

**Kinder**  
Joy of moving  
**PARK**

**A NEXT-GENERATION PHYSICAL PLAY PARK**



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20  
25



**COME AND DISCOVER**





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Adding quality to children's motor experiences:  
a new conception of playgrounds.

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## Preface

In Italy we say “you can tell a good day from the morning”: many, too many children and young people don’t reach the minimal amount of physical activity required to grow up healthy, even before schooling, when you might think that children still have lots of opportunities to move and play.

What our children and young people are in most need of is the chance to move freely, to take the motor skills they learn at school and in structured sports activities and bring them into their everyday lives. School and that kind of sport aren’t enough on their own to make up the internationally recommended physical activity requirement (the ‘gold standard’ of at least 60 minutes of moderate-to-vigorous physical activity a day).

The processes of urbanisation and concentration of the population in large urban areas without green areas, together with the development of motorised transport systems and new information technology, are responsible for the increase in the level of physical inactivity in children.

In urban areas we talk about a built environment, that is, environmental characteristics that derive from urbanisation work and infrastructure creation by humans. To ensure that children have enough opportunities to grow up active, let’s try to reflect on why we need to and how we can act on both the fronts of education and of creating an environment tailored not merely to children, but to ‘active children’.

With our Joy of Moving educational method, which by encouraging the joy of moving aims not only to develop children’s motor skills, but also their cognitive and socio-emotional skills, we can create a joyful habit of movement that children will carry through their whole lives and help them grow to be healthy and happy. But it is the environment we live in that determines the conditions for this lifestyle to take root and be preserved throughout adult life. In other words, educating children isn’t all it takes to ‘run’ for cover from inactive lifestyle: you need an environment that facilitates it!

If professionals make our towns better equipped and 'playable' (what a wonderful concept that is!), our children will play outside. The linchpin of our concept of a playable, facilitating environment is the child with their motor skills, their cognitive functions, their emotional capacity and their social skills. In the past there were more opportunities for children to climb trees, run in a courtyard or skip alone or together, outdoors. Today, most children live in urban centres that are often far from nature, without adequate spaces for moving outdoors, in an extremely mechanised environment (lifts, cars, computers, video games, etc.). Recreating the conditions 'naturally' present in natural environments in the urban environment falls to professionals who set themselves the goal of stimulating children's growth in facilitating environments that – albeit by way of substitution – bear some resemblance to the natural environment.

Let's try to imagine equipping a facilitating environment, a playground, with items or play equipment designed not only from a biomechanical perspective to be functional and safe, but also from the child's perspective to meet their fundamental needs of autonomy, competence and relationship. The play equipment must be built so that children can engage with it with interest and no fear of failure and can manage to complete the task successfully on their own, but also in relationship with other children. So 'developing and redeveloping' urban parks mustn't only be understood as it commonly is, simply taking care of the structures, maintenance and compliance. With our Joy of Moving method we aim not only to have our children move, but to have them moving in the most varied and stimulating way possible, and we believe that redeveloping urban parks also has to mean 'adding quality' to children's motor experiences in the park, building an enriched play environment. By enriching the environment we mean adding physical and social stimuli that promote development. What kinds of stimulation are we talking about, if we think about our ideal park? Over time, various single-themed parks have been conceived that might represent environments enriched with stimulation. Let's consider some, analysing whether and which opportunities they offer from our perspective of education for, in and through movement.

**Amusement parks:** these are parks appropriately equipped for children, in which natural reality and fairy-tale imagination blend into one and children of different ages can immerse themselves in a fantasy world. In this kind of park, emotional involvement triumphs over motor exertion. Essentially, children's imaginations are in play, but their bodies much less.

**Funfairs:** the equipment allows you to satisfy a desire for strong sensations (sensation seeking) in safety, through acceleration, sliding, spinning or simulated falls. Where present, motor stimulation takes a back seat.

**Marine parks:** they are more educational than play-related and allow children to come into contact with marine animals. The great motor skills of the dolphins and seals activate emotional involvement and probably that form of 'neuromotor identification' that occurs when you observe the movements of somebody else. But the motor exertion is almost entirely limited to walking through the park.

**Water parks:** born out of water slides, they involve a degree of motor exertion in terms of floating and moving in the water, but the aspect of fun and emotion is still predominant.

**Adventure parks:** they focus on adventure in settings like woods, jungles or rocks. The equipment in these parks features different degrees of difficulty and motor stimulation: there isn't only muscular effort, but also great application of the ability to adapt your own movements according to what you perceive and to resolve motor problems as they arise. There's also a strong emotional component, as you need to leave the ground to climb.

**Children's playgrounds:** in these parks there's motor exertion through play that stimulates muscular efficiency and above all requires hand-eye and foot-eye coordination in moving supported by the equipment.



How do we create playgrounds in urban environments for daily – not one-off – use by children, which combine motor, cognitive and emotional environmental enrichment? In harmony with the holistic model of development that represents the thread running through the Joy of Moving method, we propose play equipment designed for pursuing the same goals as the Joy of Moving games played in the educational context of school: physical efficiency, motor coordination, cognitive functions, life skills. By engaging with this equipment, children stimulate: physical efficiency (of the heart and the various muscles engaged), the entire spectrum of motor coordination skills (motor adaptation and control) and some cognitive functions and life skills (setting goals, taking decisions, finding solutions for using the play equipment effectively).

This play equipment represents animals and items from the real environment. It is designed so that children can learn actions that can also be used, thanks to transferable learning, in the natural and urban environment. This way, children equip themselves to take on the challenges that they will encounter when, in the natural environment for example, they might have to walk on logs, cross a stream on the rocks sticking out of the water, climb a rock face, ride a pony on a farm, etc. We call this play equipment 'MoviMenti & ImmaginAzione' – an Italian pun on Minds in Movement and Action in Imagination which is also the subtitle of the Joy of Moving manual – because children have to build their actions from movements fuelled by imagination.

**Prof. ssa Caterina Pesce**

Passionate movement scientist, Doctor of Motor Science and Psychology, Associate Professor at the Foro Italico University of Rome, and creator of the Joy of Moving method.

**Gianni Lanfranco**

A professional volleyball player and medalist at the 1984 Los Angeles Olympics, he too inspired the creation of the movement games presented here; in 1993 he founded Advanced Distribution, of which he is the Chairman.

# 02



## The connection between Kinder and joy

Kinder has always aimed to bring children lots of small but special **moments of joy**, designed just for them.

Not everyone knows that Kinder has been committed for years to another important objective: **encouraging children towards physical activity in an engaging and joyful way**, promoting their natural inclination to move, play and be together.

## The social responsibility project

This is why **Kinder Joy of Moving** was created, an international Ferrero Group Social Responsibility Project, with an active, innovative effect on children's growth and a place in the hearts of families because it meets a need that has now become essential: fighting an inactive, passive lifestyle and promoting an active lifestyle among children.

Launched in 2005, the **Kinder Joy of Moving** project has involved more than 60 million children so far (**3.4 million** in the last year) and is active in **34 countries** worldwide.

The project benefits from the collaboration of **131 qualified and expert partners**, including Ministries of Education, universities, organisations, private companies, Olympic Committees, sporting federations and associations and the ISF (International School Sport Federation).

**Kinder Joy of Moving** is not a self-congratulatory statement but a hard fact, of the kind that increase trust and friendship towards the brand.



**3.4 m**  
CHILDREN



**34**  
COUNTRIES



**131**  
FEDERATIONS AND ASSOCIATIONS

Source: Ferrero Group Sustainability Report 2023

03





## The scientific method

This project is inspired by **Joy of Moving**, a new educational method, resulting from an important scientific study and tested with school-aged children for more than two years. The **Joy of Moving EDUCATION** manual, which summarises it, has become a part of the education offered in Italian primary schools and preschool.

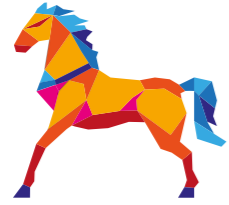
This methodology has the ability to develop, in a combined and joint manner, motor, cognitive and life skills in children, more and better than existing practices. Hundreds of instructors have been trained, suited to teaching this new method and able to spread it.



## A next-generation park

Children who come to the park have the opportunity to acquire or improve specific skills, all whilst having fun. Thanks to the “FACILITATING ENVIRONMENT” created with physical play equipment developed by the Department of Industrial Engineering at the Federico II University of Naples, children are engaged in a wealth of experiences that stimulate their development and encourage them to look for creative solutions. This colourful, joyful world is inhabited by unique and innovative toys and games which each have a specific function, not only relating to motor skills.





fortius



flysky



magic color



blue wind



rainbow



rolly roger



free jump



fungus

## Our games

Each piece of physical play equipment has its own specific function that engages a particular skill in children: control, commitment, effort, balance, endurance, courage, stability and initiative. Climbing with several routes, to teach children the value of effort; surfing to understand the importance of control and stability; free jumping to put your courage to the test, birds where even a small force can be enough to move the wings, a spinning mushroom for the most enterprising...



# FORTEUS

## fortius control

The child climbs onto the horse, resting their feet and holding the grips at the side of the horse's neck using their hands. By flexing their arms and bringing them close to the body (action of the jockey), they move the horse forwards and they continue to the end of the rail it travels on by repeating that movement. Cheerful music plays throughout the motion. When they get to the end, the child climbs down from the saddle and pushes the horse back to the start position by hand. It's possible to play in pairs (one child per horse) on two horses next to one another.

**PHYSICAL EFFICIENCY GOALS** improving muscular strength of the upper limbs and chest and flexibility or joint mobility of the shoulder and elbow.

**MOTOR COORDINATION GOALS** improving fine motor control skills, particularly kinaesthetic differentiation, to maintain correct posture and apply the right force to the action, rhythmic ability in riding and balancing skill to stay in the saddle.

