

Hop & Mop co-creation activities in Vienna

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Introduction

The Hop&Mop project aims to develop and analyze the co-creation of a prototype for a ‘miniblock’ around school streets in three Austrian cities: Vienna, Salzburg, and Golling. Funded by the Austrian Climate Research Project, Hop&Mop brings international experts and researchers, students, teachers, and parents together to build a framework for inclusive urban planning. In the project, school students have the key role. They are working together in co-creation stages, from co-identification of local problems to co-designing the solutions. In Vienna, children from the Vienna International School, VIS, and the Japanese International School, JIS, are actively participating in the project along with their parents and the schools’ teachers and staff.

The co-creation activities are focused on engaging the schoolchildren as the main stakeholders in the co-identification of the issues and co-design of the miniblock. As such, in this phase of the project, schoolchildren are participating in all co-creation stages: the co-identification of local problems phase and co-design, co-implementation, and co-evaluation of a prototyped miniblock. In Vienna, children from the JIS and VIS in the 22nd district are actively participating in the project, along with their parents and the schools’ teachers and staff. Twenty-four 4th grade students from VIS and fifteen 8th grade students from JIS participated in the co-creation. The following are the brief descriptions of co-creation stages in Vienna.

Co-identification of local problems:

In this stage, children are asked to take a closer look at the area around their school and identify anything that they think can be improved. The students are encouraged to focus on anything that they see as an issue, (e.g., safety, usability, or any other issue) or anything that they think can be improved. Additionally, the students are encouraged to think out-of-the box and don’t eliminate any idea.

Co-design:

In this stage, children design preliminary solutions for the problems they identified in the first stage and work together with their teachers and parents to refine their solution. Thereafter, children will present their solutions in a feedback session at school and receive feedback on the practicality of their solutions from experts. Children will refine their solution based on the feedback they receive.

Co-implementation:

The possibility of temporary implementation of the designed solutions will be determined by the experts and the administration. If possible, the process will lead to temporary implementation of a child-friendly school environment based on the ideas of the children and adult participants.

Co-evaluation:

This stage is divided into two phases. In the first phase, students discuss their designs with each other, their teachers, parents, and experts to evaluate their original designs. This phase takes place in the feedback session. The second phase takes place if co-implementation is possible. After the co-implementation, the effectiveness of the temporarily implemented environment will be evaluated by participants (i.e., children, experts, teachers, and parents).

Co-identification: The first walk

The main objective of the first walk was to have the schoolchildren from the two schools walk the streets around their schools and identify the issues that they wanted to focus on or anything that they wanted to improve. The two schools had a joint walk early in the morning of May 4th. The preparation for the walk took place during April. Multiple meetings with teachers from each school were scheduled to coordinate the event and design the agenda of the walk based on schools' timetables and available times. Due to limited time available for both schools, the walk had to take place between 8:30 and 10:15 in the morning. We identified a walking route that could be walked during this period by the kids, and the safety of the route was confirmed and approved by the administration of both schools. We worked with the schools to identify the stations along the approved route so students could stop at these stations to make observations, discuss with each other, make notes, and make sketches. The stations were selected to be safe for students to stop and present the diversity of the environment in the streets around the schools.

Figure 1 shows the walk's route and the stations approved by both schools. Figures 2-7 show the diversity of the characteristics of the six stations. The research team and the school teachers and staff had meetings and took walks on different streets and routes around the school to identify the safe route with potential for the co-identification stage.



Figure 1. walk's route and the stations approved by both schools



Figure 2. Walking Route: Station 1



Figure 3. Walking Route: Station 2



Figure 4. Walking Route: Station 3



Figure 5. Walking Route: Station 4



Figure 6. Walking Route: Station 5



Figure 7. Walking Route: Station 6

The final agenda of the first walk was drafted based on the approved route, and the agenda was approved by both schools. The agenda of the first walk is given in Appendix A. During the week before the first walk, we organized information/introductory sessions in the schools. During this session, the objective of the activities was explained for the students. It was explained that the main objective of the first walk is to

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identify any issues that they have already encountered. Students were encouraged to share their thoughts on anything they dislike about the streets and commuting to school, as well as any aspects that can or need to be improved. We encouraged the students to note down all of their ideas, even if they think it might not be conventional or easy to implement. The pre-test questionnaire was distributed the week before the first walk. The first part of the questionnaires (demographic questions) was revised; the questions regarding the occupation and education were dropped from the parents' questionnaire due to the concerns for cultural sensitivities raised by the schools.

