



# NEW TOUCH PARK



By Abdirahman Mohamud | THESIS PROPOSAL | LA 771 -2021-2022

---

# NEW TOUCH PARK

Re-imagination of Park Northeast through needs of the neighborhood: improving upon community gathering, child team building, multi use spaces, and sensory

A Design Thesis Submitted to the  
Department of Landscape Architecture  
of North Dakota State University

By

Abdirahman Mohamud

In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Landscape Architecture

---

Primary Thesis Advisor: Anna-Maria Visilia PHD, MArch, MLA, M.Sc., PhD

---

Secondary Thesis Advisor: Jason Kost, PLA, MLA, MUD

Department Chair Dominic L. Fischer, PLA, MLA, ASLA



# TABLE OF CONTENTS

|                                    |           |
|------------------------------------|-----------|
| Signature page                     | pg 2-3    |
| List of tables & figures           | pg 4-5    |
| Thesis abstract                    | pg 6      |
| Acknowledgment                     | pg 7      |
| Thesis narrative                   | pg 8      |
| Research Interview questions       | pg 9      |
| Definition                         | pg 10-11  |
| Project typology                   | pg 12-15  |
| Major project elements             | pg 16-17  |
| The client                         | pg 18     |
| The user                           | pg 19     |
| Site                               | pg 20-23  |
| History                            | pg 24-25  |
| Project Emphasis                   | pg 26     |
| Project Goals                      | pg 27     |
| Schedule                           | pg 28-29  |
| Presentation intention             | pg 30     |
| Plan for proceeding                | pg 31     |
| Research                           | pg 32-33  |
| Case Studies                       | pg 34- 49 |
| Research Take away                 | pg 50-51  |
| Interview Take away                | pg 52-55  |
| Literature Review                  | pg 56-63  |
| Project Justification              | pg 64-75  |
| Historical Social Cultural Context | pg 66-67  |
| Performance                        | pg.69     |
| Appendix                           | pg 70-71  |



# TABLE OF FIGURES

| Page      | Credit  |
|-----------|---|
| pg 2-3    | Peter Bennetts                                |
| pg 4-5    | Fred. G. Swart                                |
| pg 7      | Google Earth                                  |
| pg 8      | Daminian Holmes, Myself                       |
| pg 10-11  | The MPRB                                      |
| pg 12-15  | MPRB  |
| pg 16-17  | Peter Bennetts                                |
| pg 20-23  | Salma Mohamed/ Google Earth                   |
| pg 24-25  | Salma Mohamed                                 |
| pg 32-33  | Salma Mohamed                                 |
| pg 34- 49 | Daimin Holmes/BingLu/ Salma Mohamed           |
| pg 50-51  | Salma Mohamed                                 |
| pg 52-55  | Myself/MPRB                                   |
| pg 56-63  | Dr.Louis Rice/ Dr.Karen Mcinnes/Dr,HabibeAcar |
| pg 64-65  | Myself  |
| pg 66-67  | Charles Samek                                 |
| pg 68-69  | Myself/ Google Earth                          |
| pg 70-95  | Myself  |

# THESIS ABSTRACT

My study is to answer the question how can landscapes themselves be interactive, could they be learning & teaching experiences? Can you learn actively from design? Could a landscape teach you a story of a people or a lesson? Are their existing sites that do these things already that we can learn from them? Could it be replicated? What are their structures and programing that make them successful? My study is also promoting and proposing an environment for learning objectives for young developing children in low income housing, with project elements such as natural playground setting ,pushing a narrative of environmentalism and community gathering outreach, help build a connection between the landscape and the neighborhood, while enforcing the narrative that park and REC centers are areas for community,homes,the streets and programs to connect and build a sense of community and a safe environment for children to develop healthy minds and bodies, the restoration of this park from its poor maintenance and engaging conditions .All while avoiding unnecessary gentrification of the predominantly Black-East African community that is present in the area.

To answer our question we must first address studies of how children perceive play and what they perceive as learning and look at the history of other successful existing sites have done similar objectives , using these case studies, along with research studies, test trials to reflect and analyze the context of Bottineau field park in Minneapolis Minnesota.

1.1 keywords: Natural Playground: Adventure playground:Wayfinding Gentrification Landscape ecology: Playful learning,

# Acknowledgments

I would like to acknowledge my family and friends, who have lived in NE Minneapolis, having lived in the neighborhood for all those years and experiencing its revision its growth and regression through time. In particular, the Ali family who have lived their the longest and still live their to this day, the Park boards themselves as-well for trying their best to make and meaningful experience to the young youth, with sports, and games. I would like to also acknowledge east side neighborhood for its amazing work of having developing minds grow in a safe learning environment.



# THESIS NARRATIVE

Bottineau Field Park located in 2000 NE 2nd St, Minneapolis, MN 55418 section 8 low income-to moderate housing in North-Northeast Minneapolis, I lived across the park and REC center for 16 years and I saw it go through two revisions, and its implementation of its patchwork architecture, volley ball court and skate-park. Its change of playground material from wood to metal, looking back I realize, it's lack of maintenance and essential things that make a community more active, and connected and safe. Typologies I would like to tackle , environmental art/play component natural playground emphasizing children way finding and sensory, that could draw parents and children into the existing site, a community garden integrating public produce opportunities, and promote community gathering, and a shelter and amphitheater for outside learning and gathering, that could be used for cultural/religious spaces and activities.

## Research Method-Plan

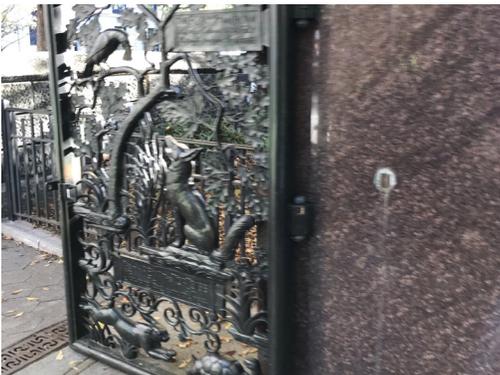
- Qualitative research
- Case Studies
- Interview/sample size
- Truth value

## Case study list

- Yagan square
- Hyper lane park
- Ancient Park NYC

## Project Visuals

Story telling



Landscape play



Adventure play



## RESEARCH QUESTIONS

---

What are important features in a successful natural playground? Do real application of them exist?

Could a landscape teach you team building?

Can Landscape design strengthen community participation and team work?

Are their positive effects to outside learning? Could landscaping assist with it?

Can great developments happen while mitigating gentrification?

## INTERVIEW QUESTIONS

---

1. How old is your child?
2. Does the park feel safe?
3. How do you and your child approach the park?
4. Does your child most do at the park, activities ?
5. What do you think the park lacks the most
6. What could help accommodate your child more to the park?
7. What curriculum would you want to be taught through out the park and landscape.

# Definition of Terms

As I go further into research. Some words may be repeated or applied in ways unfamiliar to those not in the field or just simple unfamiliar with certain terms .

**Natural Playground:** Best defined by Richard Louv’s “a play environment that consists of elements and textures from the earth such as tree logs, tree stumps, boulders, plants, drainage paths, among others instead of a traditional steel playground structure that includes slides and climbers.”

**Adventure playground:** Best defined by Tao Holmes “defined by an ethos of unrestricted play, the presence of play-workers (or “wardens”), and the absence of adult-manufactured or rigid play-structures. Adventure playgrounds are frequently defined in contrast to playing fields, contemporary-design playgrounds made by adult architects, and traditional-equipment play areas

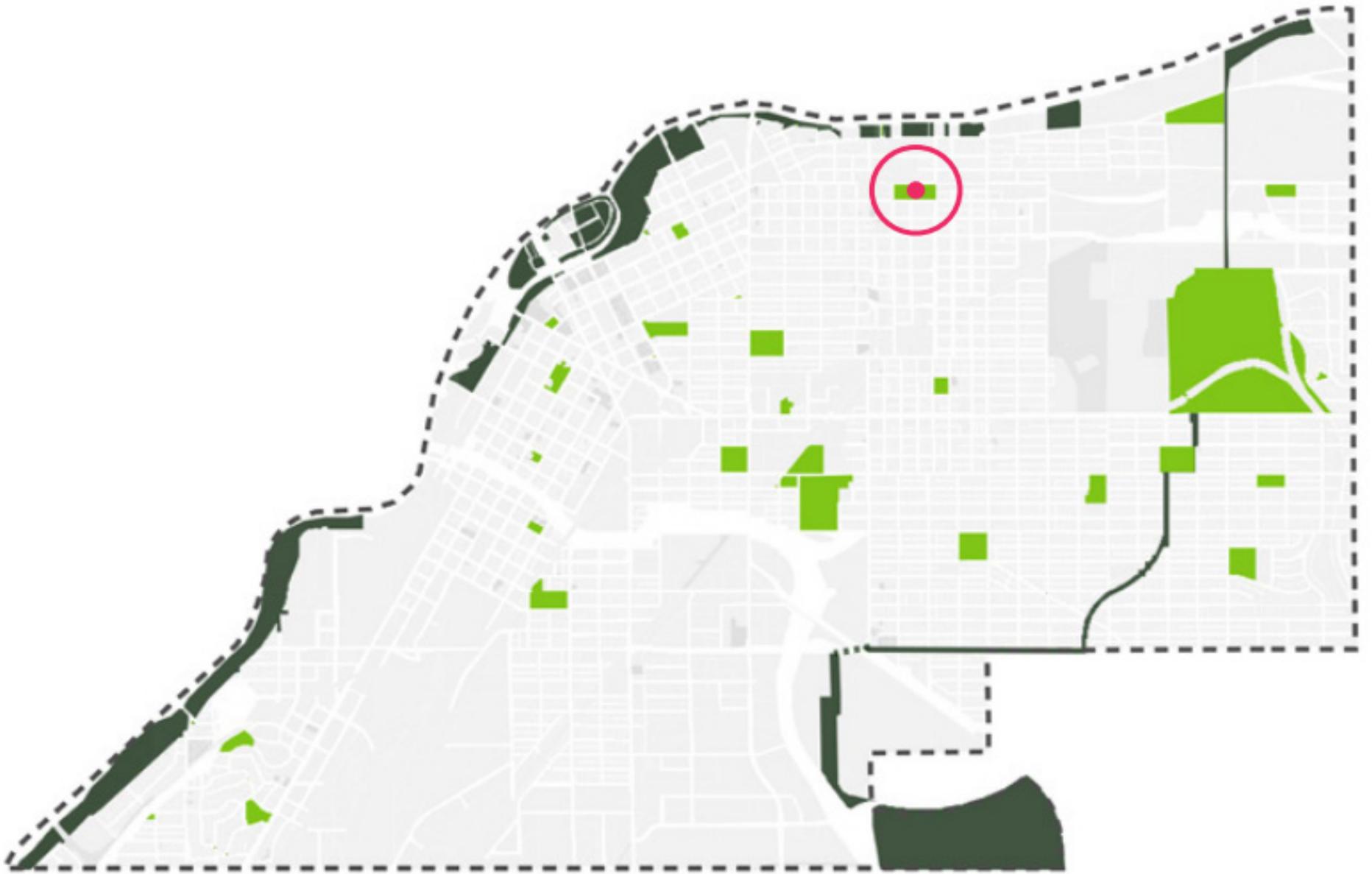
Way finding- Best defined by Oxford Languages ” Way finding encompasses all of the ways in which people orient themselves in physical space and navigate from place to place”

Signage defined best by The American Heritage Dictionary of the English Language “ Signage is the design or use of signs and symbols to communicate a message. A signage also means signs collectively or being considered as a group.”t

Landscape ecology: best defined by y Kevin McGarigal at Dukes University “ Landscape ecology is the science of studying and improving relationships between ecological processes in the environment and particular ecosystems. This is done within a variety of landscape scales, development spatial patterns, and organizational levels of research and policy.”

