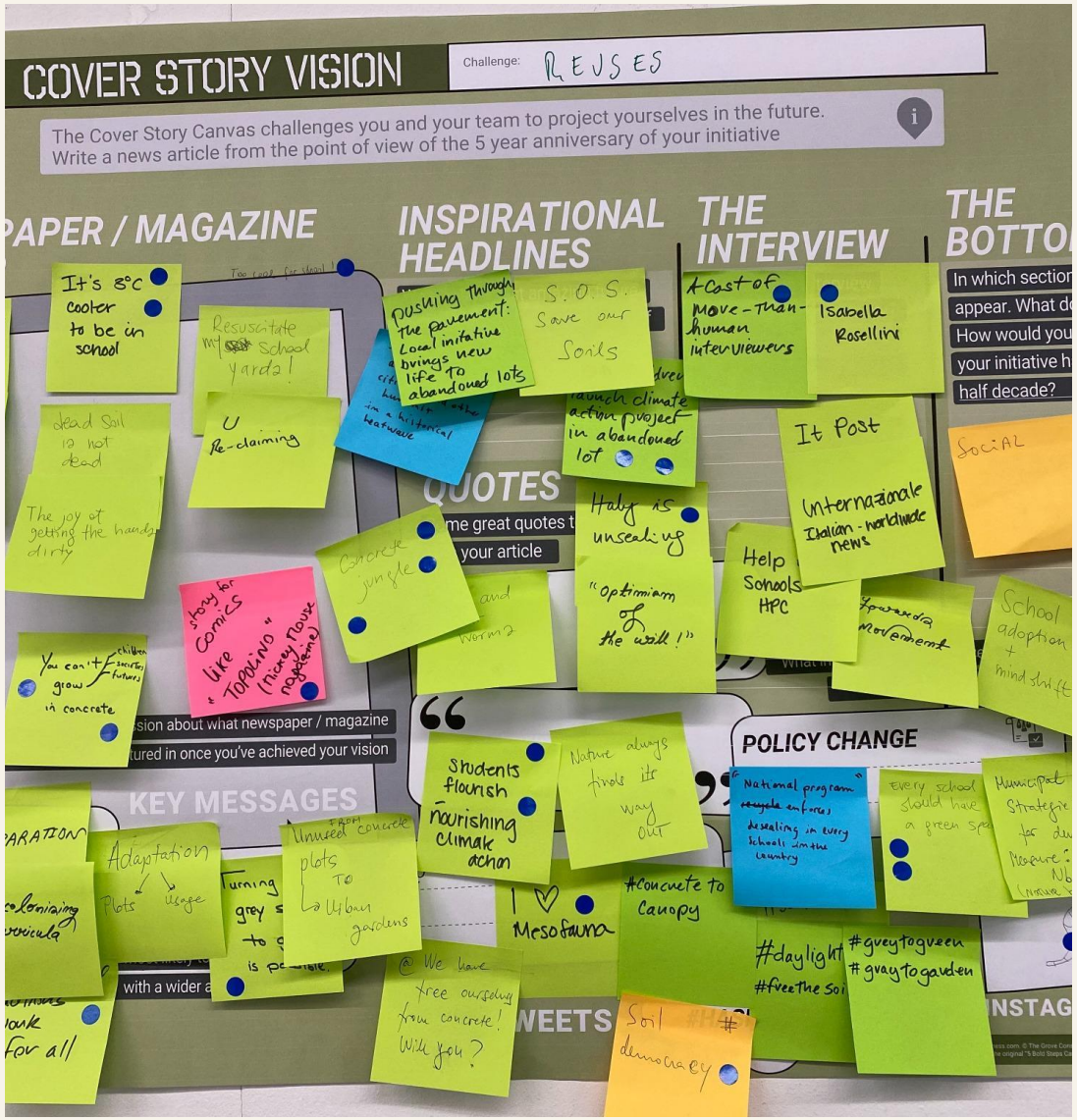
REUSES

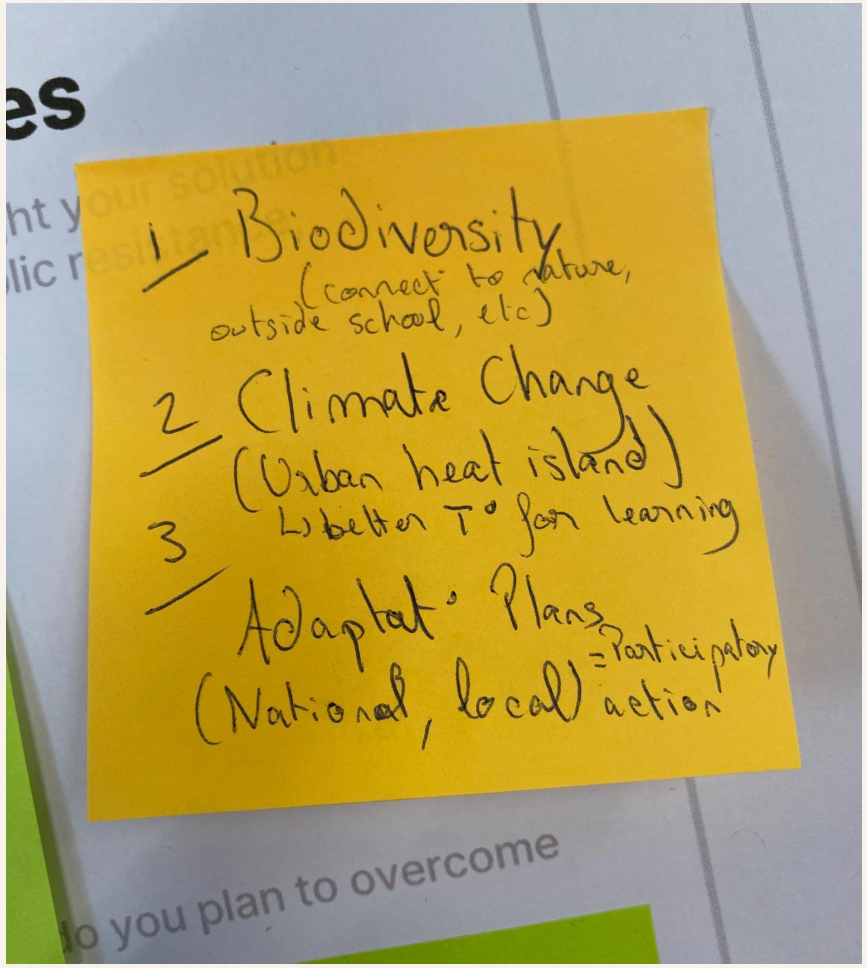
Bootcamp 2 Summary & Next Steps

Reclaiming Urban Sealed Soils for Ecosystem Services

Focus: a grant-funded knowledge product that translates Sara’s scientific research into classroom-ready materials and policy-facing communication.



The core shift after Bootcamp 2



Before the bootcamp	After the bootcamp
A broad challenge: reclaim urban sealed soils and connect to biodiversity, heat and climate adaptation.	A concrete product: translate scientific research into a knowledge product for educators and policy makers.
Focus on possible physical interventions in schoolyards or abandoned lots.	Focus on classroom-ready tools, policy briefings, visual explainers and pilot activities that can guide future interventions.
Many possible audiences.	Two primary audiences: educators/classrooms + municipalities/policy makers.

Working statement

REUSES will make scientific knowledge on sealed urban soils accessible, actionable and persuasive: usable in classrooms while also helping policy makers understand why unsealing matters.

