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**Methodological support for the use of Snoezelen**

**in the education of**

**special elementary schools pupils**

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# INTRODUCTION

The education of pupils with special educational needs (hereinafter referred to as SEN) differs in many aspects from the education of children without disabilities. The specifics of these differences lie precisely in the special needs of the pupils, and currently they concern not only special educators but all educational workers who encounter these children at work. Thanks to the amendment to the School Act, the primary goal appears to be educating all children in the mainstream school environments with the assistance based on standard supportive measures, specified further in Appendix No. 1 of Decree No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils.

The permanent and predominant system of education for children with severe multiple disabilities is education in special elementary schools. In many respects, education for these children is more acceptable and natural in classrooms with smaller numbers of pupils, different in their curriculum, assessment, individual adaptations, and with a wide range of aids. These classrooms also use alternative systematic methods, strategies and techniques. Special elementary schools are staffed with professional special educators, teaching assistants, and team of experts who closely collaborate with the special education centre. They have experience in daily cooperation with the parents of children and are prepared to address the diverse special needs of the children.

The aim of our publication is to reflect on the strategic education of children with severe multiple disabilities in special elementary schools in the context of promoting the Snoezelen concept. This method, which has proven to be effective worldwide, especially for individuals with severe multiple disabilities not only in childhood, is spreading in the Czech environment as well.

We have decided to dedicate the main content of the text to a uniquely developed methodological plan and strategy for incorporating Snoezelen into the Individual Education Plan (RVP in Czech) of the Special Elementary Schools, with specific examples of possible support for pupils through the adaptation of education to the Snoezelen concept. We believe that this section will be an inspiring part and will shed more light on the full spectrum of the use of Snoezelen in a special elementary school.

For both authors Kateřina Janků

1 Snoezelen - Multisensory Environment

The Snoezelen concept is one of the very innovative methods that can also be used in schools and educational institutions. **The** **aim of this therapeutic concept is to create an environment in which children feel comfortable and to achieve effects that are not attainable in a regular, unadapted school classroom or other educational settings.**

**The concept of Snoezelen is a comprehensive strategy that supports the child's sense of development in all aspects – biological, psychological, social and spiritual. Its goals are related to the essence of developing all key competencies that are emphasized in human development.**

## 2.1 The Essence of the Concept and Its Current Definition

The International Snoezelen Association's definition of a Snoezelen is: *"A Snoezelen is a dynamic place full of spiritual richness... it is based on a mutual sensitive relationship between the participant, the guide and a controlled environment that offers a great variety of sensory possibilities and stimulation. Snoezelen was created in the mid-1970s and is practiced worldwide. Snoezelen follows ethical principles and enriches the quality of life of its participants. Its use is recreational, therapeutic and educational."*[[1]](#footnote-1)

Due to its principles, this concept stands in direct contrast to the consumeristic productivity associated with societal tendencies that lead to utilitarian teaching and learning strategies. Its essence lies in adapting to the individual requirements of children in a wonderful and joyful world full of magic, pleasure, surprises and incredible possibilities.

Snoezelen as a multi-sensory environment, concept, and room, as well as all the work within it, has undergone significant changes over the past 30 years. The original idea and concept, which originated in the Netherlands, where it was practiced as a recreational therapy for adults with severe intellectual and multiple disabilities, has been greatly expanded and also modified. The global and national views are very diverse. Even the International Snoezelen Association (ISNA for short), has recently incorporated new theses and diversifications into its theories and practical information, which are also available to the general public, which are most closely related to the inclusion and integration of all individuals with certain limitations into society.

The Snoezelen concept, along with many other methods (e.g. Prenatal Room Concept, Basal Stimulation, Sensomotor Therapy etc.), falls within the scope of approaches related to the creation of artificially built spaces, rooms and environments, which are called *multisensory.* In general, we can say that a multisensory environment is a constructed (purposefully created) space:

* in which sensory stimulation is applied, and we ourselves direct, control and provide for it, we can adjust or expand it ourselves;
* where stimuli occur in a confined space (isolated from the external environment) or occur in an integrated fashion (integrated into the regular environment);
* designed for active or passive stimulation and tailored to the user's interests, motivation, relaxation, recreational, therapeutic or educational needs and goals;
* which may involve various kinds of physical, psychological or sociological means, techniques and methods.

A multisensory room can have various appearances depending **on the possibilities of the facility, the size of the space, the professional practice of the providers, the intended purpose of the room use, and especially the individual needs of the target group** (children with different types of special needs and disabilities, regular students, adults, seniors etc.).

Multisensory rooms have been successfully utilized since the 1980s, especially for children and pupils with severe multiple disabilities in special schools. However, the perception of such rooms and their establishment is often associated with the myth of requiring very expensive aids, technology and specially made equipment. On the contrary, as demonstrated, for instance, in the practical guide by Christopher Davies (2012), the idea of multisensory rooms is alive and there is a need to change our thinking and reconsider our strategy to be as positive and beneficial as possible for all children.

Currently, the whole concept is referred to as Snoezelen – MSE. The term Snoezelen is used mostly in Europe, Israel, and Japan. The addition of MSE is basically synonymous with the word Snoezelen, and stands for multisensory environment. This abbreviation is used in America and Australia. Combining these words into a single entity also brings together professionals who meet at an international level so as to exchange ideas and experiences, and mutually enrich each other (Filatova, 2014).

The Czech Republic, as well as the Slovak Republic, have been part of the global organisation since 2011 and under the umbrella of ISNA - MSE CR/SR, it provides professional and advisory support for the concept. Since 2004, conferences have been organized to inform about the current developments in this field, bridging the gap between practice and theory, attracting many professionals and non-professionals interested in learning more about this method.

Special educators are familiar with the Snoezelen concept more as a therapeutic method, but the truth is that it can also be utilized as an educational support and leisure activity. Of course, it primarily depends on the group of people we are working with. Numerous studies, especially those with qualitative research approaches, demonstrate that working in Snoezelen and multisensory environments measurably improves children's health and promotes lasting educational outcomes, particularly aimed at deepening children's cognitive abilities and knowledge.

The possibilities of Snoezelen can be expressed as follows:

* It creates well-being and has relaxing effects.
* It calms people down, but it also activates them.
* It awakens people's interest, guiding and directing the environmental stimuli.
* It evokes memories and organizes the personality.
* It helps eliminate anxiety and fear and provides a safe environment.
* It provides the necessary space and time for individuals with and without disabilities.
* It allows individuals to choose specific activities that are enjoyable and fulfilling for them.
* It provides individuals with opportunities that they cannot otherwise (and elsewhere) achieve or take advantage of.
* In Snoezelen, nothing is required and everything can be utilized according to individual preferences. (Verheul, 2014 in Sirkkola (ed.) 2014; Hutchinson 2011 in Larsen, 2015)

A number of studies have been devoted to the potential and applicability of Snoezelen, from which we can draw valuable research and outcome data. If we focus on obtaining information through research on Snoezelen, we find that its popularity is increasing precisely due to the multidimensionality of its use in practical applications and the positive results and experiences reported by therapists and clients. Almost no research suggests anything other than recommending the application of Snoezelen as a setting other than as a recommended application; on the contrary, the variations of its use, and research, are on the increase.

An example can be found in a research study by Gomez et al. (2016) titled Characteristics and specification of EEG patterns in patients with organic CNS impairments after Snoezelen intervention.[[2]](#footnote-2) The study revealed that interventions and activities in the Snoezelen environment modify EEG activity in a way that leads to a slowing down of EEG activity and a reduction in activation curves. The findings of this study strengthen the hypothesis that stimulation using the Snoezelen concept produces deeper states of relaxation in participants. Previous relaxation research has reported both a global increase and decrease in EEG performance for slow and fast waves propagating in the brain. Decreases in brain function can generally be associated with states of relaxation. Another related study has demonstrated that relaxation produces a significantly higher increase in *theta* activity in several cortical regions compared to listening to music. This neurophysiological pattern (an increase in theta activity) is consistent with our results, and supports our hypothesis that participants in Snoezelen sessions are more relaxed after stimulation.

A certain research contribution can also be found in Hussein's study on sensory gardens, which involved the establishment and creation of two sensory gardens in the vicinity of two schools and the acceptance of these areas by children and educational staff with the aim of integrating them into formal and informal tuition and education. The conclusion of this study includes a discussion of what children most often seek in these gardens. More than places focused on auditory perception (such as chimes, natural musical instruments with natural tuning using e.g. air currents, waterfalls, rain etc.) children sought places associated with sensory motor play (labyrinths, flower planting associated with architectural elements that encourage motor activity etc.). In the conclusion, the author argues that for the creation and utilization of sensory gardens *(in our conditions, more like sensory gardens or Snoezelen in outdoor environments)* it is necessary to set clear rules for usage, to engage professional architects in the intended use of the gardens and thus to improve the overal planning of the surrounding environment of schools and school grounds across the board.[[3]](#footnote-3)

One of the most common targets used through the Snoezelen environment are interventions in the treatment of a client with dementia (Alzheimer's disease), the main manifestation of which is a cognitive disorder affecting memory, perception, thinking, emotions and more. Although the treatment of these manifestations is currently mainly pharmacological and behavioral, one of the newer methods involves merely multisensory treatment, or support, in the Snoezelen room. In a research study reported by Todder, Levartovsky, and Dwolatsky (2016), a group of respondents (16 Alzheimer's patients) were monitored using an Actigraph device (used in measuring patients' sleep quality) for several weeks. These patients were receiving therapy in a Snoezelen room during the day. The results of this study indicate that Snoezelen has a positive effect on sleep quality after the therapy. However, as the authors point out in the discussion below, there is no evidence of a long-term effect after the Snoezelen multisensory room therapy.[[4]](#footnote-4) Patients with regressive disease and the association with care in multisensory rooms have been the focus of a number of other international studies, such as the study conducted by Escarrigo, Gameiro, and Sapeta (2017), which is a study examining the quality of approach and improvements in cognitive and motor function in clients receiving palliative care, among others.[[5]](#footnote-5)

A significant number of research contributions associated with Snoezelen also concern brain plasticity (see e.g. Pagliano, 2011). The motivation and activity of humans in a multisensory room leads to a debate regarding the adaptation of the environment and the suitability of the environment for the refinement of neural activity in the brain and modifications and changes in the conduction of neural excitations. In this context, we refer to the research presented by Molina, Pacheco, Carvajal, and Trías (University of Costa Rica, 2016), which discusses the influence of the educational and upbringing environment on the ontogenetic structure and development of the brain, and sparks a debate about manipulation, contexts, and regulation of individuals through the given environment. In the final summary, the authors call for timely and methodically focused early brain stimulation, especially for children with different types of developmental disabilities, and for the necessary systematization of professional conclusions regarding this intervention activity, i.e., the use of the multisensory Snoezelen approach in early life to develop the CNS, and the focus on brain plasticity in early structures.[[6]](#footnote-6)

Of course, this is only a hint of the research that we can currently find on Snoezelen in various journals, books or internet resources. Our aim here is to highlight the diversity of topics, the possibilities of application and also the research that is going on worldwide.

