

A decorative border made of colorful LEGO bricks in red, blue, green, and yellow, arranged in a stepped pattern around the edges of the page.

The Journey to the Community Center

Keywords:

community, accessibility, local resources, board game, challenges

Target group:

primary school pupils (ages 6-11)

Objectives:

This activity aims to help participants understand the crucial role community centers play in fostering inclusive and supportive neighborhoods, while recognizing the real-world challenges some children face when trying to access these essential resources. Through gameplay and reflection, it encourages systemic thinking by prompting learners to explore how different barriers—such as transportation, cost, and infrastructure—interconnect and create unequal access.

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:

Large sheet of paper or cardboard, markers, colored papers, scissors, glue, dice, small tokens (to represent players), index cards.

Introduction:

Community centers provide safe spaces for educational, recreational, and social activities. However, not all children can easily access these centers due to barriers like transportation and financial constraints. Understanding these challenges helps us appreciate the role of community centers in fostering inclusive environments.

Procedure:

Preparation

Create the Game Board:

- Draw or construct the game board on a large sheet of paper or cardboard.
- Include 30 playing fields, with a starting field and a finishing field.
- Mark 12 fields with a "?" or another symbol for challenge fields.

Prepare Challenge Cards:

- Write challenges on index cards. Some provide advantages, while others impose disadvantages.
- Examples:
 - "Is walking to the community center healthy? (Yes) Move ahead 2 spaces."
 - "Can you find the bus schedule online? (Yes) Move ahead 3 spaces."
 - "Is carpooling with friends sustainable? (Yes) Move ahead 2 spaces."
 - "Do community centers offer free programs? (Yes) Move ahead 1 space."
 - "Are there sidewalks in your neighborhood? (Yes/No) Move ahead 2 spaces if Yes, move back 1 space if No."
 - "Did you pack a lunch to save money? (Yes) Move ahead 1 space."
 - "Is recycling important? (Yes) Move ahead 2 spaces."
 - "Did you help a friend today? (Yes) Move ahead 1 space."
 - "Is public transport free for kids? (Yes/No depend on country) Move back 1 space."
 - "Is the library usually part of the community center? (Yes) Move ahead 2 spaces."
 - "Did you bring a reusable water bottle? (Yes) Move ahead 1 space."





Game Play

- Each player starts at the starting field and rolls a dice to move forward.
- When a player lands on a challenge field, they draw a challenge card and answer the question.
- If the answer is correct, they follow the instructions on the card (e.g., move forward, skip a turn).
- The goal is to reach the finishing field, representing arriving at the community center.

Reflection

After playing, discuss what the players learned about the challenges children face in accessing community centers. Compare different routes to the center using photos or maps. Discuss how community centers support sustainable development and the importance of accessibility.

Tips:

- Conclude with a discussion on overcoming barriers to accessing community centers and the role of local organizations in providing opportunities.

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.

Curriculum Connections:

This activity integrates:

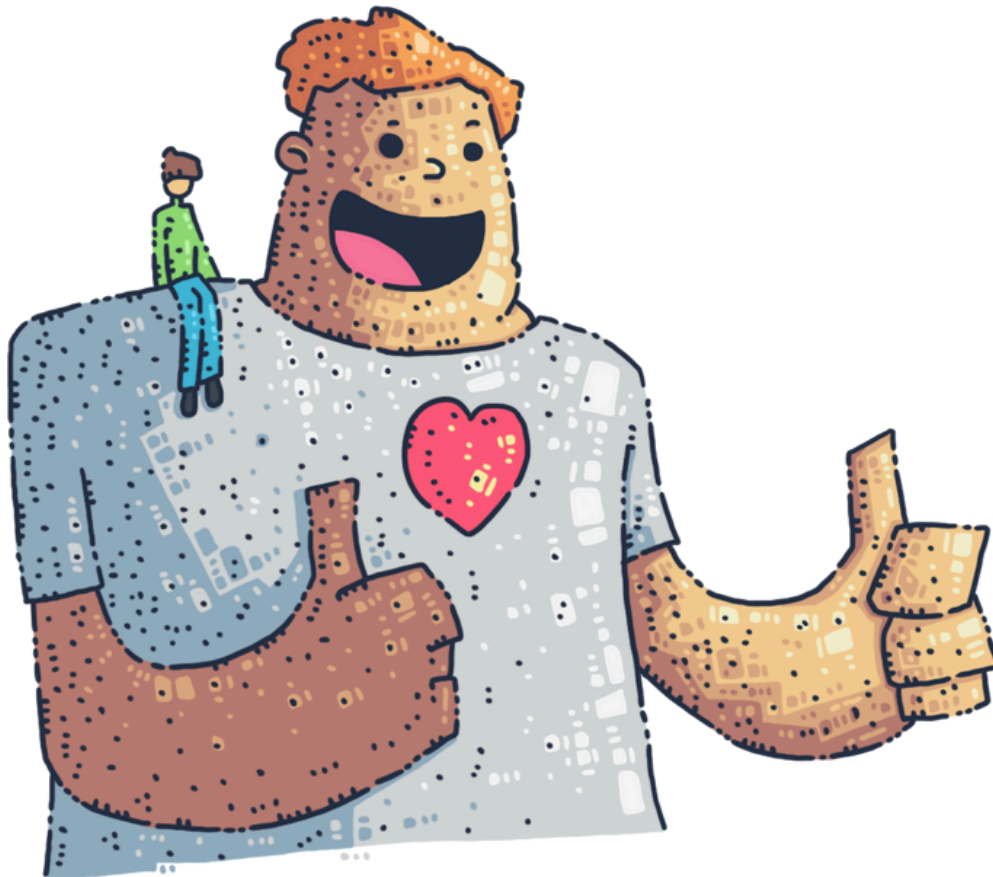
Citizenship Education (*the role of community centres in promoting inclusion, equity, and social well-being; awareness of social inequalities and the importance of accessible public services*)



Environmental Studies (urban infrastructure, mobility systems, how the built environment affects people's access to services and opportunities)

SDG Connections:

- **SDG 11:** Sustainable Cities and Communities – Pupils explore how to ensure access to safe and inclusive spaces within urban environments.



You can consult the link below on the subject.

<https://spejderne.dk/wp-content/uploads/2019/03/build-a-better-world-activities-based-on-the-sdgs-print1.pdf>