

Schoolture for climate change

Grant Agreement Number:
2022-2-EL01-KA210-SCH-000100859



Task. 3.3 Summary workshops reports

Responsible partner: all partners

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Project Details

Name of project: ***Schoolture for climate change***

Responsible National Agency: **EL01 - Greek State Scholarship's Foundation (IKY)**

Programme: **Erasmus+**

Action Type: **KA210-SCH - Small-scale partnerships in school education**

Project Reference Code: **KA210-SCH-7DAB5CEC**

Duration: **31/08/2023 - 31/10/2024**

Partnership

Lead Partner: **commonSPACE co-op, Greece.**

Partner: **FUNDACJA ROZWOJU EDUKACJI SPATIA, Poland.**

Introduction

The Schoolture project is inspired by the need to include more innovative, flexible, and related to current challenges educational materials and themes in school environments. In this way all members of school communities will gain a holistic knowledge on how to co-create educational material related to climate change and its environmental and cultural dimensions while these will be tested in international school communities. In more detail, the project context is achieved through the following objectives:

Obj.1: to build capacity of partners to collaborate transnationally and collaboratively.

Obj.2: to provide innovative, contemporary, and co-designed educational programs to the school community.

Obj.3: to develop a methodology on adjustable (in terms of educational level, country & content) educational programs.

Obj.4: to engage local school communities in co-creating educational programs related to CC.

Obj.5: to raise awareness on the spatial, environmental & cultural dimension of climate change within a city environment.

The aforementioned objectives are planned to be met through the implementation of 4 Activities:

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- Activity 1: Project management and quality control.
- Activity 2: Co-designing of educational programs about CC – The Guide.
- Activity 3: School Workshops. The workshops are planned as follows, being distributed in four different kinds of workshops and 2 final events in both countries, applied to 2 school communities in two different countries (in total, 8 workshops are planned).
- Activity 4: Dissemination & Sustainability.

These activities are going to fulfill the following expected results:

- *1 Internal training session for partners
- *at least 4 of trained partner staff from 2 countries - hybrid event
- *1 Guide to co-create Educational Programs
- *2 Participation plans
- *2 Pilots in 2 countries
- *8 Workshops
- *2 Summary reports per pilot case**
- *2 Online repositories (Padlet)
- *2 Final events, 1 in each country with at least 40 participants in each physical event (80 total)
- *2 Cultural products

The current deliverable, e.g., Summary workshops reports is related to Activity 3: School workshops.

Methodology

The following text consists of all the implementation reports of each workshop in English.

Both partners followed the same methodology concerning the implementation of the pilot educational programs in Greece and Poland. The methodology is summarized below.

1. Organizing the workshop/meeting.
2. Implementation of the workshop/meeting.
3. Documentation of the workshop/meeting.

This deliverable is a summary of the abovementioned documentations that are already uploaded in the padlet repositories in Greek and Polish and in the Drive Folder of the project in Greek, English and Polish. All documentation has been sent after each workshop to the associate school.

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Both partners also implemented the same number of workshops following the methodology developed in the [Guide](#).

1. Initial meeting with the schools' principal.
2. Introductory workshop with stakeholders.
3. 1st workshop with students – record existing status.
4. 2nd workshop with students – introduction to climate change.
5. 3rd workshop with students – co-designing.
6. 4th workshop with students – co-designing.
7. Multiplier Event.

Any variation in the abovementioned steps is due to each school's specificity.

Workshops in the 3rd Elementary School of Municipality of Zografou, Athens, Greece

The following paragraphs contain of the report of each workshop or meeting of the pilot educational program in Athens, Greece.

1st meeting with the school - Recognition visit to the field

On Wednesday, January 17, 2024, the 1st visit of commonspace (coordinating company of the project) took place with the principal of the 3rd Elementary School of Municipality of Zografou, Mrs. Julie Gyftoula and the teachers of the 4th grade of the school.

During the 1st visit, there was an introduction of commonspace's project team, the project and the school's curriculum.

The classes that will implement the program, proposed dates and central theme were further discussed.

The results of the meeting are summarized below.

1. The program will be implemented in the two classes of the 4th grade.
2. The program will be activated around the participatory design of an underutilized public space adjacent to the school that could be used as a space for social and environmental awareness of the neighborhood.
3. The exact program will be delivered in the school's participation plan and will be open to additions according to the progress of the workshops.
4. The necessary workshops are at least 2 per class and may increase in number.

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5. An introductory workshop will be held with teachers, representatives of the Association of parents and guardians as well as various involved bodies of the municipality and the neighborhood.

6. A final celebration will be held to present the process and results of the project in the neighborhood.

7. All material will be posted on a special website / padlet repository and participatory LAB.

8. Proposed dates:

- Introductory workshop: Saturday, 17/2/2024
- 1st Workshop: Wednesday, 28/2/2024
- 2nd Workshop: Wednesday, 13/3/2024
- 3rd Workshop: Wednesday, 27/3/2024
- April 2024: Completion of designs
- May 2024: Final event



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Introductory workshop with stakeholders

On Saturday, February 10, 2024, the introductory workshop of the project took place at the 3rd Primary School of Zografou, at 12.00-14.00 with the participation of educational staff, representatives of the Parents and Guardians Association, representatives of the Municipal Authority and special guests. The workshop was introduced by Giouli Athousaki, Anastasia Christaki and Melina Vlachou from commonspace.

19 people participated in the workshop, namely:

- 5 representatives of the Municipality (Deputy Mayor for Education, Youth and Sports, deputy mayor for Greenery, Mechanical Equipment and Civil Protection, deputy mayor for Cleanliness, Waste Management and Recycling, appointed Municipal Councilor for Culture and Cultural Activities in the Educational Community, President of School Committees).
- 3 representatives of the Association of Parents and Guardians.
- 8 schoolteachers.
- 1 teacher from a neighboring school.
- 2 special guests (Department of Environmental Programs of Athens Primary Education Office, Ministry of Education and Athens Observatory).

Initially there was an introduction to all the attendees and a presentation of the Participatory Plan for the pilot program at the school. In the presentation there was information about the project, Participatory Planning, examples of other projects and

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finally the objectives, structure and results of the pilot program at the 3rd Primary School of Zografou.

Then followed a collective mapping on a physical map about needs, problems and solutions around the design of the park and the neighborhood. Each attendee gave his/her side of the issue depending on the involvement and friction he/she has in the space and depending on his/hers scientific position. For example, positions were made in relation to the security of the site and Civil Protection planning, in relation to the Green but also in relation to the educational objectives of the program.

At the same time, a brief mapping of possible stakeholders that should be invited to participate in the project was done.

Below is a detailed breakdown of what was heard.

The discussion centered around the following points:

1. Construction by the Municipality

The program is mainly educational in nature; however the Municipality can make use of the results. Important, however, to have at least some soft intervention in the area. A final draft can be a challenging paper.

2. Security and Civil Protection

Since the area is also used as a gathering place after an earthquake, a presentation was made regarding its particularities by Mr. Kalogeras (Observatory) and further discussion. The park has a steep topography and a strong relief which may cause a problem in case of rain, snow or frost, while due to the altitude it gives little sensitivity in case of an earthquake. Tall trees (pines) may not be safe in case of wind and snowfall and could perhaps be replaced with others (contact Ymittos Forestry Department). Another problem that can occur is due to the dense population of the area, intense traffic in case of a gathering of parents to pick up children. In case of emergency, it is necessary to use the campus road network (gate opening). The specific school is considered a safe place for children to gather after an earthquake, so the question arises of whether it is necessary to gather in the park. There is a question of safety and accessibility for children if it functions as an outdoor classroom. The strong relief could be transformed into steps (terraces).

3. Green and circular economy

The park is a green spot and a cooling spot, and it is not correct to describe it as something different. However, interventions can be made in the plantings. Flowers could be planted in the southern part. Proposal for safe greenways around the park. Placing an island with bins. Dog waste bags (biodegradable).

4. Education and neighborhood.

Various needs and ideas were heard such as designating a space as an outdoor classroom for the educational activities of neighboring schools. In addition, an exhibition space could be set up to support cultural activities. It is a place of

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intergenerational connection and connection between university and schools. A space for projections could also be created. Step for young artists.

5. Accessibility

The safe connection of the space with the neighborhood and access to everyone (eg wheelchairs and prams) is considered essential. For this reason, a limitation (in communication with the neighborhood) of parked cars is needed.

6. Sustainability of space

The necessity of guarding and lighting without, however, being done in a way of "closing" the park.

7. Neighborhood

Proposal for a connection with a cemetery and actions such as "child-monument and city". Connection with university and archaeological site. The Krinos pedestrian street could be "the children's street".

In more detail:

| Needs |
|--|
| Accessibility |
| Safe access (materials e.g. frost, precipitation) |
| Pergolas, vegetable gardens and flower gardens |
| Protective wall |
| Interventions in the flora to enable an open free space to be protected from natural disasters |
| Problems |
| The campus gate is closed |
| Security, what happens at night? How do we protect space? Eg lighting |
| are all free spaces safe? (civil protection) |
| Sharp topography -> risk of precipitation due to runoff |
| Trees: risk of falling (due to steep trunks) |

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| |
|---|
| Large slopes in the area (shales) -> low sensitivity, does not have a high risk of earthquake |
| Illegal parking |
| Densely populated area, traffic jam in case of emergency |

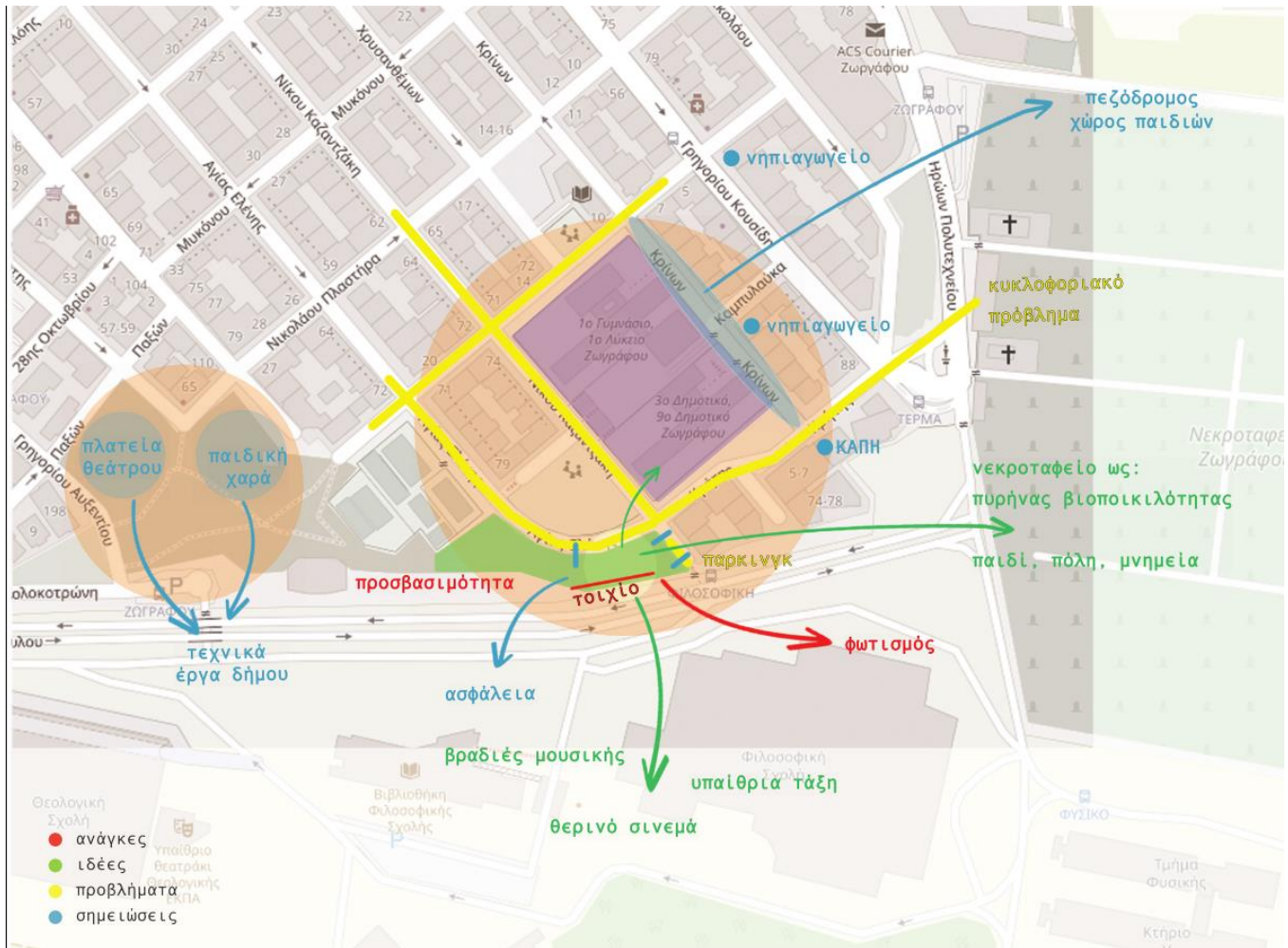
| Ideas |
|---|
| Open air cinema |
| Pet station and bins |
| Painting board for schools |
| Outdoor classroom: with a view and quiet |
| Student-pupil-KAPI meeting place (intergenerational), Socratic walks |
| Municipal artists, concerts, etc |
| Burial of VIPs (Historic Cemetery Routes) |
| Cemetery connection: biodiversity, greenway including the cemetery |
| Use of campus road network |
| To place paving stones to prevent illegal parking of cars on Nikos Kazantzakis Street |

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| Notes |
|---|
| Municipal technical works: playground, theater square |
| Existing: open-air museum, stadiums |
| 700 students across the block (3rd and 9th grade, 1st middle school, 1st high school) |
| The pedestrian street (Krino Street) is a student area |
| Illegal parking at the cul-de-sac of Nikos Kazantzakis Street |
| In the event of an earthquake in the 3rd primary school, the following happens: the 1st floor goes to the playground via Nikos Kazantzakis Street, the lower floor goes to the park via Kritis Street |
| Park entrance from Nikos Kazantzakis Street |
| Park entrance from Agia Eleni street |
| There is a municipal warehouse in the park (next to the tennis court) that might be able to leave |
| There are two kindergartens on the block, one on Grigoriou Kousidi Street and one on Kampylavka Street |
| There is KAPI at the junction of Crete and Krina streets |
| There is a door at the end of the street (after Nikos Kazantzakis the little one) |
| There is a door for cars at the end of Nikos Kazantzakis street for cars, it is a meeting point for runners |
| Great altitude on the philosophical side |
| The 3rd primary school has two doors, one on Krinos Street and one on Kritis Street |

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Collective mapping.



Stakeholders mapping.

- 3rd center for the elders
- KIFI
- 7th & 9th Kindergarden
- University library
- Residents

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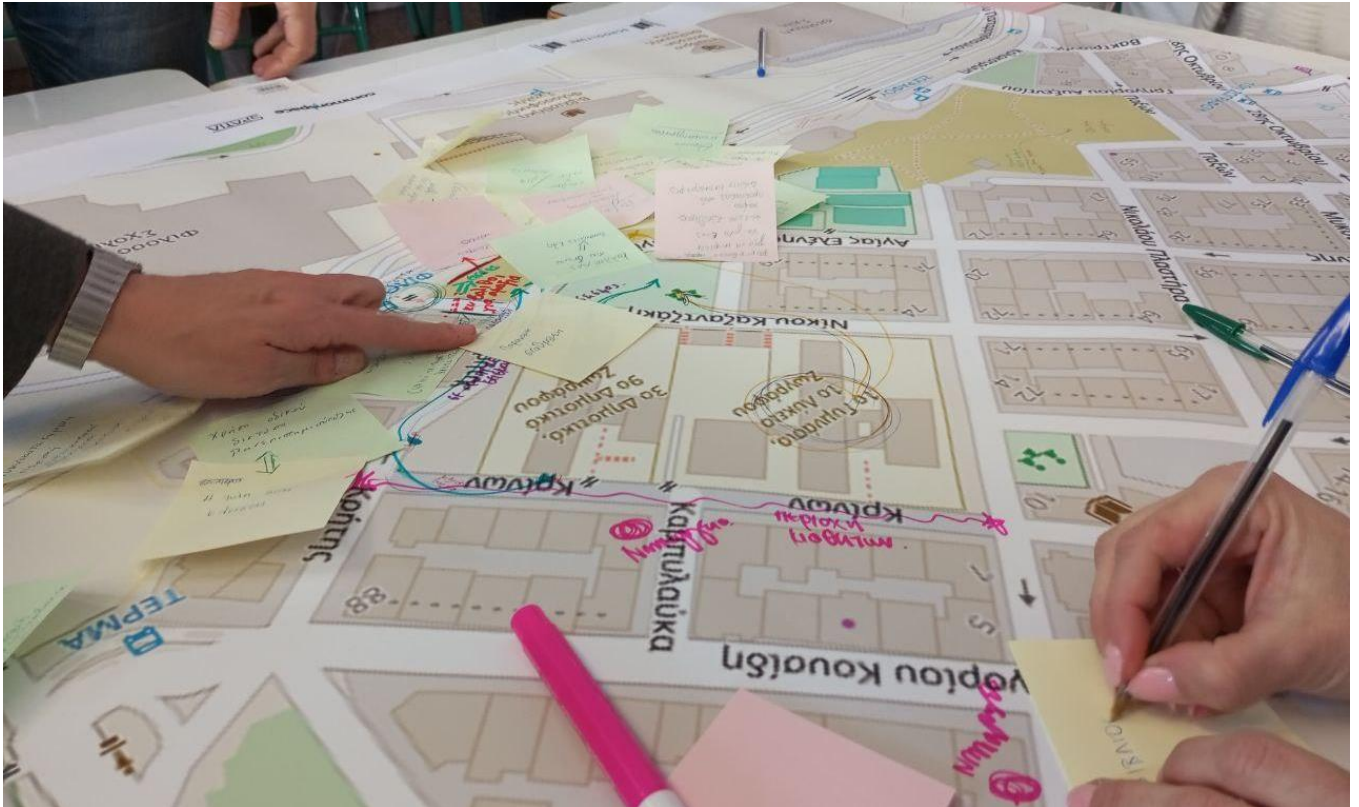
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1st workshop with the students – record existing status

On Wednesday, February 28, 2024, the first workshop of the project took place at the 3rd Primary School of Zografou, at 10.00-11.30 with the D2 class for 19 students, 2 teachers and 2 accompanying teachers and from 1.40-13.15 in the D1 class with 19 students and 1 teacher. The workshop was implemented by Giouli Athousaki and Melina Vlachou from commonspace.

Chart 1. Details of workshop implementation

| Date | Time | Class | Number of students | Teacher responsible | Extra educational staff | Workshop implementation |
|-----------|-------------|-------|--------------------|---------------------|-------------------------|-----------------------------------|
| 28/2/2024 | 10:00-11:30 | D2 | 19 | Elena Psychari | 2 | Giouli Athousaki & Melina Vlachou |
| 28/2/2024 | 11:40-13:15 | DA1 | 19 | Nikos Kavvadias | 0 | Giouli Athousaki & Melina Vlachou |

AGENDA

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1. Introduction to the class and project presentation – 15'
2. Distribution of sketchbooks & pencils – 5'
3. Participatory walk (observation, sensory mapping, visualization exercise, time for notes or sketching) – 40'
4. Back to school and construction of a mind-map in groups of 4 people on rice paper – 30'
5. Distribution of individual work sheets.

Initially, the students introduced themselves and got to know about the project and its goals, while sketchbooks and pencils were distributed and the goal of the walk that would follow was explained.

Then they went outside the school in the direction of Agia Eleni park to observe and record with all their senses what impressed them from the route and in the park itself which they explored freely.

Children's responses in relation to what I can record in a sensory mapping:

Visual observation

Touch

Odors

Sounds

The children met the concepts of:

- Public Space
- Influencing and being influenced
- Subjectivity of the perception of space
- Sensory mapping
- Mind map.

After exploring the park, they had time to stop and record their impressions, regardless of character, on paper in any form they wanted (text, sketch or other).

The following is the detailed analysis of children's impressions (recording in sketchbooks with words or a sketch).

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Table 2. Answers sketchbooks D1

| Impressions (notebooks) |
|---|
| Garbage (17) comments: not clean |
| Trees-plants (15) comments: pruning, many trees, are cut |
| Stones (14) comments: many, removal, large |
| Benches (12) comments: addition, replacement, change to more comfortable, few, broken |
| Dogs (10) comments: there is dirt, add equipment for dirt |
| Graffiti (10) comments: cleaning, removal |
| Accessibility (9) comments: difficult wheelchair access, ramp addition, impossible access and blind |
| Bins (9) comments: small, few, needs new and bigger bins, adding bins of all kinds |
| Railings (8) comments: rusted, replacement, maintenance, important to have due to cliff |
| Cliff (8) comments: protection |
| Flowers (8) comments: many, nice, dry |
| Paths (7) comment: small, few, to be made of stone |
| View (6) comments: nice |
| Fresh air-dew (5) |
| Buses (5) comments: they pass on the main road, they can be heard, |
| Dangerous Terrain (4) comments: difficult |
| Lighting (4) comments: solar with panels, add, change |
| Many cars park (3) comments: cars are also heard, they park at the entrance |
| Login (3) comments: you cannot login safely |
| Playground (3) comments: located opposite |
| Birds (3) comments: sounds |

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| |
|---|
| Rain (2) comments: add roof for rain |
| Smells (2) comments: nice scents, smells earthy |
| University |
| Gardens, comments: to be organized |
| Animals (5) comments: caterpillars |

Table 3. Answers sketchbooks D2

| Impressions (notebooks) |
|---|
| Animals (13) comments: cats, ants, caterpillars, flies, butterflies, pigeons |
| Garbage (13) comments: a lot, not clean, dirt |
| Flowers (8) comments: laurel, prickly pear, nettle, olive, clover |
| Trees-plants (7) comments: many plants, many trees |
| Benches (6) comments: broken, dirty |
| Buckets (6) comments: small, few, full |
| Stones (5) comments: large, many |
| Fallen trees (4) comments: ready to fall, fallen, dry |
| Dogs (3) comments: there are impurities |
| Railings (2) comments: rusted, replacement, maintenance, important to have due to cliff |
| Graffiti (2) |
| Accessibility comments: there is no ramp for the disabled |
| Footpaths comments: made of stone |

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Table 4. Legend

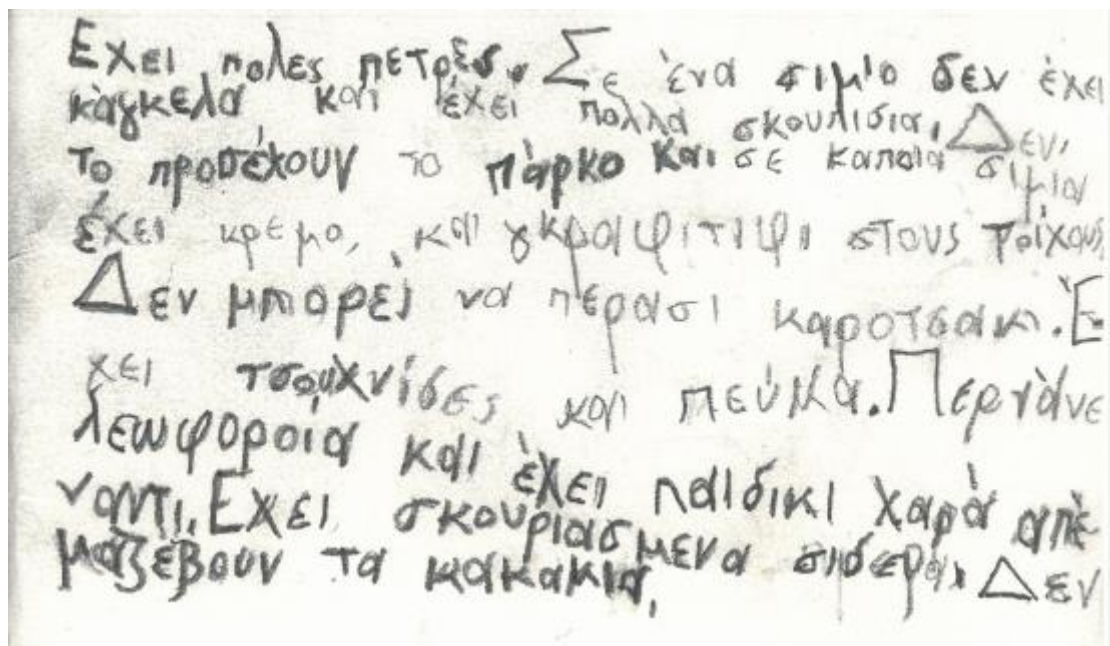
| |
|-------------|
| impressions |
| negatively |
| positively |

The table below shows the aggregated results of the children's first impressions:

| POSITIVE | NEGATIVE |
|-------------|---------------|
| Clean air | Accessibility |
| Greenery | Trash |
| Soil/nature | Safety |
| View | Caterpillars! |

At the end of the walk, we made a big circle for a visualization exercise with closed eyes. We envisioned how it was the same place 70 years ago when our grandparents and great-grandparents walked it, and then how it will be in 30 years when the children themselves are parents and the park will have changed according to their own design.

Here are excerpts from the children's notebooks.

