

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 (b) is a summary of the workshops of the pilot that took place in Dabie, Psary, Poland.

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.

Padlet

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https://padlet.com/commonspace_coop/schooltureforclimatechange

Drive

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. 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.

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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
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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 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 **SCHOOLTUROWO!**





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 Dąbie, 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

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Project, the methods used, mapping the area together and identifying important issues regarding the outcome of the activities.



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](#)

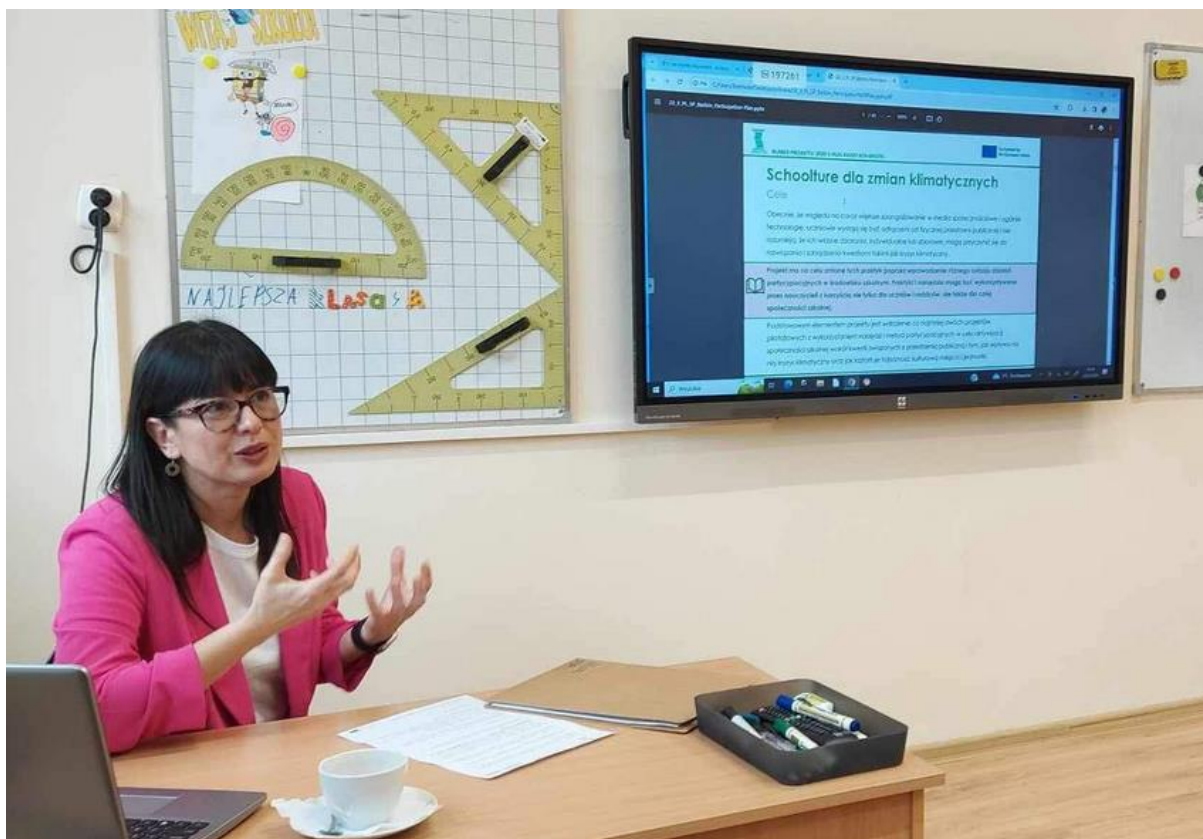
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The workshops and discussion were centered around the following points:

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 Commonsense 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

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equips them with the knowledge and skills to make informed decisions about environmental conservation throughout their lives;

