Rice Architecture
Mentorship

Recess Exercises
Credits
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## Exercise Order

<table>
<thead>
<tr>
<th>04</th>
<th>Paper Tower</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exercise is an introduction to the structural concepts of tension and compression. Students will investigate the structural properties of geometric modules. Once tested and evaluated, students will work in teams to use these modules to construct a paper tower.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>08</th>
<th>Object House</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exercise is an introduction to the ways in which visual and verbal communication are utilized through the design of the built environment. Students will explore the concepts of visual and verbal communication by designing and producing conventional drawings for a conceptual house.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13</th>
<th>Spatial Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exercise will challenge students to evaluate the quantitative and qualitative components of space. The focus on scale will build upon the previous exercises of structure and communication while allowing students to understand the ways in which architectural planning relates to real space.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18</th>
<th>Community City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities are made up of communities. In this exercise, students will work independently to develop a community plan, then aggregate their plans together to create a larger design for a city. Students will gain an understanding of the elements of the built environment which make up a community, and how communities are connected to form a city.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22</th>
<th>Learning Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exercise will focus on the environment. The environment encompasses everything around us, including built components, the global climate, the context of local conditions, and our immediate landscape. This exercise will allow students to design a small park with a solar classroom to consider how architecture may respond to the environment.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1
Paper Tower

Summary
This exercise is an introduction to the structural concepts of tension and compression. Students will investigate the structural properties of geometric modules. Once evaluated, students will work in teams to use these modules to construct a paper tower.
Exercise Set Up

Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch</td>
<td>A curved structure that serves as a support</td>
</tr>
<tr>
<td>Column</td>
<td>A vertical supporting member</td>
</tr>
<tr>
<td>Compression</td>
<td>The application of pressure against an object</td>
</tr>
<tr>
<td>Gravity</td>
<td>The force which pulls things to the Earth</td>
</tr>
<tr>
<td>Horizontal</td>
<td>Parallel to the plane of the horizon</td>
</tr>
<tr>
<td>Load</td>
<td>A weight borne by structural members</td>
</tr>
<tr>
<td>Structure</td>
<td>Something that is constructed</td>
</tr>
<tr>
<td>Tension</td>
<td>A pulling force that pulls on a material</td>
</tr>
<tr>
<td>Vertical</td>
<td>Perpendicular to the plane of the horizon</td>
</tr>
</tbody>
</table>

Exercise Organization

Time

⏰ 60 minutes

Space requirements

One room with open space for students and facilitators to move around in. There should be tables for students to work on.

Facilitator requirements

1-2 facilitators per group of students. It is recommended that students work in groups of no more than five.

- Facilitators should review the lesson ahead of time and be familiar with the structural concepts discussed.

Materials

- Letter-sized, multi-colored paper (50 pages per group)
- Scotch tape (1 per group)
- Glue sticks (1 per group)
- Scissors

Preparation

Students will form teams of five. Facilitators will distribute the appropriate amount of materials as listed above to each group of students.
Part I: Modules

**Key Terms**
- Horizontal
- Vertical
- Loads
- Connections

**Module Geometries**
- Cube
- Cylinder
- Prism

**Procedure**

**Summary**
Part I will allow students to experiment with structural principles. Students will construct paper modules based on the geometry diagrams (left). Once the modules are complete, students will apply loads to the modules in vertical and horizontal orientations. The objective is to develop strategies which will be applied to the tower in Part II. Questions to consider: *What orientation are the modules strongest in? Will adding materials increase the strength of the module?*

**Step 1**
- **10 minutes**
  - Students should construct structural modules with the paper provided. Have students experiment with joint techniques, including folding, cutting, splitting, and gluing.
  - Structural shapes include cylinders, cubes, and triangular prisms

**Step 2**
- **5 minutes**
  - Students will test the shapes they've made by applying pressure (or loads) to the shapes in vertical and horizontal orientations.
  - Students should pay attention to the points of failure of the modules they've constructed in each orientation as they relate to tensile and compressive forces.

