

# COOPÉR'ACTIF

Living Together  
Alternatively Tomorrow

GUIDE OF THE WORKSHOPS  
« HERE AND THERE »

THE MOST BEAUTIFUL ROOM  
IN THIS WINDOWLESS  
HOUSE IS THE ROOM  
OF THE IMAGINATION

*Co realisation by pedagogics teams of partners and associates*

Redaction and coordination: Odile JACQUEMIN and Jean-Louis PACITTO of  
**MEMOIRE à LIRE, TERRITOIRE à l'ECOUTE**

Contributions

### Partners

For the CFPPA, Isabelle ARNAUD et Geneviève BELLEUVRE

For the LPO Costebelle, Sandrine HUARD

For MALTAE, Maeva INGHELIS, Odile JACQUEMIN et Jean-Louis PACITTO

For HABITAT & PARTICIPATION, Thierry DE BIE

For the TU/e Eindhoven, Sophie ROUSSEAU

For the WERKSTADTHAUS, Gabriele STEFFEN

For the ZESPOL, Viktoria LAVRYNENKO

### Associated partners

Les Bergerades, Béatrice BARRAS

CAUE 83, Wilfrid JAUBERT

Ecohabitons83, Vèrène ARNOLD

Ecole d'Architecture de Montpellier, Edith BOYER

Ecoquartier Strasbourg, Valérie VOGEL

JHADE, Dominique VIAU

Maison de l'Architecture et de la Ville de Marseille, Julie DANINO

Maison du Livre de Bruxelles, Joelle BAUMERDER

Oiseaux de passage, Lola DILIGENT

Université Paul Valéry, Sylvie DIAS

Design and graphic conception: Maeva INGHELIS

Photograph: Jean BELVISI

Reading: Ludovic PICARD



# WORKSHOPS HERE AND BELOW

## **Development of tools and pedagogical material for awareness raising workshops**

This guide structures twenty-six workshop proposals in three parts around fifteen or so themes from which to imagine multiple activities. This project, like so many others, faced the health crisis and two final mobilities had to be cancelled; but the adaptations and extension made it possible to bounce back and the initial programme, like the partnership, was enriched.

All the educational activities carried out are based on the six initial topics and go well beyond them. As a reminder, the six topics covered are

1. A general awareness of the habitat and the city,
2. Discovery of otherness: how the other person lives, the neighbour, the different person, the person with a disability,
3. The design of a tour of grouped habitats,
4. The design of an "educational territory", based on the potential of existing cooperative, collective and solidarity-based experiences,
5. The production of a comic book on the subject of shared housing,
6. The invention of pedagogical tools adapted to the primary school public.

The activities which are the subject of this guide refer to three main categories: becoming aware how we live in habitat, discovering the inhabitat/appropriating the *living together*, in shared habitats and gardens, but also, going out and discovering others, on a territorial scale. Endly, to cooperate and create new professions and new training courses to move towards a different way of living together tomorrow, *to built an alternatif way of living together tomorrow*.

The method of use is simple: the three parts propose a progressive learning path that goes from awareness-raising to a final part that explores new training and new audiences. Each workshop is downloadable as a stand-alone four-pages document. The first page gives a title and a photographic account of the activity. The second page tells the story and refers to the reports and supporting documents; the third page proposes the conditions for renewal; the fourth page opens the way "to go further": there are links to the material library and to other workshops. Thus, the guide allows each person to build his or her own pathway, while maintaining a coherent learning process without being obliged to follow the one the summary invites. The [habitat-cooperactif.eu](http://habitat-cooperactif.eu) project website provides additional resources.

# SUMMARY

## WORKSHOPS HERE AND BELOW

### I TO INHABIT

#### 1 .1 LEARNING

**Workshops 1 et 2**

#### 1.2 DISCOVERING

**Workshops 3, 4.a, 4.b, 5.a et 5.b**

**Workshop 1** Situating participatory housing in the history of social housing and the history of architecture

**Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world

**Workshop 3** Discovering a city and the architecture of its cohousing habitats

**Workshops 4** Exploring a city, learning how to look

**4.a** Discovering the inhabited, I film my home

**4.b** Discovering the inhabited, I photograph your neighborhood

**Workshops 5** Learning how to live, live together and with climate

**5.a** Learning how to live and live together

**5.b** Learning how to leave with the climate

### II LIVING TOGETHER

#### 2.1 APPROPRIATING AND DESIGNING

**Workshops 6.a, 6.b, 7, 8.a et 8.b**

#### 2.2 SURVEYING AND GOING OUT

**Workshops 9, 10.a et 10.b**

**Workshops 6** Appropriating the theme of shared housing

**6.a** For teachers and school audience

**6.b** For extra-curricular audience

**Workshop 7** Designing a tour of cooperative projects

**Workshops 8** Exploring the theme of shared garden

**8.a** Participatory project site on a shared garden

**8.b** Assets to sustain a shared garden

**Workshop 9** Changing a territory to a pedagogic territory for roaming and surveying

**Workshops 10** Getting out of our community, opening the difference

**10.a** Example: "Meet Tamara"

**10.b** push the door , open my mind

### III TO INHABIT TOGETHER TOMORROW ALTERNATIVELY

#### 3.1 COOPERATING

**Workshops 11.a, 11.b et 11.c**

#### 3.2 CREATING COLLECTIVELY

**Workshops 12, 13, 14.a, 14.b, 14.c, 14.d et 15**

**Workshops 11** Promoting new teachings and training: Innovation and creativity

**11.a** Learn to Design a Shared Habitat

**11.b** Learning to cooperate with nature - Interdependant Ecohabitat

**11.b.1** Creativity and self-construction - Bioclimatic microarchitectures

**11.c** Learning through action and gesture as transmission tools

**Workshop 12** Collectively write project stories

**Workshop 13** Inventing a collective comic strip

**Workshops 14** Inventing tools to awaken the younger ones

**14.a** "Not even in your dreams ! How and where will you live tomorrow? »

**14.b** Our garden's wood oven , in poems and drawings

**14.c** Physical and playful outdoor activity : playing in a shared garden

**14.d** Use sign language in the words garden - reading and writing in the garden

**Workshop 15** The inhabit alphabet primer to imagine the tomorrow's stories

## I TO INHABIT

### 1 .1 LEARNING HOW INHABIT

Workshops 1 et 2

### 1.2 DISCOVERING

Workshops 3, 4.a, 4.b, 5.a et 5.b



## Workshop 1 Situating participatory housing in the history of social housing and in architecture

### *Three moments of the project, three inputs for different audiences, :*

**1/ On 26 and 27 March 2019, in Brussels, during the first mobility, the discovery tour dedicated to Solidarity Housing in Belgium began at the Cité sociale Hellemans, dating from 1906-1912, the first major operation of 272 flats, allowing workers to benefit from housing of more than one room and organised in a community manner, an operation to fight against the insalubrity of a proto-industrial district of Brussels. The following day, during a conference on "Living with the living", a meeting with Luc Schuiten, utopian architect and biomimeticist, designer of the shelter project "From Diogenes to Archi Human": the Diogenes shelter project aims to offer housing at the lowest cost to the homeless of our cities, with dignified and respectable shelters, well integrated into the urban environment.**

The creation of these small refuges is based on these principles: Integrate these lucky shelters into the landscape with vertical gardens to occupy the abandoned space and allow for an extension of the adjoining buildings. The building is constructed with a wooden frame and an earth-straw filling, a highly insulating, breathable, ecological and locally sourced material. The roof is green. Each shelter module is prefabricated and placed on a foundation screwed into the ground, which can be easily moved and thus allows for the temporary use of building land without immediate construction plans. Each refuge is built in interstitial areas: on railway embankments, between access ramps to major peri-urban roads or three metres high in the roots of a large dead tree. These diogenes are the beginnings of another social project called ARCHI HUMAN. These small shelters will be transformed into prefabricated modules. The plots of land will still be small, semi-detached, on corners, but more urban. The modules will meet specific housing standards, i.e. a minimum of 28m<sup>2</sup> for one person. The people targeted will remain the same: people from the street or in precarious situations. This new project for housing the homeless will begin with the creation of the ARCHI HUMAN non-profit association.

### **2/ Visit to the virtual museum exhibition on social housing in Lyon on 5 June 2019 on the occasion of the 2<sup>nd</sup> International Cohousing Festival**

As part of the HLM Innovation Week, the social Union for housing is celebrating its 100th anniversary with an exhibition on "Social housing in Europe through images", from 4 to 8 June 2019 in Lyon. Hosted in the main street of the Catholic University of Lyon (UCLy), the exhibition "Social housing in Europe through images" proposes an exploration of the emblematic achievements that have marked the history of social housing in Europe. Social housing as we know it today is the result of various encounters, ideas and inspirations that have given rise to architectures, services, equipment, technologies, and even visions... as diverse and varied as the needs that have evolved from one period to another. From the first workers' housing to participatory housing, modern architecture, via garden cities, the beginning of industrialisation or large housing estates, has invented formal, technical and social responses that the exhibition "Social housing in Europe through images" highlights. Contemporary developments in participatory housing, which originated in the self-managed social housing of the 1970s, are part of this experimental lineage.

### **3/ Conference in Eindhoven on Tuesday 07 November 2019 on "A short history of social housing" in Europe for a group of 18-year-old Polish high school students.**

As a preamble to the mobility workshop on designing a shared habitat, a lecture in English introduced the young students to basic concepts such as hygienism, social control and the industrialisation of housing :

1/ why industrial society developed social control of the working class with hygienic housing responses.

2/ why working-class people need housing to be healthy and productive. Presentation of the different forms of architectural and urban planning responses: phalanstère, familistère (Guise), garden cities, industrialisation of the building industry, the birth of low-cost housing, the pavilion and home ownership... Presentation of historical landmarks: laws on social housing in the different European countries (1880-1910) / War breaks / between the two wars: / post-war: the industrialisation of housing and the large housing estates "Towers and bars" / birth of housing benefit / last stage: grouped housing as one of the forms of co-housing

Formulation of debate points: Should you have your house first or a job first / Is it better to rent or buy / Cultural dimension of being a landlord or tenant.

## Workshop 1 Situating participatory housing in the history of social housing and in architecture

Name	<p>DISCOVER</p> <p>Discovering a city and its grouped habitats</p>
For	<ul style="list-style-type: none"> <li>• all audiences</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• to acquire a collective project methodology</li> <li>• write collectively</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• cooperative workshops</li> <li>• writing of three mini guides</li> <li>• visits to habitats</li> <li>• feedback seminar</li> </ul>
Tools	<p>Complementarity with a welcome by a local 'guide', well informed and well introduced</p> <p>"Your Brussels is why » : an example of a collective logbook</p> <p>"A as in discovering the city" : brief overview of sensitive or children's primers with learned vocabularies</p> <p>"A reading grid for participatory housing in existing guides: a tool for analysis grids</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• discovery of new types of grouped, collective or solidarity housing</li> <li>• identification and sharing of the humanistic values of architectural projects</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• develop a complex approach to habitat issues</li> <li>• cooperate in a heterogeneous group</li> <li>• develop the ability to exchange and investigate on a subject</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• meeting the inhabitants</li> <li>• meetings with local actors not identified at the beginning</li> </ul>

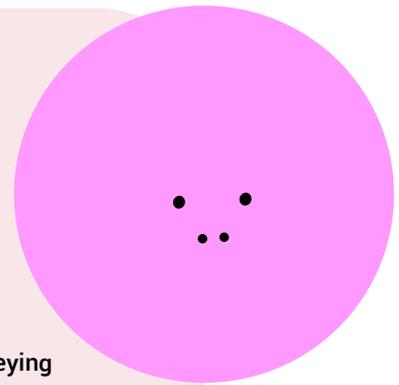
**Workshop 1** Situating participatory housing in the history of social housing and in architecture

*To go further :*

**Primer :** BUILDER - BUBBLE OF HUMANITY - CASTORS - GARDEN CITY - WORKERS' CITY - HOUSING CODE - HOUSING EPIDEMIC - FAMILISTERE - FUNCTIONAL -- FOURIER - LARGE HOUSING ESTATES - GUISE - HOUSING TO GOOD MARKET - HBM - HISTORY - HYGIENISM - INDUSTRIALISATION OF CONSTRUCTION - LEDOUX - SOCIAL HOUSING - LABOUR - PATERNALISM - PHALANSTERE - HOUSING POLICIES - PRODUCTION - REFUGE - ROUSSEAU - SOCIALISM - FACTORY - UTOPIY

*Links to other workshops :*

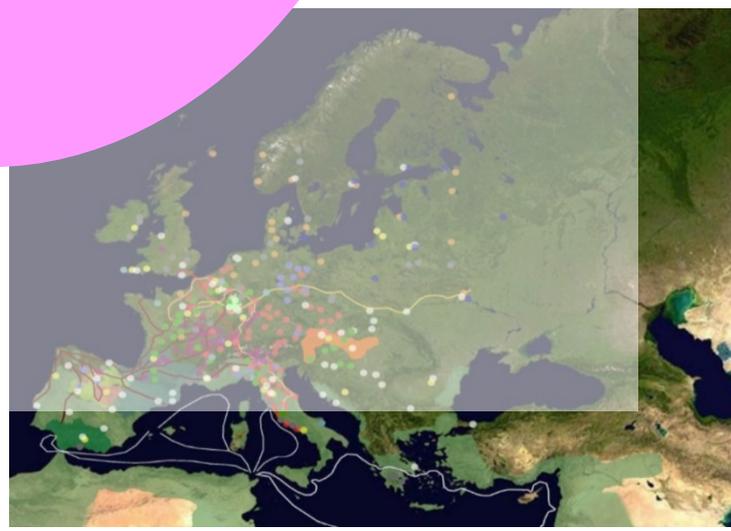
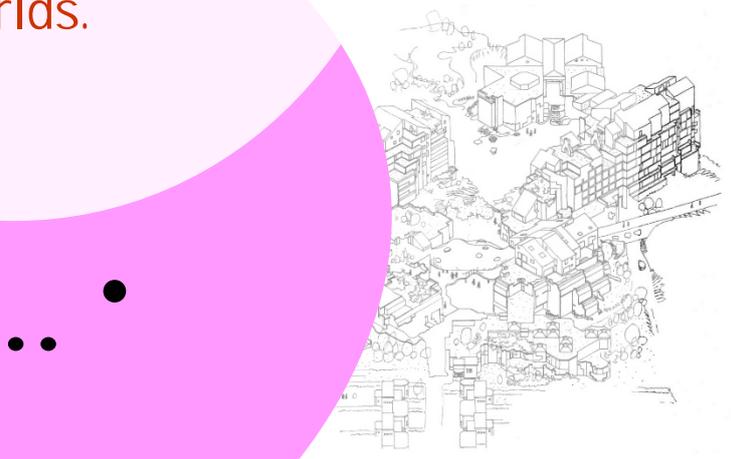
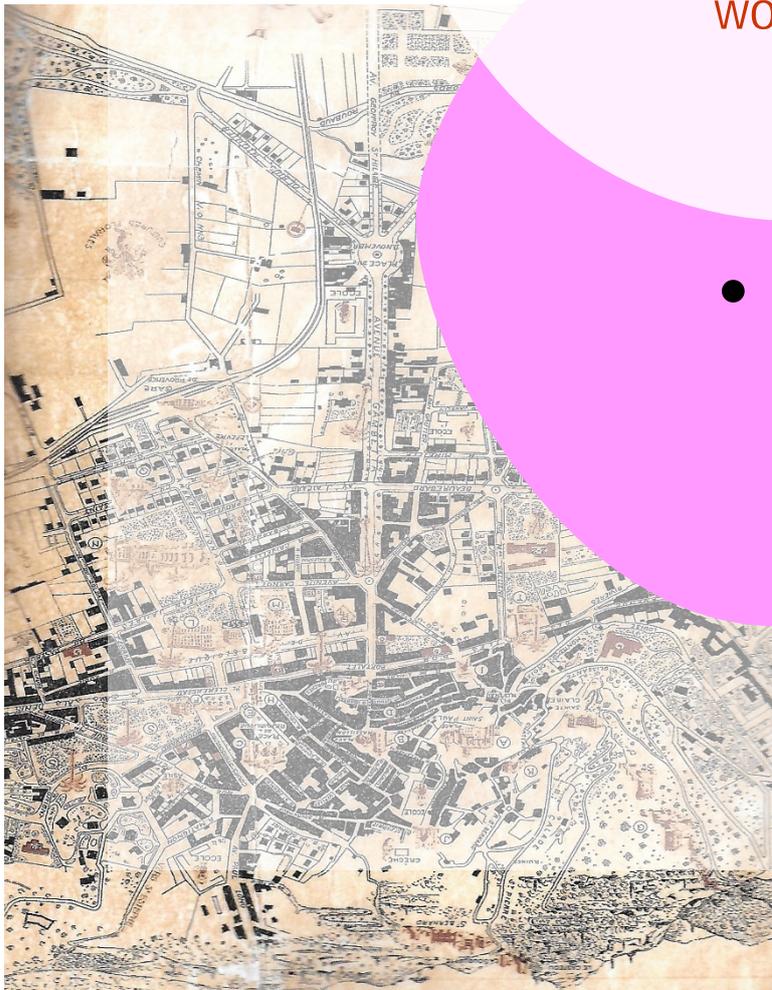
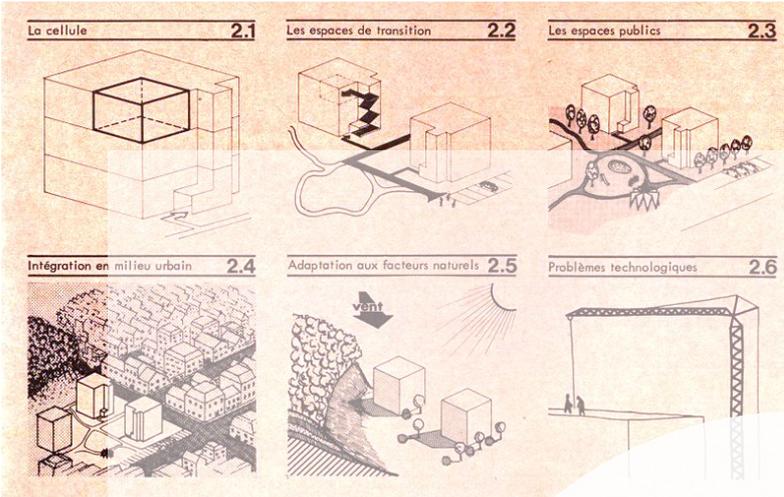
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
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- Workshop 15** The inhabit alphabet primer to imagine the tomorrow



*Links to the resources of the material library:*



# Workshop 2 The scales of the inhabited: housing, neighborhoods, cities, world



**I TO INHABIT**  
**1.1 Learning how to inhabit**  
**Workshop 2**  
**The scales of the inhabited: housing, neighborhoods, cities, worlds.**

## *Eight stages of the project, eight testimonies on the scales of the inhabited*

1/ In Tübingen: surveying the Loretto and French Quarter districts allowed us to take the measure of districts with 2,000 inhabitants. Their design refers to the scale of the historic European city as a model for the morphology of the new districts.

2/ In Brussels and Louvain-La-Neuve, the visits made it possible to grasp the diversity of the scales of the operations and, by going from one to the other, the metropolitan scale of the large territory, underlined by an exceptional public transport.

3/ In the Var, the Polish high school students who arrived at Nice airport were immediately able to perceive the scale of the Côte d'Azur, and then, during a four-day itinerary from Hyères to Ramatuelle and Le Cannet-des-Maures, via the island of Porquerolles, to apprehend the Mediterranean coastline, the notions of large territory and insularity, and the "continental and marine thickness" of a maritime country. The scale of the great landscape was perceived from the orientation table of Notre-Dame-de-Consolation; visits to sites such as San Salvadour, Olbia-la-Grecque and the Lycée de Costebelle gave an insight into the notion of "city within a city" and their declension over 2000 years of history. The visit of the eco-hamlet of Combes-Jauffret in Ramatuelle and the site of the Participative Habitat of Cannet-des-Maures - Bois de Brindille - gave the scale of operations from 5 to 103 dwellings.

A visit to a private villa, the Villa Lefèvre, allowed them to approach another scale: built right into the cliff, on the seafront, its designer, the architect André Lefèvre, described it as leaning against the rock and looking out to sea, "going from the centre of the earth to the northern shore of Africa, beyond the horizon".

The work of the students, carried out beforehand in Poland, filming their home had enabled them to grasp the scale of the housing cell and to carry out a comparative exercise here.

4/ In Belgium as in the Var, the architecture of the two operations of the Placette and the Hameau de Combes-Jauffret had integrated in their facades "insect hotels", sign of the place given to the living, as in the agricultural high school of Hyères and in the shared garden JHADE.

5/ During the mobility in Eindhoven, the routes linking the home to the workplace and the workplace to the sites visited revealed one of the important scales of the city. The visit to the TU/e was in itself an opportunity to survey a university campus equivalent to a city of 15,000 inhabitants.

6/ The Zurich-Tübingen-Strasbourg tour (ICE9) allows us to understand the scale of a cross-border territory: three countries, each within a two-hour drive - and the scale of Swiss cooperative housing operations of several thousand units.

7/ The "Ardèche loop" tour introduced the notion of density, which is so topical in today's debates: the Ardèche and its 58 inhabitants per km<sup>2</sup>, including Saint-Pierreville and its 27 inhabitants per km<sup>2</sup>, to be compared with the Netherlands whose average is 488 inhabitants per km<sup>2</sup>.

8/ The Schools' Night on 27 August 2020, with its workshop visit "from the garden to the stars", shed light on the notion of interlocking scales. What links the infinitely small to the infinitely large is one of the illustrations.

[LINK](#)

## Workshop 2 The scales of the inhabited: housing, neighborhoods, cities, world

Name	LEARN Workshop 2 The scales of inhabitation: housing, neighbourhoods, cities, the world...
For	All audiences
Educational objectives	<ul style="list-style-type: none"> <li>• to experience and understand the habitats of others</li> <li>• to understand the notion of a journey through housing</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• visit of various habitats known to the participants</li> <li>• didactic approach to urban housing</li> </ul>
Tools	Cartographic approach and internet satellite zooms. Itineraries of discovery, observation, listening, investigation. Intermodality of means of transport for travel in the field in the city and in European mobility (plane, train, tram, bus, boat and on foot). The discovery of a habitat always requires access via an urban route and the crossing of a district in which it is located.
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• understanding of grouped housing as a space of intermediate experience</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• understand an urban space</li> <li>• identify and analyse the context of a territory</li> <li>• integrate into a collective project</li> </ul>

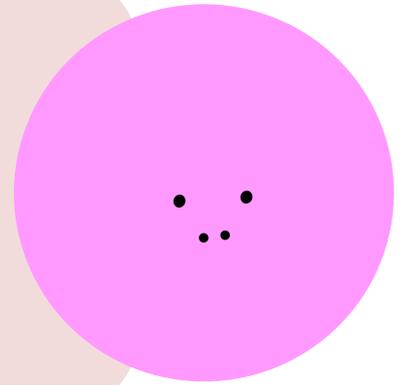
## Workshop 2 The scales of the inhabited: housing, neighborhoods, cities, world

### To go further:

Primer: LAYOUT - URBAN AGRICULTURE - ANALYSES - ARCHITECTURE - WORKSHOPS - ATTITUDES - APPROPRIATION - ADVENTURE - COLLABORATIVE MAP - INTERACTIVE MAPPING - CITE-LABYRINTHE - CITES - COCOON - BEATING HEART - COMMUNITY - KNOWLEDGE - BUILDING - COUNTERPOINTS -- CONVERGENCES -- CONTEXT - CULTURE - DEDALE - OPENING UP - DRAWING - DIAGNOSIS - DIVERSITY - DIVERSITY OF SPATIAL PROFILES - SCALES OF SPACE - SCALES OF TIME - ECOSYSTEM - ECOVILLAGE - SPACE - SPACE OF POSSIBILITY - AESTHETIC AND SYMBOLIC FORCE - HOME - FRONTIER - GLOBALISATION - LIVING IN THE COUNTRYSIDE - LIVING IN THE WORLD - HISTORY - HISTORICITY OF URBAN FORMS - HYBRIDISATION - UNCERTAINTY AND REVERSIBILITY - INTERFACE WITH THE BEYOND - THE URBAN ENVIRONMENT INTERFACE WITH THE BEYOND - INTERSTICES - GARDENS - THE HOUSE AS A WORLD - THE WORLD AS A HOUSE - SPATIAL FREEDOM - PLACES AND LINKS - INHABITED PLACES - FILLED PLACES - EMPTIED PLACES - HOUSING - MICRO-HOUSES - HOUSES - MILIEU -- MOBILITIES - MULTIMETRIC WORLD - MULTISCALAR WORLD - PARTICIPANT OBSERVATION - PATIOS - HERITAGE - PERCOLATION - PERSONALITY OF PLACES - PERSPECTIVES - SETTLEMENT -- POROSITES - POTENTIAL - TAKING CARE OF THE WORLD - SPATIAL QUALITY - NEIGHBOURHOOD - SOCIETY - SPATIALITIES - HOUSING STRATEGIES - SYMBIOSIS URBAN AGRICULTURE/HOUSING/ENVIRONMENT - DYNAMIC TEMPORALITIES - AGRICULTURAL GRID - URBANITY - UTOPIA - NEIGHBOURHOODS - VULNERABILITY

### Links to other workshops :

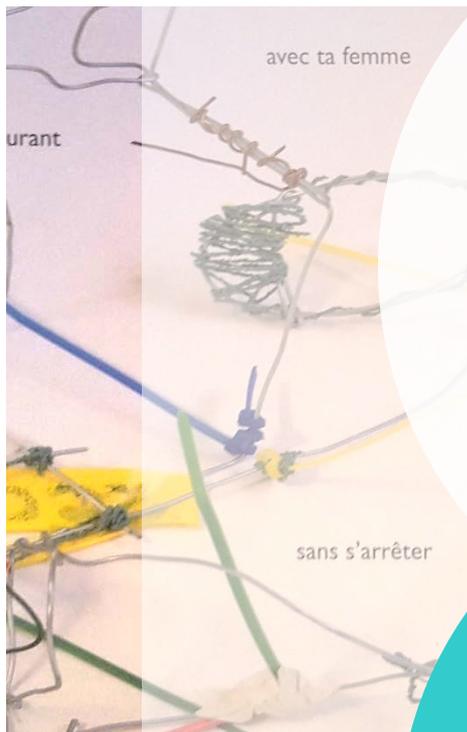
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- Workshop 11b** Learning to cooperate with nature - Interdependant Ecohabitat
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow



### Links to the resources of material library:



# Workshop 3 Discovering a city and the architecture of its cohousing



## HOW TO INHABIT

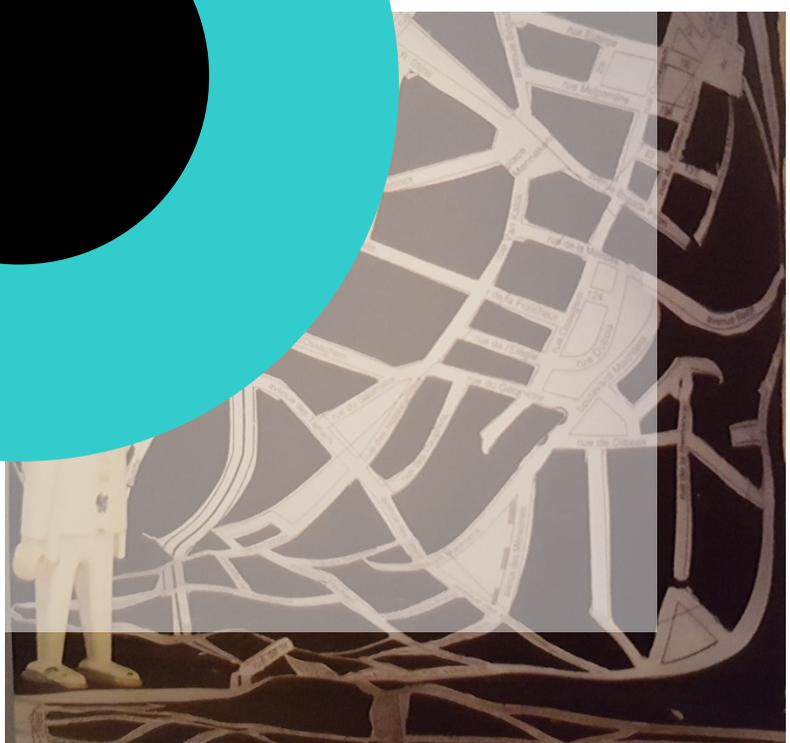
### 1.2 DISCOVERING

#### Workshop 3

#### Discovering a city and its cohousing habitats

En s'appropriant le lieu où nous vivons, la découverte de nos itinéraires, nos rythmes, nos repères... nous devenons les experts de nos espaces de vie. Après avoir observé, expérimenté, nous pouvons raconter, dessiner notre territoire, pour nous percevoir à quel point les frontières de nos lieux de vie sont perméables. Le territoire agit sur nous, et à notre tour, nous agissons sur lui. La perception de son lieu en change au contact des autres.

Édition Lire et Écrire, Bruxelles



## *Multi-voice testimonies*

### *BEFORE*

Upstream: The opportunity of a trip to the 2018 Architecture Biennale in Venice "FreeSpace" built a collective dynamic, from the outset, offering, as an appetizer, a framework for appropriation of the subject "Solidarity Grouped Housing" and the form "study trip to Europe". A collective workshop on "how young people live in Europe" served this appropriation. To make people curious and awaken their interest in the different ways of living on a global scale. The symbol chosen was the project designed by the Portuguese architect Ines Lobo for the entrance to the town of Begame, in Italy: a public bench for 100 people

At the beginning: Three guides "Discovering the city, its architecture, its urbanism and its Habitats Groupés neighbourhoods - preparation for the Brussels tour in March 2019" were designed and given to the participants of the trip to Brussels, in order to propose tools for acquiring the vocabulary and reading grids, based on analyses and reflections on housing in general and participative housing.

"The landscape, and the reading of the landscape of a city, are ideal entries to understand its complexity; its analysis imposes a fragmentation to build a reading framework. Alphabets, primers, dictionaries and vocabularies are privileged tools, easy to share, offering letters and words, including key words, to a collective analysis": The 8-page introductory guide n°1, [LINK I \(DOWNLOAD HERE\)](#), "A as in Discovering the city, as in Alphabet, as in Architecture", invites the learners travelling through the image of Alphabetville to exercise their eyes to frame what they see and to manipulate the word-image relationship to give an account of a visit and its atmosphere. He emphasised why the project chose the ampersand as its logo, in order to link, beyond languages, letter and image, to give meaning. He recalled how the project chose the "Project Primer" tool to link the different activities and times of its development, like a logbook. He presented the "Abécédaire du collectif des Habitats groupés autogéré en France", with which this association transmits 20 years of experience and gives an ambition of the project: to follow in their footsteps and enrich the chapter "architecture" which has only 4 words...

The guide n 2, "Your Brussels, how is it? The second guide, "Your Brussels, what's it like?", [LINK II \(DOWNLOADABLE HERE\)](#), produced and published by an association that welcomes migrants, is an example of a collective logbook. It proposes the example of a creative and collective playful restitution, on Brussels, resulting from an experiment led by the partner associated with the project "La Maison du Livre de Bruxelles". The production was a book in which the aim was to recount an experience after observing and questioning, and to move from the conventional status of learners to that of creative experts of their own living spaces.

