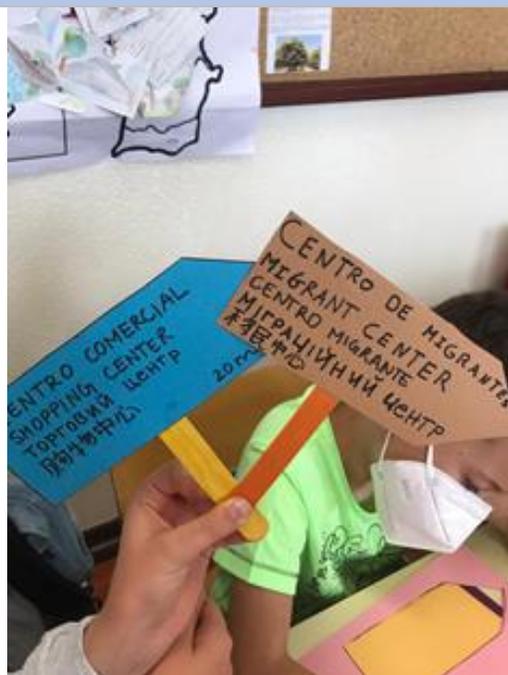


<i>What would you change in your city?</i>						
Targeted age group	Duration	Materials and Resources	Grouping	Teaching approaches	Place of the activity	Interdisciplinary links
Primary school (6-9) Preferably, 4th grade (8-9) but easily adaptable to other levels	2 hours	<ul style="list-style-type: none"> - Drawing, clipping and painting materials - Computer - Dictionaries 	- groups	<ul style="list-style-type: none"> - Synthesis and reflection about the contents of previous activities (in group) - Writing words and expressions in several languages - Construction of LL elements (signage) - Drawing of the city of Aveiro 	- at school	<ul style="list-style-type: none"> - Languages - Geography - Arts - Citizenship Education

<p>Activity Summary</p>	<p>This activity consists in the creation of images to illustrate a news article that the pupils wrote in a previous session drawing attention to the difficulties that immigrants face when living in the city of Aveiro. In this activity, students design the city of Aveiro and create linguistic landscape (LL) elements that they would like to integrate into the city to make it more inclusive.</p>
<p>Learning objectives</p>	<p>exploring LL – working creatively with LL using various artistic techniques (drawing, painting, clipping) – promoting a broad understanding of LL – raising awareness of language diversity – placing one’s own language experiences in the context of LL</p>
<p>Prior activities</p>	<p>Prior to this activity, the pupils visited the city center of Aveiro, collecting images and photographs of the LL. They also researched the nationalities and number of foreign residents living in the city, and elaborated and conducted an interview (via Zoom) to Venezuelan and Brazilian immigrants. After these activities, the pupils concluded that the LL of Aveiro is not prepared to receive immigrants, in particular the most representative in terms of the number of residents. After the interviews, for instance, the pupils were concerned about the difficulties felt by immigrants, related to communication difficulties or to the fact that they did not find newspapers in their own languages. They also recalled what one of the interviewees said: “When I arrived, I found it hard to move around the city and did not know where to go.”</p>
<p>Step by step activity description</p>	<p>This session begins with the following question that the teacher asks the pupils: “What would change in the city of Aveiro to make it more inclusive?”. Pupils can mention LL elements such as “signage”, “restaurant menus” and “newspapers and books that are in kiosks”.</p> <p>Later, the class is divided into three groups and each group has a task:</p> <ul style="list-style-type: none"> - Group 1 should draw the city of Aveiro on an A3 paper as they saw it when they visited the city and collected images and photographs of the LL. -Group 2 has to perform the same task, but on kraft paper, with larger dimensions, with paints and brushes. -Group 3 should create elements to add to the city of Aveiro in order to make it more inclusive for immigrants and tourists.

Possible adaptations	This activity can be easily developed in any city and in different curricular areas.		
To be acquired competencies/skills	Language - recognition of other languages	Subject knowledge - Society and Migration	21st century skills Computer use - creativity - interaction - description - reflection - group work - citizenship
Required competencies/skills	Language - writing - recognition of other languages	Subject knowledge - not applicable	21st century skills Interaction - description - reflection - group work - citizenship

Examples of implementation



Reaction/ feedback teacher	<p><i>“It was a very interesting activity, the pupils shared ideas, came to conclusions, and realized that the city of Aveiro is not prepared to receive immigrants.”</i></p> <p><i>“When they became aware of the difficulties, they suggested that they should change the city, and that’s what they did with this activity.”</i></p> <p><i>“I really enjoyed seeing the work of the pupils and their commitment and dedication in this activity, with the difficulties of immigrants always in their minds.”</i></p>
Reaction/ feedback students	<p><i>“At the end of the project we designed the city of Aveiro and added some elements to make the LL completer and more inclusive. Why is this important?”</i></p> <ul style="list-style-type: none"> - <i>“To welcome people from all over the world.”</i> - <i>“For the residents to feel integrated.”</i> - <i>“It's important because now we can show others what the city could be like.”</i> - <i>“To get to know our city better.”</i> - <i>“To show people how the city can be.”</i> - <i>“Because the LL of all cities is very important.”</i>

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