

# Unit 13

Landscape & Climate Change  
Adaptation in Education

## How to Build a City? Urban Landscape

**INTRO:** How did a city appear in the landscape? When and why was it created, how has it changed and what is its importance for humans today? What should a city be like to offer a good quality of life?

AGE GROUP

12–16 years

DURATION

5 lessons  
(45 min each)

LINKS TO CURRICULUM

History

Civic Education

Natural History / Biology

Mathematics

Geography

# Legend

## Layout orientation

Head with logo

Page content

Unit number

Unit name

Info about current page

EDUSCAPE Unit XY Unit name

INFO

Footer with web link, logos of partners, EU, current page & full page counter

eduscape.online

UNIVERSITÄT  
DUISBURG  
ESSEN  
CTW  
FH  
UNIVERSITÄT  
DUISBURG  
ESSEN  
Funded by  
the European Union

YY | XX

## Content icon

for teachers

for students

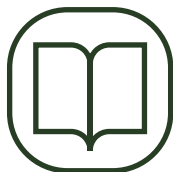
references

## Phase of the Unit

gaining knowledge

analyzing

creating



# Structure

## Introduction

01

What is Landscape?

02

What does the Landscape Consist of?

03

European Landscape in a Changing Climate

## History, Culture & Heritage

04

Agriculture Transforms the Landscape

05

Landscape as a Chronicle

06

Landscape through My Eyes

## Landscape as a Resource

07

Tracing what We Eat

08

Landscape as a Source of Materials & Energy

09

Landscape is a Network

## Nature Designs

10

River Landscape

11

Plants as Partners in the Challenge of Climate Change

12

Where Landscape is Growing Wild

## Humans Design

13

How to Build a City? Urban Landscape

14

Proximity Landscapes

15

Into Action

# How to Build a City? Urban Landscape

**Landscape is present in the city, too, but it has gained a different form. Human settlements are an integral part of the landscape; the city plays an irreplaceable role in human culture.**

This unit is an introduction to the development and the importance of the urban landscape for both humans and nature. It aims to provide students with an understanding of the role the urban landscape has in the context of basic human needs, social relationships, and infrastructure, as well as the protection of biodiversity and respectful use of natural resources.

The unit invites the students to reflect on the definition of the urban landscape, presents the history of urbanization and offers insights into contemporary trends in urban planning and design. Emphasis is placed on practical activities: to stimulate their imagination and use learnt principles in real life, students create models of cities, use mapping to analyse city functions, design neighbourhoods, etc.

## AGE GROUP

**12–16 years****ENVIRONMENT**

*Classroom/School Garden/  
Landscape*

**TIME REQUIRED**

one project day  
(5 lessons, 45 min each)

**LINKS TO THE CURRICULUM**

*History, Biology, Geography,  
Mathematics, Language,  
Literature, Arts and Crafts*

**KEY WORDS**

*City, Blue–Green Infrastructure,  
Urban, Infrastructure, Urban Heat  
Island, Spatial Planning*

**GOALS**

- Students gain awareness that a city is a cultural construct – a human creation
- Students discover the purpose of a city and deduce its main functions (economic and protective)
- Students gain an understanding of the organic growth of cities
- Students develop their spatial imagination and planning skills

**INTENT – CONNECTION TO THE ISSUE OF CLIMATE CHANGE ADAPTATION AND REDUCTION OF ITS IMPACTS**

Cities are dynamic centres of human activity characterized by a high density of population, intensive economic activity, and large infrastructures. A major environmental challenge the cities face is the phenomenon of urban heat islands. This phenomenon occurs when urbanised areas record higher temperatures than surrounding rural areas. The main cause is the replacement of natural vegetation with nonpermeable surfaces, such as concrete, asphalt, and buildings which absorb and then release heat. Other factors contributing to urban heat islands are intensive human activities, transport and industrial emissions, and limited green surfaces. Urban heat islands may negatively impact the quality of life of city inhabitants, increase energy consumption (e.g. due to increased use of air conditioning), and contribute to reduced air quality.

Measures, such as increasing the share of green surfaces in cities, using light-coloured construction materials, and supporting sustainable transport may help mitigate this problem and contribute to a healthier urban environment. A systematic approach leads to the creation of blue-green-grey urban infrastructure.

