



{2015}

# OUTDOOR LEARNING

— *project* —

***Thank you to our funders, team members and  
community partners for their valuable contributions to  
this pilot project and being part of making special wild  
places in Vancouver.***

**FUNDERS**

Vancouver Foundation: Greenest City Community Grant program, Vancouver Board of Parks and Recreation,  
CityStudio, SFU Semester in Dialogue

**CITYSTUDIO TEAM**

*{leads on the grant and the development and roll-out of the project}*

Project Supervisors: Janet Moore & Duane Elverum, CityStudio Co-Directors

Project Coordinator & report writer: Becky Till, CityStudio

SFU Semester in Dialogue Instructors: Laura Piersol, Visiting Faculty; Lena Soots, CityStudio Program  
Manager; Outdoor Learning Advisor: Sean Blenkinsop, Associate Faculty

**PARK BOARD TEAM**

*{supported community outreach, stakeholder engagement, and permitting for activities in the park}*

Park Board Lead: Lindsay Cole, Parks Planner

Park Logistics: Amit Gandha, Parks South Superintendent

**COMMUNITY LEADS**

*{consulted on the project and shared expertise about Everett Crowley and the surrounding neighbourhood}*

Everett Crowley Park Committee: Yrsa Jensen, Secretary

Champlain Heights Community Centre: Jennifer Trach, Programmer

**ENVIRONMENTAL EDUCATORS**

*{shared expertise and ideas regarding the development of outdoor learning spaces in Everett Crowley Park}*

Vancouver Outdoor School: Calder Cheverie, Program Development

Young Naturalist Club: Kristine Webber, Executive Director

Fresh Air Learning: Tricia Edgar, Program Director

Forest and the Femme: Jaime Adams, Program Coordinator

Green Club Vancouver: Joseph Lin, President

**NEIGHBOURHOOD EDUCATORS & GROUPS**

*{shared feedback and ideas regarding barriers and opportunities for learning in Everett Crowley Park}*

Champlain Heights Community Centre Association: David Yule, President

Champlain Heights Annex: Mona Francis, Teacher & Ramona Smith, Teacher

Champlain Heights Elementary School: Lorraine Terreta, Principal

South Vancouver Neighbourhood House: Tanya Findlater, Youth Programs Director;

Wei Wei Siew, Adult & Family Team Leader; Jeanette Wong: Director of Childcare;

Killarney Secondary School Environmental Youth Club

## SLEEPING IN THE FOREST

I thought the earth remembered me, she  
took me back so tenderly, arranging  
her dark skirts, her pockets  
full of lichens and seeds. I slept  
as never before, a stone  
on the riverbed, nothing  
between me and the white fire of the stars  
but my thoughts, and they floated  
light as moths among the branches  
of the perfect trees. All night  
I heard the small kingdoms breathing  
around me, the insects, and the birds  
who do their work in the darkness. All night  
I rose and fell, as if in water, grappling  
with a luminous doom. By morning  
I had vanished at least a dozen times  
into something better.

—*Mary Oliver*



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# *Executive Summary*

## **WHY THE OUTDOOR LEARNING PROJECT?**

Research shows that time spent outside is essential to our physical, mental and spiritual health. Currently, most formal learning happens indoors. We believe that urban parks are one of the most accessible ways to connect urban residents with nature, themselves and each other. We want to tap into this potential by exploring how we can create community-driven 'outdoor learning spaces' in parks in Vancouver.

## **WHAT IS THE OUTDOOR LEARNING PROJECT?**

The outdoor learning project is a CityStudio pilot program where students, community, city staff, and educators come together to imagine, design, and build spaces for community learning and gathering in Everett Crowley Park. This report outlines phase one of the project: conversations with community and a "SFU Semester Outside in the City" for university students.

## **WHO IS INVOLVED?**

This project was made possible through a generous grant from the Vancouver Foundation and from contributions made by the Vancouver Board of Parks and Recreation (Park Board). CityStudio and the Park Board worked together as lead organisations in partnership with the SFU Semester in Dialogue. Community partners included the Everett Crowley Park Committee and the Champlain Heights Community Centre.