**COGNITIVE GOALS** improving selective attention and concentration on the task.

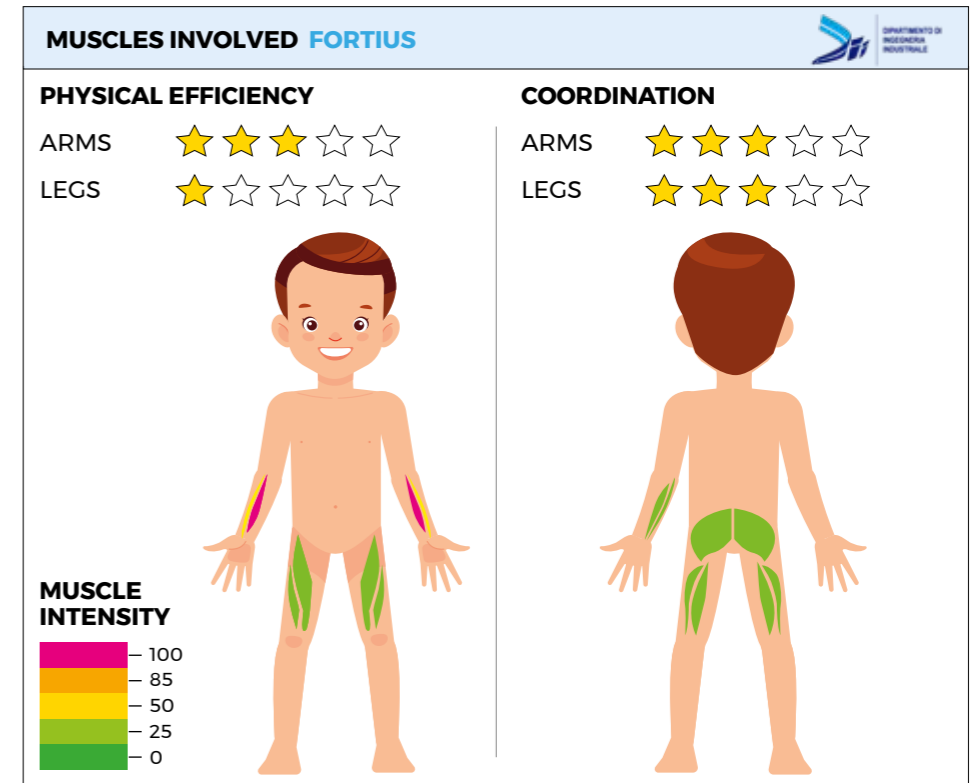
### LIFE SKILLS GOALS

**Intrapersonal:** improving self-control and the ability to evaluate the cause-and-effect relationship between force expended and the progress of the horse to reach the end (goal setting). **Interpersonal:** if in pairs, improving empathy, i.e. the ability to identify with a companion alongside to go at the same speed or faster than them, or help them if they need it (effective relationship).

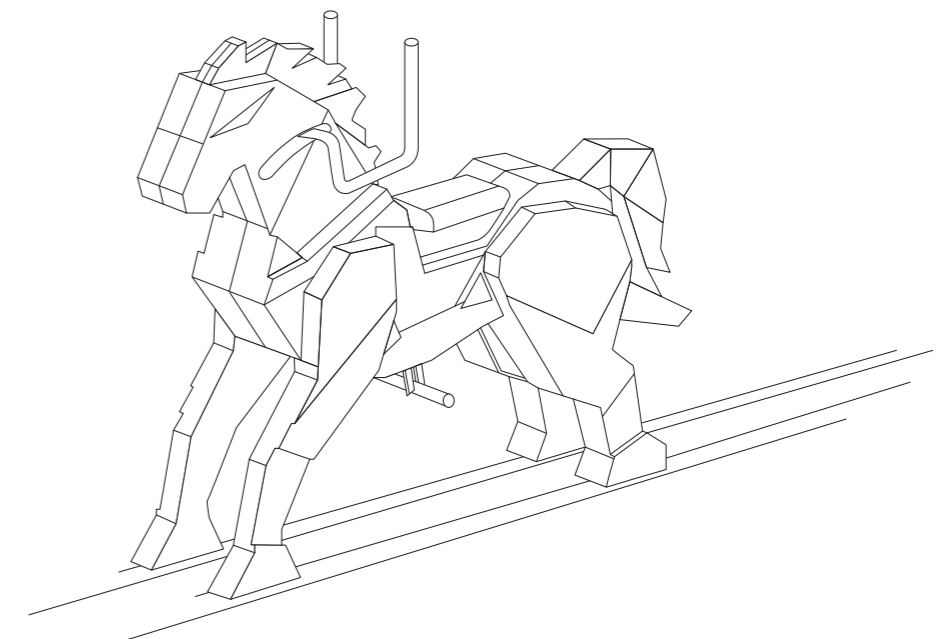
# fortius



SEE HOW YOU PLAY!



Department of Industrial Engineering, Federico II University of Naples







## fungUS initiative

The child takes hold of one of the ropes, with help from an adult if needed, then inserts a foot into the loop at the end of the rope. With the other foot, the child pushes to spin the mushroom and chooses the position or positions to assume while it moves. A musical theme plays throughout the game. The game continues until the child decides to stop and leave the game.

**PHYSICAL EFFICIENCY GOALS** improving both muscular strength of the lower limbs, chest and upper limbs, and flexibility or joint mobility of all the main joints of the body.

**MOTOR COORDINATION GOALS** improving dynamic balance skills, fine motor control skills and, in particular, perceptual-motor reactive and motor transformation adaptation skills, in relation to the movement of the mushroom, above all if the child rises or falls when the mushroom is already active.

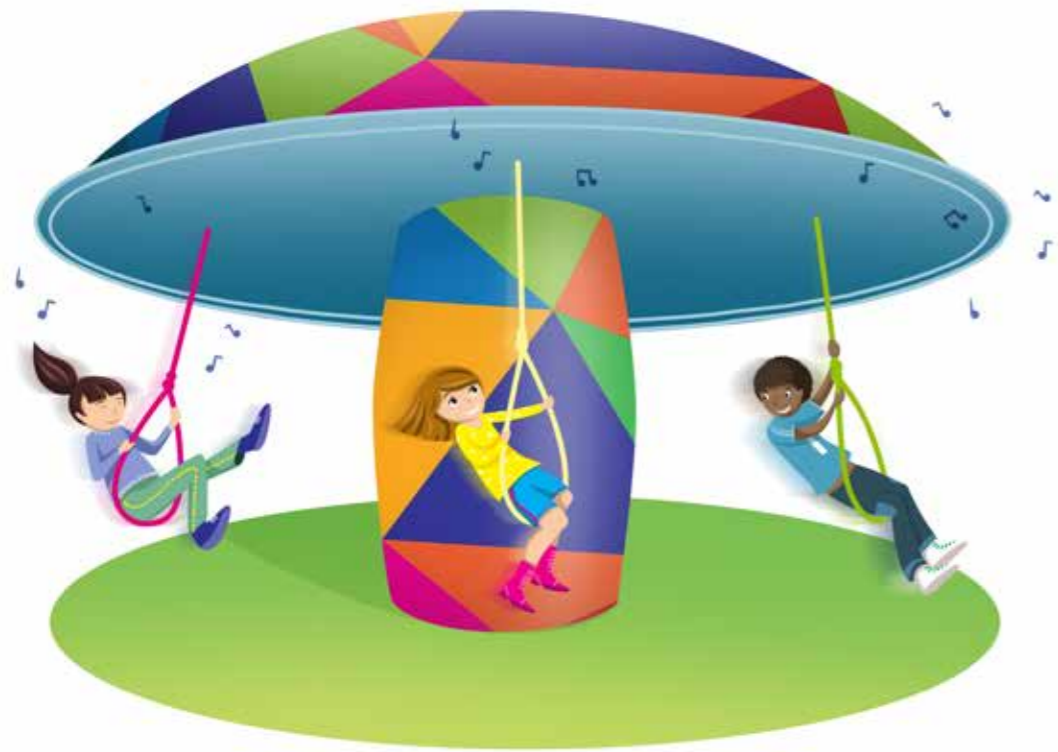
**COGNITIVE GOALS** improving selective attention and concentration on the task.

### **LIFE SKILLS GOALS**

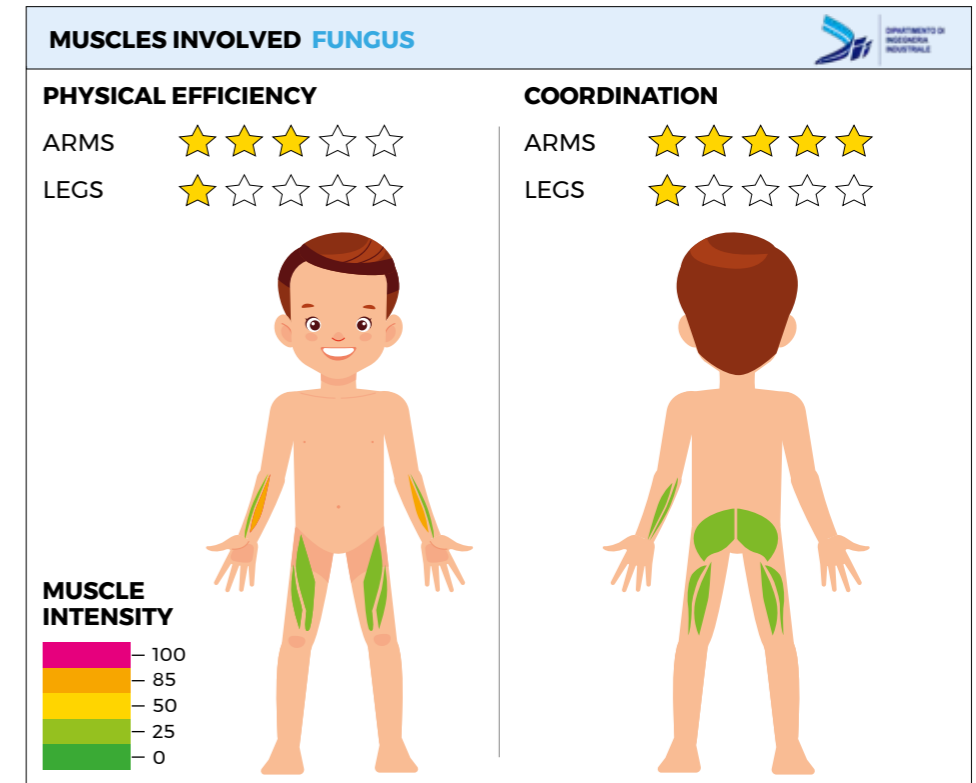
**Intrapersonal:** improving self-control, managing emotions and motor creativity in finding different positions while the mushroom is spinning. Improving the ability to evaluate the cause-and-effect relationship between one's own movements and success in the game effective relationship).

