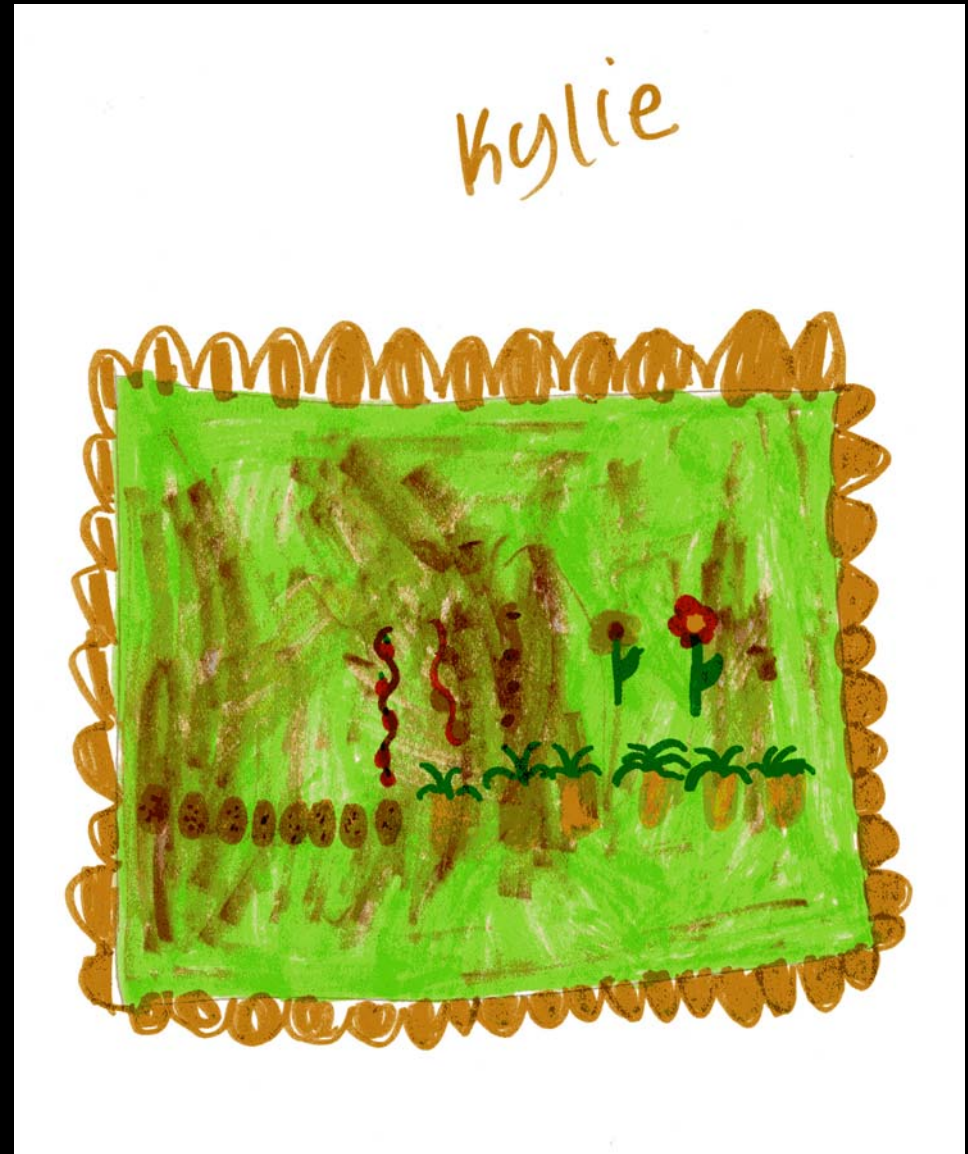
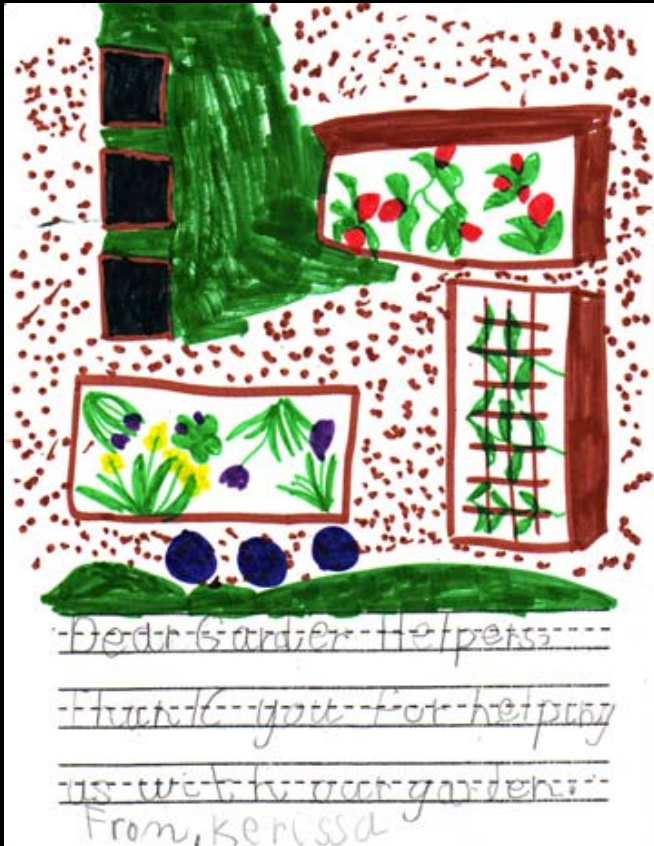