Guide n° 3, has collected, as examples, the different reading grids of the main existing guides (national, or local, Strasbourg, Nantes, Lille) [LINK III \(DOWNLOADABLE HERE\)](#): it deals with the tools of analysis and restitution: how, from reading to writing about a territory, to transmit knowledge, or to recount an experience. From the temptation to write down to write up underlines the recurrent tension between the narration of a testimony and the writing down of a story: the nomenclature, the plan, the I, II, III and the 1/i/a structures, clarifies, helps to integrate the referential concepts to understand and help to decipher, decode, to better grasp, by opening our eyes and ears wide...And at the same time, fitting into boxes formalises, dries up, reduces the creative thought that cannot overflow outside the established framework, forbids in-betweens, hybridization, and hinders the comprehension of the complex globality.

### *DURING*

The itinerary of the three days of visits is presented in the ICE 4 [LINK](#). The meeting with the architect Luc Schuiten brought a "bonus" in terms of results: the subject of the visits on cooperative housing was enriched with a new dimension of cooperation with nature and the living to live together, including with biodiversity. Workshop 7 presents the results.

### *AFTER*

A free-form, collective, on-the-spot restitution took place on the morning of Friday 29 March, and on the return to France, a document presenting the operations visited enabled the journey to be passed on to those who had not participated [LINK](#)

## Workshop 3 Discovering a city and the architecture of its cohousing

Name	DISCOVER Workshop 3 Discovering a city and its grouped habitats
For	All audiences
Educational objectives	<ul style="list-style-type: none"> <li>• to acquire a collective project methodology</li> <li>• write collectively</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• cooperative workshops</li> <li>• writing of three mini guides</li> <li>• visits to habitats</li> <li>• feedback seminar</li> </ul>
Tools	<p>Complementarity with a welcome by a local 'guide', well informed and well introduced</p> <p>"Your Brussels is why » : an example of a collective logbook</p> <p>"A as in discovering the city" : brief overview of sensitive or children's primers with learned vocabularies</p> <p>"A reading grid for participatory housing in existing guides: a tool for analysis grids</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• discovery of new types of grouped, collective or solidarity housing</li> <li>• identification and sharing of the humanistic values of architectural projects</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• develop a complex approach to habitat issues</li> <li>• cooperate in a heterogeneous group</li> <li>• develop the ability to exchange and investigate on a subject</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• meeting the inhabitants</li> <li>• meetings with local actors not identified at the beginning</li> </ul>

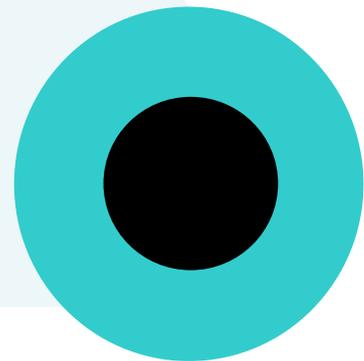
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## To go further:

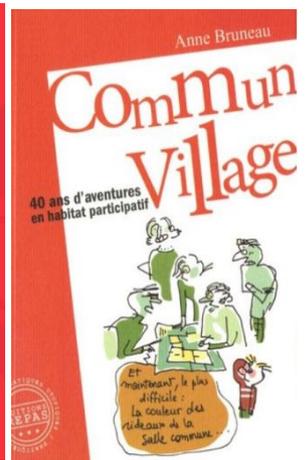
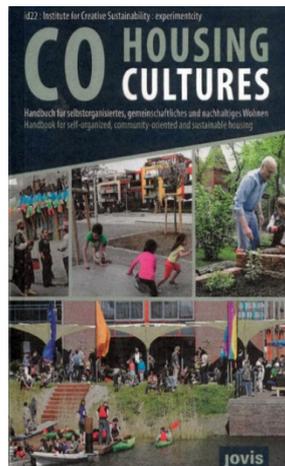
Primer: SOCIAL ACCESSION - ACTORS - AMO - ASSISTANCE TO THE PROJECT OWNER - AUTOPROMOTION - EACH ONE ITS WAY - CHARTER - CO CONCEPTION - COEFFICIENT OF SOLIDARITY - COLLECTIVITIES - BUILDING TOGETHER - COOPERATION WITH NATURE AND THE LIVING TO LIVE TOGETHER - COOPERATIVE - CURIOSITY - COMMON SPACES APPROACH - DIFFERENT MODES OF LIVING - DOCU -FROM THE HANGAR TO THE CITY - COLLABORATIVE WRITING - MAKING WORDS EMERGE - FICTION - LAND - GOVERNANCE -- GUIDE - COOPERATIVE INHABITANT - PARTICIPATIVE HOUSING - GROUPED HOUSING IN SOLIDARITY - PARTICIPATIVE HOUSING - HOSPITALITY IN PRACTICE - HYBRIDISATION - ITINERARY - DREAM TIME - CHILDREN AT THE HEART - LINKS THAT ENDURE -- SOCIAL RENTAL - CROSSING HOUSING - BIOSOURCE MATERIALS - MHGA-- PUBLIC POLICY - PROGRAMMES - PROJECT - REALISM - NETWORK - PIONEER NETWORK - LAUGHTER - SOLIDARITY AND ECOLOGY AS KEY WORDS - STRUCTURING TRANSMISSION - UTOPIA - LIVING TOGETHER STUDY TRIP TO EUROPE

## Links to other workshops :

- Workshops 4** Exploring a city, learning how to look
- Workshops 6** Appropriating the theme of shared housing
- Workshop 7** Designing a tour of cooperative projects
- Workshop 8.a** Participatory project site on a shared garden
- Workshop 11.b** Learning to cooperate with nature - Interdependant Ecohabitat
- Workshop 12** Collectively write project stories



## Links to the resources of the material library:



Discovering a city, learning how to look

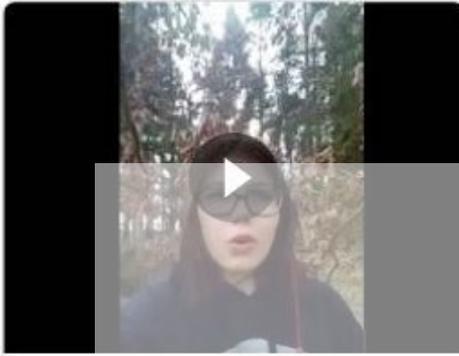
*"With my savings, I undertook a journey through several countries, away from schools, earning my living in practical work.*

*I started to open my eyes".*

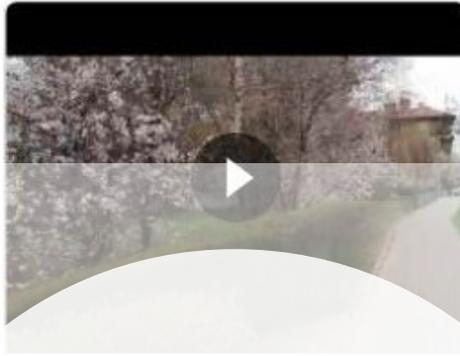
Le Corbusier

Workshops 4 Exploring a city, learning how to look

4.a Discovering the inhabited, I film my home



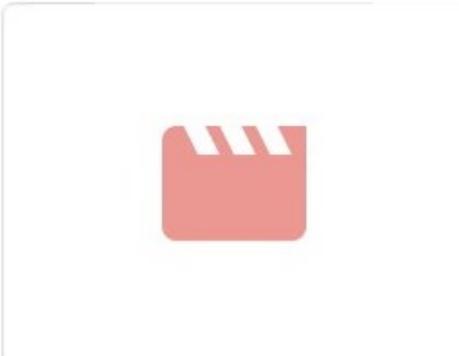
monika ogórek.mp4



My neighbourhood (1...



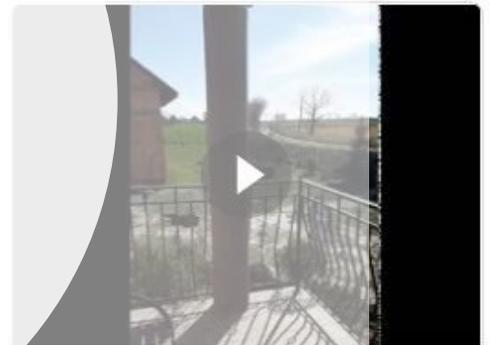
Andželika Herstowsk...



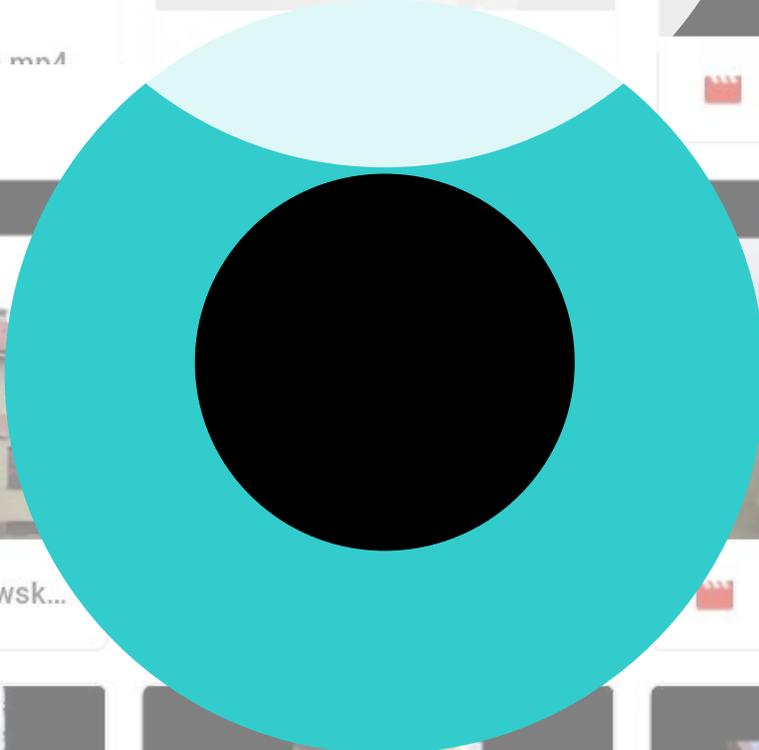
Dzielnik Bruksela.mp4

Files

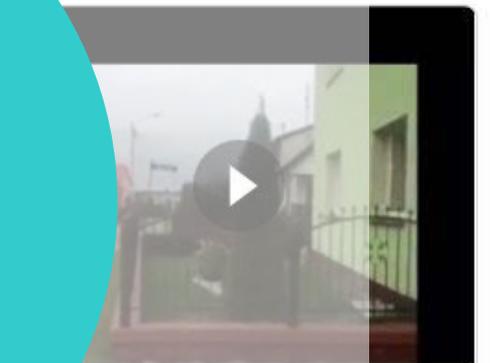
**I TO INHABIT**  
**1.2 DISCOVERING,**  
**WORKSHOP 4.a**  
Discovering the  
inhabited, I film my  
home



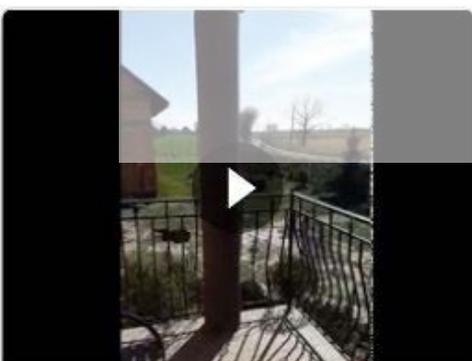
My neighbourhood.m...



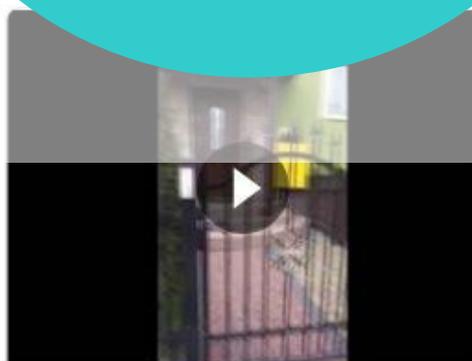
Andželika Herstowsk...



IMG\_7010.MP4



My neighbourhood.m...



My Neighbourhood-...



PBBG7385.MOV

## *Multi-voice testimonies:*

### *Teacher's testimony :*

**Viktoria, English teacher of second language economics and tourism in a high school near Gdansk in Poland :** "My students are between 16 and 19 years old and to explore the topic of housing, I planned activities with them; we started by making a short film with the help of their smartphone, from the general description of their home, to their bedroom, the more intimate part. The idea was to sharpen vocabulary and curiosity about living conditions, and to use a foreign language to talk about familiar places, such as the students' living environment »

### *Student's testimony :*

**Monika Ogórek, one of the students of the Zespół Szkół Ekonomicznych in Tczew (Poland), who participated in all activities and mobilities throughout the project, writes :** "My participation in the Erasmus + project was an amazing adventure. I got to meet great people and see a lot of interesting places. Before the first trip to Brussels, we made films about our homes and surroundings, which was very interesting. I saw my house through other people's eyes and it was different because I noticed more details. We also talked about things we liked and disliked about the places we live in. It made us think about the changes we can make to our living conditions. And then in Brussels we learned about the concept of living together, so we made presentations in which we showed how and where young Europeans can live. If I had the chance to participate in such a project again, I would not hesitate to join. I will never forget the people I met and the places I saw.

## BEFORE

Set up the work of a cameraman by showing the group short YouTube videos and asking the group questions about the general understanding of the films shown and their strengths and weaknesses for the week. To make the process more creative, do not ask questions about filming technique or composition, leaving technical questions to the individual. To enable students to use a foreign language when talking (for beginners - writing) about their home, it is useful to introduce or revise basic vocabulary related to the subject of houses, initiating a discussion about the advantages and disadvantages of living in different places.

## DURING :

Students start filming their living environment, starting with their neighbourhood, moving on to a general description of their house, and ending with their bedroom. They talk or write about the advantages and disadvantages of these places, about what they like and dislike about their house or flat.

Seeing their own living environment through the video camera gives them a different perspective of understanding the subject; they were very much involved in the creative process, as it took place in their personal space

## AFTER :

Presentation of students' videos, group discussion on the issue of the living environment, collective exchange on each individual point of view. [LiNK](#)

An additional activity that can be proposed for the extensions is to watch and analyse collectively the ANAGRAM film made in parallel to these films as part of the project. [LINKS](#)

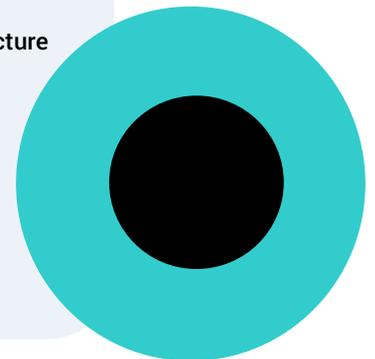
Name	DISCOVER Workshops Discovering a city, learning to look Discovering the inhabited, I film my home
For	All audiences
Educationales objectives	<ul style="list-style-type: none"> <li>• to initiate an artistic approach through images</li> <li>• to position oneself in front of a group: to say/listen; to give/receive; to share/critique</li> <li>• to approach the criticism of life in society</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• film your home to show it to other participants</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Study on video formatting and content</li> <li>• Smartphone to film your home</li> <li>• Final presentation</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• integration of the values of a collective project</li> <li>• reinforcement of knowledge on habitat through experience sharing</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• develop a critical view of oneself</li> <li>• use audiovisual material</li> <li>• communicate through images</li> <li>• prioritise one's choice</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• continuation of exchanges between pupils after the activity (facilitated by the image support)</li> <li>• viewing and collective debate on the film "Anagram".</li> </ul>

*To go further:*

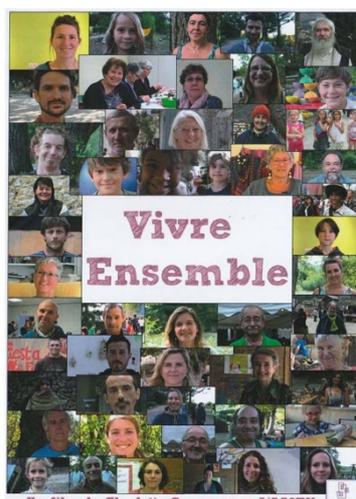
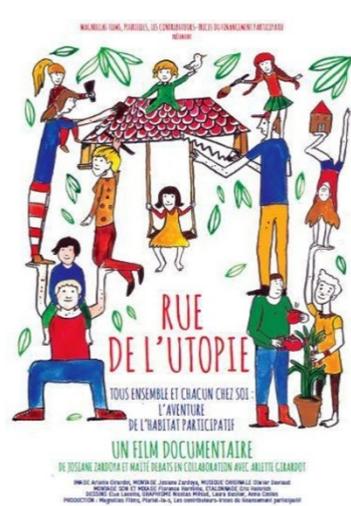
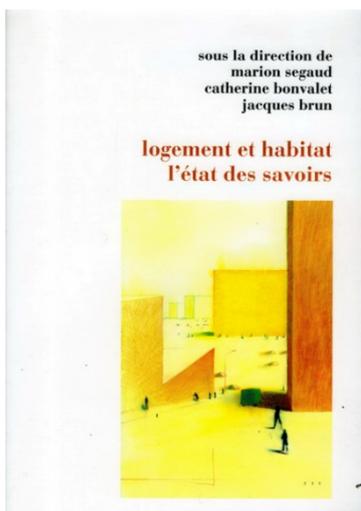
**Primer** : LIVING CONDITIONS - DIFFERENT PLACES - NEIGHBOURHOOD / HOUSE / ROOM SCALE - PERSONAL SPACE - EXPLORING THE SUBJECT OF HOUSING - FILMING WITH YOUR SMARTPHONE - INTIMACY - DIFFERENT PERSPECTIVES - CREATIVE PROCESS

*Links to other workshops :*

- Workshop 1      Situating participatory housing in the history of social housing and architecture
- Workshop 4.a    Discovering the inhabited, I film my home
- Workshop 5 a    Learning how to live and live together
- Workshop 12    Collectively write project stories
- Workshop 13    Inventing a collective comic strip
- Workshops 14    Inventing tools to awaken the young
- Workshop 15    The inhabit alphabet primer to imagine the tomorrow

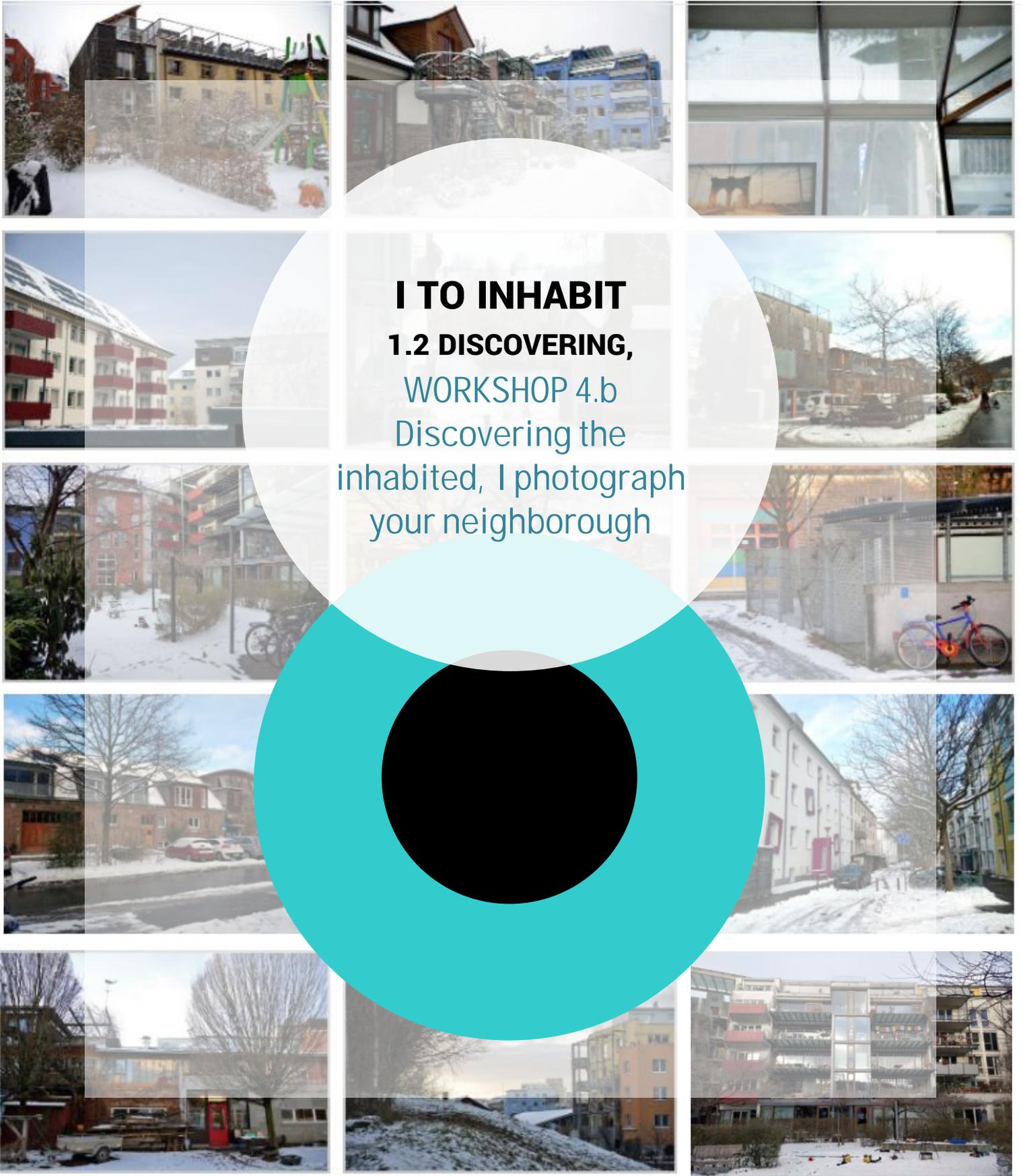


*Links to the resources of the material library:*



**Workshops 4** Exploring a city, learning how to look

**4.b** Discovering the inhabited, I photograph your neighborhood



*Multi-voice testimonies:***BEFORE :**

Show the photographer's work as an explanation of the process and get the group to react to the photos presented to encourage them to experiment.

First, address technical issues (operation) and issues of shooting, composition, framing, contrast, colour, light and sensitivity.

To evoke the need to leave the contemplative status to make quick choices and the need to settle down (search for the visual hook that imposes itself as an obviousness)

**DURING :**

Telling the story of a street visit in a walk with a guide

Seeing the urban environment through the photo, what presents itself is the public space: diversified architecture... by allowing oneself to be imbued (stored).

How it works: focus on strong visual hooks for the shots and select what is well composed and responds to what I felt when I shot it.

To make explicit what is implicit, thanks to the intuition that governs the search for pure aesthetic happiness.

Intention raises the question of understanding and selection.

Practising developing a sensitivity skill

**LINK**

**AFTER :**

Collective viewing of a group's production, collective exchange on the individual views of each person

Back in the classroom, learn how to sort or select images to practice image analysis. Learn to argue one's choices. ...Varies according to the time of the project ....

Name	DISCOVERY Workshops Discovering a city, learning to look Discovering the inhabited, I photograph your neighbourhood
For	All audiences
Educationales objectives	<ul style="list-style-type: none"> <li>• to practice photography as an art form</li> <li>• communicate through images</li> <li>• develop curiosity through a sensitive approach to the inhabited</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Urban wandering photo workshop</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Choice of a territory/Préparation by the facilitator to define the field of investifgation/dedicated time</li> <li>• Suitability of the technical choice of the shooting equipment to the age and budget available ( Smarthphone, camera, etc..)</li> <li>• Prior présentation of the artistic attitude and photographic approach of the speakerthrough a commented projection of his or her work</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• involvement in a collective project that promotes values</li> <li>• acquisition of a critical and open view of what constitutes the habitat</li> <li>• interest in going further in the process by oneself</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• develop one's view of the world</li> <li>• increase one's ability to react to situations</li> <li>• scripting a message</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Having a snack ; water bottle, a note book to whrite in</li> <li>• Have an audience to report to</li> <li>• Feel on a mission</li> </ul>

**Workshops 4** Exploring a city, learning how to look

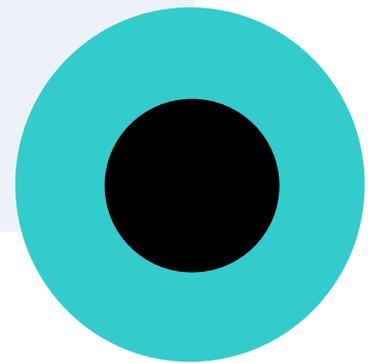
**4.b** Discovering the inhabited, I photograph your neighborhood

*To go further:*

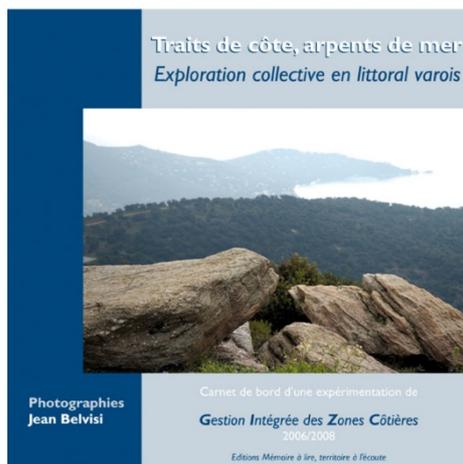
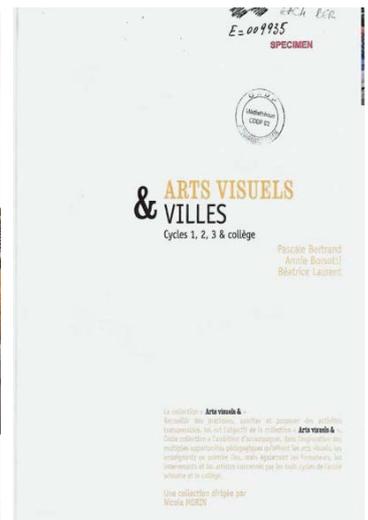
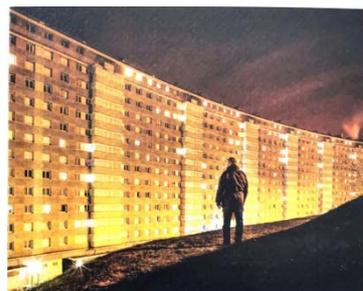
**Primer** : EYE-CATCHING - LEARNING TO LOOK - QUICK CHOICES - WANDERING - EXPERIMENTING - ARTISTIC INITIATION - LIGHT - COLOUR - CONTRAST - NEED TO REST - INHABITED LANDSCAPE - PHOTOGRAPHY - SHOOTING - IMAGE SELECTION – SENSITIVITY

*Links to other workshops :*

- Workshop 3 Discovering a city and the architecture of its cohousing habitats
- Workshop 4.a Discovering the inhabited, I film my home
- Workshop 12 Collectively write project stories
- Workshop 13 Inventing a collective comic strip
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow



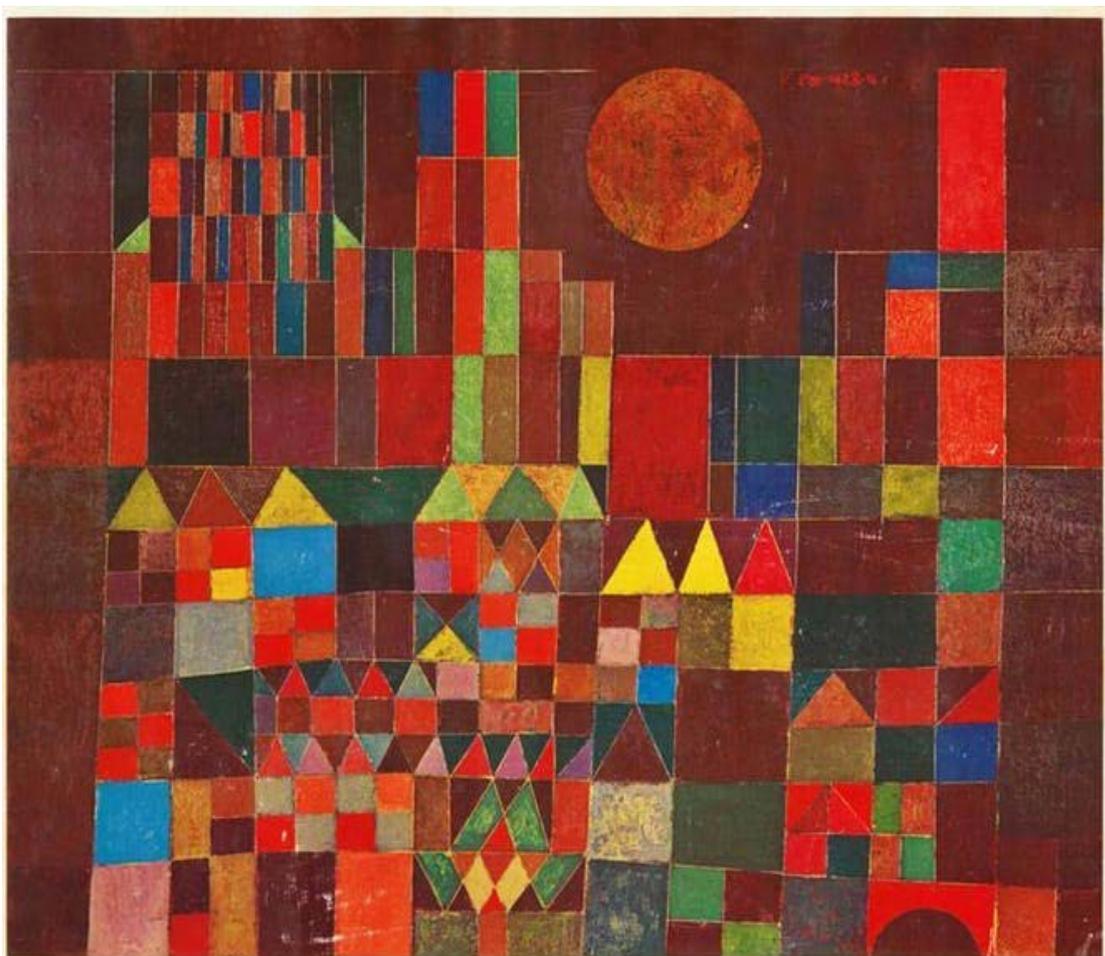
*Links to the resources of the material library:*



Learning to live, to live together and to live with the climat

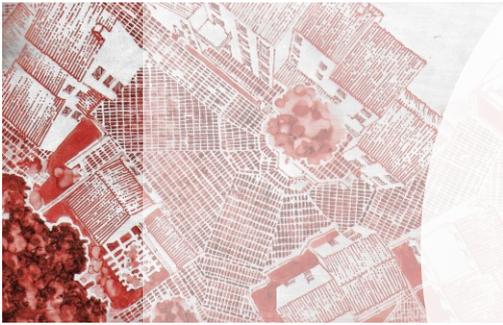
*To put it well... "The beauty of the images doubles the effectiveness".*

Gaston Bachelard



*Castle and Sun Paul KLEE*





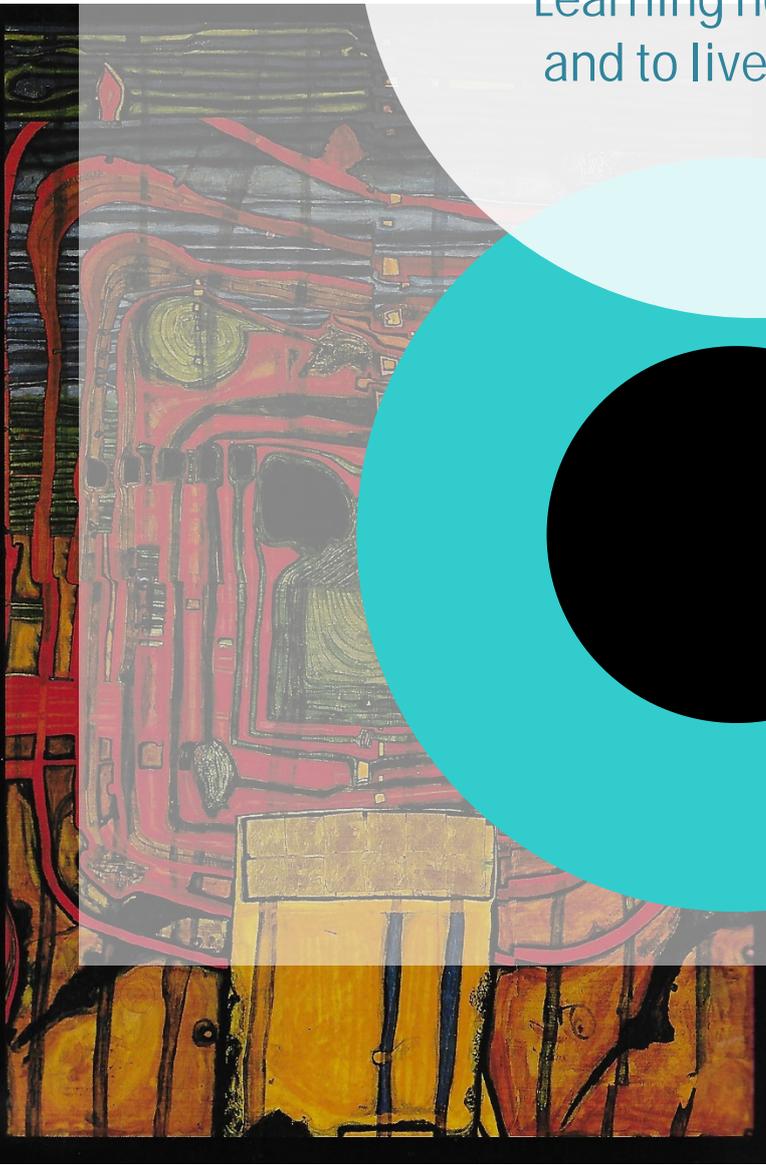
# I TO INHABIT

## 1.2 DISCOVERING,

### Workshop 5.a

Learning how to live,  
and to live together

*Une Maison, ça peut être  
n'importe où, n'est-ce pas ?*



## *Seven mobilities, seven apprenticeships, seven testimonies: Harvesting the "here and there »*

1/ Strasbourg: Discovery of the operations under construction or already inhabited in Strasbourg, as an introduction to participative housing: From this introduction, *housing and mobility* appear to be inseparable; it is by using public transport (train, tram, bus) that the passage from one operation to another is made. The visit to the Cité Internationale Universitaire built by the landlord AMITEL opens up other dimensions of living together: on the scale of a city and on the scale of a variable time, limited to a few days or a year. [LINK](#)

2/ "FreeSpace" at the Venice Biennale:

- The theme "Prevalence of architecture, generosity and optimism" fully resonates with the subject of "living together and differently".