The discussion among the children covered practical notes (e.g., safety, weather temperature, community spaces, etc.) and the physical characteristics (greenery, construction materials, etc.) as well as situational observations (e.g., when they saw someone with a pet, they discussed the pet-friendly areas; when they saw a pedestrian smoking, they discussed the no-smoking area, etc.). During the first walk, children were engaging mostly with their classmates, and the interaction among the students from the two schools was minimal. We took the note to see if this behavior changes in the later activities. Additionally, we noticed that the children were exhausted at the end of the walk. We noted this to rearrange the future activities to have time for refreshments.



Figure 8 Co-creation first walk



Figure 9 Co-creation first walk



Figure 10 Co-creation first walk



Figure 11 Co-creation first walk

Presentation session: Co-design and Co-evaluation

After the first walk, students began developing their ideas from the notes and sketches they made. In the first stage, each student worked on their own individual poster to present their initial ideas and the items they wanted to focus on. Once the individual posters were ready, the teachers divided the students into teams of four to five. Then each team started to combine their individual posters to build the group posters. In this stage, under the supervision of the teachers, students learned more about teamwork for designing the miniblock (e.g., the trade-offs between different ideas and picking the issues and ideas that they perceive as more important).

All teams had prepared their group posters by the last week of May. On May 28th, the student presented their group poster in a presentation session. In this event, teachers and parents participated, and we had Dipl.-Ing. Johann Hinterholzer, our guest expert from Vienna city administration (Stadt Wien Magistratsabteilung 19, [Architektur und Stadtgestaltung](#), [Fachbereich Generelle Planung und Grundlagenforschung](#)) to discuss the ideas with the students and provide them with feedback. The agenda for the presentation session is given in Appendix B. As it can be seen, the original plan was to have the teachers of each school be moderators of the presentations from their students to provide students with more support. However, after the first presentation, students started to moderate the session themselves. Each group presented their posters (all group members participated) and then asked the audience for feedback and questions. Other students were engaging in the discussion with the presenting team. The students received suggestions and

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questions from their fellow students in addition to the feedback from guest expert MR. Hinterholzer. However, they did not necessarily accept the suggestions in their posters. The interaction among the students was not limited to the classmates. It shows that the limited interaction in the first walk might be more related to the fact that in the first walk the students from the two schools didn't have previous interaction. However, the interactive nature of the presentation session improved the interaction among the students, regardless of their schools and grades. Figures 12-19 show the group posters that were presented by the students. The refreshments (some fruits and juice) were prepared for the students to have a break before ending the session. The original agenda included a break scheduled for the middle of the presentation session. However, since the students were getting engaged in the discussions, we didn't interrupt the presentation flow and moved the break to the end of the session.



Figure 12. JIS group A poster



Figure 13. JIS Group B poster



Figure 14. JIS Group C poster



Figure 15. VIS group 1 poster



Figure 16. VIS group 2 poster



Figure 17. VIS group 3 poster



Figure 18. VIS group 4 poster



Figure 19. VIS group 5 poster

As can be seen in the posters, the issues tackled and the ideas are very diverse. During the presentation, students discussed the designs as well as the reason they proposed these solutions. Figures 20 - 30 shows the presentations in this event.



Figure 20 Co-creation presentation session



Figure 21 Co-creation presentation session



Figure 22 Co-creation presentation session



Figure 23 Co-creation presentation session



Figure 24 Co-creation presentation session



Figure 25 Co-creation presentation session



Figure 26 Co-creation presentation session



Figure 27 Co-creation presentation session



Figure 28 Co-creation presentation session



Figure 29 Co-creation presentation session



Figure 30. Co-creation presentation session

The second walk: Co-design and Co-evaluation

In the week after the presentation session we organized the second walk. The main purpose of this walk was to take another look at the areas that they have designed the solutions for and make notes on if and how they want to update their ideas based on the discussion they had in the presentation session and the feedback

they have received. Appendix C shows the agenda for the second walk and the suggested format for preparing the final posters.



