

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

 *Please provide one sheet per event (one event = one workpackage = one lump sum).)*

PROJECT	
Participant:	7 -Fundación XUL] (XUL)
PIC number:	[920810137r]
Project name and acronym:	[Ec(h)o-cultures] – [ECHOCULT]

EVENT DESCRIPTION	
Event number:	16
Event name:	THERMAL STRESS (IN SITU)
Type:	Workshops
In situ/online:	in-situ
Location:	[Spain], [Córdoba]
Date(s):	Between 14th October and 25th October 2024, in particular : - 14 October, Córdoba, Spain x2 - 15 October, Córdoba, Spain x2 -16 October, Córdoba, Spain -17 October, Córdoba, Spain -21 October, Córdoba, Spain -22 October, Córdoba, Spain -23 October, Córdoba, Spain -25 October, Córdoba, Spain
Website(s) (if any):	
Participants	
Female:	33
Male:	29
Non-binary:	-
From country 1 [SPAIN]:	62
From country 2 [name]:	-

From country 3 [name]:	-		
...			
Total number of participants:	62	From total number of countries:	1
Description			
<i>Provide a short description of the event and its activities.</i>			
<p>General information:</p> <p>The workshops on thermal stress were held at two educational centers in Córdoba, Spain: Colegio Ferroviario and La Trébola Montessori School. The activities were directed at primary school students. A total of 50 students participated at Colegio Ferroviario, while La Trébola Montessori School had 12 students, as confirmed by the signed declarations from the centers' tutors.</p> <p>Organizing entity: EL BROTE EDUCACIÓN AMBIENTAL</p> <p>Fundación XUL has collaborated with El Brote Educación Ambiental, an organization experienced in these topics and in facilitating groups. Their working methodology is based on a positive approach that builds responses and alternatives to the current situation, encouraging action. It also employs a practical approach, enabling students to learn from their own experience and through direct contact with the land. The students play an active and leading role in the learning process, acting as researchers in discovering their environment within a context of ecosocial crisis, from local to global and from specific to general; and exploring alternatives towards sustainability, strengthening their connection with their surroundings.</p> <p>The design of the processes and activities is approached with an inclusive perspective, aiming to employ different methodologies and supports in the design itself to facilitate understanding and activities that require different capacities for their development.</p> <p>THERMAL STRESS AND CLIMATE CHANGE WORKSHOPS</p> <p>The activity has consisted of developing a cycle of workshops for awareness-raising, training, and intervention with the students of both mentioned centers regarding the current situation of thermal stress experienced in the context of climate change in the city of Córdoba. The objective has been to empower students as transformative agents of their ecosystem, from a socially and environmentally sustainable perspective. An active and participatory methodology was employed, starting from the context, vision, and interest of the students, developing practical learning through their own experimentation.</p> <p>This cycle of workshops was carried out in four sessions, each lasting 2 hours for La Trébola school (12 students), on October 14, 15, 16, and 17, from 12:30 PM to 2:30 PM, for students aged 8 to 10 years.</p> <p>On the other hand, the first two sessions at Colegio Ferroviario were directed at students in 5th and 6th grades, both classes together (50 students), on October 14 and 15, from 9:00 AM to 11:00 AM. It was decided to split the classes for the subsequent sessions to add more dynamism to the workshops and to enable more practical work. Additionally, the following</p>			

sessions for 6th grade were held on October 21 and 23, and for 5th grade on October 22 and 25, at the same time, from 9:00 AM to 11:00 AM.

INDIVIDUALIZED REPORT BY EDUCATIONAL CENTER

- **Workshops at La Trébola**

The workshops took place on October 14, 15, 16, and 17 at the same educational center. On October 14, the first session began with an initial contact, where the group shared their prior knowledge about climate change. Building on this foundation, the information was deepened and expanded. The session focused on contextualizing what an ecosystem is and the elements that compose it. Additionally, the concept of biodiversity and its relationship with climate change was introduced. Finally, the question was addressed: **What is the society, city, or town we envision?**

In the second session, held on October 15, the acquired knowledge about the local reality and the educational center was applied. Successful alternatives were presented to motivate students to design an environmental transformation in their surroundings. The activities included:

- **Identifying natural elements in the school.**
- **What is our soil like?** An experiment to identify living soils.
- **Enhancing biodiversity:** Cuttings and planting.