# How to Build a City?

## Urban Landscape

### Activity 1

#### What makes a city a city?

In this activity, students reflect on what characterizes a city and what differentiates it from other types of settlement. A creative method is used — each student says what the word “city” associates for him/her — to create a collective picture of a city, which is then analysed and discussed. This activity enhances the understanding of the city as a cultural construct and of the importance the urban environment has in social interactions.

### Activity 3

#### Organically—grown cities

In this activity, students are divided into small groups and attempt to reconstruct the development of an urban structure using prisms and cubes as buildings. The aim is to experiment with the principles of an organically—grown city and discover the challenges cities face as a consequence of expansion and limited space. The activity encourages students to reflect on the advantages and disadvantages of the organic growth of a city.

### Activity 2

#### Creation of cities

Students learn about the history and development of cities: starting with nomadic societies, through the creation of agricultural settlements and later on cities. This activity includes reading text and creating live tableaux set in different periods of history as a means to learn how the economic and protective functions of cities contributed to their urbanization and formation. The activity strengthens historical awareness and provides the students with a better understanding of the changes human settlements underwent over time.

### Activity 4

#### Urban planning

Students get acquainted with modern trends in urban planning, especially with the concepts of a zone and a 15—minute city. They work with cards and a grid to try for themselves how a city can be designed, thus learning about the importance of accessible services and infrastructure for a better quality of life in the city.

**Activity 5****Activity 5: Mapping the surroundings**

Students are divided into groups to map the functions of various areas/spaces in their surroundings and mark them on the map. This activity strengthens the ability of observation and analytical thinking: students learn to differentiate between housing, transport, services, and leisure and reflect on the polyfunctionality of urban spaces.

**Activity 7****Your own neighbourhood**

Students are offered to design their own neighbourhood. During the process, they focus on the integration of different city functions to promote concepts of sustainability and quality of life. This creative and planning activity develops imagination, understanding of urban design principles and teamwork skills.

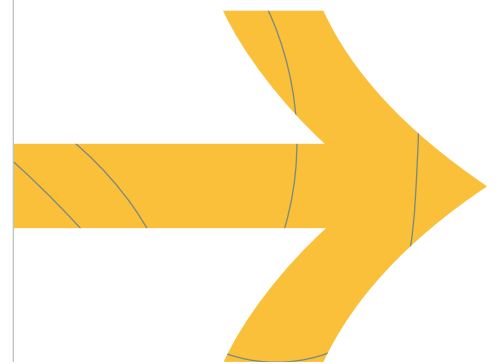
**Activity 6****Pie charts**

Students create pie charts based on the observations they made in the previous activity; they use graphic means to express the distribution of urban functions and spaces they encountered. This activity promotes mathematical and analytical skills and allows pupils to think about the urban environment in quantitative terms.





# Introduction



## ABOUT THE TOPIC

### Creation of cities

The creation of cities is a key moment in the history of human civilisation. This process can be traced from the nomadic way of life through the transition to agriculture, to the formation of the first cities.

**Nomadic life (hunters and gatherers):** in the earliest periods of human history, people lived as nomadic hunters and gatherers. Their lifestyle was adapted to their need to search for food and resources. They either built simple shelters or used natural shelters, such as caves. People lived in small and mobile groups dependent on the availability of natural resources.

**Transition to agriculture (the Neolithic Revolution):** a moment of major importance in human history was the discovery of agriculture during the Neolithic period. As the human population grew and resources became scarcer, many clans settled in one place and started experimenting with animal domestication and crops. People adopted the lifestyle of farmers and animal herders. In permanent settlements, they started to build more permanent dwellings. Over time, agriculture proved more advantageous than hunting and gathering because it provided a more stable and predictable source of food, and the human population began to increase quickly.

**Creation of crafts and trade:** as food resources became more stable and the population grew, more people could dedicate themselves to other activities than agriculture. Various crafts were developed, such as the production of tools, processing of agricultural products and sewing of clothes. Farmers needed tools, while craftsmen needed food, which led to barter. People gathered in markets where they bartered their products; over time, these places had become the centres of economic activity.