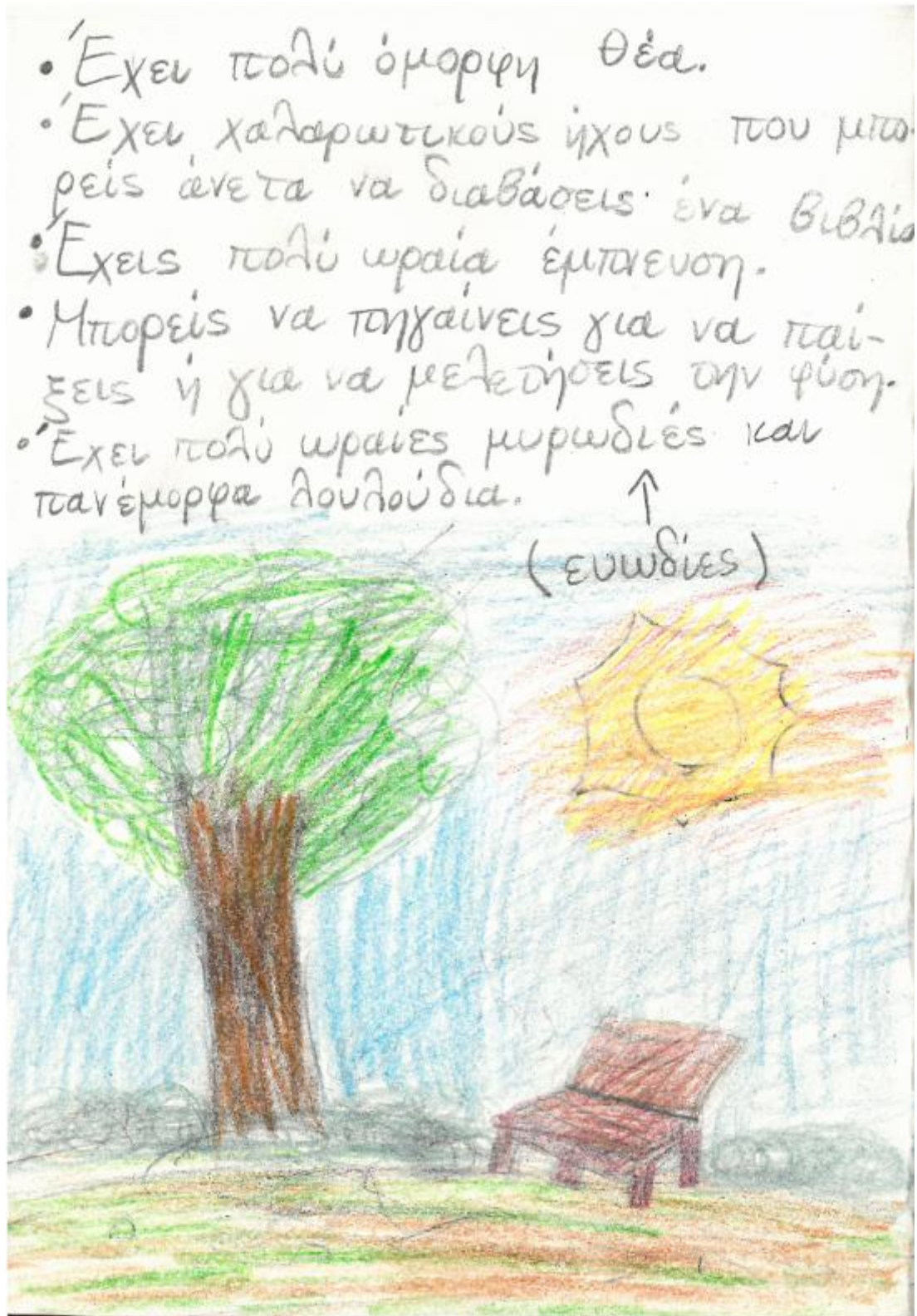


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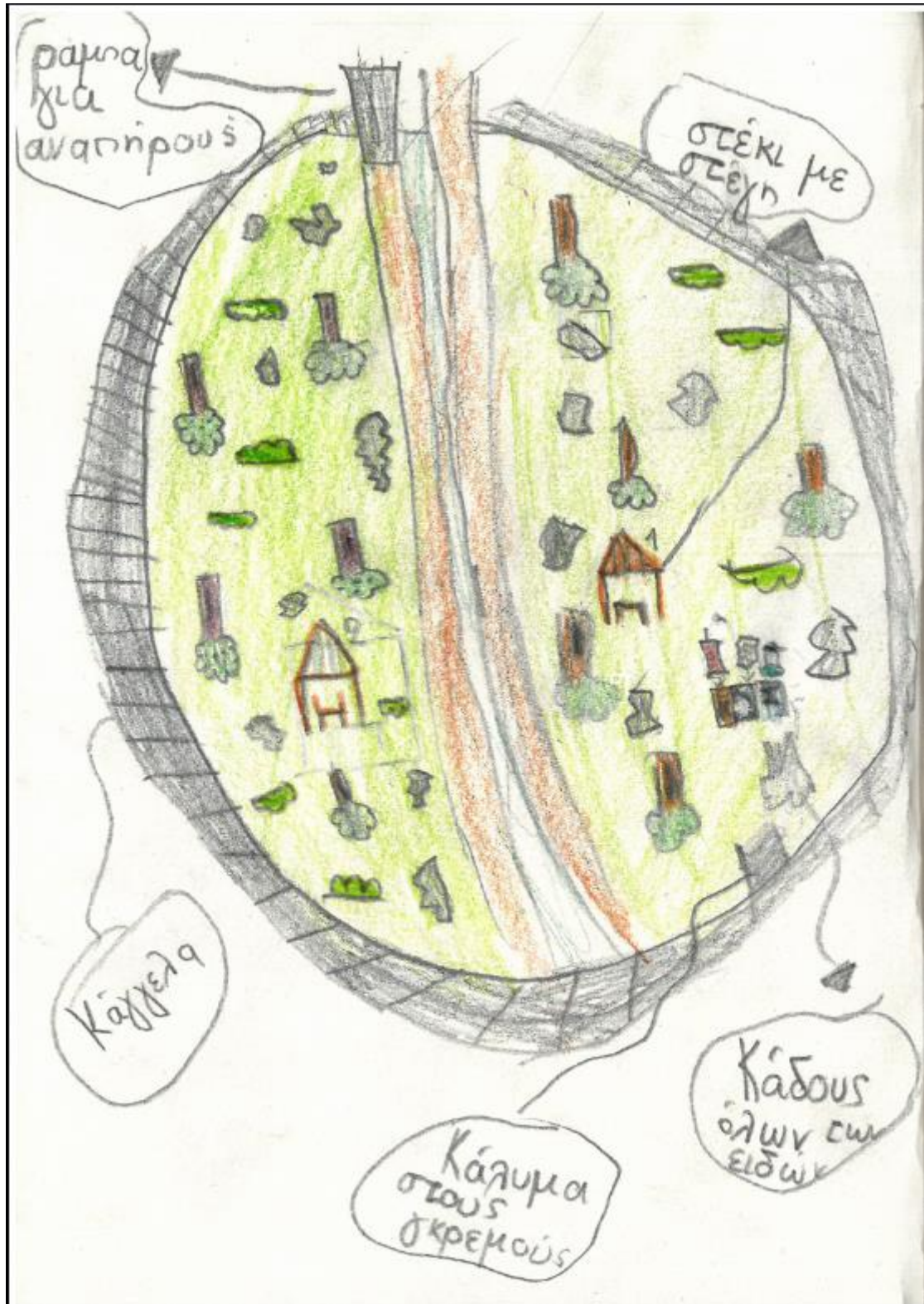
6.) Πάμμα για ανθρώπους.



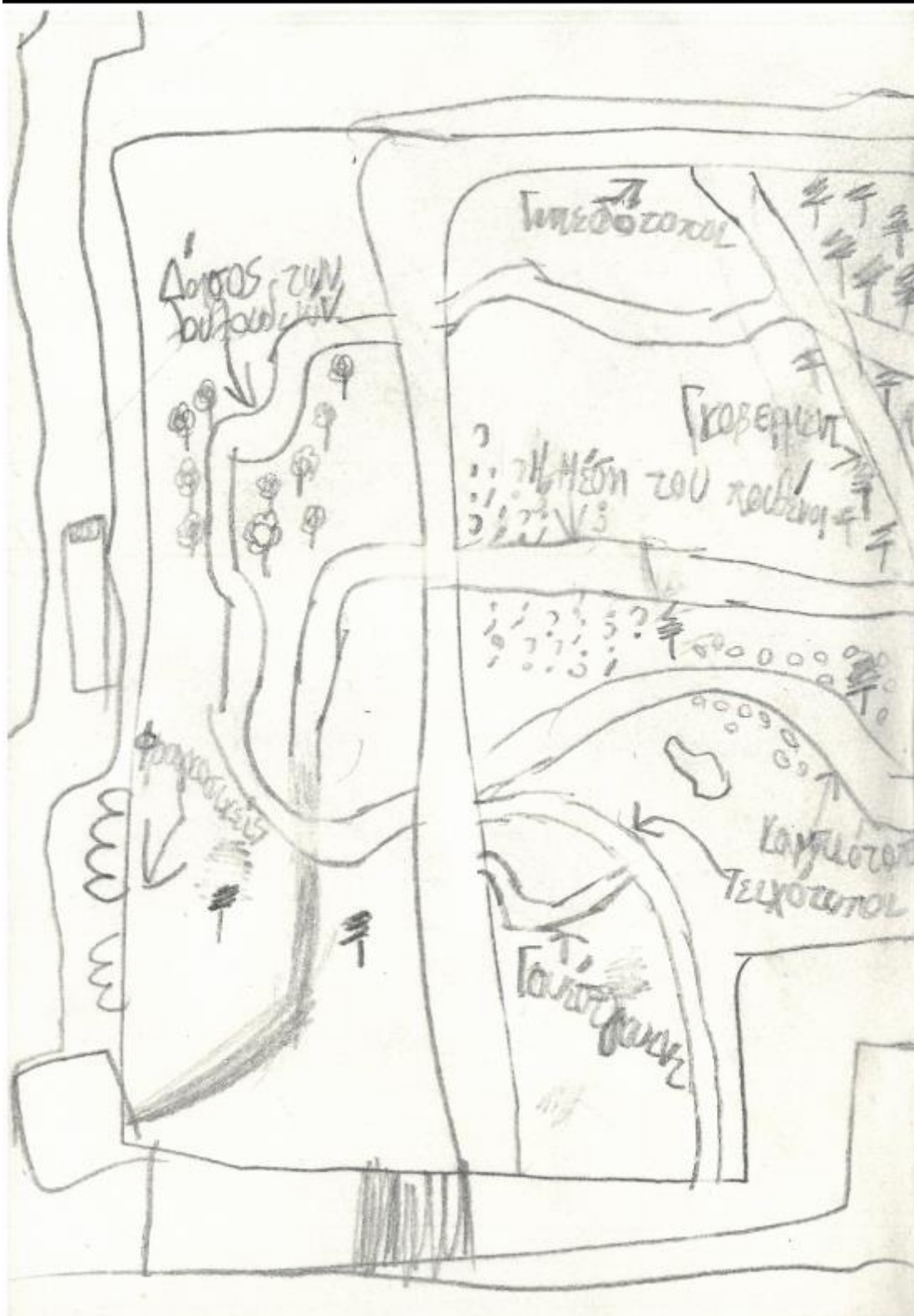
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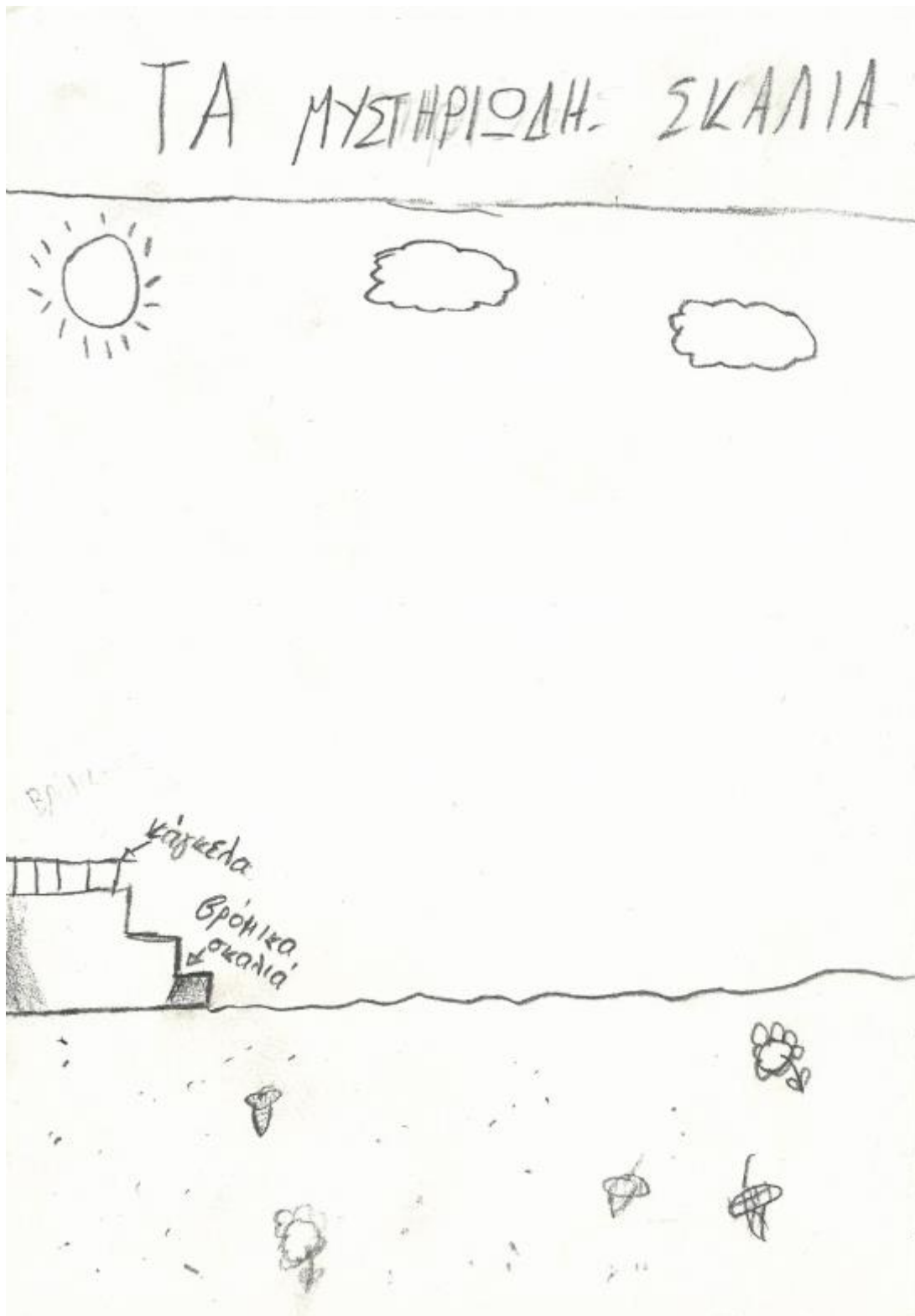
Έχω δει πάρα πολλά σκουπίδια
σε αυτό το πάρκο, πολλές τσουκνύ-
δες, κάμπιες, καπάκια, red bull
άπειρα γυαλιά, θρόνικα, παγκάκια,
ένα σπίτι, βρωμίες καρπών, πολλά
δέντρα, παιδιά, τα αμαξίδια δεν
μπορούν να έρθουν λόγω πέτρας και
έχει ένα σπασμένο μαχαίρι



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Our return to school was followed by an exercise in groups of 3 to 5 children.

The exercise was to make a mind map (how they remember the space with words, shapes or colors) on rice paper.

Below are indicative scans of the mind maps.



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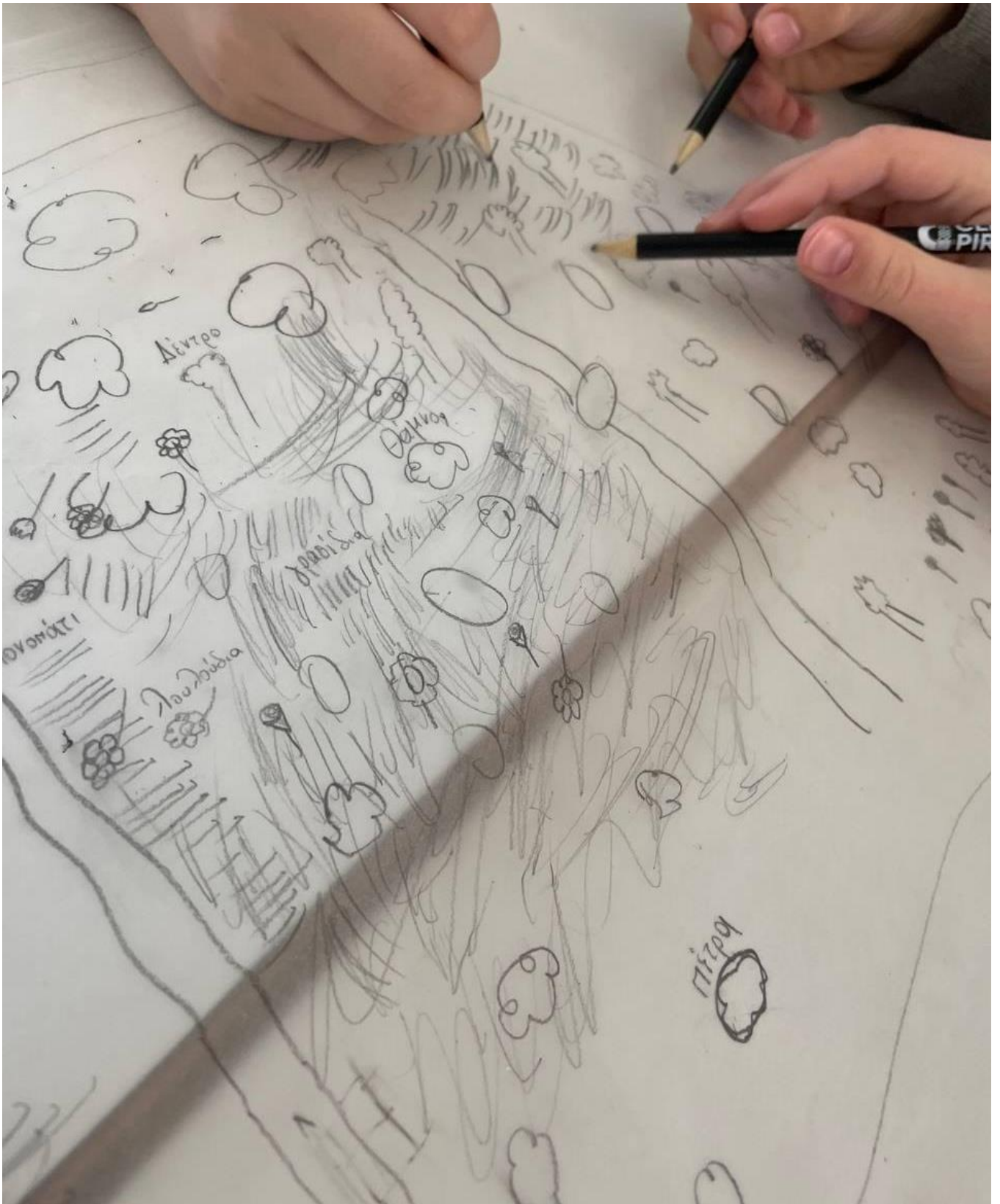


Finally, an individual task was distributed to the children.

On Wednesday, 6/3/2024, all the material from both classes will be collected in order for it to be documented.

- Individual tasks
- Root papers
- Sketchbooks

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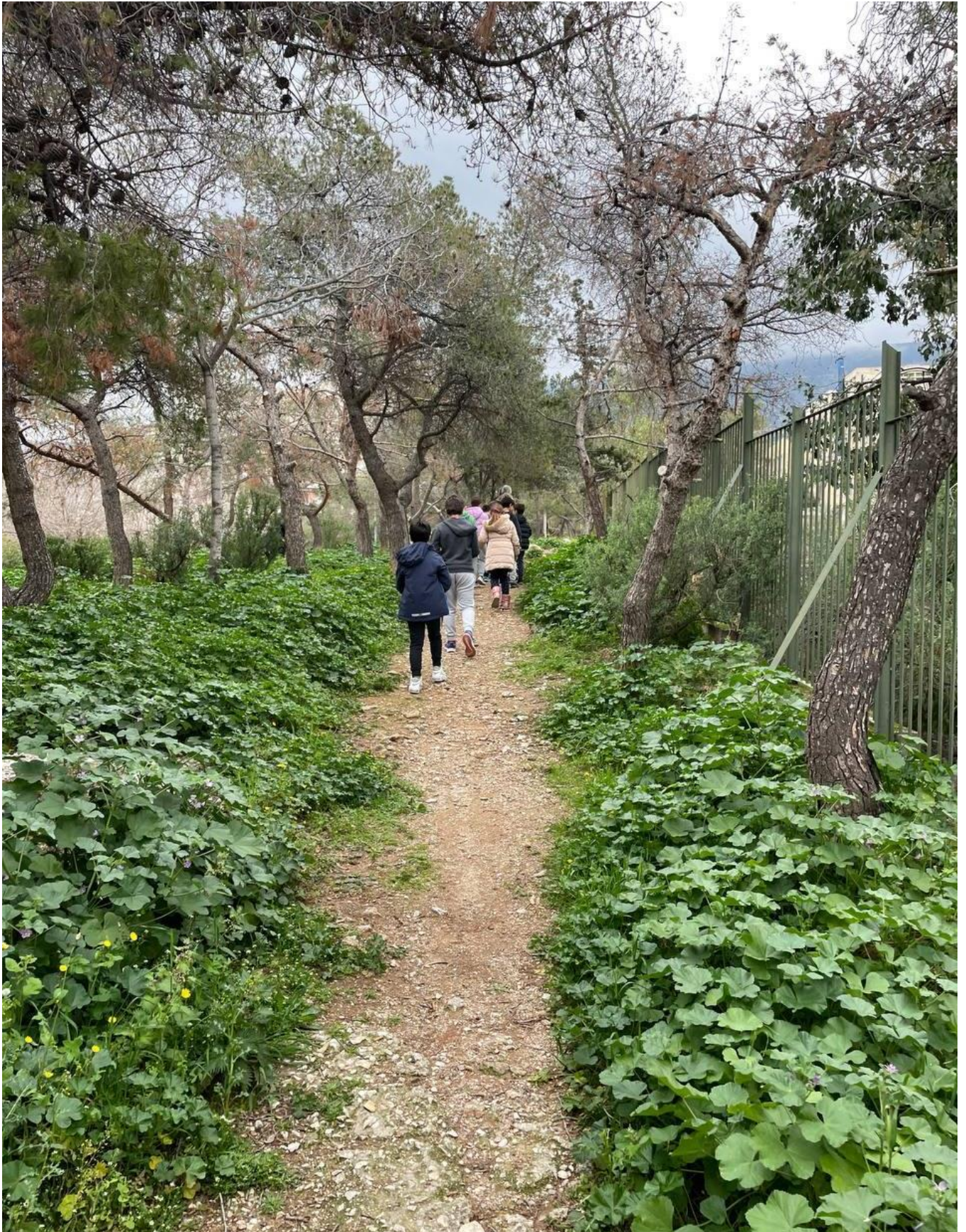
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2nd workshop with the students – introduction to climate change

On Wednesday, March 13, 2024, the second workshop of the project was held at the 3rd Primary School of Zografou, at 10.00-11.30 with the D1 department for 19 students and 2 teachers and from 1.40-13.15 in the D2 department with 19 students and 1 educational. The workshop was introduced by Iouli Athousakis and Melina Vlachou from commonspace, while the teacher Maria Dimopoulou attended and participated.

Table 1. Laboratory implementation details

| Date | Time | Class | Number of students | Responsible teacher | Additional teachers/attendants | Workshop presenters |
|-----------|-------------|-------|--------------------|---------------------|--------------------------------|-----------------------------------|
| 13/3/2024 | 10:00-11:30 | D1 | 19 | Nikos Kavvadias | 1 | Giouli Athousaki & Melina Vlachou |
| 13/3/2024 | 11:40-13:15 | D2 | 19 | Elena Psichari | 2 | Giouli Athousaki & Melina Vlachou |

STRUCTURE OF THE 2ND WORKSHOP

1. Repeating names and greeting (oral) – 15'
2. View presentation (with intermediate ideation exercises) – 40'
3. Title vote – 15' (depending on the time)
4. Collective mapping – 20'
5. Distribution of individual work sheets (outside the program).

Initially there was a reminder of the names between us as well as the topic of the previous workshop and the project in general.

Then there was an extensive presentation on the interactive board with topics:

- What is public space and differences from private or public space.
- What is participatory planning
- What is inclusion
- What is climate change (causes, effects and what we can do)

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SCHOOLTURE

Συ-σχεδιάζοντας τη γειτονιά μας

Παρουσίαση στην Δ' Δημοτικού

3^ο Δημοτικό Σχολείο Ζωγράφου

13/3/2024

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Χώρος



Δημόσιος χώρος: Δημόσιος χώρος είναι ο χώρος που ανήκει σε όλες και όλους, μία πλατεία, ο δρόμος και το πεζοδρόμιο, ένα κατώφλι ενός σπιτιού, η αυλή του σχολείου μας.



Ιδιωτικός χώρος: Τα όρια του ιδιωτικού μας χώρου, εκεί όπου απομονωνόμαστε από τον δημόσιο βίο. Το δωμάτιό μας, το διαμέρισμά μας, η κατοικία μας, η ιδιωτική μας αυλή, το μπαλκόνι μας.

Κοινόχρηστος χώρος: Ιδιωτικός χώρος που χρησιμοποιείται από μία κοινότητα ανθρώπων.

Ο χρόνος και ο τρόπος που οι άνθρωποι δραστηριοποιούνται στον δημόσιο και ιδιωτικό χώρο εξαρτάται από το είδος της κατοικίας, τον τρόπο που είναι σχεδιασμένος ο δημόσιος χώρος, τις οικονομικές τους δυνατότητες, τον τόπο που μένουν και εργάζονται, το νομοθετικό πλαίσιο...

Επομένως, η σχέση δημόσιου και ιδιωτικού βίου επηρεάζεται από φυσικές, ιστορικές, κοινωνικές, πληθυσμιακές, οικονομικές και πολιτικές συνθήκες.

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Κλιματική αλλαγή

Με τον όρο **κλιματική αλλαγή** αναφερόμαστε στη μεταβολή του παγκόσμιου κλίματος και ειδικότερα σε μεταβολές των μετεωρολογικών συνθηκών που εκτείνονται σε μεγάλη χρονική κλίμακα.

ΥΠΕΡΘΕΡΜΑΝΣΗ ΤΟΥ ΠΛΑΝΗΤΗ

Η περίοδος 2011-2020 ήταν η θερμότερη δεκαετία που έχει καταγραφεί ποτέ, καθώς **η παγκόσμια μέση θερμοκρασία ξεπέρασε τα προβιομηχανικά επίπεδα κατά 1,1 °C το 2019**. Η ανθρωπογενής υπερθέρμανση του πλανήτη αυξάνεται με ρυθμό 0,2 °C ανά δεκαετία.

Μια αύξηση της θερμοκρασίας κατά 2 °C σε σχέση με την προβιομηχανική εποχή συνδέεται με σοβαρές δυσμενείς επιπτώσεις.

Για τον λόγο αυτό, η διεθνής κοινότητα έχει αναγνωρίσει την ανάγκη να διατηρηθεί η αύξηση της θερμοκρασίας αρκετά πιο κάτω από τους 2 °C και **να συνεχιστούν οι προσπάθειες για τον περιορισμό της στους 1,5 °C**.

The presentation, which is available in the padlet repository, also included some brainstorming exercises on the above topics.

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Brainstorming!

Και τί σημαίνει συμπερίληψη στον σχεδιασμό ενός δημόσιου χώρου;

Specifically, the ideation topics and the corresponding answers to each one (overall in both sections) were as follows.

1. What is public space?
2. What is private space?
3. What is a shared space?
4. What does inclusion in the design of a public space mean?
5. What does participatory planning have to do with climate change?
6. What to look for in an urban green space?

Some of the above questions were answered and recorded in the classroom while some orally in the discussion with the children and are reflected in this report.

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the European Union

Brainstorming!

