A Pedagogical Approach to Educational and Therapeutic Spaces for Abandoned Children

An Honors Thesis (HONRS 499)

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Abstract

The past five years I have spent studying to become an elementary school teacher. The courses I have taken, professors who have taught me, friends I have met, and experiences I have had all had a profound effect on my life. As I began to consider my senior Honors Thesis, I wanted to pursue a Thesis that incorporated the most important aspects of myself and the learning I have experienced during my time at Ball State.

Throughout my college career I have become more and more aware of my passion for helping people, especially children. I have been blessed with a variety of opportunities to work with children. Considering these experiences and what I have learned through each experience, I began to imagine a design that could provide educational as well as therapeutic benefits for children. I focused the idea towards abandoned children, due to my passion for working with children who have special needs. This thesis explains the specific needs of abandoned children and explores possibilities of educational and therapeutic spaces that could meet those needs. The space is to be called an “Outdoor Edutheraplay Center.”

Acknowledgements

I would like to thank those who provided much appreciated help and guidance throughout the production of my thesis.

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- Steve and Pamela English, directors of La Senda Children’s Home, were willing to provide insight into the needs of abandoned and abused children, pictures of the children who have been placed in the children’s home, and ideas on how they would like to see the “Outdoor Edutheraplay Center” used for the children.
- My parents provided not only insight into their experiences with abandoned children, but also advice, encouragement, and support throughout my college career and life. Thanks for everything!
- Garry, my loving husband, provided encouragement, sketches, resources, and photographs. His help with the entire project as well as his support and love was much needed and appreciated. Thank you, always!
Chapter One

Introduction

Unique needs of Abused Children

Review of Literature
1. Introduction

The past five years I have spent studying to become an elementary school teacher. The courses I have taken, professors who have taught me, friends I have met, and experiences I have had all had a profound effect on my life. As I began to consider my senior Honors Thesis, I wanted to pursue a Thesis that incorporated the most important aspects of myself and the learning I have experienced during my time at Ball State.

Throughout my college career I have become more and more aware of my passion for helping people, especially children. I have been blessed with a variety of opportunities to work with children. During my freshman year at Ball State, I was an assistant instructor for Conley's Kids, an after school program for elementary age children at Longfellow Elementary School. Most of the children were considered at-risk, which gave me my first taste of working with such children. The experience gave me true joy and opened my eyes to my desire to help others through my work. I want to touch those who might have specific needs due to family life, community environment, or any other factor. During my sophomore year I began to search for an opportunity to work with children in extreme situations such as abuse, neglect, or abandonment. I began to correspond with the executive director of an orphanage for neglected, abandoned, and abused children in Guatemala. The children's home, La Senda, seemed to be the exact atmosphere in which I desired to work. The children are starved for help, love, and attention. I found an atmosphere in which I could teach as well as touch the lives of those in deep need. I
spent six weeks volunteering at the orphanage during the summer of 2000. The six weeks were filled with a variety of responsibilities. I taught two three-year-old girls and a five-year-old boy for two hours every other afternoon. The time was spent with reading, counting, numbers, and everyday activities such as cleaning, coloring, and cooking. Although the children were young, I was amazed at the growth I observed. Later in the afternoons I worked on homework with an eight year old girl, a nine-year-old boy, and a ten-year-old girl. I was given full responsibility for a nine-month-old baby, and I was in charge of all meals for one day of each week. The various experiences and responsibilities at the orphanage gave me a strong sense of accomplishment, positive sense of self, heartache for those in need, and a strong desire to continue helping others in whatever way possible. After volunteering at the orphanage, I had the idea of creating an outdoor center that will help the kids I worked with to learn as well as grow as individuals. The children are all abused and/or abandoned; therefore therapeutic as well as educational physical spaces will be beneficial to these children. By completing the design and research for an education/therapeutic center, which I will call the “Outdoor Edutheraplay Center”, I am now able to create a center that helps children learn and grow during and after difficult situations. This opportunity has opened my eyes to the pedagogical dimensions of educational and therapeutic physical spaces that help children cope with life and learn academic subject matter simultaneously.
Teacher centered activities and child centered activities have both proven to provide benefits for children. Abandoned and abused children have specific needs that not all children have, but the benefits of certain activities are evident for them as well. By creating a center that includes both kinds of activities within physical spaces, children are given opportunities to use the spaces independently as well as be guided through the activities. The activities and spaces are geared towards education and therapy in order to meet the academic and mental health needs of the children.

The physical spaces and materials included in this project are areas in which children will learn to work with others as well as play alone. Play and exercise will be simultaneous. In order to determine what spaces are most beneficial for the children, I have researched educational spaces that have been created in the past as well as specific needs of abused children. The research helped determine the components that will be included within the center due to what has/has not worked before. This research helped me use a pedagogical approach to creating the "Outdoor Edutheraplay Center". The center will create a place that combines the benefits of educational spaces, the benefits of therapeutic spaces, and the needs of abused children (academic and mental health).
II. Unique Needs of Abused Children

All children have needs that must be met by certain ages in order to develop at what is considered a normal rate. Many experts have come up with methods of categorizing the needs of children. I have chosen to consider two methods of examining the developmental needs of children. According to Erik Erikson, a psychoanalyst of the nineteenth century, children and adults encounter eight crises or developmental stages throughout their lifetime. The stages represent major stepping-stones in the development of the child and require direction from the adults in the child’s life. Each stage involves an important decision to be made by the child. I have included each stage along with the approximate age related to the stage.

<table>
<thead>
<tr>
<th>Stage/Crises</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust vs. Mistrust</td>
<td>1st year</td>
</tr>
<tr>
<td>Autonomy vs. Shame and Doubt</td>
<td>1-3 years of age</td>
</tr>
<tr>
<td>Initiative vs. Guilt</td>
<td>Preschool</td>
</tr>
<tr>
<td>Industry vs. Inferiority</td>
<td>Elementary years</td>
</tr>
<tr>
<td>Identity vs. Identity Confusion</td>
<td>Adolescence</td>
</tr>
<tr>
<td>Intimacy vs. Isolation</td>
<td>Early Adulthood</td>
</tr>
<tr>
<td>Generativity vs. Stagnation</td>
<td>Middle Adulthood</td>
</tr>
<tr>
<td>Integrity vs. Despair</td>
<td>Late Adulthood</td>
</tr>
</tbody>
</table>

(Dietzer, 1999, p. 12)

Adults, peers, and other individuals in the community typically meet the stages presented by Erikson (Dietzer, 1999, p. 12). Direction, advice, love, friendship, and attention provide positive guidance for each decision to be made while neglect, abuse, abandonment, and hostility supply only negative and debilitating influences. In order to discuss the ways in which the eight stages may be met, I have chosen to include the forty developmental assets included in All Kids Are Our Kids, written by Peter L. Benson (1997). The assets provide a direct relationship to the deficits found in abused children.
The following is an explanation of the forty assets and the categories from which they come.

