

How to adapt EDUCATIONAL SPACES TO THE "NEW NORMAL"

PAST

PRESENT

FUTURE

ACTIU



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Introduction

SPACES



Learning involves many variables and the way we educate today has evolved from just a few years ago. **There are different educational needs**, different social demands converge (integration, environmental care, cooperation, etc.), as well as the **emergence of new technologies and the requirements of the "new normal" post-COVID-19**.

Now more than ever we need to consider and reassess what the **educational spaces of the present and future will look like**, how students and teachers will interact in these spaces and, above all, how the concept of the classroom will evolve in tandem with the new educational models.

A new perspective on assessment will drive new learning methodologies.

Therefore, for meaningful learning to exist, with education which is more participatory and collaborative, students need to be responsible for their own learning. Periods of reflection will have to be included, as well as a 360-degree assessment in order to be able to measure skills development.

All this must, in turn, be reinforced supporting the schools to allow them to carry out a project of gradual adaptation that includes a global vision of the school, ensuring the implementation of COVID-19 measures within that process.

We therefore should begin to transfer the need to **design new educational spaces** by establishing a new dialogue with the environment, constructing spaces that support the processes of change in teaching through more flexible models in order to meet current needs as well as new scenarios that may arise.

If anything has characterised this atypical situation created by COVID-19, it is the demand for **significant adaptability** and the need for flexible environments that are capable of responding to changing needs. **Technology** has ultimately become our **greatest ally and facilitator of educational processes** as a complement to face-to-face learning in classrooms, which must guarantee inclusion and access to education with all facilities.

In addition, the need to be able to provide safe access to classrooms has highlighted the fact that we need to rethink how we want to build our tomorrow. Consolidating the transformation of education, making it more flexible, collaborative, tailored towards ICT and with multipurpose spaces, may be a priority if we are to maintain quality and guarantee continuous learning, whatever the circumstances.



There are three new concepts that have emerged from COVID-19 and that are already considered essential when it comes to rethinking needs in the evolution of educational spaces.

Safety distance, limiting capacity and protecting people

Before COVID-19:

We are used to an educational model involving **highly crowded classrooms** and in some cases obsolete facilities, an inflexible product and very static spaces which are **little suited to reconfiguration**, where the master class and the transfer of knowledge from the teacher to the student is one-way.

The use of common spaces, such as libraries, where there is considerable interaction with the furniture and the materials thereon (books), is problematic in a pandemic situation where we require the least possible contact with features and surfaces.

Canteens or break areas are very exposed and do not lend themselves to being reconfigured, and in some cases were designed using items not recommended for this purpose.

Students are used to a lot of contact and interaction.

Now in COVID-19:

At this time there is a need to return to normal as soon as possible. To provide students with a safe and organised return to the classroom. That is why it is necessary to adapt the classrooms and their current furniture in order to maintain the appropriate density, the established safety distance and the proper hygiene of the components and the space.

We need to comply with the established safety distance guidelines of 1.5 m (59 1/2") / 2 m (78 3/4"), and to reduce the capacity of the classrooms to 15 students, as long as the size of the space allows it. Similarly, we should use other spaces in the school to increase capacity and regulate usage and transit flows.

Trust in the responsibility and ability of the student to make proper use of the space and its components.

Lastly, it is essential to guarantee that all schoolchildren, regardless of their situation in terms of resources, levels or capacities, have access to education and all facilities, so that they can continue their academic development.

From now on:

Spaces where new methodologies are used, where the environment is flexible and set up according to the needs of each period. Where furniture is one more tool and it does not define the classroom but rather is integrated into it. Multipurpose, modular and transportable features that can be moved and used to complement any space.

What's more, the combined use of technological features and ICT will play a very important role and will change the way we teach and interact in the classroom. They will allow us to reserve and monitor rooms, to sensorise components and spaces with different purposes (determine occupancy, temperature, user well-being), classroom quality (air, humidity, ventilation, etc.).

The future (which is already here) involves flexible environments that allow for multiple configurations, different uses and the application of various methodologies, and that also take into account safety post-COVID. We are moving towards the end of the concept of the 'classroom' as a closed, self-contained compartment. The situation lends itself to the acceleration of educational change and the devising of new concepts which take current needs into account.

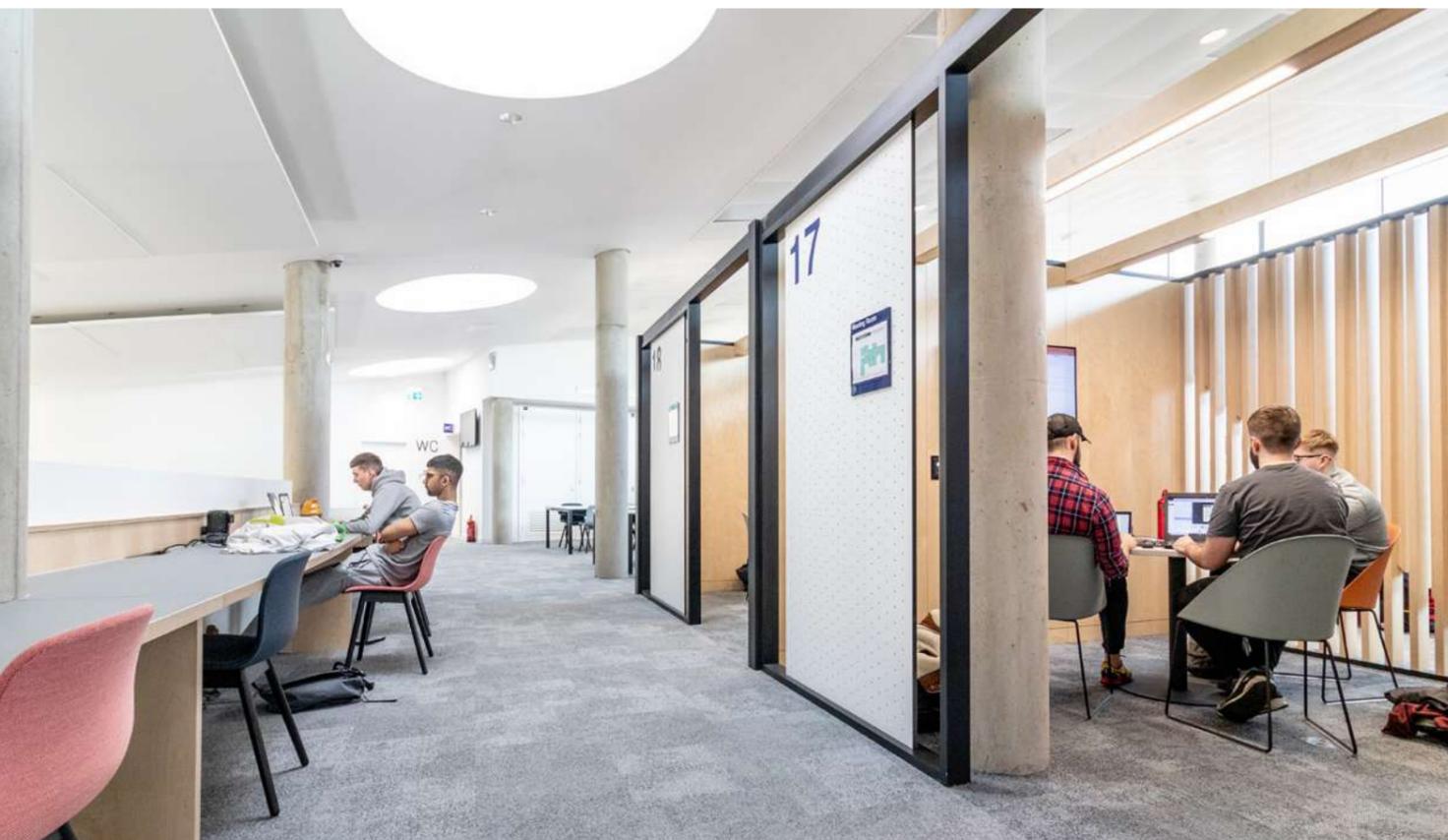
Plan for THE FUTURE

Support schools as they undergo
a process of adaptation via a
global project vision.

We therefore need to respond to the need to design new educational spaces by establishing a new dialogue with the environment, creating spaces that assist the processes of change in teaching via more flexible models, in order to meet current needs as well as new scenarios that may arise.

If anything has characterised this atypical situation created by COVID-19, it is that it calls for a significant capacity for change and the need for flexible environments capable of responding to any need.

