Group name: _____ Names: _____

Activity 1: Survey



1 Each group draws a map of the school grounds. The map shows the current state of the site.

Materials:

- Floor plan of the school grounds, clipboard, 2 clips
- Pencils, coloured pencils, rulers
- Activity 2: Key

Task 1: Read points 1–3. Then map out the school playground on the blank floor plan. Time: 25 minutes

1. **Exploration**

Go out into the school playground as a group and have a good look around!
Make a note of all the important objects and features you want to map! Examples: locations of trees/paved ground/natural ground/shrubs/bin bins/play equipment/car parking spaces/bicycle racks/seating areas/table tennis tables/etc.

2. **Plotting**

Mark the observed features on the site plan as accurately as possible. Pay attention to proportions and distances.

3. **Key and labelling**

Use the key, which explains which symbols you should use. Example: One tree = one green circle
If any symbols are missing from the key, feel free to add your own creative ideas to it.
If you notice any important details that cannot be represented on the map using symbols, write them directly on the map.

Task 2: Reflection ☺

Discuss together:

a) What did you find easy when mapping? What was difficult?

b) What information might be missing from the map?

Task 2: Key

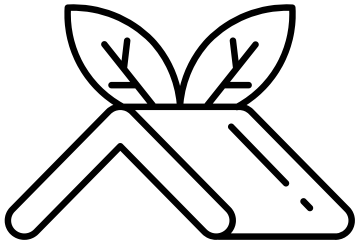
Use the key for the map!
Use the key to mark the features on the floor plan.

	= Green space		= tree
	= sealed ground		= self-sown vegetation
	= unsealed ground		= Flowerbeds/shrubs
	= Partially sealed		= living creatures (e.g. insects, birds, etc.)
	= sand		
.....	= Fence		= Rainwater butt
	= flowerbed		= Drain/gully
	= Seating area		= Sunny
	= Car park		= Shady
	= Table tennis		= Partially shaded
	= Sports ground		
	= Favourite spot		= Suggestion for improvement

Here you can add to the key with your own suggestions:

