

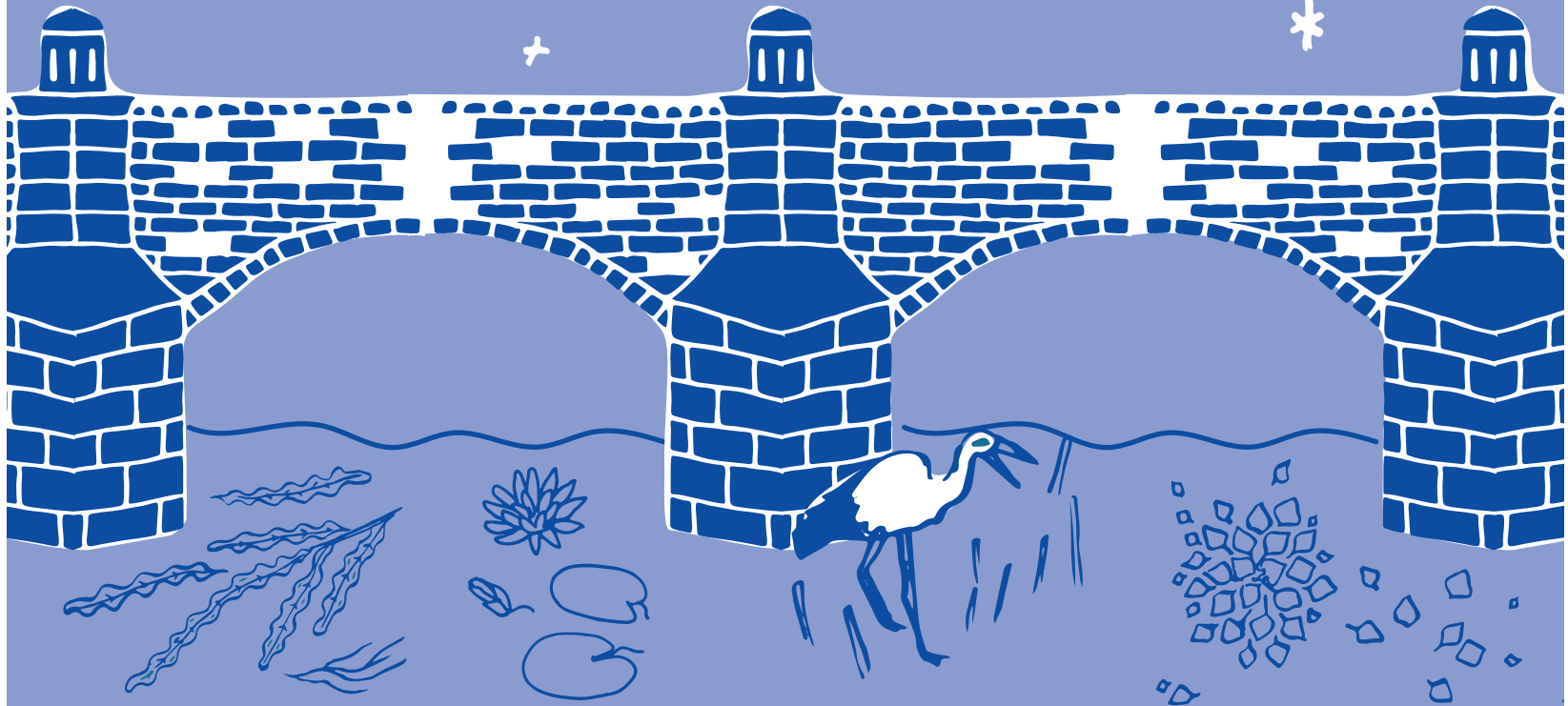
DANURB

FOR CHILDREN LIVING ALONG THE DANUBE



SilverBridge

STORY-BASED COMMUNITY GAME



METHODOLOGICAL GUIDE



SilverBridge

**STORY-BASED COMMUNITY GAME
FOR CHILDREN LIVING ALONG THE DANUBE**

*Methodological guide for teachers for the implementation of a series
of heritage transmission activities with children aged 8-10*

For “we can only love what we know, and we can only protect what we love”.
Konrad Lorenz

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INTRODUCTION

The Department of Urban Planning and Design of the Budapest University of Technology and Economics (BME) as the lead partner of the DANUrB (DANube Urban Brand, 2017–2019) and DANUrB+ (2020–2022) EU Interreg Danube Transnational Programme (DTP) projects, the Contemporary Architecture Centre (KÉK) and the kultúrAktív Association have been working together since 2018 to develop ‘DANUrbanity’ games that fit well with the main objectives of the project. These goals include strengthening cultural and development links between small and medium sized municipalities in the Danube countries, exploring and reusing common cultural heritage, and developing further economic and community development opportunities.

