



#Activity

#Course

#Autonomy

**Can a cheerful atmosphere promote
interest, willingness to learn and motivation?**

Joy

“What we learn with joy, we never forget.”

Alfred Mercier [1816-1894]



#Activity

#Courage

#Autonomy

What makes you smile spatially?

Joy



Is it possible to create different moods by changing the existing furniture?

What was the happiest day of the past school year? How much laughter is allowed?

ACTION



#Activity

#Courage

#Autonomy

What elements can be used to make a learning environment happier?

Joy

Where can you find small complex examples, e.g. graffiti, posters, quotes... that can be expanded or cultivated?

**Who could take care of it? Temporary?
In a temporary long-term?**



#Activity

#Courage

#Autonomy

How could physical movement in your classrooms/traffic routes and outdoor areas be increased?

Movement



“Movement makes you smart!”

Frieder Beck [*1971]



#Activity

#Courage

#Autonomy

**Could a circular route in the building/
schoolyard be signposted as a “flash
break”?**

Movement



**Where would be suitable opportunities for
balancing?**

**Where could a boulder wall be installed
safely?**



#Activity

#Courage

#Autonomy

What opportunities for potential development do the learning rooms of your institution offer?

Potential development



**“See with the child’s eyes,
hear with the child’s ears,
feel with the child’s heart and
walk in the child’s shoes.”**

Alfred Adler [1870 -1937]



#Activity

#Courage

#Autonomy

**Where are the different potentials of learners
and teachers visible in your institution?**

Potential development



Where could a “Hall of Fame” be set up?

**Which project rooms temporally/locally/
formally/informally would be possible for this?**



#Activity

#Courage

#Autonomy

What stimulates vitality?

Liveliness



**“Where an enthusiast stands, is the peak of
the world.”**

Joseph of Eichendorf [1788 - 1857]



#Activity

#Courage

#Autonomy

Where are spatial and personal freedom?

Liveliness



**Which spatial adjustments could make the
“heart of the school” beat faster?**



#Activity

#Courage

#Autonomy

Where can you find opportunities for self-efficacy?

Liveliness



Where could a graffiti area be indicated?

**Where could there be an area for painting
with street chalk?**



#Activity

#Courage

#Autonomy

Does the relationship between theory and practice seem balanced?

Liveliness



**The relationship between theory and
practice is like
cat and mouse...
pot and lid...
chicken and egg...
heart and hand...
because...**



#Activity

#Courage

#Autonomy

**When are learning environments perceived
as stimulating?**

Liveliness



What excites teachers?

What excites learners?

ACTION



#Activity

#Courage

#Autonomy

Do the equipment and appearance of the room correspond to the desired suggestion?

Liveliness



What rooms are there in the area that have been designed for other or similar purposes?

ACTION



#Activity

#Courage

#Autonomy

Does the room allow for spontaneity?

Liveliness



Where are there empty undesigned and open zones or areas in which “EVERYTHING” would be possible in your furnishing?

CARE



#Values

#Tradition

#Security

What makes learners, teachers and other users feel comfortable in your school?

Home



**“Am I there for you?
Let me feel that I exist.
Who am I?
Show me my strengths and weaknesses.”**

Joachim Bauer [*1951]

CARE



#Values

#Tradition

#Security

How does the entrance area reflect the different cultures represented at your school?

Home



**How open... friendly... striking... inclusive is
the entrance designed?**

**How is it ensured that the entrance area can
be identified by all ages and cultures?**

CARE



#Values

#Tradition

#Security

Is there room for home in the classroom?

Home



Are cultural affiliations appreciated? What makes them present in the room?

Who is responsible for the design? Are the learners involved?

CARE



#Values

#Tradition

#Security

What understanding is there within your school culture about the importance of homeland... security... security...?

Home



What is the significance of the family of origin... religious affiliation... diversity of cultures in a spatial setting?

What role does the length of stay [open/bound full day] play? What retreat options could be created/optimized?

CARE



#Values

#Tradition

#Security

What is important for a room to give the feeling of security?

Certainty



**“Man lives in a world of conjectures...
of secrets...
of uncertainties.”**

John Dewey [1859 - 1952]

CARE



#Values

#Tradition

#Security

Which safety criteria must be observed objectively?

