

## 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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## Document history

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1	10/06/2024	Draft 1	COMMONSPACE
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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, **Task 3.3: Summary workshops reports** is related to **Activity 3: School workshops** and the current version (a) is a summary of the workshops of the pilot that took place in Athens, Greece.

## 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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## Padlet

[https://padlet.com/commonsplace\\_coop/schooltureforclimatechange](https://padlet.com/commonsplace_coop/schooltureforclimatechange)

## Drive

[https://drive.google.com/drive/folders/1CWHLBvHwBqkWy2H7yMB05\\_sPxW39tyAF?usp=drive\\_link](https://drive.google.com/drive/folders/1CWHLBvHwBqkWy2H7yMB05_sPxW39tyAF?usp=drive_link)

Both partners also implemented the same number of workshops following the methodology developed in the Guide (Task 2.1).

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

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

## Workshops in the 3<sup>rd</sup> 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.

Greek padlet link: [https://padlet.com/commonsplace\\_coop/3odimzografou](https://padlet.com/commonsplace_coop/3odimzografou)

### 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 3<sup>rd</sup> Elementary School of Municipality of Zografou, Mrs. Julie Gyftoula and the teachers of the 4<sup>th</sup> 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.

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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.
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

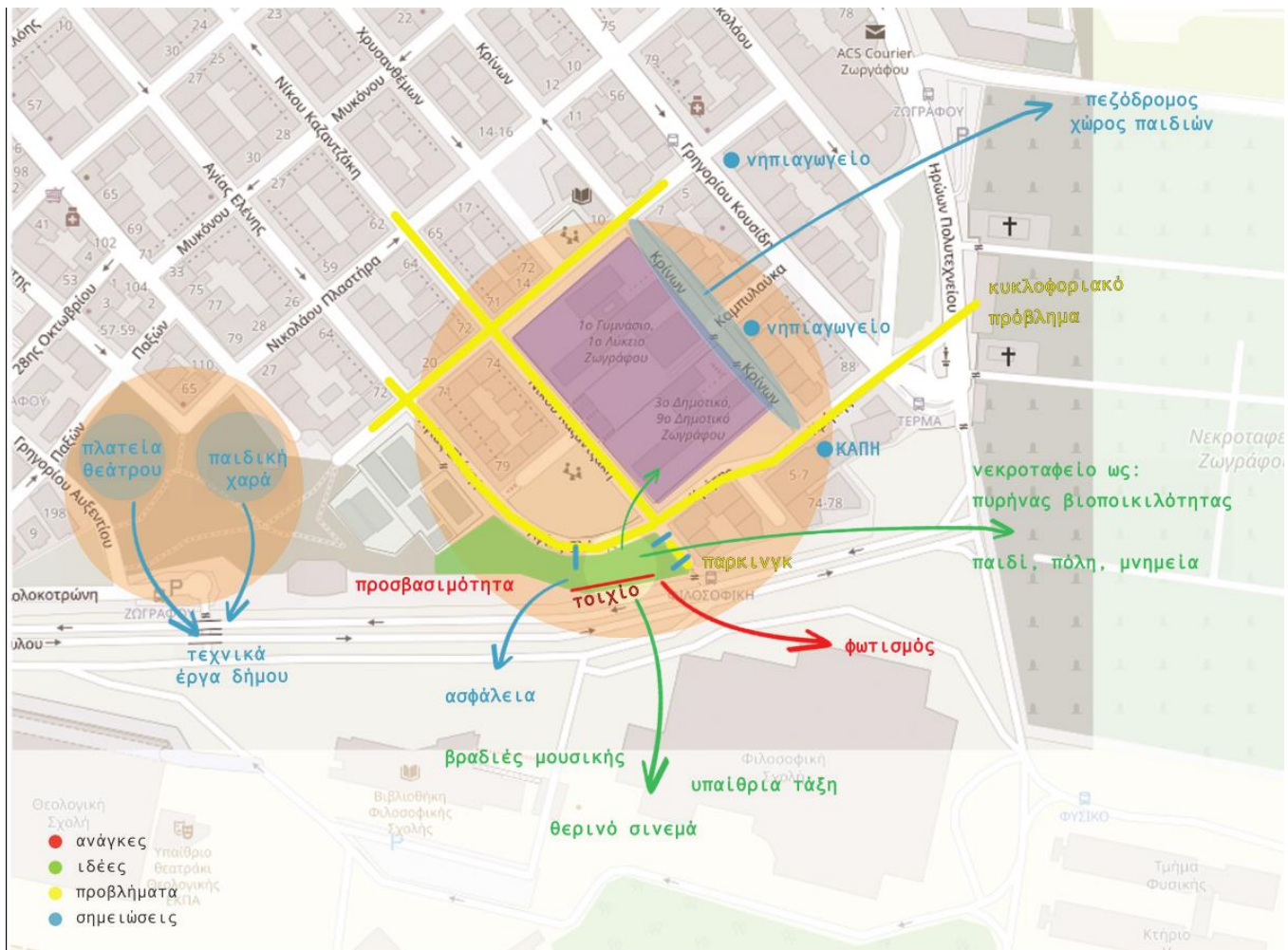
To place paving stones to prevent illegal parking of cars on Nikos Kazantzakis Street

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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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## 1<sup>st</sup> 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.

**Table 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

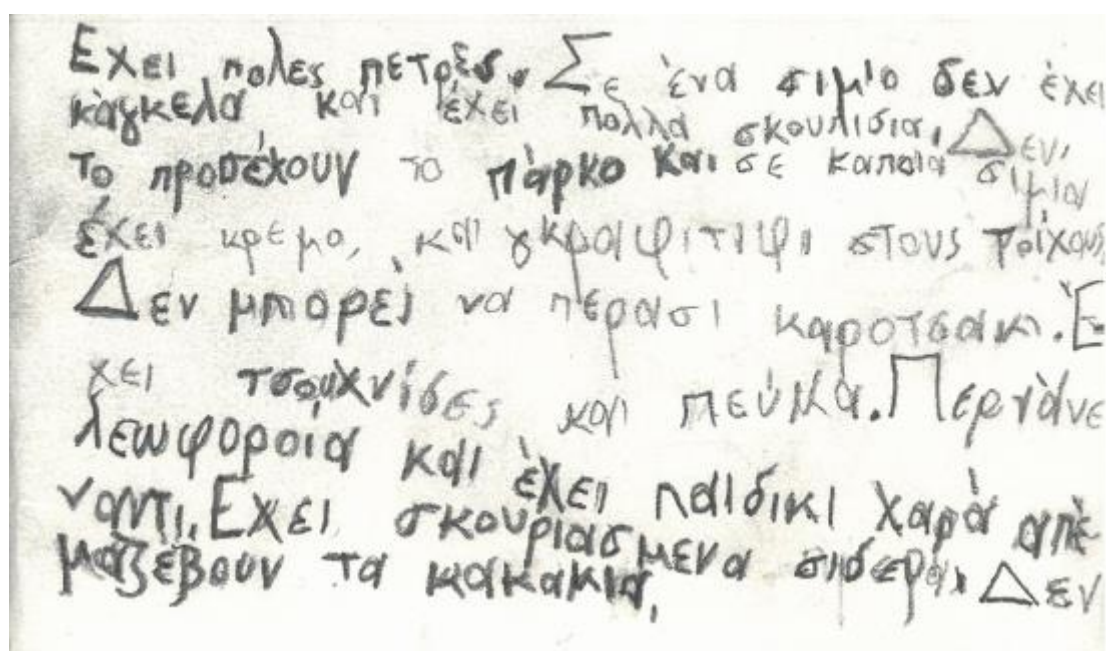
impressions
negatively
positively

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

POSITIVE	NEGATIVE
Clean air	Accessability
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.



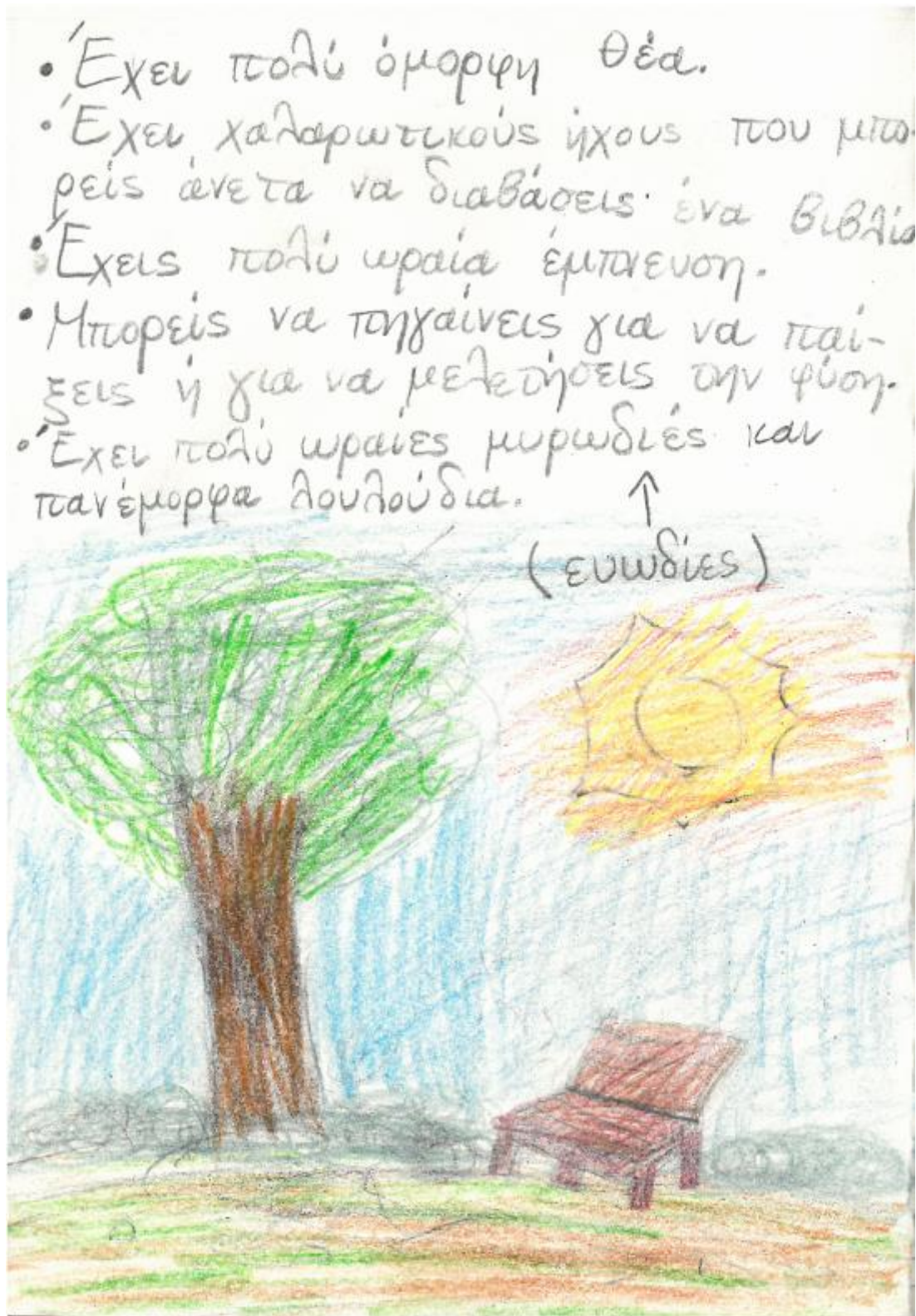
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6.) Πάμμα για αράμπους.

