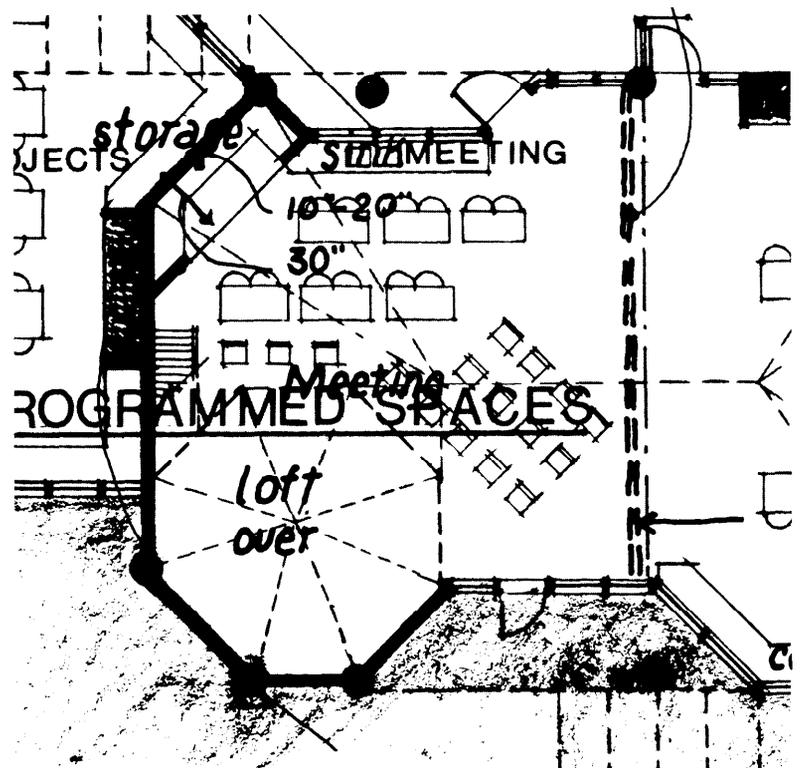




Section II: Design

Chapter 5: Individual Space Criteria





5-1 Using this Chapter

This chapter provides detailed guidance on the design of the five Activity Modules and the individual spaces of the Dependent Youth Activity Center. It is intended to be used as a reference for specific information about a specific space or topic, and is designed to make this information retrieval as easy as possible.

The primary role of this chapter is in Final Design—guiding the architect in designing the DYAC facility and the Facility and District Engineers in reviewing the design, with criteria on specific aspects of each space. The chapter should also be useful as a resource for the User Committee, Morale Support Activities staff, and Facility Engineer in detailing the design requirements of the individual spaces in the Concept Design phase and in preparation of the 1391 form.

The Primary Design Considerations for each module are keyed directly to the developmental issues of Tables 4-1, 4-2 and 4-3, and are presented in rough order of importance. Use Programs for each module discuss the functions and users accommodated and types of spaces to be provided, and specify recommended space allocations. Then, criteria are presented for each space, including uses, size recommendations, space organization, critical dimensions, relationships, and technical recommendations.

| Contents | Page |
|--|------|
| 5-1 Using this Chapter | 5-1 |
| 5-2 Drop-in Module | 5-2 |
| a. Primary Design Considerations | 5-3 |
| b. Use Program | 5-6 |
| c. Game Room | 5-8 |
| d. Lounges | 5-10 |
| e. Snack Facilities | 5-12 |
| 5-3 Programmed Spaces Module | 5-14 |
| a. Primary Design Considerations | 5-15 |
| b. Use Program | 5-17 |
| c. Meeting Spaces | 5-19 |
| d. Projects Space | 5-22 |
| 5-4 Large Space Module | 5-24 |
| a. Primary Design Considerations | 5-25 |
| b. Use Program | 5-27 |
| c. Space Requirements | 5-29 |
| 5-5 Administration and Support Module | 5-32 |
| a. Primary Design Considerations | 5-33 |
| b. Use Program | 5-34 |
| c. Entry | 5-36 |
| d. Circulation | 5-38 |
| e. Supervision and Administration Spaces | 5-40 |
| f. Toilets and Locker Rooms | 5-42 |
| g. General Storage | 5-44 |
| h. Maintenance and Mechanical Spaces | 5-45 |
| 5-6 Outdoor Module | 5-46 |
| a. Primary Design Considerations | 5-47 |
| b. Use Program | 5-48 |
| c. Outdoor Activity Spaces | 5-49 |
| d. Entry Space | 5-51 |
| e. Parking and Service Areas | 5-52 |

