

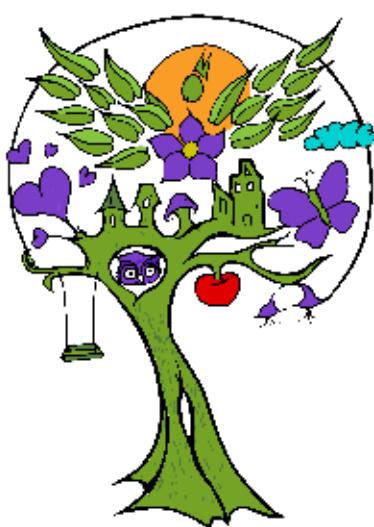


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Activity Handbook

Module 3

CITY FOR ALL



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

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TUDEC Website

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



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3.1 All around town

1. Type of activity

Inside and outside the classroom

2. Topic

Connection with the community

3. Learning objectives

- Externalize collective sense of belonging
- Sharing common cultural characteristics
- Sharing social values with others
- Discover identities

4. Target group

6-10 year-old learners

5. Necessary materials

A large piece of plain paper, colourful markers or crayons

6. Duration

4/5 hours (if necessary to be divided into two days)

7. Main activities

Introduction

This activity aims to let the children discover the meaning of community, their sense of belonging to the city they live in. Children may understand and interiorize the characteristics of their community and learn the shared values.

Before starting the activity, the educator explains that the definition and meaning of community resonate in different ways to different people. Many may define community as the physical boundaries of a town or zip code, but whether you live in an urban, rural, or suburban area, community means so much more than proximity to others or lines on a map. Its meaning often includes a collective sense of belonging in an area that shares common cultural characteristics, social values, an identity, fellowship with others, and resources that support the needs of its inhabitants.

Implementation

Draw squares, triangles and squiggly lines. The educator can split the children in groups (depending on the number); 4, 5 children in each group. Gathers each group around a table with a large piece of plain paper, colourful markers or crayons, and creative spirits. The children draw one square (you can get fancier and add a triangle roof if you desire) that represents a location that resonates with them and their family or friends as an integral part of their community (maybe it is the fire station, the library, or the favourite ice cream shop!). Children colour the square (and triangle) and label the location.



The educator asks the children why that location is important to them in their community (safety, learning, connection to others...). The educator should mediate the discussion in the group/s and consider all the proposals that come from each group component.

Proceeding, the children add more squares and triangles (as simple, primitive buildings) on the paper and identify at least 5-10 different locations to illustrate meaningful places in your community.



An example of how the drawing could be like

As a second step, the educator plans a tour to the places (or some of them) that children have 'told' in their drawings. They initiate opportunities to connect with others at a pace that is comfortable with the timing of the class.

They plan a visit to one of the locations that children identified and illustrated in their "Community Map". Educators call ahead and ask about time slots that might be less crowded to have a little more time to explore and connect with the community "helpers" that work or operate there. They put a little check or star on or next to the location on the 'class map' (or embellish with a small sticker) when the class has visited the location, providing an extra sense of accomplishment and community awareness.

8. Final activities – drawing a conclusion

After the children have finished the activity inside the classroom and then outside, during the tour, they come back to school. The educator summarizes all the activity done and the places visited. They start asking and involving the children in the final reporting of the results. Some example questions:

- What did you like most?
- What impressed you?
- What did you see that was different from what you imagined?
- Something has changed since the last time you were there?

And other questions that may come to the educators' mind after the tour.

Connecting with others in your community builds a sense of belonging and connection that is important for the healthy social-emotional growth of children and adolescents at various ages and stages.



9. Reflection, review of the objectives

The objectives listed initially should be taken up by the educator, and the answers to the above questions reflected upon to establish if and how learners have reached them. Based on the reflection questions, and on the knowledge about the main project, the educators should draft conclusions about how well the learners understood and internalized the concept of the sense of belonging to a community and sharing with that.

10. Inspiration

Idea from the FB group 'Passione Primaria'

3.2 A playful Community Scavenger Hunt

1. Type of Activity

Outdoor activity

2. Topic

Knowing the surroundings, sharing with others

3. Learning objectives

- Discovering
- Engagement and sharing with other people
- Developing the intuition skill
- Practice reasoning

4. Target group

6-14 year-old learners

5. Necessary materials

Pens and sheets of paper

6. Duration

About 2 hours

7. Main Activities

This activity focuses on the relevance of the teamwork and of staying together. With an articulated and joined series of actions implemented together, learners can foster their spirit of curiosity and desire of discovery. The educator lets learners start in the class, making a list of fun and common things to find near their home, school, while on a walk or in the car with their parents or on a public transport. The educator allows children to decorate the list, to encourage engagement. When educator thinks that the scavenger hunt sheet is satisfying,



the children get out and tour the town or neighbourhood. Members of the group look for their items as a team or add some playful competition by inviting another team (also families) for an amazing race of community seek-and-find outing.

Before starting, educator takes a few minutes to think about some important basic ideas. First, the educator clarifies what play area is being made available. This can be a large or small garden, a square, a neighbourhood in the city. It is also needed to consider how many participants will participate. If there are more than eight children, it may make sense to divide them into teams. This ensures that everyone is actively involved in solving the tasks and that you do not create a 'group leader' who dominates the rest of the team and solves everything alone. After all, everyone should have fun during the treasure hunt by completing the tasks. Educator should also think in advance about the route to choose and on how much time is available. Depending on how much time is available and how large you want the treasure hunt area to be, the routes between the individual tasks can be made a little longer or shorter route can be chosen.

Before determining the route, think that with younger children, the route should pass through quieter areas without much hustle and bustle. Busy roads should be avoided.

Also inquire about any festivals that might take place in town that day to find the right route and avoid crowds.

The educator determines a suitable starting point and destination, even a park, an open place in which to organise a small party. As mentioned above, urban parties are also certainly an option. In fact, if there is an event, it would also be possible to incorporate that into the treasure hunt, for example as the end point of the event.

Preparation: the Riddles.

Depending on the age of the participants, the level of difficulty can vary. Enter one or two slightly easier tasks to motivate the group with a quick sense of achievement.

If you have chosen a rather long route, you will obviously need a bit more tasks for the route, but keep in mind that the more difficult the treasure hunt tasks are, the more time it will take to complete them.

Think about different types of tasks. Maybe, at some point you want participants to solve maths problems to get to the next clue. Historical questions, puzzles and group tasks are also an option. Let your imagination run wild, the only important thing is that the tasks are diverse. Ideas for city treasure hunt tasks:

- Knowledge: Decide which of two buildings is older
- Observation skills: Identify the old plan of a building that no longer exists
- Creativity: Compose and perform a city hymn
- Logic: Connect the statues on a church façade with a small logical riddle

The right theme for the city treasure hunt:

Extra points with participants can be scored if you set the entire programme under a theme that runs through the entire game like a common thread.

Inspiration, ideas for city treasure hunt tasks:

Participants solve a fictitious criminal case

Historical treasure hunt: a well-known historical figure from your city can be the focal point.

Secret Agent urban adventure: Participants step into the role of secret agents - James Bond says hello!

Pirate treasure hunt: A legendary pirate has hidden a fabulous treasure somewhere in the city and participants must find it!



8. Final activities – drawing a conclusion

This activity emphasises how important the teamwork is, how everyone is given a task and how if the team doesn't come together the game doesn't count. It creates a lot of teamwork to go all together in pursuit of something. It is a game that brings people together. Everyone can put their own spin on it.

As it is very varied, a simple treasure hunt can be combined with many skills: quizzes, intelligence, knowledge of the territory, history, geography, building, finding objects, knowledge of nature, running, challenges, trials of all kinds. The boy tries his hand not in just one discipline as with most games but in many.

Inherent in the game is the desire to reach the treasure, the sense of search that is present in every person. Children can experience the desire to discover, the sense of search, the will to understand. It is a game that teaches a lot about reaching a goal, an end point, an objective. At the end of the activity, the educator summarizes the actions done, asking the children to report their points of view on the experience they had, their involvement.

9. Reflection, review of the objectives

The educator recalls the objectives established at the beginning of the activity; analyses the activities realized by each group member and defines if the objectives have been reached as planned or whether any discrepancies occurred.

Based on the results of this analysis, the educator should draft conclusions about the capacity of children to share with others, but also to practice their reasoning and intuition.

10. Inspiration

myCityHunt - La Caccia al Tesoro per il tuo Smartphone. Caccia al tesoro in città

3.3 Tell me a story

1. Type of Activity

Indoor activity

2. Topic

Storytelling, creativity and collaboration. Activity for creating stories in a collaborative manner. It focuses on sharing ideas, concepts and on fostering creativity in conjunction with peers.

3. Learning objectives

- favour collaboration
- learn to work in group
- develop fantasy
- develop capacity of storytelling
- improve manual skills





4. Target group

6-14 year-old learners

5. Necessary materials

- template of a dice to be printed on A4 sheets (1 sheet for 4 children)
- scissors
- glue (preferably sticks)
- crayons or pens

On each side of the dice it is written: 'protagonist,' 'antagonist,' 'environment,' and 'helpers'.

6. Duration

About 1 hour and a half

7. Main Activities

This activity intends to foster the collaboration in group on the relevance of the teamwork and of staying together. With an articulated and joined series of actions implemented together, children can foster their spirit of curiosity and desire of discovery.

First, we divide the children into groups and give each group the sheet with the cube print, scissors, glue and crayons. Each group will be assigned a theme: setting, character, action. What does this mean? For example: the group assigned the theme of setting will have to write 6 places, one on each side of the cube (e.g. forest, school, space, kitchen, street, garden). The other groups will do the same with regard to characters (e.g. child, princess, hunter, Goku, donkey, frog) and actions (e.g. jumping, playing, dancing, studying, eating, dreaming). If some groups are faster than others, we can have them decorate the cube with drawings.

The educator clarifies to the class the meaning of the words written on each side of the dice. Children, in turn, are allowed to roll the dice and, depending on the side, invent different stories. Example: the first child throws the dice. He/She will have to start the story from the description of the protagonist (of his/her own invention). The second child will have to throw the dice again and, according to the side, continue the story. All the children in the class will roll the dice and continue the story until the last one who, on the other hand, will not have to roll the dice but only to create an ending to the story just created.

Before using the storytelling dice, it is necessary to show the children what the parts of a story are. In particular, it is necessary to focus on characters, setting and 'conflict', as well as explaining the structure of a story: introduction, development and conclusion.

