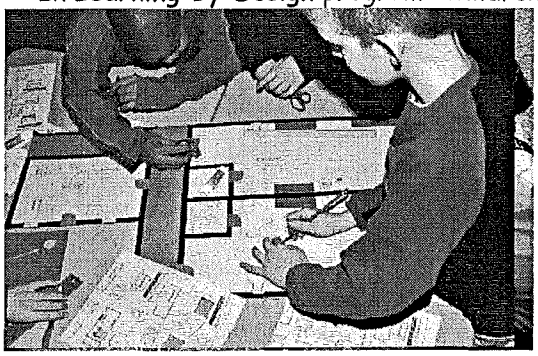
ATTACHMENTS

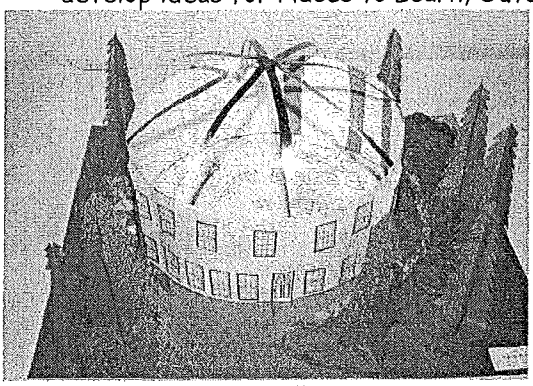
ATTACHMENT 3:
CHILDREN'S DESIGN PROCESS

Photos Capturing Facets of "Learning By Design"

In **Learning By Design** programs children take Walking Tours, Act Out Structures...



develop ideas for Places to Learn, Outdoor Spaces and Community sites ....

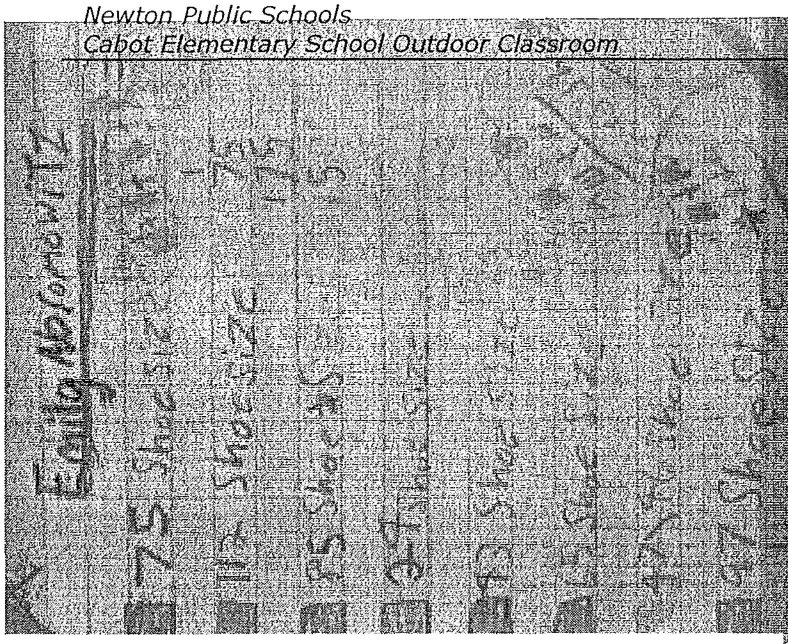


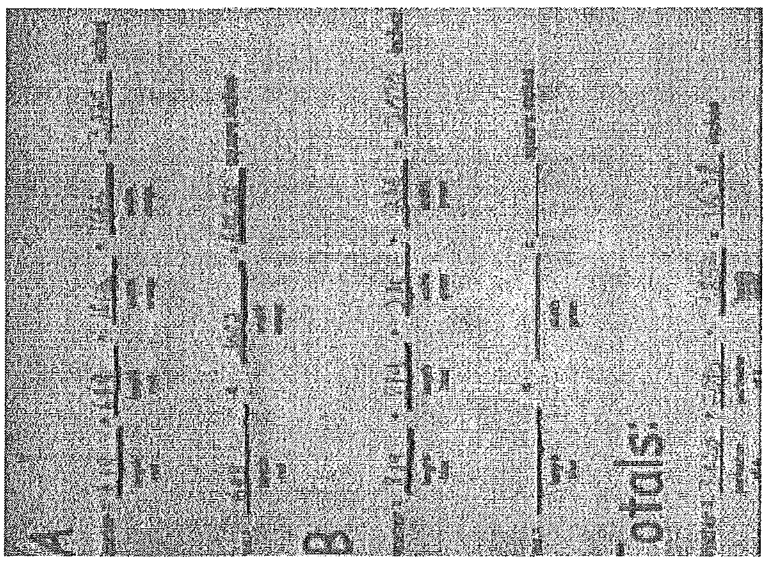
work alongside volunteer architects...

