Planning students
Participated in UNICEF & SMC Sponsored "Child Friendly Cities" Program.

Child Friendly Smart City Knowledge Center (CFSCKC) is a joint initiative of Surat Municipal Corporation and UNICEF Gujarat state, India launched in 2017. It is the first of its kind in India under UNICEF support and functions as a unique space hosted within ULB dedicated for children and stakeholders associated with children. It strives to bring into consciousness, learn, act and advocate child inclusion and rights within the city. The center has a strategic phase-wise plan of 3 years & further dissemination-sustainability plan.

IDPT – SCET is participated as a knowledge and activity partner for this program and took initiative to exhibit and aware on **"Child friendly Schools"** and **"No Dropout in Learning"** to SMC school students.

Venue – Suman School No. 1 & 6, Vijaynagar, Udhna, Surat

Date – 15th November, 2023

Time – 8:00 AM TO 4:00 PM

Participants – **12**

(6 Students of M.Plan./M.Arch. , 3 Students of B.Arch. and 3 Studednts of B.VA.)

Please Find the attached brief report for insights.

Child-Friendly Schools and Roads : Playful Exploration through Creative Activities

Introduction:

Building child-friendly environments extends beyond physical infrastructure. It's about engaging children's minds, fostering their creativity, and empowering them to be active participants in shaping their surroundings. This report explores how students of a school in Surat explores child-friendliness through various engaging activities: " Question Game on Sticky Notes," "Complete the Drawing using Numeral Figures," and "Fill out the Illusions with Colors."

1. **Question Game on Sticky Notes**





Objective: To gauge children's curiosity, critical thinking, and communication skills.

Participants: Students of all age group from SUMAN school in Surat.

Materials: Sticky notes, pens, and a large board.

Procedure:

1. Each student received a sticky note and wrote a question on anything that sparked their curiosity.
2. Questions were anonymously posted on the board, creating a vibrant collage.

3. Students were encouraged to read and respond to each other's questions, sparking lively discussions.
4. The facilitator facilitated the conversation, ensuring respectful exchanges and encouraging diverse perspectives.

Analysis:

The question game revealed a multitude of interests and curiosities among the children. Some questions focused on the natural world ("Why do leaves change color?"), while others explored social concepts ("Why do we have different languages?"). The activity encouraged active listening, critical thinking as they analyzed each other's questions, and respectful communication as they shared their thoughts.

2. Complete the Drawing using Numeral Figures:





Objective:

- To develop spatial reasoning and problem-solving skills.
- To encourage creative interpretation and out-of-the-box thinking.
- To introduce the concept of numbers and shapes in a playful manner.

Participants:

Students of similar age groups, individually or in small groups.

Materials:

- Paper
- Pencils, crayons & markers

Procedure:

1. Number inspiration: Students receive sheets with pre-printed numeral figures.
2. Creative interpretation: Using their imagination, students transform the numerals into recognizable objects, animals, or landscapes by adding lines, shapes, and colors.
3. Sharing and discussion: Students share their completed drawings, explaining how they used the numerals to create their artwork.

Analysis:

- Strengths:
    - Spatial reasoning and problem-solving: Challenges children to think creatively and solve visual puzzles.
    - Creative interpretation: Encourages imagination and out-of-the-box thinking.
    - Number and shape introduction: Introduces basic math concepts in a fun and interactive way.
- Weaknesses:
    - Limited visual cues: The numerals may be too abstract for some children to interpret easily.
    - Individual differences: Some students may complete the activity quickly, leaving others feeling behind.

3. Fill out the Illusions with Colors:





Objective:

- To develop visual perception and attention to detail.
- To introduce the concept of optical illusions in a playful manner.
- To promote a sense of accomplishment through completing challenging tasks.

Participants:

Students of different age groups, individually or in small groups.

Materials:

- Paper with printed optical illusions
- Colored pencils, crayons, or markers

Procedure:

1. Illusion introduction: Briefly explain the concept of optical illusions and how they can trick the eye.
2. Coloring challenge: Students receive sheets with printed optical illusions and are encouraged to color them in, following the lines and patterns carefully.
3. Visual exploration: Once completed, students explore the illusions, discussing how the colors and patterns create the illusionary effects.

Analysis:

Strengths:

- Visual perception and attention: Improves focus and ability to follow details.
- Optical illusion introduction: Provides a fun way to learn about a scientific concept.
- Sense of accomplishment: Completing the challenging task can boost self-confidence.

Weaknesses:

- Difficulty level: Some illusions may be too complex for younger children.
- Color choice impact: The chosen colors can affect the illusion's effectiveness.

Conclusion: Playful Pathways to Child-Friendly Environments

The " Question Game on Sticky Notes," "Complete the Drawing using Numeral Figures," and "Fill out the Illusions with Colors" activities offer valuable insights into how schools can implement approaches to creating child-friendly spaces. By incorporating such interactive experiences, schools can:

- Foster a culture of creativity and exploration: Children become active participants in shaping their environment, expressing their ideas and imaginations.
- Develop essential skills: Activities engage various cognitive and social skills, including communication, collaboration, problem-solving, and visual perception.
- Build trust and connection: Playful interactions create a sense of belonging and community within the school, fostering trust between students and educators.
- Promote a love of learning: Engaging activities make learning fun and interactive, encouraging children to be lifelong learners.
- By embracing such strategies, Schools can go beyond mere infrastructure and truly become havens for child development, where every child feels empowered to explore, learn, and thrive in their formative years.