Group name: _____ Name: _____

WS 3: Mapping

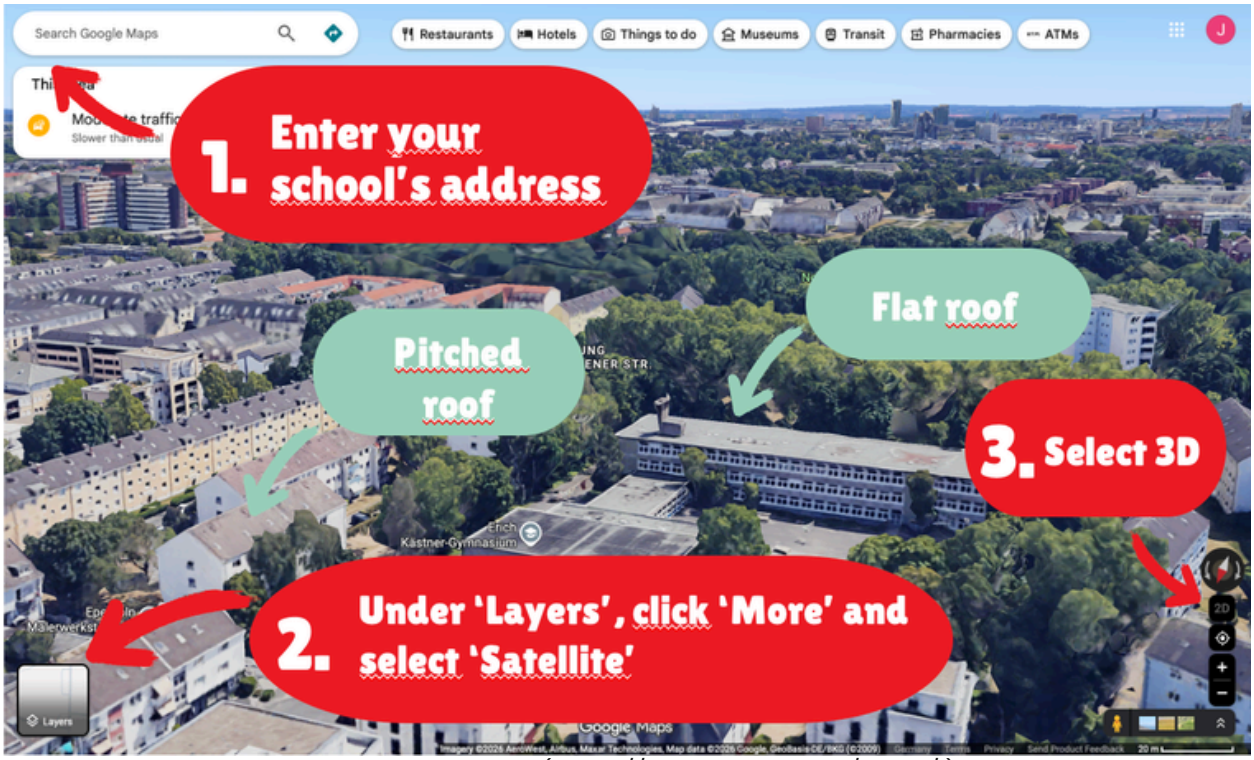


Which roofs are suitable for greening?
Flat roofs are particularly well suited to greening, whereas pitched roofs are not.

1. You have used the heavy rain hazard map and marked potential flood areas on the transparent sheet.
Now let's find out which roofs on your school grounds are suitable for green roofs.

Task:
Identify roofs on your school building that could be turned into green roofs.

Use Google Maps to do this and take a look at your school grounds using the satellite view:



Source: Google Maps, accessed: August 2026 (https://www.google.com/maps/)

Now transfer the areas for all potential green roofs onto the transparent sheet! To do this, place the transparent sheet over the floor plan and secure it with two clips.

Use GREEN transparent sheet pens to draw all the green roofs onto the sheet!

Name: Date:

Expert role: School representative



1 Take on the role of a school representative at your school.
Pupils have different needs and wishes, which must be taken into account when planning a new school site.

Task: Read the text and complete the table provided.

School representative

One thing is already clear: our school playground has quite a lot of sealed surfaces! The sports pitches are, of course, also sealed, but they provide space for sport and exercise, such as football and basketball. However, we have few places to sit, quiet spaces or areas where we could hang out in small groups.

Lower-year pupils, in particular, need plenty of exercise during break times. This is an important balance to sitting still for long periods in lessons. For Years 5 to 7, varied, nature-based play areas would be ideal. There are many possibilities for this.
Climbing features, bushes or narrow paths where children can let off steam and play hide-and-seek in different ways are particularly popular. Mounds of wood or sand, large stones or other natural elements spark the imagination and make play more varied.
The aim is not to replace areas for football or other traditional games, but to provide additional opportunities for new forms of physical activity.

Pupils in the middle school want a mix of creative spaces for movement and opportunities to test their physical limits or measure their strength. Construction projects are particularly well suited to this, especially for Years 8 to 10. They allow us to create something with our own hands, play an active part in shaping the environment and take on responsibility. At the same time, this age group also needs quiet spaces where they can meet, talk or relax.

Such quiet spaces are also particularly important for the upper school. Meeting spots such as trees, walls or sculptures provide places to lean against and help with orientation.
We older pupils feel particularly at ease in places that are somewhat sheltered, for example with a wall or a bush behind us.
This gives us a sense of being safe and undisturbed.

For us, nature in the school playground is not just decoration. It is also a living space, a place of learning and a meeting place. We want the new school playground to reflect exactly that.

Another important issue for many of us is sustainable mobility. Many pupils cycle to school. For this reason, we'd like covered cycle racks so that our bikes can be sheltered when it rains. It would also be useful to have a small bike repair workshop on the school grounds. There, we could carry out minor repairs ourselves quickly. This includes, for example, pumping up a flat tyre, changing it or repairing the bike chain.

Name: Date:

Role: School representative



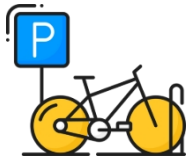
Task: Complete the table using the pupil's text.

Section	What needs to be taken into account?	How can I put this into practice?
 Exercise/Play		
 Quiet zones		
 Nature		
 Participation		
 Mobility		

Answer sheet

Expert role: School representative



Area	What needs to be taken into account?	How can I put this into practice?
 Exercise/Play	• A wide range of opportunities for physical activity. Not just pitches for football. • We want to climb, play hide-and-seek, run, etc.	• Bushes, climbing structures • HFences, natural materials, narrow paths •
 Quiet areas	• Places to relax, chat, retreat Places → Meeting point • Quiet, sheltered	• Seating with back support (e.g. walls, trees) • Places to lean against Landmarks (sculptures/distinctive features)
 Nature	• For pupils, nature is a living space, a place of learning and a meeting place	• Natural areas with plenty of trees and plants
 Participation	• Construction activities to encourage physical activity	• Construction projects in the school playground: • Bicycle repair workshop
 Mobility	• Many pupils cycle to school → this should be encouraged and supported	• Covered cycle racks Bicycle repair workshop in the school playground

Name: Date:

Expert role: Landscape architect



Step into the role of a landscape architect. This profession focuses on how spaces are laid out and designed, with aesthetics and functionality playing a major role.