initiative

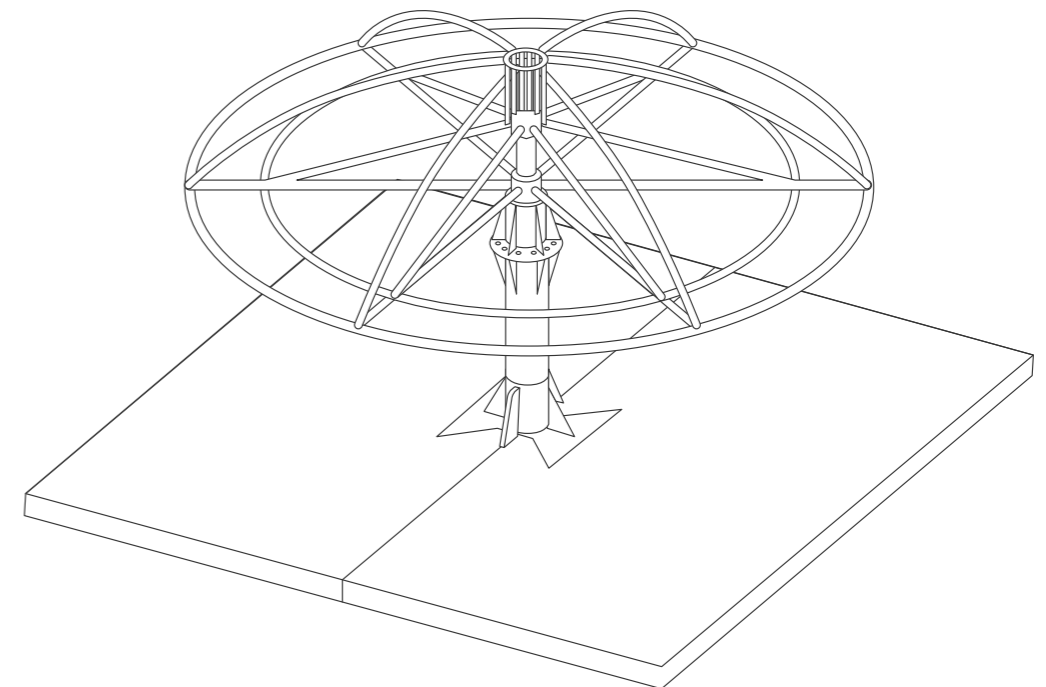
# fungUS



SEE HOW YOU PLAY!



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# RAINBOW

## effort

The child climbs the side of a pyramid using their hands and feet. They can choose to climb on sides with different steepnesses and use grips or supports with different distances between them. In challenging themselves they can easily change side, switching from an easier one to a harder one or vice versa. The parapet separating the various side sections ensures safety in the event of falls.

**PHYSICAL EFFICIENCY GOALS** improving the muscular strength of all the main muscle groups of the body and the flexibility or joint mobility of all joints, particularly of the shoulder and hip.

**MOTOR COORDINATION GOALS** improving fine motor control skills, particularly intersegmental combination, balance skills and fine perceptual-motor adaptation skills, to adapt the movement of limbs to the surface being climbed on and distance of the grip/support points on the side.

**COGNITIVE GOALS IMPROVING** selective attention and divided attention on the different grip/support points on the side.

### LIFE SKILLS GOALS

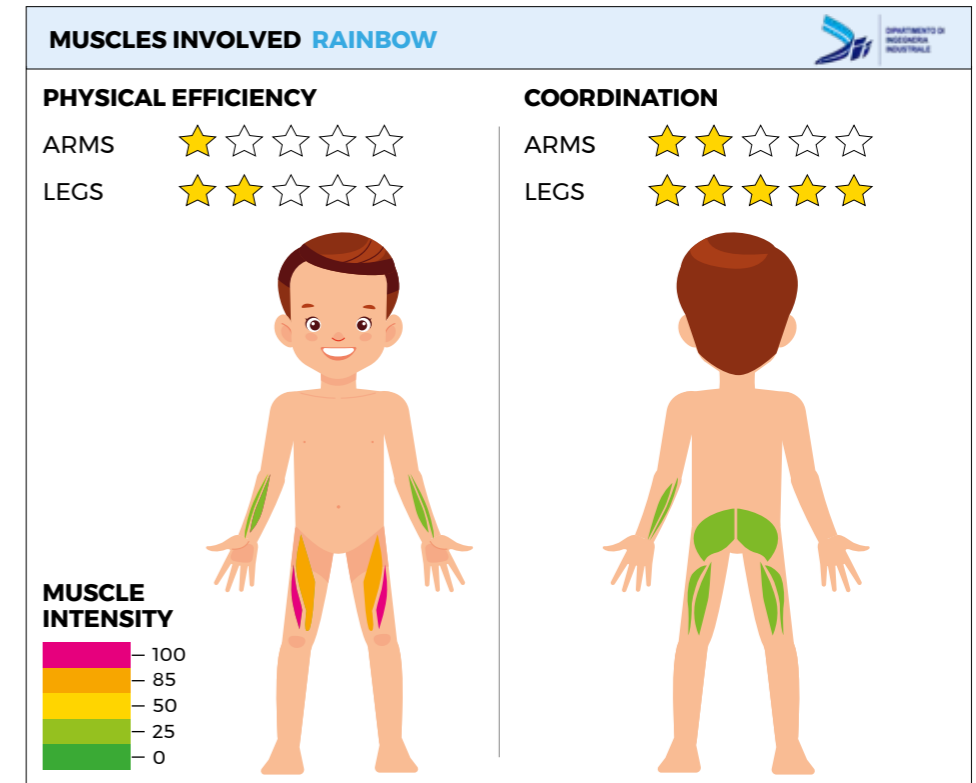
**Intrapersonal:** improving self-control, the ability to manage the emotions of leaving the ground (stress management), to persevere in achieving the goal that the top of the pyramid represents (goal setting), the ability to determine the most suitable route (decision making and self-awareness), to think positively in order not to give up when knowing what to do (positive thinking) and having the courage to challenge oneself. **Interpersonal:** improving the ability to cooperate to help one another climb.

effort

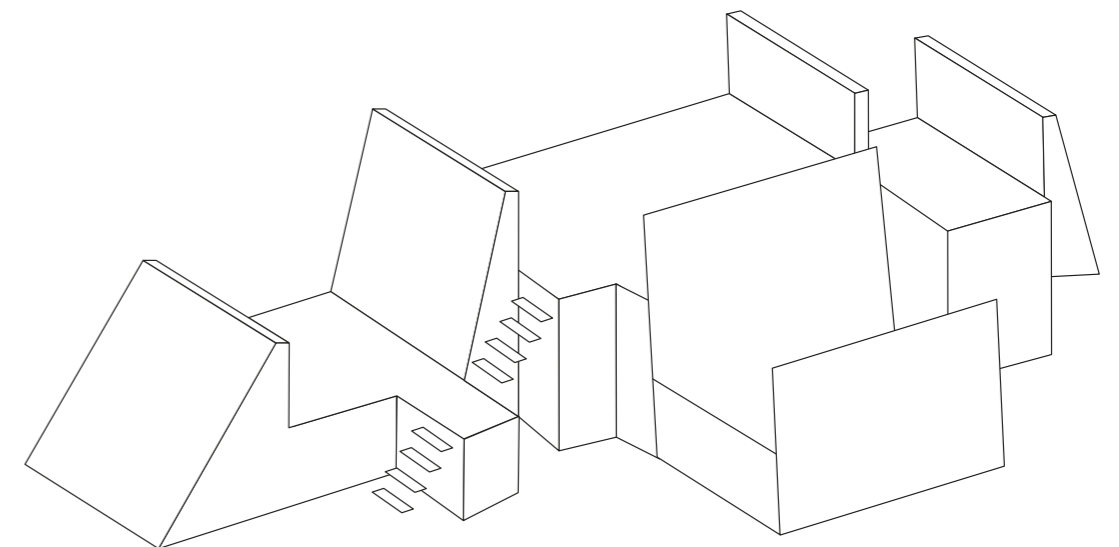
# RAINBOW



SEE HOW YOU PLAY!



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e  
r  
a  
r  
u  
o  
c

## free Jump

### **courage**

In this game the child makes two jumps down in a row. The child reaches the top of the structure using steps at the back. The first jump down is from the highest position to the intermediate area, with a shock-absorbing mattress, and the second jump is from here to the lower area, also with a shock-absorbing mattress. The child can experiment with different body positions both when landing and during the jump.

**PHYSICAL EFFICIENCY GOALS** improving the muscular strength of the lower limbs when jumping and joint mobility of all the main joints of the body during the jump.

**MOTOR COORDINATION GOALS** improving dynamic balance skills, fine motor control skills when jumping down and motor combination during the jump.