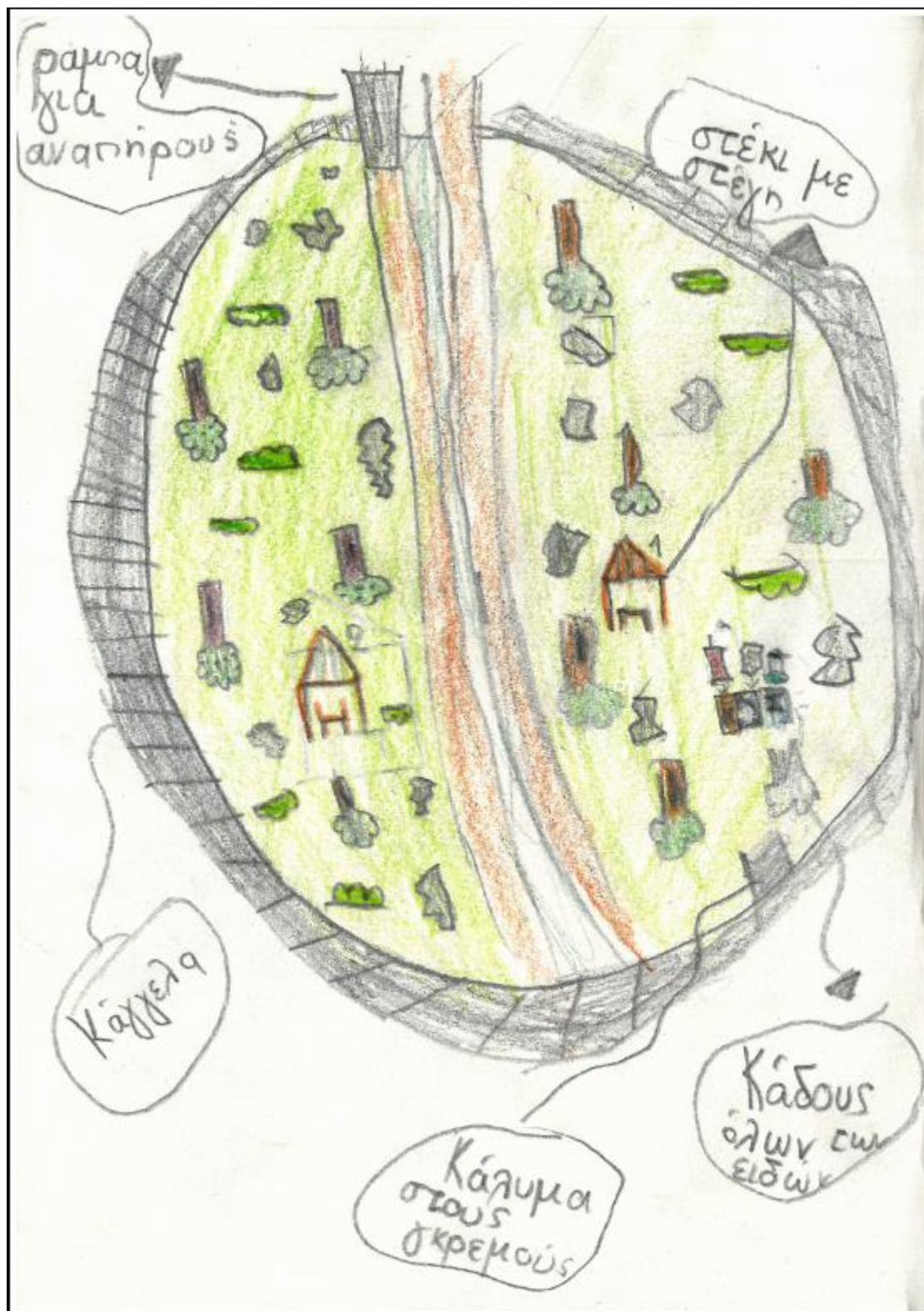


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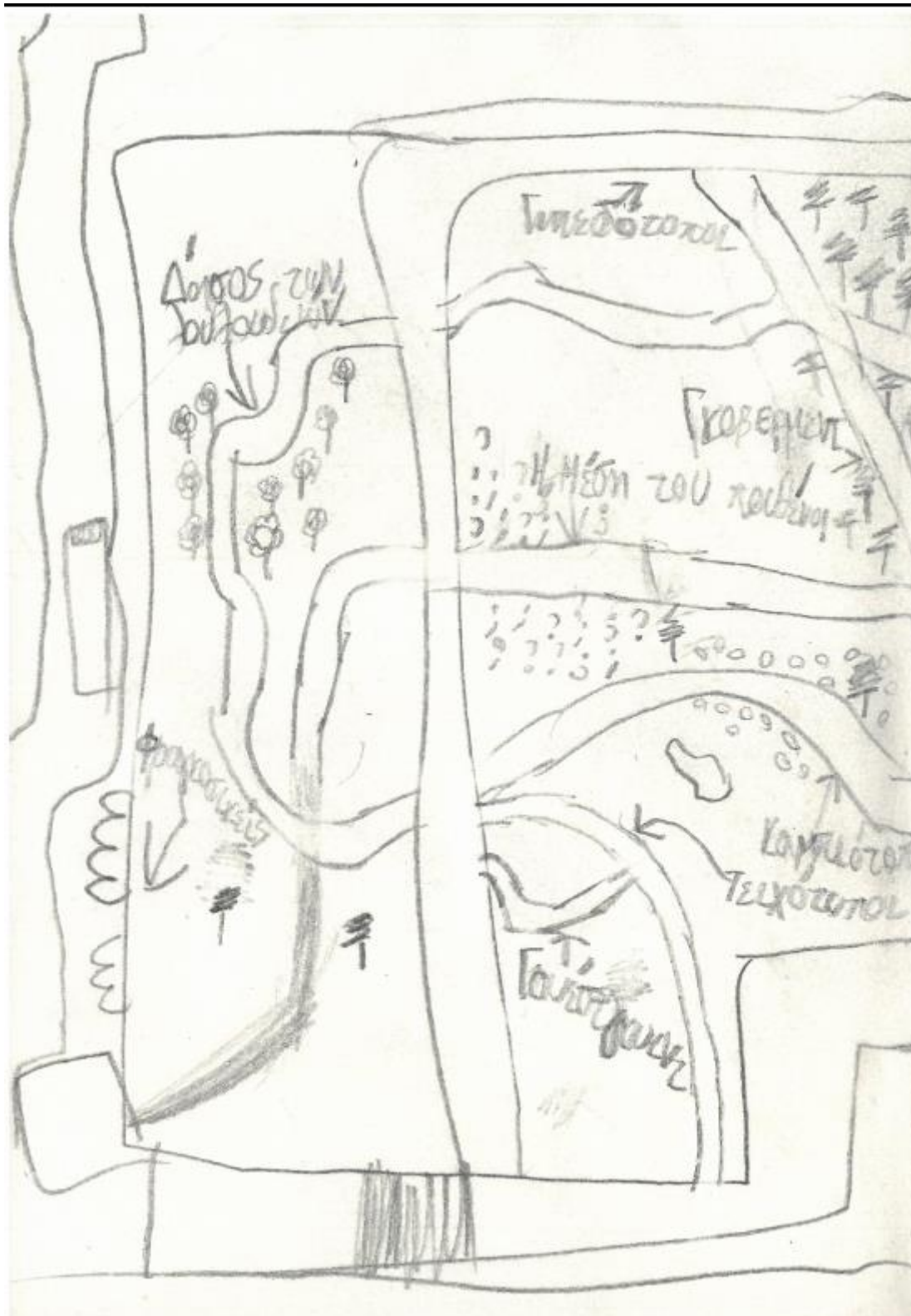


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Έχω δει πάρα πολλά σκουπίδια  
σε αυτό το πάρκο, πολλές τσουκνί-  
δες, κάμπιες, καπάκια, red bull  
άπειρα γυαλιά, θρόνικα, παγκάκια,  
ένα σπίτι, βρωμιές καρπών, πολλά  
δέντρα, παιδιά, τα αμαξίδια δεν  
μπορούν να έρθουν λόγω πέτρας και  
έχει ένα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

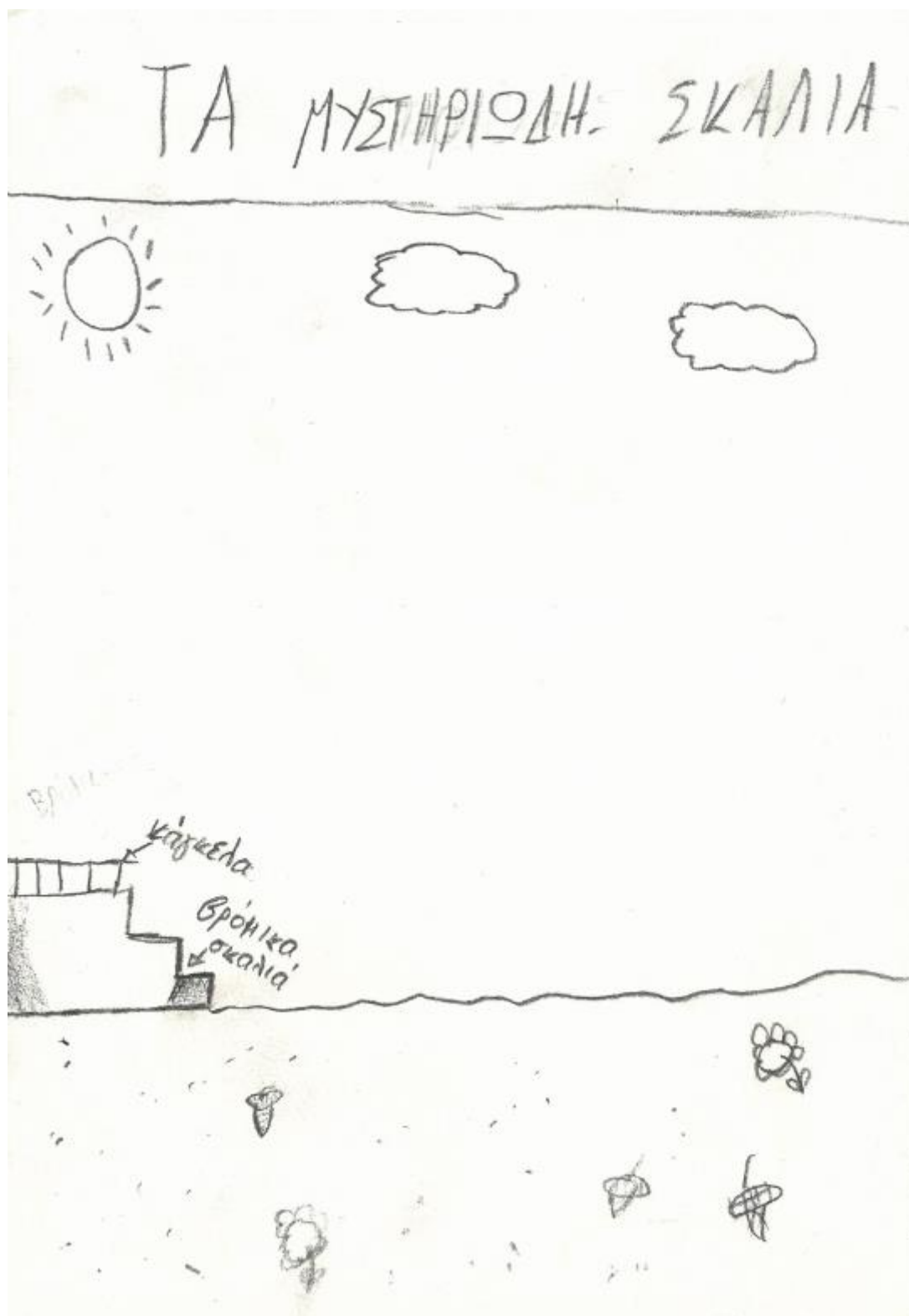


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Our return to school was followed by an exercise in groups of 3 to 5 children.

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.

Photos.

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## 2<sup>nd</sup> 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 teacher. The workshop was introduced by Giouli Athousaki and Melina Vlachou from commonspace, while the teacher Maria Dimopoulou attended and participated.

*Table 1. Workshop 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<sup>ο</sup> Δημοτικό Σχολείο Ζωγράφου

13/3/2024

commonsplace

SPATIA  
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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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## Brainstorming!

