**2. Emotions and feelings / At school – Zayin level**

* 1. **(= 1 academic hour) Essential physical feelings and emotions**

1. (10'-15’) TPR session. Write on the board the verbs the students are going to use more often in this session: eat, drink, work / study, rest, walk, stop, take.

Give them commands and have them perform the activities. After a couple of students have performed the actions, start asking them:

* What are you doing? (while they perform the action).
* What did you do? (once they have finished the activity).

You can also give commands to more than one student and to the whole class. And start asking other students about what the other student or students are doing / have done.

* Walk! 🡪 What is she doing?
* Stop! 🡪 What did she do?
* Eat! (you two) 🡪 What are they doing?
* Drink! (you two) 🡪 What did they do?

\*The more variety in the commands, the questions and the people involved, the more interesting it becomes for the students.

1. (10') Now ask the students:
2. You do not eat for hours. How do you feel? (hungry)
3. You walk a long time in the desert under the sun. How do you feel? (thirsty)
4. You walk a lot and do not stop. How do you feel? (tired)
5. You work till late at night. How do you feel? (sleepy)
6. You eat something bad. How do you feel? (feeling a tummy ache)

The students have to guess the words for the feelings.

1. (20'-25’) The instructor will ask the student to mimic the actions.

For the development of this session, follow the general instructions (see specific document).

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| 1 | 2 | 3 | 4 |
| I work hard | I do not eat for hours | I am hungry | I eat |

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| --- | --- | --- | --- |
| The sun shines, it is hot | I walk a long time in the desert | I am thirsty | I drink |

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| --- | --- | --- | --- |
| I walk a lot | I do not stop | I am tired | I rest |

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| --- | --- | --- | --- |
| I work all day | It is very late | I am sleepy | I sleep |

|  |  |  |  |
| --- | --- | --- | --- |
| I eat something bad | I feel a tummy ache | I take a medicine | I feel better |

Teacher: What are you doing?

Student: I work hard, I do not eat for hours, I am hungry ….

Other students: You (Masc/Fem) work hard, you do not eat for hours …

He/She works hard, he/she does not eat for hours ….

Teacher: What did you do?

Student: I worked hard, I did not eat for hours, I got hungry ….

Other students: You (Masc/Fem) worked hard, you did not eat for hours, you got hungry …. He/She worked hard, he/she did not eat for hours ….

* 1. **(= 1 academic hour) A morning at school.**

1. (20’-25') TPR session. Arriving at school.

Every morning, you arrive at school. What do you do?

* Go to your classroom.
* Enter into the classroom.
* Greet your classmates: good morning. How are you?
* Go to your seat.
* Sit down.
* Greet the teacher: Good morning, teacher.
* Take your Hebrew book, your notebook and your pen.
* Pay attention to the lesson!
* Study hard!

First, a student performs the actions the teacher tells him/her.

Second, another student performs the same actions, saying what he/she is doing.

* Go to your classroom 🡪 I go to my classroom.
* Enter into the classroom 🡪 I enter into the classroom.
* …

Third, the rest of the classmates describe what he/she is doing.

* Go to your classroom 🡪 He goes to his classroom.
* Enter into the classroom 🡪 He enters into the classroom.
* …

Finally, have them tell what they have done.

* The students went to the classroom. They entered into the classroom, they greeted…

\*These sequences can be repeated as many times as the teacher considers it necessary, with as many combinations as possible (present / past tenses, I / you / he conjugations…). It can also be repeated with more than one student, so the plural forms are practiced:

* You two, go to your classroom 🡪 We go to our classroom.
* You two, enter into the classroom 🡪 We enter into the classroom.

1. (15’-20') What else do we do at school?

Ask the students what they do at school. You can give the first example:

* We learn Hebrew.
* We learn Maths…

(All the school subjects can be reviewed here) 🡪 Which subjects do you learn? We learn Maths, we learn Science…

* We play sports.

(Different sports can be reviewed here) 🡪 Which sports do you play? We play football, we play basketball, we dance…

* We rest during the break.
* We eat our snacks.
* …

1. (10’-15') Talk about your timetable.

Ask questions to the students about their timetable at school. Change the student often so all of them get the opportunity to answer.

* At what time does school start? And finish?
* At what time is the break?
* What is your first subject on Mondays?
* What do you have after the break on Thursdays?
* How many days do you have school?
* What is your favorite subject? / And yours?
* How many of you like Sports? How many of you like…?
* What is your favorite day at school? Why?
* …
  1. **(= 1 academic hour) Essential physical feelings at school.**

1. (10’) Review briefly what the students do at school. A quick TPR session with the students directly saying the sequence out loud can be a good option. For example:

“Every morning we arrive at school, we enter into our classrooms, we greet our classmates…

On Mondays we learn Hebrew, and English, Maths, Science…”.

