Besides their manifestation, forms of care can be shaped and nurtured. In the school, children can learn practices of care that go beyond personal experience, being guided by interacting with others and with the environment. The Patio Vivo Foundation proposes to apply these ideas in the school landscape through a courtyard that is a stage and agent of care, putting front and center the experience of students as an educational model.

In the field of Education, care and learning are complementary and interrelated. Children and teenagers are capable of learning as long as they feel calm, safe and have a place to do so. Since the Delors Report (1994), a focus on simultaneously learning to know; learning to do; learning to live together; and learning to be, has been promoted. The school landscape, the building, halls and courtyards communicate a vision of the world and a conception of learning. In *Philosophy of Care*, Comins Mingol (2009) proposes to teach competencies for care through school environments that favor experiences of both mutual care and caring for the environment.

In that sense, schoolyards have enormous potential to favor learning through experience and care: “A properly planned and built physical environment amplifies and...
enhances people’s diverse ways of learning” (Lippman, 2012:4). So, we can go from hard, flat and hostile courtyards, to ‘learning landscapes’ that communicate an idea of care in which students are welcomed through space while they learn to take care of plants, insects, play structures and their peers.

Fundación Patio Vivo transforms schoolyards into ‘learning landscapes,’ places that promote socio-emotional, physical, and cognitive well-being of children and adolescents. With this objective, through a dialogue between education and architecture, the community’s gaze is articulated with the physical environment and culture, promoting the development of skills through play and contact with nature.

**Patio Vivo: the Nature of the Game**

The learning landscape of the Chilean Eagles College of La Pintana was designed for children from 6 to 8 years old, where it sought to strengthen the sense of community, belonging and active play through contact with nature.

The space was organized through a series of circular structures of various sizes, depths, and heights, promoting its different uses: a circular court or small gardens at ground level; raised circles of
Planta general / General plan
E. / S. 1: 500

Planta pavimentos / Pavements plan
E. / S. 1: 500
bricks built as small hills, allowing children to run down through their slopes; and circles below ground level for them to hide underground, sit down to share or learn in the open classroom.

On the other hand, we seek to regenerate the sterile ecological desert made up by 1,600 m² of concrete. To do this, the waterproof layer was removed, along with the earth, and was replaced by bricks, mulch, topsoil, and sorghum, which allow water to be drained back into the ground, therefore, favoring the growth of plant species. In addition, 18 trees were planted, including Quillaja saponaria, Quercus coccinea, Schinus molle and Ginkgo biloba, which constitute a natural filter of particulate matter, reducing temperatures with foliage, and returning moisture to the air. They also give color to the school, which is essential in this context devoid of green areas.

After a year and a half of confinement as a result of the pandemic, the children once again find themselves in a courtyard that welcomes their desire to play, move, and be with their friends. Through free play and exploration, they can observe the cycles of nature, develop physical skills in challenging play structures and, thus, have experiences of caring for the environment and their peers. ARQ
Arquitectos / Architects: Álvaro Benítez, Alexandra Nicolaides
Colaboradores / Contributors: Marcial Huneeus, Margarita Puga (educación / education); Ángela Ibáñez (desarrollo de contenidos / content development); Verónica Acevedo (coordinación de proyecto / project coordinator); Andrea Manuschevich (Periodista / Journalist)
Ubicación / Location: La Pintana, Santiago, Chile
Materiales / Materials: Topografías y pavimento de ladrillo, estructura metálica de acero en parrones y juegos de barras (perfiles de acero), juegos con polines de madera, pavimento de maicel, pavimento de mulch, pavimento de tierra vegetal, muro de pizarrón, árboles nativos, árboles de hoja caduca y arbustos de bajo consumo hídrico / Topographies and brick pavement, steel metal structure in steel pergolas and monkey bars, outdoor playground equipment with wooden posts, sorghum pavement, mulch pavement, topsoil pavement, blackboard wall, native trees, deciduous trees and shrubs of low water consumption
Ingeniería estructural / Structural engineering: Ricardo Gómez
Presupuesto / Budget: $55,000,000
Superficie construida / Built surface: 1,639 m²
Superficie de terreno / Site surface: 1,639 m²
Año de proyecto / Project year: 2020
Año de construcción / Construction year: 2020

Bibliografía / Bibliography

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Bachelor of Arts and Master in Literature, Pontificia Universidad Católica de Chile. Teacher trained in Waldorf pedagogy and teacher of the Waldorf teacher training seminar of the Rudolf Steiner College. He collaborates with Valoras uic in matters of school coexistence. Since 2018, he is part of the Latin American Network of School Coexistence and is the Director of Education at the Patio Vivo Foundation.

Architect, Pontificia Universidad Católica de Chile, with landscape and restoration studies at the University of Roma Tre. He is the director of site (Sistemas de trabajo eficiente), where he develops tools to measure the impact of design and architecture on people and their organizations. He serves as Director of Architecture and Landscape at the Patio Vivo Foundation.

Architect and Master, Pontificia Universidad Católica de Chile. She has focused her professional interests on promoting spaces that develop pedagogical skills and experiences in children and teenagers. She is co-founder of the Plan 18 Foundation and collaborates with Patio Vivo since 2019 as head of the Architecture area.