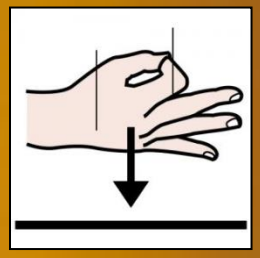
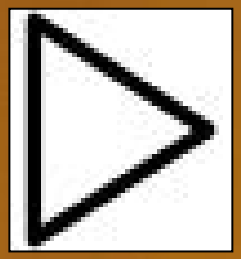
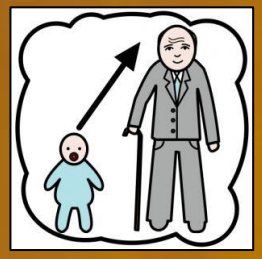
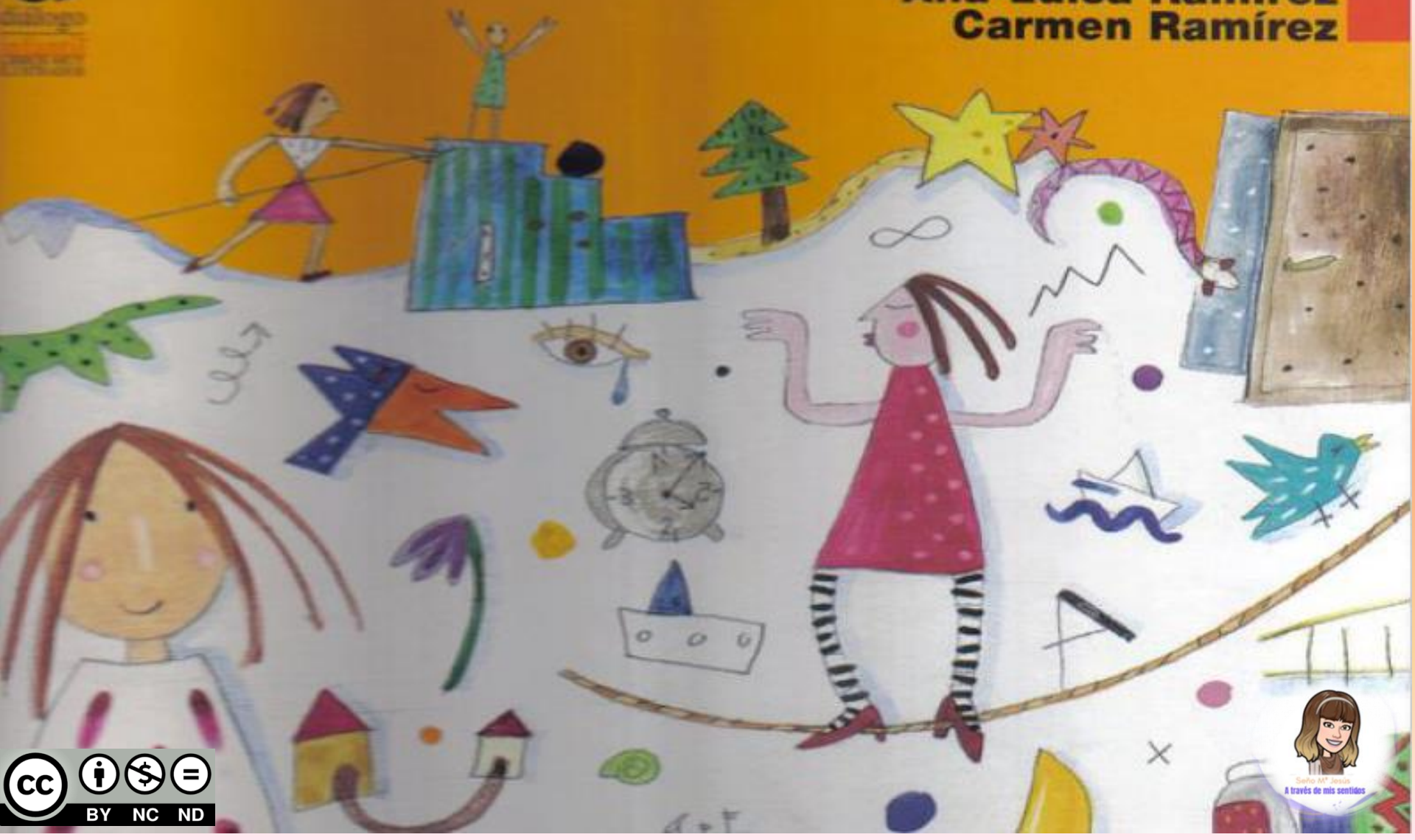






Así es la vida

Ana-Luisa Ramírez
Carmen Ramírez

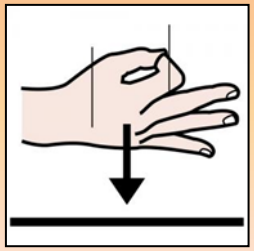
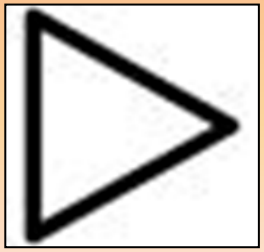


cc BY NC ND

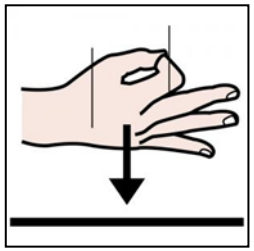
Seño Mª Jesús
A través de mis sentidos

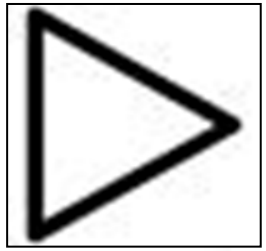
¿Qué incluye?

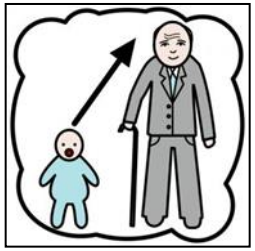
- Cuento adaptado con pictogramas «Así es la vida».
- Orientaciones para vivenciar el cuento por páginas.
- Propuesta de actividades inteligencia emocional: frustración, el duelo y la muerte .

BY NC ND



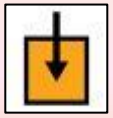


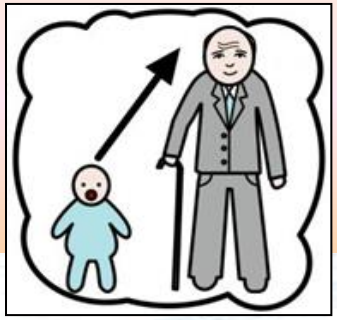
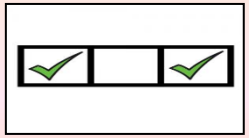


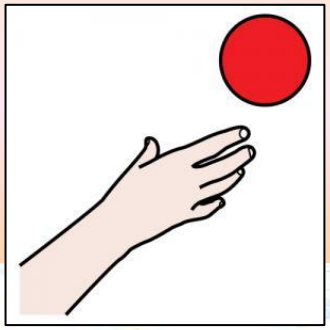
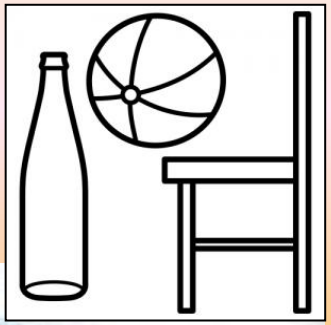
Así es la vida

BY NC ND

EN LA VIDA, HAY VECES QUE DESEAMOS COSAS

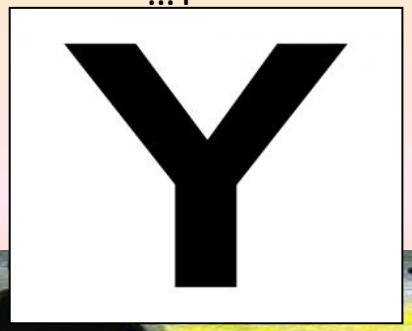


CC BY NC ND

…Y



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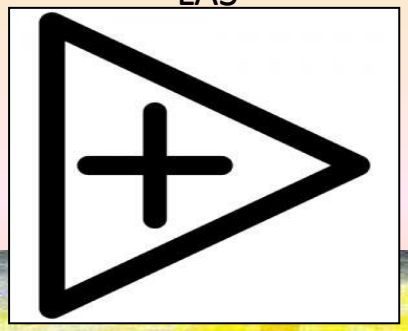
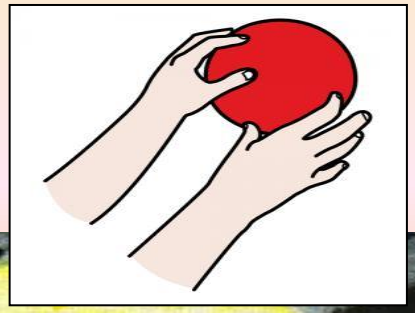
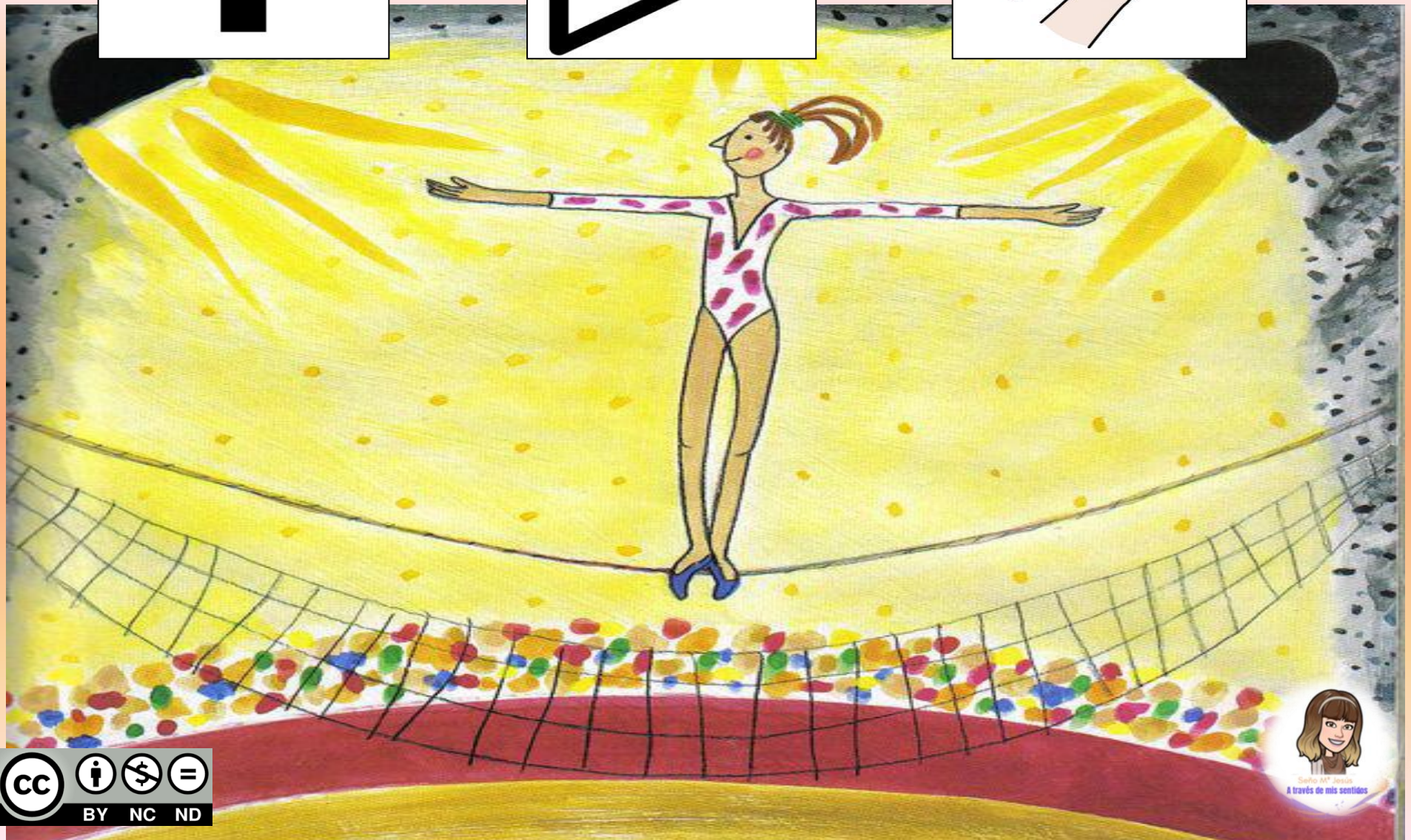