1. (10’-15’) Review the feelings they learnt, like in 2.1. – b. (hungry, thirsty, tired, sleepy and feeling a tummy ache), but this time ask the questions related to the school.

* How do you feel when you forget your snack at home and you do not eat at school? (Hungry)
* How do you feel when you do not have a water bottle in class and it is hot? (Thirsty)
* How do you feel when you have many difficult school subjects in one day? (Tired)
* How do you feel when you study until late at night? (Sleepy)
* How do you feel when you eat your snack during the break and it went bad? (feeling a tummy ache).

\*If necessary, review the TPR sequences about the feelings with them. (I work hard, I do not eat for hours, I am hungry, I eat…).

1. (15’-20') TPR session. Introduce the new set of feelings.

For the development of this session, follow the general instructions (see specific document).

Same drill as in 2.1. – b. / c.

How do you feel when:

* You get a good mark? (Happy)
* You have a difficult exam? (Afraid)
* You get a bad mark? (Sad)
* You start holidays? (Excited)
* You cheat on the exam and the teacher catches you? (Ashamed)

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| --- | --- | --- | --- |
| I study hard | I get a good mark | I am happy | I laugh |
| I study hard | I am afraid about the exam | I get a good mark | I feel relieved |
| I am lazy | I get a bad mark | I get sad | I cry |
| Today is the last school day | I get out of school | I get excited | I shout with joy |
| I cheat on the exam | I get caught, the teacher shouts at me | I get ashamed | I do not talk, I do not move |

* 1. **(= 1 academic hour) Essential physical feelings at school (continuation)**

1. (10’) TPR session. Review / finish the set of feelings in 2.3. – c.

Same dynamic as in 2.1. – b. / c.

1. (15’-20’) Write words in the board the students can relate to feelings. In pairs, have them say a complete sentence. The must include all the feelings they have learnt so far. For example:

Good mark 🡪 I am happy when I get a good mark.

Words could be: hot, bad, hard, late, difficult…

Verbs could be: cheat, eat, drink, study, work, finish, pass, fail…

\*There must be at least a word to each feeling.

Then, ask each pair to say a sentence, and cross the word in the board that they have used.

1. (15’-20’) “Dani’s horrible day at school”. Write the title on the board. In pairs, they have to guess 5 bad things that happened to Dani, in the past tense and using the feelings they have studied so far. Give an example.

* “Dani had a horrible day. Why? Because he forgot his snack. He felt hungry all morning.

Other examples can be:

* He studied for his Math exam. He didn’t sleep all night. He felt sleepy.
* He arrived late at school. He felt ashamed.
* He got a bad mark in Science. He felt sad.

Then, have each pair say an example. Make them say as many situations as possible. Maybe write the most original ones on the board.

If there is still time, you can also have them say good things that happen to Dani, in order to use “happy” and “excited”. For example:

* He passed his Math exam. He felt happy.
* The teacher told them they have a trip. He felt excited.
* …

\*Again, the most original answers can be written on the board.

* 1. **(= 1 academic hour) Complex emotions. The fable of the ant and the grasshopper.**

1. (10') Ask first the students how they feel when:
2. They want to speak with a girl/boy but they do not dare (shy)
3. A friend does something wrong and is punished (sorry for him/her)
4. Study hard and get a good mark (proud)

Ask how the teacher feels when:

1. The students do not pay attention in class (angry)
2. (15'-20') TPR session. The instructor will ask the student to mimic the actions.

For the development of this session, follow the general instructions (see specific document).

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| I feel in love with a girl | I want to speak with her | I get shy | I don't do anything |
| A friend gets drunk | He goes to prison | I feel sorry for him | I visit him and sympathize |
| I study hard | I get a good mark | I am proud | I smile |
|  | The students play in class | The teacher gets angry | The teacher shouts |

Teacher: What are you doing?

Student: I feel in love, I want to speak with her, I get shy ….

Other students: You (Masc/Fem) feel in love, you want to speak with her …

He/She feels in love, he/she wants to speak with her ….

Teacher: What did you did?

Student: I felt in love, I wanted to speak with her, I got shy ….

Other students: You (Masc/Fem) felt in love, you wanted to speak with her, you got shy …. He/She felt in love, he/she wanted to speak ….

1. (15'-20') The fable of the ant and the grasshopper.

