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Activity Handbook

Module 1

SHARING THE CITY



**TUDEC – Through Upcycling
to the Design of Eco Cities**

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TUDEC Website

<http://www.citiesforthefuture.eu/>



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1.1 The Sharing Space

1. Type of activity

Placemaking project activity in the classroom / the whole school building

2. Topic

Sharing in the school community

3. Learning objectives the learners

- know the benefits of sharing.
- are able to transfer the concept of sharing into their own school environment.
- are able to communicate the concept of sharing and its benefits to the school community.
- are able to mobilise the school community and get their support.
- are able to create a space from re-used material.
- develop skills to organise and maintain a sharing space.
- further develop their teamwork, collaboration, and communication skills.

4. Target group

6–14 year-old learners

5. Necessary materials

- Empty (storage) room or open space in the school building (ca. 2m²)
- Used shelves, alternatively: a lot of cardboard, cardboard boxes, used plastic boxes, fruit boxes etc.
- Storage material: basic stock of small boxes, shoe boxes, jars with or without lid, bins, containers etc.
- Sharing material: basic stock of spare school and craft supplies could be collected by the educator beforehand, additional sharing material will be collected in the process of the project
- Extra cardboard, sharpies, or crayons
- PC (optional)

6. Duration

1-week-project (preferably longer)

7. Main activities

The aim of the activity is to create a space in school, where everyone can share spare materials, school supplies, crafts material, toys, games, books, etc., and by that make the

concept of sharing in the community tangible for the learners and the whole school community.

ACTIVATION

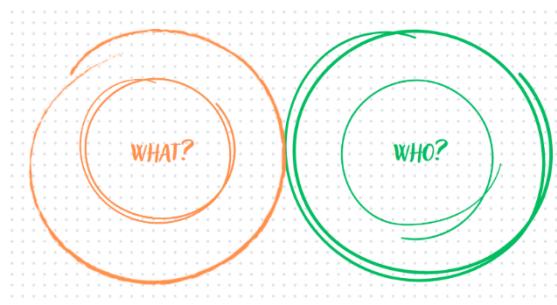
Prepare a slide or the whiteboard with two medium circles labelled WHAT and WHO.

To activate what learners already know about sharing, ask them what they have shared/has been shared with them before and with/from whom (e.g. friends, family, sister, neighbour, etc.) and make notes within the circles. For very young learners, you can also make doodles of the things that have been shared.



Next, show the video (link to WP3) to your learners. Now, draw bigger circles around the smaller circles.

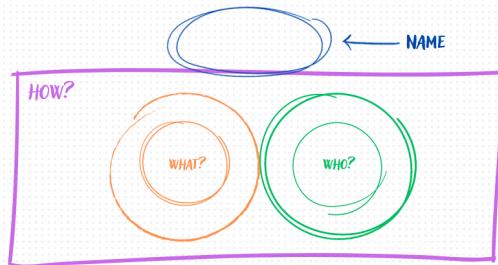
Following up on the video, ask learners what the benefits of sharing are. Then, ask if, based on the video, they could imagine sharing more things with more people. Collect the learners' ideas in the bigger circles.



Introduce learners to the idea of establishing a space in school for sharing things and explain to them, that this will be the class's project. Collect with the learners what tasks have to be accomplished in order to make it happen. Use the above brainstorm to illustrate the tasks:

1. What do we want our sharing space to be called?
2. What do we want to share in the space?
3. Who do we want to use the sharing space and how can we let them know how it works?
4. How can we organise the sharing space?

The above tasks are necessary, but learners might come up with even more tasks that are important to them. Take those in and cluster the tasks. Before learners work on the tasks, discuss and set up a date for the opening of the sharing space. Another important remark that you should discuss with all learners is material use. Introduce them to the idea, that we don't want to buy new things (shelves, boxes, supplies etc.) for the sharing space, but that we want to re-use material that is already in the circle (see curriculum module 2).



IMPLEMENTATION

If you have younger learners and more time, then do all tasks with the whole group, with older learners, you can easily distribute the tasks to different groups. The distribution of tasks is up to you, e.g. form groups from interest (creative, management, communication, etc.) or form heterogeneously so that stronger learners support weaker learners. The following tasks depend on the learners' earlier brainstorm, so this might look slightly different with your group of learners, still all of the below tasks should be worked on.

Group 1 – NAME + DESIGN

This group is responsible for finding a name for the sharing space and for designing a large sign for the space. Additionally, they could design signposts that lead users to the sharing space throughout the school building and/or to serve as reminders in classrooms. Remind them to work with used material. Find inspiration on how to make three-dimensional letters from cardboard:

<https://thecreativephysician.wordpress.com/2013/10/21/diy-large-cardboard-letters-part-1/>)

or let them get inspired by the objects that will be available in the sharing space.

Group 2 – SHARING MATERIAL

Let the group collect what they want in the space by asking questions like this: What's great (reuse) crafts material families have at home and could contribute (think: egg cartons, cardboard tubes etc.)? What are essential school supplies that some children have a lot of and some not at all? What are toys/books that I have at home, but don't need regularly and could share? Let this group make a list (in words or drawings) of things that they want to collect in the school community for the sharing space. They should also think about how to distribute their list of requested items. They could wander through the classes and explain the idea, hang posters or send a message in parent chat groups, etc. Also, prepare a space where people can drop off their contributions.

Group 3 – COMMUNICATION + OPENING

This group is responsible for preparing the opening of the sharing space. Consider who needs to know about the space and how you can let them know about it. Also, think about rules, that users need to know (e.g. keep the space organised while using it, don't take all books or all pens at once etc.) and how to communicate the rules. Also, consider how you will maintain the sharing space throughout the school year-old learners. Think about a programme for the opening, maybe prepare a little speech.

Group 4 – CONSTRUCTION + ORGANISATION

This group is responsible for planning the sharing space. Ask around for unused shelves or think about how to construct storage from reuse material (e.g. <https://www.youtube.com/watch?v=UNmjEsnxD1o>). Also, get in contact with the janitor and

involve him, especially regarding security issues (fixing shelves to walls etc.). The next step is to scan the material that already came in and was requested by group 2 and think about how best to store it for easy accessibility. Also, think about labels for any boxes you use, so that it is easy to know, where to look for certain things.

OPENING

The opening should be the first highlight of the project and involve as many people as possible:

- the learner of the school as users
- the parents as potential "providers" of sharing material
- the school staff, to promote the use and, of course, to make available unused resources.