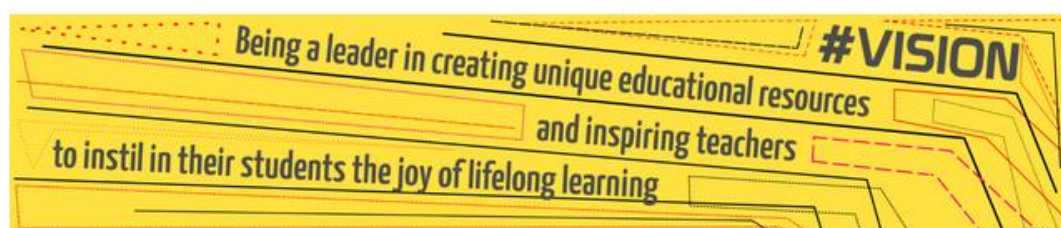
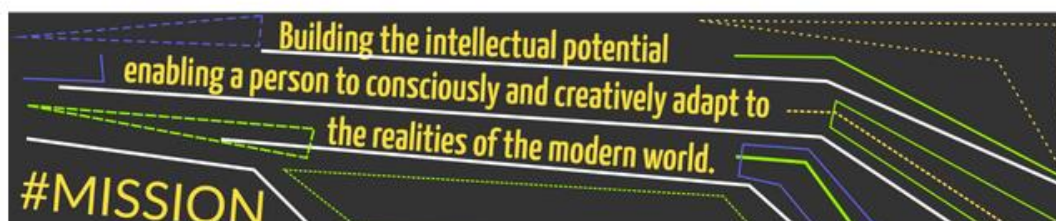
- by participating in climate protection efforts, students can raise awareness among their peers, families, and communities, creating a ripple effect of change;
- students often bring fresh perspectives and innovative ideas to the table. By encouraging student involvement in climate protection initiatives, we can tap 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 – mision 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 Niesłony

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

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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>
IDEAS	NOTES
<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)

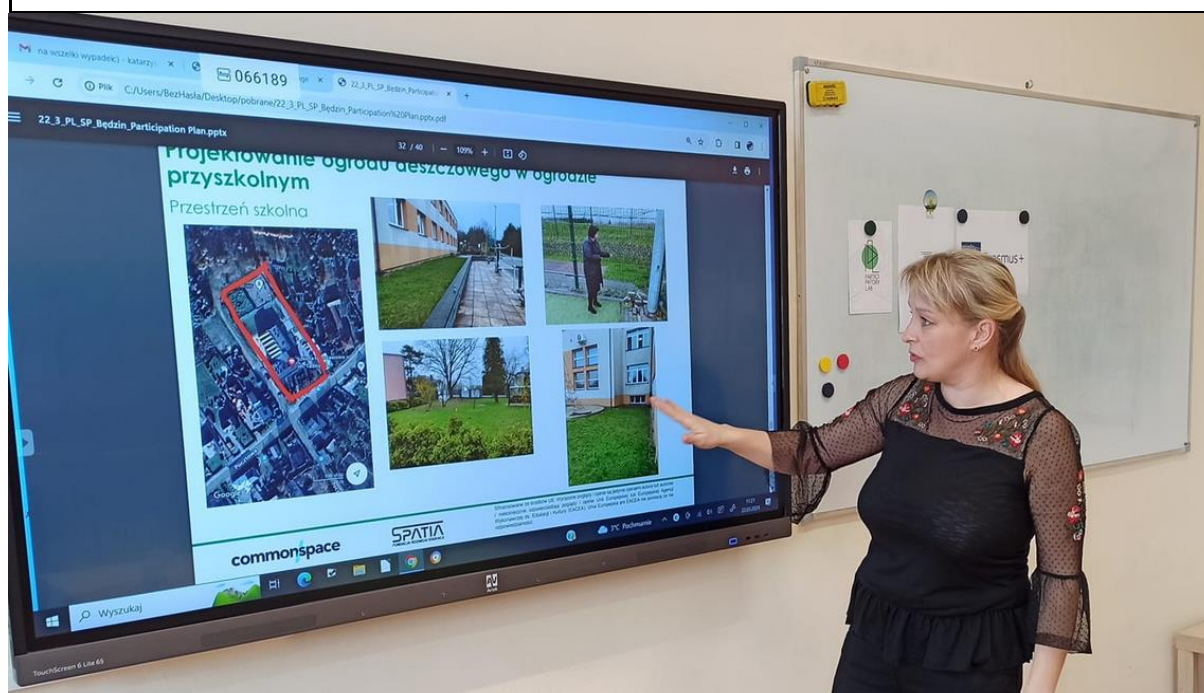


Photo: Ms. Malwina Gunia- expert in garden planning

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

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

- 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.



