

BUCHA FOREST CLASSROOM

Co-creating the classroom - workshop

2025-03-06



Bucha
School
forest



BUCHA FOREST CLASSROOM

Co-creating the classroom - workshop

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- 05 What's next?



00

About the project

AIM

- to create an outdoor classroom for local schools that serves as both an educational space focused on biodiversity and sustainability, and as a community gathering place.

OBJECTIVES

- proposals must involve the development of activities to improve selected public spaces and/or complement local policy/strategy;
- focusing on innovation and action in public spaces through citizen engagement in their re-design;
- at least two specific and clearly identified target groups - include a communication and dissemination plan to engage with target groups;
- the role of the city / local authorities must be well defined.

01 About the workshop

What are the goals of the workshop?

- Mapping and selecting of location for the classroom
- Identify formal and informal educational activities needed
- Addressing challenges for modern classroom during wartime
- Co-designing of the classroom
- Addressing environmental and biodiversity protection
- Exploring sustainable construction methods



02

Process of the workshop



02.00

Workshop process

- 00 Introduction, welcoming words from Bucha municipality and guests
- 01 Community Needs Assessment – site selection
- 02 Community Needs Assessment – formal/informal education needs
- 03 Presentation session
- 04 Co-Designing the classroom
- 05 Presentation of groupwork results

02.01

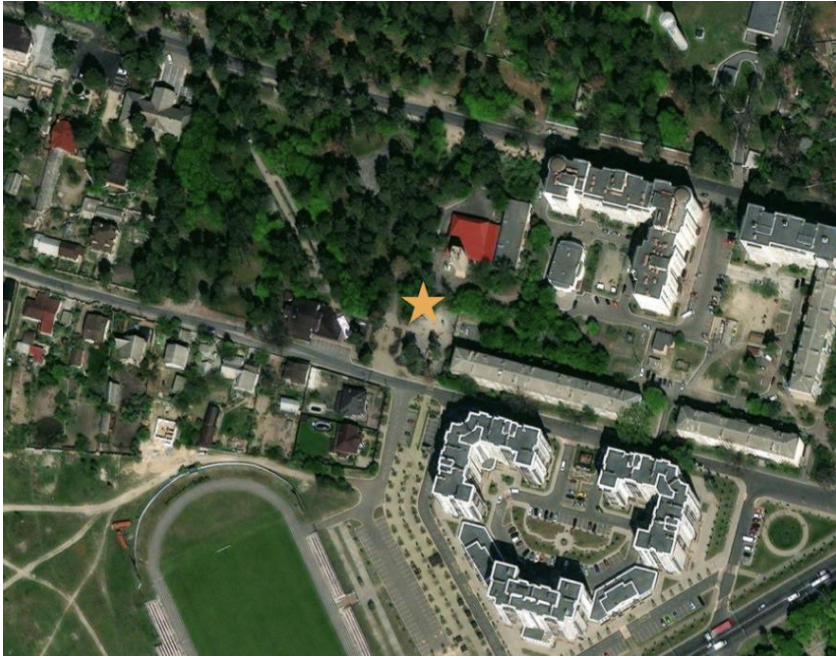
Community Needs Assessment

During this assessment, an analysis of possible plots was conducted, along with a Participatory Mapping Activity for identifying the ideal location for the outdoor classroom. It was followed by a voting process for site selection.

Additionally, existing functions for both formal and informal education (lifelong learning) were discussed, along with any additional functions that may be needed.

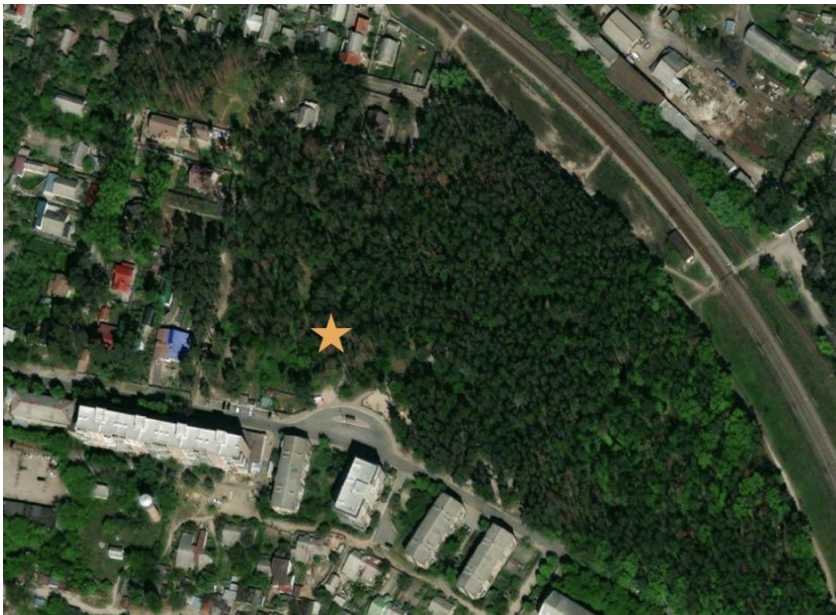


Site selection



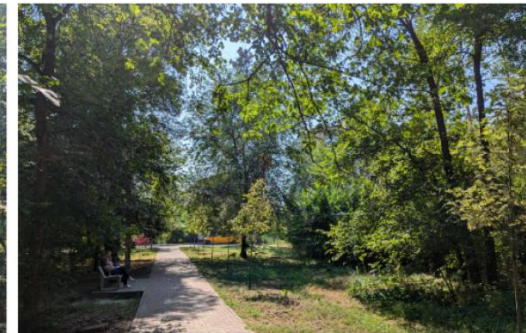
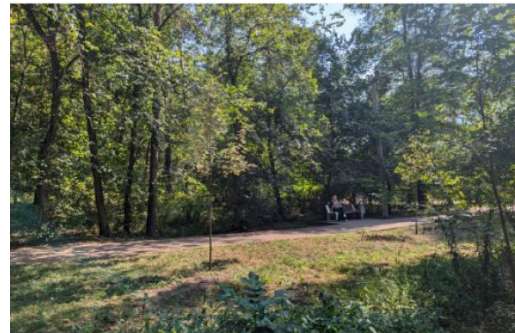
LOCATION 1: Park "Dyvo", Bucha City Center

The location is centrally located in the city, close to four schools and easily accessible by public transport. It is a popular, well-visited area with a park setting for nature research, nearby playgrounds, and good infrastructure. The area hosts annual cultural festivals and offers both studying and relaxation spaces, with available parking. However, it has a less natural environment compared to other locations and limited space.



LOCATION 2: Lisova Bucha near Tarasivska str.