**Creation of cities:** as trade and crafts developed, settlements became larger and more permanent: they became cities. Cities have become the centres of economic, political, cultural, and religious activity. They offered better possibilities of protection to the inhabitants and their possessions. This led to the construction of fortifications and other defensive structures. The creation of cities was a natural consequence of the need to centralize trade, protection and administration.

## Organically—Grown Cities

An organically—grown city is a settlement that originated and evolved gradually and naturally, often without an urban plan. This process often took centuries and the result is influenced by local geographical, economic, and social conditions. Unlike planned cities created according to a specific design and organized regular layout, organically—grown cities have an organic character with an irregular structure of streets, squares and other public spaces.

### The main characteristics of an organically—grown city

- 1. Irregular network of streets:** streets of organically—grown cities are characterized by their irregular shape. They are curvy and their routes would adapt to natural obstacles and existing structures. You can find this type of streets in historical parts of many European cities.
- 2. Historical variety:** due to their gradual development, organically—grown cities feature many construction styles from different historical periods. Older buildings stand next to more recent ones, thus creating a unique historical and architectural mosaic.
- 3. Natural centre:** in organically—grown cities, the centre often evolved around the original settlement or points of importance, such as castles, churches, markets or crossroads of trade routes. Often, a square formed in the central part and served as a meeting point and trade centre.
- 4. Functional diversity:** organically—grown cities are characterized by their functional diversity. Different parts of the city may have different functions (residential, commercial, industrial) that evolved in reaction to the changing needs of inhabitants.

**Examples of organically—grown cities:** many historical European cities, such as Prague, Vienna, and Venice are examples of organically—grown cities. These cities have an irregular network of narrow streets, historical buildings dating back to different periods, and naturally created centres.

### Urban planning

The following cities represent different historical approaches to urban planning and reflect specific needs and ideals people had at the time of their foundation.

**České Budějovice:** The city of České Budějovice was founded in 1265 by the Czech King Ottokar II as a royal city on the confluence of Vltava (Moldau) and Malše rivers. The city was carefully planned according to the ideals of medieval urbanism with a regular right-angle network of streets. The centre of the city is the square-shaped Ottokar II Square, one of the largest in the Czech Republic. The square is surrounded by historical houses with arcades and includes important public buildings, such as the city hall. České Budějovice is known for its well-preserved Gothic-, Renaissance-, and Baroque-style buildings.

**Nové Zámky:** the city, founded in 1573, is an example of Renaissance urban planning in Slovakia. The city was built as a fortress, featuring a chessboard layout, typical of the Renaissance period. The main axis of the city is its central square with a church and a city hall from where streets radiate outward. The city was built for military purposes, and therefore city walls and bastions, which ensured the protection of the city, were part of the urban plan. Nové Zámky is a combination of military functionality and aesthetic Renaissance elements.

**Terezín:** The city was founded in 1780 by Emperor Joseph II as a strategically located military fortress in North Bohemia. Terezín's urban planning is a typical example of 18th-century military architecture: it features a precise geometric layout and symmetric structure. The city has two parts: the Main Fortress and the Small Fortress, both surrounded by massive bastion walls. The central axis is formed by the main street leading to the central square. All streets are wide and regular to allow for fast movement of army units and equipment. Terezín has a unique, purpose-oriented and precise layout, which combines military, housing, and administrative functions.

## 20<sup>th</sup> and 21<sup>st</sup> centuries

The **zone city** is an urban design concept, which divides the city into various zones or areas according to their primary purpose or character. This approach to urbanism emphasizes a functional division of the city into sectors, such as residential areas, commercial and industrial zones, leisure areas and green surfaces, and transportation infrastructure. The zone city concept was very popular in the first half of the 20th century and was part of modernist urban design theories, such as Le Corbusier's Ville

contemporaine, a city for three million inhabitants. However, this theory was later on criticized for exaggerated separation of functions, which may lead to increased car dependency, lack of mixed-use spaces and a weaker feeling of community cohesion. Today, urban planners often strive to find a balance between zone planning and mixed-use of spaces, thus promoting the creation of livelier and better-integrated urban environments.