Once the design has been cut out, we put some glue on the flaps and close the cube. For slightly younger children, the educator's help will be needed.

Activity unfolding: improvising our story.

At this point we choose 3 dices randomly from those made by the children. It is important that there is one dice for each category (1 dice with characters, 1 with settings, and 1 with actions). The educator gently rolls the dice on a table and the previously selected pupil has to invent a short story in which the three elements shown by the dice appear. For example: if the throw of the dice resulted in the words forest, frog and study, the story could be something like...



'Once upon a time there was a big green frog living in a pond near a forest. The frog loved playing in the water and enjoyed chasing butterflies. One day a butterfly was caught by a child and the frog devised a plan to release it. As soon as the child placed the glass jar with the butterfly on the ground, the frog opened the jar and the butterfly flew away.'

If the children are younger or have never tried improvising stories, we will also settle for a story like...

Once upon a time there was a frog living in a forest that did not want to study. The frog mother scolded her and the frog started to study.

In turn, each child makes up their own story with the words indicated by the dice.

In turn, each player becomes the narrator.

8. Final activities – drawing a conclusion

With this activity, children improve manual skills such as cutting, modelling and gluing; they consolidate the concepts of setting, character and conflict; they learn to work in groups and collaborate; they develop imagination and the ability to tell stories.

9. Reflection, review of the objectives

The educator recalls the objectives established at the beginning of the activity; analyses the activities realized by each group member and defines if the objectives have been reached as planned or whether any discrepancies have occurred.

Based on the results of this analysis, the educator should draft conclusions about the capacity of children to share with others, but also to practice their reasoning and intuition.

10. Inspiration

'PAIDEIA; Improvvisiamo una storia con il dado dello storytelling' <https://www.paidea.it/il-dado-dello-storytelling/>

'La nave di CLIO' <https://www.navediclo.it/il-dado-racconta-storie/>

3.4 The Web of Friendship

1. Type of Activity

Indoor, Outdoor

2. Topic

Connection with the Others, knotting affections and relationships, feelings and emotions.

3. Learning objectives

Increase the ability to recognise one's positive qualities and offering them to the Others. This game is often used in the early days of school for all children to get to know each other.



4. Target group

6-14 year-old learners

5. Necessary materials

Poster or wrapping paper, a ball of wool, cello tape, felt pen.

6. Duration

1 hour

7. Main Activities

This game is often used in the early days of school for all children to get to know each other. Precisely because the first goal is to get to know each other, each child must say his or her name. After everyone has introduced themselves, we start the actual game: holding the end of the ball of yarn with one hand, we must throw the ball of yarn (taking care to hold the yarn steady) toward another player, saying his or her name. The named player must block the ball of yarn and choose a new child to pass the ball of yarn to. Each child throws a ball of yarn to a partner without letting go of the end of the yarn. The game continues in this way until a web of friendship has been created, formed by a thread that holds us all together.

For Older Children: everyone twists the thread around their wrist, introduces themselves and talks about one of their characteristics or hobbies, then throws the ball of yarn to another partner who in turn ties the thread around his or her wrist and talks about himself or herself. Eventually everyone introduces themselves, and so, amid smiles and looks full of curiosity, thread weaving and new names, a colourful web slowly emerges or 'web of ties,' where everyone is important no one is excluded, where everyone is ready to help and support each other.

At the end of the game there will be a web of strands of wool which will be hang on the wall for all to see.

[The learners gather around a sheet of paper and one of them completes the following sentence "I'm offering the class ..." indicating one of his/her own qualities and writing it down. Then he/she uses a piece sticks the end of the ball of wool next to the quality. He/she throws the ball of wool to a friend who continues the game.]

8. Final activities – drawing a conclusion

- Within the network everyone is important and special and unity is strength
- The network bonds comrades who do not know each other
- Everyone is part of the same network and no one is left out, and if someone gets out, it is everyone's commitment to get him back in
- If a comrade needs help, the others help him through the difficulties
- The thread can be loosened, it can be stretched too far, it can even be broken, but it can certainly be reknotted, in the same way Boys may encounter difficulties in their relationships with their companions, however, they can overcome them and be friends more than before.





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9. Reflection, review of the objectives

The goal of the game is to get to know each other and establish relationships among the game participants. The educator reflects on the objectives planned initially. He/She considers the main results reached, how the activity is developed and, most of all, the participation by children. He/She can ask some questions to assess how much the learners felt involved, what interesting aspects they have noticed, what discovered about their peers that did not know, what are the expectations for the next activity and what they would maybe change in the next.



10. Inspiration

Pedagogic and Didactic Manual for teaching Prosociality in primary school, The Pro-SAVE Manual (agreement JUST/2009/DAP3/AG/1224-30-CE-0386820/00-18 with financial support from the Daphne III Programme of the European Union)

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3.5 Kindness Letters Days

1. Type of Activity

Indoor and Outdoor Activity

2. Topic

Creative thinking, communication skills, planning, written and artistic productions and interactions with other neighbour citizens, acquiring and practising values of kindness, civic consciousness, proactive citizenship.

3. Learning objectives

- facilitate and reinforce the spirit of collaboration between classes for a common goal.
- promote active citizenship
- promote the values of kindness, love amongst Human Beings, active participation to civic and social life of our town
- develop and reinforce communication skills (Italian, and possibly English): planning a text for a real interlocutor, written production, interaction with our real Neighbours
- promote inclusion and sense of belonging of non-European young people to our Communities;
- develop geographic and social knowledge of our local territory
- mediate the concept that the city is a state of mind of emotions and feelings
- promote a sense of care, solidarity between generations and mutual civic support towards our Neighbours.

4. Target group

6-11 year-old learners

5. Necessary materials

White paper, coloured cardboards, envelopes, pens, pencils, crayons, glue, scissors

6. Duration

Various class walks of about 30-45 minutes

7. Main Activities

First weekly planning session of December 2024 to conceive and design some 'Kindness Letters Days of Christmas' inspired by values like kindness, solidarity between generations, mutual civic support. Children are invited and guided to imagine, write on paper, draw and colour creative letters, messages, art works meant to the people, the families, the neighbours living in the surrounding area. Tens of Kindness Letters are concretely delivered in the weeks immediately preceding Christmas to the houses mail boxes during walks performed in the morning or afternoon lessons/laboratories.



Preparation

- A. Preliminary planning meeting with the team of educators
- B. Educators deem that Christmas is a unique time of the Year in which a powerful increasing of positive thoughts, emotions, expectations and good will occur.
- C. General discussion about times, spaces, contents, pedagogical ideas, methodology of the Kindness Letters Days for Christmas. Each group is assigned a specific sector of the Town centre, streets, squares, buildings in order to reach the widest effectiveness and quality of civic action.
- D. Outdoor education: meeting our neighbours requires such kind of activity which allows the learners to experience by moving, walking, communicating, interacting with the local Community and greatly enjoy the whole process from the beginning to the end.
- E. Some templates are shared amongst the educators to facilitate the preparation of the materials: letters, cards, creatives to be shared. A special focus is on Key-Words/Values like: *Thank You, You Are Welcome, Please, Excuse Me, I Am Sorry, Kindness, Love, Light, Forgiveness, Support, Happiness, Cooperation, Inclusion*...these are the driving, leading references of the event.

Implementation

Each educator introduces and explains to the groups the international role of the UNICEF for the safeguard of Children's Rights, the main features of the initiative, she/he motivates them, encourages them to focus on the importance of using kind words, speeches, gestures in our daily life and when interacting with other people, with those who live near us, who share with us the same living place, the same town.

Learners are invited and guided to concentrate on the geography, topography, morphology, architectural and human peculiarities of the Town centre. For meeting the neighbours it is important to learn moving through the city, to orient oneself with reference to the basic directions and cardinal points. Who lives near us? Let's reflect and share before going out and deliver our letters!

Learners create, write, draw, colour, assemble *Kindness Letters, Cards, Creative Items*. These are put in a coloured envelope with the script "*Parole Gentili Per Te - Kind Words For You*".

On scheduled days, educators and learners walk out and deliver the Kindness Letters in the respective streets, relevant areas with reference to the Original Activity Plan.

8. Final activities – drawing a conclusion

- A. Feedback received. Answers and reaction letters from the neighbours.
- B. Young can play a crucial role in conceiving, designing and concretely promoting a more conscious, proactive, joyful, responsible style of life in our Towns and Cities. This simple initiative demonstrates how effective and generative of harmony and wellbeing for citizens of all ages and social backgrounds Kindness can be.

9. Reflection, review of the objectives

Further discussion is conducted with the participants to reflect, comment, evaluate, generate knowledge, define this good practice, create a Portfolio of ideas for further similar actions and initiatives.



The activity is documented through photos, short videos and disseminated via various communication channels.

10. Inspiration

- Experience already carried out:
https://www.instagram.com/p/CoPxi58ogQj/?utm_source=ig_web_copy_link
- how to organize a Food Drive for Neighbours
<https://www.youtube.com/watch?v=HX7xYN86ENo> and
<https://www.youtube.com/watch?v=Ux-PeNqlWDo>
- Volunteering For Our Green Neighbours
<https://www.youtube.com/watch?v=kS5QxtNqcEw>
- Placed Based Education (PBE) <https://www.promiseofplace.org/>

3.6 Riddle Race

1. Type of Activity

Outdoor, the game should be played in a wide, open space

2. Topic

Movement in city spaces, using city spaces as places for sharing and playing with peers

3. Learning objectives

- to know the city spaces
- to play in the city spaces
- learn to collaborate

4. Target group

8-14 year-old learners

5. Necessary materials

Question cards; two rubber mats; trees or rubber mats; trees or obstacles for slalom

6. Duration

Time to get to the chosen space for implementing the activity, 10 minutes for questions

7. Main Activities

This activity gives children the opportunity to work in a team and help them focus on the city spaces becoming interesting places to create a suitable setting for playing. That play reveals the precious and strong points of the staying together and of moving within city spaces smoothly and experiencing the city as a place to play and share with peers. Learners are



divided into two teams divided in turn into two groups that will position themselves at the beginning and at the end of the course consisting of a series of trees or obstacles in a row. At the start of the course, the two mats are positioned in front of the two teams. The first players of the two teams do a somersault over the mat, start, complete the slalom and arrive at the end of the course, where they will find the companion of the other group, who will have to answer a question before completing the course in the opposite direction (without doing the somersault). Anyone who does not answer the question correctly or does not know the answer must stand still for five seconds. The team that finishes first wins. Rules: Observe the five-second penalty without starting first.

