

# THE ARBOR

LIVE • EAT • LEARN

MICHELLE HAY & OLIVIA SEXSON

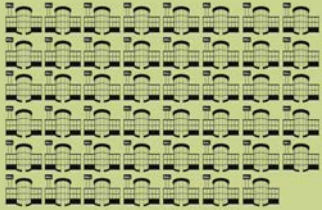
## LIFESTYLE

The average number of cars per household is

# 2.28



There are now 47,000 shopping centers in the United States



Each mall represents 1,000

The suburbs created unrealistic dreams because they told people what they wanted, and for some, what they couldn't have.



## ENVIRONMENTAL

The overuse of automobiles leads to a huge amount of pollution and more attention to roadway maintenance.

Gallons of Gasoline Consumed by the U.S. by Year

1920	1930	1950	1970	1990	Today
11.5 million	43 million	110 million	243 million	304 million	390 million

The average American household uses

# 909

kilowatthours per month.



Asphalt-covered landscapes deplete the plant life of the environment surrounding the suburbs

# 39 million

acres of the United States are covered in asphalt

## HEALTH

Outdoor Air Pollution-Caused Deaths:

- 40% Ischaemic Heart Disease
- 40% Stroke
- 11% COPD
- 6% Lung Cancer
- 3% Lower Respiratory Infections



Suburban residents do not have higher satisfaction with their neighborhood or their quality of life compared to people living in urban areas.

Less time spent walking or cycling can lead to more health risks.

# 1 hour

of being moderately active per day can help lower the risk of chronic disease.

## ECONOMIC

# 19%

is the amount of income the average American family spends on transportation



As more people left to buy homes in the suburbs, housing costs in the cities dropped



Suburban property taxes tend to be lower, but real estate development and public service costs increase resulting in a growing fiscal deficit



Government encourages home ownership because they offer tax deductions for home owners, but not for renters

8.8 OUT OF 10 AMERICANS COMMUTE TO WORK USING AN AUTOMOBILE.

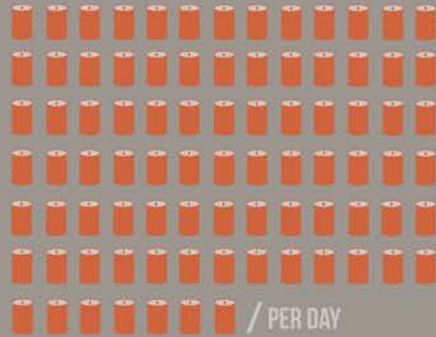


Cars allowed people freedom and the ability to get from here and there and back again. Without cars, suburbia would not be possible. This system of habitation was created where people live miles from where they work and get food. The only way this works, though, is if we have cheap oil. There is no other way of life that uses as much energy as suburbia.



OIL BARRELS CONSUMED PER DAY IN MILLIONS

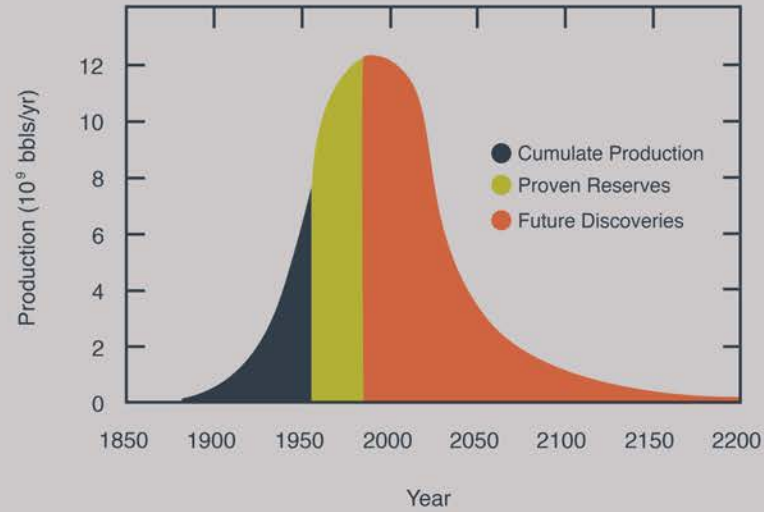
THE WORLD CONSUMES MORE THAN 85 MILLION BARRELS OF OIL PER DAY. THAT AMOUNTS TO 31.6 BILLION BARRELS ANNUALLY. THERE ARE LESS THAN 1.3 TRILLION BARRELS OF CRUDE OIL LEFT.



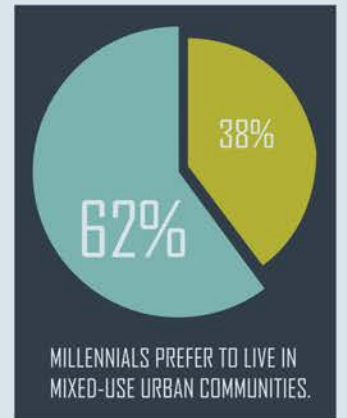
IF THIS RATE OF CONSUMPTION CONTINUES WE WILL HAVE ENOUGH CRUDE OIL TO LAST THE ENTIRE WORLD 41 MORE YEARS.

41 YEARS

LACK OF SUPPLY. MORE DEMAND. HIGHER COST.



WE NEED TO DOWNSIZE AND DOWNSCALE ALL THAT WE DO. THERE IS NO COMBINATION OF ALTERNATIVE FUELS THAT WILL ALLOW US TO LIVE HOW WE ARE CURRENTLY LIVING.





# LIVING

## THE LIVING MARKET | LONG ISLAND, NY

- **SUPPORTS SOCIAL DIVERSITY**
  - Living is shared by people of various race, ethnicities and cultural backgrounds
  - Space is attractive to varying ages and family sizes
  - Housing to own or to rent for various income levels
- **PLACE TO LIVE, NOT A DESTINATION**
  - Mixed-use marketplace
  - Community Garden
  - Walkable green space
- **CONNECTION AND SECURITY**
  - Maximizing physical connections within neighborhoods, creating safe crosswalks and parks
  - Integration of live, work, and play
  - Locally produced food connecting people back to the land they are living on
  - Activating previously unclaimed land
  - Enhancement of natural surveillance
  - Housing connected to public space





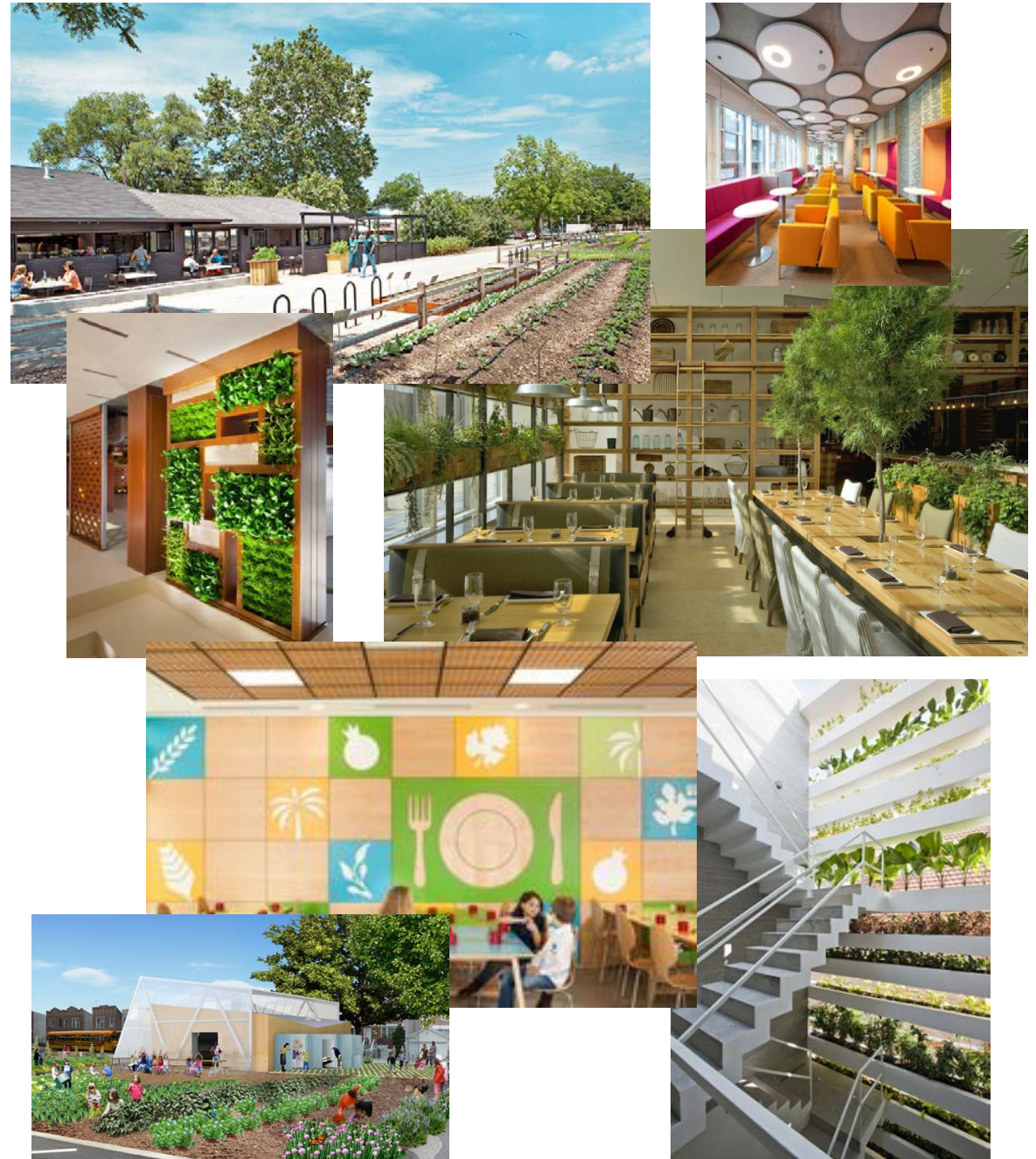
# EATING

## PUBLIC GREENS | BROAD RIPPLE, IN

- **URBAN CAFETERIA WITH MICROFARM**
  - Partners with surrounding farms for support and use of other localized ingredients
  - Menu of locally grown produce and humanely raised proteins served in a modern cafeteria style
  - Menu changes according to availability and seasons

## JG DOMESTIC | PHILADELPHIA, PA

- **COMMUNAL SEATING AND OPEN PLAN**
  - Reclaimed materials and living wall of herbs
  - Food is sourced from around the region, chalkboard map showing where the food comes from
  - Public communal table seating and bar seating
  - Customers can watch the chefs work, reemphasizing the idea of knowing where your food comes from and how it is made.



# PERMACULTURE

A philosophy of working with, not than against, nature. Directly utilize the patterns and features observed in natural ecosystems. Three core ideas - care for the earth, for the people and the return of surplus.