Και τί σημαίνει συμπερίληψη στον σχεδιασμό  
ενός δημόσιου χώρου;

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

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## Brainstorming!

• Δημόσιος χώρος:

συμμετέχω ολοι, παιδική χώρα  
βουλια, πάρκο, γυμναστές,  
parking με παιχνιδιάρικο, δήμος, ΚΕΠ, Βουλή  
πλατείες, δρόμοι, νοσοκομείο, Υπουργεία, δικαστήρια.

• Ιδιωτικός χώρος:

σημί, εργοστάσιο, μαγαζί,  
ανήκει σε κάποιον, χώροι αθλητισμού,  
ιδιωτικό σχολείο,

• Κοινόχρηστος χώρος:

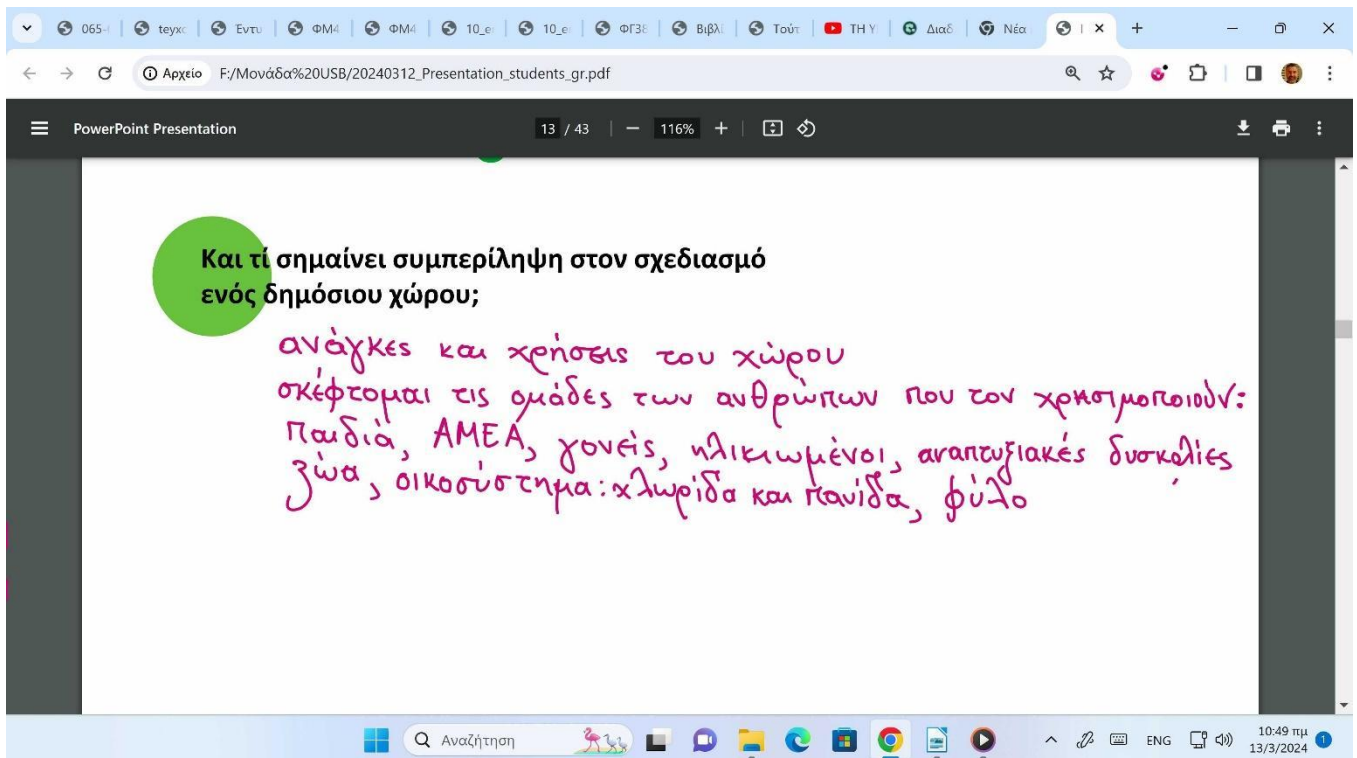
σκάλες, πλατφόρμα,  
ταράτσες, παιδικές

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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.







































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

Image 1. D1

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Image 2. D2

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Βάλε 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 σκιτσογράφοι και τα εργαστήρια	
Σκιτσογραφία	
Επαφή με τη φύση	2
Εξερεύνηση	1
Η διάσωση του πάρκου	1
Ιώστε το πάρκο από τα σκουπίδια	3
Οι αρχιτέκτονες του πάρκου	2

Image 3. D1

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Βάλε 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	

Image 4. D2

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

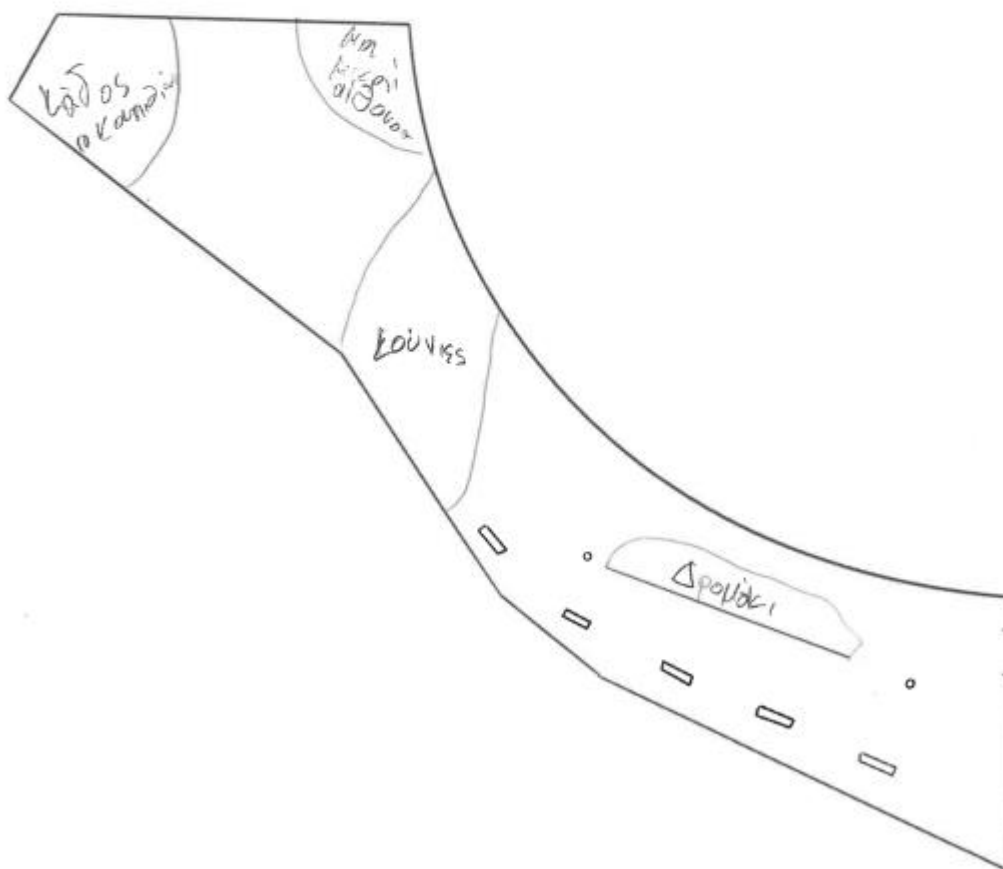
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Below are the answers to the children's individual tasks about the uses of the park space.



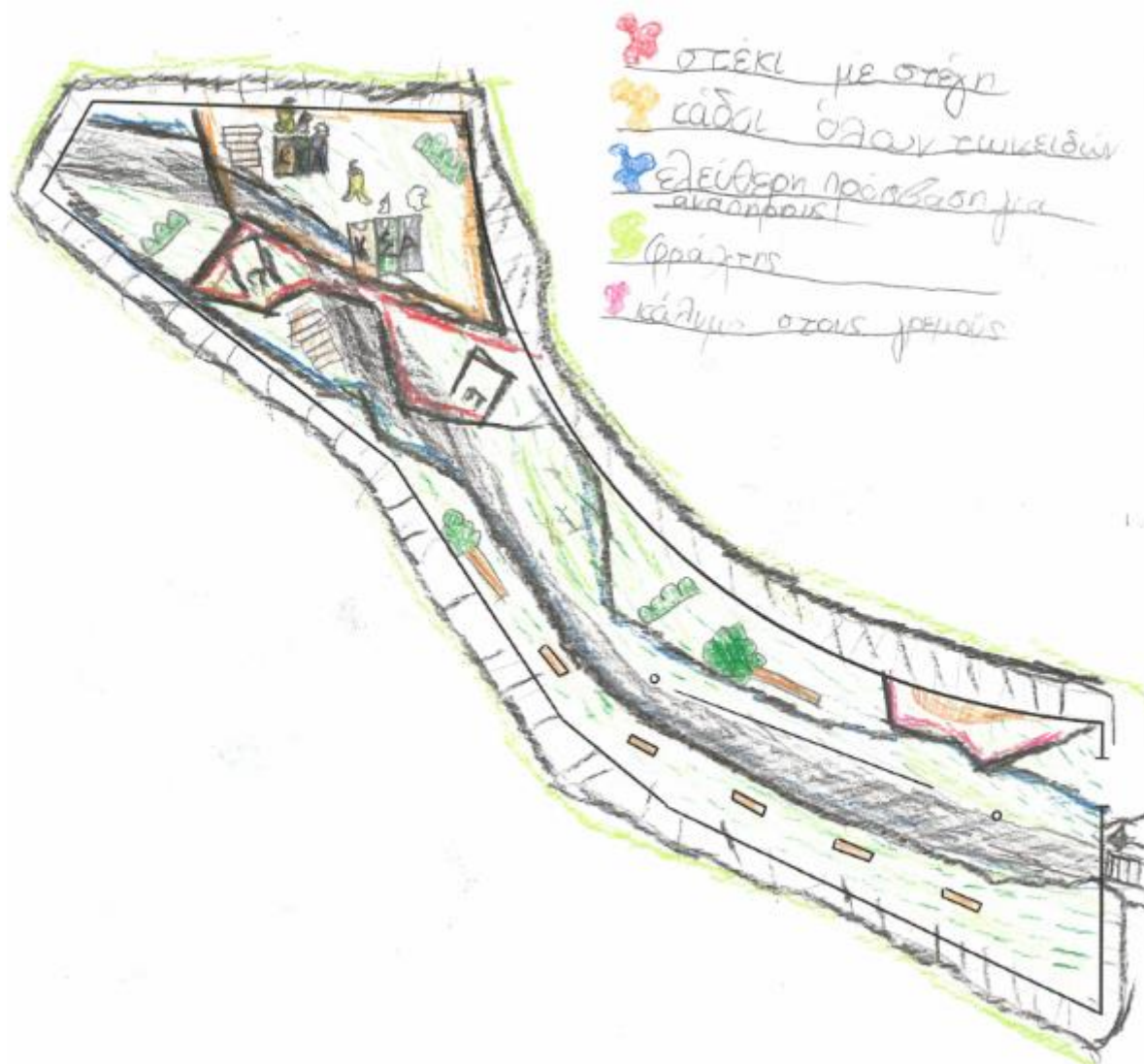
1. Σημείωσε στην κάτοψη του πάρκου τα πολύγωνα με τις χρήσεις που θέλεις να υπάρχουν.  
(Πολύγωνα: περιοχές με διαφορετικές χρήσεις)



