

ENTRY PIAZZA

BUCKINGHAM PRIMARY + ELEMENTARY SCHOOL

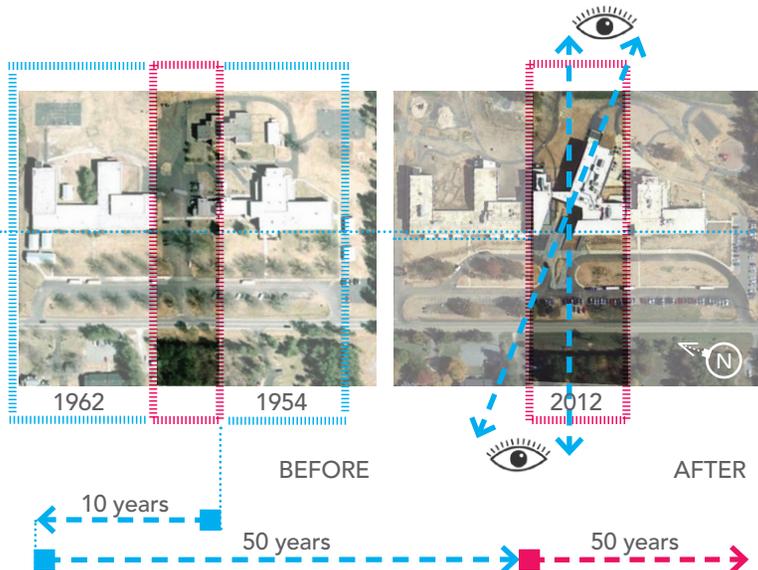


LIBRARY / TERRACE / OUTDOOR DINING LAB / BUCKINGHAM SLATE / BRIDGE

BUCKINGHAM PRIMARY + ELEMENTARY SCHOOL



reNEW, reUSE, reINVEST



PHYSICAL ACTIVITY ZONES

- 1 Slate + Grass Piazza
- 2 Gymnasias + Fitness Rooms
- 3 K-2 Play Terrace + Water Station
- 4 3-5 Play Terrace + Water Station
- 5 Tot Lot Natural Play Area
- 6 Eco-Walks / Jogging Paths
- 7 Recreational Sport Fields
- 8 Open Play Area + Grass Surface
- 9 Community Room
- 10 K-2 Exercise + Meditation Loop
- 11 3-5 Exercise + Meditation Loop
- 12 Woodland Hub
- 13 Monumental Slate Stair
- 14 Weekend + Off Peak Bicycle Loops