Discuss how you want to organise the opening, who will perhaps give a short speech, whether there will be short guided visits to explain the organisation of the sharing space, how the rules of use will be presented, etc.

TIPS

- If your groups work separately, it's important to organise their communication, e.g. via regular "team meetings" with all learners. This way, you ensure that it remains a joint project and that the groups support each other (e.g. Team Design & Team Communication; Team Sharing Material & Team Communication; Team Construction & Organisation & Team Sharing Material ...).
- Keep an eye on the schedule and set realistic goals: As a weekly project, it will rather only be possible to organise "sharing materials" in the families of one class. If the whole school is to be involved, more time is needed for collecting, sorting, constructing etc.
- Involve your colleagues so that the idea is organised and communicated by the learners but accepted and supported by the educators.
- If possible, pre-inform the parents about the project to promote the idea of sharing unused resources.
- Take time regularly to discuss the ongoing organisation with the learners and reflect on the project's progress (see questions below).

8. Final activities – drawing a conclusion

After the opening of the sharing space, reflect with learners on the result. All learners should be able to express, what they like about the space and complement the other groups' work. Also, make the learners reflect on the following questions:

- What do you like best about the space?
- What did you like best about the opening?
- What is your favourite sharing item in the space?
- What is missing in the sharing space? What could be improved?
- What worked well in your group?
- What could have worked better in your group?
- What do you like about sharing with others?
- What's a challenge in sharing with others?

9. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project, consider mainly how well they understand the concept of sharing and how well they worked together to make it happen.

10. Inspiration

Check out Littleton Public School (USA), which established a library of things in their school, where children can rent out science kits, toys, and electronic equipment, making those available for play and exploration for all kids, regardless of their economic background: <https://sites.google.com/lps.k12.co.us/lps-lot/home>

This project was initiated by the school administration and educators, not by the learners, but it is a great inspiration of how far sharing in the school community can reach, allowing all learners to benefit from the same resources.

1.2 The Sharing Space Including Learners with Physical Disabilities

If you have learners with physical disabilities, make sure, that they are represented in the Communication and Construction Groups (Group 3 + 4). They will be experts on how to make the place more inclusive. This could affect not only the construction of the sharing space but also the communication. Do storage boxes need a certain kind of label to be easily found? Should there be audio with instructions and rules for learners who are visually impaired? For those two groups this should be an extra focus.

1.3 The Multi-Lingual Sharing Space

In a school with a lot of learners who have only recently arrived from other countries, this space could be particularly valuable, and therefore, the educator should put extra focus on making the space well accessible for them (and their families). From the demand side, you could inquire what the things are that are specifically needed and make sure that they are included in the sharing space. But also, from the user side, consider how well learners who are not native speakers and/or cannot (yet) read and understand well can use the space. Can the storage boxes be labelled with pictures? Can the rules be displayed graphically and/or in multiple languages? Will migrated families get a multi-lingual info sheet about the purpose and functionality of the sharing space? This is also an excellent opportunity to make multi-lingual learners experts and show appreciation for their language skills.

1.4 The Community Sharing Map

1. Type of Activity

Mapping activity and community interaction

2. Topic

Sharing in the Community and Circular City – Reuse

3. Learning objectives

The learners are able to:

- increase their awareness of the importance of sharing and reuse for protecting the environment and saving resources.
- view the community as a resource.
- practice community engagement.
- experience that inspiration can grow from working with existing resources.

4. Target group

6–14 year-old learners

5. Necessary materials

Printed map of the community, display area in the school building

6. Duration

project of 3 lesson units à 90min.

7. Main Activities

If you have ever seen a child interacting with an empty cardboard box, you know that they are experts in reusing and repurposing. A box can be a house for a teddy bear, a rocket ship, a gorge, or an airplane with no or little modification. If you consider this, a lot of one-use material becomes a valuable resource for play and crafting activities. At the same time, businesses in your community constantly throw out material, like packaging that has been produced for only serving one purpose, but could stay in the circle much longer to inspire play and creativity. This activity encourages young people to see their community as a resource and show them the value of reuse.



Source: Image by Freepik

This activity can build perfectly on **Activity 1.1: The Sharing Space**, where learners established a sharing infrastructure in the school. This activity will expand the sharing mindset beyond the school community and into the neighbourhood. The aim of the activity is to create a map of the neighbourhood mapping potential resources. Ideally this should be on display for the whole school community, so that the information is shared and can be used by everyone. There can also be spatial synergies with the Sharing Space activity, either spatial by installing the map next to the sharing space or by incorporating material into the provision of the sharing space.

1st LESSON UNIT

In the first unit, learners' awareness of the importance of sharing and reuse should be activated. This could be done by the activation from activity 1 or with these videos (link to WP3). Learners' should be aware of the value of multiple uses. For something (even as trivial as packaging) to end up in the waste system after a single use should absolutely be avoided. At the same time, things that are considered waste by one party represent a treasure from a different point of view. Cardboard boxes can become cities (see Activity **1.11 Streets are for People**), cardboard tubes turn into spectacular marble runs (Example: <https://www.youtube.com/watch?v=r53pFoEdzPI>) and corrugated cardboard (often used as package filling material) can turn into literally anything as it is so flexible (techniques on how to shape and manipulate cardboard: <https://www.youtube.com/watch?v=pg0WAQ46Jxk>).

So, let's get in contact with the sources!

Business entities within your community will for sure have that kind of resources and might even be grateful if those find a new purpose instead of going to waste. All it needs is a little inquiry to connect supply with demand. For this step, you need a map of the broader neighbourhood, ideally printed out or for older learners in digital form. First, you brainstorm with your learners where businesses (shops, supermarkets, offices, libraries etc.) are, that might have material of that kind. Check with the learners (e.g. on google maps) if there are more sources that they might not be aware of. Develop a communication strategy with your learners. How will you approach your potential sources? What do they need to know and what do learners need to know to make use of the resources? Think about how to get in contact. One group of learners could send an e-mail to offices that don't have a storefront. Another group could call business. Depending on your context, one group could also visit sources in person.

2nd LESSON UNIT

In the second unit, learners should collect all of the information that is needed to finalise the map. Some things that should be considered:

- You, as an educator, should monitor the process and scan the sources for suitability. Decide what sources are reliable and what resources are good reuse materials (no pollutants, no sharp edges etc.).
- Ask for material that accrues regularly. That way the map is sustainably useful.
- Ask for photos of the material or even a sample.
- Ask the sources how they want to be contacted (via mail, phone, in person).