Και τί σημαίνει συμπερίληψη στον σχεδιασμό ενός δημόσιου χώρου;

ατομα με κινητικές δυσκολίες
άνθρωποι διαφορετικών ηλικιών, ηλικιωμένοι
ατομα με αναπηρικές δυσκολίες
γυναίκες /θνητόκοιτες
παιδιά,

commonsspace

SPATIA
FUNDACJA ROZWOJU EDUKACYJNEGO

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PROJECT NUMBER: 2020-1-PL01-KA227-SCH-095376



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Brainstorming!

• Δημόσιος χώρος:

συμμετέχω ολοι, παιδική χώρα
βουκιά, πάρκο, γυμναστές,

• Ιδιωτικός χώρος:

parking
σητί, εργοστάσιο, μαγαζί,
ιδιωτικό σχολείο, ανήκει σε κάποιον, χώροι αθλητισμού,

• Κοινόχρηστος χώρος:

σκάλες, πλατισκαλα,
ταράτσες, ριζοτιές

commonsspace

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Και τί σημαίνει συμπερίληψη στον σχεδιασμό ενός δημόσιου χώρου;

ανάγκες και χρήσεις του χώρου
σκέφτομαι τις ομάδες των ανθρώπων που τον χρησιμοποιούν:
παιδιά, ΑΜΕΑ, γονείς, ηλικιωμένοι, αναπτυξιακές δυσκολίες
ζώα, οικοσύστημα: χλωρίδα και πανίδα, φύτο

In summary:

1. What is public space?

Everyone participates, playgrounds, parks, prisons, University, KEP, Parliament, public toilets, municipal parking lots, streets, squares, schools, hospitals, ministries, courts, etc.

2. What is private space?

Houses, factories, shops, private schools, private sports grounds, it belongs to someone.

3. What is a shared space?

Stairs, flat stairs, roofs, pilots

4. What does inclusion in the design of a public space mean?

People with mobility difficulties, people of different ages, elderly, people with developmental disabilities, children, women/femininities, include the needs and uses of the space, include the groups using the space, people with disabilities, parents, animals, ecosystem (flora, fauna), sex.

5. What does participatory planning have to do with climate change?

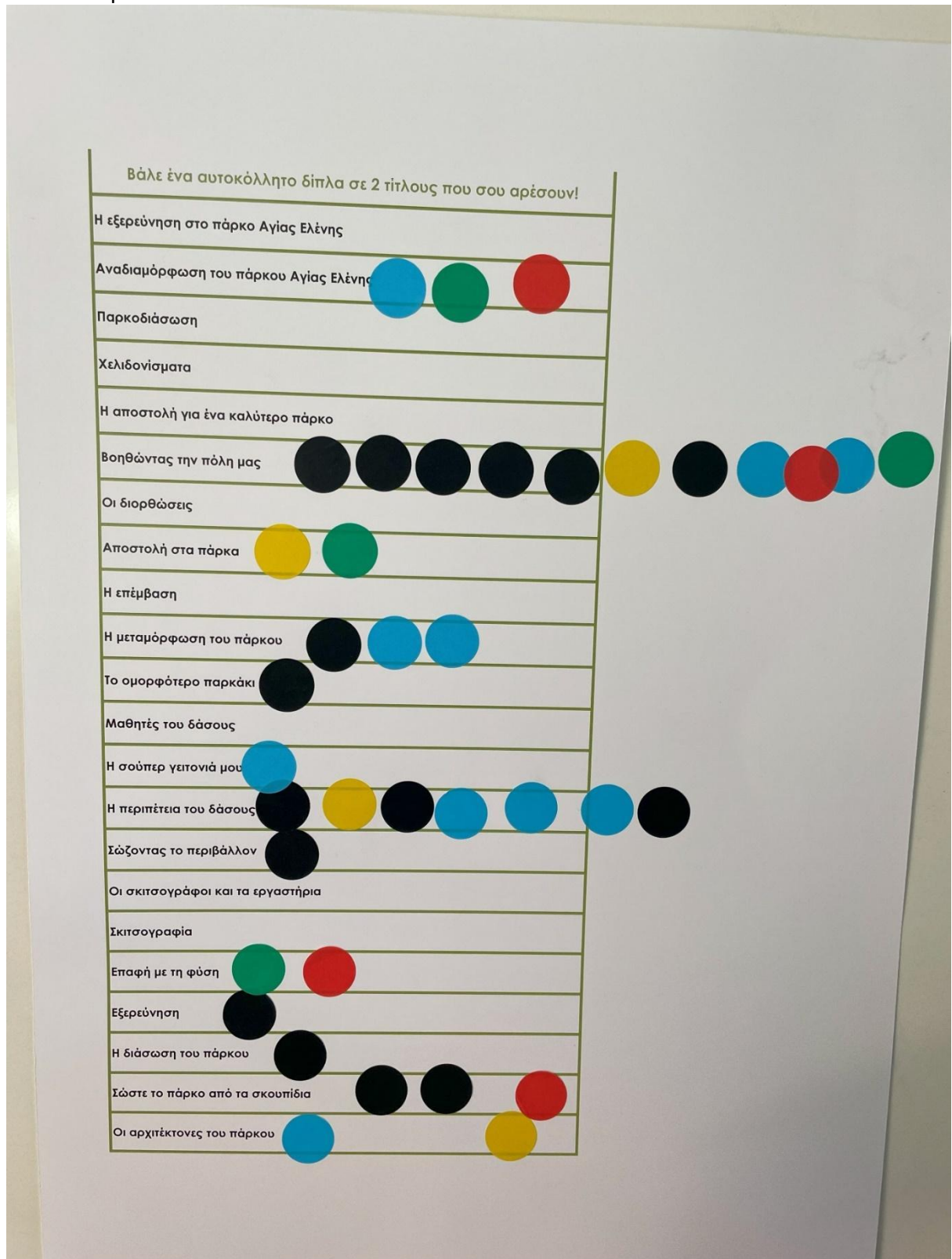
To include the needs of the planet and capture the challenges from Climate Change.

6. What to look for in an urban green space?

To remain a green space! I weigh my needs with those of the whole and those of the planet!

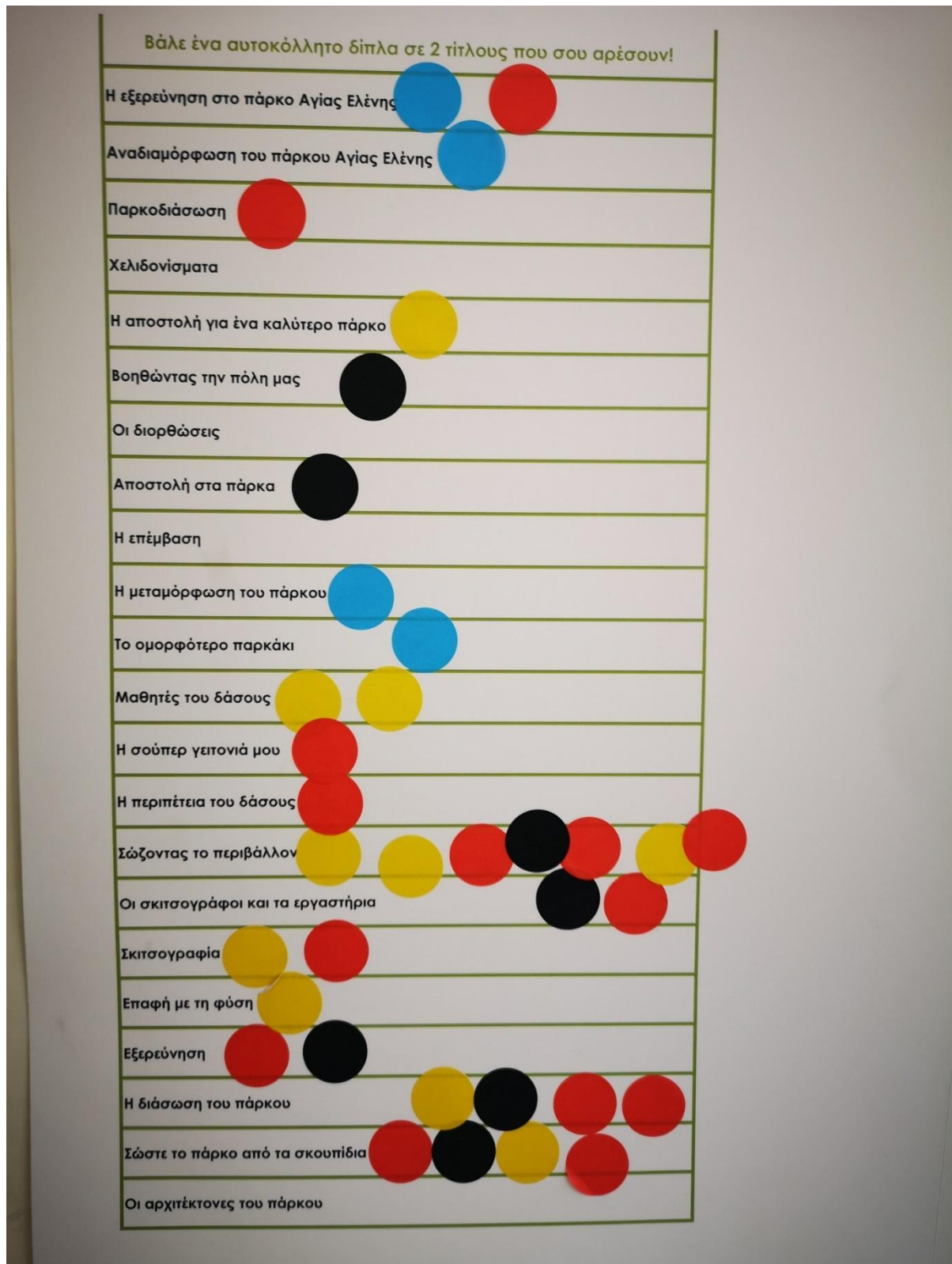
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After the workshop, we proceeded to a short vote on the name of the children's "mission" per section.



Εικόνα 1. Δ1

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Εικόνα 2. Δ2

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| Βάλτε ένα αυτοκόλλητο δίπλα σε 2 τίτλους που σου αρέσουν! | ΨΗΦΟΙ |
|---|-----------|
| Η εξερεύνηση στο πάρκο Αγίας Ελένης | |
| Αναδιαμόρφωση του πάρκου Αγίας Ελένης | 3 |
| Παρκοδιάσωση | |
| Χελιδονίσματα | |
| Η αποστολή για ένα καλύτερο πάρκο | |
| Βοηθώντας την πόλη μας | 11 |
| Οι διορθώσεις | |
| Αποστολή στα πάρκα | 2 |
| Η επίμβαση | |
| Η μεταμόρφωση του πάρκου | 3 |
| Το ομορφότερο παρκάκι | 1 |
| Μαθητές του δάσους | |
| Η σούπερ γεγονιά μου | 1 |
| Η περιπέτεια του δάσους | 7 |
| Ιώζοντας το περιβάλλον | 1 |
| Οι σκισσογράφοι και τα εργαστήρια | |
| Σκισσογραφία | |
| Επαφή με τη φύση | 2 |
| Εξερεύνηση | 1 |
| Η διάσωση του πάρκου | 1 |
| Ιώστε το πάρκο από τα σκουπίδια | 3 |
| Οι αρχιτέκτονες του πάρκου | 2 |

Εικόνα 3. Δ1

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| Βάλτε ένα αυτοκόλλητο δίπλα σε 2 τίτλους που σου αρέσουν! | ΨΗΦΟΙ |
|---|----------|
| Η εξερεύνηση στο πάρκο Αγίας Ελένης | 2 |
| Αναδιαμόρφωση του πάρκου Αγίας Ελένης | 1 |
| Παρκοδιάσωση | 1 |
| Χελιδονίσματα | |
| Η αποστολή για ένα καλύτερο πάρκο | 1 |
| Βοηθώντας την πόλη μας | 1 |
| Οι διορθώσεις | |
| Αποστολή στα πάρκα | 1 |
| Η επέμβαση | |
| Η μεταμόρφωση του πάρκου | 1 |
| Το ομορφότερο παρκάκι | 1 |
| Μαθητές του δάσους | 2 |
| Η σούπερ γειτονιά μου | 1 |
| Η περιπέτεια του δάσους | 1 |
| Σώζοντας το περιβάλλον | 7 |
| Οι σκιτσογράφοι και τα εργαστήρια | 2 |
| Σκιτσογραφία | 2 |
| Βπαφή με τη φύση | 1 |
| Εξερεύνηση | 2 |
| Η διάσωση του πάρκου | 4 |
| Σώστε το πάρκο από τα σκουπίδια | 4 |
| Οι αρχιτέκτονες του πάρκου | |

Εικόνα 4. Δ2

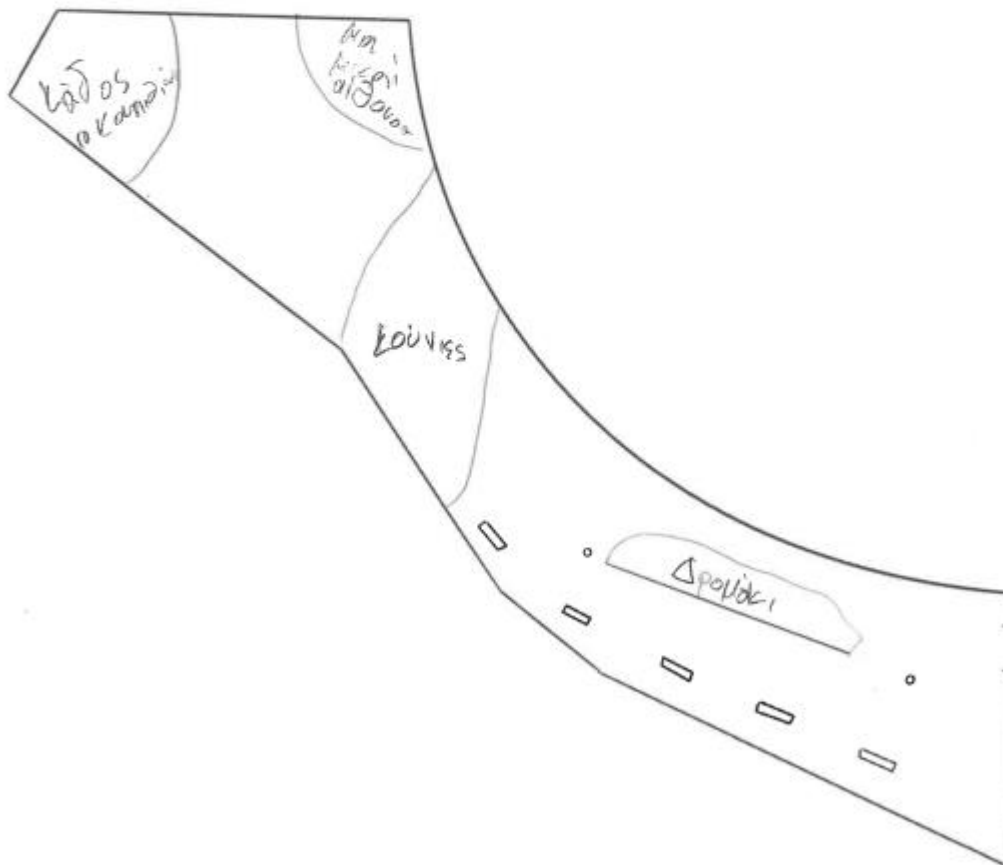
The workshop ended with the distribution of individual worksheets while there was no time to do the collective mapping.

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Below are the answers to the children's individual tasks about the uses of the park space.



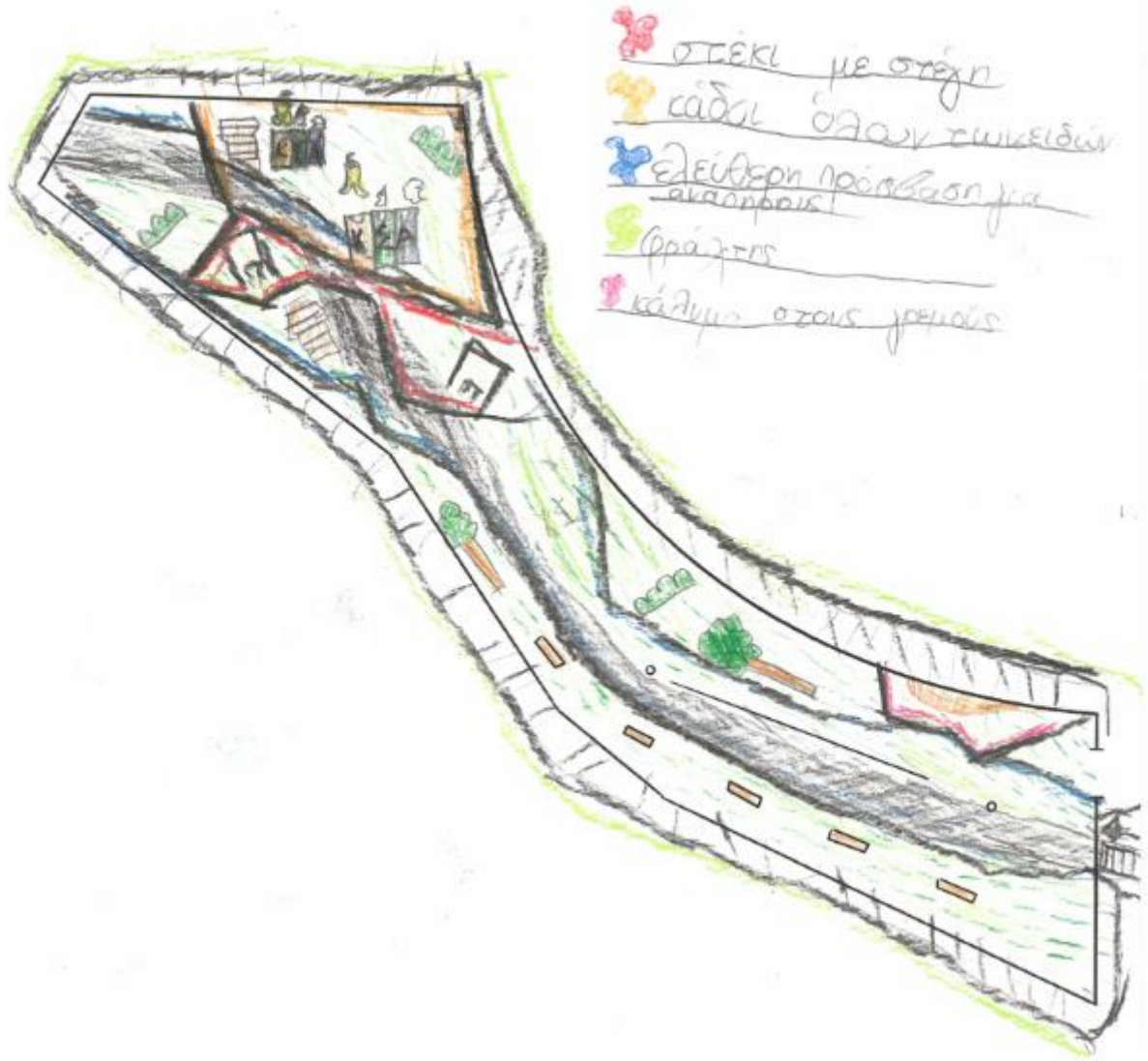
1. Σημείωσε στην κάτοψη του πάρκου τα πολύγωνα με τις χρήσεις που θέλεις να υπάρχουν.
(Πολύγωνα: περιοχές με διαφορετικές χρήσεις)



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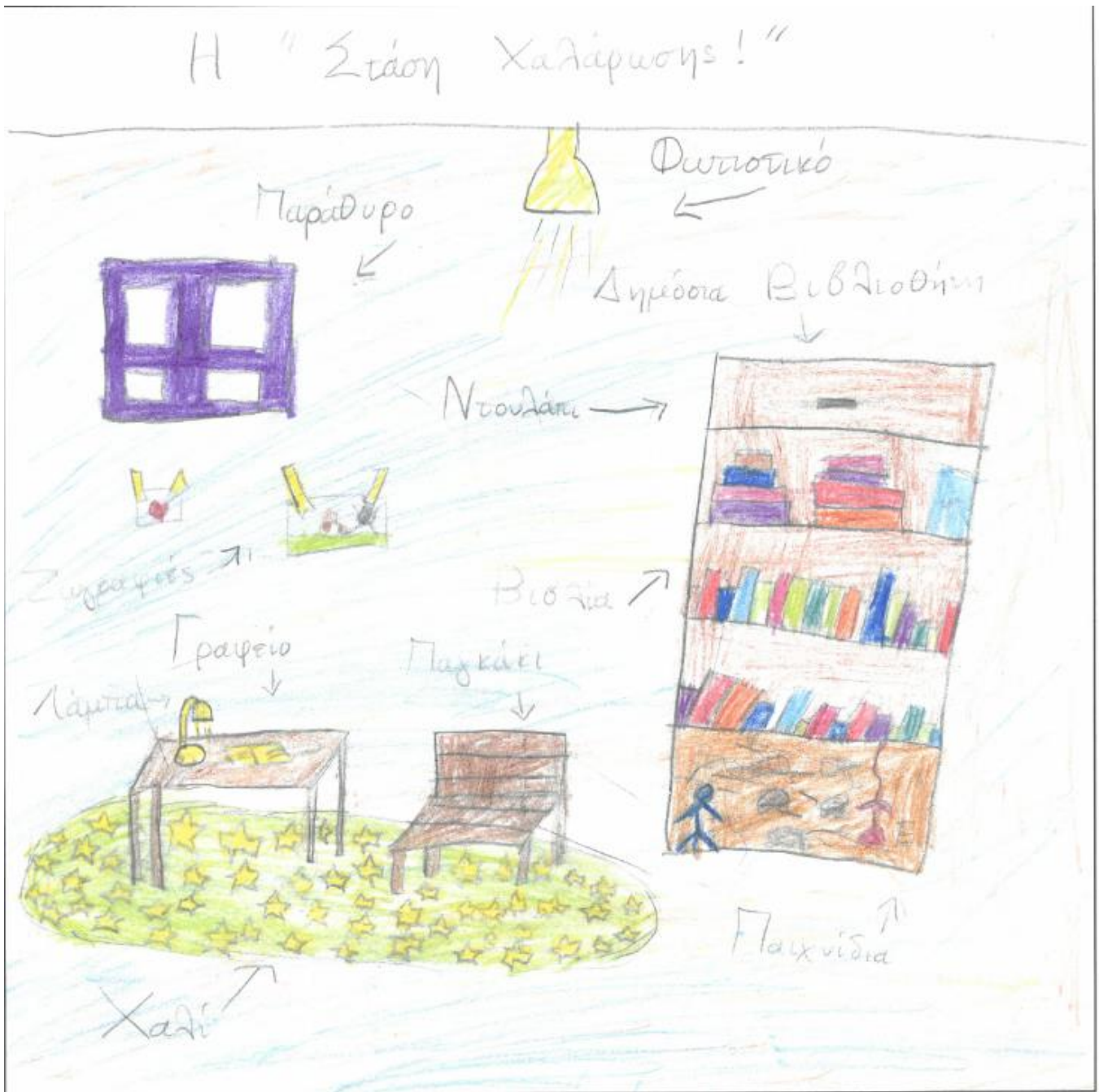


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κioski



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Πίνακας 1. D1

| KIND | HOW MANY KIDS PROPOSED IT | GENERAL CATEGORY |
|------------------------|---------------------------|---|
| TREES | 18 | GREEN SPACE WITHOUT FENCE (TREES) |
| CRADLES/CHILDREN'S FUN | 9 | PLAY ACTIVITIES |
| PET SPACE | 9 | PETS |
| benches | 4 | SEATS AND TABLES / RELAXATION |
| DISABLED ENTRANCE | 3 | ENTRY/ACCESSIBILITY |
| RELAXATION SPACE | 3 | SEATS AND TABLES / RELAXATION |
| RECYCLING BINS | 2 | WASTE COLLECTION |
| bathrooms | 2 | bathrooms |
| BICYCLES | 2 | SPORTS ACTIVITIES |
| CARS/PARKING | 2 | change of use |
| FENCE/COVER | 2 | SPACE SECURITY |
| POND | 2 | water source |
| GYM | 2 | SPORTS ACTIVITIES |
| CILEKIUM | 2 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| KIOSK/SPOT | 2 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| FREE FOOD | 1 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| WAREHOUSE | 1 | BUILDING INFRASTRUCTURE |
| DISABLED PASSENGER | 1 | ROUTES |
| SHED | 1 | SEATS AND TABLES / RELAXATION |
| CAFE | 1 | BUILDING INFRASTRUCTURE |
| restaurant | 1 | BUILDING INFRASTRUCTURE |
| Basketball Court | 1 | SPORTS ACTIVITIES |
| LITTLE SAND BALL | 1 | PLAY ACTIVITIES |
| PICNIC AREA | 1 | SEATS AND TABLES / RELAXATION |
| GRASS | 1 | FENCED GREEN SPACE (BED FLOWER) |
| FOUNTAIN | 1 | water source |

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| KIND | HOW MANY KIDS PROPOSED IT | GENERAL CATEGORY |
|------------------------|---------------------------|---|
| TREES | 19 | GREEN SPACE WITHOUT FENCE (TREES) |
| CRADLES/CHILDREN'S FUN | 15 | PLAY ACTIVITIES |
| PET SPACE | 13 | PETS |
| benches | 6 | SEATS AND TABLES / RELAXATION |
| bathrooms | 6 | bathrooms |
| FLOWER BED | 5 | FENCED GREEN SPACE (BED FLOWER) |
| SMALL ROOM | 4 | BUILDING INFRASTRUCTURE |
| ALLEY | 4 | ROUTES |
| TAVERN | 4 | BUILDING INFRASTRUCTURE |
| Basketball Court | 4 | SPORTS ACTIVITIES |
| CAFE | 3 | BUILDING INFRASTRUCTURE |
| football field | 3 | SPORTS ACTIVITIES |
| OUTDOOR CLASS | 3 | CULTURAL AND EDUCATIONAL ACTIVITIES |
| MUSIC ROOM | 3 | CULTURAL AND EDUCATIONAL ACTIVITIES |
| CANTEEN | 3 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| DISABLED ENTRANCE | 2 | ENTRY/ACCESSIBILITY |
| RECYCLING BINS | 2 | WASTE COLLECTION |
| BICYCLES / SKATEBOARDS | 2 | SPORTS ACTIVITIES |
| POND | 2 | water source |
| school | 2 | BUILDING INFRASTRUCTURE |
| RELAXATION SPACE | 2 | SEATS AND TABLES / RELAXATION |
| FREE FOOD | 1 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| SHOP | 1 | BUILDING INFRASTRUCTURE |
| tennis court | 1 | SPORTS ACTIVITIES |
| VOLLEYBALL COURT | 1 | SPORTS ACTIVITIES |
| A SPACE FOR BABIES | 1 | SEATS AND TABLES / RELAXATION |
| PICNIC AREA | 1 | SEATS AND TABLES / RELAXATION |
| POOL | 1 | water source |
| SPACE FOR ACTIVITIES | 1 | PLAY ACTIVITIES |
| SPACE OF FAIRY TALE | 1 | CULTURAL AND EDUCATIONAL ACTIVITIES |
| GYM | 1 | SPORTS ACTIVITIES |