Certainty



With which colors, materials, smells, sounds, haptics, rules... is safety associated?

Are there differences between learners, team and other users of your institution?

CARE



#Values

#Tradition

#Security

Where are safety regulations perceived as restrictive or obstructive?

Certainty



**Are the applicable regulations up-to-date
and fit the current requirements of your
institution?**

**What changes could minimize the
disabilities?**

CARE



#Values

#Tradition

#Security

Where can gray areas be identified on the subject of safety?

Certainty



How could security in the grey areas be increased by design or changed use of space?

Are there risks that can be minimized through the equipment or pedagogically, so that greater degrees of freedom are

CARE



#Values

#Tradition

#Security

How can the lived values ??of your school culture be recognized?

Values



**“Learning from each other.
Working together.
Living for each other.”**

Peter Petersen [1884 -1952]

CARE



#Values

#Tradition

#Security

What cultural traditions are alive in your institution?

Values



**How can the different cultural backgrounds
of your learners be spatially integrated?**

CARE



#Values

#Tradition

#Security

How can interior design contribute to health promotion?

Health



“Strengthen the people, explain things.”

Hartmut by Hentig [*1925]

CARE



#Values

#Tradition

#Security

How can rooms of well-being be designed?

Health



**What makes teachers feel comfortable,
what makes learners feel good?**

CARE



#Values

#Tradition

#Security

**How could your premises be upgraded
acoustically?**

Health



Which cost-effective measures could be developed in a participatory manner with the learners?

CARE



#Values

#Tradition

#Security

How could your premises be improved climatically?

Health



How could air quality or temperature be kept spatially or pedagogically at a level conducive to learning?



#Diversity

#Connection

#Cooperation

How can we ensure an appreciative relationship with each other?

Fellowship



... this most modern art discipline will only appear in a perfect way when the last human being on this earth has become a co-creator, a sculptor, an architect of the social organism.”

Josef Beuys [*1921 - 1986]



#Diversity

#Connecting

#Collaboration

**Does the furnishing also allow free spaces
that meet people with higher space needs?**

Inclusion



How can communicative and silent learning processes take place simultaneously in a room?

How can learning rooms be organized in such a way that the use of the path does not lead to disruptions?



#Diversity

#Connecting

#Collaboration

**Can people feel welcome at the first contact
with your school?**

Fellowship



How well are the foyer and administrative areas provided with orientation boards?

Even for people who are not yet able to read or understand German?



#Diversity

#Connecting

#Collaboration

**How does connection become visible in
your institution?**

Fellowship



Which logos, colors, signs, shapes, sounds, image carriers, rituals... or other recognition and identity-creating signs support your community?

Which cultural, visual, calendar... needs could be supplemented in an identity-forming way?



#Diversity

#Connection

#Cooperation

How can diversity be experienced spatially?

Inclusion



“Equal opportunities are not that everyone is allowed to pick an apple, but that the dwarf gets a ladder.”

Reinhard Turre [1941 - 2019]



#Diversity

#Connection

#Cooperation

How inclusive is your institution for people with special challenges, talents or restrictive disabilities?

Inclusion



**Can highly sensitive people temporarily find
a low-irritation retreat?
Inside and outside?**

**Can hyperactive people let off steam
temporarily? In all weather conditions?**



#Diversity

#Connection

#Cooperation

**How is the diversity of your school family
spatially supported?**

Inclusion



**Are there enough and sufficient opportunities
for groups and teams of all sizes?**

**Which dormant room potentials can be
activated for tandems, small groups, classes
and vintages? Inside? Outside?**



#Diversity

#Connection

#Cooperation

**Are the different aspects/areas of diversity
taken into account?**

Inclusion

**Which areas are already well anchored in
space and pedagogy?**

Which ones can be supplemented?



#Diversity

#Connection

#Cooperation

How different are classrooms designed?

Inclusion



How standardized are the rooms designed?

What could be changed together with the learning group?



#Diversity

#Connecting

#Collaboration

**What spatial support do democracy
education and participation have on an
equal footing?**

Participation

“True participation and democracy is one of the experiences that can be conveyed not only theoretically. In order to grow in people, they must be experienced.”

