

Playing with Ball State

Working with students, staff, and
faculty at Ball State

Jane ~ Ben ~ Kelli ~ Pam

A Continuum of Opportunities

Why...

- Extra man power for existing project
- New ideas and energy while brainstorming
- Work with a team on a short-term project
- Long-term vision for change in your community

How...

- Volunteer services, single day class project, internships
- Class projects, professional relationships
- Immersive learning, class experience
- Partnerships and Alliances with faculty and staff

Tips to Keep in Mind...

- These are (typically) student learning experiences
- Don't start anything that you can't continue on your own... the students won't be around long
- Be prepared to jump in as a co-learner... the students won't be around long
- Students and Ball State are not always the answer...have a realistic reason for waiting to take on this extra work
- Relationships matter... alumni, civic groups, religious organizations, kids friends parents
- Don't wait until you want or need something to establish a relationship

Service-Learning and Community Service

- Service-Learning (S-L) is an experiential pedagogical practice that uses action and reflection to meet needs and enhance learning through mutually beneficial reciprocal partnerships.
- S-L vs. Community Service
 - S-L involves a service activity that is integrated with academic curriculum and course content.
 - S-L Students engage in structured reflection and apply their learning to their service experiences and beyond.
 - Community Service – learning is secondary and unintentional

Student Voluntary Services

- Coordinated Programs
 - 12 week commitment for students
 - Same group of students volunteer each week
 - Transportation is provided
- Independent Programs
 - Students schedule and track their own hours
 - Transportation is NOT provided
- Signature Events
 - 10+ throughout the year partnering with various agencies throughout the community
- One time Events
 - Community Partners can list one time projects on SVS Database



Benefits for Community Partners

- Volunteer Database has 7,000 students
- Recruit dedicated volunteers
- Advertise for service projects (emails, posters, word of mouth)
- Fall and Spring Volunteer Recruitment Fair – Networking opportunity for Ball State Faculty, Students, and Community Partners
- Relationships with Ball State students for future internship and job openings



What is Immersive Learning?

These project-based opportunities pull together interdisciplinary student teams that address challenges with community partners. The result is a final product that enhances the community with a lasting impact.

Students have created neighborhood action plans, websites, documentaries, community education programs, publications, and much more.

Benefits for community partners include:

- new Ideas and perspectives applied to your community's distinct challenges or problems
- an energetic team of Ball State students pulled together specifically to work with you to meet your needs
- expertise and knowledge from a faculty mentor working with the student team
- relationships with Ball State students for future internship and job openings



Immersive Learning Project Examples



Let's Build!

Ross Community
Center

Neighborhood Action Plans

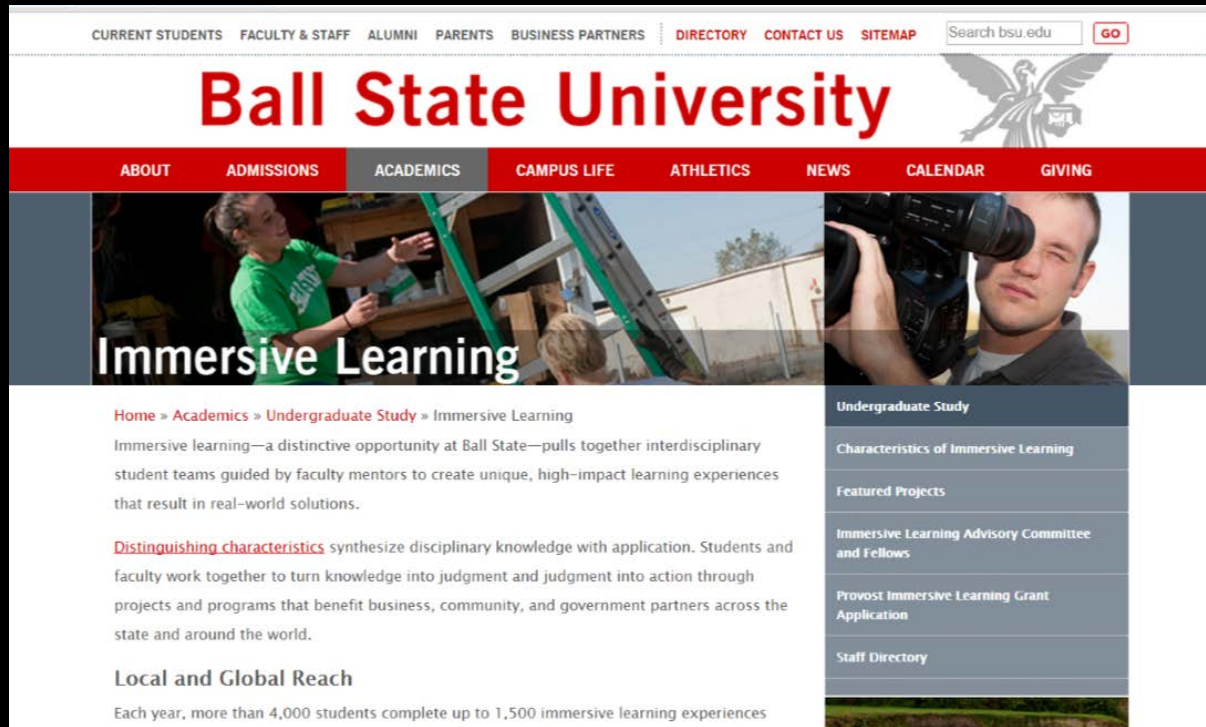


ecoREHAB

How We Can Help?

