

Discovering Ways to Use the Outdoor Space

Main Lesson Objective: Students will make a collage of ways that they can use the outdoor space in interesting and creative ways. They may also create a pamphlet of information for other people who may encounter the space at a future time.

Number of students/adults	Goal of 1 adult to 15 kids max
Age of students	Middle school ages
Length of each session	60 minutes
Focus	Environment and Art
Background knowledge	Assuming providers have no background knowledge
Season	Can be used during any season
Resources	Minimal cost and easily accessible

Supplies: Minimal cost and easily accessible

- ✚ Copies of before and after pictures of the PLAYces (Available on the GTECH [Projects page](#))
- ✚ Paper (construction paper and/or card stock, plain white paper and/or lined paper)
- ✚ Possible graphic organizer listed at the end of lesson, printed on both sides of paper
- ✚ Pens/pencils
- ✚ Colored pencils
- ✚ Markers
- ✚ Possibly glue and rulers
- ✚ See the *Possible Option for Teacher* in the *Pre-Activity section*

Learning Objectives:

Students will:

- Discover ways to use the outdoor space in new and creative ways
- Document and illustrate ways to use the outdoor space
- Make suggestions for using the PLAYce

Prior to lesson, teacher should:

- Identify at least 3 new and creative ways to use the outdoor space so that they can share their discovery with the group.
- Know what the specific space was before it was repurposed. (Teacher can look at the GTECH website [Projects page](#) to familiarize themselves with the particular project spaces. Before and after pictures are available.)
- Gather all needed materials and know their intended purpose.

Lesson Overview:

1. **Warm-up** (8-10 minutes)
 - Welcome students to the Green PLAYce
 - Brief overview of the initial space and how it was repurposed
2. **Introduction to New Material** (5 minutes)
 - Discuss intended purpose of design elements
3. **Pre-Activity** (15 minutes)
 - I do – teacher demonstration
 - Discovery play – finding new ways to use the space
4. **Activity** (30 minutes) (Guided and Independent practice)
 - Guide students through brainstorming list of ways to use the space in a different way.
 - Students document and illustrate new ways to use the outdoor space.
5. **Wrap-up** (10-15 minutes)
 - Present ideas for alternate uses of the PLAYce

Detailed Lesson Plan:

1. **Warm-up** (8-10 minutes)
 - Once in the Green PLAYce, allow students the opportunity to naturally find a place to sit (Ask them to find a place to sit). Don't give direction on where to sit (as long as it is within the boundaries of the PLAYce).
 - Once seated, welcome students to the Green PLAYce.
 - Tell students that they are in a place that was once vacant and undeveloped. Students their age had a significant part to play in making the space what it is today.
 - Ask students what they think the PLAYce looked like before it was repurposed. If they already know, ask what changes they see that were done to the space.
 - Have students share out responses.

2. **Introduction to New Material** (5 minutes)
 - Provide students with **background of the PLAYce** that they are in. "This space was vacant and had overgrown grass and a lot of trash in it."
 - Show **before and after pictures** for the site that they are in. (Can find these on the GTECH website's [Projects page](#).)
 - Ask students to look around the space and identify ways that the design team intended to use the space. (**Possible responses:** A seating area was added so that people could sit and talk or learn; open space was added so that people can move around freely, etc.)
 - Lead a brief discussion about what was intended by the final design of the space that they are in.
 - Tell the students that they are going to be thinking of new and creative ways to use the elements in the space.