8. Final activities – drawing a conclusion

Discussion: gather the children to discuss their experiences and thoughts about the activity.

Question Prompts: ask questions like:

- What did you enjoy most about the game?
- How did you feel working with your team?
- Did you learn anything new about the city spaces?
- How did teamwork help in completing the course?

Sharing observations: encourage children to share observations about how they used city spaces for play and what they learned about moving through these spaces.

9. Reflection, review of the objectives

The objectives listed initially should be taken up by the educator, and the answers to the above questions reflected upon to establish if and how learners have reached them. Based on the reflection questions, and on the knowledge about the main project, the educators should draft conclusions about how well the learners understood and internalize the concept of sense of belonging to a community and sharing with that.

10. Inspiration

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3.7 Get the Tree

1. Type of Activity

Outdoor open space with trees

2. Topic

Social skills and physical activity. This activity aims to give hands on experience to foster cooperation and social interaction through outdoor play.

3. Learning objectives

- To develop cooperation and teamwork skills
- To enhance physical activity and coordination
- To foster social interaction and making new friends
- To encourage creativity and flexibility in forming partnerships

4. Target group

6-12 year-old learners

5. Necessary materials

An open space with enough trees

6. Duration

30-45 minutes

7. Main Activities

- Introduction: Explain the game, its rules, and objectives. Emphasize the importance of cooperation and making new friends.
- Game Play: players stand scattered around the game area.
- At the start, players form pairs and run together to embrace a tree.
- One player remains without a partner. At the next start, this player must find a new partner and embrace another tree.
- Each time, the pairs and trees must be different.
- Continue for several rounds, ensuring everyone gets a chance to be the one looking for a partner.
- Debriefing: Gather the children to discuss their experience. Ask questions like:
- How did it feel to be left without a partner?
- What strategies did you use to quickly find a partner and tree?
- Did you make any new friends during the game?

8. Final activities – drawing a conclusion

- Summarize the key takeaways from the game
- Highlight the importance of teamwork, quick thinking, and social interaction



- Praise the children for their efforts and cooperation

9. Reflection, review of the objectives

- Reflection: Ask the children to reflect on what they learned about cooperation and making new friends:
 - Did you enjoy the game? Why or why not?
 - What did you learn about working together?
- Review of Objectives:
 - Did the children work together to form pairs quickly?
 - Did they interact with new people during the game?
 - Was there noticeable improvement in their social skills by the end of the activity?
- Notes for Facilitators:
 - Ensure that the activity is always supervised to maintain safety
 - Encourage children to form pairs with different people each time to promote inclusiveness
 - Be mindful of any children who might feel left out and help them integrate into the game
 - Adjust the rules or provide assistance as necessary to ensure all children can participate fully and enjoy the activity.

10. Inspiration

Cooperative Games for Kids: Benefits and Examples - A comprehensive guide to cooperative games, their benefits, and various examples that foster teamwork and social interaction among children [Source](#)

Physical Activity and Social Skills in Children - Research on how physical activity can enhance social skills in children, emphasizing the role of structured and unstructured play.

[Source](#)

Team-Building Activities for Kids - A list of activities designed to promote teamwork, cooperation, and social interaction among children. [Source](#)

3.8 My City

1. Type of Activity

Indoor creative arts and crafts project

2. Topic

Urban planning and city design. Creativity and spatial awareness through hands-on city building.

3. Learning objectives

- To develop creativity and imagination
- To enhance fine motor skills and hand-eye coordination



- To understand basic concepts of urban planning and spatial relationships
- To promote teamwork and collaboration.

4. Target group

6-8 year-old learners

5. Necessary materials

Coloured tins, glue, permanent markers, coloured paper, small salvage items, Boxes in the shape of a parallelepiped, Tempera paints (white, red, yellow, black, blue), Vinyl glue, White cardboard sheets.

6. Duration

60-90 minutes

7. Main Activities:

Introduction

Explain the activity, showing examples of cities and discussing key elements such as streets, parks, and buildings.

City Building

1. Provide each child with a sheet of white cardboard as a base.
2. Allow children to color the boxes using tempera paints.
3. Once dry, children can arrange and glue the boxes on their cardboard to form their city layout.
4. Add details with permanent markers, colored papers, and small recycled materials to represent features like roads, parks, and buildings.

Interactive Play

1. Use toy cars and construction characters to explore their city.
2. Combine individual cities to create a larger collaborative city.
3. Invent stories and scenarios within the created city.

Pop-up Artwork

1. Display the completed cities as pop-up artworks on the wall.
2. Change the perspective by hanging the cities as if they were pictures.

Video Viewing

Watch [Lost in the City](#) together to understand navigation and movement within a city.

Creative Use of Leftover Materials

Use any leftover boxes and materials to create artistic constructions to gift to family or friends.

8. Final activities – drawing a conclusion

- Observe whether children move confidently within their created city spaces
- Ask children to describe the position of objects in their city
- Encourage children to describe a route they took within their city
- Reflect on the types of questions asked to bring out the children's knowledge and understanding





make miniature cities to hang as pop-up works

9. Reflection, review of the objectives

Reflection:

- Discuss what the children enjoyed most about the activity.
- Reflect on how well the children worked together and used their creativity.

Review of Objectives:

- Did the children demonstrate creativity and imagination in their city designs?
- Were they able to understand and explain spatial relationships within their city?
- Did the activity enhance their fine motor skills and hand-eye coordination?

Notes for Facilitators:

- Ensure all materials are safe and appropriate for the age group.
- Encourage creativity and individual expression, allowing each child to create a unique city.
- Assist children as needed, especially with cutting and gluing materials.
- Promote a positive and collaborative atmosphere, praising efforts and creativity.

10. Inspiration

Watt, F. (2017). *La coccinella*. Segrate (MI): Edizioni Usborne.

Carter, D. (2007). *600 punti neri*. Modena: Franco Panini Ragazzi.

Selena, E. (2017). *Giardino blu*. Milano: L'ippocampo Ragazzi.

3.9 Let's discover the City

1. Type of Activity

Outdoor exploration combined with an indoor creative project.

2. Topic

Exploring and understanding the local city environment and proper street etiquette.



3. Learning objectives

- Gain knowledge of one's own city and its significant buildings.
- Learn and practice correct behavior in the street, such as walking on the pavement, using crosswalks, and obeying traffic signs.
- Develop respect for public property and the environment.

4. Target group

6-10 year-old learners

5. Necessary materials

- A3 sheets
- Markers or crayons
- Glue
- Scissors
- Printed city map (available [here](#))
- Printed city elements (buildings, cars, etc., available [here](#))
- Additional printables for detailed activities:
- [Buildings worksheet](#)
- [City worksheet](#)

6. Duration

Outdoor activity: 1 hour

Indoor activity: 1-1.5 hours

7. Main Activities

Introduction:

Understanding the city, its landmarks, and correct street behavior. This activity is inspired by the idea of engaging children in their local environment through interactive learning. By combining outdoor exploration with creative tasks, children can better understand their city, develop street safety habits, and foster a sense of community responsibility. The hands-on approach of creating a city map allows for both educational and artistic expression, reinforcing the concepts learned during the exploration.

Outdoor Activity:

Organize a guided walk around the local neighbourhood or city area.

Point out significant buildings such as the town hall, library, schools, and parks. Explain their functions.

Emphasize correct street behaviour:

Walking on the pavement.

Crossing streets at crosswalks.

Observing and understanding traffic signs.

Discuss the importance of respecting public property and the environment, emphasizing that the city is everyone's property.

Indoor Activity:

Provide each child with an A3 sheet, markers or crayons, glue, and scissors.



Distribute enlarged photocopies of the city map and elements (buildings, cars, etc.).

Have the children colour the drawings of buildings and vehicles.

Guide the children to cut out the buildings and vehicles and glue them onto the map, placing them in appropriate locations.

Encourage the children to explain the function of each depicted building and the meaning of road signs included on their maps.

For primary school children, have them complete the provided fact sheets about buildings and street elements.

8. Final activities – drawing a conclusion

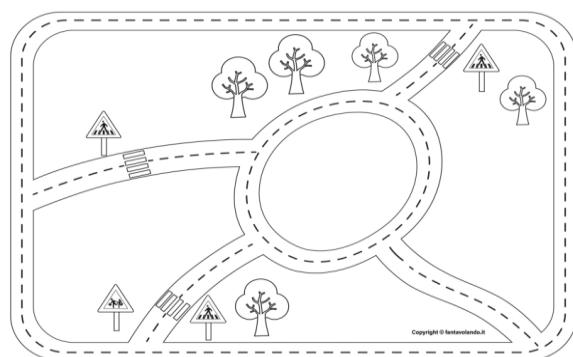
- Have a discussion with the children about what they learned during the activity.
- Encourage them to share their experiences and observations from the outdoor exploration.
- Display the completed maps and have each child present their work, explaining the placements and functions of buildings and street elements.

9. Reflection, review of the objectives

- Reflect on the importance of knowing one's own city and understanding the role of different buildings.
- Review the correct street behaviors observed and practiced during the activity.
- Discuss how respecting public property and the environment benefits everyone in the community.

10. Inspiration

This activity is inspired by the idea of engaging children in their local environment through interactive learning. By combining outdoor exploration with creative tasks, children can better understand their city, develop street safety habits, and foster a sense of community responsibility. The hands-on approach of creating a city map allows for both educational and artistic expression, reinforcing the concepts learned during the exploration.



3.10 Inclusion and Movement

1. Type of Activity

Exploratory and interactive community-based routes, enhancing the leisure time of children, pre-teens and adolescents, with inclusive and quality activities

2. Topic

Promoting inclusive experiences and encouraging interesting, stimulating, and fun leisure time for girls and boys with and without disabilities.

3. Learning objectives

Increase the ability to be inclusive by designing and implementing short routes to discover and understand better the neighbourhood, area, or country in which we live, with a focus on accessibility and inclusion for all.

4. Target group

8-12 year-old learners

5. Necessary materials

No specific materials needed

6. Duration

Approximately 2-3 hours per route

7. Main Activities

To best organise the routes, the educator chooses a representative place in the neighbourhood or area of historical, architectural, artistic, natural or scenic interest. For example, a palace, a garden or park, a church, a library, a civic museum, historic craftsmen's shops, or even points of particular importance where statues, plaques or toponymy are located, or where the toponymy can give rise to stories about protagonists or specific historical periods.