## **WHAT DID WE DO?**

- Collaboratively scoped out the project: January–April, 2015
- Conducted community outreach: January–April, 2015
- Engaged stakeholders: March–June, 2015
- Developed and ran the Semester Outside in the City: May 11–June 26, 2015
- Created 4 outdoor learning prototypes: June 2015
- Hosted a showcase event: June 25, 2015
- Produced a report and video: July–August, 2015

## **WHAT DID WE HEAR?**

We asked educators, service providers and environmental educators from near the park and across Vancouver what built structures would most benefit the park and increase outdoor learning opportunities in the park. They had lots of ideas and the two that were most consistent were: 1) an under cover area for gathering and; 2) accessible bathrooms.



ICD/ITKE Research Pavillion at the University of Stuttgart. Photo: ICD

### **WHAT DID WE LEARN?**

After spending 7 weeks exploring in the park we learned that:

- Impactful outdoor learning requires spaces to gather and pause
- It is important to redirect or turn our attention back to the natural world
- Wonder and sensory engagement were key tools for learning
- Listening to the diverse needs of a place and people should be a key part of the process and this takes time
- If anything is done, it should have minimal impact on the natural world present in the space
- Under cover areas and accessible bathrooms are important

### **NEXT STEPS?**

1. Partner with BCIT to offer a design-build course
2. Research best examples of flexible, multi-use structures that support outdoor learning
3. Follow principles of regenerative design such as the living building challenge, if energy or water consumption are not required this should be achievable
4. Invite environmental educators to take an active role in the design process
5. Foster relationships with future users and stewards of the outdoor learning structure
6. Allocate funding for an ongoing project coordinator to act as a liaison for all involved, continue with community outreach, oversee communications, and coordinate the meaningful involvement of residents and stakeholders
7. Host a grand-opening celebration to unveil and invite all to enjoy the newly built learning space(s)





# ***Location: Everett Crowley Park*** .....

## **WHY EVERETT CROWLEY PARK?**

The Park Board's Rewilding Vancouver Action Plan identified Everett Crowley as a priority place for biodiversity enhancements and environmental education. It is Vancouver's fifth largest park at 40 hectares in size compared to 400 hectare Stanley Park. It boasts a large fresh water wetland (Avalon Pond) and is stewarded by the Everett Crowley Park Committee. It has deciduous forest, open meadows and shrublands and is located in southeast Vancouver. It was Vancouver's main landfill from 1944 to 1967 and was dedicated as a park in 1987 after hard lobbying by local residents. Park users and area residents now work closely with the Park Board to support the park's ongoing natural recovery and reforestation process. The park rests on an escarpment, looks out over the Fraser River, and has many nature trails and walking paths.



# ***Project Description***

## **WHY THE OUTDOOR LEARNING PROJECT?**

Researchers tell us that people in cities are increasingly affected by “nature deficit disorder”, with symptoms including reduced ability to concentrate, problems with heart and lung health, and mental health challenges amongst others. They also tell us that some of the most vulnerable people in our communities are those that are most deeply affected.<sup>1,2</sup> The David Suzuki Foundation conducted a survey with young Canadians and found that 70 per cent spend an hour or less a day outdoors. The 2012 Active Healthy Kids Canada Report Card says they spend almost eight hours a day in front of screens.<sup>3</sup> Research also shows us that people who get outside regularly are less stressed, have more resilient immune systems and are generally happier.<sup>3</sup> Time in nature is “not only good for us, it is essential to our physical, mental, and spiritual well-being.”<sup>4</sup>

We believe that urban parks are one of the most accessible ways to connect urban residents with nature, themselves and each other. We want to tap into this potential by exploring how we can create community-driven ‘outdoor learning spaces’ in parks in Vancouver.

We think the best way to do this is by starting at the end—by taking university students out of the classroom and bringing them outside.

