Seong Yun Chung

THE DELAWARE COUNTY CHILDREN’S HOME
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Architectural Thesis

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Department of Architecture
College of Architecture and Planning
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Muncie, IN
This thesis project is dedicated to my parents and family for their continuous love and support and never ending patience during past years.
Credits

To Professor Bruce Meyer and Professor Jack Wyman for their encouragement and guidance throughout this thesis and for their spiritual support during the formative years of my career in the architectural profession.

To Professor Alfredo Missair, outside studio critic, who helped me understand the complex issues involved with the human sociological and psychological aspects of programming the children's environment.
Preface

The project that was chosen for my thesis was of a scale which I was able to complete within the given time frame. This allowed time for the development of design details. Good details enhance architecture and are a sign of respect an architect can offer to the users of the spaces that are created.

Preface
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Purpose of the Thesis

In the architecture profession, it is common to have many contacts with people who are in the upper goal and economic levels of the society. It is easy to ignore people in other parts of our society. There are many good buildings, but there are very few for the people who lead a disadvantaged life. It is unfortunate that people take this for granted and believe it is normal for disadvantaged people to live in inhumane environments.

Even though I may not credit architecture with solutions to social problems, it is important not to give up on the idealistic potential of an architectural solution. I feel strongly that the ideal of my project can help to improve an environment which will hopefully contribute to children of lower economic stratas developing them into constructive members of the society.

Introduction
Existing Home

I want to create an environment that provides warmth, comfort, attention, and discipline. Many children's homes are very institutional. One existing example is the Delaware County Children's Home, located near the intersection of Highway 32 and Tillotson Avenue in Muncie, Indiana. The context of its site is suburban with light and heavy industries. The Colonial Bread factory lies east of the Children's Home. The railroad track runs parallel to Kilgore Avenue (Highway 32) on the southern border of the site. This creates a major acoustical problem at night. To the east there is a trailer park which can be characterized by a transitional lower income residential area. Although the children's home is situated on a site which has good solar exposure and a pleasant open space for outdoor activities there is no relationship with or connection to its neighbors. There is no sense of community. It is isolated and institutional. The children do not have access to a spontaneous play setting outside of the home.

All the activities happen in a large group setting. Approximately 40 children dine in a large cafeteria. There is no atmosphere of family or intimacy. The rooms are all dormitory style merely providing a place to sleep, but nothing else. It is easy to notice that children are eager to personalize their own corners although the space does not provide the proper setting for it.

Due to the lack of proper planning, many spaces are wasted while there are few opportunities for educational, cultural, or intellectual activities.

In order for the facility to function in a constructive, socially optimal fashion, the relationship between a children's home program and its corresponding environment must be thoughtfully considered. This relationship will be suggested in the architectural solution.

Because of the segregation of age groups and inappropriate densities of grouping, an atmosphere for learning fails to manifest itself.

There are ten houseparents on duty for the 40-45 children in the home. Even though that may seem sufficient there appears to be other factors which prevent an effective and optimum result from a variety of causes, but inappropriate space planning and organization certainly contribute to a non-reinforcing milieu. The scale of activities, their organization, and physical environment should be small and personal.
Looking into the hallway from the entrance/room.

The house allows for a mix of the children having a home to associate with and the children having a home in which to associate. The ambience is very much a mixture of the lighter but cooperative nature of the environment.

The environment reinforces the children having integrated activities in their life which do not confuse children's roles. Intimate, highly-conceived.
Alternatives

The proposed program for a children's home provides a system which is as similar as possible to an idealistic single-family home setting. Forty children are divided into five groups. Each house group consists of eight children of different ages with two house parents. This presents the advantage of flexibility for more accommodation in the future by adding to the number of houses. The house is designed in a fashion similar to an idealistic single-family home to satisfy practical functional requirements as well as a broad range of social, emotional and psychological factors, (see Appendix 45-55).

The house parents, who live in the house with the children, find it to their advantage having a house provided by the children's home in which they can both live and take care of the children, (see Appendix 43).

It is obvious that the smaller scale of group allows for ease of supervision of children as well as a more healthy and constructive ambience during the child's formulative years. The mix of different age groups allows a tighter but subtler supervision in the cooperative spirit of true family groupings.

The environment should be built in a way which reinforces certain activities and behaviors. Children have been found to respond well to an integrated structuring of space, time and activities that give form and predictability to their lives. Fluid and ambiguous spaces confuse children, physical spaces need to be intimate, well-defined, and predictable, with highly-concrete, well-organized stimuli.

