Empowering young change-makers

APPENDIX

A tool that enables children activation in their community trough a child-led approach

Master thesis
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MSc Design for interaction
Industrial Design Engineering
Delft University of Technology

MASTER THESIS

Empowering young change-makers
A tool that enables children activation in their community through a child-led approach

August 2020

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Urban City Network/Rete Civica Urbana
Municipality of Bari (Italy)/ Comune di Bari (Italia)
In OIKIA Project| Progetto OIKIA

Empowering young change-makers

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APPENDIX

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Table of contents

1 Inspiration and Introduction

APPENDIX A: Project Brief.....1

2 Case study toolkit to make children protagonist

APPENDIX B: Case studies interviews.....13

APPENDIX C: Analysis of the wall.....20

3 Design intervention 1

APPENDIX D: Recruitment flier.....26

APPENDIX E: Observation session after school care “True colors”, International school Delft.....27

APPENDIX F: Design intervention 1: journal. 28

4 Design intervention 2

APPENDIX G: World changer activity.....31

APPENDIX H: Design intervention 2, data collection.....38

.

APPENDIX I: Data collection and data analysis.....46

5 The final toolkit

APPENDIX L: The final toolkit.....52

6 Design intervention 3: testing the toolkit

APPENDIX M: Power and Change cards for virtual bridging session.....75

APPENDIX N: Testing session data collection.....76

APPENDIX O: Evaluation of requirement assesment.....81

7 Conclusions

APPENDIX A: Project Brief

DESIGN FOR our future

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IDE Master Graduation

Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_familyname_firstname_studentnumber_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !

family name: Miccolis
initials: S given name: Samira
student number: 4765605
street & no.:
zipcode & city:
country:
phone:
email:

Your master programme (only select the options that apply to you):

IDE master(s): ( ) IPD (★) DfI ( ) SPD
2nd non-IDE master:
individual programme: - - (give date of approval)
honours programme: ( ) Honours Programme Master
specialisation / annotation: ( ) Medisign ( ) Tech. in Sustainable Design ( ) Entrepeneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right !

** chair: Mathieu Gielen dept. / section: ID / DCC
** mentor: Alicia Calderon Gonzalez dept. / section: ID / DCC
2nd mentor:
organisation:
city: country:

comments (optional): The project fits with Mathieu Gielen's expertise on design for and with children flourishing and Alicia Calderon Gonzalez competence in bottom-up social innovation projects in fragile contexts.

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v..

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

TU Delft

Procedural Checks - IDE Master Graduation

APPROVAL PROJECT BRIEF

To be filled in by the chair of the supervisory team.

chair Mathieu Gielen date 28 - 2 - 2020 signature

CHECK STUDY PROGRESS

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 33 EC
Of which, taking the conditional requirements into account, can be part of the exam programme 30 EC
List of electives obtained before the third semester without approval of the BoE

(X) YES all 1st year master courses passed
( ) NO missing 1st year master courses are:

name date 17-3-2020 signature

FORMAL APPROVAL GRADUATION PROJECT

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content: (✓) APPROVED ( ) NOT APPROVED
Procedure: (✓) APPROVED ( ) NOT APPROVED

comments

name Monique von Morgen date 30-3-2020 signature MvM

Personal Project Brief - IDE Master Graduation

TU Delft

Children as active agents in Urban Civic Networks — project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 19 - 02 - 2020 — 17 - 07 - 2020 end date

INTRODUCTION **

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

The focus of this graduation project will be on empowering children in participatory practices in the fragile context of cities outskirts. Peripheries of south Italian cities, especially, are still in seek for systemic, long-lasting transformation. The top-down effort of public administrations to reach the periphery with their interventions, often meet the bottom-up initiatives of citizens entering the collective spheres of urban activism (Concilio,2016), to answer their unmet growing needs. With outskirts turning into an experimental platform for practice-based innovation, vulnerable citizens, such as children still run the risk to be invisible in decision-making processes. Children empowerment is still a concern of participatory design with children as it entails the methodological challenges of participatory epistemology (Iversen & Dindler 2013) and the acknowledgment of unattended topics in children education such as creative design and agency (Iivari & Kinnula, 2018) This means that children participatoty design doesn't necessarily involve them into a learning process and unlike the main STEM subjects, creative design and other social competencies are not yet included in teaching or entratainment programs for children.

In line with the mentioned urban transformation, the municipality of Bari (a medium sized city in Italy's Apulia region), has promoted the top-down establishment of 12 Urban Civic Networks (UCNs) by bringing under the same umbrella local entities based in the same neighborhood. (fig 1.) UCNs goal is to manage a consistent and multidimensional program of bottom-up initiatives, in order to achieve community activation and urban and human regeneration.

Specifically, the UCN based on the 4th district (Ceglie del Campo, Carbonara, Loseto and Santa Rita) is currently carrying out the project OIKIA to initiate a practice of active participation for citizens of all ages to "find their way back home". Their twofold intention is to re-establish ownership with their local public spaces and build up skills to plan a collective future (fig 1.) Currently, the childcare entities are playing a dominant role by proposing non-formal education and artistic entertainment in the context of schools and after school activities.

With the community effort, the association "Opera San Nicola" (frontrunner of OIKIA project) set up "La casetta di Mary Poppins", a space for primary school children gathering and for the development of creativity and sense of community. The ultimate goal of the initiative is to guarantee a safe environment to prevent socio-cultural difficulties, juvenile delinquency, and educational poverty, which are still urgent issues in such a context. On the basis of the current practice, a group of children aged 6 to 12 regularly attends the after school care center three afternoons per week. In those occasions, they practice creativity through manipulative, crafting and artistic laboratories based on Montessori methods. The hands-on activities are themed on topics relevant to their cultural growth such as sustainability, respect, and human rights. From my preliminary research, children have been involved in community projects for the public space, in few occasions only. Those were meant to let them use their own artifacts, crafted in the laboratories, in the in the field to improve their everyday life environment. Besides children, a major stakeholder of the projects is the association staff responsible for the creative laboratories, who currently try to shape the daily activities according to children and community needs. The community directly in contact with children plays a relevant role too when it comes to practically support children's participation and provide them resources.

space available for images / figures on next page

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introduction (continued): space for images

image / figure 1: overview of the Urban civic network system

image / figure 2: current practice (on the left) and desired practice (on the right)

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PROBLEM DEFINITION **

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

Within the creative laboratories offered in the after school center "la casetta di Mary Poppins" described above, children often find themselves busy in creative processes resulting in handcrafted artifacts. Making serves as a practical approach to develop an artistic mindset and manipulative skills. However, while performing crafting tasks, children lack chances to experience the potential of their creativity and to use it as an expression of their influence in their community. Actually only on a few occasions, children's creative process is driven by their daily life and addresses a situation they recognize as a problem or opportunity for intervention in their neighborhood (fig 2.).

This has implications for both children and the UCN. On the one hand, children miss the chance to better enjoy hands-on purpose-driven activities, which could unleash their creative talents and capabilities and increase their current and future agency. On the other hand, the after school care association, on behalf of the UCN, could better achieve its goal of enhancing children's activation in the neighborhood, by combining the current crafting approach with the development of creativity and active citizenship learnings.

Therefore, the project would focus on answering the following research question: How can 6 to 12 years old children be supported in becoming active agents in the UCN through the creative activities of the UCN after-school center?

Specifically, this research question entails investigating the current and desired role of children in such a bottom-up social innovation initiative from the children's perspective. Later the focus would be on how to trigger and turn into practice the 21st-century skills of curiosity and make ideas tangible. Overall it is objective of the project to find out how children can be aware of and "make" an impact by tackling small issues on a hyperlocal level and if this mechanism can increase their engagement as active citizens.

ASSIGNMENT **

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, ... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

The goal of the project is to develop a tool that enables 6 to 12 years old children to recognize an opportunity space and to create a local intervention for their community to be used within the activities of UCN after school care association.

The expected solution entails the development of a procedure that children would be willing to undertake in order to actively make a change in their physical or social environment, whenever they feel it is needed in the scope of the after school care association meetings.
The mentioned procedure, initially developed in the form of an approach or activities plan, will be turned into a tangible tool to be easily accessible and usable by children. The intention to have a physical tool for children aims at triggering their own initiative, without making them too dependent on the inputs and facilitation of the educators. However, is not excluded the possibility to have some elements of the tool specifically designed for the educators role in such circumstance.
The outcomes resulting from the tool use will not only include the tangible crafted solution for the issue tackled by children, but also the intangible learnings acquired throughout the process.

Personal Project Brief - IDE Master Graduation

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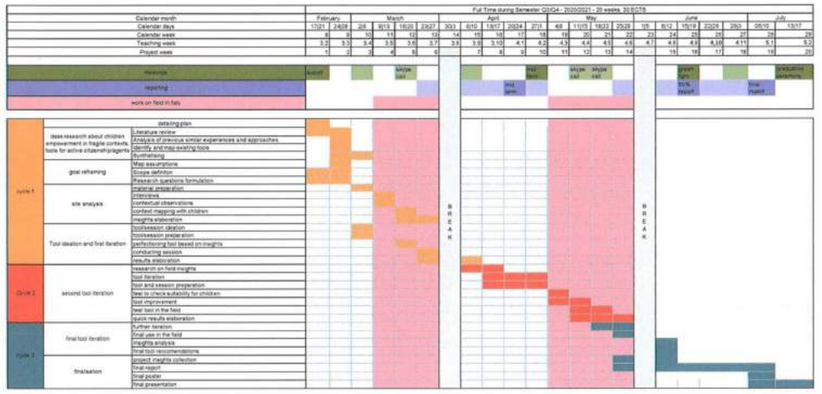
PLANNING AND APPROACH **

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 19 - 2 - 2020 17 - 7 - 2020 end date



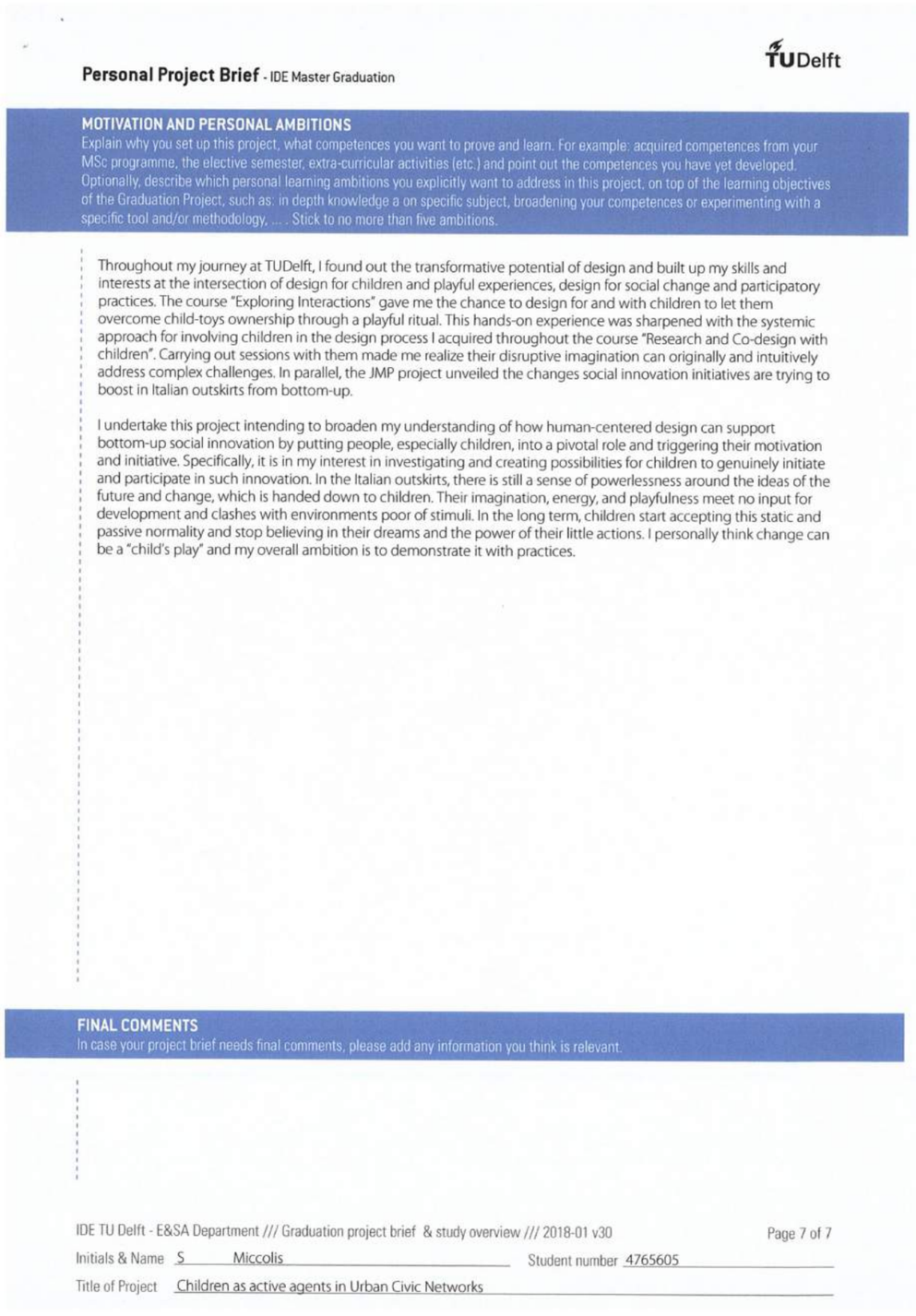
The project will follow research through design approach, in order to design and improve the tool in 3 main iterations. The testbed for the research and design process will be the weekly meetings of the UCN children association described in the introduction. Therefore 2 periods of 3 and 4 weeks each have been planned in the field, in Italy:

- the first one includes the analysis of the context and the current practice which will be carried out through contextual observations and interviews with experts and with a context mapping with children. This will be performed after a literature review and ideation for both the research activities and a preliminary tool design. This occasion in the field will be also used to try out the preliminary designs, as input for discussion with children and experts on what works to achieve the goal and collect possible directions for the next steps.

- the second one is scheduled after an accurate re-elaboration of the tool based on the in-depth analysis of the contextual research and tool pilot results. The new tool will be first tested in a simulated environment to check its suitability for children and later on in the context to prove its coherence with the design goal. Eventually, this field visit will be also used to carry out further iterations needed to refine and implement the design in the context and to perform a final test

The midterm meeting is scheduled in project week 10 to give an overview of the results and design achieved before the final field test, while the green light meeting is scheduled in week 16right after the final field visit. During the stay abroad 2 skype calls are expected to guarantee support during the iteration process.

Two breaks of 1 week each have been included in the planning to replace several days off due to national holidays.



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MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... Stick to no more than five ambitions.

Throughout my journey at TUDelft, I found out the transformative potential of design and built up my skills and interests at the intersection of design for children and playful experiences, design for social change and participatory practices. The course "Exploring Interactions" gave me the chance to design for and with children to let them overcome child-toys ownership through a playful ritual. This hands-on experience was sharpened with the systemic approach for involving children in the design process I acquired throughout the course "Research and Co-design with children". Carrying out sessions with them made me realize their disruptive imagination can originally and intuitively address complex challenges. In parallel, the JMP project unveiled the changes social innovation initiatives are trying to boost in Italian outskirts from bottom-up.

I undertake this project intending to broaden my understanding of how human-centered design can support bottom-up social innovation by putting people, especially children, into a pivotal role and triggering their motivation and initiative. Specifically, it is in my interest in investigating and creating possibilities for children to genuinely initiate and participate in such innovation. In the Italian outskirts, there is still a sense of powerlessness around the ideas of the future and change, which is handed down to children. Their imagination, energy, and playfulness meet no input for development and clashes with environments poor of stimuli. In the long term, children start accepting this static and passive normality and stop believing in their dreams and the power of their little actions. I personally think change can be a "child's play" and my overall ambition is to demonstrate it with practices.

FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30 Page 7 of 7

Initials & Name S Miccolis Student number 4765605

Title of Project Children as active agents in Urban Civic Networks

APPENDIX B: Case studies interviews

CASE STUDY 1: Prototyping toolkit researcher and designer

Script

-I know you are carrying out a research about prototyping toolkit for co-designing with children, can you tell us more about that? What is your focus? in which stage you are in?

-Concerning the toolkit, which is the aim of the toolkit? toolkit for digital, analogic, quick prototyping? is it intended to visualize ideas or generate them? what is the context of use? which age group are you targeting?

-Did you test versions of your toolkits already? if so can you describe the toolkit? What did you find out?

what are the main insights from your research and experiments so far?

-Do you envision children to use the tool by themselves autonomously? or with an educator facilitation? Why?

-On the basis of your experience can children prototype to generate ideas?

-In your turn there are no prototyping toolkits, did you conduct a research to find if there are other interesting ones?

CASE STUDY 3: Groow toolkit designer

Script

-I would like to start talking of the description of the toolkit itself, I know that the toolkit include 5 design steps building blocks and 40 activities building blocks. On which design approach did you base your toolkit on? which are the main steps? how did you choose them?

-As regard with the activities? which are the activities suggested? could you list them focusing on the ones especially used with primary school children?

-What are the emotion blocks used for? are they also used with children?

-Are the activities and steps linked? or the user is completely free to build its own process?

-Do you recall at the memory an experience in which the toolkit was used with primary school children? Could you describe the overall experience? which challenge was addressed? how do the children interact with the toolkit throughout the activity? what do the teacher do?

-Which complexity levels are reached with kids? I read about performing learning by design with work forms... which are the ones

proposed?
-I read on your website that the toolkit support the development of hard and soft skills, which ones exactly? how are those linked to the activities?
-Which are the ways you use to support learning by design in primary school?
-Why did you choose to design a physical toolkit for this purpose? which are the advantages with children?