Depending on the strategies developed in unit 2, let the learners collect all necessary information.

3rd LESSON UNIT

The 3rd unit is all about sharing the information with the school community in an informative way. How do you want to display the map in the school building? How can you mark the sources on the map? Do you want to also have a digital map representing the information? What do other learners need to know about how to use it. Display samples of the resources available. Inform the school community about the value of reuse and sharing.

Maybe give even tips about what a certain resource could be used for.

8. Final activities – drawing a conclusion

After implementing the resource map, reflect with learners on the result. All learners should be able to express, what they like about the map. Also, make the learners reflect on the following questions:

- How well did you work together?
- What was a challenge in putting the map together?
- What could be improved with the map?
- What material you sourced would you really like to use in the near future?
- What's the benefit of reusing those materials?
- How easy / difficult was it to interact with the sources?
- What reactions did you receive in the interaction with the sources?

9. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project, consider mainly how well they understand the concept of sharing and reuse and how well they worked together to make it happen.

10. Inspiration

Cardboard is a great material also for older learners as you can work big and work with interesting textures. A great example of how to work with cardboard with older learners are those portraits: <https://kunstunterricht-ideen.de/ideen/wellpappe-portraits/> (the description is in German, but the photos show the process in detail).

See also activity **2.7 Playground from Reuse Material**, where repurposed material will be turned into a playground.

1.5 The Community Sharing Map for Children with different Abilities

In this activity, you should follow two inclusive strategies. First, you should think about the implementation and how to distribute tasks. There is a great variety of tasks and a lot of learners might be more able (or comfortable) with some tasks than with others. Who has great ideas for the communication strategy? Who is comfortable with calling companies? Who has creative ideas for the display in the school building? Who knows how to create a digital map? Distribute the tasks so that everyone, regardless of (dis)abilities, can give a valuable contribution.

The other angle is to look at the outcome in an inclusive way. Think with the learners about how to create a display, that is accessible for everyone in the school community. This could include the height of the display but also labelling the sources that can be reached with a wheelchair. You could also take pictures of the shopfront, the doorbell plate, or even the person handing over the material (with their permission). For some learners, this might be crucial to actually picking up some material they would like to use.

1.6 Flea Market at School

1. Type of Activity

Preparation as a project in an individual class, class level, or across classes; implementation as an activity in and for the whole school community

2. Topic

Sharing things and skills in school

3. Learning objectives

The learners are able

- to appreciate used objects as valuable.
- to question one's own possessions and consumer behaviour.
- to experience self-efficacy in the organisation and implementation of the flea market.
- to actively participate in the school community.
- to take on organisational and/or creative preparatory work for the flea market.
- to develop their communication skills.
- to use and improve their mental arithmetic skills.

4. Target group

6–14 year-old learners, whole school community

5. Necessary materials

depends on the realisation of the flea market and is explicitly addressed in the preparation phase

6. Duration

Preparation phase

(depending on the number and organisation of the learners involved)

- 45 minutes: Our Flea Market - Agreement on the idea and its realisation ***[6 weeks in advance]***
- 2 x 45 minutes: Promotion of the flea market ***[6-4 weeks before]***
- 45 minutes: Arrangement of the flea market

7. Implementation

2 hours in the afternoon (+ set-up and dismantling)

8. Main Activities

The aim of this activity is to give objects another life cycle by passing them on to others (by swapping or buying). On the other hand, things that have been created at school (e.g. in other TUDEC activities) can be passed on to others. At the same time, basic skills (communication, arithmetic, creative design) are trained through the organisation and implementation of the flea market.

PRELIMINARY CONSIDERATIONS

Organising a flea market is not a single lesson activity but rather a project that takes place over a certain period of time. The highlight is, of course, the day on which the flea market takes place. The more people take part in a flea market, the more diverse and attractive the offer becomes - both as sellers and as seekers. At the same time, however, this also means a much greater organisational effort in advance. In this respect, the following questions should be considered in advance:

- **Who will organise the flea market?** An individual class, the classes of a grade level or a project team of interested pupils of all classes?
- **Who will the flea market be for?** Is it organised exclusively by and for pupils? Is it organised by and for pupils and their families as well as educators, educators and other staff? Will it be open to the neighbourhood

Depending on this, there are other questions that need to be considered, at least in part, by the educators in charge:

- **Where** should the flea market take place? (Indoors or outdoors? In different classrooms, in a common room/dining room, in the gym? In the schoolyard, in a suitable place in the neighbourhood? - With whom must this be coordinated and what authorisations may be required?)
- **When** should the flea market take place? (When is a good time in the school year-old learners? What events can it possibly be combined with?)
- **What can the learners themselves take responsibility for?** What can be prepared/organiseddesigned by the learners? Who will guide them? How will that be arranged?

PREPARATION PHASE

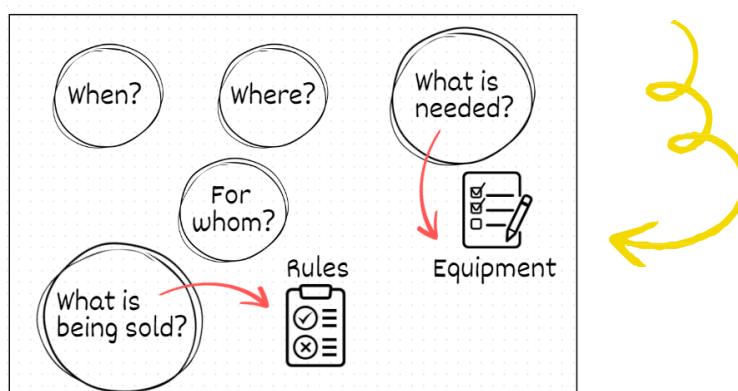
Our Flea Market - Agreement on the idea and its realisation

The first step is to elaborate the idea of the flea market together with the learners. Beforehand, all the organisational framework conditions should be clarified over which the learners have no influence or which they are not yet able to estimate or assess (see above). In this unit, all learners who will/want to be involved in the organisation of the flea market come together.

First of all, an open brainstorming session can be used to collect ideas on the topic of "flea market".

- Who has ever been to a flea market?
- What can you buy there?
- Who sells?
- Why are these things sold?
- Why are they bought?
- Can you think of anything you would sell?