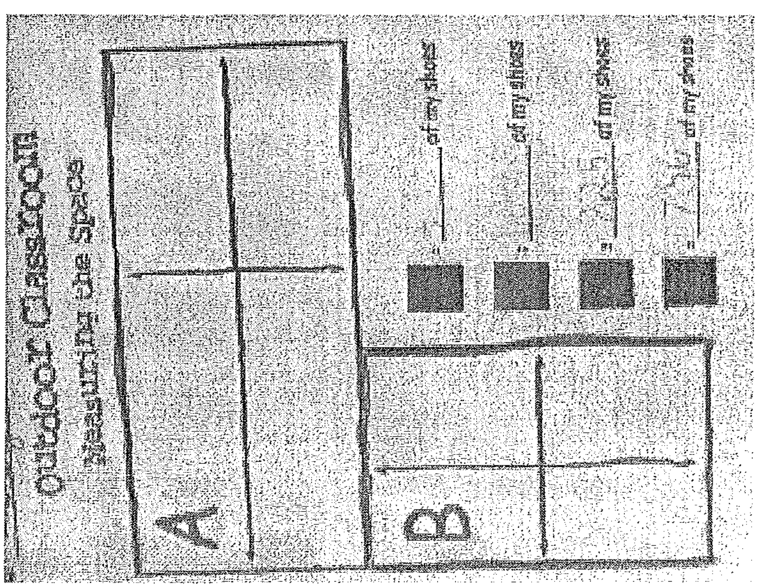
design dream houses.....

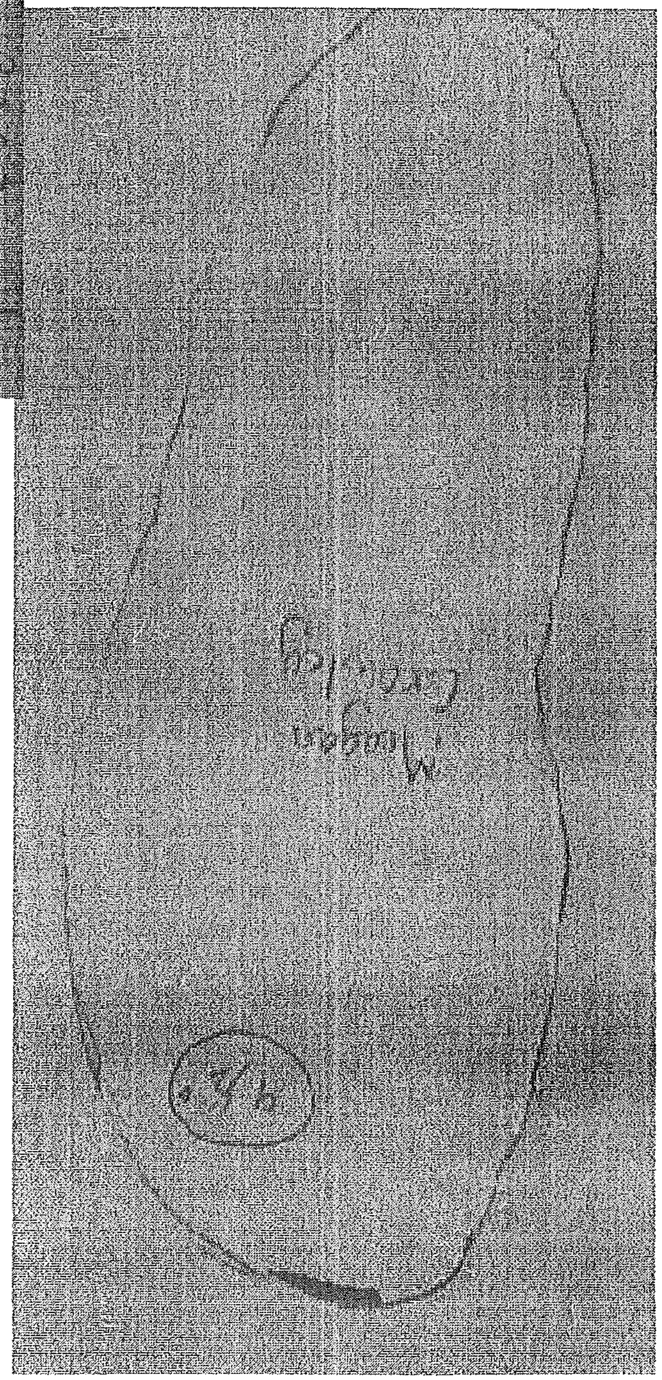
build historic structures....

