



The Creative School



Open Educational Resources *#EmpoweringYouthVoices:* *Create Your Future City*

Topic: STEAM, Geography

Age Group: 7-11, 11-14, 14-18 years old



Erasmus+

Authors

Deborah Husic

Images

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The Creative School open educational resources include the following learning modules, here listed according to subject matters and age of the target students:

	 7-11	 11-14	 14-18
 Art History		Let Them Live Again	Let Them Live Again
 Citizenship and Philosophy	Ethical Dilemmas	Ethical Dilemmas	Ethical Dilemmas
 Environment, Natural Sciences	Biodiversity and Visual Arts	Biodiversity and Visual Arts	
 Facilitation	Online learning through object based learning	Online learning through object based learning	Online learning through object based learning
 Geography	Urban walks	Urban walks	
 History			How did young people live?
	Photos as memories of the past	Photos as memories of the past	Photos as memories of the past
 STEAM			Critical thinking on climate change
	#Empowering YouthVoices	#Empowering YouthVoices	#Empowering YouthVoices
		Hungry Algorithms	Hungry Algorithms
 Teachers Training	Europeana as a learning tool	Europeana as a learning tool	Europeana as a learning tool
	Practical approaches to teaching with objects	Practical approaches to teaching with objects	Practical approaches to teaching with objects

The Creative School project develops learning modules for children and schoolteachers, promoting self-directed learning, critical and visual thinking skills by using cultural heritage content made available by the partner organisations. The present output has developed a set of training materials focusing on the development of thinking skills through engagement with cultural heritage.

More and more children and young people need to develop higher level thinking skills in order to find solutions to social, emotional and economic problems, both personally and in the context of the wider world. They are encouraged to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use creative and critical thinking purposefully.

The main beneficiaries of the project include primary and secondary school teachers, who, through engaging with the project will become equipped with the skills necessary to facilitate pedagogical strategies for creativity and critical thinking. Children and young people involved as participants in the Creative School project will develop the skills required to respond to the challenges offered by the Creative School curriculum.

We hope this material will bring a new dimension to your work and inspire you to use it for fostering creative and critical thinking among young people. The selected topics have been chosen together with teachers and educators coming from Austria, Croatia, Finland, France, Ireland, Italy and the United Kingdom through focus groups and surveys.

Each material is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion. The most appropriate age group is also indicated.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each material includes a link to other related ones. When available, a general list of additional educational resources related to the topics is also provided.

The material and accompanying text are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.



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For more information about *The Creative School* project, please visit:

<https://www.creative-school.eu/>

#EmpoweringYouthVoices: Create Your Future City

Topic:	 STEAM  Geography
Age range:	 7-11  11-14  14-18
Time:	 140 minutes if teachers and participants are experts with the use of the proposed technical tools, otherwise more time is needed.
Materials and tools:	Cardboards, papers, glue, scissors, pencils, LEDs, computer ventilators, batteries (1,5 or 3 Volts), discarded or recycled objects, mobile phone, small pick-up microphone with audio jack for mobile phone (optional), Arduino or Microbits (optional), earphones (optional), motors (optional). The workshop can be organised also without Magisto, Arduino or Microbits, only by using motors and batteries. It is less complex, but efficient.
Learning objectives:	Encourage children to: <ul style="list-style-type: none">• Think critically about their urban environment• Empower the need for changes in their neighbourhood• Foster thinking about what can be changed• Recycling and using disposable objects for learning about hoarded stuff and consumerism – maker culture• Strategic thinking about their local geographies• Citizens as powerful scientists• Individual and collective solution making• Societal changes and creative thinking• Inclusion and cohesion in our environment

Description of the workshops

#EmpoweringYouthVoices: Create Your Future City a group game-based workshop that aims to teach children the basics of electronics, model making, urbanism and environmental issues, social needs and creative thinking, as well as the importance of media literacy.

The game starts with small intro discussion and continues to the practical aspect of tinkering, designing, making, building and creating the content. The whole processes are interlaced with the aspect of hands-on learning. We suggest to have 15 students working with one teacher.