Petra Regina Moog [*1958]



#Diversity

#Connecting

#Collaboration

**How can mindfulness be stimulated spatially
and creatively?**

Attentiveness



**“The careful look is always the hasty
knowledge, classification. To be appealed.”**

Horst Rumpf [*1930]



#Diversity

#Connecting

#Collaboration

**Have materials been selected in such a way
that they promote mindful handling?**

Attentiveness



Is the space available for each learner and teacher sufficient and appropriate?

Are equipment and design age-appropriate?



#Diversity

#Connecting

#Collaboration

What requirements does cooperative learning place on the learning environments of your institution?

Cooperative learning



“Think big, start small, keep going.”

Norman Green [1966 - 2009]



#Diversity

#Connecting

#Cooperati-

**What is necessary so that learning settings
can be changed quickly, quietly and easily?**

Cooperative learning

Are there helpful visualizations (stelling plans, photos, etc.) in each room to stimulate different use of space?

INVENT



#Freedom

#Synergy

#Openness

What role does the 4-C model of learning play?

4-C's

“Matching, Stretching and Celebrating.”

Spencer Kagan [1974]

INVENT



#Freedom

#Synergy

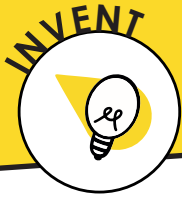
#Openness

CRITICAL THINKING

Which spatial elements have a supporting effect?

4-C's

Which fan-related spatial elements would be helpful?



#Freedom

#Synergy

#Openness

CREATIVITY

What does it take for different learning environments to stimulate inventing, tinkering, being creative?

4-C's

How can space suffocate creativity?

INVENT



#Freedom

#Synergy

#Openness

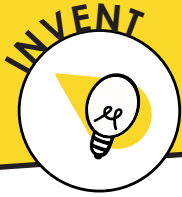
CREATIVITY

How does space inspire?

4-C's

What inspires learners?

What inspires teachers?



#Freedom

#Synergy

#Openness

COLLABORATION

**Are all work and social forms possible within
the various teaching choreographies?**

4-C's

Where would increased flexibility be desirable in the spatial setting?

INVENT



#Freedom

#Synergy

#Openness

COLLABORATION

Where do the “good” discussions take place
(party kitchen, bar tables...)?

4-C's

Does each learner need their own table and chair?

INVENT



#Freedom

#Synergy

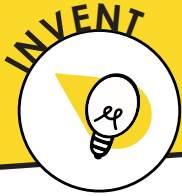
#Openness

COLLABORATION

How can space strengthen a culture of relationships?

4-C's

How can space invite collaboration?



#Freedom

#Synergy

#Openness

COMMUNICATION

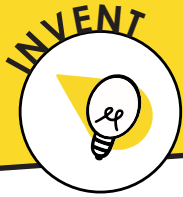
What spatial adaptations could support communication?

4-C's



During teaching periods?

**Where could cross-generational
communication zones emerge?**



#Freedom

#Synergy

#Openness

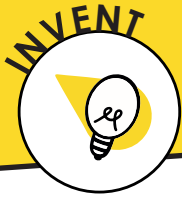
**How can the past be honored and
connected to the present?**

Future



“Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”

Albert Einstein [1879 - 1955]



#Freedom

#Synergy

#Openness

What options does your institution offer to connect teaching and learning situations with all the senses?

Future



**What low-threshold accesses and options
are there in the building and outside?**

INVENT



#Freedom

#Synergy

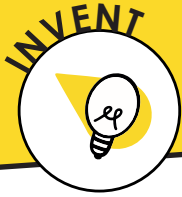
#Openness

**How can the school's space stimulate
collaboration with the educational
community?**

Future



How can exchange be strengthened and expanded?



#Freedom

#Synergy

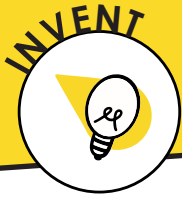
#Openness

How can “my way of learning” find space?

Future



What does “lifelong learning” mean spatially?