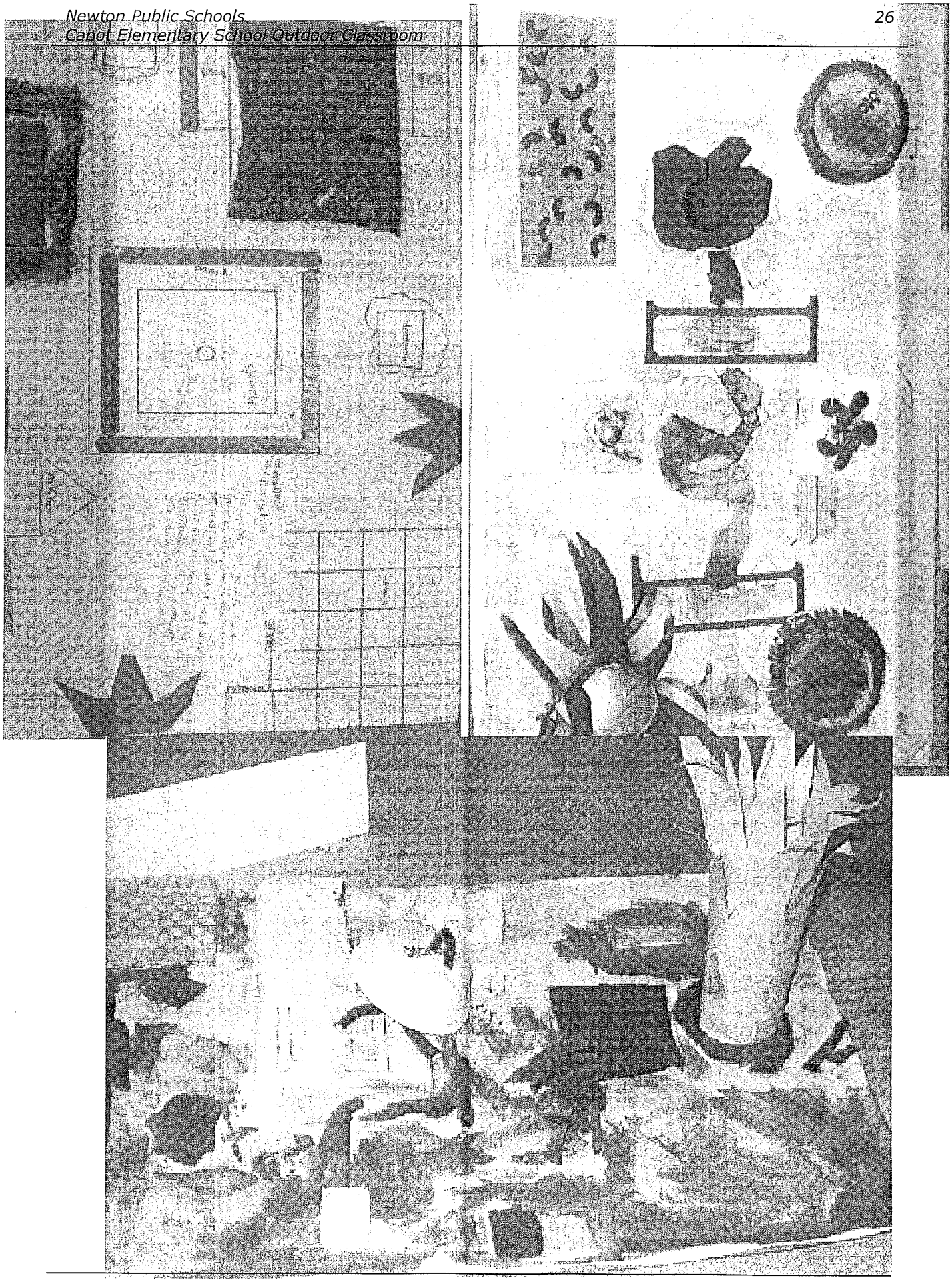
and write stories about houses and home.

