

Design to Educate

Sustainability through the Lens of Education

Creating stronger place-based relationships will foster more care from the community to maintain, thereby achieving sustainability in its most literal sense. Using the language of education should empower architects and support the realization of how much power and influence architecture has on how people live. Designing for people should mean by extension, designing for all nature and organisms. Humans *are* nature and therefore nature in the built environment teaches humans about themselves and their surroundings.

Teach historic connection to place. Envision building life cycles and use natural materials that weather and develop a patina that can communicate historic perseverance.

Teach cultural connection to place. Enforce material passports and reuse materials in existing buildings on site to express the pre-developed culture of the area.

Teach a spirit of place. Prioritize local materials and practices in design to establish local culture in the built environment. Incorporate inputs from all parties involved including wildlife in order to foster community empowerment and biodiversity.

Teach Canadian and Indigenous cultural connection to place. Value nature connectedness in the same respect as Indigenous peoples and improve knowledge of Indigenous building strategies to establish a place-connection of buildings and contribute to social change.

Teach Canadian historic connection to place. Synthesize natural and human orders by learning from historical architectural styles in Canada.

Teach lifestyle. Build for the living before their things, incorporate passive design strategies, and establish encouraging connections between indoor and outdoor spaces.

Teach nature connectedness. Consider the architects of the natural world and their strategies. Be knowledgeable about psychological, social, physiological, and physical health benefits of natural connections in the built environment to revive biophilic spirit.