- Verifying the accessibility: Before structuring the actual activity, it is necessary to check that the chosen location is accessible to visitors with disabilities. An inspection is therefore indispensable:

- o Let's look at the place from a wheelchair user's point of view: are there ramps, accessible lifts or stair lifts? Are bathrooms, entrances and exits accessible?
- o Are the spaces to be visited accessible to people with visual impairments? If it is a historical building (e.g. palace, museum, library) I have to make sure that the visit can also be tactile.
- o We always also provide simplified verbal descriptions in the case of participants with cognitive disabilities.



- We check that the route to the chosen location is free of architectural and sensory barriers.
- In general, we design routes that have a good degree of flexibility so that they can be adapted to everyone's need.
- Topics: the proposed activities are designed for age 8-12 but are also adaptable to older children. For example, in the planning phase, such as the choice of location and verification of accessibility criteria, the support of girls and boys aged 14/15 will certainly prove useful in gaining new insights and perspectives.
- All routes could be structured according to this scheme: opening (socialisation with presentation of the participants and the visit) - actual activity - conclusion (discussion with the participants on the visit and possible workshops).
 - Tactile route: learning to perceive works of art in an unusual way, developing their tactile abilities. The visit can be organised in a historic villa that has a garden, a courtyard, an outdoor space. Participants will also be able to visit the interior and exterior through tactile experiences that will allow them to 'see' with a different perspective.
 - Detail hunt: stimulate social cohesion and trust in the group.
 - The choice should be a place or space where they can participate in a quiz of riddles about the history of the place and the details of what they saw with their eyes and/or hands.
 - Four steps in nature: raising awareness of care, respect and knowledge of the environment in which one lives. The walk should take place in a place of natural/landscape interest to learn about the history of the area and plan small concrete actions to protect and preserve it.
 - Artisans: transmit to the new generations the pleasure of sharing through the art inherent in craft creations. The visit can be organised at one or more historical workshops and be enriched by a creative workshop.
 - Walking around the neighbourhood: learning about the history of the neighbourhood and imagining the neighbourhood of the future based on the needs and requirements of boys and girls.

An itinerary to reconstruct the history of the district and its transformations, thinking about the district of the future, taking into account the recovered places and disused areas to be redeveloped, imagining possible destinations and new uses.

8. Final activities – drawing a conclusion

- Facilitate a group discussion about what participants learned and experienced.
- Encourage participants to share their thoughts and ideas about the routes and activities.

9. Reflection, review of the objectives

- Reflect on the inclusivity and accessibility of the activities.
- Review how well the routes and activities met the learning objectives.
- Discuss potential improvements and future activities to enhance inclusion and engagement.



10. Inspiration

National Recreation and Park Association: Inclusive Play

This article discusses the benefits and importance of inclusive play, offering insights into how to design and implement activities that are accessible to all children, including those with disabilities.

Verywell Family: Social Skills Activities for Kids. Verywell Family offers a variety of activities aimed at improving social skills among children, including inclusive games and exercises that promote interaction and teamwork.

3.11 Move through the City

1. Type of Activity

Online activity

2. Topic

Creation of didactic and educational times and spaces to share shapes, features, colours of one's own territory. Reflecting, planning, observing our cities, carrying out geographical, historical, artistic, aesthetic researches. Experiencing European Citizenship appreciating the beauty of our territories.

3. Learning objectives

- Facilitate and reinforce the spirit of collaboration between learners' groups
- Learn to work in group
- Develop and reinforce language and communication skills (English)
- Promote inclusion and sense of belonging of non-European young people to our Communities
- Promote active European Citizenship, knowledge of the European Regions
- Develop geographic, historical, social, aesthetic awareness
- Promote effective and gradual proficient use of the NTIC

4. Target group

8-11 year-old learners; Multiclass Videoconference

5. Necessary materials

- Printed copies and or JPEG picture files of selected meaningful part, views, landscapes of our Towns, Cities, Territories
- Class Computers/Laptops, White Board, Web Cam, Microphones
- Sheets of papers and or cardboard
- Crayons or pens



6. Duration

About 1 hour

7. Main Activities

The activity can be implemented through the ePals platform - <https://www.epals.com> - a free virtual space available to teachers, educators, and leaders from all over the world who wish to develop and elaborate collaborative teaching and learning projects.

Learners and educators of the respective classes meet in Google Meet videoconference in a real virtual visit to their cities; some of the most significant places and locations of the surrounding territories are presented, described and commented in English.

The Videoconference takes place in a multi-class laboratory' mode: it means that small groups (2-4) of other classes are invited to participate and gain experience.

Preparation phase: educators of Social Studies, Religion, Technology, English reflect and discuss among themselves and with their learners, in particular regarding the selection of places and parts of the city and territory to present to the partner group of learners.

B. Learners and educators select, print in colour and/or draw, prepare a multimedia presentation of their group, the historic centre, the gardens, the cathedral, the squares, the studies centre and the park, the sports facilities, etc.

C. Each learner is assigned a part of the city/territory to present in videoconference in English; this can be prepared either as homework or as an activity with the rest of the learners.

D. A preliminary test is carried out, the day or days before the session.

E. The coordinating educators of both groups explain the format of the Video Conference to the learners and welcome any suggestions, ideas, proposals from the learners and/or their parents.

Conduction of the Videoconference:

A. Technical checks and initial greetings from the group educator.

B. As an introductory part - ice-breaking - the learners of one group sing a song, even traditional-folklore, on the theme of the City, Town, environment, in English, Italian or the language of the foreign learners.

C. Learners from Group 1 sit in front of the webcam (presentation station) and take turns showing and describing in English their assigned image, photo, drawing.

D. Learners from Group 2 sit in front of the webcam (presentation station) and take turns showing and describing in English their assigned image, photo, drawing

E. During the Videoconference, guest learners from other groups observe and listen carefully; learners sitting at the tables can reflect, draw, work on creativity, document the Activity in progress.

F. One or more educators document the videoconference session, salient phases, with photos and videos.

G. As a final and farewell part, learners from the other Partner Class sing a song, even a traditional one, on the theme of the City Environment, in English, Italian or Czech.



H. Final Greetings, Waving Goodbye

'Post-production' phase

A. Learners are invited to reflect on the experience, write free or guided texts on the geographical, architectural, aesthetic characteristics of the city, the territory of the Partner School; produce project graphics: coloured words, reference concepts, study elements of the European partner region.

B. The graphic productions and documentation relating to the activity carried out are perfected and shared between the two partner schools, for example by telematics or post, and with the parents.

C. The coordinating educators can prepare a short article with photos to publish on the social media of the collaborating groups.

D. The educators of the two partner groups reflect, analyse and use the results of the Videoconference Session to continue to develop, to deepen with further proposals the common work plan.

8. Final activities – drawing a conclusion

See here above: Post Production Phase

Further focus is /can be developed and shared on:

- some meta cognitive aspects of the activity carried out: how was the activity prepared, planned, performed, concluded, documented, valued, disseminated? Why? Who did What and When?
- fostering reflections, promoting class or autonomous studies on the main features of the European Cities and geographical areas: population, morphology, social characteristics, architectural awareness, aesthetic values, intercultural knowledge, feelings and emotions about what was observed, listened, learned during the Videoconference.

9. Reflection, review of the objectives

The group educators continue to share and value the Video Conference and the related group plan for the development of the European and international dimension of education during the following assembly with the participation of the representatives of the parents.

The educators' teams of the two partner groups can design and plan another Videoconference devoted to the presentation of their headquarters, a virtual tour, including the architectural innovative features - e.g. new learning spaces - presence of plants and flowers, live interviews to staff. Proposal: the learners, after exchanging letters, drawings in the previous months, introducing themselves in English in previous Live Sessions, now are perfectly able to recognize their buddies and their name! A Proposal is made of visiting each other in person in the next School Year!

10. Inspiration

- Primary schools collaborations, European and international dimension of education, European citizenship, studying the European and world regions, documenting the projects activities via blogs/portfolios/journals. some examples and practices: www.epals.com



- <http://scuolasanfilippo.blogspot.com/2014>
- <http://ipssanfilippo.blogspot.com/2022/10/>
- <https://www.scuolesanfilippo.edu.it/pagine/international-primary-school-sfilippo-1>

3.12 The story of my Name

1. Type of Activity

Indoor

2. Topic

Game about dealing with cultural differences

3. Learning objectives

To get to know each other; to share different personal and cultural aspects of the learners' names; understanding and appreciating cultural differences through personal stories. This activity fosters a deeper connection among participants by sharing personal and cultural stories associated with their names, promoting inclusivity and mutual respect.

4. Target group

10-14 year-old learners

5. Necessary materials

Flipchart or a board

6. Duration

Approx. 3 min. per story, overall duration depending on the number of participants

7. Main Activities

The learners are invited to share the story of their own name, its history and meaning. Educators can ask their learners to inquire information about their name from their parents and to answer the following questions (might also be done as a homework):

- Who chose your name and why?
- Does it have a meaning?
- Was it always like this or has it changed?
- Do people sometimes pronounce or write your name in a wrong way?
- Do you like your name?
- How would you like to be called?
- How do your relatives and friends call you?
- Is there a different way of writing/pronouncing your name in another language?
- In which language version do you like your name most?
- Is there a story connected to your name?



A good setting is to sit in a circle so everyone can see and hear well. A flipchart or a board with the questions should be prepared. On the flipchart visualise some questions to help participants understand in which way to tell the story their name.

Then, the learners will come together in a circle in class and the educator invites them to share the stories of their names. The educator may start and give an example by telling the story of his/her name.

Nobody should be forced to answer all questions.

If some time is left, the educator can invite every participant to write his/her name on a paper and next to each letter of the name something typical for him/her, starting with the corresponding letter. It could be a characteristic, hobby, a person etc.

Then everyone presents his/her ideas to the rest of the group.

Tips: if the group is large and have limited time, then learners can work in small groups. Encouraging learners to draw, rather than write, takes the pressure off those who are less able in terms of reading or writing.

8. Final activities – drawing a conclusion

The learners learn more about each other, they learn to value each other's background, and they reflect on the connection between name, identity and cultural background.

The learners will:

- gain self-awareness
- develop self-expression and active listening
- get to know each other better and develop confidence
- be able to identify commons and differences and to address these.

9. Reflection, review of the objectives

- Discuss how the activity helped learners gain self-awareness and self-expression.
- Reflect on how active listening was practiced.
- Highlight the development of confidence and understanding of cultural similarities and differences.
- Review specific competencies involved: self-awareness, self-expression, communication (in a foreign language), listening, relationship building, and intercultural understanding.

