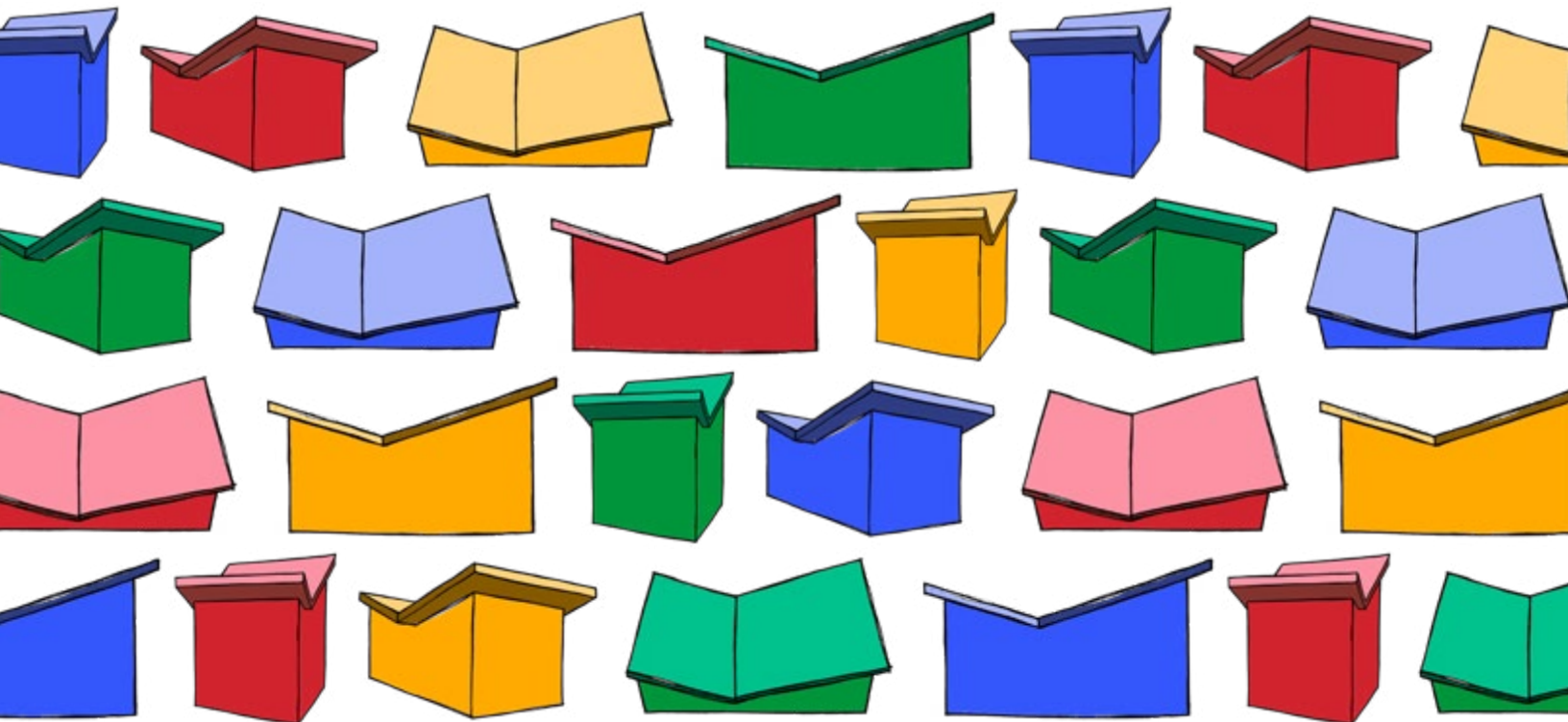


Architects in Schools
Spring Break Camp

My Architect Journal

Your Name: _____

afo
architecture foundation of oregon



How Does My Architect Journal Work?

Everyday, you will work through lessons and activities that will guide you through the Architects in Schools Spring Break Camp. Whenever we mention the **Architect Journal**, we are talking about this document, your personal Architect Journal!

Remember to work through the digital lessons before doing work in your journal. This journal is where you will have space to write, sketch, design, think out loud and develop numerous creative ideas! If you need more space to write and draw, feel free to use additional sheets of paper. We recommend you print this document.

