

Playing-Learning
with

TALAMBOTE



Classroom Manual

Emotional literacy for boys and girls
from four years old and up.

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Emotional literacy for boys and girls
from four years old and up.

Developed from the "In Their Shoes" method.

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WHAT IS PLAYING-LEARNING WITH TALAMBOTE?

The story **Talambote** is a tale for the emotional literacy of children from three years old, written in 2020 by **Pax Dettoni Serrano** and published by the **Theatre of Awareness Association** and **Editorial Cuatro Hojas**.

Talambote tells the story of Miguelito, a boy who, following his father's instructions, goes to his grandmother's house to get jam. On the way, he finds an abandoned puppy. From that moment on, each of the four basic emotions visits him, eventually leading him to find someone who can take care of Talambote, the puppy.

This story shows children the four basic emotions: sadness, anger, fear, and joy. Through Miguelito's story, children understand that emotions are neither good nor bad. What is good or bad is what we do with them. In fact, in the story, Miguelito does good things with all the emotions, which leads him to save the life of the abandoned puppy.

Talambote facilitates emotional literacy because it allows children to imagine the emotion as another character different from themselves. This way, they can identify and recognize the emotions, and then learn to manage them. Additionally, it also teaches us about the value of gratitude, caring for living beings, and friendship.

Based on the story, this **"Playing-Learning with Talambote"** manual has been developed to delve into all its emotional education learnings with groups of **children from four years old onwards**.

Playing while learning with the **Talambote** story is what children will do during the sessions dedicated to emotional literacy using this educational resource. The goal is not only for them to learn to identify and express emotions but also to be able to represent them theatrically.

Next, we will explain this educational proposal.

We trust that the **Talambote** story and this **Playing-Learning** experience will help the children in your care—who are good, beautiful, and truthful—begin to identify and express emotions through imagination, storytelling, and the theater of awareness.

We trust you as a model,

we trust them,

we trust that together we educate for Peace.

We highly recommend having the Talambote story in print to be able to play-learn with it in your group of children aged three to six.



WHAT IS THE PURPOSE OF PLAYING-LEARNING WITH TALAMBOTE?

The activities that we propose and suggest in this Manual have the following specific objectives for the **emotional literacy of children**:

- To know the four basic emotions: sadness, anger, fear, and joy
- To learn to identify them when they are felt and imagine them as a character different from oneself
- To learn to accept, name, and express all the emotions we feel
- To learn that we first feel the emotion and then we act
- To learn that if we want to calm ourselves when the emotion is very strong, we can do the tree technique
- To learn to express gratitude
- To learn to care for and be concerned about others—all living beings
- To learn the value of friendship



WHERE AND WHEN DO WE PLAY-LEARN?

The Play-Learn {activities} with the story of Talambote are designed to be carried out in the context of a **classroom or group** of children aged four or above. However, the results will vary with different ages, as well as the depth of the learning.

It is recommended to play-learn with *Talambote* **for a minimum of 7 consecutive weeks, holding 2 sessions each week: one early in the morning and another after recess. Each session will last one hour** and will follow the same structure, only changing the central dynamics, which will be explained in more detail later.

This educational resource is designed so that these play-learn sessions have a beginning and an end, meaning they function as standalone teaching units.

However, each teacher can conduct as many sessions as they wish and create as many activities as they have ideas for. Additionally, each teacher or educator can adapt the activities to the maturity level of their particular group. This Manual offers some activity suggestions primarily focused on developing the first competency of emotional intelligence with children: the identification and acceptance of emotions.

It is suggested to follow the order of the sessions established in this Manual to provide a structured and orderly emotional literacy to the group of children.



WHO CAN PLAY-LEARN WITH TALAMBOTE?

Teachers or educators who have completed the training for ***“In Their Shoes: A Space for Active Empathy”*** will find it easier to implement the play-learning activities with the *Talambote* story in their classrooms or groups of children.

