

CORK FREEDOM OF THE CITY SUMMARY OF CHILDREN AND YOUNG PEOPLES
SUBMISSIONS: DRAWINGS AND WRITTEN PIECES
SUMMER 2021

Following on from the Art Project with 28 schools in Cork city and county, we would like to make this submission to contribute to the Cork City Development Plan 2022-2028

Here are the views of the children and young people and a summary breakdown of what they said, of the whole project to inform the draft plan.

Please find enclosed:

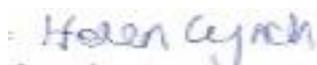
- Summary report
- All artwork- data sets for all 24 primary and 4 second level school settings.
- Sample spreadsheets

All artwork has been on display in the Glucksman Gallery in June 2021 and also during the Cork Culture Night September 2021.

We would like to take this opportunity to congratulate the Cork City Council for their authentic commitment to including the voice of children and young people during this significant phase of consultation. This aspect of including children's voices in municipal planning is outlined in General Comment no 17, as a requirement for implementing the rights of the child according to the UNCRC yet is an underdeveloped aspect of the planning process to date in Ireland.

Engaging in such consultations is challenging and difficult as it requires consideration of the different ways that children communicate their ideas. This involves a commitment to flexibility to ensure children and young people of different ages and abilities, are given time and space to understand first the consultation process, and then that their voices are heard. In providing this summary report for the submission, we aim to ensure the final phase of authentic participation is addressed: that the opinions of these children and young people have an audience (are heard), and have influence on the city development plan, informed by the National Participation Framework Department of Children, Equality, Disability, Integration and Youth, 2021: <https://hubnanog.ie/participation-framework/>

Such efforts need to be replicated in any future consultations, with a plan for managing the consultation process to ensure maximum engagement of diverse groups of children, with adequate time for analysis. Involving children in general analysis is also recommended; according to best practice, this would warrant engagement with a children's advisory group (CRAG) to inform the process. We are delighted to be able to support this initiative.



Dr. Helen Lynch, Department of Occupational Science and Occupational Therapy, UCC

Supported by Alice Moore (Irish Research Council scholar PhD candidate), Professor Jeanne Jackson and Deirdre O'Connor, (UCC Dept of occupational Science and Occupational Therapy) Jeanette Fitzsimons, Kelly Cotel, Muireann Carroll (UCC Centre for Planning Education & Research) and the P4Play PhD students: <https://www.p4play.eu/> Allison Mula, Rianne Janssens, Fiona Loudoun, Ines Wenger, Michelle Bergin, Silvia Viega Seijo. Thomas Morgenthaler, Sabine Vinçon,

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Background:

In January 2021, the plan to develop a creative consultation project was initiated that invited children and young people to inform the Cork City Development Plan. In partnership with Cork City Council, UCC's centre for Planning Education and Research, and Department of Occupational Science P4Play team, the Glucksman team devised a creative programme for young people to participate in the consultation phase of the Cork City Development Plan. The project was launched officially in April 2021, and over 1,000 children and young people took part in submitting artefacts to express their opinions on making cork a healthier, greener and more playful city. Primary, and second level students in Cork city had the opportunity to explore creative approaches to civic life and to express their ideas for a healthier, greener and more playful city: participatory methods were used including artwork, writing, drawing, in order to ensure that children of different ages and abilities could communicate their ideas in ways that suited them best.

For this consultation, children and young people were asked to draw:

- **If I was Lord Mayor, what would my city look like?**

And to draw and describe:

- 1. Describe the changes you have made to cork in your picture**
- 2. What would make cork a better place to learn and play?**
- 3. How could cork be a healthier city for you**
- 4. How could cork lead on climate change?**

The final submissions represent children and young people from 24 primary level and 4 second level schools from Cork city and county.

A descriptive analysis was conducted of each individual drawing, alongside content analysis of what the children and young people said in answer to the questions set (see figure 1 for the two forms used to gather data). Analysis was conducted over two weeks from 13th to 30th Sept and involved 15 analysts over 50 hours. Data consisted of drawings and written text artefacts that were digitized and collated according to the class and school. Overall, 38 folders containing these artefacts were presented for analysis, and of these 24 folders were included for this report.

Figure 1: The two documents used for collecting data from children and young people



NAME:
AGE:
SCHOOL:

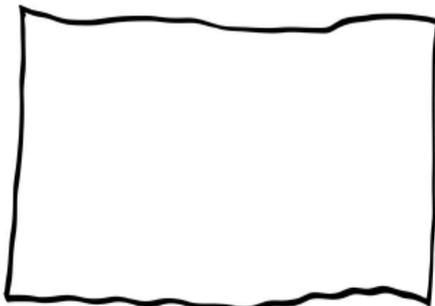
If I was Lord Mayor of **CORK**,
this is what the city would look like...

Freedom of the City

Inviting young people to shape the future of **CORK**

A project by the **GLUCKSMAN** University College Cork
in partnership with Cork City Council

Describe the changes you have made to Cork in your picture



What would make Cork a better place to learn and play?



How could Cork be a healthier city for you?



How could Cork lead on climate action?



