




Challenge 2: Miami, My Garden - Gardens on the Go

YOUR CHALLENGE:

Picture your commute to school – walking down the sidewalk, driving on the highways, or waiting at the bus stop. You probably see lots of concrete and asphalt, creating what scientists call “urban heat islands” that can be several degrees warmer. But what if transportation spaces could do more than just move people and vehicles – they can reduce temperatures while being beautiful? With your help, we hope to reimagining how we see transportation centers in our community. How can we use plants to improve these systems for us and our natural world?

For this challenge, we ask you to draw a new vision for one part of the transportation systems of your community that incorporates plants in innovative ways. Identify a specific place or roadway that you pass on your way to school — it could be a bridge, a bus stop, a train station, intersection, or highway that does not currently have many plants growing on or around it and redesigning that space, think strategically and sustainably. What are some ways we can use features from our natural landscape to strengthen our urban environment? Present your chosen location as a drawing with a written summary that describes your design and identifies at least three ecologically minded features meant to strengthen these areas.

SUBMISSIONS DUE: November 14, 2025

-  Digital Entry Form for each submission required.
-  Physically submit all drawings and written descriptions delivered in person or mailed to Fairchild Challenge via certified mail to 10901 Old Cutler Road, Coral Gables, Florida 33156, ATTN: Education Department.
-  Hand deliver drawings ANY day of the week 10am-5pm at the Visitor Center.

Participants per submission: Individual Students

POINT SYSTEM:

Maximum Points	100 points per submission <u>2 submissions per school</u> = 200 max points
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✓ SUBMISSION REQUIREMENTS:

Drawing of a transportation space with a creative title. Original hand-drawn artwork by students in colored pencil, crayon, pens, markers only; no computer-generated design. Drawings must be no larger than 8.5" by 11".

On a separate sheet of paper physically attached to the back of the artwork, please submit a 300-500 word summary double spaced in 12-pt font describing the design and how your three ecologically minded features can improve the

The drawing AND written description must include the student's first name last initial, student grade level, teacher's name, and school name **ON THE BACK of the drawing and written description.**

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Digital Entry Form for school and student information only. **Electronic uploads of drawing and written descriptions will not be reviewed.**

Two submissions max per school.

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Prior Knowledge:

To be successful, students should be familiar with these concepts:

- Able to identify ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
- Can organize and plan necessary elements in art work and writing
- Understanding of descriptive writing techniques

Standards/Learning Targets:

Subject	Strand	Standard
Visual Arts	Innovation, Technology, and the Future	VA.68.F.2.5 - Create an artist statement to reflect on personal artwork for a portfolio or exhibition.
	Skills, Techniques, and Processes	VA.68.S.1.5 - Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
		VA.912.S.3.6 - Develop works with prominent personal vision revealed through mastery of art tasks and tools.
	Historical and Global Connections	VA.912.H.1.10 - Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life
Social Studies	Sociology	SS.912.S.7.1 -Identify characteristics of a social problem, as opposed to an individual problem.
		SS.912.S.7.6 - Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

Learning Goals/Objectives:

By the end of this Challenge, students will be able to:

- Articulate** the role that transportation infrastructure plays in urban life
- Incorporate** botanical elements into imaginative transportation infrastructure in South Florida
- Create** an alternative design for existing transportation infrastructure

Differentiation:

ESOL students are allowed to complete this assignment in their first language. Drawings can be group oriented for students lacking fine motor skills.

For more detailed information and resources, please visit the **High School Challenge 2** webpage.