Πίνακας 2. D2

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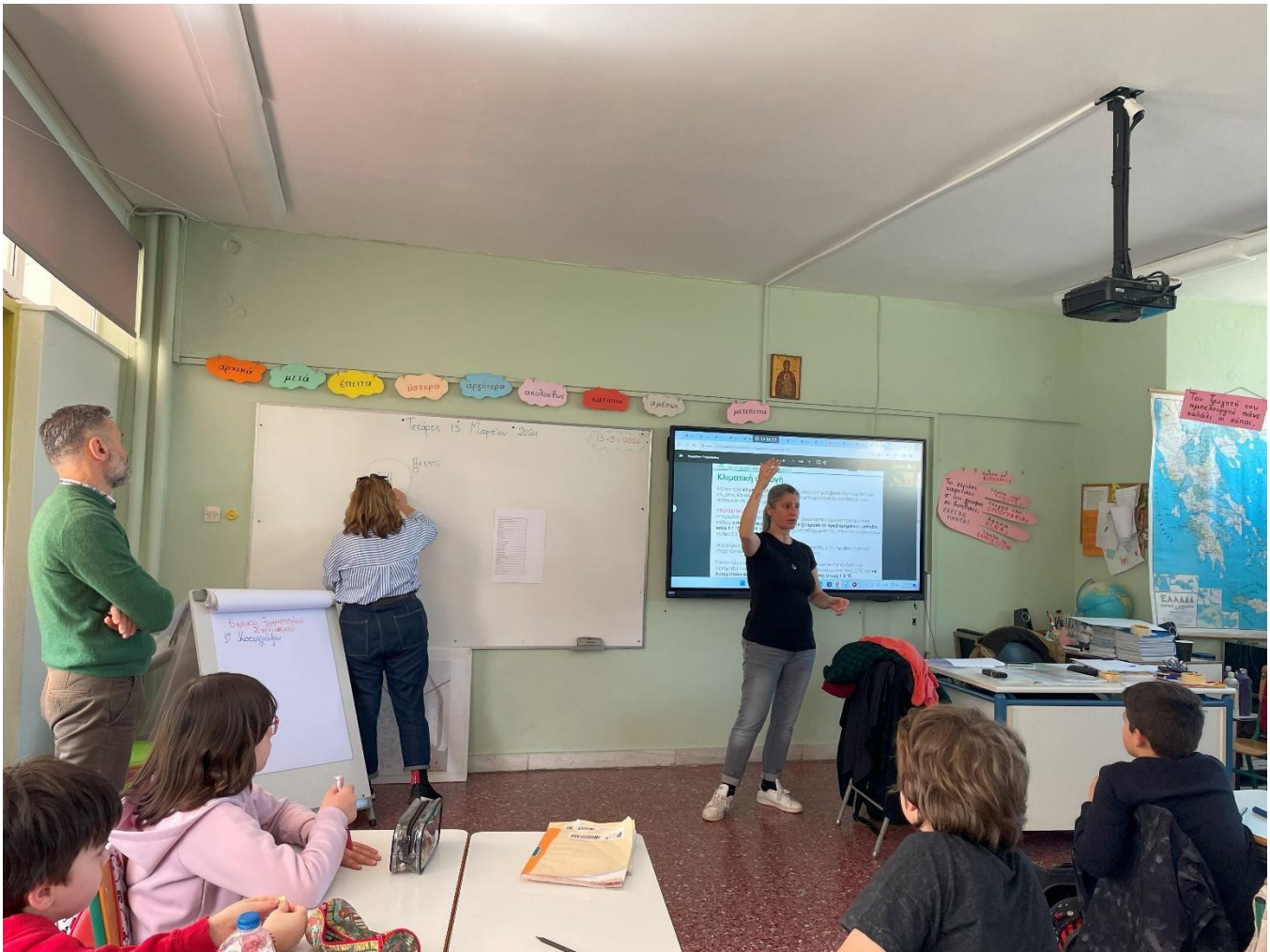
Πίνακας 3. sum

| KIND | HOW MANY KIDS PROPOSED IT | GENERAL CATEGORY |
|------------------------|---------------------------|---|
| TREES | 37 | GREEN SPACE WITHOUT FENCE (TREES) |
| CRADLES/CHILDREN'S FUN | 24 | PLAY ACTIVITIES |
| PET SPACE | 22 | PETS |
| benches | 10 | SEATS AND TABLES / RELAXATION |
| bathrooms | 8 | bathrooms |
| FLOWER FLOWER/GRASS | 6 | FENCED GREEN SPACE (BED FLOWER) |
| SMALL ROOM/STORAGE | 5 | BUILDING INFRASTRUCTURE |
| PASSENGER/DISABLED | 5 | ROUTES |
| TAVERN | 5 | BUILDING INFRASTRUCTURE |
| Basketball Court | 5 | SPORTS ACTIVITIES |
| CANTEEN/CASE | 5 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| RELAXATION SPACE | 5 | SEATS AND TABLES / RELAXATION |
| CAFE | 4 | BUILDING INFRASTRUCTURE |
| RECYCLING BINS | 4 | WASTE COLLECTION |
| BICYCLES / SKATEBOARDS | 4 | SPORTS ACTIVITIES |
| POND | 4 | water source |
| football field | 3 | SPORTS ACTIVITIES |
| OUTDOOR CLASS | 3 | CULTURAL AND EDUCATIONAL ACTIVITIES |
| MUSIC ROOM | 3 | CULTURAL AND EDUCATIONAL ACTIVITIES |
| GYM | 3 | SPORTS ACTIVITIES |
| DISABLED ENTRANCE | 2 | ENTRY/ACCESSIBILITY |
| school | 2 | BUILDING INFRASTRUCTURE |
| FREE FOOD | 2 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| PICNIC AREA | 2 | SEATS AND TABLES / RELAXATION |
| CARS/PARKING | 2 | change of use |
| FENCE/COVER | 2 | SPACE SECURITY |
| KIOSK/SPOT | 2 | POP UP STORE/TEMPORARY OR PORTABLE INFRASTRUCTURE |
| SHOP | 1 | BUILDING INFRASTRUCTURE |
| tennis court | 1 | SPORTS ACTIVITIES |
| VOLLEYBALL COURT | 1 | SPORTS ACTIVITIES |

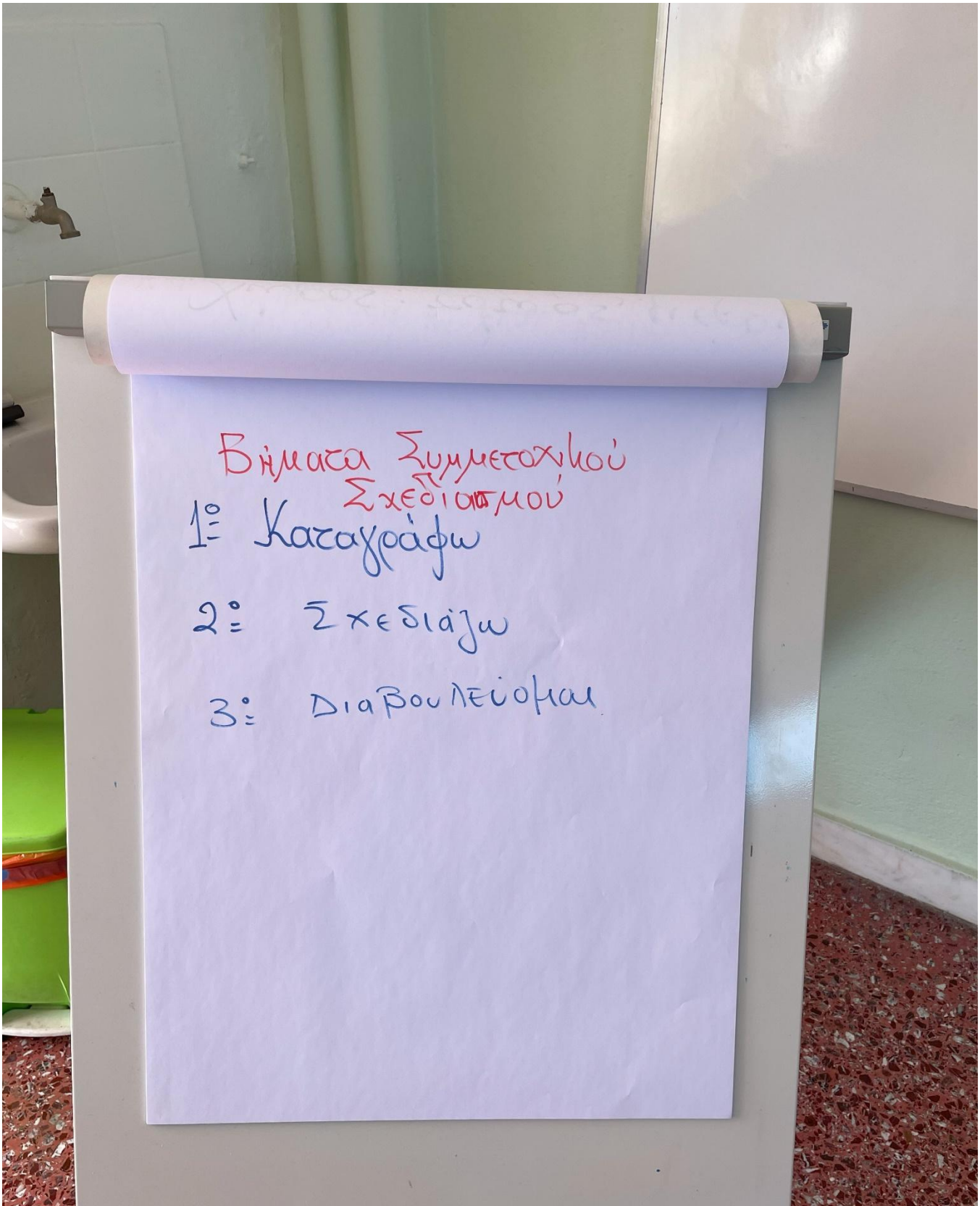
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| | | |
|----------------------|---|-------------------------------------|
| A SPACE FOR BABIES | 1 | SEATS AND TABLES / RELAXATION |
| POOL | 1 | water source |
| SPACE FOR ACTIVITIES | 1 | PLAY ACTIVITIES |
| SPACE OF FAIRY TALE | 1 | CULTURAL AND EDUCATIONAL ACTIVITIES |
| SHED | 1 | SEATS AND TABLES / RELAXATION |
| LITTLE SAND BALL | 1 | PLAY ACTIVITIES |
| FOUNTAIN | 1 | water source |

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3rd workshop with the students – Planning of space uses & collective mapping

On Wednesday, April 10, 2024, the third workshop of the project took place at the 3rd Primary School of Zografou, at 10.00-11.30 with the D2 department for 19 students and 2 teachers and from 11.40-13.15 in the D1 department with 19 students and 1 educational. The workshop was suggested by Iouli Athousakis and Melina Vlachou from commonspace.

Table 1. Workshop implementation details

| Date | Time | Class | Number of students | Responsible teacher | Additional teachers | Workshop presenters |
|-----------|-------------|-------|--------------------|---------------------|---------------------|-----------------------------------|
| 10/4/2024 | 10:00-11:30 | D2 | 19 | Elena Psichari | 1 | Giouli Athousaki & Melina Vlachou |
| 10/4/2024 | 11:40-13:15 | D1 | 19 | Nikos Kavvadias | 0 | Giouli Athousaki & Melina Vlachou |

3rd workshop structure

1. Greeting and presentation of results and conclusions – 30'
2. Division into groups and collective work on a map to record space uses - 60'
3. Collective mapping (in parallel)

Initially there was a presentation with the results of the previous two workshops to the children and a discussion about the thought process of a person in relation to what changes he can make in the space and if he perceives himself as part of the space.

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PROJECT NUMBER: 2020-1-PL01-KA227-SCH-095376



Results of the 1st Workshop with students– 28.2.24

Sketchbook impressions

Recording impressions (positive - negative - ideas/solutions) with words or sketches in sketchbooks



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Results of the 2nd workshop – 13.3.24

Brainstorming!

1. What is public space?

Everyone participates, playgrounds, parks, prisons, University, KEP, Parliament, public toilets, municipal parking lots, streets, squares, schools, hospitals, ministries, courts, etc.

2. What is private space?

Houses, factories, shops, private schools, private sports grounds, it belongs to someone.

3. What is a shared space?

Stairs, flat stairs, roofs, pilots

4. What does inclusion in the design of a public space mean?

People with mobility difficulties, people of different ages, elderly, people with developmental disabilities, children, women/femininities, include the needs and uses of the space, include the groups using the space, people with disabilities, parents, animals, ecosystem (flora, fauna), sex.

5. What does participatory planning have to do with climate change?

To include the needs of the planet and capture the challenges from Climate Change.

6. What to look for in an urban green space?

To remain a green space! I weigh my needs with those of the whole and those of the planet!

Specifically, the children, although in the 1st workshop "recording the existing situation" they noticed things that bothered them, they did not proceed to change everything and counter-propose their ideas in the individual work with the uses of space.

We concluded that they may either have felt that some things were taken for granted (e.g. trash cans), or they don't feel the space is theirs so that they get into the mindset of changing it, which makes sense given that they haven't been involved in a co-design process again public space (s.s.).

Then there was a clarification of the difference between RECORD SPACE USAGE and PLAN SPACE.

Usage Log – I write or draw what kind of space I want.

I design the space - I choose exactly how it will be, with what equipment, materials and colors.

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For example. Most of the children wanted games inside the park while there is already a playground next door. There we emphasized that they can write "play space" without it being a playground. What it will look like will be designed by the "play space" team, taking into account the limitations of the space.

Finally we talked about these limitations such as:

- Green space
- Height differences
- Adjacent play area
- Adjacent sports area
- Buildings

After the presentation, we showed some photos of good park renovation practices in Greece and abroad, asking the children as a mental task for the next time to think about environmentally friendly materials and equipment.

During the presentation of the results, it was jointly decided by both departments that the titles that voted the most can be united and finally their "mission" has a single name:

**Helping my city,
saving the environment!**

In the second part of the workshop, the children were divided into groups and jointly decided the uses of space they want in each "group park".

Below are indicative photos of their group designs.

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The tables below show the proposed uses of space per group, but also the overall uses that will be included in the final unified design of the departments (where each group will also design one use).

Table 2. Uses of D1 space by group

| |
|--|
| Stergios, Thodoris, Melina, Gerasimos |
| view |
| taps |
| exercise equipment |
| locker room |
| park and shelter for stray cats |
| Paths |
| dog park |
| vending machine |
| Manos, Zenia, Nektarios, Alexandros |
| space for bicycles |
| sand pit |

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| |
|--|
| taps |
| bicycle rental area |
| Katerina, Konstantinos, Giannis, Thanos |
| lighting |
| new entrance |
| sand pit |
| enclosure |
| accessibility |
| bins of various kinds |
| Flavia, Iakovos, Orestes |
| element of water |
| Paths |
| buckets |
| gazebo |
| play area |
| enclosure |
| lighting |
| dining area |
| bathrooms |

Table 3. Total utilization of space D1

| |
|--|
| Total documentation of teams D1 |
| sand pit (3) |
| pet area/ stray animal shelter (3) |
| vending machine/ canteen (3) |
| lighting (3) |
| miscellaneous/recycling bins (3) |
| toilets/ changing rooms (3) |
| fencing (3) |
| faucets (2) |
| accessibility (2) |
| trails (2) |
| view |
| new entrance |
| automatic watering |
| telephone booths |
| play area |
| gazebo |

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| |
|--------------------|
| element of water |
| exercise equipment |

Table 4. D2 space uses by group

| |
|--|
| Vasia, Nicoleta, Alexandros, Panagiotis, Konstantinos |
| volleyball court |
| element of water |
| apiary |
| sports area |
| relaxation area |
| space to play |
| accessibility |
| pet area |
| outdoor classroom |
| benches |
| pedestrian walkway between playground and park |
| Mahmoud, Raphael, Naya, Panagiotis |
| lighting |
| benches |
| bee hotels |
| animal area |
| picnic area |
| buckets |
| statue / installation |
| accessibility |
| bathrooms |
| taps |
| Manousos, Konstantinos, Marilena, Ifigenia, Nontas |
| outdoor classroom |
| reading area |
| flower space |
| pet area |
| accessibility |
| play area |
| relaxation area |
| new entrance from playground |

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| |
|--|
| Christos, Panagiotis, Evelina, Filippos, Thanasis |
| routes |
| accessibility |
| outdoor classroom |
| pet area |
| taps |
| canteen |
| flower beds |
| fitness activities |
| element of water |

Table 5. Total utilization of space D2

| |
|---|
| Total documentation of teams D2 |
| outdoor classroom (4) |
| accessibility (4) |
| pet/animal area (4) |
| sports area (3) |
| play area (2) |
| relaxation area (2) |
| benches (2) |
| faucets (2) |
| flower beds (2) |
| bee hotel (2) |
| routes |
| element of water |
| lighting |
| picnic area |
| buckets |
| statue / installation |
| pedestrian walkway between playground and park |
| bathrooms |
| new entrance from playground |
| canteen |

Table 6. Total utilization of space

Total documentation for the two teams

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| |
|---|
| pet area/ stray animal shelter (7) |
| outdoor classroom - relaxation area (6) |
| accessibility (6) |
| play area (6) |
| lighting (4) |
| miscellaneous/recycling bins (4) |
| toilets/ changing rooms (4) |
| faucets (4) |
| vending machine/canteen (4) |
| sports area (4) |
| paths (3) |
| new entrance from playground - union of playground and park (3) |
| fencing (southern section) (3) |
| gazebo - picnic area (2) |
| water element (2) |
| benches (2) |
| flower beds (2) |
| bee hotel (2) |
| statue / installation |
| automatic watering |
| view |
| telephone booths |

** in green the uses we keep, as common in both sections.*

From the above results, 9 uses of space arise, each use corresponding to a design group.

| |
|---|
| 1. animal area: fencing, houses, biodegradable waste bags |
| 2. lighting and paths |
| 3. relaxation area: gazebo, seating areas |
| 4. sports and games area |
| 5. buckets, faucets, water element |
| 6. fencing, connectivity, entrances |
| 7. planting, flower beds, insects (green) |
| 8. space for announcements - visual interventions |
| 9. outdoor classroom |
| RELATED GROUPS |
| 1+7 |
| 2+5 |
| 3+4+9 |

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6+8

At the same time, the children did a collective mapping, recording on the map of the park and the neighboring area at least one thing they consider a need, a problem and an idea.

Table 7. Collective mapping D1

| Needs | Ideas | Problems |
|-----------------------|---------------------------|--|
| lighting (4) | toilets (2) | lots of rubbish, broken railings, stones (5) |
| bins (2) | bins of various kinds (2) | garbage (2) |
| accessibility (2) | something with water | few lights |
| benches (2) | lights | not accessibility |
| floor need | space for games | caterpillars |
| gazebo | garbage | terrain anomaly |
| canteen with supplies | sand pit | railings |
| life from children | parking for bicycles | |
| | taps | |
| | buckets | |
| | new fencing | |
| | space for bicycles | |
| | vending machine | |

Table 8. Collective mapping D2

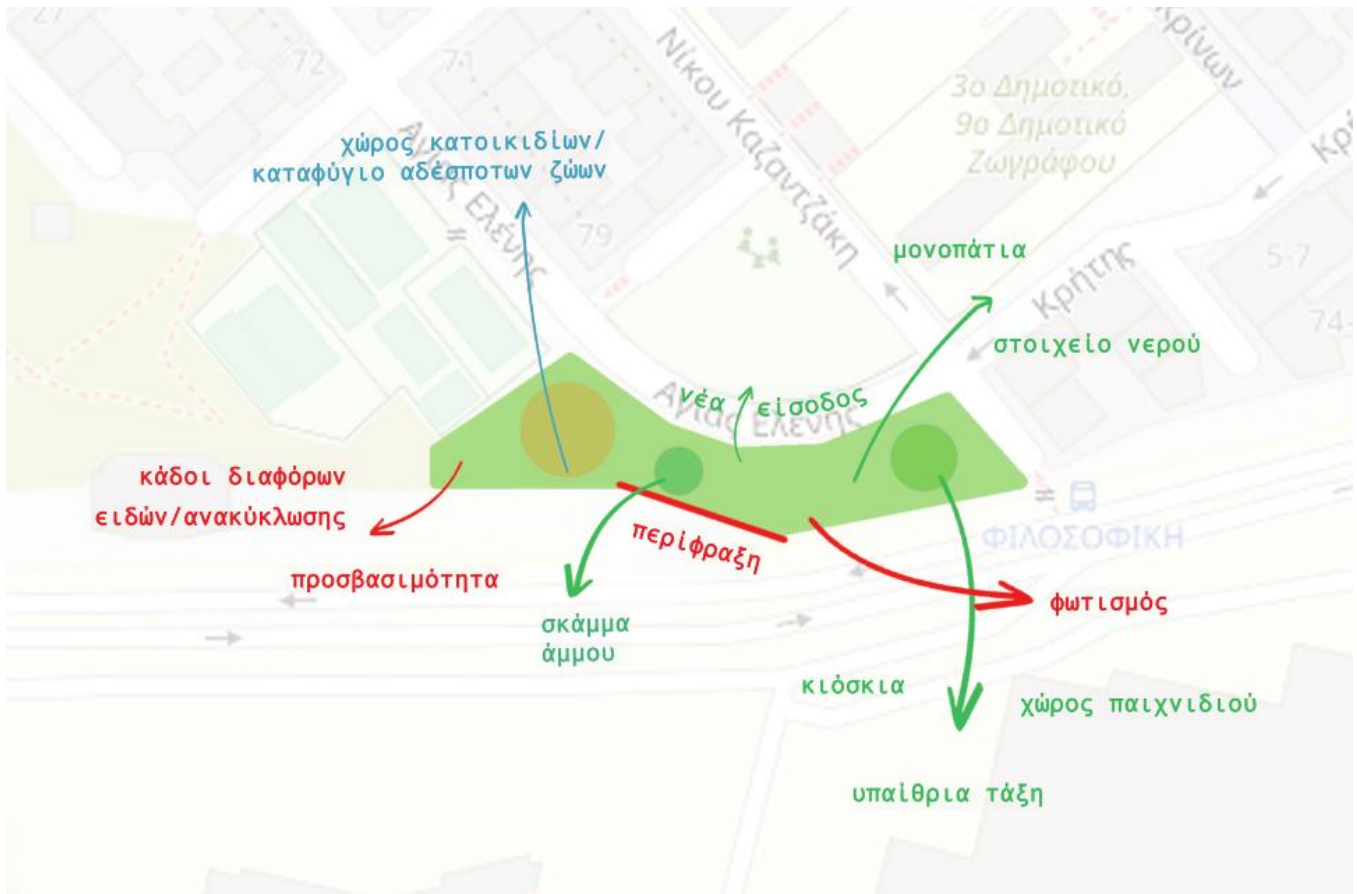
| Needs | Ideas | Problems |
|---|--------------------------|-------------------------|
| more green (2) | bins (3) | garbage (9) |
| sports ground (2) | fountain (2) | caterpillars (3) |
| to be more beautiful (2) | trampoline (2) | more green |
| space to play | hangout (2) | irons, bricks |
| benches (2) | relaxation area (2) | cleaning |
| water | horizontal bar | graffiti |
| space for pets and neighborhood animals (3) | basketballs | non accessible |
| preschool | more green | there is not much to do |
| relaxation area | swing between trees | |
| taps | new name on Argos Street | |

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| | | |
|-------------------|-------------------------|--|
| Accessible routes | survivor | |
| | playstation | |
| | Routes made out of wood | |

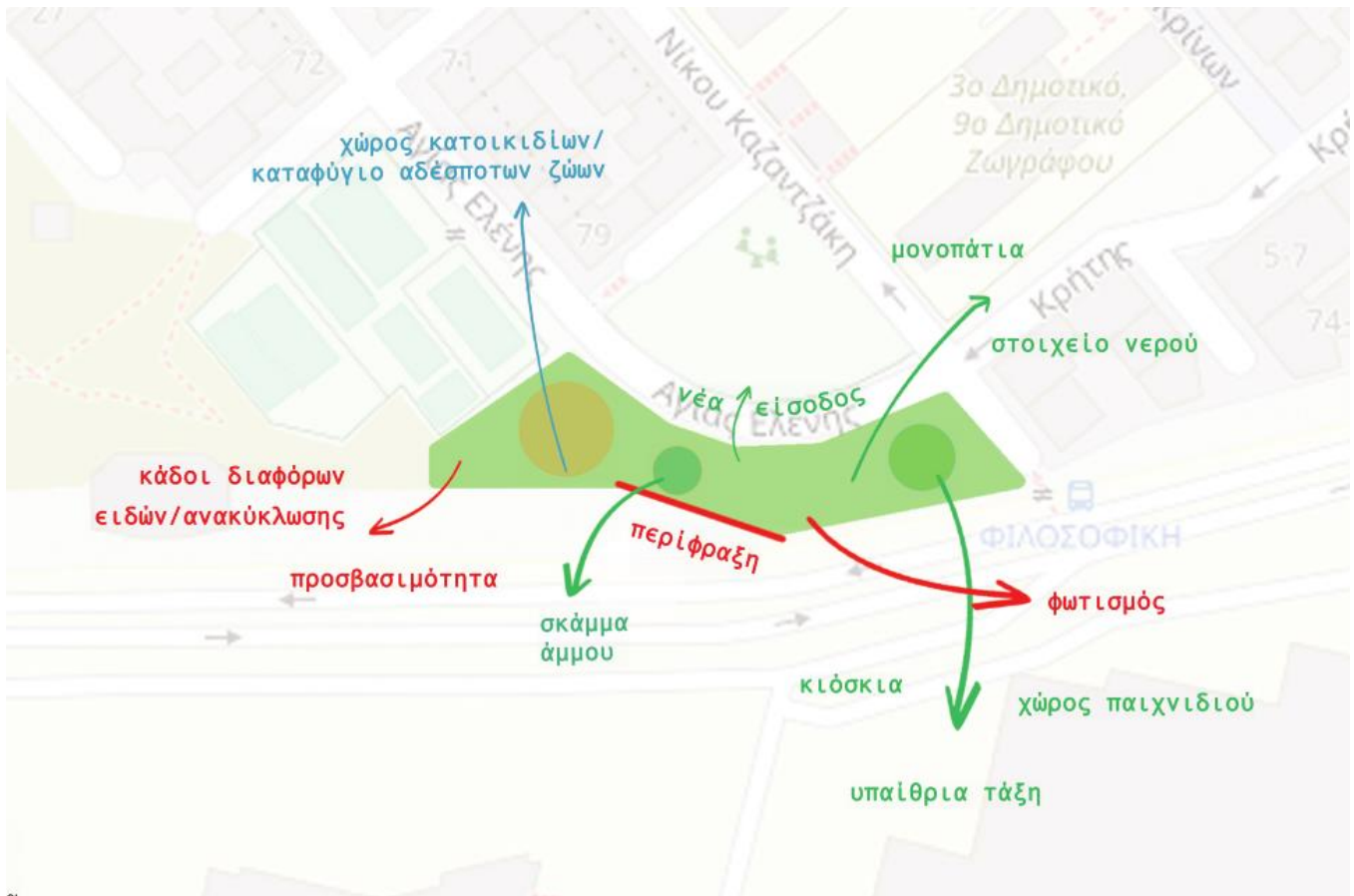
Below are the resulting maps by section and overall.