5-2 Drop-in Module



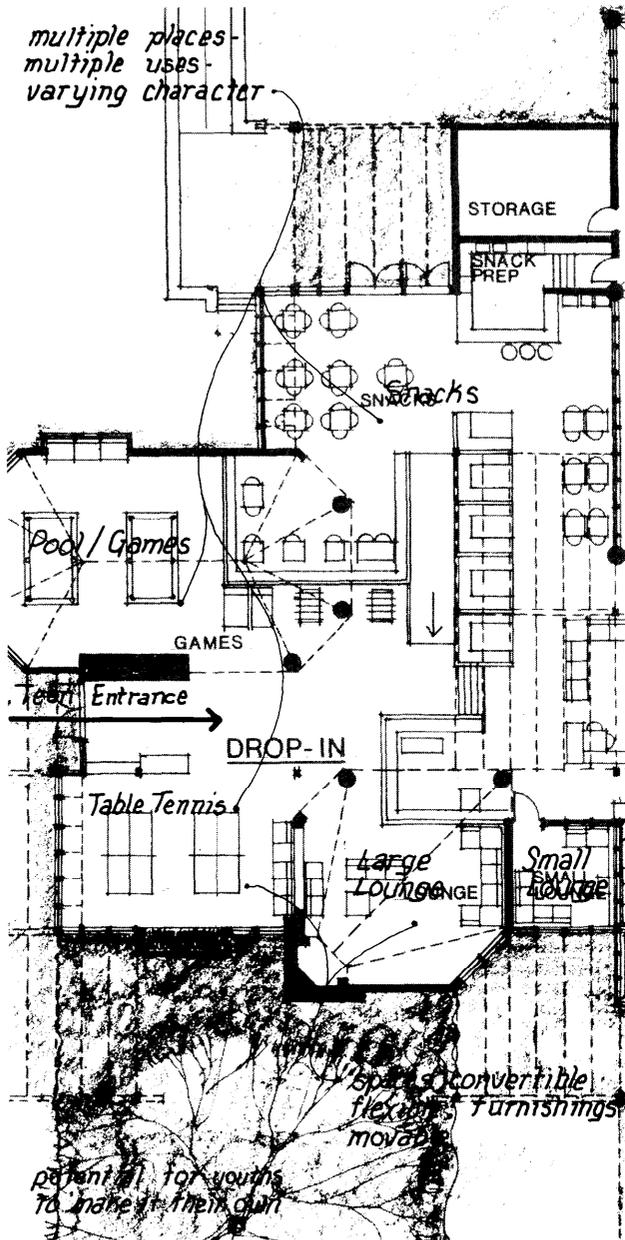


Figure 5-1 Drop-in Considerations - 1

a. Primary Design Considerations.

- (1) Variety of Turfs.*** The drop-in module must include a variety of areas of identifiably different function, character, scale and privacy, to provide the multiple groups who use the drop-in center places to call their own. The drop-in module includes several individual spaces, which in turn should be subdivided to create multiple “turfs”: billiards area separate from ping-pong, subspaces and alcoves of different sizes in the lounge areas, and booths, nooks and balconies in the snack area. There should be places for group interaction and for intimacy, quiet book-nooks and rough-housing areas, places for board games and varied spaces for eating.
- (2) Places to See and Be Seen.** The drop-in module should create opportunities for social interaction. There should be places where youth can position themselves to observe who is around and be observed themselves. The circulation should encourage entry and interaction by permitting views of activity spaces and participants without forcing commitment to join. Sitting areas should be located around games places so youth can watch and wait to join the activity.
- (3) Convertible Spaces.** The drop-in center function-spaces should be particularly flexible and modifiable, for here youth are most likely to shift activities as they test different roles and directions. The youth themselves should have the ability to alter, add to, revise and redecorate the place. For example, furniture should be movable, so parts of the space can be cleared and converted for dances or parties.
- (4) Teens’ Own Place.** The drop-in center is the part of the DYAC that the teens will most likely want to see as their preserve, and they should have the opportunity to treat all or part of it this way. It should be distinct in form and character from other parts of the facility. It should have a separate “teen entrance”, and direct views and access to the teen outdoor activity spaces.
- (5) Ability to Affect Their Environment.** This module should be designed so the youth are able to affect the physical environment. This can be done by furnishing, painting, decorating, hanging banners and posters, etc. It can also involve finishing and modifying the construction—surfaces, partitions, adding platforms and lofts, subdividing and opening up spaces. The design can provide ob-

