



Title of the activity:	"Blue Dancers" by Edgar Degas as a creative inspiration of presenting emotions.  Group work / individual work						
Type of activity:							
Activity description:		en generations and c	ts of choreotherapy. The aim of the lesson is the ingegration ultures, relaxation through the artistic interpretation of paintings				
	<u>Time</u>	Contents:					
	5'	At the entrance of the classroom, every participant randomly chooses a colourful sheet of paper, they sit according to the prepared arrangement of colours.  A short presentation of ballet performed by Agata Kielnar. Relaxation background music during the whole class. Introduction - a short presentation of all participants (students, invited guests including representatives of the Senior University)  A conversation about assosiations, emotions, colours, meaning of dance in our life. Participans choose scents associated with dance – individual expressions.					
	40'	One of the student reads quotes on dance from literature.  Participants are paired up according to colours they chose at the beginning of class or they work individually.  They randomly choose the fragment of the reproductions of paintings by E. De puzzle, applying an art technique, enlarging the fragment — the copy of the pa					
	10'	Participants stick / arrange the fragments in the whole composition, they present their work (exhibition)					
	5'	The summary, hand	ding out gifts made by students				
Timing:	4th Apı	il 2017					
Resources:	Finance	cial and material	2 reproductions of paintings by E. Degas "Blue Dancers", "Dancers in Pink", a CD, gifts for participants, a basket with scents, colourful sheets of paper,  Oil pastels – 5 pieces, dry pastels – 5 pieces, crayons – 5 pieces, A3 beige sheets of paper – 25 pieces, a glue, a tape,				
	<u>Organizational</u>		big sheets of white or grey paper  Spacious classroom, an excuse of students for being absent on their lessons				







## TEACHING UNIT Anger Control Workshop



Title of the activity:	Where does the anger live and what can we do with it?						
Type of activity:	workshop						
Activity description	as well	ement of TZA-ART method: Practice of Anger Control- it teaches what not to do ll as what to do to reduce a level of the anger. Its aim is to teach how to stop citability in the body caused by emotions or the anger in order to have a e of reflection on the choice of adequate behaviour.					
	<u>Time</u>	<u>Contents</u>					
	15'	A scene or a short film introducing students to the topic.					
		Discussing the scene (film), describing the main emotion/feeling.					
		/the inside and the outside fuses/					
		Talking about the anger, about situations in which it appears and persons who are experienced by this emotion/ feeling.					
	15'	/the body symptoms/					
		Discussing the reaction of the body on the describing emotion, identifying own symptoms of the anger.					
		Practising "Where does your anger live?"- work in pairs, a picture of a character, marking places where you feel or react to the anger. Discussing the works.					
	15'	/the reducting agents/					
		A conversation with students about the methods showing how to manage with your own ange they know, giving examples of i.e reducting agents, practising 3-4 of them ("a box of the anger", among them).					
	5'	Summary of the activity.					

Timing	Thursday 6 April 2017	
Resources:	RRHH	Embels you need to divide students into groups, "a box of
		the anger", educational boards titled "Emotions".
	Financial and material	5 grey sheets of paper, fixing mass, 5 highlighters.
	<u>Organisational</u>	









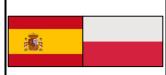
# TEACHING UNIT TRP - creative solving of problems in practice