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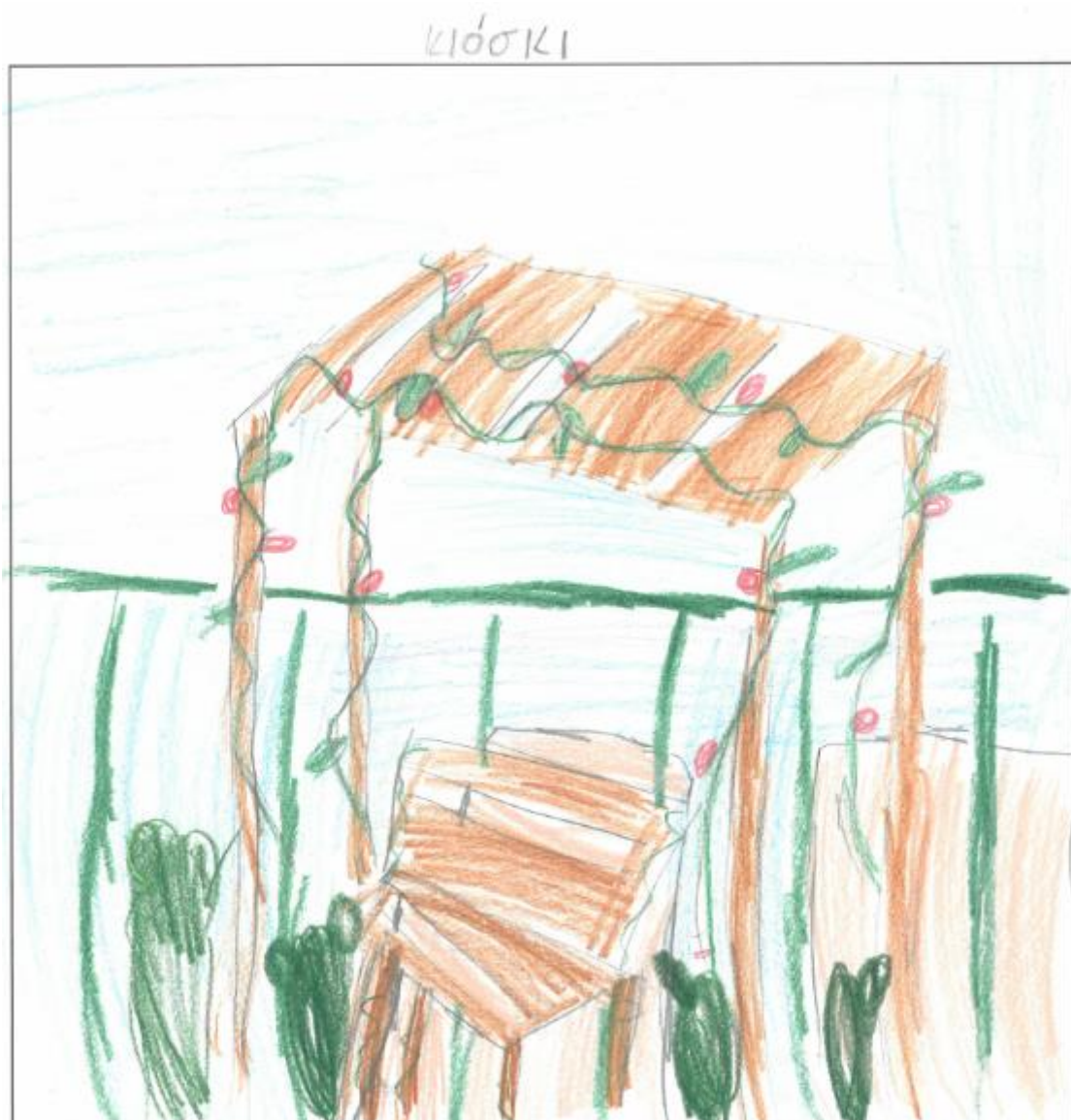


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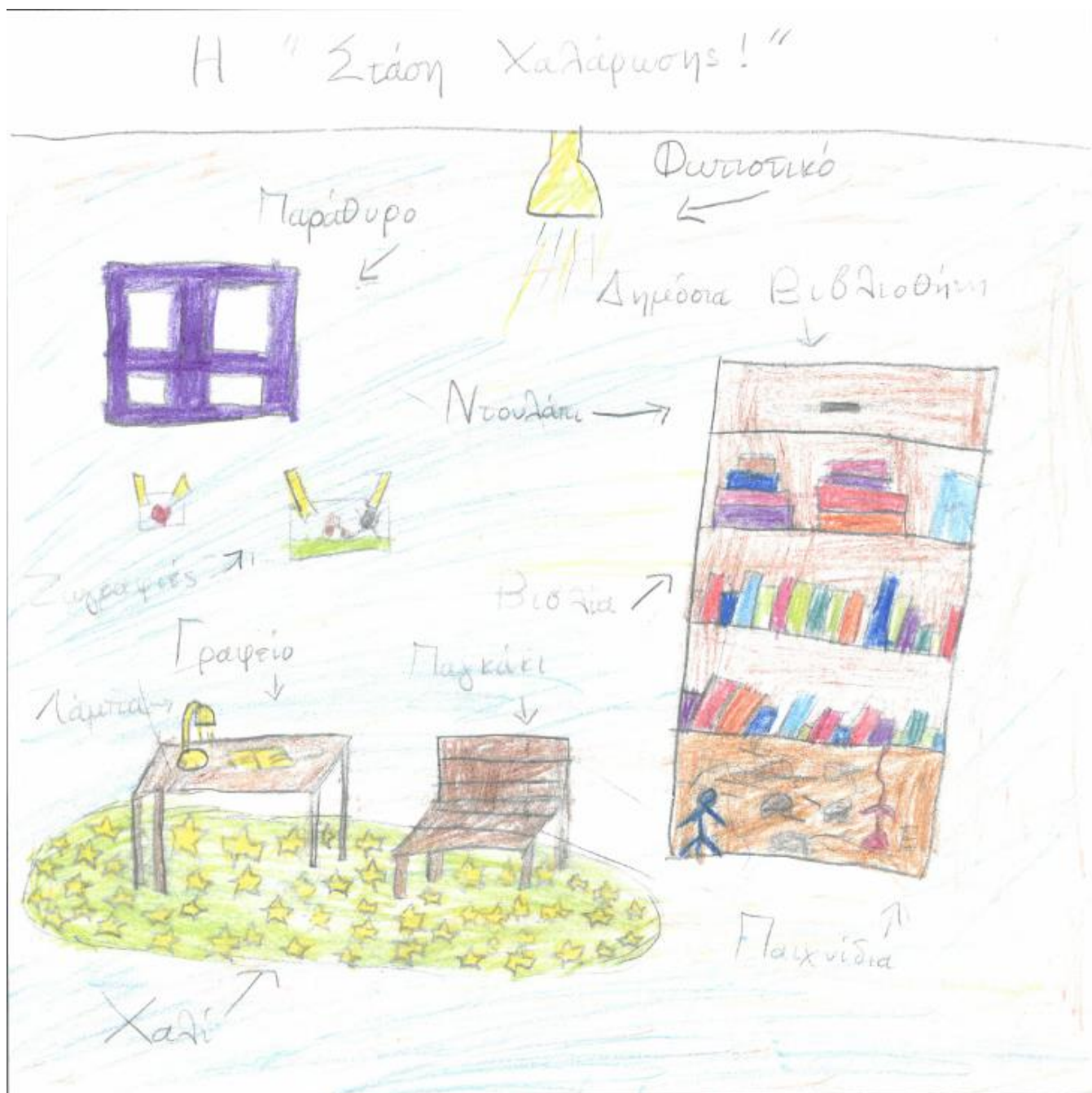


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Table 1. D1

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

Table 2. D2

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Table 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

Photos.

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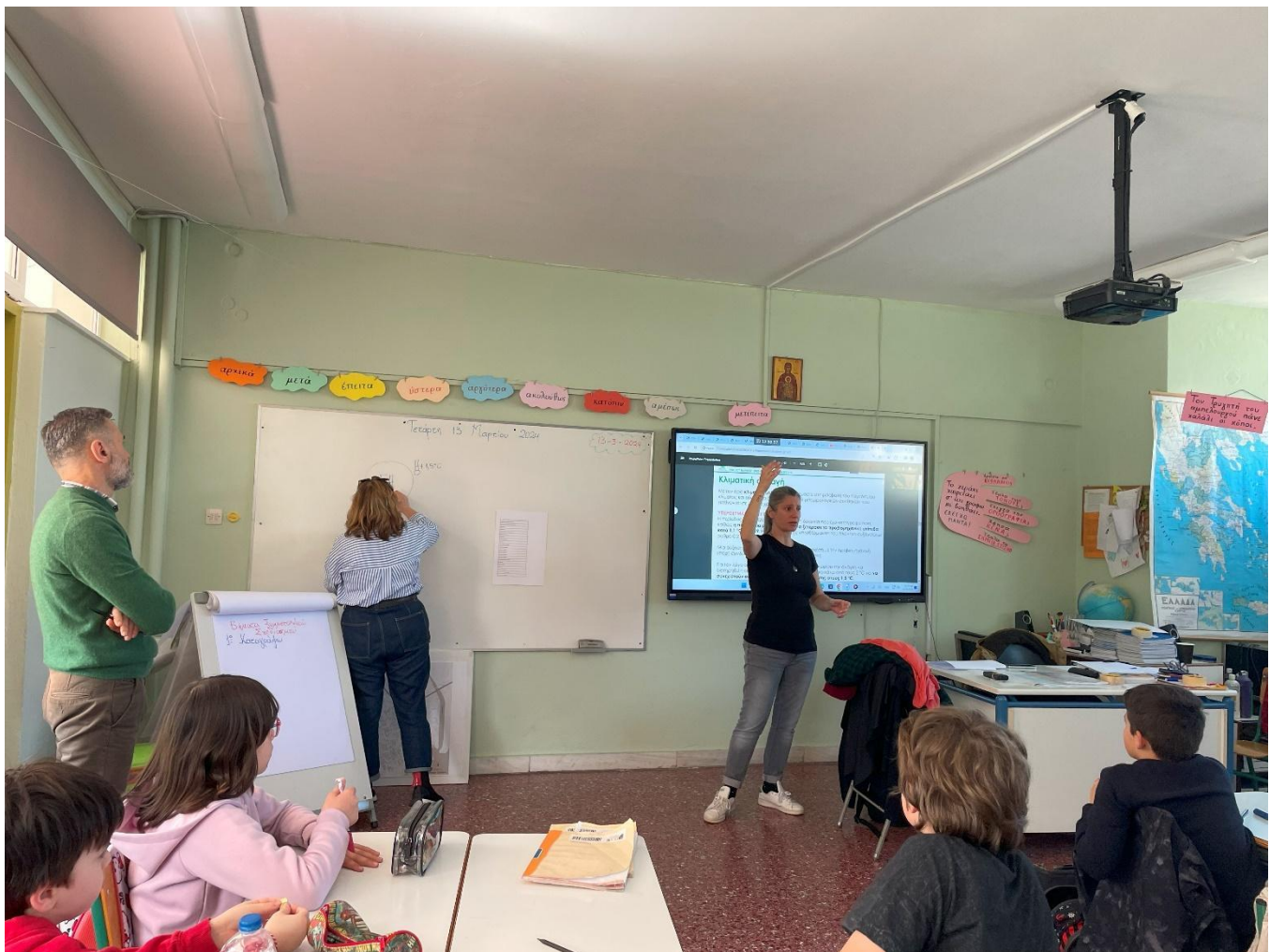


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Βήματα Συμμετοχικού  
Σχεδιασμού

- 1<sup>ο</sup> Καταγραφή
- 2<sup>ο</sup> Σχεδίαση
- 3<sup>ο</sup> Διαβούλευση

+

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### 3<sup>rd</sup> 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 3<sup>rd</sup> 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 teacher. The workshop was suggested by Giouli Athousaki and Melina Vlachou from commonsplace.

*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

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### 3<sup>rd</sup> 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.



