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Module 3 Feasibility Study

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Agenda

1. What We Heard

2. Guiding Principles

3. Activity #1

4. Reflection

5. Activity #2

6. Next Steps

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Opening Reflection

➤ What should you see when you walk through the front door?

➤ What should be the heart of the school?

01 | Background

The Educators Said…

Patterns

Fishponds
Unity
Together
Play
Collaboration
Uplifting
Comradery
Safety

Community
Culture
Healthy
Storage
Growth
Energy
Mental Health
Technology/AI

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Overall Concerns...

Basic Necessities

-Good Air Quality
-Healthy Learning Environment
-More Storage
-More Bathrooms

Adjacencies

-Cafeteria Noise Concerns
-Sp. ED teachers have limited access to rooms
-Bathrooms

Connection to Nature

-Poor Outdoor space
-Lacks Fun, Playful Qualities

Technology

-What is too much
-Technology changes too quickly
-Adaptable technology

Adaptability

-Can this space be Something else in the future?
-Will this space support a growing population?

Space

-Overall Lacks space needed for functionality

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Main Takeaways

Connection to Nature

01 | Integration of Outdoor Classrooms

02 | Reworking of the Fishpond

03 | Cultivating Views of Nature

Safety & Security

01 | How Does Leominster Define Safety?

02 | What does this look like in schools?

03 | How can this be intergraded into the design?

Health & Wellness

01 | Focus on Movement

02 | Integration of a Gymnasium

03 | Implementing a Garden

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Guiding Principles

Based on what we've heard, the following Guiding Principles have been developed to capture the overall purpose of the project and how it will be specific to Fall Brook. They aim provide direction and vision without establishing any specific design language. They will be used as a lens for decision making throughout the process.

➢ Provide a diverse, equitable, and adaptable learning environment for Fall Brook Elementary students and staff through enhanced space programing to best support the needs of ALL students.

➢ Create a safe and secure destination for the community in a way that embodies the Leominster warmth and comradery.

➢ Be sustainable for environmental and operational resiliency and longevity.

➢ Promote student development and exploration of autonomy, discernment, and creativity.

➢ Foster development of lifelong skills for health and wellness, social-emotional intelligence, and self-accountability.

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Guiding Principles

Do these guiding principles properly capture the essence of what was discussed by the Stakeholders?

- ➢ Do these Guiding Principles resonate with you? How or how not?

- ➢ What stands out to you?

- ➢ Are there certain aspects you'd like to emphasize or minimize?

- ➢ How do you see your individual needs represented in these? Please explain.

- ➢ Are there any aspects that need to be revised to better capture the spirit of Fall Brook and the project?
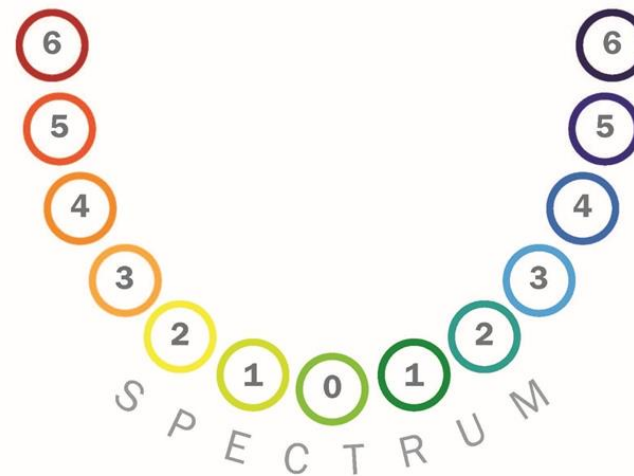
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02 | Activities

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Activity 1 | Spectrum

➢ Move silently to align yourself with your preference along the spectrum

➢ Cross-talk with the group about why you chose to stand where you did

➢ If your preference changes, move silently to a new position

OR

Gardening

OR

Gardens As Décor

Engagement Gardens

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Outdoor Learning

OR

Individual/Separate from Classrooms

Connected to Classrooms

SPECTRUM

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I would rather teach in a space...

OR

Open and connected to other learning spaces

Contained to just my teaching space

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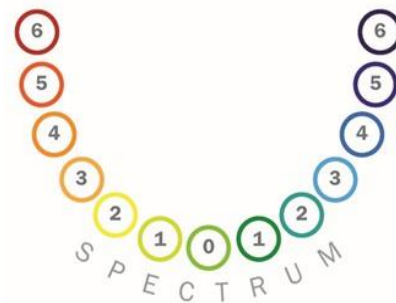
I would rather see instructional breakout spaces...

OR

As a flexible part of the primary classroom

As part of circulation around the school

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I would rather see therapeutic breakout spaces...

OR

As a flexible part of the primary classroom

As part of circulation around the school

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I would like to see sensory spaces for students...

OR

As a destination resource tucked away

Integrated throughout the building

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Reflection

➢ What have you heard since the last time we met?

➢ Has your thinking shifted since the last time we met?

Activity 2 | Design your Learning Space

➢ Think of a day-to-day activity or specific lesson plan and the space you need to perform this task.

➢ Use the design parameters and your expertise to design your ideal learning/teaching space. What adjacencies are needed?