This activity fosters a deeper connection among participants by sharing personal and cultural stories associated with their names, promoting inclusivity and mutual respect.

10. Inspiration

PRACTICE Preventing Radicalism Through Critical Thinking Competences (Project n° 2018-1-IT02-KA201-048442 funded by the Erasmus+ Programme of the European Union)

The "Listen" Project (2019) Project no: 2016-1-DE02-KA204-003341



3.13 Personal Heroes

1. Type of Activity

Indoor (ideally 2 rooms)

2. Topic

Game about dealing with cultural differences. Exploring cultural differences and similarities through personal heroes. This activity encourages learners to explore their personal heroes while gaining insights into cultural differences and similarities within the group. It promotes understanding, respect, and curiosity about different perspectives, fostering a more inclusive and aware learning environment.

3. Learning objectives

- To become aware of cultural differences and similarities
- To encourage curiosity about others' personal heroes
- To foster understanding and respect among participants
- To reflect on ethnocentrism and the influence of cultural models
- To discuss the role of history and media in shaping heroes

4. Target group

8-14 year-old learners

5. Necessary materials

- Flip chart
- Markers
- Magazines or newspapers (optional)
- Photos, records, or newspaper cuttings of heroes (optional)

6. Duration

2 hours

7. Main activities

We all have respect and admiration for people who inspire us. Sometimes they serve as role models. By exchanging feelings about their personal heroes, whether they are living or not, the learners can grow to know each other better and get an insight into different cultures.

Issues addressed:

- Heroes as elements and symbols of socialisation and culture.
- Different readings of history and different personal preferences and tastes.
- Differences and things held in common between people from different cultures and ethnic backgrounds.

If the group is large, it is suggested to divide the participants into groups of 5 to 6 people. Ask learners to start by thinking on their own about three people who are their personal heroes. After about ten minutes invite the learners to share their choices and to say what



they admire in those people. Allow sufficient time for a real exchange and questioning. Ask each group to list on a flip chart the names of the heroes, their nationality and, if appropriate, the areas in which they became famous e.g. sports, music, cinema, etc.

In plenary, ask each group to present its flip chart to the other groups.

In a debriefing session you should note down which heroes, if any, are mentioned more than once or appear frequently.

Then educators invite the learners to say if they enjoyed this activity and then to discuss the following questions:

- Were there any surprises or any heroes who were unknown to anybody? Say why.
- Was there a trend in terms of, for example, nationality or sex? If so, why are most heroes from the same nationality, cultural background or gender? Are they nationals or foreigners?
- What is it that makes us appreciate some heroes rather than others?
- Do you think your heroes are universal? Why or why not?

This activity can be made more exciting, if the learners are briefed beforehand so they can bring photos, records or newspaper cuttings of their heroes. As an alternative, collect magazines or newspapers, especially youth magazines, and leave them for the learners in the room. The principle behind the activity, that our choices of heroes are relative and depend on our culture, works better if the group is multi-cultural. A careful look will reveal significant differences in the way the aims are approached.

As an additional element of the exercise, you may identify a hero, either local, national or international, who you think should be introduced to your learners in this context. The hero could be someone who has shown great strength of character or achieved something special combating racism, xenophobia or antisemitism, or could be someone you have identified as having contributed to the fight against another issue such as intolerances of various types.

8. Final activities – drawing a conclusion

- Summarize the key points discussed during the activity
- Highlight the importance of understanding and respecting different cultural backgrounds and personal heroes.

9. Reflection, review of the objectives

The objectives were:

- To make participants aware of the differences and similarities within the group
- To raise participants' curiosity about other people's heroes
- To get to know each other in the group
- To be self-critical about one's ethnocentrism (understanding the dominant cultural model vs that of the minority)
- To reflect about the role of history teaching and the media as makers of heroes

10. Inspiration

Council of Europe (2016): Education pack All different All equal. [Council of Europe Resource](#)



3.14 Take a step forward

1. Type of activity

Interactive role-playing and discussion activity

2. Topic

Social justice, equality, and empathy, understanding of social inequalities

3. Learning Objectives

- To develop empathy and understanding of different social situations
- To raise awareness about social inequalities and privileges
- To encourage critical thinking about fairness and justice in society

4. Target Group

8-12 year-old learners

5. Necessary Materials

- Role cards describing different social scenarios
- Open space for children to move around
- A list of statements to read out loud
- Optional: visual aids to represent social situations

6. Duration

45-60 minutes

7. Main Activities

- Introduction: Explain the purpose of the activity. Discuss the concepts of empathy, social justice, and inequality in an age-appropriate way.
 - Role Assignment: Distribute role cards to each child. The role cards should describe a variety of characters from different social backgrounds (e.g., a child from a wealthy family, a refugee, a child with a disability, etc.)
 - Instructions: Explain that you will read out a series of statements. If the statement applies to their character, they should take a step forward
- Activity Execution:
 - Read out statements such as 'I have never had to worry about where my next meal will come from,' 'I can go to school without any obstacles,' etc.
 - Observe the children's movements and the resulting distances between them
- Debriefing:
Discuss the activity with the children. Ask questions like:
 - How did it feel to take steps forward or stay in place?
 - What did you notice about the different positions of your peers?
 - Why do you think some people were able to move forward more often than others?



- Talk about the reasons behind social inequalities and the importance of empathy and fairness.

Encourage children to share their thoughts and feelings.

Notes for Facilitators:

- Be sensitive to the feelings and reactions of the children throughout the activity
- Ensure a supportive and non-judgmental environment
- Be prepared to address any difficult emotions or questions that arise
- Adapt the activity as needed to fit the specific group and individual needs

8. Final Activities – Drawing a Conclusion

- Summarize the key lessons learned about empathy, privilege, and social justice
- Emphasize the importance of understanding and supporting those who face different challenges
- Highlight how small actions and awareness can contribute to a fairer society

9. Reflection, Review of the Objectives

- Reflection:
 - Encourage children to reflect on what they learned about different social situations
 - Ask them to think about how they can be more empathetic and supportive in their daily lives
- Review of Objectives:
 - Did the activity help children understand different social inequalities?
 - Were they able to empathize with the characters they portrayed?
 - Did they engage in meaningful discussions about fairness and justice?

10. Inspiration

Freire, P. (1970). *Pedagogy of the Oppressed*

Rawls, J. (1971). *A Theory of Justice*

UNICEF and other child advocacy organizations' materials on social justice and inequality

3.15 Playing with Pictures

1. Type of Activity

Indoor, interactive group activity

2. Topic

Exploring the Universal Declaration of Human Rights (UDHR) through photography, understanding human rights through visual interpretation and discussion.

3. Learning objectives

- Understanding human rights through visual interpretation and discussion
- To introduce learners to the Universal Declaration of Human Rights





- To encourage critical thinking and discussion about human rights
- To develop the ability to interpret visual media
- To appreciate diverse perspectives on human rights issues

4. Target group

10-14 year-old learners

5. Necessary materials

A collection of 20-30 photographs, numbered (they can be downloaded from [UN UDHR Booklet](#))

A large table to display the photographs

A wall chart listing the Articles of the UDHR (available at [UDHR Articles](#))

Flip chart or whiteboard and markers

6. Duration

30 minutes

7. Main activities

- Lay the pictures out on a large table



- Tell the learners to work individually
- Read out one of the articles from the UDHR and write it up on the board/ flip chart.
- Ask participants to look at the photographs and to choose the one that, in their opinion, best represents the article
- Then ask each person in turn to say which picture they chose and why
- Make a note of which pictures were chosen; write the numbers on the board.
- Do four or five more rounds, naming different articles from the UDHR (Choose a mixture of the civil and political and social and economic rights)
- Start with a review of the activity itself and then go on to talk about what learners learned.
 - Did individuals choose different pictures in the different rounds, or did they think that one or two pictures said it all?



- Did different people choose the same pictures in the different rounds, or did people have very different ideas about what represented the different rights? What does this tell us about how each of us sees the world?
- Review the list on the flipchart. Which photographs were chosen most often? What was special about these images? Why were they chosen often? Did the size or colour make a difference, or was it what was in the picture that was significant?
- Was any individual picture chosen to represent several different rights?
- Did anyone disagree with anyone else's interpretation of a particular picture?
- Were there any photos that were never chosen? Could they nonetheless be interpreted to represent a human right? Which?

8. Final activities – drawing a conclusion

- Summarize the key points discussed during the activity
- Highlight the importance of understanding and respecting human rights
- Reflect on how visual media can be interpreted in various ways and how this affects our understanding of human rights

9. Reflection, review of the objectives

Reflect on the effectiveness of the activity in meeting its objectives:

- Introducing the UDHR
- Encouraging critical thinking and discussion
- Developing visual interpretation skills
- Appreciating diverse perspectives
- Ask the learners for their feedback on the activity and what they learned.

10. Inspiration

Universal Declaration of Human Rights, UN

3.16 The zoo

1. Type of Activity

Outdoor physical activity and team-building exercise

2. Topic

Animal-themed obstacle course emphasizing teamwork despite physical limitations, empathy, and overcoming obstacles through cooperation, inclusive education, team building, importance of cooperation and empathy in overcoming challenges.

3. Learning objectives

- To understand the importance of working as a team, despite differences and obstacles
- To develop empathy by experiencing physical limitations
- To foster creativity in problem-solving and cooperation



4. Target group

6-10 year-old learners

5. Necessary materials

- Bandages
- Cardboard
- A box
- Gym materials (cones, ropes, mats, etc.)
- Coloured cards with animal names

6. Duration

Approximately 1 hour

7. Main activities

The educators should write the name of an animal on cards of different colours (it is recommended to prepare three sets of 10 cards of different colours and dedicate each set to an animal), fold them and then place them in the box from which the learners can draw only one card each. All learners with the card of the same colour will form a team. Several teams will thus be formed, each corresponding to a colour and including the following animals:

1. A kangaroo that broke its leg: the child will have to jump with only one leg;
2. A blind dog: the child will have to put a blindfold on;
3. A penguin whose fins hurt: the child will have to hold his arms behind his back.

Important: The educators will have to explain the activity and introduce the characters before the children draw. Each team must help each other through an obstacle course, remembering their limitations. The children will be left free to help themselves according to their interpretation of the difficulties and using the strategies they identify.

At this stage, it is important to remind the children that this is not a 'timed' competition.

