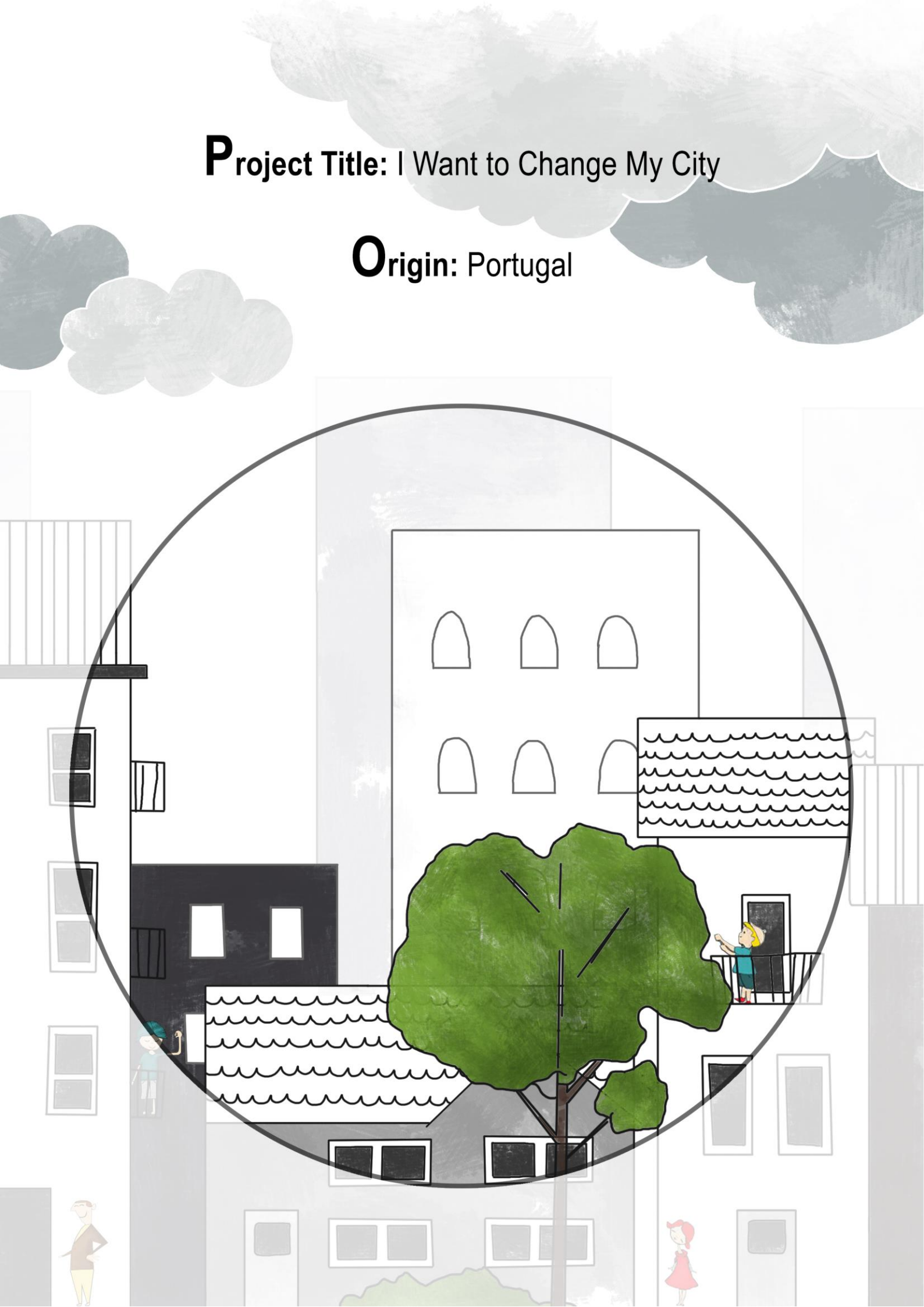**P**roject Title: I Want to Change My City

Origin: Portugal

Presentation

It is questioned the effectiveness of the child-citizen, despite the recognition, it's intrinsic to the meaning of the word "city" the concept of transformation, through a process of participation that culminates in the act of citizenship, we are still far from a citizen's practice on the part of the child when the drawing of cities is called to the work table.

An urban pedagogy program based on citizen education with the purpose of offering the child a common base of knowledge, skills and abilities, which enables him or her to be an autonomous, responsible and creative citizen child, preparing him or her to deal with everyday situations, being able to formulate solutions to possible real problems, allowing to become a mediator of values of civility and citizenship.