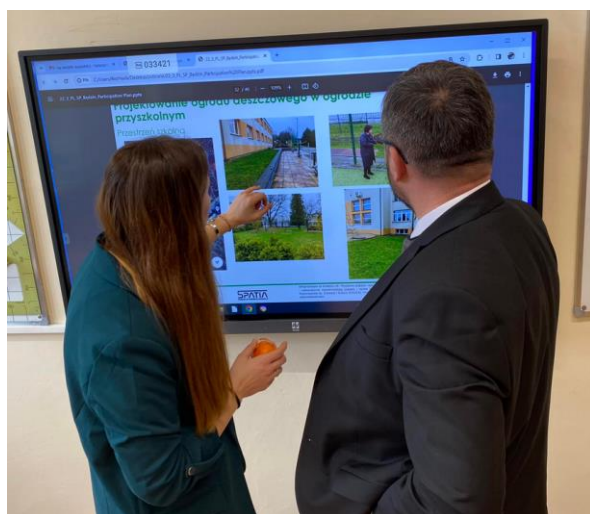
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1st workshop with the students "Record existing status"



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 chwilkę:)

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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 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.



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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. 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

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Clean space	Safety
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)

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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 (choć my 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!

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!

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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

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

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The Participation Day



Participation Day at Kościuszk 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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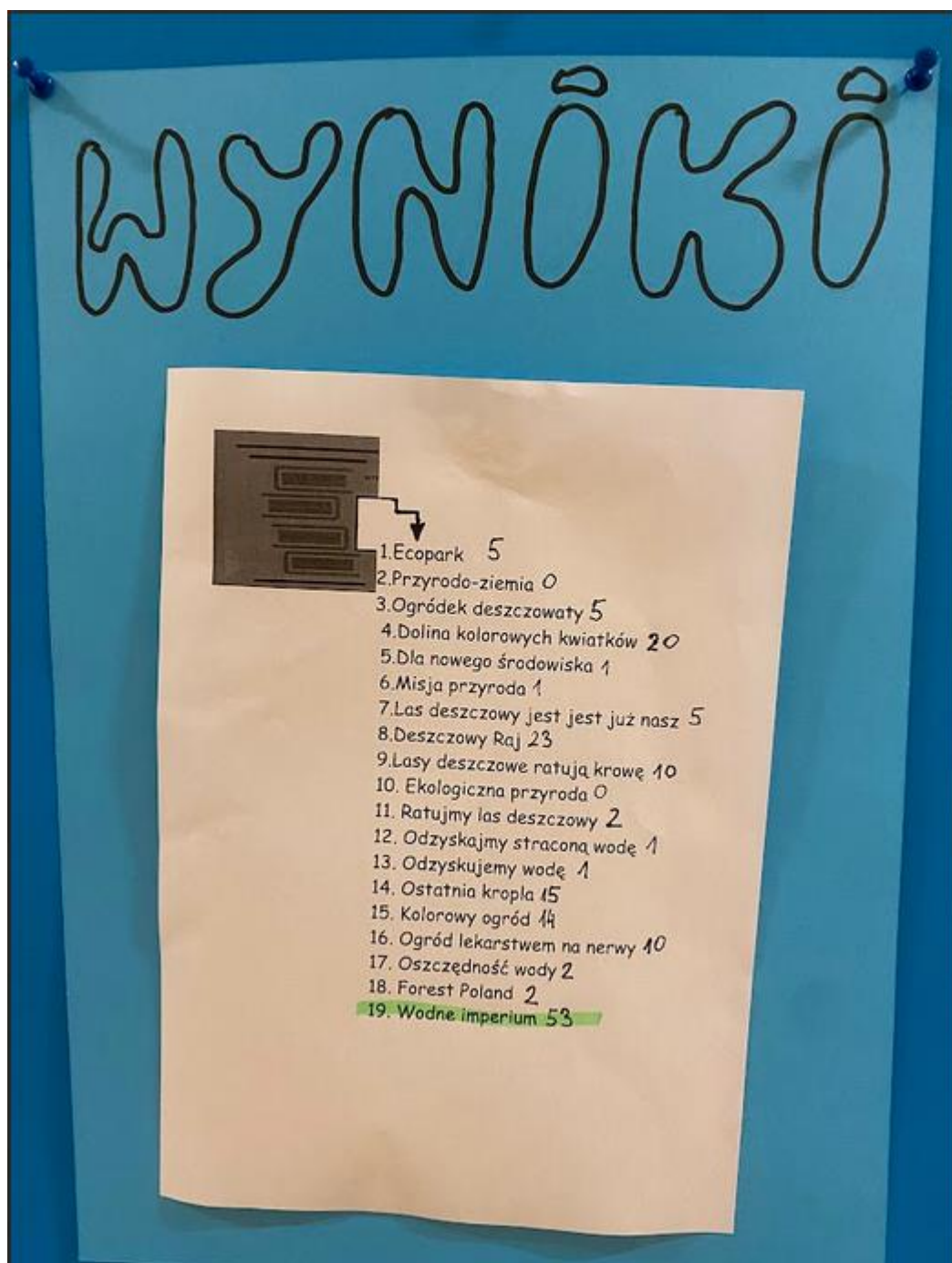
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2nd workshop with the students



