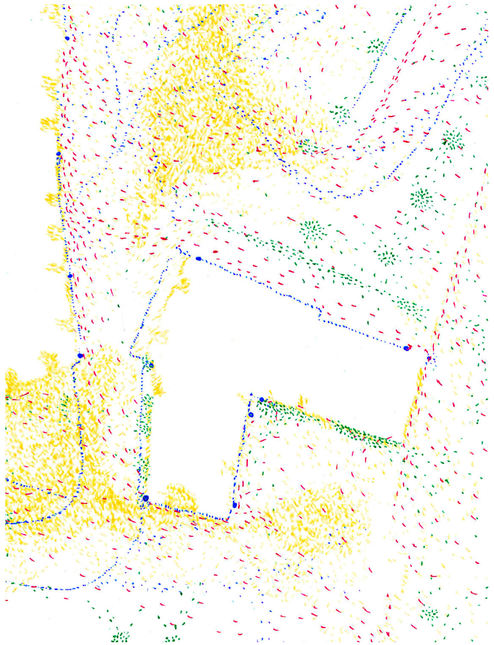
PREGGIO TERRITORIAL SCHOOL



Giovanni Stoppoloni
5849640
Master of Architecture, TU Delft

P5 presentation
Explore Lab graduation studio 2024/2025

Design Mentor: Susanne Pietsch
Building Technology Mentor: Mauro Parravicini
Research Mentor: Olga Ioannou

“If children don’t grow up
knowing about nature
and appreciating it,
they will not understand it,
and if they don’t understand it,
they won’t protect it.

And if they don’t protect it,
who will?”

David Attenborough

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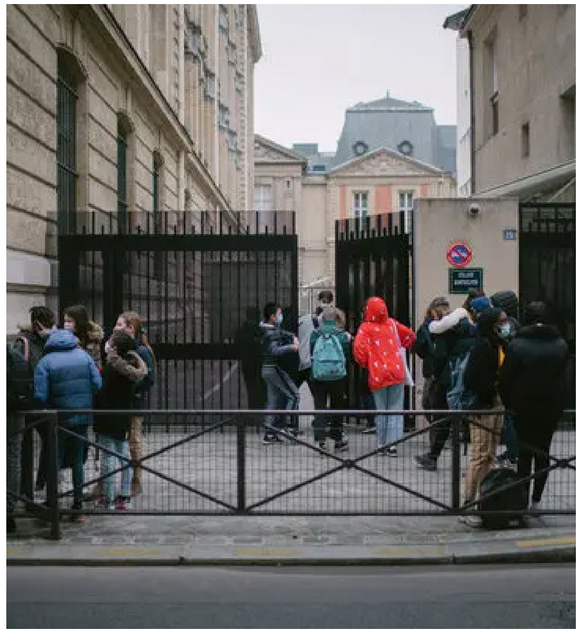
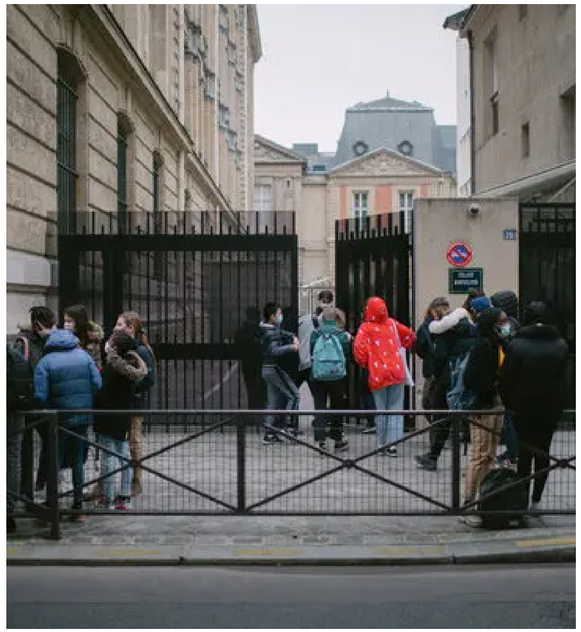
place



Where are we educating future generations in?

place



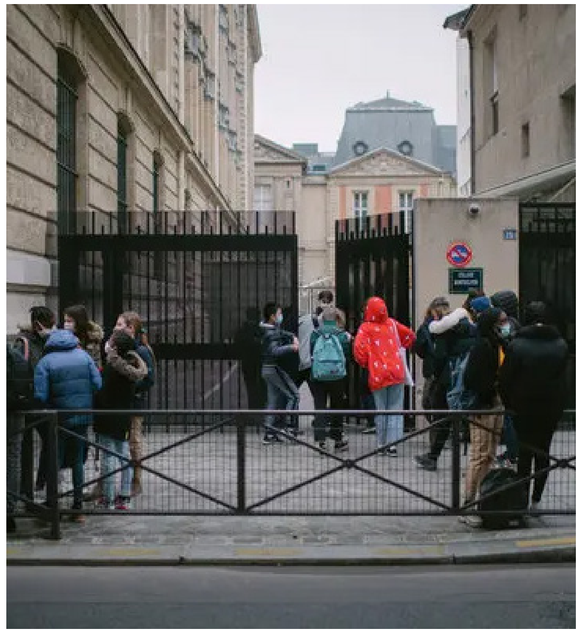
Where are we educating future generations in?

ways



What are we educating future generations on?

place



Where are we educating future generations in?

ways



What are we educating future generations on?

role



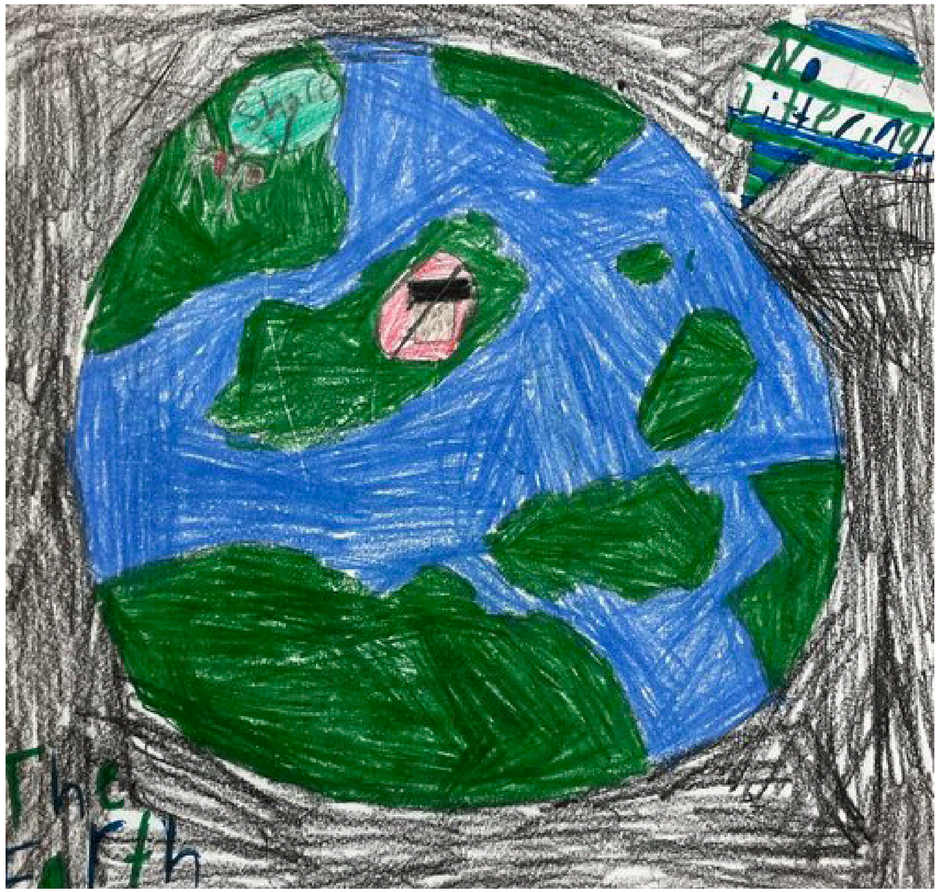
Who should educate future generations?



The City of the Captive Globe, Madelon Vriesendorp, OMA



French school reopening after Covid-19 epidemics. source: The New York Times



Kids drawing for Youth Earth day 2022. Souce: Replate blog

“It is necessary to connect pupils with the close-by natural landscape as a way to understand basic ecology in local and global ecosystems”

UNESCO, Global Education Agenda 2030



Scene from movie “Un mondo a parte”

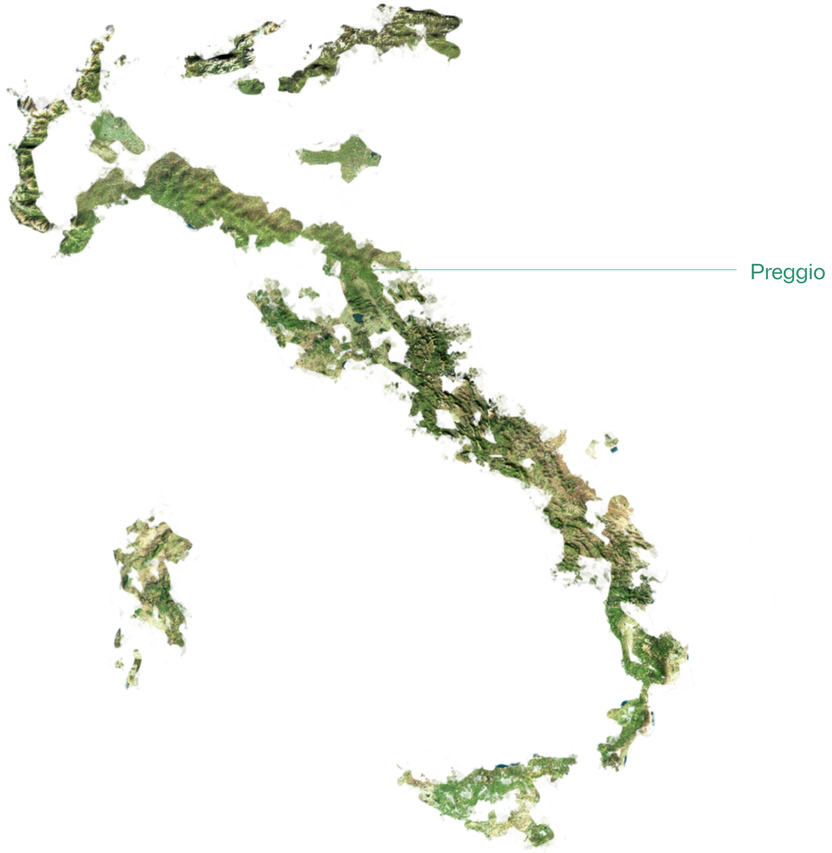


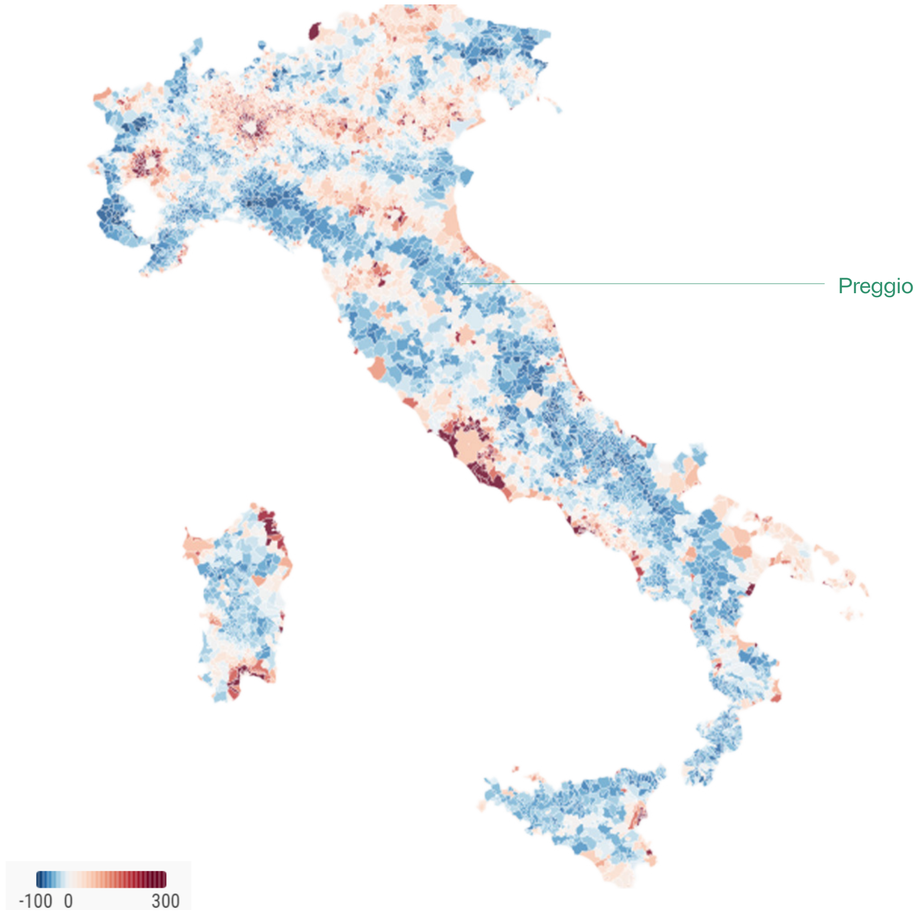
Zandonai primary school, Rome



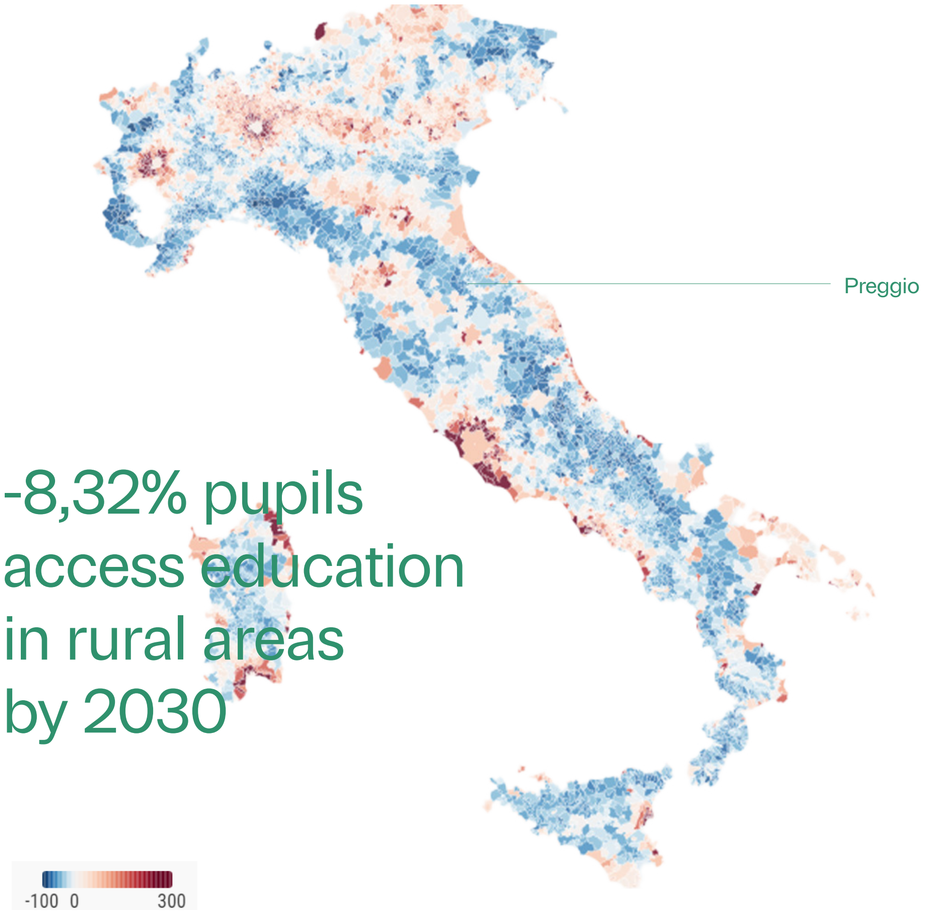
Convitto Nazionale omnicomprenstive school, Rome


Preggio - ph. Andrea Panzironi


Preggio



source: Openpolis, con i bambini sui dati Istat



-8,32% pupils access education in rural areas by 2030

source: Openpolis, con i bambini sui dati Istat



Fontanigorda, GE



Migiana, PG



Opi, AQ



Polino, TR





How can a territory become a school?

> as an educator for pupils reconnection with local environments
> as a practice of regeneration of rural villages under abandonment



‘If you’re deep-rooted and you cannot move, you need to be truly resilient’.

Stefano Mancuso, Verde Brillante



1. didactic program

the soil:
> Objectives
> Location and Resources
> Curriculum
> Methods
> Target audience

2. adaptation strategy

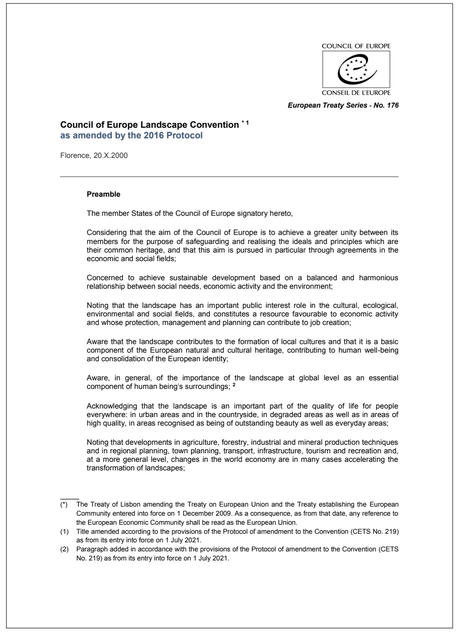
the seed:
> interventions
> facilities
> activation plan
> involved actors
> relevance



Nature-based preschools, experiments of outdoor education. 2020

European Landscape Convention ETS No. 176

" (need of) future schools which address the values attaching to landscapes and the issues raised by their protection, management and planning"



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

European Treaty Series - No. 176

Council of Europe Landscape Convention * [1]
as amended by the 2016 Protocol

Florence, 20.X.2000

Preamble

The member States of the Council of Europe signatory hereto,

Considering that the aim of the Council of Europe is to achieve a greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage, and that this aim is pursued in particular through agreements in the economic and social fields;

Concerned to achieve sustainable development based on a balanced and harmonious relationship between social needs, economic activity and the environment;

Noting that the landscape has an important public interest role in the cultural, ecological, environmental and social fields, and constitutes a resource favourable to economic activity and whose protection, management and planning can contribute to job creation;

Aware that the landscape contributes to the formation of local cultures and that it is a basic component of the European natural and cultural heritage, contributing to human well-being and consolidation of the European identity;

Aware, in general, of the importance of the landscape at global level as an essential component of human being's surroundings; [2]

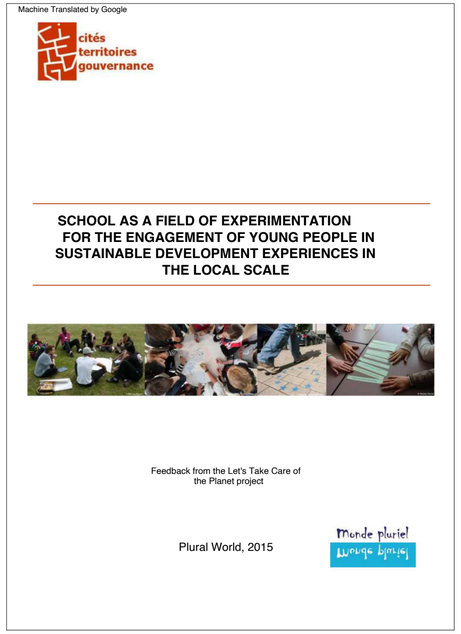
Acknowledging that the landscape is an important part of the quality of life for people everywhere: in urban areas and in the countryside, in degraded areas as well as in areas of high quality, in areas recognised as being of outstanding beauty as well as everyday areas;

Noting that developments in agriculture, forestry, industrial and mineral production techniques and in regional planning, town planning, transport, infrastructure, tourism and recreation and, at a more general level, changes in the world economy are in many cases accelerating the transformation of landscapes;

(*) The Treaty of Lisbon amending the Treaty on European Union and the Treaty establishing the European Community entered into force on 1 December 2009. As a consequence, as from that date, any reference to the European Economic Community shall be read as the European Union.
(1) Title amended according to the provisions of the Protocol of amendment to the Convention (CETS No. 219) as from its entry into force on 1 July 2021.
(2) Paragraph added in accordance with the provisions of the Protocol of amendment to the Convention (CETS No. 219) as from its entry into force on 1 July 2021.