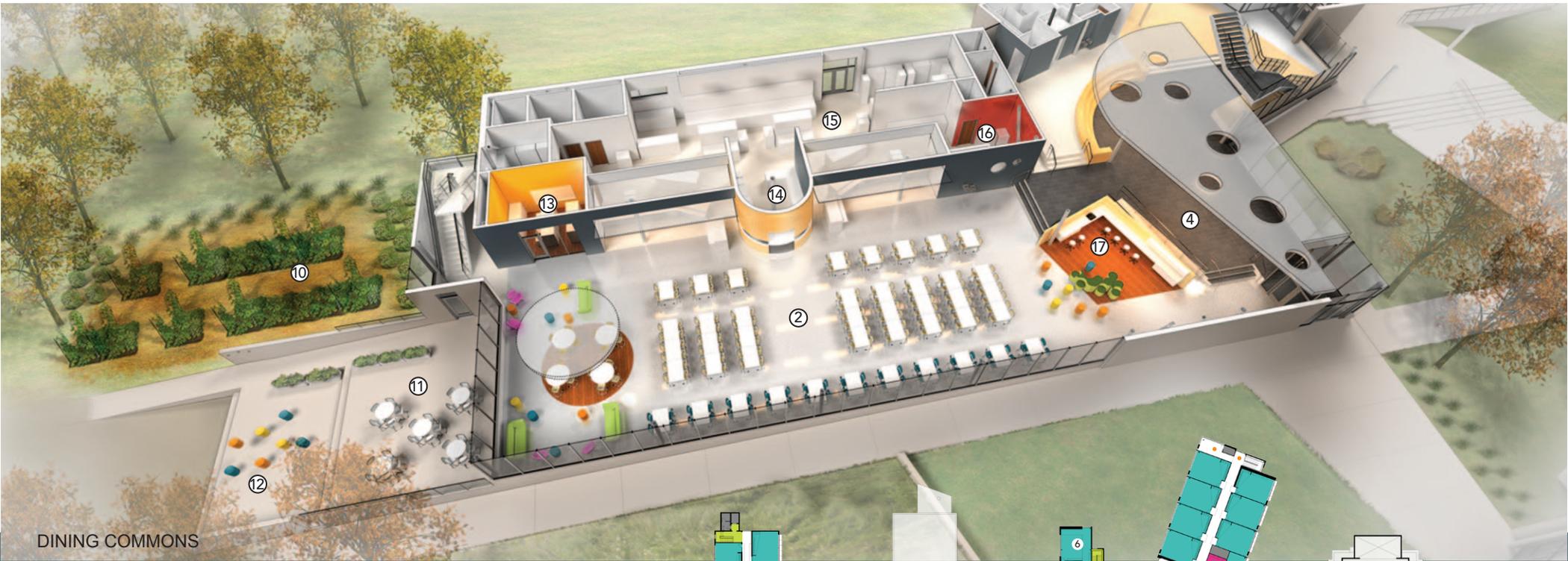
FOODSMART KIDS® ZONES

- 1 Dining Commons + Food Lab
- 2 Teaching Kitchen Lab
- 3 Kitchen Gardens
- 4 Edible Community Gardens
- 5 Great Lawn + Grab-n-Go Berry Patch
- 6 Fruit Tree Allée
- 7 Nut Tree Circle
- 8 Compost Demonstration Garden
- 9 Picnic Knoll
- 10 Outdoor Dining + Garden Classroom

ECO-ACTIVITY ZONES

- 1 Bioswales + Cleansing Biotopes
- 2 Slate Channel + Waterfall Scupper
- 3 River Rock Stream + Native Meadow
- 4 Frog Bog + Observation Deck
- 5 K-2 Science Garden
- 6 Arts Terrace + Garden Courtyard
- 7 Sonata Terrace + Garden Courtyard
- 8 Pollinator Bee + Bug Garden
- 9 Pervious Parking Garden