# 2 APPLICATION OF SNOEZELENU IN FRAMEWORK EDUCATIONAL PROGRAM OF SPECIAL ELEMENTARY SCHOOLS

How to teach, how to motivate, how to engage and how to convey the curriculum in an enjoyable way to pupils with special educational needs (SEN) and facilitate their understanding of the world around them? For us, the answer lies in the Snoezelen Concept, where the teacher creates a unique atmosphere in a multisensory room fostering **experience** and **personal encounter for** each pupil. These experiences are more easily remembered, retained in memory and subsequently recalled. Here we strengthen **self-confidence**, accept the uniqueness of the pupils, their existence in the present moment and place and the uniqueness of the experience. They are exposed to many stimuli enhancing their perception, imagination and thinking. Pupils have a greater opportunity for **self-realization**. Conversely, for educators, Snoezelen offers the opportunity to **overcome conventional teaching methods**, **contributes to professional growth**, **stimulates creativity** and **improves the educational process**. For these reasons, in this chapter we offer some specific options for starting to work with the Snoezelen concept and include it in the educational process at primary schools and to prove that, despite the time-consuming preparation, the reward for each teacher will be the overall improvement in the results of the pupils, their positive attitude to learning, and observing feedback in the children's facial expressions, from which you can sense their engagement, joy and enthusiasm.

Given the fact that the individual educational areas of the Framework Educational Program (FEP) for Special Elementary Schools overlap, it **is possible to incorporate the Snoezelen concept into all classes**, whether it is reading, mathematics, music or visual arts education.

**Furthermore, nowadays, we no longer need to have the entire room designed in the style of Snoezelen, instead, we can have a Snoezelen corner in the classroom or even the entire classroom can be created as a Snoezelen or multisensory room.**

For the purposes of this publication, as an example, we have chosen to **apply the Snoezelen concept to the educational area of Human and Nature** from the FEP for Special Elementary Schools, which is intended for pupils at the 2nd grade (though, of course, these practical examples can be appropriately adapted and utilized at the 1st grade, as well).

Through this educational area, pupils learn about nature as a system, they learn about the impacts of human activity on the environment, and use the acquired knowledge to protect nature. Basic knowledge of physics and chemistry as well as of products of nature and geography is covered. The target focus of the area leads to the creation and development of key competences, such as learning about and understanding the causes of natural phenomena or by contributing to the protection of the environment through their own behaviour.

These model lessons are primarily focused on the subject of natural **science curriculum, the characteristics of the seasons, in particular.** The expected outcomes directly mentioned in the FEP for Special Elementary Schools include the **acquisition of basic knowledge of what happens in nature during spring, summer, autumn and winter, as well as knowledge of plants and animals**, among others.

Other subjects such as music, art, crafts, language, physical education, mathematics and reading are integrated in the examples offered. The lessons are designed to engage **sensory perception** and, last but not least, they encompass **cross-cutting themes** such as personal and social or environmental education.

**The main goal** ofthese model lessons is to **provide pupils with experiences related to individual seasons, to help them acquire knowledge and skills from the educational area of Human and Nature. They can use these skills and knowledge not only in regular subject-based lessons but also in practical life.** In particular, they will learn about the weather, landscapes, appropriate clothing, and everything else that each season has to offer.

We recommend that the multi-sensory room (corner) is always **prepared in advance** and all activities **are carefully designed considering** the children's disabilities and needs. It is also advisable to work with a smaller group of children (maximum 5) and with the help of at least one teacher assistant or school aide. The room should definitely be equipped with a high-quality home cinema setup, i.e. a DVD player with a quality set of speakers in a spatial arrangement like Dolby Surround or Dolby Digital.

The following tables are arranged in such a way that **each table describing a specific topic is followed by another table listing activities that develop certain areas, whether they are related to mental processes, perception or personality.** It is understandable that certain activities contribute to engaging and developing multiple or all areas, but we do not list them all. It may also be noticed that other subjects such as music, art, physical education, reading, mathematics etc. are also incorporated into the lessons.

## 2.1 Snoezelen sample lessons

For the sake of clarity, here is a **list of topics** that we have prepared for the seasons: spring, summer, autumn and winter. The sequence of seasons refers to the sequence of the school year.

**The lesson Autumn** contains the following topics:

1. *weather,*
2. *picking the fruit,*
3. *animals and forest.*

**Winter lessons consist of the following** topics:

1. *weather, animals and fruit,*
2. *Christmas,*
3. *cold prevention and winter sports.*

In **Spring lessons** you will find the following topics:

1. *weather,*
2. *Easter,*
3. *animals and their offspring.*

The last **lessons devoted to Summer** include the topics:

1. *weather and clothes,*
2. *holidays by the sea,*
3. *summer sports, fruit and vegetables.*

*These lessons are a kind of a guide, a glimpse of how to start working in Snoezelen incorporated into the FEP of Special Elementary Schools. It is necessary to adapt the activities to certain disabilities, the composition of the pupils in the class, etc. We hope that these "recipes" will stimulate your creativity, help you to start overcoming the methods you have been using and, above all, improve the quality of the educational process.*

**The sequence of the following sample tables with the topic**

**AUTUMN (6 tables in total):**

* **Weather**
* **Areas of development: autumn – weather**
* **Fruit picking**
* **Areas of development: autumn – fruit picking**
* **Animals and forest**
* **Areas of development: autumn – animals and forest**

**Autumn - weather**

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| **Topic** | **Autumn - weather** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * raincoats and rubber boots * **fan and** **pinwheel** – windsimulation * **spray bottle –** rain simulation, **sprinkler –** rain simulation in the face * inflatable pool with leaves * **visual aids:** sun, clouds and drops * cards with the words autumn, September, October and November * cards with pictures describing autumn weather * pictures showing the basic autumn colours * plastic, earthworms and leaves * pencils, tempera paints, brushes, ink and books (pressing) * watercress seeds, cotton wool and bowl * September foods (cranberries, corn and iceberg lettuce) * string, strips of coloured paper, white A4 paper * positioning aids * sweet rewards |
| **Techniques** | * **DVD player** - music with sounds of storm, wind and rain * **visualizer, projector, IPad, Notebook** – photos or pictures with autumn weather and with Indian summer * **hair dryer** - wind simulation, **lamp** - sun simulation * **aromalamp** |
| **Aim of the lessons** | * introduction to autumn weather * **engagement and development of sensory perception, development of gross and fine motor skills** * improving self-care * **conveying the experience of the autumn season** * developing vocabulary, improving reading skills * colour matching and naming * work with paper * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and strengthening cooperation |
| **Lesson structure:** | |
| **Motivation** | * a letter from Mr. Autumn with a task and a sweet reward |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * putting on raincoats and rubber boots * wind and rain simulation with fan and spray bottle * walking barefoot in a pool of leaves * demonstration of the autumn weather forecast on the backs of pupils (classmates repeat to each other according to the teacher) * collecting earthworms * **movement exercises:** playing the falling leaf game and demonstrating trees blowing in the wind (swaying from side to side) |
| **Teaching** | * short **explanation about autumn** with visualization, pictures of autumn months and their characteristics, use of visual aids * **Demonstration of rain** by spraying around the face, wind by blowing into the fans, wind in the hair with a hair dryer, and sun with a lamp * matching the months and weather cards describing autumn to the big autumn sign (describing and reading them), choosing the current month * matching coloured leaves to colours in pictures * poems and songs with autumn themes * September food tasting |
| **Relaxation** | * **positioning** and listening to a short autumn story * listening to relaxing music with sounds of rain and light wind * aromalamp * listening to the folk song "It's raining, it's raining" (Prší, prší!) |
| **Product** | * **making a simple kite**: fold paper in half widthways, glue prepared paper strips on it   as a fringe and make its tail using the string   * planting watercress * printing, pressing and sheet outlining * tearing leaves by veins |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward |

**Areas of development: autumn - weather**

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| **Areas of development** | **Activities** |
| **Visual perception** | * walking in the leaves * weather forecast demonstrated with hands and fingers on the back of one another * collecting earthworms * pictures and visual aids * colour matching * products |
| **Auditory perception** | * walking in the leaves (listening to the rustling) * weather forecast demonstrated with hands and fingers on the back of one another * poems and songs with autumn themes * listening to songs and sounds * products |
| **Haptic perception** | * wind simulation by fan, wind machines and hair dryer * rain drop simulation * walking in the leaves * weather forecast demonstrated with hands and fingers on the back of one another * collecting earthworms |
| **Olfactory perception** | * collecting earthworms * aromalamp * walking in the leaves |
| **Taste perception** | * September food tasting (cranberries, corn, iceberg lettuce) * tasting of cultivated watercress |
| **Gross motor skills** | * playing the chimes * putting on raincoats, putting on rubber boots * walking in the leaves, movement exercises |
| **Fine motor skills** | * putting on raincoats * weather forecast demonstrated with hands and fingers on the back of one another * collecting earthworms * products |
| **Graphomotorics** | * sheet tracing |
| **Visuomotorics** | * collecting earthworms * products |
| **Thinking** | * month and weather matching * colour matching * products |
| **Memory** | * poems and songs with autumn themes |
| **Imagination** | * pictures and visual aids with autumn weather |
| **Communication** | * poems and songs with autumn themes (vocabulary development, pronunciation improvement and correct breathing) * month and weather matching * wind simulation wind turbines |
| **Attention** | * weather forecast demonstrated with hands and fingers on the back of one another * listening to songs and sounds |
| **Motivation** | * a letter from Mr. Autumn |
| **Self-service** | * putting on raincoats and rubber boots |
| **Social behaviour** | * weather forecast demonstrated with hands and fingers on the back of one another |
| **Own experience** | * simulation of wind using fans, pinwheels and hair dryer * rain drop simulation * simulation of the sun with a lamp * food tasting * weather forecast demonstrated with hands and fingers on the back of one another * walking in the leaves * collecting earthworms * products |