## **WHAT IS OUTDOOR LEARNING?**

Outdoor learning happens in nature, rather than in the traditional classroom setting. It emphasizes a reconnection of people to the natural world in which we live. Through hands-on experience, this type of learning encourages critical thinking around our relationship to urban environments and the planet at large. The outdoor learning principles developed for this project are as follows:

1. Nature as Teacher: By listening to and exploring the natural world present in a space, what might we learn from it? How might that influence how we know and act in the world?
2. Think in Context: The questions “What has happened here?” and “What is happening here?” are important to explore before delving into “What should happen here?”
3. Taking Time: Getting to know a space in the outdoors takes time and a return. To pay attention to its subtleties and to see it in new ways, it’s useful to visit it at different times of day/night, in different kinds of weather etc.

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1. Louv, Richard. *The Nature Principles*. Algonquin Books of Chapel Hill, Chapel Hill N.C. 2011.  
2. A.F. Taylor, Kuo, F.E. Is contact with nature important for healthy child development? State of the evidence. *Children and Their Environments*, pp 124-140. Cambridge University Press, Cambridge UK. 2006.  
3. Suzuki, David. *Healthy Kids Need Time in Nature*. David Suzuki Foundation Blog. 2013  
4. Mackinnon, J.B. *Our Once and Future World*. Random House, Toronto. 2013.

## **WHAT IS THE OUTDOOR LEARNING PROJECT?**

The Outdoor Learning Project is a pilot program led by CityStudio where students, community, city staff, and educators come together to imagine, design, and build spaces for community learning and gathering in Everett Crowley Park. This report outlines phase one of the project: conversations with community and a “semester outside” for university students. Firstly, community members were invited to provide feedback about what structures would most benefit the park (if any). Secondly, university students partook in a 7-week program to explore outdoor learning and to create temporary outdoor learning prototypes in the park. In phase two students will work with community to design and build semi-permanent learning spaces where teachers and students of all ages can have positive outdoor experiences in nature. If phase two is successful, it will become a guideline for how to activate other Vancouver parks as innovative learning spaces.

## **WHO IS INVOLVED?**

This project was made possible through a generous grant from the Vancouver Foundation’s Greenest City Grant Program and from contributions made by the Vancouver Board of Parks and Recreation (Park Board). CityStudio was the lead organization on the grant with SFU Semester in Dialogue and the Park Board. Community partners included the Everett Crowley Park Committee (ECPC) and the Champlain Heights Community Centre (CHCC). The British Columbia Institute of Technology (BCIT) will offer the design-build course in phase two of the project.