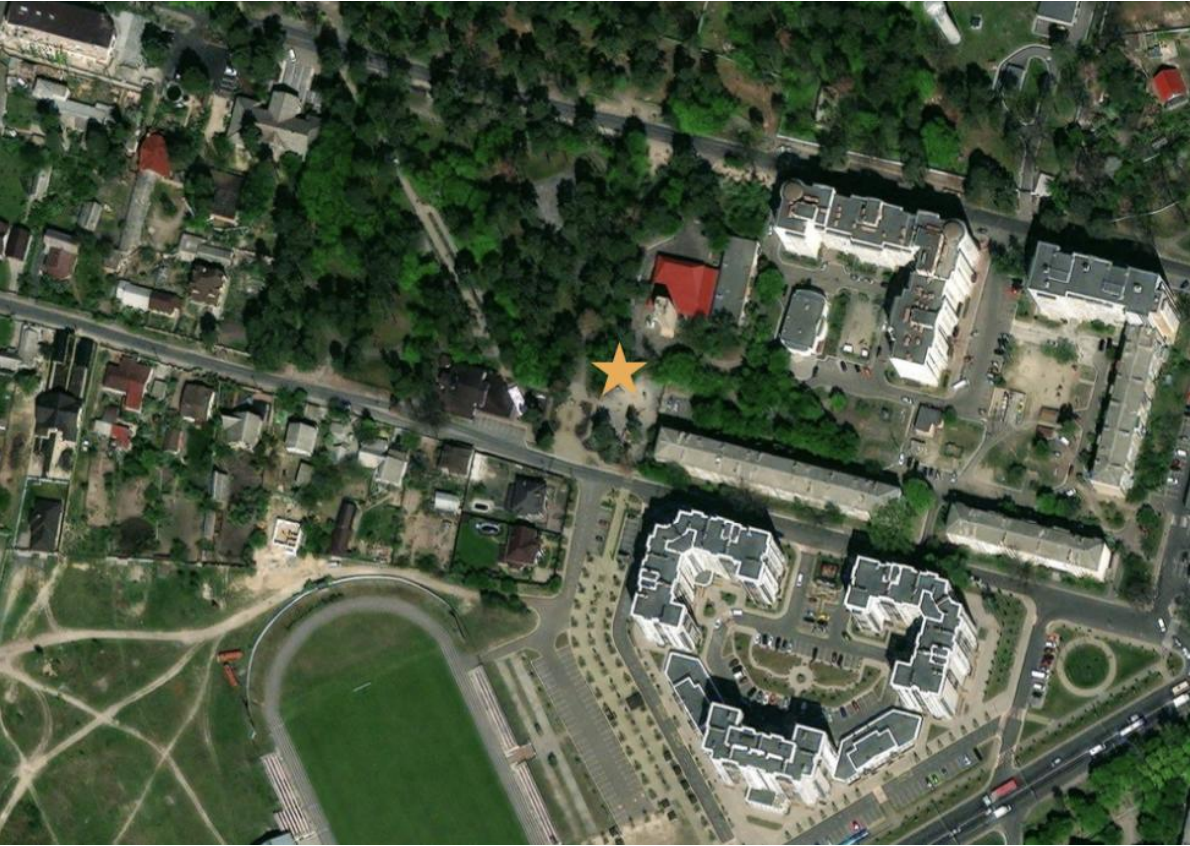
The location offers a rich natural environment, clean air, and a diverse ecosystem, with more space and a quieter atmosphere than Park "Dyvo." It's close to the "Ecohub", has ample parking, and could help revitalize the area. However, it is difficult to access, far from the city center and Bucha's schools, with limited public transport and higher transportation costs. Safety concerns include proximity to the railway, ongoing demining, and the area's reputation for being a gathering spot for antisocial people.



Site selection

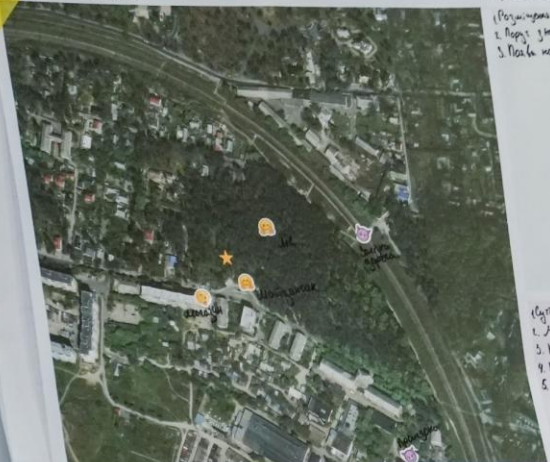
WINNER

LOCATION 1: Park "Dyvo", Bucha City Center



ЩО Є НАВКОЛО?

Локація 2 - Лісова Буча



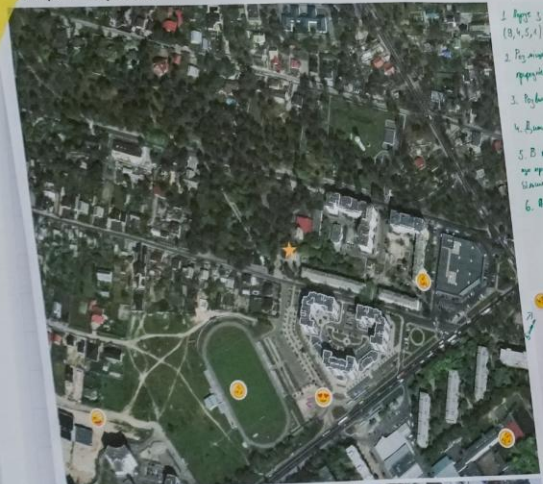
Що є навколо? Школи, майданчики?

(Розгляньте в лісові цю територію зверху і знизу)
1. Поруч з лісовою територією
2. Поруч з лісовою територією
3. Поруч з лісовою територією

- Сформулюйте свої відповіді на ці питання:
1. Які види спорту є поруч?
 2. Поруч з лісовою територією
 3. Поруч з лісовою територією
 4. Поруч з лісовою територією
 5. Складіть транспортний маршрут



Локація 1 - Парк Диво



Що є навколо? Школи, майданчики?

1. Поруч з лісовою територією
2. Поруч з лісовою територією
3. Поруч з лісовою територією
4. Поруч з лісовою територією
5. Поруч з лісовою територією
6. Поруч з лісовою територією



Formal / informal education needs



Kids were most interested in activities and spaces that support them, with a clear preference for gardening and workshops/masterclasses. Popular masterclasses included cooking and gardening. They showed less interest in chill or restful areas. Key preferences included spaces for sports, physical activities, picnics, and places to gather for conversation (like a campfire). They also favored having a kitchen, rest zones, panoramic windows, and disliked typical central bright lights, desks, or a school-like atmosphere.

Formal / informal education needs



Kids showed a strong interest in spaces with many plants, engaging games, practical/lab classes, and hands-on training/workshops. They also liked the idea of gardening equipment, nature walks, forest hikes, and a greenhouse.

Formal / informal education needs



Kids were interested in a versatile space for various clubs, including biking, yoga, ecology, art, culinary, gardening, and survival/camping. They also liked the idea of an open-air cinema, a greenhouse for gardening, and tools for planting trees and plants. Other preferred features included woodworking supplies (for birdhouses, etc.), a circular economy and recycled art exhibition, nature research tools (microscope, binoculars), a chemistry lab for research (like water quality), and comfy furniture with a multimedia board.

Formal / informal education needs



Kids wanted workshops and lectures for informal education, spaces for peer communication, and activities like gardening, yoga, and art (including eco-friendly graffiti). They liked the idea of having a pet, nature research tools (birdwatching, microscopes), camping, star watching, and a place for toddlers. Key elements included studying, friendliness, plants, pets, biodiversity, activities, festivals, tolerance, and treats/snacks.

02.03

Presentation session

The online speakers offered valuable insights into various aspects of education.

Gediminas Petkus from Lietuvos Ornitologų Draugija (*Birdlife*) discussed biodiversity and its educational relevance.

Teacher **Agnė Gasiūnė** focused on integrating STEAM and interactive classrooms.

Inga Tarakavičiūtė from Galileo Centras emphasized creating inclusive classrooms that address mental health challenges like PTSD and hyperactivity.

Salonen Natalia from *ISKU* shared how the right educational furniture design can enhance both physical and virtual learning environments.

Kateryna Pylypchuk presented straw panels as the core of the construction revolution.





02.04

Co-designing the classroom



02.04

Co-designing the classroom

GOAL

Evaluate the needs for the classroom from different perspectives

METHOD

Work in focus groups:

- 01** Architecture and engineering
- 02** Environmental awareness
- 03** Form follows function
- 04** Management