Based on this, the relevant questions for the organisation of your own flea market are addressed and discussed. The following template - prepared on a whiteboard, for example - can be used for structuring. The learners' suggestions and ideas can be directly assigned and collected here. The template should be adapted according to your own framework conditions. If, for example, the date or location has already been determined in advance by the teaching team, this can be entered in advance as a set item. A rule for things offered could be, for example: No toy weapons or other war toys. Other rules could relate to pricing, for example.



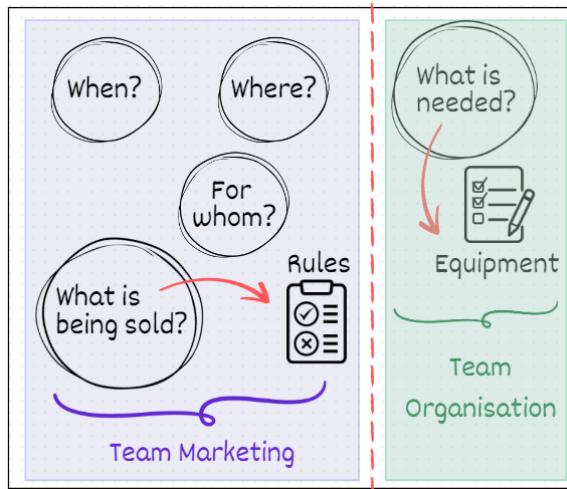
After collecting all the ideas and suggestions, a decision is made together and the organisational framework for the flea market is determined.

In the next step, the preparatory work can be divided among two teams:

- the **marketing team**, whose task it is to get the information about the flea market to the relevant target groups, for example with posters and/or flyers



- the **organisation team**, whose task is to take care of the arrangement of the flea market, which includes the necessary equipment as well as the layout of the stands/space and their allocation etc.



It can also be decided tha

Promotion of the flea market

The promotion team designs the posters and/or flyers for the flea market using the dates specified in the first session. Beforehand, the learners consider how and where they can best reach the targeted flea market visitors, what information this audience needs and whether the information should be presented in a certain way to reach the target audience (especially visually for younger learners and learners with reading difficulties, in other languages, etc.) When designing posters, learners can either work individually and create different poster designs or work on a joint design that is then reproduced. The finished posters/flyers should be displayed at least 3-4 weeks before the event in the places that the learners have previously considered.

In addition, this group should consider together with the educators where the information about the flea market can be distributed (School website? Social media? School newspaper? ...).

Arrangement of the flea market

The organisation team takes care of the practical implementation:

- What is needed in the room/on the site?
- How should the stalls be organised? Is there a map?
- Will there also be food and drink? Who will organise this, who will manage the snack bar, where will they be located?
- What signage is needed? Who will design them? (Is the help of the creative team needed here?)
- Should certain rules apply to swapping and if so, how and where will they be publicised?
- Who will be in charge of what during the event? Will other learners, educators or parents be needed? Who will help with setting up and dismantling?

If parents contribute cakes or snacks for the snack bar, for example, it should be clear in advance when and where these can be handed in.

On the day of the event, you should allow sufficient time for setting up and - if planned - for decorating the flea market. The "sellers" at the stands also usually need a certain amount of time to arrange their offerings. This should all take place before the actual opening.

TIPS

- A flea market is also a good opportunity to sell things that have been created at the school, such as seeds, young plants or seedlings from the school garden; jams or cakes from the school kitchen; useful or beautiful things that have been created in upcycling projects (see other TUDEC activities).
- If you are working with different teams, it can be very helpful to meet together in between to update and discuss.
- It is important that an educator keeps an eye on the timetable.
- It is the responsibility of the educators to obtain necessary authorisations and to distribute information, e.g. to parents, school staff, support association.
- In addition to the preparations for the flea market, exercises on calculating with money can be repeated in maths lessons.
- An annual flea market can be a valuable school tradition and strengthen the sense of community - both through the joint preparation and the enjoyment of the event itself.

8. Final activities – drawing a conclusion

After carrying out the flea market, reflect on the result with the learners. All learners should be able to express what they liked about the event and what possibilities there are for improvement:

- What did you like best about the flea market?
- What was your favourite experience during the flea market?
- What did you find particularly difficult as a seller and as a buyer at the flea market?
- What could be improved for the next flea market?
- What worked well in your preparation group?
- What could have worked better in your group?
- What do you have to pay particular attention to when preparing a flea market?
- What rules are particularly important for a flea market?

9. Reflection, review of the objectives

The reflection of the participating educators should go in two directions:

1. they reflect on the basis of their observations during the preparation and realisation of the flea market as well as during the evaluation with the learners on how the objectives of the activity could be achieved and what further insights and experiences the learners gained.
2. they adjust their concept of this activity according to the experiences gained during realisation.

10. Inspiration

<https://www.perkins.org/resource/multi-class-flea-market/>

<https://www.friedrich-verlag.de/friedrich-plus/schule-paedagogik/klassenleitung/schulleben/mitwirken-mitgestalten-mit-und-voneinander-lernen-14179>

1.7 Flea Market at School Including Learners with Physical Disabilities

If you have learners with physical disabilities, make sure, that they are represented in the Organisation Group. They will be experts on how to organise the flea market in a more inclusive way in terms, e.g. in terms of accessibility.

1.8 Flea Market at School Including Learners with Dyscalculia

If you teach learners with dyscalculia at school, they (as well as younger learners in the first grades) can benefit from creating arithmetic tables together in advance. For example, a rule for the flea market could be that all prices must be rounded to 50 cents, e.g. €1.00, €1.50, €2.00,

etc. 

Now the learners work out tables like this one, for example, in which they can quickly see how much change they have to give for a certain amount. It can, of course, also be visualised with coins or with another method used in the lessons.

1.9 Talent Marketspace

1. Type of Activity

Creating a sharing infrastructure for skills and talents in the classroom community

2. Topic

Sharing the City - Sharing things and skills in school

3. Learning objectives

The learners

- are able to reflect on their own skills and talents.
- get aware of the variety of skills and talents in the classroom.
- get empowered to contribute to their classroom community with their abilities.
- know that everyone can contribute to a more sustainable community through exchanging repair practices.
- are able to transfer the concept of sharing into their own school environment.
- are able to communicate the concept of sharing skills and its benefits to the school/classroom community.