## **WHAT IS THE PROJECT CONTEXT?**

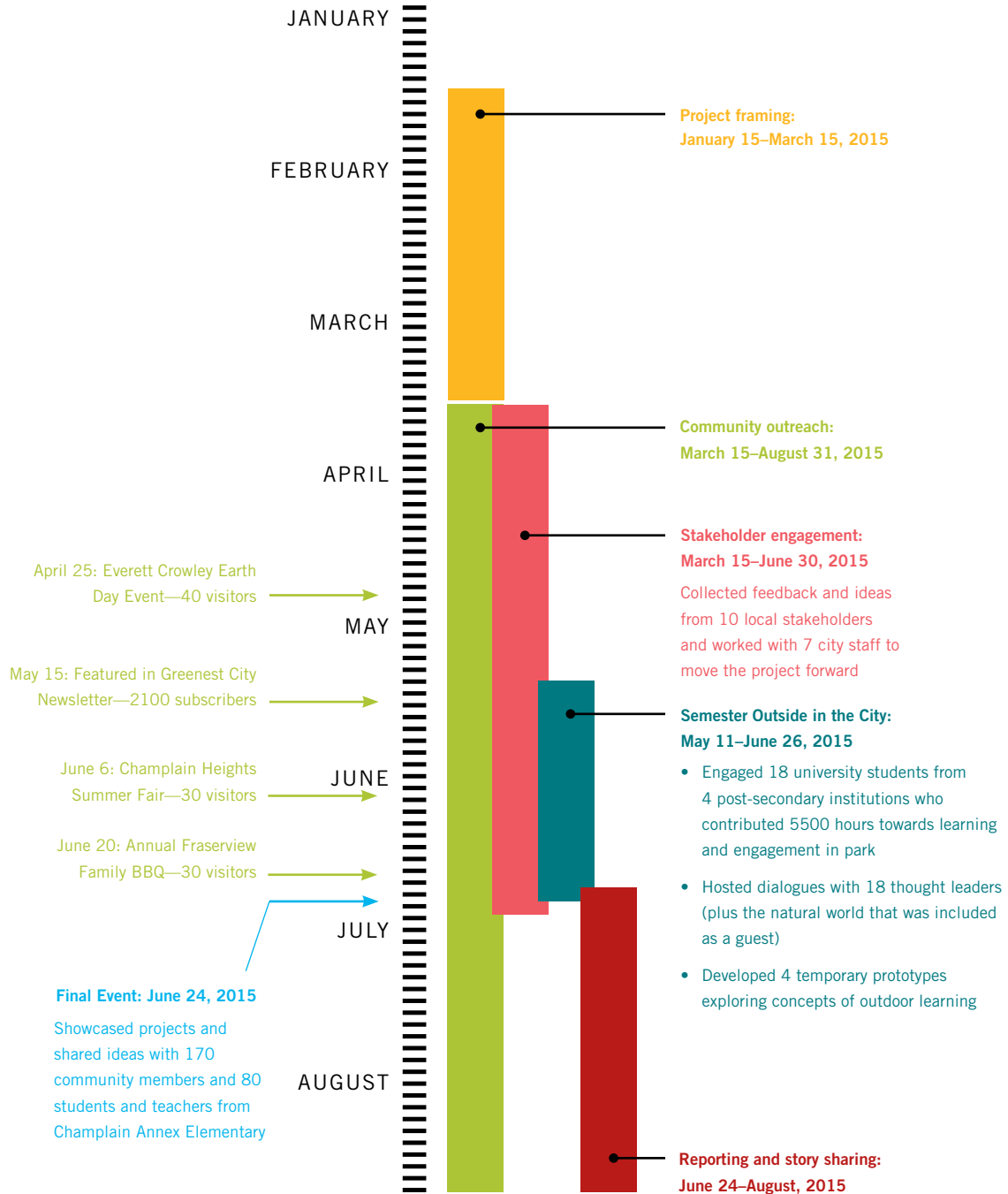
The Vancouver Park Board’s Rewilding Vancouver: Environmental Education & Stewardship Action Plan (EESAP) identifies the “creation of special wild places in the city” as its first priority area. One of the Quick Start Actions is to “explore the feasibility of an outdoor school” in one of these special wild places. The Outdoor Learning Project was born to test out and develop a process for designing and building these outdoor learning spaces in Vancouver parks, starting with Everett Crowley Park.

Relevant action plans and strategies include:

- Park Board Strategic Plan
- Park Board Rewilding Vancouver: Environmental Education & Stewardship Action Plan
- Everett Crowley Management Plan
- Park Board Biodiversity Strategy (in development)
- City of Vancouver’s Healthy City Strategy
- City of Vancouver’s Engaged City Task Force Report
- City of Vancouver’s Greenest City Action Plan

# What Did We Do?

## TIMELINE



## **PROJECT FRAMING**

The project team collaboratively developed the project purpose, goals and objectives, and timeline for the project. Park Board staff within Park Development, Park Operations, and Special Events assisted with special permits and considerations of potential risks and constraints. The Everett Crowley Park Committee (ECPC) and the Champlain Heights Community Centre (CHCC) were consulted regarding the project plan and provided insights regarding park history, park users, and local schools, organizations and residents who would take interest in the project.

## **COMMUNITY OUTREACH**

In order to engage the public involved in Crowley Park, the project coordinator and students enrolled in the Semester Outside in the City Course (SID) participated in local events to share information about the project and to understand firsthand the uses of Everett Crowley Park. Information about the project and an invitation for residents to become involved also went out in the Greenest City Newsletter, the City of Vancouver website, and the CityStudio website.

