We imagine the future that must confront the consequences of climate change, destructive human patterns, food deserts, and resource depletion. In this time, the reality of pandemic is experienced among the duality of controlled design, and natural life.

Our response to middle school education in this context is a new ecosystem built high above the ground. Building pods sit perched on twisting structural stems that sprout from the site, interconnected by a weaving, semi-transparent transit tube.

The transit tube facilitates safety and orderly affairs within the school system, operating on a pre-programmed schedule, and departing and arriving at each building pod in a transit station. Within the transit tube, students, faculty and staff travel on hovering devices which are programmed to function at an appropriate distance and move at the correct speed.

Upon arrival to the building pods, the transit station connects to an underground circulation system that allows users to file into their place. The classroom is comprised of individual niches designed to keep students apart, yet, together, in a learning environment. Students arrive from the transit station and circulate along the edge of the pod underground until they ascend to their niche.

Health and psychology services are offered on the campus, as well as a daily respite to nature in the coveted conservatories, located at the uppermost level of the system.

In this possible future, the gestures we make toward a life of balance between artificiality and naturalism, separateness and togetherness, sickness and health, are meant to pose questions and incite reflection about our contemporary behavior.