City of Richmond

Report to Committee

To Parks, Rec and Cultwe - Mar 27, 2007

To:	Parks, Recreation and Cultural Services Committee	**Date:**	March 13, 2007
From:	Dave Semple Director of Parks and Public Works Operations	**File:**	06-2345-20-MNOR1/Vol 01
Re:	**Garden City Community Park - Play Environment Concept Plan**		

Staff Recommendation

That the concept plan for the Garden City Community Park – Play Environment be approved.

Dave Semple
Director of Parks and Public Works Operations

Att. 2

FOR ORIGINATING DEPARTMENT USE ONLY					
ROUTED TO:	**CONCURRENCE**		**CONCURRENCE OF GENERAL MANAGER**		
Community Recreation	Y ☑ N ☐				
REVIEWED BY TAG	YES ☑ DW	NO ☐	**REVIEWED BY CAO**	YES ☑	NO ☐

2087557

Staff Report

Origin

The Garden City Play Environment has long been identified as a key component of the Garden City Community Park master plan, which was approved by City Council in 1998. Conceptual planning for the play environment, which was approved to begin in the fall of 2006, is now complete (see attachment 1) and the consultants are ready to proceed to the detailed design stage. The purpose of this report is to bring the concept plan forward for approval by City Council, so that the design may be used as the basis for construction documentation, and the work scheduled to begin in June 2007.

Analysis

Garden City Community Park is the southeast "jewel" of the City Centre's necklace of parks, that will also include Minoru Park, the Olympic Oval site, the waterfront along the Middle Arm, and potentially the Garden City lands. This park will provide essential recreational and open space opportunities to a rapidly growing population living within Richmond's City Centre.

A Project Committee comprised of City staff and community and local school P.A.C. representatives was formed to work with the consultant team of landscape architects (space2place design inc.) and play specialists (POD Design) to undertake the design of the play environment. This committee has met on a regular basis since October 2006, and its work program has included extensive consultation with children, staff, parents from Anderson School, Cook, and General Currie School in workshops held in the classroom, and display settings within the schools, and with residents of the City Centre at a Public Open House held at Richmond City Hall on January 25, 2007.

The vision for the play area is for it to provide children (and adults) with a rich diversity of creative play opportunities and learning experiences, and that it reinforces Garden City Community Park as a great place unto itself for community activities and celebration. The concept selected for refinement has been called the "Green Heart Discovery Park" (see attachment 1), which focuses on a play environment that is more natural in character, where play and social areas are integrated throughout the site, connected by meandering pathways and organized around a central common play area. Natural elements such as logs, sand, rocks, water, and plantings will offer opportunities for discovery, mystery and adventure, while other play structures will be selected to provide unique and lasting play value.

The Park Committee; Anderson, General Currie, and Cook School communities; and other City staff members have all enthusiastically embraced this approach to the design of the site. Choices have been made so that the play environment will:

- encourage children to connect and interact with nature and the outdoor world;
- provide places to learn;
- stimulate the senses;
- offer creative and social play opportunities;

- provide physical challenges;
- contain settings for gathering, socializing, and performing; and
- be inclusive of all age groups

Implementation of this design plan will represent a bold departure from conventional playground development, and will result in a playground that will be unique within Richmond, and perhaps the surrounding region.

Financial Impact

The approved 2006 and 2007 Parks Capital Programs together include $1,000,000.00 for the construction of this play environment project.

Conclusion

The conceptual design process for the Garden City Community Park - Play Environment has concluded after a very successful collaborative effort amongst City Centre community and school representatives, City staff, and the consultants (see attachment 2). The plan is largely a result of direct input received from the school children of three City Centre based schools, and City Centre residents, and will provide for an exciting mixture of natural and traditional play features.

Approval of the concept plan prepared by the project team will ensure that construction can begin as scheduled in June 2007.

Clarence Sihoe
Park Planner
(3311)

CS2:cs2


6 CONCEPT PLAN
EXISTING FOREST
MOUND
LAWN
BOULDERS
ENTRY PLANTING
0-5 PLAY AREA
WASHROOM
SEATING
WATER SOURCE
PLANTING MAZE
WATER CHANNEL
SKATE LEDGE
BOULDERS
ROPE BRIDGE
LAWN
ARBORETUM
OUTDOOR CLASSROOM
RUBBERIZED CLIMBING SLOPE
6-10 PLAY AREA
HILL SLIDE
BRIDGE
TERRACES
MOUND
LAWN
EXISTING UTILITY KIOSK
MOUND
MOUND
LAWN
BRIDGE
EXISTING VEGETATION
POND
GARDEN CITY PARK
PLAY ENVIRONMENT
RICHMOND BRITISH COLUMBIA
City of Richmond
space 2 place
SCALE 1:150
January 2007

IT BEGAN WITH AN IDEA...

"THE MOST EFFECTIVE KIND OF EDUCATION IS THAT A CHILD SHOULD PLAY AMONGST LOVELY THINGS."

PLATO

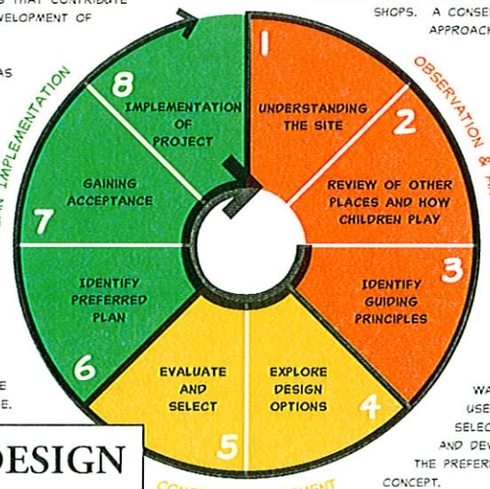
OVER THE YEARS, THE DESIGN OF PLAYGROUNDS HAS INCREASINGLY RESULTED IN ONE DIMENSIONAL PLAY VALUE FOR CHILDREN DUE TO AN OVERRIDING CONCERN FOR SAFETY. AS A RESULT, PLAYGROUNDS HAVE BECOME VERY GENERIC AND UNRELATED TO THEIR SURROUNDING CONTEXT. NEW PLAYGROUNDS ARE OFTEN PLACES WHERE CHILDREN BECOME BORED BECAUSE THEY ARE SIMILAR TO WHAT THEY HAVE SEEN TOO MANY TIMES BEFORE.

WHILE SAFETY IS AN IMPORTANT CONSIDERATION IN THE DESIGN OF PLAYGROUNDS, THE CITY OF RICHMOND HAS RECOGNIZED THAT CHILDREN'S PLAY ENVIRONMENTS HAVE THE POTENTIAL TO PROVIDE AN ARRAY OF EXPERIENCES THAT CONTRIBUTE TO THE LEARNING AND DEVELOPMENT OF CHILDREN.

THE CITY OF RICHMOND HAS ENGAGED CHILDREN IN AN INCLUSIVE **DESIGN PROCESS** TO DETERMINE WHAT CHILDREN WANT, HOW THEY WOULD LIKE TO PLAY, AND WHAT THIS PARK SHOULD LOOK LIKE.

THE DESIGN PROCESS USES INFORMATION LEARNED IN EACH PAHSE TO INFORM THE NEXT PHASE OF THE PROCESS. IT IS EVOLUTIONARY AND AS THE PROJECT MOVES ALONG THE NATURE OF THE DESIGN BEGINS TO EMERGE.

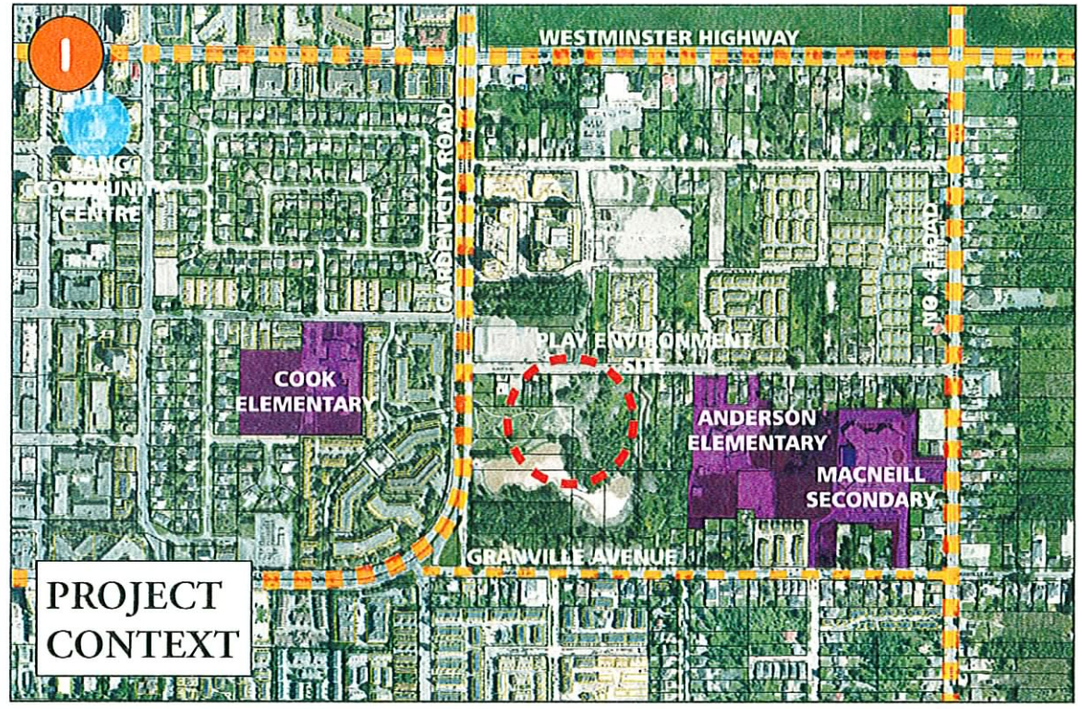
THE DESIGN PROCESS



THIS PROCESS STARTED WITH OBSERVATION AND ANALYSIS WHERE WE GAINED AN UNDERSTANDING OF WHAT IS POSSIBLE AND WHAT IS DESIRED. (1) WE ANALYZED THE PROPOSED SITE TO LOOK FOR THE OPPORTUNITIES AND CONSTRAINTS OF THE EXISTING NATURAL FEATURES AND BUILT ENVIRONMENT. (2) WE HELD A SERIES OF DESIGN WORKSHOPS TO OBSERVE AND LISTEN TO THE NEIGHBOURHOOD CHILDREN. THIS PROVIDED US WITH USEFUL INSIGHTS ON WHAT CHILDREN ARE INTERESTED IN AND HOW THEY PLAY. WE ALSO REVIEWED CASE STUDIES OF PLAY ENVIRONMENTS TO SEE WHAT WORKS IN OTHER PLACES. (3) GUIDING PRINCIPLES WERE DEVELOPED BASED ON THE FINDINGS TO INFORM THE REST OF THE PROCESS.

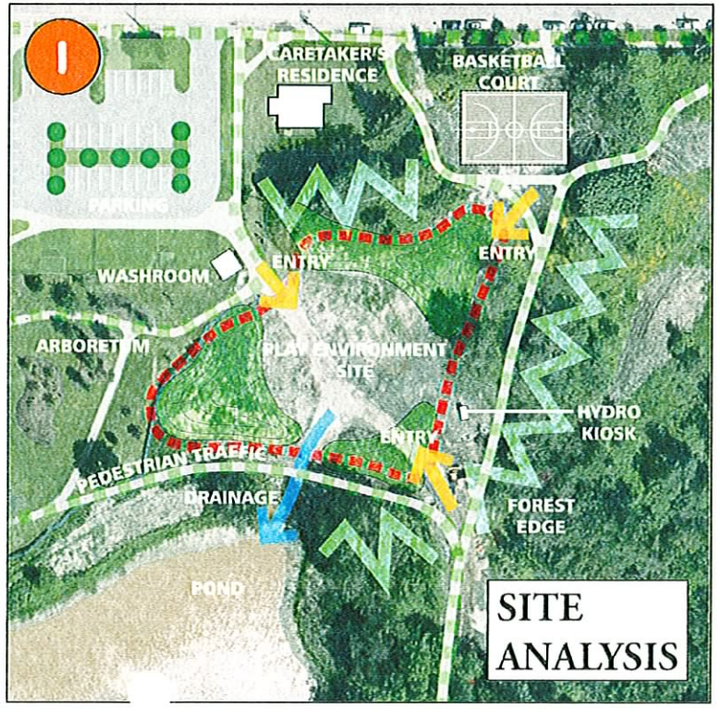
THE NEXT STEP OF THE PROCESS WAS CONCEPT DEVELOPMENT. (4) IN THIS PHASE, DESIGN SCENARIOS WERE EXPLORED TO SEE WHAT WORKS AND WHAT DOSEN'T. (5) THESE CONCEPTS WERE EVALUATED BY CITY STAFF, THE WORKING COMMITTEE, THE CONSULTANTS AND CHILDREN THAT PARTICIPATED IN THE WORKSHOPS. A CONSENSUS APPROACH WAS USED TO SELECT AND DEVELOP THE PREFERRED CONCEPT.

THE FINAL PHASE OF THE PROJECT IS THE PLAN IMPLEMENTATION. (6) THE PREFERRED DESIGN CONCEPT WAS DEVELOPED TO DETAIL THE CHARACTER OF THE PLACE. SPACES WERE CREATED FOR SPECIFIC ACTIVITIES AND ELEMENTS WERE IDENTIFIED. THIS WAS WHERE THE PROJECT TRULY BEGAN TO TAKE SHAPE AND THE END PROJECT WAS VISUALIZED. (7) THE PROJECT IS PRESENTED AT A PUBLIC OPEN HOUSE FOR FURTHER PUBLIC INPUT AND COMMENT. THE PROJECT WILL BE REVISED IN RESPONSE TO COMMENTS RECEIVED AT THE PUBLIC OPEN HOUSE AND PRESENTED BEFORE CITY COUNCIL FOR FINAL APPROVAL. (8) FOLLOWING FINAL APPROVAL FROM COUNCIL THE PROJECT WILL BE FURTHER DETAILED AND ANY DESIGN ISSUES RESOLVED. THE LAST PHASE OF THE PROJECT WILL BE ITS CONSTRUCTION, RESULTING IN A NEW PARK TARGETED FOR FALL 2007 COMPLETION.



PROJECT CONTEXT

THE RED AREA ILLUSTRATES THE FUTURE PARK SITE



SITE ANALYSIS

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

City of Richmond

space 2 place

January 2007

2 ENGAGING CHILDREN

KINDERGARTEN WORKSHOP

NEARLY HALF OF KINDERGARTEN STUDENTS USED RAINBOWS, STEPPING STONES THROUGH RIVERS, AND PONDS IN THEIR PARK DESIGN.

GRADE 4+5 WORKSHOP

HALF OF THE CHILDREN INCORPORATED DUCK PONDS, WATER, ORGANIC FORMS, PATHWAYS, AND FOG INTO THEIR PARKS.

GRADE 7 WORKSHOP

UNIQUE TO THIS GROUP WAS THEIR DESIGN OF SOCIAL ELEMENTS. THEIR PARKS HAD PUBLIC ART, PLACES FOR TEENAGERS TO HANG OUT, AND AN OVERARCHING "PEACEFUL" PHILOSOPHY.

INDIVIDUAL ILLUSTRATIONS

ALMOST ALL CHILDREN REPRESENTED TREES IN THEIR WORK. GRASS, SUN/CLOUDS, FLOWERS, AND PONDS WERE REPRESENTED IN OVER HALF OF PARK ILLUSTRATIONS.

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

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space 4 place

January 2007

2 ENGAGING CHILDREN

A COLLABORATIVE DESIGN APPROACH WAS USED FOR THE GARDEN CITY PLAY ENVIRONMENT. WORKSHOPS, IN COMBINATION WITH WRITING AND DRAWING ASSIGNMENTS, ENABLED THE TEAM TO HAVE A CLEAR UNDERSTANDING OF THE SPECIFIC NEEDS AND CHARACTER FOR THE PROJECT. THE FINAL RESULTS ARE DOCUMENTED TO PROMOTE AWARENESS OF THE FINDINGS AMONG CHILD-CARE PROFESSIONALS AND DECISION MAKERS.

THIS APPROACH GIVES US A UNIQUE ABILITY TO CREATE AND INSPIRE CHANGE IN OUTDOOR PLAY SPACES, RESULTING IN SITE-SPECIFIC DESIGNS THAT FOSTER HEALTHY DEVELOPMENT OF CHILDREN AND STRONG CONNECTIONS TO THE OUTDOOR WORLD.

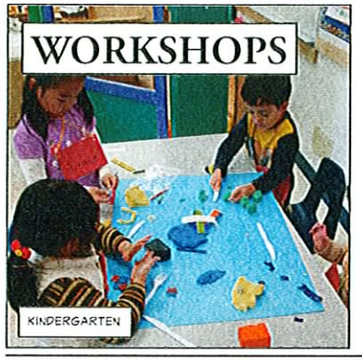
THE PURPOSE OF THE WORKSHOP WAS TO GAIN A SENSE OF THE INTERESTS AND ACTIVITIES OF THE PARK USER GROUPS. TO BEGIN THE WORKSHOP, SPACE2PLACE INTRODUCED A SERIES OF IMAGES OF PLAY SPACE ELEMENTS TO SPARK DISCUSSION AND THE CHILDREN'S INTEREST. FOLLOWING THE SLIDE SHOW, THE CHILDREN WORKED IN SMALL GROUPS TO DESIGN THEIR OWN GARDEN CITY PARK WITH PLASTICINE. EACH GROUP HAD AN OPPORTUNITY TO PRESENT THEIR IDEAS TO THE LARGER GROUP AND AT THE END OF THE PRESENTATIONS EACH CHILD VOTED ON THEIR FAVOURITE DESIGN ELEMENT.

CASE STUDY

THE NATURE PLAYGROUND IN VALBYPARKEN
COPENHAGEN, DENMARK
COMPLETED: 2001

CHARACTER IS CREATED BY THE USE OF LOCAL NATURAL MATERIALS AND BY REUSING NATURAL MATERIALS AND FEATURES FOUND ON SITE. THE DESIGNER USES PLAY PROPS FORMED FROM ORGANIC ELEMENTS TO CREATE OBJECTS TO HOP ON, CLIMB, ROLL DOWN, WALK ALONG, BALANCE ON, OR ANYTHING ELSE A CHILD MIGHT TRY. THIS OPEN-ENDED APPROACH TO DESIGN ALLOWS CHILDREN TO CREATE AND APPLY IDEAS OF THEIR OWN, MAKING ENDLESS OPPORTUNITIES FOR ALL TYPES OF PLAY.

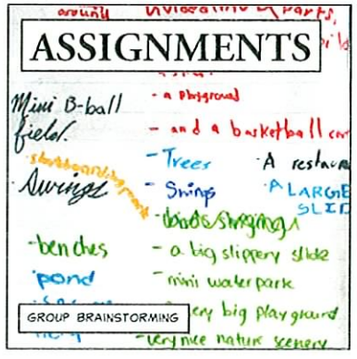
WORKSHOPS


KINDERGARTEN

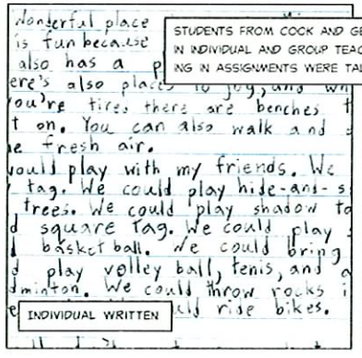

GRADE 4+5


GRADE 7

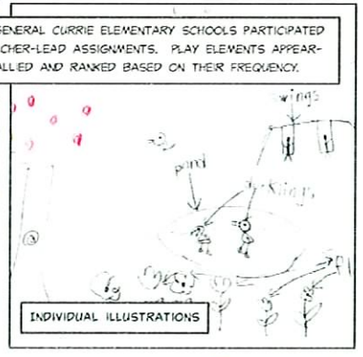
ASSIGNMENTS



GROUP BRAINSTORMING


INDIVIDUAL WRITTEN

STUDENTS FROM COCK AND GENERAL CURRIE ELEMENTARY SCHOOLS PARTICIPATED IN INDIVIDUAL AND GROUP TEACHER-LEAD ASSIGNMENTS. PLAY ELEMENTS APPEARING IN ASSIGNMENTS WERE TALLED AND RANKED BASED ON THEIR FREQUENCY.


INDIVIDUAL ILLUSTRATIONS

KEY FINDINGS

WORKSHOP FINDINGS:

A CONTENT ANALYSIS OF EACH ELEMENT IN THE CHILDREN'S PARK DESIGN GIVES US AN IDEA OF THE CHILDREN'S INTERESTS AND ACTIVITIES. EACH DESIGN ELEMENT WAS LISTED ACCORDING TO THEIR GRADE. LOOKING AT THE LIST, THREE COMMON ELEMENTS EMERGED:

1 **VEGETATION OR MALLEABLE MATERIAL**

2 **BUILT STRUCTURE OR EQUIPMENT**

3 **EXPERIENTIAL QUALITIES UNIQUE TO THE OUTDOORS**

PREFERRED ELEMENTS BY AGE:

ALL AGE GROUPS
ANIMALS, BIRDS, FLOWERS, FOOD, NATURE, SAND, SLIDES, SUN / CLOUDS, SWINGS, TREES, WATER, (POND / PLAY)

AGES 4 - 5
ADVENTURE, EXCITEMENT, IMAGINATION, PLACES TO HIDE (HOUSES), SAND BOXES

AGES 6 - 10
BRIDGES, CLIMBING (ROCKS, MONKEY BARS), CONTESTS, SLIDING POLE, SPORTS, TAG

AGES 11 AND OVER
BIKING TRAILS / PATHS, FRIENDS, NATURE, SPORTS, SPACE (GRASS), STREAMS / MOVING WATER

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

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2 RECOMMENDATIONS

CONCLUSIONS:

THE MAJORITY OF CHILDREN IN ALL THREE GROUPS WANT TO HAVE ELEMENTS SUCH AS WATER, TREE HOUSES, OR MAZES. THE KEY DIFFERENCES BETWEEN THE THREE AGE GROUPS ARE THE PROVISION OF SOCIAL SPACES FOR THE GRADE SEVENS, CHALLENGING FORMS FOR ACTIVE MOVEMENTS OF THE GRADE FOURS AND FIVES, AND ATTENTION TO SMALLER DETAILS FOR THE KINDERGARTEN CLASS. THE CREATIVE AND INNOVATIVE ELEMENTS DESIGNED BY THE CHILDREN IN THIS WORKSHOP SHOULD PROVIDE INSPIRATION TO PUSH THE ' ' DESIGN BEYOND THE STANDARD APPROACH.

THE FOLLOWING RECOMMENDATIONS ARE BASED ON THE CONCLUSIONS WE HAVE DRAWN FROM THE SYNTHESIS OF OUR RESEARCH.

- THE PLAY ENVIRONMENT SHOULD PROVIDE EXPERIENTIAL QUALITIES THAT ARE UNIQUE TO THE OUTDOORS.
- THE PLAY ENVIRONMENT SHOULD BE AN INTEGRATED PLAY EXPERIENCE FOR ALL OF THE USER GROUPS.
- AVOID OBVIOUS THEMES AND EXPENSIVE STANDARDIZED EQUIPMENT.
- PRESENTING OPPORTUNITIES FOR SAFE RISK TAKING IS CRITICAL FOR ALL AGES.

3 GUIDING PRINCIPLES

BASED ON THE FINDINGS FROM THE CHILD PROJECT: OUTSIDE CRITERIA STUDY AT THE UNIVERSITY OF BRITISH COLUMBIA, THERE ARE SEVEN PHYSICAL CONDITIONS (KNOWN AS THE 7 CS) PRESENT IN SUCCESSFUL PLAY SPACES.

THE DESIGN OF THE PLAY ENVIRONMENT AT GARDEN CITY PARK WILL ADDRESS THE 7 CS TO CREATE A SUCCESSFUL AND ENRICHING PLAY EXPERIENCE.

THE SEVEN CS

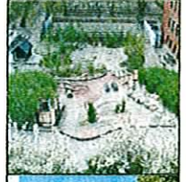
CHARACTER REFERS TO THE FEEL AND 'PERSONALITY' OF A PLACE, AND IT'S WHAT SHINES THROUGH AS THE DESIGN INTENT OF THE PLAY AREA.

CONTEXT REFERS TO THE FEATURES OF A PLAY ENVIRONMENT AND ITS CONNECTIONS TO THE LARGER WORLD AROUND IT.

CONNECTIVITY REFERS TO THE INTERRELATION OF PHYSICAL, VISUAL AND COGNITIVE CONNECTIVITY.

CHANGE REFERS TO TRANSFORMATION IN THE PLAY SPACE. CHANGE ALSO MEANS INCORPORATING MATERIALS THAT CHILDREN CAN MANIPULATE OR MODIFY.

CHANCE COMES FROM A SENSE OF MYSTERY THAT ENCOURAGES SPONTANEOUS EXPLORATION AND ACCIDENTAL DISCOVERY.



CLARITY DESCRIBES THE PHYSICAL LEGIBILITY AND PERCEPTUAL IMAGEABILITY OF A PLAY SPACE.

CHALLENGE DESCRIBES PHYSICAL AND COGNITIVE ENCOUNTERS THAT REQUIRE CHILDREN TO TEST THEIR ABILITIES.

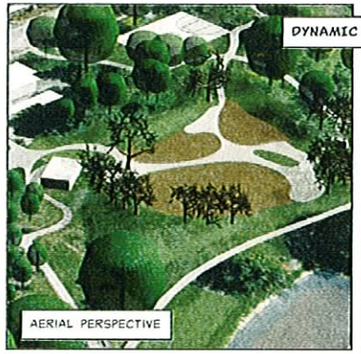
4 EXPLORE DESIGN OPTIONS

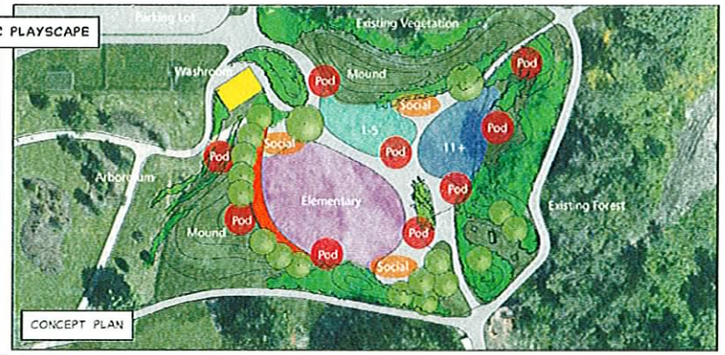
TWO CONCEPTS WERE DESIGNED TO ILLUSTRATE HOW THE KEY FINDINGS FROM STUDENT INPUT PROCESSES AND GUIDING PRINCIPLES COULD BE APPLIED TO THE SITE IN DIFFERENT WAYS.

BOTH CONCEPTS ADRESSED THE CHALLENGE OF CREATING A UNIQUE AND EXCITING PLACE FOR CHILDREN TO EXPERIENCE A WIDE RANGE OF PLAY OPPORTUNITIES. BOTH OPTIONS ALSO INCORPORATED THE KEY ELEMENTS REQUIRED IN QUALITY PLACES FOR PLAY, AS IDENTIFIED BY STUDENTS.

BOTH CONCEPTS OFFER:

- CONNECTION AND INTERACTION WITH NATURE (OBSERVATION OF NATURAL SYSTEMS, WIND, WATER, PLANTS).
- PLACES TO LEARN.
- STIMULATION FOR THE SENSES.
- PHYSICAL CHALLENGE, CLIMBING STRUCTURES.
- CREATIVE PLAY.
- ENTRY FEATURES.
- CREATION OF A SPECIAL PLACE, A PLACE OF PERSONAL SIGNIFICANCE, A COMMUNITY LANDMARK.
- ENVIRONMENTS TO SOCIALIZE, PLACE FOR PARENTS AND GRANDPARENTS TO MEET NEIGHBOURS / NEW PEOPLE.
- AGE AND CULTURALLY INCLUSIVE EXPERIENCES.
- GATHERING / PERFORMANCE SPACE, OUTDOOR CLASSROOM.
- ENTHUSIASM / EXCITEMENT, NEW EXPERIENCES.
- THREE DISTINCT PLAY AREAS PROVIDING CHALLENGES FOR DIFFERENT AGE GROUPS.

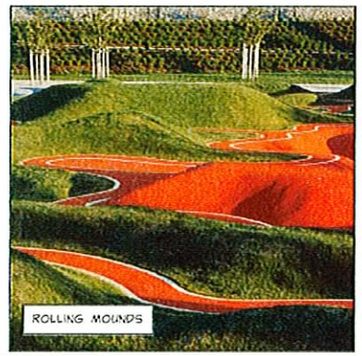


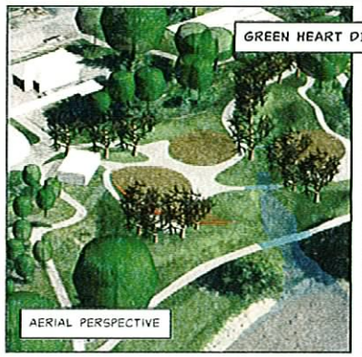


DYNAMIC PLAYSCAPE:

THIS OPTION PRESENTS A LARGE AREA OF OPEN SPACE WITH MORE PARK SPACE SPECIFICALLY DEVOTED TO DESIGNED PLAY AREAS AND BUILT STRUCTURES. THESE PLAY AREAS HAVE CLEARLY DEFINED EDGES AND PLAY OPPORTUNITIES ARE MOSTLY CHARACTERIZED BY TRADITIONAL PLAY EQUIPMENT.

ALL AREAS OF THE PARK ARE VISUALLY WELL-CONNECTED WITH SOCIAL GATHERING SPACES OCCURRING PRIMARILY AT THE EDGES OF THE LARGER PLAY SPACES. PLANTING IS INCORPORATED ALONG THE EDGES OF THE PLAY ENVIRONMENT.