INSTRUCTIONS:

I'd like you to draw a map of your **neighborhood** from your childhood. By neighborhood, I mean the area around your house where you spent most of your time and where you played. The only thing you have to include on your map is your own house. Beyond that, it's up to you to show the places that were special or important to you. It's fine to show other houses, but be sure to include your special places. Your map can include everywhere you were allowed to travel by yourself or with friends.

Engaging Youth in the DESIGN Process



PARTICIPATION

Engaging Youth in the DESIGN Process



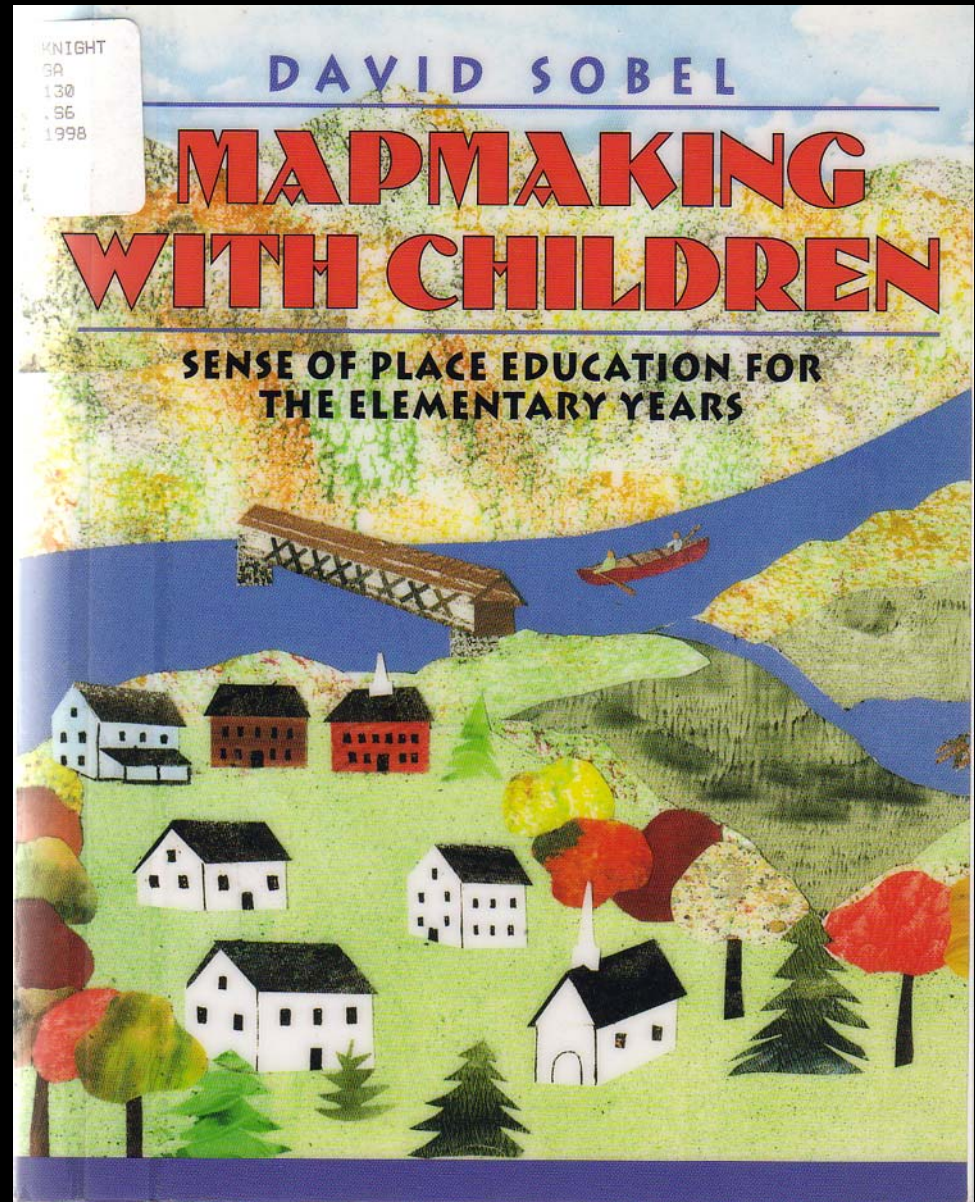
*You call us the future,
but we are also the
P R E S E N T .*

