



**NATURE
FOR CITY LIFE**

nature ta ville !



Citizen workshop recommendation guide

Better adapt to climate change
by getting citizens to take part
in urban nature projects





Our region is adapting to climate change by mobilising citizens around nature in the city

- Why "re-nature your city"?
And what will the benefits be? **4**
- Which services delivered by nature benefit a most often unaware population? **4**
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Editorial

The mobilisation of all the city's stakeholders, whether elected representatives, technicians or citizens, has been at the centre of the Nature For City LIFE project implementation.

The project's objective was to deploy natural solutions to adapt towns and cities to climate change.

One of the project's actions to achieve such a result covered citizen mobilisation by organising workshops for the population.

The NCFL project team chose to organise mobilisation workshops rather than public enquiries so that they could be organised outside the regulatory procedures governing public enquiries. Indeed, choosing the right name for the workshops is important as it makes it possible to define the scope in which the dialogue is organised both with citizens and all the other stakeholders in its organisation, elected representatives and technicians.

Within the project's scope, the goal was to test and practice other more inclusive forms of mobilisation that would make it possible to bring on board the unconvinced, the 'non-practising' and open up the dialogue to an audience that is very seldom part of the regulatory public enquiry mechanisms, but which nevertheless has high expertise in terms of use.

It was not achieved without difficulties as there is no single method. Each project, each subject must be the subject of tailored mobilisation. The NCFL project objective was threefold: educational, participatory and propagational:

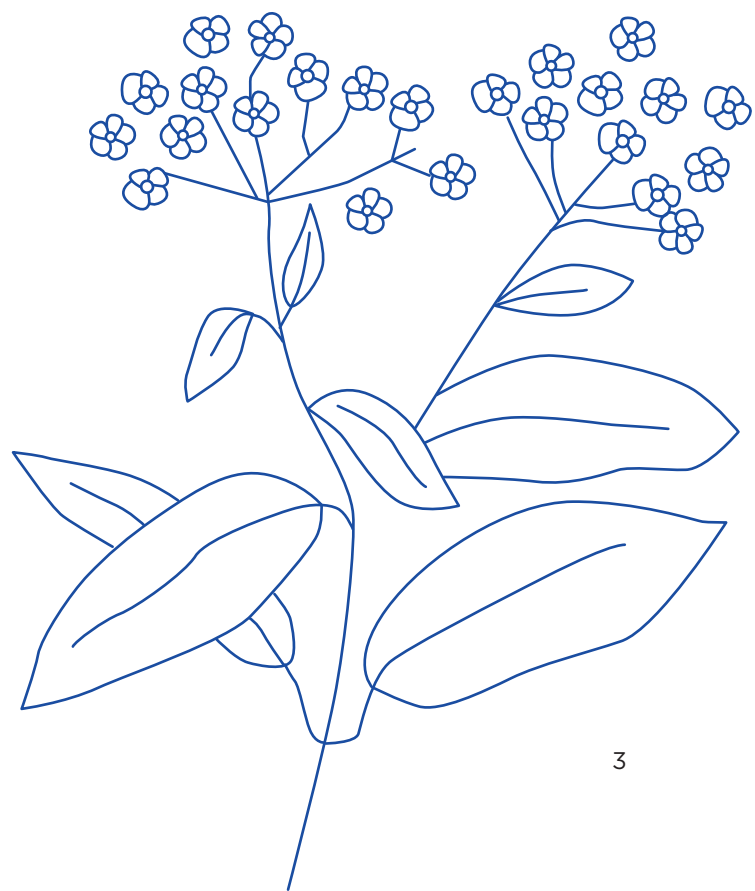
- Involve users in urban projects;
- Decentralise practices between technicians;
- Improve local actors' understanding of what is at stake with nature in the city and adaptation to climate change;
- Improve the services nature provides to cities;
- Model a method to propagate.

#ground #patterns #public spaces #soft mobility
#water #greening #cool island
#rain management #sobriety
#air #plant #health and well-being
#biodiversity #living and social diversity
#gardens #tree bases
#night #light pollution
#noise #silence
#citizen initiatives #cooperation
#economy #attractiveness #mobilisation

The purpose of this experience guide is to provide feedback and ideas for events that can be used to organise citizen mobilisation workshops.

The success of such events requires strong political support, time spent in preparation so that everyone speaks the "same language" and to make sure all the organisers share the same challenges and expectations, to involve all the city's departments, even those that don't seem directly involved, to explain the technical (project duration, technical studies, etc.) and financial constraints. All this in order to avoid raising expectations, to listen to all the stakeholders (of all ages) and therefore to work on targeted communication and to organise the "post workshop" to continue the discussion once the project has been delivered in order to make an assessment and discuss adjustments if needed.

NCFL project team



Why "re-nature your city"? And what will the benefits be?

Nature can be found all over towns and cities in various forms: plants, animals, large, small, tiny and more or less visible. We often take it for granted, treating it as a kind of urban furniture, and forget the services it renders to improve our comfort, but also what it needs to grow.

In the context of the climate emergency, nature is one of the solutions to use to adapt our towns and cities. Now, to significantly mitigate the impacts of climate change, nature needs to create a fully interlinked and multi-scale web in towns and cities.

Which services delivered by nature benefit a most often unaware population?



Ecosystem services: nature supports life. Soil quality, water tables, all forms of vegetation, and animal diversity all condition human life.

Nature is a refuge, a source of food, a living space, and a vehicle for all life to multiply. Nature allows ecosystems to function properly thus making all its other services possible.



Risk mitigation and management:

nature has a genuine health role in towns and cities by absorbing some atmospheric pollutants, regulating rainwater during heavy rainfall, and reducing the impact of the heat stored by streets and buildings during heat waves.



Food supply: in addition to greening ground surfaces and the plant renewal it allows, local agricultural and livestock production

as close as possible to consumers contributes to the creation of a minimum base for food autonomy.



Social ties, culture and well-being:

nature areas provide space for outdoor activities, sports and art. Meeting places for everyone, green spaces encourage a wide variety of educational, social, professional, leisure and health activities, which are social diversity and citizen participation factors.

“

"A neglected space is a zombie: it's dead because it isn't maintained and it's alive because it evolves on its own."

"What made me aware of all that was the marks that show how the Mer de Glace is shrinking that I saw this summer in Chamonix"

"It was a pleasure to be heard on this important path for us, to have a space to express our needs"

"Covered or open water courses: to channel or not to channel?"

"We need to move towards an alliance. Between security and nature, we should be able to agree"

"We have learned gestures and visions such as liking well weeded streets. It's hard to get rid of such attitudes, even when you're aware of the stakes. Street cleanliness is important too".

”

Informing, mobilising, co-building and securing tomorrow's cities with the citizens and residents

Even though one in two French people would like to see nature return to the heart of towns and cities, local authorities have long been engaged in Agenda 21, Territorial Climate Air and Energy Plans and other climate change adaptation programmes. Involving citizens in community choices is a virtuous democratic practice, particularly when the subject directly concerns their living environment.

Citizens, whether individuals or organised in groups, are themselves changing their habits: shared gardens, greening permits, vegetable patches on roofs, beehives, walking school buses, etc. Nevertheless,

much remains to be done to mobilise a proportion of citizens who are reluctant to change their personal habits, even when they share the ambitions of a collective improvement. Some are afraid that weeds will smother the city, that noisy birds and stinging insects will infest the area, and that they will have to take more responsibility for their use of public space.

In the face of climate risk, the key to sustainable solutions lies in the active solidarity of the population and economic and social actors with the community, both in small-scale projects such as local public spaces and large-scale projects at the city level.



