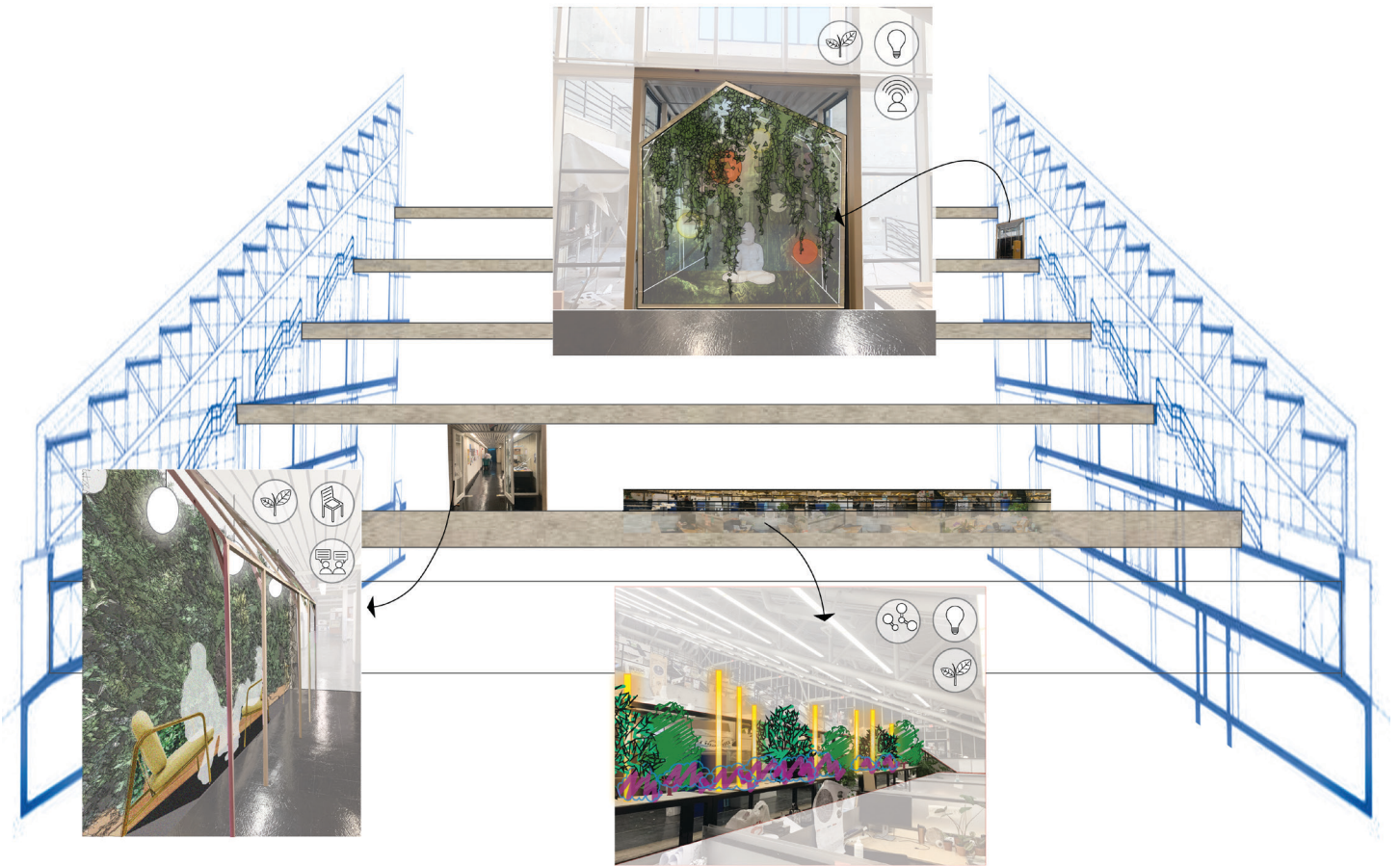


Green-in: spaces for plants and people



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3. Project Plan

We propose the creation of three pilot spaces that impact community health using plants and experiential design. Each space has different elements, but all contribute to school wellbeing through their attention to space and life – both of people and plant.

Some features are common across the pilots:

- **IoT (Internet of Things)** – each space uses a digitally-driven feedback loop to connect across visitors and information. QR code links to Google Form to collect input about the pilot GSD spaces. Air quality sensors use lights to display information.
- **Life cycle** – plants grow in space 1, move to space 2 or 3. Students can leave sick plants, or claim growing plants as they mature. Reuse spaces and materials (such as former spray booth areas, materials from Druker exhibit as they end, ask for lighting and plant donations from stores).
- **Educational** – Guide provided on taking care of the plants as well as the space. We hope people not only learn about plants but also experience personal growth through these moments.