*Marginal symbols, as defined in chapters 2 and 4, represent:
 |—Identity Development; *—Social Development; +—Physical and Cognitive Development.

Individual Space Criteria

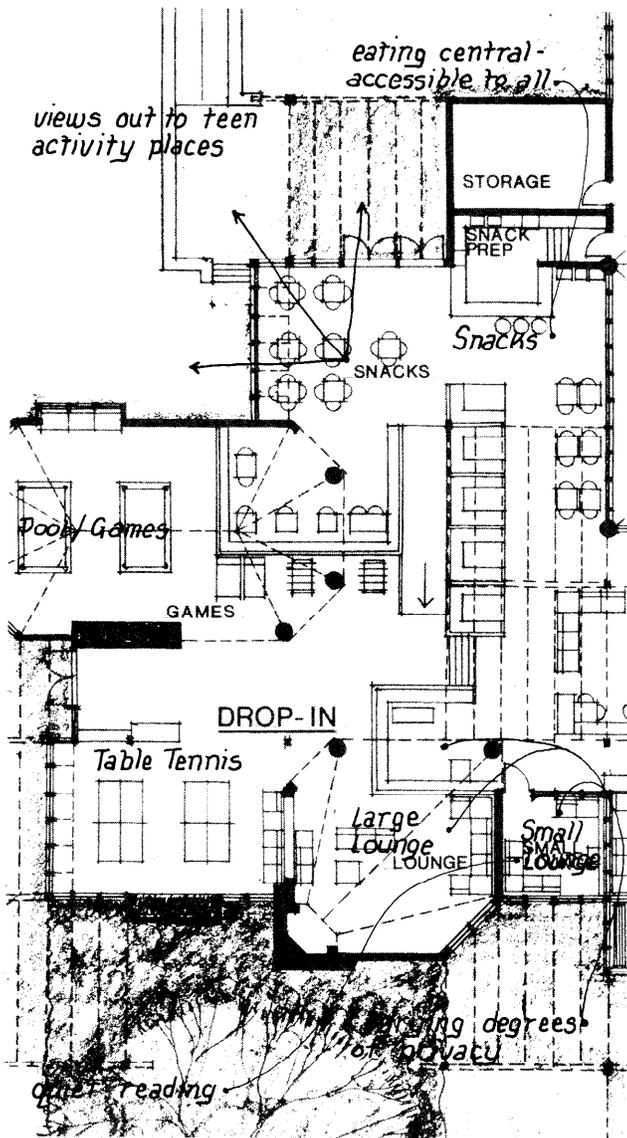


Figure 5-2 Drop-in Considerations - 2

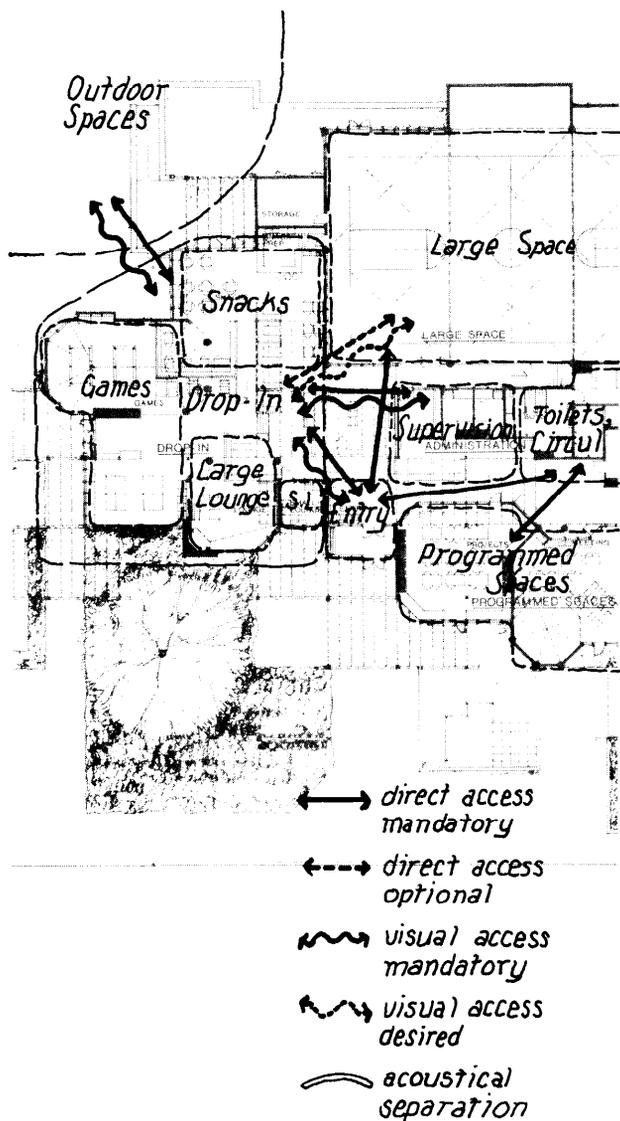
vious areas, framing and materials for such additions or modifications, but should make evident what can and cannot be worked on by youth. The youth should have a large degree of self-direction in making the environment their own, the strongest basis for identification.

✚ (6) **Snack Area Central.** Eating is a focus for social interaction, so the snack area is important to the youth in the center. It is also an easy way for newcomers to enter the area and get involved with other youth. Thus the snack serving and eating spaces must be central to the drop-in module and the DYAC; easily accessible from all parts of the drop-in center, the entry and most of the rest of the building; and in visual contact with most of the spaces of the facility. The snack area should provide multiple sitting spaces, of differing sizes, character and intimacy, for different groups.

✳ (7) **Multiple Degrees of Privacy.** The drop-in module should offer the youth varied opportunities for private interaction—from nooks and booths for two or three, to alcoves for small groups, to larger gathering spaces. To allow the youth freedom for expression and interaction, evidence of supervision should be suppressed throughout the drop-in center, and be directly recognizable where it exists. This place should foster interaction and social and identity development, which cannot be done without a sense of responsibility and privacy for the youth.

✚ (8) **Quiet Reading Area.** Part of the drop-in module should be reserved for quiet activities—reading, video and tape cassette machines, magazines, homework, intense intellectual activities. This does not require a stuffy library environment, but does need to provide seclusion, quiet and concentration. This is not the preferred place for a television receiver (which should be movable to a limited number of locations).