The **15-minute city** (15mC) is an urban planning concept that aims to create an urban environment where all basic needs of the inhabitants, such as work, education, shopping, healthcare, culture, and leisure activities, can be easily reached within a 15-minute walk or bike ride from home. This approach focuses on improving the quality of life of city dwellers by reducing car dependency, supporting sustainable urban mobility, and increasing accessibility of urban services and facilities. A 15-minute city supports the concept of a “city within a city” where each neighbourhood offers full functionality and enables its inhabitants to have a quality life without the necessity of long commutes. This leads to an increased diversity of land use, strengthens local communities and economies, and encourages a more sustainable environment. The concept gained increased popularity with the advent of the climate crisis and as a reaction to it: it offers a way of addressing challenges related to urbanisation and city growth. Other than improving the urban environment and reducing greenhouse gas emissions, the 15mC concept aims to increase social interactions and strengthen the feeling of community among inhabitants.

### **Blue, green, and grey infrastructure**

The blue, green, and grey infrastructure is a modern approach to urban planning that integrates three key components — blue, green, and grey infrastructure — to create a more sustainable and resilient urban environment.

The integration of these three components leads to an urban environment which is resilient to climate change, supports the health and well-being of the inhabitants, and contributes to sustainability. Examples of blue-green-grey infrastructure include green roofs with retention reservoirs, urban parks with natural water features, porous surfaces in parking lots and streets, and integrated systems for the collection and recycling of rainwater. This approach enables the cities to better face the challenges

related to urbanisation and climate change.

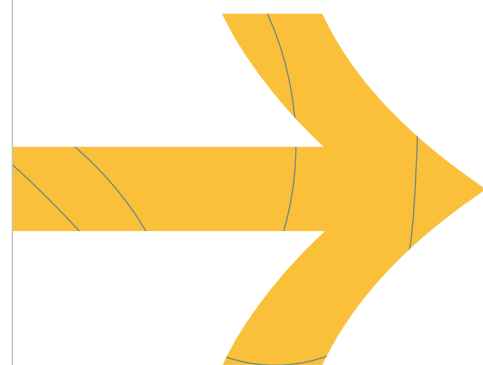
**Blue infrastructure:** water elements in an urban environment, such as rivers, streams, ponds, lakes and artificial water reservoirs. This component focuses on sustainable use of water resources, improved water quality, and prevention of floods. Examples of blue infrastructure include retention reservoirs, green roofs with retention elements, and systems for collecting and using rainwater.

**Green infrastructure** includes all elements of natural vegetation in cities, such as parks, gardens, green roofs, vertical gardens, urban forests, and tree avenues. This component promotes biodiversity, improves air quality, reduces heat, and provides recreational spaces to the city's inhabitants. Green infrastructure is a key element in fighting urban heat islands and improves the microclimate in urban environments.

**Grey infrastructure:** traditional construction elements and technical networks, such as roads, sidewalks, buildings, sewerage systems, and mains electricity. Grey infrastructure is the basis for the functioning of cities and their infrastructure. The blue, green and grey concept aims to integrate smart grey infrastructure solutions, such as rainwater retention reservoirs and solar panels, with blue and green elements to reach synergy effects and maximum sustainability.



# Activities for Students



## Activity 1

**TIME REQUIRED:**

20 minutes

**AIM:**

students gain awareness that city is a cultural construct — a human creation

- develop the understanding of a city concept as a cultural construct
- critical thinking and discussion on various aspects of urban life
- stimulate social interaction between students.

**TOOLS:**

A sufficient amount of paper cards and felt–tip pens/ markers for each pupil.

A large sheet of craft paper or a board on which students can write their ideas.

## What makes a city a city?

**Description:****Introduction**

Start with a short discussion about what the pupils think of when they hear the word “city”. Mention the fact that cities are more than physical structures; they are also a meeting point of various cultures, histories and social interactions.

**Main Part**

- Ask each student to write down on the card a word/sentence they think characterizes the city. It can be anything: specific items, such as buildings and parks, or more abstract notions, such as community and diversity.
- Then let each student come one by one and stick their card on the sheet of table/board. Together, they create a collective “map” of ideas.
- Let the class observe the associations. Ask students to share why they chose their word/sentence.
- Ask questions encouraging reflection and discussion, such as: “Which elements do you think are the most important ones for a city?” or “What words were mentioned the most often and why?”

