



WOODWORKING

Participants build useful and long-lasting fixtures for their community.



For people who are easily overstimulated, the woodshop might seem like an unlikely setting with all its loud sounds – the whizzing drills, the clattering planks of wood – and unwieldy machinery. But when the question changes from “How can I do this for you?” to “How can I make this possible for you?” participants get the chance to construct things that alter the lives of people in their community, from benches to theatrical backdrops. Woodworking also offers opportunities for both self-reliance and teamwork: If someone has more strength and dexterity in their chin rather than in their hands, they can hold a board in place using that part of the body. And if someone has the motor skills to grasp a drill, they can whittle away at the board themselves. Ultimately, by combining their abilities, every person has the chance to experience their own sense of power.

TCFD OUTCOMES

This activity is aimed at helping individuals excel in the following categories:

- Life Skills
- Motor Skills
- Community

PLANNING A WOODWORKING CLASS

- 1** Choose a woodworking project.
- 2** Make a plan. Buy supplies, break the project into sessions, and tailor adaptive strategies for each individual.
- 3** Build the project.

MATERIALS CHECKLIST

Woodworking Tools

- Safety Goggles
- Hammers
- Screwdrivers
- Power Drill
- Various Saws
- Wood
- Nails/Screws
- Tape Measure

SAFETY

Safety is essential for woodworking and all participants must adhere to strict protocols, including:

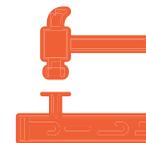
Wearing safety glasses and appropriate clothing.



Clean up all supplies when they are not in use.



Utilize tools with care and for their intended purpose.



Regularly review any procedures with participants by using social stories or create “Workshop Rules.”



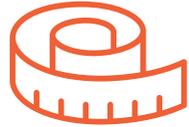
PLANNING A WOODWORKING PROJECT

Sample Projects: Bird boxes, Corn Hole board, bee “supers,” planters, benches, chicken roosting ladders, jewelry boxes.

- Draw the participants’ attention to the ways that the people in their community are using what they have made. Knowing how their efforts serve a greater good can generate pride and a sense of connection to others.
- Lead by example. Be prepared to engage with an activity yourself, whether that’s by learning how to make a bird box, putting a bench together, or using a nail gun. By admitting that you’re not an expert, you aren’t actually undermining your authority – you’re modeling what it looks like to be a learner!
- It is sometimes helpful to break the project into smaller sessions so the instructor can focus on teaching woodworking skills and the apprentice can focus on learning at their own pace – don’t worry about finishing a project all at once. Set up a schedule of when you want each piece of the project to be completed.
- A Adaptations:**
 - Use visual directions to demonstrate each step of the task. This can include live demonstrations by an instructor, video modeling, or step-by-step directions using pictures.



WOODWORKING PROCEDURE



Measuring and Marking: To fashion a well-made product – symmetrical, sturdy, no gaps – use a tape measure to mark and cut the wood accurately and a square to ensure that the corners are all exact right angles.



A Using a Jig: A woodworking jig is used to secure the project in place while assembling it. At its simplest, it can be a few supporting pieces of wood screwed to the project. The key is for the participant to wedge the project into the jig and make sure it is engaged correctly before moving on. Using a jig can help guide tools to the right place and reduce mistakes.



Cutting Tools: For thinner wood, materials such as dowel scissors or pruning shears can be used. A miter saw may also be used, which allows very accurate cuts to be made. Safety is a key consideration here and close supervision should be maintained at all times.



Careful and precise woodworking demands hand-eye coordination, fine motor skills, critical thinking skills, and attention to detail, all of which can be developed over time. Initially, participants may need direct physical support such as hand-over-hand guidance, but in time they can progress towards working independently.



Using Power Tools: The assembly process may involve using drills, drivers and sometimes nail guns. With all these tools the main consideration should be safety, and clear rules must be explained and enforced at all times.



Participants can be motivated by the chance of using a power tool, and it is a good opportunity to learn about the importance of rules and structure. Using power tools also requires individuals to respond to feedback - to stop drilling once they've bored through the board, to press harder if the drill is not biting, and to stop the driver if the screw no longer has traction.