✳ (9) **Places for Juvenile Groups and Games.** There should be areas of the drop-in module differentiated from the adolescent spaces for the juveniles to gather, for table and board games, snacking, and conversation. The peer group is a prime context for play for this age, but their boisterous activities should be buffered from intruding on the teenage users.



* (10) **Open and Accessible.** It is important for the users to feel included and that activities are accessible to them. Hence, most of the spaces should be visible and accessible from each other and from the entry. For supervision, there should be a vantage point where most of the areas can be kept under some visual or aural surveillance, without intruding upon the activities.

* (11) **Few Acoustical Separations.** The Youth Activity Center inevitably will and should sound like an active place. The only need for acoustical barriers is to keep the activities from interfering with each other. For the drop-in spaces, there are two requirements: first, the two lounges should be in acoustically separate zones so that noise, such as loud music, can be confined, and quiet activities, such as reading or board games, can be isolated; secondly, one lounge should be separated from the large space and programmed spaces. The general background noise level of such an active place will provide privacy for drop-in module spaces, masking conversations and preventing them from being overheard.

Figure 5-3 Drop-in Relationships

Individual Space Criteria

b. Use Program.

(1) **Functions.** The basic functions that will be housed in the drop-in module are as follows:

Lounging/Socializing.

- talking—2-3 persons, larger groups
- meeting—casual, planned
- television, audio and video cassettes
- reading—books, magazines, study, home-work
- music—hi-fi, juke box, piano and other instruments
- dances, parties.