Pathways for Landscape Education in School Education

Landscape as "part of a territory as perceived by people, the character of which results from the action of natural and/or human factors and their interrelations"



Machine Translated by Google

cités territoires gouvernance

SCHOOL AS A FIELD OF EXPERIMENTATION FOR THE ENGAGEMENT OF YOUNG PEOPLE IN SUSTAINABLE DEVELOPMENT EXPERIENCES IN THE LOCAL SCALE

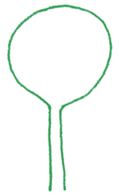
Feedback from the Let's Take Care of the Planet project

Plural World, 2015

Monde pluriel


integration
relation
observation
1st grade
familiar
2nd-3rd grade
4th-5th grade
unfamiliar
expanded

1. Observation



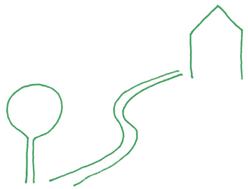
1st grade (5-6 yo)

aim:
> identification and appropriation of natural elements and objects of human activity
> subjective redrawing for verbal and graphic representation
> orientation and personal placing in a familiar space

process:
> exposure to a known, limited territory
> free movement and discovery
> attentive intuitive observation of the objects in the surroundings

spaces:
> open air
> safe and controllable area
> elevated spaces for better visual field
> drawing spots for spontaneous personal representation
> collective classroom

2. Relation



2nd-3rd grade (7-9 yo)

aim:
> undestand distances between elements, successions, end of pavings, lenths of urban and natural features
> undestand climatic phenomenas and seasonal trans formations

process:
> short excursions and hikes
> mapping and measuring
> multimedia exercises

spaces
> open air
> walkable paths
> collective classrooms

3. Integration



4th-5th grade (9-11 yo)

aim
> understanding of broader territorial complexities, past-present-future connections, morphological, geographical and cultural phenomena

process
> long excursions in unfamiliar areas
> theoretical integrations (geography, natural sciences, art history, anthropology, landscape archaeology)
> active practices of care (gardening, cleaning, etc)

spaces
> open air
> diverse territories
> mapping rooms
> collective classrooms

but where?

children understand territories
from the small and familiar to the vast and abstract

1. Observation (5-6 yo)

transform the act of looking into an observation







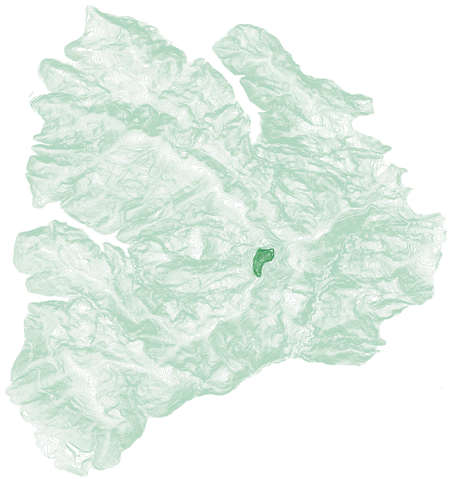




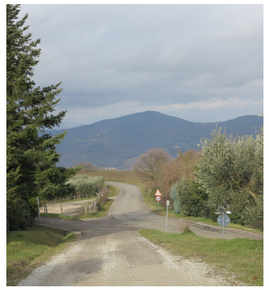



2. Relation (7-9 yo)

create relational connection between identified elements
















3. Integration (9-11 yo)

consolidate broader physical and theoretical complexities of the location





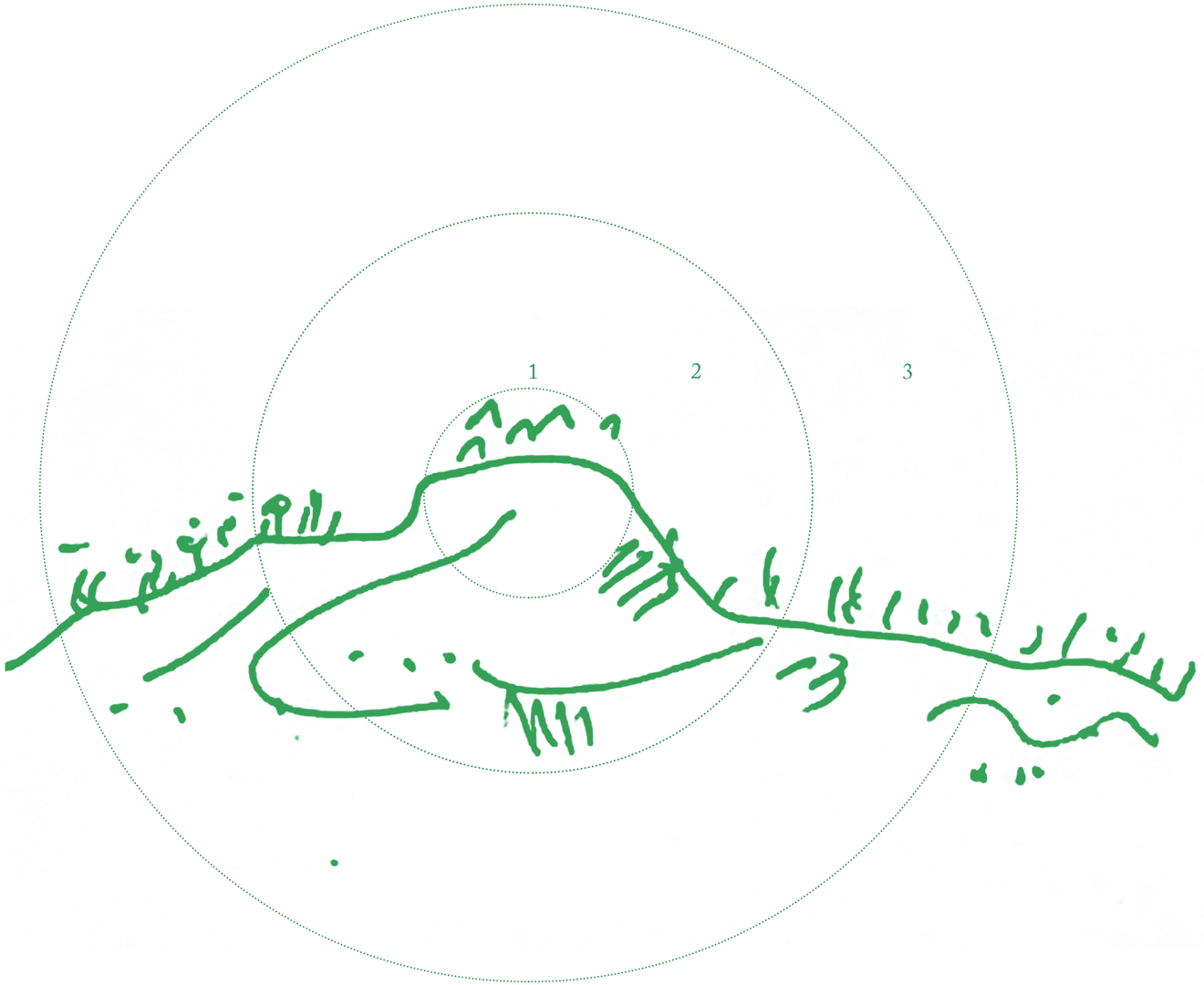












1
2
3



didactic activities

Carpenter's workshop



dressmakers workshop



field excursions



mapping and drawing



theater



tertiary industries



Terracotta workshop



street drawing



Agronomy workshop



harvests



bread factories



food industrialization





1st grade - the village



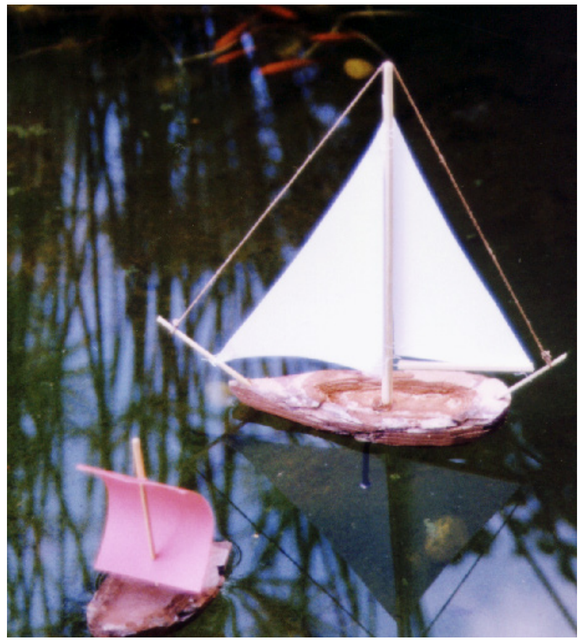
2nd-3rd grade - the hill



4th-5th grade - the valley













stone stackings





wind blowing through small lanes





water dripping and channelling downhill





heat warming up, cooling down, entering the house windows





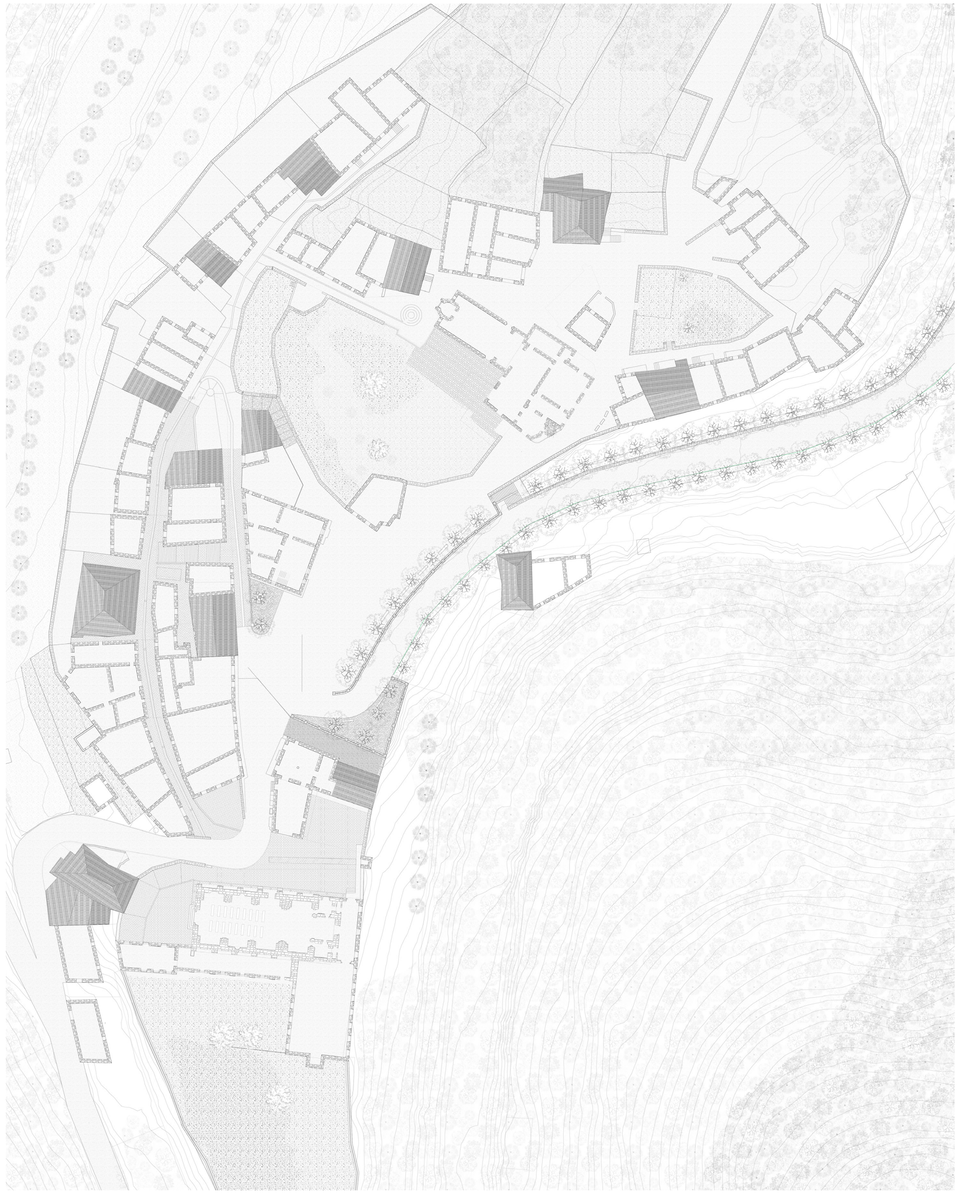
choreography of insects following blossoms

PREGGIO TERRITORIAL SCHOOL



PREGGIO TERRITORIAL SCHOOL





15
occupied buildings
(~40 inhabitants)

34
seasonal buildings
(almost always empty)

14
empty buildings

63 buildings

40 inhabitants

PREGGIO TERRITORIAL SCHOOL



PREGGIO TERRITORIAL SCHOOL





PREGGIO TERRITORIAL SCHOOL





PREGGIO TERRITORIAL SCHOOL





PREGGIO TERRITORIAL SCHOOL







Primary school in Preggio, 1961: more than 150 kids inhabiting the urban tissue

Primary school class in Preggio, 1963



Primary school class visiting Preggio, 2018



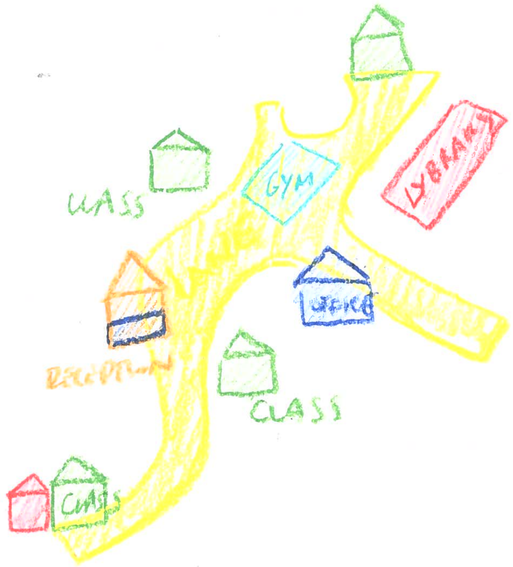
PREGGIO TERRITORIAL SCHOOL





PREGGIO TERRITORIAL SCHOOL





architectural interventions:

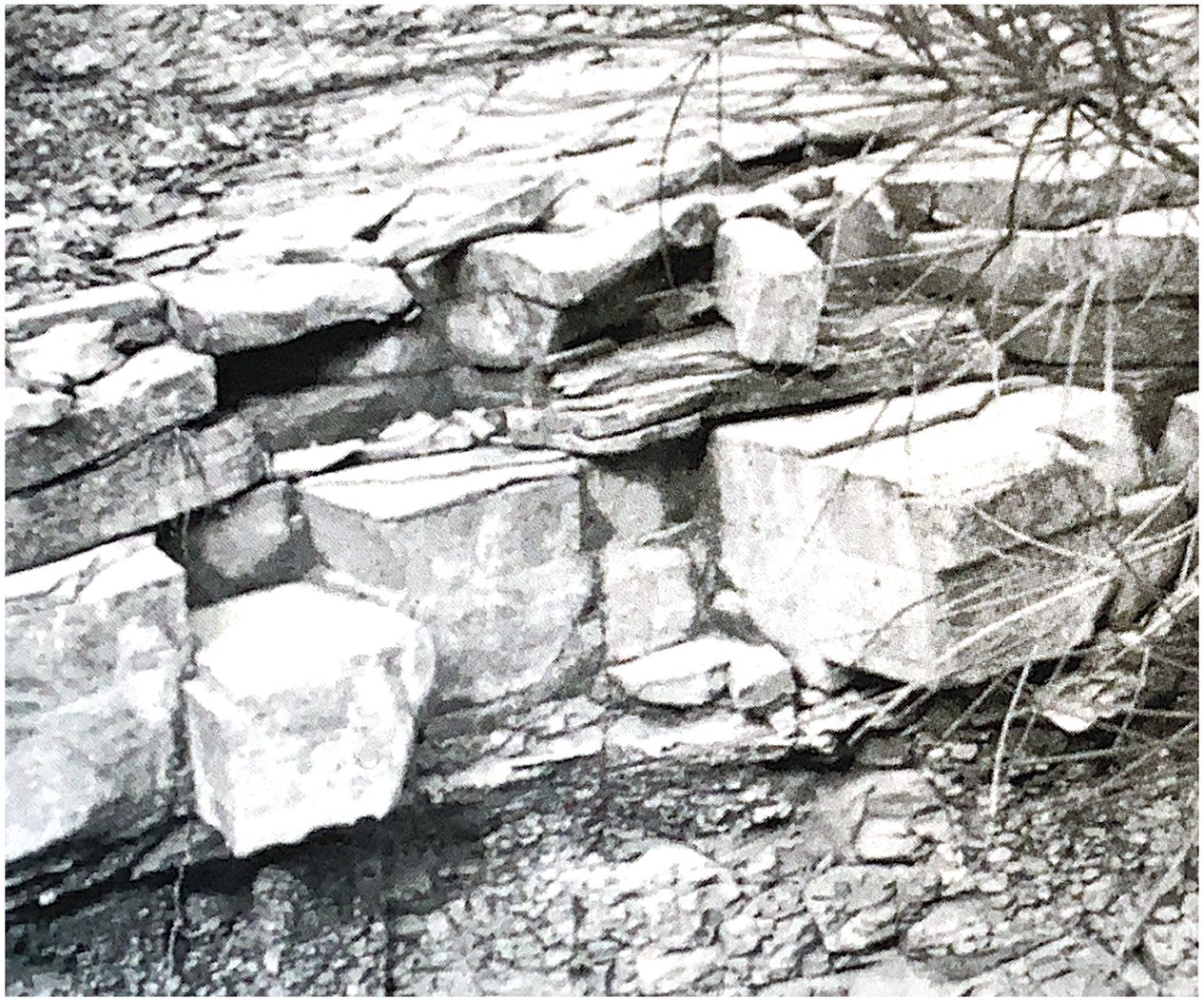
RESCALING
> the paving

INHABITATION
> the cell

IDENTITY
> the tower

RESCALING

> the paving



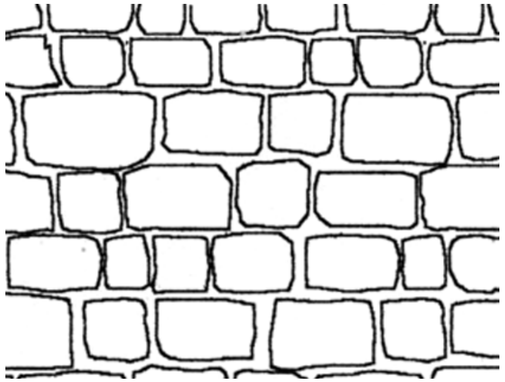




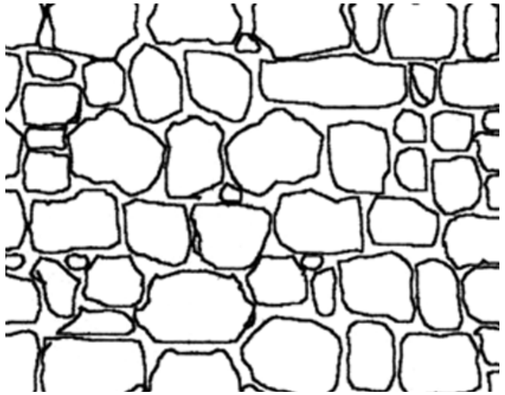




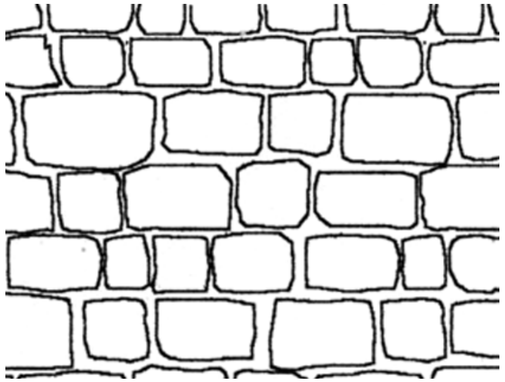
regular stone pattern



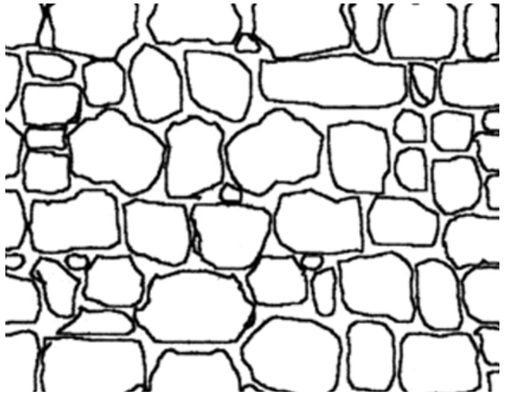
irregular stone pattern



regular stone pattern

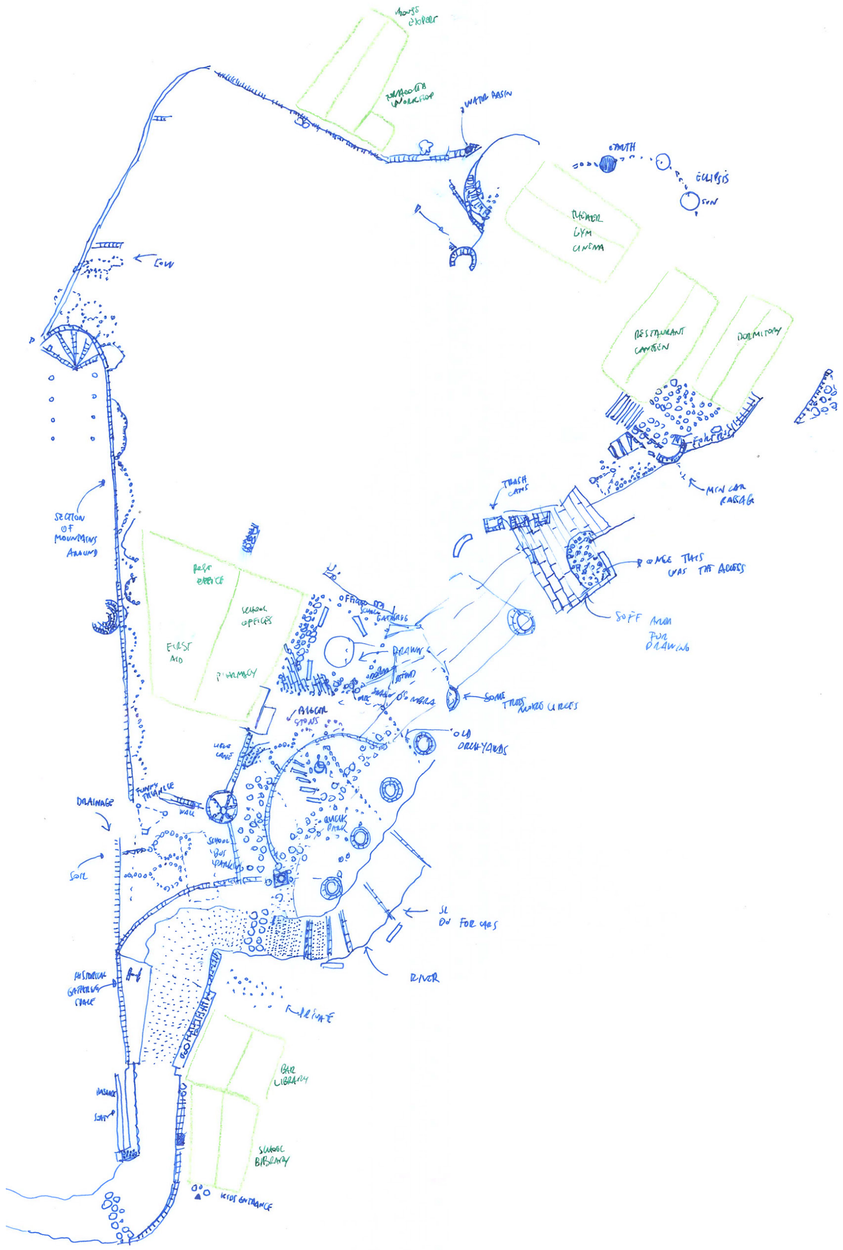


irregular stone pattern



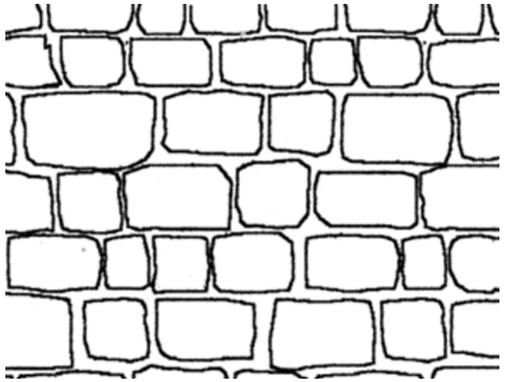


PAVING

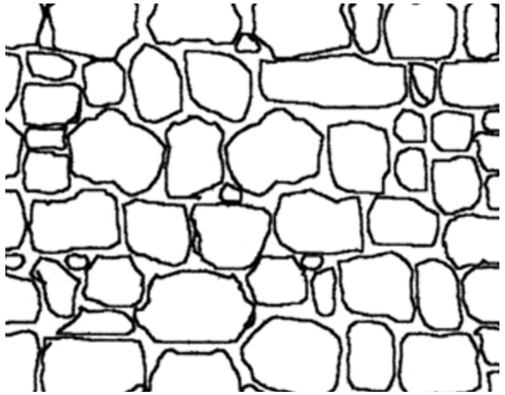


the paving as a blackboard,
It continuously changes the scale:
from the stone to the whole territory

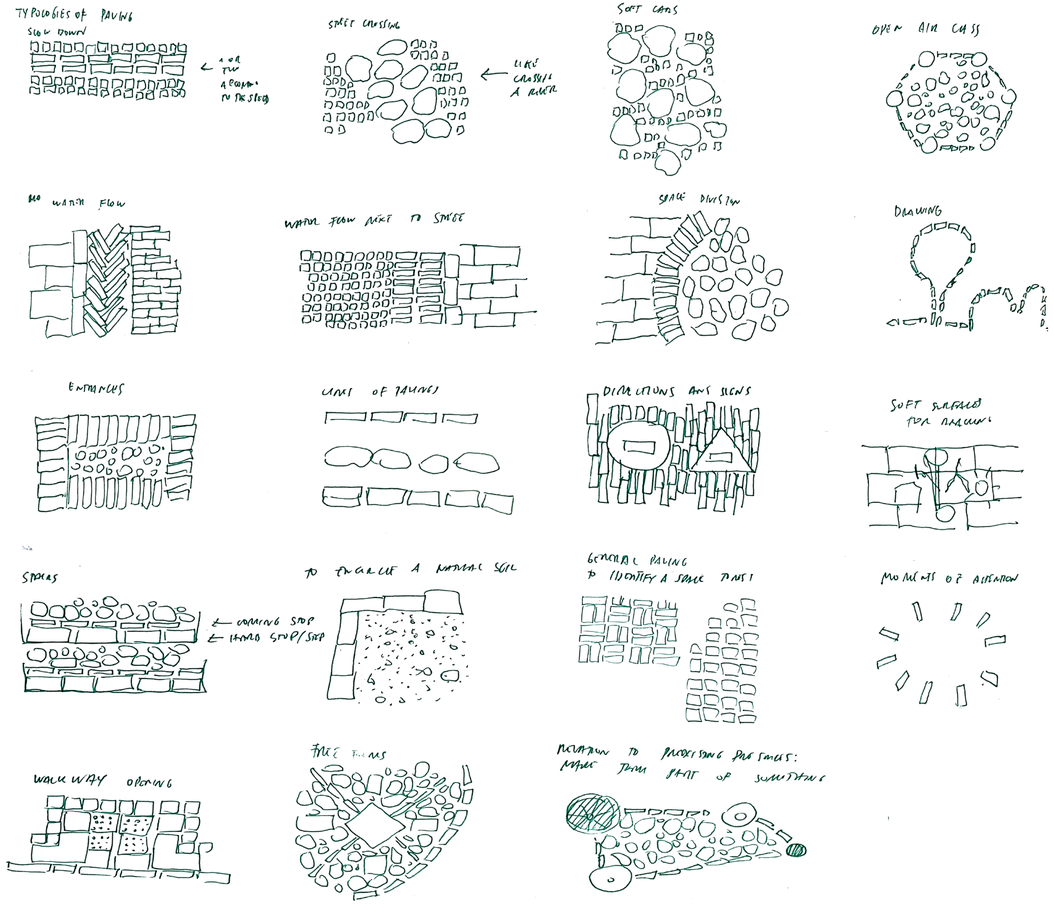
regular stone pattern



irregular stone pattern



didactic irregularities



territory to sit and listen the stories of old inhabitants



territory to fantasize on personal carts



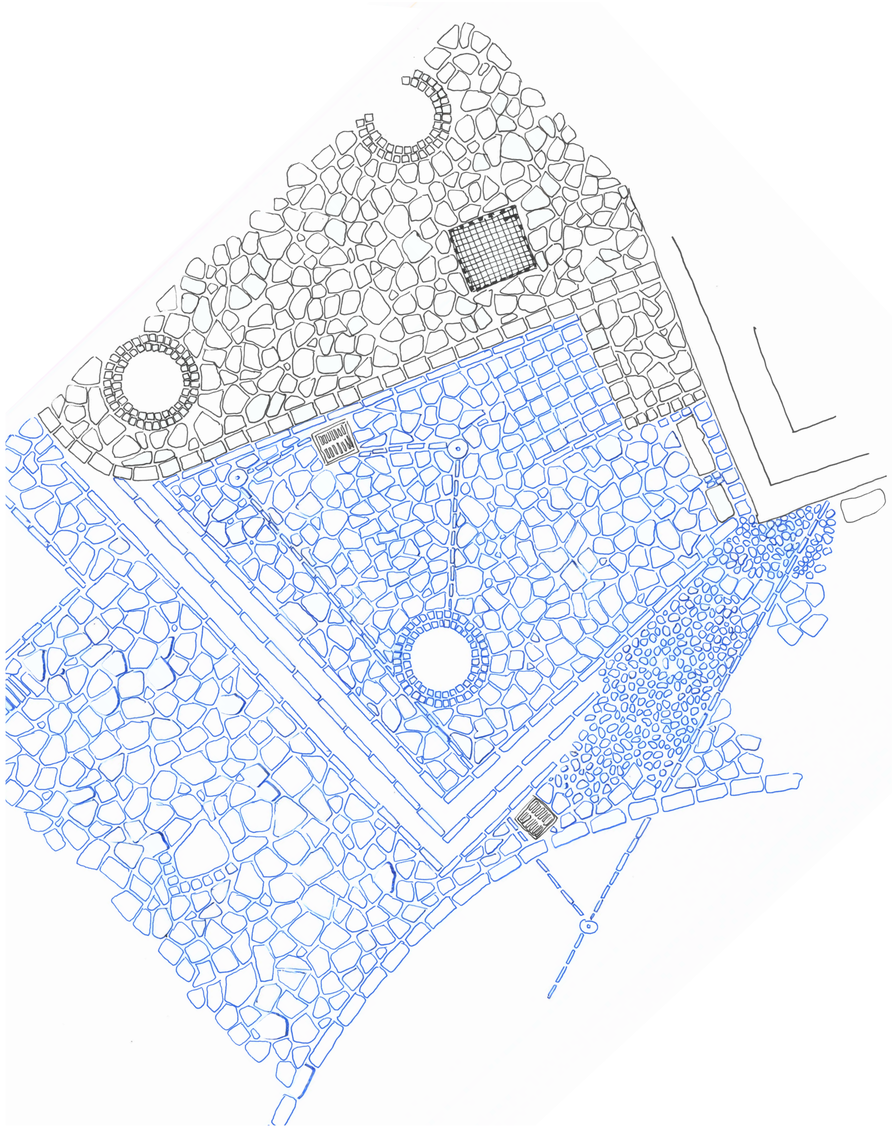
territory to observe green islands growing



territory to look at water flowing down the hill



PAVING





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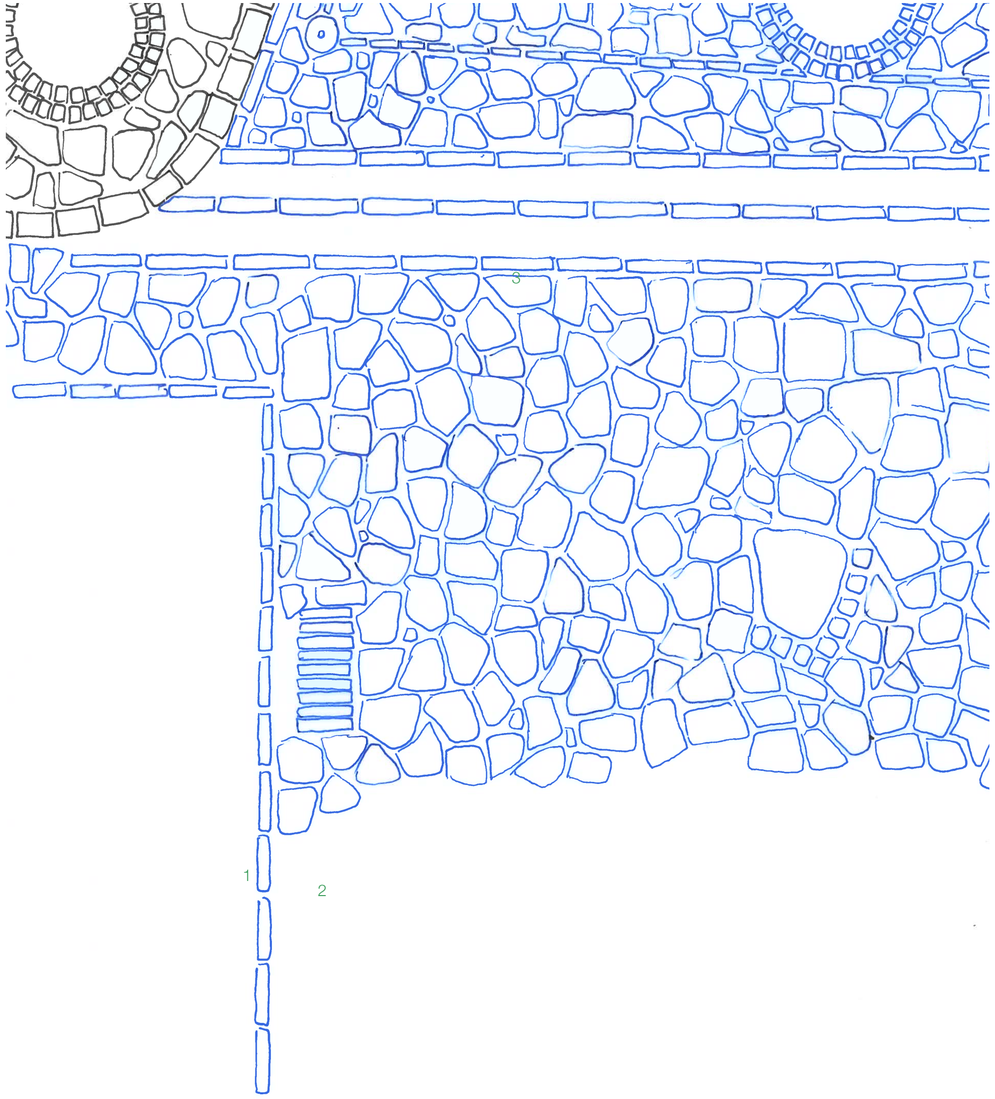
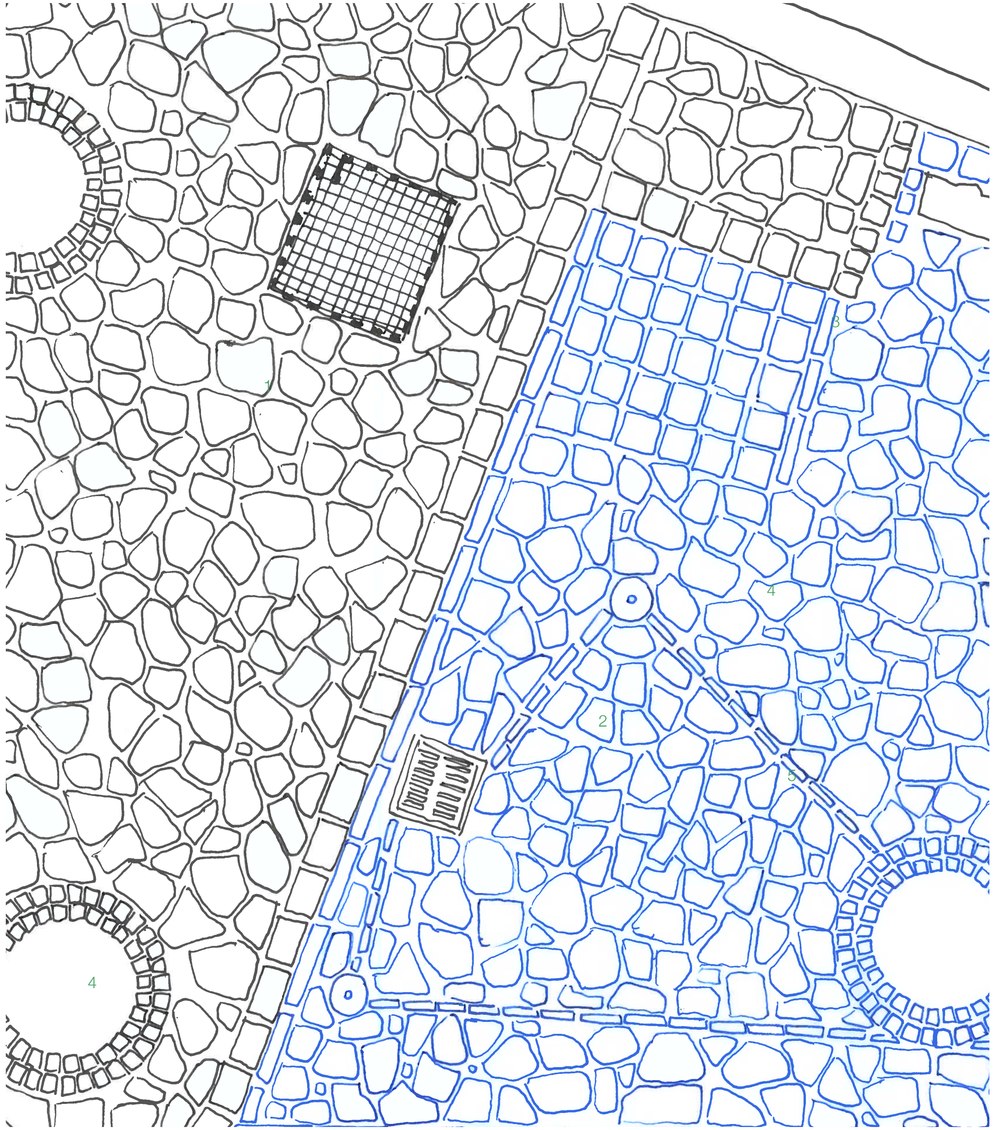






1. schoolbus parking
2. first step in Preggio, bricks treshold
3. bricks and arenaria steps

PAVING

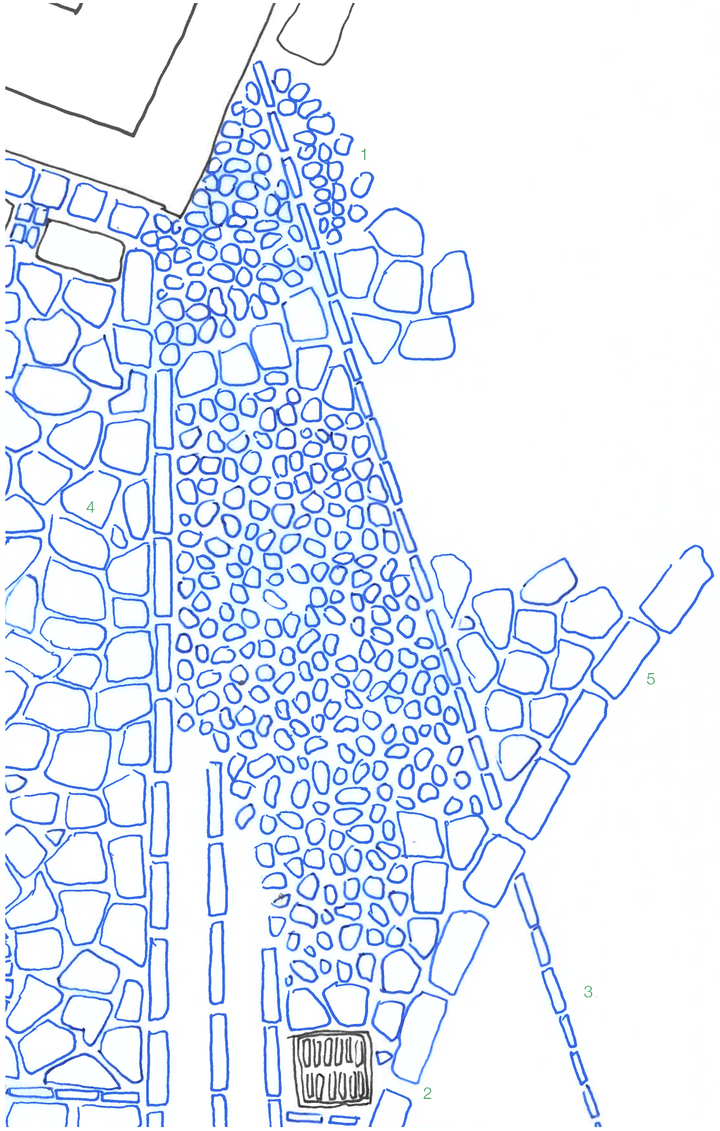






1. rexhisting arenaria paving
2. exhisting fiber conduct
3. regular stone addings
4. pavement drawing into arbitrary shape
5. unregular stone adding

