PEDAGOGICAL PRACTICES

Instituto Corrida Amiga

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THIS HANDBOOK IS MADE BY MANY HANDS — AND FEET

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ABOUT US

Since 2014, Instituto Corrida Amiga has created experiences that bring people closer to the territories where they live, connecting active mobility, education and civic participation.

Our starting point is simple: the city is also a space for learning. Walking, cycling, playing, observing and occupying public spaces are ways of getting to know the territory, building bonds and exercising the right to the city.

Through playful, participatory pedagogical practices, we connect movement, listening, inquiry and action. Children, adolescents, young people and adults are invited to notice their everyday routes, recognize different urban experiences and reflect on accessibility, safety, health, the environment and living together.

WHAT DRIVES US

- **Movement:** learning through the body and everyday journeys;
- **Listening:** recognizing different experiences, needs and forms of expression;
- **Territory:** observing the city with its qualities, barriers and inequalities;
- **Participation:** turning perceptions into questions, ideas and proposals;
- **Care:** helping build spaces that are more accessible, safe, healthy and welcoming.

The street is a place for meeting, learning and participation.
A walkable city is one that welcomes everyone.



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BEFORE YOU START

The city as a space for learning

Understanding the city as an educational space begins with observing everyday life: the streets we walk, the squares where we meet, the routes we choose and the details that a quick glance might miss.

Instituto Corrida Amiga's practices are shaped by the relationship between the city and everyday experience. Guided by the principles of active mobility, the right to the city and the value of everyday experience as a space for learning, they recognize the street as a territory for education and living together.

Built on a playful, educational approach, they combine movement, listening and critical reflection, recognizing children, adolescents and young people as rights holders and active participants in building more accessible, walkable and healthy cities.



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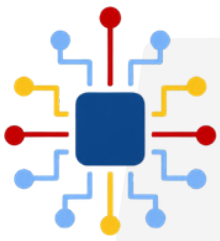
BEFORE YOU START

The city as an educating territory



This handbook presents a set of practices, encounters and possibilities that aim to broaden how we perceive the city, encourage people to try out new routes and foster reflection on shared spaces. These experiences also connect with the 17 Sustainable Development Goals (SDGs), linking what happens on the trail to broader challenges such as health and well-being, education, reduced inequalities, sustainable cities, climate action and participation.

Throughout the handbook, the SDGs are shown on each practice's card, together with the themes, curriculum components and other information that help explain its goals and possibilities. The SDGs listed vary with the proposal and audience of each activity, highlighting different ways of relating experiences in the city to the challenges of more inclusive and sustainable development.



Technology can also be part of this journey as a supporting resource. As Artificial Intelligence becomes more present in everyday life, new possibilities open up for imagining, creating, organizing ideas and exploring alternatives. In this handbook, AI is presented as a support for Instituto Corrida Amiga's pedagogical practices, without replacing the core elements of the experience: the participants' own observation, listening, lived experience and reflection.

START OF THE TRAIL

The journey invites everyone to build, together, a city that is accessible to all.

The practices start from a simple idea: learning also happens when the body moves, the senses are engaged and everyday experiences become opportunities for inquiry.

01
Observe

Identify features of the surroundings.

02
Experiment

Explore knowledge through the body and movement.

03
Dialogue

Share different perspectives.

04
Care

Recognize diverse people, paces and needs.

05
Question

Ask questions based on everyday situations.

06
Act

Imagine possibilities for change.

When the city becomes part of the learning experience, every path can reveal something new.

This perspective underpins Instituto Corrida Amiga's pedagogical practices, which value active mobility, the right to the city and everyday experience as a space for learning.

HOW THE TRAIL STATIONS ARE ORGANIZED

The methodology is organized into four complementary, flexible moments, called stations in this handbook.

01

INTRODUCING THE THEME – PLAYFUL GAMES

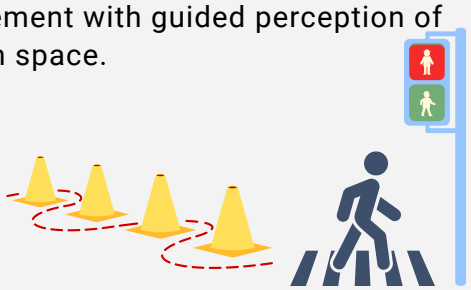
The first station focuses on raising awareness of urban mobility and physical activity. Playful games introduce the topics and encourage group engagement.



02

AWARENESS AND GUIDED EXPERIENCE

The second station offers an intermediate experience between awareness-raising and experience in the territory, such as the Pedestrian Circuit, which combines body movement with guided perception of urban space.



03

EXPERIENCE IN THE TERRITORY

The third station takes place in the territory. Activities such as the Bonde a Pé encourage direct observation of the city, knowledge building and reflection on everyday routes.



04

MOBILIZATION, CO-CREATION AND ADVOCACY

The fourth station brings together policy advocacy, engagement and community mobilization. Here, earlier experiences can be turned into proposals, critical reflections and initiatives aimed at transforming the territory and everyday life.



HOW THE TRAIL STATIONS ARE ORGANIZED

Practices are continuously adjusted based on listening to participants, dialogue with the teaching team and analysis of local contexts, in line with the Institute's principles. Activities are adapted to different stages of schooling — Early Childhood Education (EI) and Elementary Education (EF I and II) — taking into account attention spans, levels of autonomy, forms of communication and ways of participating. Planning, accessibility resources and coordination among school management, teachers, students, families and support staff can encourage the participation of children with physical, sensory, intellectual or psychosocial disabilities, whether visible or not. Inclusion should guide every stage, with adaptations designed according to each person's needs and preferences, avoiding segregation and infantilization.

Planning includes prior coordination with the partner institution and with each class to identify specific needs, possible adaptations and forms of support during the activities. Short games and group activities are recommended, especially in Early Childhood Education, to help hold attention and focus on the central theme. Throughout the process, listening, collaboration and active participation should be valued, welcoming different forms of expression, perceptions and comments.



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ACCESSORY BACKPACK

Not every path is the same. And it is not always possible to follow the planned route.

Just as walkers carry what they might need along the way, Instituto Corrida Amiga's pedagogical practices come with an “Accessory backpack”: a repertoire of activities, games, resources and possibilities that can be combined and adapted to the context, audience and goals of each session.

The backpack helps make the methodology more flexible and alive. The four moments that guide the Institute's practices — awareness-raising, playful experience, experience in the territory, and mobilization and advocacy — remain the main stations of the trail. The backpack is not a new station, but a set of resources that can support these moments, broaden their possibilities and help work around situations that call for adaptations.

Some activities can work as a brief warm-up or “icebreaker”; others can bring more movement and play to part of a session, deepen a topic or make it possible to carry out a practice when the originally planned conditions don't allow it.

This happens, for example, on rainy days, when it isn't possible to go out for a Bonde a Pé experience. In that case, the journey can continue in other ways: exploring the territory through Street View, talking about everyday routes, playing, moving the body or investigating mobility issues inside the school itself.

The idea is not to follow a fixed script, but to have different possibilities at hand to choose, combine and adapt, without losing sight of each station's goals. Age group, available space, time, the group's characteristics and whatever happens during the session are also part of the planning.

This backpack holds games, questions, challenges, stories, charades, virtual routes and other activities that help explore different learning paths, while keeping in mind the principles of active mobility, physical activity, accessibility, living together and the right to the city.



ACCESSORY BACKPACK

What can fit in this backpack?

How did I get here? — to listen to and visualize the different ways of getting to school

access activity

Color Game — to get the body moving and introduce situations related to getting around

access activity

Up and Down — to recognize the physical activity in everyday actions

access activity

Home-School-Home — to play with different ways of getting around

access activity

Follow the Pedestrian — to explore body movements in a playful way

access activity

Rock-Paper-Scissors Race — to work on movement, challenges and situations that pedestrians face

access activity

Guessing Game / Who Am I? — to talk and learn through clues and questions

access activity

Charades with Cards — to act out actions related to mobility and physical activity

access activity

Quiz — to review knowledge and encourage reflection on mobility and cross-cutting themes

access activity

Street View Route — to explore and observe the territory without leaving the school

access activity

Story and Charades — to create stories, move the body and talk about the topics covered

access activity

Super Mob — to learn about different ways of getting around and compare their features

access activity

The backpack can grow along with your experiences: new contexts may call for new accessories, new combinations and new paths.



HOW TO WALK THE TRAIL

Reading guide

1. **PACK YOUR BACKPACK**
   Check the audience, time, space, themes and materials needed.

2. **FIND YOUR PATH**
   Choose an experience that fits the goals of your journey.

3. **REACH THE STATION**
   Plan the facilitation, thinking about questions, instructions and ways to support the experience.

4. **ADJUST YOUR PACE**
   Adapt the activity to the time, the space and the group's characteristics.

5. **STOP AND OBSERVE**
   Set aside a moment to listen to and record the discoveries, perceptions and ideas that came up during the activity.

Getting started

You don't need to cover everything at once. The handbook brings together different possibilities so that each education professional can find paths suited to the context and purpose of the practice.

THE TRAIL STARTS HERE.

HOW TO READ THE CARDS

All cards follow the same structure:

01 **At a glance** — shows audience, duration, space, team, SDGs and curriculum components;

02 **What it is** — briefly describes the activity;

03 **Why do it** — sets out the learning objectives;

04 **Before you start** — guides the preparation of the space, the materials and the agreements with the group;

05 **Step by step** — breaks the activity down into stages;

06 **Questions for the walk** — offers support for facilitation and reflection;

07 **Adaptations and accessibility** — presents different ways to take part;

08 **Materials** — lists the resources the activity needs;

09 **Care and safety** — brings together recommendations for running the activity safely;

10 **Recording and assessment** — suggests ways to document what was learned;

11 **Next step** — makes connections with the next station.

Guiding principle

The cards are flexible references. The facilitation team should adapt them to the territory, the age group, the group's characteristics and the accessibility conditions, while keeping the pedagogical objectives.

TRAIL OVERVIEW MAP

Station	Practice	Main Audience	Duration	Core purpose	Main record
1st station: Introducing the theme – Playful Games	How I get to school	ECE and EE I	50 min	Recognize everyday journeys	Group chart
	City Spin and Action	EE II	50 min	Connect mobility, health and citizenship	Action phrase and mime
2nd station: Awareness and guided experience	Pedestrian Circuit	ECE and EE I	50 min	Identify urban situations and barriers	Account or group record
	Pedestrian Circuit	EE II	Up to 60 min	Analyze accessibility and coexistence	Proposals for urban space
3rd station: Experience in the territory	Bonde a Pé (Group Walking Experience)	ECE to EE II	Varies	Read, check and analyze the territory	Drawing, worksheet, map or assessment
4th station: Mobilization, co-creation and advocacy	Playful Intervention	ECE to EE II	Up to 120 min	Transform a space together	Urban intervention
	Ideal City Notebook Workshop	EE I and EE II	1h to 2h	Communicate ideas and build proposals	Notebooks with drawings, collages and cut-outs
	Model-Making Workshop	EE II	3h to 4h	Visualize, understand and analyze spaces	Model at a scale suited to the area and base
	AI Workshop (with or without Bonde a Pé)	EE II	1h (without Bonde a Pé) / 2h (with Bonde a Pé)	Recognize and improve everyday travel spaces	Worksheets and images (current and AI-simulated)
	Policy Advocacy Document Workshop	EE II	1h to 2h	Analyze and propose improvements to the territory	Document (e.g. official letter)

STATIONS

PACK YOUR BACKPACK AND MAKE YOUR OWN WAY!