Talambote is a story written by the same person who created the “In Their Shoes” method, with the goal of facilitating emotional literacy for young children in educational settings. Therefore, the methodology of the Theater of Consciousness is reflected not only in the story but also in this educational proposal, which follows the structure and content of the “In Their Shoes” method, including the final performance before an audience.

Teachers or educators trained by an accredited facilitator of the method will have the necessary theoretical knowledge to approach the proposed emotional literacy learning in greater depth, as well as the theatrical and playful-reflective skills to guide the proposed activities.

However, teachers or educators who read this manual without having received specific training in the “In Their Shoes” method can still follow the instructions in each section of this manual and read some of the materials available on our website (www.teatrodeconciencia.org). Of course, we also invite them to train with one of our facilitators.



HOW DO WE PLAY-LEARN WITH TALAMBOTE?

This ***Playing-Learning with Talambote*** manual has been developed based on the “In Their Shoes” method and aims to help teachers or educators implement the emotional literacy educational resource through storytelling. Here you will find all the details you need to bring it to your classroom or group of children. The play-learning is composed of two types of activities that alternate in each session:

Playful-Reflective Activities (in the mornings)

A space will be created for children to express themselves and reflect on the story, also using playful and manual resources.

Theatrical Activities (in the afternoons)

It will start with the Theatre of Awareness and the use of masks—so specific to the “In Their Shoes” method—to work with each of the emotions. The emotions felt by Miguelito in the story will be represented, and space will be left for the children to also represent the emotions they feel in their daily lives or in specific situations that have occurred in the classroom.

This theatrical part will aim to stage the *Talambote* story, provided that the group’s maturity level allows it.

In the following section on the structure of the sessions, and in each of the sessions themselves, you will find descriptions of each suggested activity and dynamic. We recommend that you read all of them before starting to implement this emotional literacy process with your classroom or group of children.

However, it is important to keep in mind that in addition to the practical and technical instructions for developing the activities found here, it is crucial to pay attention to yourself in your role as an educator, as this is key to the emotional literacy of the children in your care. **You are, above all, their emotional role model.**

THE ROLE OF THE EDUCATOR

You should know that **your presence, your affection, your calm demeanor** reflected in your tone of voice, your body language, your gaze, and your confidence in each activity are also and primarily the key to the success of the emotional literacy in your classroom or group.

Below, you will find some of the **fundamental keys that you should keep in mind:**

YOUR ATTITUDE:

- **Calm attitude:** Avoiding judgment in both verbal and non-verbal expression, validating their contributions, and aiming to highlight what they do well and achieve.
- **Constant confidence in the child:** Avoid labeling—based on experience—such as “shy” or “bold” when encouraging or discouraging them from taking on different roles in theatrical scenes. Just because a child has been shy in public situations does not mean they cannot overcome that shyness and take on a leading role (in fact, experience shows us they can).
- **Kind and affectionate attitude:** Expressing kindness and affection through both verbal and non-verbal language. Your gaze, gestures, touch, tone of voice, and pace will convey your attitude. **We will not use shouting, threats, or punitive punishments in these sessions.**
- **Grateful and joyful attitude:** Gratitude and joy are fundamental ingredients to facilitate spaces for emotional literacy. If the teacher or educator feels gratitude and joy, their students will catch on.

THE SPACE: CAREFUL AND BEAUTIFUL

In these sessions, a different atmosphere will be created compared to the rest of the regular classes. Given that they will probably take place in the same classroom, the space will be arranged differently than usual. This aspect is very significant for the development of the process. It is recommended that the space be free of tables and chairs (they can be placed at the edges of the classroom) and that the students' arrangement is always in a circle (they can be seated on the floor or on chairs, but everyone in the same manner).

Arranging the students in a “neat circle” means positioning them in such a way that they form an almost perfect circle, allowing everyone to see each other, ensuring that they are all at the same distance from the center. The teacher or educator is one of the members of the circle and participates in the initial activities of the sessions as if they were just another participant.