Relevant quotes

"So in primary schools, you see a lot that the teachers use the tool to create lessons. So the teacher creates a curriculum with GROOW, and they use the things they designed with GROOW to make the lessons. So in primary schools, you see that's the teachers have way bigger role in coaching with GROOW than the kids work with it themselves. But that's really handy because in that way these kids learn their.. let's call it language of design based learning. That way they can better deal with these terms and methods when they go to primary or secondary school or above"

"kindergarten teachers, they're trying to make St. Nicholas project out of it [...] when the children get a bit older, you can go a bit deeper, so you can really also show them the process and let them figure out how to how to deal with certain activities. But the teacher is still like really a coaching figure that teaches them"

"When children get older, they can see the process themselves and they need to learn what activities are there and start doing it that way. So to the role of the child, the child itself becomes bigger and bigger"

"it's a tool that you can fully put into your own hands. So for instance, if you have a hammer, you can have, you can use a hammer in a dozen ways, because you figure out yourself how to use it best. [...] it's hard for me that I can really tell you how teachers usually use it. [...] this platform shows teachers and children and students what all the activities mean this platform shows teachers and children and students what all the activities mean [...] even my students can figure out all the different ways"

"The colors of the the, the the bigger design steps, yeah, and links to the colors of the activities. So you can see what we advise you to, to use in a certain activity."

"So some teachers say, Okay, I'll show the video to my class, Some teachers look at the videos themselves and learn from it and then use that to give coaching to our children."

"So instead of just talking, and just thinking, it becomes this whole thing with your whole body"

"So you can anticipate as a teacher, to give a certain way of coaching that part of the process. You teach your children to anticipate on the fact that they're gonna feel confused in a certain moment. So this whole if you look at experience and education, part of how you feel in a certain experience is part of how you learn that experience."

CASE STUDY 4: interview with designer and founder D.hive Labs
Script
-One of the things that I would like to ask you is about this child led participatory design framework? Did you come up with that? Or did you find it somewhere? Or are you still framing it?

-Can describe the activities because the other question that I have is about tools that you use, because in here we like when we enter this faculty, they start teaching as many tools and also out there in the field of education like in the field of children participation for educational purposes, like what you were mentioning before stem there are many tools, but the tools for really involving children in behavioral change or societal change.

-how he was guided in this process?is this a real story?

-How do you do to establish this empathy first? Do you ask them to bring stories? Or how do you ask them to establish them?

-who is the facilitator? how long are normally the sessions? you have kind of a guide for the facilitator?

-how do you identify the student leader? Do you do, it's something that happened naturally like you just see a guy that is....

-what is a community center in India?

Relevant quotes

"We become more conservative in time in terms of adopting new beliefs, or changing our own lifestyle, right? It becomes difficult for them but as young kids,they are in a very exploration phase, they inquire a lot, they ask a lot of questions and they adopt things, which they feel are interesting as well. So, in terms of a mindset change at a younger age, it becomes easier to convince, and that is actually important to bring about a social transformation or whatever. So that was one thing. A second thing is, in terms of these low income communities, what we were seeing was the creativity was actually really high."

"And so they try to do things with the, like, the core, there is this word in Hindi, it's called as jugaad. Okay means it's the essence of that mindset. It means fruit kind of means frugal innovation. But it means much more than that. It means to do more with less resources"

"So children are younger, and they are having this mindset of jugaad Right, and it is easier for them to adopt new things and explore. at least to research we know that it is obviously having a very high amount of creativity, but it's just that they don't have a platform to express it."

"we have two programs, we have an urban program and a rural program. So, with respect to the rural program, we are focusing more on the social transformation. So, to give you a kind of a overview of how it works. So, we start by first we get in touch with some stakeholders

from the region, because if you are someone you just enter a random place, you are nobody and they don't really care which designer you are or which University you came from, you are a nobody to them. So, it needs to be first establishing rapport and establishing trust with the community. So, it could be through an external stakeholder who they already know. So, then it becomes the first line of understanding that you are somewhat relate to these people, right. So in That'd be first we established a trust and enter the community. And then we involve the children from the schools."

"needs to be an exit strategy and making sure that we are also sustainable and the community is also sustainable. Ideally, the case is if you are if you sustainability side As less intervention as possible, right if you have to babysit them for the whole time that is not a sustainable organization"

"we see that there is a value in not conditioning, because then they know that there is this they have this confidence in themselves. And after the critical thinking they are like a cubed in themselves to solve problems, and then they explored the world in that sense and identify issues on their own. because they have the empathy first because they connect with the community, then they are able to solve better because it's not like, you know, in our general academic system, you don't English math, science stuff, but you're not applying them so you forget things right. But when you have, if you turn the pyramid upside down. And when you start with empathy first, then they can learn anything else if they want to, because they have the drive to solve it. So the knowledge becomes much more concrete in that sense"

"So it's like when it's implemented, it remains and they are proud of it. And it's leading to a larger social change."

"We started with fun activities. And that could be a bit of art. And but then the intent has to be clear, because sometimes you just end up just doing something with that. [...]I liked a lot with the girl was saying that we find out that everything is possible, because I think there's something very powerful at the beginning. So like, starting at the beginning with this creativity bomb lets say that they try to do stuff like very challenging stuff. And then after that, when they already trust that you're doing something fun, you come up with the problem. And with the Community problem and you introduce these kinds of topics"

"But we are still not having clarity of how a community change of Delft or say this village or this community can be adopted in an urban setting. But in the rural setting, it is quite evident the problems and the interventions can actually make a big difference."

"our vision is to create self reliant and sustainable communities led by children. And the process which we are following is a participatory design approach where children take the initiative"

"in terms of behavior change, right. [...] it starts with knowledge, and then you go to skills and then there is a mindset change, right? Which is like a ultimate utopian goal of social transformation. Especially with others, right. We become more conservative in time in terms of adopting new beliefs, or changing our own lifestyle, right? It becomes difficult for them but as young kids,they are in a very exploration phase, they inquire a lot, they ask a lot of questions and they adopt things, which they feel are interesting as well. So, in terms of a mindset change at a younger age, it becomes easier to convince, and that is actually important to bring about a social transformation or whatever. So that was one thing. A second thing is, in terms of these low income communities, what we were seeing was the creativity was actually really high"

"And so they try to do things with the, like, the core, there is this word in Hindi, it's called as jugaad. Okay means it's the essence of that mindset. It means fruit kind of means frugal innovation. But it means much more than that. It means to do more with less resources."

"So children are younger, and they are having this mindset of jugaad Right, and it is easier for them to adopt new things and explore."

"it is obviously having a very high amount of creativity, but it's just that they don't have a platform to express it."

"empathy comes first, like for instance, I can give an example there was a student who saw his mom cooking that is in those spaces, they have a mud stove, like it's a stove made of mud and they they put use charcoal to burn and is used to cook food. So normally the case is that it produces a lot of smoke. And the smoke is the cough a lot especially the in those places, very patriarchal. So the mom stays there and cooks, right? And she coughs a lot. And this child found this to be a bit of a concern that his mom was having this problem, right? And he didn't want that to happen. So he felt he should do something about it. Right. And then he was thinking what he could do and then he was discussing with other students and then the main solution like First they made a very, like what we do like a mock up or whatever we say. So what idea he had was maybe that is a fun, that could circulate better than there will be less milk and then he got stuff from just the community likely got a different box and he got a bucket and he tried to fit it and stuff like that, you know, very jugaad that's the thing like I said jugaad mindset, but it worked. So, there was less smoke and he learned backwards because he had the empathy first to solve something"

"you start with creative exercises, make it fun for them and like building things and like general activities to express their creative confidence, because what happens in that, during that process is they know that they are also creative, they are creative but they know that they can do things and building the creative confidence. And the second part is to do critical thinking what we see is generally the solutions which might come are very much superficial, like say, they need to build a camera drone or some things like that, which is like they are like it is cool, but is it contextual is a bit of a concern. So they need to be grounded by reality in some way, so the critical thinking part is to help them do like quick mockups, like just with popsicle sticks or bamboo twigs in door and stuff [...] if they have to make they, they have a lot of assumptions like us as well, like even we have the same things but so if they make something small, like even with cardboard, then they know for sure that doesn't work.[...] One of our students was like, they were facing this issue of mosquitoes in their community, and they want to do something about it. So they had this idea that why don't we build a laser pointer and that can kill the mosquitoes. And, and the facilitator was like, the facilitator didn't want to say you should not do this, but then the child will be like, I'm not able to express myself and they're not really supporting my ideas, right. That's not what you want. So the facilitator like do you think it would be working and then why don't you just show it in a very small way, then you got a laser beam or something, and then they try to do something about it, then they realize that it's just doesn't work. And this is not so practical. So it is for them to it's for them to know on their own right. And that's, that's why this is an educational program in a way."

"we see that there is a value in not conditioning, because then they know that there is this they have this confidence in themselves. And after the

critical thinking they are like a cubed in themselves to solve problems, and then they explored the world in that sense and identify issues on their own. Okay, and because they have the empathy first because they connect with the community, then they are able to solve better [...] when you start with empathy first, then they can learn anything else if they want to, because they have the drive to solve it. So the knowledge becomes much more concrete in that sense."

"And it's like, what you think is impossible is not impossible. So it's, it's nothing there's nothing impossible everything is possible"

"So it's like when it's implemented, it remains and they are proud of it. And it's leading to a larger social change.
Yeah. And in this if you see a bit more to deeper, you know, understand that when you say why, why, I mean, how can children do these things? Maybe, probably they not so advanced in terms of technical skills, right? That could be a valid question. And the interesting thing is in these aspects that could be co creation. So maybe they're not really doing everything by themselves, but they could always learn from their community members. So in our case, with the villages or places where we intervene if you see even in this case, they needed some help with the plumber Yeah, and they plumber David the asked the plumber was more than happy to help him out because he was right. And there was a kind of cross transfer of knowledge as well. Their community members also have a lot of knowledge. And they could actually utilize that for doing something. So they will also for the problem identification, they actually went out and spoke to people spoke to the cleaning lady or even in the case of the smoke from the mud, so they spoke to them, and then they realize what they could do."

"starting at the beginning with this creativity bomb lets say that they try to do stuff like very challenging stuff. And then after that, when they already trust that you're doing something fun, you come up with the problem. And with the Community problem and you introduce these kinds of topics."

"Actually, what we realized is if it was very much open for the facilitator, it might not be really Helping in getting the outcome because what we thought was if we give them much more flexibility, they might have more ownership towards involving children, but then on the other side, it was kind of going the other direction, which was not good. The sense like, Our vision is to help them become like student leaders and stop right. So then we gave them like, so we kind of are putting a constraint in terms of the activities which we have. So they could work and modify certain activities they want to practice, probably cannot do something totally different, because then it would deviate the outcome, which we're expecting."

"before they start the class, they sent the session plan, okay. And then we review that. So then we know for sure that this is happening"

"we can get permission from these local bodies. Access the space. So first thing is we've got access to the space. And then second is to make them, like, bring them into the program.[...] we can get permission from these local bodies. Access the space. So first thing is we've got access to the space. And then second is to make them, like, bring them into the program. [...] So the approach is different because now we can look at both larger, like community transformation"

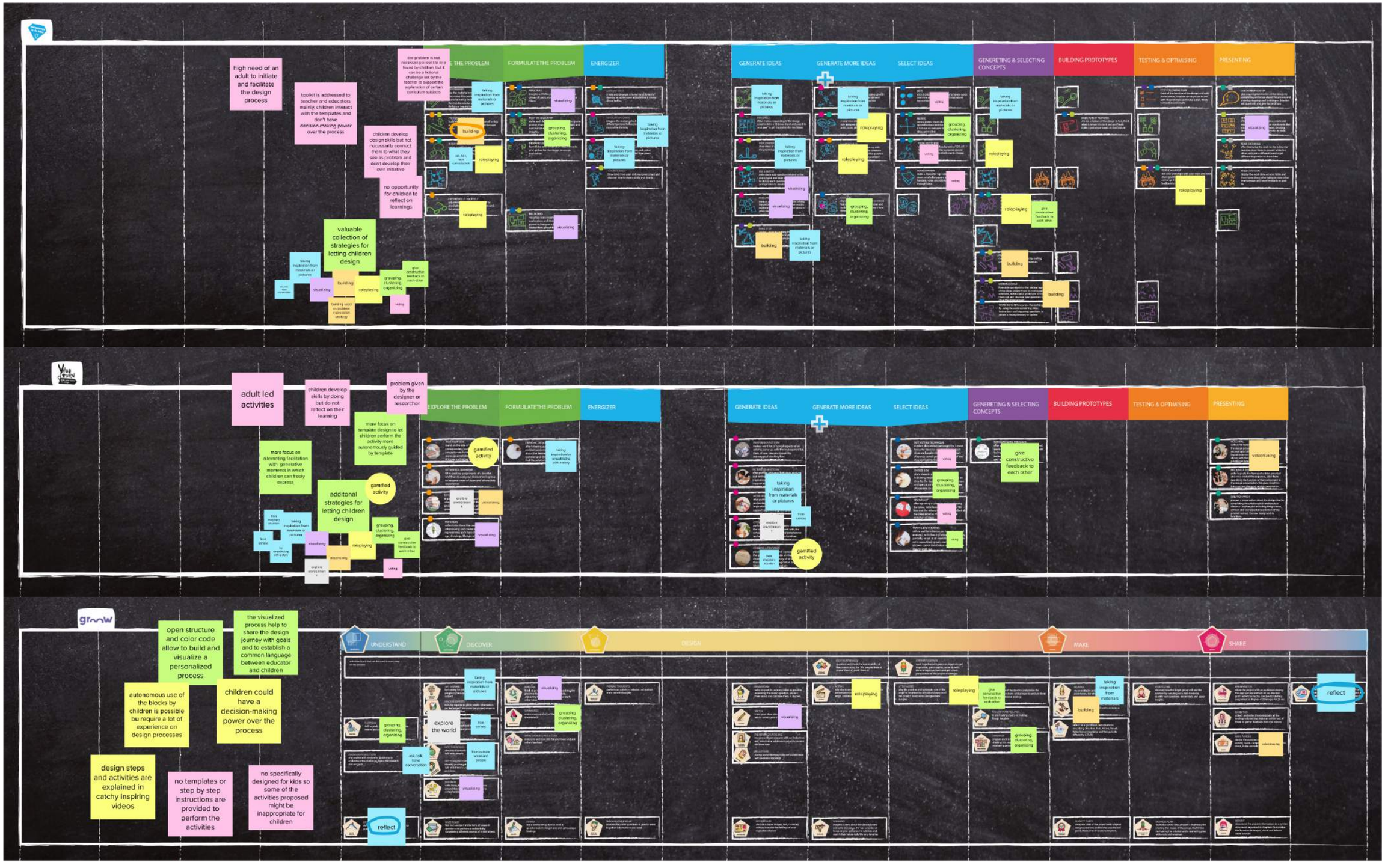
"like in the urban areas where we're intervening, the kids are getting to their intent of implementing something, and it could be probably for the school that is going towards the direction of doing some design thinking for schools and problems which they face. Like you saw this was an example Yeah. But we are still not having clarity of how a community change of Delft or say this village or this community can be adopted in an urban setting. But in the rural setting, it is quite evident the problems and the interventions can actually make a big difference."