02.05



Groupwork results



01 / ARCHITECTURE AND ENGINEERING

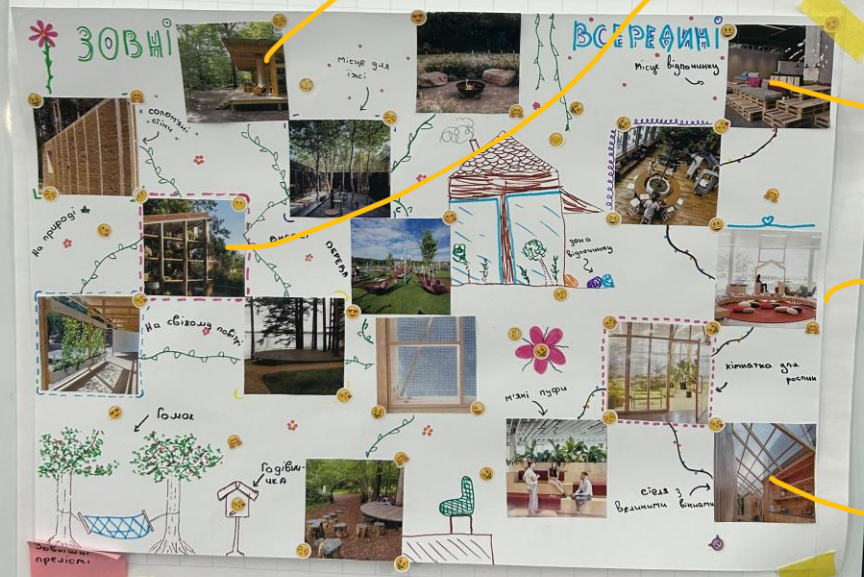
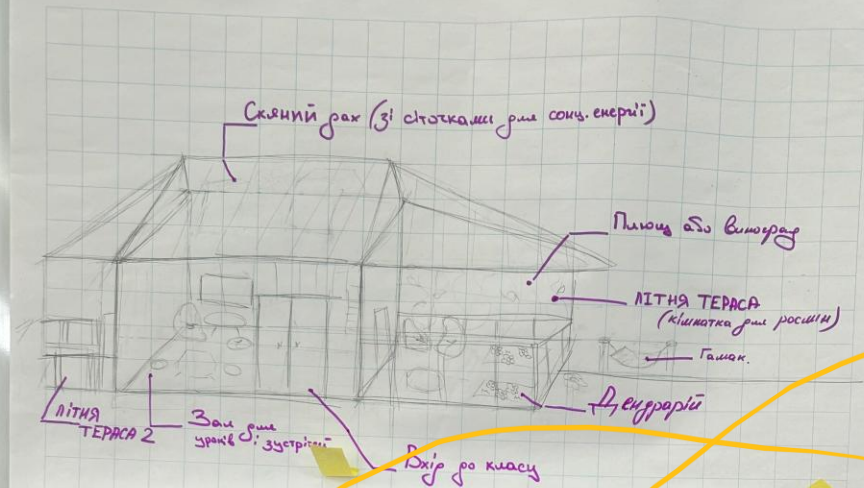
Greenhouse

Summer terrace

Place to have food/lunch
(indoors+outdoors)

Puffs and resting zones
with informal seating

Glass roof with solar
energy production



the best project in the world

Greenhouse

Green walls

Growing vegetables making snacks

Flowerbeds

Feed houses for birds and animals

Water bodies

OUTDOORS

INDOORS

Багатофункціональні клуби

Місце для спілкування

Стіни з папюсом і плюшем

Зелені стіни - чисте повітря

Хом'як

Вирощувати їжу для тваринок

Вирощувати власні овочі

Вирощувати їжу для великих плам'як

Смачні та корисні снеки

1. Багатофункціональні клуби.
2. Різні соціуми.
3. Місце для спілкування.
4. Подойма.
5. Оранжереї.

Оранжереї

03 / FORM FOLLOWS FUNCTION



Outdoor cinema

Art activities

Place to share food

Biking

Amphitheater for events,
poetry evenings,
book club

Sport activities

MAX KIDS: 30
MINIMUM: 10

OPERATOR: MUNICIPALITY - sports & youth dep.
- education dep

AGE OF KIDS: FROM 6 TO ~~18~~ 17

OP 1. 1 ADMINISTRATOR ALL TIME
- NO MONEY FOR THIS
+ SAFE ALL TIME

OP 1.1. YOUTH COUNCIL FROM MUNICIPALITY

OP 2. ONLINE APP. TO BOOK TIME FOR THE CLASSES

- WHO IS RESPONSIBLE FOR THE PREMISES
+ TO GROUPE WITH RESPONSIBLE PERSON.

OP 2.1. ADULT HAS TO BE AFTER SCHOOL TO HAVE IT AVAILABE FOR ONLY KIDS.

? SECURITY FIRM
+ VIDEO
? WORKING HOURS:
9/10 TO 20:00?
ASK FOR CHILDREN.



SCHOOL'S HOURS
TEACHERS RESPONSIBLE
- Teachers are not very responsible.
- Not all teachers want to come



AFTER SCHOOL 16:00 - 20:00?
PERSON FROM MUNICIPALITY
- Sports sections
- Arts sections
- NGO

? PLACE FOR ADMINISTRATOR IS NEEDED, NO NEED OF SEPARATE ROOM.

? WATER + SEWAGE SYSTEM → TO DISCUSS WITH ~~MUNICIPALITY~~ CITY COUNCIL
ELECTRICITY

D LIST OF PEOPLE WHO WANTS TO KNOW MORE.
□ PRESENTATION FOR THE COMMUNITY

? OPTION TO RENT THE PLACE: Council cannot rent
NGO can rent.
NOT POSSIBLE BECAUSE OF THE LOW
need to discuss.

04 / MANAGEMENT

KEY QUESTIONS:

- How will it be operated?
- How responsibilities will be managed?
 - How will it be booked?
 - What will the operating hours be?
- Will there be an option to rent the space?