Report Submitted by : Sarvajanik University

Date : 15/12/2023

Beyond the Bell: Creating a Culture of Continuous Learning and Growth

Introduction:

Learning is the bedrock of a thriving society, yet school dropout remains a persistent challenge in many parts of the world. Surat, a bustling city in Gujarat, India, is no exception. To combat this issue, several schools have implemented innovative strategies to create a supportive and engaging environment that prevents students from leaving their studies prematurely. This report explores these efforts through a case study at a renowned "No Dropout School" in Surat.

Understanding Dropouts:

Individual Factors:

- Academic Challenges: Struggling with academics, learning disabilities, or lack of motivation can lead to frustration and disengagement, pushing students towards exit.
- Socioeconomic Disadvantage: Poverty, lack of access to resources, and unstable home environments can create significant barriers to success and increase dropout risk.

Institutional Factors:

- Rigid Curriculum: A curriculum that fails to cater to diverse learning styles or interests can alienate students, leading to boredom and disengagement.
- Inadequate Support Systems: Schools lacking sufficient counseling, mentoring, or academic support programs may struggle to address individual needs and prevent dropouts.

Societal Factors:

- Economic Opportunities: The availability of jobs and the perceived value of education can influence decisions to leave school and pursue alternative pathways.
- Cultural Attitudes: Negative societal attitudes towards education or specific groups of students can normalize dropout and discourage further education.

Activities for Engagement: Doodling, Coloring, and Sketching

1. Doodling on Sticky Notes:





Objective:

To gauge students' non-verbal expression and identify potential themes or concerns.

To encourage icebreaking and interaction among students.

Participants: Students of all ages and grades.

Materials:

- Sticky notes
- Pens or pencils

Procedure:

- Introduce the activity: Explain the purpose of doodling on sticky notes anonymously and encourage open expression.
- Doodling time: Provide students with sticky notes and pens, allowing them to doodle anything that comes to mind for a set time.
- Sharing: Students anonymously post their doodles on a designated board.
- Facilitator analysis: Look for recurring themes, symbols, or patterns in the doodles. Identify potential indicators of stress, frustration, or specific interests.

Analysis:

Strengths: Non-verbal expression, icebreaker, identifies themes and concerns.

Weaknesses: Limited depth, interpretation dependence.

2. Draw on my Back Challenge:




Objective:

- To promote physical interaction and trust between children.
- To encourage imaginative expression and storytelling.
- To develop communication and collaboration skills.

Participants:

Students of similar age groups, ideally in pairs or small groups.

Materials:

- Markers & Crayons
- Paper

Procedure:

1. Blindfold buddies: One student in each pair is blindfolded, becoming the "canvas."
2. Verbal instructions: The other student, the "artist," verbally guides their blindfolded partner, describing the drawing they want them to create on their back.
3. Creative collaboration: The "artist" uses clear instructions and vivid descriptions, while the "canvas" actively listens and adjusts their movements accordingly.
4. Unblindfold reveal: Once complete, the blindfold is removed, and both children admire the collaborative artwork.

Analysis:

- Strengths:
    - Physical interaction and trust: Builds trust and communication skills through a fun activity.
    - Imaginative expression: Encourages creativity and storytelling through descriptive language.
    - Collaboration and communication: Promotes teamwork and clear communication within a playful context.
- Weaknesses:
    - Unequal participation: One student may dominate the activity, limiting the other's involvement.
    - Blindfold discomfort: Some children may feel uncomfortable wearing a blindfold.

3. Live Sketching by Facilitator:





Objective:

- To build trust and personalize the learning experience.
- To encourage self-reflection in students through seeing themselves represented in art.
- To develop observation skills and empathy.

Participants:

Students of all ages and grades, individually or in small groups.

Materials:

- Sketchbook or drawing pad
- Pencils, charcoal, or other sketching materials

Procedure:

- Warm-up activities: Engage students in activities to loosen up and feel comfortable being observed.
- Observational sketching: The facilitator observes students engaged in various activities (e.g., learning, playing, interacting) and captures their expressions and personalities in sketches.
- Sharing and reflection: Display the sketches and facilitate discussions about the artwork, encouraging students to share their thoughts and feelings about seeing themselves represented.

Analysis:

Strengths:

- Personalization and trust: Builds trust and a personalized experience between students and the facilitator.
- Self-reflection: Seeing themselves in sketches prompts students to reflect on their own emotions and behaviors.
- Positive reinforcement: Positive sketches can boost self-esteem and confidence.
- Observation skills: Encourages students to observe each other's expressions and body language.

Weaknesses:

- Potential discomfort: Some students may feel uncomfortable being sketched.
- Limited accessibility: The facilitator might not be able to sketch all students due to time limitations.

Strategies to Enhance:

- Pre-sketching: Allow students to sketch themselves or each other in small groups for a more collaborative and supportive environment.
- Group sketching: Encourage students to sketch each other in small groups for a more collaborative and supportive environment.
- Digitalization and sharing: Consider digitally capturing the sketches and sharing them with students for individual reflection and potential use in future projects.
- Interactive feedback: Allow students to provide feedback on each other's sketches, fostering a culture of constructive criticism and peer support.
- Self-portrait exploration: Encourage students to create self-portraits inspired by the facilitator's sketches, further deepening their self-reflection and artistic expression.

Overall, these activities offer a powerful combination of playful exploration, creative expression, and introspective reflection, ultimately contributing to a child-friendly and enriching learning environment. By continuously adapting and refining these approaches, you can empower students to be active participants in their learning journey, fostering a love for creativity and personal growth.

Report Submitted by : Sarvajanik University

Date : 15/12/2023