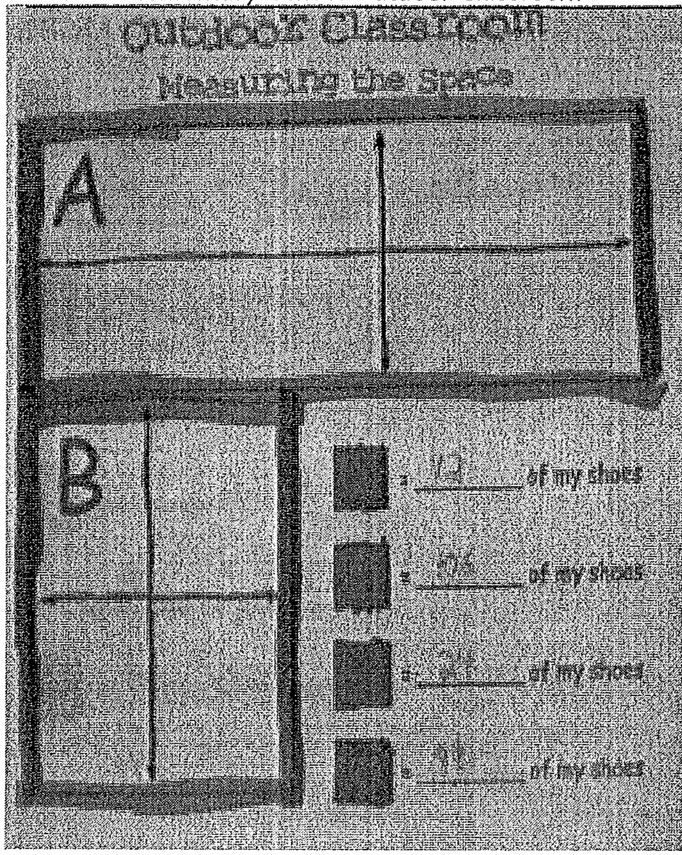


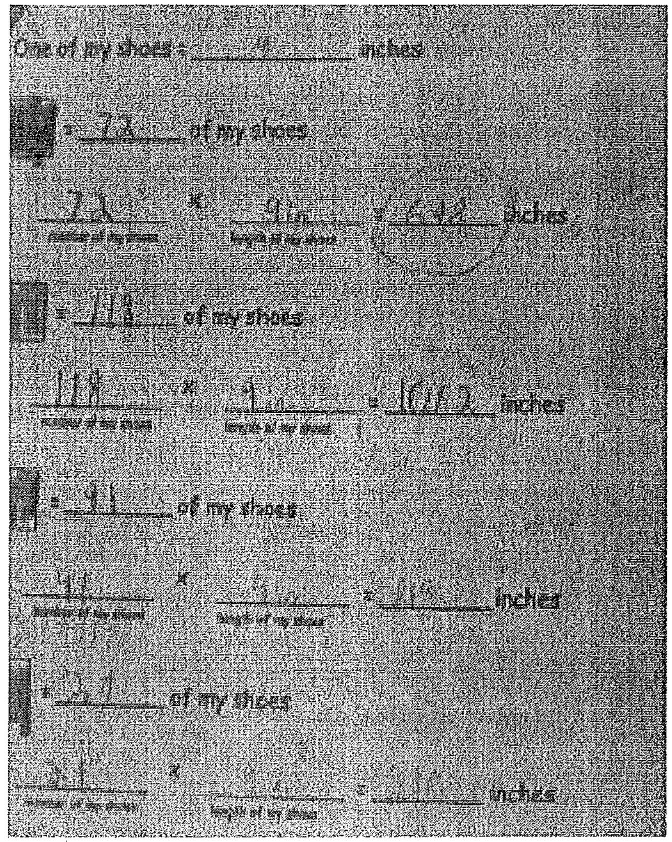


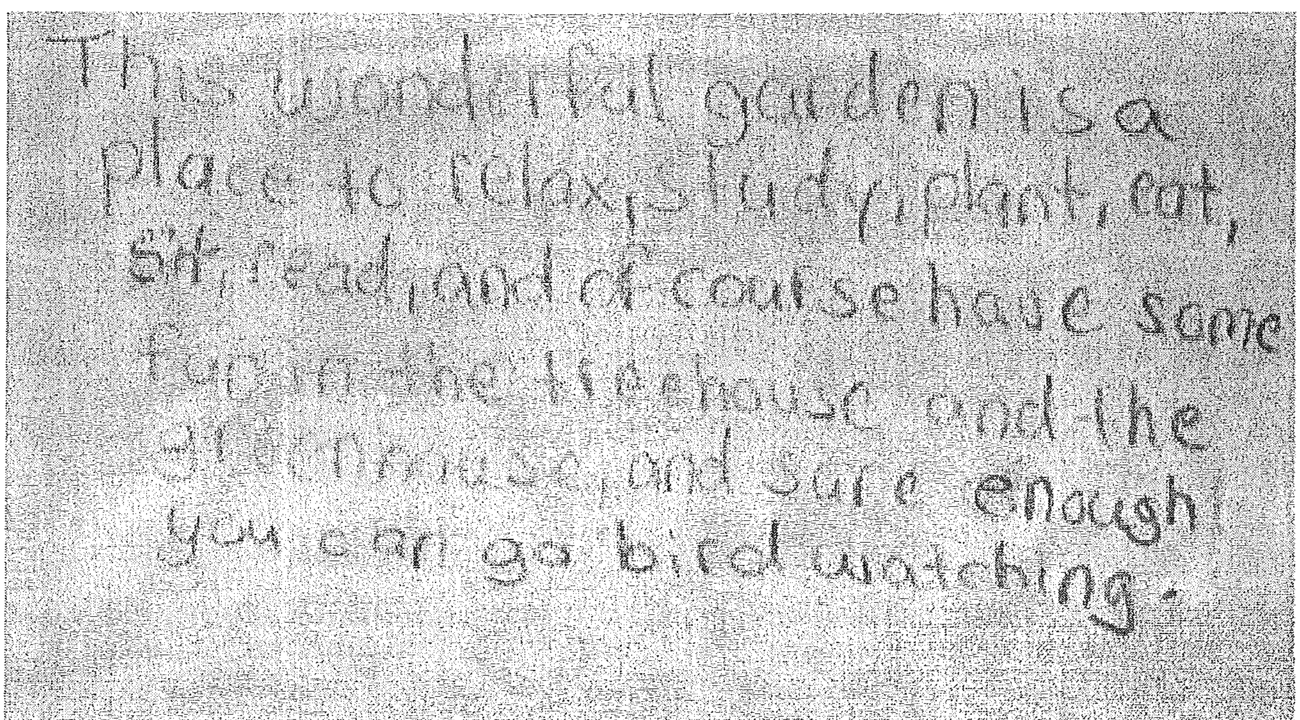

Outdoor Classroom