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:

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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.

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.

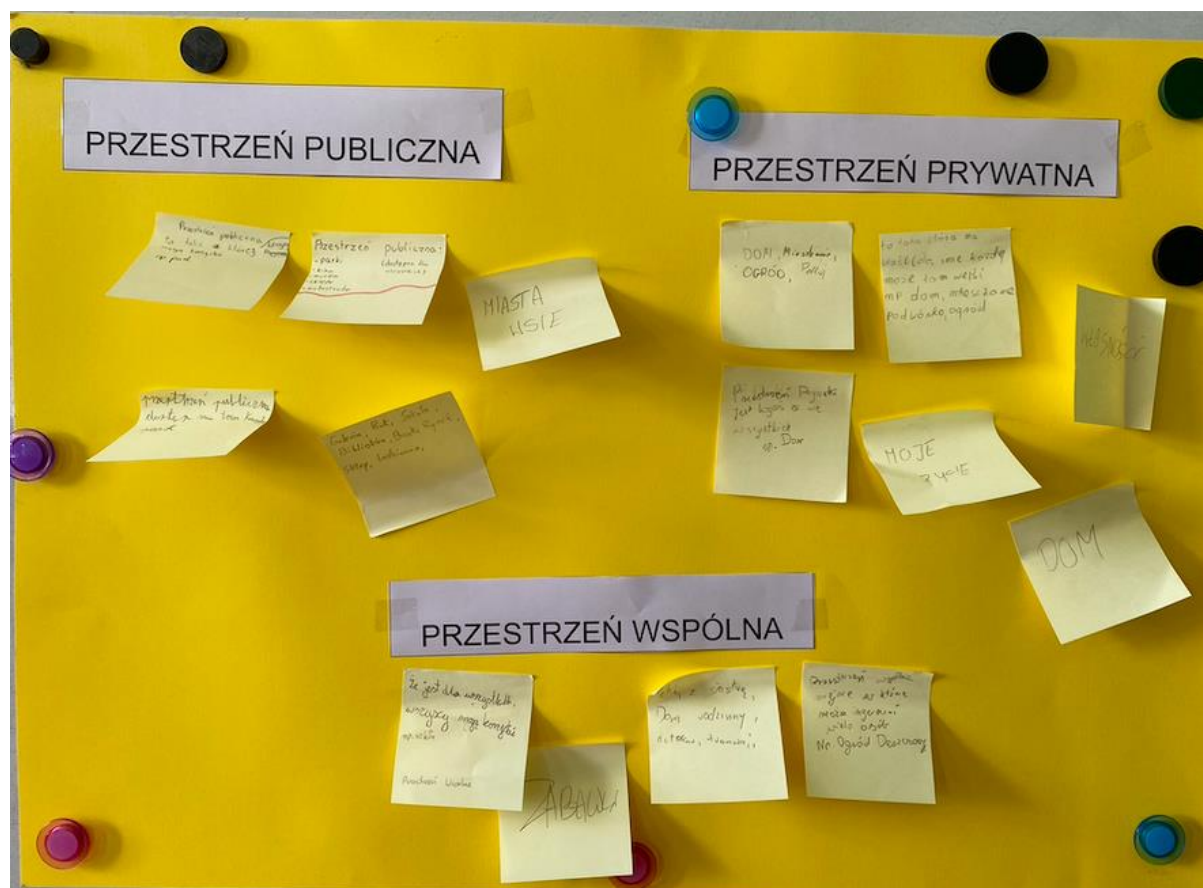


After having received the answers from the students, we asked them to compare their answers with the ideas from the presentation. We explained the difference between the public and shared space.