**Autumn - fruit picking**

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| **Topic** | **Autumn - fruit picking** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words autumn, September, October and November * cards with numbers * **puzzles** (cut pictures of autumn fruits, vegetables and nature) * **fabric or tree drawn on the wall with Velcro**, paper and fabric fruit with Velcro (apples, pears, plums), baskets * **fruit:** apples, pears and plums * **vegetables:** carrot, beetroot, pumpkin, garlic, onion, pepper, tomato and cucumber (all also in pictures) * opaque bag with potatoes and a large jar * guitar and simple musical instruments (Orff instruments) * pictures of a tree, cork stoppers and tempera paints * acorns and chestnuts, chestnuts in the husk and leaves * walnuts and hazelnuts * plastic containers, plasticine and sandpit * pencils, A4 drawings and potato stamps * vegetable juice and sweet rewards * positioning aids |
| **Technical equipment** | * **DVD player** – folk songs "Autumn message", "Pear" and "Chestnuts" * **Visualizer, projector, IPad, Notebook** - photos or pictures of crops that are harvested in autumn (fruits, vegetables, products of nature) * **IPad** - puzzle of pictures of autumn crops * **aromalamp** |
| **Aim of the lessons** | * acquaintance with autumn fruits * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the autumn season** * strengthening visual analysis and synthesis * vocabulary development * improving mathematical and reading skills * reducing tension, creating a feeling of relaxation and satisfaction, good mood, creating a familiar atmosphere * increasing activity, participation in collective activities, strengthening cooperation |
| **Lesson structure:** | |
| **Motivation** | * a letter from Mr. Autumn with a recipe for vegetable salad (food is a strong motivator for students with disabilities) |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **putting together puzzles** (IPad, cut photos and pictures) with vegetables, fruits and objects of nature and then matching real objects to the pictures * collecting a given number of cloth and paper fruits from a tree * **playing simple musical instruments** accompanied by the guitar * **competition** in collecting acorns and chestnuts hidden under leaves * walking barefoot on chestnuts and acorns * picking walnuts and hazelnuts * **movement exercises:** poem about potato with accompanying movements, keeping chestnuts differently on the body, rolling chestnuts from neck to belly (to feet) without using hands |
| **Teaching** | * **matching the months** to the big autumn sign (reading them), selecting the current month * looking at and naming fruits, vegetables and objects of nature in pictures * **fruit tasting** - pupils first look at the fruit, then take it in their hands and smell it * **guessing the food** that is hidden in a bag using touch and smell (clues: grown in the field, grown in the ground, dug out in the autumn, not eaten raw, only boiled, baked fried or as chips) * observing potatoes and a short description of this crop * songs with the theme of autumn crops * **counting the** number of acorns and chestnuts collected * recognizing chestnuts and acorns and sorting them by size * tasting of nuts and a short explanation of the nuts * tasting of prepared vegetable juice * introduction to simple musical instruments * recognising fruit and vegetables without a visual check * observation of potato growing in the jar |
| **Relaxation** | * **positioning** and listening to folk songs * aromalamp * **performing** hand and foot **massage** with chestnuts and acorns (pupils to each other according to instructions and demonstration) |
| **Product** | * **decals** with cork stoppers representing apples (red), pears (yellow) and plums (blue) * **work with sandbox** - decals * production of forest musical instruments (chestnuts and acorns in plastic containers) * **modelling** apples and pears, and simple drawings of fruit * salad preparation according to a recipe * stamps made from potatoes |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise) and a sweet reward |

**Areas of development: autumn - fruit picking**

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| **Areas of development** | **Activities** |
| **Visual perception** | * pictures and products * puzzles and matching real objects to pictures * harvesting and sorting of crops * activities with fruit, vegetables and products of nature * observation of potato growing in the jar * massages |
| **Auditory perception** | * playing simple musical instruments accompanied by guitar * singing and listening to folk songs with the theme of autumn crops * massages and products |
| **Haptic perception** | * harvesting and sorting of crops * walking barefoot on chestnuts and acorns * activities with fruit, vegetables and products of nature * massages and products |
| **Olfactory perception** | * activities with fruit, vegetables and products of nature * aromalamp |
| **Taste perception** | * fruit and nut tasting * products |
| **Gross motor skills** | * playing the chimes * movement exercises * collecting acorns, chestnuts, walnuts and hazelnuts * walking barefoot on chestnuts and acorns |
| **Fine motor skills** | * products and massages * playing simple musical instruments * recognising fruit and vegetables without a visual check |
| **Graphomotorics** | * products |
| **Visuomotorics** | * products |
| **Thinking** | * assignment of months * matching real objects to pictures * selecting the current month * counting the number of acorns and chestnuts collected * sorting chestnuts and acorns and dividing them according to size * recognising fruit and vegetables without a visual check * products |
| **Memory** | * poem about a potato with movement * assignment of individual months * selecting the current month * songs with the theme of autumn crops * recognising fruit and vegetables without a visual check |
| **Imagination** | * looking at and naming fruits, vegetables and products of nature in pictures * recognising fruit and vegetables without a visual check * observation of potato growing in the jar * blindfolded food guessing |
| **Communication** | * assignment on months * naming fruits, vegetables and products of nature in pictures * poems and songs with the theme of autumn crops |
| **Attention** | * playing simple musical instruments * competition in collecting acorns and chestnuts hidden under leaves * picking walnuts and hazelnuts * blindfolded food guessing * observation of potato growing in the jar * massages |
| **Motivation** | * a letter from Mr. Autumn * competition in collecting acorns and chestnuts hidden under leaves * blindfolded food guessing * food tasting * observation of potato growing in the jar * massages |
| **Self-service** | * preparation of a simple dish (salad) |
| **Social behaviour** | * competition in collecting acorns and chestnuts hidden under leaves (promoting healthy competition) * massages |
| **Own experience** | * learning about food and tasting it * massages * collection of products of nature * products |

**Autumn - animals and forest**

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| **Topic** | **Autumn - animals and forest** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words: autumn, September, October and November * **bird feathers, feathers on strings, fabric, fur and leaves** * **branches with needles, pine cones, boxwood, moss, tree bark and mushrooms** * pictures of coniferous and deciduous forest and mushrooms * exhibits of forest animals * pictures of animals, crayons and markers * pool with pine needles * thin Phillips screwdriver, chestnuts of different sizes and shapes, wooden skewers, two bowls or boxes * ingredients for the preparation of baked pasta with mushrooms * mushroom templates made of cardboard, red and white paper, glue * **positioning aids** * diplomas and sweet rewards |
| **Techniques** | * **DVD player** – sounds of birds singing, sounds of forest animals, song by Daňek "Listopad" (November), folk songs "Běží liška k Táboru" (Fox running to Tábor), "Bunny in his hole", "Bear's distress" * **visualizer, data projector, IPad, Notebook** - photos or pictures related to autumn (November) - first frosts, wind in the stubble and others, photos of birds flying away to warm countries and pictures of mushrooms * **IPad** - pictures of forest animals with their sounds * **aromatherapy lamp** with essential oils with the scent of sandalwood, eukalyptus and pine |
| **Aim of the lessons** | * introduction to forest animals, the forest and nature * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the autumn season** * vocabulary development * development of cognitive functions * preparation of a simple dish * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and strengthening cooperation |
| **Lesson structure:** | |
| **Motivation** | * letter from Mr. Autumn with pictures of animals and diploma |
| **Ritual** | * poem, playing the chimes |
| **Busy,**  **active part** | * mutual decorating with feathers on strings * walking in needles and searching for buckeyes * **playing with animals:** making beds for the winter out of fabric, fur and leaves * imitating movements of animals (hares and bears) * movement game **"To the hedgehog"** with recitation of a poem * navigating classmates through the toadstools scattered around the room |
| **Teaching** | * **matching the months** to the big autumn sign (reading them), choosing the current month, naming the autumn months by heart * visualization of photos and pictures while listening to the song "November" * **short explanation** about birds flying to warm countries, listening to bird songs and observing bird feathers * **distinguishing between coniferous and deciduous forests** and naming them * observing and sorting cones by size * viewing photos of animals and listening to their sounds * viewing and petting animal exhibits * observing and stroking moss and bark of trees and mushrooms * **short explanation about the forest as an ecosystem** (why it is important, who lives in it) * songs about animals from the forest („Běží liška k Táboru“, „Zajíček ve své jamce“, „Medvědí trápení“/ Fox running to Tábor, Bunny in his hole, Bear's distress) |
| **Relaxation** | * feather stroking on the body * positioning and listening to a short story about animals, with the sounds of the forest in the background * aromalamp |
| **Product** | * colouring pictures of animals living in the forest * making fly swatters * preparation of baked pasta with mushrooms * making animals from chestnuts |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward and diplomas |

**Areas of development: autumn - animals and forest**

|  |  |
| --- | --- |
| **Areas of development** | **Activities** |
| **Visual perception** | * search for buckeyes * navigating classmates through the toadstools scattered around the room * pictures, photos * differences between coniferous and deciduous forest * viewing products of nature, animal exhibits and mushrooms * products |
| **Auditory perception** | * navigating classmates through the toadstools scattered around the room * singing and listening to songs, sounds and animal sounds * listening to the narration |
| **Haptic perception** | * activities with feathers * walking in needles, searching for buckeyes * animal game * viewing products of nature, animal exhibits and mushrooms * products |
| **Olfactory perception** | * walking in pine needles * viewing products of nature, animal exhibits and mushrooms * aromalamp * products |
| **Taste perception** | * preparation of baked pasta with mushrooms |
| **Gross motor skills** | * walking in needles, searching for buckeyes * animal game * movement representation of animals (hare, bear) * movement game "To the hedgehog" with recitation of a poem * navigating classmates through the toadstools scattered around the room |
| **Fine motor skills** | * mutual decorating with feathers on strings * playing with animals: making beds for the winter out of fabric, fur and leaves * products |
| **Graphomotorics** | * products |
| **Visuomotorics** | * products * stroking with feathers |
| **Thinking** | * navigating classmates through the toadstools scattered around the room * matching the months to the big autumn sign (reading them), choosing the current month and naming the autumn months by heart * pictures and photos * explanations about birds and forests |
| **Memory** | * movement game "To the hedgehog" with recitation of a poem * matching the months to the big autumn sign (reading them), choosing the current month and naming the autumn months by heart * songs and poems |
| **Imagination** | * pictures and photos * sounds of animals |
| **Communication** | * navigating classmates through the toadstools scattered around the room * matching the months to the big autumn sign (reading them), choosing the current month and naming the autumn months by heart * pictures and photos * songs and poems * naming coniferous and deciduous forest * listening to the narration |
| **Attention** | * search for buckeyes * navigating classmates through the toadstools scattered around the room * listening to the narration |
| **Motivation** | * letter from Mr. Autumn and diplomas |
| **Self-service** | * preparation of baked pasta with mushrooms |
| **Social behaviour** | * mutual decorating with feathers on strings * navigating classmates through the toadstools scattered around the room * stroking with feathers |
| **Own experience** | * walking in pine needles * animal game * preparation of baked pasta with mushrooms |