03

Preliminary concept



Forest
Classroom



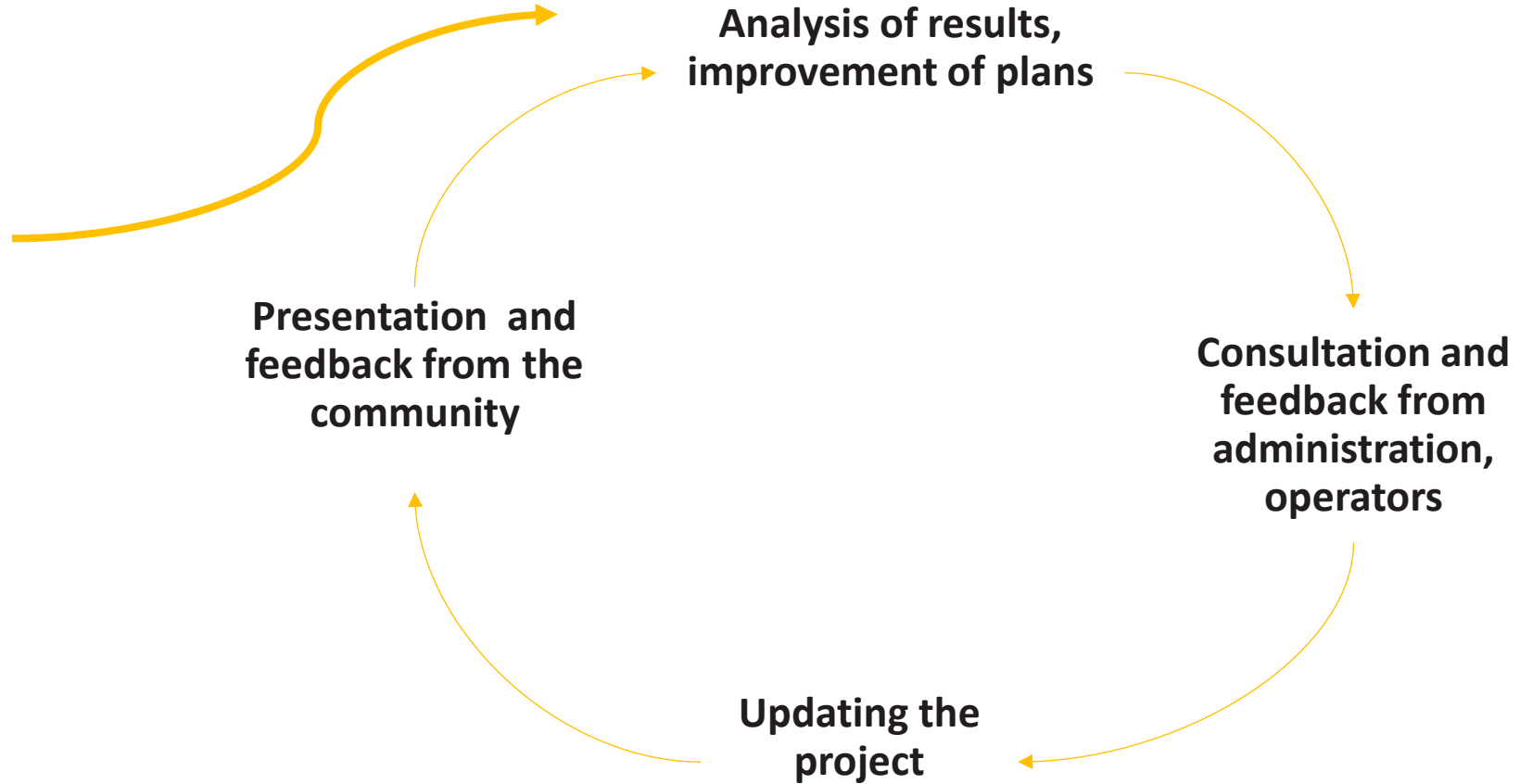
04

KEY TAKEAWAYS

- 1. Selected Location:** The chosen site for the Forest classroom is Park "Dyvo" in Bucha City Center, which was preferred due to its accessibility and proximity to local schools.
- 2. Community Needs Assessment:** The workshop included a thorough assessment of community needs, focusing on educational activities for both formal and informal learning. Preferences from children indicated a strong interest in gardening, workshops, and versatile spaces for various activities.
- 3. Preferred Features:** Children expressed a desire for spaces that include:
 - Gardening and cooking workshops;
 - Areas for sports, picnics, and social gatherings;
 - Nature research tools and a chemistry lab;
 - Spaces for various clubs (biking, ecology, art, etc.).
- 4. Co-Design Outcomes:** Participants worked in focus groups to discuss architectural and engineering needs, environmental awareness, functional design, and management strategies. Key features identified included:
 - Informal seating and resting zones;
 - Greenhouses and vegetable gardens;
 - An amphitheater for events and outdoor cinema.
- 5. Next Steps:** The workshop concluded with the distribution of tasks for design and operational planning, emphasizing the importance of community feedback and consultation with local administration. Additionally, a walk-in greenhouse has to be included in the design; the design has to be adapted according to the plot size and surroundings. These adaptations will ensure that the project meets the needs and preferences identified during the workshop.

05

What's next?





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2025-03-06



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School
forest





Inga Tarakavičiūtė
CEO and founder of Galileo centras - Trauma
Informed Care and Competence Center
Buildings as the first line of therapy





BUILDINGS AS THE FIRST LINE OF THERAPY



galileo
centras

Inga Tarakavičiūtė

Trauma Informed Schools Practitioner
CEO at Trauma Informed Care and
Competence Center



Galileo Centras (NGO)

Complex Trauma Informed support and competence center

We aim to become the first certified Trauma Informed Care organization in Lithuania

Trauma Informed principles:

- Safety
- Trust
- Choice
- Collaboration
- Empowerment



Emotional trauma



Emotional response

Is an **emotional response** to a terrible event. Reactions include unpredictable emotions, flashbacks, strained relationships, and even physical symptoms like headaches or nausea. They may see, smell, and hear all the same things they did when the event first happened, and their bodies react in the same way, by raising heart rate and initiating a stress response.



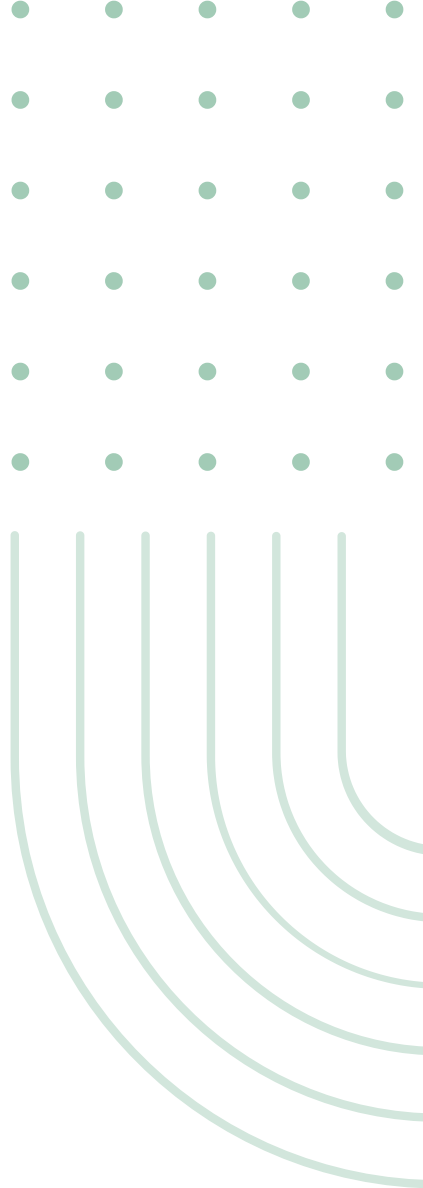
Causes

Terrible event, that body and mind cannot grasp or cope with, like an accident, crime, natural disaster, physical or emotional abuse, neglect, **experiencing or witnessing violence, death of a loved one, war**, and more. It could be one incident, or an ongoing event that happens over a long period of time.



Personal

Traumatic is personal. Trauma can happen at **any age**. And it can affect us at **any time**, including a long time after the event has happened. Individuals can **become "triggered" by sensory stimuli which make them recall the event**, but because the brain did not store the sensations associated with the event as a memory that happened in the past, the person experiences them again, as though the previously traumatic event is actually happening in the present moment.

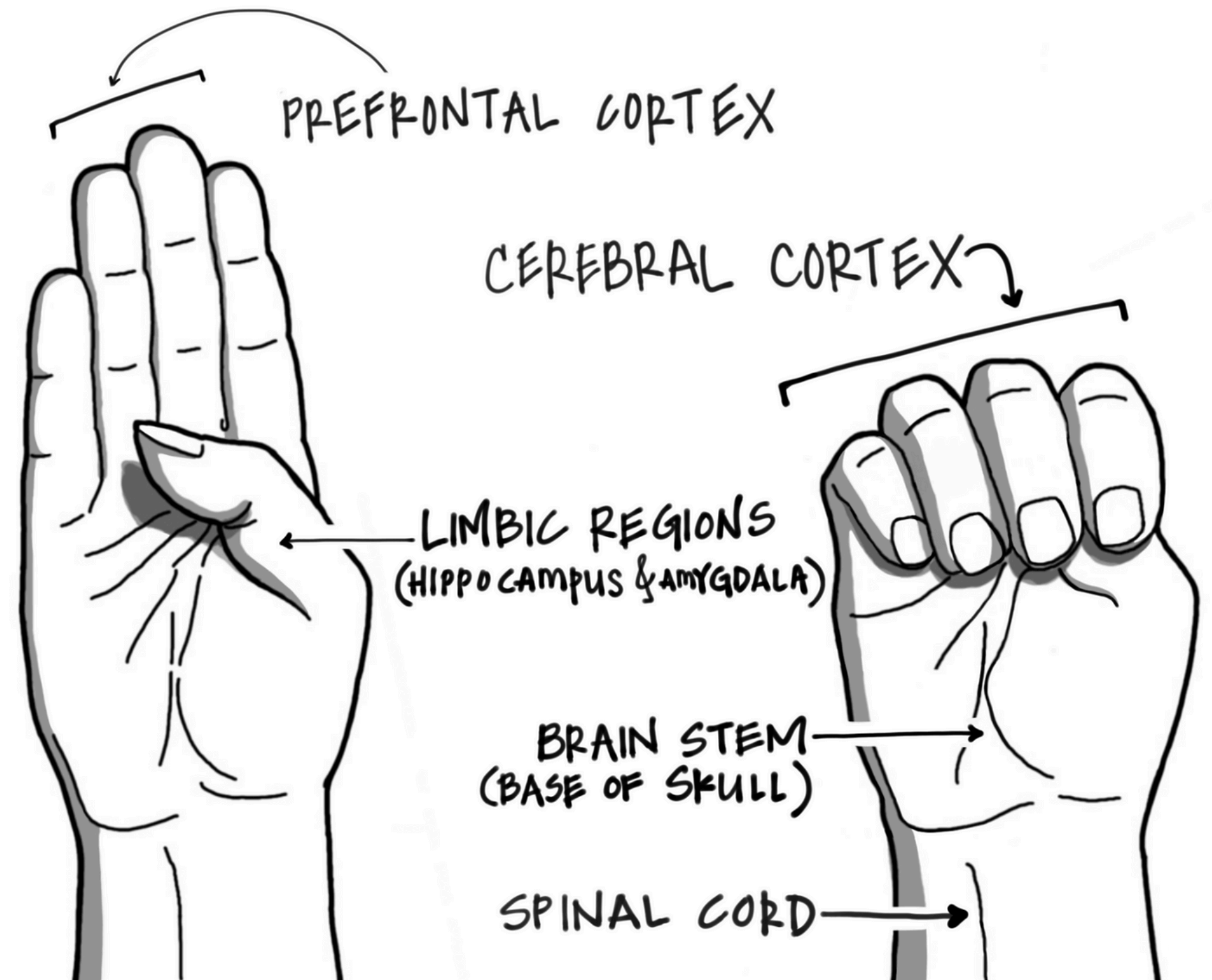


If we're not consciously thinking about traumatic experiences, they **can still shape our thoughts, actions, feelings, and behaviours** in ways that are really not our best moments. Unconsciously.