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 2<sup>nd</sup> 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

<b>Vasia, Nicoleta, Alexandros, Panagiotis, Konstantinos</b>
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
<b>Mahmoud, Raphael, Naya, Panagiotis</b>
lighting
benches
bee hotels
animal area
picnic area
buckets
statue / installation
accessibility
bathrooms
taps
<b>Manousos, Konstantinos, Marilena, Ifigenia, Nontas</b>
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
<b>RELATED GROUPS</b>
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	

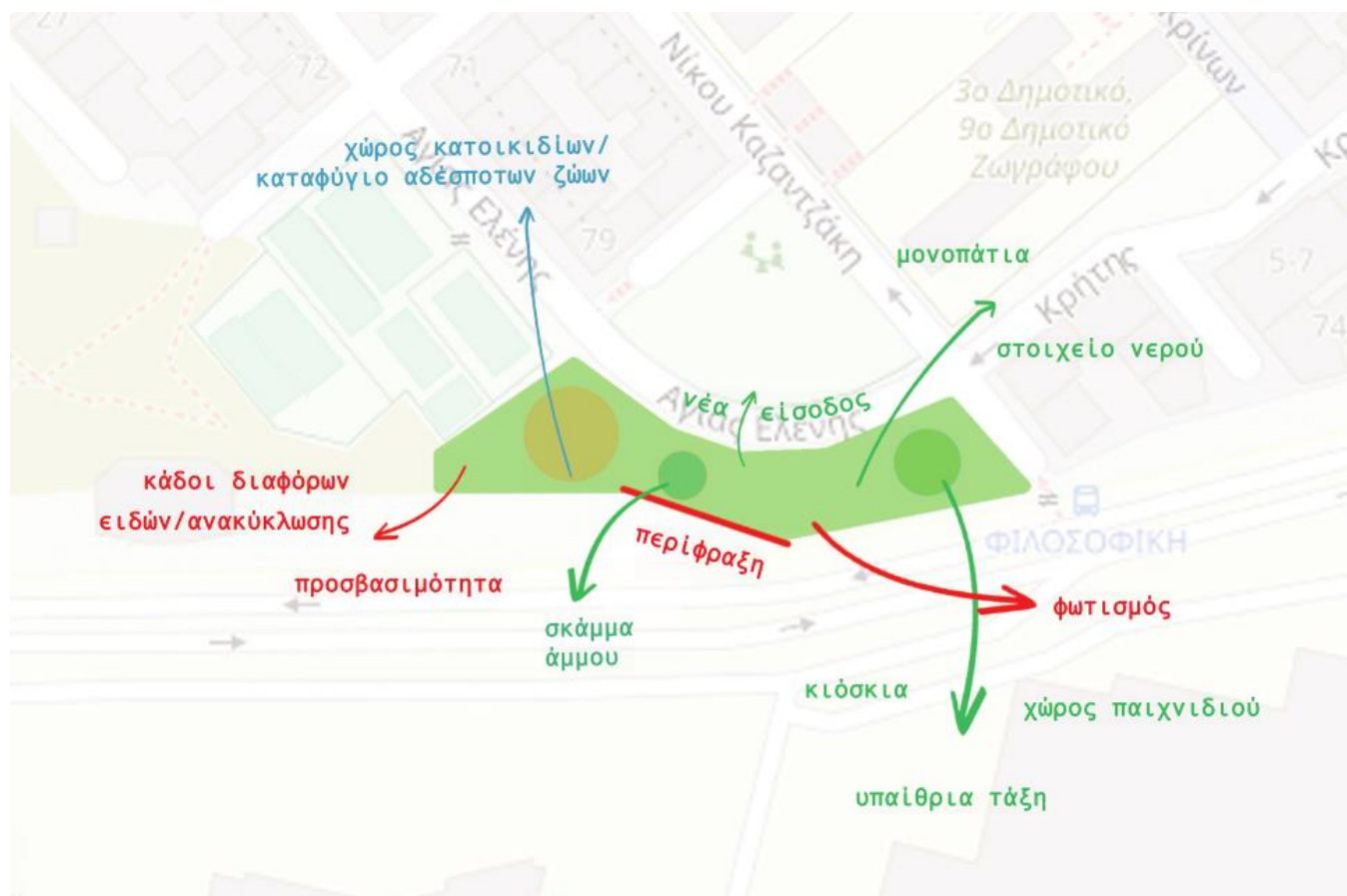
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Accessible routes	survivor	
	playstation	
	Routes made out of wood	

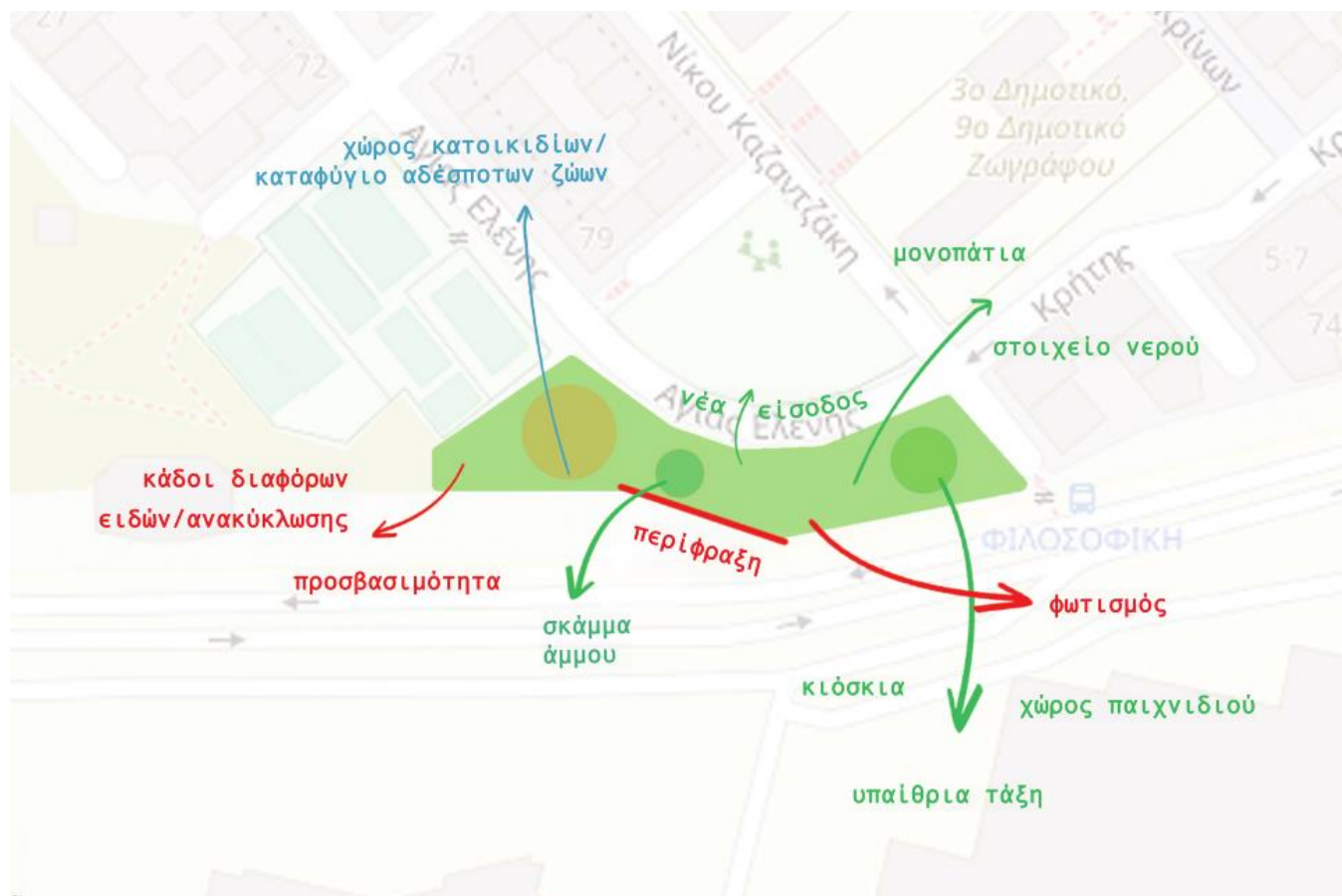
Below are the resulting maps by section and overall.

Image 1. D1



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Image 2. D2



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Image 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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## 4<sup>th</sup> 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 Giouli Athousaki and Melina Vlachou 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 Pscichari, Nikos Kavvadias	1	Giouli Athousaki & Melina Vlachou

### 4<sup>th</sup> WORKSHOP STRUCTURE

1. Greeting and presentation of results and conclusions – 30'
2. Division into groups and collective work on the plan per group – 60'
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.

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## Αποτελέσματα 3<sup>ου</sup> 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.



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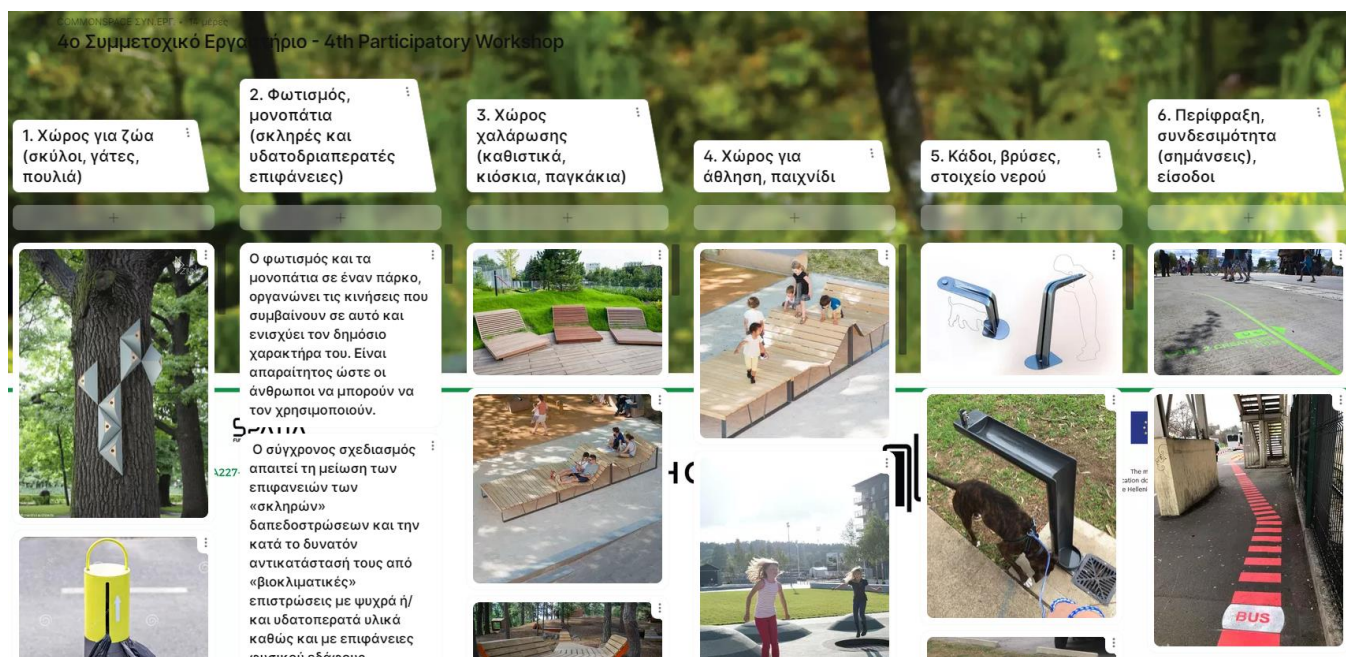
## ΟΜΑΔΕΣ