Alphabetical list of schools: classes and number of artefacts

PRIMARY SCHOOLS

School name/single gender	Classes represented	Items
Ballintemple	4 th class	54
	5 th class	50
Blarney St	-	198
Bunscoil Christ Ri	-	75
Clogheen	5 th class	23
	4 th class	63
	2 nd class	40
	1 st class	13
Cloghroe	1 st class	13
	4 th class	63
Cork Educate Together Primary	-	154
Gaelscoil na Duglaise	-	218
Gaelscoil ui Riada	1 st class	22
Glasheen boys' school	5 th and 6 th class	43
Greenmount	-	90
Holy Cross Mahon	3 rd class	28
Morning Star boys	-	101
North Presentation primary	5 th class	32
	Senior infants	18
Our Lady of Good Council, Ballincollig	special school	17
Scoil an Spioraid Naoimh girls' school	-	77
Scoil na Croise Naomha, Mahon	2 nd class	21
Scoil Mhuire, Rathpeacon	5 th and 6 th class	37
Scoil Phadraig Naofa	-	112
St Anthony's boy's school	-	367
St Finbarr's, city centre	6 th class	10
	1 st and 2 nd class	15
St Luke's primary school, Douglas	-	110
St Joseph's boys, City Centre	1 st class	2
St Marie of the Isles, city centre	4 th class	42
	5 th class	23
	5 th class	28
	5 th class	20
Sunday's Well girls' primary school	-	21

SECONDARY SCHOOLS

School name		Items
Cork Educate Together SECONDARY	-	16
Cork Life Centre	-	38
Douglas Community School	-	78
St Aloysius girls' secondary school	15-18 years, urban	46

Note: highlighted in yellow= analysis and summaries completed for 24 classes out of 38

Summary and key points relating to what would make Cork a better place to live and what changes would you make:

After review of the drawings and written compositions from these children and young people, there was a clear message that they hope to see

- More open green spaces made available in the form of parks and playgrounds.
 - Parks, trees and more open green spaces were the most common feature across the drawings and written pieces. Children said “We need more trees” and talked of making sure people needed a license to cut down trees as a way of ensuring trees could be protected. Dog parks also came up and having outdoor gyms was a popular idea (4th class, 5th class). In these green areas, more wildlife, birds and flowers were evident, and they wrote of needing more nature overall.
 - Children especially asked for more parks and more playgrounds- for fun activities, to include more playgrounds that are fun, with things for everyone to do and not just some. Ideas to improve playgrounds included having higher slides, more swings, ziplines, trampolines, and skateparks (5th class).
 - Needing more parks for teenagers was a common issue raised among older children also (5th, 6th classes and secondary school). Having more places to relax and hang out was evident among young people (6th class).
 - They also considered it important to have places to sit ‘more benches’, and toilets, and places to eat in the city and parks.
- Suggestions about making Cork a bright and colourful city were common-
 - this included working on painting current cement buildings with murals or bright colors to make Cork a ‘more beautiful place to be’ (5th class student).
 - Some children suggested creating more colourful houses, street art and graffiti and ask for organised events, outdoor cinema, hanging out places or a community centre to have fun together.
 - The need to fix old buildings was also featured (secondary school)
 - The need to make Cork cleaner also was common with frequent mentions of the need for more litter bins, and that people should pick up litter more (2nd class) or people need more education about litter and responsibilities for keeping the city clean (5th and 6th class). Some also said there is a need for more frequent litter removal (5th class), and cleaner streets (2nd class).
 - One class thought the best idea would be to have a Ferris Wheel or rollercoaster to make Cork more fun (2nd class).
 - More places to eat and drink, including ‘dog and human cafes’ (6th class).
- They hope to see more places that they can explore and play such as museums, libraries, and foot paths.
 - To have more accessible outdoor events such as an outdoor cinema
 - They talked of needing free or more bicycles (2nd, 3rd, 4th class).
 - More libraries in the city and more museums.
 - More places to go for older children/adolescents in particular, that are fun and affordable, e.g., youth clubs, funfairs, outdoor gyms.
- Children wrote about the need for more space for everyone to move about the city:
 - Active streets: Children suggested having separate lanes for cars, bikes and pedestrians, with the latter one colourful, vibrant and enough light at night.
- Many children showed a concern for those without homes and with housing insecurity, requesting the addition of homeless shelters and apartments for those in poverty, with ‘more hospitals to care for people (2nd class).

Summary and key points relating to making Cork a healthier city and what changes would you make:

After review of the drawings and written compositions from these children and young people, there was a clear message that they hope to see

- Repurposing vacant spaces and bringing more plants, flowers, and community gardens would not only provide healthier food options such as fruit but would also help to keep bees pollinating (4th, 5th and 6th classes).
- Community gardens and allotments to grow vegetables was also suggested (5th class, special school).
- These children show a consistent concern for the environment, providing ideas to reduce littering by requesting more bins for trash and recycling, including composting, reducing use of single use plastics, and minimizing air pollution from factories.
 - Access to public transport was identified including recommendations for a city tram and electric train (Secondary school), or suggesting free buses or an underground tram (5th class)
- Child talked about the need for banning single use plastics.
- Children described a variety of individual and imaginative ideas for creating a healthier city while addressing climate change concurrently including having solar powered bins for street lighting, water drainage systems off bus stop roofs to water trees and link to a city filtration drinking water system, installation of inspiration boards with wildlife facts, graffiti walls, cat cafes (for people to play with cats) and a committee with children to learn more about creating a healthy city together (secondary school).
- Having access to indoor exercise facilities that includes a basketball court, a tennis court, and football pitches (special school).
- Children were also aware of the need to be healthy through provision of more healthcare- they included the need for more hospitals in their drawings and writings (1st and 2nd class).
- Eating less fast food was also included, and some proposed 'no more McDonalds' while suggesting having 'more Dino's' would help (i.e., a local takeaway). Others suggested having more smoothie shops as another alternative to fast food options (5th class). Having vending machines that issue fresh food was also suggested (secondary school).
- Some suggested having free medical fees as a way to make Cork a healthier city, and that making things affordable was both a way to be healthier but also happier (5th class). This included: having indoor and outdoor places to play (e.g., obstacle course, places to play sport), more gyms (including a kid's gym and an outdoor gym), more walking tracks, more healthy shops (e.g., more healthy food, vegan food), less shopping and more communities.
- Stricter guidelines on smoking in the city was recommendation by many children (2nd class, 5th class and secondary school), with the suggestion that designated smoking areas need to be more evident.

