



# LESSON 1

## OBJECTIVES:

Meeting the group, developing perception and observation skills amongst peers, developing imagination, getting acquainted with non-verbal means of self-expression

## LIST OF TASKS:

- **Group game — "Let's Get to Know Each Other!";** *purpose:* to create a friendly atmosphere, involve shy children in communication; *required equipment:* Attachments 1.1, 1.2, 1.3, 1.4 - for the group, a ball
- **Group game — "My Place";** *purpose:* to develop attention and observation skills; continue getting acquainted with each other; *required equipment:* music
- **Group game — "Clumsy Bear";** *purpose:* to develop focus and involvement
- **Individual task — "Find the Animal";** *purpose:* to develop imagination, fantasy, fine motor skills and precision; *required equipment:* Attachment 2, colored pencils - for each child
- **Role game — "Figure out the Animal";** *purpose:* to develop one's imagination and ability to express one's self; *required equipment:* Attachment 3 - for the group
- **Group game — "Clap – Don't Clap";** *purpose:* to activate audio-attention and physical fitness

•• Personal folders for each child, soft toy Bear Bucha

*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 — "LET'S GET TO KNOW EACH OTHER!"



Attachment 1.1



Attachment 1.2



Attachment 1.3



Attachment 1.4

**Teacher:** Hello, kids!  
(Children are sitting on chairs in a circle).

**Teacher:** My name is... We are starting new classes where we will learn how to communicate correctly, how to speak and behave. I have a friend here with me today but he's hidden so that we'll have to guess who he is. I'm going to show you some pictures. If you add the first letters of each object that I show you, you will find out who is with me.

(Teacher is showing Attachments 1.1, 1.2, 1.3, 1.4, children are guessing — balloons, elephant, apple, rainbow).

**Teacher:** All right — I have a Bear with me, and his name is Bucha. Here he is. Let's pet him. Bear Bucha lives in the forest, he is very curious and he loves new friends. Now, let's play and tell our names so that Bear Bucha knows who we are. Let's stand up, and I will take the ball. Here are the rules — I will be calling my name and will be throwing the ball to one of you. The person receiving the ball, tells their name and throws the ball to the next person. The next person who gets the ball, tells their name and throws the ball to someone else, etc.  
(Children perform the task).





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### GROUP GAME — "MY PLACE"

**Teacher:** Great job! Now, that we've met each other, let's try to remember who is standing next to you. Look to your right and loudly say the name of the person beside you. Now, look to your left and loudly say the name of the person who is on your left. Now, we're going to walk on our toes while the music is playing, and as soon as the music stops, you need to go back to your seat with the same people on your right and on your left. (Music is playing. Children are running around the room, after the music stops they are looking for their places. This activity may be repeated several times, whereby children's places have changed).

### GROUP GAME — "CLUMSY BEAR"

**Teacher:** Great — you remembered everything very well! Now, tell me — what does the bear look like?... (Clumsy, soft, fluffy, big, heavy, brown, hungry). The bear is clumsy. It's hard for him to walk, he is big! He waddles. (Teacher is stretching their arms and shows how).

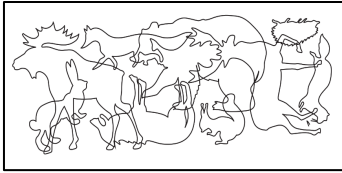
**Teacher:** Now, you show me how a bear walks. And Bear Bucha will look at you. (Children perform the task).

**Teacher:** Good job! See how many bears we have in our group today. And Bear Bucha likes it! Ok, now please take your seats. What can our bear do?... (Run, climb the trees, eat honey, roar, bite, wave his paws, drink, frighten). You're saying everything correct. And who knows, what time of the year does our bear go to sleep?... (Late fall). Wonderful. And what's the name of its house, who knows?... (A den) Where does it live?... (In the forest). Who can tell me what other animals live in the forest?... (Rabbits, foxes, wolves, hedgehogs, squirrels). What are they all called?... (Wild animals). As you can see, the animal world in the forest is very diverse.



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## INDIVIDUAL TASK — "FIND THE ANIMAL"

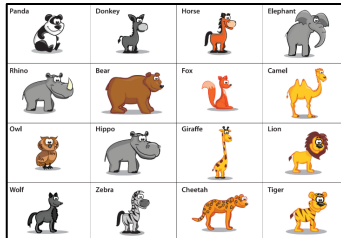


Attachment 2

**Teacher:** Now, let's come and sit at the table.  
(Teacher hands out Attachment 2 for each child).

**Teacher:** Let's look at the picture and try to find the animals on it.... (Moose, fox, hedgehog, squirrel, rabbit, wolf, bear, deer, marten). Take your pencils and start coloring the animals. Remember what color they are or choose the color you like.  
(Children perform the task).

## ROLE GAME — "FIGURE OUT THE ANIMAL"



Attachment 3

**Teacher:** Great pictures, everyone! Bear Bucha really misses his home in the forest, so let's talk about other wild animals. We will be imitating different animals to the group one at a time and without making a sound. Others will guess.  
(Teacher cuts Attachment 3 in lines and hands out to children. Children are coming up one at a time and demonstrating the animals. Others try to guess. The images that are hard to guess can be expressed with a sound).





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### GROUP GAME — "CLAP – DON'T CLAP"

**Teacher:** You all are doing great! Now, let's stand in the circle and tell Bear Bucha what people can and cannot eat. You know that people and bears eat different things. I will be calling names, and if you can eat it you clap once, if you cannot eat it you keep silent. Show me how you can clap.  
(Children are clapping).

**Teacher:** Good job!

(Teacher is calling names: apple, bicycle, candy, TV, boots, pizza, carpet, etc. Children perform the task).

**Teacher:** OK, we have completed our lesson. Now, let's collect the pencils, put the chairs back so that the rooms is nice and clean again. Let's say "Good-bye" to each other and to Bear Bucha and let's 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).