

Greenery in cities

Greenery has a significant share in the quality of several components of the residential environment, even though it is a fact that it is dominant only in the growing season. From this point of view, we divide the effects of greenery into:

- bioclimatic (oxygen production, air filtration, increase in relative air humidity, reduction or direction of air movement, attenuation of inversion effects, reduction and equalization of air temperature)
- biological (the potential of ecological points for the fauna of the city, but also for people as part of rest, recreational regeneration activities)
- hygienic and protective (dust reduction, noise absorption, ability to eliminate some harmful gases, e.g. CO₂, SO₂, attenuation of sunlight)
- psychological and aesthetic (influencing the scale of the environment, color, physical compositional element, elimination of aesthetic defects of the environment, creation of favorable social contacts, but on the other hand, with a bad concept, they are also frequent spaces for the application of antisocial behavior...) and so on.

Task No.1

| Overview of the natural environment in the school campus | The number of students and school staff: | |
|---|--|---|
| A type of greenery | Number of m ² Number of pieces | Number of m ² Number of pieces per 1 person |
| Grass area/of which the area of the grass field (m ²) | | |
| Bush area (m ²) | | |
| Orchard (garden) (m ²) | | |
| Water area (m ²) | | |
| Cultivated area, flower beds (m ²) | | |
| Fruit trees (Pcs) | | |
| Other leafy trees (Pcs) | | |
| Conifers (Pcs) | | |
| Others: | | |

Project: ACC03P30 „Awareness raising on climate change mitigation and adaptation among school pupils and the public“. The project has been co-financed from the Norway Grants and from the State Budget of the Slovak Republic

Applicant: Spojená škola, Námestie sv. Martina 5, 908 51 Holíč

Programme: „Climate Change Mitigation and Adaptation“

ACC

Task No.2

If you have school land available, fill in the following table:

| QUESTION | ANSWER | Additional information |
|--|--------|--|
| Who takes care of school land? | | If so, how do you use it? is it accessible even after class? |
| Do you have a school playground on the school campus? | | If so, do you use it? |
| Is there an external learning area on the school campus (greenhouse, garden, place where some research is done, eco area, etc.)? | | If so, do you use it? |
| Is there an outdoor classroom on the school campus? | | |
| Does the school have a greenhouse for the cultivation (or reproduction) of ornamental and/or useful plants? | | |
| Does the school grow vegetables, fruits, and herbs for its needs on the school grounds? | | |
| Does the school purposefully grow regional tree species on its property (pine, beech, oak, spruce, poplar, walnut, apple, cherry, etc.)? | | |
| What kinds of animals can you observe on your school property? | | |
| Has the school created spaces for observing biodiversity on its property? For example: | | |
| ...butterfly garden | | |
| ...insect hotel | | |
| ...bee walls (a brick wall, serving as a replacement nest for various pollinators and predatory insects.) | | |
| ...covers for hedgehogs | | |
| ...shelters for bats | | |
| ...birdhouses | | |

Source: Zelena školy, CEEv Živica

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