Gentrification :defined by Oxford Languages “is a process of urban development in which a city neighborhood develops rapidly over a short time, changing from low to high value. A neighborhood’s residents are often displaced by rising rents and living costs brought about by gentrification.”

Minneapolis



# PROJECT TYPOLOGY

---

- NATURAL PLAYGROUND
- COMMUNITY GATHERING
- TEAM BUILDING
- NATURAL PLAYGROUND
- COMMUNITY GARDEN



- RENOVATED RECREATION CENTER
- NATURAL AREA: BEE LAWN
- WALKING TRAIL
- BASKETBALL COURT
- BALL DIAMOND
- SKATE PARK
- SUBSURFACE STORMWATER STORAGE
- NATURAL AREA: WOODLAND
- MULTIUSE FIELD
- PLAYGROUND
- WADING POOL WITH SPLASH FEATURES
- PLAZA SPACE
- KID BASKETBALL COURT
- TRANSIT PLAZA
- FLEX LAWN
- IMPROVED CROSSINGS
- RELOCATED PARKING

**BOTTINEAU PARK**



# PROJECT TYPOLOGY

As stated early my typologies will be breakdowns of my entire project, which in its entirety will be a re-visioned urban park, with a new connected community, using landscape designed programs that will teach children the curriculum of teamwork, connecting the neighborhood to the site with active programs that will push the narrative of a interconnected commonwealth. The New narrative of the site will also support the belief of less metallic and unnatural material choice, such as metals being prevalent on the site, and to promote itself as a site with less of a carbon foot print of its previous site, this would help strengthening its urban park narrative, coupled with its green proposed produce community garden , I think it can become the new norm for community driven parks.



# MAJOR PROJECT ELEMENTS

## Proper Gathering Spaces

Courtyards/ amphitheater or pavilion for events to take place in settings to have community gathering and outreach to happen, to further push the narrative of teamwork and connection

## Community Garden

Recycled water for rain cistern in order to not only cut cost but to also have an active part of the community center to create produce for cheap

## Natural Playground

Playground that is more interactive and safe for children that is better reflect activities in the area

## Team Building

Basketball, soccer, softball are all sports built to build a sense of teamwork and friendship between players, so having them properly built into the site in orderly fashion would help immensely. Seasonal

## Multiple Seasonal use for site

Sites lack of multi-seasonal use is easy to implement some sort of community and fun team building activity to happen such as ice skating. With removable walls during spring and winter.



# Client List

## City of Minneapolis

The founding would have to come from tax payer and donations, and be built within the criteria of Minneapolis public safety and ADA requirements

## Minneapolis Park and Recreation Board Staff

The staff of MPRB to utilize the site for work purposes, inside the REC center and renovated landscape features.

## 1808 Apartments & 1901-1907 Town Houses

The main people part of the narrative, who live across the site and would potentially utilize it the most, for outdoor activity or community gathering

## East -Side neighborhood

Community services for youth who could potentially use the site for outdoor use in close proximity, for either academic use, outdoor activity and community gathering

## Residence of Northeast Minneapolis

Surrounding NE Minneapolis population. Including MPLS. Who could potentially visit

## Banaadir Elementary

Banaadir Academy is a Minnesota Transitions Charter School within one block of Bottineau Field Park

# User List

The ideal narrative plan is for the site to be utilized by the residence of north east minneapolis, East side Outreach programs for youth who could use the site for outdoor activity, or community gathering. The main characters in the narrative, who live across the site and would potentially use it the most, for outdoor activity or community gathering. Other users might include, but are not limited to, community services for adolescents who might use the location for academic purposes, outdoor activities, or community gatherings in close vicinity. Narratives central population, who reside across the property and would most likely use it for outdoor activities or community gatherings.

## Minneapolis Park and Recreation Board Staff

The staff of MPRB to utilize the site for work purposes, inside the REC center and renovated landscape features. While also creating job opportunities

## 1808 Apartments & 1901-1907 Town Houses

The main people part of the narrative, who live across the site and would potentially utilize it the most, for outdoor activity or community gathering

## Residence of Northeast Minneapolis

Surrounding NE Minneapolis population. Including MPLS. Who could potentially visit, and also have events take place, such as ice cream socials

## Banaadir Elementary

Banaadir Academy is a Minnesota Transitions Charter School within one block of Bottineau Field Park

# SITE INFORMATION

**Location :** 2000 NE 2nd St, Minneapolis, MN

**Site Typology:** urban public park, city street scape

**Climate:** humid continental

**Status :** the volleyball court has been removed from the site altogether, so it has more barren lawn space, and skat park has less maintenance and no rent for skateboards from the REC center anymore



## CONTEXT

Bottineau Park is situated in the Bottineau area

Of North East Minneapolis, one of the most inclusive and most reasonable & affordable areas to live in the NE and SE Administration Area.

There is a thickness of public lodging close the recreation center and a key neighborhood establishment and social administration center, the East Side Neighborhood Services, as it were Impedes away. There is a high populace of teenagers from the encompassing area and from neighboring Edison Secondary School that depend on Bottineau for out of educational activity, and Exercises within green space.

Alongside it diverse population, the site itself has lot of untapped potential, that my proposal shall draw out.

## PROJECT TYPOLOGY

- NATURAL PLAYGROUND
- COMMUNITY GATHERING
- TEAM BUILDING AREAS
- COMMUNITY GARDEN
- MUTLISEASONAL AREAS



# HISTORY

Bottineau Park was named after Pierre Bottineau, one of the primary pilgrims of St. Anthony, possessing an enormous part of what is currently upper east Minneapolis. The first 6.22 sections of land of Bottineau Park were bought in 1915. The principal plans for Bottineau in the 1915 director's report show that the recreation center was to be committed only to diversion. In 1916, the recreation center that had once been a vegetable field was improved to incorporate one baseball field and one football field, to serve as a skating arena in winter, six tennis courts, one open air exercise room each for young ladies and young men, and two water fountains. The first 6.22 sections of land of Bottineau Park were bought in 1915 for almost \$29,000



# The Project Emphasis

Narrative of playful learning. Natural playgrounds, and curriculum

1. To first decided what is considered a criteria in playful learning, what “play” in this case means and what type of narrative and curriculum I want to teach across the landscape of my desired site. And to see if it can be successful applied to in our desired landscape.

Study of successful Community driven or narrative driven parks

2. Studying the narratives of already existing and successful urban parks. And how the keep a stable engaging population with a narrative driven by a single theme or a strong community, that reflects its surrounding environment

# Project Goals

The main objective of this study is to see if landscapes themselves can build a thriving connected community, and teach children teamwork skills. I will be doing this using the qualitative method, by going through three case studies. And my main takeaway will hopefully back up my design objectives, which are to make bottineau park and community driven and environmentally friendly park with curriculum based programs, natural playgrounds, and community gardens, NYC ancient playground, hyper-lane park, and yagan square, and determining what those successful culture and theme rich parks have done to connect their surrounding communities with their landscapes. And by researching how children's play can be used to help children learn. And finally i will be interviewing the neighborhood residence nearby the park to get their opinions

# THESIS SCHEDULE

THESIS PROPOSAL: DRAFT DUE SEPTEMBER 14 2021  
FINAL DRAFT OCTOBER 14 2021

THESIS RESEARCH METHOD  
PRESENTATION: PRESENTED : NOV 16.

THESIS RESEARCH FINAL DRAFT DUE. DEC. 16

PRELIMINARY DESIGN

JANUARY

SCHEMATIC DESIGN

FEBRUARY

DETAIL AND PRESENTATION BOARDS APRIL

FINAL PRESENTATION BOARDS - MAY

# The Project Intentions

## 1. Thesis Booklet:

The entirety of my thesis proposal, research, interview and design intentions will be recorded/ documented within a printed and digital booklets for presenting it will have my final conclusions and arguments.

## 2. Project Printed Boards

A 2 sets of printed high quality digital boards that will later Printed with my digital renders and models

Included

## 3. Digital Model and renders

A model that will first be made with auto cad for its first few concepts and as i got forward i will built it to scale with sketch up , that proceed to push it to finish with blender and digital matte painting done with Photoshop

## 4. Animated 3D Demo reel

Using Blender as a for my digital Model I will be then doing a animation of the site.

# Plan for Proceeding

1. How I will proceed with the my thesis proposal I will be setting deadlines for myself with certain criteria and objectives to complete for myself . I will be sticking to this until the final presentation in May 2022.
2. Afterwards I turn in my Thesis proposal I will be than doing parts of literature and case study review in accordance to my thesis needs,
3. With this research I will be than creating breakdowns for my case studies as to why these sites contribute this thesis.
4. I will then be divulging research papers readings that go into the topics of Creating landscapes that carry children's learning experiences, and what counts as play?
5. Afterwards I will than be doing audio log interviews the residence of North East MN, and the gathering the information to contribute to my design direction with their answers in mind

# THE RESEARCH





# Bottineau Park

MN Bottineau Park is a hub of organized sports and outdoor activities, featuring a beloved and heavily used head baseball field, soccer field, volleyball court, swimming pool, and indoor recreation facility for year-round court sport play. Bottineau also has the only park-facilitated skate park in the NE and SE Minneapolis areas. The skate park opened in 2005 and has since grown to become a destination for skaters in the region, as well as a reference point for the MPRB Skate Park Activity Plan, with free equipment and boards to rent from the park itself. To the west, the leisure facility is directly adjacent to a train line, and to the east, MTS Elementary School toward the south. The park is vigorously utilized by the area and is as it were .25 miles from the Mississippi River.

The Playground is a local anchor that draws guardians and youthful youngsters from adjacent lodging advancements and the adjoining school.

## PROJECT ELEMENTS

- 1) REC center
- 2) volleyball court
- 3) jungle gym
- 4) skate-park



# CONTRIBUTION TO THESIS

---

In isolation, Bottinua Park isn't an openly repulsive setting, but in the context of its surrounding development, it lacks ties to its closest and most frequent residents. Its relationship to the street-scape, maintenance management, and underutilized or abandoned programs do not assist its overall image.



