

**INTRODUCING BUILT ENVIRONMENT TO  
CHILDREN: LEARNING THROUGH THE RECENT  
PRACTICES OF ARCHITECTURE  
ORGANIZATIONS IN TURKEY**

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**by  
Ece Ceren ÖNDER**

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We approve the thesis of **Ece Ceren ÖNDER**

**Examining Committee Members**

---

**Instr. Dr.Tonguç AKIŞ**

Department of Architecture, İzmir Institute of Technology

---

**Assist.Prof.Dr. Fehmi DOĞAN**

Department of Architecture, İzmir Institute of Technology

---

**Assist.Prof.Dr. Hikmet SİVRİ GÖKMEN**

Department of Architecture, Dokuz Eylül University

**04 June 2013**

---

**Instr. Dr.Tonguç AKIŞ**

Supervisor, Department of Architecture  
İzmir Institute of Technology

---

**Assoc. Prof. Dr. Şeniz ÇIKIŞ**

Head of the Department of Architecture

---

**Prof. Dr. Tuğrul SENER**

Dean of the Graduate School of  
Engineering and Sciences

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## ABSTRACT

### INTRODUCING BUILT ENVIRONMENT TO CHILDREN: LEARNING THROUGH THE RECENT PRACTICES OF ARCHITECTURE ORGANIZATIONS IN TURKEY

This academic study investigates the varying approaches for introducing built environment to children through the practices of architecture organizations in Turkey, namely the studies of built environment education. The practices of built environment education are novel and improving field of inquiry for Turkey which have influence for varying disciplines and also for the built environment itself.

The purpose of the thesis is first to identify and examine the notions belongs to both built environment and built environment education. This theoretical attempt is to understand and learn from the documented practices of built environment education for the children in international and national scale. Secondly, the thesis focuses on and criticizes the selected cases from Ankara and İzmir in order to construct the implementation mapping to compare each selected educational practices.

Besides, the study offers and implements an alternative case analysis in Turunç town / Muğla in the context of built environment education as a result of the examinations and observations of the previous studies held in local and international level. This special case is examined and evaluated as a part of the workshop series of “Turunç Mud Brick Preschool Workshops”. This analysis is to pursuit the ways of establishing an interactive learning and collaborating platform with the children, the local people, the volunteers and the professionals worked in Turunç within the same collective purpose for the awareness of built environment.

**Key words:** architecture organizations, built environment, built environment education, children and architecture.

## ÖZET

### YAPILI ÇEVREYİ ÇOCUKLARA TANITMAK: TÜRKİYE'DEKİ MİMARLIK ÖRGÜTLERİNİN GÜNCEL UYGULAMALARI YOLUYLA ÖĞRENMEK

Bu akademik çalışma, yapılı çevre eğitimi olarak adlandırılan ve çocuklara yapılı çevreyi tanıtmak amacıyla Türkiye'deki mimarlık örgütleri tarafından sürdürülen pratiklerin çeşitli yaklaşımlarını araştırır. Türkiye için yapılı çevre eğitimini konu edinen pratikler türlü disiplinlere ve yapılı çevrenin bizzat kendisine etki eden, yeni ve gelişmekte olan bir araştırma alanıdır.

Tezin amacı öncelikle hem yapılı çevre hem de yapılı çevre eğitiminin bağlı olduğu kavramları belirlemek ve incelemektir. Bu teorik yaklaşım, çocuklar için yapılı çevre eğitiminin ulusal ve uluslararası ölçekteki pratiklerini anlamak ve öğrenmek içindir. İkinci olarak bu çalışma, eğitim pratiklerini karşılaştıran bir uygulama haritası oluşturmak için Ankara ve İzmir'den seçilen örnek olay incelemeleri üzerine odaklanır ve onları eleştirir.

Bu incelemelerle birlikte çalışma, Muğla'nın Turunç beldesinde, geçmişte yerel ve uluslararası düzeyde yapılan çalışmaların incelenmesi ve gözlemlerinin sonucu olarak yapılı çevre eğitimi bağlamında bir alternatif durum önerir ve bunu uygulamaya koyar. Bu öznel çalışma "Turunç Kerpiç Anaokulu Atölyeleri" serisinin bir parçası olarak incelenir ve değerlendirmeye alınır. Çalışma, çocuklar, yerel halk, gönüllüler ve profesyonellerin Turunç'da yapılı çevrenin farkındalığı için birlikte çalıştığı, aynı kolektif amaç kapsamında bir interaktif öğrenme ve işbirliği yapma platformu oluşturmanın yollarını arar.

**Anahtar Kelimeler:** çocuk ve mimarlık, mimarlık örgütleri, yapılı çevre, yapılı çevre eğitimi.

TO MY GRANDFATHER

Nayim Talat ŞENLER

January 1934-April 2013

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# CHAPTER 1

## INTRODUCTION

“Işığa geldi çocuklar bir bir  
Kelebeklerin renklerine dolandı bir gün  
Mavi sularda balıkların oynaştığı felekten bir ilk gün  
Gökyüzünün altında bir gece  
Sevginin gözünden gördüler dünyayı”<sup>1</sup>

### 1.1 Problem Statement

Built environment education for the children is a learning domain composed as a social agenda both in local and international scale starting from at the end of 1970s and still ongoing in company with the increasing studies of institutions. These varying studies are conducted by different institutions like the related departments of universities, some city municipalities, dedicated public agencies, engaged foundations, nongovernmental organizations and also government agencies. Since these studies are demand voluntary effort and endeavor practices, from each organization, the studies turn into real practices by the struggle of effective people who are involved in the activities for the children.

Although the activities for the children set up a varying spectrum in practice, there is a common ground in terms of their goals. Creating awareness and understanding of the built environment; encouraging a sense of responsibility, reminding the roles and rights in decision making for the built environment; reinforcing human relationships with the built environment, the natural world, and society and introducing children with the world of design issues can be counted as the aims for the studies of built environment education for children.

Beyond these goals, the approaches and attitudes towards the built environment education studies are also meeting on a common ground in terms of their implementation methods. We can categorize these methods by considering the countries

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<sup>1</sup> Yasemin Mori, Işığa Geldi Çocuklar. Music & Lyrics: Yasemin Mori / Deli Bando 2012.

in terms of their economic development levels. While in the first world countries<sup>2</sup> the social attempt to conduct studies systematically associated with national school curriculums, it is the endeavor to change the educational curriculum in favour of built environment education. The other countries mostly implement specific practices to achieve the awareness for built environment. All aside, there is an increase in the initiatives and efforts about built environment education throughout the world in both local and international scale. These dedicated initiatives are generally voluntarily conducted by certain institutions such as architecture unions, dedicated foundations of built environment, environment and education commissions of both government and non-government agencies, related departments of city municipalities which are interested in built environment issues and education. The leading institutions of this effort are especially housed in the architecture and planning organizations. One of the leading institutions of architecture, namely UIA (the International Union of Architects), works effectively for uniting the studies of built environment education internationally on a common platform.

Since the responsibility of forming the built environment has shared by varying disciplines like architecture, urban planning, design disciplines, education, sociology, politics etc., its education also requires an interdisciplinary effort and care. Each discipline and profession can be part of this education and involved in these studies in favour of its own agenda. However, then it would be hard to talk about just a single built environment education. It becomes important to differentiate the profession-based attempt in the activities since the built environment education can turn to an education domain of a profession rather than a domain of sharing the spatial experience of future-citizens and of developing the awareness of participation for the children. When practices dwell merely on an introduction strategy of a profession, this doesn't suit on the context of built environment education.

The conceptualization and evaluation of built environment education can be traced by two different scholars. Hinda Avery argues the content of the built environment education in terms of its interdisciplinary character. She also criticizes and differentiates the focused attitude of emphasizing the aesthetic and design dimension in

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<sup>2</sup> List of Countries of the First World in terms of different parameters may be seen: <[http://www.nationsonline.org/oneworld/first\\_world.htm](http://www.nationsonline.org/oneworld/first_world.htm)>

the studies and the neglected perspective of social and political dimension.<sup>3</sup> She states that: “Such an approach, inherently interdisciplinary and appropriately called built environment education, offers possibilities for unifying the design, social and political elements in education” and defends the fact that built environment is a cultural manifestation.<sup>4</sup>

On the other hand, built environment and its education can be articulated by the theory of space introduced by Henri Lefebvre. Lefebvre considers that the built environment is the physical entity that is produced by the human actions. He argues that space is a social product and the production of any space or built environment derives from interactions and encounters of people.<sup>5</sup> Following the theory of everyday life of Lefebvre, Michel de Certeau argues that dwellers or professions who are responsible from the built environment perform their everyday lives, make selections and in short becomes a social and cultural agent in transforming their built environment.<sup>6</sup> Based on this theory of space, we can easily say that the built environment and human behaviours are the notions that complement each other and human and its environment cannot be considered without one another. These complementing notions define and construct the dwellers including children and their relations as the actors of shaping and sustaining the characteristics of built environment. In other words, the built environment is the space in which the majority of human life is conducted. It defines the quality of our lifestyles and affects us directly as a citizen of the world. In this built environment children are living too and they should have rights to speak in order to achieve and leave a sustainable future to next generations.

In Turkey the built environment education studies have a little more than a decade of history. The activities are increasing and the topic takes attention through the different regions of the country. However the architecture organizations are leading institutions in Turkey and have got a little alternative yet. The practices are conducted mostly by profession-based organization and popularly known as “Children and Architecture Studies” instead of built environment education practices. As a theoretical alternative to define the studies for appropriate conceptualization, within this thesis, the researcher chooses to use the term Built Environment Education (BEE) and presents a

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<sup>3</sup> Avery, H., *The Potential Role of the Art Teacher, the Urban Planner, and Community Groups in Built Environment Education*. Art Education, 1989. 42(5): p. 53-57.

<sup>4</sup> Ibid.

<sup>5</sup> Lefebvre, H., *The Production of Space*, 1991: Oxford: Blackwell.

<sup>6</sup> De Certeau, M., *The Practice of Everyday Life*. 2011, the USA: University of California Press.

case study in order to propose a comprehensive approach to built environment education practices.

The institution-based conduction of the built environment studies are formed mostly by the Chamber of Architects. While the approaches of these institutions are mostly adaptations of the programs of international practices; there exist culturally-adapted and pre-structured examples of them. In terms of the contents of the national practices, the initial aim is to achieve built environment awareness. On the other hand, it is detected that the participatory essence of these practices are neglected within their programs in Turkey. In order to achieve the aim of built environment awareness for children, participation to decision-making is a quite important issue for both children to have a voice in processes and for adults to listen their contributions. Therefore, a learning platform can be established comprehensively.

One of the interdisciplinary and a long-live approach is from Ankara, Turkey. UCTEA (The Union of Chambers of Turkish Engineers and Architects) Chamber of Architects Ankara Branch has a Children and Architecture Study Group that is the leading organization that organizes and conducts several activities for various social groups of children throughout the country. The dedicated facilitators who are volunteers through the chamber, and enthusiasts for and engaged in learning in and from the built environment with children design and contribute for the practices of the study group. Again another architecture institution UCTEA Chamber of Architects İzmir Branch takes the second rank in terms of the built environment education practices. The institution has Children and Architecture Commission in order to run its activities systematically.

After the analysis of literature survey and participatory examination for the studies of built environment education, we can say that the built environment education studies in Turkey need a comprehensive platform to unify the whole studies under a coherent approach because the individual and spread practices are left as temporal initiatives and couldn't find a chance to improve an holistic program.<sup>7</sup>

The field of built environment education needs critical perspective and an academic research to define certain concepts especially in Turkey. Since it becomes an educational domain for considering the impacts of certain organization to the built

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<sup>7</sup> Gökmen, H., *Mimarlık-Çocuk Çalışmalarına Bir Bakış*. Güney Mimarlık, 2010. 2: p. 63-68.

environment and children, the accumulation of the practices turns to be a ground for re-considering the notion of human and built environment relationship.

## **1.2 Aim of the Study**

This thesis investigates the recent practices of architecture organizations in the field of built environment education studies. So as to understand these varying practices, local and international examples of built environment education are examined and discussed in term of their aims and methods. The major aims of the inquiry is first to introduce and identify the concept of built environment and built environment education referring to the theoretical frameworks. Secondly, to trace and examine these two concepts through the practices of architecture organizations such as chambers, unions, university departments, foundations and institutions in various cities.

Thesis has a careful and critical eye to differentiate the varying attitudes in built environment education in Turkey. Since built environment education has an interdisciplinary approach and content, sometimes it is confused with the promotion of a certain profession. Within the scope of the concept, this perception originates from that the majority of the people regarding to built environment education studies are architects. Although the introduction of any professions may be a part of the practices in BEE, it can be hard to accept this attitude as a primary goal in which the children is not considered as a social and future citizen in the built environment.

This above attitude and many others in forming the contemporary activities of built environment education in Turkey are considered and evaluated at the end of the thesis to establish a theoretical ground to facilitate the enrichment of the built environment educations for the children.

Thesis also aims at implementing and documenting a case study in parallel with the examined concepts held in Turunç. This pre-structured workshop is separated from the other cases with some aspects of its concrete outcomes which were produced by participatory processes. It was aimed to hold a long term workshop series in accordance with the construction process of the preschool building of Turunç by the help of the local children's participations. Differently from the other eight workshops only in Turunç, the facilitators of the workshops went to the participator's own locality. This approach provided a mutual understanding of built environment for both the



participators of the workshops and the inhabitants of the neighborhood. In order to implement a case according to the notions of participation of children, the purpose was to form a collective learning and decision-making platform. Since the emphasis is on *to learn from children* throughout the thesis, this notion will be examined by means of 8+1 cases, in which the +1 case pursues a strategy to implement this emphasis in itself.

Finally the thesis purposes to discuss the critical aspects of the given practices on the field then conclude.

### 1.3 Methodology

This research begins with the argument of understanding the BE and BEE. While examining these conceptualization, it consists of literature survey of contemporary studies around the world consist of the studies of BEE. Besides, it examines nine different case studies in Turkey. While conducting the study multiple case study method is used. All the cases are identify and informed to develop a theoretical mapping for the BEE studies.

Yin provides a definition for case study inquiry: “A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.”<sup>8</sup> Groat & Wang contribute to this definition from the field of architectural research in their book “Architectural Research Methods” and offer to eliminate the word, ‘contemporary’ and adding the word ‘setting:’ “...that investigates a phenomenon or statement in depth and within its real-life context...”<sup>9</sup>

In order to examine the case studies, participant observation method is used as data collection technique throughout the cases which a process is enabling researchers to learn about the activities through observing and /or participating in those activities in natural settings.<sup>10</sup> During the whole study the researcher’s role was less visible and highly participatory as an observer. In each case study, the activity is documented by photos and by sometimes sound-recording device. The comparison table is used to

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<sup>8</sup> Yin, R.K., *Case study research: Design and methods*. Vol. 5. 2002: SAGE Publications, Incorporated.

<sup>9</sup> Groat, L. and D. Wang, *Architectural research methods*. 2002: Springer.

<sup>10</sup> DeWalt, K.M. and B.R. DeWalt, *Participant observation: A guide for fieldworkers*. 2010: AltaMira Press.

compare the studies in terms of target group, facilitator description, aims, strategies / method, place of the workshop. This table of all case studies is listed to differentiate each study.

In this study these natural settings are the environments of the activities which are conducted for built environment education studies in Ankara, İzmir and Muğla.

Throughout the study nine cases were chosen for the fieldwork. These cases were decided after a research about determining the majority of practices among the cities of Turkey. Considering also the transportation possibilities two cities, Ankara and İzmir were chosen in order to investigate the practices and Muğla to implement researcher's own study. Throughout the fieldworks the researcher took and recorded field notes and used a digital camera for data collection. Before every fieldwork, correspondences with the facilitators of the activities were provided through emails and telephones. Transportation resources were provided through researcher's own means.

Out of nine activities in seven of the fieldworks researcher introduced herself as a facilitator and participated in or lead the activities. In one activity researcher had a role as an audience because of the characteristic of the activity (workshop 7) and in one other activity she had a role as a real participator of the activity (workshop 6).

In Turunç case according to the recent revisions of the school buildings construction rules, a new building was required for Turunç Saadet Zeki Ünsal Elementary School. The principal and the council of the school got in contact with IZTECH architecture department. Right after consecutive conversations and correspondences, the project was started in March 2012. Several meetings with government agencies and municipality were arranged. After the negotiations, a protocol was accepted and signed among foundations in order to start the project with consultancy of İzmir Institute of Technology. In addition to the construction workshops with local people and volunteers, a workshop series with children were implemented within the program just before the construction had begun. The preparation and implementation of these workshops will be discussed in further chapters thoroughly.

It is known that there can be various studies held under the term BEE. However, this study was conducted in three cities of Turkey to examine the critical aspects of the selected practices on the subject of built environment education. These are the cases that are reachable for the researcher in the research period of the thesis. Depending on the reasons related to the long distances of transportation and limited time for the study, the

thesis limits itself within three cities in Turkey and nine practices. Besides, the researcher encountered with the lack of documentation problem throughout the research process.

## **1.4 Structure of the Thesis**

This thesis is composed of six chapters. It develops primarily by introducing the statement of the problem. In Chapter 1 the purposes of the study and methodology in order to conduct the research are mentioned. The notions of the built environment education concept are clarified in Chapter 2. The scope, methods and potentials of the theme are discussed. Again in Chapter 2 it is mentioned about the educational and theoretical relations of built environment education and main educational approaches.

Chapter 3 dwells on evaluating and examining the cases of national and international practices on about the concept. First the cases from different countries are introduced about the study area then the local studies of organizations constitute the structure of the chapter.

In Chapter 4 local practices in Ankara and İzmir are explained and documented between 2011 and 2013. These recent activities are defined and listed in a comparing table within the concept of built environment education.

The researcher's own case implementation in Muğla as to practice and understand the built environment education concept will be explained in Chapter 5 deeply. The aim method and results of this special case is discussed.

Finally in the conclusion part of the study an overall analysis and future recommendations are mentioned in Chapter 6.

## CHAPTER 2

### BUILT ENVIRONMENT EDUCATION

In this chapter the notion of the built environment education and its connotations is discussed. The essential definitions of the terms and their relations to each other are argued in order to understand the main aspects of the theme.

#### 2.1 Definition of Built Environment

There are varying definitions among different disciplines and approaches within the meaning of built environment. The notion of environment is framed as the set of design elements and included the operations, functions and relationships within the domain of design activity. When the word “built” is prefixed to the environment, the meaning becomes referring to a notion that concerns the relationship between human beings and their surroundings. Within the studies in environment psychology the environment is defined as the background or the physical entity in which the human behavior is formed.

Built environment has an ambiguous meaning that involves several contexts and nurtured from not only the design frameworks; art, architecture, landscape architecture, urban planning, interior and product design, but also social sciences such as psychology, economy, sociology, education, geography, anthropology etc. in it. Therefore, such professions through these disciplines may shape the notion of built environment.<sup>11</sup>

While some authorities such as the structural-functionalists are viewing the built environment as an integral part of the social and symbolic orders through the spatial phenomena, some others are interpreting its meaning a more participatory role in the social life.<sup>12</sup>

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<sup>11</sup> Akış, T. "Teaching / Forming / Framing a Scientifically Oriented Architecture in Turkey Between 1956 - 1982." Middle East Technical University, 2008. Print. p. 60-86.

<sup>12</sup> Lawrence, D.L. and S.M. Low, *The Built Environment and Spatial Form*. Annual review of anthropology, 1990. **19**: p. 453-505.

According to Denise L. Lawrence and Setha M. Low, the built environment is an abstract concept used to describe any product of human building activity. Just to clarify, it means to any human-made variation of the natural environment.<sup>13</sup> The natural environment means hereby, the physical environment that is not designed and constructed by human. Built environment which constitutes the ninety per cent of physical environment,<sup>14</sup> consists of not only enclosed forms but also spaces are defined and bounded such as parks, plazas and streets, landmarks or sites. Even the built elements of social life may refer to specific components or subdivisions of buildings such as doors, windows, roofs; rooms, etc.<sup>15</sup>

Hinda Avery who is a professor from Canada and focuses on the place of women in built environment,<sup>16</sup> carries the meaning to a broader sense and explains the built environment as every physical space that has been planned, designed and constructed, even the air we breathe is considered part of the built environment.<sup>17</sup> Langdon also notes about the sensual and visual incentives of built environment and says that: "The combinations of sights, smells and sensations are indications of how the built environment was form and why and for whom it continues to exist."<sup>18</sup>

The production and management of the built environment influences directly the quality of welfare. The perception of the environment and relationship to it define how safe people feel.<sup>19</sup>

## 2.2 Built Environment Education

The education of environment, both natural and built, begins from the first moments of life by learning to see and hear, understand and communicate. The first

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<sup>13</sup> Ibid.

<sup>14</sup> Day, C. and A. Midbjer, *Environment and Children: Passive Lessons From the Everyday Environment*. 2007, Great Britain: Architectural Press.

<sup>15</sup> Lawrence, D.L. and S.M. Low, *The Built Environment and Spatial Form*. Annual review of anthropology, 1990. **19**: p. 453-505.