“It is at the center of contemporary challenges, including health impacts of over and under consumption, environmental degradation and toxicity, political unrest, and international conflict. A new generation of scientists of Food Studies are beginning to study how individual, group, cultural, political, and business food choices impact consumer and cultural food environments and human biology, and how these feed back to affect food choices.”  
- IU Food Studies Program

## FOOD IS CONNECTED TO EVERY ASPECT OF LIFE



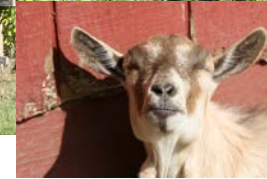
# LEARNING

## THE ARBOR SCHOOL | TUALATIN, OR

- SUPPORTS DEVELOPMENTS OF INTELLECT, CHARACTER AND CREATIVITY
  - Purposefully small learning community
  - 21 acre wooded farmland campus
  - Teaches grades K – 8
  - Students plant produce gardens for school use and a local homeless shelter
  - Students care for goats, chickens and rabbits
  - Campus is composed of various studios to explore full range of learning possibilities

## EDIBLE SCHOOLYARD PROGRAM | BERKELEY, CA

- CONNECTING EDUCATION TO THE ENVIRONMENT
  - 1 acre organic garden and kitchen classroom
  - Students are involved in growing, harvesting and preparing food from the garden, promoting the environmental and social well-being of the school community
  - Program can be implemented around the nation
  - Involving younger citizens in agriculture





# PROBLEM

Modern society is over dependent on automobiles in everyday life.

Very little food we rely on for survival is grown locally.

Modern suburbia is too spread out, there is nothing to connect diverse groups of people together.

Modern schools are too focused on common core standardized testing, creating a lack of skills among youth.

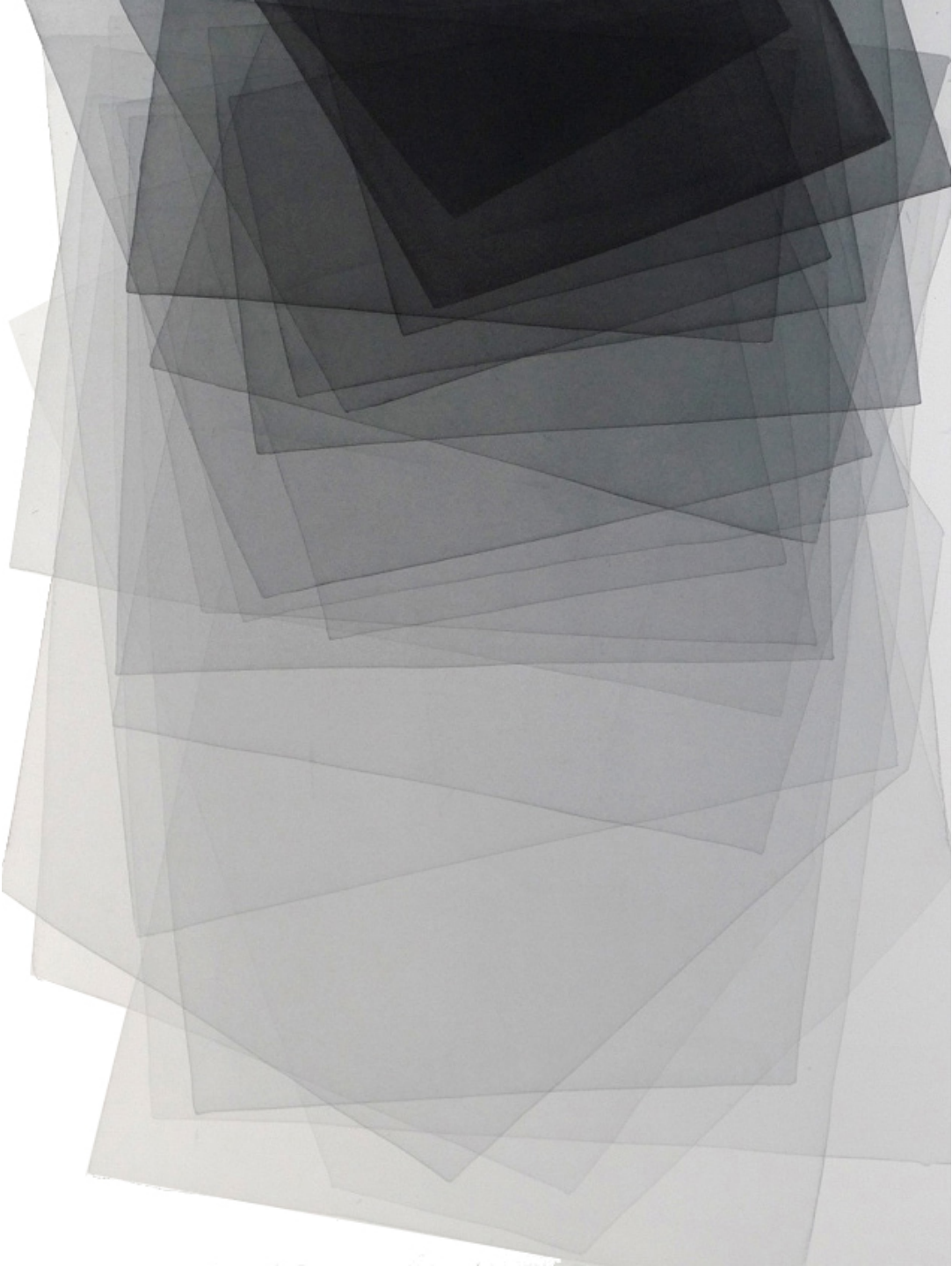
# SOLUTION

Create a localized community where walking and biking are encouraged.

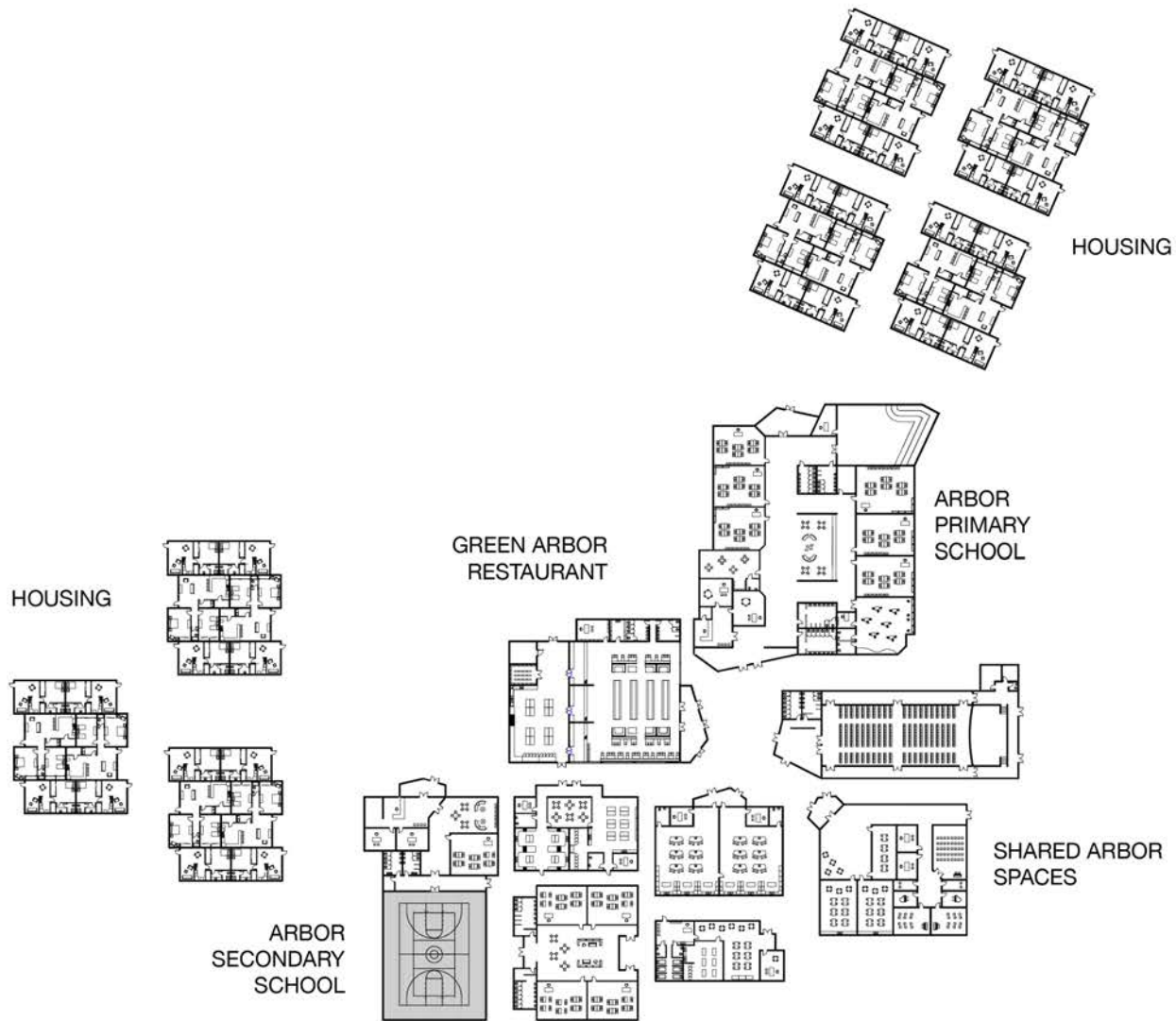
Increase the availability of locally grown food.

Provide mixed-use housing to attract diverse groups of people to live in similar areas and connect with each other.

Create a campus for The Arbor School that implements specialized studies alongside core subjects to increase a diversity of skills among youth.



A TRANSITION FROM BEING  
DEPENDENT CONSUMERS TO  
BECOMING RESPONSIBLE  
PRODUCERS.