The space can also be made more pleasant by using relaxing music at the beginning.

It’s also important to consider the symbolic space created through the opening and closing activities, which is why they are repeated in all sessions. The children know that a special space opens in each session where they learn through playful-reflective and theatrical activities and where they can express themselves without being judged; a space where they are trusted and can trust others.



SESSION STRUCTURE

All **14 sessions** will have the same opening and closing dynamics. Between the opening and closing, the proposed activities related to the **Talambote** story will be developed.

1. Opening Activities: 15 minutes

- A. Awakening my body
- B. I calm down by becoming a tree
- C. I am a wagon in the train of trust
- D. The bell rings inside and outside

2. Playing-Learning with Talambote: 40 minutes

Each session will be dedicated to different activities.

Playful-Reflective: A neat circle will be created so that the children can express themselves and reflect on the story. They will also use playful and manual resources.

Theatrical: This will start with theater of awareness and the use of masks to work with each of the emotions. The emotions felt by Miguelito in the story will be portrayed, and space will be provided for the children to represent the emotions they feel in their daily lives or in specific situations that have occurred in the classroom.

This theatrical part will aim at the theatrical representation of the Talambote story.

The activities described in this guide are recommended, and teachers or educators are invited to create their own, following the learning acquired in the “In Their Shoes” training sessions with the facilitator.

3. Closing Activities: 5 minutes

A. The Circle of Friendship

B. The Circle of Thanks {The Circle of Gratitude?} {El Corro de las Gracias}

Below, you will find each of the 14 sessions of the **play-learning** activities proposed for the emotional literacy of your classroom or group of children aged three to six years, based on the Talambote story.

In the first session, all opening and closing dynamics are explained in detail. In the following sessions, they are only mentioned, as the same procedure is repeated.

The same applies to the playful-reflective and theatrical activities: in the first sessions, all are described in detail, but in subsequent sessions, they are only mentioned since the activities are the same, but are related to a different emotion.

As you will see, the structure of this **Play-Learn with Talambote** program follows this outline {/structure}:

Week 1: Introduction to the Talambote story and the emotions (Sessions 1 and 2)

Week 2: Sadness (Sessions 3 and 4)

Week 3: Anger (Sessions 5 and 6)

Week 4: Fear (Sessions 7 and 8)

Week 5: Joy (Sessions 9 and 10)

Week 6: Identifying and expressing all emotions (Sessions 11 and 12)

Week 7: {Representation of the play of Talambote by the Theater of Awareness (Sessions 13 and 14)}

Attention!

Each teacher must adapt the proposed dynamics and activities to the developmental age of their group. Therefore, we do not recommend “Playing-Learning with Talambote” for children under four years old. The theatrical representation is only recommended for children over five years old.

SESSIONS



SESSION 1: PLAYFUL-REFLECTIVE

1. OPENING ACTIVITIES (15 min)

A. AWAKENING MY BODY

In a “neat circle,” standing, we will carry out this dynamic that allows children to feel and become aware of their bodies.

Since the body is our receiver of emotions and carrier of actions, we must always keep it awake. So, starting with the feet and moving up through the legs, hips, torso, back, arms, and face, we gently give ourselves strokes and taps with much affection. We do this with the sensation of waking up the body while also cleaning it of anything that hurts or makes us feel discomfort.

B. I CALM DOWN BY BECOMING A TREE

Once the body is awake, we will learn to calm down by becoming a tree.

We can use the tree poster:

We raise our arms while inhaling and lower them while exhaling.

We imagine that the apples are the emotions we want to calm, and as we lower our arms, they fall off.



C. I AM A WAGON IN THE TRAIN OF TRUST

Always in a “neat circle,” which we will ask to be made smaller (i.e., to get closer to one another)—with the whole body active, we can receive a little massage from our partner {buddy?}. To do this, we all turn to the right and find a back to massage or stroke gently. We can remind them that the shoulder blades hold the wings of kindness that we all have and that when we stroke them, we also activate them.