1

Task: Read the text and complete the attached table.

Landscape architect

My role as a landscape architect is to plan the school grounds so that they function well in the long term, whilst also being attractive, varied and inviting.

To ensure this is achieved, it is important that I am involved in the planning at an early stage and maintain a dialogue with all stakeholders and experts. Feedback from pupils is particularly important to me, as they will be using the grounds on a daily basis in the future.

We design outdoor spaces so that they remain usable for many years to come. To achieve this, we must select durable materials and ensure that the grounds can be easily adapted to new uses or a changing climate should the need arise.

Quiet places need special protection to ensure they remain peaceful and users are not disturbed. Retreats, such as an open-air classroom or a chill-out area, need quiet yet shaded spots. This is important so that people can concentrate or rest there. To protect these places from noise or other disturbances, I incorporate hedges, walls or other natural boundaries into the design.

Noisy, lively and shaded areas are well suited to active games such as running, romping about or playing hide-and-seek. I also deliberately incorporate such spaces into my plans to ensure there is sufficient room to move about and that nobody is disturbed. Trees, parasols or canopies are the best sources of the necessary shade.

As a landscape architect, I ensure that the paths between the different areas are laid out sensibly. No path should run through a quiet retreat, a garden or a sports area.
Paths should not only be practical, but also invite exploration. Straight, grey lines often look dull and unnatural. Curved shapes and gentle transitions bring the school grounds to life. I envisage paths made of bark mulch, well-trodden tracks or grass pavers. These are materials that blend well into the surroundings whilst also looking attractive.

Name: Date:

Expert role: Landscape architect



Task: Complete the table using the text provided by the landscape architect.

Area	What needs to be taken into account?	How can I put this into practice?
 Planning		
 Quiet zones		
 Noisy areas		
 Route planning		

Solution sheet

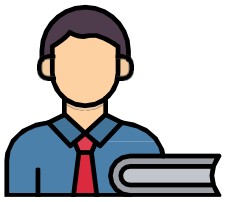
Expert role: Landscape architect



Area	What needs to be taken into account?	How can I put this into practice?
 Planning	• Landscape architects must be involved at an early stage • The wishes of all those involved are important The pupils' wishes are particularly important • The site must remain usable for many years to come • Climate adaptation is important	• Contact and involve landscape architects at an early stage • Consult with stakeholders at an early stage and put together a team • Robust/durable materials Flexible plans that can be amended if necessary Take extreme weather events into account during planning • Variety in design (quality of the outdoor environment)
 Quiet zones	• Quiet places need protection Retreats, open-air classrooms, school gardens	• School garden: A quiet place, but sunny! For the plants! • Outdoor classrooms G Retreats: Quiet but shaded • Separate quiet zones from noisy areas using Hcorners, walls, etc...
 Noisy areas	• Noisy, shaded areas are good for exercise and play	• Targeted planning of areas for running, hide-and-seek or playing
 Pathways	• Appropriate routing of paths	• Paths must not cross certain areas (rest areas, play areas, etc.) • Route paths dynamically around these areas; use bark • mulch or natural footpaths

Name: Date:

Expert role: Teacher



1 Step into the role of a teacher at your school.
The teaching staff at the school regard the school grounds as a suitable place for learning and teaching.

Task: Read the text and complete the table provided.

Teacher

As a teacher, I think a green school grounds with different areas is a brilliant place to learn. Lessons can take place outdoors here! This allows us to link subject knowledge directly to practical activities.

Outdoor classrooms are particularly important to me. These are areas with enough space and seating where the whole class can work outside. These spaces can be used not only for lessons, but also for breaks, group work or class parties. Open-air classrooms should ideally be situated in a quiet area so that lessons aren't disrupted by noise. It can be helpful to visibly demarcate this area with plants, walls or other features.