Summary and key points relating to how Cork could lead on climate change and what changes would you make:

After review of the drawings and written compositions from these children and young people, there was a clear message that they hope to see

- The need for more ecofriendly environment was mentioned by most children and ideas for this included:
 - Cars should all become electric, so petrol fuel won't create air pollution.
 - More bike paths to help climate change and reduce petrol use
 - They also considered that planning for having less cars in the city was important for climate change, alongside providing more plug-in points for electric cars, and more public transport (e.g., buses) to help.
 - Utilising renewable energy sources was also recommended (was important to children (3rd class, 4th class), and included for solar panels, wind energy, wind turbines.
 - Recycling bins was also included which was mentioned in all three sections as a way to make Cork a better place to live, a healthier place and also better for addressing climate change, and to 'recycle as much as we can' (2nd class).
 - Having more bikes was also listed here and being able to 'bike everywhere' (6th class).
 - 'Using biodegradable things' was included when talking about shopping (6th class)
- Ideas for addressing climate change frequently concerned nature, and biodiversity, which was also mentioned in making Cork a better place to live: having more trees was the most common suggestion, alongside having more flowers, less cars, more parks and walkways, and reducing deforestation. Sky-high farming (primary school). Suggestions also included increasing fines for cutting down trees as a way to protect trees, while implementing a scheme for children to plant trees in the local parks was suggested as they would take care of them.
- Finding alternative travel solutions was a dominant theme: Having fewer cars and less private transport was a common response to this question about addressing climate change: children said we should have 'less cars' and 'less gas to stop polluting' (2nd class). Some ideas to address the need to travel while having fewer cars included introducing water taxis along the river, electric scooter lending schemes, ziplines through the streets, as well as more common ideas such as more cycle lanes and public transport
- The use of the River Lee was also included in artefacts from young people, and the need to consider how the river can help with ecofriendly transport and also support biodiversity with wildlife (Secondary school).
- Having fewer factories was also included in this section (5th class).

Chapter/ 3:	Delivering homes and communities
Comments	The children and young people documented issues relating to home, schools, health, recreation and amenities and libraries. Homes, schools and places to play were the most common aspects documented
Recommendation	Homes- they want more places to live; no more homeless; the need for more homeless shelters was a common suggestion to address homelessness, and to provide more food banks. Repurposing old building to provide more homes was suggested.
	Schools: schools were represented in most of the images, with recommendations including: bigger schools, new schools; importance of having school nearby; wanting more fun at school; more space at school; needing more space to play at breaktimes with a bigger yard; 'I think we should have a bright and happy environment to learn in' (6 th class). Outdoor classrooms were also a common suggestion.
	Health-many children drew hospitals in their city plan, and talked of needing more hospitals to 'care for people and us';
	Recreation and amenity: in the artefacts, there were a significant priority placed on recreation and amenities including outdoor mostly, but also indoors: A significant number of children and young people want more places to play, more places to gather and hang out, that are safe and fun. This included having accessible places for children who use wheelchairs. Suggestions included for young people, the provision of more sheltered areas to hang out outside when it is raining, using recycled containers as an eco-friendly way to provide shelters. Having access to nature was significant also, through provision of parks, community gardens, access to the river and other amenities including allotments, and gardens. Playgrounds were most common, and they talked of wanting more playgrounds, more fun playgrounds, bigger playgrounds, playgrounds everyone could use; Parks were also a prevalent feature including places to exercise, tables and chairs, benches, toilets, bathrooms. Having access to places to exercise included soccer pitches, indoor and outdoor gym, and even a zoo. the need for indoor play was also raised. Place to relax were also proposed and included places to eat: healthy fresh food; 'free food samples for the homeless' (3 rd class). The need for safety in any outdoor places in the city was also a topic of concern among young people especially. This included suggestions such as having better lighting after dark along streets, and the need for security personnel in public parks,
	Libraries: children mentioned enjoying libraries and wanting more libraries 'I like libraries' (3 rd class);