The layout of the classroom is no longer a matter of aesthetics, and nor is it merely a practical or functional one. The way in which the furniture is laid out will depend, therefore, on the didactic methodology that is being used, but also on the relational and social hierarchy that is desired.





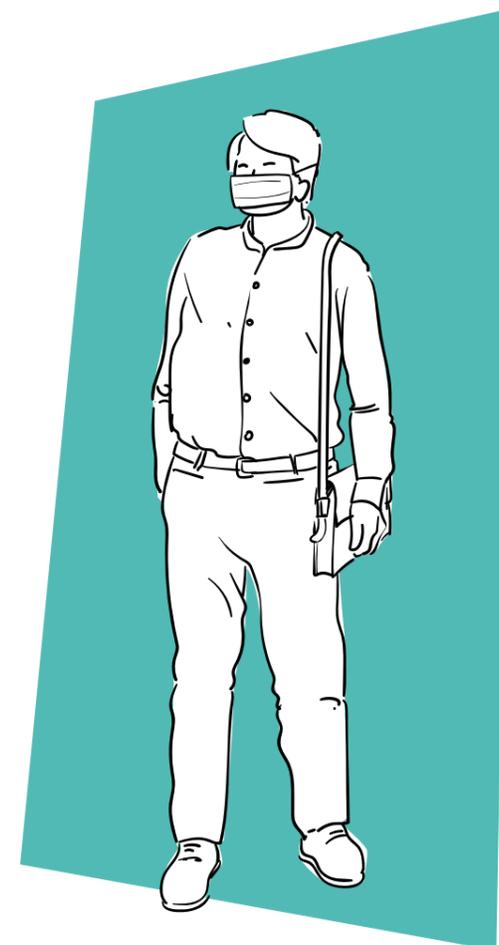
1. Reduce occupancy rates.

Current classrooms usually hold **approximately 30 to 35 students**. Going forward, a maximum of 15 students needs to be established, even less in certain situations. This will encourage a paradigm shift in terms of classroom occupancy and teaching methods.

2. Establish alternate days of attendance.

Schools must reduce occupancy rates in order to maintain the established safety distance, limit capacity and protect people. Establish attendance protocols, using either alternate days, split morning and afternoon schedules or other options, as well as rules for the use of the space.

Giant staff rooms and small "mousetrap-like" offices must evolve into medium-sized spaces for multi-disciplinary teacher teams.





3.

Introduce technology in the classroom.

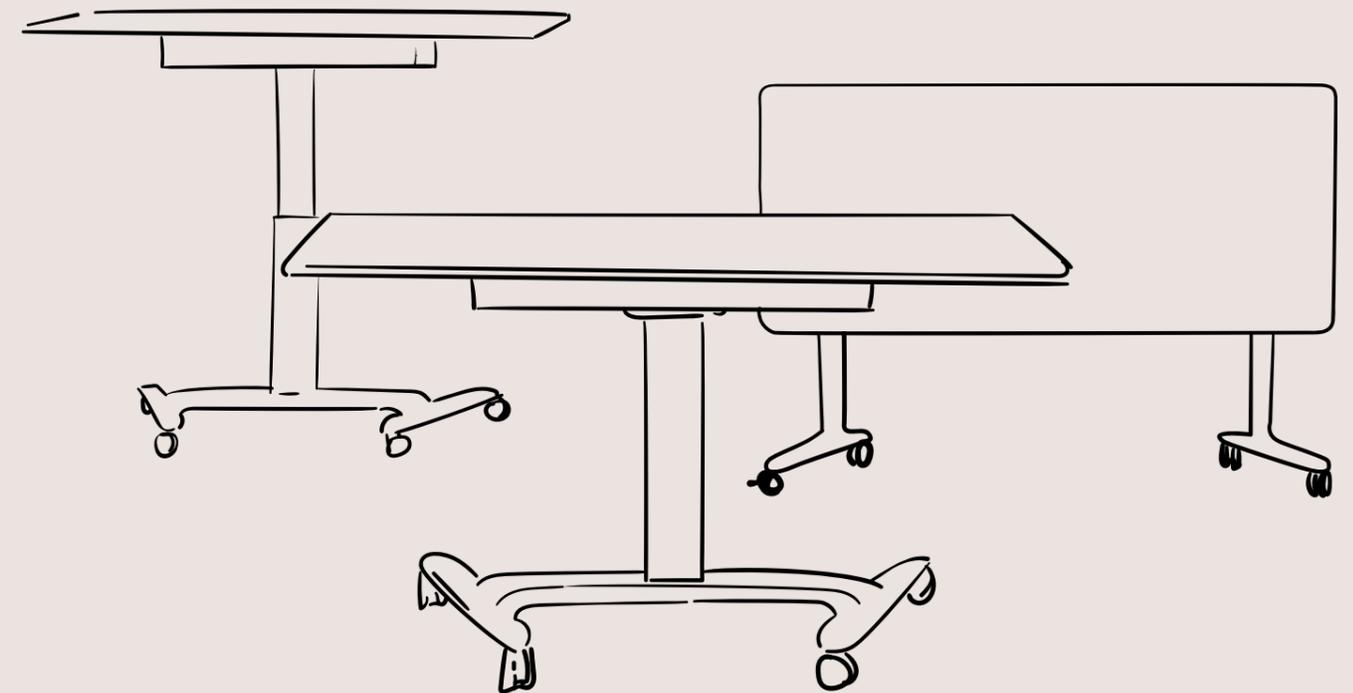
Combined use of technology and furniture as facilitators of educational processes and ubiquity.

We need to view technology as our ally and as a facilitator of educational processes. However, we must not lose sight of the inclusion of the most vulnerable people, in terms of resources, levels or capacities, and guarantee proper access to education and all facilities so that they can continue with their development.

To this end, it will be necessary to seek and apply **"Safe ICT Solutions" in our schools.**

4. Use multi-purpose items that are easy to reconfigure.

Active collaborative learning must integrate a work process and spaces which are set up accordingly. It requires **flexible, comfortable spaces with good acoustics, where you can create a space suited to every type of teaching and requirement, both for the teacher and the student.**





5. Rules for using the space.

Entry and exit protocols for classes, order when sitting at the desks, wearing of masks at all times, indications in spaces to maintain order (stickers, signage, etc.), transit flow in corridors and entrances to the school, cleaning of all areas and hygiene points distributed throughout the space.

6. Applying new learning methodologies.

A new perspective on assessment will drive **new learning methodologies, focusing on an education that is more participatory and collaborative**, in which the exam is less important than the continuous monitoring of student development throughout the course.

To make this meaningful learning with more participatory and collaborative education possible, **students must be responsible for their own learning**. It will thus be necessary to include periods of reflection and a new outlook with a 360-degree assessment that allows for comprehensive measurement of skills development.





7. Alternate break times and spaces.

Student interaction with peers is important. The space and the furniture must encourage socialisation in a functional and safe manner.

Guidelines must be set that designate different times for breaks, **allowing everyone to enjoy their breaks safely.**

8. Promote safe communication between peers.

Maintaining proper gestural and verbal communication with peers is essential to socialising, but you must respect the **minimum distances of 2m (78 3/4")** in all rooms in the school as well as the mandatory wearing of masks and the use of hygiene points located around the premises.





