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

Dear Garden Helper:
Thank you for helping us with our garden.
From, Kerissa

Kylie

PARTICIPATION
Engaging Youth in the DESIGN Process

You call us the future, but we are also the PRESENT.


Thank you for helping make our garden grow!
from Benjamin

PARTICIPATION
Engaging Youth in the DESIGN Process

How can we engage children to find out what their desires are for outdoor learning environments?
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.
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.
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.
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.
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.
he provides: 15 x 22 inch paper
  pencils
  erasers
  assortment of crayons

NO rulers – he wants more naturalistic, freehand maps
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.
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

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**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
MAKING 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
MODELMAKING PRECEDES 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
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
Engaging Youth in Planning and Design
Fox Hollow Garden Project
Charette Tasks & Timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity / Task</th>
<th>Supplies</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 12:10</td>
<td><strong>Introduction:</strong></td>
<td>Puppets, Puppet Stage Set, 34 name tags (7 for instructors &amp; 27 for students), markers</td>
<td>Liz</td>
</tr>
</tbody>
</table>
|               | - Liz conducts puppet show and introduces: Scott, Lilah, Lori, Nick, & Stephanie.  
  - Instructs students to write down their names and put on nametags. |                                                   |                     |
| 12:10 – 12:15 | **Visualize your favorite/ special outdoor place or garden:**  
  - Explain what the activity is.  
  - Heads down on table with soft natural music. | CD Player & Nature CD | Lori               |
| 12:15 – 12:20 | **Group Brainstorm session:**  
  - 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 | **Sorting Brainstorm List:**  
  - 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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Material</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:25 - 12:30</td>
<td><strong>What would your garden look like?</strong>&lt;br&gt;- Ask the students how would you like your garden to look like and what would you have in your garden?&lt;br&gt;- Create new category and move selected objects from the four categories into their dream garden.</td>
<td>1 ½ sheet named dream garden</td>
<td>Lilah</td>
</tr>
<tr>
<td>12:30 - 12:40</td>
<td><strong>Break into groups to go outside.</strong>&lt;br&gt;- Explain to students that we are going to the selected garden space to envision what it could look like.&lt;br&gt;-Groups will be chaperoned by adults &amp; walk to garden space (Lori, Liz, Stephanie, Nick, teacher, &amp; Lilah)</td>
<td>None</td>
<td>Lilah &amp; adults</td>
</tr>
<tr>
<td>12:40 - 12:55</td>
<td><strong>Students will envision garden shapes:</strong>&lt;br&gt;- Explain that this is the general garden space &amp; that they are there to think of what type of shapes and designs can be used for a garden.&lt;br&gt;- Ask students how big the garden should be.&lt;br&gt;- Have them hold hands and form shapes for the garden.&lt;br&gt;- Ask them what type of shapes they are making.&lt;br&gt;- Have them come to a consensus on what sort of shape they want and how big it should be.&lt;br&gt;- Mark shape with tape or stakes.</td>
<td>Stakes or plastic tape</td>
<td>Lilah</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Materials/Items Required</td>
<td>Person Responsible</td>
</tr>
<tr>
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</tr>
<tr>
<td>12:55 – 1:05</td>
<td><strong>Students return to class:</strong>&lt;br&gt;- Explain that we must return to class.&lt;br&gt;- Ask students to think about the space they just visited, because when we return students will draw what their garden will look like.&lt;br&gt;- Students return to their group tables.</td>
<td>None</td>
<td>Lilah and adults</td>
</tr>
<tr>
<td>1:05 – 1:30</td>
<td><strong>Design Charette:</strong>&lt;br&gt;- Ask students to design their school garden and incorporate ideas they generated from the brainstorm session and based on the space they visited outside of class.&lt;br&gt;- Each desk will have objects in the center for students to copy ideas from.&lt;br&gt;- Students will draw their gardens &amp; adults will sit with their group and help if needed.&lt;br&gt;- Collect artwork &amp; clean up.</td>
<td>27 sheets of large pieces of construction paper, crayons, markers. Garden Objects:&lt;br&gt;- Clippings (Lorri)&lt;br&gt;- Tools &amp; Seeds (Liz)&lt;br&gt;- Fruits &amp; veggies (Lilah)</td>
<td>Lori</td>
</tr>
<tr>
<td></td>
<td><strong>Story Time:</strong>&lt;br&gt;- Read short garden story</td>
<td>Garden Book</td>
<td>Liz</td>
</tr>
</tbody>
</table>

Planning the Charette
Design Charette with Kathryn Osborn’s 2nd Grade Class
Introductions
Visualize your favorite / special outdoor place or garden
Brainstorming Ideas
oil fragrances shade tree cat
family/friends bench crickets grasshoppers lizard
Spinach hammock dog smell cauli flower blueberries
play structure mud worms
fence grass birds
dogs
snails/slugs
field mice rats
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 of Schoolyards

Process – Planning & Designing an Ecological Schoolyard

I. Form a Garden Team
   Students
   Teachers
   Administration
   Maintenance Staff
   Parents
   Community / Neighborhood/Volunteers

II. Outline the Garden Program’s Mission, Vision & Goals (long term & short term)
    Goals for Ecological Schoolyards:

III. Gather Information - Site / Project Selection
    Needs / Interest Survey
    Program Elements
    Site Analysis
    5 Most Common Problems
    Planning for Summer
    Program Statement

IV. Look at Existing Examples of Gardens / Landscapes

V. Concept Design
   Form & Order
   Structure
   Enclosure
   Language, Metaphor & Meaning

VI. Design Development

VII. Design Documentation
    Project Binder

Keep in Mind:
   Plan for All Seasons – Plan for Summer
   Integrate Curriculum
   Involve children in the Design Process
   Phase the Project based on available resources
   Maintain Garden Support
   Funding
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

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