1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

Guiding verb: approach

At this station, the group identifies everyday journeys, shares experiences and starts discussing urban mobility through movement, playful activities and dialogue.

Objective:

The Playful Games are designed to create opportunities to listen to children and young people about their everyday journeys, while encouraging physical activity and active mobility through movement, play and physical challenges. During the game, the facilitator can vary which of the Playful Game activities are used, according to prior planning and the age group of the class.





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1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: HOW I GET TO SCHOOL

01 At a glance

On the trail	What you need to know
Station	1st — Introducing the theme
Audience	Children aged 4 to 11 — Early Childhood Education and Elementary Education I
Participants	Up to 30 students
Time	50 minutes
Space	Schools and socio-educational organizations
Facilitation team	At least two people
SDGs	3, 4, 10, 11 and 13
Themes	Urban mobility, accessibility, diversity, citizenship, urban landscape, environment and health
BNCC – Early Childhood Education (Fields of Experience)	The self, the other and us; Traces, sounds, colors and shapes; Listening, speaking, thinking and imagination; Spaces, times, quantities, relations and transformations
BNCC – Elementary Education I (Curricular components)	Portuguese Language and Geography
Expected output	Group chart "How I got here"

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: HOW I GET TO SCHOOL

02 What it is



An educational activity that combines storytelling, movement games and drawing to explore how children perceive the city and the different ways of getting to school. The story is told with the help of a playful map, which works as a visual guide and as the thread that links the activities that come up along the character's journey. Throughout the activity, the group plays movement and symbolic games, and the experience ends with the class building the “How did I get here?” chart together, based on the children's own records.

03 Why do it



- identify different ways of getting around;
- connect mobility, the body and everyday life;
- discuss street crossings, accessibility and living together;
- value listening and the class's experiences;
- organize information in a group chart.

04 Before you start



Prepare the map, the characters and the materials for the games. Set up a clear space for movement and an accessible area for the final record. Establish shared agreements with the class to respect different ways of getting around and participating.

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: HOW I GET TO SCHOOL

05 Step by step

1. **WELCOME**
   briefly talk about the routes the children took to get to school.
2. **INTRODUCE**
   explain that the character needs to get to school and will face challenges along the way.
3. **TRY IT OUT**
   lead the games about street crossings, the rope, priority seating and charades about active ways of getting around.
4. **CONNECT**
   after each challenge, ask when similar situations might happen in everyday life.
5. **RECORD**
   ask “And how did you get here?”. Then organize the answers in a table of means of transport, using fingerprints, drawings, symbols or another accessible format.
6. **SHARE**
   build and interpret the chart together.

06 Questions for the walk



- Which ways of getting around can be used to get to school?
- Is the route safe and accessible for everyone?
- What conditions make a street crossing safe?
- Who is entitled to priority seating?
- What information can we find in the class chart?

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: HOW I GET TO SCHOOL

07 Adaptations and accessibility



Offer seated, gestural, verbal or tactile alternatives, or ones based on pointing to pictures. Recording can be done through drawing, stamps, stickers, speech, alternative communication or with help from another person.

08 Materials



- playful map, characters and means of transport with Velcro;
- cards about means of transport and people entitled to priority seating;
- banner or poster board with a table of ways of getting around;
- gouache paint, A5 paper, crayons and masking tape.

09 Care and safety



Keep the area clear of obstacles and supervise the rope activities. Avoid linking certain means of transport to negative judgments about families.

10 Recording and assessment



Use the group chart and the closing conversation to observe whether the class identifies different ways of getting around, recognizes safety precautions and respects different experiences.

11 Next step



The situations in the story can be revisited as physical challenges in City Spin and Action or in the Pedestrian Circuit.

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: HOW I GET TO SCHOOL







Instituto Corrida Amiga archive

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: CITY SPIN AND ACTION

01 At a glance

On the trail	What you need to know
Station	1st — Introducing the theme
Audience	Elementary Education II
Participants	Up to 30 students
Time	50 minutes
Space	Sports court, schoolyard or a large, accessible space
Facilitation team	At least two people
SDGs	3, 4, 10 and 11
Themes	Urban mobility, accessibility, diversity, citizenship, environment and health
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Geography, History, Mathematics and Science
Expected output	Action phrase and mime performance

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: CITY SPIN AND ACTION



02 What it is

A playful, movement-based activity about urban mobility, held in a large space with four themed stations: (1) access to the city; (2) road safety; (3) the environment; and (4) health and well-being. Working in groups, students follow obstacle courses between each station and the center of the space, where they draw a card with a quiz question on the theme. After discussing and recording the answer together, they return the card and go back to their starting station, where they choose a keyword for the final charades activity. In each round, the groups move on to the next station, repeating the process until they have been through all four. At the end, they combine the words they collected into a sentence about a mobility action, which they present through charades. The activity brings together movement, cooperation, reflection and body expression.



03 Why do it

- connect urban mobility, citizenship, health and the environment;
- encourage cooperation, reasoning and body expression;
- recognize the diversity of people who use the city;
- turn concepts into calls to action.



04 Before you start

Set up the four stations in a large, accessible space. Mark each one with a color, name and/or symbol. Distribute the materials, test the routes and agree on rules for care, participation and collaboration.

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: CITY SPIN AND ACTION

05 Step by step

1. **WELCOME AND SET THE SCENE:** introduce urban mobility and the four themes.
2. **ORGANIZE THE GROUPS:** divide the class among the stations.
3. **COMPLETE THE CHALLENGE:** each group does a short movement activity, with accessible alternatives.
4. **ANSWER THE QUIZ:** the last person in the group picks up a question at the central station, and the group discusses it together.
5. **COLLECT THE KEYWORD:** after recording the answer, the group picks a station word.
6. **ROTATE:** the groups move on until they have completed all four stations.
7. **CREATE AND PRESENT:** each group turns the words into an action sentence and shares it via charades, speech, drawing or other means.
8. **REFLECT:** close with a group discussion circle.



06 Questions for the walk

- Who can access and use the city independently?
- Which behaviors make getting around safer?
- How are mobility, the environment and health connected?
- What action would the group like to see happen in the territory?

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: CITY SPIN AND ACTION

07 Adaptations and accessibility



Each challenge should have versions with and without physical movement. Questions and keywords should be available as readable text, symbols and read aloud. Scoring should value cooperation and reflection, not just speed.

08 Materials



- Items for the physical challenges: ropes, cones, hoops, etc.
- One answer card per group, labeled with the group's name and divided into four sections, one for each themed station.
- Question cards for each themed station.
- Scoreboard.
- Keyword cards for the charades activities.

09 Care and safety



Test the obstacles and keep routes clear. Don't let speed or physical performance determine participation or scoring.

10 Recording and assessment



Record the answers, the chosen words and the action sentences. Observe students' ability to connect themes, reason, cooperate and propose changes.

11 Next step

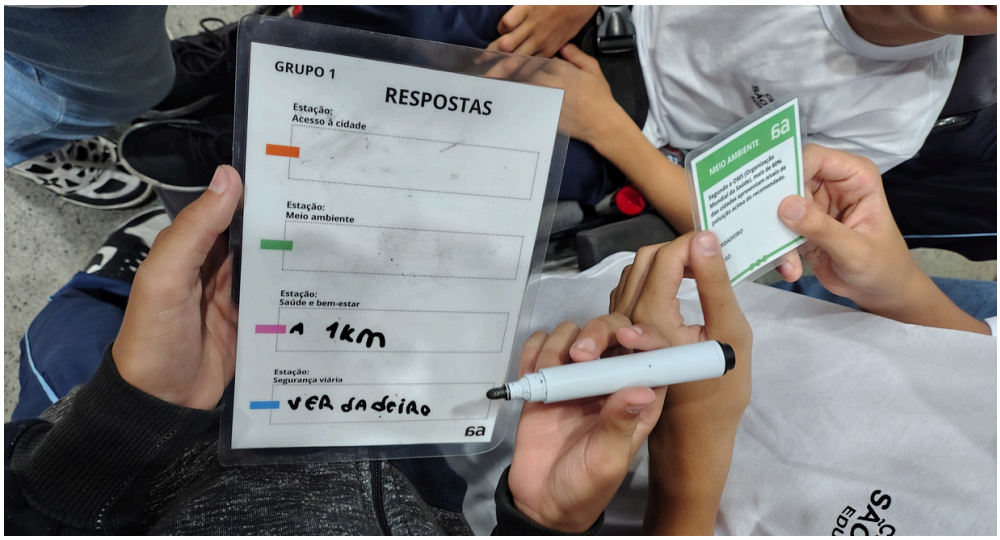


The situations discussed can be explored further in the Pedestrian Circuit and later observed in the territory during the Bonde a Pé (Group Walking Experience).

1ST STATION: INTRODUCING THE THEME – PLAYFUL GAMES

ACTIVITY: CITY SPIN AND ACTION







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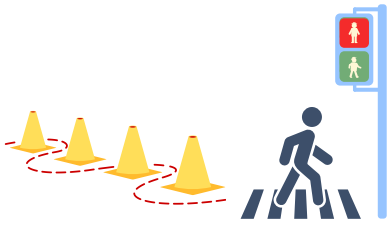
2ND STATION — AWARENESS AND GUIDED EXPERIENCE

Guiding verb: experience

At this station, the group experiences situations inspired by everyday journeys, identifies barriers and discusses how urban design can welcome different bodies, paces and ways of moving around the territory.

Objective:

To raise participants' awareness of active mobility, accessibility, inclusion and living together in the city through playful experience and the simulation of situations found in everyday journeys, encouraging perception of the territory, empathy and reflection on different ways of experiencing and sharing urban space.





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2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT (EARLY CHILDHOOD AND ELEMENTARY EDUCATION I)

01 At a glance

On the trail	What you need to know
Station	2nd — Awareness and guided experience
Audience	Early Childhood Education and Elementary Education I; adaptable for adults
Participants	Up to 20 students
Time	50 minutes
Space	Sports court, schoolyard or a large, accessible space
Facilitation team	At least three people
SDGs	3, 4, 10, 11 and 13
Themes	Active mobility, accessibility, diversity, citizenship, urban landscape and childhood
BNCC – Early Childhood Education (Fields of Experience)	The self, the other and us; Body, gestures and movements; Spaces, times, quantities, relations and transformations
BNCC – Elementary Education I (Curricular components – 1st to 5th grade)	Portuguese Language, Arts, Physical Education, Mathematics, Science, Geography and History
Expected output	Verbal account, drawing or group record of barriers and solutions

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT (EARLY CHILDHOOD AND ELEMENTARY EDUCATION I)



02 What it is

The Pedestrian Circuit raises children's and young people's awareness of active and collective mobility, walking, accessibility and citizenship. It encourages a critical look at the urban landscape and the territory, and promotes practices of care and living together in shared spaces. Through playful situations inspired by everyday life, participants identify barriers, analyze how urban design affects different bodies and ways of getting around, and discuss solutions to make the city safer and more accessible.



03 Why do it

- recognize everyday walking situations;
- identify barriers and accessibility features;
- develop practices of care in shared spaces;
- understand that accessibility depends on how the environment is organized;
- encourage movement, cooperation and participation.



04 Before you start

Set up and test the circuit, secure the materials, make sure there is an accessible route and introduce the stations with images, words and symbols. Agree that each person can choose ways of taking part that suit their abilities.