**Conclusion**

Resume the main ideas mentioned in the discussion and underline the variety of perceptions on what makes a city a city. Mention how these perspectives reflect the complex character of cities and the importance of social, ecological, and economic aspects of urban life.

You can ask older students to write a short paragraph about the city they live in, using the words/phrases mentioned in the activity.

## Teacher's note

Together you can also reflect on the statement by the British economist Edward Glaeser: "The city is mankind's greatest invention". Students say whether they agree or disagree with the statement and justify their decision. Depending on the level, a group discussion is possible.





## Activity 2

**TIME REQUIRED:**

30 minutes

**AIM:**

students learn what the purpose of a city is and can deduce its main functions (economic and protective)

- Introduction to the history of cities and factors that contributed to their creation and development.
- Understanding of economic and social aspects that influenced urbanization.
- Development of teamwork and creative expression via stories

**TOOLS:**

Worksheet with texts below, props for creation of the live tableau (stick as a spear, basket, coins, etc)

## Creation of cities

**Description:****Introduction**

Divide the class into groups; each group gets a worksheet.

**Main Part**

Groups can:

- write a story according to pictures
- arrange individual parts into a coherent text

Each group selects a moment in history (hunters and gatherers/farmers/traders) and prepares a live tableau for the others to guess.

After each presentation, discuss what the scene depicts.

**Conclusion**

Together, try to identify the main factors that led to the formation of the towns (e.g. agriculture, trade, church).

## Worksheet

### Create a story based on pictures:

Arrange the following paragraphs in the correct order:



One day, some of them made remarkable discoveries. They discovered that they could plant the seeds they found in the ground and, with a little care and water, they could grow new plants that would provide them with food. They also noticed that they could domesticate some animals, providing them with a more stable source of food and helpers in their work. This great innovation, which we now call agriculture, changed everything.



Many thousands of years ago, when our planet was wild and unexplored, humans lived as hunters and gatherers. They wandered in groups, dragging their simple possessions behind them and living off what nature gave them: hunting animals and gathering fruit, seeds or roots. Life was a constant adventure, but also a great challenge. They never knew exactly what the next day would bring, and their lives depended on the grace of nature.



With the advent of agriculture, people no longer had to move around all the time. They could stay in one place and build their first permanent homes. These settlements became the basis of the first communities where people shared labour and resources. As their farming skills improved, food surpluses began to emerge, a key moment. Not everyone had to work in the fields. Some could take up other crafts, such as pottery, weaving or blacksmithing.



With the surplus food and the emergence of different crafts, markets began to form. People who produced something other than what they needed to live could exchange their goods. And where there was bartering, there was soon a need for a place where it could be done efficiently and safely. That's how the first cities came into existence – as places where people gathered to trade, to share their goods and ideas.



But cities were more than just centres of commerce. They were also places where people sought protection. Surrounded by walls, with strong gates, they provided safety from wild animals and hostile groups. People who lived in cities could work together to defend themselves and their families, thus making their lives safer.



## Activity 3

**TIME REQUIRED:**

30 minutes

**AIM:**

Pupils gain an understanding of the principle of organically—grown cities and develop their spatial imagination and planning skills.

**TOOLS:**

Sheets of paper for each group and various prisms and boxes will be used as buildings. (Please note: based on the material available, it is necessary to try the activity beforehand to correctly deduce the size of the city walls — it is necessary to “rehearse” that over time, it becomes complicated to place more “buildings” inside the city walls due to lack of space).

Paper tape for joining the models.

## Organically—grown cities

**Description:****Introduction**

Explain the concept of an organically—grown city and discuss how cities grew organically in reaction to the various needs of its inhabitants.

**Main Part**

- Students work in small groups of 3–4. Each group gets a drawing of city walls. The task is to create a model of an early—medieval city.
- Groups place buildings (boxes) on their sheet to create a functional city with a square, houses, church, granary, workshops, etc.
- It is important to explain that one box is one building. Each box placed onto the sheet is numbered and may not be moved any further.
- Suggested sequence of buildings: 6 houses — granary — 3 houses — church — storehouse — 4 houses — 2 workshops — additions to the 2 oldest houses — second granary — 2 houses — 1 workshop — storehouse — 2 houses...
- Additions and extensions are glued with paper tape.
- The construction of the town ends when all boxes are used.
- Discuss how the city grew and what problems the students encountered when placing the buildings.
- Each group presents its city and describes the experience of building an organically—grown city; what problems they encountered and how they solved them.
- Discuss the advantages and disadvantages of organic urban growth.