<sup>16</sup> Avery, H. "Built Environment Education: a Feminist Critique and Reconstruction." PhD. University of British Columbia, 1993. Print.

<sup>17</sup> Avery, H., *The Potential Role of the Art Teacher, the Urban Planner, and Community Groups in Built Environment Education*. Art Education, 1989. **42**(5): p. 53-57.

<sup>18</sup> Langdon, P. "Built Environment Education : a Curriculum Paradigm." Diss. McGill University, Montreal, 1996. Print.

<sup>19</sup> Adams, E., *Art and Design Education and the Built Environment*, in *Art, Community and Environment: Educational Perspectives*

T.J. Glen Coutts, Editor 2008, Intellect Books. p. 125-145.

spatial and social senses are gained from the parents and family members first in the houses, then in schools and other neighborhoods. Then starting to play introduces children the nature and give chance to experience the built environment by reasoning, problem solving and decision making strategies.<sup>20 21</sup>

The term of built environment education emerges as from while the British Government published a report in 1969 in order to carry the planning decisions of the city to more democratic procedures. This report was including public participation and teaching of planning in schools issues and was expressing that:

...education about town planning should be ‘part of the way in which all secondary schools make children conscious of their future civic duties’, that it should be ‘part of their liberal and civic studies within places of further education’, and that the training of teachers should include ‘a similar emphasis on civic studies, including the philosophy of town and country planning.’<sup>22</sup>

After a year from the report “the Department of Environment” was established and the meaning of the word “environment” was developed for not only including the “natural” but also the “built” environment.<sup>23</sup> Almost simultaneously with the report of Government a voluntary group called “Town and Country Planning Association” (TCPA) which is Britain's oldest charity concerned with planning, housing and the environment since 1889,<sup>24</sup> formed an education unit and two former teachers, Colin Ward and Tony Fyson, were the attendants of this unit. The studies and objects of the unit published in the “Bulletin of Environmental Education, better known as BEE. The project won the interest of teachers, the media and children in its time.<sup>25</sup>

Built environment education (BEE) or built environment studies (BES) hasn't got an old history. This recent phenomenon came to prominence in the late 1970s with

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<sup>20</sup> Collective, *UIA Built Environment Education Guidelines*. UIA Architecture & Children Work Programme, 2008. **Second Edition**.

<sup>21</sup> Gander, M. and H. Gardiner, *Çocuk ve Ergen Gelişimi (2. Baskı) Çev: Bekir Onur*. Ankara: İmge Kitabevi, 1993.

<sup>22</sup> Adams, E., *Art and Design Education and the Built Environment*, in *Art, Community and Environment: Educational Perspectives* T.J. Glen Coutts, Editor 2008, Intellect Books. p. 125-145.

<sup>23</sup> Ibid.

<sup>24</sup> For further information, see: < <http://www.tcpa.org.uk/>>

<sup>25</sup> Online publication by Denis Hardy. “TCPA’s first hundred years, and the next, 1889-1999”, retrieved from: < <http://www.tcpa.org.uk/data/files/18991999.pdf>>

the pioneering endeavors of June McFee, in the United States, and Eileen Adams, in Great Britain.<sup>26</sup>

Eileen Adams who is an art educator and has the first studies about the relationship of art and the built environment within the field of education, states that: “Education that focuses on the built environment can contribute to young people’s intellectual, emotional and social development as well as their moral and cultural well-being.”<sup>27</sup> While explaining the necessity of built environment education, Adams notes that introducing young people with decision-making processes about their surroundings, helps them to improve their self-confidence and skills of reasoning, argument and communication. She also adds that architecture and the built environment enhance young people’s relationship with place.<sup>28</sup>

As mentioned above the studies about built environment education for children and youth has developed in the past 30 years. It is seen that a public awareness is rising throughout the countries day by day. Angela Uttke states that: “the built environment education aims at an intensive examination of the environment and the processes by which it is shaped” and she mentions about the necessity of cooperation of architects, urban planners, designers, artists, teachers, schools, parents, education authorities and governments within the concept of built environment education where the cities, towns, villages, buildings, individual landmarks and public spaces are used as learning resources.<sup>29</sup>

Hinda Avery indicates that: “Built environment education addresses the design, social, and political aspects of the urban environment and should give young people an appreciation of their ability to mould the environment to meet their needs.” And she emphasizes that built environment education should be an interdisciplinary approach that proposes occasions in order to combine design, social and political elements in education.<sup>30</sup> It is clear that built environment education relates with a great variety of

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<sup>26</sup> Langdon, P. "Built Environment Education : a Curriculum Paradigm." Diss. McGill University, Montreal, 1996. Print.

<sup>27</sup> Adams, E., *Art and Design Education and the Built Environment*, in *Art, Community and Environment: Educational Perspectives* T.J. Glen Coutts, Editor 2008, Intellect Books. p. 125-145.

<sup>28</sup> Ibid.

<sup>29</sup> Uttke, A., *Towards the Future Design and Development of Cities with Built Environment Education: Experiences of Scale, Methods, and Outcomes*. Procedia - Social and Behavioral Sciences, 2012. **45**: p. 3-13.

<sup>30</sup> Avery, H., *The Potential Role of the Art Teacher, the Urban Planner, and Community Groups in Built Environment Education*. Art Education, 1989. **42**(5): p. 53-57.

aspects about environmental issues. The concept embraces also the history, recycling, preservation, participation topics in its context as well.<sup>31</sup>

Although the definitions and explanations may be increased, it is notable that the UIA Built Environment Education Guidelines clarifies its program objectives as enabling young people:

- Sensory awareness of the spaces – public/private, interior/exterior - that they move and live in
- Awareness of roles, rights and responsibilities in the creation of the built environment
- An appreciation of their architectural heritage and of contemporary architecture
- An understanding of the relationship between the built and natural environment and of the link between sustainable development and quality of life
- The vocabulary they need to discuss the qualities of buildings and places and how they relate to the life of a community
- Experience of the analytical and problem-solving methods of the design process
- The capacity to work in a team, to observe, to identify problems and find creative solutions
- The opportunity to experiment with techniques, forms and materials
- The capacity to exercise sensitivity and imagination, taste and critical judgment
- The discovery that architecture is a creative intellectual task of research and design that draws on humanity, culture, heritage, nature and society.<sup>32</sup>

Through the architecture profession perspective, in UIA Built Environment Education Guidelines, it is pointed out again the necessity of partnership among different professionals and parents, education authorities and governments as well.<sup>33</sup> It is stated that within the missions of the BEE program:

Built environment education will help children and young people to understand architectural design and the process by which the environment is shaped so that as adult citizens they will be able to participate effectively in the creation of high quality architecture that is humane, sustainable and respectful of its context.

As it is mentioned above that the UIA's point of built environment education view derives from the aspects of architecture as a profession. This professional point of view may be perceived as teaching the aspects of the profession to young people in order to achieve a sustainable profession instead of the concept of learning with and from children through built environment.

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<sup>31</sup> Graves, G., *Teaching about the Built Environment*. ERIC Digest., ed. E.C.f.S.S.S.S. Education. 1990, Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

<sup>32</sup> Collective, *UIA Built Environment Education Guidelines*. UIA Architecture & Children Work Programme, 2008. **Second Edition**.

<sup>33</sup> Ibid.



## 2.2.1 Scope of Built Environment Education

It is obvious that there is a strong connection between social organization and spatial behavior with built environment. So the meaning regards and engages many of disciplines such as architecture, urban and social studies, landscape design, history, education science, etc.

For instance in his book “The Meaning of Built Environment: A Nonverbal Communication Approach”, Rapoport who has remarkable studies on the impact of cross-culturality and variety of built environments in the field of architectural anthropology, approaches the concept of built environment through two perspectives, one is environment-behavior studies (EBS) and second is environment-behavior relations (EBR).<sup>34</sup>

Paul Langdon also describes built environment as the material representation of a culture, portraying its society's identity and evolution over time in his PhD. Thesis: “Built Environment Education: A Curriculum Paradigm.” He adds that: “it is society-made, a conscious organization of physical elements intended to provide protection, social integration and aesthetic pleasure.” and mentions about its different determinants too, as climatic, geographical, psychological, and cultural.<sup>35</sup>

Avery points out the place of urban planners in built environment studies. She states that: “Since built environment education deals with the design and social aspects of the built environment, urban planners could become significant facilitators in the development of this subject” and she continues that built environment education and urban planning are associates and should support each other.”<sup>36</sup>

Ginny Graves underlines that the architecture and the other disciplines of material culture are in the middle of the built environment education studies. He remarks that:

..it includes teaching and learning about city planning, architectural and landscape design, preservation of historic sites, and the issues and challenges raised by these activities. In general, the means and ends, and the conditions and consequences of human interventions in the natural

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<sup>34</sup> Rapoport, A., *The Meaning of the Built Environment: A Nonverbal Communication Approach*. 1982: University of Arizona Press.

<sup>35</sup> Langdon, P. "Built Environment Education : a Curriculum Paradigm." Diss. McGill University, Montreal, 1996. Print.

<sup>36</sup> Avery, H., *The Potential Role of the Art Teacher, the Urban Planner, and Community Groups in Built Environment Education*. Art Education, 1989. 42(5): p. 53-57.

environment comprise the subject matter of built environment education. This includes teaching students to care for the built environment as it fits into the natural environment.<sup>37</sup>

## 2.2.2 Built Environment Education Methods

One of the critical sides of the built environment education practices is the decision of the strategy to follow. If it is aimed solely to teach or educate the children about built environment, then it will not be able to have a difference from the other courses of the curriculum subjects. The aim of the practices should offer a participatory learning domain which all the participants interact each other. At the following chapter it will be discussed on the examples of the practices on the built environment education. Among the strategies there are approaches that concentrate on to impose a profession (especially architecture). On the other hand there are approaches that focus on to be a part of the idea of built environment education. In terms of these practices the learning process are mutually nourishing instead.

Built environment education studies benefit from a wide variety of teaching and participation methods.<sup>38</sup> According to the experiences of JAS (Jugend Architektur Stadt-Youth Architecture City) from Germany, methods can be categorized in three basic topics: First one is **Exploration/Sensation** method is about an active experience of the built environment. The method offers to analyze the existing and potentials on future developments. Second method is **Sketch/Design** which motivates children in order to suggest changes and voice their ideas about their built environments. With this method young designers express their ideas by making sketches and doing models. **Presentation/Discussion** method is the third method that encourages children to share their ideas with other participants in order to contribute for the future possible improvements.<sup>39</sup>

For the first method mentioned above, the excursions and site hunting activities may be the examples. Second method includes hands-on activities that are usually

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<sup>37</sup> Graves, G., *Teaching about the Built Environment*. ERIC Digest., ed. E.C.f.S.S.S.S. Education. 1990, Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

<sup>38</sup> Collective, *Playce: Architecture Education for Children and Young People*, J.R. Esa Laaksonen, Editor 2006, Alvar Aalto Academy, www.alvaraalto.fi Helsinki.

<sup>39</sup> Uttke, A., *Towards the Future Design and Development of Cities with Built Environment Education: Experiences of Scale, Methods, and Outcomes*. Procedia - Social and Behavioral Sciences, 2012. **45**: p. 3-13.

preferred in general. The third and the last method aims to bring together with children and the professionals in the realm of built environment education. The practices both national and international will be discussed in detail at the following chapters in terms of their methodologies.

### **2.2.3 The Potential of Built Environment Education to Engage the Curriculum**

The role of schools is quite crucial in built environment education studies. Although environmental education begins initially from the moment of birth, the time that the child acquires individual freedom in society, occurs in the school environments. The peer relationship and social development also begins with school life.<sup>40</sup>

Exceptions excluded, there is an ongoing traditional education curriculum for years all around the world. There are some barriers towards the issues related with art and the built environment and the acceptance of these issues as a subject of national core curriculums. Eileen Adams supports this idea and states that:

Pressures on schools to raise standards of literacy and numeracy have resulted in neglect of other areas of the curriculum. A subject-based curriculum means that areas of study that cross subject boundaries -- such as environmental art/design -- are likely to be given lower priority than areas that improve test results and inspection scores.<sup>41 42</sup>

Langdon also criticizes the existing curriculum plans and says that their approaches are often prescriptive in environment issues. According to Langdon, there is a lack of the scope and it is needed to develop a more comprehensive understanding of the built environment. He mentions also about the limited knowledge of the teachers and the unavailable resources of information.<sup>43</sup>

With the recent studies and researches, a potential of engaging the environmental subjects with the school curriculums exists. Linking the existing

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<sup>40</sup> Gander, M. and H. Gardiner, *Çocuk ve Ergen Gelişimi (2. Baskı) Çev: Bekir Onur*. Ankara: İmge Kitabevi, 1993.

<sup>41</sup> Adams, E., *Art and Design Education and the Built Environment*, in *Art, Community and Environment: Educational Perspectives* T.J. Glen Coutts, Editor 2008, Intellect Books. p. 125-145.

<sup>42</sup> Adams, E. and T. Chisholm, *Art, Design and Environment: a Programme for Teacher Education*. Journal of Art & Design Education, 1999. **18**(3): p. 337-344.

<sup>43</sup> Langdon, P. "Built Environment Education : a Curriculum Paradigm." Diss. McGill University, Montreal, 1996. Print.

practices with built environment issues is expected from the teachers and the curriculum managers. The required resources are developing and becoming more available not only by the efforts of non-governmental institutions but also the support of government authorities.<sup>44</sup>

According to Hinda Avery: “The education system needs to promote, through a strong curriculum, a sense of responsibility towards the community and a sense of caring for the environment.” She adds that, young people must feel responsible about taking part in the decision making processes affect their own lives and their community which they live in.<sup>45</sup>

Environmental education begins innately and continues permanently throughout the life. Hannes Hubrich notes that the place of this permanent process of learning is schools. He defends that today’s school curriculums should take into account the fundamental significance of the built environment and should prepare children for their future role as citizens of tomorrow, as users of built environment, as clients or decision-makers.<sup>46</sup>

In UIA Built Environment Education Guidelines it is mentioned again that schools play a fundamental role in environmental education. It is indicated that:

The schools convey the accumulated knowledge and experiences of many generations in a concentrated, systematic fashion. They can transmit the rules for living in an intact, sustainable environment by demonstrating its qualities, contradictions and conflicts. Students gain a standard of values which enables them to judge with increasing independence and to develop their own activities in shaping their environment. So the injection of built environment education into the mainstream school curriculum, if it can be achieved, will have long term effects on a society’s understanding of good architecture and a good environment.<sup>47</sup>

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<sup>44</sup> Adams, E., *Art and Design Education and the Built Environment*, in *Art, Community and Environment: Educational Perspectives*

T.J. Glen Coutts, Editor 2008, Intellect Books. p. 125-145.

<sup>45</sup> Avery, H., *The Potential Role of the Art Teacher, the Urban Planner, and Community Groups in Built Environment Education*. *Art Education*, 1989. **42**(5): p. 53-57.

<sup>46</sup> Hubrich, H., *CITIZEN EDUCATION AS PART OF ARCHITECTURAL STUDIES: an official "Architecture and Children" –course at the Bauhaus University Weimar*, in *Playce: Architecture Education for Children and Young People*, J.R. Esa Laaksonen, Editor 2006, Alvar Aalto Academy: Helsinki.

<sup>47</sup> Collective, *UIA Built Environment Education Guidelines*. UIA Architecture & Children Work Programme, 2008. **Second Edition**.

## CHAPTER 3

### AN OVERVIEW OF THE BUILT ENVIRONMENT EDUCATION PRACTICES

Within this chapter, international organizations and practices of these organizations about built environment education studies will be examined. The cases are chosen from different leading countries in terms of conducting practices systematically in the field of study. Secondly, local leading organizations and practices of them will be framed in the case of Turkey. At the following chapter chosen local cases will be analyzed profoundly.

#### 3.1 An Overview of International Practices on Built Environment Education

Eventhough there are numerous studies and practices in the field of BEE in international platforms, the missions and aims of the studies show similarities on their basis. Except a few examples the practices are conducted informally in general by especially professional organizations and associations with these institutions whereas formal studies generally base on protecting of natural environment. Some of the institutions' have studies about approaching BEE studies as a part of the official curriculums.<sup>48</sup>

In one of the study about children's participation in planning processes Knowles-Yánez identifies the approaches to involving children in local agency land use planning processes in her article and describes these approaches into four titles. These approaches are: scholarly, practice, educational and rights-based approaches.<sup>49</sup> Although Knowles-Yánez constitutes these approaches through the field of planning, it can be seen that the BEE approaches also overlap to the author's classifications. The

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<sup>48</sup> Gökmen, H., *Mimarlık-Çocuk Çalışmalarına Bir Bakış*. Güney Mimarlık, 2010. 2: p. 63-68.

<sup>49</sup> Knowles-Yánez, K.L., *Children's Participation in Planning Processes*. Journal of Planning Literature, 2005. 20(1): p. 3-14.

author identifies scholarly (non-rights-based) approach as the practices which are conducted by academic researchers. The practice approach is dividing into three subgroups: governmental, planning consultant and not-for-profit practices which the related institutions carry on. Educational approach overlaps in some cases with scholarly approach and investigates for the ways to educate children about the issue. Last approach is rights-based approach which bases its practices to the 1989 United Nations General Assembly Convention on the Rights of Children (CRC).<sup>50</sup>

The International Union of Architects (UIA), conduct studies and provide partnerships for BEE practices regularly in international platforms. The UIA architecture & children work program is a global program within the theme 'architecture and society'. UIA recognized a difficulty of accessing to the information, experiences and materials for the people who intend to do something about built environment education. The institution published an online source in order to access the sources easily. Built Environment Education Guidelines is a source and prepared to guide for architects and their associations in order to meet them with children in built environment education activities. UIA Built Environment Education Network's Built Environment Education Guidelines and its website (<http://uia-architecture-children.bak.de/index-en.html>) give information and support to the people who want to contribute to the studies. Most of European countries conduct BEE activities based on UIA Built Environment Education Network's Guidelines and receive consultancy from this network. The Guideline which was published firstly in 2002 and revised in 2008 deliver information for architects, teachers and others in order to unite their professional knowledge and skills in programs for children.<sup>51</sup> The Guideline includes information under these titles: Architecture, Education and School; Partnership; Program Objectives; Architects in Schools Programs; Teacher Training and Resources. About the adaptability of the practices to other cultures, it is stated that in the guideline:

The Guidelines are generic in nature, because every region has different educational, cultural and socio-economic demands which must be addressed if built environment education is to be successfully integrated into the education of our children. As with all UIA Guidelines, these recognize the sovereignty of each UIA Member Section, and allow flexibility to allow for local conditions, regional expression and cultural identity.<sup>52</sup>

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<sup>50</sup> Ibid.

<sup>51</sup> Collective, *UIA Built Environment Education Guidelines*. UIA Architecture & Children Work Programme, 2008. **Second Edition**.

<sup>52</sup> Ibid.

The Union has also decided to launch an international awards program in every UIA Congress since 2011. Architecture and Children Golden Cubes Awards which entrants are expected to produce new projects in order to develop children and young peoples' awareness of architecture, the city and sustainable development. Prizes are awarded in three categories: schools (directors, teachers, pupils), institutions (associations, foundations, museums) and media (written, audiovisual).

### **3.1.1 Practices in the UK**

The Architecture Center Network (ACN) declares that in UK leading organizations which are introducing built environment education studies are: The Building Exploratory, London Open House, Kent Architecture Center, Northern Architecture, Architecture Center Bristol, CUBE and the Lighthouse in Glasgow. These organizations fall under the name of architecture built environment centers (ABECs) and supported by the Architecture Centre Network in the UK to engage in built environment related activities<sup>53</sup>

One of the organizations in the UK is “The Building Exploratory” which was launched in 1996 with a comprehensive architecture and built environment learning program for schools in the country. The organization expresses the concept of the project:

“The Building Exploratory’s experienced learning team has pioneered creative ways of exploring the built environment in ways that engage, excite and enthuse primary and secondary pupils and their teachers. Building Exploratory workshops are linked to the national curriculum across a wide range of subject areas, from maths, science and design technology to geography, history and citizenship. Our creative activities allow the students we work with to develop a range of skills including observation, spatial awareness, creative problem solving and critical thinking.”<sup>54</sup>

Another UK organization Open-City is the independent, non-profit built environment organization working across the whole of London that founded in 1992 as Open House. The organization explains its mission as: “To champion the value of well-designed places and spaces in making a liveable and vibrant city and the role everyone

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<sup>53</sup> For further information, see: <<http://www.architecturecentre.net/docs/content/acn415a927548350.pdf>>

<sup>54</sup> For further information, see: <<http://www.buildingexploratory.org.uk>>

plays within it.”<sup>55</sup> Within the education programs, the organization provides architectural education for students in schools; involving young people in the design of spaces and places. There are four different projects are announced at the website of the organization. (<http://www.open-city.org.uk/organisation/whatwedo.html>). The first project is “Accelerate into University!” which is for 11 and 12 graders in order to mentoring youth who for transition into high school to architecture career. Second project is “Architecture in Schools: Primary” is a packed program for primary school students for 7-11 aged children. The program serves as a guide of London architecture for children. Third of the projects is “Architecture in Schools: Secondary.” Like the previous one this project has also a program for secondary schools in order to understand the contemporary architecture which is the starting point for developing design skills and awareness of the built environment. Both of the projects offer creative workshops for teachers and built environment professionals as well as students. The forth project’s name is “My Green School” that benefits from sustainable architecture aspects starting first from the student’s own school buildings. The program is linked to curriculum with lessons by encouraging students to explore the main themes of sustainable design through a series of subject based activities in and outside of the classroom.

