

Cultural Hidden
Identities ReAppear
through Networks
of WaTer

CULTURAL
HIDRANT

Participatory workshops in schools 2021-2022

Participatory Workshops:
"Water as cultural
and environmental commons"

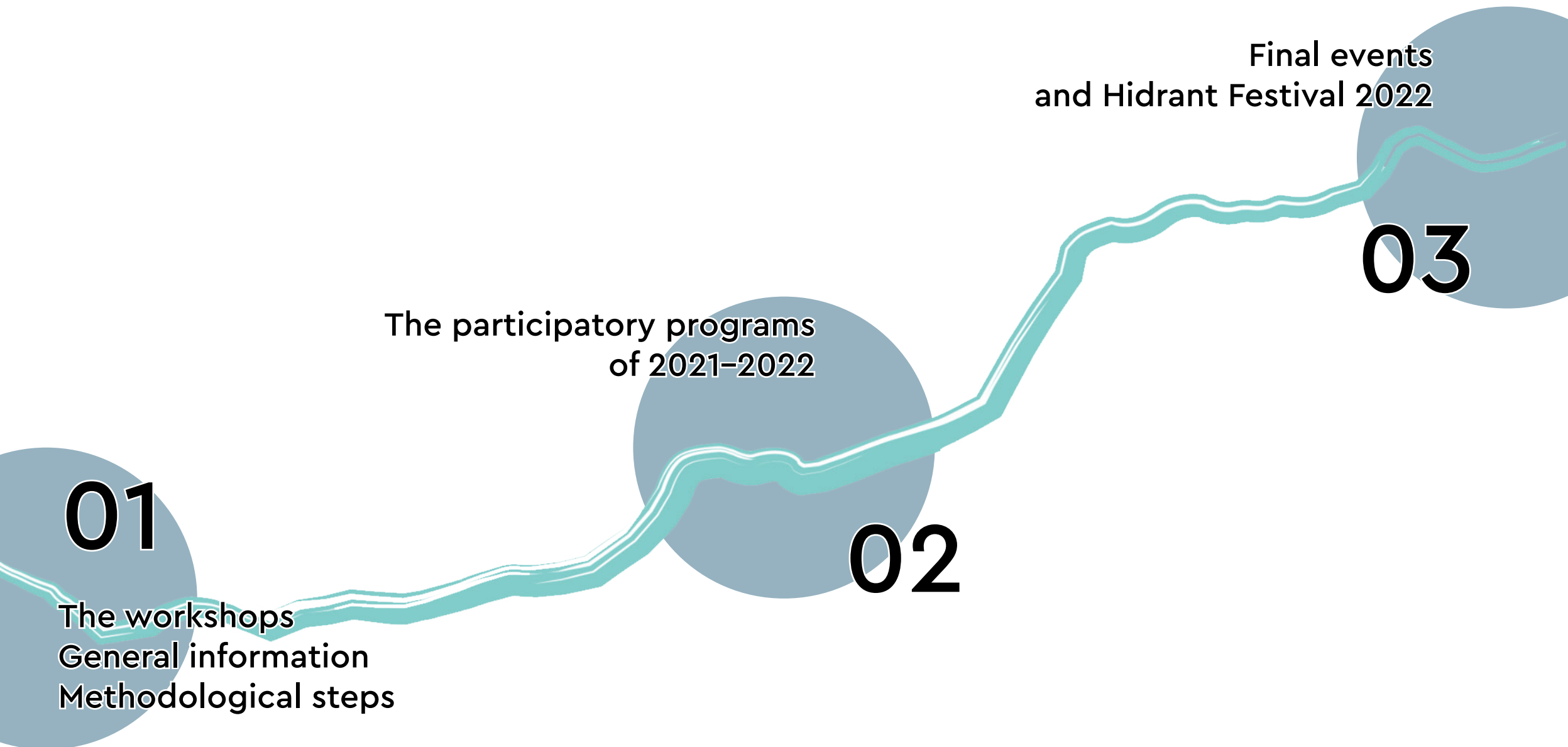
commonsspace



2021-2022

commons **space**

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The workshops
General information
Methodological steps

A teal line graph with a blue circle at the start, showing an upward trend. The line starts at the bottom left, rises slightly, then more steeply, and finally levels off at the top right. The blue circle is positioned at the beginning of the line, and the text 'The workshops', 'General information', and 'Methodological steps' is written below it.

0.5.3.1 Report on workshops «Water as environmental and cultural commons»

Introduction:

This is a deliverable of the UIA project "CULTURAL Hidden IDentities ReAppear through Networks of WaTer [CULTURAL HIDRANT]. The Project leader is the Municipality of Halandri (MoH).

The overarching challenge to be tackled by the project is to re-introduce the highly significant subterranean roman Hadrian Aqueduct in the contemporary urban life of Halandri, in order to raise local cultural and natural heritage awareness and contribute to citizens' local wellbeing.

To be more specific, Cultural H.ID.R.A.N.T. will strengthen mnemonic dimensions in urban public space, contribute to conservation and cultivation of local cultural capital, enhance walkability and access to quality green spaces and operate in a peripheral municipality to create a paradigm shift in the present weak peripheral heritage branding compared to Athens historical centre. Cultural H.ID.R.A.N.T. will employ Hadrian Aqueduct as Heritage Commons, Water Commons and a Community Network, re-introducing the cultural heritage asset beyond the usual 'sight-seeing' approach and towards a reconstitution of its contemporary use value as heritage and water commons and potential community network.

As a result, water will become a cultural heritage ambassador, while cultural heritage will re-initiate sustainable water use and endogenous and resilient urban development to tackle both crisis and development pressures.

The aim of **WP5** "Hadrian's Aqueduct as Water Commons: Re-introducing the natural resource by installing "cultural hydrants"" is to map, analyse and bring forward the Hadrian's Aqueduct as a water commons.

Furthermore, WP5 organizes and delivers participatory design workshops regarding public space, both on urban regeneration areas (WP7) and other selected spots in the wider area of Halandri. The project proposes an innovative process/methodology to re-introduce natural resources in close relation with heritage monuments by developing the so-called "cultural hydrants".

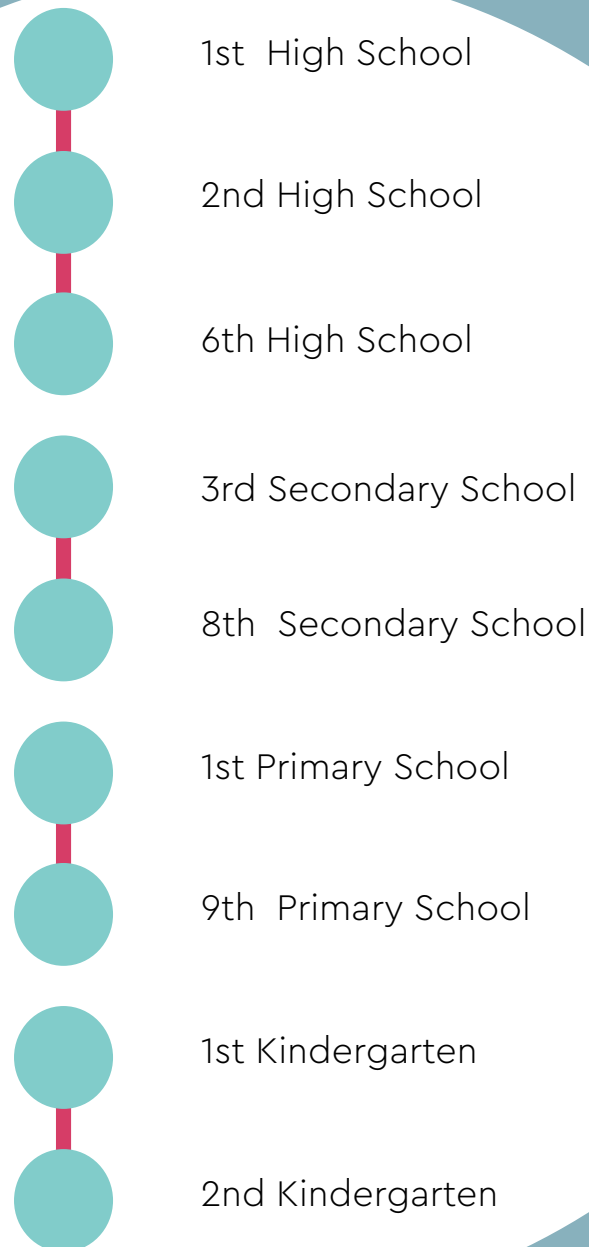
These are places, but also activities, people, networks and relations that spread cultural capital throughout the city along with the mobile water supply. COMMONSPACE, due to its experience in participation methods and methodologies, will guide the WP in collaboration with the MoH and EYDAP (water expert).

