eibe
complete inspiration

The schoolyard – place of experience

Moving. Experiencing. Learning.

» OUR MISSION – SCHOOLYARD DESIGN «

The schoolyard is a living, playing and educational space. In these functions, it is an important part of everyday school life.

Its modern and contemporary design is measured against a wide range of functions. Extended periods of stay at school require schoolyard designs that meet the needs, interests and wishes of all users, pupils, teachers, parents and today's educational content.
School as a living space offers numerous opportunities to accompany and directly implement the social aspect of sustainability in social development:

- Implementing inclusion
- Providing care and support
- Creating conditions for successful learning and teaching
- Strengthening social competences
- Enabling health promotion and prevention

Let us start together..

We develop and build playground equipment that – integrated into pedagogical movement concepts – helps to exploit the potential of the playground with regard to these aspects. It encourages and supports pupils in their needs for movement, communication and relaxation.

1. Determination of needs
2. Defining experiential spaces
3. Concept through structure
4. Selection criteria for play equipment
5. Planning and visualisation
6. Implementation

1. Needs

A requirements analysis

A schoolyard should be well organised and arranged, as it is used at different times by users of different ages, demands and interests and has to meet many other requirements. These can be determined in participation processes – the aim is to achieve maximum acceptance of further planning and execution.

As different as pupils are, as diverse are their wishes, ideas and requirements.

Important objectives can be found in educational goals and in the curricula of the local school authorities – this results in requirements for educators, among other things.

The school as an institution has an outstanding task for society as a whole and faces increasingly growing challenges.

2. Spaces for experience

In the design of an open school space, the division into zones plays a fundamental role. Interest- and age-specific requirements are translated into uses and become visible in functional zoning. For us, the goal is a „good choreography“ with concept, which means that ideally the exploration of space is encouraged and thus a wide variety of play and movement incentives can be experienced.

A playground is essentially divided into five zones. The weighting of the individual zones is determined in the final planning through the determination of needs.

The play and movement zone takes up a significant part of the schoolyard, depending on the type of school, size and number of pupils:

For the training of balance and coordination, natural elements such as hills and valleys have a movement-promoting effect. Playground equipment is particularly important in this area. Children like both traditional and contemporary variations of play and they use objects and spaces in very different ways. The variety and balance of play and movement opportunities within the zone are crucial.

Dynamic movement means a variety of movement sequences. The interaction of stationary play equipment and a multifunctional and integrative design of the ground areas creates great incentives for movement. Walkways between play equipment and peripheral areas become part of the overall concept through an aesthetically pleasing colour composition, the use of different materials (e.g. asphalt, synthetic fall protection, natural stone) and other design elements such as painted hopscotch.

Communication areas are always created where smaller or larger groups can sit, stand or lean. Not only walls, stairs or railings, but also modern playground equipment that is suitable for this purpose can be used in the communication zones: Especially when longer free times arise, there should be places to „hang out“ to „move and chill“.

COMMUNICATION & MEETING PLACE

SPORTS AREA

DYNAMIC MOVEMENT

RETREAT & NATURE EXPERIENCE

CREATIVE ZONE

BALANCE & COORDINATION

3. Concept

Finally, all the results are incorporated into the conceptual design of the schoolyard. Budget, legal requirements, safety, pedagogical demands and play values, depending on the individual requirements, are taken into account as well as location factors and a practical and equally attractive design. Our expertise in practical implementation through planning design tools, together with your pedagogical expertise, allow us to create excellently coordinated movement spaces. These can look different depending on the type of school.

In the **retreat and nature experience zone**, children have the opportunity to experience and understand nature. The opportunities for direct contact with nature have become rare for many children. It is more important than ever to give children an opportunity to learn about the interdependence between the plant and animal world and thus develop a sense of responsibility for their environment. School gardens could be conceivable at the edge of these areas. Elements for retreat zones should be located in quiet places in the schoolyard. Through the modelling and planting of these areas, places of tranquillity are created. They can deliberately interrupt a larger area and thus reduce the speed within this zone.