# HYPER-LANE PARK

CASE STUDY

## PROJECT ELEMENTS

- Project elements
  - Urban gallery
  - Urban pomade
  - 24 hour social terrace
- 
- Location: China
  - Architecture Design firm: Aedas
  - Landscape architect Stephen Buckle

## HISTORY

Hyperlane park, fully completed in 2020 used to be a series of abandoned walled spaces formerly used for spontaneous halting and provided very little to no social or ecological value to the space or surrounding region. The under-study convenience was effectively and socially segregated from the art college grounds due to bordering dividers, with only a few restricted damaged back entryways allowing access. The spectacular and dynamic metropolitan workmanship on the dividers and spray painting showcasing the creative energy that resided underneath the local region gave inspiration in these back lanes, which were packed with activity, people, and food sellers. Reflects the musical and creative mood, provides the appearance of having a lot more space than the surroundings and location, and is well-connected to public transportation. The layered circular form playfully morphs, transforms, and adapts to the varying functions and experiences of the place, from the urban promenade along the street edge to the water carpet that serves as a threshold arrival scene to the space, to the performance gallery and community terrace, to the small social seating place very carefully



[View original size](#)

hy

Landscape

Garden

# HYPER LANE PARK

CASE STUDY

## Contribution to Thesis

An environment mirroring its atmosphere with its size feeling as though it encompasses a greater surface area than it truly does, its amazing bio-morph shape design, its connection to metros and the universities . its use of recycled parts and lush vegetation are what is perfect to push my narrative to its own direction



# YAGAN SQUARE

---

- Location: Wellington Australia
- Architect design firm: Lyons
- Landscape architect firm: Aspect studios

## Narrative

As one of the projects of Perth city, Yagan Square design was made to connect to the location of north-bridge. This cultural and civic destination aimed to represent all elements of the residing area.

Yagan Square is located in the heart of one of Perth's busiest walking areas, inside a major transit center with access to the city's main train station and bus terminal. The region is a characteristic of Western Australia in the heart of the city, a location that recognizes and commends local and Whadjuk history, product, climate, and culture. It was named in May 2014 to pay respect to the recognizable Aboriginal fighter, Yagan.

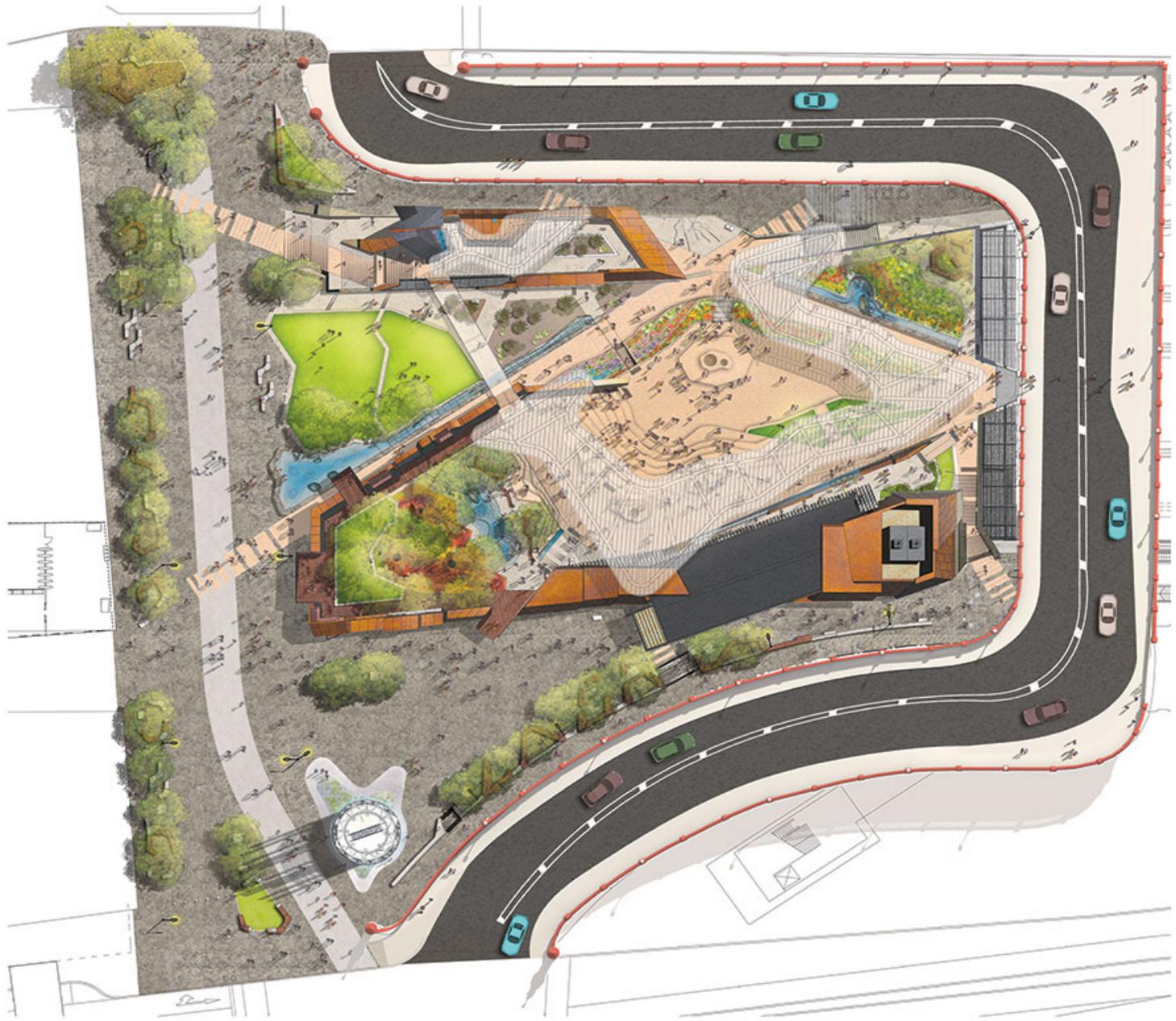
## Why this design work?

The Native Whadjuk residents of Australia and the South West Aboriginal Land and Sea Council worked in collaboration during the draft design stages to participate and committed through the very end. The influence of the whadjuk people resonates from the land, and the landscapes tells that story- the traditional owners of the land - examining topics of place, persons, creatures, birds, and scene; all of which build and create a firm sense of place.

# PROJECT ELEMENTS

---

- Sculptures
- Active Water
- Native garden



# YAGAN SQUARE

## Contribution to Thesis

As one of the projects of Perth city, Yagan Square design was made to connect to the location of north-bridge. This cultural and civic destination aimed to represent all elements of the residing area. Yagan Square was envisioned as a complete, welcoming, and dynamic social and urban destination, and the plan idea was born out of that vision. Exemplifying all of the neighborhood's characteristics, as well as Western Australia's in general. Inside the real Square, the concept exemplifies the concept of combining geographies, tracks, accounts, local and non-native people, and culture.



# ANCIENT PLAYGROUND, NYC

- Location : New York City East Side at 85th
- Size: 24,065 sq-ft
- Landscape architect: Richard Dattner

On to my next case study; contrary to popular belief , Central Park Conservancy has cautiously modified the experience style jungle gyms to save their unique aim and exceptional structures, while updating their framework and adding new elements. Old Playground was reconstructed in 2009. The jungle gyms, not like their cliched plastic play-sets, incorporate natural wooden tree posts, crude dirt, and even water features All given the immersion of naturalistic features of landscapes themselves. Children are provided gadgets and resources to add to and reshape the area in experience jungle gyms, which encourage pro-social behaviors like teamwork and organizing

## HISTORY

Being one of NYC 21 natural adventure playgrounds that were built between the 1960's and 1970's the inspiration being the product of war torn Europe in the late stages of world war II, mere children creating their own play spaces with rubble and trash and wood after cities were destroyed during bombings, This concept was later reflected into British play lots , which encouraged kids to adapt and mold their surroundings, which lead to participatory play with the environment itself.

## PROJECT ELEMENTS



# ANCIENT PLAYGROUND, NYC

## Contribution to Thesis

Its contribution to my research and thesis is that because of its narrative intent to make children themselves create their own team building and adaptability to what's given to them on the landscapes instead of a single play-set and being told exact instructions, and its design narrative also coming from a response of re-usability with an environmental message. All the while its shape design barrows from a culture such as ancient Egyptian temples and shrines due to also being an extension of the metropolitan museum of arts and central park, being a connection to its surrounding community rather than sticking out like a sore thumb that doesn't belong there.



## Research Takeaway

All 4 of my case studies showed what is required to make a successful engaging park that is rich in either culture, thematic meaning, and engaging to children in an adventure style approach. In my opinion my favorite one was the ancient playground. Due to this fall semester I was able to visit the Ancient Playground park in person, and within just the entrance its design stood out the most. At the gates of the park showed an old story of animals that could be found throughout the park. It was telling a narrative that even children could understand, and its sheer population of children actively playing games such as king of the hill, and having adult spaces for parents to properly watch their child in safety was inspiring. I could truly see that the inspiration of the British played lots on it because children were coming up with games on their own.



# Interview Takeaway

The question where directed at 60 neighborhood residence of Bottineau Field Park, the question where split between two groups, the first were kids ages 5-15 and the second were mothers and fathers of households living near the park, the questions were asked in order to break down the systematic design problems and programs of Bottineau Field Park and to ask community what they would want to changed and see fixed within the community. The questions were based on the experiences of myself, through the eyes of landscape design, a parents perspective and the as experiences of living throughout the park in my childhood years, the interviewees choose the set locations of the interviews , almost all being within their homes, through audio logs, all within the consent and knowing knowledge that they were beginning interviews, some omitted audio recording due to noise of children and names being known, so some privacy will be omitted throughout the use of this interview for research purposes, such as names, and ages of the adults, and children or anonymity.

The Following Questions where.

How old is your child?

Does the Park feel safe to go too?

How do you and your child approach the park?

What activities does you child do most at the park?

What do you think the park lacks the most?

What could accommodate your child to the park more?

What curriculum would you like to be taught at the park if possible?



# Interview Takeaway

Further feedback from the interview.

1.How old is your child?

The average was 5-7 in much larger families

2.Does the Park feel safe to go too?

The overall answer was yes but, ups in security would help due to fights

3.How do you and your child approach the park?

Most said jaywalking due to lack of crosswalks and lack of general direction of approach to reach the park

4.What activities does you child do most at the park?

Simple answers like basketball, running and tag where the biggest answers

5.What do you think the park lacks the most?