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/commonsplace\\_coop/4o-4th-participatory-workshop-3j1mc7nu18989wz5](https://padlet.com/commonsplace_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
<b>5. Buckets, faucets, water feature</b>
faucets (for adults, children, dogs)
dumpster
recycling bins
buckets for butts
accessible entrance
<b>6. Fencing, connectivity (markings), entrances</b>
crossing and new entrance from the playground
sign with audio information
coloring route from school
railings
accessible entrance
<b>7. Green: Planting, flower beds, insects</b>
gossip
cypress trees
garden with aromatic plants
carobs
bushes
kitchen garden
insect house
bee hotel
<b>8. Space for announcements, visual interventions</b>
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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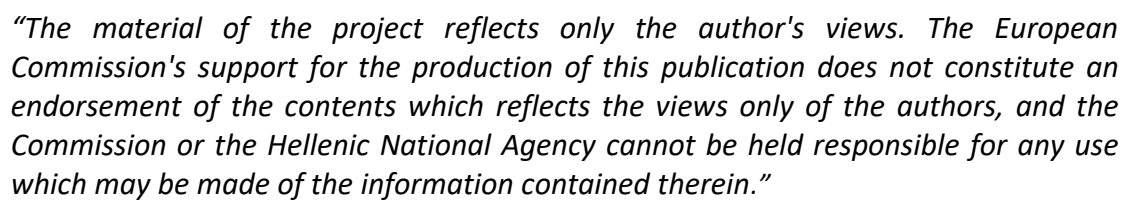
floor lights
gravel for paths
<b>9. Outdoor classroom</b>
outdoor classroom
lights
bins
to take into account the slope of the ground for the placement of the outdoor classroom
taps
outdoor chess

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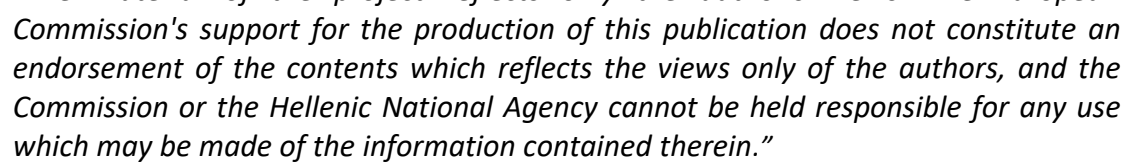


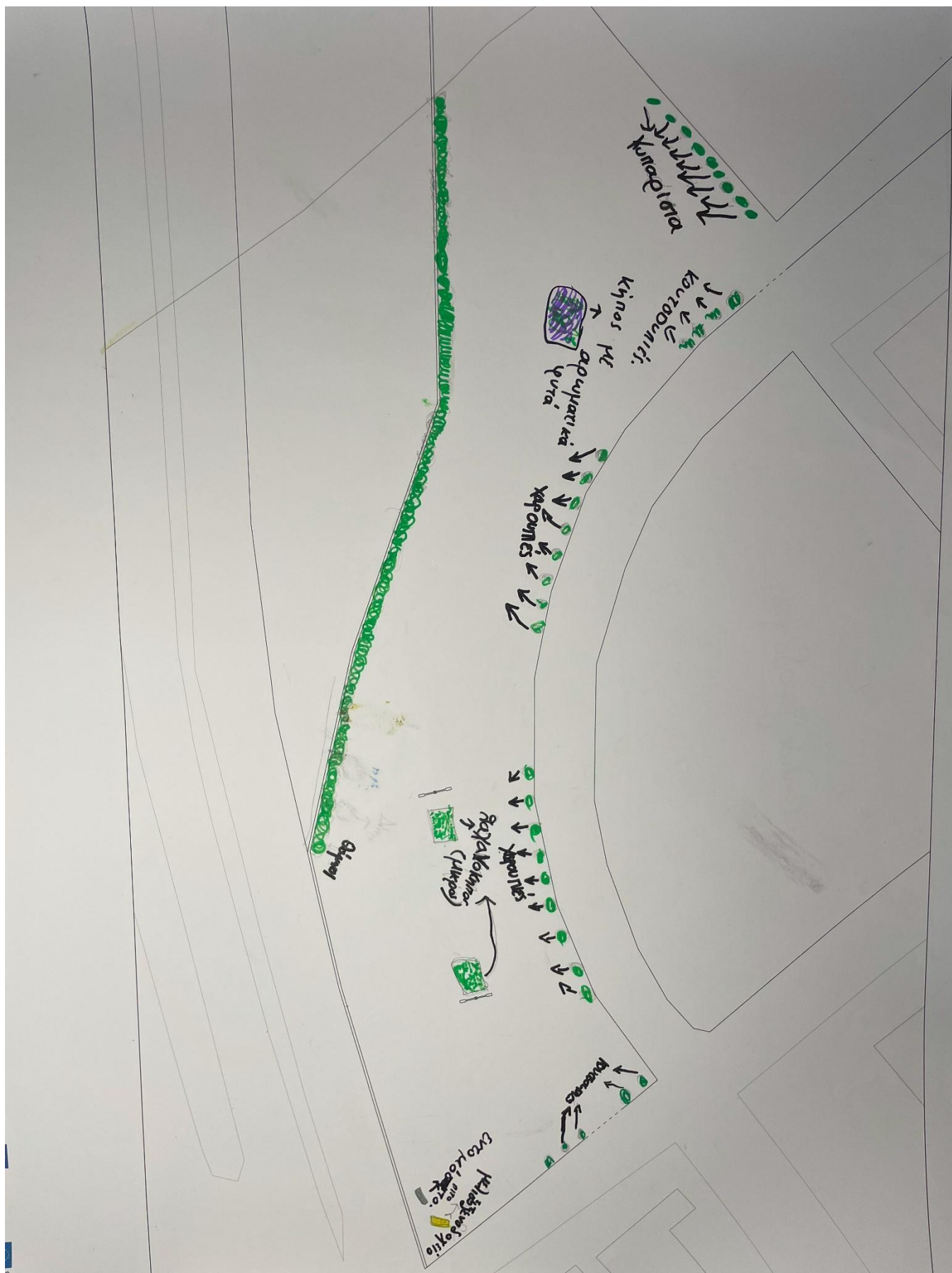




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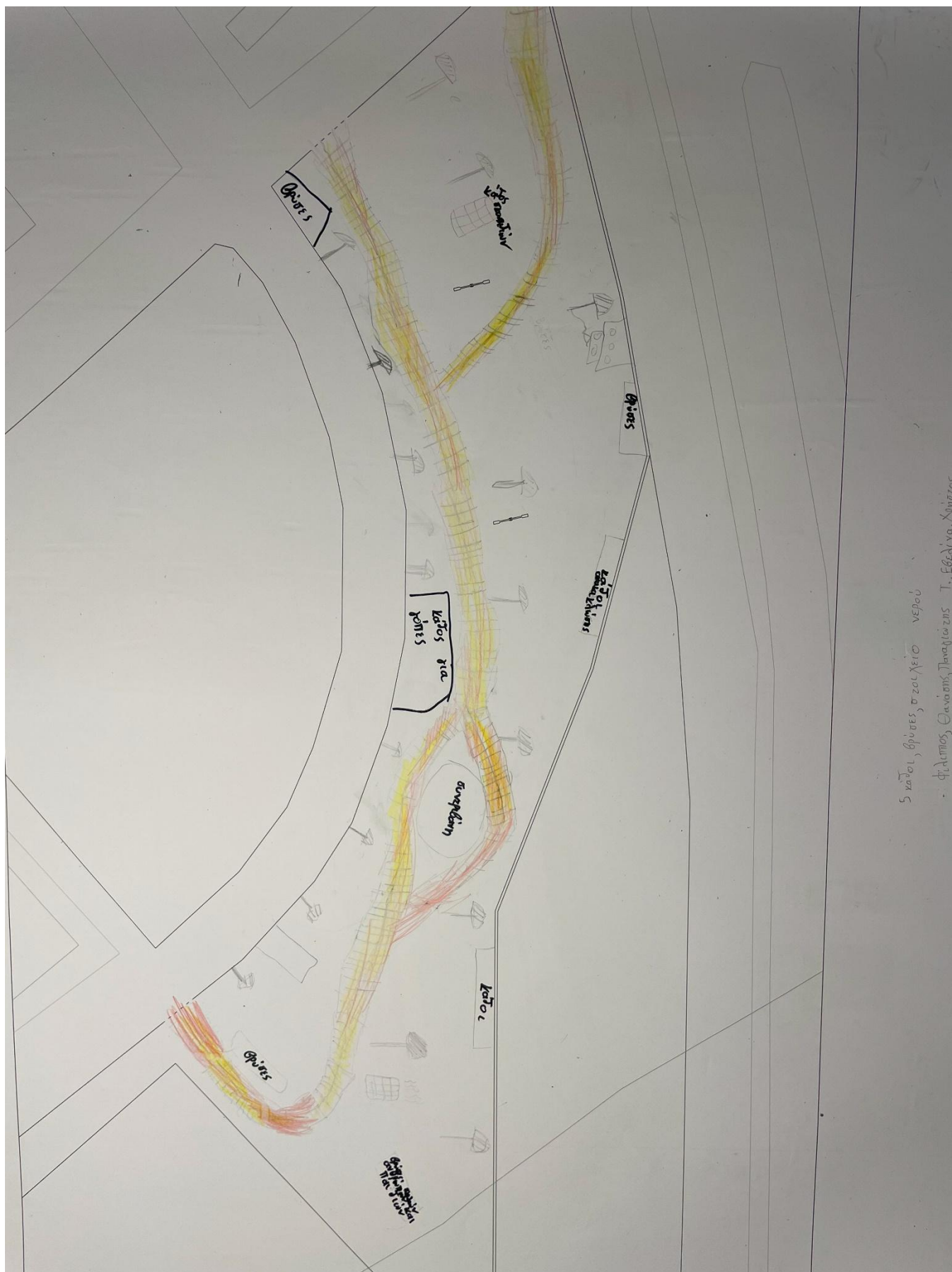






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## Photos.



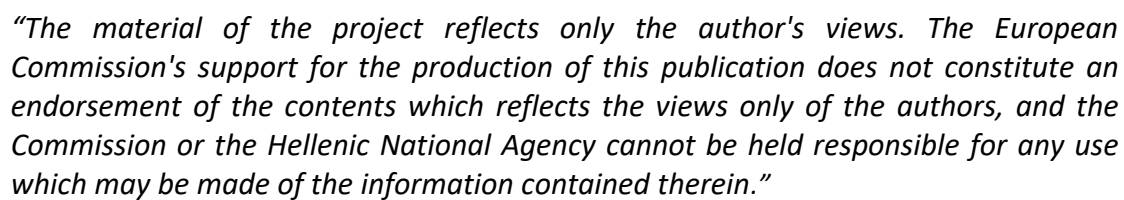
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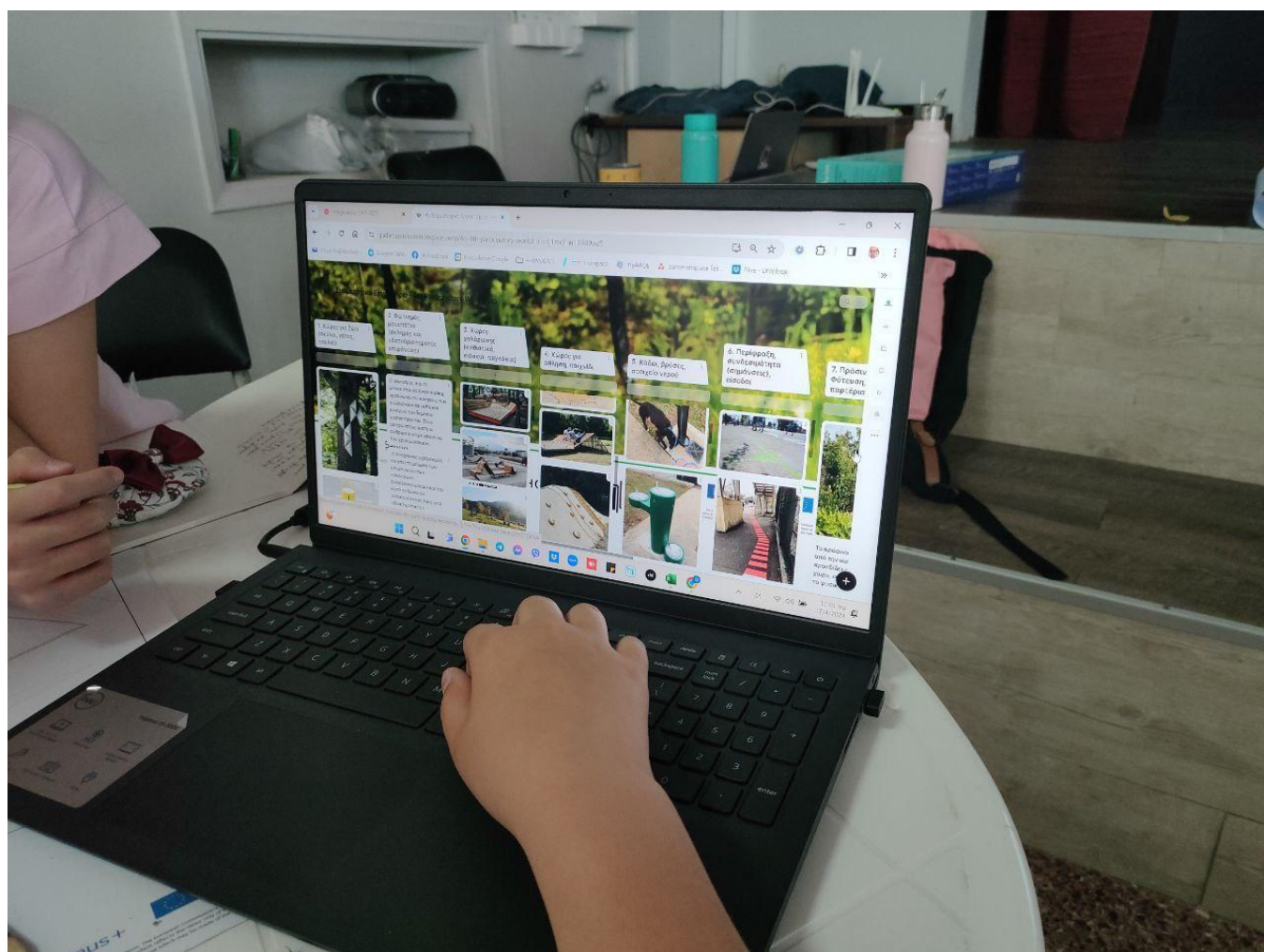




