



LESSON 7

OBJECTIVES:

Bringing attention to non-verbal ways of self-expression, practicing showing emotions to each other, developing the skills of self-reflection and self-regulation, maintaining flexibility

LIST OF TASKS:

- **Group game — “My Mood for Today”**; *purpose*: to teach how to express different emotions non-verbally, initiate asking questions purposefully
- **Group game — “Maple Leaves”**; *purpose*: to develop group dynamics, practice collaboration and peer support, develop attention to details; *required equipment*: Attachment 8 - a few copies for the group
- **Group game — “The Hedgehog is Walking”**; *purpose*: to practice self-control and movement coordination, introducing to sense of balance; *required equipment*: music, Attachment 9.1 - for the group
- **Group game — “The Hedgehog is Curling”**; *purpose*: to show the possibility of self-defense, to develop flexibility and self-control; *required equipment*: Attachments 9.2-9.4 for the group

** 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 for the teacher to speak and engage with the children

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





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GROUP GAME — “THE BALLOON”

Teacher: Hello, kids! Bear Bucha and I are glad to see you all. How is your mood today? ... Let's stand in a circle altogether and share ... I will start first with greeting everyone, then saying my name and showing my mood with my face or voice.

(Teacher says loudly and cheerfully: “Hello, everyone! My name is...” and shows their good mood with a smile and arms wide-open. Children perform the task. Teacher helps children to imitate facial expressions, intonations and gestures. Bear Bucha is the last one who greets children. Teacher imitates him using sad intonations).

Teacher: Have you all noticed that our dear Bear Bucha is a bit sad today? ... Let's ask him what happened. Bear Bucha, why are you so sad? Did you sleep well?

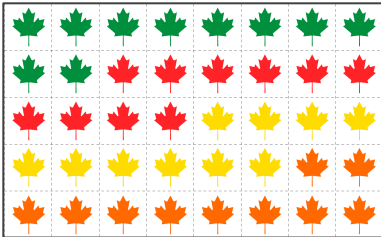
(Teacher responds with the voice of Bear Bucha: “No, I didn't.” Teacher encourages children to ask others questions to guess why the bear is sad. When children become involved in the conversation, teacher starts telling the story with the voice of Bear Bucha).

GROUP GAME — “MAPLE LEAVES”

Teacher (with the voice of Bear Bucha): Thank you all for being so attentive and caring! A sad story really happened to me. My friend collected maple leaves for all of us. They were sorted out according to colors in a very beautiful way. But as I was walking, a very strong wind began to blow, and all the leaves fell out of my hands. I had to pick them up from the ground, and when I finally collected them, I saw that all the colors were messed up. Now, I feel sad because I could not do what my friend had asked me to.



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Attachment 8

Teacher (speaking their own voice): Oh, come on, Bear Bucha, this is not a problem! We will all help you and sort the leaves by color — putting green leaves next to green ones, red leaves next to red ones, yellow leaves next to yellow ones and orange leaves next to orange ones. Should we all help the bear? ...

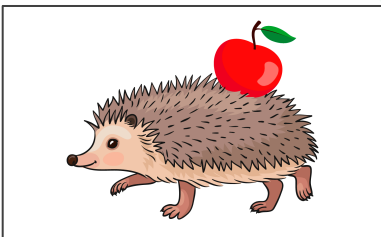
(Teacher puts on the table the pile of colorful leaves from Attachment 8, which was previously cut into cards, and children perform the task. Teacher helps children with the task).

Teacher: You all did a great job, you helped Bear Bucha.

(With the voice of Bear Bucha teacher expresses gratitude to children).

Teacher: You see, kids, our bear did a great job. Today he learned the two most important words, without which friendship is impossible. And these two words are “Thank you.”

GROUP GAME — “THE HEDGEHOG IS WALKING”



Attachment 9.1

Teacher: You all are wonderful and real friends too! Do you know how Bear Bucha’s friend, the hedgehog, carries leaves, mushrooms and berries that he collects? ...

(Teacher shows Attachment 9.1 to the group).

Teacher: Let’s try it too, I wonder if we all will be able to carry something on our backs, like the hedgehog does.



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(Teacher asks children to crawl on their hands and feet, putting any easy object on their backs, the best thing to use for this is an item of children's clothing, which is small and light).

Teacher: You all need to start moving slowly around the room, trying not to drop the object that lies on your back. I will turn on slow music to which you should begin to move. After some time, I will turn on faster music, and then you need to move faster as well. Then the music will become even faster, and you will need to move as fast as possible. Remember, that you have items on your back, try to prevent them from falling down.

(Teacher turns on the music. Children perform the task. Teacher changes the music to make the task faster. Teacher helps children with the task).

GROUP GAME — “THE HEDGEHOG IS CURLING”



Attachments 9.2-9.4

Teacher: You all did a very good job. And who knows what happens to a hedgehog when they are in danger?...
(Teacher shows Attachment 9.2 to the group).

Teacher: You see, the hedgehog curls up and releases its spikes. Let's see if you can defend yourselves like hedgehog does. Hedgehogs, unlike bunnies, do not know how to run fast, they do not climb trees like squirrels and do not have sharp claws and teeth, like bears do. So, let's try to act like hedgehogs. You can put aside your items and continue crawling without them. As soon as I show you a picture depicting danger — a fox or a wolf, you should curl up and freeze.





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Follow me to see when the danger disappears.

(Children perform the task imitating hedgehogs. From time to time, teacher shows Attachments 9.3 and 9.4 to the group. Teacher helps children with the task).

Teacher: You all did a great job today. Now, let's stand in a circle, look at each other, hold hands and say "Good-bye" to each other and to Bear Bucha as well ... I will see you at our next lesson!