4. Target group

6–14 year-old learners

5. Necessary materials

- Existing pinboard or re-purposed wooden board, at least 1m x 1m
- 2 regular pieces of paper for the title or cut-out letters from used cardboard / magazines etc.
- small cards with pins or sticky notes
- pens

6. Duration

ca. 90 min.

7. Main Activities

At the core of the sharing city is making the most of the existing resources by sharing them. A classroom community is ideal for exploring how this concept can also be applied to immaterial goods that make a society richer, like know-how, skills, and talents. The motto being: „Take what you need. Give what you can”.

INTRODUCTION

Start by showing the pictures of the flower meadow and the flower field to the class. Ask your learners what differences they see in the two pictures and what the qualities of the meadow are compared to the flower field. Write down some aspects that are mentioned by the learners, e.g.:

- Diversity of colours
- Diversity of shapes
- Diversity of smells
- Can feed many different animals
- Have a diversity of inner qualities (great decoration, make a good tea, can heal, can be used to colour clothes etc.) vs. just one quality



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Picture by [Annie Spratt](#) on [Unsplash](#)



Picture by [Siegfried Poeppel](#) on [Unsplash](#)

Explain to the learners that we call this quality BIODIVERSITY. Nature is a team of different living beings and each species contributes differently. Similarly, a classroom is like a meadow composed of living beings that differ by their looks but also by their inner qualities, their interests, their talents, their goals, and their skills. Like in nature, life gets richer, the more diverse the experience is.

IMPLEMENTATION

Like every flower in the meadow, every learner in the classroom has a set of abilities that can contribute to a richer classroom community. Let learners brainstorm on their individual talents.

Depending on your classroom context, learners can do that individually, in pairs, in groups, or with a think-pair-share routine.

The questions being:

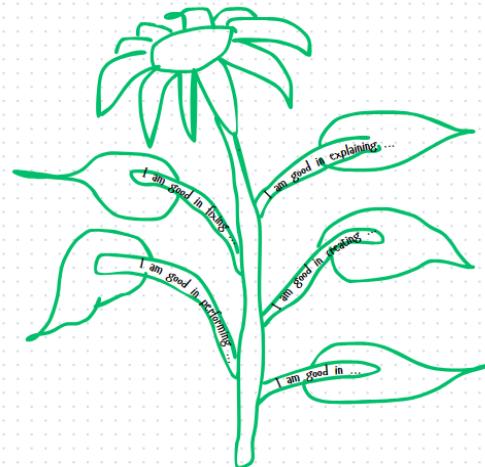
What can you explain well?

What can you fix?

What can you perform?

What can you create?

What else are you good in?



Gather around the pinboard. Explain to the learners that this pinboard will show the rich diversity of talent in the classroom, and it can help the learners to share their talents and skills with others.

Let the learners present their results on the template and take notes on small cards with a keyword for the talent and the name of the kid. Put the cards in clusters on the pinboard. Ask the other learners to keep them engaged, e.g. Is there someone who needs support in that area? How could that enrich our classroom? Does someone have the same talent and could team up?

8. Final activities – drawing a conclusion

Start reflecting on the activity by summarizing that sharing can not only be done with things but also with abilities, skills, and talents. In fact, just like a colourful meadow that's characterized by its diversity, a classroom community has so much to share, as everyone can contribute and support others differently.

During your closing discussion, ask the learners to reflect on the following questions:

- How does it make you feel to think about your own talents?
- What talent or ability of your co-learners didn't you know about?
- What does sharing in the classroom mean for you?

9. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project,

consider mainly how well they understand the concept of sharing skills in the classroom community.

10. Inspiration

Find an example of a community skillshare here:
<https://www.shareable.net/somerville-skillshare-a-free-locally-crowdsourced-education-model/>

11. Explanation for children with disabilities

In an inclusive classroom, there should be a focus on the "What do I need?" side of things. In fact, everyone needs support with some things and could use help from their peers. It is important to stress that there is not one part of learners, that is "abled" and another part that is "disabled", but that everyone is abled in some areas and needs support in others.

1.10 Talent Marketspace for Learners with different Abilities

In an inclusive classroom, there should be a focus on the "What do I need?" and "How can we support each other" side of things. In fact, everyone needs support with some things and could use help from their peers. It is important to stress that there is not one part of learners, that is "abled" and another part that is "disabled", but that everyone is abled in some areas and needs support in others.

1.11 The Shared Party Kit

1. Type of Activity

Project work to create a sustainable resource for the classroom/school community

2. Topic

Sharing things and skills in school/Reduce and Re-use

3. Learning objectives:

The learners...

- know about the negative impact of disposable items.
- know about the importance of practicing micro-sustainability.
- develop problem solving abilities in creating solutions to common problems.
- are able to transfer the concept of sharing and waste reduction into their own school environment.
- provide their families (and the school community) with a waste free way of throwing a party.

4. Target group

6-14 year-old learners

5. Necessary materials

Collecting the material is part of the classroom project

6. Duration

2-3 units of 45 - 90 minutes

7. Main Activities

Their children's birthday often requires from parents a lot of extra organisational work. Who could blame them for going for pragmatic instead of sustainable solutions when it comes to catering and decoration? This activity raises young people's awareness of reducing the carbon print of a (birthday) party while simultaneously have them work on a real-world solution that can be used by the classroom community.

INTRODUCTION

Watch video (link to WP3) for an introduction.

Show your learners the below image and ask: What happened here? Correct answer: a party happened!

Next, ask them what kind of trash we usually have after birthday parties. Collect the keywords on the whiteboard (e.g. wrapping paper, decoration, paper cups etc.).

Next, ask why it is a problem to produce that much trash (link to video).

[In case this works with the timing of the activity you could also ask learners as a homework to ask their parents for reasons why it is particularly difficult to reduce waste at parties.]

Take one item like a paper cup and think about how many are used for all of the learners' birthday parties in the course of one year-old learners to understand that if everyone decides on disposable cups, the problem multiplies if you consider all birthday parties that occur just with one classroom community.



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Picture Credit: Matheus Frade on Unsplash, AI-generated, Freepik

IMPLEMENTATION

1st lesson unit

Introduce the project idea of putting together a birthday kit to be shared by the classroom community. Brainstorm with the class community what materials are necessary for throwing a party and cluster in areas like

- Dishes and cutlery

- Decoration
- Costumes (e.g. birthday crown)
- Etc.