Games.

- billiards, ping pong, foosball
- electronic games, pinball machines
- board games, cards, checkers, table games.

Snacks.

- food preparation, cooking, serving
- vending machines
- sitting and eating.

(2) **Spaces.** Four types of spaces are provided to house these activities:

- Game room
- Large lounge
- Small lounge
- Snack facilities.

Table 5-1 Recommended Drop-in Space Allocations

| Eligible Youth Population Served | Game Room & Storage | Large Lounge & Storage | Small Lounge | Snack Facilities | Total Module |
|-------------------------------------|------------------------|---------------------------|-----------------|---------------------|-----------------|
| (areas in gross square feet) | | | | | |
| Main DYAC | | | | | |
| 250-600 | 280+ 50 | 250+ 50 | 100 | 200 | 930 |
| 601-1,200 | 500 75 | 450 75 | 150 | 480 | 1,730 |
| 1,201-2,400 | 700 100 | 600 100 | 150 | 700 | 2,350 |
| 2,401 + | 1,250 100 | 900 100 | 150 | 1,150 | 3,650 |
| Neighborhood DYAC | | | | | |
| 250-600 | 500+ 50 | 250+ 50 | 100 | 200 | 1,150 |
| 601+ | 750 50 | 500 50 | 150 | 420 | 1,920 |



The recommended sizes for these spaces in DYAC's designed for different population ranges are summarized in table 5-1. These recommendations are not intended as definitive, but as guides to be adapted by each installation's individual requirements.

(3) Users. Use of these spaces will vary with each age group:

6-11. The juveniles need supervision and so will have limited use of the drop-in spaces. They will take advantage of the snack facilities and tables for eating and group gathering as well as for board and table games, with direction. They are more likely to use Neighborhood rather than Main DYAC facilities, if both are available.

12-14. These early adolescents, less mobile than older teenagers, are likely habitual users of the drop-in spaces, particularly at Youth Activity Centers located near their housing. They will be able to use the full range of facilities in unstructured ways, although care must be taken in scheduling to keep them from being dominated by older, more proficient youth. The drop-in center, or part of it, will be seen by them as "their teen center."

15-19. Use of the drop-in spaces by these later adolescents will vary from installation to installation, depending on social habits and geographic patterns. If they do use these spaces intensively, they are capable of and should have the opportunity to exercise substantial leadership—managing programs and operations, staffing the snack areas, scheduling events, decorating, and remodeling the place. It is possible that they would take over the drop-in module, and use it almost exclusively as a teen center.



Table 5-2 Recommended Game Room Sizes

| Eligible Youth Population Served | Game Room (areas in gross square feet) | Storage Adjacent |
|----------------------------------|--|------------------|
| Main DYAC | | |
| 250-600 | 280 | 50 |
| 601-1,200 | 500 | 75 |
| 1,201-2,400 | 700 | 100 |
| 2,401+ | 1,250 | 100 |
| Neighborhood DYAC | | |
| 250-600 | 500 | 50 |
| 601+ | 750 | 50 |

c. Game Room.

(1) Primary Use. The game room will be used for active, moderately noisy sports like table tennis, billiards, foosball, and electronic game machines; board games may also be played here. Space should also be provided for observing, waiting for turns, and lounging.

(2) Secondary Use. This space should be convertible for other large group activities (such as dances, dramatic presentations, or large meetings). In the smallest centers, this game space may become the second lounge space, to be acoustically separate from the other lounge space. To provide for these changes, large amounts of storage space should be adjacent.

(3) Size. The size of this space can vary depending on the program. Recommended allocations are shown in table 5-2.

(4) Space Organization. This space should be designed to be subdivided to fit table tennis and billiards, perhaps incorporating some of the traditional decor, such as intense lighting over tables and dark walls. Card tables for board and other games should be provided. Also, the space should be open to, and perhaps overlooked by, other parts of the DYAC.

(5) Critical Dimensions. Although the primary users are youth under 19, the equipment is likely to be adult size (because much of it is procured from other services). Hence, the equipment sketched in figure 5-4 is of maximum size. The critical dimensions noted are minimums.

