

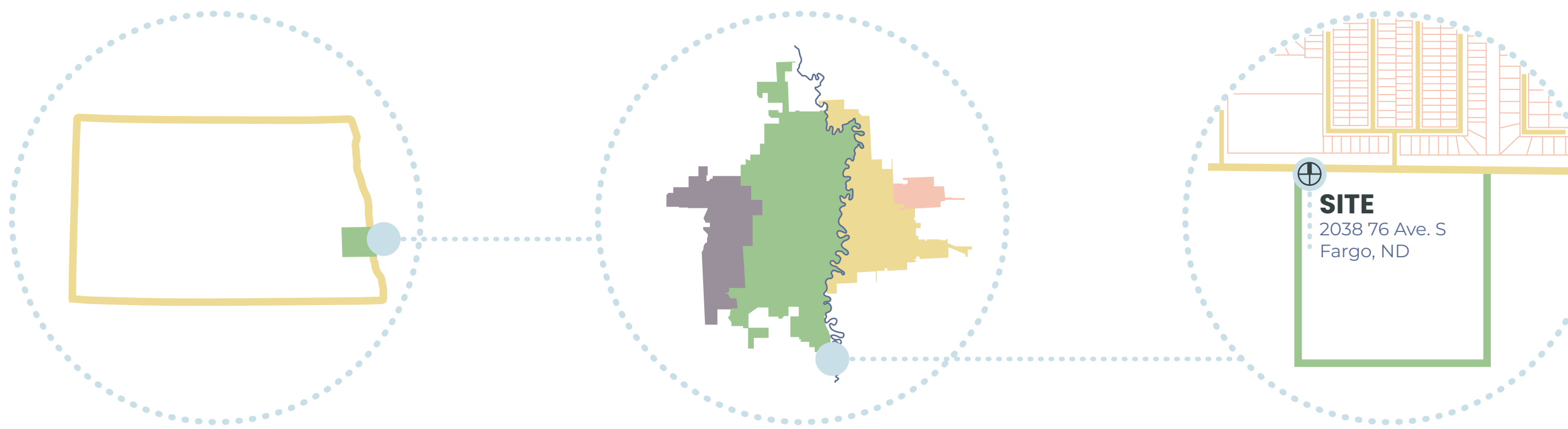


THE FUTURE OF OUR FUTURE

DESIGNING EARLY EDUCATION FOR ALL



Florence "Treetops" Klingensmith is an icon of aviation with deep roots in North Dakota. She worked for years breaking down barriers by apprenticing at Hector International Airport and eventually became North Dakota's first licensed woman pilot. Florence serves as an example for the students to overcome obstacles and push expectations. She exemplified flight and the Falcon mascot reminds students to do the same by soaring above.

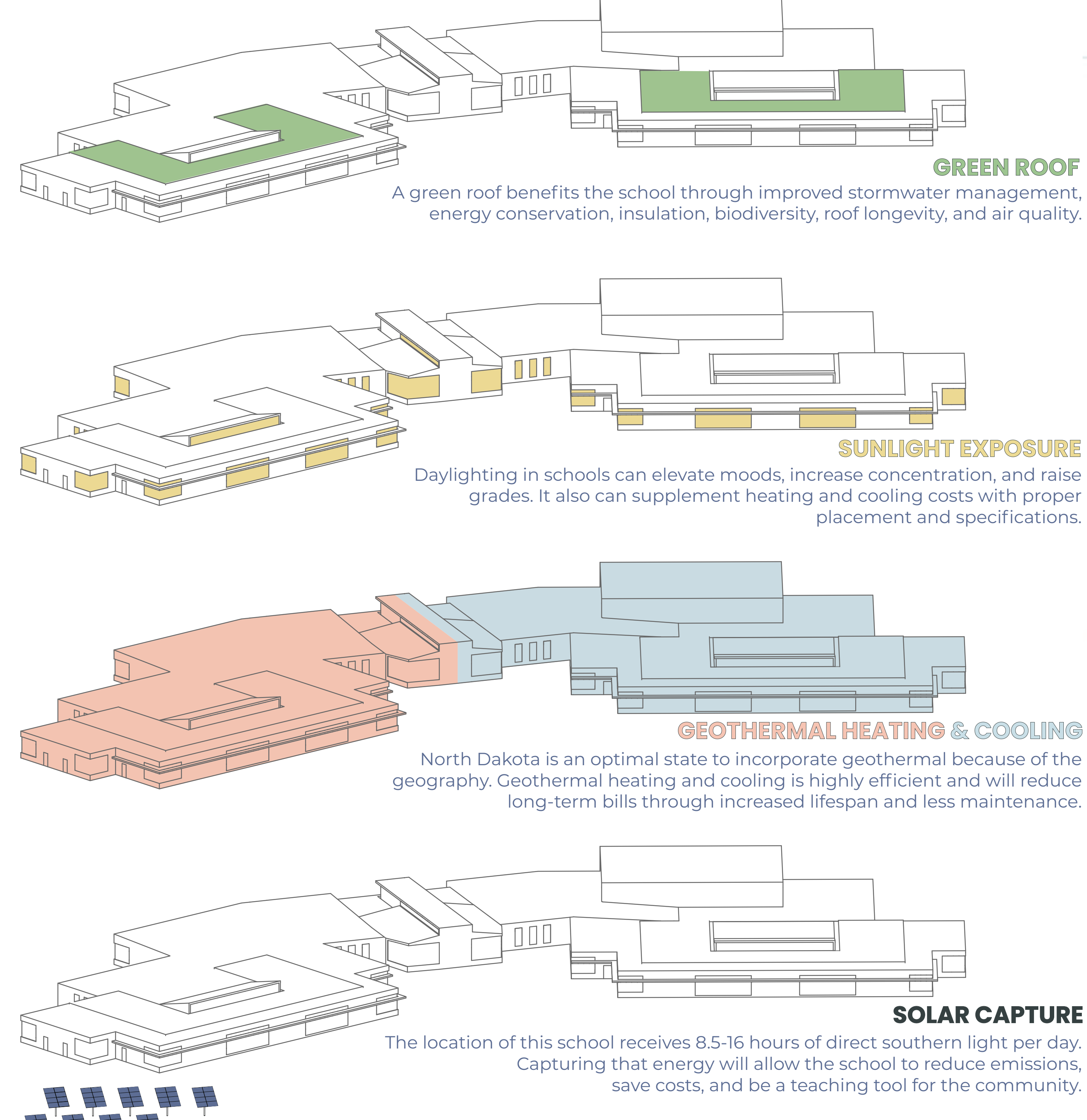
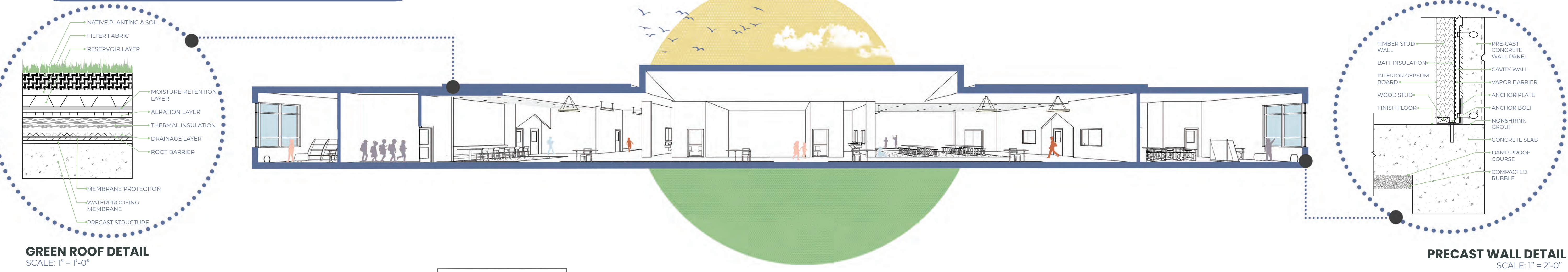