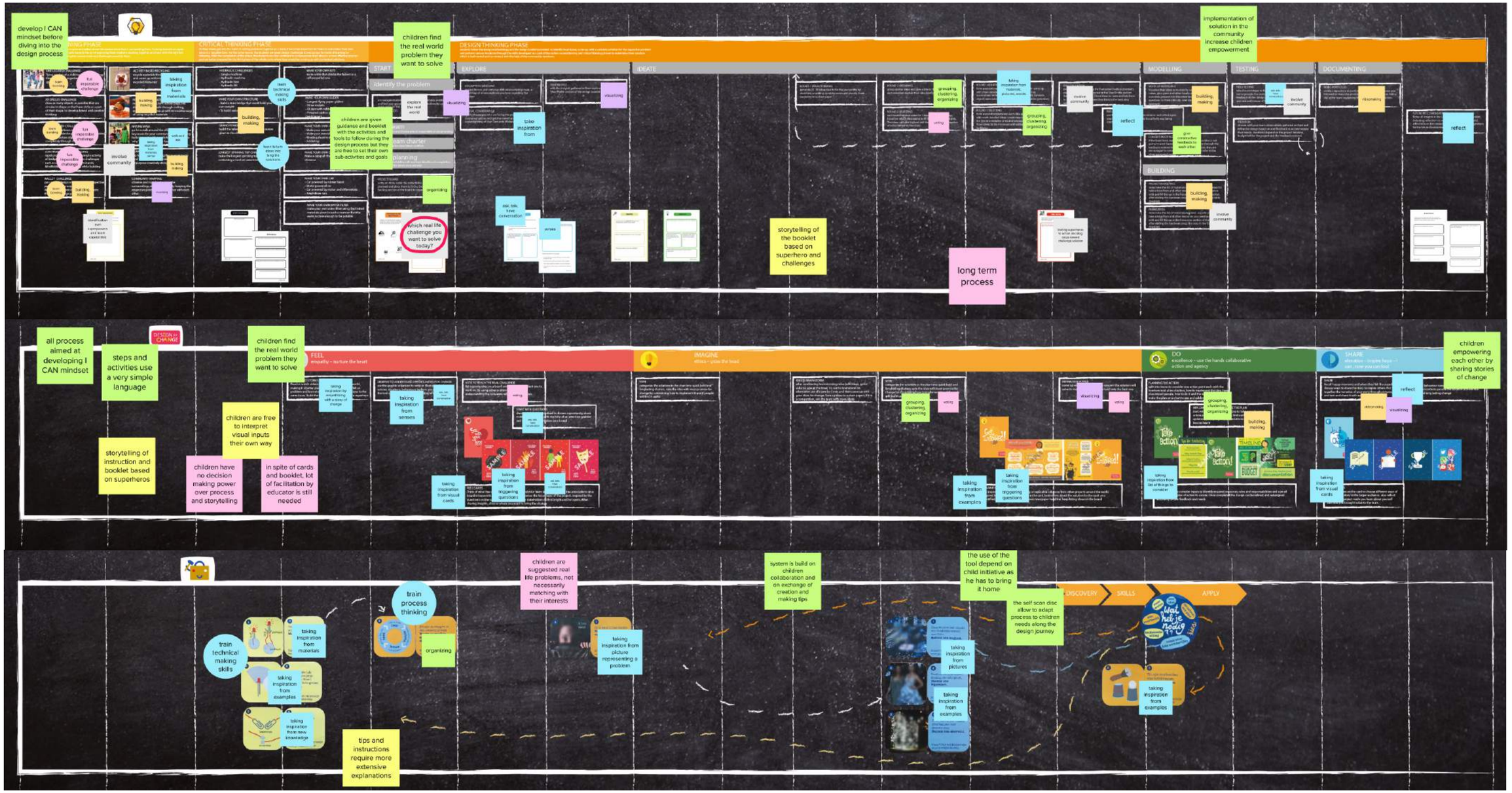
"we are designers we know a lot, yes. But when you when you get into a context, which are totally different, we have a lot of biases, which will, which will actually influence your designs. And the kids, they do better than us about what they face"

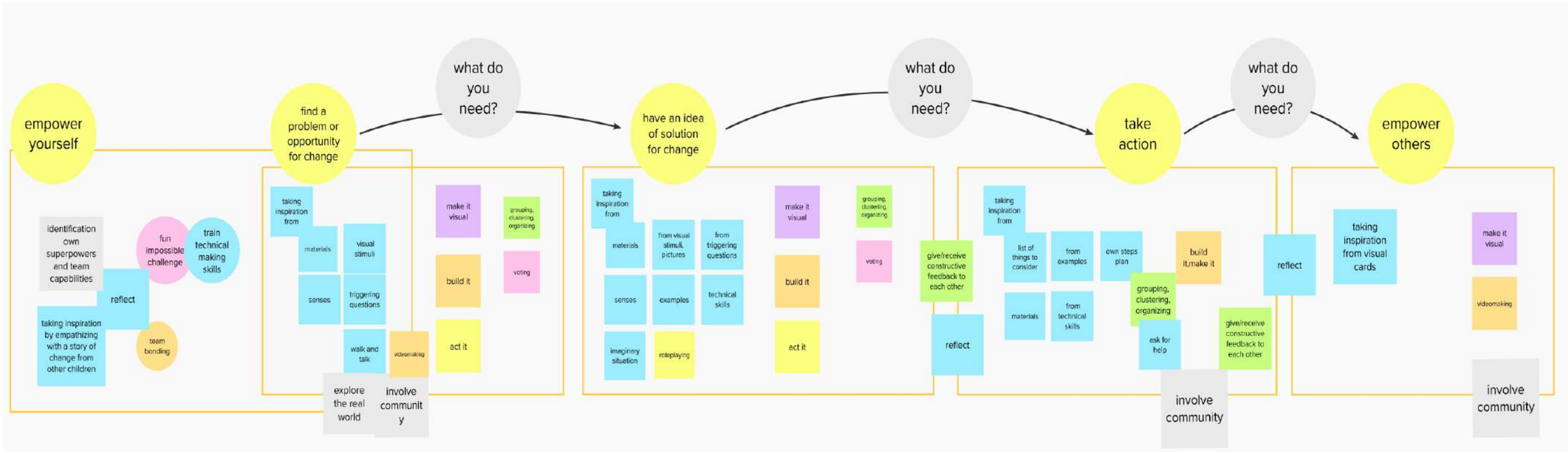
" there was a business created out of one of the ideas and others, some so the place is very much an agricultural area. So there are a lot of farmers. So the farmers sometimes come and say, Hey, I need something needed a tool for cutting some cross and stuff, they discuss have a meeting the student and the student leaders, and then they come up with something
and it's still something that the children, like, it's good to see that adult didn't come in that much like the agriculture, like the farmer, go to the children to ask."

"the other people are quite appreciative and know that they can do a lot of things."

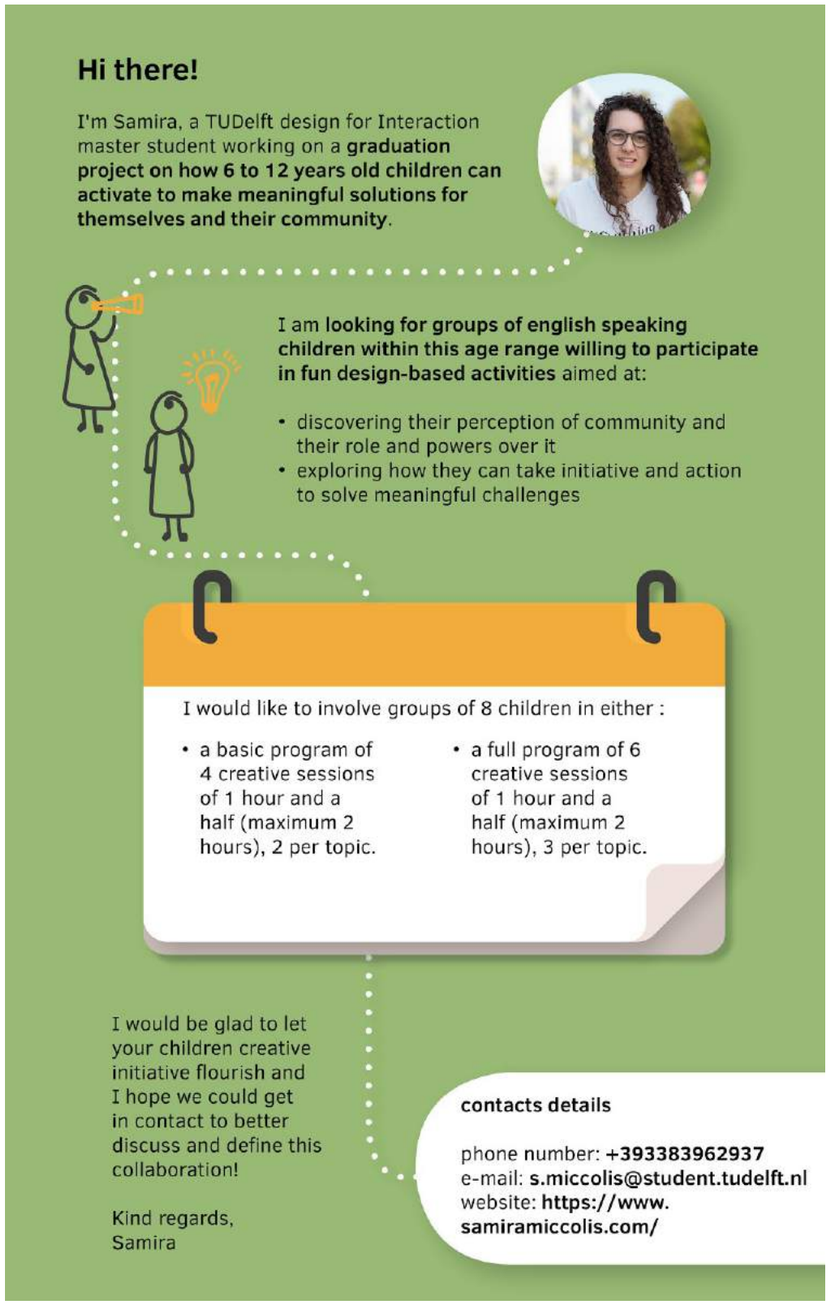
APPENDIX C: Analysis of the wall




develop I CAN mindset before diving into the design process
children find the real world problem they want to solve
implementation of solution in the community increase children empowerment
DESIGN THINKING PHASE
START
Identify the problem
EXPLORE
IDEATE
MODELLING
TESTING
DOCUMENTING
BUILDING
children are given guidance and booklet with the activities and tools to follow during the design process but they are free to set their own sub-activities and goals
Which real life challenge you want to solve today?
storytelling of the booklet based on superhero and challenges
long term process
all process aimed at developing I CAN mindset
steps and activities use a very simple language
children find the real world problem they want to solve
FEEL
empathy – nurture the heart
IMAGINE
ethics – plow the land
DO
excellence – use the hands collaborative action and agency
SHARE
children empowering each other by sherling stories of change
storytelling of instruction and booklet based on superheros
children are free to interpret visual inputs their own way
children have no decision making power over process and storytelling
in spite of cards and booklet, lot of facilitation by educator is still needed
train technical making skills
train process thinking
children are suggested real life problems, not necessarily matching with their interests
system is build on children collaboration and on exchange of creation and making tips
the use of the tool depend on child initiative as he has to bring it home
the self scan disc allow to adapt process to children needs along the design journey
DISCOVERY
SKILLS
APPLY
tips and instructions require more extensive explanations


empower yourself
identification own superpowers and team capabilities
fun impossible challenge
train technical making skills
reflect
taking inspiration by empathizing with a story of change from other children
team bonding
find a problem or opportunity for change
taking inspiration from
materials
visual stimuli
senses
triggering questions
walk and talk
videomaking
explore the real world
involve community
make it visual
build it
act it
grouping, clustering, organizing
voting
what do you need?
have an idea of solution for change
taking inspiration from
materials
from visual stimuli, pictures
from triggering questions
senses
examples
technical skills
imaginery situation
roleplaying
make it visual
build it
act it
grouping, clustering, organizing
voting
what do you need?
give/receive constructive feedback to each other
reflect
take action
taking inspiration from
list of things to consider
from examples
own steps plan
materials
from technical skills
grouping, clustering, organizing
build it,make it
ask for help
give/receive constructive feedback to each other
involve community
what do you need?
empower others
reflect
taking inspiration from visual cards
make it visual
videomaking
involve community

APPENDIX D: Recruitment flyer



APPENDIX E: Observation session after school care "True colors", International school Delft

The visit of the context consisted of 2 moments, a chat with the educator and an extensive observation throughout the afternoon. After explaining the goal of the sessions to the educator, she informed me about the average children attendance to the after school which vary from 10 to 20 children according to the days of the week. Under her suggestion, I decided to conduct the session during "the quiet days" to be able to follow children properly throughout the activities and avoid chaotic conversations and situations.
During the observation I noticed their daily schedule consisting of one initial snack break followed by outdoor free time and a second break of half an hour before playing in the gym or in playing area around a big table.
The schedule of the day is very open and except some occasion in which the educator prepares group games, it is mainly up to children to decide what they want to do or play and where. This freedom make them enthusiastic when activities are proposed, so the educator suggests to plan the session in the 2 moments before and after the central break. The facilities and materials available in the afterschool allow to perform a wide range of activities. As regard children behaviour and group dynamics, I noticed that some interesting aspects:
children are not at all used to solve small problems or conflict they could face throughout the afternoon as they are always encouraged to use rock, paper, scissors to find a solution
they voluntarily alternate in taking care of the snacks preparation and distribution
some children have a very strong influence over the group which makes them being listened by others.

APPENDIX F: Design intervention 1 journal

Build the highest balloons tower

The activity was introduced as a competition which immediately excited them and caught their attention. When asked to create 2 groups a kid proposed to do a male vs female competition, which initially didn't meet the agreement of the other kids and then raise some complaints as one girl had to be part of the male team. As I proposed to make teams based on the tables where they were sitting they accepted. After explaining the challenge and making sure everyone understood the rules, I distributed the balloons. Most of the children get immediately involved and started to figure out ways to keep the balloons standing. One group started to pile them up against a wall but then decided to create a structure with the legs of the chairs, to place a big plastic bag in the middle to be filled in with balloons and to use some tape to secure the whole structure. The other group struggled a bit to figure out how to start and initially asked for help, then when they noticed the technique form the other team, they first found it unfair, then they copied it, piling up balloons against the sofa back. Seeing that it was working surprised them and they got more and more engaged. While running to get chair and tape one team damaged the other team tower. After giving more time to fix this inconvenient, the challenge was concluded comparing the 2 towers and declaring the winners.

Draw your community

After trying to put aside balloons, children were asked to take place around the main table. The ones who were still standing were encouraged to bring colours, pencils and markers to the table. When the task was introduced, children started wondering what a community is and thinking out loud about answers, the first thing that came to their mind was persons; a girl even asked if it was a competition to see who knows more persons. Then to get the activity started children were encouraged to make themselves "look like themselves" on the templates provided. Once completed their portrait, they started drawing the "members" of their community, no many more questions followed and children were not commenting out loud their drawings. Quite the opposite, they were very protective of their drawing and many of them preferred not to show it, especially a child complained about the fact he didn't know how to draw persons. However they were peeking at each other drawing, taking inspiration from each other when needed but also judging a lot when they noticed that a kid "had drawn himself like a girl". The balloons were also very present in the drawing, a clear influence from the previous challenge. The activity took longer than expected as children really wanted to keep improving their drawings more and more, so moving to the next phase was challenging and required many countdowns.

Presentation and weaving relationships net

Due to their unwillingness to show the drawings in the previous phase, it was hard to find a volunteer to start the round of presentations. However once a girl started to present, the attention grabber really helped to keep the focus and the rhythm of the presentations. 2 kids particularly struggled to share their community, one mentioning she didn't know what to say and the other refused to show his drawing and just explained it very quickly. The presentation elicit small conversations amongst them and pushed them to ask about what arouse their curiosity in each other drawings. However it was also the moment in which some children realised about the differences amongst their community: few of them didn't draw their parents, which might have been one if the reason why they felt uncomfortable sharing. The difficulties encountered in sharing their artefact didn't allow to introduce the relationship net activity at the beginning of the presentations. Moreover, it is interesting to notice that there were no touching points and intersections amongst their communities: they didn't recognize children form the afterschool being part of their community. On the basis of this, the activity lost its original intention. I tried to ask if they saw connections amongst themselves and their communities, and the teacher immediately suggested them to look for similarities and differences in their drawings. As this was out of the scope of my exploration and could have led to highlight differences amongst children, I preferred to wrap up and announce the break.

Building our 3D community map

The activity was introduced at the end of the break so children had the chance to think about what they wanted to build and surprisingly the first thing they thought was to build all their afterschool group including the teacher. Under her suggestion they associated the community to a city and they started wondering which city they could build. When presenting the LEGO children immediately associated the activity to playing and a kid was very disappointed by the fact there were no lego people in the material provided. They all started building by getting inspired by the pieces they found: almost all started with their houses or gardens, some tried to turn interesting LEGO pieces into their parents or found the perfect blocks to create the house of the president, the kid who asked for LEGO people focused only on creating a character using LEGO blocks as pixels. A kid remembered she had build her house in some other occasion and she decided to add it, so she could focus on finishing the president house. When asked what else is there in their community, the group was divided between kids that agreed on having their houses only and kids who started building restaurants, swimming pools and other facilities they liked to have. When a kid asked again about people, the teacher encouraged them to think what is more important in their community between people and building. They agreed that both people and buildings matters a lot because "if someone dies from the people that you really like you are very sad!", on the other end buildings are the places where people live and work and without them people life would be significantly worst. After this small debate, the kid showed to the group the person he had built and everyone was extremely interested in knowing how he had done it make it look like a pixels character. The only explanation he gave was that he was not focusing on building houses. His figure inspired the group to build a football field, of which the character could be masquotte, and place it on the top of one of the houses. As last touch all the pieces were brought together and a playground was added, as they found inspiration in a spinning block.

Presentation and reflection

An official presentation of the community they built was not performed as most of the children were picked up before the end of the activity. However most of the explanation were given while they were building, and the kids connecting the artifact to the group construction at the very end didn't recognize value to such connection. Overall the second activity was conditioned by the group dynamic together apart. The reflection moment was conducted with 2 kids, however one of those decided to build himself a shelter to hide and just listen the conversation from there. When reflecting, the other kid mentioned that she especially liked the LEGO activity as she felt it like a game and she normally like building with LEGO at home as well. Her second favourite activity were the balloons as they don't get the chance to freely play with them often (the teacher mentioned they played with balloons they day before in occasion of an educator birthday). Building the tower was considered a bit difficult but the girl didn't know exactly what made it challenging. In this regard she mentioned they liked the competition, but they would have preferred to work as a team building one big tower.

APPENDIX G:World changer activity

App link

https://samiramiccolis.wixsite.com/cambia-mondo

WHO IS A DESIGNER?

Maybe you're still wondering who a designer is and what she does?

Close your eyes and try to guess!

then?
are you curious to know if you guessed it?

FOLLOW ME >

JOIN THE MISSION!

bring out your powers,
make your voice heard
and try to change a bit
the world

HELLO!

I'm Samira and I'm studying to become a designer at the university of Delft, a Dutch village full of windmills and tulips.
I am writing to invite you to board a mission to find out how to become a world changer!

And you are...?

a mom
a dad
a little girl
a little boy

we know each other!
go to the activities!

for the children

for the parents

HI MOM, HI DAD!

For my master's thesis research in interaction design at the University of Delft I am studying how children can become active citizens not only of the future but also and above all of the present, through the application of their innate creative and problem solving skills . The project, born after long chats with Abra Lupori of the urban civic network of the fourth municipality, aims to create a tool-activity that will help children grow as active promoters of positive change in their community.

To do this, I need your help and I would like to offer you and your children the first two activities of this mission:
- "my powers" aimed at finding out what powers, abilities and skills children think they have to bring their positive contribution to the world;
- "world changer" aimed at finding out what children would like to change and how they want and can do it.
Both activities preceded by an introduction similar to this one, are explained in the following screens, with language and narration suitable for children.