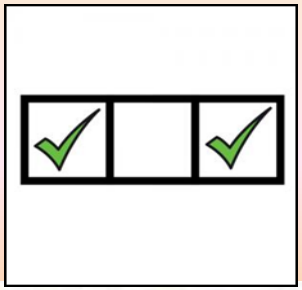
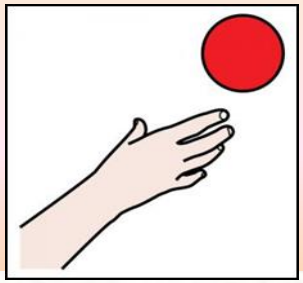
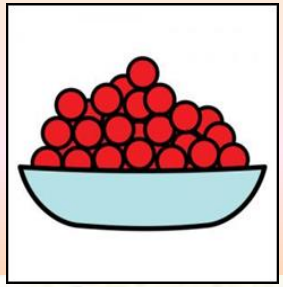
CONSEGUIMOS.

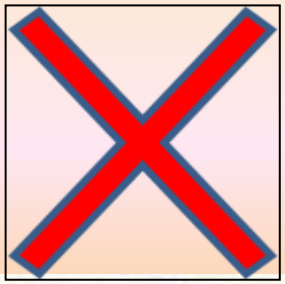
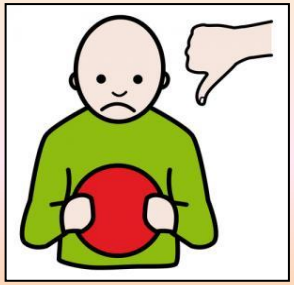


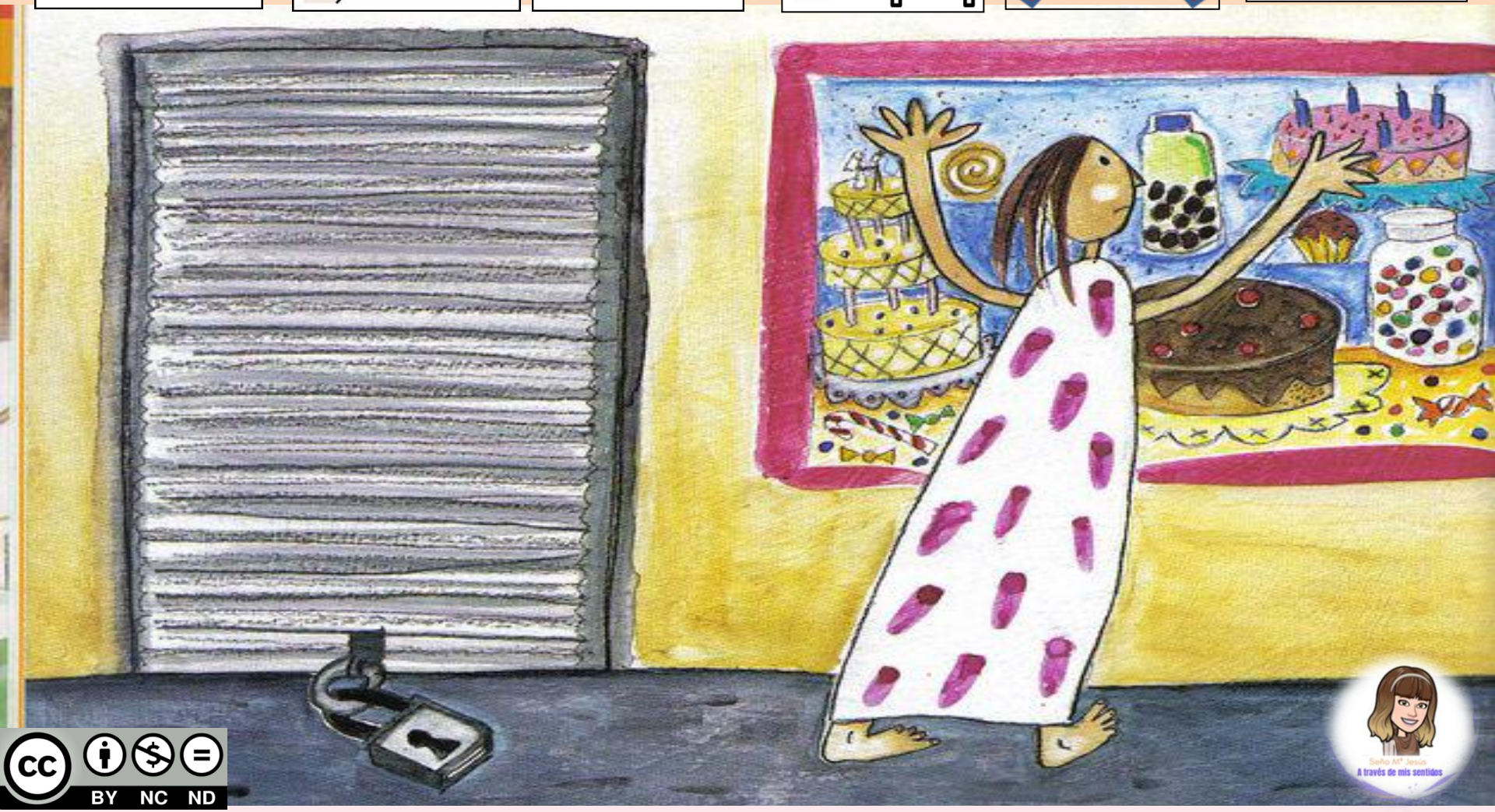


BY NC ND

PERO A VECES, QUEREMOS MUCHO ALGO Y NO PODEMOS CONSEGUIRLO.

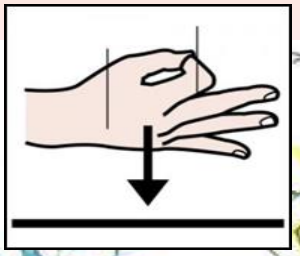




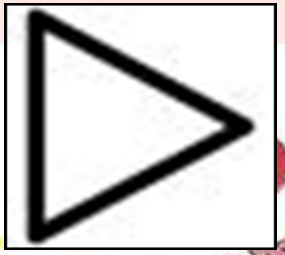



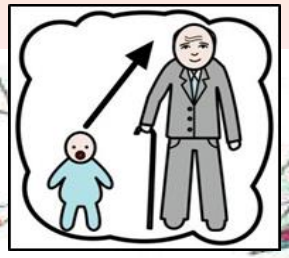


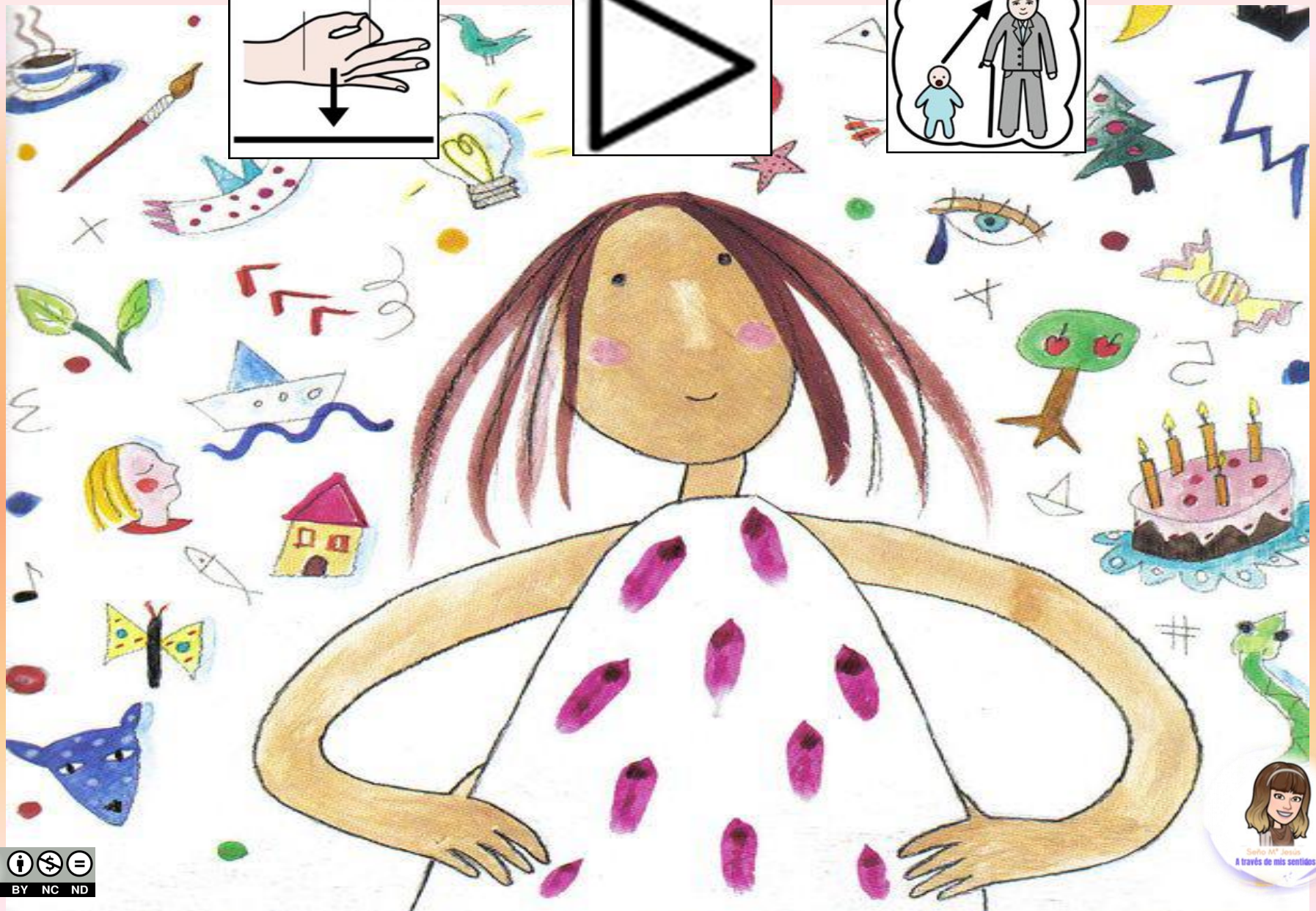
BY NC ND

ASÍ ES LA VIDA.