On-site workshop

The patterns link the natural ecosystem in cities

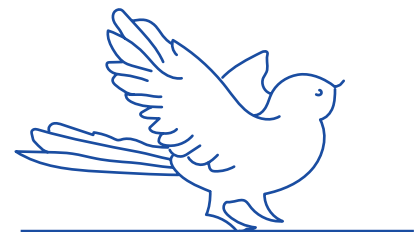
HOW CAN WE 'BETTER' DEVELOP NATURE IN CITIES?

Nature provides essential services to city dwellers, interdependent ecosystem services. Soil quality, good air quality and the presence of water are part and parcel of plant quality and diversity, which in turn supports animal biodiversity and physical and mental well-being for people.

The **GREEN PATTERN** must re-colonise towns and cities so that, from a few metres to a few dozen metres and up to kilometres away, a plant corridor is created that supports the active circulation of insects, small animals, a necessary biodiversity, through pollination, food cycles, reproductive cycles, connections between the above and below ground, which are all essential interactions to guarantee well balanced living space. Because plants cool the atmosphere and create shade, which helps to protect from heat waves. Plants regenerate oxygen through photosynthesis, absorb pollutants and damp ambient noise. Plants can help to create a "sound buffer", a sound absorption and redistribution that is essential to psychological health and social peace between inhabitants. These regularly spaced silent, or almost silent, spaces are the **WHITE PATTERN**. There are also issues related to the articulation between nature and the quality of built up spaces: by carefully selecting the materials used (healthy and non-polluting, produced at a low carbon cost, that can be recycled or reused, etc.), building method logic (building orientation, their levels of insulation, their capacity to harvest water, to make better use of it, to reverberate light or, on the contrary, to absorb and exploit its energy, etc.) and everything that can be encompassed by the term bioclimatic architecture, including green roofs and facades. This question of built-up areas is akin to ground permeability and raises the question of the role of water in urban areas, the **BLUE PATTERN**. Covering the ground with impermeable surfaces (concrete, asphalt, paving stones, etc.) which are effective for streets, prevents the ground from "breathing" and playing its natural role as a sponge during rainfall events. Rainwater, an important resource for nature in towns and cities, becomes a risk factor in heavy rainfall events. We therefore need to consider different ways of organising space with a logic to transport, store, evacuate and use river water, rainwater and irrigation; to consider water-air exchange logic that impacts the urban atmosphere. Water is a precious living resource that also has a role to play when the temperatures

rise. The ground itself is the reason for the **BROWN PATTERN**. Nourishing soil allows micro-organisms, minerals, earthworms and other small natural fertilisers to work symbiotically to keep the soil alive and fertile. To do that, the surfaces uncovered by site conversions must be decontaminated, new pollution avoided, and coverings that may leach a collection of toxic residues in the water that passes through them must be limited. Quality soil makes it possible to plant and deploy urban agriculture, whether professional or private, on which a form of food autonomy depends, which is partial but essential in the uncertain context of tomorrow's towns and cities.

The web of nature in towns and cities needs a day/night rhythm. Excessive static and mobile urban lighting disrupts this cycle and light pollution has a dangerous impact on biodiversity potential. The **BLACK PATTERN** makes it possible to organise darkness, which is not only needed for a large number of animal species to move around, multiply and interact, but also so that plant species can regenerate, thus contributing to the health and economic benefits of all inhabitants.



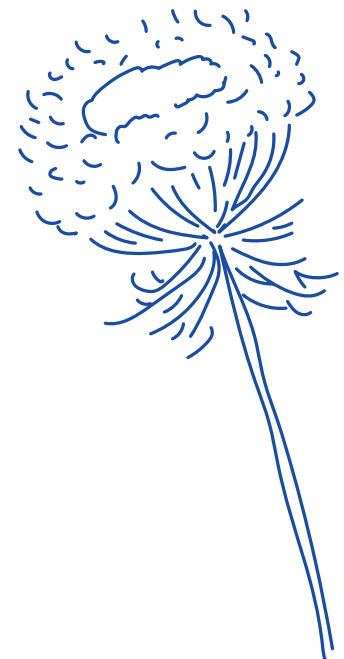
WHICH INPUTS SHOULD CITIZENS TAKE PART IN?

The patterns are a very educational concept to explain the stakes behind creating a nature web in cities and to develop teaching suitable for all audiences. Even young children can access this type of understanding in a few minutes during a school event or a festive day. It is thus quite easy to encourage non-expert citizens to think about the subject.

The city's inhabitants and socio-economic actors are primarily interested in community facilities that are useful and present in their everyday activities (streets, public squares, parks, schools, parking or cemeteries). However, as climate change accelerates, along with the intensity of its effects and their media coverage, the level of citizens' knowledge of the subject has considerably increased. In participatory workshops, it's not uncommon to have questions or suggestions from the audience that challenge the experts gathered together to answer them.

If citizens' awareness creates an expectation of consultation, or even co-construction, it may also more widely concern local planning policy and its less visible infrastructure and networks: water recycling, air monitoring, energy consumption, architectural recommendations, etc.

Nature in the city renders services that more generally provide physical, psychological and social benefits, as well as an interest in social encounters and diversity. It can have an effect on the quality of human relationships in the city, nurturing courtesy, fostering a sense of trust and security. The participatory workshops on nature in the city are learning and creative systems that can contribute to the relationship of trust between communities and citizens through understanding the changes the city of tomorrow will need.

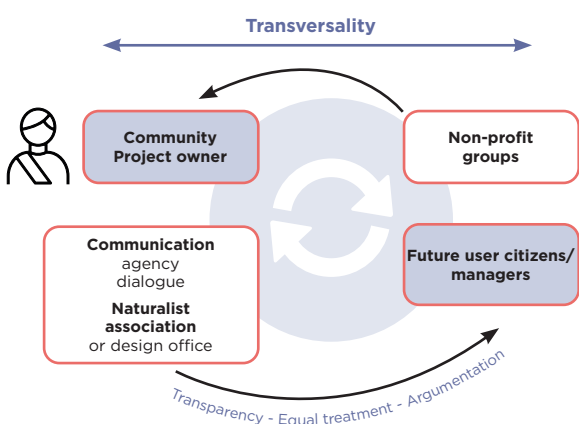


Nature patterns criss-cross the city (nature in the city and climate change exhibition) NFCL project - exhibition available at <http://www.nature4citylife.eu/communication-and-resources/>

Nature in the city: citizen participation in 4 steps

1

DESIGN PARTICIPATORY ACTION



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"WHY IS IT IMPORTANT TO INVOLVE CITIZENS IN A MUNICIPAL NATURE IN THE CITY PROJECT?"

This is the first question that needs to be answered. The participatory approach can be part of a democratic will or be imposed by regulatory constraints (New national urban renewal program (NPNRU), public enquiry, etc.).

What are we trying to achieve? Organising participatory workshops can serve a variety of purposes.

The following questions can be used for workshop organisers to choose and agree on the specific intentions and expectations of a participatory approach to nature in the city:

RAISE AWARENESS of the general public, territory and development users, of the challenges of nature in the city in development projects?

SHARE the project definitions and stakes?

INVOLVE citizens in project design as early as possible?

DEFUSE sensitive issues, promote project acceptability and reduce litigation risks?

ENCOURAGE expression using educational and facilitating practices and let citizens express their reactions either with or without support?