Have questions that your parent or guardian can't answer? Have them contact us:

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Let's Get Started!

My Architect Journal

DAY 1

*Who Designs
and Builds
Buildings and
Spaces?*

Today, you met Sina, an architect at Opsis Architecture in Portland, Oregon. She talked about the design process and empathy, and introduced you to some of her friends that worked together to design and build the Education Center at the Oregon Zoo.

Do you remember what empathy means? Empathy is the ability to understand and share the feelings of another person. It is the ability to connect with others by building relationships on mutual trust and understanding. It's so important to think about how other people feel, because different people have different feelings and experiences. Sometimes it helps to think about how you would feel if the same thing that happened to your friend happened to you.

Let's reflect! Begin by answering the takeaway questions below.



Day 1 Takeaway Questions

Write your responses below or on another sheet of paper.

Can you list some of the jobs people did on the Oregon Zoo project that you learned about today?

Think about a time when you felt empathy for someone. Describe what happened and how you felt.

Why do you think empathy is important when designing buildings and spaces for people to use?

It's really important to think about how the users of a designed space will feel about that space, isn't it?

Let's explore this idea. Look around the room you are in. Do you like it? How does it make you feel? What would you change about it?



Check out the adjectives listed on the chart on the next page. Think about these words as you look around the room you are in. Each numbered row on the chart represents a pair of words or phrases that have opposite meanings. Let's go through row number 1 together, but first, grab a colored pencil or pen.

Look at row number 1 on the next page. Ask yourself, is the room you are in **ordinary** or **unusual**? If it is very ordinary, put an **X** on row 1 closer to "Ordinary." If the room is unusual, put an **X** closer to "Unusual." If it's not strongly ordinary or unusual, put an **X** in the middle under "Neutral."

Continue going through each row, 2, 3, 4... and so on. Ask yourself how you feel in the space you are in.



How Do I Feel About this Environment?

Write your responses below or on another sheet of paper.

Put an **X** in the space between the two words on each numbered line, closer to the word that best describes how you feel about the space you are in.

Very Neutral Very

1.	Ordinary		Unusual
2.	Complex		Simple
3.	Light		Dark
4.	Modern		Old fashioned
5.	Noisy		Quiet
6.	Attractive		Unattractive
7.	Small		Large
8.	Multi-purpose		Single-purpose
9.	Bright		Dim
10.	Open (space)		Closed (space)
11.	Finished		Unfinished
12.	Roomy		Crowded
13.	Friendly		Unfriendly
14.	Urban		Rural
15.	Public		Private
16.	Imaginative		Unimaginative
17.	Like		Dislike
18.	Warm		Cold
19.	Fresh		Stuffy
20.	Sunny		Shady
21.	Naturally lit		Artificially lit
22.	Soft		Harsh
23.	Comfortable		Uncomfortable
24.	Efficient		Wasteful

Now that you've thought about how you feel in the space you are in, let's think about how an animal would feel in the same space.

From what you know about each kind of animal, how do you think each one would fill out the same chart on the previous page?



Think about how a monkey would feel in the space you are in. A space that feels open and roomy to you might feel closed and crowded to them, especially if there's no room to swing around. Fill out the chart again as if you were a monkey, using a new colored pencil or pen.



Now imagine a polar bear and their experience. How would they feel if they were in the room you are in? A room that feels cold to you might be too hot for them. Fill out the chart again as if you were a polar bear, using a different colored pencil or pen from the other responses.



Lastly, imagine how a bat would feel in the space you are in. They might like a darker, shady room while you might like a lighter, sunny room. Fill out the chart again as if you were a bat, using a different colored pencil or pen from your previous responses.

Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Architect	A person or company who furnishes building materials and builds a structure for an agreed upon price
Architecture	A person who is licensed to design the inside of a building including how people move around the building and what it looks like
Contractor	The steps involved in designing something: identify the design purpose, imagine the solution, make a plan and try it out, and improve your plan
Design Process	A person who is licensed to plan and design systems, structures, machines, roads and other infrastructure
Engineer	A person who is licensed to design buildings and spaces
Interior Architect	A person who is licensed to plan and design yards, parks or public outdoor spaces for practical and aesthetic reasons
Landscape Architect	A person who develops plans and designs for the use of space within cities, towns and developments
Urban Designer	The art or practice of designing and constructing buildings and spaces

★ Day 1 Bonus Challenge: What Makes Structures Stand Up?