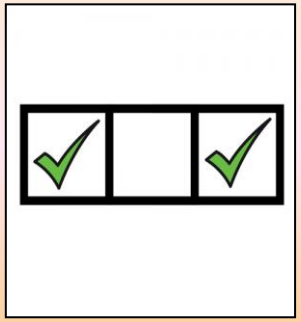


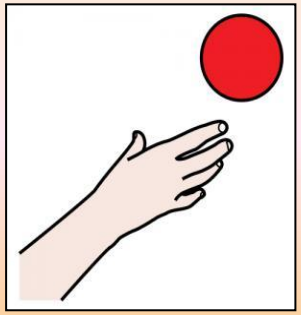


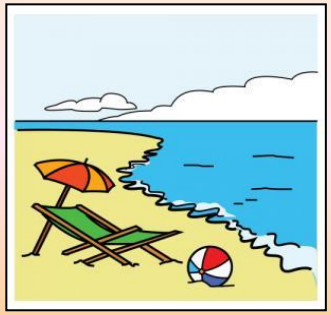


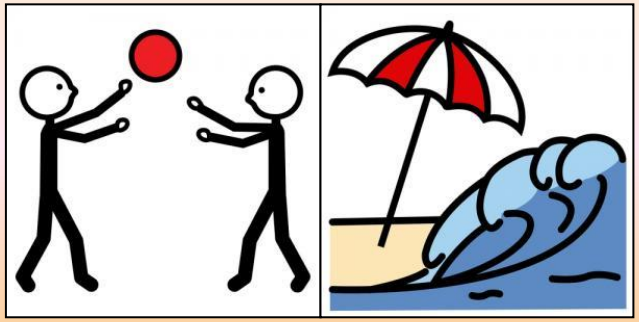
BY NC ND

A VECES DESEAMOS IR A LA PLAYA Y JUGAR CON EL AGUA

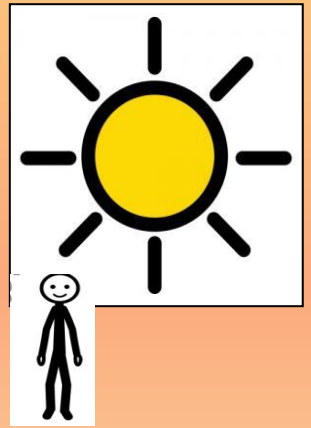


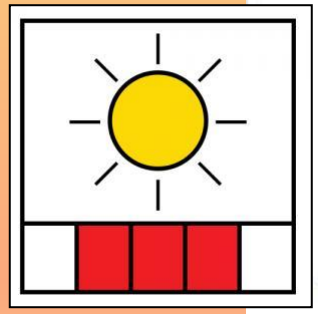




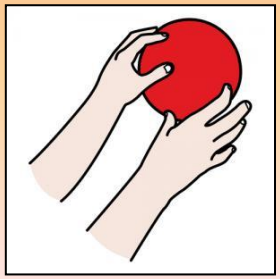


BAJO EL SOL DEL VERANO Y…



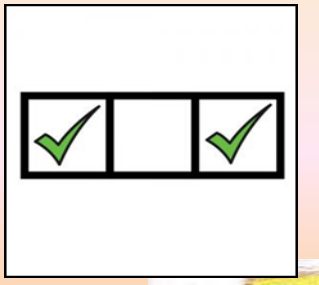
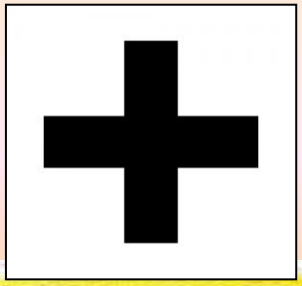
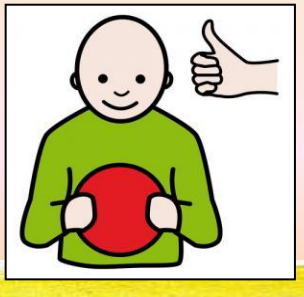
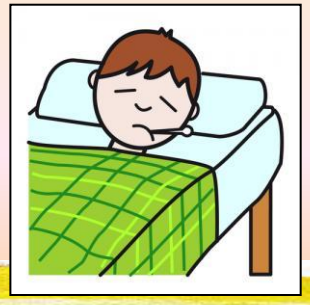
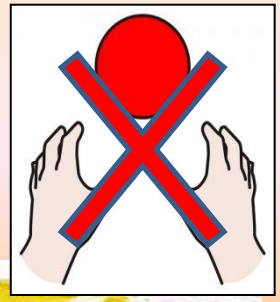


¡LO CONSEGUIMOS!

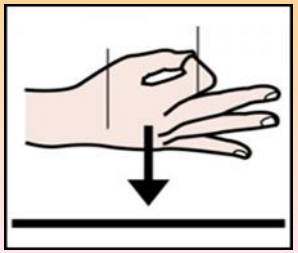
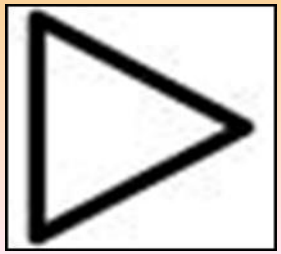
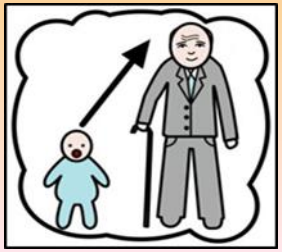


BY NC ND

PERO OTRAS VECES –CUANDO MÁS NOS GUSTARÍA HACERLO-, NOS RESFRIAMOS Y NO PODEMOS.

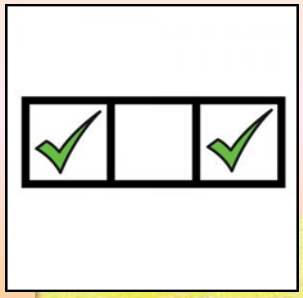






ASÍ ES LA VIDA.

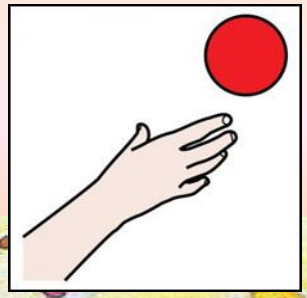




BY NC ND

A VECES,

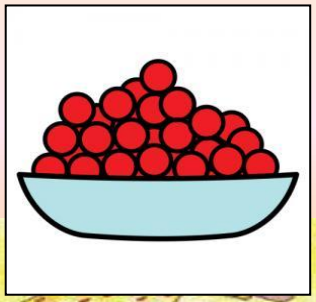


DESEAMOS

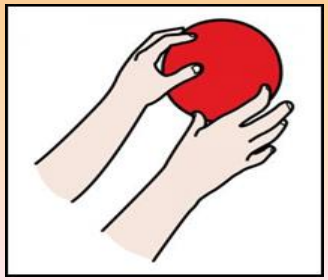


UN REGALO

MUCHO Y…



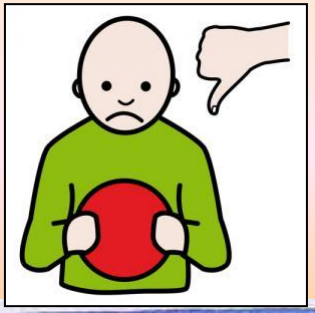
¡LO

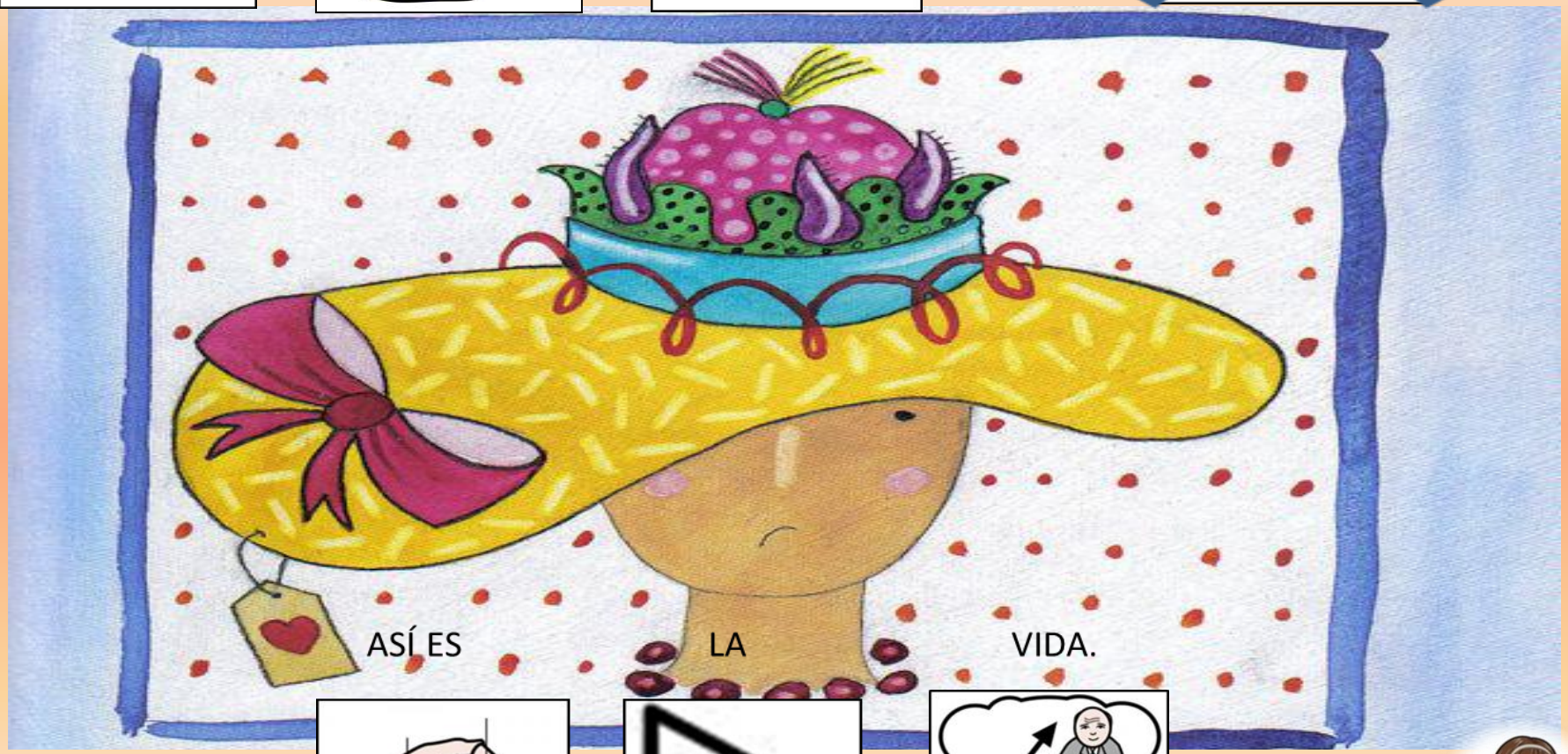


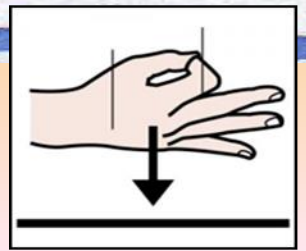
CONSEGUIMOS!