YOU MAY BE WONDERING, WHAT IS MY ROLE IN THIS MISSION?

Let the child try to complete the activities as independently as possible! In the meantime, watch what he does, what steps he takes, and what kind of help he needs to complete the tasks.

Read the instructions for the activities together, then invite them to get down to business. If in doubt, invite him to choose which help he needs by clicking this icon, present at the bottom of the screens of each activity.
Talk together about further doubts or questions that emerge during the activity but always try to make him express his ideas, not to influence him and to support his initiative.

DAMMI UN AIUTINO

Once each activity is completed, I ask the child to describe the result obtained in a video to be uploaded on this site. The videos will be used only in the context and for the purpose of the thesis project, will not be shared with third parties and will not be attributable to your identity and that of your children.

At the end of both activities I would like to organize a video call with you and your children to tell me how this part of the mission went, what you liked and what you didn't and all that you noticed during its performance. You will be my eyes and this call represents an important part of my research!

I leave you my contacts for any question, doubt, perplexity or even a simple chat about my research!

If you agree, it's time to leave room for the little ones and their creativity!

LET'S BEGIN >

I AM

HALF EXPLORER

To invent new solutions, at the beginning I have to explore.

I observe with my eyes and with the heart people, objects, and the world around me

HALF INVENTOR

When I find that something is wrong, I use my head to have ideas,my hands to draw them and a lot of creativity to turn them into tangible things to improve lives of young and grown ups.

AND SO I MADE A DISCOVERY!

No superpowers are needed to change the world, only your powers. And you, did you know that with all the things you can do, you can also change the world a little?

How exactly it is done I don't know yet. But I wish this was our mission: I want to find out with you how you become a "world changer".

To begin this exploration, I have prepared some activities.
Are you ready?

3...2...1... GO! >

THE (NON) RULES

MY POWERS

WORLD-CHANGER

LET'S REFLECT

So before diving into the world-changing mission, it is important that you know the (non) rules for the activities we will do

THE (NON) RULES

1 They are called (non) rules because there are no rules! There is no right or wrong way to do these activities but only your way and your ideas.

2 these are not homework! you will have a command but use it to discover, get to know yourself, do, build, have fun and make your voice heard!

Speaking of voice, 3 don't shut up! As you do the activities, ask questions and tell what you are doing to yourself, mom, or dad.

4 season it all with a pinch of rebellion and courage. Don't be afraid to want to change what doesn't seem right to you. (BUT! Come back obediently when mom and dad ask you)

and finally ... 5 there is no rush to finish everything immediately! Your head and hands need time to get bright ideas and turn them into something great.

Let's see if you understand how to respect non-rules!

NOT TO PRESS HERE >

WHAT DO YOU NEED?

how do i find my powers?

what is an avatar?

how can I build my avatar?

what can i use?

RETURN TO THE MISSION

We said that to change the world you don't need super powers but only your powers! So let's find out together ... what are your powers?

MY POWERS

what are your powers? what can you do very well, well, well? what do you like doing for yourself and for others? what are your qualities?

Try to think about it for a few minutes

Now put the phone down ... and run to get the creative material

Create your avatar that has all your powers.

GIVE ME A LITTLE HELP

DONE!?

I MIEI POTERI

When you are done creating and sure that the character you made represents all your powers, pick up the phone again.

Make a video where you describe your avatar and your powers.

Upload it right here by pressing the button on the side.
I'm really curious to meet you!

Having trouble uploading the video? Don't worry, you can send it to me on whatshapp at +393383962937

DONE!?

YEEEEAH!

First part of the mission completed.
Let's celebrate!
What's your move?

Now that you know what your powers are, you can use them to try to change the world a little. Are you ready to continue?

LET'S GO

what can i use?

Everything you can transform, build, cut, glue, paint, color, roll, wrinkle and of course crayons, markers, scissors, glue and what you usually use to create.
Look for these things around the house (even among the scraps) and put them in a box.
You got your own world-changing kit, which you can use to invent new things and complete this mission.

ANOTHER HELP!

RETURN TO THE MISSION

how do i find my powers?

think about everything you can and like to do with your mind, your eyes, your hands, etc. to make yourself and others happy. What comes to your mind if you look at these images?

ANOTHER HELP!

RETURN TO THE MISSION

how can I build my avatar?

Use your creativity and choose the way you like best and it makes you want to do it. You can make a drawing, a painting, a cardboard construction, a video, a mini show with a character that you created, ... free your imagination!

ANOTHER HELP!

RETURN TO THE MISSION

what is an avatar?

an avatar is a character who represents yourself and all your powers.

ANOTHER HELP!

RETURN TO THE MISSION

WHAT DO YOU NEED?

where do I start to change the world?

what can I invent to make the world better?

what material can i use?

RETURN TO THE MISSION

Now is the time to add that pinch of rebellion and courage to your powers!
In the world that surrounds you near and far from you there are many small, big things wrong. Try to think of a few and choose the one that you think is worth doing now.

WORLD-CHANGER

What can you invent to make the world a better place? Try to build something that makes the world a more beautiful place for you and others.

think about it for a while ...

then put the phone down, you can't change the world behind a screen! Collect the creative material.

Start building something to change the world.

GIVE ME A LITTLE HELP

DONE!?

WORLD-CHANGER

When you are done creating and satisfied with your invention, pick up the phone again.

Make a video where you describe what you have created. What is it? What does it do? How does it change the world? why did you choose to create just this thing?

Upload it right here by pressing the button on the side. I can't wait to know how you want to change the world!

Having trouble uploading the video? Don't worry, you can send it to me on whatshapp at +393383962937

DONE!?

WOOOOW!

Second part of the mission completed.
Give me 5!

This time let's celebrate together!

FOLLOW ME

LET'S REFLECT

Let's celebrate and reflect together! Ask mom or dad when we can make a video call together to tell us how this activity went!

where do I start to change the world?

Start with yourself, what you think is worth changing. Think about what you don't like in the world out there, what annoys you and seems unfair to you and others! What would you like to be different in your world? Think about it and then start changing it!

START

what don't you like?

what annoys you?

what do you think is unfair?

what do you want to fight for?

what would you like to see different?

ANOTHER HELP!

RETURN TO THE MISSION

what can i invent to make the world better?

The only limit is your imagination! Think of something new, maybe that doesn't exist yet and that can make you and others happier.It could be...

objects

ideas

places

activities to do together

WHAT YOU WANT!

ANOTHER HELP!

RETURN TO THE MISSION

what can i use?

Everything you can transform, build, cut, glue, paint, color, roll, wrinkle and of course crayons, markers, scissors, glue and what you usually use to create.
Look for these things around the house (even among the scraps) and put them in a box.
You got your own world-changing kit, which you can use to invent new things and complete this mission.

ANOTHER HELP!

RETURN TO THE MISSION

APPENDIX H: Design intervention 2, data collection

SCRIPT

First of all, I would like to thank you for participating in this part of the mission and being here today in this video call. I invited you because I would like to know how the change world mission went so I would like to ask you some questions.
Feel free to answer what you think, there is no right and wrong and your every answer is very important to me because you are experts in what you have done and I so much need to learn from you. I would also like to know the opinions of both so to let everyone have their say I thought we could divide this call into a first part in which NAME'S CHILD is the protagonist and a second part NAME'S MOM is the protagonist.
If I ask too tricky questions, tell me, and let's try to simplify them with the mother's help.
If the mother wants to add something, she can do it in the second part. Now you are the protagonist.

then to begin, I would like to know how you did to create the avatar: did you start from here (show the phone screen with the assignment) and created this (avatar photo) as you did? Since I wasn't there, tell me?
Now how did you create NAME'S CREATION?
I saw that the avatar has POWER, but I'm sure you have many more, what powers did you use to invent NAME'S CREATION?
What can you really do to change the world? If you really have to do it, change the world a bit ... what could you do? What do you need?
How much do you feel a world changer? Why?
Now that you've learned to invent things to change the world, how would you teach your best friend? How can you make him want to change the world too? Why just like that?

Perfect, thank you very much! Do you want to tell me something else that you particularly liked or that you absolutely didn't like?

Now let's leave room for mom! you decide if you want to stay or if you want to run away to create, play

Now I would like to ask your version of how things went during the two activities and to do this I thought of using a whiteboard that we can both enter. now I'm sending you a link that takes you directly to the page. don't be scared by too many commands, we don't need them all and you'll use it mainly for writing.

So what you see is the timeline from the commands received up to the video you sent me of the avatar and the invention. I would like to know what process the CHILD went through to go from command to creation. Try to remember what the child did step by step and write it on these post-its (color)

how did you identify your powers? how did you choose one or more than one?
how did you decide to represent him like this?
how did you choose the materials?
how did he associate the chosen power (s) with the thing he was to build?

where did it get stuck?
how did you use the little helpers?

what have you done? when and where did you intervene?

what did you tell him suggested?
how autonomous was it?
how much do you think was influenced by the app?
how do you think he can do the same activity more independently?

DALILA, 8 years old

Child doesn't know what is a power and what is not, so other people should tell because they know better. asking parents about superpower unveils abilities children didn't know they had and make children feel rewarded

"eh actually I didn't know them well! so i thought i'd help by asking mom why i didn't get super powers! I was dancing, reading, but I didn't get things that I didn't know how to do and then in my opinion it's not something I have to think about but others have to tell me because others know it."

"when you are doing something you don't think to yourself but to the thing you are doing"

before building the avatar she had in mind it had to be about dancing and sewing as she like these 2 things and then she looked for further inspiration in the craft and toys closets.

She believes the little one can bring change but she didn't structure how they can do it. I started believing it when things got serious and I saw we started making ideas

"I believe that the little ones can change the world, but it is something that I have not structured how to do it.

At first I didn't believe it much, I thought I wouldn't make it! I didn't take it seriously here! Because I did not know children could be able to do things ... but then I saw that we have already started to make ideas, hypotheses so in my opinion, this has begun to do something and believe it."

"I miss a little let's say people's attention ... at least adults, in my opinion, are only interested in numbers, money, if a person is not involved in nature, he will certainly not be interested in this period. it's a bit difficult! but having the attention of people you could change the world because more people follow and more people listen to you and so in this way you can also go to the person ... to the mayor ... and with many people the mayor will not listen only to me but all its citizens! I also need people to follow me and understand how bad nature is!"

“We need 3 things, the courage, the attention of the people .. because we actually have the courage we need it more than anything else to get it out ... because you think I have to go to that person and tell him once you are approaching you say “no I can’t do it and go back”. Instead, you have to let out the courage ... and if that person tells you “you are a child you can’t do it” you must still have the courage and know-how to answer that he must not do it.”

“we need to make wise ideas which start from ourselves. and we need to understand first what fair and wrong”

“we should start from something super small, a very small idea! we can start from something that is happening or something that we can prevent “

MEBA, 7 years old

“I don’t know I did an idea and then I said I didn’t like it, then I did another, and I didn’t like it, and in the end, I found the one that inspired me the most ...“

“Mum wanted to help me with the first one, that of the doctor at sewing but then since I no longer came up with the idea mum to make me have a little more confidence in myself before she told me that she had to help me, but then, in the end, I’m done alone! I no longer needed her, and she said that she said so because she wanted me to believe in myself and do it alone. He told me he wanted to help me, but then he didn’t do it again, and I did it alone. For the first time, I felt that I managed to do something without mom, and I did it! it was the first time the first not really.”

“first here I made a drawing of a tree and next to it it says we plant plants because trees need water in this period. Then for the second representation of light, it is the lamp of view and it means we do not waste electricity. Then for the third representation, it is a sink that runs down all the water and says let’s not waste it and then on the other then the fourth this is a drawing of the pizza as if it were that below it says let’s not waste the food like, for example, if you are eating a pizza. Then you don’t want it anymore, you don’t have to throw it away or if someone wants it or you put it in the fridge, and then you eat it whenever you want, but don’t throw away just when. Point of ruin sometimes and you ruin the site then you can, however, if it is still healthy or to someone or you send it after some time. And then and then the fifth this is three baskets, I wrote above under we recycle and we do not pollute because we have to recycle and not pollute because of the thing above all to the sea. After all, the fish get sick then. Then the second thing is not that there is a pleasant smell and then in the city of the world. Ok, for last the text. I made a clock and I wrote from below but we read our time when someone wakes up in the morning and does not have to watch television all the time, it is not normal to see tv during the day”

“owning a school of a school to teach people that it is terrible to pollute. Ok, so taking lessons yes, where we do, but for the 6 we do from this. We do write them like this. However, they could do this anyway.”

ALICE, 5 years old

I tried to use the timeline to let parent and child describe the process of the activities, they had a look at the app afterwards and the child was recognizing what they did as it was suggested

“The drawing represents a show that is a person who disguises himself as my fairy and invites everyone to see a show, but as if you can't go out? he does it from online to the computer. Then invite all the people at the computer to see it. So he takes the bottle where the soap bubbles are made and starts targeting the coronavirus with all the bubbles so that the coronavirus gets trapped in the bubbles and the bubbles don't pop it because they are indelible. At the end of the show, all the people who saw it and liked it, even if they haven't seen it, have to give the scientists money. So mom and I had thought, we would call the postman and have him bring the pennies to the scientists so they study, study, study and make a vaccine. The most beautiful thing for me is that with the colors I started making many symbols that I wanted because we say I like glitter very much and then, for me, this is the most beautiful thing. I wrote another thing in my favorite colors: Charity show we catch the coronavirus.”

“While I was creating it, I thought the avatar was alive!”

“Could a person disguise himself as a character, like my fairy and could come on the scene so that he might look alive! If maybe my fairy is playing a joke on me that is true at night and is a puppet in the morning we could go into action.”

“she already had the idea of eliminating the virus during the peer and the other kid made her notice that it was an impossible task, made her realize that it was very difficult to achieve and that the vaccine was expensive, so this trigger her idea of inviting doctors from all over the world to come in Italy and study. Then she reflected on how to collect that money, and this was the input for the idea.

She immediately had the idea of creating a fairy. The mom went to look for materials in a bag of leftovers from other artifacts, and mom selected some material she could have used easily by herself, such as pliable wires. The kid said how she wanted to create, and the mom helped her with the tools such as glue guns… but mainly, all the initiatives came from the kid! Before crafting, they draw together some sketches of the idea so that the kid could look back and knew what to do.

“so, he tells me one thing while I think another thing and together we join it if it goes well and then we can join our ideas together and form his idea..”

“yes in a group I would like a lot because then if I don’t know the children, I can get to know them and tell me a few things.”

“other issues she is willing to change are villains who waste food because there are families that might need it and that in this moment are not eating, the ones who consume water and the ones who throw trash in the water and harm the animal living there: such as the turtles she saw in a documentary that was trapped in a plastic bag and then the veterinary couldn’t help her and she “flew to the sky.”

ANTONIO, 8 years old

“I like making puppets! because so I can play with it so much like when I finish the avatar, I will play with it a lot because I will pretend to be a superhero who saves the earth

So I was me, my face with a cape then shorts because I’m always hot then I used to make football shoes! Then I had the power to save the earth from all thieves, recycle, not to dirty the environment, and not waste food ... things like that!”

“I discovered my powers over time in the sense that every day I find out a potential! in the sense that I have discovered all these potentials in past years because I have always given my best and I have discovered new things that I knew how to do! for example, these days I am learning very well to play football, and in the diary, when I started drawing, I used to draw bad drawings, but when I began to commit myself to write I became perfect… knowing that I have these powers makes me feel happy and special.”

“I would say not to cut trees because then if you cut trees, there is no more oxygen! I don’t know how to fix it ... like removing all the saws, all these things that cut trees ... but I should ask someone for help ... It bothers me that they cut so many trees ... I don’t like it because trees give us life! We should block those who are about to do it and make them understand that trees are useful ... send a message not to cut trees because they are very useful! Like telling someone who is about to cut the tree to say that trees are needed for oxygen and for the fruits, they give us! Going in person will be hard work, but the important thing is that we save them ...

Among these problems that I am interested in solving is not to dirty the environment. Once I saw a gentleman who smoked a cigarette 4 times and then instead of going to throw it, he threw it on the ground and therefore made me angry! I saw it when I was leaving school ... when I walked I always saw cigarettes, handkerchiefs ... still, that had to be used! Then don’t cut the trees, and then don’t waste food and then recycle and then don’t use too much plastic! these 5 are the ones I’m most interested in solving“

FRANCESCA, 7 years old

“The app was read by mom, because I like that she tells me the stories!”

“I told grandma we can make the puppet we saw the other time on Facebook and then grandma created it for me! And then with mom, we created the hands, the face, the crown ...”

“it was very nice to create the avatar because we did a lot of things together with mom ... the wings, the crown ... I put the crown because I want to save the world ... the crown gives me strength!”

ANGELICA, 6 years old

“My avatar has my same power, which is to run on wheels! The pram is the thing that represents me the most because I’m always on this one ... there is a lot of glitters because I like glitter too much, so I used glue with glitter and I made all the glitter wheels and also the back and the front. It’s my own hair, and since I didn’t have the right color wool I painted it and then she has my favorite pink dress and I recycled the paper from the chocolates to make the skirt. no, there are other powers beyond the wheels, but I really like coloring and drawing… I would like to be a painter! I represented him with the colored dress.”