The organization has informal programs too. Archikids Festival, Junior Open House Festival and Kids Corner Festival are some of the out-of-school activities. “My City Too” campaign is also another initiative that enables young people to voice their ideas, aspirations and solutions for the future of London.<sup>56</sup>

CUBE, the Center for Understanding the Built Environment was established with the help of some architects, preservationists and educators in 1983. From that time CUBE develops comprehensive programs including workshops and courses for teachers in order to introduce students with design, preservation and planning issues. The Center publishes also newsletters and teaching guides. It is emphasized that at the missions of the project that: “The ultimate goal of CUBE is not simply to enable children to learn to value the built environment, nor is it just to improve their problem-solving and social skills.”

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<sup>55</sup>For further information, see:

<<http://open-city.org.uk/images/Open-City%2020th%20anniversary%20A5.pdf>>

<sup>56</sup> For further information, see: <<http://open-city.org.uk/education/index.html>>



### 3.1.2 Practices in Finland

Since 1993 in Finland, architecture education for children subject has already become a part of art education in Finnish schools and approved by the Finnish National Board of Education. The program organized for children and young people as afterschool activities. There are three schools and one museum which are leading the studies on the subject. These schools are: Arkki-School of Architecture for Children and Youth, Lastu School of Architecture, Environment and Culture and Jyväskylä Art School for Children and the museum is the Alvar Aalto Museum.<sup>57</sup>

In the specialized school Arkki, School of Architecture for Children and Youth is a nonprofit organization. Arkki is the first school in Finland providing architectural and environmental education to children. The aims of the organization are clarified below:

“The aim of the Arkki foundation is to promote architecture education in Finland in order to help children to fully discover and enjoy their built environment and architecture, to help to understand the impact and meaning of architecture to man and to help understand everybody’s joint responsibility of the environment. Young people learn to observe the environment and analyze it critically. Their personal relationship to the built environment develops as well as their skills of participation.”<sup>58</sup>

Arkki follows an approved curriculum by Ministry of Education which is called “basic education in visual arts” during the activities. The program is composed of three stages. First one is child & parent groups for 4 to 6-year-olds, second one is clubs for 7 to 13-year-olds and the third one is advanced study groups for 14 to 18-year-olds.<sup>59</sup>

PLAYCE was founded in Jyväskylä, Finland 2004 as a partnership of Aalto Academy and the Alvar Aalto Museum after a workshops series in 2003: “Soundings for Architecture.”<sup>60</sup> The organization continues its studies with the support of professionals in order to engage young people in activities related to the built environment. The organization works as an international network and arranges

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<sup>57</sup> Räsänen, J., *Architecture Education in Finland*, in *Playce: Architecture Education for Children and Young People*, J.R. Esa Laaksonen, Editor 2006, Alvar Aalto Academy, www.alvaraalto.fi: Helsinki. p. 13-19.

<sup>58</sup> <<http://www.arkki.nu/index.php?page=main>>

<sup>59</sup> Meskanen, P., *ARKKI: Çocuklar için Mimarlık Okulu, Helsinki Finlandiya*, in *TMMOB Mimarlar Odası Ankara Şubesi Bülten 09: Çocuk ve Mimarlık 2003*: Ankara.

<sup>60</sup> Parnell, R., *Soundings for Architecture: An Educational Workshop for Adults and Young People*. Children Youth and Environments, 2004. **14**(2): p. 229-241.

workshops and meetings not only in Finland but also in different countries. While one of the ways of the network's targets is to organize workshops with professionals and young people together and arrange seminars, conferences on the topic the network also have studies to create publications with different materials.<sup>61</sup>

### **3.1.3 Practices in Australia**

The Australian Institute of Architects (RAIA) is the organization which conducts BEE practices in Australia. Organization published its BEE package named 'Your House' and a teacher resource kit for middle and upper primary students which introduces the main issues affecting the built environment through studies of familiar surroundings. The package and the kit published first in 1998 then reviewed and updated by the National Education Unit of the RAIA and published again electronically on the RAIA website in 2005.<sup>62</sup> The BEE Committee of RAIA continues its studies by working closely with teachers and curriculum advisers and they give effort to revise the program for its accessibility and relevance to the broader curriculum throughout the country.<sup>63</sup>

### **3.1.4 Practices in the USA**

In the USA, the American Institute of Architects (AIA), Michigan Architecture Foundation published a web-based curriculum guide, called 'Architecture: It's Elementary!' Supported by local architects and through a multidisciplinary architectural curriculum, the guide was prepared for teachers, includes ten lesson plans for each elementary school year, from kindergarten through grade five. It is mentioned that the guide introduces children to the study of architecture and the built environment, encompassing art, social studies, language arts, history, science and math. As well as

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<sup>61</sup> Collective, *Playce: Architecture Education for Children and Young People*, J.R. Esa Laaksonen, Editor 2006, Alvar Aalto Academy, [www.alvaraalto.fi](http://www.alvaraalto.fi) Helsinki.

<sup>62</sup>To access the full version of the package, see:  
<<http://www.architecture.com.au/i-cms?page=1.13261.13292.13302.192>>

<sup>63</sup> Nicolette Di Lernia, S.C., Christina Coleiro, *RAIA Built Environment Education Package: Your House*, 2005, The Royal Australian Institute of Architects.

principles of architecture are clarified basically, the lesson plan format and curriculum principles are explained within the guide.<sup>64</sup>

Another network in the USA is called ‘A+DEN’ (Architecture + Design Education Network), which was established by American Architectural Foundation (AAF) and the Chicago Architecture Foundation (CAF). In October 2006 foundations held a national conference in Chicago. The network states its aspects as mentioned: “A+DEN is a collaborative association of like-minded organizations in the fields of architecture and design, committed to promoting innovative architecture and design education for teachers and students in grades from kindergarten to 12 (shortly known as K-12).”<sup>65</sup>

Learning by Design in Massachusetts, K-12 architecture and design education program is another university based project which was established in 2009 and aims to engage design educators/architects and volunteer architects with children, in and out of schools, in hands-on, real world design projects. The project underlines the importance of learn and design together. As of 2011 Learning by Design project reached 1200 students and 250 educators in Massachusetts<sup>66</sup>

### 3.1.5 Practices in Canada

In British Columbia (BC), Canada, a public outreach program of the Architectural Institute of British Columbia (AIBC), ‘Architecture in Schools’ (AIS) is promoting art, science and culture of architecture to children since 1994. The program points out the importance of the built environment as a manifestation of societal aspirations and values. In 1997 the Architecture for Kids handbook was subedited by more than 100 architect-teacher partnerships and published in order to coordinate with the existing provincial school curriculum.<sup>67</sup> A local three-week long festival, “Architecture, Kids and Community” and “Architecture is Everywhere” walking tours are the other recent activities of AIS.

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<sup>64</sup> To access the full version of the guide, see:

<[http://www.k5architecture.org/Download\\_chpt.htm](http://www.k5architecture.org/Download_chpt.htm) >

<sup>65</sup> For further information, see: <<http://www.adenweb.org/>>

<sup>66</sup> For further information, see: <<http://lbdma.org/>>

<sup>67</sup> For further information, see:

<[http://www.aibc.ca/pub\\_resources/aibc\\_outreach/architects\\_in\\_school.html](http://www.aibc.ca/pub_resources/aibc_outreach/architects_in_school.html)>

## **3.2 An Overview of National Practices on Built Environment Education**

Built environment education programs are one of the remarkable subjects of architecture and related disciplines in recent years. The activities, meetings, workshops, exhibitions, competitions, seminars and congresses are increasing day by day in international platforms and as well as Turkey.

### **3.2.1 Practices of UCTEA Chamber of Architects Ankara Branch**

UCTEA Chamber of Architects Ankara Branch, Children and Architecture Study Group is the most featured organization group which has begun firstly built environment education practices systematically in Turkey. By internalizing the concurrent examples of international practices' policies and especially from UIA's BEE network guidelines, Ankara Chamber of Architects based its own principles on Architecture and Children project.<sup>68</sup> With the pedagogical support of Ankara University Research and Application Centre of Children Culture (CCRC) the study group started practices based on a voluntary manner. The group started its activities in 2002 and founded formally in 30.01.2007 under the name of "Center of Children and Architecture Studies". The center chose its logotype by a competition named PROLOGO (Figure1). Children and Architecture Study Group is one of the commissions under this center where the others are Children and Architecture Consultation Commission and Children and Architecture Assessment Commission.

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<sup>68</sup>Collective, *Çocuk ve Mimarlık; Toplumsal Bir Eğitim Modeli*. 2008: TMMOB Mimarlar Odası, Ankara Şubesi.



Figure 1. The Logo of UCTEA Chamber of Architects Ankara Branch, Center of Children and Architecture Studies (Source: [www.cocuk.mimarlarodasiankara.org/](http://www.cocuk.mimarlarodasiankara.org/))

The Chamber hosted ARCHILD International Congress Architecture and Children in November 2009 under the theme of “By Children, For Children, With Children” and introduced its studies to a broader crowd of people via several topics related with children and built environment. The congress also can be considered as a starting point to encourage the other national institutions for following practices.

Between 2002 and 2006 the study group conducted its practices bidirectional. In 2006 third axis was included to the program. First axis has been implementing with the collaboration of Ministry of National Education and Ankara Government, under the name of “1000 Architects at 1000 Schools” since 2003-2004 school year. The project improved from a hopeful initiative to an institutive program for education curriculums.<sup>69</sup> During the project architects met with thousands of children in schools in Ankara and tried to learn their perception about their environment. Also the professionals experienced from children’s thoughts and behaviors in their city, home and school. Together with, they had chance to share their opinions and expectations interactively.<sup>70</sup>

Second axis is called as “Meetings” which are supporting activities for the “1000 Architects at 1000 Schools” project. These activities are the meetings, workshops, summer schools, etc., are out of school activities that bring children

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<sup>69</sup>Collective, *Çocuk ve Mimarlık; Toplumsal Bir Eğitim Modeli*. 2008: TMMOB Mimarlar Odası, Ankara Şubesi.

<sup>70</sup>Sener, T., *The children and architecture project in Turkey*. Children Youth and Environments, 2006. **16**(2): p. 191-206.

together from different ages and sociological environments. The theme of the activity and the spatial features of the place that the activity is carried out are taken into consideration in term of the activities consciously.<sup>71</sup> Activities are being carried on not only in Ankara boundaries but also different regions of the country.

Third axis is the studies under the concept of “Child Friendly City” which was introduced firstly by United Nations International Children's Emergency Fund (UNICEF) in İstanbul the International United Nations Habitat II conference, 1996.<sup>72</sup> The foundation describes the concept as:

A child friendly city is the embodiment of the Convention on the Rights of the Child at the local level, which in practice means that children’s rights are reflected in policies, laws, programs and budgets. In a child friendly city, children are active agents; their voices and opinions are taken into consideration and influence decision making processes.<sup>73</sup>

Government of Ankara applied to UNICEF for being a child friendly city in 2011 and organized the first meeting of Ankara Child Friendly City Assembly with 121 children. Children and Architecture Study Group contributes to the practices of the project. The Group also conducts a study about the school’s spatial conditions. Within the results of the study it will be established that how more livable school environments should be for children and what should be done from that time.<sup>74</sup>

The study group announces the general structure of the applications of the practices as below:

- Application process is creative
- Process provides children an alternative freedom domain
- Through child friendly concept the project supports education and development via space.
- Child’s perception is developed through games.
- The project supports the volunteer architect’s lifelong learning.<sup>75</sup>

Center of Children and Architecture Studies left a decade of activities behind in 2012 and reached over 20.000 children up till now. The Center has a competitions tradition since ARCHILD 2009 congress. Within the scope of 10<sup>th</sup> anniversary; the

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<sup>71</sup>Collective, *Çocuk ve Mimarlık; Toplumsal Bir Eğitim Modeli*. 2008: TMMOB Mimarlar Odası, Ankara Şubesi.

<sup>72</sup>Gleeson, B.J. and N.G. Sipe, *Creating Child Friendly Cities*. 2006: Routledge. 13-33.

<sup>73</sup>Child Friendly Cities promoted by UNICEF National Committees and Country Offices – Fact sheet, September 2009. <<http://www.childfriendlycities.org/documents/view/id/65/lang/en>>

<sup>74</sup>Collective, *Çocuk ve Mimarlık; Toplumsal Bir Eğitim Modeli*. 2008: TMMOB Mimarlar Odası, Ankara Şubesi.

<sup>75</sup>Ibid.

center announced seven different competitions for different age groups of children and also for adults in related professions (Figure2).

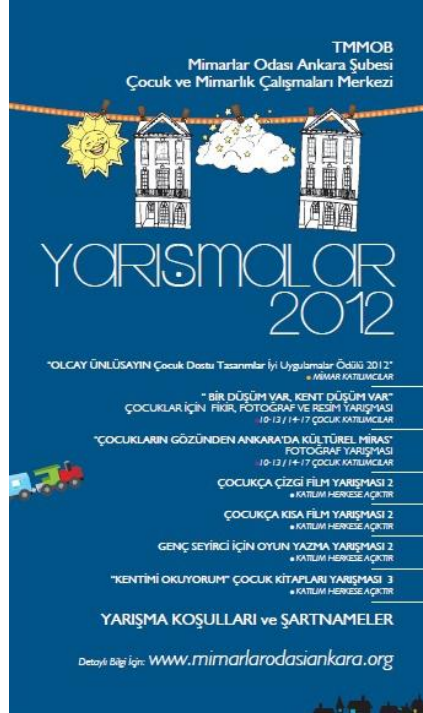


Figure 2. “Competitions 2012”, 10<sup>th</sup> Anniversary Competitions Poster  
(Source: [www.cocuk.mimarlarodasiankara.org/](http://www.cocuk.mimarlarodasiankara.org/))

### 3.2.2 Practices of UCTEA Chamber of Architects İzmir Branch

UCTEA Chamber of Architects İzmir Branch conducts built environment education studies under the commission of Children and Architecture. The commission was founded in 2003 subsequent to the UIA’s call for the members of the association in order to contribute to the architectural knowledge of young people who will be the citizens of the future.<sup>76</sup> In December 2003 the posters which were designed in order to introduce architecture to students from elementary to high school were exhibited at 100

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<sup>76</sup>UIA Architecture & Children Work Programme, “Built Environment Education Guidelines” 2nd edition, June 2008.

schools in İzmir.<sup>77</sup> From that time the commission has been carrying on its activities within the aspects of UIA's built environment education guidelines.

Since 2007 the practices have been conducting regularly especially in architecture weeks and on 23th of April Children's Days in each year. Between 2008 and 2010 the institution carried out eight workshops and in 2010-2012 term six workshops were conducted by the commission.<sup>7879</sup> These workshops are being implemented by the efforts of a few people from universities and chamber and usually the related municipality collaborates for the financial support for the activities.

### 3.2.3 Practices of Other Institutions

Although BEE practices are study areas for all professions that are related with the concept of environment, there are not many institutions which are conducting BEE studies in Turkey. The activities are very limited in application and the most common activities are the painting competitions for students on about the issue. Gökmen states that these competitions are perceived by children as not an issue of BEE studies but only a theme for a painting. Therefore children encounter with architecture as only the organizer institution of the competition.<sup>80</sup>

The practices of the Chamber of Architects' some of branches constitutes the majority of BEE practices. Among 27 branches only 6 of them have related commissions about the concept. These are Ankara, İzmir, İstanbul, Hatay and Kayseri Branches which have "Children and Architecture Commissions" in their organization settlements. Kıbrıs Branch has also started its studies recently. Some of the municipalities have children councils within their organizations. These councils' members consist of children and they arrange meetings regularly in order to share and declare their opinions about the city they live in. These councils also have related studies on BEE. Other institutions which have studies on BEE are generally

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<sup>77</sup>TMMOB Mimarlar Odası İzmir Şubesi, "İzmir Mimarlar Odası Aralık 2003 Bülteni" p.1 [http://www.izmimod.org.tr/bultenler/2003\\_12.pdf](http://www.izmimod.org.tr/bultenler/2003_12.pdf)

<sup>78</sup>TMMOB Mimarlar Odası İzmir Şubesi, "40. Dönem Çalışma Raporu, 31 Ocak 2010-15 Ocak 2012" <[http://www.izmimod.org.tr/docs/40\\_calisma\\_raporu.pdf](http://www.izmimod.org.tr/docs/40_calisma_raporu.pdf)>

<sup>79</sup> TMMOB Mimarlar Odası İzmir Şubesi, "39. Dönem Çalışma Raporu, 27 Ocak 2008-31 Ocak 2010" <<http://www.izmimod.org.tr/docs/CalismaRaporu39.pdf>>

<sup>80</sup> Gökmen, H., *Mimarlık-Çocuk Çalışmalarına Bir Bakış*. Güney Mimarlık, 2010. 2: p. 63-68.



universities' related departments, city municipalities, public agencies, foundations and nongovernmental organizations.

Here are some examples of these practices from different institutions:

TUBITAK and Ankara University's mutual project was conducted between October 2010 and October 2012 by the collaboration of a group of educationist and architect researchers. The original name of the project was "The Adaption into Turkish Culture of the Design Education Program (Architecture and Child Instruction Program), Analysis of its Effectiveness and Extending the Use of the Program." While adapting and applying the program, Taylor, Vlastos and Marshall's book, *Architecture and Children* was used as source of reference.<sup>81</sup> The project was carried out with 177 students from Ankara Kurtuluş Elementary School, both preschool and 1 to 5 graders.<sup>82</sup> Twelve workshops were applied during two years and the products of the workshops were documented by researchers. On the other hand a part of the project was implemented with a group of architecture students in Yıldız Technical University in Istanbul, February 2010.<sup>83</sup>



Figure 3. "Children and Architecture: Design Education for Children, Conference and Workshop Studies", Event Poster. (Source: www.arkitera.com)

<sup>81</sup> Taylor, A.P., G. Vlastos, and A. Marshall, *Architecture and Children: Teachers Guide Interdisciplinary Learning Activities of the Architecture and Children Curriculum*. 1991: Architecture and Children Institute.

<sup>82</sup> Acer, Dilek. "Mimarlık ve Çocuk Öğretim Programı'nın Etkililiğinin Analizi ve Yaygınlaştırılması." Eğitimde İyi Örnekler Konferansı Konferans Kitapçığı.(11-29 March 2013): 29.

< <http://www.cocukvemimarlik.org/tr/> >

<sup>83</sup> Acer, D., A. Ciftci, and M.T. Akbulut, *A Workshop with Architecture Students About Design Education for Children*. *Procedia-Social and Behavioral Sciences*, 2012. **51**: p. 48-52.

Another example of the recent practices is an education program conducted by the Foundation for the Protection and Promotion of the Environment and Cultural Heritage (ÇEKÜL). The program's name is "The Towns Belong to the Children" and was introduced in 2003. Program is described as: "Designed as an experiential learning model for 13-year-olds, the program aims to enhance a sense of identity, an awareness of local history and their tangible/intangible cultural heritage."<sup>84</sup> UNESCO funded project is standardized also as an education program to be used by educators in schools. By means of the project hundreds of children became cultural envoys of their cities.



Figure 4. "The Towns Belong to the Children", Event Poster  
(Source: [www.cekulvakfi.org.tr/proje/kulturel-miras-egitim-programi](http://www.cekulvakfi.org.tr/proje/kulturel-miras-egitim-programi))

Creative Children's Association was founded in 2003 in order to develop children's creativity by conveying cultural heritage to young generations. Foundation organizes workshops, excursions, competitions, concerts etc. One of the newest events of the foundation is "Children and Cities" event which was carried out firstly in 2013 May in Gaziantep by cooperation of Gaziantep Metropolitan Municipality and Mayoralties and Provincial National Education Directorates.<sup>85</sup> This project's program is

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<sup>84</sup> For further information, see: <<http://www.cekulvakfi.org.tr/proje/kulturel-miras-egitim-programi>>

<sup>85</sup> For further information, see: <[http://www.cocuklarvekentler.com/Assets/Upload/Content/Document/COCUKLAR\\_VE\\_KENTLER.pdf](http://www.cocuklarvekentler.com/Assets/Upload/Content/Document/COCUKLAR_VE_KENTLER.pdf)>

consisted of exhibitions, excursions, workshops, concerts and it will be continued through 2012-2013 school year.