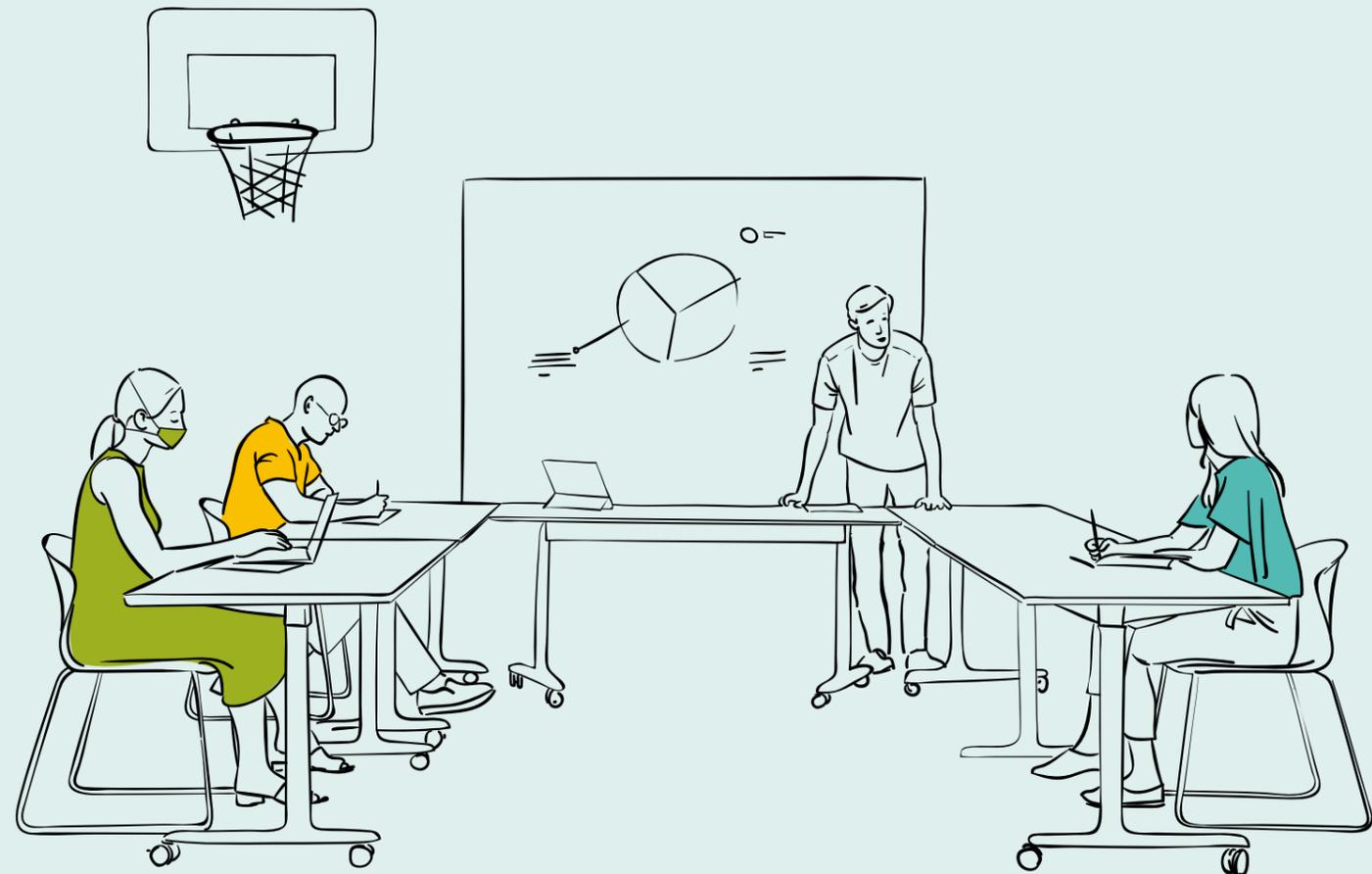
9. Interacting while respecting space.

Avoid having any contact with the different surfaces in the school, maintain distances when using the spaces and encourage cleaning after each use.



10. Transform low-use spaces.

Rethink and compartmentalise using configurable furniture and very large and open spaces in areas used for other things: gyms, function rooms and libraries could serve as classrooms or study areas for 10-15 people.



Density Distance Hygiene

Guidelines for respecting safety measures and distances



Density

- ▶ Avoid small meetings or conversations in the hallways so as to keep transit areas free.
- ▶ Minimise journeys around the school whenever possible, using the different technological platforms to resolve basic queries.



Distance

- ▶ Respect the separation distance of 1.5 m (59 1/2") / 2 m (78 3/4") whenever possible.
- ▶ If we do come into contact with a peer, maintain as much distance as possible and always wear a mask.
- ▶ When using the corridors, if they are narrower than 1.5 m (59 1/2") / 2 m (78 3/4"), only one person should pass at a time, with the person in the middle of the corridor having priority, while you wait in the areas indicated or assigned for waiting.

Identify points or waiting areas in the corridors (areas of good visibility, where you can see who is coming and

- ▶ wait for them to pass without any issues).

Provide visual signals with arrows that indicate the direction of movement flows through the premises, preferably in a clockwise direction.

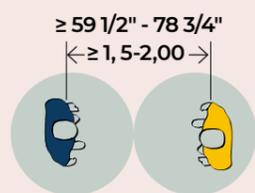


Hygiene

- ▶ Place hygiene points at the entrances to the school and along the route, in full view so that they can be used with ease.
- ▶ In bathroom areas, leave the doors open to facilitate access and minimise contact with surfaces.
- ▶ Provide visual signs to identify hygiene and waiting points in the area.

Caption

Guidelines for respecting safety measures and distances



Social distancing areas



Flows of width ≥ 2.00 (78 3/4"), where people are allowed to pass using caution.



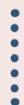
Scheduled entrance flows, to avoid interpersonal crossover, as not complying with correct distance requirements.



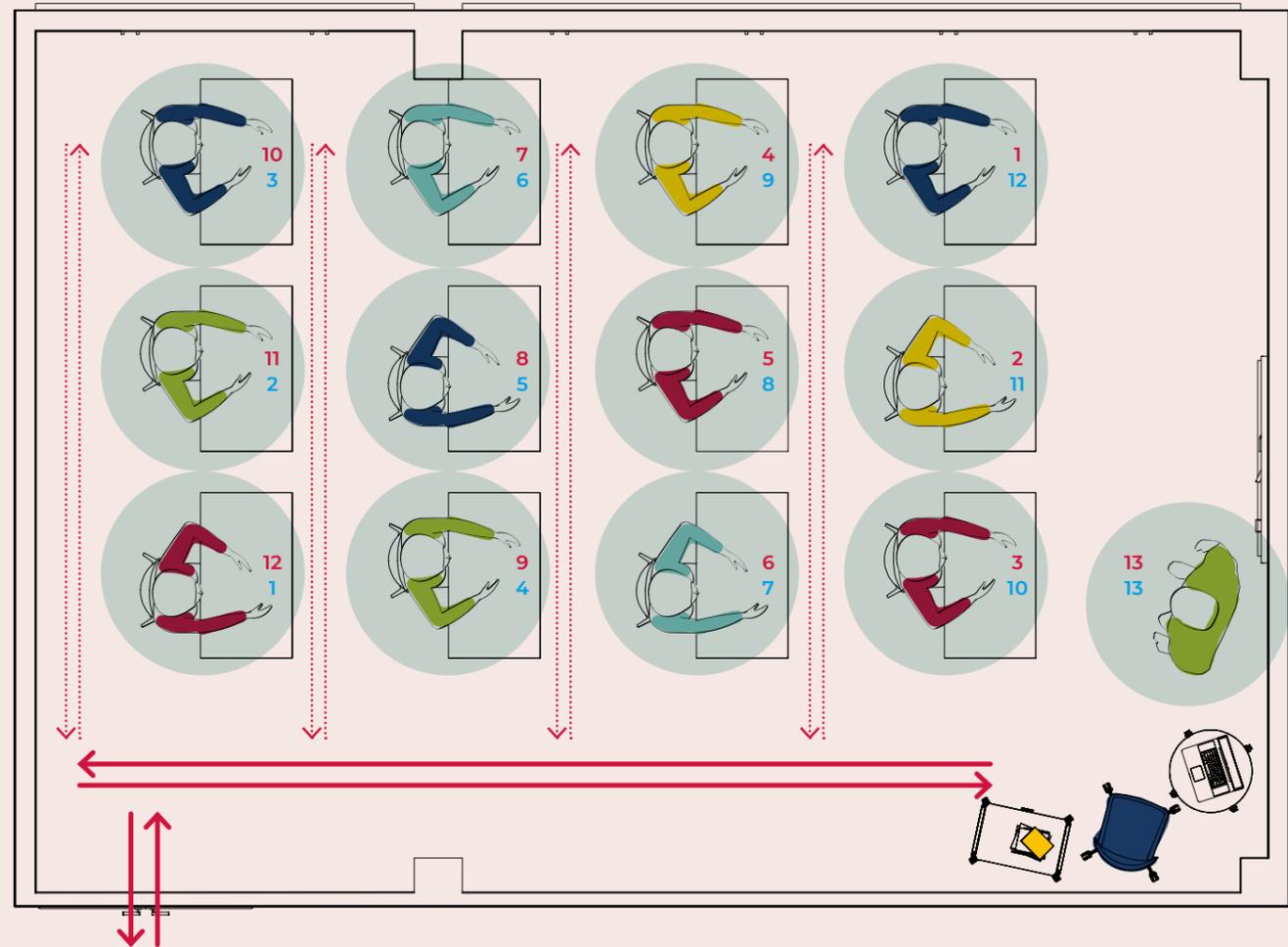
Preferential crossover areas where proper distance requirements can be met.