### **Everett Crowley Earth Day Event: April 25th**

A booth was set up with information about the project and an activity to come make mini forts out of materials found in the park. Several parents expressed interest for their children to attend an outdoor learning program. Approximately 40 people visited the tent.

### **Champlain Heights Summer Fair: June 6th**

#### **Annual Fraserview Family BBQ: June 20th**

Students in the SID course met with local community to share ideas about their learning in the park and receive feedback on the project overall. Approximately 30 people visited the tent at each event.



## **SEMESTER OUTSIDE IN THE CITY**

The Semester Outside in the City ran as a partnership between CityStudio, the SFU Semester in Dialogue (SID) and, the Park Board. Eighteen university students from four Vancouver post-secondary institutions partook in a 7-week program to explore outdoor learning in Everett Crowley Park through dialogue with community leaders and experts, research, many hours in the park, and the design of temporary prototypes.

Students spent three days a week in the park and two at the studio exploring concepts of outdoor learning, urban ecology, wilderness, aesthetics, design, ecosystem restoration and living in place.

## **KEY QUESTIONS GUIDING LEARNING**

- What has happened here?
- What is happening here now?
- What should be happening here?

## **STUDENT ACTIVITIES**

- An overnight camping retreat in Everett Crowley Park
- Building a relationship with a micro-site in the park
- Facilitating dialogues with guests from diverse backgrounds
- Developing an individual project to creatively share what being in nature was teaching them
- Reporting to the ECPC and attending community events
- Working in small groups to design temporary prototypes exploring concepts of outdoor learning
- Planning and hosting an end-of-term celebration event to share prototypes and learning
- Reporting

## **FINAL CELEBRATION EVENT**

Students planned and hosted a final event on June 24th, 2015. At the event students showcased their temporary prototypes; offered guided tours; and hosted a public dialogue. There were approximately 120 attendees including local community members, university faculty, members of the ECPC, city staff, environmental education stakeholders, and every student from the Champlain Annex Elementary K-3 classes.

**“THE STUDENTS’ PROJECTS WERE AN EXCELLENT  
REMINDER TO US TO SLOW DOWN, REALLY EXPERIENCE  
OUR SURROUNDINGS WITH ALL OUR SENSES AND TO  
TRULY EXAMINE OUR INTERACTION WITH NATURE.”**  
**—YRSA JENSEN, ECPC SECRETARY**





# Temporary Prototype Projects

Working in small groups, students designed four temporary prototypes meant to encourage others in learning about place. Students compiled information from dialogue guests, research, and feedback from community to come up with design ideas. Students also drew heavily from their unique experience spending 7 weeks immersed in the park. The prototypes were set up and showcased to the public for the final event and then taken down. The prototypes are highlighted in the next pages.



**Big Ears**  
Invites park guests to pause and listen to the sounds of the park through large ear cones.



**Stop & Stare**  
Provides park users with binoculars and hammocks to encourage exploration and reflection.



**Blackberry Beacon**  
Highlights a beautiful resting place in the park that encourages conversations on redefining invasive species.



**Burning Questions**  
The project offers a space for dialogue using a thought-provoking stump, as well as a silent walk activity.





“WHEN I USED THE BIG EARS I FELT LIKE A KID AGAIN,  
LIKE I WAS HEARING BIRDS FOR THE FIRST TIME.”  
—DOMINIQUE GOULET, STUDENT

## ***Big Ears: What Can You Hear?***

**Goal:** *To engage and foster a deeper connection with the natural environment through big ear cones that enhance the hearing experience in the park.*

### **SUMMARY**

Big Ears engages and enhances park users sense of hearing through large ear cones. It invites park users to pause and listen to the sounds of the park (e.g.: bird songs, the wind blowing through the trees and the abundance of species at the pond). The aim is to encourage learning through hearing. As people tune into the rich sounds of the park they can begin to cultivate a deeper connection and awareness for the biodiversity that is around them.