**The sequence of the following sample tables with the topic**

**WINTER (6 tables in total):**

* **Weather, animals and fruit**
* **Areas of development: winter - weather, animals and fruit**
* **Christmas**
* **Areas of development: winter - Christmas**
* **Cold prevention, winter sports**
* **Areas of development: winter – cold prevention and winter sports**

**Winter - weather, animals and fruit**

|  |  |
| --- | --- |
| **Topic** | **Winter - weather, animals and fruit** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words winter, December, January and February * cards with individual letters of winter to be * white fabrics of different lengths and widths – simulating **fog and blizzard** * flakes made of paper and cotton wool of different sizes and shapes * quarters of white paper and variously high hurdles * bare and dry branches, branches of conifers and needles and tree illustration * fresh snow, ice and icicle * memory game with winter symbols * popsicles * **typical exotic winter fruits:** oranges, tangerines and bananas ... * birdhouse, bird feeder (pictures, photographs, own didactic material with hay and straw, chestnuts, acorns and bird's tooth) * drawn outline of a snowman on a drawing, quarters of paper, tempera paints and pencils * shaving foam, baking soda and bowls * positioning aids |
| **Techniques** | * **DVD player** - songs with winter theme: „Sněží“, „Padá sníh“, „Bude zima, bude mráz“ ("It's snowing", "Snow is falling", "It's going to be cold, it's going to be freezing"), sounds of a snow storm * **visualizer, projector, IPad, Notebook** - photos or pictures characterizing nature and winter weather (snow, frost, icicles, ice...), pictures of birdhouses, birdfeeders, wildlife feeding stations and fruit * **aromatherapy lamp** with essential oil with the scent of spruce and larch * **fan** |
| **Aim of the lessons** | * introduction to winter weather and landscape * introduction to fruit typical for the winter season * approaching the feeding of animals in winter * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the winter season** * improvement of self-service activities * improving visual memory * vocabulary development * development of cognitive functions * improving mathematical skills * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and strengthening cooperation |
| **Lesson structure:** | |
| **Motivation** | * Invitation of Mrs. Winter to her kingdom with the task to bring a scarf, gloves, hat and winter coat * a message from Mrs. Winter with instructions for making snow |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **putting on** scarves, gloves, hats and winter coats with snow storm music in the background * **passing through a "fog and blizzard"** of white fabrics hung in various ways in the room to the end of the room, dropping the made snowflakes on the children's heads * tearing paper into pieces, sprinkling it on oneself and others from a height, blowing into it - **simulating falling snow** * throwing torn paper against a fan - **simulating a snowstorm** * playing the Match memory game with winter symbols |
| **Teaching** | * **matching the months to the name winter** (reading them), selecting the current month * forming the word winter with individual letters * **projection and description of photographs and pictures characterizing nature and weather in winter** * observing and touching fresh snow, icicles, ice and tasting popsicles * fruit recognition and subsequent tasting, matching real fruit to pictures * visual aid of a tree and its description: bare branches with snowflakes - sorting by size and shape, collecting a certain number of snowflakes * **branches with needles** - prickly and soft, rubbing needles in hands (smell) * demonstration of a **birdhouse with bird's droppings and a short explanation** about what birds eat in winter and how we can take care of them * demonstration of a feeding trough with hay and straw, chestnuts, acorns and a short explanation about animals in winter, smelling the natural resources, filling the feeding trough with food |
| **Relaxation** | * caressing with branches (soft needles) * listening to songs with winter themes * positioning and aromatherapy |
| **Product** | * snow production * making snowflakes (cutting out) * **picture of a snowman** (gluing paper balls into the outline of the snowman), working with tempera paints * graphomotor worksheets with winter themes |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise) and sweet reward |

**Areas of development: winter - weather, animals and fruit**

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| --- | --- |
| **Areas of development** | **Activities** |
| **Visual perception** | * compiling the name winter * photos, pictures * memory game and products * visual aids (snow, ice, icicle, bird and wildlife feeder) * fruit matching * activities with pine needles |
| **Auditory perception** | * listening to songs and sounds * activities with pine needles * listening to the teacher's explanation * products |
| **Haptic perception** | * visual aids (snow, ice, icicle, bird and wildlife feeder) * activities with pine needles * products |
| **Olfactory perception** | * visual aids (snow, ice, icicle, bird and wildlife feeder) * activities with pine needles * aromalamp * products |
| **Taste perception** | * fruit tasting * popsicle tasting |
| **Gross motor skills** | * putting on winter clothing * walking through fog and blizzard |
| **Fine motor skills** | * activities with paper * visual aids (snow, ice, icicle, bird and wildlife feeder) * activities with pine needles |
| **Graphomotorics** | * products |
| **Visuomotorics** | * activities with paper * visual aids (snow, ice, icicle, bird and wildlife feeder) |
| **Thinking** | * Match (memory card game) * matching months, selecting the current month * jigsaw puzzle with the winter sign * fruit matching * visual aids (snow, ice, icicle, bird and wildlife feeder) * products |
| **Memory** | * Match (memory card game) * visual aids (snow, ice, icicle, bird and wildlife feeder) * fruit matching |
| **Imagination** | * activities with paper * photos, pictures |
| **Communication** | * Match (memory card game) * matching months and selecting the current month * jigsaw puzzle with the winter sign * visual aids (snow, ice, icicle, bird and wildlife feeder) * fruit matching * commenting on activities |
| **Attention** | * Match (memory card game) * listening to the teacher's explanation * products |
| **Motivation** | * Invitation by Mrs. Winter * instructions for making snow |
| **Self-service** | * putting on winter clothing |
| **Social behaviour** | * Match (memory card game) * activities with pine needles |
| **Own experience** | * activities with paper (simulation of falling snow and snowstorm) * visual aids (snow, ice, icicle, bird and wildlife feeder) * fruit tasting * activities with pine needles * products |

**Winter - Christmas**

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| --- | --- |
| **Topic** | **Winter – Christmas** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words winter, December, January, February * scissors, duct tape, boxes, Christmas wrapping paper, Christmas tree, markers, white and wrapping paper, ribbons, hard paper, stencils of banners, bells and characters - angels, baby Jesus * pictures for the Christmas story * **cinnamon, cloves, vanilla, raisins, gingerbread, chocolate, apples, Christmas, candy and more** * **the smell of Christmas** (cinnamon, cloves...) in opaque bags * frantisek - fragrance, candles and nutshells * bells, jingle bells and a slipper * pool with carp * food to prepare potato salad * tree for decorating * positioning aids |
| **Techniques** | * **DVD player** - carols * **Visualizer, projector, IPad, Notebook** - pictures and photos with Christmas theme * **Orff instruments** * **aromalamp** - cinnamon, cloves |
| **Aim of the lessons** | * introduction to the Christmas season, traditions and customs * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the Christmas season** * vocabulary development * development of cognitive functions * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and strengthening cooperation |
| **Lesson structure:** | |
| **Motivation** | * letter from Mrs. Winter with a recipe for potato salad * gift giving |
| **Ritual** | * poem, playing the chimes |
| **Busy,**  **active part** | * **observing and trying to catch a carp** - imitating a carp * **decorating the Christmas tree** with ornaments * **dropping boats** from nutshells, cutting apples, throwing a shoe over the shoulder * jigsaw puzzle with pictures to tell the Christmas story |
| **Teaching** | * matching the word Christmas to winter and reading it * projection and description of photographs and pictures characterizing Christmas * **a short explanation of Christmas traditions and customs** * **matching smells to examples of real objects** (cinnamon, vanilla....) * recognition of delicacies and spices, then without a visual check, tasting of the selected ones * singing carols and playing Orff instruments |
| **Relaxation** | * **aroma:** Frankincense and Christmas potpourri * listening to carols * **positioning** and telling a short story about the birth of Jesus * aroma lamp with essential oils with the scent of cloves and cinnamon |
| **Product** | * preparation of potato salad * gift wrapping * **making Christmas wrapping paper** - drawing Christmas motifs on white paper using stencils |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward and gifts |

**Areas of development: winter - Christmas**

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| --- | --- |
| **Areas of development** | **Activities** |
| **Visual perception** | * activities with a carp * decorating the Christmas tree, nutshell boats and cutting apples in halves * matching smells, identifying spices and delicacies * jigsaw puzzle with pictures of a story * matching the word Christmas to winter and reading it * pictures and photos * products |
| **Auditory perception** | * activities with a carp * jigsaw puzzle with pictures of a story * interpretation of traditions and customs * singing and listening to carols, and playing Orff instruments * listening to the story |
| **Haptic perception** | * activities with a carp * decorating the Christmas tree * matching smells, identifying spices and delicacies |
| **Olfactory perception** | * activities with a carp * decorating the Christmas tree * matching smells, identifying spices and delicacies * Frankincense and Christmas potpourri * aromalamp * products |
| **Taste perception** | * matching scents * tasting of some delicacies * products |
| **Gross motor skills** | * activities with a carp * throwing a shoe over the shoulder * decorating the Christmas tree |
| **Fine motor skills** | * little walnut shell boat floating and cutting an apple in halves * decorating the tree * jigsaw puzzle with pictures of a story * playing Orff instruments * products |
| **Graphomotorics** | * products |
| **Visuomotorics** | * jigsaw puzzle with pictures for the story * walnut shell boat floating * products |
| **Thinking** | * little walnut shell boat floating and cutting an apple in halves, throwing a shoe over the shoulder – Czech Christmas traditions * jigsaw puzzle with pictures of a story * matching the word Christmas to winter and reading it * pictures and photos * interpretation of traditions and customs * matching scents and identifying spices * listening to the story |
| **Memory** | * jigsaw puzzle with pictures of a story * matching the word Christmas to winter and reading it * singing and listening to carols * matching scents |
| **Imagination** | * decorating the Christmas tree and cutting apples in halves * jigsaw puzzle with pictures of a story * pictures and photos |
| **Communication** | * imitating a carp * jigsaw puzzle with pictures of a story * matching the word Christmas to winter and reading it * pictures and photos * singing and listening to carols * interpretation of traditions and customs * listening to the story * commenting on activities |
| **Attention** | * activities with a carp * little walnut shell boat floating and cutting an apple in halves * listening to the teacher's explanation |
| **Motivation** | * letter from Mrs. Winter * preparation of potato salad * activities with a carp |
| **Self-service** | * cutting an apple in halves * preparation of potato salad |
| **Social behaviour** | * decorating a tree * preparation of potato salad |
| **Own experience** | * activities with a carp * decorating the tree (cooperation, help) * little walnut shell boat floating and cutting an apple in halves and throwing a shoe over the shoulder – Czech Christmas traditions * preparation of potato salad * tasting |