The few biggest answers were , lack of adult space, infant space, maintenance, club activity

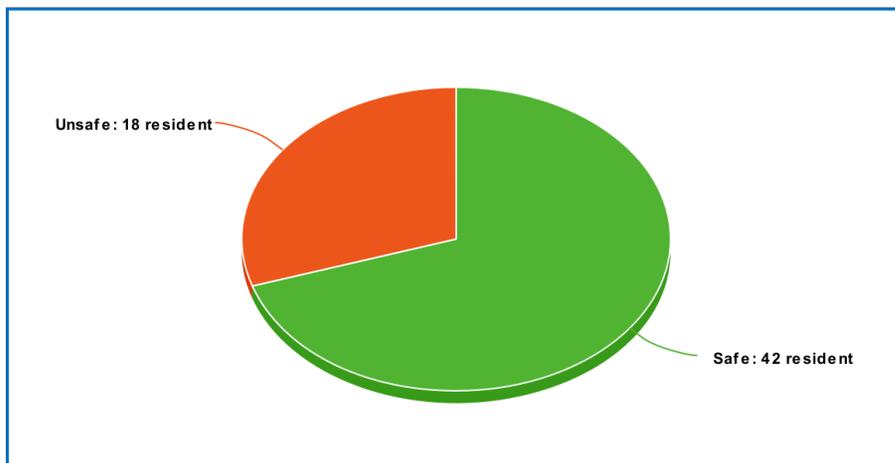
6.What could accommodate your child to the park more?

More sports, staff involvement ,equipment handouts, where popular answers

7.What curriculum would you like to be taught at the park if possible?

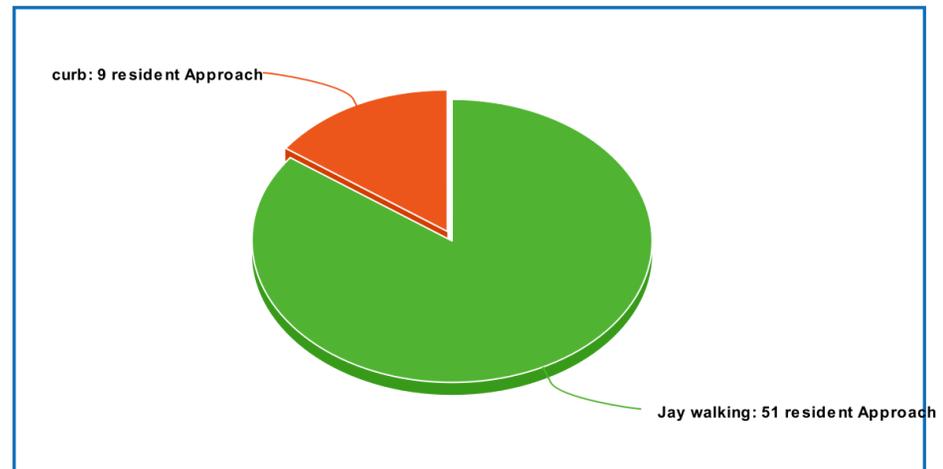
Team buildings, tutoring in the REC center, critical thinking clubs, more park activities

Safety  
Residents of NEPark



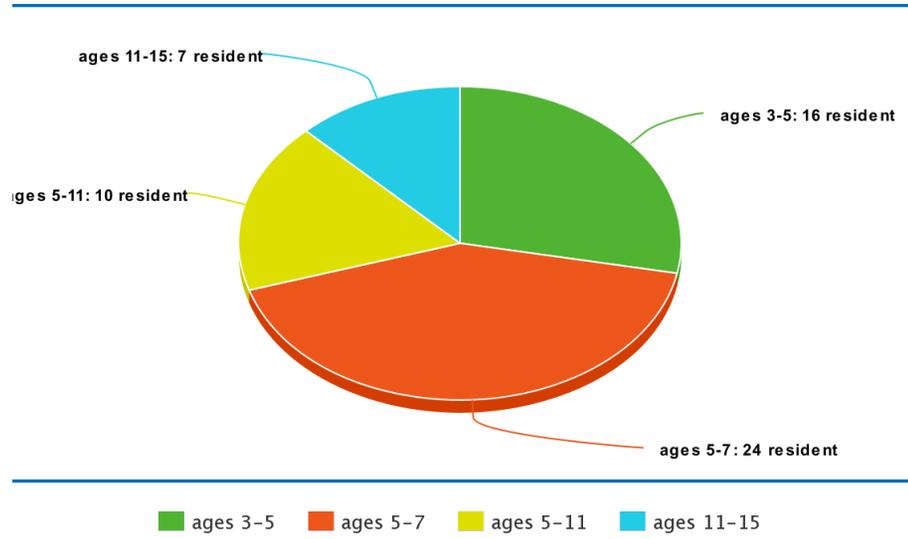
■ Safe ■ Unsafe

RESIDENTS OF NE PARK



■ Jay walking ■ curb

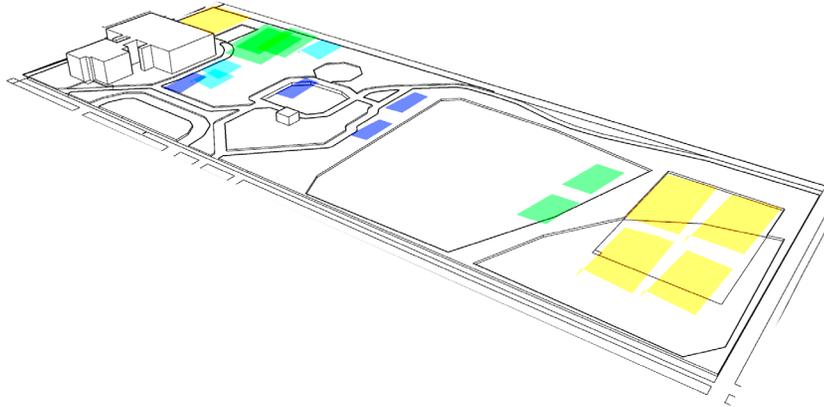
average age  
Residents of NE Park



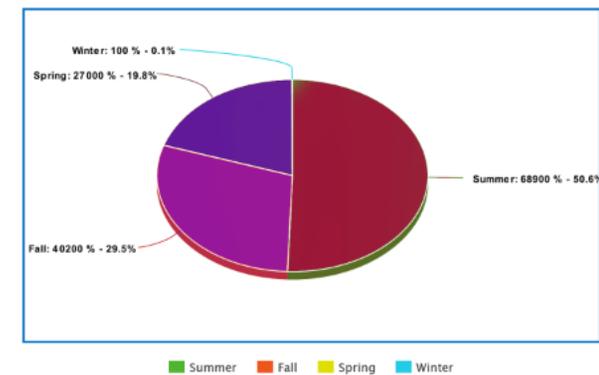
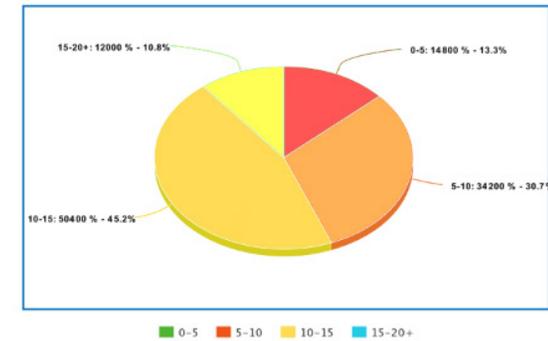
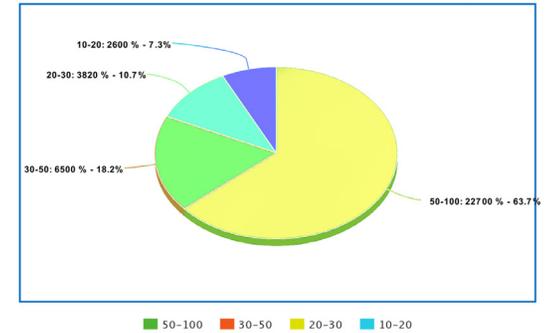
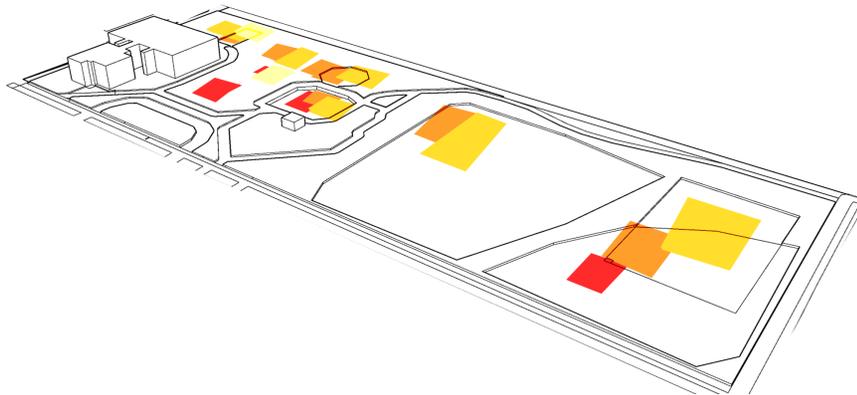
# SITE/Usage Analysis

Calculating Space used through out the site  
 And how to better for the upcoming changes I will make

USAGE OF SPACE BY GROUPS  
 50-100 : 22,700 SQ-FT  
 30-50 : 6,500 SQ-FT  
 20-30 : 3,820 SQ-FT  
 10-20 : 2,600 SQ-FT

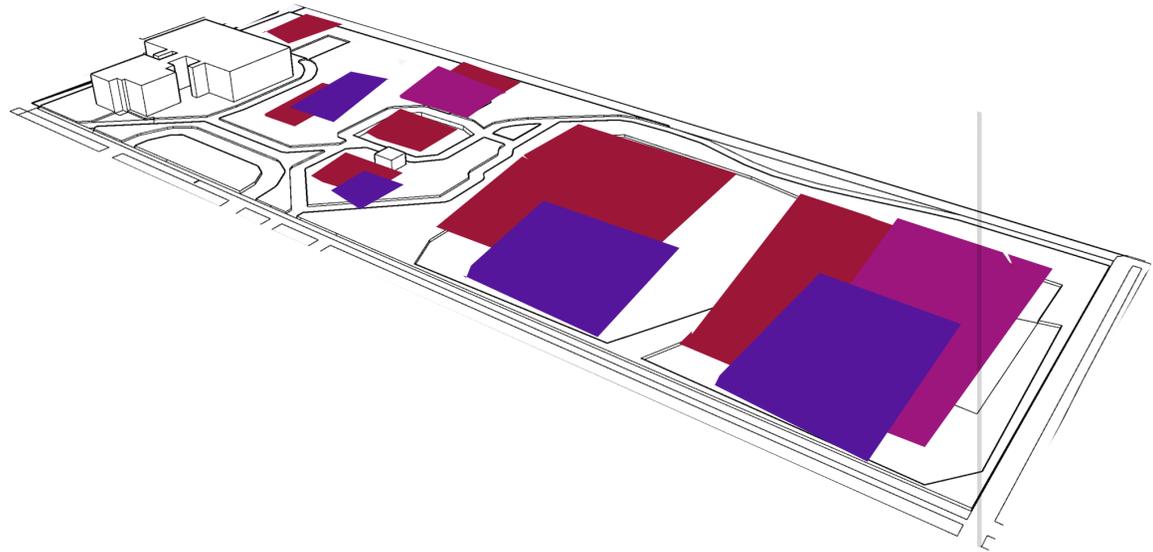


USAGE OF SPACE BY AGE  
 0-5 : 14,800 SQ-FT  
 5-10 : 34,200 SQ-FT  
 10-15 : 50,400 SQ-FT  
 15-20+ : 12,000 SQ-FT



# Usage Analysis

USAGE OF SPACE BY SEASON  
SUMMER : 68,900 SQ-FT  
FALL: 40,200 SQ-FT  
SPRING: 27,700 SQ-FT  
WINTER : 0/ N/A



# Literature Review

- Literature review
- Title: Playful Learning
- Subtitle: Journal of educational built environment
- Author: Dr. Louis Rice
  
- Literature form: Scientific Journal
- Pages : 94



## Abstract :

Playful learning is a research article written by Dr Louis Rice, Associate Professor of Architecture located in UWE UK, its about the fundamental idea that kids could possible indeed learn from the simple act of play without adult supervision through, as a way of learning or teaching . Utilizing multiple surveys and group think in a School of Planning and Architecture, this article researches the potential outcomes of fun learning. The discoveries show that pleasant learning might be useful in spurring and supporting understudy commitment, cultivating innovative thinking in the homeroom, and building up multidisciplinary learning methods.