Other activities which require the involvement of a larger group are provided for in a community center fostering a natural social contact with other children from the neighborhood. An adventure playground and indoor playground (a passive day care center) are proposed corollaries, (see Appendix 56-75).

Community Center

A place for community activities is not easy to design because of certain social and psychological aspects of modern society. Modern people, especially in a typical middle-class suburban neighborhood, tend to isolate themselves within the family, and tend to avoid interactions with or among neighbors. Developing a sense of community and its internal valuation by society is essential to a successful community center.
Site Selection and Characteristics

In order to provide the proper and adequate environment for these children, the minimum following requirements should be satisfied.

The site should be within middle and upper middle class residential neighborhoods to give the children a positive concept of future.

A normal age-mix of people (adults, children, and the elderly) in the neighborhood should be encouraged to teach the continuity of healthy and secure lifestyle.

The strong possibility of healthy frequent social interaction within the neighborhood should exist.

The above principles are available in many suburban residential neighborhoods. However, there are a few delicate issues to deal with for the integration of the children's home within such a neighborhood. Some solutions are suggested to overcome potential resistance of the host neighborhood.

Replacing the least adequate house with excellent quality houses with thoughtful landscaping will improve the quality of the physical environment.

Providing common playgrounds and facilities in each home which will attract children in the neighborhood for spontaneous interactions and healthy social activities.

The children's homes are located in different locations in a neighborhood, thus decreasing the image of "an institution" for the neighborhood. The nature of this physical setting reinforces the proposed concept for a children's home.
VIEW OF THE EAST WALL IN COMMON AREA 2
SECTION THROUGH THE TEENAGER’S SUITE
Design Concept/Development

I developed a prototype which can be manipulated depending on the size of the children's home and the physical nature of a particular site.

The most important factor of the program is to define the functional, emotional, social, and psychological factors within the spaces rather than the square footage requirement.

Flexibility is achieved by providing the basic structural elements (columns and beams) and minimum amount of floor-to-ceiling wall. Spaces are organized by movable furniture modules. Closet and storage spaces are utilized in a wall system which also can be installed and moved around depending on needs of the users. This also gives the opportunity to personalize their spaces and give more voluntary responsibility to their environment.

Environment (Basic Structures) which provides the possibility (chance) to become something personal and individual which the users create unity in diversity. However, the sense of place and enclosure was carefully thought out while the flexibility of the space was considered. While the flexibility of the space was considered, the integrated structuring of space was also very important to consider. Well-defined space gives form and predictability to the users lives. This is achieved by the variation of ceiling height and manipulation of lighting.

Utilizing the maximum amount of natural lighting and natural ventilation are two of the most important criteria. A combined lighting and ventilation fixture was used for energy efficiency.

The various qualities of spatial experiences are provided to reinforce the cultural and psychologically sophisticated background.
Design Concept/Development
A INTIMATE SPACE WITHIN A LARGE OPEN SPACE

WEST ELE. IN COMMON RM.

- EXPRESSION OF SHIBUI - CONTRAST EXPRESSION - OF TWO OPPOSITES
Good place for children's playing in sunlight.

Continuation of same material for flooring, relationship of room and interior design.

South Ele. in common rm.
CLERESTORY WINDOWS: BRING THE NATURAL LIGHT INTO THE HALLWAY
1st LEVEL HALLWAY
OPEN SHELVES | BARS BELOW
NEED SCREENING FOR
MORE ENCLOSURE OF THE RM.

NEED TO BE ENCLOSED
USE PLANTS
Program Summary
<table>
<thead>
<tr>
<th>Spaces</th>
<th>Users</th>
<th>Activities/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Bedrooms</td>
<td>6 Children</td>
<td>Playroom 1: Soft Cushions, Pillows</td>
</tr>
<tr>
<td>2 Full Bathrooms</td>
<td>2 Children/Room</td>
<td>Thick Carpeting, Low Ceiling (Under the Staircase)</td>
</tr>
<tr>
<td>2 Playrooms</td>
<td></td>
<td>Playroom 2: Transition to Outdoor Activity</td>
</tr>
<tr>
<td>Teenagers Suite</td>
<td>2 Oldest Children</td>
<td></td>
</tr>
<tr>
<td>1/2 Bathroom with a shower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>House Parents Suite</td>
<td>House Parents</td>
<td></td>
</tr>
<tr>
<td>1 Bedroom</td>
<td>1 Workroom</td>
<td></td>
</tr>
<tr>
<td>1 Full Bathroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Fireplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen (1 Sink, 2 Stove-top Range, 1 Small Refrigerator)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Bedroom</td>
<td>Assistant House Parent or a Guest</td>
<td></td>
</tr>
<tr>
<td>4 Common Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen, Dining Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fireplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry Room/Mechanical Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2 Bathroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carport (2 Cars)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage Spaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Common Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Area 2: Group Activity (Game, Family Conference), Direct Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Area 3 (Mezzanine): Fish Tank, Indirect Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Area 4: Study/Tutoring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thoughts/Conclusions