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT (EARLY CHILDHOOD AND ELEMENTARY EDUCATION I)

05 Step by step

1. **WELCOME AND TALK:** introduce active mobility, accessibility and citizenship.
2. **INTRODUCE THE CIRCUIT:** explain the stations, safety points and alternative ways to take part.
3. **TRY IT OUT:** split up the group and do the crossing, sidewalk, different walking surfaces, laterality and public transportation activities.
4. **OBSERVE:** at each station, encourage students to spot barriers and solutions.
5. **SHARE:** bring the class together to compare impressions.
6. **WRAP UP:** record one discovery and one suggestion for improvement.



06 Questions for the walk

- What makes getting around easier or harder?
- Can everyone take part independently and safely?
- Is the barrier in the person or in the environment?
- How can we improve this space?

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT (EARLY CHILDHOOD AND ELEMENTARY EDUCATION I)



07 Adaptations and accessibility

Offer alternatives without jumping, running or balancing, as well as ways to take part by observing, describing, signaling and recording.

08 Materials



2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT (EARLY CHILDHOOD AND ELEMENTARY EDUCATION I)



09 Care and safety

Keep participants spread out along the circuit and manage the time at the Traffic Light and Crosswalk Station. The facilitation team should supervise the use of the trampoline and aerobic steps, secure the materials and keep routes clear. If this equipment is not safe or accessible for the group, replace it.



10 Recording and assessment

Use drawings, speech, symbols or a group list to record barriers and solutions. Observe whether the group recognizes that accessibility is a collective and environmental responsibility.



11 Next step

The insights gained in the circuit can guide what will be observed during the Bonde a Pé.

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT (EARLY CHILDHOOD AND ELEMENTARY EDUCATION I)





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2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT — ELEMENTARY EDUCATION II

01 At a glance

On the trail	What you need to know
Station	2nd — Awareness and guided experience
Audience	Elementary Education II
Participants	Up to 30 students, divided into two teams
Time	Up to 60 minutes
Space	Sports court, schoolyard or a large, accessible space
Facilitation team	At least two people; ideally three or four
SDGs	3, 4, 10, 11 and 13
Themes	Urban mobility, accessibility, diversity, citizenship, urban landscape and coexistence
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Physical Education and Geography
Expected output	List of barriers and proposals for improvement

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT — ELEMENTARY EDUCATION II



02 What it is

A playful, movement-based activity that values walking as an everyday form of physical activity and as a way of experiencing the city. Set up as a circuit with different stations, it simulates common situations people face when walking, allowing children and teenagers to experience challenges related to accessibility, active mobility, noticing obstacles and the needs of different road users. The circuit can be done in both directions, bringing the experience closer to real journeys, in which we don't always follow a single route or direction. As they go through it, participants are encouraged to reflect on cooperation, living together in shared spaces, respect for diversity, urban design and the benefits of active mobility for individual and collective quality of life.

Suggested tasks: *Deliver water or pizzas, accompany an older person, accompany a person with a disability, walk the dog, carry groceries.*



03 Why do it

- analyze accessibility and safety barriers;
- connect urban design, living together and active mobility;
- practice cooperation, reasoning and civic participation;
- develop proposals to improve urban space.



04 Before you start

Set up and test the circuit, making sure the stations are accessible and have equivalent alternatives. Prepare task cards and the checklist for the group representative. Explain that the main goal is to analyze the conditions of the environment.

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT — ELEMENTARY EDUCATION II

05 Step by step

1. **REVIEW CONCEPTS:** talk about active mobility, accessibility and citizenship.
2. **INTRODUCE THE MISSION:** explain that the teams will investigate the circuit and propose improvements.
3. **ASSIGN ROLES:** organize the teams and choose one person to represent the city government.
4. **WALK AND OBSERVE:** in each round, one person draws a task and completes, accompanies or analyzes the route.
5. **RECORD:** the representative notes down barriers, features and proposals.
6. **SHARE:** bring the group together to discuss the findings.
7. **PROPOSE:** draft recommendations for urban space together.

06 Questions for the walk



- What barriers did you find?
- Who would be most affected by them?
- Does the route offer accessible information and wayfinding?
- Which changes depend on behavior and which depend on the government?
- Which proposal should be prioritized?

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT — ELEMENTARY EDUCATION II



07 Adaptations and accessibility

No one should be made to perform uncomfortable movements. Offer ways to take part by doing, observing, describing, recording or guiding the team.



08 Materials

Traffic Light and Crosswalk Station: canvas mat with a printed crosswalk, or tape to mark the floor; pedestrian traffic light sign.

Sidewalk Trap Station: aerobic steps; cones; barriers; rings; hula hoops; ropes.

Accessibility Station: warning and directional tactile paving; aerobic steps.

Left and Right Station: canvas mat with footprints printed in different directions; cones; rings; hula hoops; ropes.

Bus Hopscotch Station: canvas mat with a printed hopscotch; signs marking priority seats.

Role badges: one badge per participant, each with a different task and way of taking part.

Checklist for the government representative / Mayor: a list of actions to guide the person chosen by the class in recording observations throughout the activity.

Props for the tasks: stuffed backpack; shopping bags; empty water jug; white canes; elastic bands; ankle weights; noise-canceling earmuffs; blindfolds;
pizza boxes with a hole in the center, used with ping-pong balls or similar, to simulate using a cell phone while walking.

Additional materials: adhesive tape; station name and signage boards.

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT — ELEMENTARY EDUCATION II

09 Care and safety



Secure all elements, keep walkways clear and stop any task that causes discomfort or risk. The activity should value analysis and cooperation, not speed or physical performance.

10 Recording and assessment



Use the checklist, the discussion circle and the final proposals to observe students' ability to identify barriers, connect them to rights and come up with solutions.

11 Next step

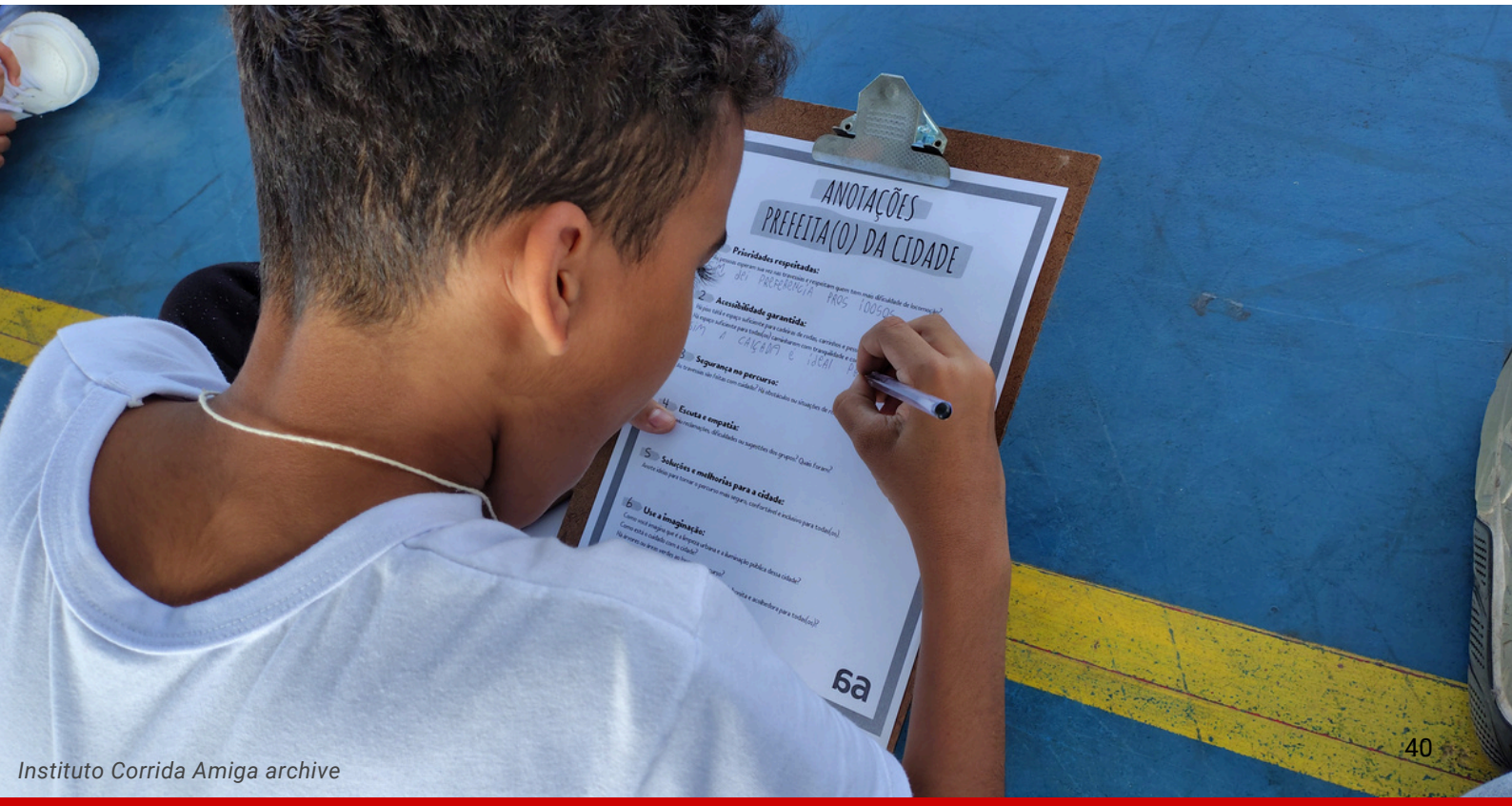


The checklist can be adapted to observe a real route during the Bonde a Pé.

2ND STATION — AWARENESS AND GUIDED EXPERIENCE

ACTIVITY: PEDESTRIAN CIRCUIT — ELEMENTARY EDUCATION II





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3RD STATION — EXPERIENCE IN THE TERRITORY

Guiding verb: investigate

At this station, the group moves from simulation to the real territory. Observing, recording and interpreting are steps toward understanding how the city welcomes — or excludes — different people.

An investigative walk to perceive, record and interpret the territory.





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3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)

01 At a glance

On the trail	What you need to know
Station	3rd — Experience in the territory
Audience	Early Childhood Education to Elementary Education II
Participants	According to how many the team can safely accompany
Time	Set according to the route and age group
Space	School surroundings and other public spaces inspected in advance
Facilitation team	Sized to the group and the route
SDGs	3, 4, 5, 10, 11, 13, 15, 16 and 17, depending on the version
BNCC – Early Childhood Education (Fields of Experience)	The self, the other and us; Body, gestures and movements; Spaces, times, quantities, relations and transformations
BNCC – Elementary Education I (Curricular components – 1st to 5th grade)	Portuguese Language, Arts, Physical Education, Mathematics, Science, Geography and History
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Physical Education, Science and Geography
Expected output	Drawing, worksheet, map, records, assessment or proposal

3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)

02 What it is



The Bonde a Pé is a walk through the city that aims to spark a critical, attentive look at the pedestrian network and at public spaces and facilities that often go unnoticed in everyday journeys. One of its goals is to help participants take in different perceptions along a pre-planned route, highlighting the strengths and challenges of getting around the city with walking as the main means of transportation. In this way, the activity encourages active mobility, creates more everyday opportunities for movement and values sustainable modes of transportation. Perceptions along the route include sensory stimuli, such as the smells, textures and sounds of the city; trees and their contribution to environmental comfort; accessibility features, such as ramps and tactile paving; places to play and/or be physically active; and places to linger. Attention is also drawn to traffic light timing, traffic signs and urban design itself, including sidewalk width and other elements that make walking safe, accessible and pleasant for pedestrians.