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>Asset Name</th>
<th>Asset Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>Family Support</td>
<td>Family life provides high levels of love and support</td>
</tr>
<tr>
<td></td>
<td>Positive Family Communication</td>
<td>Young person and parent(s) communicate positively, and young person is willing to seek parental advice and counsel</td>
</tr>
<tr>
<td></td>
<td>Other Adult Relationships</td>
<td>Young person receives support from three or more nonparent adults</td>
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<tr>
<td></td>
<td>Caring Neighborhood</td>
<td>Young person experiences caring neighbors</td>
</tr>
<tr>
<td></td>
<td>Caring School Climate</td>
<td>School provides a caring, encouraging environment</td>
</tr>
<tr>
<td></td>
<td>Parent Involvement in Schooling</td>
<td>Parent(s) are actively involved in helping young person succeed in school</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Community Values Youth</td>
<td>Young person perceives that adults in the community value youth</td>
</tr>
<tr>
<td></td>
<td>Youth as Resources</td>
<td>Young people are given useful roles in the community</td>
</tr>
<tr>
<td></td>
<td>Service to Others</td>
<td>Young person serves in the community one hour or more per week</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
<td>Young person feels safe at home, at school, and in the neighborhood</td>
</tr>
<tr>
<td>Boundaries and Expectations</td>
<td>Family Boundaries</td>
<td>Family has clear rules and consequences, and monitors the young person’s whereabouts</td>
</tr>
<tr>
<td></td>
<td>School Boundaries</td>
<td>School provides clear rules and consequences</td>
</tr>
<tr>
<td></td>
<td>Neighborhood Boundaries</td>
<td>Neighbors take responsibility for monitoring young people’s behavior</td>
</tr>
<tr>
<td></td>
<td>Adult Role Models</td>
<td>Parent(s) and other adults model positive, responsible behavior</td>
</tr>
<tr>
<td></td>
<td>Positive Peer Influence</td>
<td>Young person’s best friends model responsible behavior</td>
</tr>
<tr>
<td></td>
<td>High Expectations</td>
<td>Both parent(s) and teachers encourage the young person to do well</td>
</tr>
<tr>
<td>Constructive Use of Time</td>
<td>Creative Activities</td>
<td>Young person spends three or more hours per week in lessons or practice in music, theater, or other arts</td>
</tr>
<tr>
<td></td>
<td>Youth Programs</td>
<td>Young person spends three or more hours per week in sports, clubs, or organizations at school or in community organizations</td>
</tr>
<tr>
<td></td>
<td>Religious Community</td>
<td>Young person spends one or more hours per week in activities in a religious institution</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>Time at Home</td>
<td>Young person is out with friends, with “nothing special to do,” two nights or fewer per week</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Achievement Motivation</td>
<td>Young person is motivated to do well in school</td>
</tr>
<tr>
<td></td>
<td>School Engagement</td>
<td>Young person is actively engaged in learning</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
<td>Young person reports doing at least one hour of homework every school day</td>
</tr>
<tr>
<td></td>
<td>Bonding to School</td>
<td>Young person cares about school</td>
</tr>
<tr>
<td></td>
<td>Reading for Pleasure</td>
<td>Young person reads for pleasure three or more hours per week</td>
</tr>
<tr>
<td>Positive Values</td>
<td>Caring</td>
<td>Young person places high value on helping other people</td>
</tr>
<tr>
<td></td>
<td>Equality and Social Justice</td>
<td>Young person places high value on promoting equality and reducing hunger and poverty</td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
<td>Young person acts on convictions and stands up for beliefs</td>
</tr>
<tr>
<td></td>
<td>Honesty</td>
<td>Young person tells the truth even when it is not easy</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td>Young person accepts and takes personal responsibility</td>
</tr>
<tr>
<td></td>
<td>Restraint</td>
<td>Young person believes it is important not to be sexually active or to use alcohol or other drugs</td>
</tr>
<tr>
<td>Social Competencies</td>
<td>Planning and Decision-making</td>
<td>Young person knows how to plan ahead and make choices</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Competence</td>
<td>Young person has empathy, sensitivity, and friendship skills</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence</td>
<td>Young person has knowledge of and comfort with people of different cultural, racial, and ethnic backgrounds</td>
</tr>
<tr>
<td></td>
<td>Resistance Skills</td>
<td>Young person can resist negative peer pressure and dangerous situations</td>
</tr>
<tr>
<td></td>
<td>Peaceful Conflict Resolution</td>
<td>Young person seeks to resolve conflict nonviolently</td>
</tr>
<tr>
<td>Positive Identity</td>
<td>Personal Power</td>
<td>Young person feels in control over “things that happen to me”</td>
</tr>
<tr>
<td></td>
<td>Self-esteem</td>
<td>Young person reports having high self-esteem</td>
</tr>
<tr>
<td></td>
<td>Sense of Purpose</td>
<td>Young person reports that “my life has a purpose”</td>
</tr>
<tr>
<td></td>
<td>Positive View of Personal Future</td>
<td>Young person is optimistic about personal future</td>
</tr>
</tbody>
</table>

(Benson, 1997, p. 32-33)
The assets listed previously are categorized into eight major groups that directly affect the lives of every individual: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. The first twenty assets, those listed under support, empowerment, boundaries and expectations, and constructive use of time, are considered to be external assets. External assets are provided by experiences within a community. "Young people experience external assets through informal interactions with caring and principled adults and peers" (Benson, 1997, p. 35). The last twenty assets, those listed under commitment to learning, positive values, social competencies, and positive identity are considered to be internal assets. Internal assets deal with the character of individuals and the internal values. "Internal assets nurture the inner life: those commitments, passions, and values that need to be planted deep in the head, heart, and soul of each young person" (Benson, 1997, p. 46). By considering the developmental assets and the possible deficits children might be dealing with, the specific needs of abused children become more apparent.

Asset deficits are the result of a variety of factors in a child’s life. Children might experience deficits due to “poverty, extended time alone, physical and/or sexual abuse, and overexposure to television and/or media, lack of exposure to the community, family dysfunction, and other factors” (Benson, 1997, p. 14). The factors influencing asset deficits seem to coincide with factors that affect learning. The following list includes multiple factors that affect learning and development:

- Government
- Economy
- Health Care
- Administration
- Family
- Society
Many children experience a deficit in one of the factors affecting learning, just as many children experience deficits in one or two of the developmental assets. Abused children experience a lack of multiple factors affecting learning and deficits in many of the developmental assets. Children who are abused by any family member will automatically be dealing with a significant deficit in the area of support. Family support and positive family communication are impossible when abuse is occurring between two or more of the family members. Children who are abused by other individuals will be dealing with the same deficit in the area of support. The relationships with other adults and the sense of living in a caring neighborhood will most likely be lacking due to the abuse.

Due to the deficits found in the area of support other deficits are bound to occur. For example, children with low support systems will most likely begin to lack a positive identity and sense of self. After experiencing abuse from others, abused children do not place high value on helping other people. Many of the children I observed and worked with at La Senda children’s home dealt with issues of abuse. Every child who was abused felt a negative identity in at least one area. For example, confidence was lacking, joy was replaced with unhappiness, and laughter was unknown to the children. The possible characteristics of negative identity are numerous. Abuse takes power away from the individual being abused; therefore, the individual feels no control over the things that
happen to him/her. If the individual does not feel empowered, then his/her sense of purpose, positive view of personal future, and self-esteem decline by leaps and bounds.

The deficits found in the abusive situations of children can be observed in multiple ways. Research has shown specific behaviors that those children from abusive environments display. These behaviors make it difficult for anyone to understand the child fully; therefore, interaction and relationships are kept at a distance. “Hyper-vigilance” describes the tendency to watch other’s every movement to the point that concentration on other things, such as schoolwork, is difficult. “Fear of failure” can keep children from achieving to the best of their ability due to the distraction caused by their fear. This same fear can also keep children from attempting to achieve anything. Verbal inhibition is found in various forms. Children might choose not to talk at all, may have difficulty finding the right word(s), or might have delay in vocabulary development. Passive-aggressiveness and resistance are very common. Half-hearted attempts, negative attempts, or refusal to cooperate are common when dealing with children who have been abused. (Lynch, 1982, p. 99)

The same research by Lynch (1982) also included children’s behaviors that were found in a detailed investigation with fifty children who had been taken from abusive situations. The investigation found three characteristics that limit the development of children who have been abused. “The types of behavior most frequently reported were:

(a) ‘impaired ability for enjoyment’ - 33 of the 50 children displayed this characteristic. They could not play freely, nor laugh, nor enjoy themselves in an uninhibited fashion;
(b) "behavioral symptoms" - 31 of the 50 children had symptoms such as enuresis, temper tantrums and sleep disturbance, which are commonly recognized signs of emotional disturbance;

(c) "low self-esteem" - 26 of the 50 children showed very low self-esteem. The factors found to be related to the severity and frequency of symptoms in the child were: the number of home changes, parental emotional disturbance, a punitive home, and instability of home." (Lynch, 1982, p. 100)

Each of these three characteristics accurately describes many of the children placed in La Senda Children's Home. Almost every child placed in La Senda deals with an initial adjustment period during the transition from abusive and neglectful situations to a caring environment. The children typically are anxious, depressed, and/or ill at ease around others. These kinds of difficulties could be indicative of verbal inhibition, fear of others, fear of failure, low self-esteem, or other factors. Some of the most difficult issues to deal with during the adjustment period are the children's behavioral symptoms. For example, La Senda children of all ages have problems with enuresis and sleep disturbances long after they are placed at La Senda. Fear, inability to control fear, and inhibition are factors that likely play major roles in these and other behavioral symptoms of the children.

Low self-esteem is a dominant feature in every aspect of the children's development. "It is often an abused child's hostility to adults and peers that singles him out; yet at the same time they lack confidence and are the under-achievers. Some of them are noticeably withdrawn and depressed" (Lynch, 1982, p. 113). The tendency to
withdraw and pervasive depression often seen in children from abusive homes might be ameliorated by nurturing relationships with others and positive interaction with peers. Even though the children are removed from the damaging circumstances, they will still be at-risk of withdrawing from others and falling farther behind developmentally.

All children have needs, but the needs of children who have been abused are more dramatic because of the situations and experiences in their lives.

“Children learn what they live. If a child lives with criticism, he learns to condemn. If a child lives with hostility, he learns to fight. If a child lives with ridicule, he learns to be shy. If a child lives with shame, he learns to feel guilty. If a child lives with tolerance, he learns to be patient. If a child lives with encouragement, he learns to be confident. If a child lives with praise, he learns to appreciate. If a child lives with fairness, he learns justice. If a child lives with security, he learns to have faith. If a child lives with approval, he learns to like himself. If a child lives with acceptance and friendship, he learns to find love in the world” (Church, 1999, p. 1).

The goal of the “Outdoor Edutheraplay Center” is focused on promoting patience, confidence, appreciating, justice, faith, positive sense of self, and love through the development of tolerance, encouragement, praise, fairness, security, approval, acceptance, and friendship. The children’s academic needs will be met simultaneously with the most important needs, developmental assets.
III. Review of Literature

The goal of the “Outdoor Edutheraplay Center”, as previously mentioned, is to provide a space in which education and therapy may occur simultaneously. Academic learning and intra- and interpersonal development will happen at the same time. Within learning exist three contexts, which must be integrated together for a full and positive learning experience: personal, sociocultural, physical (Falk, 2000, p. 32). The personal context deals with self-motivation, emotional satisfaction, personal reward, and freedom from anxiety, fear, and other negative emotional states (Falk, 2000, p. 32-33). The personal context relates directly to the internal assets included in Benson (1997). The sociocultural context includes experiences for both the individual alone and the individual as a member of the group, community, or society (Falk, 2000, p. 50-51). The involvement of the individual as part of the society directly relates to the external assets described by Benson (1997). The physical context is influenced by the individual’s awareness of the environmental area in which they are learning. The individual must attempt to “make sense of the environment, find patterns, and discover a kind of order” (Falk, 2000, p. 65). The physical context relates to a variety of the assets described by Benson (1997). The three dimensions of learning described by Falk and Dierking (2000) show a relationship between learning aspects of a child’s growth and developmental aspects of a child’s growth. The two are interrelated; therefore, the development of a space that promotes both is not only appropriate, but desperately needed by those children who have deficits in either area.