**Step 3**
- **5 minutes**
  - Students will present their modules to their team. Each student should communicate the strategies explored to translate successful design decisions into the tower design.
  - Facilitators will lead the group discussion.

**Discuss**
The desired outcome of Part I is to have students develop an understanding of the structural principles discussed. By constructing and testing the geometric modules, students will develop strategies for the design of the paper tower.
Part II: Tower

**Key Terms**

- Module
- Vertical
- Forces
- Connection

---

**Procedure**

**Summary**

Students will appropriate the strategies explored in Part I to construct a paper tower. The tower will use the modules designed in Part I. Facilitators will work with each team to develop the tower. Students should work to achieve a maximum height in the allotted time. Care and attention should be given to joints, connections, and material assembly. Questions to consider: How are the modules aggregated? What will the connections be between modules? Will reinforcement make the structure stronger?

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**Step 1**

- **10 minutes**
  - Each group will develop a plan for construction while utilizing the structural strategies explored in Phase I. Facilitators will assist with the communication and development of each plan.
  - Students should address material efficiency and expression.

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**Step 2**

- **30 minutes**
  - Working in groups, students will assemble the paper tower while taking care with joints and connections. Students should seek to build the tower as high as possible in the time allotted.

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**Break-Out Discussion**

At the end of the exercise, each team will present their tower to the larger group. These presentations should communicate why they selected each structural strategy, and how successful these strategies were in the tower’s design. Questions to pose include: How were the modules incorporated into the assembly of the tower? How are the forces of tension and compression addressed? If the group had a chance to rebuild the tower, what would they have done differently? Where is the tower strongest, and where is it weakest?
Exercise 2
Object House

Summary
This exercise is an introduction to the ways in which visual and verbal communication is used through the design of the built environment. Students will explore the concepts of visual and verbal communication by designing and producing conventional drawings for a conceptual house.
Exercise Set Up

Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collage</td>
<td>An assemblage of many forms which create a whole</td>
</tr>
<tr>
<td>Context</td>
<td>The environment in which a building is located</td>
</tr>
<tr>
<td>Detail</td>
<td>Unique elements which form a building</td>
</tr>
<tr>
<td>Drawing</td>
<td>Technical means of describing a building</td>
</tr>
<tr>
<td>Elevation</td>
<td>An orthographic projection onto a vertical plane</td>
</tr>
<tr>
<td>Plan</td>
<td>An orthographic view from above</td>
</tr>
<tr>
<td>Section</td>
<td>A view created by an imaginary, vertical cutting plane</td>
</tr>
<tr>
<td>Sketch</td>
<td>A loose, non-measured method of communication</td>
</tr>
<tr>
<td>Technique</td>
<td>The means of carrying out a particular intention or idea</td>
</tr>
</tbody>
</table>

Exercise Organization

Time

60 minutes

Space Requirements

One room with open space for students and facilitators to move around in. There should be tables for students to work on.

Facilitator Requirements

1-2 facilitators per group of students. It is recommended that students work in groups of no more than five.

- Facilitators should review the lesson ahead of time and be familiar with the structural concepts discussed.

Materials

- Letter-sized, multi-colored paper (students will select pages and colors)
- Writing utensils (colored pencils, crayons, pencils, pens, colored markers)

Preparation

Students will form teams of five. Facilitators will distribute the appropriate amount of materials as listed above to each group of students. One 3-dimensional object should be distributed to each group.
Part I: Graphic Communication

**Key Terms**

- Elevation
- Plan
- Section
- Technique

**Conventional Drawing Types**

- Plan
- Section
- Elevation

**Procedure**

**Summary**
Facilitators will give each group a 3-dimensional object to reinterpret through the design of a house. Students will communicate their designs through conventional architectural drawings: plan, section, and elevation. Students should consider their choice of technique. Questions to consider: How will I communicate my idea about the house? Will I draw with colored pencils, or cut out shapes and glue them together? How will I arrange the rooms and spaces inside the house?