Voices from the United Nations
Special Session on Children,
May 2002.

PARTICIPATION

Engaging Youth in the DESIGN Process

How can we
engage children to
find out what their
desires are for
outdoor learning
environments?



MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

Fostering Ecological Literacy Through Mapmaking

- Sobel considers mapmaking a crucially valuable tool in elementary schools.
- Maps are a valuable bridge between the real world and the abstract world and can prepare children for understanding graphs of math and scientific information.
- Mapmaking is useful for teaching the content of social studies and geography + developing a sense of place.
- Maps and drawings are representations of things that are emotionally important to children.
- In the beginning maps represent their experiences of beauty, secrecy, adventure and comfort.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

Sobel believes that there is a sensitive period for helping children bond with the natural world.

Sobel looks at children's relationship with the natural world and social community from ages 5-13.

- Ages 5-7 - children start to move away from home and parents and explore the natural world.
- Ages 7-11 - children are predisposed to merging with nature and making geographic sense of the world around them.
- Ages 11-13 - children's geographic skills mature, and they start to move into a stage of social consciousness.
- These stages = children's ability to make and understand maps.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

Neighborhood Maps

- Sobel has been collecting children's maps for 15 years – to enter into their world.
- He also asks children to take him on field trips to show him the places on their maps.
- This gives him access to the stories and adventures that shape their play lives and allows him to check the map against the actual landscape.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

INSTRUCTIONS:

I am working on a project about children's maps, and I'd like some help from you. Today, I'd like you to draw a map of your neighborhood. By neighborhood, I mean the area around your house where you spend most of your time and where you play. The only thing you have to include on your map is your own house. Beyond that, it's up to you to show me the places that are special or important to you. It's fine to show other houses, but be sure to include your special places. Your map can include everywhere you are allowed to travel by yourself or with friends, but if you want to show a smaller area, that's fine. Work on your own map and please don't talk with others while you are working.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

If younger children appear puzzled by the notion of a "map,"

I say:

A map is like a picture of where things are or how things are arranged. If you feel that it's too hard to draw a map, draw a picture of your house and all the special places around your house where you like to play by yourself or with friends.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

Sobel is looking for what children see as a "map concept"

If children ask if you want a helicopter view or a bird's view, his response is:

There are many different ways to draw a map. Any way you choose will be fine. Just try to figure out a way to show me your favorite places.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

he provides: 15 x 22 inch paper

pencils

erasers

assortment of crayons

NO rulers – he wants more naturalistic, freehand maps

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

He then asks each child about their map and asks them to select their favorite place.

If the child has not included that place on the map, he allows them to add another sheet to their map.