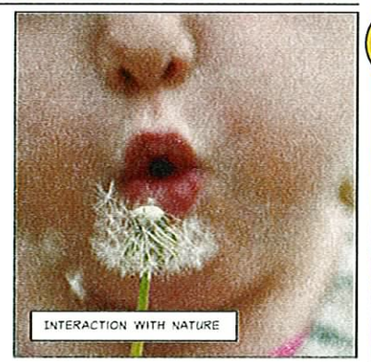


GREEN HEART DISCOVERY PARK:

THE GREEN HEART OPTION PRESENTS A MORE ORGANIC CHARACTER. WATER FROM THE LAKE IS BROUGHT INTO THE PARK AND BECOMES A LINKING ELEMENT. MORE TREES AND PLANTED AREAS ALSO EMPHASIZE A MORE NATURAL CHARACTER.

THREE DISTINCT PLAY AREAS ARE STILL PRESENT BUT THEIR EDGES ARE LOOSELY DEFINED AND THEY ARE NOT STRUCTURED BY TRADITIONAL PLAY EQUIPMENT. THE FEW PIECES OF EQUIPMENT THAT HAVE BEEN SELECTED ARE VERY HIGH QUALITY AND HAVE BEEN CAREFULLY SITED FOR MAXIMUM PLAY VALUE.

SOCIAL AND GATHERING SPACES APPEAR AT THE EDGES AND IN THE CENTER OF THE PARK AND ARE ASSOCIATED WITH WATER PLAY AND NATURAL PLANTINGS.



5 EVALUATE AND SELECT

THE PREFERRED OPTION, **GREEN HEART DISCOVERY PARK**, WILL INFORM A DESIGN THAT:

- CREATES A PLAY ENVIRONMENT THAT IS UNIQUE TO RICHMOND AS BOTH A LOCAL LANDMARK AND A REGIONAL PRECEDENT.
- IS A BOLD DEPARTURE FROM CONVENTIONAL PLAYGROUNDS.
- PROVIDES A WIDE RANGE OF OPPORTUNITIES FOR CHILDREN TO EXPLORE THE WORLD AROUND THEM.
- IS UNIFIED BY A CENTRAL WATER FEATURE THAT ENCOUAGES HANDS-ON CREATIVE PLAY AND PROMOTES CONGITIVE AND PHYSICAL DEVELOPMENT.
- PROVIDES PLAY ELEMENTS THAT OFFER CHALLENGE AND OPEN-ENDED FUN FOR CHILDREN OF ALL AGES.
- CREATES A GATHERING SPACE FOR THE COMMUNITY TO MINGLE.

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

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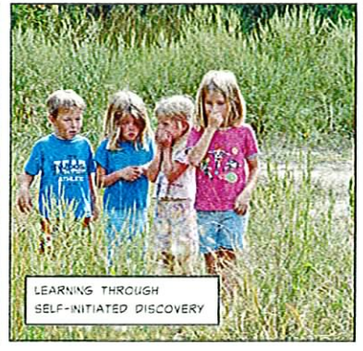
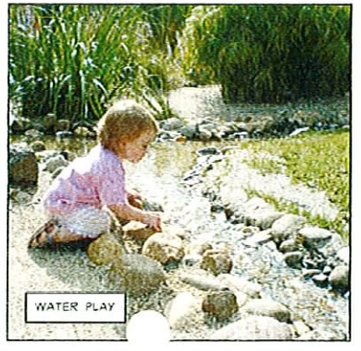
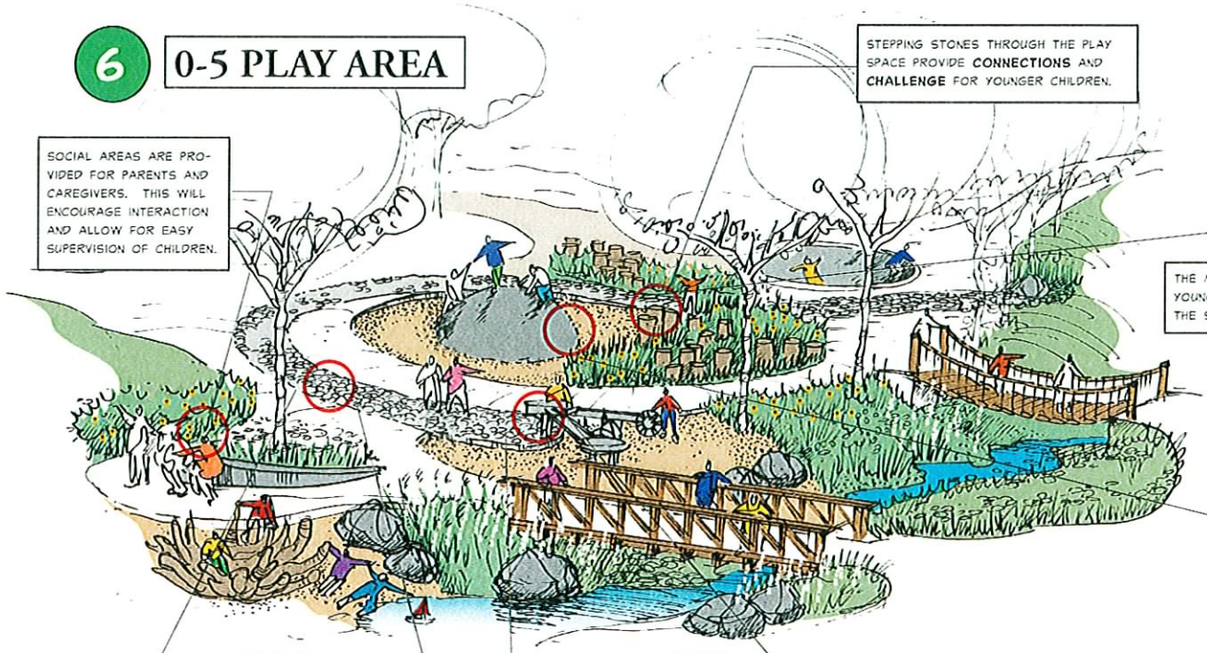




6 0-5 PLAY AREA

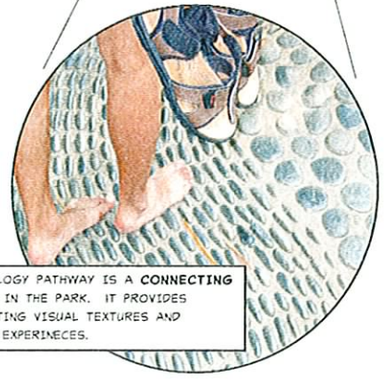
SOCIAL AREAS ARE PROVIDED FOR PARENTS AND CAREGIVERS. THIS WILL ENCOURAGE INTERACTION AND ALLOW FOR EASY SUPERVISION OF CHILDREN.

STEPPING STONES THROUGH THE PLAY SPACE PROVIDE **CONNECTIONS** AND **CHALLENGE** FOR YOUNGER CHILDREN.

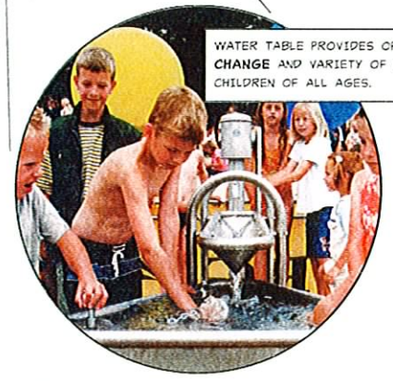


THE MOUNTAIN PROVIDES **CHALLENGE** FOR YOUNG CHILDREN AND THE **CHARACTER** OF THE SURFACE CHANGES WITH THE LIGHT.

THE OUTDOOR CLASSROOM PROVIDES AN AREA FOR LEARNING AND INFORMAL PERFORMANCES IN THE PARK. THE SPACE ALSO FITS INTO THE **CONTEXT** OF THE LARGER PARK.



REFLEXOLOGY PATHWAY IS A **CONNECTING** ELEMENT IN THE PARK. IT PROVIDES INTERESTING VISUAL TEXTURES AND TACTILE EXPERIENCES.



WATER TABLE PROVIDES OPPORTUNITIES FOR **CHANGE** AND VARIETY OF EXPERIENCES FOR CHILDREN OF ALL AGES.

OUTDOOR CLASSROOM

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

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GARDEN CITY PARK
PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

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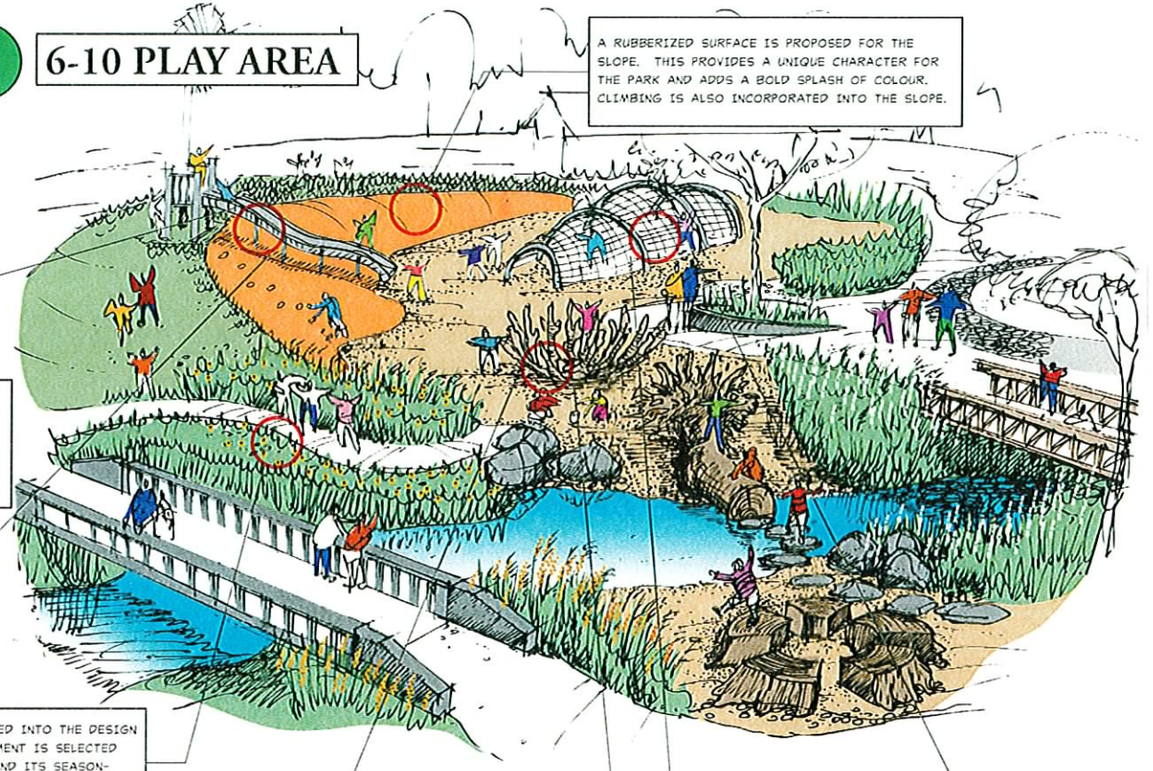
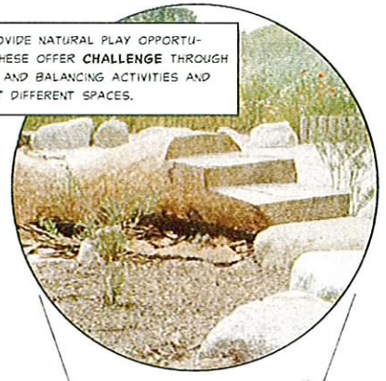
January 2007

6 6-10 PLAY AREA

A RUBBERIZED SURFACE IS PROPOSED FOR THE SLOPE. THIS PROVIDES A UNIQUE CHARACTER FOR THE PARK AND ADDS A BOLD SPLASH OF COLOUR. CLIMBING IS ALSO INCORPORATED INTO THE SLOPE.



LOGS PROVIDE NATURAL PLAY OPPORTUNITES. THESE OFFER **CHALLENGE** THROUGH CLIMBING AND BALANCING ACTIVITIES AND **CONNECT** DIFFERENT SPACES.



THE HILLSLIDE IS A CENTRAL FEATURE OF THE PLAY ENVIRONMENT. THE TOP OF THE SLIDE PROVIDES A VANTAGE POINT FOR THE WHOLE PARK AND REINFORCES THE PLAYFUL **CHARACTER** OF THE PARK.

PLANTING INCORPORATED INTO THE DESIGN OF THE PLAY ENVIRONMENT IS SELECTED FOR ITS PLAY VALUE AND ITS SEASONAL **CHARACTER**, EMPHASIZING **CHANGE** THROUGHOUT THE YEAR

NATURAL PLAY

LOG FINGERS ARE A NATURAL CLIMBING FEATURE PROVIDING A UNIQUE **CHALLENGE** AND **CHARACTER** TO THE PARK.

THE ZEPPELIN PROVIDES A CREATIVE PLAY ELEMENT THAT CAN ALSO BE USED AS A DEN OR INFORMAL PERFOMANCE AREA.

6 PARK ENTRY

THE ENTRY FEATURE AND PATHWAYS THROUGHOUT THE PARK CONTRIBUTE TO THE **CLARITY** OF THE SPACE AND ADD **CHARACTER.**

A GRIND LEDGE FOR SKATEBOARDING IS PROPOSED NEXT TO THE 11+ AREA. THIS PROVIDES **CHALLENGE** FOR OLDER CHILDREN.

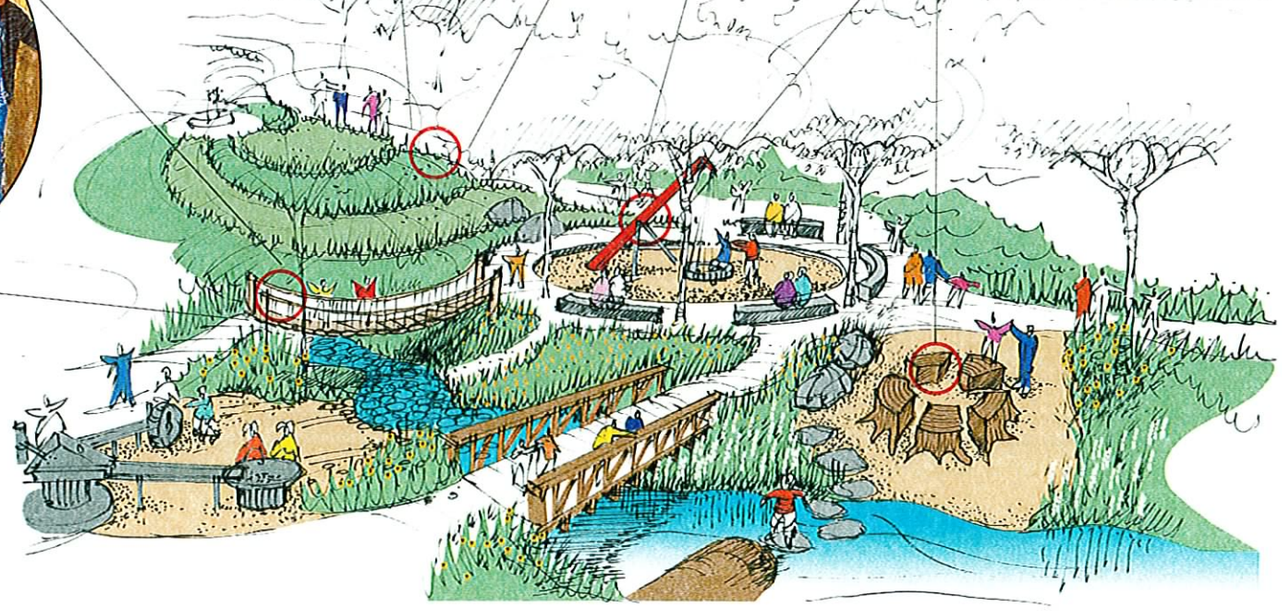
A LARGE TIRE SWING IS PROPOSED AS A FUN CENTRAL FEATURE IN THE 11+ AREA. THIS IS TALL AND PROVIDES **CHALLENGE.** THERE ARE **SOCIAL** AREAS AROUND THE SWING TO CHEER PEOPLE ON.

THE PLANTINGS THROUGHOUT THE PARK ARE PLANTED IN LARGE MASSES WITH SMALL PATHS BETWEEN THE BEDS. THIS PROVIDES A MAZE-LIKE EXPERIENCE, CREATING OPPORTUNITIES FOR MYSTERY AND **CHANCE.**

A BRIDGE IS PROPOSED AS A PLAY STRUCTURE CROSSING THE CENTRAL CHANNEL. THIS **CONNECTS** TWO SIDES OF THE PLAY SPACE.

11+ PLAY AREA

A LARGE STUMP WILL PROVIDE A NATURAL REFUGE AND PLAY FEATURE TO CLIMB ON AND THROUGH.



GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

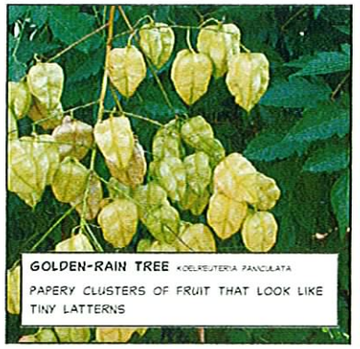
City of Richmond

space 4 place

January 2007

DAISY FLEABANE ERIGERON KARVINSKIANUS

A PLETHORA OF TINY FLOWERS THAT CAN BE USED IN CRAFTS



GOLDEN-RAIN TREE KOELREUTERIA PANICULATA

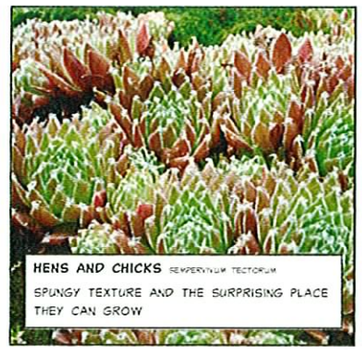
PAPERY CLUSTERS OF FRUIT THAT LOOK LIKE TINY LATTERNS

BLACK-EYED SUSAN RUDBECKIA FULGIDA

HARDY FLOWERS ON LONG STEMS, GOOD FOR WANDS

COMMON SUNFLOWER HELIANTHUS ANNUS

USE AS PLAYHOUSE AND GENERAL OBSERVATION

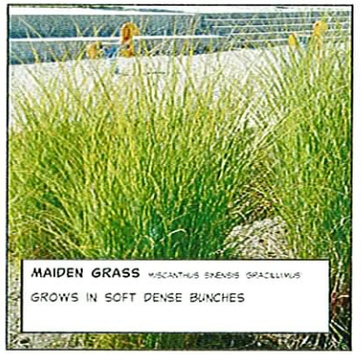


HENS AND CHICKS SEMPERVIVUM TECTORUM

SPUNGY TEXTURE AND THE SURPRISING PLACE THEY CAN GROW

LAMB'S EAR STACHYS BYZANTINA

EXTREMELY SOFT LEAVES



MAIDEN GRASS MISCANTHUS SINENSIS 'GRACILLIMUS'

GROWS IN SOFT DENSE BUNCHES

IDAHO BLUE FESCUE FESTUCA IDAHOENSIS 'SISKIYOU BLUE'

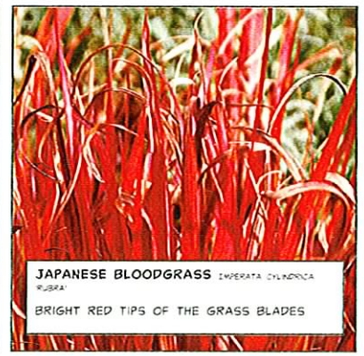
SILVERY-BLUE FOLIAGE AND TEXTURE AND GROWS LIKE TUFTS OF HAIR

FOUNTAIN GRASS PENNISETUM ORIENTALE

FLAMBOYANT PLUMES

MEXICAN FEATHER GRASS NASSELLA TENUISSIMA

EXTREMELY SOFT, FLUFFY PLUMES

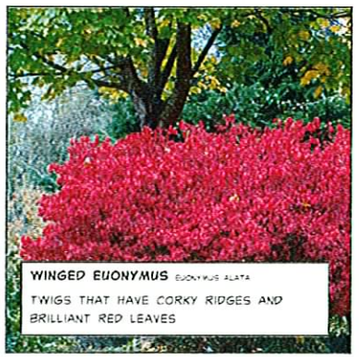


JAPANESE BLOODGRASS IMPERATA CYLINDRICA 'RUBRA'

BRIGHT RED TIPS OF THE GRASS BLADES

FEATHER REED GRASS CALAMAGROSTIS ACUTIFLORA 'KARL FOERSTER'

FLAMBOYANT PLUMES



WINGED EUONYMUS EUONYMUS ALATA

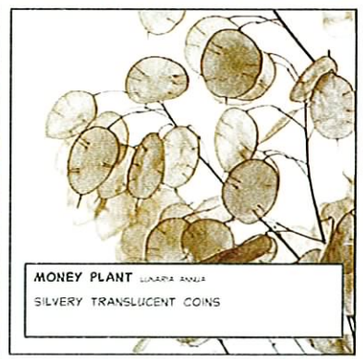
TWIGS THAT HAVE CORKY RIDGES AND BRILLIANT RED LEAVES

COMMON SNOWBERRY SYMPHORICARPOS ALBUS

WHITE FRUIT THAT WHEN STOMPED UPON MAKES A SNAPPING NOISE

PUSSY WILLOW SALIX DISCOLOR

SOFT CATKINS



MONEY PLANT LUNARIA ANNUA

SILVERY TRANSLUCENT COINS

AMERICAN SWEETGUM LIQUIDAMBAR STYRACIFLUA

FRUIT BALLS THAT RESEMBLE TINY MEDIEVAL WEAPONRY (CAN BE PRICKLY)

RED MAPLE ACER RUBRUM

RED WINGED SEEDS AND TWIGS

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

City of Richmond

space 4 place

January 2007

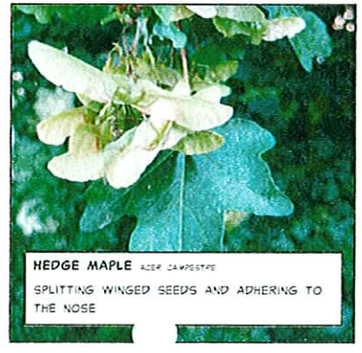
6

PLANT PALETTE

PLANT SPECIES ARE SELECTED FOR THEIR RECOGNISED PLAY VALUE BASED ON THE RESEARCH DOCUMENT ENTITLED **'7CS: AN INFORMATIONAL GUIDE TO YOUNG CHILDREN'S OUTDOOR PLAY SPACES'** BY THE CHILD PROJECT AT UBC.

GREEN ASH FRAXINUS PENNSYLVANICA

WINGED SEEDS THAT GROW IN A POM-POM FORMATION



HEDGE MAPLE ACER CAMPESTRE

SPLITTING WINGED SEEDS AND ADHERING TO THE NOSE

SWORD FERN POLYSTICHUM MUNITUM

PALM-LIKE FRONDS

GARDEN CITY PLAY ENVIRONMENT

City of Richmond

Design Summary Report

March 2007

space 2 place

Garden City Park Play Environment - Design Summary Report

Table of contents

Prepared by:
space2place design inc.
website:
www.space2place.com

Consultant: POD design

1.0 Introduction

This design summary report brings together information from all areas of the design process from including all aspects of the analysis report and documents the design process up to the development of construction drawings. This report describes how the information from the analysis report has created a design for an innovative play environment for Richmond with a good knowledge of site conditions, guidelines for design of outdoor play environments and understanding the ideas and desires from local children.

This report also documents the public open house and meetings with the Committee and staff. Through research, analysis and exchange of ideas, the preferred design for Garden City Park Play Environment was developed.

2.0 Site Analysis

This site analysis describes an inventory and the opportunity and constraints of the proposed site for the design of a Children's Play Environment within Garden City Park. This section of analysis will describe the location of the proposed site and existing elements within and surrounding the site. Existing conditions and proposed developments within the park will be described, as well as the neighbourhood context, microclimates, existing vegetation, circulation, human made features, utilities and sensory aspects (i.e. views, noise, etc.). The information about the site will be used to inform the design of the play environment with a good knowledge of existing conditions to provide insight to issues regarding limitations and opportunities.

2.1 Context

Neighbourhood Context

The proposed site is located on the north side of Garden City Park which is adjacent to Anderson Elementary School and walking distance to Cook Elementary School. Garden City Road, Alberta Road and Granville Avenue form the west, north and south borders of Garden City Park. The Park has some existing single family houses on the periphery but typically the park is surrounded by multi family residential and new higher density towers are being developed. Garden City Park will serve the rapidly increasing local population as their "backyard".

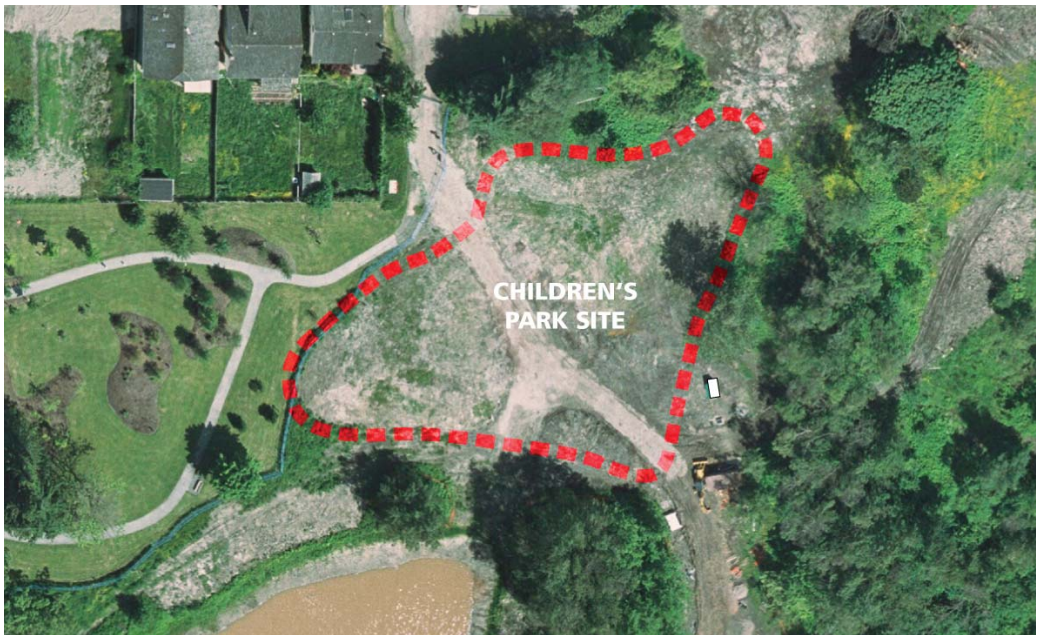
Context Continued

Site Context

The proposed site is adjacent to an arboretum to the west. A storm water collection swale to the east of the site connects to the storm water collection pond to the south. A walking path network through Garden City Park provides access to the other areas of the park and connects to Anderson Elementary and to the surrounding streets and sidewalks. City of Richmond staff have stated that Alberta Road to the north of the site will be closed at Garden City Road creating a short "greenway" from the parking lot entry to Garden City Road. The town homes currently under construction on the corner of Alberta and Garden City will be fronting the new greenway and the park.

2.2 Site Conditions

Proposed Site Location



The proposed site has existing walking paths to the west, east and south connecting to other areas of Garden City Park and Alberta Road to the North. Existing berms made from clean fill (silt and clay) provide a physical boundary to the north, east and west. The highest elevation of the berms are 3.72m. There is exiting gravel at the base of the berms creating a flat area in the centre of the berms. The top metre of soil under the gravel is new clean fill. The excavation for the new parking lot and caretakers residence to the north of the site uncovered peat up to a depth of 1.2 metres below finish grade.

Site Looking North

Site Conditions Continued

Site Looking East

Site Looking South

2.3 Opportunities & Constraints

Site development currently underway (parking, caretakers residence + basketball court)

Location of existing; arboretum, hydro kiosk, berms, treed edges of site and natural drainage flow to existing pond

A large (1.5m x 3m) power kiosk is located on the south east corner of the proposed site. Underground power lines lead from the kiosk north to Alberta Road and south to the pond to power the fountains. The site has a naturalized treed edge on the north consisting of Western Redcedar, Douglas Fir and some birch trees. Mostly deciduous trees such as Cottonwood and birch make up a treed edge on the eastern side of the site. The arboretum a collection of various young trees (10-25 years) in irrigated lawn to the west of the site. It is possible to connect to this existing irrigation system.

The surface drainage pattern for the existing site drains to the pond to the south providing an opportunity to use the natural drainage pattern for the proposed playground.

There is currently a parking lot being developed to the north west of the playground site. A basketball court to the north east of the site is also currently being developed. A caretaker's residence is being developed to the north and a washroom building is scheduled to be developed in 2007 adjacent to the site to the north west. The proposed washroom is the location for the water source for the playground. The additions to the park noted above and location adjacent to the proposed play environment will provide amenities for visitors and will likely encourage people to visit the park from places beyond the local community.

Opportunities & Constraints Continued

Existing views on to site from existing walking paths, and new town homes, residential towers, caretakers residence, parking lot and basketball court

Morning shade on eastern side of site from existing trees

Surveillance of the site is possible from most areas within the park and several vantage points outside the park. Views into the site exist from the walking paths surrounding the site and from homes across Alberta Road to the north. Views to the north are partially obstructed by the existing treed edge. The existing trees to the east cast morning shadows and shade on the south and east edges of site and provide a natural backdrop. There will be partial views on the site from the new basketball court and caretaker's residence from the north. Views from these locations can be enhanced by pruning some of the existing trees. Good views into the site will be possible from the new parking lot to the north west. There are currently no lights in the park. There is an opportunity to install lighting with an existing power source in the park.

Generally the site is open, with patchy grass, gravel and some shade in the south and east, allowing views to west to the arboretum, the naturalized eastern part of the park and the pond to the south.

There was some noise from the north that was audible due to construction of the parking lot and caretaker's residence and the larger residential tower across Alberta Road. When standing close to the pond the fountains can be heard.