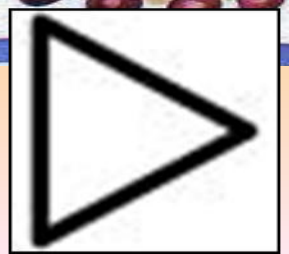
BY NC ND

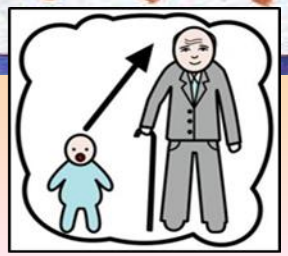
PERO OTRA VECES, NO NOS GUSTA EL REGALO O NO NOS REGALAN NADA.





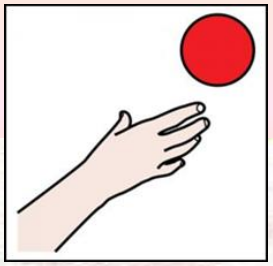
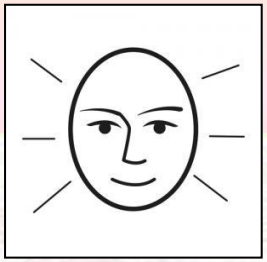


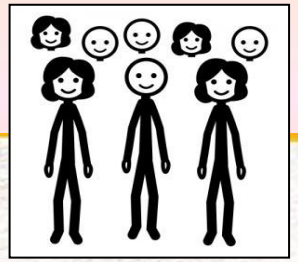




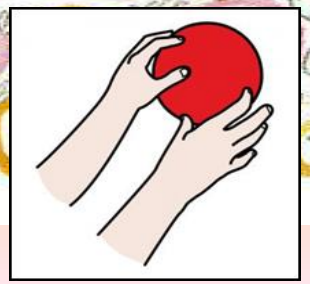
BY NC ND

A VECES DESEAMOS SER GUAPOS Y DIVERTIDOS CON LA GENTE…

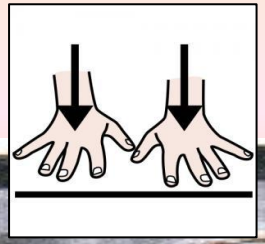


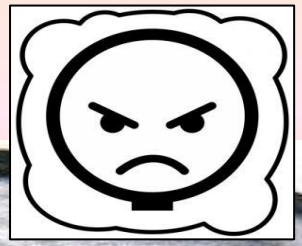
¡LO CONSEGUIMOS!



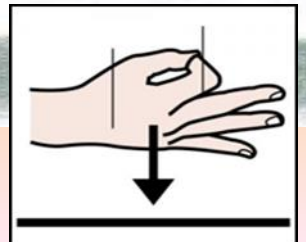
BY NC ND

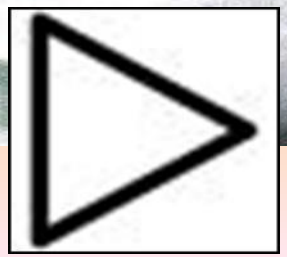
PERO OTRAS VECES ESTAMOS DE MAL HUMOR

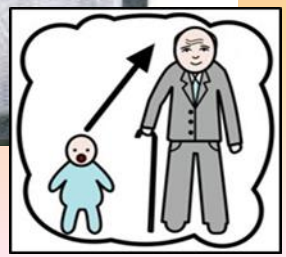




ASÍ ES LA VIDA.

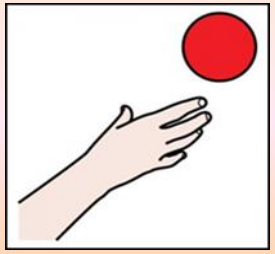


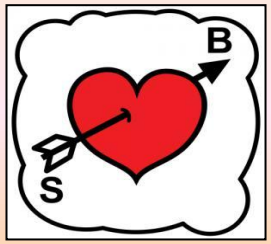


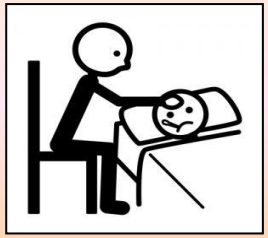


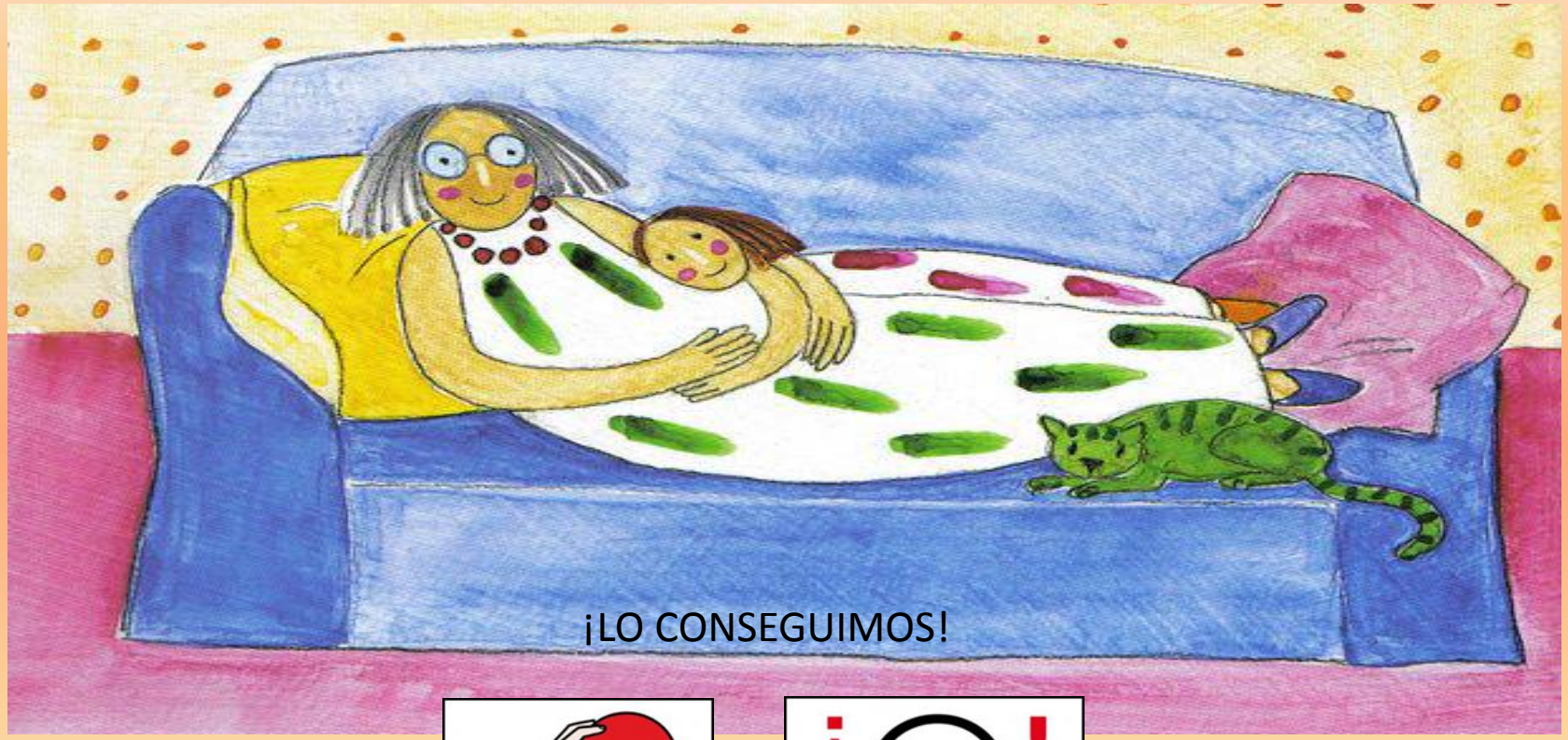
Seño Mª Jesús
A través de mis sentidos
BY NC ND

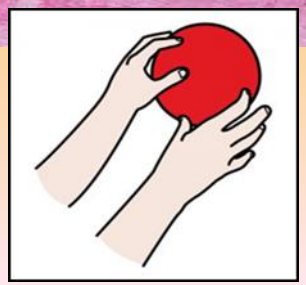
A VECES DESEAMOS QUE NOS QUIERAN Y CUIDEN…





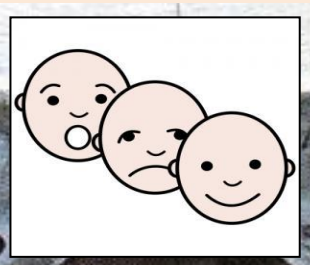


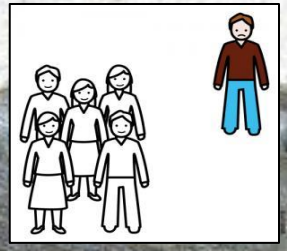




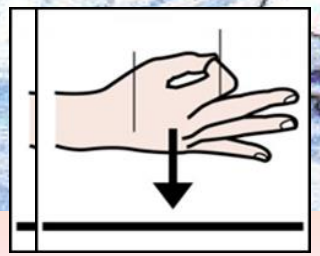
cc BY NC ND

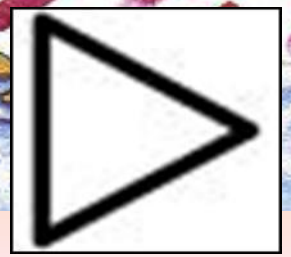
PERO OTRAS VECES NOS SENTIMOS SOLOS

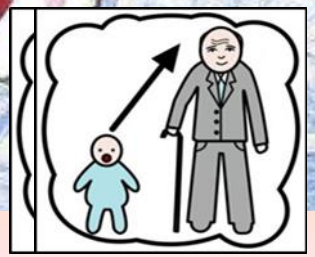




ASÍ ES LA VIDA.