In order to consider possibilities for the design of each space in the “Outdoor Edutheraplay Center”, it is important to view a variety of existing sites related to
educational and therapeutic spaces. By studying various spaces designed for education and/or therapeutic use, obvious categories of therapeutic and educational designs become evident. Clare Cooper Marcus (1999), author of Healing Gardens: Therapeutic Benefits and Design Recommendations, has separated therapeutic designs for children into four categories:

- **Formal Therapeutic Garden** – Accent on explicit, defined, garden-based approach to therapy, most likely targeted toward a specific area of therapeutic need, requiring therefore a custom-designed landscape to accommodate particular therapeutic strategies.

- **Informal Strolling Garden** – Focus on de-stressing, exploration, restoration, medication, prayer, and relaxation (for children, parents, and staff). Accent on providing a diversity of informal settings for walking, privacy, sitting, socializing, and sensory interest (color, texture, fragrance, butterflies, fluttering, birdsong). High quality aesthetic surroundings, including special child-landscape features.

- **Non-formal Play and Horticultural Therapy Garden** – Accent on active participation by children (and parents) in the gardening process. Emphasis on diversity and freedom of choice by the individual child to act on the garden environment in many ways. This freedom serves to balance the medical environment over which the child has no control.

- **Community-based, Multiuse, Multipurpose Garden** – Accent on diverse “habilitative” program serving several populations, most likely embracing a range of formal, non-formal, and informal programming approaches.

(p. 335)

When comparing the categories of therapeutic designs to a few categories of educational designs, similarities are quite evident. Robin Moore and Herb Wong (1997), authors of Natural Learning, describe three distinct characteristics of educational designs for children.

- **Formal Education** – Characterized as the familiar context of a teacher presenting material to children in a class context.

- **Informal Education** – Encompasses all learning from a child’s daily experiences, of which play is a central quality.

- **Non-formal Education** – Defined as a bridge between these two forms, where resource people may facilitate learning in non-classroom settings, such as natural areas and community facilities. (p. 195-196)
The comparison of features between educational and therapeutic designs reduces the separation between educational spaces and therapeutic spaces. The two design approaches attempt to achieve similar results through similar aspects; thus, combining the desired results into one project becomes more feasible than originally thought.

The following case studies consider existing spaces which were designed for educational and/or therapeutic reasons. The study of each design provides information helpful in the creation of the “Outdoor Education Center”.

A. Howard A. Rusk Institute of Rehabilitation Medicine  
(New York, New York)

Dr. Howard A. Rusk, a St. Louis native and the former director of the New York University Department of Physical Medicine, “understood fully the many elements that must work together in any successful course of rehabilitation. He stressed the need to attend to the whole person... Rusk built gardens at his hospital as an attempt to provide restorative environments for his patients, children and adults” (Gerlach-Spriggs, 1998, p. 43). Rusk did not simply desire to restore physical health to his patients; he recognized the need to restore mental health as well.

In 1951 Rusk opened the Institute of Physical Medicine and Rehabilitation (now known as the Howard A. Rusk Institute of Rehabilitation Medicine). The Institute, located in New York City, contains four gardens focused on creating an “escape” for the patients and an enjoyable, therapeutic area:

- Children’s Play Yard
- Enid A. Haupt Glass Garden
- Enid A Haupt Perennial Garden
- Alva and Bernard F. Gimbel Garden
The Glass Garden, designed by Enid A. Haupt and Howard A. Rusk, was created as an atmosphere of escape from the clinical setting. The garden is a visual experience for the visitors but was more importantly intended as an immersion in an all-encompassing environment... The immersion is found in the existence of life (plants, birds, fish, people), air, light and shadow, sounds, contrasting colors, shape, and texture (Gerlach-Spriggs, 1998, p. 56). The Glass Garden uses horticultural therapy in order to provide opportunities for the patients to “reverse the role being cared for and become caregivers of plant life” (Gerlach-Spriggs, 1998, p. 56). The role reversal found in the garden is an interesting aspect of therapy which could be extremely helpful to children dealing with difficult memories of abuse and neglect.

Another garden found at the institute, the Enid A. Haupt Perennial Garden, provides another approach to therapeutic design. The garden is a 4,000-square-foot open-air space, created by Bruce Kelly and David Vernell. The perennial garden is used for recreation, therapy, time alone and group interaction (Gerlach-Spriggs, 1998, p. 60).

Each of the purposes for the gardens meets a desired use of the “Outdoor Edutheraplay Center.” Although the Howard A. Rusk Institute of Rehabilitation Medicine focuses on the therapy and rehabilitation of patients in a health care facility, they provide existing examples of positive therapeutic spaces for individuals dealing with difficult situations.

**B. Therapeutic Garden-Institute for Child and Adolescent Development (Wellesley, Massachusetts)**

The Institute for Child and Adolescent Development, a nonprofit organization, is dedicated to the treatment of children who have been through traumatic experiences. The therapeutic garden found at the Institute is a one-acre space created for the treating of
emotional, learning, and behavioral disorders with which children might struggle as a result of traumatic experiences. These disorders, if left untreated, may interfere with learning and development (Marcus, 1999, p. 337).

The design of the garden was approached with an effort of creating spaces that provide a sense of protection and sense of self. By connecting natural elements such as plants, rocks, and water, designer Douglas Reed and clinic director Sebastiano Santostefano attempted to surround the children with both physical and spiritual environments. The spaces created in the garden are meant to be images of landforms, such as mounds, dunes, plains, and other landscapes. (Marcus, 1999, p. 338) The garden includes eight major design elements:

- Narrative Watercourse – the watercourse weaves through the site and links each space
- Cave-like Ravine – symbolizes safety and security by providing an embracing image
- Upland Wooded Plateau – focuses on exploration
- Island – symbolizes seclusion
- Pond – symbolizes discovery
- Steep and Shallow Slopes – invites risk
- Sunny Glade – an open area providing space for running and playing
- Low Fieldstone Seat Wall – defines the entrance into the ravine image

The garden was created with the idea of inviting the children to move through every space and experience each aspect of the design; therefore, it is not possible to view the entire garden from any single point. The child must move through the garden fully in order to experience the entirety of the therapeutic spaces and images. The symbols and therapy created by the designer in the form of landscape lend weight to the idea that the “primary experience of nature is fundamental to individual health and human life” (Marcus, 1999, p. 340). The idea of using nature to promote therapeutic benefits provides yet another example for the “Outdoor Edutheraplay Center.”
C. Children’s Garden-Children’s Hospital and Health Center
(San Diego, California)

The Children’s Hospital and Health Center, located in San Diego, California seeks to provide health care in a facility which connects the interior health care areas with the exterior courtyards. The purpose of courtyards is to engage, sooth, and entertain patients, visitors and staff members. The 5,800-square-foot courtyard includes bronze sculptures such as telephones and rocket ships, as well as other interactive toys (Dannenmaier, 1995, p. 72).

In order to create a space for patients to escape from the difficult circumstances in their lives, the designers included a large variety of plants, open spaces for playing, running, and sitting, and various shapes and colors. Laura Graul, one of the designing landscape architects, stated, “The idea is that the whole outdoor experience could be tied to what goes on inside. We feel that helps a child get better, rather than being cooped up in a room with tiny windows or no views... We wanted to cut loose and see what happened” (Dannenmaier, 1995, p. 72).

The courtyards found in the design of the health center provide yet another example and another approach to creating spaces for individuals to escape from the harsh reality of the lives they lead. The children for whom the “Outdoor Edutheraplay Center” will be built are all dealing with harsh memories of the life from which they were rescued; therefore the benefits of a center that provides escape are immeasurable.

D. School Landscapes - T.T.Minor Elementary School
(Seattle, Washington)

The educational development at T.T.Minor Elementary School sought to engage neighbors, school parents, children, teachers, school administrators, maintenance staff,
and public agencies throughout the developmental stages of the project (Johnson, 2000, Section 5, p. 1). The design resulted in a variety of spaces that attempt to integrate curriculum with the spaces. Open spaces, habitats, gardens, art installations, planting areas, learning gardens, and amphitheatre-like seating are all elements included in the project (Johnson, 2000, Section 5, p. 4).