## Topics in Literature :

Playful Learning is a paper that goes through the problems of trying to teach post adolescent in general or higher education the topics in curriculum through playful learning and goes through this with the attitude that since a majority UK policy playful learning is used in most developmental classes in early development years of learning, the same could possibly be applied to those a bit older, and Dr. Louis Rice uses his own class as a starting point for his research with multiple questionnaires, surveys and interviews. To tackle what exactly is playful learning or what is considered play by definition , he breaks down the idea of play being , and experiences, or intrinsic motives where the process is more important than the outcome which involves some level of engagement from the participating parties .

# Playful Learning

Topics of focus:

The benefits of play itself are that it promotes the activity of learning and creativity within the brain, not only that it fuels imaginations and drives spontaneous learning, and that playful learning allows students and children to produce these skills in order to tackle different views and challenges. As derived by Dr. Louis Rice, the entire process of learning through play has to have some level of fun in order for these skills to be produced because it increases student engagement within the activity. I will try to use the research papers contents in order to further push my design in a way that engages the sense and community of my site by using the research takeaways of this journal in order to set a direction for my logic.

My views:

My overall impressions with this science journal was that Dr. Louis Rice was overall correct in his assumption that classrooms should use play in a way to engage minds in educational settings, he showed many examples that looking back in my own adolescent years i had never realized that significance of, for instance Lego's in educational settings don't seem much that until you realize you can teach children the basics of fundamental structures or brainstorm robotics through a stem program by using them shells over your programing, or the use of gaming environments for virtual learning for sick students and that when students are in these situations the enter a flow like state that makes them very immersive and focused on what they're doing. As described by Dr. Louis rice, deep learning is occurring under the surface.

All of this still sits under constructionist learning theory, all based on personal experience of what you absorbed into the world even prior to what you've even learned how Dr. Louis describes how play fits within this process is that Play itself makes you look at reality in and use your own perspectives and view on things rather than just accepting what is.

# Literature Review

Continuation of my views :

Also learning that playful learning can be applied to adults as well as children was very fascinating ,helping to engage a matured minds creativity and curiosity isn't as far outlandish as it seems and to actually apply this, all an adult needs is to learn from first hand experience, for instance , actually leaving to go do something an performing certain tasks rather than just abstractly learning.

I also learned the concept of derive, as described by Dr. Louis the derive and defined by Lefebvre in 1983,"one goes along any direction and recounts what one sees" trying to analysis a site without prescribed data collecting , a method to discover and explore new cityscapes, specifically cities or neighborhoods which were given bad representations or rumored to be unpleasant places, the derive is a way of helping students use the senses truly to experience place rather than just taking pictures and notes, recounting smell,s markings ,etc

And thats exactly what Dr. Louis made his students do this in order to learn from the environment without abstract learning but experiences through the senses.and push out the curiosity and put them into a physical activity of exploration.

And what the students themselves took away from the experience was that , they had indeed enjoyed it and made a lot of positive comments of this new learning procedure , it helped the m,break up the monotony of the day to day stale and engaging learning lessons, mind you this one applied on the sample of program-mes students under the architecture program in the UK

# Playful Learning

## Conclusion:

As a captivating methodology of teaching and learning may be procedures to manage learning later in child teen and adult spaces. As a part of the most common way of learning, the consideration of play supported the creation of joy, imagination and curiosity. It may very well be seen as an attribute of the derive learning advances, motivation, commitment, and permitting various understudies to move toward a subject according to alternate points of view. And this helps by letting students themselves be given time to play with knowledge and themes, and topics that they're actually interested in.

How I best think this will contribute to my thesis and coupled with my interview questions results is that now I think one of my design narratives will be pushing the sense of exploration on my site , that will also push the senses on anyone who visit the site to express and use all their senses

# Literature Review

- Literature review
- Title: Playful Learning in early years-through the eyes of children
- Subtitle: International Journey of primary
- Author: Dr. McInnes, Karen Norland College, Bath, UK
  
- Literature form: Scientific Journal
- Pages : 796



## Abstract:

I mentioned in my last literature review at the very beginning, that elementary school children in the UK go through what is known as playful learning in their early developmental years in education, but that concept of it is fraught with quite a lot of misinformation of what that even means, Dr. Karen says that these could be attributed to a number of factors, such as terminology, how play is described in official journals and documents, missed communication of what children consider play and what adults consider play.

## Topics within the literature.

What do Dr. Karen mean by playful learning? Play in this case will be defined through Bakhtin (pp.4-5) “to its opposite, serious work, play is an experience that has intrinsic motives, the process of what is more important than its outcome.” Which is what we want children to experience at any park that we design. In my opinion play is also tied to freedom of choice, the choice to have fun, to let yourself enjoy the activity being monitored or not. With research done by the university being debated, children sometimes perceive what is played with adult supervision as learning regardless of interference by said adult. This also applies to them playing on the floor or on a table, without those factors children tend to be more capable of problem solving and tasks (McInnes et al. 2009, 2010; Howard and McInnes 2012). Which then leads to my next step which is to make the age groups 5-13 learn community and team building through a curriculum built into programs within the landscape itself .

- Playful Learning in early years-though the eyes of children

Topics of Focus:

This is backed up by the research and studies brought to light by Dr. Karen by a former landscaper architect Sharon Stines who researched on a sample size of 3-5 year old . The was classrooms tested within a park with what was described as a rain garden and the classroom given the simple objective to “find the worm” given this simple objective the class happily searched and peacefully explored the landscape, giving each other clues and help to find their objective, without knowing the children where teaching themselves teamwork and learning without adult interference, and later the data was collected into his book “Landscapes for Learning: Creating Outdoor Environments for Children and Youth”, who had looked at how children had developed learning through the act of playing itself within a controlled environment, an elementary school park. The main conclusion after his study was that play can be best described as the “child’s right to play” breaking it down to 4 points, that “children has played throughout all times in human history and all cultures, play is a vital basic need for children, just as much as shelter, healthy nutritions and education, very important to their development . Play is communication and expression, a mix of thoughts and action, and that play is instinctive and voluntary.

My Views:

The experiments were very interesting, used on the children , a sample size of 80 children from wales elementary school were selected individually and in groups, they were given a selection of photos and where told to look at them and put them into two separate groups, which were considered play and not play. And the results were very interesting when they were told to justify their response. Most considered that anything, any activity on a table was not considered play to them, or anything with adults within the picture was not considered play to they’ve test was also put on practitioners themselves, and other teachers, and their responses were close, as well, both considering that being on the floor was more playful than working, however they did not consider any adult presence to defy their answers one way or the other

# Literature Review

- Playful Learning in early years-thought the eyes of children

## Conclusion

Personally I feel as though given the resources they had that the sample size itself was pretty small and findings could only could and should be used causality in most real life application, how i will use this to further push my thesis design narrative later on will be trying to balance what i believe play,team building, and community outreach is in the of myself and to the eyes of a child or parent.

# Literature Review

- Title:
- Landscape Design for Children and Their Environments in Urban Context
- Subtitle: None
- Author: Dr. Habibe Acar Namık Kemal University, Turkey
  
- Literature form: book
- Pages : 80

Abstract : In Landscape urban open spaces, the young generation makes up a significant portion of the clientele. As far as actual social, emotional, and intellectual opinions are concerned, children's time spent in open areas with play throughout the turn of events is crucial and vital its influence their health and mental development . As a result, the nature of the playful landscape environment is critical. Because the components, offices, and character of a venue all impact the play's nature. When considering the importance of play for children, Dr.Habibe Acar's book discusses the design of open spaces for children becomes a vital problem.

- Landscape Design for Children and Their Environments in



Topics within literature: Topics within literature: similar to the other following research papers, Dr. Habibe draws to the same conclusion that play itself is the most important part of children's developments, , and through his studies concludes that its raises a child's confidence , and sense of freedom, the child's creativity also increases because of it. Most interesting points Dr. Habibe draws is that children given even a little room and space within and environments try to play with it no matter what, children given a small sloper as young as 5 will make its a slide for themselves, and just any opportunity based on their imagination alone.

Topic of focus: the point of focus I would like to make from this reading is that Dr.Habibe makes the point that children must interact with said programs within the landscape themselves,and because overtime parks and rural areas with. Also children have a higher affinity towards natural materials such as wood.

My views and Conclusion: I will be using Dr.Habibes conclusion of using natural materiel choices and hands on approach of interactive sites in order for my landscape thesis to be more stimulating and playful to younger children.

# PROJECT JUSTIFICATION

## Site selection justification

Bottineau Field Park location and existence holds the gathering of a rich population of east afro-American immigrants, first generation and refugees, with immense opportunity and potential for further generational, education, community bonding, economic development, wealth, and culture to flourish if given the opportunity for growth and funding .Already the site has had short glimpse of programs cut short due to lack of space, the buildings itself only housing an interior basketball court and two small rooms for computers and meetings, but even so the communities perseverance to make something of its location and lack of programs into a site that's somewhat safe for child development, exercise, and community bonding. With its location being near so many school ,businesses,religious and secular programs and organizations, its potential to use its proximity to this sites to its advantage needs to be drawn out.

## Personal justification

Having lived in the community for a good portion of my life, I had seen it go through revision after revision without tackling main issues or without the architectural and landscape team and firms coming to the community for advice,critique or feedback, having put a deaf ear to the issues the community had raised over the years. And as I studied parks and urban development more and more I come to realize that this Minneapolis park was not always like this and most of its development had be most likely changed due to a raising afro community , and as further years went by instead of fixing the problems people have raised , further architectural development of housing has been implemented in forms of high rises nobody can afford and houses only the true wealthy can truly own, causing a wave of landlords raising prices and people becoming homeless or living on the edge. Gentrification on the site had happened while I was pursuing my degree. I wish to stop the effects from reaching a tipping point and to unite the community again.