**Conclusion**

After the activity, point out that later on cities started to be planned. The best way to recognize a planned city is by its streets, which lose their curves, and by maps, which at first glance suggest that the city was “drawn according to a ruler”.

You can support this statement by screening or showing several floor plans of historical planned cities (see page České Budějovice — 13th century / Nové Zámky — 16th century / Terezín — 18th century).

## Activity 4

**TIME REQUIRED:**

20 minutes

**AIM:**

Students get an understanding of the zone city and 15–minute city concept and how they influence the quality of life in an urbanized environment.

**TOOLS:**

Prepare blank grids and sets of cards with different city functions (see card game attached)

- houses=housing
- office buildings and factories=employment
- parks=relaxation
- public transport stop=movement
- schools, town halls, hospitals=services

(colours: red, blue, green, purple, yellow)

## Urban planning

**Description:****Introduction**

Explain to students the principles of a zone and a 15–minute city, including their advantages and disadvantages. Introduce the zone city as a model that divides the city into specific functions and the 15–minute city as a concept where all basic needs are reachable within a 15–minute walk or bike ride.

Divide pupils into small groups and distribute empty grids and sets of cards.

**Main Part**

First, groups create a model of a zone city by placing cards on a grid; each function has its own specific zone.

Students then rearrange the cards to create a 15–minute city where the different functions are arranged so that they are within easy reach and connected.

**Conclusion**

Each group presents its model of a zone city and a 15–minute city, explains its decisions, and discusses the supposed advantages and disadvantages of each approach.

Follows a discussion on how different models of urban design may affect people's daily lives, mobility, social interactions and environmental impacts.



**text**

**text**

**text**

**text**

## Activity 5

**TIME REQUIRED:**

60 minutes

**AIM:**

students observe and map functions of different spaces in their surroundings and understand the meaning of mixed use of space in an urban environment.

**TOOLS:**

Prepare black and white maps of the school surroundings or a part of the city for each group

## Mapping the surroundings

**Description:****Introduction**

Explain the task of exploring the urban space and point out the safety concerns. Introduce the categories students will mark on the maps (housing, transport, shops, services, leisure... you can refer to the colours used in the previous activity).

**Main Part**

- Divide the class into small groups and assign each group an area to explore.
- Students are asked to observe and mark on maps the different functions they encounter in their area. They use predetermined colours (see previous activity).
- Students note if a building or area combines multiple functions.
- Upon returning to the classroom, groups present their maps and share their observations about the distribution of functions in the defined area.

**Conclusion**

Discuss how different functions complement each other and how this affects life in the city.



## Activity 6

**TIME REQUIRED:**

15 minutes

**AIM:**

Students transform their observations of the surroundings into a graphic depiction in the form of pie charts.

**TOOLS:**

Provide papers, crayons and drawing equipment to make pie charts

Make a list of categories from the previous activity to create charts.

## Pie charts

**Description:****Introduction**

Repeat the categories of urban functions from the previous activity and explain how to transfer this information into a pie chart.

**Main Part**

- Based on their observations from the previous activity, students create pie charts that show the distribution of functions in the area they investigated. Students should determine the percentage of each function (housing, transport, services, leisure, etc.) and record this information on the graph.
- Encourage students to think about what functions dominate in their area and what implications this has for life in the city.
- Students present their pie charts and discuss their findings. Compare how the distribution of functions differs between different areas.

**Conclusion**

Discuss how changes in the distribution of functions could affect the quality of life in the city. Discuss the importance of mixed—use space for accessibility of services and leisure activities.

## Teacher's note

Encourage students to re—imagine their journey through the city as they walked it and to think about the places where they can spend time with friends. All students draw a circle to indicate all the places they have passed by during their walk. In the circle, they mark “places where they can play” in the form of a pie chart (they can label the sectors of the circle), “potentially dangerous places” and “places I (dis) like”. Arrange the pie charts in a row. Compare. The teacher or the students can comment on the graphic representation (less x more / expression in percents).