Measuring the Space
A
B
of my shoes

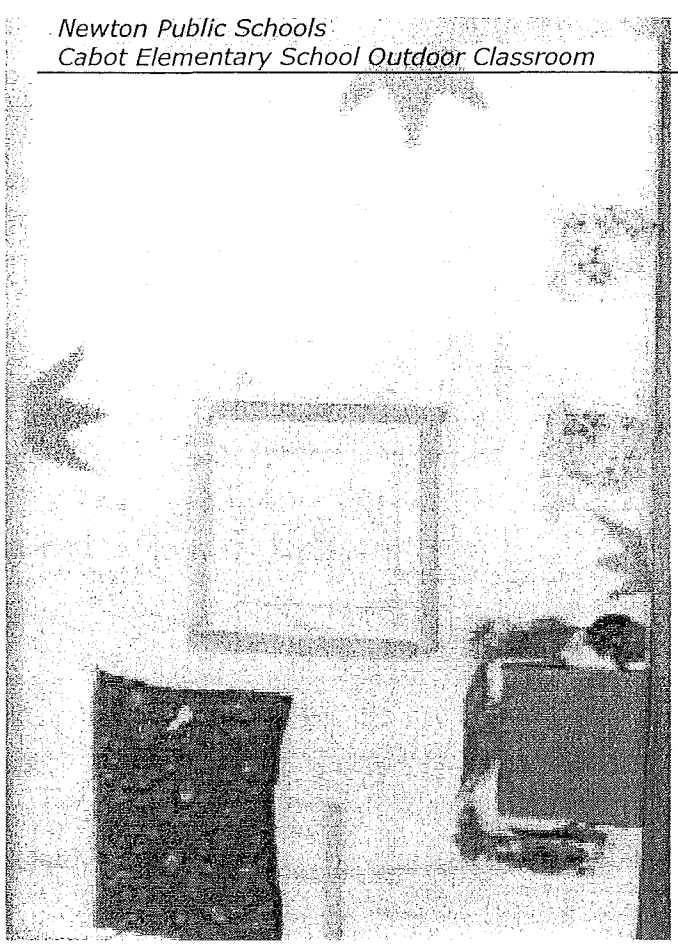


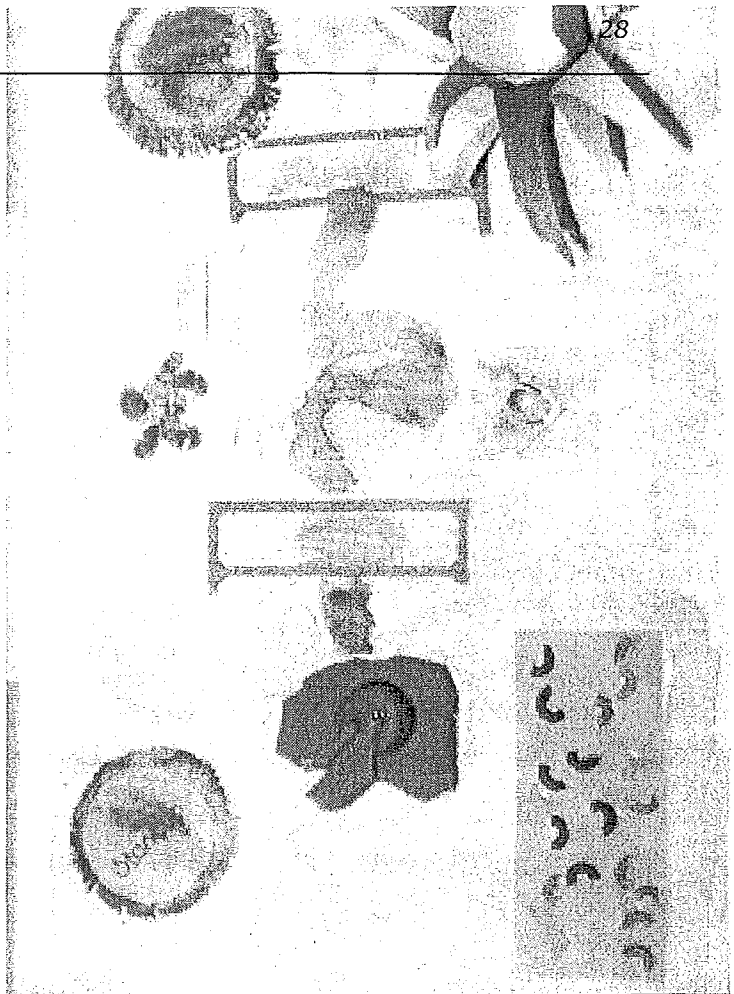


