



懷恩浸信會幼稚園

Grace Baptist Kindergarten

# 'Block City' Project Approach

14<sup>th</sup> April, 2025 to 30<sup>th</sup> May, 2025

Class : K1 Faith (AM)



# Content

 Introduction..... P. 1

 Part 1: Initiation of project activities. .... P. 2

 Part 2: The study process..... P. 3-5

 Part 3: Our learning result..... P. 6-7

 Conclusion..... P. 8

# Introduction

The content of the picture book 'Block City' mainly focuses on the citizens and things happened in the city. It also introduces the environment and different community facilities in the city systematically, integrating with the scenes that children are often exposed to in daily life. Therefore it was easy to lead children into the world of the story and could enhance children's interest in reading effectively.

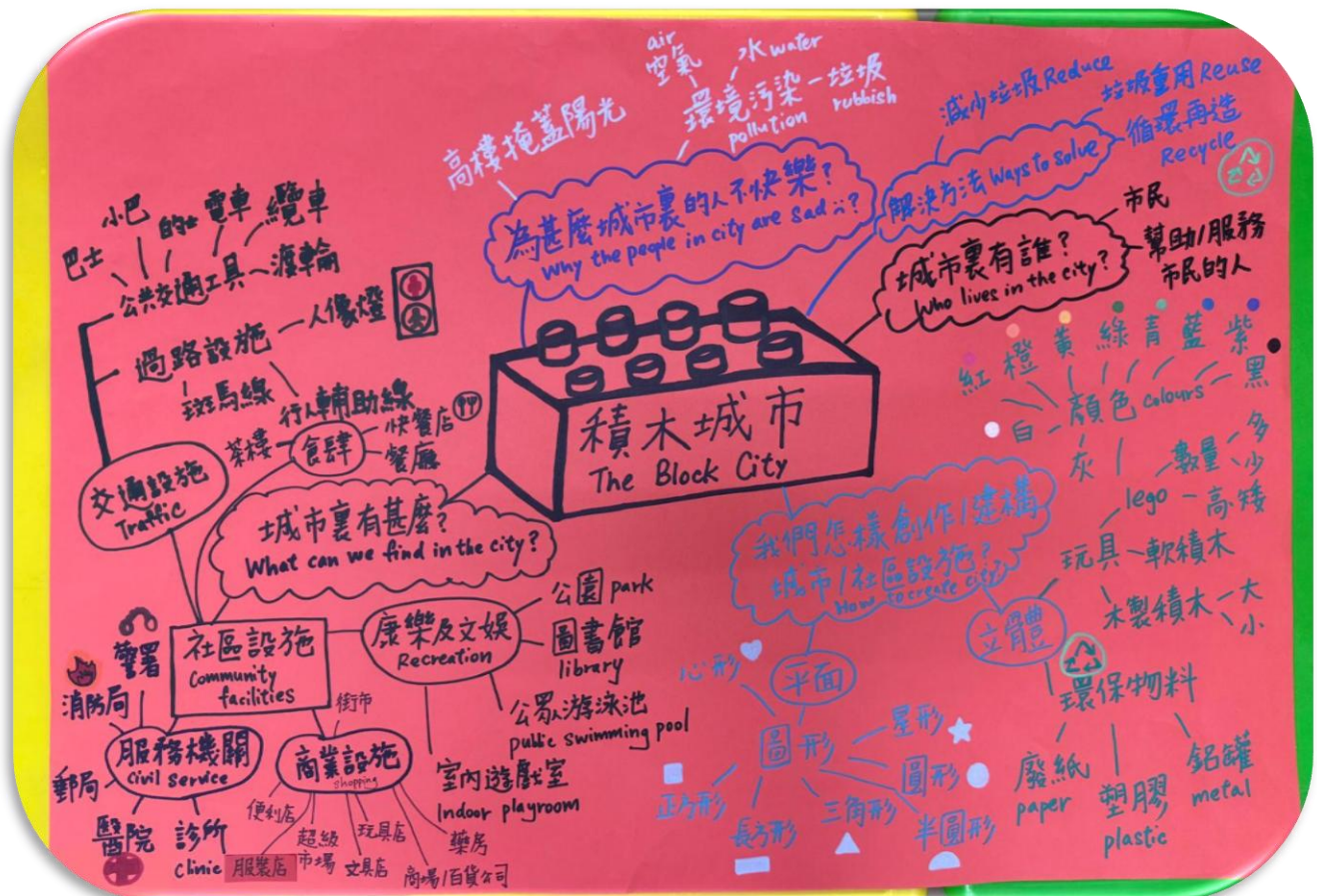
Through reading the book, children were guided to start their learning journey of the city. And some of the existing conditions and problems in the city were introduced in the story too, such as environmental pollution, which is closely related to children's lives. The community environment is inseparable from human life, and urban construction not only changed the appearance of the natural environment but also affected the living habitat and quality of life of human beings, animals and plants. Therefore, urban development should be well planned to balance social needs and environmental protection, to ensure our city, Hong Kong, can develop sustainably.