**COGNITIVE GOALS** improving selective attention and concentration on the task.

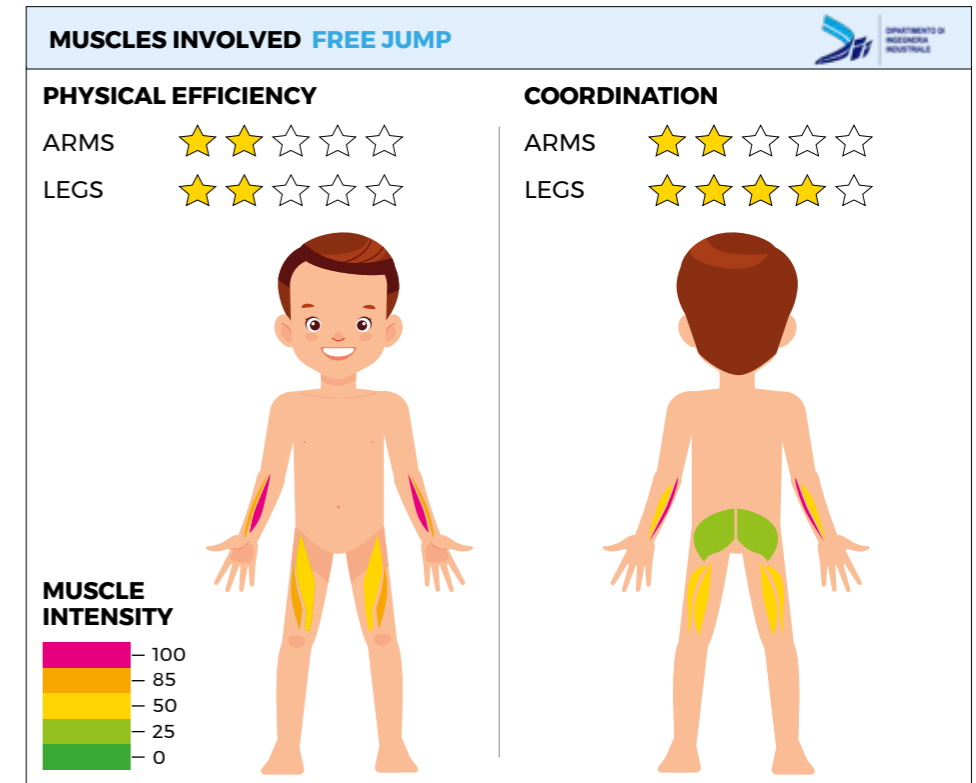
#### **LIFE SKILLS GOALS**

**Intrapersonal:** improving self-control, ability to manage negative emotions and overcome the fear of leaping into the void (positive thinking and self-awareness). Stimulating motor creativity in seeking different body positions during the jump and landing that are effective for success in the game.

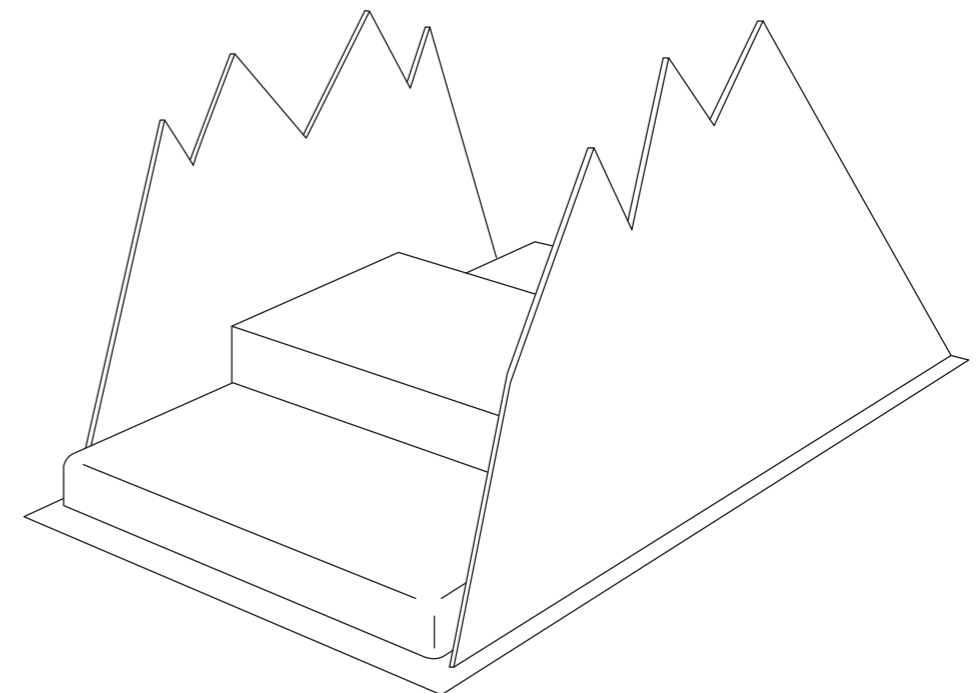
# FREE JUMP



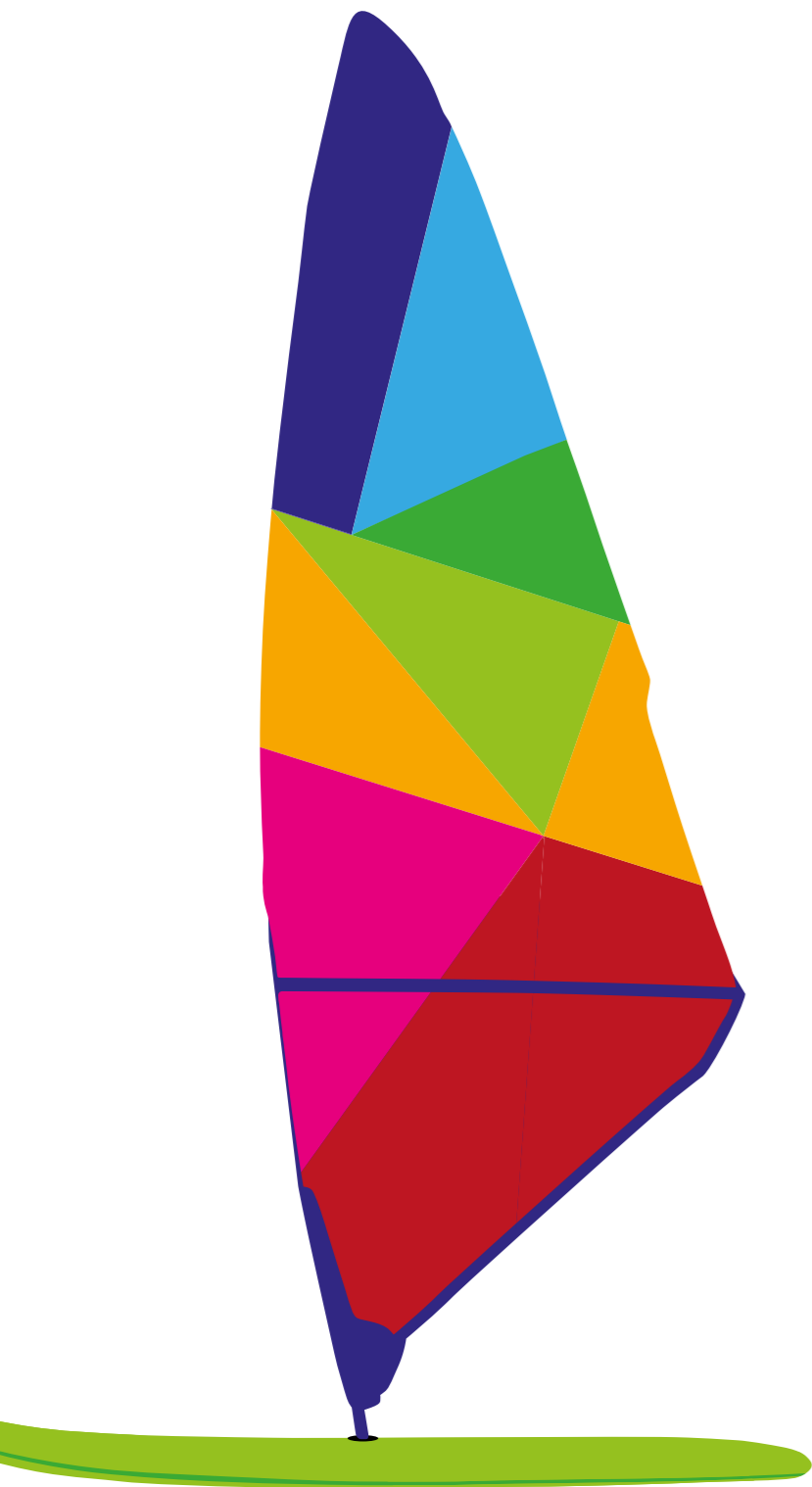
SEE HOW YOU PLAY!



Department of Industrial Engineering, Federico II University of Naples







stability

## BLUE WIND

### stability

The child climbs onto a surfboard and grips the boom of the sail with their hands. They follow the movement of the board with their body as it slides along a sloping platform, trying to keep their balance. At the end of the descent, the child uses their arms in a spinning motion to activate the pulley that moves the board back to the top for the next child.

**PHYSICAL EFFICIENCY GOALS** goals improving both muscular strength of the lower limbs and chest to maintain stability on the board, and of the upper limbs to move it back up, and flexibility or joint mobility of all the main joints of the body.

**MOTOR COORDINATION GOALS** improving dynamic balance, fine motor control skills, perceptual-motor reactive and motor transformation adaptation skills, in relation to the movement of the board.

Cognitive goals improving selective attention and concentration on the task.

**COGNITIVE GOALS** improving selective attention and concentration on the task.

#### LIFE SKILLS GOALS

**Intrapersonal:** improving self-control and the management of negative emotions that can arise from the imbalance or fear of descending. Improving the ability to evaluate the cause-and-effect relationship between one's own movements and moving the board back up.

# BLUE WIND



SEE HOW YOU PLAY!