“Before doing it I didn’t know what an avatar was so I went to see the help ... then we did all the avatar, we looked for all the material and we did it! The idea came to me starting from a roll of toilet paper ... because when I went to kindergarten, I always used that roll to do all the straight things. I made my arms and legs with wool because I have soft arms and soft legs and also because they can move so if I made them out of cardboard, they were only straight. I know the powers I have! I invent, I love to create, so we took a cardboard box, and we were about to throw it away. I said, “no, don’t throw it away,” and then I made a handbag!“

“The idea of binoculars is too easy because binoculars can be used to change the world, so much can change, because first I see, then I know that it is not so good and I go to fix ... even if I already have glasses, I need binoculars for watching. Using it is a bit difficult because it gets a lot on your hands (it’s still fresh from the paint), but we are at home, so I only see the tablet, and then everything is fine at home! I would use it outside the balcony ... because you can’t go out

In addition to the telescope, in my briefcase, I put the tools to create ... the rolls of toilet paper, the most beautiful things to transform in the world so you can do anything!”

“One thing I want to change is the sidewalks and all the dogs that poop because then I can’t pass… this is the most unfair thing in the world… but always after homework! in addition to the telescope, in my briefcase I put the tools to create ... the rolls of toilet paper, the most beautiful things to transform in the world so you can do anything!”

“It would take a lot of cardboard to put everything in line to form a hard, hard thing to put the scotch, attach it to the sidewalks, make many ramps, and color them the same color as the sidewalk and it’s done ... like even a portable ramp, then when I don’t like it we fold, and we put it ...“

ANGELICA’S MOTHER

“we have read all the little help as a matter of completeness and out of curiosity!”

“She already finished the avatar the evening we went ahead, and I have previously anticipated it just to make her start thinking about what she expected. She said no, I have to do binoculars the same evening ... take things we paint, we do ... I don’t know as the idea came to her; as soon as I read it, she said binoculars and said, “because so I see what there is to do”, she started a step back i.e., she said I see first what’s there to change. And then yesterday we did the details like that, and then we uploaded the videos!”

GABRIELE, 11 years old

“To find my powers, I think how to do it, I thought about what I practice and what I like, for example, I practice taiko, and I like geography! I read the app a little bit me a small mom, together ... I only saw a little help what to do what material to use ... while I was thinking about how to do it! Then I had an idea of how to do it and put lots of little clouds with all my passions: geography,

which I like to cook, which I want to do yoga, travel, do taiko ... I had no ideas on how to do it, and therefore I did so! yes, after having had the idea, I took the sheet, the colors and the pens, and I made the avatar ... I wanted to do this drawing because it seemed better to explain, it seemed to me that it was better able to explain all my passions!

I really like to think about the things I like, I had already thought about it to make texts, for example ... knowing that I have powers makes me feel that I can do something that another cannot do ... so I can help another person do this thing!

To change the world, I wanted to make this invention of the umbrella because there is little water in my region, so it would be handy to make ... I would like to make it in the future!

To make the invention, I first saw the app what I needed to do, then I thought, then I got this idea of water that I had to do something for the water, then I took the material I needed and after I managed to make the creation!

At the beginning, I thought about how to save the planet with a simple object, for example, I thought about the water we need, and it occurred to me to make that object! I came to make this umbrella because let's say it can be found more easily in reality because let's say that this umbrella just turn it and put a tube and a bottle of water underneath, and you can really make it. Yes I thought that I can do it in the future when I am older I will do it ... I would like to do it later so people will think ... I don't know! yes maybe I would need some materials ... materials that I don't have and also some more knowledge on how to build on how to do everything!

I don't think I can make a more advanced model that already works a bit because to do that I would need a small umbrella-like the one that the Chinese sell, I turn it, I make a hole, I put a small tube in it, and then I connect it to a bottle of water."

"I really liked it as an activity because I really like inventing new objects… I love doing all these creations! yes I would continue and make more objects that I hope will then be realized in reality, not as a simple model, which becomes reality"

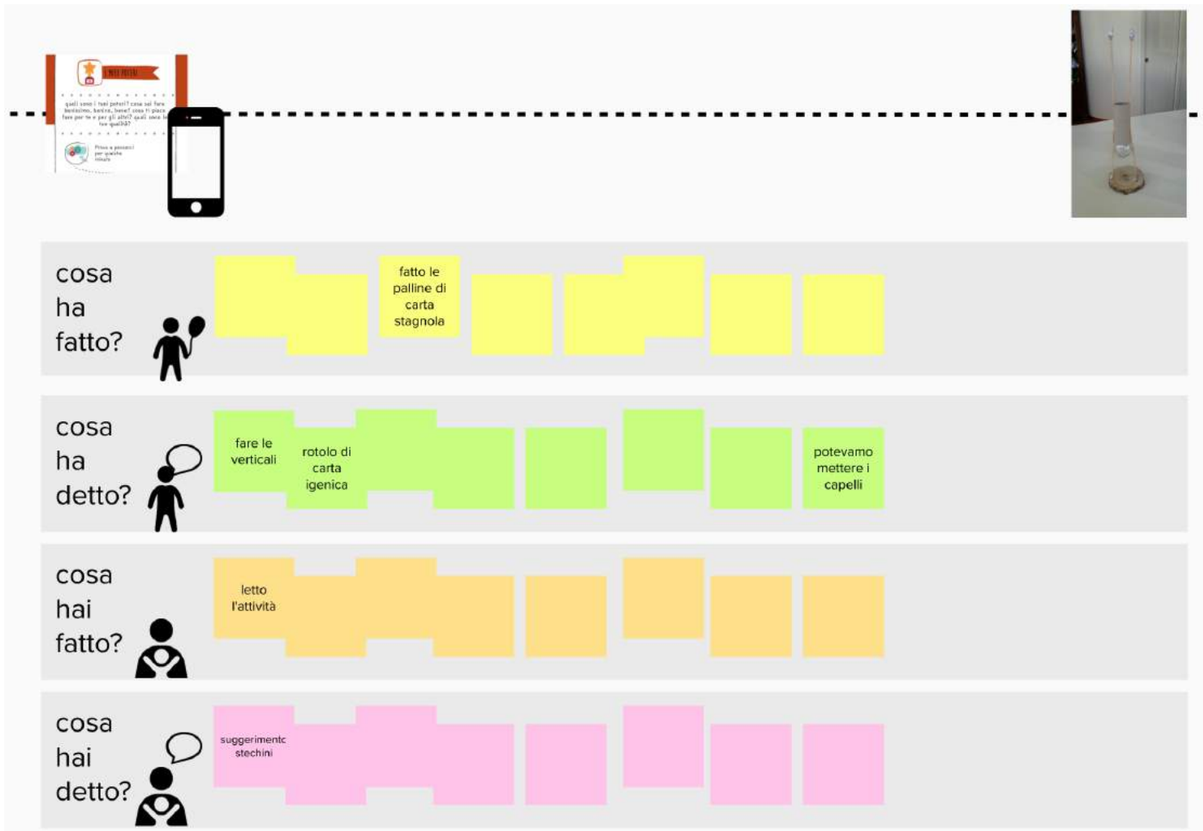
"I used the little help to see what I can make it with and to go and find items around the house ... when I read it I thought of a roll of toilet paper, a bottle of water, a toy I haven't used for a long time ... and that creation came out"

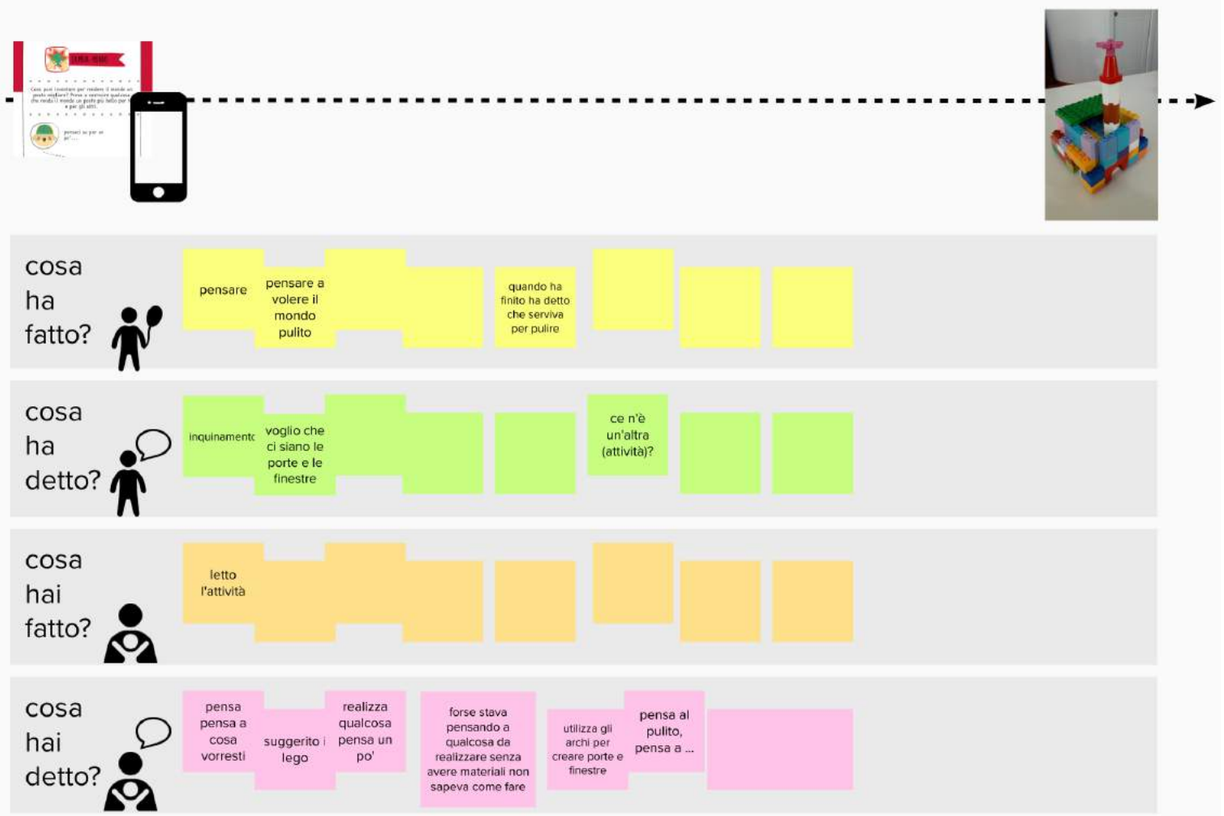
"For example, when it rains, it must be like a real umbrella so in any case, the person's head protects itself and then also does a double job that puts water in the bottle ... it works just like an umbrella maybe yes I had already thought about doing something to save the world ... I thought about it I would like to make a robot that is like a vacuum cleaner ... it goes into the oceans and takes all the plastic, then brings it to the surface and gives it to man so man can throw it away and the sea is no longer polluted."

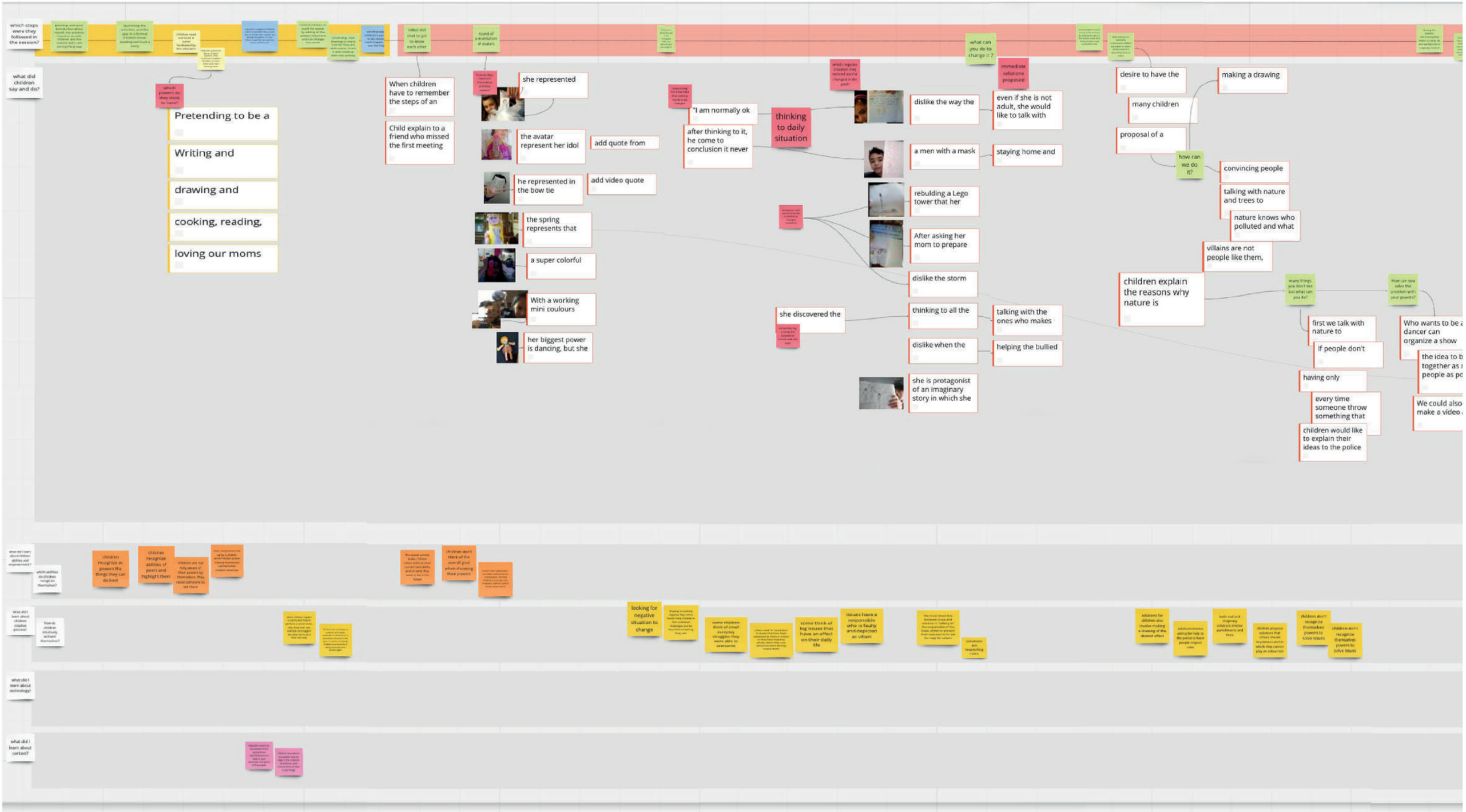
"I liked the app a lot because it had a language suitable for children, I liked where it said don't click, and so I clicked! yes, I really enjoyed this child-friendly language… I really like reading, so the text was right!"

"The app should ask all kids how to save animals because all kids like animals and keeping them wouldn't be a bad idea! For those who do not like animals, maybe you could write how you would save an animal or a plant because even the plants are mistreated, they throw cigarettes on you. Maybe even ideas not to melt the glaciers because many places like Japan, the Maldives, and Thailand risk are disappearing ... I liked being free to develop the imagination!"
"The solutions that I would propose for example, for the whole city I would propose small robots, the robot will design it for you. This robot says "no cigarettes on the ground" "no cigarettes on the ground" Then it has a tank in which there are all the cigarettes where people have to put them! otherwise, it could scare people with an electric drill, and so one gets scared and throws the smoke in the right place… obviously not hurting people but making them afraid so they don't throw the cigarettes away!"