2.4 Summary

The proposed site for the play environment is located on the north side of Garden City Park. This park is close to two elementary schools and the surrounding residential area that is developing rapidly. The park will play the important role of open space, natural area and gathering place for residents of the new, dense residential homes. The proposed play environment will serve the local community and adjacent Henry Anderson Elementary School.

The play environment site is built with fill and contains three berms in an open grass area. The site is situated within a natural setting with trees marking the edges to the north and east. The surface of the site drains to the existing storm water pond. The site can be easily connected to the existing walking path network and provide access to the adjacent Anderson School and local roads.

An new arboretum has been planted to the west of the site. It contains various trees planted in a large lawn area. The existing irrigation for the arboretum can be extended to serve the play environment. Washrooms are to be constructed in 2007 adjacent to the proposed site for play environment. The washrooms will be the location for the water source for the play environment. Power is available from the existing power kiosk located on the south east edge of the site.

This information will be used through the design process for the design of the Garden City Park Play Environment.

3.0 Research

Introduction

"We need to accept that it is natural and healthy for children of all ages to explore, to take risks, to seek out adventure and test boundaries. Perhaps most important of all, we need to revisit and revise our ideas of what a good childhood looks and feels like."

Tim Gill
Former Director of the Children's Play Council

All children need outdoor play environments that are imaginative, inspiring, and designed to cultivate their development through play. The unique qualities offered from the outdoor environment facilitate play and support a child's learning. Play environments should be designed to engage children with their natural surroundings, allow them to stimulate their senses, and be sources of surprise and delight.

Richmond's development of the Garden City Park Play Environment offers an ideal opportunity to create a play environment that meets the needs and interests of children and contributes to the overall identity of the community, an increasingly important issue as Richmond continues to grow.

The purpose of this report is to present leading research that will contribute to the design and development of an innovative play environment for Richmond. The report is divided into three sections. The first section outlines the 7C's, a research based design and analysis tool. The 7C's connect the physical conditions of the outdoor play environment with the developmental needs of children and helps to generate creative ideas about play spaces. This section is summarized with visual examples and brief descriptions of each of the 7C's.

The second section highlights seven case studies of parks and play environments from around the world that embody the philosophy of the 7C's. These inspiring examples of child-focused play environments serve as precedents for the Garden City Park Play Environment.

Finally, the sequential stages of childhood development are illuminated to aid in the understanding of the child's perspective, their changing needs as they grow, and the designers role in accommodating this evolution.

3.1 The 7C's Design Criteria

"…nature must be seen as an essential component of the experiential world of childhood, designed into every childhood habitat, providing daily immersion in nature, putting children in close touch with the biosphere. In the urban world we live in, implementation of this right can not be left to chance. It is a design imperative."

Susan Herrington
MLA, ASLA, Principle Investigator of Outside Criteria

The 7C's design criteria are based on findings from the Outside Criteria Study[1] at the University of British Columbia. The Outside Criteria Study is part of the Consortium for Health, Intervention, Learning and Development (CHILD), a multi-disciplinary study funded by the social Sciences and Humanities Research Council (SSHRC). The Outside Criteria's central research question asks how an outdoor play space can support a child's development, and to what extent do these developmental opportunities exist in Vancouver's Child Care Centres.

To explore this key question, the Outside Criteria Study used video taped observations of children at play, detailed field observations of play spaces, interviews and literature reviews. The result was the creation of the 7C's: character, context, connectivity, change, chance, clarity, and challenge. Each "C" is a necessary and interrelated element to be considered when designing a developmentally appropriate play space. The 7C's aid in the design of play spaces where children can manipulate their surroundings, create imaginary worlds, and test their abilities.

Until now, the 7C's have only been used to evaluate and design outdoor play spaces in child care centres. In this section, we illustrate how the 7C's are evident in various public parks, showing examples of enriched play spaces where children can engage with their natural surroundings and exert control over their environment.

[1]Professor Susan Herrington from the School of Architecture and Landscape Architecture at UBC is the Principal Investigator for the Outside Criteria Study. Contributions to the study have been made by previous graduate students, participating early educators, the City of Vancouver Social Planning Department, Westcoast Childcare Resource Centre, and many others.

1 Character refers to the feel and 'personality' of a place, and it's what shines through as the design intent of the play area. The character of the play environment can be expressed through materials, definition of subspaces, and patterns. The aim is to create a play space unique to its context, rather than depending on irrelevant themes. The use of themes or catalogue equipment can often result in play spaces that lack a sense of place.

Above and right: Sand boxes and swings are probably the two most commonly found play structures in parks almost anywhere in the world. These three images show how similar objects, designed to reflect the unique character of a place, can contribute to the overall feeling of a play space.

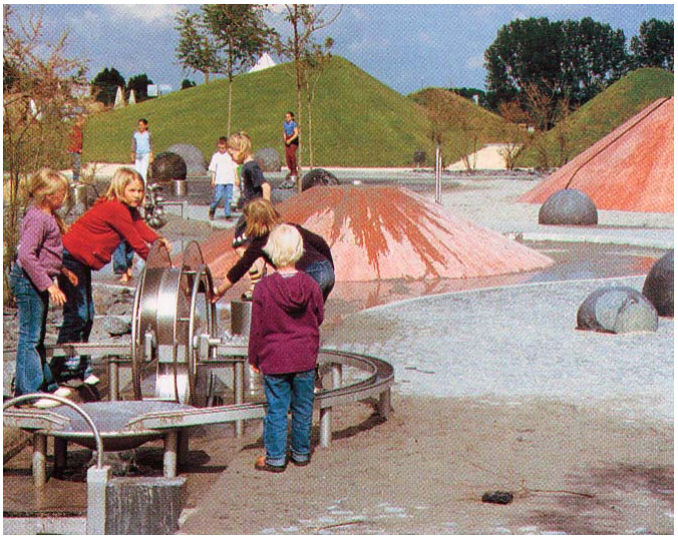
2 Context refers to the features of a play environment and its connections to the larger world around it. Context and character are closely related. By the designer understanding and designing according to the site context, a distinct character is created. The aim of this "C" is to relate the play space to its surrounding neighbourhood, consider carefully the amount of space for play, protect key views into and out of the site and create comfortable microclimates.

Right and far right: St. Andrews Park in North Vancouver demonstrates how a child's play environment can be connected to its surrounding context. The pathways lead children to the fence to look out into the neighbourhood. Children can clearly observe daily activities and events such as garbage trucks passing by or mail carriers walking along. The swale at one end of the play environment reveals larger site functions and drainage systems. The planted swale places the yard in a greater regional context and creates a distinctly West Coast

3 Connectivity refers to the interrelation of physical, visual, and cognitive connectivity. The aim is to create a hierarchy of pathways to orchestrate movement and encourage exploration and discovery. "A unified play environment creates a unified play experience" (Shaw, 1987) and increases the time a child spends engaged with the environment.

Right: A walkway or path can become a place for play for children. They can balance, hop from, jump over, run along the edges and step on stones. Given the open endedness of the path, children can interpret and imagine a range of different play scenarios.

4 Change refers to transformation in the play space. Transformation can happen structurally with the creation of different sized subspaces, or it can occur with the passing of time. Change also means incorporating materials that children can manipulate or modify. Giving children the opportunity to change their environment provokes imaginative responses and gives children a sense of control.



Right: This park incorporates sand and water into the design. These are two materials children can manipulate and change, and placing them in close proximity to each other increases their play value. Children love to integrate water into their sand play. This example also shows a change in scale of forms from the large grassy mounds in the background to the smaller hard surfaced mounds in the foreground.

Far Right: Water is a great way for children to experience change in a play environment.

5 Chance comes from a sense of mystery that encourages spontaneous exploration and accidental discovery. This promotes imagination, as well as spatial awareness and the development of perceptual and motor skills in children. It is necessary to understand the child's height and proportions in order to create a sense of mystery in the play environment.

Far right: Chance is about the surprises in a play environment. For example, discovering for the first time the soft texture of a plant or hearing the rustling sounds of tall grass in the breeze.

Right: In this example fog is created, adding a layer of mystery to the play environment.

6 Clarity describes the physical legibility and perceptual imageability of a play space. Designing for clarity balances promoting mystery and spontaneity without creating confusion. Some strategies include defining clear entries and exits and using materials that moderate the negative effects of noise pollution. Clarity impacts the minds of the users and helps children with cognitive mapping, memory and spatial awareness.

Right: The use of different materials on the ground plane helps define the different spaces in this play environment Each space is clearly defined with borders of rocks, vegetation, wood or by a change in the paving pattern.

7 Challenge describes physical and cognitive encounters that require children to test their abilities. Ideally, a play space will provide ranges of difficulty for diverse age groups. It is necessary to have a clear understanding of the stages of child development and scale in order to provide graduated challenges.

Above and right: These climber alternatives accommodate children of all ages, offer graduated challenge, and allow for many different routes of movement, increasing their play value. They are less prescriptive than most climbers found in parks.

3.2 Case Studies

"The place where children play is sort of a magic circle, outside, separate from the rest of the world; it has its own time, which cannot be measured by our clocks. Within this all is transformed and controlled by imagination, and a perfect world is possible."

Richard Dattner
AIA, Author of "Design for Play"

The following seven case studies are examples of play environments from around the world that have been designed to foster the development of children and incorporate the unique qualities of playing outdoors. These case studies embody the key principles of the 7C's and reveal what is possible when designers focus on the needs of the child.

1: The Nature Playground in Valbyparken

Landscape Architect: Helle Nebelong
Location: Copenhagen, Denmark
Size: 20,000 m^2 of reclaimed land within large public park
Type: supervised public playground
Completed: 2001
Construction: 4 years to construct, constructed by workers from the City of Copenhagen's unemployment training program
Budget: unknown

Description: The Nature Playground in Valbyparken is built on 20,000 square metres of reclaimed land that was once a garbage dump. The playground is separated from the rest of the park by a series of grassy mounds. These mounds are formed from the earth removed in the land reclamation process.[2] The playground is encircled by an elevated boardwalk that links together five different look-out towers. These towers were designed in collaboration with Helle Nebelong and students from the Design School of Denmark. The boardwalk is constructed from diseased elms that were cut down on site. The central area surrounded by the boardwalk is divided into smaller subspaces; a wildflower area; a village of woven willow huts with braided fences; and a sand area with tree trunk climbers, all connected by a hierarchy of pathways.

[2]The environmental authorities required that one metre of land be removed and replaced with clean top soil, however the contaminated soil had to remain and be treated on site.

Rationale: The design doesn't rely on themed play structures to create character and a sense of place. Instead, character is created by the use of local natural materials and by reusing natural materials and features found on site. The designer uses play props formed from organic elements to create objects to hop on, climb, roll down, walk along, balance on, or anything else a child might try. This open-ended approach to design allows children to create and apply ideas of their own, making endless opportunities for all types of play. This park also includes a range and scale of spaces, from wide-open fields to small willow dens, adding excitement and mystery into the play area.

2: Evergreen Square Play Landscape

Landscape Architect: Levitt Bernstein Landscape Architecture
Artist: Snug & Outdoors
Writer: Chris Meade
Location: London, England
Size: 22m x 22m
Type: public park square
Client: London Borough of Hackney and Circle 33 Housing Association
Completed: 2003
Budget: 250,000 pounds

Description: The play landscape at Evergreen Square is designed to accommodate play and recreation for a wide range of children's age groups. A series of rolling mounds and valleys covered with grass and rubber surfacing characterize the space. The largest mound (2m in height) has a slide, two other mounds are bridged together with an oak tree trunk, and five huge rocks form an area for climbing and sitting. During the design process, children worked with a local writer to create a poem for the park. This poem is etched into concrete benches set around the park and on the four park entrance gates. The different elements of the space are all connected together by a meandering blue path.

Rationale: The use of rolling hills and valleys in this play environment creates a dynamic play space that encourages children to play together and stretch their imaginations more. The design offers open-ended play opportunities for children of all ages and abilities. Furthermore, the inclusion of the neighbourhood children in the design process by having them create a poem about the park for the park, helps make this play environment memorable, unique, and deeply rooted in the community.

3: Carlton Gardens Playground

Landscape Architect: Taylor Cullity Lethlean
Location: Victoria, Australia
Type: historic public gardens
Completed: 2000
Client: the City of Melborne
Budget: $350,000 (AUS)

Description: Carlton Playground is an award winning contemporary play space design to refelect a traditional maze. A series of pre-cast concrete walled forms painted red on one side and black on the other, are dissected with paths, and punctured with holes. The walls encourage children to peek through, hide behind, run through, and a variety of other play experiences. The profile of the undulating walls follows the topography of the site and changes views throughout the play space.

Rationale: This play environment is well integrated into the existing park context. It's bold and simple design gives it a strong and memorable character, unique to this place. The play environment offers children opportunities for exploration and discovery through the effective use of a hierarchy of pathways connecting the various subspaces created by the walls. Children can move freely through out this space in a variety of ways and on a variety of pathways.

4: Kastanienplatz

Landscape Architect: Robin Winogrond
Location: Stuttgart, Germany
Size: 3600m2
Type: public park square
Completed: 2004
Budget: 480,000 EU

Description: Kastanienplatz is a public park square in a residential neighbourhood designed to accommodate all ages of children as well as the adults in the community. The park has three play zones, one for toddlers and infants, a second for preschoolers, and a third for school aged children. The play features of the park are a series of different walls. Each wall provides children with a different play opportunity. One wall is for hiding, one is for sand play, another one is for climbing, and the fourth wall is for active play. The whole park is tied together with two coloured pathways, connecting the different play zones and benches set throughout the park.

Rationale: This park thoughtfully integrates all park users from grandchild to grandparent. Play is designed into almost every element in the park, from the use of colour on the pathways, to the uniquely shaped benches under the trees. The unique play walls not only provide play for infants, toddlers and preschoolers but also support dramatic and make believe play for older children. As well, they give spatial definition to the park, creating subspaces within the larger environment.

5: Urban Wetland Educational Park At Walnut Creek

Location: Raleigh, North Carolina
Size: 59 Acres
Landscape Architect: Robin Moore
Architect: Frank Harmon
Type: public wetland park
Budget: $1.2 million USD

Description: This site contains extensive wetlands that are located near the downtown urban center and offer an opportunity for the public to easily explore and learn about the value and significance of wetlands for water quality and wildlife habitat. The budget for phase 1 included the construction of an educational centre, pathways and programmed areas such as learning gardens, a weather station and a children's project area.

Rationale: Rather than segregating a separate area for children in the park their influence is felt throughout the design. There is no classical play area in the park. Instead the park is programmed for children throughout the entire park. The project area is notable for its open endedness, allowing the children to make their own niches and dens from materials found in the park. This area is supervised and is used primarily on weekends and in the summer.

6: Children's Play Spaces in Community Gardens

Location: New York City
Architects: Katie Winter, Bill & Mary Buchen
Partners: Children's Environments Research Group
Type: public community gardens with play spaces
Size: varies

Description: The concept of these community gardens is to provide designated play space for children to have a unique play experience that traditional playgrounds don't offer. The biodiverse setting of the community garden offers a greater range of play options from digging dams to building forts and hideaways.

Rationale: The designs take advantage of existing conditions of the sites where the play areas are located. Furthermore, the designs allow for interaction and connectivity between adult activities and that of the children. Natural materials such as vegetation and malleable ground plane materials allow for children to sculpt the places and create dens, whereas adult designed elements such as sound sculptures, storage areas and fabric sails add a clarity and dynamism to the space.

7: City of Freiburg Play Grounds

Location: Freiburg, Germany
Designer: City of Freiburg, Parents, and Children
Type: public play ground
Size: varies
Budget: half the cost of traditional play ground
Completed: ongoing from 2004

Description: After review and consultation in 2004, the City of Freiburg decided to incrementally replace outdated play ground structures with more natural, free form elements to help cultivate a more rich play experience for the children of their city. They are characterized by hills with dips to collect water, plants which don't need much care or protection, natural elements like old tree trunks, rocks or bricks from torn down buildings, and any other found materials that have play value.

Rationale: The new play grounds in Freiburg invite children to create experiences of their own, experiences not controlled by adults or predefined by "helpful" supervising persons. In these places children learn to be creative and to construct things. They enable experiences about which children can tell stories and create their own narrative. Most importantly though, the City of Freiburg has found that the number of children playing in these new playgrounds has increased by an order of magnitude, and the cost of construction has reduced by half.

3.3 Stages of Child Development

"…the development of children's perceptual abilities may suffer when so much of their experience is through TV, computers, books, and media that require but two senses. The senses of smell, touch, and taste, as well as the sense of motion through space, are powerful modes of learning. Imagine holding a sage leaf, how simultaneously soft and leathery, how pungent a smell, how easily ripped. By contrast, looking at a picture of the small grayish leaf reveals little. And since little is revealed, little is perceived."

Mary Rivkin
Author of "The Great Outdoors: Restoring Children's Right to Play Outside"

When designing an environment for children, it is important to remember that all children, no matter their age, culture or individual temperament, have physical and psychological needs in common. These needs must be met if infants and children are to survive, thrive, and develop to their best potential (Allen & Marotz, 2000). The following describes a range of needs that relate directly to the physical environment.

Physical Needs:
- Children need rest and activity in balance

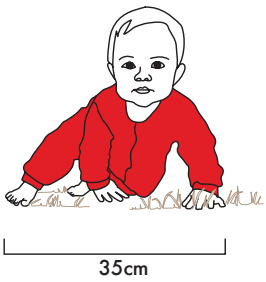
Psychological Needs:
- Security and trust in familiar surroundings
- Reciprocal exchanges, give and take interactions

Need to Learn:
- Play is essential to learning
- Access to developmentally appropriate experiences and play materials
- An appropriate "match" between a child's skill levels and the materials and experiences available to the child, enough newness to challenge but not so much that the child fells incapable or frustrated

Source: Allen, E.K, Marotz, L.R. (2000)

Developmental stages:
Typical child development implies that a child is growing, learning, changing and acquiring new skills characteristic of the majority of children of a similar age (Allen & Marotz, 2000). Development also implies an "integrated process by which children change in orderly ways in terms of size, neurological structure, and behavioural complexity" (Allen & Marotz, 2000). It is important to note that there are individual differences and variation between children at every developmental stage.

Child development and the environment:
A child's development is closely tied to their relationship to the physical environment. Child development is a continuous process or reciprocity between the child and their environment (Allen & Marotz, 2000). The following descriptions of ages and typical stages of development, focus on elements of a child's growth that may be considered in designing a developmentally appropriate environment.



infant crawling

Infants: 4 -12 months

4 - 8 Months

- Greater ability to use their bodies and manipulate the environment

Physical:
27.5 – 29 inches average length

- Head circumference increases approximately 3/8 inches per month until six-seven

Motor development:

- Uses finger and thumb to pick up objects
- Transfers objects from one hand to the other
- Grasps objects using entire hand
- Puts everything in their mouth
- Rolls over front to back to front
- Enjoys being placed in a standing position

Perceptual cognitive:

- Turns toward and locates familiar sounds
- Uses hand, mouth, and eyes in co-ordination to explore their environment
- Depth perception evident
- Object permanence, beginning to understand that objects continue to exist even when not seen

Personal social:
- Delights in observing surroundings
- Continuously watches people and activities
- Enjoys being held and cuddled
- Enjoys lying on back
- Likes rhythmic activity

What the physical environment can provide:
- Provide materials and textures for the infant to feel and manipulate
- Places to bounce, observe, and shady places to lie on their back
- Create an auditory environment with sounds for the infant to locate and recognize
- Design areas for hide and seek for the infants developing awareness of object permanence

8 -12 Months
- Getting ready for walking and talking
- Very social and manipulates small objects

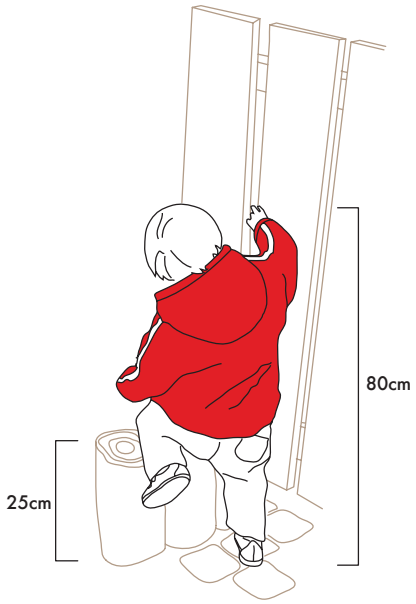
Physical:
- Average weight 21 pounds
- Arms and hands are more developed than feet and legs
- Can see objects 15-20 feet away

Motor Development:
- Beginning to pull self to standing
- Able to stand alone
- Good balance while sitting
- Creeps on hands and knees
- Crawls up and down stairs

Perceptual cognitive:
- Puts everything in their mouth
- Awareness of distant objects
- Shows sense of spatial relationships
- Understanding causality

Personal social:
- Wants parents or caregiver in constant sight
- Sociable, likes being included in daily activities
- Enjoys novel experiences and opportunities to examine new objects

What the physical environment can provide:
- Create ground plane areas close to parents or caregiver for learning to sit, crawl, stand and explore
- Provide materials to fill up and empty
- Create areas for hide and seek



toddler climbing

Toddlers: 12 - 36 months

They are full of energy enthusiasm, and curiosity and need to be able to move about on their own to explore and test their surroundings.

12 Months

Physical:
Average height, 32-35 inches (81.3-88.9 cm)
Average weight, 21-27 pounds (9.6 to 12.3 kg)

Motor:
- Crawls skillfully and quickly
- Stands alone
- Walks unassisted towards the end of this period
- Enjoys pulling or pushing toys

Perceptual cognitive:
- Enjoys object hiding activities
- Demonstrates understanding of functional relationships
- Tries to make mechanical objects work

Personal social:
- Plays alone for short periods
- Enjoys companionship of other children but does not play cooperatively
- Exceedingly curious about people and surroundings

What the physical environment can provide:
- Provide walks for children to stop frequently to look at rocks, plants or insects
- Toddlers typically enjoy walks with frequent stops to squat, examine and pick up objects.
- Allow for frequent water play.
- Create low places for climbing over, under, and on top of.

2 Years Old

At this age children have conflicting feelings of dependence and independence. They are determined and curious.

Physical:
26-32 pounds (11.8 to 14.5 kg)
Height 34-38 inches (86.3 to 96.5 cm)
- Posture more erect
- Abdomen muscles are not yet fully developed

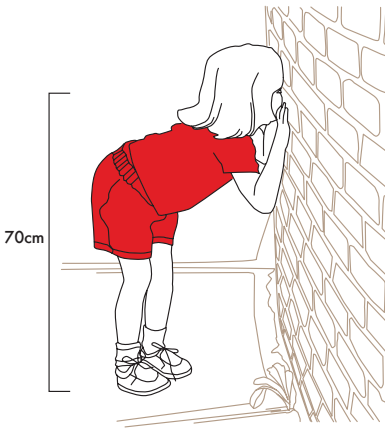
Motor:
- Able to manoeuvre around obstacles in their path
- Runs with confidence
- Climbs stairs unassisted
- Enjoys pouring and filling activities

Perceptual cognitive:
- Discovering cause and effect
- Eye-hand movements are better co-ordinated
- Beginning to use objects for purposes for other than intended

Language:
- Repeatedly asks "what's that"

Personal social:
- Impatient, finds it difficult to wait or take turns
- Ritualistic
- Likes to be around other children

What the physical environment can provide:
- Provide areas to explore and discover
- Offer manipulative materials
- Create paths for riding toys
- Provide balancing activities



preschooler peeking

Preschoolers: 3-5 years

3 Years Old
- Full of energy and engrossed in activities

Physical:
Average height 38-40 inches (96.5 to 101.6 cm)
30-38 pounds (13.6 – 17.2 kg)

Motor:
- Pedals a tricycle
- Abilities to catch and kick balls
- Enjoys swings as well as pouring activities

Language:
- Talks about people, objects, and events not present
- Talks about the action of others

Personal social:
- Uses objects symbolically
- Observes other children playing, and may join in
- Plays make believe alone or with other children

What the physical environment can provide:
- Walks for the child to explore and observe
- Include objects to collect such as rocks, leaves, seed pods
- They enjoy naming and talking about elements in their environment

4 Years Old
- Full of ideas and testing limits

Physical:
32-40 pounds (14.5-18.2 kg)
Height 40-45 inches (101.6-114 cm)

Motor:
- Walks in a straight line
- Hops on one foot
- Pedals and steers wheeled toy with confidence. Can turn corners and avoid obstacles
- Climbs ladders and trees
- Jumps over obstacles between 5-6" high. Lands with both feet together
- Runs, starts, stops, and moves around obstacles with ease

Perceptual cognitive:
- Delights in word play and silly language
- Understands concepts of tallest, biggest, same, and more

Speech and language:
- Uses prepositions on, in, under

Personal social:
- Outgoing friendly over enthusiastic
- Enjoys role playing and make believe
- Beginning to establish close relationships with playmates
- Plays cooperatively at times

What the physical environment can provide:
- Likes "scientific" materials such as sprouting seeds, leaves and insects
- Enjoys water play with sprinklers and hoses
- Highlight changing seasons and weather with plant material and other features

5 Years Old

Friendships and group activities are important to the five year old. They are constantly practicing and mastering skills in all areas of development.

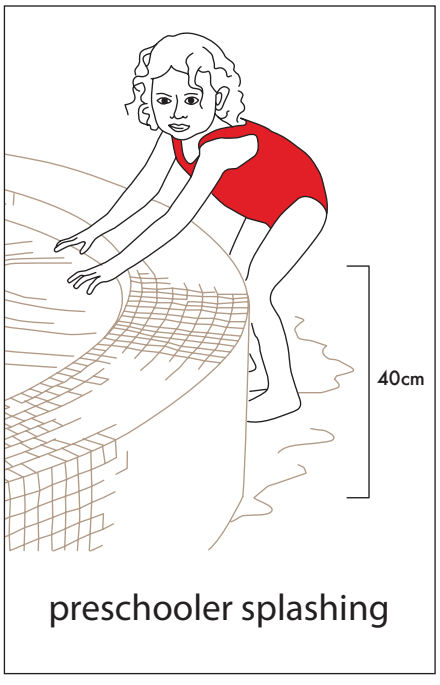
Physical:
38-45 pounds (17.3 – 20.5 kg)
42-46" (106.7-115.8 cm)
- Visual tracking and binocular vision are well developed

Motor:
- Walks balance beam
- Learns to skip using alternating feet
- Walks backward heel to toe
- Jumps/hops forward 10 times in a row without falling

Perceptual cognitive:
- Sorts and classifies objects
- Eager to learn new things

Language:
- Vocabulary of 1,500 words or more

Personal social:
- Enjoys friendships with one or two special playmates
- Generous, takes turns and plays co-operatively



preschooler splashing

What the physical environment can provide:
- Stages for make-believe acting
- Obstacle courses for developing gross motor skills

Primary School Child: 6-8 years

The stage of developmental integration. This age group organizes and combines various developmental skills to accomplish increasingly complex tasks. Sensory activities for this age group are still important.

6 Years Old

Physical:
Girls: 42-46 inches (105-115 cm) high
38-47 pounds (19.1-22.3 kg)
Boys: 44-47 inches (110-117.5 cm)
42-49 pounds (17.3-21.4 kg)

Motor:
- Increased muscle strength
- Enjoys vigorous physical activity: Running, jumping, climbing, throwing.
- Increased dexterity and eye/hand co-ordination

Speech:
- Learns five-ten new words per day

Personal social:
- May be increasingly fearful of dark places, unidentified noises, and dogs
- Less dependence on parents as friendship circle expands, but still needs closeness and nuturing

What the physical environment can provide:
- Enjoys working with friends to work together towards specific goals
- Design for running, jumping, climbing, throwing.

7 Years Old:
- More awareness of self as an individual

Physical:
50-55 pounds (22.7-25 kg)
Girls: 44-44.5 inches (110-116.3 cm)
Boys: 46-49.5 inches (115-124 cm)
- Energy levels come and go
- spurts of high energy and intervals of temporary fatigue

Motor:
- Large and fine motor skills are well developed
- Balances on either foot
- Runs up and down stairs with alternating feet

- Tends to be cautious in undertaking more challenging physical activities such as climbing up or jumping down from high places
- Often practices new motor skills over and over until mastered, drops the activity and moves on to master another skill

Perceptual cognitive:
- Concepts of space and time
- Becoming both logical and more practical
- Enjoys putting on shows

Speech and language:
- Enjoys storytelling, especially imaginative tales
- Understands and carries out multiple step instructions

Personal social:
- Friends are very important, but will find plenty to do without a friend
- Same gender playmates and playgroups are typical
- Takes responsibility seriously
- Participates in organized group activities

What the physical environment can provide:
- Places for cycling and climbing
- Enjoys taking walks to collect natural materials

8 Years Old:

They have strong feelings of independence. Interest and attention is increasingly devoted to peers, teams, or other group activities.