**MUSCLES INVOLVED BLUE WIND**

**PHYSICAL EFFICIENCY**

ARMS ★☆☆☆☆

LEGS ★☆☆☆☆

**PHYSICAL EFFICIENCY**

ARMS ★★★★★

LEGS ★★★★★

**COORDINATION**

ARMS ★★☆☆☆

LEGS ★★★★★

**COORDINATION**

ARMS ★☆☆☆☆

LEGS ★★☆☆☆

**MUSCLE INTENSITY**

100

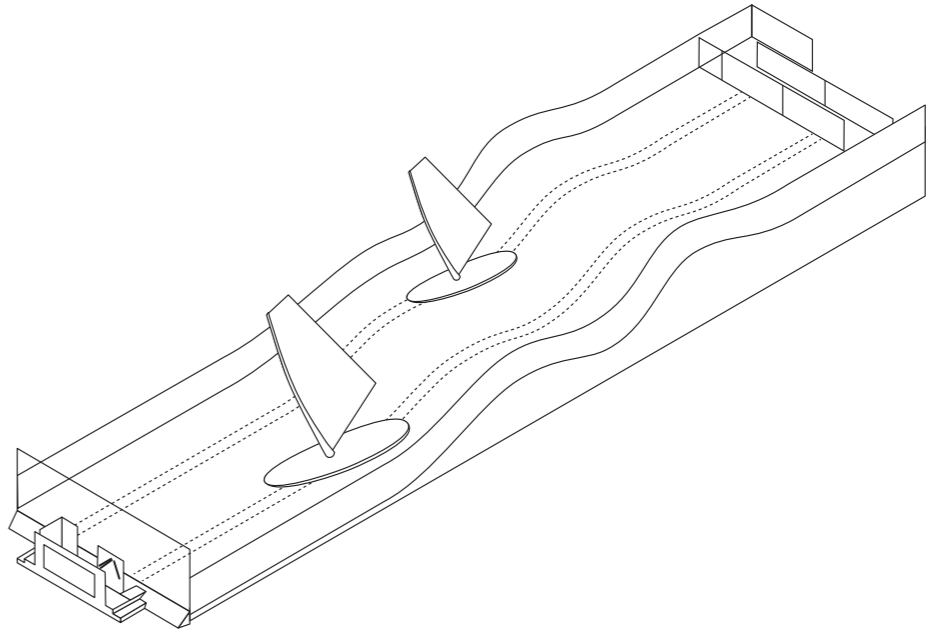
85

50

25

0

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# fly sky

## force

There are several variations in the operation of this play equipment. The child moves the wings of the bird using 1) only their arms (hanging onto a rope and moving like a bell ringer), 2) spreading arms and legs in sync (legs and arms spread together) or out of sync (while spreading arms, closing legs). In this case, hands and feet are connected to the rope with handles. Moving the wings produces music.

**PHYSICAL EFFICIENCY GOALS** improving the muscular strength of the upper limbs and torso and flexibility or joint mobility, in particular of the shoulder and elbow.

**MOTOR COORDINATION GOALS** goals improving fine motor control skills, particularly intersegmental combination, and rhythmic ability to produce smooth movement of the bird's wings.

**COGNITIVE GOALS** improving selective attention and concentration on the task.

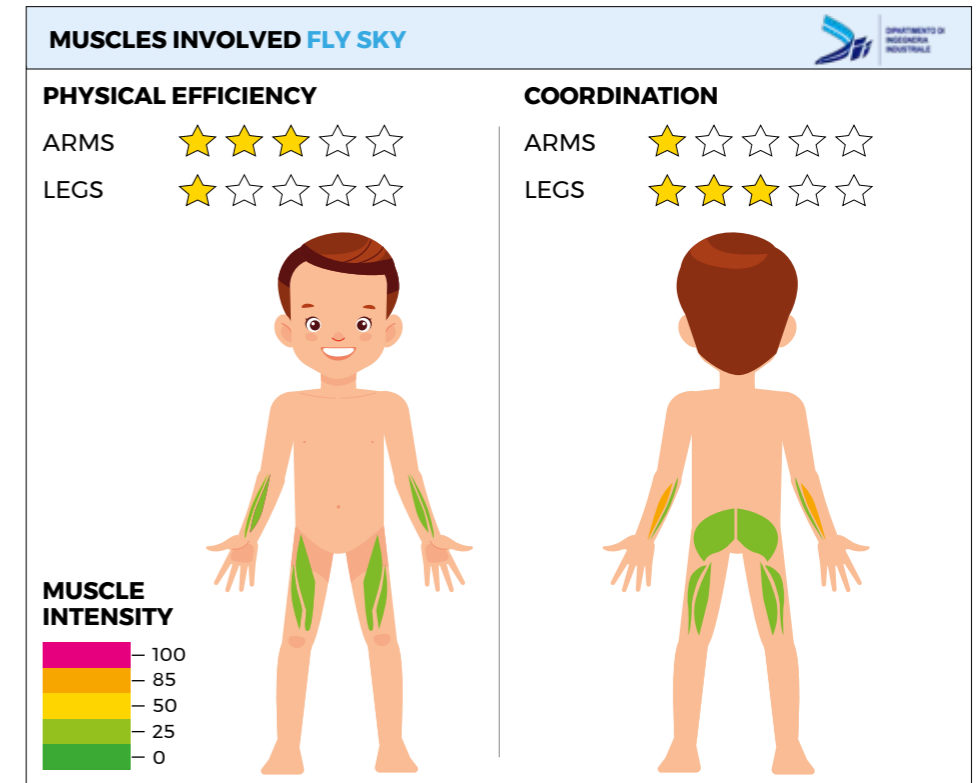
### LIFE SKILLS GOALS

**Intrapersonal:** improving self-control, self-awareness in evaluating the cause-and-effect relationship between demonstrating one's strength and movement of the bird's wings.

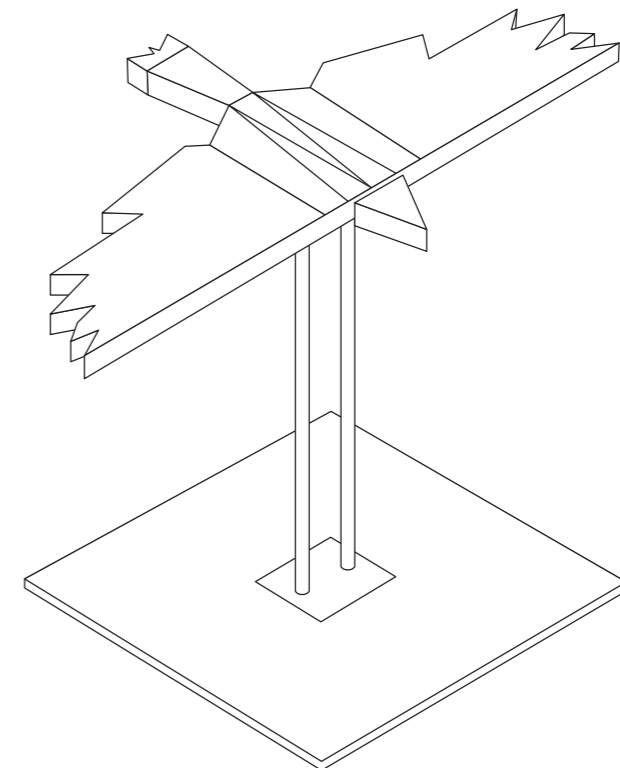
# fly sky



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# balance

## ROLLY ROGER

### balance

The child, taking hold of the two ropes on either side, climbs onto the roller located on the game, with help from an adult if needed. The child then begins to play, walking on the roller while holding onto the two side ropes to help keep their balance. The game continues until the child decides to stop and leave the game.

**PHYSICAL EFFICIENCY GOALS** improving the muscular strength of the lower limbs and chest muscle tone.

**MOTOR COORDINATION GOALS** improving balance skills and rapid perceptual-motor adaptation skills, to adapt the movement of the lower limbs to the spinning of the roller and make the necessary postural adjustments.

**COGNITIVE GOALS** improving selective attention and concentration on the task in order not to fall and to be ready to make postural adjustments.