{While giving the massage, we become a train of trust, so we ask them to say the following messages quietly to the person they are massaging:

“I trust you, Lucia.”

“Trust yourself, Lucas.”

Then, we turn to the left and return the massage and small message to the person who gave it to us before.

At the end, and only if we feel gratitude for the received massage and message, we say “thank you” to both partners.

In this part, we emphasize the importance of giving and receiving gratitude authentically, as well as the importance of offering a model of appreciation to the students.

We can also invite them to reflect on where they have felt gratitude, so they become aware of that physical sensation and can return to it whenever they need.

D. THE BELL RINGS INSIDE AND OUTSIDE

Just as we have connected with the body, where emotions are felt, we will also connect with the heart, where the Self resides, which is good, beautiful, and truthful. To explain this dynamic, we can ask them to sit down again (on chairs or on the floor, according to the participants' preference). We will maintain the "beautiful circle".

We will ask them to, now seated, close their eyes and, in silence, pay attention to the sound of the bell that is heard outside and then inside themselves.

The sound of a bell – Tibetan bells are recommended – extends for a long time, and we will invite them to concentrate on that sound, which is first heard clearly outside and then also remains inside us. We will ask them to do this for about three minutes, so we will need to ring the bell more than once.

We will explain that where we hear the bell inside is where our heart lives: our Self, which is good, beautiful, and truthful.

2. PLAYING AND LEARNING WITH TALAMBOTE (40 min)

Activity 1: Pre-reading

Activity 2: Reading the story "Talambote"

Activity 3: Post-reading

Activity 4: The Emotion Mural

ACTIVITY 1: PRE-READING

With the book in hand, we present it to them, read the title, and then focus on the cover through the following questions:

- What could the word "talambote" mean?
- What other words does it remind us of? Drum? Bounce?
- What appears on the cover? Colors, landscapes, objects, people?
- Are they photos or drawings?
- What could the plot of the book be?
- Does that cover convey any emotion to us?
- What emotions do we know?

ACTIVITY 2: READING THE STORY "TALAMBOTE"

ACTIVITY 3: POST-READING

After reading the story, we will break down its content. We will ask how many characters we remember and try to recall them all. We can go back to the book to read some fragments about a character and even invent voices for them. In this way, we start to dramatize some excerpts as we read them. We will talk about the places, landscapes, and animals that appear in the story and relate them to the children's lives:

- Has anyone been to a place like that?
- Does anyone have a dog?
- Has anyone ever lost a puppy?
- What emotion do you feel if you lose a puppy?
- We will try to revisit the most important events and characters of the story through these questions.

We can also create 6 or 7 cards that reflect the most significant situations in the story and during this activity, we will try to put them in chronological order according to the story of Miguelito.

ACTIVITY 4: THE MURAL OF EMOTIONS

We will create a mural in class using continuous paper where we will establish a column for each emotion, 4 columns in total. This mural will be placed in a visible spot in the classroom and will feature the drawings the children make of each emotion starting from the third session, or their photos representing each emotion through their own gestures.

We will use: Continuous paper, markers, a camera, and a color printer.

3. CLOSING ACTIVITIES (5 min)

A. THE CIRCLE OF FRIENDSHIP

Once again in a neat circle, each child will stand up and say what they have learned in the session or share a nice word.

B. THE THANK YOU CIRCLE {THE CIRCLE OF GRATITUDE}

The children will hold hands and say the word "thank you" to their partner and receive the word "thank you" from their partner. Then, all together, we will shout it joyfully after the teacher counts to three.



SESSION 2: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN BY BECOMING A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

This session is dedicated to having the children create their set of four masks, each representing a different emotion: sadness, anger, fear, and joy.

ACTIVITY 1: MASK MAKING

We'll start by preparing mask templates on colored cardstock.