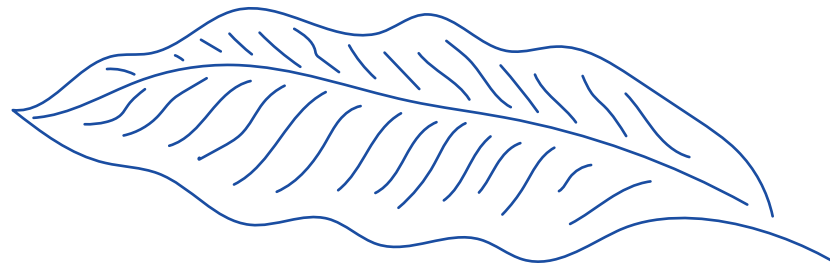
CREATE connections between project sponsors (elected officials, technicians) and citizens, by federating on nature in the city to adapt to climate change?

INCLUDE urban project team participatory practices as early as possible?

IMPROVE urban projects on nature in the city and adaptation to climate change by taking users and citizens into account?

The other elements are standard for any specifications and include all the letters of the **WWWVHW** (**W**ho and with whom, **W**hat, **W**here, **W**hen, **H**ow, **W**hy) method in terms of what would be needed to obtain from or trigger action by citizens.

During the 2018-2022 experiment conducted by the Southern Region with the three metropolises and the city of Marseilles, a systematic preliminary meeting made it possible to set the political order for each action with the elected representatives and/or technicians and/or representatives of the local authorities concerned (depending on the degree of imbricated competences, sometimes up to three levels: district/city/metropolis). This properly formalised and politically validated common agreement is a *sine qua non* condition to act in synergy.



2

MOBILISING CITIZENS TO TAKE PART

"HOW CAN CITIZENS BE MOBILISED FOR A NATURE IN THE CITY AND ADAPTATION TO CLIMATE CHANGE APPROACH?"

a. Citizen consultation opportunities and conditions: mobilise, support and sustain

Take into account the participants' collective interests: nature in the city is a subject that is likely to concern any citizens, families, employers or players in the city and is one of the main mobilisation opportunities. They all need specific motivating arguments.

Protecting health, reducing the carbon footprint or keeping the city attractive to tourists are the concerns of different players. This is why it may be more effective, apart from public information and awareness-raising events, to reserve more structured participation actions for a homogeneous community of interest (residents of the same square, professionals of the same sector, parents of the same school, etc.), particularly for urban projects regardless of their scope: creation or rehabilitation of public infrastructure or spaces, local streets.

Event delegation: organising a participatory workshop when oneself a stakeholder (elected representative, technician, manager, etc.) is a delicate exercise because it is difficult to fully shed one's role as the representative of a certain point of view. During the four years of workshops conducted by the Southern Region with its service provider (Sennse - Culture Couleur), very often, the participants and the organising sponsors expressed the view that it was decisive for the quality of the discussions that the event be organised by a facilitator who was not a stakeholder in the issues, thus making it possible to externalise the management of speaking times and conflicts. Using an external service provider or partner makes it possible to avoid polarising the discussion, to have a different view and to arbitrate without bias if necessary.

b. Realism and sincerity of the proposal: keep the promises made!

As with any consultation, the difficulty of imagining a material result is often a pitfall. A technical design office can talk about projects in the present tense: the drawings it has produced and is presenting are like an acquired reality because its specific mission ends there. Citizens, however, may be stuck in the future, or even in the conditional, in a present without material results, for several years. This leads to frustration and reduced trust. This can explain a loss of momentum and a distrust of participatory processes. This is why it may be more productive to invest in citizen participation in short-term projects, even if they are part of a broader context. These 'small steps' build trust gradually, sometimes more effectively than large, distant, more uncertain development projects.

A second pitfall can be the failure to check political validation; **the availability of a budget and the technical feasibility** of the project for 'better' nature in the city. Beyond the frustration caused by the lack of results, participants may feel cheated of the time and energy they have spent.

In both cases, the main negative effect is an inability to **acknowledge and celebrate what has been achieved** collectively, and therefore to keep a confident approach to community involvement and intentions. Conversely, a project that is completed, even partially, makes a symbolic and festive ritual possible which will then become part of the "participatory memory".

3

CONDUCTING A PARTICIPATORY APPROACH TO NATURE IN THE CITY

a. Time management and scheduling

A usual factor in obtaining satisfaction and creating the loyalty of participants in a complete process of several sessions is the attention given to the calendar, duration, frequency, choice and respect of timetables, and the quality of the workshop sequencing.

External constraints can have an impact on process programming (electoral calendar, seasonal holidays, etc.) without any real consequences if they are taken into account from the start. Even the exceptional circumstances of the Covid 19 health crisis were overcome using open space meeting arrangements that applied public health guidelines.

b. The right tools and levels of expertise to use

To go beyond sentiment and take on constructive participation, the "learning" stage in a group is a necessary condition to "join together" to be able to have fair discussions in the future. On the complex subject of nature in the city and adaptation to climate change, care must be taken over both the content and the form of its teaching. These subjects now have a high-quality educational arsenal that is very easy to access on the Nature for City Life (<http://www.nature4citylife.eu/>) websites published by the Resource centre for adaptation to climate change (<https://www.adaptation-changement-climatique.gouv.fr>), by Cerema, by Ademe, by the Water Agency and several institutional and educational players (see webography at the end of the guide).

c. Anchoring participation

One of the factors in the attachment to a project is to be able to symbolically put a bit of oneself into it. For a playful person, this could mean inventing slogans. For a rebel, it could be the ability to cause some sort of a clash. For inquisitive and analytical people, it may mean increasing their knowledge or sharing it within a community.

Participatory science: instrumented citizen observers

Participatory sciences make it possible to secure the interest and contribution of citizens, who become players in the creation of national or local information bases. Their observations may concern plant species found in the city (visual capture, location, counting), fauna (visual or sound capture) or the frequency of natural events (changes, invasions or dangers). Supporting these initiatives is a means for communities to show their commitment to citizens mobilised around nature in the city. <https://www.montpellier.fr/3312-reseaux-d-observation-citoyens.htm> / <https://www.arnica-montana.org>

Creativity

Proposing, inventing, modelling and drawing are all events that develop the impression of belonging to a group. In the method examples provided in the appendix are the recurrent indication of workshop outputs and feedback to participants (the minutes, images and the citation of their names help to create links in the participatory process).



4

FOLLOW UP AND CELEBRATE

a. Follow up

Assessments

Some approaches such as:

- "The Tree Charter" include consultations on assessment criteria (number of trees replanted following felling, total surface area planted in the city, proportion of endemic species, etc.) which may be the subject of follow-up communication.
- The national Eco-district label.
- The regional BDM and QDM (Sustainable Mediterranean Buildings and Districts) approaches that follow the projects in 3 steps: study, design and management.

Communication

Different digital or local methods are used to maintain memory. At an inauguration, a plaque indicating citizen participation in the project might be appreciated.

Follow up organisation

A more proactive method may be required if the project concerns a shared space. In that case the project should *at least* include a use charter or even an organisation or regulation resource (for example, an agent or a delegated association for gardens or other shared spaces).

b. Celebrate

As part of a preliminary project or long-term urban development project, it is probably illusory to maintain a connection with participating citizens who may no longer be living in the city when the project finally sees the light of day. To mark the interest and recognition of the community, it is important to mark the end of the participatory cycle by a feedback meeting with the authorities that have been entrusted with the participatory work resulting from the citizen involvement.

In order to fully value the work accomplished, a complementary audience and external guests are welcome (agents, elected officials, local press, local partners).

As part of the nature in the city workshops, on their completion, to thank the participants, NFCL seed bombs are handed out to leave a symbolic and floral trace of some collective seeds of the future.