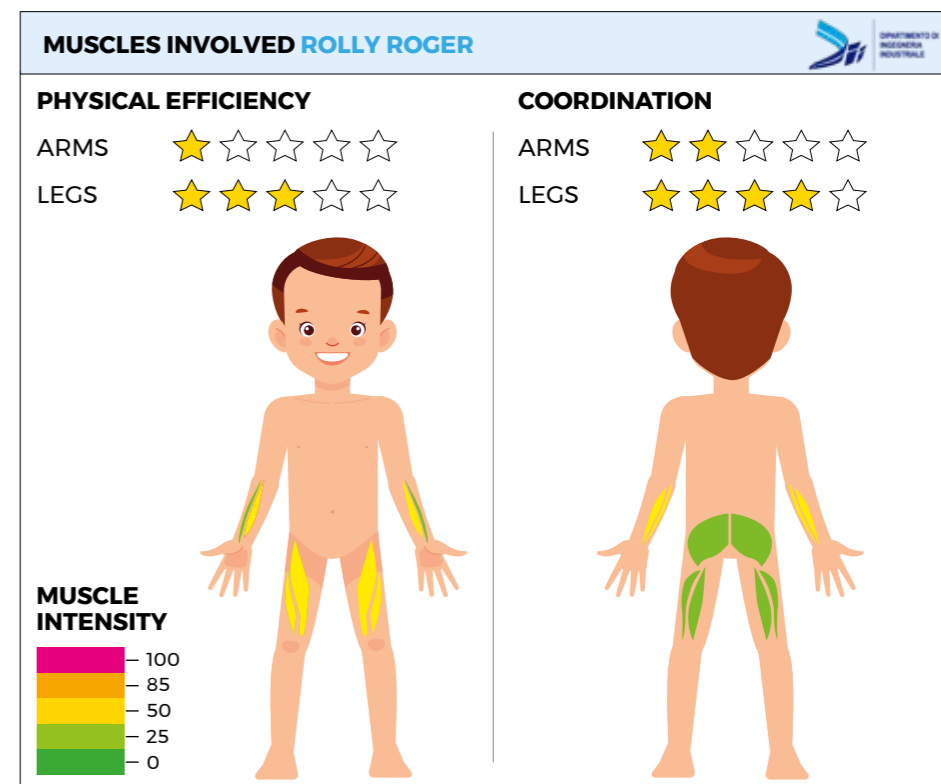
#### **LIFE SKILLS GOALS**

**Intrapersonal:** improving self-control and the ability to manage negative emotions that can arise from the imbalance.

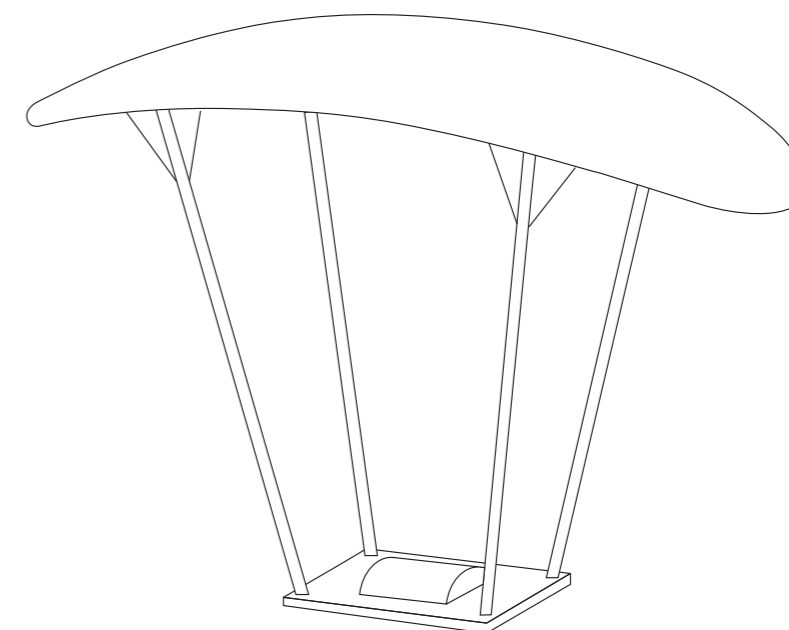
# ROLLY ROGER



SEE HOW YOU PLAY!



Department of Industrial Engineering, Federico II University of Naples







endurance

## magic COLOR endurance

The child, taking hold of the two ropes on either side, climbs onto the roller located on the game, with help from an adult if needed. The child then begins to play, walking on the roller while holding onto the two side ropes to help keep their balance. The game continues until the child decides to stop and leave the game.

**PHYSICAL EFFICIENCY GOALS** improving the muscular strength of the lower limbs and chest muscle tone.

**MOTOR COORDINATION GOALS** improving balance skills and rapid perceptual-motor adaptation skills, to adapt the movement of the lower limbs to the spinning of the roller and make the necessary postural adjustments.

**COGNITIVE GOALS** improving selective attention and concentration on the task in order not to fall and to be ready to make postural adjustments.

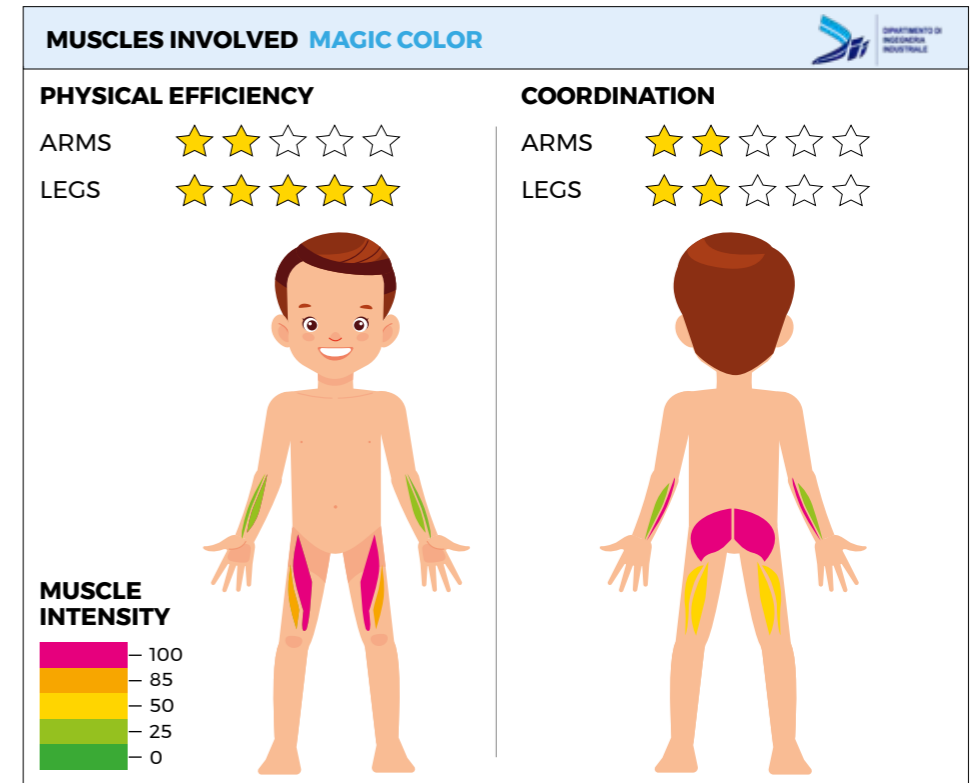
### **LIFE SKILLS GOALS**

**Intrapersonal:** improving self-control and the ability to manage negative emotions that can arise from the imbalance.

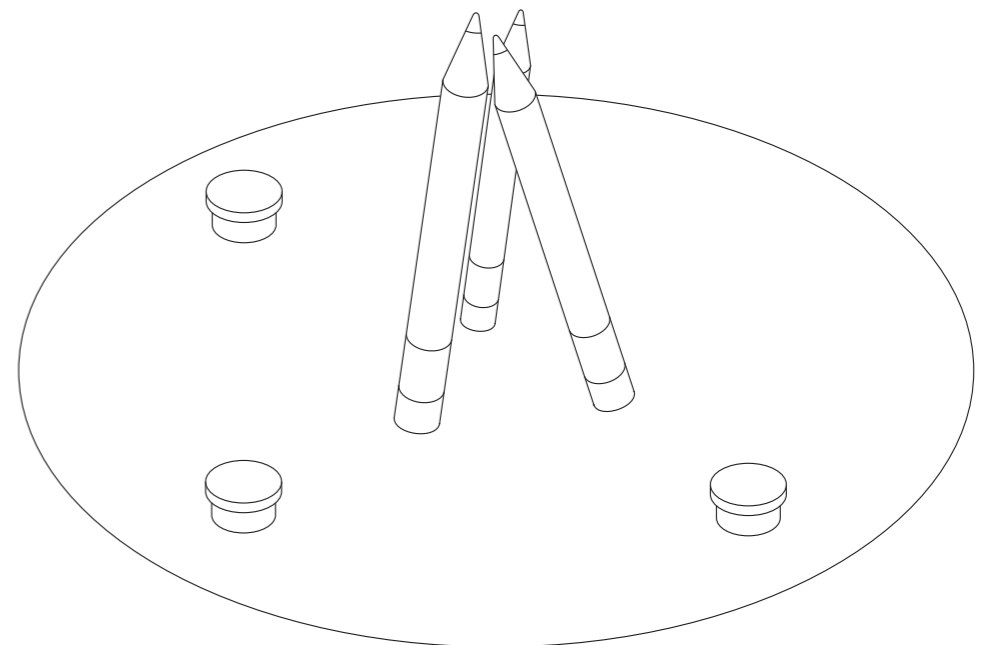
# mAGic COLOR



SEE HOW YOU PLAY!



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# 05.2



**Possible settings**

# Proposals for



CREATION OF  
**SMALL MODULES**  
FOR PUBLIC PARKS

**Small play paths**  
compete with communication  
elements to be integrated  
into **urban contexts**



CREATION OF  
**LARGE PARKS**  
( + 1000 MQ)

