Skate Park

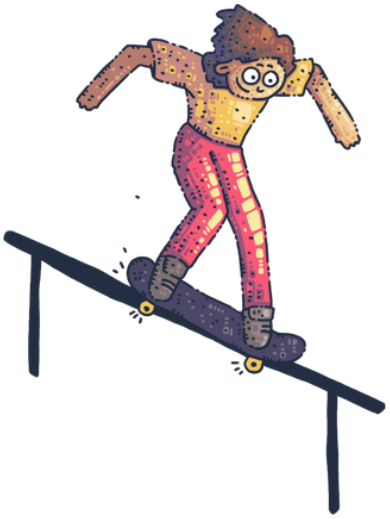
Building an Eco Skate Park

Keywords:

urban recreation, public space, inclusivity, green design, youth engagement, mobility, renewable materials, community wellbeing

Target group:

primary school pupils (ages 6-11)



Objectives:

This activity encourages pupils to reflect on how recreational infrastructure, such as skate parks, can be designed to respect the environment and include all members of the community. By using LEGO bricks and upcycled materials, pupils will learn how to integrate sustainability, accessibility, and safety into their plans. The activity also fosters creativity, cooperation, and environmental responsibility.

General Guideline on Time Allocation:

The duration needed to carry out this activity may vary depending on the specific group of children. Teachers are encouraged to adapt the implementation according to the needs, interests, and dynamics of the group.

In the preparatory phase, teachers may use a variety of activities to introduce and contextualize the chosen topic. These can include discussions, videos, drawings, storytelling, or even a field trip, depending on the age and background knowledge of the children.

The main construction phase, during which children plan and build their urban element using LEGO bricks, should typically not exceed 45 to 60 minutes. However, this phase often stimulates further curiosity and questions among the children, potentially leading to extended engagement or follow-up activities. For more detailed instructions and pedagogical support on how to implement activities of INNO–kids project, please download the Teacher's Methodological Guide.

Materials and Resources Needed:

- LEGO bricks or similar construction sets
- Recycled materials (e.g. bottle caps, cardboard, straws, foil) for features like benches, bins, ramps, or railings
- Paper, markers, scissors, glue
- Visual aids showing skate parks, inclusive urban infrastructure, and green design elements
- Optional: access to short videos or images of eco-friendly or inclusive skate parks around the world

Note: If LEGO bricks are not available, pupils may use basic craft supplies to bring their ideas to life through drawings and handmade models.

Introduction:

Begin by asking pupils if they have ever visited a skate park or seen one in their community. What does it look like? What materials is it made of?
Explain that skate parks are more than just places for tricks and fun — they are shared community spaces that can be designed to be safe, inclusive, and environmentally friendly. Use photos or short video clips to show examples of innovative skate parks that incorporate recycled materials, natural shading, water drainage solutions, or accessible paths for all users.
Let pupils reflect on how they would improve their local skate park or what they would include if they were designing one from scratch.

Procedure:

Preparation

Discuss with pupils what makes a skate park enjoyable and safe — not only for skaters, but also for the wider community. Ask them to think about issues such as heat, waste, noise, safety, and inclusivity.
Use simple examples, such as adding green spaces to reduce heat, using recycled materials for benches or ramps, or providing quiet seating areas for non-skaters.

Construction

Divide pupils into small teams and explain that each group will design and build a sustainable, inclusive skate park model using LEGO bricks and recycled materials. Encourage them to sketch their ideas first and consider different users—skaters, children, spectators, parents, people with limited mobility, etc.

Ask each group to divide their model into functional zones: skate areas (e.g. ramps, rails), resting zones, green spaces, entrances, and support facilities. Let them creatively include sustainable elements, such as:

- benches made from reused materials,
- trees or canopies for natural shade,
- water drainage features,
- noise-reduction walls,
- solar-powered lighting,
- signs and ramps for accessibility.

Prompt teams with guiding questions: “Who can use this park?” “How is nature involved?” “What makes it safe and clean?”

Details

As the models evolve, guide each group with questions such as:

- “Would this work on a hot summer day?”
- “How would someone who doesn’t skate enjoy this place?”
- “What would a new visitor notice first?”
- “How does the park welcome different people?”
- “What’s the park like on a rainy day?” “Where does the water go when it rains?”

Stories

Invite each group to tell a short story about someone visiting or using their skate park. The story can focus on a skater, a parent, a wheelchair user, a dog walker, or even an element of nature like a tree or bird.

Presentation

- Each group presents their model to the class, highlighting key sustainable and inclusive features. Pupils explain why they chose specific design elements and how these respond to community needs and environmental challenges.
- Encourage classmates to ask thoughtful questions and provide positive feedback. Create a space for comparing ideas and identifying recurring solutions such as shade, green zones, quiet areas, or ramps with multiple uses.

Tips:

- Encourage pupils to prioritise both form and function—models should be creative but also realistic and inclusive.
- Remind pupils to include features for all users, not just skaters.

Additional Considerations:

Differentiation:
Provide additional support or simplified instructions for pupils who may require extra assistance. For advanced pupils, offer extension tasks such as researching further sustainable practices or designing more complex models.

Assessment:
Assess pupils based on their participation and engagement during discussions and hands-on activities. Evaluate the creativity, effort, collaboration, depth of understanding demonstrated in their models, critical thinking, ability to provide constructive feedback and presentation skills.

Extension Activities:

- Invite a local skater or urban planner to visit the class and talk about safe and inclusive skate park design.
- Organise a field visit to a nearby skate park and ask pupils to observe which features support sustainability or community use.
- Encourage pupils to redesign an existing area in their school yard using the ideas from their models.

Curriculum Connections:

This activity integrates:
Civic Education *(community inclusion, safety)*
Environmental Studies *(sustainability, biodiversity, climate adaptation)*
Art and Design *(creative expression, 3D modelling)*
Language *(storytelling, group discussion, presentation skills)*
Mathematics *(spatial planning, scale, measurement)*

SDG Connections:

- **SDG 3:** Good Health and Well-being – Promotes active lifestyles and mental well-being through inclusive recreational spaces.
- **SDG 11:** Sustainable Cities and Communities – Supports sustainable public space planning within urban environments.
- **SDG 13:** Climate Action – Addresses sustainability through green infrastructure, water management, and use of recycled materials.
- **SDG 15:** Life on Land – Includes vegetation and natural elements that support biodiversity even in urban spaces.

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