Table 1. D1



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Table 2. D2



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Table 3. Final map



Then the map of the children will be related to the map of the involved bodies from the introductory workshop in order not to omit common elements.

Photo material follows.

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4th workshop with the students – Polygon Design, Equipment and Materials

On Wednesday, April 17, 2024, the fourth and last workshop of the project took place at the 3rd Primary School of Zografou, at 10.00-12.25 with both classes (D2 and D1) in the school's multi-purpose room for 38 students and 3 teachers. The workshop was suggested by Iouli Athousakis and Melina Vlacho from commonspace.

Table 1. Laboratory implementation details

| Ημερομηνία | Ώρα | Τμήμα | Αριθμός μαθητών/τριών | Υπεύθυνος/η εκπαιδευτικός | Επιπλέον εκπαιδευτικοί/συνοδοί | Εισηγητές εργαστηρίου |
|------------|-------------|---------|-----------------------|---------------------------------|--------------------------------|----------------------------------|
| 17/4/2024 | 10:00-12:25 | D2 & D1 | 38 | Elena Psichari, Nikos Kavvadias | 1 | Giouli Athousaki & Melina Vlacho |

4th WORKSHOP STRUCTURE

1. Greeting and presentation of results and conclusions – 30'

2. Division into groups and collective work on the plan per group – 60'

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3. Mixing of groups (world café) – 30'
4. Collage / presentation – 15'
5. Sharing tasks (outside the program)

Initially, a presentation was made with the results of the previous workshop where it was explained to the children what they had to do in the present workshop.



Αποτελέσματα 3^{ου} Εργαστηρίου με μαθητές – 10.4.24

Συλλογική χαρτογράφηση



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Then the children were divided into 9 groups and each group had to draw on a floor plan a polygon of use from those selected in the previous workshop.

ΟΜΑΔΕΣ

| |
|---|
| 1. Χώρος για ζώα: περίφραξη, σπιτάκια, βιοδιασπώμενες σακούλες για ακαθαρσίες |
| 2. Φωτισμός και μονοπάτια |
| 3. Χώρος χαλάρωσης: κιόσκια, καθιστικά |
| 4. Χώρος άθλησης και παιχνιδιών |
| 5. Κάδοι, βρύσες, στοιχείο νερού |
| 6. Περίφραξη, συνδεσιμότητα, είσοδοι |
| 7. Φύτευση, παρτέρια, έντομα (πράσινο) |
| 8. Χώρος για ανακοινώσεις - εικαστικές παρεμβάσεις |
| 9. Υπαιθρια τάξη |

Each group also had at their disposal a tablet with a list of materials and equipment for inspiration.

https://padlet.com/commonspace_coop/4o-4th-participatory-workshop-3j1mc7nu18989wz5

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The children took their time and co-designed each polygon and then exchanged opinions and ideas with the other groups (world café).

WORLD CAFE

| ΟΜΑΔΕΣ ΠΟΥ ΣΧΕΤΙΖΟΝΤΑΙ |
|------------------------|
| 1+7 |
| 2+5 |
| 3+4+9 |
| 6+8 |

The following table shows the elements selected by group as well as photos of the final designs.

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Table 2. Design details by group

| |
|---|
| 1. Space for animals (dogs, cats, birds) |
| houses for cats |
| insect house |
| houses for birds |
| houses for dogs |
| kitchen garden |
| apiary |
| garbage bags |
| herbs |
| bushes |
| carobs |
| water and food |
| 2. Lighting, paths (hard and water-permeable surfaces) |
| voice guidance faucet for the blind |
| tree trunks around paths |
| mobile charging station |
| taps |
| bins |
| lights with solar panels |
| lights with a height of 1m |
| lights with a height of 3m |
| floor lights |
| gravel for paths |
| 3. Relaxation area (seats, gazebos, benches) |
| taps |
| fountain |
| mobile charging station |
| benches |
| benches around trees |
| climbing area |
| gazebo |
| 4. Space for sports, games |
| bike track |
| basketballs |

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| |
|---|
| slides |
| trampoline |
| basket of balls |
| outdoor chess |
| garbage bags |
| herbs |
| bushes |
| carobs |
| water and food |
| 5. Buckets, faucets, water feature |
| faucets (for adults, children, dogs) |
| dumpster |
| recycling bins |
| buckets for butts |
| accessible entrance |
| 6. Fencing, connectivity (markings), entrances |
| crossing and new entrance from the playground |
| sign with audio information |
| coloring route from school |
| railings |
| accessible entrance |
| 7. Green: Planting, flower beds, insects |
| gossip |
| cypress trees |
| garden with aromatic plants |
| carobs |
| bushes |
| kitchen garden |
| insect house |
| bee hotel |
| 8. Space for announcements, visual interventions |
| Noticeboard |
| benches |
| toilets / changing rooms |
| painted railings |
| horizontal bar |
| lights with solar panels |
| lights with a height of 1m |
| lights with a height of 3m |

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| |
|---|
| floor lights |
| gravel for paths |
| 9. Outdoor classroom |
| outdoor classroom |
| lights |
| bins |
| to take into account the slope of the ground for the placement of the outdoor classroom |
| taps |
| outdoor chess |

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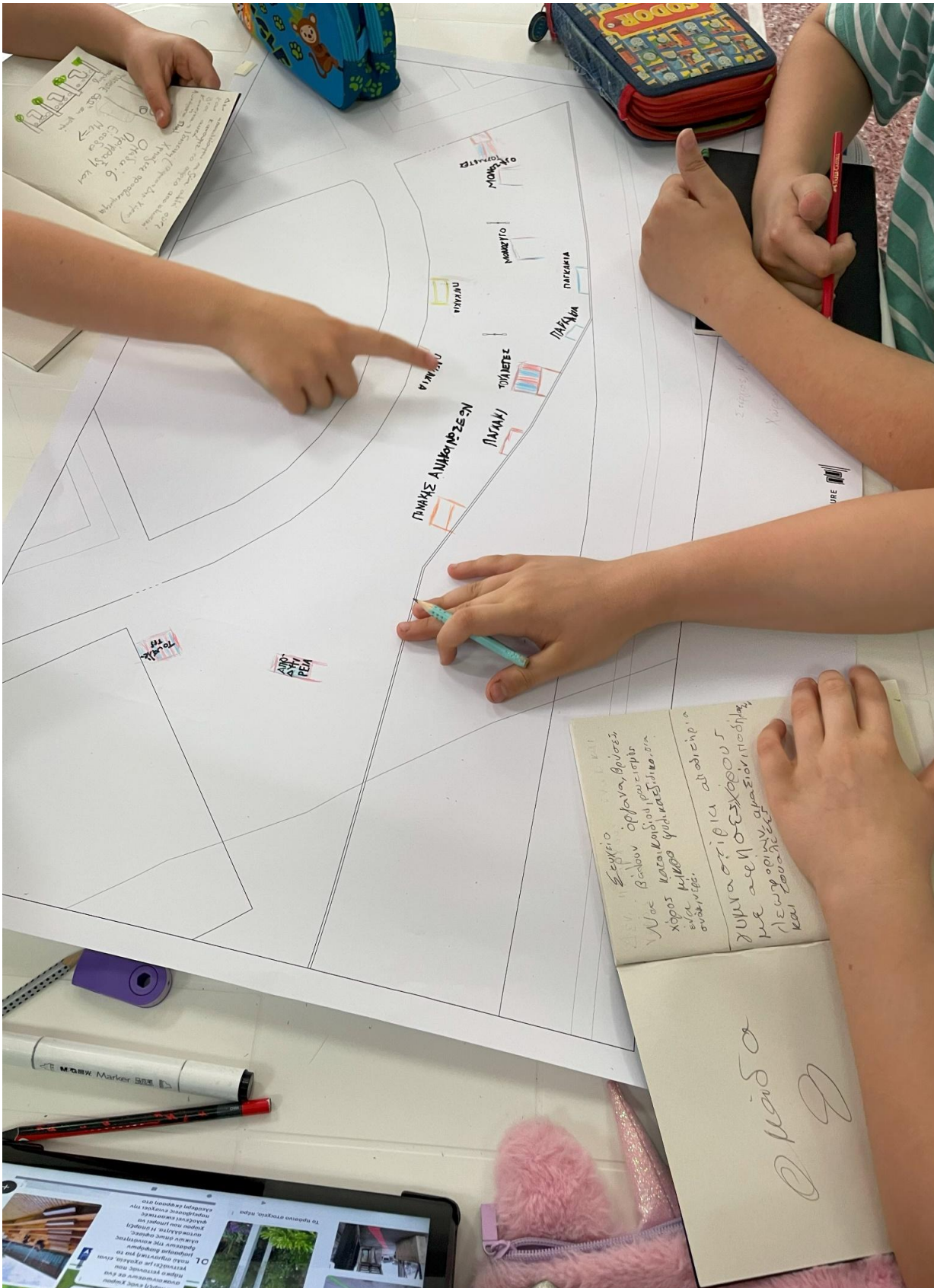
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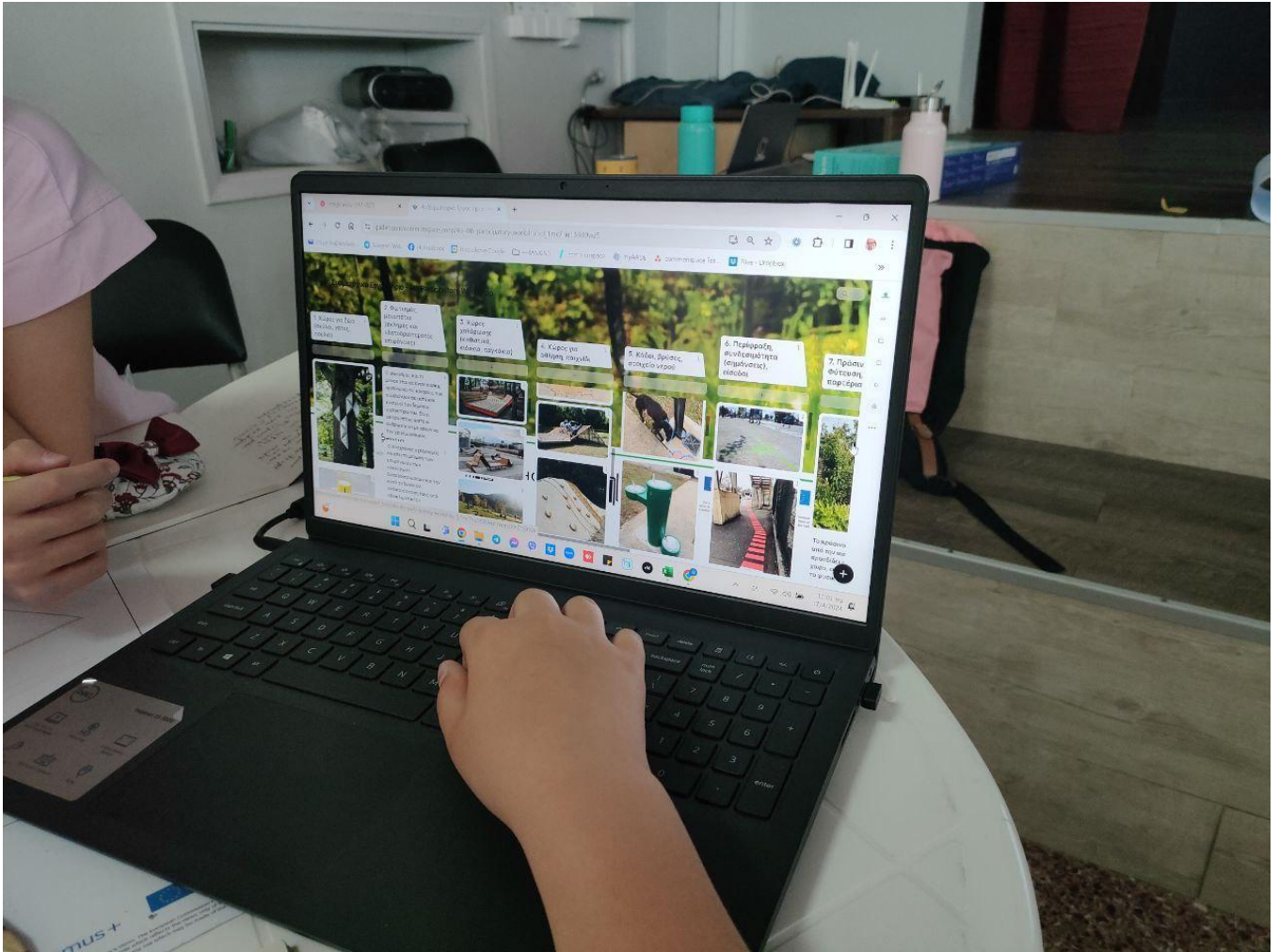
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Multiplier Event

On Friday, May 24, 2024, the Multiplier Event of the Schoolture for Climate Change project was held at Zografou 3rd Primary School and Agia Eleni Park.

The event was attended by over 100 people (57 people have signed the attendance register, not including the project team and the teachers and not including the children), namely:

- Commonspace project team 4 people (Giouli Athousaki, Sofia Tsadari, Melina Vlachou, Mary Antoniadou)
- School director (Julie Gyftoula)
- Deputy school principal (Maria Petropoulou)
- 4th grade teachers (Elena Psychari, Nikos Kavvadias, Meropi Moumouri)
- Teachers of other classes
- Teachers and principals of neighboring schools
- 38 4th grade students
- Students from other classes
- Parents/Guardians
- Representatives of the association of parents and guardians
- Mayor of Zografou Municipality (Mr. Kafatsaki)
- Deputy mayors and municipal councilors (Mr Grivas, Arbilias, Grekas, Melissaratou etc.)
- Maria Dimopoulou (external guide evaluator)

AGENDA

18.30-19.00 Multipurpose Hall of the 3rd Primary School of Zografou
Presentation of the "Schoolture for Climate Change" project and speeches

19.00-19.30 Go to Agia Eleni Park | Exhibition

19.30-20.00 Folk tale "The apple, the olive and the jasmine" by the group Paramythokores

20.00-20.30 Songs by the students of the 4th grade of the 3rd Primary School of Zografou

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POSTER

**Βοηθάω την πόλη μου,
σώζω το περιβάλλον!**

Τελική εκδήλωση – Multiplier Event

SCHOOLTURE
for climate change

**24 Μαΐου 2024
18:30 – 20:30**

18:30 Κρίνων 28, 15772

↓
Αίθουσα πολλαπλών χρήσεων
του Δημοτικού Σχολείου Ζωγράφου
Παρουσίαση έργου

↓

19:30 Αγίας Ελένης 78-82, 15772

Πάρκο Αγίας Ελένης
Έκθεση,
δρώμενα,
λαϊκές αφηγήσεις από τις Παραμυθοκόρες &
τραγούδια από τους μαθητές και τις μαθήτριες της Δ'τάξης

commonsplace SPATIA
PROJECT NUMBER: 2020-1-PL01-KA227-SCH-095376

SCHOOLTURE

IKY Erasmus+ Co-funded by the European Union

For the event, invitations were sent via e-mail to the Municipality of Zografou, Municipality of Athens, partners and friends of commonspace, parents/guardians association, teachers and neighboring schools. In addition, posts were made on the social media of the project, commonspace, the school, the Municipality and participatory LAB and posters were stuck in the school. A relevant newsletter was also

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sent through the participatory LAB, and a Press Release to the local newspaper of the Municipality.

The event had a large turnout and took place in an atmosphere of excitement and emotion.

Initially we gathered in the school's multi-purpose room where the school's principal Mrs. Gyftoula greeted and made an introduction. Afterwards, the Mayor Mrs. Kafatsaki greeted, then Sofia Tsadari and Giouli Athousaki continued with a detailed presentation of commonspace, the project, the process and the results of the workshops. Finally, Mrs. Maria Dimopoulou intervened with a comment.

Afterwards, the 4th grade students read excerpts from the internal evaluation for the program carried out at the school and presented us 3 traditional dances and songs from Thrace.

All those present took a lantern and walked to the nearby park of Agia Eleni where the exhibition with the children's works was already set up.

In the exhibition there were the children's individual works, bookmarks with the children's works, rice paper drawings with the children's mind maps, an overall map with the results of all the collective mappings and the final design of the park with the children's/stakeholders' proposals with the possibility of commenting in design but also on an electronic platform.

In addition, the folk story "The apple tree, the olive tree and the jasmine" was presented by the storytellers group "paramithokores" and finally the children sang another traditional song both in sign language.

Finally, the event ended with speeches and thanks from the teachers and the distribution of gifts and certificates of participation in the project to all the children (a cloth bag with the children's drawings, 1 bookmark per child and a certificate).

Photo material follows.

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Final Results

The final result of the pilot educational program in the 3rd Elementary School of Zografou is the masterplan of the Agia Eleni Park (photo below) as well as multiple materials such as bookmarks from the “comic” strips of the students.

Μasterplan του πάρκου Αγίας Ελένης

Το τελικό σχέδιο δημιουργήθηκε από την commonspace, με χρήση των προτάσεων των μαθητών/τριών της Δ' τάξης του σχολείου Δ.Σ. Ζωγράφου και όπου αναφέρεται με το γράμμα Σ συμμετείχαν στο πλαίσιο του Erasmus+ έργου, Schoolture for Climate Change.

Τοποθετήστε προσέξτε πάνω στο σχέδιο και σχολιάστε είτε κάτι θετικό, είτε κάτι αρνητικό είτε μία ιδέα για την βελτίωση του σχεδίου. Οι ηλεκτρονικές ιδέες θα ενσωματωθούν στο τελικό σχέδιο.



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Evaluation

After the end and the final event of the Schoolture for Climate Change pilot program at Zografou 3rd Primary School, two links with an evaluation questionnaire (one for teachers and one for students) were sent.

teachers

<https://forms.gle/CJtuta9vWEPYoVy7A>

students

<https://forms.gle/GijnYMYctddpte8q8>

Below are the results of the evaluations:

Teachers

5 teachers responded. In the following images the aggregated results in Greek.

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5 απαντήσεις

🇬🇷 Σύνδεσμος προς τα Υπολογιστικά φύλλα



Αποδοχή απαντήσεων

Σύνοψη

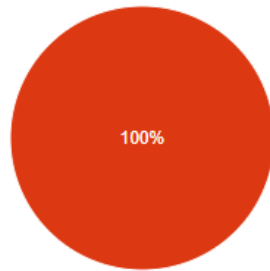
Ερώτηση

Ατομική

Έχετε ποτέ συμμετάσχει σε παρόμοιο πρόγραμμα;

Αντιγραφή

5 απαντήσεις

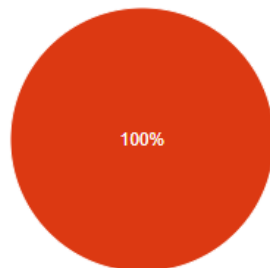


- Ναι
- Όχι
- Άλλο (αναλύστε)

Γνωρίζετε πριν το πρόγραμμα σχετικά με τον Συμμετοχικό Σχεδιασμό;

Αντιγραφή

5 απαντήσεις



- Ναι
- Όχι
- Άλλο (αναλύστε)

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Τώρα γνωρίζετε σχετικά με τον Συμμετοχικό Σχεδιασμό;
5 απαντήσεις

[Αντιγραφή](#)



● Ναι
● Όχι
● Άλλο (αναλύστε)

Αποκτήσατε κάποια καινούρια δεξιότητα ή γνώση με τη συμμετοχή σας στο πρόγραμμα;
5 απαντήσεις

[Αντιγραφή](#)



● Ναι
● Όχι
● Άλλο (αναλύστε)

Αν ναι παρακαλώ καταγράψτε ποια.

5 απαντήσεις

Να ακούω ενεργητικά και να λαμβάνω υπόψη μου τις ιδέες των άλλων

Γνώρισα τη μεθοδολογία του συμμετοχικού σχεδιασμού.

Απέκτησα τη γνώση της εφαρμογής ενός τέτοιου προγράμματος με τους μαθητές μου, την εμπειρία του συμμετοχικού σχεδιασμού και πώς αυτός μπορεί να εφαρμοστεί εντός και εκτός σχολικού χώρου.

Τι είναι ο συμμετοχικός σχεδιασμός, πώς σχεδιάζουμε έναν δημόσιο χώρο και με ποια κριτήρια, πώς εφαρμόζεται ένα πρόγραμμα συμμετοχικού σχεδιασμού σε μια σχολική τάξη.

Δεξιότητες σχεδιασμού και κυρίως συμμετοχικού σχεδιασμού

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Έχετε ποτέ συμμετάσχει σε συ-σχεδιασμό μέρους του σχολείου σας ή της γειτονιάς σας;

[Αντιγραφή](#)

5 απαντήσεις



Απολαύσατε το πρόγραμμα;

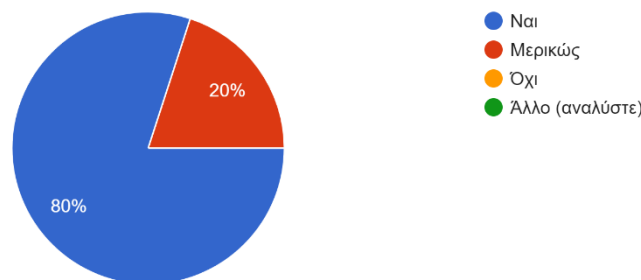
[Αντιγραφή](#)

5 απαντήσεις



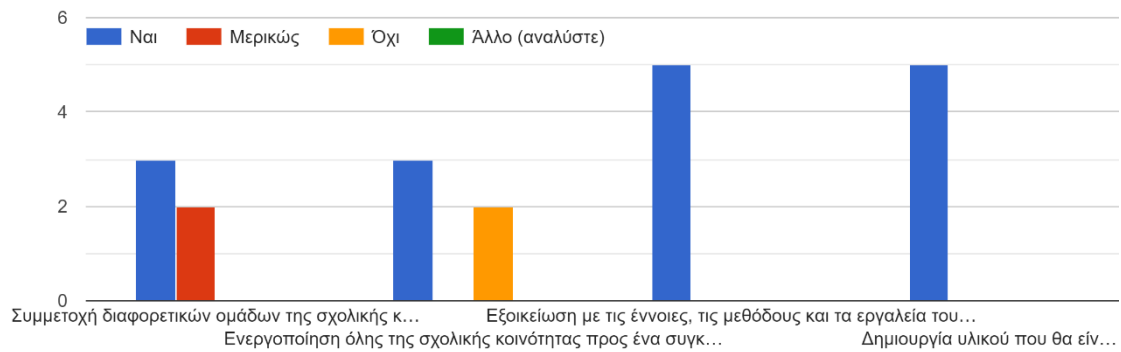
Πιστεύετε πως τα συμμετοχικά εργαστήρια σας επέτρεψαν να εκφράσετε τις ιδέες σας σχετικά με τον σχεδιασμό του πάρκου Αγίας Ελένης;

5 απαντήσεις

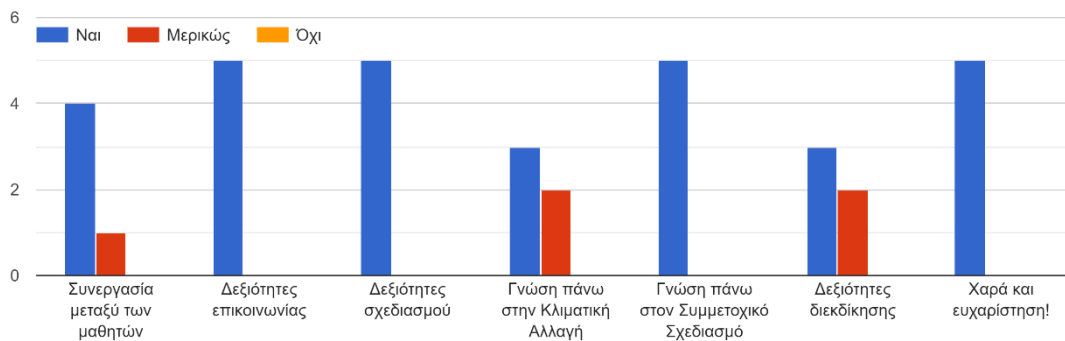


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Επετεύχθηκαν οι στόχοι του έργου;



Επετεύχθηκαν οι εκπαιδευτικοί στόχοι του προγράμματος;



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Πώς βρήκατε τη συνεργασία μεταξύ εσάς και τους μαθητές σας;


 Αντιγραφή

5 απαντήσεις



- Εύκολη
- Έτσι κι έτσι
- Δύσκολη
- Αδύνατη!

Πώς βρήκατε τη συνεργασία μεταξύ εσάς και τις ειδικούς υλοποίησης του προγράμματος;

 Αντιγραφή

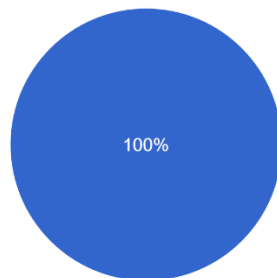
5 απαντήσεις



- Εύκολη
- Έτσι κι έτσι
- Δύσκολη
- Αδύνατη!