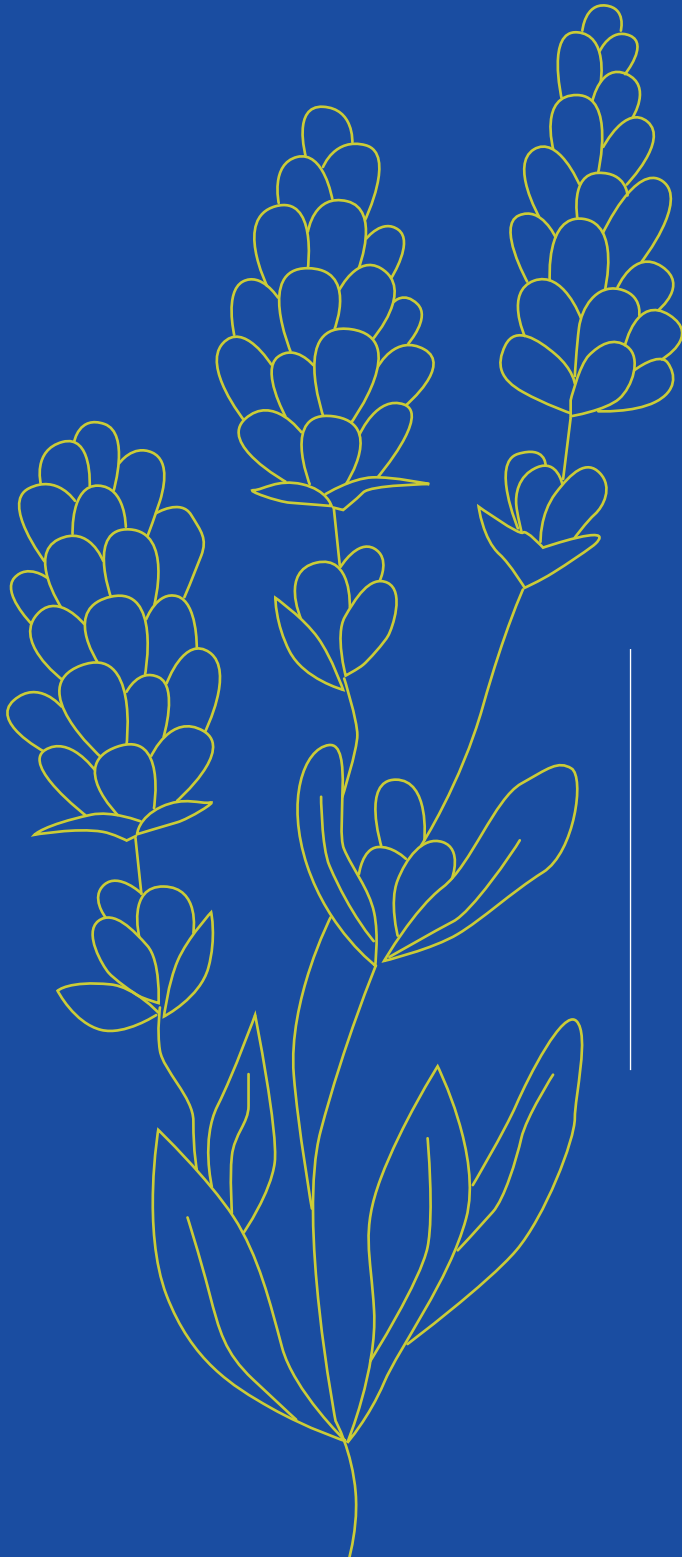
In La Seyne-sur-Mer, to celebrate the efforts made to improve water quality, the city distributed glass carafes with hermetic stoppers bearing the local coat of arms to the population, encouraging everyone to trust the town's water supply. Although not the result of participatory workshops, this example is a material and useful means of celebrating collective progress.





NATURE FOR CITY LIFE

nature ta ville !



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Links to other resources

NATURE IN THE CITY AND ADAPTATION WEBOGRAPHY

AIR

<https://www.atmosud.org/article/atmosud>

BIODIVERSITY

"Urbanism and biodiversity" conference Philippe Clergeau | Nature En Ville

<https://www.nature-en-ville.com/conference-urbanisme-et-biodiversite-philippe-clergeau>

CLIMATE

The climate mural (serious game)

<https://fresqueduc climat.org>

Klimato

<https://www.ville-jeux.com/IMG/pdf/klimato-pnp.pdf>

Climate change adaptation resource centre

<https://www.adaptation-changement-climatique.gouv.fr/>

SCHOOL PLAYGROUNDS

Oasis playgrounds

<https://www.paris.fr/pages/les-cours-oasis-7389>

<https://www.caue13.fr/ma-future-cour-decole>

Redesigning school playgrounds: A series of feedback sheets | Cerema

<https://www.cerema.fr/fr/actualites/reamenager-cours-ecole-serie-fiches-retours-experience>

"More NATURE in our playgrounds": What method and which support modes? webinar cycle

<https://www.arbe-regionsud.org/23861-cycle-de-webinaires-de-nature-dans-nos-cours-decoles-quelle-methode-et-quels-modes-daccompagnement.html#9juin>

WATER

Office français de la biodiversité,

Agence de l'eau Rhône Méditerranée Corse

<https://enimmersion-eau.fr>

NIGHT

Office Français de la Biodiversité

Discovering the black pattern

<https://www.ofb.gouv.fr/actualites/la-decouverte-de-la-trame-noire>

Cerema + ANPCE (national association for the protection of starry skies) sheets

http://www.nature4citylife.eu/fileadmin/user_upload/N4CL_NCA_poll_lumineuse_.pdf

N CFL project feedback sheet

<https://www.cerema.fr/fr/centre-ressources/boutique/aube-amenagement-urbanisme-biodiversite-eclairage>

National association for the protection of the sky and the nocturnal environment (ANPCEN) - Protect the night

<https://www.anpcen.fr/>

Light pollution and biodiversity - Parc naturel régional des Préalpes d'Azur

<https://www.parc-prealpesdazur.fr/en-action/ciel-etoile/pollution-lumineuse-et-biodiversite/>

SILENCE

<https://www.demainlaville.com/la-trame-blanche-un-outil-de-transition-ecologique-en-milieu-urbain/>

GROUND - EARTH

Demain la ville

<https://www.demainlaville.com/les-sols-urbains-un-indicateur-de-notre-rapport-au-vivant/>

VEGETATION

Supporting knowledge

<https://www.vigienature.fr/fr/flore/sauvages-de-ma-rue>

CITIZEN

Greening the city with its inhabitants

http://www.nature4citylife.eu/fileadmin/user_upload/N4CL_Marseille_permis_.pdf

Building nature in the city

<https://publications.cerema.fr/webdcdc/les-essentiels/nature-en-ville/>

Practical guide to organising citizen mobilisation workshops

http://www.nature4citylife.eu/fileadmin/user_upload/Guide_citoyens_NFCL_.pdf

LUDO - NATURE EDUCATION IN THE CITY

Symbols

http://www.nature4citylife.eu/fileadmin/user_upload/5_Actions/PACA-PICTO_20200327.jpg

Infographics

http://www.nature4citylife.eu/fileadmin/user_upload/PACA_infographies_globales.pdf

Exhibition

http://www.nature4citylife.eu/fileadmin/user_upload/5_Actions/Panneaux_version_integrale_compressee_3_.pdf

Elyx foundation SDO Education Kit

<https://elyx.noxaka.com/oddclimat-ressources/>

COMMUNICATION AND RESOURCES

<http://www.nature4citylife.eu/communication-and-resources/>

Method sheet detail



METHOD

Sheet A

**General citizen workshop
creation framework**

CONSULTATION CO-CONSTRUCTION

Sheet B

**Co-constructing an urban project
at the service of youth and adaptation**

Sheet C

**Re-greening a youth facility: the school
playground example**

Sheet D

**Making squares, parks and gardens
permeable**

Sheet E

**Consulting around a small street type urban
project**

AWARENESS RAISING INFORMATION

Sheet F

Event-based awareness raising

Sheet G

Sharing representations

General citizen workshop creation framework

The events proposed here are already known but are not sufficiently used by development projects. They are presented to be used as resources to guide communities and citizens towards a collective work dynamic to speed up the adaptation of their territory to climate change, for "better" nature in the city. Some of the activities are geared towards informing or raising the awareness of citizens. Others cover a more material implementation of the projects.