Hygiene points



Protective screens



ACCESS TO CLASSROOMS

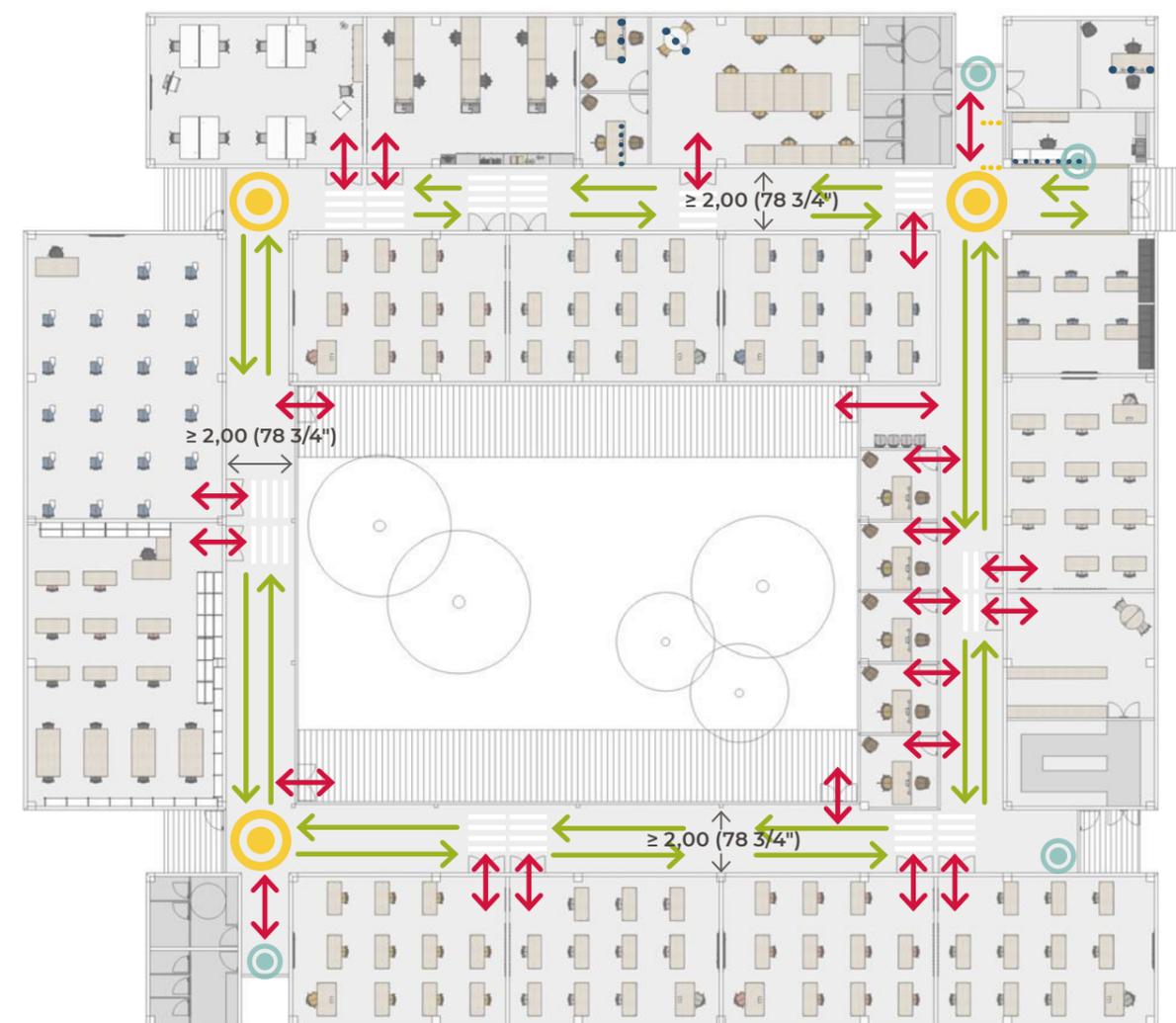
Scheduled entrance flows, to avoid interpersonal crossover, as not complying with correct distance requirements.

- 1...13** Access will be in order of workstation, with the one furthest from the main entrance being occupied first followed by the seats adjacent to the newly occupied one.
The last person to enter will be the classroom teacher.
- 1...13** The first to exit will be those closest to the main entrance followed by the next closest etc.
The last person to vacate the room will be the classroom teacher.

Situation PRIOR



Situation POST-COVID



► On the upper level, we can see a school made up of a reception area, classrooms, staff room, offices, library area, conference room, canteen, service areas (toilets and storage rooms) and an outdoor space linked to dedicated transit and common areas.

► The most efficient way to adapt this space to the safety and distancing measures established following the recent epidemiological situation consists of rearranging the existing furniture, as well as its partial removal and storage when its use is not recommended for hygiene reasons or because it is an obstacle within the new flow plan. The number of students per classroom will be reduced by 50%. This entails the adoption of a series of measures such as varying attendance times or the combination of face-to-face and online education. This transformation requires a large storage space capable of housing the volume of furniture being removed. The flexibility of the furniture used will minimise this inconvenience, especially if it allows for stacking, folding or easy disassembly.

Possible scenarios in classrooms

Situation POST-COVID

Just as a forthcoming scenario is presented for classrooms, where we must meet both the government guidelines and the hygiene and safety guidelines, we are faced with several potential options for reorganising them:

SCENARIO 1



► Occupancy - 36% - 9 students

- **Ratio pre-COVID-19:** 25 students per 1 teacher
- **Ratio post-COVID-19:** 9 students per 1 teacher

• **Measures taken:**

- Space between desks: 1.5 metres (59 1/2")
- Passageways: 1.5 metres (59 1/2")
- Hygiene points
- Mask recommended / mandatory
- Easy to clean furniture
- Guidelines for entering/exiting the classroom while maintaining safety distance

SCENARIO 2



► Occupancy - 48% - 12 students

- **Ratio pre-COVID-19:** 25 students per 1 teacher
- **Ratio post-Covid-19:** 12 students per 1 teacher

• **Measures taken:**

- Space between desks: 1.2 metres (47 1/4")
- Passageways: 0.7 metres (27 1/2")
- Frontal methacrylate panels
- Hygiene points
- Mask mandatory
- Easy to clean furniture
- Guidelines for entering/exiting the classroom while maintaining safety distance

SCENARIO 3



► Occupancy - 60% - 15 students

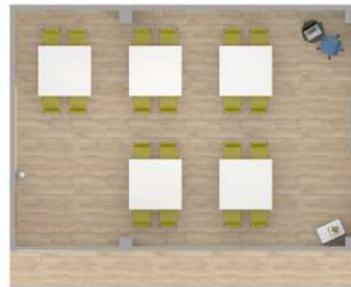
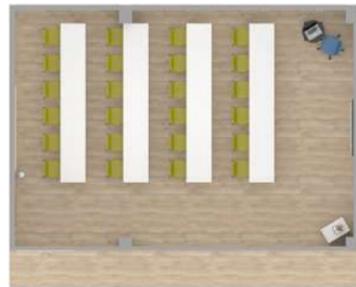
- **Ratio pre-COVID-19:** 25 students per 1 teacher
- **Ratio post-COVID-19:** 15 students per 1 teacher

• **Measures taken:**

- Space between desks: 1.2 metres (47 1/4")
- Passageways: 0.7 metres (27 1/2")
- Frontal methacrylate panels
- Lightweight methacrylate structural screens between stations.
- Hygiene points
- Mask mandatory
- Easy to clean furniture
- Guidelines for entering/exiting the classroom while maintaining safety distance

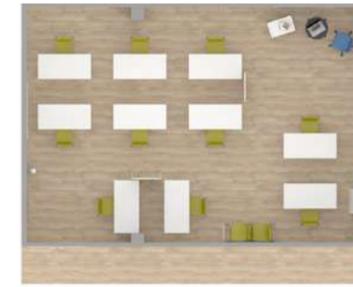
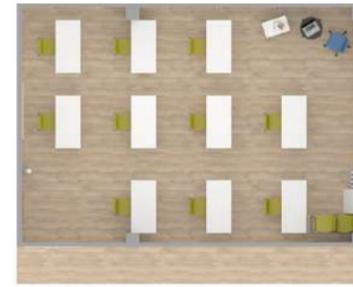
Classroom

TEACHING / COLLABORATION



Classrooms with mobile-removable furniture CURRENT SITUATION

The use of mobile furniture facilitates the reconfiguration of items in order to tailor it to the different learning dynamics in the classroom.