The project will provide **tools, knowledge** and **concrete steps** for **equal and meaningful participation** of identified stakeholder groups. The proposed solutions, actions and design results will be the outcome of their ideas and involvement.

The workshops

As part of WP5, different workshops took place, in which all the stakeholders participated in various programs in the context of water as **cultural** and **environmental** commons.

Below, you can find the schools that participated in the programs during 2021–2022.



The methodological steps

The main workshop's goal was to promote and empower participation as a process that includes all stakeholders in the water community.

In general, through the workshops, the participants co-produced and co-designed different results according to the thematic of **water as an environmental and cultural commons**. The two different contexts of the workshops aren't discrete as the environmental and cultural core of the project are pretty intertwined.

The methodological steps that have been followed are:

Preparatory step of communication and first workshops targeted at school teachers. Introduction of UIA's goals. Practical guidelines and approaches for participatory learning methods and co-design of the participatory programs.

During the participatory workshops with the students:

1. Definition of participatory project's goals. Learning about Hadrian's Aqueduct. Introduction to the thematics and the desired results. Introduction to the water as environmental and cultural commons.
2. Division of the students into different groups. Giving specific roles and tasks to each group. Teamwork on the thematic of the workshop. Result production.
3. Final event in the community. Presentation of the project's processes and results.

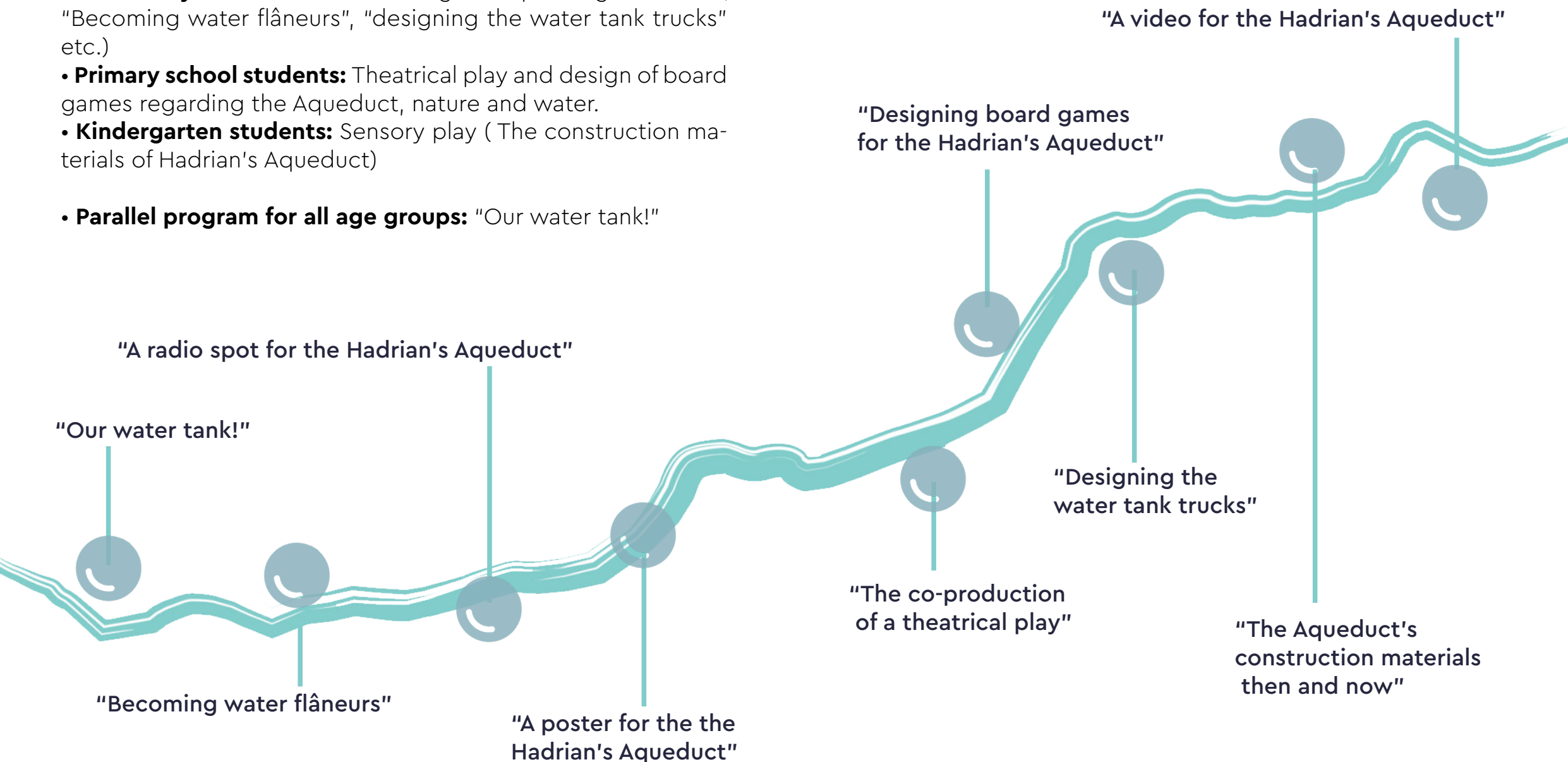
The participatory programs of 2021–2022

commonspace developed and implemented different participatory programs that consist of a series of workshops with students according to **different age groups**, during 2021–2022:

- **High school students:** Production of communication material for the project and the Hidrant Festival (posters, videos, radio spots)
- **Secondary school students:** Design and painting activities ("Becoming water flâneurs", "designing the water tank trucks" etc.)
- **Primary school students:** Theatrical play and design of board games regarding the Aqueduct, nature and water.
- **Kindergarten students:** Sensory play (The construction materials of Hadrian's Aqueduct)
- **Parallel program for all age groups:** "Our water tank!"

The participatory programs under the context of water as cultural and environmental commons are presented here:
(For more, see: D.5.3.1 D.5.3.2 and D.5.3.3.)

You can find all the school workshops' material here:
https://padlet.com/commonspace/_culturalihidrant