03 Why do it



- build connections with the territory;
- observe conditions for walking, lingering and living together;
- identify urban qualities, barriers and inequalities;
- produce records using different forms of expression;
- turn observations into assessments and proposals.

04 Before you start



Plan the route and check it in advance. Identify crossings, stopping points, alternative routes, rest areas, restrooms, accessibility conditions and emergency contacts. Inform the institution and obtain the necessary permissions.

3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)

05 Step by step

1. **PREPARE TO OBSERVE:** present the goals and the questions for the route.
2. **ORGANIZE THE GROUP:** form pairs or small groups and hand out roles and materials.
3. **WALK AND NOTICE:** make stops to observe sounds, smells, textures, trees, sidewalks, crossings, uses and facilities.
4. **RECORD:** use drawings, speech, authorized photos, maps, counts or worksheets.
5. **INTERPRET:** connect the findings to conditions of safety, accessibility, comfort and living together.
6. **SHARE:** bring the group together to organize discoveries and proposals.

06 Questions for the walk



- What does this place make us notice?
- Who can walk, linger and play here independently?
- What barriers and qualities do we find?
- How does the environment affect safety, comfort and well-being?
- What should be preserved or changed?

3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)

07 Adaptations and accessibility



Route length and pace should suit the group. Plan for breaks, an accessible route and ways to take part without walking, such as observing from a fixed point, using images of the route or Street View. Records can be visual, tactile, audio, written or oral.

08 Materials



- Reflective vests to identify the group and improve safety along the route;
- “Stop” signs to help the group at crossings;
- Backpack or bag to carry the materials;
- Recording and note-taking sheet;
- Exploration items, such as binoculars, a camera, a magnifying glass, a stopwatch, a tally counter, a pedometer and a measuring tape;
- Sidewalk chalk for playful actions along the way;
- Assorted pens, pencils and crayons;
- Clipboard;
- Raincoats



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3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)



09 Care and safety

Participants should walk in pairs or small groups, accompanied by the facilitation team. Keep the group together, avoid walking in the street and cross only when it is safe. Young children can hold hands, if they feel comfortable, or use a shared guide rope. The facilitation team should also wear reflective vests.

Check the weather before the activity and take the necessary precautions, such as staying hydrated, protecting yourselves from the sun and adapting the route to the day's conditions. In case of heavy rain, extreme heat or other conditions that compromise safety, reconsider holding the activity and, if necessary, adapt or stop the route.



10 Recording and assessment

Review the records produced and observe how the group moves from individual perceptions to interpretations and proposals. Value different forms of expression and do not share identifiable images without permission.



11 Next step

The findings can feed into the Ideal City Notebook, a scale model, a playful intervention or an advocacy document.

3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)







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3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)

Teaching progression and adaptations by school stage

Bonde a Pé – Urban Reading
Early Childhood Education
Elementary Education I – early years

URBAN READING – EARLY CHILDHOOD EDUCATION

In Early Childhood Education, the Bonde a Pé should start from the child's bodily and sensory experience. At this age, the walk is above all an opportunity to explore, notice, name and express what is in the surroundings.

The focus should not be on teaching urban planning concepts or expecting a systematic reading of the city, but on helping children build bonds with the place.

URBAN READING – ELEMENTARY EDUCATION I (EARLY YEARS)

In the early years of Elementary Education I, urban reading can move from simple perception to more conscious observation and a first interpretation of space.

Children are now better able to compare, classify, make connections and communicate what they observe. The route can therefore be structured around a few guiding questions, without turning it into a formal audit.

Bonde a Pé – Walk Audit
Elementary Education I – later years
Elementary Education II

WALK AUDIT – ELEMENTARY EDUCATION I (LATER YEARS)

In the later years of Elementary Education I, the Bonde a Pé can introduce an important shift: students begin to compare what they observe with previously established criteria.

This is the time to start turning curiosity about the city into a structured investigation.

WALK AUDIT – ELEMENTARY EDUCATION II

In Elementary Education II, the walk audit can take on a more investigative, critical and action-oriented approach. Students can now work more independently, interpret information, relate different variables and argue based on evidence.

The question is no longer just “is it there or not?” and can move on to “what is the situation, how does it compare with the established criteria and what are its possible consequences?”

3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)

How the four Bondes a Pé build on each other

The sequence can be summarized in this teaching progression:

1. Sensory exploration → 2. Guided observation → 3. Structured investigation → 4. Critical analysis and action

This progression keeps the four Bondes a Pé from being mere variations of the same activity for different ages. Each stage adds a new layer of learning:

Bonde a Pé	Central question	Possible records
Urban Reading – ECE	"What do I find and notice?"	Drawing, speech, expression
Urban Reading – EE I (early years)	"What is this place like?"	Worksheet, drawing, text, map
Walk Audit – EE I (later years)	"Does the space meet the criteria?"	Worksheet, photos, records
Walk Audit – EE II	"What do the data reveal and what can we do to improve it?"	Assessment, report, proposal (policy advocacy document)

How the four Bondes a Pé relate to the SDGs

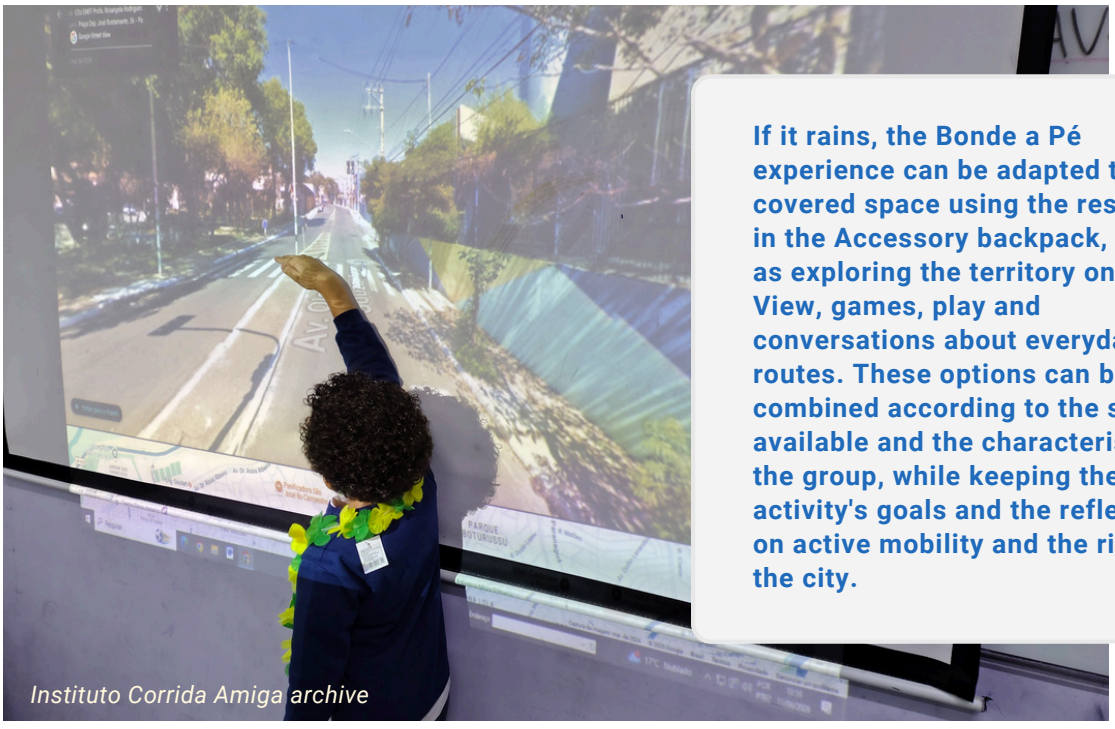
Bonde a Pé	Priority SDGs	Focus
Urban Reading – ECE	3 . 4 . 11 . 13. 15	Sensing the environment, well-being, learning, city and nature
Urban Reading – EE I (early years)	3 . 4 . 10 . 11. 13. 15	Perceiving the environment, diversity and the city
Walk Audit – EE I (later years)	3 . 4 . 10 . 11. 13 . 16	Safety, accessibility, rules and rights
Walk Audit – EE II	3 . 4 . 5 . 10 . 11. 13 . 16 . 17	Assessment, inclusion, citizenship and participation

3RD STATION — EXPERIENCE IN THE TERRITORY

ACTIVITY: BONDE A PÉ (GROUP WALKING EXPERIENCE)







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If it rains, the Bonde a Pé experience can be adapted to a covered space using the resources in the Accessory backpack, such as exploring the territory on Street View, games, play and conversations about everyday routes. These options can be combined according to the space available and the characteristics of the group, while keeping the activity's goals and the reflection on active mobility and the right to the city.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

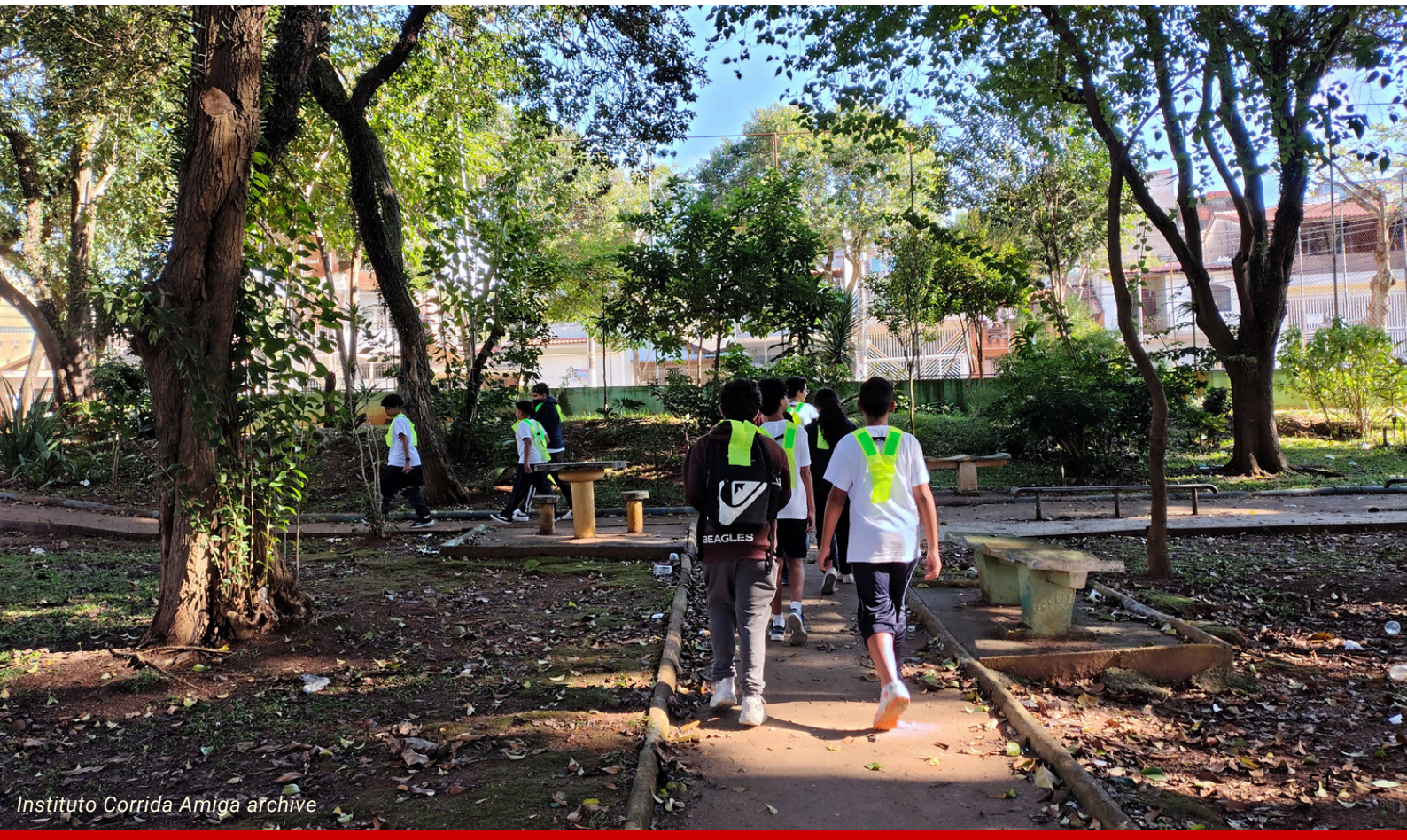
Guiding verb: act

At this station, the group turns observations and assessments into proposals, collective creations and mobilization and advocacy actions aimed at improving the territory.