Figure 31 Co-creation second walk



Figure 32 Co-creation second walk



Figure 33 Co-creation second walk

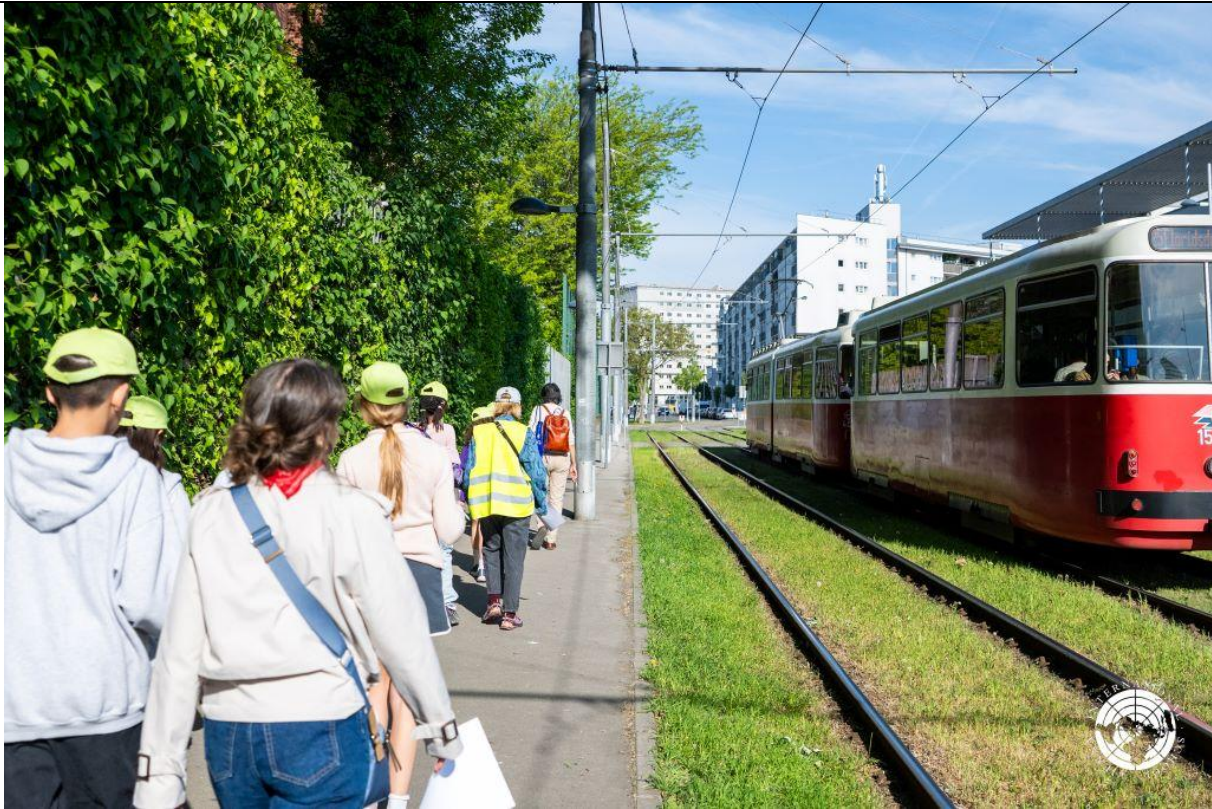


Figure 34 Co-creation second walk

The students from the two schools were more engaged and had more discussion with each other. Some groups were discussing how they can improve their designs, while some other groups were discussing if the change in their designs is necessary. The teachers and parents were engaging in the discussion to let the students know what else they can focus on or how they can make more detailed observations. These comments were related to their courses in the schools, and the research team did not engage in the discussion to avoid influencing the students' designs. The walk was shortened to reduce the risk of exhaustion. Each school has prepared some refreshments for their students after the walk. After the walk the post-test questionnaire was given to the schools to be distributed after students finalized their work on the posters.