## Activity 7

**TIME REQUIRED:****AIM:**

Students design a functionally balanced urban neighbourhood/area and apply theoretical knowledge to practice as they design a functionally balanced neighbourhood.

**TOOLS:**

Prepare the same maps of the area as those the students worked with in Activity 5. The maps should be large enough to allow for detailed planning and marking.

Provide coloured markers, crayons or paints and other materials for map work.

## Your own neighbourhood

**Description:****Introduction**

Tell the students again what the 15-minute city concept is and explain how this approach can be applied to the design of urban neighbourhoods. Discuss the importance of functional mix and the availability of services and facilities.

**Main Part**

- Give each student a map of the area and explain the task: Design a neighbourhood based on the principles of the 15-minute city. Students should consider where to locate housing, shops, services, green spaces, schools, healthcare facilities, etc. so that everything can be reached within a 15-minute walk or bike ride.
- Students work individually or in groups: they colour and label different functions on the map according to their design.
- After completing their designs, students present their neighbourhoods to the class. They explain what functions they have included and why, and how their design meets the requirements of the 15-minute city.

**Conclusion**

Discuss how the designs reflect the understanding of the concept and how such neighbourhoods could improve the quality of life of their residents.





## Resources

### A City for Everyone

Okamura, O., Město pro každého. Manuál urbanisty začátečníka / A City for everyone. A Beginner's Guide to Urban Design. Praha: Raketa, 2020. ISBN 978–80–86803–67–8.

*The book introduces the principles of city planning. It highlights many of the problems cities face today, presents them in context and interrelationships, and pushes the reader to think about solutions. It is well suited as a comprehensive insight for adult readers, too.*

*The graphic design of the book is remarkable. A city model made of photographs was created by artists David Böhm and Jiří Franta.*

### Cities for People

Gehl, J. Města pro lidi /Cities for People. Brno: Partnerství, o.p.s., 2010. ISBN 978–80–260–2080–6.

*The book by architect and urban designer Jan Gehl is a seminal work in the field of urban planning; it focuses on the design of urban spaces from the perspective of human needs and activities. Gehl criticizes the modernist approach to urban design, which often neglects the everyday life and needs of its inhabitants. The author promotes the creation of pedestrian—and cyclist—friendly cities, with an emphasis on public spaces, social interaction and quality of life in cities. The book offers practical advice and inspiration for designing urban spaces that promote health, well-being and community life, making it an indispensable resource for architects, urban planners and policymakers seeking sustainable and human-centred development of cities.*

### Genius loci

Norberg—Schulz, Ch., Genius loci. Praha: Dokořán, 2010. ISBN 978–80–7363–303–5.

*The book by philosopher Christian Norberg—Schulz is a key work in the field of architecture and urbanism that deals with the concept of the "spirit of place" (genius loci). Norberg—Schulz explores how the physical and atmospheric characteristics of the environment influence human perception and interaction with space. The author shows how architecture and urban design can capture and express the unique character of a place, thereby contributing to the creation of meaningful and authentic*



*environments. The book is relevant not only to professionals in the field of architecture but also to the general public interested in the relationship between humans and the environment.*

### **A Pleasant and Resilient City**

MACEKOVÁ, Magdalena, Příjemné a odolné město. Možnosti snižování tepelného ostrova města pomocí přírodě blízkých řešení / A pleasant and resilient city. Possibilities of reducing urban heat islands with nature—friendly solutions. Brno: Partnerství, o.p.s. 2022.

*This easy—to—read and clear book provides comprehensive information on the issue of creating urban environments that are not only aesthetically pleasing but also resilient to environmental and social challenges. The author emphasizes the integration of green and blue elements, community participation and the adaptability of cities to climate change.*

### **Pěšky městem / Walking the City**

<https://peskymestem.cz/>

*It issues invitations to calls for schools and competitions for individuals. Sign up for one or organise your own local one.*

*A project supporting sustainable transportation.*

### **Brno zblízka / Volání Brna / Brno Close Up / Brno Calling**

<https://skoly.damenavas.cz/publikace/>

*Workbooks for young and older pupils, offering many activities and involvement in the community life of the city. Both publications aim to motivate small changes that can improve the public space and local relationships and connections.*

© 2024