Ήταν σαφείς οι οδηγίες που σας δόθηκαν κατά τη διάρκεια υλοποίησης του προγράμματος;

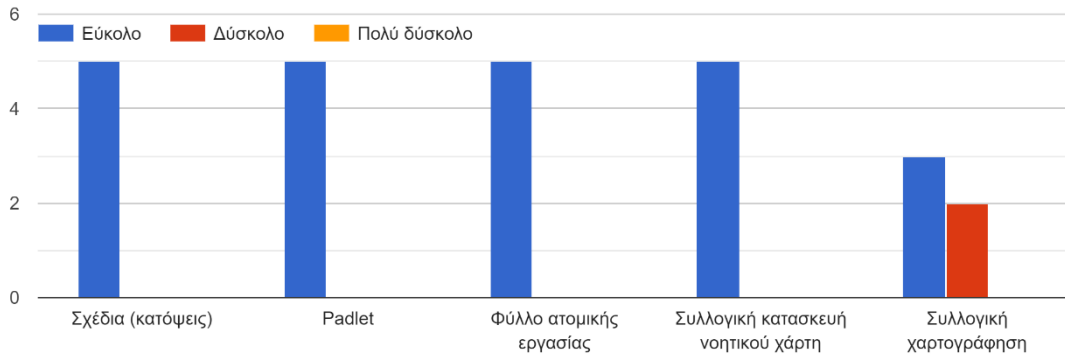
5 απαντήσεις



- Ναι
- Όχι
- Άλλο (αναλύστε)

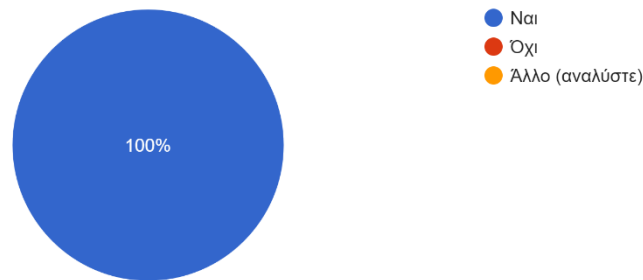
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Πείτε μας σχετικά με το επίπεδο δυσκολίας των εργαλείων που χρησιμοποιήθηκαν κατά τη διάρκεια υλοποίησης του προγράμματος



Πιστεύετε πως η τελική εκδήλωση αποτύπωσε τα τελικά αποτελέσματα και τη διαδικασία του προγράμματος;

5 απαντήσεις



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Πώς θα μπορούσαν τα Συμμετοχικά Εργαστήρια να βελτιωθούν;

5 απαντήσεις

-

Νομίζω πως τα εργαστήρια θα μπορούσαν να βελτιωθούν

α) με την εμπλοκή περισσότερων "ειδικών"

β) με την αύξηση του αριθμού τους

Τα παραπάνω θα βοηθούσαν από τη μια στην εμπάθυση και κατάκτηση εννοιών από πλευράς μαθητών και από την άλλη στην εξοικείωση και εμπέδωση της μεθοδολογίας του συμμετοχικού σχεδιασμού από όλους τους εμπλεκόμενους.

Θα πρότεινα την εφαρμογή διαμορφωτικής αξιολόγησης κατά τη διάρκεια των εργαστηρίων, περισσότερες εξορμήσεις στον υπό σχεδιασμό χώρο για ανασκόπηση και ανατροφοδότηση και τη δημιουργία ενός γλωσσαρίου, σε συνεργασία με τους εκπαιδευτικούς, που θα βοηθήσει την εισαγωγή δύσκολων εννοιών.

Πιστεύω δεν χρειάζεται να βελτιωθεί κάτι.

Περισσότερος χρόνος για έκφραση ιδεών και απόψεων των παιδιών.

Conclusions.

In general, and according to the majority of responses, the program was successfully implemented, fulfilling its main objectives (also on an educational level), while at the same time being enjoyable for all involved. Key positive points were full satisfaction with skills and knowledge around participatory design and that the final design of the park largely reflected the suggestions of those involved.

Points for improvement are the need for more workshop time, the development of more specific educational practices (such as the creation of a glossary to introduce difficult concepts to students) and the further involvement of the rest of the school and neighboring community. In addition, educational objectives around climate change knowledge, cooperation and advocacy could be improved.

As coordinators and implementers of the project, we are particularly pleased with the above evaluation, while we have also identified the same challenges and problems that are proposed for improvement. Challenges that unfortunately exceed the resources of the specific project, however they give us food for thought and tools for a second phase of upgrading the project in the next proposal and/or collaboration with the school.

Students.

30 of the 38 students responded. Below are the aggregated results in Greek.

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30 απαντήσεις

🇬🇷 Σύνδεσμος προς τα Υπολογιστικά φύλλα



Αποδοχή απαντήσεων



Σύνοψη

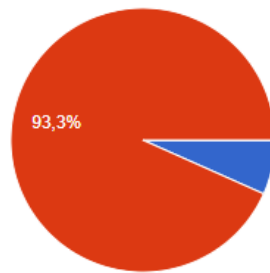
Ερώτηση

Ατομική

Έχετε ποτέ συμμετάσχει σε παρόμοιο πρόγραμμα;

📄 Αντιγραφή

30 απαντήσεις

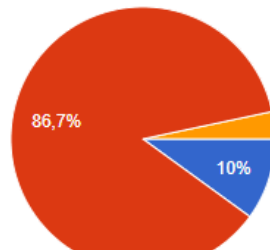


- Ναι
- Όχι
- Άλλο (αναλύστε)

Γνωρίζατε πριν τη συμμετοχή σας στο πρόγραμμα τί είναι ο Συμμετοχικός Σχεδιασμός;

📄 Αντιγραφή

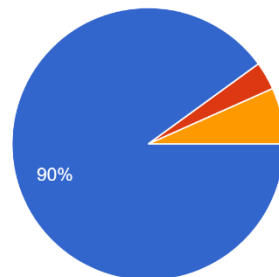
30 απαντήσεις



- Ναι
- Όχι
- Άλλο (αναλύστε)

Γνωρίζατε πριν από τη συμμετοχή σας στο πρόγραμμα τί είναι η Κλιματική Αλλαγή;

30 απαντήσεις



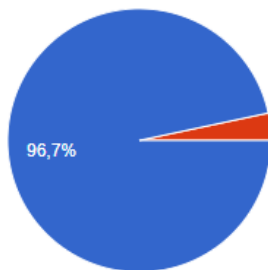
- Ναι
- Όχι
- Άλλο (αναλύστε)

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Τώρα γνωρίζετε τί είναι ο Συμμετοχικός Σχεδιασμός;

30 απαντήσεις

[Αντιγραφή](#)



- Ναι
- Όχι
- Άλλο (αναλύστε)

Τώρα γνωρίζετε τί είναι η Κλιματική Αλλαγή;

30 απαντήσεις

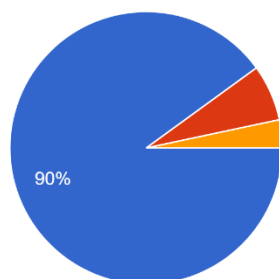
[Αντιγραφή](#)



- Ναι
- Όχι
- Άλλο (αναλύστε)

Αποκτήσατε κάποια καινούρια δεξιότητα ή γνώση με τη συμμετοχή σας στο πρόγραμμα;

30 απαντήσεις



- Ναι
- Όχι
- Άλλο (αναλύστε)

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Αν ναι γράψτε ποια.

25 απαντήσεις

Όταν σχεδιάζω έναν χώρο πρέπει να συμπεριλαμβάνω τις ανάγκες όλων των ανθρώπων.

Έμαθα ότι μπορώ να σχεδιάσω κάτι που μπορεί να γίνει πραγματικότητα. Επίσης έμαθα πως να συνεργάζομαι με όλα τα άτομα μιας ομάδας.

Πως κάνω καλύτερο τον κόσμο γυρω μου κ δεν καταστρέφω την φύση και μπορώ να είμαι χαρούμενος με τα παιδιά στο σχολείο μου και την γειτονιά μου

Να συνεργάζομαι με την ομάδα μου και να άκουο της σκέψεις των άλλων

Απόκτησα γνώσεις για το πώς να σχεδιάζω πράγματα πάνω στο θέμα του πως να διαμορφώνω ένα πάρκο.

Έμαθα καλύτερα τι είναι δημόσιος χώρος

Ποια υλικά είναι καλά προς το περιβάλλον, να δουλεύω σε λίγο χρόνο σε ομάδες και να συ-σχεδιάζω ένα πάρκο.

Έμαθα πως γίνεται ένα σχέδιο και πω πως αποτυπώνεται σε ένα χαρτί

Έμαθα νέες λέξεις.

Έμαθα πως μπορώ να αλλάξω έναν χώρο ,χωρίς όμως να αλλάξω τη χρήση του.

έμαθα τι θα πει δημόσιος χώρος, καλύτερα.

Πως να βρίσκω τρόπος για να διαχειρίζομαι σωστά καινούργιες καταστάσεις

Συμπερίληψη

εχω μαθει πως να κανω εναν τοπο καλυτερο

Μάθαμε τι είναι δημόσιος χώρος.

Έμαθα να σχεδιάζω πάρκο, να παρατηρώ καλύτερα και είδα πράγματα που δεν είχα δει.

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Έμαθα να ξεχωρίζω το δημόσιο με το ιδιωτικό και να σχεδιάζω.

Να κάνω καλύτερες ζωγραφιές

ΠΩΣ ΒΟΗΘΑΜΕ ΤΟ ΠΕΡΙΒΑΛΛΟΝ

Να δουλεύω με τους συμμαθητές μου.

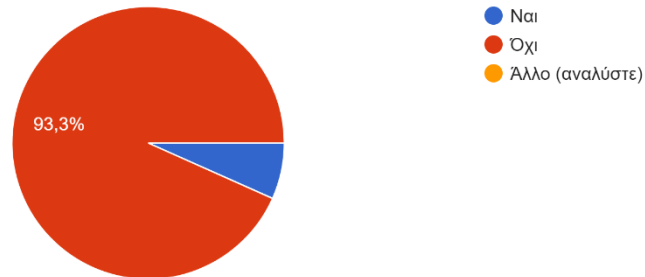
να δουλεύουμε μαζί

Έμαθα να κρατάω το περιβάλλον καθαρό

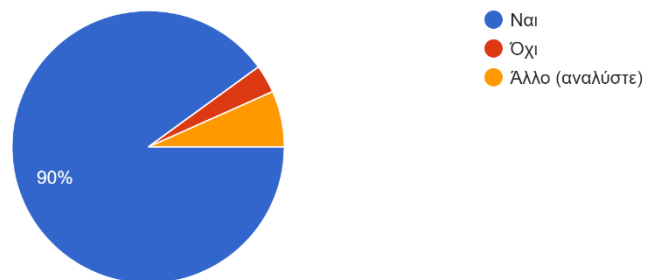
συνεργασία

ΝΑ ΣΥΝΕΡΓΑΖΟΜΑΙ ΜΕ ΤΟΥΣ ΣΥΜΑΘΗΤΕΣ ΜΟΥ

Έχετε συμμετάσχει ξανά στον σχεδιασμό του σχολείου ή της γειτονιάς σας;
30 απαντήσεις

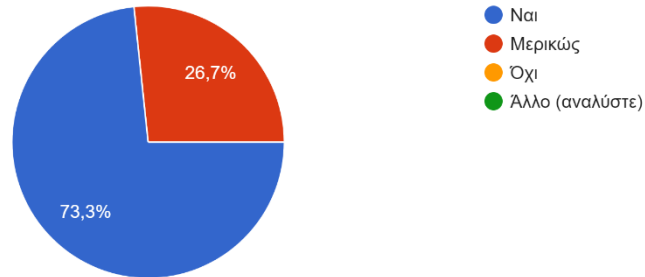


Ευχαριστηθήκατε το πρόγραμμα;
30 απαντήσεις

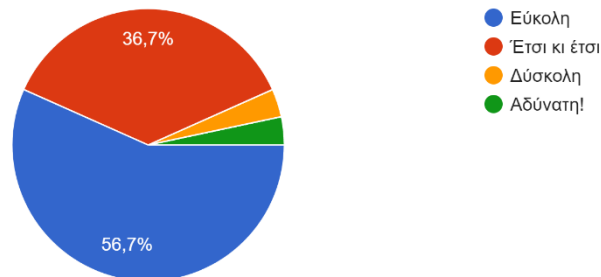


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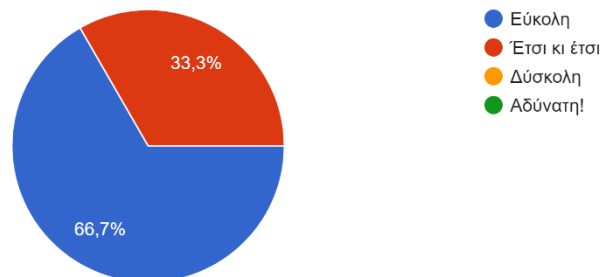
Τα εργαστήρια σας βοήθησαν να εκφράσετε τις ιδέες σας σχετικά με τον σχεδιασμό του πάρκου Αγίας Ελένης;
30 απαντήσεις



Πώς σας φάνηκε η συνεργασία με τους συμμαθητές σας;
30 απαντήσεις

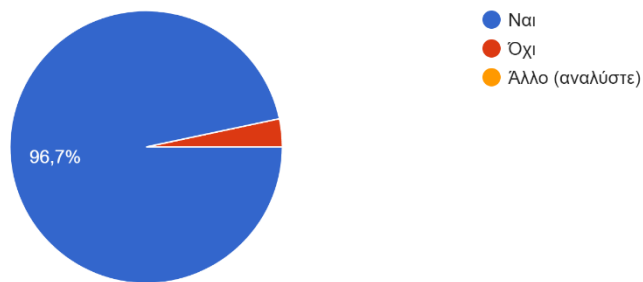


Πώς σας φάνηκε η συνεργασία σας με τις συντονίστριες του προγράμματος;
30 απαντήσεις

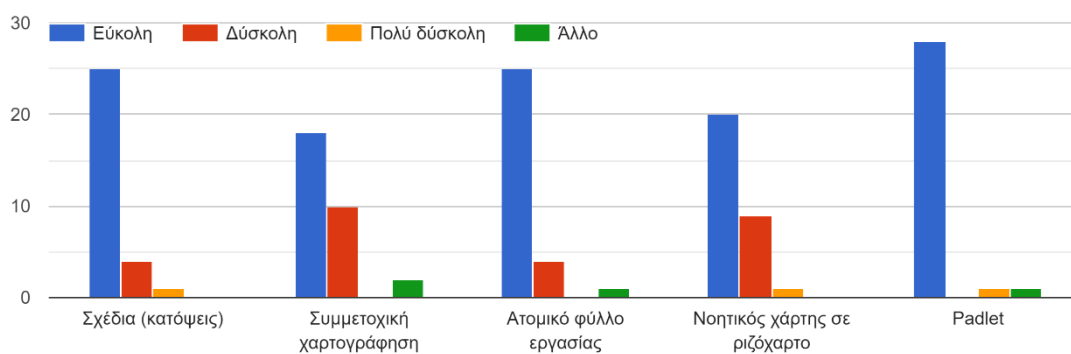


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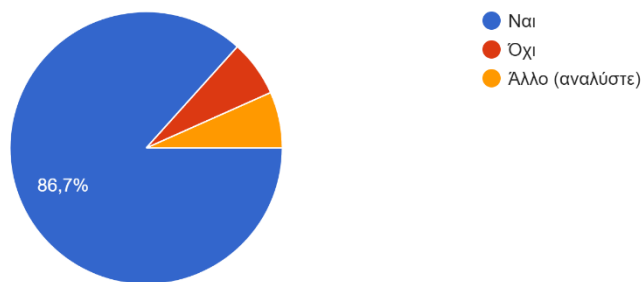
Σας δόθηκαν σαφείς οδηγίες κατά την υλοποίηση του προγράμματος;
30 απαντήσεις



Πείτε μας πώς σας φάνηκε η χρήση των παρακάτω εργαλείων



Πιστεύετε πως η τελική εκδήλωση αποτύπωση τα αποτελέσματα και τη διαδικασία του έργου;
30 απαντήσεις



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Πώς θα μπορούσαν να βελτιωθούν τα συμμετοχικά εργαστήρια;

30 απαντήσεις

Εγώ πιστεύω ότι όλα ήταν απίθανα και δεν πρέπει να βελτιώσουμε κάτι.

Φτιάχνοντας αίθουσες κ χώρους με εργαλεία χρήσιμα

Με καλή προσπάθεια

Θα έπρεπε να είχαμε δει λίγο παραπάνω την εικόνα του πάρκου για να καταλάβουμε σε ποια σημεία βάζαμε πράγματα

Θα μπορούσαν να βελτιωθούν αμα πηγαίναμε περισσότερες φορές στο πάρκο

Να βελτιώσουμε το σχολείο

Ηδη είναι πολύ ωραία απ' ότι είδα αλλά νομίζω ότι θα γινόντουσαν ακόμη πιο ωραία αν συ - σχεδιάζαμε κι άλλα πάρκα.

Ήταν πολύ ωραία νομίζω απλώς πως θα μπορούσε να υπάρχουν περισσότερα εργαστήρια γιατί μέσα 4 (ή 3 δε θυμάμαι) δεν πρόλαβα να αναπτύξω τόσες ιδέες. Προσωπική μου γνώμη .

Ήταν πολύ ωραία νομίζω απλώς πως θα μπορούσαν να υπάρχουν περισσότερα εργαστήρια γιατί δεν πρόλαβα να αναπτύξω τόσες ιδέες σε 4 (ή 3, δεν θυμάμαι) . Προσωπική μου άποψη.

Με βοήθεια απο τους πιο εμπειρους και πιο ειδικους

Θα ηθελα περισσοτερες επισκεψεις στο παρκο

Αν πηγαίναμε πιο πολλές φορές στο πάρκο.

Όλοι να άκουγαν και να συνδιάζαν τις ιδέες των άλλων παιδιών.

θα πρότεινα να μην χρησιμοποιούμε πολύ νερό σε αυτό το πάρκο για να κάνουμε οικονομία.

Λίγο πιο καλύτερα

Να γίνονται περισσότερα εργαστήρια για να συνηθίζουμε σε αυτές τις δραστηριότητες

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Στην τελική διοργάνωση θα μπορούσαμε να δείξουμε στους μεγάλους που ακριβώς ήταν ο κάθε χώρος.

να ερχοντουσαν πιο πολλές φορές

Θα μπορούσαν να βελτιωθούν βγαίνοντας πιο πολύ στην φύση.

Οι εκπαιδευτές να δίνουν περισσότερες λεπτομέρειες.

Να παραμείνει όπως είναι.

Να σημεργάζομασται

Να κάνουμε περισσότερα πράγματα

ΘΑ ΠΡΕΠΕΙ ΝΑ ΓΙΝΟΝΤΑΙ ΠΕΡΙΣΣΟΤΕΡΑ

Να δουλεύουμε όλοι μαζί και όχι χωριστά.

πιστεύω πως τα εργαστήρια πρέπει να παραμείνουν έτσι

Να κάναμε ησυχία

εάν είχε πιο πολύ παιχνίδι

ΝΑ ΜΑΣ ΠΑΝΕ ΠΙΟ ΠΟΛΥ ΣΤΟ ΠΑΡΚΟ ΝΑ ΤΟ ΔΟΥΜΕ

Conclusions.

First of all, many of the children entered the process of answering a fairly long and electronic questionnaire, which is encouraging in itself and shows that they were really interested in the specific program.

The majority of responses show that the children enjoyed the program, they collaborated, captured their ideas and learned about participatory design, design tools and the environment/climate change.

There were clearly suggestions for improvement and difficulties in the process (difficulty using tools and working with classmates and program coordinators) with the main ones (majority of responses) being the need for more workshops and more visits to the park.

The above suggestions are fully consistent with the suggestions and assessment of the teachers, showing that time and external workshops were indeed missing from the program, which will be taken into account both in the guide developed in the context of the project, and in a model educational program that will be proposed (in the second year) to the Institute of Educational Policy (IEP), but also in future proposals to upgrade the project.

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We sincerely thank everyone who took the time to answer the questionnaires, thus helping the greater impact of the project both on the school community and on the coordinators and partners of the project to develop the services they provide.

Workshops in the T. Kościuszko Primary School in Dąbie, Psary, Poland

The preparatory phase for the Schoolture for Climate Change project in The Tadeusz Kościuszko Primary School in Dąbie focused on laying a strong foundation for effective implementation of the project. During this phase, we engaged teachers and community stakeholders (Mayor of the Psary Municipality, Headmistress of The Tadeusz Kościuszko Primary School in Dąbie, parents of students, etc.) to gather insights and identify local climate challenges. Workshops and brainstorming sessions fostered collaboration and creativity, ensuring that the project aligns with the specific needs of each community. We also developed tailored educational resources that integrate climate science, sustainability practices, and participation.

Meeting with the principal and the educational staff of the school

On Tuesday, March 12, 2024, the 1st visit of SPATIA (partner of the project) took place with the principal of the Primary School named after T. Kościuszko in Dąbie, Psary, Będzin Municipality, Mrs. Joanna Marcinkowska and the teachers of the 4b and 5a grade of the school.

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During the 1st visit, there was an introduction of SPATIA's project team, the project and the school's curriculum. The classes that will implement the program, proposed dates and central theme were further discussed. The main points of the meeting:

1. Introduction of SPATIA's project team, the project and the school's curriculum
2. Presentation of people willing to coordinate the project on school premises, the school's infrastructure and a preliminary assessment of the school's needs

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- and ideas related to the project issues
3. Discuss organizational details of project implementation. Based on the discussion, it was decided that:
 - The program will be implemented in *the two classes of the 4th and 5th grade*.
 - The program will be activated around the participatory design of an underutilized space in the school yard that could be used for a rain garden, in order to raise the environmental awareness of the school community and the neighborhood.
 - The precise time schedule will be delivered in the school's participation plan and will be open to additions according to the progress of the workshops.
 - The necessary workshops are at least 4 per group of students from the two grades and may increase in number.
 - An introductory workshop will be held with teachers, representatives of the Association of parents and guardians as well as various involved bodies of the municipality and the neighborhood.
 - A final celebration will be held to present the process and results of the project in the neighborhood. In addition to the local community and representatives of the Municipality, the final workshop and closing ceremony will be attended by project representatives from Athens, including Project Leader and the 3d Elementary School of Municipality of Zografou.
 - All material will be posted on a special website / padlet repository, eTwinning project, and participatory LAB.

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Introductory workshop with the school community and stakeholders

PROJECT NUMBER: 2020-1-PL01-KA227-SCH-095376

WARSZTATY PROJEKTOWE SCHOOLTURE!

ZAPRASZAMY NA PIERWSZE WARSZTATY
WPROWADZAJĄCE DO PROJEKTU **SCHOOLTURE**
"Szkoła na rzecz zmian klimatycznych"
z udziałem społeczności szkolnej i władz lokalnych!

Kiedy? 22.03.2024, godz. 13.00
Gdzie? Szkoła Podstawowa im. Tadeusza Kościuszki w Dąbiu
ul. Pocztowa, 42-504 Dąbie

Spotkajmy się na **SCHOOLTURE**OWO!

commonsspace**** **SPATIA**

**Funded by
the European Union**

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On Friday, March 22, 2024, the introductory workshop of the project took place at Tadeusz Kosciuszko Elementary School in Dabie, at 10.00-14.00 with the participation of educational staff, representatives of the Parents, representatives of the Municipal Authority and special guests. The workshop was led by Katarzyna Baca, Justyna Jopek and Tomasz Sobisz. It was aimed at discussing the Schoolture for Climate Change Project, the methods used, mapping the area together and identifying important issues regarding the outcome of the activities.

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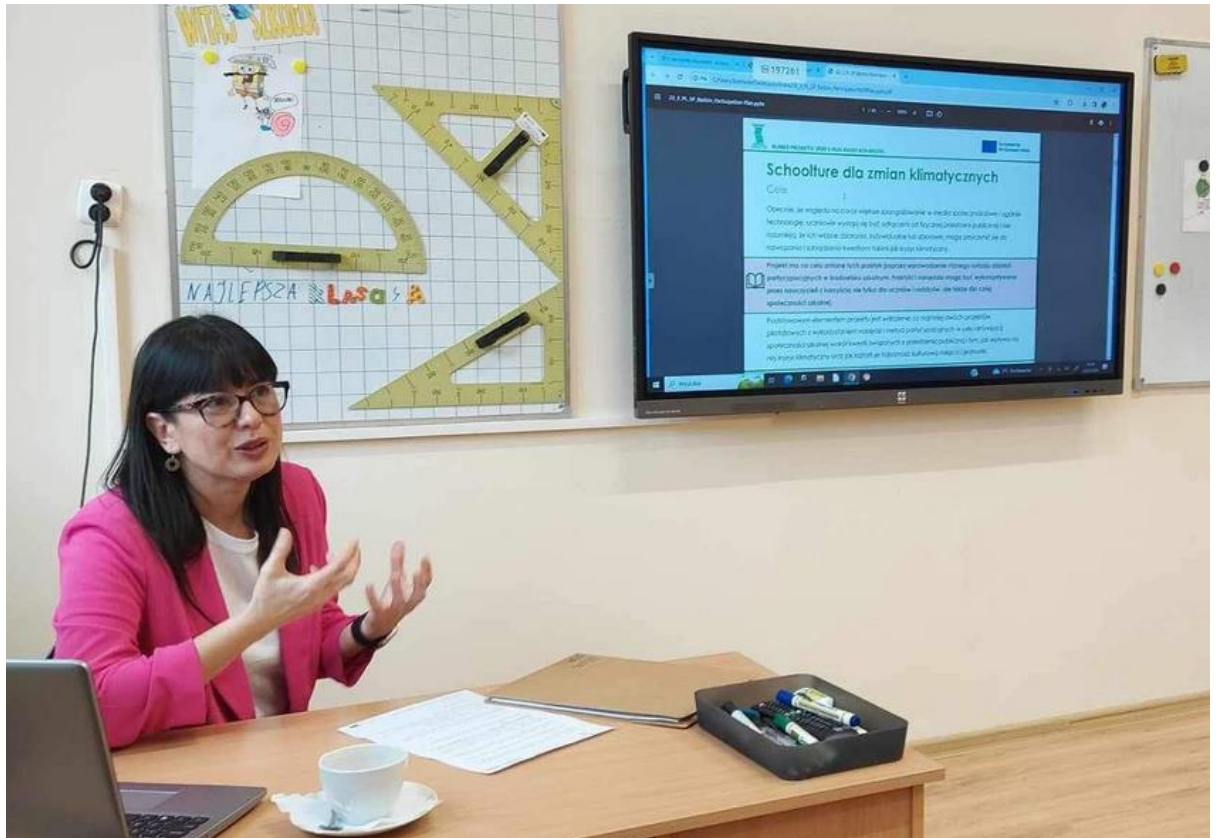
The meeting was attended by all stakeholders involved: Mayor of the Psary Municipality, Mr. Tomasz Sadłoń, Headmistress of the Tadeusz Kościuszko Primary School in Dąbie, Ms. Joanna Marcinkowska, Experts: Ms. Barbara Roździńska (eco-advisor), Mr. Łukasz Siwczyk, President of the Management Board of Municipal Utilities Company in Psary, Teachers: Ms. Karina Bizan, Ms. Joanna Kalińska, Ms. Marlena Walczyk, and Parents: Mr. Tomasz Niedbał, Mr. Szczepan Gawron and Ms. Malwina Gunia, who is also an expert in garden planning. As a result of participatory techniques: dialogue, walking, mapping, discussions and workshops, a framework has been outlined within which the students will design a RAIN GARDEN in the school space.

Link of the presentation: [Schoolture PL-prezentacja.pptx](#)

The workshops and discussion were centered around the following points:

- 1. Discuss the project objectives and explain what participation is.**

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The main aim was to show the stakeholders that Schoolture for Climate Change is an innovative Erasmus+ project, drawing on Commonsplace Co-op's long experience of participatory design and participatory methodologies in education.