Figure 5. “Children and Cities”, Event Poster  
(Source: [www.yaraticocuklardernegi.org](http://www.yaraticocuklardernegi.org))

One other project is a social responsibility study of Nihal Arlat for high school students in order to introduce the aspects of architecture. “I am being an architect” workshop series were conducted in Istanbul Technical University Faculty of Architecture by both academician and freelance architects in January 2012. Eight workshops were carried out and 42 students participated to the workshops from different schools. Students also had a chance to meet with architecture students and informed about the profession and its domain.<sup>86</sup>

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<sup>86</sup> For further information, see: <<http://mimaroluyorum.com>>

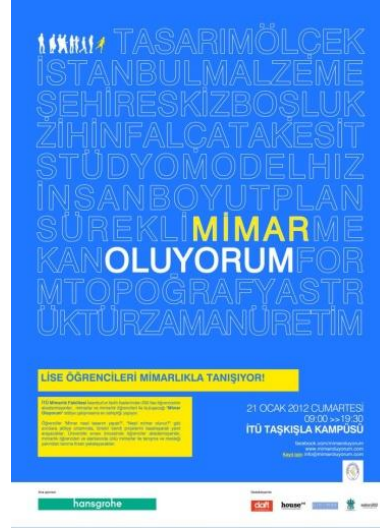


Figure 6. “I am being an architect”, Event Poster  
(Source: www.mimaroluyorum.com)

### 3.2.4. Practices for Educators

One of the disregarded aspect of BEE practices is the education of the facilitators. Although these practices are kind of voluntary and out of school activities since the children are the focus point of the programs a pedagogic foreknowledge is necessary for the facilitators.<sup>87</sup> Some of the individual practices give importance on training the facilitators about communication with children. Within the Chamber of Architects Ankara Branch’s studies, a link between the chamber and Ankara University Research and Application Centre of Children Culture (CCRC) was established. The facilitators who are voluntary to work with children attended conferences and education programs in order to develop programs and communicate with children and also assessment and evaluation issues.<sup>88</sup>

Another national example of the studies on training the facilitators is a private initiative in Ankara. Birge Art Design and Architecture Studio for Children conducts education programs for adults who are interested in BEE studies for children. Studio was established in 2011 for the art, design and architecture education for children 3 to

<sup>87</sup> Adams, E. and T. Chisholm, *Art, Design and Environment: a Programme for Teacher Education*. Journal of Art & Design Education, 1999. **18**(3): p. 337-344.

<sup>88</sup> Collective, *Çocuk ve Mimarlık; Toplumsal Bir Eğitim Modeli*. 2008: TMMOB Mimarlar Odası, Ankara Şubesi.

15. The founder of the studio and the coordinator of the workshops is Dilek Acer who is an academician on child development and has several studies on related fields. Besides the workshops for children, the studio has conducted three workshops for adults thus far.<sup>89</sup>

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<sup>89</sup> For further information, see: <<http://birgecokuksanattasarimvemimarlik.blogspot.com>>

## **CHAPTER 4**

### **CASE STUDIES: RECENT PRACTICES ON BUILT ENVIRONMENT EDUCATION IN ANKARA AND İZMİR**

In this chapter recent practices from 2011 to 2013 within the context of Built Environment Education will be examined. Initially the general characteristics will be listed and methodologies of the practices will be explained. Afterwards the cases will be discussed in detail according to their implementation strategies. Regarding to the voice of the children and the learning experiences of the elder participations from children, the situations will be mentioned briefly in last paragraphs in each case.

#### **4.1 Selection of the Cases**

The general situation of the local built environment education studies were explained in the previous chapter. The decision of the case selections started first by collecting the data of organizations which conduct studies on the subject of built environment education in Turkey. Since the lack of the number of organizations related to the issue, all current practices from at the beginning of 2011 to the end of 2012 were listed. It was detected that the majority of the activities were conducted in Ankara and İzmir throughout the country and these organizations are mostly the architecture organizations. Because of this reason the practices of other organizations are eliminated within the thesis and the study limits itself with focusing on the practices of architecture organizations in Turkey.

According to the reasons related to the long distances of transportation and the lack of time, following all the practices couldn't be managed. Therefore eight activities were selected as to be the cases in order to investigate within the study.

Table 1. Overall table of the case studies

| Workshop Number / Name  | Target group                 | Facilitator organizations                  | Aims  | Strategies / Methods<br>Materials   | Place of the Workshop   |
|---|------------------------------|--|---|---|---|
| <b>1. Children and Architecture Workshop</b>                          | 9-14 age/100 school children | Collaboration of Chamber and Municipality  | -BE awareness<br>-Verbalising local problems of BE<br>-Participating to decisions for BE<br>-Getting knowledge from participators       | -Group discussion<br>-Group production<br><br><b>Materials:</b> Stationery  | Indoor / İzmir Selahattin Akçiçek Culture and Art Center, İzmir |
| <b>2. I Know My City I Change My City</b>                             | 9-11 age/96 school children  | Collaboration of University and the School | -BE awareness<br>-Informing the participators for BE<br>-Awareness of profession through lecturing                                      | -Lecturing<br>-Group discussion<br>-Individual production<br>-Playing game<br><br><b>Materials:</b> Stationery, Computer and projector                                  | Indoor / Izmir SEV Elementary School, İzmir                     |
| <b>3. Children and Architecture Summer Workshop: Sound of City</b>    | 7-14 age/80 school children  | Collaboration of Chamber and NGO           | -BE and spatial awareness<br>-Act together in BE<br>-Perception awareness in BE   | -Visiting the city parts<br>-Individual and group production<br>-Performing a performance to audience<br><br><b>Materials:</b> Recycled materials that children brought | Outdoor / Mamak Open-Air Cinema, Ankara                         |
| <b>4. Architecture Week 2011 - Children and Architecture Workshop</b> | 9-11 age/37 school children  | Collaboration of Chamber and Municipality  | -BE awareness<br>-Verbalising local problems of BE<br>-Verbalising local demands and problems of BE.<br>-Informing participators for BE | -Group production<br><br><b>Materials:</b> -Stationery, Newspapers and magazines for making collage work  | Outdoor / Dominik Street, İzmir                                 |

(cont. on next page)

**Table 1. (cont.)**

|   |                                     |   |  |  |  |
|---|-------------------------------------|---|--|--|--|
| <p><b>5. Towards a Child Friendly City Ankara Festival</b></p>                                    | <p>9-13 age/1300 children</p>       | <p>Collaboration of chamber, government, UNICEF and several organizations</p> | <p>-BE awareness<br/>-Impact family awareness through BE<br/>-Art awareness in BE<br/>-Getting knowledge from participators<br/>-Verbalising the demands and problems for BE</p> | <p>-Individual and group production<br/>-Group discussion<br/>-Playing games<br/><br/><b>Materials:</b> Stationery, Computer and projector, Photograph machine</p> | <p>Indoor / Cer Modern Art Center, Ankara</p>  |
| <p><b>6. A Method in Early Childhood Art Education: Art Criticism</b></p>                         | <p>For 5 adults</p>                 | <p>Individual initiative</p>  | <p>-Informing adults about working with children<br/>-Art awareness for children</p>   | <p>-Lecturing<br/>-Individual production<br/><br/><b>Materials:</b> Stationery, Computer and projector</p>   | <p>Indoor / studio environment, Ankara</p>   |
| <p><b>7. Journey to Smyrna: İzmir Urban History Education Workshop for Children</b></p>           | <p>10-12 age/60 school children</p> | <p>Collaboration of University, municipality and government agencies</p>      | <p>-BE awareness<br/>-Informing participators about history of BE</p>  | <p>-Lecturing<br/>-Playing games<br/><br/><b>Materials:</b> Computer and projector</p>   | <p>Indoor / İsmet İnönü Art Center, İzmir</p>  |
| <p><b>8. Architecture Week 2012 - Children and Architecture Workshop: My Dream Playground</b></p> | <p>9-10 age/22 school children</p>  | <p>Collaboration of chamber and one local, one foreign NGO</p>                | <p>-BE awareness<br/>-Informing the facilitators<br/>-Awareness of profession<br/>-Getting knowledge from participators</p>  | <p>-Lecturing<br/>-Group discussion<br/>-Playing games<br/>-Group production<br/><br/><b>Materials:</b> Stationery, Computer and projector</p>                     | <p>Indoor and outdoor / İzmir Türkan Saylan Culture Center and Dominik Street, İzmir</p> |



## 4.2. Case Study Profiles

Out of eight practices, five of them are in İzmir and three of them in Ankara. Each case is described chronologically in detail. All of the activities are explained beginning with giving common basic information of the practices and continuing with explanation of the workshop programs' processes. The list of the activities is indicated below (Table 2).

Table 2. List of the selected cases

| Name of the activity  | Coordinator organization   | Place  | Date          |
|---|--|--------|---------------|
| 1. Children and Architecture Workshop   | UCTEA Chamber of Architects İzmir Branch, Children and Architecture Commission         | İzmir  | 28.04.2011    |
| 2. I Know My City I Change My City  | Izmir SEV Elementary School, İzmir Institute of Technology City Planning Department    | İzmir  | 11.05.2011    |
| 3. Children and Architecture Summer Workshop: Sound of City                         | UCTEA Chamber of Architects Ankara Branch, Center of Children and Architecture Studies | Ankara | 04-08.06.2011 |
| 4. Architecture Week 2011 - Children and Architecture Workshop                      | UCTEA Chamber of Architects İzmir Branch, Children and Architecture Commission         | İzmir  | 07.10.2011    |
| 5. Towards a Child Friendly City Ankara Festival                                    | Ankara Governorship and UNICEF   | Ankara | 19-20.11.2011 |
| 6. A Method in Early Childhood Art Education: Art Criticism                         | Birge Art Design and Architecture Studio for Children                                  | Ankara | 01.04.2012    |
| 7. Journey to Smyrna: İzmir Urban History Education Workshop for Children           | Dokuz Eylül University   | İzmir  | 28.09.2012    |
| 8. Architecture Week 2012 - Children and Architecture Workshop: My Dream Playground | UCTEA Chamber of Architects İzmir Branch Children and Architecture Commission          | İzmir  | 05.10.2012    |

### 4.2.1. Workshop 1

**Name of the workshop:** “Children and Architecture Workshop (Çocuk ve Mimarlık Atölyesi)”

**Coordinator organization:** UCTEA Chamber of Architects İzmir Branch, Children and Architecture Commission

**Promoter foundation(s):** Konak Municipality

**Time period:** 1 full day

**Date:** 28 April 2011

**Place:** Indoor / İzmir Selahattin Akçipek Culture and Art Center, İzmir

**Age group:** 9-14

**Number of students:** 100

**Facilitators:** Hikmet Sivri Gökmen, Hümevra Birol Akkurt, Feyzal Özkaban, Burcu Gülay Taşçı, Ebru Güller, Ayşe Atatoprak, Gülşan Yılmaz, Ebru Türkdamar Diktaş, Zübeyda Özkan, Ece Ceren Önder

#### **Workshop Program:**

Students participated to the workshop from five different schools and five different regions in İzmir. Participator schools were Salih İşgören, Mimar Sinan, 80. Yıl Eşrefpaşa, Esentepe and Hakimiyet-i Milliye Elementary Schools. Each school brought twenty of their students among fourth and fifth graders from their schools.

The workshop was consist of two sections. First section was conducted as an interactive conversation with children. The facilitators encouraged children to talk about city. They directed them to think about what constitutes the city. Then it's turn to come to İzmir. They discussed on what they like in İzmir, what they see as a problem in İzmir, what are the values that makes İzmir a nice city, etc.

Second section was the application part. Children were given instructions and expected to use their imaginations to produce solutions to the problems. All workshop was carried on as group works. There were five students in each group from each different school. So the group consisted of children who didn't knew each other before. They first started with giving a name to their groups. Here are some names of the groups: Küçük Mimarlar, Papatyalar Kenti, Smyrna, Renkli Yaşam, Grup Yaratıcı, Çilli Begonyalar.

Application section was consisted of three main parts. In first part children were asked three questions and wanted to write their answers on pieces of papers. The questions were:

- What are the three main problems that you see in the city that you live in?
- What are your favorite aspects of your city?
- In which characteristics can you describe Izmir?

The most common answers to three questions were selected and pasted onto the board (Table 3).

Table 3. List of the common answers in Workshop 1

| <b>Main Problems in the City</b> | <b>Favorite Aspects Of the City</b> | <b>Characteristics of the City</b> |
|----------------------------------|-------------------------------------|------------------------------------|
| Environmental pollution          | Touristic and cultural              | Has tourism areas                  |
| Transportation                   | Metropolis                          | Scenery                            |
| Car-parking                      | Warm-blooded people                 | Technologically developed          |
| Lack of green areas              | Rich in history                     | Has entertainment centers          |
| Irregular urbanization           | Developed industry                  | Cultural activities                |
| Unemployment                     | Seaside city                        | Clean and tidy                     |
| Population density               | Temperate climate                   |                                    |
| Lack of social areas             | Fair area                           |                                    |
|                                  | Natural places                      |                                    |

The second part was designing the facades of the streets. Children designed and colored the facades of two streets from Izmir that facilitators gave to them. Then each group pasted their works to the boards for exhibition.

During the third part, children designed new street furniture models by using colored cardboards. Commonly, dustbins which have divisions for different materials for recycling, playground equipment and banks were designed.



Figure 7. Environment of Workshop 1



Figure 8. Group working in Workshop 1



Figure 9. Products of the Workshop 1



Figure10. Products of the Workshop 1

*Workshop 1* was one of the workshops which the children were coming from different schools of different regions in İzmir. By means of the group work strategy of *Workshop 1*, the children found an opportunity to meet each other. At the beginning of the group works some of the groups, have negotiation problems. After the agreement of the name of the groups children were more comfortable and confident for the activities. The remarkable aspect of the *Workshop 1* was to hear the opinions of children on about

the city. When they were expected to write down the problems, characteristics and favorite sides of the city, the responses were as if adult's opinions. Instead of child facilities the children mentioned their complaints about unemployment and population density problem. One other aspect of the workshop was the contribution of the mayor of the Konak Municipality. Mayor listened to them as mature adults and their demands for the city they are in. So that, both children and the urban decision makers of İzmir had a chance to meet on a platform and express their ideas about the built environment directly.

The application part of the workshop seems to increase participants' hands-on skills. They became part of an exhibition in which their works became visible and were evaluated by the members of the workshop. Adaptation of the children to the hands-on exercises was more fluent than verbal communication part. However, coloring a façade that is not familiar for the participator is quite a distant approach to understand the city. This way of exercise has a weak connection to achieve the awareness of the city.

#### **4.2.2 Workshop 2**

**Name of the workshop:** "I Know My City I Change My City (Kentimi Tanıyorum Kentimi Değiştiriyorum)"

**Coordinator organization:** İzmir SEV Elementary School, İzmir Institute of Technology City Planning Department

**Promoter foundation(s):** -

**Time period:** 1 full day

**Date:** 11 May 2011

**Place:** Indoor / İzmir SEV Elementary School, İzmir

**Age group:** 9-11

**Number of students:** 96

**Facilitators:** Koray Velibeyoğlu, Eda Uçak, Ece Ceren Önder, Altay Caner Gümüş, Mehmet Şahin, Sinem Mirasedoğlu, Ezgi Küçük, Özge Erol, Yeliz Galioğlu, Elif Ceren Ayaz

**Workshop Program:**

The workshop was carried on by İzmir Institute of Technology city planning department with the 4<sup>th</sup> graders of 'İzmir Özel Sev Elementary School. All activities

carried out by individual working but children talked and made brainstorming as a group while doing the activities.

Workshop started with an interactive presentation by Koray Velibeyoğlu from the university staff about urban and urbanite, urban pattern, urban planning and perception.

Program continued with five application part after the presentation. At the first part instructors gave twelve names of cities around the world then showed photos of them and they wanted from students to guess the cities and match the cities' names with the photographs. After showing the photographs instructors started to give clues. Most of the photographs children guessed the right cities without giving any clues.

At second part Koray Velibeyoğlu again made a presentation about the main components of the city such as building, parcel, district, open and closed areas etc. The presentation continued with explanation of aspects of colour codes of land use in maps in city planning discipline. After briefing, students were expected to paint a map of a city part according to these colours.

At third and the last part of the presentation was including information of city perception. With reference to Kevin Lynch students were informed about the five elements that help to perceive the city such as paths, edges, districts, nodes, landmarks.

At the following part of the workshop students wrote three acrostic poems using the keywords 'İzmir' 'Göztepe' and 'Konak'. In this activity they were expected to use words about how they perceive their city. For instance clean, safe, noisy, green, tidy. Later the poems were read by the instructors then they chose some of them and read loudly to everyone.

The fourth part of the workshop was to design a new city logo for Izmir.

At the fifth part children were asked to make a mental map of their school's neighborhood. (Figure 12)

A short excursion was programmed in Göztepe but because of the weather conditions it was cancelled. So this part was given as an homework.

The facilitators and the teachers came together and made a discussion about the day. They decided to report the outcomes of the Workshop and present to the Konak municipality.



Figure 11. Discussion part in Workshop 2



Figure 12. Children are drawing a mental map in Workshop 2



Figure 13. Products from the Workshop 2

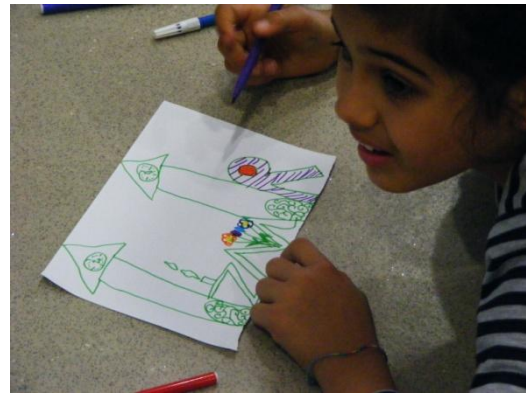


Figure 14. Products from the Workshop 2

*Workshop 2* was more a lecture based activity in order to introduce children with the aspects of planning discipline. During the presentations it was observed that children sometimes lost attention. The concepts were quite alien to children. There are various simple and effective ways of introducing urban concepts to children. Lecturing would have been more interactive and structured according to the level of the participators. As the school was a private school, the facilities of the school were in a good condition and the profile of the participators differed from other workshops. For instance, throughout the conversations it was understood that the most of the children had travelled to abroad and had chance to see the cities from the world. This situation affects also the behaviors of the facilitators. In such cases, the facilitators can form a common ground to discuss

the basic concepts. This common ground in groups can be achieved by early research held before the workshop day. Without situating a common ground and having less information about the participants, the exercises become less effective.

Furthermore, one day wasn't enough for such an intense program. In order to achieve the aims, the repetition of the exercise or dividing the program into two or more days can ease the understandability of the concepts.

### **4.2.3 Workshop 3**

**Name of the workshop:** "Children and Architecture Summer Workshop: Sound of City (Çocuk ve Mimarlık Yaz Okulu: Kentin Sesi)"

**Coordinator organization:** UCTEA Chamber of Architects Ankara Branch, Center of Children and Architecture Studies, Ankara Mamak Community Center (Halkevi)

**Promoter foundation(s):** Çankaya Municipality

**Time period:** 5 full day

**Date:** 4-8 July 2011

**Place:** Outdoor / Mamak Open-Air Cinema, Ankara

**Age group:** 7-14

**Number of students:** 80

**Facilitators:** Afet Baran, Tezcan Karakuş Candan, Erdal Duman, Hasan Eraslan, Rukiye Erbaş, Ali Hakkan, Umut Hamzaoğlu, Mustafa Koç, İlknur Müjdecı, Gül Onat, Uğur Onat, Muteber Osmanpaşaoğlu, Ece Ceren Önder, Soner Türkyılmaz, Sinem Yıldırım

#### **Workshop Program:**

Children and Architecture summer workshops have been organizing since 2003, but for last four years, they have been organizing annually by UCTEA Chamber of Architects Ankara Branch, Center of Children and Architecture Studies. 2011 workshop was conducted by the collaboration of a non-governmental organization, Mamak Community Center. The coordinators of the workshop aimed to provide an interaction between children who were from different socio-cultural regions of the city.

Two group of children participated to the workshop, first group was the children of the members or relatives of Chamber of Architects'. They were coming to the workshop area from the city center. Second children group was the participants of



Mamak Community Center summer school. This activity was a one month activity and for one week, they accepted to involve at the Sound of City workshop within their program. The number of the students from the first group was thirty and from the second group was forty-five.

The facilitators were comprised of four architects, one sculpture, one musician and four volunteer teachers from Community Center who have already had drama and pedagogy education in order to conduct suchlike workshops. Also there were other volunteers who were participated the activity for one or two days.

The workshop area was an old outdoor cinema in Mamak, Dostlar district where the housing right office's studies are holding on (Figure 15). For the second group of the children this place can be considered as their own environment because of they were all the habitants of this district and users of this place.

Sound of City workshop intended to encourage children listen to the city's rhythm and internalize the city which they live in by hearing this sound. The workshop had three main sections and the children formed and filled the gaps between these sections according to the flow of the program. The main sections were:

1. Listening to sound of Ankara through different places.
2. Making instruments from recycling materials.
3. Preparing and performing a concert.



