

The resources of my neighbourhood



OBJECTIVES:

- Reflect on how public space can be a tool and a help for everyone.
- Identify places useful for the well-being of the school community.
- Sharing good practices and happy moments in the neighbourhood.



AXES:

Identification of internal and external resources

AGE GROUPS:

Children aged 6-12 years divided into groups of 5-10, with one facilitator per group.



STEP BY STEP DESCRIPTION OF THE ACTIVITY

>> Introduction to the activity

Separate the children into as many groups as there are animators and distribute a blank map of the neighbourhood per group. Explain that, as in a game, when they know the answer, they should raise their hand and the quickest to do so will be able to answer.

>> 1st part of the activity: Identifying the skills of the participants

Propose different questions for the children to locate the places. However, the facilitator should not mention them directly (e.g. Police station: "If something bad happens to me in the street and I want to report it or ask for help, where do I go?")

(See more examples in the annexes).

Once the place has been guessed, one of the children will choose and paste the image (photo or drawing) that represents the place on the map. First he/she/they will try to do it alone. In case he/she/they needs help, the other children or the facilitator can help him/her.

Ask the pupils what else we can do at the site, thus discovering other uses that the site can have for them. For example, in the case of the town hall, the children can propose different reasons why their parents have had to go there, thus learning about other uses this site can have. Facilitators can add further information that they consider relevant.

Replicate the previous stages with other institutions (as many as there is time, but better a few in depth, rather than many in a superficial way).

>> 2nd part of the activity: Drawing important and useful places in the neighbourhood

Distribute two blank cards per group, so that the children can draw useful places that we have not thought of (e.g. "There is no social club for grandparents here").

>> 3rd part of the activity: Presentation of the maps

Each group presents its map with its important and useful places drawn to the other children.

>> Closing of the activity

Finally, a short reflection on the resources of the neighbourhood and how they can be useful to collectively face problems and have moments of joy. The more we know about our environment, the more we will be able to adapt to difficult situations. We will know where to go and who to ask for help. It's much easier to know beforehand, and so when we feel stress, we can cope with it much more easily!"

Going deeper into the neighbourhood: this activity can be enriched by organising a school trip to visit the different institutions in the neighbourhood, arranging for a representative of each one to tell what their work consists of and how it can be useful for the children.



MATERIALS:

- Photocopies of black and white maps of the neighbourhood
- Blank, drawn cards with the symbols of the places to be located.
- Blu-tack
- Marker pens
- For facilitators: map filled in with all the resources in the neighbourhood and a guide to places, clues and their utilities

METHODOLOGY:

Art and collages



PREPARATION

- The facilitator has to get to know the school's neighbourhood and mark on a map the different useful places in this neighbourhood (e.g. the hospital, the square, the cultural centre, a swimming pool...).
- Print a map with the streets where the school and the surrounding streets are shown but not the names of the institutions.
- Students should live in the school's neighbourhood to make the activity more useful.



TIPS FOR THE PERSON DOING IT

- Promote the participation of all students and their resources, encouraging collective creation.
- Activity recommended mainly in neighbourhoods where there is a sense of belonging.



WHEN:

There is no particular time to do it.



DURATION: 2h

Of course, it depends on the number of institutions chosen, the number of students and how easy it is for the group to reach an agreement.