# ARBOR SCHOOL

OF ARTS AND SCIENCES

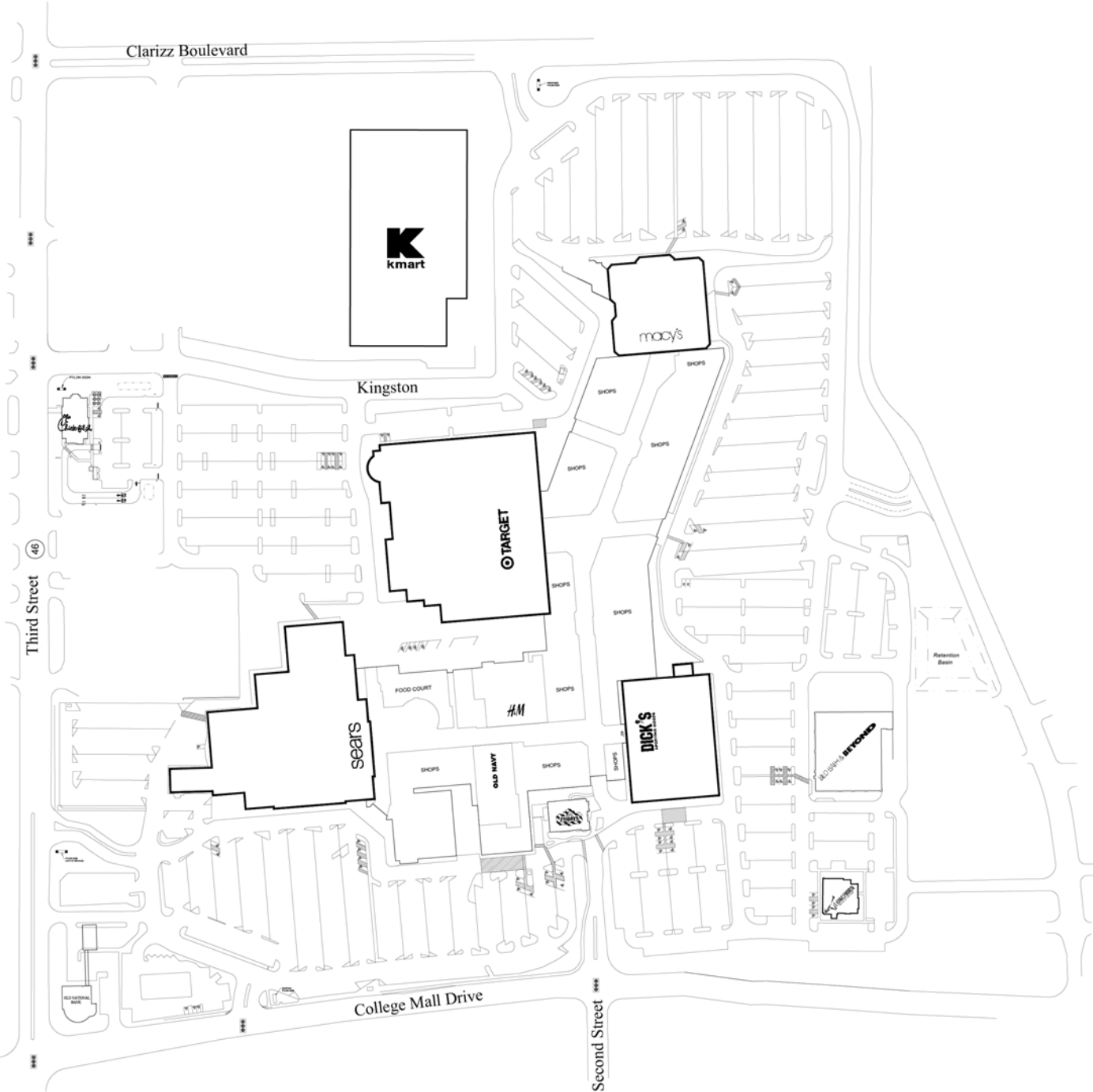




# DEMO PLAN

## BLOOMINGTON, IN

- Original College Mall site plan



# DEMO PLAN

## BLOOMINGTON, IN

- Original College Mall site plan
- Red indicates space of the original building to be demolished