**Winter - cold prevention and winter sports**

|  |  |
| --- | --- |
| **Topic** | **Winter - cold prevention and winter sports** |
| **Time range** | 1 month 1x per week 45 - 60 min |
| **Aids** | * cards with the words winter, December, January and February * cards with individual letters to put these names together * **cards with pictures of ice skates, skis, sticks, sledge, puck and hockey stick** * **thermoflask with tea, lemon, ginger (whole and grated), honey, various kinds of tea, cups, saucers, teaspoons** * several pairs of gloves in different materials and sizes * white A3 paper, markers, crayons, pastels and pencils * **washbowl with warm water and sea salt** * lip balms * **ski boots, skis, poles, puck, hockey stick and helmet** * magazines with pictures of winter sports, landscapes (collage), scissors, glue and drawings * real figure of Mrs. Winter in a white long coat (dress) with silver hair * positioning aids * diplomas and sweet rewards |
| **Techniques** | * **DVD player** – relaxing music and winter sports sounds * visualizer, data projector, IPad, Notebook - photos or pictures of tea ingredients and winter sports * **aromatherapy lamp** with essential oil with the scent of lemon or ginger |
| **Aim of the lessons** | * introduction to cold prevention, winter sports and winter hazards * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the winter season** * vocabulary development * development of cognitive functions * strengthening visual differentiation * strengthening auditory perception * development of self-service activities * development of mathematical and reading skills * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and strengthening cooperation |
| **Lesson structure:** | |
| **Motivation** | * Invitation of Mrs. Winter to the tea party |
| **Ritual** | * poem, playing the chimes |
| **Busy,**  **active part** | * sipping tea from a thermo flask and adding lemon, grated ginger and honey - serving tea (cups, saucers, teaspoon and teapot) * **spherical** - A3 paper is crumpled into the shape of balls, rolling around the room * **putting on ski boots, standing on skis and using poles to keep balance while gradually lifting the legs** * finding the same pair of gloves, putting them on the hands and trying different materials |
| **Teaching** | * **matching the months to the name winter** (reading them), selecting the current month, naming the winter months from memory * projection of pictures and photos of tea ingredients and a short explanation: lemon - vitamin C, honey - healthy sweetener, etc. * recognising the ingredients we add to tea without a visual, and later without tactile control * **lip balms** - short explanation, smelling different kinds and applying them to lips * **pictures with winter sports** - naming sports and naming the equipment they choose from the prepared cards, e.g. figure skating - ice skates, skiing - skis, sticks, sledding - sledge, ice hockey – puck and hockey stick * **counting the paper** balls made and sorting them by size * independently matching sports equipment to winter sports, listening to the sounds of each sport * observing and testing the weight of the puck, stick and helmet * a short introduction to the risks during a winter season - using photographs (skating on the pond, movement on the mountains, on the road and on the pavement) |
| **Relaxation** | * positioning and relaxing music * **inhalation** using warm water with sea salt to prevent colds * tasting different types of tea and a drink made only from ginger, lemon juice and honey * aromalamp |
| **Product** | * collage of winter sports pictures cut out from magazines * drawing the character of Mrs. Winter according to one‘s own ideas |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward and diplomas |

**Areas of development: winter - cold prevention, winter sports**

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| **Areas of development** | **Activities** |
| **Visual perception** | * activities with gloves * pictures and photos * getting to know tea ingredients * working with lip balm * work with paper * activities with ice hockey equipment * products |
| **Auditory perception** | * interpretation of the pictures and photographs * listening to the sounds of winter sports * listening to relaxing music |
| **Haptic perception** | * work with paper and beading * activities with gloves * getting to know tea ingredients * working with lip balm * activities with ice hockey equipment * products |
| **Olfactory perception** | * tasting of teas and ingredients * getting to know tea ingredients * working with lip balm * inhalation, aromatherapy |
| **Taste perception** | * tasting of teas and ingredients * getting to know tea ingredients |
| **Gross motor skills** | * playing the chimes * Ballerina * activities with ski equipment * activities with gloves * activities with hockey equipment |
| **Fine motor skills** | * serving tea * work with paper * activities with gloves * working with lip balm * activities with hockey equipment * products |
| **Graphomotorics** | * products |
| **Visuomotorics** | * activities with gloves * work with paper |
| **Thinking** | * serving tea * activities with gloves * assignment of months * getting to know tea ingredients * winter sports * work with paper * activities with hockey equipment * products |
| **Memory** | * poem * naming the winter months * getting to know tea ingredients * winter sports |
| **Imagination** | * pictures and photos * getting to know tea ingredients * winter sports * listening to the sounds of winter sports * products |
| **Communication** | * poem * serving and tasting of teas * assignment of months * interpretation of the pictures and photographs * winter sports * commenting on activities * activities with ice hockey equipment * products |
| **Attention** | * serving tea * activities with gloves * listening to the teacher's explanation * work with paper * listening to the sounds of winter sports * products |
| **Motivation** | * Invitation by Mrs. Winter * tasting of teas and ingredients |
| **Self-service** | * serving tea * activities with gloves * working with lip balm * inhalation |
| **Social behaviour** | * serving tea |
| **Own experience** | * serving and tasting of teas * activities with ski equipment * activities with gloves * getting to know tea ingredients * working with lip balm * activities with ice hockey equipment * inhalation |

**The sequence of the following sample tables with the topic**

**SPRING (6 tables in total):**

* **Weather**
* **Areas of development: spring - weather**
* **Easter**
* **Areas of development: spring - Easter**
* **Animals and their young**
* **Areas of development: spring - animals and their offspring**

**Spring - weather**

|  |  |
| --- | --- |
| **Topic** | **Spring - weather and nature** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * coloured paper key and a pulley with key * cards with the words: spring, March, April and May * **clothes:** sneakers with laces (attempt to tie them while saying rhymes) and zip-up hoodie * **grass and spring flowers, lilac branches, paper flowers, paper butterflies and stones** * live and fake beetles and butterflies * spring flowers * pot with soil, grass seeds and watering can * **chive seeds or low-maintenance herbs, pot and soil** * bread, butter, chives and cutlery knife * drawing with a tulip, tempera paints and brushes * **worksheets** with a half of a butterfly and a tulip, pencils * colouring books, markers and crayons * scented candles and perfume with floral scent * positioning aids |
| **Techniques** | * **DVD player** - music by Bohuslav Martinů „Otvírání studánek“ (Opening the springs), sounds of bees, „Brouci na jaře“ (Beetles in spring) by Dagmar Patrasová, and „Jaro dělá pokusy" (Spring is experimenting) by Uhlíř and Svěrák * **Visualizer, projector, IPad, Notebook** - photos or pictures of spring weather and countryside, lilac, tulip, jasmine, chives, grass, bugs and birds returning from warm countries * **aromatherapy lamp** with essential oil with the scent of jasmine |
| **Aim of the lessons** | * introduction to the characteristics of the spring season * introduction to growing grass, chives or low-maintenance herbs * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the spring season** * vocabulary development * strengthening communication between pupils and teachers * development of self-service activities * strengthening of auditory perception and rhythm * development of reading skills and graphomotor skills * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and promoting cooperation |
| **Lesson structure:** | |
| **Motivation** | * each pupil is given a template of the outline of a large key before the classroom, their task is to colour the key in spring colours beforehand so that they can unlock the multi-sensory room * preparation of a simple dish, tasting and planting |
| **Ritual** | * poem, playing the chimes |
| **Busy,**  **active part** | * **opening the room** - placing the pulley on the door, pupils learn to unlock and lock it - unlocking the spring * **getting dressed:** tying sneakers, fastening and unfastening the zip on the hoodie * **walk through the spring meadow among flowers and grass in pairs** - setting up different height obstacles, must not step on any flower or butterfly * **opening of springs** (buckets with water) **accompanied by a** short poem (swirling water with hands) * **butterfly game** - rhyming with movements |
| **Teaching** | * a short story about the opening of springs while listening to the works of Czech composer Bohuslav Martinů * **matching the months to spring** (reading them), selecting the current month * projection of pictures and photographs of spring weather and landscape, and their description * **looking at and smelling** freshly cut grass, chives, lilacs and flowers (snowdrops, dandelions, daisies, snowdrops, orris, anemone, narcissus, tulip, violet, lily of the valley and daisy) and smelling floral perfume * **a short explanation of the** pictures of beetles (common hornbill, water vole, carpenter beetle, slipper beetle, sunbird) and birds returning to us from warm countries (starling, conure, thrush, stork, hoopoe and goose) * observing live and fake plastic beetles and butterflies * **worksheets -** drawing and tracing a butterfly and a tulip |
| **Relaxation** | * **positioning and resting in the spring garden** (pupils decorate the room with previously collected natural plants) while listening to the buzzing of bees and songs about spring * **resting in the green grass**, singing the song "Travička zelená“ (Little green grass), clapping hands in its rhythm * caressing with a flower around faces * listening to a fairy tale about spring, use of scented candles * aromalamp |
| **Product** | * planting grass seeds, watering and monitoring their growth * planting chives (or low-maintenance herbs) and then tasting them * **tulip** - working with tempera paints – pointillism technique * **colouring pages** - spring flowers * preparation of bread with butter and fresh chives |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise) and sweet reward |

**Areas of development: spring - weather**

|  |  |
| --- | --- |
| **Areas of development** | **Activities** |
| **Visual perception** | * manipulation of a pulley * walk through the spring meadow * opening of springs * getting dressed * pictures and photos * handling products of nature * observing live and plastic animals * products |
| **Auditory perception** | * opening springs * listening to the teacher's narration * listening to music and songs with a spring theme * observing live animals * products |
| **Haptic perception** | * manipulation of a pulley * opening of springs * getting dressed * handling products of nature * observing live and fake plastic animals * caressing with a flower * products |
| **Olfactory perception** | * handling products of nature * smelling the perfume * scented candles and aromatherapy lamp * products |
| **Taste perception** | * products |
| **Gross motor skills** | * walk through the spring meadow * butterfly game * getting dressed * cheerleading rhythm |
| **Fine motor skills** | * manipulation of a pulley * opening springs * getting dressed * worksheets * singing songs * products |
| **Graphomotorics** | * preparation of the key * worksheets * products |
| **Visuomotorics** | * manipulation of a pulley * getting dressed * products |
| **Thinking** | * manipulation of a pulley * matching spring months * handling products of nature * teacher's explanations * observing live and plastic animals * products |
| **Memory** | * poem, rhyme with movements * matching the spring months * handling products of nature * observing live and plastic animals * listening to music and songs with a spring theme * singing songs * products |
| **Imagination** | * preparation of the key * listening to the teacher's narration * pictures and photos * smelling the perfume |
| **Communication** | * poem and rhymes with movements * matching spring months * pictures and photos * handling products of nature * singing songs * teacher's explanations * observing live and plastic animals * listening to music and songs with a spring theme * products * commenting on activities |
| **Attention** | * manipulation of a pulley * getting dressed * a walk through the spring meadow * listening to the teacher's narration and explanations * worksheets * products |
| **Motivation** | * preparation of the key * planting grass and chives * preparing food |
| **Self-service** | * getting dressed * products |
| **Social behaviour** | * a walk through the spring meadow * caressing with a flower |
| **Own experience** | * manipulation of a pulley * opening springs * getting dressed * handling products of nature * smelling the perfume * observing live animals * caressing with a flower * products |

