



Title: Lily, the Magic Fairy.

Educational level: 3rd grade of 2nd cycle of Early Childhood Education (5 years old).

Curricular areas: Communication and Representation of Real Life.

Timing: 1 session of 45 minutes (3rd term).



Summary

The story "Lily, the Magic Fairy" provides the appropriate context and motivation to introduce the emotions we will be exploring with students. We will use this resource to work later on their own emotions. After reading the story, we will engage in an emotion identification activity, followed by a hands-on activity to work on conditionals (programming block). Finally, we will conclude with an exercise about analysing potential responses to specific situations (Problem Solving; Computational Thinking). We will end the class with an exit ticket about a reflection on what we have learned.



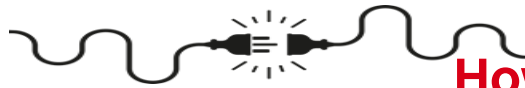
Aims



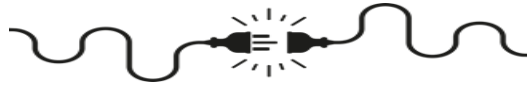
- Develop skills related to emotions and feelings (Stage objective).
- Identify the following emotions: joy, sadness, fear, anger, surprise and calm.
- Understand the overall meaning of the story.
- Comprehend and apply the concept of conditionals (Programming block) in the context of emotions.
- Analyse potential responses for acting in specific situations (computational thinking).

Key competencies to develop: linguistic competence, mathematical competence and competence in science and technology, personal, social, and learning to learn competence; and civic competence.





1. The teacher narrates the **story "Lily, the Magic Fairy"** using large flashcards to illustrate the different emotions. This story will provide the context and motivation to introduce the theme of emotions and relate them to the students' own feelings. The session will be conducted entirely in large group (assembly). *(The dossier includes smaller versions of these cards to reinforce this knowledge later in small groups and to support students with special educational needs.)*
2. **Emotions identification.** The teacher will present specific situations that students might encounter in their daily lives, during the assembly, encouraging them to identify how they feel in each case. For example: show the card "I can't find my mum" and relate it to the feelings that students think of, such as being scared or feeling afraid (pictogram). *(There is no correct answer, as each student may experience different emotions in the same situation).*
3. **Conditionals (Programming block).** The concept of conditional will be introduced through situations related to emotions. We will print a Scratch block representing the condition "If, then." The block will be completed with cards depicting various situations and the emotions they evoke. The condition blocks are cut out and stuck to the image they represent. This way, the teacher can see the written version while the students look at the image it represents. We will use blu-tack to stick the cards in the appropriate places. This activity will take place in the whole group during the assembly. Example: "If my grandparents appear at home, then I feel surprised." We will support their responses with the large pictograms of the emotions. *(There is no correct answer, as each student may experience different emotions in the same situations.)*
4. **Problem Solving (Computational Thinking).** We will present a series of scenarios in which a friend or family member feels a certain way, and students will need to consider how they would act in each case by choosing from the different options provided. To make this activity more visual, we will again use the conditional block and include the blocks they choose, sticking them with blu-tack. We will support their responses with the large pictograms of the emotions *(There is no correct answer).*
5. **Exit ticket.** We will pose various questions to the students to check what they have learned and their feelings about the session. Some of these questions might include: "What have we learned today?" "What did you enjoy the most?" "What did you enjoy the least?" "What activity would you have liked to do?". The teacher should print the tickets so that the students can take them home.



Suggestions

You can use the small cards for students to work more independently or in small groups. They can also be used to support **students with special educational needs**, if applicable.



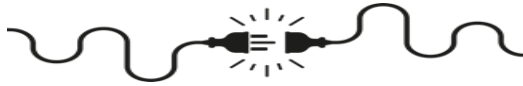
Resources

- **Human:** teacher.
- **Material:** hands-on printables; large flashcards for group work and small flashcards for reinforcing learning in smaller groups, including for students with special educational needs. Cards for working on conditionals and problem solving. Exit ticket.



Spaces: classroom.

Type of activity: whole group and small group activities.



Story: Lily "The Magic Fairy"



Conditional activity

IF THEN

I CAN'T FIND MY MUM

A FRIEND DOESN'T WANT TO PLAY WITH ME

WE WALK IN THE COUNTRY

Cut out and stick the picture behind

I FEEL SAD

I FEEL HAPPY

Exit ticket

WHAT DID YOU LIKE MOST?

WHAT DID YOU LIKE LEAST?

WHAT WOULD YOU HAVE LIKED TO DO?

MY FRIEND FEELS SAD

MY FRIEND FEELS ANGRY

MY FRIEND FEELS SURPRISED

Cut out and stick the picture behind

Large flashcards

SORPRESA

IF MY GRANDPARENTS SHOW UP AT HOME

Small flashcards

JOY

SADNESS

FEAR

ANGER

SURPRISE

CALM

IF I GET A PRESENT FOR MY BIRTHDAY

IF A FRIEND DOESN'T WANT TO PLAY WITH ME

IF I CAN'T FIND MY MUM

IF MY BROTHER DOESN'T WANT TO SHARE HIS TOY WITH ME

IF MY GRANDPARENTS SHOW UP AT HOME

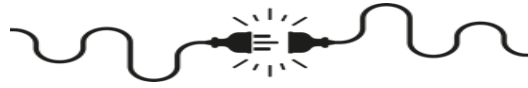
IF WE WALK IN THE COUNTRY

Problem solving cards




I GIVE HIM/HER A HUG

I LISTEN TO HIM/HER





What have we learned?

Assessment Criteria			
Understands the overall meaning of the story.			
Identifies the emotions explored in the session.			
Understands the concept of conditionals in specific situations.			
Proposes actions in response to the presented situations.			
Empathises with and respects the emotions of their peers.			





Computational Thinking

Logic (prediction and analysis): thinking to make predictions, solve problems and make decisions based on available information.

Patterns (recognise and use similarities): recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

Abstraction (delete unnecessary details): simplifying things in a problem hiding unnecessary details or aspects to focus on those, which are relevant and essential.



More information

On this platform, you can access more resources for working on unplugged thinking "[We Program](#)".

QR codes to the activity resources:



Story



Big flashcards



Small flashcards



Conditional activity



Problem solving activity



Exit ticket