The silhouette of the mask and the eye holes will be traced onto the corresponding colored cardstocks:

- Blue for sadness
- Black for fear
- Red for anger
- Gold for joy



Once the masks look like the ones in the photos, we will distribute them to the students along with a punch tool and a mat. The instruction will be to punch out the outline and the eyes. For elementary students, they can cut out the outline and punch out the eyes.

We will laminate the sides to give the masks more durability (you can laminate the entire mask, but the eyes will need to be punched out again).

Once all the students have their masks, cut out with empty eyes and reinforced with laminate, we will make holes on the sides to insert the elastic band that will secure the mask to their heads. The masks will then be ready to be used by the characters representing the emotions.

We will use: Colored cardstock, punch tools, mats, and elastic bands.

3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. THE CIRCLE OF THANKS {THE CIRCLE OF GRATITUDE}

SESSION 3: PLAYFUL – REFLECTIVE

1. OPENING ACTIVITIES (15 MIN)

A. AWAKENING MY BODY

B. I CALM DOWN BY BECOMING A TREE

C. I AM A WAGON IN THE TRAIN OF TRUST

D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

SADNESS

We will re-read the story.

Activity 1: Question Dice

Activity 2: Drawing the Emotion

Activity 3: The Emotions Mural

Activity 4: The Magic Box



ACTIVITY 1: QUESTION DICE

We will start by cutting out 6 squares from cardboard and assembling them with tape to create a six-sided die.

On each face of the die, we will attach a piece of Velcro.

Next, we'll make cards out of white cardstock and laminate them. On the back of each card, we'll attach the corresponding piece of Velcro so that they can be attached to the die.

Using whiteboard markers, we'll write questions we want to practice on the laminated cards, related each emotion, such as:

- I feel *sadness* when...
- When I'm *sad*, I want to...
- *Sadness* prevents me from...
- I feel *sadness* in my... (body parts)
- When I'm *sad*, I need...
- When I'm *sad*, it helps me to...

Each day, different children will roll the die, which we've previously equipped with question cards on each face. In a "friendship circle," we will take turns answering the questions that come up when the die is rolled. Afterward, we'll ask the students if they can think of any other questions related to that emotion. If they do, we'll erase what's written on the cards and replace it with the children's suggested questions.

We will use: Cardboard, tape, scissors, white cardstock, laminator, whiteboard markers, and Velcro.

Below is an example of a die with question cards.



ACTIVITY 2: DRAWING THE EMOTION

The children will draw the emotion explored in the session. They will depict it as a character separate from themselves, just like in the story. This means they will draw themselves and then, behind them, draw the emotion using their imagination, giving it whatever shape and color they choose.

Afterward, we can reflect together on the drawings:

- What colors did we use?
- How do we feel when we're *sad*?
- If we do the tree technique when we're *sad*, what do you think will happen?

We will use: Paper, coloring materials, and lots of imagination.

ACTIVITY 3: THE EMOTIONS MURAL

The drawings can be hung on the section of the mural dedicated to the emotion discussed in the session.

If desired, we can also take photos of the children making facial expressions that match the emotion and hang those pictures in the corresponding section of the mural as well.

ACTIVITY 4: THE MAGIC BOX

The Magic Box will be a special container that holds objects or phrases that the children associate with emotions or characters from the story. We will decorate the box and keep it closed with a lid, placing it in a visible but not easily accessible spot to create an air of mystery around its contents. Inside the box, we might place items such as a dog collar, a jar of strawberry jam, a picture of a red backpack, a drawing of a sun, or a puppet of a grandmother...

As the sessions progress, we will add all the emotional materials we work on with the children to this box.

In Session 11, we will open the box and connect the objects found inside with the story of Talambote.

We will use: An opaque box made of cardboard or plastic, wrapped or decorated with continuous paper, wrapping paper, or any other decoration according to the teacher's preference.