In this project, we designed different learning activities by which children could learn from exploration, build knowledge related to community topics and have a rich learning experience through play.

# Part 1: Initiation of project activities

Motivation :

Firstly, we read the story book, 'Block City', together. Children were attracted by the title of the story at the beginning, knowing that building blocks are one of the kinds of toys they often play with. While reading the text of the story, children further raised questions about 'city', such as, "What are community facilities? Where can I find these community facilities? Why were the citizens unhappy? How can we protect this city?", etc. We encourage children to record their findings in the community on worksheets and report to class after. Children's questions and findings will then be recorded on our mind map. After that, children began to construct and accumulate new knowledge about 'city'.



## Part 2: The study process

Children interact with their peers in lessons and group discussions, introducing about the community facilities which they have ever visited with their parents, such as what they saw in the community facilities and the activities they did there.



I like going to the swimming pool for swimming.



## Community Magnifying Glass : Design our rules signs!

After reading some picture books related to the theme of 'city', and watching photos and videos of community facilities, children could find and recognize some rules signs in various facilities and were curious of them.

I'll follow the rules in the park and be a good citizen!



## Voting : "My favourite community facility is ....."



My favorite community facility is library.  
I like going to the library for reading storybooks.

## Creating our own community : 'Happy City'

After reading the picture book, children wished to create their ideal city together. Thus, they began to draft the graphic design of the 'Happy City' which included their favorite community facilities under teacher's guidance. In addition, from another picture book, 'The Messy House', children also learned how to reduce environmental pollution, such as classifying and recycling waste, reusing, etc. Therefore, they made good use of the wasted materials which they collected from homes and school to build a green city.



I thought we should add one more route here.....



## Environmental protection starts with me!



We can turn wasted materials into meaningful things and toys like Tanishq did with his mommy.



## Part 3: Our learning result

Finally, children collaborated with their peers to create a beautiful and eco-friendly 'Happy City'. We invited children's families to appreciate the fruits of their efforts and share their joy and sense of achievement.

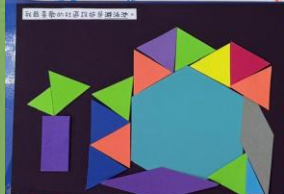


## 2-D Artwork :

### 'An Illustrated Handbook of Our Favorite Community Facilities'



We can create a picture of the community facility by mixing and matching different shapes.





We quickly put the number blocks in order within the time limit. In this competition, we could not only revise our numeracy concepts but also train our concentration and agility.



Conclusion

Through a series of learning experiences, children were able to develop their creativity, collaboration and problem-solving skills, and enhance their understanding of the community environment in which they live. They understood that while making good use of community facilities, they should also follow the rules, care for others, protect the environment and cherish resources. They learnt to be good citizens and work together to create a better city. We hope that parents will continue to encourage children to observe and explore our community in their daily lives. New discoveries will continue to come!

# Happy City