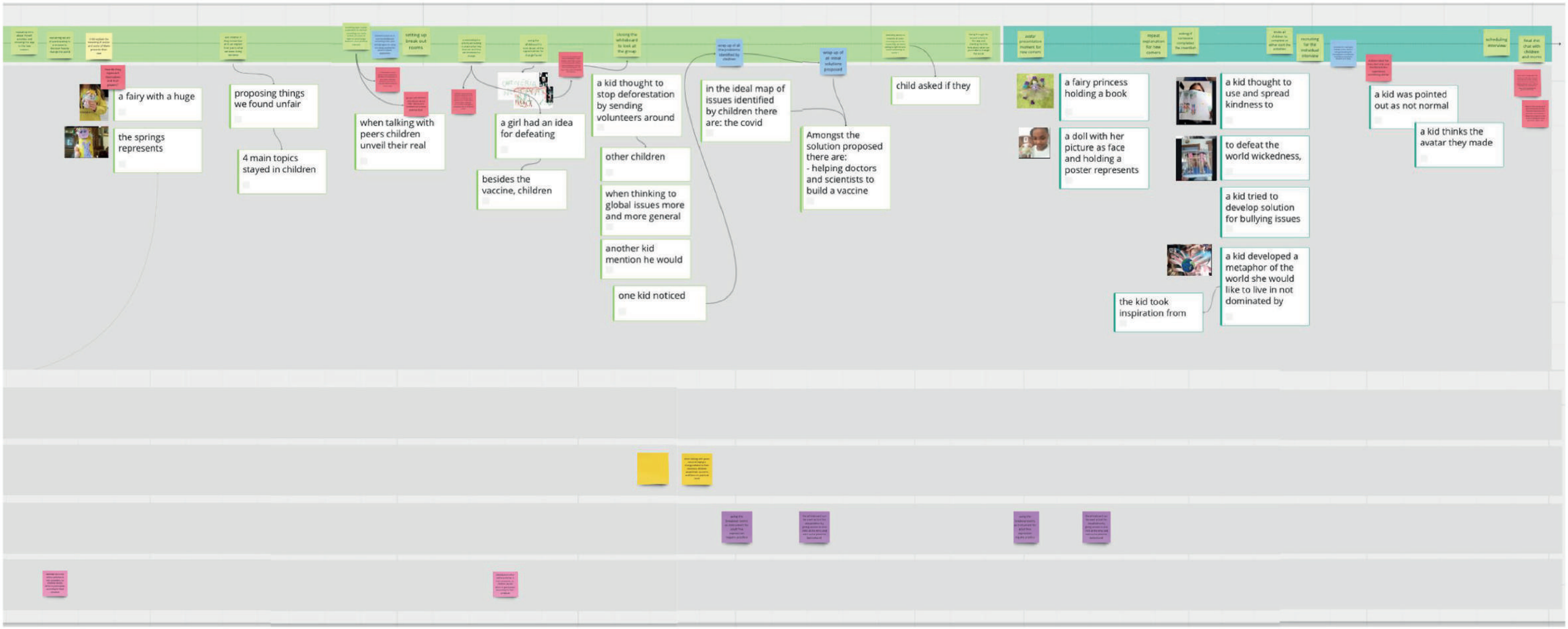
APPENDIX H: Data collection and data analysis



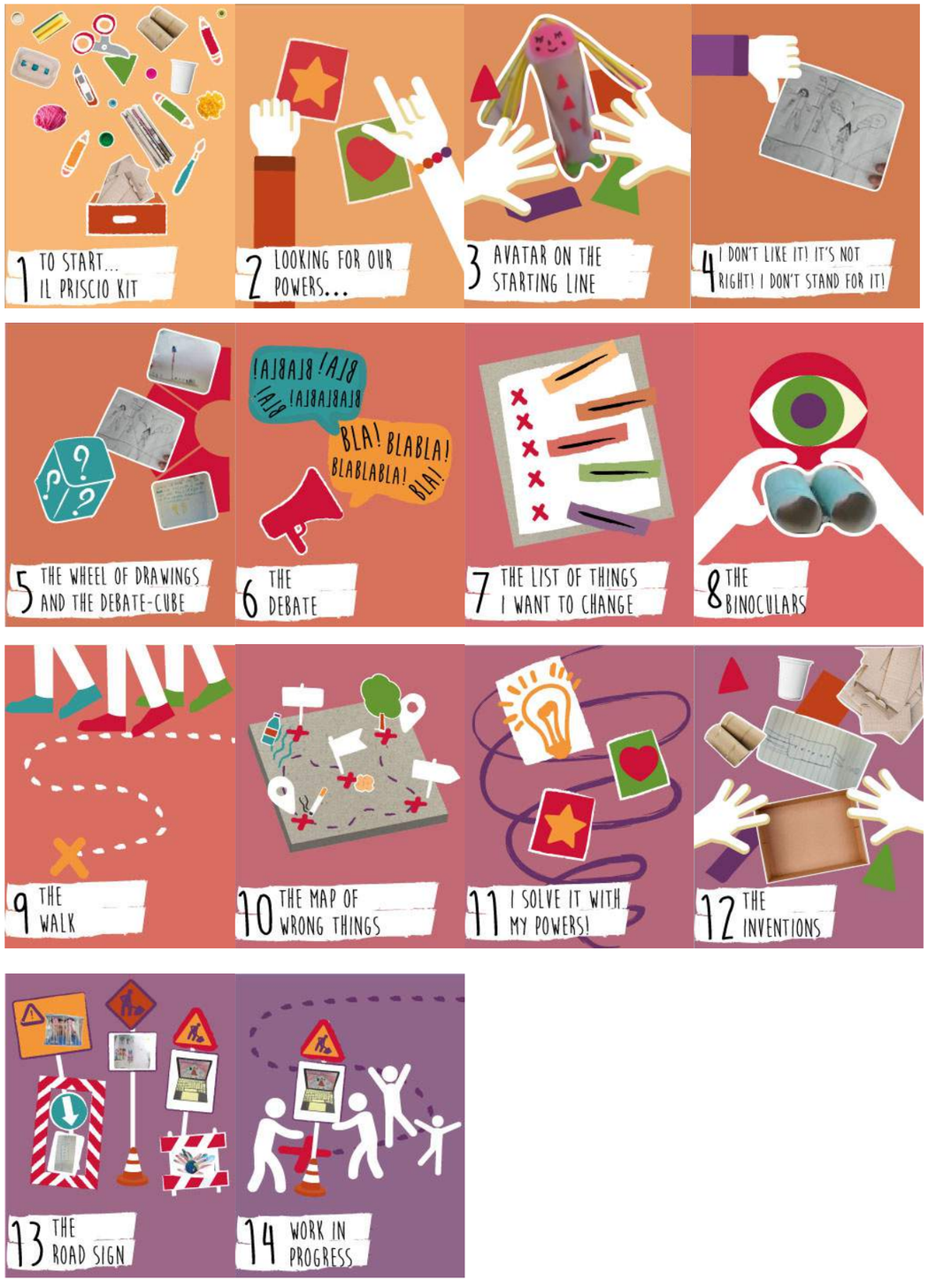


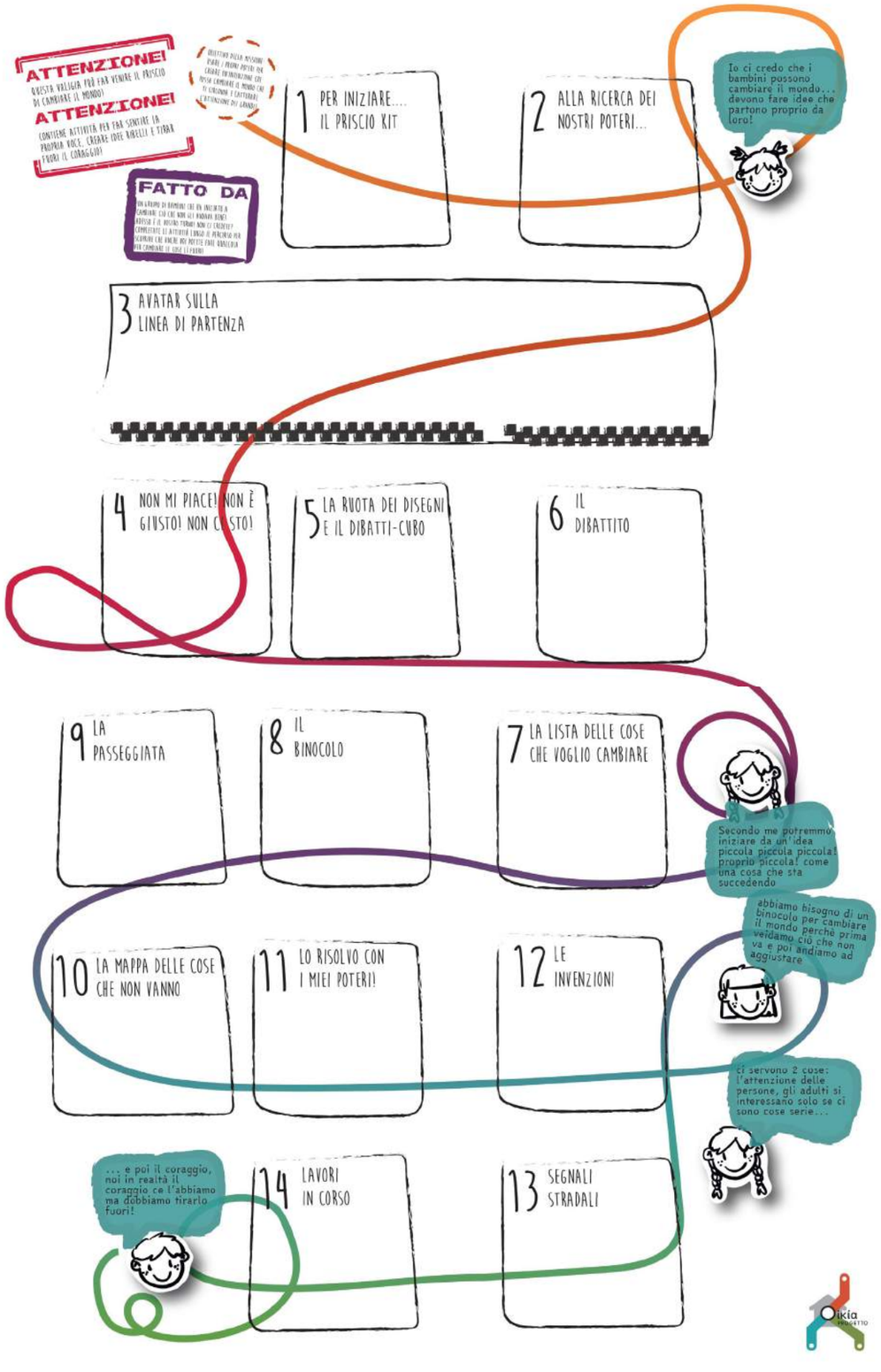


which steps were they followed in the session?
what did children say and do?
Pretending to be a
Writing and
drawing and
cooking, reading,
loving our moms
When children have to remember the steps of an
Child explain to a friend who missed the first meeting
she represented
the avatar represent her idol
add quote from
he represented in the bow tie
add video quote
the spring represents that
a super colorful
With a working mini coulours
her biggest power is dancing, but she
"I am normally ok
after thinking to it, he come to conclusion it never
thinking to daily situation
dislike the way the
even if she is not adult, she would like to talk with
a men with a mask
staying home and
rebulding a Lego tower that her
After asking her mom to prepare
dislike the storm
she discovered the
thinking to all the
talking with the ones who makes
dislike when the
helping the bullied
she is protagonist of an imaginary story in which she
what can you do to change it ?
immediate solutions proposed
desire to have the
making a drawing
many children
proposal of a
how can we do it?
convincing people
talking with nature and trees to
nature knows who polluted and what
villains are not people like them,
children explain the reasons why nature is
first we talk with nature to
If people don't
having only
every time someone throw something that
children would like to explain their ideas to the police
Who wants to be a dancer can organize a show
the idea to b together as people as po
We could also make a video


a fairy with a huge
the springs represents
proposing things we found unfair
4 main topics stayed in children
setting up break out rooms
when talking with peers children unveil their real
a girl had an idea for defeating
besides the vaccine, children
a kid thought to stop deforestation by sending volunteers around
other children
when thinking to global issues more and more general
another kid mention he would
one kid noticed
in the ideal map of issues identified by children there are: the covid
Amongst the solution proposed there are:
- helping doctors and scientists to build a vaccine
child asked if they
a fairy princess holding a book
a doll with her picture as face and holding a poster represents
a kid thought to use and spread kindness to
to defeat the world wickedness,
a kid tried to develop solution for bullying issues
a kid developed a metaphor of the world she would like to live in not dominated by
the kid took inspiration from
a kid was pointed out as not normal
a kid thinks the avatar they made

APPENDIX L: The final toolkit





ATTENZIONE!

THIS SUITCASE CAN BRING THE PRISCIO OF CHANGING THE WORLD!

ATTENZIONE!

CONTAINS ACTIVITIES TO MAKE YOUR VOICE HEARD, CREATE REBELLIOUS IDEAS AND BRING OUT COURAGE!

OBJECTIVE OF THE MISSION: TO USE YOUR POWERS TO CREATE AN INVENTION THAT CAN CHANGE THE WORLD AROUND YOU AND CAPTURE THE ATTENTION OF ADULTS!

FATTO DA

A GROUP OF CHILDREN WHO STARTED TO CHANGE WHAT DIDN'T SUIT THEM! NOW IT'S YOUR TURN! DON'T YOU BELIEVE IT? COMPLETE THE ACTIVITIES ALONG THE WAY TO FIND THAT YOU CAN DO SOMETHING TO CHANGE THINGS OUT THERE!

1 TO START.... IL PRISCIO KIT

3 AVATAR ON THE STARTING LINE

4 I DON'T LIKE IT! IT'S NOT RIGHT! I DON'T STAND FOR IT!

5 THE WHEEL OF DRAWINGS AND THE DEBATE-CUBE

2 LOOKING FOR OUR POWERS...

I believe that children can change the world ... they must make ideas that start from them!

6 THE DEBATE

7 THE LIST OF THINGS I WANT TO CHANGE

12 THE INVENTIONS

13 THE ROAD SIGN

In my opinion, we could start from an idea small small small! Very small! as something that is going on.

We need binoculars to change the world because we see what is wrong and then go to fix it

we need 2 things: the attention of people, adults are only interested if there are serious things ...

Oikía PROGETTO

9 THE WALK

8 THE BINOCULARS

10 THE MAP OF WRONG THINGS

11 I SOLVE IT WITH MY POWERS!

... and then courage, we actually have the courage, but we have to bring it out!

14 WORK IN PROGRESS

1 TO START.... IL PRISCIO KIT

To create an invention, you need all that blends in the head, but also many materials to mess up, experiment, and build.

What shall we do? We make Il Priscio kit: a box with materials and tools that you will need to find inspiration and complete the activities along the way.

How do we make it?

1. Search and gather around creative and reuse material: interesting forms, fanciful decorations, objects of different colors and materials, natural elements, and components of broken games. Think of all that you can transform: build, cut, glue, paint, color, roll, wrinkle/rub, and make you want to create.
2. Put all these objects in one box (or if you don't have one, what are you waiting for? Build it yourself!)
3. Il Priscio Kit is ready! Keep it handy, and every time you see this icon on the card, use it to complete the activity.

2 .LOOKING FOR OUR POWERS...

Each of you has unique and special powers that you can use for change and improve what you surround: what are yours?

What shall we do? We realize our avatars to discover all the powers that we have and can use to change the world.

How do we make it?

1. Team up/ pair up with a friend (this friend can be both a boy or a girl).
2. Think of all his/her powers in everyday life, and that can use to change the world: think what he/she likes to do for others, to his/her passions, to the things he/she knows to do very well, quite well, well
3. If you really don't know them, talk to her or him and ask him/her to tell you!
4. Take Il Priscio Kit!
5. Build an avatar that represents your friend with all his/her powers.
6. When you finished creating, place your avatar along the starting line.

3 AVATAR ON THE STARTING LINE

What shall we do? We tell avatar powers and collect them on power cards.

How do we make it?

1. Once on the starting line, in turn, tell what powers has your friend through the avatar you created.
2. Do you think the avatar looks like him/her? Do you believe there are other powers that he/she has? Ask and speak yourselves after each presentation.
3. Now, take the POWER CARDS and write down all the powers you have found, one for a card!
4. After telling, discussing, and writing on cards all the powers of all the avatars, you must keep the cards in box 11.

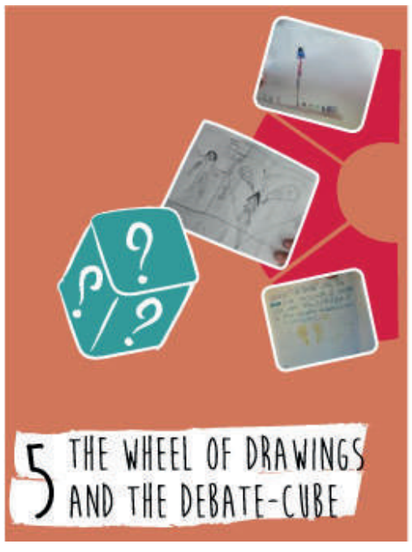
They will be used to create many ideas that start just from yourselves!

4 I DON'T LIKE IT! IT'S NOT RIGHT! I DON'T STAND FOR IT!

What shall we do? We draw the moment you saw, heard or felt something negative that you wanted to change around you.

How do we make it?

1. Close your eyes and think that time you saw or experienced a situation that did not like, that seemed unfair to you and in which you wanted to say: "That's enough! I don't want it; I want to change it!"
2. Now take pencils and colors and draw everything you remember of that moment... where you were, what happened, who was there, what you did...
3. o give voice to your drawings and your thoughts of change, jump to the next box to organize a real debate/discussion



5 THE WHEEL OF DRAWINGS AND THE DEBATE-CUBE

What shall we do? We organize the debate, and we take all the tools needed: the wheel of drawings and the debate-cube

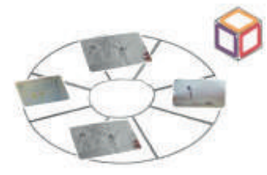
How do we make it?
To realize the wheel of drawings...

1. Collect the drawings you have just made and put them in a circle on the table (or on the ground). Warning: if you notice similar drawings that tell the same problem, put them close.
2. Now we need an object to make rotate in the center of the circle to indicate to whom it is up to feel the own voice. Search in the Priscio kit something that can work (like a bottle) or build one yourself
3. Please place it in the center of the circle: the carousel of the drawings is ready to be used!

To realize the debate-cube...

4. Cut out the shape and build the cube

5. Glue the stickers on each face: your debate-cube is ready!



6 THE DEBATE

What shall we do? The debate: let's talk together about negative stuff that you have noticed, your point of view, the reason why they make you worried and the reason why they interest you, to get a list of all the things you want to change.

How do we make it?

1. Take your place around the wheel of drawings and spin the object in the center of the wheel to choose the drawing with which start the debate.

2. At this point which has realized the drawing chosen, tells his story and decides the topic you will speak. Do you also have a history related to the same topic? Come forward and tell it.

3. Who told the history launches the debate-cube towards one person of the people in the circle.

4. The person closest to the cube reads the question on the top face and responds with a story. Then throws the cube to the next person in the circle

5. When everyone has expressed its opinion, circulate by new the wheel to choose a new topic and start over!

7 THE LIST OF THINGS I WANT TO CHANGE

What shall we do? Create a list of the things you want to change, starting from the one more important and from the one you feel closer to you.

How do we make it?

1. What are the things which you want to change that you have discovered during the debate? Write or draw them all on CHANGE CARDS.

2. Now, put them on the LIST OF THINGS I WANT TO CHANGE and reorder them according to those that you make you want to change and feel closer to you

3. Now you are ready to explore them more closely, jump to the next box!

8 THE BINOCULARS

To start changing things that you wrote on that list, you have to explore and discover the wrong things around you, in your neighborhood, in your city, where you see them in everyday life.

What shall we do? We prepare the tools needed to explore with the senses where you see, try, listen to the things you want to change.

How do we make it?
Recover Il Priscio kit:

1. the kit of creative materials that makes you want to change things around you.