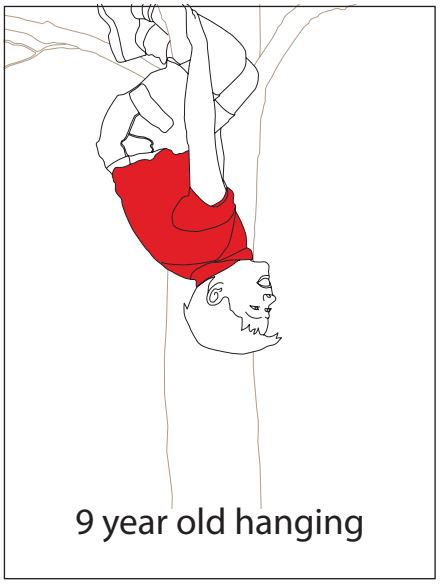
Physical:
55 to 61 pounds (25-27.7 kg)
Girls: 46-49 inches (115-122.5 cm)
Boys: 48-52 inches (120-130 cm)

Motor:
- Vigorous activities such as dance, roller blades, swimming, bikes, flying kites
- Seeks opportunities to participate in a team
- Enjoys activities and games such as soccer, basketball and baseball
- Possess endless energy

Perceptual cognitive:
- Collects objects to organize and display
- Accepts challenge and responsibility enthusiastically

Personal social:
- Plays with 2 or 3 best friends
- Often in same age and gender groups
- Also enjoys time alone

What the physical environment can provide:
- Opportunities for competitive activities and sports
- Create opportunities for building projects
- Friendships are more enduring with mutual understanding and respect
- Children in this age group are more abstract thinkers and use genuine logic to figure things out



9 year old hanging

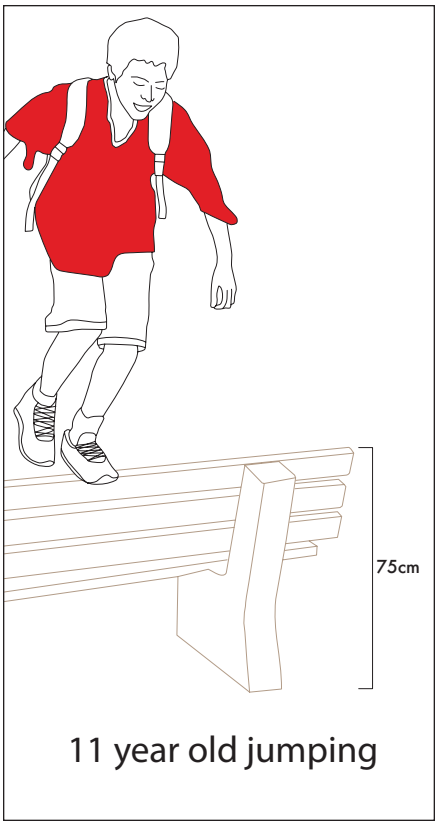
Late Primary School Child: 9-12 years

9 - 10 Years Old

Gross motor:
- Play is paramount for this child, and tends to favour the outdoors
- They have the skill and stamina for a range of gross motor activities
- Moves around a great deal, often just for the experience of movement

Personal social:
- Recognition of the growing up process
- Feel as though they are on the verge of more mature interests, and identify some things as "babyish"
- Typically play in their own neighbourhood

What the physical environment can provide:
- Cycling on rough roads, baseball, racing, running and sliding
- Places to perform plays
- Places to meet, such as huts, dens or treehouses



11 year old jumping

11 Years Old

Gross motor:
- In constant motion, enjoys gross motor but is also a watcher, conversationalist and explorer

Personal Social:
- People are becoming more important than play
- Rarely choose to be alone

What the physical environment can provide:
- Likes to go on walks to do things such as observe insects and discuss their habitats
- Enjoyment of collecting is still strong
- Still enjoys theatre (adept at mimicry)

12 Years Old

Gross motor:
- Athletic and non-athletic groups tend to emerge
- Sports become major focus for some children

Personal Social:
- Branching out to a larger group of friends
- Wants to be a part of a group, but they also enjoy being alone
- Heavily ruled by the group
- Enjoy organized activities, but also enjoy more shapeless activities such as "fooling around", "hanging out" and "walking around"
- Favours variety and change

What the physical environment can provide:
- Areas for gathering, talking and socializing
- Organized sport facilities

Sources:
Allen E.K, Marotz L.R. (2000) By the Ages: Behaviour and Development of Children Pre-Birth Through Eight. Thomson Learning, Albany: New York.

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3.4 Workshop Findings

Above: Images from the kindergarten workshop.

40% of Kindergarten students used rainbows, stepping stones through rivers, and ponds in their park design

Where: Anderson Elementary School
When: November 1, 2006
What: The Design of Garden City Park

Workshop framework:

The purpose of the workshop was to gain a sense of the interests and activities of the park user groups. To begin the workshop, space2place introduced a series of images of play space elements to spark discussion and the children's interest. Following the slide show, the children worked in small groups to design their own Garden City Park with plasticine. Each group had an opportunity to present their ideas to the larger group and at the end of the presentations each child voted on their favourite design element.

Workshop participants:

Kindergarten class
Grade 4 + 5 split class
Grade 7 class

Workshop findings:

A content analysis of each element in the children's park design gives us an idea of the children's interests and activities. Each design element was listed according to their grade. Looking at the list, three common elements emerged:

1 vegetation or malleable material
2 built structure or equipment
3 experiential qualities unique to the outdoors

Kindergarten:

In the Kindergarten parks, most of the children incorporated experiential qualities unique to playing outside. **40% of the children used rainbows, stepping stones through rivers, and ponds in their parks. 35% of the children included some type of structure or equipment in their design.** The types of equipment or structures ranged from slides, tables and rock climbing walls. **20% of the children incorporated fruit trees, flowers and sand into the park**. Interestingly, the Kindergarten group used more standard park programming compared to the other groups. They included parking for cars, recycling cans, garbage cans, and a pop machine.

Grade 4 + 5 :

As with the Kindergarten group, the grade four and five class tended to use more elements that highlight the unique qualities of playing outside. Almost **45% of the children incorporated duck ponds, water, organic forms, pathways, and fog into their parks**. **35% of the children used equipment or structures in their spaces with many of the structures both creative and unique.** One

Above: Images from the grade 4 + 5 class workshop.

Unique to the Grade 7's was their design of social elements.

Above and right: Images from the grade 7 class workshop.

group created a "cheese house", a structure that has lots of holes in it. Unique to this age group was their use of sports fields in their design. **They were the only ones to incorporate a running track and soccer field in their parks.**

Grade 7:

Again, the majority of children used experiential elements to design their play environment. **Half of the design elements in the grade seven parks included common themes such as water, streams, or stepping stones.** However, they were the only group to incorporate nighttime experiences such as star gazing and meditation spaces. 40% of the parks had elements such as observation towers, skate bowls, slides, or dish swings. **Unique to this group was their design of social elements.** Their parks had public art, places for teenagers to hang out, and an overarching "peaceful" philosophy.

Conclusions:

The majority of children in all three groups want to have elements such as water, tree houses, or mazes. The key differences between the three age groups are the provision of social spaces for the grade sevens, challenging forms for active movements of the grade fours and fives, and attention to smaller details for the kindergarten class. The creative and innovative elements designed by the children in this workshop should provide inspiration to push the final design beyond the standard approach.

3.5 Summary

The following recommendations are based on the conclusions we have drawn from the synthesis of our research.

The play environment should provide experiential qualities that are unique to the outdoors. Consider how to design outdoor elements such as water, wind, plants and sand so that children can experience them with their whole being. Children must be free to collect rainwater, hide in planted dens, jump into sand, and observe the changing direction of the wind.

The play environment should be an integrated play experience for all of the user groups. Rather than obvious divisions of space between user groups, consider how areas can have multiple functions for a range of users. A bench for caregivers has the potential to be a sensory experience for toddlers, a place to balance for preschoolers, and an area for an infant to have a nap.

Avoid obvious themes and expensive standardized equipment. The children's imagination and creativity will change and shape open-ended environments. More organic types of spaces not only benefit the child's play, but also allows for more budget flexibility. In the Freiburg play ground case study it was found that the cost of the natural play environment was half of that of the standardized equipment play ground.

Presenting opportunities for safe risk taking is critical for all ages. Children need to challenge themselves, which in turn promotes positive self-esteem. Design the environment with the understanding that children are capable of assessing and discovering their own abilities through play.

Specific recommendations for each age group:
The following physical conditions ensure that the play environment accommodates a range of user groups. We have focused our evaluation on children aged 8 months to 11 years, and give consideration to the children's parents and caregivers within each recommendation.

Although we are organizing programming ideas according to ages, they are not intended to be segregated areas. **The design challenge is to integrate the developmental needs of each age group into a holistic play environment.**

Infants:
The ground plane is an important place for infants to play. The ground plane must be made comfortable for infants to crawl, lie down, and pull themselves up. Create quiet, shady areas protected from the elements that allow infants and their caregivers to interact and rest.

Toddlers:
Malleable and sensory materials are key for this age group. Provide sand to dump and fill, plants to pick, and interesting textures to touch. Toddlers do not venture far from parents, so be sure that toddlers can experience sensorial elements while being close to their parent.

Preschoolers:
At this age, children are starting to use more of the play environment space. They require more space to run, bike, and climb. Since they are starting to test their capabilities, provide graduated challenges such as balancing structures with a range of heights and varying thicknesses. Preschoolers also become increasingly interested in learning about insects and wildlife, so increase the bio-diversity on the site and create habitats that relate to the regional context.

Primary school (ages 6-8):
To accommodate risk taking, use topography and structures for children to jump off of, climb, and swing from. **This age group uses the most space as they become more independent and enjoy more vigorous activities.** It is important to remember that even though they are participating in more vigorous activities, they also require sensorial learning experiences.

Primary school (ages 9-11):
Friends and social activities are the primary focus for this group. Therefore, dens, huts, and tree houses become important considerations. A staging area would also be an appropriate design element for this age group as well as an outdoor classroom.

3.6 Supporting Research

CABE [Commission for Architecture and the Built Environment]
CABE is a statutory body that gives guidance to architects, planners, designers, and developers on primarily public space projects. The website provides a larger number of resources ranging from teacher's guides on exploring concepts of place to creative consultation methods with children.
http://www.cabe.org.uk/default.aspx?contentitemid=482&field=browse_subject&term=Education%20and%20schools&type=2

Snug and Outdoor
British designers and artists that focus on creating innovative outdoor play spaces for children. Their temporary Experimental Playground Project demonstrates an interesting way of building on children's ideas and responses to design elements.
http://www.snugandoutdoor.co.uk/

Natural Learning Initiative
A research and design assistance program with an emphasis on the importance of natural play environments. The website is a good resource for research papers as well activities for children.
http://www.naturalearning.org/

Lord Mayor of London
"Guide to preparing play strategies: Planning inclusive play spaces and opportunities for all London's children and young people". Greater London Authority, London, UK April 2005.
Developed by London Play on behalf of the Mayor of London, this detailed document is used to assist London boroughs in preparing focused play policy. It contains useful information on the importance of play, suggestions on how to develop a play strategy and implementation of inclusive play environments.
http://www.london.gov.uk/mayor/strategies/play/docs/play_strategy.pdf

Free Play Network
A network of individuals and organizations that aims to promote the need for better play opportunities for children. A great place for images that show the good and the bad in play space design. The website also offers a facilitated discussion forum.
http://www.freeplaynetwork.org.uk/

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4.0 Henry Anderson School Workshops

4.01 Introduction

The following pages describe a series of three workshops space2place and POD design carried out with the students and staff of Henry Anderson School in Richmond. The elementary school is adjacent to Garden City Park and the students often use the park for school activities and for play. It is critical to understand who will be the potential prime users of the play environment and what they would like to see in the playground. Three different groups in the school, a kindergarten class, grade 4+5 class and grade 7 class participated in the workshops. The three workshops held offered an opportunity to capture information from a range of age groups.

4.1 Kindergarten Workshop

4.1 The following workshop participants were present at the Henry Anderson School on November 1, 2006. (Approx. 9:00am - 10:30am):

Workshop Attendees:	approx. 21 students	
Henry Anderson School:	Craig Worthing	
City of Richmond:	Clarence Sihoe	
Consultant Team:	Jeff Cutler	space2place
	Adam Vasilevich	space2place
	Chandra Liemister	POD design
	Kate Stefiuk	POD design

Note: *The minutes and items were recorded and interpreted by Adam Vasilevich. If there are any revisions or additions to the document they are to be submitted with 72 hours of receipt of this document. Following this period this document will stand as a record of the meetings and workshop.*

4.2 Jeff opened the workshop with introductions and an outline of the workshop. It was stressed that the workshop was for a new playground in Garden City Park, so we are looking for ideas from the students to what they would like to see there and what is fun for play.

4.3 Jeff presented a series of images that depicted different possibilities for the playground and experiences for the park. Jeff asked for any comments or reactions to the images. Generally, the children were excited about all the images.

4.4 Jeff reviewed the site of the youth park and noted that it was in the park adjacent to the school. Due to the proximity of the site, the kids are especially excited.

4.5 The teacher asked for any comments from the children and what they like to see in the park. Specific comments were that they liked trees, flowers and leaves.

4.6 The students were divided into five groups for the design session where the participants created models of the features they wanted in the playground modelled in modelling clay.

4.7 The design session lasted for about 30 minutes with Clarence, Chandra, Kate, Adam, the teacher and Jeff encouraging their ideas for the park.

4.8 The students then presented their ideas to the class. Each group presented their design and ideas. Each presentation is described on the following pages.

4.9 Jeff gave out two stickers to each student and asked them to choose things that they saw and liked the most. There was no design or elements that were more popular. However, there was an abundance of slides.

4.1 **Kindergarten Workshop** Continued

This design includes; Fire hydrant, slides, trees, duck pond, grass mounds, water fountain, flowers, no-litter sign, drink machine, sandbox, school, cherry tree, rock tree, two rock climbing walls, log for walking over and jumping, monkey bars, gateway/door bridge over a stream.

The design below includes the following elements; Apple tree, picnic table with sandwich, climbing mountain, sailing ship, slide, racing car, climbing shape, rainbow, grass, big rock.

4.1 **Kindergarten Workshop** Continued

This group presented; bumpy slide, multiple slides, slides with tunnels, garbage/recycling container, fringe, BBQ, greenhouse with rain collection for plants, planter with plants.

The group below presented; turtle, log balancing race course, tree house with ladder connection, slide into pool, diving board, skateboard jump, sandbox, steep slides.

4.1 **Kindergarten Workshop** Continued

The last group presented: rocking bed with steps to get up , water pond, slide, swings, trampoline, bird bath and colourful ball.

Kindergarten Workshop Summary

The children were very enthusiastic and gave a positive response to the natural and free form play images presented to them. The ideas generated included a number of slides, trampolines, climbing structures or simple rocks and steps. There were some interesting suggestions such as a "rocking bed". A number of suggestions included recycling receptacles, greenhouse, tables and furniture that were not discussed in the initial presentation but the children included in their park designs.

4.2 Grade 4+5 Workshop

4.2.1 The following workshop participants were present at the Henry Anderson School on November 1, 2006. (Approx. 10:30am - noon):

Workshop Attendees:	approx. 30 students	
Henry Anderson School:	Alan Wilson	
	Craig Worthing	
City of Richmond:	Sue Groff	
Consultant Team:	Jeff Cutler	space2place
	Adam Vasilevich	space2place
	Chandra Liemister	POD design
	Kate Stefiuk	POD design

Note: *The minutes and items were recorded and interpreted by Adam Vasilevich. If there are any revisions or additions to the document they are to be submitted with 72 hours of receipt of this document. Following this period this document will stand as a record of the meetings and workshop.*

4.2.2 Jeff opened the workshop with introductions and an outline of the workshop. It was stressed that the workshop was for a new playground in Garden City Park, so we are looking for ideas from the students to what they would like to see there and what they think is be fun.

4.2.3 Jeff presented a series of images that depicted different possibilities for the playground and experiences for the park. Jeff explained a few of the images and asked if the children liked natural elements such as logs, water, fog and mist. These examples received positive and excited reactions from the students and staff present. It was noted that some other the images with younger kids did not receive the same enthusiasm (covered slide, wood slide structure). It was suggested that the fog be contained somehow and it may be difficult to see if it covered the whole park.

4.2.4 Jeff reviewed the site of the youth park and noted that it was in the park adjacent to the school. Due to the proximity of the site, the children are especially excited.

4.2.5 The students were divided into six groups for the design session where the participants created models of the features they wanted in the playground modelled in modelling clay.

4.2.6 The design session lasted for about 45 minutes with Sue, Chandra, Kate, Adam, the teacher and Jeff encouraging their ideas for the park.

4.2.7 The students then presented their ideas to the class. Each group presented their design and ideas and students assisted in recording the ideas generated from the design workshop.

4.2.8 Jeff gave out two stickers to each student and asked them to choose things that they saw and liked the most. The tree house, grassy mounds and sports field received the most votes.

4.2 **Grade 4+5 Workshop** Continued

The design below shows the following; toddler area, water slide, trampoline w/ walls/ netting, rock climbing, little animal shelters, steam room, washroom, "cheese house" (has holes in it), sand box, headslide, climbing snake, swings for different ages, spiral slide, trees, climbing rocks, places to grow plants.

The design below shows the following; A pathway connects a merry-go-round, community centre, water park, mister, 2 slides into water park, balance log, trampoline, rock climbing, stepping stones, tubular crawl space, monkey bars, sandbox, benches and pond with fish.

4.2 **Grade 4+5 Workshop** Continued

The design below shows the following; A stream lined with stepping rocks flows through the park and bridges connect a tree house, waterslide, foggy cave, pool house/bathroom, maze, rock climbing, picnic area, grass hills/mounds (wave shape for shade) balance rocks, apple tree, flowers, animal area (enclosed with fence)

4.2 **Grade 4+5 Workshop** Continued

The design below shows the following; food court, outdoor library, water park, monkey bars, spring toys, trampoline, rock climbing, pathways, garbage cans, sandbox, pond with ducks, benches, park entry gate, fruit trees, maze, slide thru cave, slides into water, slides for different ages, bridge with gate to private area, tree swing, washrooms.

The design below shows the following; swings, bathrooms, underground passage, rope swing, teeter totter, multiple slides @ different heights, picnic area, basketball court, maze, flowers, sports field for soccer/football etc., running track around field.

4.2 **Grade 4+5 Workshop** Continued

The design below shows the following; a series of pathways connect an entrance sign, entry for children and separate entry for adults, wood sign, foggy cave, rock climbing wall, pool, slide into pool, slide that goes through a giant head, fountain, little kids slide, skateboard half pipe, turtle, orange tree, apple tree, trampoline, tree house, sandbox, maze, benches.

Grade 4+5 Workshop Summary

The children were very enthusiastic and gave a positive response to the natural and free form play images presented to them. There was less of a reaction when shown images typically with children of younger ages. The ideas generated were typically more detailed and the children could describe how to use each element. Many of the structures or elements had multiple uses or were designed for many activities. Age groups were separated in specific areas with specific play equipment or entry gates. Some designs had a stream or path system connecting all of the park elements. This group of children recognized that water and landform have high play value.

4.3 Grade 7 Workshop

4.3.1 The following workshop participants were present at the Henry Anderson School on November 1, 2006. (Approx. 1:10pm - 2:45pm):

Workshop Attendees:	approx. 30+ students	
Henry Anderson School:	Glyn Davies	
	Craig Worthing	
City of Richmond:	Jamie Esko	
Consultant Team:	Jeff Cutler	space2place
	Adam Vasilevich	space2place
	Kate Stefiuk	POD design

Note: *The minutes and items were recorded and interpreted by Adam Vasilevich. If there are any revisions or additions to the document they are to be submitted with 72 hours of receipt of this document. Following this period this document will stand as a record of the meetings and workshop.*

4.3.2 Jeff opened the workshop with introductions and an outline of the workshop. It was stressed that the workshop was for a new playground in Garden City Park, so we are looking for ideas from the students to what they would like to see there and what they think is be fun.

4.3.3 Jeff presented a series of images that depicted different possibilities for the playground and experiences for the park. Jeff explained a few of the images and asked if the children liked natural elements such as logs, water, fog and mist. These examples received very positive and excited reactions from the students and staff present.

4.3.4 Jeff reviewed the site of the youth park and noted that it was in the park adjacent to the school. Due to the proximity of the site, the kids are especially excited.

4.3.5 The students were divided into seven groups for the design session where the participants created models of the features they wanted in the playground modelled in modelling clay.

4.3.6 The design session lasted for about 45 minutes with Jamie, Kate, Adam, Glyn and Jeff encouraging their ideas for the park.

4.3.7 The students then presented their ideas to the class. Each group presented their design and ideas and students assisted in recording the ideas generated from the design workshop.

4.3.8 Two stickers were handed to each student and they were asked to choose things that they saw and liked the most. Again slides were prominent as were walls to form mazes and places to eat.

4.3 **Grade 7 Workshop** Continued

The design below shows the following; meditation area, fountain, maze with observation tower in middle, trap door, underground tunnels with map, big fruit (banana+apple). The maze has bridges and slides to connect different areas of the maze.

The design below shows the following; half pipe, tunnel, climbing structure, water fountain, human cannon, playhouse, structures with slides and climbing walls, slide into pool, trampoline.

4.3 **Grade 7 Workshop** Continued

The design below shows the following; water trampoline, swirly slides, merry-go-round, skateboard bowl, geyser, mushroom shelter, stepping stones, maze with walls and ladder to climb out, over and slide out of maze.

The design below shows the following; pyramid with windows, trampoline with ball, dish swing, bouncy hills, train, stream with stepping rocks and bridge, maze, tower with multiple slides, water slide, rocks to climb on, human shaped climbing structure with arms as slides.

4.3 **Grade 7 Workshop** Continued

The design below shows the following; mini maze, steep slide, worm slide thru big apple, banana slide, planetarium, pizza merry-go-round, benches, stream, giant bowl, inter tube float ride.

The design below shows the following; bridge over walls, dead end maze, first aid area, slides, low walls, separate area for seating with pond + trees for shade, entry gate, pyramid slide, smaller kids play area, tree house, mirror maze, hide and seek, benches, tunnels, picnic area.

4.3 **Grade 7 Workshop** Continued

The design below shows the following; underground tunnels, volcano slide, spray paint (graffiti wall), stream with stepping stones + bridge, snack shack, climbing wall, half pipe, hot dog shop, rope swing into sand pit, wavy grass, maze, observation bridge, merry-go-round, trees, worm balance/climber, "hang loose' sculpture, coloured fog, slide into pond.

Grade 7 Workshop Summary

This group of children were very responsive to the images presented and some of them had concerns about safety or the perceived risks associated with certain elements. The children produced a large amount of ideas, many detailed elements such as sculptures, specific climbing apparatus, slides, trampolines and places to purchase food. These children also recognized the need for separate places for different ages and places to do different activities such as meditation or wildlife viewing. The children also expressed the desire to have areas for different experiences, (i.e. quiet areas, eating, resting, active, etc.) The individual play components are more specialized for specific activities.

4.4 Workshop Summary

The workshops with the staff and students of Henry Anderson School were very successful. The participants received the presented images favourably and are truly excited about the proposed playground. The enthusiasm on display at each workshop was incredible. Participation in the workshop was very enthusiastic and a tremendous number of ideas were produced and the amount and variety of ideas generated was inspiring.

The common observations for the workshop are that the images presented to the children were received with great enthusiasm. Natural elements such as logs, rocks, trees, plants, flowers and water were present in every design. Slides were a popular choice for each design through out the different workshops as well. Other popular elements were trampolines, areas for sand play and climbing activities. Many of the designs suggested including elements that could be used for a variety of activities such as climbing, sitting, sliding, jumping ,etc. One interesting observation was that the students included elements such as washrooms, receptacles for garbage , recycling, shelters for animals, signage , entry features, and benches. These elements were not discussed in the presentation but were included in most designs.

The following is a description of the differences observed between the three groups;

Kindergarten

Simple activities such as climbing and sliding were common with the children. The ideas, suggestions and interests on the younger children were generally less detailed oriented with some interest in specific elements like ships, cars, recycling receptacles and furniture.

Grade 4+5

The older children recognized the need to separate toddlers or have areas for different age groups. Special equipment included smaller slides or swings for younger children. The children described elements or structures that allowed for many different activities to happen a one time and the role of water and landforms to provide play value.

Grade 7

The grade sevens often included separate areas for specific activities such as relaxing, meditation or wildlife viewing. Specialized activities such as skateboarding, intricate tower and slide structures and detailed elements such as sculptures, specific rooms, tunnels or buildings for washrooms, reading or providing food also were prevalent. The ideas were more defined and the play components often were connected through mazes, ladders or structures compared to the younger children.

The design team will take the information gathered from these workshops along with detailed site conditions and site analysis information to create design concepts for discussion.

5.0 Analysis Report Summary

This summary describes how the analysis of the site, research, and workshops inform the design of the play environment in Garden City Park.

Site

Preliminary investigation shows favourable soil and drainage conditions for development on the site. The site is typically open and flat with an opportunity to work with existing human made grass covered mounds. The existing drainage pattern is to the pond which offers another opportunity to investigate celebrating natural systems within the play environment. Existing utilities such as irrigation and power allow for simple additions to existing systems. There is good surveillance and soon to be improved surveillance into the site with the addition of a parking lot and caretaker's residence being constructed north of the proposed site. The proposed washroom located next to the play environment will provide an important amenity to the park and play environment.

Research

Our research has provided observations and recommendations that seek to engage children's imagination and creativity and how to meet the physical and developmental requirement for specific age groups. This research also recommends ways to provide experiential qualities unique to the outdoors.

The research recommends to design the play environment for all age groups as a holistic play environment while being aware of the different physical conditions to accommodate specific age groups. Examples of these specific conditions include special attention to the ground plane and malleable objects for infants and toddlers. Primary school (ages 6-8) tend to use the most space as they are interested in vigorous activity such as running, climbing and jumping. Space is to be provided for older children and teenagers that are interested in social activities.

Design recommendations for an innovative children's play space include using natural materials to enhance experiences of the outdoors such as water, wind, planting and sand. The play environment design should present opportunities for safe risk taking for all ages and avoid obvious themes and standardized play equipment to ensure the children are continually challenged and the play environment can offer choices and change for play.

Workshop

In all three workshops, local school children suggested elements unique to playing outdoors and experiential qualities experiential qualities such as; ponds with ducks, bird baths, jumping and balancing on rocks and logs, sand play, fruit trees, flowers and grass. Designs also included natural features such as; water, rocks, trees, flowers, animals, rainbows, growing plants and star gazing. Ideas also included many activities that are unique to outdoors such as wildlife viewing, climbing trees jumping and balancing on rocks and logs and building tree forts.

The children in each workshop generated a wide range of ideas that can easily be incorporated into the play environment design. However, each group were unique. Ideas in the kindergarten workshop had play activities and structures such as climbing

Analysis Report Summary Continued

and sliding, trampolines and swings. Surprisingly, elements that weren't associated with play were also prominent in children's designs. Elements included recycling and garbage receptacles, tables, fire hydrant and hoses and a pop machine. The grade 4 & 5 class incorporated organic forms into their designs, connected pathways and experiential qualities such as fog. This group also began to segregate uses and age groups and was aware of the need for elements like benches, animal habitat and washrooms. The grade seven class produced more detailed elements that offered physical challenge for this age group. Specialized activities such as skateboarding, rope swings and large towers were prominent in many designs. Playground compositions included large mazes, interconnected elements with pathways, streams and bridges. Unique to this group was the inclusion social spaces for meditation, star gazing and places to hang out and eat.

Overall Design Considerations

The research and workshops documented in this report demonstrate that children and aware of their surroundings and know that a parks require elements that respond to everyday needs such as drinking fountains, washrooms and seating benches. The children also wanted places for animals, larger water feature elements to be incorporated into the larger park and elements that are specific to play. This is an opportunity to be innovative with the use of water and elements typically not considered to have play value like furniture. One design challenge is to successfully integrate these elements into the play environment. An Integrated play experience offers more play opportunities and budget flexibility. The interest in natural elements and systems by local school children and the unmatched play value presented by natural features present a clear direction for the design of this play environment to celebrate natural systems and elements. The use of natural features considers experiential qualities in the play space that will bring character, connection to the native landscape and respond to the local children's interests and with the context of Richmond and regional identity.

6.0 Committee & Concept Design Options

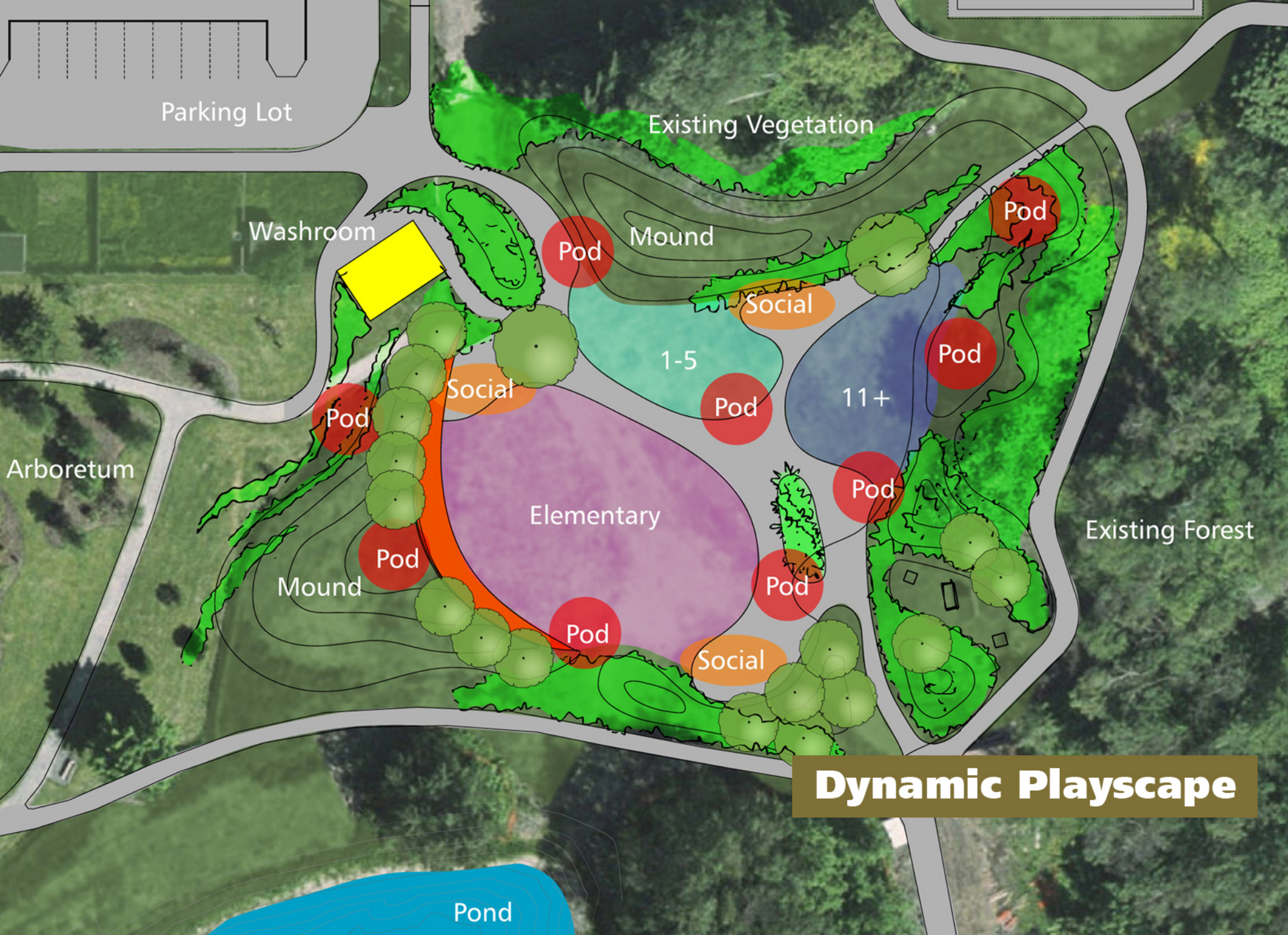
A Committee was struck to review the design process and provide input to the play environment design. Members of the Committee were representatives of the community such as the Chinese Community, recreation and school staff and local residents and parents on local school PAC's. School children from Anderson School also came to continue to participate in the design process.