LEARNING ECOLOGY



DINING COMMONS

NW CORNER OF PIAZZA

DAYLIGHT HARVESTING

LAB

NESTS



SECOND FLOOR



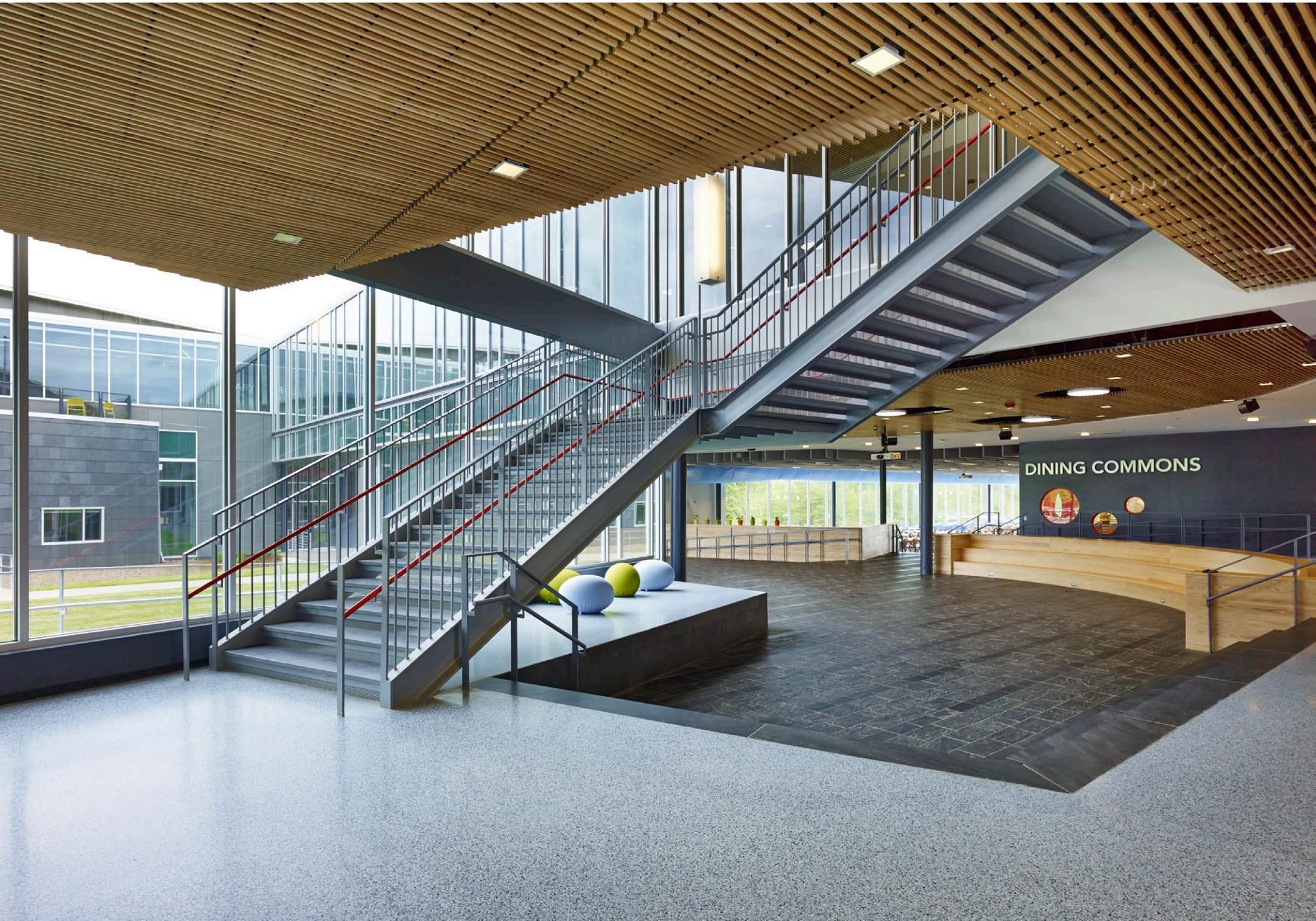
FIRST FLOOR

- | | | | |
|---------------------|---------------------|-------------------------|-------------------------|
| 1 RECEPTION | 7 MEDIA LAB | 13 TEACHING KITCHEN | CLASSROOMS |
| 2 DINING COMMONS | 8 LIBRARY / TERRACE | 14 COMPOSTING TRAY DROP | SHARED SPACES |
| 3 GYMNASIUM | 9 BRIDGE | 15 OPEN KITCHEN | TEACHER COLLABORATION |
| 4 COMMUNITY MEETING | 10 KITCHEN GARDENS | 16 CORNER BAKERY | SMALL GROUP / OPEN LABS |
| 5 MUSIC STUDIOS | 11 OUTDOOR DINING | 17 FOOD LAB / LOUNGE | OTHER |
| 6 ART STUDIOS | 12 OUTDOOR LAB | 18 MONUMENTAL STAIR | |

PRIMARY SCHOOL

ELEMENTARY SCHOOL









The more you read,
the more things you will know.
The more you learn,
the more places you will go.

Dr. S



DESIGN RESEARCH COLLABORATIVE

STOP IGNORING THE EVIDENCE

HEALTHY EATING DESIGN GUIDELINES FOR SCHOOL ARCHITECTURE®

- 1 PROVIDE equipment and spaces that facilitate the incorporation of fresh and healthy food choices into the school and its community.
- 2 PROVIDE facilities to directly engage the school community in food production and preparation.
- 3 APPLY evidence- and theory-based behavioral science principles to 'nudge' the school community towards healthy-eating behaviors and attitudes.
- 4 USE building and landscape features to promote awareness of healthy and sustainable food practices.
- 5 CONCEIVE and articulate school spaces as community assets to multiply the benefits of school-based healthy food initiatives.

