



Guide

Co-creation with children and the education community to improve school playgrounds



'Let's Transform the Playgrounds' programme

6 USOS DIVERSOS PER A LA COMUNITAT I EL VEÏNAT

- Versàtil per a moltes activitats: educació física, aula a l'aire lliure, esport extraescolar, festes...
- Patís oberts de tardes i caps de setmana al barri educador

1 ESPAI VALUÓS D'APRENENTATGE, COEDUCACIÓ I CONVIVÈNCIA DINS DE L'ESCOLA

- Equitat de gènere en el joc, trencant rols i afavorint dinàmiques igualitàries
- Gestió positiva de conflictes
- Inclusió de tots els infants en el joc
- Corresponsabilitat i protagonisme en les decisions, la cura i el manteniment

2 DIVERSITAT D'AMBIENTS I ACTIVITATS LÚDIQUES I CREATIVES

Ambients per al joc actiu, semiactiu i tranquil

- Jugar, amagar-se, saltar, explorar, experimentar, expressar-se, jugar amb rodes, córrer, xerrar, endilar-se

Espais i materials atractius, estimulants i amb reptes per a totes les edats i capacitats

Estímul del joc autònom i divers sense dirigir-lo

AIRE LLIURE
BENESTAR
JOC I EDUCACIÓ
INFANTS
EXPERIÈNCIES
ESPAIS
UN BON PATI

5 CREJDISTRIBUCIÓ EQUILIBRADA DELS ESPAIS

- Tots els jocs i activitats tenen espais de qualitat i amb perspectiva de gènere
- Accessibilitat per a tots els infants pensant en la diversitat funcional
- Combinar espais fixes i material lúdic

CONFORTABLE I CONECTAT AMB L'ENTORN

espais assolibles a l'hivern i magatzem de joguines amb les

1 GARANTEIX EL CONTACTE AMB LA NATURA: VERD, TERRA I AIGUA

- Naturalitzar, reverdir i enjardinar: refugi climàtic exterior ple de vida
- Superfícies anivellades i impermeables
- Aigua i sorra

This guide was promoted by the Area of Culture, Education, Sport, and Life Cycles Directorate of Education in conjunction with the Barcelona Education Consortium as part of the 'Let's Transform the Playgrounds' programme promoted by Barcelona City Council. It was drawn up by the Barcelona Institute for Children and Adolescents, in close collaboration with the Barcelona Municipal Education Council team, responsible for coordinating the programme.

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The internal co-creation and work sessions at these schools to transform their playgrounds for the 2020-2021 school year provided the pilot test for developing the methodology presented in this guide.

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Introduction

Barcelona City Council, in conjunction with the Barcelona Education Consortium, has implemented the 'Let's Transform the Playgrounds: more naturalised, coeducational and community-oriented' programme. As schools are the most sensitive spaces in the city, and given that our children spend a lot of their time there, looking after them is one of our priorities.

We want to make schools a priority sphere for all actions to transform the public space, in order to improve play and sports areas in the city, extend green areas, advance towards urban planning with a gender perspective, create climate shelters and create more jobs. The aim is to put schools at the heart of the neighbourhoods to define a new urban model, in which schools are hubs of the public space and receive special attention. We want all public infant, primary, secondary and special education schools in Barcelona to have playgrounds that are suitable and rich in stimuli, and which make full use of their potential as an educational and social space.

The programme is being promoted with the support of the Rosa Sensat Teachers Association and the Barcelona Institute of Childhood and Adolescents. During the 2020-2021 school year, a pilot test of the playground co-creation process was conducted with 12 schools. The aim was for the whole education community – teachers, families, lunchtime monitors, bodies associated with the school and, above all, the children – to be involved in the proposals to transform the playground. The process was based on six criteria for a good naturalised, coeducational and community-oriented playground, which was broadly agreed on by all the stakeholders involved, local government and various expert bodies.

Now, with the aim of structuring the process and sharing knowledge, we are publishing the guide *Let's Transform the Playgrounds. Co-creation with children and the education community to improve school playgrounds* so that schools involved in future implementation of this project can carry out their own participative processes

The guide was promoted by the Barcelona Municipal Education Council and was drafted by the Barcelona Institute of Childhood and Adolescents. It describes the co-creation process in detail and provides schools with a range dynamics and proposals for activities to carry out a completely autonomous participative process with as many people (children, families and the teaching staff) as possible, which can be easily adapted to the reality of their school. The proposed activities are suggestions and ideas that can be substituted, adapted or supplemented with any other activities the schools consider appropriate.

We hope this publication helps give voice to everyone in the education community in the transformation of their playground, thereby bringing us a little closer to building the city we want.

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1. Before starting to co-create



The 'Let's Transform the Playgrounds' programme

Barcelona City Council and the Barcelona Education Consortium (CEB), in conjunction with the Barcelona Institute of Childhood and Adolescents (IIAB) and the Rosa Sensat Teachers Association, are driving the transformation of school playgrounds to make them more naturalised, coeducational and community-oriented, and to boost diversity in play and physical activity. In carrying out this task it also has the support of the More Sustainable Schools network, the Barcelona Sports Institute (IBE), the Directorate of Gender Services and Time Policies and the Directorate of Community Action.

'Let's Transform the Playgrounds' is a stable action plan for municipal investment to care for and improve facilities in public infant, primary, secondary and special education schools in the city. The goal is to transform the playgrounds of all these schools by 2030.

Each year, an objective points system is used to select at least 10 schools from among all those applying to join the plan through the CEB Unified Programme Application system. However, in its first year (2020-2021), a different procedure was used, as this was the pilot test.

The aim of the programme is to transform playgrounds, both physically, by renewing their infrastructures, from the perspective of the educational project. The idea is to maximise the potential of playgrounds as spaces for children's education, learning and healthy development, while including schools in combating the climate emergency. Playgrounds must also be spaces that promote positive and equitable dynamics and relations and favour community uses for leisure and meeting, along with physical and sports activities outside school hours.



The Rius i Taulet primary school playground

The aim is to foster more outdoor education and play in a playable, educational city, and include schools in combating the climate emergency.

We are therefore launching one of the planned projects for advancing towards a playable city, which, among other things, combats excessive screen time, sedentary lifestyles and child obesity through play and physical activity, which Barcelona is promoting through the [Plan for Play in Public Spaces](#). In addition, actions in the climate shelter programme stipulated in the [Climate Plan](#) were extended as part of the fight against the climate emergency and as a tool to counter the lack of contact with nature among children living in urban environments.

The programme, which was presented on 15 December 2020 at the [conference on 'Let's Transform the Playgrounds: more naturalised, green, coeducational and community-oriented'](#), has the following objectives:

1. Acknowledging playgrounds as excellent play areas.
2. Improving the naturalisation of playgrounds to guarantee spaces for promoting health and well-being.
3. Promoting coeducation in playgrounds to establish equitable dynamics and relations among children and in the education community.
4. Favouring the opening of playgrounds to the community to build links between society and the environment.
5. Using the potential of the playground space for physical, sporting and motor activities among children.



The Ramon Casas primary school playground

Background

This vision of playgrounds is not new in Barcelona: different groups linked to education and architecture, such as the Rosa Sensat Teachers Association 'Com està el pati' (What's going on in the playground) working group, have been working in this area for years. Transformations from a gender perspective have also been made, such as at the Drassanes and Baró de Viver primary schools (City of Barcelona Award 2018), and the La Farigola del Clot primary school. Furthermore, improvements to some playgrounds have been driven by the education community, i.e. by the teaching staff and families associations. This is the case of the transformations to the Dovella and the La Maquinista primary schools (Barcelona Education Innovation Award 2018). Thus, the need to transform school playgrounds has and continues to be a widespread social demand in the city.

In addition, in 2020, 11 school playgrounds in the city were transformed thanks to the [Climate Shelters in Schools](#) project (the Cervantes, Els Llorers, Ramon Casas, Ítaca, Poeta Foix, Rius i Taulet, Font d'en Fargas, Can Fabra, Poblenou and Vila Olímpica primary schools and the Escola Antaviana secondary school). These transformations were carried out as part of the Climate Plan and the European Commission Urban Innovation Action (UIA) Project, which provided relevant technical solutions for using outdoor spaces in schools to bring about change regarding the climate crisis.

In these transformations, it is worth stressing the role of the [More Sustainable Schools network](#), promoted by Barcelona City Council, which has been working for over 20 years to include nature and sustainability in school projects. It has provided training and advice for the transformation of playgrounds and is one of the stakeholders promoting the current programme.

With regard to the use of school playgrounds for community activities outside school hours, it is worth noting that these spaces are a key infrastructure in the [School-age Sport Plan](#), in which, according to figures from the *Survey on Sporting Habits in the School-age Population of Barcelona 2018*, 110,000 children have participated. Sport, a socialising activity that transmits positive values, is essential to mental and emotional balance in children, and would be unable to reach so many children without the network of school playgrounds. Playgrounds also host [summer school activities](#), the ['School Playgrounds Open to the Neighbourhood' programme](#), which opened up 70 playgrounds to leisure, education and community uses, and all the extracurricular activities organised by families associations in schools.

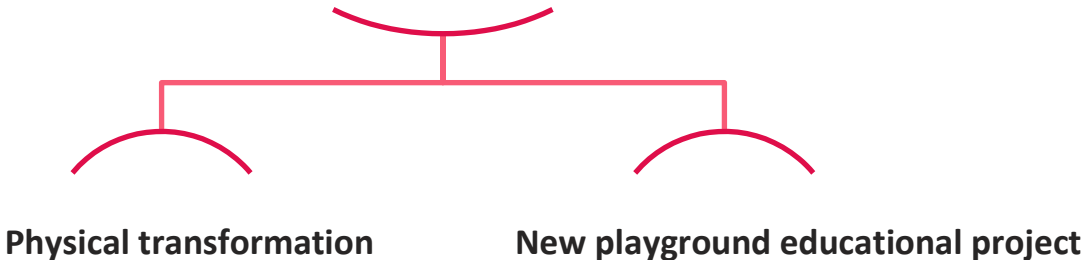


*Font d'en Fargas primary school
playground*

Physical transformation of the playground and a new educational project for playground uses and dynamics

Achieving the goal set for the city (i.e. adapting all the playgrounds in public infant, primary, secondary and special education schools to make them naturalised, coeducational, inclusive and enriching, with highly diverse free play) requires fostering and facilitating appropriate resources to structure and boost these transformations. Therefore, **the ‘Let’s Transform the Playgrounds’ programme not only offers** the necessary financial investment for the physical changes to these spaces, with a budget assigned to each school, **but also provides advice during the co-creation process to define a new educational project for the playground**, integrated into the school educational project. In many cases, the project for a new outdoor space can even become a driver for change to the school’s whole educational project.

A GOOD PLAYGROUND: NATURALISED, COEDUCATIONAL AND COMMUNITY-ORIENTED



Playground transformation projects are often conceived as a change in the physical dimension, but **such improvements should not be limited to the space; they should also be extended to the project for the uses and dynamics of the school’s outdoor space**. These should be parallel interlacing processes implemented at the same time; only in this way can full use be made of the educational potential that these open air spaces and, above all the ‘power’ of play can offer. Among other aspects, it is necessary to look at what play resources are offered beyond the fixed structures, what role should be played by monitors in the playground during recreation, and what specific activities should be organised.

This does not mean school playgrounds have to become spaces for guided activities; rather, they should continue favouring children’s free play and autonomy to the maximum, while offering resources to make play activity as enriching as possible. The physical transformation is fundamental in achieving this, but it is not the only action, nor the only pathway, to achieving it. Furthermore, apart from the morning playground break, thought must also be given to lunchtimes and all the other times when the school’s outdoor space is in use.

The educational project for playground uses and dynamics requires a change of vision towards this school space and an answer to the question: ‘What do we want to happen in the playground?’ It is essential to link it to the school educational project, because **the playground should also be understood as a special space for outdoor learning activities**. Beyond free, play and recreation time, the playground becomes a further educational space for outdoor learning activities, which broaden learning opportunities in contact with natural elements. At the same time it favours other dynamics and movements and allows pupils to organise the space, thereby enriching their educational experiences. It is also important to link it to the city’s educational project, which, above and beyond school hours, seeks to strengthen schools as neighbourhood centres open to the community.

Finally, despite its importance, sufficient emphasis has not been placed **on a new vision that conceives outdoor spaces as places to promote health and well-being**, not just by fostering movement and physical activity – key aspects in the fight against certain common problems in childhood, such as obesity and a sedentary lifestyle – but also because, as spaces promoting rich and diverse free play, they become leading allies in children’s affective and social development, helping prevent the rising problem of mental health.

A shared conceptual framework

A good playground combines space and experiences for play, gross motor activities and outdoor education to the benefit of children’s well-being.

With a view to transforming the city’s playgrounds, Barcelona City Council defined **6 criteria for a good playground: naturalised, coeducational and community-oriented** (see Appendix I). These criteria arose out of a knowledge-generation process based on a local and international search for documents on transformation experiences, conducted by the Barcelona Institute of Childhood and Adolescents. It was agreed on and validated by 40 experts from the fields of education, architecture, play, ecology, sport, accessibility, gender perspective, community action and health.

Thus, the infographic ***6 criteria for a good playground: naturalised, coeducational and community-oriented*** was produced as a work material for schools; specifically, as a starting point for them to define the own challenges in transforming their playgrounds (see Section 2).

[You can download the infographic here](#)



Flowchart for the process leading to the ‘6 criteria for a good playground: naturalised, coeducational and community-oriented’



International search

Barcelona Institute for Children and Adolescents

Work sessions of the Cross-departmental Technical Commission

Barcelona City Council technicians and managers
Barcelona Education Consortium
Barcelona Institute for Children and Adolescents

Discussion and validation

People and entities with expertise in education, play, sport, health, architecture, feminism, community action and accessibility

Education community participation in transforming playgrounds

- **It is essential for the education community to participate, in the broadest sense, in the proposal for transforming school playgrounds, in both physical terms and with regard to the educational project**

Applying the *6 criteria for a good playground: naturalised, coeducational and community-oriented* necessarily means redesigning the playground's physical space and reconsidering the educational project. Establishing criteria that provide a conceptual framework does not mean standardised and repetitive playgrounds will be created in all schools. The idea is **that each school applies these criteria based on their own reality**. To do this, it is essential for the whole education community to get involved and take part in the process. But above all, it is essential for children to participate and contribute in all stages of the process: from the appraisal and formulation of proposals to the design, management, maintenance, advice and assessment. At the same time, local stakeholders must also participate.

Although the drive and motivation of families has very often been the motor for transforming playgrounds, and although their contributions are highly valuable, it is essential that the initiative is headed by the educational team, as they are responsible for managing the school's daily life and coordinating the educational project. Co-leadership is an option, but the educational team must be fully involved. It should be leading the project, but organising work that is shared and agreed on with the other stakeholders in the education community. This is essential for ensuring the investment and transformations impact positively on the school and the community and that the project is coherent in pedagogical terms, makes sense and is sustainable over time.

The transformation must also be accompanied by an analysis of technical, management and maintenance viability in line with the specific assigned budget, taking into consideration the city's overall requirements. In other words, projects must be sustainable and long-lasting. Therefore, it is important to consider a design that is as flexible as possible, so playgrounds can be adapted and transformed in accordance with changes arising over the years.

To do this, the **'Let's Transform the Playgrounds'** municipal programme fosters active participation from teachers, children, families, lunchtime monitors and bodies of non-school hour playground users associated with the school, with the aim of achieving a co-creation process involving all the stakeholders in the education community and the municipal technical teams.

Finally, it should be stressed that the teaching staff will be given support training so that the physical transformation and drawing up of a new project for the uses and dynamics of the playground during school hours and non-school hours brings about a paradigm shift for both the school and its environment. Thus, for example, each year a specific training plan will be presented and the school will also receive the *Guia pedagògica Transformem els patis (Let's Transform the Playgrounds Pedagogical Guide)* produced by the Rosa Sensat Teachers Association.



Poeta Foix primary school playground

- **The contributions from the education community are an essential ingredient, but not the only one**

The co-creation process is implemented as a collective, participative process in which numerous stakeholders present and demonstrate their needs, and present proposals so that, in the second stage, the project technical team can draw up the improvement and transformation project for the space in accordance with the contributions.

It should be remembered that, in general, the proposals arising from the co-creation process cannot be included or applied to the letter in the design. They must first be assessed for technical viability and then compared with other requirements.

The city is a multidimensional and interconnected system. This means numerous variables need to be taken into account when interventions are required; in other words, besides the requirements of the school, a global vision of all the needs of the municipality must also be adopted. Schools are the heart of the neighbourhoods and are part of their ecosystem of facilities: the city enters the school and the school goes out into the city.

It is also necessary to bear in mind safety regulations and accessibility requirements for people with disabilities, among other aspects. In some cases, these limit and condition possibilities for action, making them incompatible with the proposals arising from the co-creation process or requiring changes and reformulations to them.



Therefore, although the basis for the transformation is the proposals made by the education community, they need to be checked with different municipal agents, such as the More Sustainable Schools network, the Barcelona Institute of Sports and the Municipal Manager's Office Directorate for Gender Services and Time Policies (DSGPT) to assess the suitability of the agreement in the overall municipal context. Consideration must also be given to the territorial dimension, through key figures in the district and the CEB. Thus, the 'co-creation' concept does not mean the education community alone decides on the design; it means that the resulting design takes into consideration and analyses contributions from the co-creation spaces and incorporates them as far as possible.

Ítaca primary school playground

Prior aspects to consider

What can and can't be done. There are limitations to the transformation proposal, as specified below. It is very important to bear them in mind when managing expectations and hopes.