- Needs assessment
- Project planning
- Assistance identifying Ball State collaborators
- Identifying sources of funding, if needed
- Proposal development
- Ongoing project support

For More Information & Examples



bsu.edu/immersive

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Alliances

The Muncie Children's Museum Tot





Before

Existing constraints: must reuse the play house, wall murals remain, Ronald McDonald must be somewhere in the space, no changes can be made to building enclosure.

The Muncie Children's Museum Tot Spot





Before

Existing constraints: Connect to the Outdoor Learning Center, use full-scale elements like Truck, Tractor, connect to children's literature through thematic storybook settings

The Muncie Children's Museum Tot Spot



Research/grant funding:
4 grants applied with MCM = \$64,500

2 The Muncie Children's Museum Tot Spot



2 semesters design

Final Model



The Giving Tree and Puppet Play

The Giving Tree gross motor activity area helps develop coordination as young children interact under, over, and around the tree. The tree provides children a place to claim as their own under the play structure with a tire swing and woodland animal puppets. Challenging their climbing skills, children go up and down the gently curved stairs and slide down the leaf covered "buddy slide". The "tree bark" is cedar shingles with the names of everyone who has worked on the project.



The Crawl-Through Caterpillar

The Caterpillar small manipulative activity area develops fine sensory motor skills and block play. The infant crawls through the multi-colored caterpillar while reaching for the bright objects hanging from the ribs along the carpeted segments. The journey's culmination is arrival at a wood cocoon where the child sees oneself in a mirror and puts on wings, as they become a butterfly. The crescent and round shaped nested tables, at toddler's height, encourage children to play together.



The Gravity Wall and Ball Drop

The Gravity Wall and Ball Drop and Wetland to Woodland science and nature explorations are activity settings created in two transition areas, one along a hall beside the stair and Crawl-Through Caterpillar area and one between the Hot Air Balloon and Giving Tree, giving access to the area under the tree. Whether exploring the physics of gravity or the natural habitats of the woodlands, prairies, and wetlands, both of these areas add learning events to the Tot Spot.



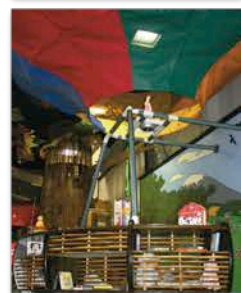
The Funicie Farm Stand

The Funicie Farm Stand is a small market area where seasonal vegetables, fruits, and flowers from the garden are weighed, sorted, and put into baskets. Bushels of apples and tomatoes remind children of the rich agrarian landscape in East Central Indiana. Seasonal change is highlighted in the garden growing pumpkins and corn in the fall, tomatoes and carrots in the summer, spring flowers, and winter herbs. A small corner construction area highlights the use of simple tools.



The Reading Circle

The Reading Circle activity area is a small, intimate half circular space that allows an adult to sit and read to a child as well as children to create puzzles, crayon rubbings, favorite stories, and finger plays. The semi circular basket creates a low seat and shelving for books, babies, and puzzles in a creative woven wood tapestry that simulates the hot air balloon basket. The overhead balloon nylon fabric is pulled taut around a tubular structure and completed with its own burner flame.



The Tugboat

The Creative Play area is a curvilinear transition space to the upper platform that is designed as a small Tugboat. Providing things to do at "every turn" children are given opportunities to create on varied interactive surfaces. Sensory experiences as well as nautical themes are choreographed including marker drawing on the river easels, ringing the ship's bells and chimes, and shaking the "eye spy" tubes pegged into the porthole window.

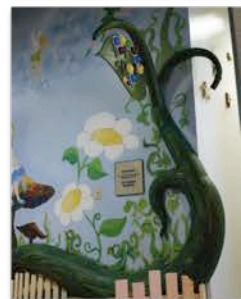
The Tower

The brightly painted yellow Tower with its vertical pickets and pyramidal latticed roof anchors the entrance to the Tot Spot. As the dramatic play centerpiece, the children dress up in pirate and princess costumes and climb up the sloped rock wall to enter the hexagonally shaped tower and survey the landscape. Gliding down the C shaped slide they then pretend to be a sea captain and enter the Tugboat area.



The Fairy Tale Entrance

The Fairy-Tale Beantstalk north entry brings children to a magical, mystical, world as they are transported under a beanstalk and rainbow while crossing the yellow wood road. The Garden of the Giving Tree welcomes children to a softly textured area of sound, sight, and color at the south entrance to the Tot Spot. Spinning flowers, a puppet theater, and a sound garden of drumheads over clay flowerpots entice your senses.