A NEW DIRECTION IN DESIGN FOR FOODSMART KIDS™



TRANSDISCIPLINARY PRACTICE MODEL FOR NEW LEARNING + HEALTH ECOLOGIES



Perspective

Designer Schools: The Role of School Space and Architecture in Obesity Prevention

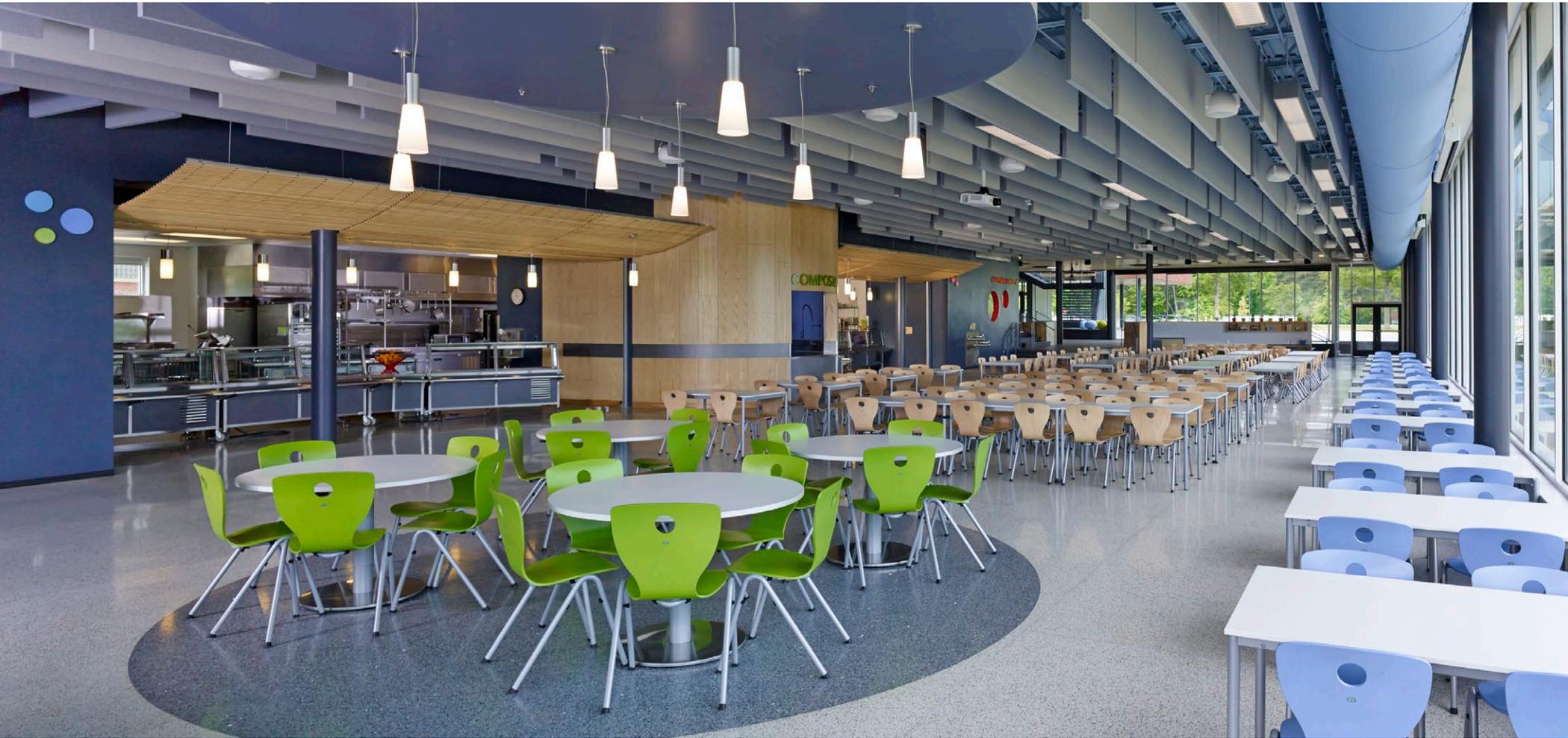
Nicholas Gorman, Jeffrey A. Lackney, Kimberly Rollings, and Terry T.-K. Huang