- The event creates the moment of "living together", - every day, crossing Venice together to come and go from the hotel to the Biennale, in an itinerary that counts among the outstanding experiences of living together.

Lastly, the very structure of the Biennial, where for three days it is a question of wandering from one pavilion to another, from Chile to Spain, from Switzerland to Venezuela, and, at the heart of it all, to the other./The French pavilion and its exhibition "Lieux infinis" (Infinite Places) designed by the team of architects "Encore heureux" (Happy Again)... *Happy living* in the infinite wastelands of the world, wastelands to be reclaimed... a horizon to underline loud and clear that it is not necessary to build something new with a single-family house as habitat.

[LINK](#)

3/ Lille and Villeneuve d'Ascq: on the occasion of the filming of the film "Retour sur site", discovery of the unity in the diversity of *living together*, the declension of collective premises and common houses on 5 sites, united in the same genesis of the history of participative housing, where one discovers that one can live as a tenant or as an owner AND share common goods. [LINK](#)

4/ Tübingen: the presentation of the two districts of Loretto and the French Quarter showed how much the projects of these new districts, known to have been based on baugruppen, had, beyond that, as their main objective, to create urban fabric, to *make a city* where the street and the collective space could be inhabited.

[LINKS](#)

5/ Marseille, Journées Nationales de l'Architecture, workshop : "Habiter demain, même pas en rêve!" for children over 12 and under 12 years old (MAV Maison de l'Architecture et de la Ville). The double observation was that we live in a house and a garden, with an animal, that the sofa and the view count and at least as much as the time of transport to go to school... that the cabin and living in the trees are still part of the dreams... [LINK](#)

6/ Brussels and Louvain-La-Neuve: Why grouped housing? Mutual aid, exchanges, eliminates unnecessary travel: learning to live together by sharing space, for all, including people with disabilities. [LINK](#)

7/ Eindhoven: The workshop prepared by TU/e students for high school students from France and Poland had as a subject the making of a shared habitat. [LINK](#)

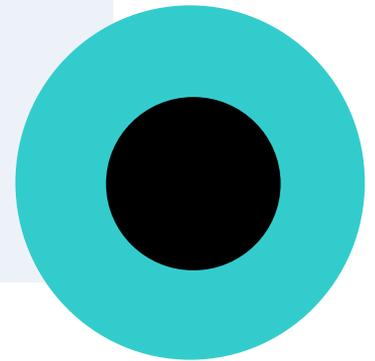
Name	DISCOVER Workshops Learning to live, living together and with your climate Learning to live and living together
For	training and teaching professionals. Pupils, trainees, students and apprentices in training.
Educational objectives	<ul style="list-style-type: none"> <li>• To highlight the life project that the habitat represents in a territory</li> <li>• To develop sociability in the fact of living</li> <li>• Articulate the individual life project with the collective living project</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Testimonies on the project's mobilities (say how the testimonies were made: in writing, by meeting, by video, etc.)</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Learning to live is learning while travelling, living a formative and liberating experience.</li> <li>• Learning to live is also about meeting and debating with those involved in the housing sector</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Learning new values linked to the housing project</li> <li>• Construction of a balance between the intimacy of the habitat and the social life in a territory</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Questioning one's way of living</li> <li>• Make changes in the way of living</li> <li>• Create new relationships with one's direct environment in the habitat</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• -Extend the testimonies to those of the inhabitants of the neighbourhoods visited.</li> </ul>

*To go further:*

**Primer** :LEARNING TO LIVE -CONTINUOUS LEARNING THROUGHOUT ONE’S LIFE -FINE ARTICULATION BETWEEN THE SPHERE OF INTIMACY OF THE DWELLING AND THAT OF THE COMMUNITY OF THE OTHER INHABITANTS -SELF-PROMOTION -LEASE - UNEMPLOYMENT -PARTICIPATORY CO-HOUSING -ARCHITECTURAL COMPETITION -COOPERATIVE -CO-PRODUCTION -COURSES - CREATIVITY -COOPERATIVE CULTURE -DISCOVERY -PERSONAL DEVELOPMENT -DIVERSITY OF THE POSSIBLE -EPHEMERAL - BALANCE BETWEEN INSIDE AND OUTSIDE THANKS TO THE OTHER - WANDERING - COMMON SPACES - EVOLUTION - EXISTING DIFFERENTLY - MAKING A CITY - FORMALITIES - GUARANTEE - SELF-MANAGED GROUP HOUSING - INHABITING THE DAWN - INHABITING THE STREET - INHABITING THE GARDEN - FAMILIARITY - HISTORY - HORIZON -INSERTION - GARDEN HISTORY - HORIZON -INSERTION -GARDEN -JUDGE -UNITY IN DIVERSITY -HOUSING LABORATORY -SILENCE -SOCIAL LINK -RESIDENTIAL COMMUNAL PREMISES -OLD AGE HOUSING -SOCIAL HOUSING -RENT -AMBIGUOUS LIGHT -TOWN HOUSE -MIRACLE -MOBILITIES -INNOVATIVE MODEL -MOVEMENTS MOBILITIES -INNOVATIVE METHOD -PIER -SHARING OF SPACE -PENSION -PLACE FOR CHILDREN - PRECISION OF URBAN INSERTION -COLLECTIVE PROJECT -OWNERSHIP ARCHITECTURAL QUALITY -REFERENCES IN THE CONTEMPORARY HOUSING WORLD - LOOKING -REINVENTING -SOUPLEXITY OF TYPOLOGY -SPLENDORS OF THE BIRTH - TESTING -TERRITORY - URBAN TYPOLOGY -ANOTHER TIME -RENEWED URBANISM -NEW CITIES -TOGETHER

*Links to other workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshops 4** Exploring a city, learning how to look
- Workshop 5.b** Learning how to live with the climat
- Workshops 8** Exploring the theme of shared garden
- Workshop 9** Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 14** Inventing tools to awaken the younger
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow



*Links to the resources of the material library:*





**I TO INHABIT**  
**1.2 DISCOVERING**  
Workshop 5.b  
Learning how to live  
with the climat



### *Harvesting the "here and there": Eight experiences in relation to the climate and discoveries of bioclimatic architectures*

Discoveries of creative approaches and architectural concepts adapted to singular cultures and microclimatic environments. Mobility allowed for the discovery and demonstration of a "Living together with the climate" in wanderings subject to the "whims of the weather". The climate is also a cultural factor in the architecture of different countries and territories. These visits have enabled us to understand the challenges of "building and developing with the climate": highlighting the relationship between "heat input and light capture", promoting natural air conditioning through plants in architecture (plant stakes) and in urban planning (canopy, fight against urban "heat islands"), adapting to the different treatments and experiences of "inside-outside", daytime and nighttime "atmospheres", the quality of surrounding views and landscapes ("plant screens" or "street shows", "5th facade" roof terraces, etc.). . ) LINK article Acclimatisation

1/ in Venice, living the flood of the mare alta in November 2018 (Cultural dimension of the ambiental)

2/ in Tübingen under the snow in December 2018: the visit of the Loretto district and the French Quarter under the snow made it possible to make the impact of the climate on the "landscape" transformation of a built environment and the feeling of an "urban atmosphere" by the visitors visible. Highlighting the link between the expressions "climate" and "atmosphere of a place" discovery of the first passive building in the French Quarter: Passiv'haus. LINKS ICE 2a 2b

3/ in Brussels and Louvain-la-Neuve, in the cold of March 2019: visit of the bioclimatic project Longue vue and of the first "passive" architecture l'Espoir, in collective social housing, occasion to notice the efficiency of a user's guide co-written by the inhabitants and men of the art, and of collective use Discovery of the pioneering conceptions of "vegetal cities" (Habitarbre) by Luc Schuiten, a utopian architect, an opportunity to show that children's dreams of "cabins" and "living in trees", in the middle of nature, are the materials of architectural projects, in the image of the alternative district of "La Baraque" in Louvain-la-Neuve. LINK

4/ in Hyères and in the Var, under the heat wave (June 2019) LINK A 9 The visit of the Villa Lefèvre as an archetype of bioclimatic architecture from the 1960s combining integration with the natural terrain and the slope, with vegetated roof terraces, solar capture on the south façade and troglodyte north façade, (LINK Film) and of the Bois de Brindille construction site, where the quality of the insulation of the earth-straw wood construction could be seen at close hand. (ICE 6 and photographic series)

5/ In Lille and Villeneuve d'Ascq: on the occasion of the shooting of the film "ANAGRAM, Retour sur site", visit of a pioneer project of bioclimatic architecture of the 1980s: HAGROBI (Habitat Groupé Bioclimatique) discovery of bioclimatic or passive architectural expressions on the sites, illustrating that passive housing does not obtrude a traditional regional architectural expression and authorizes a diversity in the architectural signatures (e.g. choice of local materials). LINK ICE 3

6/ Eindhoven and Culemborg. The visit of the famous eco-district E.V.A Lanxmeer showed the exemplary nature of water management and the efficiency of solar energy by greenhouse effects in Nordic countries LINK ICE 8 and 11 n 105

7/ Ardèche and Cintenat: visit of the Cintenat ecohome of 10 houses, initially planned for about twenty straw and earth plaster houses with a wooden frame. Each inhabitant can design their own house on their own or with the help of a specialist: an architect, a heating engineer, a draughtsman, etc., all within the framework of a Hameco scoop for joint management. Green roofs, simple and organic shape, discretion of the fittings thanks to the plant pergolas, use of the relief and the variety of plantations allow it to blend into its environment. The house has very low energy consumption, is almost passive, and has a very small surface area (80m<sup>2</sup>). 80% of the construction is self-built, using local or nearby materials, which have not been transformed. LINK ICE 5 and 11 n 28

8/ Alpes de Haute Provence, Forcalquier, visit to the Colibres participative housing project during the Journées Nationales de l'Architecture (National Architecture Days), labelled BDM (Mediterranean Sustainable Building) = LINK ICE 6

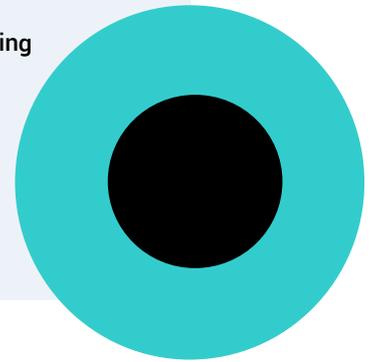
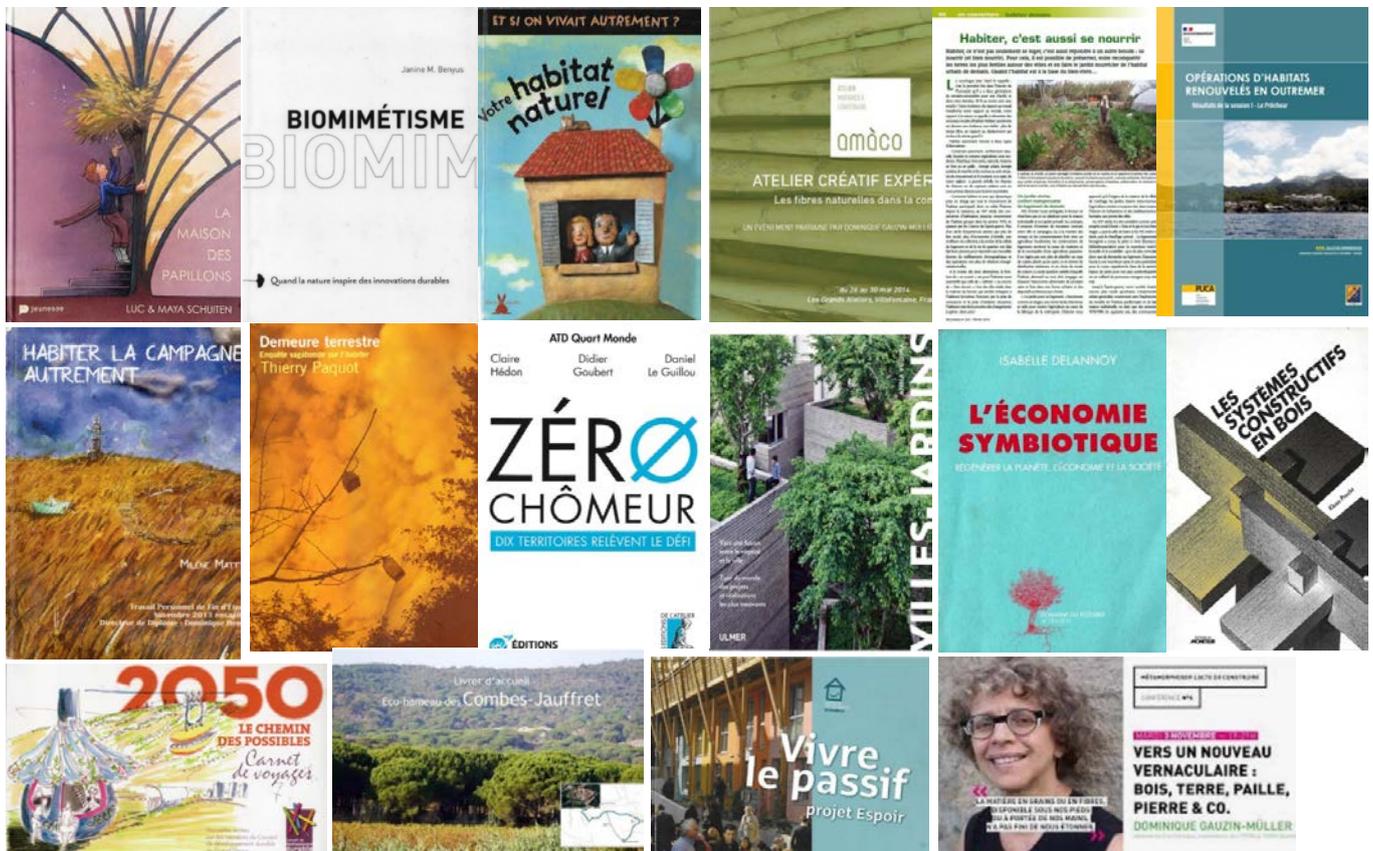
Name	DISCOVER Workshops Learning to live, living together and with your climate Learning to live and living together
For	training and teaching professionals. Pupils, trainees, students and apprentices in training.
Educational objectives	<ul style="list-style-type: none"> <li>• To highlight the life project that the habitat represents in a territory</li> <li>• To develop sociability in the fact of living</li> <li>• Articulate the individual life project with the collective living project</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Testimonies on the project's mobilities (say how the testimonies were made: in writing, by meeting, by video, etc.)</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Learning to live is learning while travelling, living a formative and liberating experience.</li> <li>• Learning to live is also about meeting and debating with those involved in the housing sector</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Learning new values linked to the housing project</li> <li>• Construction of a balance between the intimacy of the habitat and the social life in a territory</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Questioning one's way of living</li> <li>• Make changes in the way of living</li> <li>• Create new relationships with one's direct environment in the habitat</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Extend the testimonies to those of the inhabitants of the neighbourhoods visited.</li> </ul>

*To go further:*

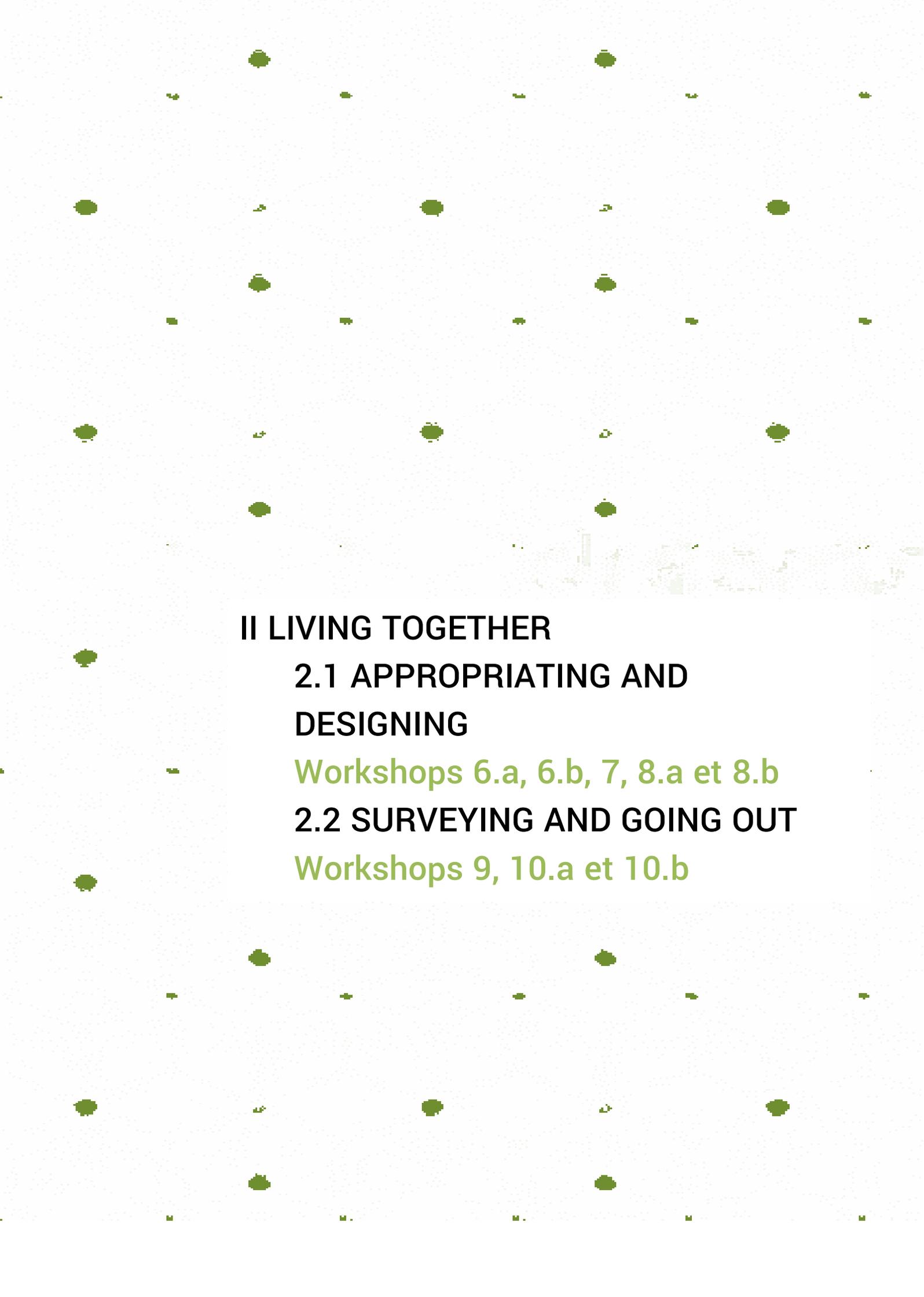
**Primer:** ADAPTATION - FARMERS - PLANNING - ARCHITECTURE - SELF-BUILDING - RELATIVE AUTONOMY - BIO-INSPIRATION - BIOCLIMATIC - BIODIVERSITY - BIOMIMETISM - WOOD - HEMP - NATURAL CLIMATE CONTROL - COLLABORATION - COMPANIONS - COMFORT - DESIGN TEAM CONSULTATIONS - CREATIVITY - CONSTRUCTIVE CULTURES - DEMARCHE - SERVICE DESTINY - SUSTAINABILITY - ENERGY - ECOLOGICAL ISSUES - HOPE - FRUGAL EXPERIMENTATION - FIBRES - BIOSOURCED FIBRES - HAPPY AND CREATIVE FRUGALITY - ENERGY GAINS - PASSIVE HABITAT - VERNACULAR HABITAT - ECOLOGICAL BUILDING - SPONTANEOUS VERNACULAR INGENIOSITY - MANIFESTO - BIOSOURCED MATERIALS - MATIK BIOSOURCE MATERIALS - MATERIAL - MICROARCHITECTURE - LOCAL MICROCLIMATE - MOVEMENT - NATURE - STRAW - PARTICIPATION - PASSION - PLANET - BIOCLIMATIC PRINCIPLES - ENVIRONMENTAL PROBLEMATIC - MUTATION PROCESS - EXPERIMENTAL PROJECT - PILOT PROJECT - PROTOTYPING OF ALTERNATIVE DEVICES - CYCLONIC BALANCING WELL - SPATIAL AND SYMBOLIC REFOUNDATION - RESILIENCE - LOCAL RESOURCES - RISKS - SOIL - SOLIDARITY - INNOVATIVE SOLUTIONS - LONG TERM STRATEGY - PLANT STRUCTURE - RELEVANT TECHNIQUES - LAND - TERRITORIES - TRANSITION - INCREMENTAL TYPOLOGY - PRECAUTIONARY URBANISATION - UTOPIA - VERNACULAR - LIVING - LIVING TOGETHER -

*Links to other workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 5.a** Learning how to to live and live together
- Workshops 8** Exploring the theme of shared garden
- Workshop 9** Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10** Getting out of our community, discovering the difference
- Workshop 11b** Learning to cooperate with nature - Interdependant Ecohabitat
- Workshop 12** Collectively write project stories
- Workshops 14** Inventing tools to awaken the younger
- Workshop 15** The inhabit alphabet primer

*Links to the resources of the material library:*





## II LIVING TOGETHER

### 2.1 APPROPRIATING AND DESIGNING

Workshops 6.a, 6.b, 7, 8.a et 8.b

### 2.2 SURVEYING AND GOING OUT

Workshops 9, 10.a et 10.b

Taking ownership of the theme of shared housing

*Learning to do,*

*Doing together to learn... and to appropriate an art of living.*

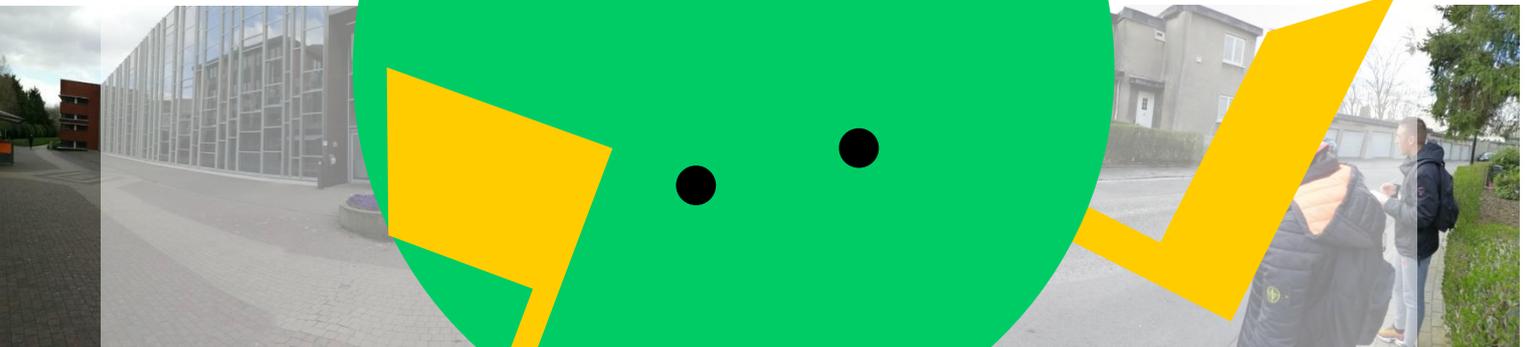




# II LIVING TOGETHER

## 2.1 APPROPRIATING AND DESIGNING

Workshop 6.a  
Appropriating the theme  
of shared housing for  
school audience



## *Multi-voice testimonies:*

### *The organiser's point of view :*

The project consisted of two main parts on the theme of shared housing in an applied arts programme in a high school for 17 year old students. This was a double challenge as it involved working for a European project and designing a new learning experience for a high school. [LINKS](#)

### BEFORE :

The first element was the creation of a file by the students to present the expected result. This is a document designed each year by 90 students who refer to a grid to raise their awareness of shared housing.

The second part of the work is a reflection in project mode through three axes:

The notion of modularity (mountable/dismountable), vernacular art and light in architecture.

The idea was that the students should be made aware of shared housing by being stakeholders in the project. We therefore started from the concrete case of this territory with the problem of seasonal housing for "poorly housed, poorly fed young people" caused by the massive influx of tourists.

### DURING :

We worked on a modular, dismountable shared living space. Since these young people are 17 years old, they projected themselves into the project and thought about how to live together for a summer on the coast in order to work, with one of the three axes to choose from.

The focus of the study was a visit to three Participatory Habitats to enable the students to build up their knowledge of what has been achieved. Then they learned about how we might live elsewhere, through history and different cultures, to live together.

### AFTER :

Finally, the creation of a slide show by the students who went to Brussels allowed them to present their work to their peers as a mental map of participatory housing. "[LINK](#)"

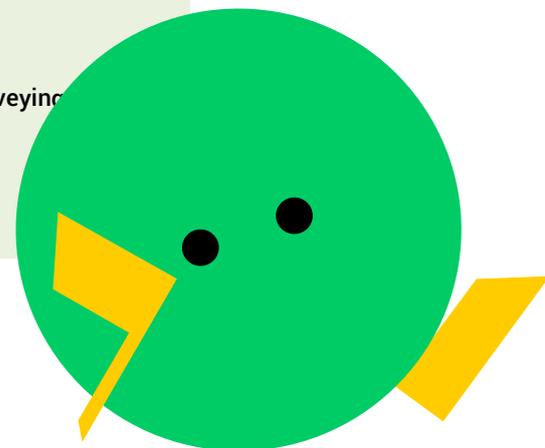
Name	6.a For teachers and schools
For	<ul style="list-style-type: none"> <li>• Teacher and voluntary high school students</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• To impulse a dynamic of self-training in a high school</li> <li>• Create European school exchanges</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Creation of an educational file</li> <li>• Reflexive exchange workshop based on common sources</li> <li>• Visits to participative habitats</li> </ul>
Tools	<p>A mediator to accompany the workshop: starting from each person's experience (shared housing, collective, etc.)</p> <ul style="list-style-type: none"> <li>- Encourage collective intelligence to create an ideal habitat for all.</li> <li>- Move on to a practical stage: e.g. with the creation of a Local Urban Plan</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Development of interest in the project in the educational community</li> <li>• Instability of the educational teams</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Work in collective intelligence</li> <li>• Mobilise an intercultural knowledge base on housing</li> <li>• Organise the constraints and hold objectives</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Activity that can be carried out simultaneously in several countries and linked up</li> </ul>

*To go further:*

Primer : SOCIAL ACCESSION - ALTERNATIVES - ANALYSING INFORMATION - LEARNING - WORKSHOPS - SELF-PROMOTION - ABILITY TO ADAPT TO CULTURAL DIFFERENCES - SKILLS - COMMUNICATING DISCOVERIES - ACQUIRED SKILLS - CONVICTION - APPROPRIATION APPROACH - CITIZEN APPROACH - STUDY FILE - WORK DYNAMICS - EXCHANGE OF VIEWS - URBAN ISSUE - SOCIAL AND SOLIDARITY ECONOMY ISSUE - VOLUNTEER TEACHERS - REFLECTION TEAMS - REAL CASE STUDY - COMMON SPACES - EXAMS - EXAMS - EXAMS EXCHANGE OF VIEWS - URBAN ISSUES - SOCIAL AND SOLIDARITY ECONOMY ISSUES - VOLUNTEER TEACHERS - REFLECTION TEAMS - REAL CASE STUDY - COMMON SPACES - EXAMS - RED THREAD - FUTURE CITIZEN - INVOLVEMENT - TREASURE HUNT - THE ARCHITECTURE SHOP - INFINITE PLACE - READING - VOCATIONAL SCHOOL - METHODS AND MEANS - IMPLEMENTATION FUNCTIONAL AND SOCIAL MIX - WAYS OF LIVING "TOGETHER" FROM HERE AND ELSEWHERE - NEOPHYTES - NEW PERSPECTIVES - OPENING UP TO A BETTER KNOWLEDGE - PERSEVERANCE - FACE-TO-FACE AND DISTANCE LEARNING - EXAMINATION PROGRAMME - ARCHITECTURAL

*Links to the others workshops :*

- Workshop 1 Situating participatory housing in the history of social housing and architecture
- Workshop 2 The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 3 Discovering a city and the architecture of its cohousing habitats
- Workshops 4 Exploring a city, learning how to look
- Workshops 5 Learning how to live, live together and with climate
- Workshop 7 Designing a tour of cooperative
- Workshops 8 Exploring the theme of shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshop 13 Inventing a collective comic strip

*Links to the resources of the material library:*



**II LIVING TOGETHER**  
**2.1 APPROPRIATING AND DESIGNING**  
 Workshop 6.b  
 Appropriating the theme of shared housing for extra-curricular audience

*Jeu 23/05/19 à 19h30*

Dans le cadre des Journées européennes de la coopération  
 ➤ **Ciné-Change d'Ere**  
 "Rue de l'..."