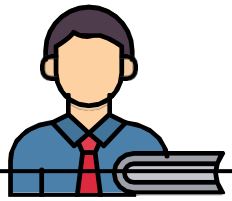
When the weather is good, I'd love for my pupils to have the chance to learn or do their homework outdoors. Outdoor tables with suitable seating are ideal for individual or group work.

For example, when we talk about plants or insects in biology lessons, we could observe them right there in the school playground. Practical projects can also be carried out to tie in with this. So-called 'insect hotels' are particularly well suited to providing more habitat for insects on our school grounds.
Many other subjects, such as art, maths or politics, can also be integrated well into the design of the school playground.
In art lessons, we could paint surfaces, build sculptures or put other creative ideas into practice. An outdoor studio would be ideal for 'messier' art projects.
The outdoor studio could take the form of a small shed where materials and artworks can be stored away from the elements. In maths, there is the opportunity to measure and calculate areas for new building projects.
In PE lessons, more active areas of the school playground can be used in the summer for games, exercises or physical activities.
In politics lessons, pupils could even vote democratically on planned changes to the school grounds and discuss them together.

I would like to see a variety of learning spaces in the school playground. A school garden with a variety of plants would be one such learning space. There, by growing endangered plant species, we could actively contribute to promoting biodiversity. We teachers would like to provide information boards for many of these plants, as well as for other projects.
These boards could be designed and developed together with the pupils during lessons in a way that is subject-specific, creative and informative. This would allow everyone to find out about plants, biodiversity or sustainability at any time in the school playground.

Name: Date:

Expert role: Teacher

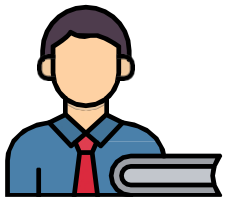


Task: Complete the table using the text provided by the teacher.

Area	What needs to be taken into account?	How can I put this into practice?
Outdoor classrooms		
 Quiet zones		
 Project ideas		
 Learning spaces		

Answer sheet

Role of the expert: teacher



Area	What needs to be taken into account?	How can I put this into practice?
 Outdoor lessons	• Teaching outdoors with the whole class • A quiet location is essential for an outdoor lesson • Enough seating for all pupils in the class	• Large seating areas • Away from the noise → in quiet areas • Boundaries created using natural elements (walls, trees, plants, etc.)
 Quiet zones	• Create study areas for pupils in quiet zones	• Outdoor tables with seating for individual and group work
 Project ideas	• Teachers would like to be able to carry out various • projects within their subjects Subject-specific knowledge should be applied in a practical way • Information boards	• Art: Sculptures/wall art Biology: • Insect hotels • Maths: Participating in area calculations Politics: • Democratic decision-making Information boards made • from sturdy wood with information burnt into the surface
 Learning spaces	• Art: Outdoor studio for messy work; school garden •	• Outdoor studio: A small covered shed. • Growing endangered plants in the school garden

Name: Date:

Expert role: Insurance agent



Take on the role of an accident insurance agent.
Accident insurance sets out the requirements that must be met to ensure everyone's safety in a school playground. An important expert when it comes to redesigning a school playground.

1

Task: Read the text and complete the table provided.

Accident insurance representative
My role as an accident insurance representative is to design the new school playground to be as safe as possible. It is particularly important to me that nobody comes to any harm.

To plan the school playground, I need a detailed sketch showing key features: for example, entrance gates, trees, the intended use of the various areas, sunny spots and any new design features. Only then can I assess whether the school playground is safe.

The entrances or gates to the school grounds must be constructed in such a way that it is not possible to climb up them, as this could result in a fall and serious injury. Furthermore, the entrances to the school playground facing the road must be securely fenced off so that nobody accidentally walks onto the carriageway.

The paths leading to the building entrances must not be slippery when it rains. Sawn natural stone slabs or paving stones, for example, are suitable for this purpose. I also recommend this type of surface for escape routes, which must be safe to walk on in an emergency.

It is also very important to me that the school playground is accessible. This means that the paths and entrances must be wide enough and accessible without steps. There should be ramps so that wheelchair users or people with walking aids can move around the grounds without assistance.

To ensure it doesn't get too hot in summer, there should be plenty of shaded areas. These can be created using canopies, parasols, pergolas or trees. Trees are particularly useful because, as well as providing shade, they cool the surrounding air. It is therefore important to incorporate existing trees into the planning wherever possible and not to fell them.

