

LESSON PLAN

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

- Development of spatial orientation, aesthetic perception and constructive skills
- Prosocial skills – communication, cooperation and consolidation of the role in the group
- Awareness of the place where I live
Learning how to work with glue, drawing tools and scissors
- Processing of recyclable material

Materials

- Plastic and paper boxes, other recyclable material
- Pieces of cloths
- Glue
- Tempera paints
- Brush
- Coloured paper

Activities

Children will create a model of their city, with important buildings, from recyclable material. In their depiction of the city, they also implement elements of their imagination, of how the city should look to allow for a good life. An introductory presentation of the history of the city, e.g. in the form of a film documentary, can be used as a motivation/inspiration for the activity. During the activity the participants are working in groups of two to four families and each group creates a certain part of the city. The result of the activity will be a 3D model of the city consisting of all individual parts created by the different groups. After finishing the creation, each group presents its part of the city to the other participants. Together they walk through the city and search for "their" buildings from the project and other important buildings of the city. The resulting model can be used as an itinerant project - children can present their idea of the city to their city administration or it can be installed in the townhall or other public offices.

Tips for specific types of inclusion/handicaps

- SPECIAL EDUCATIONAL NEEDS - volunteers may help as children's assistants
- DIFFERENT MOTHER TONGUE - provide for a translation or an interpreter
- ATTENTION DISORDERS - include a physical activity of sorting materials or fetching construction elements according to instructions
- VISUAL HANDICAP - use tactile perception
- PHYSICAL HANDICAP - ensure barrier-free access and adequate space to work

Tips for parenting support

- Parents can bring old photos of the city (e.g. from their childhood) and show the children how the city looked before and how it developed.
- Parents can help provide "building" materials for the project, based on their profession.
- Parents can provide refreshments.