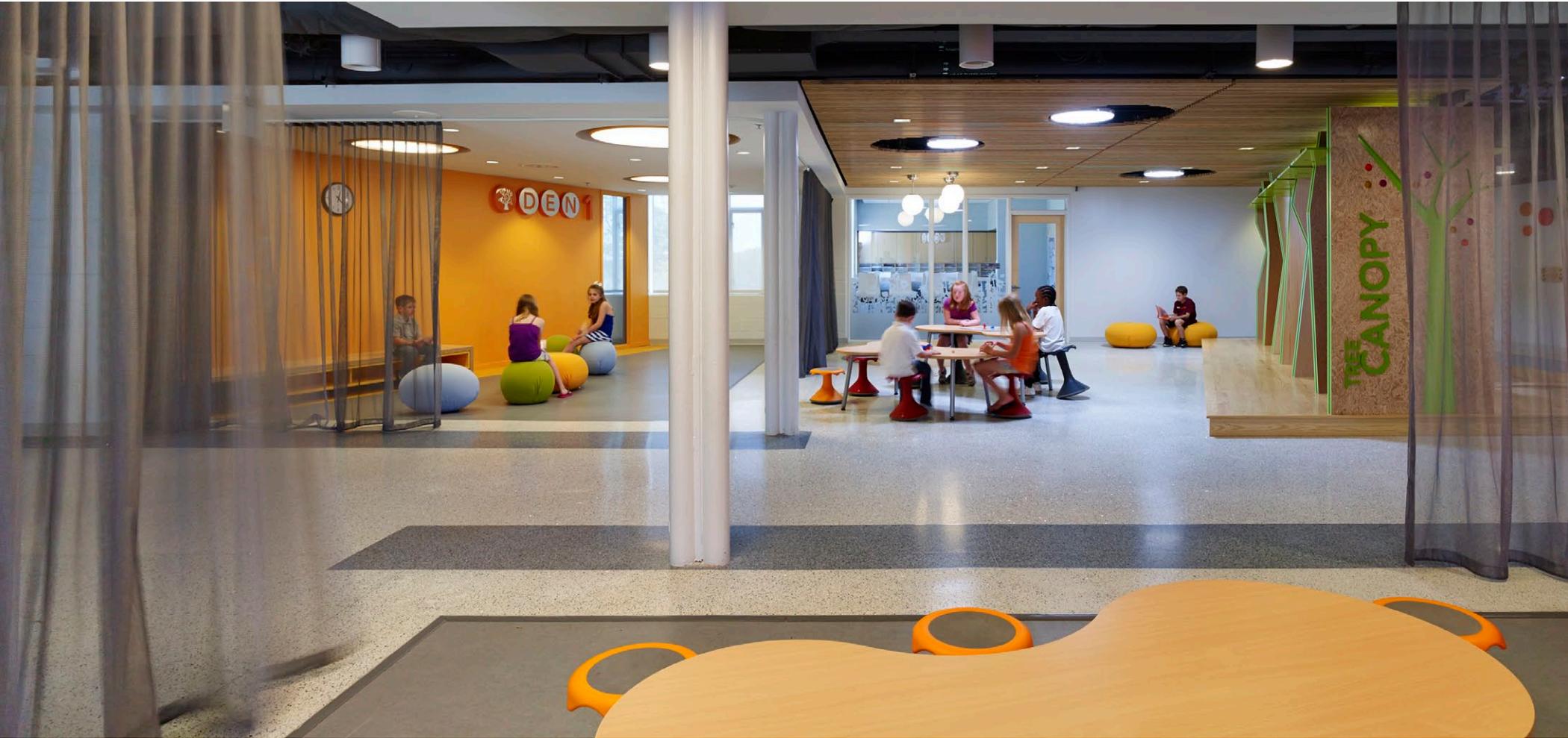
Abstract
GORMAN, NICHOLAS, JEFFERY A. LACKNEY, KIMBERLY ROLLINGS, AND TERRY T.-K. HUANG. Designer schools: the role of school space and architecture in obesity prevention. *Obesity*, 2007;15:2521-2530.

