

 ART AND EMOTIONS PROJECT	
	TEACHING UNIT: Art therapy	

<u>Title of the activity:</u>	“Blue Dancers” by Edgar Degas as a creative inspiration of presenting emotions.	
<u>Type of activity:</u>	Group work / individual work	
<u>Activity description:</u>	Art therapy with the elements of choreotherapy. The aim of the lesson is the integration between generations and cultures, relaxation through the artistic interpretation of paintings by E. Degas	
	<u>Time</u>	<u>Contents:</u>
	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.
	5'	Introduction - a short presentation of all participants (students, invited guests including representatives of the Senior University) A conversation about associations, emotions, colours, meaning of dance in our life. Participants choose scents associated with dance – individual expressions . One of the student reads quotes on dance from literature.
	40'	Participants are paired up according to colours they chose at the beginning of the class or they work individually. They randomly choose the fragment of the reproductions of paintings by E. Degas - puzzle, applying an art technique, enlarging the fragment – the copy of the painting.
	10'	Participants stick / arrange the fragments in the whole composition, they present their work (exhibition)
	5'	The summary, handing out gifts made by students
<u>Timing:</u>	4th April 2017	
<u>Resources:</u>	<u>RRHH</u>	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 ,
	<u>Financial and material</u>	Oil pastels – 5 pieces, dry pastels – 5 pieces, crayons – 5 pieces, A3 beige sheets of paper – 25 pieces, a glue, a tape, big sheets of white or grey paper
	<u>Organizational</u>	Spacious classroom, an excuse of students for being absent on their lessons



ART AND EMOTIONS PROJECT







**TEACHING UNIT
Anger Control Workshop**



<u>Title of the activity:</u>	Where does the anger live and what can we do with it?	
<u>Type of activity:</u>	workshop	
<u>Activity description</u>	An element of TZA-ART method: Practice of Anger Control- it teaches what not to do as well as what to do to reduce a level of the anger. Its aim is to teach how to stop the excitability in the body caused by emotions or the anger in order to have a chance 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.
		<i>/the inside and the outside fuses/</i> Talking about the anger, about situations in which it appears and persons who are experienced by this emotion/ feeling.
	15'	<i>/the body symptoms/</i> 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'	<i>/the reducing agents/</i> A conversation with students about the methods showing how to manage with your own anger they know, giving examples of i.e reducing agents, practising 3-4 of them ("a box of the anger", among them).
	5'	Summary of the activity.





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



	 ART AND EMOTIONS PROJECT	
	TEACHING UNIT TRP - creative solving of problems in practice	

<u>Title of the activity:</u>	And that's why...we have got Easter												
<u>Type of activity:</u>	working in pairs, groups of three and in a group												
<u>Activity description</u>	<p>The main aim:</p> <ul style="list-style-type: none"> Improving students' knowledge of Easter customs and traditions. <p>Methods of work: problematic, verbal, practical, TRP.</p>												
	<table border="1"> <thead> <tr> <th><u>Time</u></th> <th><u>Contents</u></th> </tr> </thead> <tbody> <tr> <td>15'</td> <td> <p>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.</p> <p>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?</p> </td> </tr> <tr> <td>15'</td> <td> <p>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).</p> <p>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, listening to a part of the recording, reading a letter from..., familiarizing with a diagram etc.</p> <p>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 chicken..., an Easter cake..., an Easter basket....</p> </td> </tr> <tr> <td>15'</td> <td> <p>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.).</p> </td> </tr> <tr> <td>20'</td> <td>Making an Easter egg, making a story together.</td> </tr> <tr> <td>10'</td> <td> <p>The final part of the activity – summary PHASE IV.</p> <p>An important teacher's question (persuading students to autoreflexion, self-evaluation, a friend's evaluation): what new did you learn about Easter</p> </td> </tr> </tbody> </table>	<u>Time</u>	<u>Contents</u>	15'	<p>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.</p> <p>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?</p>	15'	<p>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).</p> <p>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, listening to a part of the recording, reading a letter from..., familiarizing with a diagram etc.</p> <p>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 chicken..., an Easter cake..., an Easter basket....</p>	15'	<p>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.).</p>	20'	Making an Easter egg, making a story together.	10'	<p>The final part of the activity – summary PHASE IV.</p> <p>An important teacher's question (persuading students to autoreflexion, self-evaluation, a friend's evaluation): what new did you learn about Easter</p>
<u>Time</u>	<u>Contents</u>												
15'	<p>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.</p> <p>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?</p>												
15'	<p>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).</p> <p>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, listening to a part of the recording, reading a letter from..., familiarizing with a diagram etc.</p> <p>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 chicken..., an Easter cake..., an Easter basket....</p>												
15'	<p>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.).</p>												
20'	Making an Easter egg, making a story together.												
10'	<p>The final part of the activity – summary PHASE IV.</p> <p>An important teacher's question (persuading students to autoreflexion, self-evaluation, a friend's evaluation): what new did you learn about Easter</p>												