The project places special emphasis on promoting intergenerational knowledge transfer, aiming to ensure that the Danube communities remain viable and attractive for young people (too) in the turbulent post-regime change socio-economic process of the past decades, in an increasingly globalising international environment. In this general framework, education, playful forms of knowledge transfer and awareness-raising play a key role. The result of this idea is a highly exciting game with a magical atmosphere, which attracts children to the world of the Danube legends. Through this game, children can learn about the values of their environment and the dangers that threaten it, thus helping them to become conscious adults who are sensitive to their own environment.

This is the background to the *Silver Bridge* series of story-based activities and community play developed under the DANUrB international project. Its aim is to help children aged 8-10 to discover the intangible, natural and built heritage of the Danube communities and to develop their language skills through stories about water fairies of the Rábaköz region.

The *Silver Bridge* community play, which focuses on the needs of young people, was developed as a tool of heritage transmission based on the theory of built environment education, along experiential and playful educational principles, combining cooperative learning with the continuous focus on children’s language development, where children can create their own game instead of being given a ready-made idea. In *Silver Bridge*, children take part in a series of activities that explore and record the intangible, natural and built heritage of the place where they live, and create their own board game through playful exploration walks and creative processes. The game they create is not only a record of the values they hold dear, but also a means of reliving and deepening these experiences. The result is a community play that offers an experiential way of discovering the built and natural heritages of the Danube communities.

The advice that follows this overview will help prospective users to find the place of *Silver Bridge* in their own educational work. It offers ideas for varying the modules, adapting them to the needs of a particular group of children and choosing creative techniques, among other things. It also describes in detail the different elements of the activities: story-telling sessions, walking sessions, creative sessions using elements of board games, and community play sessions.

THE AIMS AND THE EDUCATIONAL BACKGROUND OF THE SERIES OF HERITAGE TRANSMISSION SESSIONS

Heritage themes in the series of sessions

The concept of cultural heritage refers to the values that a community holds that are of paramount importance for its self-definition. Any building, object, tradition or place can become heritage if the community recognises it as such and connects it to their own specific and individual values. However, in a multinational environment such as the Danube region, which includes more than ten countries and many more nationalities, the same tangible or intangible asset may have different and contradictory meanings for different communities.

Accordingly, the aim of heritage transmission is rather complex:

- on the one hand, it helps children to acquire knowledge, skills and competences in the field through direct experience and analysis,
- on the other hand, it seeks to connect individuals with their environment and contributes to the shaping of individual and collective identities.

The following heritage types will be introduced in the storytelling sessions and walking tours:

- Tangible/historical heritage:
 - an outstanding expression of man's creative genius,
 - built heritage: monuments, buildings, ensembles of buildings which are outstanding from a historical, archaeological, artistic, scientific, social or technical point of view,
 - cultural landscapes (the result of the combined effects of man and nature, which are historically, archaeologically, artistically, scientifically, socially or technically significant and form a topographically definable unit).
- Natural heritage:
 - sites of unique natural phenomena and formations, areas of outstanding natural beauty and outstanding aesthetic value,
 - traces of geological processes, geomorphological and physiographic formations of geological significance,
 - outstanding ecosystems,
 - unique places in terms of biodiversity.
- Intangible/cultural heritage:
 - living traditions, ideas, beliefs, customs, traditions, performing arts, forms of expression (e.g., language), knowledge, skills (e.g., traditional crafts) – and the tools, objects, products and cultural settings associated with them.

It is important to underline that these types of heritage are only indirectly reflected in the series of sessions. The aim of *Silver Bridge* is not to transfer or expand lexical knowledge about the different types of heritage, but to shape attitudes.

The educational objectives of Silver Bridge

Our main goal in creating Silver Bridge was to use the elements of the activity sessions and the story-based community play at the end of the series of sessions to introduce primary school children in multilingual environments to the values and heritage of their local area in an experiential way.

Our aim was to create a method that

- presents local heritage to the target group in an experiential way, building on the intellectual heritage of the Danube region;
- strengthens intercultural relations between young people living in areas with a mixed population along the Danube, encouraging them to learn about and respect each other's cultural heritage, customs and languages;
- in this context, it promotes the development of linguistic competences of children in multilingual environments (whether in their mother tongue, their heritage language or the environmental language);
- sensitises children to the values of the built and natural environment, and introduces them to the concepts of built heritage and natural heritage;
- has an attitude-forming power and encourages children to participate in the sustainable development of their environment and to take responsibility for the preservation of common values and heritage;
- has a positive impact on the development of individual and group competences, based on elements of game pedagogy and experiential learning.