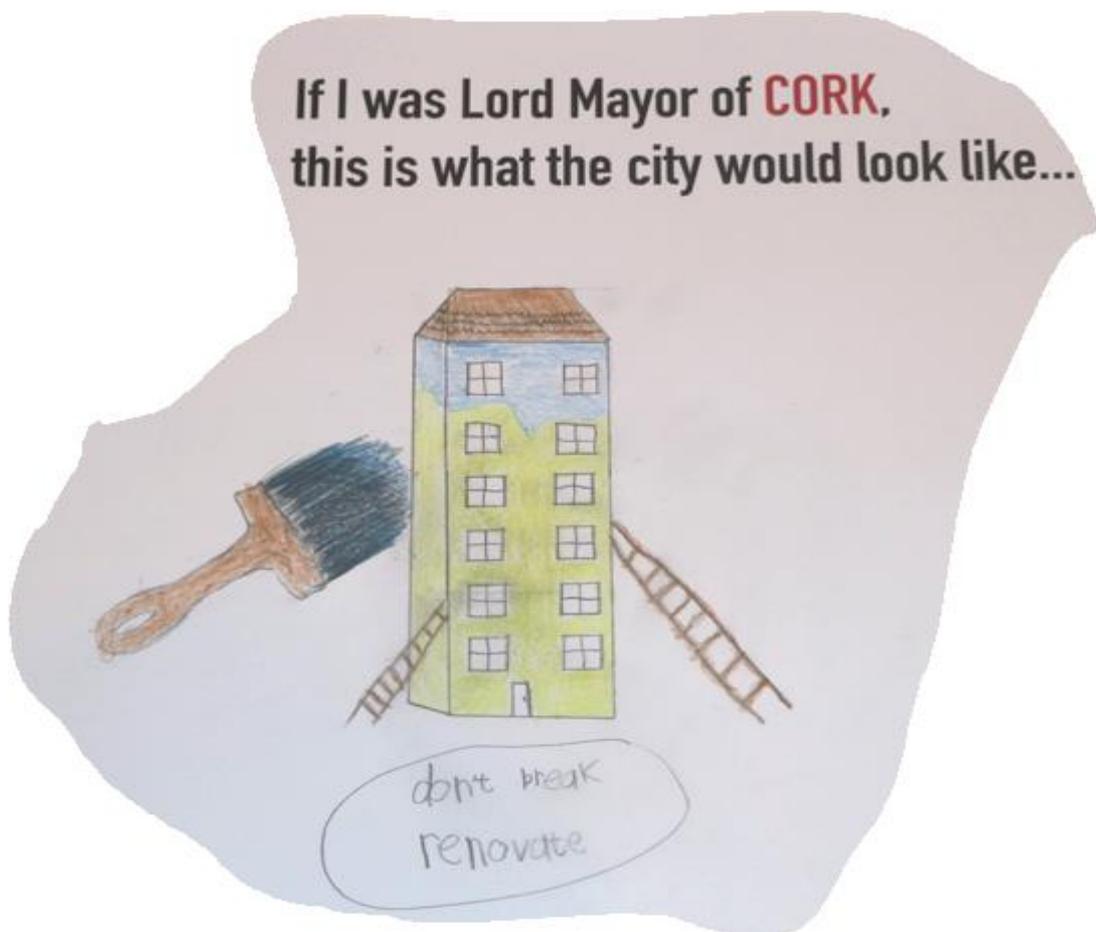
Chapter/ 4:	Transport and Mobility
Comments	The children and young people documented issues relating to active travel, public transport, roads, port of cork and cork airport. The most common issue highlighted across the artefacts for all ages was the need to increase capacity for cycling , with the associated need to increase bicycle lanes and safe places to cycle for everyone across the city
Recommendation	Active travel: more pathways, and the need for more pedestrian crossings; having places of value close by such as parks and playgrounds so that they are easily accessed on foot or by bike was important; so, proximity of places, and use of bicycles, public transport, less cars was a common approach to making the city a better place to live. Bicycles and cycling were commonly included: biking everywhere, more bikes, cycle lanes, bike lanes, bicycle paths; hoverboards were also considered among young people and scooters for transport.
	Public transport: this included a range of options and ideas such as having underground train system, trams, city trams, electric trains, more use of the river e.g., water taxis. Public transport was associated with climate change and how it also could be better for the environment such as: the use of solar powered transport, the need for traffic reduction (less cars, less petrol cars, no cars in the city). The extension of the bike scheme was suggested so that the city could provide a shared electric scooter scheme also. Children suggested solutions to help reduce cars and traffic in the city such as: taking a train to go out of the city to get your car, more park and ride spots.
	Roads: In drawings it was clear that children wanted roadways for ease of access to their important places like schools, home, park and playground. However, the roads were populated by bicycles, public transport and people walking. In their writings, they asked for more footpaths alongside roads, and more greenways so cycling was possible also.
	Port of Cork: The Port of Cork or inclusion of the River Lee was evidenced in drawings and writing concerning the use of boats, paddle boats, rowing boats on river; the river was depicted as a place that could be used more for transport including paddleboats.
	Cork Airport: Children drew planes in the picture of the city and talked of the presence of planes as important: 'aircraft in our city' (2 nd class).

Chapter/ 5	Climate Change and Environment
Comments	<p>The children and young people documented issues relating to decarbonizing zones, energy efficiency, waste management, sustainable energy and decarbonizing transport. The main area they considered important was under the heading of sustainable energy with the provision and use of electric cars as the most common solution mentioned.</p> <p>Overall, they made suggestions and recommendations that often related to increased education for the community, including the need for more posters, marches and online activity to make a difference for climate change.</p>
Recommendation	<p>Decarbonising zone: children and young people talked of needing less pollution, and the need to address global warming though changing what we do in the city: e.g., the use of renewable energy sources, specifically, wind turbines and/or solar panels, more bins to help with reduction in littering and including recycling bins.</p>
	<p>Energy efficient: the most common response to this question was to consider how to reduce emissions, which was mostly considered in relation to transport options and having more options for mobility around the city that did not include use of cars and petrol.</p> <p>Recommendations were commonly suggested around the use of renewable energies (e.g., solar panels, wind turbines)</p>
	<p>Waste management: many children wrote about their dislike of litter and waste, and wanted better waste management including more bins but also recycling bins, and to ban single use plastics</p>
	<p>Sustainable energy: sustainable energy included suggestions around the need to build and use solar powered or wind energy buildings; having solar panels on city buildings to reduce energy; solar powered lights; wind turbines; and to incorporate ways to save rainwater</p>
	<p>Decarbonizing transport: a prevalent issue that was documented was the need to reduce cars, and use more electric cars, which therefore need a lot more plug in points for cars,</p>
	Sustainable urban drainage

Chapter/ 6	Green and blue infrastructure, open space and biodiversity
Comments	The children and young people documented issues relating to landscaping, parks, open spaces, biodiversity, water and trees, with the need for more trees being the biggest priority across all ages.
Recommendation	Landscape: most of the pictures drawn included natural elements which typically included flowers and plants, showing how important these features of the environment are for making Cork a better city to live in. Artefacts document the importance of more green spaces that includes community gardens, allotments and vegetable areas
	City parks: aside from tree, the need for more parks was the biggest priority in this section concerning children of all ages. They recommended more parks in general, wanting them to be nearby, such as having a green nearby; they also recommended that all parks should be for everybody; Most common also relating to older children was the need to have more places to relax and hang out (6 th class)
	Open space: open space was associated with having greens nearby, and green areas were highly valued in the drawings, alongside the need for more benches to sit, and bins that would be emptied more frequently to keep the place clean;
	Biodiversity: older children spoke of biodiversity as it relates particularly to the River Lee and that it should be cleaned regularly to protect the biodiversity if the river but also to make it more usable for transporting by boat and public use in general.
	Rivers and water: a top recommendation for a significant number of children and young people was a better use of the river and the potential amenities it could offer such as having different boats and being able to row along the river. However, the need to clean out the River Lee so it can 'be enjoyed by everyone' was also stressed (secondary school).
	Trees and woodland: the need for more trees was the top priority in this section from the youngest children to the more senior. It was recommended across the topics of making the city a better place to live, making it a healthier city and addressing climate change. In addition, one child stated that no trees should be cut down without a license.
	Geology