- The 'Let's Transform the Playgrounds' programme has a budget limit of 200,000 euros per school. This amount must cover everything: work by the architects, purchase of materials, the works and so on.
- A minimum of one sports court must be maintained. Whenever possible, this must be the size stipulated for competitive sport. If the number of courts are to be reduced, the impact of this on children who do extracurricular sport at the school must be analysed. If necessary, alternatives in the neighbourhood can be looked for, but there is no guarantee they will be found.
- The project does not cover the construction of toilets and changing rooms, even when they are located in the playground.
- The external playground walls are not covered by the programme, which essentially addresses the elements in the playground and not its structure.

- Solutions should be based on the CEB technical solutions catalogue, which includes different types of water fountains, play structures and so on. New ideas will be accepted as long as they are viable in technical and budgetary terms.
- The extension to the playground green area must meet the criteria of the Climate Shelter project. If more greenery cannot be added, a specific area of shade must be guaranteed that includes trees and other elements that create a shade.



Font d'en Fargas primary school playground

Promoting children's participation in designing the city: right, need and benefit

Children are often ignored as active stakeholders with the ability to get involved in the city's transformation and co-creation processes. Emphasis must therefore be placed on giving children a voice.

In recent years, citizen participation has become an increasingly frequent practice in such activities as defining projects and action plans, and drawing up appraisals of urban transformation in towns and cities. Children's participation and active involvement as full citizens in these processes has not been a particularly widespread practice, although an increasing number of groups and institutions who care for children have been able to express their opinion.

As explained below, we have identified at least three arguments to continue fostering children's participation.

▪ **Children's participation is a recognised right**

Firstly, it should be borne in mind that we are subject to a broad legal and regulatory framework which requires us to guarantee spaces for children's participation. This framework consists of:

1. The general principle of the United Nations Convention on Rights of a Child (Art. 12/1989), whereby children have the right to be heard and their opinions considered in decisions that affect them.
2. Catalan Act 14/2010 on the rights and opportunities of children and adolescents (LDOIA), whose articles 7, 11, 34 and 53 also set out children's participation as a right.
3. The Citizens' Charter. Barcelona Charter of Rights and Duties. The Charter of Rights and Duties establishes that all minors 'have the right to participate in drawing up the city project', and that 'the City Council will promote experiences and citizen participation spaces for children and adolescents' (Art. 22.e/2010).

▪ **Children's participation is a public administration necessity**

Secondly, we need to bear in mind that listening to children's voices is a necessity, as it provides highly valuable, first-hand, contextualised information on spaces close to children, which they use and which are a part of their daily life. In that sense, it is important to understand that children have the knowledge and expertise that adults lack, which starts with their own vision of what is essential to the design of actions affecting them (programmes, education services, health, culture, etc.) or spaces in which they are co-users (the home, the school and the neighbourhood) and which are part of their daily life (play and leisure areas or the public space in general).

Therefore, 'it is not about changing Government to include children, but including children to change Government' (Boqué, 2019).

- **Children's participation favours their well-being**

Finally, opening up participation spaces to children makes them feel heard and considered. This contributes to broadening their sense of belonging to the community while promoting co-responsibility in the good use of spaces. By participating in issues that affect them, children become active members and leading figures in community life, in an urban space that better caters for their daily needs, such as play and getting together.

Thus, there are three reasons to justify involving children in formulating demands and proposals on matters that affect them and that are related to spaces in their daily life:

a) they have a recognised right to do so;

b) government requires it;

c) it benefits their well-being. This is the only way to bring about a paradigm shift in which children and adolescents are considered in cross-cutting and systematic decision-making (IIAB, 2016).



Requirements and strategies for children's participation

Children's participation does not come about automatically, just because adults decide to consult them. According to the report *Resultats del procés de cocreació amb infants de dos parcs de Barcelona (Results of the co-creation process with children in two Barcelona parks)* (IIAB, 2018), such processes often come up against major obstacles (children not wanting to participate or boycotting proposed activities due to lack of interest; children who say what adults want to hear, because



they want to be friendly or feel that the situation does not meet the requirements for them to say what they really think), which need to be borne in mind. So what is needed to really 'meet' with children? The proposal must fulfil at least five main conditions and strategies as explained below.

- **Five conditions to achieve genuine and sincere participation by children and adolescents**

1. A clear, well-outlined and achievable goal.
2. Voluntary participation.
3. Adults ready to listen to what children say to them and ready to accept the consequences, especially when they do not like what they hear.
4. A participation space that is safe, trustworthy and provides mutual respect.
5. Useful participation tools: dynamic and methods adapted to children.

- **Strategies for children's participation**

While also ensuring the proposal meets the five conditions mentioned above, three main strategies or formats can be applied to achieve children's participation, as explained in a working document on children's participation in the city (IIAB, 2016):

1. Participation in stable channels: through bodies and spaces fostered by public authorities with the aim of listening to children's and adolescents' voices.
2. Participation at specific times: through participative or co-creation processes, in both the appraisal stages and in decision-making on issues affecting them.
3. Spontaneous participation: through practices promoting co-responsibility, self-management and appropriation of spaces by the children and adolescents themselves.

Co-creating with children

Co-creating with children relates to the second of the child participation strategies above: it is a consultation process with children at a specific time. This might coincide with the appraisal, implementation or decision-making stage in a given project or action. Co-creation involves establishing a dialogue between the different stakeholders involved and requires collaborative work in which everyone can defend their vision and demands (while also accepting those of others) to build a project shared, as far as possible, by all.

Children's involvement can be fostered in one or more stages of the co-creation project for spaces: the appraisal, design, construction, maintenance, management or assessment. When we propose children's involvement in co-creation, this places them in a dialogue with other stakeholders at a 'horizontal' level; their contributions are as valid as those from the other invited stakeholders.

It must be made clear that promoting co-creation with children does not mean they make a list of demands or proposals which are to be granted to them. This idea is make proposals in a space and using a methodology to identify the key elements with regard to needs, proposals or actions to go ahead with the project, together with the other people involved.

The presentation of the final design for the project is not only a an ethical requirement for participative processes, it is also a key part of co-creation in itself, as it provides an understanding of whether the proposals arising from the process can be incorporated. Only by presenting the results of the co-creation process can children see the usefulness of their contributions, their limitations with regard to implementation, and the need to involve them in the final transformation project in their school environment, to which they have sense of belonging. Thus, exercising the right to co-creation becomes an exercise in active citizenship.

What will you find in this guide?

The aim of this guide is to structure the entire process and significant aspects in the co-creation process. It also provides schools with a variety of dynamics and proposals for activities in order to autonomously carry out a participative process that includes as many people from the school as possible.

It provides a step-by-step explanation of how to conduct the co-creation process with the whole education community as part of the 'Let's Transform the Playgrounds' programme, based on the pilot experiences conducted in the 2020-2021 academic year in 12 schools in Barcelona.

The pilot scheme helped define proposals for activities and identify key moments in which teachers, families, children, lunchtime monitors and external entities need to participate, and the aspects their proposals can influence. Finally, the pilot scheme showed the importance of a good presentation of the results to all stakeholders participating in the co-creation and, above all, to the children involved.

This experience was promoted by the Directorate of Education Municipal Education Council, in coordination with the BEC, with accompaniment and advice from the IIAB.

The guide will be available to the whole education community, but is especially designed for school management teams or the teacher/head of the project to use and understand in detail. It is their responsibility to ensure that the other stakeholders are aware of and use, at the very least, the parts that are essential for them to carry out the project, and ultimately, that everyone has the necessary information.

In this guide you will find:

The conceptual framework; i.e. the *6 criteria for a good playground: naturalised, coeducational and community-oriented*.

The co-creation process for the physical transformation of the playground:

- Identifying all stakeholders associated with the project and their roles.
- Defining the co-creation process for the physical transformation of the playground: the various actions involved and the order in which they are carried out.*
- Materials to use in the participative process in schools; i.e. the internal work in schools.

What you will not find in this guide are guidelines for drawing up the new playground educational project. These guidelines are part of the Guia pedagògica Transformem els patis, produced by the Rosa Sensat Teachers Association and commissioned by Barcelona City Council as part of the 'Let's Transform the Playgrounds' programme.

*Except for certain steps in the procedures which will be indicated where necessary and must be followed as explained, some of the activities for the participative process are suggestions and ideas that can be substituted, adapted or supplemented with activities the schools consider appropriate. Nevertheless, it is recommended that as many exercises as possible be carried out which invite teachers, families, lunchtime monitors, all professionals involved and, above all, the children to participate.

2. The 6 criteria for a good playground



The 6 criteria for a good playground: *naturalised, coeducational and community-oriented* were drawn up through a knowledge-generation process based on a local and international search for documents on transformation experiences conducted by the Barcelona Institute of Childhood and Adolescents. It was agreed on and validated by 40 experts from the fields of education, architecture, play, ecology, sport, accessibility, gender perspective, community action and health.

The aim of these criteria is to provide a shared conceptual framework for each school when designing their own playground project.

The 6 criteria for a good playground are:

1. It must be a valuable space for learning, coeducation and harmonious co-existence in the school.
2. It must offer diverse fun and creative environments and activities.
3. It must guarantee contact with nature: greenery, soil and water.
4. It must be comfortable and connected with its setting.
5. It must have a balanced distribution of spaces.
6. It must facilitate different uses, including for the community.

Each criterion is defined and specified below.

— ① A VALUABLE SPACE FOR LEARNING, — COEDUCATION & COEXISTENCE INSIDE THE SCHOOL

There must be a specific project for playground uses and dynamics that recognises the value of play in outdoor education and learning, in line with the school's educational project and with other neighbourhood projects that use the school playground outside school hours. Therefore, this criterion:

- Includes the need for rest and physical activity; promotes coeducation, inclusion, positive relationships, and the fullest development of children, especially with regard to motor skills and relationships. Recognises the contribution of play in the development of essential competencies, such as empathy, respect, care, inclusion of diversity, collaborative and helping attitudes, and overcoming challenges, among many others.
- Promotes equality in play among children with the aim of breaking down gender roles. Stimulates diverse relationships between children, regardless of their capabilities, gender, age and origin, while promoting mutual assistance. Ensures the inclusion and non-segregation of all children in group play.
- Includes a regulation and various usage agreements – drawn up by the children and agreed on with all the education community – to promote harmonious coexistence, cultivate values and promote positive conflict resolution.
- Proposes actions that seek co-responsibility and a leading role for children in decision-making related to playground uses and dynamics and with caring for and maintaining the space.
- Identifies (for children, families and professionals) strategies to broaden children's knowledge in the diversity of games, helps break down gender stereotypes and favours the development of

social, cognitive, affective and gross motor learning, promoting 'healthy' cooperative or competitive games; i.e. stimulating challenges rather than winning for the sake of it.

- Determines the role of the professional teams (such as teachers, educators and monitors) responsible for the active management of the playground, so they can accompany and stimulate play – which does not mean directing it – from a gender perspective and can use conflicts in the playground as a opportunity for relational work in the classroom and other spaces.
- Incorporates assessment indicators that include the full complexity and diversity of the elements requiring analysis, to apply an intersectional vision to the subsequent analysis and determine guidelines for observation, uses, functioning, learning and more.
- Formulates a suitable training plan for the different professional profiles involved in the playground project, both those with a teaching and educational role and those providing maintenance, and also oriented towards families.
- Proposes actions that seek co-responsibility and a leading role for children in decision-making affecting playground uses and dynamics and caring for and maintaining the space.



2 DIVERSITY OF ENVIRONMENTS AND RECREATION AND CREATIVE ACTIVITIES

The playground should offer a wide diversity of creative play activities with challenges that stimulate free and autonomous play and experimentation, thereby matching children's interests and capabilities, and should foster full and free development of children's diversity.

- The playground must offer proposals for active, semi-active and calm play, and a balance – both qualitative and quantitative – between the different activity spaces.
- The space and fixed or moveable elements and the proposed dynamics must permit the maximum number of individual or group play activities identified in the *Seven criteria for a playable city* (running, climbing, coordination motor skills (such as juggling, playing with balls and aiming), role-playing, expressing oneself, experimenting, relaxing, hiding, exploring and rolling, among others). Furthermore, the space should be designed to incorporate multisensory play elements suitable for children with intellectual or sensory disabilities.
- It is necessary to combine the need for a sports court with the creation of varied spaces for other types of games.
- The spaces and materials should be attractive and stimulating (so that they pose challenges to all ages and capacities) and changing.
- An adequate balance between risk and safety should be found without one affecting the other. Climbing and balancing elements should be suitable for their target age and different skill levels. As far as possible, the aim is to avoid inhibiting the children's development with regard to autonomy, control of their own body, managing challenges and managing frustration, but always with the conditions of safety needs to avoid unacceptable risks and hazards.
- The playground must be conceived to stimulate autonomous and diverse play without directing it.



3 GUARANTEES CONTACT WITH NATURE : GREENERY, EARTH AND WATER

Naturalising, regreening and creating gardens as outdoor climate shelters

- Nature and greenery, such as trees, bushes and plants, should be present for each school to guarantee a minimum percentage of green cover, favour biodiversity, raise the visibility of natural processes and generate different textures, smells, colours and changes to awaken various senses in children and stimulate their curiosity, while providing a sensation of environmental comfort.
- The placement of the vegetation should match the school's care and maintenance possibilities to ensure the project is sustainable and guarantee its viability. Specific vegetation should be chosen to match the conditions of the playground and it should be integrated without creating new barriers or obstacles (well-protected tree pits, properly pruned branches, pathways of the proper width and free of obstacles).
- The concept of temporary greenery, installed each year, could be incorporated, especially when using planters or containers. In such cases, it is better to consider the vegetation as temporary or seasonal, especially on terraces.
- Vegetable gardens are a particularly worthwhile way of extending the playground greenery while providing a resource for curricular learning.
- More areas for sand and soft, permeable surfaces should be prioritised over cement.
- Spaces with water for drinking, playing and experimenting should be prioritised.
- Fixed play structures and materials for children to play with should preferably be made out of natural elements. The incorporation of elements such as trunks and wood chips, rockeries and insect hotels should be considered, as they increase contact with nature.

3 GUARANTEES CONTACT WITH NATURE :
GREENERY, EARTH AND WATER

- Greening up, re-greening and adding garden elements to create an outdoor climate shelter planting trees.
- Surfaces where permeable and soft ground combine with sand and paving.
- Water to drink, and also to play with, experiment with and freshen up with.
- Play elements with natural materials.

4 CONFORTABLE AND CONNECTED TO THE ENVIRONMENT

It should be designed with comfort and functionality in mind, while guaranteeing maximum accessibility, both internally and in relation to the immediate environment.

Comfort to improve well-being:

- Optimising thermal comfort with a minimum of cover to provide shade, but also with a sunny area and, if viable, a porch or similar structure to provide shelter from rain.
- Drinking fountain.
- Multiuse benches, or other similar elements, to sit and climb, and meet and spend time together.

Functional elements:

- Storage space for playground materials.
- Accessible waste bins.
- Option of zones in the playground that can be opened and closed depending on usage.
- Parking space for bicycles and scooters in the school.

Accessibility and permeability with the surroundings; connections to inside the school and the outdoors:

- There should be entries and exits that facilitate connection into the school and with the outdoors, as well as with the surroundings.
- Whenever possible, the playground and the indoor classroom spaces should be connected without steps and barriers, and with signage (tactile and visually distinct, tactile floors, and colour contrasts).
- Space for emergency and maintenance vehicles to get through must be provided.
- Lighting and toilets must be accessible without having to enter the building.
- There needs to be a management and maintenance plan (specific to and appropriate for each school) that involves collaborative management among all stakeholders.



5 BALANCED (RE)DISTRIBUTION OF SPACES

All the spaces should be well looked-after and have the necessary infrastructure for the different types of play proposed. They must also be fairly, efficiently and accessibly distributed.

- The hierarchy of the space must be balanced (placement in the space and size). The types of activities occupying the central space and the dimensions required should be defined and justified.
- The zones should be organised in terms of the intensity of each activity (amount of movement), ensuring compatibility to avoid interference between different types of play. Some form of delimitation is advisable, but without fixed and continuous divisions, thereby allowing transition from one zone to the next.
- It should be an open, extensive, versatile and obstacle-free space. It should not be associated with a specific game and must permit group play and expansive movement with different levels of intensity. There should also be more intimate corners – but not residual spaces – and more open areas.
- Communicative accessibility in the transitions between spaces using inclusive signage (pictograms, suitable colour contrasts, Braille, large letters, etc.) should be ensured and all children, regardless of their cognitive and sensory capabilities, should be able to understand them.
- There should be a wide range of shapes, geometries, textures and colours, while making use of the topography of the space. Slopes in the ground can be used and new ones created to avoid flat playgrounds with no challenges to mobility.
- Vertical surfaces can also be used to create play opportunities. Party walls, façades, fences and all the elements that connect the built and unbuilt spaces, both inside and outside the school, are part of the playground.
- Fixed structures and play materials (either mobile or made up of loose parts) should be combined for children to manipulate, build and move around. Sufficient accessible play elements, in neutral shapes and as versatile as possible, that suggest multiple uses rather than limited to a single type of play, should be provided.

5 BALANCED (RE)DISTRIBUTION OF SPACES

- All games and activities have quality spaces and take into account the gender perspective.
- Accessibility for all children, taking into account functional diversity.
- Combination of fixed structures and mobile recreational materials.

A graphic box with a blue border containing the title '5 BALANCED (RE)DISTRIBUTION OF SPACES' and three bullet points. To the right of the text is a simple orange icon of a person in a wheelchair. Below the text are six colored circles of varying sizes and colors: orange, red, orange, yellow, light green, and grey.

6 DIVERSE USES FOR THE COMMUNITY AND LOCAL RESIDENTS

Diverse uses, both within and outside class hours should be included, for all the education community and all other children, families and adults in the neighbourhood, so that the playground incorporates a community-oriented intentionality.