### **LEARNING / RECOMMENDATIONS**

- The prototype was easy and accessible to public of all ages – it could be replicated in many urban natural spaces
- Was shown to be successful at stirring wonder and curiosity for the sounds of nature often not heard in a city
- Could be explored by independent learners or through an outdoor program

### **Site**

In Manfred's Meadow surrounded by birds and wildlife

### **City Goals**

Greenest City Action Plan: Access to Nature

Rewilding Vancouver: Special Wild Places

Everett Crowley Management Plan: focusing on biodiversity in plants and animal species

### **Team**

Emily Huang

Ananth Mehrotra

Dominique Goulet

Rebecca Tchen





**“I WANT MORE TIME HERE.”**  
**—STUDENT, CHAMPLAIN ANNEX ELEMENTARY**

## ***Stop & Stare***

**Goal: *To encourage park users to pause in order to notice where they are and what can be learned from nature as a teacher.***

### **SUMMARY**

Stop and Stare provides sharable binoculars in a birdhouse-like structure, as well as hammocks to encourage park users to explore the park from a new perspective and see the potential of the park as a teacher. Stop & Stare addresses the need for more space for self-reflection, observation, and consideration of park’s entities and their agency. The prototype appeals to all ages of park users.

### **LEARNING / RECOMMENDATIONS**

- Further and more extensive collaboration with CHCC, the ECPC, the surrounding community and park users to get feedback and suggestions
- To become permanent it would ultimately require volunteer stewards to manage the binocular house and hammocks
- There is potential for the binocular house to reside at the Champlain Heights Community Centre or the park
- Community members could create a share program

### **Site**

At the opening to Manfred’s Meadow

### **City Goals**

Rewilding Vancouver: Creating great experiences through community involvement | Delivering an inclusive service that reflects Vancouver’s current and future requirements | Actively promotes collaboration and participation

### **Team**

Acacia Cresswell  
Raaj Chatterjee  
Alyssa Fraser  
Nicole Lorage  
Stephanie Shih





“I’LL NEVER THINK OF MY GARDEN THE SAME WAY AGAIN.” — NICK, COMMUNITY MEMBER

## ***Blackberry Beacon***

**Goal:** *To create a resting place in the park that is beautiful and encourages conversations around redefining invasive species.*

### **SUMMARY**

Blackberry Beacon is a knotweed wind chime built in the shape of a blackberry blossom. It is located in viewpoint three to highlight the space as a beautiful spot to stop and relax. By integrating aspects of invasive species, we hope to encourage dialogue around the value of species traditionally seen as troublesome. The selected location has a canopy of trees that funnel the wind to blow the chimes, as well as frame and hide the viewpoint from the hustle of the walking path. It is not until you walk off the trail and towards the chandelier that you can see the viewpoint clearly.

### **Site**

At viewpoint three overlooking a sea of blackberries, the Fraser River, and Richmond

### **City Goals**

Rewilding Plan: Special Wild Places  
Park Board Strategic Plan: Healthy Ecosystems | Community

### **Team**

Christy Lum  
Danielle DeVries  
Joshua McGee  
Rebecca Chen

### **LEARNING / RECOMMENDATIONS**

- Beacons could highlight other noteworthy points in the park - drawing attention to their locations and starting conversation
- Such pieces can be brought to other parks, highlighting specific identities of each respective park.







“I SEE THIS PROJECT AS AN ACT OF SERVICE  
TO THE PARK.” —LORI SNYDER

## ***Burning Questions***

**Goal:** *To provoke thinking and talking about the human and more-than-human relationships in order to enhance future human interventions in the natural world.*

### **SUMMARY**

Burning Questions aims to get park users to think deeply about their relationships and interactions with elements of the natural environment. A log from the park was engraved with thought-provoking statements and paired with a silent walk activity. The project offers a space for dialogue around the complex questions surrounding the hierarchies, agency, and rights of all species; and creates a space for park users to assess their relationship to natural entities within the park. Questioning historical and current human interventions is essential for mitigating future destruction of the natural world.