The next step is to form groups that are responsible for the different areas and give them tasks according to what group they are in. Draw the classroom's attention to the necessity of trying to work with reused material only. Examples of tasks:

- Dishes and cutlery: collect reusable material in the school community. Inform the school community about the collection and the purpose of the collection.
- Decoration: think about decoration that can be made from recycled material, and research the internet (Pinterest, Youtube, Instagram, etc.) for innovative ideas.
- There could also be one extra group that is responsible for the box containing the items. This group could also think about sharing rules, an item checklist and the label of the box.

2nd lesson unit

Learners should have one or two weeks time between the two lesson units to have time to collect material and research ideas. In the second unit Learners can put together the items, but also craft decoration. The groups support each other, e.g. the decoration group might need help here to finalize everything.

8. Final activities – drawing a conclusion

What's the best way to test a party kit? Throwing a party! Celebrate the project with a classroom party using the kit. At the end of the party, get together and calculate how much throw-away material you as a group of X learners are saving over the course of one year-old learners when using the kit. You could also collect this info on a poster or draft a social media post with it.

Lead a discussion with the following questions:

- How does it make you feel, when you see those numbers?
- What do you like best about the party kit?
- Is something missing in the kit that should be added over time?
- Can you think of any other situations in your everyday life where it would be easy to use less throwaway material?
- Can you think of any other situation where sharing resources could work well?

9. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project, consider mainly how well they understand the concept of sharing skills in the classroom community.

10. Inspiration

The party kit network is a platform dedicated to the above idea, where people can share their party kits. Even though the platform is focused on the US, UK, and Australia, in the blog section, there are great ideas about how to optimize your party kit. And why don't add your classroom kit to the sharing map and even share it with your wider local community:

<https://www.partykitnetwork.org/>

YouTube is a great resource for craft instruction with recycled material. E.g. check out this tutorial on how to make party decorations from old magazines:

<https://www.youtube.com/watch?v=6nVCH4l4SFQ>

1.12 The Shared Party Kit for the Community

The above activity works for a great range of ages, but you can easily make it more challenging for **older learners** and, at the same time, increase the impact of the practice. How about setting up a shared party kit that is not only available to your classroom or your school but also to the wider community? The learners could produce a How-To-Video or a small promotional video explaining the benefits of sharing resources in the community. As an online activity, they could set up a website with a booking mechanism.

1.13 Streets are for People

1. Type of Activity

Craft activity from reused materials, model building

2. Topic

Sustainable cities and public space / sharing space in the city

3. Learning objectives

The learners are able to:

- reflect on how current urban space serves their own needs.
- reflect on what they would like to experience in the streets.
- express through model building how they want city space to transform to their needs.

4. Target group

6 – 14-year-old learners

5. Necessary materials

Lots of cardboard, food packaging like tetra packs, shoe boxes, etc., clear plastic parts of packaging for glass elements (e.g. packaging of electronics), paper tape, glue guns, markers, scissors, paint, paint brushes, scraps of patterned paper (like wrapping paper scraps), you can also incorporate natural elements like seeds, sticks, pine cones, leaves, etc.

6. Duration

At least 120 min. (or longer)

7. Main Activities

As inner cities are transformed into less car-dependent settings, infrastructure that is currently dedicated to cars will be available for other uses. This activity wants to encourage learners to think of the city streets as an open opportunity space and to imagine more enjoyable, healthier urban environments that make it easier for people to enjoy the public space.

INTRODUCTION

The aim of the introduction is to encourage learners to reflect on what aspects of the city and streets serve them and what aspects are child-unfriendly. At the end of the introduction, there should be a visual or keyword collection of what the learners appreciate in cities and what they want more of. You can reach this in different ways depending on your group of learners, e.g. you could take the class outside to the school surroundings and assess the city space. Learners record with pictures, what they like and what they don't. They photograph spots using a red cardboard frame for *dislike* and a green cardboard frame for *like*. At the same time, they collect ideas of what else they would like to experience in the city.

NEXT STEP

Starting from their earlier brainstorm the learners are asked to build a street that fulfills all of their needs and expectations. Before starting to build it is helpful to have a look at the brainstorm with the whole classroom. Point out some adjectives that came up (maybe exciting, surprising, playable, green, accessible, colourful etc.) and point out some places that are important to them (maybe play space, place to relax, place to meet, to observe nature or interact with animals, play sports etc.).

Distribute the learners in groups of 3-4 and let each group collaborate on a section of a street. Before everyone starts, make some agreements:

- Agree on a rough measurement. The easiest way to do so is to choose a figure (like Lego or Playmobil) for reference. This way the dimensions will roughly align.
- Agree on the width of the street. This way you can put the sections together in the end and form a long stretch of a street.
- Distribute some of the ideas for places among the groups, so that not every group focuses on the same aspects. Point out that all groups should take care that the collected adjectives are considered in whatever they build.
- Build on a board, so it can later be carried around and the sections can be put together.
- The learners are now asked to build with their group one section of the street. They can use any material provided.

8. Final activities – drawing a conclusion

Learners are relatively free to develop whatever they want, but it is necessary for the educator to monitor the progress. The educator can guide learners through asking questions that relate to the results of the brainstorm and street assessment so learners take into account their peers' perspectives.

In this activity the learners are the best judge of each other's ideas' child-friendliness, so give time at the end of the lesson for peer-assessment. Point out though that there is no right or wrong solution, and a lively public space benefits from multiple perspectives and the richness of different ideas.

If the built models allow for that, you can also point out various parameters of sustainable cities as explained in the curriculum like the importance of trees for shade or food sources for animals.

You can use the learners' models to organize an exhibition. Learners could be the experts to explain their models and show how they fulfill their expectations of urban space. Invite the school community and also stakeholders if real-life environments are being transformed.

9. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project, consider mainly how well they understand the concept of sharing space in the city.

10. Inspiration

Andrea Curtis wrote a children's picture book about how the public space can serve the quality of the human experience through the lens of children:

Curtis, A., & FitzGerald, E. (2022). *City streets are for people*. Groundwood Books.