OVERALL TOT SPOT TIMELINE



Original Existing Tot Spot

Schematic Model

Development Model

Fall Sneak Peak

Spring Sneak Peak

Summer Session 1 Sneak Peak

Summer Session 2 Sneak Peak

Grand Opening

Tot Spot: The Giving Tree



semester one: fall 2010

community centered: sneak peeks each semester

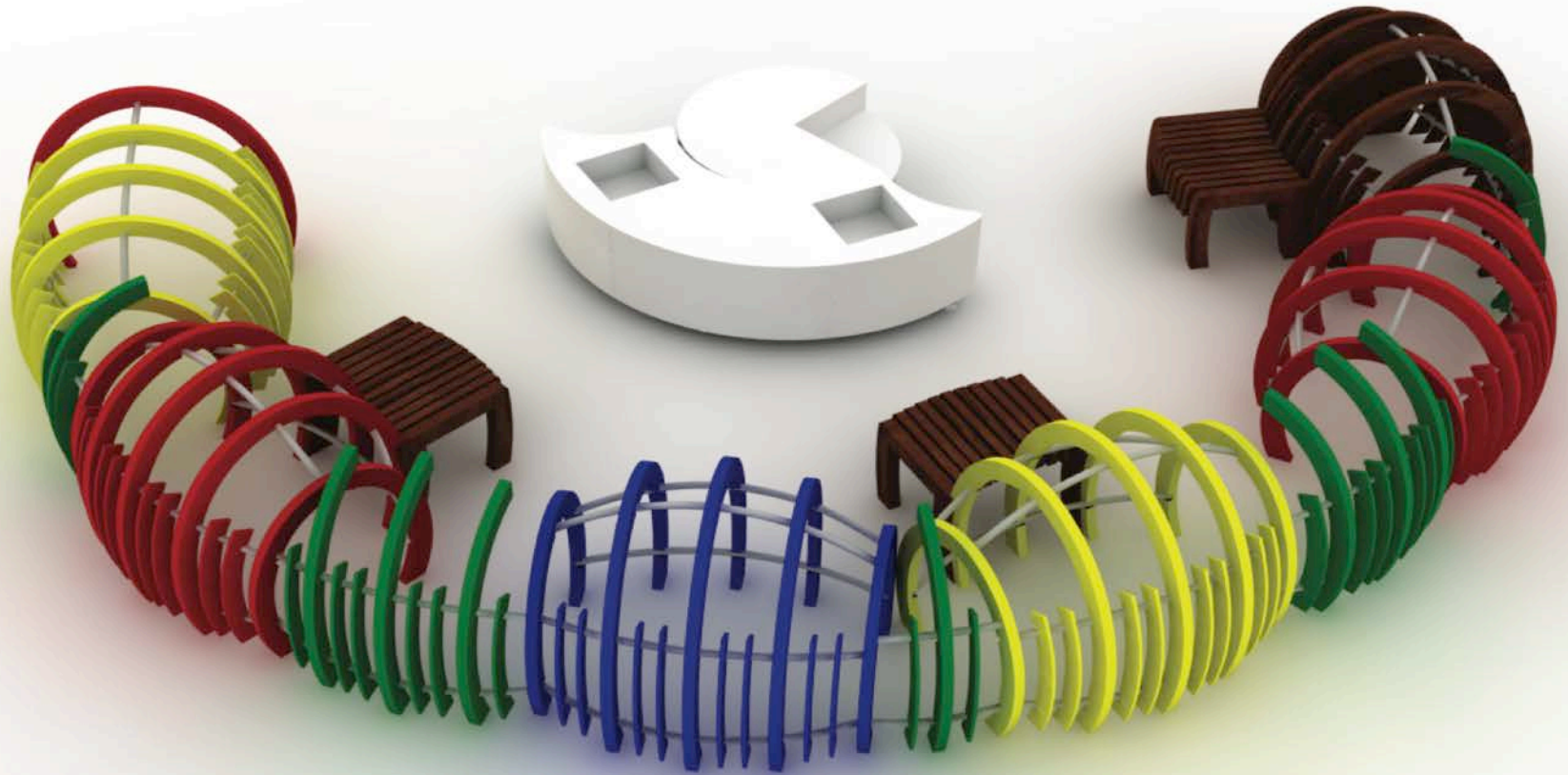


Tot Spot: The Crawl-Thru Caterpillar



semester one: fall 2010

product driven using new technology



community centered: child as co-creator



Tot Spot: The Hot Air Balloon Reading Circle



semester two: spring 2011

collaborative: team work

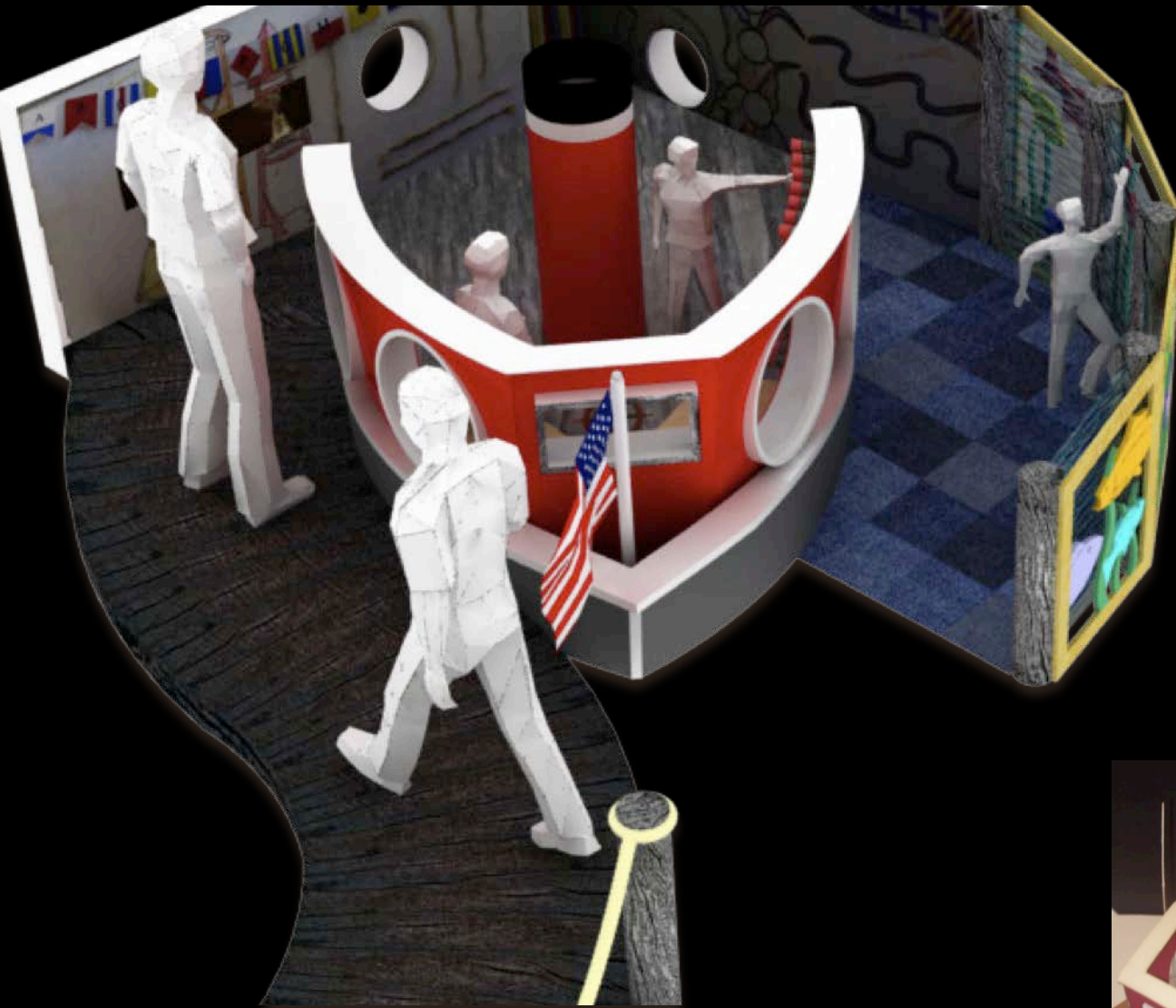




Tot Spot: The Tug Boat Creative Play



semester two: spring 2011



client as collaborator







child as collaborator



Funcie Farm Stand

2 Tot Spot: The Farm Stand Constructive Play





Tot Spot: The Tower Dramatic Play

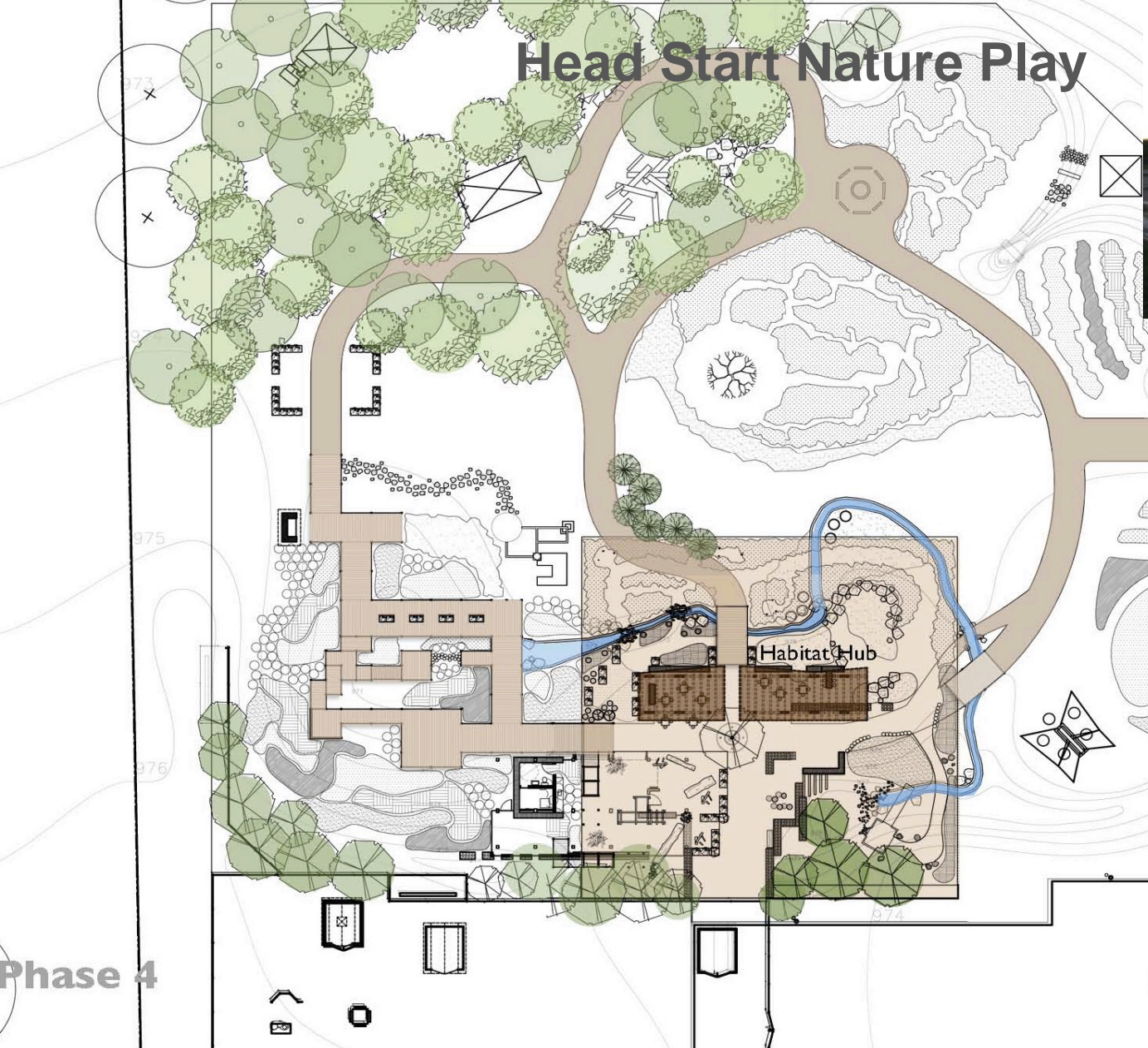


semester three: summer 2011



2 semesters design
3 semesters build

Head Start Nature Play