Introduction
Efforts to identify factors contributing to rising obesity rates in the United States and beyond have implicated the burgeoning obesogenic environment as a key determinant of obesity-related health behaviors (1). Given the potential for long-term individual benefits and large population-level impact, prevention among school-age children has become critical (2). In today's society, schools are no exceptions: exposure to labor-saving technologies and access to unhealthful foods abound. Walks or bike rides to schools are increasingly displaced by car rides, as convenience and safety concerns prevail (3-5). Once at school, students have ready access to fast food and vending machines due to partnerships meant to offset school budget shortfalls (4,6,7). The lack of time, funding, access, and planning and increased competition with various academic demands have also reduced in-school opportunities for physical activity and healthful eating (2,6). The combination of these and other factors have resulted in an environment that users

Key words: childhood obesity, environmental factors, prevention, public health, energy balance







SUSTAINABLE STRATEGIES



3

VIRGINIA
WETLANDS



4

VIRGINIA
RIVERS

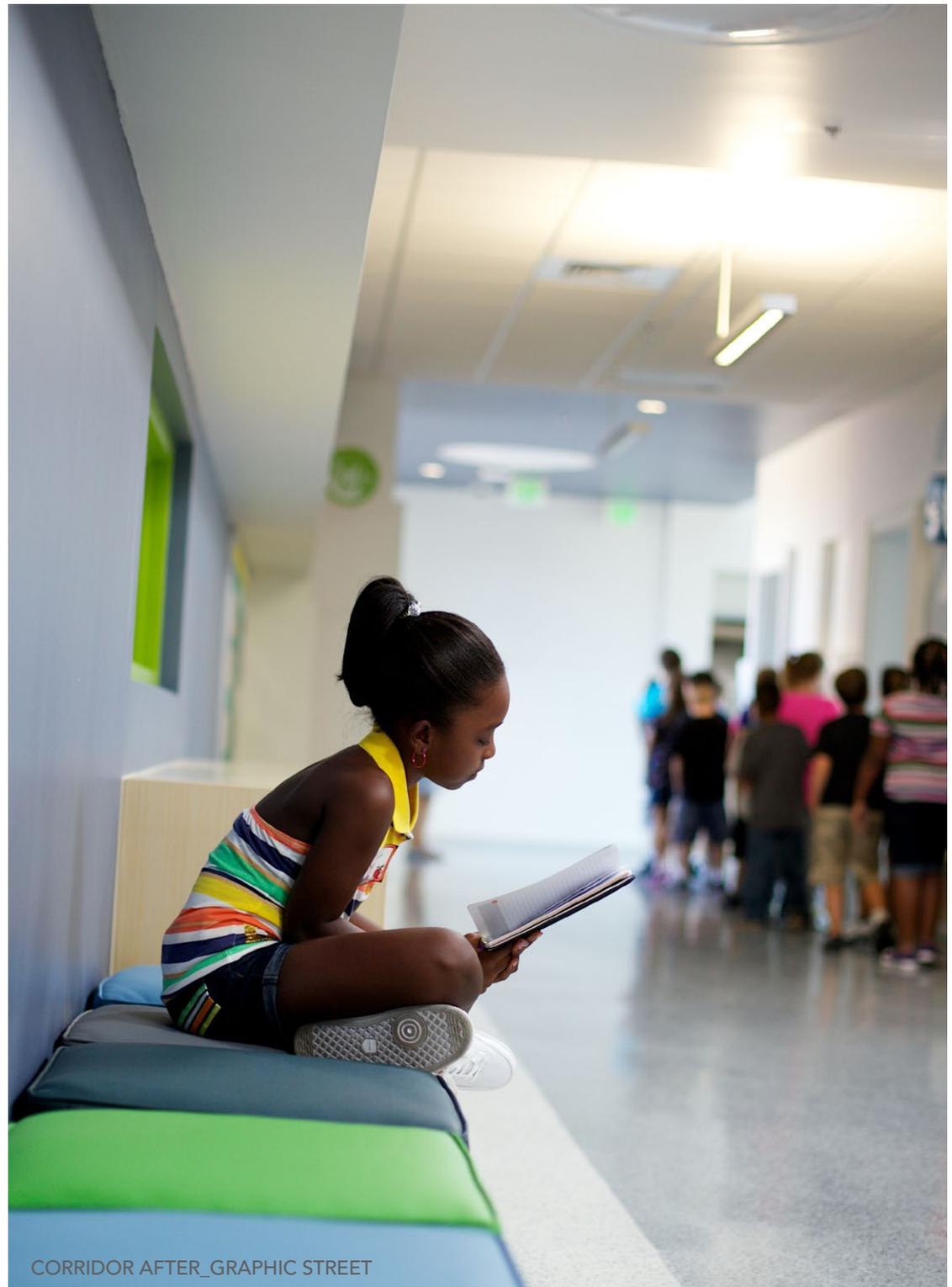


5

VIRGINIA
OCEAN

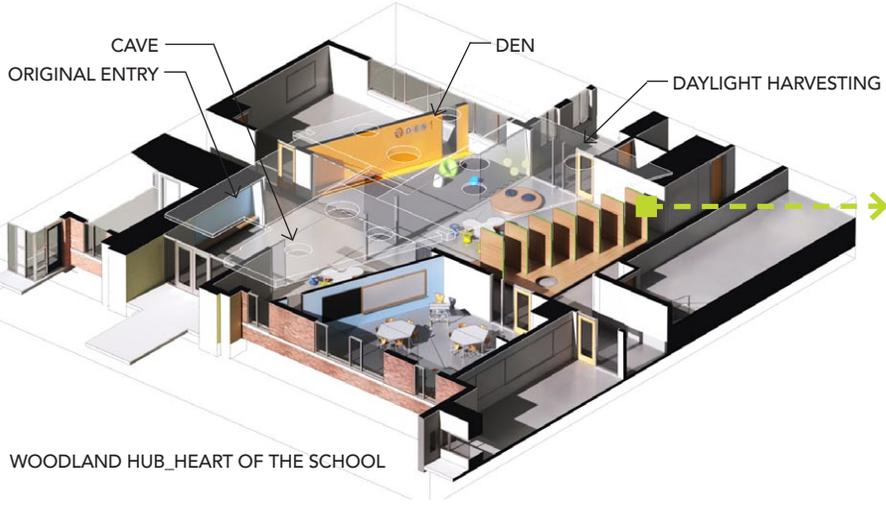
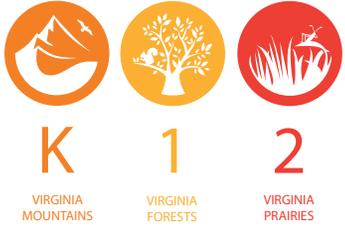


CORRIDOR BEFORE [1954-2010]



CORRIDOR AFTER_GRAPHIC STREET

SUSTAINABLE STRATEGIES



SUSTAINABLE STRATEGIES



K

VIRGINIA MOUNTAINS



1

VIRGINIA FORESTS



2

VIRGINIA PRAIRIES



CLASSROOM BEFORE [1962-2002]



CLASSROOM AFTER

SUSTAINABLE STRATEGIES



A PRIMARY SCHOOL: VIRGINIA LAND ECO-REGIONS **B** PRIMARY SCHOOL: VIRGINIA WATER ECO-REGIONS

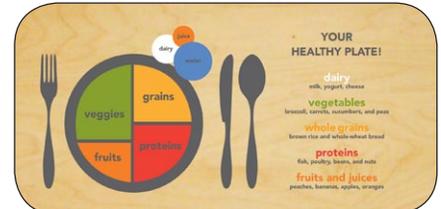
WAYFINDING



C SHARED SPACES

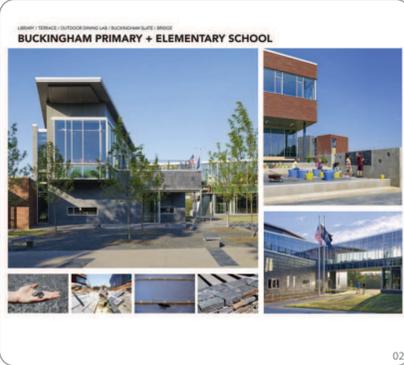
CLASSROOMS

LEARNING STREET





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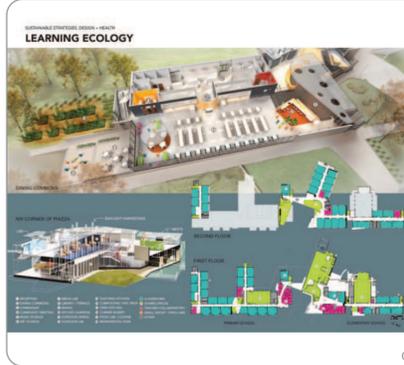
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site plan