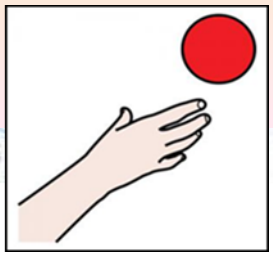


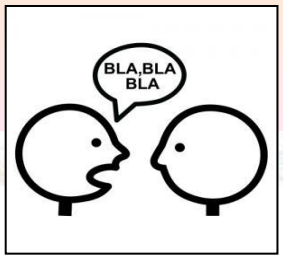


cc BY NC ND

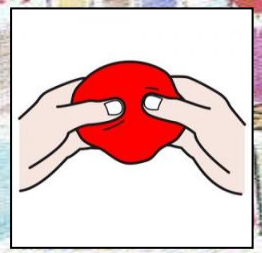
Seño Mª Jesús
A través de mis sentidos

A VECES DESEAMOS QUE NOS DIGAN

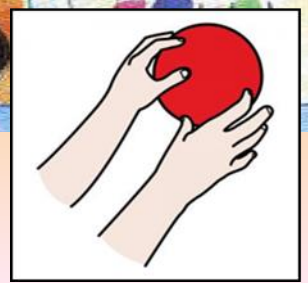




¡BIEN HECHO!



¡LO CONSEGUIMOS!



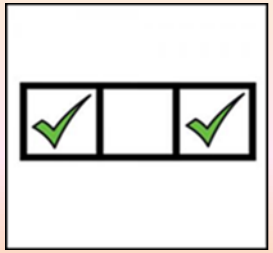
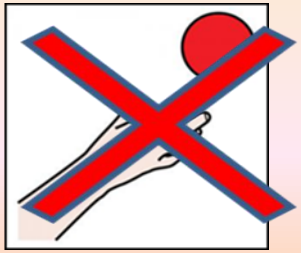
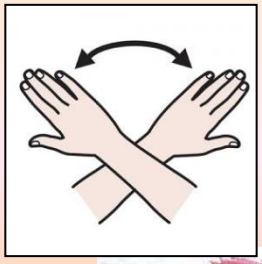
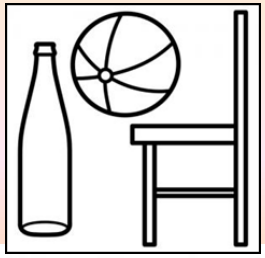
Seño Mª Jesús
A través de mis sentidos
BY NC ND

PERO OTRAS VECES, NO CONSEGUIMOS LO QUE QUEREMOS

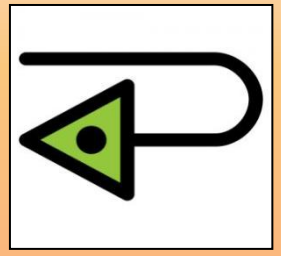
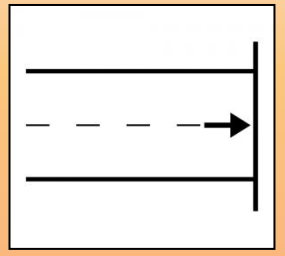
ASÍ ES LA VIDA.

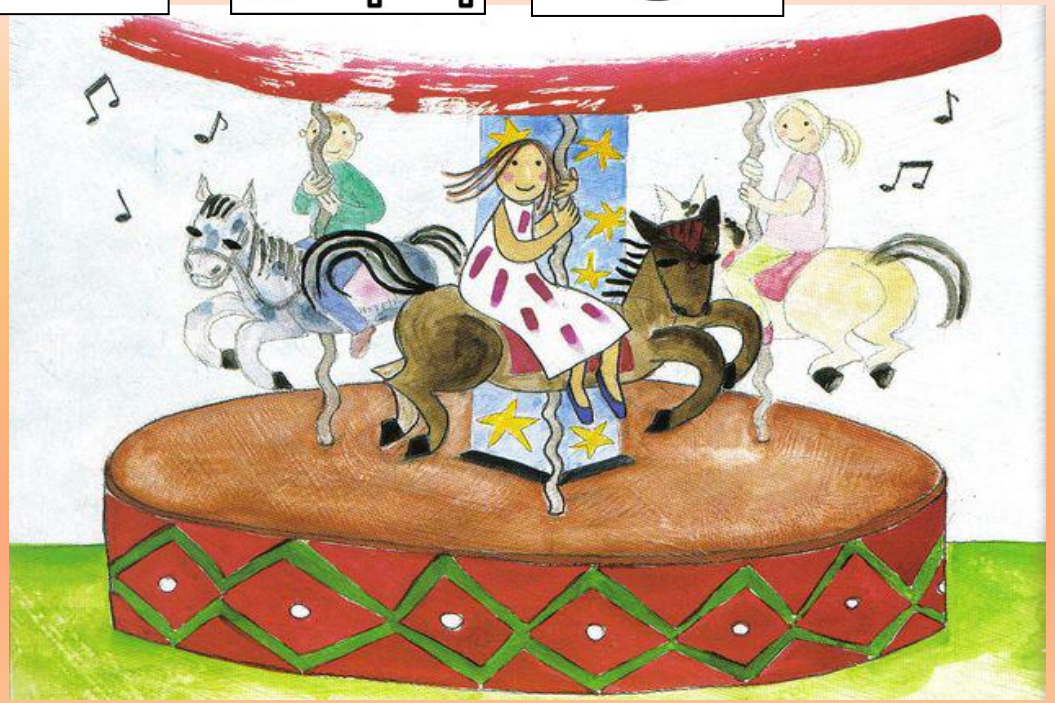
BY NC ND

A VECES NO QUEREMOS QUE ACABE LO QUE NOS GUSTA.

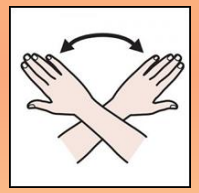





PERO AL FINAL

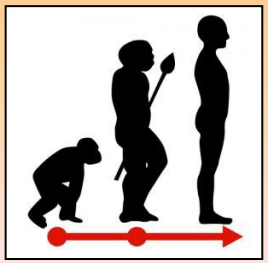


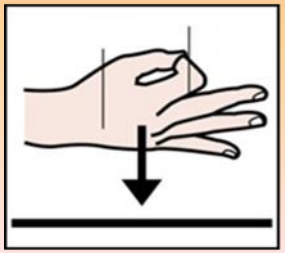
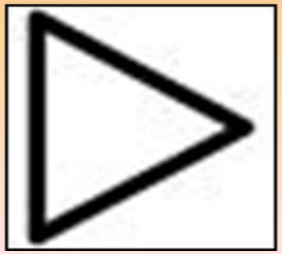
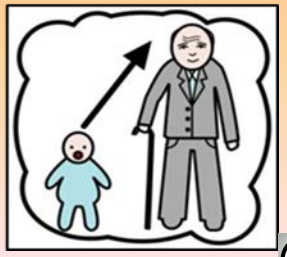
LO BUENO Y LO MALO...ACABA...



ASÍ ES LA VIDA.

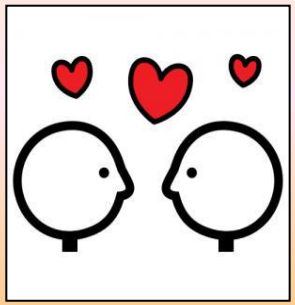
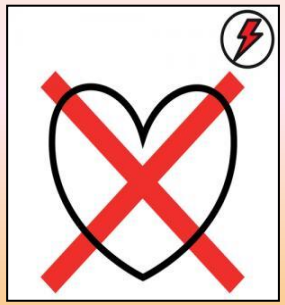
LAS COSAS CAMBIAN.



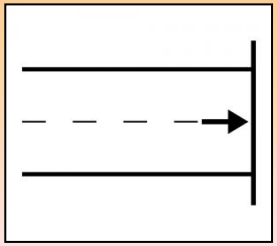




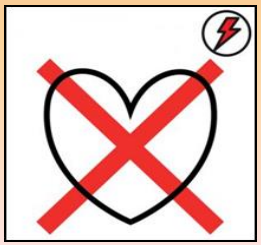
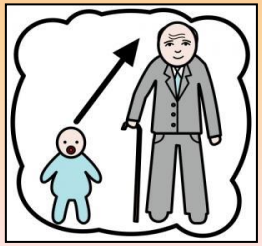
BY NC ND

NO QUEREMOS QUE LAS PERSONAS QUE QUEREMOS DESAPAREZCAN NUNCA.

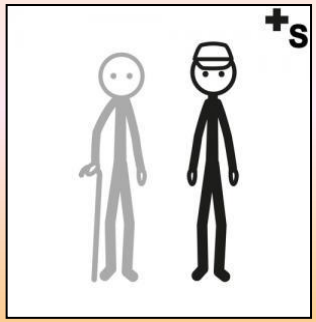
PERO AL FINAL TODOS DEJAMOS LA VIDA.

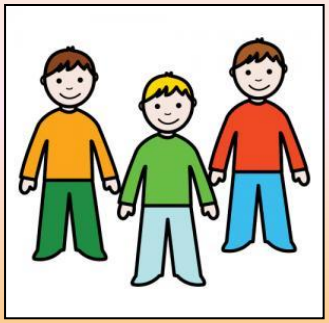


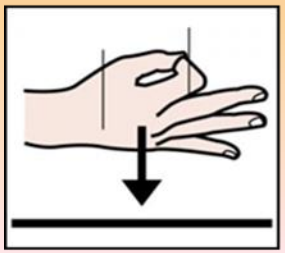
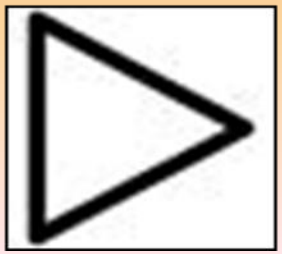
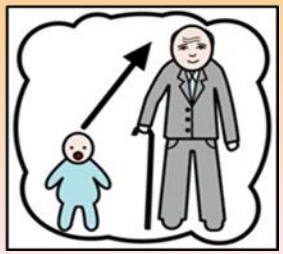
BY NC ND

ALGUNOS DESAPARECEN VIEJITOS, OTROS JÓVENES Y OTROS NIÑOS.