PAVING







1. river pebble paving
2. water collector
3. underground fiber optics
4. unregular arenaria paving
5. unaccessible car area lines

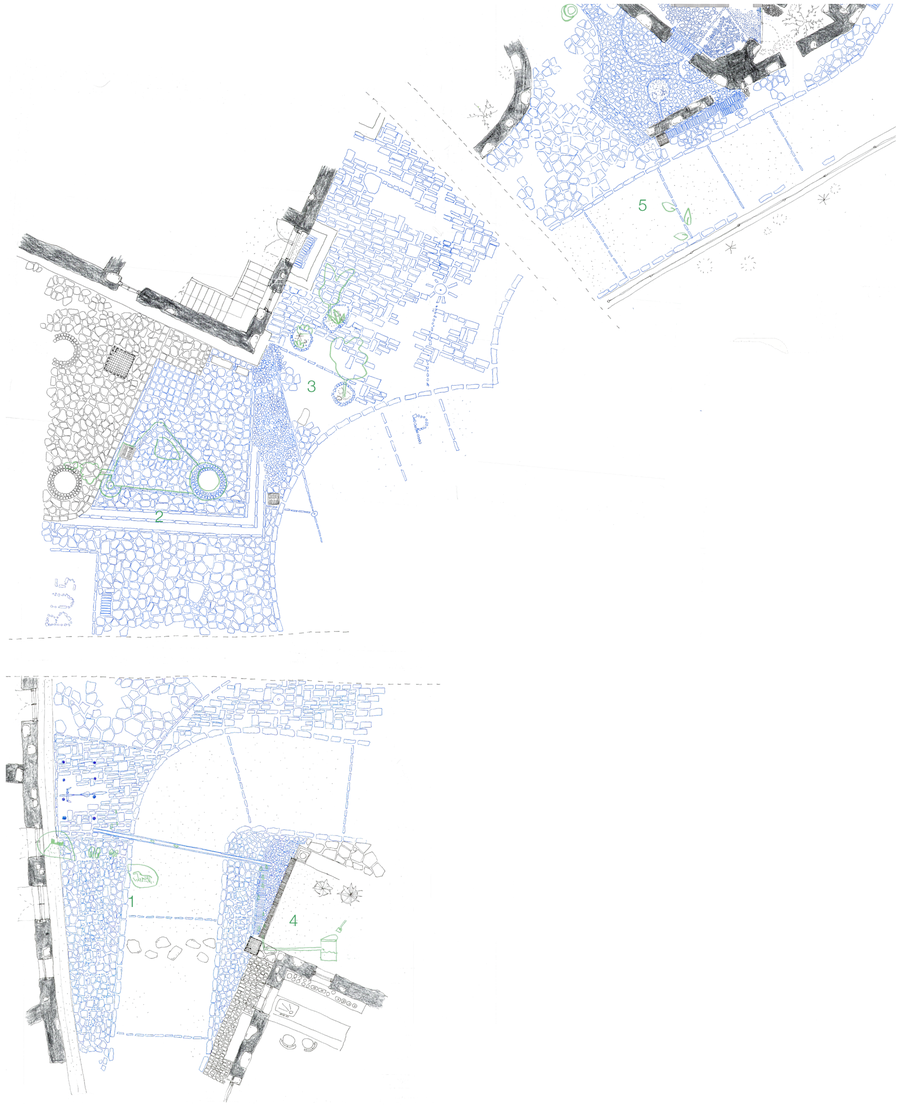
PAVING





1. main pedestrian square
2. outdoor class area
3. village gathering
4. pedestrian-priority car connection
5. underground parking
6. restaurant terrace
7. belvedere
8. new school entrance
9. signage of historical activities

PAVING





1. territory to sit and listen the stories of old inhabitants
2. territory to fantasize on personal carts
3. territory to observe green islands growing
4. territory to look and collect water flowing down the hill
5. territory to imagine alternative ecologies

INHABITATION
> the cell

INHABITATION





Terracotta Workshop, private master's house

fondo + 2 stories
240 m²



dormitory, canteen, observatory, collective classroom, event space

5 stories
1400 m²



School offices, first-aid room, archive, museum

3 stories
600 m² (200 usable)



Woodworking workshop, private master's house

3 stories
430 m² (250 usable)



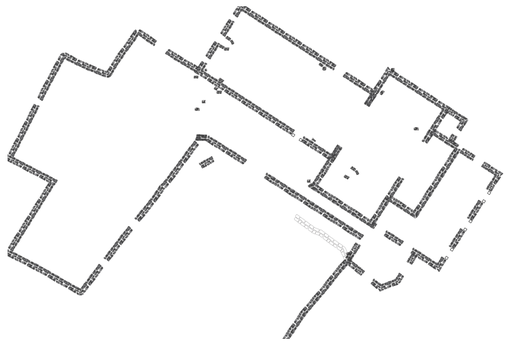
Bar, collective library, parents library and remote stations

fondo + 2 stories
220 m²



Gardening workshop, textile workshop,

fondo + 2 stories
390 m²



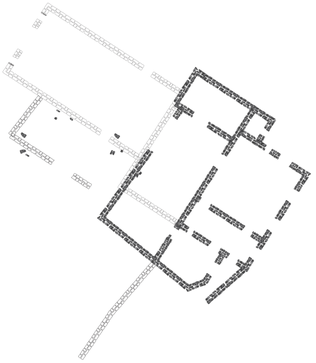
Monastry of Beata Colomba
1910-1920





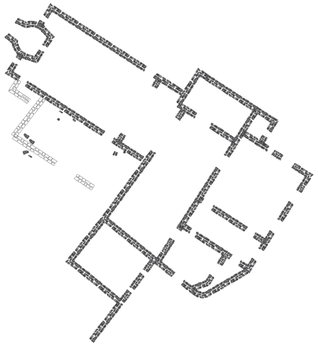
Earthquake
1930





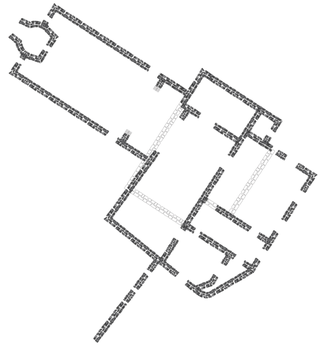
Theater
1947





“Colonia” for kids
1963





Restaurant and Hotel
1971-2000



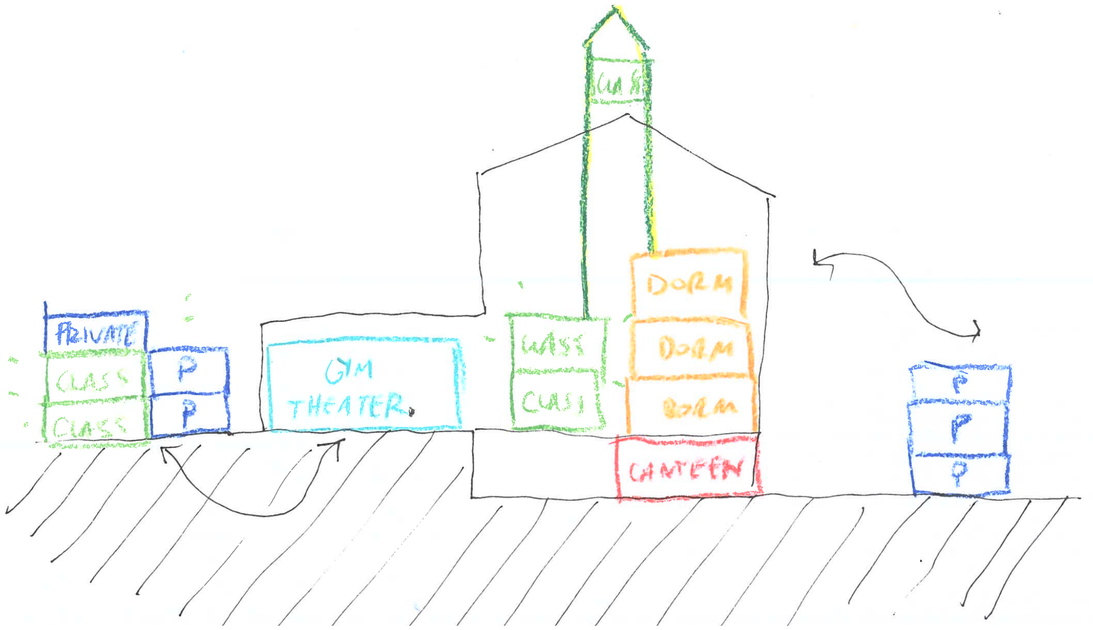











CLASS
DORM
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PRIVATE
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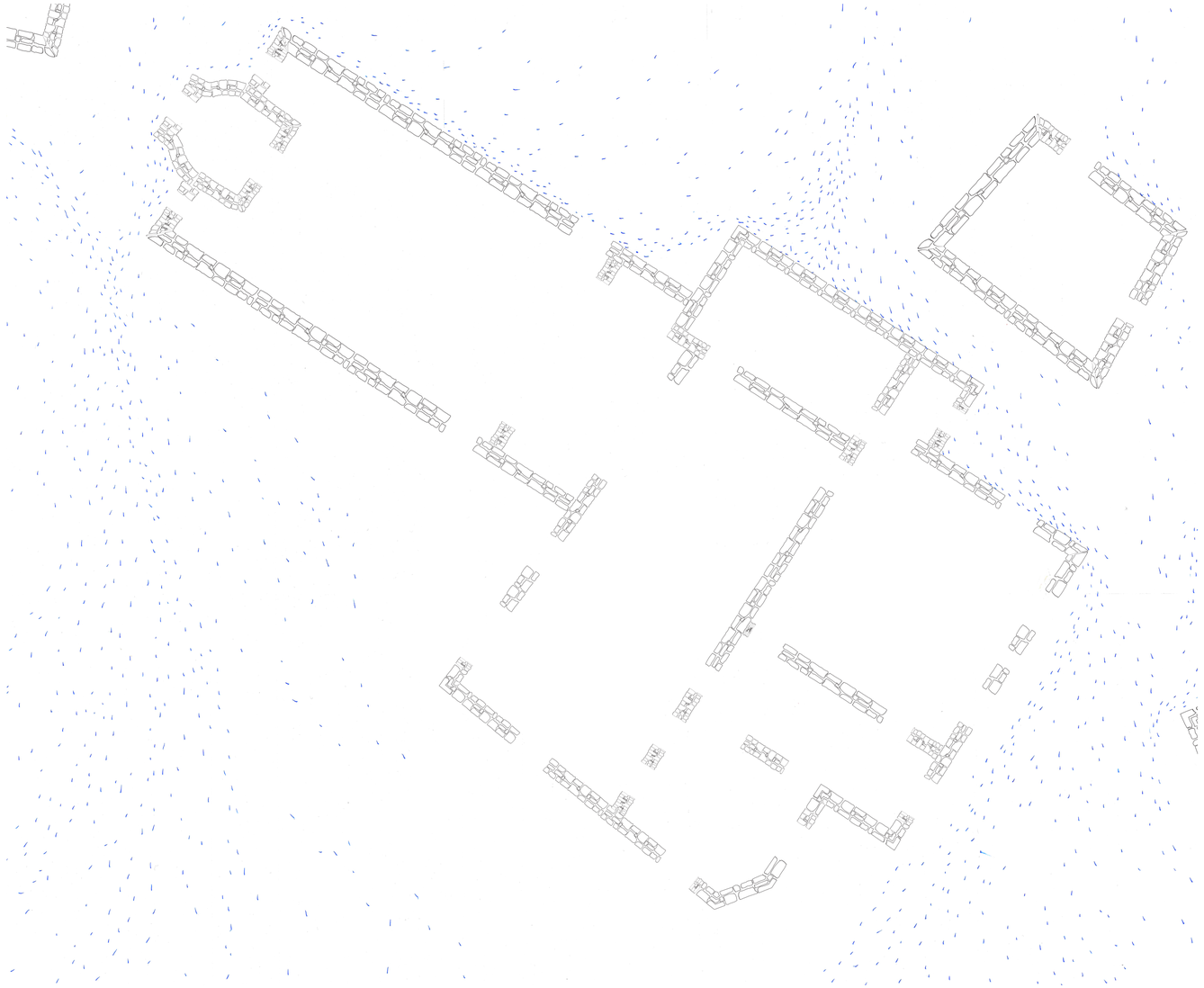
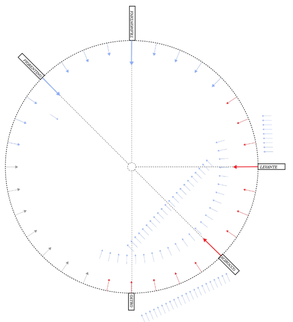
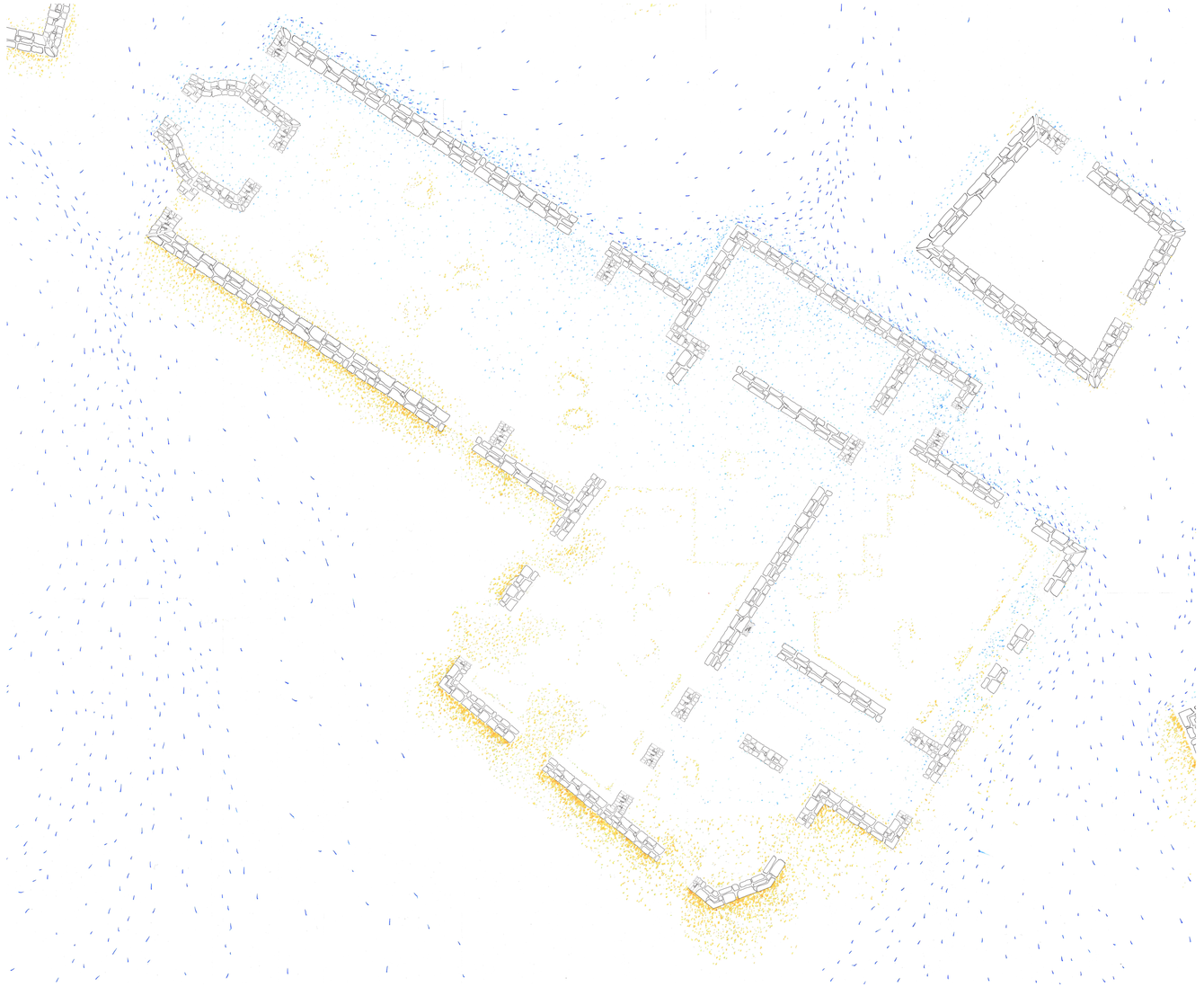
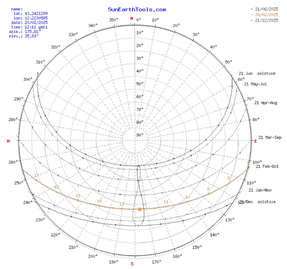