The **creative area** is especially important in all-day schools. This includes zones where creative and imaginative play with the elements of sand and water can take place in the afternoon. Movable materials such as wood and small stones should be available in this area for building. It is conceivable to set up an outdoor art studio, if possible near a tool shed or a storage room for tools and materials. Here, handicraft and artistic work can be done daily or on project days.

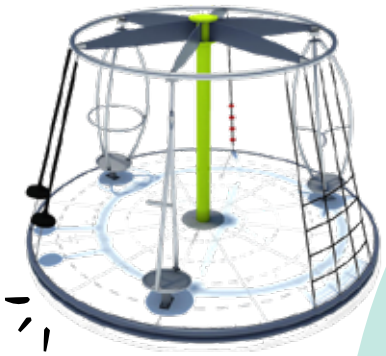
The **sports area** is not only used for physical education lessons, but also during breaks and should be accessible in the afternoon, especially in all-day schools.

4. The DNA of our playground equipment

What makes an ideal play- und movement area?

There are different views on this in professional literature also in connection with different pedagogical models and objectives. However, supported by the latest findings in development and movement pedagogy, we can identify a whole range of criteria as to which aspects should be particularly promoted and which benefits are relevant for the development of the child or adolescent.

The actual equipment elements then create optimal play and movement functions in interaction with the design elements.



SELF-EFFICACY
PLAY ENCOURAGEMENT
SOCIAL INTERACTION
PROBLEM-SOLVING SKILLS
DURATION OF PLAY
VARIANCE OF MOVEMENT SEQUENCES
VARIETY & PLAY VARIATIONS
ATTRACTIVENESS FOR ALL GENDERS
RISK COMPETENCE

SELF-EFFICACY

VARIETY & PLAY VARIATIONS

PROBLEM-SOLVING SKILLS

VARIANCE OF MOVEMENT SEQUENCES

PLAY ENCOURAGEMENT

SOCIAL INTERACTION

RISK COMPETENCE

ATTRACTIVENESS FOR ALL GENDERS

DURATION OF PLAY

5. Planning inspiration

© elbe Produktion & GmbH & Co. KG

Let‘s go outside, sitting still has a break!
Now all the body‘s energy is needed.
Romping around the grounds and letting off steam, a rally on the climbing unit, whirling around on the group carousel - dynamic movement helps to promote health and mobilises all children, regardless of their age or abilities. Strength, balance, coordination and endurance, a large variance of movement sequences prevents posture damage, lack of exercise and overweight and conveys a positive body feeling.

© eibe Produktion & GmbH & Co. KG

It can be loud and lively here!
A centrally placed, spacious seating area presents itself as a versatile communication island in the schoolyard. Exchanging news, chatting, playing and dealing with conflicts are as much a part of school life as learning and movement. Permanently installed and mobile seating distributed around the school grounds support interaction, promote social togetherness and offer opportunities for retreat.

© eibe Produktion & GmbH & Co. KG

A **climbing combination** with a lookout and **balance course** is the centre of attraction of the play and movement area. A variety of climbing elements with different levels of difficulty make it attractive for children regardless of age or physical abilities. Movement types such as climbing, balancing, shimmying and sliding are just some of the possible uses. Natural wood and various complementary materials (e.g. nets, ropes and metal) stimulate the sensory and haptic experience. One's own strength and limits are tested, motor skills are trained and self-efficacy is experienced - movement is more than physical balance. A natural terrain design around the climbing equipment, including a hill and a fast-paced **hill slide**, make the area an exciting, natural-looking space for movement.

© elbe Produktion & GmbH & Co. KG

Get out of the school routine - lessons in the open air provide variety in everyday school life.
A relaxed learning environment promotes creativity and awakens new enthusiasm for learning. In the open-air classroom, learning takes place with all the senses, theatre is performed, class parties are celebrated, conflicts are solved, or students play and relax during the breaks.
Steps, a wall, a grandstand or wooden bollards provide seating for the class or spectators. A **painting board** can be used in many ways: as an information tool, backdrop or „canvas".
In the **water and sand play area**, pupils experiment and explore in teams with natural materials, training motor skills, communicative and social skills.