The goal of the design team and the administration was to reconnect the community to the school and to include curriculum with child development. In order to achieve this goal, the design team focused on four aspects of the spaces within the area:

- Sensation – Physical challenges are provided, but other senses are engaged as well. For example, edible, fragrant, and textured plants provide opportunities for children to experience taste, touch, smell, and sound.
- Choices – A variety of social activities, social interaction, and movement are included in the design. For example, children are given the chance to decide between participating in an activity (such as recreation) with the group, watch from a bench or amphitheatre seating, or separate from the group by escaping to child sized refuges created by natural elements, the overlook, or steps.
- Manipulation – Art installations are a vital part of the design. Student work, staff work, or community work can be displayed in various points of the spaces. Designers also included interactive, movable parts for active participation opportunities for the children.
- Sense of Place – Added meaning is applied to the area due to the involvement of the community, community events, and formal learning programs.

(Johnson, 2000, Section 5, p. 7-8)

The T.T.Minor Elementary School landscapes are interactive experiences for the children which provide educational benefits, curriculum enhancements, community connections, and child development. The examples of design approach found in the landscapes provide validation to the notion of educational spaces as environments other than the traditional classroom.
E. Parks and Habitats - Dearborn Park Elementary School  
(Seattle, Washington)

The original idea of developing local parks and habitats as educational spaces came from a creative connection between Dearborn Park Elementary School and the local community. The existing forest landscape around the school provides a contrast from the surrounding grid of residential and commercial development (Johnson, 2000, Section 5, p. 8). The forest is yet another example of escape from the reality of the world, only this example is in the context of an educational space rather than a therapeutic space.

The design team for the Dearborn Park development and the school administrators desired a strong focus on “hands-on, integrated studies for all students” (Johnson, 2000, Section 5, p. 8). In order to create such an environment, the team searched for opportunities for involvement in the habitats of forest, wetland, paths, bridges, and the existing ravine. The search resulted in certain jobs for each age group:

- Kindergarten, 1st grade, 2nd grade – Care for native planting gardens and international garden; pull weeds
- 3rd grade – Help with maintenance of the butterfly gardens
- 4th grade – Plant native plants and butterfly gardens; help with maintenance of butterfly gardens
- 5th grade – Remove invasive species from forest landscape; maintain trails and paths

(Johnson, 2000, Section 5, p. 10)

Educational benefits are inherent in the nature of the assigned jobs for each age group, but the development provides other benefits as well. The development draws on and enriches the existing habitats and landscapes, while creating “culturally expressive gardens and features” (Johnson, 2000, Section 5, p. 11). The team developed a variety of spaces for learning to occur. The ravine, forest, wetland, and native plant gardens provide opportunities for students to relate to the culture of the community. The
international garden provides unique opportunities for discovery about diverse cultures (Johnson, 2000, Section 5, p. 12).

The spaces found at Dearborn Park Elementary School focus on the same four aspects as those found at T.T. Minor Elementary School:

- Sensation – Sensory experiences unique to the neighborhood are offered through the forest and wetland habitats. For example, the sounds of water and birds, light seen through the forest canopy, and fragrances of various vegetations provide opportunities for the use of different senses. Also, paths provide chances for students to view details of different areas and experience different physical challenges.

- Choices – Children are provided with choices of activities, social involvement, and movement. The forest, fields, gardens, paths, and building provide spaces for small groups and individuals. The spaces allow for small group interaction, individual time, recreation, learning, and education.

- Manipulation – Children are regularly caring for the gardens and habitats by completing the assigned jobs for each age group. The involvement in maintaining the development provides children with opportunities for manipulating objects and creating environment.

- Sense of Place – Students are given opportunities for personal attachments to the habitats through the ongoing involvement in maintenance. The spaces also provide settings for comfort, formal, informal, individual, and group experiences. The students and community may find sense of self from the places found in the landscapes.

(Johnson, 2000, Section 5, p. 14-15)

The spaces provide groundbreaking examples of involving education with landscapes, diversity, and community. The approaches used in the Dearborn Park Elementary School landscapes demonstrate the benefits of connecting children with the outdoors, curriculum, and community in order to promote educational experiences.

The case studies discussed above provide a multitude of examples, approaches, and ideas for both education and therapeutic design. The goal of the “Outdoor Edutheraplay Center” is to combine the aspects found in both types of design. One of the
most effective existing examples of such a combination is found in personal growth programs. Such programs are designed specifically for the purpose of outdoor education in order to provide participants with educational benefits, yet other benefits are provided as well. According to Dene S. Berman and Jennifer Davis-Berman (2000), authors of *Therapeutic Uses of Outdoor Education*, the personal growth programs are not designed as therapy spaces, yet the spaces are “intended to have a positive impact on general psychological well-being (p. 1).” Outward Bound is one example of a personal growth program. The Outward Bound program focuses on key areas of development, all of which connect in one way or another to Benson’s forty developmental assets. The key areas of development are:

- Self-knowledge
- Tenacity
- Teamwork
- The ability to go beyond self-imposed limitations
- Acceptance of responsibility
- Self-reliance
- Craftsmanship
- Physical fitness
- Leadership
  (Berman, 2000, p. 1)

Specific guidelines and principles for designing the desired spaces in the “Outdoor Edutheraplay Center” may be found in a study titled *Design for Learning: Values, Qualities and Processes of Enriching School Landscapes* (Johnson, 2000). The study, written by Julie M. Johnson, attempts to describe educational landscapes that enrich learning while providing emotional growth and wellness as well.

**Rich and Varied Sensations**
- Learning experiences engage the senses of touch, sound, smell, taste, and sight with opportunities to discover changes and variety for each sense.
. Children learn through relating space to their own body and movement, engaging large and fine motor skills as well as cognition.
. Creative learning and play intensifies the senses through imagination, surprise, or discovery. Framed views, attention to details, magnifying the miniscule, or becoming another life form can foster a sense of wonder.

**Abundant Choices**
. Varied activities foster the development of different intelligences. These range from active to passive, organized to individual, physical challenge or risk, as well as mastered activities that represent security.
. Choice in social interaction allows one to be part of, observe, or remain separate from a group. Providing children with choices in social interaction is essential.
. Alternatives where children move through, over, under, or around spaces and use different forms of moving such as crawling, walking, running, or cycling offer developmental challenges as well as enhanced ways of knowing a place.

**Opportunities to Make Changes**
. Children need to create and change their environment. This process of constructing or de-constructing gives empowering experiences, be it in a garden, pond, fort, or dirt mound.
. Opportunities to interact and experiment with objects and materials are essential to enriched learning.

**Personalized Sense of Place**
. Opportunities to choose from and be in a range of comfortable settings help foster meanings and emotional attachment. Such settings may be ones that mitigate the climate, allow children to explore yet feel safe, and afford choice in where to go and with whom.
. Opportunities to be in spaces that one can claim as one’s own, as well as places that can support community traditions, and build personal connections with place.
. Places and features that are named by children reflect imaginative and emotive attachments developed through experiences over time, and demonstrate personal understandings of a place.

**Natural and cultural systems**
. Places and objects enable discovery of how natural and cultural elements interact as part of a system.
. Natural and built elements are manipulable. Children need to explore both process and product.
. Earth, water, and vegetation are present in varied expressions, textures, and sizes, to engage senses and imagination.
• Daily weather and seasonal natural patterns are revealed through elements such as sundials, vegetation, wetlands or water systems.
• Cultural or historic elements are included which relate to neighborhood or community places, activities, or events; for example, a garden that contains local plants.

Connections
• Transitional indoor/outdoor spaces, such as protected terraces provide places for groups to gather or study.
• Plant species and built elements relate to the site’s microclimate, neighborhood, community, and region; thus, enabling the development of ecological literacy grounded in their immediate setting with tangible and abstract connections to the community and region.
• To enable the study of recycling of common materials and more sustainable development approaches.
• Connections made to the greater biosphere with elements featuring the air and sky such as framed views, wind-activated materials or sculpture.

Varied Scales
• Varied scales of paths and places support a range of functional, social, and personal meanings.
• Child-sized places that provide refuge are valuable for imaginative play and solitude.
• Varied topography and structure levels define a range of spaces and afford choices in movement, sociability, and activity.

Flexibility
• Open-ended, flexible, or unfinished spaces provide opportunities for children’s imagination and creativity to flourish.
• When elements can be moved, changed, and re-created, children can engage in creative play and discovery.

Aesthetic Quality
• The poetics and beauty of places engage the mind and spirit.
• For children, beauty is not simply experienced as a visual composition, but as a setting that engages all the senses.
• Places are needed for children to create, enact and display their own expressions of art, such as a changeable gallery and/or performance space.

(Johnson, 2000, Section 3, p. 1-7)

The guidelines provided in the study by Johnson are a set of very detailed principles that represent the most recent developments of landscape architects in the
design of educational and therapeutic spaces for children. The principles will be integral considerations in the design of the “Outdoor Edutheraplay Center.” The children at La Senda Children’s Home have dealt with abandonment, abuse, and neglect from family, community, and friends. The center created for La Senda is aimed at providing the children with an oasis of joy, interaction, solitude, safety, confidence in self, confidence in others, and recreation while promoting academic and mental development. The “Outdoor Edutheraplay Center” will enhance the relationship between educational spaces and therapeutic spaces.
Chapter Two

Construction and Use of Components
I. Construction and Use of Components

The following section explains the construction of the spaces included in the "Outdoor EdutheraPlay Center." Possible educational and therapeutic uses for each space will be discussed with two focuses in mind: teacher directed settings and child directed settings. The possibilities discussed are simply a few of the ideas I have created, but the opportunities for instruction and independent use are limited only by the teacher's and the child's creativity.