The architect Harry Weese once said 'architecture is not a free art but is a social art'. Creating and reshaping an environment involves more than just an aesthetic approach. While I was working on the project I tried to keep remembering that beauty is a by-product of a process. Being honest with forms, materials, and functional needs; understanding the cultural, emotional, and social need; and having a sensitivity toward nature can help to create an environment which works. This is when it becomes beautiful. Searching for the true intentions of forms, materials, and atmosphere of the space without having a preconception is difficult to do, but it is one of the most important qualifications for being a good architect.
Appendices
DELAWARE COUNTY CHILDREN'S HOME

- 5 single family homes ...... each home consists of
(40 children) 8 children (age of 4-18 yrs old)
and house parents (husband and wife)

- 4 foster grand parents

- 2 assistant house parents

- community center: indoor playground/multi-use room
  the facility offers outdoor/adventure playground
  services and use in teenagers' space
  exchange for help
  sports center
  from the community.
  library
  arts/craft/science center
  tutoring rooms
  conference rooms
  psychologist and assistants' offices
  teachers and volunteers' room
  nurse's office
  educational director's office
  director's office
  book keeper/receptionist's office
  lobby/waiting area
  staffs' lounge
  dietitian's office
  kitchen and storage spaces
  storage areas
  rest rms.
  natural amenities (plants, pets, and garden)
CONCEPT

- PRODUCING SOMETHING AS UNLIKE AN INSTITUTION AS POSSIBLE → "HOME"

- REPLACING ISOLATION WITH INTERACTION

○ NEIGHBORS
○ CHILDREN'S HOME (8 CHILDREN AND HOUSEPARENTS)
○ FOSTER GRAND PARENTS
SITE SELECTION

• For homes...middle and upper middle class neighborhood
  to give a positive concept about their future

• Where all ages of people, adults, children, elderly people live

• Where the strong possibility of healthy social interaction
  within the neighborhood exists

• Careful integration within the neighborhood with the
  least aggressive approach as possible...

• Provide common playgrounds and facilities in each homes
  which will attract children in the neighborhood for
  spontaneous interactions and healthy social activities.

• Replacing the least adequate houses with the excellent
  quality houses with thoughtful landscaping, the
  quality of the physical environment will be improved.
- For the community center

- The site should be easily accessible to the community and the activities

- The site should be located in the part of community and neighbors

- The site should be free from dust, noise, fumes, and heavy traffic

- The site should be selected for its natural amenities (plants, animals, water, earthforms) — trees and shrubs on and around site will reduce noise

- Consider adequate parking, deliveries, safe loading and drop-off zones, pedestrian, auto circulation, and adequate playground/recreation space.

- Locate the facilities, noisy activities nearest outside noise source — in this way, the rooms housing the noisy activities can shield, to some degree, the quieter activities and the near homes around it.
ZONING ORDINANCE

R2 RESIDENTS ZONE (HALTMAN VILLAGE)

\[ \text{MIN. 760 ft}^2 \]
\[ \text{MAX. HT. 30 ft} \]

\[ \rightarrow \text{LOT SIZE MIN. 9000 ft}^2 \]

CORNER LOT
JOB DESCRIPTION

HOUSE PARENTS

• JOB OPTIONS

<table>
<thead>
<tr>
<th>Wife</th>
<th>Husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time In</td>
<td>Full Time In</td>
</tr>
<tr>
<td>Full Time In</td>
<td>Part Time In/Out</td>
</tr>
<tr>
<td>Part Time In/Out</td>
<td>Part Time In/Out</td>
</tr>
<tr>
<td>Full Time Out</td>
<td>Full Time Out</td>
</tr>
</tbody>
</table>

• Live In / Flexible
• Must be mature, educated, psychologically sophisticated.
• Give sufficient amount of warmth, love, and emotional support to children.
• The wife and husband should have a healthy and wholesome relationship to each other to present a good and hopeful example for the children.