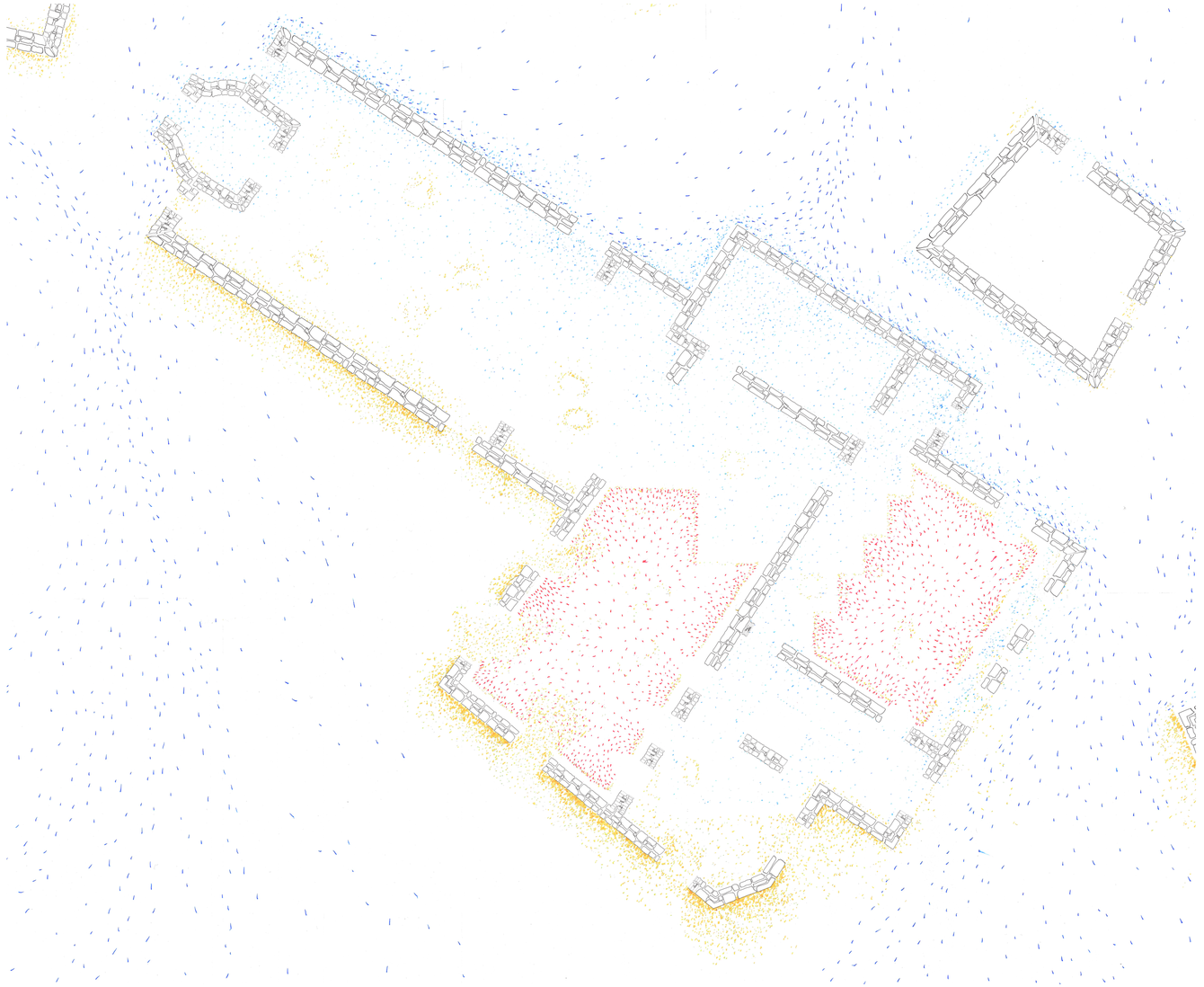
main wind directions





Preggio solar chart

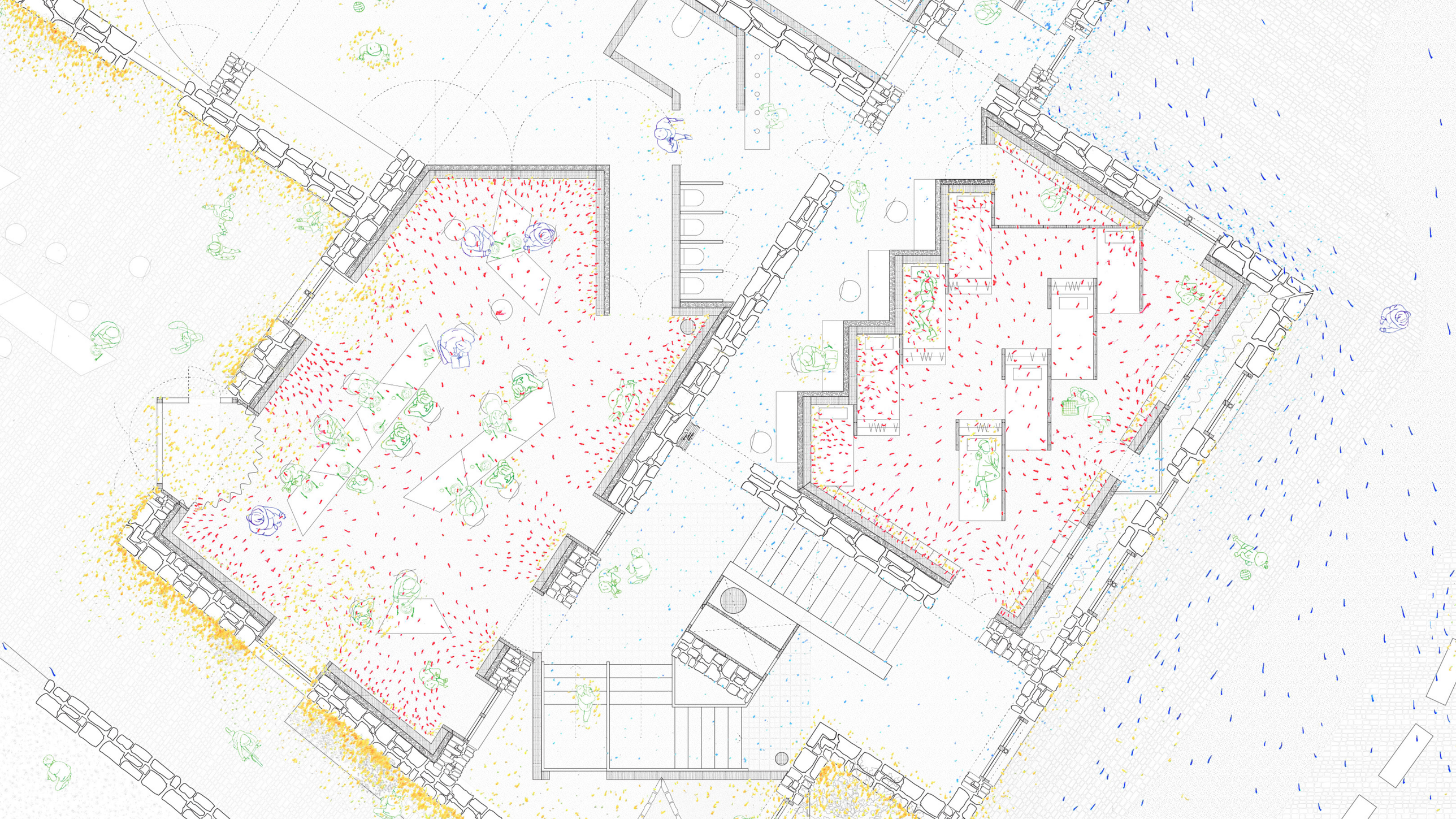






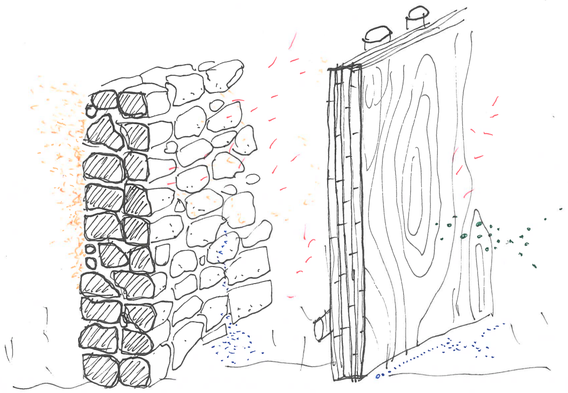
Who said orthogonal lines are the most efficient?

Luigi Prestinenza Puglisi

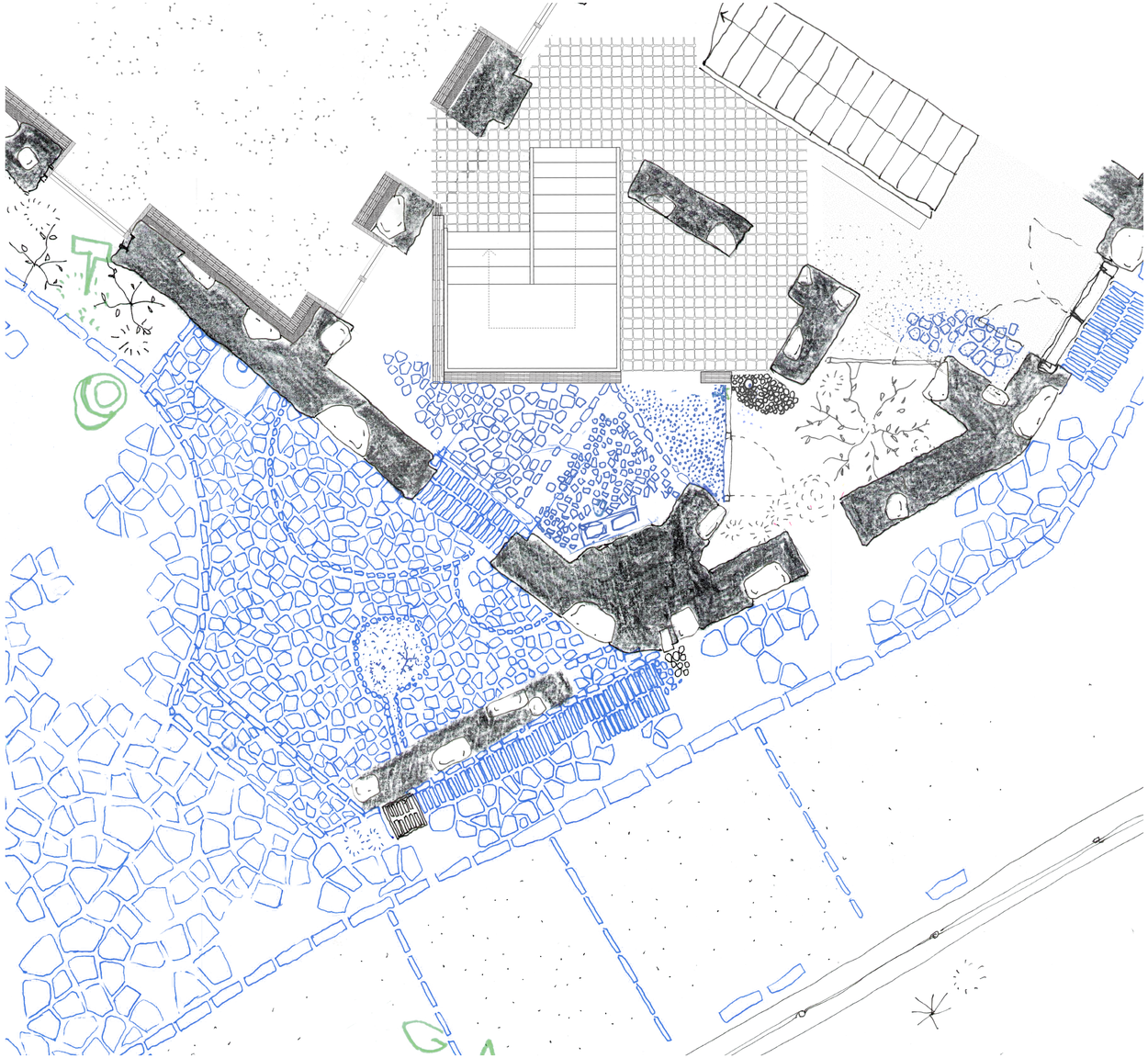




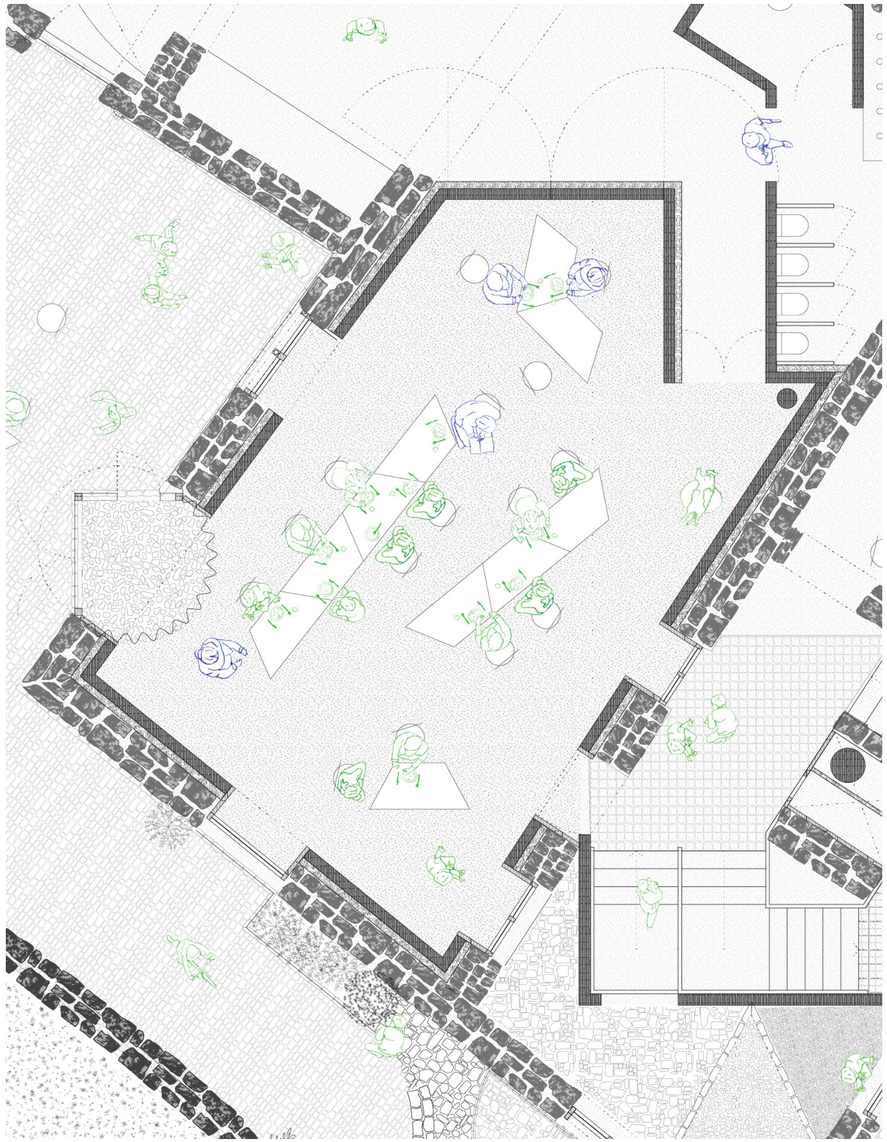


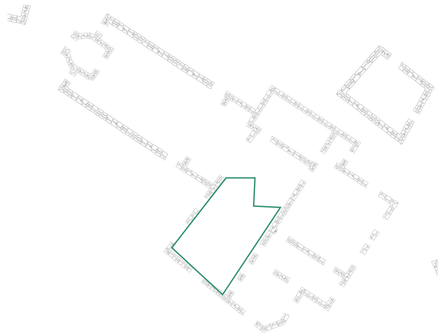


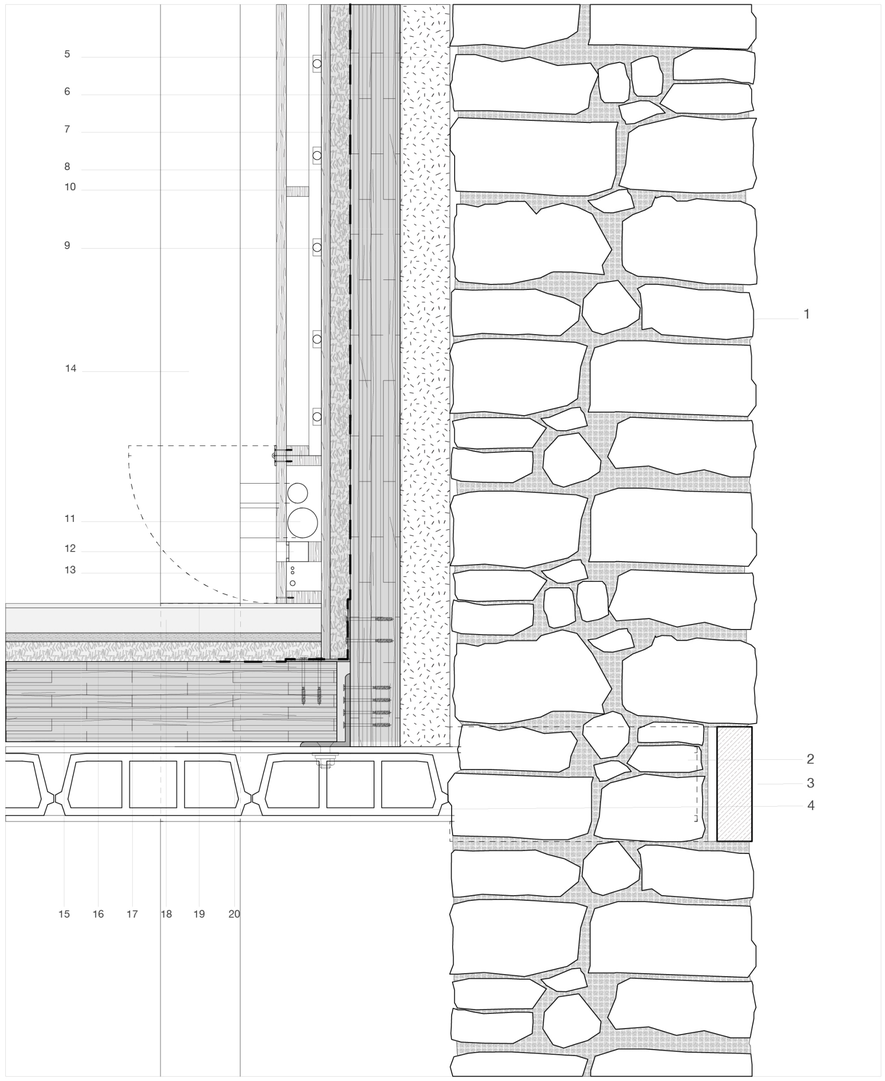


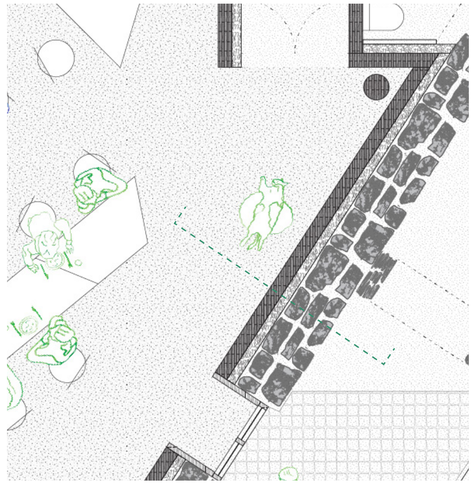










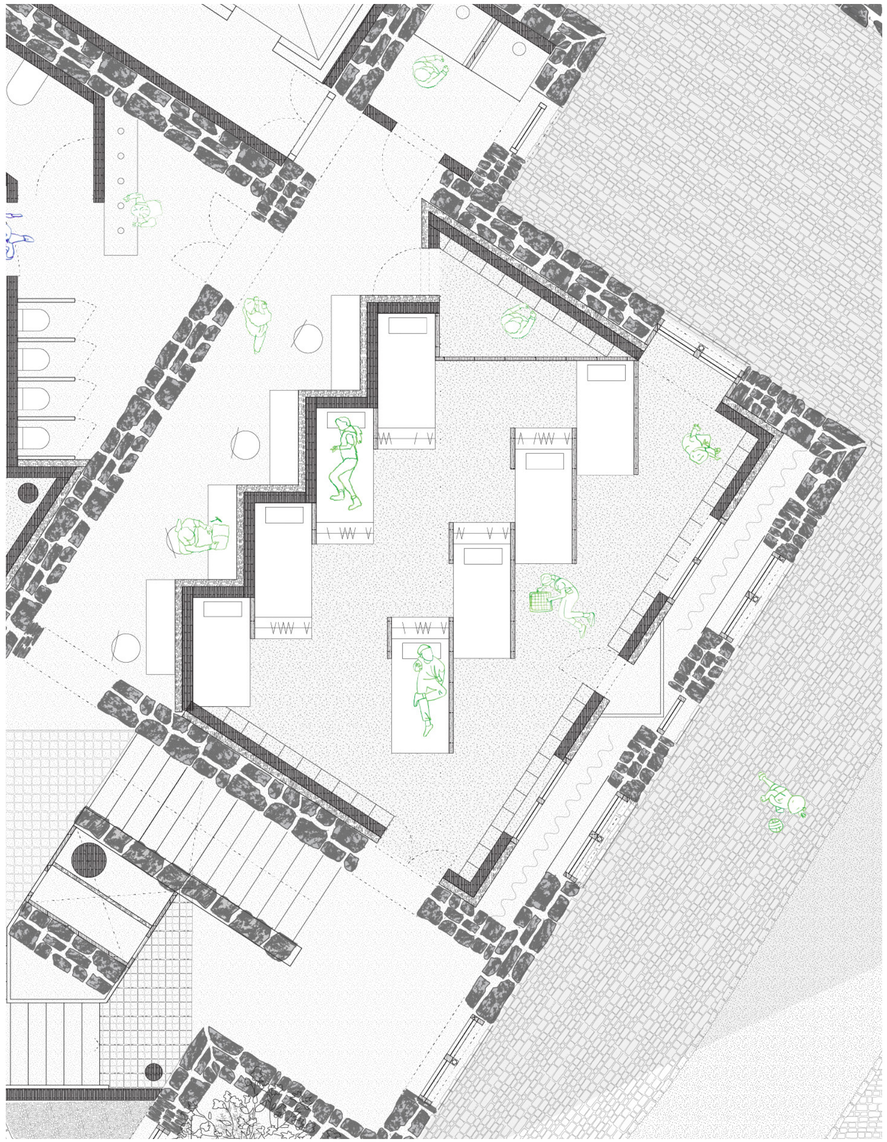


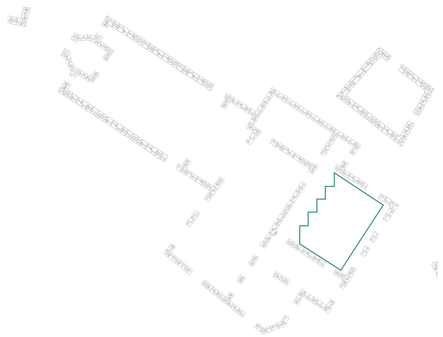
exhisting
1. 600mm arenaria stone wall
2. 150x150mm steel beam
3. concrete finishing slab
4. clay hollow box

