**Teachers’ notes Level B1.1**

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| A picture containing decorated  Description automatically generated**Lesson outcomes**  By the end of the lesson students will have:   * read one person’s experience of working with a youth club/ community centre. * understood how to set up a community area for adults and children. * discussed ideas for organising something similar. |

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| **Materials**  Handout for students  Appendices  PPT  All images taken from Pixabay.com |

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| **Time** | **Procedure** | **Materials** |
| **5**  **minutes** | **Activity 1:** Youth clubs. Discussion.   * Display lesson objectives. * Ask students if they know what a youth club is. Have they ever been a member of a youth club? What kinds of activities were organised there? | **PPT** |
| **5**  **minutes**  **15 minutes**  **15 minutes**  **15 minutes** | **Activity 2a:** Setting the scene   * Giorgio is retired and now runs a local library set up in the suburbs of a big town in Italy. One of the rooms is designed like an amphitheatre which is a perfect setting for theatrical and musical productions. The library is also in the corner of a large square, which enables outside activities too. * Students are going to read about the organisation of this space. The reading is divided into three parts, so the students, in groups of three, prepare to describe one section each. * Tell them to check the glossary first. Draw a proscenium arch stage and a theatre in the round if necessary. Check they know the board games and what Origami is.   **Activity 2b:** Reading and sharing information   * In groups of three, students each read one section of Giorgio’s description, take a few notes and then explain in their own words, without reading**.**   ***Comprehension check: what is Canto Sconfinato? Why is Giorgio’s room useful to them? What activities have the volunteers organised in the room?***  **Activity 3**: Setting up a youth club and community centre. .   * In their groups tell them to talk about setting up a similar enterprise. * It must be done with very little or no money. * Tell them to think about: who can help them, where they can go for advice, the kind of place they should look for, who they could share with and collaborate with, where they can get creative materials and games. Brainstorm ideas for cheap activities for both young and old.   **Activity 4:** Discussing ideas together.   * Re-group them so that one person from each group is together. (eg. Give each member of each group a number - 1,2,3 for example – and then put together all number I’s, all number 2’s and all number 3’s. * Tell them to listen to each other’s ideas and then write one list of ideas per group. * They then present the lists to the class and evaluate together which ideas are the most practical.   *The lists could be posted around the walls for students to read, or read out, one group at a time.* |  |
| **5 minutes** | **Reflection**   * Do students feel this idea could work? * Would they prefer a youth club or community centre? * How useful can it be in helping integration? * What do they think is the first step to start it up? |  |

**Students’ handout**

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| A picture containing decorated  Description automatically generated**Lesson Outcomes**  By the end of the lesson you will have:   * read one person’s experience of working with a youth club and community centre. * understood how to set up a community area for adults and children. * discussed ideas for organising something similar. |

**Activity 1:** Youth clubs. Discussion.

Do you know what a youth club is?

Have you ever been a member of a youth club?

What kinds of activities were organised there?

**Activity 2a:** Setting the scene

* Giorgio runs a local library set up in the suburbs of a big town in Italy. One of the rooms is designed like an amphitheatre which is a perfect setting for theatrical and musical productions. The library is also in the corner of a large square, which enables outside activities too.
* Check the glossary for new words and phrases. Your teacher will clarify any doubts.
* Read about the organisation of this space. The reading is divided into three parts, so in groups of three, prepare to describe one section each.

**Activity 2b:** Reading and sharing information.

* In groups of three, each read one section of Giorgio’s description, take a few notes and then practise explaining in your own words, without reading**.**

**Activity 3**: Setting up a youth club and community centre. .

* In your groups talk about setting up a similar enterprise.
* It must be done with very little or no money.
* Think about: who can help you, where you can go for advice, the kind of place you should look for, who you could share with and collaborate with, where you can get creative materials and games.
* Brainstorm ideas for cheap activities for both young and old.

**Activity 4:** Discussing ideas together.

* Re-group so that one person from each group is together.
* Listen to each other’s ideas and then write one list of ideas per group.
* Each group present your list to the class and decide all together which ideas are the most practical.



**Reflection**

* Do you think this idea could work?
* Would you prefer a youth club (for young people) or community centre (for everyone)?
* How useful can it be in helping integration?
* What do you think is the first step to start it up?

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| **Glossary**  **Check this vocabulary before you read about the community centre:**   * **To understand board games: scrabble, monopoly, chess, cluedo, look up Boardgames in Wikipedia.** * **The kora, the African stringed instrument, is also described in Wikipedia.** * **A choir is pronounced** /'kwaɪə /)   **A choir** is an organised group of singers. The choir may sing for fun, for the public or in church during services.  **To enable =** to make possible. *eg. the beautiful weather enables people to stay outside.*  **To take out an insurance =** to buy a policy against something you hope will never happen, so accident, fire, theft.  **To be suitable for =** to be adapted to a use or purpose.  **To have a grant =** a sum of money given to an organisation for their use without repayment.  **A vending machine =** a machine which dispenses snacks, drinks and cigarettes after cash, credit card or especially designed token, card or key is inserted into it. |  |

**Appendix 1**

**The Community Centre**

**1)**

**It all started with a local group called Canto Sconfinato (“singing without boundaries”) that needed a place to perform in public, that wasn’t just a proscenium arch stage. Our large room was perfect for them, as it offers a theatre in the round format. Canto Sconfinato is really a multi-ethnic choir. It brings together people from all nationalities who love singing. There are also a number of people who play instruments like the guitar, but not only. Recently, they organised an online concert by a player of the Kora, a west African stringed instrument, and the player sang too, in his own language. People adore singing, it makes them happy and friendly. Canto Sconfinato uses a room provided by the local authorities but it isn’t suitable for events or public performances.**

**2)**

**Canto Sconfinato has contacts with choirs all over the world, but can’t offer anywhere to sing and play in public. This is where our room beside the library comes in! There is a proper entrance, an area where people can meet and chat and there is a bathroom and kitchen. There is space for people to sit around the circle on three levels. There are large windows, big lights and a microphone. The performers can stay either in the centre or at one end. Insurance against accidents is really important of course. I have taken out the insurance for the library and this room, but luckily the local authorities pay most of it every year by giving us a small grant. That is something to think about however.**

**3)**

**The library volunteers also organise all sorts of courses and parties in the large amphitheatre-style room. People, both kids and adults, have learned to make puppets, kites, models out of junk, posters, practised Origami, the art of Japanese paper-folding, and played board games like chess, scrabble, cluedo and monopoly just to name a few! There is now a vending machine for drinks and snacks and a big cupboard to keep things in like crayons, glue, sticky tape, scissors and so on. It’s great when Flavio, a local teacher, comes to do book readings, play guitar and get people acting out the stories. The kids love that! Then, a local greengrocer organised roast chestnuts last November out in the square, and we made hot chocolate and mulled wine for everyone.**