ASSISTANT HOUSE PARENTS

• Substitute house parents for 2 weekdays or 1 weekend day.
• Live In / Flexible (Temporary)

FOSTER GRAND PARENTS

• Their jobs are based on voluntary work.
• They must be healthy physically and emotionally.
• They must be interested in children and their education.
• They should be willing to sacrifice and understand troubled children and young people.
**PSYCHOLOGIST**

- An adviser for the houseparents and foster grandparents
- Give conferences and seminars for constructive directions and education
- As little as possible direct contact or conference with children

**Dietetitian**

- Makes menus for each period and gets the common groceries for the children’s homes (5 units)
- Pre-prepared the food, so houseparents can be ready for a final cooking. -> decrease the amount of work load for the houseparents, still they can provide a wholesome meal atmosphere at home.

**Psych. Assistants**

- Directing, tutoring, and helping children within the common facility and for the extra curriculums.
CHILDREN'S SPACE

- RESPOND WELL TO AN INTEGRATED STRUCTURING OF SPACE

- TIME AND ACTIVITY THAT GIVE FORM AND PREDICTABILITY

- FLUID AND AMBIGUOUS SPACES CONFUSE THE CHILDREN

- INTIMATE, WELL DEFINED, PREDICTABLE, WITH "HIGHLY-CONCRETE, WELL-ORGANIZED" STIMULI

- BALANCE BETWEEN PRIVATE PLACE AND COMMON AREA --- TOO PRIVATE \(\rightarrow\) ISOLATION

- DEFINED TERRITORY THAT HE CAN IDENTIFY EASILY

- 2 CHILDREN IN EACH ROOM --- LEARN TO RELATE HIMSELF TO OTHER EASILY

- EACH CORNER IS LARGE ENOUGH TO CONTAIN A TABLE, A CHAIR, SHELVES, AT LEAST SOME FLOOR AREA, AND FOR WHICH EACH CHILD HAS HIS OWN POSSESSIONS.
CHILDREN'S SPACE

- Play is important for learning and growing process

- Spontaneous and encouraging play environment without disrupting and dominating the rest of family

- Good contact with family yet tangential

- Suggestive qualities of space in children's imagination --> nooks and spaces along the edges, a little cave-like space (under desk, counter...)

- A lot of open storage where toys are visible

- Both indoor and outdoor playspace need different levels, all possible suggestive qualities of spaces

- Good connection between indoor and outdoor --> transition reinforce the continuity of playspace
  ---- partially roofed area
• Flexible and moveable—organizing themselves anytime and any way—future accommodations of different children

• Abundant natural elements—sun, plants, animals, maximum view to rain, snow, icicles from eaves line

• Abundant storage spaces and wall surface for decoration

• Continuity of play space—start from small areas such as bed rm through common area to the street

• Good connection of play areas in neighborhood—create spontaneous and healthy social environment for the children

• Each home will provide a common land within the yard which will be center of children's play—tree house, ball court, etc.

• Elements: paths, gardens, mud, plants, pets, water, all kinds of junk
HOUSE PARENTS' SPACE

- **SPECIAL PRIVACY** --- THE PRESENCE OF CHILDREN IN A FAMILY OFTEN DESTROYS THE CLOSENESS WHICH A MAN AND A WIFE NEED

- **DISTINCTIVELY SEPARATE REALM**

- **PSYCHOLOGICALLY FAR FROM CHILDREN** --- ONE DEFINITE ENTRY POINT

- **EASY AND QUICK ACCESS TO CHILDREN AT ANYTIME**

- **COUPLE NEED PRIVACY FROM EACH OTHER**
  - **TO KEEP THEIR INDIVIDUALITY**
  - **TO PROVIDE INDIVIDUAL WORK SPACES AND BELONGINGS STORAGE**
  - **MORE SPACES TO KEEP AWAY FROM CONFLICT**
  - **SCREENED OFF BY A HALF-WALL, DIFFERENT LEVELS, PLANTS, ETC**

- **OWN ENTRY TO OUTDOORS AND PRIVATE BALCONY**
TEENAGERS' SPACE

- WHEN CHILDREN BECOME ADOLESCENTS
  - LESS DEPENDENT
  - NEED MORE PRIVACY
  - GREATER RESPONSIBILITY OUTSIDE HOME

- TO BE GIVEN "RESPONSIBILITY AND AUTHORITY" IS IMPORTANT FOR SELF ESTEEM

- PRIVACY IS MOST IMPORTANT
  - SECLUDED PLACE WHICH EXPRESS IN A PHYSICAL WAY THE BEGINNING OF INDEPENDENCE...RECOGNITION AND RESPECT BEING GROWN UP AND BEING RESPONSIBLE