CLOSING ACTIVITIES (5 MIN)

- A. THE CIRCLE OF FRIENDSHIP
- B. {THE CIRCLE OF GRATITUDE}



SESSION 4: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN BY BECOMING A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

SADNESS

- Activity 1: Dance of Emotions
- Activity 2: The Emotion Arrives
- Activity 3: If I Were Miguelito in the Story...
- Activity 4: If I Were Miguelito in My Life...



ACTIVITY 1: DANCE OF EMOTIONS

We will play music that corresponds to the emotion we're focusing on in this session. The children will be asked to listen with their eyes closed, paying close attention to the colors, smells, landscapes, and characters that the music evokes for them.

After the first listening, we will share what each person experienced in connection with that emotion.

We will use: Music that evokes the chosen emotion, a speaker, and a spacious, clear area.

ACTIVITY 2: THE EMOTION ARRIVES

We can use the same background music from the previous activity or choose another with a similar tone that evokes the emotion being worked on in the session.

While feeling *the emotion* through the music, we will ask the children to:

- Make facial expressions that reflect *sadness*.
- Move their bodies as if they were *sad*.
- Move different parts of their bodies as if they were *sad*:
 - *Sad* arms...
 - *Sad* head...
 - *Sad* legs...

...

They will then act out performing various everyday activities with the physical and facial expression of sadness:

Brushing their teeth *sadly*.

Eating *sadly*.

Playing with friends *sadly*

Painting *sadly*

...

We will use: A whiteboard, a sadness mask, and a spacious, clear area.

ACTIVITY 3: IF I WERE MIGUELITO IN THE STORY...

We will read the part of the story where the emotion we're focusing on appears.

The children will be divided into small groups and asked to act out that scene. The children representing the emotion can use the sadness masks for this representation.

We will use: The *Talambote* storybook, four or five sadness masks.

ACTIVITY 4: IF I WERE MIGUELITO IN MY LIFE

We will ask the participants to reflect on moments in their lives when they have felt like Miguelito.

So, in groups, they will need to act out scenes from their lives where they have experienced the same emotion as Miguelito. They will also use masks in this activity.

We will use: The mask of sadness.

3. CLOSING ACTIVITIES (5 MIN)

- A. THE CIRCLE OF FRIENDSHIP
- B. {THE CIRCLE OF GRATITUDE}



SESSION 5: PLAYFUL - REFLECTIVE

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

ANGER

We will re-read the story again.

Activity 1: Question Dice

Activity 2: Drawing the Emotion

Activity 3: The Emotions Mural

Activity 4: The Magic Box



3. CLOSING ACTIVITIES (5 MIN)

- A. THE CIRCLE OF FRIENDSHIP
- B. {THE CIRCLE OF GRATITUDE}



SESSION 6: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

ANGER

Activity 1: Dance of Emotions

Activity 2: The Emotion Arrives

Activity 3: If I Were Miguelito in the Story...

Activity 4: If I Were Miguelito in My Life...



3. CLOSING ACTIVITIES (5 MIN)

- A. THE CIRCLE OF FRIENDSHIP
- B. {THE CIRCLE OF GRATITUDE}



SESSION 7: PLAYFUL - REFLECTIVE

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

FEAR

We will re-read the story again.

Activity 1: Question Dice

Activity 2: Drawing the Emotion

Activity 3: The Emotions Mural

Activity 4: The Magic Box



3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. {THE CIRCLE OF GRATITUDE}



SESSION 8: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

A. AWAKENING MY BODY

B. I CALM DOWN WHEN I BECOME A TREE

C. I AM A WAGON IN THE TRAIN OF TRUST

D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

FEAR

Activity 1: Dance of Emotions

Activity 2: The Emotion Arrives

Activity 3: If I Were Miguelito in the Story...

Activity 4: If I Were Miguelito in My Life...



3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. {THE CIRCLE OF GRATITUDE}



SESSION 9: PLAYFUL - REFLECTIVE

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

JOY

We will re-read the story again.