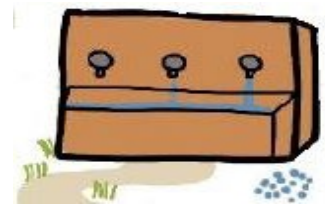
- There should be space for play, recreation and rest; space for school activities, festive and collective activities, free leisure and sports activities outside school hours and for play and leisure activities open to the neighbourhood. The playground should not allow exclusive or private uses and should not be reserved exclusively for children from the school.
- Opening the playground should not only be functional (providing the space), but also involve working on relations and connections between different projects. The professional teams and projects carried out in the playground have shared visions and objectives and work to foster bonds and positive relations among all participants. Community work and establishing the foundations for co-management and maintenance of the space should be considered.
- Use of the space to promote free play should be prioritised over all other uses. Infrastructure requirements for other uses of the playground, such as sports competitions, parties, extra-curricular activities and outdoor classrooms, are very important and should be guaranteed, but they must not compromise use of the space to foster children's autonomous and diverse play.

6 DIVERSE USES FOR THE COMMUNITY AND LOCAL RESIDENTS

- Versatility for numerous activities: physical education, outdoor classroom, extra-curricular sport, parties and more.
- Playgrounds open in the afternoons and at weekends in the educating neighbourhood.

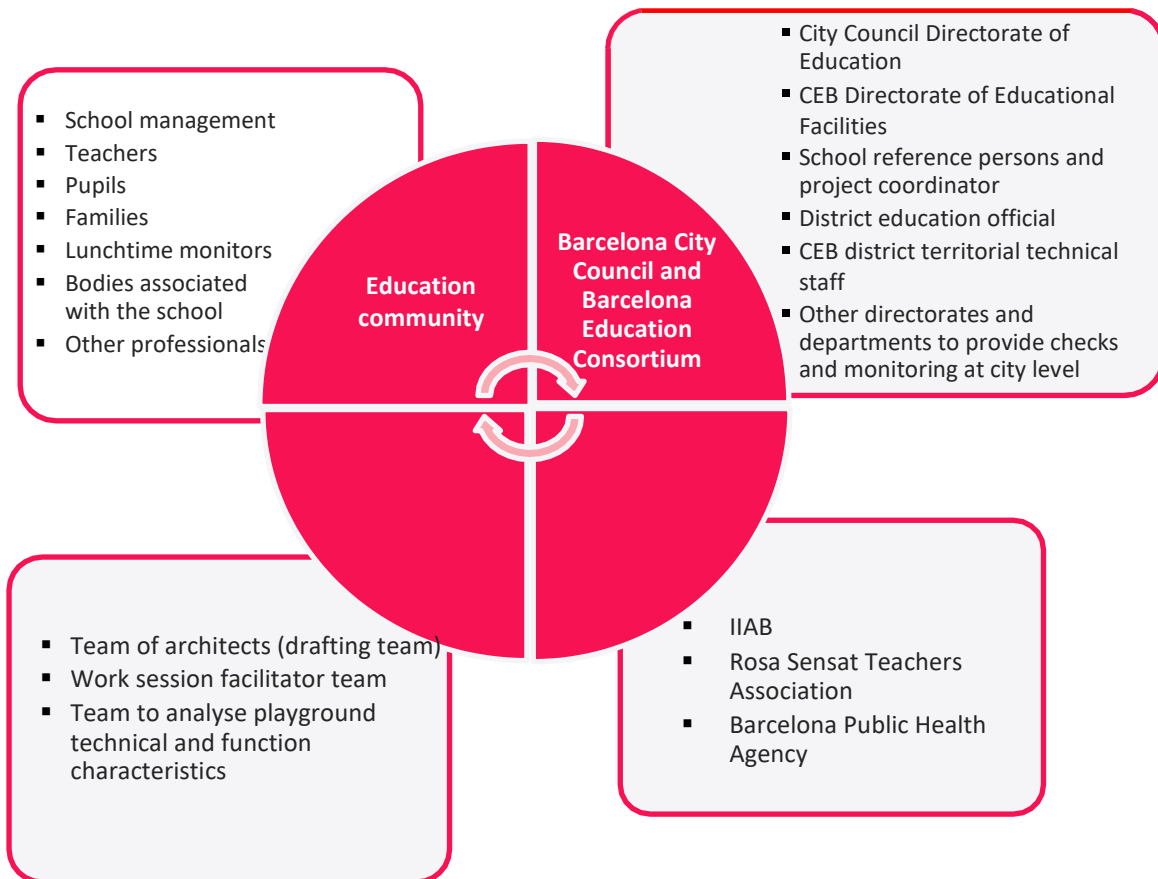


3. Step-by-step explanation of the co-creation process for the physical transformation of playgrounds

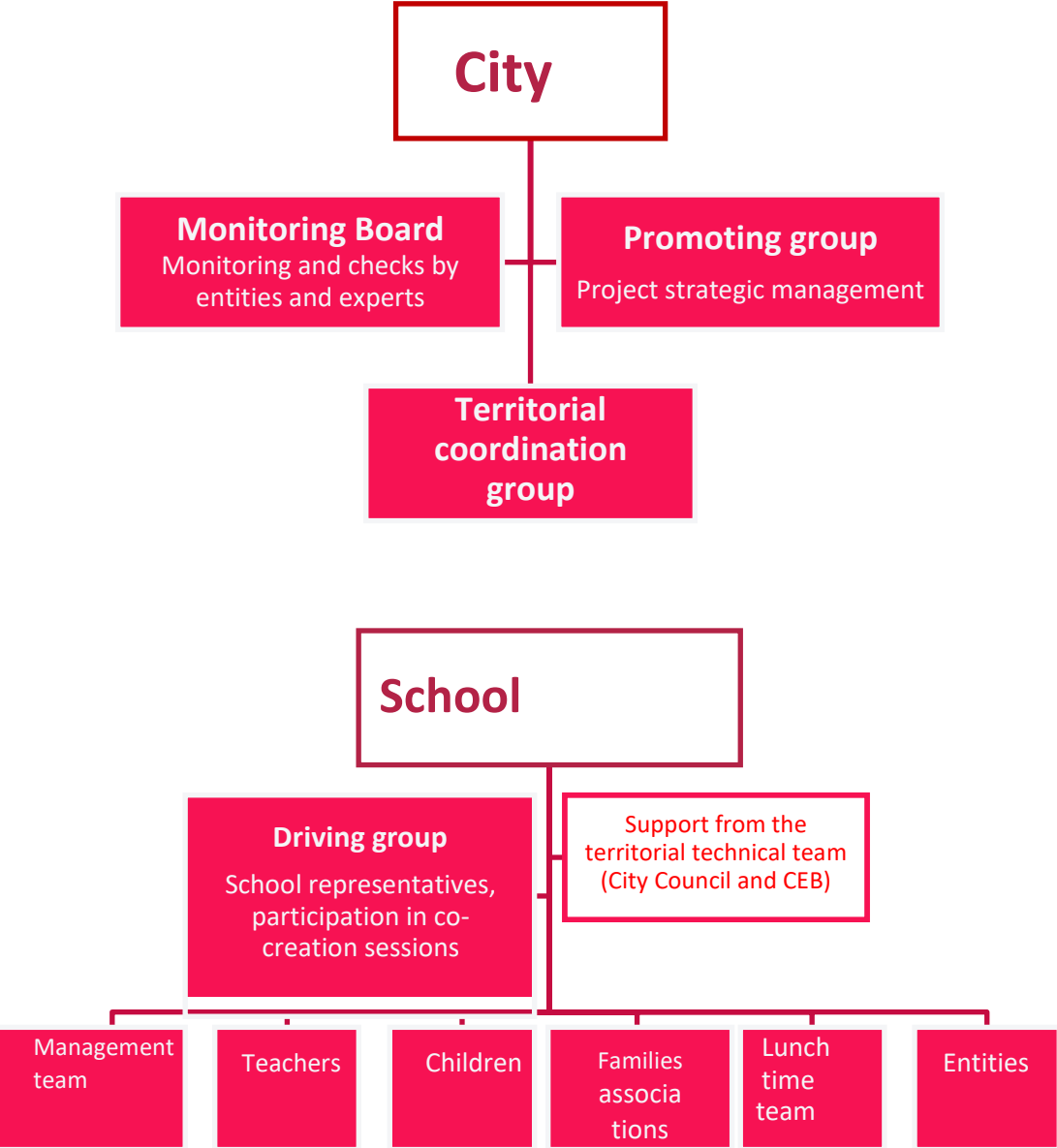


Stakeholders who participate in co-creating the 'Let's Transform the Playgrounds' programme

The co-creation process to transform school playgrounds in the 'Let's Transform the Playgrounds' programme is conceived as shared work that requires the participation of different stakeholders, each with their own specific functions and tasks.



The 'Let's Transform the Playgrounds' programme is complex and ambitious, and requires the intervention of numerous stakeholders. To carry it out, governance areas have been provided, both municipal and for the school, each with a different but complementary purpose. A brief overview of these spaces is provided below. However, it should be borne in mind the each round of the programme may include modifications.



The role of each stakeholder is described below.

The education community

To carry out the co-creation process, each school sets up a driving group for the 'Let's Transform the Playgrounds' programme. This group should be made up of two representatives from each of the stakeholder groups involved (teachers, children, families, lunchtime monitors and neighbourhood stakeholders).

Members of the driving group:

- Director or member of the management team
- Physical education teacher
- Infant education teacher
- Primary education teacher
- Secondary education teacher (for secondary schools)
- The tutor or tutors of groups of the children in the driving group
- Three primary pupils, preferably from the fifth year
- Lunchtime team coordinator
- Two members of the families association
- One or two representatives of bodies associated with the school
- Other professionals (if necessary)

The driving group's functions are:

Representing the whole education community in the joint work process, both in relation to the municipal representatives and the team of architects.

Gathering all the information from all the education community and in all stages of the participative process, unifying it and prioritising proposals.

Checking and providing feedback on the information and documentation presented by the team of architects and the municipal technical team with the other members of the education community in the different work spaces: teaching staff meetings, coordination meetings, families association meetings, meeting of the lunchtime team or associated bodies, classroom assemblies and so on.

Participating in the joint work sessions.

All the driving group stakeholders must be horizontally related and of equal relevance, but school management is asked to take on the role of coordination in the group and to lead the shared work with the support of the facilitating team and project coordinator.

Description of the role of each education community stakeholder

▪ **School management**

Participation in the driving group as coordinators.

Given their function as the school educational management and their overview of how the school works, the school management area should coordinate the driving group at the functional level (calling meetings, ensuring the necessary documentation has been produced, communicating with the coordinator, etc.) and also at the educational and conceptual levels. They must oversee the playground and school educational projects, while considering the contributions of all stakeholders and promoting consensus when discrepancies arise.

It is recommended that one of the two teaching staff members participating in the training accompanying the project also be a member of the management team. If this is not the case, management should create spaces in which participants can share key aspects of the training.

▪ **Teaching staff**

In all cases, the driving group should include a representative from infant, primary and physical education and the tutor of the group of children participating in the driving group. In the case of secondary schools, a member of the secondary staff should also participate. In the case of special education schools, the team should decide on which staff member should take part.

It is essential that the teachers who sign up for the formation accredited by the CEB are also members of the driving group. A minimum of one and maximum of two teaching staff members are authorised to receive the training.

The other teachers, who are not members of the driving group, should take part in the proposed work dynamics and spaces: analysis and appraisal of the playground; creation of a new playground educational project; drawing up proposals for the physical transformation; and assessing and checking the playground physical transformation project. This is an important aspect involved throughout the playground conceptual, physical and educational process. It should be borne in mind that the process does not start and end with the physical transformation of the playground; it also marks a significant pedagogical change in the school which should be implemented over the following school years.

▪ **Pupils**

Two or three pupils from the fourth and fifth years should be members of the driving group.

They are expected to at least attend the sessions facilitated with an external team. They can take part in the meetings with the team of architects when the school deems it necessary.

Initially, the project looks to involve all the children in the school in the activities to analyse the playground (drawing up proposals and checking over the architectural project) and to adapt the dynamics to each age group. If this is not possible, in the case of schools with two or three classes per year, all the class group (or groups) of the driving group representative members should be involved.

Children are great experts in play and the activities taking place in the playground. They are the main users and their contributions should be given close consideration. The playground improvement projects are a great opportunity to involve children and give them a leading role in aspects of school decision-making and governance.

▪ **Families**

Families are expected to participate as members of the families association, with two representatives to join the driving group.

As with the teachers, participation of this stakeholder in the project is not limited to these two members, as the analysis activities and proposals should involve as many families as possible, whether or not they are active members of the families association. Nevertheless, the association's meeting spaces are ideal for working on different aspects of the project.

Families associations are the motor for change in many playground projects, and their drive and involvement is highly significant. However, it is very important they understand that the playground transformation should consider numerous aspects, within and outside school hours.

In addition, among the families at the school there are often architects or designers who, with energy and enthusiasm, provide relevant contributions to the planning project. These contributions enrich the proposal and are very welcome. However, it should be made clear that, as mentioned above, there are numerous technical and budgetary aspects, criteria and needs of the city that have to be considered, and families sometimes only have a partial or personal vision of the situation.

- **Lunchtime monitors**

As least one member of the lunchtime monitor team should be a member of the driving group, the most appropriate person being the coordinator.

The longest period when children are in the playground is at lunchtime, yet the staff in these spaces are often not given sufficient consideration in these transformation processes. Lunchtimes are another educational space, in which half the time is spent in the playground. This makes them key stakeholders in the transformation, both in the physical dimension and in integrating the midday lunch and recreation activities in the new playground educational project.

The team should be able to make their contributions to the co-creation process in the most convenient way, based on the proposed reflection activities and dynamics.

- **Bodies associated with the school**

One or two of the external bodies more closely linked to the school and which can represent other bodies that use the playground outside school hours should be identified. These may be providers of extracurricular activities or other weekend activities. There can be a maximum of two people from two different bodies.

These bodies use the playground and provide a vision of use that differs from school hours. In this case, it is also important that their participation is not limited solely to people in the driving group; internal work in the project providing reflection and checks should also be carried out in their work spaces.

- **Other professionals**

The school should decide whether the final composition of the driving group requires representatives from other professional personnel associated with the education community. Proposals can be made for the driving group to include additional members, such as a member of the janitorial staff, given their role in managing the playground, or the school's social educator, a teaching assistant, or the person responsible for the 'Open Playgrounds' programme, if the school participates in it.

Barcelona City Council and the Barcelona Education Consortium

To coordinate, manage, execute and monitor the project

▪ **Barcelona City Council Directorate of Education team**

This is the reference body for the 'Let's Transform the Playgrounds' programme for the City Council. The programme is coordinated by the Barcelona Municipal Education Council (CEMB), which coordinates all the actions, stakeholders involved and governance spaces. It provides an overview of the programme and ensures city criteria are followed. It works in close coordination with the CEB.

▪ **CEB Directorate of Educational Facilities technical team**

This is the reference team for executing the physical transformation of the playground. It is responsible for contracting the architects and executing the work. It must, above all, attend the work sessions with the architects. It oversees all the technical requirements and the general CEB criteria. It works in close coordination with the Barcelona City Council reference persons.

To check and monitor the programme at city level (city governance)

▪ **Municipal directorates, institutes and programmes linked to the programme**

They are part of one of the cross-cutting governance spaces for the programme, called the 'Let's Transform the Playgrounds Promoting Group':

- CEB Directorate of Educational Service and Territory → Pedagogical dimension in line with the Consortium's strategic plan.
- The More Sustainable Schools programme of the Office of Climate Change and Sustainability Department of Programmes and Facilities, in the Barcelona City Council Area of the Environment and Urban Services – Urban Ecology → Specialised vision of playground naturalisation and combating the climate emergency through the climate shelter model.
- International Project Coordination by the Head Architect Office in the Barcelona City Council Area of Ecology, Urban Planning and Mobility → Specialised vision of playground naturalisation, in combating the climate emergency through the climate shelter model, and in the dimension of playgrounds as a public space open to citizens and a leisure infrastructure for the city.
- Barcelona Institute of Sports (IBE) → Specialised vision of the physical-sports dimension of the playground, especially the need for infrastructures for school-age sport outside school hours.
- Gender and Time Policy Service of the Barcelona City Council Municipal Manager's Office → Dimension of the playground from the gender perspective as a space providing educational uses for children's, families' and citizens time.

Support teams

- **Team of architects (drafting team)**

This is the team contracted by the CEB to design the project. It knows the 6 criteria *for a good playground: naturalised, coeducational and community-oriented*, provides technical knowledge, works from the contributions of the education community and provides design proposals and technical solutions for the needs and interests of the education community and the city.

- **The facilitator team for the driving group working sessions**

The team responsible for facilitating some of the sessions (facilitated sessions, see sections 4 and 6 of the chapter 'Activities, dynamics and work materials for schools') of the driving group; specifically, the sessions in which the work and assessments are to be shared among all the stakeholders. They also provide support for the school, as after each of the two facilitated sessions (the 2nd and 4th sessions), they draw up a report for the architects (report on the priority design proposals and a feedback report on the assessment of the preliminary design). In addition, they clear up doubts on the internal work dynamics in the classroom and help the driving group check that the playground design project is in line with the priorities expressed by the school and the 6 criteria for a good playground.

- **Playground technical and functional characteristics analysis team**

This is an external team that provides a technical analysis of the playground at the start of the process (e.g. degree of sun exposure and other functional and environmental aspects). Schools only need to contact them at the start of the process. They should request prior information from school management and the report should be presented at the first informative session.

Other support and advisory institutions

- **IIAB**

It advises Barcelona City Council and the CEB throughout the programme. In particular, in the two previous rounds, it provided knowledge to draw up the criteria and structure the co-creation process. It has produced a guide based on contributions to the activities with the Marinva pedagogical team and the Equal Saree architects, commissioned for the pilot scheme in the first round.

- **Rosa Sensat Teachers Association**

This provides all the pedagogical knowledge for the programme, particularly by producing the *Guia pedagògica Transformem els patis*, a key publication for advising schools in creating their playground educational project.