The NGO Thinkery in Austin, USA published an article about how to use cardboard for classroom activities to spark creative thinking and problem solving: [Curiosity, Creativity & Cardboard - Thinkery \(thinkeryaustin.org\)](https://thinkeryaustin.org/)

It also provides a Cardboard Technique Inventory, explaining some standard techniques of how to work with cardboard: [cardboard_inventory_v2.pdf \(weebly.com\)](https://cardboard_inventory_v2.pdf.weebly.com)

1.14 Streets are for People – for Younger Learners

For some classes it might be challenging to go outside and assess the actual surroundings of the school, especially for learners with physical disabilities. Nonetheless, or rather because of that, their input is super helpful in creating an inclusive urban space. There are different options to accommodate that. For older learners (from ca. 9 year-old learners old) mapping the school surroundings is great. Prepare a map of the school surroundings and ask learners to mark areas that are challenging for them with questions like:

- Where can you move well / not so well?
- Where do you feel save / not so safe?
- Where is a place where you like to spend time? How do you spend your time there?
- Etc.

1.15 Streets are for People – Groups with Learners with Physical Disabilities

To create a truly inclusive street, make it the mission of the whole classroom. How would your street look if the majority of people had visual impairment? How could the street be designed, so that spending time in public space is a rewarding experience for everyone? This could also be varied with a street that serves people with limited mobility (e.g. in need of a wheelchair) or people who need to often take a rest (like the elderly). Pair up learners with different (dis)abilities, so they get aware of what challenges they share and where challenges are very different.

1.16 Streets are for People – the Teenage Edition

For older learners (12-14 year-old learners), the introduction could be done as homework. If your learners have smartphones, they could document with photos what they like about the public space and streets. You could ask them to send you the pictures beforehand to you and prepare a slide show for the introduction of the activity. Learners would then get a sense of how their peers feel about the public space and can derive inspiration from that.

Interestingly, in urban planning, teenagers are often neglected and lack quality spaces to spend time at. They are even accused of lingering on playgrounds or commercial areas, often even alleged of making them unsafe or vandalizing them. Time to ask teenagers about their needs from public space!

1.17 The Ultimate Bus

1. Type of Activity

Craft activity from reused/recycled materials, model building

2. Topic

Sharing the City - Sharing space in the city

3. Learning objectives

The learners are able to ...

- reflect on their own way of getting to school.
- assess what they like about current public transport and reflect on their own demands.
- express their vision through model building.

4. Target group

6-14 year-old learners



5. Necessary materials

Lots of cardboard, food packaging like tetra packs, shoe boxes etc., clear plastic parts of packaging for mimicking glass elements (e.g. packaging of electronics), paper tape, glue guns, markers, scissors, paint, paint brushes, scraps of patterned paper (like wrapping paper scraps)

6. Duration

ca. 120 min.

7. Main Activities

How do the learners get to school?

Being brought to school by car individually entails a lot of harmful effects on the environment, and if walking or by bike is not an option, public transport is the most climate-friendly solution. With this activity, learners assess and redesign public transport. The overall question is: How could public transport become more attractive and easier for young people of all abilities to be used independently?

INTRODUCTION

In the introductory part of the activity, the educator should initiate a discussion on the PROs and CONs of public transport. With the PROs it is important to work out the environmental benefits of using public transport as opposed to individual motorized transport and the contribution to a just distribution of public space. To start the discussion, you can show below an air shot of the outline of three modes of transport used by 60 people (all 60 people would fit into a medium-sized bus).

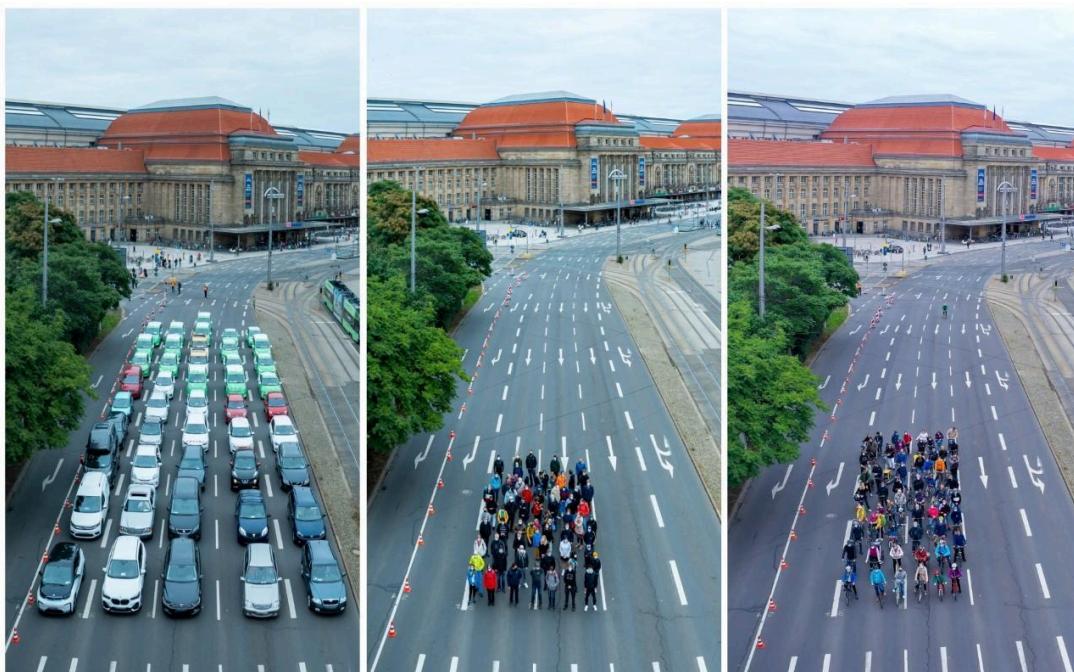


Photo campaign on space equality on Leipzig's ring road with 60 people in 46 cars, 60 pedestrians, 60 cyclists. Credit: Frank Lochau

In the next step, learners should work out specifically what they like about public transport personally and what they don't like about using public transport. You could also ask learners to prepare this activity with homework of leading a brief interview with their peers on that, maybe even during their commute on the bus.

Collect the results of the discussion or the interviews on a whiteboard/slide/poster. Also, draw the learners' attention to the broader infrastructure. What don't they like about bus stops?

NEXT STEP

Starting from their earlier brainstorm the learners are asked to build a bus infrastructure that fulfils all of their needs and expectations. Learners want to nap on the bus and need built-in alarm clocks so they don't miss their stop. Go for it!

Stress that we are not aiming for realistic, but innovative solutions. Whatever seems unrealistic today might be totally possible in a few year-old learners, so don't restrict the learners' imagination, but encourage them to think big.

Distribute your classroom in groups of 3-4 learners to build on their own projects, bus, tram, metro, etc.