2. Build your personalized version of binoculars.
3. Remember that it will help you to see the things that are not working, then it will have a negative lens. Add all the details that can give him this function.
4. Think that while you use the binoculars, you will be outside and you will see so many things that don't work, so prepare a tablet with sheets where you can take notes during the route/way.

Now that you have your tools, you are ready to go for the walk mission, let's go!

What shall we do? We observe, and we experience the reality that we surround to find the things that we want to change, that we do not like, that annoy us...

How do we make it?

1 Please take a look at the list of things that we want to change and choose one of those that you want to explore during the walk.

2 Decide together where the exploration will take place and don't forget to bring with you the binoculars and other instruments that you have prepared.

3 Once there, start exploring using the negative lens of binoculars to carefully observe all things that don't work, that you don't like, that annoy you, and you would like to change.

4 Remember to take note of all that you discover and that you would like to change: you can take notes, make small drawings or even collect objects representing the problem.

5 When you have found enough things to change, conclude/end the walk, and preserve all the material collected. It needs to jump to the next box.

Welcome back, explorers! With all the information you have captured, it's time to map all things that you noticed.

What shall we do? We realize a map of problems you have observed during the walk
How do we make it?

1 Recover Il Priscio kit.

2 Delimit/define on the floor or on a table one quite large space: you can do it with a very large sheet, with cardboard, or simply with duct tape/adhesive tape.

3 Now, remember what you saw, experienced during the walk, reread the notes, look at what you have gathered/collected, and tell each other.

4 Represent every problem that you have discovered on the map: you can represent it with the objects you have collected, recreate in 3D what you have seen, draw it...

5 When you have finished your creation and are sure that none of the elements you saw are missing, look at the map from above... do you want to change something? Jump to the next box!

What shall we do? We create ideas to solve one or more problems in the map using your powers.

How do we make it?

1 Take "I solve with my powers" card and put it in the center to see it.

2 Please choose from the map of problems, what stimulates more your creativity and put it to the right place in question on the card.

3 Recover the power cards, choose one and place it in the question.

4 Read the question aloud, "If we use our power... to change ..) what can we invent as children?"

5 Release/free your imagination, create as many solutions as possible and draw them each on a post-it note

6 When you have finished your ideas, try to choose another power card, replace it, or add it to what there was already. Do you have any new ideas? Draw them!

With all these ideas, you are ready to build! Go to the next box!

What shall we do? We transform the ideas you had in something that you can create and touch

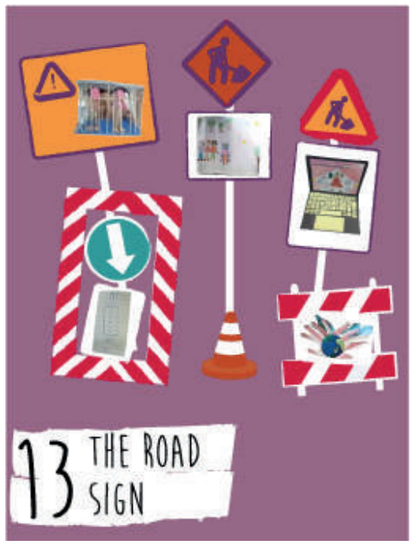
How do we make it?

1 Choose the ideas that you make you want to realize more: for example, you ca vote for the ideas and choose the most voted or put together more ideas.

2 Take Il Priscio kit!

3 Think a bit about how you can make them real and start turning ideas into concrete things, in 3D objects

4 After completing your inventions, reflect: "Can you show them to the adults out there? But especially how do you feel to have designed something which can change the world?"



13 THE ROAD SIGN

Now that you've built your ideas, it's time to capture the adults' attention and send them a signal of the change you want to achieve! But adults pay attention only to serious stuff so...

What shall we do? Something serious! We create work in progress road signs to show to adults our ideas and that we are working to achieve them.

How do we make it?

1. Collect all the inventions that you have created and the ideas that you came to mind. Which ideas do you want to share with adults? What message do you want to send them?
2. Choose the signal shapes that represent the most the message you want to send, personalize your signal, and color it like the ones you see when you're in the car with mom and dad.
3. Then represent on it your idea or invention (you can paste the one you have already made or create a new one)
4. Add the message you want to send to adults... don't forget to add your names, inventors of change!
5. When the signals are ready, skip to the next box.

14 WORK IN PROGRESS

We have the ideas, the inventions, the signals, we can pull out the courage. Come on, let's go!

What shall we do? We place the signals where we want to see realized our ideas of change. How do we make it?

1. Do you remember where you saw the things that don't work? Take a look at the map of the wrong things.
2. Choose where you want to place the signals, where you noticed wrong things, or maybe where you desire your ideas or inventions are realised.
3. Take the signs and leave for this new mission! Fix them and make sure they are clearly visible to those who pass.
4. After fixing them, stop observing the passers-by, explain to them your ideas, and not be discouraged if they don't understand them immediately, the adults need time to understand.
5. When you go away, leave signals where you put them! They will continue to give voice to your ideas!

ACTIVITY N. 5

DEBATES-CUBE

WHERE DO YOU SEE THIS PROBLEM? WHEN IT HAPPENS? WHO IS INVOLVED?

WHAT DO YOU NOT LIKE? WHAT DO YOU FIND UNJUST? WHAT MAKES YOU ANGRY?

YOU CHOOSE THE QUESTION ?

HOW DO YOU FEEL WHEN YOU THINK ABOUT THIS PROBLEM? WHAT ARE YOUR FEARS? WHAT DREAMS?

WHY IS IT IMPORTANT TO FIGHT FOR THIS? WHY ARE YOU INTERESTED IN CHANGING IT?

WHAT WOULD YOU LIKE TO SEE DIFFERENT? HOW WOULD YOU LIKE IT TO BE?

ACTIVITY N. 7

THE LIST OF THINGS I WANT TO CHANGE

1

2

3

4

5

6

7

8

ACTIVITY N. 11

AND IF WE USE OUR POWER OF

CARTA POTERE

put here the power card

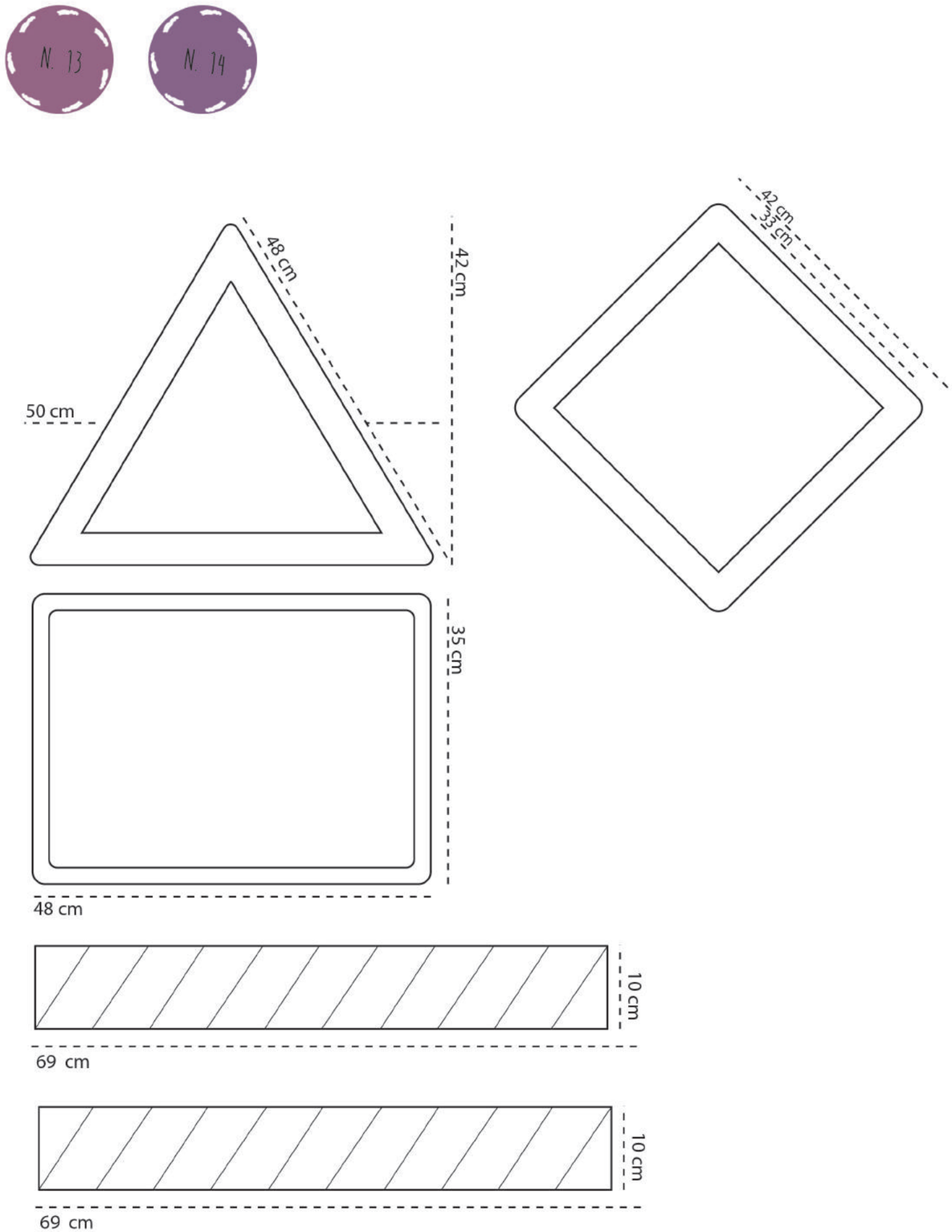
FOR TO CHANGE

put here the problem from the map

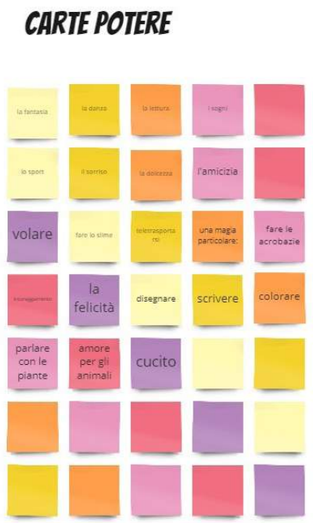
?

WHAT CAN WE CHILDREN DO? WHAT CAN WE INVENT?

PUT HERE POST-IT NOTES



APPENDIX M: Power and Change cards for virtual bridging session



POWER CARDS:

-fantasy;
-dance;
-to fly;
-sport;
-reading;
-dreams;
-friendship;
-smiling;
-kindness;
-making “slime”;
-teleportation;
-a special magic...;
-doing stunts;
-encouragement;
-happyness;
-drawing;
-writing;
-coloring;
-talking with plants;
-loving animals;
-sewing.

LIST OF THINGS WE WANT TO CHANGE:

-pollution;
-do not pollute with plastic;
-regenerate green spaces, the Nature;
-do not burn woods;
-do not contaminate whater;
-do not waste water;
-defeat COVID-19;
-do not waste electricity;
-enhance artisans.

APPENDIX M: testing session data collection

THE EDUCATOR

"Last Wednesday, we took their ideas and drew them to stick them on the billboards, They already have some geometric shapes (rhombus, triangle, rectangle) stimulating them. This returns to the initial idea that they need a minimum of material for developing their designs is great"

"I asked them what they wanted to do with inventions, but for them, the invention was.
Many have focused on making placards inviting people not to burn illegally. "We must tell people not to make fires, not to burn".
This is why they told me, "we want to reach the adults, so as not to set fire to" starting with little things like cigarette butts. Precisely because they had focused on this thing, some older girls (Flavia, Federica) remembered the ceramic workshop and asked if they could make ashtrays"

"we took the stamps of the OIKIA project and used them because they wanted to write that they are the children of the house of mary Poppins ... as a school group, they identify with them like this"

"All the others also shared their tasks, among those who wanted to devote themselves more to the graphic part: those who wanted to paint, decorate to raise awareness of the environment, those who made the drawings and those who wrote them .... but they circulated, everyone, did a little bit of everything."

"The material you sent me was so intuitive that they assembled them themselves, especially the poles, while the one from the ground I had to explain how to assemble it. They assembled, and then we laminated the signs."

"After they immediately wanted to switch to the invention to solve these problems, I made them take a step back and said, "do you remember why we talked about powers initially? "However, since they did not reach us verbally, I took the cards, and we reviewed them, and something that was not power ended up in power (because the colors have misled them a bit), and then they decided to make a map of things that were not good, you see them here on the tables that were doing the drawings, the writings, and the flyer."

"The great thing was the adults asking, "what are you doing?" They replied that they were writing tickets that tell adults to be cleaner and that we need to keep the neighborhood cleaner ... "nobody listens to us here."

"The last photos were taken the next day when it rained, and in fact, I took the signs and put them back in and withdrew them, and the pet therapy dog came to accompany them in affixing the signs. I did not understand this request very well, probably because they feel it is part of the workshops and has known it for a year, and then because they said: "they have the nose" but more than anything else because they wanted to involve the dogs."

"Absolutely yes! No, because they were firm in their choice. I had read it and prepared it, but they went off the cuff as if I had read it."

"Working out with their powers was difficult because their powers were great things to them that they weren't convinced they had even the simplest ones. For example, to draw, it's not that I know how to draw; it's that I would like, "so they saw a magical thing that could not materialize in inverting an invention for something so important that children are never heard. From their powers, which are a dream thing to create a concrete thing. I noticed that this was their passage. Then they found the outlet of the cartels. In the end, the real invention was the ashtrays,
who actually did with what they know how to do, even if no one had said this"

GIULIANA, 8 years old

"So, I made the binoculars then when we went for a walk, the diary where we wrote the things we saw in the square, and then I drew the photos, let's say the things we did and an ashtray we made with clay and finally the road signs that they actually did with what they can do, even if no one had said that"

"I wrote a kind of flyer to give to everyone so as not to pollute then they printed it, and we gave it to everyone"

"it was exciting because it was a moment and there were also people sitting, so it was a moment to make people understand that there are too many things thrown on the ground, maybe I don't know you have to pick them up when you see them perhaps you always wear a pair of gloves, you put them on when you see things on the ground, take them and throw them away"

"It seems to my happiness, yes, the happiness of doing this thing, coloring and drawing, creativity is a then there are some powers that we have excluded, such as how to make Slime, Joy. Let's say that Because there was already happiness, so Joy was not there"

"We eliminated 5 or 6, but they were really useless. Then we kept all the others like creativity, writing well, drawing, coloring, let's say the most essential activities to do a job"

“So if I remember correctly, I wrote “Mary Poppins’ house invites you to stay with us, we are doing a project on not polluting please if you want to come it’s called” and then I wrote the street, the address, etc. and I invited not to pollute for pleasure not to pollute.”

“Because I said “nobody listens to us children” and Abra said “I’ll take you to a person who listens to children” ... the councilor for children.

Because they say we are too small and we can’t do things,

Yes, however, it is not that since we are small, we cannot do things, since they see that we are active and we can use this energy to do something, being listened to.

Well, no, the signs don’t. We went to this person who only gave us confidence, Abra just didn’t speak and listened only to us ... he is the only person who listens only to us.

I told him some ideas; I consider myself brave for this, and in fact, everyone tells me so. Instead of the others I don’t know why they remained silent.

To get their hands on parks to get kids to do more activities or to put more ashtrays around. I then told him, but I invented a kind of the machine that can be put around the streets ... a cigarette grinder because with cigarettes you can do many things, including medicines

Yes, now I would try to reach the country, then we will expand until we reach half of the region. These are very high goals that can be achieved.”

“it would take away to make him remember I don’t know we could put flyers under the signs I said glue them to the basket and the billboard above so you could walk over, grab the brochure and walk away”

DALILA, 9 years old

“They said we could use the power of drawing, writing, fantasy, etc. in the book of the little prince, which only I have read, however, he says: “adults do not listen, they do not see the drawings, but they see the numbers and road signs” so we thought of making the signs. In the end, we said “Samira had already prepared them for you,” and the next day they saw them and said “how beautiful, but she is good, she brought us the signals from the Netherlands”

“And then mom told us how to do the signals because we didn’t understand. We didn’t understand how to do them. That is, we did not know whether to draw in or not. Then slowly, mom explained that we could put our drawings. Then the children said, “we could design our problems” “we could use the power of the artisans in such a way that they create baskets for us to put the butts” and the older ones “we who are very good, we can make ceramic pots” them we did, but they fell a bit, and we hunted them. And then we drew and attacked and put them on. We put them on the square, and then maybe we’ll take them to a place that stinks and is dirty, so the word of the children gets around”

“And it was beautiful because it looked like toyland because everything was beautiful, then you saw in one place, and it was dirty. It was another point of view because some said “I’m going to explore without binoculars” and returned without having found anything, then returned with the binoculars and found 50 more things Like scanner glasses; I looked at that moment and imagined what was behind that dirty thing. I saw LAVA LAVA LAVA, then dirty and I imagined a sign “attention”, but without having seen your signs. It was as if looking at the square, next to the glove there is written attention with a triangular sign, not square or rectangular. No I liked them, but for some things like butts, I was sorry ... seeing them made me understand that it is wrong to throw them on the ground. I long ago when I saw the adults threw their butts, I followed them and I felt like saying to them: “lady, you have to pick it up and throw it away,” but I never dared to do it because you put that one responds badly. Now I’m still afraid, but when I see it I understand that it shouldn’t be done. The fact of the signals I believe in doing it because so instead of saying it directly, instead of ignoring us, it has to follow the signs, and that’s it. If he doesn’t support them, then we’ll find another way until he gets tired and follows our rules The flyers, or doing shows where you say “professionals,” and then we are there who show the square with all the signs. We show the butt over time, and we say “this butt takes 5 years to degrade” in fact we did a sign with a plastic bottle, which takes 200 years etc”

“Yes, also because there are problems that cannot be solved by binoculars. What we didn’t see was the virus, just forgotten”

“In fact, the first time we looked, and then we asked, “what powers could be used to improve?” and they were thinking of a project. Since adults do not listen to children, but only other adults, Mary Poppins, is for children and adults would not listen to her, maybe it is better to make signs and then Mom said we had to do just those, and then we started making them. We made a lot of teams, 2 drawing teams, 2 map teams, 2 teams drawing objects. We practically made drawings of the floor plan, others colored it, others drew objects (the wrong things) and others colored them. Then there were two team leaders and one was me and I checked that everyone did their job and helped them”

“Either he has mom as a support, or he can’t do it. It must be an older child.
Roberta wanted to ask the trees, “what happened in this place? “If they saw something.”