The workshops in numbers

9 schools

9 participatory
programs

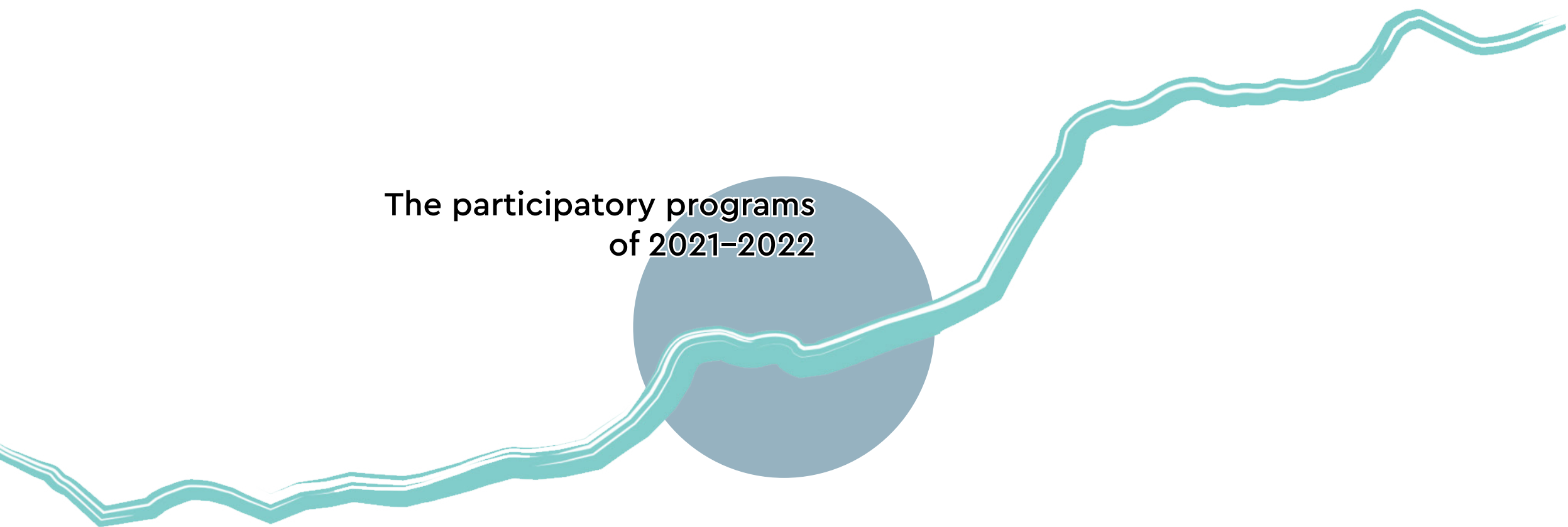
More than
100 workshops

More than
450 students

more than
600 participants
in total

02

The participatory programs
of 2021-2022





Designing board games for the Hadrian's Aqueduct

Main subject|goal

To co-design different games for Hadrian's Aqueduct to raise awareness about water pollution and the value of water and nature in our life.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the topic of how helpful can gaming be for making people aware of environmental and cultural issues. Different categories of games (board games, online games, role play games, outdoor games etc)
- 2.** Homework was given to students with questions about their preferences in games. Collection of personal homework discussion. Division of the students into different groups that would design different games. (For example: board games, role-play games, outdoor games).
- 3.** Collective work into groups. Each group created their game. Commonsense provided the students with all the material needed.
- 4.** The final event in the community. Games played by the community.

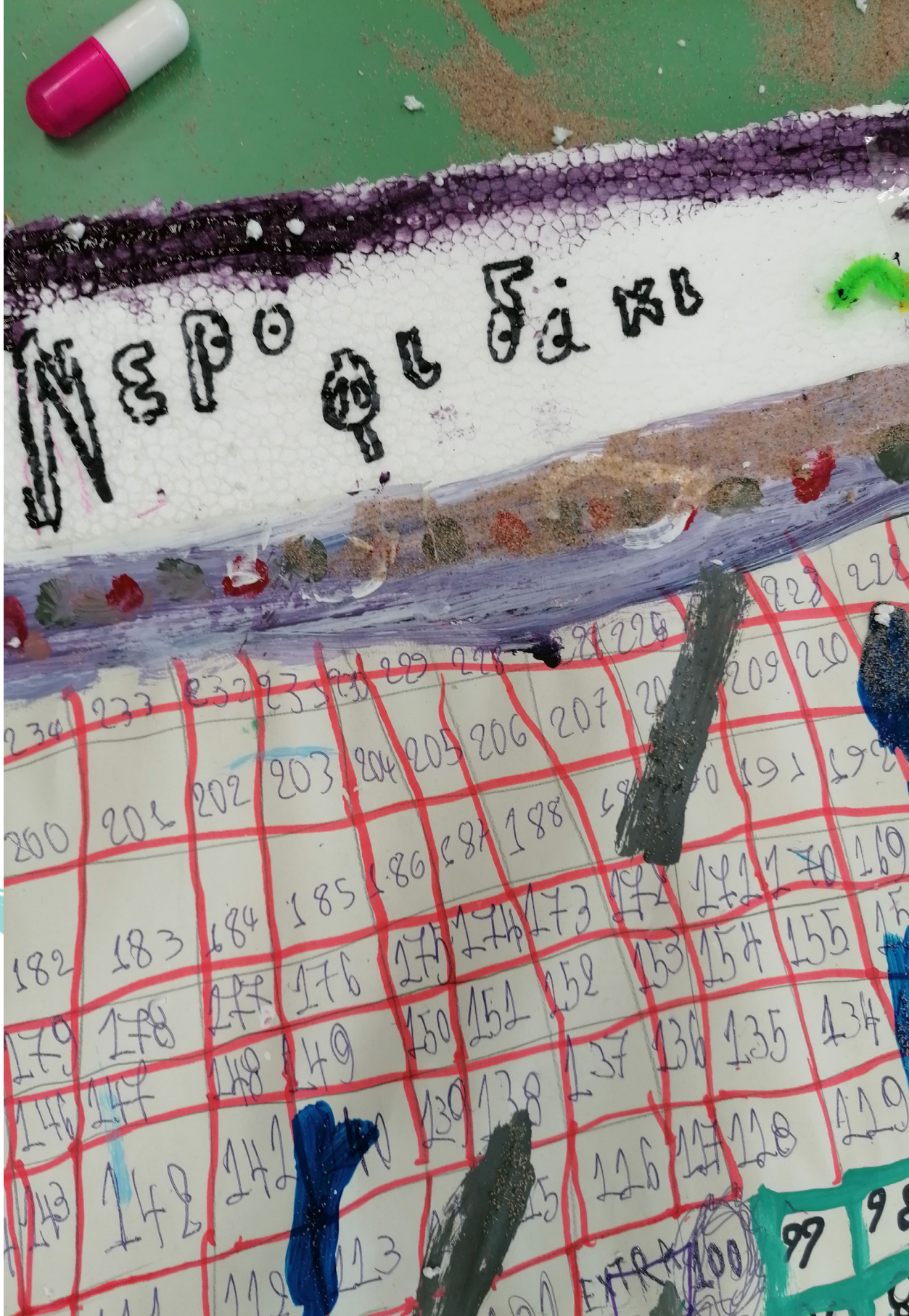
The schools that participated in this program are:

Schools involved in this program	Number of participants	Class that participated
1st Primary School	31	E' class
9th Primary School	14	C' class
TOTAL	45	

Padlet links:

https://padlet.com/commonspace_/CulturalHidrante_1odimotiko

https://padlet.com/commonspace_/CulturalHidrante_9odimotiko





Becoming water flâneurs

Main subject|goal

In this participatory program, the participants strolled around their school's neighbourhood, Hadrian's Aqueduct area and the Water stream of Halandri like flâneurs. They created their sketches for the Aqueduct, nature and water. Commonsense collected all the drawings and designed a booklet as a travel diary of their walk. The program consisted of 3 main workshops and a final result presentation at the Hidrant Festival.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the term "flâneur" and why the team will become flâneurs for Hadrian's Aqueduct, nature and water in Halandri.
- 2.** Organised walk that started from 3rd Secondary School. MoH, EYDAP, and other partners participated in the walk and shared information about the Aqueduct, the project's urban regeneration areas, the refugee communities of Minor Asia in Halandri, the water stream etc. During the walk, the students had the opportunity to sketch things they observed and what they liked or didn't like.
- 3.** Collection of all sketches. Creation of the final booklet, including the drawings and the walk route.
- 4.** Final event in Hidrant Festival (presenting the processes to teachers, parents, classmates, neighbourhood)

The schools that participated in this program are:

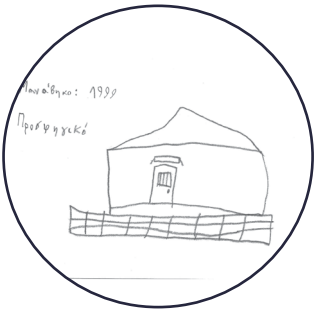
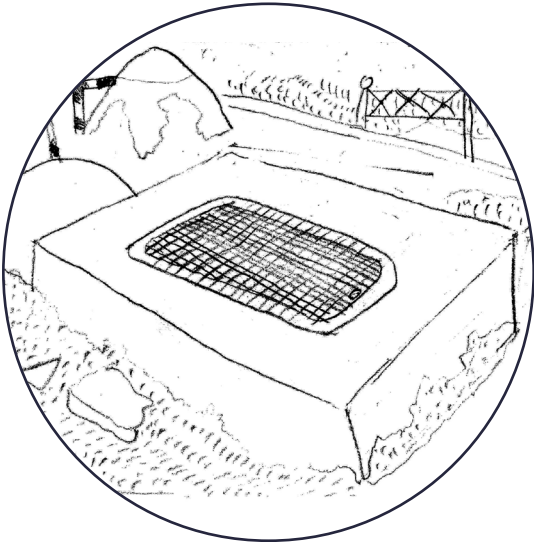
Schools involved in this program	Number of participants	Class that participated
3rd Secondary School	55	A' class

