



## LESSON 2

### OBJECTIVES:

Understanding of the human body and sensory organs, developing mimic motions and articulation, overcoming barriers in communication

### LIST OF TASKS:

- **Group game — "Articulation Gymnastics";** *purpose:* to develop the ability to quickly switch from one articulated position to another
  - **Group game — "Non-verbal Greeting";** *purpose:* to overcome barriers in communication, reduce emotional tension
  - **Individual task — "Let's Get Dressed";** *purpose:* to develop fine motor and neatness skills; *required equipment:* Attachment 4, pencils, rulers and erasers - for each child
  - **Group game — "Love-Don't Love";** *purpose:* to develop the imagination and ability to self-express with body language
  - **Individual task — "Color the Robot";** *purpose:* to develop attention to details and neatness, teach the skills necessary to follow the rules; *required equipment:* Attachment 5, colored pencils - for each child
  - **Role play — "Shadow";** *purpose:* to develop the ability to understand the non-verbal signals of others and coordinate activities; *required equipment:* a bell
- 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 — "ARTICULATION GYMNASTICS"

**Teacher:** Hello, kids! Bear Bucha and I are happy to see you and would like to welcome you here. Let's stand in a circle and try to remember what we did at our last class. Who can remember? (Children answer).

**Teacher:** Great! Now, let's continue introducing Bear Bucha to our environment and let's tell him about the human body. Let's start with the head. Touch it and pat yourself on your head. What do you have on your head?... (Hair, eyes, ears, nose, mouth, eyebrows, cheeks). Why do we need eyes?... (To see). Blink your eyes... And why do we need a nose?... (To breathe, sense the smells). Move your nose... Why do we need a mouth?... (To eat, sense the taste, to smile). Open and close your mouth... Why do we need ears?... (To listen). Can you move your ears?... Let's continue our journey on human body. We have a neck, it helps us to move our head and connects us to the rest of our body. Move your head to one side, now to the other side... Well done! A person has two hands — left and right. We use the right hand to draw, to eat and to write. Show me your right hand?... And now show me the other hand — it's your left hand... On our hands we have fingers, show me your fingers... Let's count them... What do our fingers do?... (Hold, sense). And we also have legs, left and right. And why do we need legs?... (To run, jump, walk). And now, let's play a game. Let's stand in a circle. I will be calling body parts, and you need to show them and freeze as a statue. Then I will call another part of the body, you will show that and freeze again. (Teacher is naming the right hand, head, left ear, back of the head, right leg, nose, left knee, etc. Children perform the task).



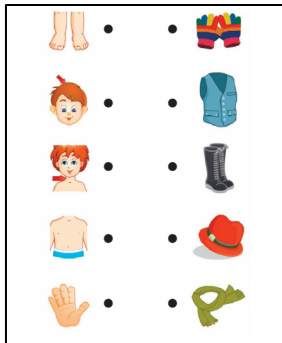
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### GROUP GAME — "NON-VERBAL GREETING"

**Teacher:** Good job, everyone! Now, that we've talked about the parts of our body, let's greet each other. Do you know how people greet each other?... (Shake hands). And do you know that there's a group of people that greet each other by rubbing their noses?... In another group, people greet each other by placing their face against the cheek of the other person and make a deep breath. In another group, the person, greeting the other one, needs to put their palms together as if they are praying, touch their head with their palms and bow. Now, let's greet each other in an unusual way.

(Teacher names body parts, with which children need to touch each other — hands with closed eyes, knees, backs, pinky fingers, shoulders, elbows, etc. Children perform the task).

### INDIVIDUAL TASK — "LET'S GET DRESSED"



Attachment 4

**Teacher:** And now, let's sit at the table and each one of you will receive a picture. (Teacher hands out Attachment 4 for each child).

**Teacher:** Using a ruler and a pencil, you will have to connect the clothing with the body part that you put it on. For example, we don't put pants on our head. Let's organize the picture. (Children perform the task).



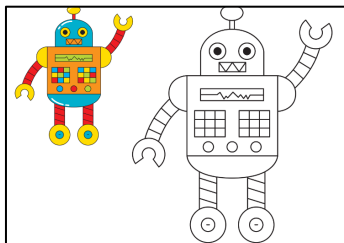
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### GROUP GAME — "LOVE-DON'T LOVE"

**Teacher:** Well done! You did everything correctly. Bear Bucha is probably hungry now. What do you think he likes to eat?... (Honey). Great. But he also likes fish, mushrooms and berries. He especially loves raspberries. Let's stand in a circle and see what you like. I will be naming different foods, and you will show me without words your attitude towards it.

(Teacher names lemon, fried eggs, vegetable salad, cookies, strawberries, milk, pizza, etc. Children perform the task).

### INDIVIDUAL TASK — "COLOR THE ROBOT"



Attachment 5

**Teacher:** And do you know what robots are?... They are automated devices that act like people with the purpose of completing different assignments and commands given by a human operator. A robot can receive these commands directly or act independently. Robots vary in their appearance. Let's look at the picture and color the robot like the one in the example.

(Teacher hands out Attachment 5 for each child. Children perform the task).





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### ROLE PLAY — "SHADOW"

**Teacher:** Now, we need to stand in a circle and divide ourselves into pairs. The person that I point to should say the word "robot", and the next one should say "shadow". Continue this throughout the circle so that each of you will either be a "robot" or a "shadow".

(Children repeat the words one by one).

**Teacher:** Now, you are in pairs that include a "robot" and "shadow".

(Teacher is making the pairs).

**Teacher:** Listen to your assignment — as the robot starts to move, the shadow should repeat the exact same movements. When I ring the bell, you will change roles.

(Children perform the task).

**Teacher:** Good job! This brings our lesson to the end. You all did very well. Now, let's collect the pencils, rulers and erasers, put the chairs back so that the room is nice and clean. 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).