#Freedom

#Synergy

#Openness

How can you spatially recognize that the school/institution is a learning organization?

Future



Where do essential characteristics of learning organizations (e.g. transparency, participation, self-organization, etc.) take spatial shape?

INVENT



#Freedom

#Synergy

#Openness

Is every room in the school functionally defined?

Future



Is there “empty” space in your school, for example without furniture?

What would he be able to invite?



#Orders

#Clarity

#Reliability

**How do buildings, rooms and outdoor areas
fit the school profile?**

School profiles



**“You can also build beautiful things from
stones that are put in your way.”**

Erich Kästner [1899-1970]



#Orders

#Clarity

#Reliability

**How do you recognize, strolling through the corridors, that the school has a strong STEM/
art/sports/... profile?**

School profiles



How can the profile focal points be recognized in the outdoor area?



#Orders

#Clarity

#Reliability

To what extent is the building itself or are parts of the building pedagogically usable?

School profiles



Where are there angles or areas that can be measured or calculated, for example, in mathematics lessons?

How can the institution's claim be clearly and appropriately expressed from a technical and design point of view?



#Orders

#Clarity

#Reliability

**Which pedagogical approach is visible in
your learning rooms?**

School profiles



What could be on one or the other step?



#Orders

#Clarity

#Reliability

Which for all binding rules are present in your institution?

School profiles



Can mission statement/rules support the interior design and vice-versa?

What intersections can be identified between learners and teachers or real and digital space?



#Orders

#Clarity

#Reliability

Are there any unused areas that could be upgraded to learning and teaching areas with paint and a few beanbags?

Formal learning



“Explain to me and I forget. Show me and I’ll remember. Let me do it and I’ll understand.”

Confucius [551 - 479 BC]



#Orders

#Clarity

#Reliability

How can the ideal learning environment for biology lessons be described?

Formal learning - STEM



How can STEM rooms arouse curiosity?

Where are suitable places for plants and animals?



#Orders

#Clarity

#Reliability

How can the ideal learning environment for language teaching be described?

Formal learning - languages



**With what means, spatially or pedagogically,
could the space for listening-understanding
exercises be optimized?**



#Orders

#Clarity

#Reliability

How can the ideal learning environment for the artistic subjects be described?

Formal learning - art/design/works



How can the room be designed in such a way that it encourages its own activities?

Which walls or pillars are suitable for serving as a presentation or information space?



#Orders

#Clarity

#Reliability

How can an ideal learning environment for the subjects in the learning area of ??social studies be described?

Formal learning - community studies



With which models/visualizations (time bars, diagrams, banners, etc.) can complex issues in the room be related and facilitate access?



How can the ideal learning environment for sports lessons be described?

**How can sports halls be upgraded in the
media inside and outside?**



#Orders

#Clarity

#Reliability

How can the ideal learning environment for music lessons be described?

Formal learning - music



**What requirements for acoustics/flexibility/
multifunctionality are important and
indispensable to enable all teaching and**



#Orders

#Clarity

#Reliability

How is a room designed and equipped for interdisciplinary project lessons?

Formal learning - multifunctionality



Which basic considerations must be taken into account when craft is smartly combined with digitality?

Who is responsible?



#Orders

#Clarity

#Reliability

Where and how can a Study Hall be implemented?

Formal learning - multifunctionality



**How can the use by teachers be achieved
with the minimum possible organizational
effort?**



#Success

#Competition

#Opportunities

**How is the school connected/
interconnected with the neighborhood/
community?**

Opportunities



**“The school opens up to the city. The city
opens up to school.”**

Otto Seydel [*1945]



#Success

#Competition

#Opportunities

**Which extracurricular learning locations
could cooperate?**

Opportunities



**What other offerings could the school/
institution be open to?**



#Success

#Competition

#Opportunities

How does your institution reflect social upheaval?

Opportunities



**How and where do technological, cultural
and ecological changes occur?**



#Success

#Competition

#Opportunities

**Where could VR/AR find a space accessible
to all?**

Opportunities



**On which walls can blue or green screens
be designed cost-effectively?**



#Success

#Competition

#Opportunities

Are there new ideas for optimizing your learning environments?