Padlet link:

https://padlet.com/commonspace_/CulturalHidrante_3ogymnasio



The workshops and the walk



Destination
Halandri's water stream area

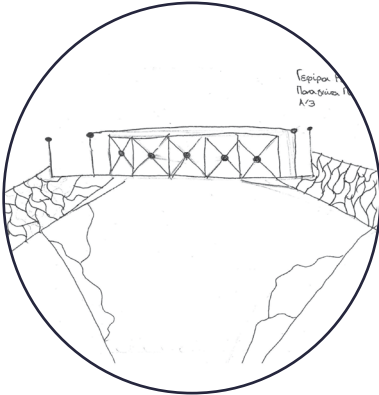
4th stop

Halandri's water stream area
6th Secondary School



3rd stop

Refugee neighborhood
Mikras Asias str



2nd stop

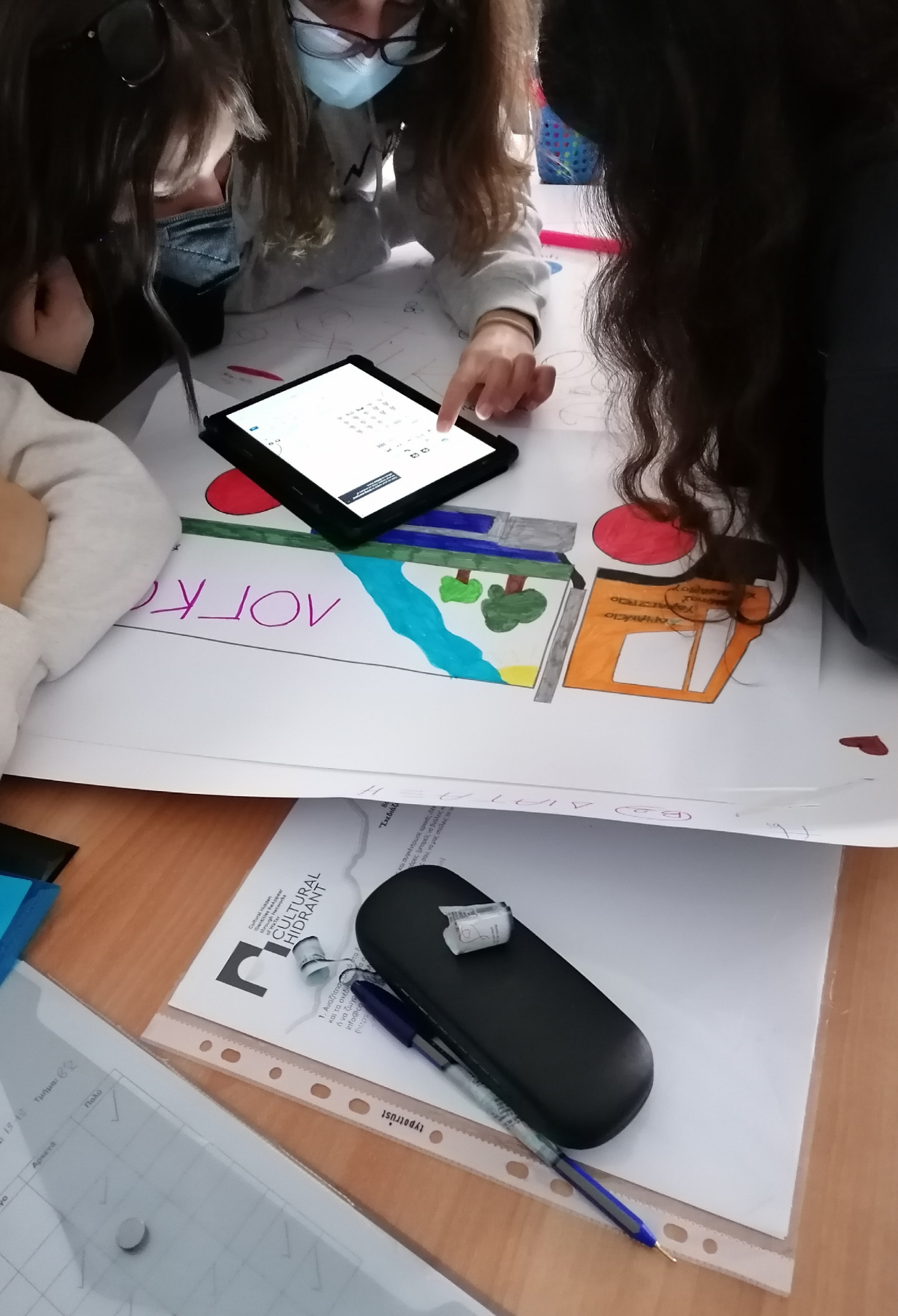
Refugee neighborhood
Restored fountain
Park

1st stop

Aqueduct's pumping station,
El Alamein str

Starting point
3rd Secondary School





Designing the water tank trucks

Main subject|goal

In the context of the UIA project, the Municipality of Halandri will be equipped with two water tank trucks to work as water management operators and cultural "loudspeakers". The subject of this participatory program was the visual design and the communication material that will be stuck on the water tank trucks.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the meaning of a water tank truck that will transfer the Hadrian water in the neighbourhood. The value of communicating a message through the trucks in raising environmental awareness. Homework was shared with the students, asking them to design a sketch of how they imagine a water truck tank and to collect poems, lyrics or quotes about water, nature and the environment.
- 2.** Collection of homework. Discussion about them and voting of their favourite ideas. Division of students into different groups with different roles. (For example: the team of the logo, the team of the visual art, the team of the communication messages)
- 3.** Collective work on the truck's sticker—composition of the designs that lead to the final visual contents.
- 4.** Final presentation event in the community. (presenting the processes to teachers, parents, classmates, and neighbourhood)

The schools that participated in this program are:

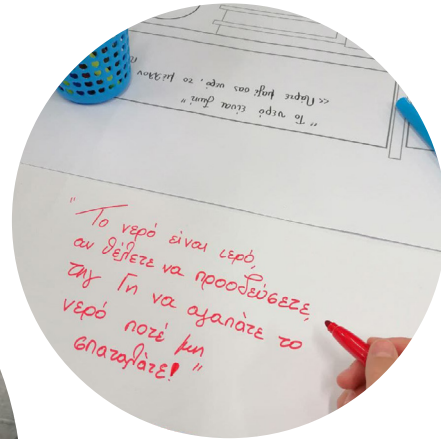
Schools involved in this program	Number of participants	Class that participated
8th Secondary School	53	B' class

Padlet link:

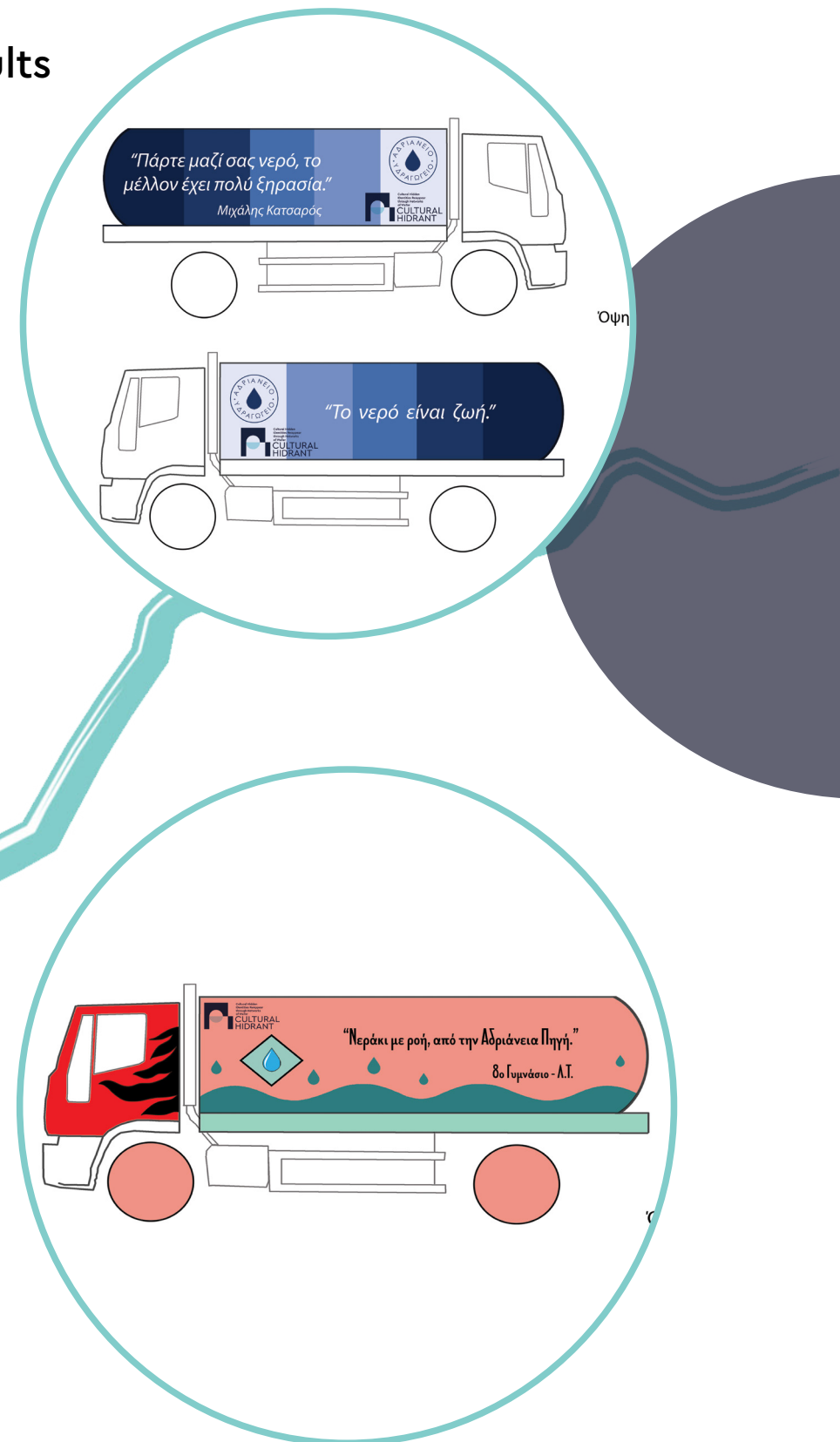
https://padlet.com/commonspace_/CulturalHidrants_8ogymnasio



