



## LESSON 3

### OBJECTIVES:

Getting acquainted with our emotional states, understanding our counterparts by facial expression and body language, developing the ability to share information with use of non-verbal signals

### LIST OF TASKS:

- **Group game — "Fireworks Greeting";** *purpose:* to create a positive atmosphere, involve shy kids into communication
  - **Group game — "Continue the Movement in a Circle";** *purpose:* to develop the ability of self-expression with movements and imagination, bring kids together
  - **Group game — "I Can";** *purpose:* to see how well the kids know their body parts, develop attention and coordination of movements
  - **Group game — "Facial and Hand Emotions";** *purpose:* to explore different emotions, explore the means of their expression; *required equipment:* Attachment 6 - for each child
  - **Individual task — "Guess the Emotion";** *purpose:* to develop attention to detail, fine motor skills and neatness; *required equipment:* Attachments 7, scissors and glue - for each child
  - **Group game — "I Can Hear Everything!";** *purpose:* to develop curiosity and the ability to switch from one activity to another
- 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 — "FIREWORK GREETING"

**Teacher:** Hello, kids! Bear Bucha and I are happy to see you. I hope everyone is in a great mood, and that you are ready for today's lesson. Let's welcome each other. To do this, let's all get closer to the circle, stretch our hands forward with the palms down. I will open my hand, and you will put your hands on my palm one on top of the other so that we create a "hill" with our hands. Good job! Now, we lift our "hill" up and we will make a salute together. On the count of "One, Two, Three" we will raise our hands as high as possible without separating them. When you hear the word "Firework", we throw out our hands like a "fountain".  
(Children perform the task. It can be repeated several times, teacher rings a bell before new fireworks).

**Teacher:** You made a wonderful firework. Now, let's take our seats in the circle... Tell me how did you guess that I was calling you?... (The ring of a bell). You understood me correctly, great job! So, even when people are silent or speak another language, you can still understand them. Even Bear Bucha, who doesn't know our language, can understand what we are talking about. What's the secret here? Kids, there is a language that includes words but there is also a language that includes body movements which we all speak. Try to name what I will show with my body movements.  
(Teacher puts index finger to the mouth with sound "Shh". Children answer: Silence. Teacher shows with hand or finger movement towards. Children answer: Come here. Teacher shakes head from side to side. Children answer: No. Teacher applauds. Children answer: Admiration).





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### GROUP GAME — "CONTINUE THE MOVEMENT IN A CIRCLE"

**Teacher:** Let's try to play with the help of only our body. I will be passing on an imaginary object to my neighbor on the right, one at a time. When you receive it, pass it on to your neighbor. Imagine that I am holding a big ball. (Teacher is spreading his arms, showing how big the ball is and passes it on. Children perform the task. The next objects may be a heavy weight, hot pancake, baby, spider on a web, a stack of cubes, burning candle, etc...).

**Teacher:** Now, let's pass on a handshake.

(Teacher while saying "Hello", is shaking the hand of the child to the left, and that child continues passing it on. Children perform the task. The "Hello" and handshake should go through the circle and return to teacher).

### GROUP GAME — "I CAN"

**Teacher:** Well done! And now, let's remind Bear Bucha, what we did last time... (Repeating body parts). That's correct! Let's show Bear Bucha how we can control our bodies.

(Teacher is naming the action that kids need to do — extend your right hand; close left eye with left hand; hold right ear with left hand; hold left ear with right hand; put left hand on the waist, touch your head with left hand, put left leg behind the right one, etc. Children perform the task).



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### GROUP GAME — "FACIAL AND HAND EMOTIONS"



Attachment 6

**Teacher:** And what else did we do at the previous lesson?... (Colored and played robots). Do you know that unlike robots or animals, a human being is a very emotional creature?... Do you know what emotion is?... (Children answer).

**Teacher:** Emotion is an expression or an attitude to whatever is happening around us or inside us. Let's remember what emotions you know. (Children are naming, teacher is helping them).

**Teacher:** Usually our emotions can be seen on our face. The ability of a human face to express different emotions is called "facial expressions". In turn, show me how your face can express joy, sadness, fear, anger, surprise, disgust. (Children perform the task).

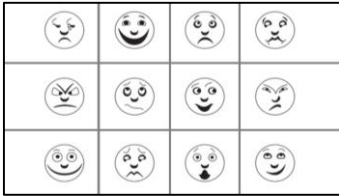
**Teacher:** Great job! But emotions can be demonstrated not only with facial expressions but also with our hands and our posture. This is called "body language". (Teacher hands out Attachment 6 for each child).

**Teacher:** Look at this picture. Let's try to guess what feelings and emotions the children on the pictures have... (Sadness, joy, fear, shame, anger, boredom, interest, disgust, admiration, insult, surprise, pleasure). You did well on this assignment! And now, try in turn, using your body language and facial expressions, to demonstrate joy, sadness, fear, anger, surprise, disgust. (Children perform the task).



## LESSON 3

### INDIVIDUAL TASK — "GUESS THE EMOTION"



Attachment 7

**Teacher:** Wonderful! Now, let's sit at the table.  
(Teacher hands out Attachment 7 for each child).

**Teacher:** Please cut out pictograms. Look at the photos of the children and select a pictogram that relates to each photo. Glue the pictogram on the picture.  
(Children perform the task).

### GROUP GAME — "I CAN HEAR EVERYTHING!"

**Teacher:** Great job, everyone! I think Bear Bucha is getting homesick. Let's remind him of the forest and the nature. I will be naming different words: if you hear a word that is an animal, clap twice.  
(Teacher is naming: pot, giraffe, sea, moon, monkey, flower, tiger, etc. Children perform the task).

**Teacher:** Now, let's change the rules. As soon as you hear a word that is a plant, you need to jump up.  
(Teacher is listing — blanket, palm tree, ice cream, rose, dandelion, ball, cactus, etc. Children perform the task).

**Teacher:** Now, let's combine the first and the second assignment: you will clap twice when you hear a name of an animal, and you will jump up when I pronounce a name of a plant.  
(Teacher is listing — Christmas tree, car, dog, arm chair, turtle, birch tree, glass, etc. Children perform the task).

**Teacher:** And now, let's collect the paper, scissors and glue, put the chairs in place 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).