Final posters and notes

After the second walk, students worked on their posters to finalize them. The VIS students decided not to change their posters, and they just added the notes. The JIS students updated their posters. Due to limited time that students had at the end of the school year, the schools didn't follow the suggested format and used a less structured format. Both schools included their notes in the final posters. Table ... shows the notes to the VIS posters (the posters are the same as shown in Figures 15-19).

Table 1. VIS group posters' final notes

VIS Group	Notes
1	• Safer road crossing for pedestrians • Green areas for pets • Playground bigger • Instead cement more green areas • Picnic tables and more bins for recycling waste • Hanging-out areas • Building with more greens on the sides and the roofs • More trees • A green fenced area for pets and for flowers and birds • An area with wildflowers
2	• More green areas with trees • Solar panels on the roofs combined with green roofs (Arena). Also instead of cement use grass. • Picnic areas with tables and a pond for biodiversity • More trees • A greener playground • A fenced area for pets to run free • Safer way to cross the street • Water fountain for refilling water bottles • Bins to throw away trash
3	• Solar panels on the roof of the Arcade • A fenced pond for wild animals, with trees to cool down the heat • A safer way to come to school • An area for dogs to run free, it should be with a fence • A picnic area with trees • A wild area for playing
4	• Green areas between the trails of the trams • A playground with more trees and grass • Solar panels to get energy to cool down and make ice for the ice-skating Arena • More green areas instead of cement • More trees around the areas
5	• More games to play on the playground area • A waterbed to slide down • More trees and grass • Some shops to get things like ice cream • Water fountains to make the area fresher • Areas for flowers • Shaded areas for sitting in a picnic

Figures 35-37 show the final posters from the JIS. Their notes are added to the posters.