**Spring - Easter**

|  |  |
| --- | --- |
| **Topic** | **Spring – Easter** |
| **Time range** | 1 month 1x per week 45 - 60 min |
| **Aids** | * cards with the inscriptions spring, march, april, may * cards with letters to form the name Easter * **pictures for the Easter story** * broom and dustpan, mopping tools * Easter eggs * **eggs, skewers, egg paints, brushes, stickers, glue, cotton pearl in spring shades and ribbons** * **Easter symbols** (lamb, cross, egg, cats, horseradish, milk with honey, rattles and clappers) * wicker, wire, crepe paper – streamers and scissors * colouring books, markers, crayons and stencils (egg, lamb and an Easter whip etc.) * plasticine * positioning aids |
| **Techniques** | * **DVD player** - songs with Easter and spring themes * **Visualizer, projector, IPad, Notebook** - photos or pictures of Easter symbols (lamb, cross, egg, cats, horseradish, milk with honey, rattles and clappers)   pictures describing Holy Week   * **aromalamp** |
| **Aim of the lessons** | * introduction to the Easter season, traditions and customs * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the Easter season** * vocabulary development * development of cognitive functions * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities, promoting cooperation |
| **Lesson structure:** | |
| **Motivation** | * demonstration of whipping girls in the stem classroom and offer to make one‘s own whip in the multisensory room |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **finding Easter eggs** hidden in different places in the room in pairs * practice **whipping** (applying reasonable force) * **Easter rhymes with movement** * jigsaw puzzle with pictures for the Easter story |
| **Teaching** | * **matching the months with spring** (reading them), selecting the current month * forming the name Easter from individual letters * **a short explanation of Easter traditions and customs** * introduction to Holy Week through pictures and interpretation:   *Palm Sunday* - fasting, peace, silence and concentration  *Blue Monday* – spring holidays begin  *Grey Tuesday* - cleaning homes  *Ugly Wednesday* - sweeping soot from the chimney  *Green Thursday* - praying, decluttering, bells and clappers instead of bells in the church  *Good Friday* - a day of mourning and fasting, no working in the fields or washing clothes  *White Saturday* - baking a traditional Czech Easter cake (mazanec), lamb and bread, whip braiding and decorating eggs  *Easter feast* - gathering of families, friends, eating good food  *Easter Monday* - carolers going to whip the girls   * **training in cleaning** - sweeping in pairs (work with broom and dustpan) and mopping * projecting pictures and photographs with Easter symbols, describing them and matching them to real objects * **activities with Easter symbols** (observing, smelling and tasting) * carols for boys and for girls * handling of the rattle and clapper |
| **Relaxation** | * positioning and listening to songs with Easter and spring themes * aromalamp |
| **Product** | * Easter postcards * production of Easter eggs * modelling of a lamb * braiding whips |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise) and sweet reward |

**Areas of development: spring - Easter**

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| **Areas of development** | **Activities** |
| **Visual perception** | * Easter eggs hunt * jigsaw puzzle with and ordering pictures for the Easter story * pictures and photos * activities with real items * products |
| **Auditory perception** | * listening to the teacher's explanation * jigsaw puzzle with and ordering pictures for the Easter story * handling of the rattle and clapper * listening to and singing carols and other songs |
| **Haptic perception** | * Easter eggs hunt * activities with real items * products |
| **Olfactory perception** | * activities with real items * aromalamp |
| **Taste perception** | * activities with real items |
| **Gross motor skills** | * Easter eggs hunt * whipping with a traditional Czech Easter whip * rhymes accompanied by movements * handling of the rattle and clapper * cleaning * products |
| **Fine motor skills** | * Easter eggs hunt * products |
| **Graphomotorics** | * products |
| **Visuomotorics** | * matching the months and making the Easter sign |
| **Thinking** | * whipping with a traditional Czech Easter whip * jigsaw puzzle with and ordering pictures for the Easter story * matching the months and making the Easter sign * listening to the teacher's explanation * activities with real items * housework - minor cleaning jobs * products |
| **Memory** | * rhymes with movements * jigsaw puzzle with pictures for the Easter story * matching the months, making the Easter sign * activities with real items * listening to and singing carols and other songs |
| **Imagination** | * jigsaw puzzle with and ordering pictures for the Easter story * pictures and photos |
| **Communication** | * Easter eggs hunt * rhymes with movements * jigsaw puzzle with and ordering pictures for the Easter story * matching the months and making the Easter sign * listening to the teacher's explanation * pictures and photos * listening to and singing carols and other songs housework * minor cleaning jobs |
| **Attention** | * Easter eggs hunt * jigsaw puzzle with and ordering pictures for the Easter story * listening to the teacher's explanation * products |
| **Motivation** | * demonstration of a whip |
| **Self-service** | * housework - minor cleaning jobs |
| **Social behaviour** | * Easter eggs hunt * whipping with a traditional Czech Easter whip * housework – minor cleaning jobs |
| **Own experience** | * whipping with a traditional Czech Easter whip * activities with real items * manipulation with the rattle and clapper * housework – minor cleaning jobs * products |

**Spring - animals and their offspring**

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| **Topic** | **Spring – animals and their offspring** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the inscriptions spring, March, April and May * **pool with mud, pool with water (pond), chicken coop made from a shoe box, plastic doghouse, basket, model of a barn and rabbit hutch** * pictures of animals and their offspring * **examples of animal fur** (various decorative fabrics, leather, wool, fur, plush fabric etc.), **hay, straw, goose feathers, chicken feathers and manure in a bag** * **plastic farm and domestic animals** (cow, horse, pig, rooster, chicken, duck, turkey, sheep, ram, goat, rabbit, dog, cat, guinea pig etc.) * **milk, eggs, honey, sheep and goat cheese, pork meat, pork liver, black pudding, sausage casing and butter** * rocking horse * dog (canine therapy) * live guinea pig or dwarf rabbit or kitten * **book with pictures and sounds of farm animals** * pencils, drawings, templates for drawing pets, plasticine, building blocks and wooden picture cubes – domestic animals * positioning aids |
| **Techniques** | * **DVD player** - animal sounds, songs about animals by Uhlíř and Svěrák „Písničky o zvířatech“ („Krávy, krávy“, „Když se zamiluje kůň“) / "Songs about animals" ("Cows, cows", "When a horse falls in love" etc.) * **visualizer, data projector, IPad, Notebook** – photos or pictures of farm and domestic animals and their offspring, pictures of the farm and stables * **aromalamp** |
| **Aim of the lessons** | * **introduction to the characteristics of farm and domestic animals and their offspring** * **introduction to the breeding of farm and domestic animals** * **introduction to the benefits of animals for humans** * **naming the animals and their offspring** * **personal experience with a live animal** * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the spring season** * vocabulary development and working with books * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and promoting cooperation |
| **Lesson structure:** | |
| **Motivation** | * invitation to the farm |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **(virtual) tour of the stable** (e.g. project the stable on the wall in the corner of the room, lining with hay, straw and furs) * **activities with a rocking horse** (e.g. one pupil rocking another, attempting to rock oneself) * **farm tour:** a room transformed into the farm environment – a farm (cow, calves, sheep, ram and lamb), poultry yard (hen, rooster, chicks, turkey, ostrich, goose and goslings), yard (great great great tit, dog, puppy, pigeon, cat and kitten), pond (duck, frog, heron, dragonfly and trout), field (mole, vole, partridge, lark, combine harvester, tractor and windmill)   plastic animals, stable, doghouse, chicken coop, basket with kittens and farm sounds in the background   * **pool with mud** – pupils can experience (hands, feet) what it is like to wallow like piglets |
| **Teaching** | * **matching the spring months** (reading them), choosing the current month, telling the spring months by heart * **projection of pictures and photographs of** animals and their offspring, their names and short descriptions and imitation of the animal * looking at a book, playing sounds and showing animals * **listening to the sound of a given animal** and then guessing the animal by its sound, imitating the animal's sound * **looking at and stroking animal skins, fur, hair, feathers, feather filling** (guessing which animal they come from) * **short explanation about animal breeding and usefulness for humans with tasting** (eggs, milk, butter ...), test of breaking an egg and separating the yolk from the white (explanation about the use of the white and yolk in the household) * matching cubs to animals (pictures, plastic animals) * smell the manure, which is important for soil improvement and for plants * observing and petting a live animal, its name, description, feeding and its "house", it is important to wash your hands after petting an animal (basic hygiene) * singing songs about animals |
| **Relaxation** | * canine therapy * **positioning,** listening to a fairy tale about animals (e.g. The Ugly Duckling, The Dog and the Cat, The Three Little Pigs, The Naughty Goats, etc.) * aromalamp and listening to songs about animals |
| **Product** | * drawing animals with stencils, colouring with crayons or markers * **building a farm with animals** (pens, animals) using plasticine, building blocks, cubes and paper boxes * wooden block puzzle (6 pictures of animals) |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward and diplomas |