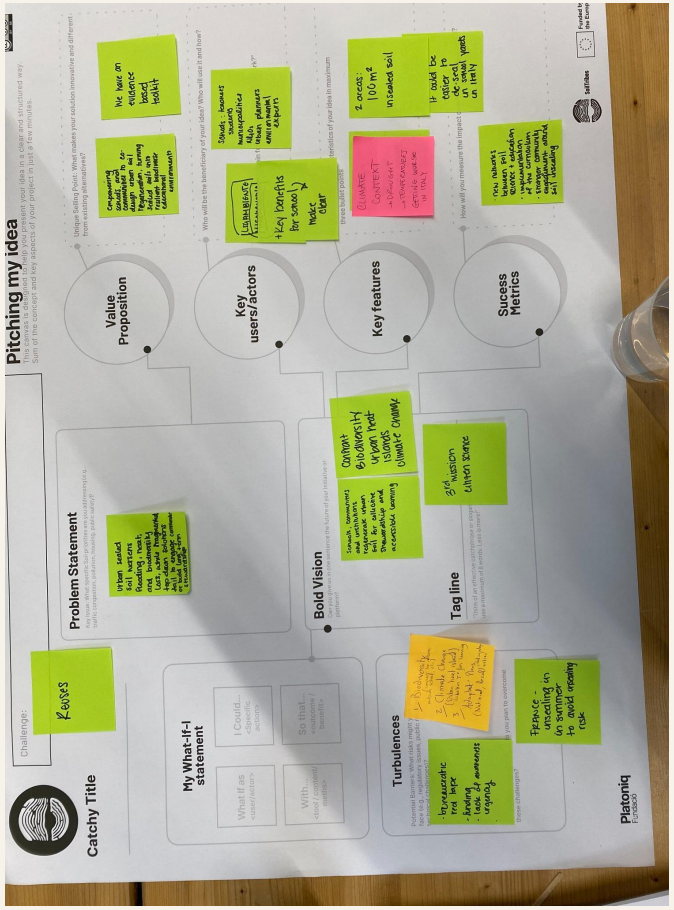
Bootcamp journey: what each activity contributed

Activity	Contribution to REUSES
Pitching my idea	Clarified the problem: sealed soils, schools, heat, biodiversity and public learning.
MVE prototyping	Moved from physical intervention to knowledge product: tools, activities, policy communication.
Three Voices	Balanced children/teachers, soil/ecologies, and research/data.
Cover Story Vision	Created a public narrative: schools as climate-action spaces.
Alt financing	Defined value: education + climate adaptation + public benefit.
Failure Forecast	Named risks: bureaucracy, school priorities, weak evidence translation, limited funds.
Tree of Agreements	Anchored the project in care, fair share, democratic decisions and nature-based solutions.
Backlog	Turned insights into tasks, owners and timelines.

Key insights captured from post-its

Direct quotes and themes from the working canvases

Theme	Post-it insights / direct quotes
Problem	“Urban sealed soil worsens climate change and biodiversity loss” · “urban heat island”
Education	“better T° for learning” · “Every school should have a green space”
Connection	“Re-connect with relationships: land, ecologies, people, plant, animal, histories”
Public narrative	“Turning grey spaces to green is possible” · “Schools rooted in climate action”
Knowledge translation	“Translate scientific data into civil language” · “tool kit for teachers” · “policy maker booklet”
Implementation	“Compiling knowledge on unsealing of school ground” · “Outdoor classroom day in May”



The grant focus: a dual-use knowledge product

EDUCATORS

Scientific research on urban sealed soils

POLICY MAKERS

Classroom side	Policy side
Teacher toolkit with lesson plans, outdoor activities and soil literacy prompts.	Policy booklet explaining ecosystem services, heat, biodiversity and why unsealing matters.
Visual explainers, worksheets, observation sheets and child-friendly activities.	Evidence summaries, municipal arguments, case examples and recommendations.
Can be implemented in classrooms and schoolyards.	Can support advocacy, municipal meetings and climate-adaptation planning.

Design principle

The same science should travel in two directions: into classroom practice and into policy decisions.