Opportunities



**Are your rooms modern and attractively
equipped?**



#Success

#Competition

#Opportunities

**Which spaces offer opportunities for
discovery?**

Allowed to grow



**“Everybody said it will not work.” Then
someone came along who didn’t know that
and did it.”**

Hilbert Meyer [*1941]



#Success

#Competition

#Opportunities

**Can adventures be experienced? Physical –
Social – Virtual?**

Allowed to grow



**Are there areas for competitions or offers to
grow beyond yourself?**

Where can girls and boys retreat?



#Success

#Competition

#Opportunities

Where can relaxation and activity areas for teachers and students be found?

Allowed to grow



**Do they correspond to developmental ages
and different needs?**

Are they modern and attractively equipped?



#Success

#Competition

#Opportunities

Where can successes be presented?

Allowed to grow



How are the school's successes recognized?

**Is there a “Hall of Fame” for learners,
teachers and non-teachers?**



#Success

#Competition

#Opportunities

What options do your learning environments offer to easily integrate game-based learning into specialist lessons?

Learning through play



“I’ve never done it before, so I think I can do it!”

**from “Pippi Longstocking” by Astrid Lindgren
[1907 - 2002]**



#Success

#Competition

#Opportunities

Which rooms offer a stage?

Learning through play



**Where are there presentation opportunities
in the outdoor area?**



#Success

#Competition

#Opportunities

Where can learners compete against each other in a playful way?

Learning through play



Where are there designated areas, for example for spontaneous races or poetry ideas, etc.?



#Success

#Competition

#Opportunities

**Which spatial conditions help to better meet
the challenges of teaching?**

Resilience



**“We can’t change the wind, but we can set
the sails differently.”**

Aristotle [384 - 324 BC]



#Success

#Competition

#Opportunities

Which spatial design supports learners and teachers in developing resilience?

Resilience



Where can you see that perseverance is worth it?

Which overlaps and which differences can be identified?



#... on the way

#... out of the box

#...

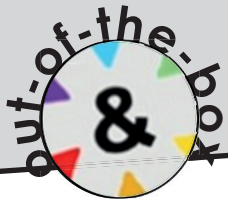
What small structural interventions or project ideas can be used to make your school building climate-efficient?

Climate change



**“We children don’t usually do what adults
say. We’ll do the same.”**

Greta Thunberg [*2003]



#... on the way

#... out of the box

#...

What measures can make classrooms more resilient to heat waves?

Climate change



How could the facade be greened?



#... on the way

#... out of the box

#...

How can the outdoor area be designed so that it can provide sufficient shade and cooling in the summer months?

Climate change

Where can trees be planted whose shade provides cooling?



#... on the way

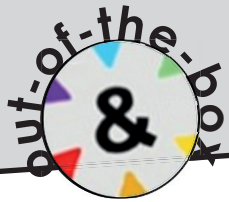
#... out of the box

#...

How can buildings and outdoor spaces contribute to increasing biodiversity?

Climate change

**Where could be a suitable area for a
“Miyawaki” forest?**



#... on the way

#... out of the box

#...

**Which funding programs can you
join locally, regionally, nationally,
internationally?**

Over the edge



**“Do what others say you can’t do just once
and you’ll never have to worry about their limits
again.”**

James Cook [1728 – 1779]



#... on the way

#... out of the box

#...

What spatial requirements need to be taken into account as your school takes the next step in development?

Over the edge



Which spatial usage concepts should be developed for, for example, the paperless school... the FREEDAY... Dalton bands... school without homework... vivarium school...?



#... on the way

#... out of the box

#...

What role does education for sustainable development play in your school/institution?

Over the edge



**How is sustainable use of natural resources
addressed in everyday school life?**



#... on the way

#... out of the box

#...

How does your institution reflect the technological, cultural, ecological and social upheavals?

Digitality



“Digitalization is becoming the background of everyday life... it is just one aspect of a comprehensive transformation and school development process.”

**Felicitas Macgilchrist
[*1975]**



#... on the way

#... out of the box

#...

Where could new technologies find a space accessible to all?

Digitality



**How and where, for example, could VR/AR
be made available at a low threshold so
that learners and teachers can learn from
each other?**