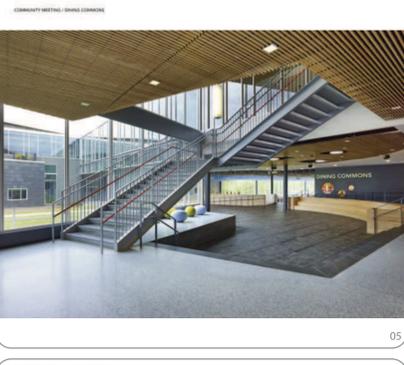


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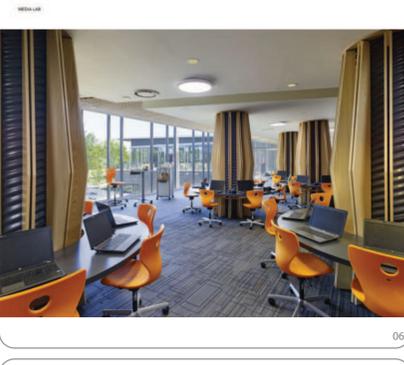
floor plans



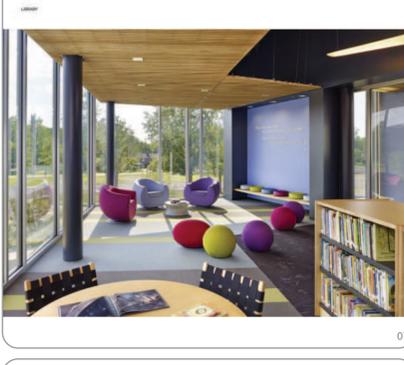
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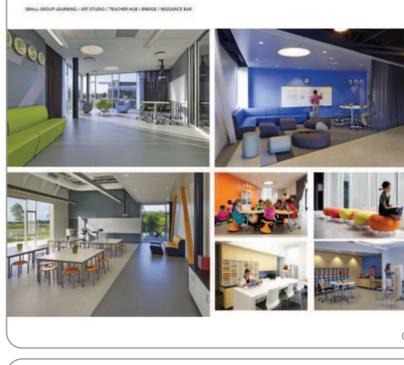
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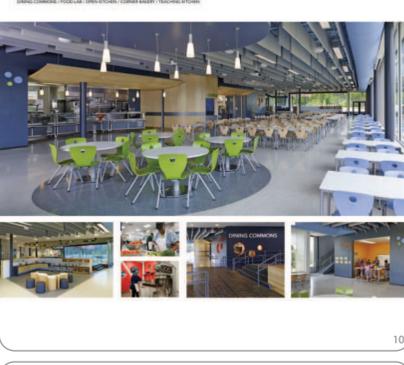
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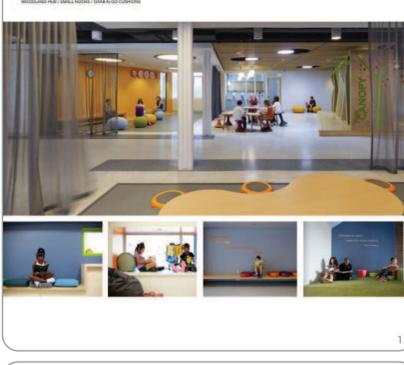
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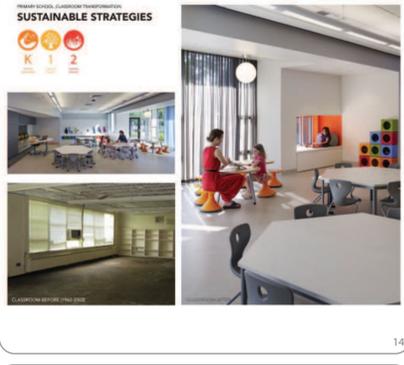
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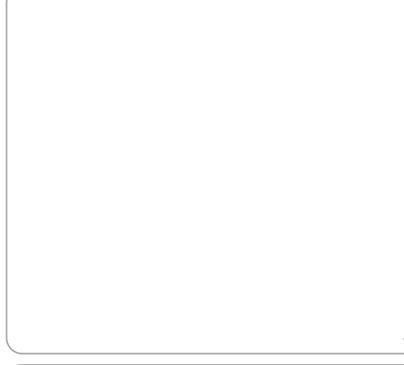
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