At the end of the game, special merit will be awarded to the group that has completed the course so that each participant has been protected and will be able to better explain the helping techniques learnt.

Hint: The course can be run by three teams in parallel; each team will start as soon as the previous one has finished. When a team finished, they can return to the start, and the children can switch characters. In this way, each child will be able to impersonate a different character and experience his or her limits and needs. When the children have finished the game, they will sit on the ground divided into the groups with which they made the journey.



and they will be asked questions: 1. Did you have fun? 2.What was the greatest difficulty? 3.How did you overcome the difficulties?

8. Final activities – drawing a conclusion

- Summarize the activity, emphasizing the importance of teamwork, empathy, and problem-solving.
- Highlight how each team member contributed to overcoming obstacles.

9. Reflection, review of the objectives

Discuss how the activity met the learning objectives.

Encourage children to share their thoughts on how they felt in each role and what they learned about teamwork and empathy.

10. Inspiration

Empathy and Teamwork: Teaching Strategies: article that discusses teaching strategies to foster empathy and teamwork among young learners, aligning with the objectives of the activity.

Physical Activity and Social Skills in Children This research highlights the impact of physical activities on social skills development, emphasizing teamwork and cooperation.
[Physical Activity and Social Skills – NCBI](#)

3.17 A multicolored world

1. Type of Activity

Indoor

2. Topic

Recognizing and accepting differences

3. Learning objectives

- Embracing diversity and understanding the value of individual differences
- To understand the importance of diversity and inclusion
- To foster empathy and acceptance among peers
- To express individuality through creative activities
- To promote cooperation and sharing

4. Target group

6-10 year-old learners



5. Necessary materials

- Elephant silhouettes for coloring
- Coloring materials (markers, crayons, colored pencils, etc.)
- Video "Elmer the multicoloured elephant" by David McKee (available on [YouTube](#))

6. Duration

About 1 hour and 30 minutes

7. Main activities

Introduction and Discussion:

- Begin by asking the children questions about differences and diversity. Possible questions:
 - What does it mean to be different?
 - Why is it good to have friends who are different from us?
 - How can we help each other when we have different strengths and weaknesses?
- Stimulate reflection on cooperation, sharing, and the opportunities that diversity offers.

Video Presentation:

- Show the video "Elmer the multicoloured elephant."
- Link: [Elmer the multicoloured elephant](#)

Discussion on the Video:

- Ask the children their opinions on the video:
 - Why did Elmer feel different from the other elephants?
 - How did Elmer's differences make him special?
 - What did the other elephants learn from Elmer?
- Encourage the children to share their thoughts and feelings about the story

Creative Activity: Decorating Elephant Silhouettes:

- Hand out elephant silhouettes to the children
- Ask them to decorate their elephants in a way that reflects their personalities, passions, and unique traits
- Provide colouring materials and encourage creativity and individuality
- Once finished, display all the decorated elephants to create a "class of unique elephants."

Sharing and Presentation:

- Allow each child to present their decorated elephant and explain why they chose certain colours or designs
- Discuss how each elephant is special and unique, just like each learner

8. Final activities – drawing a conclusion

- Summarize the key points discussed during the activity
- Emphasize that everyone's differences make the group special and stronger
- Reinforce the idea that inclusion and acceptance of diversity lead to a richer and more supportive community



9. Reflection, review of the objectives

Reflect on how the activity helped meet the learning objectives:

- Understanding the importance of diversity and inclusion
- Fostering empathy and acceptance
- Encouraging creative self-expression
- Promoting cooperation and sharing

Ask the children for their feedback on the activity and what they learned

10. Inspiration

Inspired by the book 'Elmer' by David McKee and its message of celebrating diversity and inclusion

3.18 My City

1. Type of Activity

Indoor

2. Topic

Imagining and planning improvements for the city. Understanding and envisioning improvements in our city through children's perspectives, engaging children in urban planning and architecture to help them understand their environment and imagine a better future for their community.

3. Learning objectives

- To recognize the strengths and shortcomings of the local city.
- To encourage creative thinking and problem-solving.
- To foster a sense of community and civic engagement.
- To develop an understanding of urban planning and architecture

4. Target group

8-12 year-old learners

5. Necessary materials

- Photos of the current city (various public spaces, streets, buildings, etc.)
- Drawing paper
- Markers, crayons, coloured pencils
- Access to a reading or video about the city and its origins
- Flip chart or whiteboard for group discussion

6. Duration

About 1 hour and 30 minutes



7. Main activities

Introduction:

- Start with a reading or video about the city and its origins. Explain the history and development of the city, highlighting key landmarks and changes over time
- Discuss the city's current state and what makes it unique.

Discussion:

- Ask the children what they like and dislike about their city. Write their responses on a flip chart or whiteboard
- Encourage them to think about what is missing in their city and what could be improved

Creative Drawing Activity:

- Distribute photos of different parts of the city to the children
- Invite them to imagine what their city could look like with improvements. What do they wish to see that isn't currently there? What would make their city better?
- Ask the children to draw their vision of an improved city using the photos as a starting point. They can add new buildings, parks, playgrounds, public spaces, transportation, etc.

Presentation and Sharing:

- Let each child present their drawing and explain their ideas for improving the city
- Discuss the different ideas and how they would benefit the community.

8. Final activities – drawing a conclusion

- Summarize the key ideas presented by the children
- Highlight common themes and innovative suggestions
- Emphasize the importance of everyone's input in making the city a better place to live

9. Reflection, review of the objectives

- Reflect on how the activity helped meet the learning objectives:
- Recognizing the city's shortcomings and opportunities for improvement
- Encouraging creative thinking and problem-solving
- Fostering a sense of community and civic engagement
- Understanding basic concepts of urban planning and architecture
- Ask the children to share what they learned about their city and their role in its improvement

10. Inspiration

La città che vorrei: architettura per bambini <https://www.ricrearti.org/corsi-e-laboratori/bimbi/19-architettura-per-bambini.html>



3.19 The ideal town

1. Type of Activity

Indoor and outdoor simulation

2. Topic

Understanding and addressing architectural barriers to create an inclusive and accessible town

3. Learning objectives

- Recognize shortcomings and opportunities for improvement in our city
- Stimulate children's reflection on full integration and participation in social life for people with disabilities
- Develop empathy and problem-solving skills related to accessibility

4. Target group

8-12 year-old learners

5. Necessary materials

- A stroller or wheelchair for simulation
- Obstacles to create barriers (e.g., boxes, ramps, steps)
- Drawing paper and markers/crayons
- Photos or maps of the current town
- Flip chart or whiteboard

6. Duration

About 1 hour and 30 minutes

7. Main activities

Introduction:

- Start with a brief discussion on the importance of accessibility in towns and cities
- Explain what architectural barriers are and how they can affect people with disabilities and others, like parents with strollers.

Simulation Activity:

- Set up an obstacle course in the classroom or outdoor area to simulate a town with various architectural barriers
- Have one child at a time simulate being a mother with a stroller, navigating the obstacle course
- Observe the difficulties faced and discuss each barrier encountered.

Group Reflection:

- Gather the children and discuss their experiences during the simulation
- Ask them to reflect on the barriers they encountered and how they felt



- Discuss the importance of accessible design and how it benefits everyone

Creative Solution Activity:

- Divide the children into small groups
- Give each group a map or photo of a part of the town with known barriers
- Ask the groups to redesign the area to make it accessible, using drawing paper and markers
- Encourage them to think creatively about solutions like ramps, wider paths, and accessible entrances

Presentation and Sharing:

- Let each group present their redesigned area and explain their choices
- Discuss the different ideas and how they would improve accessibility for everyone.

8. Final activities – drawing a conclusion

- Summarize the key points discussed and the solutions proposed by the children
- Highlight the importance of accessibility in creating inclusive towns
- Emphasize that small changes can make a big difference in people's lives

9. Reflection, review of the objectives

What do children perceive from where we live, what do they expect to discover at every turn?

Reflect on how the activity helped meet the learning objectives:

- Recognizing shortcomings and opportunities for improvement in the city
- Stimulating reflection on full integration and participation for people with disabilities
- Developing empathy and problem-solving skills related to accessibility

Ask the children what they learned about accessibility and how they can help create more inclusive spaces.

10. Inspiration

"La città che vorrei: architettura per bambini" available at [Ricrearti](#).

3.20 Open-air art gallery

1. Type of Activity

Outdoor

2. Topic

Hands-on community art project and urban revitalization initiative. Redevelopment of public spaces through collaborative art installations.

3. Learning objectives



- Cultural Enrichment: Introduce participants to the transformative power of art in public spaces
- Community Engagement: Foster collaboration among diverse groups (professionals, school children, educators, street artists, residents) to beautify and activate public areas
- Environmental Awareness: Promote stewardship and responsibility for maintaining and appreciating public spaces
- Skill Development: Provide opportunities for learning artistic techniques, project management, and teamwork

4. Target group

8-12 year-old learners

5. Necessary materials

- Art supplies: Paints, brushes, canvases, markers, spray paints, stencils, etc.
- Tools for installation: Hammers, nails, ropes, adhesives, etc.
- Safety equipment: Gloves, goggles (if needed for installation)
- Documentation materials: Cameras, notebooks, pens
- Public space assessment tools: Maps, photos of existing areas

6. Duration

The duration of the project can vary based on the scope and scale of installations, but typically includes:

Planning phase: Several weeks to gather ideas, plan designs, and secure permissions.

Implementation phase: Several days to weeks for actual installation and creation of artworks.

Evaluation and reflection phase: A final event or ongoing exhibitions to showcase the completed gallery.

7. Main activities

Introduction:

The key concept revolves around using art as a catalyst for revitalizing public spaces, fostering community engagement and promoting the care and management of shared public resources. This activity aims to empower communities to collaborate creatively in transforming their local environment, promoting inclusivity, and enhancing public appreciation for art and public spaces.

Community Brainstorming and Planning:

- Organize workshops and meetings to gather input from residents about desired themes and locations for art installations.
- Collaborate with educators to involve children in brainstorming sessions to generate ideas for artworks.

Design and Artistic Development:



- Facilitate design workshops where participants, including professionals, children, educators, and artists, collaborate on creating sketches and plans for art pieces.

- Ensure designs consider accessibility, cultural relevance, and aesthetic enhancement of public spaces.

Artistic Execution and Installation:

- Implement approved designs with the help of artists and volunteers, transforming identified public spaces into art galleries.

- Coordinate installation logistics, ensuring safety and adherence to public space regulations.