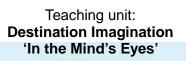
Title of the activity:	And th	nat's whywe have got Easter						
Type of activity:	workin	working in pairs, groups of three and in a group						
Activity description	• Impr	The main aim:  • Improving students' knowledge of Easter customs and traditions.  Methods of work: problematic, verbal, practical, TRP.						
	<u>Time</u>	Contents						
	15'	Phase I. Giving the aim in student's language (you will: know, be able to) After today's activity students will know Easter customs and traditions, they will see for themselves that Easter eggs can be very different and uncharacteristic, each of the students will make up and make something what an Easter egg can be. In a group they will tell their Easter story.  Asking a problematic question (how?, why?, what would it be if?, what to do to?). Problematic question: how to prepare Easter according to a tradition and a custom?						
	15'	The main part of the activity TRP PHASE II. Introduction to the main task and description of it (the task is used to solve the problem).  a) broadening students' knowledge – the role of the teacher is to arrange students' work using available sources of the knowledge (to discuss, check, generate ideas and solve problems, for example getting to know the news and facts, asking extra questions, discussion, conversation with an expert, a film, listetning to a part of the recording, reading a letter from, familiarizing with a diagram etc.  A task 'Easter speculating'. A creative question addressed to the volunteers who have an idea: if I were an Easter Bunny, an Easter lamb, an Easter cake, an Easter basket						
	15'	b) presenting the main task to the students – students are watching a short film about making Easter eggs. Then they are talking about it and about Easter customs (baking Easter cakes, preparing an Easter table, sharing with an egg, Wet Monday etc.).						
	20'	Making an Easter egg, making a story together.						
	10'	The final part of the activity – summary PHASE IV. An important teacher's question (persuading students to autoreflection, self-evaluation, a friend's evaluation): what new did you learn about Easter						

	customs and traditions?, how was your work?, what did you surprise?, what					
	are you satisfied with best?, etc.					
	Students' awareness of learning – conclusions and self-evaluation or a					
	friend's evaluation (using pictographs).					
	Skills: I thought creativly, I asked questions, I worked in a group, I listened to					
	other students, I made a decission.					
	Students who listened well take an ear, who asked questions take a question mark.					
	Students choose the pictograph which shows what they did today or what is					
	important to them.					
100						
	Returning information from students to the teacher about effectivness of					
	forms of work (for example lights, speaking cards, a target, a dice, a basket,					
	a suitcase, faces etc.).					
	Which methods, forms of work did help students learn and remember?					
	Students put an egg into a basket if the activity helped them know and					
	remember Easter customs, if not – they go to the exit.					
man to the second secon						
<u>Timing:</u>	7 April 2017					
Resources:	Easter blessed food, a film, a template Easter egg					
	Financial and material crayons, sheets of paper, pastels					
	<u>Organisational</u>					











Title of the activity:	Challenges 'On demand'						
Type of activity:	Group	work					
Activity_description:	Disapp challer Compelintrodic Creative tasks. group a The manual The grant tasks. The manual The fire are the fire are the fire are the tasks.	pearing". The student age. The performant etition of Creativity Douction part: we warm-up, which a The students are go and develops the abi ain part: roup of students is ation about the cha	going to present two Challenges "On Demand". They will get llenge during classes. Challenges teach the team to deal with nulate the imagination, test the ability to think fast, "on demand",				
	Time						
	25'	The presentation of the artistic challange "The Art of Disappearing"					
			d round – write down as many ideas as possible.  grating task:				
	15'	"Set It" - The Logical Challenge "On Demand".					
	15'	"Is it going to work?" The longest road we can make- The Construction Challenge "On Demand"					
	5'	The summary of activities. Getting feedback from the students- name one thing which you enjoyed during the class					
Date:	5th Apı	ril 2017					
Resources:	RRHH		a set of blocks with symbols				
	Financial and material		White paper sheets (size A4), pens, pencils, paper cups, rubber bands, strings, paper plates, creative wires, paper clips, sticky notes				

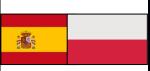
	isa		

Two tables; each of them has six squares taped to them









TEACHING UNIT ICT class

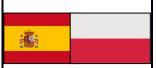
Title of the activity:	Introdu	iction to Robotics in the Classroom				
Type of activity:	Active learning: Games and simulations Class discussion Team project Interactive Demonstrations					
Activity description	Learners will share prior knowledge about robots, their use popular culture (literature and movies) and how they are us in the real world.  Learners will identify and discuss how robots work, define basic vocabulary of their movements and components.  Learners will investigate the various JIMU robots used for for and gaining programming knowledge.  Learners will develop their technology and programming sk Learners will apply their knowledge to programm the JIMU robots.					
	15'	Introduction Discussion about the definition of Robotics How we use robots / How robots can help us Activity and discussion on how to give accurate directions Components of a robot  Technology skills - students familiarise themselves with the programming environment and how to download a program to the JIMU robot.  1. Set up and become familiar with JIMU 2. Open software and become familiar with how to				
	15'	Introduction to Scratch programming - students learn how the robot responds to command icons and bring together the concepts of time, speed and distance Students learn how to move the robots foreward and backward, make a turn				
	15'	Maze challenge and Mexican wave     Creative thinking and problem solving - students come up with their own challenge and conceptualise how the robot can provide a solution				