### **LEARNING / RECOMMENDATIONS**

- Questioning the effects of human presence in a park is essential when planning for the health and future of our parks
- It is important to invoke a discussion of the human voice in relation to the non-human voice
- The Park Board could collaborate with artists to create imprinted stumps with relevant thought-provoking questions or they could allow the public to express their own thoughts and ideas on certain park log.

### **Site**

Clearing accessed by several small off-path trails within the forest of Everett Crowley Park

### **City Goals**

Rewilding Vancouver: Special Wild Places in the City  
Healthy City Strategy:  
Active Living and Getting Outside/  
Lifelong Learning/Expressing  
Ourselves

### **Team**

Andrew Wilson  
Anna Kraulis  
Azlan Nur Saidy  
Emily Townsend  
Liticia Gardner



# ***What did we hear?***

## **STAKEHOLDER ENGAGEMENT**

Two main sample groups were asked to contribute feedback and ideas towards the project:

1. Local educators and service providers near to the park (including residents, teachers, and community groups)
2. Environmental educators from broader Vancouver

### **What currently happens in Everett Crowley park?**

- Most frequent users: off-leash dog walkers
- Less frequent users: families and runners
- Educational uses:
  - » The closest child care facility and elementary school use the park on a weekly basis to teach ecology and facilitate activities (more during summer months)
  - » Environmental groups use the park for ecological and teaching activities on an infrequent basis
- Events: infrequent use by film crews and Vancouver's largest Earth Day event on April 25th

### **What are the barriers to taking learning outdoors?**

- Weather and rain gear
- Cost of out trips
- Risk factors
- Not supported in current BC curriculum
- Educators lack skills / experience
- Youth spend more time inside using electronic devices these days

### **What supports are required to increase outdoor learning?**

- Training and/or pre-prepared activities for educators, alternately, going to a place with an experiences guide
- Accessible / free / and close places to go
- More support for outdoor learning in BC Curriculum
- More funding for out trips and transport

### **What built structures would best support outdoor learning in Everett Crowley park (if any)?**

Both groups consistently highlighted two responses:

- An under cover area: to increase all-weather outdoor opportunities and to provide a place to gather and facilitate activities
- Accessible bathrooms nearby

Other responses included:

- Must be more than a single use structure and should take into account developmental stages
- A central area for gathering and other places to go explore
- Tables for gathering and activities
- Storage space for bags and gear
- A seating area (perhaps with moveable seating)
- Should be made of natural materials and be bright and seem like you are still out in the elements
- Should be visually interesting and fun
- Must be accessible from pathways and to people with limited mobility
- A way to safely access the pond and explore the water
- Pollinator habitat and education about bees
- Interpretive signs
- No built structure is needed (one respondent only)

### **Could you see yourself using the space once it was built?**

All respondents could see themselves taking the groups they work with to use the space. Some of the groups based further from the park had concerns that building a structure was a secondary barrier to others, such as funding for transport, lack of time and staff support allotted for out trips, and lack of outdoor know-how. Teachers close to the park indicated that they would increase the amount of outdoor activities they currently offer in the park if there was a more accessible washroom and an under cover space. They also mentioned that under cover spaces would need to be locked or made secure in some way. Several of the environmental educators cited the lack of a central place to host outdoor learning programs in Vancouver and were keen to run their programming out of the future space if it met their needs. Several educators also advised that people will be more likely to come if the space is advertised as a fun creative gathering space rather than a 'learning' space.