## Historical, Social, Cultural Context

Historical Context : Historical context: Before the park was built its used to be a vegetable field, afterwards the park was created around 1910, Bottineau Field Park all 6.2 acres was purchased in 1915 by the park boards in northeast Minneapolis for \$30,000 dollars(adjusted to inflation , \$825,000 .After WWII and the great depression, money was allocated into overdeveloping a shelter building and the addition of a wading pool, The development was slow these were not completed till 1950, and by the time it was done, a new plan for a recreational building was made , previous amenity were rebuilt in 1956. And in 1977 a newer recreational building was built, sadly it burned down in 1999 and was rebuilt by in dome fashion in 2001, after words other amenity Built such as the skate-park in 2005 and slight field improvements in 2010, which leads us to modern day.

Social Context: in order to preserve the busy local residential parks that housed brilliant athletes at the time. The park only meant to be housed for sports such as basketball , volleyball, baseball, etc. All the way till 1929, the parks intentional mark on the map was it's fame for sports, that still rings true today, Inside the recreational center the parks has lines of trophies from multiple tournament wins, the park also housed social events such as ice cream socials and movie nights out in the fields for all to watch .

Cultural Context: Bottineau Field Park in 2021 in a very multicultural Place now with multiple diversity and groups of people and religions, with a healthy, afro American, east African, Arab, Muslim population that use the site every once a month a year to pray out in the fields and to celebrate, with close proximity to religious program's ,such as churches and mosques , The site was once used in 2009 for Somali independence day celebrations



## Performance Criteria

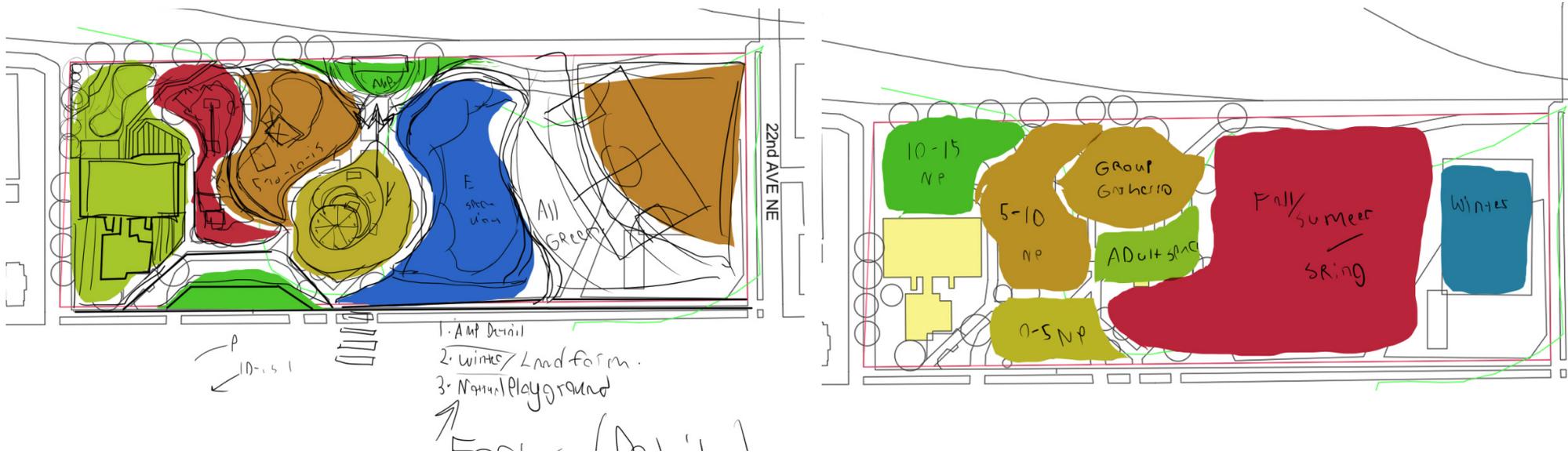
Performance Measure: How i will try to measure my performance of my design narratives and goals is I will try to measure how much potential carbon footprint my site will leave, and measure how much natural less environmental impacting program's I can fit within my site property line. I will try to propose my sites effective and practicality b getting in contact with the MPRB to see my design and get feedback from the MPRB.

Performance Measure Source: I have made contact with Some staff at MPRB and will be discussion how they approach designing their parks, how they approach their community for feedback and what limitations are made on the site. I'll be using information for the MPRB websites, the staff, and use ArcGIS maps to measure such things as heat-maps that show me desirable paths.

Performance Analysis: I will be using Tools such as Google earth, ARCGIS, sketch up, blender, Existing Site/Master plans, Carbon simulations, to base my design narratives and design direction on, things such as scale, topography, desirability, plants list,etc. Will all be determined by these following tools, I will than be modeling and doing animation simulations to determine how i think the site will be when active.

Performance Judgment :I will be seeking advice from my advisors, after writing my letter of understanding , that will help me remember these design goals and narrative objectives i must complete, and look at a check list of requirements i must complete

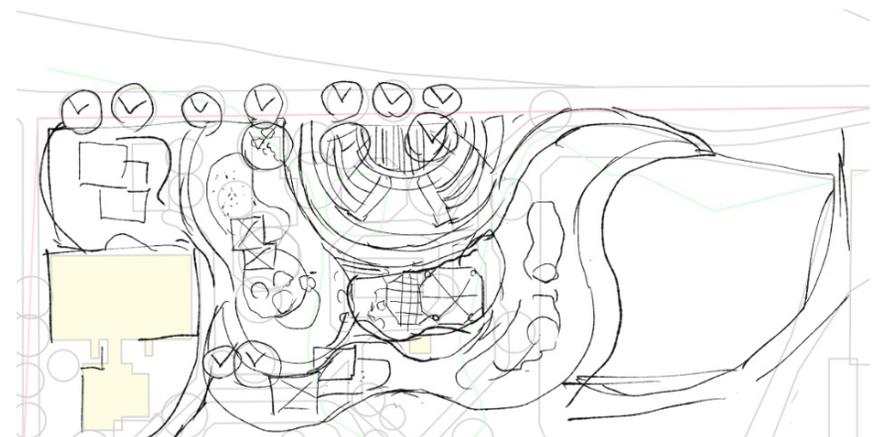
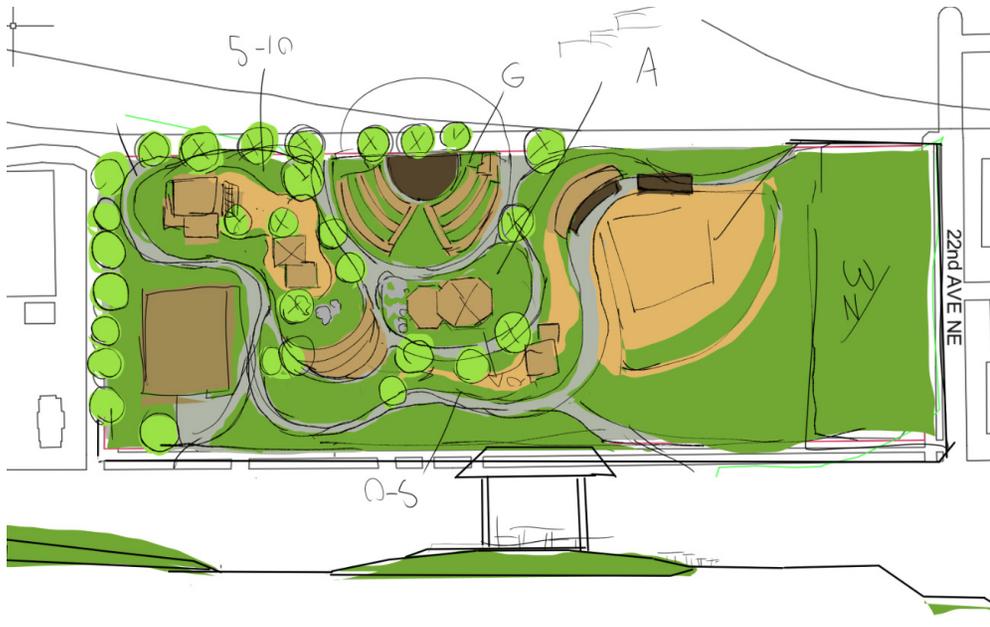
# Design Concept/Statement



The designs went through a lot of iterations and development with the first being bubble diagrams of the following spaces like seating, sports programs, gardens, and play-sets for children. Breaking them down into these spaces helped make things a lot easier to deal with and develop as time went on, than i further pushed those details , when adding color and refining these master plan shapes.

# Schematic Drawing and Diagrams

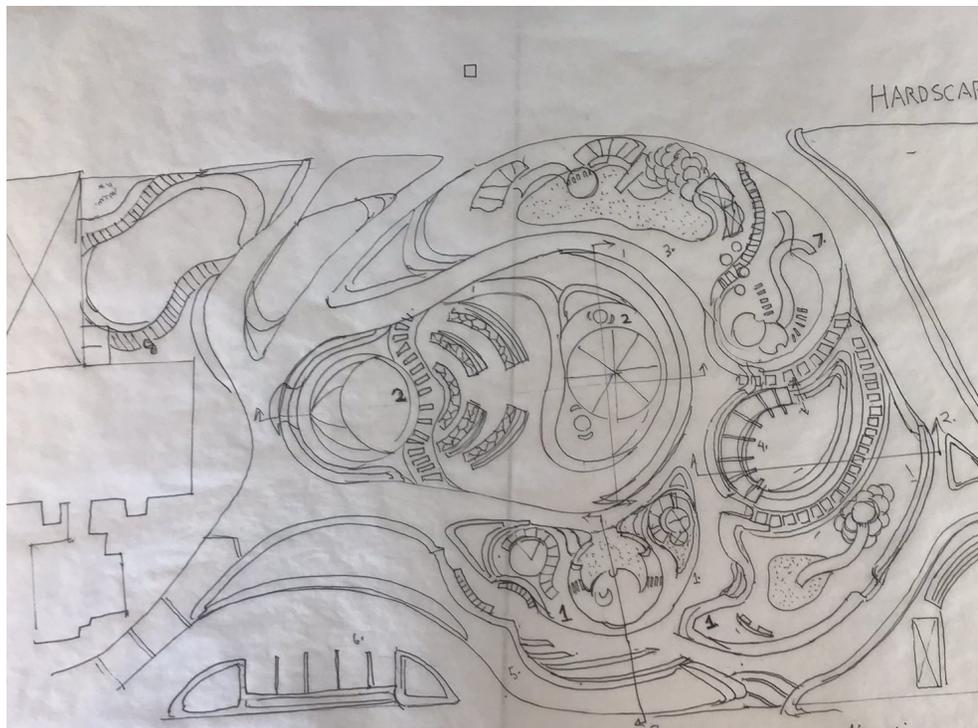
The ideas from the bubble diagram has somewhat solidified themselves into these 4 ideas of form , having almost everything i needed , I choose the Bottom Left to develop further and than started to develop its soft and hard-scape and components