Figure 15. Place of the Workshop 3, Mamak Housing Rights Office

### **First Day**

In the first day of the workshop two groups of children met each other with games. Then a drama about rhythm of city was held on. Children were wanted to think about city's voices and then try to imitate these voices. They imitated steamboat, clock, water, horn, slogan, wind, police car, simit and fruit sellers' voices i.e.

The facilitators also wanted from children to find some recycling materials from their environment or houses in order to make music instruments.

### **Second Day**

In the second day children started to design their instruments from the materials that they brought. Every child designed his/her own instrument with the help of the facilitators (Figure 16). They tried to make comprehensible noises with their instruments. While generating the instruments children used plastic pots, glasses, metal rods, pebbles, glass pieces and colorful papers, ropes, strips to fasten and adorn the instruments. Instruments were separating into three groups: percussion, maracas and harmonica.



Figure 16. Instruments from recycled materials in Workshop 3

### **Third Day**

In third day there was an excursion to different sites of the city in order to experience different sounds of the places. Children had chance to hear the sound of the train station, city bazaar and a big urban park.(Figure 17) The excursion made two group of children more interacted while they were sharing their observations together

during the excursion. Facilitators reminded children to be careful about the sounds of the places that they have seen. Children listened to the trains' departure sound and passengers' noises in the station; sellers' screams and people's shopping in the bazaar and birds' tweets and trees' rustles in the park. The excursion provided new sound inspirations for the concert concept.

At the same time with the excursion, a musician accompanied to the children. He listened to the children's interpretations about what they heard and what they experienced from these voices. He tried to understand the children's motivations by one by one.



Figure 17. Excursion to Ahlatlıbel Park area in Workshop 3

### **Forth Day**

Day four was the day when last day left for the concert, so children had to study and practice their choreography with their instruments (Figure 18). The musician facilitator Umut Hamzaoğlu trained children about simple rhythms; he tried to teach them to create a rhythm with together in a harmony. According to the flow of the concert program, children practiced in all day. The concept of the concert was telling a city story of an every-day life starting from early hours in morning up to midnight in the city. The sounds come up with train whistle and people's hurried steps. Then it merge with the sound of sellers, at noon the sound raise because it is working time of the city and when stepping closer to the night the sound decreases slowly.



Figure 18. During rehearsal in Workshop 3

### **Fifth Day**

Children made a general rehearsal for the concert in fifth day. The voluntary people from the neighborhood districts came and helped to clean the area. Children's parents and friends took their places at the concert area in afternoon. The children wore colorful t-shirts which the chamber gave to them. The guests from the Dostlar district were announced for the concert. Other guests were informed by children and chamber reached the families through e-mails and invitation cards. Also a press release was given by the facilitators. A television channel made an interview with Umut Hamzaoğlu (musician facilitator) and got information about the activity.

The concert was performed successfully (Figure 19). After the concert a voluntary theatre group "Sahne Dışı" performed an interactive play with children's participation. At the end, facilitators gave children their certificates for their participations.



Figure 19. Beginning of the performance in Workshop 3

*Workshop 3* was an out of school activity for students in Ankara. This summer workshop continued with an intense schedule during five days which the facilitators structured the program by holding meetings and negotiations before the exercises. Because of the program was following the previous day, the children came every day to the workshop area with curious eyes. The program of the workshop was unique through the built environment education studies in Turkey by its success to form such a collaborative platform with not only the facilitators from different disciplines but also the participators from different socio-cultural backgrounds.

Experiencing the sense of the city with musical performance was an interactive process for both children and adults. At the end of the fifth day children were asking the time of next activity and willing to participate again the following practices.

#### **4.2.4. Workshop 4**

**Name of the workshop:** “Architecture Week 2011 - Children and Architecture Workshop (Mimarlık Haftası 2011–Çocuk ve Mimarlık Atölyesi)”

**Coordinator organization:** UCTEA Chamber of Architects İzmir Branch, Children and Architecture Commission

**Promoter foundation(s):** Konak Municipality

**Time period:** Half day

**Date:** 07 October 2011

**Place:** Outdoor / Dominik Street, İzmir

**Age group:** 9-11

**Number of students:** 37

**Facilitators:** Hikmet Sivri Gökmen, Ece Ceren Önder, Başak Dicle Şahin

**Workshop Program:**

UCTEA Chamber of Architects İzmir Branch have been organizing various activities annually within the scope of Architecture Week since 2006. Under the theme “Architecture as a Human Right” in 2011 several workshops provided opportunities to people to bring together.

As a part of this event children and architecture workshop was conducted with fourth and fifth graders from Gazi Elementary School.

Workshop started with a conversation that coordinated by Hikmet Sivri Gökmen. Gökmen directed questions to children about their environments. She asked what they like and dislike in İzmir. How a healthy environment could be and what would they change if they had chance. She also mentioned about the children rights in the city.

After conversation children worked as groups made up of eight children. Five group of children were given cupboards, colored papers, glue, scissors and various architecture magazines and newspapers. With these materials they tried to make a collage work within the title of how would an healthy environment be. Children talked to each other and made a common decision in order to design their works. By using the magazine pages and other stationary materials each group generated their work.

The end products were exhibited on a table. Inhabitants of the street had a chance to go through the exhibition and see what children had done.

Within the scope of Workshop 4, adults found an opportunity to hear the voices of children about their opinions about İzmir. Accordingly to the Workshop 1, children express their complaints and wishes through a collage work but in this time the listeners of the children were the users of the street instead of the mayor or a formal authority. During the workshop, the rights of the children were reminded and children were encouraged to express freely their opinions. To give an example, children emphasized the situations about air and sea pollution, dirty areas, lack of bicycle roads and green areas. Another complaint was about the car park problem based on the location of the



participator school. Vehicles are allowed to park in the schoolyard so the students reflected their ideas within their products about this problem (Figure 22).



Figure 20. The environment of Workshop 4



Figure 21 Group working in Workshop 4



Figure 22. Products of the Workshop 4



Figure 23. End of the Workshop 4

*Workshop 4* had an half day program and the schedule was not intense. Such short-time activities can be effective especially when the workshop environment is an outdoor space. The participators can interact with each other and the habitants or the users of the area. To be implicit in the built environment during the workshops

contributes to achieve the built environment awareness. However the researches, arrangements and abilities deserve longer time than half a day.

#### **4.2.5. Workshop 5**

**Name of the workshop:** “Towards a Child Friendly City Ankara Festival (Çocuk Dostu Şehir Ankara’ya Doğru Şenliği)”

**Coordinator organization:** Ankara Government and UNICEF

**Promoter foundation(s):** UCTEA Chamber of Architects Ankara Branch Center of Children and Architecture Studies, Creative Drama Association, Educational Volunteers Foundation of Turkey (TEGV), Turkish Network Against Commercial Sexual Exploitation of Children, Ankara University. Children University, General Directorate of State Theaters

**Time period:** 2 full day

**Date:** 19-20 November 2011

**Place:** Indoor / Cer Modern Art Center, Ankara

**Age group:** 9-13

**Number of students:** 1300

**Facilitators:** Varios

#### **Workshop Program:**

The idea of child friendly city comes from UNICEF Child Friendly City initiative. Child friendly city is described as: “the embodiment of the Convention on the Rights of the Child at the local level, which in practice means that children’s rights are reflected in policies, laws, programs and budgets. In a child friendly city, children are active agents; their voices and opinions are taken into consideration and influence decision making processes.”<sup>90</sup>

Towards a Child Friendly City Ankara Festival was carried on by the coordination of Ankara Governorship and with contribution of UNICEF. The festival continued through two days including the Universal Children’s Day, the 20<sup>th</sup> of October. During the two days of festival, non-governmental organizations and

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<sup>90</sup> For further information, see: CFC Factsheet,  
<<http://www.childfriendlycities.org/en/overview/what-is-a-child-friendly-city>>



universities organized workshops for children (For the list of the festival program, see: Appendix A). The workshops are explained below in detail.

### **“I’m Playing with my Family” Workshop**

During two days the workshop was conducted with seven groups of fifteen children. Children played street games with their family members that they can spend time with together.



Figure 24. Workshop environment

### **“I Read my City I Paint my City” Workshop**

During two days the workshop was conducted with six groups of twenty children. Each section started with reading of a chapter from the book “The Story of Others (Başkalarının Hikâyeleri)” which has the second prize from “The 1st competition I Read My City Children Books” Also the writer of the book, Nilgün Kara Babacan participated to the workshop. Then children individually drew and painted an A3 size picture based on the story.



Figure 25. Workshop environment

### **“Living City Performance” Workshop**

During two days the workshop was conducted with six groups of fifteen children. Each group was separated into three groups. Within the context of child friendly city, some questions were directed to all children such as “What is city?” “Who is friend?” and “How should a child friendly city be?” After a short conversation, groups made their own discussions around these questions. Then each group had painted their own child friendly dream city, gave them a name and wrote a description about one of the day from the city.



Figure 26. Workshop environment

### **“I Fold my Paper I Make my City” Workshop**

Workshop was conducted with seven groups of twelve children in two days. Based on the basic design principles, children made pattern works within the theme paper folding art. They produced compositions by using basic geometric forms on A4 size design fields (Figure 27).

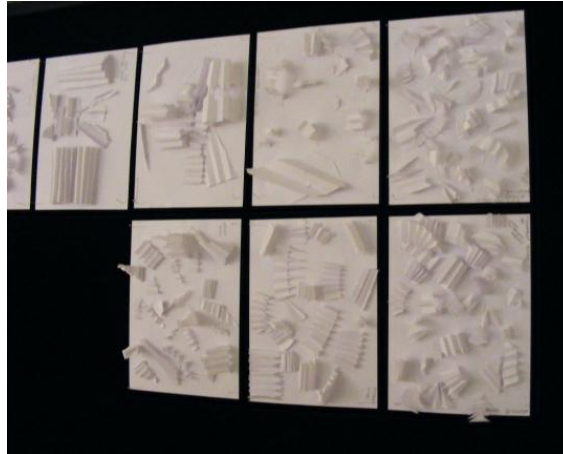


Figure 27. Product of the Workshop 5

### **“I Do Art in City” Workshop**

Workshop was conducted with nine groups of twelve children in two days. Children constructed an abstract tree with sticks by painting and connecting them together. After the branches were produced they designed the leaves and fruits of it from colorful papers.



Figure 28. Product of the Workshop 5

### **“Child Friendly City Dreams” Workshop**

This workshop was carried out by all the child participators who were volunteered to sign ideas about how a child friendly city should be in his/her dreams. They wrote their ideas on to colored papers and hang them to the ropes with clips at the entrance of the exhibition hall



Figure 29. Exhibition of the Products

## **Photograph Workshop**

Workshop was conducted by two age groups of children as eleven and nine. Forty children were informed about cultural heritage and expected to take photographs in the outer courtyard of the building.

*In Workshop 5*, UCTEA Chamber of Architects Ankara Branch, Center of Children and Architecture Studies organized eight workshops through two days. All children were expected to participate all of the workshops with their school groups. The activity aimed to introduce over a thousand children with the concept of child friendly city. Although the place of the activity was inappropriate to carry on the practices for this number of children, they were able to see posters, books, brochures everywhere to be informed about how a child friendly city is described and what the position of Ankara is. For instance in “Living City Performance” Participator children drew a picture of their dream city and wrote down the characteristics of the city. Based on the concept of the practice that they inspired, they instantly reflected their learning. One thing that was surprising about one of the group was that they didn’t prefer to live with any adults. They rejected a city with adults.

### **4.2.6. Workshop 6**

**Name of the workshop:** “A Method in Early Childhood Art Education: Art Criticism (Erken Çocukluk Sanat Eğitiminde Bir Yöntem: Sanat Eleştirisi)”

**Coordinator organization:** Birge Art Design and Architecture Studio for Children, Ankara

**Promoter foundation(s):** -

**Time period:** Half day.

**Date:** 01 April 2012

**Place:** Indoor / studio environment, Ankara

**Age group:** For adults

**Number of students:** 5

**Facilitators:** Dilek Acer

**Workshop Program:**

“A Method in Early Childhood Art Education: Art Criticism” workshop started with introducing of the participators. Then a presentation was made by Dilek Acer. The presentation was pointed out the issues about introducing children to make criticism for art works. In order to help children to generate different point of views with art criticism methods, the presentation continued with Edmund Feldman art criticism method’s steps, which are description, analysis, interpretation and judgment. Acer mentioned how kind of questions should direct to children according to these steps.

After shortly explanation of these steps, the participators made an exercise about what kind of questions should be directed to children and how should a hands-on activity be implemented through an artwork. Participators rehearsed the activity as they were a child.

*Workshop 6* separated from the other workshops with its scope and participators. This workshop was implemented for adults who want to take part in the practices on art design or architecture for children. *Workshop 6* was a part of a series of Birge Studio workshops for adults. Differently from other workshops, in *Workshop 6*, the facilitator was an individual entrepreneur instead of an institution; so that all the necessities were afforded by one person. Therefore, in order to participate to the workshops, an application fee was required. At the end of the workshop a certificate was given to participators. This kind of workshops may contribute to education of the facilitators in BEE studies but the issues about commercialization of the studies should be taken into consideration.

#### **4.2.7. Workshop 7**

**Name of the workshop:** “Journey to Smyrna: İzmir Urban History Education Workshop for Children (Smyrna’ya Yolculuk Çocuklar İçin İzmir Kent Tarihi Eğitim Atölyeleri)”

**Coordinator organization:** Dokuz Eylül University

**Promoter foundation(s):** The Scientific and Technological Research Council of Turkey (TÜBİTAK), Ministry of Education, Konak Municipality

**Time period:** 1 hour

**Date:** 28 September 2012

**Place:** Indoor / İsmet İnönü Art Center, İzmir

**Age group:** 10-12

**Number of students:** 60

**Facilitators:** Zehra Ersoy, Şebnem Gökçen Dünder, Ayşegül Altınörs Çırak, Feyzal Özkaban, Halil İbrahim Alpaslan, Burçin Hepgüzel

**Workshop Program:**

The workshop aims to narrate İzmir urban history through a story with a protagonist who is called Ege. Ege is a boy and at the same age with the audience.

Children from fourth grade of Şehit Fethi Bey Elementary school listened to the story interactively from Zehra Ersoy. Ersoy, directed children questions in order to estimate Ege's adventures in İzmir. While telling the story of Ege, Ersoy attracts attention to the new terms and descriptions by using sounds and images. In order to follow the story easily illustrations of the story had shown on the screen. With this visual and audial performance, the subject of urban history of İzmir is aimed to be integrated to the childhood education from early ages.

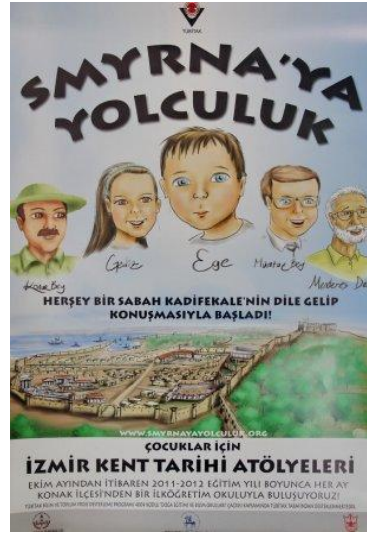


Figure 30. Workshop 7 Event Poster  
(Source: [www.smyrnayolculuk.org/](http://www.smyrnayolculuk.org/))

*Workshop 7* was a repetitive workshop in order to reach a large number of students in İzmir. The project supported in some of the practices by excursions. This lecture and game based practice contributed for awareness of the historical knowledge of İzmir. Children were observed enthusiastic about the adventures of Ege and the

games made them curious about historical places as well as they were introduced with the language of the urban history. However in *Workshop 7*, the children's role was more like passive listeners, not quite different from the class environment and settlement.

#### **4.2.8. Workshop 8**

**Name of the workshop:** "Architecture Week 2012 - Children and Architecture Workshop: My Dream Playground (Mimarlık Haftası 2012 – Çocuk ve Mimarlık Atölyesi: Hayalimdeki Oyun Parkı)"

**Coordinator organization:** UCTEA Chamber of Architects İzmir Branch Children and Architecture Commission, Haskovo Playgrounds Research Group, İzmir Children's Atelier

**Promoter foundation(s):** Konak Municipality

**Time period:** Full day

**Date:** 05 October 2012

**Place:** Indoor and outdoor / İzmir Türkan Saylan Culture Center and Dominik Street, İzmir

**Age group:** 9-10

**Number of students:** 22

**Facilitators:** Hikmet Sivri Gökmen, Burcu Gülay Taşçı, Ece Ceren Önder, Gerorgi Stankov, Türkan Fırıncı, Elif Kayran

#### **Workshop Program:**

Under the theme of "Cities Changing with Architecture" İzmir Chamber of Architects, Haskovo Playgrounds Research Group and İzmir Children's Atelier conducted a workshop collaboratively as a part of the Architecture Week 2012 events.

Children from Sakarya Elementary School's third and fourth grades and eight architecture student from Dokuz Eylül University participated to workshop. Workshop started with the introduction presentation by Hikmet Sivri Gökmen and continued with Georgi Stankov from Haskovo (Bulgaria) Playgrounds Research Group presentation: "Haskovo Playgrounds: In a transition from Communism to Modern Times". During presentation Stankov directed questions to children such like, "Do you like playgrounds?", "Where do you play and what do you play with?", "Who designs and



builds the playgrounds?”, ”Do you want to be a part of the design projects of the playgrounds?”

After a break architecture students were informed about how to study with children and children started to listen another presentation by Burcu Gülay Taşçı about who is architect, what he/she does and what can architects do for children. After presentations and brainstorming everybody went to workshop area.

The groups were consist of three children and one architecture student. Children were expected to design and make a model of their dream playground. With the help of the architecture students, groups worked together and made their models.

End products are taken to one table for the instant exhibition. Passersby people from the street also had chance to see the models. One other exhibition had hold in participant Sakarya Elementary School.

Table 4 Schedule of the Workshop 8

| <b>Workshop Schedule</b> |   |
|--------------------------|---|
| <b>Time</b>              | <b>Activity</b>   |
| 09:00-09:30              | Registration  |
| 09:30-09:40              | Explanation of the program and introducing the guests from Bulgaria   |
| 09:40-10:30              | Lecture on the research "In a transition from Communism to Modern Times"  |
| 10:30-11:10              | With architecture students: Lecture on "How to study with children"   |
| 10:30-11:10              | With children: Conversation on "What is architecture, Who is architect"   |
| 11:10-11:30              | Break and arriving to Dominik Street  |
| 11:30-12:30              | "My Dream Playground" Group activity including children and architects on practicing on the design of playgrounds             |
| 12:30-13:00              | Lunch   |
| 13:00-14:00              | Continue to "My Dream Playground" Group activity including children and architects on practicing on the design of playgrounds |
| 14:00-14:45              | "Sharing Learnings" session   |
| 14:45-15:00              | Break   |
| 15:00-17:30              | Exhibition of the outcomes  |



Figure 31. Discussion part from Workshop 8



Figure 32. Group working in Workshop 8



Figure 33. Products of the Workshop 8



Figure34. End of the Workshop 8

Within the *Workshop 8*, differently from previous practices of İzmir Chamber, the program of the activities was structured collaboratively with guests from abroad. Communicating with a foreigner was a new experience for most of the children. Different point of views can contribute to improve more effective programs and to create participative learning platforms. On the other hand, there was another participator group which was constituted of university students. This group also gained experience from the workshop and with children; they were introduced to the studies of built environment education.

### 4.3. Evaluation and Discussion

In the previous chapter an overview of the studies of foreign and local organizations were examined. Within this chapter local cases were analyzed in detail. Throughout the practices, the researcher's role was to participate in the practices and make observation of the process. The aim of the observations was to understand the characteristics of the cases in order to frame the situation of the built environment education studies in the context of Turkey. The documentations of the observations were discussed and a critical approach was developed.

First of all, the practices are the trigger events of a new and developing study area. Although there are practices preferring to imitate an existent model of a BEE programs; there are also creative or well-adapted programs which are comprehensively prepared and engaged into the cultural variables. In any case, these practices are quite important to understand the value of built environment. Working and learning with children is also a precious approach for the sustainability of a liveable built environment.

The leading cities in Turkey are Ankara and İzmir in terms of the number of the built environment education practices. However these practices aren't announced as they are the practices of built environment education. Theoretically named as built environment education studies are mostly encountered as "children and architecture studies" in the practices of daily life.

All of the cases that are examined are listed on the Table 1 in order to see the overall picture and compare easily the recent eight activities in Ankara and İzmir. As seen on the table after all cases documented, some topics arose at the same time to differentiate and make easy to understand the cases.

In terms of ages of the children it is seen that the target groups are chosen between 9 and 14. Because of the all practices are kind of meetings of school children that are for elementary graders 3 to 9. Only in one of the case the children participated the event independent from his/her school (see Workshop 3). Among the cases for children this workshop distinguishes itself according to dependence to the school administration and gives chance to meet children from different socio-economic cultures and different regions of the city.

According to facilitator organizations, the architecture chambers are the leading organizations. As it seen from the table out of eight cases five of them are chamber associations with other organization.