Objective:

To encourage participation and leadership in building proposals for the territory, using playful, creative and technological resources to express ideas, mobilize people and help transform the city.





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4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: IDEAL CITY NOTEBOOK WORKSHOP

Imagine the city we want and gather ideas to transform it.

01 At a glance

On the trail	What you need to know
Station	4th — Mobilization, co-creation and advocacy
Audience	Elementary Education I and II
Participants	Up to 30 students, divided by the topics covered
Time	1h to 2h
Space	Classroom where groups can work together at tables
Facilitation team	Sized to the class
SDGs	3, 4, 10, 11, 13 and 16
Themes	Urban mobility, accessibility, diversity, citizenship, urban landscape, environment and coexistence
BNCC – Elementary Education I (Curricular components – 1st to 5th grade)	Portuguese Language, Geography, Arts, Mathematics, Science and History
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Geography, Arts, Mathematics, Science and History
Station record	Illustrated group notebook

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: IDEAL CITY NOTEBOOK WORKSHOP



02 What it is

The Ideal City Notebook workshop invites children and teenagers to imagine what they would like the places where they live, play, spend time together and get around to be like.

Building on the experiences and observations from the previous stations, the group identifies qualities of the territory, recognizes aspects that could be changed and records ideas for a more accessible, safe, healthy and welcoming city.

The notebook can bring together drawings, texts, collages, maps, photos, sentences, proposals and other records produced collectively.



03 Why do it

- revisit experiences and discoveries made along the trail;
- express perceptions and wishes about the city;
- identify problems and strengths of the territory;
- encourage imagination, creativity and authorship;
- connect everyday observations to proposals for change;
- communicate ideas through different forms of expression;
- collectively build a vision of an accessible, welcoming city.



04 Before you start

Decide on the notebook format and organize the materials according to the age group and the ways the group will take part.

Present the activity as a continuation of the trail: what was observed and investigated can now inspire new ideas for the city.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: IDEAL CITY NOTEBOOK WORKSHOP

05 Step by step



1. **REVISIT:**
   recall the places the children and young people walked through on the Bonde a Pé (Group Walking Experience).
2. **IMAGINE:**
   invite the children and young people to think about what these places could be like.
3. **CREATE:**
   make drawings, collages, texts, sentences, maps and other records.
4. **Assemble:**
   gather the work into pages and bind the left edge with a spiral or glue.

06 Questions for the walk



- What would a city that is good for everyone look like?
- What would you like to find on your way to school?
- What could change in this place?
- Who needs to be considered when we think about a city?
- What should we preserve?
- Which of the group's ideas could be put into practice?

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: IDEAL CITY NOTEBOOK WORKSHOP



07 Adaptations and accessibility

Provide materials of different sizes, shapes and textures. The work can be individual or collective; teamwork should be encouraged, since it fosters children's and young people's social development.



08 Materials

- poster boards, sheets or pages for group composition;
- white and colored paper;
- pencils, colored pencils, felt-tip pens, crayons, markers;
- white glue, hot glue, adhesive tape;
- scissors with tips suited to each age group;
- newspapers, magazines and other materials for cutting out;
- stickers, stamps or other graphic materials available;
- colored ribbons, sequins, etc.;
- natural materials: dry leaves and flowers (found on the ground), small twigs, etc.



09 Care and safety

Use age-appropriate materials and keep the space organized and accessible. If photos or images of people along the routes are used, make sure the necessary permissions are in place and avoid exposing personal information.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: IDEAL CITY NOTEBOOK WORKSHOP



10 Recording and assessment

The notebook itself is the record of the activity. Observe whether the children and young people are able to connect experiences in the territory to ideas, wishes and proposals.

Value the diversity of forms of expression and perspectives, considering both the issues identified and the possibilities for change put forward by the group.



11 Next step

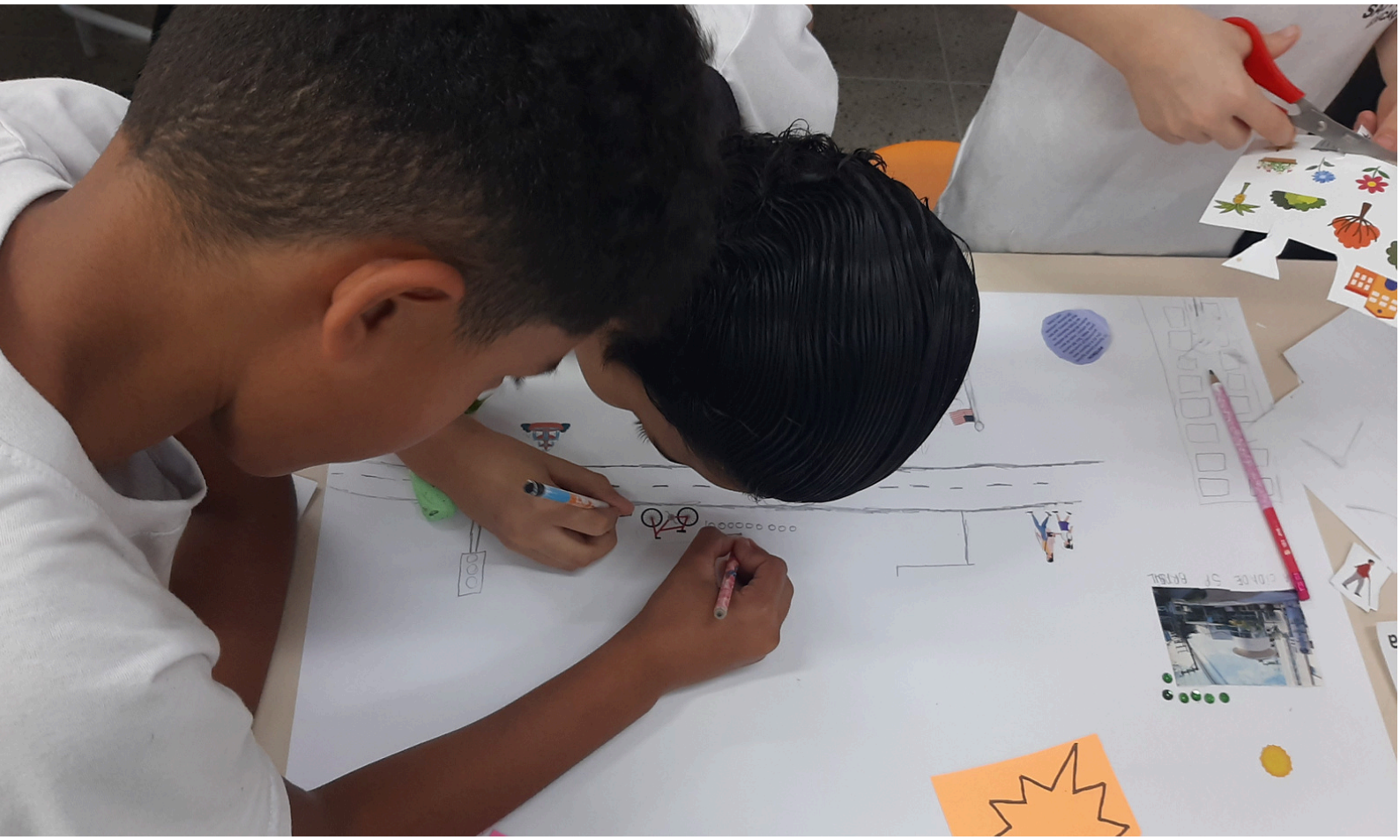
If this workshop takes place before the other workshops, and if that is the intention, the ideas gathered in the notebooks can be used to guide the other workshops.



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4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: IDEAL CITY NOTEBOOK WORKSHOP





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4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP

Imagine possible changes in the territory with the help of Artificial Intelligence

01 At a glance

On the trail	What you need to know
Station	4th — Mobilization, co-creation and advocacy
Audience	Elementary Education II
Participants	Up to 30 students, divided by the topics covered
Time	1h (without Bonde a Pé) and 2h (with Bonde a Pé)
Space	Classroom where groups can work together at tables with computers
Facilitation team	Sized to the class
SDGs	3, 4, 10, 11, 13 and 16
Themes	Urban mobility, accessibility, diversity, citizenship, urban landscape, technology, environment and territory
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Geography, Arts, Science and History
Station record	Worksheets and images (current and AI-simulated)

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP

02 What it is



The AI Workshop uses Artificial Intelligence tools as a resource to support observation, creation and reflection on the territory.

Based on records produced during the 3rd station (Bonde a Pé), children and young people can create images that represent possible changes to streets, sidewalks, squares and other elements of the territory.

The proposal uses AI only to imagine, visualize and communicate possibilities, always accompanied by critical analysis and mediation, and never replacing the lived experience of the territory.

03 Why do it



- connect observations of the territory to proposals for change;
- explore different ways of representing the city;
- develop creativity and authorship;
- experiment with digital tools critically and responsibly;
- compare existing situations with future possibilities;
- discuss the limits, errors, biases and potential of AI-generated images;
- communicate proposals to improve the territory.

04 Before you start



Revisit the records produced at the previous station (Bonde a Pé), such as photos and images, making sure the necessary image-use permissions are in place.

Choose the tool in advance and test its features. Prepare sample commands (“prompts”) and set criteria for analyzing the images produced.

Stress that AI is a support tool and that its results must be analyzed and reviewed by the children and young people, together with the facilitators.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP

05 Step by step

1. **REVISIT:** present a situation or space observed during the 3rd station (Bonde a Pé).
2. **IDENTIFY:** choose the aspect the group would like to change.
3. **ASK:** shape the proposal together, turn it into a prompt and, with the team's support, generate the image in the tool.
4. **OBSERVE:** analyze the results produced by the tool.
5. **COMPARE:** set the image created against the real situation observed in the territory.
6. **REVIEW:** spot incorrect information or solutions that don't meet the needs of the place.
7. **REFINE:** rework the prompts or the proposal based on the analysis.
8. **COMMUNICATE:** present the final image with an explanation of what was proposed and why.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP



06 Questions for the walk

- What do we want to change in this space?
- Does the image reflect what we observed in the territory?
- Who was taken into account in this proposal?
- Who might have been left out?
- Is the imagined solution accessible to different people?
- What did the AI represent well?
- What did the AI get wrong?
- What do we still need to check in the territory?



07 Adaptations and accessibility

Allow participation through different roles: coming up with ideas, describing images, writing prompts, observing results, recording conclusions or presenting proposals.