# Schematic Drawing and Diagrams

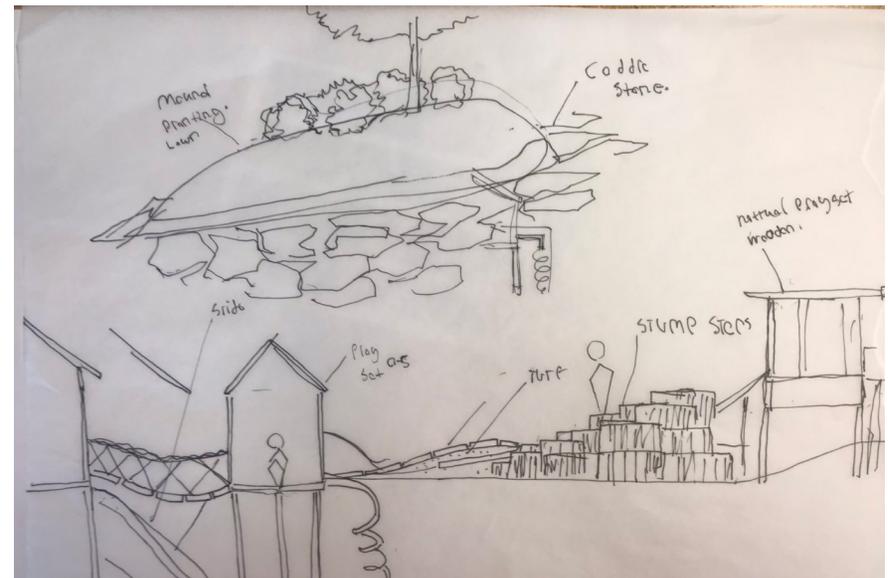
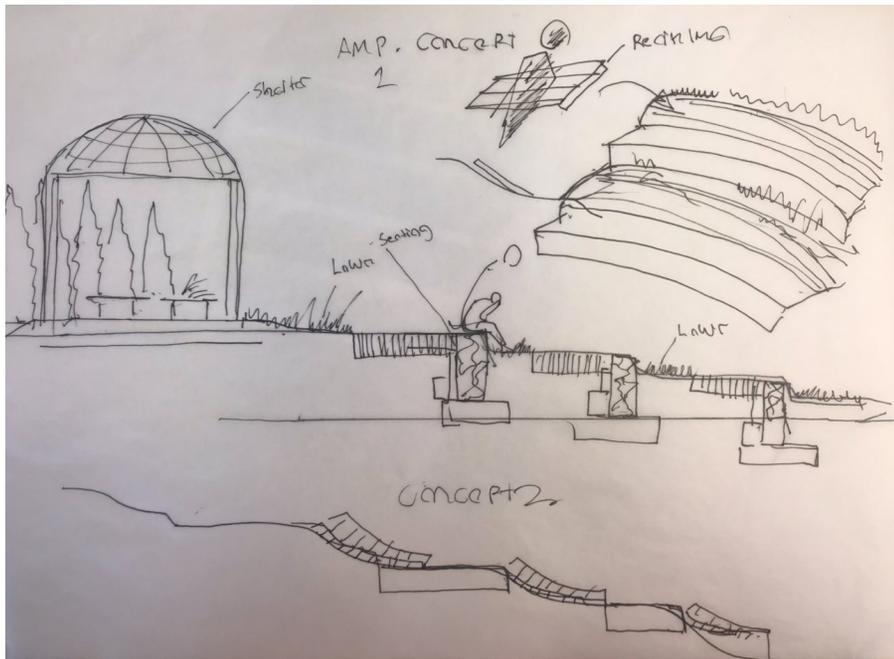
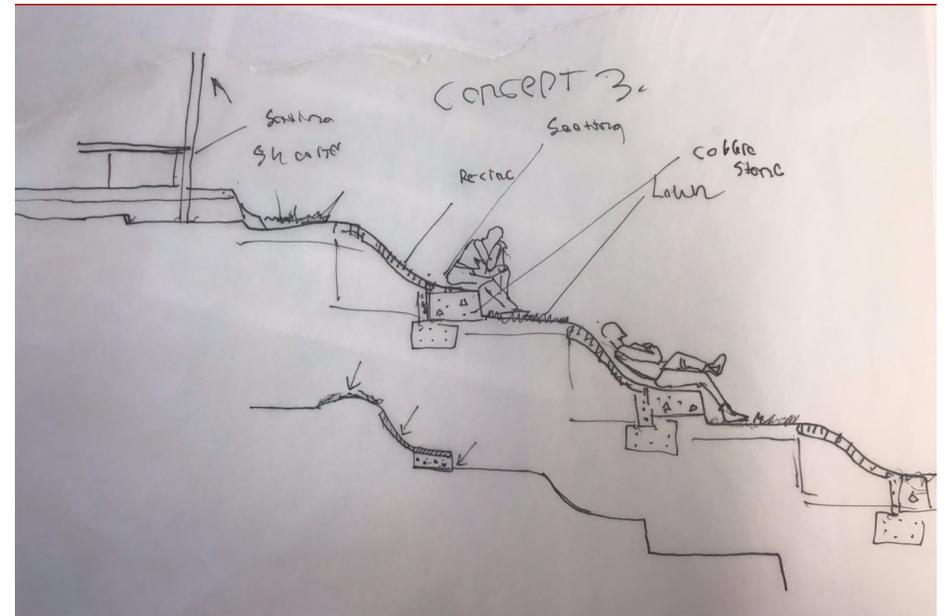
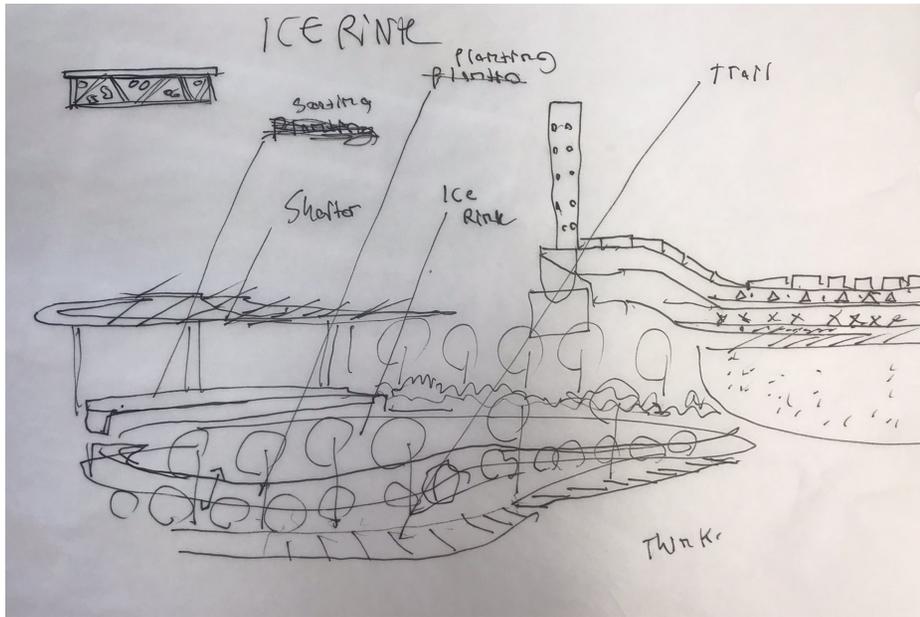


The following are hard scape and soft scape sketches of the master plan in traditional form, little changes were made from this and going into auto-cad, the high point on the site being the shelter. The planting will only be things native to Minnesota, hard scape material would be red wood, cobblestone, concrete, turf, stone paver, petrified rock, and oak.





# Design Development Drawings and Models



# THE FINAL MASTER PLAN /MODEL



1. AMP/SHELTER 2. BASEBALL 3. SOCCER 4. BASKETBALL 5. K-5 PLAYSACE  
6-5-10 PLAYSACE 7. PARKING 8. POOL 9. GARDEN 10. MUTIUSE POND/RINK 11. REC

## SEASONAL USE AREA

The idea of the seasonal pond/ice rink, idea being used in both summer/and in winter used for children to ice skate



## 0-5 PARK

This park can be used by infants to age 5, having fun hands one sensory material , this area includes play-fort slide, sand pit, and parent seating



Community Garden , the idea for this area would be for the community to gather and plant and get their own produce, a self driven community garden , with tomatoes, pumpkins,lemons, basically, watermelons as the main things they could make.



0-5 PARK  
This park can be used by infants to age 5, having fun hands on sensory material , this area includes sandpit,mound clubhouse, fort and seating.  
The mound club house has tubes that are removable, and windows and holes for light and air, with a play space inside



Stage, Shelter, amphitheater, these three things work as a spot for community gathering to happen, the stage for teaching/movie nights/religious events/ice cream socials to happen. The stage being used as general seating along with the very top parts near the shelter, which is used for gathering / picnics and a vantage point for parents to look at their children



5-10 age range park, the difference is scale and way finding, you can now trust your kids in order to move around , these still also include sensory, and mound clubhouse which is also permeable , two larger forts and seating for parents.



The sports side of the park including a basketball court, junior soccer field, and a junior softball field, these are used for kids above 10 years old with path leading to other entrances and exits to the park



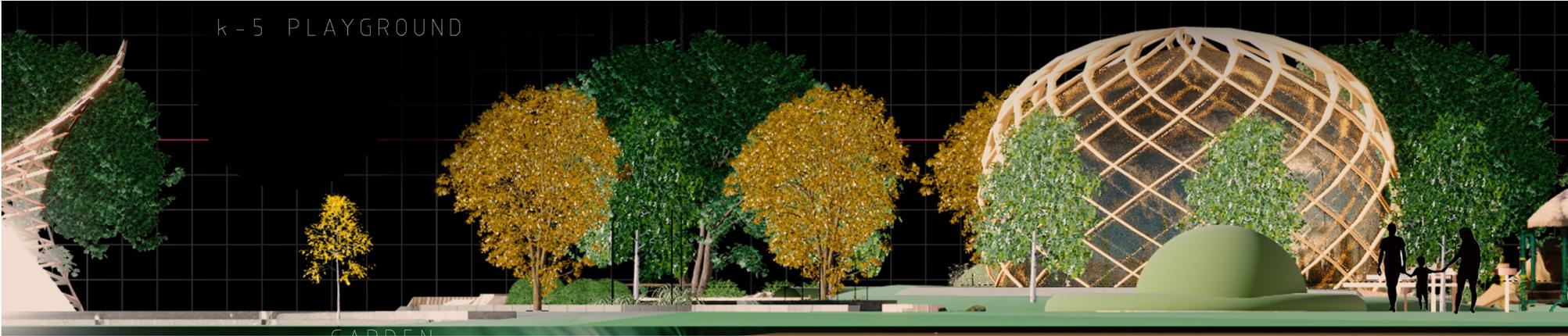
Last but not least a pool connecting to the back of the REC center, towels and other things will be provided with the park, its goes from 1 ft to 5 ft in depth