(A few days before the class, ask the students if they know this fable. If they don’t, request from them to read it at home, in order to be ready for this lesson).

Here is the story:

*It was a hot summer day. A grasshopper was lying in the shade, relaxing from the heat of the sun when an ant passed by. The ant was dragging a huge seed in order to store it for the winter.*

*Just looking at the ant made the grasshopper feel tired. "Ant, why do you work all day long? Why don’t you sit for a while and sing a song with me?” he asked, and he took out his violin.*

*“I am gathering food for the winter when it will be cold and there will be no food. It would be a good idea if you did the same," the ant answered.*

*“Oh Ant, why worry about the winter? There is plenty of food right now!” the grasshopper replied. The ant walked away with his load, leaving the grasshopper playing his violin and singing.*

*Winter came and just as the ant had warned, Grasshopper had no food stored. So he went to the ant. “Hello again, Ant! I came to sing you a song in return for some food.”*

*“All summer long I was working hard, while you were singing and laughing at me. As a result I have a full tummy now and you are hungry.”*

In groups of three, the students have to retell the fable of the ant and the grasshopper, using the feelings they have learnt. In order to do that, give each group a list of feelings they have to use. These feelings will be “the ant’s feelings” and “the grasshopper’s feelings”.

Ant: sleepy, afraid, tired, proud, sorry, happy.

Grasshopper: hungry, sad, ashamed, excited, happy, lazy.

Then give them the pieces of the fable below, cut and disorganized. Give them time to put the story together and choose the feelings.

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| --- |
| The summer arrived. The grasshopper was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| The ant was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because she wanted to have food. She started collecting food. |
| During the summer, the grasshopper was \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| The ant worked hard. At night, the ant was \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| The summer ended. The ant was \_\_\_\_\_\_\_\_\_\_\_, but ready for the winter. |
| The grasshopper was \_\_\_\_\_\_\_\_\_\_\_\_\_\_, because he did nothing. |
| The winter started. The ant had a lot of food. She felt \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| The grasshopper didn’t have any food. He was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| During the summer, the grasshopper felt \_\_\_\_\_\_\_\_\_\_\_. He went to the ant. |
| The ant felt \_\_\_\_\_\_\_\_\_\_\_\_\_ and helped him. |
| In the end, both of them were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Have each group read one line of the story, in order and with the feelings they thought suited in the empty spaces best. Be open to different possible answers.

* 1. **(= 1 academic hour) Complex emotions. Conclusion.**

1. (10') Ask the students how they feel when:

* The lesson is boring (bored)
* The lesson is interesting (interested)
* They spill coffee and stain someone (guilty)
* They see an elephant in the street (surprised)
* They see a ghost (scared)

1. (15'-20') TPR session. The instructor will ask the student to mimic the actions.

For the development of this session, follow the general instructions (see specific document).

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| --- | --- | --- | --- |
| I am in class | The teacher is boring | I get bored |  |
| I am in class | The teacher is interesting | I get interested | I listen, pay attention, ask questions |

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| --- | --- | --- | --- |
| I spill the coffee on the table | You get stained | I feel guilty | I apologize |
| I go to a pub with my parrot | In front of everyone, the parrot says that I am stupid | I feel embarrassed | I keep silent |
| I get out | I see an elephant in the street | I get surprised |  |
| I get out | I see a ghost | I get scared | I hide away |

Teacher: What are you doing?

Student: I spill the coffee, He gets stained, I feel guilty ….

Other students: You (Masc/Fem) spill the coffee, He gets stained, you feel guilty …

He/She spills the coffee, He gets stained, He/she feels guilty ….

Teacher: What did you did?

Student: I spilled the coffee, He got stained, I felt guilty ….

Etc.

1. (15'-20') What happened when I felt…?

As a conclusion for this part, the students need to recall what happened when they felt happy, excited, guilty,… With all the feelings they have studied so far.

In groups of three, give each one of the students in the group a list of feelings. For example:

Student 1: hungry, sleepy, sad, ashamed, proud, interested, scared.

Student 2: thirsty, feeling a tummy ache, afraid, shy, angry, guilty.

Student 3: tired, happy, excited, sorry for someone, bored, surprised.

Student 1: I felt very hungry when I was three years old. I went on a trip with my family. They didn’t bring any food.

Student 2: I felt very thirsty when I was nine years old. I was on the beach and I didn’t have any water.

Student 3: I felt very tired when…

After 10 minutes, start asking the students to tell you an anecdote of another member of the group. For example:

“She felt angry when her little brother broke her toy. She was six years old”.