Figure 35. Final poster with notes: JIS group A

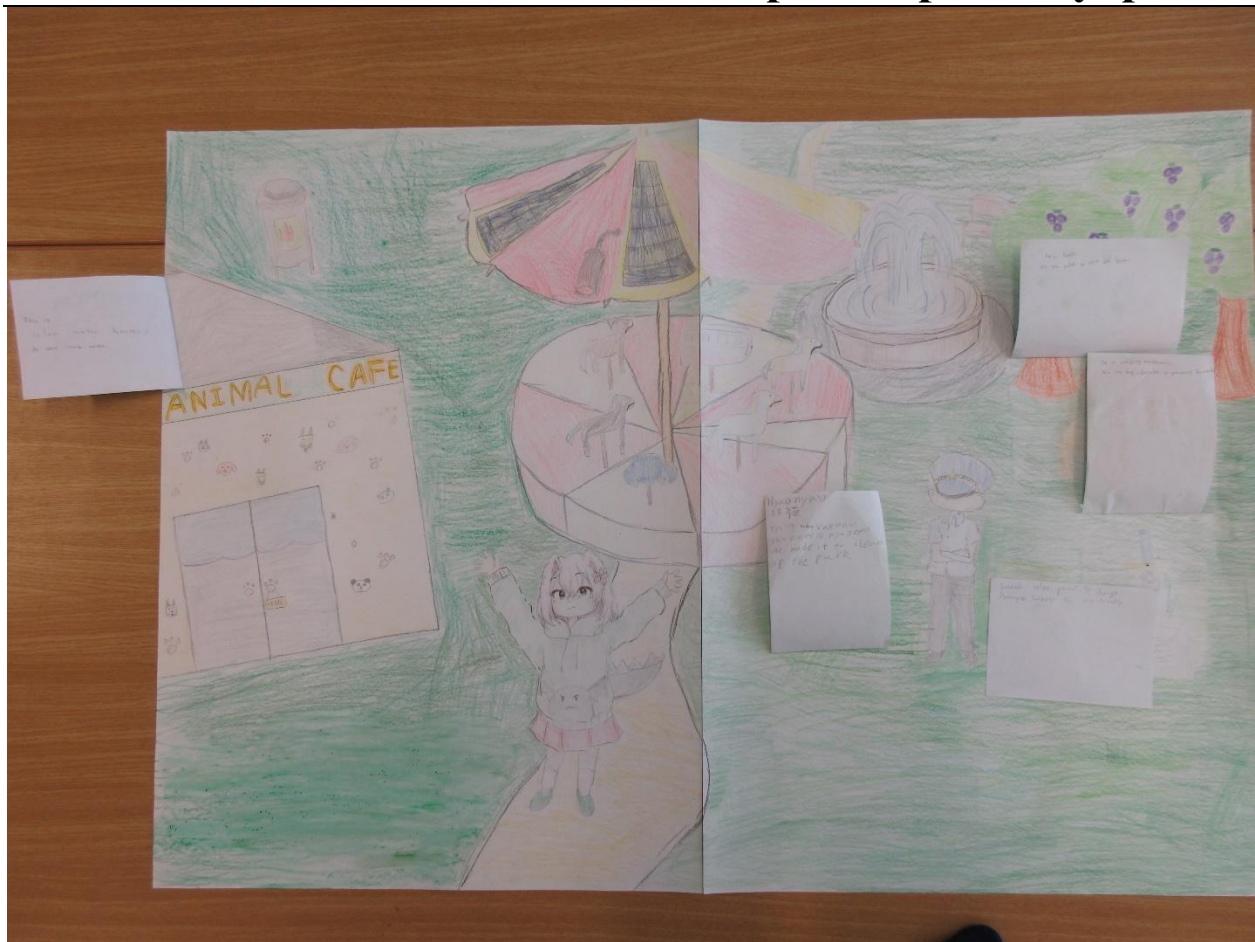


Figure 36. Final poster with notes: JIS group B



Figure 37. Final poster with notes: JIS group C

Appendix A: agenda of the first walk

VIS Agenda for the first walk

Plan for the first activity with VIS

May 4 (Case of sunny weather)

8:30 Meet Brief explanation of activities for the first walk.

8:45 Move to the front of the Japanese garden of VIS and meet participants from JIS

9:00 Reza: Greetings and a brief explanation of the activities and the plan for the day (in English)

8:55 Walk and visit the sites

10:05 Return to JIS/VIS

Inform of the coming step. Distribute Questionnaire A (to be collected later on May 4).

10:15 End of the first activity

May 4 (Case of rainy weather)

8:30 – 8:55 Same as the sunny case

9:00 Walk and visit the sites for a short time

9:50 Return to VIS

Interact and communicate among participants

10:05 JIS students will leave VIS

10:05 Return to JIS

Inform of the coming step. Distribute Questionnaire A (to be collected later on May 4).

10:15 End of the first activity

After the first activity

Students complete the street design as a poster: 1) Individual work (A3-sized), 2) Group work (A0-sized).

Students can take advice from the teachers, including hints from samples.

Students complete them by the second activity on May XX (TBD).

Items to prepare

Paper for May 4: A4-sized. Prepared by IIASA and distributed on May 4

Pen, colored pencils, etc.: Prepared by each student

Recorder: not brought by students. Several tablets will be brought by teachers or parents.

Poster papers: Prepared by IIASA and delivered by May (?).

Walking route



JIS Agenda for the first walk

Plan for the first activity with JIS

May 4 (Case of sunny weather)

8:30 Meet at the JIS hall.

Yokomatsu: Greetings and a brief explanation of the activities and the plan for May 4 (in Japanese).

8:45 Move to the front of the Japanese garden of Vienna International School (VIS) and meet participants from VIS

8:50 Reza: Greetings and a brief explanation of the activities and the plan for the day (in English)

9:00 Walk and visit the sites

10:05 Return to JIS/VIS

Yokomatsu: Inform of the coming step. Distribute Questionnaire A (to be collected later on May 4).

10:15 End of the first activity

May 4 (Case of rainy weather)

8:30 – 9:00 Same as the sunny case

9:00 Walk and visit the sites for a short time

9:50 Stop at VIS / Return to VIS

Interact and communicate among participants

10:05 Leave VIS

10:10 Return to JIS

Yokomatsu: Inform of the coming step. Distribute Questionnaire A (to be collected later on May 4).