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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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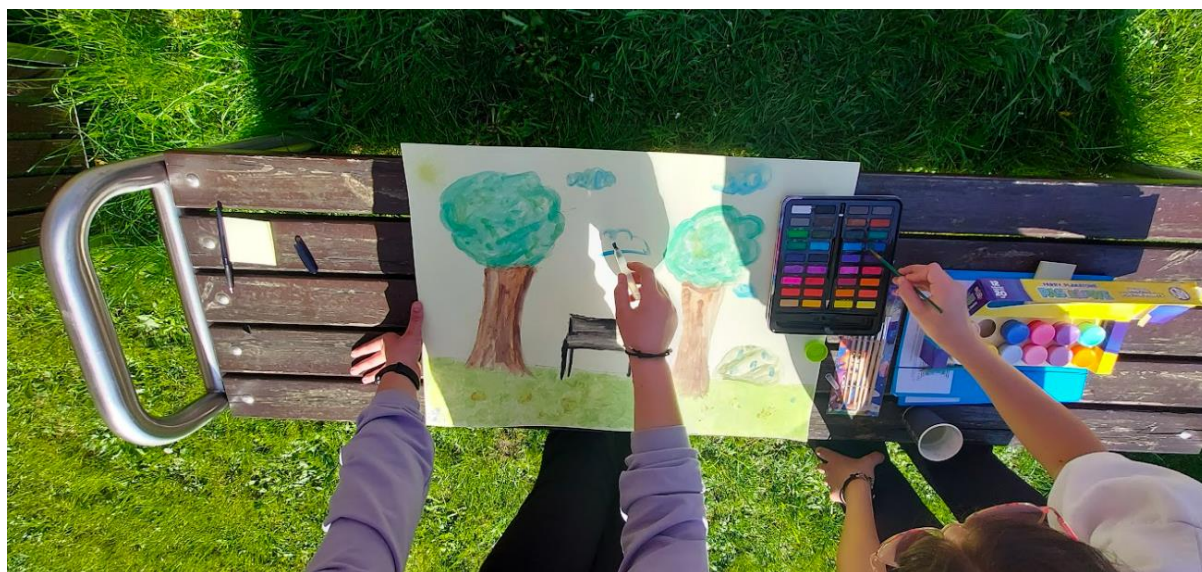


The workshop ended with students painting the design of their dream rain garden in teams of 4-5. While they were doing the first draft of the rain garden, they filled out the table with: needs, ideas, challenges and notes.

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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