- BALANCE BETWEEN SECLUSION AND GOOD CONTACT WITH FAMILY
  - USING SAME BATHROOM WITH FAMILY
  - SHARING RESPONSIBILITY WITHIN THE HOUSE
  - ENTERING AND EXITING THROUGH THE COMMON AREA (KITCHEN OR COURTYARD)

- FLEXIBLE SPACE AND FURNITURE
  - CAN CHANGE ANY TIME AND ANY WAY HE PLEAS

- SIMPLE SPACE -- INFINITE LIGHTING VARIATIONS

- OPTION -- UPSTAIRS SPACE SUCH AS A LOFT OR AN ATTIC IS ALSO EASY TO ACHIEVE THE PRIVACY
COMMON SPACE

- **THE HEART OF FAMILY LIFE**
  - EATING / KITCHEN /
  - CONVERSATION / SITTING /
  - FIRE PLACE / COMFORTABLE CHAIRS

- **OPPORTUNITY TO CHOOSE FOR PARTICIPATION**
  - COMMON CIRCULATION RUNS TANGENT TO THE COMMON AREAS
  - NO INTERRUPTION TO THE ACTIVITY IN COMMON AREA

- **MUST BE THE CENTER OF GRAVITY OF THE HOUSE -- ACCESSIBLE TO EVERYONE**

- **ACCESSIBLE OUTDOOR -- PORCH OR PATIO**

- **ABUNDANT LIGHT, PLANTS**

- **GOOD SITTING SEQUENCE**

- **AROMAS FROM KITCHEN**
EATING ATMOSPHERE (KITCHEN/DINING)

- Each house has a complete kitchen facility.

- Smell, process of cooking, watching, helping is important for growing process.

- Meal time is when family communicate and learn from each other —> table manners, interactions, identity, and relaxation, etc. ....

- Children will be assigned to get pre-prepared groceries for each time. Parents and rest of children will prepare final cooking.

- Grocery shopping together —> interaction and learning a shared life style.

- Inviting neighbors and friends.

- Focus of the RM.

- Large room.

- Counter close at hand.

- Low light, higher light level then surrounding.

- The kitchen and dining RM is by the common circulation to maximize the chance of getting to it.
SHORT PASSAGES (CIRCULATION)

- Minimize the room only for the circulation function
- Maximize the use of room-wide and generous sq. ft.
- Important elements for pleasant hallway
  - Full of natural light
  - Using relights for the adjacent room — support a more informal style of communication
  - Half walls (partial walls), columns
  - Presence of furnishings — bookcases, small tables, place to lean, seats, and plants
  - Children's caves, play holes, toy storages

STAIRCASE

- As a stage and seat — not just a way of getting from one floor to another
- Central and visible — natural focus of attention
- Bookcases, full of lights, shelves, plants
- Children's cave — under the staircase
GOOD CAR CONNECTION

• USE MAIN ENTRANCE INSTEAD OF BACKDOOR

• GOOD CONNECTION TO KITCHEN

• GIVE A CHANCE TO PARTICIPATE IN GARDEN ACTIVITY -- LIVE GARDEN

• NOT TO BE A DOMINANT AND MOST PROMINENT FEATURE OF THE HOUSE
  → LOW WALLS AND ROOF TOP

• BUFFER BETWEEN HOUSES

• FLOWER GARDEN AROUND IT
  → GIVE A CHANCE TO TAKE CARE OF FLOWERS WHILE WAITING
DEFINED TRANSITION SPACES

- MAIN ENTRANCE
- HALF HIDDEN GARDEN
  - NOT TOO CLOSED TO THE STREET
  - NOT TOO ISOLATED
  - TENUOUS CONNECTION TO THE STREET AND ENTRANCE
- ENTRANCE TRANSITION
  - IS FOR THE TIME OF ANTICIPATION AT HOME
  - CHANGE OF TEXTURE OF THE PATH
  - CHANGE OF VIEW, SOUND, DIRECTION
  - PHYSICAL CHANGE ➔ PSYCHOLOGICAL TRANSITION
• **ENTRANCE ROOM**

  ➔ THE POINT FOR LEAVING AND ARRIVING HOME

  ➔ WINDOWS—for anticipation in outside

  ➔ SHELTER FOR THE OUTSIDE OF DOOR.