The child assumes a co-investigator part in a creative process of dialogue with the city, in cooperation with architects, teachers and the local community. The city becomes a laboratory of experiences for and with children who, in a playful way, are led to experience, confront and interrogate themselves with the places where they live, through a critical and judicious look, which allows them to create a community logbook, where they register the needs, problems and ideas discussed, resulting from the itinerary experienced in the public space. They become agents of social transformation through a creative dialogue, which challenges them to think of solutions that respond to the issues recorded in the community logbook through the execution of a project.

Implementation?

Practical activities are carried out in real contexts, which emphasize the importance of placing children as protagonists, making them an active agent throughout the process of meaningful learning.

Nós temos direitos

Phases of the program**?**

Research
Interrogate - Confront - Experiment

Activities:
- ✓ Quiz;
- ✓ Imaginary Journey;
- ✓ Expedition through the territory.

Formulation
Reflect - Evaluate - Create

Activities:
- ✓ Biomap;
- ✓ Logbook;
- ✓ Small Plenary.

Implementation
Do

Activities:
- ✓ Raise the street project;
- ✓ Great Plenary;
- ✓ Open letter to the Mayor.

Knowledge to acquire?

Recognize the different academic and everyday knowledge that allow the development of the child in a multidimensional perspective.
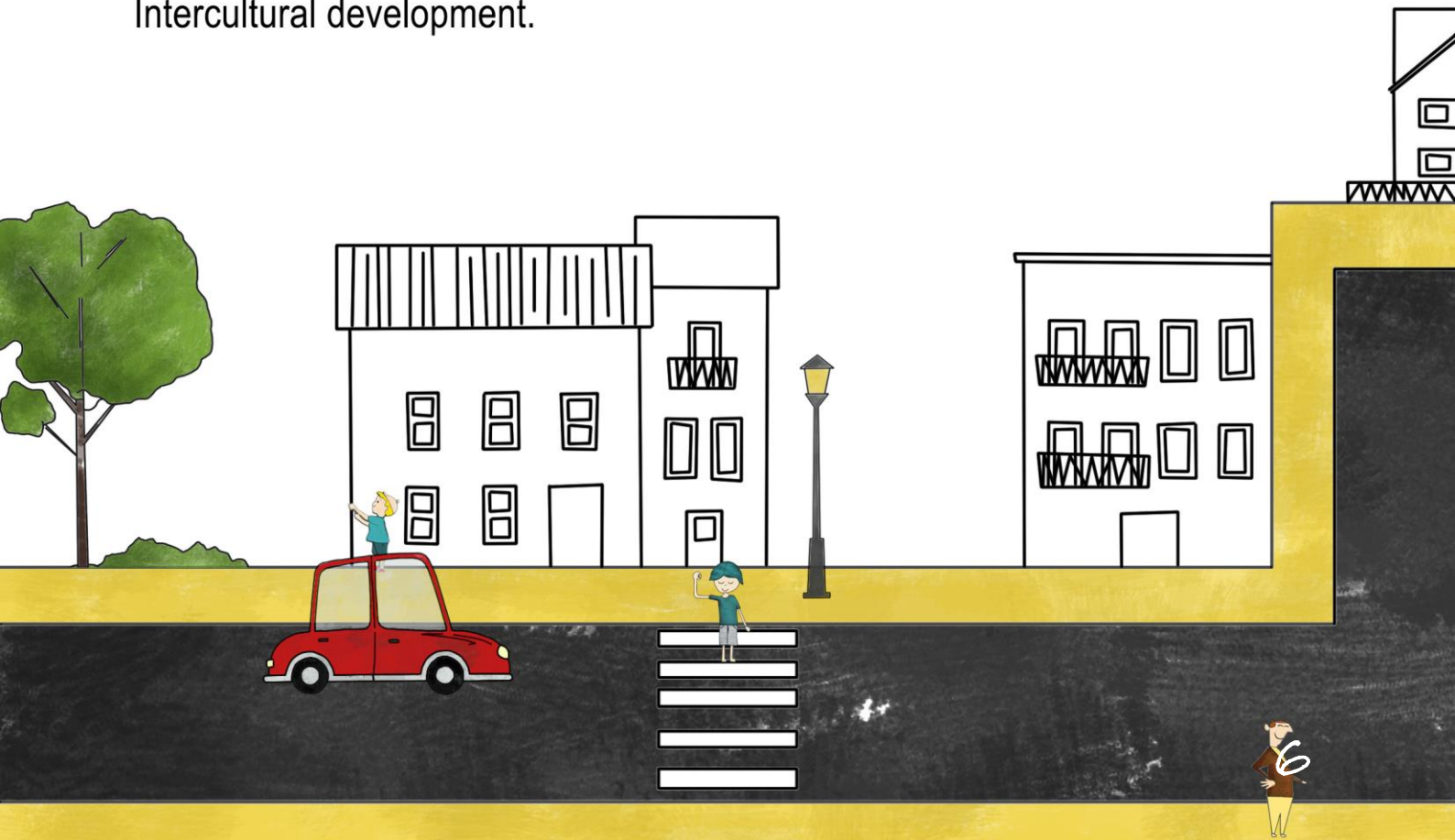
Tools used?