Chapter/ 7	Economy and employment
Comments	The children and young people documented issues relating to visitor accommodation, places to work, and the commercial leisure and retail. The most common issue identified was about the need for more places to eat , while needing more places to stay such as having more hotels was second in popularity.
Recommendation	Tourism
	Visitor accommodation: children wrote about needing more places to stay and listed hotels mostly in this regard,
	Employment: some children also documented the need for more places to work
	Commercial leisure: commercial leisure was a well-represented issue with artefacts documenting the need for more water parks and swimming pools; some identified the need for more indoor attractions and sports centres in response to the question about making Cork a healthier city: 'if we had more sports centres, and pitches then we could be in better health physically' (6 th class). However, in this regard such facilities were not always commercial but recommended to be free for everyone.
	Rural Economy
	Creative industry
	Retail: Having more good places to eat; was the most popular issue identified across the different artefacts for children and young people of all ages. Some also clarified that this needs to include more healthy food options such as more smoothie takeaways, and more fruit and veg stands, with one student recommending that healthy food should be made available in vending machines, Many of the young people identified the desire for more places to shop, and included places for beauty/grooming;

Chapter/ 8	Heritage, arts and culture
Comments	The children and young people documented issues relating to having more places of interest in Cork City.
Recommendation	Archeology
	Arts and Culture: Places of interest included the need for more music, and art in the city to make it a better city to live in.
	Built Heritage: For the children and young people, they often listed places of interest in their drawings and written submissions that identified importance of places like the Cork City Hall, visiting church; having a castle to visit, or drawing a hut with a windmill. Including these items in their pictures shows the importance of these cultural heritage sites as being part of the identity of the city, and contributed to their sense of what Cork would look like if they were lord mayor, Many of the young adults in particular made recommendations to not knock down old buildings but repair them: 'don't break, renovate' (secondary school).



Chapter/ 9	Environmental infrastructure
Comments	The children and young people documented issues relating to waste management, and air quality. The need for more bins and better management of litter was the most prevalent issue that arose across the children's and young people's submissions.
Recommendation	Water and waste
	Waste management: The most common issue identified across the artefacts was the need for more bins, that also needed more frequent emptying. Included in their concern about litter was the need for more recycling bins in particular.
	ICT and telecommunications
	Air quality: Smoking as a health issue was identified across many of the artefacts, and the need to prevent smoking and having more designated smoking areas outdoors recommended,

APPENDIX: SUMMARY REPORTS FROM EACH FILE OF ARTEFACTS

4th class Ballintemple National School: Shelter for homeless people and refugees, more bins/no littering, solar panels were most common topics, also parks, mainly dog parks, library and museum, wildlife areas and trees were often mentioned by the children.

5th Class Ballintemple National School: Children, aged 11-12 years, in the 5th class from the suburban school BPTS ask for more parks (n=24) and more playgrounds (n=16), more sport facilities (n= 14) and more green areas (n=21) with more trees (n=15). Almost half of the group (n=23) wants the buildings in the city modern, eco-friendly, colourful or with hanging plants. Three children asked for houses for homeless people. Cars should all become electric, so petrol fuel won't create air pollution. The children are also concerned with litter. They suggest more bins (n = 7), deploying robots to clean the city (n= 2) and education about litter waste (n=2). Children suggest having separate lanes for cars, bikes and pedestrians (n=11) with the latter one colourful, vibrant and enough light at night. If children draw or write about public transport either they suggest free bus, or an underground tram (n=17). Some children suggest creating more colourful houses, street art and graffiti and ask for organised events, outdoor cinema, hanging out places or a community centre to have fun together.

1st class Clogheen National School: This was a collection of first-class drawings (n = 8) and writings (n = 5) with thirteen items from this village school, from five girls and three boys (5 unknown). Eight of the children were aged between 6 and 8 years, with the average age being 7 years (5 unknown). Most children wished for flowers/ plants (n = 9), bins/ trash cans (n = 8), trees (n = 7) and swings (n = 7). When asked how to address climate change, they had ideas such as more parks, more bathrooms, less cars in the city, more plug-in points for electric cars, more public transport (e.g., buses), more trees, and footpaths. Things to make the city a better place to live included schools, more parks (including water parks), outdoor places to play (e.g., playgrounds), play items (e.g., monkey bars), more bins, less cars, free bikes, more flowers, and trees.

2nd class Clogheen National School: At least half of the entries were written with no details regarding the children. Of the remaining drawings, there was an even mix of boys and girls with the majority 9 years old. Parks (17), Trees & grass (17), places to eat\food (12) and exercise (11) were the most frequent entries. Interestingly this group also described a rollercoaster/ Ferris wheel as a wish for Cork city (10). 19 of the children referred to picking up litter, no trash, or the need for bins. Libraries, Art, Music & street Tours were also described (8/9). A main road was drawn prominently through the middle of 5 of the drawings- this may be related to the village context.

