

16.3 Mindfulness

Project Name: proGIreg (Grant Agreement no. 776528)

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Mindfulness	Place Regeneration Health and Wellbeing Knowledge and Social Capacity Building
Description and justification	Mindfulness is a well-recognized indicator that correlates with several cognitive and affective outcomes (e.g., attention, awareness, happiness, distress). The empirical investigation showed that mindfulness is strongly related to connectedness to nature and pro-environmental behaviour.
Definition	Ability of being conscious or aware of something within the environment
Strengths and weaknesses	Strengths: Reliable measurement tool; easy to assess. Weaknesses: Potential biases in self-reported data
Measurement procedure and tool	This indicator is obtained using a validated scale named “Cognitive and Affective Mindfulness Scale-Revised” (CAMS-R – Feldman et al., 2007). Participants are required to complete the CAMS-R before and after the NBS implementation. The scale includes 12 items with a 4-point Likert scale, from “Rarely/Not at all” to “Almost always”.
Scale of measurement	General population in residential neighbourhoods
Data source	
Required data	Questionnaire data
Data input type	Continuous variables
Data collection frequency	Twice; once before the implementation of the nature-based solutions (baseline) and once after (follow-up)
Level of expertise required	Low
Synergies with other indicators	This indicator is related to other indicators on socio-cultural inclusiveness and to the indicators on mental health and well-being
Connection with SDGs	<ul style="list-style-type: none"> • Good health and wellbeing • Reduced inequalities • Sustainable cities and communities • Peace, justice and strong institutions

Opportunities for participatory data collection	The questionnaires can be both self-reported and administrable in an interview method.
Additional information	
References	Feldman, Hayes, Kumar, Greeson, Laurenceau (2007). Mindfulness and emotion regulation: The development and initial validation of the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R). <i>Journal of psycho-pathology and Behavioral Assessment</i> , 29, 177.

16.4 Proportion of schoolchildren involved in gardening

Project Name: CLEVER Cities (Grant Agreement no. 776604)

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Proportion of schoolchildren involved in gardening	Knowledge and Social Capacity Building
Description and justification	School learning gardens provide an opportunity to engage schoolchildren in practical tasks of food growing, which can stimulate children’s curiosity and interest and deepen environmental participation (Williams and Brown 2012). Since school-aged children spend a significant amount of time at school, focus of many public health programmes was on developing opportunities for physical activity along with implementing environmental change in schools (e.g., Anthamatten et al. 2011). Besides improving playgrounds, many interventions included a development of school gardens, which proved to have positive effects on both vegetable intake (Somerset & Markwell 2008; Davis et al. 2016) and physical activity (Blair 2009) as well as on decrease in sedentary time (Rees-Punia 2017) contributing to better health of children involved in gardening activities (Ozer 2007). Besides its positive effects on healthy development, research shows that school gardening and active learning has positive impacts on academic achievements of schoolchildren (Ozer 2007; Wells et al. 2015).
Definition	1. Percentage of children involved in gardening activities at school: Number of pupils being in (practical) contact with the gardening project, cumulated over project period (n)