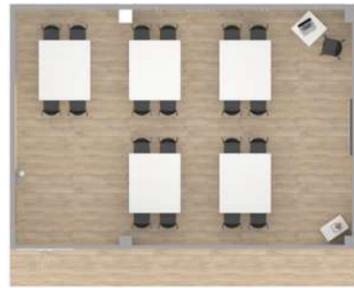
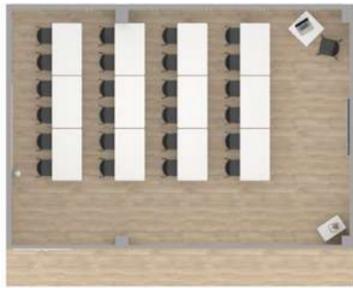
Classrooms with mobile-removable furniture SITUATION POST-COVID-19

The furniture is rearranged to comply with the safety and distance guidelines. Similarly, excess items could be stacked and dismantled so that they take up minimal storage space.



Classroom

TEACHING / COLLABORATION



Classrooms with mobile-folding furniture CURRENT SITUATION

The use of mobile furniture facilitates the reconfiguration of items in order to tailor it to the different learning dynamics in the classroom.



Classrooms with mobile-folding furniture SITUATION POST-COVID-19

The furniture is rearranged in order to comply with the safety and distance guidelines. Similarly, excess items could be folded and stacked in order to take up minimal storage space.



Classroom LABORATORY



CURRENT SITUATION

In this type of space, the arrangement of the furniture is conditioned by the use of basins or sinks associated with the work surface.



SITUATION POST-COVID-19

The layout of the students will be adapted to comply with safety and distance guidelines, modifying the number of stations. In addition, the use of furniture with polyurethane finishes allows for easy cleaning and disinfection of surfaces due to its antibacterial properties.



Classroom WORKSHOP



CURRENT SITUATION

The use of height-adjustable desks allows easy postural adaptation to the different tasks that take place in this type of classroom.



SITUATION POST-COVID-19

The combination of fixed and mobile desks allows components to be rearranged when adapting the space to the required safety and distance guidelines. Additionally, excess items could be folded and stacked in order to take up minimal storage space.



Cool Working® EDUCATION

Education in a safe environment

For some years now, **education** has been immersed in a **profound transformation of its methodologies, processes and the teacher-student relationship**. The evolution of society itself, along with the needs and new learning methods of the younger generations, have highlighted the lack of effectiveness of the traditional teaching model: overcrowded classes, in most cases obsolete facilities, static classrooms, heavy and inflexible furniture, in which the master class and the transfer of knowledge from teacher to student remains one-way.

The internal review of the sector itself already pointed out the need to **design the new educational spaces** by establishing a new dialogue with the environment, creating spaces that support the processes of change in teaching through more flexible, experiential, digitised and participatory models to meet current needs as well as new scenarios that may arise.

In keeping with the Cool Working philosophy, Actiu examines in detail the specialisation and needs of education, the result of field work carried out with the collaboration of experts and end users of educational spaces. To create spaces that enhance these paradigms and contribute to learning, experts agree on the need for new environments to combine, among their main characteristics, aspects such as the flexibility of the furniture, technology and connectivity, knowledge exchange, and autonomy among users, among other aspects.

In the midst of this change, a global pandemic that has confined people to their homes for several months has forced the acceleration and definition of the new paradigms that are shaping the new education, as well as three new concepts that are already considered essential in this **new reality: density, distance and hygiene**.

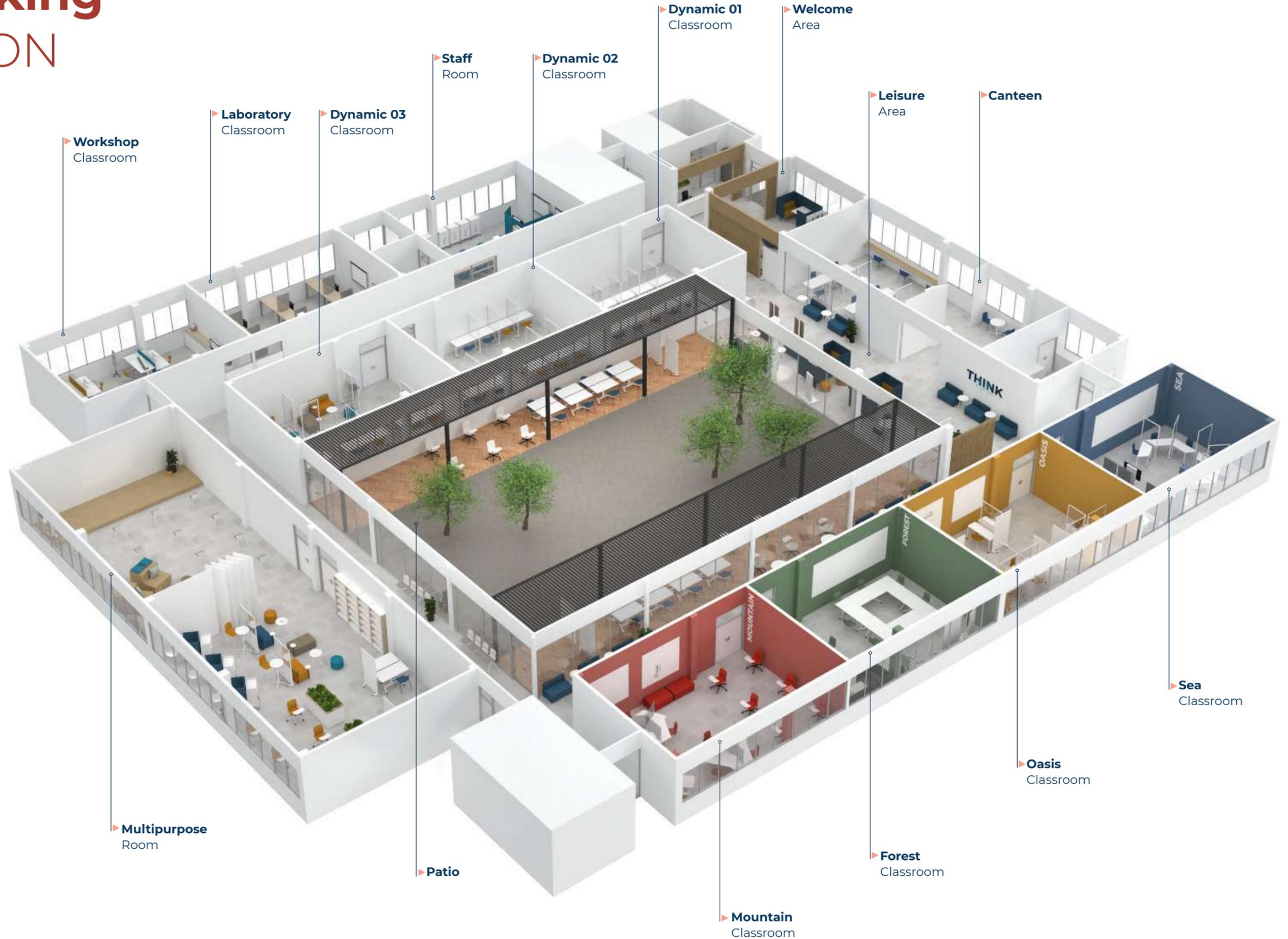
The concepts proposed by Actiu are adapted so as to **guarantee learning in safe environments, free of COVID-19, as well as through advice from various pioneering schools in promoting and developing a new educational model**.