A. Earth Mound Spiral

(Browning Day Mullins & Dierdorf, 2002)

The earth mound spiral is created by building soil up to different levels. These different levels make the spiral form of the mound. The spiral is covered with turf in order to keep the natural feel, even though this is a man-made form. The top of the spiral creates a plateau. This plateau will be covered with sand. The children will be given the opportunity to choose a piece of tile when they arrive at La Senda Children's Home. The
tile piece will be laid into the plateau and mortared with concrete in order to make a mosaic. Each tile piece will be a different color (red, blue, yellow, green, etc.), size, and shape. The shapes of the tiles will be determined by how the original tiles are broken. Typical square tiles will be broken into smaller pieces simply by hammering the squares. The mosaic, which will incorporate a variety of colors, shapes, and sizes, is an attempt to represent the many different cultures, identities, personalities, and backgrounds found at La Senda. The plateau and spiral mound will blend into the maze.

The earth mound spiral could be used educationally to teach various geographic topics as well as art topics. Geographically, the earth mound spiral represents formations found in natural landscapes. Plateaus and hills could be taught in a teacher directed setting by discussing the relationships between these formations and the earth mound spiral found in the "Outdoor Edutheralplay Center." The children will experience the different formations through play and physical experiences. By climbing on the formation and using the earth mound spiral as a play space, the children will be able to experience the geographic relationships taught during the teacher directed settings.

Artistically, the earth mound spiral demonstrates the forms of mosaic and collage. The teacher could help the children discover past artists who used these forms of art as well as help the children learn how to create their own mosaics and collages. The children create the mosaic found on the top of the earth mound spiral; therefore, the art form will be readily available in the background knowledge of the children at La Senda Children’s Home. The fact that the children are directly involved in the creation of the mosaic will give them the interest and internal motivation to discuss with each other about the art form and the creation of this work of art.
The children will benefit therapeutically from this space in both teacher directed settings as well as child directed settings. When creating the mosaic the teacher should be present to supervise the creation and production of the art. The teacher could also facilitate discussion about the symbolism of the artwork. Each piece of the mosaic represents the individual children in the home. Each piece, like each child, has a different shape, color, size, and dimension. The differences make each piece stand alone with different characteristics. By combining each piece in the mosaic, a beautiful collage of color and shape is created. This relates to the family created at La Senda by the various characteristics of each child. Each child brings something different and has different talents. The talents are combined to form a family and unit that support each other and bring out the best in each person.
B. Maze

(Blue Ridge Corn Maze, 2002)

The maze will be constructed in a similar fashion to the construction of the earth mound spiral. Soil will be built up to differing levels in order to create passages between each mound. The mounds will not create a typical maze, in that there will not be only one right way to enter and leave the maze. Children will be able to create their own paths through the maze by traveling through the passages between earth mounds, climbing over earth mounds, and traveling through underground mounds. The tunnels under the earth mounds will be created with PVC pipes. The bottom half of each pipe will be buried under the earth while the upper half will be used to support the earth mound. The tunnels are practical in that they support the earth mounds of the maze. The tunnels are also enjoyable in that they create spaces for seclusion and pathways for the maze. The maze will continue with a turf pathway into a tunnel of live plants.

The maze could be used for the older children as a team building activity. The children would be directed to use each other as resources for travel through the maze. They will be blindfolded and connect to each other by holding hands. The idea of teamwork comes into play when everyone loses the sense of sight. The children are forced to use the senses of touch and hearing in order to travel from one end of the maze
to the other. In doing so, the children will learn to rely on each other for ideas and trust each other. Teamwork will be strengthened when trust and reliance become more apparent. This activity could not be used with all children due to the fact that some of the children are too young for blindfolding, some are too self-reliant and need to be eased into such activities, and some children are not mature enough for the activity. Overall, the activity is great for the older children though. Younger, less mature children could be taken through the maze as a team with a teacher as the leader. This would focus the children on teamwork, but a teacher will supervise the activity. The children at La Senda children’s home are not used to family, teamwork, and support from others due to the abusive and neglectful situations in their past, therefore this activity and space would provide therapeutic benefits for such needed assets in anyone’s life.
C. Live Willow Tunnel

(Browning Day Mullins & Dierdorf, 2002)

The live willow tunnel is a tunnel constructed of live plants. The branches of trees will be cut and formed into a tunnel shape. The ends of the branches will be planted into the ground and eventually will take root. As the branches take root, the trees will continue to grow, but will maintain the tunnel shape. The tunnel, inspired by an article by Sharon Gamson Danks (2002), is built out of willow whips. Willow whips are "a sustainable resource harvested from hardy, fast growing trees. They are a very flexible material that can be used to make functional and whimsical forms, limited only by a designer's creativity" (Danks, 2002, p. 40). The unlimited possibilities provided by the willow whips allow for creativity in the construction of the tunnel. The tunnel will connect to the maze, wind around the edge of the open yard, and end with a split to both the open yard and the art space. The split will give the children a choice as to what path they will take in order to travel through the "Outdoor Eduthera Play Center."
D. Open Yard

(English, 2002)

The open yard will be connected to the "Outdoor Eduthera-play Center" by the live willow tunnel. The tunnel will wind around a portion of the edge of the yard and open into a large open space (approximately 10' X 10'). The space will be a turf yard, completely open for play, teaching, and a variety of other activities.

The open yard could be used for basically any activity planned by a teacher. A few of the possibilities that come to mind are listed:

- Physical Education-The children could be taught multiple games, physical activities, and health related concepts during teacher directed settings in the open yard. Folk dances of the Guatemalan cultures as well as of other cultures of the world could be used for physical education as well as connect to other curricular subjects.

- Social Studies-The fold dances of cultures used during physical education could be connected to a study of cultures and peoples of the world. This
study will connect the children at La Senda to their native culture as well as to the world in general.

- Geography-Open plains and yard are found throughout the world, which is an interesting topic that could be taught in the open yard. Because of the fact that the open yard is somewhat connected to the earth mound and maze, the teacher could direct the children towards comparisons between the geographical formations of those spaces (plateaus, hills, etc.) and the open yard formation.

Just as a teacher could use the space for a variety of activities in educational settings, children could use the space for many different activities as well. Playtime could easily be seen as neither educational nor therapeutic, but I believe that it is actually beneficial in both areas. Children learn from each other about all subjects when they play together and therapeutic benefits of play are evident as well. Children will learn to share, work together, help each other, and find enjoyment with a group. Some of the children coming from abusive and/or neglectful situations have learned to be independent and not rely on anyone else for anything. This has forced some of the children to become irritated in group situations and unwilling to open up to others, which is something that group play will help to change. Children will be encouraged to work with others and find solace in groups.
E. Art Space

The art space provides a variety of possible uses due to the multiple design components included. The living willow tunnel opens into the art space and enters to the ground level. The ground level is a turf space with a different component on each side. As a child enters the space, there will be four towers to the right. The towers will be constructed of a white chalkboard material. The chalkboard material towers have multiple uses. The towers start at a short level of only about one foot and gradually grow taller. The tallest will be about four feet in height. Each tower will be a possible art display pedestal, an area for sidewalk chalk designs, and/or an area for displaying drawings or paintings created by the children.

On the opposite side of the art space there will be colorful climbing steps. The steps will be built with wood, concrete, and rubber materials. The variety of materials used for the construction of the steps will provide an opportunity for experiencing different textures. The front portion of each step which creates the height of the steps will be smooth wood, while the flat levels will be concrete and rubber. The innermost portion of the flat levels will be a slab of painted concrete and a rubber material will surround the concrete. The wood provides the support for the steps, the concrete provides the color for the steps, and the rubber provides a safe surface for children to climb. The steps will provide a chance for the children to climb, but will also provide seating for anyone supervising the children. The top level of the steps will be made safe from falls by the construction of panels around the back edge of the tier. The wood panels will serve a safety purpose but will also provide other possibilities for activities. Each panel will be approximately three to four feet tall. One panel will house nine
wooden triangle pieces that rotate around a metal rod. The triangles will be placed in three rows of three. Each triangle will have an “X” on one side, and “O” on the next side, and the third side will be blank. The “X/O” triangles could be used for games of tic-tac-toe, but will also allow the children to be creative with their use as well. The other panel will house four horizontal metal rods lined with wooden balls. The idea of the horizontal rods is taken from the mathematical abacus used in schools across the world. The last side of the art space is the exit/entrance into a wind chime garden.

The art space is an area for children to display their own artwork and creativity, which could then be used by a teacher for direction in educational settings. The teacher could use the art for discussions about art styles, art forms, and expressions through art. Guatemalan culture has a style of art and architecture while other cultures have other styles. The various forms and styles of art are extremely interesting as well as educational.

The fact that children are provided with their own area for displaying artwork and creativity opens doors for therapy and education in child directed settings as well. Children find confidence and positive sense of self when artwork of their own is displayed for others to view. When children from abusive and neglectful situations experience negative expectations from parents and others in their lives they begin to believe the negative expectations. This is an example of the self-fulfilling prophecy found in many classrooms. If someone is expected to do well, typically that person will do well. If someone is expected to do poorly, typically that person will do poorly. The opportunity to display artwork and creativity provides students with positive
expectations, which in turn will help the students to see themselves as people with something to offer to others.