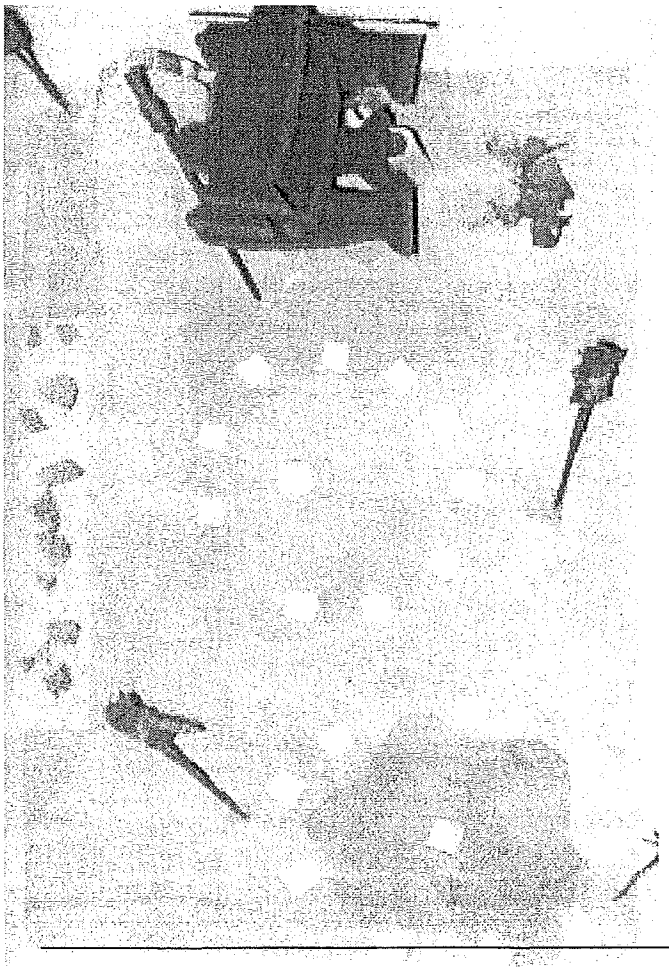


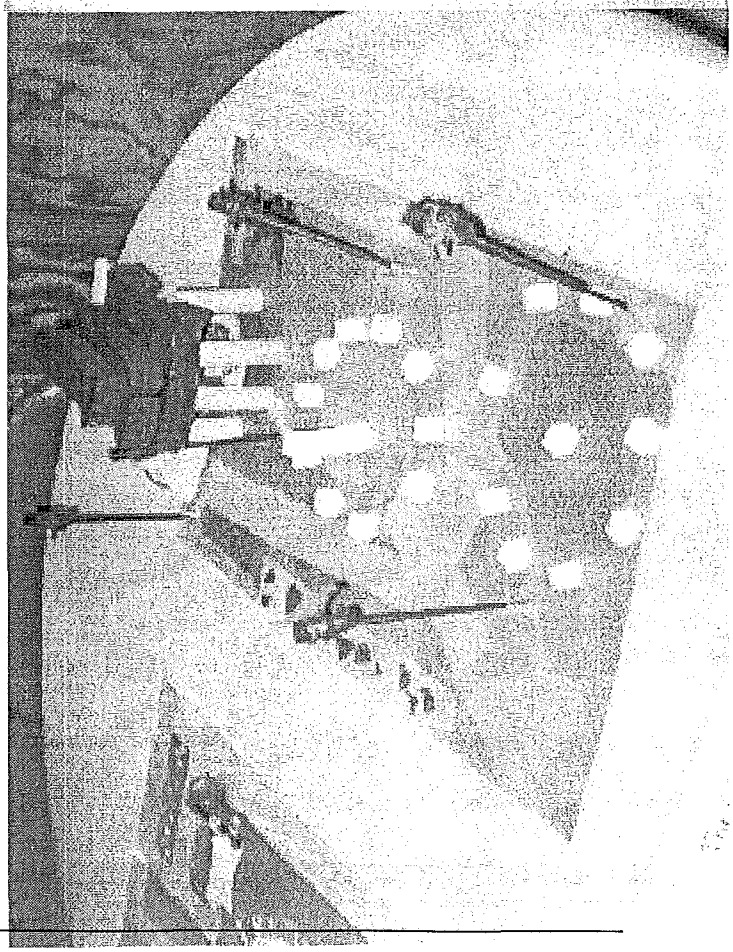


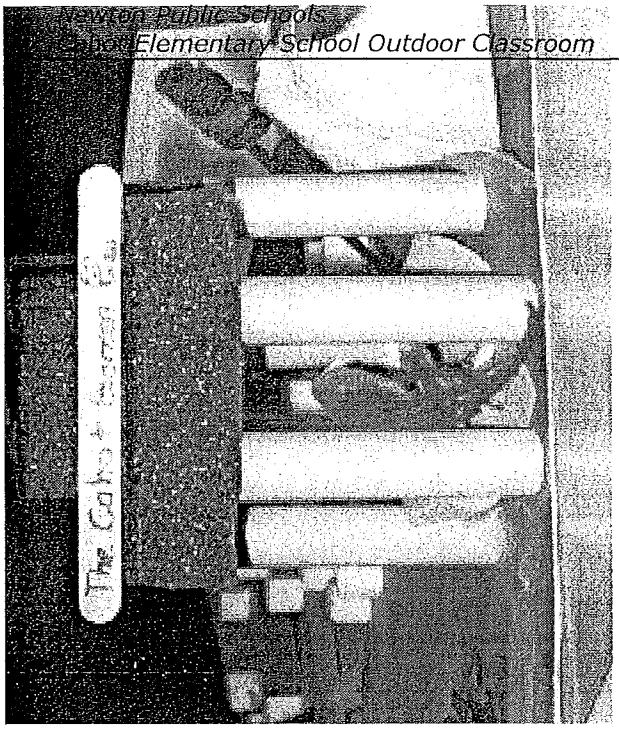

This wonderful garden is a place to relax, study, plant, eat, sit, read, and of course have some fun in the treehouse and the greenhouse, and sure enough you can go bird watching.