Cool Working®

EDUCATION

Education in a safe environment



- ▶ **Dynamic 01** Classroom
- ▶ **Dynamic 02** Classroom
- ▶ **Dynamic 03** Classroom
- ▶ **Mountain** Classroom
- ▶ **Forest** Classroom
- ▶ **Oasis** Classroom
- ▶ **Sea** Classroom
- ▶ **Multi-Purpose** Room
- ▶ **Workshop** Classroom
- ▶ **Laboratory** Classroom
- ▶ **Staff** Room
- ▶ **Welcome**
- ▶ **Leisure area**
- ▶ **Canteen**
- ▶ **Patio**

▶ **Multipurpose**
Room

▶ **Patio**

▶ **Mountain**
Classroom

▶ **Forest**
Classroom

▶ **Oasis**
Classroom

▶ **Sea**
Classroom

TEACHING classrooms

Density
Distance
Hygiene



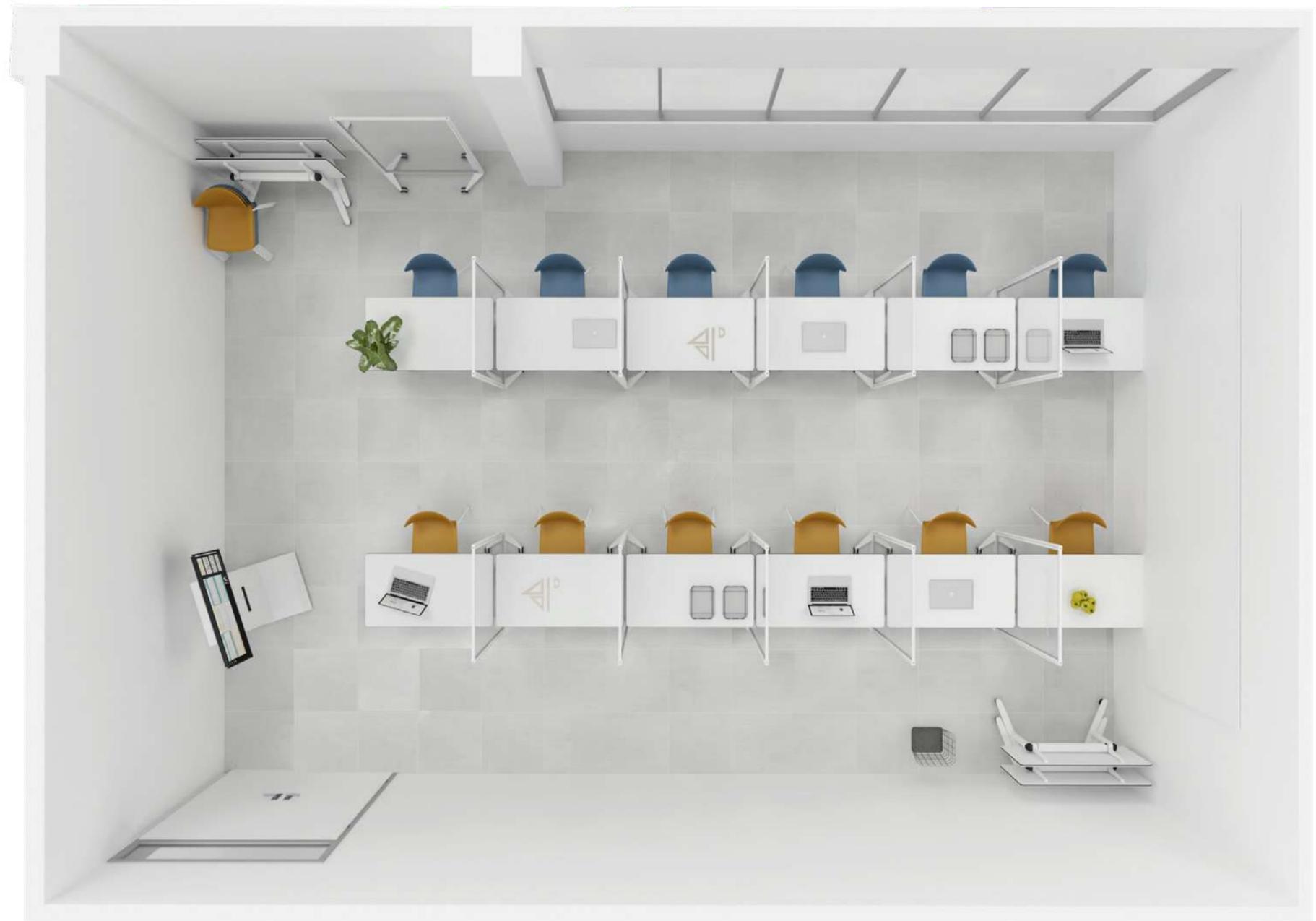
- ▶ Reduce the density of classrooms from 9 to 15 students depending on the facilities <math>< 50\%</math>. 60m (236 1/4").
- ▶ Establish alternate days for attending class - 1/1 or 2/2.
- ▶ Increase the minimum passing distance in the classrooms to 2m (78 3/4").
- ▶ Possibility of merging classrooms to optimise space density by 30%.
- ▶ Mandatory wearing of masks throughout the educational premises.
- ▶ Placement of panels and screens between the desks to provide more safety and to achieve a greater capacity, always respecting hygiene and safety measures.
- ▶ Take turns to use the aisles in the classroom, giving way to the person who is already walking therein.
- ▶ Access and vacate the workstation in an orderly manner. Whenever possible, the person who is located in the place furthest from the corridor will leave first. For entering, it will be done in reverse.
- ▶ When occupying the desks, if they are arranged in continuous rows, occupy from the inside out. Avoid sitting in the centre because it makes it difficult for peers to access the other stations.
- ▶ Complement classes with appropriate technology to facilitate learning for students who are not attending in person.
- ▶ Maintain proper ventilation after each use of the classroom.
- ▶ Keep the workstation clean and free of items for easy disinfection and cleaning.
- ▶ Place hygiene points at the entrance to the classroom for people to disinfect before entering and leaving, as well as around the rest of the space to facilitate access without having to travel long distances.

Classroom DYNAMIC

Three adjacent spaces equipped with the same items: foldable and stackable desks, mobile panels and super stackable chairs. Three essential approaches in **Cool Working** spaces: EDUCATION, with different configurations according to need, adapting to the specific modality of each subject, incorporating in one of the cases items from other common areas.



► Option 01



Rearranging items that allow the accommodation of different methods in the classroom and facilitate the dynamism of the teaching.



► **Option 02**



These classrooms allow you to **incorporate furniture** from common areas, the use of which helps to develop new learning dynamics and strengthens the student-teacher relationship.



► **Option 03**



Classroom CONCEPT



FOREST

- **Multi-functional environment** with different options according to need. Initial space is reorganised into **three different configurations**: O-shaped formation for working in teams, where students do not turn their backs; another collaborative configuration, with two desks facing each other; and lastly, a place for private conversation, with the Longo Pod that provides intimacy and soundproofing for teacher-student talks as well as collaborative meetings between students without disturbing the rest of the class.

Classroom CONCEPT



MOUNTAIN

- **Exam-style area** with chairs with writing tablet that allow **movement and the necessary distancing** for this type of activity, that complement the front section where two organic desks are located, which under normal conditions, can seat up to nine people on each island. In this situation, protective panels are included to increase the level of protection among students. Soft seating support units are also incorporated that complement the different environments.

Classroom CONCEPT



OASIS

- ▶ Compartmentalised space with **mobile panels, which in turn act as whiteboards which enable you to create different situations**, providing extra safety for the user and generating more private or open group dynamics as needed, while using mobile items that allow you to reconfigure the classroom.

Classroom CONCEPT



SEA

- **Classroom-forum**, in which the layout of the items allows you to create debate dynamics, with **two reconfigurable points** for team sharing. In this space, the separating and sound-absorbing elements are enhanced, which protect and create areas for the students to move around.

Room TEACHERS



- ▶ This space incorporates a **180° change, generating other uses for offices** and providing dynamism to the main room. In this case, **mobile desks** are incorporated that allow the items to be arranged in different ways, adapted according to the needs of the teaching staff, for group meetings and even for individual work. The **individual mobile filing cabinet** is proposed for each teacher, that will act as a locker, meaning that the space is fully mobile.
- ▶ Two recording and online communication points are included in this space, protected by **sound absorbing panels** that act as mini-shelters for greater concentration.
- ▶ Two rooms called REC are incorporated, which serve as a clean and practical setting for content recording or for live connections that require a high level of privacy. These **rooms** are **equipped with flexible items** which can be adapted by the teacher according to the use required.



- Space designed **to provide the teacher with a high level of concentration and privacy**, viewed as a typical scenario, creating a place for teaching which is far removed from any distractions or interruptions while showing the student an excellent vision of the virtual classroom.



- It is important to ensure that the student can continue **learning from home in an appropriate manner**, proposing four basics that will mean **all the spaces in the house** can be configured accordingly. A white board that acts as a backdrop and as a support to the students, an ergonomic and dynamic chair that ensures the well-being of the user, a foldable desk that allows for easy storage when the session ends, and finally, a locker, dedicated exclusively to this purpose.