In the third session, developed on October 16, students had the opportunity to directly intervene in their environment, improving and adapting it to climate change. They learned about the role of native flora in renaturalization processes and worked on enhancing biodiversity by making seed bombs. Additionally, they were introduced to the earthworm as a key ally in maintaining healthy, living soils.

In the fourth and final session, held on October 17, they collectively analyzed what had been developed, reflected on the transformative potential they have as citizens, and proposed measures to continue the action. They focused on composting to close the cycle of organic matter and maintain fertile, living soils, learned about the production of a vermicomposter, and inaugurated the vermicomposter as a conclusion to the process.

- **Workshops at Colegio Ferroviario**

The workshops were initially planned to take place over four days. However, due to the high number of participants, it was decided to split the groups during the last two days. Thus, on October 14 and 15, the scheduled activities for 5th and 6th-grade students were carried out as planned. Subsequently, the decision was made to split the groups since the activities were very hands-on and required fewer students per group. The workshops continued on the 21st and 23rd with the 6th-grade students, and on the 22nd and 25th of the same month with the 5th-grade students.

On October 14, activities aimed at 5th and 6th-grade students began, focusing on understanding what an ecosystem is, biodiversity, and climate change, as well as its causes and consequences. During these sessions, they explored future scenarios, using the year 2050 as a reference to reflect on the essential elements for life and what they want to preserve

or transform. Additionally, a debate was held on the myths and realities of climate change, analyzing beliefs and truths surrounding global warming and its effects. Finally, the students were invited to project and visualize how they wish their society, city, or community to be in the future, fostering a critical and creative vision of their surroundings.

On October 15, the focus was on reflecting on the problems discussed previously and their specific impact on Córdoba. During this day, local challenges were identified, analyzing which of the issues addressed in the previous session are currently affecting the city. Subsequently, creative ideas and solutions were generated to tackle these challenges. As part of the activities, a participatory diagnosis of the school environment was conducted, assessing biodiversity and temperatures in different areas of the center and its surroundings using laser thermometers (although rain made it difficult to obtain precise measurements). Finally, a debate was opened to collectively decide what infrastructures to build to adapt the school environment or mitigate the effects of climate change.

On October 21, workshops for 6th-grade students were held, focusing on promoting biodiversity. During this day, students participated in creating cuttings of aromatic plants and constructing a wooden insect hotel, an activity designed to enhance biodiversity at the educational center. Additionally, a detailed explanation was provided about the different spaces within the insect hotel, which were designed according to the type of insect to be housed, using materials such as bricks, straw, and wood, among others.

On October 22, it was the turn of the 5th-grade students, who participated in activities centered on biodiversity and sustainability. During this day, students created cuttings of aromatic plants and received an introduction to vermicomposting, where the importance of closing the organic matter cycle to maintain fertile, living soils was explained, highlighting the essential role of earthworms. Furthermore, the students took part in building a vermicomposter, allowing them to learn how to sustainably manage organic waste.

During the sessions on October 23 and 25, directed at 6th and 5th-grade students respectively, key activities were carried out to consolidate the learnings from previous workshops. In these sessions, students participated in the inauguration of the insect hotel and the vermicomposter, two structures designed to enhance biodiversity and promote sustainability at the center. An evaluation dynamic was also conducted, allowing students to review and reinforce their acquired knowledge, reflecting on their learning. The day creatively concluded with the "magic library" dynamic, where students artistically expressed phrases about what they liked or learned most throughout the sessions.

This experience ended in an atmosphere of reflection and creativity, highlighting the importance of biodiversity and sustainability in their environment.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).