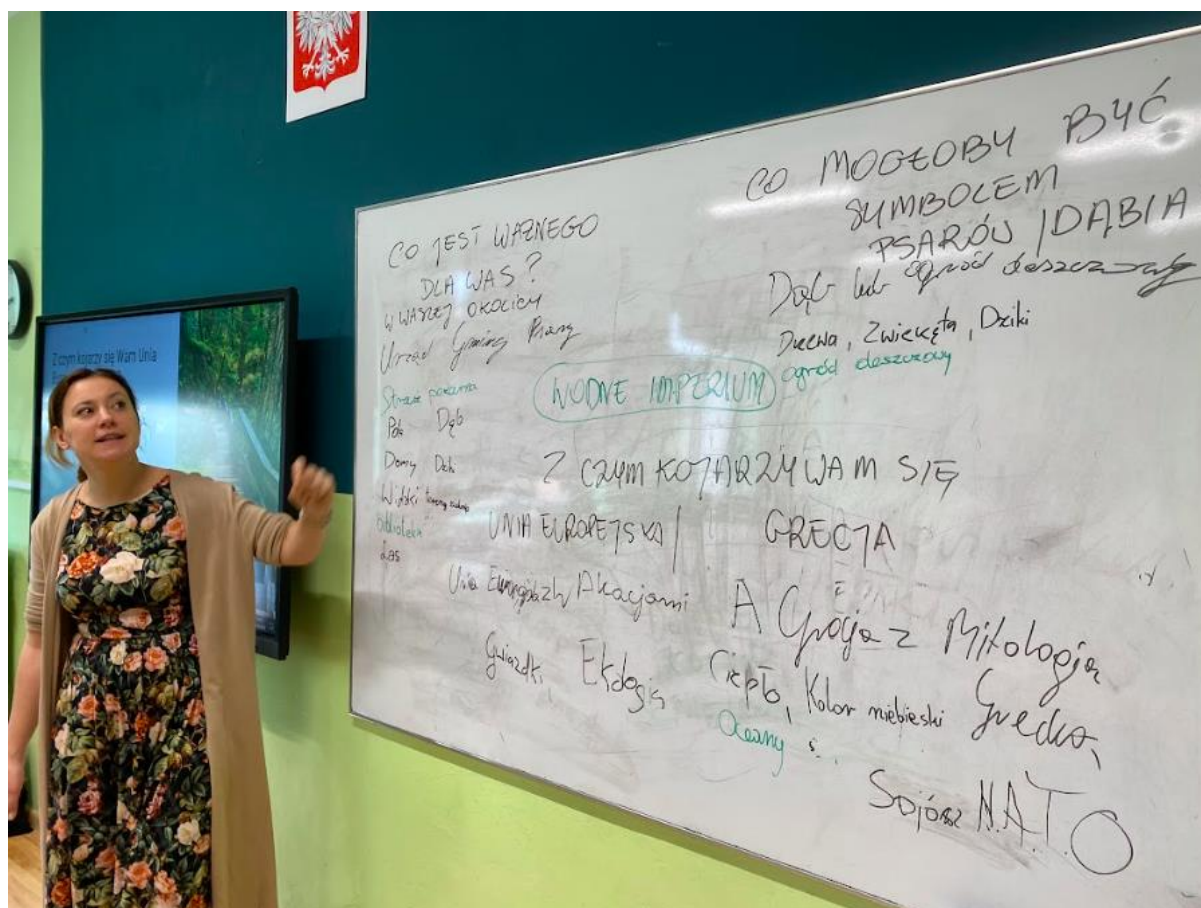
Notes: fish can be a problem.