On behalf of the aims of workshops, built environment awareness is the common purpose of the workshops. But the scope of the built environment focuses on mostly neighborhoods of the children in their living environments. One other common approach is to motivate children to think about their city and the positive, negative features of the city they live in. Sharing ideas and brainstorming with children create a mutual learning platform. In order to encourage children to voice their ideas usually facilitators give short or long lectures as a strategy. However when the speech of the conductor becomes long, the children lose attention. At Workshops 2 and 8 this problem made children tired from the topic. On the other hand supporting the discussion part by playing games takes attention of the children. According to the observations instead of speaking too much individually, developing a question-answer process and supporting it with game gives more effectual feedbacks.

In some cases the number of the children makes the workshop environment uncomfortable to work. The sound of the crowd interrupted the process. In workshops 1, 3 and 5 this difficulty affected the performance of both children and facilitators. Even the conditions of the workshop place influenced positive or negatively the process of the study. Out of eight workshops five of them implemented in an indoor place, one of them used both indoor and outdoor place, two of them selected an outdoor environment to conduct the workshops. Children were observed more compatible in the outdoor activities. Especially in workshop 3, the excursion to different city parts was quite communicative to share discussions.

In terms of methods that were applied to learn from the children throughout the workshops, the most common application method was to produce a group-work. These works varies through the workshops. Among workshops with children, in one of the workshop (Workshop 7) children produced nothing. In Workshop 1 the children both drew and made a model as a group. In Workshop 2 children individually designed a city logo, produced a mental map of their neighborhoods and wrote a poem for their city. In Workshop 3 children performed a performance with their own production of musical instruments. In Workshop 4, each group produced a collage-work according to their demands from the city. In Workshop 5 products were variable due to the number

workshop sessions. Posters, artworks, models were the products of the processes. Finally in the 8<sup>th</sup> Workshop children produced a group model of their imagine playgrounds.

The end products of the workshops were exhibited just after the event in Workshop 1, 3, 4, 5 and 8. During the exhibition evaluation of the processes were discussed. In Workshop 1 exhibition was visited by guests from city municipality including the mayor of the municipality. In Workshop 3 children performed in front of the audience from neighborhoods and to their families. In Workshop 4 and 8 the products exhibited in a crowded street as the workshops were implemented. In workshop 5 all of the products from varios workshops exhibited after the workshop and left for a while to be seen by the visitors of the center.

The materials to conduct the application sessions of the workshops didn't vary considerably. Stationary material such as papers, cupboards, glue, scisoors, pen and pencils, sticks are the materials used most. Out of stationary in one workshop recycled materials are expected from children to bring. One of the workshop due to the expectations some newspapers, brochures and magazines from the field of architecture and design were given to children in order to create a collage-work.

In some of the workshops, time became a problem because of the intensity of the programs. The hands-on activities are generally left to final session of the programs and while approaching to the end the products were generated in a hurry.

Eventually the cases are the platforms for learning from and with the children. From the case of Turkey the number of the studies are increasing within a concious effort. On the other hand, when the topic is built environment, these workshops' approaches may turn into a promotion of profession instead of achieving a built environment awareness. Especially from architecture perspective the main context of the BEE realm may be misdirected in some of cases. This situation will be discussed in the conclusion chapter.

## **CHAPTER 5**

### **MARMARIS / TURUNÇ MUD BRICK PRESCHOOL WORKSHOPS**

In this chapter the workshops will be explained which are conducted by the researcher in Marmaris / Turunç. Workshops are part of a voluntary and participatory project in which dwellers and volunteers met and worked together for the need of the school children in the town.

After a series of observations of the concurrent practices of built environment education, mentioned in the previous chapter, this case study was decided to implement benefitting from the observations of the researcher.

#### **5.1. Content of the Project**

Turunç is a small town of Marmaris near the coast of Aegean Sea where there is an appreciable foreign dwellers population. The need of the only and the public Elementary School of the town was a building which serves as a preschool and a dining hall for all students (Figure 35-36-37-38). Along with the newest revisions of the school buildings construction rules, the new building was an obligation for Turunç Saadet Zeki Ünsal Elementary School. Project started first with the demand of the administrators of school from university. Presently, several conversations of administrators of the school and university's architecture department were started in March 2012. The demands were listened and the project accepted between the stakeholders.

After preparation the rough draft of the project, a number of meetings and negotiations with government agencies and municipality were organized. Then a protocol was accepted and signed among foundations in order to start the project with consultancy of İzmir Institute of Technology. The partners of the project were the university, town municipality and town directorate of national education.



Figure 35. The building for preschool to 5 graders in Turunç



Figure 36. The transition between two buildings in Turunç



Figure 37. The building for 6 to 8 graders in Turunç





Figure 38. The schoolyard in Turunç

## 5.2. Aims of the Project

The aim was to build a new education building but the idea of approaching to building as a collaborative process was the root idea of this project. Participation was the main design and construction strategy throughout the project. The dweller's role for the decision-making processes for the environment was critical to achieve an effective project. As Henry Sanoff mentions, this approach allows dwellers as the users of the environment to make decisions from outside the professions and provides a democratic participation.<sup>91</sup>

The project was consisted of two participatory workshops. First were the workshops with children, the most of the 1st to 8th graders and all preschool students of the school. Second was the construction workshop in which included the construction of the mud brick building with participation of the school users, local people, university students and sustainable building enthusiasts.

In order to realize the project, initial principals were to build a building with and for actual users which is re-adaptable and sustainable for its own environment. From that point, decision of making the building benefitting from earthen architecture was the motto of the project. Wood and mud brick materials were used in building. The structure was wood frame constructed and the walls were from mud brick which is a

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<sup>91</sup> Sanoff, H., *Multiple Views of Participatory Design*. METU Journal of the Faculty of Architecture, 2006. **23**(2): p. 131-143.



traditional and natural material consists of a mixture of sand, water and some fibrous organic material as straw.

The project was announced via posters (Figure 39 and 40) and website (<http://kerpicanaokulu.wordpress.com>) before the workshops. Applications of the volunteers were reviewed and accepted for the construction workshop. Whole project was scheduled as mentioned on the table 5. The construction process was started five days later than the announced day because of the site preparation works. Volunteers worked regularly and disciplined based on the construction program in order to finish the work on time.

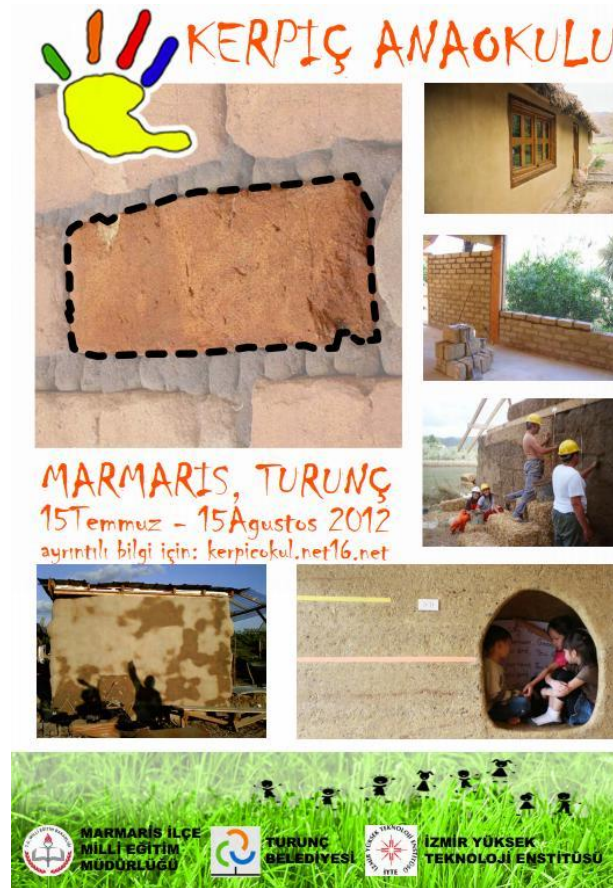


Figure 39. Turunç Workshops announcement poster  
(Source: <http://kerpicanaokulu.wordpress.com/>)



Figure 40. Turunç Workshops announcement poster

Table 5 Schedule of the Turunç project

| May1–<br>May 31                    | June5-June6             | June6-July20   | July20-August20       |
|------------------------------------|-------------------------|--|-----------------------|
|                                    | Workshops with children | Arrangement of bureaucratic documents.<br>Completion of final project. | Construction workshop |
| Sponsorship, financial necessities |                         |  |                       |

### 5.3. Workshops with Children

First phase of the project was conducted by the researcher with the help of preschool's class teacher and two research assistants from IZTECH Architecture Department.

Students spend their half day in school in Turunç and a new building was quite important for their daily school life. By this reason all participant children were informed about the forthcoming building at the beginning of the workshops.

The initial purposes of the workshops were to make children express their ideas and understand their perceptions towards their surroundings.<sup>92</sup> Other purposes were to

<sup>92</sup> Balaban, R.C. and A.I.S. Clair, *Mystery Tour: Exploring the Designed Environment With Children*. 1976: Preservation Press.

create awareness for built and natural environment and get ideas in terms of their needs for the design of the building. Within the program, the exercises were organized in order to enhance children's personal concern about their built and natural environment.

**Name of the workshop:** Turunç Mud Brick Preschool Workshops / First Phase: Workshops with Children

**Coordinator organization:** İzmir Institute of Technology, Municipality of Turunç, Ministry of National Education.

**Promoters:** English Committee of Turunç, Turunç Ladies Platform, Turunç local people and several traders.

**Time period:** Two day

**Date:** 6-7 June 2012

**Place:** Marmaris / Turunç

**Age groups:** 5-6, 6-11, 11-14

**Number of students:** 97

**Facilitators:** Ece Ceren Önder, Arda Sander, Ebru Bingöl

**Workshop Program:** Workshops were carried out with three different age groups in four sessions. First day was for the elementary graders where the second day was for preschool students (Table 6).

Table 6. Schedule of children workshops in Turunç

|                    |                                 |
|--------------------|---------------------------------|
| <b>First Day:</b>  |                                 |
| 10:30-11:30        | 1-3-5. Graders (33 students)    |
| 11:50-12:50        | 2-4. Graders(34 students)       |
| 13:50-14:50        | 6-7-8. Graders (16 students)    |
| <b>Second Day:</b> |                                 |
| 11:00-12:30        | Preschool Graders (14 students) |

Two different programs were followed according to the age groups. All the first day sessions started with introducing each other and continued with interactive questions in order to help children to explore their awareness about their surroundings (Figure32). These questions were:

- How do you come to school?
- How many trees do you see on the school way?
- How is the road?
- Which place do you like/dislike most in school?
- Where do you often play in school garden?
- What would you want in your school garden?
- Where would you change if you have a chance?

After the discussion within the consecutive questions, a prediction game was played. Some images were shown on the screen and children were expected to guess the whole scenario from a small part of the picture. The pictures were provided by using the images from an architecture website (archdaily.com) among current examples of education buildings (Figure 41-42).



Figure 41. Discussion part of the workshop in Turunç  
(Source: Photo taken by İrem Bray, 2012)



Figure 42. Discussion part of the workshop in Turunç  
(Source: Photo taken by Ebru Bingöl, 2012)



Figure 43. Prediction game: Shown section and the whole picture  
(Source: www.archdaily.com)

Because of the new building would have served for preschool students, the second day was planned for them. The preschool children spend their half day in their

class. They go to school garden under the control of their teacher so the conditions of the class environment are quite important for children's education.<sup>93</sup>

The program for this age group was planned after a serial conversation with the class teacher. The activities were revised and the program was collectively determined. The program was a combination of applied examples on built environment education proper to 5 to 6 age group children. The process was started with introduction and conversation as the elder groups. A sequential hands-on activity was practiced in the following part of the program. The activity started with designing a character with colored papers. Each child made a character, gave them a name and introduced the character to everyone. Then they were asked for to take their characters where they most want to be in the class. Every child explained shortly the reason of the place that they put the character. After characters placed inside the class, children collected them for the following activity. In the last part of the program children divided into three groups and draw a picture with together by placing their characters into it. While drawing the pictures children were asked for to dream about in what kind of place the characters want to be.

The program ended up with taking the photos of products and the group members. The photographs were given to each child as a memory of the day.

#### **5.4. Evaluation and Discussion**

Considering the built environment education practices of organizations, a general picture was drawn within the previous chapter. When we look at the practices in Turkey, it is seen that the initiatives need more consciously prepared programs. Except a few examples of architecture chambers, the purposes of practices are frequently ambiguous and they aren't set up clearly before the beginning.

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<sup>93</sup> Gander, M. and H. Gardiner, *Çocuk ve Ergen Gelişimi (2. Baskı) Çev: Bekir Onur*. Ankara: İmge Kitabevi, 1993.





Figure 44. Character design of a child



Figure 45. The place where the character wants to be



Figure 46. Workshop environment in Turunç



Figure 47. Products of the workshop in Turunç

When the proposal first reached to architecture department, Turunç project created a great excitement; because this project was an opportunity to transform the academic knowledge into a real practice. The program of the project was deeply discussed and the project members scheduled the whole program due to their experiences from the beginning. The attitude about the project was to see the all process as a participatory design platform as mentioned before.

A series of workshops constituted the whole project. Aims of the workshops were determined and declared clearly to the relevant people. Although both of the workshop processes (with children and construction with volunteers) indicate the all project structure; the main focus point are the workshops with children within the scope of this study. Hereby the emphasis will be on these workshops.

The time period of the workshops was arranged according to schedule of the courses. There weren't any application procedure; children participated to the workshops voluntarily. While organizing the program of the workshops, it was aimed initially that to learn from the children and the specialty of this project is that the workshop environment is the place where the children inhabit. Because of the children spend their majority of their lives in the school, buildings and surroundings of the school are quite familiar for them. Being in the built environment that the children use directly was important for the aims of the program. From that point first goal of the workshops is to understand the opinions and perceptions of children about their school environment. So that, the conductors of the workshop would have been understood the features of school's built and natural environment from children's point of views. The questions mentioned above were asked for that goal. As children answered the questions it was easy to engage with the place of the workshop. A lecture or an informing speech wasn't consciously selected as a strategy for the workshops based upon the previous observations in order not to lose the attention of the children. This discussion part was common for all age groups through the workshops. The primary goal of the workshops is to generate built environment awareness through a participatory process. The secondary aims of the workshops may be listed as below:

- Understanding spatial awareness of children
- Motivating children for participating to design and construction process
- Informing children about the new building
- Take the attention of local dwellers

Within sessions of elementary graders, a game was generated in order to understand children's perceptions and imaginations about their environments. The answers also directed the conductors to get some design decisions from children. The same approach was applied to preschool's workshop session as a hands-on activity, because of the age group of these children is much more proper for these kinds of activities.

Listening children's opinions and learning their feelings and ideas were quite mind-opening to understand their spatial necessities. For instance when the ideas of the children were asked about the situation of the school, the answers directed the design decisions of the building and its landscape. Some of these answers are below from the workshops:



- “I would have built a dining hall near the canteen”
  - “I would have design a library for the backyard garden.”
  - “I would have put a slide to the slope so we can slide directly to the sport area.”
- (The overall transcript of the first session of workshops may be seen from

Appendix B)

One other issue is the publishing of the project through media channels. A website was created (<http://kerpicanaokulu.wordpress.com/>) and all process was documented and published day by day from this channel. The announcement of the project was important to influence the mainstream. So the local press was informed and they followed the project from beginning to end.

The relation between built environment and social relations were emphasized. School environment is the place that young people’s behaviors are shaped. By means of the Turunç Workshops Project, to contribute the decisions about the built environment of the school is a chance for children and their families to internalize the living in it. On the other hand, the project offered a realm for being a participator for the town and took the attention of local community from young to old.

## CHAPTER 6

### CONCLUSION

As mentioned throughout the thesis built environment education is a learning platform that interests a large scale of people. This learning platform meets professionals, young people and other related people for the aim of a livable built environment and its continuity. Therefore, built environment education serves as a mediator between not only different disciplines but also among various sections and groups of society.

One of the initial misunderstandings is the perception of built environment education as introduction of a profession, namely architecture. Of course there is a direct link between architecture and built environment, but built environment education is a more widely interdisciplinary concept including architecture, too.

The main purposes of the notion of built environment education are varying according to regions, cultures or attitudes. Considering the observations and experiences within this thesis, the common aims were determined on topics listed below:

- Enable the awareness of built environment
- Increase the perception of built environment
- Develop a platform to act together in built environment
- Learn from and with young people through built environment
- Develop motivation for collaboration
- Encourage to participate
- Discuss the problems of local built environment
- Develop a motivation for a sustainable built environment
- Promote learning instead of educating

Due to these aims of BEE, there are ongoing studies to adapt the built environment issues into the core education curriculums. However, regarding to the novelty of the subject these studies aren't sufficiently success except in a few countries. Built environment education studies became recognized in the last several decades. The education or learning kits have been publishing for both teachers and children through collaborations of educators and other professionals related to subject. The accordance of these sources and adaptability of them to different cultures is another notable subject in

engaging built environment education and national curriculums. However there are critical viewpoints about the lack of pedagogy in cultural studies and teacher's passive roles inside the education systems.<sup>94</sup> Even though there are supporting opinions about to engage the BEE studies and education curriculums; there are opposing views which are advocating that these practices should stay as out-of-school activities, because they think the most memorable learning experiences are achieved from the world around us, our surroundings, out of classrooms so as from the built environment.<sup>95</sup>

Another crucial point of the BEE practices is their potential to motivate society for participation. As Henry Sanoff states: "The activity of community participation is based on the principle that the environment works better if citizens are active and involved in its creation and management instead of being treated as passive consumers."<sup>96</sup> From that point of view BEE practices offer such participatory areas for public perception. Herewith the practices may be regarded as a subject matter in the study-field of reflexive sociology. From that point of view, the last case of the research was considered as an attempt of experiencing participation both in the design and construction processes. On local level, making decisions with the participators for a new built environment were the special goal of the Turunç case. This participatory approach provided a unique collaboration on built environment between the inhabitants of the region and also the professionals who worked with them. Both of them shared the experience of producing a new building.

The children, who are the focus point of the overall researches, took an active role in every step of Turunç project. The structure of the program was started with a series of workshops with the students of the school in all grades. The children found a place to share their ideas and made contribution to the construction of their new school. These contributions continued through the construction process. Since the construction held in their neighborhood the children followed the production day by day and also they helped as much as they can. A participatory and culturally-adapted BEE program

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<sup>94</sup> Giroux, H.A., *Kültürel Çalışmalar Yapmak: Gençlik Ve Pedagojik Mücadele*, in *Eleştirel Pedagoji ve Neoliberalizm*. 2007, Kalkedon. p. 145-182.

<sup>95</sup> Adams, E., *Art and Design Education and the Built Environment*, in *Art, Community and Environment: Educational Perspectives*

T.J. Glen Coutts, Editor 2008, Intellect Books. p. 125-145.

<sup>96</sup> Sanoff, H., *Multiple Views of Participatory Design*. METU Journal of the Faculty of Architecture, 2006. **23**(2): p. 131-143.

was experienced and also a learning platform was aimed to create in order to enable the awareness of built environment with children.

In Turkey, local improvements are examined in term of BEE. From the local side of the studies in the context of Turkey, the general picture seems to be improving. Especially the local architecture organizations are leading institutions on BEE studies. Since the last decade, the practices of Ankara and İzmir Chamber of Architect's studies continue their works of BEE with a pedagogic consciousness. With the collaboration of related departments of universities and organizations these institutions conduct the practices consistently. Even though the studies of BEE are running under the name, "Children and Architecture" by the efforts of the sub-commissions of the chambers; the studies appropriate the aspects of built environment education to their contexts.

Although these practices are quite remarkable for the conscious of built environment, in Turkey, the children mostly are not taken into consideration while developing the process of decision-making. This tendency seems to be valid for both in their family life in their other social, cultural, educational and political platforms. Within these platforms, the voice of children is hardly heard. This thesis aims to underline and care the voice of children in built environment in general. Every voice, including the voice of children helps us to develop a democratic society. This effort of developing a democratic society covers the participatory acts of the members. Therefore with the awareness of built environment processes by the participatory actions in BEE lead to a better built environment and better democratic society.

To conclude, the built environment education is a learning platform that emphasized persistently throughout the thesis because of the attitude to BEE practices dwell on an interactive and collaborative foundation. Introducing built environment and understanding the social relations of it with children influence their perceptions as the most important participators of built environment education practices. Keeping in mind that the children are not only the citizens and decision-makers of tomorrow, they are also living young personalities with us in our built environment.