ALICE, 5 years old

"So Abra gave us 2 possibilities: paint or draw. The table with the tablecloths was for painting while the one without was for drawing the wrong things."

"Actually, Giuliana gave us this idea, before starting the search, she told everyone to make signs because people kept throwing things in the wrong places."

"In any case, it was more those we needed than less of those we didn't need, like 2 or 3." (POWER CARD)

"In my opinion, they will think that the butts have to be thrown in the ashtray, they will listen to the notes and throw in the garbage."

"In the list of things we didn't like, we put some things we liked and some things we didn't like, and it became a mix of things"

"We went to look and then said to those who drew, they drew the things we said and then at the end of everything before the ashtrays, they glued them and they did the ashtray after gluing the signs inside"

"When they had finished drawing, they took some clay and water only that Kevin hadn't seen, I was looking at so-mething and accidentally dropped all the water on the ground instead of in the vase. Accidents happen to everyo-ne"

"I think we'll see if people keep throwing in the wrong pla-ces or use the ashtray, I'll find out today if we go"

"So far the ashtray has come up, if people had never seen an ashtray until now and they had always thrown them on the ground, for me it could also be done with a sheet of pa-per that said to throw the butts in the ashtray. But I think people can understand by having seen it before"

APPENDIX N: Evaluation of requirement asse-sment

SCRIPT

How would you define the role of the children in the whole experience?

What do you think they learned?
How did they approach the business? How were they involved?

How have you guided them in carrying cut the activities?

How autonomous were they in carrying out their activities?

How free were they to take the initiative?

Are there some activities you have perceived less effective and that you wanted to change? Such as?

What can be improved in the toolkit?

How do you think it can be implemented in civic network activities?
With other associations for children?

THE EDUCATOR

HOW WOULD YOU DEFINE THE ROLE OF CHILDREN IN THIS ENTIRE EXPE-RIENCE?

"They have been very protagonists, especially since we returned in attendance, they hardly needed to be fed"

PROTAGONIST, DOES IT MEAN?

"They did the project, it was enough to place the thing on the table and guess everything. "With binoculars, we must go and look"

WHAT DO YOU THINK THEY HAVE LEARNED?

"They certainly reinforced some things they had learned previously, the te-amwork grew, they no longer needed me as a facilitator. And finally, to think about what they can do, that's why the superpower's discourse was difficult. Because it was a novelty. They then learned that if they want with the right ideas and education, their voice can be heard"

HOW HAVE THEY TACKLED THE ACTIVITY AND HOW WERE THEY INVOLVED?

"They were very involved, had fun, and took the initiative by pushing us out of the activities. Almost independently"

HOW DID YOU GUIDE THEM IN THE ACTIVITY?

"I always tried to summarize what we had done previously. Then I used a lot of Montessori elements, showing materials, seeing a bit of what came out of them, and observing them while pretending not to observe them"

WERE THERE SOME ACTIVITIES THAT HAD FEWER MATERIALS MORE DIFFICULT?

"As for the map, some flags or a rough idea of how to do it"

FOR ONE OF THE POWERS?

"It was necessary to deal with a specific way of what their qualities are, talk about them in more depth. AVATAR is not enough because it is more physical. It represents me, the hair, the dancer, but it is a delicate topic because they do not think they have any qualities. We also stopped with the other educators. It was also a reason for thought for us. I use books and fiction. I have to deal with the issue of self-esteem, we have worked a lot on emotions, but it is clear to talk about it"

HOW WERE THEY AUTONOMOUS IN CARRYING OUT THE ACTIVITIES?

"The online period was less autonomous, in the 90% presence period"

HOW DID THE CHILDREN BEHAVIORS WERE CONTROLLED BY THE MOTHERS DURING THE FIRST STAGE?

"Self-confident and could do very well alone. Stella, Michelangelo. The presence of parents is always deleterious"

HOW MUCH WERE THEY FREE TO MAKE DECISIONS?

"Except when I saw that superpowers weren't talking about it in the slightest, then I just made them a little imposition to go back. But the decisions were free"

DO YOU THINK THERE COULD BE LESS FURTHER DRIVING? NO - ARE THERE ACTIVITIES THAT HAVE SEEMED LESS EFFECTIVE TO YOU AND YOU WOULD HAVE WANTED TO CHANGE?

"Let's go back to the subject of powers; fewer have come. There is a social study to be done, it is an imposing problem to face. They don't feel considered, and therefore it is a social and educational problem"

SO WHAT CAN BE IMPROVED?

"A new guide with extra material to stimulate the construction of the map. The history of the powers with the narrative research, a topic to be dealt with by dwelling, that we adults take for granted"

MAYBE THERE IS SOMETHING TO REMOVE ... YOU TOLD ME THAT THE CARDS ARE USED ABOVE ALL TO YOU .... COULD THEY BE REMOVED FROM CHILDREN'S SIGHT?

"I don't know, because other children would have needed it, it depends on the stimuli received. These are children who have had a year of manual activities. They live more on the street, they ride bicycles. Where they created, they were left slightly freer than usual here"

HOW LONG IS THE CASE FOR? DO YOU FEEL THAT A VISION OF ALL IS NEEDED?

"Absolutely, because they want to remember the path on a visual level, it makes concrete the abstract of what has been done. It is a fundamental point"
DO YOU THINK IT COULD BE AN ACTIVITY TO REPEAT?

"Absolutely yes, 1-it would be nice to experience a presence from the beginning; 2-because with another group of children, something else will come out, but also with the same children"

COULD THE SIGNALS BE MORE THAN BLACKBOARDS to BE REUSED, OR IS THERE THE VALUE OF MAKING THEM THEM?

"The value of doing it to them is essential, I wouldn't change it"

HOW DO YOU THINK IT CAN BE IMPLEMENTED IN THE ACTIVITIES OF THE RCU?

"It is an experience that can also be enjoyed by the mentally disabled, the elderly, and other children's associations"

DO YOU THINK IT NEEDS TO BE IMPLEMENTED?

"Would be nice to have them more resistant and durable. We talk about the budget, not about ideas. Get an idea from them and give the support of craftsmen. So putting it in the RCU structure could be very useful. It's a great place to start, it's a diamond in the rough. For this personally, I would like to do it again. Also, to discover the spaces and the environment. I would do it again by giving it the structure, creating a civic networking program based on this. Where you involve children and the elderly and see how they react to each other. Involvement of artists who could have been integrated into the project (murals from the child's drawing), the signs could become an art installation. With the right budget, it could be cool."

THE NUMBER AND AGE OF CHILDREN?

"21 Children, 3 educators, age: Alice 5 years old and Flavia 11 years old"

AND HAVE YOU NOTICED DIFFERENCES BETWEEN CHILDREN 6/7 AND 11?

"Not only in manual skills, but not in thought. They compared well"

FEEDBACK ABOUT THE DEBATE WITH THE DRAWING WHEEL.

"It's beautiful, it had to be done with more tranquility, but we had to run, even the cube to build"

DOES IT WORK?

"They don't need something to talk about, but something to direct them"

GIULIANA, 8 years old

WHAT DID YOU LEARN DURING ALL THESE ACTIVITIES?

"I learned not to pollute, write better, make signs, as I am a creative person who likes to experiment, I have a bag full of things and every day I test... this is how ideas come to me"

ALL THOSE IDEAS THAT CAME TO YOU AND THAT YOU TOLD THE COUNCILOR. DID THEY COME TO YOU WHILE YOU WERE DOING THIS ACTIVITY?

"Yes, while I was talking to people, I didn't know what hair to use, and I went to unplug the calendar spring, painted it brown, and put it on as hair"

WHAT IS THE PART THAT YOU LIKED MOST OF ALL ... THE ACTIVITY DID YOU LIKE THE MOST?

"All because they were all very interesting"

ISN'T THEIR ONE THAT YOU LIKED THE MOST?

"Not mainly because I liked them all to the maximum, all beautiful"

AND THE ONE YOU LIKED LEAST, INSTEAD OF WHERE DO YOU SAY "OH WELL, WHY ARE WE DOING IT"?

"The diary because it was enough to take a sheet of paper while others began to draw, to write only for aesthetics"

WOULD YOU LIKE TO DO IT ALL OVER AGAIN OR NOT?

"Yes, I would obviously like to do the parts I skipped"

DID IT HELP YOU TO EXPRESS YOUR IDEAS?

"Honestly, I have no idea, I don't know how all ideas come out, they can be spontaneous. When I am with a person with a certain character, good ideas come to me, look at his flaws, and look for solutions. For example, if that person needs a bathroom and it is not here, I go to Abra and the others to point out that a bathroom is needed in this place"

HOW DO YOU GET THE COURAGE?

"My brain says "you have an idea in your mind why not tell it?", It is as if it were talking to me and so I say it.
It would not be logical to have an idea in your mind and not say it, maybe it is an idea that can revolutionize the world."

AND DO YOU THINK SIGNALS CAN HELP YOU COMMUNICATE *YOUR IDEAS TO THE WORLD AND HAVE MORE COURAGE?*

"In my opinion, we could draw inspiration from us to create real national signals, real symbols.

because they should be metalized, plasticized for the rain, but if it rains, nothing happens because they are made of metal and then do not come off the ground"

WOULD YOU LIKE TO TRANSFORM THE SIGNALS YOU HAVE MADE INTO ACTUAL SIGNALS THAT EXIST?

"Yes, so you plant it there, and it stays"

DO YOU THINK THESE REAL SIGNS MUST ALWAYS HAVE THE DRAWINGS MADE BY YOU OR SHOULD THEY BE MORE SERIOUS WITH MORE SERIOUS SYMBOLS?

"No, they must be drawings for road signs, maybe the inspiration must come from the children who have to guide, but the drawings must be serious because children know how to draw but not how to do that kind of drawings"

CAN'T A CHEERFUL DRAWING COMMUNICATE THE SAME? CAN IT STILL CONVINCE ADULTS OR NOT?

"Yes, it is also a cheerful drawing, but if you look at a sign and you just think "what a nice sign," but then you don't notice that it is a real sign that tells you what not to do ... this is the problem"

DALILA, 9 years old

HOW DID YOU FEEL WHILE DOING THE ACTIVITIES*?*

"Well, I was happy at first, but I never thought it would get to this point. I never thought it was yet another computer game, but I didn't think it would become so important. I thought it was a game. Then when I discovered that it was this, I didn't believe it so much, then I visit that the other children believed it, that mom believed it then I started to believe it too. And then I thought, if everyone believes it, I believe it too, let's all be mistaken together if it's wrong"

HAVE THE SIGNALS HELPED YOU?

"Yes, because I understood them that something could be done. Even when you asked for the project and the avatar"

FOR YOU, THE LABORATORY IS MORE INTERESTING THAN THE GAME?

"Yes, because for me the laboratory is more beautiful because you create something. You don't have anything left of the game at the end, instead, something remains from the laboratory, which then reminds you of what you did in the future. BUILD A MEMORY, Yes, and you learn something too. For example, I did a ceramics workshop, at first, I didn't expect to succeed, but then I did something new every day"

WHAT DID YOU LEARN FROM THIS WORKSHOP?

"That nature is very important for everyone, even for objects that need to be recycled. I had the feeling that with the imagination you can do everything, beyond the imagination. On the signs, we have not attached sentences written by children but also important poems. 4 lines of very beautiful poems. The

idea came from a mother who wanted to do something artistic. Always approved by children. And at one point they said "one thing they didn't write: not to mistreat the animals" because we don't draw Tito and Muna, the pet therapy dogs"

WHAT RESULTS HAVE YOU OBTAINED WITH THESE SIGNS?

"Not the result that I wanted, initially, it went beyond my expectations than to a point where the whole world no longer did these things. This is a very big achievement that only very important people can like taking digital loads and arresting, whoever throws butts on the floor. At first, I expected to make flyers or videos that we sent around. Then when we made the signs, I was happier, because I never imagined it would be there"

ARE THE SIGNS BEEN USED TO REACH THE OBJECTIVE?

"In my opinion, yes. Because sometimes at school they ask us if we help someone and I say "I clean parks with associations" but it has never been so great. And I'll have something more to say"

WHICH STAT IS THE MOST BEAUTIFUL PART?

"1-who chose us to do the thesis, and I said Mo 'we are famous all over the world 2-the avatar, I didn't know what it was, and after they told me, I thought about the pieces in the game, because it's a great thing, I realized that everything was a played laboratory"

THE PART YOU LIKE ABOUT NNENO? WHICH WOULD YOU LIKE TO CHANGE?

"I was fine with everything like that"

WAS IT DIFFICULT TO FIND THE IDEAS TO PUT ON THE SIGNALS?

"*No, we had ideas, but we didn't know how to put them"*

I HAVE A BEAUTIFUL PHOTO OF YOURS, I HAVE CALLED IT THE PRISCIO.

"Yes, but in reality I did not understand what the priss has to do with it, then when you added the word kit I understood. IL PRISCIO is the desire to discover and want to make a kit. But I would have called it by some name, like a different name like PRISCIO REPORT IT. For the signals and for the binoculars done"

WHAT NAME WOULD YOU GIVE IT?

"I do not know. "Look at PRISCIO"

WOULD YOU LIKE TO REFER IT?

"Yes, because it is not always the same as games. I'd make the avatar different, the same project. I would have changed the signals and placed side by side with two other things to choose how to conclude"

WHY WOULD YOU HAVE MADE DIFFERENT AVATAR?

"I would have used different materials. I'll show you how I would have done it

like the emotions of the film inside out. Fear is small, when you are angry, you become great, happiness is great"

DID YOU LEARN NEW THINGS DURING THIS ROUTE?

"Yes, the power of seeing and imagination that has become explosive"

WHAT EFFECT WILL THE CARTS HAVE ON PEOPLE?

"Some will say, "what a beautiful thing," and then they will deny it, others will see that the children will be sad and will try to follow, others will not care"

HOW THINK YOU CAN REACH EVERYONE?

"There is NO way to reach everyone"

DID IT WORK TO GIVE YOU COURAGE?

"Yes, because he created a thread that allows me to say things. At a demonstration, we were told to follow people, but it is difficult. It was something related to nature. With the signs, you can do the same because they are original, and no one else did. The street one cares you because you think it's true, but then you realize that the children did it. Some were taking their children to ride bikes, and they saw us losing pieces on the street, and they helped us, and we explained to them. Then after reading it, they asked where the ashtray would be? And they replied "no we'll paint it tomorrow."

ALICE, 5 years old

AND HOW DID YOU FEEL WHILE DOING ALL THESE ACTIVITIES?

"I felt like I was a real artist doing things"

WHICH ACTIVITY DID YOU LIKE THE MOST AMONG ALL THE ONES YOU HAVE DONE?

"I liked everything but what I liked the most is painting. I liked the avatar, I was happy when I did it, I liked the whole workshop"

ISN'T THERE SOMETHING YOU LIKED LESS OR DIDN'T LIKE?

"No"

WOULD YOU LIKE TO DO THESE ACTIVITIES AGAIN?

"Yes"

WOULD YOU LIKE TO MAKE THEM THE SAME AND IDENTICAL OR WOULD YOU LIKE TO CHANGE SOMETHING?

"I would like to change a little something, I would like to change some different crafting materials of different colors. There were materials left over from the school's Christmas market so there weren't many but we found these beautiful materials. So I made the drawing, mom cut them out, glued them and the fairy came"

WOULD YOU HAVE LIKED OTHER MATERIALS TO USE AND EXPLORE? BUT

ONLY FOR THE AVATAR OR FOR ALL ACTIVITIES?

"Yes, a little for the activities, a little for the avatar, a little for everything.
AFTER ALL THESE ACTIVITIES DO YOU THINK YOU HAVE SOME NEW POWERS ,TO ADD TO THE FAIRY?

"So I added another but not many others. Mine does not have wings but since a, fairy must always have them, she has wings from behind and therefore has the new power of flight"

HAVE YOU LEARNED ANY NEW THINGS?

"Yes, some new friends, some things from Mary Poppins' house, new workshops, the avatar because I had never done one"

SO WHAT HAVE YOU LEARNED?

"I learned that Mary Poppins' house is a lot of fun, they have some really fun workshops"

DO YOU THINK THIS THING OF SIGNALING HELPS YOU, KIDS, TO GET LISTENED TO FOR YOUR IDEAS? HOW DOES IT HELP YOU?

"Yes, Because otherwise, people would have kept throwing on the ground if we hadn't done the street signs and the ashtray. And it is not normal to find 3 butts thrown on the ground in front of the benches. If an animal passes by, it could eat them and die."

SO DO YOU THINK THESE SIGNALS CAN COMMUNICATE ALL THE THINGS YOU HAVE IN YOUR HEAD?

"Yes"

DO YOU THINK THERE IS A BETTER WAY THAN SIGNALS?

"No ... the signs are necessary, but it is more correct to put both the signs and the ashtray because there are people who pretend not to see the baskets, while if there are both, they cannot throw them on the ground."