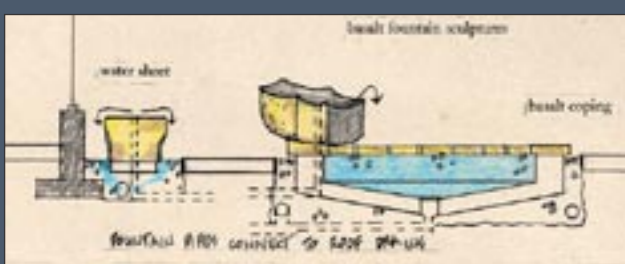


education on site



learning opportunity

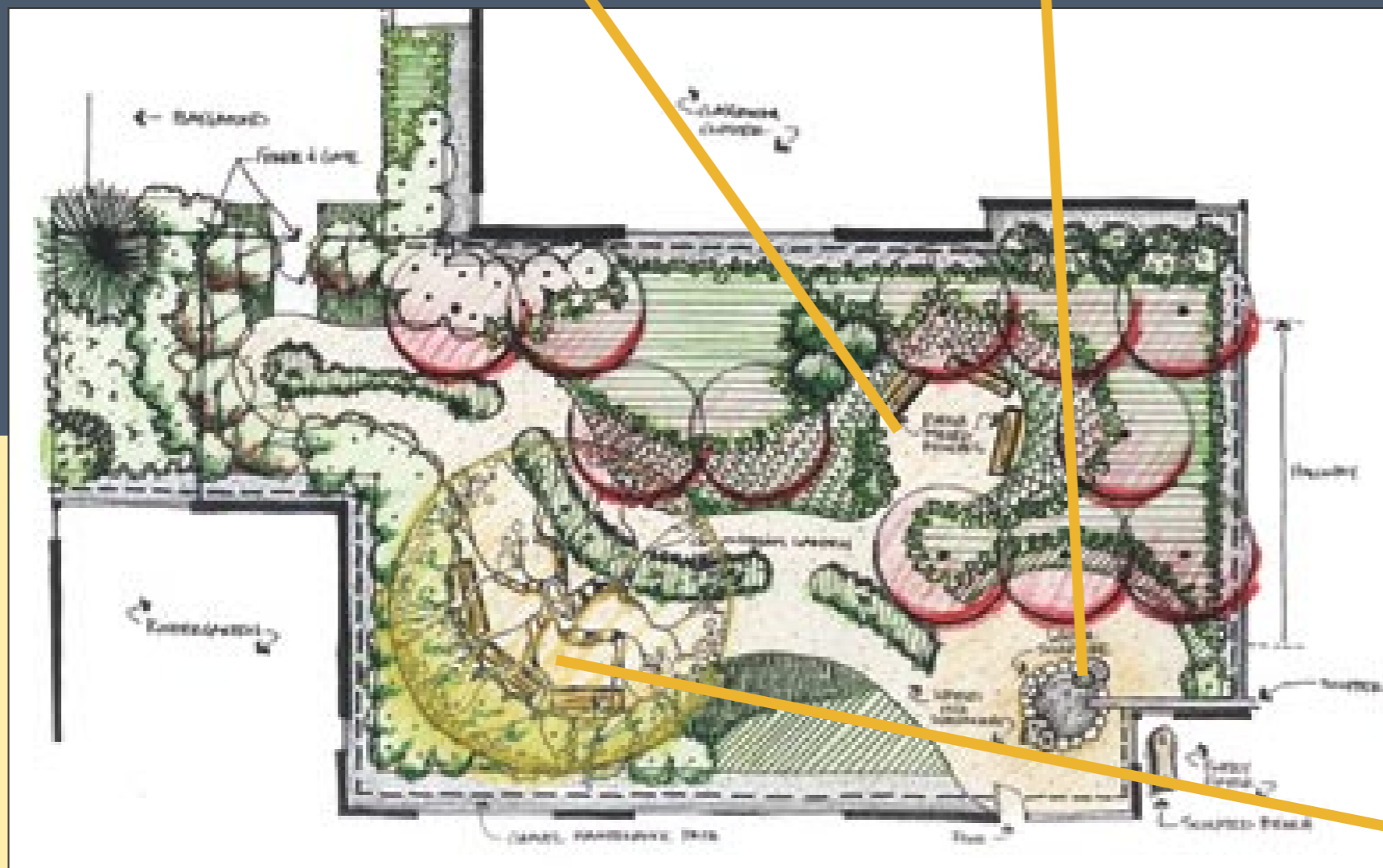
Through close collaboration with the design team a local artist has created a sculptural art piece expressing the importance of rain in our area. The multi-faceted basaltic sculpture demonstrates the effects of rain in a variety of ways, including use of a roof scupper, a polished dew-collecting surface, and three fountains that are activated by rain leaders.

learning opportunity

Two central courtyards provide structured outdoor learning environments, exposing students to art, elements of our region's unique hydrologic process and direct connections to the site's native forested ecosystem. Realizing that each student has the potential to share his/her environmental ethic with the community at large, the educational program of this site not only celebrates current sustainable building practices, but also focuses on inspiring and educating generations of student consumers toward more sustainable patterns.