# ***What did we learn?***

We launched into this project by asking questions: What is this park? What is already happening here? What does this park need if it is to become an exciting and accessible place of learning? What do people need in order to take their learning outside? What should and could be built in this park? Through the experiences and learning outcomes of the students involved in the SID program and also our time in the park we learned that:

- Impactful outdoor learning requires spaces to gather and pause: the park needs beautiful places to stop, sit, and pause. With spaces like this individual learning and lessons can be developed about a wide range of topics.
- Students came to believe that it is important to redirect or turn our attention back to the natural world present in the park and to listen to what it might be telling us/offering us. In one way or another all of the student projects were about stopping, being, and noticing the space around us.
- Wonder and sensory engagement were key tools which helped the students get to know the park on a deeper level and to refocus their attention
- Listening to the diverse needs of a place and people should be a key part of the process and this takes time: students felt humility about both respecting and honouring the diverse human community that uses the park, the fact that it is unceded First Nations territory and that the natural world has agency in and of itself
- If anything is done, it should have minimal impact on the natural world present in the space
- Under cover areas and accessible bathrooms are important in order for people to spend any elongated period of time in the park.

## ***Next steps***

1. Partner with BCIT to offer a design-build course: students and faculty integrate recommendations and learning from the Outdoor Learning Project: Part 1 to design and built outdoor learning space(s) in Everett Crowley Park
2. Have students involved in design and build phase research best examples of flexible, multi-use structures that support outdoor learning
3. Invite environmental educators to take an active role in the design process. Several of the stakeholders interviewed mentioned the deep importance of involving individuals familiar with developmental stages and outdoor learning activities. The Project Lead at the Vancouver Outdoor School said: “I would be tentative as an outdoor educator to trust that what is being built is going to meet my needs if educators weren't involved in the design process.”
4. Follow principles of regenerative design such as the living building challenge, if energy or water consumption are not required this should be achievable
5. Foster relationships with future users and stewards of the outdoor learning structure: work with local residents, neighbourhood organisations and schools, and environmental educators to develop a strategy for the ongoing use of the learning space(s) and a long-term stewardship and maintenance plan
6. Allocate funding for an ongoing project coordinator to act as a liaison for all involved, continue with community outreach, oversee communications, and coordinate the meaningful involvement of residents and stakeholders
7. Host a grand-opening celebration to unveil and invite all to enjoy the newly built learning space(s)

# Partners

**CityStudio** is an innovation and leadership hub inside City Hall where staff, citizens and students from 6 universities co-create solutions making Vancouver more livable, joyful and sustainable. CityStudio convenes stakeholders, defines problems and creates solutions while developing student skills and retaining the talent of next generation change-makers. Using the “teaching hospital” model inside City Hall, students are redefined as key problem solvers in cities. In the past 4 years at CityStudio, 3500 students in the Studio and Campus Course Programs have worked with 75 City of Vancouver staff, 120 dialogue and project advisors and 163 Faculty across 6 campuses to land 195 projects on the ground in Vancouver in support key city programs. CityStudio has contributed over 96,000 hours of projects, skills training, community action and public sector innovation towards collaborative city building in Vancouver.

**The Vancouver Park Board** mission is to provide, preserve, and advocate for parks and recreation services to benefit all people, communities, and the environment. Led by a body of elected officials the Park Board has exclusive possession, jurisdiction, and control over more than 230 public parks in Vancouver and a large public recreation system of community centres, pools, rinks, fitness centres, golf courses, street trees, marinas, playing fields, and more.

**The Everett Crowley Park Committee** is a sub-committee of the Champlain Heights Community Association and is made up of park users and local residents who are working to see Everett Crowley Park protected and enhanced for the long term. Within this group are neighbours and ‘nature-nuts’, dog walkers, ecologists, birders and family types.

The **SFU Semester in Dialogue** is a one-semester, full-time program designed to inspire students with a sense of civic responsibility and encourage their passion for improving society. Each semester the program offers an original, interdisciplinary experience that bridges the classroom with the community and creates space for students to reflect on what they are doing and why it matters.

➤ For questions about this report contact CityStudio at [citystudiovancouver.com](http://citystudiovancouver.com)

## CITYSTUDIO

1800 Spyglass Place, Vancouver, BC V5Z 4K7  
604.874.6401 • [citystudiovancouver.com](http://citystudiovancouver.com) • [@citystudiovan](https://twitter.com/citystudiovan)

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**CITYSTUDIO**



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