PASSAGE AND ENTRANCE areas

Density
Distance
Hygiene



- ▶ Mandatory wearing of masks throughout the educational premises.
- ▶ Access the building in an orderly manner and go directly to the classroom following the signposted directions.
- ▶ Signage of the routes for walking the corridors, indicating directions.
- ▶ Identify waiting points in corridors to prevent encounters in areas that are narrower or have more limited access.
- ▶ Identify and signpost the hygiene points in the building.
- ▶ Position video-janitors to answer queries.
- ▶ Prevent crowds forming in the corridors and entrance areas. Instruct students that class changes must be done in an orderly manner and without interruptions.
- ▶ Maintain, at all times, the safety distance between people of 2m (78 3/4"), when stopping or asking somebody a question.
- ▶ Place the maximum possible number of hygiene points in corridors, access areas to the school, as well as in the rest of the premises.

Welcome

WELCOME AREA



WAITING area



RECEPTION area



A **unique welcome space** is created to attend to administrative requests in a safe manner thanks to the self-supporting protective panels. As well as this setting, a new **waiting area is created with private meeting points, a soft seating area** and, finally, desks and mobile panels that provide protection and privacy for the short dealings linked to secretarial work.

The former office is to be used as a new private collaboration area for the people who make up the school community.

LEISURE AND PATIO

Areas



1.

- ▶ 1. LEISURE area
- ▶ 2. OUTDOOR Classroom

Connection point of leisure area between students. A necessary space where students exchange knowledge in a friendly and dynamic environment. It serves as a support to the classrooms and this furniture can be used, since it includes wheels for simple reconfiguration and incorporation in other rooms.

The patio moves from being an unused area to create, in shady areas, teaching teams, like an outdoor classroom. Being outdoors creates very different learning dynamics, helping teachers to better connect with the student.

Cafeterias/ DINING HALLS

Density
Distance
Hygiene



- ▶ Mandatory wearing of masks throughout the educational premises.
- ▶ Reduce the density of the dining hall by 50%.
- ▶ Signposting of routes to enter and exit, indicating directions.
- ▶ Identify and signpost waiting points in order to prevent encounters in areas which are narrower or with more limited access.
- ▶ Prevent crowds. Work with the students on the need to comply with safety measures out of respect for all members of the school community.
- ▶ Install panels
- ▶ Maintain a 2m (78 3/4") distance between desks and between users at all times.
- ▶ Install and signpost hygiene points at the entrance to the dining hall so that people can disinfect before entering and exiting.

Canteen CAFETERIA/CLASSROOM



► Canteen CAFETERIA

The recent situation has led to it being viewed as a **dynamic space**, incorporating **movable desks** and arranging the seating areas at a minimum distance that guarantees safety among users. For separation, **transparent mobile panels** are added, which can be used in other spaces as boards.



► Canteen CLASSROOM

The great versatility of this approach and of the items used, allows us to **transform these common spaces into occasional classrooms**, a simple rearrangement ensures that we have an extra class, different from the rest.

Libraries

Density
Distance
Hygiene



- ▶ Mandatory use of face masks throughout the educational area. Reduce the density of the room by 50%.
- ▶ If possible, consult books online.
- ▶ Only enter the library to do work or for privacy.
- ▶ If a book is needed, request it from the librarian and let them know how long you will keep it for and when it will be returned, so that the book can be kept in quarantine for 48h before its next use.
- ▶ Install and signpost hygiene points at the entrance to the library where people can disinfect before entering and leaving.
- ▶ Clean the chairs and tables properly each time they are used, and mark the site as disinfected or not disinfected.
- ▶ Advance reservation of space in the library to make inquiries or study.

MULTI-PURPOSE ROOMS



- ▶ Until now, schools have used the largest rooms to house communal or group areas, such as libraries or function rooms. **Spaces that, despite their capacity, tended to be used in a very sporadic or wasteful manner.** In addition, the advances in document digitisation has led to the reduction of storage areas for physical reference books, facilitating access to them via digital tools.
- ▶ **The new educational approach** provides a new perspective on these spaces, expanding their possibilities and allowing for their continuous occupation for **multiple activities related to education.** It favours reconfigurable classrooms that can be adapted in terms of size using mobile panels depending on the activity they are hosting at any time.

MULTI-PURPOSE Furniture

- ▶ Along with specific items to meet the new distance requirements, it is also advisable to use flexible and versatile pieces of furniture that guarantee
- ▶ maximum ergonomics and repurpose work areas with mobile, foldable and height-adjustable desks, as well as multi-purpose seating that covers all the needs of educational environments.



Multi-purpose seating



► **Noom 50**
Polypropylene body
Steel frame



► **Whass**
Polypropylene body
Steel frame



► **Mit**
Polyurethane body
Aluminium frame



► **Wing**
Polypropylene gas injection
chair



► **Spacio**
Seat and back made of
polypropylene
Aluminium frame

	Noom 50	Whass	Mit	Wing	Spacio
Mod. without Arms	Yes	Yes	Yes	Yes	Yes
Mod. with Arms	Yes	Yes	No	No	Yes
Mod. with Writing Tablet	Yes	Yes	Yes	No	Yes
PUR Seat	Yes	Yes	Yes	Yes	No
Upholstered Seat	Yes	Yes	No	Yes	Yes
Stackable height	max. 15 units	max. 15 units	max. 4 units	max. 6 units	max. 4 units
Trolley Stackability	max. 30 units	max. 30 units	max. 20 units	max. 14 units	No

Chairs with castors base



 **Noom 50**
Polypropylene Body
Aluminium Base with Wheels



 **Whass**
Polypropylene Body
Aluminium Base with Wheels



 **Spacio**
Seat and back made of polypropylene
Polyamide Base with Wheels



 **Urban 10**
Polypropylene Body
Polyamide Base with Wheels
360° writing tablet

	Noom 50	Whass	Spacio	Urban 10
Mod. without Arms	Yes	Yes	Yes	Yes
Mod. with Arms	No	No	Yes	No
Mod. with Writing Tablet	No	No	No	Yes - 360° Rotating
PUR Seat	Yes	Yes	No	No
Upholstered Seat	Yes	Yes	Yes	No
Gas Elevation	Yes	Yes	Yes	Yes

Desks



► **Talent 500**
25mm (1") Melamine Surface
Foldable Surface
Height adjustment
Legs with Wheels



► **Talent 300**
25mm (1") Melamine Surface
Foldable Surface
Legs with Wheels



► **Dynamic 45**
19mm (3/4") Melamine Surface
Steel frame
Supports with levellers, wheels
or height adjustment



► **Cool C300/C500**
30mm (1 1/4") Melamine Surface
Two types of legs: round steel or
square aluminium.
Quick attachment system

	Talent 500	Talent 300	Dynamic	Cool C300/C500
Buffer edge	Yes	Yes	No	No
Foldable Surface	Yes	Yes	No	No
Adjustable Height	Yes	No	Yes	Yes
Legs with Wheels	Yes	Yes	No	Yes
Legs with Levellers	No	No	Yes	Yes
Stacking System	Yes	Yes	No	No
Quick Attachment Syst.	No	No	No	Yes

Soft Seating



► **Longo Pod**
Flexible polyurethane injection seat
Perimetric profile, aluminium legs and brackets.
Sound-absorbing screens
Desks attached to the screens and support to one leg.



► **Longo Pod**
Flexible polyurethane injection seat
Perimetric profile, aluminium legs and brackets.
Sound-absorbing screens
Optional desks with pedestal base



► **Longo Nomada**
Flexible polyurethane injection seat
Steel perimetric frame and aluminium legs and brackets.



► **Bend**
Internal wooden frame covered with flexible injected polyurethane foam.
Folded steel legs finished in black.
Straight, curved and round units with wheels.

	Longo POD	Longo POD	Longo Nomada	Bend
Sound-Absorbing Screen	Yes	Yes	No	No
Side table	Yes	Yes	Yes	Yes
Low back seat	Yes	Yes	Yes	Yes
Backless seat	No	No	Yes	Yes
Wheels	No	No	No	Yes
Connection system between units	No	No	No	Yes

Screens / Panels



 **Self-Supporting Panels**
6mm (1/4") thick transparent methacrylate panel
Steel metal base with non-slip sole and plate screwed to the panel.



 **Split Screen**
Extruded aluminium profiles. Monorail bar in extruded aluminium. Panelling in different finishes
Connection system between panels. Flat base or base with wheels. Various heights and widths.



 **D150 Screen**
Extruded aluminium profiles
Panelling in different finishes
Connection system between panels. Flat base, with levellers or base with wheels. Various heights and widths.