  ➔ NO DIRECT VISUAL CONTACT TO MAIN PART OF THE HOUSE FOR PRIVACY

  ➔ SPACE FOR COATS, SHOES, MIRROR, UMBRELLAS, HATS, CHAIRS, SHELVES, SITTING SPACES

  ➔ GOOD SPATIAL RELATIONSHIP WITH BATH ROOM AND MUDROOM
ADVENTURE PLAYGROUND

• PLAYGROUND FOR FREE --- RECYCLING OF THROWN-WAYS
  → CABLE REELS
  → TANKS & DRUMS
  → CONCRETEPIPES
  → UTILITY POLES
  → INNER TUBES/TIRES
  → OLD CARS/TRUCKS
  → ANYTHING THEY HAVE TO PAY FOR JUST TO DUMP.

• BUILDING PLAYGROUND WITH PEOPLE RATHER THAN FOR PEOPLE.

• MAINTENANCE BY SCHOOL AND CHILDREN

• A CASTLE, MADE OF CARTONS, ROCKS, AND OLD BRANCHES
  BY A GROUP OF CHILDREN FOR THEMSELVES → LAND FOR THIS
  ACTIVITY WILL BE PROVIDED AT EACH CHILDREN'S HOME YARD

• NETS, BOXES, BARRELS, TREES, ROPES, SIMPLE TOOLS, FRAMES,
  GRASS, AND WATER --- WHERE CHILDREN CAN CREATE AND
  RECREATE PLAYGROUND OF THEIR OWN.

• "PAINT THE PIPE CONTEST" → POSITIVE EXPRESSION OF
  GRAFFITI.
• Sunny Place

• Hard Surfaces —> for bikes and carts, toytrucks, trollys

• Soft Surfaces —> mud, sand, building things

• Garden, trees, accessible green area

• Animals —> may play a vital role (learn to care for) in a child's emotional development

• Dog-walking track —> keeps dogs off the next door neighbors' lawns

• Series of play spots from home to playgrounds —> "connected play"

• Bus stop shelters
INDOOR PLAYGROUND/MULTI-USE SPACE

- The facility is based on a nodular, movable, and highly flexible series of components, and it permits active use and almost constant change in a learning situation.

- The use of colors, texture, and pattern in spaces and furnishings, as well as the amount and type of sounds, smells, and tactile stimulation should be considered carefully, so that the children will enjoy their interaction with it.

- Good connection to the outdoors, playgrounds, gardens, balconies, and terraces → provide opportunities for a change of environment.

- Safety and security without inhibiting the natural curiosity of children.

- Used for community activities → rummage sales, community meetings, and adult education.

- The activities → musical activities (singing, dancing, listening to records)
  story telling/book center
  dramatic play/housekeeping
  indoor physical activities
  arts/crafts
  block center
THE ORGANIZATION OF THE PROGRAM (FOR APPROX. 25 CHILDREN)

- FREE CHOICE
  - Emphasizing cognitive, social, and emotional development
  - And allowing a free choice of materials and activities by children
  - The structure of the curriculum resides in the materials and the teachers' individual contact with each child

- HIGHLY STRUCTURED
  - Centered primarily on cognitive or symbol development within a highly structured daily program
  - The primary motivation is to get the child ready for the standard elementary school curriculum
FREE PLAY

• MORE INDIVIDUALIZED PROGRAM
• FREE FLOW $\rightarrow$ FREE CHOICE

• ALL PLAY MATERIALS SHOULD BE "DISTINCTLY" DISPLAYED

• CHILDREN CHANGE PLAY ACTIVITIES EVERY 81 SECONDS UNTIL THEY FIND ONE MATERIAL THAT THEY WILL SETTLE DOWN WITH AN AVERAGE OF FROM 3 TO 11 MINUTES.
STRUCTURED PROGRAM

• THE CHILD WHO IS BEHIND IN HIS EDUCATIONAL DEVELOPMENT NEEDS A STRUCTURED, TEACHER-TAUGHT PROGRAM.