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## Multiplier Event

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:

- Commonsplace 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

### POSTER

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**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  
ζου 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

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

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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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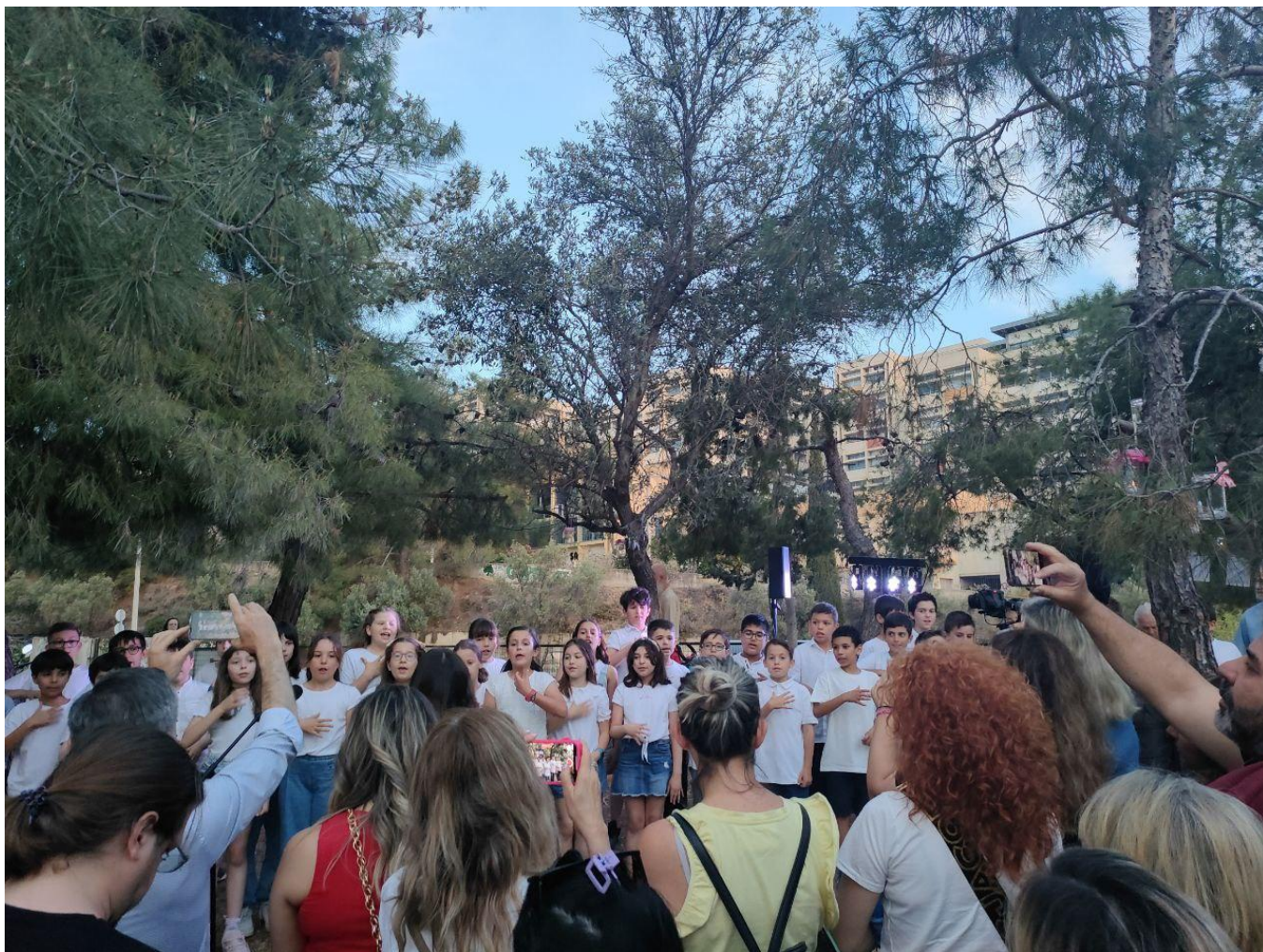
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## Evaluation

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

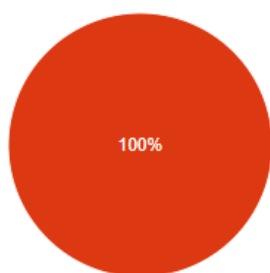
Ερώτηση

Ατομική

Έχετε ποτέ συμμετάσχει σε παρόμοιο πρόγραμμα;

Αντιγραφή

5 απαντήσεις

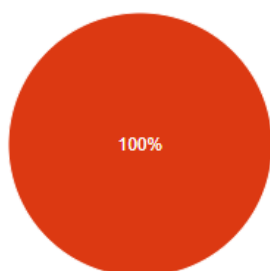


- Ναι
- Όχι
- Άλλο (αναλύστε)

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;

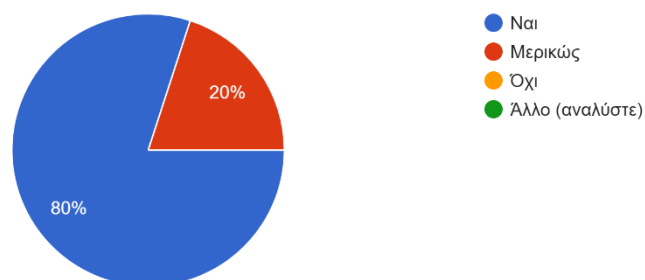
 Αντιγραφή

5 απαντήσεις



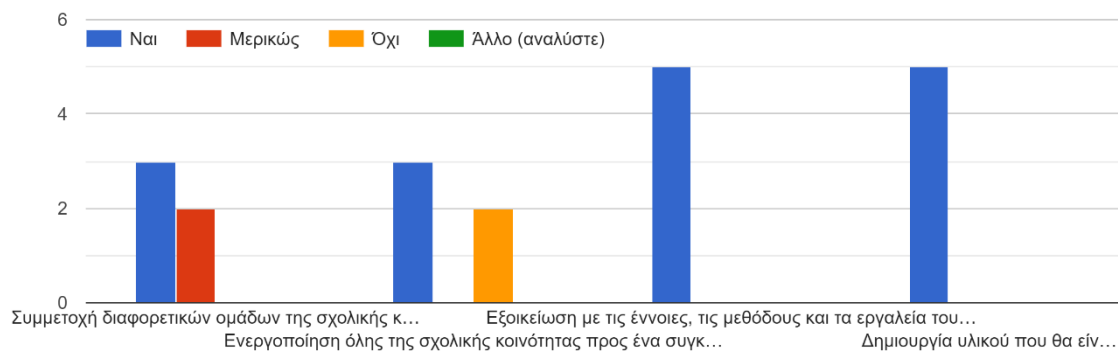
Πιστεύετε πως τα συμμετοχικά εργαστήρια σας επέτρεψαν να εκφράσετε τις ιδέες σας σχετικά με τον σχεδιασμό του πάρκου Αγίας Ελένης;

5 απαντήσεις

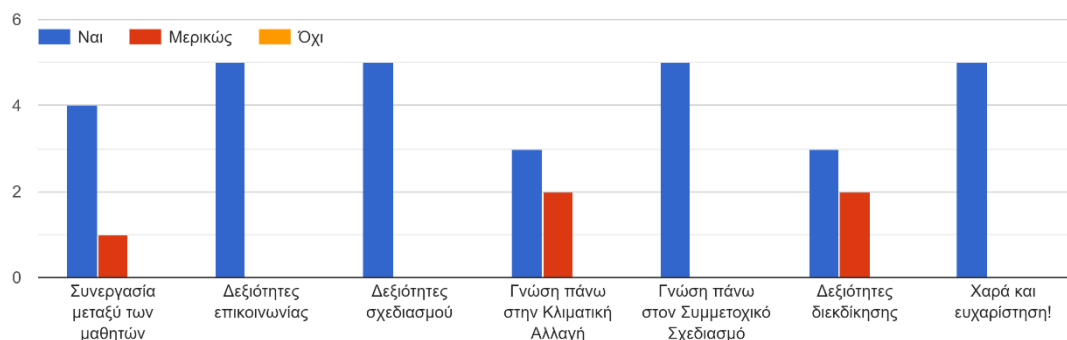


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## Επετεύχθησαν οι στόχοι του έργου;



## Επετεύχθησαν οι εκπαιδευτικοί στόχοι του προγράμματος;

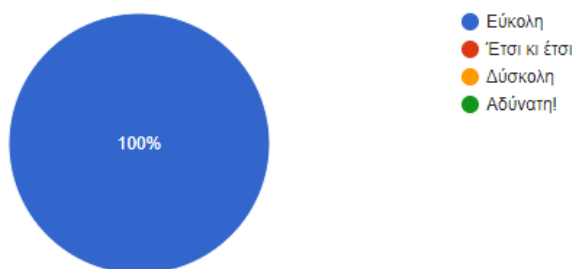


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Πώς βρήκατε τη συνεργασία μεταξύ εσάς και τους μαθητές σας;

