



OBSERVE

OVERVIEW

The Observe program's goal is to develop the voices of the youth by guiding them to pay attention to their cities, understand its functioning, rethink the city based on their observations and to effectively communicate the change they desire. The participants will take part in a community-based observe program, learn about cities, and develop skills that will amplify their voices as they engage in place-based, creative action. Developed by the Center for the Living City, this program builds upon successful pilot projects completed with the Girl Scouts of United States of America.

Urgent challenges facing communities such as the impacts of climate change and rapid urbanization, access to safe drinking water and sanitation, food deserts, and other deficits are opportunities for creative responses from the change-makers of the future. Inspired by the broad impacts of people like Jane Jacobs, Malala Yousafzai, and Jaime Lerner, youth have new role models and new narratives to help them navigate through inequalities and push for creative expression. This 'observe' program will provide them with skills and tools that both inform action and support their developing voices and leadership skills. The elements for creative action might include, but are not limited to those which may cause concern or joy, inform a sense of history, address problems of housing, mobility, food justice, access to education and sanitation, or a host of other problems witnessed through their observational skills.

OBSERVE

Observe is a free workshop designed to empower the voices of the youth

What will the participating students learn?

- The participating students will learn about Jane Jacobs and her ideas about cities.
- The students will learn how to use their five senses to observe their neighbourhood and how to notice instances of normal life that one would normally overlook.
- They will learn techniques on how to represent these observations in terms of maps and drawings.
- They will learn how to engage in a group discussion that involves many stake holders.
- They will learn how to curate and set up an exhibition from content they generated from the workshop.
- They will hone their leadership and communication skills through various exercises.

What will students receive as part of the workshop?

- Observe notepad and five senses guide
- Observe badge
- Pencils, Erasers and Colour pencils
- Art paper for maps
- Select students will receive posters of their work as a follow up to the workshop
- A certificate upon completion of the workshop

What should the school arrange/provide for the workshop?

- A group of 25 interested students from 8th or 9th standard.
- A classroom for the morning and afternoon discussion sessions.
- One or two teachers to accompany the students for a short neighbourhood walk in a residential area near the school (all main roads will be strictly avoided).
- If it is of interest to the school, an exhibition of all the drawings made by the students will be put up for display. A few pin up boards/notice boards and pins will be required.

WORKSHOP FORMAT

Discover

1 Informing Ourselves - Card game

Explore the role of community leaders, such as Jane Jacobs and their impacts through a theatrical card game. The participants will learn about Jane Jacobs' life and her ideas on cities through the course of the game.

2 Community Mapping - Five Senses guide

A neighbourhood that is in close proximity to the participating school will be chosen for the

community mapping exercise. Participants will be given copies of a 'five senses guide' and will be taken on a neighbourhood walk. During the walk, they will use the guide to map their experiences and understand their neighbourhood using Jane Jacob's themes for the city.

Connect

3 Share - Mind maps and Discussions

The participants make mental maps of the walk which showcase their personal experiences and observations of the neighbourhood and share the findings with the group. They will engage in a group discussion to compare, contrast and question everyone's observations.

4 Brainstorm - Role play as different stakeholders in the community

A collective mental map is drawn up by the participants which includes details from individual maps. Different roles from a community are assigned to all the participants. Examples of roles - old woman who has difficulty walking, young kid who loves to play, a shopkeeper who sells tea, a retired post master, a home maker. Assuming these various roles, the participants then discuss about what each of them what to preserve or change in their neighbourhood to make their neighbourhood more livable, keeping in mind all the principles the learned from the earlier exercises.

Take action

5 Lead and Respond - Exhibition

An exhibition will be set up by the participants showcasing all the drawings, maps, photos and other forms of documentation from the walk and discussions. The exhibition will aim at communicating the ideas learnt from the day, observations from the walk, what people want to preserve and change in their community. Parents and fellow students of the participants will be invited for the exhibition.

6 Beyond the day - Community Leaders

Leaders from the participants groups will be identified. They will be given custom designed posters with drawings made from the day and a list of Jane Jacob's ideas. They will also be encouraged to take further action by writing letters to their ward councillors on key issues that have emerged from various discussions with their fellow participants. These leaders will also educate their immediate community about their learnings. They will be invited for a group Observe program at the end of six months to share their efforts and its impacts on the community and neighbourhood.

WORKSHOP DURATION

One full day - 8 hours comprised of

- Classroom session - 2 hours
- Neighbourhood walk - 2 hour
- Classroom mapping and discussion - 2 hours
- Exhibition - 2 hour

For any queries:

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