# SITE PLAN

BLOOMINGTON, IN

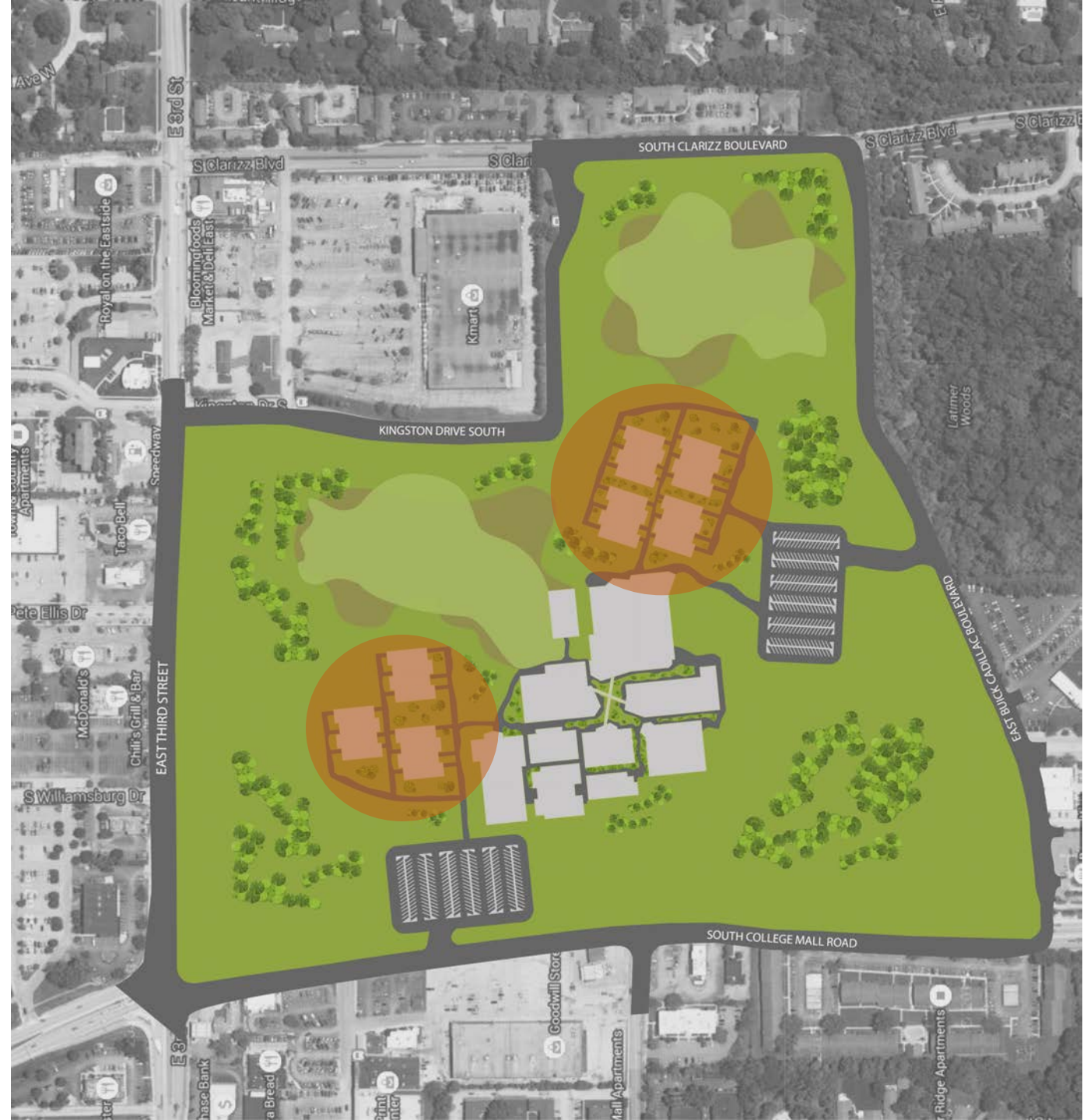
- Proposed Arbor site



# SITE PLAN

## BLOOMINGTON, IN

- Proposed Arbor site
- Housing

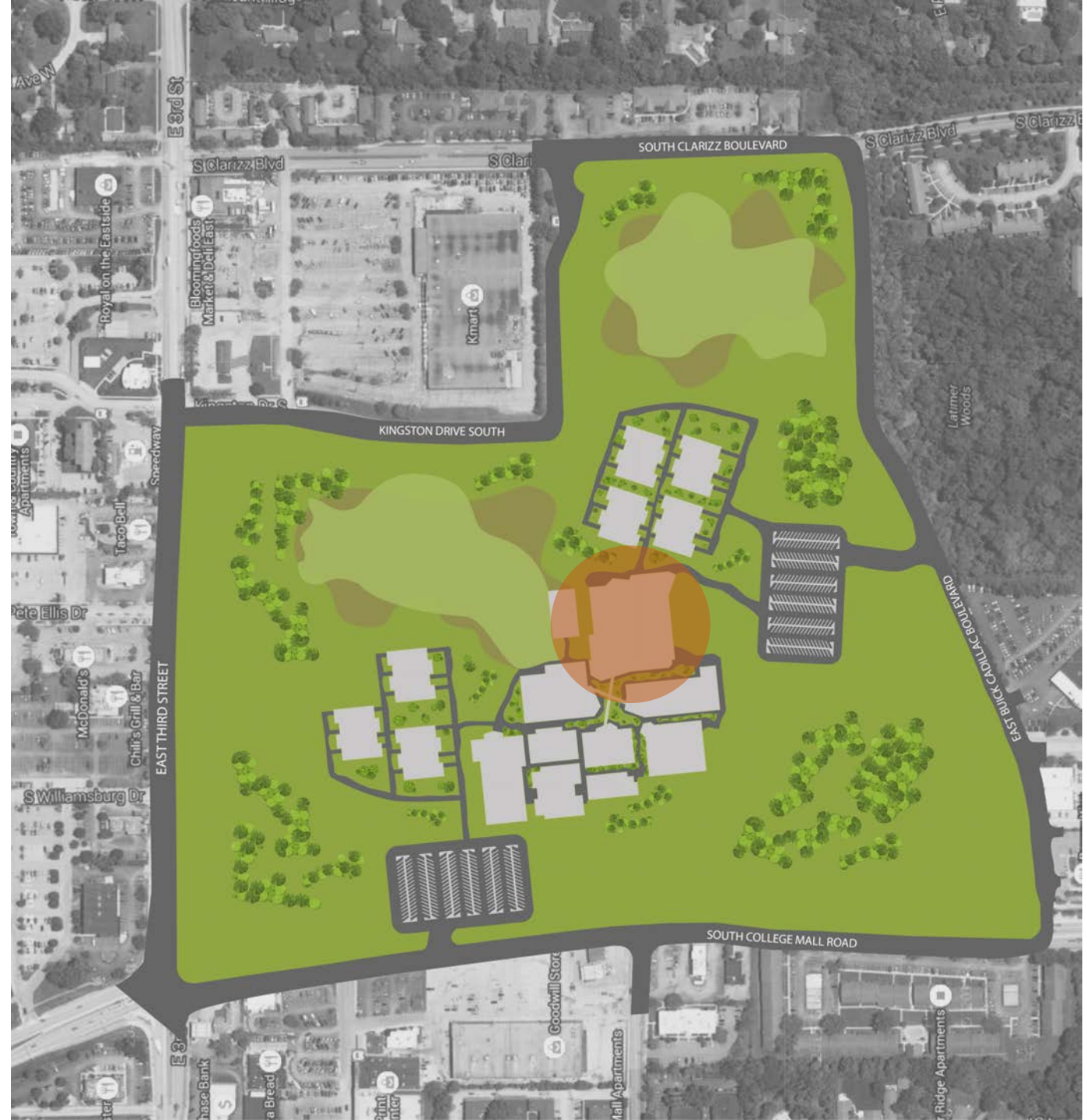




# SITE PLAN

## BLOOMINGTON, IN

- Proposed Arbor site
- Arbor Primary School





# SITE PLAN

## BLOOMINGTON, IN

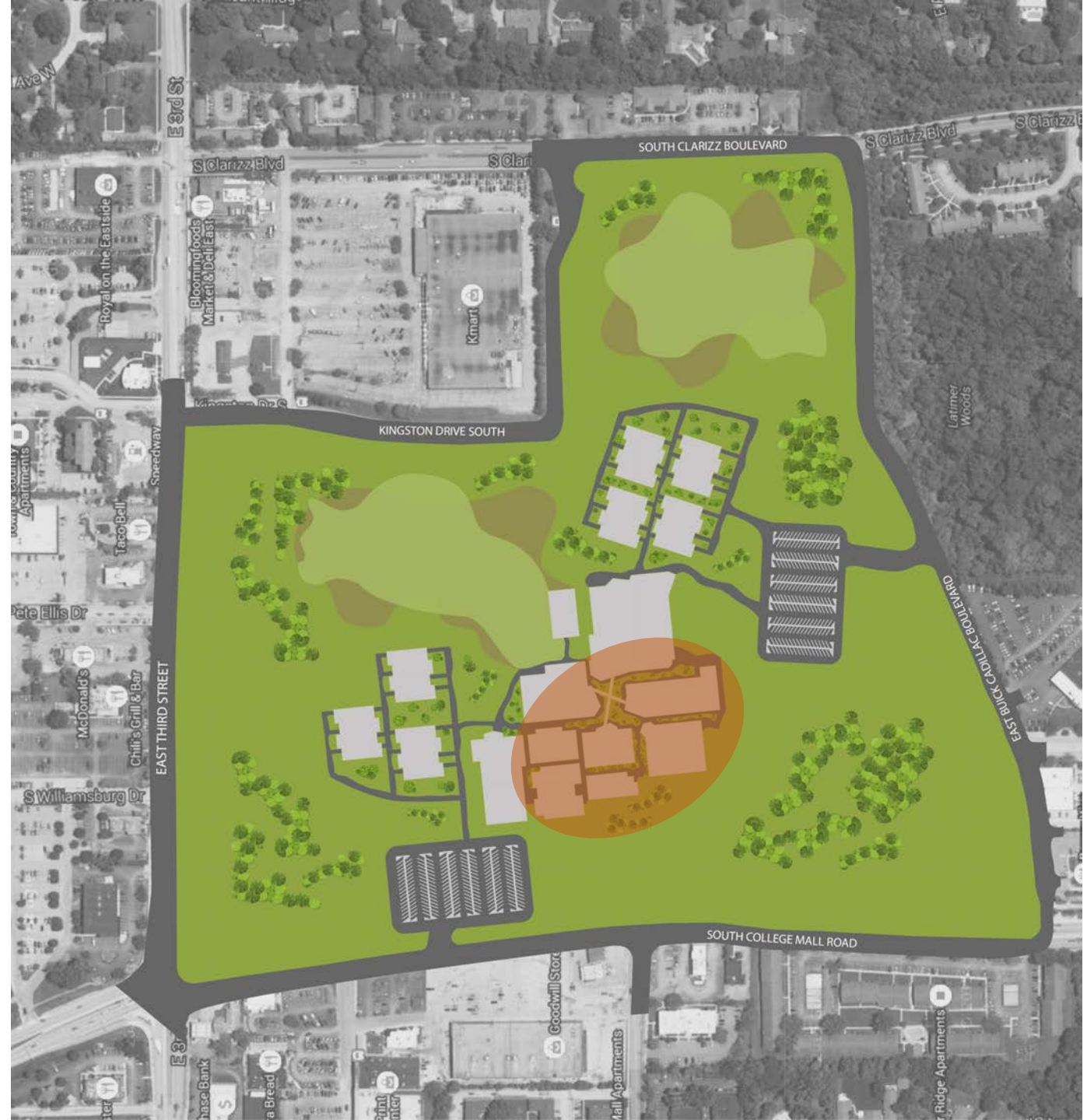
- Proposed Arbor site
- Arbor Secondary School