Take It Outside: Creating a Nature-Based Learning Environment

Pam Harwood, Tyanne Vazquez, Kay Gordon



Before: 9 acre field to the north of the school



Before



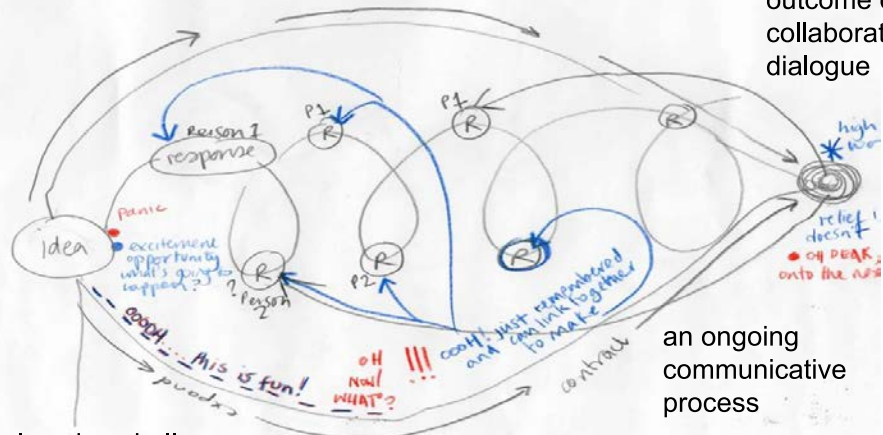
Existing playground: for 300 children of Head Start



\$190,000 external grants
\$25,500 internal grants

iteration

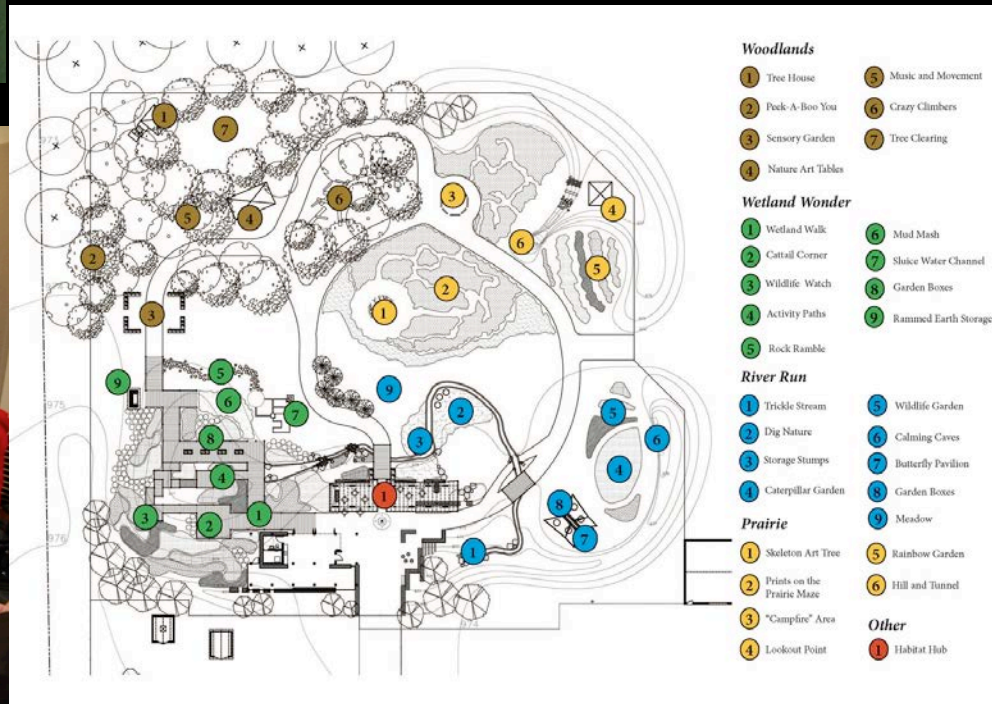
outcome of
collaborative
dialogue



welcoming challenge:
constraints can facilitate
creativity

a learning process characterized by personal
commitment, rather than outcome or product





Literature Reviews



1) Benefits of Nature Play
Research has shown that children will perform better when active motor play is incorporated into their daily curriculum. Not only does active play help to strengthen their bodies, but also aids in brain development, motor skills and overall behavior in and out of the classroom. Physical fitness is shown to be linked to chemical brain function that impact learning ability, including the memory, learning link in the curriculum. A study showed a direct correlation between academic achievement and fitness level in students. The benefits of unstructured outdoor play were to be more beneficial than structured physical activity for young children. "Physical activity" is often viewed as work for children while "play" is fun. Unstructured play, rather than physical activity allows for creativity to grow in problem solving and rule making. Encouraging learning environments to move their studies to natural areas, like national parks, provides children with the experience and skills to address problems associated with the environment. The benefits of doing so, include their sense of ownership and responsibility for the local environment. Natural places were shown to have higher stress-reducing qualities. Both traditional and nature-based playgrounds were shown to develop children's motor skills, but only nature-based playgrounds help develop a sense of risk and the ability to recognize limits.