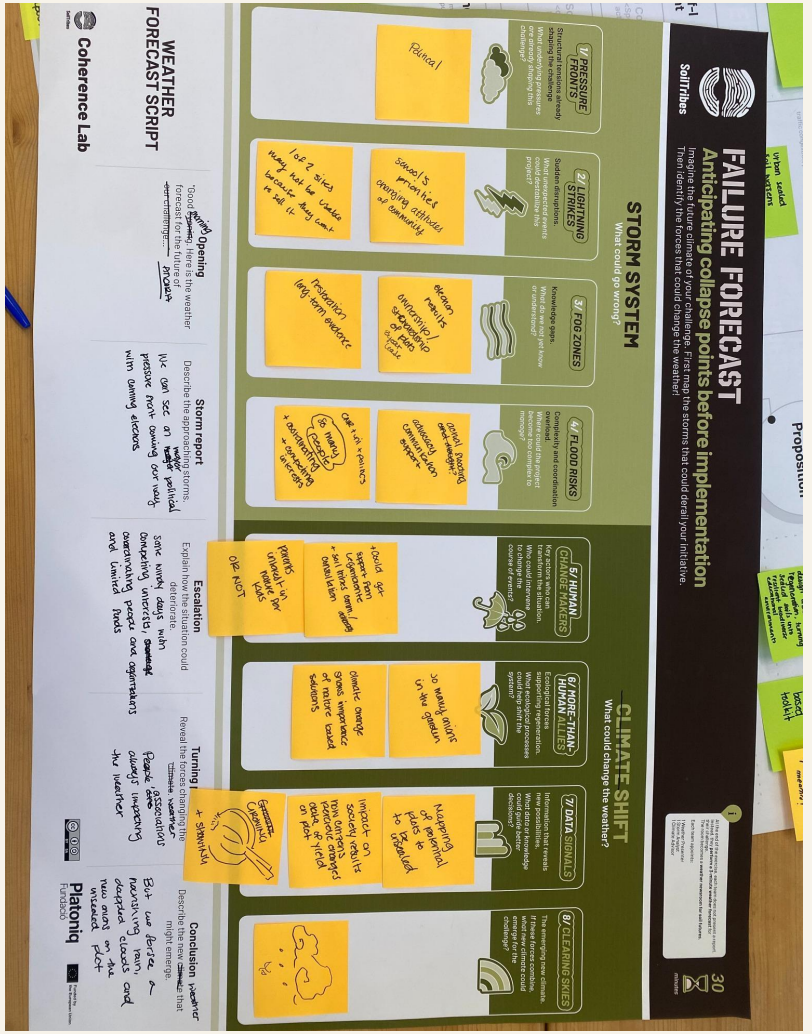
Agreements to carry forward

Layer	Agreement
Roots	Care, people care, fair share, soil literacy, nature-based solutions, democratic and informed decisions.
Trunk	Use shared language: unsealing, urban heat island, soil literacy, school grounds, ecosystem services.
Branches	Combine classroom activities, stakeholder mapping, policy communication and accessible research.
Leaves	Create a teacher toolkit, policy booklet, outdoor classroom activity, visual explainers and grant/funding pathway.

Direct quotes: “Nature-based solutions in urban areas” · “Community + land” · “Democratic decisions informed” · “Kids!!”

Failure Forecast: risks to design around

Risk area	What could go wrong	Response
School priorities	Schools may have limited time or changing commitments.	Make materials modular and easy to adopt.
Policy uptake	Policy makers may see soil as too technical or secondary.	Use clear evidence, visuals and climate-adaptation framing.
Knowledge gap	Research may remain inaccessible to non-experts.	Translate data into civil language and classroom activities.
Resources	Limited funding, maintenance and coordination capacity.	Start with a small product + pilot; seek grants and partners.
Complexity	Too many actors can slow the process.	Define roles, timeline and first action clearly.