Do you ever wonder how structures and buildings are able to stand up? Guess what?! Architects, engineers and contractors use basic shapes like circles, rectangles and triangles when they design structures, in order to make sure they are strong and stand up for a long time. Let's make some of these shapes today! Then you can test them and decide which ones are the strongest!

Materials needed:

- A few sheets of construction paper or thick paper
- Tape
- Scissors
- Something heavy and solid like a book

Watch this video and follow along to create the shapes that our architect friend, Alison, talks about: <https://youtu.be/kveHeVt-s9k>

When you are finished with your shapes, see how many books you can stack on them. Which of your shapes was the strongest?



Activity Worksheet: Design & Build a Mask

Use this page or another piece of paper to record your thoughts and sketch as you watch this activity video!

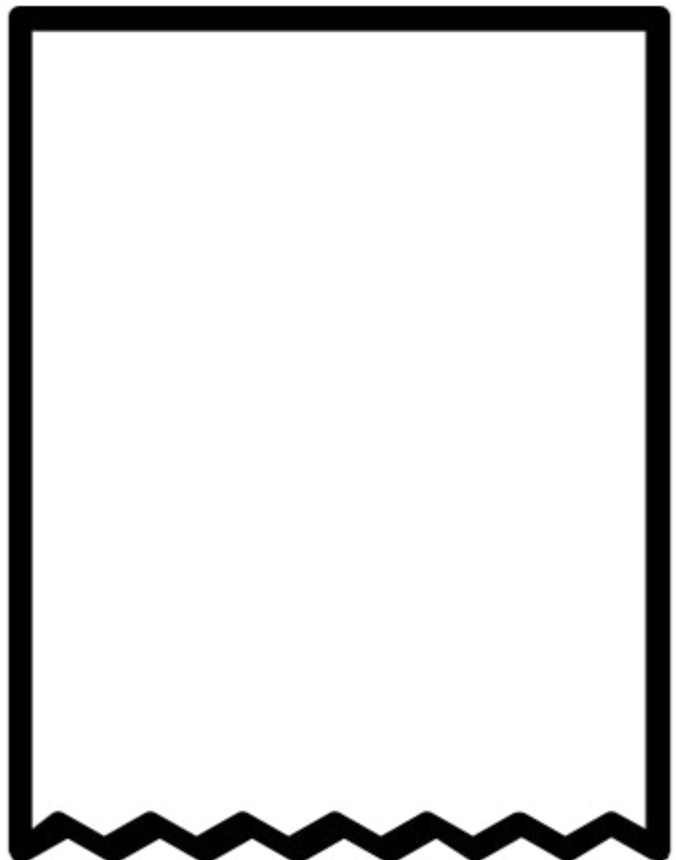
In addition to your journal, also have these materials nearby:

- Colored pencils, markers or crayons (something to color with)
- Paper (all types and colors!)
- Scissors
- Glue or tape
- Paper grocery or shopping bag

The architect/builder is:

The client is:

Make notes about what the client is telling you the mask should look like. Ask questions, draw pictures, keep in mind what your materials are:



My Architect Journal

DAY 2

Designing from Many Perspectives

*Please complete Day 1 activities
before moving ahead*

Create a Perspective Drawing

As you watch the Day 2 Video with Crystal and Johann, use the space below or another piece of paper to draw a perspective drawing. A ruler or straight edge will be your friend during this exercise! Follow along as Johann gives directions. Also, feel free to color in your drawing and get creative with it!



Now that you've learned more about perspective and how architectural drawings are created from different points of view, what do you think the Oregon Zoo project team had to think about when designing the Education Center and insect exhibit? Not only did they have to think about all the people who would visit or work in the building, they also had to think about the insects and their perspectives!

Let's reflect! Answer the takeaway questions below.



Day 2 Takeaway Questions

Write your responses below or on another sheet of paper.

Write about a time when you felt happy or sad because you felt what someone else was feeling.

Do you think empathy and understanding different perspectives is a good thing? Why?

Write some ways you might strengthen your empathy by caring for others.

Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Facade	The line in a drawing or picture where the earth appears to meet the sky
Floor Plan	A drawing of a site showing surrounding streets, trees and buildings, being viewed from above, similar to a floor plan or map
Horizon Line	The point at which something viewed in a perspective drawing or image grows narrower, smaller or increasingly faint & disappears altogether at the horizon line
Perspective	The outward appearance or the face of a building that people see when they look at a building from the street
Perspective Drawing	A drawing of a room or building being viewed from above or from a bird's eye view, similar to a map
Site Plan	A two-dimensional drawing that feels three-dimensional and shows how a building or space might look in real life to the human eye
Section Drawing	Someone's point of view, or the way that someone sees and experiences a situation or a space that they are in
Vanishing Point	An architectural drawing that shows the interior of a space by slicing a structure in half vertically and exposing the inside

★ Day 2 Bonus Challenge: A Worm's Eye View

Choose a room in your home. Sit in that room and imagine what it would be like to be a worm in that space. How differently would a worm experience that room? What would it look like from their point of view?

Draw this room from a worm's eye view. Use whatever materials you want to – make it colorful and be creative! You learned how to draw a perspective drawing with Johann today during the Day 2 video. Remember those steps as you complete this challenge. Really think about how a worm would feel in your space.

Watch this video to get some ideas: <https://youtu.be/cY6UePPITYU>

Materials needed:

- A piece of paper
- Pencil and eraser
- Ruler
- Colored pencils, markers or crayons (something to color with)

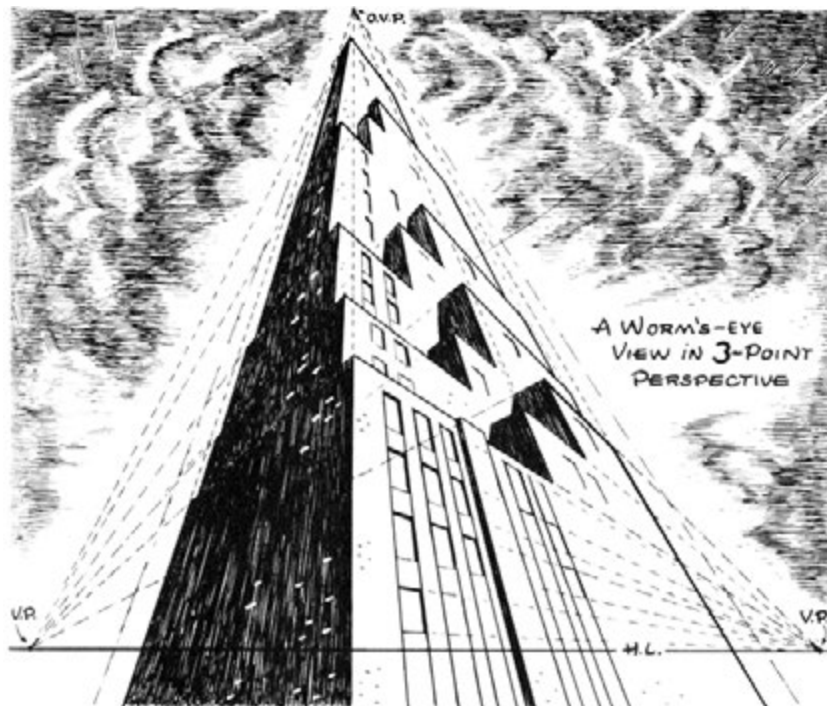


image source: drawinghowtodraw.com

Activity Worksheet: Me as a Building

Use this page or another piece of paper to record your thoughts and sketch as you watch this activity video!

In addition to your journal, also have these materials nearby:

- Colored pencils, markers or crayons (something to color with)
- Any other materials you'd like to use for this exercise - be creative!



My Architect Journal

DAY 3

Empathy & Inclusion in Design

*Please complete Day 2 activities
before moving ahead*

Today is extra exciting because you will be starting your final project! Your goal will be to design and build a building or space for a special client.

First, let's meet our clients and choose one!



Pick a Special Client

Circle the client you plan to focus on for the rest of camp!



A **panda bear** who loves displaying family memorabilia and whose four family members come to visit from China a few times throughout the year. They love to go to museums together. Design a museum for these clients to visit that educates and displays art and cultural items from around the world.



A **giraffe** who has difficulty walking and cannot climb stairs but likes views at multiple levels, enjoys going to work in a tall building and having lunch on the top floor of the building. Design a skyscraper that this client can easily work at and enjoy lunch at.