# SITE PLAN

## BLOOMINGTON, IN

- Proposed Arbor site
- Shared Arbor school spaces

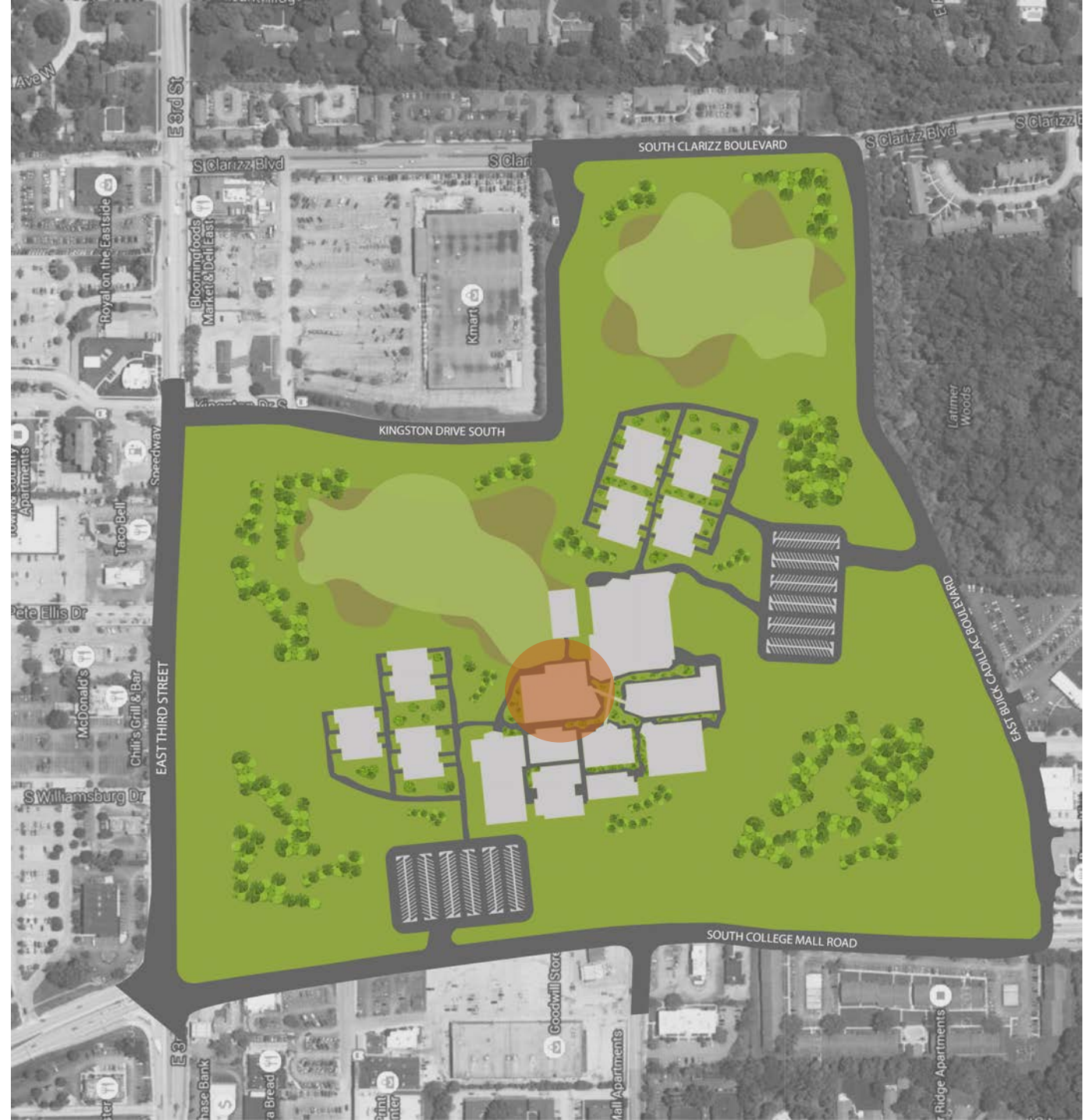




# SITE PLAN

## BLOOMINGTON, IN

- Proposed Arbor site
- Green Arbor restaurant





# SITE PLAN

## BLOOMINGTON, IN

- Proposed Arbor site
- Site parking



# SITE PLAN

## BLOOMINGTON, IN

- Proposed Arbor site
- Farm and Gardens with greenhouse







ARBOR FARM GREENHOUSE

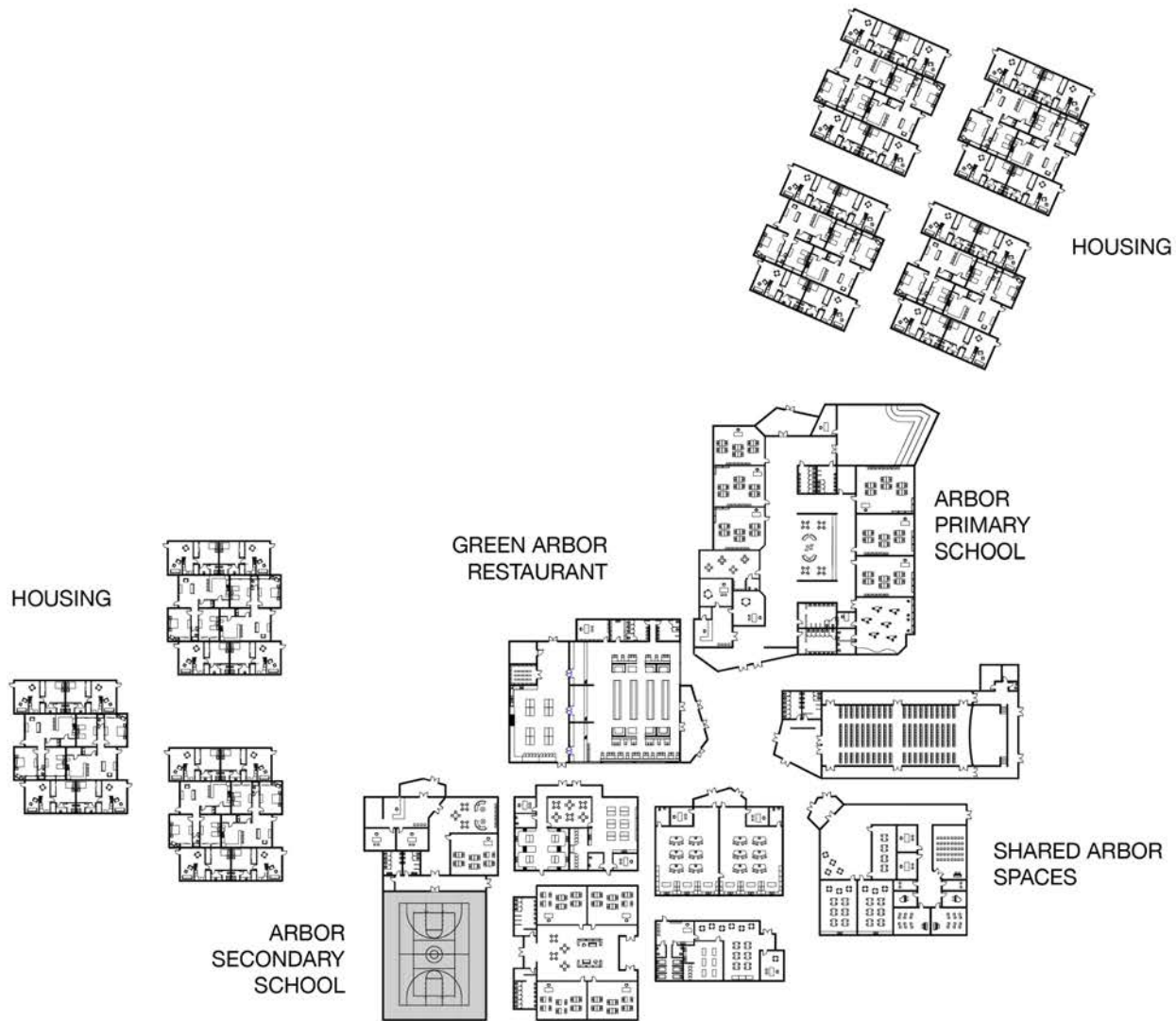






ARBOR SCHOOL COURTYARD





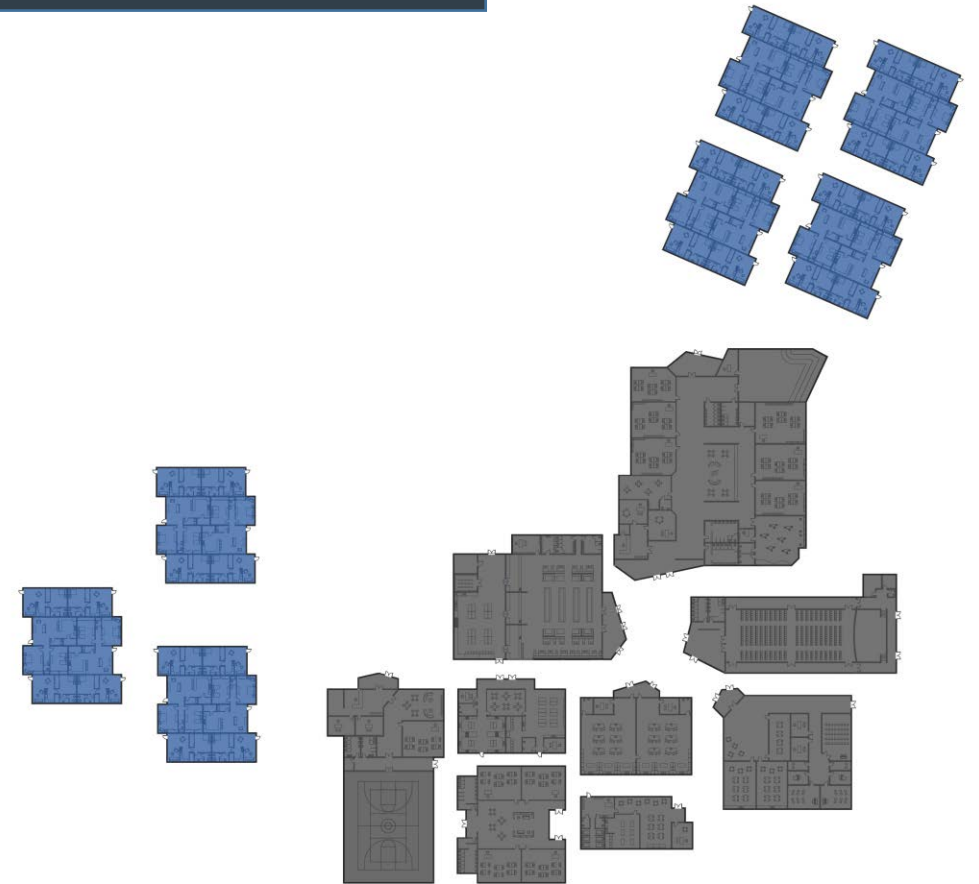
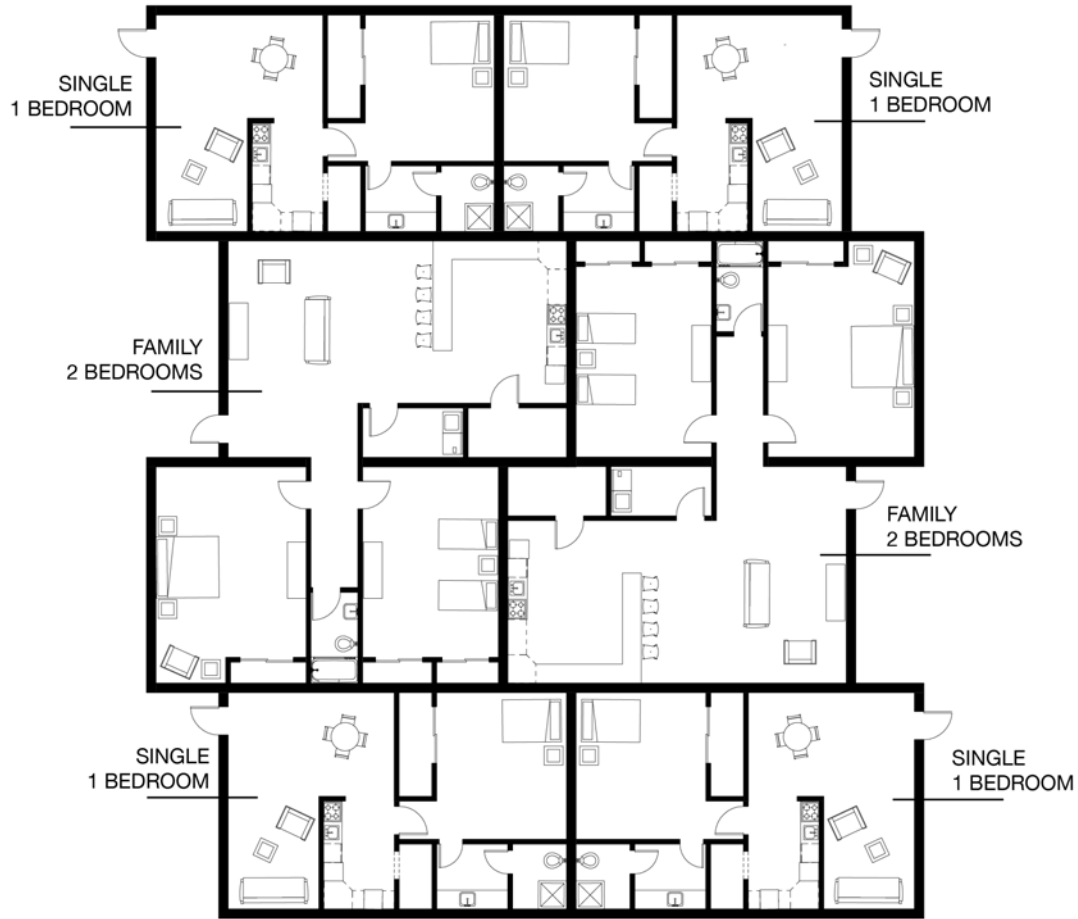
# ARBOR SCHOOL

OF ARTS AND SCIENCES



# HOUSING PLAN

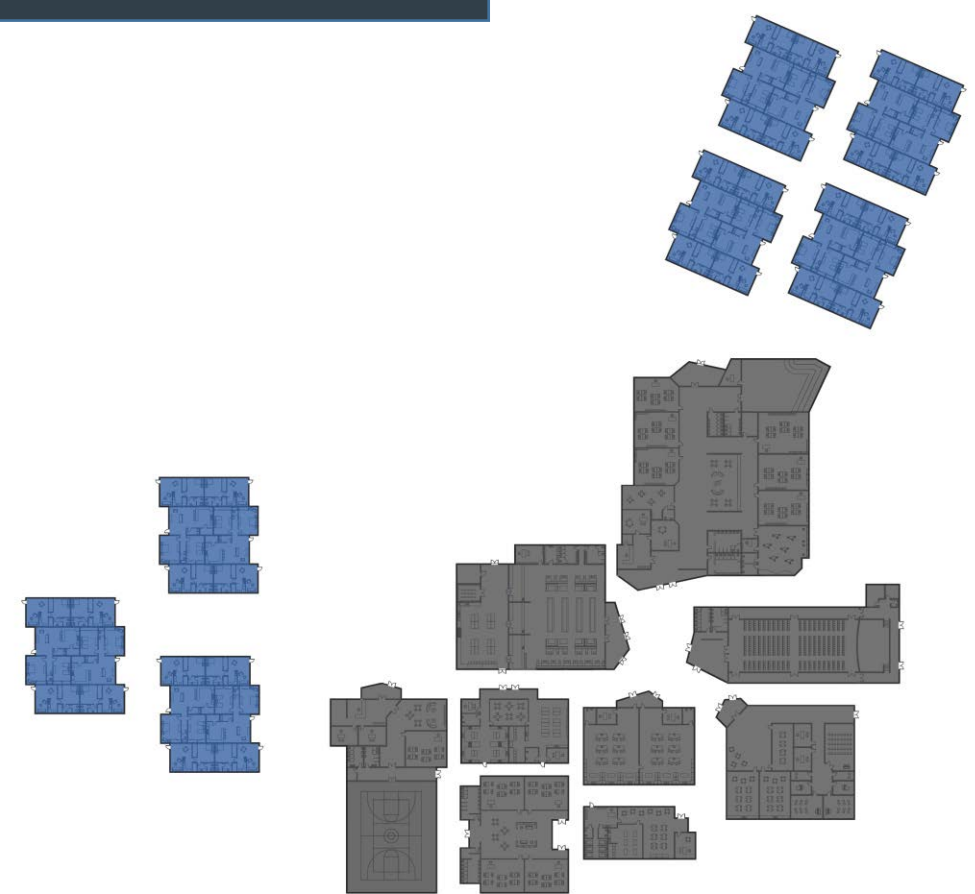
- 28 single one bedroom units
- 14 family two bedroom units





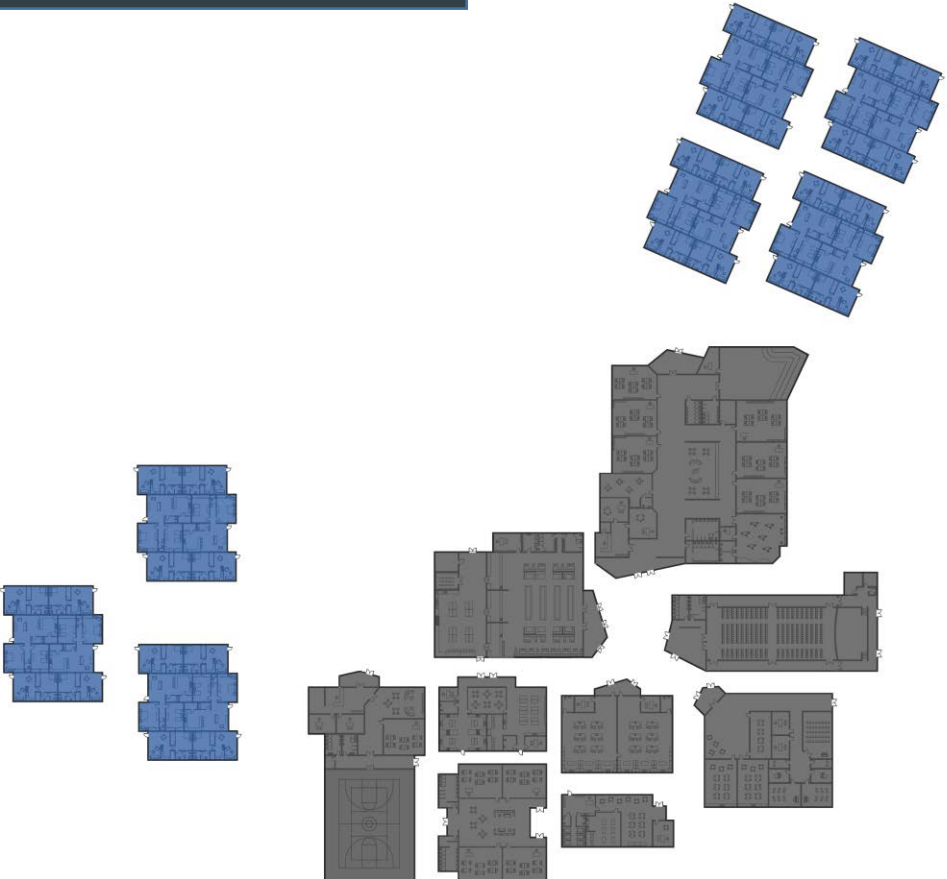
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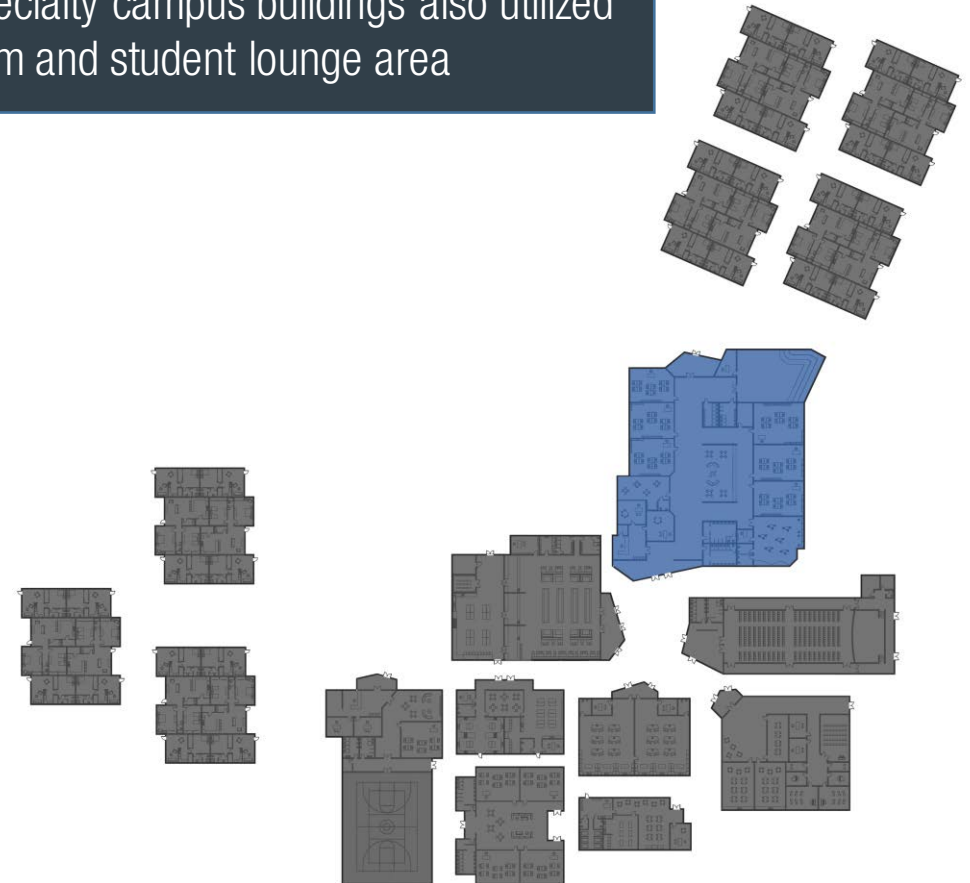
- 28 single one bedroom units
- 14 family two bedroom units