**Complete play paths**  
on the basis  
of experiences  
at **Expo** and **Vicolungo**

# development



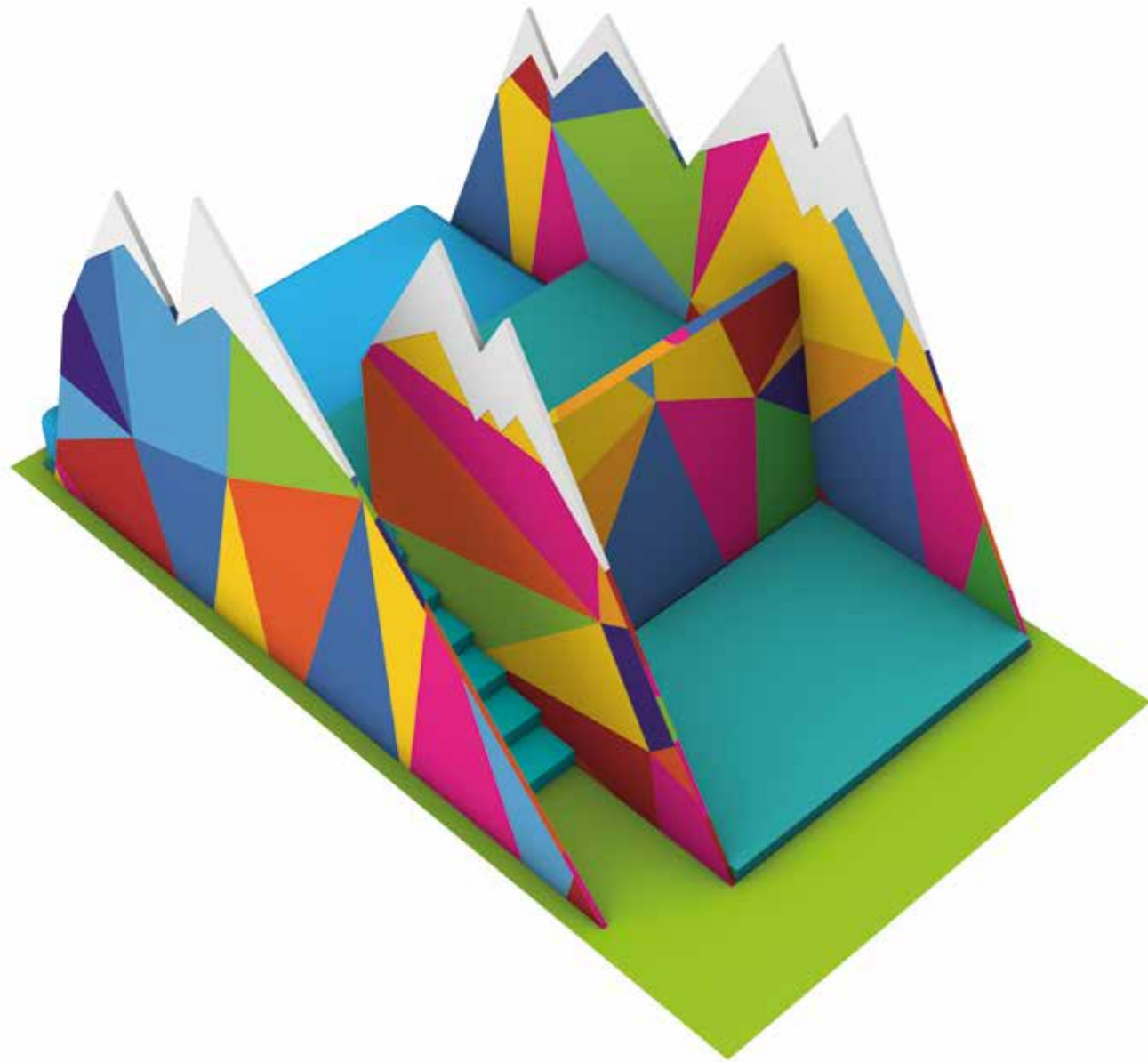
**Large parks**







## Public parks



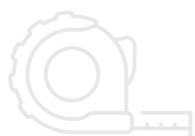
## Airports



## Example of module RAINBOW + FREE JUMP





CODE	INDICATIONS FOR USE	DIMENSIONS	SAFETY AREA	REGULATIONS	 
XX	4 - 12 anni	1080x192, h 400 cm	1650x710 cm	UNI EN 1176 UNI EN 1177	 

\*up to 250 m<sup>2</sup> in configuration as Village

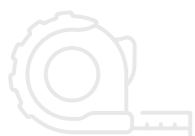


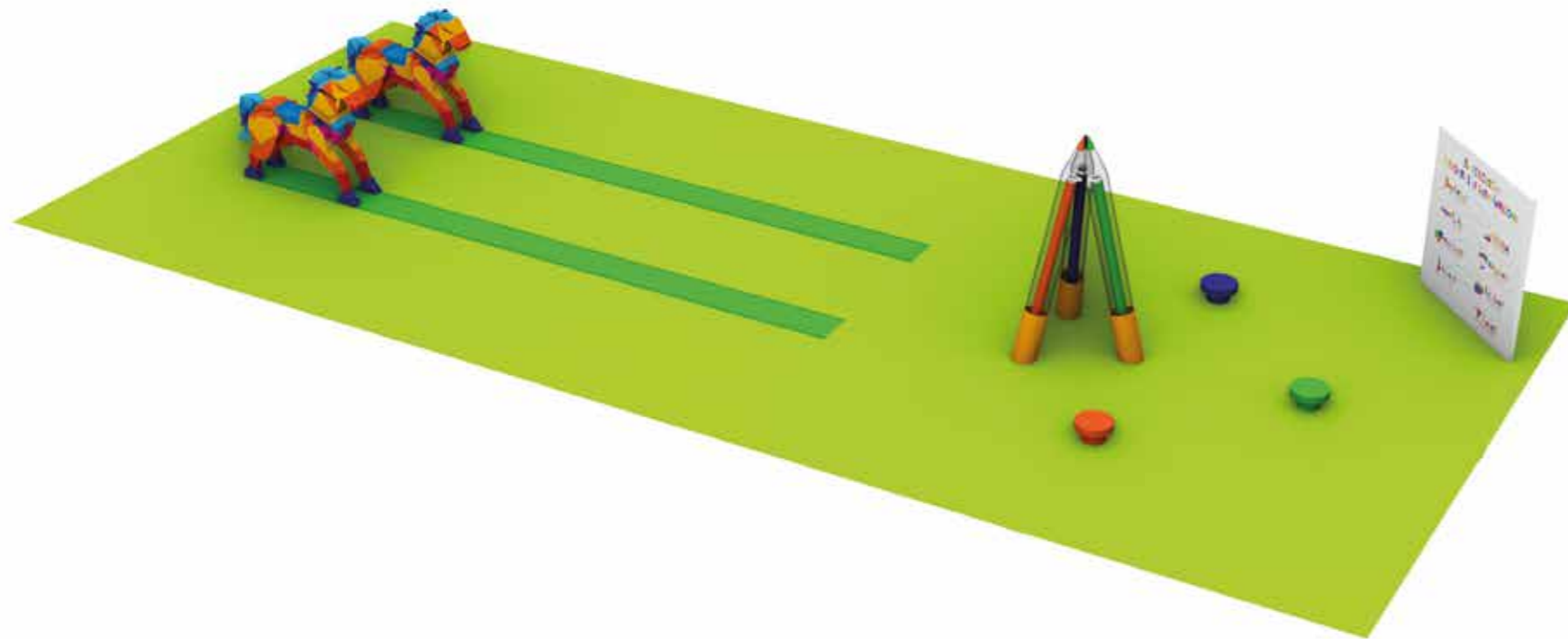


## Example of module ROLLY ROGER + Fly sky



CODE	INDICATIONS FOR USE	DIMENSIONS	SAFETY AREA	REGULATIONS	 
XX	4 - 12 anni	1080x192, h 400 cm	1650x710 cm	UNI EN 1176 UNI EN 1177	 

\*up to 120 m<sup>2</sup> in configuration with 3 elements

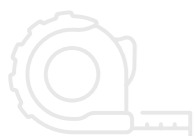


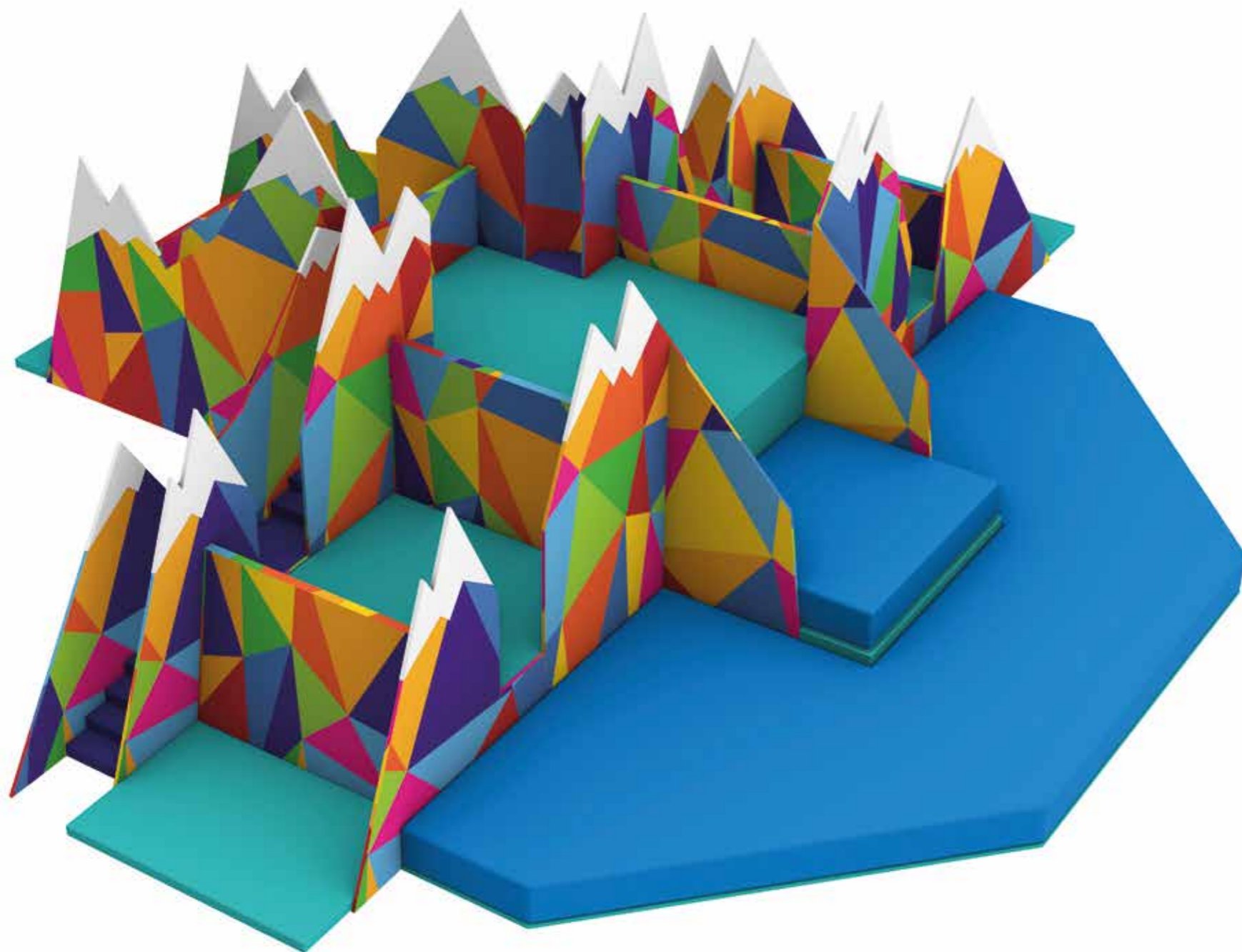


## Example of module FORTIUS + MAGIC JUMP





CODE	INDICATIONS FOR USE	DIMENSIONS	SAFETY AREA	REGULATIONS	 
XX	4 - 12 anni	1080x192, h 400 cm	1650x710 cm	UNI EN 1176 UNI EN 1177	