2) Types of Play in Nature
The types of play that children engage in and why they play with are critical factors to their social, cognitive, and physical development. Research has found that nature is one of the most beautiful places for children to play. Through outdoor nature play, children are able to develop self-awareness, social play, concentration, motor skills, and positive overall health by thinking, running, or solving, exploring, building, and imagining. When given the freedom to choose how to play, children develop their creativity through positive risk play and free play activities. Things such as sand areas, meadows, gardens, aquatic areas, various seating areas and arrangements, creative construction areas, and dramatic play areas are all elements and features used to improve learning in outdoor classrooms. Giving children the choice to play how they want is critical to their development. Encouragement and guidance from role models - such as parents and teachers - has been found to influence a child's level of physical activity and their ability to engage in positive social interactions with others.

3) History of Play
The highest levels of play environments have evolved and changed in response to changing theories about child development. As early as the Neolithic period, play incorporated items found in the natural environment such as sticks. Early theories about play were formed by Greek philosopher Plato who believed that unstructured play would lead to violence. Centuries later, John Locke suggested that play was crucial to child development. In later years, structured play environments grew in popularity. In the United States, play began as a way to show teenagers how to play outdoors well. Later, playgrounds were used as a means to prepare youth for future roles in the military. These environments typically featured dark metal equipment resembling military tanks. It wasn't until the 1960's and 70's that play environments began to be regarded as a place where children could create and learn. One such environment that allowed children to express their creativity was the adventure playground which became popular across Europe after World War II when children could be found playing in the post-war rubble, constructing play spaces with leftover lumber, nails, and other materials. An example of a successful adventure playground was located in the UK and transformed the face of the community by encouraging interaction. In the US other types of play environments grew in popularity including traditional playgrounds with slides, swings, and seesaws, as well as contemporary playgrounds in which play implements are integrated into the design of the space. As we move into the future we are beginning to understand the importance of creating opportunities to engage nature. Children need to develop a love of nature as their parents and grandparents had in previous generations. Moving forward, experts suggest that play environments should integrate unscripted nature play.

4) Risk and play
Although the risks of play appear obvious to children and adult supervisors, such risks are also evaluated disproportionately to the benefits of risky play. Safety and health are still viable concerns in establishing and evaluating different play environments. To balance safety and health, children and adults need to communicate when applying risk management skills, so that children use the need for safety and adults use the benefits of play. Care must be taken not to overrule the long term effects of risky play in addition to the more visible short term effects.

Precedent Studies



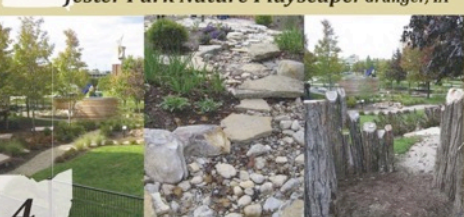
1 Cincinnati Nature Center: Cincinnati, OH



2 Schlitz Nature Preschool: Milwaukee, WI



3 Jester Park Nature Playscape: Granger, IA



4 Arlitt Center Playscape: Cincinnati, OH

Head Start Nature Playscape

Whimsical Woods

- | | |
|---------------------|----------------------|
| 1 Tree House | 5 Music and Movement |
| 2 Peek-A-Boo You | 6 Crazy Climbers |
| 3 Sensory Garden | 7 Tree Clearing |
| 4 Nature Art Tables | |

River Run

- | | |
|--------------------|------------------|
| 1 Dino Dig | 5 Meadow |
| 2 Butterfly Garden | 6 Storage Stumps |
| 3 Wildlife Garden | 7 Garden Boxes |
| 4 Take-Out-Science | 8 Calming Caves |

Wetland Wonder

- | | |
|------------------|------------------------|
| 1 Wetland Walk | 6 Rock Ramble |
| 2 Cattail Corner | 7 Mud Mash |
| 3 Wildlife Watch | 8 Sluice Water Channel |
| 4 Rain Garden | 9 Rammed Earth Storage |
| 5 Garden Boxes | |

Peaceful Prairie

- | | |
|------------------------------|--------------------|
| 1 Skeleton Tree | 5 Rainbow Garden |
| 2 Prints on the Prairie Maze | 6 Hill and Tunnel |
| 3 "Campfire" Area | Gathering Pavilion |
| 4 Lookout Point | 1 Habitat Hub |



A Collaboration Between BBC Fellows and Head Start Preschool of Muncie, Indiana

Ashlyn Ackerman (Architecture), Eric Beaman (Architecture), Phillip Breckler (Landscape Architecture), Wendy Chiang (Pre-Med), Christen Chipps (Architecture), Dan Crapnell (Architecture), Nathan Deig (Landscape Architecture), Kate Donnelly (Architecture), Jordan Doyle (Architecture), Pamela Harwood (Architecture Faculty Mentor), Andrea Kurada (Landscape Architecture), Dusty Lake (Architecture), Maggie Landmann (Architecture), Sarah Quinn (Education), Stacy Rorick (Architecture), Carolyn Scialdone (Landscape Architecture), Cally Shaw (Interior Design), Elizabeth Shepard (Psychology), Chris Simmons (Architecture)

Program Needs

When looking at the programmatic needs for the development of Head Start Playscape a thorough analysis was completed of various play types with a focus on child development through nature elements found in nature.

- Loose Parts / Manipulative Play
- Digging
- Gardens
- Water Play
- Outdoor Classroom / Seating
- Gross Motor Development
- Music / Art / Dance
- Science
- Private Pockets



Site Analysis

An extensive site analysis was performed at the Head Start Preschool to gather data that would inform the design of the playscape. This was translated into a series of diagrams and writings that proved helpful in understanding the context of the site.