The pedestals on which the children's artwork will be displayed are made from a chalkboard material, which provides opportunities for direct instruction from a teacher with a variety of subjects and concepts. The pedestal chalkboards could be used for Spanish lessons in grammar and punctuation (language arts) for older children and alphabet instruction for younger children. Science concepts and math lessons could be taught as well.

The teacher could use the abacus panel found at the back of the art space for math lessons also. The abacus could be used to instruct counting, addition, and subtraction. The educational device has been used by many teachers for mathematical teaching. I remember using an abacus during my elementary days and finding much success with learning counting, addition, and subtraction. By directly teaching such concepts to the children, the concepts will be presented clearly and precisely.

The abacus panel could be used for keeping score when children are playing games, either under supervision of the teacher or independently. The abacus used as a scoreboard provides opportunities for children to learn the idea of fair play and following rules. Games and keeping score can create a competitive environment, which sometimes results in hurt feelings, but by teaching children how to be fair and use the competition for strengthening themselves and the group as a whole, the children will learn how to survive in a competitive world.

The different levels found in the art space incorporate colors into the space. A teacher could use the various colors on the levels to teach children their colors (both in
English and in Spanish), and the colors could also be used to teach how color can be used in art forms and pieces. Different styles use contrasting colors while some styles use monochromatic colors. These differences could be discussed in the art space while using the colors on each level as instructional tools.
F. Wind Chime Garden

![Image of wind chimes]

(Groth Music, 1939)

The wind chime garden is a path connecting multiple spaces. The garden becomes a link between the art space, the vegetable garden, the habitat space, the baptismal/water play space, and the sand play space. The path is a simple turf pathway lined with wrought iron posts with hanging wind chimes. The wind chimes will be of different sizes, shapes, and materials, creating a variety of sounds and atmosphere.

The wind chime garden could be used for educational purposes as well as therapeutic purposes. The teacher could use the various sounds produced by the wind chimes in order to discuss the musical aspects of wind chimes. The different sizes of the wind chimes and the different materials used in the wind chimes naturally create different sounds. The different sounds could be discussed from the aspect of musical tones, musical styles, or musical notes. Each is a concept that could be geared up for older children or geared down for younger children.

The space could also be used for therapy due to the serene atmosphere provided by the musical wind chimes. The children are encouraged throughout the “Outdoor
Edutheraplay Center” to engage in group effort and learn the positive aspects to supporting each other and joining a group. This space provides children with space to be alone and enjoy the serenity of the musical area. Children, as well as adults, need to have time for quiet reflection and insight. The idea of reflection is even included in teacher INTASC principles, which shows the importance of reflection in many areas. Children are encouraged to engage in reflection when experiencing this space.
G. Sand Play

(Browning Day Mullins & Dierdorf, 2002)

The sand play space will be entered through the wind chime garden. The entrance will open into a clearing space floored with sand. A “boulder border” will surround the space. The border will be constructed from natural boulders of various sizes which will be placed around the sand space. The boulders will be objects on which to climb but will also provide a needed border around the space. A turf path that will contain small concrete pieces laid in sporadic places throughout the path will surround the “boulder border”. The concrete pieces will have stamped fossils of leaves and animal prints. The boulders and fossil pieces will be incorporated into the sand space by another form of fossils. The sand play space can be a simple play space, but the sand will be supported by a concrete slab that will be stamped with leaves, dinosaur skeletons, and animal prints. The concrete cast fossil will provide chances for amateur archeological experiences. The sand play space will also be connected to the water play and baptismal space, which will provide opportunities for water to be carried from one space to the next for experiments with sand and water.
The sand play space provides some interesting opportunities for instruction. The sand will be used to bury concrete cast dinosaur bones and various other fossils, which could be used for instruction on world history. The fossils also provide opportunities to teach the students about various careers that involve archaeology, history, and science.

The contrast between the boulder border and the sand provides opportunity for geography instruction about different landscapes and landforms, which could relate to the previous geography instruction in the earth mound spiral and the open yard space. Students could be directed to make connections between each space in the "Outdoor Edutheraplay Center" to each other as well as to the landscapes found in Guatemala.

The sand play space is obviously a space that could be used for geography and science lessons, but teachers could use the area for other academic direction as well. The sand provides opportunities for students to practice writing, which would help young students learn alphabet and numbers as well as beginning spelling. Older children would benefit from the practice with the sand by practicing larger words for spelling as well as continuing practice with writing letters and numbers.

Children will be able to use the sand play area for their own creative ideas of activities as well. Children can use the play area for building sand castles, experiencing different textures provided by the sand versus the turf areas in other spaces, and playing independently or with groups of other children. Such activities and experiences will allow the children to experience different landscape textures found in areas with abundance of sand and experience group play once again.
H. Vegetable Garden

(Browning Day Mullins & Dierdorf, 2002)

The vegetable garden will be positioned on one side of the wind chime garden. The vegetable garden will serve the purpose of teaching cultural references, which are explained in detail later in this section, as well as providing produce for the children's home. The garden will be constructed of wood garden boxes that will provide spaces for each of the plants to be grown. The boxes will be surrounded by turf paths that will provide spaces for the children to walk between each box and care for the plants. The boxes will be various colors and will be placed in a “patchwork” fashion. The patchwork will resemble that of the landscape of surrounding Guatemala. Each field in Guatemala makes another piece of the patchwork. The patchwork will be mimicked on a smaller level through this vegetable garden.

The plants to be grown in the garden could be changed from year to year, but I have chosen four to start the garden: corn, coffee, beans, and tomatoes. The corn and
coffee were chosen for the vegetable garden due the amount of each product produced in Guatemala. According to the Guatemala Country Profile provided on www.quotetalso.com (2002), one million two hundred seventeen thousand metric tons of corn (also known as maize) and one hundred sixty-two thousand metric tons of coffee are produced each year (p. 7). These products are two of the top ten agricultural products of Guatemala; therefore, corn and coffee provide cultural references for the children of La Senda Children’s Home. Beans and tomatoes are not included in the top ten of Guatemala’s agricultural products but they are included on the list provided on www.quotetalso.com. All four plants will be useful for the children’s home and will be possible for the children to care for with/without supervision.

The vegetable garden serves the purpose of teaching culture as well as providing produce for the children’s home. One of the first ways a teacher could teach the Guatemalan culture would be to direct the children’s attention to the “patchwork” formation of the garden. A majority of farmland in Guatemala is farmed in “patchwork” fields. The children can observe the “patchwork” landscape simply by looking out over the walls of the children’s home property. Fields of crops are farmed on the surrounding hillsides with a “patchwork” method. This has been found to be the best way to farm the land. By teaching the children this farming style, they will learn some of the culture and a skill that will serve them later in life.

The “patchwork” idea is not only cultural though. The mosaic used in the earth mound spiral introduces the children to the idea of each child coming from different backgrounds with different talents and characteristics to offer to the group. The “patchwork” found in the garden is also symbolic of the “patchwork” found in the
children of La Senda. The diverse ethnicities, backgrounds, and talents found in the group of children create a beautiful patchwork of a “family quilt” in the children’s home at La Senda. By allowing the children to be part of this “family quilt” and encouraging them to find their own piece and place in the group, the children are given a sense of who they are and how they can connect and provide for a group of others. The backgrounds these children have suffered can be drawn upon in order to make something positive. The children can use their strength to become more compassionate, empathetic, independent, whole people.

The plants chosen for the garden provide opportunities for cultural lessons as well. As stated in the previous section describing the vegetable garden, one million two hundred seventeen thousand metric tons of corn (also known as maize) and one hundred sixty-two thousand metric tons of coffee are produced each year in Guatemala. Just the amount of each produced each year states the importance of the products to the Guatemalan culture and survival. Corn and coffee are two of the top ten agricultural products of Guatemala and provide powerful cultural references for the children of La Senda Children’s Home. The teacher could use these powerful references to teach the children of their native culture.