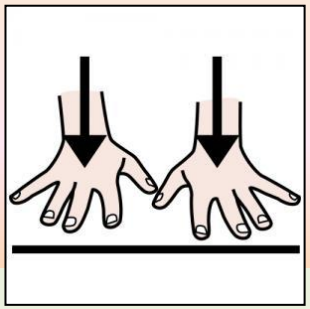
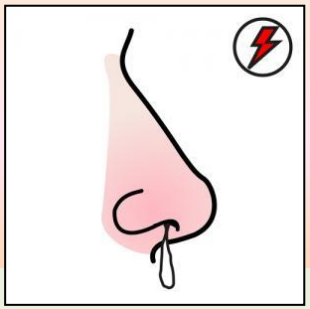
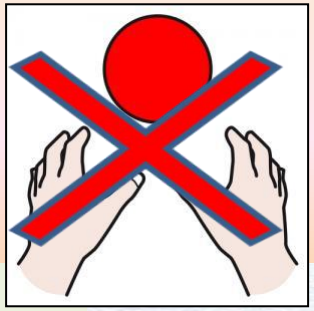
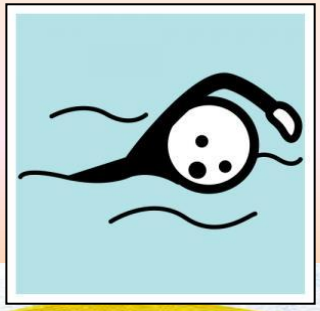


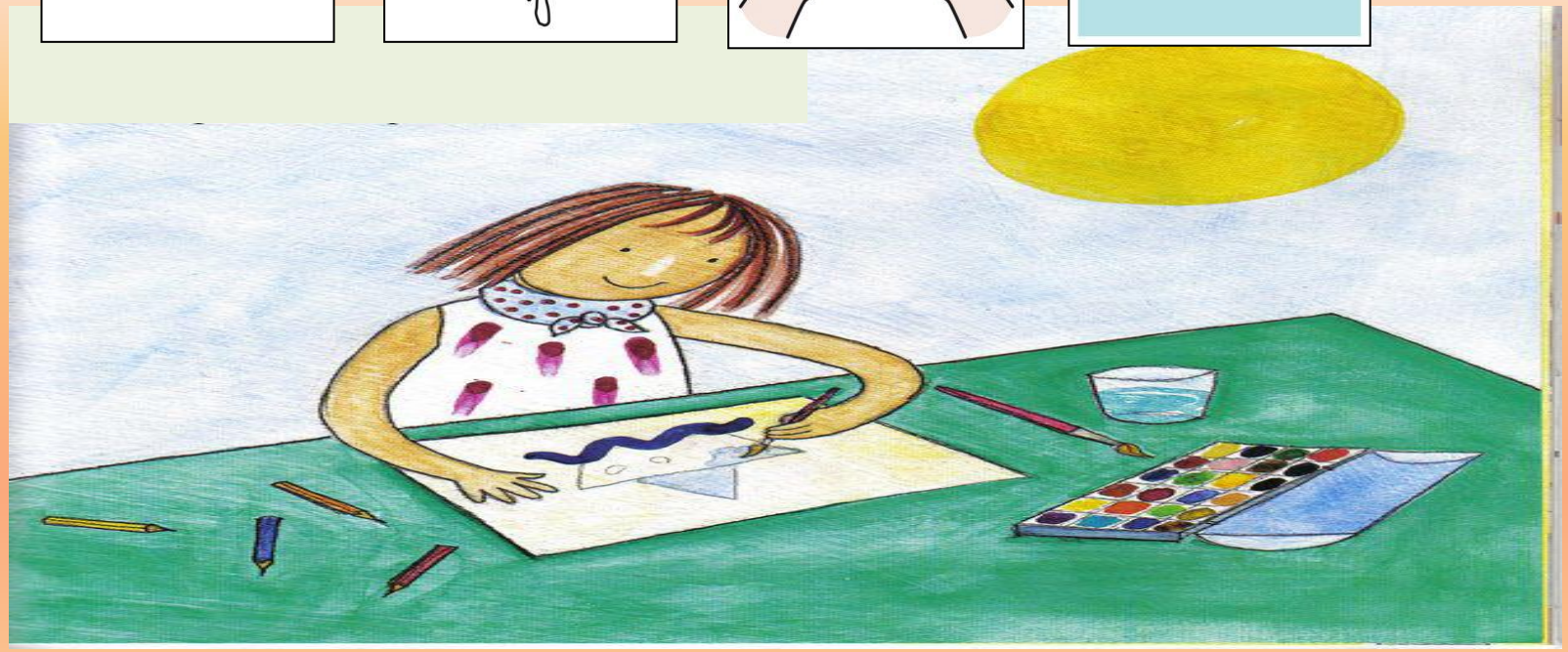
ASÍ ES LA VIDA Y LA MUERTE.

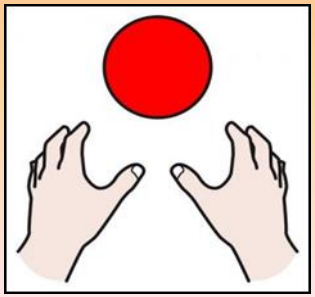
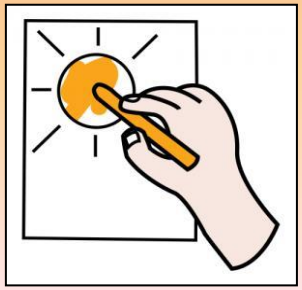
BY NC ND

PERO SI ESTÁS RESFRIADO Y NO TE PUEDES BAÑAR.

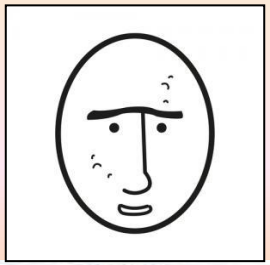


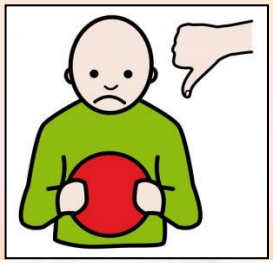
¡PUEDES PINTAR! ¡QUÉ BIEN!

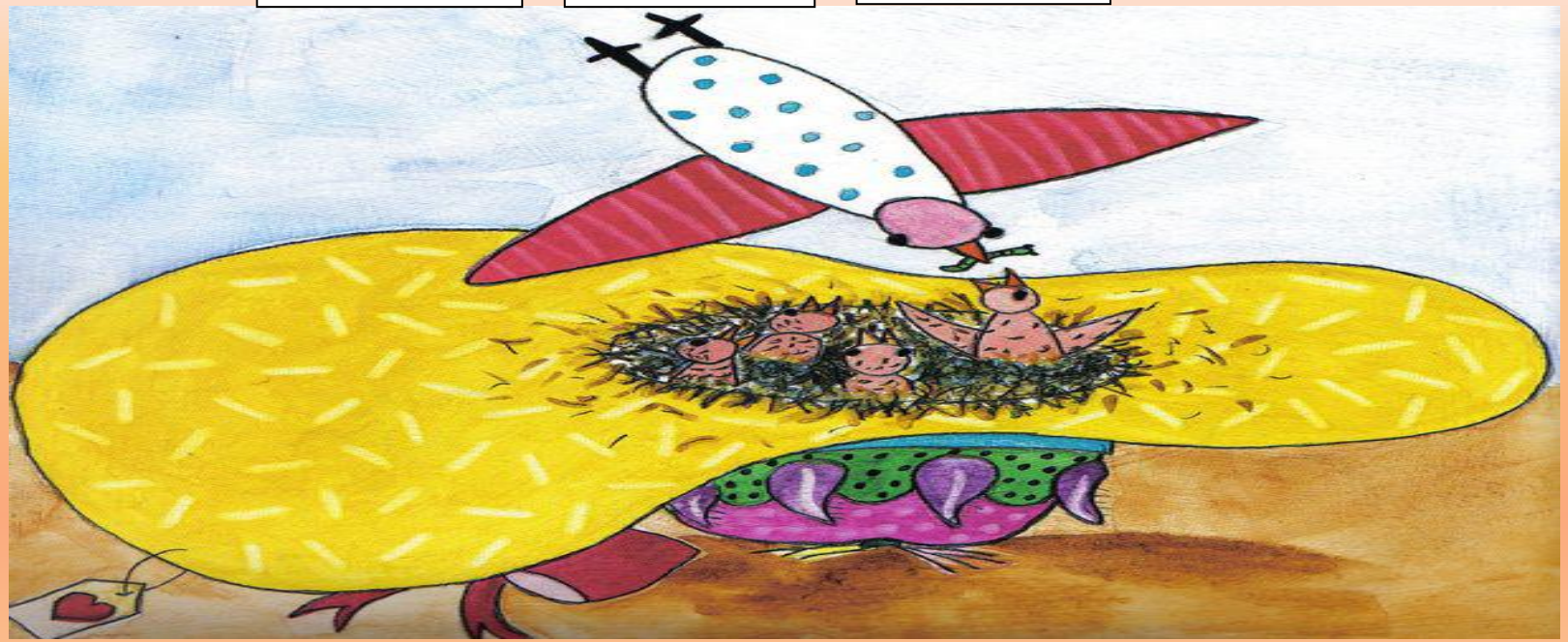



BY NC ND

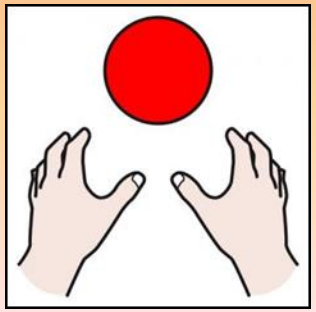
SI TE HACEN UN REGALO FEO Y NO TE GUSTA…

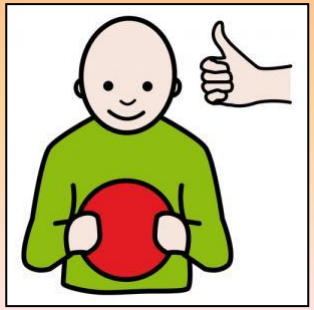






¡PUEDES DECORARLO PARA QUE TE GUSTE! ¡QUÉ BIEN!





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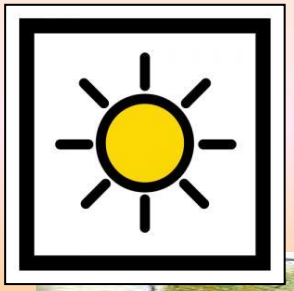
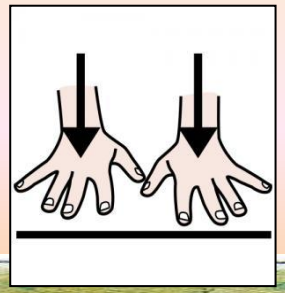
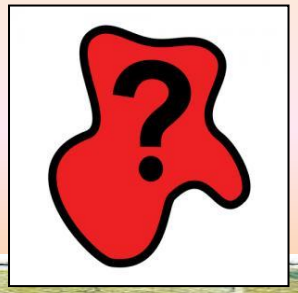
SI UN DÍA ESTÁS RARO, MOLESTO … ¡NO TE PREOCUPES!

