

## **PROJECT: A RELAXING AREA**

### **Controlled innovation in EPIDORGE schools**

#### **1 The team of project:**

The team of project is made up of Nicodemo Maria (teacher and coordinator), Panetta Concetta Elena (teacher), Leoni Gloria (teacher), Raimondi Monica (computer technician), Versari Paolo (greenhouse technician) and six students Campioli Marco, Assabi Stefania, Gorni Gloria, Fregni Elena, Boldrini Simone, and Lancellotti Matteo.

#### **2 The situation at the beginning:**

The lesson timetable is from 08:00 to 13:10. The students have only a ten minutes break each day from 10.30 to 10.40. During the break they can stay in their classes, go out of them and stay in the corridor or go out the buildings of the classes, since there is an area outside and around the buildings, where the students can smoke, eat pizza or other snacks, taken from the food machine, listen to music.

Starting from the Comenius questionnaire the courtyard has been widely taken into consideration by all students as a favourite place during the break even if outside there aren't benches and a place where they can stay, when it is rainy. Instead the adults had never considered this strong need of the students to stay outside for 10 minutes, but they believed it was a requirement only by smokers.

For this reason the team of project (adults and students) has started analysing the steps to follow to improve this condition.

When the students team were interrogated how they were going to manage that situation, they thought that the second step was to disseminate the results of the questionnaire into a school meeting, so the other students could reflect and after help them through a survey.

They asked the Director a students board, as the students representatives usually do each month for discussing problems regarding themselves, the school, the relationship with the teachers and where the youngest students ask advices to the oldest, where they explained the results of the questionnaire.

Then the students team decided to make a first observation.

Subsequently they prepared this questionnaire for the other students about a possible change in the school:

1. Which place do you use during the break?
2. Why do you go there?
3. Would you like to change anything of it?

### **3 Finalities and objectives**

The students have individuated a delimited area, where there is a little artificial lake, two trees and two bushes. Nobody goes there even if it is near the stairs, the backdoor and the front door of the two buildings, where there are the classes. There aren't benches. On May some students go relaxing laying down. There isn't a regular management of this area, nobody has projected to do anything to improve it.

Firstly the students have been satisfied because they have found an area for themselves but after they have started considering also the aesthetic aspect for the location of it, that is in front of the school shop.

This is why during the team meetings the students have proposed to ask their teacher of Agricultural Techniques to introduce in his lessons a micro module to give them some practical gardening tips, elementary advices concerning gardening projects and ornamental plant features. Their idea is to renovate and restyle this area, joining taste and comfort. They think to put benches, ashtrays and a woody covered area.

They would like to work themselves for the restyling and they think that rules for the management of this area are necessary after and for that they ask to be involved.

### **4 Methodology**

The team of project meet twice a month. Moreover in this second planning phase the students have to learn projecting, consequently they meet their teacher or they stay together to project the new area out of the regular school timetable.

All the information are put in the portfolio and are elaborated with a formal discussion during the meetings or sometimes it is possible to discuss informally during the break time.

All give their opinion, but it is given a good availability to the proposal of students, because the adults think that the autonomy of the students improves if they reflect, analyse and have experience.

The students team are invited to compare their ideas with the other students' opinions through questionnaires, interviews, etc...

### **5 Planning**

- **April**
  1. Gardening lessons;
  2. Restyling project of the Area;
- **May:**
  1. An exposure of the 3 posters presented in Bourg en Bresse and the garden design;
  2. Students board for talking about the project of the new area;
  3. Meeting with the Director and the Administration Manager to inform them on the development of EPIDORGE project and decide how to proceed bureaucratically.
- **June:**
  1. A questionnaire for having suggestions;
  2. A budget for the project;
  3. Preparation of the administrative school schedule to send the school board in September, when the administration starts the new year school budget.