- Historical Beginnings
- Climate Data
- Site and Topographical Data
- Edges, Zones, and Boundaries
- Views
- Use and Claim
- Scale and Materiality



Simulations



Nature Art 1



Loose Parts Play 2



Mud Mash 3



Wind Wands 4

Design Phases



Phase 1: Conceptual Site Plan, December 2012



Phase 2: 100'x100' area surrounding Habitat Hub



Phase 3: Wetland Wonders & River Run

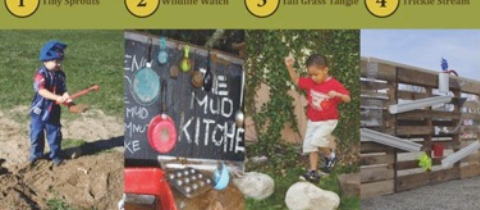


Phase 4: Whimsical Wonders & Peaceful Prairie

Activity Areas



1 Tiny Sprouts



2 Wildlife Watch



3 Tall Grass Tangle



4 Trickle Stream



5 Messy Materials

6 Mud Mash

7 Rock Ramble

8 Water Wall

9 Music & Movement

10 Willow Walk

11 Boulder Mountain

12 Crafty Creations

13 Crazy Climbers

14 Silly Swings

15 Theater

16 Boardwalk Build

Habitat Hub



Fall



Winter



Spring



Summer

Head Start Nature Playscape



2 semesters design

A Collaboration Between **BBC Fellows** and **Head Start Preschool** of Muncie, Indiana

Eric Beaman (Architecture), Jordan Doyle (Architecture), Dusty Lake (Architecture), Travis Miller (Architecture), Chris Simmons (Architecture), Cassie DeMerchant (Interior Design), N. Bai (Landscape Architecture), Shane Slater (Landscape Architecture), Alyssa Holselt (Earth Sciences), Rachel Bennett (NREM), Kierra Mackey (Early Childhood Education), Pamela Harwood (Architecture Faculty Mentor)

Overall Plan



Phase 3: Nature Clubhouse & Nature Playscape

Simulations



Garden Boxes 1



Music Wall 2



Water & Sand Play 3

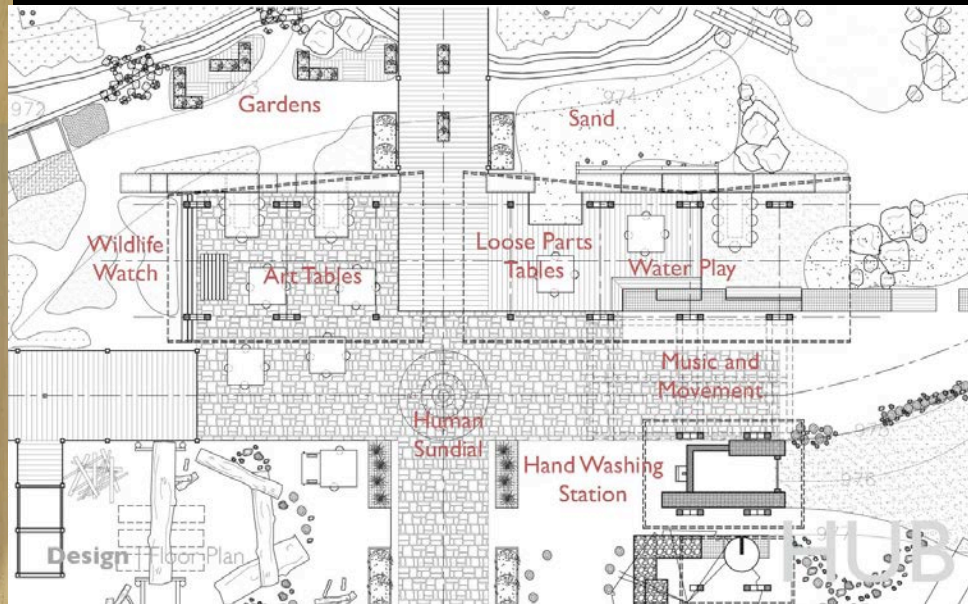
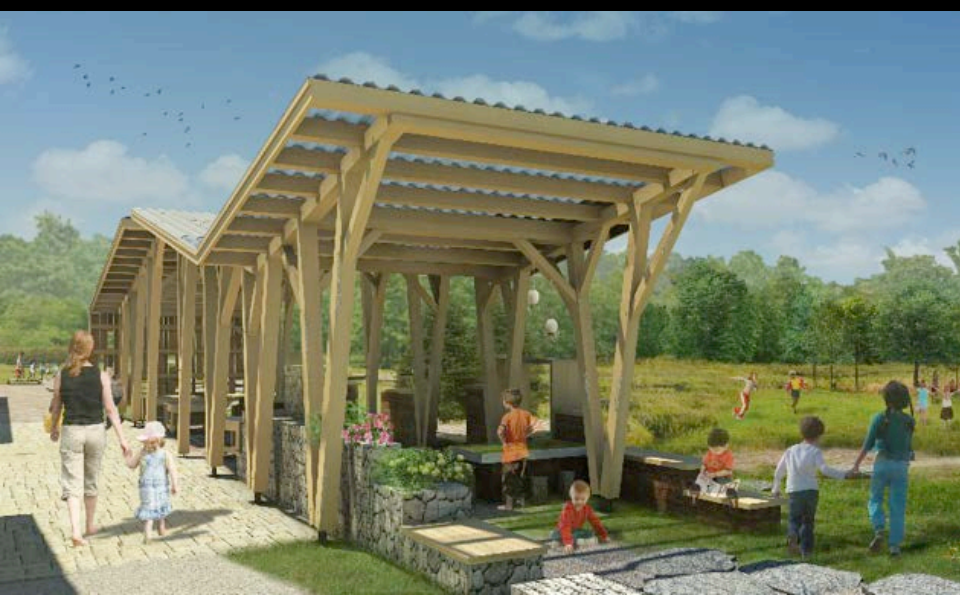