Αντιγραφή

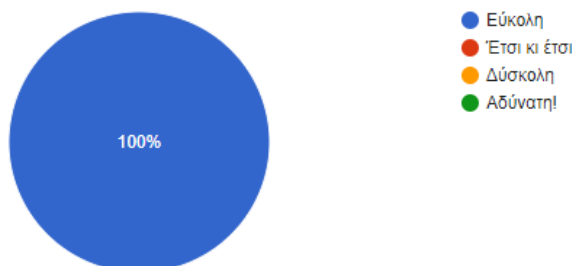
5 απαντήσεις



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

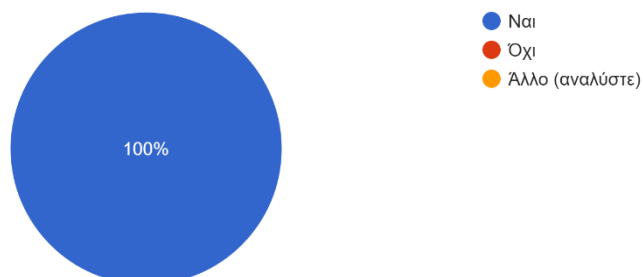
Αντιγραφή

5 απαντήσεις



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

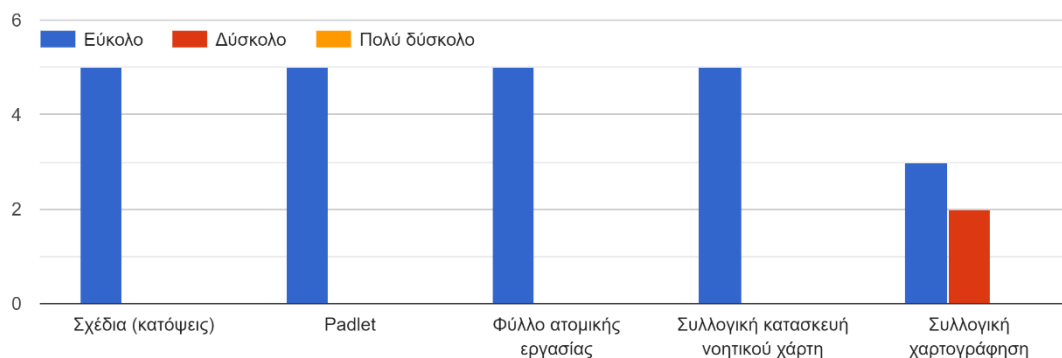
5 απαντήσεις



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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 εμβάθυνση 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

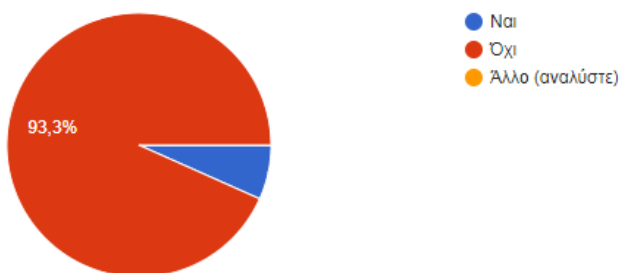
Ερώτηση

Ατομική

Έχετε ποτέ συμμετάσχει σε παρόμοι πρόγραμμα;

Αντιγραφή

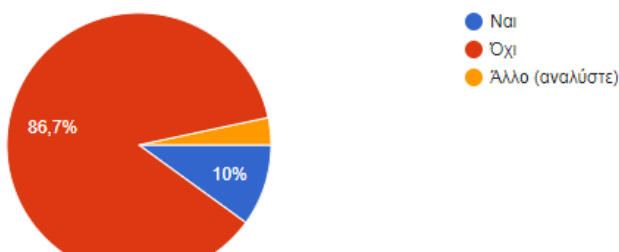
30 απαντήσεις



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

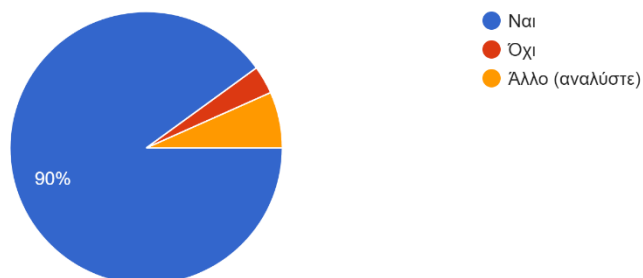
Αντιγραφή

30 απαντήσεις



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

30 απαντήσεις



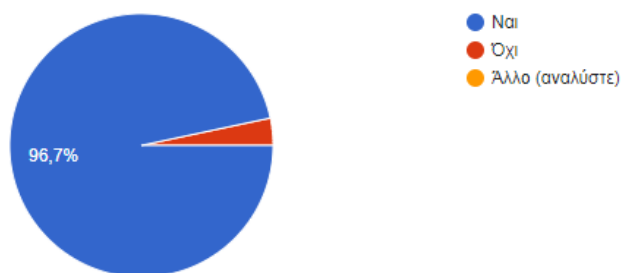
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Τώρα γνωρίζετε τί είναι ο Συμμετοχικός Σχεδιασμός;

30 απαντήσεις

Αντιγραφή



Τώρα γνωρίζετε τί είναι η Κλιματική Αλλαγή;

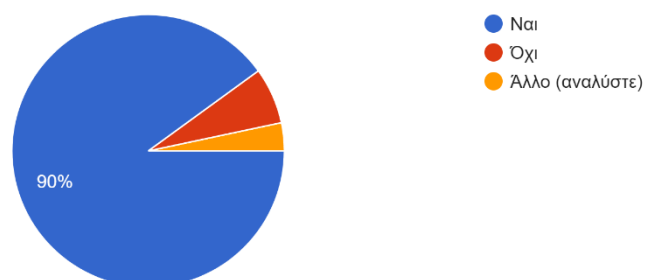
30 απαντήσεις

Αντιγραφή



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

30 απαντήσεις



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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 γύρω 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.

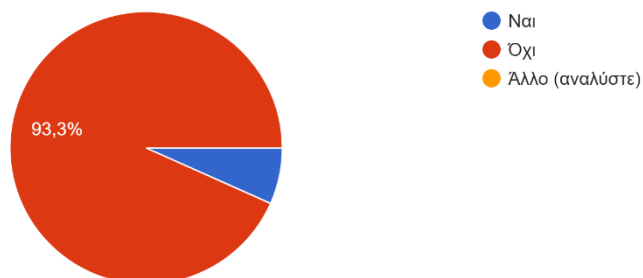
να δουλεύουμε μαζί

Έμαθα να κρατάω το περιβάλλον καθαρό

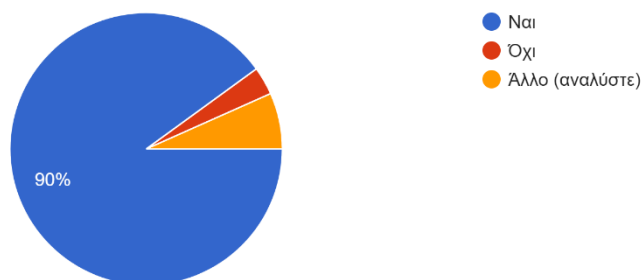
συνεργασία

ΝΑ ΣΥΝΕΡΓΑΖΟΜΑΙ ΜΕ ΤΟΥΣ ΣΥΜΑΘΗΤΕΣ ΜΟΥ

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



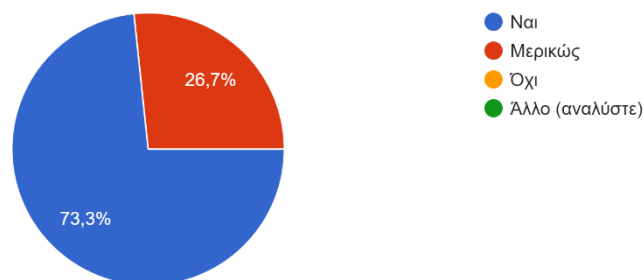
Ευχαριστηθήκατε το πρόγραμμα;  
30 απαντήσεις



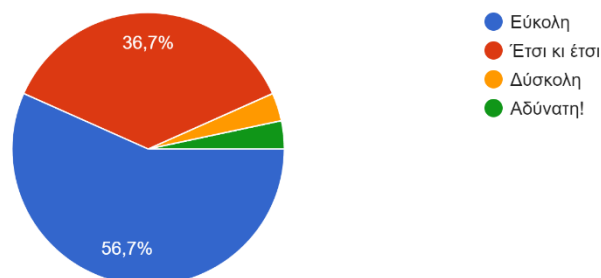
*"The material of the project reflects only the author's views. The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission or the Hellenic National Agency cannot be held responsible for any use which may be made of the information contained therein."*



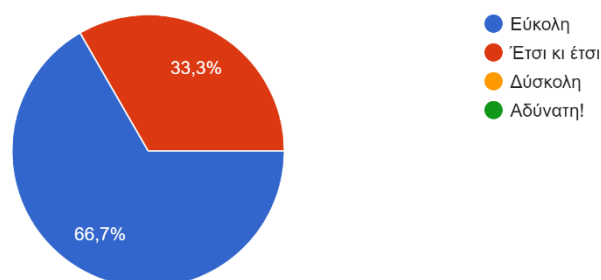
Τα εργαστήρια σας βοήθησαν να εκφράσετε τις ιδέες σας σχετικά με τον σχεδιασμό του πάρκου Αγίας Ελένης;  
30 απαντήσεις



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



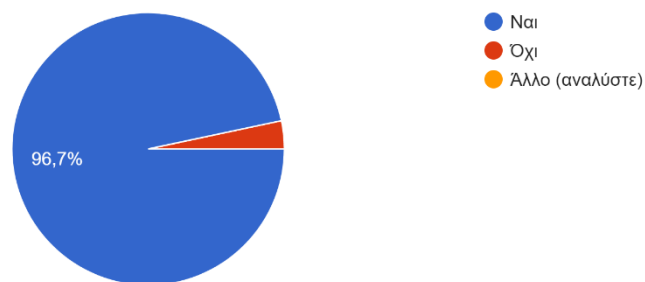
Πώς σας φάνηκε η συνεργασία σας με τις συντονίστριες του προγράμματος;  
30 απαντήσεις



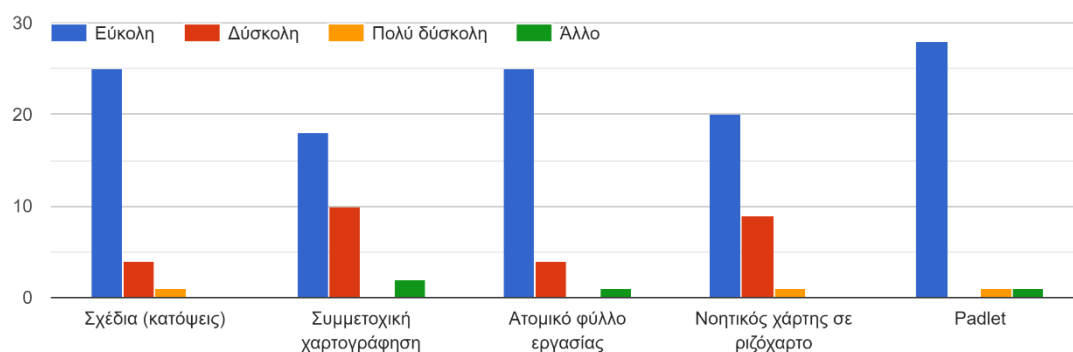
*"The material of the project reflects only the author's views. The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission or the Hellenic National Agency cannot be held responsible for any use which may be made of the information contained therein."*

Σας δόθηκαν σαφείς οδηγίες κατά την υλοποίηση του προγράμματος;

30 απαντήσεις

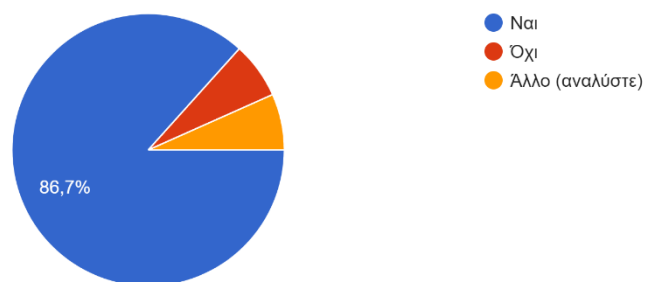


Πείτε μας πώς σας φάνηκε η χρήση των παρακάτω εργαλείων



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 περισσότερες επισκεψεις στο παρκο

Αν πηγαίναμε πιο πολλές φορές στο πάρκο.

Όλοι να άκουγαν και να συνδίαζαν 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 σηνεργάζομαστε

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.

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