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

	 ART AND EMOTIONS PROJECT	
	Teaching unit: Destination Imagination 'In the Mind's Eyes'	

<u>Title of the activity:</u>	Challenges 'On demand'	
<u>Type of activity:</u>	Group work	
<u>Activity description:</u>	<p>At the beginning of the class the group is going to present a performance called "The Art of Disappearing". The students have been preparing and trying to solve the problem in the challenge. The performance was presented as a Team Challenge during the Twelfth Competition of Creativity Destination Imagination.</p> <p>Introduction part: Creative warm-up, which aims to facilitate the concentration of participants in future creative tasks. The students are going to arrange a pyramid of paper cups – this task integrates the group and develops the ability to cooperate.</p> <p>The main part: The group of students is going to present two Challenges "On Demand". They will get information about the challenge during classes. Challenges teach the team to deal with unexpected situations, stimulate the imagination, test the ability to think fast, "on demand", here and now.</p> <p>The final part: Getting feedback from the students.</p>	
	<u>Time</u>	<u>Content:</u>
	25'	The presentation of the artistic challenge "The Art of Disappearing" <ul style="list-style-type: none"> • Creative warm-up: What is orange and round – write down as many ideas as possible. • Group- integrating task: Arranging a pyramid of paper cups.
	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
<u>Date:</u>	5th April 2017	
<u>Resources:</u>	<u>RRHH</u>	a set of blocks with symbols
	<u>Financial and material</u>	White paper sheets (size A4), pens, pencils, paper cups, rubber bands, strings, paper plates, creative wires, paper clips, sticky notes

Organisational

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









	 Erasmus+ ART AND EMOTIONS PROJECT	
	TEACHING UNIT ICT class	

<u>Title of the activity:</u>	Introduction to Robotics in the Classroom	
<u>Type of activity:</u>	Active learning: Games and simulations Class discussion Team project Interactive Demonstrations	
<u>Activity description</u>	<p>Learners will share prior knowledge about robots, their use in popular culture (literature and movies) and how they are used in the real world.</p> <p>Learners will identify and discuss how robots work, define basic vocabulary of their movements and components.</p> <p>Learners will investigate the various JIMU robots used for fun and gaining programming knowledge.</p> <p>Learners will develop their technology and programming skills.</p> <p>Learners will apply their knowledge to program the JIMU robots.</p>	
	<u>Time</u>	<u>Contents</u>
	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 move icons
	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 forward and backward, make a turn
	15'	1. Maze challenge and Mexican wave 2. 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 learner's ideas/purposes Lesson evaluation
<u>Timing</u>	Thursday 6 April 2017	
<u>Resources:</u>	<u>RRHH</u>	10 students aged 12/13
	<u>Financial and material</u>	Jimu robot and a tablet for a pair of students or a group of three
	<u>Organisational</u>	Internet connection