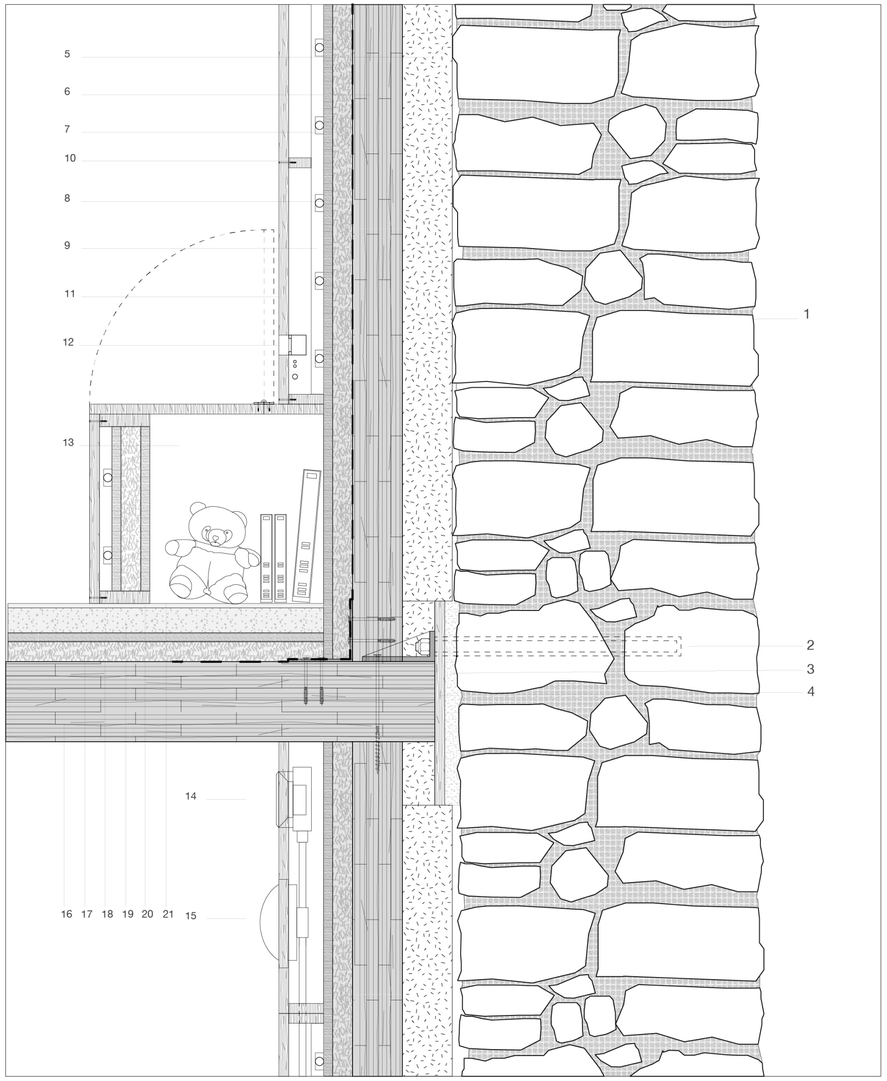
vertical structure
5. 100mm natural wool insulation, local farms (1 km)*
6. 100mm CLT panel, Rubechi Srl (32,5 km)*
7. 40mm high density hemp fiber insulation boards 40 mm, Biolevel (35 km)*
8. 18mm OSB panel 18mm, Rubechi Srl (32,5 km)*
9. Radiant wall heating
10. 25 mm x 45 mm wooden studs and noggings , Costantini Legno (25 km)*
11. service shaft for water pipes, electrical conduits, fiber optic
12. electic socket
13. 20mm spruce wood finishing panels with openable service cabinet, Rubechi Srl (32,5 km)*
14. vertical water distribution and discharge pipes

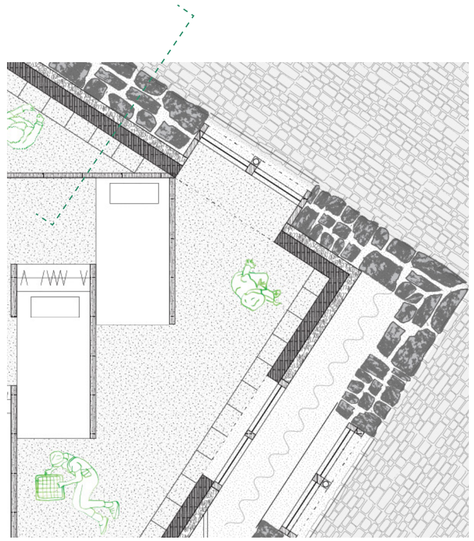
horizontal structure
15. 150mm CLT panel, Rubechi Srl (32,5 km)*
16. 40mm high density hemp fiber insulation boards, Biolevel, (35 km)*
17. 18mm OSB panel, Rubechi Srl (32,5 km)*
18. 50mm stabilized raw clay screed, Terragena Argipav (60 km)
19. 15mm natural clay floor 15mm, Terragena Argipav (60 km)*
20. 1mm natural floor beeswax, Terragena Argipav (60 km)*











connection to the exhisting
1. 600mm arenaria stone wall
2. threaded rod with anchor plate
3. concrete leveler
4. 20mm spruce panel

vertical structure
5. 100mm natural wool insulation, local farms (1 km)*
6. 100mm CLT panel, Rubechi Srl (32,5 km)*
7. 40mm high density hemp fiber insulation boards 40 mm, Biolevel (35 km)*
8. 18mm OSB panel 18mm, Rubechi Srl (32,5 km)*
9. Radiant wall heating
10. 25 mm x 45 mm wooden studs and noggings , Costantini Legno (25 km)*
11. service shaft for water pipes, electrical conduits, fiber optic
12. electic socket
13. 20mm spruce wood finishing panels with openable service cabinet, Rubechi Srl (32,5 km)*
14. vertical water distribution and discharge pipes

horizontal structure
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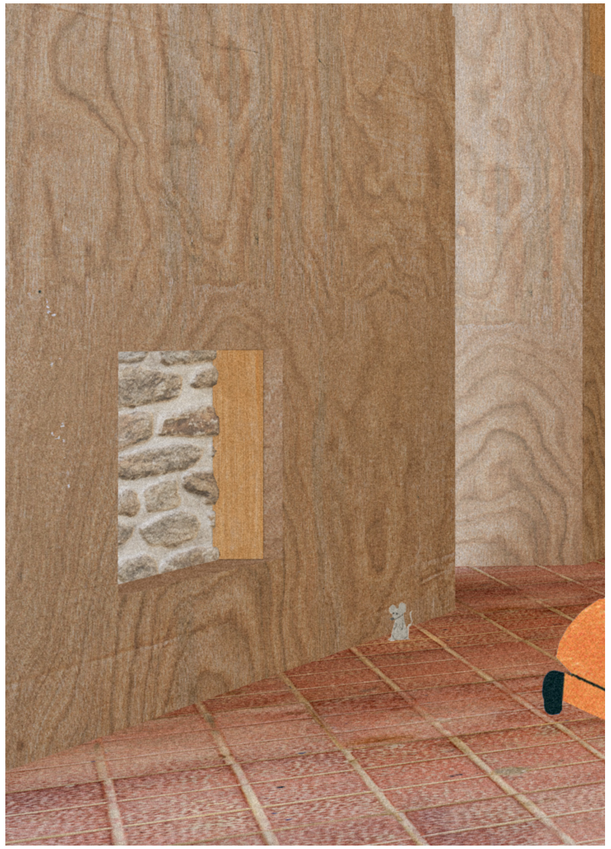
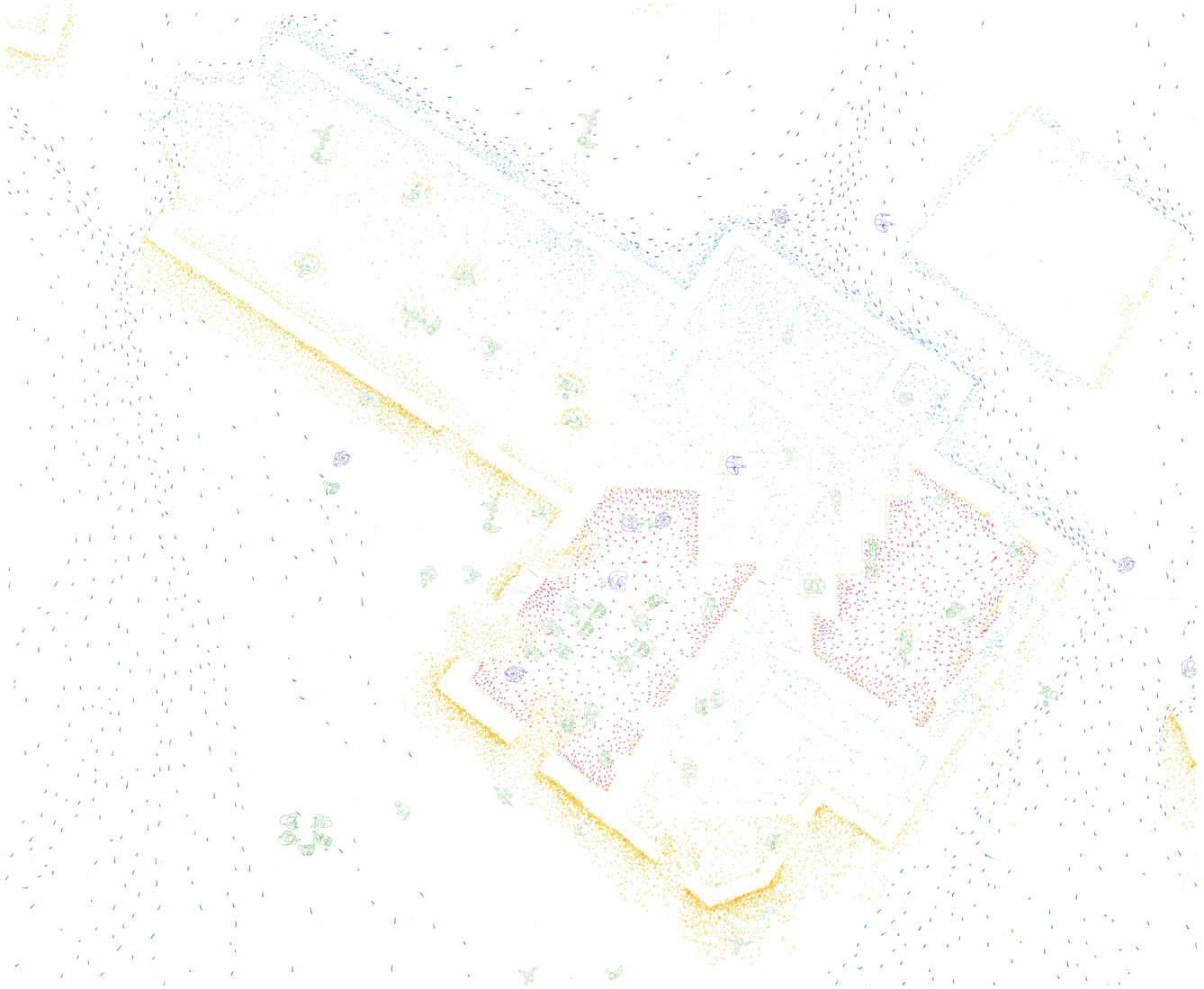
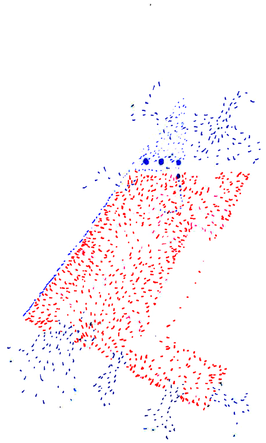
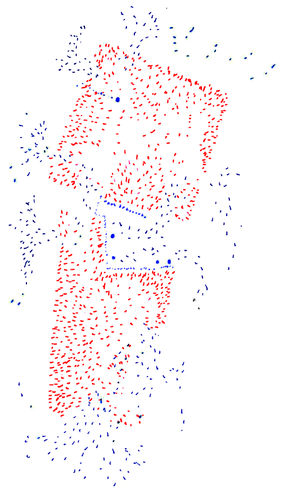