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Nowadays, due to the increasing involvement in social media and technology in general, students seem to be disconnected from the physical public space and do not understand that their own actions, individually or collectively, can contribute to solving and managing issues such as the climate crisis. The project aims to change these practices by introducing different types of participatory activities in the school environment. Teachers from Tadeusz Kosciuszko Primary School in Dabie will learn to use PARTICIPATIVE PRACTICES AND TOOLS for the benefit of the whole school community. Participants in the workshop were surprised by the combination of the themes of participation and action to prevent climate change. They started discussions on the possible development of the teachers' previous activities in this field within the current project. Additionally, stakeholders pointed out that:

- students have a critical role in climate change protection because they represent the future generation. Engaging students in climate change initiatives not only helps them understand the gravity of the situation but also equips them with the knowledge and skills to make informed decisions about environmental conservation throughout their lives;
- by participating in climate protection efforts, students can raise awareness among their peers, families, and communities, creating a ripple effect of change;
- students often bring fresh perspectives and innovative ideas to the table. By encouraging student involvement in climate protection initiatives, we can tap

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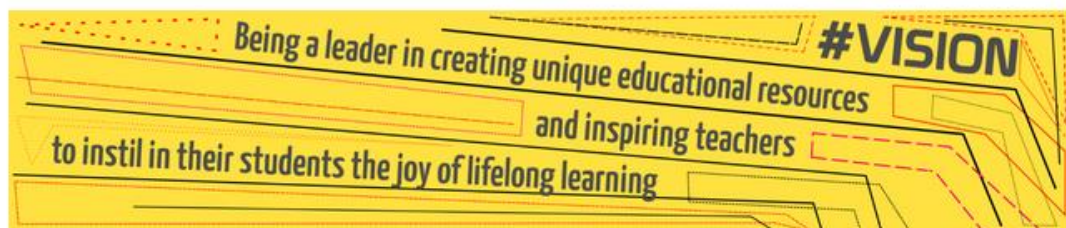
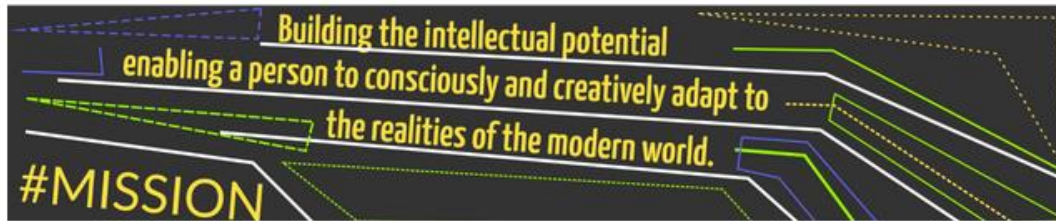
- into their creativity and problem-solving skills to develop novel solutions for mitigating and adapting to climate change;
- climate change is a complex and multifaceted issue that intersects with various disciplines, including science, economics, politics, and social justice. By involving students and whole school's society in climate protection efforts, we can promote interdisciplinary learning and foster a holistic understanding of the interconnected challenges posed by climate change.



2. Brief overview of FRE SPATIA and commonspace activities and their teams.

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SPATIA – mission and vision



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SPATIA TEAM



Katarzyna Baca



Tomasz Sobisz



Beata Duda



Justyna Jopek



Marta Margiel



Marcin Pałys



Liliana da Gama



Antoni Sobisz



Kamil Niestony

Link to presentation: [Spatia-prezentacja.pptx](#)

3. Project proposals - collection of ideas for possible project activities. Teachers, school management and parents volunteered to create a rain garden. Other ideas included the development of an area between the economic zone and the home zone, as well as the extension of the Śródulska hill - a recreational and sports complex in the municipality of Psary (Mayor of the Psary Municipality, President of the Management Board of Municipal Utilities Company in Psary). In the end, all stakeholders jointly decided on the rain garden.

4. Discussion of the project from the perspective of the location - discussion of possible locations for the rain garden. Walk around the school grounds to assess the potential of proposed sites. Selection of two locations for student feedback. Collective mapping.

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5. Analysis of needs/possible difficulties and ideas for the chosen project/map of potentials of the people involved

| NEEDS | PROBLEMS |
|--|--|
| <p>The need for more effective environmental education among the school community</p> <p>ecological pots, e.g. made of non-woven fabric (aesthetics, increased mobility during the possible thermomodernisation of the school building)</p> <p>organisation of benches by the garden for people who come to pick up the children</p> | <p>possible thermo-modernisation of a school that could put a rainy garden at risk</p> <p>limited financial resources for the creation of a rain garden and subsequent maintenance</p> <p>insulation of building walls against collecting water (check if foundations have insulation)</p> |

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| | |
|---|---|
| <p>and could use the space</p> <p>plants that are safe for children (especially those who are allergic to insect venom or pollen)</p> <p>use of the rain garden for lessons (e.g. technical classes, biology)-seating/activity areas for pupils, provision of tools to maintain this space</p> <p>creation of rain garden elements that can be used for sensory stimulation activities (e.g. texture of pots, coating of benches, etc.)</p> <p>nice appearance of the designed space and accessibility for the school and local community</p> | <p>systematically keeping the garden tidy and protected from damage (people, animals, etc.)</p> <p>soil type - no information available</p> |
| <p>IDEAS</p> | <p>NOTES</p> |
| <p>provision of additional sensory pots/sensory pathways for specialised activities (revalidation, mindfulness</p> | <p>financial support for the project by the local authority (if there is a lack of funds for additional ideas)</p> |

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| | |
|---|---|
| <p>activities)</p> <p>a venue for art exhibitions for the school and local community</p> <p>linking the project product to existing initiatives, e.g. the Siewierska's Education Centre</p> <p>creation of additional storage space for rainwater for the garden, but also for the plants inside the school (financial savings)</p> <p>additional benches, seats in the garden for people picking up children from school</p> <p>Introducing hands-on education in the classroom (helping to maintain the garden, increasing the involvement of children and the local community)</p> <p>placing one bins next to the rain garden</p> <p>garden lighting with solar lamps</p> | <p>use of the local community in the organisation of the rain garden (cost reduction)</p> |
|---|---|

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A short, preliminary map of potentials (stakeholders)

Mayor of the Psary Municipality, Mr. Tomasz Sadłoń- ormal support (consents, documentation) and financial support in the event of purchasing additional items

Headmistress of the Tadeusz Kościuszko Primary School in Dąbie, Ms. Joanna Marcinkowska- coordination and management of garden work, communication with individual entities

Experts: Ms. Barbara Roździńska (eco-advisor), Mr. Łukasz Siwczyk, President of the Management Board of Municipal Utilities Company in Psary- conducting preliminary expertise in their specialties

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Teachers: Ms. Karina Bizan, Ms. Joanna Kalińska, Ms. Marlena Walczyk- coordinating students' work in co-creating the garden, working to include elements of ecological and practical education in the teaching program, assistance in organizing workshops for students

Parents: Mr. Tomasz Niedbał, Mr. Szczepan Gawron- participation in creating space and providing equipment (excavator, tools, wood for benches, etc.)

and Ms. Malwina Gunia- expert in garden planning- help in planning garden details (plants, substrate, flower pots)

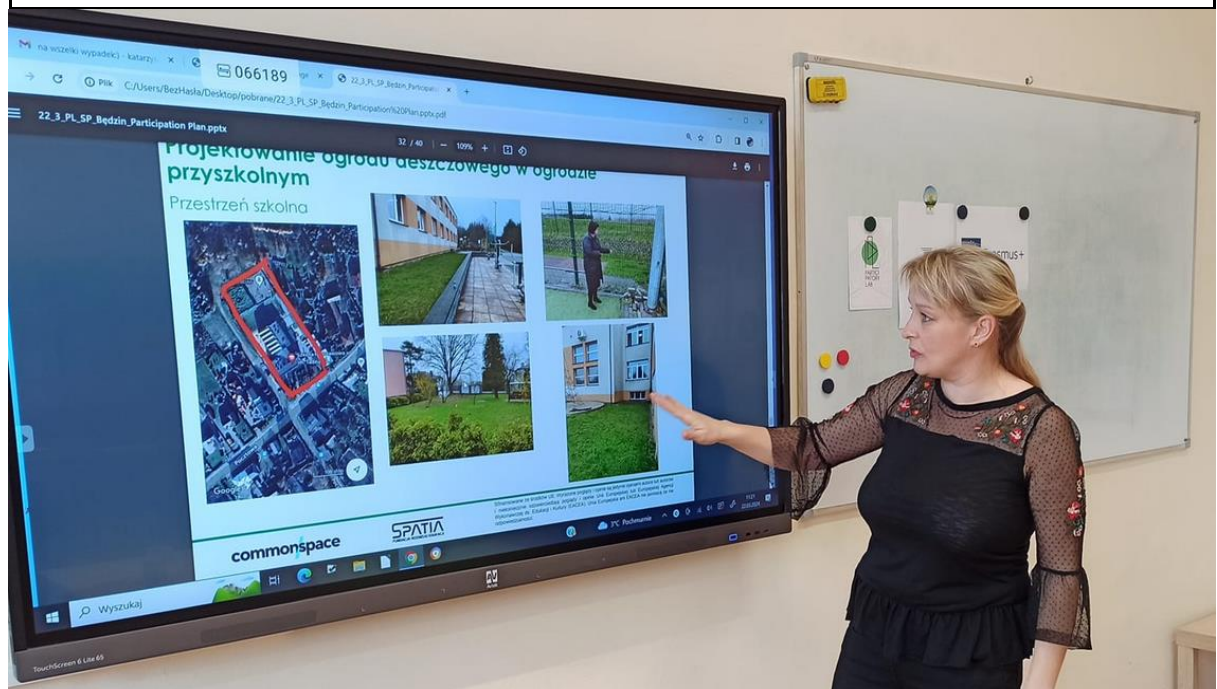


Photo: Ms. Malwina Gunia- expert in garden planning

6. Financial issues- presentation of funding for the rain garden, as well as a discussion on the involvement of local authorities in the co-creation of the project space

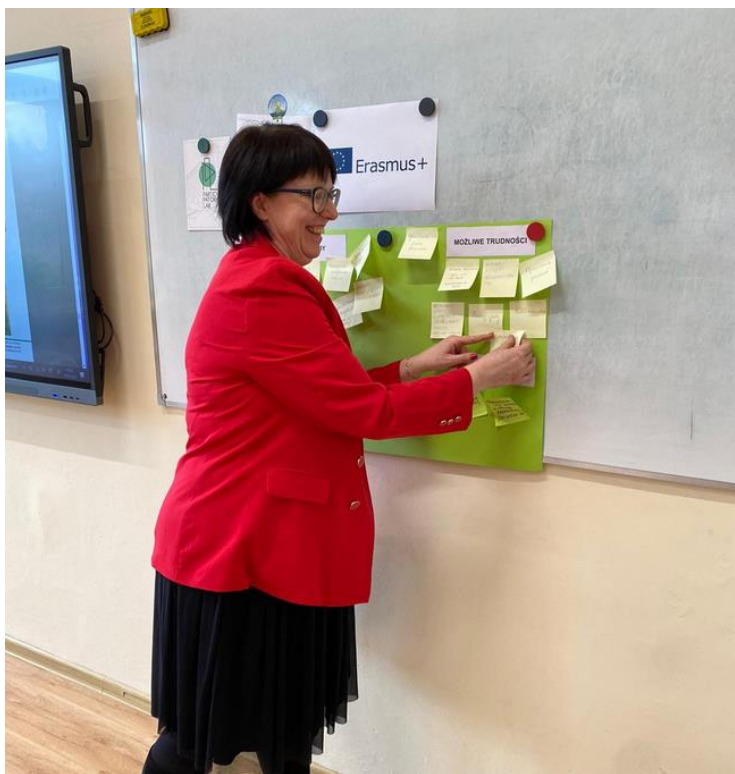
7. Questions and summary- short discussion what we plan in the Schoolture project:

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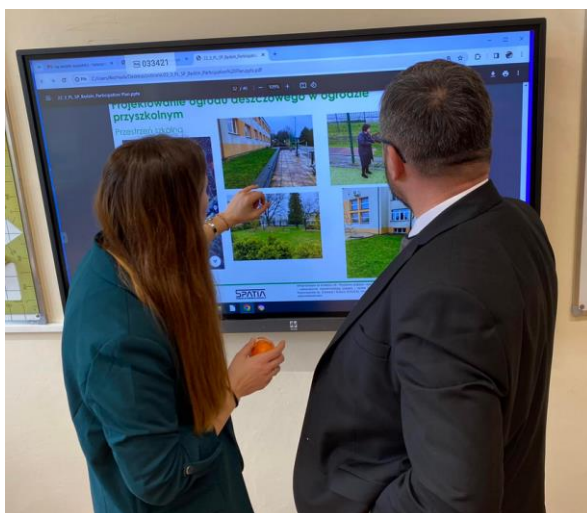
- design, implementation and evaluation of TWO PILOT EDUCATIONAL PROGRAMMES (one in Athens, at the 3rd Primary School in Zografou and one in Dąbie, in the Municipality of Psary, at the T. Kościuszko Primary School);
- creation of a guide with methodologies, tools and good practices of participatory design in educational programmes related to the climate crisis and cultural heritage.



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1st workshop with the students "Record existing status"



On Friday, April 05, 2024, the first workshop of the project took place at the T. Kościuszko Primary School in Dąbie, Psary, at 9.00-10.30 with the 4b and 5a classes for 25 students, 2 teachers. The workshop was designed by Justyna Jopek, Tomasz Sobisz, and Katarzyna Baca from SPATIA, and implemented by Justyna Jopek and Tomasz Sobisz.



Our Vision

What's the plan?

1. Słowo wstępu od najstraszniejszego psychologa pod słońcem! Plus małe conieco projektowe :)
2. Wprowadzenie, czyli krótka prezentacja projektu
3. Krótkie ćwiczonko integracyjne (oj te nogi!)
4. Spacer partycypacyjny (obserwacja, rejestracja sensoryczna, ćwiczenia w przestrzeni-mindfulness!, wizualizacja)
5. Powrót do szkoły i tworzenie mapy mentalnej w
6. Rozdanie indywidualnych kart pracy.
7. Pytania
8. Pożegnanie, ale tylko na chwilę:)

Initially, the students and teachers introduced themselves and got to know about the project and its goals, while sketching supplies were distributed and the goal of the walk

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that would follow was explained. The children met the concepts of: Public Space, Influencing and being influenced, Subjectivity of the perception of space, Sensory mapping and Mind map.



Then they went outside the school building in order to observe and record with all their senses what impressed them in the schoolyard which they explored freely. Children's responses in relation to what I can record in a sensory mapping: Visual observation, Touch, Odors, Sounds. In order to facilitate the children's physical connection with nature in the schoolyard, the following mindfulness techniques were used: pointing to the sky, touching the grass, making a rainbow, a figure of a tree, diaphragm breathing.

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The children were invited to a visualization exercise. In a big circle, with their eyes closed, they envisioned what the same place looked like 70 years ago when their grandparents and great-grandparents walked it, and then how it will be in 30 years when the children themselves are parents and the school yard will have changed according to their own design.



The students went for a mindful walk around the schoolyard, trying to recognize and memorize odors, textures, sounds, colors, with their sketching supplies. After exploring the school yard, they had time to stop and record their impressions, regardless of character, on paper in any form they wanted (text, sketch or other). Our return to the school building was followed by an exercise in groups of 4 to 5 children.

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The exercise was to make a mind map (how they remember the space with words, shapes or colors) on parchment. Finally, an individual task was distributed to the children (Rice papers with the idea of the rain garden they liked).



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In addition, the children were asked to perform additional tasks:
 - an analysis of the positive and negative sides concerning the school space;

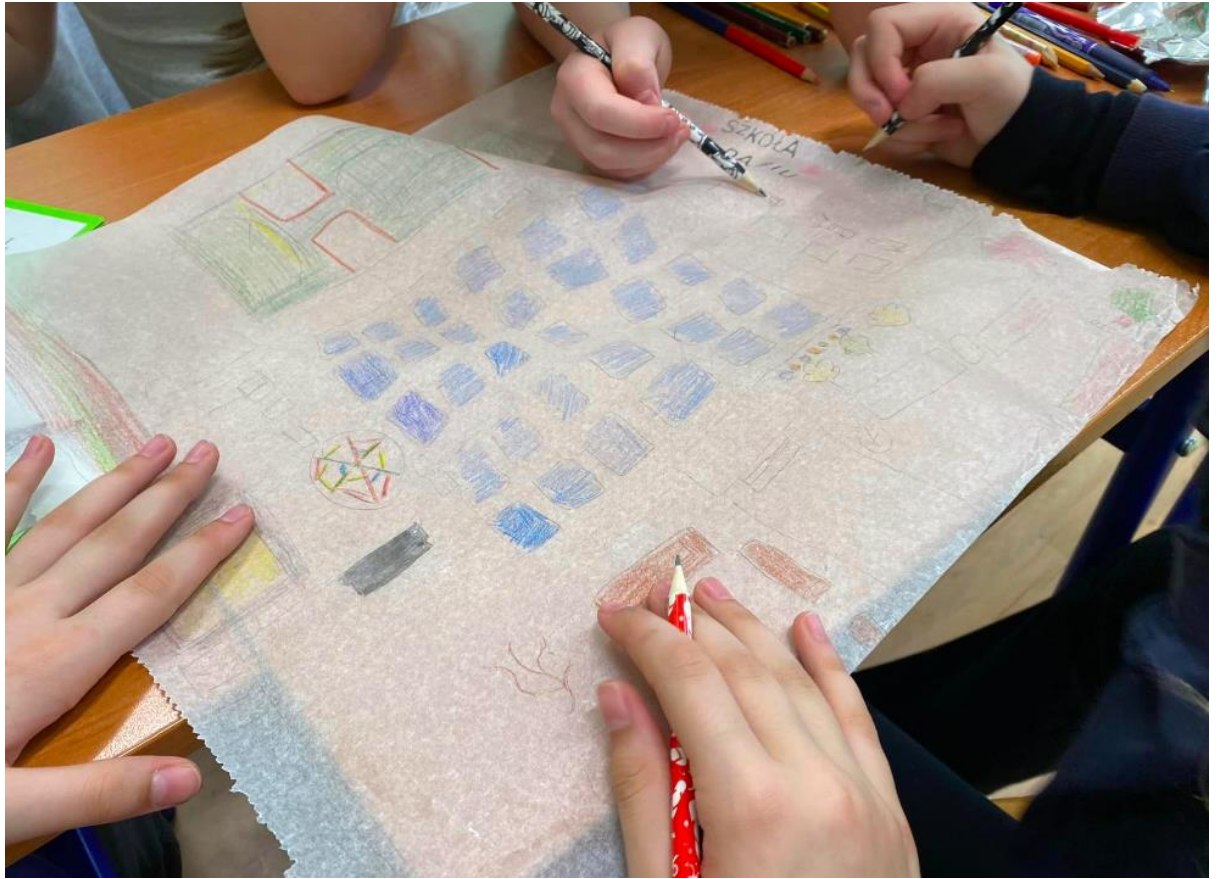
| POSITIVE | NEGATIVE |
|-------------|--------------|
| Clean air | Accesibility |
| Clean space | Safety |

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| | |
|---------------------------------|--------------------|
| Birds singing | Sounds of the cars |
| Green trees | |
| Grass - nice to exercise | |
| Nice smell of flowers and grass | |

- creating a design for the space based on their experience of the walk and mapping;

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- make a statement about their neighbourhood and school space and their dream rain garden in a survey (Below are the results in Polish and the English translation)

Powiedz, co myślisz o swojej okolicy i przestrzeni szkolnej:

Moja okolica i okolica szkoły charakteryzują się lasami i polami

Uważam, że w szkole powinien być ogród deszczowy, żeby zaoszczędzić wodę

Moje odczucia do okolicy wokół mojej szkoły są pozytywne, ponieważ gdy jest ciepło i nauczyciele pozwalają nam wychodzić na dwór, jest dużo rzeczy do robienia, takich umilaczy czasu, np. siłownia, stół do ping ponga (choćmy używamy go do piłki stołowej ;) Jest też odnowiony plac zabaw i ogromne boisko, które ma aż 4 kosze do koszykówki. Codzienne życie w szkole jest ciekawe.

Nasza okolica jest piękna! Są tu lasy, łąki, strumyki, przepiękne widoki, a nawet sady! W szkole jest super! Codziennie się tam uczę i mam dużo kolegów i koleżanek. Jest wspaniale! Moja okolica jest wspaniała, piękna, różnorodna i idealna do życia!

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Tell us what you think about your neighborhood and school space:

My neighborhood and the school area are characterized by forests and fields.

I think the school should have a rain garden to save water.

My feelings about the area around my school are positive, because when it's warm and teachers let us go outside, there are lots of things to do, things to make our time more enjoyable, like the gym, the ping pong table (although we use it for table football ;) There is also a renovated playground and a huge court that has 4 basketball hoops. Everyday life at school is interesting.

Our area is beautiful! There are forests, meadows, streams, beautiful views, and even orchards! The school is great! I study there every day and I have a lot of friends. It's wonderful! My area is wonderful, beautiful, diverse and perfect for living!

Mój wymarzony ogród deszczowy

ma fajny pomysł na oszczędzanie wody

ma wyraziste kolory i zbudowany detalicznie

wygląda ciekawie i tajemniczo, las byłby idealny do medytacji (półmrok)

ma dróżkę, dzięki której rośliny nie będą deptane i niszczone

ma piękne kolorowe kwiaty, zieloną trawę, kilka drzew, ma oczko wodne

ma drzewa, a ja lubię drzewa

ma bananowce a ja lubię banany

ma dużo roślin i kwiatków

ma dzwoneczki i małe kwiatki

jest przestronny, bardzo zielony i oszczędza

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My dream rain garden
has a cool idea for saving water
has vivid colors and a detailed construction
looks interesting and mysterious, the forest would
be perfect for meditation (twilight)
it has a path so that the plants won't be trampled
and destroyed
it has beautiful colorful flowers, green grass, a few trees
and a pond
it has trees and I like trees
it has banana trees and I like bananas
it has a lot of plants and flowers
it has bells and little flowers
it is spacious, very green and saves

The Participation Day



commonsplace SPATIA
Erasmus+
IKY Co-funded by the European Union
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PROJECT NUMBER: 2020-1-PL01-KA227-SCH-095376

SCHOOLTURE

Szkola Podstawowa
im. Tadeusza Kościuszki
w Dębju

GMINA
PSARY
TU ŻYJE SIĘ WYGDODNIEJ

Święto Partycypacji

Jesteś częścią czegoś wielkiego,
dlatego Twój głos ma znaczenie!

10.04.2024

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Participation Day at Kościuszko Primary School in Dąbie was a vibrant celebration of student engagement and democracy. All students took part in voting for the name of their project, reflecting their voices and choices in the process. In addition to the voting, interactive sessions educated students about the importance of participation in decision-making and civic responsibility. The titles were suggested by the students participating in the workshop. The winning title was Water Empire. The day fostered a sense of community and empowerment, encouraging students to understand how their contributions can shape their school environment and beyond. It was a memorable experience that highlighted the value of each student's voice in creating a brighter future.

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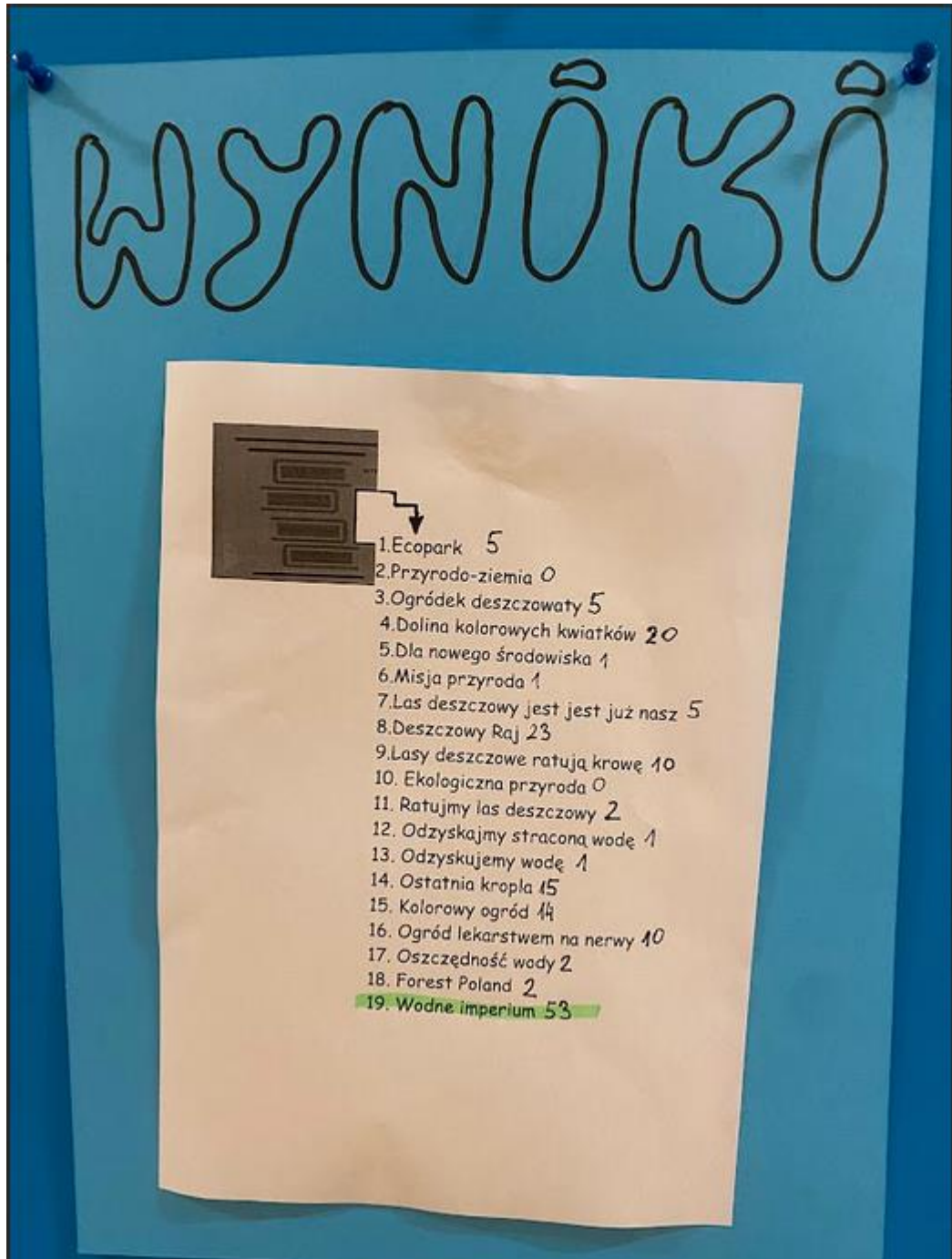
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2nd workshop with the students



On Friday, April 12, 2024, the second workshop of the project was held at the T. Kościuszko Primary School in Dąbie, Psary, at 9.00-11:00 with the 4b and 5a classes for 19 students, 2 teachers. The workshop was implemented by Justyna Jopek and Tomasz Sobisz from FRE SPATIA, while the head teacher, Joanna Marcinkowska attended and participated. There was also a special guest, Ingrid Martinez Moreno from IES LA OLIVA in Feurtaventura, Spain, who came to the T. Kościuszko Primary School for job shadowing within the Erasmus+ programme. She observed the workshop and received an explanation of the project's idea, goals and implementation.