An **elephant** who is blind and whose best friend is a **mouse**. Together, they enjoy reading print and braille books, listening to audio books and going to the library. Design a library for these clients.



A **penguin** who struggles with sitting still and paying attention, but really likes to do math problems and learn scientific facts. Design a classroom (or an entire school if you want!) that supports this client's needs.



A **brown bear** whose fur is actually cream in color, and likes to play hide and seek with other brown bears who are brown in color. Design a playground and a garden for this client and this client's friends that helps them all feel welcome and feel successful when they play hide and seek.

Good job choosing a client! Now, if you haven't already watched the Day 3 video, go ahead and start that before moving on. Sina will walk you through the next part as you watch the video.

Your final project will be to design and build a model of a structure for the client that you have chosen. You are to be the architect and the contractor of this structure. Remember, architects and contractors design and build spaces to fit the needs of the people who will use that space. Just like an architect, it is your job to listen to what the client needs and make sure they get what they are hoping for. The following Design Development Sheet will help you determine your client's needs. You will use this information to design and build a structure for your client!



Design Development Sheet

Write your responses below or on another sheet of paper.

1. Write down your client's name:
2. Draw and cut out a picture of your client (or clients) in the box below. This drawing will become the scale for a model of the structure that you design for them.



This page was intentionally left
blank so you can cut out your
client drawing!

(Remember to store your drawing somewhere
safe. You'll need it for the rest of camp!)



Design Development Sheet, continued

Write your responses below or on another sheet of paper.

3. List the activities you think your client likes to do or needs to do in their daily life. (Look at your client description for clues. They probably all like to eat. Some may like to play games, read, or have other hobbies. Be specific about your ideas as you list them. Don't just put down "sleep." Think about where and how they sleep.)

1.	5.
2.	6.
3.	7.
4.	8.

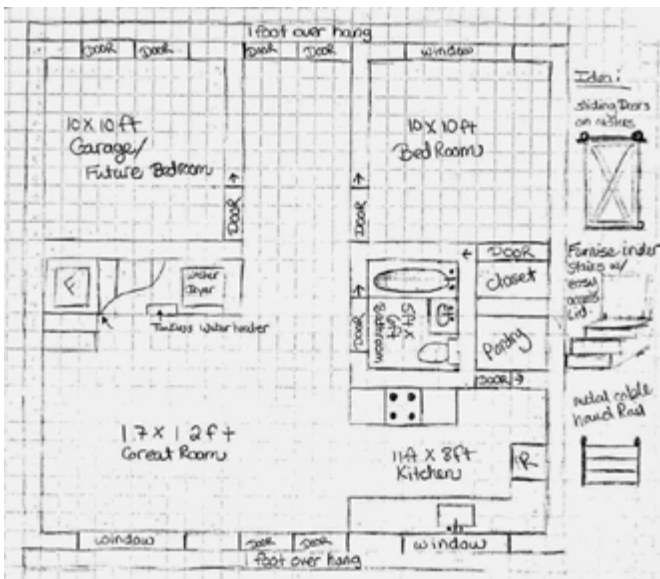
4. List the spaces you will need to design and build to fulfill the needs of your client. (For example, if there is a need to eat, you will have to provide places for cooking, storing food, for dishes and for eating. If there is a need for exercise or comfortable relaxation, you will need to provide space for those things.)

1.	5.
2.	6.
3.	7.
4.	8.

Your next step will be to draw a **floor plan** of the structure that you will be designing and building for your special client. Remember, a floor plan is like a map. Imagine you are a bird, flying over your structure, looking straight down on it. You will draw what you see from a bird's eye view on the next page.


Let's look at a couple images of floor plans to spark some inspiration.

Be sure to watch the "How to Draw a Floor Plan" video to learn more about how to get started on your plan!



Draw a Floor Plan

Think about the spaces you plan to design and build for your client that you listed on step 4 of the Design Development Sheet. Organize these spaces into a floor plan. Label the different features and rooms like a sink or a table or a kitchen. Use the space below or a separate sheet of paper to draw and color your plan.





Day 3 Takeaway Questions

Write your responses below or on another sheet of paper.

What are some of the things that your client needs (that may be different from what you need) in order for them to feel comfortable in the space that you are designing for them?