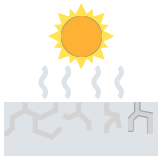
I'm also interested in sustainable transport at schools. That's why I think it's important that there are enough cycle racks. They shouldn't be placed directly on the pavements, so as not to endanger pedestrians. At the same time, they shouldn't be placed too far out either, so that they're better protected against vandalism.

Name: Date:

Expert role: Insurance agent

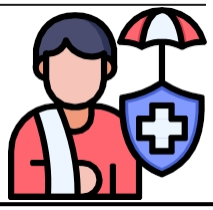


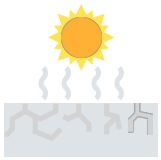
Task: Complete the table using the text provided by the insurance agent.

Area	What needs to be taken into account?	How can I put this into practice?
 Entrances		
 Pathways/Floors		
 Accessibility		
 Heat protection		
 Mobility		

Solution sheet

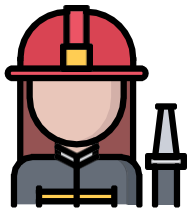
Expert role: Insurance agent



Field	What needs to be taken into account?	How can I put this into practice?
 Entrances	• Secure access by separating the site from public areas (e.g. due to busy roads) • The fence must be chosen so that it cannot be climbed over →(no handholds, footholds or ladder-like features)	• no means of climbing the fences Gates must be • clearly visible
 Paths/floors	• Paths at the entrance and escape routes must be non-slip in wet weather • This also applies to ramps and stairs. Traffic routes • must be separated from footpaths	• Pave with non-slip surfaces, e.g. natural stone slabs or paving stones
 Accessibility	• Access points must be accessible • Accessibility should be designed so that it can be used independently	• Wide paths • Gentle ramps instead of steps; no • thresholds
 Protection from heat	• Measures to protect against the sun and heat are required (shaded areas)	• Planting of trees and plants; retain • existing trees; covered seating areas; • shade canopies •
 Mobility	• Bicycle parking spaces must be situated in such a way that they do not endanger passers-by • The location should be chosen so that it is used regularly and is protected from vandalism • Promoting mobility	• Bicycle racks near entrances but not at the edge of the school grounds • Separation from the pavement

Name: Date:

Expert role: Firefighter



1 Step into the role of a firefighter.
My job as a firefighter is to get everyone to safety in an emergency. To do this, certain rules and conditions must be followed on the school grounds so that we can take action if an emergency arises.

Task: Read the text and complete the table provided.

Fire Service
Escape and rescue routes are particularly important for a safe evacuation. These routes must be accessible at all times. In the dark, I recommend illuminating these routes using, for example, motion detectors, spotlights or reflective markings.

After leaving the building, there must be an assembly point where all pupils and staff can gather safely. This assembly point must not be blocked by vehicles or other structural obstacles. It must be easily accessible and directly connected to the escape routes. The area should be large enough to accommodate everyone at the school. Furthermore, this area must be permanently signposted as an assembly point and be located close to a public space.

When we, as the fire service, are called out to the school grounds, we need so-called deployment areas for our fire engines and ladders. These must be at least 3.5 metres wide and positioned in such a way that we can reach all the key windows and balconies of the building with our turntable ladders. This means that this area must not be too far away from the school building.

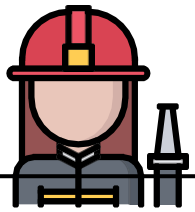
The exact areas along the external walls that require access via a ladder must be specifically identified. These installation areas must be situated at a distance of at least 3 metres and no more than 6 metres from the external wall.

Barriers at entrances, such as chains or posts, are generally permitted, but only if we can open them quickly.

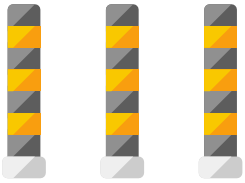
It is important to me that, in an emergency, we can work quickly and safely without being hindered. People’s safety is our top priority.

Name: Date:

Expert role: Firefighter

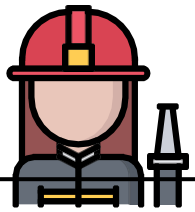


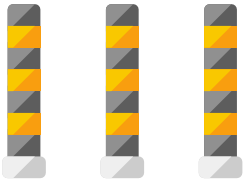
Task: Complete the table using the text provided by the fire service.