- **Barcelona Public Health Agency**

As an institution specialising in assessing programmes, it conducts an assessment of the 'Let's Transform the Playgrounds' programme.

All three institutions are part of the cross-departmental governance space, termed the 'Let's Transform the Playgrounds' Steering Group and the 'City Board'.

There are also other associated institutions that work with the programme and are on the City Board (see Appendix II).

Stages in the co-creation process and tasks to be carried out by the school

The 'Let's Transform the Playgrounds' programme involves a **co-creation process for the physical transformation of the playground in different stages**. The stakeholders play a specific role in these stages and provide their perspective and expertise when designing the project.

Although the process focusses mainly on the physical transformation, as mentioned above, it is also closely linked to designing a new educational project for the playground. A number of questions have to be asked regarding the change in playground infrastructure; these are the same as needed for a new pedagogical approach to the use of the school's outdoor space. Thus, this process is also accompanied by accredited training for teachers, which is provided throughout the different stages and planned each year.

Stages in the co-creation process	Scheduling accredited teacher training ¹
<p>Stage 0: Informative. The objectives are to share the methodological development of the co-creation process with the education community and clarify the roles of each of the stakeholders, while explaining the conceptual context for the city as a whole in terms of the 6 criteria for a good playground.</p>	<p>Training session no. 1</p> <p>Welcome and awareness-raising</p> <p>Coincides with the action in stage 1</p>
<p>Stage 1: Appraisal of the playground and drawing up proposals.</p> <p>The aim is to detect the needs of the education community and jointly produce a list of proposals for improvement so that the architects can draft the preliminary design to improve the playground.</p>	<p>Training session nos. 2 and 3</p> <p>Exploring the three priority areas (first and second part)</p>
<p>Stage 2: Drafting the preliminary design. This presents the document to the education community and gathers feedback for the subsequent drawing up of the final project.</p>	
<p>Stage 3: Drawing up the final project; i.e. the definitive design. This stage allows for small, definitive modifications to the final project and explains the end results and to the whole education community, thereby showing the impact of their participation process.</p> <p>Execution of the work and opening the new playground. The work will be executed once the project has been defined, generally during the summer months while the school is closed</p>	<p>Training session no. 4</p> <p>Exchange of experiences and closure</p>

The co-creation process has **three types of action**:

1. Internal work in the schools through participative processes.
2. Facilitator-guided sessions for a general discussion and to draw up shared conclusions.
3. Working sessions with the team of architects (project drafting teams)

This is all accompanied by training actions that are scheduled each year. These actions are interwoven into the process.

1. Internal work in schools

This is the autonomous work carried out by all the stakeholders involved. The aim is to gather as many opinions, assessments and proposals as possible from all the stakeholders. After this, the work from the facilitated sessions is shared.

Who
participates?

As many people as possible associated with the school.

As a minimum, the class group or groups of one of the school's educational levels (preferably fourth and/or fifth year) and representatives of each of the stakeholders

2. Facilitated informative and working sessions for the driving group

These are sessions with external support to facilitate them and which are held to share information and reach agreements among all the stakeholders in the driving group.

Who
participates?

The whole driving group.

External facilitator.

3. Meeting session with the team of architects (drafting team)

These are work meetings in which the education community meets directly with the project technical team.

Who
participates?

Representatives of each of the driving group stakeholders.

The people responsible for the project from Barcelona City Council, the CEB and the team of architects (drafting team).

4. Training sessions

These are training sessions designed each year depending on detected training requirements.

Who
participates?

Mainly the teachers.

Some sessions may be open to more stakeholders. The training programme is provided each year.

4. The playground educational transformation process



All the guidelines for approaching the pedagogical and educational dimensions of the educational project are contained in the *Guia pedagògica Transformem els patis*, produced by the Rosa Sensat Teachers Association. Nevertheless, it should be borne in mind that the physical transformation and definition of the playground educational project are interrelated processes. Thus reflections and aspects are tackled during the co-creation process for the physical transformation of the playground that need to be borne in mind when discussing the new educational project.

Internal work on drawing up the playground educational project

Each school should organise itself to draw up a new playground educational project. After defining the physical transformation project and identifying key elements to work on in the new educational project (the third session), it is time to start drawing up the new pedagogical project for the outdoor space.

Ideally, the project should start in September of the following school year, with the new infrastructure now in the playground.

This responsibility falls on the pedagogical team; i.e. not just the teachers but also the lunchtime monitors. Thus, it must be approached as a joint task, even if led by the teachers. It is therefore essential to take into account all the analysis and contributions made by the stakeholders in the co-creation process for the physical transformation of the playground.

The programme provides training and a pedagogical guide, and work is under way to structure this process further, providing it with a methodology for drawing up the playground educational project for more schools joining the programme each year.

5. Activities, dynamics and work materials for schools

The different actions involved in the process are presented in the form of the individual files below. It is essential to carry out the facilitated sessions and the meeting with the team of architects described in the files. The reference internal work activities are recommended and schools can adapt the working methodology to suit their own reality as much as possible. When making adaptations, the general principles of the whole programme should always be followed. These are to:

- Bear in mind the shared conceptual framework of the *6 criteria for a good playground: naturalised, coeducational and community-oriented*.
- Ensure maximum participation of everyone involved, with special emphasis on the children.
- Ensure transparency of information with the stakeholders.

The files presented here are:

1. Welcome session
2. First session: informative session
3. Internal work in the schools. Appraisal and drawing up of proposals:
 - Shared work materials for all stakeholders
 - Internal work materials for teachers
 - Internal work materials for pupils
 - Internal work material for families
 - Internal work material for lunchtime monitor teams
 - Internal work materials for non-school hour playground user bodies
4. Second session: session to share proposals and identify priorities
5. Third session: meeting with the team of architects to present the proposals
6. Fourth session: facilitated work session to present the preliminary design and identify the roadmap for drawing up the playground educational project
7. Internal work in schools to assess the preliminary design:
 - Internal work materials for teachers, families, lunchtime monitors and non-school hour playground user bodies
 - Internal work materials for children
 - The feedback is provided by email or optional sessions of the driving group with the architects.
8. Fifth session: presentation of the final project
9. Internal work of the education community: presentation of the final project to the whole community

1. Welcome session

SESSION FILE

Welcome session

General presentation of the programme.



Approximate length	2 hours	Format	Informative session
Work materials	–	Aimed at	Teachers and families
OBLIGATORY		Called by: BCN City Council and CEB Facilitated by: BCN City Council and CEB	

Objectives

1. Presenting the programme.
2. Sharing the conceptual framework of the 6 criteria for a good playground and the key ideas.
3. Explaining the programme calendar for the current round.

Description

- This is the welcome session and launch of the current round of the programme for the selected schools. It should preferably be face-to-face.
- The management of all the schools are called to the meeting to establish a joint, shared starting point.
- Different speakers (council and consortium managers, experts and associated bodies) take part and there is a question and answer session on general matters, as a tailored informative session will be held later for each school with the participation of the whole driving group.
- After this session, schools are provided with the work materials for the project.

Conducting the session (2 hours)

- Welcome (15 minutes).
- 'Let's Transform the Playgrounds' Programme presentation (15 min).
- Presentation of the *6 criteria for a good playground: naturalised, coeducational and community-oriented* (15 min).
- Why transform the playground (45 min):
 - Play, physical activity and sporting activity.
 - Naturalisation and sustainability.
 - Playground educational project: pedagogical guidelines.
- Open discussion (20 min).
- Closure (10 min).

2. First session: informative session

SESSION FILE

Informative session

The aim of this informative session is to present the driving team, project stages and required tasks. It marks the start of the co-creation process.



Approximate length	1 hour	Format	Informative session
Material	–	Aimed at	Driving group
OBLIGATORY		Called by: project coordinator Facilitated by: external team	

Objectives

1. Collecting the schools' points of view and expectations.
2. Presenting the driving team and other stakeholders in the participative process.
3. Presenting the technical appraisal of the playground by the CEB.
4. Explaining the tasks to be carried out during the internal work stage in the school and start the participative process.

Description

At this informative meeting session, Barcelona City Council and the corresponding technical teams provide the necessary information to the representatives of the different stakeholders in the school driving group so they can start the co-creation process.

Conducting the session (1 hour)

Introduction (5 min)

Welcome, presentation of the session attendees and presentation of the 'Let's Transform the Playgrounds' programme.

Presentation of the playground technical appraisal (10 min)



Presentation of previous work and the expectations of the school (10 min)

Members of the driving group take turns to express their expectations regarding the programme and whether they have carried out prior work in relation to the playground and other issues relevant to the programme.

Explanation of the co-creation process (20 min)

The stages and timetable for the co-creation process is presented, together with the task to be carried out by the school after this session.

Q & A (15 min)

Members of the driving group express their doubts and contributions regarding the previous points.

3. Internal work in the schools. Appraisal and drawing up of proposals

This part gathers the proposed activities and dynamics so that the different stakeholders (teachers, pupils, families, lunchtime monitor and bodies of non-school hour playground users) can prepare an appraisal of the playground, identify the goals they want to achieve in transforming the playground and make the corresponding proposals for improvements.

The internal work materials provided in this part are:

- Internal work materials for **teachers**: questions for individual reflection and discussion, and observation of the playground.
- Internal work materials for **pupils**: exploration of the playground and discussion.
- Internal work materials for **families**: individual reflection and discussion questions.
- Internal work materials for lunchtime monitor **teams**: questions for individual reflection and discussion, and observation of the playground.
- Internal work materials for **non-school hour playground user bodies**: questions for individual reflection and discussion.

The proposals for internal work are activities that each group should carry out autonomously, but the children should be accompanied by their tutor.

The school management, who have received this guide, should ensure the activity proposals reach the person responsible for each group of stakeholders so they can carry them out.

Each group has different proposals suitable for their role in the educational community. If the groups want to, they can adapt the proposals and dynamics, or replace them with others. The most important thing is to maintain their essence and ensure they are truly significant. This means:

- Encouraging participation from as many people as possible.
- The work is based on the 6 criteria for a good playground.
- The 'Internal work collaborative summary file' should always be filled in including the conclusions from the internal work. (See Section 3.1 of this chapter 'Activities, dynamics and work materials for schools').

The internal work in schools has three purposes at three different times:

1. To appraise the current state of the playground – both physical and in terms of dynamics and uses – and draw up proposals for improvement.
2. To analysis the preliminary design, once presented, and propose necessary changes.
3. To explain the final project for the physical transformation of the playground to the whole educational community.

3.1. Shared work materials for all stakeholders

This activity involves all the stakeholders together. It is a shared document in which all the stakeholders offer their proposals. It is the basic material for the second driving group session (see Section 4 of the Chapter 'Activities, dynamics and work materials for schools').

Whatever the dynamics used to draw up proposals, this document must be completed.



ACTIVITY FILE

Internal work collaborative summary file

The summary file must be completed with the conclusions each stakeholder in the education community draws from the internal work.

Approximate length	1 hour	Format	Individual activity
Work materials	Internal work collaborative summary file <i>(A link to the editable online document will be sent by email)</i>	Aimed at	Driving group
OBLIGATORY		Responsibilities: one representative of each driving group stakeholder member must fill in the corresponding sections	

Objective

To summarise the conclusions of the internal work by each of the education community stakeholders in a single document for the work in the subsequent facilitated sessions.

Description

This is a dynamic with a collaborative online work tool to help collect and synthesise the information generated in the different internal work activities.

The 'Internal work collaborative summary file' gathers the stakeholders' conclusions from the internal work activities. It is organised in the following way:

The following **BLOCKS** should be filled in for sections 1 and 2:

- **'RELATIONS'**. The idea of this block is to reflect on the relations formed between different playground users (pupils, teachers, families, non-teaching staff and other people or bodies from the neighbourhood) and on the role the different stakeholders play in the daily life of the school. We also suggest you reflect on the role of the playground in relation to its immediate surroundings and the urban ecosystem.
- **'USES'**. The aim of this block is to reflect on the activities that take place in the playground and their educational function.
- **'CHARACTERISTICS'**. The aim of this block is to reflect on the physical aspects of the playground – the spaces, play elements, furniture and vegetation – and on the types of materials.


All the internal work activities are organised in line with these blocks, making it easier to classify the information and transfer it to the file.

Section 3, which provides the conclusion, has three questions to answer:

- What do we want to keep?
- What do we want to eliminate?
- What do we want to add?

in relation to these three areas:

- **'SPACES'**: different corners and environments in the playground; i.e. the most general aspects of infrastructure.
- **'ELEMENTS'**: the play structures and the furniture in the playground.
- **'EXPERIENCE'**: all the aspects of the playground dynamics and uses, i.e. the most educational, pedagogical and relational aspects.

3 Com ho aconseguirem? 

	Espais			Elements			Experiència			Observacions
	Volem mantenir	Volem eliminar	Volem afegir	Volem mantenir	Volem eliminar	Volem afegir	Volem mantenir	Volem eliminar	Volem afegir	
Alumnes										
Professors										
APA										
Monitor i monitores										
Altres entitats										
Conclusions										

Annotations in the image:

- Areas**: Points to the top header area.
- Questions**: Points to the main grid area.
- Stakeholders**: Points to the left sidebar containing stakeholder categories.

There is also a section for general observations and conclusions if anyone wants to add a further point.

3.2. Internal work materials for teachers

The proposals for the teachers are:

- A group discussion session, with guiding questions, after the individual reflection work has been done by all the team members.
- An observation of the playground.

Both the individual and shared reflection spaces and the observation of the playground provide the basis for answering the questions in the previously described document,

‘Internal work collaborative summary file’. If other activities along these lines have been carried out, they can be used to supplement the conclusions.

The activities are designed for each stakeholder to do independently. However, if at any time the team thinks there should be a discussion with the families or lunchtime monitors, then joint work sessions can be organised.

ACTIVITY FILE

Group discussion session to gather the teachers’ contributions

Starting with the individual reflection questions, the teachers should reflect on the current school playground and the changes needed to adapt it to the new criteria.



Approximate length	Two one-hour sessions	Format	Individual activity + Discussion session
Work materials	<ul style="list-style-type: none"> • Individual reflection questions • Group guiding questions • Infographic 6 criteria for a good playground: naturalised, coeducational and community-oriented 	Aimed at	Teachers
RECOMMENDED		Facilitated by: management team	

Objectives

1. Individually analysing the current state of the playground, taking into consideration relations, uses and the characteristics that define them.

2. Identifying, together and from a pedagogical perspective, the main elements to consider when transforming the playground in accordance with the 6 criteria for a good playground.

Description

This activity is structured into two stages:

- **First stage:** This consists of individual reflection on the playground by the teachers. The individual reflection questions can be used to analyse the playground in a specific way, bearing in mind the 6 criteria for a good playground.
- **Second stage:** This consists of holding a discussion on the playground the teachers want in the future, based on the guiding question: 'What playground do we want for the future?' The aim is to make a list of options to note down in the file.

The idea is to reflect on the playground, especially on its function as a space for free play during recreation periods, but also as a space during other moments of use.

Conducting the session (1 hour)

Before the session:

Handing out all the work materials and providing a joint answer to the individual reflection questions:

The management team gives the teachers individual reflection questions. Ideally, there should be a five-day gap before holding the collective discussion.

Individual answers to the reflection questions (1 h):

Each person individually answers the questions below, after reflecting on them for a while.

The discussion (1 h)

Introduction (10 min)

The project head (management, playground committee, etc.) presents the project and asks who has been able to reflect on it and whether the reflection has helped to come up with new proposals for the playground. The aim of this session is to see what the current playground is like and what the future playground should be like.

The individual reflection questions help to see the current playground.

First part of the discussion (20 min)

This consists of sharing the reflections from the individual analysis. The following questions can help in discussing the current playground:

Group guiding questions:

What playground do we currently have?

'RELATIONS' BLOCK:

- How do children interact with one another?
- How do children interact with the environment?
- How do we look after the playground?
- What relations do we establish with other stakeholders who use the playground?

'USES' BLOCK:

- What use do we currently make of the playground (e.g. activities, times)?
- Is the full potential of the playground as a play space being used?
- What do children learn in the playground?

'CHARACTERISTICS' BLOCK:

- If an activity is held in the playground, what advantages and disadvantages arise from its current physical characteristics (types of space and elements, such as materials, furniture and play features, lighting and shade)?

Second part of the discussion (25 min)

This consists of providing a group answer to the questions below. By the end of the discussion, a list of criteria should have been drawn up to add to the internal collaborative worksheet.

Group guiding questions:

'What playground do we want for the future?'

'RELATIONS' BLOCK:

- How do we want children to interact with other children?
- How do we want children to interact with the environment?
- How do we want children to look after the playground?

'USES' BLOCK:

- What do we want children to learn in the playground?
- What do we want families to do in the playground?
- What do we want the neighbourhood and bodies to do in the playground?

'CHARACTERISTICS' BLOCK:

- What should the ideal playground be like to foster the uses and relations we want?

Closure (5 min)

The person responsible for conveying the information to the driving group gives a final review of all the important contributions and summarises the three priorities for the teachers.

ACTIVITY FILE

Playground observation

The teachers observe the playground during the recreation period and then share their conclusions on the uses, interactions and characteristics of the playground.



Approximate length	<ul style="list-style-type: none"> • 15 minutes to define the sectors • 15 minutes for each observation • 1 hour for general discussion 	Format	Activity in the playground + discussion session
Work materials	<ul style="list-style-type: none"> • Plan, aerial photo and playground diagram dividing it into zones or sectors • Observation file 	Aimed at	Teachers
RECOMMENDE D		Facilitated by: management team	

Objectives

1. Gathering information on the interactions, uses and characteristics of the different playground sectors or zones.
2. Showing which spaces are more inclusive or generate greater exclusion, and how this relates to the types of activities in them or their physical characteristics, and the roles played by the different stakeholders using the playground.