Documentaire de Josiane Zard...

Dans le cadre du projet Erasmus + "Coopérat...  
 ment demain", en partenariat avec le CFPPA...

**EN PRÉSENCE DE LA RÉALISATRICE, JOSIANE ZARD...**

Ils sont treize adultes et neuf enfants engagés dans une aventure collective : « Habiter ensemble et chacun chez soi ». L'enjeu est fort, car ces jeunes familles, flambées de dissensions, ils s'inventent au quotidien dans un habitat participatif où le pragmatisme se heurte à l'utopie, l'individualisme à la coopération. L'entreprise ne tiendra que si le groupe reste lié. Mais que de décisions à prendre, d'obstacles à surmonter !

Tarifs Unique : 5,90€ - Vente des places Uniquement aux caisses le 23/05  
 1€ sera reversé à l'association "Changer d'Ere"  
 Majoration de 1€/place pour les Abonnements Cinémas OLBIA

*Cinemas Olbia - 4, rue du soldat Bellon - Hyères les Palmiers*  
 Toutes les infos sur [www.cinemasolbia.com](http://www.cinemasolbia.com)

## *Multi-voice testimonies:*

### *The organiser's point of view :*

#### BEFORE :

The meeting of the young people employed in Civic Service at the Maison de l'Architecture et de la Ville and the coordinating team of the Coopér'actif project took place in June 2020. This activity allowed the cooperation with the MAV and fed the online survey on the project website: "How young people live in Europe". [LINK](#)

The Erasmus + project was born out of the observation that there was, in general, not enough architecture and creativity in HP projects. One of the objectives was therefore to bring the two worlds (of Cooperative Housing and Architecture) closer together so that architects could take over these projects.

The Maison de l'architecture et de la ville PACA, a place for the dissemination of architectural culture under the impulse of the Coopér'actif project, organised an afternoon workshop for an extracurricular public on "Taking ownership of the theme of participative housing". The introduction was made by watching an extract of a film on participative housing. [LINK](#)

#### DURING :

##### *The mediator's viewpoint*

The activity is carried out during the reception of Civic Services for the Civic and Citizen Training organised by the MAV PACA, it took place on 12.06.2020 and involved 4 participants with the animation of a mediator.

First of all a time to define the words and vocabulary of housing and cooperation and to show examples of Cooperative Housing.

Then, thanks to a blank map with two different landscapes: one in the middle of nature and one in a hollow tooth of the city, the participants were given the choice to create a HP.

Finally, the creation of a PLU by the mediator to give a framework and support to the imagination.

#### AFTER :

For replicability, the ANAGRAM film and its analysis tool have been made available to MAV for any workshop on "taking ownership of participatory housing". [LINK](#)

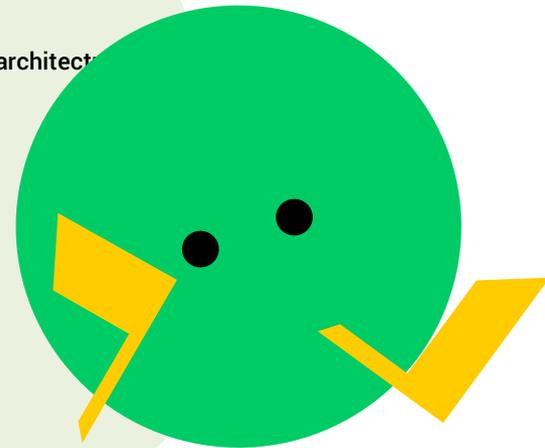
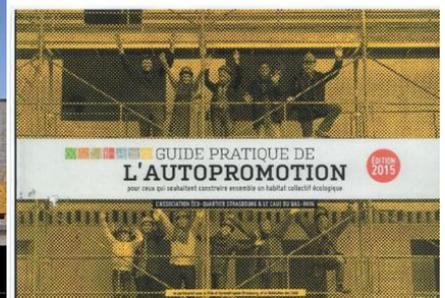
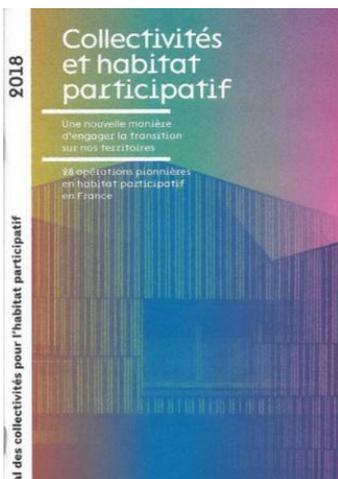
Name	6.a For an out-of-school public
For	<ul style="list-style-type: none"> <li>• Any public</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• To share one's ideal participatory habitat in a group</li> <li>• To define the rules of collective life</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Viewing of a documentary film on participatory housing</li> <li>• Workshop on collective conceptualisation of a participatory habitat</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Presence of a mediator</li> <li>• Go through a concrete stage of the project</li> <li>• Define the commitment to the project: neither too much nor too little.</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Modification of the way of living in the habitat</li> <li>• Awareness of the interest or otherwise in this type of habitat</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Mobilise architectural references in a project</li> <li>• Know how to establish a consensus</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Declination of the workshop by age group for the youngest</li> </ul>

*To go further:*

Primer : RECEPTION - ACTIVITIES - ADAPTATION - ATMOSPHERE - ATTRACTIVENESS - SELF-CONSTRUCTION - CHEAP HOUSING - SOFT TRAFFIC - DORMITORY TOWN - CARETAKER'S LODGE - CONVIVIALITY - CO-SHARING - ENVIRONMENTAL APPROACH - URBAN DENSITY - ARCHITECTURAL DIVERSITY - DUPLEX - DYNAMISM - ECOHOME - LIVING COMMUNITY - SOCIAL ENTREPRENEURS - COMMON SPACES - EDUCATIONAL SPACES - RECREATIONAL SPACES - ENVIRONMENTAL REQUIREMENTS - EXHIBITION - SUCCESSFUL INTEGRATION - CARETAKING - MIXED AND INTERGENERATIONAL HOUSING - SOCIAL HOUSING - LIVING TOGETHER AND IN ONE'S OWN HOME - IMMIGRATION - VISIT ITINERARY - SHARED GARDENS - LIVING SPACE - WELCOME BOOKLET - AFFORDABLE HOUSING - MARGINALITY - MIGRANTS - FUNCTIONAL MIX - OPENING UP TO THE OUTSIDE WORLD FUNCTIONAL MIX - OPENING TO THE OUTSIDE WORLD - PARTICIPATION - PERSPECTIVES - POLICIES - PROCESSES - ARCHITECTURAL PRODUCTION - NEIGHBOURHOODS TO LIVE IN - ARRIVAL NEIGHBOURHOODS - MARGINAL NEIGHBOURHOODS - RENAISSANCE - NETWORK - RESPECT FOR NATURE AND LIVING THINGS - SEPARATION OF CARS AND PEDESTRIANS - SOCIAL AND BEAUTY CAN RHYME TOGETHER THROUGH SOLIDARITY ARCHITECTURE - SPATIALITIES - SQUATTERS - STANDARDS - ECOLOGICAL TRANSITION - UTOPIA - COOPERATIVE VALUES - VECTOR OF INNOVATION - INFORMAL CITY - POROUS CITY - CITIES IN THE CITY - LIVING TOGETHER HARMONIOUSLY

*Links to the others workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 3** Discovering a city and the architecture of its cohousing habitats
- Workshops 4** Exploring a city, learning how to look
- Workshops 5** Learning how to live, live together and with climate
- Workshop 7** Designing a tour of cooperative
- Workshops 8** Exploring the theme of shared garden
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 11** Promoting new teachings and training: Innovation and creativity
- Workshop 13** Inventing a collective comic strip

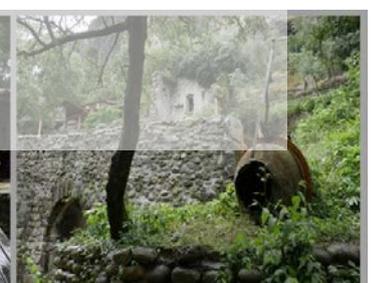
*Links to the resources of the material library:*



## II LIVING TOGETHER

### 2.1 APPROPRIATING AND DESIGNING

Workshop 7  
Designing a tour of cooperative



### *Multi-voice testimonies:*

The activity "Designing tours" took place for more than two years, taking into account the post covid extension, from September 2018 until October 2020. The programmes and reports can be found here. [LINKS](#) They also served as milestones in the design of the cultural route. [LINK](#)

In Strasbourg, the project partners met for the first time on the occasion of a visit to a remarkable and pioneering project: a social rental HP. The tour was improvised from this visit, and made possible by the tram infrastructure and the existence of a guide. In Tübingen, the guided tour lasted one day but was based on an introductory one-hour lecture the day before. The tour was an "urban walk" in an urban area linking two of the historic "cradle of HP" districts, which were accessible on foot. The tour was designed by a local tourism professional who is used to organising such tours dedicated to the subject of Tübingen's Participatory Housing. It was aimed at the specific public of the project's mentors, referents and partners, with different profiles and statuses, brought together by their interest in the theme of HP.

In Belgium, the tour took place over three days in a metropolitan area, using public transport and walking, and was designed by a specialist from HP, the Belgian project partner. The audience consisted of about 50 people of different languages and nationalities, mostly high school and university students, corresponding to 5 of the project mobilities. The objective was to make everyone discover the great diversity of HP, community, group and solidarity, in its local cultural, historical and geographical context. Although the tour was very dense, it included time for exchanges between high school students and students and a high point halfway through the tour (conference, debriefing, debates). A bicycle tour was planned, but was not possible.

The two mobilities hosted at the University of Eindhoven resulted in two site visits without designing a tour as such: the visits to the two HP operations were integrated into the workshop programme, which they punctuated as moments of outings and discoveries of the city, contextualising and giving a historical and urban dimension to the activity concentrated on the housing cell.

The Tübingen/Strasbourg cross-border tour planned for May 2020, where homestay was planned, had to be cancelled for health reasons. It gave rise to alternative activities, including the design of a "six points of view" tour of the French district of Tübingen and, in June 2020, with a self-managed tour of 50 years of cooperative culture in the Ardèche in France, where housing is taken in its broad sense of its relationship to work and social life in a territory. Its particularity is in the scale of this territory cooperative and in the mode of travel called "selfmanaged". Its origin is spontaneous and stems from the self-interest and commitment of the participants, all of whom are associations.

A second cross-border tour between Geneva and Lyon has been designed on the same principle of a self-managed journey, the prototyping of which is planned outside the project, but within the framework of a high point in the history of participatory housing in France (the RNHP - Rencontres Nationales de l'Habitat Participatif) scheduled for July 2021

Other itineraries were designed between the two confinements by taking advantage of two national events in France: the Journées Nationales de l'Architecture (JNA) and the 48 H de l'agriculture (48 hours of agriculture), which gave rise to two local one-day tours, one on participatory housing inhabited or under construction in the South PACA region of France on the theme of "Architecture and Participatory Housing"; the other on the theme of "shared gardens" in a territory in transition around Hyères.

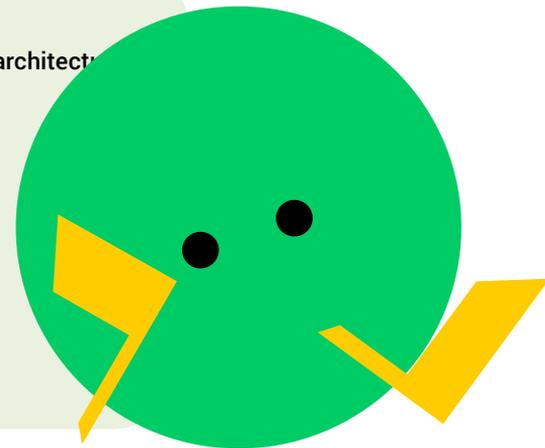
Name	Workshop7 Designing a tour
For	<ul style="list-style-type: none"> <li>• Schoolchildren; groups involved in participatory housing projects; professionals and institutions</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• To show and understand "living together tomorrow differently" through experience</li> <li>• Learn about the collective through group travel</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Design and produce a tour</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• The organisation upstream of exchanges and the construction of a relationship between hosts and visitors</li> <li>• Controlled and accessible accommodation conditions: Youth hostels in cities; mobile homes in campsites in rural areas</li> <li>• For Brussels, the three 'tools' for discovering Brussels, reading the city and analysing an HP operation provided by the coordinator/ The library carried in the suitcases (first brick of the virtual material library / in real life, the books table prepared in the "Habitat and Participation" premises and those of "La maison du livre"</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Discovery of prospective biomimicry</li> <li>• Development of knowledge and analysis tools</li> <li>• Creation of a network and exchange dynamics</li> <li>• Production of a guide</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Know how to live in a group in a shared project</li> <li>• Mobilise a network of experience to develop one's own project</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Activities requiring time to develop exchanges</li> </ul>

*To go further:*

Primer : 2018 - 2019 - 2020 - GERMANY - GETTING TO KNOW EACH OTHER - ARCHITECTURE AND PARTICIPATORY HOUSING - ARDECHE - YOUTH HOSTELS - BELGIUM - BENEVOLENCE - BRUSSELS AND LOUVAIN-LA-NEUVE - HOUSING CELL - CEMENTING THE GROUP - DESIGNING A TOUR - ACCOMMODATION CONDITIONS - INTRODUCTORY CONFERENCE - TERRITORY COOPERATIVE - DISCOVERY OF UTOPIAN BIOMIMETISM - ENTR'AIDE - VIRTUAL AND REAL FORMS - ANALYSIS GRID OF A HP OPERATION - GUIDE - MOBILE HABITATS - HAUTS DE FRANCE - CONTROLLED AND ACCESSIBLE ACCOMMODATION - HOMOGENEITY OF THE PUBLIC - HORIZON OF POSSIBILITIES - GENEVA/LYON CROSS-BORDER ITINERARY - DESIRE TO "LAUNCH" A PROJECT - FRANCE - HP IN SOCIAL RENTAL - SHARED GARDENS - NATIONAL ARCHITECTURE DAYS - LINK - HOUSE OF THE BOOK - ORGANISING TOURS - PARTICIPATIVE AND COOPERATIVE - THE NETHERLANDS - POLAND - PUNCTUALITY - VISIT PROGRAMMES - URBAN WALK - PROTOTYPING - SPECIFIC PUBLIC OF THE SUPERVISORS - QUALITY OF EXCHANGES - HISTORIC DISTRICTS - SOUTHERN PACA REGION - RELATIONSHIP BETWEEN HOSTS AND VISITORS - MEETINGS WITH ACTORS - MEETINGS WITH THE LOCAL AUTHORITIES - MEETINGS WITH THE LOCAL AUTHORITIES - MEETINGS WITH THE LOCAL PEOPLE - MEETINGS OF ACTORS - MEETINGS OF INHABITANTS - RESPECT OF THE OTHER - STRASBOURG - TABLE OF CHILDREN'S BOOKS - CONCLUSION TIME - BREATHING TIME - INTRODUCTION TIME - INS AND OUTS - TOLERANCE - TOUR OF "SIX POINTS OF VIEW" - FRENCH DISTRICT - PUBLIC TRANSPORT - TUBINGEN - EINDHOVEN - VISITS OF REALISATIONS - LIVING TOGETHER -

*Links to the others workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 3** Discovering a city and the architecture of its cohousing habitats
- Workshops 4** Exploring a city, learning how to look
- Workshops 5** Learning how to live, live together and with climate
- Workshops 6** Appropriating the theme of shared housing
- Workshop 9** Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 11** Promoting new teachings and training: Innovation and creativity

*Links to the resources of the material library:*

Exploring the theme of shared garden





## *Testimonies in several voices, for five times of activity in the garden over one day*

On Wednesday 26 June 2019, as part of the 4-day mobility of Polish high school students in Hyères, a day was devoted to the theme of the garden, shared gardens and agriculture, a day that began with a visit to the agricultural high school and then to the shared garden of Hyères with the association JHADEdd', a private initiative, and with a collective and solidary goal:

Two people have created a biodynamic solidarity garden with the Nature and Progress label. Located in an urban environment in Hyères on a one and a half hectare plot of land, protected since it cannot be built on, Marie-Hélène and Dominique's project has developed into the current project of a third place:

It brings together a training SCOP, a JHADE association, a shared garden for individuals and associations, an experimental space (test space for future farmers), a collective space, a horticultural therapy garden and a convivial space.

As part of the Cooper'actif project, JHADE has designed a one-day visit to the garden with a rich and structured programme, with a good balance between learning activities and convivial, cultural and playful moments. [LINK](#)

Five activities took place for a participatory work camp:

- The construction of a palisade by weaving Provence canes collected in the field.
- The production of ecological paint made from wheat flour and natural pigments (ochre from the Baux de Provence) to paint the horticultural tray;
- A cooking workshop with a self-built oven made of raw earth and organic vegetables from the garden;
- Guided tour of the site (layout/co-construction of the gardeners' charter) with time to answer questions about biodynamics and permaculture
- The day ended with a concert with two of the association's member gardeners and a big meal in the evening.

A particularly hot day which continued after lunch, with great games in the water and games of boules. This was a fun time that strengthened the bonds between participants who do not speak the same language. These informal times are very important and should not be neglected.

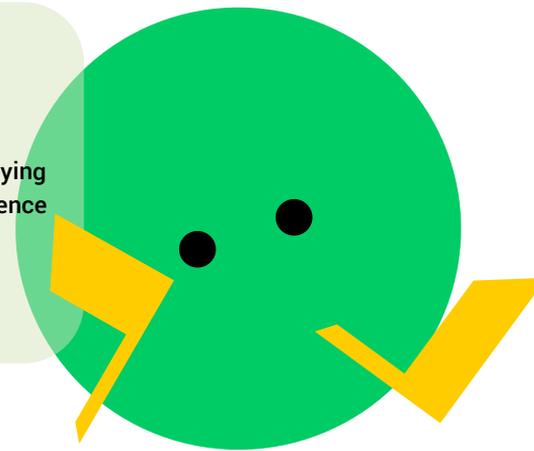
Name	Workshop 8.a Participatory work in the garden
For	<ul style="list-style-type: none"> <li>• General public</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• To discover the principles of biodynamics applied to shared gardens.</li> <li>• To enhance the value of local resources</li> <li>• Learn by working</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Visit to a solidarity garden</li> <li>• Participative work in the garden</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Visit of the garden by one of the two co-creators and person in charge of the agro ecological technical pole on the garden.</li> <li>• The partnership with a referent and competent association/ The preparation of two participative workcamps on themes related to the project: making and using an ecological paint with natural pigments and braiding canes from Provence</li> <li>• Eco-pizza oven built by the garden's members</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Development of manual skills</li> <li>• Strengthening of eco-citizenship</li> <li>• Acquisition of new social skills</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Mobilise the principles of biodynamics</li> <li>• Work in complementarity with others</li> <li>• Think of the environment as an asset and not a constraint</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• To establish a reciprocal exchange</li> </ul>

*To go further:*

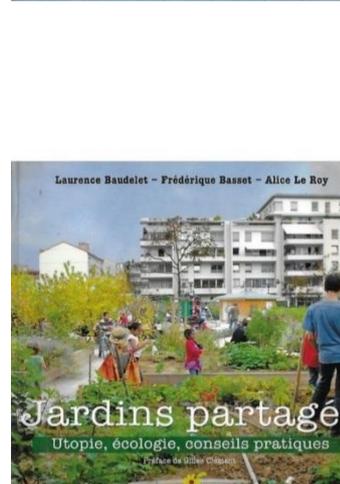
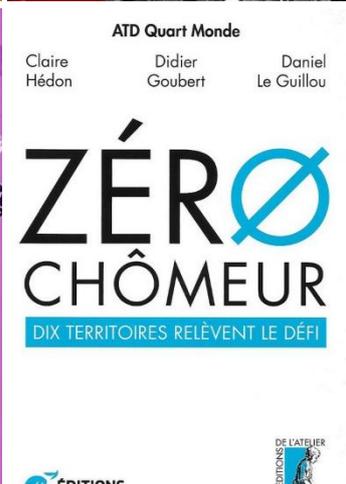
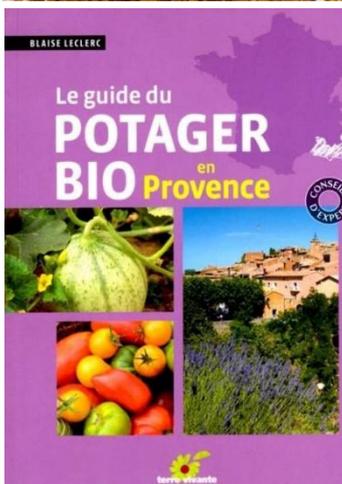
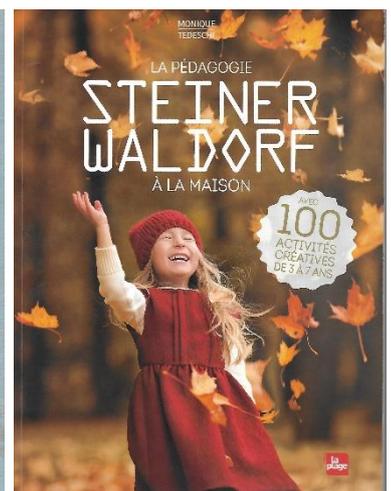
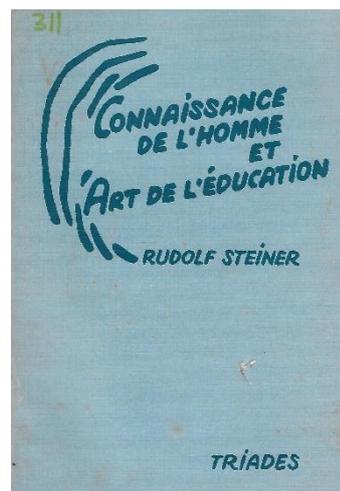
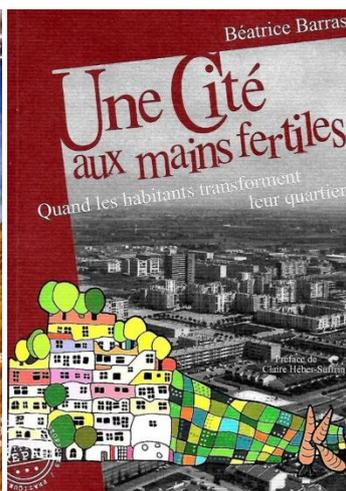
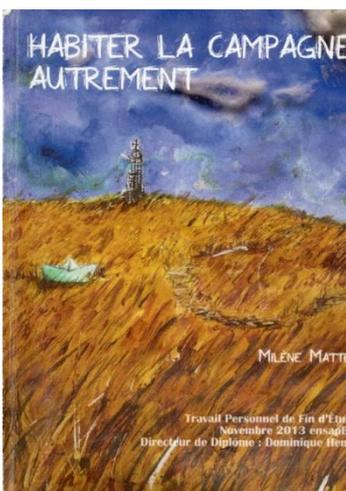
Primer: BIODYNAMY - PARTICIPATIVE WORKSHOP - CONVIVIALITY - SHARED GARDEN - PERMACULTURE - COLLECTIVE MEAL - TRESSING - NATURAL PAINTING - INFORMAL TIME - EARTH OVEN - GAMES CONCERT

*Links to the others workshops :*

- Workshop 3 Discovering a city and the architecture of its cohousing habitats
- Workshops 5 Learning how to live, live together and with climate
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshops 14 Inventing tools to awaken the younger



*Links to the resources of the material library:*





**II LIVING  
TOGETHER**  
**2.1 APPROPRIATING  
AND DESIGNING**

Workshop 8.b  
Assets to sustain a  
shared garden

## COLLECTION OF TESTIMONIES

Five visits to shared gardens informed the design of this workshop.

Based on a close cooperation with the solidarity and collective garden JHADE, - a faithful partner of the CFPPA and MALTAE during the 2 years of the project -, and in front of the notable societal craze for shared gardens in Europe, it was imagined this training module, which can go from one to 10 sessions, in order to deal with the conditions of success of such projects in the long term. Indeed, it is not enough to create a shared garden, it must also last!

Moreover, the land taken up by the disorderly multiplication of these projects on the fringes of urbanised areas could, if we were careful, become a brake on the maintenance of urban peasant agriculture, the vocation of which is to feed the city in short circuits. The right choice of land that respects these constraints is therefore the first condition to perpetuate a shared garden accepted by all.

How can cooperation in these conditions give rise to and sustain a garden in a favourable location and environment? Who are the stakeholders?

The Terres de Liens association, in its operation, shows the essential tripod which must bring together a project leader, a piece of land and a project around a user and support group. Cooperation is a questioning of the traditional meanings of project ownership and project management by introducing a user's control into the project. Usually the client finances and defines the programme, and the contractor executes. This classical scheme is not sufficient to generate a real cooperation between the actors.

At JHADE, at the beginning, their charter was based on the postulate of Bio, Benevolence, Welcome to children and to people with disabilities. Then there was an association and coconstructed internal rules.

The interest of the story is to testify to the durability of the adventure, which is renewed every day, a condition for it to last over time.

At the ZAC de Fontbarlettes in Valence, in the Ardèche, as well as during the tour of shared gardens designed and carried out in October 2020 in the Var, it was emphasised how important it is to integrate the fact that there are as many shared gardens as there are project leaders, and that these are permanent projects whose greatest challenge for their sustainability is the renewal of the actors. [LINK](#)

The ESPOIR project visited in Belgium is a perfect example of the complementarity of participative housing and shared garden. In spite of the extremely limited urban land and its modest size, this garden fully plays its role as a link between the grouped housing and its neighbourhood; it gives it its welcoming component and shows the way to what should be able to define any participative housing programme in the inner and outer city.

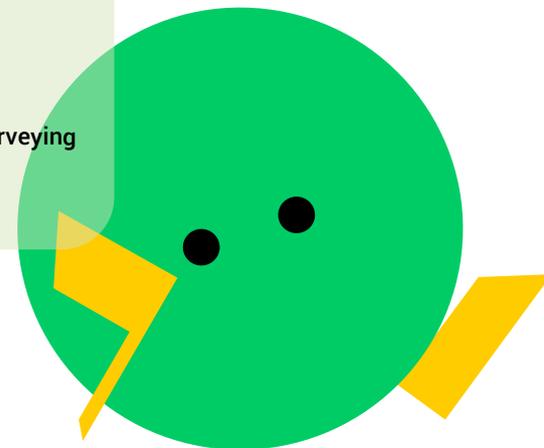
Name	Workshop 8.b Assets to perpetuate a shared garden
For	<ul style="list-style-type: none"> <li>Actors of shared or planned gardens; social workers; elected officials, heads of institutions</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>To disseminate successful experiences</li> <li>Learn the tricks of the trade of gardening and animation in shared gardens</li> <li>To change one's habits</li> </ul>
Activity	<ul style="list-style-type: none"> <li>Learning meetings: 5 meetings with actors of shared gardens</li> <li>Testimonies and experience sharing</li> </ul>
Tools	<ul style="list-style-type: none"> <li>Facilitate a group to exchange practices</li> <li>Creation of a training booklet</li> <li>Network dynamics</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>Increase in self-confidence</li> <li>Regulation of conflict situations</li> <li>Development of co-constructed projects</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>To know how to use natural gardening techniques</li> <li>Participate in the collective animation of a shared garden</li> <li>Create and maintain a compost</li> <li>Communicate in a group to change a situation</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>To continue the formative dynamic of learning encounters by bringing communities of practice to life on a regular basis</li> </ul>

*To go further:*

Primer : ASSETS - ACCOMPANYING - LEADERS - LEARNING TO CO-CREATE - EXPERIENTIAL LEARNING - CONTEXTUALISED APPROACH - ASSOCIATIONS - SELF-TRAINING - SELF-PRESERVATION - NEED FOR NATURE - WELL-BEING - WELCOME TO THE CHILDREN - CAPITALISATION - WORKCAMP - CHARTER - PARTICIPATIVE MANAGEMENT OF A PROJECT - COOPERATION - CREATIVITY - EXCHANGE DYNAMICS - COLLECTIONS - ACTIVITY SHEETS - TECHNICAL SHEETS - TRAINING BY ALTERNATION, RETROACTIVE , INFORMAL - MANAGEMENT - CITY GARDENS - THERAPEUTIC GARDENS - GARDENING ACT - SELF-ESTEEM - BENEVOLENCE -- THE BIO - TRAINING BOOKLETS - OBJECTIVATION OF KNOWLEDGE - PARTICIPATIVE TOOLS - PROJECT SUSTAINABILITY - PERLABORATION - DISABLED PEOPLE. - PROJECT LEADERS - POSTULATE - COOPERATIVE PRACTICE - CO-CONSTRUCTING - NETWORK - RETROPLANNING - SEASONS - TRANSFERRING KNOWLEDGE - SELF-BUILDING - TRANSMISSION OF GOOD PRACTICE - SOCIAL WORKERS - TRIPOD - TYPOLOGY

*Links to the others workshops :*

- Workshop 3 Discovering a city and the architecture of its cohousing habitats
- Workshops 5 Learning how to live, live together and with climate
- Workshops 8 Exploring the theme of shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 11 Promoting new teachings and training: Innovation and creativity

*Links to the resources of the material library:*



The mobility of Polish students in Hyères, France, took place from 25 to 28.06.2019 and involved 10 high school students accompanied by 2 female teachers. It was an opportunity for the Polish students to get acquainted with the French educational system and an occasion for cooperation between four project partners (Zespół Szkół Ekonomicznych w Tczewie, Lycée LPO, CFPPA and MALTAE). 12 visit points were established in order to build a coherent, complete and diversified programme. The pupils were able to visit the two LPO establishments in Costebelle, and the AGRICAMPUS site where two other project partners, CFPPA and MALTAE, are based. **LIEN** A LIEN treasure hunt proposed by the students of Costebelle allowed the boarders to dream by showing an example of a boarding school refurbished in a former "Grand-Hotel". They proposed an exploration of Provence through the senses. At the Agricultural High School, they discovered local and acclimatised plants, *and acquired knowledge and reflection on the subject of the relationship with nature and the living*, a source of inspiration and innovation in the face of climate change: innovation in agricultural practices, also linked to the sea, and the cultivation of spirulina, beekeeping, innovation in teaching evolving towards health/environmental professions: naturopathy, api therapy, herbalism etc... They discovered the challenges of the reconversion of the real estate heritage of the resort sites with the visit of the two sites of the Lycée de Costebelle and the hospital of San Salvadour, welcoming more than 300 polyhandicapped children. To discover how these young inhabitants, usually so invisible in the ordinary urban landscape of the city, were also enjoying the benefits of the sun, the sea baths and the park, where they could sometimes camp, was a moment full of emotion! "How can we better cohabit with those who are different, with disabilities? The visit to the ruins of the ancient city of Olbia served to project the idea of "how we lived together two thousand years ago". An interesting comparison of the 4 community living places in the same city, 2000 years apart, allowed to approach the demographic questions and scales of a collective living: 800 pupils in Costebelle or in Agricampus, 800 inhabitants in the ancient city of Olbia, 600 inhabitants patients and caretakers in San Salvadour. The reading of landscapes from the orientation table of Notre-Dame de Costebelle, the terrace of the villa and the day spent on the island of Porquerolles, with the boat crossing and the visit of its botanical conservatory, tried to make people understand the environmental problems of the coastal and island areas, of Hyères and the Côte des Maures. An all too rapid exchange around the comic book project nevertheless enabled the participants to appreciate the potential of the works loaned by the Hyères Media Library, which had made available some forty comic books and children's books, where they could see how habitat was treated and drawn throughout the world, in history and in science fiction. At the participatory, organic and solidarity garden JHADE: the students were introduced to the principle of biodynamic cultivation, and experimented with the principle of the participatory work site (the making of fences out of woven Provence canes, ecological painting). Understanding the difficulties of circulation and the complexity of seasonal issues: "*We don't live the same way in summer and in winter!*" was one of the lessons learned on the last day's long tour, which was carried out with two minibuses. A seaside villa in Le Lavandou, a private architect's house listed as a heritage site of modern architecture in the 20th century, provided an opportunity to present all the lessons of bioclimatic and economical architecture. The ECCE TERRA establishment showed that cooperative projects are not only about housing. Successive visits to the eco-hamlets of Combes Jauffret in Ramatuelle and Bois de Brindille in Le Cannet des Maures allowed us to discover two processes of design and implementation of grouped housing: one, institutional, the other in self-promotion - self-construction. The straw brick wall construction site was postponed to a future visit!!! it was... 40 degrees! The discovery of the arbour of the Fouques wine estate, the evening bath was appreciated! The scorching conditions of the moment enriched the stay with this unplanned and sometimes difficult experience of "Living with the climate", with the discovery of the Mediterranean climate. Choosing a seaside campsite as a place to stay enriched the subject of "living as a young person in Europe" and made it possible to enjoy swimming every evening, thus balancing the disadvantages and advantages! In conclusion, the pupils (as well as the teachers) improved their language skills, but also acquired new knowledge and made lasting friendships across borders. They had the opportunity to discover the culture and way of life of the partner country, to exchange views, to overcome national stereotypes and prejudices. The mobility in Hyères was one of the most interesting experiences, according to the Polish pupils !

