

# LESSON PLAN for volunteers

## Theme • My town

The town as a place of experiencing the first social contacts outside the nuclear family unit, a place of forming the first friendships, building one's position and one's role in a wider group. The theme allows for working with the questions and challenges of joining one's first social group, for exploring the specifics of one's place of residence and realizing what the town/community offers and what oneself can offer in return. The point is to support active involvement of an individual in the life of the town/ community (cultural and public), acceptance of one's identity and his unique contribution to the local community.

## Lesson

### Build your city

#### Lesson focus and goals

- Eliminate the failure of family's integration into the community.
- Actively encourage families to participate in the implementation of the project.

#### Materials

- Provide information/materials for the presentation of the city's history.
- Visual material - maps, photos of the city and its important buildings etc.

#### 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. Volunteers will check for any risks of disadvantage and consult the parents about the child's specific needs or handicaps. Taking into account the age of the child and his individual needs, they will prepare specific activities for the implementation of the project. Volunteers will ensure that the conditions during the implementation of the project allow the child to participate actively in its implementation.

#### Tips for specific types of inclusion/handicaps

- DIFFERENT MOTHER TONGUE: if possible, ensure translation, use internet translator, demonstration images,
- SIGHT: use additional light, magnifying glass, folding plate
- ATTENTION DISORDER: ensure sufficient space for movement and alternation of activities
- PHYSICAL HANDICAP: ensure barrier-free space

#### Tips for parenting support

- Motivate parents to communicate with each other.
- Join the group for a while and ask a few questions.

#### 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.
- CONSTRUCTIVE SKILLS: the child can improvise, decide where to place an object in order to succeed.

#### Methodology

- Provide the child with sufficient space to work and create.
- Check the tripod pencil grip (thumb, index and middle finger).
- 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.