The committee met three times with space2place, POD and Richmond staff. The first meeting was a presentation to the committee to describe the objectives of the design process an and ask for feedback and the community perspective. The Committee was made aware of the design process including what would take place during the design workshops, research and workshop findings and issues discussed with staff about the design. Space2place presented two conceptual design options to the committee at the second meeting. The design options were derived from the research completed including site analysis work and meetings with Richmond staff and the workshops. A description of each are as follows;

The two concepts are different in their approach with the first option creating a more natural character and representing a dramatic departure from traditional playgrounds. The second option encourages active and creative play but leans toward a more conventional approach relying more on catalogue play equipment.
The "Green Heart Discovery Park" option is an organic composition with a series of smaller spaces designated for play for the three target age groups (infant /toddler (0-5) age, 6-10 age and 11 and older age groups.) This option is organized around a central natural common play area that connects with the pond. It is anticipated that this area would include water play features and would also accommodate the site's rainwater in the design. Additionally there would be a series of crossings in this design that would vary in experience and be play features in themselves. (Bridges were represented in many of the designs in the school workshops). The play areas are integrated throughout the site and would encourage use of the 5 senses and development of motor skills. It is proposed that the play elements would include natural elements such as: logs, rocks and plantings.

The "Dynamic Playscape" option has three mounds that enclose a central play area. This play area is designed for three designated play zones for the three target age groups. The zones are designed to hold traditional play equipment and therefore, are larger and flatter. The use of more traditional play equipment will structure the play experience within the zones. There are a series of active nodes spread throughout the site mixed with social areas situated along the central path system. There is a steep wall or play feature cutting into the larger mound to the west. This option also incorporates planting in the design of the play environment, though it is mostly located around the edges.

The Committee unanimously chose the "Green Heart Discovery Park" design option. Space2place later returned and presented the preferred design in a more developed state. Generally, the committee was very positive and supportive of the design process and concept and provided some valuable opinions, and suggestions.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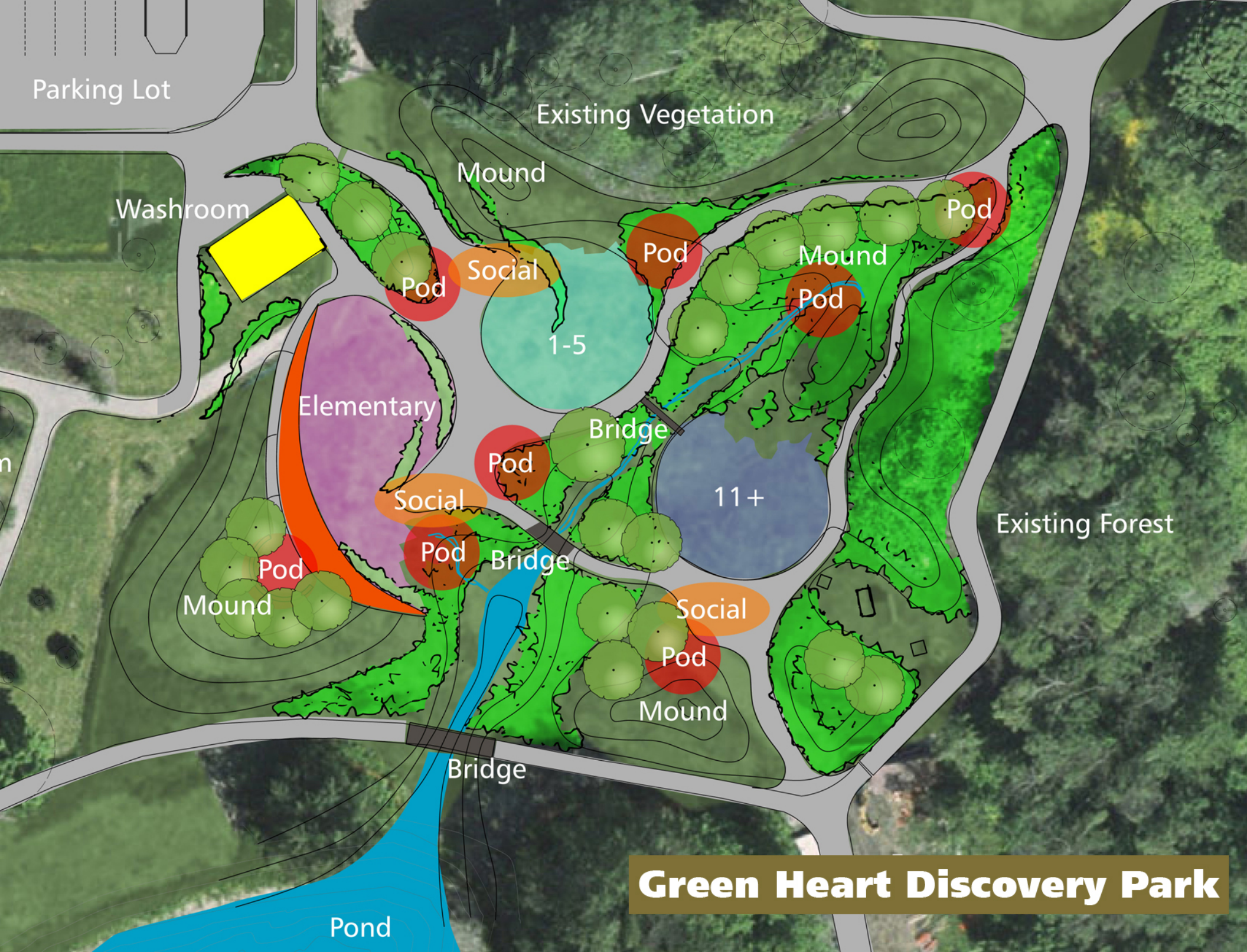
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Green Heart Discovery Park

7.0 Open House

A public open house was held on January 25th, 2007. Eight presentation boards were used to describe the preferred concept plan and the design process to date. The open house was attended by local families and various community members. Generally, the comments were positive and supportive of the design process and preferred concept.

8.0 Staff Review

There were ten formal meetings held with Richmond staff and space2place. The objectives of the meetings ranged from discussing public involvement at an early stage, to detailed and technical issues with the preferred concept at the final meeting. Typically, Clarence Sihoe lead the meetings and Sue Groff was also present for most meetings. Operations, planning staff and management participated in several design related meetings.

Typically, Richmond staff were very supportive and positive throughout the design process. Efforts were made by the designers and Richmond staff to address the all aspects of safety for children and visitors. Both staff and the public were conscious of making the distinction between the use of potable water for the water play feature and ground water for the water source element. Ground water will be used for water in the stream feature and be designed to be less inviting for drinking water. Another desire shared by staff and the public was the distinction of the boundary between the play environment and the park. Clear direction was given that this boundary should not be or act as a fence but a visual cue that is playful to distinguish the edges of the play environment for visitors. Staff contributed concerns about access to the pond, water use and provided direction on issues like materials, and policy such as lighting the park. Accessibility for wheelchairs and strollers were addressed in the preferred concept by increasing the use of rubberized surfacing around some play features. An outdoor classroom was incorporated into the north side of the westerly mound. A culvert will be used to separate the play environment from the pond. Further, the boundary for the play areas will be demarcate the play areas from the rest of the park. Direction was given not to include lighting at this time but provide underground conduit for possible installation in the future. Power use at the outdoor class room is to be included in the design. Materials such as plantings are understood to be hardy and tough to endure the anticipated use patterns by visitors. It is understood by space2place and Richmond staff that there is a required establishment period for all new plantings to be successful. Some temporary fencing and use of irrigation will be required for this establishment period.

The comments and suggestions made by the committee and staff in regard to the preferred concept design will now be integrated and developed into the construction drawings. Ongoing review of the construction drawings will occur with space2place together with Richmond Staff.

9.0 Design Summary

The majority of play spaces in North America are dominated by pre-fabricated play equipment that limit the opportunities for outdoor play and create a sense of sameness in parks. The City of Richmond has recognized this and initiated a process to develop a different kind of community play environment. The focus of this project is to develop a site specific solution for a play environment that encourages creative play. Outdoor play spaces have the potential to establish a connection with natural systems and living organisms that change with the seasons. This contact can enhance physical and cognitive development; and encourage imaginative and spontaneous play and exploration. This report demonstrates that the design for Garden City Park Play Environment has evolved in response to site conditions, observations made at the workshops and from conversations with staff and committee members.

The specific research completed for this design project recommended the inclusion of using natural materials to enhance experiences of the outdoors such as water, wind, planting and sand to achieve the goal of creating an innovative children's play space. The play environment design presents opportunities for safe risk taking for all ages and avoids obvious themes and standardized play equipment to ensure the children are continually challenged and the play environment can offer choices and change for play.

The workshop demonstrated a great interest in natural elements and systems by local school children and the unmatched play value presented by natural features presented provides a clear direction for the design of this play environment to celebrate natural systems and elements. The use of natural features considers experiential qualities in the play space seek to bring character, connection to the native landscape and respond to the local children's interests and with the context of Richmond and regional identity.

The heart of the play environment design is a central natural common play area that connects with the pond. This area would include water play features and would also accommodate the site's rainwater in the design. There are two crossings in this design that would vary in experience and be play features in themselves. (Bridges were represented in many of the designs in the school workshops). Three distinct play areas are integrated into the site and would encourage use of the 5 senses and development of motor skills. Unique play features such as; a rubberized slope with a large slide, a large climbing structure, swings, skate ledge and sand play areas are incorporated with natural elements such as logs, rocks, water and plantings to provide an play environment unmatched in North America.

The support for the use of natural elements and unique play features over the use of typical standardized play equipment was shared by staff, the public, committee members and school children.

The widely supported preferred design is now to be developed in construction drawings. There will be continued review and dialogue with Richmond staff to assist in the translation of the preferred design into construction documents.

10.0 Appendix

Meeting minutes to date

space 2 place

Landscape Architecture • Urban Design • Digital Media

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

Meeting Minutes

October 13, 2006

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

☐ FAX

■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Wednesday October 11 @ 1:00pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Sue Groff	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
	Chandra Lesmeister	- POD design
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Orientation Meeting	

1.0 Introductions were made and roles of individuals presented;

- Clarence will be the City contact for Parks staff.
- Sue is the liaison between the City, schools, larger community and project committee.
- The committee is comprised of parents for Anderson school PAC, community members such as the Richmond Chinese Assoc.
- Sue noted that the committee is to expect to be involved with 3-4 meetings. These meetings may include meetings with the consultant, City and the committee or participating in the workshops and open house.

2.0 Adam handed out copies for the meeting agenda and project schedule.

3.0 Clarence noted the project goal of creating a unique play environment for Richmond. He noted some examples that have started to move toward a creative play space such as Steveston Park and the community based stone amphitheatre at King George Park. Garden City Park is to be an example of a creative approach to a play environment and he expressed his desire to create a new type of play area that responded to the "naturalistic" feel of the park and was conscious of the process and involving operations staff and the community for a successful project.

4.0 Jeff went through the proposed project schedule and design process. The following notes were made;

4.1 It was noted that the meeting scheduled for Thursday October 19th includes the project committee. The meeting is set for 6:30pm @ City Hall room 2004.

4.2 It was requested that the design team prepare a short presentation about creative outdoor play experiences to educate the committee and set a direction for the project.

Action: POD and space2place to prepare and make presentation for October 19th.

4.3 Jeff noted that it was a good idea to involve a committee for this project that is committed to 3 or 4 meetings to see the project through. This will allow for better continuity and legitimacy for the process.

4.4 Clarence noted that he will prepare a draft agenda for the October19th meeting and send it to space2place for review.

Action: Clarence to draft agenda for October 19th meeting before Wednesday October 18th.

4.5 Public participation was discussed. The first workshop format with children was presented. Sue is going to call the principal of Anderson School about holding the workshop during school time. She will inquire about involving two classes of kids or 45 children after school. She will also present the idea of integrating an activity with class to gain information about ideas of play from the children. Engaging grade 1 and grade 3 is preferable.

Action: Space2place to provide Sue with description of exercises and activity questions for teachers to lead in classrooms.

Action: Sue is to contact Anderson Principal about workshop location and time and level of participation of students and staff.

4.6 Sue noted that Anderson School is a K-7 school.

4.7 Jeff went over format of the first workshop. A brief introduction with possible images for the children to think about and get them thinking about the workshop task. Plasticine will then be distributed to groups of kids. The groups will be facilitated for ½ an hour or so to see what they want in a play experience. The children will then be asked to present ideas and choose ideas they like best. Total running time for workshop is 1.5-2 hours.

4.8 As two concept options are developed, a second workshop will be held, perhaps at the school or City Hall to present options to larger community and the design process. The workshop goal is to build consensus on a preferred concept.

4.9 Clarence noted concern about the different views and opinions of committee members and difficulty in building consensus. Jeff stressed that the public process should focus on design concepts, and programming. It was discussed that the public process should not focus on details.

4.10 The preferred concept information will be used to identify the spaces and general character of the play equipment. The plan will be tweaked to accommodate the equipment chosen through the tender process prior to developing the detailed design package. It was noted that the budgets identified in the proposal for play equipment, park features, etc are guidelines and should be considered flexible.

5.0 The issue of safety and playground standards was discussed. Clarence noted that the play equipment must meet CSA standards but the City is open to creating a play environment that is not restricted the a strict interpretation of the CSA standards. . Adam suggested incorporating other elements to play environment that aren't considered play equipment. These elements could be public art, a boardwalk or furniture that have play value, opportunities for play and learning, are safe but are considered more as park elements.

6.0 Clarence provided a hard copy of base site survey and air photo. He would supply a digital copy of these when they are available.
Action: Clarence to provide digital copies of survey, airphoto, etc.

7.0 Jeff noted that space2place has a dedicated project website for project coordination. Each member of the project team will be linked to the website. An email will be sent to each member notifying new files being added, etc. It is also possible to allow committee members access to the website to distribute information on the project.

Note: The above minutes and items were recorded and interpreted by Adam of space2place design inc. If there are any revisions or additions to the document, they are to be submitted within 3 business days of receipt of this document. Following this period this document will stand as a record of the meeting for the Garden City Play Environment.

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Landscape Architecture • Urban Design • Digital Media

Meeting Minutes

October 20, 2006

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

☐ FAX

■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Thursday October 19 @ 6:30pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Sue Groff	- City of Richmond
	Mike Redpath	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
	Chandra Lesmeister	- POD design
	Kate Stefiuk	- POD design
	Luka Mladin	- Committee member
	Sonja Mladin	- Committee member
	Donna Davis	- Committee Member
	Vicky Basic	- Committee member
	Kitty Sun	- Committee member
	Kelly Lam	- Committee member
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Committee Orientation Meeting @ Richmond City Hall	

1.0 Introductions were made and roles of individuals presented;

- Clarence will be the City contact for Parks staff.
- Sue is the liaison between the City, schools, larger community and project committee.
- The committee is comprised of parents for Anderson, General Currie and Cook school PAC, summer recreation day camp leaders, community members and the Richmond Chinese Community Society.
- Mike is the Richmond Manager for Parks Programs, Planning and Design.
- Sue noted that the committee is to expect to be involved with 3-4 meetings. These meetings may include meetings with the consultant, City and the committee or participating in the workshops and open house.

2.0 Clarence introduced the project goals and schedule. The play environment is to provide a unique play experience for all ages serving the local community and schools. Space2place has been hired to lead Richmond and community through a design process to create the design play environment. The City of Richmond is planning to construct the play environment next year ready for late summer 2007.

3.0 Jeff introduced his staff and the approach to the design process with a power point presentation. The presentation outlined the location of the play environment in the Garden City Neighbourhood and the park and some existing site conditions.

4.0 Jeff went through the proposed project schedule and design process. The following notes were made;

4.1 The site conditions were described and the location of the proposed basketball court, parking lot, caretakers building and washrooms in relationship to the proposed play environment location were shown.

4.2 The project is now in the orientation and analysis phase, research, gathering information about the site, listening to what people want in the play environment. This will include a workshop with school children and a survey /class exercise to be implemented in the local schools.

4.3 The next phase is the concept development stage. Two concepts will be presented to the committee for feedback and comment. This will happen in late November, early December.

4.4 The refinement phase will have a preferred concept to be presented at an open house and the final design is presented to Richmond City Council. The final phase is documenting all the design ideas in drawing format for construction.

4.5 Jeff then presented an example of how the workshop with the school children will run. A workshop at a Burnaby elementary school was used as an example to illustrate the process and expected products. First, the project workshop goals will be introduced and images presented to the kids for inspiration. Modelling clay and crayons are given out to groups of children. Children are encouraged to mold, draw and express ideas for the play environment. The groups then present ideas to the class. This all documented by space2place.

4.6 Kate and Chandra presented seven specific physical conditions identified in a study they help produce that inform the design outdoor play environments. These seven conditions will be applied to the Garden City Park play environment and are; Character, Context, Connectivity, Change, Chance, Clarity, Challenge. These seven conditions were explained through describing many graphic examples within the power point presentation. These examples also demonstrate the ideas of play and how children perceive the play environment. Most of the examples shown were not of traditional play equipment but different ideas using natural materials, sculptural elements, materials that can be manipulated that changed over time and offered different level so challenge.

5.0 After the presentation ended thoughts and reactions to the images and ideas presented were solicited from the Committee members. The following is a brief description of the comments, ideas and discussion that followed;

- The unique features shown in the images presented were found to be exciting (wooden "slide" sculpture) and offered many different ways to play or had high "play value".
- Water was noted several times to be a desired element because it offered many "C's" such as change and character and great play value. A "faucet' or similar water features that were small and could be used through the year (as a drinking fountain) were discussed.

- It was noted how children play in a very "fluid' manner. This should be reflected in the play design.
- There was a lot of interest and desire for a more natural looking play environment that didn't have stark "play structures'. Grassy mounds that children can roll down were mentioned to be a popular feature.
- A sensory garden were mentioned were children can smell, touch…
- A play environment should have variety of materials, colour, activities and be accessible to a wide range of ages including older kids, parents and grand parents
- Separate seating for grandparents and parents to relax was discussed. These areas are to be separate but have a clear view of the play area for supervision purposes.
- A suggestion for adult swings, handicapped and visually impaired activities and elements was recognized as important considerations.
- A variety size and type of spaces should be provided. Larger to smaller, private vs. social. This can accommodate different age groups and reduce bulling or one age group dominating and increase the sociability of the space.
- It was noted that children like to play in sand and build sand castles.
- There was a desire for a play space that was welcoming and useable all year long and at night.
- A debate about lighting started. There are many ideas and theories about lighting parks. Lighting is to be discussed in the future.
- It was noted that the caretaker residence was well positioned for surveillance of the play space.
- The issue of safety and playground standards was discussed. Safety is the priority for the design of this play space. Clarence noted that the play equipment must meet CSA standards. Other 'custom' elements are not bound by the same standards however; design standards and other standards will apply.
- A discussion about a sense of danger being removed from traditional or typical play equipment. This leads to bored kids and the play equipment not being frequently used.
- The difference between risk vs. hazard was discussed. Challenging play spaces offer a sense of risk that is clear and the children are aware of these risks. Hazards are objects or situations can't be seen or are hidden. Graduated levels of challenge or risk are also important to provide variety, chance and change in a play space.
- The desire for bicycle parking was noted as families will ride bicycles to the park.
- A 'dragon' slide was suggested.
- Stroller and scooter parking should be considered too.
- Places for the whole family are to be considered for large gatherings such as a BBQ, etc.

6.0 It was noted that meeting minutes, presentation and information in the future will be distributed to committee members. Committee members contact information was taken and it is likely information be distributed by email.
Jeff also welcomed committee members to call space2place if they have questions about the design process (604.646.4110).

Note: The above minutes and items were recorded and interpreted by Adam of space2place design inc. If there are any revisions or additions to the document, they are to be submitted within 3 business days of receipt of this document. Following this period this document will stand as a record of the meeting for the Garden City Play Environment.

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Landscape Architecture • Urban Design • Digital Media

Meeting Minutes

November 10, 2006

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

☐ FAX

■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Thursday November 09 @ 3:30pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Sue Groff	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
	Chandra Lesmeister	- POD design
	Kate Stefiuk	- POD design
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Progress Meeting @ Richmond City Hall	

1.0 Adam ensured that everyone had a draft copy of the analysis report. The analysis report was discussed and a summary was presented. Adam started to describe how the report will be presented. Generally, the report presented the site conditions, research and workshops findings and how they will provide a direction for the design. The direction will then be discussed.

2.0 Site conditions were discussed. Generally it was found to be favourable conditions with a flat site with fill mounds.

2.1 The proposed site was excavated and this material was removed up to a metre or slightly more and new fill was brought in. This was confirmed by Clarence.

2.2 The new parking lot will have good surveillance into site as do existing pathways. Clarence noted that the caretaker's residence purpose is to have a presence in the park. It will have good surveillance to the parking lot and washrooms. The existing trees and mound between the caretaker's residence and the site doesn't allow for optimal sightlines into the site. *Clarence noted that a visual connection to the caretaker's residence was not a priority.*

2.3 Existing utilities for power and irrigation allow for easy additions to these systems to service the new playground. The water source will be from the new washroom building adjacent to the site. **Clarence will have the existing power lines surveyed for depth and location.** Clarence provided the design drawings to the consultant for reference.

2.4 The existing surface drainage pattern to the pond provides an opportunity to celebrate and highlight natural systems and a connection to the pond.

2.5 Jeff noted that the location of the eastern berm may be altered. The siting and size of the berm doesn't "fit "the site and blocks access and a visual connection to the pathways and to Anderson School to the east of he site.

2.6 The involvement of City of Richmond operations, maintenance and construction staff was discussed. Space2place wanted to make it clear that involvement of operations staff is critical in a successful design and involvement sooner than later is preferred. Clarence noted that he has been speaking to the maintenance and construction foremen and gave them the presentation form the committee meeting. They had positive initial reaction to the images presented. It was later agreed that space2place will regularly update Clarence on the design. Clarence will then present designs to the operations and construction foremen.

3.0 Chandra and Kate then presented research findings that included; the 7 C's, case studies, stages of childhood development and workshop findings.

3.1 The 7 C's was originally developed for 0- 3 year olds but have complete relevance to this project and can be applied to this project. The 7 C's will be used as a guideline to evaluate the design as it progresses.

3.2 Kate presented seven case studies and noted some excellent elements and different approaches to outdoor playspaces. Kate noted during her research she found few good examples from North America. This demonstrates the importance of this project initiative. She noted a new study from Freiburg that surveyed 4000 children and noted that freeform play was preferred with less structured play areas and elements.

3.3 The research investigated the physical conditions required in an outdoor play environment to accommodate the different age groups. This research covered children from ages 0-12 years and the different development stages throughout.

3.4 The research included a review of the workshops. It was found that the ideas generated from the workshops can be grouped into three comment elements; vegetation or malleable materials, built structure or equipment and experiential qualities unique to the outdoors.

3.5 Adam asked Sue and Clarence for their thoughts on the workshops. Generally, it was found to be a positive experience. The following are a few comments recorded;

3.5.1 It was noted that the kindergarten class reacted to each of the images presented in the same way. This brought up the question about the validity that the positive response could be taken for face value. The same observation was made when the children voted for their favourite elements. It seemed that their votes were influenced by other children and the results should be evaluated with some reservation.

3.5.2 It was suggested that the workshop seek to have more discussion with the children specifically the kindergarten aged children to prompt feelings and suggestions about play.

3.5.3 The survey and additional information from schools was discussed. It was agreed that the information from children who did not take part in the workshop may offer a different perspective to play. These survey results are to be reviewed.

3.6 The research summary included four conclusions and specific recommendations for each age group.

3.6.1 The conclusions are that the play environment should; provide experiential qualities that are unique to the outdoors, integrate play experience for all user groups, avoid obvious themes and expensive standardized play equipment, present opportunities for safe risk taking is critical for all ages.

3.6.2 Specific recommendations include; integrate the developmental needs for each age group in to a holistic play environment, the ground plane is important place for infants, malleable and sensory materials are key for toddlers, preschoolers begin to use more space, primary school aged children use the most space, the older children want spaces for social activities.

3.6.3 It was noted that children do need time away from adults. This lead to a discussion about enclosed structures such as tree houses. It was decided that designs for these types of spaces can be presented for discussion.

4.0 Discussion with in the group on the analysis and research presented covered many issues.

4.1 There is a desire to also include space for adults and grandparents. A checklist for the design perhaps could include adult and seniors needs.

4.2 Every element should be designed for more than one use. A bench is more than for seating; make it a place to play. This would be a design approach for all elements and overall design intent.

4.3 Sue suggested that there be a balance of natural elements and natural colours with brighter colours and built elements. This comment originated from her observations in the workshop.

4.4 The inclusion of an outdoor classroom/performance space/ amphitheatre should be considered for the design.

4.5 Adam stressed that the proposed design approach to include the use of natural materials such as water, rocks, logs and sand into the play environment. The intent is to celebrate natural systems and awareness. It was agreed that space2place is to proceed with this approach.

4.6 All agreed that there is a good chance that this will become a very popular feature of the park and attract people from outside the local area.

4.7 The alteration of the pond edge was discussed. It was suggested by Clarence that the experiential qualities of the pond could be brought closer to the play area. This may include reducing the grade of the slope to the pond edge from the play area, swales, etc.

5.0 Adam presented diagrams representing the proposed allocation of space for the design of the play environment. The space allocation was based on the site area of 4,000m2 and the findings of the analysis. It was agreed that the spaces presented would be a good starting point for the design. These include active play spaces with the biggest space for the children aged 6-10 years because of their developmental needs and requirements and the higher expected use of this age group. 0-5 age group is projected to be another large user group. The common active play area would also be large and not targeted to any specific age

group. The design would also include gathering areas and passive areas. It was noted that these areas could also accommodate various types of play activities or rest.

6.0 It was requested that space2place send a copy of the workshop summary to Sue for distribution to the Committee.

ACTION: Adam to send to Sue.

7.0 The tentative date for the presentation of two design options to the committee is December 7th @ City Hall. Another possible date is December 14th.

ACTION: Sue to set date with committee members and contact space2place.

8.0 Regular updates of the design are to be discussed with Clarence so he can present them to operations and maintenance staff throughout the design process for comments.

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space 2 place

Landscape Architecture • Urban Design • Digital Media

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

Meeting Minutes

November 29, 2006

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

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■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Wednesday November 29 @ 10:00m	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Sue Groff	- City of Richmond
	Jamie Esko	- City of Richmond
	Yvonne Stich	- City of Richmond
	Ted deCrom	- City of Richmond
	Terry Gilfillan	- City of Richmond
	Gus Matsos	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Progress Meeting @ Richmond Parks office	

The purpose of the meeting was to review research and workshop materials and present preliminary conceptual designs to the Richmond Parks staff.

1. Clarence introduced the consultants from space2place and the project.

2. Jeff distributed a handout that summarized the background research, workshops and included the 2 design options.

3. Adam reviewed the research and workshop findings (see attached handout for summary)

   Jeff presented two options. He noted that the concepts are very different in their approach with the first option taking a more natural approach and representing a dramatic difference from traditional playgrounds. The second option addresses the approach requested in the initial RFP but leans towards a more conventional approach relying more on catalogue play equipment. For both options there are three entry points, one main entry at the proposed washroom, and a second from the east and basketball courts and a third to the south in line with the bridge over the pond.

4. The first option was an organic composition with a series of smaller spaces designated for play for the three target age groups (infant /toddler (0-5) age, 6-10 age and 11and older age groups.) This option is organized around a central natural common play area that connects with the pond. It is anticipated that this area would include water play features and would also accommodate the site's rainwater in the design. The play areas are integrated throughout the site and would encourage use of the 5 senses and development of motor skills. It is proposed that the play elements would include natural elements such as: logs, rocks and plantings. Though these would be supplemented with unique play structures that offer a high quality of play value, with some iconic pieces.

Additionally there would be a series of crossings in this design that would vary in experience and be play features in themselves. (Bridges were represented in many of the designs in the school workshops).

A number of images were presented to illustrate the character of this approach. It is clear that if this option is selected it would be very unique in the Lower Mainland and potentially serving as a model for other municipalities across Canada.

5. The second option has three mounds that enclose a central play area. This play area is designed for three designated play zones for the three target age groups. The zones are designed to hold traditional play equipment, and so are larger and flatter areas. There are a series of active nodes spread throughout the site mixed with social areas situated along the central path system. There is a steep wall or play feature cutting into the larger mound to the west. This option also incorporates planting in the design of the play environment, though it is mostly located around the edges.

6. Discussion followed the presentation and is summarised in the following;

- There is interest in reviewing the differences between the work submitted from the students at Cook and Anderson elementary.

- The debate about safety vs. risk continued. Again, it was recognized that the City of Richmond understands that this play environment will require a higher level of maintenance and monitoring than traditional playgrounds. The use of non-traditional or custom play equipment was positive. Hazards are to be eliminated and space2place noted again that presenting opportunities for safe risk taking is critical for all ages. Children need to challenge themselves, which in turn promotes positive self-esteem. Design the environment with the understanding that children are capable of assessing and discovering their own abilities through play.

- It was agreed that use of rocks, logs and water are a "natural" fit for this project.

- The use of materials that degenerate was discussed. It was suggested that logs used for climbing structures will need to be replaced more often than plastic or steel structures. It was also pointed out that logs can be sourced locally at no cost.

- It was suggested that the plastic and metal standard play equipment is replaced often-. typically, every 10-12 years.

- Traditional or standard play equipment was discussed. Many people expressed that traditional play equipment was under used at playgrounds for a reason – these type of play experiences are at schools and private developments and parks. Children and adults are bored of them. It was question if this type of play experience was more suitable for PAC groups to organize as it is straight forward, etc. However, the merits of traditional play equipment were also noted for building upper body strength and certain activities like climbing, swinging etc. and added a contrast to natural elements. *A mix of traditional and custom play equipment is desired.*

- The contrast between built and natural forms was also desired.
- Gathering areas for adults, places to socialize, view children supervision are important.
- Places for adults to rest and supervise more than one child is necessary.
- The use of the bridges in option #1 was discussed. This may reflect the "Richmond" context with numerous bridges or bridges having a prominent use in the design. However, the bridges can be considered to be a redundant experience if there is already one in the larger Garden City Park.
- It was observed at the workshops that the use of water, bridges and landform were present in most of the workshop examples
- Look at using quality , different play equipment (i.e Biggo swings)
- Planting should be durable and mix of herbaceous and shrub materials for variety and to ensure biodiversity and that some plants survive. An edible landscape was suggested. Generally, hardy durable grasses are very suitable. Unique plants that highlight the senses and natural phenomenon are encouraged (i.e. wind, snow, seasonal change , colour, smell, etc.)
- The use of water in the park was discussed. Generally, the idea in option #1 of bringing the pond edge and the experience of the pond into the play area was supported. A water source on a timer was suggested and supported. The well water that is in the park to add to the pond water is NON- potable and therefore, not suitable in a playground. A city water source is to be used for any additional water features o play elements.
- Perhaps a dry creek bed can be used and to take advantage of seasonal changes in available surface water.
- Consider a performance space.
- Consider how to involve local children in project. Perhaps in construction (planting) or growing community garden or on-going project to continue participation and ownership of space.
- Consider *signature* pieces for play area. (big slide, art piece, animal, etc.)
- Gateways or archways to identify children's space is to be highlighted.

- Electrical plug ins to be available.
- There should be a clear path (route) through space. (Clarity of space)
- Consider areas for "clean" play. Not dirty, away from water, sand etc.
- Design the space so that it can be added to for future phases. Examples, are space for a larger gathering area or community gardens
- it was also noted that the playground can't be everything and we should try to focus on being a few things and design those things really well.
- The play environment should be a stimulating place for everyone. It's about place making. It was suggested that this space be used for other events such as a lantern festival or performances. This is to be a special, destination place.
- Activity around the edges of the space is important

7. Generally everyone agreed option #1 was the direction to take. Clarence is to present ideas to management to get idea on direction and confirm this.

8. The next steps were discussed. The next meeting is on December 14th for a presentation for the Committee. Both options and workshop summary are to be presented. It was suggested to make the same presentation but better describe the designed spaces, label and link character images and play elements with spaces on plan.

9. Adam received the additional submitted materials from Cook and Currie schools for review.

Note: The above minutes and items were recorded and interpreted by Adam of space2place design inc. If there are any revisions or additions to the document, they are to be submitted within 3 business days of receipt of this document. Following this period this document will stand as a record of the meeting for the Garden City Play Environment.

space 2 place

Meeting Minutes

December 19, 2006

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

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■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Monday December 18 @ 6:00pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Sue Groff	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
	Chandra Lesmeister	- POD design
	Luka Mladin	- Committee member
	Sonja Mladin	- Committee member
	Donna Davis	- Committee Member
	Kitty Sun	- Committee member
	Mike Powar	- Youth Development Worker
	Alisa Carey	- School Sports Coordinator
	Craig Worthing	- Principal, Anderson
	Glyn Davies	- Grade 7 Teacher, Anderson
	Carla	- Student , Anderson
	Tommy	- Student , Anderson
	Alexander	- Student , Anderson
	Chantal	- Student , Anderson
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Committee Orientation Meeting#2 @ Richmond City Hall	

1.0 Introductions were made by Clarence.

2.0 Clarence introduced the project goals and schedule. Clarence reviewed process to date and the goal of today's meeting – to review process to date including workshop materials and discuss the presented two conceptual options. Either option is a possibility at this time.

3.0 Chandra began the presentation and reviewed the design guiding principles - the 7 C's. Chandra reviewed the workshop with Anderson students and designs from the Kindergarten, grade 4+5 and 7 classes. General Currie and Cook schools were surveyed and participated in class exercises to generate ideas and discussion about possibilities for the play environment. Some of the submissions from students were presented. The drawings and written submissions from Currie and Cook schools discussed elements and experiences unique to the outdoors such as the sun, trees, ponds and wildlife. The findings from review of the General Currie and Cook schools are similar to those of Anderson. See handout for summary.

Adam presented the site analysis and the two options. He noted that the concepts are very different in their approach with the first option, named "Green Heart Discovery Park" is more natural in character and represents a dramatic departure from traditional playgrounds. The second "Dynamic Playscape" option encourages active and creative play but leans toward a more conventional approach relying more on catalogue play equipment.
Both options represent a place to engage the senses, to connect to nature and to meet your neighbour or old friends. Both options have three entry points, one main entry at the proposed washroom, and a second from the east and basketball courts and a third to the south in line with the bridge over the pond.

4.0 The "Green Heart Discovery Park" option is an organic composition with a series of smaller spaces designated for play for the three target age groups (infant /toddler (0-5) age, 6-10 age and 11 and older age groups.) This option is organized around a central natural common play area that connects with the pond. It is anticipated that this area would include water play features and would also accommodate the site's rainwater in the design. The play areas are integrated throughout the site and would encourage use of the 5 senses and development of motor skills. It is proposed that the play elements would include natural elements such as: logs, rocks and plantings. Though these would be supplemented with unique play structures that offer a high quality of play value, with some iconic pieces. Additionally there would be a series of crossings in this design that would vary in experience and be play features in themselves. (Bridges were represented in many of the designs in the school workshops).

A number of images were presented to illustrate the character of this approach. It is clear that if this option is selected it would be very unique in the Lower Mainland and potentially serving as a model for other municipalities across Canada.

5.0 The "Dynamic Playscape" option has three mounds that enclose a central play area. This play area is designed for three designated play zones for the three target age groups. The zones are designed to hold traditional play equipment and therefore, are larger and flatter. The use of more traditional play equipment will structure the play experience within the zones. There are a series of active nodes spread throughout the site mixed with social areas situated along the central path system. There is a steep wall or play feature cutting into the larger mound to the west. This option also incorporates planting in the design of the play environment, though it is mostly located around the edges.

6.0 After the presentation ended thoughts and reactions to the images and ideas presented were solicited from the Committee members. The following is a brief description of the comments, ideas and discussion that followed;

- The "Green Heart Discovery Park" was cited to be the preferred option for many reasons. It was more "crazy", "unique" and new approach and aesthetically appealing.
- Water was noted several times to be a desired element because it offered many "C's" such as change and character and great play value. There could be a "dry" creekbed when water was not available.
- The varied pathways offered chance and opportunity for adventure in the "Green Heart Discovery Park".
- The notion of having an area for the older children to be somewhat separated to socialize or "get away' from the younger groups was desired.
- Space for teens is desired, possibly by the basketball court.
- Skateable features could be considered in the teen area.
- The bridges were noted to offer great play value.

- Use of a fog machine will be investigated for incorporation in the design.
- Wheelchair access will be provided for major circulation and over 2 of the bridges. The third bridge will be considered more of a play feature.
- The idea of a larger gathering space would be used by Anderson school for class gatherings, summer camp activities and special events.
- The desire for a programmable gathering space for performances or activities was expressed.
- The "Green Heart Discovery Park" provides unstructured play and opportunity for children to use their imagination and be creative.
- There was a lot of interest and desire for non-traditional play equipment and features.
- Wildlife habitat issues were discussed. Bird boxes could be installed.
- It was suggested that the students from the school can be involved in planting some of the new planting in the park. There was some discussion about stewardship of the park and involving Summer programs.
- The concept of a children's arboretum was noted.
- Children should have the opportunity to climb up high, use big slides and view the park, perhaps from an observation tower. Emphasize the vertical.
- A debate about lighting started. There are many ideas and theories about lighting parks. Lighting is to be discussed in the future and Richmond is to make a policy decision on lighting the park. Some infrastructure for lighting can be installed now for lights in the future.
- Explore the use of portable play equipment.
- Sustainability and maintenance was discussed. This "new" approach to play environment will require "new" attention to maintenance. Custom play features will require custom maintenance. Perhaps the replacement of wood features like logs will add interest over time and bring a new personality to the space.
- Traditional play equipment is replaced often (+/-10 years) and is expensive.
- The difference between risk vs. hazard was discussed. Challenging play spaces offer a sense of risk that is clear and the children are aware of these risks. Hazards are objects or situations can't be seen or are hidden. Graduated levels of challenge or risk are also important to provide variety, chance and change in a play space.

7.0 Clarence noted that the next step in the design process was to move forward with the "Green Heart Discovery Park" design and develop the design and detail some areas. An open house will be held in January and everyone is invited to attend. The goal is to work toward construction of the play environment starting in the Summer of 2007.

Note: The above minutes and items were recorded and interpreted by Adam of space2place design inc. If there are any revisions or additions to the document, they are to be submitted within 3 business days of receipt of this document. Following this period this document will stand as a record of the meeting for the Garden City Play Environment.

Meeting Minutes

January 19, 2007

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

☐ FAX

■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Tuesday January 16th @ 1:30pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Mike Redpath	- City of Richmond
	Marcus Liu	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Progress Meeting @ Richmond Parks office	

The purpose of the meeting was to review open house materials and present preferred concept design to the Richmond Parks staff.

1. Jeff presented draft presentation boards for the open house. There will be seven boards in total describing the design process including: site analysis, research, workshops, two concepts and preferred design concept (green heart discovery park) and illustrative sketches and images for design.

2. Clarence clarified that the open house will be on Thursday January 25th @ 6pm Richmond City Hall on the first floor. He'll set up easels and have a sign in sheet.

3. It was decided that stick it notes would be used for capturing comments on design at the open house.

4. Clarence noted that the school presentation has not been set. The City of Richmond is hoping to arrange the open house boards in Anderson school. A comment sheet was discussed to be used to capture student and staff comments.

5. Space2place is to send a draft digital file of the design concept to Richmond for their file and discussion.

Action: Space2place to send digital files to Clarence.

6. Clarence clarified that the title on the open house presentation boards are to be "Garden City Park Play Environment".

7. Jeff presented the draft design. He explained the evolution of the design from the preferred concept "Green heart discovery Park".

    i. The design has a series of smaller spaces designated for play for the three target age groups (infant /toddler (0-5) age, 6-10 age and 11and older age groups.) arranged around a central naturalized space. The central feature

of the play environment is a planted channel that drains into the pond to the south. At the east end of the "green heart" is the water source for the channel and will drain into the pond. The pond edge has been contoured into the play area providing a dynamic edge. There is a series of three bridges to cross the central "stream" of the green heart. The first bridge is located adjacent to the pond is large enough for vehicles to cross. The second bridge located in the center of the play area is also accessible. The third bridge is smaller scale and is for able bodied pedestrians and is intended as a play feature.

ii. The 0-5 play area has a sandplay area with some stepping stones and planting surrounded by concrete pathway. The play feature "the mountain" is a 3.6m diameter stainless steel dome located within the sand play. A 4.1m diameter "valley" is a 750mm deep stainless steel bowl located in the concrete path surrounding the sand play. A "reflexology" path "separates the sand area from a pea gravel area and winds through the concrete path. The "reflexology" path is a series of stones and pebbles set in concrete that offers a variety of surfaces to explore. This feature is designed for all visitors big or small, young and old. Adjacent to the sand is a pea gravel area with stepping stones leading to a lawn area to the north for seating and spreading out a blanket. Surrounding the play space are seating and socializing areas.

iii. The 6-10 area ground plane is sand with a large "zeppelin" rope climbing structure offers graduated challenge and allow children to inhabit the structure. The open ended nature of the structure can be used for many different types of imaginary play such as a fort or series of forts. A wall with climbing hand holds is the back drop to the play area and retains the mound to the west. The wall is covered in colourful rubberized surface. This play area also has larger logs and root wads to climb on and through located in the "beach" area closer to the "green heart". To the west, on the top of the mound is a tower with a slide that descends the southern slope of the mound. On the top of the tower there is a windmill attached. The slide is accessed by a series of stairs. On the north side of the mound is an outdoor classroom with a series of grass terraces area above a flatter performance or "stage' location.

iv. There is a hand pump located to the east of the 5-10 targeted area. This water feature is located next to the green heart and is surrounded by sand. This feature provides the opportunity to play with the potable water and redirect the flow and mix it with sand on a mixing table and water troughs.

v. The older children's area has a large tire swing in sand. It is surrounded by a seating area and boulders for seating. There is also a separate concrete pathway that has a series of three grinding ledges for skateboarding nearby.

8. Jeff presented a draft plant palate that emphasizes species that offer unique colour, shapes, and textures to engage the senses and to interact with interesting planting. Planting on the south side of the play environment and in the green heart will be arranged to create a maze like experience with many small, narrow pathways to explore.

9. The following comments were made in the discussion that followed:

    i. The water source for the water feature in the green heart is unknown at this time. Potable water was recommended. Direction is needed from Parks

staff on the amount and duration of the water to come from the water feature. The options are; manually pumping the water by visitor, user activated on a timer or a continuously flow for longer periods. It is likely that during the summer that the "stream" bed will be dry.

Action: direction from Parks is required for water feature volume, duration and preferred activation method.

ii. Irrigation was discussed and Mike was interested in using pond water to irrigate plantings. Irrigation was recommended to be used to get the plants established. This may be more difficult in some areas due to the expected use and abuse the plants will need to endure. Fencing off areas for an establishment period was also recommended.

Action: direction from Parks is required on extent of irrigation.

iii. Plant species are to be iron and drought tolerant.

iv. Accessibility was discussed in reference to the surfacing of the reflexology path. It was suggested that sections of the reflexology path have flatter stones to cross in defined areas or adjust the layout of the reflexology path.

v. It was noted that the play equipment was largely not accessible as it was located in sand. It was suggested that the slide have an assessable ramp.

Action: direction from Parks is required for level of accessibility for play environment (i.e. pathways, some play equipment, all play equipment…?)

vi. The mountain was noted to become hot midday in the summer. It was noted to be placed in the shade.

vii. The slope of the slide was noted to be planted in groundcover and have stairs leading to it. Examples from Steveston park was used to illustrate the heavy use and railings needed for stairs. The grass was worn away creating a muddy slope.

viii. Access to play equipment was raised. Richmond has tried to provide access to play equipment and one example is the use of boardwalks in Steveston Park and access to "diggers" from boardwalk.

ix. Clarence noted that there is an opportunity to locate the washroom as they are currently planning construction.

x. Concern over the ability of planting integrated into play areas to withstand the abuse and wear over time.

xi. The request for toddler swings was noted.

xii. The seemingly "lack" of play equipment was noted. The play value for the features noted are to be illustrated to how they provide better play value for presentation. The chosen play elements are to be illustrated in how they are to be used to the public.

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space 2 place

Meeting Minutes February 05, 2007

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

☐ FAX

■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Tuesday January 25th @ 6:00pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Mike Redpath	- City of Richmond
	Sue Groff	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
	Members of public – see Richmond sign in sheet	
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Public Open @ Richmond City Hall	

The purpose of the meeting was to present open house materials and answer and respond to any questions or comments from the public.

1. Eight presentation boards were set up on the first floor of City Hall.

2. Interested people were welcomed and presented the boards. Post-it notes were handed out with pens to record comments. People were then invited to stick the comments on the appropriate boards. The following post –it note comments were retained and recorded;

   i) "I like the Zepplin"
   ii) "the outdoor classroom is a good Idea"
   iii) "safety is important around the forest and washroom areas"
   iv) "is lighting proposed?"
   v) ""what is the water flow from the water features?"
   vi) "are there going to be events at the outdoor classroom?"
   vii) "outdoor classroom should have not too many plants so that people with allergies are not effected while listening to a class"
   viii) "ice cream stand for summer"
   ix) "is there a possibility for community involvement in playground construction?
   x) "Add 2 single swings"
   xi) "I like the tire swing"

3. Generally, the comments heard were very positive towards the design and proposal.

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space 2 place

Meeting Minutes

February 14, 2007

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

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■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Tuesday February 13th @ 10:00am	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Mike Redpath	- City of Richmond
	Sue Groff	- City of Richmond
	Jamie Esko	- City of Richmond
	Gus Mastos	- City of Richmond
	Ted deCrom	- City of Richmond
	Gord Barstow	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
	Kate Stefiuk	- POD
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Preferred concept direction @ Parks Office	

The purpose of the meeting was to review and discuss the concept design with parks operations and planning staff. Direction was also provided to space2place to develop the design.

1. S2P delivered the cost estimate to Clarence for review. Clarence is to confirm construction budget includes consultation fees.

Action : Richmond to confirm budget items.

2. Clarence started the meeting with a recap of the design process and a summary of the results and findings of the recent public open house and feedback from schools. Generally, the feedback about the concept design has been positive from the public and students.

3. Gord Barstow noted concerns about the design and inviting skateboarders into the park. He specifically citied graffiti issues and grinding on surfaces.

4. Mike raised the issue about access to pond by park visitors. He noted that the water level pond can fluctuate by 600mm after a large rain event.

Action : Richmond to provide S2P with pond water level data for design elevations.

5. Jeff noted that the bridge closest to the pond can be replaced with a culvert. This culvert will block access from the drainage swale/creek in the playground to the pond. The culvert will provide the visual effect that the pond is connected to the play environment however, the change in grade and the separation by the path and culvert ensure that there is no physical connection to the pond edge. Direction was given to S2P to replace the bridge with a culvert and grate and look at options for perimeter enclosure of the play environment.

Action : S2P to replace bridge with culvert and explore enclosure options of play environment.

6. Gary Kinney is the play structure installation inspector for Richmond.

7. It was noted that Richmond uses CSA guidelines for play equipment.

8. Wheelchair access to the site was discussed. Jeff reviewed the proposed changes to add rubberized surface around the "zeppelin" and the water table for access. This was found to be an acceptable level of access for wheelchairs.

9. Mike noted that picnic tables and bench location are to be noted on the next iteration of drawings.

Action : S2P to develop social seating areas.

10. Ted noted that root barriers are to be used for trees that are planted close to paved walkways. The use of the barriers is intended to reduce pavement heaving by tree root action.

Action : S2P to add root barriers were needed.

11. It was noted that the arboretum planted to the west of the play environment are all from the Pacific Rim. This is to be considered for tree selection for the play area.

12. It was noted that the plants selected are to be hardy and tolerant plants. Most concern about plant selection focused on plants being trampled, picked, damaged etc.

13. It was noted that the base of rubberized surface is to be detailed. Richmond has not had good results with gravel base for the rubberized surface.

14. The use of sand was discussed. The specification for sand is to be reviewed by Richmond. There is concern about sand that compacts too easily. The sand is to be clean and washed and uniform structure with few if any fines.

15. It was decided that pea gravel is NOT to be used.

Action : S2P to replace pea gravel surfacing.

16. Richmond is to determine how to connect to the existing irrigation system at the arboretum and extend it to cover the planting in the play areas.

Action : Richmond to determine how to connect and use existing irrigation system.

17. The widths of the paths were discussed. It was requested that the path be widened at washroom entry. Generally, it was found that the proposed 2.0m wide paths more than enough for equipment. There are three access points to service the play environment. It was noted that the bridges are not designed to be driven over with vehicles.

Action : S2P to widen path at washroom

18. The water source was discussed. The focus of the debate was about the use of existing well water or potable city system water. Richmond is to review use of well water. It was noted that the water source should be designed to be less inviting to drink (i.e. natural looking , NOT a tap, faucet, etc.). S2P will wait for direction for design of water feature.

Action : Richmond to investigate and determine the water source for the water feature.

19. Conduit is to be shown on the construction drawings for installing lights at a future date. Power is to be brought to outdoor classroom area.

Action : S2P to document conduit and power location on construction drawings.

20. Some concern was made about the tire swing. It was suggested it be replaced with a "big o swing". Jeff noted that the tire swing was chosen because it presents a unique and challenging element and for the older children's area. Direction was given to look at options for the older children's area and provide a larger play structure to allow more children to play on.

Action : S2P to review tire swing and explore options for a larger play structure.

21. Clarence noted that the presentation boards are to be presented to the committee together with the city staff perspective of the design. The committee will be asked to review and provide input on the design. This meeting is scheduled for February 21th, 2007.

22. Jamie suggested providing more "playful" seating such as work by Tom Balsley.

23. It was noted that Dave Semple is concerned with visibility across the site, access to the pond, and the desire for a larger play structure.

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space 2 place

Meeting Minutes February 26, 2007

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

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■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Tuesday February 21st @ 6:00pm	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Sue Groff	- City of Richmond
	Luka Mladin	- Committee member
	Sonja Mladin	- Committee member
	Donna Davis	- Committee Member
	Peter Mitchell	
	Petric? (female)	
	Alisa Carey	- School Sports Coordinator
	Craig Worthing	- Principal, Anderson School
	Adam Vasilevich	- space2place design inc.
	Kate Stefiuk	- POD
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Preferred concept discussion with Committee @ City Hall	

The purpose of the meeting was to review and discuss the concept design with the Committee. The ideas and comments were recorded as follows;

1. Clarence opened meeting with to present the purpose of as a meeting to review presentation boards and discus the design and review staff comments. Introductions were made as there were two new people in attendance.

2. Adam briefly reviewed the design process and a summary of the results and findings of the recent public open house and feedback from schools. Adam presented the preferred concept to the group. He described it as a developed "green heart discovery park" concept with the three areas designed for age specific play. These areas (0-5, 6-10 & 11+) are specific to certain ages however, all children will find each part of the play environment exciting. There are "mazes" or narrower paths of plants, natural logs, a "giant stump", two bridges (one being more of a play feature) reflexology path, stream connecting to pond, interactive water play area, water feature, giant slide on rubberised slope, tire swing, seating areas.
   There will be rubberized surface used in the 6-10 area around the main play feature for better wheelchair and stroller access. Rubberized surface will also be used around the interactive water feature with a sand mixing table and water troughs. The southern bridge next to the pond is proposed to be changed to a culvert with a grate on the ends. The culvert will act as a barrier to the pond while allowing the perceived connection of drainage to the pond and perhaps a high water level some pond water will reach the culvert. Adam noted that the second bridge would be a pedestrian bridge and it is proposed to have railings of "wildwood' design. Adam presented an image of the Whistler play equipment to the group that was positively received.

3. Kate was asked to provide an analysis of the proposed design from the perspective of children's development. Kate mentioned that the 0-5 area had good opportunities for children to manipulate their surroundings (i.e. sand) and the areas seem to be the appropriate scale for each target age group. The high slide allows for children to get higher up and survey the park. Kate also mentioned that the design provides many ways for visitors to engage with the natural environment.

4. Sue spoke about the feedback from the presented boards from the schools. Most responses were from Anderson school and there were 26 responses that provided constructive feedback. Generally, the comments from the school children were positive. The requests for a pool, trampolines and a soccer field are to be addressed in someway with the children by Richmond (i.e. The smaller bridge will have trampoline like play value).

5. Clarence reviewed the comments by Richmond Parks staff about the design. He noted that staff were concerned about the physical connection between the play environment and the pond. He asked if the culvert was a good response to this concern. Everyone agreed that it is a good idea.
    - 5.1 Clarence discussed the issues around containment and the idea of a fence and boundaries of the play environment being defined.
    - 5.2 Water quality and the use of well or ground water for the water feature was discussed. Clarence noted that the pond is surface runoff water that is largely rainwater and some ground water and is also washed from the streets into the pond. There is an opportunity to use well water for the park. The well water is high in iron that can discolour after a while, turning a rust colour. The water has been tested and it is safe to use. The other opportunity is to connect the water feature to the City water system. This option limits the amount of water to be used as it would be restricting to the flow to ensure that water is conserved. Clarence has asked for the Richmond Health inspectors to comment on the use of the well water and they have no concerns.
    - 5.3 Clarence asked if there are there any concerns about visibility through the play environment.
    - 5.4 Clarence also brought up the issues of having a balance of structured play equipment and natural elements within the play environment and asked the committee for their opinions.

6. The following is a list o f comments from committee members about the proposed design
    - 6.1 The tire swing was liked because it looked "dangerous' and was challenging for older kids. It was noted that there is on in Minoru Park. It was noted that children need a challenge to keep their attention.
    - 6.2 A bike rack was requested.
    - 6.3 Stroller parking was requested.
    - 6.4 A request for a covered place to store roller blades, shoes and clothes.
    - 6.5 Lights for the park were requested by one member.
    - 6.6 More water flow for the "stream" was desired by the group. There was no concern about the use of the well water for this purpose. Water quality is an issue however, if the well water is safe it should be used to conserve City system water.

6.7 There was concern about having one tire swing. There may be conflicts over the use as it would be popular. More swings were requested.

6.8 How much power would be brought to the outdoor classroom? – Clarence responded that it would be connected to the mechanical room to the washroom so there would be enough for events.

6.9 What paths are wheelchair accessible? It is good to see that most of the paths are wide enough to have to wheelchairs side by side.

6.10 Everyone liked the Kontiki option over the Zeppelin. It was expressed that the Kontiki provided that same play opportunities as the Zepplin but had more play value with a slide and a "treehouse" feature.

6.11 Are there going to be dogs in the park? There are concerns with children and dog conflicts.

6.12 Swings were requested for smaller kids.

6.13 There was much discussion about visibility through the park. One person mentioned that there should be trees in the design because they add to the experience. Another added that parents should be closely watching their children anyway, especially the smaller children.

6.14 The use of the Biggo swing should be reviewed. It would provide more children to play on it and easier for disabled children to access.

6.15 The idea of a boundary was discussed. No one wants a fence. The ideas of visible boundaries are needed for children to understand where they can play and were the playground ends. The yellow posts proposed at one entry were liked and were used as an example that should be used. Playful features that can be played upon should be used for a containment or boundary. Play value should be maximized from everything.

6.16 A covered area for picnic or shelter was discussed. The washroom building has the option of having a covered area. Picnic tables can be added to this sheltered area.

6.17 The possibility of a temporary shelter for rain or shade was discussed. Some desire for a temporary shelter was expressed. It was also proposed that areas can be designated (outdoor classroom) for temporary tents or shelter to be set up for events.

6.18 More social seating areas were requested and picnic tables.

7. Clarence was asked when the playground will be built and what happens next it the process. Clarence explained that space2place is now tasked to detail design so that the playground can be constructed. Clarence will write an informational report to council describing the design process. Clarence noted that council has approved budget for the project. If construction begins in June the play environment should be completed in the Fall.

Note: The above minutes and items were recorded and interpreted by Adam of space2place and Kate of POD design inc. If there are any revisions or additions to the document, they are to be submitted within 3 business days of receipt of this document. Following this period this document will stand as a record of the meeting for the Garden City Play Environment.

space 2 place

Meeting Minutes February 27, 2007

space2place design inc.
Mercantile Building
309-318 Homer Street,
Vancouver BC V6B 2V2

T 604.646.4110 **F** 604.646.4120
E adam@space2place.com
W www.space2place.com

GARDEN CITY PARK PLAY ENVIRONMENT

S2P Project No. 06-018

☐ FAX

■ EMAIL 3 PAGES INCLUDING THIS PAGE

DATE & TIME	- Tuesday February 27th @ 10:00am	
ATTENDEES	Clarence Sihoe	- City of Richmond
	Gus Mastos	- City of Richmond
	Jeff Cutler	- space2place design inc.
	Adam Vasilevich	- space2place design inc.
RECORDED BY	- Adam – space2place design inc.	
SUBJECT	- Design/construction meeting @ Parks Office	

The purpose of the meeting was to review and discuss the design and some technical issues with staff. The first part of the meeting was in the Parks office with Gus. The second part of the meeting was on site in Garden City Park.

1. Most of the conversation in the meeting focussed on the water features and water service. A 2" line will be provided at the new washroom building. The washroom building will house irrigation controls, electrical and the backflow preventor. Richmond had a permit for the washroom building. A permit is not needed for the play environment construction.

2. Space2place is to deliver irrigation drawings showing areas to be irrigated, planting material description (lawn, trees, shrubs) and the location of the irrigation lines and sleeving for irrigation lines. The irrigation installers and designers at the City will determine the design of the irrigation system.

3. The well is located on site close to the power kiosk. It houses the pump to pump the water up 67' to the surface. The well and pump now supply the pond with water in the summer @ 4000 gal / hour or 60 gal/min. This is more than enough flow to provide a constant flow of water in the stream. It was suggested that the well have a "T" connection to the water feature. It can also be connected to the pond and a valve to control the flow to the water feature. It was decided that the stream would now be the way to provide water to the pond in the summer using the well water. Jeff asked when the stream would be running – all year?

4. The existing water level is @ 0.4m of the pond. This is typical for the winter. In the spring the water level is raised to 0.9 with a weir system.

5. Clarence reiterated that the health board doesn't really have much jurisdiction for this situation. This water feature is a naturalistic stream. However, the source of the water can't be a tap or feature that it looks or invites people to drink. It was suggested that the water feature is an opportunity for interpretation of the ground water and water cycles ,etc.

ACTION: Space2place to detail water feature design and review with Richmond staff.

6. The water play feature is to be connected to the City water system. This would be connected through the washroom building.

7. The character of the stream was discussed. Three options were presented for materials for the water channel; concrete lined, plastic liner and bentonite. There are positive and negatives for each option. Concrete doesn't look too natural, the liner can be exposed and bentonite is easily disturbed. It was agreed that the stream should be a huge opportunity for children to interact with the natural elements. The stream bed should have some river rock bottom, opportunity for digging (sandy bottom) and "pool" like features with boulders. It was suggested that coloured (black) concrete or painted as an option for the bottom of the water stream. Clarence noted that "natural" looking stream images have been presented in the designs.