Area	What needs to be taken into account?	How can I put this into practice?
 Escape and rescue routes		
 Assembly point		
 Assembly areas		
 Locking devices		

Answer sheet

Expert role: Firefighter



Field	What needs to be taken into account?	How can I put this into practice?
 Escape and rescue routes	• Rescue routes must be non-slip and free of trip hazards in wet conditions • Access routes must be clear and clearly marked • In an emergency, emergency services must be able to reach the site safely	• Pave with non-slip surfaces, e.g. natural stone slabs • or paving stones Install lighting points along the • routes with motion detectors • Reflective markings Paths leading to • the assembly point
 Assembly point	• Assembly points must be located on escape routes or close to public spaces	• The assembly point should adjoin a public space, acting • as an extension of escape routes • HAs a clear, unobstructed assembly point • Assembly point with a safe floor surface laid out; the • size depends on the maximum number of people
 Installation areas	• min. 3.5 m wide • Access to all key windows and balconies (instructor positions) • NoH obstacles in front of them	• Plan for areas adjacent to the building No • trees, benches or walls Sufficient space for • turntable ladder vehicles
 Barrier devices	• Must be capable of being opened in an emergency	• No permanently installed barriers

Group name:

AB 4: (Re)Designing the School Playground



Your aim is to plan a green, sustainable school site that can be used in a variety of ways.
The school grounds should:

- provide a habitat for plants and animals
- Provide protection from extreme weather such as heavy rain and heat Serve as a learning environment for lessons
- Provide spaces for shelter and physical activity

1

Task: Discuss this within your group:

- Which experts do you have in your group? What specialist knowledge do you have?
- What specialist knowledge is important for planning your school grounds?

Use your completed expert role tables!

2

Task: There are many aspects that need to be taken into account when planning. A summary table is very helpful for this.

Discuss within your group the key design elements (your most important ideas) that you want to incorporate into your plans for the school grounds:
Take your expert knowledge into account!

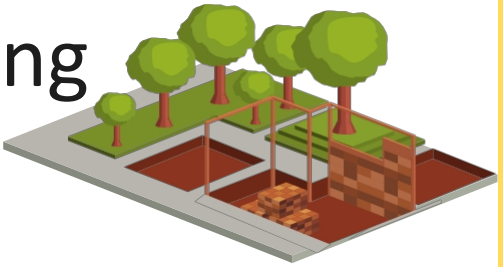
3

Task: Work together to create a table in which you list your key design elements (most important ideas).
Use the worksheet 'School Playground (Re)Design'. Bear in mind:

- What expert knowledge must definitely be taken into account? (Hint: fire service)
- What expert knowledge would be good to take into account? (Hint: choice of plants, landscape architect)
- Are there any conflicting interests? How can you deal with them?
- Which ideas are particularly well suited to a green and sustainable school grounds?

Group name:

AB 5: (Re)Designing the School Playground – Model-making



Now for a creative task:
Build a model of your school grounds of the future!

Task:

1 You'll be given a pizza box. Sketch out a rough floor plan of your school grounds (focusing on the buildings) on the pizza box. You'll already be familiar with the floor plan from the mapping exercise.

Use the table from your jointly completed worksheet '(Re) Design School Playground' to bring your plans to life in three dimensions.

Also use the transparencies on which you marked areas prone to heavy rain and potential spaces for green roofs.
This information will help you position key elements in the model.

Build your own model of the school grounds of the future on the pizza box, based on your plans.

Use your collection of ideas (Table: (Re)Design School Playground) for this.
You will be provided with various materials, such as cardboard, modelling clay, sand, sticks, shells, paints (acrylic + brushes), etc.

The aim of your model is:

Your model should show the ideas you have gathered during your planning discussion.
Ideally, you should also take into account the information you learnt during the project week:

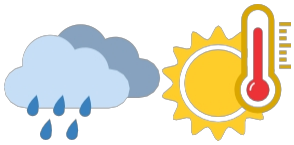
- promoting biodiversity,
- adapting the school grounds to the effects of climate change (e.g. heatwaves and heavy rain),
- Take different needs into account (e.g. exercise and relaxing).

Group name:



Table:
(Re) Designing the School Playground

Task: Complete the table as described in Task 2.

Area	What do we want to design?	Why is it important?
 Extreme weather		
 Biodiversity		
 Education		
 Areas		
 Safety		
 Your new ideas		

Imprint

This material was developed as part of the Erasmus+ project **Green Cool Schools GROW Europe**.

https://www.greencoolschools.eu

Authors: Wibke Niels und Julia Schubert, Institut für Biologie Didaktik, Universität zu Köln

Contributors Julia Schubert Layout, Institut für Biologiedidaktik, Universität zu Köln

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