NATURE-BASED CLIMATE SHELTERS IN SCHOOLS

Action Plan

All fields in this template are mandatory for submitting your Action Plan to the ***MOOC "Nature-based Climate Shelters in Schools: Empowering Teachers for Sustainable Education"***, organized by the COOLSCHOOLS project. In case a field is not relevant to your Action Plan, please write N/A. Your Action Plan and any materials/resources included in it, should be in **English**.

Title of the Action

Our schoolplace (yard or garden) – a nature- based climate shelter

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Abstract:

Two schools from two different countries (Croatia and Serbia) are making an Action Plan for turning our two schoolyards into a nature-based climate shelters. The goal of the action is making a healthier learning environment for students, enabling a sustainable future. We are going to achieve it by working together as a team with parents of our students and the local community in the both places where our schools are. Both school in Croatia and in Serbia have big yard and a gardening place around school building.

Keywords:

Action Plan

Schoolyard

Sustainability

Shelters

Envirnoment

Introduction (leave this section as it is)

This Action Plan is supported by the MOOC "Nature-Based Climate Shelters in Schools: Empowering Teachers for Sustainable Education," organised by the COOLSCHOOLS project with the support of Scientix, which encourages the greening activities of schoolyards using urban nature-based solutions (urban NBS) and nature-based climate shelters in schools (NBCSS). The MOOC trains teachers in implementing green schoolyard transformations using urban NBS through student-centered and "design thinking" approaches, supported by

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NBS case studies, relevant frameworks, and a tailor-made Nature-Based Climate Shelter Action Plan template. COOLSCHOOLS' practices and results aim to generate opportunities for city uptake of the nature-based climate shelters approach by other schools, neighbourhoods and cities.
Source: https ://coolschools.eu/the-project and https://www.scientix.eu/live/moocs/climate-shelters-for-schools

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Part I: Overview of Planning (Key Steps)

Key Step	Details
Step 1. Linking the action to the school context	*Both schools (In Serbia and in Croatia) are located in rural area. Both are primary schools with students age 6-14. This Action Plan is very important for both schools because students will have a lot of benefits out of a nature-based climate shelter. These are: a healthier environment for students, an enhanced learning space; a more inclusive socialisation space; support for biodiversity and strengthening climate resilience, and education benefits for understanding and enabling a sustainable future.*
⇒ **Age of students**	*6-14*
Step 2. Setting the Strategic Goals of the action	*The main goals are engaging students in the design of a Nature-based climate shelter in their own school to allow them to develop agency in improving their teaching surroundings, 21st century skills and environmental awareness. That will happen by the end of August 2026.*
Step 3. Setting the Timeline	*The main steps of the implementation of the action: Parents meetengs, making plan for the whole action together with parents and the local community, doing activities with students inside schoolyards and school gardens. All the activities will take place in the nexst school year (2025./2026.).*
Step 4. Deciding on the Key Stakeholders	*Key Stakeholders that we are planning to involve in the nature-based climate shelter interventions (NBCSIs) and school greening activities are: students, parents, school administration, members of the local community such as architects.*

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Key Step	Details
Step 5. Figuring out the scope of the action ***Overall aim: creating a nature-based climate shelter or an urban NBS***	*The subject/key topic of our action: integration subjects from across the curriculum (biology, chemistry, geography, mathematics, literature, history, language…). Each teacher will choose their own way of how to integrate several school subjects from curriculum of each country in this Action Plan.*
⇒ **Connecting the action to GreenComp Competences**	*Indicate below which of the 12 GreenComp competences your action addresses (for more information, refer to pages 12-15 here):* **Area: Embodying sustainability values** ☒ Valuing sustainability ☒ Supporting fairness ☒ Promoting nature **Area: Embracing complexity in sustainability** ☐ Systems thinking ☒ Critical thinking ☐ Problem framing **Area: Envisioning sustainable futures** ☐ Futures literacy ☐ Adaptability ☒ Exploratory thinking **Area: Acting for sustainability** ☐ Political agency ☒ Collective agency ☐ Individual agency
⇒ **Addressing key NBS societal challenge area(s)**	*Indicate below which of the twelve NBS societal challenge areas your action addresses:* ☐ Air quality ☒ Biodiversity enhancement ☐ Climate resilience ☒ Green space management ☒ Health and well-being ☒ Knowledge building for sustainable urban transformation ☒ Land regeneration ☐ Natural and climate hazards ☐ New economic opportunities and green jobs ☐ Participatory planning and governance ☐ Social justice and social cohesion ☐ Water management