The target group of the community play

The series of activities is mainly aimed at children living in multi-ethnic communities along the Danube. Settlements along the river, which has been an important transport route for centuries, have always been home to many nationalities living side by side, and multiculturalism and multilingualism have always been an important part of the Danube region's intellectual and cultural heritage. The series of activities aims to bring this linguistic and cultural richness to the children of the target group, who come from different linguistic and cultural backgrounds. We aim to make the activities both useful and interesting for the following groups:

- children living in border and/or multi-ethnic settlements who speak a minority language in their families,
- children living in the above settlements who speak the majority language as their mother tongue, who encounter the minority language as an environmental language and understand and speak it to some extent,
- children from mixed-ethnicity families who use two or more languages in their families,
- groups of children who are learning a language that was once used by many people in their community as a foreign language (e.g., for heritage preservation or other purposes),
- children living abroad in a multilingual environment/family.
-

Key competences developed in the series of sessions

Native and foreign language communication

Due to the target group of this series of activities, during the development of communicative competence in native and foreign languages we also focus on specific forms of linguistic such as competence in the heritage language and in the environmental language. Children practice expressing concepts, ideas, feelings, facts and opinions both orally and in writing. The activities in this series develop linguistic creativity through creative problem-solving.

Scientific competence

During walks in the natural and built environment, children acquire knowledge and experience in an environment appropriate to the learning content, and develop their ability to observe and perceive the environment around them. By identifying with fairies metaphorically connected to a particular sensory stimulus, they experience and become aware of the variety of different types of perception.

Intercultural, social and civic competences

Experiential learning about the cultural and linguistic diversity of the local community through a variety of activities encourages children to view their own and others' cultural backgrounds with interest and respect, rather than stereotypes and prejudices, and to see the coexistence of different languages and traditions as an important part of local heritage. As a central element of the built environment education methodology, the strengthening of personal responsibility for the place of residence, active citizenship and democracy education are also key objectives of the series of activities. During the walking tours, children can experience the conflicts and reflections on the use of space in their neighbourhoods, and the tasks encourage the experience of the different urban groups (e.g., car users, pedestrians, elderly people, etc.) and raise awareness of the need to reconcile different interests and needs.

Cultural competence

Through creative sessions and other activities, children have the opportunity to express their thoughts, feelings and experiences using a wide range of creative techniques and tools. The series of activities promotes the diverse and creative use of materials and techniques, and the experience of creating individually as well as collectively. In addition to their own creations, the children will learn about each other's work, gain practice in reflecting on the creative process, describing the work of art and presenting the process of creation in writing and in speech (in front of an audience).

Entrepreneurial competence

Linked to the key competences mentioned above, the series of activities also contributes to the development of children's initiative and entrepreneurial skills. The fairy-tale framework as a whole and the activities that go with it also raise awareness of the possibility of change and transformation and encourage personal participation. Through individual and group planning exercises and creative activities, children gain experience in planning and implementing solutions to tasks.

Elements of the Silver Bridge series of activities

Silver Bridge is a story-based community play created by the children themselves in a series of four sessions, including:

Fairy tale session

The framework story of *Silver Bridge* is rooted in our intangible heritage, as it is composed of elements of Hungarian legends related to the Danube. Using details from various authentic sagas, legends and fairy tales, we have created our own fable, which unifies the different parts of the session. In the first session, the children will be introduced to this fairy tale framework through a storytelling session and a fairy tale activity. These are the educational objectives of the story, which are also implemented during the walking tours:

- Children should be able to experience the possibility of making a qualitative change in their environment;
- Be able to separate and reinterpret the good and bad things around them;
- Discover the treasures hidden in their environment, become able to transform the worthless into the valuable, create order from the chaos;
- Dare to see with their own eyes, consciously integrate and trust the sensations of all their senses. Get used to and learn systematic, focused, non-judgmental observation;
- Strengthen their identity: their connection to the world, their sense of self, their self-esteem;
- Increase their linguistic expression, vocabulary, phraseological knowledge and storytelling skills;
- Be able to reflect on their own cultural background in their interactions with others, develop a curiosity to learn about others and their own culture without prejudice, and develop a critical and analytical attitude towards cultural phenomena.

Supplies:

- Books, story collections about Danube tales and legends;
- Stories from your own collection about the region;
- Tools to help you get in the mood for storytelling.

Walking tours

The story time session is followed by two walks, one in a natural and one in a built environment, to introduce the theme of built and natural heritage. During the walks, the children are asked to solve tasks closely related to the story. The activity sheets are used to help them to playfully identify what they themselves value in their environment, what bothers them and what they can do to make their environment more liveable.

To give children the opportunity to learn about the natural and built heritage of their local community, we have prepared two walking tours.

