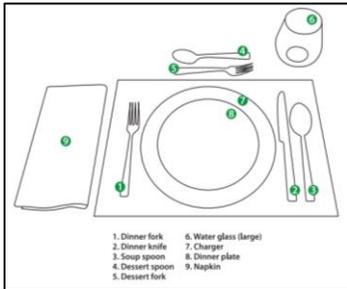
Teacher: Great, you can continue this training at home. By the way, when sitting at the table you should try to keep your back straight and not lean forward.



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INDIVIDUAL TASK — "SETTING THE TABLE"

Teacher: With the books on our heads let's sit at the table. Kids, you can see, how important it is to observe order, not only in behavior but also in appearance, because one can learn a lot about you by looking at your behavior and appearance. We don't want others to see us as a bad person, so always try to be better that is try to make sure the coin is always turned heads-up. Now, please take the book off your head. Do you know the name of the order that we create on the dining table?... (Table setting). The order of setting the table has been created over many years, determined by the rules of hygiene and intended to provide us with everything necessary. I will make riddles which you will solve.
(Teacher makes a riddle which children solve).

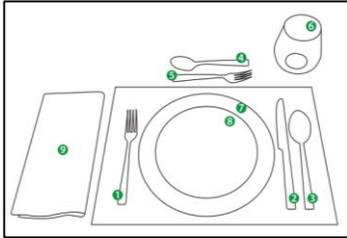


Attachment 10.1

Teacher: In order to set the table, there are a number of items that we usually use. First riddle — We can be made of porcelain, glass, metal and other materials... (Dinner plates). Using one word describe what knives, forks and spoons are... (Cutlery). While setting the table, it is put on the table, it can be paper or linen... (Napkins). When having a meal, people not only eat but drink as well, so aside from plates and cutlery what other items are on the table?... (Glasses, wine glasses, cups). Amazing, you're great! Let's look at the picture I'm about to give you.
(Teacher hands out Attachment 10.1 for each child).



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Attachment 10.2

Teacher: Each number in this picture corresponds with the name of the item marked below. Please look at the picture carefully and try to memorize the name of each item. If you don't understand something, please ask me to explain. (Children perform the task, and when finished, have them turn the sheet over on its reverse side).

Teacher: This time I'll give you the same sheet but without names. (Teacher hands out Attachment 10.2 for each child).

Teacher: Try to write the name of each item for each corresponding number. If you need some help you peek at the first page, but only if you need a bit of help. (Children perform the task).

Teacher: Please collect pencils, arrange the chairs so that the room is clean and tidy. Say "Good-bye" to each other and smile. Have a great week. (Teacher collects the completed tasks, signing them on the reverse side, and puts them into the child's personal folder).