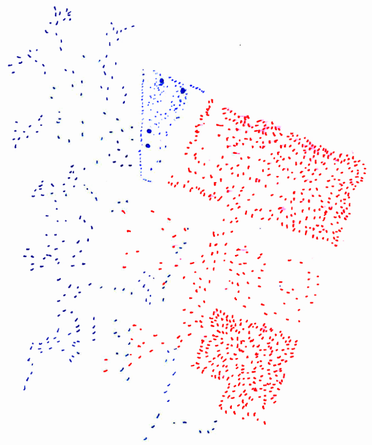


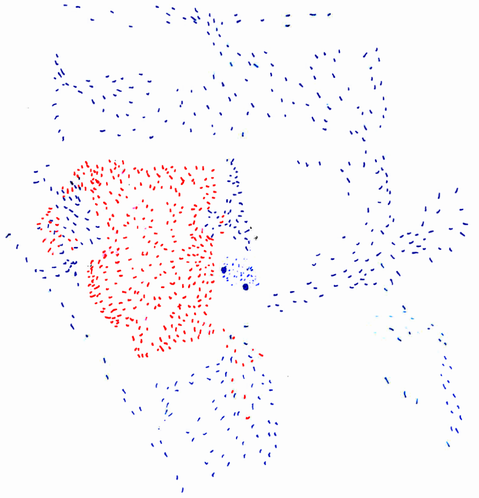






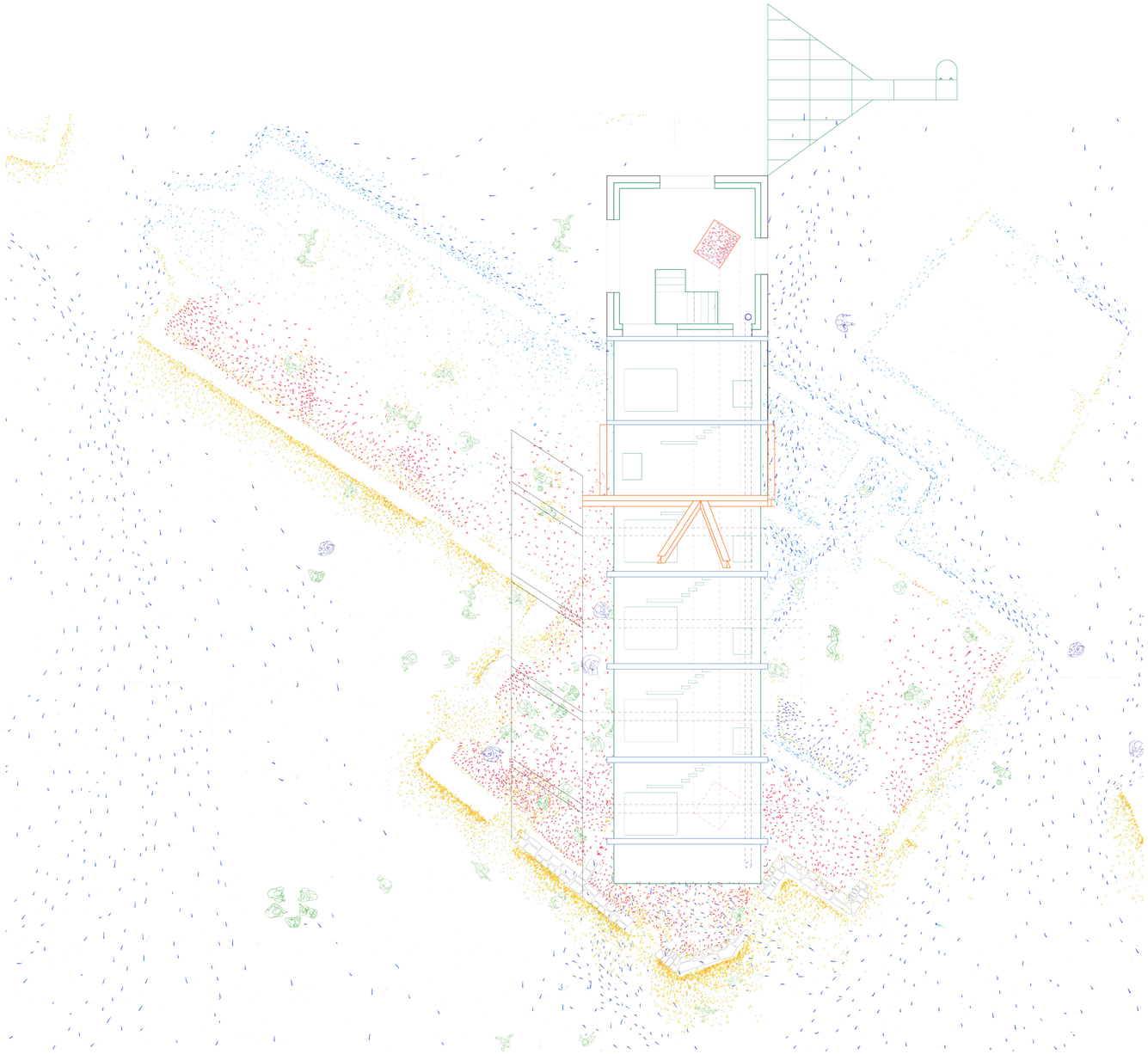


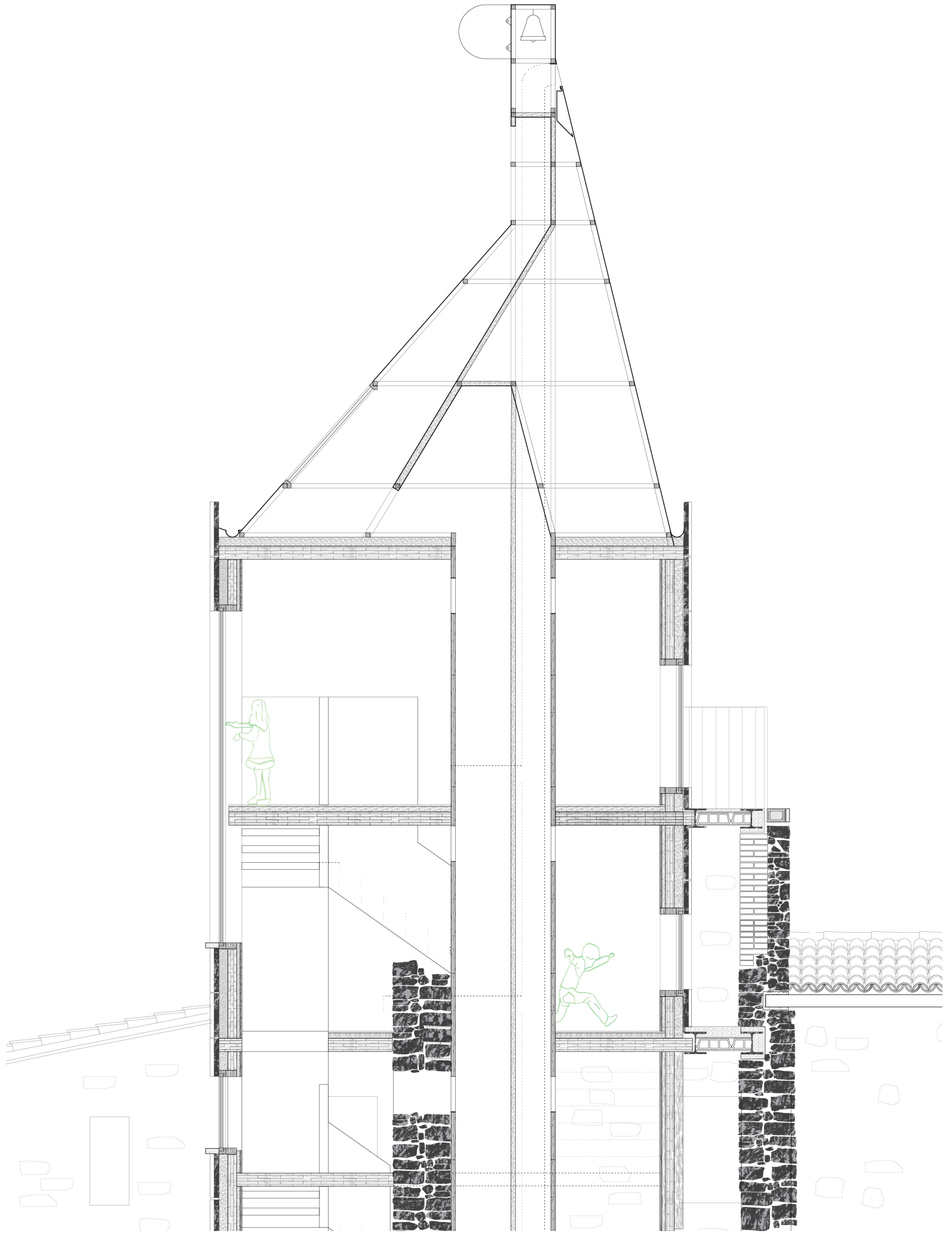


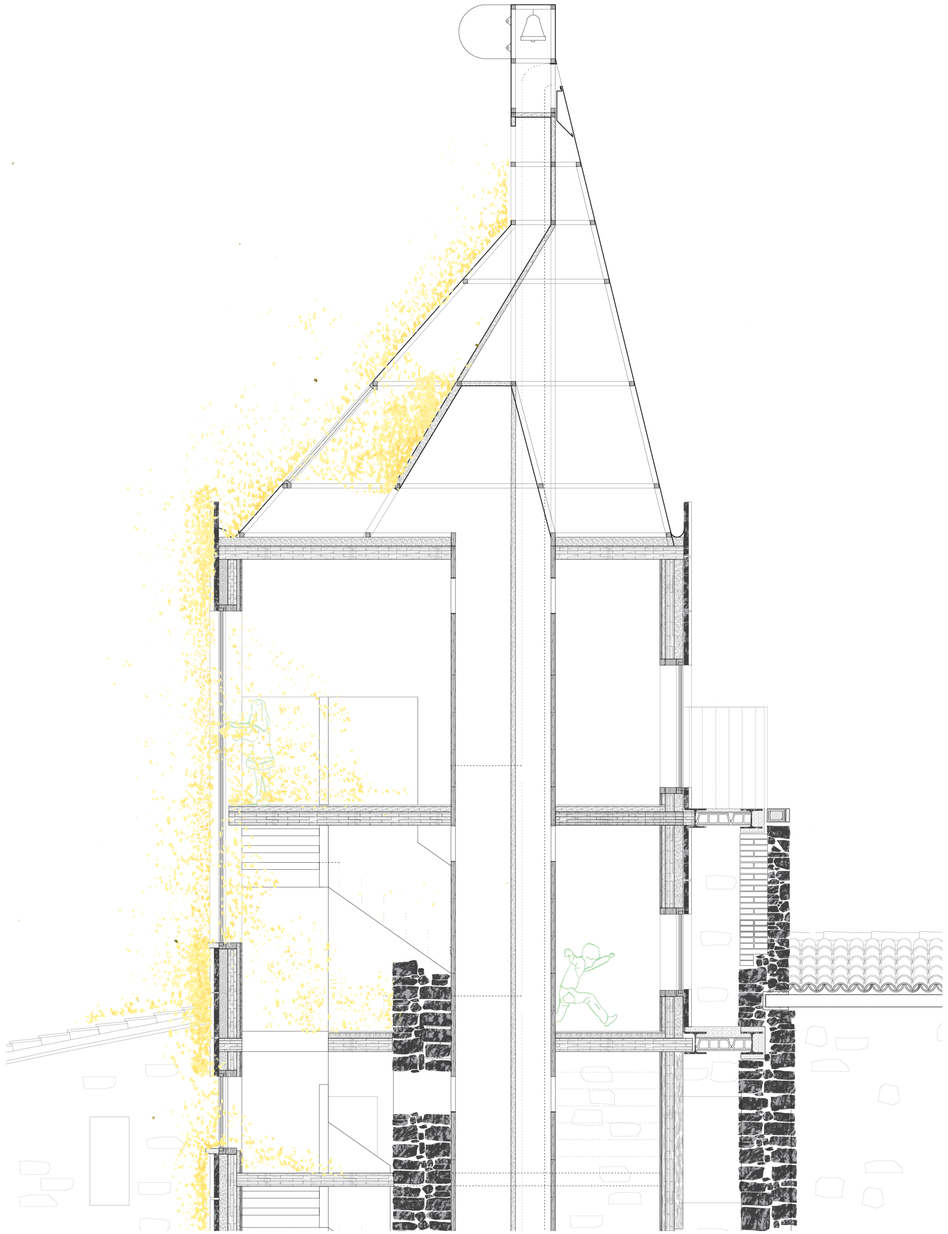


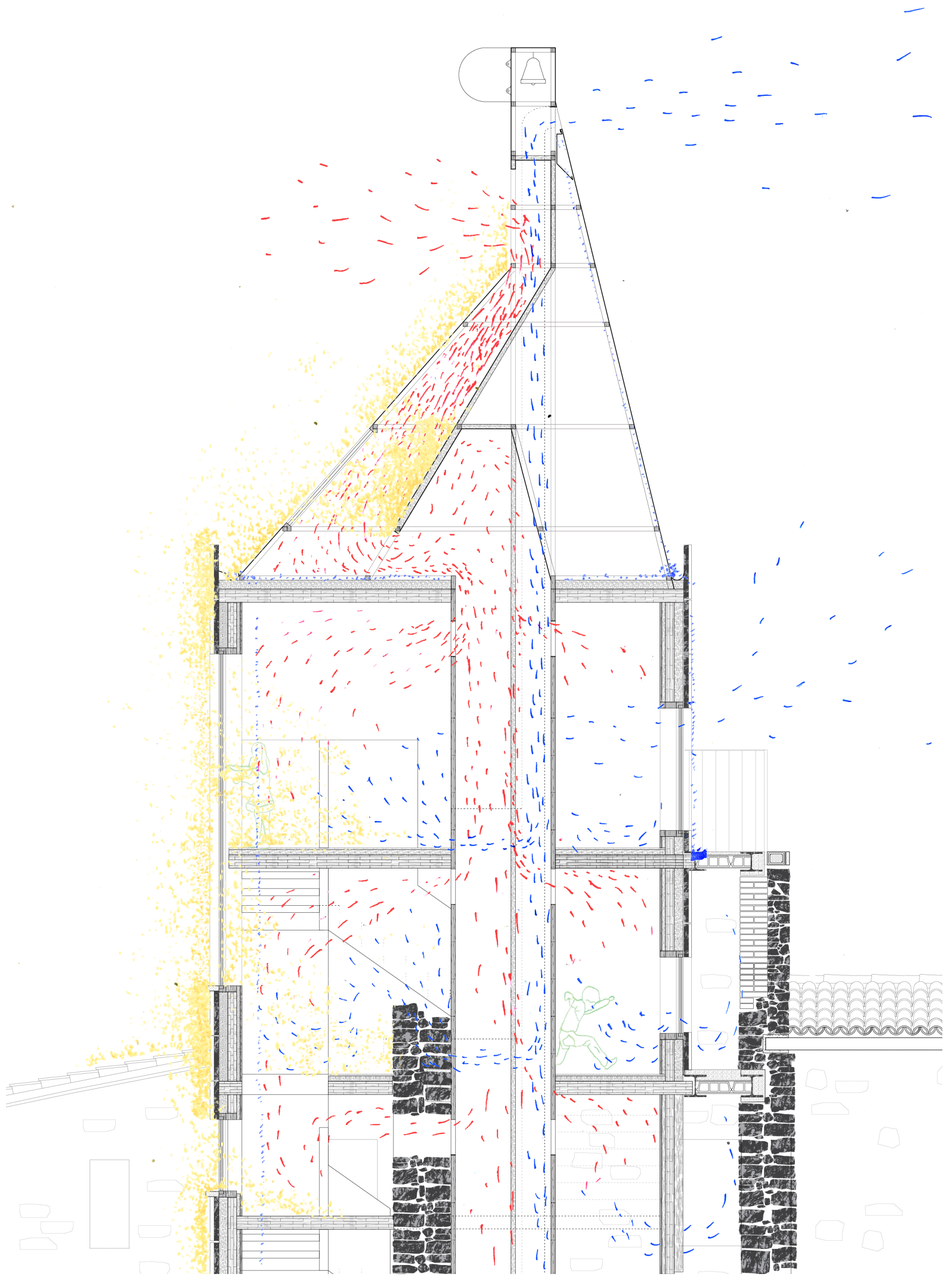
IDENTITY
> the tower

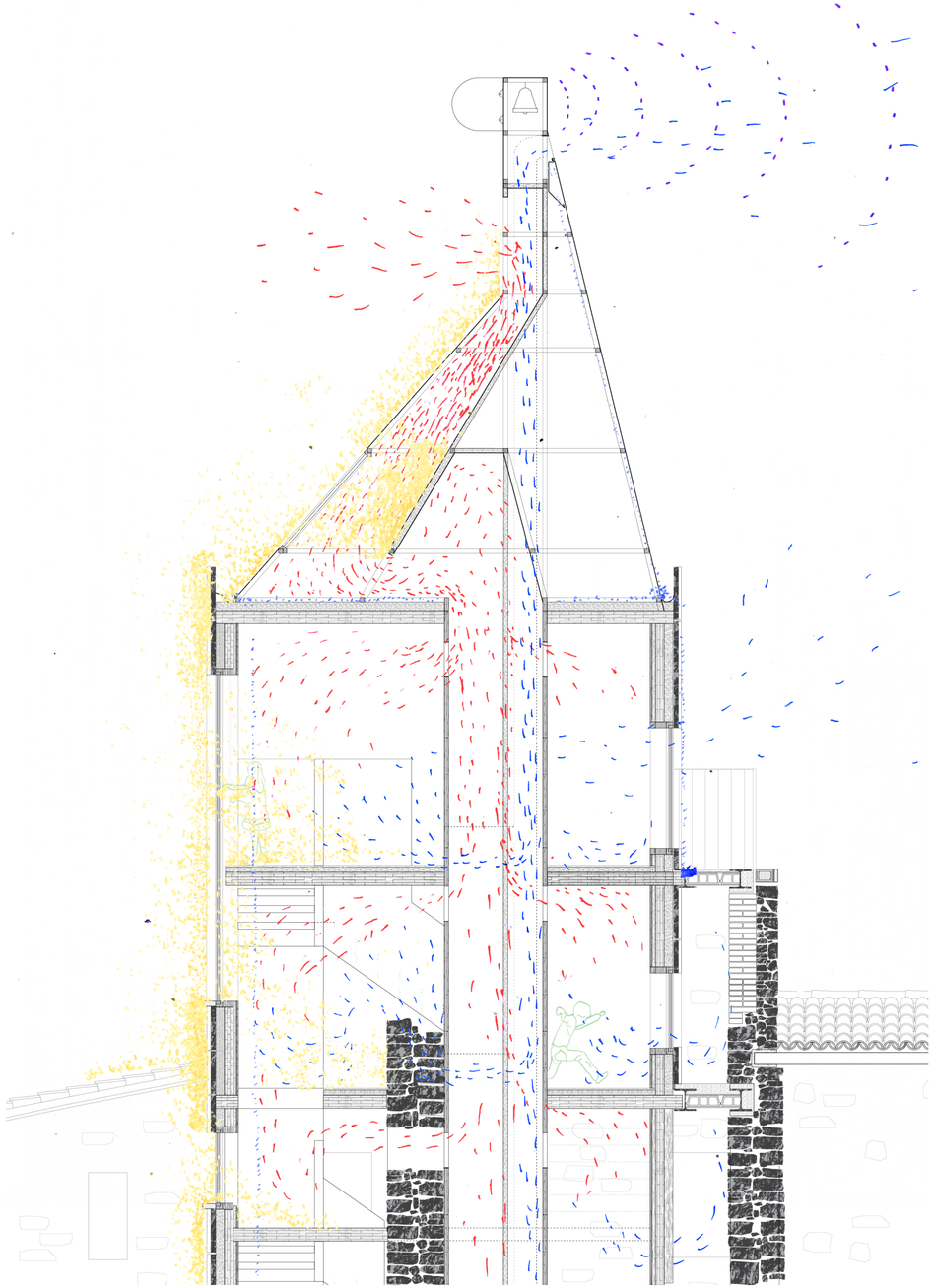






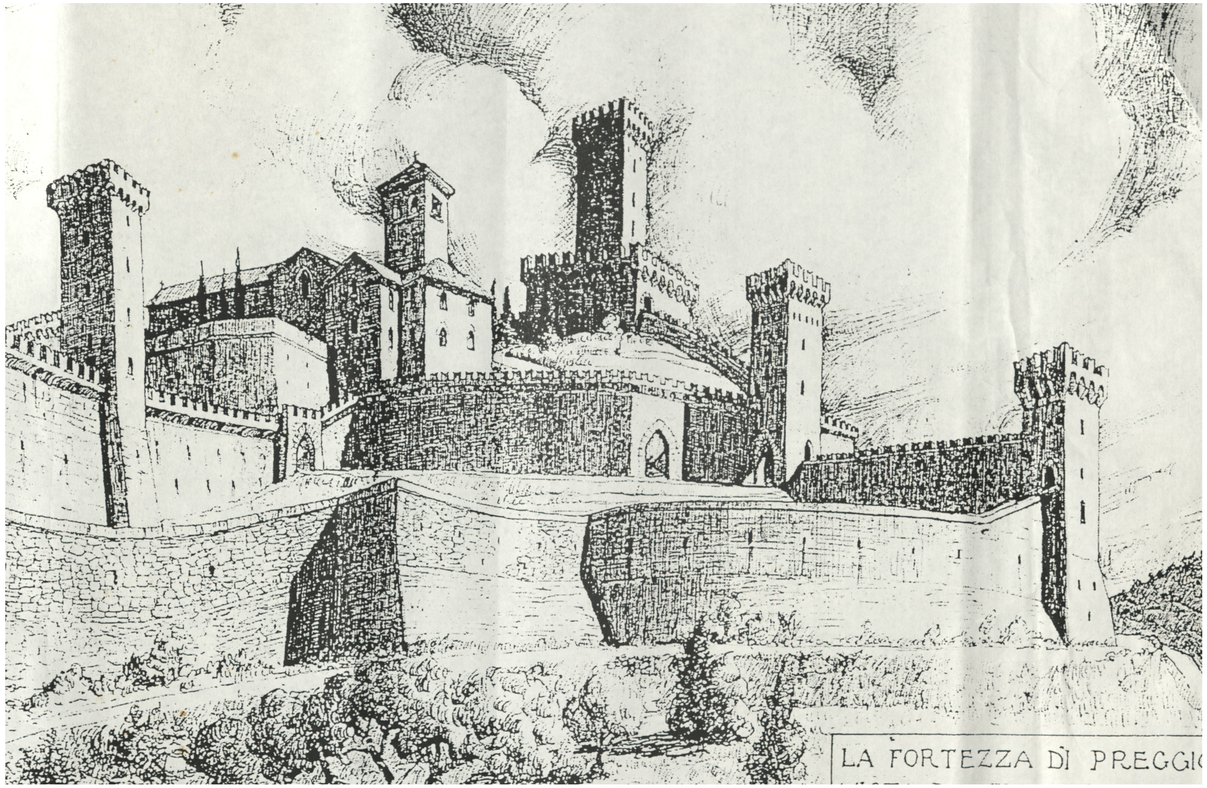









Poggio
Pregio
Refchio


LA FORTEZZA DI PREGGI

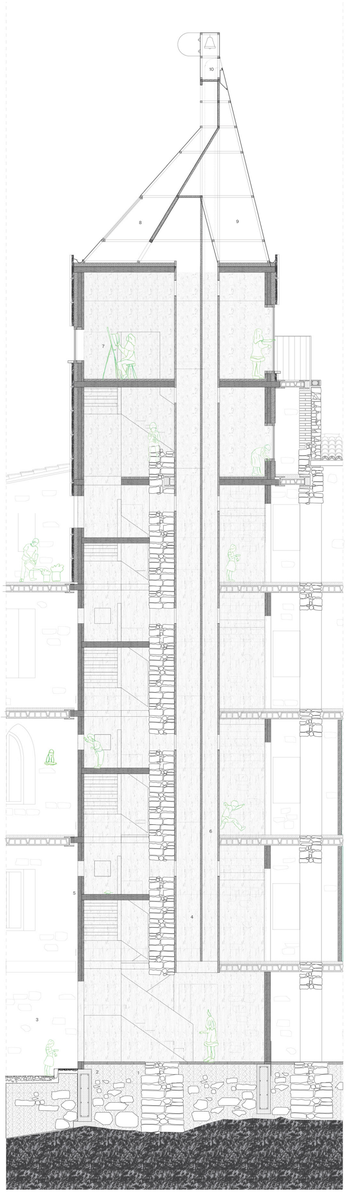


church steeple

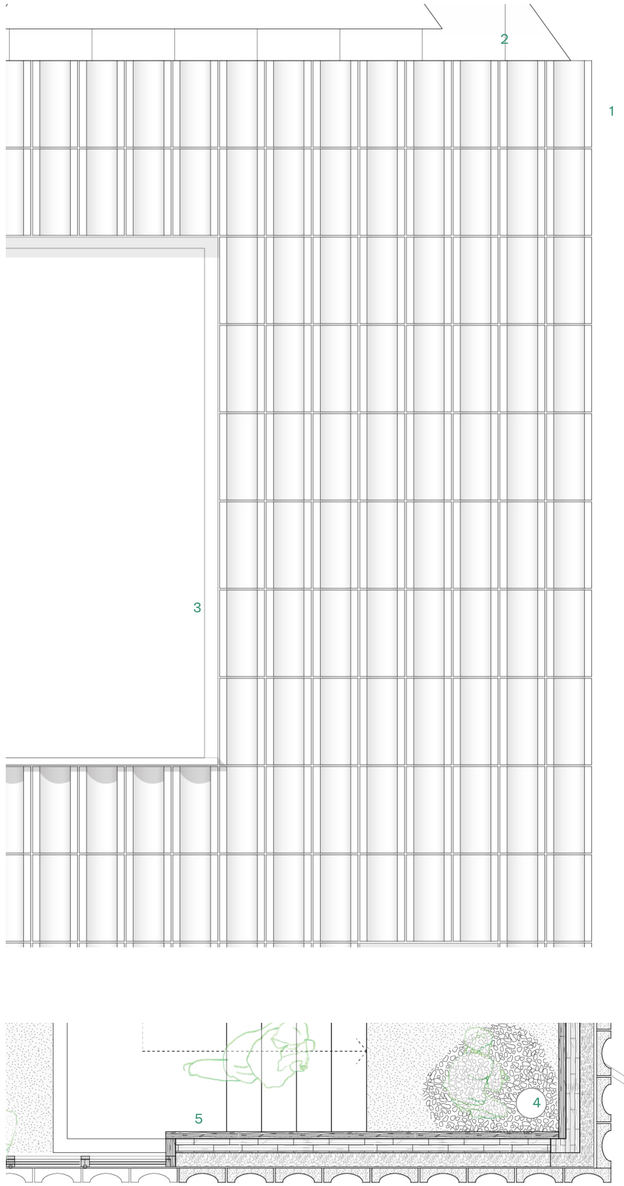
observation tower

ruins of the old observation point
la “Rocca”





1 extisting stone foundation
2 concrete tower foundation
3 double height entrance
4 cooling chimney conduct
5 vertical CLT structure
6 cool air conduct
7 observation room
8 high heating cell
9 services cabin
10 rotating bell and air canalizer