 **Link Screen**
Perimetric frame made of steel. 30mm (1 1/4") thick sound-absorbing panels. Upholstered cover in different finishes
Panel connection system. Various heights and widths.



 **Divide D360**
Base made of 80cm (32 1/2") x 28cm (11") sheet steel. Felt patch. 25mm (1") board, 5mm (1/4") foam on each side and upholstered in different finishes. Rotation system attached to the base with 360° rotation.

	Self-Supporting Panels	Split Screen	D150 Screen	Link Screen	D360 Screen
Sound-Absorbing Screen	No	No	No	Yes	Yes
Flat base	Yes	Yes	Yes	Yes	Yes
Base with wheels	No	Yes	Yes	No	No
Base with Levellers	No	Yes	Yes	No	No
Paintable surface	No	Yes	No	No	No
Modulation system	No	Yes	Yes	Yes	No

Filing Cabinet / Video conference



- ▶ **Caddy Video Conference**
Profile made of aluminium
10mm (1/2") melamine panels
Sheet steel metal base
Four black wheels with teflon tread
Fixing points for monitors
Power Frame connection system



- ▶ **On Time**
Melamine frame
Front section with doors, filing cabinet and drawers.
Safety lock cylinder
Aluminium handle for easy movement
Wheels with Ø 65mm (2 1/2") teflon tread



- ▶ **Buck Mobile**
Melamine or sheet steel frame.
Model with drawers or with drawer and filing cabinet
Safety lock cylinder
Wheels for easy transport
Optional top cushion in different finishes



- ▶ **Modular Storage**
Melamine structure
Front section with doors, filing cabinet or shelves.
Safety lock cylinder
Self-locking hinges.
Legs with levellers

	Caddy Video Conference	On Time	Buck Mobile	Modular Storage
Connectivity System	Yes	No	No	No
Wheels	Yes	Yes	Yes	No
Levellers	No	No	No	Yes
Doors	No	Yes	Yes	Yes
Filing cabinet	No	Yes	Yes	Yes
Drawers	No	Yes	Yes	No
Cushion	No	No	Yes	No

Maintenance and hygiene

Now more than ever, proper maintenance and cleaning of the surfaces and materials of any work environment is key to protecting health

To avoid potential contagion and to protect people's health and well-being, you should reinforce cleaning and disinfection tasks in all rooms. Pay particular attention to surfaces that are used the most, such as desks, windows or door knobs, and to devices such as controls or computers.

Below we list a series of recommendations for cleaning, disinfection and maintenance of the different materials used to comply with hygiene regulations.

Maintenance of ACTIU SURFACES

Melamine, metal and plastic

To disinfect these surfaces, products such as bleach diluted in water can be used, according to the manufacturer's instructions (active ingredient Sodium Hypochlorite), 70% alcohol (active ingredient Ethanol) or disinfectant soap solutions for domestic use, in the proportions recommended by the manufacturer. After it has been left to act, it should be rinsed with clean water.

**Regarding plastic, an exception is the ABS of the PLEK chairs, which must be cleaned with soap and water.*

Methacrylate and glass

To disinfect these surfaces, products such as bleach diluted in water can be used, according to the manufacturer's instructions (active ingredient Sodium Hypochlorite), 70% alcohol (active ingredient Ethanol) or disinfectant soap solutions for domestic use, in the proportions recommended by the manufacturer. After leaving it to act, it should be rinsed with clean water. Be sure not to apply these products on porous areas or edges, as material fractures could occur.



Maintenance of ACTIU UPHOLSTERY

Upholstery

For proper cleaning and disinfection of the different upholsteries that are used in items such as chairs, soft seating or screens, we recommend, depending on fabrics:

Polyester and Trevira

They can be cleaned with ethanol in proportion 1-10.

Nepal and leather

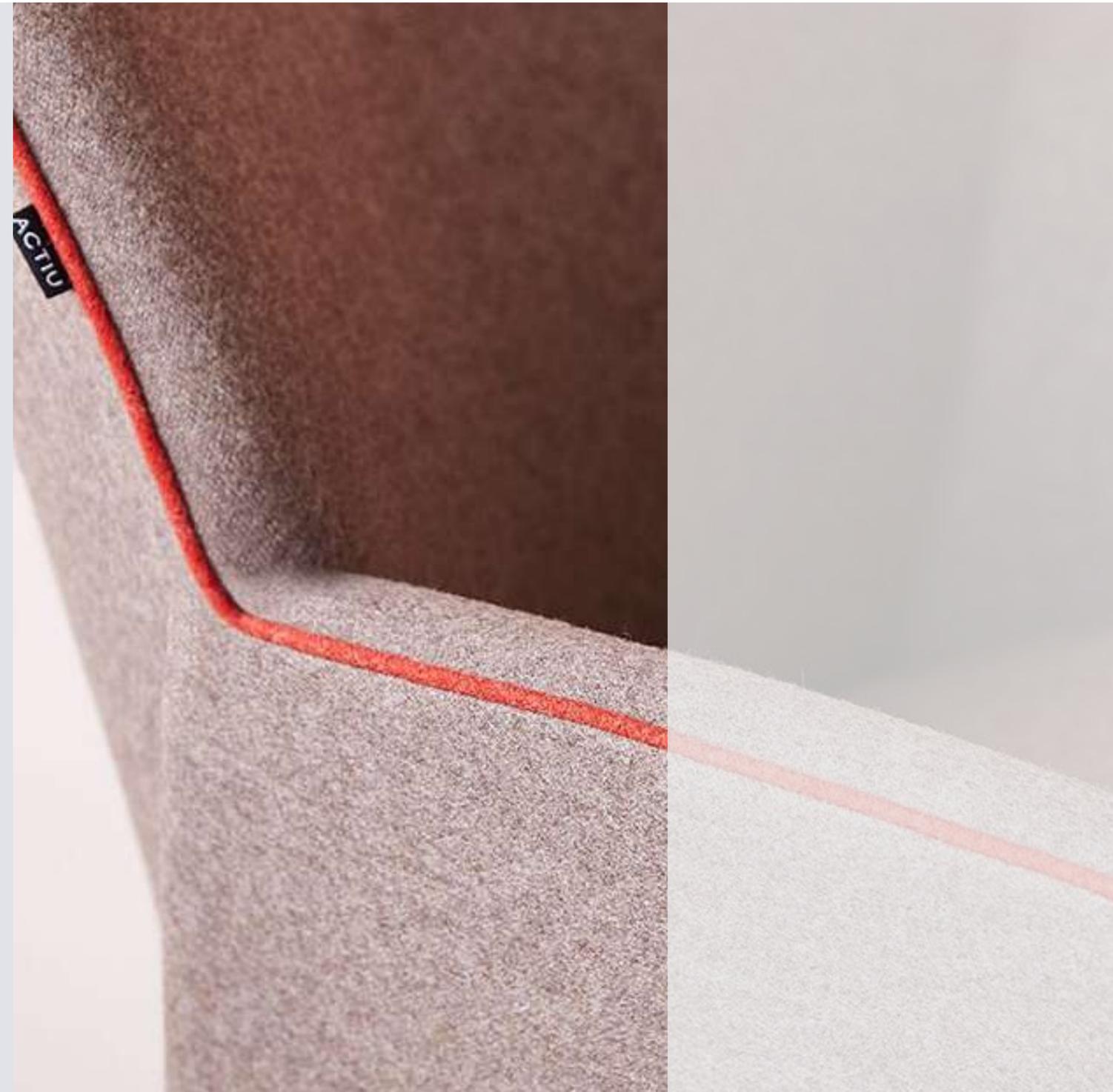
They can be cleaned with diluted neutral soap and a damp cloth.

Valencia

It is an antibacterial product in itself, so it can be cleaned with a solution of 10% household liquid soap in hot water, applied with a soft damp cloth. Rinse with clean water and pat dry. Do not use alcohol-based cleaning agents.

Wool

Clean regularly with a vacuum cleaner. Dry clean, or wash with a damp cloth. In case of contamination, the furniture upholstered with wool fabrics should not be used for a minimum of 48 hours to prevent possible contagion.





This guide contains information on the new health and hygiene guidelines, based on the regulations issued by the competent authorities on the prevention of COVID-19, and collaboration with various leading educational establishments in promoting a new educational model and Actiu's experience in equipping spaces. These recommendations are valid as of the publication date of this document, although the content may be subject to change if new recommendations or guidelines are issued by the competent authorities.



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