



# GOLDEN CUBES AWARDS

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AWARD CATEGORY:  
**written media**

## NAME OF THE PROJECT:

An architectural design created by Kindergarten students

## TEAM MEMBERS:

Tatiana Gouskou (Principal)  
Maro Sinou- Politi (Architect)  
Sofia Koutsokeri (Teacher)  
Katerina Petroustopoulos (Teacher)  
Klaira Tzoufla (Teacher)  
Maria Vougiouklaki (Teacher)  
and 29 teachers - 22 parents

## AGE GROUP OF AUDIENCE:

4 to 6 years old

## NUMBER OF PARTICIPATING CHILDREN:

293

## DURATION OF ACTIVITY:

November 2018- June 2019

## COUNTRY / CITY:

Greece, Athens

## NAME OF THE ENTRANT:

Kindergarten J.M. Carras  
Hellenic American Educational  
Foundation

## FREE EXPRESION:

Objective: The creation of a booklet describing the process of understanding space entities

Methodology: The S.T.E.A.M. circle presented below describes this process. Students followed the stages of S.T.E.A.M. (Science-Technology-Engineering-Art-Mathematics) in which they were called upon to **think, propose, design, construct and present**.

Outcome: A booklet was created for each class that presented students' work and could be used as a methodological tool for architectural projects in kindergarten.

During school year 2018-2019, students at J.M. Carras Kindergarten worked on an architectural project entitled 'An architectural design created by kindergarten students'. Their interest in this subject originated during a school visit by parents who were engineers. Parents had the opportunity to speak to students about the architectural profession and play games related to spatial concepts.

Subsequently, students were encouraged by their teachers to experiment with different material found at home, at school or in nature.

Students investigated this topic and searched for information on the Internet, in architectural bibliographies, by studying the buildings on campus as well as, visiting the school library. At the end of this process, each group of students formulated a question. Each student suggested a solution to the problem, drew it on architectural paper, and, subsequently, designed a house.

Each kindergarten class collaborated with a pre-kindergarten class which was responsible for creating the surrounding spaces. The project followed the stages of S.T.E.A.M. and culminated in an architectural exhibition. Students invited parents and presented the cities they had created. Moreover, they performed a theatrical show that focused on architecture in Athens.

## OUTCOMES & EVALUATION:

While implementing the project method, students developed life skills including problem-solving, decision-making, creativity and collaboration. Students further improved their critical thinking skills while becoming aware of environmental issues. Collaboration with parents and the wider school community boosted their self-confidence and helped them express their ideas clearly. The students were given a S.T.E.A.M. booklet at the end of the school year containing photographs of individual students in every class, each student's design and construction, as well as, their final group project. In this way, students have a record of their efforts that can accompany them throughout the course of their education. In addition, the booklet can be used as a methodological tool for similar projects in the future.

## IMAGES:

