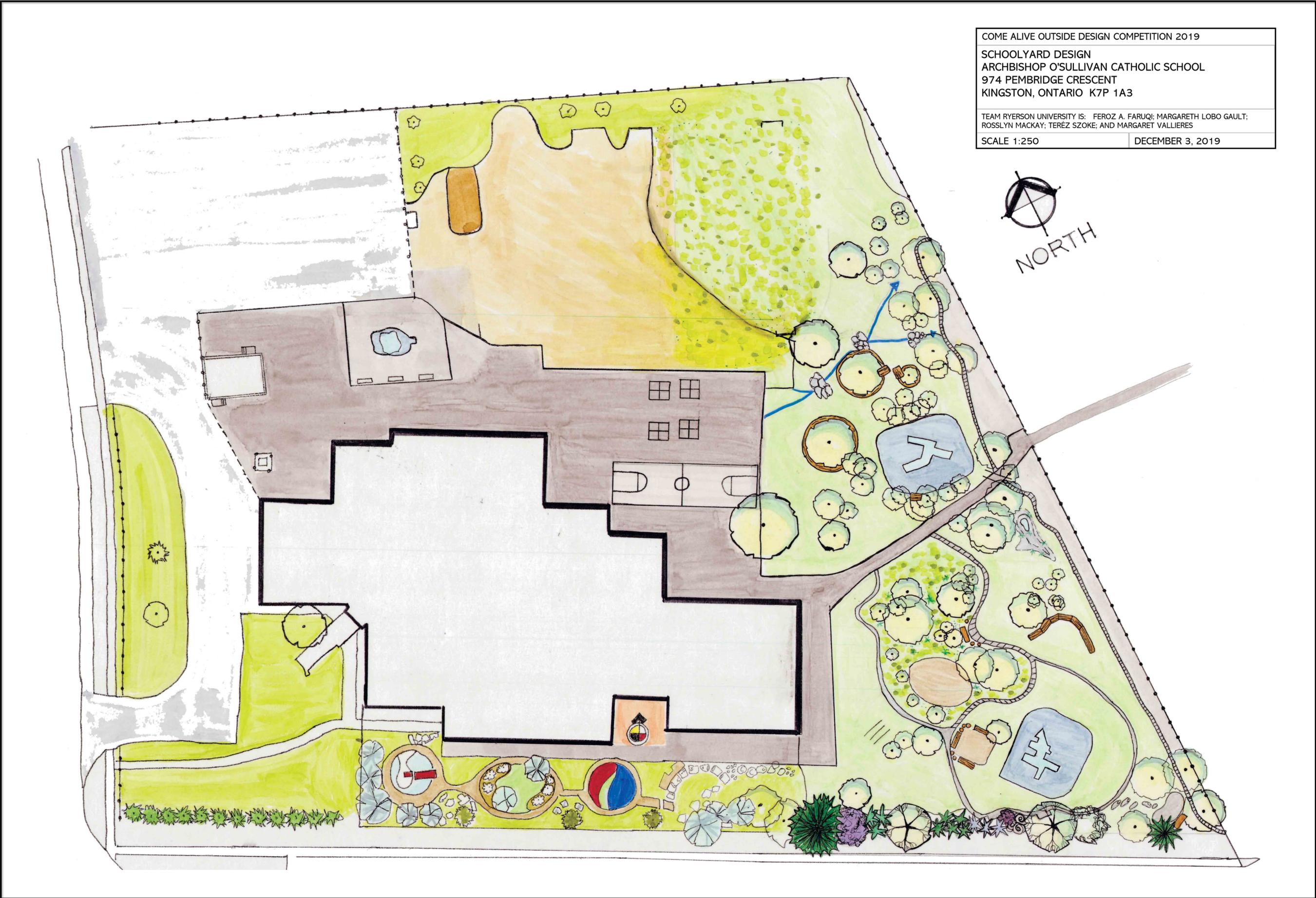
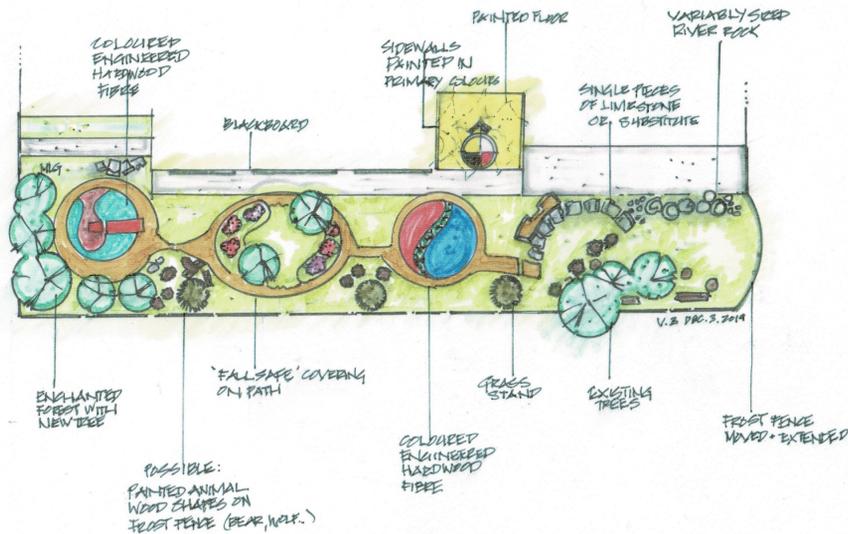


COME ALIVE OUTSIDE DESIGN COMPETITION 2019
SCHOOLYARD DESIGN
ARCHBISHOP O'SULLIVAN CATHOLIC SCHOOL
974 PEMBRIDGE CRESCENT
KINGSTON, ONTARIO K7P 1A3
TEAM RYERSON UNIVERSITY IS: FEROZ A. FARUQI; MARGARETH LOBO GAULT;
ROSSLYN MACKAY; TERÉZ SZOKE; AND MARGARET VALLIERES
SCALE 1:250 | DECEMBER 3, 2019



TINY EXPLORERS

IMAGINATION AND ADVENTURE = LEARNING



DESIGN INTENT

For students, it is an all-senses space that is a space where tiny explorers can let their imagination run freely.

For teachers, it is a place where kids judge their own risk and push physical limitations under watchful eyes, and can still play with abandon. Here, risk, play and learning are inseparable.

THE SPACES

THE EXPLORERS' ROOM

You step out the door into bright colour and sky of sail shades. To a child, this can be the deck of an exploring vessel, a tall ship, or a little dinghy. In later stages, this space will be transformed into a real ship's deck by 3D murals on opposite walls, a treasure chest; and colourful 'safe play' flooring that will make it even more real.

THE TALL SHIP

The existing play structure, sheltered by a large sail shade, becomes a tall ship on the seaway. You can see everything from the top of the mast. It's the highest point in the playground (on a lake of sea blue fall safe flooring), and the best place to spot new lands.

THE ENCHANTED FOREST

We have planted a forest glade where the noisy world can disappear. Eventually, the addition of new trees will form a natural sunshade. In future stages, a log cabin will make this space a real retreat.

TEACH UNDER THE TREES

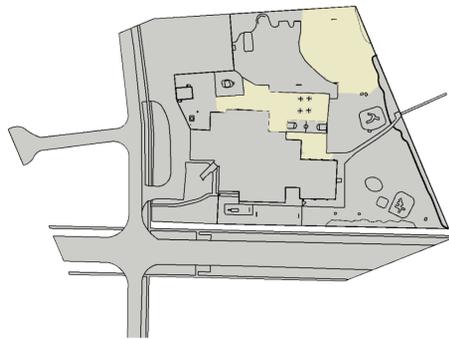
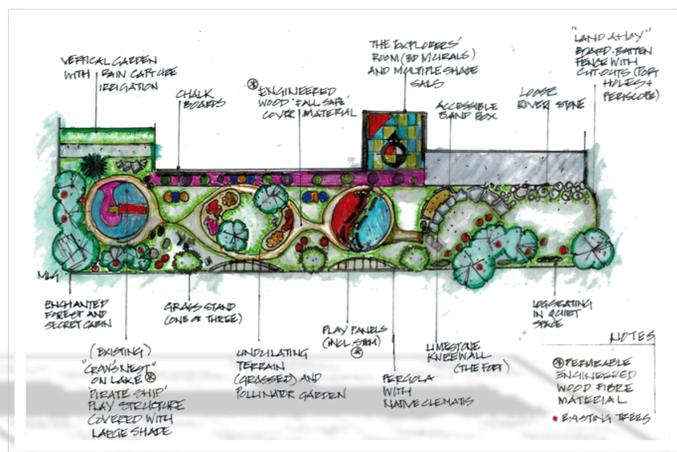
A tree-shaded outdoor teaching space has multiple seating choices: toadstools, a low seating in flat stone, and random cut logs. It is the shadiest place in the space. A pile of river stones is a chance to build Boldt Castle, Fort Henry or an inukshuk. In later stages, we hope to build seats on a knee wall brings all kids to the same eye level, no matter the mobility device.

MULTI-TASKING THE SPACE

The kindergarten space is secured with an extended fence. The outdoor classroom (or entire play space) shared with Grade 1s and 2s. Boundaries are marked by time, not barriers, with use scheduled when the kinder kids are inside)

GRAND PLANS

We have grand plans for this space. Working within the funding envelope kept our feet on the ground. But, were money no issue



THE DESIGN INTENT

Create safer, more attractive, affordable sports areas, for the interim

ABOUT THE SPORTS AND GAMES AREA

This area is directed at the older students, who prefer independent play in sports fields that serve any game (baseball, football, soccer).

THE FIELD

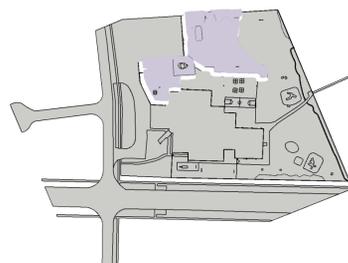
We focus on making the turf area safe and playable. Reseed the grass, remove the rocks and make one field of a good proportion. Make clear perimeter markings, remove goals posts and substitute a painted box

THE ASPHALT PLAYSPACE

Refresh! Unused basketball hoops are replaced by new wall-ball court lines painted on the asphalt and the wall. Those who want a more sophisticated game can use the court lines; others, well, they throw balls to the wall. Existing four-square courts will be painted to add more interest to the game.

MULTI-TASKING THE SPACE

The wall above the wall-ball court wall lines will be painted over and a giant mural depicting part of the Kingston area drawn. This will make AOS a destination, causing selfies and Instagram posts. The school could leverage this through a student-led social media campaign (e.g., '1K shares by 1 pm'). It can put AOS on the map



LOOK FOR THESE AMBITIOUS IDEAS IN STAGE 3 AND BEYOND

Repurpose the baseball diamond into a shelter from the weather at recess; or expand it to a heated area to lace up skates at the seasonal ice rink.

Top it with a green roof; and/or multi-purpose the structure to store bikes and scooters and encourage carbon-free commuting for students and teachers.

Create a community garden space on the east perimeter of the parking lot and encourage student stewardship

Build a treed outdoor amphitheatre that is an extended classroom and performance area

TEAM RYERSON UNIVERSITY

AOS, thank you for inviting us

WOODLAND

A PLACE FOR GROWING MINDS (GRADES 1-8)

THE DESIGN INTENT

To encourage children to learn about the natural history of their environment, and its ecology, microclimates, reforestation practices, and hydraulic systems. By creating a more naturalized environment for children to play in, children can benefit from learning in a holistic as well as science-based landscape that can be found in their everyday play. In addition, local wildlife will benefit from restoration of the landscape.

ABOUT THE WOODLAND

STORMWATER MANAGEMENT

In the forested areas, very slight changes in grade create small swales that channel storm water. The new proposed orientation will divert water runoff to the dry pond or to pass through rock formations, which slows the speed of water to more desirable areas.

FOREST RESTORATION

A tree grove is now protected, planted with shade species of herbaceous plants for wildlife food source and habitat. New accessible paths made of permeable material divert traffic from vulnerable tree zones. The larger meandering path is designed for children with accessibility needs, whereas the secondary paths will be made of informal materials.

SEATING AND MORE SEATING

Circular benches around large existing trees serve to protect tree trunks and sensitive root zone. Natural seating is also scattered throughout the area in the form of boulders, tree stumps, and fallen logs are nature's couches

HERITAGE GARDEN

The garden gives an opportunity for children to explore with all five senses.

The key features of this ethnobotanical garden illuminate species native to Ontario, with an emphasis on their historic use. We strongly recommend that members of indigenous communities and/or the elder associated with AOS school be consulted prior to the installation of this garden as their wisdom of cultural practices would add great value to the garden, and to the students' learning. Two small entryways into the garden are added for the inclusion of all accessibility needs.

NATIVE SPECIES IN THE GARDEN

- Acer saccharum (Sugar Maple)
- Amelanchier arborea (Downy serviceberry)
- Andropogon gerardii (Big bluestem grass)
- Comptonia peregrina (Sweet fern)
- Geranium maculatum (Wild geranium)
- Pinus strobus (Eastern white pine)
- Sambucus racemose (Red elderberry)
- Sorghastrum nutans (Indian grass)
- Ribes hirtellum (Smooth gooseberry)
- Wisteria frutescens (American wisteria)
- Verbena stricta (Vervain)