"Educational psychologists tell us that we retain 80% of what we do as opposed to 10-20% of what we hear and read."

Dr. Anthony Cortese, Second Nature



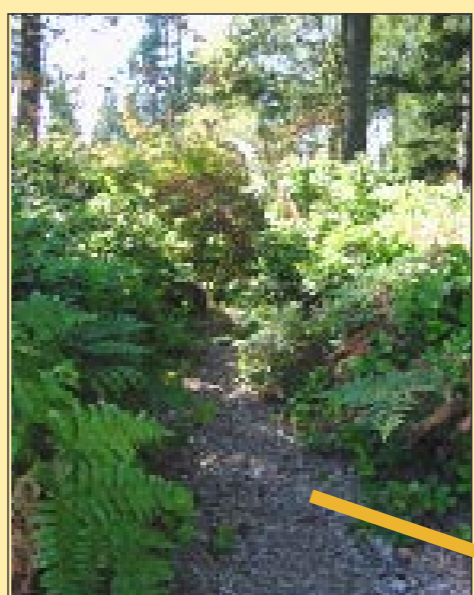
learning opportunity

Teachers and students learn through interaction. Courtyards provide many kinds of spaces for different types of student to student, student to teacher and human to nature interactions.



fundamental principles

1. Don't waste a resource: every step a student takes under the sky can be a learning opportunity. It can happen just outside the doors.
2. Program the site's learning potential: name learning stations that tell the story of the site, eg - Wetland Learning Station, Forest Station, Compost Learning Station. You may not always be around to tell the story.
3. Design for a teacher's classroom control needs: provide well defined edges, good visibility, and places for materials to be laid out. Create connections between inside classrooms and outside classrooms. The closer the better - consider the organizational skills required to organize a class to go outside, as opposed to "sit still". Make teacher's lives easier by providing proximity to the building that won't eat into learning time.
4. Build it and they will come. Providing on-site opportunities for learning is not limited to the sciences or environmental education, though science teachers will be the first to use it. The need to use "hands on learning" is growing as teachers struggle to find ways to reach diverse learning styles. Make your learning stations look welcoming, inviting, useful - in short a place you would like to be.
5. Don't worry about curriculum. Teacher's are better at it than you are, and there are many resources they have to provide curriculum: hands on learning, manipulative's, experiential learning, place-based learning, applied learning, and project based learning are some of the terms used.
6. Explode the ignorance of "out of sight- out of mind" (see don't waste a resource). Understanding is the first step toward stewardship: learning the complexities of the web of interconnections that surround us provides inroads to a lifelong interest in learning that is the mission of so many schools - touch the joy of learning by celebrating the immense complexity that hides below the soil, in the branches of the bushes and trees and in the sky above. We walk every day through an abundance of life - make it visible and give students and teachers a way of touching it.