**Step 1**

- **5 minutes**
- Students should sit in groups, according to their teams. Facilitators will assign one object (see page 5) to each team. Students will work independently with the same object to develop personal designs for a house.

**Step 2**

- **10 minutes**
- Facilitators should offer feedback on technique and process to help the student decide on their strategy for communication.
- Students should develop a technique based on the conventional drawing types (see left), but may be given the flexibility to modify the convention.

**Step 3**

- **20 minutes**
- Students will execute their technique to describe the design for the house. Designs should include a kitchen, a living room, bedrooms, and a garage. Students should also include the landscape around the house.
- Final drawings should include one plan, one section, and one elevation. These may be composed on the same page or on separate pages.

**Discuss**
The desired outcome of Part I is for students to reinterpret the object through the design for a house, then use the conventional drawing types to communicate their design.
There are many ways that architects communicate their ideas to those around them. The most common methods include graphic and verbal communication. Drawing conventions ensure that architects speak a “language” that those involved will understand. Architects also communicate through sketches, collage, and other non-conventional techniques to communicate ideas about architecture. Questions to pose include: How did you use the conventional drawings to communicate your idea about the house? Were there ideas that the conventional drawings didn’t communicate well?
Summary
This document contains drawings of the objects which students will use as the basis for the exercise. These funny objects will be assigned to each team and students will work to develop conventional drawings which describe their design for a house.
Exercise 3
Defining Space

Summary
This exercise will challenge students to evaluate the quantitative and qualitative components of space. The focus on scale will build upon the previous activities of structure and communication while allowing students to understand the ways in which architectural planning relates to real space.
Exercise Set Up

Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>The 2-dimensional space taken up by a building (unit²)</td>
</tr>
<tr>
<td>Dimensions</td>
<td>The real measurements in an architectural drawing</td>
</tr>
<tr>
<td>Plan</td>
<td>An orthographic view from above</td>
</tr>
<tr>
<td>Program</td>
<td>The statement of requirements for a building</td>
</tr>
<tr>
<td>Qualitative</td>
<td>A descriptor of the way a space feels or is experienced</td>
</tr>
<tr>
<td>Quantitative</td>
<td>A descriptor of space through numbers or measurement</td>
</tr>
<tr>
<td>Scale</td>
<td>The relative size of architectural elements and spaces</td>
</tr>
<tr>
<td>Space</td>
<td>The air between things; described by feeling or numbers</td>
</tr>
<tr>
<td>Volume</td>
<td>The 3-dimensional space taken up by a building (unit³)</td>
</tr>
</tbody>
</table>

Exercise Organization

Time

60 minutes

Space Requirements

One large room with ample space and open floor area for students and facilitators to move around and work in. Tables are required for Part I.

Facilitator Requirements

1-2 facilitators per group of students. It is recommended that students work in groups of no more than five.

- Facilitators should review the lesson ahead of time and be familiar with the concepts discussed.

Materials

- Letter-sized, multi-colored paper (students will select pages and colors)
- Writing utensils (colored pencils, crayons, pencils, pens, colored markers)
- Painter’s tape (1 roll per group)
- Measuring tape (1 per group)

Preparation

Students will form teams of five. Facilitators will distribute the appropriate amount of materials as listed above to each group of students. One roll of tape should be distributed to each group.
Part I: Drawn Floor Plan

**Key Terms**
- Dimensions
- Program
- Scale
- Volume

**Spatial Descriptors**

**Procedure**

**Summary**
Students will work together to design a floor plan for a shipping container house. While the exterior of the house should conform to the standard shipping container dimension (8'-0" x 19'-0"), creativity should be applied to the organization and layout of the interior spaces. Questions to consider: How will the design affect the quantitative and qualitative components of the house? Where should entries, windows, and doors be located? How do spaces relate to each other?

**Step 1**

- **2 minutes**
  - Students should sit in teams. Facilitators will introduce the program to each group (see page 5). Students should be given paper and writing utensils to graphically produce the design.