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

UNDERLYING PATTERNS

From these processes – he has observed consistent patterns of development that appear to be somewhat independent of environment and culture

He focuses on two aspects of the maps:

SCOPE size and range of the child's world

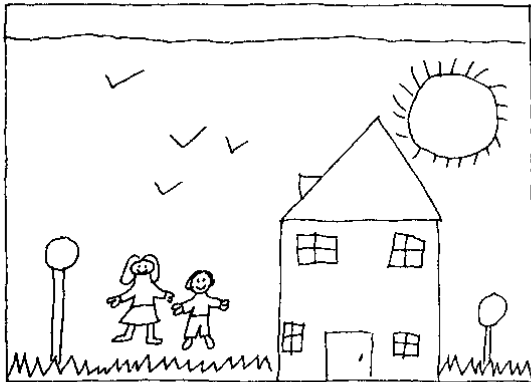
PERSPECTIVE angle from which the child draws the map

what vantage point does the child choose to look at his/her surroundings

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel



No Place Like Home
(Rebecca, 5 years old)

Scope: House and yard
Perspective: Pictorial
Attributes: Child's house central and large
People included
Sun and rainbows present
Lots of colors



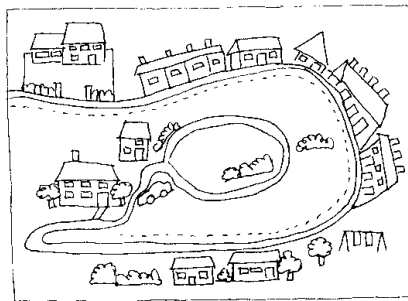
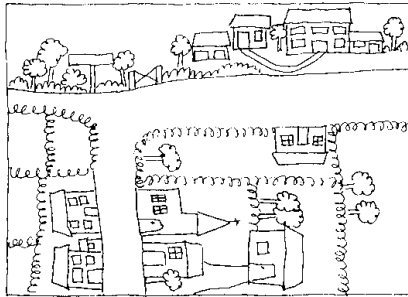
Out and About
(Matthew, 7 years old)

Scope: Immediate neighbors
Perspective: Slightly elevated (Low oblique)
Attributes: Two or three houses
Multiple baselines
Roads appear
Trees, paths, bushes

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel



It Takes a Village
(Heather and Vivian, 9 years old)

- Scope:** Neighborhood/community
Perspective: 45° Elevated
(High oblique)
Attributes: Houses pictorial
Roads provide structure
Forts and hideouts are common
Legends often used



Up, Up, and Away
(Travis, 11 years old)

- Scope:** Nearby towns/region
Perspective: Aerial
Attributes: Houses disappear
Scale becomes accurate
Symbols replace pictures
Water courses connect

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

MODELMAKING PRECEEDS MAPMAKING

- Roger Hart discovered that when children were given 3-D materials - they made far more accurate maps of their neighborhood than 2-D drawings.
- This is especially true for primary grades, but sometimes in intermediate grades

blocks

cut paper

small trees

toy car



MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

HONOR THE EXPANDING HORIZONS PROGRESSION

- children should experience maps of the desktop and sandbox in first grade
- maps of the school and playground in second grade
- maps of the city block around the school in third grade, etc