10:15 End of the first activity

After the first activity

Students complete the street design as a poster: 1) Individual work (A3-sized), 2) Group work (A0-sized).

Students can take advice from the teachers, including hints from samples.

Students complete them by the second activity on May XX (TBD).

Items to prepare

Paper for May 4: A4-sized. Prepared by IIASA and distributed on May 4

Pen, colored pencils, etc.: Prepared by each student

Drawing board: Prepared by JIS?

Camera, smartphone: Not available

Recorder: not brought by students. Tablets will be brought by teachers or parents.

Poster papers: Prepared by IIASA and delivered by May 4.

Walking route



Appendix B: agenda of the presentation session



Hop & Mop 4 +CitySpace, Vienna, Second Activity

Students' Visions for School Streets and Urban Spaces

Participants:

Students and teachers from the Japanese International School (JIS) and the Vienna International School (VIS)
Stadt Wien - Architektur und Stadtgestaltung
International Institute for Applied Systems Analysis (IIASA) (Organizer)

Date and venue

On May 28th, 2026, 10:30-12:00, at Vienna International School, Vienna

Related Schools' Initiatives:

"Living Sustainable is a Shared Responsibility" (VIS)
"Learning about community development in social studies" (JIS)

Program and guideline

10:00-10:30 Preparation

The group poster will be placed in the middle of the board, and the individual posters and students' notes will be placed around it.

10:30-10:35 Opening

Introducing the guests and explaining the mechanism of the session (Reza Yeganegi, IIASA)

10:35-12:00 Presentation and feedback

- Moderators will start each presentation by very briefly introducing/inviting the presenting team.
- Each team will have 5 minutes to present their poster. They can divide the 5 minutes between the team members (for example, 1 minute for each team member).
- Moderators will invite the experts to open the discussion.
- Guest expert, Mr. Hinterholzer from the Vienna City Office of Architecture and Urban Design, will open the discussion by providing feedback on the ideas presented. (3-4 minutes)
- The moderators will encourage students to interact and give feedback or ask any questions.

Time	Presentation (5 minutes) and panel (5 minutes experts feedback and discussion)	Moderators
1 10:35-10:45	VIS team 1	Ms. Marti and Ms. Anna
2 10:45-10:55	JIS team 1	Ms. Tarusa and Mr. Mitsuhashi
3 10:55-11:05	VIS team 2	Ms. Marti and Ms. Anna
4 11:05-11:15	JIS team 2	Ms. Tarusa and Mr. Mitsuhashi
11:15-11:20 Break		
5 11:20-11:30	VIS team 3	Ms. Marti and Ms. Anna
6 11:30-11:40	JIS team 3	Ms. Tarusa and Mr. Mitsuhashi
7 11:40-11:50	VIS team 4	Ms. Marti and Ms. Anna
8 11:50-12:00	VIS team 5	Ms. Marti and Ms. Anna

12:00 Closing

Message to students from Mr. Hinterholzer (Vienna City Office)



Funded by:

About the Hop & Mop 4 +CitySpace, project:

The Hop&Mop project aims to develop and analyze the co-creation of a prototype for a 'miniblock' around school streets in three Austrian cities, Wien, Salzburg, and Golling. Funded by the Austrian Climate Research Project, Hop&Mop brings international experts and researchers, students, teachers, and parents together to build a framework for inclusive urban planning. In the project, school students have the key role. They are working together in co-creation stages; from co-identification of local problems to co-designing the solutions. In Wien, children from "Vienna International School" and "Japanese International School" are actively participating in the project, along with their parents and the schools' teachers and staff. Read more about the project here:



Project Consortium

Lead Partners

Paris Lodron University of Salzburg (PLUS)
International Institute for Applied Systems Analysis (IIASA)

International Partners

Breda University of Applied Science,
Netherlands
Vrije University, Brussels



With special support in Vienna

from:

- Vienna International School
- Japanese International School
- Stadt Wien - Architektur und Stadtgestaltung
(City of Vienna - Department of Architecture and Urban Design)

Funded by Austrian Climate Research Project



Funded by:

V1

Appendix C: agenda of the second walk

VIS Agenda for the second walk

Plan for the Third Activity (Second Walk) With VIS

June 1:

8:40 Meet Brief explanation of activities for the second walk.