Activity 1: Question Dice

Activity 2: Drawing the Emotion

Activity 3: The Emotions Mural



3. CLOSING ACTIVITIES (5 MIN)

- A. THE CIRCLE OF FRIENDSHIP
- B. {THE CIRCLE OF GRATITUDE}



SESSION 10: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

JOY

Activity 1: Dance of Emotions

Activity 2: The Emotion Arrives

Activity 3: If I Were Miguelito in the Story...

Activity 4: If I Were Miguelito in My Life...



3. CLOSING ACTIVITIES (5 MIN)

- A. THE CIRCLE OF FRIENDSHIP
- B. {THE CIRCLE OF GRATITUDE}



SESSION 11: PLAYFUL - REFLECTIVE

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

We Read the Story

Activity 1: Sequencing Ta-lam-bo-te

Activity 2: Emotions in the Mirror

Activity 3: Yes or No

Activity 4: The Magic Box

ACTIVITY 1: SEQUENCING TA-LAM-BO-TE

We will have the story divided into loose, laminated sheets with the different sequences. The children will play a game where they arrange the events in order: what happened first, and what happened next. The activity can be adapted to the level of comprehension. For younger children, we can sequence the images in the correct order as they occurred. For a 1st or 2nd grade group, we can introduce cards with the emotions that appear in the scenes and increase the difficulty in temporal sequencing.

We will use: Talambote story, laminated images of the story sequences.

ACTIVITY 2: EMOTIONS IN THE MIRROR

We secretly ask one child to express an emotion on their face, and the other children have to guess what it is. Once they guess correctly, we focus on the facial and body features associated with each emotion.

Then we ask everyone to act as a mirror. First in pairs, and then all together. We can use an example with anger and sadness. We will show our face and body expressing sadness, for instance, and they have to guess it. We can emphasize how the emotion influences our presence, posture, face, and head. We will use this example to explain that non-verbal communication – like a classmate's facial expression or body posture – can provide a lot of information about how they feel.

ACTIVITY 3: YES OR NO

We will present the students with cards showing various items, such as a banana, a mask of sadness, a landscape, a child crying, children hugging, a very angry child, etc... We will show them one by one and ask if it represents an emotion or not, and why.

We will particularly reflect on the ones that contain emotions, ensuring that the four basic emotions are always included.



We will use: Laminated images of different objects and emotions.

ACTIVITY 4: THE MAGIC BOX

In this session, the Magic Box is opened, and all the objects that have been placed inside are examined. The children are invited to reflect on which part of the story each object relates to, as well as which specific emotions they represent.

Additionally, we could include cards inside the box with prompts like: "If I feel sad," "If I feel scared," "If I feel happy," "If I feel angry..."

We could also include cards like: "I cry," "I hit," "I insult," "I laugh..."

Then, we will suggest that they associate the emotions with each behavior.

These cards could have been made during previous sessions, and now they can play a memory game with them.

3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. {THE CIRCLE OF GRATITUDE}



SESSION 12: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

A. AWAKENING MY BODY

B. I CALM DOWN WHEN I BECOME A TREE

C. I AM A WAGON IN THE TRAIN OF TRUST

D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

Activity 1: Dance of All Emotions
Activity 2: Each Sheep with Its Pair
Activity 3: Which Emotion Rules?

ACTIVITY 1: DANCE OF THE EMOTIONS

We will mix different melodies that represent the four emotions we have been working on. The children will need to dance, adopting the facial expressions and body postures that correspond to the emotion each melody suggests.

We will use: Various melodies or musical themes representing each of the emotions, a speaker, and a spacious and clear area.

ACTIVITY 2: EACH SHEEP WITH ITS PAIR

Half of the children will wear a mask representing one of the four emotions (whichever they choose), and the other half will maintain a body posture that represents one of those emotions (whichever they choose).

The entire group will move around the room, searching for their counterpart emotion.

Once everyone has found their match, they can perform a short scene in the center of the group about that emotion.

We will use: Four masks for each emotion, a spacious and clear area, background music, and a speaker.