**Workshop 9**

## Changing a territory to a pedagogic territory for roaming and surveying

<b>Name</b>	Workshop 9 Making a territory a pedagogical territory to be surveyed
<b>For</b>	<ul style="list-style-type: none"> <li>• Teachers, trainers, educators high school students, students, professionals</li> </ul>
<b>Educational objectives</b>	<ul style="list-style-type: none"> <li>• To draw new inspiration for action back home</li> <li>• Acquire a sensitive and complex vision of territorial development</li> <li>• Forge a European eco-responsible culture</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>• International mobility</li> <li>• Discovery of the sustainable development actions of a whole territory</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>• To draw new inspiration for action back home</li> <li>• Acquire a sensitive and complex vision of territorial development</li> <li>• Forge a European eco-responsible culture</li> </ul>
<b>Targeted and unexpected results</b>	<ul style="list-style-type: none"> <li>• Setting up of an international cooperation</li> </ul>
<b>Skills acquired</b>	<ul style="list-style-type: none"> <li>• Include bioclimatic aspects in development projects</li> <li>• Express oneself in English in an international group</li> <li>• Link territorial development to cooperation</li> </ul>
<b>Suggestion Additional leads</b>	<ul style="list-style-type: none"> <li>• Optimising the time of the trip</li> <li>• Possibility to create the same dynamics between actors of the territory to anchor new cooperations</li> </ul>

## Workshop 9

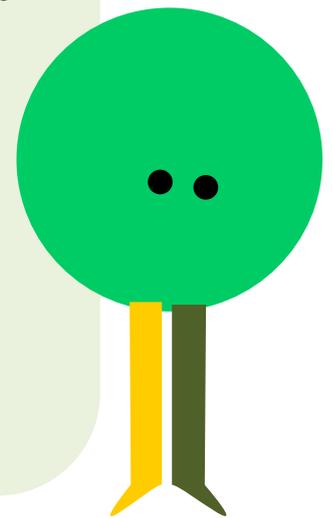
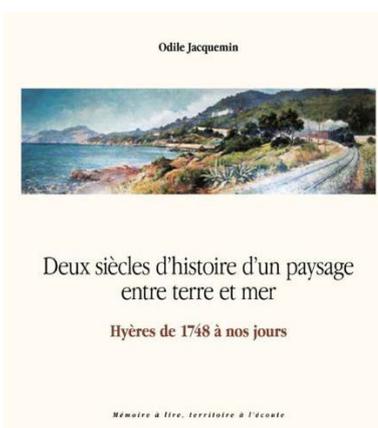
Changing a territory to a pedagogic territory for roaming and surveying

*To go further :*

**Primer : PARTICIPATIVE GARDEN SITE - DISCOVERIES - SCALE OF A COLLECTIVE HABITAT - READING THE LANDSCAPE - MOBILITY - OPENNESS TO DIFFERENCE - ENVIRONMENTAL PROBLEMS IN COASTAL AREAS - RELATIONSHIP WITH NATURE AND THE LIVING - COMIC STRIP PROJECT - LEARNING TERRITORY - VISITS - LIVING WITH THE MEDITERRANEAN CLIMATE**

*Links to the others workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 3** Discovering a city and the architecture of its cohousing habitats
- Workshops 4** Exploring a city, learning how to look
- Workshops 5** Learning how to live, live together and with climate
- Workshops 6** Appropriating the theme of shared housing
- Workshop 7** Designing a tour of cooperative
- Workshops 8** Exploring the theme of shared garden
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 11** Promoting new teachings and training: Innovation and creativity
- Workshop 12** Collectively write project stories
- Workshop 13** Inventing a collective comic strip
- Workshops 14** Inventing tools to awaken the younger
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the material library :*

ERRI  
DE LUCA  
**EUROPE,  
MES MISES  
À FEU**

TRACTS  
GALLIMARD

3 908  
N°2



FREDERIC  
**LENOIR**

Avec un CD de méditations guidées

**Philosopher  
et méditer  
avec les enfants**

Getting out of the self, discovering the difference

*Changing the way we look at things, Recognising in order to include,  
Opening up our eyes,  
Opening a breach in the visible, Breaking the silences,  
Hearing the unsaid, Dealing with the diverse, Ending the exile,  
De-insularising disability, Weaving the link...*

*Charles Gardou*

*(Extract from Fragments on disability and vulnerability)*





## *Giving everyone a voice*

Collection of the vision and projections of life and habitat of a young woman with Down's syndrome entering adulthood

Tamara lives in the Centre Var with her parents and takes the bus every day, where she meets her friends and listens to music. She goes 5 days a week to the IME in Salernes, which takes in children up to the age of 18, with the possibility of extending to 21 while waiting for a living structure.

She is at a turning point in her life when she leaves an educational structure for a living structure, placed at 18 years of age before the terrible responsibility of having to choose (or suffer) her place and way of life for the rest of her life. This is a real injustice in our society where no other young person has to make such a choice at the same age. Being in a home or ESAT, or another institution, difficult to find, an irrevocable choice that impacts on the whole family, on the relationship with his brother, his parents...

The aim of the sequence was to give Tamara a voice and to film her in order to make everyone aware of the importance of the subject, of the urgent need to invent new solutions, shared living spaces where difference does not prevent self-esteem. The short film bears witness to the richness and human warmth that emanates from this meeting and makes people want to go out and meet the difference.

A year later, a second interview was filmed, showing that the situation had not changed for Tamara, who was finishing her last year at the IME and was approaching the end of her schooling without a solution. [LINK](#)

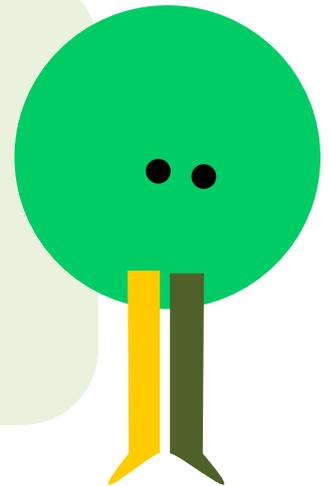
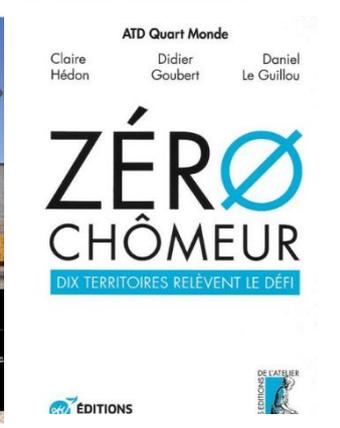
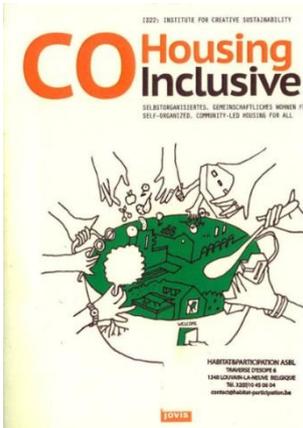
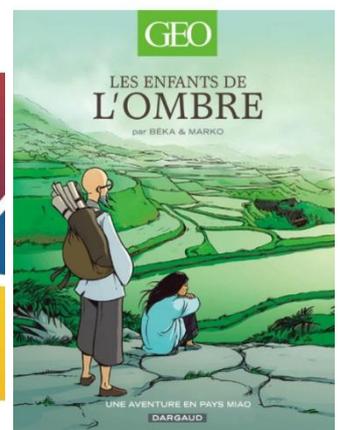
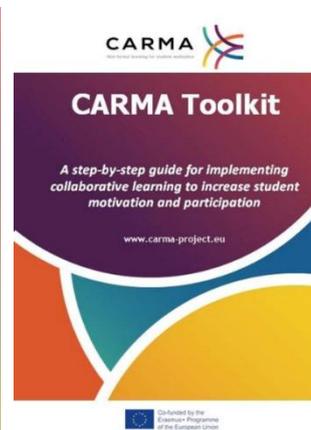
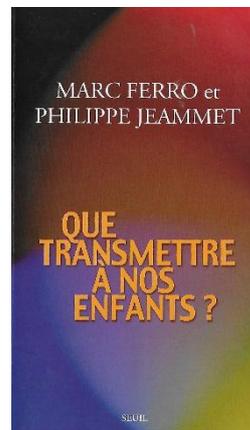
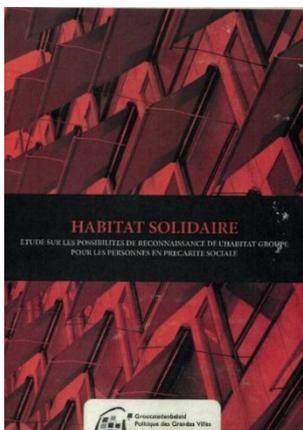
Name	Workshops Getting out of the box, discovering difference 10.a Example: Meeting Tamara
For	<ul style="list-style-type: none"> <li>Teachers, trainers, social workers, carers Pupils, students, supported persons</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>Making a film: testimony of a person with a disability in her housing journey</li> </ul>
Activity	<ul style="list-style-type: none"> <li>Making a film: testimony of a person with a disability in her housing journey</li> </ul>
Tools	<ul style="list-style-type: none"> <li>Important preparation with the person's close circle (family, neighbours, friends, etc.)</li> <li>Creation of an interview grid</li> <li>Technical scouting</li> <li>Emotional" preparation</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>Making a film</li> <li>Discovery of disability</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>Know how to facilitate the oral expression of a person with a disability</li> <li>Develop the ability to listen and exchange</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>Filming in the person's environment with professional conditions</li> </ul>

*To go further:*

Primer : DISCOVERING DIFFERENCE - CARERS - CITIZENS - ADVICE ON PRODUCTION - GIVING A VOICE - TEACHERS - SOUND ENVIRONMENT - TRAINERS - RESIDENTIAL HOME - INTERVIEW GRID - DISABILITY - IMAGINE YOUR LIFE - INCLUSION - INJUSTICE - SHARED LIVING SPACES - HOME - PASSIONS - SOCIAL WORK STAFF - DISABLED PERSON - AUDIOVISUAL PRODUCTION - ADULT LIFE AND HOUSING PROJECTIONS - QUALITY OF PRODUCTION - RELATIONSHIP OF TRUST - PUTTING THE YOUNG PERSON BACK AT THE HEART OF THE CITY FACTORY - MEETING DIFFERENCE - SPOTTING - DREAMS - RICHNESS AND HUMAN WARMTH - KNOWING HOW TO EXCHANGE IDEAS - KNOWING HOW TO LIVE WITH OTHERS. QUALITY OF REALISATION - RELATIONSHIP OF TRUST - PUTTING THE

*Links to the others workshops :*

- Workshops 4 Exploring a city, learning how to look
- Workshops 5 Learning how to live, live together and with climate
- Workshop 7 Designing a tour of cooperative
- Workshops 8 Exploring the theme of shared garden
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshop 12 Collectively write project stories
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the material library :*



## II LIVING TOGETHER

### 2.2 SURVEYING AND GOING OUT

Workshop 10.b  
Getting out of our community, discovering the difference  
Push the door , open my mind



## *Multi-voice testimonies*

### *Four activities contributed to raising awareness on how to build a more inclusive city:*

In March 2019, the visit of habitats for people with disabilities, in two of the operations of the Belgium tour, the

Cité de l'Amitié and Côte à Côte, in the campus of the University of Louvain La neuve. In June 2019, a visit to San Salvador was scheduled during the organisation of the tour for high school students from Zespol in Tczew. In November 2019, it was a visit to one of the largest new housing developments in Eindhoven, 'SPACE-S', with a programme of 402 dwellings including low-cost housing for young people with learning disabilities and people with autism, as well as accessible housing for wheelchair users. Finally, in October 2020, a 'reading in the shared garden' educational workshop was organised at JHADE for young people with the support of books on world habitats, including a sign language imagier, to introduce them to the vocabulary of the different houses of the world, including sign language. The sequence ended with a game where they practiced signing! They were also able to discover the planters installed to allow people in wheelchairs to garden.

In Belgium: the visit to "La Cité de l'Amitié" in Woluwe Saint-Pierre provided an opportunity to recall how, in the 1970s and 1980s, autonomous neighbourhoods were designed to accommodate mixed groups of disadvantaged families and people in wheelchairs. The mechanisms of neighbourhood solidarity were seen at work and the importance of circulation was discovered. The quality of circulation and mobility, which is compulsory for people with motor disabilities, could become a guarantee of quality and well-being for any development for all, whether sick or healthy! [LINK](#)

In Eindhoven, as in Leuven La Neuve, in the brand new building of "Côte à Côte", initiated by the parents, it was discovered that mixed housing programmes could become the norm!

In France: the visit to San Salvador, in Hyères, allowed us to discover a real "city within a city", a cohabitation of more than 600 people where more than 300 severely disabled people and their carers live on a daily basis. [LINK](#) Knowing that there are nearly 10 establishments of this type in the commune of Hyères alone brings home the reality of the experience of a large number of people, whom we do not necessarily think of spontaneously: Housing solutions must be found for multiple categories of the population (in France, 800,000 Alzheimer's patients, 800,000 schizophrenics... More than 9 million people out of a population of 60 million are said to be "disabled"). The visit to this former 19th century palace, transformed into an annex of the Paris Hospitals, in which we met and listened to the testimonies of three residents, triggered a series of cascading reflections: Unlocking taboos, taking the plunge, daring to speak with those we never meet and towards whom we are generally embarrassed because we have no experience: discovering that the other person, despite his or her disability, is like us: He likes to enjoy the summer by the sea, to swim, to sunbathe, to camp in the park. The beauty of the site, the 20-hectare park overlooking the sea, leads one to think it unreal that this luxury is reserved for the most destitute, assigned to the residence of the most vulnerable and fragile people. However, the contrast with the testimony of the cruel lack of privacy for people, some of whom are over 40 years old, who share a room with four people for the rest of their lives, makes one think! and allows one to feel concerned as a citizen. This visit broadened the horizon and shifted the object of wonder: from the view of the sea to the moral strength of these inhabitants:

A young Polish high school student said: "The visit to the San Salvador Hospital made us aware of the needs and problems of disabled people. We were touched by the care and attention given to San Salvador patients, and by the positive emotions that can come from interacting with a happy person who does not have all our abilities, but who, with proper treatment and care, can succeed in developing his or her talents and enriching the world."

In the JHADE garden, it is normal to see gardeners in wheelchairs and young people in a discovery class who have come for the educational activity sequence that has been organised for them, and who are discovering, through play, the function of sign language. This gave rise to the idea of making the "Make me a sign" LIEN tool, which introduces the youngest children to the vocabulary of the world's habitat, allowing them to go beyond the boundaries of language and giving sign language its rightful place in the wealth of European languages.

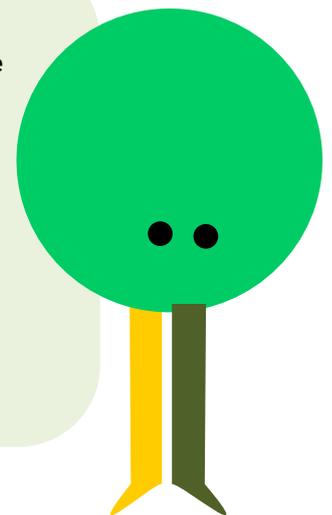
Name	Workshops Getting out of the box, discovering difference 10.b Push the door, open my mind
For	<ul style="list-style-type: none"> <li>• Housing and architecture professionals</li> <li>• Training and support professionals and supported people</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• To go beyond the stereotypes of housing in a territory</li> <li>• Discover the inclusive potential of community housing</li> <li>• To experiment gardening with people with disabilities</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Making a film: testimony of a person with a disability in her housing journey</li> </ul>
Tools	<ul style="list-style-type: none"> <li>• Understand the significance of sign language</li> <li>• Know how to communicate without embarrassment in the face of disability</li> <li>• To challenge oneself in the face of others' differences</li> </ul>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• Evolution of the way people look at the world of disability: people, policies, institutions</li> <li>• Awareness that disability concerns everyone</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Understand the significance of sign language</li> <li>• Know how to communicate without embarrassment in the face of disability</li> <li>• To challenge oneself in the face of others' differences</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Organising shared daily life times</li> </ul>

*To go further:*

Primer : ACCESSING A METIS WAY OF THINKING - ACCOMPANYING WITHOUT LOSING ONESELF - ADMITTING ONE'S OWN VULNERABILITY - AID WITH A "RELATIONAL" FOCUS - SOFTENING THE GAZE WITH WORKS OF ART - LEARNING TO CHALLENGE THE POWER OF NORMS - ART BRUT - MOVING TOWARDS METISSAGE - COPING WITH DIVERSITY - UNDERSTANDING WANDERING - BECOMING AWARE OF WHAT PEOPLE WITH DISABILITIES GO THROUGH - BUILDING AN INCLUSIVE SOCIETY - ARTISTIC APPROACHES AND ART-THERAPY - DEPLOYING, OUT OF MISERABILISM OR HEROISM, A PROFOUNDLY REFORMING WILL - DESINSULARIZE THE HANDICAP - OPEN OUR EYES - GIVE BODY AND LIFE TO THE PHYSICAL AND MORAL DAMAGE - LISTEN TO THE CHILD, HELP THE STUDENT - BUILD BRIDGES AND FEDERATE - HEAR THE UNSPOKEN - INTERWEAVE COMPETENCES - EQUITY - REMOVE PREJUDICES - PROMOTE WELL-BEING - FRAGMENTS ON DISABILITY AND VULNERABILITY - CROSS THE THRESHOLD - SOCIAL HABITABILITY - DISABILITY - INTERVENE FOR NEW REFORMS - END THE EXILE - OPEN A BREACH IN THE VISIBLE, WEAVING THE LINK - ALLOWING TO EXIST - PROVOKING RUPTURES - RECOGNISING THE RIGHT TO LOVE - RECOGNISING TO INCLUDE - REDISCOVERING A HERITAGE TREASURE - REFUSING DETERMINISMS - FINDING THE UNIVERSAL - BREAKING SILENCES - ADAPTING TO METAMORPHOSES - OPENING UP TO THE ENIGMA OF THE OTHER - BRINGING ABOUT A CULTURAL MUTATION. - WEAVING THE LINK - LIVING DIFFERENTLY WITH TIME AND OTHERS

*Links to the others workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshops 4** Exploring a city, learning how to look
- Workshops 5** Learning how to live, live together and with climate
- Workshop 7** Designing a tour of cooperative
- Workshops 8** Exploring the theme of shared garden
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 11** Promoting new teachings and training: Innovation and creativity
- Workshop 12** Collectively write project stories
- Workshops 14** Inventing tools to awaken the younger
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the material library:*

### **III INHABIT TOGETHER**

#### **TOMORROW ALTERNATIVELY**

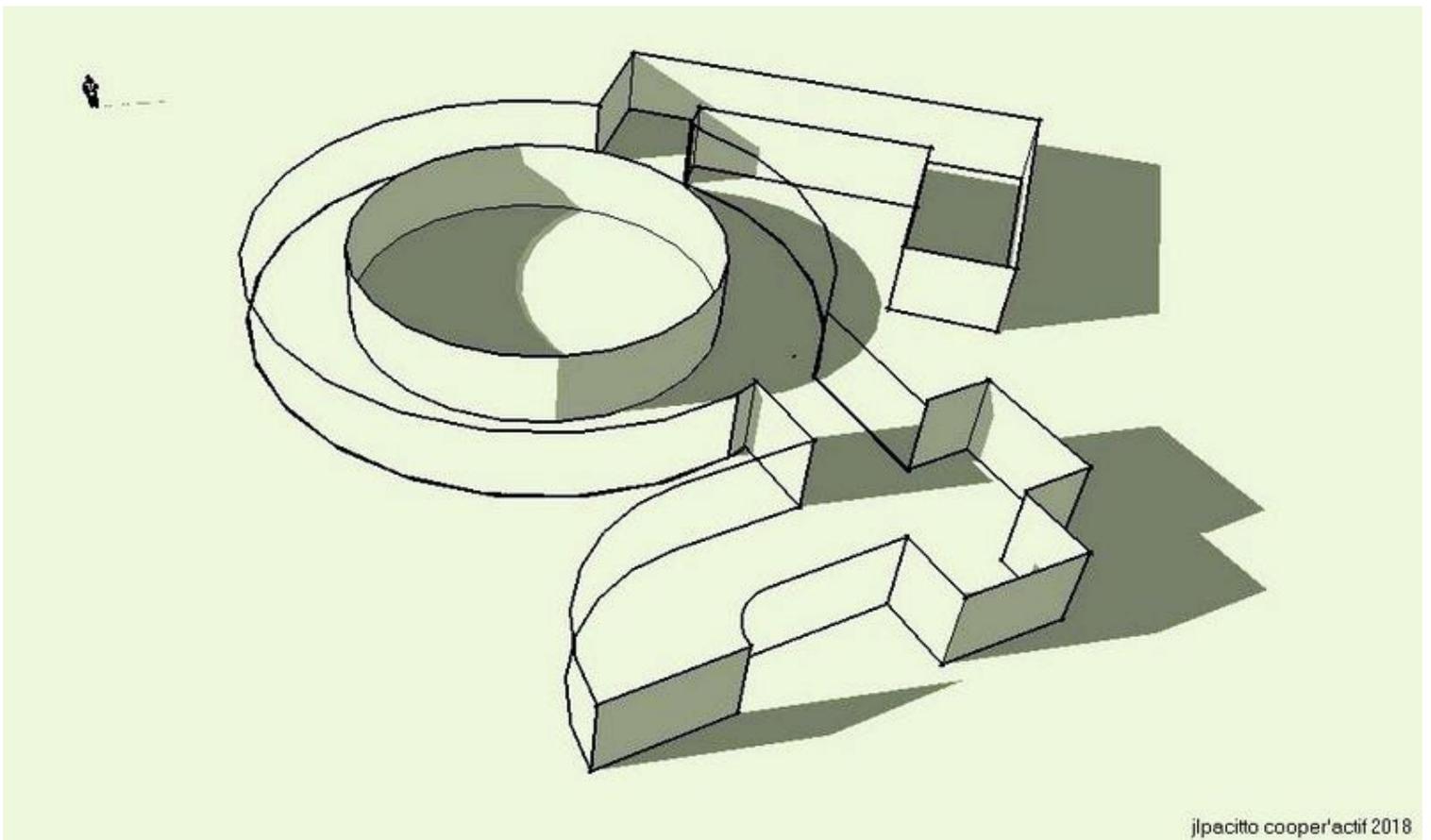
##### **3.1 COOPERATING**

Workshops 11.a, 11.b, 11.b1 and 11.c

##### **3.2 CREATING COLLECTIVELY**

Workshops 12, 13, 14.a, 14.b, 14.c,  
14.d

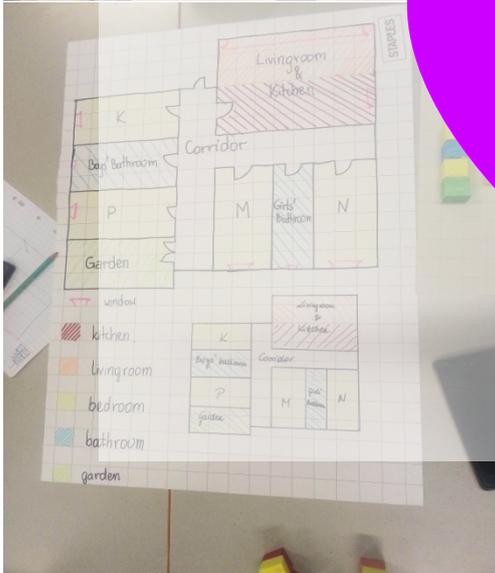
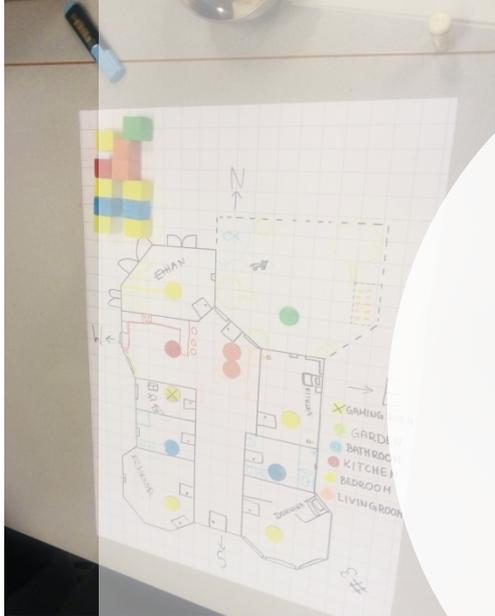
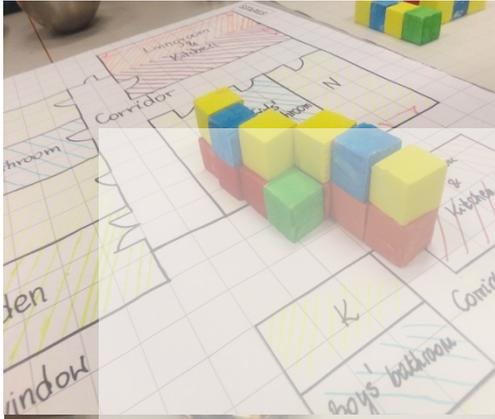
Promoting new teachings and training: Innovation and creativity





Workshops 11 Promoting new teachings and training: Innovation and creativity

11.a Learning to design a shared habitat with an architectural focus



## Workshops 11 Promoting new teachings and training: Innovation and creativity

### 11.a Learning to design a shared habitat with an architectural focus

The four-day mobility in Eindhoven mobilised 4 partners, and was built around a workshop led by TU/e students for young Polish and French high school students, prepared as part of an apprenticeship for Tue students. The coordinator was invited to act as an observer. [LINK](#).

The event involved more than 40 participants, 10 high school students from Poland, 12 high school students from France, 10 students from Tue and more than 10 teachers and other consortium members. A role-playing game put the high school students in the situation of future inhabitants, actors of a participative habitat; the students were in the situation of young architects facing these clients of another kind, for a practice of the profession where the key word are dialogue and cooperation.

Day 1- Time 1/ Introduction "A short history of social housing" ([Link AAP1](#) ). The TUe teacher knew how to adapt the level of her lessons to an attentive audience of high school students, who explained that this was the first time they had heard about the question of housing and the birth of social housing. The following points of debate were introduced: "Do you need to have an house or a job first? - What kind of houses? Small houses with gardens or large collective blocks? -Which status? Tenant or owner? "From the Dutch case, this European history is concluded with the birth of public policies and the first laws passed between the end of the 19th and the beginning of the 20th century for each country \_ Time 2/The visit to the University of Eindhoven, with its 12,000 students and multiple buildings, built from 1956 to the present day, was in itself a discovery tour and a highlight of the learning process. [LINK](#) Time 3/ Beginning with the first sequence of the 9 phases of the workshop, step by step, (in mixed groups of 2 tutors, 4 students, 2 French, 2 Polish) with the first three stages of the co-habitant's journey: 1/ Getting to know each other, 2/ discovering how we live together, in our similarities and differences, 3/Taking advantage of the challenges of the good understanding beyond differences and the opportunities coming from similarities...

Day 2- Time 1/ Visit of the NRE site, a former industrial site, which enable the young students to discover in a condensed way a nice panel of notions: the geographical context of the numerous industrial wastelands and their potential for reconversion, the urban quality given by a quality of location (close to the city center), the reality of private citizen self-development as a response to the housing crisis and, in particular, the scarcity of retirement homes in which to grow old, the interest of a mix between rehabilitation and new construction, to reconcile use and conservation of the heritage value, the interest of a mix between housing and other activities, the public/private axis of areas, the importance of light, the duration of a project, the practice of photography in a site survey... etc. This is a good example of a housing production method, popular in the Netherlands... Time 2 /Continuation of the workshop with new sequence and new learning : discovery of the practice of interviewing and the practice of "brainstorming" 4/ how using these two tools enriches the collection of the Challenges/Opportunities table. 5/ Understanding the notion of function and the importance of the programme in a design process, before arriving at the formatting and spatialization phase.

Day 3 – Time 1/ Visit of the "Space-S" operation, a shared housing operation of 400 dwellings located in the Philips factories area, where the joint reception by the architect and a resident made it possible to imagine the unimaginable \_ How a 10-people initiative took shape, thanks to Facebook, to bring together a group of 400 people, selected out of 3000 volunteers. How a developer and an architect lent themselves to the game and allowed the design of 104 different plans, adjusted to the demands rather than a standard plan \_ How to make very different social classes, elderly people, people with disabilities, live together. Rooftop gardens, shared kitchens and living rooms are now an ordinary vocabulary of this initiation to architecture for the pupils.

Time 2/ Third part of the workshop with new learning through phases : 6/ How to transfer knowledge? 7/What is architecture? 8/ The economy in a project: introduction of the notion of budget: each space has a price!