Unveiling and Community Celebration:

- Host a public event to unveil the art gallery, inviting community members, stakeholders, and local authorities to celebrate the project's completion.

- Organize guided tours and artist talks to engage the public with the artworks and their significance.

8. Final activities – drawing a conclusion

Exhibition and Public Engagement:

Maintain the momentum by organizing ongoing exhibitions, tours, and educational activities related to the open-air art gallery.

Encourage public interaction and feedback to gauge community satisfaction and gather suggestions for future enhancements.

9. Reflection, review of the objectives

- Reflect on whether the project successfully achieved its objectives of cultural enrichment, community engagement, environmental awareness, and skill development.

- Evaluate participant feedback and community impact to assess the project's effectiveness in revitalizing public spaces and fostering a sense of ownership among residents.

10. Inspiration

Inspired by global initiatives such as:

- The Wynwood Walls in Miami, USA, which transformed a warehouse district into a world-renowned open-air art gallery.
- The Mural Arts Program in Philadelphia, USA, known for its community-driven mural projects that engage diverse groups in urban revitalization.



3.21 The school I'd like

1. Type of Activity

Indoor

2. Topic

Promoting and implementing a culture of inclusion

3. Learning objectives

Learn more about solidarity, inclusion and diversity. Learning about and experience the rights of people with disabilities and spread the culture of inclusion, develop the ability to observe, listen and pay more attention to the needs of everyone, putting in the shoes of others.

4. Target group

8-14 year-old learners

5. Necessary materials

no specific materials required

6. Duration

about 3 hours

7. Main activities

So many times we frequent and experience a place that is often not accessible to all people. Let's think about it for a moment... To access the apartment building where we live, are there stairs to climb? Is there a ramp for those who cannot walk? Is the lift big enough to fit a pram or pushchair?

Are there lifts and ramps at the school? Are there Braille inscriptions or tactile elements to make it easier for a person who cannot see? On the library shelves, are there signs and books written in braille?

These are some hints that the educator can give boys and girls before organising a tour in the school.

1. Explore all the spaces in the school, dividing the class into small groups and dividing up the tasks: one group will observe the entrance and lobby, another the corridors, yet another the bathrooms, the courtyard, the gymnasium, etc..

2. Each group will have to check that the space is also accessible to people with disabilities and, if not, they should take note of the inclusive elements to be added.

3. Once back in the classroom, all groups should describe the school by creating inclusive environments, through a drawing or three-dimensional model.

8. Final activities – drawing a conclusion

By putting all the papers together, the learners can build their own inclusive school model!



9. Reflection, review of the objectives

The educator takes up the objectives fixed at the beginning of the activity and, thanks to a discussion and exchange with learners who took part in the activities, establishes if and how the learners have reached those objectives. On the base of the results the educators draft conclusions about how well the learners understood and internalized the concept of solidarity, inclusion and diversity.

10. Inspiration

La città che vorrei: architettura per bambini <https://www.ricrearti.org/corsi-e-laboratori/bimbi/19-architettura-per-bambini.html>

3.22 The City I'd like

1. Type of Activity

Outdoor

2. Topic

Applying and promoting a culture of inclusion

3. Learning objectives

Speaking about solidarity, inclusion and diversity. Learning about and experience the rights of people with disabilities, spread the culture of inclusion, raising awareness of the importance of accessibility to ensure the participation of all persons in social life.

4. Target group

8-14 year-old learners

5. Necessary materials

No specific materials required

6. Duration

3 hours

7. Main activities

Before structuring the actual activity, it will be essential to make an inspection together with the learners to ensure that the chosen route or location is also accessible to participants with disabilities. Here is a brief check list: let's look at the venue from a wheelchair user's point of view: are there ramps, accessible lifts or stair lifts? Are bathrooms, entrances and exits accessible? And for visually impaired people? If it is a historical building (e.g. palace, museum, library) we should make sure that the visit can also be tactile.



Also providing simplified verbal descriptions in the case of participants with cognitive disabilities is indicated.

Let's check that the route to the chosen location is free of architectural and sensory barriers.

In general, choose and design routes that have a good degree of flexibility so that they can be adapted to everyone's needs.

1st activity: the first activity will consist of a tactile visit to be organised in a palace or historic villa, a civic museum, a library, which may also have an outdoor space such as a garden or a courtyard, where natural elements can be explored with all the senses, not just sight. Participants will also be able to visit the interior and exterior through tactile experiences that will allow them to 'see' with a different perspective.

2nd activity: the second activity, on the other hand, will be more itinerant in order to visit the neighbourhood or the school's area of reference through the most significant places or where toponymy can give rise to stories about the protagonists or specific historical periods.

8. Final activities – drawing a conclusion

At the end the learners can manage to create an itinerary to reconstruct the history of the neighbourhood and its transformations, thinking about the neighbourhood of the future, taking into account the recovered places and disused areas to be redeveloped, imagining possible destinations and new uses, always with a view to including the needs of all.

9. Reflection, review of the objectives

The educator takes up the objectives fixed at the beginning of the activity and, thanks to a discussion and exchange with learners who took part in the activities, establishes if and how the learners have reached those objectives. On the base of the results the educators draft conclusions about how well the learners understood and internalized the concept of solidarity, inclusion and diversity.

10. Inspiration

La città che vorrei: architettura per bambini

<https://www.ricrearti.org/corsi-e-laboratori/bimbi/19-architettura-per-bambini.html>

Un'inclusione possibile fuori e dentro la scuola

<https://www.cbmitalia.org/partecipa/coltiviamo-linclusione/spunti-e-materiali-didattici/inclusione-fuori-e-dentro-la-scuola/>



3.23 Creative Community Builders: Designing Our Ideal Public Spaces

1. Type of Activity

Hands-on workshop and interactive learning experience. Indoor

2. Topic

Exploring and enhancing public spaces through placemaking.

3. Learning objectives

- Understanding Placemaking: Introduce children to the concept of placemaking and its importance in community development.
- Creativity and Design: Encourage creativity and innovative thinking in designing and improving public spaces.
- Community Engagement: Foster a sense of community ownership and responsibility towards public spaces.
- Environmental Awareness: Promote sustainable practices in designing and maintaining public areas.

4. Target group

Children aged 8-12 year-old learners, including:

- School groups
- Youth organizations
- Community centres

5. Necessary materials

- Drawing materials: Paper, markers, coloured pencils, crayons
- Crafting materials: Glue, scissors, cardboard, recyclable materials
- Maps or photos of local public spaces
- Optional: Models of urban features (e.g., benches, planters)
- Safety equipment (if applicable): Gloves, goggles

6. Duration

Approximately 1.5 to 2 hours, depending on the complexity of activities and group dynamics.



7. Main activities

Placemaking involves transforming public spaces into vibrant and inclusive community places that reflect the needs and aspirations of local residents. This activity aims to empower children to see themselves as active participants in shaping their local environment, fostering a sense of pride and responsibility for their community spaces through creative expression and collaborative problem-solving.

- Introduction to Placemaking:
 - Important for communities.
- Local Public Space Exploration:
 - Show maps or photos of local public spaces where placemaking can take place.
 - Discuss current features, potential improvements, and community needs.
- Design and Planning Session:
 - Divide children into small groups and assign each group a specific public space to redesign or enhance.
 - Provide drawing materials and encourage them to brainstorm and sketch their ideas for improving the space.
 - Emphasize inclusivity, accessibility, and sustainability in their designs.
- Presentation and Feedback:
 - Each group presents their design ideas to the rest of the participants.
 - Facilitate constructive feedback and discussion on each proposal, highlighting strengths and areas for improvement.

8. Final activities – drawing a conclusion

- Consensus Building:
 - Encourage groups to merge ideas and develop a consensus design that incorporates the best elements from each proposal.
- Collaborative Model Making (Optional):
 - If time permits and materials are available, children can create small-scale models or prototypes of their redesigned public spaces.

9. Reflection, review of the objectives

- Group Reflection:
 - Lead a discussion on what the children learned about placemaking, creativity, and community engagement.
 - Review whether the learning objectives were met and discuss any new insights gained.

10. Inspiration

The High Line in New York City, which transformed an abandoned railway into an elevated urban park.

The Camden Bench in London, a stylish yet functional public seating design that deters anti-social behavior.



3.24 Urban Nature Exploration and Placemaking Workshop

1. Type of Activity

Outdoor Exploration and Placemaking Workshop

2. Topic

Understanding Urban Nature and Participatory Placemaking

3. Learning objectives

- To identify elements of urban nature and understand their role in the ecosystem.
- To learn about the principles of placemaking and sustainable urban development.
- To develop observational, creative, and teamwork skills.
- To foster a sense of ownership and responsibility towards urban environment.

4. Target group

6-14 year-old learners

5. Necessary materials

- Observation journals or notebooks
- Pencils or pens
- Colored markers or crayons
- Cameras or smartphones (optional)
- Plant seeds or seedlings for planting
- Small gardening tools (optional)
- Art supplies (paint, brushes, chalk, etc.)
- Prizes or certificates for participation (optional)



6. Duration

Approximately 2 to 2.5 hours

7. Main activities

Inspired by the idea that children can be powerful agents of change, this activity draws from the principles of participatory urban planning and environmental education. Placemaking initiatives worldwide demonstrate that even small, community-led projects can transform urban spaces, making them more vibrant and sustainable. This activity combines urban nature exploration with creative placemaking, fostering a sense of ownership, environmental stewardship, and community engagement among children.

Introduction

- Gather the children and explain the workshop's purpose: exploring urban nature and contributing to placemaking.



- Discuss the importance of urban green spaces and how they improve the quality of life in cities.

Nature Exploration

- Lead the children on a guided walk around the local area, encouraging them to observe and document elements of urban nature such as trees, plants, insects, and birds.
- Have them use their journals to sketch or write about what they see, noting any interesting features or interactions.

Placemaking Discussion

- Return to a central spot and discuss the observations. Ask questions like:
 - What natural elements did you notice?
 - How do these elements benefit the urban environment?
- Introduce the concept of placemaking and how children can actively participate in improving their surroundings.

Creative Placemaking Activity

- Divide the children into small groups and provide them with art supplies.
- Assign each group a small project to enhance the area, such as:
 - Planting seeds or seedlings in designated spots.
 - Creating nature-themed murals on walls or sidewalks using chalk or paint.
 - Designing and placing simple signs that educate the community about local plants and animals.
- Ensure adult supervision and guidance for safe and effective execution of projects.

