



# Hearth: Safescape

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# HEARTH

- ❑ Hearth is an established local, community arts organization that focuses on developing sustainable communities in Oakland, California and the surrounding area
  - ❑ Community liaison between long-standing partnerships with other local organizations, school systems, and governmental agencies
  - ❑ Emphasis on developing database of teaching artists, who create and implement stand-alone and arts integration curriculum across Oakland

# I. SAFESCAPE PROGRAM DESCRIPTION

- ❑ Remodel and reinvigorate the existing playground into a more exciting and meaningful space for students as well as community members.
- ❑ Year-long Artist-in-Residency Program
  - ❑ Fourth and fifth grade students will create the concept and models/replications for the new playground
  - ❑ High school students will develop artistic and professional experience through learning graphic design/architectural software
- ❑ Interact through Technology
  - ❑ Audio recordings
  - ❑ Touch screens
  - ❑ QR codes

## II. LEADERSHIP

- ❑ Committees
  - ❑ School Administration Committee (Teacher Committee) - Principal, a fourth grade teacher, a fifth grade teacher, and a kindergarten teacher
  - ❑ Resident Artists - The two artists employed by Hearth
  - ❑ PTA Committee - Parents who are interested in the project
  - ❑ Professional Committee - Architect, landscape architect, Department of Parks and Recreation, construction crew, and community partners
  - ❑ Student Committee - Student leaders identified by the School Administration Committee

# III. Resources

- ❑ \$65,000 award from MacArthur Foundation
  - ❑ Hire teaching artists
  - ❑ Contract architectural firm and construction company
- ❑ Sponsorships
  - ❑ Google
  - ❑ Radio Shack
  - ❑ Best Buy
- ❑ In-Kind Donations
  - ❑ Home Depot
  - ❑ Dick Blick
- ❑ Donation Brick Program

## IV. PLANNING & IMPLEMENTATION

- ❑ Project spans over a full year
- ❑ Before the school year begins, Hearth has been in conversation with the school, city, major donors, and construction company
- ❑ Students are involved for a year (September-September)

# IV. PLANNING & IMPLEMENTATION

There are two timelines for the in-school program: one for elementary school and one for high school.

## SAFESCAPE IN-SCHOOL TIMELINE: ELEMENTARY SCHOOL

<u>September</u>	<ul style="list-style-type: none"> <li>• Students are introduced to the project</li> <li>• Student Committees are formed under guidance of the Teacher Committee (Committees meet once a week)</li> <li>• Research unit: Students develop surveys and research the general opinions of the student population</li> </ul>
<u>October</u>	<ul style="list-style-type: none"> <li>• Data is analyzed</li> <li>• Students learn about individual needs and desires</li> <li>• Community partners are introduced and begin to work with students</li> <li>• Student Committee "pitches" idea of redesigning playground to community partners and stakeholders</li> </ul>
<u>November</u>	<ul style="list-style-type: none"> <li>• Students take trips to other parks to get more ideas</li> <li>• Students collaborate with architect and begin designing ideas with the help of younger children</li> </ul>
<u>December</u>	<ul style="list-style-type: none"> <li>• Students build models of their designs using craft materials, such as clay, Play-Doh, paper, etc.</li> </ul>
<u>January</u>	<ul style="list-style-type: none"> <li>• Architects surprise students with a draft rendering of their playground</li> <li>• Students meet and discuss rendering</li> <li>• Students provide the architect with constructive feedback</li> </ul>
<u>February</u>	<ul style="list-style-type: none"> <li>• Mid-point check-in: Students write "Valentines" to community partners and stakeholders</li> <li>• Architects work on improvements</li> </ul>
<u>March</u>	<ul style="list-style-type: none"> <li>• Architects have a final meetings with students</li> <li>• All committees OK the final draft</li> </ul>
<u>April</u>	<ul style="list-style-type: none"> <li>• Project is officially passed through the proper channels and is OK'd</li> <li>• Students complete a letter-writing campaign to bring speakers to the Groundbreaking Ceremony and Opening Ceremony</li> </ul>
<u>May</u>	<ul style="list-style-type: none"> <li>• Sponsors and food and beverage contracts are secured for groundbreaking</li> <li>• Students form different committees to prepare for groundbreaking, such as decorations and public outreach</li> </ul>
<u>June</u>	<ul style="list-style-type: none"> <li>• Groundbreaking Ceremony! (Incorporated into the end-of-the-year celebration)</li> <li>• Special guests include Freddie Spaghetti and Lil' Sebastian</li> </ul>