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In the beginning of the workshop there was a reminder of the topic of the previous workshop and the project in general. We asked the students to comment on the Participation Day and the voting result. Then there was a presentation, which is available in the padlet repository, with topics:

- What is public space and differences between the private or shared space?
- What is participatory planning?
- What is climate change (causes, effects and what we can do)?

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We started by dividing the students into four groups of 4-5 students. We asked them to write the definitions and specific examples of the public, shared, and private space on sticky notes and organize them under proper categories on the whiteboard. The answers were as follows:

Public space: a space everyone can use, a space everyone has access to, a space available to everyone; examples: parks, cinemas, museums, shops, highways, libraries, schools, banks, town squares.

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Private space: a space which belongs to a particular person, not to all, a space which has an owner, not everyone can enter; examples: home, garden, room, my life.

Shared space: a space which can be used by more people; examples: school, toys, room with sister, home, bus, tram.

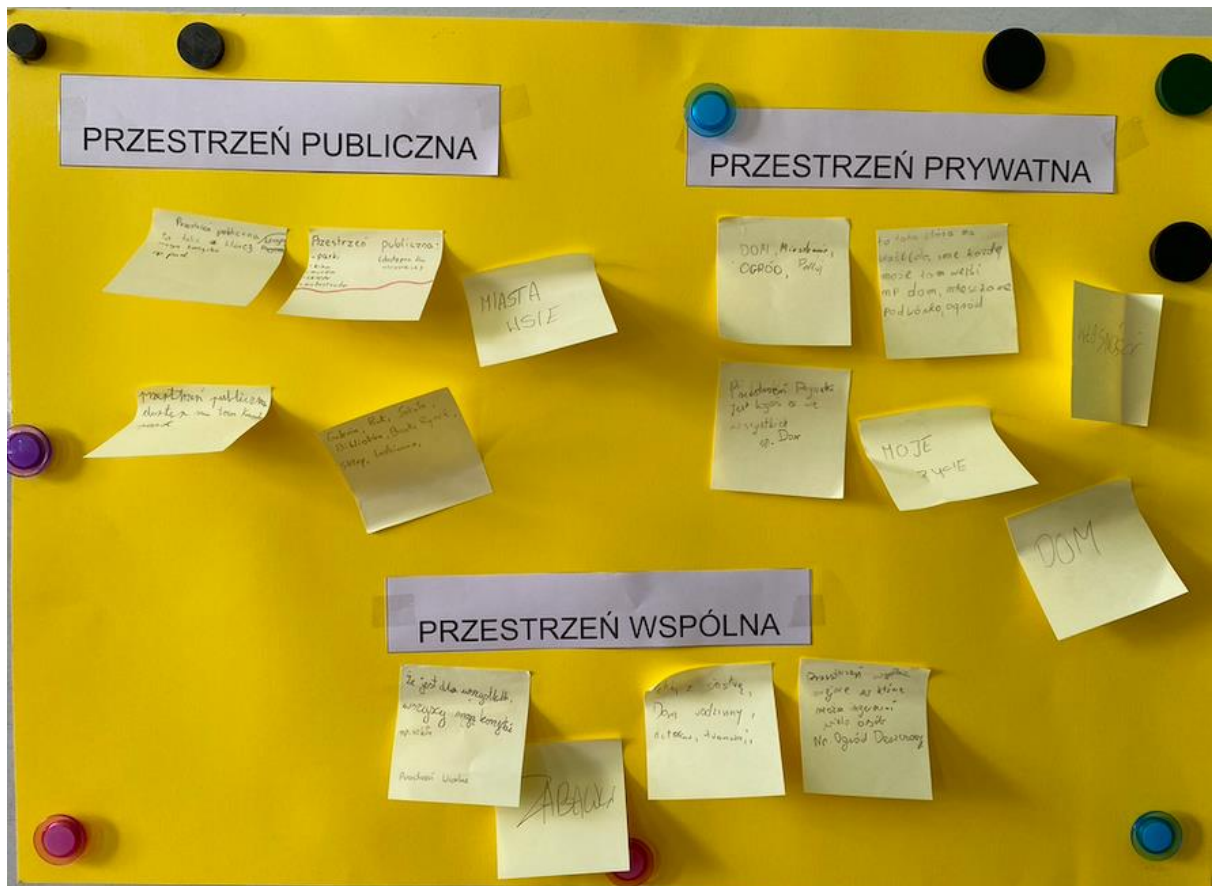


After having received the answers from the students, we asked them to compare their answers with the ideas from the presentation. We explained the difference between the public and shared space.

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We underlined the fact that school is the public space, which means it does not belong to the principal, or the mayor, but to them and their parents. They own it and they can decide about it. They should take care of it and respect it too. During the workshop, the children were introduced to an educational film related to climate change and its consequences for people and the environment.

Link: [Paxi – Efekt cieplarniany](#)

There was also a discussion on the topic and a short knowledge test from the film with the children divided into groups. One of the main points of the workshop was a guided conversation aimed at directing the children to find the answer to a question themselves: What does participatory planning have to do with climate change?

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After the presentation, we went outside the school to see the two potential places for the rain garden. The students thought individually and discussed the pros and cons of each space in groups. The children had selected two possible locations, so an election was held where each child attending the workshop could cast their vote for one of the selected options.

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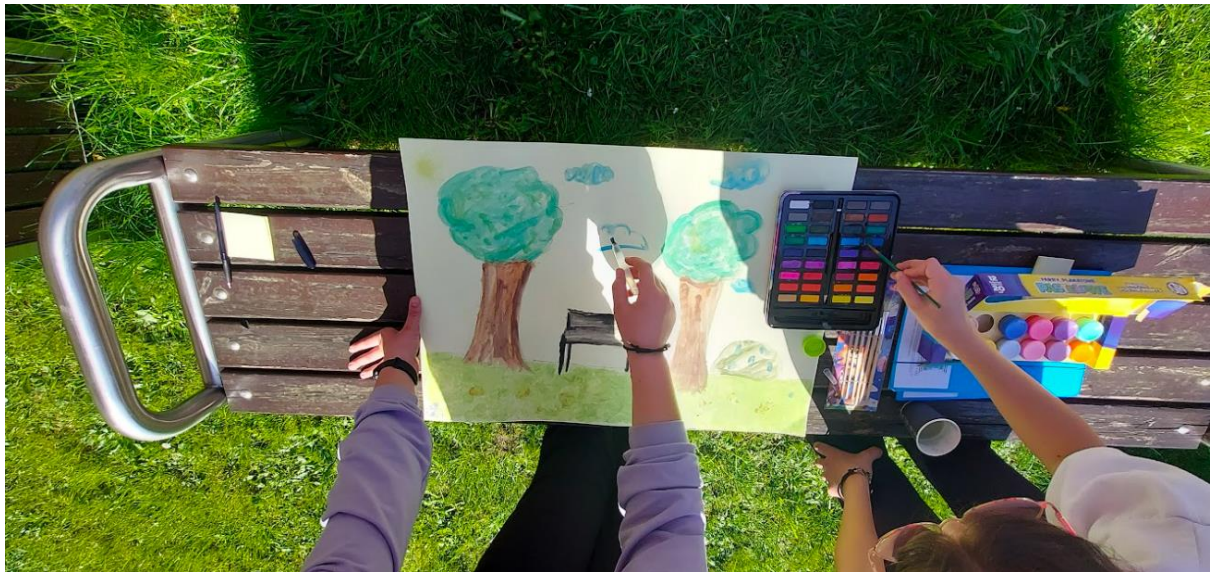


The workshop ended with students painting the design of their dream rain garden in teams of 4-5. While they were doing the first draft of the rain garden, they filled out the table with: needs, ideas, challenges and notes.

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3rd workshop with students "Planning of space elements & co-designing the garden logo"

On Friday, April 19, 2024, the third workshop of the project took place at the T. Kościuszko Primary School in Dąbie, Psary, at 9.00-11:00 with the 4b and 5a classes for 23 students, 2 teachers. The workshop was designed by Justyna Jopek, Tomasz Sobisz, and Katarzyna Baca from SPATIA, and implemented by Justyna Jopek and Tomasz Sobisz.

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Our Vision

What's the plan?

- P
1. Słowo wstępu od najstraszniejszego psychologa pod słońcem! Plus małe conieco projektowe :)
 2. Wprowadzenie, czyli czym jest ogród deszczowy?
 3. Omówienie naszych ostatnich projektów, czyli krytyczne myślenie
 4. Tworzenie projektu LOGO
 5. Pytania
 6. Pożegnanie, ale tylko na chwilę:)



Our Vision

What's the plan?

- P
1. A foreword from the scariest psychologist under the sun! Plus a little bit of design :)
 2. Introduction, or what is a rain garden?
 3. Discussion of our recent projects, or critical thinking
 4. Creating a LOGO project
 5. Questions
 6. Goodbye, but only for a moment:)

Students watched a movie about how to create a rain garden. In the movie all the stages of constructing the rain garden were described and visualized. We followed the subsequent steps of building the garden by drawing them on the whiteboard, underlying all the important elements that must be considered. In groups, students created a list of essentials for creating a rain garden.

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Link: [Własny ogród deszczowy? Z okazji Światowego Dnia Wody uczymy się krok po kroku, jak go zbudować](#)

Moreover, they used collective mapping which includes needs, ideas, challenges, and notes made by the students during the previous workshop.

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Needs: deckchairs, gazebo, trees, shrubs, pontoons, flowers, stones, grit, watering cans

Ideas:

- children watering flowers during lessons
- building a new wall further away from the building
- creating a fence
- cars cannot enter the painted area

Challenges: trees may be too big, too little sun, too few gutters, children can damage plants, fountain

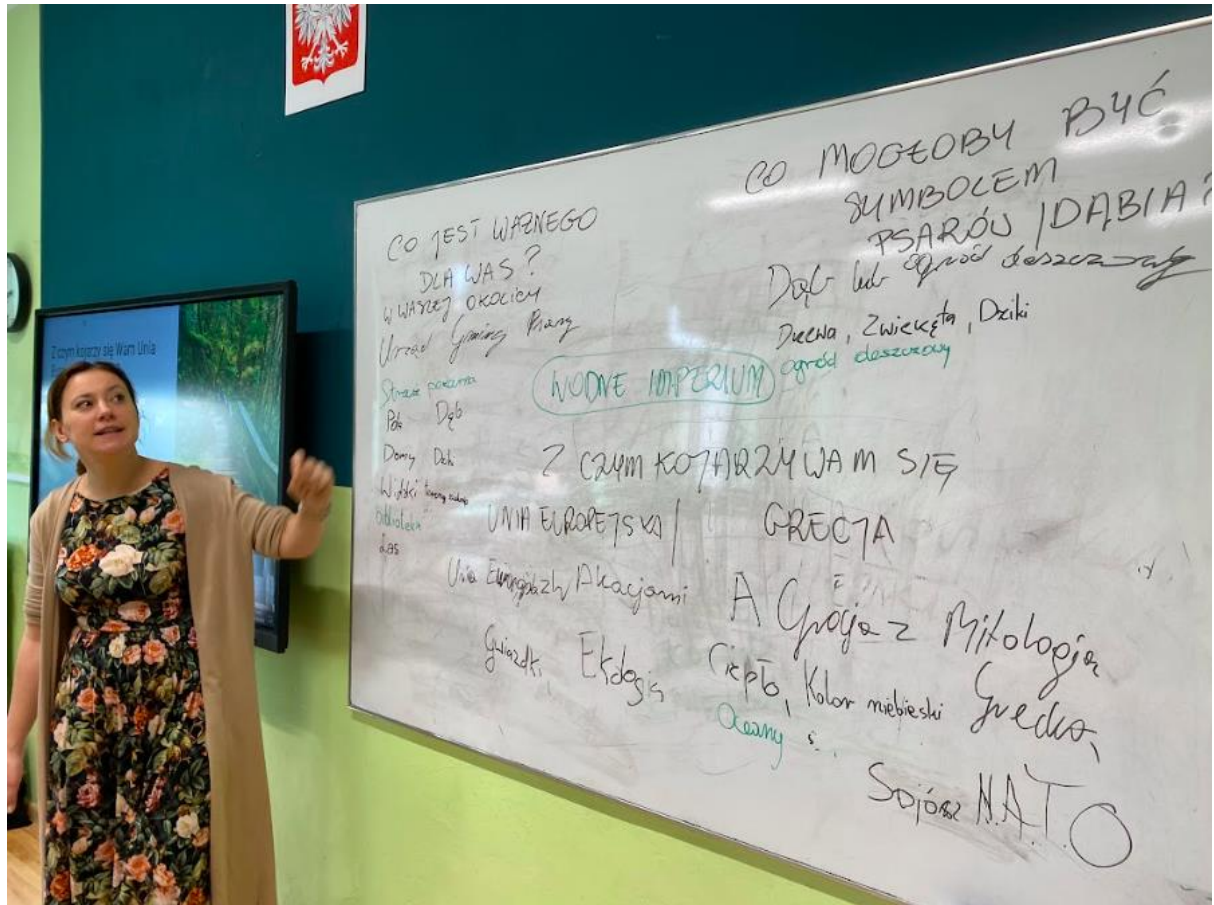
Notes: fish can be a problem.

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The film also allowed the children's ideas about the design of the rain garden to be verified against the real technical requirements. The next elements of the workshop were: the completion of a quick survey (the students voted for specific elements and colors) and creating a rain garden logo.



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The children's answers:

COMMON ELEMENTS: trees, benches , sitooteries, fountains, ponds, water holes, paths, flowers, grass, hammock, lawn chairs

WHICH ELEMENTS CAN BE USED: rain water, flowers and other small plants - herbs, vegetables, grass, bushes, hammock, lawn chairs

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Deszczowy ogród- Wodne Imperium głosowanie

1. Czy jesteś za wykorzystaniem donic w Ogrodzie Deszczowym?
Zaznacz tylko jedną odpowiedź.
Tak Nie
2. Z czego powinny być donice? Zaznacz tylko jedną odpowiedź.
Drewno Beton Kamień Plastik
3. Jakiego koloru powinny być donice? Zaznacz tylko jedną odpowiedź.
naturalny drewna czarne czerwone zielone żółte kolorowe
4. Jakie rośliny chciałbyś mieć w ogrodzie? Zaznacz wszystkie właściwe odpowiedzi.
ozdobne trawy (kolorowe) zioła (mięta, bazylija, inne) warzywa (koperek, pietruszka, marchewka) kolorowe kwiaty
krzaki
5. Czy chciałbyś mieć leżaki? Zaznacz tylko jedną odpowiedź.
Tak Nie
6. Jakiego koloru leżaki? Zaznacz tylko jedną odpowiedź.
żółte pomarańczowe niebieskie zielone czerwone czarne
fioletowe różnokolorowe
7. Czy chciałbyś przekształcić murek w strefę ławek? Zaznacz tylko jedną odpowiedź.
Tak Nie
8. Jakiego koloru ławki? Zaznacz tylko jedną odpowiedź.
żółte pomarańczowe niebieskie zielone czerwone czarne
fioletowe różnokolorowe
9. Czy chciałbyś, aby w ogrodzie była ścieżka sensoryczna? Zaznacz tylko jedną odpowiedź.
Tak Nie
10. Czy chciałbyś zasadzić drzewo projektowe z tabliczką na terenie szkoły? Zaznacz tylko jedną odpowiedź.
Tak Nie
11. Czy chciałbyś, żeby w ogrodzie były tabliczki z nazwami roślin?
Zaznacz tylko jedną odpowiedź.
Tak Nie

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The students worked in teams and were asked to include in their logo design their ideas about: Greece, Poland, Psary Municipality, the European Union, and the Water Empire. Before they started drawing, we made a brainstorm and noted all the students' suggestions on the whiteboard.

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Below you can see all projects of The Rain Garden's logo:

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4th workshop with students - "Masterplan"



Our Vision

What's the plan?

P
R

1. Słowo wstępu, booo... to przedostatnie warsztaty!
2. Filmiki! Zobaczmy to razem!
3. Logo, czyli kto wygrał?)
4. Ćwiczenia oddechowe na dworze, czyli co pamiętacie
5. Rozmowa z Panią M., czyli jak Wasze pomysły wpłynęły na projekt ogrodu.
6. Pożegnanie, ale tylko na chwilę:)

On Friday, 26 April 2024, the fourth workshop of the project took place at T. Kosciuszko Primary School in Dąbie, Psary, from 9:00 to 10:30 a.m. with classes 4b and 5a for 16 students. The workshop was designed by the FRE SPATIA team and conducted by Justyna Jopek and Tomasz Sobisz. Three teachers participated: Joanna Kalińska, Karina Bizan and Marlena Walczyk.

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At the beginning, the children were introduced to the activity plan for the last workshop and the closing event of the project. Then, the logo for the school's rain garden was selected from the designs of the students taking part in the workshop. Students analyzed the results of the questionnaires that the students had completed in the previous workshop. The elements for the rain garden were chosen democratically (those with the highest number of votes won).

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| ELEMENT | | | | | | | | |
|--|------------------|------------------------------|--|-----------------|----------|----------|-----------|---------------|
| donice? | TAK | NIE | | | | | | |
| | 22 | 1 | | | | | | |
| z czego donice? | drewno | beton | kamień | plastik | | | | |
| | 15 | 4 | 1 | 2 | | | | |
| kolor donic? | naturalne drewno | czarne | czerwone | zielone | żółte | kolorowe | | |
| | 13 | 4 | 0 | 0 | 0 | 3 | | |
| jakie rośliny? | ozobne trawy | zioła (mięta, bazylia, inne) | warzywa (koperek, pietruszka, marchewka) | kolorowe kwiaty | krzaki | | | |
| | 17 | 15 | 10 | 14 | 13 | | | |
| leżaki? | TAK | NIE | | | | | | |
| | 13 | 7 | | | | | | |
| kolor leżaków? | żółte | pomarańczowe | niebieskie | zielone | czerwone | czarne | filoetowe | różnokolorowe |
| | 0 | 1 | 5 | 0 | 0 | 4 | 1 | 7 |
| czy chcesz przekształcić murek w strefę ławek? | TAK | NIE | | | | | | |



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The children chose the following elements to be included into the rain garden: pots in wooden color, decorative grass, herbs, colourful flowers, bushes, vegetables; a hammock and deck chairs, the deckchairs - colourful, the wall transformed into benches, benches in black colour, sensory path, a project tree (apple tree), labels by the plants inside the pots. Analysis of the above survey and discussion indicated that:

- The outcome of the colour of the benches - black - was surprising and discussed. One teacher pointed out that the temperatures outside are getting higher every year and all dark colours get very hot when exposed to the sun. If the benches were black in colour, it would probably not be possible to use them on hot days. The students conceded the point and gave some suggestions for other colours: pink, coloured, bright yellow, natural wood. We did a vote by a show of hands. The natural wood colour won (15/16 votes).
- One of the teachers asked if the pupils would like to reflect their thumbs or hands on the garden plaque or on the pots. The pupils liked the idea - they decided that they would reflect their hands on the pots as a sign that they had co-created this garden.
- The pupils then listed the elements they would like to be included in the sensory path: sand, soil, cones, gravel, pebbles, bark, large stones.
- We then moved on to deciding on a symbolic design tree. The pupils had planned trees in their first drafts of the garden, but for technical reasons, it was not possible to plant a tree in the rain garden (it would be located too close to the wall of the building). To ensure that this element, which was important to all pupils, was nevertheless included in the plan, we jointly decided to plant a design tree in the school yard. The pupils voted for an apple tree. One of the teachers said she would contact a local forester, the mother of a participating girl, and ask if she could honour us with her presence at the final event by presenting the pupils with a sapling of a wild apple tree.

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In the end, all students moved on to planning the Participation Celebration (brainstorm method) and watched videos encouraging environmentally friendly attitudes and behavior, recorded by the children using their own creative ingenuity. brainstorming results:

- we will make an exhibition of the project materials outside - we will hang them with paper clips on strings
- the guests will be treated to homemade lemonade with mint (mint will be one of the herbs planted in our garden, so its use will be symbolic)
- during the last workshop we will symbolically plant a few plants in the garden, write the names of the plants on plaques and mark the plants, hammer a commemorative plaque with the project logo and plant a project tree.

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5th workshop with students "Co-creating the Rain Garden"

On Friday, 10 May 2024, the fifth workshop of the project took place at T. Kosciuszko Primary School in Dąbie, Psary, from 10:00 to 11:00 a.m. with classes 4b and 5a for 16 students. The workshop was designed by the FRE SPATIA team and conducted by Katarzyna Baca, Justyna Jopek and Tomasz Sobisz. Three teachers participated: Joanna Kalińska, Karina Bizan and Marlena Walczyk.

At the beginning we presented the plan for the workshop and outlined the final activity. This is our last workshop - the technical work on the garden, according to our common design. Our expert in garden planning (one of the parents) reminded them about how to plant herbs, flowers and vegetables.

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The students planted a few kinds of herbs in the boxes, made special labels and marked the plants with their names; they also created a sensory path according to their design. The LP talked to the students and asked about their impressions.

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Final event

WE INVITE YOU TO THE FESTIVAL OF PARTICIPATION IN PSARY COMMUNE

When

May 10, 2024, 10 a.m. to 1 p.m.

Where

T.Kosciuszko Elementary School in
Dabie

We invite all interested parties!



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CELEBRATION OF PARTICIPATION IN PSARY COMMUNE



- Welcoming guests.
- Presentation of project coordinators and representatives of project organisations.
Katarzyna Baca: What are Erasmus+ projects?
Giouli Athousaki: Commonsplace
Tomasz Sobisz: SPATIA Education Development Fundation .
- Presentation of the course of the project.
- Presentation of thanks to the school community.
- Discussion with the participation of the Head of Psary Municipality, School Director, representatives of the team of Teachers, Parents and Students.
- Cultural programme.
- Walk to the Water Empire.



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The final meeting was organized by the school's students and teachers. It consisted of two parts-formal and artistic. During the formal part, the project and its effects were summarized, certificates were handed out to those who took part in the project and foreign guests were introduced to the final results.

Link of the summary presentation: [8 Final results SP Dabie](#)



The pupils of the school prepared dance and music performances, referring to the traditions of the region and showing their attachment to European values.



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OUR RAIN GARDEN WATER EMPIRE MASTERPLAN

Szkoła Podstawowa im. T. Kościuszki w Dąbiu, Polska



After the celebration in the school, all the guests went to the school yard to see the

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Rain Garden and an exhibition of the students' work.



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1. Discussion meeting

The closing discussion was attended by representatives of Commonsplace, FRE SPATIA, as well as all stakeholders involved: Mayor of the Psary Municipality, Headmistress of the Tadeusz Kościuszko Primary School in Dąbie, Experts: Eco-advisor of Psary Municipality, President of the Management Board of Municipal Utilities Company in Psary, Teachers, Parents and Students. Each participant referred to the results of the project, gave his or her own opinion on the cooperation during the implementation of the individual tasks, and referred to the difficulties encountered. During the discussion the following issues were raised:

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- an evaluation of the cooperation so far and the contribution of the different actors in the Schoolture project;
- a comparison of the activities carried out in Poland under Schoolture with the Greek counterpart and the project experience of teachers in Spain;
- the positive and negative aspects of the project that emerged during the implementation of the activities and the expectations of the results;
- noticeable changes in the climate over recent years;
- possible cooperation after the project with FRE Spatia and commonspace, as well as the presentation of new ideas for activities.

Analysing the individual strands, the following conclusions were identified:

- all parties evaluated the cooperation at an outstanding level. Above all, they emphasised the clarity and precision in organising the individual initiatives that are part of the project. Students drew attention to the content of the workshops and their own decision-making in the implementation of individual activities. An additional aspect that was positively received was the systematic promotion of the initiative in social media. This provided an opportunity to involve the local community, authorities and broadened the scope of cooperation (thanks to the promotion, representatives of the State Forests, additional parents and entrepreneurs joined the project);
- the initiative in the municipality of Psary was characterised by a higher level of localism in contrast to its Athens counterpart. A schoolyard area, owned by the municipality, was included for project use, which reduced the amount of formal permissions and bureaucracy;
- introducing teachers from Spain to the project pointed to a new area of possible activities on their school grounds. According to school representatives from Hellin, they had not previously participated in such a coordinated project to raise awareness of the local community's impact on climate change mitigation;
- individual statements drew attention to the strong climate change noted particularly in the last 3 years. An extensive comment was given by a representative of the State Forests, referring to a decrease in groundwater and an increase in the annual measurable temperature throughout the year. This is causing a change in the nature of the forest flora (stand), changes in food chains, but also more frequent fires and a reduction in forest areas. The pupils, in turn, drew attention to the increase in ambient temperatures - hot summers, the absence or shortening of transition periods in the form of spring and autumn, short and mild winters, and the drying up of water bodies (ponds, lakes, wells, etc.);

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- among the elements that students found most attractive were the educational workshops. They motivated this by increasing their awareness of their impact on climate change, familiarising themselves with the term participation and initiating a new idea at school - increasing decision-making in matters that affect them;

Below is an analysis of the strengths and weaknesses of the project based on the arguments of the guests at the panel discussion.

| Strengths | Weaknesses |
|---|--|
| <ul style="list-style-type: none"> - the involvement of a wide range of actors in the project (municipal authorities, local community, teachers, pupils, etc.) - increased pupils' decision-making using the idea of participation, which translated into continuation of this idea in other areas; - effective communication between project coordinators and clear communication to other project actors; - ongoing evaluation of the project indicating possible difficulties, which allowed the activities to be better adapted to the requirements; - Involvement of the local community (especially parents), who allowed the project to increase its scope (provided materials, organised additional activities from their own budget, volunteered for the Schoolture project, etc.); - ongoing promotional activities in social media, increasing the reach of the project, but also having an educational character (participation, climate change, possible actions to prevent change from an individual perspective, etc.); - efficient organisation of project activities; | <ul style="list-style-type: none"> - too small a financial envelope; - too few workshops (according to children) |

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- a final product that is useful for the school and local community (sensory path, plant pots watered with rainwater, relaxation area for students, etc.);

- further ideas were discussed from the perspective of those taking part in the discussion and possible cooperation. Representatives of the municipality are planning activities in the so-called economic zone, which they want to adapt in terms of its usefulness for the local community (e.g. a relaxation zone for residents on the border of the zone) and the development of the area of the Siewierska Mountain. There is an Environmental Education Centre (including an educational path with 23 boards with information on low CO2 emissions, including one board with a mobile app to display 6 3D house models in augmented reality, a medicinal plant garden, a geological garden, a meteorological garden) and a viewing point. School representatives reported openness towards organising workshop activities for students with design specialists;
- all stakeholders expressed a desire for further cooperation.

2. Evaluation of results and program

Two different evaluation questionnaires for students and teachers were drafted and distributed, and after being answered, their conclusions were communicated with all involved parties and through social media.

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