We suggest doing the activity as a group, without requiring each participant to operate the tool directly.



08 Materials

- computer, laptop or tablet with internet access;
- AI tool selected and tested in advance;
- projector or screen for group viewing, when available;
- images and photographs of the territory taken during the 3rd station (Bo);
- observation and analysis sheets;
- paper and pen for notes;
- guide or template for writing prompts;
- sample images and prompts to start the activity;
- digital accessibility features available on the device used.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP



09 Care and safety

Do not share personal data, sensitive information or identifiable images of children and adolescents with AI tools.

Review the results before using them. AI can produce incorrect information, unrealistic images or depictions that reproduce stereotypes and biases. Images should be presented as simulations or proposals, not as accurate depictions of the territory or predictions of the future.



10 Recording and assessment

Record the images produced, the prompts used and the group's reasons for its choices.

Observe the ability to relate the existing situation to the proposals created, identify the tool's limitations and critically review the results.



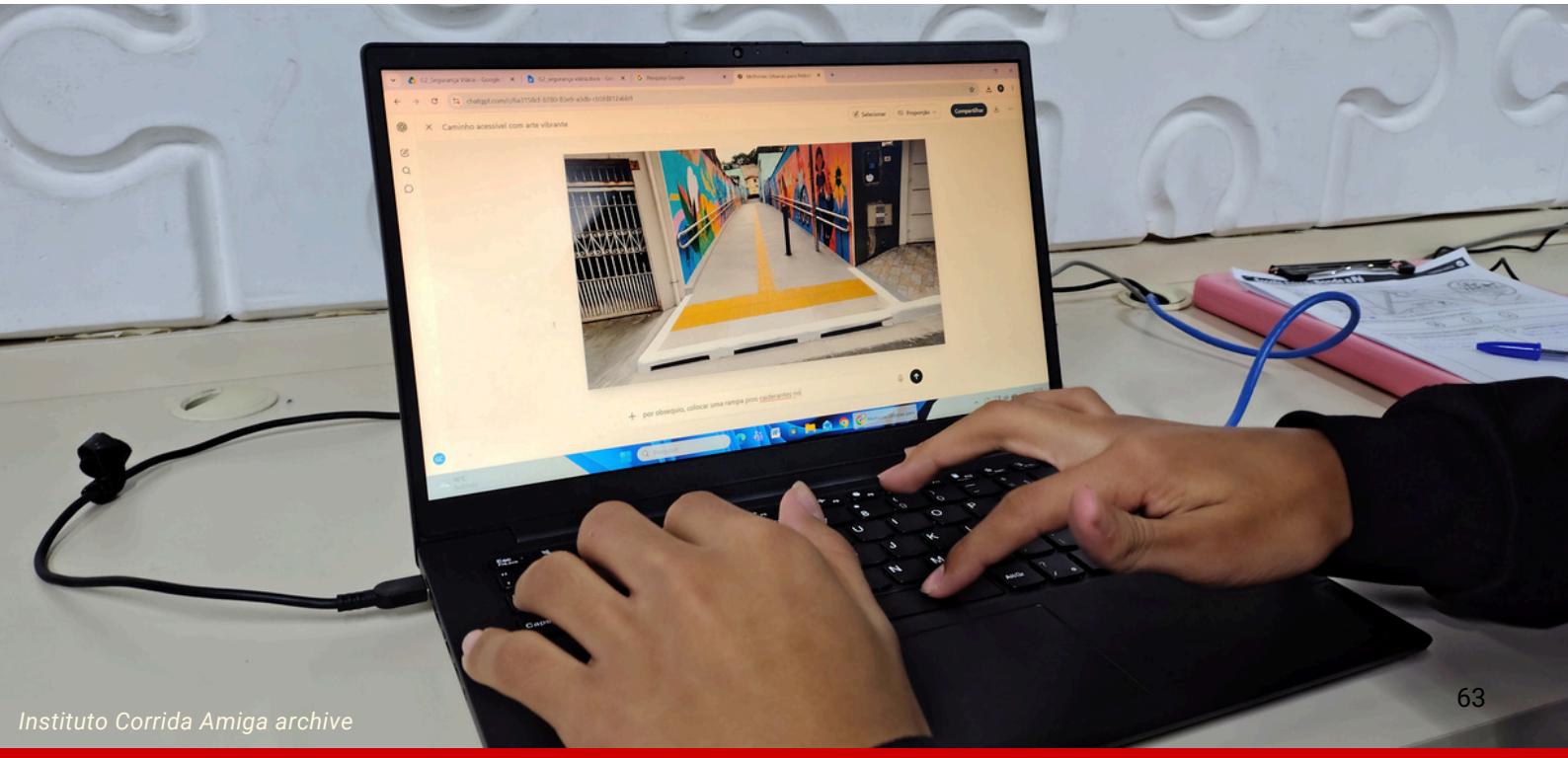
11 Next step

If that is the aim of the proposal, the images and analyses can guide the model-making workshop and/or the policy advocacy document workshop.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP





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4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: ARTIFICIAL INTELLIGENCE WORKSHOP

CURRENT SITUATION



AI-SIMULATED PROPOSAL



CURRENT SITUATION



AI-SIMULATED PROPOSAL



Proposals for transforming the space developed by students at EMEF Profa. Rosângela Rodrigues Vieira during the AI Workshop activities in 2026.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP

Give spatial form to the city we want to build.

01 At a glance

On the trail	What you need to know
Station	4th — Mobilization, co-creation and advocacy
Audience	Elementary Education II
Participants	Up to 30 students, divided by the topics covered
Time	3h to 4h
Space	Large room where groups can work together at tables, such as a lab
Facilitation team	Sized to the class
SDGs	3, 4, 10, 11, 13 and 16
Themes	Urban mobility, accessibility, urban landscape, environment, territory and coexistence
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Geography, Arts, Mathematics, Science and History
Station record	Physical model

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP



02 What it is

The Model-Making Workshop invites the group to give spatial form to an existing territory or to a proposal for change.

Building on the observations and records made along the trail, children and young people analyze elements such as streets, sidewalks, crossings, places to stay, green areas, facilities and ways of getting around.

Building the model makes it possible to see spatial relationships, discuss scale, propose changes and communicate a shared idea of the city.



03 Why do it

- represent elements of the territory in 3D;
- understand relationships of space, scale and proportion;
- turn observations into concrete proposals;
- analyze different ways of organizing space;
- encourage planning, creativity and cooperation;
- discuss accessibility, mobility and coexistence;
- communicate proposals for the territory visually.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP



04 Before you start

Define the space to be represented and gather the records produced during the activities of the 3rd station (Bonde a Pé).

Choose the scale of the model in advance, based on the area represented, the size of the base and the level of detail you want.

Set out the materials in the room and divide the urban elements among themed tables, with at least one facilitator per table to guide the making of the miniatures.

05 Step by step

1. **CHOOSE:** define the space to be represented, based on the observations made at the 3rd station (Bonde a Pé).
2. **DRAW:** make an initial plan or sketch of the model.
3. **PLAN:** identify the elements the model should include and set the scale.
4. **BUILD:** assemble the base and represent streets, sidewalks, buildings, green areas, street furniture and the other chosen elements.
5. **PROPOSE:** add the improvements discussed by the group to the model, taking into account the problems identified in the territory.
6. **OBSERVE:** analyze the model and check whether the proposals address the problems identified.
7. **PRESENT:** explain the territory represented and the proposed changes.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP



06 Questions for the walk

- What needs to be shown for us to understand it better?
- Who can move around this space?
- Where are the barriers?
- Where can people stay, rest or play?
- How can we make the route more accessible?
- What would change if we added more green areas?
- Does the proposal respect the proportions and relationships of the space represented?
- What does this model say about the city we want?



07 Adaptations and accessibility

Share out the different roles: measuring, cutting, drawing, painting, assembling, arranging pieces, presenting.

So that all the young people learn how every element is made, we suggest rotating between tables after each element is finished.

Use materials with different textures, sizes and ways of handling them. Whenever possible, include tactile elements and visual contrast to make the model easier to explore.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP

08 Materials



- Rigid bases for the model, such as cardboard, greyboard, MDF, EVA foam or similar materials;
- Paper, cardboard and materials in different colors, thicknesses and textures;
- Modeling and assembly materials;
- Sticks, straws, string, thread and yarn;
- Lids, boxes, packaging and other reusable materials;
- Natural elements, such as sand, leaves and small twigs;
- Glue and adhesive tape;
- Scissors, rulers and other measuring tools;
- Paints, brushes and drawing and painting materials;
- Templates and references for representing urban elements;
- Directional and traffic signs;
- Plans, maps, photographs and other records of the territory.

Prioritize affordable, low-cost and reusable materials, tailoring the selection to the activity and the resources available.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP



09 Care and safety

Use age-appropriate tools and materials and supervise the use of scissors, craft knives, glue and any other tools that could pose a risk.

Keep tables, materials and walkways tidy and accessible. Avoid unstable structures that could fall or cause accidents.



10 Recording and assessment

Photograph and record the finished model and, when possible, the different stages of construction.

Observe whether the group can relate the spatial representation to the features of the territory, use scale references and propose coherent solutions.



