

Theme – how to teach about the intangible and tangible heritage in old town

Sub-theme “READING THE CITY”



Preparatory phase before the arrival at the old town	
Target group	Native and foreign students aged 4 to 10, families with children. Max 10 persons in the group
Check the resources on the Internet	For example, www.kuldiga.lv www.visitkuldiga.lv
Venue	It would be recommended to organize this activity in the old historical town as it contains several layers of information that would be interesting to explore
Precondition	Participants have to be informed that they will walk for at least 1 hour and must have comfortable shoes
Purpose	To pay attention of target group to the immaterial cultural heritage which can be found in an old historical town and therefore can be used for the development of interest about intangible cultural heritage
Aim	To develop a creative tool which will pay the attention of the target group to the reading of the historical town which is considered as an important place where different aspects of intangible cultural heritage are concentrated in one place
Objectives	<ol style="list-style-type: none"> 1. To create a participatory game where all learners can be actively involved. 2. To use resources of the immaterial cultural heritage that are concentrated in the environment of an old town for the development of the content of the game. 3. To develop interesting educational material which will help to revive the perception of the environment of an old town. 4. To draw participants' attention to the fact that a walk around the old town can be educational, interesting and even entertaining.

Necessary equipment	Pen or pencil for each participant.
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Suggestions

Derive the content and images for the game from the townscape, this will help you to animate the story. Try to find images or symbols that could have importance for the young audience, like animals, birds, or insects depicted in the elements of architecture, churches, castles, or others, this will help the young audience to relate this game to their interests and use their existing experience. This will help to create interest in the game and after open up a young audience for new information and keep curiosity alive. Here is the depicted wind vane of Kuldiga which contains an image of the unicorn.



It is important to ensure the active participation of the young audience. It is important to diversify the activities that they have to do, therefore make them to find, to count, to read, to draw, to calculate, to guess the riddle, to dream, and to imagine. This will keep the audience interested alive for a longer period and to tell them also serious things from history.

Consider the possibilities to use old photographs where it is still possible to recognize some particular places in the town. It could be used to ask – what has changed? What is missing? What is the difference? How could it look in the future? And similarly.

It is possible to use this game for the celebration of birthday parties for children. Then the town reading can be combined with treasure hunting and the organizer must hide the box with sweets at the final point where the organizer can give to participants a particular letter from the selected “hero” or some old resident of the town telling the short story about the treasures. The letter will have the hints for the treasure box.

It is recommended to use the map, it will really help with the orienteering in the unknown environment. It is better to use the depictive map instead of google maps which are more schematic.



Example from Kuldiga



Example from Helsinki

Example on how to create the city reading game step by step

1. Select 20-25 objects that are important to tell your story about the old town.
2. Go to the real town and identify which activity could be possible to include in the exploration of each individual object.
3. Select the particular image that you want to relate to each individual object, take a photo.
4. Collect the information about those objects from the internet, books, tourism guides, and the local museums and write down a short message about each object.
5. Add your designed activity to the description of the object, add the photo.
6. Mark all the selected objects on the map.
7. Create the route with a particular idea from where to where you want to guide the participants.
8. Print out the map and description of objects on the paper.
9. Go to the real environment and test the game. Ask the questions – how much time does it take? Isn't it too long for the target group? Isn't it too complicated?
10. Examine carefully the objects on your route, you must find the central figure or "hero" that will help you to create and animate the story of the game and to create the adventure. Try to find images or symbols that could have an importance for the young audience, like animals, birds, or insects depicted in the elements of architecture, churches, castles, or others.
11. Once, you have found the hero, think about how this element could be used in your content.
12. Look again at your created map with route, maybe it is reasonable to change the starting and final points according to the home of the "hero". Do the changes.
13. Print out the final version. Invite some colleagues or friends with children according to the target group and test the game.
14. Ask the questions – how much time does it take? Isn't it too long for the target group? Isn't it too complicated? Are there some activities that have to be replaced because the selected ones are not interesting or are too complicated? Where they happy to find the main "hero" in the town?
15. Ask your company to draw the main hero. How does it look like? Can you use some of the images?
15. Do the changes according to the answers.
16. Invite artists to develop the graphic design of the game. Or just leave it as pdf with a map and descriptions, just and some drawings.
17. Now your game is ready for distribution!





Summary phase after the departure from the educational place	
Questions for the discussion just after the game	<ol style="list-style-type: none"> 1. Which was the most difficult task? Why? 2. Which was the most interesting task? Why? 3. Was there something surprising?

Learning outcomes
<ol style="list-style-type: none"> 1. Consequently, this game does not recognize a winner or a loser. Instead, it focuses on initiating a trust-based and inclusive dialogue between all participants. 2. Possibility to give an important role to the young actors with hyperactivity. 3. Possibility to develop teamwork. 4. Possibility to use imagination and fantasy and therefore to develop creativity. 5. Possibility to use critical thinking in a simple way where the method of exclusion and comparison has to be used. 6. To develop the ability to express the opinion with argumentation, to listen for others' opinion, and finally agree on the most appropriate response. 7. Possibility to develop respect and understanding between the people of different generations.

An example of the city reading game “Find the unicorn in Kuldīga” attached