Students with a history of trauma:

- may overly focus on the negative aspects of their lives and may misinterpret other people's intentions.
- frequently imagine incorrectly that others are intending to criticize, tease, or harm them.
- less able to engage in problem-solving, rational thought, focused attention, or self-regulation of emotion or behavior
- demonstrate anxiety and avoidance behaviors which are common.

Hand Model of the Brain



Automatic, unconscious responses

Students who have experienced trauma view the world as a perilous place and are prone to fear. In any given circumstance, that fear, whether **based on real or imagined danger**, can trigger their central nervous system, prompting fight, flight, or freeze survival responses.



Fight

yelling or screaming, cursing, arguing, threatening, destroying property, hurting others physically, angry outbursts, irritability, difficulty staying calm, reactive emotionally, aggression



Flight

running away, refusing to participate, covering face with hat/hoodie, hiding behind furniture or under tables



Freez

withdrawing, daydreaming, restricted movement, apathy, difficulty focusing, memory problems, prone to self-injury or repetitive behaviors, sleepiness



Fawn

Performative
Engagement

Trauma Informed Design.

SAFETY AND TRUSTWORTHY

Safety by design should always be the starting point. We must make brave and bold choices to persist consistent and predictable. For example:

- dimmer on a light switch, or shades on a window, provide users with a significant amount of control over the environment.
- acoustic panels to mitigate noise levels.
- extreme colors and temperatures can be triggering.
- ventilation systems should minimize odors.
- include clear signage to help find the way.
- arrange furniture to allow direct access to doors and other exits.
- provide spaces that offer privacy and clear sight, so users are not startled by others in the space.
- create spaces that allow individuals the option to either retreat or connect with others.



CONNECTIONS TO THE NATURAL WORLD

Biophilia is the innate human instinct to connect with nature and other living beings. Utilizes natural materials patterns, and phenomena to maintain a connection to nature within the school design.

REINFORCES EACH PERSON'S AND PROMOTION OF CHOICES

Choice is integral to students' practice of autonomy and equitable access to the environment, but also it is important they feel as though they belong. They need to see themselves and their identities reflected, welcomed, and celebrated in the space.



BUILDINGS AS THE FIRST LINE OF THERAPY



galileo
centras



info@galileocentras.lt
www.galileocentras.lt

ISKU

Salonen Natalia

ISKU Director, International projects

Furniture for the universal classroom



БУЧАНСЬКА
МІСЬКА РАДА

Bucha
School
forest



New European Bauhaus
beautiful | sustainable | together



Community
New European Bauhaus



Funded by the
European Union

- Pure materials. High quality.
- Embracing Finnish design.
- Always responsible.
- Committed to Sustainability.

Family-owned business
crafting furniture
in Lahti, Finland
since 1928.



Learning

**Exceptional Solutions &
Innovative Concepts
to Exceed Expectations for Education Globally**

We create conditions for kindergartens, schools and universities where everyone can reach their fullest potential.

Isku creates modern and smart learning and innovation environments with pedagogy driven design.

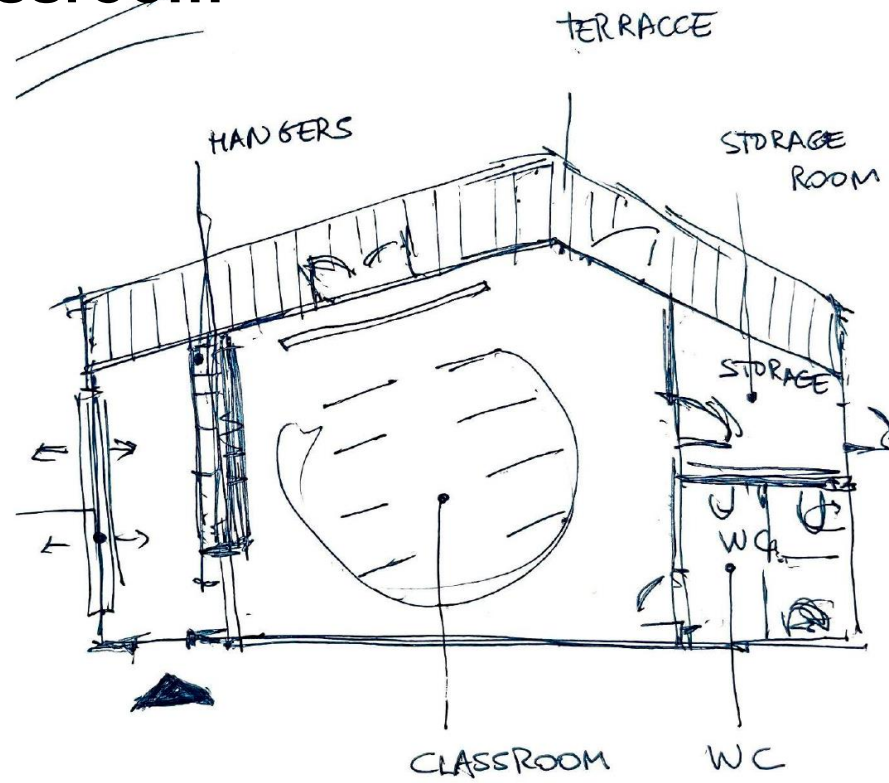
Focus on

- **Learning design & Pedagogical flexibility**
- **STEAM / Phenomenon based learning**
- **Finnish education best practices**
- **Comfort, ergonomics and aesthetics**



ISKU
Since 1928

ISKU Forest Classroom



Plan Forest Classroom V1

ISKU



NOPPA POUFFE



IRIS STOOL



TUOLI 50
CHAIR



PISA DESK

RAKKA SEAT
CUSHIONS IN A CART

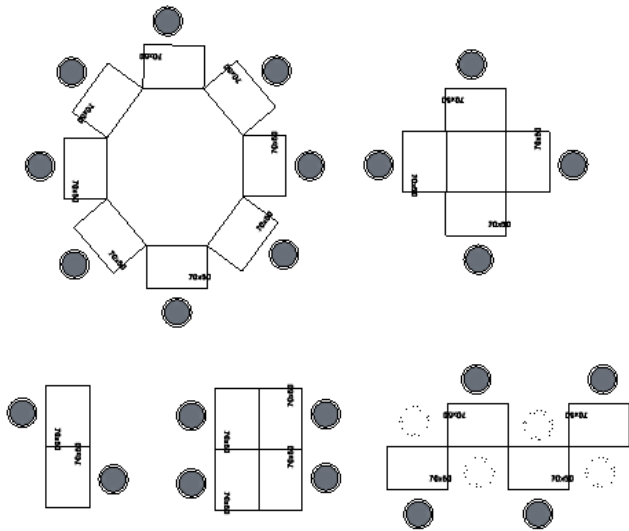


MOVE FOLDING TABLE



Products V1

ISKU



Pisa desks and lecture tables enable flexibility and modifiability in learning environments. The Pisa desks and lecture tables are stable, stackable and easily linkable.

PISA DESK



MOVE FOLDING TABLE



Easily movable **Move** tables with locking wheels are an ideal solution to room that needs to be flexible and adaptable for different purposes with frequently changing furniture layout.