4th class Clogheen National School: This was a collection of drawings (n = 33) and written composition (n = 30) items from 4th Class Students in a Village School. Students included 13 boys, 18 girls and 32 students were unknown. The age range of children in the cohort ranged between 10 and 12 years old with fifteen aged 10 (n = 15). Fourteen students were aged 11, and three students were aged 12. (31 students were classed as unknown). Over half of the student cohort wanted more parks (n = 38) including dog parks. Having "more open green areas" and "more nature" was important to children with numerous children reporting having trees as important for a healthy city (n = 24). These children demonstrated awareness about people who are homeless citing a need to for "more homeless shelters". Utilising renewable energy sources (for example, solar panels, wind energy) was important to children (n = 21) and having electric cars as well as plug in points for electric cars was another important component for these children (n = 15). Having more Playgrounds (n = 20), Bins (n = 18), exercise facilities (n = 16) and places to shop (n =11) were seen as elements in making the city a better place to live.

5th class Clogheen National School: This was a collection of fifth-class drawings (16) and writings (8) with 23 items from this Village school, 4 boys and 5 girls (14 unknown). Ten of the children were age 10 while two were age 11 (11 unknown). A majority of children asked for more parks (n=10) some for dog-parks (n=3), and 1 for an outdoor gym. Playgrounds were also asked for often (n=11). Out of the children that asked for more housing (n=10) 4 of those specified housing for those who are without a home. Children also advocated for less litter and litter removal (n=5) more trash bins (n=4) and reduced exhaust from factories (n=1). When asked what would make cork a better place to learn and play children suggested providing more open green spaces (n=11), more museums and libraries as well as adding colour and murals to existing buildings. They thought that cork could be healthier city if there were community gardens, and more fruit available. Children suggested more public transportation like trains, electric cars, and eco-friendly factories when asked how Cork could lead on climate action.

Cloghroe National School: The students of Cloghroe expressed a desire for the following:
Active streets: no cars, ideal streets have pedestrians, cycle lanes or alternative modes of transport (e-cars, bus charging ports) even water taxi. Strong presence of retail and shops.
Playfulness: fun activities (Ferris wheel, treehouses), spaces for games and sports (playgrounds, skateparks, pitches, swimming pools, waterpark, climbing wall, basketball court) a dog day-care centre and a dog park (a few said this); and a lot of colours (buildings, streets, steps). Even a demand for more museums.
A lot of natural elements and concern with biodiversity: parks, forests, trees, plants, animals, connections made to the river (water taxi, bridges), notions of biodiversity (sky-high farming).
Respect and inclusivity: many references to bins and rubbish, concern over homelessness.
Energy: wind energy, electric cars

Cork Educate Together Secondary School: This was a collection of secondary school drawings (9) and writings (7) with 16 items from this city centre school, from 7 girls and 1 boy (8 unknown). Children were aged 13 & 14 years old. The majority of children included more trees, flowers and plants (n=10) and more colourful buildings (n =11) in their descriptions and drawings. When asked about making Cork city a healthier place, access to public transport was identified(n=6) including recommendations for a city tram (n=2) and electric train by one child. 5 children wanted more bins and less rubbish in the city, 1 child wanted the buildings fixed up, 1 child wanted a ban on single use plastic and 1 child wanted cleaner streets. 3 children included trampolines embedded in the pathways. The children described a variety of individual and imaginative ideas for creating a healthier city and addressing climate change including solar powered bins for street lighting, water drainage systems off bus stop roofs to water trees and link to a city filtration drinking water system, installation of inspiration boards with wildlife facts, graffiti walls, cat cafes (for people to play with cats) and a committee with children to learn more about creating a healthy city together.

Cork Life Centre: Secondary: This was a collection of drawings (12) and collages (4) from secondary school students (18). Some only did the drawings or only text. The drawings and texts were matched. In the drawings and collages, recurrent topics were the connection to the river and means of transportations with original ideas such as water taxis, flying scooters, ziplines, a shared electric scooter scheme, an underground train station and a giant hoverboard ramp around the city. In the text, the subject of places for young people in cities came through. People referred to the need to have more places to go, that need to be safe, fun and affordable. Propositions varied from the types of activities (youth clubs, sports) to the types of places (parks, funfairs, shops) including a proposition of using recycled containers to have places for young people to hang out outside of the rain. 3 Children talked about security in public spaces, one of them in reference to being a girl. Climate change and natural environment: 6 children made references to the need for more cleaning, more bins or recycling facilities. 2 children focused on the connection to the river, and its

recreational and transport uses. Many mention the need for more parks and trees. One child focused on the need to renovate old buildings rather than building new ones (“Don’t break, renovate”).

Social inclusion and housing: 2 children were proposing high buildings for Cork, with reference to the American cities. One child made a direct reference to the homeless situation and one child drew a flat city so that older people wouldn’t have to climb hills.

Healthy city: references to parks and to other outdoor facilities including cycle lanes, sports machines, water fountains. There were 3 references to the issue of smoking including designated smoking areas. Food was mentioned by two children, with one proposition of having fresh produce vending machines.

Douglas Community School: Secondary: This was a collection of secondary school drawings (40) and writings (32) with 72 items from this suburban city school, from 28 boys (and 44 unknown). 11 of the children were aged 13, 13 of the children were aged 14, 4 of the children were aged 15, 3 were aged 16 and 2 were aged 17 (39 unknown). Many of the children included parks in their vision of Cork (n=30), with many students also including trees (n=24), green areas (n=18) and wildlife (n=9). Playgrounds were included in some of the submissions (n=14) and there was also an emphasis on providing and improving sports facilities and outdoor recreational areas including outdoor gyms, basketball courts and community fields (n=12). Security in these areas was a concern for some of the children where issues such as lighting after dark and the need for security personnel in the parks were raised. These were seen as positive contributions to making Cork a healthier place and a safer place to learn and play. Many of the children (n=22) included bins in their submissions with some acknowledging the need for more recycling and composting facilities. The transition from petrol/diesel cars to electric cars was highlighted as an important step for climate action with the need for more charging points in Cork raised. Safer cycling routes and new trails was seen as a positive step for climate action and for making cork a healthier city. Similarly better infrastructure such as footpaths was seen as good way to promote people walking instead of driving. Some of the children included cultural and art venues (n=3), street art (n=1), and improved and diverse education facilities to make cork a better place to learn and play. A citywide book exchange was suggested. Cork could also lead on climate action by: increasing fines for cutting down trees and littering, starting a local clean energy initiative and introducing solar panels on all the buildings in Cork.