• SUPERVISION

• MORE FOCUSED ON TEACHER'S IMMEDIATE AREA

• CHANGING SEQUENCE OF ACTIVITIES WEEKLY

• ACTIVITY AREAS WILL NEED MORE DEFINITION TO ENCOURAGE CONCENTRATION

• FOCUS ON THE DEVELOPMENT OF LANGUAGE AND MATHEMATICS SKILLS

• ALTERNATES BETWEEN TEACHER-TAUGHT LESSON SESSIONS AND PRACTICE SESSIONS.
  → THE TEACHER MAY BE HUMAN, A WORKBOOK, OR A PROGRAMMED MACHINE.
  → ACOUSTIC AND VISUAL PRIVACY IS NEEDED FOR THE FOCUSED LESSON
SOLUTION OPTIONS

1. \textbf{Completely Open Play Group Environment}
   - No space dividers
   - Storage shelves are permanent
   - When a child or teacher places materials on the adjacent floor or tables, an activity center is defined

   - \textbf{Advantage} $\rightarrow$ Excellent supervision
     $\rightarrow$ Allows free flow

   - \textbf{Disadvantage} $\rightarrow$ Conflict between overlapping areas
     $\rightarrow$ Lack of spatial enclosure or sense of place

   - \textbf{Compensation} $\rightarrow$ A slight variation would be delineation of activity areas by -- floor designs and movable floor coverings

   - \textbf{Multi-use Space Requires Shelf Replacement of Materials After Each Activity.}
2. • **AN OPEN PLAY GROUP ENVIRONMENT** with division provided by low movable dividers or storage units, by pivoted panels, or by an operable wall.

- **4'-0" DIVIDERS WILL PROVIDE ENCLOSURE TO A SITTING OR STANDING CHILD (AVERAGE HT. AT 5YRS -- 3'-8") AND YET ALLOW SUPERVISION BY THE TEACHERS.**

- **A 2'-0" HIGH STORAGE UNIT WILL PROVIDE ENCLOSURE TO A SITTING CHILD. A GOOD COMPROMISE IS PROVIDED BETWEEN FLOW AND CONTAINMENT IF THE BOUNDING UNITS ARE PLACED IN AN "L" OR "LI" CONFIGURATION.**

- **THE DIVIDERS CAN BE COVERED WITH ACOUSTIC TREATMENT FOR ADDITIONAL SOUND REDUCTION.**

  ➔ **CAN UTILIZE THE TOTAL AREA FOR NAPPING, DANCING, ETC. BY MOVING THE FURNITURE**
3.

- The group play environment is formed by a series of interlocking spaces with walls running to the ceiling.

- Alcove-like rooms are clustered around a tight circulation core that forms a bypass route.

- The teachers in this space provide supervision by being scattered equally throughout the space.

- Disadvantage → Requires more square footage
  → Not very flexible for other purposes
  → Teachers will be too prominent in the small spaces

- Advantage → Excellent approach for remodeling an old house
  → The rooms are opened to one another to provide free flow, but enough walls are retained for structural stability
CONSIDER

- FREE FLOW
- MEANDERING PATHS
- STRAIGHT LINE PATHS

- POTENTIAL MULTI USE
- SPACE
- UTILITIES / FURNITURE
SENSE OF ENCLOSURE

* For concentrating on an activity that is relatively quiet and passive.

* For better creative activity without interruption psychologically.

* Require spatial definition from visual separation from adjoining areas → outside in rather than inside out.

SUPERVISION

* Provide assistance and educational guidance when needed.

* Visual access

MULTI-USE

* Minimum distinction between corridors and activity areas.

* Open area of floor that can be utilized for many different activities → flexibility.

* Maximum number of activities in a small area.

* Clustering of utilities (plumbing, heating, etc...) peripheral to the activity areas.
ACOUSTIC PRIVACY

• Noise is necessary, and movement is necessary \(\Rightarrow\) to be healthy, it must be allowed

• Background noise can be relatively high at their source and not interfere with adjacent activities \(\Rightarrow\) impact noise can be isolated

• Combination of tile and carpet floor

• Acoustic treatment on the walls and the ceiling

SUFFICIENT AREAS

• Allow sufficient area between activity spaces to avoid conflict with children

• Delineate the working area for an activity
MULTI REALM ENVIRONMENT FOR CHILD AND ADULT

PROGRAM

- ENCOURAGES INDEPENDENCE (FREE CHOICE)
  - PROVIDING A FUNCTIONAL WORLD AT HIS LEVEL
  - ALLOWING THE CHILD A DEGREE OF FREEDOM TO EXTEND BEYOND HIS REALM — ADAPTATION