IRIS STOOL



TUOLI 50 CHAIR



NOPPA POUFFE



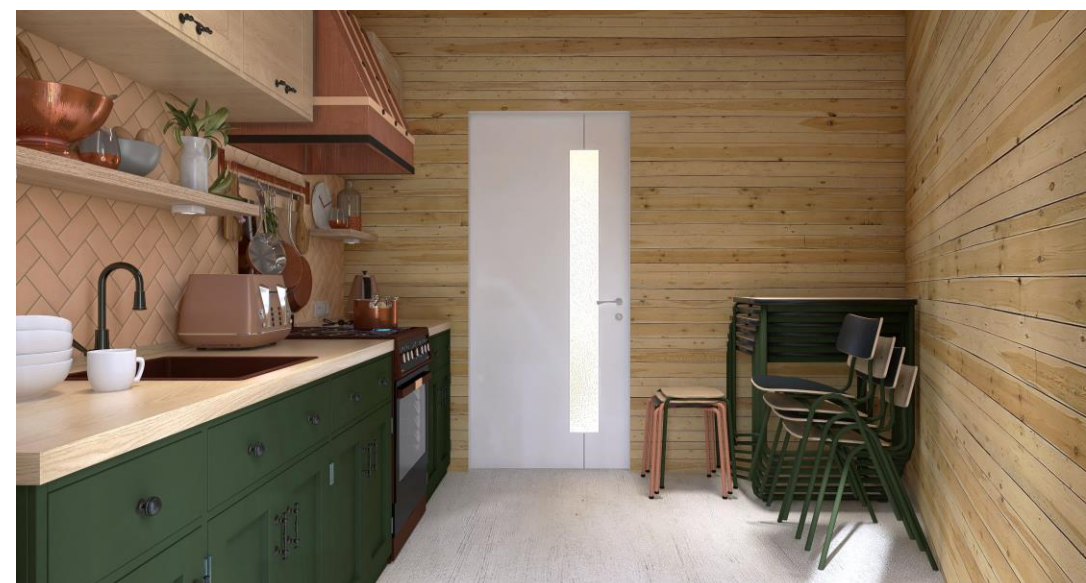
RAKKA SEAT CUSHIONS IN A CART



Forest Classroom V1 with tables and chairs



Forest Classroom V1 with soft seats



Plan Forest Classroom V2

ISKU



KLIK TABLE WITH FOLDING LEGS



IRIS CHAIR



UPis1



POUFFES KIVIKKO



SOLU TABLE

MOVE FOLDING TABLE



POUFFES PLUS-MINUS



Products V2

IRIS CHAIR



Iris Chair boasts an ergonomic backrest that encourages an ideal sitting position, ensuring a supportive experience for extended use. What sets this chair apart is its innovative feature – the ability to be easily hung from a table's edge. The chair, with an optional backrest opening, can be easily lifted.

The **Klik** table series is a powerful implementer of the modern lecture space and the changing seminar space. In the design of the series, special attention has been paid to the stackability properties and the needs of the space that changes according to the intended use.

KLIK TABLE WITH FOLDING LEGS



MOVE FOLDING TABLE



Easily movable **Move** tables with locking wheels are an ideal solution to room that needs to be flexible and adaptable for different purposes with frequently changing furniture layout.



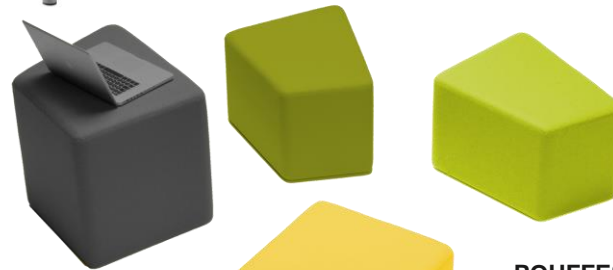
UPis1



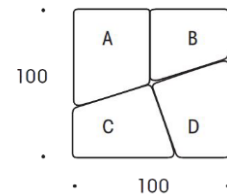
SOLU TABLE



POUFFES PLUS-MINUS



POUFFES KIVIKKO



Forest Classroom V2 with tables and chairs





Plan Forest Classroom V3

ISKU



NOPPA POUFFE



MATTI CHAIR



PISA DESK

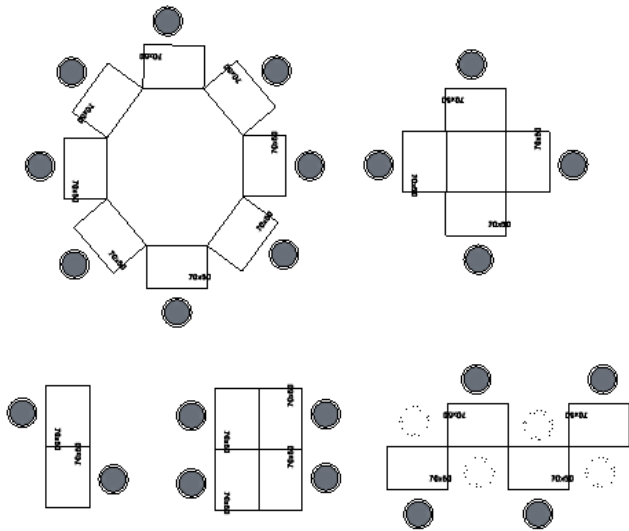
RAKKA SEAT CUSHIONS IN A CART



MOVE FOLDING TABLE



Products V3



Pisa desks and lecture tables enable flexibility and modifiability in learning environments. The Pisa desks and lecture tables are stable, stackable and easily linkable.

PISA DESK



MOVE FOLDING TABLE



Easily movable **Move** tables with locking wheels are an ideal solution to room that needs to be flexible and adaptable for different purposes with frequently changing furniture layout.

NOPPA POUFFE



Matti is a versatile, light and easily stackable general-purpose chair. **Matti** is particularly suitable for lobby areas, staff rooms, libraries, halls and all learning spaces.

MATTI CHAIR



Noppa is a lightweight, easily movable and versatile seating solution for rooms that need to be easily adaptable. **Noppa** works particularly well as larger groups, and for furnishing classrooms and extendable learning environments.



RAKKA SEAT CUSHIONS IN A CART







Plan Forest Classroom V4

ISKU



KLIK TABLE WITH FOLDING LEGS



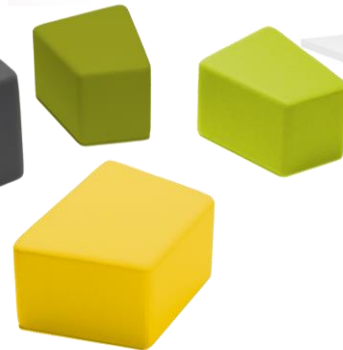
IRIS CHAIR



UPis1



POUFFES KIVIKKO



MOVE FOLDING TABLE

POUFFES PLUS-MINUS



Products V4



IRIS CHAIR



Iris Chair boasts an ergonomic backrest that encourages an ideal sitting position, ensuring a supportive experience for extended use. What sets this chair apart is its innovative feature – the ability to be easily hung from a table's edge. The chair, with an optional backrest opening, can be easily lifted.

The **Klik** table series is a powerful implementer of the modern lecture space and the changing seminar space. In the design of the series, special attention has been paid to the stackability properties and the needs of the space that changes according to the intended use.

KLIK TABLE WITH FOLDING LEGS

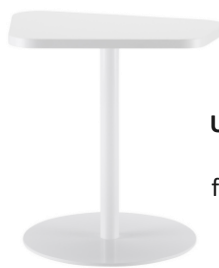


MOVE FOLDING TABLE



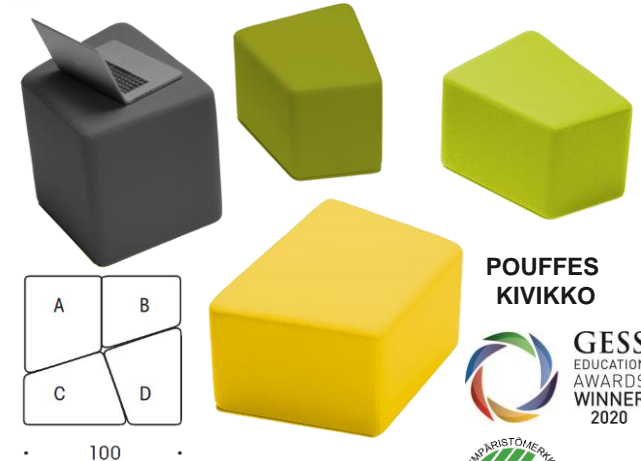
Easily movable **Move** tables with locking wheels are an ideal solution to room that needs to be flexible and adaptable for different purposes with frequently changing furniture layout.