3. **Pre-Activity** (15 minutes)
 - Teacher demonstrates the "I do" portion of guided practice.
 - Guide students through brainstorming a list of ways to use the space in a new or different way.
 - **Possible option for teacher:** To demonstrate the lesson objective in a simple/tangible way, teacher can gather various materials that he/she has on hand, i.e. paper clips, tape dispenser, hair tie, lip gloss, tissues, rubber bands, etc., and distribute one item to each student or to a group of 2 students. Have students think of a quick way to use the everyday item in a new way. It can't be what the item is commonly used for.
 - **Say**, "We want to be creative/innovative and use our imagination to think of as many new ways as possible to use this space. Once we brainstorm a good list, we are going to make a collage of your ideas."
 - *If students respond quickly to the above mentioned teacher demonstration, you can skip the next Ask portion. If you didn't include the teacher demonstration, continue with lesson.*
 - **Ask**, "Have you ever had a toy that you used in a different way than what it was meant for? Let's say you had a stuffed animal and you used her/him as an audience member when you put on a play or played school. That was a creative way to use your stuffed animal. No one told you to do something other than cuddle it, but you used your

imagination to think of another way to use him/her. That's what we are going to be doing today...thinking of different ways to use what is already here."

- **Ask**, "Can anyone think of a new and creative way that we can use these benches? So, we want to think of a way to use them other than for sitting."
 - **Take responses**. Give praise for participation and repeat process for another item or 2.
 - **Say**, "Before we start documenting our new ways to use this space, we need to go around and take a look at what's here. Your task for the next three to five minutes is to go around and find at least one new way to use something that is already here. Stand by your object when you have your new idea and be ready to share your idea with the group. You may have more than one person at an area, as there are tons of fun ways to use what's here. You both just need a different way for using the space. There is no wrong answer. As long as it's a different way to use the space from what was intended, you've completed your task."
 - Dismiss students. Give them 3-5 minutes to complete the task. Walk around, giving praise and validating new ideas. If necessary, prompt struggling students to go to their favorite area in the space. Ask them why it is their favorite spot and ask them how they could use it/what they could do there.
 - Quickly go around, asking students to call out their area and their new idea for using it. Give praise for every new idea.
 - Ask students to come back to the central gathering area.
 - **Say**, "Great job! Now you are going to go around our space, doing what you just did, finding many new ways to use this area, and documenting it on your paper."
 - **Distribute graphic organizer or paper and pens/pencils**.
 - Explain the graphic organizer, using the example provided. In the "Notes/Drawing" section, they should add any information needed to explain their new use. There are spaces for 10 items. They should try to find as many new possibilities as they can, as it will help them have a more complete collage when it comes to that time.
4. **Activity** (30 minutes) (Guided and Independent practice)
- Ask students once again to move around the space for the next 5-10 minutes.
 - Encourage students to think of as many options as possible, as it will help them have a more complete collage.
 - As students are working, set out materials for the collage.

Collage Making:

- When students are finished finding new uses for the space and/or have documented several on their papers, ask them to get some materials to make a collage.
- Students should illustrate and detail the new uses that they have discovered for using the PLAYce, making it clear what area/item in the space they are using and what the new, creative use is. They should use a title, words, pictures, and color to make their collage creative, detailed, interesting, and easy to understand.
- One option is for students to make a simple map of the area, detailing their spaces with the new idea.
- Allow at least 20 minutes to create collages. If you can give more time, that would be ideal.

Pamphlet Making:

- You may choose to have students make a pamphlet instead of a collage.
 - The pamphlet will potentially be used by other people who may encounter the space at a future time.
 - They can still use the graphic organizer to collect information on ways to use the space, but the pamphlet should also include the history of the PLAYce and how it came to be repurposed. They may add before and after pictures as appropriate.
5. **Wrap-up** (10-15 minutes)
- Allow students to present their collages/pamphlets for alternate uses of the space.



Graphic Organizer to Use for Brainstorming *(print front and back)*

<i>Item</i>	<i>Intended Use</i>	<i>New Way to Use It</i>	<i>Notes/Drawing</i>
Example: Benches	Sitting	Table space for drawing	(Drawing of students using bench as a table)



Graphic Organizer to Use for Brainstorming *(print front and back)*

<i>Item</i>	<i>Intended Use</i>	<i>New Way to Use It</i>	<i>Notes/Drawing</i>