2
1
3
5
4



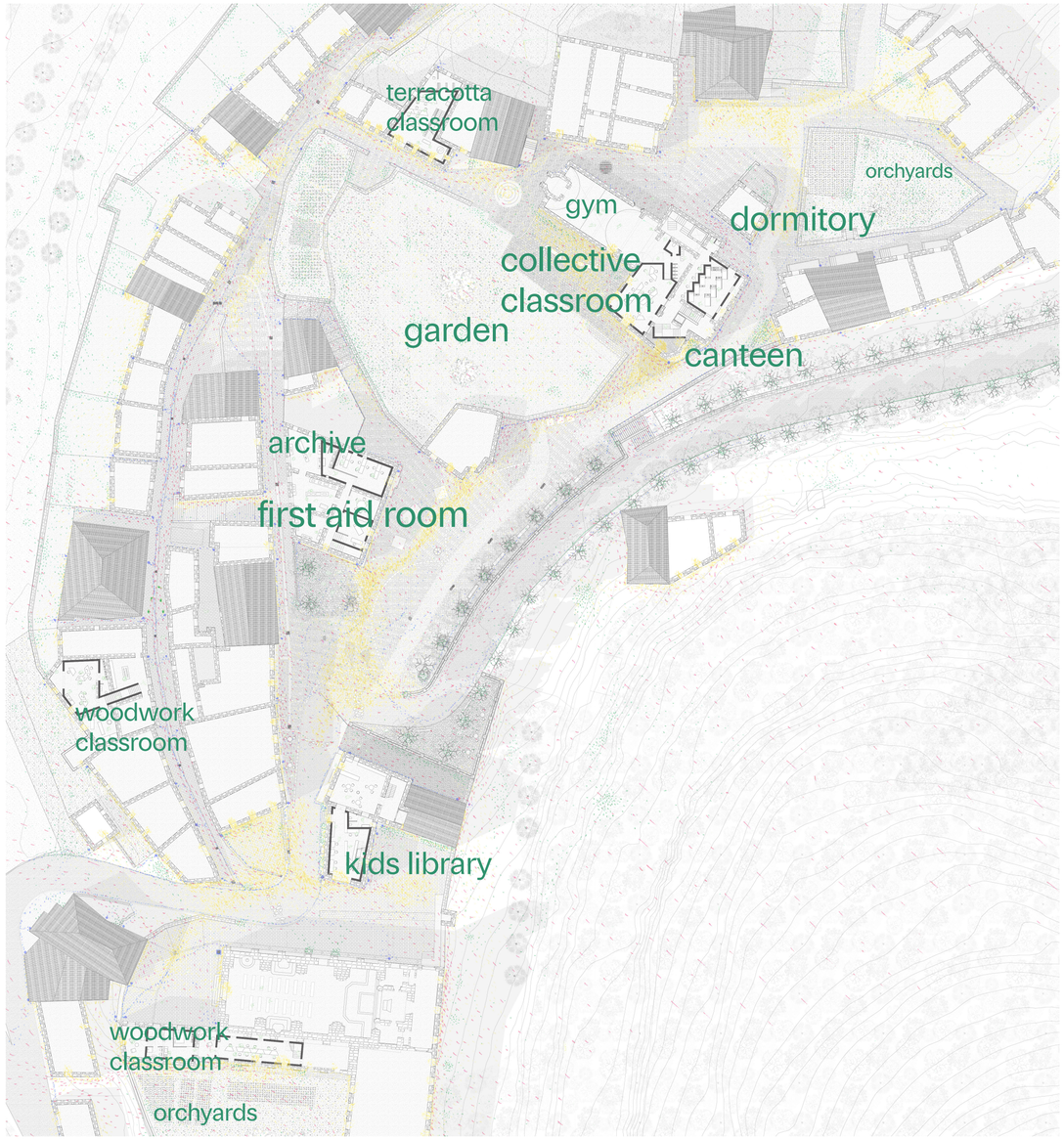


ACTIVATION PLAN



discussing allocations with Alberto Bufali



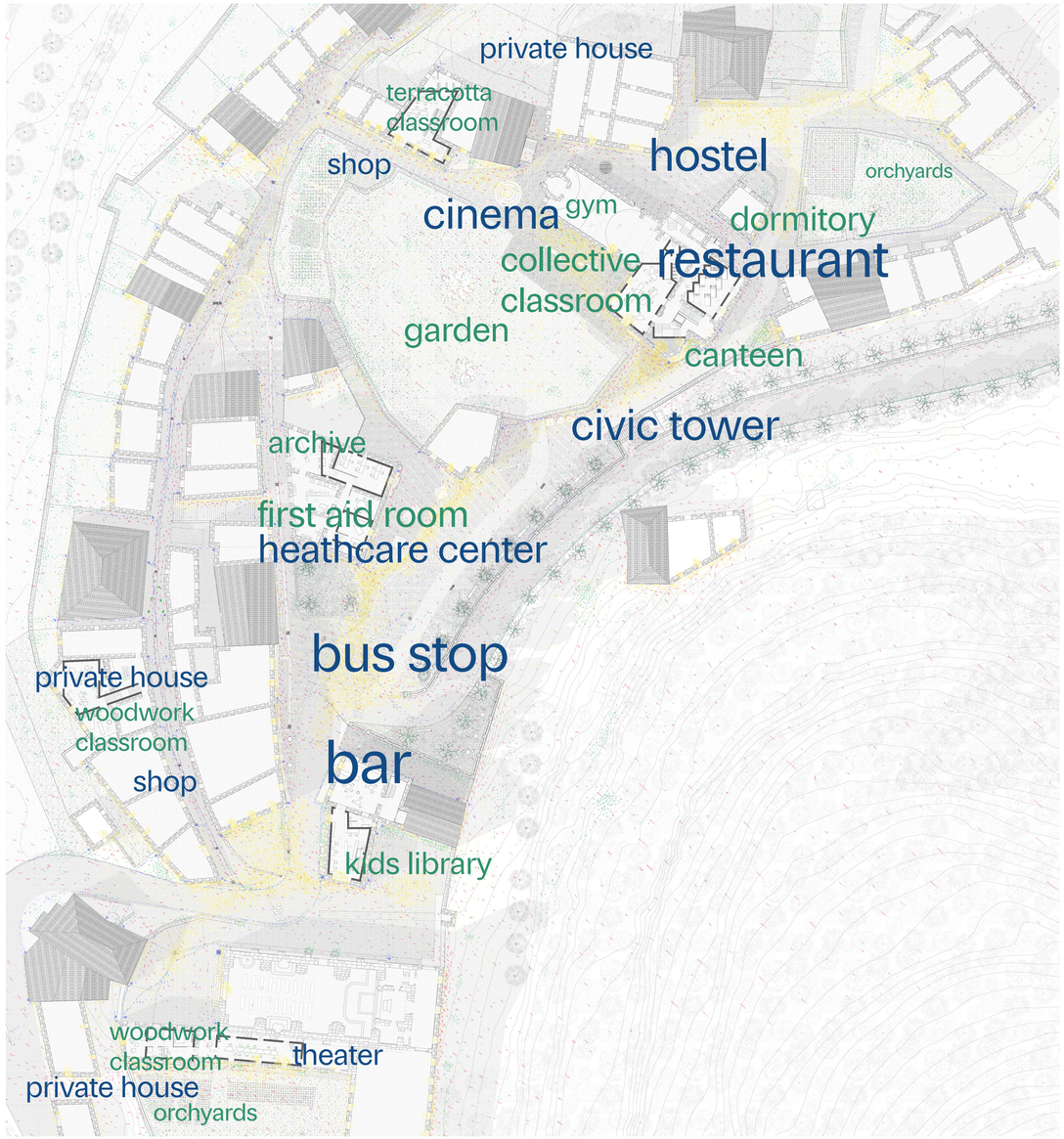


a school for kids

functions:
- > canteen
- > cafeteria and library
- > first aid room
- > auditorium
- > gym
- > administrative area
- > dormitory

inhabitants:
- > school bus driver
- > caretaker
- > parents

facilities:
- > heated spaces



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- > dormitory

inhabitants:
- > school bus driver
- > caretaker
- > parents

facilities:
- > heated spaces

an emptying rural village

functions:
- > restaurant
- > bar
- > elderly healthcare room
- > theater and cinema
- > sports center
- > municipality offices
- > hostel

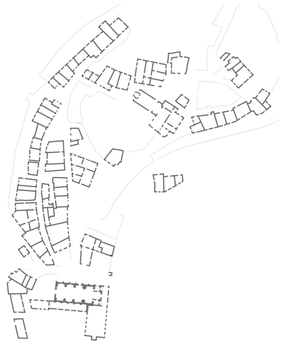
inhabitants:
- > elderly driver
- > caretaker
- > locals

facilities
- > energetic community

PREGGIO TERRITORIAL SCHOOL



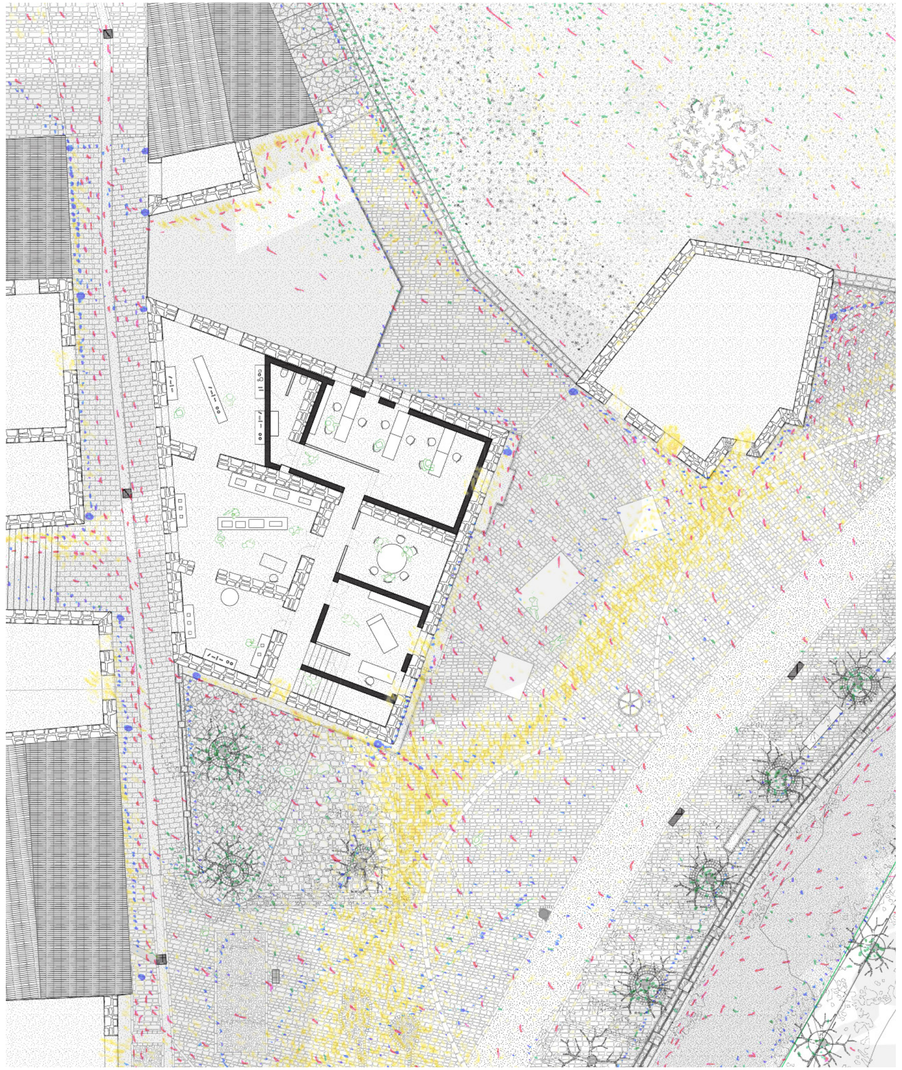




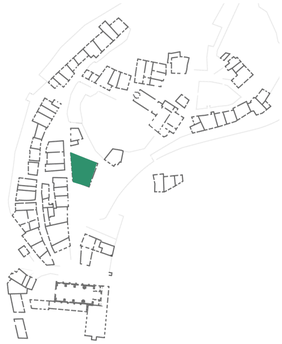
SCHOOL ADMINISTRATION

ground: kitchen
1st floor: collective room, gym, theater, cinema
2nd floor: dormitory
top floor: civic tower

PREGGIO TERRITORIAL SCHOOL







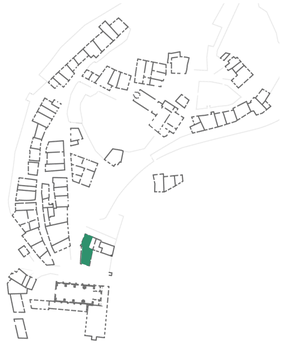
SCHOOL ADMINISTRATION

ground: pharmacy and post office
1st floor: first aid room, school offices, archive, exhibition space
2nd floor: private house (Vignoli family)

PREGGIO TERRITORIAL SCHOOL



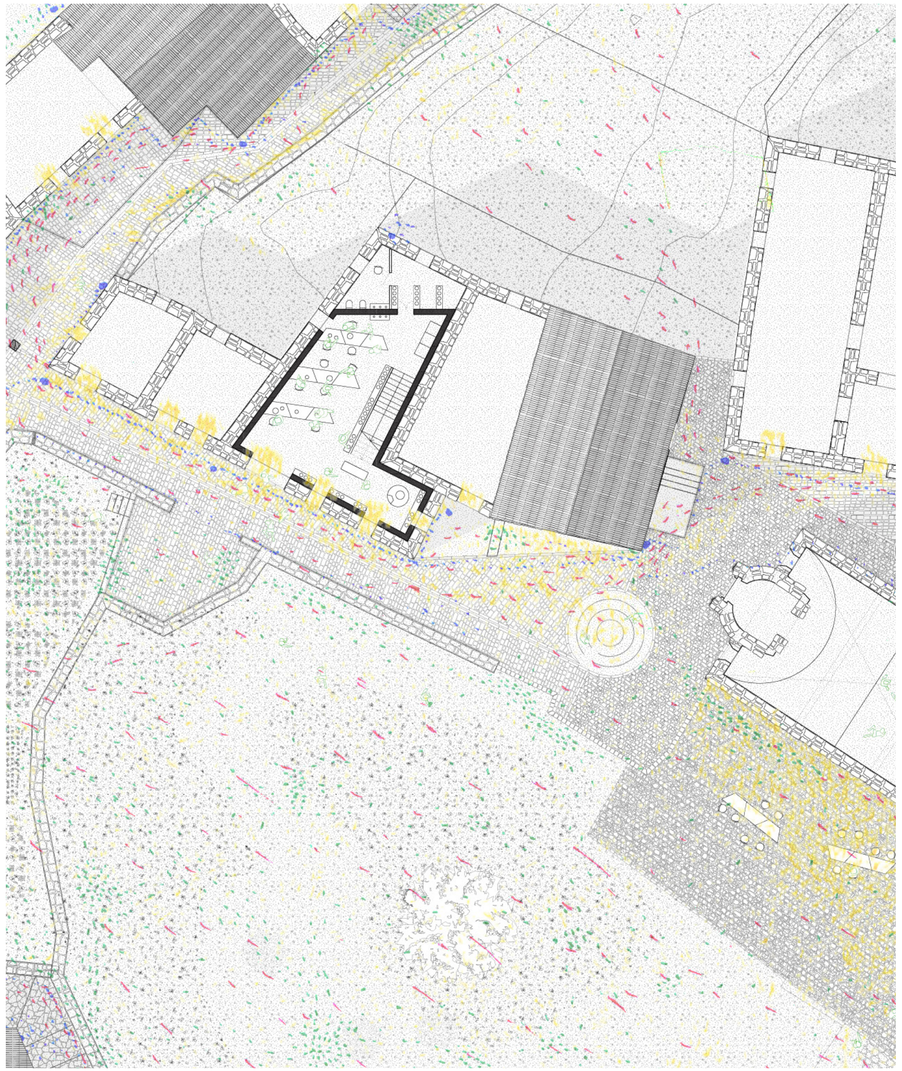




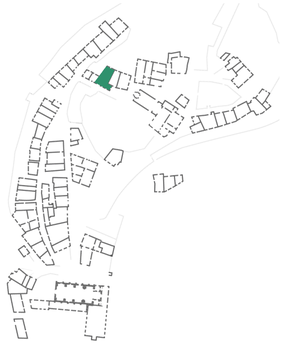
PUBLIC LIBRARY

ground: bar and cafeteria
1st floor: kids library
2nd floor: parents library and remote working station

PREGGIO TERRITORIAL SCHOOL



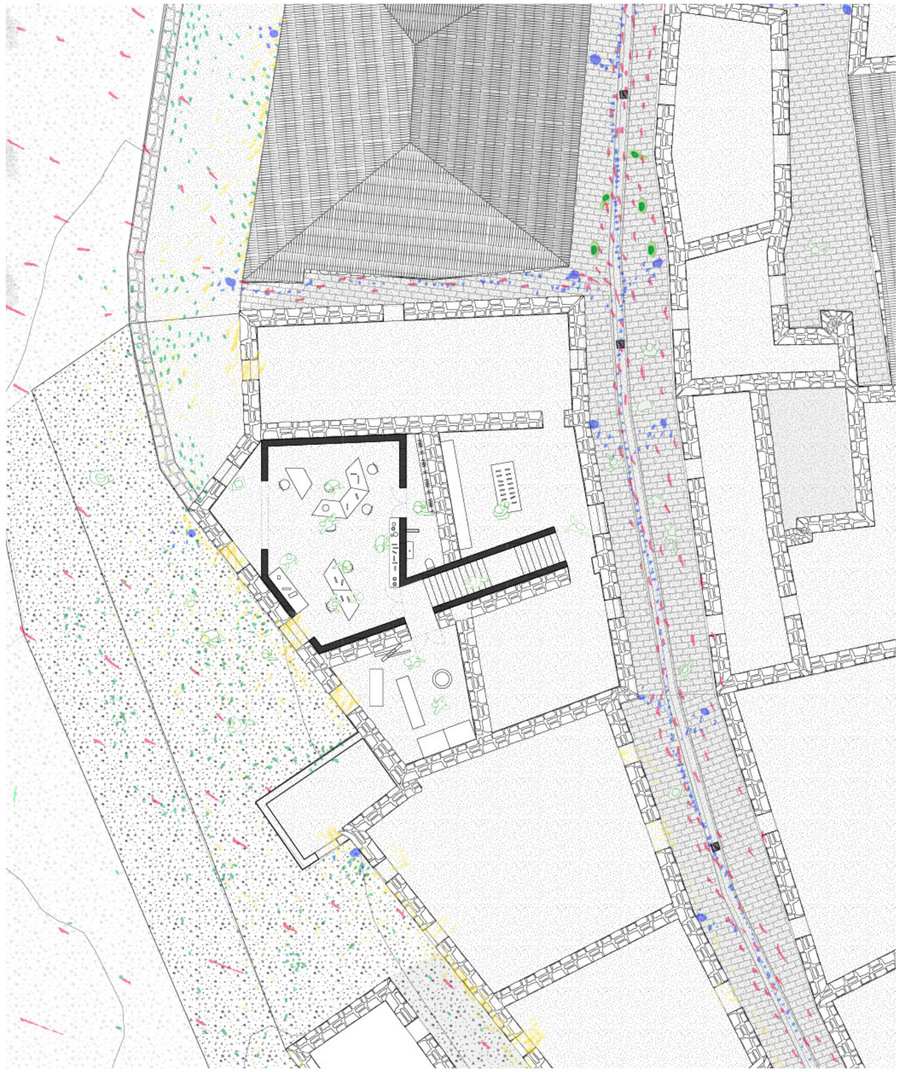




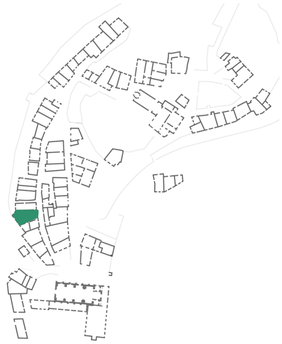
TERRACOTTA WORKER'S HOUSE

ground: terracotta workshop and showroom
1st floor: private master's house
2nd floor: private master's house

PREGGIO TERRITORIAL SCHOOL







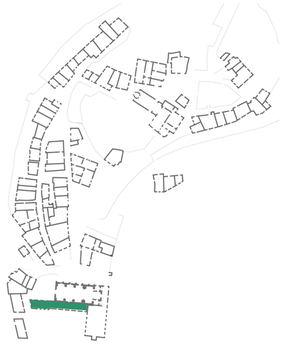
WOODWORKER'S HOUSE

ground: woodworkshop and showroom
1st floor: private master's house
2nd floor: private master's house

PREGGIO TERRITORIAL SCHOOL







GARDENER'S HOUSE

ground: seed and plants storage
1st floor: master's house and collective sewing classroom
2nd floor: wintergarden

PREGGIO TERRITORIAL SCHOOL





Fontanigorda, GE



Migiana, PG

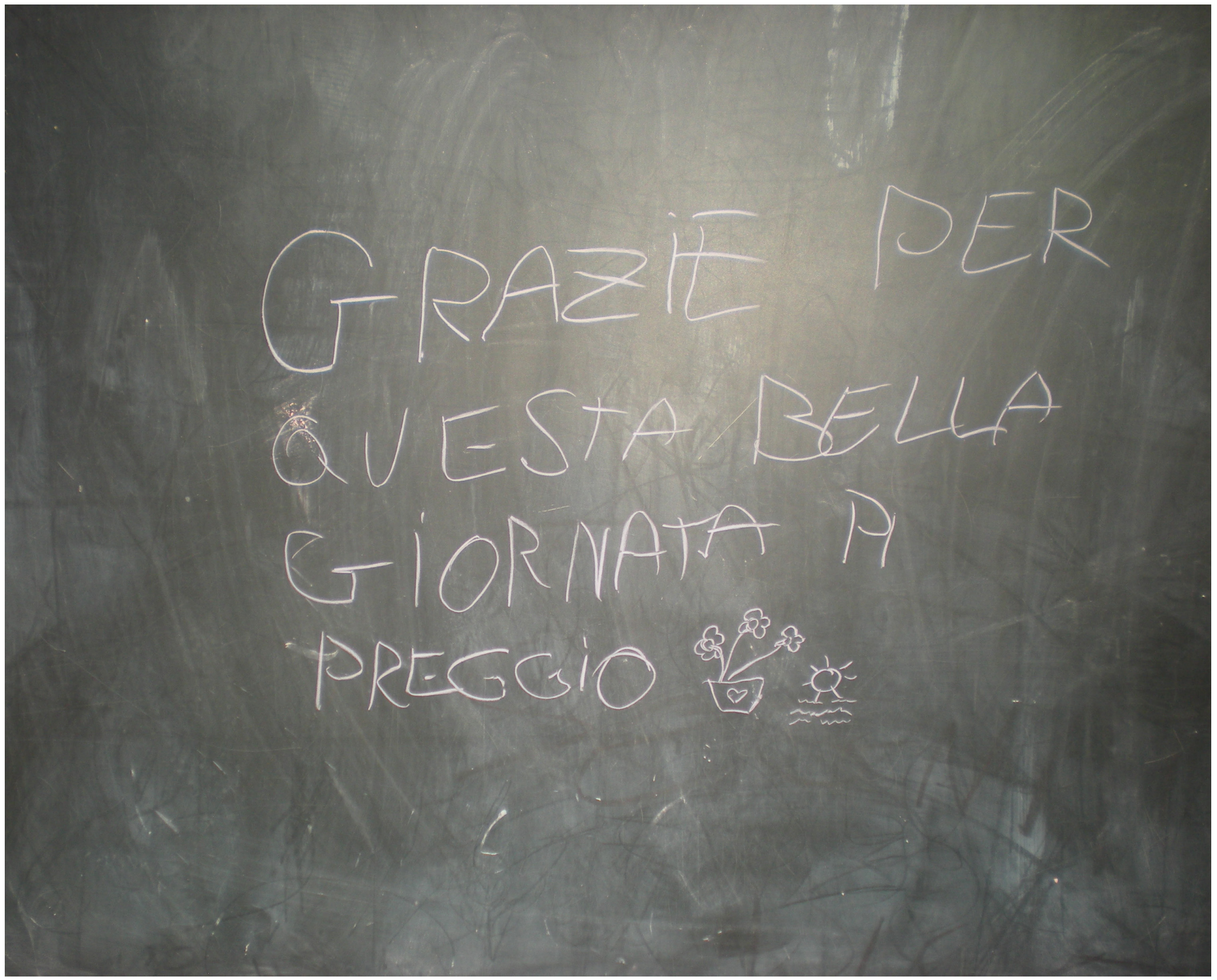


Opi, AQ



Polino, TR




GRAZIE PER
QUESTA BELLA
GIORNATA A
PREGGIO