PRELIMINARY ON THE TEACHING CHARACTER OF THE WORKSHOPS

Regardless of the level of participant prerequisites, these participatory or citizen mobilisation workshops can be forms of awareness-raising, as they reach an audience that is sometimes little informed of the issues, stakes and material means of adaptation to climate change. As citizens, people all have access to information in the various media, but don't know how to apply it to their own environment. This is why it is essential to be able to help everyone consider these stakes more actively, to include them in a new urban way of life.

To this end, all the participants (organisers, technicians or citizens) must take the time to share vocabulary and definitions.

WORKSHOP DEVELOPMENT METHODS

Scheduling an encounter means defining the objectives and a format beforehand.

The objective: what are we looking to achieve? Is it to raise awareness, meet and socialise about nature in the city and adaptation to climate change? Imagine a community project? To change habits? Of course, there may be several resulting objectives, but it is essential to choose one main objective, which is the guideline for the level of participation allowed and the assessment criteria for the expected workshop deliverable.

Inviters: identify the decision-maker(s) from each institution involved, to guarantee their presence or effective support throughout the process.

The invited audience: which citizens? How can a certain representativeness of all citizen stakeholders be guaranteed, especially those who do not express themselves or are seldom called upon, such as young people and the working population. Which departments should participate, and which elected representatives? Beyond that, it may be interesting to bring in some external viewpoints that can enrich the approaches and confirm the information provided, for example technical service providers, recognised associations, as participants or supporters of the process. This requires the development of "recruitment" strategies that are different depending on the workshop expectations and the audiences. The involvement of communication departments and elected representatives is a *prerequisite* for success.

Materials to be prepared: the timed sequence for the proper coordination of the organisers; information flyers, feedback sheets and expression materials for better participant contributions.

Upstream/downstream communication

Upstream: all institutional communication channels are useful to mobilise: websites, city Facebook pages, posters, flyers, personal letters to certain entities.

Downstream: some form of feedback or report sharing is a basic courtesy and recognition appreciated by participants.

- Creating a chase-up calendar for the different steps including how to register (knowing the size of the group is crucial to the method chosen for the event).

The typical structure of all participatory workshops:



A FEW FUNDAMENTALS REMINDE OF THE CONTEXT

To make sure participants are clear about the purpose of the session and why they are there.

1. Origin of the encounter
2. Subjects to be covered
3. Purpose and level of participation
4. What happens after the encounter

LAY DOWN THE RULES

On the content: the instructions should be as simple and clear as possible. Ideally, they should feature on a worksheet given to each participant. It will then have a stronger educational function. This is why it's important to take care of the visual quality of these work materials.

On the format: highlight the listening style, humour and good nature, and accept short cuts.

COMMON SENSE

1. As this does not mean authoritatively calling a meeting but rather inviting a free audience to mobilise or not, the priority is to carefully choose the location, the context, the date and the time, as well as their proper communication to the target audience.
2. The sequencing must avoid multiplying event tools; quality ideas are not well defined "in a hurry" and for series of workshops the use of some work habits can be appreciated.
3. Prepare the sequence carefully to keep control and be fluid in the collective facilitation.
4. Accept that some people won't play by the rules, never force them. Rather, offer possible rebels a parallel contribution method (for example, propose that someone whose monologue has to be interrupted express their thoughts at greater length as an aside or in writing, on paper or by e-mail, guaranteeing that they will be taken into account later in the contributions).

SHARE ROLES IN THE CITIZEN WORKSHOP

When there are sub-groups in a workshop, the organisation role should be shared. Making participants active implicitly helps to legitimise their position as stakeholders and often creates more connection in a group.

The time keeper: ask for a volunteer be in charge of time keeping and alerting the group to the "gong" of successive sessions.

The facilitator: trained as such and mandated by the organiser, their role focuses on the objectives and the definition of the rules. They set the tone and rhythm of the session and guarantee the quality of the discussions; they chair the discussions and encourage all participants to express themselves while remaining neutral; they moderate the most talkative and encourage those who are less prone to speak. By making sure the discussion is properly conducted, they make the participants feel secure and facilitate their participation.

The organiser: they mainly speak at the beginning (to introduce the intention and the subject) and at the end of the encounter (to conclude and thank). They can provide insights from time to time, but never take the lead or a position on the discussions. This position is often complicated and frustrating because one must be able to accept that it is up to the group to make its own way, to prioritise its ideas and make proposals. The purpose is to capture the orientations given by the citizens, the choices being made at a later stage by the technicians and bodies in charge. It is therefore above all an exercise in listening and understanding, as well as in sharing representations, which must conclude with a collective perspective, taking note of the consensus as well as the unresolved points.

Collective intelligence occurs when space, time and speech are shared. Sharing tasks or even co-chairing sessions is not an abdication of responsibility or weakening of one's position. It is simply a way to let volunteers have a more active role and for the less experienced to gain the confidence to become ambassadors to those around them. For example, don't hesitate to let a sub-group take notes and facilitate itself, which is all the more easy if the instructions are clear and if the idea collection materials are provided.

Co-constructing an urban object at the service of nature in the city and adaptation to climate change

OBJECTIVES

- To appropriate the notions of nature in the city through the real experience of creating an urban object
- Using urban planning as an opportunity to strengthen citizen involvement
- Include the adaptation stakes for nature in the city in urban development projects by becoming part of a more general consultation process

METHOD

Accompany a group in the learning experience, through collective ideation around a specific material object (urban furniture, shared space, community facility, etc.).

This very qualitative method has lasting effects on groups and individuals (experiential process) and therefore uses a demanding process in terms of preparation, facilitation and availability (several consecutive sessions).

RESOURCES

- Identify the different project stakeholders (contractor, funders, users, experts, etc.), to make sure they are on board and draw up a workshop schedule with the project team.
- Involve professionals: as the participants are not "qualified", the involvement of *ad hoc* skills is essential to guarantee project realism and feasibility. The positioning of the different experts (use experts, technical experts, process experts, project experts) makes it possible to correctly organise all their roles in the discussion.
- Make sure of the reality of the implementation resources (a co-construction that is prevented from seeing the light of day can have negative effects such as loss of trust and subsequent opposition).