ACTION: Space2place to detail design the character of the stream with materials to be used.

8. There has been no luck sourcing large woody debris material from Richmond or Stanley Park. Jeff suggested one credible source of wood is wildwood in Squamish. The bridge is to be simple in design and then amended with additional "wildwood" railings. It was suggested to use 2x2' pressure treated decking or 2x3" on edge for decking. Metal decking that is transparent (expanded metal) is also an option for decking.

ACTION: Space2place to visit wood source and provide Richmond with images of samples.

9. Water and irrigation lines are to be minimum 18" (450mm) depth below finish grade.

10. Gus has a source of rock and fill form Hastings Park. He provided S2P with photos and described 1m round boulders. Jeff noted that for the play environment one or two large boulders (2m x 3m) are needed. It was noted that delivering and placing the large boulders are a challenge.

ACTION: Space2place to review the quantity and size of boulders needed for design and provide to Richmond.

11. The second half of the meeting was held on site at GCP. The pond water level was observed at the 0.4m level. The culvert was discussed. It was explained to Clarence that the culvert would be concrete and extend out far enough to allow for a slope to the pond edge. There would not be any steep drop from the path and the slopes around the culvert are to be densely planted. Clarence noted that this is to be illustrated to be a viable and safe option to staff.

ACTION: Space2place to illustrate culvert in detail and section to present to Richmond staff.

12. Clarence noted that the pond water is not to enter the play environment with normal water levels. The culvert should be above the 0.9m water level on the play environment side of the culvert.

13. Clarence noted the water depth and the correlation of growth of algae, cattails ,etc.

14. West Nile was discussed. If there is a constant flow of water in the stream and children are constantly disturbing the water then there is very low chance of West Nile. It is too cold in the winter months for West Nile and mosquitoes.

Note: The above minutes and items were recorded and interpreted by Adam of space2place design inc. If there are any revisions or additions to the document, they are to be submitted within 3 business days of receipt of this document. Following this period this document will stand as a record of the meeting for the Garden City Play Environment.

IT BEGAN WITH AN IDEA...

"THE MOST EFFECTIVE KIND OF EDUCATION IS THAT A CHILD SHOULD PLAY AMONGST LOVELY THINGS."

PLATO

OVER THE YEARS, THE DESIGN OF PLAYGROUNDS HAS INCREASINGLY RESULTED IN ONE DIMENSIONAL PLAY VALUE FOR CHILDREN, DUE TO AN OVERRIDING CONCERN FOR SAFETY. AS A RESULT, PLAYGROUNDS HAVE BECOME VERY GENERIC AND UNRELATED TO THEIR SURROUNDING CONTEXT. NEW PLAYGROUNDS ARE OFTEN PLACES WHERE CHILDREN BECOME BORED BECAUSE THEY ARE SIMILAR TO WHAT THEY HAVE SEEN TOO MANY TIMES BEFORE.

WHILE SAFETY IS AN IMPORTANT CONSIDERATION IN THE DESIGN OF PLAYGROUNDS, THE CITY OF RICHMOND HAS RECOGNIZED THAT CHILDREN'S PLAY ENVIRONMENTS HAVE THE POTENTIAL TO PROVIDE AN ARRAY OF EXPERIENCES THAT CONTRIBUTE TO THE LEARNING AND DEVELOPMENT OF CHILDREN.

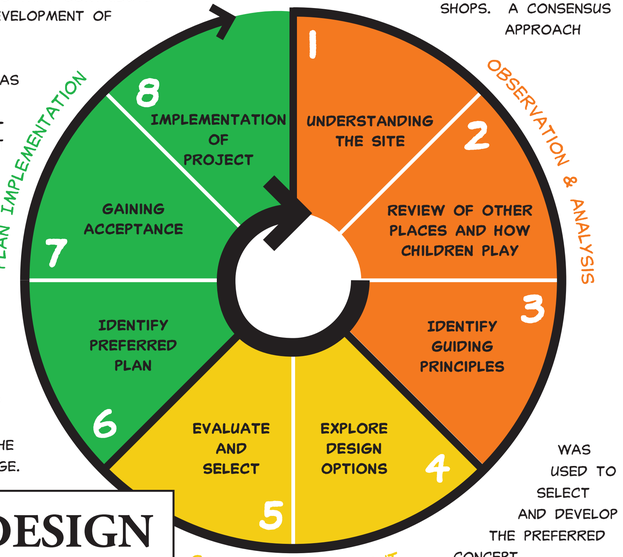
THE CITY OF RICHMOND HAS ENGAGED CHILDREN IN AN INCLUSIVE **DESIGN PROCESS** TO DETERMINE WHAT CHILDREN WANT, HOW THEY WOULD LIKE TO PLAY, AND WHAT THIS PARK SHOULD LOOK LIKE.

THE DESIGN PROCESS USES INFORMATION LEARNED IN EACH PAHSE TO INFORM THE NEXT PHASE OF THE PROCESS. IT IS EVOLUTIONARY AND AS THE PROJECT MOVES ALONG THE NATURE OF THE DESIGN BEGINS TO EMERGE.

THE DESIGN PROCESS

THIS PROCESS STARTED WITH OBSERVATION AND ANALYSIS WHERE WE GAINED AN UNDERSTANDING OF WHAT IS POSSIBLE AND WHAT IS DESIRED. (1) WE ANALYZED THE PROPOSED SITE TO LOOK FOR THE OPPORTUNITIES AND CONSTRAINTS OF THE EXISTING NATURAL FEATURES AND BUILT ENVIRONMENT. (2) WE HELD A SERIES OF DESIGN WORKSHOPS TO OBSERVE AND LISTEN TO THE NEIGHBOURHOOD CHILDREN. THIS PROVIDED US WITH USEFUL INSIGHTS ON WHAT CHILDREN ARE INTERESTED IN AND HOW THEY PLAY. WE ALSO REVIEWED CASE STUDIES OF PLAY ENVIRONMENTS TO SEE WHAT WORKS IN OTHER PLACES. (3) GUIDING PRINCIPLES WERE DEVELOPED BASED ON THE FINDINGS TO INFORM THE REST OF THE PROCESS.

THE NEXT STEP OF THE PROCESS WAS CONCEPT DEVELOPMENT. (4) IN THIS PHASE, DESIGN SCENARIOS WERE EXPLORED TO SEE WHAT WORKS AND WHAT DOSEN'T. (5) THESE CONCEPTS WERE EVALUATED BY CITY STAFF, THE WORKING COMMITTEE, THE CONSULTANTS AND CHILDREN THAT PARTICIPATED IN THE WORKSHOPS. A CONSENSUS APPROACH WAS USED TO SELECT AND DEVELOP THE PREFERRED CONCEPT.



THE FINAL PHASE OF THE PROJECT IS THE PLAN IMPLEMENTATION. (6) THE PREFERRED DESIGN CONCEPT WAS DEVELOPED TO DETAIL THE CHARACTER OF THE PLACE. SPACES WERE CREATED FOR SPECIFIC ACTIVITIES AND ELEMENTS WERE IDENTIFIED. THIS WAS WHERE THE PROJECT TRULY BEGAN TO TAKE SHAPE AND THE END PROJECT WAS VISUALIZED. (7) THE PROJECT IS PRESENTED AT A PUBLIC OPEN HOUSE FOR FURTHER PUBLIC INPUT AND COMMENT. THE PROJECT WILL BE REVISED IN RESPONSE TO COMMENTS RECEIVED AT THE PUBLIC OPEN HOUSE AND PRESENTED BEFORE CITY COUNCIL FOR FINAL APPROVAL. (8) FOLLOWING FINAL APPROVAL FROM COUNCIL THE PROJECT WILL BE FURTHER DETAILED AND ANY DESIGN ISSUES RESOLVED. THE LAST PHASE OF THE PROJECT WILL BE ITS CONSTRUCTION, RESULTING IN A NEW PARK TARGETED FOR FALL 2007 COMPLETION.

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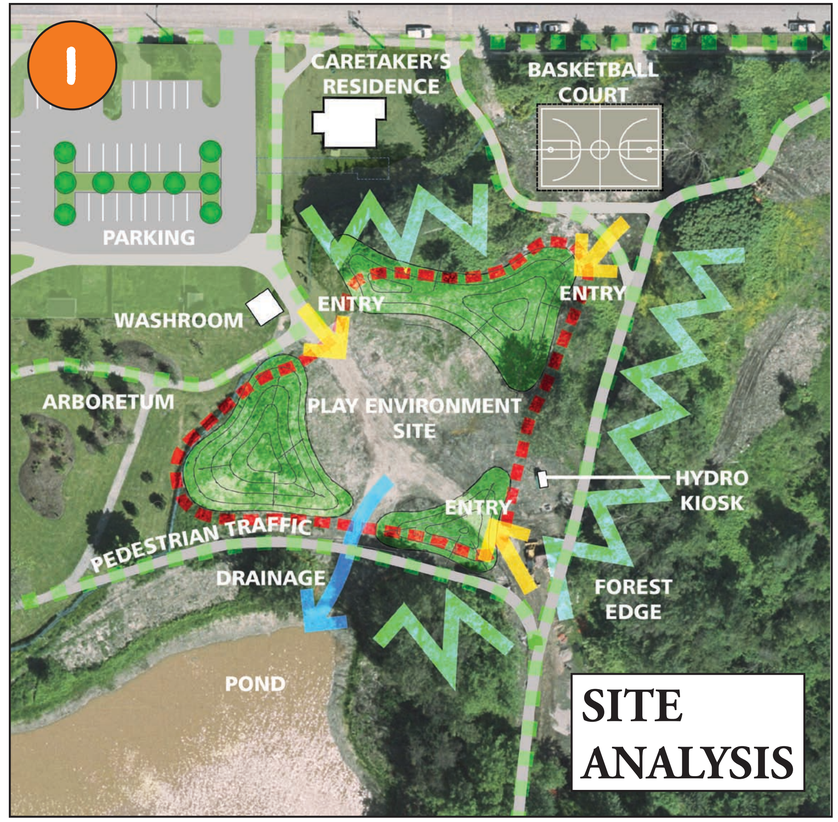
PROJECT CONTEXT

THE RED AREA ILLUSTRATES THE FUTURE PARK SITE



SITE ANALYSIS

2 ENGAGING CHILDREN

KINDERGARTEN WORKSHOP

NEARLY HALF OF KINDERGARTEN STUDENTS USED RAINBOWS, STEPPING STONES THROUGH RIVERS, AND PONDS IN THEIR PARK DESIGN.

GRADE 4+5 WORKSHOP

HALF OF THE CHILDREN INCORPORATED DUCK PONDS, WATER, ORGANIC FORMS, PATHWAYS, AND FOG INTO THEIR PARKS.

GRADE 7 WORKSHOP

UNIQUE TO THIS GROUP WAS THEIR DESIGN OF SOCIAL ELEMENTS. THEIR PARKS HAD PUBLIC ART, PLACES FOR TEENAGERS TO HANG OUT, AND AN OVERARCHING "PEACEFUL" PHILOSOPHY.

INDIVIDUAL ILLUSTRATIONS

ALMOST ALL CHILDREN REPRESENTED TREES IN THEIR WORK. GRASS, SUN/CLOUDS, FLOWERS, AND PONDS WERE REPRESENTED IN OVER HALF OF PARK ILLUSTRATIONS.

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2 ENGAGING CHILDREN

A COLLABORATIVE DESIGN APPROACH WAS USED FOR THE GARDEN CITY PLAY ENVIRONMENT. WORKSHOPS, IN COMBINATION WITH WRITING AND DRAWING ASSIGNMENTS, ENABLED THE TEAM TO HAVE A CLEAR UNDERSTANDING OF THE SPECIFIC NEEDS AND CHARACTER FOR THE PROJECT. THE FINAL RESULTS ARE DOCUMENTED TO PROMOTE AWARENESS OF THE FINDINGS AMONG CHILD-CARE PROFESSIONALS AND DECISION MAKERS.

THIS APPROACH GIVES US A UNIQUE ABILITY TO CREATE AND INSPIRE CHANGE IN OUTDOOR PLAY SPACES, RESULTING IN SITE-SPECIFIC DESIGNS THAT FOSTER HEALTHY DEVELOPMENT OF CHILDREN AND STRONG CONNECTIONS TO THE OUTDOOR WORLD.

THE PURPOSE OF THE WORKSHOP WAS TO GAIN A SENSE OF THE INTERESTS AND ACTIVITIES OF THE PARK USER GROUPS. TO BEGIN THE WORKSHOP, SPACE2PLACE INTRODUCED A SERIES OF IMAGES OF PLAY SPACE ELEMENTS TO SPARK DISCUSSION AND THE CHILDREN'S INTEREST. FOLLOWING THE SLIDE SHOW, THE CHILDREN WORKED IN SMALL GROUPS TO DESIGN THEIR OWN GARDEN CITY PARK WITH PLASTICINE. EACH GROUP HAD AN OPPORTUNITY TO PRESENT THEIR IDEAS TO THE LARGER GROUP AND AT THE END OF THE PRESENTATIONS EACH CHILD VOTED ON THEIR FAVOURITE DESIGN ELEMENT.

CASE STUDY

THE NATURE PLAYGROUND IN VALBYPARKEN
COPENHAGEN, DENMARK
COMPLETED: 2001

CHARACTER IS CREATED BY THE USE OF LOCAL NATURAL MATERIALS AND BY REUSING NATURAL MATERIALS AND FEATURES FOUND ON SITE. THE DESIGNER USES PLAY PROPS FORMED FROM ORGANIC ELEMENTS TO CREATE OBJECTS TO HOP ON, CLIMB, ROLL DOWN, WALK ALONG, BALANCE ON, OR ANYTHING ELSE A CHILD MIGHT TRY. THIS OPEN-ENDED APPROACH TO DESIGN ALLOWS CHILDREN TO CREATE AND APPLY IDEAS OF THEIR OWN, MAKING ENDLESS OPPORTUNITIES FOR ALL TYPES OF PLAY.

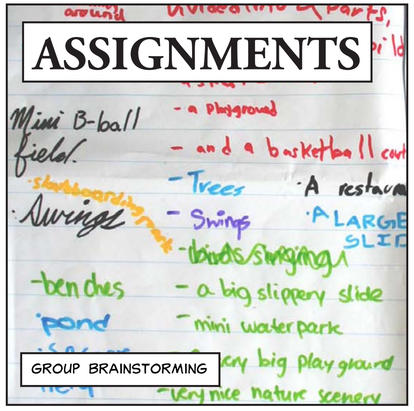
WORKSHOPS

KINDERGARTEN

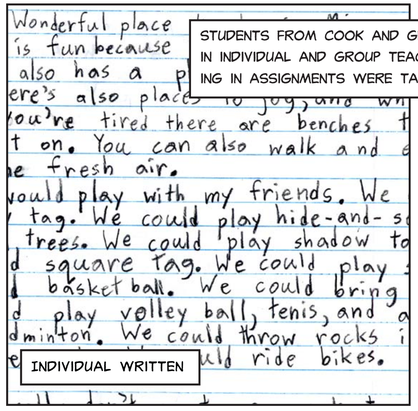
GRADE 4+5

GRADE 7

ASSIGNMENTS

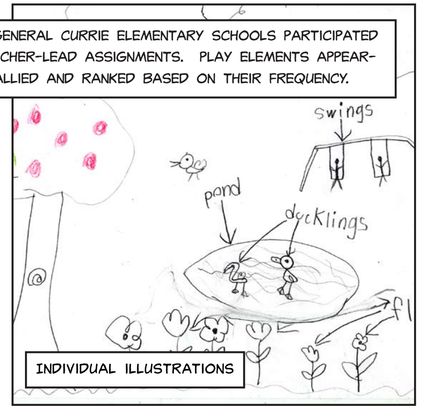


GROUP BRAINSTORMING



INDIVIDUAL WRITTEN

STUDENTS FROM COOK AND GENERAL CURRIE ELEMENTARY SCHOOLS PARTICIPATED IN INDIVIDUAL AND GROUP TEACHER-LEAD ASSIGNMENTS. PLAY ELEMENTS APPEARING IN ASSIGNMENTS WERE TALLIED AND RANKED BASED ON THEIR FREQUENCY.



INDIVIDUAL ILLUSTRATIONS

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KEY FINDINGS

WORKSHOP FINDINGS:

A CONTENT ANALYSIS OF EACH ELEMENT IN THE CHILDREN'S PARK DESIGN GIVES US AN IDEA OF THE CHILDREN'S INTERESTS AND ACTIVITIES. EACH DESIGN ELEMENT WAS LISTED ACCORDING TO THEIR GRADE. LOOKING AT THE LIST, THREE COMMON ELEMENTS EMERGED:

1 **VEGETATION OR MALLEABLE MATERIAL**

2 **BUILT STRUCTURE OR EQUIPMENT**

3 **EXPERIENTIAL QUALITIES UNIQUE TO THE OUTDOORS**

PREFERRED ELEMENTS BY AGE:

ALL AGE GROUPS
ANIMALS, BIRDS, FLOWERS, FOOD, NATURE, SAND, SLIDES, SUN / CLOUDS, SWINGS, TREES, WATER, (POND / PLAY)

AGES 4 - 5
ADVENTURE, EXCITEMENT, IMAGINATION, PLACES TO HIDE (HOUSES), SAND BOXES

AGES 6 - 10
BRIDGES, CLIMBING (ROCKS, MONKEY BARS), CONTESTS, SLIDING POLE, SPORTS, TAG

AGES 11 AND OVER
BIKING TRAILS / PATHS, FRIENDS, NATURE, SPORTS, SPACE (GRASS), STREAMS / MOVING WATER

2 RECOMMENDATIONS

CONCLUSIONS:

THE MAJORITY OF CHILDREN IN ALL THREE GROUPS WANT TO HAVE ELEMENTS SUCH AS WATER, TREE HOUSES, OR MAZES. THE KEY DIFFERENCES BETWEEN THE THREE AGE GROUPS ARE THE PROVISION OF SOCIAL SPACES FOR THE GRADE SEVENS, CHALLENGING FORMS FOR ACTIVE MOVEMENTS OF THE GRADE FOURS AND FIVES, AND ATTENTION TO SMALLER DETAILS FOR THE KINDERGARTEN CLASS. THE CREATIVE AND INNOVATIVE ELEMENTS DESIGNED BY THE CHILDREN IN THIS WORKSHOP SHOULD PROVIDE INSPIRATION TO PUSH THE FINAL DESIGN BEYOND THE STANDARD APPROACH.

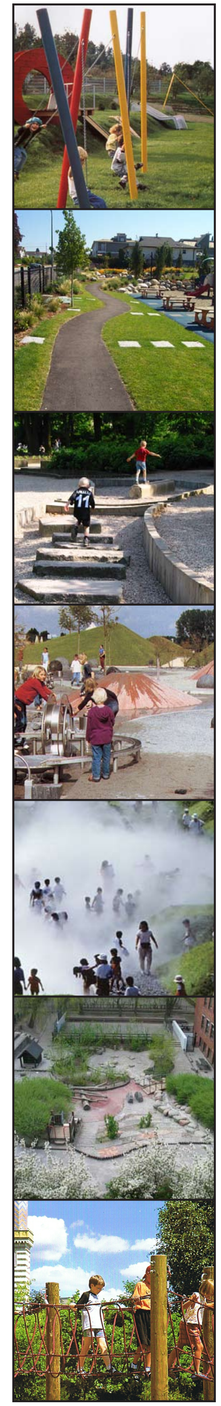
THE FOLLOWING RECOMMENDATIONS ARE BASED ON THE CONCLUSIONS WE HAVE DRAWN FROM THE SYNTHESIS OF OUR RESEARCH.

- THE PLAY ENVIRONMENT SHOULD PROVIDE EXPERIENTIAL QUALITIES THAT ARE UNIQUE TO THE OUTDOORS.
- THE PLAY ENVIRONMENT SHOULD BE AN INTEGRATED PLAY EXPERIENCE FOR ALL OF THE USER GROUPS.
- AVOID OBVIOUS THEMES AND EXPENSIVE STANDARDIZED EQUIPMENT.
- PRESENTING OPPORTUNITIES FOR SAFE RISK TAKING IS CRITICAL FOR ALL AGES.

3 GUIDING PRINCIPLES

BASED ON THE FINDINGS FROM THE CHILD PROJECT: OUTSIDE CRITERIA STUDY AT THE UNIVERSITY OF BRITISH COLUMBIA, THERE ARE SEVEN PHYSICAL CONDITIONS (KNOWN AS THE 7 CS) PRESENT IN SUCCESSFUL PLAY SPACES.

THE DESIGN OF THE PLAY ENVIRONMENT AT GARDEN CITY PARK WILL ADDRESS THE 7 CS TO CREATE A SUCCESSFUL AND ENRICHING PLAY EXPERIENCE.



THE SEVEN CS

CHARACTER REFERS TO THE FEEL AND 'PERSONALITY' OF A PLACE, AND IT'S WHAT SHINES THROUGH AS THE DESIGN INTENT OF THE PLAY AREA.

CONTEXT REFERS TO THE FEATURES OF A PLAY ENVIRONMENT AND ITS CONNECTIONS TO THE LARGER WORLD AROUND IT.

CONNECTIVITY REFERS TO THE INTERRELATION OF PHYSICAL, VISUAL, AND COGNITIVE CONNECTIVITY.

CHANGE REFERS TO TRANSFORMATION IN THE PLAY SPACE. CHANGE ALSO MEANS INCORPORATING MATERIALS THAT CHILDREN CAN MANIPULATE OR MODIFY.

CHANCE COMES FROM A SENSE OF MYSTERY THAT ENCOURAGES SPONTANEOUS EXPLORATION AND ACCIDENTAL DISCOVERY.

CLARITY DESCRIBES THE PHYSICAL LEGIBILITY AND PERCEPTUAL IMAGEABILITY OF A PLAY SPACE.

CHALLENGE DESCRIBES PHYSICAL AND COGNITIVE ENCOUNTERS THAT REQUIRE CHILDREN TO TEST THEIR ABILITIES.

"PLAY IS THE HIGHEST FORM OF RESEARCH."

ALBERT EINSTEIN


SAND PLAY

4

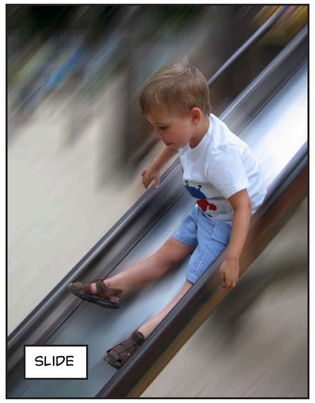
EXPLORE DESIGN OPTIONS

TWO CONCEPTS WERE DESIGNED TO ILLUSTRATE HOW THE KEY FINDINGS FROM STUDENT INPUT PROCESSES AND GUIDING PRINCIPLES COULD BE APPLIED TO THE SITE IN DIFFERENT WAYS.

BOTH CONCEPTS ADRESSED THE CHALLENGE OF CREATING A UNIQUE AND EXCITING PLACE FOR CHILDREN TO EXPERIENCE A WIDE RANGE OF PLAY OPPORTUNITIES. BOTH OPTIONS ALSO INCORPORATED THE KEY ELEMENTS REQUIRED IN QUALITY PLACES FOR PLAY, AS IDENTIFIED BY STUDENTS.

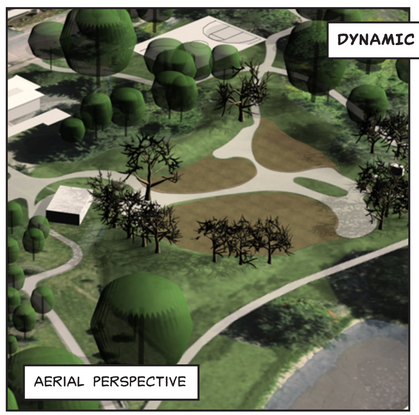
BOTH CONCEPTS OFFER:

- CONNECTION AND INTERACTION WITH NATURE (OBSERVATION OF NATURAL SYSTEMS, WIND, WATER, PLANTS).
- PLACES TO LEARN.
- STIMULATION FOR THE SENSES.
- PHYSICAL CHALLENGE, CLIMBING STRUCTURES.
- CREATIVE PLAY.
- ENTRY FEATURES.
- CREATION OF A SPECIAL PLACE, A PLACE OF PERSONAL SIGNIFICANCE, A COMMUNITY LANDMARK.
- ENVIRONMENTS TO SOCIALIZE, PLACE FOR PARENTS AND GRANDPARENTS TO MEET NEIGHBOURS / NEW PEOPLE.
- AGE AND CULTURALLY INCLUSIVE EXPERIENCES.
- GATHERING / PERFORMANCE SPACE, OUTDOOR CLASSROOM.
- ENTHUSIASM / EXCITEMENT, NEW EXPERIENCES.
- THREE DISTINCT PLAY AREAS PROVIDING CHALLENGES FOR DIFFERENT AGE GROUPS.

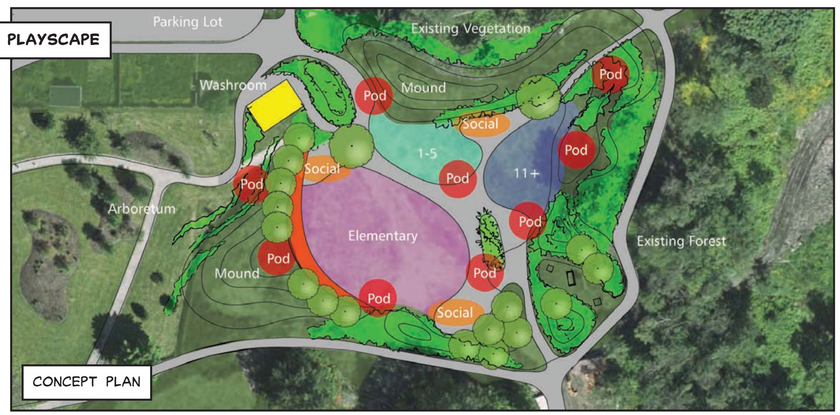

SLIDE


INTERESTING PLANTS


SWINGS


DYNAMIC PLAYSCAPE

AERIAL PERSPECTIVE

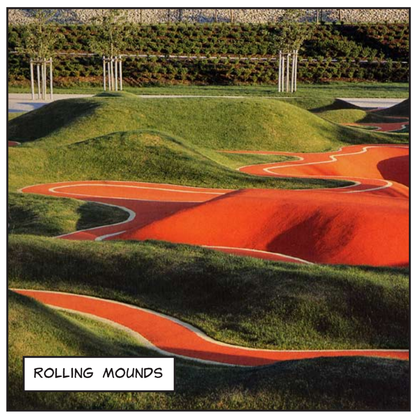


CONCEPT PLAN

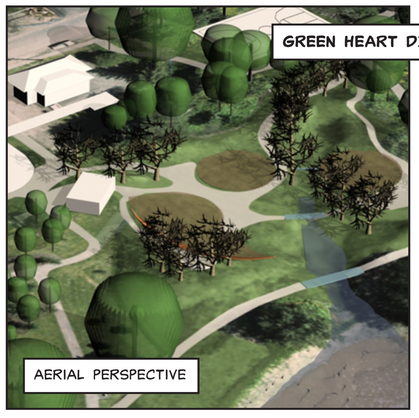
DYNAMIC PLAYSCAPE:

THIS OPTION PRESENTS A LARGE AREA OF OPEN SPACE WITH MORE PARK SPACE SPECIFICALLY DEVOTED TO DESIGNED PLAY AREAS AND BUILT STRUCTURES. THESE PLAY AREAS HAVE CLEARLY DEFINED EDGES AND PLAY OPPORTUNITIES ARE MOSTLY CHARACTERIZED BY TRADITIONAL PLAY EQUIPMENT.

ALL AREAS OF THE PARK ARE VISUALLY WELL-CONNECTED WITH SOCIAL GATHERING SPACES OCCURRING PRIMARILY AT THE EDGES OF THE LARGER PLAY SPACES. PLANTING IS INCORPORATED ALONG THE EDGES OF THE PLAY ENVIRONMENT.


ROLLING MOUNDS


PLAY EQUIPMENT


GREEN HEART DISCOVERY PARK

AERIAL PERSPECTIVE

CONCEPT PLAN

GREEN HEART DISCOVERY PARK:

THE GREEN HEART OPTION PRESENTS A MORE ORGANIC CHARACTER. WATER FROM THE LAKE IS BROUGHT INTO THE PARK AND BECOMES A LINKING ELEMENT. MORE TREES AND PLANTED AREAS ALSO EMPHASIZE A MORE NATURAL CHARACTER.

THREE DISTINCT PLAY AREAS ARE STILL PRESENT BUT THEIR EDGES ARE LOOSELY DEFINED AND THEY ARE NOT STRUCTURED BY TRADITIONAL PLAY EQUIPMENT. THE FEW PIECES OF EQUIPMENT THAT HAVE BEEN SELECTED ARE VERY HIGH QUALITY AND HAVE BEEN CAREFULLY SITED FOR MAXIMUM PLAY VALUE.

SOCIAL AND GATHERING SPACES APPEAR AT THE EDGES AND IN THE CENTER OF THE PARK AND ARE ASSOCIATED WITH WATER PLAY AND NATURAL PLANTINGS.


INTERACTION WITH NATURE

5

EVALUATE AND SELECT

THE PREFERRED OPTION, **GREEN HEART DISCOVERY PARK**, WILL INFORM A DESIGN THAT:

- CREATES A PLAY ENVIRONMENT THAT IS UNIQUE TO RICHMOND AS BOTH A LOCAL LANDMARK AND A REGIONAL PRECEDENT.
- IS A BOLD DEPARTURE FROM CONVENTIONAL PLAYGROUNDS.
- PROVIDES A WIDE RANGE OF OPPORTUNITIES FOR CHILDREN TO EXPLORE THE WORLD AROUND THEM.
- IS UNIFIED BY A CENTRAL WATER FEATURE THAT ENCOUAGES HANDS-ON CREATIVE PLAY AND PROMOTES CONGITIVE AND PHYSICAL DEVELOPMENT.
- PROVIDES PLAY ELEMENTS THAT OFFER CHALLENGE AND OPEN-ENDED FUN FOR CHILDREN OF ALL AGES.
- CREATES A GATHERING SPACE FOR THE COMMUNITY TO MINGLE.