## SAFESCAPE IN-SCHOOL TIMELINE: HIGH SCHOOL

<u>September</u>	<ul style="list-style-type: none"> <li>• Students are introduced to the project</li> <li>• Students decide if they want to participate for graded credit</li> </ul>
<u>October</u>	<ul style="list-style-type: none"> <li>• Students sit in on meetings to learn more about the project and their roles</li> </ul>
<u>November</u>	<ul style="list-style-type: none"> <li>• Students are brought in for extra support</li> <li>• Students collaborate with the architect</li> <li>• Students begin to learn design fundamentals in class</li> </ul>
<u>December</u>	<ul style="list-style-type: none"> <li>• Students sketch preliminary models based on the elementary students' conceptual designs</li> </ul>
<u>January</u>	<ul style="list-style-type: none"> <li>• Architect shows students preliminary rendering</li> <li>• Students meet with elementary school students to discuss rendering</li> </ul>
<u>February</u>	<ul style="list-style-type: none"> <li>• Architects continue to work and provide workshops for students</li> <li>• Students continue to work on design skills</li> </ul>
<u>March</u>	<ul style="list-style-type: none"> <li>• Architects have a final meetings with students</li> <li>• Students prepare real models of the final playground</li> <li>• Students practice Adobe skills</li> <li>• All committees OK the final draft</li> </ul>
<u>April</u>	<ul style="list-style-type: none"> <li>• Project is officially passed through the proper channels and is OK'd</li> <li>• Students complete a letter-writing campaign to bring speakers to the Groundbreaking Ceremony and Opening Ceremony</li> <li>• Students design marketing materials for the Groundbreaking Ceremony</li> </ul>
<u>May</u>	<ul style="list-style-type: none"> <li>• Marketing materials are produced and distributed</li> <li>• Students begin developing content for interactive web materials</li> </ul>
<u>June</u>	<ul style="list-style-type: none"> <li>• Groundbreaking Ceremony! (Incorporated into the end-of-the-year celebration)</li> <li>• Special guests include Freddie Spaghetti and Lil' Sebastian</li> </ul>

# IV. PLANNING & IMPLEMENTATION

There are two additional timelines for the optional summer programs offered through Safescape: one for elementary school and one for high school.

## SAFESCAPE SUMMER TIMELINE: ELEMENTARY SCHOOL

Students also have the opportunity to take part in a summer program that continues work on the new playground. The summer program is scheduled like a camp, and runs every Monday, Wednesday, and Friday from 9AM to 4PM and serves as a form of child care. Children will be supervised by licensed child care providers and will participate in creative and fun activities, all while advancing the development of the playground with the help of our resident artists.

### June/July

- Playground is being torn down & students work on indoor and outdoor activities, such as:
  - having info sessions with high schoolers, designing murals with chalk, taking field trips to different parks, etc.

### August

- New playground is being installed; children play and work outside when there is no construction
- Outdoor activities include:
  - installing mosaic, painting mural, putting their hands in the wet cement

### September

- Final steps
- Construction is finalized
- Opening Ceremony on the first day of school
- Special Guests: Michelle Obama, Bo, and Sunny!