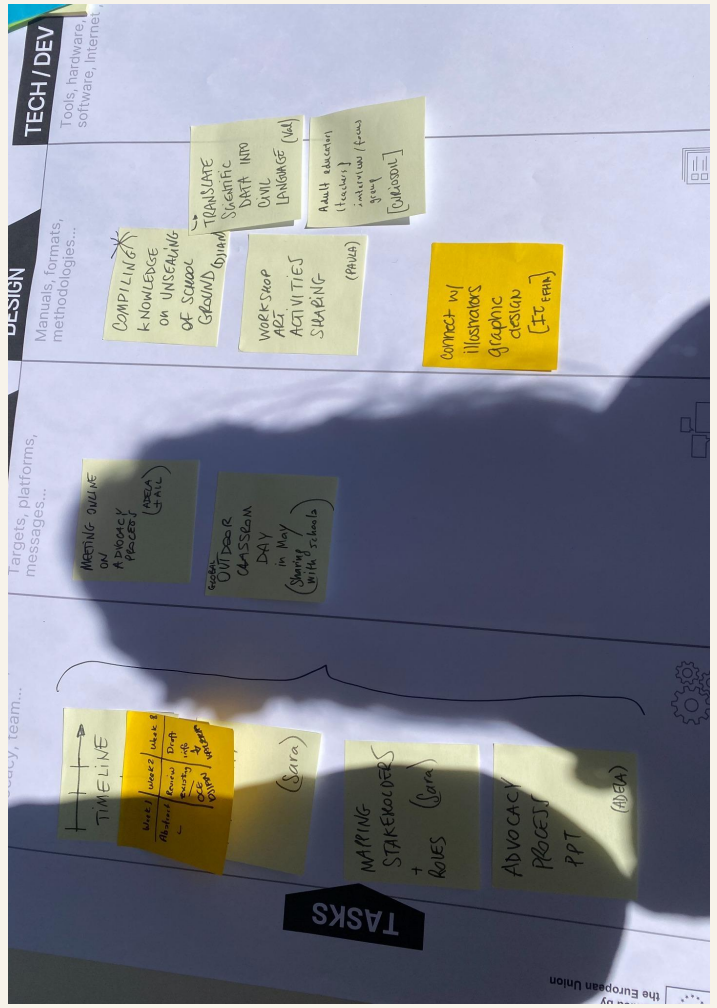


Steps moving forward

Timing	Priority actions	Outputs
This week	Schedule Sara–Nadia check-in; confirm support needs; align on grant product scope.	Shared task list and next-meeting plan.
Weeks 1–2	The stakeholders have been contacted	Stakeholder map + outline of teacher toolkit and policy booklet.
Weeks 3–4	connect with djian and existing projects like in nantes	Draft knowledge product structure + visual direction.
June–Sept	Refine product, policy messages and grant/funding narrative; connect with Nantes project.	Prototype toolkit + policy brief + learning exchange.
Sept–March	Pilot classroom implementation and policy communication pathway.	Feedback from educators + students

Who needs to be involved next?

Actor	Role in next phase
Sara	Scientific research, core content, evidence base and product direction.
Nadia / Platoniq	Support structure, facilitation, product framing, platform activation and task coordination.
Educators	Test classroom relevance, activities, language and usability.
Policy makers / municipalities	Validate policy relevance, planning language and decision needs.
Designers / illustrators	Make scientific knowledge visual, accessible and memorable.
Nantes project	Exchange methods, learn from similar work, identify synergies and avoid duplication.
SoilTribes CoP	Share examples, tools, case studies, feedback and potential partners.



Immediate next moves

Move	Concrete action
1. Align	Sara and Nadia schedule a working call this week.
2. Define	Confirm the knowledge product scope: teacher toolkit + policy booklet + visual explainers.
3. Gather	Collect examples from the SoilTribes community and similar Nantes project.
4. Prototype	Draft the first two product sections and one classroom activity.
5. Test	Use a small educator/policy conversation to validate clarity and usefulness.

A strong next phase is not a full intervention yet. It is a usable knowledge product that turns scientific research into shared action.

Classroom-ready. Policy-relevant. Visually accessible. Grounded in soil science.