- ✓ The Architecture - Cartography;
- ✓ Rights - Human Rights

Competencies to acquire?

Social skills:

Personal development;

Interpersonal development;

Intercultural development.

Cognitive skills :

Understanding realities;

Face problems, conflicts and solutions;

Build argumentation;

Elaborate proposals, actions.

Civic competences :

Democratic attitudes,

values and practices;

Methodology?

The pedagogical approach used is based on research methodology and on meaningful learning. It uses artistic techniques such as drawing, collage, photography, reproduction of the three-dimensional form.
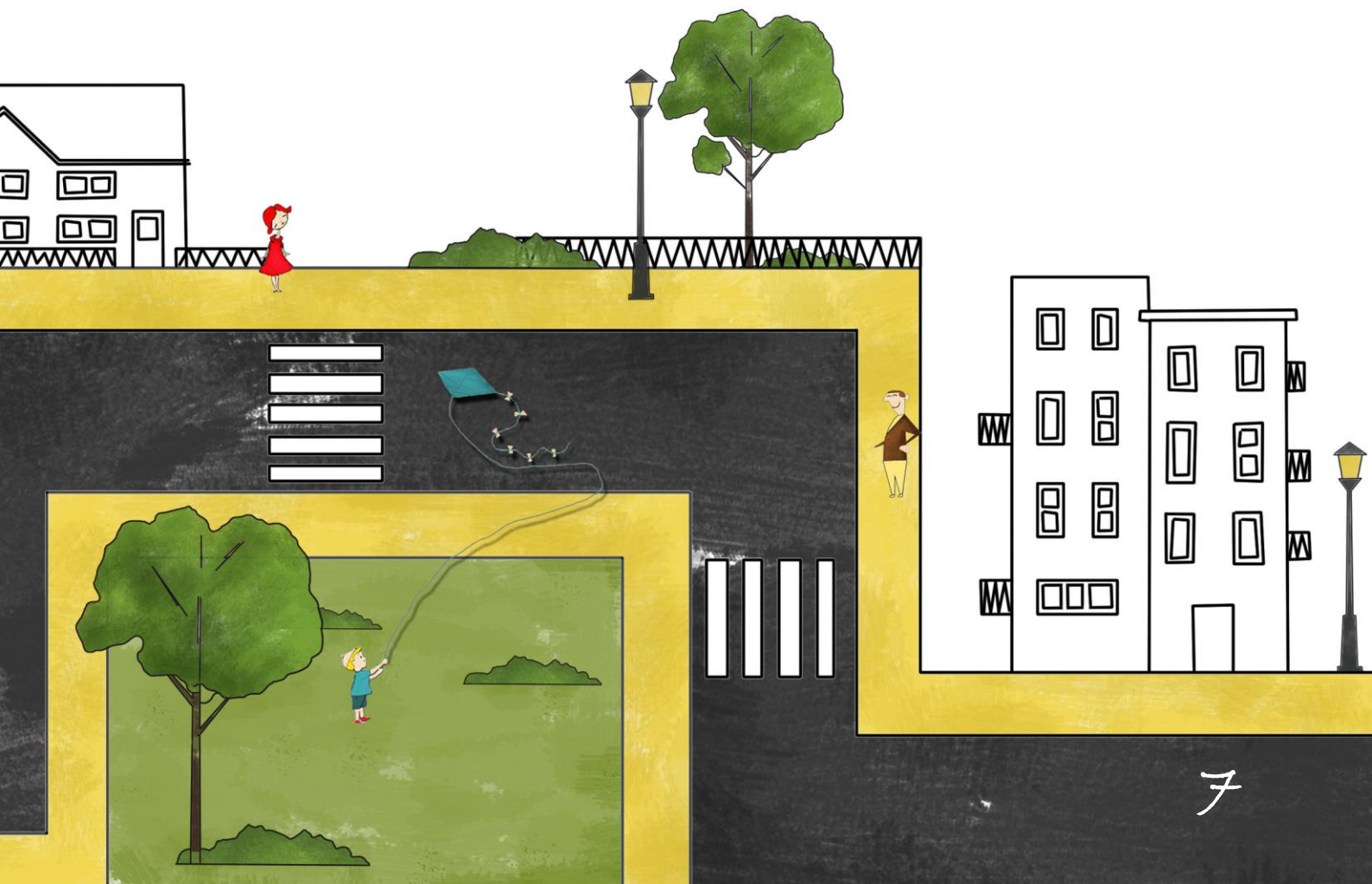
Intent?