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Key Step	Details
⇒ **Connecting to the STEM Strategy Criteria**	*21 STEM School Strategy Criteria that out action plan addresses, to ensure interdisciplinarity.* ***Key Element: Instruction*** ☐ Personalization of learning ☒ Problem and project-based learning (PBL) ☐ Inquiry-Based Science Education (IBSE) ***Key Element: Curriculum Implementation*** ☒ Emphasis on STEM topics and competencies ☒ Interdisciplinary instruction ☐ Contextualization of STEM teaching ***Key Element: Assessment*** ☒ Continuous assessment ☐ Personalized assessment ***Key Element: Professionalisation of Staff*** ☐ Highly qualified professionals ☐ Existence of supporting (pedagogical) staff ☒ Professional development ***Key Element: School Leadership and Culture*** ☐ School leadership ☒ High level of cooperation among staff ☒ Inclusive culture ***Key Element: Connections*** ☐ With industry ☒ With parents/guardians ☒ With other schools and/or educational platforms ☒ With universities and/or research centres ☒ With local communities ***Key Element: School Infrastructure*** ☒ Access to technology and equipment ☐ High quality instruction classroom materials
Step 6. Implementation with students	*More details on the (planned) implementation of your action with students should be provided in Part II of the Action Plan (next section).*

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Key Step	Details
⇒ **Online material(s) to be used**	*Tools: Padlet, Wordart, Google Forms*
⇒ **Offline material(s) to be used**	-

Part II: Overview of Action with student participation

Describe here in detail all actions that will be taken in the implementation of the nature-based climate shelter intervention (NBCSI) and/or greening activities process. Remember that your action plan and proposed action need to involve students and should involve creating a NBCSI and/or an urban nature-based solution. If you are using any external documents, please go to the end of this template and add them to the Annex.

Specific Task	Procedure	Time
Stage 1. Empathize		
Identify the problem area	*1) areas that could benefit from greening activities or nature-based climate shelter intervention at school: all areas that are involved in teaching children from the age 6-14* *2) what type of action is needed (NBCSI and/or greening activity): making a better learning space for students and support for biodiversity and strengthening climate resilience* *3) who would benefit from this action: students, school stuff, local community*	*45 min*
Assess the needs	*It is essential that all stakeholders be involved and consulted - these include students, their parents, teachers, and all other relevant stakeholders in the community (if you plan to open the climate shelter to all when school is not in session). It is important to remember that students will be the main users and beneficiaries of the green schoolyard.*	*45 min*
Assess the possibilities	*Investigating the possibilities and resources that we have at our disposal in our schools to use in the climate shelter intervention / greening activity: biology teacher, maths teacher, janitor…having an interview with each of the mentioned school staff and doing activities.*	*45 min*

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Specific Task	Procedure	Time
Stage 2. Ideate		
Define the action	*1) the aim, outcome and timeline of the action: Aims- a healthier environment for students, an enhanced learning space; a more inclusive socialisation space; support for biodiversity and strengthening climate resilience, and education benefits for understanding and enabling a sustainable future.* *Timeline- we make this at first parents meeting in collaboration with students parents* *2) possible contributors are: biology teacher, janitor…* *3) how to involve the community- students (both with teachers) should talk to the representative of the local community at the meeting, making a plan of collaboration* *4) possible challenges and risks based on the previous step can be various, make a move but firstly do the previous step.*	*4X45min*
Stage 3. Experiment		
Development	*Describe a learning activity for your students to develop the prototype/solution, etc., as well as to identify what materials are needed, and who should be involved in the development of the prototype/solution, etc.*	
Assessment	*Google Forms – questions about each step and after each step of the way (activities).*	*45 min*
Stage 4. Evolve		
Improvements	*Based on the comments and answers from our Forms students and teacher are making improvements for the next step of the project..*	*45 min*
Stage 5. Deploy		
Promotion of the prototype/solution, etc.	*Presentation at parents meetings, presentation in front of teachers in school, presentation at the local community.*	*3X45 min*

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Part III: Monitoring and evaluation of the Action

Monitoring will be done once in a week.

Evaluation will be conducted after each activitie.

Monitoring progress

Teachers will track and measure the progress in the implementation process every week by adding notes to online notebook (where all involved teachers can make their notes) teacher.

Student feedback

Students feedback will be made through Forms for collecting their opinion about this Action.

Teacher's remarks

This Action Plan will be tested in the next school year (2025./2026.)

About the COOLSCHOOLS Project

By investigating school environments in Barcelona, Rotterdam, Brussels and Paris, as well as by providing guidelines and policy recommendations for turning schools into nature-based climate shelters, COOLSCHOOLS' practices and results aim to generate opportunities for city uptake of the nature-based climate shelters approached by other schools, neighborhoods and cities. The project is focused on producing and sharing new evidence, tools and insights on the critical capacities that enable nature-based and inclusive transformation among local school communities, urban planners, policy makers, interested researchers, and the general public.

Annex

Add any annex here (e.g., questions for student surveys). If you have more than one Annex, copy the title below and it will move to a new page by itself.

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