What are some things that your special client might see, feel or think that are different than you would?

What are some things you think might be similar between you and your client?



Vocabulary Mix & Match

Draw a line to connect each vocabulary word to the right definition.

Accessibility	To have a goal to include as many types of people as possible.
Diversity	The design of buildings, products or environments that incorporate diversity, ability, age and other factors, allowing them to be accessible and enjoyed by all.
Environment	Making sure everyone has access to the resources, opportunities and responsibility they need to reach their full, healthy potential. This includes making changes so unfair differences may be understood, acknowledged and addressed.
Equity	Equal access for people with differing abilities to any environment, movement, information or communication.
Inclusive	Anything that surround us, living or non-living including physical, chemical and other natural forces.
Universal Design	The differences that exist in the human race. People may be different in many ways, including race or ethnicity, age, abilities, language, culture, appearance, or religion.

★ Day 3 Bonus Challenge: Neighborhood “I Spy”

I spy with my little eye... a curb cut!! Go on a walk, bike ride or drive around your neighborhood with an adult. Look around. What do you see in your neighborhood that was designed for someone with different needs than you?

Make a list or sketch what you see! How else might these features be helpful to a wider audience, now that they are part of the design? Can you find anything in your neighborhood that should change to accommodate people with differing needs?

Materials needed:

- A sheet of paper
- Pencil and eraser
- Comfy attire as you travel around your neighborhood!



A great example to look out for are **curb cuts**. Curb cuts are small ramps that connect a sidewalk with a road. They were originally designed for people who use wheelchairs, but they also help for many other reasons! They help people who are pushing strollers or heavy packages, or even someone riding a bike. How else do you think they might help people? What else can you find around your neighborhood that was designed for someone with different needs than you?

If you didn't get a chance to read this article in today's Warm Up, check it out now! mind.org.my/article/the-curb-cut-effect-and-you/

Activity Worksheet: How to Draw a Floor Plan

Use this page or another piece of paper to sketch a floor plan as you watch this activity video!

In addition to your journal, also have these materials nearby:

- Pencil and eraser
- Ruler
- Additional graph paper if needed
- Your Design Development Sheet on page 21 for reference



My Architect Journal

DAY 4

A Place for All

*Please complete Day 3 activities
before moving ahead*

Today, Alison showed you how people may experience the same space very differently, based on their ability to move around. Keep this in mind as you continue designing your structure for your client. How will you make sure your structure allows all people of all different abilities to feel comfortable and safe?

Continue looking at your Design Development Sheet and floor plan as you complete the activities for today. Use them to help guide what you want your building to look like. If you want to make changes or add any new features to your client structure design, go ahead! Changing and revising your design is all a part of the design process.

Let's reflect! Begin by answering the takeaway questions below.



Day 4 Takeaway Questions

Write your responses below or on another sheet of paper.

Look at the pictures below. Guess what kind of structure each of these are by how they look. How do you know?



(images credit: Getty Images)

Think about how these pictures make you feel and some ways to describe them. Do you plan to design your client's structure (museum, skyscraper, library, school, or playground) differently or similar to how that kind of building is usually designed? How will you make it different or similar?

Now let's think about what your client structure looks like from the front. Imagine you are standing outside looking at the facade or face of your structure for your client. What do you see?

Brainstorm some ideas and develop the design of your facade by first answering the questions below. Think about the type of structure that you are creating for your client as you answer these questions (museum, skyscraper, library, classroom or playground).



Facade Design Brainstorm

Write your responses below or on another sheet of paper.

How do you enter, exit or approach the structure? How would someone approach or enter the structure if they cannot walk?

What kind of materials is your facade made of? Wood, brick, metal, glass and concrete are all common building materials, but feel free to explore other materials!

How many stories tall is your structure? How will someone move up and down the different stories? How wide or narrow is the structure?

If your structure is a building, does it have windows? Where are the windows? What do you see when you look out the windows from inside the building?

Where is your structure located in the world? Are there trees, a street, or lamp posts next to the structure? Is it on a mountain, in the desert, a forest, or on the coast?

Draw a Facade

Using the ideas you wrote down on the previous page, draw what your client structure will look like from the front! Think about the images of facades that you saw in today's Warm Up. Think about the materials your structure is made of. Give your structure a name! Use the space below or a separate sheet of paper to draw and color in your facade.