The participatory workshops



The results





The Aqueduct's construction materials then and now

Main subject|goal

During these workshops, the participants got in contact with the Aqueduct's construction materials through sensory play. They touched them, they played with them, they got in the role of the builder, and finally they created sculptures of clay.

Methodological steps

- 1.** Introduction to the project through play. Learning about the value of water and Hadrian's Aqueduct through a role-play game. Homework was given to students asking them to sketch a construction material.
- 2.** Collection of personal homework and discussion. Learning about the characteristics and the use of materials through a role-play game called "the sculptor and the sculpture."
- 3.** Creation of sculptures of clay.
- 4.** The final event in the community.

The schools that participated in this program are referred to the table below:

Schools involved in this program	Number of participants	Class that participated
1st Kindergarten	32	2 classes
2nd Kindergarten	16	1 class
TOTAL	48	

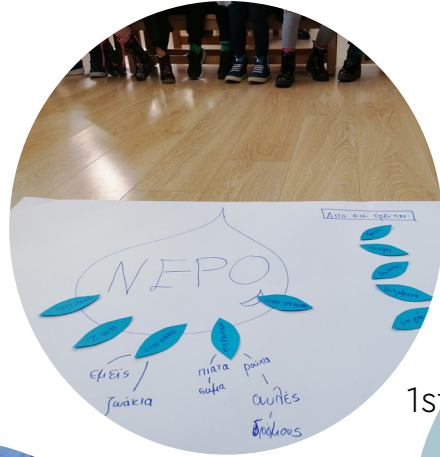
Padlet links:

https://padlet.com/commonspace_/CulturalHidrante_1onipiagwgeio

https://padlet.com/commonspace_/CulturalHidrante_2onipiagwgeio



The participatory workshops



1st Kindergarten



2nd Kindergarten



The results





Parallel program: Our water tank!

Main subject|goal

The main subject of this program was to co-design a water tank in the schoolyard that will be filled with Hadrian water and water the green areas.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the value of a water tank in the schoolyard. Homework was shared with the students, asking them to design a sketch of how they imagine a water tank and collect poems, lyrics or quotes about water and nature.
- 2.** Collection of personal homework discussion on them and voting of their favourite ideas. Concluding in one final plan. Division of children into different groups that would design different parts of the tank. (For example: the team that will develop the tank's visual art, the team that will compose the label and the message on the tank, and the team that will design the structure). Discussion on the location of the tank in the schoolyard.
- 3.** Collective work on the water tank. Composition of the plans that lead to the final water tank.
- 4.** Final event in the community. (presenting the processes to teachers, parents, classmates, and neighbourhood)

The schools that participated in this program are:

Schools involved in this program	Number of participants	Class that participated
8th Secondary School	78	A' class
1st Primary School	12	C' class
9th Primary School	16	C' class
1st Kindergarten	20	1 class
2nd Kindergarten	38	2 classes
TOTAL	164	

Padlet links:

https://padlet.com/commonspace_/CulturalHidrante_8ogymnasio

https://padlet.com/commonspace_/CulturalHidrante_1odimotiko

https://padlet.com/commonspace_/CulturalHidrante_9odimotiko

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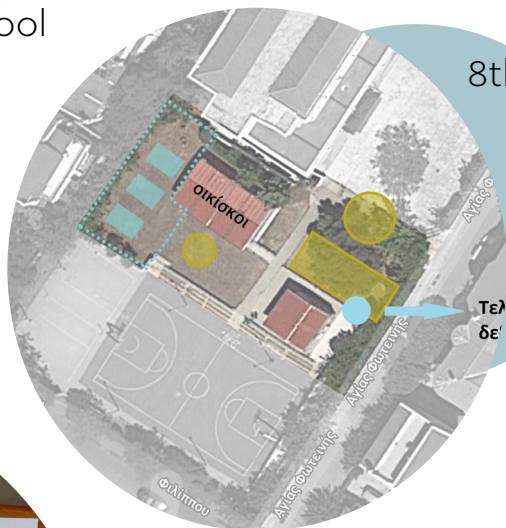
The participatory workshops



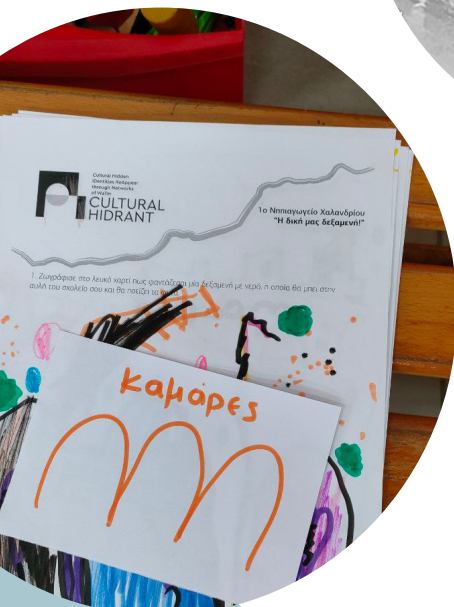
1st Primary School



9th Primary School



8th Secondary School

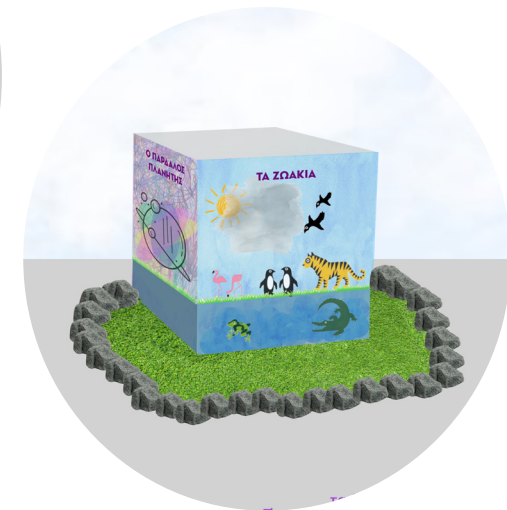
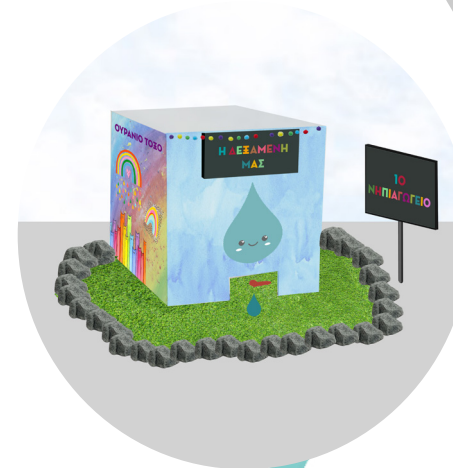


1st Kindergarten



2nd Kindergarten

The results



The co-production of a theatrical play

Main subject|goal

The main subject of this program was the co-production of a theatrical play from scratch. The team presented the theatrical show during the Hidrant Festival.