SOLU TABLE



UPis1

UPis1 sets your daily routine in motion. The intelligent multifunctional stool follows its owner through spontaneous conversations, workshops, meetings and brain storming sessions, keeping the user mobile and the agenda flexible.



POUFFES KIVIKKO



POUFFES PLUS-MINUS

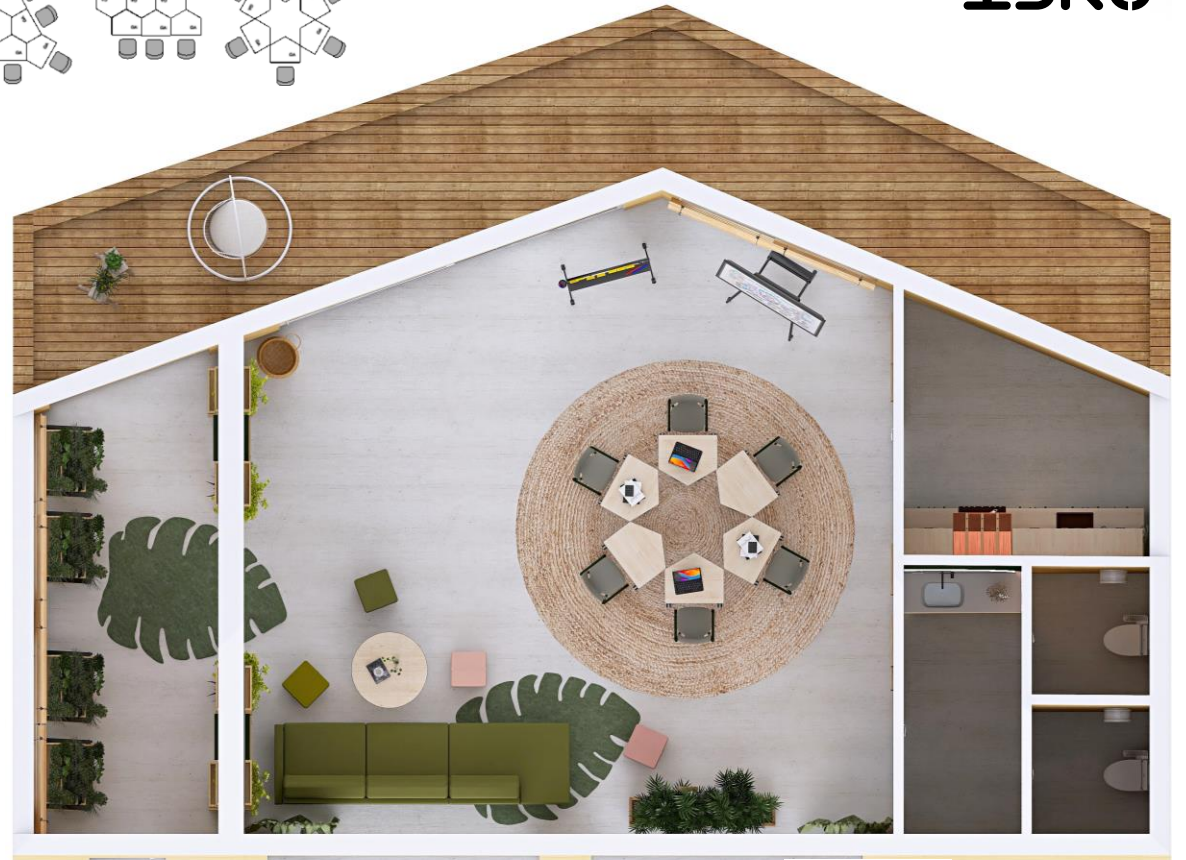
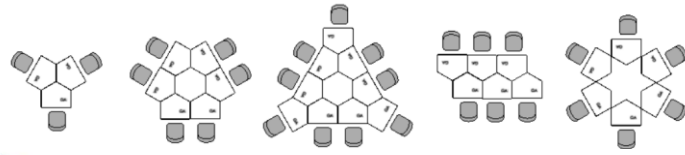


Forest Classroom V4





Plan Forest Classroom V5



SUMMA GA DESK
H 730mm

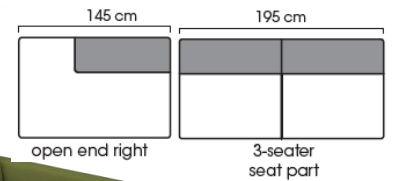


IRIS CHAIR

SIGUR COFFEE TABLE
D 900mm H 560mm



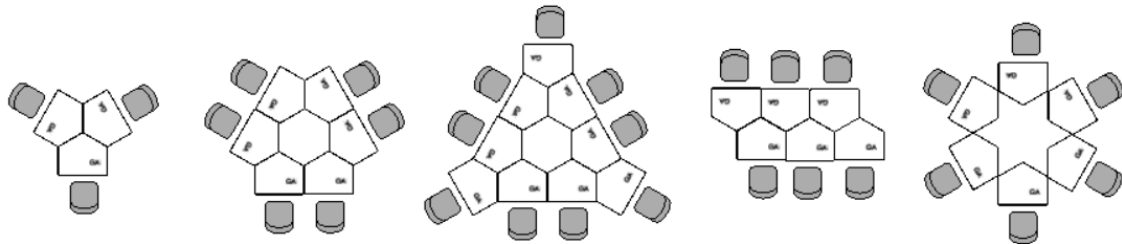
FREE MODULAR SOFA SYSTEM



NOPPA POUFFE



Products V5



The **Summa GA** classroom desk is an excellent fit for both individual and group work. Several different group work arrangements can be created with the GA desks. The legs of the desk can also be equipped with castors, which make it easy to move the desk.

SUMMA GA DESK
H 730mm



NOPPA POUFFE



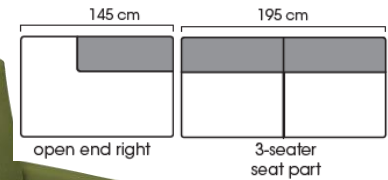
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IRIS CHAIR



FREE MODULAR SOFA SYSTEM

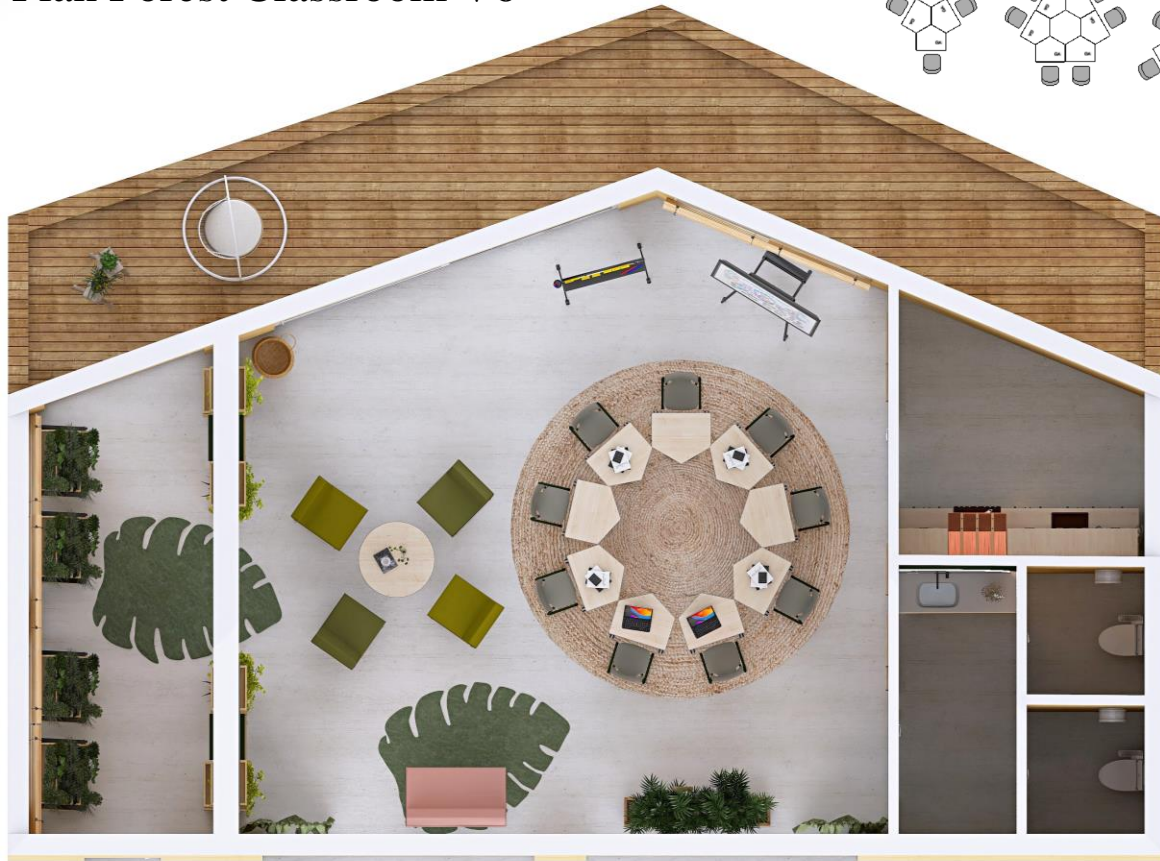
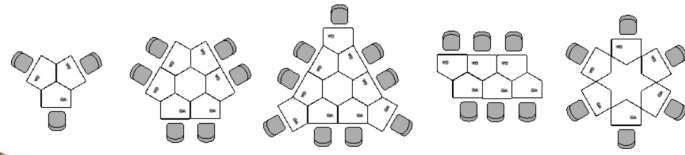