\*up to 90 m<sup>2</sup> in configuration with 2 elements





## Example of module RAINBOW + FREE JUMP

CODE	INDICATIONS FOR USE	DIMENSIONS	SAFETY AREA	REGULATIONS	 
XX	4 - 12 anni	1080x192, h 400 cm	1650x710 cm	UNI EN 1176 UNI EN 1177	 

\*up to 120 m<sup>2</sup> in configuration with 3 elements



# 05.3

## Communication



PORTA I TUOI FIGLI A  
**EqUItAZIONE**



**Kinder Joy of moving PARK**

Una storia di un parco che non è il tuo solito parco, basato ad un modello educativo innovativo. Joy of moving, studiato appositamente per i bambini e rivolto soprattutto per emozioni, obiettivi e divertimento per sviluppare l'attività fisica, la coordinazione motoria, le funzioni cognitive e sociali. È KINDER Joy of moving Park, un progetto che parte alle famiglie e che vede tutti Kinder: il Comune di Vicinago e Vicinago The Style Center, KINDER Joy of moving Park e a Vicinago The Style Center.









PORTA I TUOI FIGLI  
**FUORI LA SERA**



**Kinder Joy of moving PARK**

Una storia di un parco che non è il tuo solito parco, basato ad un modello educativo innovativo. Joy of moving, studiato appositamente per i bambini e rivolto soprattutto per emozioni, obiettivi e divertimento per sviluppare l'attività fisica, la coordinazione motoria, le funzioni cognitive e sociali. È KINDER Joy of moving Park, un progetto che parte alle famiglie e che vede tutti Kinder: il Comune di Vicinago e Vicinago The Style Center, KINDER Joy of moving Park e a Vicinago The Style Center.









PORTA I TUOI FIGLI A FARE  
**UN Po' di MARE**



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PORTA I TUOI FIGLI A  
**toCCARE il CIELO**



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**Communication**

**Kinder Joy of Moving Park** press launch campaign,  
Vicinago 2020.



# partnership



## Partnerships

16





## **KINDER Joy of moving and its baptism of fire**

In 2015, Kinder took part in the Milan World Expo with a 4000 m<sup>2</sup> "Park space", dedicated to the new Joy of Moving method, and applied in this case also to movement on the motor play equipment in the park. All the equipment, specifically built according to the designs and with the supervision of the Department of Industrial Engineering of the FEDERICO II University of Naples, underwent its enthusiastic initiation at the hands of thousands of children, families, and also prestigious visitors (from Kofi Annan, UN Secretary-General, to Baggio, from Malagò, President of CONI to Fiona May, etc.).



## Expo 2015

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**1000** m<sup>2</sup>

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**10** games

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**35** active children at the same time

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- **Scooters** (4 bikes with shoes)
- **World map** (1 element 2 users)
- **Zoetropes** (4 elements)
- **Fortius** (4 elements)
- **Rolly Rogers** (4 elements)
- **Rainbow** (2 climbs, 2 routes every climb)
- **Flysky** (3 elements)
- **Magic Color** (7 elements/jumps)
- **FreeJump** (1 jump)
- **Blue Wind** (2 boards)
- **Fungus** (3 elements)



Dopo l'exploit dell'Expo 2015 e il beneplacito del MIBACT all'introduzione  
After the accomplishment of Expo 2015 and the approval from the Italian Ministry of Culture and Tourism to introduce the method in primary school, various Italian and foreign stakeholders have become interested in the Kinder Joy of Moving project.

The first of all to step forward was the Neinver Group, the Spanish European outlet giant. Having observed that Kinder Joy of MOVING can encourage children towards physical activity in an engaging and joyful way, it subscribed to the Social Responsibility project, requesting and obtaining the construction of a Kinder Joy of Moving Park in the VICOLUNGO - Novara Outlet (7 million visitors a year, one of the 15 outlets the Group has in Europe).

It was a great success among the public and the Group is deciding to replicate KINDER Joy of Moving Park in other outlets as well.



## Vicolungo

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**1300 m<sup>2</sup>**

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**9 games**

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**35 active children at the same time**

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- **Rainbow** (4 climbs, 2 routes every clim)
- **Fortius** (2 elements)
- **Flysky** (3 elements)
- **Rolly Rogers** (2 elements)
- **Magic Color** (3 elements/jumps)
- **FreeJump** (2 jumps)
- **Surf** (2 boards)
- **Fungus** (up to 8 users)
- **Zootropi** (4 elements)



**Joy of moving Village**





## Village

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**1000** m<sup>2</sup>

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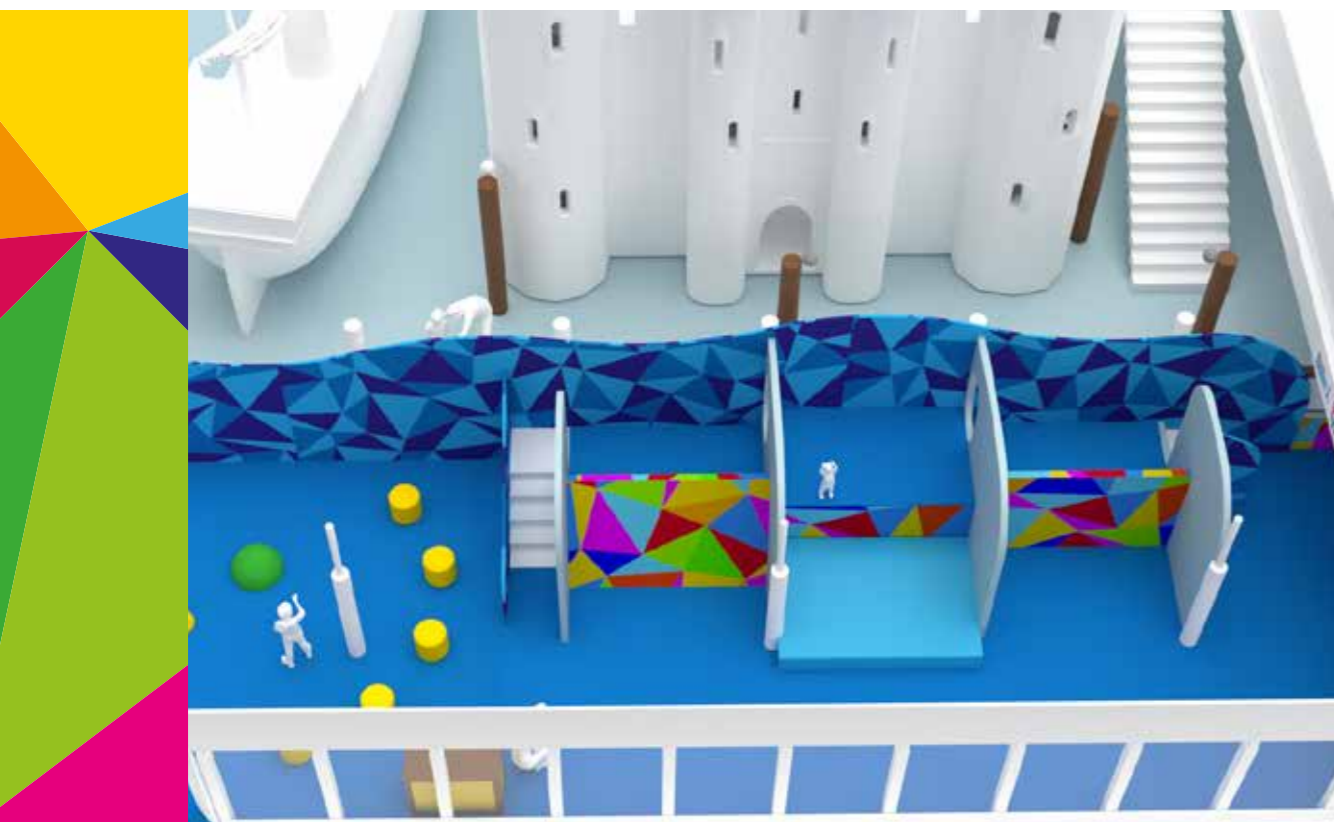
**7** games

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**33** active children at the same time

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- **Rainbow** (6 climbs, 2 routes every climb)
- **Fortius** (2 elements)
- **Flysky** (1 element)
- **Rolly Rogers** (1 element)
- **Magic Color** (3 elements/jumps)
- **FreeJump** (2 jumps)
- **Fungus** (up to 8 users)
- **Zootropi** (4 elements)



## KINDER Joy of moving for the earth and the sea

The second partner to approach us was among the biggest giants of the seas: **THE COSTA CRUISES COMPANY**, a historic treasure of the sea, which flies the Italian flag but is owned by the CARNIVAL Group.

Their huge cruise ships offer enchanting, quality holidays for families with children. That's why they immediately saw the potential of the Kinder Joy of Moving project, which practically focuses on the same target as Costa travellers and can provide a high level of motor quality and innovation for the recreational movement offering for children on board.

Costa and Kinder Joy of Moving have now set sail together on the **DIADEMA** flagship, navigating a Social Responsibility Partnership which not only involves the thousands of children on board the ships every year, but also those in the ports where the ships stop. Indeed, the programme is designed to bring the right to play and the joy of moving also to children among the most vulnerable groups.



## Costa

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**80 m<sup>2</sup>**

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**2 games**

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**5 active children at the same time**

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- **Rainbow** (2 climbs, 2 routes every climb)
- **FreeJump** (1 climb)

