Facilitate the hidden curriculum

Learning Landscapes are:

**Applied learning opportunities**
- Project-based settings where tangible and uncontrived learning opportunities abound

**Catalysts for critical and systems thinking**
- Creation and comprehension of natural, outdoor spaces integrates transferable concepts of ecology and design into thinking patterns.

**An expanded learning footprint**
- The learning context moves beyond school walls into live, dynamic environments that complement and reinforce the school curriculum.

**Examples of an intentional & healthy world**
- Is your school environment an example of social and ecological health and sustainability?

**Complex, stimulating & diverse**
- Have “problems” to be investigated and solved
- Contact with elementals things: water, weather, soil, plants, animals, ecosystems, peers, teamwork.
- Varied in form, scale, texture, materials, organisms and spatial relationships

**Dynamic and Directed**
- Students and faculty have input and ownership helping to direct the future of the site within a context of ecological change.
- Choice oriented – users orient and explore in an array of spaces and synthesize ‘moveable parts’ according to their own inquiry and discovery.

What does your facility facilitate?

**FACILITY.** (fas-iliti).

2. a. **Unimpeded opportunity for doing something.**

See also **FACILITATE, FACULTY**

“It is possible... to organize landscapes to teach usefulness, practical competence, social responsibility, ecological skill, the values of good work, and the higher possibilities of adulthood...”

-Dr. David Orr

Master planning through site development.

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<tr>
<th>outdoor classrooms</th>
<th>edible landscapes</th>
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<tr>
<td>campus food gardens</td>
<td>therapeutic landscapes</td>
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<tr>
<td>permaculture farms</td>
<td><a href="http://www.wholesystemsdesign.com">www.wholesystemsdesign.com</a></td>
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Learning Landscapes by Design.