# PRIMARY SCHOOL PLAN



- Kindergarten – 6<sup>th</sup> Grade
- One homeroom class per grade level
- Specialty campus buildings also utilized
- Gym and student lounge area





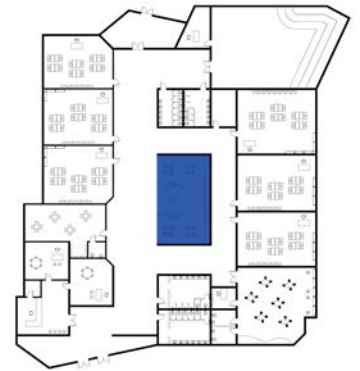


PRIMARY SCHOOL LOUNGE

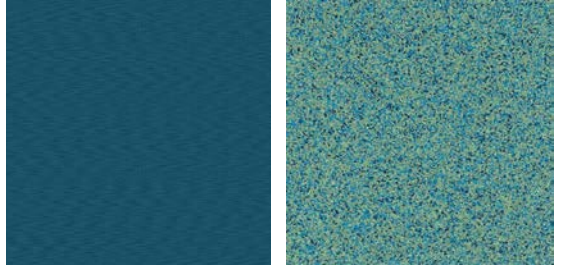
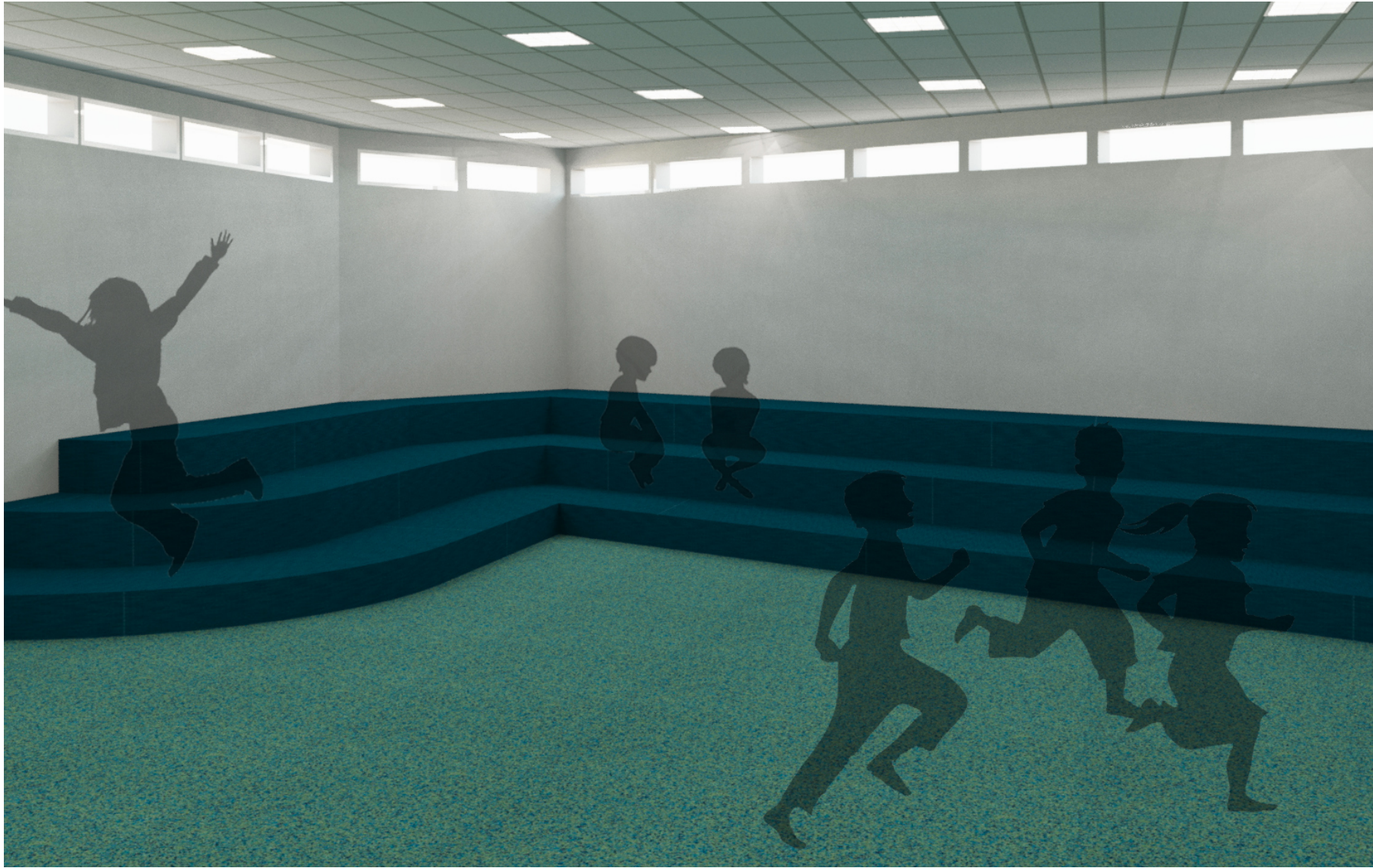