1. The nature walk helps young people to identify with the fairies of the Danube, the main characters of the fairy tale. During the walk, children focus and rely on their different senses to observe the natural environment, collect plants and patterns, while learning about the different nuances of the natural environment and developing their vocabulary related to the perception of the environment.
2. On the urban walk, children continue their search for fairies in the urban environment. The role of this walk is to raise awareness of the built heritage of the local community, to deepen knowledge of local architectural traditions, materials, everyday and special architectural solutions and to develop architectural vocabulary. In addition, children will explore the use of urban spaces and, where appropriate, the conflicts that could be resolved to bring the fairies back to the people.

Supplies:

- clipboard and pens
- a basket for collecting fruits, leaves and natural objects
- a camera to capture the best moments of your walk

Creative workshops

The creative activities that follow and build on the walks aim to deepen the direct experience of the natural and built heritage. After the nature walk, children create small models of water fairies they have imagined, inspired by the values of the natural environment. The walk in the urban environment will be followed by a creative workshop combining the representation of architectural and urban values with objective and subjective mapping. In addition to the built environment, the children will use creative tools to illustrate the values of the natural environment and the fairy tale world of water fairies, and will present their works to each other.

The making of the fairy figures is to encourage individual creation; meanwhile, from a heritage point of view, children learn about intangible heritage through local stories. In the second activity, the children will create cooperatively, working through their experiences of the natural, built and intangible heritage of their hometown during the walks.

The role of the creative workshops is not only to represent and record direct experiences, but also to be an important step towards community play, as they are the time when the supplies, figures and the game board are made.

- The figures of the board game will be the fairies they were searching.
- The layout of the game board will be based on the natural and built heritage and mythology explored during the walks.

Community play session

By the end of the session, a board game will be created together with the children based on the built and natural heritage they have discovered, and on the myths and legends that are part of the intangible heritage. The fairy figures created during the crafting workshop are used

as figures in the board game, and the game board is a subjective record of the walks in the natural and built environment. The aim of the game is for children to bring the fairies back to the world of humans within a given time frame. To do this, players must first build a bridge between the world of fairies and that of humans – hence the name Silver Bridge. To build the bridge, players work together to solve various language and other skill-based tasks. Once the bridge is built, players can bring the fairies back to the human world by answering quiz questions related to their shared walks and creations across the Silver Bridge.

Silver Bridge community play

The aim of the game is to bring the fairies back to the humans after 777 years. On our walks we have discovered a lot of clues left by the fairies, we know what fairies look like, what they like and what they don't. We visited their homes, showed them our valuable heritages and why they should come back. If they could build us a silver bridge when we needed one, maybe we can too. Let us now build together the silver bridge from the Human World to Fairyland, so that the fairies can cross it and live with us again!

Number of players: approx. 13–36 persons

Supplies:

- fairy figures (sculptures made by the children)
- the three elements of the game board (the fairies' world: the Milky Way, the human world: children's drawings based on the nature walk and the urban walk)
- Silver Bridge cards (min. 10 personalised quiz cards, 1 Human World bridgehead, 1 Fairyland bridgehead)
- Star cards (personalised)
- a timing device (hourglass, kitchen timer, stopwatch, etc.)

Preparations:

Place the game board on a large table that children can sit comfortably around. You can also put a large rug on the floor for the kids to sit on. The glitter map of Fairyland (Milky Way) should be at least 10 Silver Bridge cards/tiles away from the two areas that make up the land of the people. A silver bridge will be built between the two, connecting the Human World and Fairyland.

Place the designated bridgehead to the Human World.

Place the Silver Bridge cards on the area of the Human World or hold them in your hand as game master.

Scatter the Star cards on the board in the Fairyland area so that each player gets one.

Ask the children to place their fairy figures on the Milky Way.

Rules

The game consists of two rounds.

In the first round, we will work together to build the Silver Bridge so that the fairies can cross over into the Human World. Place the designated bridgehead in the Human World, then have the first child draw a Silver Bridge card from the deck. Solve the problem on the card together!

When you have solved the problem, place the first Silver Bridge card (activity card) next to the bridgehead. With each task you complete, you add a new element to the bridge. Start building the bridge from the Human World, and place the last bridge element on the side of Fairyland. The bridge is completed when you have placed all 10 elements on the game board. At this point, the bridgehead on the Fairyland side of the bridge will also be built. Give yourselves a round of applause!

Once the Silver Bridge is completed, the second, separate round will start. The game master reads out the quiz questions on the Star cards. The first one to know the answer can cross the Silver Bridge with his/her fairy and take the place marked with a star sign in the Human World that was designated for his/her fairy when the game board was made.

When all the fairies have crossed the bridge, let's applaud each other and praise the children!

IMPRESSUM

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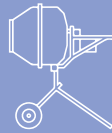
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