- CONVENIENT FOR CHILD'S USE
  - RECOGNIZE THE CHILD'S LEVEL OF MANUAL DEXTERITY AND MUSCLE CAPABILITY
  - RECOGNITION OF A CHILD'S DIMENSIONAL CHARACTERISTICS

- SAFETY
  - TAKING COGNIZANCE OF A YOUNG CHILD'S LACK OF MOTOR COORDINATION, SLOW REACTION TIME, AND GENERAL LACK OF EXPERIENCE

- PLACE POTENTIALLY DANGEROUS ITEMS NOT IN USE
  - OUT OF REACH OF CHILDREN'S REACH (4YRS < 4.8 YRS ~ 5.0YRS)

- CONSIDER ALSO — ADULT'S CONVENIENCE (AVOID ANKWARD PHYSICAL ARRANGEMENT)
  - ASTHETIC
• REDUCTION OF LABOR

• PROVIDING EQUIPMENTS AT TWO DIFFERENT LEVELS
  → SINKS, STORAGE UNITS, WINDOWS, DOORNOBS, ETC...

THE HEIGHT

• LE CORBUSIER—"THE WARMTH AND INTIMACY
  OF THE SCHOOL ARE PARTLY CREATED BY
  THE LOWNESS OF THE CEILINGS (JUST OVER 7FT)."

• TRUE INTIMACY FOR THE CHILD IS MORE LIKELY ACHIEVED BY
  SMALL LOW-CEILINGED SPACE (4'-0" ±)
  WHICH EXCLUDE THE TEACHER COMPLETELY.

• TEACHER VIEWED BIGGER IN A SMALL
  ROOM BY CHILD

• TEACHER'S CIRCULATION PATH SHOULD BE KEPT ON MINOR AXIS, AND
  CHILDREN ACTIVITIES ON THE MAJOR
  AXIS OF THE GROUP PLAY ENVIRONMENT → TEACHER IS NOT TO BE
  DOMINANT
THE GROUP PLAY ENVIRONMENT

ENTRY AND EXIT

- A POINT WHERE A CHILD MEETS HIS TEACHER AND PLAYMATES EACH MORNING, AND IN REVERSE FORM, IT IS THE POINT WHERE MOTHER AND CHILD MEET.

- WELL-DEFINED POINT WHERE THE MOTHER CAN MAKE HER EXIT
  → LOW WALL, RAILING, OR BENCH — PLACES WHERE A MOTHER COULD MAKE A DEFINITIVE BREAK

- INVITING AND NON-THREATENING ATMOSPHERE FOR CHILDREN
TO CREATE SENSE OF PLACE

- CREATE WELLS, PLATFORMS BY MANIPULATING THE FLOOR PLANE → THE FLOOR AS A WALKING SURFACE

- ENVIRONMENT IS DIRECTIVE SO THE TEACHERS CAN BE NON-TEACHERS AND NON-RULE MAKERS.

- MULTIPURPOSE ENVIRONMENTAL FURNITURE → SUB(SECONDARY) STRUCTURE →
  → SHOULD BE DESIGNED WITH A CLUSTER OF CHARACTERISTICS GOOD FOR A RANGE OF ACTIVITIES BUT FITTING NO PARTICULAR ACTIVITY.
  → IT CAN BE USED IN MANY DIFFERENT POSTURES AND WITH MANY DIFFERENT MATERIALS.
PLACE TO PAUSE FOR AWHILE

PLACE TO WATCH FROM

PLACE OF INTEREST

PLACE OF ENCLOSURE

SUPERVISION

ENCLOSURE PLUS AN INTEREST POINT

A MIRROR PLACED IN THE FLOOR OF A PLAY HOUSE

A FISH TANK SURROUNDED BY PILLOWS

A SMALL AREA OF WATER PLACED IN A CIRCLE OF SHRUBBERRY

A SAND PIT
MULTIPURPOSE ENVIRONMENTAL FURNITURES

- CARPET
- PILLOWS

PLAY PIT FOR BLOCKS AND OTHER WORK

- CUSHION

READING/VESTING

- 4'

PLAYHOUSE

- 12"

PLAY CUBS/TABLES/CHAIRS
MORE DESIGN CONSIDERATIONS

• Lighting can be utilized to create an environment distinct from adjacent darker areas.

• Earphones and telephones can isolate an activity within space without disruption to adjacent spaces.

• Paint and illusion are ways to create visual separation without walls.

• Acoustic materials can create different sound levels and differing moods in adjacent areas.