PRIMARY SCHOOL LOUNGE CUBBIES







PRIMARY SCHOOL ACTIVITY CENTER





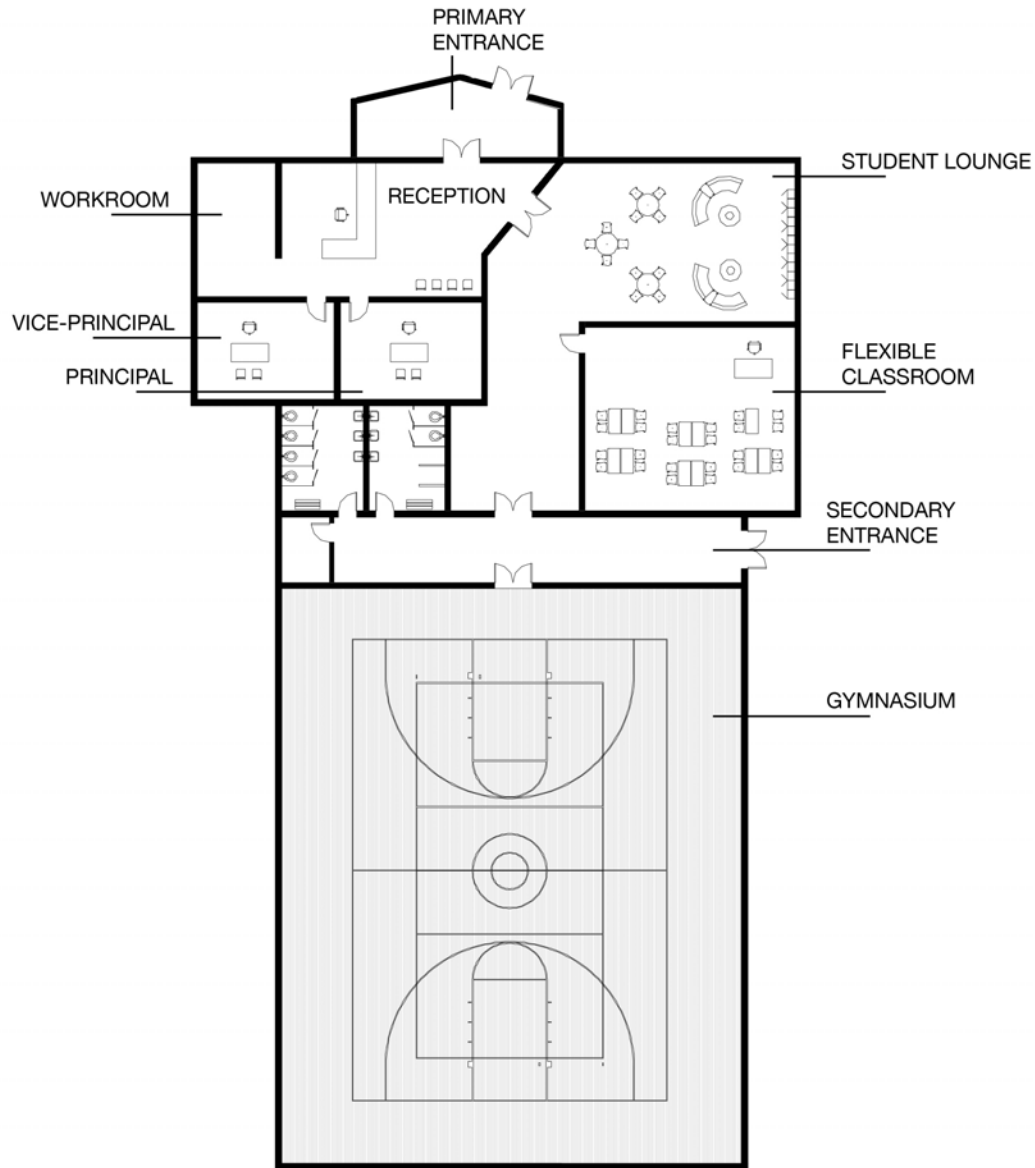
PRIMARY SCHOOL KINDERGARTEN CLASSROOM



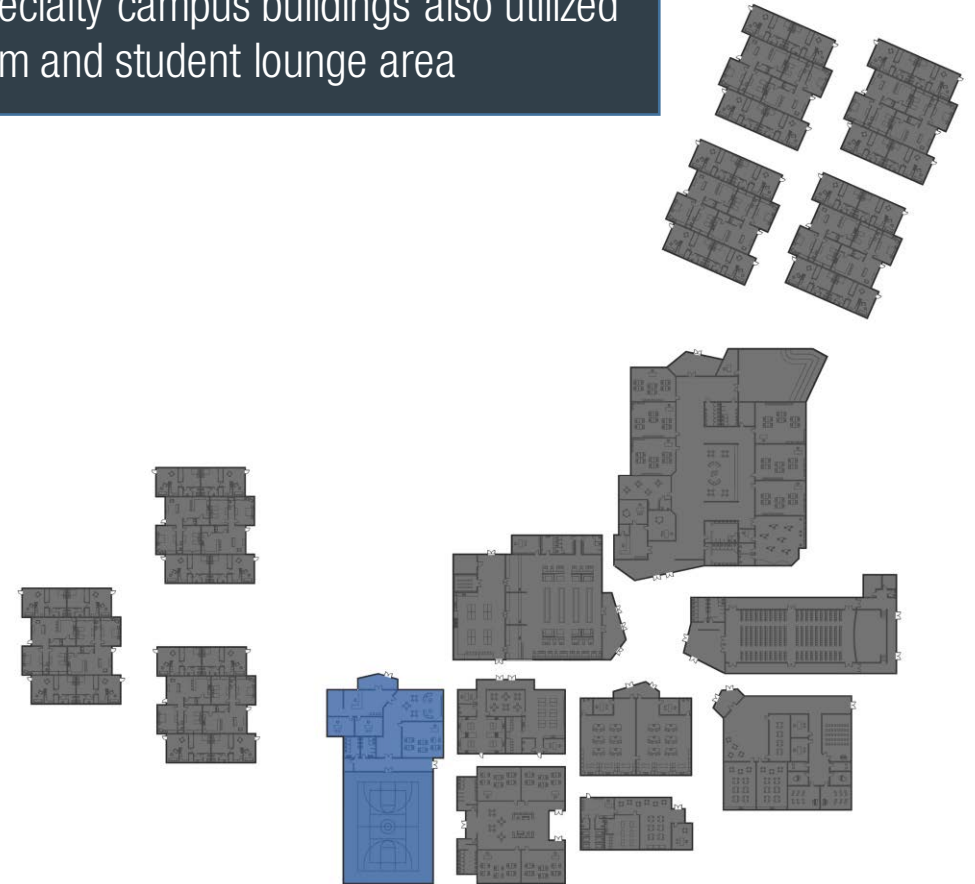


PRIMARY SCHOOL CLASSROOM

# SECONDARY SCHOOL PLAN



- 7<sup>th</sup> - 12<sup>th</sup> grade administration
- One flexible classroom
- Specialty campus buildings also utilized
- Gym and student lounge area





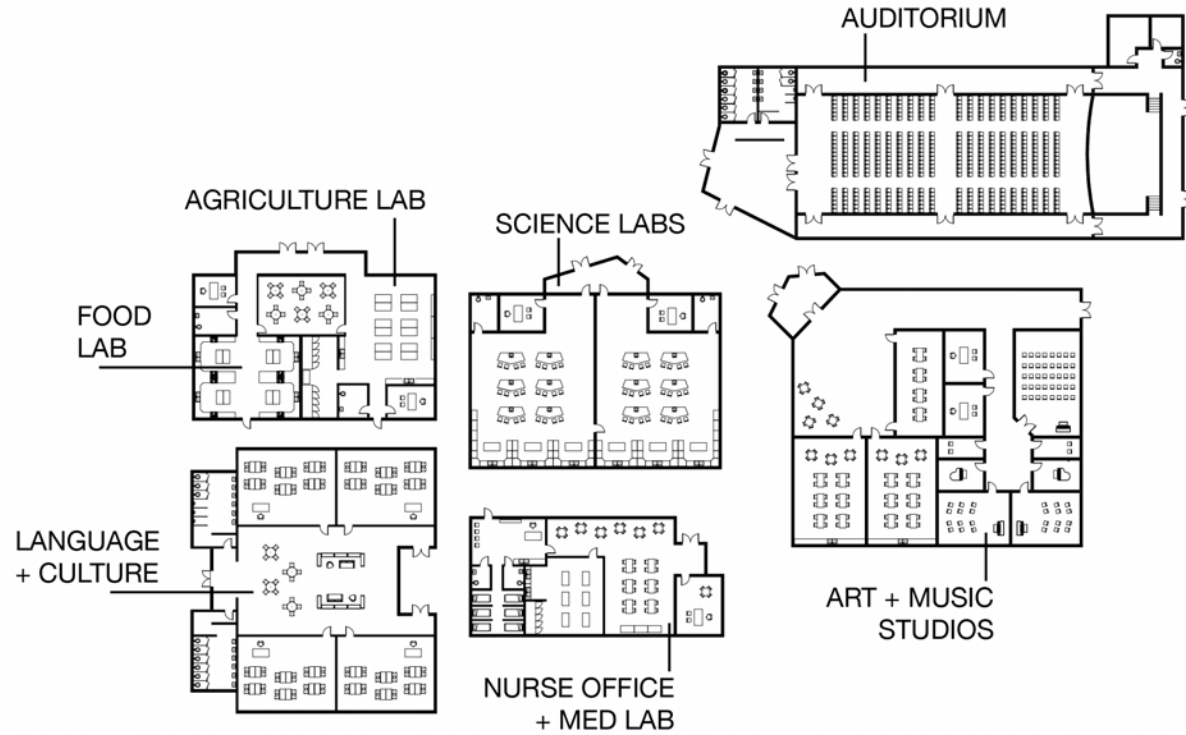
## SECONDARY 7<sup>TH</sup> - 12<sup>TH</sup>

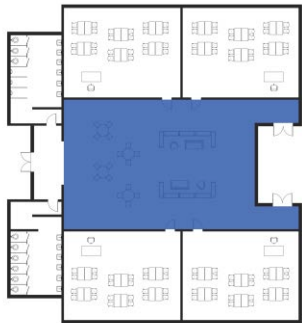
- Specialized studies begin in 7<sup>th</sup> grade, where students pick the areas they desire to learn more about
- After intensive studying for one year, they present a thesis-like project at the end of the school year
- Specialized subjects work in partnership with IU resources to further educate students
- Programs include:
  - Sustainable Design
  - Education
  - Biology + Environment
  - Psychology
  - Political + Economy
  - Marketing + Advertising



# SHARED SCHOOL PLAN

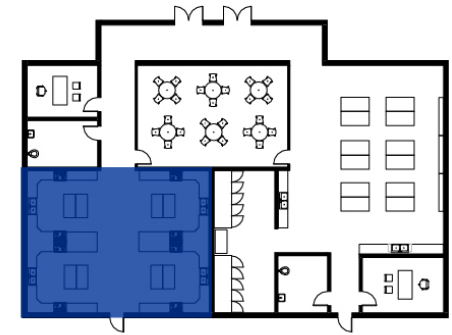
- Shared between Arbor Primary School and Arbor Secondary School
- Auditorium flexible to accommodate for various community events
- Connected together by walking paths



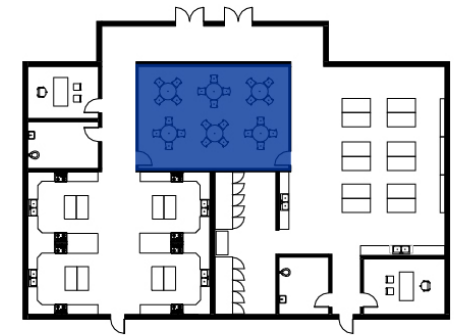


LANGUAGE + CULTURE LOUNGE





FOOD LAB WORK STATIONS



FOOD LAB FLEXIBLE CLASSROOM

# RESTAURANT PLAN



- Shared between public community and the Arbor School students
- Access to the farm from the kitchen
- Cafeteria style with a juice bar, salad bar and hot meal options