Simple two sections of 0-5 age range and pond



Section of stage, and shelter and clubhouse



SITE PLAN

A site plan of the multiuser pond/ rink



SITE PLAN

A site plan of the stage, amphitheater and shelter



Stage

Shelter

Seating

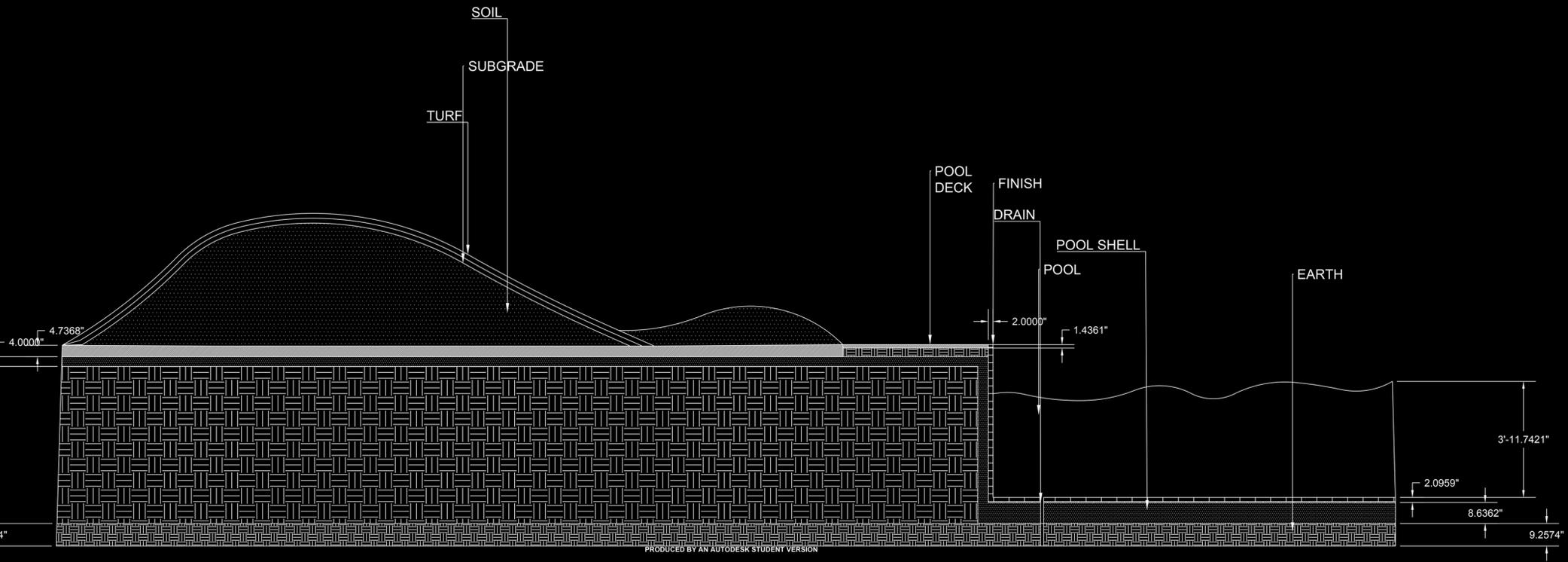
STAGE/ AMPHITHEATER

SITE PLAN

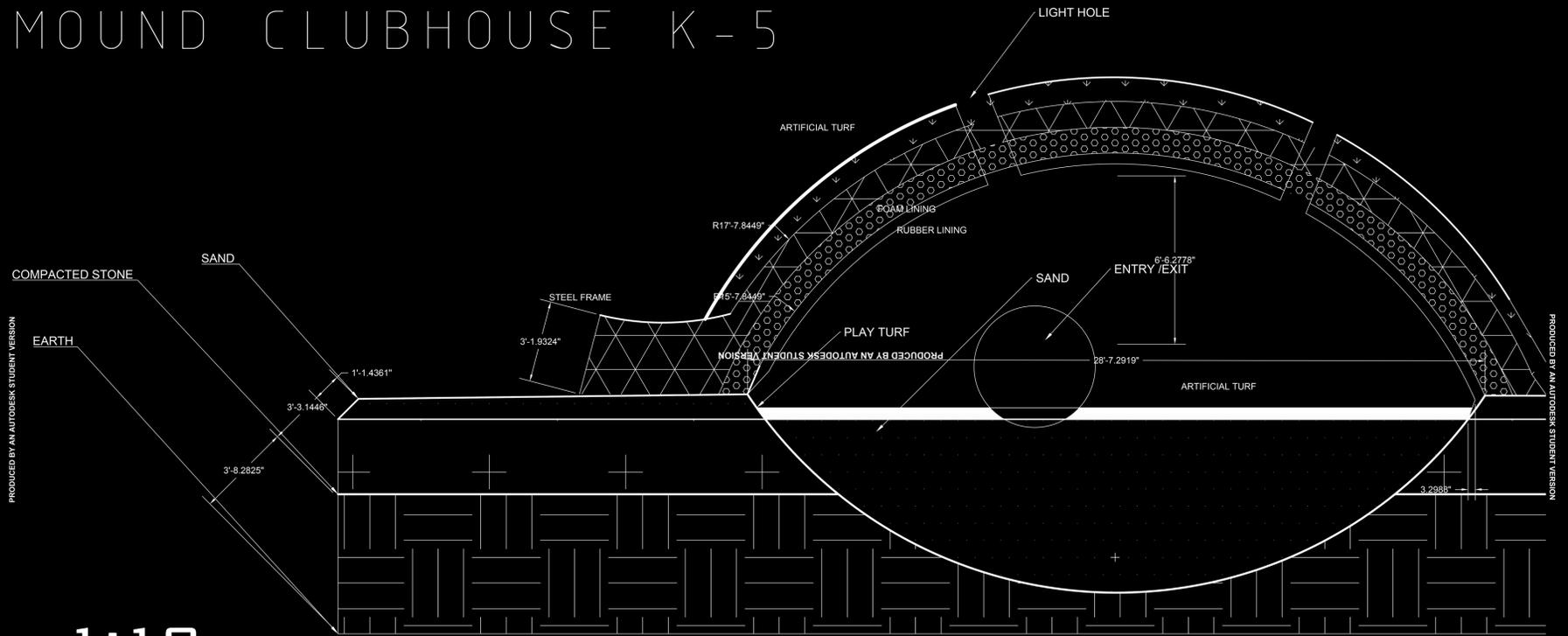
A site plan of the first k-5 area , a place for rest for parents and children are provided on under the large maple



# REC POOL



# MOUND CLUBHOUSE K-5



1:10

# PROJECT CONCLUSION

Things I should have further developed in my thesis project if given enough time, would be connection and slides showing demographics, and cultures, I knew who i was building the site for from the get-go but to the audience or to anyone reading the paper they would not have a strong idea as to who it is for exactly. I had met all project goals and elements but things such as natural play could have been further developed to a higher detail. Things such as the softballs field out field could've been better designed to accommodate space, same with vegetation spacing being very one sided to the child play areas of the park rather than spread out evenly,

Overall I think that working on my childhood park was a very fun learning experience that had taught me the importance of surveying the community, and knowing its people for so long made it a lot easier of a project to handle interviews and previous design choices made. I felt satisfied with the work I put into this project and will continue to Push the boundaries and scope I will design in the future.

## Important Sources

“Rice, Louis. “Playful Learning.” *Journal for Education in the Built Environment*, vol. 4, no. 2, 2009, pp. 94–108., <https://doi.org/10.11120/jebe.2009.04020094>. “

“McInnes, Karen. “Playful Learning in the Early Years – through the Eyes of Children.” *Education 3-13*, vol. 47, no. 7, 2019, pp. 796–805., <https://doi.org/10.1080/03004279.2019.1622495>. “

“SIAMA, Ioanna. “(PDF) Building a Landscape Educational Program for the ...” <https://www.researchgate.net/>, University of the Aegean, Department of Geography, Lesvos, Greece, 2018, [https://www.researchgate.net/publication/325842115\\_Building\\_a\\_landscape\\_educational\\_program\\_for\\_the\\_needs\\_of\\_Greek\\_Preschool\\_and\\_primary\\_school\\_children\\_A\\_methodological\\_approach](https://www.researchgate.net/publication/325842115_Building_a_landscape_educational_program_for_the_needs_of_Greek_Preschool_and_primary_school_children_A_methodological_approach). “

“Stine, Sharon. “Landscapes for Learning.” *Landscapes for Learning: Creating Outdoor Environments for Children and Youth* Google Books, Google, 1996, <https://books.google.com/books?hl=en&lr=&id=>. “

Holmes, Tao Tao. “The Movement to Make Playgrounds Less Regulated, and More Free.” *Atlas Obscura*, Atlas Obscura, 26 Feb. 2016, <https://www.atlasobscura.com/articles/playworkers-ph-ds-and-the-growing-adventure-playground-movement>.

Acar, Habibe. “Landscape Design for Children and Their Environments in Urban Context.” *IntechOpen*, IntechOpen, 1 July 2013, <https://www.intechopen.com/chapters/45427>.

“Bottineau Field.” *Minneapolis Park History*, <https://minneapolisparkhistory.com/tag/bottineau-field/>.

Holmes, Damian. “Yagan Square - a Welcoming Active Cultural and Civic Destination for Perth.” *World Landscape Architecture*, 1 Sept. 2019, <https://worldlandscapearchitect.com/yagan-square-a-welcoming-active-cultural-and-civic-destination-for-perth/#.Ybe96b3MKUm>.

HAN Shuang, HAN. “Hyperlane Linear Sky Park / Aspect Studios.” *ArchDaily*, ArchDaily, 22 July 2020, <https://www.archdaily.com/944000/hyperlane-aspect-studios>.

nycgov.org. “Central Park.” *Central Park Highlights - Ancient Playground : NYC Parks*, <https://www.nycgovparks.org/parks/central-park/highlights/12364>.

# Appendix

## Studio Experience :

### 2nd Year:

LA 321 History/Landscape Architect Fall 2018 : Dominic Fischer  
LA 271 Intro to LA Studio Fall 2018: Anna Maira  
PLSC 355 Woody Landscape Plants Fall 2018: Todd West  
LA 231 Landscape Arch Graphics Fall 2018: Anna Peirce  
LA 272 Parks & Open Spaces Studio Spring 2019: Dominic Fischer  
LA 232 Design Technology Spring 2019 Jason Kost

### 3rd Year

LA 371 Site Planning & Design Studio Fall 2019 Jason Kost  
LA 341 Site Development/Detailing I fall 2019 Mathew Kirkwood  
LA 331 Graphics III: Design Comm Fall 2019 Yang Song  
LA 372 Comm. Planning & Design Studio Spring 2020 Anna Maria  
LA 342 Site Development/Detailing II Spring 2020 Yang Song

### 4th year:

LA 471 Urban Design Studio Fall 2020 Dominic Fishcer  
LA 472 Remediation & Planting Studio Spring 2021 Jason Kost  
LA 441 Site Development/Detail III Spring 2021 Mathew Kirkwood

### 5th Year:

LA 789 Professional Topics in LA Fall 2021 Dominic Fishcer  
LA 781 Professional Practice Fall 2021 Cindy Urness  
LA 771 Performance Based Design Std Fall 2021 Dominic Fischer  
LA 763 Thesis Research Fall 2021 Ganapathy Mahalingam  
LA 722 Advanced Landscape Planning Anna Maria