1. Visible yet Secluded

This space is easily seen in the trays yet provides a secluded area for reflection filled with plants. It would include a place to sit, light for plants and people, and an interface for providing feedback about the space. An online booking system would manage use and, depending on the time, the visitor may be asked to help water the plant. The space would be open to turnover of its occupants – as the plants grow, they can be spread throughout the building; as students move, they can put their plants in the space for communal caretaking.

- a. First stage:** Former spray booth covers on 2nd or 4th floor, use Calendly for booking, encourage use of aromatic plants, use materials when the Druker exhibit ends (by March, 2019).
- b. Long-term:** space adapts to user (lighting, form), input of mood to serve as a communal emotional indicator





2. Accessible and Sociable

Using passageways as a social site, this area holds one-on-one seating and communal plant tending space. It would educate about plant-tending as well as provide room for non-school work conversations.

a. First stage: 2nd floor hallway where freecycle is, move freecycle shelf to former 3D printer `space near bathroom or downstairs in basement freecycle. Provide watering buckets, plant food, grow lights and decorative light fixtures). (by March, 2019)

b. Long-term: more spaces through GSD buildings, create educational and conversation materials

3. Dispersed and Informational

This form incorporates planter boxes throughout buildings, with sensors to indicate air quality through light and interactive installations.

a. First stage: Put planter boxes at the strip of desk shelves near railing at mezzanine, buy air quality sensors (by March, 2019)

b. Long-term: More student-driven installations using air quality sensors, more planter boxes across the GSD buildings, historical data compiled and displayed.



4. Healthy Places GSD Core Values

Health: Plants help improve air quality as well as humans experience spaces more positively, even decreasing stress levels and improving mood. In the GSD, most spaces are allocated to work – by designing intentional non-working spaces to decrease stress and increase restful interactions, we hope to expand the ways that those who spend most of their time in the school can find health.

Equity: The booking system and design features also open the space to any to use, and it's easy to imagine people from Building Services taking a break in the secluded room or professors and students getting to know each other at the communal seating. We consider these types of spaces especially important as there are many students who stay in the same building for most of their day, and may have too far a commute to go home for such moments.

Collaboration: We also have begun and intend to continue coordinating with a variety of groups to design and manage the spaces, such as Student Forum Resources Chair, Building Services, Druker Exhibitions Manager, and joined forces with other students who were interested in coordinating this work. Future people to reach out to would be the STEP taskforce, GreenTeam, ASLA, and ORCA.

5. Impact and Longevity

This project would increase access to restful, equitable spaces in the school in the short-term. In the long-term, this project can be a catalyst for students to feel empowered to design spaces in the school and create a structure for that process. Expanding upon the pilots could take many forms, such as 1) phone call rooms in the other ex-spray booth nook, 2) more couches and planters across Gund, and 3) working with MDes and 485 Broadway students to add design to their spaces (such as 40K basement, 485 Broad lounge, etc.).

We've been coordinating with several groups and hope that the spaces can be expanded upon in the future by the Spaces Committee and Student Forum Resources Committee. Other student groups and task forces may be asked to help with programming the space. At least a third of the group will be here next year to help carry on the work.

6. Budget Table

	Cost / Unit	Quantity	Total Cost
1. Room (ex-spray booth)			
Build-out			\$370.00
Wood Shelving	\$55.00	2	\$110.00
Polycarbonate Panels	\$65.00	4	\$260.00
Plants	\$20.00	25	\$500.00
Lights	\$35.00	4	\$140.00
TOTAL			\$1,010.00

2. Seated hallways (2nd floor near exhibit)

Lights	\$35.00	6	\$210.00
Plants	\$50.00	15	\$750.00
Build-out	\$300.00	1	\$300.00
TOTAL			\$1,260.00

3. Planter boxes (mezzanine railing)

Processors w cases	\$40.00	2	\$80.00
LED strips	\$2.00	50	\$100.00
Buildout	\$200.00	1	\$200.00
Plants	\$30.00	10	\$300.00
Air Quality Monitors	\$20.00	2	\$40.00
TOTAL			\$720.00

Collective

soil	\$15.00	8	\$120.00
fertilizer	\$20.00	3	\$60.00
neem oil	\$15.00	3	\$45.00
tools	\$50.00	1	\$50.00
labor (building services/electrician)	\$40.00	6	\$240.00
TOTAL			\$395.00

SUBTOTAL	\$3,385.00
contingency	\$338.50
TOTAL	\$3,723.50

7. Additional Information

While thinking through the ways that space is designed and used in the GSD, we realized it would be helpful to have more student ideas in this endeavor. One future element would be to have a large (large!) poster of building outlines of Gund, 40K, and 485 Broad printed on it, with sticky notes and pens and such nearby for people to annotate their thoughts about how space is used here. This may be something for Healthy Places to consider moving forward, or could be incorporated into other projects.