**Step 2**

- **5 minutes**
  - Working independently, students in each team will produce a sketch with their proposal for the house.
  - Facilitators will lead a discussion within each group to synthesize the ideas from each student into a group design.

**Step 3**

- **10 minutes**
  - Working together, students will develop a synthesized floor plan. Spaces should be labeled. The floor plan should be produced at 1/2" = 1'0" scale.
  - Facilitators will work closely with students to ensure accuracy.
  - Once the scaled drawing is complete, students will move on to Part II.

**Discuss**

The desired outcome of Part I is for students to develop a scaled drawing which describes a space. This drawing will be used as a template in Phase II, as each group will use tape to mark out the components of the house on the floor at full scale.
Spatial Planning Activity

Part II: Taped Floor Plan

Key Terms
- Dimensions
- Program
- Scale
- Volume

Spatial Descriptors

<table>
<thead>
<tr>
<th>Area</th>
<th>Volume</th>
</tr>
</thead>
</table>

Container House Floor Plan

Procedure

Summary:
Working together, students will translate their scaled plan for the shipping container house onto the floor of the exercise space at full scale with painters tape. This process will allow students to visually experience the scale of the spaces they drew on paper in reality. Once the spaces are taped off, students should gather inside the taped outline to evaluate the design. Questions to consider: What elements of the design affect the quantitative aspects of the space? What elements affect the qualitative aspects? Does the scale of the spaces affect their relationship to each other?

Step 1

- Students will work together to translate the scaled dimensions from the group drawing to taped outlines on the floor. Facilitators should work closely with students to ensure accuracy. Multiple students may tape at the same time if necessary.
- Be sure to include windows, doors, furniture elements, plumbing fixtures, and other components of the design to maintain accuracy.

Step 2

- Each team will present their design to the larger group by pointing out the design considerations which were translated into the taped plan.

Break-Out Discussion

Space is the air between things, and it may be described qualitatively or quantitatively. The goal of this exercise is to allow students to gain an understanding of scale, and how objects drawn on a page represent dimensions in real space. The qualities of the shipping container home can be imagined by students when standing inside the taped outlines. Questions to pose include: How is the translated space different from what I had imagined on paper? Are the spaces too big or too small? What would I have done differently if given the chance?
Program Document

Summary
This document contains the basic dimensions for each of the programs and furniture elements that should be implemented in the design for the shipping container house. One copy will be distributed to each group. Students must incorporate all of the following elements into the design.

Shipping Container Dimensions

Spaces

<table>
<thead>
<tr>
<th>Kitchen</th>
<th>Fixtures and Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>3'-0&quot; min.</td>
<td>Sink (1'-0&quot; x 2'-0&quot;)</td>
</tr>
<tr>
<td></td>
<td>Counter (2'-6&quot; x X)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bathroom</th>
<th>Fixtures and Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>3'-6&quot;</td>
<td>Toilet (30&quot; x 20&quot;)</td>
</tr>
<tr>
<td>6'-0&quot;</td>
<td>Shower (36&quot; x 36&quot;)</td>
</tr>
<tr>
<td></td>
<td>Sink (12&quot; x 16&quot;)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bedroom</th>
<th>Fixtures and Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>8'-0&quot;</td>
<td>Single Bed (37&quot; x 80&quot;)</td>
</tr>
<tr>
<td>7'-0&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Living Space</th>
<th>Fixtures and Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>8'-0&quot; min.</td>
<td>Small Seat (34&quot; x 34&quot;)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storage</th>
<th>Fixtures and Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>2'-0&quot; min.</td>
<td>Space for hanging clothing and storing small items</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary
Cities are made up of communities. In this exercise, students will work independently to develop a community plan, then aggregate their plans together to create a larger design for a city. Students will gain an understanding of the elements of the built environment which make up a community, and how communities combine to form a city.
Exercise Set Up

Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>A group of people living in the same place</td>
</tr>
<tr>
<td>Context</td>
<td>The environment in which a building is located</td>
</tr>
<tr>
<td>Identity</td>
<td>The characteristics defining a building or place</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Shared organizational structures and utilities</td>
</tr>
<tr>
<td>Map</td>
<td>A representation of a large area of land</td>
</tr>
<tr>
<td>Master plan</td>
<td>A framework in which relationships are defined</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>A district forming a community within a town or city</td>
</tr>
<tr>
<td>Public space</td>
<td>Space which is generally open and accessible to people</td>
</tr>
<tr>
<td>Scale</td>
<td>The relative size of architectural elements and spaces</td>
</tr>
</tbody>
</table>

Exercise Organization

Time

Clock 60 minutes

Space Requirements

One room with open space for students and facilitators to move around in. There should be tables for students to work on.

Facilitator Requirements

1-2 facilitators per group of students. It is recommended that students work in groups of no more than five.

- Facilitators should review the lesson ahead of time and be familiar with the concepts discussed.

Materials

- Letter-sized, multi-colored paper (students will select pages and colors)
- Writing utensils (colored pencils, crayons, pencils, pens, colored markers)
- Scotch tape (1 roll per group)

Preparation

Students will form groups of five. Facilitators will distribute the appropriate amount of materials as listed above to each group of students. One roll of tape should be distributed to each group.
Part I: Community Plan

**Key Terms**

- Community
- Context
- Identity
- Neighborhood

**Community Components**

- House
- Landscape
- Public Space

**Procedure**

**Summary**

Students will work individually to develop community plans by organizing components of the built environment. Students should consider how the components work together to create a place. These individual plans will then be aggregated together in Phase II. Questions to consider: How do the scale of components relate to each other? How might the pieces of a community work together to form a neighborhood? How might an identity be created for the community?

**Step 1**

- Students should sit in teams. Facilitators will distribute materials to each student to work individually. Facilitators should begin the exercise by brainstorming with students on the components of the built environment which contribute to a community. These may include:
  - Housing (single-family or multi-family)
  - Civic services (library branch, hospital, post office, school, etc.)
  - Cultural centers (museums, galleries, performance arts, etc.)
  - Public space (parks, plazas, etc.)

**Step 2**

- Working independently, students will design a community plan, using the components of the built environment listed in Step 1. Students will use the letter-sized paper as a module, and may combine as many sheets together as necessary to accommodate the master plan.
- Students should work with color to represent important aspects of their design. The community plan does not need to be drawn to scale.

**Discuss**

The desired outcome of Part I is for students to draw a master plan for a community. Students should consider the many different uses and components of the built environment that contribute to a community. The paper module size will ensure standard dimensions among student drawings when they are combined in Part II.
Part II: City Plan

Key Terms
Community
Infrastructure
Map
Public space

Connective Components

Procedure
Summary:
Working together, students will attach their individual community plans together to form a city. Once the attachment is complete, students will react to each other’s plans by adding connective infrastructure to tie the city together. Questions to consider: How do communities relate to one another? What elements of the built environment provide connections?

Step 1

10 minutes
– Students will aggregate their individual community plan sheets together with tape to form a city plan. Coordination among students determine which individual plans might work best together.

Step 2

20 minutes
– Once the team has agreed upon and connected the city plan, students will work to add connective infrastructure to link the individual plans together. This may include:
  – Streets and sidewalks
  – Bike paths and walking trails
  – Public parks and landscape features

Step 3

5 minutes
– In the remaining time, each team will present their city plan to the larger group, pointing out the elements of the individual communities as well as the ways in which the communities have been connected together.

