

BROWNIE TRY-ITS

BULDING ART - Chose any four activities to complete this Try-It

1. Building For The Future - Design a building for the future

Incorporate possible changes in lifestyle and environment. Use your imagination and build your very own model building of the future.

ACTIVITY: When you begin designing your future building, remember that a building isn't just a box. People will be living, working, and playing in your building - and your design should reflect that. Start by drawing up some plans for the building. Here are some things to think about:

Imagine where people will live, work, and go to school.

Think about how the building will get energy for power.

You'll also need to make sure that people can get in and out easily

How will people have fun?

When you're done with your plan, start building using the materials you've collected. Think about the kinds of materials that can be used to build a bulding. Your imagination is the only limit.

2. Create A Neighborhood - "Cityscape Mural"

An Architect is an artist who designs buildings. Each girl will be an architect and is commissioned to design one building for the new city of "(girls decide name of city)".

MATERIALS: 6' - 8' of roll paper (any color), 9"x 12" and 6"x 9" and 3"x 12" construction paper (assorted colors) scraps, scissors, glue, Black marker or crayon (optional)

ACTIVITY: After each girl creates her building, she will glue it to the mural. Then they can use scraps to make something extra for the city such as a car or airplane, person or animal, flower or tree, stop sign or traffic signal, etc. These extra things will be glued up after all the buildings have been glued to the mural. Each girl chooses three contrasting colors of construction paper (9"x 12" for a building and 6"x 9" and 3"x 12" for roof, windows, doors, etc.). as an example: Cut larger sheet approximately in half vertically. Stack them to make a tall building. Cut off a section to shorten it or to add a single story section or to stack for an even taller building. Glue sections together. Use smaller contrasting piece to cut various shapes for roof, windows, doors, etc. Glue to building. Any shape or type of building can be created. Buildings should not be just a rectangle shape. Attach the roll paper to a wall or bulletin board and draw on streets, roads, overlapping hills, a sun, clouds, etc. Details may be added with markers.

3. Discovering The Strengths of Shapes - Craft Straw Structures

Every architect must think about how strong and sturdy a building must be so that it will be safe and not fall down. A structure is something with parts that are put together in such a way that they make the whole thing strong. Think like an architect and try to make a straw structure beautiful and interesting, but also safe and sturdy.

MATERIALS: matboard rectangles (various sizes approx. 4"-6" x 6"-9", craft straws, scissors, glue

ACTIVITY: Each girl receives a matboard base and about seven straws. First, a support structure must be built. Bend a little "foot" on each end of a straw. Glue one foot down to the base. Bend the straw into desired shape, and glue the other foot to the base. Add other straws by gluing them to this support structure and/or to each other. Curl (around a crayon, pencil, or finger), fan-fold, etc. to create interesting shapes. Crease one end of a straw lengthwise and fit it into another straw to extend. Add a drop of glue to hold together. Two straws can be joined at an angle by snipping the end of one straw lengthwise and folding back little "wings". Put a drop of glue on the wings and wrap around the other straw. Wherever two straws touch, add a drop of glue to reinforce.

5. Designing An Ideal Meeting Place - Draw a Dream Classroom

Materials: Graph paper, pencils, and markers.

Activity: With the paper on the table, sketch out a rectangle that is approximately 60 squares long by 40 squares wide. These are the outside lines of the room, the [exterior](#) walls. Next, draw in the furniture, supplies and other objects that would make this room a dream classroom. As a greater challenge, draw the items in the room to [scale](#). (scale means that the size of all of the elements are accurate in relation to the whole). So, draw the items in the room to be the correct size compared to the size of the entire room. Think about comfort, light, nature, electronics, technology, soft surfaces, hard surfaces, chocolate....

6. Designing Space for Someone with Special Needs

New buildings are being built and old ones altered to accommodate the needs of people with disabilities. Architects have specific codes they must follow when designing or remodeling a building. Determine the needs of girls in your community by looking at a public building or your meeting place and do the building analysis below.

Entrances

How wide are the doorways?

Are there stairs at the entrance?

Are there handrails present?

Are there metal threshold strips? (hard for wheelchairs to go over)

Is room information available in Braille?

Hallways

- How wide are the hallways?
- What kind of floor surface is there?
- How wide are the room-entry doorways?
- Are there protrusions in the pathway?
- Are the door numbers in Braille?

Restrooms

- How wide are the doorways?
- Which way do the doorways swing?
- Which direction do the doors to the stalls swing?
- Are handrails present in the stalls?
- What is the height of the toilet?
- What are the heights of the sink, the towel dispenser, and the soap dispenser?
- Are the doors labeled in Braille?

Water Fountain

- What is the height of the drinking fountain?
- Where is the lever on the knob used to obtain water located?
- Can water be obtained with one hand?

Telephone

- What is the height of the telephone?
- Are the directions in Braille?
- Is a TDD (telecommunications device for deaf) available when needed?

Meeting Room

- What is the height of the shelves?
- What is the width of the doorway?
- Are the chairs of appropriate size and height?
- Are any cabinets or counters sticking out into pathways?
- Is the lighting without glare?
- Are tables the appropriate height to allow wheelchair seating?

Materials

- Have any special needs materials been identified? (examples: handouts in large print, special pencils, special scissors.)