CO-CONSTRUCTING AN URBAN OBJECT WITH A POSITIVE IMPACT FOR ADAPTATION TO CLIMATE CHANGE

AUDIENCE	<p>Target group of users:</p> <ul style="list-style-type: none"> • committed to a full co-construction process of several sessions with professional speakers and concerned stakeholders • accompanied by their usual contacts (teachers, neighbourhood organisers, socio-cultural mediators, etc.)
OBJECTIVES	<ul style="list-style-type: none"> • To contribute to a material urban object for 'better' nature in the city and adaptation to climate change • To consolidate shared visions on nature in the city and climate change at every step • To celebrate collective intelligence as a resource for adaptation to climate change
SUBJECTS	<p>The stakeholders and the specifications of a project at the service of nature in the city, the benefits and potential impacts of an urban object for adaptation to climate change.</p>
PREREQUISITES	<p>Pre-sessions:</p> <ul style="list-style-type: none"> • awareness raising of the stakes behind adaptation to climate change and provision of knowledge about nature solutions in the city to raise awareness and change perceptions (in a room or in the form of a site visit) • attentiveness to the main stakeholders of the project (in a room or in the form of field surveys) to express their needs in the context of climate change using nature in the city as a means of adaptation

SEQUENCING EXAMPLE

(number and duration of sessions to be determined according to the context, the audience, the object to be created and the interest of grouping some workshop sessions together)

IMMERSIVE PART OF EACH SESSION	1ST SESSION: PUT THE FACILITY PROJECT INTO PERSPECTIVE IN THE DEVELOPMENT PROJECT <ul style="list-style-type: none"> • Familiarisation with the main characteristics of the urban development project • Familiarisation with the steps of an object or facility design project • Locate the work position on a participation scale 	15'
FRIENDLY WELCOME AND ORGANISATION	FOLLOWING SESSIONS: STIMULATE AND ORGANISE THE WORKSHOP <ul style="list-style-type: none"> • Briefly remind of the context • Remind of the development project's calendar and constraints • Define the day's objective 	10' max
DEVELOP	WORKSHOP 1: Definition of the need <ul style="list-style-type: none"> • Draft of the urban object specifications (WWWVHW method + location map in the urban project) WORKSHOP 2: Inspiration <ul style="list-style-type: none"> • Web research to find out about existing solutions (benchmark method), • Share of reference images and collective commentary (points of interest, key ideas) WORKSHOP 3: Creative modelling <ul style="list-style-type: none"> • Collectively summarise the key elements and project them into a common vision for the urban object • On a large table covered with kraft paper, materials and accessories of all textures and colours are laid out (paper, wood, foam, sponge, raffia, felt, fabric, plasticine, felt-tipped pens, etc.) • Using these items, the participants create a free model (or several models with alternatives that can be merged <i>in fine</i>) of what the urban object could be (the idea is to show the principles of the object without trying to achieve any realism or technicality) <p><i>NB: if some participants are not comfortable with modelling, they can describe the urban object and their text will be the input in a future presentation</i></p> WORKSHOP 4: Critical feasibility loop <ul style="list-style-type: none"> • Make sure the different options are technically realistic and amend the model and its description if necessary until the principle project is validated • Formulate the satisfaction criteria expected for its completion • Define the implementation process (if necessary, delegate people to monitor and communicate progress to the other participants) DELIVERY: Give the model a name and a slogan (the name acknowledges the cohesion of the group, without necessarily suggesting a future official name for the urban object)	60' to 90'
SHARED SUMMARY	CONFIRM THE COLLECTIVE RESULT How did the session make it possible to move forward the understanding of the solutions nature in the city brings?	15'
PROJECTION PART	AT THE END OF EACH SESSION: Next steps and calendar LAST SESSION : Share an enlightening and festive moment with all the actors involved	

Re-greening a youth facility: the school playground example

OBJECTIVES

- Reconnect children with nature and the rhythms of life (appeasement, otherness, mutuality)
- Allow the project to be appropriated (playground and surrounding educational, sports or leisure facilities) and to be co-constructed with the people closest to it: users, managers, accompanying persons (for example, in the case of the school: pupils, non-teaching staff, teachers, management, academic inspectorate, families).

METHOD

The playground re-greening project co-construction method is based on the experience of its management, which is the most familiar with collaborative uses, operational singularities (schedules) and the human and social components.

For example, sessions are usually limited to one and a half hours to keep the pace manageable for people who are not used to project meetings, especially children at the end of the day.

The full process follows a classic project phasing (which is an experience in itself for the audience): 1 - questioning / 2 - design / 3 - project feasibility / 4 - celebration.

This method can easily be applied to any other facility: social centre, kindergarten, sports centre, etc.

RESOURCES

Several resources have a determining role in the success of the project:

- Municipal support (policy and budget).
- The willingness of school management to sponsor the project (overcoming obstacles and leading it to completion) and to include it in the school's educational project.
- The mobilisation of design offices in idea generation and feasibility sessions for the consideration of expectations and of technical and maintenance services for sustainable and consensual management.
- The systematic use of very concrete (non-textual) resources and illustrations accessible to all levels of reading: on-site observations, maps, diagrams, reference images, samples of materials to see and touch and, where appropriate, images of simulations with their variants.
- The workshop should last no more than one and a half hours (including the visit) to keep the pace manageable for people who are not used to this type of meeting, especially children.
- If possible, so that the whole community can follow the progress of the workshops, the posting of noticeboards at the school so that anyone in the community can express themselves if they wish through the voices of the participants in the sessions.

RE-GREENING A YOUTH FACILITY

AUDIENCE	Children, parents, teachers, non-teaching staff, participants in extra-curricular activities, management and representatives of the academy. <i>NB: When working in sub-groups, make sure diversity is maintained in each workshop sub-group.</i> Occasionally: Design offices, technical and maintenance services, elected representatives.
OBJECTIVES	Increased competence and appropriation (through co-construction) of the educational community widened to issues related to the role of nature in the city in the adaptation of families and schools to climate change. In doing so, it introduces citizens to the methods, constraints and timetables of community projects.

<p>SUBJECTS</p>	<p>Ground: calm surfaces (soil, grass, natural compounds) to complement the smoother, faster and louder surfaces needed for running and ball games Water: (run-off, harvesting, pond) and coolness Vegetation: in indoor and outdoor living spaces and access paths (shading, green roofs or walls, vegetable garden), wildlife (insect refuge, birds, pollination) Furniture and equipment: delimitation of spaces, quality of materials, carbon footprint, maintenance constraints Playground uses: (gardening / growing / planting / playing / running and sports / meeting / hosting events / making available to outsiders (e.g. space open for the neighbourhood during school holidays, ...) Project management: learning the path from dream to reality</p>	
<p>PREREQUISITES</p>	<p>Apart from the active involvement of pupils and school staff, there are no prerequisites before the first session. On the other hand, it is recommended to follow all the workshops for good group cohesion on the whole co-construction process.</p>	
<p>SEQUENCING</p>		
<p>IMMERSIVE PART A warm welcome and organisation</p>	<p>DEFINE THE WHAT AND HOW EDUCATIONAL PART If there is enough time, the meeting is always held in the place that is the reason for the workshop (in this case, the school playground or its covered playground). Workshop scope definition in a simple, clear and accessible form with the full group, using language adapted to children and non-experts: key ideas, session objectives, participation methods.</p>	<p>15'</p>
<p>DEVELOP</p>	<p>DEVELOP THE GREENING PROJECT FOR CHILDREN <i>Small groups carrying out involving work: each group reflects the diversity of the participants. Take care to allow everyone to speak. Creative moments.</i></p> <p>WORKSHOP 1 - Raising awareness and questions Works are going to be carried out, the playground is going to be made permeable and planted. Imagine your own playground where you can play/learn/keep cool thanks to nature: What would you like to do there? Be calm or more active? Be alone or with friends? What would you imagine and where? Collective production of 3 boards: 1 - The words that come to mind when we say "nature here" / 2 - What we fear v. What we would like here / 3 - The questions we ask ourselves and subjects we want to discuss.</p> <p>WORKSHOP 2 - Imagining and designing the world of possibilities Based on reference or futuristic examples, work in sub-groups on a specific space in more detail from two angles: the facilities and subsequent maintenance. Q1: <i>In the space I'm looking at, what facilities would make me relaxed / involved / happy? oral description and production (if possible) of a drawing by each group.</i> Q2: <i>The work is finished, the plants are planted: it's beautiful! How is this space maintained? What's the role and intervention method of the city's parks and gardens department? What's the role of the children (possible I'm allowed to/I'm not allowed to charter)?</i> Collection of expectations based on material elements: drawing of the existing space, reminder of the imposed constraints, sketches, reference images.</p> <p>WORKSHOP 3 - Agree on the world of the achievable Based on visuals proposed by the technical design office appointed by the city and/or its architectural or landscaping team, discussions and enrichment of the sketches by the groups relative to the constraints and the budget but also the expectations and the needs. Collection of questions, surprise, approvals and requests for variants.</p> <p>WORKSHOP 4 - Celebrating the achievement (on delivery) <i>On site, assessment and presentation of the result (the what, the how and the intermediate adjustments) to the whole community and celebration of the contributors who made it possible.</i></p>	<p>45'</p>
<p>SHARED SUMMARY</p>	<p>NOTE THE AGREEMENTS AND OUTSTANDING ISSUES At each workshop: feedback in the main group without reopening the discussion.</p>	<p>20'</p>
<p>PROJECTION PART</p>	<p>CREATE LOYALTY At each workshop: next steps, calendar with what each person is going to move forward on between now and the next session. Acknowledgements.</p>	<p>10'</p>