SIGUR COFFEE TABLE
D 900mm H 560mm



Plan Forest Classroom V6

ISKU



SUMMA GA DESK
H 730mm



IRIS CHAIR

SOFA SERIES TERE



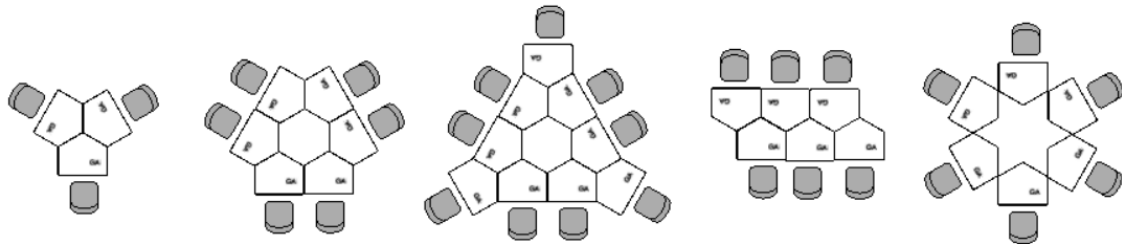
SIGUR COFFEE TABLE
D 900mm H 560mm



SOFA SERIES TERE



Products V6



The **Summa GA** classroom desk is an excellent fit for both individual and group work. Several different group work arrangements can be created with the GA desks. The legs of the desk can also be equipped with castors, which make it easy to move the desk.

SUMMA GA DESK
H 730mm



IRIS CHAIR



SOFA SERIES TERE

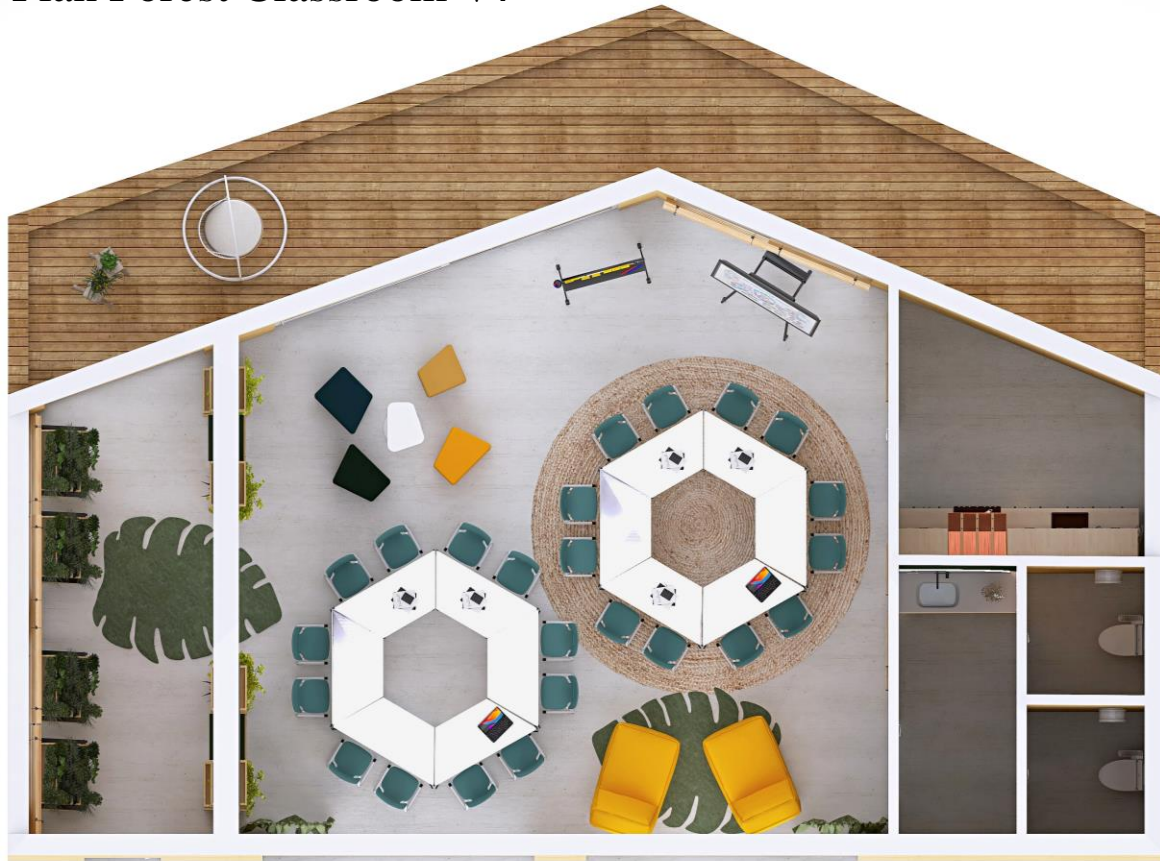


SOFA SERIES TERE



SIGUR COFFEE TABLE
D 900mm H 560mm





SUMMA GR DESK
H 730mm



IRIS CHAIR



POUFFES
KIVIKKO

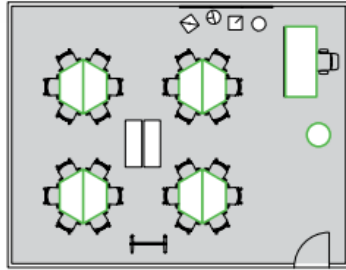
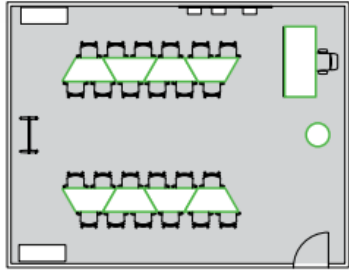
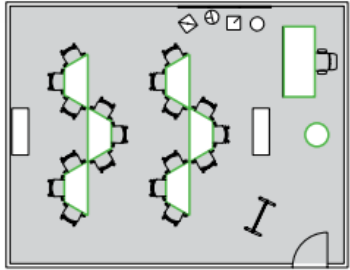


BEAN BAG CHAIR LILI



SOLU TABLE

Products V7



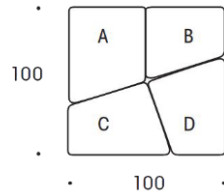
SUMMA GR DESK
H 730mm



Thanks to its shape and size, the **Summa GR** table uses space efficiently. The GR table is particularly well suited for group work areas where the tables can be combined into different group workstations. The shape of the tabletop is one of the best features of the GR table as it gives room to work on each side of the table.



IRIS CHAIR



POUFFES KIVIKKO



BEAN BAG CHAIR LILI



SOLU TABLE





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