	5'	Presentation of the leraner's ideas/purposes  Lesson evaluation		
Timing	Thursday	6 April 201	7	
Resources:	Financial and material		10 students aged 12/13	
			Jimu robot and a tablet for a pair of students or a group of three	
	<u>Organis</u>	ational	Internet connection	









TEACHING UNIT
Educational kinesiology
- Paul Dennison method

Title of the activity:	Kincololo	gy advices you how to stimulate your mind and enjoy				
Title of the activity:	good health at Easter.					
Type of activity:	Motion classes including exercises related to educational kinesiology					
Activity description	Classes integrating brain in all three dimensions, they enable free flow of the information from senses to memory that results in new learning. Specific movements activate neural connections in both hemispheres at the same time. Exercises integrating the brain improve effective learning as well as guarantee better results of all cognitive processes. They also contribute to effective communication, longer memory, deeper concentration and foremost they decrease the level of stress thus they positively influence health.					
	<u>Time</u>	<u>Contents</u>				
	15'	Topic and goals introduction.				
	15'	2. Drinking water, masage of places responsible for				
		thinking, Dennison's position.3. Alternate				
		movements in different positions. 4. Pendulum-				
		relaxation of muscles				
		5. Owl – breathing exercises. 6. Lazy eight at eye height – flying butterfly. 7. Symmetrical movements in both planes: a) mirror – exercises in pairs; b) butterfly – symmetrical drawings on the cardboard.				
		8. Bending in a sitting position.				
	15'	9. Elephant – taking into consideration balance of				
		the body when drawing the shape of eight with left				
		and then right hand (the elephant is decorating an				
		Easter egg, then it is painting butterflies);				
		10. Decoration of Easter eggs - colourful, lazy				
		eights in different, optional systems on the				
		cardboard;				
		11. Breathing exercises;				
		12. Relaxation after exercises – lying, visualisation				

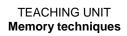
	5'	Evaluation:  The teacher thanks her pupils and encourages them to train regularly. She also hands them notes containing description of basic exercises related to educational kinesiology.	
Timing	Tuesday 4th April 2017		
Resources:	Financia material		Relaxing music on Cd, carton boxes, crayons, exercises water to drink  A place for exercises, soft seats, CD player
		W	











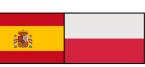
Title of the activity:	I learn	and play.				
Type of activity:	Group activities, individual activities					
Activity description		nts learn some chosen methods which improve work of the brain. They will do ses improving memory, concentration, perception and imagination.				
	<u>Time</u>	Contents				
	15'	1. A play: "Who are you?".				
		Students have got a label with a randomly chosen job pinned to their backs.				
		A student of the pair has to mime this job.				
		2. Give your movement.				
		Children are standing in a circle, they mime movements of the previous students and add their own move.				
	15'	3. Exercises which warm up the second hemisphere of the brain (a lazy				
		figure of eight, a kettle, scrawls).				
		4. Drawing with both hands at the same time (following the trace).				
		5. A game " Hares".				
	15'	6. A competition: An exhibition of diamonds.				
		The task is to find 3 original patterns of diamonds among many other diamonds (a work sheet of paper).				
		7. Improving work of both hands at the same time: "Do it like this".				
		There are 5 crayons in the same lengh in front of a child. The task is to grab all the crayons with the fingers of the opposite hands.				
	5'	1. Summary, finishing the tasks (Today I found out, I know that).				

Timing	Tuesday 4th April 2017	
Pomoce dydaktyczne:	<u>RRHH</u>	worksheets, labels with names of the jobs
	Financial and material	Pins, crayons
	<u>Organisational</u>	A classroom with single desks, a place to play in a circle.