**Areas of development: spring - animals and their offspring**

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| **Areas of development** | **Activities** |
| **Visual perception** | * tour of the farm and stables * activities with mud * pictures and photos * observing live and plastic animals * activities with "fur" * matching animals and their offspring * products |
| **Auditory perception** | * tour of the farm and stables * listening to the teacher's explanation and fairy tales * observing live animals * listening to the sound of animals, guessing and imitating them * singing and listening to songs * canine therapy * products |
| **Haptic perception** | * tour of the farm and stables * activities with mud * observing live and plastic animals * activities with "fur" * canine therapy * products |
| **Olfactory perception** | * tour of the farm and stables * activities with mud * observing live animals * activities with "fur" * tastings+ * smelling manure |
| **Taste perception** | * tastings |
| **Gross motor skills** | * activities with rocking horse * positioning |
| **Fine motor skills** | * activities with mud * observing live and fake plastic animals * listening to the sounds of animals, guessing and imitating them * activities with "fur" * breaking an egg * singing songs * canine therapy * products |
| **Graphomotorics** | * products |
| **Visuomotorics** | * activities with rocking horse * breaking an egg * products |
| **Thinking** | * tour of the farm and stables * matching spring months * teacher's explanations * observing live and plastic animals * listening to the sounds of animals, guessing and imitating them * activities with "fur" * tastings * matching offspring to animals * products |
| **Memory** | * matching spring months * naming the spring months by heart * observing live and plastic animals * listening to the sounds of animals, guessing and imitating them * activities with "fur" * tastings * matching offspring to animals * listening and singing songs * products |
| **Imagination** | * tour of the farm and stables * activities with mud * listening to the teacher's explanation * pictures, photos * observing live and fake plastic animals * listening to the sounds of animals, guessing and imitating them * listening to fairy tales |
| **Communication** | * farm and stable tour * matching spring months * naming the spring months by heart * pictures, photos * observing live and fake plastic animals * listening to the sounds of animals, guessing and imitating them * tastings * singing and listening to songs * listening to stories and fairy tales * products * commenting on activities |
| **Attention** | * listening to the teacher's explanation * listening to the sounds of animals, guessing and imitating them * activities with "fur" * breaking an egg * products |
| **Motivation** | * invitation to the farm |
| **Self-service** | * hygiene following activities with mud and live animals * breaking the egg and separating the yolk from the white |
| **Social behaviour** | * activities with rocking horse * canine therapy |
| **Own experience** | * activities with mud * observing live animals * activities with "fur" * tastings * breaking an egg * smelling the manure * canine therapy * products |

**The sequence of the following sample tables with the topic**

**SUMMER (6 tables in total):**

* **Weather, clothing**
* **Areas of development: summer - weather, clothes**
* **Holidays by the sea**
* **Areas of development: summer - seaside holidays**
* **Summer sports, fruit and vegetables**
* **Areas of development: summer sports, fruit and vegetables**

**Summer – weather and clothes**

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| **Topic** | **Summer – weather and clothes** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words: summer, June, July and August * cards with individual letters to put these words together * **clothing:** cap (hat), shorts, sandals, t-shirt (tank top), sunglasses, winter coat, scarf, gloves and rubber boots * **visual aids:** sun, clouds, sunscreen, after-sun lotion, grass and summer flowers (sunflowers, daisies, iris, lavender and bells ...), herbs (mint and lemon balm), grain, models of the Earth and the Sun * **sun simulation:** lamp and fluorescent lamps * **cards with pictures:** mosquito, fly, ant, bee, bumblebee, wasp and spider * **live insect in a jar:** mosquito, fly, ant etc. * washing line and pegs * drawings, pencils, blow markers and crayons * ice cream, cones, sweets, water, ice, straws and glasses * positioning aids |
| **Techniques** | * **DVD player** - „Léto je prima“, „Šmoulí léto“ (Summer is fine, Smurf Summer), „Léto“ (Summer) by Ilona Csaková, Helena Vondráčková „A je tady léto“ (And summer is here) sounds of animals (mosquito, fly, ant etc.), folk songs: „Komáři se ženili“, „Nestarej se ženo má“ (Mosquitoes were getting married, Don't worry my wife) * **Visualizer, projector, IPad and Notebook** - photos or pictures of summer weather and countryside, summer sky, summer flowers, meadows, herbs, insect (mosquito, fly etc.) and crops * **aromatherapy lamp** with lavender scented essential oil |
| **Aim of the lessons** | * introduction to the characteristics of the summer season * **engagement and development of sensory perception, and of gross and fine motor skills** * **conveying the experience of the summer season** * introduction to the summer solstice and its rituals (Midsummer‘s Night) * vocabulary development and breathing exercises * strengthening communication between pupils and teachers * development of reading skills * improving self-care * summer clothing resolution * independent work with scissors * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and promoting cooperation |
| **Lesson structure:** | |
| **Motivation** | * summer solstice game * preparation of a refreshing drink |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **summer solstice game:** models of the Earth and the Sun, Midsummer‘s Night - wanderers and wild women – dancing and treasure hunt (e.g. sweets) * choosing and putting on summer clothes * **bee game** - rhymes with movements |
| **Teaching** | * **short explanation about the** summer solstice and traditions (Midsummer‘s Night) * **matching individual months to the name summer** (reading them), selecting the current month and making individual names with letters * projecting pictures and photographs of summer weather and countryside, describing them and matching visual aids to pictures and photographs * **sun simulation, approaching the dangers of the sun's rays and how to protect oneself** (sunscreen - visual aids, pictures and photos) * observing and smelling the fresh grass and summer flowers * **introduction to summer herbs** (what they are used for and what can be made from them), looking at and smelling them and rubbing leaves in hands * observing and smelling the grain and short explanation (harvest) * **a short explanation while looking at animals** (pictures, photographs and real animals), which we meet most often in summer, listening to the sounds they make and singing the songs "Komáři se ženili“ (Mosquitoes were getting married), „Nestarej se, ženo má“ (Don't worry, my wife) * singing songs with summer themes * ice cream tasting * **worksheets** - drawing and outlining of a daisy and ice cream |
| **Relaxation** | * **positioning** and resting in the summer garden (pupils decorate the room with previously collected natural plants) while listening to songs about summer * applying a classmate's sunscreen (e.g. hands, face and back) * caressing with a flower around the faces * listening to a short summer story * aromalamp |
| **Product** | * drawing a sun and a cloud, cutting it out and colouring it with blowing markers * **making a web out of a** washing line and cutting through it * hanging the created suns and clouds on the web (summer sky) * **colouring pages with summer theme** * **preparation of a refreshing drink:** water with fresh mint, lemon balm and ice and followed by tasting |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise) and sweet reward |

**Areas of development: summer - weather, clothes**

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| **Areas of development** | **Activities** |
| **Visual perception** | * summer solstice game * getting dressed * pictures and photos * matching visual aids to pictures * sun simulation * illustrative aids * handling products of nature * observing live animals * products |
| **Auditory perception** | * listening to the teacher's explanation and narration * listening and singing songs with summer themes * observing live animals * listening to animal sounds * products |
| **Haptic perception** | * getting dressed * sunshine simulation * illustrative aids * handling products of nature * observing live animals * putting sunscreen on a classmate * caressing with a flower * products |
| **Olfactory perception** | * sunscreen * handling products of nature * aromalamp * products |
| **Taste perception** | * ice cream tasting * products |
| **Gross motor skills** | * summer solstice game * getting dressed * bee game * stretching through the web |
| **Fine motor skills** | * summer solstice game * getting dressed * worksheets * singing songs * applying cream on a classmate * products |
| **Graphomotorics** | * worksheets * products |
| **Visuomotorics** | * summer solstice game * making individual words of months with the letters * getting dressed * applying cream on a classmate * products |
| **Thinking** | * choosing summer clothes, dressing up * matching summer months and making names with the letters * matching visual aids to pictures * sunshine simulation * handling products of nature * teacher's explanations * observing live animals * products |
| **Memory** | * poem and bee game * matching summer months * sunshine simulation * handling products of nature * observing live animals * listening to animal sounds * listening and singing songs with summer themes * products |
| **Imagination** | * summer solstice game * listening to the teacher's narration * pictures and photos * sunshine simulation * illustrative aids * handling products of nature * observing live animals and listening to animal sounds |
| **Communication** | * poem and bee game * getting dressed * matching summer months and making names with letters * pictures and photos * handling products of nature * teacher's explanations * observing live animals * listening and singing songs with summer themes * products * commenting on activities |
| **Attention** | * summer solstice game * choosing summer clothes and dressing up * listening to the teacher's narration and explanations * matching summer months and making names with the letters * matching visual aids to pictures * worksheets * products |
| **Motivation** | * summer solstice game * preparation of a refreshing drink |
| **Self-service** | * getting dressed * products |
| **Social behaviour** | * summer solstice game * applying cream on a classmate * caressing with a flower |
| **Own experience** | * summer solstice game * getting dressed * matching visual aids to pictures * sunshine simulation * handling products of nature * observing live animals * ice cream tasting * applying cream on a classmate * caressing with a flower * products |

**Summer - holidays by the sea**

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| **Topic** | **Summer - holidays by the sea** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words: summer, June, July and August * cards with individual letters to put words together * **visual aids:** swimsuit, swimming ring and armbands, sunglasses, inflatable sunbed, parasol, sunscreen and after-sun lotion * **cards with pictures:** swimsuit, swimming ring and armbands, sunglasses, inflatable sunbed, parasol, sunscreen and after-sun lotion * **seawater pool and freshwater pool** * **plastic with sand, shells, stones and a model of sailing ship** * **sand toys, set of rubber water toys depicting sea animals** (dolphin, crab, starfish, seahorse, octopus etc.) * musical instruments reminding of the sound of the sea - e.g. **Ocean** drum * prepared squid * walnut shells, plasticine and flags * cranberry, pineapple and peach juice, ice cubes, shaker, snifter, straws, cocktail glasses, pineapple and orange slices * water and tempera paints, brushes and drawings * positioning aids |
| **Techniques** | * **DVD player** - sounds of the sea, Karel Černoch "Dva roky prázdnin“ (Two years of holidays), song " Prázdninová“ (A Holiday song), songs with the theme of holidays and the seaside * **visualizer, data projector, IPad, Notebook** - photos or pictures of the sea, visual aids, sea animals, sailing ships, shells and sand castle * **aromalamp** |
| **Aim of the lessons** | * introduction to the characteristics of the summer season * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the summer season** * vocabulary development * development of imagination * working with sand * working with tempera and water colours * improving pre-math skills * strengthening communication between pupils and teachers * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and promoting cooperation |
| **Lesson structure:** | |
| **Motivation** | * invitation to a holiday by the sea |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **grabbing shells** from the pool and sorting them by size * **inflating swimming equipment and trying it out what it can do what they do** * training of swimming movements |
| **Teaching** | * **a short story** about a holiday by the sea, possible dangers * **matching individual months to summer** (reading them), selecting the current month and making individual names with the letters * **a short explanation by showing pictures and** photographs of the sea, visual aids, marine animals, sailing boats, shells etc., and their description * **matching visual aids to picture cards** * naming and working with visual aids * sunglasses test and observation through glasses * **tasting of salt and fresh water** * walking in pairs in the pool with sea water, looking at rubber water toys and naming them, looking at and throwing pebbles into the water * singing songs, playing musical instruments - Ocean drum * tasting a squid – seafood |
| **Relaxation** | * positioning and relaxing by the sea while listening to the sounds of the sea * listening to the shells * listening to songs with a given theme * aromalamp |
| **Product** | * **building a sandcastle, making sand Bundt cakes, dolphins, crabs etc.** * **preparation of a mixed drink** (cocktail) * making paper ships and floating them in the pool * **colours of holidays** (pupils paint their own ideas of a holiday by the sea) |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward |

**Areas of development: summer - seaside holidays**

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| **Areas of development** | **Activities** |
| **Visual perception** | * grabbing shellsfrom the pool, sorting them by size * inflating swimming equipment and trying it out what it can do * pictures and photos * illustrative aids * matching visual aids to picture cards * activities with sunglasses * walk in the pool * activities with stones * playing musical instruments * tasting a squid * products |
| **Auditory perception** | * inflating swimming equipment and trying it out what it can do * listening to the teacher's explanation and narration * walking in the pool * activities with stones * singing and listening to songs and sounds * playing musical instruments * listening to the shells * products |
| **Haptic perception** | * grabbing shellsfrom the pool and sorting them by size * inflating swimming equipment and trying it out what it does * illustrative aids * walking in the pool * activities with stones * playing musical instruments * tasting a squid * products |
| **Olfactory perception** | * grabbing shellsfrom the pool, sorting them by size * tasting of salt and fresh water * tasting a squid * aromalamp * products |
| **Taste perception** | * tasting of salt and fresh water * tasting a squid * products |
| **Gross motor skills** | * inflating swimming equipment and trying it out what it can do * training of swimming movements * walking in the pool * activities with stones |
| **Fine motor skills** | * grabbing shellsfrom the pool and sorting them by size * inflating swimming equipment and trying it out what it does * illustrative aids * activities with sunglasses * walking in the pool * activities with stones * singing songs * products |
| **Graphomotorics** | * products |
| **Visuomotorics** | * grabbing shellsfrom the pool and sorting them by size * matching visual aids to picture cards * activities with stones |
| **Thinking** | * training of swimming movements * teacher's explanations * matching summer months * illustrative aids * matching visual aids to picture cards * naming and working with visual aids * activities with sunglasses * tasting of salt and fresh water * listening to the shells * products |
| **Memory** | * teacher's explanations and narrations * matching summer months * illustrative aids * tasting of salt and fresh water * singing and listening to songs and sounds * products |
| **Imagination** | * listening to the teacher's narration * pictures and photos * illustrative aids * listening to the shells * products |
| **Communication** | * inflating swimming equipment and trying it out what it does * teacher's explanations and narrations * matching summer months * pictures and photos * naming and working with visual aids * singing and listening to songs and sounds * products * commenting on activities |
| **Attention** | * grabbing shells from the pool and sorting them by size * inflating swimming equipment and trying it out what it does * teacher's explanations * matching visual aids to picture cards * activities with sunglasses * activities with stones * products |
| **Motivation** | * invitation to a holiday by the sea * grabbing shells from the pool * cocktail preparation |
| **Self-service** | * inflating swimming equipment and trying it out what it can do * activities with sunglasses * products |
| **Social behaviour** | * walk in the pool |
| **Own experience** | * grabbing shellsfrom the pool and sorting them by size * inflating swimming equipment and trying it out what it can do * illustrative aids * activities with sunglasses * tasting of salt and fresh water * walking in the pool * activities with stones * playing musical instruments * tasting a squid * listening to the shells * products |

**Summer - summer sports, fruit and vegetables**

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| **Topic** | **Summer - summer sports, fruit and vegetables** |
| **Time range** | 1 month 1x weekly 45 - 60 min |
| **Aids** | * cards with the words summer, June, July and August * cards with individual letters to put the words together * **blankets, picnic bag, plastic cups, plastic (paper) plates, fruit cake and juice (other summer drinks)** * fabric tree and bush on the wall with Velcro, paper and fabric fruit with Velcro (gooseberries, blueberries, blackberries, peaches, strawberries, raspberries, apricots, nectarines, cherries, currants etc.) and baskets * **fruit** (melon, gooseberries, blueberries, blackberries, peaches, strawberries, raspberries, apricots, nectarines, cherries and currants) * **vegetables** (peas, kohlrabi, corn, cucumbers, radishes etc.) * juicer * **badminton rackets and balls, bicycle, helmet, soccer ball, goals, golf ball and club, training hole and roller skates** * drawings, pencils, fruit and vegetable templates, wax paper, scissors, hole punch and string * magazines and glue * diplomas and sweet rewards * positioning aids |
| **Techniques** | * **DVD player** - Hana Zagorová "Piknik“ (Picnic), Uhlíř and Svěrák "Náušnice z třešní“ (Cherry Earrings), folk song " Čerešničky“ (Little Cherries), and sounds of summer sports * **Visualizer, projector, IPad, Notebook** - photos or pictures of picnics, fruits, vegetables and summer sports * Orff instruments, guitar and keyboards * aromalamp |
| **Goal of the lessons** | * introduction to the characteristics of the summer season * **engagement and development of sensory perception, development of gross and fine motor skills** * **conveying the experience of the summer season** * introduction to summer fruits and vegetables * introduction to summer sports * vocabulary development * strengthening communication between pupils and teachers * strengthening of taste perception * improving gross motor skills * development of reading and mathematical skills * reducing tension, creating a feeling of relaxation and satisfaction, good mood and creating a familiar atmosphere * increasing activity, participation in collective activities and promoting cooperation |
| **Lesson structure:** | |
| **Motivation** | * invitation to the picnic |
| **Ritual** | * poem and playing the chimes |
| **Busy,**  **active part** | * **picnic** and its common preparation (blankets, drinks and snacks) * **trying out summer sports:** football, badminton, cycling, balancing on roller skates and golf * summer rhymes with movements |
| **Teaching** | * **matching the months to summer** (reading them), selecting the current month, making words with letters * **projection of pictures and photographs of** fruits, vegetables, picnics and their description * looking at, smelling and tasting fruit and vegetables, identifying them by smell and taste without a visual check * **a short explanation** while observing fruits and vegetables, source of vitamins, salads and stewed fruit * **collecting a given number of paper or cloth fruits**, matching fruits to a tree or bush * **pictures with summer sports** - naming the sports and naming the equipment they choose from the visual aids, e.g. football - a football, goals, badminton - rackets, shuttlecock etc., listening to the sounds of summer sports * a short explanation of summer sports safety (helmet, pads etc.) * singing folk songs, playing simple musical instruments accompanied by keyboard or guitar * **worksheets** - drawing and tracing fruits and vegetables |
| **Relaxation** | * positioning and listening to songs * rest in the orchard (pupils decorate the room with fruit) * listening to the fairy tale "About Zuzka, fruits and vegetables" * aromalamp |
| **Product** | * paper fruit * preparation of vegetable and fruit juices using a juicer * collage of pictures of summer sports cut out from magazines |
| **Conclusion** | * chimes and a poem * short lesson evaluation (praise), sweet reward and diplomas |

**Areas for development: summer sports, fruit and vegetables**

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| **Areas of development** | **Activities** |
| **Visual perception** | * trying summer sports * pictures and photos * illustrative aids * fruit and vegetable activities * summer sports and visual aids * playing musical instruments * products |
| **Auditory perception** | * trying summer sports * rhymes with movement * listening to the teacher's explanation and narration * fruit and vegetable activities * summer sports and visual aids * singing and listening to songs and sounds * playing musical instruments * products |
| **Haptic perception** | * trying summer sports * fruit and vegetable activities * summer sports and visual aids * playing musical instruments * products |
| **Olfactory perception** | * fruit and vegetable activities * aromalamp * products |
| **Taste perception** | * fruit and vegetable activities * products |
| **Gross motor skills** | * joint picnic preparation * trying summer sports * rhymes with movements * summer sports and visual aids |
| **Fine motor skills** | * joint picnic preparation * trying summer sports * fruit and vegetable activities * singing songs * playing musical instruments * products |
| **Graphomotorics** | * worksheets |
| **Visuomotorics** | * trying summer sports * fruit and vegetable activities * products |
| **Thinking** | * joint picnic preparation * teacher's explanations * matching summer months * fruit and vegetable activities * summer sports and visual aids * products |
| **Memory** | * trying summer sports * rhymes with movement * teacher's explanations and narrations * matching summer months * fruit and vegetable activities * summer sports and visual aids * singing and listening to songs, sounds * products |
| **Imagination** | * listening to the teacher's narration * pictures, photos * products |
| **Communication** | * rhymes with movement * teacher's explanations and narrations * matching summer months * pictures, photos * fruit and vegetable activities * summer sports and visual aids * singing and listening to songs, sounds * products * commenting on activities |
| **Attention** | * trying summer sports * teacher's explanations * fruit and vegetable activities * playing musical instruments * products |
| **Motivation** | * invitation to the picnic * cocktail preparation |
| **Self-service** | * joint picnic preparation * trying summer sports * activities with sunglasses * products |
| **Social behaviour** | * joint picnic preparation * trying summer sports |
| **Own experience** | * joint picnic preparation * trying summer sports * fruit and vegetable activities * summer sports and visual aids * products |

# CONCLUSION

Snoezelen, multi-sensory environments, sensory learning and educational approaches focused on its principles are essential for the development of children and pupils with multiple and severe disabilities. These approaches and practice related to them are very natural and appropriate for the asymmetrical and imperfect development of these individuals. In the educational process of the special elementary schools, it is not possible to follow the structures and organisation of regular school, because the pupils who are educated there exhibit differences that cannot be compared to the typical differences seen in children.

In the course of studying the Snoezelen concept, which has its roots in the Netherlands, we have come across countless research studies that demonstrate its applicability to individuals with severe multiple disabilities. Therefore, it is logical that our conclusions and reasons for writing such a publication begin with this group because whether they are children or adults, it is evident that clear and indisputable results are observed which can then be applied to other specific disabilities and groups of people.

Our intention was to acquaint the professional public with a more detailed topic of direct application of the concept in pupils with mental and multiple disabilities who are educated in special elementary schools. Therefore, the main part of the text, focuses more on examples of using the Snoezelen concept in the context of the specific curriculum of the Framework Educational Program for Special Elementary Schools

, highlights a wide range of ideas, topics and possibilities that Snoezelen offers. Of course, this chapter serves as an illustrative example for the utilization of the concept, which must be applied individually, according to the pupils' own specific needs, the capabilities of the educators, and the school itself.

It is emphasized that the comprehensive methodology of working with the Snoezelen concept requires to be further studied in more detail also in terms of its use for a specific group of individuals.

We wish all those who decide to work with this method based on their knowledge, every success, strength, patience and creativity.

Kateřina and Eva Janků, authors of the text

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