



POLAND

LT TA 4 - TOPIC:

T&T: Inclusion and integration

Corrective-compensate classes (2/3 graders)

Topic: Let's talk about emotions.



45
min



2-3



A



Classroom



The lesson is for pupils with some specific problems. By doing some exercises the pupils are to realize some of the therapeutic objectives.

Therapeutic objectives

- exercises for visual perception and visual memory,
- auditory perception training,
- concentration exercises,
- eye-hand coordination exercises,
- extending the student's vocabulary,
- communicative competence exercises,
- fine motor skills exercises,
- exercise in creating short oral statements.



Operational objectives

- pupil points out and names the basic parts of the face
- pupil is able to define the features (nouns) of the elements of one's own face and that of another person, e.g. protruding ears, full lips, large eyes, thick eyebrows, etc.

Stages

1. TALK - What are emotions? What do you think? Try to define.

Pupil's definition:

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.....
.....
.....

Teacher's definition:

Emotions are something that is born in our heart through the various situations and circumstances in which we participate. The source of emotions is, in fact, everything that surrounds us. Emotions are neither good nor bad. Everyone has the right to feel happy and angry. The most important thing is what we do with these emotions, and if and how we show our emotions to others.

2. View the picture with emotions. Tell me how are you today? Why? What made you feel happy / sad / angry / dissatisfied?

Teaching aids - pictures of children's faces expressing various emotions.

3. Fun face / face game.

Version I. Place a mirror in front of the child. Teacher says: Show what your face looks like when it is joyful. Look in the mirror .. What does it look like when you get angry? When you are afraid of something, what's your face? When are you sad? At the end, we make a happy face and check the effect in the mirrors to see if we have done the job well. Teacher concludes: Learning to recognize and name what we feel is important. There are feelings that are easier, more pleasant, and also those that are less pleasant. However, we need all the feelings.

Version II. The pupil is watching the illustrations. Then he/she tries to express the emotions with his/her body and voice.

4. "Double" game with emotions. The cut cards are dealt face down among the players. In the middle we reveal one card. When prompted, all players reveal the first card in their pile. Whoever finds and names the common symbol for their card and the card in the centre of the table first places their card in the middle. The goal is to get rid of all cards in your pile as quickly as possible.



5. Is it easy to show emotions? - playing in front of the mirror to show min.

Who is this?

e.g.:

He puts on fake hair, have mustaches and noses stuck on, sometimes wears a mask and applause critical from the audience? Who is he? An actor.

Who?	What does he do?	Where?

The actor plays various roles on stage. He plays not only with the body, but also with emotions. Is the acting profession easy? - Oral answer.

6. Name what emotions would accompany you during the given situations.

- you got a bad mark even though you had studied for the test,
- someone stole your bike
- you have lost your favorite toy, e.g. a knight's sword
- the teacher praised you in front of the whole class for your homework well done
- mom bought you a dream blouse

7. Online game - create a memory portrait based on the testimony of a witness. Hear and choose the facial elements accordingly - noun definition.

The link: <http://www.yummy.pl/children/pl/game/pl/portret>