Day 4: Time 1/ Learning to present their shared housing project collectively to an audience of Professionals Time 2/Participation in the afternoon of conferences, as an audience (To access the programme and the minutes: [LINK](#)

**Workshops 11** Promoting new teachings and training: Innovation and creativity**11.a** Learning to design a shared habitat with an architectural focus

<b>Name</b>	11.a Learning to design a shared habitat with a view to architecture
<b>For</b>	<ul style="list-style-type: none"> <li>• architecture students and high school students</li> </ul>
<b>Educational objectives</b>	<ul style="list-style-type: none"> <li>• to experiment with grouped housing</li> <li>• work in project mode in an intercultural and intergenerational context</li> <li>• express themselves in public and in English</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>• role-playing game</li> <li>• lectures</li> <li>• site visits</li> <li>• public presentation</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>• educational booklets</li> </ul>
<b>Targeted and unexpected results</b>	<ul style="list-style-type: none"> <li>• understanding of the stages of an architectural project</li> <li>• discovery and appropriation of the challenges of an urban project (brownfields/functional mix/governance/inclusion)</li> </ul> <p>unforeseen results: development of a project for an architectural tour guide of the university campus.</p> <ul style="list-style-type: none"> <li>• synergy of differences</li> </ul>
<b>Skills acquired</b>	<ul style="list-style-type: none"> <li>• develop self-confidence</li> <li>• know how to work with the differences of others</li> <li>• adapt to a changing context</li> <li>• improve English in the subject of participatory housing, architecture and urban planning</li> </ul>
<b>Suggestion Additional leads</b>	<ul style="list-style-type: none"> <li>• creation of tools</li> <li>• reception at the inhabitant's/student's home</li> </ul>

Workshops 11 Promoting new teachings and training: Innovation and creativity

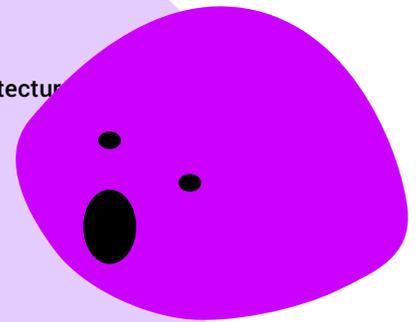
11.a Learning to design a shared habitat with an architectural focus

To go further:

**Primer:** APPRENTICESHIP - APPRENTICE CO-HABITANT - CONTEMPORARY ARCHITECTURE - WORKSHOP - ATLAS - AUDITORIUM - PRIVATE CITIZEN SELF-PROMOTION - PUBLIC/PRIVATE AXIS - BRAINSTORMING - CAMPUS - SOCIAL CLASSES - RECONCILING USE AND CONSERVATION - CONFERENCE - CONSORTIUM - GEOGRAPHICAL CONTEXT - COOPERATION - CULTURES - DISCOVER HOW - CHALLENGES - INDUSTRIAL DESIGN - DIALOGUE - DIFFERENCES - DURATION - FRAMING AND SERVING - CITIZEN ENGAGEMENT - EUROPEAN HISTORY - SOCIAL HISTORY - IMAGINING THE UNIMAGINABLE - IMMERSION - INTRODUCTION TO INDUSTRIAL DESIGN - DIALOGUE - DIFFERENCES - DURATION - FRAMING AND SERVING INDUSTRIAL DESIGN - DIALOGUE - DIFFERENCES - DURATION - FRAMING AND SERVING - CIVIC ENGAGEMENT - BROWNFIELDS - EUROPEAN HISTORY - SOCIAL HISTORY - IMAGINING THE UNIMAGINABLE - IMMERSION - INTRODUCTION TO ARCHITECTURE - ROOFTOP GARDENS - ROLE-PLAYING - THE MASTER WORD - WELCOME BOOKLET - FUN - LIGHT - MARATHON - CONTEXTUALISATION - SETTING THE SCENE - SETTING THE SCENE - THE WAY TO THE FUTURE - THE WAY TO THE FUTURE MARATHON - CONTEXTUALISATION - SPATIALISATION - MIX - FUNCTION - OPPORTUNITIES - HISTORY - PANEL - HISTORICAL PERSPECTIVE - PHOTOGRAPHY - STANDARD PLAN - POTENTIAL CLIENTS - POTENTIAL FUTURES - INTERVIEW PRACTICE - PRACTICE OF THE PROFESSION - DESIGN PROCESS - SOCIAL PRODUCTION OF HOUSING - DEVELOPER - URBAN QUALITY - RECONVERSION OF A BUILDING - SOCIAL AND ECONOMIC DEVELOPMENT DEVELOPER - URBAN QUALITY - RECONVERSION - REHABILITATION - SITE SURVEY - MODEL ROOM - GET TO KNOW EACH OTHER - SIMILARITIES - INDUSTRIAL SITE - SPATIALIZATION - COLLECTIVE WORK - WORK - KILL - TUTORS - UNIVERSITY - HERITAGE VALUE - VISITS - TECHNICAL SHOWCASE - VOLUNTEERS - WORKSHOP

Links to the others workshops :

- Workshop 1 Situating participatory housing in the history of social housing and architecture
- Workshop 2 The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 3 Discovering a city and the architecture of its cohousing habitats
- Workshops 4 Exploring a city, learning how to look
- Workshops 5 Learning how to live, live together and with climate
- Workshop 7 Designing a tour of cooperative
- Workshops 8 Exploring the theme of shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshop 12 Collectively write project stories
- Workshop 13 Inventing a collective comic strip
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

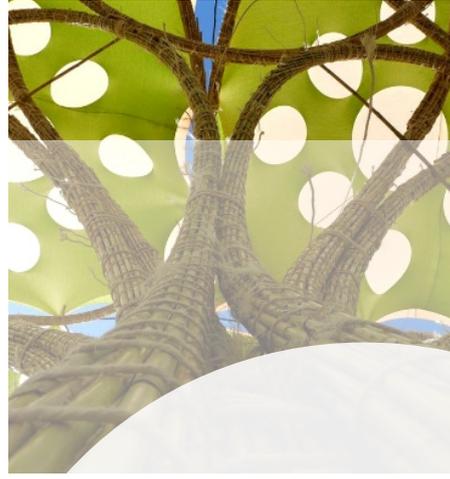


Links to the resources of the material library:

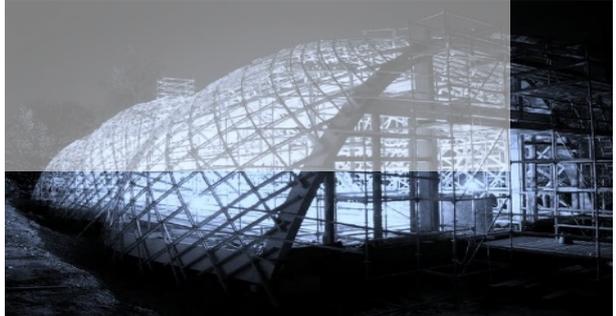
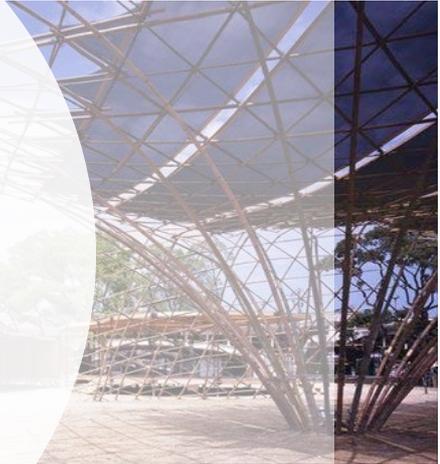


Workshops 11 Promoting new teachings and training: Innovation and creativity

11.b Learning to cooperate with nature – interdependant agro-urban Ecohabitat



**III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY  
3.1 COOPERATING**  
Workshop 11.b  
Learning to cooperate  
with nature



## Workshops 11 Promoting new teachings and training: Innovation and creativity

### 11.b Learning to cooperate with nature – interdependant agro-urban Ecohabitat

The environment is often approached from the perspective of nature versus culture, natural versus artificial, wild versus domestic. But the global environmental crisis and climate change have challenged this traditional distinction between the history of nature and human history. A trend is increasingly emerging - particularly among biomimetic researchers - that advocates sustainable and bio-inspired development, but always from an ethical standpoint. This current shows that it is possible to reconcile concern for nature and the diversity of cultures with that of human life forms, and to guarantee equity between humans.

And so it is with "cooperation", the generic theme of this workshop, where, contrary to popular belief, "cooperation between species" prevails in nature, and is one of the main lessons to be learned by the participants. To be inspired by it will have to consist in thinking and acting, and above all interacting with it. This is what the initiators of an innovative agricultural training course, both permaculture and bio-inspired in essence, propose to develop by allowing students, trainees and apprentices to question the new relationships that are gradually taking shape between town and country, relationships that it was envisaged to develop along two main lines in the training.

- The new place of "nature" in "living spaces". What plant palette for the city and countryside of tomorrow, and even for the sustainable city of today, with new species that are adapted to climate change, with the new functions of "regulators and climatisation" plants? Equally important is the question of new building materials and construction techniques, where plants are taking a leading role, whether in structure (wood), filling (hemp), insulation (straw), or heating ....
- That of rurbanity. The life of rural and neo-rural people is now spent in a countryside that is considered to be 60% urban, where are mixed traditional self-construction practices and news self-construction of ancillary buildings belonging to this category of architecture, which, although commonly described as "without an architect", where the requirement for quality and aestheticism must not be absent.

Agriculture in general, permaculture, agro-ecology, LIEN bio-inspired approaches and related practices such as agroforestry and aquaculture are the key activities supporting this training pathway. This pilot workshop is planned as a springboard. The contents of this training, which will be initiated by the CFPPA Agricampus of Hyères, in partnership with MALTAE LIEN , are conceived as part of an ambitious programme including work-schools and test areas in dedicated experimentation places.

From the Hyères establishment and/or other surrounding territories, this initiative will contribute to the promotion and deployment of an innovative agro-urban sector to accompany territories in transition on a regional scale. Numerous academic, professional and institutional partnerships (agreement with the Region, CEEBIOS) will be mobilised. For the record, the themes addressed cover a wide range of issues related to the ecological transition, with revisited vernacular techniques, bioclimatic, the lessons learned from the adaptation capacities of nature and living organisms in the face of climate change, the use of natural and/or biosourced materials (wood, earth, stone, plant fibres, etc.) in eco-housing, the recycling in LIEN architecture and a prospective vision of agro-urban projects. Aimed at self-builders, the programme includes an awareness of sensitive and technical approaches to architecture (structure, light, transparency, etc.). Specialised modules can be developed to extend this initial training during life-size application workshops, such as those of a course entitled "From plant matter to biosourced microarchitecture" [LINK](#)

**Workshops 11** Promoting new teachings and training: Innovation and creativity**11.b** Learning to cooperate with nature – interdependant agro-urban Ecohabitat

<b>Name</b>	11.b Learning to cooperate with nature - Agro-Urban Solidarity Eco Habitat
<b>For</b>	<ul style="list-style-type: none"> <li>• public aware of eco-housing and interested in the new urban-rural solidarity of territories in transition</li> </ul>
<b>Educational objectives</b>	<ul style="list-style-type: none"> <li>• interacting with nature</li> <li>• understanding and implementing a permaculture and ecomimetic approach</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>• formative inputs • training camp</li> </ul>
<b>Tools supports</b>	<ul style="list-style-type: none"> <li>• Agricampus campus and its land infrastructure and its existing educational programmes and development potential/professionals in architecture, urban planning, craftsmen, farmers, landscape gardeners, experts in new exercises and transition professions</li> </ul>
<b>Targeted and unexpected results</b>	<ul style="list-style-type: none"> <li>• developing a cooperative posture on a construction site</li> <li>• changing the way we look at architecture</li> </ul>
<b>Skills acquired</b>	<ul style="list-style-type: none"> <li>• be autonomous in a self-build project</li> <li>• mastering bio-source architecture techniques</li> <li>• dare to imagine, design and build microarchitectures</li> </ul>
<b>Suggestion Additional leads</b>	<ul style="list-style-type: none"> <li>• module d theoretical and practical training</li> <li>• internships in ongoing participatory housing operations in urban or rural areas</li> </ul>

**Workshops 11** Promoting new teachings and training: Innovation and creativity

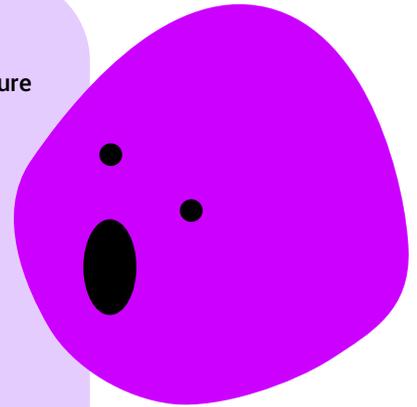
**11.b** Learning to cooperate with nature – interdependant agro-urban Ecohabitat

*To go further:*

**Primer** : APPRENTICESHIPS - ARCHITECTURES "WITHOUT ARCHITECT" - EXTRAMURAL WORKSHOPS - SELF-CONSTRUCTION - BIOCLIMATIC - BIO-INSPIRATION - CAMPAIGN - CFPPPA - CLIMATE CHANGE - CHANGE OF SCALE - SCHOOL BUILDING SITES - PILOT BUILDING SITES - ECOHABITAT - ECO-CONSTRUCTION - CIRCULAR ECONOMY - ECOSYSTEM - TEST SPACES - SPIRIT OF "RECUPERATION" - TRAINING COURSE - FORMS - LARGE SCALE - NATURAL SIZE - INNOVATIVE - UNUSUAL - INSULATION - GREENHOUSES - SOILLESS ARCHITECTURE - NATURE IN THE CITY - EXPERIMENTATION PLACES - MODELS - NATURAL MATERIALS - NOTION OF "MANIPULATION" - PLANT PALETTE - PARTNERSHIPS - AESTHETIC RELEVANCE - RELEVANCE - POINT OF BALANCE - PRACTICES - PROCESSES - PRODUCTS - AGRO-URBAN PROJECT - PROTOTYPES - LIGHT AND EFFICIENT PROTOTYPES - RECYCLING - FILLING - RURBANITY - SPECIALISATION - TRAINEES - STRUCTURE - SELF-SUPPORTING STRUCTURES - TECHNIQUES - TUTORS - "ACCLIMATISING" PLANT - CITY OF TOMORROW - SUSTAINABLE CITY

*Links to the others workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 5a** Learning how to to live and live together
- Workshop 7** Designing a tour of cooperative
- Workshops 8** Exploring the theme of shared garden
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 11** Promoting new teachings and training: Innovation and creativity
- Workshop 12** Collectively write project stories
- Workshop 13** Inventing a collective comic strip
- Workshops 14** Inventing tools to awaken the younger
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow

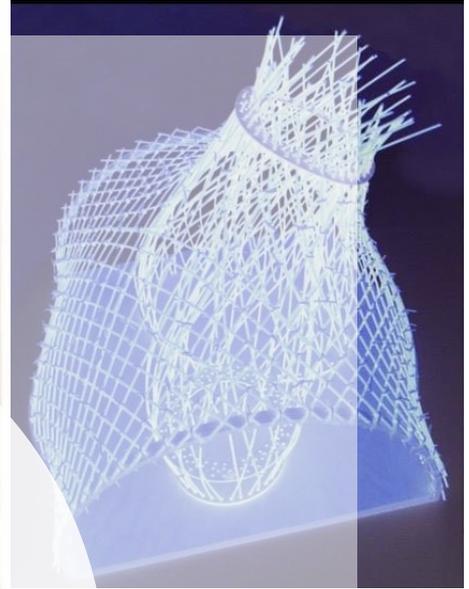


*Links to the resources of the material library:*

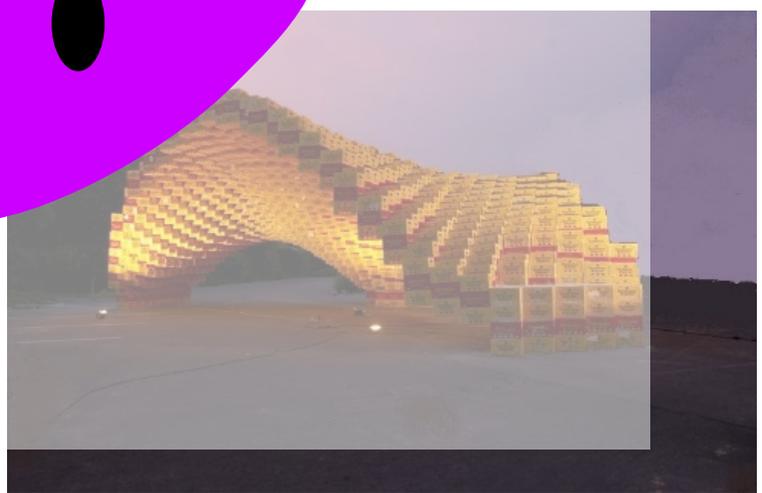
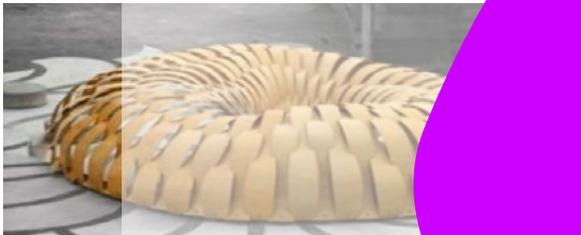
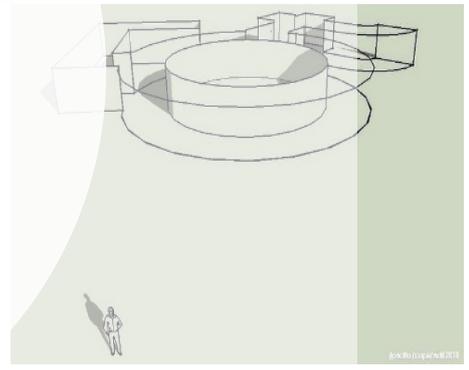


Workshops 11 Promoting new teachings and training: Innovation and creativity

11.b.1 Creativity and self-construction - bioclimatic microarchitectures



**III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY  
3.1 COOPERATING**  
Atelier 11.b.1  
Creativity and self-  
construction



## Workshops 11 Promoting new teachings and training: Innovation and creativity

### 11.b.1 Creativity and self-construction - bioclimatic microarchitectures

Participatory housing projects are spreading in Europe and currently show two trends: a change of scale with the integration of professional social housing developers, and a multiplication of smaller projects for which self-developers are also self-builders AND eco-builders. Even in the first projects, self-building skills are sometimes mobilised, when, for economic or amenity reasons, the housing can be delivered with finishes that can be carried out by the future inhabitants. Moreover, the traditional demand of the rural world for small buildings and various equipment for housing and agricultural activity has become a very significant reality in the face of the necessary diversification of activities for the economic balance and transmission of farms. But also in the face of the influx of former city dwellers who are settling there in large numbers as neophytes of self-construction and sustainable development in an agro-urban world also in transition. With these observations in mind, MALTAE has enriched the material library of the Cooper'actif project: Habiter ensemble autrement demain (Living together differently tomorrow) with a number of highly instructive practical student works, most of which are the result of courses and seminars held in the Ecoles Nationales Supérieures d'Architecture (National Higher Schools of Architecture) for almost half a century, from the 1970s until the Grands Ateliers de L'Isle-d'Abeau (GAIA [www.lesgrandsateliers.fr](http://www.lesgrandsateliers.fr)), a scientific, technological and pedagogical platform which is still in practice today. [LINK 1 EC](#)

The first module of an innovative programme, this "Micro Archi Perma" is a platform of this type, a training course which aims to promote, in a sensitive and intuitive way, the architectural approach and bioclimatic eco-construction in the form of participative micro-projects, for the attention of these self-developers and/or self-builders. It is intended to provide a twofold response to this identified demand for small buildings, structures and equipment for farmers and to the demand for training for "budding" self-builders of participatory urban housing projects. The Agricampus site in Hyères allows for the implementation of this project on the scale of its regional territory of influence, in connection with the post-baccalaureate education of the establishment and its partner universities, within the framework of a privileged partnership with the CFPPA, which adds it in a coherent manner to its existing training offer.

The objective of the creation of this innovative agricultural training and promotion course is therefore, for the benefit of adults interested in the "architectural entry" into sustainable construction or development projects for participative housing, in urban and/or rural areas:

To rely on educational tools and didactic and playful methods, based on learning by doing and to encourage the expression of spontaneous ingenuity.

To participate in a change of relationship with the world of education and training by giving back to "doing well" (the emotion raised by the beauty of the gesture) an importance at least equal to that of the intellect in the apprehension of projects.

To develop a pedagogy that inspires a new conception of innovation ideas, based above all on a (re)discovery of the genius of nature and the living world through the agro-ecological implementation of projects.

To encourage the inventive use of natural materials for a contemporary architecture between low-tech and high-tech (based on biosourced or raw materials, little transformed, such as the most common and elementary ones: stone, sand, earth, water, wood, air or vegetable fibres).

To revisit these techniques in order to encourage the emergence of creative solutions for buildings and equipment that are energy and raw material efficient.

**Conditions of progress and phasing** :1/ A first phase will propose the acquisition of some essential theoretical bases: morphological study of linear, planar and spatial sets, by topological, stereometric and combinatorial means, with mention of their possible applications as constructive, circulatory and urbanistic systems. [LINK 2 Creativity and representations](#)

2/ In the second part, practical work, individual exercises will consist of preliminary combinatorial manipulations based on simple figures and volumes. 3/ A third stage will be devoted to exercises, conducted in small groups, of initiation to construction, with the aim of linking morphological and static acquisitions. 4/ Finally, a fourth phase will conclude the cycle with the design and realisation of a micro-project by team in the form of a rendering of models, drawings, photographs and written briefs, to be self-built on the sites where they are to be built on a full scale by the participants. This model of a co-creation work camp, by team, will meet these expectations on the educational and practical level while responding to the societal demand to see the emergence of more environmentally friendly construction practices in order to accompany the ecological transition. Examples of workshop work: [LINK 3](#)

**Workshops 11** Promoting new teachings and training: Innovation and creativity**11.b.1** Creativity and self-construction - bioclimatic microarchitectures

<b>Name</b>	11.b.1 Creativity and self-construction - bioclimatic microarchitectures
<b>For</b>	<ul style="list-style-type: none"> <li>• Self-builders made aware of bio-based approaches</li> </ul>
<b>Educational objectives</b>	<ul style="list-style-type: none"> <li>• Training in ecohousing and frugal architecture</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Formative inputs on bioclimatism</li> <li>• Workcamp on new uses of vernacular techniques</li> </ul>
<b>Tools supports</b>	<p>Materials and tools : Theoretical input. Documents provided: training booklets containing the essential information covered</p> <p>Practical application on a building site</p>
<b>Targeted and unexpected results</b>	<ul style="list-style-type: none"> <li>• Creation of bio-sourced micro-architectures integrated into a global development project</li> <li>• Revitalising individual and collective practices, liberating creative energies</li> </ul>
<b>Skills acquired</b>	<ul style="list-style-type: none"> <li>• Inventing a bio-sourced project on a territory</li> <li>• Develop a bio-inspired building system with local resources</li> </ul>
<b>Suggestion Additional leads</b>	<ul style="list-style-type: none"> <li>• Develop training over 6 months alternating with a work site (aiming for a Professional Quality Certification)</li> <li>• School site : construction of a life-size structure on the Agricampus campus</li> </ul>

**Workshops 11** Promoting new teachings and training: Innovation and creativity

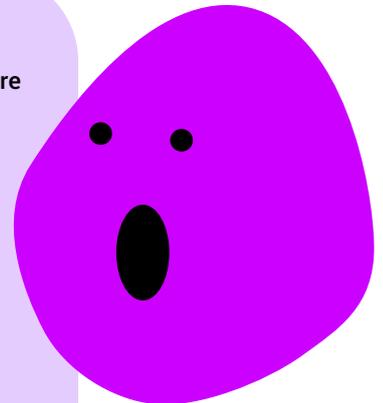
**11.b.1** Creativity and self-construction - bioclimatic microarchitectures

*To go further:*

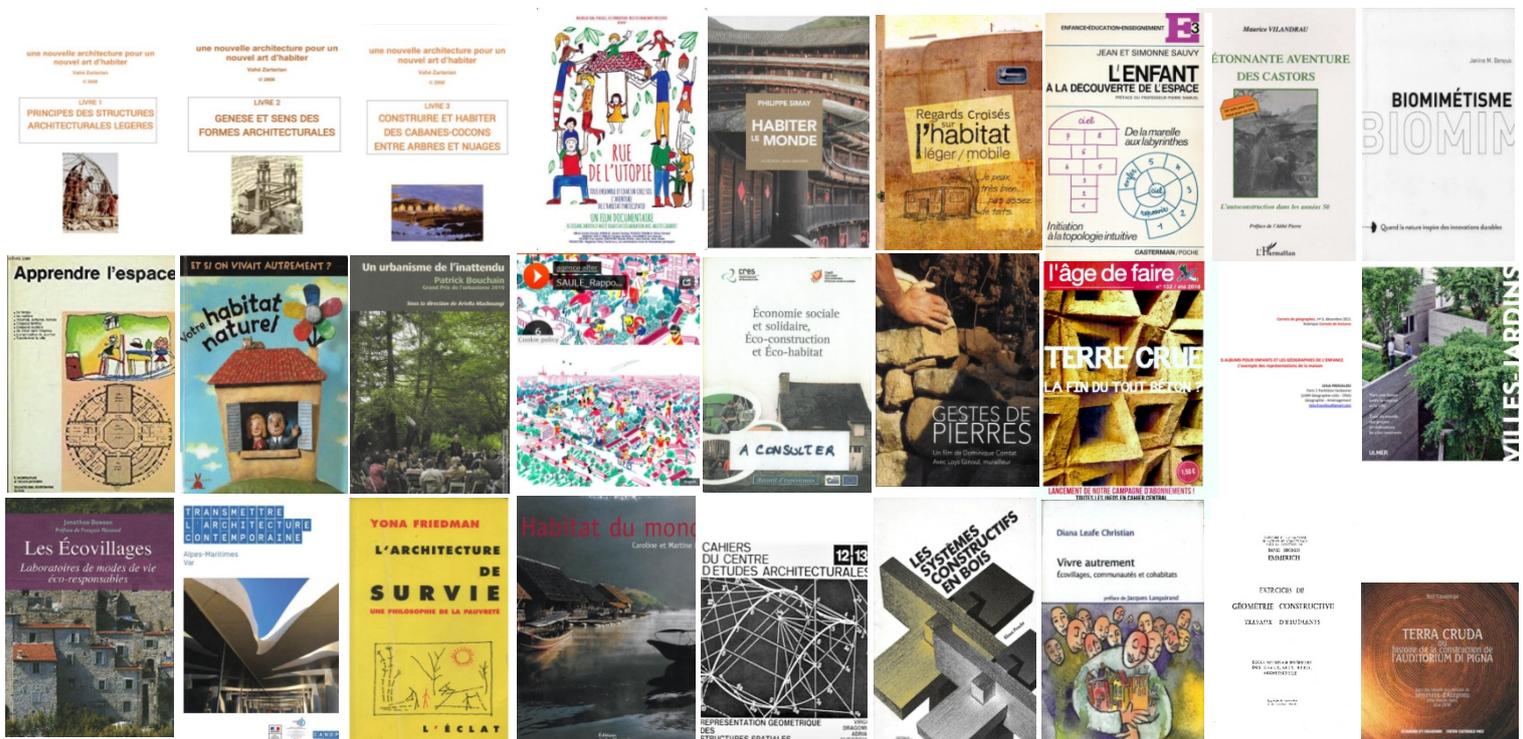
**Primer** : FARMERS - APPRENTICESHIPS - ARCHITECTS - SOILLESS ARCHITECTURE - ART CRAFTSMEN - ASSEMBLIES - EXTRAMURAL WORKSHOPS - SELF-CONSTRUCTION - BIOCLIMATIC - CAMPAIGN - CFPPA - CLIMATE CHANGE - CHANGE OF SCALE - BUILDING SITES - PILOT BUILDING SITES - DESIGN - ECO-CONSTRUCTION - TEST SPACES - SPIRIT OF "RECUPERATION" - EQUIPMENT - PLANT FIBERS - TRAINING COURSE - FORMS - LARGE SCALE - LIFE SIZE - IMAGINATION - INNOVATION - INSULATION - GARDENERS - NATURE IN THE CITY - PLACES OF EXPERIMENTATION - MODELS - BIOSOURCE MATERIALS -- MICRO-ARCHITECTURES - NOTION OF "MANIPULATION" - SHADING - PLANT PALETTE - PARTNERSHIPS - AESTHETIC RELEVANCE - RELEVANCE - CLIMBING PLANTS - POINT OF BALANCE - PRACTICES - PROCESSES - PRODUCTS - PROTOTYPES - LIGHT AND EFFICIENT PROTOTYPES - FILLING - NATURAL RESOURCES - RURBANITY - RURBANITY FILLING - NATURAL RESOURCES - RURBANITY - GREENHOUSES - SPECIALIZATION - TRAINEES - STRUCTURE - SELF-SUPPORTING STRUCTURES - LIGHT STRUCTURES - TOPOLOGY - TECHNIQUES - BIOSOURCE STAKES - "AIR-CONDITIONING" PLANT - VERNACULAR - CITY OF TOMORROW - SUSTAINABLE CITY

*Links to the others workshops :*

- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 2** The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 5a** Learning how to to live and live together
- Workshop 7** Designing a tour of cooperative
- Workshops 8** Exploring the theme of shared garden
- Workshops 10** Getting out of our community, discovering the difference
- Workshops 11** Promoting new teachings and training: Innovation and creativity
- Workshop 12** Collectively write project stories
- Workshop 13** Inventing a collective comic strip
- Workshops 14** Inventing tools to awaken the younger
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow



*Links to the resources of the material library :*



Workshops 11 Promoting new teachings and training: Innovation and creativity

11.c Learning through action and gesture as transmission tools



**III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY  
3.1 COOPERATING  
Workshop 11.c  
Learning through  
action and gesture as  
transmission tools**



## Workshops 11 Promoting new teachings and training: Innovation and creativity

### 11.c Learning through action and gesture as transmission tools

"Learning to do AND doing to learn"! Transmission through the participative work site is a societal demand, an emerging reality in the world of transition that needs to be structured into a command, in order to integrate it into the new professions of the transition economy.

The *Chantier pédagogique* puts the action at the heart of learning, where the "gesture", which is copied by mimicry, or guided by a guide, becomes in essence the tool of transmission.

Today, there is a strong demand for self-builds based on dry stone masonry techniques and wood and straw construction.

It is essential that professionals continue to practise these skills in order to preserve them and pass them on in work sites that allow experienced craftsmen and apprentices to exchange on the construction techniques of these structures, whether it be for the wood-straw construction technique or for the dry-stone base and restanque walls.

Commissioning these professionals to supervise participatory self-construction sites is a necessity if we want these ecological techniques to endure, to try out and to be a lever for architectural and social innovation, adapted to the necessary decompartmentalisation between experts and neophytes, builders and inhabitants, producers and consumers, and if we want "living and building differently" to exist tomorrow.

Manuals and films archive and transmit these ancestral skills, but it is in the collective work of the participatory workcamps, in the *doing together*, that the transmission is most effective.

The two weekends at the end of September and the beginning of October 2020 gave rise to this type of exercise at the JHADE garden in HYERES LINK

The project was the rehabilitation of an existing structure with local materials available. 35 people (including children) took part: as learners, they are at the same time involved as co creators: it is an opening to beauty! and a recognition of an art craft

The activity brings the additional result of having allowed participants to spend a weekend with their families between two confinements for a formative "faire ensemble", where they can rediscover what was the basis of the craftsman's trade in the past: *the pleasure of beautiful work*, to which is added the pleasure of *achieving a project by a visible production*.

The shared meal cooked in the self-built wood-burning oven a few years before was also a plus.

The activity requires 2 days of preparation by other actors.

The ECM film "Gestes de pierres" illustrates well this notion of exchanges around a shared professional practice, its techniques and its "gestures" and it becomes in itself a precious tool to describe the process of transmission in an educational workcamp, around dry stone.

Today, there is a paradigm shift and a transformation of society's sensibilities.