	 Erasmus+	 
	ART AND EMOTIONS PROJECT	 
TEACHING UNIT Educational kinesiology - Paul Dennison method		

<u>Title of the activity:</u>	Kinesiology advises you how to stimulate your mind and enjoy good health at Easter.								
<u>Type of activity:</u>	Motion classes including exercises related to educational kinesiology								
<u>Activity description</u>	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.								
	<table border="1"> <thead> <tr> <th><u>Time</u></th> <th><u>Contents</u></th> </tr> </thead> <tbody> <tr> <td>15'</td> <td>Topic and goals introduction.</td> </tr> <tr> <td>15'</td> <td>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.</td> </tr> <tr> <td>15'</td> <td>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</td> </tr> </tbody> </table>	<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
<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.
<u>Timing</u>	Tuesday 4th April 2017	
<u>Resources:</u>	<u>RRHH</u>	Relaxing music on Cd, carton boxes, crayons, exercises
	<u>Financial and material</u>	water to drink
	<u>Organisational</u>	A place for exercises, soft seats, CD player





ART AND EMOTIONS PROJECT




TEACHING UNIT
Memory techniques



<u>Title of the activity:</u>	I learn and play.	
<u>Type of activity:</u>	Group activities, individual activities	
<u>Activity description</u>	Students learn some chosen methods which improve work of the brain. They will do exercises improving memory, concentration, perception and imagination.	
	<u>Time</u>	<u>Contents</u>
	15'	<ol style="list-style-type: none"> 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'	<ol style="list-style-type: none"> 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'	<ol style="list-style-type: none"> 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 length in front of a child. The task is to grab all the crayons with the fingers of the opposite hands.
	5'	<ol style="list-style-type: none"> 1. Summary, finishing the tasks (Today I found out..., I know that...).





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



	 Erasmus+	
	ART AND EMOTIONS PROJECT	
TEACHING UNIT Physical education		

<u>Title of the activity:</u>	Move to learn								
<u>Type of activity:</u>	Multisensory activities								
<u>Activity description</u>	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 awareness, 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.								
	<table border="1"> <thead> <tr> <th><u>Time</u></th> <th><u>Contents</u></th> </tr> </thead> <tbody> <tr> <td>15'</td> <td>Introducing children to guests and short warm up (the teacher presents majority of exercises that are used during this part of classes)</td> </tr> <tr> <td></td> <td> WARM UP lasts for 5' 1/ Breathing exercises ; 2/ Eyesight exercises 3/ Relaxation exercises with massage; 4/ Exercises calming Moro reflex </td> </tr> <tr> <td>35'</td> <td>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</td> </tr> </tbody> </table>	<u>Time</u>	<u>Contents</u>	15'	Introducing children to guests and short warm up (the 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
<u>Time</u>	<u>Contents</u>								
15'	Introducing children to guests and short warm up (the 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								

		<p>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.</p>
<u>Timing</u>	Wednesday 5th April 2017	
<u>Resources:</u>	<u>RRHH</u>	
	<u>Financial and material</u>	
	<u>Organisational</u>	A spacious room

	 ART AND EMOTIONS PROJECT	
	TEACHING UNIT: Polish Language Class	

<u>Title of the activity:</u>	The Summary of the project. The island of my emotions.	
<u>Type of activity:</u>	Group work	
<u>Activity description:</u>	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”).	
	<u>Time</u>	<u>Contents:</u>
	15'	<p>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). <u>Task:</u> Name the feeling, which is associated with the landscape. Justify your choice.</p> <p>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). <u>Task:</u> 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.</p> <p>Marking the emotions which appeared in the last month on the mind map <u>Task:</u> 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.</p>
	25'	<p>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. <u>Task:</u> 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:’ ‘We name places in the following way:’ ‘Remember about capital letters in the geographical names’.</p>
	5'	The summary of the lesson: students look at the pieces of art of others (a walk around the classroom) or present their work (volunteers).
<u>Timing:</u>	Monday 3rd April 2017	
<u>Resources:</u>	<u>Teacher’s materials</u>	Examples of paintings – the landscapes