Art Tables 4

Head Start Nature Play



Research/grant funding:
5 grants with Head Start = \$215,500





client and user centered: teachers, staff, and students



community centered: community build days



collaborative: small teams, student-driven contracts

Principles to Creating Nature-Based Play

Layer and Phase Overall Design into Clearly Defined Activities



Take It Outside: Creating a Nature-Based Learning Environment

Pam Harwood, Tyanne Vasquez, Kay Gordon



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Principles to Creating Nature-Based Play

Involve ALL teachers, staff, parents, community and children in the process



CREATIVE CORNER SIMULATION



CREATIVE CORNER SIMULATION



2c CREATIVE CORNER FINAL



6a SUNNY SANDS + WACKY WATER WALL FINAL



WACKY WATER WALL SIMULATION



SUNNY SANDS SIMULATION

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CONCEPT
REALITY

HABITAT HUB

2 semesters design
5 semester build



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Neighborhood Dreams

Muncie Pavilions



Public Art Industrial Trail



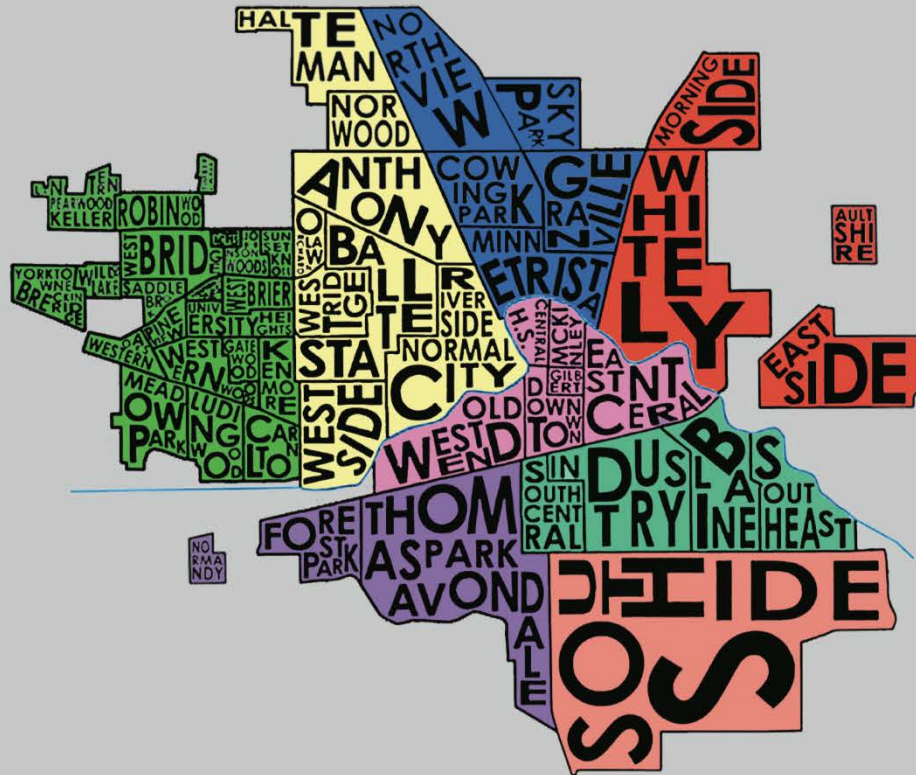
Community Workshops



CAP Makes•Muncie Makes is a **programming initiative** to provide access to **space** and **resources** to **impact** a **community of learners** interested in **problem solving, designing, creativity, prototyping, and making.**

Locating the **CAP Makes•Muncie Makes** initiative in **GearBox** enables us to address **real issues** within our community with appropriate and innovative **design solutions.** Infused with **Ball State's** and the **Community's design talents,** we will engage **three target groups:**

1. Interdisciplinary BSU Students and Faculty
2. High School Students in support of *Project Lead the Way*
3. Community Learners in making activities that elevate quality of life



Neighborhood Dreams

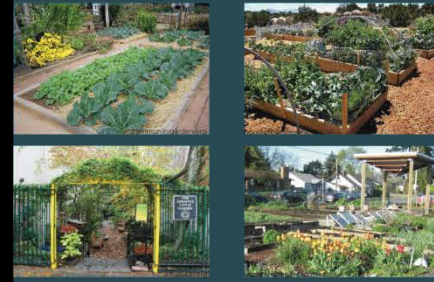
Crosswalk Painting



Vacant House Board-up



Community Gardens



Dream it • Design it • Make it • Happen

CAP Makes Muncie Makes: Creative Crosswalks





CAP Makes Muncie Makes: Creative Crosswalks

Your turn...

- Get in groups of 3-5
 - Think about community initiatives that you would like to see happen
 - Think about how Ball State could be involved
 - Think about why Ball State should be involved
-
- Short-term (1-2 days)
 - Mid-range (1-3 months)
 - Long-term (3+ months)

Let the Adventures Begin!