The economy of transition and the mutation of practices towards an architecture of sobriety, which is part of it, open a market for integrating these ancestral skills into contemporary orders. Learning these techniques in the context of participatory building sites is of particular interest to the Participatory Habitat sites and to those who are adept at self-building, whether it be for only part of the site or for the whole of it.

Multiplying this type of participative building site and transmitting the know-how of these ancestral techniques to the inhabitants, in order to create bridges between the world of craftsmen and that of associations and citizens' movements around self-building, will allow the change of scale and the change of culture necessary to change the carbon footprint of the building sector and to allow a reappropriation by all of our habitat with ecological, healthy, comfortable and efficient buildings: a different way of building!

**Workshops 11** Promoting new teachings and training: Innovation and creativity**11.c** Learning through action and gesture as transmission tools

Name	11.c Learning by doing and gesture as a transmission tool
For	<ul style="list-style-type: none"> <li>• all audiences including families with children</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• discover the advantages of local bio-sourced materials in construction (earth, wood, wicker, straw, cane, stone, etc.)</li> <li>• gain self-confidence</li> <li>• put into practice gestures and rules</li> <li>• adapting traditional know-how to the challenges of tomorrow</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• participatory earthworks</li> </ul>
Tools	<p>The support of a specialised architect, the presence of building professionals and farmers. A thematic exhibition, magazines, videos Time to listen, observe and practice by mimicking the gesture.</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• construction of an earth and/or stone building</li> <li>• promotion of short circuits</li> <li>• unforeseen results: awareness of the dynamics of a permanent construction site (construction/use/maintenance)</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• know how to work in a team on a common site</li> <li>• to use traditional skills and appreciate their complementarity with bio-inspired technologies of a new vernacular.</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• launch of a dynamic of work-schools in response to the needs of the territory</li> </ul>

## Workshops 11 Promoting new teachings and training: Innovation and creativity

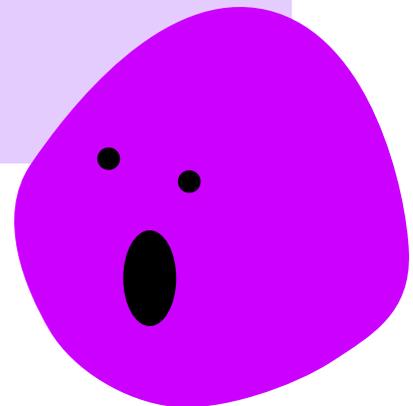
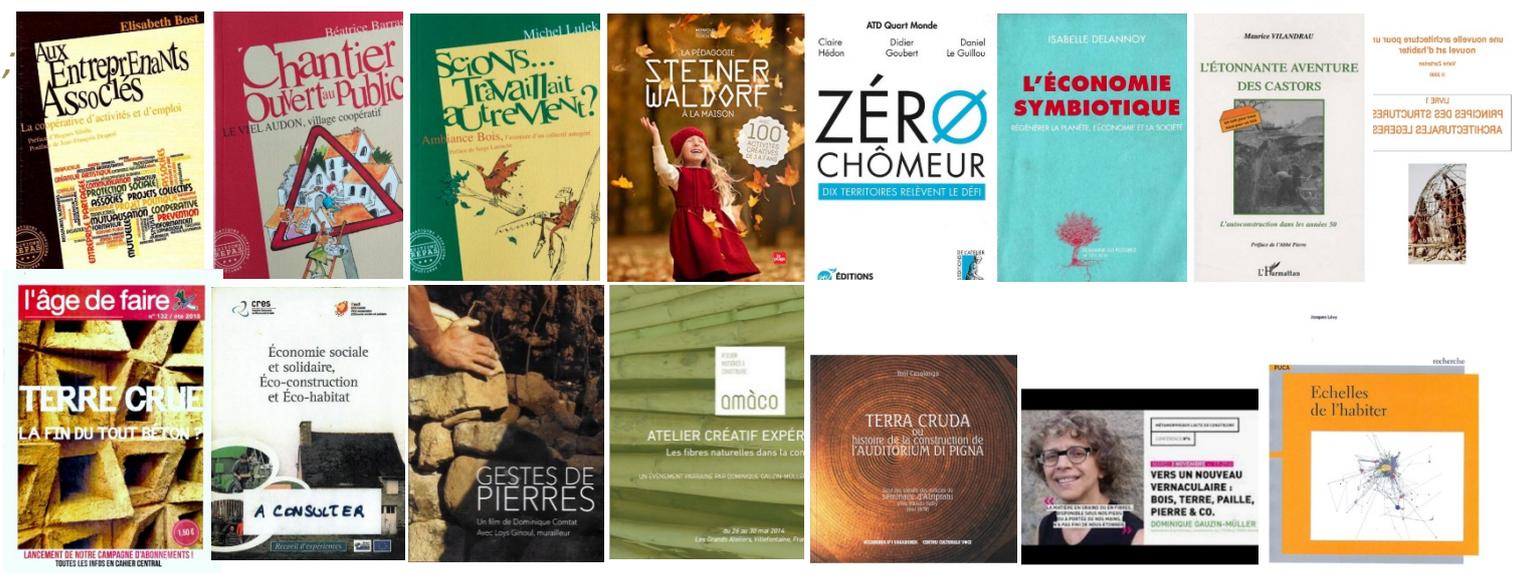
## 11.c Learning through action and gesture as transmission tools

*To go further:*

**Primer:** SELF-BUILDING - COLLECTIVE AND PARTICIPATIVE WORKSHOPS, MAKING TOGETHER - ANCESTRATIVE KNOW-HOW - TRANSMISSION THROUGH MAKING - ECO-BUILDING - EARTH, STRAW, OSIER - LOCAL MATERIALS - PLEASURE TO MAKE TOGETHER

*Links to the others workshops :*

- Workshop 1 Situating participatory housing in the history of social housing and architecture
- Workshops 8 Exploring the theme of shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshop 11.c Learning through action and gesture as transmission tools
- Workshop 12 Collectively write project stories
- Workshop 13 Inventing a collective comic strip
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the materiautheque:*

# Workshop 12 Collectively write project stories

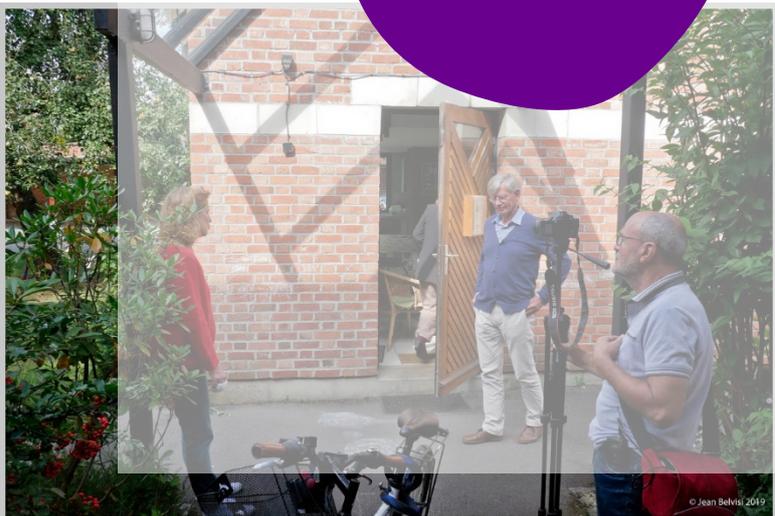
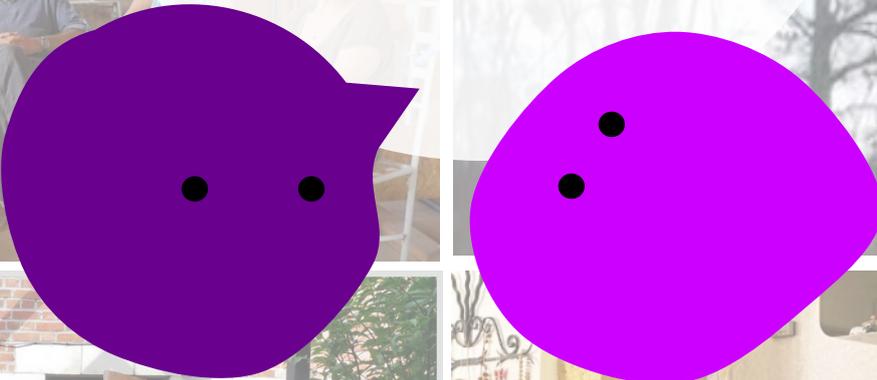
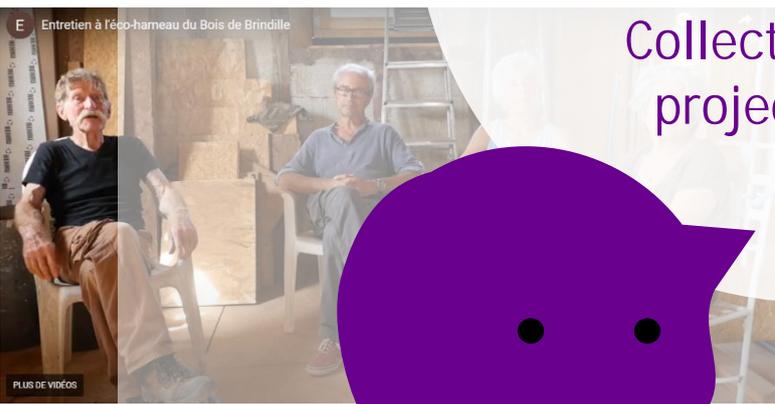


**III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY**

**3.2 CREATING COLLECTIVELY**

Workshop 12

Collectively write  
project stories



## *Telling in many voices: Six episodes of a collective story*

*It is the story of the collective project of Writing or Collectively writing project stories or Writing collective projects*

The combination of these three words, illustrated here but not exhausted, gives the key to the multiple activities that can be built around the act of WRITING, its COLLECTIVE character and the notion of PROJECT

The experimentation and acquisition of practical knowledge (and reflection) on collective action, the management of a project, the construction of a narrative, and listening to others are valid for any other subject than participative housing or living.

Here, the *Cooper'actif Erasmus+* project *Living Together Differently Tomorrow* has developed in a "writing" activity in its broadest sense, including films, sound and photo reports, and six moments that feed this type of workshop with their experience:

- The Polish educational project of the films made by the students about their house [LINK](#)  The making of the film "ANAGRAM" [LINK](#)
- The collection of testimonies from the inhabitants of "Bois de Brindille" [LINK](#)
- The collection of testimonies of the members and leaders of the association Eco-habitons 83 [LINK](#)
- The collection of testimonies of two seasonal workers [LINK](#)
- The collection of the testimony of the mayor of Carqueiranne on a participatory urban planning project [LINK](#)

The first project is described in Part 1, as Activity 1.4a, where the focus of the activity is on film-making. The supplementary document provided here chooses to talk about the collective project dimension. Even though each person tells about his or her own home, individually, a strong testimony of a story written in several voices emerges: "How ten young people between 16 and 18 years old live in Poland today".

The second project, which was the making of the film ANAGRAM, a specific production of the project, illustrates how a film project is always collective, the fruit of a team (and not only of the film crew), but in this framework, precisely because it was a question of making the history of a grouped habitat. The collective writing concerns the inhabitants as much as the directors: No testimony with several voices if there is not already the appropriation of the writing project by the inhabitants themselves, and no history of the project without their adhesion.

On the same principle, but using much lighter means, with only two sequences in one week, one in preparation and one in shooting, film 4 records the story of the Bois de Brindille project

In these two cases, the observation is that if the common project is that of the collectives of inhabitants who tell their stories, it is also and may be first of all the cooperation between those who collect and those who tell their stories.

The fourth and fifth moments of the project have in common that the inhabitants and professionals testify, in totally different contexts but both to tell of failures; the group of activists involved in the association Ecohabitons 83 express in several voices the difficulties encountered, individually and collectively, which explain that after more than ten years of age, the association has not yet started a participatory housing project, even though this is its social object!

Once the summer was over, two young seasonal workers were willing to tell us about the difficulties they had in finding accommodation in the middle of August. For both of them, it is the narration of a failure! For all of us, it is the learning that the story of the projects that did not happen is as important as the one of those that succeeded.

Finally, the recording of the account of a witness to a remarkable operation in Carqueiranne, in the Var, gives meaning to the notion of a living archive. The man is the former mayor of the commune, now aged of 100 years old, and his word is precious. The term "collective" is used first of all to describe the project that won an award at the time, the hamlet of Bellevue, as an exemplary operation of participative urbanism. It also applies to the couple, who are as close as two fingers, even if the woman's voice is silent!

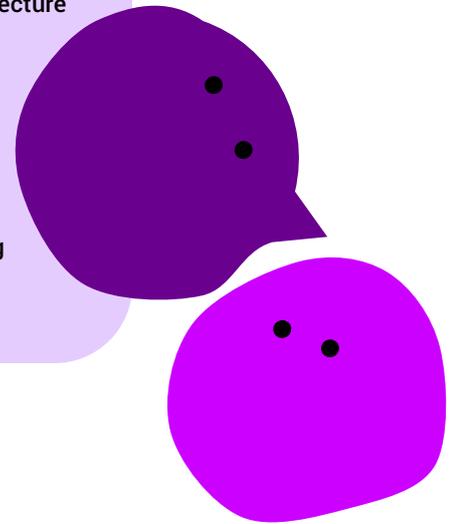
Name	12 Writing project stories collectively
For	<ul style="list-style-type: none"> <li>• all public actors and schools</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• enhancing the memory of the territories</li> <li>• Writing and carrying out a project to collect experiences</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• collect testimonies in any form</li> <li>• film making by high school students</li> <li>• production of films and audio and visual archives (sketches, photos) by popular education associations</li> </ul>
Tools	Productions from these activities and preparation documents
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• multimedia archive production</li> <li>• regaining the power to act on one's own life course</li> <li>• experiential learning</li> <li>• unforeseen results: understanding that everyone has to be an actor in the story to move forward.</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Knowing how to collectivise the experience</li> <li>• organise a watch on a specific subject</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• the activity opens the way to other collections to imagine continuations and other testimonies in order to enrich the collective memory. Understanding of the value of the testimony of failures (the right to make mistakes)</li> </ul>

*To go further:*

**Primer :** PIONEER ARCHITECTURE - ARCHIVE - EACH ONE AT HOME BUT TOGETHER - CAPTURE - COLLECTIVE - GIVE TO SEE - WRITE - FILM - HISTORY OF PROJECT - INITIATIVE - LEAVE TRACE - SOCIAL HOUSING ESTATE - EXEMPLARY OPERATION - OPEN YOUR DOOR - SUCCESSFUL PROJECT - PROJECT WHICH DID NOT TAKE PLACE - STORY WITH SEVERAL VOICES - STORY OF YESTERDAY - STORY OF TOMORROW - TELL - SEASONAL WORKERS - TELL ABOUT THEMSELVES - REPORTAGE - TESTIMONY - TRANSMIT

*Links to the others workshops :*

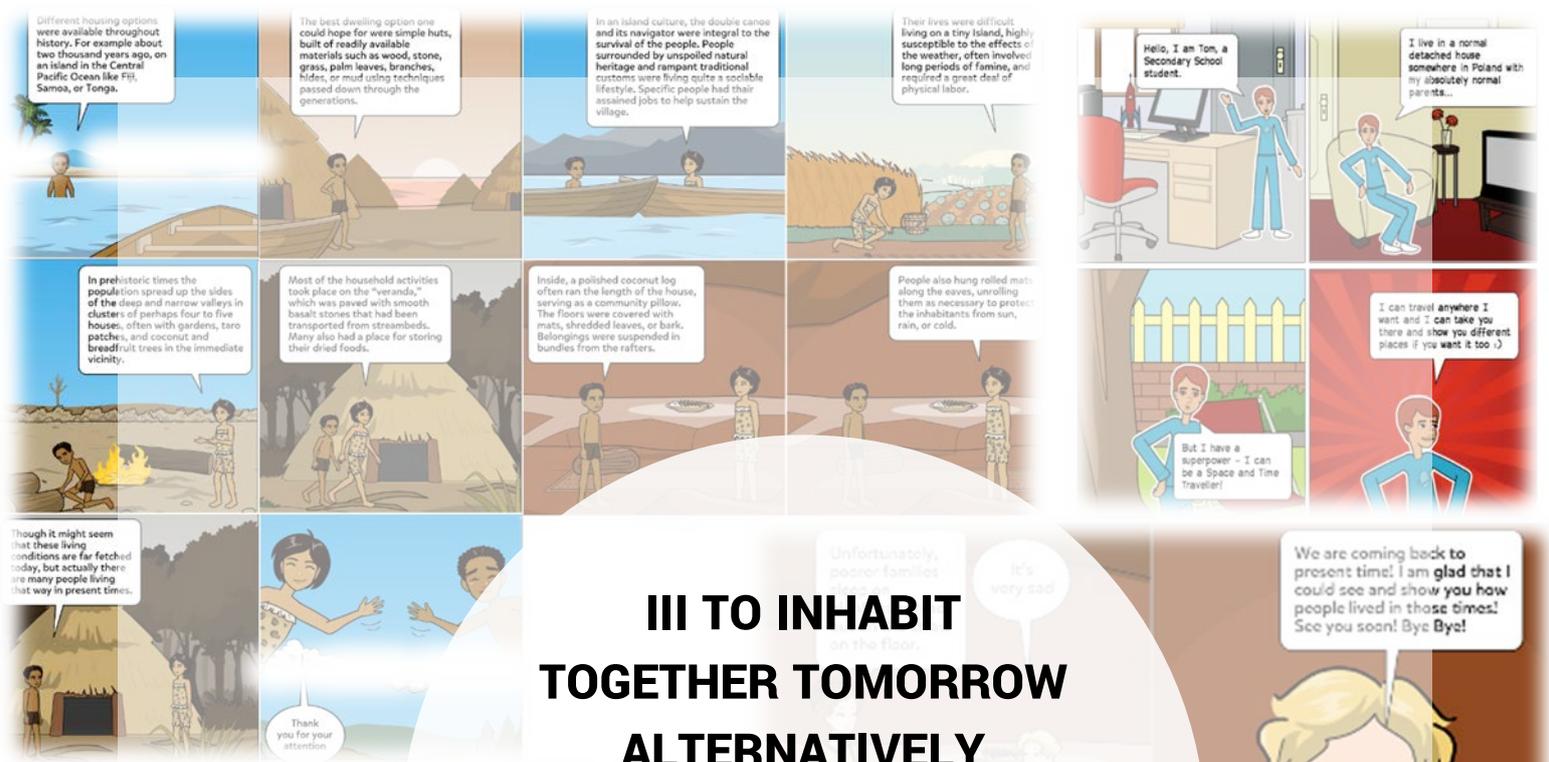
- Workshop 1** Situating participatory housing in the history of social housing and architecture
- Workshop 3** Discovering a city and the architecture of its cohousing habitats
- Workshops 4** Exploring a city, learning how to look
- Workshops 5** Learning how to live, live together and with climate
- Workshops 6** Appropriating the theme of shared housing
- Workshop 7** Designing a tour of cooperative
- Workshops 8** Exploring the theme of shared garden
- Workshop 9** Changing a territory to a pedagogic territory for roaming and surveying
- Workshop 13** Inventing a collective comic strip
- Workshop 15** The inhabit alphabet primer to imagine the tomorrow



*Links to the resources of the materiautheque:*



# Workshop 13 Inventing a collective comic strip



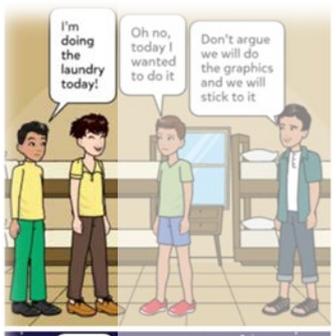
## III TO INHABIT TOGETHER TOMORROW ALTERNATIVELY

### 3.2 CREATING COLLECTIVELY

## Workshop 13 Inventing a collective comic strip



Oh, Dad, I will tell you what I have been doing exploring different places and to find my real home... really long story... But I must tell one thing I have understood - my home is here where I am now.



## Multi-voice testimonies

### BEFORE

theWithin the framework of the two mobilities of March and June 2019, in Brussels and Hyères, special attention was paid by the coordinator to the activity proposed by the Polish partner.

Thus, two sequences were prepared in the visit programmes to set aside time for the discovery of a collection of comic books, linked to the theme of housing (and more broadly, of being an inhabitant of tomorrow's planet). These selections were made thanks to the partnerships of the local libraries; in Brussels, the Maison du Livre, which welcomed all the partners, and in particular for the conference given by the utopian architect Luc Schuiten ; in Hyères, the City média library, which made some fifty works available.

Each time, it was an opportunity to see that images can be used to communicate without language barriers

### DURING

**Teacher's testimony :** Viktoria, a teacher of English as a second language in a high technical school in Tczew, Poland, said: "My students enjoyed making a comic book about different types of housing.

The exercise of exploring different places where people live or lived in the past is a good opportunity to understand what makes a perfect home. Pupils have the chance to create their own story of living in different places and at different times. Making comics can motivate students to share their knowledge in a way that combines art and literacy. Creating each episode is like writing a short story. It needs a beginning, a middle and an end.

The first students did a short research on how people lived in the past and where they can live today. Then they made their choices about the type of housing they wanted to describe. In groups they wrote down all their ideas for characters, settings, expressions and even speech bubbles. It was difficult to combine all the ideas, as each episode had to be short and each picture had to include some action and scenery.

To enable the pupils to use a foreign language, it is useful to introduce or revise basic vocabulary related to the issue of houses, by starting a discussion about the advantages and disadvantages of living in different places and at different times.

After completing each episode of the comic book in groups, students present their work, with a subsequent discussion on the issue of living in different places and at different times.

Depending on the type of audience, the workshop can last one day, or take place in sequences over three days, or in regular meetings on an educational project carried out during the school year.

### Student's testimony :

Andżelika Herstowska, ZSE student, writes about the process of creating an episode of the comic book: In creating my comic book, I was inspired by several articles about the conditions on remote islands. The more I learned about the subject, the more interested I became. Over time, I came to understand that the living conditions of today's islanders are very similar to those of 2,000 years ago. The history of the Pacific islands is very rich but unfortunately largely neglected; their culture and housing situation was truly revealing and a demonstration of ingenuity and resourcefulness. So with this new knowledge I decided to create my comic book around the idea of islanders of the past.

### AFTER

This exercise is suitable for all ages; the help of modern technology makes it even easier

There are many platforms that allow students to become comic book creators, such as <https://edu.pixton.com/>, <http://comiclifecom.com/> or <http://comicmaker.comicmaster.org.uk/>



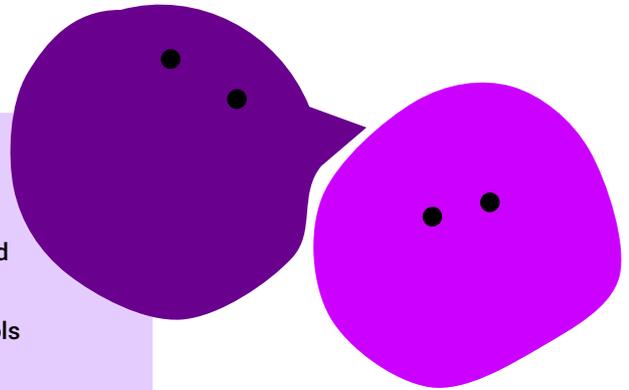
Name	13 Inventing a collective comic strip
For	<ul style="list-style-type: none"> <li>• all adult audiences class or learner groups of 12 people</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• share knowledge on the subject of housing and habitat</li> <li>• Unfolding your imagination</li> <li>• stimulating creativity through technique</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• preparing and writing a script</li> <li>• manipulation of digital tools to create a BD</li> <li>• presentation of work in public</li> </ul>
Tools	<p>Materials and tools: Documents on habitat, including the <a href="http://habitat-cooperactif.eu">habitat-cooperactif.eu</a></p> <p>Specialised tools: platforms to help with the creation of comics</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• mulcreation of a playful medium on the theme of housing and habitat</li> <li>• opening of a cross-border exchange on housing</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• expressing oneself in English</li> <li>• developing communication through images</li> <li>• synthesise a message</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• Publishing and distribution of comics</li> </ul>

*To go further:*

**Primer:** ALPHABETIZATION -ART -BULLETS- COMICS- CREATION -DECOR -EPISODE -FOYER - LIVE STORY -NOVEL -LITERARY -PERSONAL -RECIT -SEQUENCE

*Links to the others workshops :*

- Workshop 4.a Discovering the inhabited, I film my home
- Workshop 4.b Discovering the inhabited, I photograph your neighborhood
- Workshop 5.a Learning how to live and live together
- Workshop 11.c Learning through action and gesture as transmission tools
- Workshop 12 Collectively write project stories
- Workshops 14 Inventing tools to awaken the younger



*Links to the resources of the materiautheque:*



Inventing tools to awaken the younger ones

*"When one man dreams, it is only a dream.  
But if many men dream together,  
it is the beginning of a new reality."*

Hundertwasser



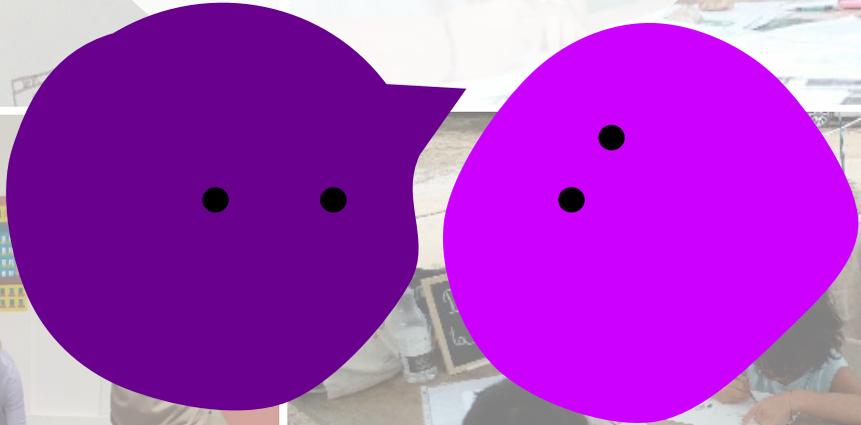


**III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY**

**3.2 CREATING COLLECTIVELY**

Workshop 14.a

Not even in your dreams!  
How and where will you  
live tomorrow?



### Testimonial :

The workshop took place in Marseille, as part of the 2019 Rencontres Nationales de l'Architecture, a French national event that takes place in October every year in France. The venue was doubly important, 1/ symbolically and because it is a Maison de l'Architecture et de la ville - names count! [LINK](#) - and 2/ because its architectural qualities make the space of this large glass roof, bathed in natural light, an educational medium.

Two three-hour sequences took place in the morning and afternoon, with free access for young audiences, invited by the national programme and the site's social network announcements. The space dedicated to the workshop consisted simply of a reception area, with tables, chairs, pictures on the wall and a projection area, sufficiently isolated, like a "corner" in the large room, to allow the activity to take place as an autonomous workshop, but at the same time integrated into a circuit proposed to the visitors who went from one workshop to another during the halfday. Two other workshops had been organised by the MAV mediators, which were more on the theme of the city and therefore complementary.

Led by a group of three adults, an urban architect and a teacher, the groups that followed were small, one or two children accompanied by one or two parents, and allowed for a friendly, playful exchange absent from the trainer/learner relationship based on the educational material provided: plant architecture, unusual architecture and the atmosphere of living cities LIEN. Part of the time of this exchange consisted in filling in the questionnaire "How do young people live in Europe", the form of which was prepared specifically for young people of primary school age. The questionnaire itself was a real educational tool for exchange, reflection, questioning, learning about knowledge and results. A certain pride in being "a voice that counts" for a European survey was part of this. Among the skills acquired, we note that of daring to speak out about architecture and debate beauty; discovering oneself as a citizen, as an inhabitant of a city...

During the videoconference that replaced mobilities 9 and 10, the partner EcoquartierStrasbourg, associated with the hosting of this mobility, presented in a slide show its animation activity towards young audiences [LINK](#)

The cultural itinerary produced in the framework of the project "Flight to Europe towards 114 ways of living" offers a new tool for activities with children. [LINK](#)

In the summer of 2020, the opportunity was taken to repeat the activity in an event called "Draw me a tomato" [LINK](#).

The configuration of the stand in an outdoor time-space, where one goes from stand to stand, from table to table to pick up "curiosities", without necessarily having the time to stop for an hour, reinforced the fact that the workshop's spatial setting counts. The pandemic and the barrier gestures were already the daily routine of the summer of 2020: a positive observation, however, that the children were always available, whatever the time given, to take felt pens and paper to draw houses!