- Children can understand maps of greater sophistication than they can make

Fox Hollow Elementary Garden Design Charette



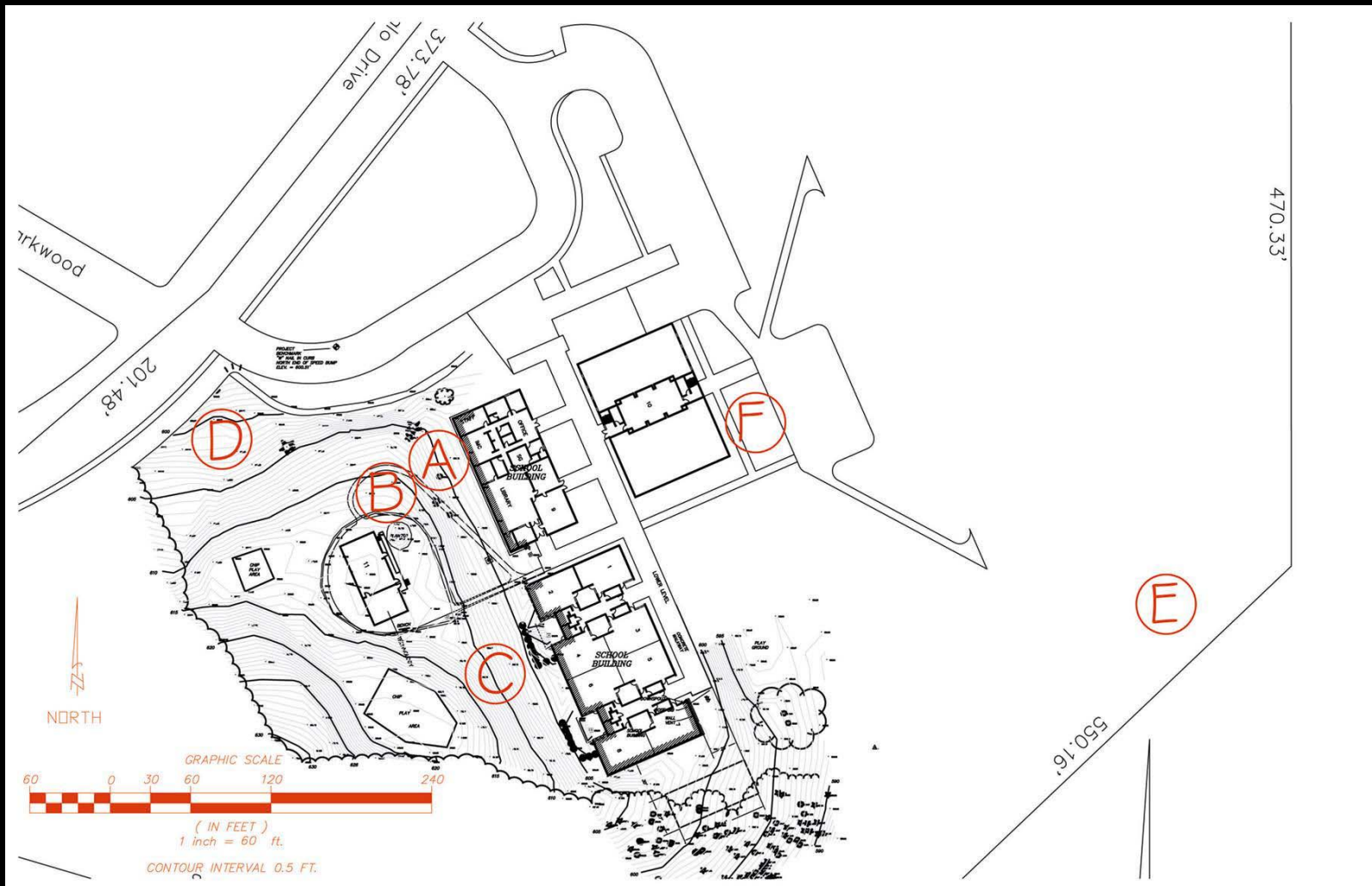
March 2004

Garden Design Team Meeting





Site Location Alternatives



PPPM team meeting

Engaging Youth in Planning & Design



Planning the Charette

Engaging Youth in Planning and Design
 Fox Hollow Garden Project
 Charette Tasks & Timeline

Time:	Activity / Task	Supplies	Responsible Parties
12:00 -12:10	<p>Introduction:</p> <ul style="list-style-type: none"> -Liz conducts puppet show and introduces: Scott, Lilah, Lori, Nick, & Stephanie. -Instructs students to write down their names and put on nametags. 	Puppets, Puppet Stage Set, 34 name tags (7 for instructors & 27 for students), and markers	Liz
12:10 – 12:15	<p>Visualize your favorite/ special outdoor place or garden:</p> <ul style="list-style-type: none"> -Explain what the activity is. -Heads down on table with soft natural music. 	CD Player & Nature CD	Lori
12:15 – 12:20	<p>Group brainstorm session:</p> <ul style="list-style-type: none"> -Ask students to name what types of places, things, and objects they visualized for their favorite place or garden. -Have ½ page sheets to write down children's ideas. -Tape children's ideas on wall. 	½ page sheets, markers, tape	Liz (Lilah and Lori write down ideas)
12:20 – 12:25	<p>Sorting Brainstorm List:</p> <ul style="list-style-type: none"> -Have four categories (can add or take away category dependent upon children's response). -4 Categories: Park, Backyard, Garden, Nature / Forest -Have children suggest where each idea or object 	Tape & 4 ½ sheets for the categories (Park, backyard, garden, nature/ forest	Liz