© elbe Produktion & GmbH & Co. KG

In the **green classroom**, the children can directly observe plants and insects in seasonal change and become ecologically active themselves. Raised beds, a herb spiral and an **insect hotel** arouse enthusiasm for nature and support activities on topics such as nature conservation, healthy nutrition and sustainable consumer behaviour.

A **sound playhouse** invites visitors to make music. Creating sounds stimulates the senses after many hours of learning and clears the mind for new things.

A **hammock** under the trees offers relaxation and a place to retreat for the lunch break - watching nature in the „cloud cinema“, catching your breath and letting your mind wander feels good and reduces stress and aggression.

© elfe Produktion & GmbH & Co. KG

In order to promote the joy of sport and movement beyond school lessons, larger open spaces on the school grounds are deliberately planned for sport and fitness. Various offers are intended to provide incentives for movement and fun in sporting activities for a broad user group, from beginners to advanced.
Whether a small **playing field**, **table tennis** facilities or a modern, vandal-proof **multi-sports field** with goals, basketball hoops and a volleyball net – there are a variety of uses for the classic team sports, both for physical education, as break-time fun and as a meeting place after school.

© eibe Produktion & GmbH & Co. KG

The schoolyard's holistic sports concept for older students and young adults is complemented by a tartan track and multi-functional areas for warming up and endurance training. A **BodyWeightStation** with its diverse exercise options for targeted muscle building picks up on trend sports such as **street workout** or **calisthenics** and has a motivating effect on young people who have not yet found access to a sport. With different levels of difficulty, the „outdoor fitness studio" caters to the abilities of the young athletes.

© eibe Produktion & GmbH & Co. KG

6. Implementation

» Our Mission – Schoolyard Design
Accomplished

Your requirements + our experience = a schoolyard for learning!

eibe Mission schoolyard design – learning needs movement!

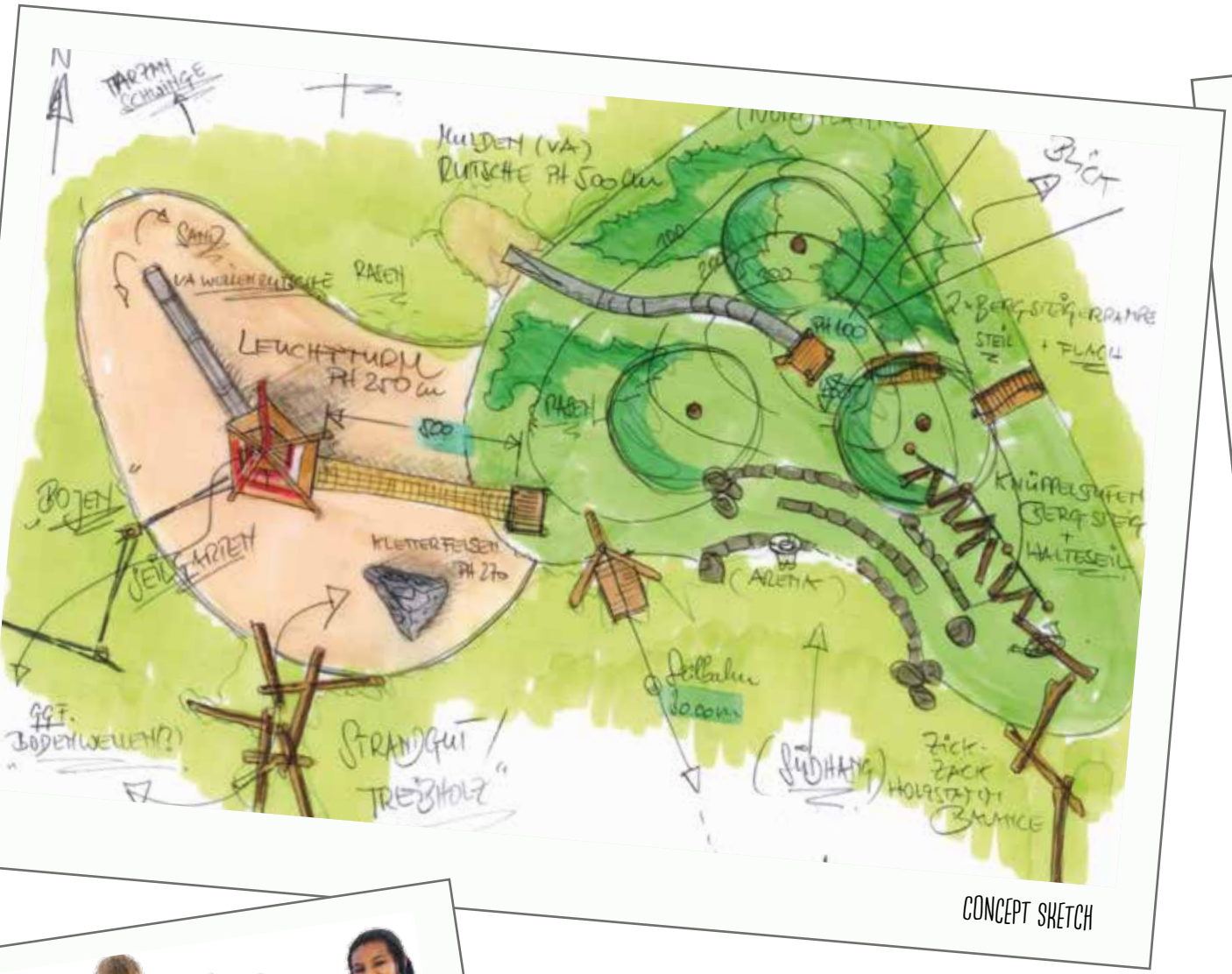
We at eibe, with our competent and enthusiastic team of specialists in the production, planning and conception of pedagogically sophisticated play worlds, want to convey the fun of movement to our children, thereby promoting health and supporting contemporary forms of teaching and learning