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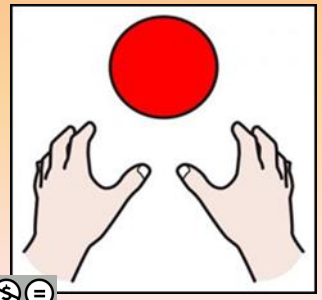
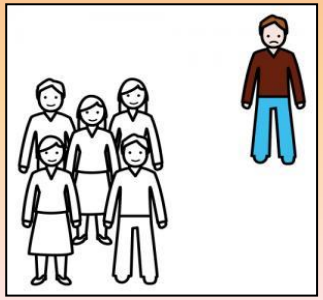
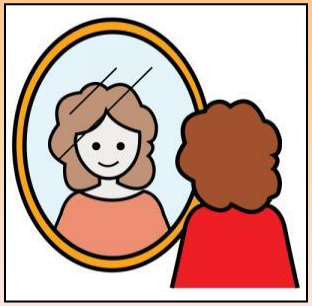
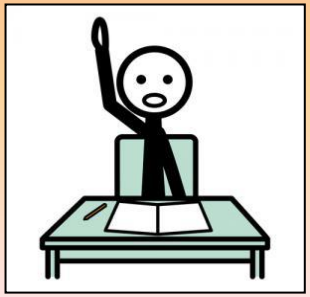
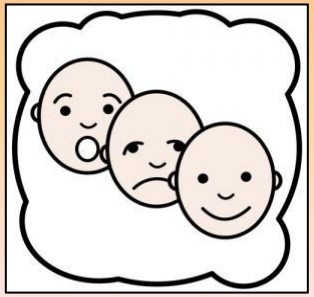

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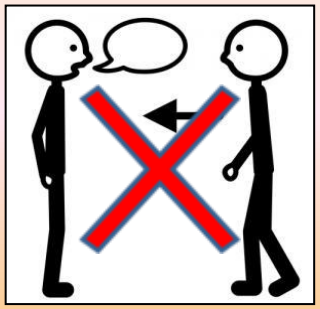
Y SI NECESITAS MIMOS, DE ESA PERSONA QUE NO VIENE…



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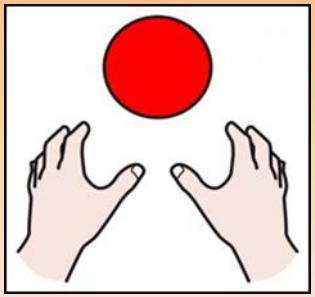

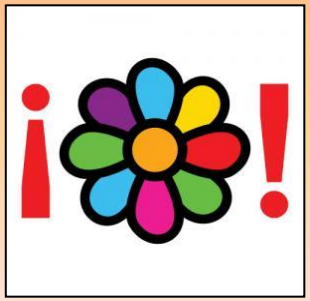

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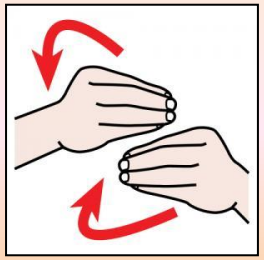
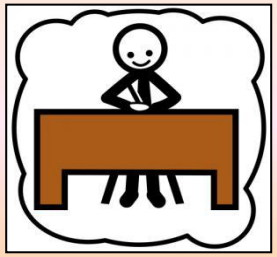
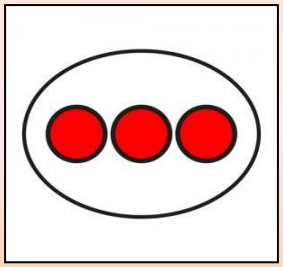
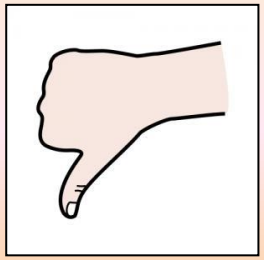
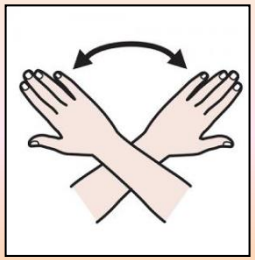
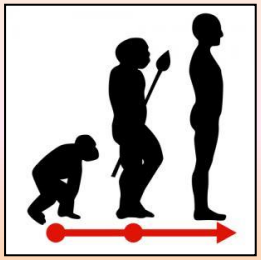
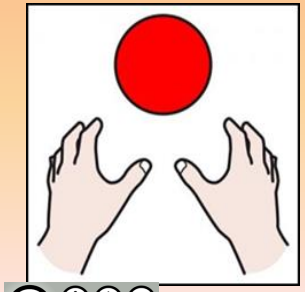
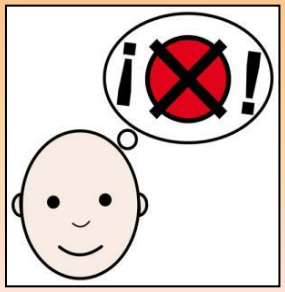
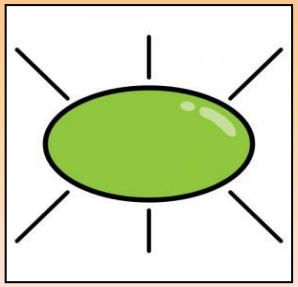
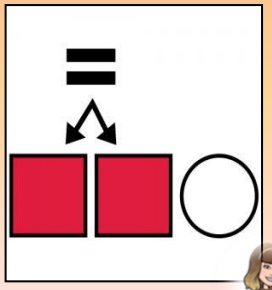
Y SI DESPUÉS DE HACER TU TRABAJO, TODO SALE MAL, SE TERMINA O CAMBIA,

PUEDES ENCONTRAR COSAS NUEVAS QUE TE GUSTEN IGUAL.





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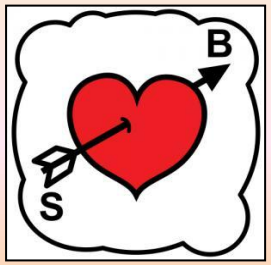
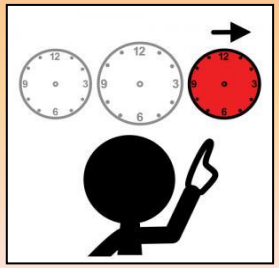
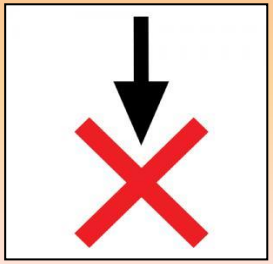
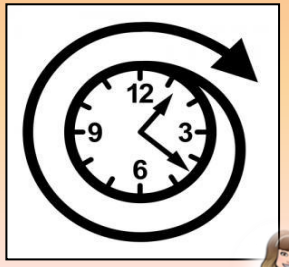
Y SI LA PERSONA A LA QUE QUIERES MUERE, QUIZÁS NECESITES LLORAR, SENTIR TRISTEZA Y RABIA.



PERO DESPUÉS EN TU MEMORIA TENDRÁ UN LUGAR ESPECIAL Y TE ACOMPAÑARÁ SIEMPRE.







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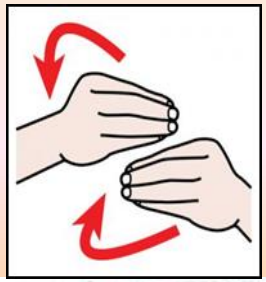
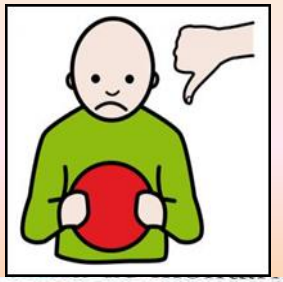
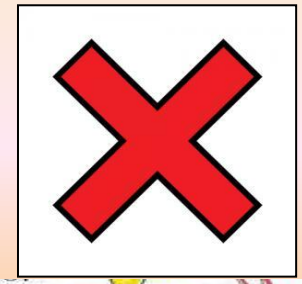
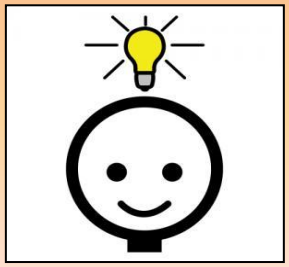
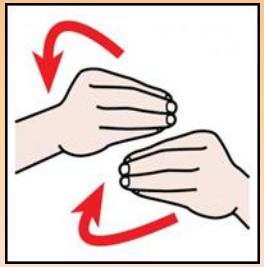
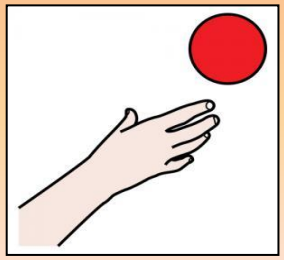
CUANDO LAS COSAS QUE HACEMOS NO NOS GUSTAN ASÍ , NO TENEMOS QUE SENTIR TRISTEZA NI RABIA.

PORQUE SEGURO QUE SE NOS OCURRE OTRA IDEA, PARA HACER LO QUE QUEREMOS.



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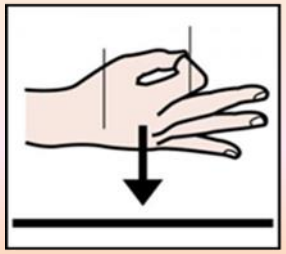
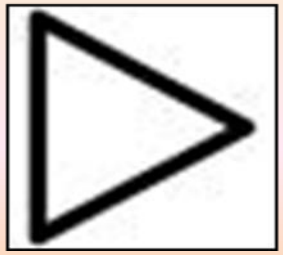
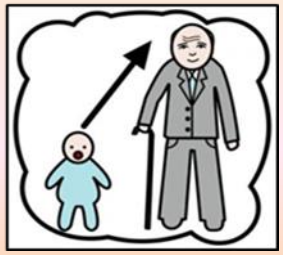
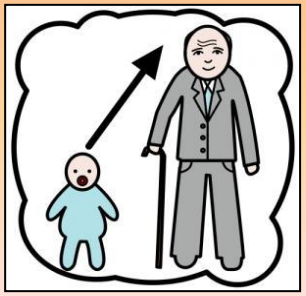
ASÍ ES LA VIDA…







¡ES GENIAL Y TENEMOS QUE DISFRUTARLA Y VIVIRLA!

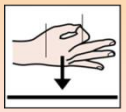
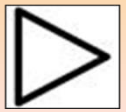


BY NC ND

Seño Mª Jesús
A través de mis sentidos

ORIENTACIONES PARA LA REALIZACIÓN DEL CUENTO (VIVENCIADO).

- Con este libro **podremos explicar a los niños/as que a veces, por más que deseamos o hasta necesitamos algo, no lo podemos conseguir**.
- Vamos a trabajar que **la frustración es natural y tenemos que aprender a aceptarla y convivir con ella**.
- Se plantean diferentes situaciones difíciles de la vida que no se pueden evitar, pero podemos superarlas.
- **Cada día podemos ir trabajando el contenido del cuento de manera más específica.**

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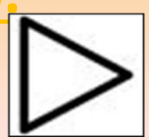
ORIENTACIONES PARA LA REALIZACIÓN DEL CUENTO (VIVENCIADO).