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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, bazylia, 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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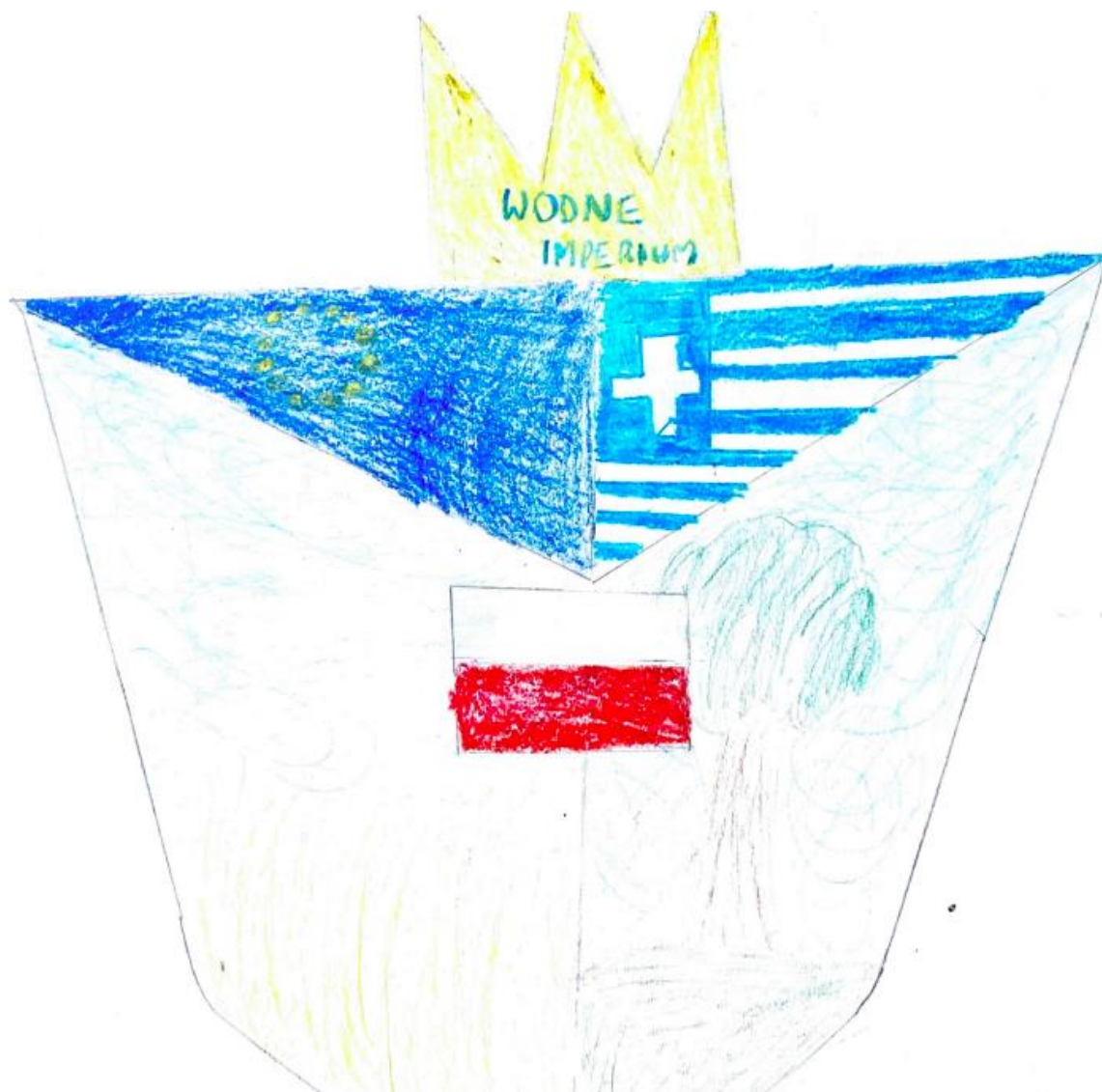
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4th workshop with students - "Masterplan"



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

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conducted by Justyna Jopek and Tomasz Sobisz. Three teachers participated: Joanna Kalińska, Karina Bizan and Marlena Walczyk.



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		
jake rośliny?	ozobne trawy	ziola (mięta, bazylia, inne)	warzywa (koperek, pietruszka, marchewka)	kolorowe kwia krzaki				
	17	15	10	14	13			
leżaki?	TAK	NIE						
	13	7						
kolor leżaków?	żółte	pomarańczow	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

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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!

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 Foundation .
- 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](#)



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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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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

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the individual tasks, and referred to the difficulties encountered. During the discussion the following issues were raised:

- 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;

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- 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.);
- 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
- the involvement of a wide range of actors in the project (municipal authorities, local community, teachers, pupils, etc.)	- too small a financial envelope; - too few workshops (according to children)

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- 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;
- 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

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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.

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.

The evaluation of participatory workshops conducted as part of the *Schoolture for Climate Change* pilot program in Poland revealed overwhelmingly positive feedback from both teachers and students. Teachers appreciated the program as an "eye-opener," offering their first exposure to participatory design and climate change education. They reported gaining new skills, understanding public, private, and common spaces, and learning how to engage students and the wider school community effectively. Teachers highlighted the value of seeing students realize their influence on their learning environment and praised the collaboration with project leaders and experts. Suggestions for improvement included extending workshop durations and integrating more activities to deepen understanding of concepts like climate change.

Similarly, students found the workshops exciting and impactful. Many participated in a project like this for the first time, learning about participatory design, climate change, and their role in shaping their school's space. They developed critical skills,

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including teamwork, creativity, and democratic communication, and expressed enthusiasm for the rain garden design process. While students enjoyed the workshops and felt their voices were heard, they also wished for more sessions and longer durations to delve deeper into the activities. Both groups emphasized the importance and meaningfulness of the program, underscoring its success and potential for further expansion.

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