Break-Out Discussion

Our city is a collection of many communities. These communities retain an individual identity through social connections and the built environment. These different communities are joined together with infrastructure which we all share. Questions to pose include: What components of the built environment give an identity to my community? How might I contribute to my community?
Summary
This exercise will focus on the environment. The environment encompasses everything around us, including built components, the global climate, the context of local conditions, and our immediate landscape. This exercise will allow students to design a small park with a solar classroom to consider how architecture may respond to the environment.
Exercise Set Up

**Key Terms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built environment</td>
<td>All of the things around us that have been built by people</td>
</tr>
<tr>
<td>Climate</td>
<td>Prevailing weather conditions in an area</td>
</tr>
<tr>
<td>Community</td>
<td>A group of people living in the same place</td>
</tr>
<tr>
<td>Global environment</td>
<td>The closed ecosystem which encompasses the Earth</td>
</tr>
<tr>
<td>Landscape</td>
<td>Physical features of an area, including vegetation</td>
</tr>
<tr>
<td>Public space</td>
<td>Space which is generally open and accessible to people</td>
</tr>
<tr>
<td>Social environment</td>
<td>The immediate social setting in which people live</td>
</tr>
<tr>
<td>Sustainable design</td>
<td>Design for a social, environmental, and ecological context</td>
</tr>
<tr>
<td>Topography</td>
<td>The composition of natural physical features of an area</td>
</tr>
</tbody>
</table>

**Exercise Organization**

**Time**

⏰ 60 minutes

**Space Requirements**

One room with open space for students and facilitators to move around in. There should be tables for students to work on.

**Facilitator Requirements**

1-2 facilitators per table of students.

- Facilitators should review the lesson ahead of time and be familiar with the concepts discussed.

**Materials**

- Letter-sized, multi-colored paper (students will select pages and colors)
- Writing utensils (colored pencils, crayons, pencils, pens, colored markers)
- Scissors
- Glue sticks
- Cardboard sheets, cut to 12” x 12” (3 sheets per student)
- Materials for Solar Classroom structure:
  - Binder clips, Popsicle sticks, marshmallows, toothpicks

**Preparation**

Facilitators should distribute materials evenly among the tables where students will be working.
Part I: Designing the Site

Key Terms
Landscape
Public space
Sustainable design
Topography

Cardboard Contour Template

Procedure
Summary
Students will work individually to design topography for their park. The shape of the ground will determine the design for the program which will be added to the park in Part II. This initial phase is meant to encourage students to break away from thinking of the ground as flat. Questions to consider: How can the ground be shaped? How might water be collected by the shape of the ground? Will the solar classroom be located to obtain views? How might people use the ground?

Step 1
10 minutes
- Students will draw contours onto the cardboard sheets (see diagrams at left). Multiple contours of a smaller size may be traced on the same sheet. One cardboard sheet must remain intact as a base for the smaller pieces to be glued to.
- The site should contain high areas and low areas, as well as a considered location for the solar classroom

Step 2
10 minutes
- Students will trace the cardboard shapes onto colored paper, then glue the paper onto the cardboard to represent material.
  - Green paper may be used for grass, blue for water, etc.

Step 3
5 minutes
- Once the cardboard shapes have an associated material, students will glue the cardboard pieces together and attach them to the 12” x 12” base. This will create the site for Part II.

Discuss
The desired outcome of Part I is for students to design a site model that will be used in the design of Part II. The model should take into account elevation changes, ground materials, and a site suitable for the solar classroom.
Part II: Designing the Park

**Procedure**

**Summary:**
Working with the site from Part I, students will add programs to the park. These programs will complement the landscape and add public uses. Students should consider the ways in which landscape can be leveraged through their design. Questions to consider: How might sustainable design be implemented to enhance the environment? What will the public experience of the park be?

**Step 1**

⏰ 30 minutes

- Students will design and construct programs to add to the park with the remaining materials. These programs may include:
  - An outdoor learning space (solar classroom)
  - A community garden
  - Water feature
  - Seating or rest area
  - Picnic area
  - Other

**Step 2**

⏰ 5 minutes

- Once students have completed their designs, each student will present their park individually to the larger group.
- Students should point out the important design features, as well as the ways in which the design responds to the environment.

**Break-Out Discussion**

The environment is a critical for design consideration. The environment not only includes physical landscape, but climate and social conditions as well. It’s important that we recognize our environment and think about the ways in which design might enhance it. Questions to pose include: How is the design for the park sustainable? How might the specific park programs enhance the social environment?