The summer and autumn of 2020 provided an opportunity to explore other types of activities with children, by setting up in a greenhouse in the JHADE shared garden. The context of the health crisis has reinforced the efficiency of a shared garden for this type of learning, including *doing with*, *doing with little* and *doing together* and *doing with nature*. The garden offers the same intermediate scale as that of a participative habitat. Between the housing cell and the public space of the neighbourhood or the city. Nature offers inexhaustible resources for developing creativity in children (and others...) ...

following the workshops

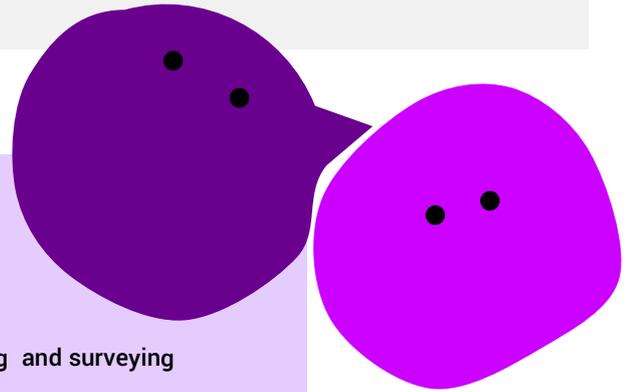
Name	14.a "Not even in your dreams How and where will you live tomorrow?"
For	<ul style="list-style-type: none"> <li>• young people from 5 to 12 years old accompanied by an adult</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• raise awareness of the many facets of housing</li> <li>• imagining tomorrow's habitat in Europe</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• architectural discovery workshop fun</li> <li>• questionnaire on youth housing</li> </ul>
Tools	<p>Materials and tools: "The growing city" a booklet of original architectural images.  A paper questionnaire: a slide show of pictograms with 20 questions.  Paper, paper, pencils and markers to express themselves through drawing. Presence of 2 architects with whom to debate with.</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• development of self-confidence</li> <li>• expression of interest in new experiences</li> <li>• facilitating a parent-child dialogue on housing</li> <li>• unintended results: creating the tools for this intergenerational dialogue</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• speak with ease in front of adults</li> <li>• use architectural concepts to design houses</li> <li>• fill in a questionnaire</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• activity that can be broken down into regular cycles</li> </ul>

Workshops 14 Inventing tools to awaken the younger ones

14.a « Not even in your dreams ! How and where will you live tomorrow? »

*To go further:*

**Primer :** ORIGINAL ARCHITECTURES - ATYPICAL WORKSHOPS - PENCILS - CURIOSITY - DISCOVERING THROUGH IMAGES - TOMORROW - SLIDE SHOW - PLAYFUL AND PEDAGOGICAL EXCHANGE - EXCHANGE QUESTIONS AND ANSWERS - FACETS - FELT-TIP PENS - FORMS OF HABITAT - INVITE TO DREAM - THE GROWING CITY - DIVERSIFIED PANEL - WAYS OF LIVING - PARENTS - TALK ABOUT ARCHITECTURE - DREAM - PROJECTING ONESELF TOMORROW - AWAKENING TO CONSCIOUSNESS - AROUSING INTEREST - LIVING CITY



*Links to the others workshops :*

- Workshops 4 Exploring a city, learning how to look
- Workshops 5.b Learning how to leave with the climate
- Workshops 8.a Participatory project site on a shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the materiauthèque:*



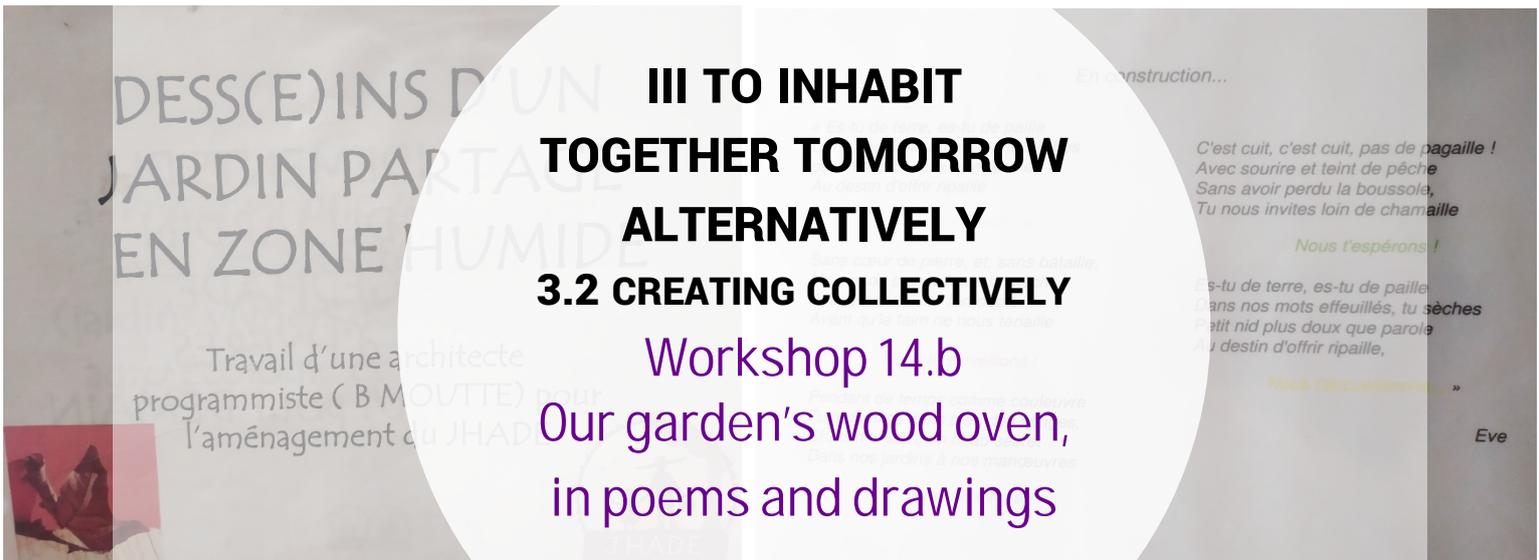
Workshops 14 Inventing tools to awaken the younger ones

14.b Our garden's wood oven , in poems and drawings

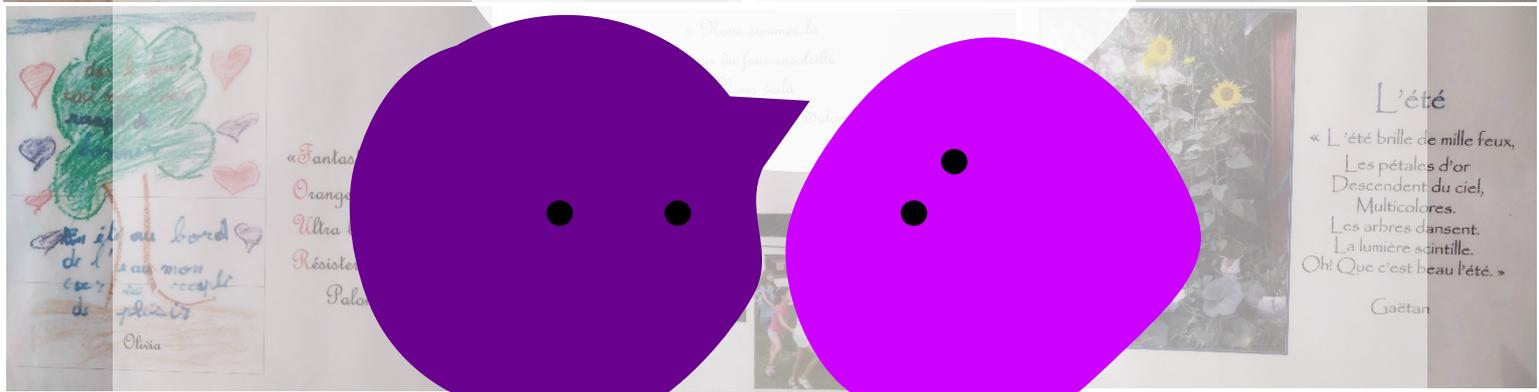


«Faisant la fête,  
Ou bien dansant,  
Un joli four réchauffe  
nos froides mains,  
Rigolant autour de  
cette réserve de  
chaleur.»  
Salomé

III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY  
3.2 CREATING COLLECTIVELY  
Workshop 14.b  
Our garden's wood oven,  
in poems and drawings



En construction...  
C'est cuit, c'est cuit, pas de pagaille !  
Avec sourire et teint de pêche  
Sans avoir perdu la boussole,  
Tu nous invites loin de chamaille  
Nous l'espérons !  
Es-tu de terre, es-tu de paille,  
Dans nos mots effeuillés, tu sèches  
Petit nid plus doux que parole  
Au destin d'offrir ripaille,  
Nous l'espérons... »  
Eve



«Fantas  
Orange  
Ultra  
Résiste  
Palan  
Olivia

L'été  
« L'été brille de mille feux,  
Les pétales d'or  
Descendent du ciel,  
Multicolores.  
Les arbres dansent.  
La lumière scintille.  
Oh! Que c'est beau l'été. »  
Gaëtan



« Brillante une fois finie  
encore heureuse par cette flamme  
résistiblement bonne  
à moelleuse  
roussissant  
âte de la manger  
n été »  
Paloma

## Testimonial :

### *Self-construction and inauguration of a wood-burning oven built from raw earth*

The gardeners of the JHADE shared and solidarity garden have proposed the construction of a wood-burning oven, so that they can "eat hot" when they come to spend the day in the garden and share meals.

The project was carried out as a self-build, participatory construction site, essentially by the gardeners themselves, with the assistance of a professional architect in the field of earth and straw construction.

Once the construction work was completed, a festive moment was organised to inaugurate it, mainly for the children of the gardeners, who thus participated in the first firing of the building.

The event included a cake making workshop, which was followed by a succession of fun sessions of drawing sessions, poetry sessions, dance sessions and various games, culminating in a snack in the garden with the cakes from the oven!

This activity, which might seem to some people to be rather banal - *playing in the garden* - reveals all its potential for learning and for being highly reproducible, precisely because of its simple nature.

Learning to live together by doing things together and sharing a communally prepared meal Strengthening of the parent-child bond, often undermined by the contemporary urban rhythms of working parents, who find here an opportunity for complicity in doing things together and taking time out together, including playing and reading; also allowing the child to see his or her parents in a different light, involved in unusual activities.

In doing so, without having to explain it, the time spent during the workshop gives an understanding of "*eating locally*" (the eggs are collected from the garden's henhouse); of *making do with* what is on the spot (the wood for the oven is collected from the garden; some trees will undergo special pruning to provide the gardeners with firewood on a regular basis); of the sense of community and sharing; of the *decompartmentalisation between work and pleasure*. Collecting wood implies rigour, learning the rules: you don't take it just anywhere, nor just anyhow; but the work (carrying something heavy) is joyful and becomes a game for several people.

Without further explanation, the need to keep a record of this powerful moment in order to bear witness to it later on (not all children in the towns were lucky enough to light a wood-burning oven, let alone take part in its construction) enables them to learn the value of keeping a record in order to pass it on. It also gives rise to an activity of collective creation of a written trace in the making of a LIEN booklet: here again, the writing activities, taken out of a school framework, become playful and creative. The proposal to write poems in acrostics is a "hook" that sets a common rule of play, structuring a production for several people, but also for individuals, and gives rise to a learning experience that can be reused elsewhere and on other occasions.

The collective writing workshop is undoubtedly one of the best tools for grasping the "Together but each in his own home" which defines the values of participatory housing.

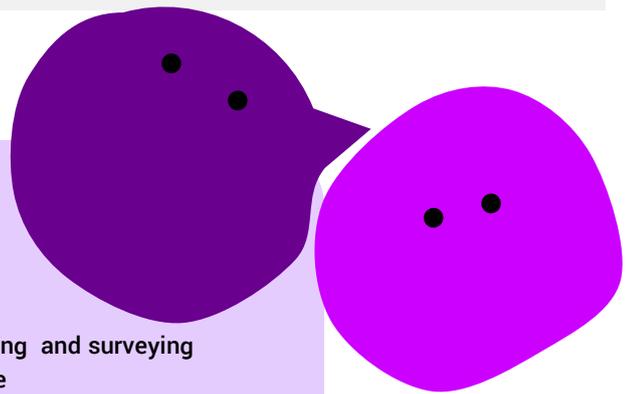
Name	14.b Our oven in poetry and drawings
For	<ul style="list-style-type: none"> <li>• children and all ages</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• reintegrate the use of a traditional collective equipment into today's daily life: the wood-burning oven.</li> <li>• equipment: the wood-burning oven.</li> <li>• to experience a festive time between parents and children playing while working</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• Lighting a wood-fired oven</li> <li>• preparation of a shared meal</li> <li>• writing workshop</li> </ul>
Tools	<p>Materials and tools: Straw-earth oven built together with the gardeners. Trees pruned to provide firewood. Culinary ingredients. Pencils and paper.</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• creation of a festive time for children and parents</li> <li>• Improvising a memory booklet of the day</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• Discover the techniques and tricks of the "wood chore". Which wood?</li> <li>• how to use a wood-fired oven for cooking</li> <li>• knowing how to tame the "useful fire"</li> <li>• to be able to make an accrostiche</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• to give priority to the festive time by making a souvenir object from natural materials</li> </ul>

*To go further:*

**Primer** : ACROSTIC - WRITING ACTIVITIES - SHARING ACTIVITIES - PLAY ACTIVITIES - LIGHTING THE OVEN - TETTER TREES - SELF-TRAINING - WELLBEING - FIREWOOD - BUNS - HUT - MEMORABLE CHARACTER - SINGING - HOW IT HOLDS - BUILDING - CONVIVIALITY - PENCILS - COOKING - DANCING - DRAWINGS - FIRE - WOOD OVEN - EARTH OVEN - STRAW - CAKES - COOKING INGREDIENTS - GARDENERS - GAMES - PLAYING WITH WORDS - LIVING MATERIALS - MODELLING - WICKER - BRAIDING - PAPER - SHARING - PIECE OF WATER - POETRY - COLLECTIVE ACHIEVEMENT - BRINGING PARENTS AND CHILDREN TOGETHER - LAUGHTER - WILLOW - TEEPEE - TRACE - PLANT TUNNEL - ETC.

*Links to the others workshops:*

- Workshops 4 Exploring a city, learning how to look
- Workshops 5.b Learning how to leave with the climate
- Workshops 8.a Participatory project site on a shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the materiatheque:*

**Workshops 14** Inventing tools to awaken the younger ones

**14.c** Physical and playful outdoor activity : playing in a shared garden

LES NOUVEAUX ESPACES  
DE JEUX NATURELS  
CONSTRUIRE  
EN SAULE VIVANT  
ET EN BOIS



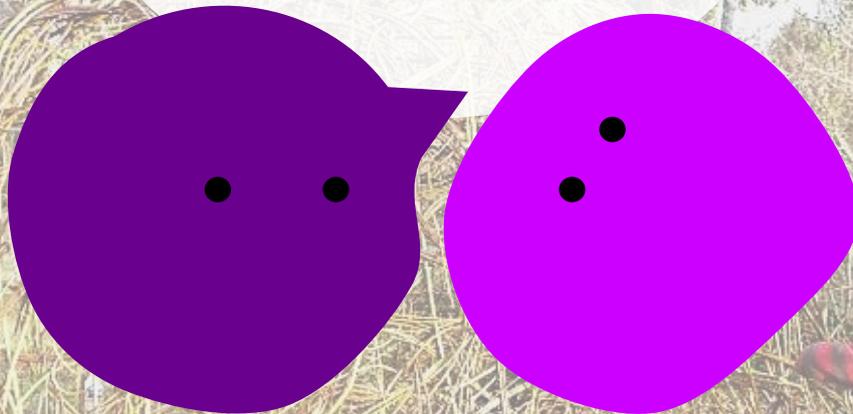
Adieu bacs à sable en ciment, toboggans en matière plastique, portiques métalliques. Bienvenue aux aires de jeu naturelles. Plus que naturelles : vivantes. Grâce à la magie d'un arbre, le saule. Si souple qu'il se prête à toutes les formes, à tous les tissages, et devient cabane, maison, palissade, tipi, tunnel, igloo. Si vivant qu'une branche coupée et enfoncée dans la terre au bon moment refait aussitôt racines, jeunes pousses et feuilles. Et que les constructions en saule verdissent et grandissent au fil des ans, pour la plus grande joie de tous. Cabanes en rondins, mini-pièces d'eau, jardins, buttes plantées, bacs à sable et à cailloux, fosses de jeu sont autant d'autres aménagements décrits dans ce livre, tous à la portée d'un bricoleur ou d'un jardinier débutant. De quoi reconstituer un petit coin de nature dans son jardin, dans la cour de l'école ou au pied de son immeuble. Les enfants s'y sentiront chez eux et prendront plaisir à y jouer. Ils y découvriront en même temps la nature avec leurs cinq sens et pourront y développer leur créativité. D'autant plus s'ils ont participé eux-mêmes aux constructions.

Prix : 14,79 €



**III TO INHABIT  
TOGETHER TOMORROW  
ALTERNATIVELY  
3.2 CREATING COLLECTIVELY**

**Workshop 14.c**  
Physical and playful  
outdoor activity : playing  
in a shared garden



## Workshops 14 Inventing tools to awaken the younger ones

### 14.c Physical and playful outdoor activity : playing in a shared garden

#### *Story :*

There is no need for an exceptional event, nor a national day, whether it be *for heritage, architecture, gardens, wetlands, the environment, citizenship, the Social or Solidarity Economy or poetry*, to play in the garden.

Playing in a shared garden brings an added value, which needs to be assessed:

As in a participatory habitat, one is both freer and better supervised: the relationship with adults is broadened and the benevolent gaze of other adults is rich in the fact that each one can bring to the child different things that his parents do not necessarily bring to him in the restricted framework of the family unit.

Thus, the potential for learning and experimentation is multiplied by the opportunities offered by the mix of people and events in the shared garden calendar.

For children, playing in the shared garden is a time-space of freedom and an opening to creativity. It is a benefit to spend hours in the open air, away from television, computer or tablet screens,

It is: - learning about the group / learning about seasons / learning to *do things with* / learning to *do things with others*.

Making toys in the garden, using natural materials gathered or collected in the garden (wicker to weave dolls, flowers to make toys or wreaths, land art, etc.) disconnects us from the screens and practices of consumer society, where the toys we buy are more often made of plastic and "made in China". It is a complete learning process: making toys is a complete activity that links a manual activity of gestural precision with the cerebral activity of thinking about designing, planning, breaking down a project into tasks, or inventing rules for the game, making do with what is available, learning to be independent...

Making a hut sets a more ambitious objective which requires more support, but where the stakes are high: experiencing a building site; learning how to break it down into phases, how to coordinate the various operations, understanding the relationship between the whole and the parts, the inner and outer relationship, the relationship with living things... : Understanding of the weight and structure of materials, their supple, brittle and prickly quality, their degree of ease of implementation, the importance of transparency to light, the interest of sheltering from the sun.

This type of shared moment contributes to the construction of another culture, where we make do with what we find locally, where being is more important than having, where the toy can be ephemeral and does not need to be owned.

After such shared moments, it is quite natural that the children will grow up with the understanding that property can be collective and that everyone can be self-builders, and build with the wood/earth/straw materials found on the ground or in the surroundings.

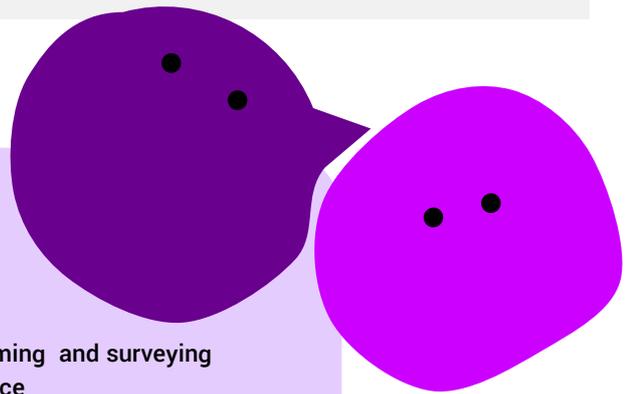
Name	14.c Physical and playful outdoor activity: playing in a shared garden
For	<ul style="list-style-type: none"> <li>• Children of all ages</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• evolve its value scale</li> <li>• develop local resources</li> <li>• living together in an open collective space</li> <li>• experience shared moments.</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• gardening</li> <li>• landart</li> <li>• construction of huts and toys</li> </ul>
Tools	Materials and tools: A shared garden and gardeners. Canes from Provence. A storyteller.
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• building a hut and other objects</li> <li>• creation of a place and time for children and parents to share</li> <li>• exercise the body, develop motor skills, including strength and agility</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• enjoy sharing a good (a "good" does not need to be "owned" and to last).</li> <li>• energise to create</li> <li>• adapting to its environment</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• organise a shared meal with the garden's produce</li> </ul>

*To go further:*

**Primer** : Alphabet : OUTDOOR ACTIVITY -AGES -BERRIES- WELLNESS- WOOD -CABANAS -PROVINCE CANES- CARROTS - UNDERSTAND -UNDERSTAND HOW IT HOLDS -CONSTRUCTIONS- TALES- STORYTELLER CONVIVIALITY- BODY -CREATOR- CYCLE -DURING- EPHEMERAL- EVENTFUL- LEAVES -FLOWERS- EDIBLE- FRUITS- CAKES- NATURAL GESTURE OF PICKING- SNACKING -SHARING- GRAIN- STORIES- IMAGINATION- INITIATIVES -INVENTING- GARDENING - TOYS AND GAMES - WOOL- LAND ART - CONVIVAL MOMENT - MOTOR SKILLS - NATURE- EGGS FROM THE HENHOUSE- WICKER - BEADS - SHARING TALES AND STORIES - SHARING - PLANTS - GARDEN PRODUCTS- ROOTS - COLLECTIVE REALIZATION - SHORT CIRCUIT REFLEX - LAUGHTER- KNOWING HOW TO USE - SUNSHINE- HERBAL TEAS -STRESS

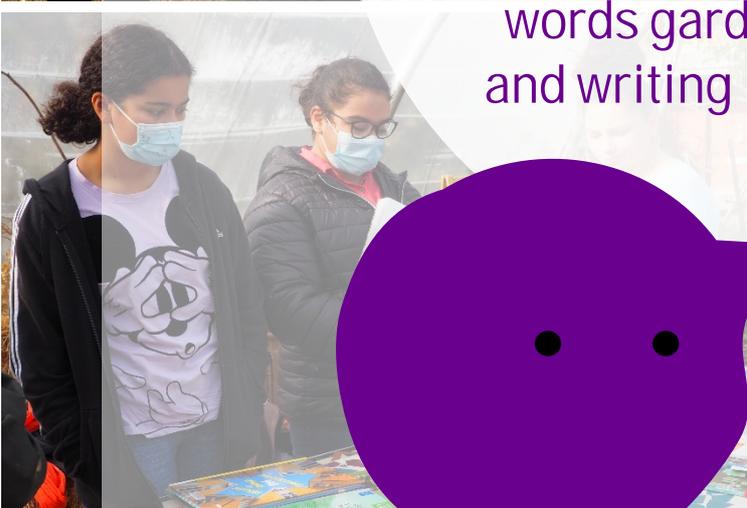
*Links to the others workshops :*

- Workshops 4 Exploring a city, learning how to look
- Workshops 5.b Learning how to leave with the climate
- Workshops 8.a Participatory project site on a shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the materiautheque:*

Workshops 14 Inventing tools to awaken the younger ones

14.d Use sign language in the words garden - reading and writing in the garden



### *Narrative and Organiser's Perspective :*

The workshop that enabled this activity proposal to be tested was an opportunity that the health crisis generated: the hosting of a camp for young teenagers from the Paris region during the All Saints' Day school holidays, in October 2020, in a context of closure of cultural venues and a great reduction in the number of outings on offer. Thus this new activity, designed to measure, was able to take place, firstly because the group's reception site was "outside": a garden!

The last of the events hosted in the JHADE shared solidarity garden, an associated partner of the project, confirmed the "good fortune" of a shared garden as an appropriate place for infinite and multiple learning linked to the theme of the project *Living together differently tomorrow*. The pedagogical objective was twofold: firstly, to make people discover the existence of participatory housing but also to talk about architecture, and secondly, to test a tool that is currently being finalised around the use of sign language to "talk" about world houses.

The organisation of the sequence took into account the situation of the group: young people on holiday. It was conceived by coupling the time of concentration around the books and the discovery of the subject with other types of activities offered by the garden: botanical walk on edible plants and aromatic herbs/discovery of the functioning of a shared garden and of biodynamic culture...

In small groups of 3 to 5, around a table with a large selection of books, time is given for everyone to leaf through, touch, read or look at pictures, and then everyone is invited to make their choice. [LINK](#)

A period of 10 to 15 minutes is allowed for everyone to get to know the chosen book a little more, and then each person in turn presents a few extracts, texts or images they have found and explains the reasons for them. In this way, notions of value, judgement, commentary on ecology, building materials, etc. emerge for discussion.

At the end of this time of exchange, each person proposes a number of words of their choice, five to ten words, for their meaning and their relevance to the subject. A variation can be based on a bag of words, from which to pick or choose those that "speak to them") and a small writing sequence begins, which can be individual, collective, written or oral, more or less long and demanding depending on the interest of the group. The presence of facilitators makes it possible to bounce back on the subjects introduced and to engage in discussion and exchange, to distil information and knowledge.

The cultural itinerary created within the framework of the project "Flight to Europe towards

114 ways of living" offers a new tool that can be used for activities with young adolescents.

[LINK](#)

A final time is set aside to discover the book "Imagier bilingue français-langue de signes" in its chapter devoted to houses, where twenty words and twenty signs and their illustrations are presented. Once again, the group takes a turn to choose the house whose sign they want to try out. The group practises it, then moves on to another word etc... Without claiming to teach sign language in an hour, the aim is to make young people aware of this reality that others discuss and exchange with their hands. One of the results of the afternoon was the creation of a tool called "Make me sign" LIEN.

The fact that this workshop on world houses and ways of living was held in a garden made it possible to put at the heart of the exchanges the question of the relationship between Habitat and Garden and Habitat and Agriculture. The news of the attack on Samuel Paty led the group to end their afternoon in the garden with a symbolic act of collective planting of a ginko biloba tree, a threefold learning experience: experimentation with a citizen's commitment, the experience of a ceremonial time, and the strength of an act such as "*planting a tree*".

## Workshops 14 Inventing tools to awaken the younger ones

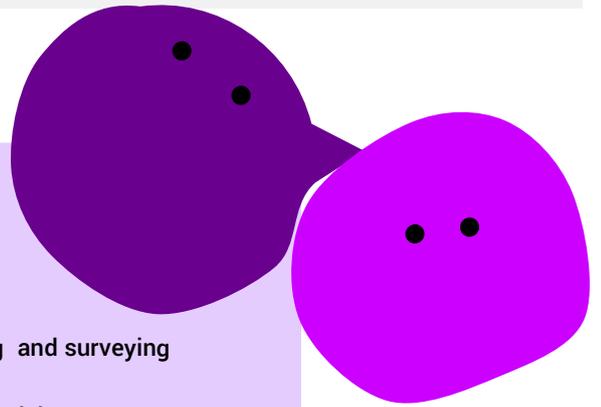
## 14.d Use sign language in the words garden - reading and writing in the garden

*To go further:*

**Primer** : ART OF THE LETTER - BRICKS - CALLIGRAPHY - COLOURED PENCILS - COLLECTIVE CREATION - DRAWING - CHILDREN'S DRAWINGS - BUDDING WRITER - EXPERIMENTING - SHAPES - HISTORY - IDEAS - IMAGES - IMAGINARY - GARDEN - LANGUAGE - PANEL - ZANY - PLAYFUL - WORLD HOUSES - MATERIALS - WORDS - PLEASURE OF WRITING - POETRY - BIZARRE - STORYTELLING - RULES OF PLAY - RELATIONS BETWEEN HABITAT AND GARDEN - REPRESENTATION - PROJECTING - SOLIDARITY - VOCABULARY

*Links to the others workshops :*

- Workshops 4 Exploring a city, learning how to look
- Workshops 5.b Learning how to leave with the climate
- Workshops 8.a Participatory project site on a shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshops 14 Inventing tools to awaken the younger
- Workshop 15 The inhabit alphabet primer to imagine the tomorrow

*Links to the resources of the materiautheque:*





### *Offering the words to write the stories of tomorrow*

Any collective project starts with the injunction to ensure that we speak the same language. From the very beginning of the project, the question of language proved to be important and the objective was to focus on the vocabulary of the notions covered by the three cross-cutting themes of living together, projection into the future and alternative ways of doing things around the central subject of participative housing projects.

It was noted, during the state of the art drawn up as a starting point, that the primer on participatory housing published in 2014 contained only four words under the heading "architecture": "isolated - place - renewal - separable. From then on, one of the challenges was to continue the work begun by these pioneers, to follow in their footsteps and, during the two years of the project, to cooperate with those who had gone before in order to prepare for the succession by those who would come after.

Hence, the permanent action transversal to the other productions which was the collection/gathering of words to name the innovative components of the field invested in this vast theme in order to constitute the lexical field. This collection gave rise to what was called the project's primer. [LINK](#)

*"The difference between the person who has an extensive vocabulary and the person who has a very poor vocabulary is that the latter, not being able to name his own emotions, his own intuitions, is ultimately deprived of his own inner life. The one who does not have the words to express the injustice he feels, the wounds he feels, will only have violence to express himself and protest".*

Albert Camus said that *"to name things badly is to add to the world's misfortune"*; Jean Giono echoed him by reminding us that *"we live by words when they are right"*.

The project's primer, made up of all the key words of the project, ECM and learning, is there to offer everyone the vocabulary to "speak out", express themselves, analyse, exchange, debate, "dream their habitat and live it as a poet".

This continuous attention to language has been punctuated by a number of highlights: several writing workshops took place in 2020 in May, October, December and January 2021

As part of Erasmusday in October 2020, the Agricampus Resource Centre co-organised a philosophy workshop with MALTAE, which concluded with a writing workshop sequence with the simplest of instructions:

Choose words from the project's primer and use them to write a concluding text, where each participant was invited to give his or her vision of the projected habitat.

In another context, in the summer, the writing workshop that took place at the Port-Cros literary meetings used the metaphor of the bird to unleash the imagination and "invent words".

Finally, in its last session, the workshop initiated a project that the time available did not allow to be completed: that of writing a primer on participatory housing for children. [LINK](#)

## Workshop 15 The inhabit alphabet primer to imagine the tomorrow s' stories

Name	15 The primer on living to invent the stories of tomorrow
For	<ul style="list-style-type: none"> <li>• all audiences</li> <li>• book and writing professionals</li> </ul>
Educational objectives	<ul style="list-style-type: none"> <li>• inhabiting language to talk about inhabitat</li> <li>• overcoming common language barriers to talk about habitat</li> </ul>
Activity	<ul style="list-style-type: none"> <li>• writing a primer</li> <li>• collective story writing workshop</li> </ul>
Tools	<p>Materials and tools/ A partnership with local writing workshops.</p> <p>The resources of the material library, including the ten or so alphabet books and the project alphabet book, and the curiosity and desire to play and share of the group participants.</p>
Targeted and unexpected results	<ul style="list-style-type: none"> <li>• written productions: primer on participatory housing for adults and children.</li> </ul>
Skills acquired	<ul style="list-style-type: none"> <li>• developing self-confidence through creativity</li> <li>• have oral fluency</li> <li>• know how to position oneself in a collective history</li> </ul>
Suggestion Additional leads	<ul style="list-style-type: none"> <li>• the purpose of the alphabet book can be mobilised in all the project workshops, each of which contributes to enriching, formalising and forming the vocabulary of "living together tomorrow differently</li> </ul>

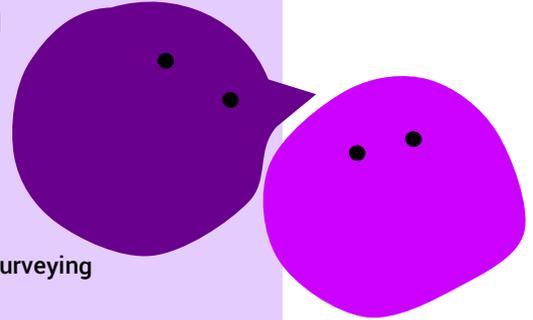
## Workshop 15 The inhabit alphabet primer to imagine the tomorrow s' stories

### To go further:

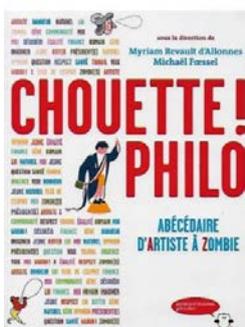
Primer : ALPHABETICAL - ARBITRARY - PATH - CONCEPTION - CREATIVITY - DICTIONARY - ENCYCLOPAEDIA - VARIOUS ENTRIES - TO MAKE A SYSTEM - TO INVENT CURIOUS READER - WORDS OF THE INHABITANT - TO OFFER WORDS TO SPEAK - ORDER - TO OPEN TO THE INVENTION - TO TRAVERSE IN ALL THE DIRECTIONS - TO SPEAK FREELY - TO PRESENT A THOUGHT - TO ARRANGE - STORY - STORY OF TOMORROW - TO REFLECT RATHER THAN TO DEFINE - REFUSAL OF THE EXHAUSTIVENESS - SUM - TO STRUCTURE

### Links to the others workshops :

- Workshop 1 Situating participatory housing in the history of social housing and architecture
- Workshop 2 The scales of the inhabited: housing, neighborhoods, cities, world
- Workshop 3 Discovering a city and the architecture of its cohousing habitats
- Workshops 4 Exploring a city, learning how to look
- Workshops 5 Learning how to live, live together and with climate
- Workshops 6 Appropriating the theme of shared housing
- Workshop 7 Designing a tour of cooperative
- Workshops 8 Exploring the theme of shared garden
- Workshop 9 Changing a territory to a pedagogic territory for roaming and surveying
- Workshops 10 Getting out of our community, discovering the difference
- Workshops 11 Promoting new teachings and training: Innovation and creativity
- Workshop 12 Collectively write project stories
- Workshop 13 Inventing a collective comic strip
- Workshops 14 Inventing tools to awaken the younger



### Links to the resources of the materiautheque





**"Cooper'actif : Living Together, Another Tomorrow"  
Erasmus+ project 2018-1-FR01-KA201-048236**

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