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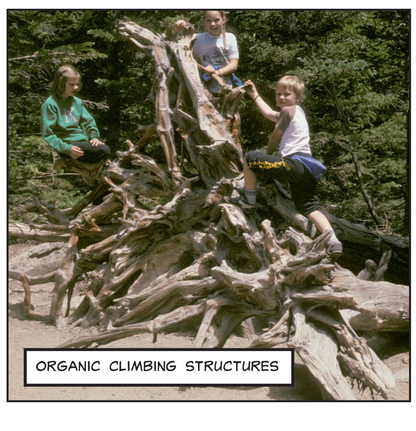
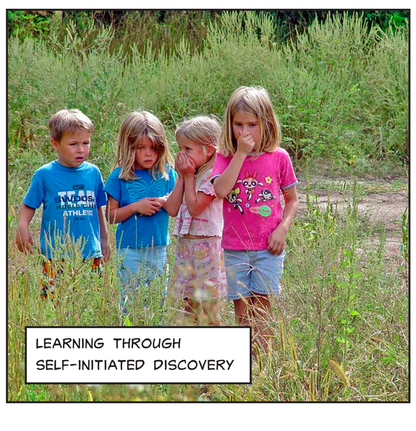

ORGANIC CLIMBING STRUCTURES


LEARNING THROUGH SELF-INITIATED DISCOVERY


WATER PLAY

6 CONCEPT PLAN

EXISTING FOREST

ENTRY FEATURE

MOUND

LAWN

BOULDERS

ENTRY PLANTING

0-5 PLAY AREA

WASHROOM

MOUND

WATER SOURCE

SEATING

STEPPING STONES

VALLEY

REFLEXOLOGY PATH

PLANTING MAZE

MOUNTAIN

SAND

WATER CHANNEL

LAWN

SAND

SKATE LEDGE

ZEPPELIN

BOULDERS

ARBORETUM

ROPE BRIDGE

OUTDOOR CLASSROOM

RUBBERIZED CLIMBING SLOPE

WATER PLAY FEATURE

TIRE SWING

SEATING

6-10 PLAY AREA

11+ PLAY AREA

EXISTING FOREST

HILL SLIDE

LOG FINGERS

BRIDGE

SEATING

TERRACES

BEACH

EXISITNG UTILITY KIOSK

SAND

MOUND

SAND

MASSIVE TREE STUMP

LAWN

BOULDERS

MOUND

MOUND

LAWN

BRIDGE

EXISTING VEGETATION

POND

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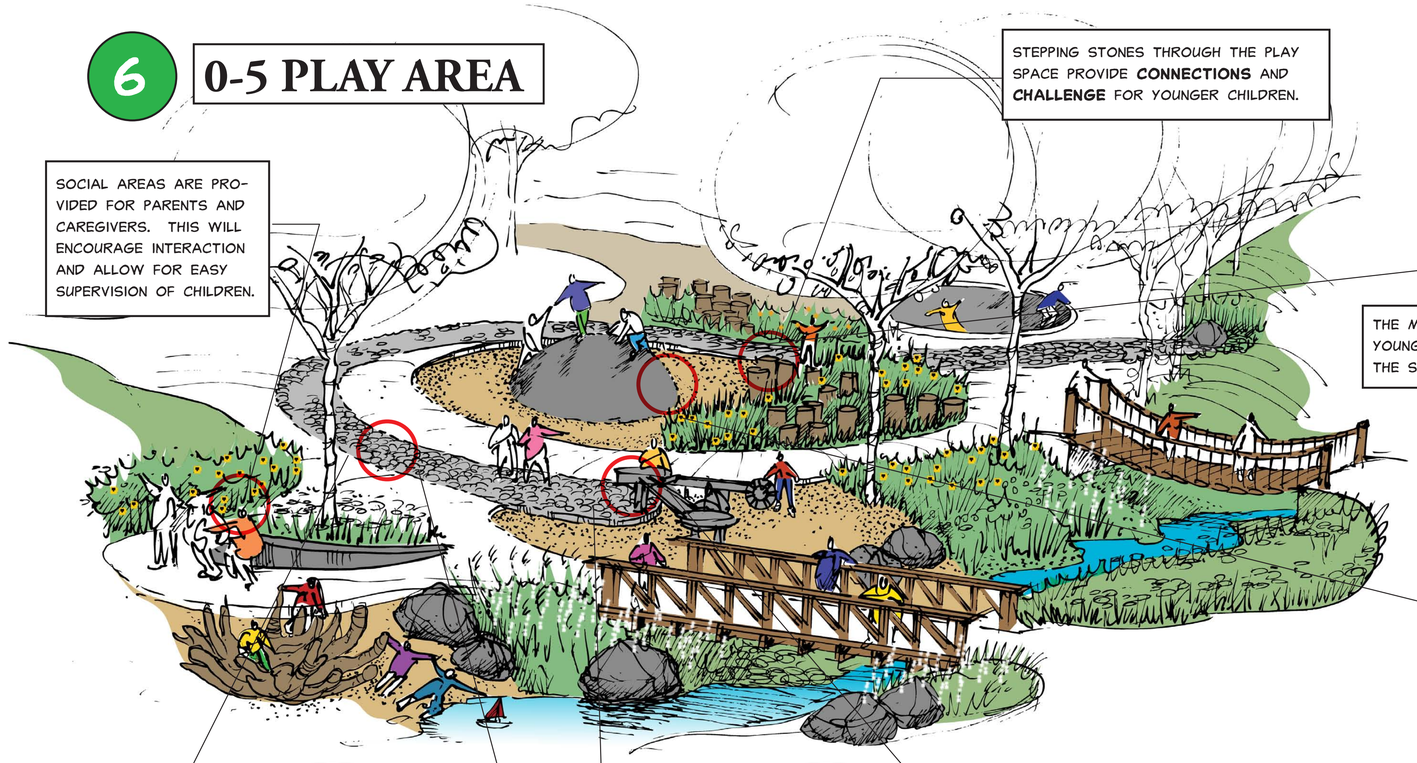
6

0-5 PLAY AREA

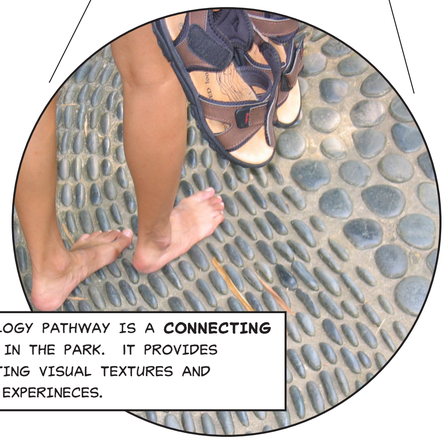
SOCIAL AREAS ARE PROVIDED FOR PARENTS AND CAREGIVERS. THIS WILL ENCOURAGE INTERACTION AND ALLOW FOR EASY SUPERVISION OF CHILDREN.

STEPPING STONES THROUGH THE PLAY SPACE PROVIDE **CONNECTIONS** AND **CHALLENGE** FOR YOUNGER CHILDREN.

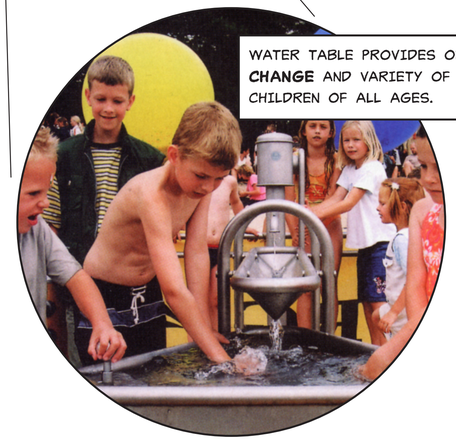


THE MOUNTAIN PROVIDES **CHALLENGE** FOR YOUNG CHILDREN AND THE **CHARACTER** OF THE SURFACE CHANGES WITH THE LIGHT.

THE OUTDOOR CLASSROOM PROVIDES AN AREA FOR LEARNING AND INFORMAL PERFORMANCES IN THE PARK. THE SPACE ALSO FITS INTO THE **CONTEXT** OF THE LARGER PARK.



REFLEXOLOGY PATHWAY IS A **CONNECTING** ELEMENT IN THE PARK. IT PROVIDES INTERESTING VISUAL TEXTURES AND TACTILE EXPERINECES.



WATER TABLE PROVIDES OPPORTUNITIES FOR **CHANGE** AND VARIETY OF EXPERIENCES FOR CHILDREN OF ALL AGES.

OUTDOOR CLASSROOM

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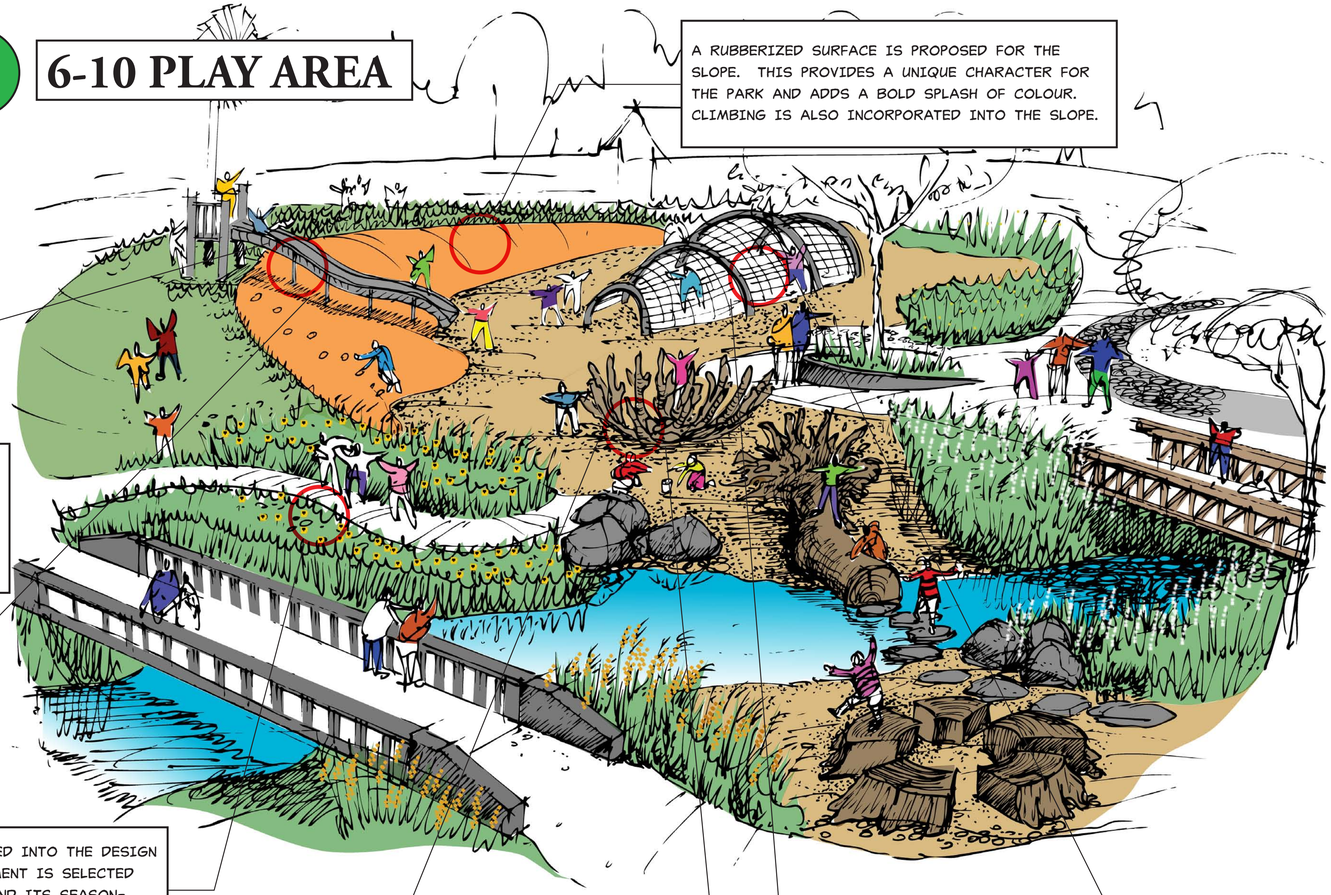
6

6-10 PLAY AREA

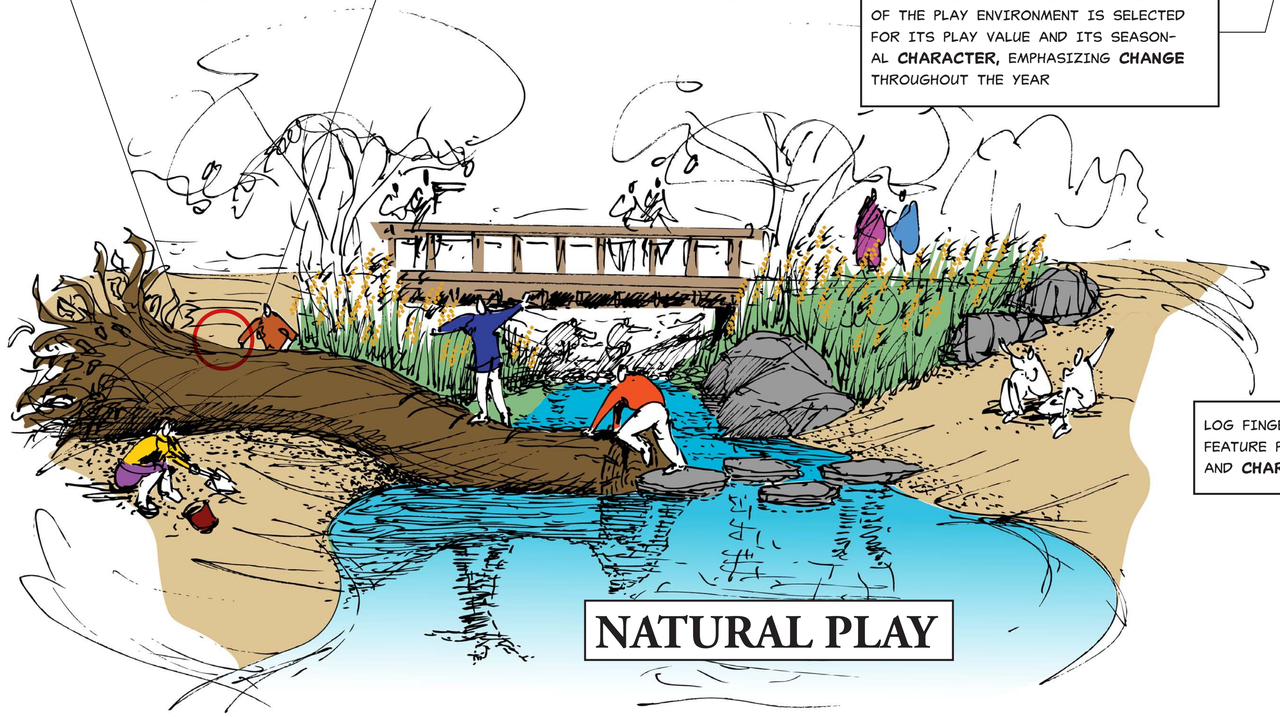
A RUBBERIZED SURFACE IS PROPOSED FOR THE SLOPE. THIS PROVIDES A UNIQUE CHARACTER FOR THE PARK AND ADDS A BOLD SPLASH OF COLOUR. CLIMBING IS ALSO INCORPORATED INTO THE SLOPE.



LOGS PROVIDE NATURAL PLAY OPPORTUNITES. THESE OFFER **CHALLENGE** THROUGH CLIMBING AND BALANCING ACTIVITIES AND **CONNECT** DIFFERENT SPACES.

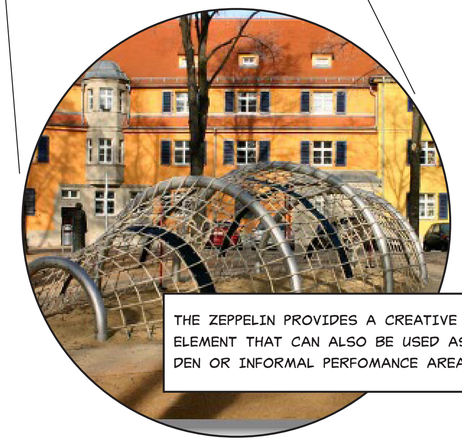
THE HILLSLIDE IS A CENTRAL FEATURE OF THE PLAY ENVIRONMENT. THE TOP OF THE SLIDE PROVIDES A VANTAGE POINT FOR THE WHOLE PARK AND REINFORCES THE PLAYFUL **CHARACTER** OF THE PARK.

PLANTING INCORPORATED INTO THE DESIGN OF THE PLAY ENVIRONMENT IS SELECTED FOR ITS PLAY VALUE AND ITS SEASONAL **CHARACTER,** EMPHASIZING **CHANGE** THROUGHOUT THE YEAR



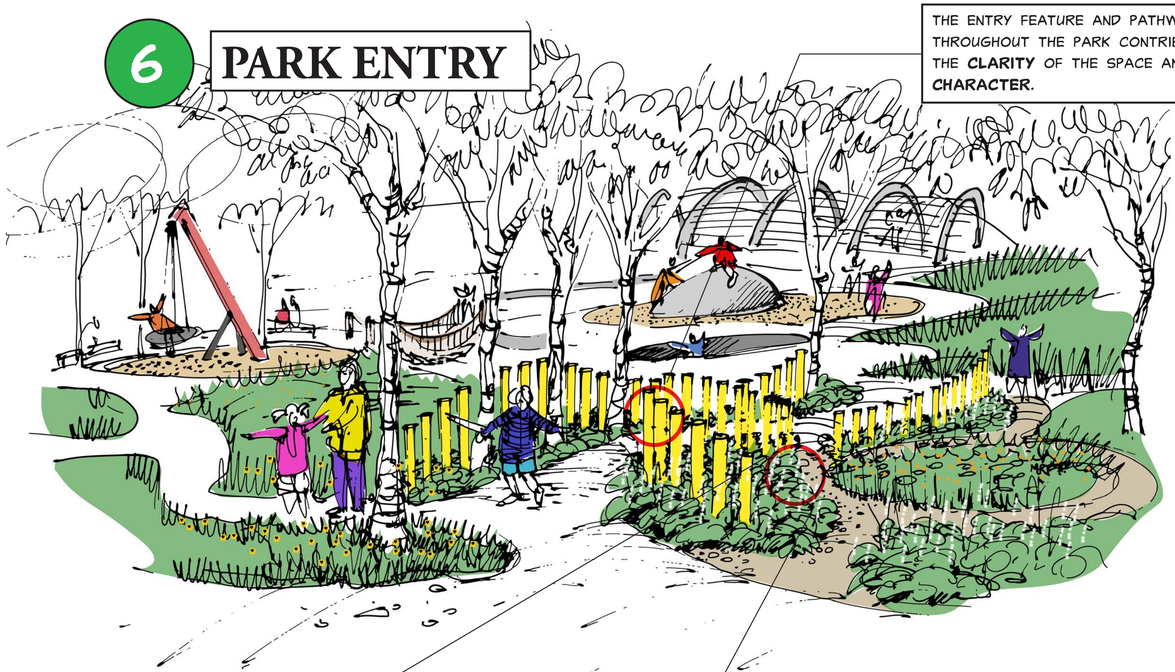
NATURAL PLAY

LOG FINGERS ARE A NATURAL CLIMBING FEATURE PROVIDING A UNIQUE **CHALLENGE** AND **CHARACTER** TO THE PARK.



THE ZEPPELIN PROVIDES A CREATIVE PLAY ELEMENT THAT CAN ALSO BE USED AS A DEN OR INFORMAL PERFOMANCE AREA.

6 PARK ENTRY



THE ENTRY FEATURE AND PATHWAYS THROUGHOUT THE PARK CONTRIBUTE TO THE **CLARITY** OF THE SPACE AND ADD **CHARACTER.**

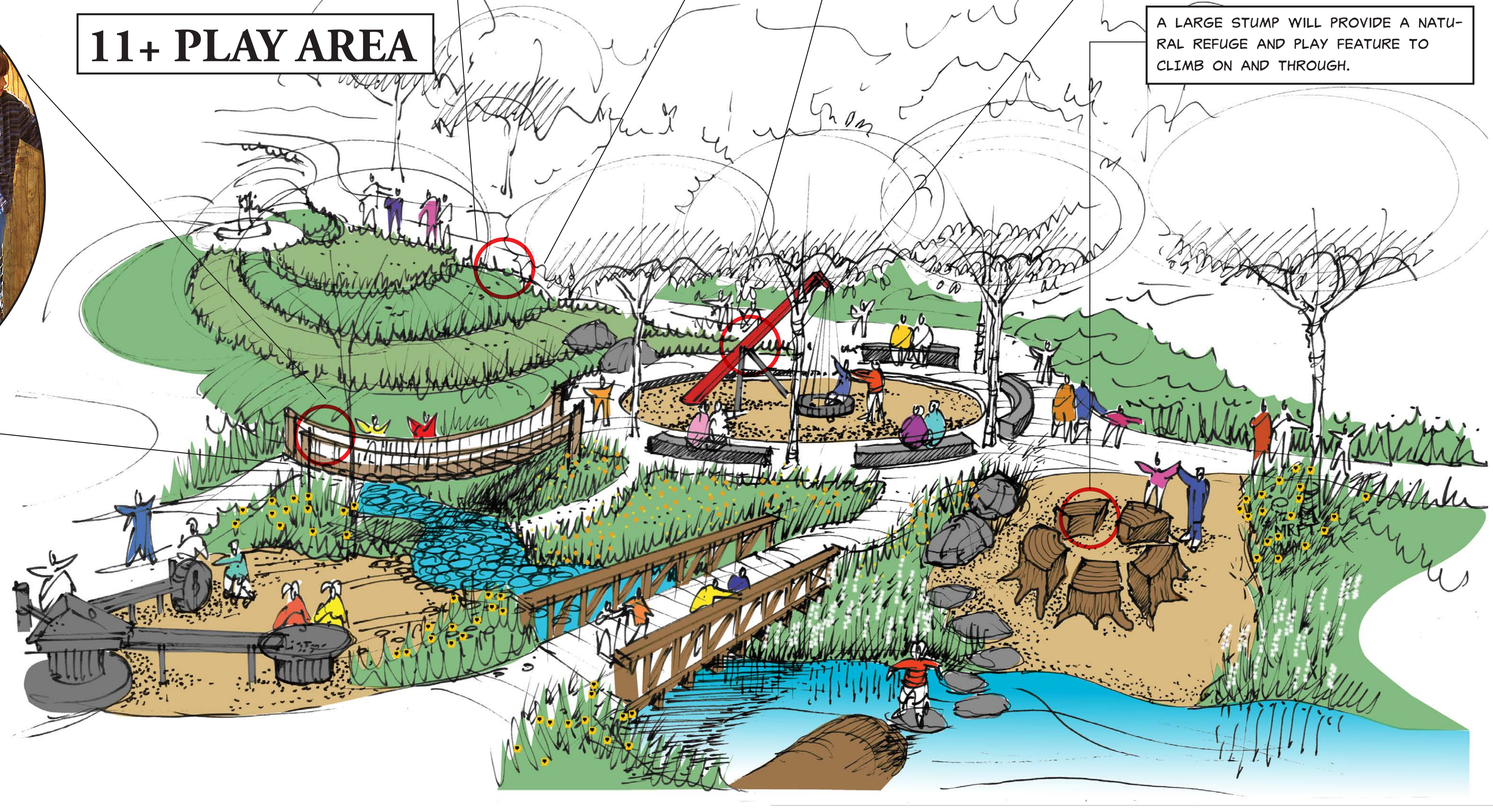
A GRIND LEDGE FOR SKATEBOARDING IS PROPOSED NEXT TO THE 11+ AREA. THIS PROVIDES **CHALLENGE** FOR OLDER CHILDREN.

A LARGE TIRE SWING IS PROPOSED AS A FUN CENTRAL FEATURE IN THE 11+ AREA. THIS IS TALL AND PROVIDES **CHALLENGE.** THERE ARE **SOCIAL** AREAS AROUND THE SWING TO CHEER PEOPLE ON.

THE PLANTINGS THROUGHOUT THE PARK ARE PLANTED IN LARGE MASSES WITH SMALL PATHS BETWEEN THE BEDS. THIS PROVIDES A MAZE-LIKE EXPERIENCE, CREATING OPPORTUNITIES FOR MYSTERY AND **CHANCE.**

A BRIDGE IS PROPOSED AS A PLAY STRUCTURE CROSSING THE CENTRAL CHANNEL. THIS **CONNECTS** TWO SIDES OF THE PLAY SPACE.

11+ PLAY AREA



A LARGE STUMP WILL PROVIDE A NATURAL REFUGE AND PLAY FEATURE TO CLIMB ON AND THROUGH.

GARDEN CITY PARK PLAY ENVIRONMENT

RICHMOND BRITISH COLUMBIA

City of Richmond

space 2 place
www.space2place.com

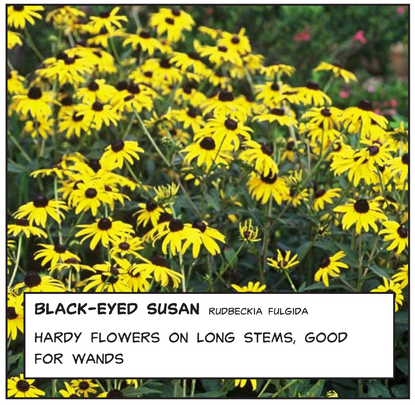
January 2007

DAISY FLEABANE ERIGERON KARVINSKIANUS

A PLETHORA OF TINY FLOWERS THAT CAN BE USED IN CRAFTS

GOLDEN-RAIN TREE KOELREUTERIA PANICULATA

PAPERY CLUSTERS OF FRUIT THAT LOOK LIKE TINY LATTERNS



BLACK-EYED SUSAN RUDBECKIA FULGIDA

HARDY FLOWERS ON LONG STEMS, GOOD FOR WANDS

COMMON SUNFLOWER HELIANTHUS ANNUUS

USE AS PLAYHOUSE AND GENERAL OBSERVATION

HENS AND CHICKS SEMPERVIVUM TECTORUM

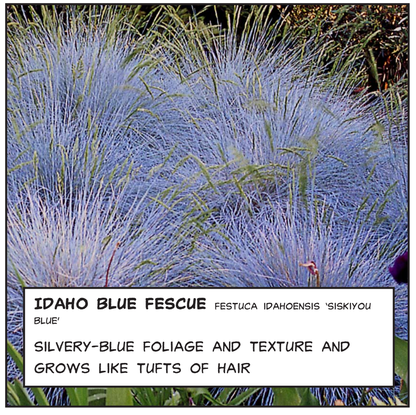
SPUNGY TEXTURE AND THE SURPRISING PLACE THEY CAN GROW

LAMB'S EAR STACHYS BYZANTINA

EXTREMELY SOFT LEAVES

MAIDEN GRASS MISCANTHUS SINENSIS 'GRACILLIMUS'

GROWS IN SOFT DENSE BUNCHES



IDAHO BLUE FESCUE FESTUCA IDAHOENSIS 'SISKIYOU BLUE'

SILVERY-BLUE FOLIAGE AND TEXTURE AND GROWS LIKE TUFTS OF HAIR

FOUNTAIN GRASS PENNISETUM ORIENTALE

FLAMBOYANT PLUMES

MEXICAN FEATHER GRASS NASSELLA TENUISSIMA

EXTREMELY SOFT, FLUFFY PLUMES

JAPANESE BLOODGRASS IMPERATA CYLINDRICA 'RUBRA'

BRIGHT RED TIPS OF THE GRASS BLADES

FEATHER REED GRASS
CALAMAGROSTIS ACUTIFLORA 'KARL FOERSTER'

FLAMBOYANT PLUMES

WINGED EUONYMUS EUONYMUS ALATA

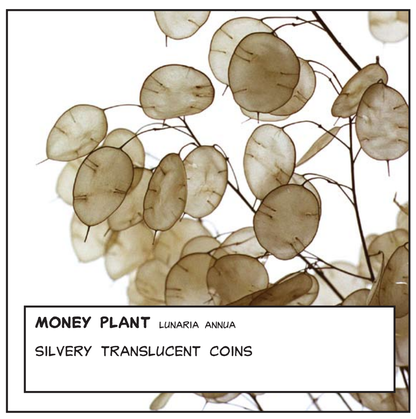
TWIGS THAT HAVE CORKY RIDGES AND BRILLIANT RED LEAVES

COMMON SNOWBERRY SYMPHORICARPOS ALBUS

WHITE FRUIT THAT WHEN STOMPED UPON MAKES A SNAPPING NOISE

PUSSY WILLOW SALIX DISCOLOR

SOFT CATKINS



MONEY PLANT LUNARIA ANNUA

SILVERY TRANSLUCENT COINS

AMERICAN SWEETGUM LIQUIDAMBAR STYRACIFLUA

FRUIT BALLS THAT RESEMBLE TINY MEDIEVAL WEAPONRY (CAN BE PRICKLY)

RED MAPLE ACER RUBRUM

RED WINGED SEEDS AND TWIGS

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6

PLANT PALETTE

PLANT SPECIES ARE SELECTED FOR THEIR RECOGNISED PLAY VALUE BASED ON THE RESEARCH DOCUMENT ENTITLED **"7CS: AN INFORMATIONAL GUIDE TO YOUNG CHILDREN'S OUTDOOR PLAY SPACES"** BY THE CHILD PROJECT AT UBC.

GREEN ASH FRAXINUS PENNSYLVANICA

WINGED SEEDS THAT GROW IN A POM-POM FORMATION

HEDGE MAPLE ACER CAMPESTRE

SPLITTING WINGED SEEDS AND ADHERING TO THE NOSE

SWORD FERN POLYSTICHUM MUNITUM

PALM-LIKE FRONDS

GARDEN CITY PLAY ENVIRONMENT

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Design Summary Report

March 2007

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