Description

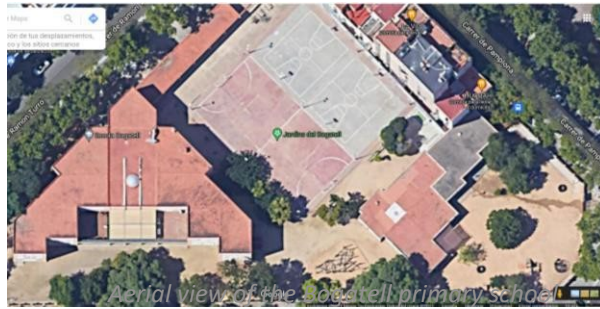
This activity is structured into three stages: *a)* defining the playground sectors before observation; *b)* observation during recreation time; and *c)* general discussion.

Procedure: if the observations are made by one person, they should observe each play sector on a different day during break times. If several people are involved, the sectors can be shared out, so that each person observes just one sector. In that case, there should be at least two observations of each sector on different days.

Conducting the activity (15 min + 15 min + 1 h)

Dividing the sectors (15 min)

For this observation, the playground zones or sectors must first be divided based on their characteristics and the types of activities which, based on daily knowledge of the playground, take place in each one. As many sectors as necessary can be defined.



Aerial view of the Doostell primary school playground

Playground observation (15 min)



- The pupils' play should be observed as described in the 'Observation file'.

General discussion (1)

- All the observers should meet and carry out a joint reflection with the help of the questions below.

'RELATIONS' BLOCK:

What playground do we currently have?

- In which sectors of the playground do we observe more shared play between boys and girls and different ages? And less shared?
- Is the presence of boys and girls in the different sectors balanced?
- Do children with disabilities find spaces to interact with other children?
- Are the conflicts in the playground ones that the children can resolve positively?

What playground do we want for the future?

- In which sectors do we want more shared play?
- What kinds of spaces could help to produce a balanced presence of boys and girls?
- How can we guarantee the play and inclusion of all the children?
- How can we use conflicts in the playground as a learning experience?

'USES' BLOCK:

What playground do we currently have?

- Are there multifunctional sectors and sectors in which a single activity predominates?
- Do the forms of play vary depending on gender and the characteristics of the different sectors?
- What forms of play occupy the central sectors? And the peripheral sectors? What are the implications in terms of gender?

- Are the sectors in which noise impedes certain activities?

What playground do we want for the future?

- What forms of play do we want there to be in the playground?
- What learning do we want there to be in the playground?
- What other functions could that playground have as an educational and community-oriented space?

'CHARACTERISTICS' BLOCK:

What playground do we currently have?

- What differences are there between the sectors in terms of surfaces, textures and colours?
- Is the distribution of play elements and furniture equitable between the different sectors?
- If the sectors are physically divided, do we think the limits between them favour the activities that take place in them?
- Are the dimensions of the different sectors similar? Are they suitable for the activities carried out in them?
- How many sectors have trees and vegetation?
- How many sectors have permeable surfaces (soil or sand that allows water to filter into the ground)?
- How many sectors are shaded? Does this characteristics influence the uses and determine the number of pupils in it?
- Where are the water elements situated? Are they integrated into the playground as a play element?

What playground do we want for the future?

- What do we want to see in the playground (e.g. colours, textures, materials)?
- What sounds do we want in the playground? What do we need to do to hear them?
- Where does shade, vegetation or water need to be added?
- Do we need to balance the space provided for different activities?

3.3. Internal work materials for pupils

The proposed activities for pupils are:

- An exploration of the playground.
- A group discussion session.

The playground exploration and group discussion session are the basis for answers the question in the 'Internal work collaborative summary file' described in Section 3.1 of this chapter of the guide. If the pupils have carried out other activities along these lines, they can be used to supplement the conclusions.

As many children from the school as possible should participate. As a minimum, the classmates of the children in the driving group (fourth and fifth years) should participate. If only children of these ages participate, it is very important that they be given a role in which they do not only express their own needs, but also those of the children in other years, i.e. those they are representing.

The most important thing in these proposed activities (they can be adapted or new ones added) is to collect the voices of different children in the school.

The tutor of the group or groups of children in the driving group is responsible (directly or by delegating the task to another member of the team) for gathering information from all the years and collecting it together in a single document. This is then transferred to the 'Internal work collaborative summary file'.

Another option is to hold a meeting with the whole team of teachers to analyse what the pupils have said.

Work can be coordinated with the lunchtime team, and some of the activities can be carried out in this space, either in class hours or periods organised specifically outside these times.

ACTIVITY FILE

Exploration of the playground

Through direct and sensory experience, the pupils reflect on what their current playground is like and what changes are needed to meet their needs and wants.



Approximate length	Two one-hour sessions	Format	Activity in the playground + discussion session
Work materials	<ul style="list-style-type: none"> Exploration files: <ul style="list-style-type: none"> 'Exploration 1: What playground do we currently have?' <ul style="list-style-type: none"> • Relations 1 • Uses 1 • Characteristics 1 'Exploration 2: What playground do we want for the future?' <ul style="list-style-type: none"> • Relations 2 • Uses 2 • Characteristics 2 Plan, aerial photo and playground diagram 	Aimed at	Pupils
RECOMMENDED		Facilitated by: tutor of each class group	

Objectives

1. Working on the current playground situation.
2. Working on the playground of the future.

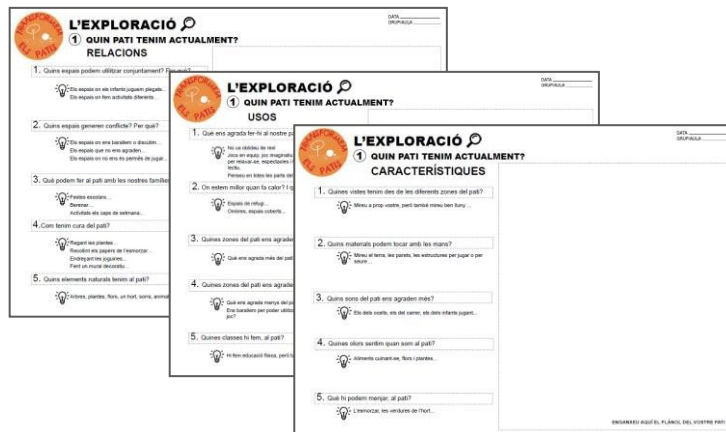
Description

This activity is structured into two one-hour sessions, which combine an activity in groups in the playground and a discussion to follow it. In the first session, the pupils work on the current playground situation, and in the second, on how they would like the future playground to be and what transformations would be needed to achieve it.

- Session 1: 'What playground do we currently have?' + discussion and conclusions for the 'Internal work collaborative summary file'.
- Session 2: 'What playground do we want for the future' + conclusions for the 'Internal work collaborative summary file'.

This activity can be carried out with the class group or groups, with a small group of pupils, a children's assembly, or a lunchtime group. If the whole class group participates, working teams with four or five people should be set up. The groups can be

divided into the different blocks 'RELATIONS', 'USES' and 'CHARACTERISTICS', so that each team answers one of the blocks in both the 'What playground do we currently have?' file and the 'What playground do we want for the future?' file. This is followed by sharing observations and a discussion.



Exploration files 'What playground do we currently have?'

The exploration should be carried out directly in the playground. It can be organised in different ways. For example, each of the files could be printed out on an A3 sheet for each group, or they could be printed out in a larger format or on individual sheets. The playground plan could be inserted in the blank frame in the file, so that children can make their notes directly on the image. If printed in large format, the sticky notes can be added to it. If the frame is left blank, they could write their ideas in it.



'Exploration 1' file, with an aerial view of the Auró primary school playground

Conducting sessions 1 and 2 (1 h each)

Explanation from the reference person (10 min)

The project and its importance should be explained. The groups should be prepared as described in this file and given the exploration file with the map of the school playground.

Visit to the playground with the pupils (30 min)

- The exploration file 'Exploration 1. What playground do we currently have?' should be used.

- The aim is for pupils to be set the challenge of observing the playground and, in small groups, answering the question blocks: 'RELATIONS', 'USES' and 'CHARACTERISTICS'.
- The pupils take notes on everything they see at the time in the playground with the help of the exploration file.
- Next, the pupils stick their contributions to the playground map.

Discussion (20 min)

- The pupils are asked to do a round to share their observations. After completing the first session ('What playground do we currently have?'), the exploration files are kept for the next day when work on the project is to continue.
- If there is no time for the second exploration, this session is used to reflect on the playground the children want, with the help of the questions in the section: 'What playground do we want for the future?' (see the questions for the second session).
- After each session, contributions are gathered and transferred to the 'Internal work collaborative summary file'.

3.4. Internal work material for families

The proposal for families is:

- A group discussion session, with guiding questions, after individual reflection.


Both the individual and shared reflection spaces and the observation of the playground provide the basis for answering the questions in the document 'Internal work collaborative summary file', described in Section 3.1 of this chapter of the guide. If the families have carried out other activities along these lines, they can be used to supplement the conclusions.

The activities are designed for each stakeholder to do independently. However, if at any time the families think there should be a joint discussion with the teachers and lunchtime monitors, then joint work sessions can be organised.

ACTIVITY FILE

Group discussion session to gather contributions from families

Starting with the individual reflection questions, the families should reflect on the current school playground and the changes needed to adapt it to the new reality.



Approximate length	Two one-hour sessions	Format	Individual activity + discussion session
Materials	<ul style="list-style-type: none"> • Individual reflection questions • Group guiding questions: 'What playground do we currently have?' and 'What playground do we want for the future?' 	Aimed at	Families
RECOMMENDED		Facilitated by: representative of the families in the driving group	

Objectives
<ol style="list-style-type: none"> 1. Individually reflecting on the current state of the playground, taking into consideration the interactions, uses and characteristics that define it. 2. Jointly reflecting and drawing conclusions on the transformation of the playground.

Description
<p>This activity is structured into two stages:</p> <ul style="list-style-type: none"> • First stage: This consists of individual reflection on the playground by the families. The individual reflection questions can be used to analyse the playground in a specific way. • Second stage: This consists of holding a discussion on the playground the families want in the future, based on the guiding question: ‘What playground do we want for the future?’ The aim is to produce a list of options to attach to the mural.
Individual reflection questions (1 h)
<p>Handing out all the work materials and providing a joint answer to the individual reflection questions:</p> <p>The families’ representative distributes the individual reflection questions to the other families involved in the project Ideally, there should be a five-day gap before holding the collective discussion.</p>
<p>Individual answers to the reflection questions (1 h):</p> <p>Each person individually answers and reflects on the questions in the individual reflection questions file.</p>
Discussion session (1 hour)
<p>Introduction (10 min)</p> <p>The person responsible from the families association presents the project and asks who has been able to reflect on it and whether the reflection has helped to envisage new proposals for the playground. The aim of this session is to see what the current playground is like and what the future playground should be like.</p> <p>The individual reflection questions help to see what the current playground is like.</p>
<p>First part of the discussion (20 min)</p> <p>This consists of sharing the reflections from the individual analysis. The following questions may help in the discussion on the current playground.</p> <p><u>Group guiding questions</u></p> <p>What playground do we currently have?</p> <p>‘RELATIONS’ BLOCK:</p> <ul style="list-style-type: none"> • As families, how can we make use of the school environment? • As families, how do we look after the playground? • What relations do we establish with other stakeholders who use the playground? <p>‘USES’ BLOCK:</p> <ul style="list-style-type: none"> • What use do we currently make of the playground (e.g. activities, times)? <p>‘CHARACTERISTICS’ BLOCK:</p> <ul style="list-style-type: none"> • If an activity is held in the playground, what advantages and disadvantages arise from its current physical characteristics (types of space and elements, such as materials, furniture and play features, lighting and shade)?
<p>Second part of the discussion (25 min)</p>

This consists of providing a group answer to the questions below. By the end of the discussion, the families should have a list of criteria to add to the internal work collaborative sheet.

Group guiding questions

Guiding questions for the discussion 'What playground do we want for the future?'

'RELATIONS' BLOCK:

- How do we want children to interact with other children?
- How do we want children to interact with the environment?
- How do we want children to look after the playground?

'USES' BLOCK:

- What do we want children to learn in the playground?
- What do we want families to do in the playground?

'CHARACTERISTICS' BLOCK:

- What should the ideal playground be like to foster the uses and relations we want?

Closure (5 min)

The person responsible for conveying the information to the driving group gives a final review of all the important contributions and should summarise the three priorities for families.

3.5. Internal work material for lunchtime monitor teams

The proposal for lunchtime monitors is:

- A group discussion session, with guiding questions, after individual reflection.
- An observation of the playground.

Both the individual and shared reflection spaces and the observation of the playground provide the basis for answering the questions in the document 'Internal work collaborative summary file' (see Section 3.1 of this chapter of the guide). If the lunchtime monitor team have carried out other activities along these lines, they can be used to supplement the conclusions.

The activities are designed for each stakeholder to do independently. However, if at any time the team thinks there should be a discussion with the teachers, families or other stakeholders, then joint work sessions can be organised.

ACTIVITY FILE

Group discussion session to gather the contributions from lunchtime monitor team

Starting from the individual reflection questions, the lunchtime monitor team should reflect on the current school playground and the changes needed to adapt it to the new reality.



Approximate length	Two one-hour sessions	Format	Individual activity + discussion session
Work materials	<ul style="list-style-type: none"> • Individual reflection questions • Group guiding questions: 'What playground do we currently have?' and 'What playground do we want for the future?' 	Aimed at	Lunchtime monitor team
RECOMMENDED		Facilitated by: representative of the lunchtime monitor team in the driving group	

Objectives

1. Individually reflecting on the current state of the playground, taking into consideration the interactions, uses and characteristics that define it.
2. Jointly reflecting and drawing conclusions on the transformation of the playground.

Description

This activity is structured into two stages:

- **First stage:** This consists of individual reflection on the playground by the lunchtime monitor team. The individual reflection questions can be used to analyse the playground in a specific way.
- **Second stage:** This consists of holding a discussion on the playground the lunchtime monitor team want in the future, based on the guiding question: 'What playground do we want for the future?'

The aim is to produce a list of options to attach to the mural.

Individual reflection questions (1 h)

Handing out all the work materials and providing a joint answer to the individual reflection questions:

The person responsible for the lunchtime monitor team gives the individual reflection questions to everyone involved. Ideally, there should be a five-day gap before holding

PREGUNTES D'AUTOREFLEXIÓ
Monitors i monitores del temps de migdia

BIENVENIDUS!

- Com a monitor i monitora del temps de migdia, com ens he trobat, en el pati? Què he après en els dies que he estat? He participat en un projecte d'aprenentatge per infants? He hi participat?
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Blank 'Individual reflection questions for lunchtime monitors'

Discussion session (1 hour)

Introduction (10 min)

The person responsible from the lunchtime monitor team presents the project and asks who has been able to reflect on it and whether the reflection has helped to envisage new proposals for the playground. The aim of this session is to see what the current playground is like and what the future playground should be like.

The individual reflection questions help to see what the current playground is like.

First part of the discussion (20 min)

This consists of sharing the reflections made in the analysis. The following questions can help the lunchtime monitor team to discuss the current playground.

Group guiding questions

What playground do we currently have?

'RELATIONS' BLOCK:

- How do children interact with one another?
- How do they look after the school playground?
- What relations do we establish with other stakeholders who use the playground?

'USES' BLOCK:

- What use do we currently make of the playground?
- Is the full potential of the playground as a play space being used?
- What do children learn while in the playground?

'CHARACTERISTICS' BLOCK:

- If an activity is held in the playground, what advantages and disadvantages arise from the current physical characteristics of the playground (types of space and elements, such as materials, furniture and playground, lighting and shade)?

Second part of the discussion (25 min)

This consists of providing a group answer to the questions below. By the end of the discussion, the lunchtime monitor team should have a list of criteria to attach to the collaborative mural.

Group guiding questions

Guiding questions for the discussion 'What playground do we want for the future?'

'RELATIONS' BLOCK:

- How do we want children to interact with other children?
- How do we want children to interact with the environment?
- How do we want children to look after the playground?

'USES' BLOCK:

- What do we want children to learn in the playground?
- What do we want to do while in the playground?

'CHARACTERISTICS' BLOCK:

- What should the ideal playground be like to foster the uses and relations we want?

Closure (5 min)

The person responsible for conveying the information to the driving group gives a final review of all the important contributions and should summarise the three priorities for the lunchtime monitor team.

ACTIVITY FILE

Playground observation

The lunchtime monitor team observe the playground while in use and then share their conclusions on the uses, interactions and characteristics of the playground.



Approximate length	<ul style="list-style-type: none"> • 15 minutes to define the sectors • 15 minutes for each observation • 1 hour for general discussion 	Format	Activity in the playground + discussion session
Work materials	<ul style="list-style-type: none"> • Plan, aerial photo and playground diagram dividing it into zones or sectors • Observation file 	Aimed at	Lunchtime monitor team
RECOMME D		Facilitated by: coordinator of the lunchtime monitors team	

Objectives

1. Gathering information on the interactions, uses and characteristics of the different playground sectors or zones.
2. Showing which spaces are more inclusive or which generate more exclusion, and how this relates to the types of activities in them or the physical characteristics of the playground, and the roles played by the different stakeholders who use it.

Description

This activity is structured into three stages: *a)* defining the playground sectors before observation; *b)* observation during recreation time; and *c)* general discussion.

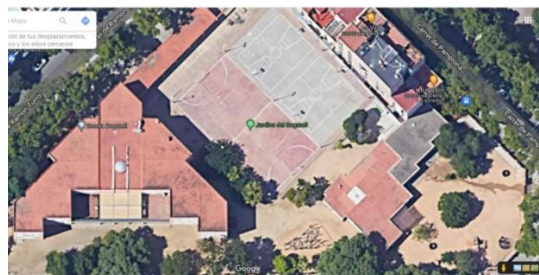
Procedure: if the observations are made by one person, they should observe each play sector on a different day during break times. If several people are involved, the sectors can be shared out, so that each person observes just one sector. In that case, there should be at

least two observations of each sector on different days.