8. Final activities – drawing a conclusion

Sharing and Reflection

- Have each group present their project and explain their creative process and the impact they hope to achieve.
- Discuss the importance of their contributions and how small actions can lead to significant positive changes in their community.

9. Reflection, review of the objectives

Review the learning objectives and discuss how they were met:

- What new aspects of urban nature did you discover?
- How do you think your project contributes to the community?
- What did you learn about teamwork and creativity in placemaking?

Encourage children to think about other ways they can continue to improve their environment.

10. Inspiration

- Project for Public Spaces (PPS) <https://www.pps.org/>
- Guerrilla Gardening <https://www.guerrillagardening.org/>
- National Recreation and Park Association (NRPA): <https://www.nrpa.org/>



3.25 Virtual Urban Nature Exploration and Placemaking Workshop

1. Type of Activity

Online Exploration and Placemaking Workshop

2. Topic

Understanding Urban Nature and Participatory Placemaking

3. Learning objectives

- To identify elements of urban nature and understand their role in the ecosystem.
- To learn about the principles of placemaking and sustainable urban development.
- To develop observational, creative, and teamwork skills.
- To foster a sense of ownership and responsibility towards their urban environment.

4. Target group

6-14 year-old learners

5. Necessary materials

- Computers or tablets with internet access
- Observation journals or notebooks
- Pencils or pens
- Coloured markers or crayons
- Access to digital mapping tools (e.g., Google Earth, Google Maps)
- Art supplies for creating digital or physical artworks
- Presentation software (e.g., PowerPoint, Google Slides)
- Online collaboration tools (e.g., Zoom, Microsoft Teams, Google Meet)

6. Duration

1.5 to 2 hours

7. Main activities

Engaging children in virtual placemaking activities offers a creative and interactive way for them to connect with their urban environment, even when physical interaction is limited. This approach fosters a deep understanding of their surroundings and encourages them to think critically about how they can contribute to improving their community. Such involvement equips children with essential skills and confidence to participate actively in their communities, ultimately leading to more sustainable and liveable urban spaces.

Introduction

- Gather the children in a virtual meeting and explain the workshop's purpose: exploring urban nature and contributing to placemaking.



- Discuss the importance of urban green spaces and how they improve the quality of life in cities.

Virtual Nature Exploration

- Use digital mapping tools to explore local parks, green spaces, and urban nature areas. Guide the children to observe and identify elements such as trees, plants, water features, and animals.
- Have them use their journals to sketch or write about what they see, noting any interesting features or interactions.
- Encourage the use of Google Earth to explore famous urban parks and green spaces around the world.

Placemaking Discussion

- Return to the virtual meeting and discuss the observations. Ask questions like:
 - What natural elements did you notice?
 - How do these elements benefit the urban environment?
- Introduce the concept of placemaking and how children can actively participate in improving their surroundings.

Creative Placemaking Activity

- Divide the children into small virtual breakout rooms and provide them with digital art supplies or encourage them to create physical artworks to share later.
- Assign each group a small project to enhance the area, such as:
 - Designing a virtual community garden using digital tools.
 - Creating nature-themed digital murals or posters.
 - Designing educational signs about local plants and animals.
- Ensure adult supervision and guidance for safe and effective execution of projects.

8. Final activities – drawing a conclusion

Sharing and Reflection

- Have each group present their project using presentation software and explain their creative process and the impact they hope to achieve.
- Discuss the importance of their contributions and how small actions can lead to significant positive changes in their community.

9. Reflection, review of the objectives

Review the learning objectives and discuss how they were met:

- What new aspects of urban nature did you discover?
- How do you think your project contributes to the community?
- What did you learn about teamwork and creativity in placemaking?

Encourage children to think about other ways they can continue to improve their environment, even virtually.

10. Inspiration

This alternative online activity combines virtual nature exploration with creative placemaking, fostering a sense of ownership, environmental stewardship, and community engagement among children.



3.26 Create your City

1. Type of Activity

Indoor and Outdoor activity

2. Topic

Create Your City Of Peace: in synergy with UNICEF Italian Committee, imagine and create children friendly schools and towns; creative thinking, communication skills: plan, design and share artistic productions; performing actions meant to (re)shape our towns, our communities through the values of kindness, civic consciousness; interactions with other neighbour citizens; proactive citizenship.

3. Learning objectives

- Guide the learners to imagine, plan and act for creating welcoming and inclusive schools and towns;
- Guide the educators, the families, the citizens, the groups of pairs to practise and implement listening to girls, boys and teenagers' voices, sense of care of our urban environment;
- Promote the universal values of brotherhood-sisterhood, unity and Peace; stimulate the social and community protagonism of the learners;
- Stimulate, develop ability to design spaces and times tailored to children and teenagers' needs, desires;
- Promote, enhance the building of Local Educating Communities and of Local Educational Networks.
- Promote proactive citizenship;
- Promote the values of kindness, love amongst Human Beings, active participation to civic and social life of our Town;
- Promote inclusion and sense of belonging of non-European young people to our Communities;
- Promote sense of care, solidarity between generations and mutual civic support towards our Neighbours.

4. Target group

6 - 11 year-old learners

5. Necessary materials

- White paper, pens, pencils, crayons, markers, glue, scissors;
- Clean smooth stones and little rocks, tempera, paint, brushes, flattening-impregnant to fix the colours.

6. Duration

4 to 8 hours; flexible according to the planning, performing needs.



7. Main activities

Inspiring questions: "How can we modify our indoor and outdoor space in order to invite our neighbours, co-citizens, families to everyday assume kindness, harmony, brotherhood-sisterhood, unity as fundamental attitudes, styles, states of mind that can lead us to permanent PEACE?".

Tens of little rocks and stones are written, coloured, painted, decorated, placed all around the school for creatively (re)shaping our Towns features, intentionally convey messages and strong energies of Peace.

Preparation:

- Preliminary planning meetings with all the Teaching Teams
- An option could be to use the Christmas atmosphere for the Civic Creative Action since it is a unique time of the year in which a powerful stream of positive thoughts, emotions, expectations, good will always occurs.
- General discussion about times, spaces, contents, pedagogical ideas, methodology of the building a Town of peace with stones 2023. Each Classroom is assigned specific streets, paths, areas of the district.
- Each learner is asked as homework to explore her-his garden or fields or near areas, also with the help of parents, grandparents, relatives, friends and find one smooth little, middle-sized stone, clean it and bring it to school.
- Implementation:
- Each group educator properly introduces and explains to the learners the international role of the UNICEF for the safeguard of Children's Rights, the worldwide promotion of Peace, motivates them, encourages them to focus on the importance of using kind words, conversations, the importance of sharing attitudes, values and a culture of peace within our school, our families and our town.
- During the curricular hours of Italian, Geography, Science, Citizenship And Constitution, Art each Class devote time to reflect, design and put on paper an original idea, content, message, script, text, drawing, symbol devoted to brotherhood-sisterhood, harmony, unity, peace.
- As per the contents of the messages, a special focus is on Key-Words/Values like: Thank You, Welcome, Please, Excuse Me, I Am Sorry, Kindness, Love, Unity, Light, Forgiveness, Support, Happiness, Cooperation.
- The Children transfer their first, original graphic, artistic sketch on the selected stone, little rock by using tempera, markers, big felt tips. The educators help the learners to apply a certain amount of copal to protect the stone from the possible consuming weather effects.
- Learners are also invited and guided to concentrate on the geography, topography, morphology, architectural and human peculiarities of the District. For (re)creating our Cities, for meeting our Neighbours it is important to learn to move through the city, to orient oneself with reference to the basic directions and cardinal points.
- Outdoor education 1: creating our City, meeting and interacting with our neighbours requires such kind of activity. It allows the learners to experience and learn by moving, walking, exploring, communicating, greatly enjoying the whole process from the beginning to the end.
- Outdoor Education 2: in turn, each class group goes out, walks to the assigned area of the district; the learners carefully and gently put the decorated stones of peace



on/near previously designed places: little walls, garden's fences, car parks, mailboxes, streetlights, rubbish containers. In this way, passers-by, neighbours, tourists could notice them, read them, even take them home.

8. Final activities – drawing a conclusion

Feedback received. In the days following the activity, various people rang the School bell and want to say thank you and congratulate everyone for the meaningful initiative. Once again, schools can play a key role in conceiving, redesigning, recreating our public, community spaces, our towns and cities and concretely promoting a more conscious, proactive, joyful, responsible style of life. Children and Schools can lead their Communities by examples like this one.

9. Reflection, review of the objectives

- Further discussion is conducted with learners in order to reflect, comment, evaluate, generate knowledge, define this good practice, create a Portfolio of Ideas for further similar actions and initiatives.
- The activity is documented through photos, short videos and disseminated via our School's social medias Instagram and Facebook.

10. Inspiration

From an anthropological and spiritual perspective, according to the Vision of the world of the Lakota American Indians, the Stones (Inian) are Living Beings with their consciousness, their energy, their capability of communicating, transmitting, mediating to the Universe. Lakota Call the Stones "Our GrandParents"; that have been living on our Planet since immemorial times therefore they have always been present here, they have saw, they have listened about Human Life. They keep memory and knowledge about Life on Earth. As silent but conscious presences, they are able to transmit the Human prayers and sincere desires of peace to 'Wakan Tanka' the Sacred Great Mystery Generating Life EveryWhere.

See e.g.

George "Tink" Tinker, *The Stones Shall Cry out: Consciousness, Rocks, and Indians*, Wicazo Sa Review Vol. 19, No. 2, Colonization/Decolonization, I (Autumn, 2004), pp. 105-125 (21 pages) Published By: University of Minnesota Press

<https://www.jstor.org/stable/1409501>

https://www.instagram.com/p/Cz4SaalrHlm/?utm_source=ig_web_copy_link&img_index=1

Rock Painting, Peace Rocks: <https://www.youtube.com/watch?v=igl-QpLADzQ>

Kindness Roc: <https://www.youtube.com/watch?v=zoWzwJoTLcY>

In Italian: <https://www.ravennatoday.it/cronaca/l-idea-dell-insegnante-per-pasquale-compiti-ma-sassi-decorati-per-liberare-la-pace.html>

<https://www.unicef.org/emergencies/peacebuilding-social-cohesion>





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Barcelona Centre For International Affairs; Cities For Peace:

<https://www.cidob.org/en/publication/cities-peace>

CPNN, Culture Of Peace News Network: <https://cpnn-world.org/new/?p-14231>

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