The program was organized in 11 different workshops. Some of them were about the co-design of the play's production, and the rest were the main skeleton of the rehearsals. The workshops were conducted with two classes.

The team consisted of commonspace, the teachers and the students.

They chose to put on a play called **"San Alsur and Cocteau, at the bridge of friendship"**. The author of the book and the play is one of the school's teachers, Chrysa Karamitrou, and the music included in the show was written by the music teacher Poly Nikolopoulou. Giouli Athousaki was the director from commonspace. The program and the poster of the show were also a product of co-design.

Methodological steps

1. Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the cultural awareness that the play raises, as well as the human and environmental values that puts in front.
2. Collective work on the production, the scenography, the costumes and the music. Role distribution and period of rehearsals.
3. Final premiere in Hidrant Festival 2022.



The schools that participated in this program are:

Schools involved in this program	Number of participants	Class that participated
9th Primary School	40	E' class

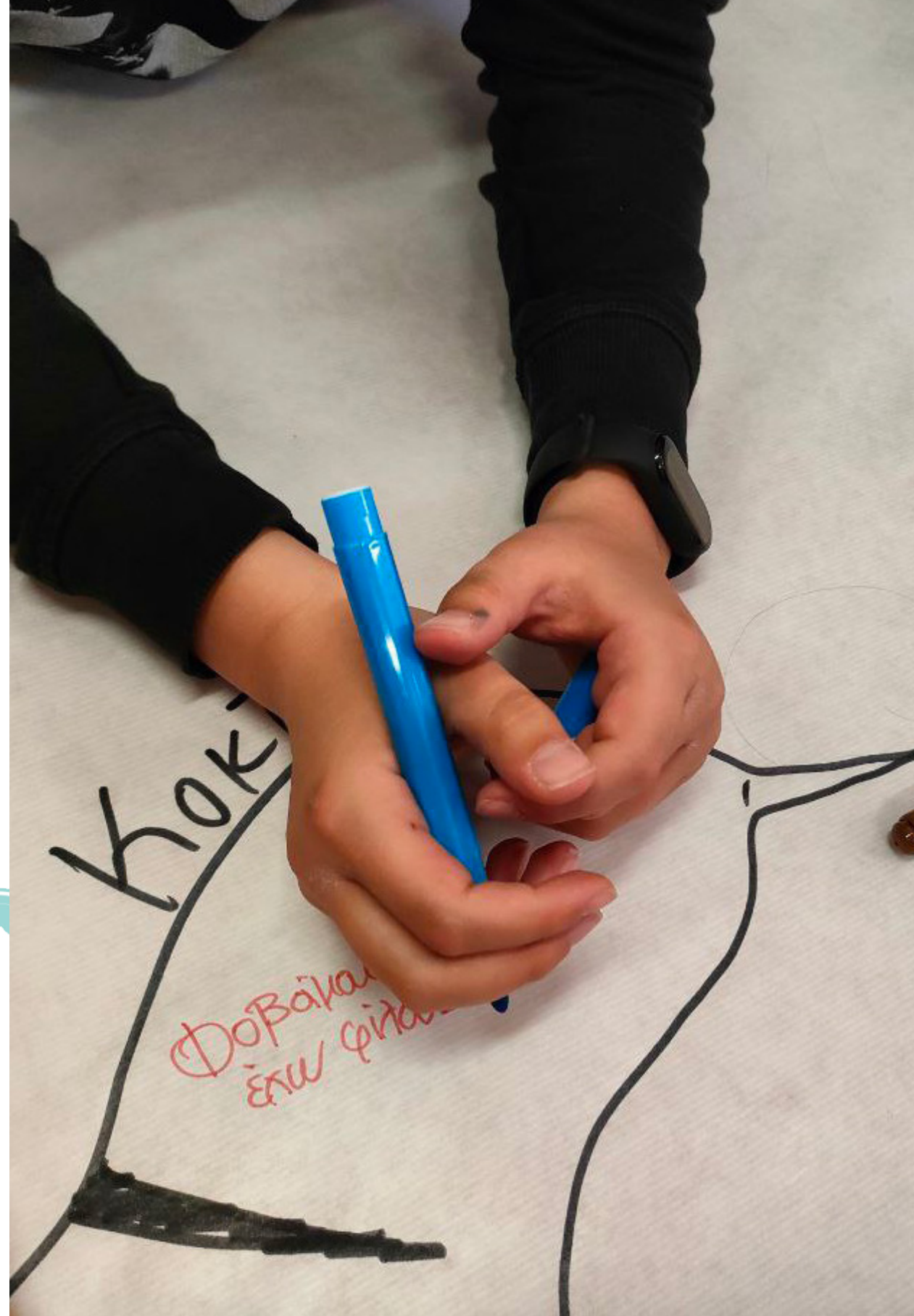
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https://padlet.com/commonspace_/CulturalHidrants_9odimotiko

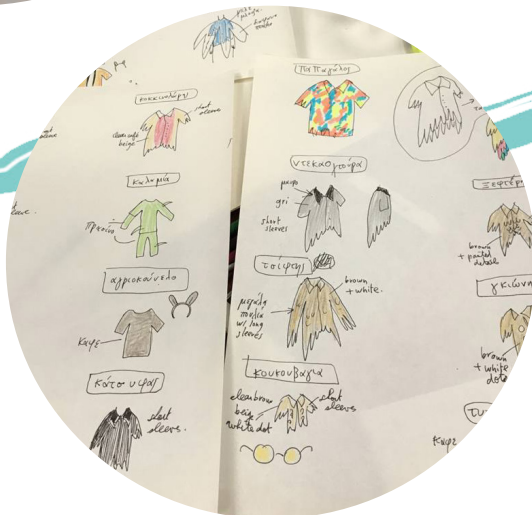
See the trailer and the teaser here:

https://mega.nz/file/Xsl3zTZQ#jp9RA8pIvgeBRElt_6fmqhNd-fA9lFOEgIYdOhGJR80

<https://www.youtube.com/watch?v=W9S3KAYTMRI>



The participatory workshops



The play





A poster for the the Hadrian's Aqueduct

Main subject|goal

During this project, the participants played the graphical designers role and created a poster to promote the Hidrant Festival in the community.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the value of a communication campaign for the project. Homework was shared with the students asking them to collect images, poems, lyrics, and quotes about water and nature that could be useful for the poster design.
- 2.** Collection of personal homework. Tree of ideas for defining the purpose, the target groups and the poster's design. Division of students into different groups with different roles. (For example: the team that will develop the visual art, the team that will compose a logo, and the team that will write the texts).
- 3.** Collective work on the poster. Composition of the different parts that lead to the final poster's version.
- 4.** Use of the poster for communication from the project's partners. Final exhibition of the material in Hidrant Festival 2022.

The schools that participated in this program are:

Schools involved in this program	Number of participants	Class that participated
1st High School	20	A' class

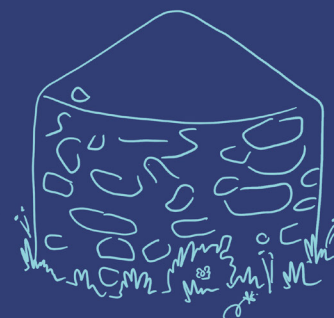
Padlet link:

https://padlet.com/commonspace_/CulturalHidrants_1olykeio

20 HIDRANT Festival

Σχολικές εκδηλώσεις

Μάιος-Ιούνιος 2022



Σας καλούμε στις τελικές εκδηλώσεις των συμμετοχικών εργαστηρίων των σχολείων του Χαλανδρίου στο πλαίσιο του Cultural H.ID.R.A.N.T. 2021-2022

14/5/22 στις 17:00-20:00,
στο 8ο Γυμνάσιο, στο Πάτημα

21/5/22 στις 16:00-19:00
στο 1ο Δημοτικό

28/5/22 στις 11:00-13:00
στο Πάρκο Καλλισθενικής,
στον Συνοικισμό

10/6/22 στο Θέατρο Ρεματιάς
-16:00-20:00 έκθεση και παιχνίδια
-20:30 θεατρική παράσταση

Ελάτε να μάθουμε για το Αδριάνειο
Υδραγωγείο και να διασκεδάσουμε
μαζί με τα παιδιά!!