Beans and tomatoes are included on the list of Guatemalan agricultural products, which proves that the vegetables can be grown in the country. The garden will be a great opportunity for a teacher to teach the farming/gardening skills that will serve the children later in their lives as they grow up and leave the home while connecting them to their culture. The connection to the Guatemalan culture will once again provide children with opportunities to realize who they are and the history from which they come. Even though
the immediate backgrounds of these children might be negative or hard memories to handle, the history and culture of Guatemala are colorful and definitely worthy of pride.
I. Habitat Space

The habitat space will consist of three different habitats. The space will include a butterfly garden, a bird sanctuary, and a duck pond. The butterfly garden will use a variety of plants and foliage which attract butterflies and bloom in multiple and varied beautiful colors. A list of such plants is provided by the Butterfly Pavilion, a horticultural garden built in 1995. The Butterfly Pavilion, located in Westminster, Colorado, was built "to foster an appreciation for butterflies...and to educate the public about the need for conservation of threatened habitats (2002)." The idea of the Butterfly Pavilion is very similar to that of the butterfly garden that will be found in this habitat space. The plants to be used in the habitat space of the "Outdoor Edutheraplay Center" were taken from the list at www.butterflies.org (2002) and were chosen due to the origin of each plant. The following plants are all possibilities for the habitat butterfly garden:

<table>
<thead>
<tr>
<th>BOTANICAL NAME</th>
<th>COMMON NAME</th>
<th>PLANT FAMILY</th>
<th>ORIGIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ananas comosus ‘Lucidus’</td>
<td>Spineless Variegated Pineapple</td>
<td>Bromeliaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Antigonon leptopus</td>
<td>Coral Vine</td>
<td>Polygonaceae</td>
<td>Mexico</td>
</tr>
<tr>
<td>Aporocactus flagelliformis</td>
<td>Rattail Cactus</td>
<td>Cactaceae</td>
<td>Mexico</td>
</tr>
<tr>
<td>Asclepias curassavica</td>
<td>Milkweed, Bloodflower</td>
<td>Asclepiadaceae</td>
<td>South America</td>
</tr>
<tr>
<td>Barleria micans</td>
<td>Barleria</td>
<td>Acanthaceae</td>
<td>Mexico</td>
</tr>
<tr>
<td>Bidens pilosa</td>
<td>Tickseed</td>
<td>Compositae</td>
<td>Tropical America, Africa and Asia</td>
</tr>
<tr>
<td>Billbergia sp.</td>
<td>Billbergia</td>
<td>Bromeliaceae</td>
<td>Tropical America especially Brazil</td>
</tr>
<tr>
<td>Bouvardia termifolia</td>
<td>Bouvardia</td>
<td>Rubiaceae</td>
<td>Texas and Mexico</td>
</tr>
<tr>
<td>Brugmansia sp.</td>
<td>Angel’s Trumpet</td>
<td>Solanaceae</td>
<td>South America, mainly Andean</td>
</tr>
<tr>
<td>Caladium sp.</td>
<td>Caladium</td>
<td>Araceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Calathea burle-marxii ‘Blue Ice’</td>
<td>Calathea</td>
<td>Marantaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Plant Name</td>
<td>Common Name</td>
<td>Family</td>
<td>Origin</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------</td>
<td>-------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Calathea sp.</td>
<td>Cathedral Windows</td>
<td>Marantaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Calliandra emarginata</td>
<td>Powder Puff Plant</td>
<td>Fabaceae</td>
<td>South Mexico to Honduras</td>
</tr>
<tr>
<td>Chamaedorea crumpens</td>
<td>Bamboo Palm</td>
<td>Palmae</td>
<td>Honduras and Guatemala</td>
</tr>
<tr>
<td>Costus malorieanus</td>
<td>Stepladder Ginger</td>
<td>Zingiberaceae</td>
<td>Central America</td>
</tr>
<tr>
<td>Guzmania sp.</td>
<td>Guzmania</td>
<td>Bromeliaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Heliconia psittacorum</td>
<td>Parrot’s Beak</td>
<td>Heliconiaceae</td>
<td>Mexico to Brazil, Peru, and the West Indies</td>
</tr>
<tr>
<td>Hoffmannia ghiesbreichtii</td>
<td>Taffeta Plant</td>
<td>Rubiaceae</td>
<td>Guatemala and Mexico</td>
</tr>
<tr>
<td>Hymenocallis sp.</td>
<td>Spider Lily</td>
<td>Amaryllidaceae</td>
<td>Southern United States to South America</td>
</tr>
<tr>
<td>Ipomoea batatas ‘Margurite’</td>
<td>Golden Sweet Potato Vine</td>
<td>Convolvulaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Justicia carnea ‘Alba’</td>
<td>Brazilian Plume Flower</td>
<td>Acanthaceae</td>
<td>Northern South America</td>
</tr>
<tr>
<td>Lantana camara</td>
<td>Goat Bush</td>
<td>Verbenaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Monstera deliciosa</td>
<td>Giant Split Leaf</td>
<td>Araceae</td>
<td>Mexico to Central America</td>
</tr>
<tr>
<td>Philodendron sp.</td>
<td>Philodendron</td>
<td>Araceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Plumeria sp.</td>
<td>Frangipani</td>
<td>Apocynaceae</td>
<td>Tropical America and the West Indies</td>
</tr>
<tr>
<td>Psidium guajava</td>
<td>Guava</td>
<td>Myrtaceae</td>
<td>Mexico to Northern South America</td>
</tr>
<tr>
<td>Psiguria sp.</td>
<td>Psiguria Vine</td>
<td>Cucurbitaceae</td>
<td>Central and South American tropics</td>
</tr>
<tr>
<td>Rondeletia leucophylla</td>
<td>Rondelatia</td>
<td>Rubiaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Ruellia graecizens</td>
<td>Ruellia</td>
<td>Acanthaceae</td>
<td>South America</td>
</tr>
<tr>
<td>Russellia sarmentosa</td>
<td>Coral Plant</td>
<td>Scrophulariaceae</td>
<td>Mexico</td>
</tr>
<tr>
<td>Salvia elegans</td>
<td>Pineapple Sage</td>
<td>Labiatae</td>
<td>Mexico</td>
</tr>
<tr>
<td>Solanum seaforthianum</td>
<td>St. Vincent’s Lilac</td>
<td>Solanaceae</td>
<td>Tropical America</td>
</tr>
<tr>
<td>Stachyatarpeta jamaicensis</td>
<td>Porterweed</td>
<td>Verbenaceae</td>
<td>Tropics and subtropics of North and South America</td>
</tr>
<tr>
<td>Vanilla planifolia</td>
<td>Vanilla Orchid</td>
<td>Orchidaceae</td>
<td>Southern Florida to Mexico, South America, and the West Indies</td>
</tr>
<tr>
<td>Vriesea sp.</td>
<td>Vriesea</td>
<td>Bromeliaceae</td>
<td>Tropical America</td>
</tr>
</tbody>
</table>
The bird sanctuary will be very similar to the butterfly garden in that it will attempt to teach an appreciation for birds and will create safe habitats for a variety of species of birds. The possibilities of trees and plants that will attract birds of Guatemala are endless; therefore, I will list only a few possibilities. The website created by Focus On Nature (2002) provides an extended list of birds found in Guatemala. The list includes two hundred forty-six different species of birds. I have chosen twenty-seven species as possibilities for the bird sanctuary in the habitat space. The twenty-seven species are the following:

- Green Conure/Parakeet (Aratinga holochlora)
- Aztec Conure/Parakeet (Aratinga astec)
- Orange-fronted Conure/Parakeet (Aratinga canicularis)
- Barred Parakeet (Bolborhynchus lineola)
- Orange-chinned/Tovi Parakeet (Brotogeris jugularis)
- Brown-hooded Parrot (Pionopsitta haematotis)
- White-crowned Parrot (Pionus senilis)
- White-fronted Amazon/Parrot (Amazona albibrons)
- Red-lobed/ Yellow-cheeked Amazon/Parrot (Amazona autumnalis)
- Yellow-naped Amazon/Parrot (Amazona auropalliata)
- Mealy/Blue-crowned Amazon/Parrot (Amazona farinose)
- Green-breasted Mango (Anthracothorax prevostii)
- White-eared Hummingbird (Basilinna leucotis)
- Emerald-chinned Hummingbird (Abeillia abeilin)
- Azure-crowned Hummingbird (Amazilia cyanocephala)
- Berylline Hummingbird (Amazilia beryllina)
- Blue-tailed Hummingbird (Amazilia cyanura)
- Cinnamon Hummingbird (Amazilia rutila)
- Buff-bellied/Fawn-breasted Hummingbird (Amazilia yucatanensis)
- Rufous-tailed Hummingbird (Amazilia tzacatl)
- Amethyst-throated Hummingbird (Lampornis amethystinus)
- Garnet-throated Hummingbird (Lamprolauma rhami)
- Rivoli’s Hummingbird (Eugenes fulgens)
- Sparkling-tailed/Dupont’s Woodstar/Hummingbird (Philodice dupontii)
- Ruby-throated Hummingbird (Archilochus colubris)
- Broad-tailed Hummingbird (Selasphorus platycercus)
- Wine-throated Hummingbird (Selasphorus elliottii)

(Birds of Guatemala, 2002)
The twenty-seven species included above can be divided into two different categories: parrots/parakeets and hummingbirds. Each of the two categories needs a specific habitat that is compatible with the habitat of the other category. Larry Gates, author of the Hummingbird Website (2002), states, "Hummingbirds like bright-colored flowers with lots of nectar. Different plants work best in different regions." The Hummingbird Website (2002) includes a list of possible plants that work best in each region. The following list includes plants that attract hummingbirds and grow well in the tropical Central America:

- Penstemon
- Columbine
- Delphinium
- Autumn Sage
- Four o'clock (Mirabilis jalapa)
- Shrimp plant (Justica brandegeana)
- Western coral bean (Erythrina flabelliformis)
- Mexican honeysuckle (Justicia spicigera)
- Scarlet monkey flower (Mimulus spp.)
- Texas sage (Salvia coccinea)
- Chuparosa
- Ocotillo
- Tree Tobacco (Nicotiana glauca)
- Baja fairy (Calliandra californica)
- Bottlebrush
- Cape honeysuckle
- Desert willow
- Indian paintbrush (Castilleja spp.)
- Scarlet gilia (Ipomopsis aggregata)
- Lantana
- Agave
- Lily of the Nile (Agapanthus) (Gates, 2002)

The plants listed are possibilities for the bird sanctuary. Not all of the plants need to be used, but the plants selected must be compatible with those needed for the attraction of parrots/parakeets. Parrot Jungle (2002), located in Florida, provides an example of the
type of atmosphere and habitat needed for parrots and parakeets. The jungle is considered to be “one of the most lush tropical plant collections in South Florida” (Parrot Jungle, 2002). The tropical plants found at Parrot Jungle are flowering tropical plants that create “an open canopy which provides shade but also allows sunlight to penetrate to the plants below” (Parrot Jungle, 2002). The idea of an open canopy suits the bird sanctuary in the “Outdoor Edutheraplay Center” due to the fact that the canopy is to be created by plants and trees that provide attraction for various birds and enjoyable spaces for the children to play. Some of the plants found at the Parrot Jungle (2002) which could be used in the bird sanctuary habitat space are the following:

- Red Pineapple (Ananas comosus)
- Heliconia angusta
- Aechmea fasciata
- Bald Cypress (Taxodium distichum)
- Champion Pond Apple (Annona glabra)
- Strangler Figs (Ficus aurea and F. citrifolia)
- Gumbo-limbo (Bursera simaruba)
- Florida Trema (Trema micrantha)
- Shrimp Plant (Acanthaceae)

In order to create a thriving bird sanctuary and a space enjoyable for the children at La Senda, trees from each list will be chosen and planted in a manner that will create an open canopy.