Starting from a young age, children strive to be wanted, accepted, and included. Elementary schools and their experiences can greatly influence the rest of a child's life, even into adulthood. In the field of education, the physical building can help shape the users by understanding individual learning types and implementing those into initial planning. Identifying the problems within the current education system and modeling creative solutions is the intended objective of universal design within elementary education. All students, no matter their physical or emotional abilities, fall somewhere within the range of learning styles. Discovering how to incorporate the styles into initial architectural planning is crucial to successful universal design. Including all students by various means will be the overall intention of the elementary school. Establishing an educational framework that is supported by architecture will help students of all abilities learn and develop into successful and active members of society. Students are learning to bring together the people of a community. If the focus of an educational building starts with a child - families, communities, and societies can be influenced. Hence, if that school building can serve as a place for everyone to be seen, the community will benefit from happier and healthier users.

FLORENCE KLINGENSMITH ELEMENTARY



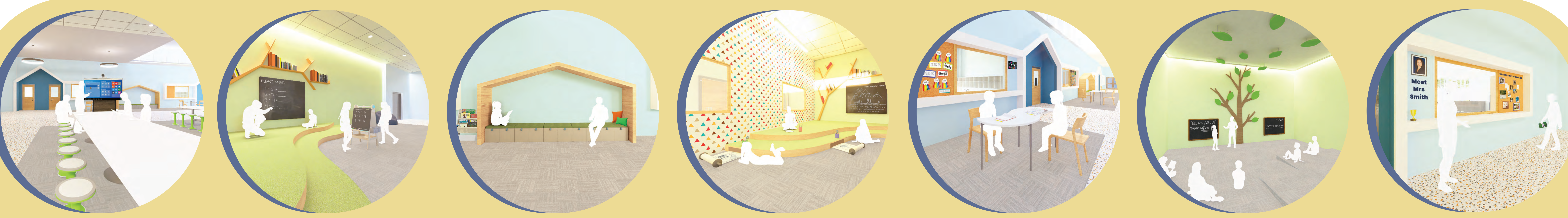
SECTION PERSPECTIVE



SUSTAINABILITY CONSIDERATIONS



SITE AND FLOOR PLAN



AUDITORY Aural learners absorb lessons through hearing. Being able to listen to information allows the aural learners to process and comprehend instruction.

LOGICAL Logical learners recognize connections, concepts, and rationale. Dealing with numbers and categories are compatible with these students.

SOLITARY Intrapersonal learners do best when having time to reflect and work in solitude. Operating with minimal distraction grants these students comprehension for their lessons.

PHYSICAL Physical learners respond positively to hands-on lessons. Performing tasks and having opportunity to discover through their senses allows for new concepts and ideas to be generated.

COLLABORATIVE Collaborative learners work well with peers. Having study activities with others allows for verbal and non-verbal connection that strengthens their empathetic nature.

VERBAL Verbal learners respond well to spoken word. Rhymes, acronyms, role playing, and mnemonic devices are techniques that teachers and students can use to support verbal learners.

VISUAL Visual learners retain information through images, maps, colors, and pictures. Providing spaces for students to see and absorb content allows for visual learning.

LEARNING STYLE CONSIDERATIONS