### TEACHING UNIT **Physical education**



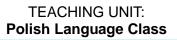
Title of the activity:	Move to learn		
Type of activity:	Multisensory activities		
Activity description	B. Pheloung's motor program improves basic motor skills that may decrease difficulties in learning. Moreover such motor skills contribute to progress in emotional and social development. The program consists of ten sequences of activities typical for younger children like: body awarness, rolling, slipping on tummy, sided creep, alternate creep, crawling (on belly, on back), walking on one's hands and knees, alternate walking on one's hands and knees, alternate walking.		
	<u>Time</u>	Contents	
	15'	Introducing children to guests and short warm up (the	
y		teacher presents majority of exercises that are used	
		during this part of classes)	
		WARM UP lasts for 5'	
		1/ Breathing exercises ; 2/ Eyesight exercises	
		3/ Relaxation exercises with massage;	
	4/ Exercises calming Moro reflex		
	35'	Presentation of all motion sequences that kids acquire one by one during classes. According to programme, it is possible to practise only one sequence of motion during main part of the classes. When children are ready which means they are perfect at first sequence of motion they are allowed to start practising another one. It is necessary to stick to a specific order of motion sequences as they are related in a particular way one to another. It is necessary to devote sufficient amount of time for practice. The pupils are ready when they do activity in correct and peaceful manner. Depending on a group it may take a day or several dozens of days. The author of the programme stated basing on years of experience that learning all 10 sequences may take from	

	one to six months. In order to check if a child acquired particular sequence well enough one may add another activity that he or she may do it at the same time when practising sequence of motion for example reciting a
	poem , counting, practising activity backwards, practising with eyes closed. The changes in
	concentration and posture of the body should be seen after six weeks of systematic practice. The group of pupils who are going to participate in classes completed the the programme last year. Thus they are able to present all sequences of motion.
Timing	Wednesday 5th April 2017
Resources:	Financial and material  Organisational A spacious room











Title of the	The Summary of the project. The island of my emotions.
activity:	
Type of	Group work
activity:	
	the state of the s
Activity description:	The main aim of the lesson is to create a piece of art - the island of emotions; creation of an artistic vision of emotions as a map with symbolic places marked, for example: Solitude Plateau, The Well of Sadness, Jungle Joy. Before that, children identify their emotions in the past, using their own materials (the journal of emotions and the mind map "Emotions").
	Time Contents:
	Determining emotions (feelings, mood) in a few examples of paintings in the form of a landscape. Students justify the connection between the painting and emotions (verbally).  Task: Name the feeling, which is associated with the landscape. Justify your choice.
	Students determine the most frequent emotion in the last month (based on the journal of emotions) and match feelings to colour (notes in a notebook).  Task: If you had to show your emotions in the form of colour, which colour would you use? Write down these emotions in your notebook, using the appropriate colour.
	Marking the emotions which appeared in the last month on the mind map <a href="Task:">Task:</a> Let's look at your maps of emotions. Mark the emotions you experienced in the last month. If your emotion is missing, add it to the map.
	<ul> <li>Creating a piece of art: the island of my emotions. Teacher reminds the students of spelling the geographical names.  Teacher gives an example of a "place" on the map: (Solitude Plateau) and some tips of naming places.  Task: Draw a piece of art which represents your emotions in a symbolic way. Match the appropriate colours and places to emotions.  'I will give you an example:</li></ul>
	walk around the classroom) or present their work (volunteers).
Timing:	Monday 3rd April 2017
Resources:	Teacher's materials Examples of paintings – the landscapes

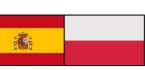
<u>Materials</u>	Sheets of paper (A4), crayons or colourful pens
(purchased within the	
budget of the project)	
Organisational needs	Chairs for guests in the classroom