Conducting the activity (15 min + 15 min + 1 h)

Dividing the sectors (15 min)

For this observation, the playground zones or sectors must first be divided on the basis of their characteristics and the types of activities which, based on daily knowledge of the playground, take place in each one. As many sectors as necessary can be defined.



Aerial view of the Bogatell primary school playground

Playground observation (15 min)



- The pupils' play should be observed as described in the 'Observation file'.

General discussion (1)

All the observers should meet and carry out a joint reflection with the help of the questions below.

'RELATIONS' BLOCK:

What playground do we currently have?

- In which sectors of the playground do we observe more shared play between boys and girls and different ages? And less shared?
- Is the presence of boys and girls in the different sectors balanced?
- Do children with disabilities find spaces to interact with other children?
- Are the conflicts in the playground ones that the children can resolve positively?

What playground do we want for the future?

- In which sectors do we want more shared play?
- What kinds of spaces could help to produce a balanced presence of boys and girls?
- How can we guarantee the play and inclusion of all the children?
- How can we use conflicts in the playground as a learning experience?

'USES' BLOCK:

- Are there multifunctional sectors and sectors in which a single activity predominates?
- Do the forms of play vary depending on gender and the characteristics of the different sectors?
- What forms of play occupy the central sectors? And the peripheral sectors? What are the implications in terms of gender?
- Are the sectors in which noise impedes certain activities?

What playground do we want for the future?

- What forms of play do we want there to be in the playground?
- What learning do we want there to be in the playground?
- What other functions could that playground have as an educational and community-oriented space?

'CHARACTERISTICS' BLOCK:

What playground do we currently have?

- What differences are there between the sectors in terms of surfaces, textures and colours?
- Is the distribution of play elements and furniture equitable between the different sectors?
- If the sectors are physically divided, do we think the limits between them favour the activities that take place in them?
- Are the dimensions of the different sectors similar? Are they suitable for the activities carried out in them?
- How many sectors have trees and vegetation?
- How many sectors have permeable surfaces (soil or sand that allows water to filter into the ground)?
- How many sectors are shaded? Do these characteristics influence the uses and determine the number of pupils in it?
- Where are the water elements situated? Are they integrated into the playground as a play element?

What playground do we want for the future?

- What do we want to see in the playground (e.g. colours, textures, materials)?
- What sounds do we want in the playground? What do we need to do to hear them?
- Where does shade, vegetation or water need to be added?
- Do we need to balance the space provided for different activities?

3.6. Internal work materials for non-school hour playground user bodies

The proposal for non-school hour playground user bodies is:

- A group discussion session, with guiding questions, after individual reflection.


Both the individual and shared reflection spaces and the observation of the playground provide the basis for answering the questions in the document 'Internal work collaborative summary file' (see Section 3.1 of this chapter of the guide). If the persons responsible for the external bodies have carried out other activities along these lines, they can be used to supplement the conclusions.

The activities are designed for each stakeholder to do independently. However, if at any time the team thinks there should be a joint discussion, then joint work sessions can be organised.

ACTIVITY FILE

Group discussion session to gather the contributions from the external bodies

Starting with the individual reflection questions, the persons responsible from the external bodies should reflect on the current school playground and the changes needed to adapt it to the new reality.



Approximate length	Two one-hour sessions	Format	Individual activity + discussion session
Work materials	<ul style="list-style-type: none"> • Individual reflection questions • Group guiding questions: 'What playground do we currently have?' and 'What playground do we want for the future?' 	Aimed at	External bodies
RECOMMENDED		Facilitated by: representatives of the external body or bodies in the driving group	

Objectives
<ol style="list-style-type: none"> 1. Individually reflecting on the current state of the playground, taking into consideration the interactions, uses and characteristics that define it. The external bodies should visit the playground in order to answer the questions. 2. Jointly reflecting and drawing conclusions on the transformation of the playground.

Description

This activity is structured into two stages:

- **First stage:** This consists of individual reflection on the playground. The individual reflection questions can be used to analyse the playground in a specific way.
- **Second stage:** This consists of holding a discussion on the playground the team want in the future, based on the guiding question: 'What playground do we want for the future?' The aim is to produce a list of options to attach to the mural.

It should be borne in mind that the idea is to think about the playground from the body's point of view, but also considering that the specific aim of the transformation is to improve the playground for the school's educational project.

Individual reflection questions (1 h)

Providing the work materials

The person responsible from the body gives the individual reflection questions to everyone involved in the school playground. Ideally, there should be a five-day gap before holding the collective discussion.

Individual answers to the reflection questions (1 h):

Each person individually answers the questions below, after reflecting on them for a while.

Discussion session (1 hour)

Introduction (10 min)

The person responsible from the external body presents the project and asks who has been able to reflect on it and whether the reflection has helped to envisage new proposals for the playground. The aim of this session is to see what the current playground is like and what the future playground should be like.

The individual reflection questions help to see what the current playground is like.

First part of the discussion (20 min)

This consists of sharing the reflections made in the analysis. The following questions may help in the discussion on the current playground.

Group guiding questions:

What playground do we currently have?

'RELATIONS' BLOCK:

- How do the children interact with other children while in the school playground and during our activities?
- How do the children interact with the environment while in the school playground and during our activities?

'USES' BLOCK:

- What use do we currently make of the playground (e.g. activities, times)?

'CHARACTERISTICS' BLOCK:

- If an activity is held in the playground, what advantages and disadvantages arise from the current physical characteristics of the playground (types of space and elements, such as materials, furniture and playground, lighting and shade)?

Second part of the discussion (25 min)

This consists of providing a group answer to the questions below. By the end of the discussion, a list of criteria should have been drawn up to attach to the collaborative mural.

Group guiding questions:

Guiding questions for the discussion 'What playground do we want for the future?'

'RELATIONS' BLOCK:

- How do we want children to interact with other children?
- How do we want children to interact with the environment?
- How do we want children to look after the playground?

'USES' BLOCK:

- What do we want children to learn in the playground?
- As bodies, what do we want to do in the playground?

'CHARACTERISTICS' BLOCK:

- What should the ideal playground be like to foster the uses and relations we want?

Closure (5 min)

The person responsible for conveying the information to the driving group gives a final review of all the important contributions and should summarise the three priorities for the external bodies.

4. Second session: session to share proposals and identify priorities

SESSION FILE

Session to share proposals and identify priorities

In this session, the various stakeholders in the education community share their internal work and focus on the proposals for transforming the playground.



Approximate length	2 hours	Format	Discussion session:
Work materials	<ul style="list-style-type: none"> Internal work collaborative summary file Proposals-summary file (produced during the session) Example images Infographic 6 criteria for a good playground: naturalised, coeducational and community-oriented (see Appendix I) 	Aimed at	Driving group
OBLIGATORY		Called by: school management, in line with the date and time agreed on with the project coordinator Facilitated by: external team (facilitator + reporter)	

Objectives

1. Establishing a dialogue between all the stakeholders to share and agree on a single document with the needs and proposals to improve the playground.
2. Defining key elements for inclusion in the playground improvement project to meet the challenges identified by the school. The proposals should be compatible with the 6 criteria of the 'Let's Transform the Playgrounds' programme.

Description

The session is held as a meeting with the participation of all members of the driving group.

The session is structured into two stages: *a)* the various education community stakeholders share their internal work; and *b)* proposals for transforming the playground are generated collectively and prioritised.

The 'Internal work collaborative summary file' should be used as the starting point.

The form is titled 'TRANSFORMEM ELS PATIS' and is divided into three main sections for data entry:

- 1 Quin patí tenim actualment?** (Which playground do we currently have?) with sub-columns: Reptes, Situació, Característiques.
- 2 Quin patí volem per al futur?** (Which playground do we want for the future?) with sub-columns: Reptes, Situació, Característiques.
- 3 Com ho aconseguim?** (How do we achieve it?) with sub-columns: Espais, Elements, Experiència. Each of these sub-columns has further sub-columns: 'Espais' (Espai natural, Espai estructurat, Espai obert); 'Elements' (Element natural, Element estructurat, Element obert); 'Experiència' (Experiència natural, Experiència estructurada, Experiència oberta).

Each section contains a grid for recording information. A vertical column on the right is labeled 'Observacions'.

Blank 'Internal work collaborative summary file'

The session is guided and facilitated by a person from outside the school.

The reporter is responsible for collecting the information, with the support of a 'Proposals summary file,' which they share with the other stakeholders for all participants to see. Gathering the information is the task of the reporter. This file contains the sections 'Criteria', 'Challenges' and 'Key elements' (the latter subdivided into 'Experience elements' and 'Physical elements') and 'Priority'. At the end of the session, the information is gathered in a file, shown below, and must be agreed on by all stakeholders.

The form is titled 'TRANSFORMEM ELS PATIS. SESSIÓ DE PROPOSTES' and is structured as follows:

- REPTES** (Challenges): A vertical column on the left with 6 numbered rows.
- ELEMENTS CLAU** (Key elements): A central grid with 6 rows and 2 columns: 'Elements d'experiència' and 'Elements físics'.
- PRIORITAT** (Priority): A vertical column on the right with 6 rows, each containing a priority level indicator (1-5) and a 'Nivell de prioritat' label.
- ELEMENTS DE REFERÈNCIA** (Reference elements): A vertical column on the far right containing 12 small images of various playground features like 'Espai agrícola', 'Taula de picnic', 'Enmagatzematge', etc.

Blank 'Proposals summary file'

A few reference images of architectural elements should be provided as inspiration for proposals.

The expected results from the session are:



- A proposals document collecting and prioritising the key elements for the physical transformation of the playground, which helps the team of architects for the project to produce a proposal that matches the school's wishes.

Images of the cover and document of proposals from the second session with Bogatell primary school. 2020/2021 school year

Conducting the session (2 h)

Welcome and session presentation (10 min)

- Welcome.
- Description of the session and its objectives.
- Presentation of the participants.
- Brief review of the 6 programme criteria using the corresponding infographic.

Conclusions from the school appraisal (20 min)

- The facilitator explains the dynamic and hands over to a representative of each stakeholder.
- The representative of each stakeholder presents the key points from their analysis by summarising the main conclusions from the internal work using the 'Internal work collaborative summary file'.
- The reporter takes notes on the information in the 'Challenges' column and classifies it according to the 6 criteria for a good playground, with the aid of the 'Proposals summary file'.

Defining key elements (30 min)

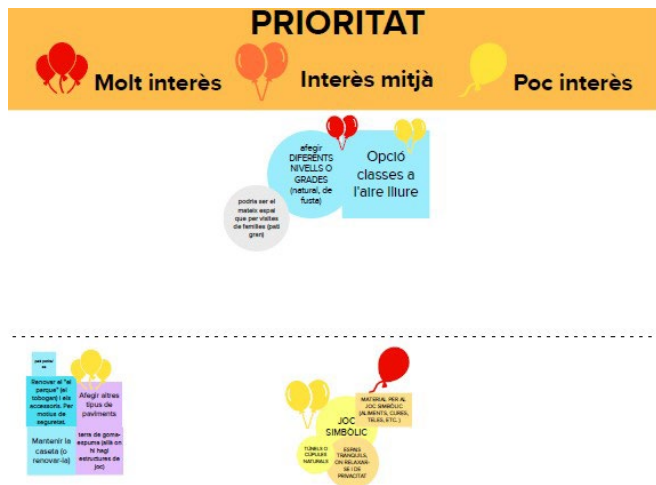
- After collecting and classifying the conclusions/challenges, the time has come to define the physical elements for inclusion in the transformation of the playground. Some of the proposals arising from the appraisal will also refer to the playground experience; i.e. the playground educational project, its uses and dynamics. The proposals should be placed in the 'Experience elements' column or 'Physical elements' column. This dynamic is conducted with two work groups to facilitate active participation by all.
- The facilitator explains the dynamic and creates the work groups, e.g. pupils + teachers and families association + external bodies. The pupils should be with people they know, as this will facilitate their participation.
- Each group should define key physical or experiential elements related to the previously discussed challenges, always remembering the need to develop the 6 criteria from the 'Let's Transform the Playgrounds' programme. The facilitator should share images of reference elements with the participants to give them ideas.
- The groups work autonomously and should appoint someone to note down their proposals. If necessary, the facilitator and reporter can provide support to the two groups, note down the proposals and present them in the general discussion.

General discussion (20 min)

- A spokesperson for each group shares the proposals for key elements. The reporter transfers the proposals to the 'Proposals summary file' ('Key elements' column).
- When the two groups have finished, the facilitator should read out loud the proposed elements.

Prioritising the key elements (20 min)

- The facilitator explains the dynamic and the participants go back to working in the two previously created groups.
- Each group should choose elements (a maximum of nine) that they consider priorities in the transformation of the playground: three high-interest elements; three intermediate-interest elements; and three low-interest elements.



Example of the 'Priority' section in the 'Proposals summary file' from the second session with Palma de Mallorca primary school. 2020-2021 school year

General discussion (10 min)

- When coming together, a representative of each group explains the elements chosen by degree of priority. The reporter notes the elements in the 'Proposals summary file' according to degree of interest ('Priority' section).
- Once the two groups have shared their priorities, the facilitator reads them out loud and asks if everyone agrees. The reporter notes the contributions, if there are any.

At the end of the session, the 'Proposals summary file' should be fully completed.

The table is a 'Proposals summary file' for the Milà i Fontanals primary school. It is organized into four main columns: 'REPETES' (Repeats), 'ELEMENS CLAU' (Key Elements), 'PRIORITAT' (Priority), and 'ELEMENS DE REFERENCIA' (Reference Elements). The 'REPETES' column lists various elements that are repeated. The 'ELEMENS CLAU' column is a grid where each cell contains a small colored box representing a key element. The 'PRIORITAT' column has a scale from 'Molt interès' (high interest) to 'Poc interès' (low interest). The 'ELEMENS DE REFERENCIA' column shows images of various playground elements like benches, tables, and structures. The table is titled 'ELEMENS CLAU' and 'PRIORITAT'.

Example of the 'Proposals summary file' from the second session with the Milà i Fontanals primary school. 2020-2021 school year


Conclusions and closure (10 min)

- The facilitator explains that they will complete a proposals documents to collect and prioritise the key elements for the transformation of the playground, which will be shared with the team of architects.
- Session closure and explanation of the next steps in the co-creation process.

5. Third session: meeting with the team of architects to present the proposals

SESSION FILE
 Driving group meeting with the team of architects

Presentation of the school's needs



Approximate length	1 hour	Format	Work meeting
Work materials	<ul style="list-style-type: none"> The proposals document that gathers and prioritises the key elements for the physical transformation of the playground (resulting from the second session in each school. The facilitator team will have sent it to you) Plan of the school playground 	Aimed at	Driving group representatives
OBLIGATORY		Called by: the CEB to school management, and management to the other invited members Facilitated by: shared task, meeting dynamic	

Objectives
<ol style="list-style-type: none"> To meet the team of architects who will draw up the project. To express the needs and proposals of the education community contained in the document, placing the emphasis on the main priorities. To take a first look at the technical possibilities from the playground from the architects' perspective.

Description
<ul style="list-style-type: none"> Presentation of the education community proposals. The school driving group explains their appraisal to the architects, who explain their first steps in the project based on the 6 criteria for a good playground and the initial technical report.

- After this session, the architects will work on the playground preliminary design, which will be presented to the driving group at another work session.

Aspects to bear in mind:



Not all members of the driving group can participate in this meeting: only three or a maximum of four. Possible participants could be school management (representing the lunchtime monitors, children and teachers), a representative of the families association and a representative of non-school hour playground user bodies. The school must decide whether the children themselves will explain to the architects what they want; if they do, then two children should attend.

Conducting the session (2 h)

Presentations (5 min)

- Presentation of the school's demands and needs (25 min). (The school should bring the document it gave to the team of architects; they can also add other supplementary materials if they wish.)
- First comments from the architects with the plan of the current school playground on the table: first ideas, limitations, possibilities and checks (15 min). (The architects should bring the plan of the school playground.)
- Expressing doubts (10 min).
- Closure (5 min).

6. Fourth session: facilitated working session to present the preliminary design and establish the route map for drawing up the playground educational project

SESSION FILE

Facilitated work session to present the preliminary design and identify the roadmap to draw up the educational project for the playground



At this session, the team of architects presents the preliminary design to the driving group. This starts development of the playground educational project, which complements the physical transformation.

Approximate length	2 hours	Format	Discussion session:
Work materials	<ul style="list-style-type: none"> • Preliminary design (To be presented at the session with the architects) • 'Proposals summary file' (The facilitator team will have sent you the completed file) • Proposals document (the facilitator team will have sent you this) • Roadmap 	Aimed at	Driving group (it is recommended that the pupils only participate in the first part of the session)
OBLIGATORY		Called by: school management, in accordance with the date and time agreed on with the project coordinator Facilitated by: external team (facilitator + reporter) (Whenever possible, the team of architects should present the proposal)	

Objectives

1. To present the team of architects' preliminary design for improving the playground.
2. To develop the playground educational project to achieve the goals defined by the school during the co-creation process.

Description

- The session is held as a meeting attended by everyone in the driving group and the architects as the team drawing up the preliminary design.
- It is structured into two stages: *a)* presentation of the preliminary design; and *b)* work on the preliminary design of the playground educational project. The starting point for working on the playground educational project is the 'Proposals summary file'. The pupils' participation is not necessary at this stage.
- The session is guided and facilitated by a person from outside the school.
- The reporter is responsible for collecting the information. Developing the playground educational project, in particular, requires the support of the roadmap, which will be shared with all the other stakeholders so they can see it during the activity.