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## APPENDIX A

### SCHEDULE OF “TOWARDS A CHILD FRIENDLY CITY ANKARA FESTIVAL” WORKSHOP

| <b>Ankara Governorship</b><br><b>Towards a Child Friendly City Festival Program</b><br><b>19-20 November 2011</b><br><b>Cer Modern Art Center</b> |  |                 |
|---|--|-----------------|
| Date  | Time and Activity  | Place           |
| 19 November 2011  | <b>10:00-10:15</b> Acceptance of Participators<br><b>10:15-10:30</b> Presentation<br><b>10:30-11:15</b> Opening speech             | Conference Hall |
|   | <b>11:30-11:45</b> Presentation of UCTEA Chamber of Architects Ankara Branch, “Childish Cartoon Movie Competition” winners' movies | Conference Hall |
|   | <b>11:00-13:00</b> Workshops (6th Grade Students)  |                 |
|   | <b>Creative Drama Workshop-Çağdaş Drama Derneği</b>  | Conference Hall |
|   | <b>Dreams Workshop- TEGV</b>   | Gallery C       |
|   | <b>We are Citizens we are Participants Workshop-TEGV</b>   | Gallery C       |
|   | <b>I'm Playing with my Family Workshop -UCTEA Chamber of Architects Ankara Branch</b>  | Gallery C       |
|   | <b>I Read my City I Paint my City Workshop-UCTEA Chamber of Architects Ankara Branch</b>   | Gallery C       |
|   | <b>Living city performance Workshop-UCTEA Chamber of Architects Ankara Branch</b>  | Gallery C       |
|   | <b>I Fold my Paper I Make my City Workshop-UCTEA Chamber of Architects Ankara Branch</b>   | Gallery C       |
| <b>I Do Art in City Workshop-UCTEA Chamber of Architects Ankara Branch</b>  | Gallery C  |                 |
| <b>Child Friendly City Dreams Workshop-UCTEA Chamber of Architects Ankara Branch</b>  | GalleryC<br>entrance   |                 |
| <b>Photograph Workshop-UCTEA Chamber of Architects Ankara Branch</b>  | Open Courtyard   |                 |
| <b>Children Rights Workshop- Turkish Network Against Commercial Sexual Exploitation of Children</b>   | Gallery C  |                 |
| <b>Is There Anybody Who doesn't Like Mathematics?- Ankara University. Children University</b>   | Gallery C  |                 |
| <b>Sky Science School-Ankara University. Children University</b>  | Gallery C  |                 |

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|   | <b>Life Sciences School</b> -Ankara University. Children University                                  | Gallery C          |
|   | <b>General Directorate of State Theaters Workshop</b>  | Gallery C          |
|   | <b>Managment Environment Workshop</b> -LİONS 118-U   | Gallery C          |
|   | <b>13:00-14:00 Break</b>   |                    |
| <b>19 November 2011</b>   | <b>14:00-16:00 Workshops (7th Grade Students)</b>  |                    |
|   | <b>Creative Drama Workshop</b> -Çağdaş Drama Derneği   | Conference Hall    |
|   | <b>Dreams Workshop</b> - TEGV  | Gallery C          |
|   | <b>We are Citizens we are Participants Workshop</b> -TEGV  | Gallery C          |
|   | <b>I'm Playing with my Family Workshop</b> -UCTEA Chamber of Architects Ankara Branch                | Gallery C          |
|   | <b>I Read my City I Paint my City Workshop</b> -UCTEA Chamber of Architects Ankara Branch            | Gallery C          |
|   | <b>Living city performance Workshop</b> -UCTEA Chamber of Architects Ankara Branch                   | Gallery C          |
|   | <b>I Fold my Paper I Make my City Workshop</b> -UCTEA Chamber of Architects Ankara Branch            | Gallery C          |
|   | <b>I Do Art in City Workshop</b> -UCTEA Chamber of Architects Ankara Branch                          | Gallery C          |
|   | <b>Child Friendly City Dreams Workshop</b> -UCTEA Chamber of Architects Ankara Branch                | Gallery C entrance |
|   | <b>Photograph Workshop</b> -UCTEA Chamber of Architects Ankara Branch                                | Open Courtyard     |
|   | <b>Children Rights Workshop</b> - Turkish Network Against Commercial Sexual Exploitation of Children | Gallery C          |
|   | <b>Is There Anybody Who doesn't Like Mathematics?-</b> Ankara University. Children University        | Gallery C          |
| <b>Sky Science School</b> -Ankara University. Children University   | Gallery C  |                    |
| <b>Life Sciences School</b> -Ankara University. Children University | Gallery C  |                    |
| <b>General Directorate of State Theaters Workshop</b>               | Gallery C  |                    |
| <b>Managment Environment Workshop</b> -LİONS 118-U                  | Gallery C  |                    |

|                  |  |  |
|------------------|--|--|
| 20 November 2011 | <p><b>10:00-12:00 Workshops (3th and 4<sup>th</sup> Grade Students)</b></p> <p><b>Creative Drama Workshop-Çağdaş Drama Derneği</b></p> <p><b>Dreams Workshop- TEGV</b></p> <p><b>We are Citizens we are Participants Workshop-TEGV</b></p> <p><b>I'm Playing with my Family Workshop -UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>I Read my City I Paint my City Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>Living city performance Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>I Fold my Paper I Make my City Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>I Do Art in City Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>Child Friendly City Dreams Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>Photograph Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>Children Rights Workshop- Turkish Network Against Commercial Sexual Exploitation of Children</b></p> <p><b>Is There Anybody Who doesn't Like Mathematics?- Ankara University. Children University</b></p> <p><b>Sky Science School-Ankara University. Children University</b></p> <p><b>Life Sciences School-Ankara University. Children University</b></p> <p><b>General Directorate of State Theaters Workshop</b></p> <p><b>Managment Environment Workshop-LIONS 118-U</b></p> | <p>Conference Hall</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> |
|                  | <b>12:00-12:30 Break</b>   |  |
|                  | <p><b>12:30-14:30 Workshops (3th and 4<sup>th</sup> Grade Students)</b></p> <p><b>Creative Drama Workshop-Çağdaş Drama Derneği</b></p> <p><b>Dreams Workshop- TEGV</b></p> <p><b>We are Citizens we are Participants Workshop-TEGV</b></p> <p><b>I'm Playing with my Family Workshop -UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>I Read my City I Paint my City Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>Living city performance Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>I Fold my Paper I Make my City Workshop-UCTEA Chamber of Architects Ankara Branch</b></p> <p><b>I Do Art in City Workshop-UCTEA Chamber of Architects Ankara</b></p>  | <p>Conference Hall</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p> <p>Gallery C</p>   |



## APPENDIX B

### TRANSCRIPT OF THE FIRST SESSION OF TURUNÇ WORKSHOPS

Öğretmen: Misafirlerimiz size sunum yapacaklar, hoşgeldin diyelim. İzmir'den geliyorsunuz bakalım bize ne anlatacaklar. Size bırakıyorum.

Ece: Arkadaşlar merhaba. Nasılız hepimiz?

İyiyiz.

E: Şimdi kaçınıcı sınıflar burada, birler üçler ve beşler. Başka sınıftan gelen var mı?

Yok.

E: Biz nereden geliyoruz bilen var mı?

Datça'dan

İzmir'den

Muğla'dan

E: Biz üçümüz de İzmir'den geliyoruz, mimarız. Mimar ne demek biliyor muyuz az çok? Parmak kaldırarak.

Ö1: İnşaat yapan.

E: İnşaat mühendisi yapıyor o zaman?

Ö2: İnşaa edecek binaları tasarlıyor.

E: Süper. Çok güzel. Bir tasarlama süreci var. Peki tasarlamak ne demek? Var mı fikri olan?

Ö1: Projesini yapmak gibi bir şey olabilir mi?

E: Evet aynen öyle bir şey. Mesela siz legolarla oynuyor musunuz?

Evet oynuyoruz. Bir de jenga.

E: Evet o da çok güzel bir örnek. Aynı lego yapmak gibi, binaların nasıl olacağını nasıl duracağını, nerede duracağını düşünüp onları projelendiriyoruz bunları sonra inşaa etmesi için mühendislere ve diğer görevli kişilere veriyoruz. Mimar böyle bir şey kabaca. Ama aslında bugün bununla ilgili pek bir şey konuşmayacağız. Neden burda olduğumuzu bilen var mı?

Hayır.

Ö3: Çünkü öğretmek için

E: Ne öğreteceğiz?

Ö3: Ev yapmayı

E: Ev yapmayı.. Hayır ev yapmayı öğretmeyeceğiz size.

Ö4: Mimarlıkla ilgili bir şey mi öğreteceksiniz?

E: O da değil tam. Biz aslında size hiç bir şey öğretmek için burda değiliz. Aslında sizlerle birlikte bir şey yapmak için buradayız. Sizden aslında bir şeyler öğreneceğiz burada. Ne öğrenebiliriz peki sizden?

Ö4: Hiç bir şey.

Ö1: Kesirleri öğrenebilirsiniz

ÖX: Toplama çıkarma

E: Aslında sizin öğreneceğiniz şeylerin nerede olacağını birlikte düşüneceğiz. Neden çünkü, aslında bi okuldayız değil mi, bir binanın içindeyiz ama bu yaz sizin okulunuzun iki binasının yanına bir bina daha yapılacak.

Oleeeey.

E: Neden, çünkü sizin buna ihtiyacınız var Hem ana sınıfları daha rahat okusun, hem yemeklerinizi güzel bir yerde yiysin hem bahçeye çıkınca güzelce oynayabilin diye burda bir bina daha olacak ve bu bina için sizden fikir almaya geldik.

ÖX: Evet öğretmenim.

Ö4: Elektrik işlerini ben yaparım

E: Süper! Bir elektrikçimiz oldu.

Ö5: Ben de çekiçle çakarım.

E: Harika! Başka ne yapabilirsiniz?

Ö1: Öğretmenim gerçekte hep çatılar kırmızı olur başka bir renk olabilir.

E: Aynen öyle olabilir.

Ö6: Çatıların rengini boyarız.  
E: Boyama yapabiliriz di mi?  
Ö3: Pembeye boyayabiliriz.  
E: Evet boyayabiliriz. Ama bu binayı inşa etmeden hani az önce konuştuk ya bir tasarlama süreci var. Bunun için bir tasarım yapabiliriz. Değil mi aslında bu söylediklerinizin hepsi okulumuz nasıl olsun diye. Okulumuzun nasıl olmasını istiyoruz. Ama bunun için önce bakalım kendi okulumuzu tanıyor muyuz, çevremizi tanıyor muyuz? Söyle.  
Ö7: Özür dilerim şimdi şimdi bir tane yeni okul için tasarım yaptınız mı?  
E: Hayır yapmadık sizinle birlikte yapacağız.  
Aaaa...  
E: Yani sizin düşündükleriniz bir bakacaksınız orda var. Çok güzel bir şey değil mi aslında hayal ediyoruz düşünüyoruz ne ihtiyacımız var öğreniyoruz ondan sonra onu orda görüyoruz. Güzel bir şey Eweet...  
E: Peki şimdi size bir soru soracağım. Okula gelirken nasıl bir yoldan geliyorsunuz?  
Ö8: Yokuşlu  
Hayır yamuk yol  
E: Parmak kaldırarak  
Yamuk yamuk  
Yokuşlu bir yol  
E: İsmi ne?  
Ö8: Oğuzhan.  
E: Süper. Yokuşlu bir yol. Evden okula gelirken yokuş çıkıyosun  
Ö9: Taşlı bir yol.  
E: Taşlı..yani malzemesi taş değil mi?  
Ö9: Pek sayılmaz dağların yanında  
E: Tamam, toprak yol mu? Yani böyle mesela düşsek bir yerimizi acıtır mıyız?  
Ö9: Eweet.  
Ö10: Yorucu  
E: Neden? yokuş çıkıyoruz ondan mı yorucu?  
Ö10: Evet  
E: Tamam. Aynı yoldan mı geliyorsunuz peki?  
Ö8: Hayır  
E: Hayır ama ikisi de yokuş?  
Ö8: Evet  
E: Başka hangi yoldan?  
Ö4: Bir tane kestirme var o yoldan ama öğretmenler izin vermiyor.  
E: Neden izin vermiyorlar, tehlikeli olabilir mi?  
Evet  
E: Sen nereden geliyorsun?  
Ö2: Benim geldiğim yol siyah asfalt bir yol. Yokuşlu değil de tam inmeli çıkmalı kıvrımlı bir yol.  
E: Kıvrımlı.. güzel  
Ö11: Dağlık yol  
E: Yani nasıl.. dağlık? Etrafında mı dağları görüyorsun, yoksa dağdan inip çıkıyor musun?  
Ö11: Dağdan inip çıkıyorum  
E: Peki araçla gelen var mı? Herkes mi araçla?  
Ö3: Ben araçla gelmiyorum.  
E: Tamam. Peki başka bir soru soruyorum. Hiç dikkat ettiniz mi gelirken kaç tane ağaç var?  
ÖX: 100 tane  
ÖX: 35 tane  
ÖX: 20'den fazla  
E: 100 tane mi, 20 tane mi?  
ÖX: 20-35  
ÖX: 50  
E: Kaç tane var?  
ÖX: Baya  
E: Baya ne kadar?  
ÖX: 150  
ÖX: 37  
E: Kaç tane var?  
ÖX: 105

Ö3: Ben gelirken hep iki ağaç görüyorum  
E: İki? Gerçekten mi? Nereden geliyosun?  
Ö3: Şurdan  
E: Hemen arkada mı ev?  
Ö3: Evet  
ÖX: Ben biliyom milyon  
E: Milyon tane? Kaç tane görüyosun?  
Ö12: Baya var yani 100'den fazla.  
E: Peki hiç düşündünüz mü hiç ağaç görmeden okula giden birileri olabilir mi?  
Ö3: Gördüm ben  
E: Var mı?  
Ö7: Evet ben ...den geliyorum bazı okullarda hiç ağaç yok.  
E: Ağaç olması güzel bir şey mi peki okulda?  
Eveeeet  
E: Hayır diyen var mı?  
ÖX: Ağaç olmaması çok kötü bir şey.  
E: Neden peki ağaç olması güzel? Söyle.  
Ö13: Bize oksijen veriyor.  
E: Başka?  
Ö14: Ağaç olması çok güzel çünkü ağaç bize temiz hava sağlıyor  
E: Evet  
ÖX: Dut ağaçları var onları çok seviyorum.  
E: Çok güzel dut ağaçlarından dut yiyebiliyoruz. Söyle.  
Ö15: mmm.. Havaya hem renk veriyor hem de bizim defter ve kitabımızı ağaçlar sağlıyor.  
E: Evet o da güzel.  
Ö6: Çünkü bitki  
E: Bitki olması neden güzel? Yine oksijen veriyor değil mi?. Aslında bir de böyle görüntü olarak da güzel şeyler yaprakları var meyveleri var  
Ö6: Yani şeyy güzelleştiriyor.  
E: Evet yani okulumuzda ağaç olmasını istiyoruz değil mi?  
Evet istiyoruz.  
Ebru: Bir de ağaç olmasa çok sıcak olur mu o yoldan yürürken?  
Ö5: Evet bir de toprak kayması olur.  
Ebru: Yani gölge yapıyor değil mi?  
Evettt  
E: Bu soruyu geçiyorum. Var mı başka bir şey söylemek isteyen?  
Ö1: Öğretmenim ağaçlar çok güzel çünkü onlar oksijen alıp oksijen veriyor biz onlara karbondioksit veriyoruz.  
E: Tamam başka bir soruya geçiyorum. Okulumuzu nasıl tarif ediyoruz? Okulumuzdan memnun muyuz?  
Evettt  
E: Nasıl bir okulumuz var?  
Ö5: Güzel ve lambalı rengi beyaz tahtası var  
E: Tamam bunlar var ama neden güzel sen beyaz rengi mi seviyorsun?  
Ö5: Hayır mavi ve sarı olmasını isterdim bir de kırmızı  
E: Rengarenk mi olmasını?  
Ö2: Okulumuz güzel ama yollarda taşlar olduğu için yollarda yağmurdan sonra sular birikebiliyor sular biriktiği zaman da ıslanabiliyoruz.  
E: Evet söyle  
Ö13: Önceden öğrenciler kapılarımızı kırıp gitmişler kapılar çok sorun  
E: O zaman aslında biz de şimdi güzel bakmalıyız okulumuza değil mi? Okulumuza dikkat etmeliyiz kirlenmemeliyiz kırmamalıyız ki bizden sonrakiler de kullanabilsin. Başka?  
Ö7: Ben okuduğum okulundan çok memnunum tek yerlerde otlarla kaplı olsun, çünkü her gün bazı kişiler düşüyor ve acıyor bu yüzden yerler otla kaplı olsa daha iyi olur.  
Ö14: Bence de yerler otla kaplı olsun. Okulumuzda bazı öğrenciler maç oynuyor onlar maç oynarken topa basabiliyorlar düşebiliyorlar. yani acıyor bir yerleri yani bence de çimenli olsaydı yollar iyi olurdu.  
E: Sen söyle  
Ö16: Okul büyük olsun  
E: Peki büyük olması iyi bir şey mi?  
Ö16: Hayır  
E: Küçük mü olsun? Büyük mu olsun?

Ö16: Büyük olsun.  
E: İyi bir şey mi büyük olması? Peki mesela bu ağaçların yerinde de binalar mı olsun?  
mmmm hayır.  
E: Hayır.. nasıl.. sınıflarımız mı büyük olsun?  
Ö16: Bütün evler büyük olsun.  
E: Ev var mı ama burada? Yok değil mi?. Bunlara bina diyoruz sınıf diyoruz. Sınıflar daha büyük olsun mu?  
Evet. Olsun.  
E: Peki ne olmasını isterdik başka okulda?  
Ö5: Okulda şey.. bir sürü kaleler gerçek kaleler eldivenler kıyafetler olmasını isterdim.  
Ö17: Onun gerçek adını söyle.  
E: Söyle sen söyle.  
Ö17: Futbol sahası.  
E: Futbol sahası.. güzel başka?  
Ö18: Voleybol için basketbol için futbol için onlar için sahalar olmasını isterdim.  
E: Hangi sporu yapıyorsunuz mesela? Siz futbol oynuyosunuz değil mi?  
ÖX: Basketbol voleybol her hangi bir oyun oynarız okulda  
E: Siz ne oynuyorsunuz?  
Ö1: Öğretmenim ben basketbol oynuyorum kano sürüyorum kick boxa gidiyorum.  
E: Süper sen?  
Ö19: Rugby oynuyoruz futbol oynuyoruz voleybol basketbol hepsini oynuyoruz  
E: Tenis oynayan var mı?  
Evet  
E: Masa tenisi oynayan var mı?  
Ben  
E: Yüzen var mı?  
Ben  
Ben  
Ben  
E: Yüzmeyen var mı?  
Yüzüyoruz  
Ben yüzüyorum.  
E: Peki okulumuzda böyle hiç sevmediğimiz bir şey var mı? Keşke olmasaydı okulumuzda dediğimiz?  
Ö6: Şey neydi..  
E: Sen söyle neydi?  
ÖX: Yazı yazmasaydık.  
E: Derslerle ilgili değil ama  
ÖX: Dersler yararlı  
Ö9: Yemekler kötü olmasaydı  
E: Aaa.. Peki kim yemek yiyor okulda?  
Hepimiz.  
E: Öğlen yemekleri kim yiyor yemekhanede?  
Ö20: Ben öğlen yemeği de yiyorum bazen burda da yiyorum.  
ÖX: Ben eve gidiyorum.  
E: Yemekler nasıl güzel mi?  
Evet  
Hayır  
E: Kimler memnun değil yemeklerden?  
ÖX: Bir kişi  
E: Nasıl bir yerde yemek yiyorsunuz paki? Öğlen burda yemeği nasıl yiyorsunuz?  
Ö21: Yemeğimizi yukarı binada bir sınıfta yiyoruz.  
E: Bir sınıfta yiyorsunuz. Aslında sınıfta yemek yemek biraz can sıkıcı değil mi?  
Ö22: Okulumuzda yemekhane olsa güzel olurdu.  
E: Evet söyle  
Ö7: Benim okulda memnun olmadığım şey binaların pembe olması  
E: Peki ne renk olsaydı?  
Ö7: Bence şu yukarı gibi beyaz olsaydı daha iyi olurdu.  
E: Neden ama bak çok kirli görünüyor beyazlar.  
ÖX: Siyah beyaz olsun.  
Ö7: O zaman bir renk seçerek kızlar için bir renk olmasın erkekler için de bir renk olmasın.