8. Final activities – drawing a conclusion

Give time at the end of the lesson for peer assessment. The leading question here can be whether learners feel that the built models would encourage everyone to use more public transport.

The educator should also refer back to the class's findings at the beginning of the activity to see if the built models consider the learners' own demands. At this point, the educator can also point out that the expectations of different people can also differ a lot; therefore, good design is always multipurpose design.

9. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project, consider mainly how well they understand the concept of sharing space in the city.

10. Inspiration

This website presents 10 of the best bus stops worldwide. The bus stops convince with a fun design, great functionality, or innovative shapes. If your learners have trouble thinking out of the box, you can use those ideas for inspiration:

<https://traveltomorrow.com/bus-stops-around-the-world-with-the-coolest-design/>

In the blog post „The Future of Mobility: Transforming Transportation“ the author gives a glimpse into the near future of public transport and demonstrates how cutting-edge technology will transform future mobility:

<https://www.thedigitalspeaker.com/future-mobility-transforming-transportation/>



1.18 The Ultimate Inclusive Bus

For **learners with disabilities**, using public transport is even more challenging. In assessing current public transport, it will be very valuable to get the perspective of the people who are more challenged than average. And here learners can get extra inventive. What would be good support for people with hearing or visual impairment? How can buses or trams be more accessible for people with limited mobility (e.g. in wheelchairs)? It is important to stress that from any increase in accessibility many people will benefit. Wheel-accessible buses also serve the elderly or parents with strollers etc.

1.19 The Ultimate Bus Technology

To make the Ultimate Bus Activity more challenging you can also ask your learners to think about how to power the vehicle without using fossil fuels. And again, there is no necessity to stay within what seems possible today.

1.20 The Ultimate Bus Stop

Another variation of the Ultimate Bus Activity is to think about the bus stop. What could improve a bus stop? Your learners are bored waiting for the bus? Think about a display that gives live updates on the bus's arrival or opportunities for play at the bus stop. Get inventive!

1.21 The Walking School Bus

1. Type of Activity

Classroom project involving the learners' families

2. Topic

Sustainable and independent mobility

3. Learning objectives

Learners are able to:

- map their own way of getting to school.
- explore the school's surroundings.
- develop skills to organise and maintain a walking school bus.
- further develop their teamwork, collaboration and communication skills

4. Target group

6–10 year-old learners

5. Necessary materials

depending on the execution

6. Duration

2 – 3 lesson units + parents conference

7. Main Activities

How do learners get to school? Especially in the early school year-old learners, it is usually not up to the children to decide how to get to school. The transportation mode is chosen by the parents and is subject to various considerations that are partly pragmatic and partly habitual. But as those decisions are consequential to the children's lives, we want to encourage learners to reflect on those modes and assess them against the background of their own needs.

Research has shown (see inspiration) that children who walk to school or take their bikes have much richer experiences than children being brought to school by car. This got apparent when children, as part of a study, were asked to draw their way to school: Children who walked or biked to school had recollection of a great variety of details, including plant and animal life along the route, whereas children who got a lift mostly remembered car infrastructure like traffic lights and roadways. Apart from the experience being richer, getting to school without a car also has a lot of other benefits, for example:

- *Children establish a connection to their urban environment.*
- *They train their orientation and their competencies to interact with traffic safely.*
- *Regular movement in the outdoors improves health and fitness as well as concentration capacity.*

The walking school bus is a concept that facilitates walking to school, as it provides an infrastructure for families to support each other in making it happen.

For this activity it is crucial to convince the learners' parents of the benefits of encouraging young people to walk to school. The walking school bus is the perfect entry activity to make it happen. It does not need to become an everyday activity, it could also just be done once a week or once a month to slowly establish a routine of walking.

To **start** the activity explain the concept to the learners, but also to the parents. Discuss with learners and parents what the benefits of walking are, but also what holds parents back to walk with their kids to school or even let them walk on their own in groups.

Explain that the walking school bus is the perfect way of getting the benefits of walking while at the same time providing a time-efficient and safe way to get to school. For establishing a walking school bus, there are several things to consider:

- Routine: The first question would be, how often or how regularly this is going to be implemented and certainly this has to be discussed with the parents, ideally in a educator-parents-conference.
- Route: This can be developed in a classroom activity. Print out a huge map of the neighbourhood and let every learners mark their home and their usual way to school. Every learner should use another colour. Then develop routes with the learners that make sense.

Also discuss if there are any safety issues on the way that needs to be considered. Also determine the pick-up spots.

- Rules: Think with the learners about what rules are important and how to manifest them.
- General organisation: This is something that can be developed by the learners, but should be discussed with the parents as well. Questions being for example: how many and who of the parents can be accompanying persons? How do parents notify, if their kids join a specific day or not? What are safety issues that are important to the parents?
- Gadgets: what equipment is needed? A good way of doing that is to ask children to draw a walking school bus. Introduce questions like: How can you make sure, that everyone stays together? How can we enhance visibility in traffic? You could even ask the learners to think of a name and make the name visible in the walking school bus. You could then implement the ideas in the classroom units, e.g. crafting reflecting sashes for everyone or crafting a rope for everyone to hold on to from recycled material (e.g.: [EASY DIY Jump Ropes using Recycled T-Shirts | Quarantine Craft | OCC Shoebox Craft - YouTube](#))

If the preparation is finalised celebrate the kick-off of your walking school bus!

9. Final activities – drawing a conclusion

For this kind of activity that is eventually experienced outside of the classroom in groups, it is especially important to assess and collect feedback. Develop a questionnaire to ask parents about the challenges and successes of the project, but also ask the learners. With the feedback you can modify the concept in order to make it fit the demand of the classroom community best.

10. Reflection, review of the objectives

As the educator, you should reflect on the above objectives and how well your learners reached those. Based on the reflection questions, but also your observations of the project, consider mainly how well they understand the concept of sustainable mobility in the city.

11. Inspiration

Risotto, A. and Tonucci, F. (2002). Freedom of Movement and Environmental Knowledge in Elementary School Children. *Journal of Environmental Psychology*. March 2002 (22/1-2).

Starting a Walking School Bus: The Basics:

http://www.walkingschoolbus.org/WalkingSchoolBus_pdf.pdf

German resource:

[Microsoft Word - Walkingbus_Handlungsleitfaden 12 05.DOC \(landesverkehrswacht-nrw.de\)](Microsoft Word - Walkingbus_Handlungsleitfaden 12 05.DOC (landesverkehrswacht-nrw.de))