QUÈ? (OBJECTIUS)	COM? (MÈTODE, ESTRUCTURA)	QUAN? (TEMPORALITZACIÓ)	QUI? (EQUIP A CÀRREC)

The expected results from the session are:

- Minutes of the contributions by the different stakeholders in the driving group to the preliminary design presented by the team of architects. These minutes can be supplemented by comments and contributions after the sessions, when the different stakeholders in the education community have had a little more time to analyse the design. (The document must include contributions from the other institutions and municipal directorates, if there are any).
- A playground educational project roadmap; the school must continue working internally to integrate all the new objectives for the playground into the school's educational project.

Conducting the session (2 h)

Welcome and session presentation (5 min)

- Welcome.
- Description of the session and its objectives.
- Presentation of the participants.

Presentation of the preliminary design by the team of architects (30 min)

- In the first part of the session, a member of the team of architects explains the preliminary design, accompanied by a presentation. The images, plans and language used must be comprehensible to everyone, including the children attending the session.

Questions and contributions (30 min)

- Once the presentation has finished, the facilitator will open the session for comments. It should be stressed that the stakeholders in the driving group are free to express their opinions.
- The first round is to answer any doubts regarding the presentation, such as aspects of the design that are not very clear.
- In the second round, the stakeholders are asked to express their opinion. The following questions may be used for guidance:
 - What do you think of the design? Do you think there are any important aspects that the design has missed?
 - What emotion (excitement, uncertainty, expectation, happiness) does it produce?
- The reporter takes notes of the contributions from the stakeholders.

Development of the playground educational project (40 min)

- This session works on the playground educational project to accompany the playground's physical transformation. From this point, the children's participation is no longer necessary, so they can leave the session.
- The facilitator explains the dynamic. The reporter presents the roadmap: a large physical or virtual panel which everyone can see.
- The ideas generated and collected in the session on proposals for the future playground experience are retrieved ('Proposals summary file'; 'Key elements → Experience'). The reporter should include them in the panel beforehand to speed up the collective work.
- Ideas on the playground educational project are discussed as a group: What (objectives); How (method, structure); When (timeline); Who (person or group responsible).
- The ideas generated here will provide the starting point to continue the internal work towards achieving the intended experience for the playground during and after the physical transformation.

Conclusions and closure (5 min)

- Session closure and explanation of next steps.

7. Internal work in schools to assess the preliminary design

This section contains the proposed activities and dynamics for the different stakeholders (teachers, pupils, families, lunchtime monitors and non-school hour user bodies)

to analyse whether the preliminary design provided by the architects covers the detected priorities sufficiently, and to understand why some of the proposals are included in the preliminary design and others not.

All the activities are recommended but not obligatory. They can be adapted or new ones proposed, as long as they follow three key principals:

1. Getting as many people as possible to participate. In the case of children, at the very least the class groups most involved.
2. Comparing the project to the proposals and the 6 criteria for a good playground.
3. Preparing a feedback document for the team of architects, so they can take the contributions into consideration when designing the definitive preliminary design.

7.1. Internal work materials for teachers, families, lunchtime monitors and non-school hour playground user bodies.

The dynamic proposed to analyse the preliminary design is the same for all stakeholders, with small adaptations for the children's group.

When analysing the extent to which the preliminary design matches the proposals, it is a good idea to involve people from outside the driving group. This provides a broader range of visions and opinions, and facilitates feedback on the process to the people involved.

In that regard, participation does not need to be as broad as at the start, but should go a little beyond the driving group members.

ACTIVITY FILE

Assessment of the preliminary design



Stakeholder representatives in the driving group pass the preliminary design on to the other people in their stakeholder group (teachers, families, lunchtime monitors and members or their body) and determine whether it includes the proposals drawn up by the education community in line with the *6 criteria for a good playground: naturalised, coeducational and community-oriented.*

Approximate length	1 hour	Format	Discussion session:
Work materials	<ul style="list-style-type: none"> • 'Proposals summary file' • Presentation of the preliminary design 	Aimed at	<ul style="list-style-type: none"> • Teachers • Families • Monitors • Members of the body
OBLIGATORY		Facilitated by: reference person for each stakeholder in the driving group	

Objectives

1. To present the preliminary design to the other people in the stakeholder group (all the teachers, families, lunchtime monitors and members of the body).
2. To validate whether the preliminary design includes the proposals made jointly by all the stakeholders in the education community.
3. To validate whether the preliminary design does not complicate or prevent the current or desired future activities in the playground.
4. To collect contributions to pass on to the team of architects.

Description

- This activity is structured into two stages: *a)* explanation of the preliminary design to the rest of the teachers by the reference person in the management team; and *b)* assessment of the preliminary design by the teachers, taking into account the information in the 'Proposals summary file'.
- Everything for passing on to the architects should be contained in a single document. Some issues will already have been raised in the preliminary design presentation session with the driving group, so new ones should be added. Once the document is ready, it should be sent by email to the architects.

Aspects to bear in mind:

The school management is responsible for collecting contributions from all stakeholders (teachers, children, families, lunchtime monitors and non-school hour playground user bodies) in a single document and sending it to the architects.

Conducting the activity (1 h)

Explanation of the preliminary design (15 min)

- Using the presentation provided by the team of architects, the management reference person explains the preliminary design for the playground

other teachers. Explanations have probably already been provided as to why some proposals have been accepted and others not, or some aspects may already have been reviewed in previous conversations. This should be shared with all the other colleagues during this explanation.

- Once completed, a question and answer session can ensure that everyone has understood the approach to transforming the playground.

Assessment of the preliminary design (30 min)

- The 'Proposals summary file' is used as a reference and the preliminary design is examined to determine whether it covers the proposals, especially those identified as priorities. It should also be ensured that the transformation matches the 6 criteria for a good playground.
- The playground transformation proposed in the preliminary design is also checked to ensure it does not complicate or impede any of the current or future activities carried out in the playground. It is important to take into account all playground uses, both within and outside school hours, and to respect the interests of all stakeholders.
- If a point has been omitted or incompatibilities are detected, this should be stated in writing and reported to the team of architects. It should be determined whether it is a priority issue or one of little significance, in line with the overall playground transformation project. It is important to convey the importance of proposed changes to the architects.



Validation of contributions (15 min)

- Before ending the session, the management team reference person reads out all the contributions gathered in writing to ensure the teachers are in agreement.

7.2. Internal work materials for children

Not all the children who have participated in the appraisal and drawing up of proposals need attend the preliminary design analysis. Nevertheless, it may be worthwhile for the classmates of the children in the driving group to give their opinion. This broadens the range of visions, but also enables the children involved to monitor and give feedback on the process.

Each school can decide how many groups of pupils should take part in this activity. However, it should be remembered that the timetable for feedback to the architects is a tight one.

ACTIVITY FILE

Assessment of the preliminary design

The children in the driving group pass the preliminary design on to their respective classmates and together assess whether their proposals have been included.



Approximate length	1 h	Format	Discussion session:
Work materials	<ul style="list-style-type: none"> • 'Proposals summary file' • Presentation of the preliminary design 	Aimed at	Pupils
OBLIGATORY		Facilitated by: pupils' representative in the driving group with the support of the tutor	

Objectives

1. To present the preliminary design to all the pupils participating in the project.
2. To check whether the preliminary design includes the proposals drawn up jointly by the pupils.
3. To gather pupils' contribution to pass on to the architects.

Description

- This activity is structured into two stages: *a*) explanation of the preliminary design by the pupil reference person in the driving group to the rest of the pupils in their class; and *b*) assessment of the preliminary design, bearing in mind the information indicated in the 'Proposals summary file'.
- Everything that is to be passed on to the architects should be collected in a single document. Some issues will already have been raised in the preliminary design presentation session with the driving group, so new ones should be added. Once the document is ready, it should be sent by email to the school management, who will gather all the contributions together in a single document.

Conducting the activity (1 h)

Explanation of the preliminary design (15 min)

- With the help of the presentation provided by the team of architects and the tutor, the reference child on the driving group explains the playground transformation

preliminary design to the rest of the class.

- Once completed, a question and answer session can ensure that everyone has understood the approach to transforming the playground.

Assessment of the preliminary design (30 min)

- The 'Proposals summary file' is used as a reference and the preliminary design is reviewed in discussion to see whether it meets the children's proposals.
- If any points have been omitted, this is noted in writing and reported to the team of architects.

Validation of contributions (15 min)

Before ending the session, the reference pupil reads out loud all the contributions gathered in writing to ensure everyone is in agreement.

8. Fifth session: presentation of the final project

SESSION FILE

Presentation of the final project

Physical transformation of the playground.



Approximate length	1 hour	Format	Presentation session
Work materials	The final project for the physical transformation of the playground (presented by the team of architects)	Aimed at	Driving group
OBLIGATORY		Called by: BCN City Council and CEB Facilitated by: project coordinator + team of architects and CEB technical personnel	

Objective

To present the final project for the transformation of the playground.

Description

The team of architects presents the final project, and provides as many visual examples as possible to ensure understanding of what the final proposal will be like.

The final project is a closed project, so only comments to make minimal changes will be accepted.



Aspects to bear in mind:

It is very important to ensure that everyone attending this session clearly understands what is being presented and what the playground will be like, so that later on the members of the driving group can organise presentations to the rest of the education community → It is essential that this presentation is given to all the children, especially those that have participated in each stage of the process.

Conducting the session (2 h)

- Welcome (5 minutes).
- Presentation of the final project (25 min).
- Doubts and comments (25 min).
- Closure (5 min).

9. Internal work of the education community: presentation of the final project to the whole community

ACTIVITY FILE

Presentation of the final project to the whole community

The members of the driving group explain the final project so everyone is familiar with it.



Approximate length	1 hour	Format	Introduction
Work materials	The final project	Aimed at	The whole education community
SUGGESTION		Facilitated by: members of the driving group	

Objectives

1. To present the final project to all the community.
2. To close the shared co-creation process by providing feedback on the result of the work and the result of the community's contribution.

Description

- This activity can be carried out in many different ways, depending on the school's preferences. The main aim is to explain the definitive project to everyone.
- Above all, it is important to ensure all the children contribute, especially those who participated in the appraisal and drawing up proposals.


Conducting the activity (1 h)


By way of orientation, ideas with regard to the format of this activity are presented below.


- Organising a festive presentation day in which waste materials are used to make a giant model of the playground.
- Exhibition of a scale model, made by children from the school, in the school foyer, along with talks to explain the project.
- Presentation of the plan for the final project in the different workspaces of each stakeholder: teaching staff, pupils class, coordination meeting, families association meeting, etc.


10. Key considerations to bear in mind when adapting the activities


The proposed activities and dynamics must be carried out in line with the six considerations explained below. They represent the fundamental characteristics of the project, but are also the key principles to be observed and respected when adapting the proposed methodology.

 'Co-creation' means **creating collectively**. It therefore means that all the parties involved contribute their knowledge and capabilities. For this reason, developing projects for the transformation of school playgrounds should involve the whole education community.

 **All the stakeholders involved interact**. This means the work should be **coordinated and interlinked** and that everyone respects the necessary timescale at each stage. Participation requires transparent and shared information, time, relations and commitment.

 School playground transformation projects **are based on a conceptual framework of an integrated city involving: a) the 6 criteria for a good playground; and b) the double transformation of the playground (physical and educational project)**. All activities must take into account this conceptual framework.

 The guide proposes activities for **gathering contributions from teachers, families, pupils, lunchtime monitors and non-school hour playground user bodies**, so that the final project meets the vision and needs of all the parties involved.

 **Close attention must be given to the participation of children, as essential informants**. They make valuable contributions on their interests through a work process based on reflection, observation and analysis. They should be given, clear, understandable and accessible information. Materials should be used that offer children elements of inspiration, reflection, observation and analysis so they can formulate well thought-out and reasoned proposals.

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7. Appendices

I. Support materials

Infographic '6 criteria for a good playground: naturalised, coeducational and community-oriented'

Six criteria for natural, co-educational and communal playgrounds

WE WANT MORE OPEN-AIR EDUCATION AND PLAY IN AN EDUCATIONAL CITY CONDUCTIVE TO PLAY

LET'S FIGHT THE CLIMATE EMERGENCY FROM SCHOOLS TOO

TRANSFORM THE PLAYGROUNDS

1 A VALUABLE SPACE FOR LEARNING, COEDUCATION & COEXISTENCE INSIDE THE SCHOOL

- Gender equity in play, breaking role models and fostering egalitarian dynamics.
- Positive conflict management.
- Inclusion of all children in shared play.
- Joint responsibility and centrality of children in decisions, care and maintenance.

2 DIVERSITY OF ENVIRONMENTS AND RECREATION AND CREATIVE ACTIVITIES

- Environments for active, semi-active and calm play.
- Exploring chatting, jumping, experimenting, rolling, dancing, self-expression, running, climbing, sliding.
- Attractive and stimulating spaces and materials, with challenges for all ages and abilities.
- Stimulation of autonomous and diverse play without instruction.

3 GUARANTEES CONTACT WITH NATURE: GREENERY, EARTH AND WATER

- Greening up, re-greening and adding garden elements to create an outdoor climate shelter planting trees.
- Surfaces where permeable and soft ground combine with sand and paving.
- Water to drink, and also to play with, experiment with and freshen up with.
- Play elements with natural materials.

4 CONFORTABLE AND CONNECTED TO THE ENVIRONMENT

- With shade in the summer and places in the sun in the winter.
- With water springs, benches, litter bins and storage with materials to play with.
- Easy access, connected to the surroundings and classrooms.

5 BALANCED (RE)DISTRIBUTION OF SPACES

- All games and activities have quality spaces and take into account the gender perspective.
- Accessibility for all children, taking into account functional diversity.
- Combination of fixed structures and mobile recreational materials.

6 DIVERSE USES FOR THE COMMUNITY AND LOCAL RESIDENTS

- Versatility for numerous activities: physical education, outdoor classroom, extra-curricular sport, parties and more.
- Playgrounds open in the afternoons and at weekends in the educating neighbourhood.

A GOOD PLAYGROUND COMBINES PLAY SPACES WITH EDUCATION OUTDOORS FOR WELL-BEING CHILDREN



II. Members of the Monitoring Board

1. Coeducation
2. Punt 6 Collective
3. Official Architects' Association of Catalonia
4. CREA (Patis Verds)
5. El globus vermell
6. El nou safareig
7. Equal Saree
8. Federació de Moviments de Renovació Pedagògica de Catalunya (Federation of Pedagogic Renovation Movements of Catalonia)
9. ISGlobal
10. Marinva
11. Reinventando Patios (Reinventing Playgrounds)
12. Catalan Paediatric Society

III. Chronological breakdown of the tasks and steps to be taken by the education community

	Type of action	Description and content	Participants	Tasks and guidance for the school
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 0: Information and awareness-raising (September-October)</p>	<p style="text-align: center;">Welcome and awareness-raising session (Considered training session no. 1) END OF SEPTEMBER</p>	<ul style="list-style-type: none"> • General programme framework. • 6 criteria for a good playground. • Three key areas: <ul style="list-style-type: none"> - Gross motor play, physical activity and sport, and diverse, active play. - Naturalisation and sustainability. - Playground educational project: pedagogical guidelines. 	<ul style="list-style-type: none"> • All schools together. • Members of the driving group, except for the children. <p>Note: at least two teaching staff members, preferably one from the management team. The same people should attend all the training sessions.</p>	<p>Management:</p> <ul style="list-style-type: none"> • Inviting people from the corresponding education community after receiving the letter of commitment to the programme and calling the session. • Setting up the school driving group. <p>Members of the driving group who attend the session:</p> <ul style="list-style-type: none"> • Attending the welcome session. • Passing on the content of the session to other members of the team (teachers; each stakeholder does the same for the other people involved). <p>Note: the school will already have this guide by the time of the first meeting in the programme.</p>
	<p style="text-align: center;">1st initial informative session FIRST HALF OF OCTOBER</p>	<ul style="list-style-type: none"> • Presentation of stakeholders linked to the programme. • Detailed explanation of the co-creation process and clearing up doubts. • Sharing expectations in the school. 	<ul style="list-style-type: none"> • School driving group (each school can decide whether the children participate in this meeting. Their participation is recommended.) • Barcelona Education Consortium (CEB) • Barcelona City Council. 	<p>Management:</p> <ul style="list-style-type: none"> • Calling a meeting of the previously created driving group after receiving the invitation to the session. <p>Members of the driving group who attend the session:</p> <ul style="list-style-type: none"> • Prior reflection on expectations regarding the

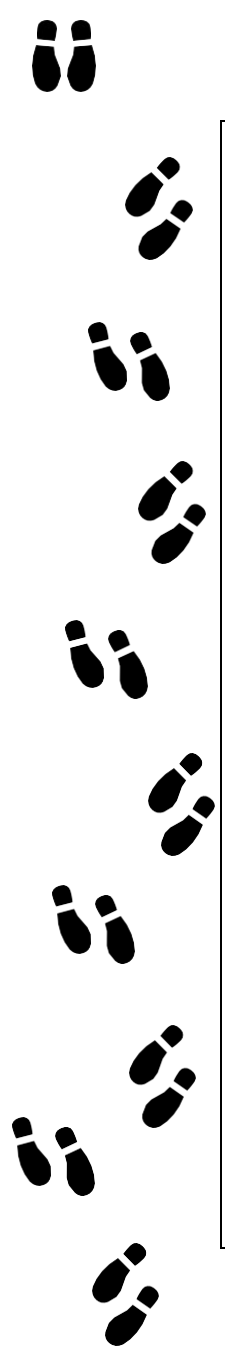


	<ul style="list-style-type: none"> • Presentation of the technical and functional characteristics of each playground. • Specific considerations for the school, if any. 	<ul style="list-style-type: none"> • District technical personnel. • CEB territorial coordination personnel. • + People invited by the Promoting Group. • School reference coordinator of the 'Let's Transform the 	<p>transformation of the playground and attending the welcome session.</p> <ul style="list-style-type: none"> • Internal work with the other people in each group has to be organised after the session.
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	Type of action	Description and content	Participants	Tasks and guidance for the school
Stage 1: Appraisal and drawing up of proposals	Internal work for the education community <i>OCTOBER-NOVEMBER</i>	<ul style="list-style-type: none"> • Appraisal and drawing up of proposals by each stakeholder. • Each group in the driving group conducts internal participative processes and then transfers their proposals to the 'Internal work collaborative summary file', which will facilitate work in the first driving group session. 	<ul style="list-style-type: none"> • All the school stakeholders autonomously. 	<p>Each stakeholder:</p> <ul style="list-style-type: none"> • Organising to carry out the proposed activities or adapt them to obtain maximum participation. • Completing the 'Internal work collaborative summary file' (see Section 3.1 of the Chapter 'Activities, dynamics and work materials for schools'), to hold the first facilitated work session. <p><u>This step is essential.</u></p>