E: Ortak karar verilen bir renk mi?  
Ö7: Ortak bir renk iyi olur.  
Ö23: Mesela mavi.  
E: Neden mavi olsun?  
Ö23: Güzel.  
E: Sen seviyorsun maviyi. Sen söyle  
Ö6: Sarı lacivert  
E: Peki başka bir şey soracağım. Bahçede en çok nereyi seviyoruz? Söyle  
Ö12: Bahçenin geniş olması  
Ö2: Gölge olan alanlarını  
E: Nereler gölge?  
Ö2: Yan tarafta ağaçların altı olan yerler gölge. arka taraf gölge.  
E: O zaman ağaçların bir özelliği daha çıktı, gölge yapıyorlar.  
Ö6: Onu ben diyecektim  
Ö11: Futbol sahası  
E: Nerede futbol sahası?  
Ö7: Öğretmenim o basketbol sahası  
Öğretmen: Spor sahası diyelim oraya  
E: Spor sahası evet.  
Ö7: En sevdiğim yer basketbol sahası  
E: Basketbol sahası. başka?  
Ö24: ..... siyah beyaz olsun çünkü beyaz kızlar için siyah erkekler için  
E: Neden öyle?  
Ö7: Çünkü beşiktaş tutuyor.  
E: Ben siyahı seviyorum ama  
Ö24: O zaman erkekler beyaz kızlar siyah olsun  
E: Peki bahçede ağaçların etrafına gidebiliyor musunuz?  
Hayir.  
ÖX: İzin alarak  
ÖX: Yasak  
E: İzin alarak gidebiliyorsunuz değil mi?  
Peki gidip oynayabiliyor olsaydınız orda, böyle oyun alanları olsaydı, orası bahçenin sevdiğiniz bir köşesi olur muydu?  
Evet  
E: Son bir soru soracağım: Okulunuzda mimarsınız veya tasarımcısınız ve bir şey ekleme şansınız var. Bir şey koyacaksınız okula. Nereye koymak isterdiniz ve nasıl bir şey yapmak isterdiniz?  
Ö5: Ben şey.. Güzel makinalı bir top isterdim uzaktan kumandalı ve onu şey, maç sahasına koyardım  
E: Ne olacaktı o? Nasıl bir oyuncak o?  
Ö5: Şey ee.. Demirden bir top olacaktı bir de demirden bir basket topu uzaktan kumandalı isterdim  
E: Sonra ne yapıcak? Kafamıza gelirse ne olcak o?  
Ö5: Ama onu kontrol edebiliyorum uzaktan kumandası var.  
E: Neden top o zaman helikopter olsun. Top mu? Makineli demir top..  
Ö6: Uzaktan kumandalı kartal  
E: Başka?  
Ö11: Futbol sahası  
E: Başka?  
Ö24: Öğretmenim ben okulu yukarıya taşırdım burayı tamamen futbol sahası yapardım.  
E: Ama bak yokuş istemiyolar o zaman yokuş olurdu  
Ö24: Öğretmenim o yokuşu kaldırıp şey kaydırak gibi bir şey yapardım öğretmenim aşağı inerlerdi spor yaparlardı. Spor Sahası olurdu.  
E: Olabilir. Güzel  
Ö15: Ben okul bahçesinin bir tarafını yemekhane yapardım, orada da işte yemek yerdik  
E: Tamam söyle.  
Ö4: Ben aqua park yapmak isterdim.  
E: Aqua park.. sen?  
ÖX: Ben de aqua park söyleyecektim.  
E: Sen  
Ö22: Ben yemekhane yapardım kantinimizin yanına sandalyeler dizerek yapabiliirdim.  
E: Kantinin yanına mı? Kantinin yanında olması iyi bir şey o zaman? Neden istiyorsun kantinin yanında olmasını?

Ö22: Öğretmenim şimdi yemekleri orda yeriz. Orda kantinci herkese verir sandalyelerde  
E: Bazıları kantinde yiyor, bazıları yemekhanede yiyor, onlar birlikte yiyebilirlerdi değil mi? Tamam söyle  
Ö8: Okulun arkasına kapalı spor sahası olmasını istedim.  
E: Peki bu futbol sahası düşünüyorsunuz bir yerlerinizi acıtıyor onun dışında peki ama futbol oynuyorsunuz değil mi? futbol oynamayı seviyorsunuz?  
Eveet..  
E: Söyle  
Ö1: Öğretmenim ben arka bahçede bir ev daha yapardım oranın içinde de bir kütüphane olurdu.  
E: Kütüphane.. güzel. kütüphane istiyorsun. peki var mı şu anda?  
Ö1: Şimdilik bir tane var sekizinci sınıfta  
E: Peki gidiyor muyuz kütüphaneye? Pek gitmiyor muyuz?  
Ö1: Ben gidiyorum. Kitap satın alıyorum.  
E: Satın mı alıyorsun ödünç mü alıyorsun?  
Ö1: Hayır dışardan satın alarak geliyorum.  
E: Tamam söyle  
Ö5: Ben gözcü robot istedim  
E: Süper sen çok güzel oyuncaklar istiyorsun.  
Ö5: Şey eğer okulumuza hırsız girdiyse bi tane gözcü robot yapardım iki tane daha istedim o da hırsız yakalardı.  
E: Peki hırsız geliyor mu okula?  
Hayır  
Ö5: Gelirse yakalarlar.  
Ö14: Elektrikli bir projeksiyon yapardım birisinin her dediğini açar, kendisi yani kumanda kullanmadan yani şey internete gir dediğinde internete girer  
E: Ama çok güzel şeyler istiyorsunuz hepiniz. Şimdi bir oyun oynayacağız.  
Heeeyyy  
E: Şimdi herkes sessiz olup parmakla söz alsın yine tamam mı? Burdan bir takım şeyler göstereceğiz size ve tahmin etmenizi isteyeceğiz. Tamam mı? Tahmin oyunu bu. Ne aklınıza gelirse söyleyebilirsiniz. Ne olabileceğini çevresinde ne olabileceğini soruyoruz tamam mı? Herkes görüyor mu?  
Eveett  
E: Evet söyle  
Ö7: Bir zebra olabilir.  
E: Sen söyle.  
Ö8: Yol olabilir.  
E: Aynı şeyleri söylemeyelim.  
Ö11: Beyaz atlı prens.  
E: Beyaz atlı prensin neresi?  
Ö11: Atı  
E: Atı.. güzel. ama o zebra mı o zaman?  
Ö11: Zebra olsun.  
Ö5: Zebradan heykel.  
E: Heykel olabilir, güzel. Söyle.  
Ö1: Öğretmenim hani koltukları kaplıyorlar ya  
E: Kumaş?  
Ö1: Kumaş olabilir.  
Ö21: Ayakkabı olabilir  
E: Peki çevresinde ne olabilir sizce bunun? Böyle bir yer olabilir mi burası?  
Evet  
ÖX: Bir uzaya çizilmiş üç tane beyaz çizgi  
E: Çok geometrik oldu bu.  
Ö26: Bir mağazanın yerindeki fayans  
E: Evet. bakalım neymiş?  
ÖX: Pasta  
ÖX: Pasta mı?  
Ö5: Bu ne ya?  
E: Şimdi yol diyenler.. Bir yol olabilir değil mi bu? Üstünde yürüyor çünkü çocuk. Ama bazı böyle yükseltiler var bakın.  
Ö7: Bisiklet  
Ö5: Küçük bir yer dersek daha iyi olur

E: Başka birine geçiyoruz şimdi. Bu nedir sizce?  
Ö7: Bazı yerlerde tırmanma duvarları vardır. Tırmandığı duvarları olabilir  
E: Olabilir. Söyle  
Ö8: Uzay gemisi olabilir.  
E: Olabilir.  
Ö1: Tırmanma rampası  
Ö27: Ev olabilir  
E: Evin neresi olabilir?  
Ö27: Çatısı olabilir  
E: Olabilir.Söyle  
Ö6: Deprem gibi geliyor bana.  
E: Deprem gibi.. kırılmış gibi mi onun için mi?  
E: Bir bakalım neymiş?  
ÖX: Heykel öğretmenim.  
E: Neymiş.. üstüne çıkılacak üstünde yürünebilecek oturulabilinecek bir yer. Tırmanılabiliyor da.  
Arda: Evet evet. İlk başta doğru cevap geldi zaten  
Ö1: Öğretmenim bizim dediklerimiz doğru mu?  
E: Doğru tabii hepsi doğru. Başka bir tane, az öncekine benziyor değil mi?  
ÖX: Gezegen  
Ö11: Yol  
Ö2: Top.. top ya da limon  
E: Bakalım neymiş.. Az önceki gördüğümüz yolun aslında bir başka fotoğrafı  
Evet  
E: Nasıl bir yer olduğunu az çok anladık herhalde değil mi?  
Evet  
Ö5: Nasıl yürüyolar ben onu anlamadım  
Arda: İnip çıkabiliyorlar değil mi? Bir yukarı çıkıyorlar bir aşağı iniyorlar.  
ÖX: Çok eğlenceli  
E: Eğlenceli mi?  
Ö5: Nasıl yürüyorlar?  
E: Böyle.. Bu ne olabilir?  
Ö14: Kay kay  
Ö6: Kaydırak  
E: Kaydırdan başka ne olabilir?  
Ö21: Ev ağacı  
E: Ağaç ev mi? Başka ne olabilir?  
Ö9: Merdiven olabilir  
E: Peki sizce yüksekte mi alçakta mı bu yer?  
Yüksekte  
E: Nereden anladınız yüksek olduğunu?  
Ağaçtan  
E: Ağaç mı çok yüksek?  
Evet  
E: Bu ne olabilir?  
Ö5: Kaydırağa tırmanıyor olabilir  
E: Ne olabilir?  
Ö8: Kız kayığa binmiş olabilir  
E: Ne olabilir?  
Ö7: Kız çatıda yürüyor  
E: Neymiş bakalım  
Neee oyunmuş  
E: Nasıl bir şeymiş?  
ÖX: Salıncak  
Ö6: Çok eğlenceli  
E: Eğlenceli mi?  
Evet  
Ö1: Çok isterdim ben  
E: Bu ne olabilir  
Arda: Nereye zıplıyor bu çocuk?  
Ö3: Kuma

Ağaçtan aşağıya atlıyor  
E: Yumuşak bir yer mi burası?  
Evet  
Ö28: Ağaçtan aşağı atlıyor  
E: Ağaçtan aşağıya.. Başka ne olabilir?  
Ö9: Trambolinden atlıyor olabilir  
E: Bakalım nereye zıplıyor?  
ÖX: Aaaa ben ona bindim  
ÖX: Ben de ona bindim  
E: Nasıl bir şey? Zıplıyor musun yoksa tırmanıyor musun?  
ÖX: İkisi de  
ÖX: Normal yürüyorsun  
Ebru: Nerede bindiniz?  
Öğretmen: Bir tane oyun parkı  
E: Bu çocuklar nasıl bir yerde? Nerede yürüyorlar?  
ÖX: Ben göremiyorum  
ÖX: Deniz  
Ö23: Köprüde  
E: Köprüde evet. nasıl bir köprü olabilir?  
Ö26: Şöyle  
E: Nasıl yani eğimli bir köprü.. Nasıl olabilir?  
Ö15: Gemi olabilir.  
E: Neden gemi? Yerdeki şeyden dolayı mı?  
ÖX: Deniz kenarı mı?  
E: Ne olabilir?  
Ö14: Üst geçit  
E: Bakalım  
Ö1: Köprü işte doğru  
ÖX: Evet. ben bildim.  
E: Nasılmış peki?  
ÖX: Kıvrımlı  
Ö14: Üst geçit  
E: Evet doğru. Peki ama nasıl?  
ÖX: Kat kat  
E: Evet doğru kat kat. Bu çocuklar nerede oturuyorlar?  
ÖX: Her yerde oturuyor olabilir.  
Ö9: Bir evde oturabilirler  
E: Bir oda gibi mi?  
Ö9: Hı hı.  
E: Nasıl?  
Ö: Yatak yastığı  
Ö5: Akrobatlık yapıyorlar  
ÖX: Bir tırmanma yerinin ortasındaki yuvarlak yerde duruyorlar veya bir heykelin gözünde  
E: Bir heykelin gözünde.  
ÖX: Tırmanma yeri  
E: Nasıl bir yermiş? Bir duvar değil mi burası? Bakın bunlar böyle tırmanma yeri gibi. Bunlar böyle oyuklar, buraya da böyle ayaklarımızı koyabiliyoruz ve tırmanabiliyoruz. Geçiyorum. Nereye gidiyor bu çocuk?  
ÖX: Ağaç evine  
E: Nereye gidiyor?  
ÖX: Kafese  
E: Nereye gidiyor?  
ÖX: Şey eve balkona  
E: Bakalım nereye gidiyormuş?  
Aaaaa  
ÖX: Ağaç ev  
E: Nasıl buldunuz?  
Evet çok güzel  
E: Bakın başka bir fotoğrafı da var bunun, bu nasıl bir şey?  
ÖX: İğrenç

E: İğrenç? Beğenmedin mi bunu?  
ÖX: Hayır, böyle şişmiş gibi  
E: Şişmiş.. nasıl bir şey?  
ÖX: Şey bizim birine benziyor  
E: Peki rengi nasıl?  
E: Kırmızı  
E: Nasıl bir yer olabilir?  
ÖX: Öğretmenim bir halı olabilir. Hani şöyle ipe çekme yarışları yapılır ya öyle  
E: Nasıl olabilir?  
ÖX: Böyle köprüden çıkmış gibi şey olabilir  
E: Bakalım neymiş?  
ÖX: Halı  
ÖX: Halı  
ÖX: Kırmızı halı  
E: Renkli bu değil mi? Ne olabilir?  
ÖX: Müzik aleti  
E: Müzik aleti olabilir. Ne olabilir?  
ÖX: Kitaplıktaki kitaplar olabilir  
E: Olabilir ne olabilir?  
ÖX: Kütüphanede duran kitaplar olabilir  
E: Tamam onu söyledi. Başka ne olabilir?  
ÖX: Öğretmenim camlara takıyor çektin mi açılıyor onlar olabilir  
E: Panjur gibi  
Arda: Panjur evet jaluzi gibi  
E: Bakalım kim yaklaşmış en çok?  
ÖX: Eeee kitap  
ÖX: Kitaplar  
ÖX: Kitaplık  
Arda: O kadar büyük kitap olur mu?  
E: Aslında bakın bu bir duvar değil mi?  
ÖX: Evet içinde de kitaplar  
E: Bu böyle dönen renkli renkli bir şeyler  
Öğretmen: Arkasında ne var bunlar dönüyor ama? Arkası cam mı?  
E: Binanın bir duvarı böyle güneş kırıcılardan oluşuyor  
ÖX: Çok güzel  
E: Güzel mi  
ÖX: Evet  
E: Nasıl bir şey bu?  
ÖX: Bebeğin odası  
E: Ne olabilir?  
ÖX: Oyuncak oda  
ÖX: Oyun evi  
ÖX: Oyuncak odası  
ÖX: Bu ne ya?  
ÖX: Ev  
E: Ev mi? Burası bir ev mi?  
ÖX: Hayır  
ÖX: Garaj  
ÖX: Burası bir koridor  
E: Okul mu?  
ÖX: Hayır  
ÖX: Binanın girişi olabilir  
E: Bu ne olabilir?  
ÖX: Garaj  
ÖX: Çit  
E: Ne olabilir?  
ÖX: Evin kaplanmış hali  
E: Bakalım  
ÖX: Aaaa çit.  
E: Okulumuz renkli olsun diyordunuz ya mesela böyle bir şey olabilir mi?

ÖX: Evet  
ÖX: Bence önceki daha güzeldi  
E: Bu ne olabilir?  
ÖX: Bu da bir ev  
E: Nasıl bir yerde duruyor?  
ÖX: Şey oyun parkı  
E: Başka?  
ÖX: Tenis sahası  
ÖX: Bahçe  
E: Mesela burası bir toplantı salonu olamaz mı?  
ÖX: Hayır  
ÖX: Evet  
ÖX: Olabilir  
ÖX: Olabilir  
ÖX: Çocuk toplantı salonu olabilir belki  
E: Çocuk toplantı salonu olabilir.. Çocuk toplantı salonu nasıl bir yer?  
ÖX: Böyle biraz daha eğlenceli. Çocuklar arasında büyüklerin duymayacağı şeyler  
E: Çocuk kulübü gibi bir şey. Biz gelebilir miyiz peki?  
ÖX: Hayır  
ÖX: Özel bir şey  
ÖX: Bence evet  
ÖX: Bence de evet  
ÖX: İş yeri olabilir mi? İş yerinin kapısı  
E: Nasıl pencereler bunlar?  
ÖX: Rengarenk  
E: Kim sarı lacivert istiyordu? Sarı mavi istiyodu?  
ÖX: Ben  
ÖX: Ben  
ÖX: Herkes fenerbahçeli vay be  
E: Nasıl bir yermiş burası? Aslında çocuk kulübü olmaya müsait değil mi? Olabilir yani?  
ÖX: Evet doğru  
E: Peki yerleri nasıl? Yerleri yumuşak mı sizce?  
ÖX: Evet yumuşak  
E: Peki üstü nasıl?  
ÖX: Cam  
E: Cam gibi ama file  
Arda: Açık yani  
E: Büyük mü?  
ÖX: Evet  
E: Küçük mü?  
ÖX: Hayır  
ÖX: Değil  
ÖX: Ortadaki neydi?  
E: Çocuk koşarken çekilmiş o  
ÖX: Nasıl bir şey ya ayağı sanki havada gibi  
E: Nasıl?  
ÖX: Baca gibi  
ÖX: Evin penceresi  
E: Evet  
ÖX: Ben de aynısını söyleyecektim  
E: Neresi?  
ÖX: Bir binanın penceresi  
E: Nasıl bir pencere?  
ÖX: Yemekhane  
E: Peki bu pencere bizim okulumuzdaki pencereler gibi mi?  
ÖX: Hayır  
E: Nerenin penceresi gibi?  
ÖX: Deponun penceresi gibi  
ÖX: Anaokulunun  
E: Bakalım bakalım.. Bu nedir?

ÖX: Duvar  
ÖX: Kapı da olabilir  
ÖX: Kale kale  
E: Neresi? Söyle  
ÖX: İçinde ışıklar var  
ÖX: Hazine yeri olabilir  
E: Bakalım neresi? Böyle bir bina  
ÖX: Okul  
E: Okul olmayabilir  
ÖX: Bence de  
ÖX: Okul okul  
E: Tamam az kaldı. Bu ne?  
ÖX: Şey hani vagonlar olurdu ya eskiden hayvanların taşıdığı şeyde vardı bir tane film. Madagaskar'da!  
E: Tamam ne olabilir?  
ÖX: Bina  
E: Ne olabilir bakalım.  
ÖX: Okul  
ÖX: Ev  
E: Neymiş? Ne olduğunu bilmiyoruz ama böyle bir bina  
ÖX: Villa  
ÖX: Hayir villa değil  
E: Ev dışında bir şey söyleyen var mı?  
ÖX: Duvar  
ÖX: Olsa olsa çok küçük bi ev olur çünkü suraya dikkatli bakarsanız bir kaç çocuk var  
E: Küçük bir ev olabilir ama bak ne kadar yüksek kaç insan boyunda bak  
ÖX: Zaten penceresi bir ev kadar  
ÖX: Normalden biraz daha küçük  
E: Bakalım  
ÖX: Bir okul  
E: Bir okul bahçesiymiş değil mi?  
ÖX: Labirent  
ÖX: Kale  
ÖX: Kay kay sürme alanı  
E: Bakalım neymiş?  
ÖX: Park park  
ÖX: Marmaris parkı  
ÖX: Ben bunu görmüştüm Marmaris'te  
E: Marmaris'te.. Nasıl bir yerd?  
ÖX: Güzel  
E: Yerde ne var peki?  
ÖX: Sek sek  
ÖX: Sayılar  
E: Sizin okulunuzda var mı sek sek?  
ÖX: Evet  
ÖX: Kendimiz çizebiliyoruz.  
ÖX: Kendimiz çizip atlıyoruz öğretmenim  
ÖX: Taş atıyoruz  
E: Buna bakalım. Pencereleer nasıl?  
ÖX: Rengarenk  
E: Ne renk? Rengarenk değil herhalde?  
ÖX: Gri  
E: Bakalım  
ÖX: Aaaa oyun  
ÖX: Çok güzel ya  
E: Neden güzel?  
ÖX: Çünkü tahtadan yapılmış renkleri güzel ve içi güzel gözüken bir binadır  
E: Tamam bu son. Nasıl bir yer burası?  
ÖX: Şey... Merdiven labirent gibi bir şey mi?  
E: Nasıl bir yer?  
ÖX: Evin çatısı olabilir

E: Evin çatısı olabilir, nasıl bir yer?

ÖX: Oyun alanı olabilir

E: Olabilir. Bakalım neymiş?

ÖX: Oyun alanı

E: Bu son görselimizdi. Ne düşünüyoruz peki şimdi?

ÖX: Hepsi güzel

E: Güzel olmaya dabilir. Kötü olan yok muydu?

ÖX: Çok güzel. Bunları yaparken size yardım etmeyi ben çok isterim

E: Ama biz bunları buraya yapmayacağız. Biz buraya kendimiz başka bir şey yapacağız, ama bir fikrimiz olacak değil mi artık? Mesela bu köşeye şöyle bir şey yapabiliriz bu köşeye şöyle bir şey yapabiliriz diye bir fikrimiz olabilir değil mi? Artık daha çok fikrimiz var mı?

ÖX: Belki şu köşeye park yaparız.

E: Hepsini konuşacağız. Ben hepinize teşekkür ediyorum.

ÖX: Biz de

E: Bir şey sormak isterseniz öğretmenleriniz burada, daha sonra da bize ulaşabilirsiniz öğretmenlerinize sorarak. tamam mı?

ÖX: Teşekkür ediyoruz.

ÖX: Teşekkür ederiz.