**Η αφίσα συσχεδιάστηκε
απο μαθητές/τριες του 1ου
Λυκείου, στο πλαίσιο
συμμετοχικών εργαστηρίων
του προγράμματος Cultural
H.ID.R.A.N.T. που υλοποίησε
η commonspace



The participatory workshops



The results

HIDRANT Festival
Σχολικές εκδηλώσεις
Μάιος-Ιούνιος 2022



Σας καλούμε στις τελικές εκδηλώσεις των συμμετοχικών εργαστηρίων των σχολείων του Χαλανδρίου στο πλαίσιο του Cultural H.ID.R.A.N.T. 2021-2022

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28/5/22 στις 11:00-13:00 στο Πάρκο Καλλισθενικής, στον Συνοικισμό

10/6/22 στο Θέατρο Ρεματιών, 16:00-20:00 έκθεση

CULTURAL HIDRANT

Cultural Hidden Identities Reappear through Networks of Water



A video for the Hadrian's Aqueduct

Main subject|goal

The workshop's main goal was to co-create a video devoted to the Aqueduct. The participants designed and shot their video for the roman monument.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the value of a communication campaign for the project. The role of multimedia in promoting the cultural and environmental dimension of the monument.
- 2.** Tree of ideas for defining the purpose, the target group, the duration, and the kind of the video.
- 3.** Collective work in the field. Visit El Alamein street and take a guided tour by EYDAP. Taking shots from Aqueduct's area. Montage of the shots that lead to the final video.
- 4.** Use of the video for communicating the project. Final presentation in the community.

The schools that participated in this program are:

Schools involved in this program	Number of participants	Class that participated
6th High School	20	A' class

Padlet link:

https://padlet.com/commonspace_/CulturalHidrants_6olykeio

to see the video click [here](#)



The participatory workshops



The results

ΤΟ ΑΔΡΙΑΝΕΙΟ ΥΔΡΑΓΩΓΕΙΟ

6ο ΛΥΚΕΙΟ ΧΑΛΑΝΔΡΙΟΥ



A radio spot for the Hadrian's Aqueduct

Main subject|goal

The workshop's main goal was to co-create a radio spot for Hadrian's Aqueduct. The participants composed and recorded their radio spots.

Methodological steps

- 1.** Discussion on the history and the importance of Hadrian's Aqueduct for the community. Presentation of the project's goals. Discussion on the value of a communication campaign for a project. The role of multimedia in promoting the cultural and environmental dimension of the monument.
- 2.** Tree of ideas for defining the purpose, the target group, the duration, and the subject of the radio spot. Dividing the students into different groups. (The musicians, the group that will write the script, the team that will create the main structure of the spot)
- 3.** Music composition, role distribution of the speakers and rehearsing.
- 4.** Recording in a studio. The final version of the spot.
- 5.** Use of the radio spot for communicating the project.

The schools that participated in this program are:

Schools involved in this program	Number of participants	Class that participated
2nd High School	20	Mixed classes

Padlet and radio spot link:

https://padlet.com/commonspace_/CulturalHidrante_2olykeio

<https://fb.watch/g7OB9QdDvj/>



The participatory workshops



The results

Νομίζεις πως ξέρεις
τη γειτονιά σου;

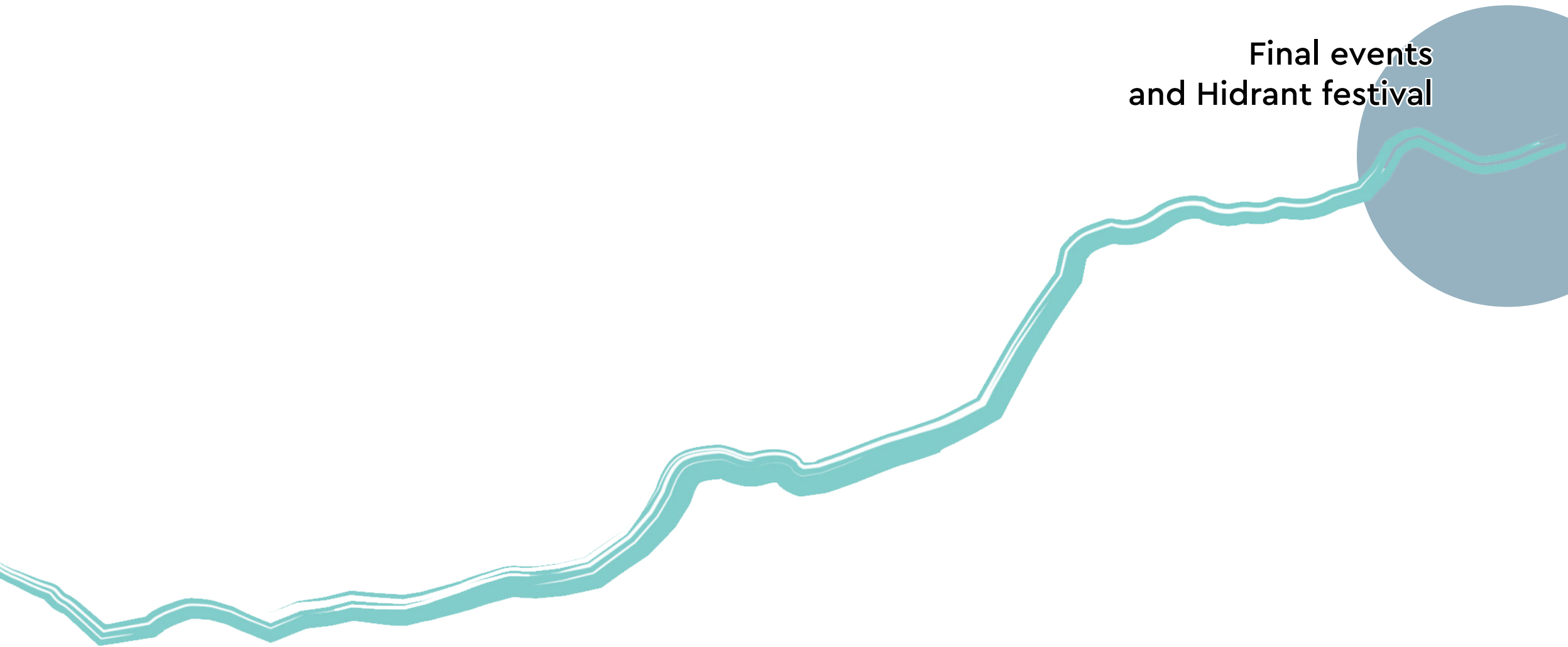
Ραδιοφωνικό σποτ για το έργο
Cultural H.ID.R.A.N.T. και το Αδριάνειο Υδραγωγείο
από τους μαθητές και τις μαθήτριες
του 2ου Λυκείου Χαλανδρίου

<https://culturalhidrant.eu/>



04

Final events
and Hidrant festival





Final events in the neighborhoods

The workshops' final step was a final presentation in the community.

All the results and the material created during the workshops were presented in a final event with the presence of the teachers, students, parents, the project's partners in different places.

These events were included in the Hidrant Festival Agenda:

1. 14/5/2022, 17:00–20:00, in Patima (8th Secondary and 6th High School)

2. 21/5/2022, 16:00–19:00, at the 1st Primary School (1st Primary and 1st Kindergarten)

3. 28/5/2022, 11:00–13:00, at the callisthenics park (2nd Kindergarten)

4. 10/6/2022, 16:00–20:00, at Rematia's Theater (9th Primary and all schools)

During the events, different participatory activities and games were also performed. Also, a guided tour from EYDAP in El Alamein was organized with the students, parents and teachers. Commonsense and MoH presented the basic project ideas and participatory workshops. Students, teachers, parents and partners attended the event.

Also, exhibitions with all the materials and the results of the participatory workshops during 2021–2022 were set.

The teachers had prepared different activities with the little children, such as short theatrical shows and songs, and they presented them to the public, and every event concluded as small festivals.