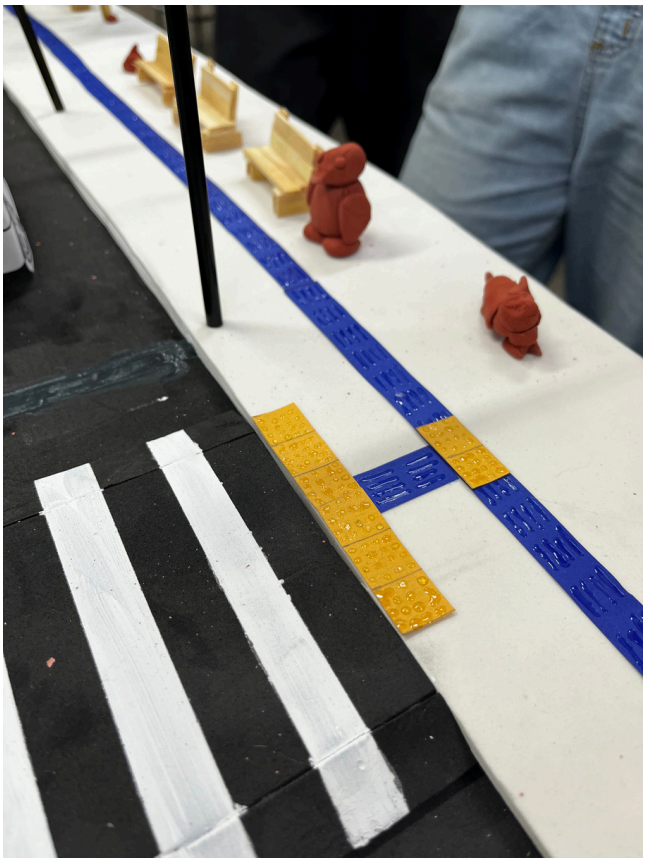
11 Next step

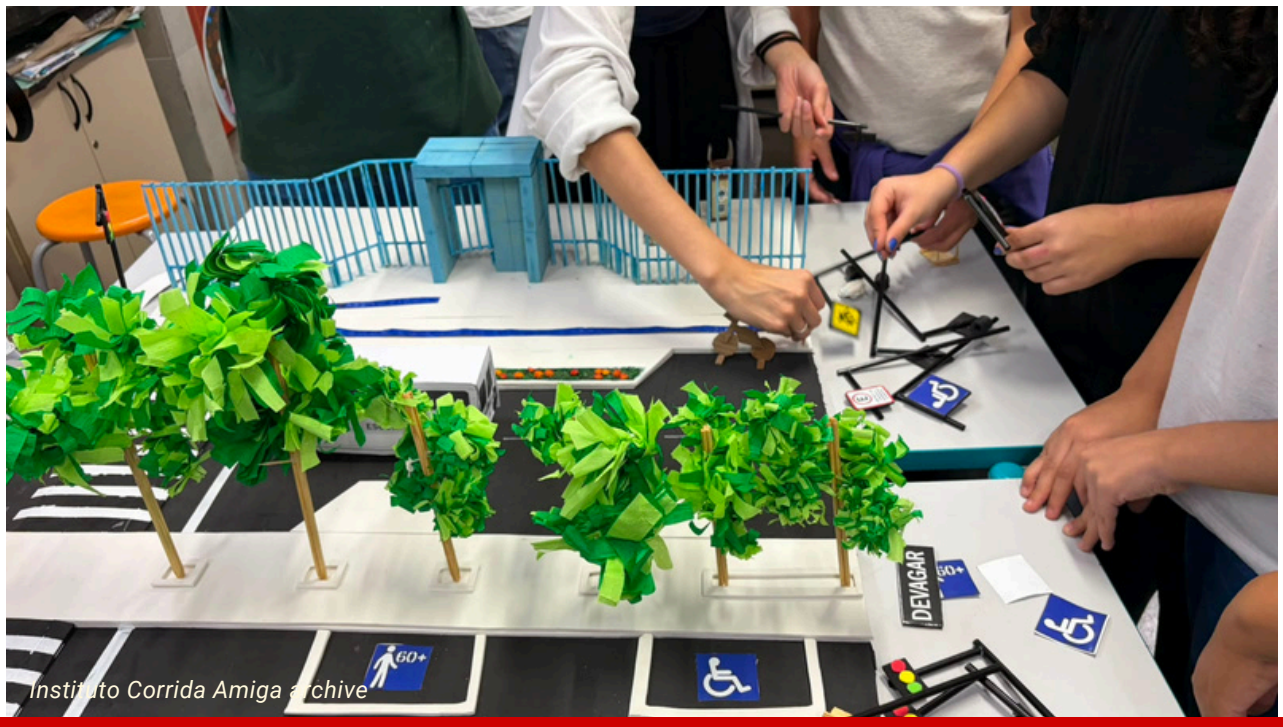
The model can be shown at an Exhibition, used to support the AI Workshop, become a reference for a Playful Intervention or, through records and photos, be included in a policy advocacy document.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: MODEL-MAKING WORKSHOP







Instituto Corrida Amiga archive

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP

Turn observations into evidence and proposals aimed at those who can help transform the territory.

01 At a glance

On the trail	What you need to know
Station	4th — Mobilization, co-creation and advocacy
Audience	Elementary Education II
Participants	Up to 30 students, divided by the topics covered
Time	1h to 2h
Space	Classroom where groups can work together at tables with computers
Facilitation team	Sized to the class
SDGs	3, 4, 5, 10, 11, 13, 16 and 17
Themes	Urban mobility, accessibility, citizenship, participation, rights and territory
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Geography, Science and History
Station record	Advocacy document: letter, official letter, manifesto, report or a similar format

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP



02 What it is

The Policy Advocacy Document Workshop turns the findings about the territory into a message addressed to the people, institutions or public bodies responsible.

It starts from one or more concrete situations observed in the territory and guides the group to organize evidence and formulate proposals to be communicated to an external audience.

The format can vary according to the goal and the intended recipient: a letter, an official letter, a manifesto, a report or another suitable document.



03 Why do it

- organize information and evidence about the territory;
- develop argumentation and writing skills;
- understand different forms of civic participation;
- relate problems in the territory to rights and responsibilities;
- formulate proposals for improvement;
- identify possible recipients for each demand;
- communicate demands clearly and with solid grounds.



04 Before you start

Revisit the records produced earlier, especially assessments, worksheets, maps, photographs and proposals.

Together with the group, choose an issue that can be communicated to an external audience. Identify who could receive the document and what the communication aims to achieve.

Explain the difference between sharing a perception, making a proposal and making a claim that requires evidence.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP

05 Step by step

1. **REVISIT:** gather the main findings about the territory.
2. **CHOOSE:** select one or more issues and situations in the territory that the group wants to communicate.
3. **INVESTIGATE:** organize the evidence available and identify information that still needs to be checked.
4. **DEFINE THE RECIPIENT:** identify who can receive, analyze or forward the demand.
5. **FORMULATE:** describe the problem situation clearly.
6. **SUPPORT:** present observations, records and evidence that back up the issue.
7. **PROPOSE:** put forward feasible improvements related to the problem identified.
8. **REVIEW:** check clarity, respectful tone, coherence, data and recipient.
9. **FINALIZE:** produce the final version of the document.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP



06 Questions for the walk

- What situation do we want to communicate?
- What did we observe directly?
- What evidence do we have?
- What do we still need to check?
- Who can help address this issue?
- What change are we proposing?
- Is the proposal clear and easy for the recipient to understand?
- How can we present our demand respectfully and with solid grounds?
- How will we know whether any action was taken?



07 Adaptations and accessibility

Assign different roles according to how each person can take part: researching, selecting information, writing, reviewing, organizing images, dictating the text or presenting the document.

Provide templates, examples, word banks and alternative communication resources when needed.

The document can combine text, images, maps, charts, symbols and other accessible resources.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP

08 Materials



- records produced at the 3rd station (Bo);
- observation and assessment sheets;
- maps and plans of the territory;
- authorized photographs;
- charts, tables and other data produced by the group;
- printer paper for planning;
- poster board or kraft paper for group work;
- computers, laptops or tablets, when available;
- pencils, erasers, pens and markers;
- text editor when needed;
- templates for a letter, official letter, manifesto or report;
- accessibility resources for reading, writing and communication;
- printer, when needed;
- envelopes or other materials for sending by post, when needed and appropriate.

09 Care and safety



Check information before including it in the document and avoid disclosing personal data or details that could identify children or adolescents.

Use clear, respectful language and make the distinction between observed facts, interpretations and proposals clear.

When the document is sent to external institutions, the responsible team should guide the group on the procedures and authorizations required.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP



10 Recording and assessment

The final document is the main record of the activity. Also collect the sources, observations and records used to produce it.

Observe the group's ability to identify an issue, organize evidence, build arguments and formulate proposals.

When possible, also record how the document was sent and any responses received, without making an external response a condition for assessing learning.



11 Next step

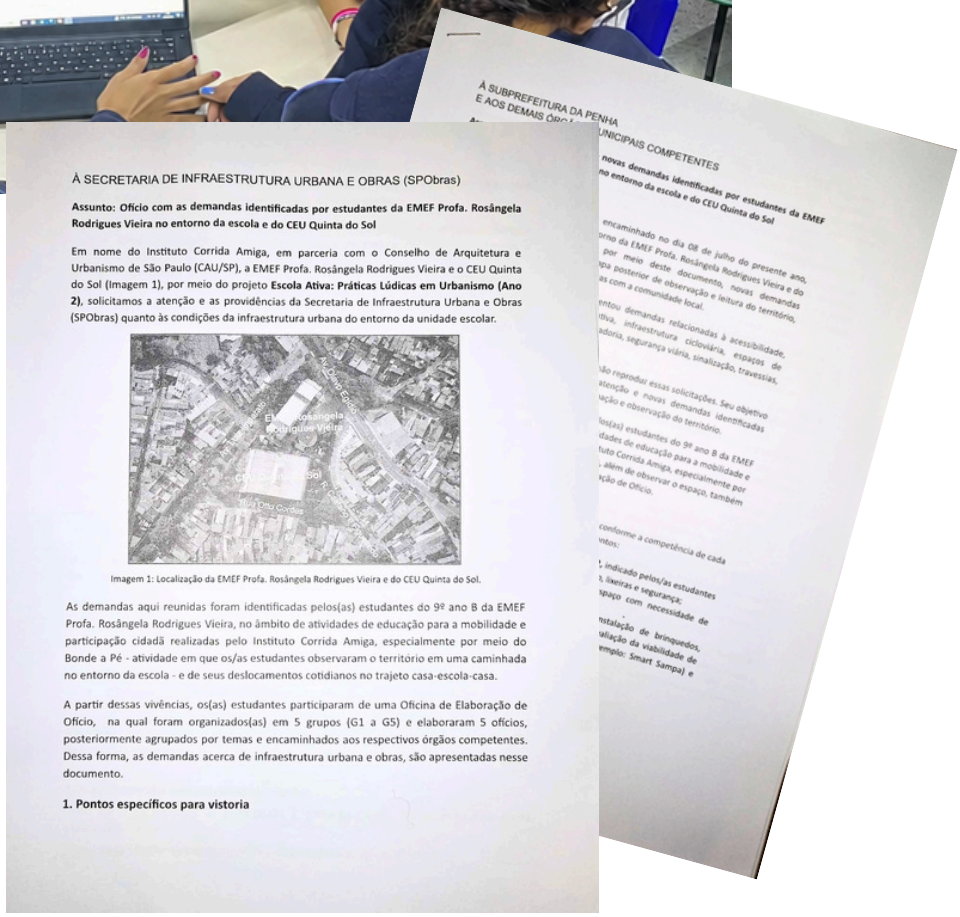
The document should be presented to the school community, shared with institutions and stakeholders related to the issue and/or used as the basis for a Playful Intervention, an AI Workshop, a model or other actions in the territory.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: POLICY ADVOCACY DOCUMENT WORKSHOP



Instituto Corrida Amiga archive



À SECRETARIA DE INFRAESTRUTURA URBANA E OBRAS (SPObras)

Assunto: Ofício com as demandas identificadas por estudantes da EMEF Profa. Rosângela Rodrigues Vieira no entorno da escola e do CEU Quinta do Sol

Em nome do Instituto Corrida Amiga, em parceria com o Conselho de Arquitetura e Urbanismo de São Paulo (CAU/SP), a EMEF Profa. Rosângela Rodrigues Vieira e o CEU Quinta do Sol (Imagem 1), por meio do projeto **Escola Ativa: Práticas Lúdicas em Urbanismo (Ano 2)**, solicitamos a atenção e as providências da Secretaria de Infraestrutura Urbana e Obras (SPObras) quanto às condições da infraestrutura urbana do entorno da unidade escolar.

Imagem 1: Localização da EMEF Profa. Rosângela Rodrigues Vieira e do CEU Quinta do Sol.

As demandas aqui reunidas foram identificadas pelos(as) estudantes do 9º ano B da EMEF Profa. Rosângela Rodrigues Vieira, no âmbito de atividades de educação para a mobilidade e participação cidadã realizadas pelo Instituto Corrida Amiga, especialmente por meio do Bonde a Pé - atividade em que os/as estudantes observaram o território em uma caminhada no entorno da escola - e de seus deslocamentos cotidianos no trajeto casa-escola-casa.

A partir dessas vivências, os(as) estudantes participaram de uma Oficina de Elaboração de Ofício, na qual foram organizados(as) em 5 grupos (G1 a G5) e elaboraram 5 ofícios, posteriormente agrupados por temas e encaminhados aos respectivos órgãos competentes. Dessa forma, as demandas acerca de infraestrutura urbana e obras, são apresentadas nesse documento.