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Campfire   Watering Hole   Cave   Life
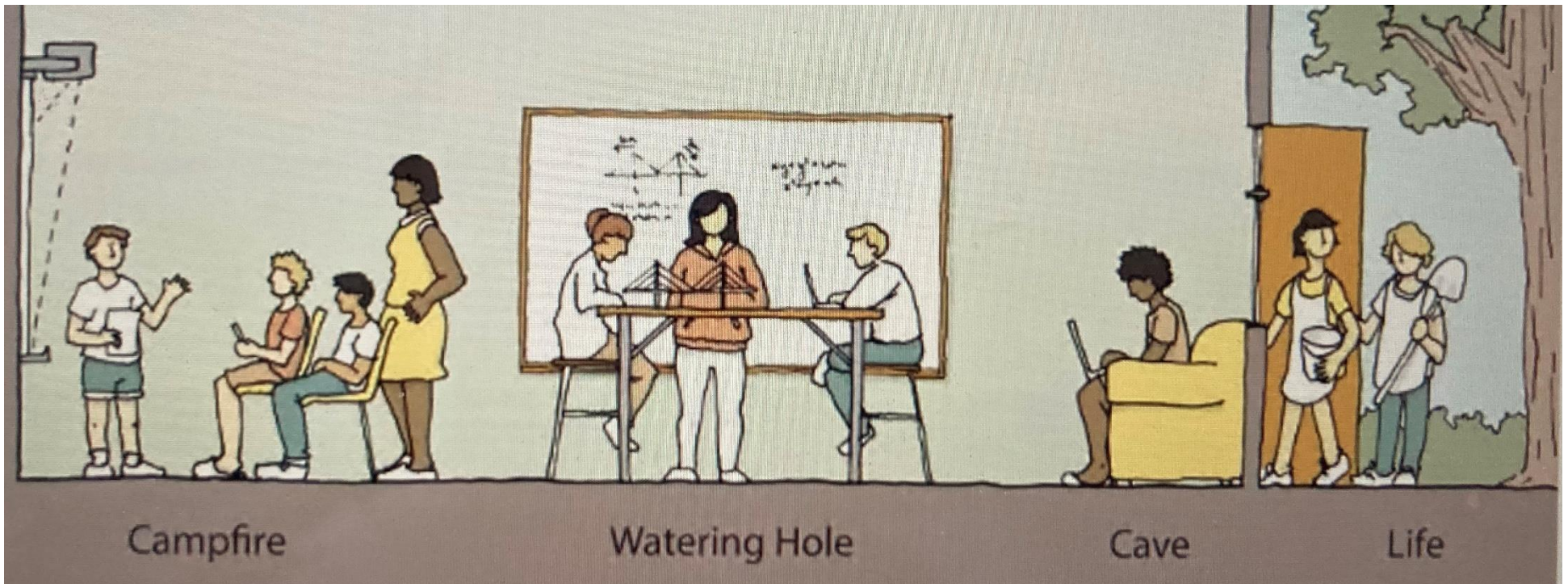
Intersection of Learning and Space

When discussing the potential for aligning the educational facilities with the educational initiatives at West Irondequoit CSD, the stakeholders spoke of the approach to creating learning environments that facilitate individual learning styles.

Renowned educational consultant and researcher, Dr. David Thornburg, has drawn parallels between human behaviors when working and learning with what that means for the built environment. He states within his 1990's publication "Campfires in Cyberspace", that since civilization began, we have all learned in four types of settings or 'Mythic Notions' - Campfires, Caves, Watering Holes and Life.

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Intersection of Learning and Space
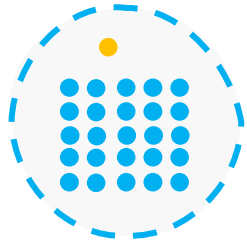
Direct Instruction
25 Students
1 Teacher
TOTAL: 800 SF

Campfire
The Campfire is rooted in the idea of storytelling and how one person transfers knowledge onto a group of people.

The Campfire resembles the traditional classroom in the sense that the 'expert' on a subject matter, i.e. a teacher or guest speaker, passes on knowledge to the group (students).
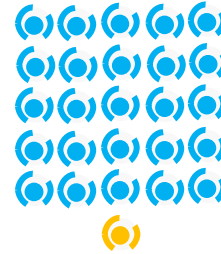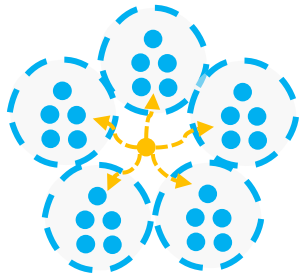
Individual Reflective Work
25 Students
1 Teacher
TOTAL: 800 SF
30SF / Individual

Cave
The Cave is a space that encourages individual reflection on what has been heard.

The Cave can be implemented within learning environments through individualized spaces created through furnishings and architectural modifications.
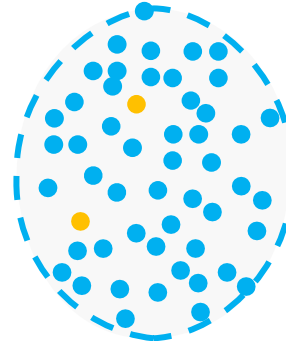
Small Group Work
25 Student
1 Teacher
TOTAL: 800 SF
160 SF / Team

Watering Hole
The Watering Hole is where the learner can become the teacher and encourages peer-to-peer collaboration and growth.

The Watering Hole is a flexible learning environment that encourages students working in pairs and groups to share knowledge and learn from one another.

Application
50 Students
2 Teachers
TOTAL: 1600 SF

Life
Life is the application of what was learned.

Designing 'Life' into an educational environment is often done through the creation of makerspaces. It ultimately gives students access to resources that allow them to make a physical product of what was learned.

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Closing Thoughts

➤ "One thing that excites me about this project/ the design process is…"

➤ "One question I have about this project/ the design process is…"

➤ "One thing I think the design team needs to know is…"

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