ACTIVITY 3: WHICH EMOTION RULES?

The class will be divided into groups, and each group will prepare a dramatization for the rest of the class. After the performance, the others will have to figure out which emotion dominates the protagonist by analyzing their behavior.

A discussion will follow, where they must reach a consensus on the emotion.

The teacher can hide the mask representing the group's emotion under a cloth to add an element of surprise to the activity.

We will use: Masks of the four emotions, a white cloth, a spacious, clear area, and costumes and props to characterize the characters in the performance.

3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. {THE CIRCLE OF GRATITUDE}



SESSION 13: PLAYFUL - REFLECTIVE

1. OPENING ACTIVITIES (15 MIN)

- A. AWAKENING MY BODY
- B. I CALM DOWN WHEN I BECOME A TREE
- C. I AM A WAGON IN THE TRAIN OF TRUST
- D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

Activity 1: We Rehearse the Theater Plays of Talambote Awareness

ACTIVITY 1: REHEARSING THE TALAMBOTE AWARENESS PLAY

We can choose between the following options for performing Talambote:

- By scenes: Each group performs a part of the story.
- The entire play: Each group performs the whole story.

The teacher, considering the group's dynamics, will decide which approach to take.

All children should participate in the play in some way. We can have two presenters, decorators, music coordinators, or special effects managers, etc.

We will use: Masks of the four emotions, a spacious, clear area, and costumes and props to characterize the characters in the play.

Suggestions for staging the play:

We will divide the class into as many groups as there are scenes to represent. All the groups will be situated on stage, following the order of the Talambote story. They will all be seated on stage, except for the group that is performing at that moment. Once their scene is over, they will sit in their designated area, and the next group will stand up (This way, we avoid the need for entrances and exits from the stage).

We will divide the scenes among the groups, but this time, the groups will not all be on stage. Instead, they will be seated in the front row of the audience and will come up to perform in order, returning to their seats when their scene is over.

We can create new characters so that each child has a role. For example, we can add more family members of Miguelito in the farewell scene when he goes to get the jams, more children who laugh at Talambote, or additional friends of Fátima.

We can divide the group into two, so that while one group performs the play, the other acts as the audience, and then they switch roles.

3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. {THE CIRCLE OF GRATITUDE}



SESSION 14: THEATRICAL

1. OPENING ACTIVITIES (15 MIN)

A. AWAKENING MY BODY

B. I CALM DOWN WHEN I BECOME A TREE

C. I AM A WAGON IN THE TRAIN OF TRUST

D. THE BELL RINGS INSIDE AND OUTSIDE

2. PLAYING AND LEARNING WITH TALAMBOTE (40 MIN)

Activity 1: We Perform the Talambote Awareness Play for the Audience

ACTIVITY 1: WE PERFORM IN FRONT OF AN AUDIENCE

We encourage all teachers to stage the Talambote play with an audience, which could include families or another group of children.

It is also suggested that after the play, a **collective reflection forum** be held to discuss the emotions depicted in the play.

- Some questions the teacher could ask to facilitate the discussion:
- What did Miguelito feel when he found the abandoned puppy?
- Have you ever felt sadness? When?
- What did Miguelito feel when the other children didn't want to keep the puppy because they thought it was ugly?
- Have you ever felt anger? When?
- What did Miguelito feel when he remembered that his father wouldn't let him have a dog?
- Have you ever felt fear? When?
- What did Miguelito feel when his friend Fátima kept the puppy?
- Have you ever felt joy? When?
- Have you ever felt gratitude? When?
- Have you ever helped someone?
- How did it make you feel?
- Has someone ever helped you?

- How did it make you feel?
- Do friends help us? Why?
- When?

3. CLOSING ACTIVITIES (5 MIN)

A. THE CIRCLE OF FRIENDSHIP

B. {THE CIRCLE OF GRATITUDE}

This is the final session, and they have achieved something very special by performing the play. **It is recommended to do something special to celebrate.**

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