

## CLASSROOM PROGRAMMING

**CLASS GROUP:**  
All the school

**DURATION:**  
45 minutes

**PERIOD:**  
All the school year

**TEACHERS:**  
Julia Alaman: Person in charge of the snoezelen classroom  
Marina Campos/Mireia Casado

### AREAS INVOLVED::

Psychomotricity / physics area  
Artistic Education  
Natural environment

**TITLE: We discover the weather in the dark ...**



### LEARNING OBJECTIVES:

- To provide exceptional sensations regarding touch and sight.
- To observe, locate and manipulate luminous elements related to the weather in the dark.
- To experiment spontaneously with new tactile sensations with bright objects.
- To work attributes and properties of the luminous elements used.
- To recognize the different elements of the climate.
- Actively live an activity in the dark.
- To enjoy a relaxing but visually lush environment.

### CAPACITIES:

C I, III, IV

**COMPETENCES**  
c1-c4-c5-c6-c7

### CONTENTS OF AREAS :

Body image  
Sensations  
Tolerance to the dark  
Attention  
The time and the elements  
Basic motor and sensory abilities

### EVALUATION CRITERIA :

1. Accept work in the dark.
2. Identifies different visual elements of fluorinated colors related to time.
3. Experiment with new sensations with the stimuli that are generated.
4. Tolerates the visual stimuli provided.
5. Has initiative in the manipulation of sensory objects.
6. Recognizes attributes associated with the sensory materials used: color, size, temperature, texture, situation.
7. Recognize the elements of the climate
8. Enjoy the activity.

### DESCRIPTION OF THE ACTIVITIES:

- Manipulate different light materials: confetti, ice balls, balls ... associating each one with a climate element.
- We fly light balloons with directional slogans.
- We produce spontaneous artistic creations with time-stamping markers and fluorescent paint: rainbow ...
- Observe visual sensory elements.
- We enjoy a relaxed viscomusical atmosphere.
- We are moving in the semi-darkness.
- Observe our image in the mirror using bright objects: glasses, hats, gloves, makeup.

### MATERIALS RESOURCES

Fluorescent markers  
Balloons and fluorinated balloons  
Boletes with tonic  
Fluorous objects  
White tapes and fluorine  
Personal accessories  
Music player  
Black telons  
Fungible material

### ORGANIZATION:

Intervention for groups of 10-15 students.  
Work dynamics  
We work in corners.  
The classroom is separated in two parts where elements of the climate that we have worked during the course work on each of them.



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CAPACITIES: I. Being and acting independently // II. Think and communicate // III. Discovered and taken initiative // IV. Living and Living the World

COMPETENCES: 1.Comunicativa lingüística y audiovisual // 2.Artística y cultural // 3.Traducción de la información y competencia digital // 4.Matemática // 5. Aprender a aprender // 6.Autonomía y iniciativa personal // 7. Knowledge and interaction with the physical world // 8. Social and citizen