1. Pontos específicos para vistoria

Official letters drafted from the demands raised by students at EMEF Profa. Rosângela Rodrigues Vieira during the Policy Advocacy Document Workshop.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: PLAYFUL INTERVENTION

Imagine, design and try out new uses for public space together.

01 At a glance

On the trail	What you need to know
Station	4th — Mobilization, co-creation and advocacy
Audience	Elementary Education I and II
Participants	Up to 30 people, divided into two teams
Time	Up to 120 minutes
Space	Schools and public spaces, with permission
Facilitation team	At least three people; ideally four or five
SDGs	3, 4, 10, 11, 13 and 16
Themes	Urban mobility, accessibility, diversity, citizenship, urban landscape and coexistence
BNCC – Elementary Education I (Curricular components – 1st to 5th grade)	Portuguese Language, Geography, Mathematics, Science, Arts and Physical Education
BNCC – Elementary Education II (Curricular components – 6th to 9th grade)	Portuguese Language, Geography, Mathematics, Science, Arts and Physical Education
Expected output	Temporary intervention built together

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: PLAYFUL INTERVENTION



02 What it is

These are playful tactical urbanism interventions, carried out through ground murals and physical challenges. They explore fun ways to occupy urban spaces, be physically active and promote health and well-being. The urban interventions (murals) aim to increase interaction with urban space, create opportunities for movement at different moments of daily life and encourage active mobility. Integrated into gathering areas, walkways and outdoor spaces, they allow new uses and new ways of making public spaces one's own.



03 Why do it

- turn assessments into collective action;
- expand opportunities to play, move and spend time in public space;
- connect art, geometry, mobility and citizenship;
- strengthen authorship, cooperation and belonging;
- communicate proposals to the community.



04 Before you start

Get permission from the institution and, when needed, from the local authorities. Inspect the site and check foot and vehicle traffic, drainage, surface conditions and the weather forecast. Choose suitable materials, a cordoned-off area, a clean-up plan and accessible ways to take part.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: PLAYFUL INTERVENTION

05 Step by step

1. **LISTEN:** invite the group to record their wishes and ideas for the space using chalk, drawings, words or symbols.
2. **SELECT:** organize the proposals and decide together what will be done.
3. **PLAN:** sketch the design, assign roles and mark out measurements and boundaries.
4. **TRY OUT:** test shapes, words, routes and movements before the final version.
5. **CARRY OUT:** create the intervention with the team's ongoing supervision.
6. **ACTIVATE:** invite the group to explore the space through different ways of taking part.
7. **EVALUATE:** talk about the result, possible uses and how to look after it afterwards.

06 Questions for the walk



- Who uses this space and who faces barriers?
- Which of the group's wishes show up in the proposal?
- Can the intervention be understood and used in different ways?
- How will maintenance and care of the space be organized after the action?

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: PLAYFUL INTERVENTION



07 Adaptations and accessibility

Offer a range of roles: drawing, measuring, choosing colors and symbols, recording, guiding, painting with extension poles, making signs or narrating the process. Physical challenges should have alternatives that can be done seated, with support, through verbal cues or collaboratively.



08 Materials

Essentials: chalk, measuring tape, string, marking tape, stencils, brushes, rollers, containers and paint suited to the surface and intended use.



09 Care and safety

Cordon off the work area and do not carry out the activity where vehicles circulate unless the area is closed off and authorized. Plan for hydration, sun protection, breaks and supervision.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: PLAYFUL INTERVENTION



10 Recording and assessment

Use identifiable images only with permission. Record participation, group decisions, observed uses and suggested changes after the intervention.



11 Next step

The intervention and its records can feed into an advocacy document, an exhibit at the school show, or feedback to the community and local authorities.

During the intervention: play, measure, imagine

The murals are created together and include educational and physical elements. Here are some ideas:

- Group compass: using a piece of string as the radius, the group draws circles on the ground, exploring geometry and different ways of taking part;
- Measuring with the body and with tools: exploring measurements with hands, feet, measuring tapes or other accessible resources;
- Urban alphabet: words, letters and symbols painted on the ground invite reading, writing and building meaning together;
- Playful information signs: made with the children, they open up conversations about diversity, respect and citizenship.

4TH STATION: MOBILIZATION, CO-CREATION AND ADVOCACY

ACTIVITY: PLAYFUL INTERVENTION









Instituto Corrida Amiga archive

RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

What if technology could help us look at the city?

Instituto Corrida Amiga's pedagogical practices start from hands-on experience in the territory, from observing spaces and listening to the people who live in them. Along this path, Artificial Intelligence (AI) tools can join pedagogical practices as resources to support inquiry, creation, organization and reflection.

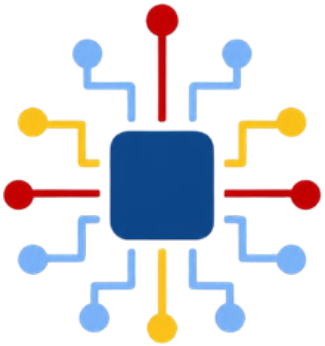
AI can open new ways to explore topics related to urban mobility and the educating territory, helping to prepare activities, organize information, produce texts and images, visualize possibilities and build proposals together. The possibilities are wide, but they must always be aligned with the pedagogical goals and the critical development of participants.

More than using a tool, it is about trying new ways to ask questions, create and think about the city, with mediation and responsibility. Technology can support the journey, but it does not replace participants' own observations, lived experiences or collective reflection.

Just as the trail can take different paths, AI can be present at different moments of the practices: before, during or after the activities. It can help prepare a workshop, support the creation of images and proposals, organize information collected by the group or help analyze the records produced along the way.

The choice of tool should always start from a prior question: what do we want participants to learn, experience or build? With that purpose in mind, choose the technology that can best contribute to the proposed path.

And, as on any walk, it is important to know where we are stepping. AI use must be supervised, with attention to privacy and data protection, avoiding sharing personal information or identifiable images of children and adolescents. Results need human review to catch incorrect information, stereotypes and biases related to gender, race, disability, territory, age or socioeconomic status. The tool should not be treated as the only source of information.



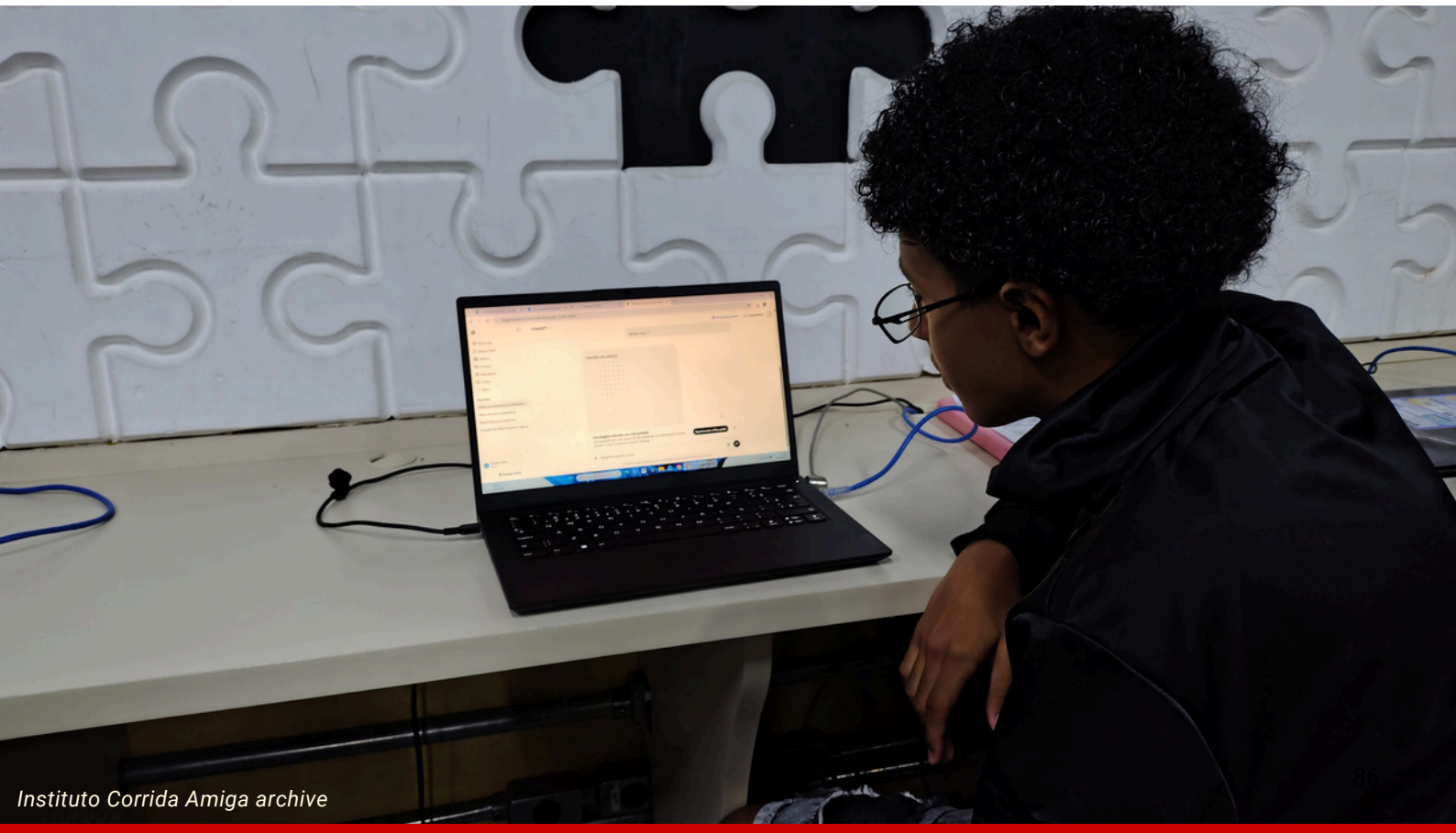
Technology can open new paths, but it is the experience of the city that gives the journey its meaning.

EXAMPLES OF AI USE

- **Before the activity:** support background research, adapt questions to the age group, organize session plans and prepare materials for facilitation.
- **During the activity:** gather ideas produced by the groups, support the collective writing of an advocacy document and create “before and after” simulations to visualize possible improvements to a street or square.
- **After the activity:** organize records, identify recurring themes in texts and drawings and help the group structure its conclusions and proposals.

Guiding question

Before using a tool, ask: “What do we want to learn, create or communicate with this resource?”



Instituto Corrida Amiga archive

END OF THE TRAIL

We have reached the end of this trail — but a trail well travelled never ends: it becomes a path.

If you have come this far with us, you already know: there is no single way to walk through the city, just as there is no single way to learn from it. Each station we passed through — from the games that get the body moving, to the circuit that helps us recognize the barriers different people face, to the Bonde a Pé that invites us to see the street from new perspectives, and the advocacy that turns listening into action — is an invitation to start again, over and over, with new groups, new territories and new discoveries.

The backpack we carried along the way stays open. It never empties: with every workshop, every class, every street corner observed with care, it gains a new accessory — a question we had not yet asked, a game made up on the spot, a solution that only that group, on that day, on that street, could have imagined.

This is how we learn from and about the city. not from the top down, but step by step, from the perspectives of those who walk, cycle, play and observe. Not in a closed classroom, but on a living trail that is remade with every encounter.

If this handbook has done its job, it will not sit closed on a shelf — it will walk out the school door, cross the crosswalk, sit on the park bench and listen to what the city, and the children who live in it, have to say.

May this not be the last trail, but the first of many.

Let's keep walking — together, toward a city for everyone.



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transporte a pé