The third component of the habitat space, the duck pond, comes directly from an idea provided by Steve and Pamela English, the executive directors of The World Our Parish (2002). Steve and Pamela moved to Guatemala in 1994 as staff at a children’s home. In 1997, the couple founded La Senda Children’s Home through the United States based organization The World Our Parish. During an interview with Steve and Pamela (2002), I was informed of two unusual pets at La Senda. The children care for two ducks
who roam the children’s home property. The habitat space will include a duck pond which will provide a home for the ducks and a space for the children to observe the ducks in a more natural habitat. The duck pond will be constructed with boulders and concrete. The water will be enclosed in the duck pond, but will incorporate the components of boulders, concrete, and water which will also be included in the baptismal and water play space. The boulders and concrete components will be included in the performance amphitheatre as well.

The habitat space of the “Outdoor Edutheraplay Center” provides three different habitats for animals. The butterfly garden, bird sanctuary, and duck pond will attract animals of each species and give the children the chance to observe each habitat. The observation can be done independently or in a group. Independent observation will raise questions in the children for later discussion as well as provide another atmosphere for children to reflect on themselves, nature, and the connection the children have with the world around them. Teachers could use the habitats for discussion about each different animal. Science lessons could be taught about animal habitats, the circle of life, food chains, care for animals, and various other concepts dealing with animals. The three habitats are connected in the same space; therefore, children could be taught about the interaction between nature and man, animals and nature, and various animals with each other. The instruction about interactions could then be directed towards what each animal requires in order to survive. People need certain things while animals need other things. The difference between each could be taught as well. The habitat space also provides an opportunity for the teacher to discuss creation with the children.
J. Performance Amphitheatre

The performance amphitheatre connects to the "Outdoor Eduthera Play Center" through the sand play space and the baptismal/water play space. The amphitheatre will provide a stage for performance and/or teaching, seating for audience and/or supervision, and a play space. The stage will be constructed with the same boulder and concrete materials used in the construction of the duck pond and the baptismal/water play space. Thus incorporating similar materials will create a unified feel throughout the "Outdoor Eduthera Play Center."

The seating was inspired by a project created by the Spring Design-Build Class through the College of Architecture and Planning at Ball State University (Abbott, 2002). The project was designed and built by the students with the help of Les Smith, professor of Landscape Architecture. The design, located at Minnetrista Cultural Gardens in Muncie, IN, includes a seating area. The seating in the performance amphitheatre will be
similar to the design of seating included in the Design-Build Class space at Minnetrista (Abbott, 2002). The stage will be at ground level, which will be the foot level for the first bench. Each foot level will be turf, very similar to the turf paths throughout the center. The turf levels will gradually ascend, with each level containing a wood post supported bench for seating.

The performance amphitheatre includes a stage space as well as seating in amphitheatre fashion. The stage space could be used by a teacher for lecture, teaching sessions, as well as discussion mediation. The stage provides a space for the teacher to stand and instruct children in a classroom type setting. Children are given the opportunity for active involvement throughout the “Outdoor Edutheraplay Center.” The performance amphitheatre provides involvement as well, but could be a space for the teacher to teach in a more structured setting if needed.

The stage could also be used for setting up learning centers, experiments, and teaching theatre, dance, music, etc. All children over the age of four who live at La Senda attend school for at least part of each day. The children might be learning certain concepts in school, such as science concepts, electricity, agriculture, reading, writing, and many others, which could be reinforced through different teacher directed learning centers and experiments. The teacher could instruct the children in theatre, dance, or music of the Guatemalan culture and of the world. The instruction in such areas could provide active involvement and connection to learning about cultures and the world.

The performance amphitheatre is an area very beneficial in the aspect of therapy due to the idea of performing and sharing talents. Children can be directed by an adult/teacher in order to rehearse and perform plays, musicals, and other forms of fine art.
The performances will give the children opportunities to share their talents and find positive identity in those talents. The performances could also include individual performances of monologues, musical instruments, vocal pieces, improvisation, and many other possibilities. The extent to which this space is used for performance and therapy is only limited by the creative and effort put into the space.
K. Baptismal and Water Play

(Browning Day Mullins & Dierdorf, 2002)

The baptismal and water play space is connected to the “Outdoor Edutheraplay Center” through the performance amphitheatre and the habitat space. The wind chime garden will also provide an entrance to the baptismal/water play. This space will be the final space of the “Outdoor Edutheraplay Center.” The baptismal will be constructed with concrete and boulders and will be used for baptisms of the children. The water play space will be connected to the baptismal but will be used for play and enjoyment on any day, whereas the baptismal will be reserved for special baptism/teaching occasions. The water play space will be constructed with the same concrete and boulder materials. The water will be pumped to the baptismal, which will be the highest point of the space. The water will then slowly trickle to the water play space, which will be slightly lower than
the baptismal. After trickling to the water play space, the water will finally be pumped back up to the top and complete the same cycle. With the pump system, the water supply should not need to be replenished very often and will be filtered throughout the pumping, which will keep it clean as well.

The baptismal and water play space could be used for multiple lessons with water. As stated previously, the water could be transferred to the sand play center for lessons with interaction between sand and water, tides on a beach, and others. The water play space could be used for teaching about animals that live in water, the importance of water to humans, water on the earth, safety in water, etc. The children of La Senda have come from various backgrounds and might have never visited a beach or been swimming before in their short lives. Background knowledge of such things will need to be provided by the teacher, as in any lesson, and then the children could be directed towards learning concepts of safety and others mentioned before. The lessons with water could be taught while actually in the water, if weather permits. If weather does not permit the children and teacher to experience the water directly, lessons could be taught next to the water space by interacting at a lower level than actually getting into the water.

The teacher could use the water space to discuss how water provides for the population of the world, how irrigation can be used for farming, what percentage of the human body is made up of water, etc.

The baptismal space could become the focus of the therapeutic journey through the “Outdoor EdutheraPLAY Center” for the children at La Senda children’s home. From the beginning of the center, the children begin at the earth mound spiral. The spiral plateaus with a mosaic representing the idea that the children become part of a “family”
when they arrive at La Senda. No matter what situation the child may come from or what kind of past lies in the child’s memories, the child is encouraged to find a safe place within a family of other children and loving adults. The children then travel through a maze that encourages teamwork, a wind chime garden that encourages self reflection, a vegetable garden that symbolizes the Guatemalan culture and the “patchwork” of children at La Senda, an art space that displays the creativity of the children, and a performance amphitheatre that encourages children to find positive identity in their talents. The spaces mentioned, as well as the others found in the “Outdoor Edutheraplay Center”, are designed to guide the children towards a whole self and positive identity while providing them a connection to the group of La Senda. The baptismal will allow the children to make a decision to become a part of a larger family, which is also encouraged by the directors, and staff of La Senda. La Senda children’s home is a Christian organization that encourages children to find a connection, not only with those at la Senda, but also with the family of God. The emphasis of faith in Christ and forgiveness through God are strong and the baptismal is an area for the children to show an outward expression of their acceptance of these ideas. The children are not forced to participate in the baptism or the decision to accept the ideas founding the baptism, but they are presented with the thoughts and given their own free will to make the decisions on their own. This is a representation of the therapy encouraged at La Senda.
L. Conclusion

The “Outdoor Edutheraplay Center” began conceptually as a space focused to help the children at La Senda children’s home, but has now evolved into a much larger educational, therapeutic space that could help children all over the world. The cultural contexts emphasized in the center are specific to Guatemala and the children of La Senda, but these could be seen through various lenses in order to focus towards other needs of children elsewhere. The “Outdoor Edutheraplay Center” designed for La Senda represents the patchwork or our lives. Each space, if viewed separate from the entire center, is independent and has educational and therapeutic benefits. The spaces, if viewed as whole center, fit together in a “patchwork” fashion, much like the patches of a quilt. The patches fit together to make a beautiful family at La Senda, farmer’s field in the countryside, or culture in the Guatemala. This patchwork idea is represented in various ways throughout the center and culminates as one big patchwork quilt once the entire center is complete.
Bibliography


