TITLE

ALPHABLOCKS´ EMOTIONS

AUDIOVISUAL

Identification, expression, and regulation of emotions.

CURRICULAR AREA

Foreign Language – English.

Vocabulary: Emotions – sad, happy, excited, angry, tired, surprised, afraid.

Syntactic-discursive content: Present simple – "This alphablock is... (emotion)".

SCHOOL CONTEXT:

Bilingualism.

RECOMMENDED AGE:

6 to 8 years old.

SUMMARY

The audiovisual material features the popular characters from the BBC series Alphablocks. In it, we see how the characters express different emotions as a result of brief situations accompanying their introductions.

THEORETICAL BASIS: Recognising and identifying different emotions is a fundamental first step towards expressing them appropriately. At early ages, it is important to support children in expressing what they feel through the acquisition of a broad emotional vocabulary. The goal is for them to be able to identify emotions in others and in themselves by recognising significant cues.

PURPOSE: Using the audiovisual material, children will learn vocabulary related to emotions and apply it in writing and simple oral presentations. At the same time, they will practise empathy by learning to identify others' emotions through universal facial expressions.

LESSON PLAN

Stage 1

We start the activity by asking questions about what they saw in the video: "What have you seen in the video? What is the meaning of 'emotion'? How many emotions can you list?"

Then, we watch the video again, pausing it to name the emotions shown. It is not necessary to stop after every letter's appearance, as this would make the activity too long—just select the most representative ones. Some of the emotions displayed are: sad, happy, excited, angry, tired, surprised, and afraid.

Stage 2

The teacher will bring flashcards of the characters featured in the video, each showing a recognisable emotion. Pupils will be invited to choose one. They will then stick the card onto a blank sheet and imagine an alternative situation (different from the video) for that character, based on the facial emotion it displays.

They will write a short paragraph describing the emotion and the imagined reason for it. To support them, the following sentence structure will be displayed:

"This alphablock is... (emotion)... because... (reason)..."

The activity ends with the class sharing their written work.

Stage 3

Seated in a circle to create a welcoming atmosphere, pupils are encouraged to share with the group situations in which they felt the same emotion as their chosen character. To promote participation, the teacher can begin by sharing a personal story and then encourage others with simple questions.