LESSON PLAN

Make Your Park

2025

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MAKE U IN Lesson Plan

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Lesson Plan

Title of the Lesson	Make Your Park
Duration	1h 30 minutes
Teaching methods and strategies	• Guided conversation and visual storytelling • Group and individual creative work • Use of real maps and hands-on model-making • Differentiated instruction and support • Multi-sensory and assistive materials for learners with various support needs
Learning Outcomes	• Learn the role of greenery in cities and understand basic environmental terminology • Read and interpret simplified climate data and maps • Select appropriate plant and animal species based on climate and location • Collaboratively design a park based on a real-world context, using creative materials
Steps to be Followed	**1. Introduction (10-15 minutes)** • Introduces the lesson by explaining to students that they will become city planners and will create their own dream park. • Explain how parks and green spaces can help cities grow by attracting tourists and giving the city a positive image. The focus is on parks as an important part of how cities are planned and improved. • Show real-life examples of famous city parks (like New York or Las Vegas) using images, videos, or printed visuals.

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	• Start a brief discussion. Ask students: "Why do we need trees in cities?", "What kind of animals might live there?", "What do you like to do in a park?" **Adaptation for Inclusivity:** • Use image-rich slides or printouts with high-contrast visuals • Provide key vocabulary with matching icons or pictures • Allow non-verbal responses (e.g., pointing, drawing, selecting cards) • Offer alternative formats for content (audio, text, visual) **2. Main Content (50-60 minutes)** **Part A- Discover & Plan (25-30 minutes)** • Split the class into small groups. • Give each group a printed or digital map section (simplified) from a global location and climate information (temperature icons, rainfall charts, season images) • Guide students to identify: - climate zone - appropriate plant and animal life from illustrated cards - rough size of their park (estimation) **Adaptation for Inclusivity:** • Use clear, large-print maps and laminated cards. • Provide simplified charts with color-coded rainfall and temperature indicators. • Encourage peer support for completing tasks. • Offer sentence starters for students with language difficulties (e.g., "This tree grows in…"). • Provide direct support for sensitive or shy students. • Allow flexible time for each team to complete their tasks. • Give students choices in how they engage with each part of the assignment.

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	Part B- Create the Park (25–30 minutes)
	• Ask each group to design their own park, including features like trees, paths, ponds, benches, and animals. They should also come up with a name for the park and choose a favourite activity to do there.
	• They can use:
	  ○ 3D pens, cardboard, clay, paper, or teacher-prepared shapes
	  ○ Optional: small 3D printed elements or laser-cut trees/paths
	
	Adaptation for Inclusivity:
	• Provide multiple tools options (cutting, drawing, modelling, digital)
	• Pre-cut shapes or templates for students with fine motor challenges
	• Modelling buddies to assist peers with limited mobility or focus
	• Visual building instructions and large icons
	• Flexible roles within groups (e.g., speaker, builder, helper, artist)
	• Encourage peer support for completing tasks.
	• Allow flexible time for each team to complete their tasks.
	• Give students choices in how they engage with each part of the assignment.
	
	3. Wrap-Up/Review (15.20 minutes)
	• Each group (or individual) will show their park's name and location and their favourite features they added.
	• Invite the whole class to reflect on
	  ○ "What did you like about building your park?"
	  ○ "What animals or plants were your favourites?"
	• Summarise the lesson by reviewing the importance of parks in cities.
	
	Adaptation for Inclusivity:
	• Sharing options: verbal, showing model, recorded video, pointing at visuals
	• Visual prompt cards (e.g., "I liked…", "We chose this because…")

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	• Calm, flexible presentation space (small group or 1:1 if preferred) • Affirmations for effort, teamwork, and creativity over polished results
Required material and resources	For Planning: • Simple world or city maps (print or digital) • Climate info sheets with icons • Illustrated plant and animal cards • Colored pencils, large writing paper For Making: • Clay, paper, cardboard, foam pieces, glue, tape • 3D pens or simple pre-made printed components • (Optional) Laser-cut trees, benches, etc. • Tactile and visual tools for learners with sensory needs Support Materials: • Adaptive scissors, pencil grips, styluses • Visual instructions and step-by-step cards • Sentence starters and language supports • • Quiet breakout space for students needing reduced stimulation
Assessment or evaluation techniques	**Group Work and Collaboration:** Assess how well students work in their assigned roles (e.g., speaker, builder, helper, artist). This includes how they interact with peers, offer support to others, and ensure each member contributes to the group task. Prioritize the inclusion of all members in the activity. **Final Product (Park):** Evaluate the park based on its creativity. However, give equal weight to the process—how students approached their design, and worked through challenges. This recognizes the effort and collaboration, not just the end result.

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Ethical Considerations	**Inclusivity and Accessibility** • Design tasks to be multimodal (visual, tactile, verbal) for diverse learners. • Ensure accessible materials (large print, tactile guides, adaptive tools). • Provide choices in how students engage with each part of the activity. **Respect for Diverse Abilities** • Foster a supportive environment where all contributions are valued. • Encourage peer collaboration with roles that allow everyone to shine (e.g., designer, assembler, tester). **Safety and Supervision** • Provide age-appropriate, safe materials and tools. **Encouraging Positive Behavior** • Promote kindness, patience, and teamwork. • Intervene in exclusionary behavior and foster inclusive peer support. **Environmental Impact** • Reuse leftover copper tape strips and components where possible.

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