★ Day 4 Bonus Challenge: Fort Construction!

Let's think outside of the box for this challenge! Put down your pencil and paper. Look for materials around your home that you can use to **build a fort**. This fort will be designed specifically for you and your family. Think of your family as your clients! Be sure to ask for permission before using the materials you find to build your fort!

Think about what your family would like to do in the fort. Maybe they would like to read a book together, listen to music, play a board game or have a snack. Create a space that allows your family to do the activities they would like to do together!

Think about different themes. What does your family like? Would they like a jungle or circus themed fort? What about a space themed fort? Maybe you hang string lights or hang paper stars from the ceiling. Have fun with it and get creative!

Materials needed for the Bonus Challenge:

- Materials from around your home (blankets, bed sheets, pillows, furniture, tarp, string, cardboard boxes - anything you can find that you have permission to use!)



(image credit: kidadl.com)



Activity Worksheet: Model Building & Client Brainstorm

Use this page or another piece of paper to write down some notes as you watch this activity video!

Take some notes as Alison gives you tips on creating a three-dimensional model. These notes will be very useful tomorrow when you begin building a model of your client structure!

What ideas will you implement in your final design? Do you plan to change any part of your current design for your client? Feel free to make changes to your floor plan and Design Development Sheet!

My Architect Journal

DAY 5

*Build a
Model of
Your Design!*

*Please complete Day 4 activities
before moving ahead*

Today, you will be challenged to construct a three-dimensional model of the structure that you designed for your client. You can choose to make a model of a part of the structure that your client spends time in, showing the outside and inside spaces, **OR** you can make a model of the entire structure focusing on the facade and surrounding area.

Reflect on what you learned throughout this camp. What makes this structure work well for your client and their friends or family? What materials is your building made of? What does the facade and the inside look like? How do people enter and move around the space or building? How is your building designed to be accessible and comfortable for people of all cultures, races, ages, and people with disabilities?

If you did the Bonus Challenge on Day 1, the column, beam and pyramid shapes you made out of paper will come in handy today. Feel free to use them or construct new ones for your building. You can also use any recycled materials. Cardboard, toilet paper rolls, cereal boxes, shoe boxes, and plastic bottles are all great building materials. You will also want to have glue, tape, scissors and colored pencils or markers handy. Get creative! **Now, let's get to building!**



Skyscraper model



Coconut Cottage model



Special Structure for a Special Client

Write your responses below or on another sheet of paper.

Write a paragraph about the structure you designed for your client. *Why would your client like the design? What are some important things you considered in your design to make it accessible and comfortable for them? How does your design meet the needs of your client? How did you make sure that it served the needs of their friends or family as well? What do you like best about it? Is there anything you would like to change?*

Congrats architects! You are nearing the end of the Architects in Schools Spring Break Camp! We hope you had fun and learned a lot. Architecture influences the way we live, and the way we live influences architecture. We hope you can now point out ways that architecture influences your life every day.

Are you proud of all the work you completed this week? We're really proud of you! Take pictures of the things you created. You'll get extra bonus points if you record yourself presenting your drawings and three-dimensional model that you created for your special client. We might even share it with the world on our social media!

Submit images and videos of your work here: bit.ly/ais22-shareyourwork

We encourage you to keep exploring architecture and find ways to apply the design process to other parts of your life. If you want to keep creating today, be sure to check out the bonus challenge below!

★ Day 5 Bonus Challenge: Continue Designing & Building!

Can't get enough of designing? Want to do more?

If you decided to make a room or part of a building for your client, continue to design the rest of the building! Make a model of this part of your project too!

If you already designed an entire building or structure, try designing an entire city that would work well for your client and for their family and friends.

Materials needed for the Bonus Challenge:

- More of all the materials you used throughout this camp!

Architects in Schools
Spring Break Camp

CONGRATS!

*You have officially
completed the
2022 Architects
in Schools Spring
Break Camp!*

*See the following page for an official
certificate of completion*

Architects in Schools
Spring Break Camp

Certificate of Completion

The Architecture Foundation of Oregon now declares

print your name

an official Student Architect and Designer
and awards a certificate of completion in the
2022 Architects in Schools Spring Break Camp!
Congratulations!

afo

architecture foundation of oregon