MÜNCHHOF SCHOOL

NÖRVENICH SCHOOL

FRANZISKUS SCHOOL WILHELMSHAVEN

PRIMARY SCHOOL NORDERSTEDT



CONCEPT SKETCH

Benefit from our experience!

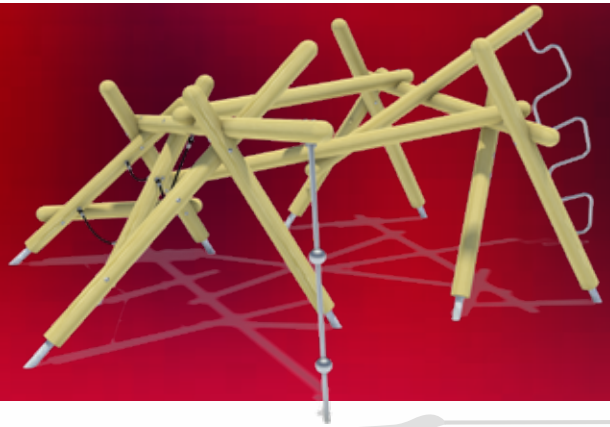
Play value is the top priority in the product development of our playground equipment.
Modern playground equipment should challenge children and appeal to all their senses. We focus on an ideal combination of play fun, innovation and functionality. Modularity is important and the educational concept must be right. Whether individualised standard equipment or a completely new play world - we configure your playground equipment tailor-made for your playground.

Environmental friendliness and sustainability are particularly important to us. That‘s why we use environmentally friendly and ecologically sound materials for our products and only use pollutant-free raw materials.

Learn more about environment, safety & services at www.eibe.net

You can find our complete product range in our catalogue „World of Playgrounds“ or online at shop.eibe.net

Contact us!
+49 9338 89-0 and eibe@eibe.de

eibe
complete inspiration

eibe Produktion + Vertrieb GmbH & Co. KG
Industriestraße 1
D-97285 Röttingen
Germany
Tel. +49 9338 89-0
Fax +49 9338 89-199
eibe@eibe.de
www.eibe.net