1st class Gaelscoil ui Riada: This was a collection of first class drawings (20) and writings (10) with 30 items from this suburban city school, from 5 girls and 11 boys (14 unknown). Five of the children were aged 8 while 13 were age 7. The majority of children wished for more or bigger playgrounds (n=12), while all of the drawings included buildings of some type, along with trees, with some children asking for more hospitals(n=3) and two wanted a bigger or a new school. When asked how to make the city a healthier place to live, children said less cars (n=6), more trees (n= 7), while one child said that people should need a license to cut trees. When asked how to address climate change, they had ideas such as using less electricity, no more global warming, using public transport or campervans, or even a horse-drawn car. Colourful buildings were common, with flowers, and green areas nearby, and using the river to row on. Things to make the city a better place to live included trampolines, floating trees, and a common idea was a water sled through a house or high building.

3rd class Holy Cross National School: This was a collection of drawings (n=14) and written compositions (n=14) from a Third class suburban school from 5 boys, 4 girls and 19 unknown. The majority of children (n=23) would like to see more trees in Cork, which was demonstrated in their written compositions "WE NEED MORE TREES!" and in their drawings with lots of pictures of large trees. Children also mentioned renewable energy sources (n=13); specifically, wind turbines and/or solar panels. Children (n=11) would like to see less litter and more bins would help this, including recycling bins.

The changes children made to Cork, included: more homeless shelters (n=9), more playgrounds and areas to play (n=10) while one child reported "I added, I did not take anything out!". To make Cork healthier, children wanted more exercise equipment (n=4) and more bicycles, specific bike lanes and bike racks (n=11). Children would also like to see more libraries within the city (n=8). The drawing compositions also included swings, slides, monkey bars, ice cream shops and a clocktower.

North Presentation National School: Senior Infants: This was a collection of senior infants' drawings (n = 18) with eighteen items from this suburban school, from seven girls and three boys (8 unknown). All children were aged between 5 and 8 years, with the average age being 6.3 years. Most children wished for buildings (n = 16), grass/ green areas (n = 12), the sky (n = 11) the sun (n = 10), trees (n = 10), flowers (n = 9), and wildlife (e.g., birds).

North Presentation National School: 5th class: This was a collection of fifth-class drawings (23) and writings (9) with 32 items from this suburban school, 15 girls (17 unknown). Two of the children were age 12, twelve were age 11, and one was age 10 (17 unknown). A majority of children asked for more parks (n=19) some for skate-parks (n=2), some for amusement or theme parks (n=3), 1 for a horse park, and 1 for a park with a biodome. Playgrounds were also asked for (n=4). Out of the children that asked for housing (n=4) 3 of those specified housing for those who are without a home. When asked how Cork could lead on climate change children advocated for less litter and more litter removal (n=6), more trash bins (n=4), reduced single use plastics and more recycling (n=4). Children suggested providing more open green spaces (n=16), more museums, observatories, and libraries when asked what would make cork a better place to learn and play. Out of all the suggestions for buildings, which there were many (n=21), 11 were focused around painting the buildings with colours and bright murals. There were many drawings and written compositions that highlighted the desire for more flowers and plants, trees, animals, and insects. They thought that cork could be healthier city if there were community gardens, and more fruit available.

Our Lady of Good Council, Ballincollig, Special School: All the drawings had a similar lay-out: in the middle a road in 3D perspective on the left side open space, on the right sides some squares. I have the impression that this was the starting point of the drawing. The young people coloured different pieces, some added some personal drawings like sport equipment, a lamp, clouds or people. In the written compositions the young people ask for one specific sport facility (n=6) e.g., basketball court, tennis court, football pitches. One person suggests allotment to grow vegetables and two persons would like to see a place for a concert. The authors have a specific place in mind where they want to see the facility e.g., Patrick Street, Fitzgerald's Park.

Scoil na Croise Naomha, Mahon: 2nd class: This was a collection of second-class drawings (n = 11) and writings (n = 10) with twenty-one items from this suburban school, from four girls and four boys (13 unknown). Eleven of the children were aged between 7 and 8 years, ten of which were aged 8 years (10 unknown). Most children wished for pitches for trees (n = 11) soccer/ football (n = 9), "more hospitals to care for people (n = 8), flowers/ plants (n = 8), more parks (n = 6), more playgrounds (n = 4), and libraries (n = 4). When asked how to address climate change, they had ideas such as electric cars, more trees, more flowers, "recycle as much as we can", and "put bins in the park". Things to make the city a better place to live included "more parks and walkways", "more parks to play in", "build more playgrounds", "more cycle lanes", "more hospitals to care for people", more libraries, more schools, more gyms (including outdoor gyms), less fast food, "more bins to keep our city clean", "more waterparks", and "less gas to stop polluting".