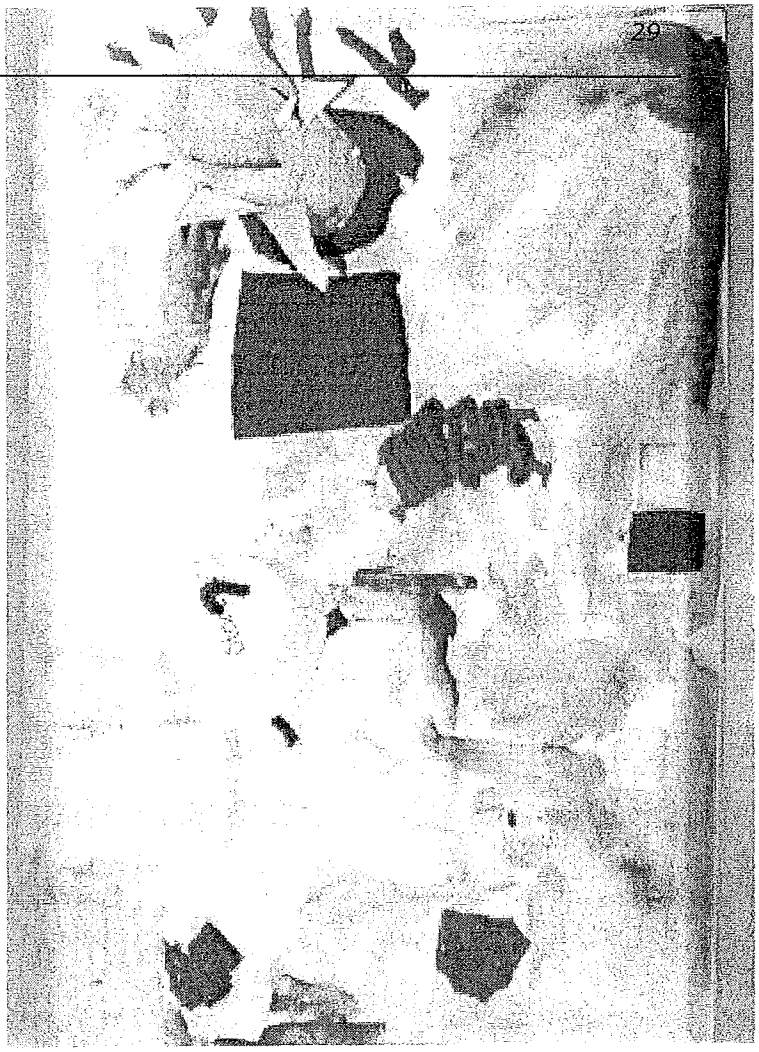


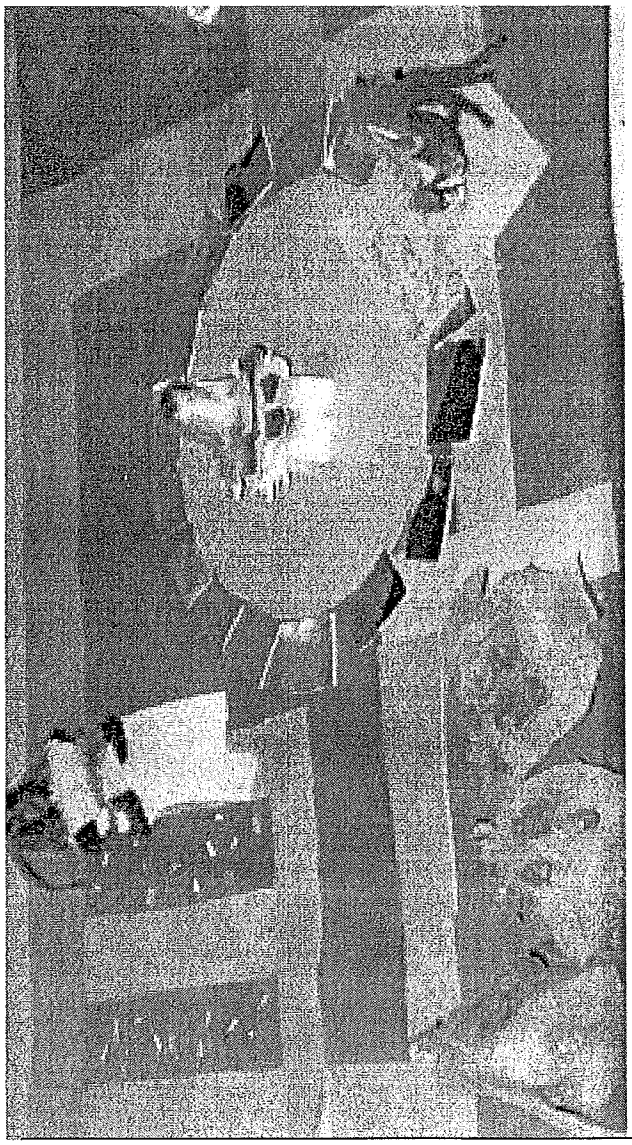






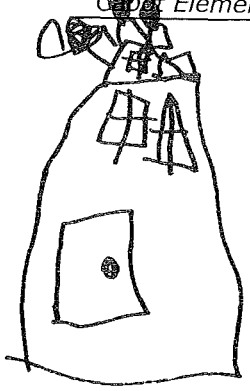






Learning By Design

A Boston Society of Architects design education program for Massachusetts children



February 22, 2002

To Whom it May Concern,

Learning by Design in Massachusetts is a children's education program of the Boston Society of Architects. LBD:MA programs are hands-on, project-based immersions in the same process of design that all designers use. The programs are community specific: children and youth develop design solutions for real-world sites in their own neighborhoods. All programs are based on the Massachusetts Curriculum Frameworks learning standards. Tailored to cross curriculum areas, they link mathematics, science, technology, social studies, language, and art.

The Massachusetts Curriculum Frameworks state that children should:

"use the design process to solve, justify and communicate solutions to problems,
use mathematics within a real world context,
understand the use of science and technology in the contexts of society, history and human affairs, and
develop a sense of stewardship for the environments that sustain them now and for generations to come."

As stated by the American Architectural Foundation in Building Connections: enriching learning through the power of architecture and design: "Using the power of architecture and the design process can help form within each child an underlying structure for learning and creating that will serve every endeavor in their lives: how to define a vision for themselves out of hazy impressions, how to proceed along a path to completion, confident that the vision will result in something of value." In the case of Cabot school this process will result in a real-world outdoor learning environment.

We strongly believe that systemic change takes in-depth planning and partnering – exactly the type of planning and partnering outlined in Cabot School's Outdoor Classroom and Learning Project. Professional development first, for a core of teachers; broadening that training, second, to include more teachers; maintaining LBD:MA support, third, as teachers engage their students in the process of design. This format will increase the quality of the children's design experiences, and enable the teachers to, even after the program time frame, incorporate the mathematics and science of the design process into other student projects.

We know that, given the opportunity, children are eager to, and wholly capable of expressing their ideas about their built and natural environments. The opportunity is ours to give.

Thank you,

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