site partnering

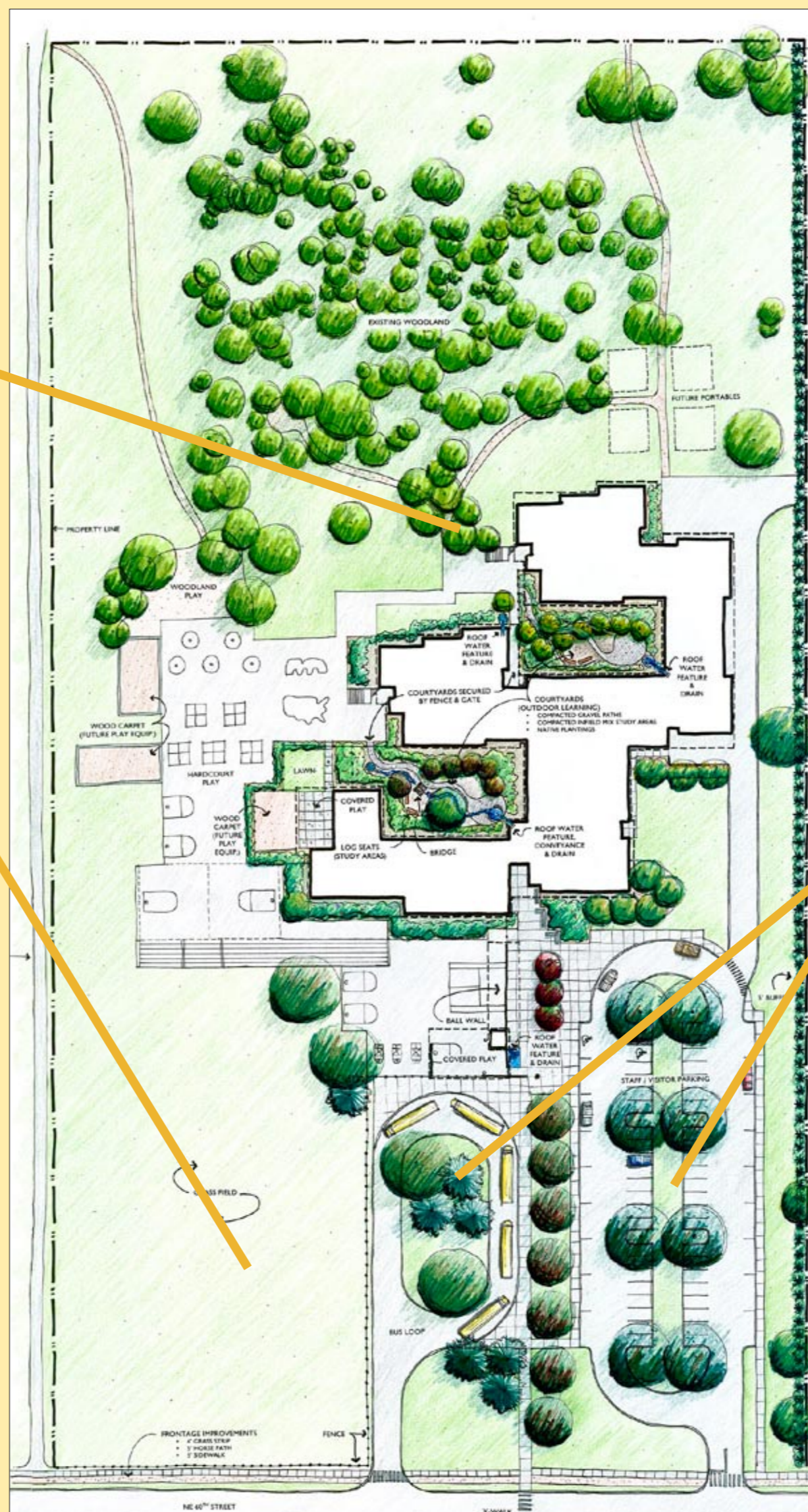
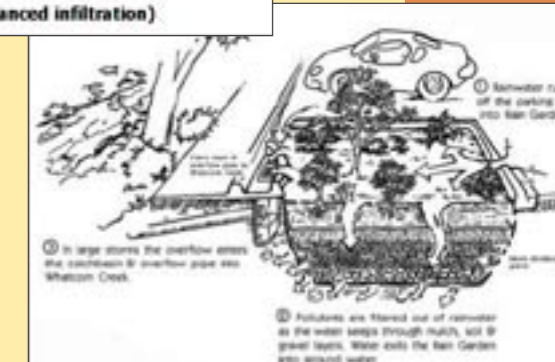
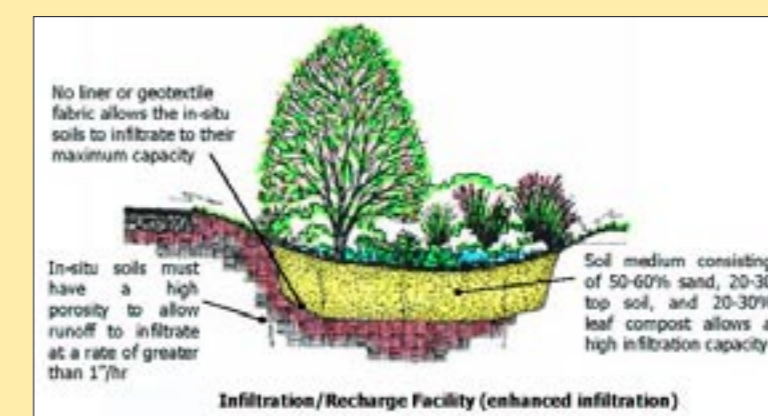
The Lake Washington School District and Kirkland Parks and Recreation Department have partnered to make the site an accessible public amenity through the development of multi-sport play fields and passive recreational improvements within the forested area.

sustainable site design

fundamentals of sustainable stormwater

1. Disperse, disperse, disperse - do not concentrate flows into one point for storage or treatment. The forest doesn't work that way - and it had a long time to evolve the most efficient way of moving water.
2. Mimic Nature - let soil, plants and compost treat, store and allow for infiltration and evapotranspiration - not pipes and ponds
3. Don't Waste a Resource - let planting areas with their soil systems, function as an essential part of the stormwater system - in some cases replacing the pipe and pond.

raingardens/ bioretention



BENJAMIN FRANKLIN ELEMENTARY SCHOOL