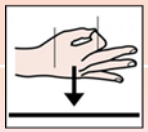
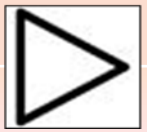
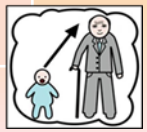
- Para que puedan interiorizar y vivenciar el cuento, tendremos preparado aquello que emplearemos en cada una de las páginas.
- Objeto asociado a la vida y otro a la muerte.
- Lo ideal es adaptarlo lo máximo posible a cada niño/a según sus intereses.
- Cuando habla de las personas que fallecen o que quiere que le presten atención, lo ideal es trabajarlo con personas significativas para el alumno (foto o voz).
- En medida de lo posible, trabajaremos todas las áreas de multisensorial (página siguiente). Podéis ir apuntado qué queréis trabajar. **Os realizo un planteamiento básico.**



BY NC ND

IDEAS GENERALES PARA REALIZAR CUENTO VIVIENCIADO

ÁREA	ACCIÓN	MATERIALES
PAG. 3 Visual. Auditiva. Olfativa. Táctil, somática.	- Mostrar al niño varios objetos y centrar su interés en aquel que sea de su agrado.	- Objetos de interés para el niño/a.
PAG. 4 y 5. Esta orientación se puede realizar cada vez que habla de conseguir/no conseguir. Vestibular	- Realizar movimientos que impliquen conseguir/no conseguir. - Realizar sonido que implica conseguir/no conseguir.	- Propio cuerpo. - Sonidos.
PAG. 6 Visual. Auditiva. Olfativa. Táctil, somática. Vestibular.	- En función del objeto que hemos elegido asociado a la vida, trabajaremos una u otra área. - Siempre el mismo objeto.	- Objeto de interés para el niño/a.

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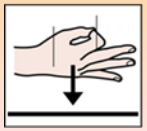
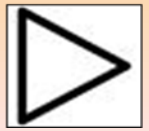
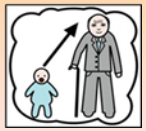
IDEAS GENERALES PARA REALIZAR CUENTO VIVIENCIADO

ÁREA	ACCIÓN	MATERIALES
PAG. 7 Somática, táctil. Auditiva. Visual.	- Simular sensación playa. - Escuchar el sonido del mar.	- Arena. - Agua.
PAG. 8 Esta orientación se puede realizar cada vez que habla de conseguir/no conseguir. Vestibular	- Realizar movimientos que impliquen conseguir/no conseguir. - Realizar sonido que implica conseguir/no conseguir.	- Termómetro.
PAG. 9,10 Visual. Auditiva. Olfativa. Táctil, somática. Vestibular.	- Mostraremos el regalo que le gusta y el que no.	- regalo

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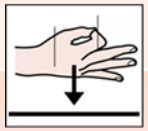
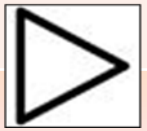
IDEAS GENERALES PARA REALIZAR CUENTO VIVIENCIADO

ÁREA	ACCIÓN	MATERIALES
PAG. 11,12 Visual. Sonido.	- Mostrar al niño su imagen en el espejo para trabajar autoconcepto. - El niño/a va a escuchar a alguien que está enfadado. Lo ideal es que sea él/ella o alguien significativo.	- Espejo. - Sonido enfado.
PAG. 13 Visual	- Lo ideal, es un vídeo con esa persona especial. - Mostrar al alumno/a la imagen hasta captar su atención.	- Foto. - Video de una persona significativa para él/ella.
PAG. 14 Vestibular. Visual, olfativa.	- Simular que el niño/a se quede solo. - Crear un ambiente relajado.	- Habitación. - Luz tenue, olor agradable.
PAG. 15 Y 16	- ORIENTACIONES SIMILARES PÁGINAS 4 Y 4.	

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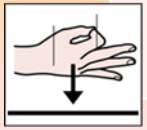
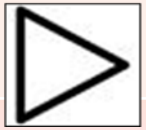
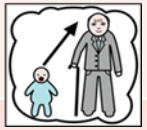
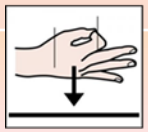
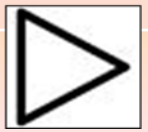
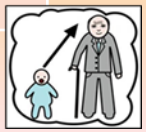
IDEAS GENERALES PARA REALIZAR CUENTO VIVIENCIADO

ÁREA	ACCIÓN	MATERIALES
PAG. 17 Visual. Auditiva. Olfativa.	- Mostrar al alumno algo bueno y malo para él. Que sienta la diferencia.	- Objeto significativo para el alumno/a.
PAG. 18 Visual. Sonido. **PAG. 19**	- Mostrar al niño su imagen de alguien significativo para él que ha fallecido. - MOSTRAR OBJETOS ASOCIADOS A LA VIDA Y MUERTE.	- Imagen. - Video.
PAG. 20 Visual. Somática, táctil.	- Simular situación de resfriado. - El niño pinta libremente (lápices, pinturas…)	- Termómetro. - Lápices de colores, pinturas…
PAG. 21 Visual. Somática, táctil.	- Enseñar objeto que no le gusta y luego jugar a cambiarlo.	- Objeto significativo para el alumno/a que no le gusta. - Materiales para decorar el objeto anterior.

IDEAS GENERALES PARA REALIZAR CUENTO VIVIENCIADO

ÁREA	ACCIÓN	MATERIALES
PAG. 22 Visual. **PAG. 23** Visual, somática, táctil, olfativa.	- Trabajar las emociones con el espejo. Emociones opuestas (recrear situación delante espejo). - Realizar una carta adaptada. Sentir y tocar el papel, olerlo…	- Espejo. - Materiales elaborar carta.
PAG. 24 Visual.4 **Es un ejemplo, lo adaptaremos según el niño/a.**	- Romper algo que le gusta para explicar que no pasa nada porque habrán cosas nuevas que les guste igual. - Mostrar objeto nuevo que sabemos le va a gustar.	- Objeto de interés. - Objeto nuevo.
PAG. 25 Visual. **Es un ejemplo, lo adaptaremos según el niño/a.**	- Mostrar su imagen para trabajar la tristeza. - Mostrar Imagen/vídeo de la persona fallecida.	- Espejo. - Imagen persona fallecida.

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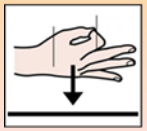
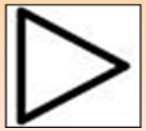
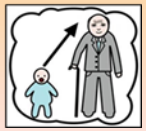
IDEAS GENERALES PARA REALIZAR CUENTO VIVIENCIADO

ÁREA	ACCIÓN	MATERIALES
PAG. 26 Visual.	- Enseñar algo que sabemos que no le gusta y luego algo que ha hecho. - Podemos aprovechar para enseñarle el «nuevo objeto» redecorado que hemos elaborado. - Siempre ver su cara en el espejo.	- Objeto redecorado. - Objeto que no le gusta nada. - Espejo.
PAG. 27 **¡ASÍ ES LA VIDA!** Recrear una situación agradable para el alumno/a para que sienta que la vida es bonita. Mostramos de nuevo nuestro objeto asociado a la VIDA.		

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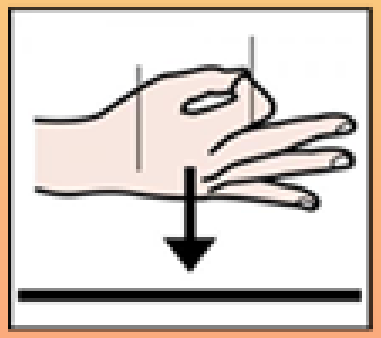
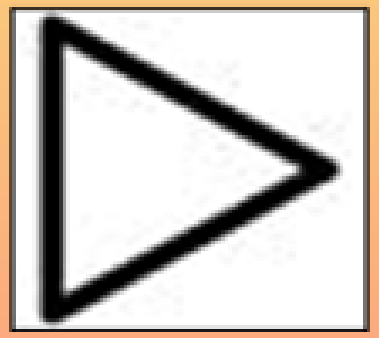
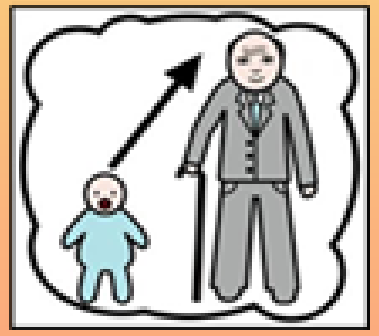
MÁS ACTIVIDADES A TRABAJAR…







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Actividades para explicar la muerte.

- **Explicar la caída de los dientes y lo que implica esa pérdida.**

• Se trabaja una pérdida común a todos los niños.
• Se trabajan los aspectos que implica ese cambio.
• Explicamos que, aunque haya cambios, **a veces son necesarios para crecer**.

- **Analizar las estaciones a través de la caída de hojas, el crecimiento de las flores, la sequía estival, etc.**

• La caída de las hojas **es un proceso natural**, igual que la muerte.
• Se explican los motivos por los que se marchitan las flores y se caen las hojas.
• Da pie para explicar otros motivos por los que mueren los seres vivos.

- **Trabajar el ciclo de la vida en los animales.**

• Puede equipararse a cualquier ciclo vital.
• Se puede hablar sobre las especies animales extinguidas.
• Hacer preguntas sobre las causas de la extinción.
• Analizar la posibilidad de que los seres humanos se extingan.
• Permite trabajar la universalidad de la muerte, la irreversibilidad en la extinción de determinados animales y las causas físicas que producen la muerte.

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https://www.fundacionmlc.org/trabajar-muerte-aula/

Actividades para trabajar la frustración

- **Realizar juegos cooperativos:** Este tipo de juegos, además de reforzar el trabajo en equipo y la consecución de un objetivo común, nos ayudan a suavizar la frustración y a ir interiorizándola como parte del juego. En los juegos colaborativos, o ganamos todos o perdemos todos. Podemos perder, por tanto, pero lo hacemos todos juntos.

- **JUEGOS CON RECOMPENSAS PARCIALES**: Existen muchos juegos tanto modernos como tradicionales en los que no se decide todo al final. En el Parchís, sin ir más lejos, se puede sentir varias veces la sensación parcial de victoria de "He conseguido meter una ficha en Casa".

- **JUEGOS CON NORMAS CAMBIANTES:** Son juegos que nos hacen ser conscientes de que las normas no son siempre las mismas y que hemos de adaptarnos a ellas, a pesar de que eso pueda no ser cómodo.

- **EJEMPLOS DE JUEGOS: https://bebeamordor.com**

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Partiendo del artículo 32 del TRLPI, en su apartado 2 :
"Este material se utilizará exclusivamente con una finalidad educativa ".

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