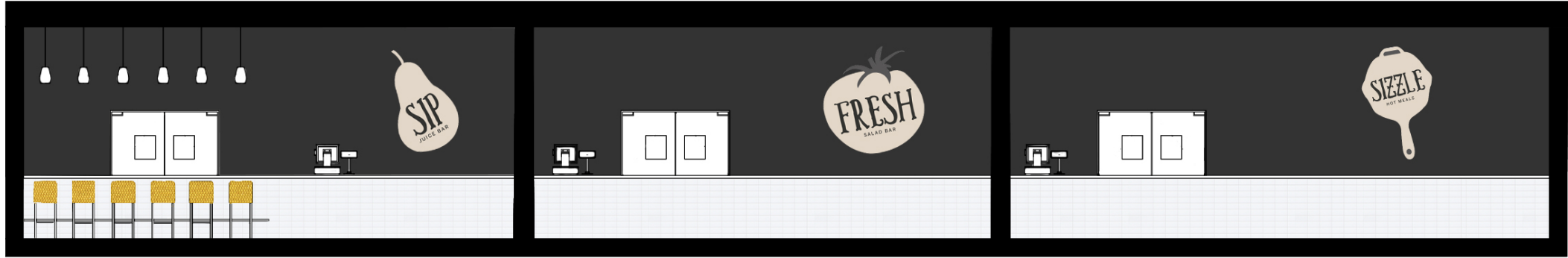
RESTAURANT DININGSPACE





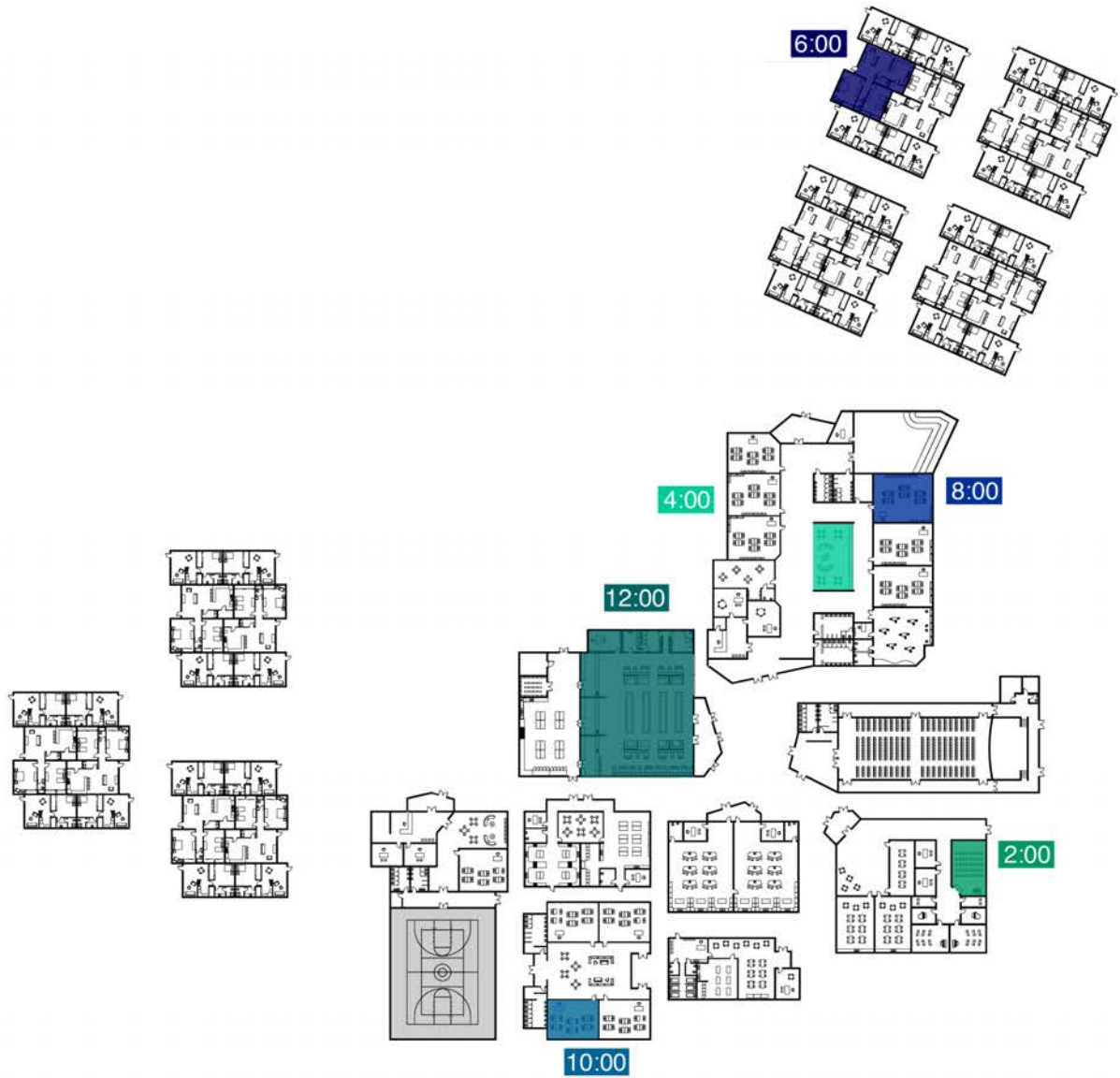
RESTAURANT DINING SPACE





RESTAURANT CAFETERIA SERVING SECTION





# LUCY

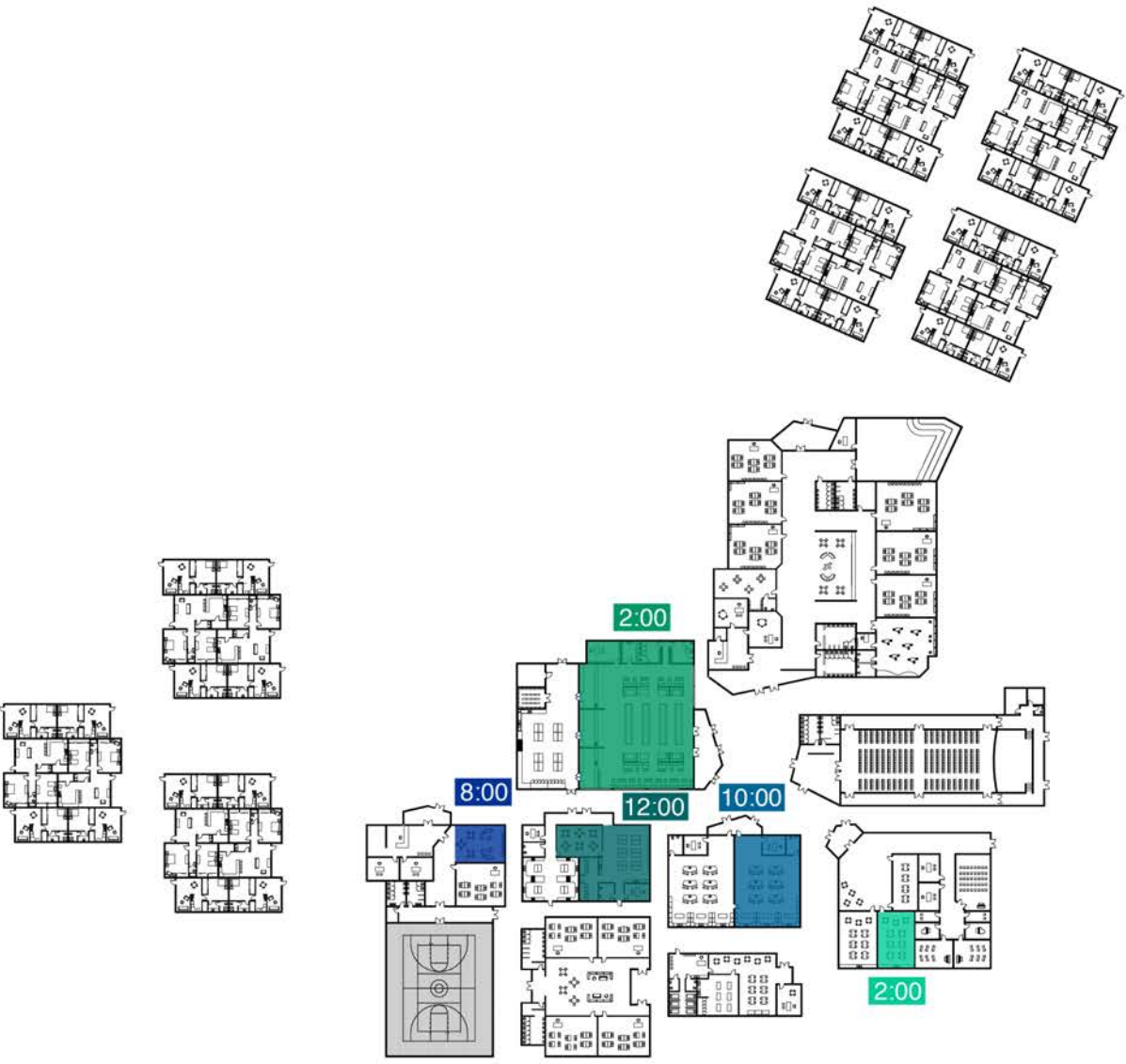
2<sup>nd</sup> Grade Student

8 Years Old

Family Housing

- **6 AM** – Prepares for day from home
- **8 AM** – Walks to homeroom classroom at Arbor Primary School
- **10 AM** – Spanish class in the Language + Culture Center
- **12 PM** – Lunch at Green Arbor Kitchen
- **2 PM** – Piano class in the Music Studios
- **4 PM** – Study hall in the student lounge
- **6 PM** – Walks home from Arbor Primary School





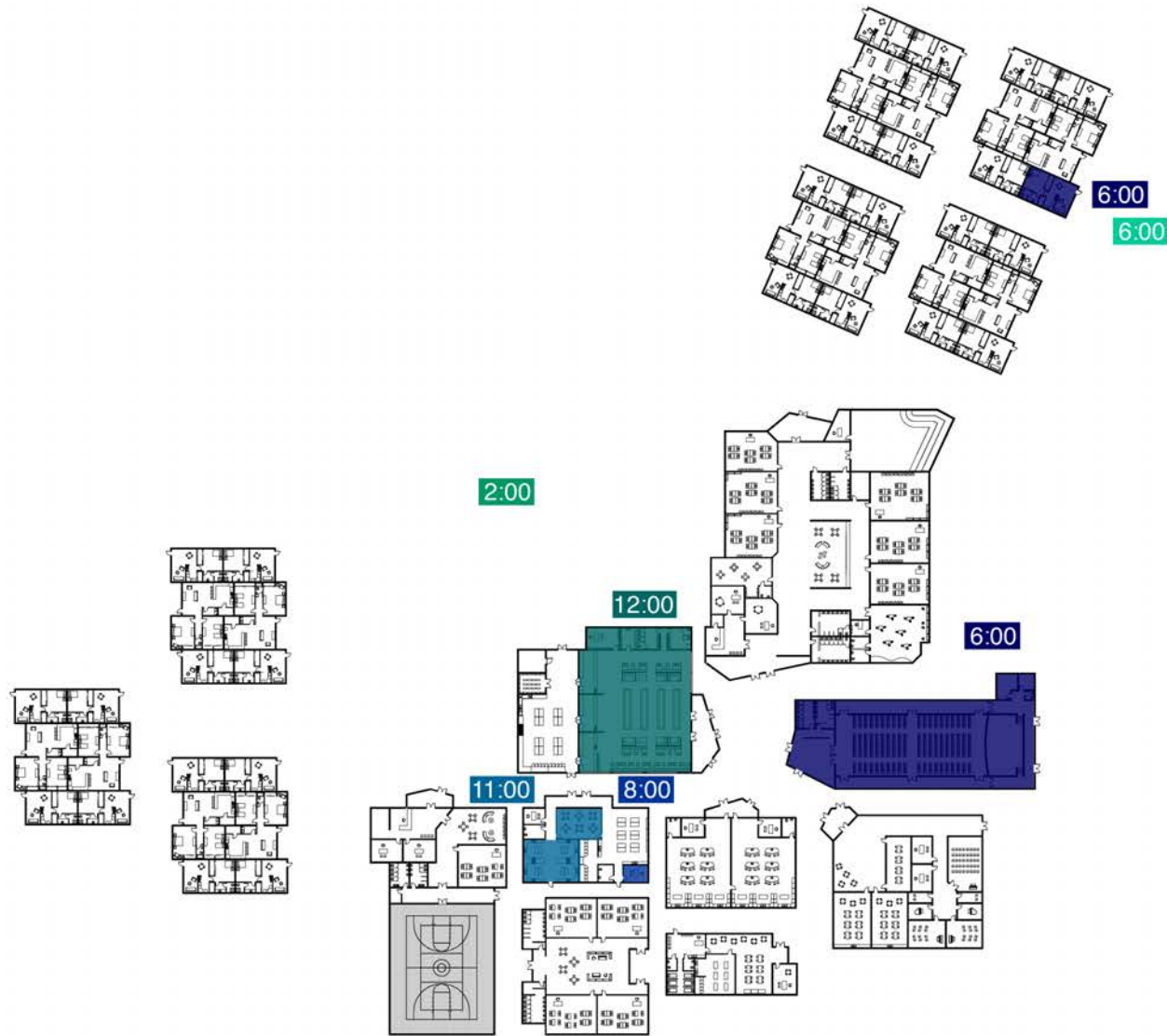
# PAUL

10<sup>th</sup> Grade Student

16 Years Old

Ride Share User

- **6 AM** – Leaves off-campus home and arrives using ride share program
- **8 AM** – Study hall in student lounge
- **10 AM** – Chemistry lab
- **12 PM** – Agriculture lab
- **1 PM** – Lunch at Green Arbor Kitchen
- **2 PM** – Ceramics in Art Studio
- **4 PM** – Leaves Arbor Secondary School using ride share program



## BRIAN

IU Professor

39 Years Old

Single Housing

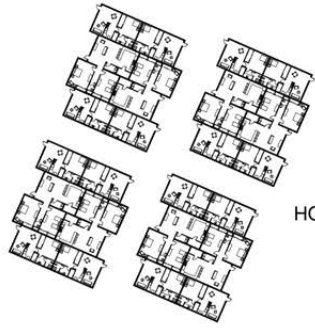
- 6 AM** – Prepares for day from home
- 8 AM** – Walks to office in Agriculture Lab
- 11 AM** – Teaches lecture in Food Lab
- 12 PM** – Lunch at Green Arbor Kitchen
- 2 PM** – Field research in the farm
- 5 PM** – Walks back home
- 7 PM** – Watches concert in Auditorium





# THE ARBOR

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HOUSING

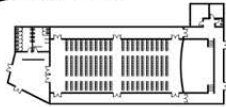
HOUSING



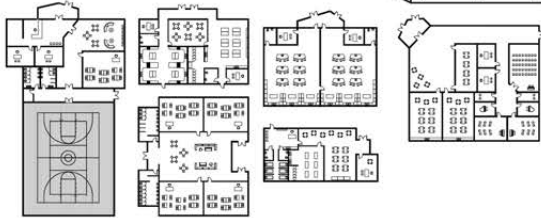
GREEN ARBOR RESTAURANT



ARBOR PRIMARY SCHOOL



SHARED ARBOR SPACES



ARBOR SECONDARY SCHOOL