8:45 Move to the front of the Japanese garden of VIS and meet JIS team

8:55 Reza: Greetings and a brief explanation of the activities and the plan for the day (in English)

9:00 Walk and visit the sites

10:00 Return to JIS/VIS

Inform of the coming step. Distribute Questionnaire A (to be collected later, on June 1).

10:05 End of the second activity

After the second walk:

- Students will **update their group posters** and ideas. They can add sticky notes to the posters, cover parts they want to remove, or add new items (fore example, in collage form, adding new drawing or painting over, ...). Students can work on their original posters. However, paper for new poster would be available in case the original ones are damaged. If students want to make a new poster, it should include the original ideas (from the first poster) as a sticky note.
- Additionally, students will prepare a bullet point list for the ideas on their poster (in a separate A4 paper sheet). This list will help audience better understand the posters. Additionally, they can include the feedback they got about the ideas and if/how they included the feedback in the revised poster (they might decide not to change that part of the poster so they can just mention that they decided not to modify that idea. If they decided to modify the idea based on the feedback, then they can add a sentence on how they modified the idea).
- Each team will have one list. The list can be typed (in that case the word file can be shared with IIASA team) or it can be handwritten if it is more convenient for the students.
- Students can modify the ideas even if there were no feedback on them (they can leave the feedback item empty and fill in the final version of the idea.
- The template for the list is attached.

Students can add the same notes on the posters as well (in the same manner they presented their poster: adding a note about each idea to relevant part of the poster).

General template for the ideas' bullet point (each point can be one line):

- Idea 1:

- Original idea:
- Feedback (if there was any feedback related to this idea):
- Final version of the idea:

- Idea 2:

- Original idea:
- Feedback (if there was any feedback related to this idea):
- Final version of the idea:

Walking route:



V1

JIS Agenda for the second walk

Plan for the Third Activity (Second Walk) With JIS

Timeline

June 1:

8:30 Meet at the JIS hall.

Yokomatsu: Greetings and a brief explanation of the activities and the plan for May 4 (in Japanese).

8:45 Move to the front of the Japanese garden of Vienna International School (VIS) and meet participants from VIS

8:55 Reza: Greetings and a brief explanation of the activities and the plan for the day (in English)

9:00 Walk and visit the sites

10:00 Return to JIS/VIS

Yokomatsu: Inform of the coming step. Distribute Questionnaire A (to be collected later, on June 1).

10:05 End of the second activity

After the second walk:

- Students will **update their group posters** and ideas. They can add sticky notes to the posters, cover parts they want to remove, or add new items (for example, in collage form, adding new drawing or painting over, ...). Students can work on their original posters.

However, paper for new poster would be available in case the original ones are damaged. If students want to make a new poster, it should include the original ideas (from the first poster) as a sticky note.

- Additionally, students will prepare a bullet point list for the ideas on their poster (in a separate A4 paper sheet). This list will help audience better understand the posters. Additionally, they can include the feedback they got about the ideas and if/how they included the feedback in the revised poster (they might decide not to change that part of the poster so they can just mention that they decided not to modify that idea. If they decided to modify the idea based on the feedback, then they can add a sentence on how they modified the idea).
- Each team will have one list. The list can be typed (in that case, the Word file can be shared with the IIASA team) or it can be handwritten if it is more convenient for the students.
- Students can modify the ideas even if there were no feedback on them (they can leave the feedback item empty and fill in the final version of the idea).
- The template for the list is attached.

Students can add the same notes on the posters as well (in the same manner they presented their poster: adding a note about each idea to the relevant part of the poster).

General template for the ideas' bullet point (each point can be one line):

- Idea 1:

- Original idea:
- Feedback (if there was any feedback related to this idea):
- Final version of the idea:

- Idea 2:

- Original idea:
- Feedback (if there was any feedback related to this idea):
- Final version of the idea:

Walking route:

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