Teacher: Katarzyna Janowicz









## TEACHING UNIT Integrating activities

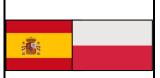


Title of the activity:	The world of senses and emotions in the plays		
		5-61-6-3	
Type of activity:	Individual and in the group		
Activity description	A general objective:     Development of sensual impressions in the plays.     Development of perception skills (sight, hearing, touch, smell, taste).     Development of communication skills and cooperation skills.     Working on concentration.		
	Time Co	ontents	
	10' Int	troduction:	
		How we know, who is who? How we recognise our friends, classmates? What the senses do we use to recognise our friends, classmates?- a brainstorming.	
		<ol><li>Discussion about experiencing of the world by sighting, smelling, touching, tasting, hearing.</li></ol>	
	40' Th	neme development:	
		<ol> <li>Recognising classmate's face by touching his/ her face. One of the student has covered his/ her eyes with scarf and he/she tries to gues the name of the other student.</li> </ol>	
		2. The children work in pairs. They have some special colours to paint ther faces (to each other). They tries to paint one kind of emotion which was chosen from: anger, joy, fear, sadness, weariness, amazement. The students show their face paintings.	
		3. A teacher gives all students some pictures of nature. Their task is to imagine what smells come from those pictures. They work in pairs. They talk to each other.	
		The play "goalball". The students work in pairs. One person with covered eyes plays	

		on the field, listening some information about the ball from his/ her partner and a ball sound. Tha ball has to be rolled into a right goal. The winner is a team with the highest number of points.
	2.	The children sit down on the floor. The next step is the summery of lessons. The students remind some information about the senses and emotions.  Asking a question- what kind of the sense we haven't used in our plays, yet?
	3.	Giving the children some healthy sweets. The students taste them. They talk about their new experience.
Timing	Tuesday 4th Apri	I 2017
Resources:	RRHH	scarves; pictures of nature
Y	Financial and material	special face paints; a sound ball; sweets
	Organisational	Space in the classroom; tables for creativity











Title of the activity:	LET'S M	EET AT A PEAT- BOG	
Title of the activity:	LLI 3 MLLI AI AFLAI- BOG		
	PACKET AT ANY		
Type of activity:	GROUP	WORK – 6 DIFFERENT POSITIONS; 5 GROUPS	
<b>Activity description</b>	STUDEN	TS WORK IN GROUPS TO FULFILL TASKS	
Activity description		ING THEIR KNOWLEDGE CONCERNING PEAT-	
		EY LEARN THROUGH ALL THEIR SENSES	
	Time	Contents	
	IIIIE		
	5'	TEACHERS TELL STUDENTS WHAT THEY ARE	
		SUPPOSED AND HOW MUCH TIME THEY HAVE	
		TO COPE WITH EACH TASK	
	40'	POCITION 4 FLODA OF DEAT DOG DUZZI FO	
	10'	POSITION 1 – FLORA OF PEAT- BOG – PUZZLES	
		PRESENTING PLANTS; STUDENTS RECOGNIZE	
		PLANTS ON THE BASIS OF PICTURES	
	10'	POSITION 2 -DOES PEAT ABSORB WATER? -	
		EXPERIMENT	
		LXI LIMILIVI	
	10'	POSITION 3- MICROSCOPIC EXAMINATION OF	
		LEAF OF PEAT	
	10'	POSITION 4- SAFETY RULES OF BEHAVIOUR	
		IN PROTECTED AREAS – STICK-IN PICTURE	
		THE TRUTE OF THE TOTAL OF THE T	
	10'	POSTION 5 – RECOGNIZING ANIMAL SOUNDS ;	
		ANIMALS LIVING IN PROTECTED AREAS	
		ANIMALS LIVING IN PROTECTED AREAS	
	401	BOOLTON A LANDOGADEG OF BEAT BOOG	
	10'	POSITON 6 – LANDSCAPES OF PEAT – BOGS	
		(ART WORK – COLLAGE)	
	5'	DISCUSSION DEVOTED TO EFFECTS OF	
		STUDENTS' WORK	
Timing	5th April	2017	
	<u> </u>		

Resources:	RRHH	-CARDS WITH TASKS AND
		INSTRUCTIONS
		- SAMPLES OF PEAT NEEDED FOR EXAMINATION
		- PICTURES PRESENTING PLANTS OF PEAT-BOGS (TEACHERS'
		AUTHORSHIP) - PRESENTATION INCLUDING PICTURES AND SOUNDS
	Financial and material	- MICROSCOPES - SCALES
	<u>Organisational</u>	Spacious classroom, tables for group work