St Finbarr's National School: 6th Class: This was a collection of sixth-class drawings (n = 5) and writings (n = 5) with ten items from this city centre school, from four girls (6 unknown). Five of the children were aged between 12 and 13 years (5 unknown). Most children wished for trees (n = 9), sustainable energy (e.g., solar panels, wind turbines) (n = 8), places to eat/ drink (e.g., restaurant,

café, “dog and human cafés”) (n = 7), grass/ green areas (including on rooftops) (n = 6), flowers/ plants (n = 5), less cars (n = 5), swimming pools (n = 5), places to play outdoors (e.g., “places to relax and hang out”, “a park for everybody to play) (n = 4), public transport (e.g., tram, underground train), bicycles/ cycle lanes (n = 4), libraries (n = 4), places to exercise (e.g., sports centres) (n = 3), and places to sit (n = 3). When asked how to address climate change, they had ideas renewable energy (e.g., solar panels), more green areas, less cars on the road, more bikes, “biking everywhere”, walking to work and school, more trees, “green spaces with trees and flowers for the animals”, more bins so there is less litter, and less plastic. Things to make the city a better place to live included less cars, more green areas, more trees, more plants, renewable energy (e.g., solar panels), “a bright and happy environment to learn in”, more libraries, more sports centres (including pitches), a swimming pool “all over cork”, “a stage to perform”, “more cafés that you can sit down in”, “more parks with playgrounds”, “more places to relax and hang out”, “an art shop where you can go and paint”, better footpaths, more bins, more “museums and school children could go on trips to them to learn about history and geography in a more fun way”, and shops having “biodegradable things”.

St Finbarr’s National School: 1st and 2nd Class: This was a collection of six drawings and 9 written composites from this 1st and 2nd class in the city centre and consist of children aging between 7 to 9 years of age, one female, 2 male, and three unknown. A common theme in this group was the wish for more trees (n=6), with one child drawing tree forts on every tree. Three children drew parks and green areas, and one child depicted the park as a place to relax, lay down, do yoga, play soccer, and have a picnic. This child emphasized happy faces of people doing these activities. Another child drew possibilities to use bikes, scooters, and skateboards. Other nature elements include the sky and the sun (n=5) creeks with a bridge (n=1), hills in the landscape (n=1), flowers (n=1), and wildlife such as birds and butterflies (n=3). Playgrounds were depicted in 4 drawings and include slides (n=3), swings (n=3), climbing possibilities (n=2), spring equipment (n=1), and a seesaw (n=1). Buildings were depicted colourful and include places to live (n=2), school (n=1), library (n=1) and veterinarian (n=1). One child drew flowers and greenery on the walls of the building and two children drew solar panels on the roofs of the building.

St Joseph’s boys National School: 1st class boys: This was a collection of first-class drawings (n = 1) and writings (n = 1), with two items from this city centre school, from two boys. One child was aged 8, while the age of the other child is not known. Numerous wishes and desires for the city were captured and included, for example: schools (n = 1), buildings (n = 1), electric cars (n = 1), bins/ trash cans (n = 1), trees (n = 1), among others. When asked how to address climate change, one child had ideas such as planting more trees. Things to make the city a better place to live included schools getting more space, more clocks around the place, and electric cars being used by more people.

St Marie of the Isles: 5th class: This was a collection of fifth class drawings (n = 10) and writings (n = 10), with 20 items from this city centre school, from 6 girls and one boy (13 unknown). Ten of the children were aged between 10 and 12 years, with the average age being 11 years (10 unknown). Most children wished for sustainable energies (e.g., solar panels, wind turbines) (n = 10), trees (n = 9), playgrounds/ play areas (n = 7), grass/ green areas (n = 6), places to shop (n = 6), places to eat/ drink (primarily smoothie shops) (n = 6). Among this group, there was also a strong reference to providing places to stay, jobs, and hospitals for homeless people. When asked how to address climate change, they had ideas such as renewable energies (e.g., solar panels, wind turbines), less cars (including less petrol cars), more electric cars, less factories, more greenery, more trees, less deforestation, and less student apartments. Things to make the city a better place to live included sustainable energies (e.g., solar panels), more electric cars, homeless shelter, more parks (including green parks, science parks, parks for teenagers), more schools, more trees (but no trees that use batteries), indoor and outdoor places to play (e.g., obstacle course, places to play sport), more schools, more gyms (including a kids gym and an outdoor gym), more walking tracks, making things affordable, free medical fees, more healthy shops (e.g., more healthy food, vegan food), less shopping and more communities.

St Marie of the Isles: 5th class: 3 items were analysed with 12 drawings and 11 written compositions from a 5th Class city centre school. 7 males, 5 females and 11 unknown participated. 9 children were 11 years, 2 children 10 years and 1 was age 12. Most of children wanted more parks, playgrounds and outdoor areas or places for kids to play. They wanted more nature areas with lot of trees, flowers, green areas and animals (bees, dog, cats). Indeed, they wanted to have pet shops. Children want new hospitals (n = 12) and schools (n =7). It is worth noting that children had a concern with having more food banks and homeless shelters as Child 21 explains “because I think that Cork should put in homeless shelters and food banks” (Child 21, Written composition, 5th Class SMOPS 1 City Centre). Children also wanted that “Cork could lead on climate action if there were (...) less littering, less smoking and more electric cars” (Child 2, Written composition, 5th Class SMOPS1 City Centre) or “introduce more bikes and more electric cars so we are not ruining the world (Child 21). They also want to have more Wi-Fi areas and encourage people to eat healthier (for example through the creation of mor fruit and vegetable shops). On the other hand, they also like the idea of having “KFC”, and shops/centres like Pokémon Centre, libraries, “pharmacy for older people who get sick often” (Child 13) and cafes. These changes are to “increase happiness” (Child 6, written composition).

St Marie of the Isles: 4th class: Seven drawings and three written composites of this fourth-class in the city centre were analysed. In total 20 drawings and 20 composites were submitted from this class. The children were aged 9-10 years, their genders are unknown. These children wished for clean water and rivers (n=4), parks (n=4), and more green areas (n=5), as well the request to plant more trees (n=3). Animals were depicted in most of the pictures (n=8) and included dogs, birds, fish as well as a lot of bees. Children stressed the importance for more opportunities to through trash away (n=3) and suggested the use of renewable energy (n=4) such as wind farms. The use of electric cars was mentioned by three children. Some pictures also portrayed buildings including homes, university and school buildings as well as homeless shelters. Playgrounds were found in two pictures and children asked for wider pedestrian walkways (n=3).