✓ Sharing forms and contents for the construction of a critical dialogue between the child-city-school;

✓ Strengthen the involvement of the child and foster his or her creativity;

✓ To implement the participative design model, where the child becomes the creator of the knowledge, dissipating the role of consumer of knowledge contents;

✓ Reinvent the paradigm of the traditional classroom;

✓ Develop transversal, social and critical thinking skills;

✓ Promote the sense of belonging to the community and the sharing of common values.

Expected results?

✓ Learn to observe critically and judiciously;

✓ Learn to communicate clearly and objectively;

✓ Learning to cooperate productively;

✓ Learn to carry out and manage projects effectively;
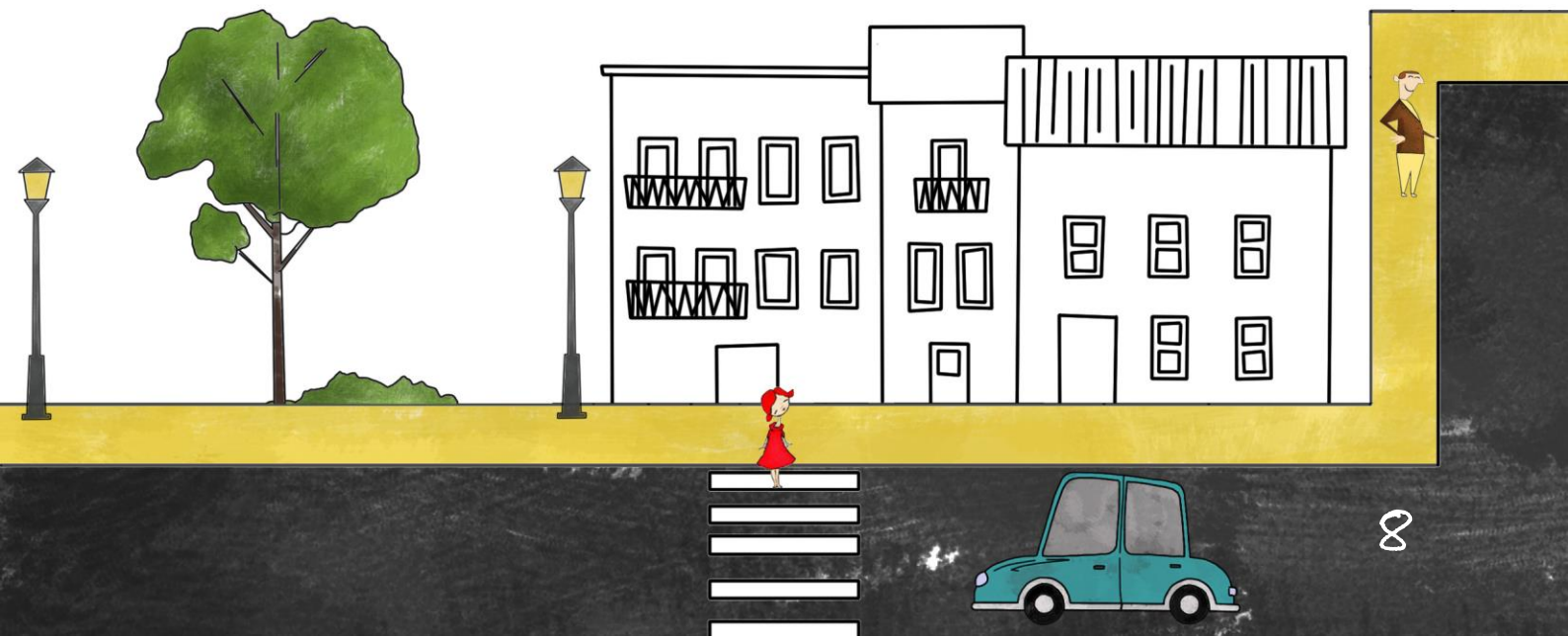
✓ Learn how to creatively implement solutions to real-world problems;
✓ Learn to apply the knowledge learned by doing.

Measuring instrument?

The ruler of time, in which each child receives its time in its specificity. All reach the goal in their own time of maturation, through action | response, offered by the channels of expression of each child, in the confrontation with the experiences in their daily community. With the support of the ruler it is possible to indicate times and degrees of difficulty prompted by the guidelines of the programmatic contents of the project.