Planning the Charette

	should go		
12:25 – 12:30	<p><i>What would your garden look like?</i></p> <ul style="list-style-type: none"> - Ask the students how would you like your garden to look like and what would you have in your garden? - Create new category and move selected objects from the four categories into their dream garden. 	1 ½ sheet named dream garden	Lilah
12:30 – 12:40	<p><i>Break into groups to go outside.</i></p> <ul style="list-style-type: none"> - Explain to students that we are going to the selected garden space to envision what it could look like. -Groups will be chaperoned by adults & walk to garden space(Lori, Liz, Stephanie, Nick, teacher, & Lilah) 	None	Lilah & adults
12:40 – 12:55	<p><i>Students will envision garden shapes:</i></p> <ul style="list-style-type: none"> - Explain that this is the general garden space & that they are there to think of what type of shapes and designs can be used for a garden. - Ask students how big the garden should be. -Have them hold hands and form shapes for the garden. -Ask them what type of shapes they are making. -Have them come to a consensus to what sort of shape they want and how big it should be. -Mark shape with tape or stakes. 	Stakes or plastic tape	Lilah

Planning the Charette

12:55 – 1:05	<p>Students return to class: -Explain that we must return to class. -Ask students to think about the space they just visited, because when we return students will draw what their garden will look like. -Students return to their group tables.</p>	None	Lilah and adults
1:05 – 1:30	<p>Design Charette: -Ask students to design their school garden and incorporate ideas they generated from the brain storming session and based on the space they visited outside of class. -Each desk will have objects in the center for students to get ideas from. -Students will draw their gardens & adults will sit with their group and help if needed. -Collect artwork & clean up.</p>	<p>27 sheets of large pieces of construction paper, crayons, markers.</p> <p>Garden Objects:</p> <ul style="list-style-type: none"> - Clippings (Lorri) - Tools & Seeds (Liz) - Fruits & veggies (Lilah) 	Lori
If additional time	<p>Story Time: -Read short garden story</p>	Garden Book	Liz

Design Charette with Kathryn Osborn's 2nd Grade Class



Introductions



Visualize your favorite / special outdoor place or garden







Brainstorming Ideas



oil

agranes

shade tree

cat

family/friends

bench

crickets

grasshoppers

Lizard

Spinach

hammock

Play structure

fence

grass

squirrels

snails/slugs

field mice/rats

Cauli; flower

blueberries

dog smell

mud

worms

birds

dogs

deer

fake

broccoli



Site Visit















Size & Shape of the garden?







Drawing Charette

What does the garden look like?























Lessons Learned

- Be Flexible
- Coordinate with Partners
- Planning / Preparation is Key!
- Schedule Back-up Activities
- Stay Focused
- Don't Rush

Design Program

PROGRAM =

Detailed list of elements to be incorporated into the design

List should be descriptive in both materials & character

List may include spatial relationships

Determined by:

- Needs / Interest Survey

- Program Elements List

- Site Analysis (determines if program elements “fit” on the site)

Program Elements



Program Elements

The following are considerations for inclusion in school gardens:

Natural / Planted Areas:

- native or ornamental
- edible by humans or animals
- trees
- shrubs
- ground covers

Defined Garden Beds:

- vegetable
- fruit
- flower
- herb

Built Elements:

- paths
- benches
- trellises
- greenhouse
- fences
- gates
- bird houses
- retaining walls
- wash & food prep area

Tool Storage

Trash / Recycle

Water

Power

Lighting

Compost

Signs

Art – integrated or independent

Circulation Paths – pedestrian / vehicular / maintenance equipment

Gathering Places – open or sheltered – sun or shade

Private Places – open or sheltered – sun or shade

Places for Cooking and/or Eating – open or sheltered – sun or shade



Gathering Places

**Combine Program Elements
with Needs / Interest Survey**

Consider:

Size of group to be accommodated

Size of area considered on site

Structure & Scale – man made or
plant material

Access / Relationship to garden or
classrooms