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





Teacher: Katarzyna Janowicz



	 Erasmus+	
	ART AND EMOTIONS PROJECT	
TEACHING UNIT Integrating activities		

<u>Title of the activity:</u>	The world of senses and emotions in the plays	
<u>Type of activity:</u>	Individual and in the group	
<u>Activity description</u>	A general objective: Development of sensual impressions in the plays. <ol style="list-style-type: none"> 1. Development of perception skills (sight, hearing, touch, smell, taste). 2. Development of communication skills and cooperation skills. 3. Working on concentration. 	
	<u>Time</u>	<u>Contents</u>
	10'	Introduction: <ol style="list-style-type: none"> 1. 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. 2. Discussion about experiencing of the world by sighting, smelling, touching, tasting, hearing.
	40'	Theme development: <ol style="list-style-type: none"> 1. 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 guess the name of the other student. 2. The children work in pairs. They have some special colours to paint their faces (to each other). They try 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. 4. The play "goalball". The students work in pairs. One person with covered eyes plays

		<p>on the field, listening some information about the ball from his/ her partner and a ball sound. The ball has to be rolled into a right goal. The winner is a team with the highest number of points.</p>
	10	<p>Evaluation:</p> <ol style="list-style-type: none"> 1. The children sit down on the floor. The next step is the summary of lessons. The students remind some information about the senses and emotions. 2. 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.
<u>Timing</u>	Tuesday 4th April 2017	
<u>Resources:</u>	<u>RRHH</u>	scarves; pictures of nature
	<u>Financial and material</u>	special face paints; a sound ball; sweets
	<u>Organisational</u>	Space in the classroom; tables for creativity

	 Erasmus+	
	ART AND EMOTIONS PROJECT	
TEACHING UNIT The Track of Senses		

Title of the activity:	LET'S MEET AT A PEAT- BOG	
Type of activity:	GROUP WORK – 6 DIFFERENT POSITIONS; 5 GROUPS	
Activity description	STUDENTS WORK IN GROUPS TO FULFILL TASKS IMPROVING THEIR KNOWLEDGE CONCERNING PEAT-BOG; THEY LEARN THROUGH ALL THEIR SENSES	
	Time	Contents
	5'	TEACHERS TELL STUDENTS WHAT THEY ARE SUPPOSED AND HOW MUCH TIME THEY HAVE TO COPE WITH EACH TASK
	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
	10'	POSITION 3 - MICROSCOPIC EXAMINATION OF LEAF OF PEAT
	10'	POSITION 4 - SAFETY RULES OF BEHAVIOUR IN PROTECTED AREAS – STICK-IN PICTURE
	10'	POSITION 5 – RECOGNIZING ANIMAL SOUNDS ; ANIMALS LIVING IN PROTECTED AREAS
	10'	POSITION 6 – LANDSCAPES OF PEAT – BOGS (ART WORK – COLLAGE)
	5'	DISCUSSION DEVOTED TO EFFECTS OF STUDENTS' WORK
Timing	5th April 2017	

<u>Resources:</u>	<u>RRHH</u>	<ul style="list-style-type: none"> - CARDS WITH TASKS AND INSTRUCTIONS - SAMPLES OF PEAT NEEDED FOR EXAMINATION - PICTURES PRESENTING PLANTS OF PEAT-BOGS (TEACHERS' AUTHORSHIP) - PRESENTATION INCLUDING PICTURES AND SOUNDS
	<u>Financial and material</u>	<ul style="list-style-type: none"> - MICROSCOPES - SCALES
	<u>Organisational</u>	Spacious classroom, tables for group work