Making squares, parks and gardens permeable



OBJECTIVES

- Involve citizens in the project to improve collective understanding of the stakes of nature in the city and adaptation to climate change.
- Improve connectivity between a facility and the urban nature network (brown, blue, green, black and white patterns).

METHOD

Learning and empowerment methods for the expression and empowerment of stakeholders.

RESOURCES

- It is essential to involve the parks and gardens and maintenance departments in charge of future management from the outset (functional expertise to become a player, or even drive, the co-construction).
- Listening and social mediation skills (change management).
- For specificities (historic monument, NPNRU, listed site): opinion of the authorities to be sought.

DEMINERALISING A PUBLIC SPACE	
AUDIENCE	Municipal departments, users, local residents, user or social mediation associations
OBJECTIVES	<ul style="list-style-type: none"> • Raise awareness to improve project acceptability • Debate and look to the future to change habits • Adaptation to climate change
POSSIBLE THEMES	<p>NATURE</p> <ul style="list-style-type: none"> • Ground: planted, for traffic or activities • Vegetation: hedges, lawns, grassy and wooded areas, planter strips (available to residents or not) • Plant barriers (sound, thermal and visual buffers) • Water: the rain cycle, watering, for cooling and drinking fountains • The presence of wild or domestic animals <p>USES</p> <p>The distribution of quiet spaces relative to noisy spaces (inside and considering the outside)</p> <ul style="list-style-type: none"> • Attraction points (play areas, with their more or less formalised variants, free or organised management, including furniture standards) • Rest areas: benches, tables, litter bins; entrances, pedestrian/bicycle/scooter paths, themed routes (health, botanical, recreational, etc.) • Urban continuity: management of pedestrian and bicycle crossings, scooter blocks • Social diversity: meeting points, use charters, security measures
PREREQUISITES	No prerequisites are required before the first session. On the other hand, it is recommended to follow all the workshops for good group cohesion on the whole learning and co-construction process.

SEQUENCING		
IMMERSIVE PART A warm welcome and organisation	LEARN TO OBSERVE Observation of the site, visualisation of the map, taking of photos.	15'
DEVELOP	ELABORATE IN PROJECT MODE WORKSHOP 1 - Collect uses Collection of what goes on in the key places of the garden, wishes and positive and negative experiences. WORKSHOP 2 - Envisaging the future space Work on the themes of interest for the space, its future evolutions and the involvement of the inhabitants in its future management (user charter). WORKSHOP 3 - First sketches Validation of stakes and proposals.	60' to 90'
SHARED SUMMARY	NOTE THE AGREEMENTS AND OUTSTANDING ISSUES At each workshop: feedback in the main group without reopening the discussion.	15'
PROJECTION PART	CREATE ATTACHMENT At each workshop: next steps, calendar with what each person is going to move forward on between now and the next session. Acknowledgements. At the last workshop: communication on the works schedule.	15'



Consult around a small street type urban project

OBJECTIVES

- Improve the inhabitants' and users' understanding of what is at stake with nature in the city and adaptation to climate change.
- Take advantage of the opportunity provided by street repairs to spread the culture and train the participants on the stakes of nature in the city.

METHOD

The classic method of a visit to identify and understand the stakes *on site*, followed immediately or within a short period of time (less than 3 weeks) by work in a room to collect more detailed requests and proposals.

RESOURCES

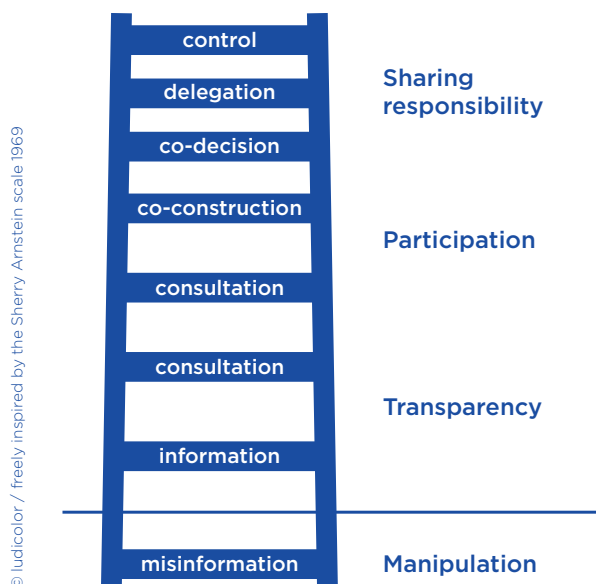
- Identification of static and changeable elements in the current project status.
- Large printed map for presentation in full session, reference images, maps and cross sections adapted to the themes being worked on.
- Teaching aids: follow-up questions at each discussion table.
- Small modelling supplies and accessories where applicable.
- Prior registration management.

ADAPTING AN URBAN PATHWAY TO CLIMATE CHANGE

AUDIENCE	Local residents and businesses. Neighbourhood, parent or youth associations (or the Municipal Youth Council if there is one). Design office, project manager and maintenance department.
OBJECTIVES	<ul style="list-style-type: none"> • Involve residents and users in the street renovation project • Enrich the project owner's specifications with the expectations of the users of the street in terms of well-being and safety • Make the residents aware of certain of the project owner's choices, imposed or otherwise • Allow different types of users to meet, get to know each other and consider that they have a shared space
SUBJECTS	Ground, surface, vegetation, street furniture, street lighting, shade and coolness, the place of cars, soft mobility, safety, quality of life, quiet zone, rest stops, well-being of the inhabitants + all the themes specific to the street location, environment and connections.
PREREQUISITES	Live on or be familiar with the street in question.

