

LESSON PLAN for volunteers

Theme • My family

The theme enables a comprehensive view on the family as such (roles and their relational and social contexts), the child's specific family (origin and history of the family, cultural traditions, values and customs) and the families the child meets in his environment (respect for otherness and differences). The point of the theme is understanding of one's own uniqueness, respect for others, mutual support and the connection of families.

Lesson

My family tree

Lesson focus and goals

- Awareness of the closest family members, their relationships, and roles
- Connecting families and creating an opportunity to establish closer contact through joint creation and sharing of their family tree

Materials

- photos of family members
- family tree template to stick on
- scissors, glue
- crayons or markers, or coloured papers or stickers for decoration

Activities

Volunteers will help the teaching staff to actively reach out to disadvantaged families and present the project and the planned course of the activity to them. They will offer the family cooperation. They will consult the parents about the child's specific needs and provide the necessary tools and spaces so that the child can actively participate in the implementation of the project as best as possible. Children should participate in the preparations and implementation, their ideas, suggestions, and needs should be respected.

Volunteers will accompany disadvantaged families throughout the project implementation.

Tips for specific types of inclusion/handicaps

- If the child has an assistant, familiarize him with the activity plan so that he can be as helpful as possible in its implementation.
- ATTENTION DISORDERS - create a movement station (movement blocks or steppingstones as an obstacle course) in the classroom so that children can interrupt the activity and relax their body by a physical activity.

Tips for parenting support

After the presentation, invite other parents to ask the presenting family some follow-up questions:

- Where do their family members come from, where do they live?
- What is their job?
- What do they like to do?
- Do they have any animals?
- What does the family like about them?

Technical terms

- DIFFERENT MOTHER TONGUE - applies for children whose native/dominant language is different from the official language of the country
- ATTENTION DISORDERS - children with this disorder tend to be absent-minded, easily distracted. It is difficult for them to distinguish important stimuli from irrelevant ones, they often have difficulty concentrating. Sometimes the attention disorder is also accompanied by hyperactivity, i.e., movement restlessness.

Methodology

- Provide the child with sufficient space to create.
- Check the tripod pencil grip.
- Make sure the child can use scissors, if needed demonstrate how to use them or use auxiliary scissors (4 holes, 2 for children and 2 for adults).
- Make sure that at the end of the activity the child puts everything back in its place, closes the glue, tucks the chair behind him.
- Lead the participants to respect each other - the presenter speaks, the non-presenter listens.
- Motivate parents to communicate with each other, join the group for a while and ask a few questions.