**Vision**

To create a 'science, technology, and society' themed landscape that inspires learning and community engagement.

**Goals**

1) To create a landscape of rituals and interactivity to draw Hallett Elementary School and the Greater Park Hill Community together.
2) To incorporate science and technology curriculum objectives into the landscape.
3) To design a landscape that encourages positive socialization.
4) To provide a community landmark that will empower and instill a sense of pride and engagement.

---

We have all experienced places that have some sense of underlying order that give a place its character. Some places provide this more successfully than others. Sometimes this system is complex and/or esoteric—other times it is simple and easily understood.

**Learning landscapes are complex living systems, much like the human body.**

Our bodies are extremely functional and very amazing things. In spite of the fact that scientists still don't know exactly how our brains actually function, we are able to create things, imagine places that don't exist, and outrun someone in a game of tag. There is much to be said of living systems. Living systems tend to have a dense interconnectedness with other systems, an ability to adapt, and synergistic effects.

What follows is an outline of the human body as an ordering system. It is not intended to be a literal translation but instead it acts as a metaphor for how the playground could function within the surrounding neighborhood. What if the “heart” of the neighborhood were Hallett Elementary School? What circulation paths would be necessary? How would the playground stay alive? What would it need to survive and to grow? Etc.

In addition, much of what we know about science and technology is directly related to our bodies. Every object we design to enhance our world stems from basic human needs. The chair, the computer, the shelter and more are all products of human intervention and the need to create an even better environment for individuals and communities as a whole.

---

**The list of programmatic elements**

- Existing multi-use grass fields
- Outdoor and softball
- Circuit walk/run track
- Hard surface I
  - 6 tetherball poles
  - 1 large wall ball area
  - 2 four-square games
  - 2 dodge ball hoops
- Hard surface II
  - 2 wall ball areas
  - 3 tetherballs
- Hard surface III
  - Colored map of the continents
- Interactive science areas
- Interactive areas
  - Dragging/Thresher
  - Outdoor classroom
- Weather monitoring station
- Interactive computer element
- Pavilion
- Plant garden-water harvester
- Play pit areas
- ECE primary
- Secondary
The list of programmatic elements

existing multi-use grass field(s)
  soccer and softball
  circuit walk/run track

hard surface I
  6 tetherball poles
  1 large wall ball area
  2 four-square games
  2 dodge ball rings

hard surface II
  2 wall ball areas
  3 tetherballs

hard surface III
  colored map of the continents

interactive areas
  Stage/Amphitheater
  Outdoor classroom
  Art/science elements
  Weather monitoring station
  Interactive computer element

pavilion
  Rain garden-water harvester

play pit areas
  ECE
  primary
  secondary