SEQUENCING EXAMPLE		
IMMERSIVE PART A warm welcome and organisation	PERSPECTIVE The community's planning intention and consultation schedule. Workshop organisation, sequence and code of conduct.	25'
DEVELOP	CONSULT, WORK IN SUB-GROUPS BY THEME <ul style="list-style-type: none"> • Set up in a circle / very brief presentation of the participants (5') (First name / structure). • Ask the group to choose a secretary to make sure the ideas are captured, who will be supported by the sub-group facilitator. • As the discussion progresses, when key ideas make sense to the group, write them down on post-it notes which are then placed on the map to make it easier to reproduce them. 	45'
SHARED SUMMARY	RECORD THE KEY REQUESTED POINTS One topic at a time, each secretary presents the conclusions of the sub-group's work and presents the annotated map and post-its. Unresolved discussion points are also reported.	25'
PROJECTION PART	Continuation of the decision-making process - forecast calendar - feedback methods.	

Citizen participation can occur at different levels. On this scale, the higher up the ladder one goes, the deeper the citizen participation.



Event-based awareness raising

OBJECTIVES

- Help citizens understand the stakes and concepts of adaptation to climate change through nature in the city.
- Support the development of new participatory cooperation between public and private players and the population in the service of this same issue.

METHOD

As part of a general public event organised by a local authority in an evocative green site, installation of an open space (exhibition, stroll, video, games) including a discussion area (mini conference, workshop). This diversity of offers of a playful, aesthetic and educational nature, makes it possible to interest an audience of all ages and levels of curiosity, with the advantage of keeping them on the stand longer. The contact is created **from the participants' feelings** about the offer of this stand/outdoor site with a view to encouraging a "transposition" of the learning to their living area (building, balcony, car park, foots of trees, garden, courtyard, street, etc.).

RESOURCES

- Two skills present on the stand: mediation-facilitation + nature in the city.
- Selected panels from the educational nature in the city and adaptation to climate change exhibition as part of the Nature For City LIFE project.
- Mini agora type installation - polling materials: surprise and capture of ideas.

ADAPTING AN URBAN PATHWAY TO CLIMATE CHANGE

AUDIENCE	All uninformed or already aware audiences.
OBJECTIVES	To appropriate the theme and concepts through a diversity of proposals.
SUBJECTS	<ul style="list-style-type: none"> • Roles: of nature in the city, of communities, of citizens. • Actions: demineralisation, re-greening, lighting, water management. • Effects: security, health, well-being and biodiversity.
PREREQUISITES	None.

SEQUENCING EXAMPLE		
<p>IMMERSIVE PART A warm welcome and organisation</p>	<p>AROUSE CURIOSITY Meet and greet the people attracted by the exhibition panels or the video presented on a loop and create an initial individual discussion (such as marauding or street interview).</p>	<p>Continuous</p>
<p>DEVELOP</p>	<p>DEVELOP INTEREST <i>By advance registration on the internet or on the day itself on the stand (useful formality to limit withdrawals or to send a reminder text message).</i></p> <p>Short format allowing several rotations during the day (the audience's attention span is short given the other stands to be visited) on a targeted theme close to everyday uses (beware of themes that are too vast or too technical, which lead to superficial discussions): 15' mini-conference - 15' debate</p> <p>CONTRIBUTE TO THE MOBILISATION Ostensibly collect the spoken word (by making expression sheets available, by taking notes on the spot, by indicating the subsequent use of this collection) to encourage debate, the rebound of ideas and to memorise the expression of obstacles ("You can ask me anything about nature, but you won't take my car away from me...") and supports ("when I go on holiday I observe things in the landscape more") in order to improve the work to mobilise citizens and produce arguments.</p>	<p>Tailored</p>
<p>PROJECTION PART</p>	<p>Distribution of a reward (seeds to plant, "good practice" object), a game (quiz, themed card games, memo) or a card (link or QR code to the Nature in the city website or to the specific hosting community page) to keep the memory of the theme alive.</p>	



Share representations

OBJECTIVES

- Support the development of residents' skills on nature in the city issues and the adaptation of cities to climate change and spread the concept of services provided by nature.
- Reduce the gaps in representations by sharing the understanding of the work of the community, the technical choices of its departments, with comments on their benefits and constraints.
- Confront expectations *versus* responsibilities, expectations *versus* citizen contributions.

METHOD

Use of a proven technique of a walk *on site* ("storytelling walk") as a vehicle for shared learning and calm interaction within a group. The non-verbal and sensitive perception feeds the findings by anchoring them in a subtle reality;

The walk provides time to analyse and mature ideas; side-by-side alternates with face-to-face. Finally, the shared experience creates a memorable bond between the participants.

RESOURCES

- Three skills: facilitation + nature in the city + community approach (elected official and/or technician).
- Preliminary identification of the stops to be prioritised, followed by the *on site* rehearsal of the entire storytelling walk circuit with the appropriate content and observation cones.
- Scheduling outside normal working hours (if participants other than pensioners or stay-at-home parents are required).
- Map of the route and notebook structured by stop - Camera.
- Prior registration management.

LEARN ABOUT NATURE IN THE CITY DURING A STORYTELLING WALK

AUDIENCE	Residents, users, social centres and other socio-cultural actors. <i>NB: The choice of time slot and duration has a direct impact on audience mobilisation. Prefer 3 one and a half hour walks rather than one 4-hour walk, which will only attract those who are "already initiated" or will prove useful for the training of ambassadors during a subsequent workshop.</i>
OBJECTIVES	<ul style="list-style-type: none"> • Walk through the participants' living space and cause surprise and questioning. • Introduce the issues of adaptation and nature in the city applied to the familiar context of the participants.
SUBJECTS	Existing situation - Urban project - Rainwater management and harvesting - Soils - Demineralisation - Shared spaces - Role of plants (living or not) - COOLNESS ISLANDS - LIGHTING and light pollution - Conflicts of use - Anti social behaviour - Differentiated management (new nature in the city maintenance practices) - The place of living things (animals and insects), ...
PREREQUISITES	Significant link with the district concerned (home, workplace, transit).

SEQUENCING EXAMPLE		
IMMERSIVE PART	TAKE BEARINGS <ul style="list-style-type: none"> • Welcome and quick introductory round table. • Introduction on nature in the city for adaptation to climate change. • Introduction to the community's approach to the issue (with multiple voices if several communities are represented). • Facilitation: Clarification of the objectives and distribution of materials. Distribution of roles - Logistical and safety instructions. 	15'
DEVELOP	SHARE THE EXPERIENCE <i>NB: Total duration according to their number (3 to 7) = 1 walking break included x 20' (to be checked during the rehearsal)</i> Each stop is structured according to a standard format: <ul style="list-style-type: none"> • Facilitation: invite to look at the case study being shown (e.g. a parking area if the theme of the stop is demineralisation / or wasteland if the theme is urban agriculture / etc.) • Expert: comment the case and shed light on what can be done or is being done for nature in the city • Facilitation: facilitate the discussion by collecting observations, memories, sentiments, experiences, emerging questions and interactive feedback. 	60' to 140'
SHARED SUMMARY	MEASURE THE CHANGE IN PARTICIPANTS' PERCEPTIONS At the end of the walk, sharing of feelings to highlight the expression of the changes in after/before perceptions. What will you take away from this workshop on the theme of the services rendered by nature relative to the adaptation of cities to climate change (observations, questions, learning, discoveries...)? What made an impression on you? What was missing?	15'
PROJECTION PART	Announcement of the next steps (e.g. next dates for walks or other citizen mobilisation or involvement mechanisms for adaptation to climate change). Urban projects in which learning will be implemented.	5'



“

“Nature is oxygen”

“The forest park is Carros's lung”

“We must stop trying to dominate nature and adapt to it”

“This permeable ground thing is really interesting, I thought the car park wasn't finished!”

”