## SAFESCAPE SUMMER TIMELINE: HIGH SCHOOL

Students also have the opportunity to take part in a summer program that continues work on the new playground. The summer program is a two-week intensive course and is graded for credit. Students will meet Monday through Friday from 8AM until Noon to work on developing the interactive web component, which provides a historical context for the community through the lenses of the children who helped design the playground. In order to complete this project, students will be aided by a software engineer.

### Week 1

- Students interview elementary schoolers about their designs
- Students finalize their content

### Week 2

- Students work with software engineer to create a simple app that describes different parts of the playground
- Students test app and finalize the project



# V. TEACHERS

- ❑ Two Main Groups of Teachers:
  - ❑ School's teachers
  - ❑ Resident artists
- ❑ Strict Application Process for Resident Artists
  - ❑ Resident artists should hold at least a Bachelor's Degree in art, arts education, or a related field;
  - ❑ 3-5 years of experience in this field;
  - ❑ Working knowledge of Adobe Creative Suite;
  - ❑ Interest in arts education, arts integration, in-school arts programming, urban development, community development, and working with children

# V. TEACHERS

- ❑ Evaluation and Documentation
  - ❑ Teachers and artists list goals before the program begins
  - ❑ Teachers and artists evaluate each other on a regular basis
  - ❑ Issues will be resolved in a timely fashion through civil discourse
  - ❑ Teachers and artists will write weekly reports that show the progress toward their goals

# V. TEACHERS

- ❑ Expectations (for teachers and resident artists)
  - ❑ Collaboration in creating a productive and supportive environment
  - ❑ Open lines of communication
  - ❑ Pooled knowledge
  - ❑ Resident artists should learn about educational standards and core curriculum
  - ❑ Teachers should be open to learning about how to integrate arts into the curriculum
- ❑ Support for Teachers
  - ❑ Formal training manual with important information
  - ❑ Monthly committee meetings
  - ❑ Mandatory workshops sponsored by Hearth that focus on creative collaboration

# VI. EVALUATION - LOGIC MODEL

## OBJECTIVES

- Create a safe space for after-school learning and exploration
- Create an interactive playground, incorporating new media features
- Develop arts integration curriculum
- Foster teambuilding and collaboration among students and the community

## INDICATORS

- Number of students and community members, who participate in the summer program
- Number of students and community members, who engage in Safescape
- Number of constituents and stakeholders invested in Safescape
- Heightened interest in developing similar programs and playgrounds for other elementary schools

## ACTIVITIES

- High school students become familiar with architectural and graphic design software
- High school students help design interactive technologies and marketing collateral for Safescape
- High school and elementary school students develop small-scale models and replications
- Elementary school students produce concept design journals and present to stakeholders

## QUESTIONS

- How often do you come to Safescape after school?
- How much time do you spend at Safescape during the week and weekend?
- Why do you choose to come to Safescape?
- How comfortable and safe to you feel in Safescape?
- How has your community changed since the opening of Safescape?

## MEASURES

- Surveys and semi-structured interviews with students and community members
- Observations through attendance tracking, using mobile-check-in features

## EXPECTED OUTCOMES

- Increase in sense of belonging in the school and community
- Increase in level of focus during in-school hours
- Increase in appreciation of the arts
- Increase in excitement and interest in core curriculum classes, such as Mathematics and English
- Increase in students' ability to creatively solve problems
- Increase in partnerships between schools, community organizations, stakeholders, and constituents

# VI. EVALUATION - IMPROVEMENTS

- ❑ Attendance Data
  - ❑ Increase awareness of Safescape
  - ❑ Increase accessibility during afterschool hours/summer program
- ❑ Stakeholders and Partnerships
  - ❑ How to develop new relationships/strengthen existing ones
  - ❑ Where to increase support from stakeholders/community partners
- ❑ Teaching Artists
  - ❑ Adjust the number of teaching artists (if needed)
  - ❑ Understand how to utilize skills appropriately
  - ❑ Hire professionals who can perform the desired tasks