Session no. 1 – Citizen scientists

Time:



20 minutes

Discussion and the formation of teams

Question to start talk	Does anyone know what citizen science means?
Possible answer	Citizen science happens when ordinary people study the world around them and send in the data they collect to scientists. Kids and youth often make great citizen scientists because they tend to be curious and good at following precise directions. You can be a citizen scientist!
Question	Is here anything you would like change in your city environment or neighbourhood to create a better world?
Listen	Listen to the participants and try to emphasize specific areas: architecture, people, animals, inclusion, public spaces, transport, justice
Questions	Do you use your mobile phones to design a creative content – photos, video, music, recording talks like journalists? Would you like to create a City of the Future, a small replica what like the world should look like? Would you like to create a small video or a podcast about it?
Listen	Listen and focus on participants needs and gather them in the groups based on their interests

The next is to divide pupils into groups – each group will have **a) citizen scientists** and **b) creatives** of their cities or neighbourhoods and **c) journalists**. They can be in different roles, if they want:

citizen scientists building the city – energy, architecture, technology, location;

creatives building the city - thinking and placing in the city of the future libraries, cinemas, museums, public spaces, solving problems of integration of vulnerable groups;

journalists creating a media outlet and CityTV video material and interviews with citizen scientists and creatives about their future city.

Session no. 2 – Designing and building your city

Time:  100 minutes, divided into:
85 minutes to build up the city. This time can be increased, according to the interest and the technical skills of participants;
15 minutes for preparing the presentation.

In the second session, the groups start designing and making a prototype of their city of the future. It could be places on huge tables or with smaller tables gathered together. It is important that pupils have a feeling they are working in the team together, as individuals, because it gives them the sense of belonging and responsibility of joint activities during the motoric skills part of the workshop.



Photo: Radiona (cc)

Required materials

Cardboards, papers, glue, scissors, pencils, LEDs, computer ventilators, batteries (1,5, 3, or 9 Volts), discarded or recycled objects, mobile phone, small pick-up microphone with audio jack for mobile phone (optional), Arduino or Micro:bits (optional), earphones (optional), motors (optional).

Description of the activity

Each group has citizen scientists, creatives and at least one journalist to document and cover the work of its group via photography and video. The groups are gathering around the tables and starting to build their city of the future.



Before building the prototypes, it is recommended to create flat squares, blocks or cards with the following topics: Energy, Space, Food, Green, Home, Facility, Leisure Time, Culture, Health, Protection, Nature, Air, Public Space.

These can help participants to build the infrastructure of the city.

During the workshop, if noticing some backseats, the facilitator should ask participants where do they plan to locate specific building or how do they plan to solve a specific problem in the city, like accessibility for people with special needs, mobility and transport, health care, waste collection, climate changes, renewable energies, public spaces, child care, education, elderly, leisure time and sports. It is recommended to have a moderate facilitation on the ideas during the workshop, in order to guide the participants to develop and express their own ideas and voices.

These topics will also help journalists in the groups to form the idea for a CityTV coverage of the groups' work.

The facilitator has to be skilled with the basics of video editing on mobile phone for the use of very simple applications, like Magisto (free for Android, iPhone). If Arduino or Microbits will be used, the facilitator should know the basics of coding and hardware.

The overall activity of designing and constructing the city should take place around 100 minutes, whilst the last 15 minutes are dedicated for preparing the presentation in the form of media coverage for the journalist group and presentation of building the city of the future with conclusions.

Session no. 3 – Presentation and Conclusion



Time: 20 minutes

The last session is dedicated for the journalists in the group to present their video materials made during the construction phase – interviews and reviews about building the city and uploaded on YouTube. After that the facilitator should ask the groups to present their city and have a small wrap-up discussion about the problems that participants were facing during the solution making and how did they overbridge it. The workshop might end with a general conclusion about what we need in our cities.

Useful links

- Magisto software for video editing: <https://www.magisto.com/>
Magisto tutorial: https://www.youtube.com/watch?v=Mci1Ce_3d9w
Magisto tutorial: <https://www.youtube.com/watch?v=N2a5JhUefug>
- LEDs connection to 1,5 cell button battery tutorial: <https://www.youtube.com/watch?v=pIDB56RYT5M>
- LEDs for beginner's tutorial: <https://www.instructables.com/LEDs-for-Beginners/>
- Connecting battery to computer ventilator tutorial: <https://www.instructables.com/Super-easy-battery-powerd-computer-fan/>
- Arduino: <https://www.arduino.cc/>
- Micro:bits: <https://microbit.org/>
- Recommended reading: <https://www.abc.net.au/news/science/2018-12-28/great-citizen-science-holiday-projects-for-the-kids/10611528>