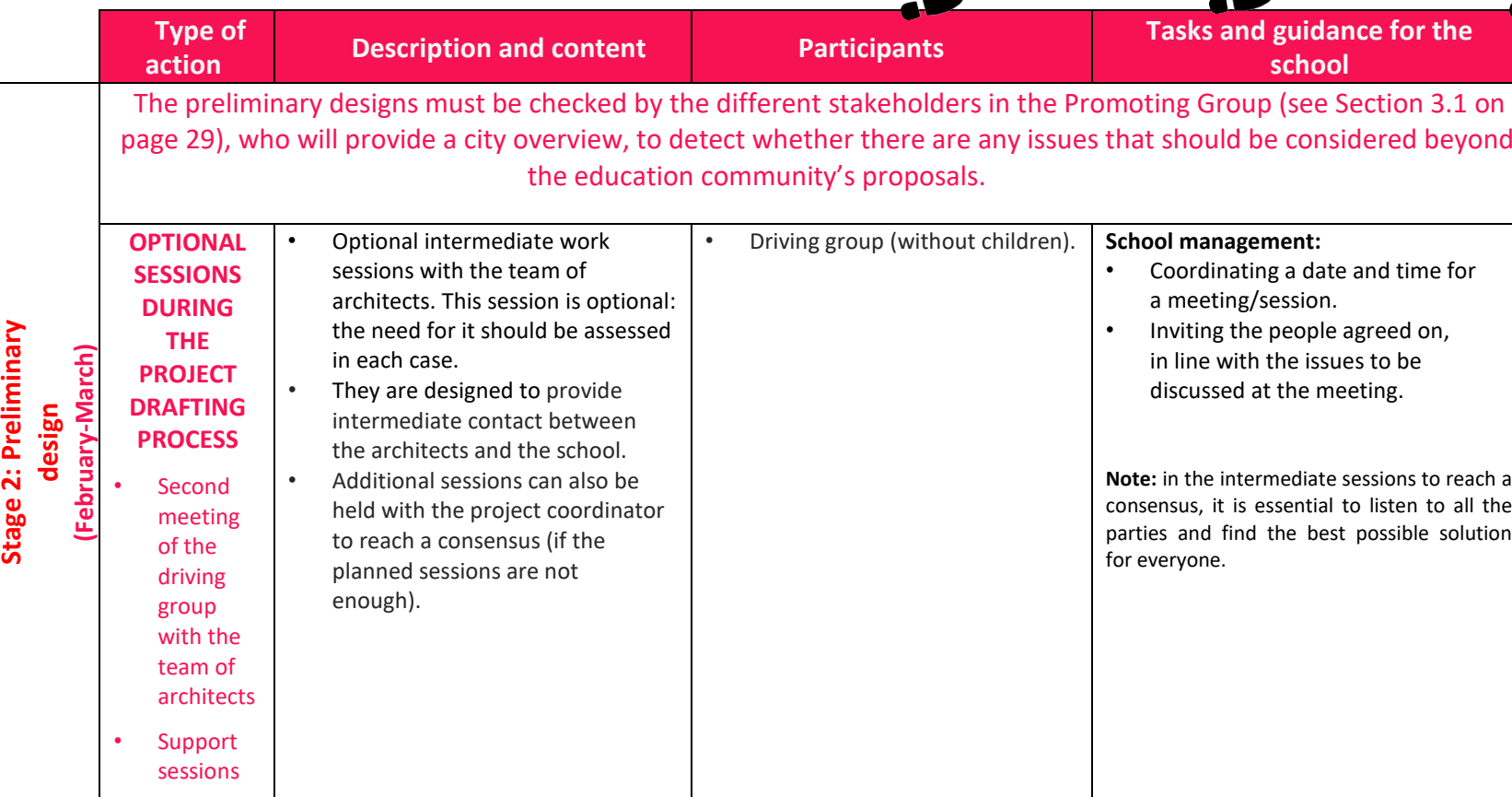
Stage 1: Appraisal and drawing up of proposals (October-January)		<ul style="list-style-type: none"> For orientation purposes, the guide contains the materials needed for this meeting (see Section 3 of the Chapter 'Activities, dynamics and work materials for schools'). 		
	Training session no. 2 Exploring the three priority areas (part 1) <i>MID NOVEMBER</i>	<ul style="list-style-type: none"> Gross motor play, physical activity and sport, and diverse, active play. Naturalisation and sustainability. Playground educational project: pedagogical guidelines. 	<ul style="list-style-type: none"> Two teaching staff members (preferably one from the management team) <p>Note: the same people should attend all the training sessions.</p>	<p>The two teaching staff members signed up for the training:</p> <ul style="list-style-type: none"> Attending the training in accordance with the calendar of sessions and/or invitations to each session, which they will receive with sufficient advance notice. Once the session is over, reserving time in staff or other <i>ad hoc</i> meetings to pass the knowledge acquired in the training on to the rest of the team, especially management, if they did not attend. <u>This step is essential.</u>
	2nd FACILITATED WORK SESSION for the driving group Sharing shareholder s' visions <i>DECEMBER</i>	<ul style="list-style-type: none"> Detecting needs: general discussion and prioritisation. Option for making this a face-to-face or online session. Presentation of the team of architects. 	<ul style="list-style-type: none"> School driving group (with the children). The facilitator. The school reference coordinator of the 'Let's Transform the Playgrounds' programme 	<p>School management:</p> <ul style="list-style-type: none"> Setting a date and time for the session. Inviting all the members of the driving group. Before the session, ensuring everyone has transferred the information to the 'Internal work collaborative summary file' (see



Stage 1: Appraisal and drawing up of proposals (October-January)				<p>Section 3.1 of the Chapter 'Activities, dynamics and work materials for schools').</p> <ul style="list-style-type: none"> After the session: Passing the facilitator's summary report on to all the members of the driving group. <p>Members of the driving group:</p> <ul style="list-style-type: none"> Participating actively in the session and, all together, completing the 'Proposals summary file' (see Section 4 of the Chapter 'Activities, dynamics and work materials for schools'). <p>Facilitating team:</p> <ul style="list-style-type: none"> Once the session has finished: sending the summary report of the agreed on and prioritised proposals to the school management. <p>Note: It is important to make sure the report is comprehensible and contains everything discussed, as it will be the support document for the meeting with the architects.</p>
	3rd SESSION Meeting of the driving group with the team of architects <i>JANUARY</i>	<ul style="list-style-type: none"> Presentation of the education community proposals. The school driving group explains their appraisal to the team of architects. The latter explain 	<ul style="list-style-type: none"> The school driving group (without children). The school reference coordinator of the 'Let's Transform the Playgrounds' programme. The team of architects 	<p>School management:</p> <ul style="list-style-type: none"> Setting a date and time for the session. Inviting all the member of the driving group.



<p>Stage 1: Appraisal and drawing up of proposals (October-January)</p>		<p>first steps in the project based on the six criteria and the initial technical report.</p>	<ul style="list-style-type: none">• District education official• CEB territorial coordinator (to assess). <p>Note: when it is suggested that the children should not attend, this is because their presence is not considered essential. However, the school may still decide that they should attend.</p>	<p>Everyone attending the session:</p> <ul style="list-style-type: none">• Before the meeting, reading the proposals documents arising from the joint session (see Section 4 of the Chapter “Activities, dynamics and work materials for schools”).• Presenting the proposals to the architects and establishing a dialogue so that the technical team understands the needs and priorities.• Ask all the questions considered appropriate.• Once the meeting has finished, wait until the next meeting with the team of architects, when the latter will present a preliminary design proposal. <p>The team of architects:</p> <ul style="list-style-type: none">• Once the meeting/session has finished, they will have the first impressions with which to continue working.
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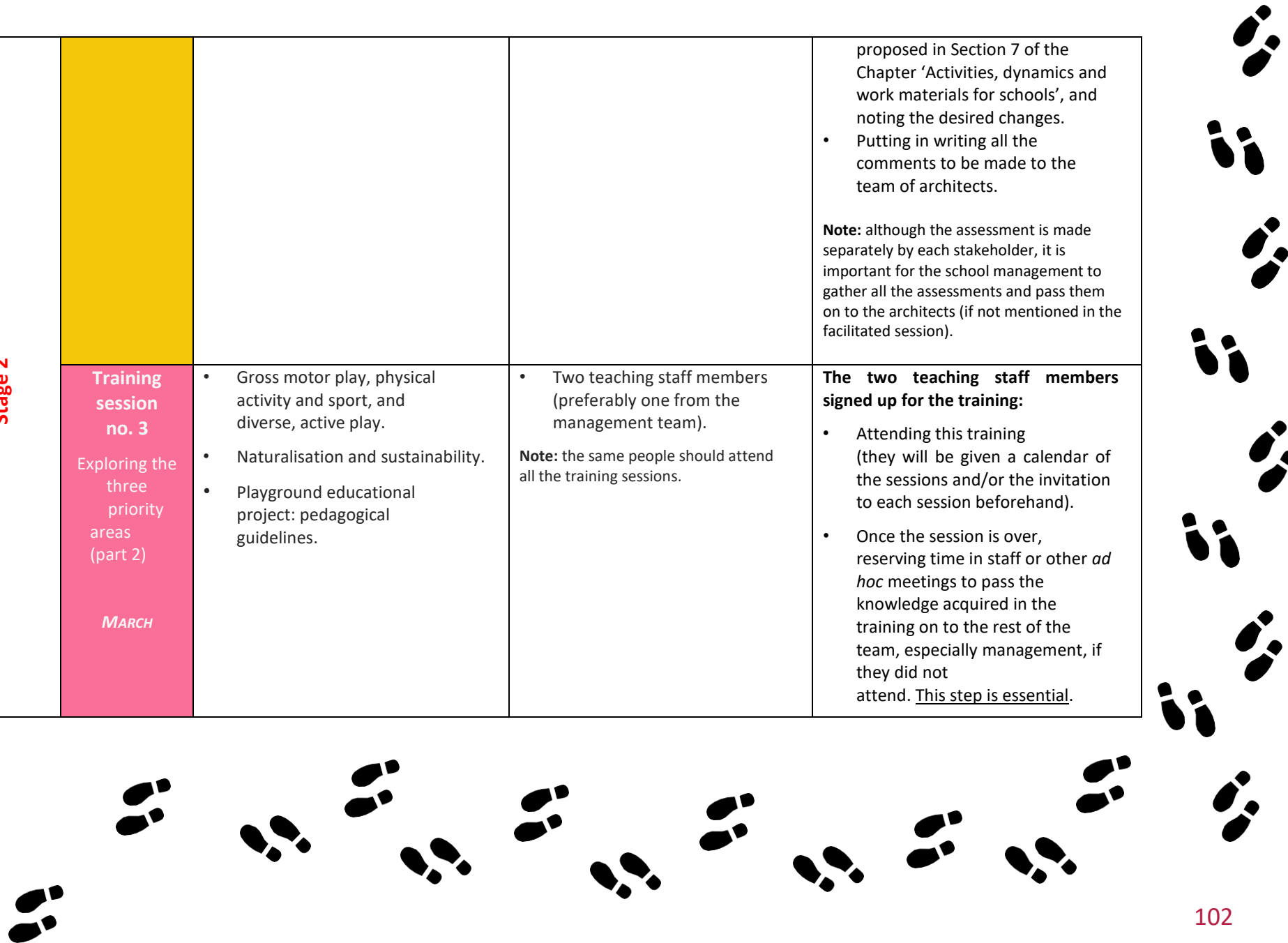


Type of action	Description and content	Participants	Tasks and guidance for the school
Stage 2: Preliminary design (February-March)	<p>The preliminary designs must be checked by the different stakeholders in the Promoting Group (see Section 3.1 on page 29), who will provide a city overview, to detect whether there are any issues that should be considered beyond the education community's proposals.</p>		
	<p>OPTIONAL SESSIONS DURING THE PROJECT DRAFTING PROCESS</p> <ul style="list-style-type: none"> • Second meeting of the driving group with the team of architects • Support sessions 	<ul style="list-style-type: none"> • Optional intermediate work sessions with the team of architects. This session is optional: the need for it should be assessed in each case. • They are designed to provide intermediate contact between the architects and the school. • Additional sessions can also be held with the project coordinator to reach a consensus (if the planned sessions are not enough). 	<ul style="list-style-type: none"> • Driving group (without children).

Stage 2: Preliminary design (February-March)	<p>4th FACILITATED WORK SESSION</p> <p>Presentation of the definitive preliminary design and the key elements for the new playground educational project</p> <p><i>FEBRUARY</i></p>	<ul style="list-style-type: none"> The team of architects presents the agreed on definitive preliminary design. Comments can be made at the session, but the idea is for there to be few ideas still needing discussion. This session is also suitable for starting to identify the key elements for the new playground educational project. 	<ul style="list-style-type: none"> Driving group. Team of architects District education official CEB territorial coordinator (to assess). CEB works coordinator 	<p>School management:</p> <ul style="list-style-type: none"> Setting a date and time for the session. Inviting all the members of the driving group. <p>The team of architects:</p> <ul style="list-style-type: none"> Presenting the preliminary design and explaining why some options have been accepted and others rejected. <p>Members of the driving group:</p> <ul style="list-style-type: none"> During the meeting: Using a work dynamic to produce an initial assessment of the preliminary design and detect early incidents. After the meeting: It is recommendable (but not obligatory) for each stakeholder to check the preliminary design with the people who participated in the appraisal and drawing up of proposals. <p>Facilitating team</p> <ul style="list-style-type: none"> After the meeting: Producing minutes of the issues discussed.
	<p>Internal work of the educational community: assessment of the preliminary design</p> <p><i>FEBRUARY</i></p>	<p>Assessment of the preliminary design</p>	<ul style="list-style-type: none"> All the school stakeholders autonomously. 	<p>All school stakeholders:</p> <ul style="list-style-type: none"> Making an assessment of the preliminary design – using the dynamics



Stage 2				<p>proposed in Section 7 of the Chapter 'Activities, dynamics and work materials for schools', and noting the desired changes.</p> <ul style="list-style-type: none"> Putting in writing all the comments to be made to the team of architects. <p>Note: although the assessment is made separately by each stakeholder, it is important for the school management to gather all the assessments and pass them on to the architects (if not mentioned in the facilitated session).</p>
	<p>Training session no. 3</p> <p>Exploring the three priority areas (part 2)</p> <p><i>MARCH</i></p>	<ul style="list-style-type: none"> Gross motor play, physical activity and sport, and diverse, active play. Naturalisation and sustainability. Playground educational project: pedagogical guidelines. 	<ul style="list-style-type: none"> Two teaching staff members (preferably one from the management team). <p>Note: the same people should attend all the training sessions.</p>	<p>The two teaching staff members signed up for the training:</p> <ul style="list-style-type: none"> Attending this training (they will be given a calendar of the sessions and/or the invitation to each session beforehand). Once the session is over, reserving time in staff or other <i>ad hoc</i> meetings to pass the knowledge acquired in the training on to the rest of the team, especially management, if they did not attend. This step is essential.





Type of action	Description and content	Participants	Tasks and guidance for the school	
Presentation of the final projects to the Promoting Group 1st WEEK IN APRIL				
Stage 3: Final project (April-September)	5th SESSION Presentation of the final project <i>APRIL</i>	<ul style="list-style-type: none"> The team of architects presents the definitive final project. 	<ul style="list-style-type: none"> The driving group. The team of architects District education official CEB territorial coordinator (to assess). The CEB works coordinator. + People invited by the Promoting Group. 	<p>School management:</p> <ul style="list-style-type: none"> Setting a date and time for the session. Inviting all the members of the driving group. <p>The team of architects:</p> <ul style="list-style-type: none"> Presenting the definitive project and explaining why some options have been accepted and others rejected.
	Internal work for the education community : Feedback on the definitive project. <i>APRIL</i>	<ul style="list-style-type: none"> Review of small modifications. Feedback sessions should include everyone who has participated in the process of appraisal and drawing up proposals, especially children from the school to explain to them the impact of their contributions and the definitive transformation their playground will undergo. 	<ul style="list-style-type: none"> The education community 	<p>The education community:</p> <ul style="list-style-type: none"> Passing on to management any comments after having seen the definitive project so they can be taken to the team of architects. Facilitating activities to explain what the playground project will be like to the whole education community. A number of suggestions are provided in Section 9 of the Chapter 'Description of the activities, dynamics and work materials for schools'.



Stage 3: Final project (April-September)	PROCESSING THE DEFINITIVE executive projects 2nd week in April			
	Training session no. 4 Exchange of experiences <i>MAY</i>	<ul style="list-style-type: none"> Day to share experiences. 	<ul style="list-style-type: none"> Two teaching staff members (preferably one from the management team) <p>Note: the same people should attend all the training sessions.</p>	<p>The two teaching staff members signed up for the training:</p> <ul style="list-style-type: none"> Attending this training (they will be given a calendar of the sessions and/or the invitation to each session beforehand). Once the session is over, reserving time in staff or other <i>ad hoc</i> meetings to pass the knowledge acquired in the training on to the rest of the team, especially management, if they did not attend. <u>This step is essential.</u>
	TENDER FOR THE BUILDING WORK 2nd half of April – end of May			