The gifts

Commonspace gave the students different gifts such as memory card games, small plant pots, tote bags, to remind them for their participation in the project.



the plant pots

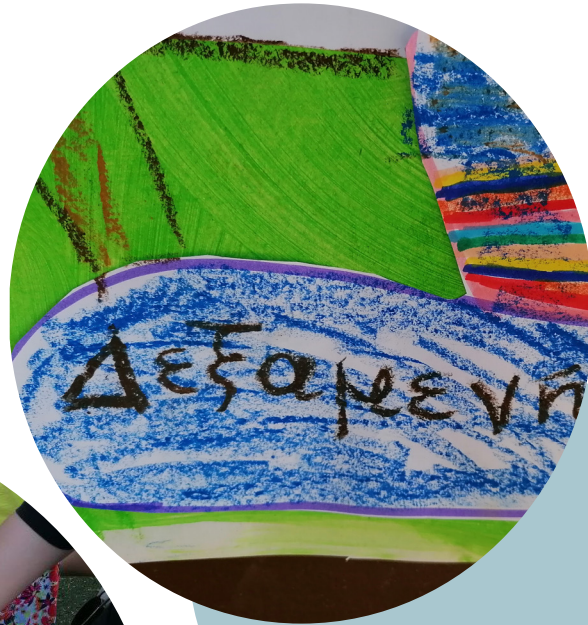


the tote bag's drawing

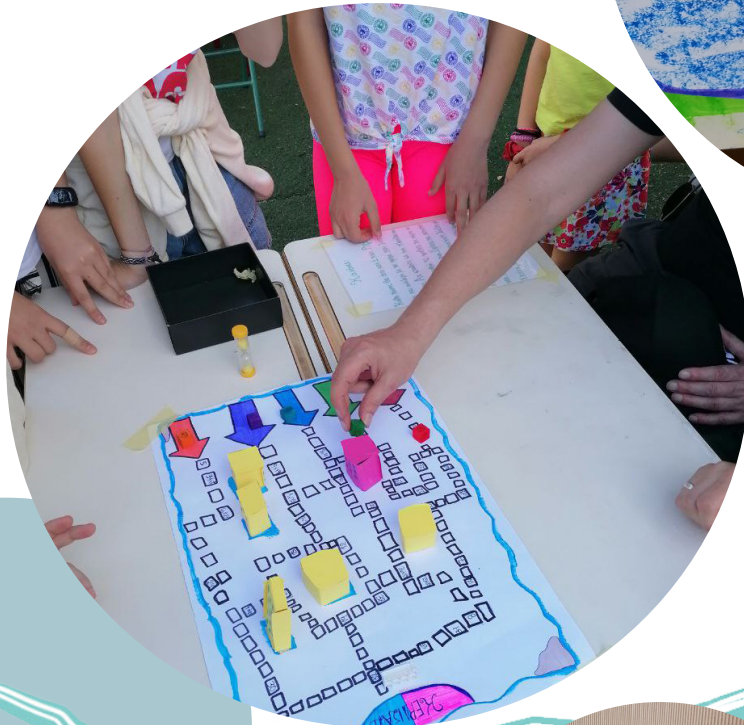


the memory card game
with drawings by Melina Vlachou

The final events



Callisthenics park



1st Primary School



8th Secondary School



Hidrant Festival 2022

On 10/6/2022, a public event with all the schools was organized by commonspace in the terms of Hidrant Festival 2022.

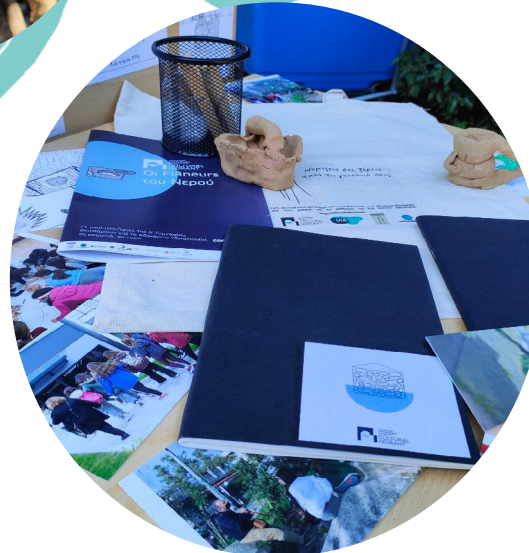
The event took place at Rematia's Theater. It was organized as a big exhibition with all the material and results of the participatory workshops of 2021-2022. (For more information about the participatory workshops with the students, see D.5.3.2 and D.5.3.3).

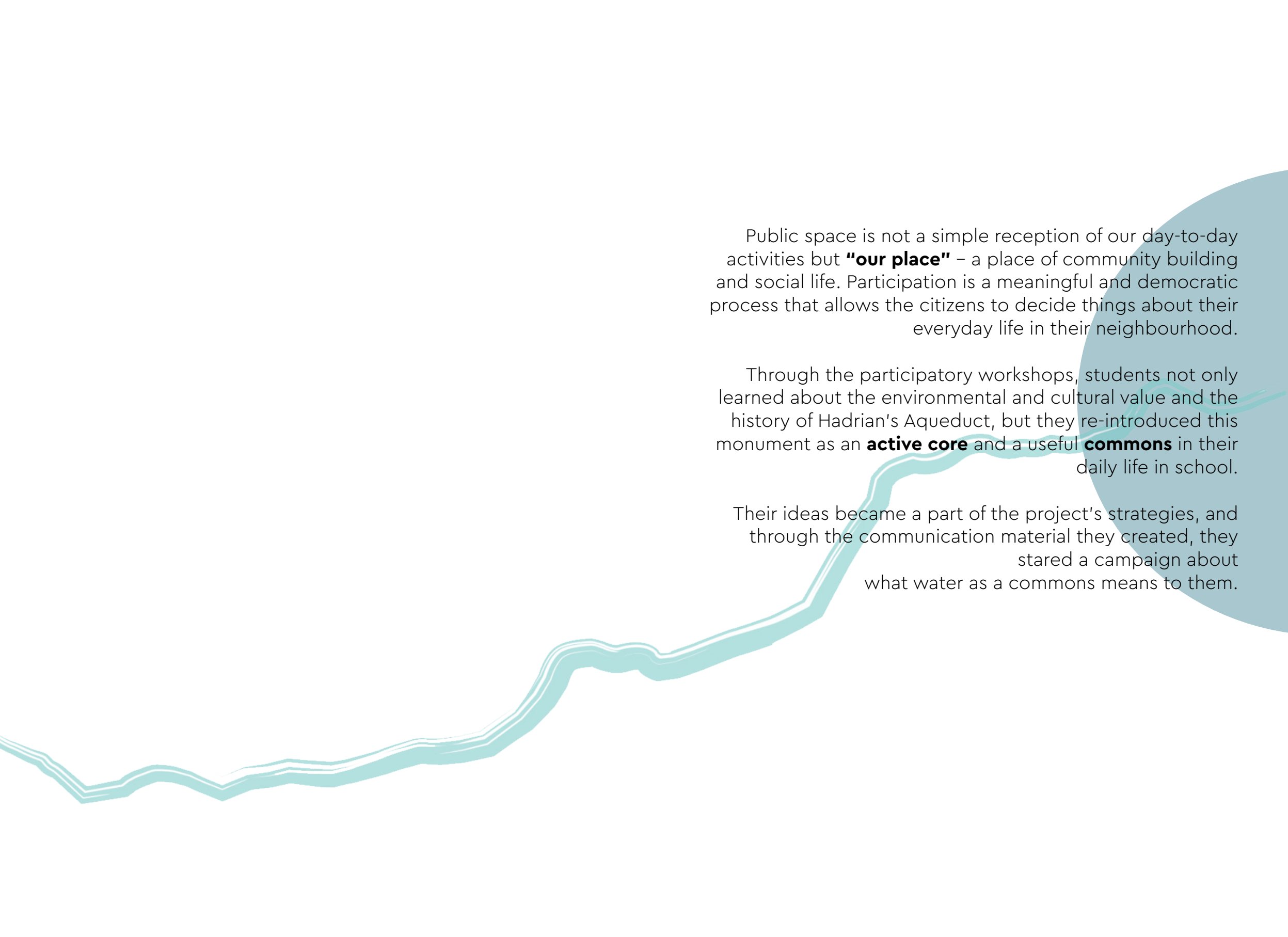
Students, teachers, parents and the project partners attended the event.

The board games that the 1st and 9th Primary Schools students had designed through the workshops were set on tables for people to play.

After the theatrical show, commonspace gave the students a little memory card game as a gift.

The Hidrant Festival 2022





Public space is not a simple reception of our day-to-day activities but **"our place"** – a place of community building and social life. Participation is a meaningful and democratic process that allows the citizens to decide things about their everyday life in their neighbourhood.

Through the participatory workshops, students not only learned about the environmental and cultural value and the history of Hadrian's Aqueduct, but they re-introduced this monument as an **active core** and a useful **commons** in their daily life in school.

Their ideas became a part of the project's strategies, and through the communication material they created, they started a campaign about what water as a commons means to them.