(6) Relationships. The game space must be directly accessible to the entry, and must be visible from it, the circulation area, and the supervisor's desk (see figure 5-5). It would be desirable also to have access to the game room from the lounge spaces (to combine them for various large functions), the snack facilities and an outdoor activity space. Also it would be desirable to see the game room from and have as its outlook these other spaces.

It is important that this space be able to be isolated acoustically from one of the lounges and from other major functions such as programmed and large activity spaces (transmission coefficient - STC +60 DB).

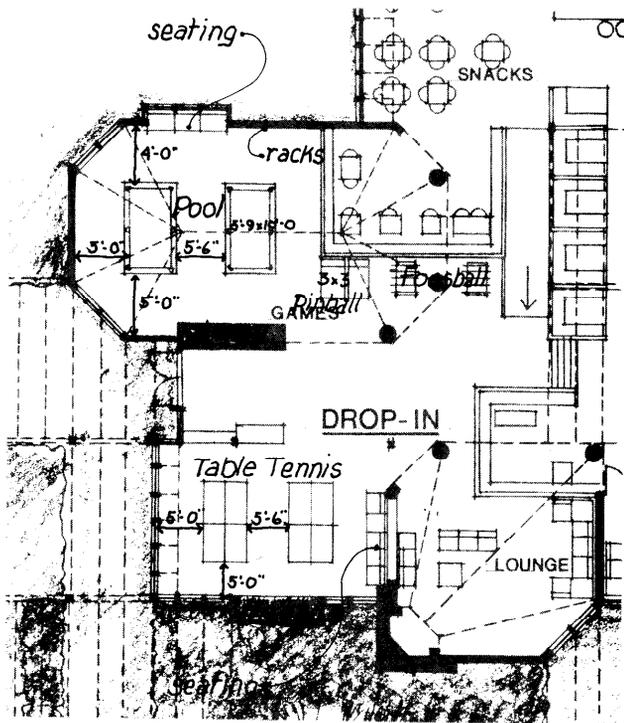


Figure 5-4 Game Room Plan

(7) Technical Recommendations.

(a) Surfaces.

- floor: vinyl asbestos or other easily cleanable, resilient surface.
- ceiling: acoustically absorbent.
- walls: suitable for tack-up and easily maintained, such as vinyl.
- wall fabric over pin-accepting board.

(b) Equipment.

Furnishings and portable equipment:

- table tennis tables
- pool tables and cue racks
- foosball tables
- pinball and electronic games
- card tables (can be folding, removable)
- wall clock.

Fixed equipment:

- built-in lounge seating.

(c) Illumination.

- individual fixtures located over games (except where flexible arrangements are frequently needed).

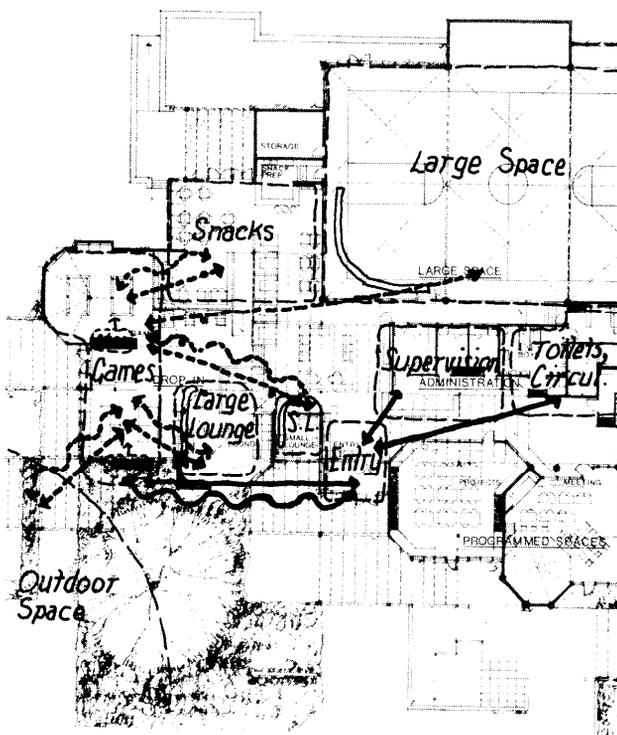
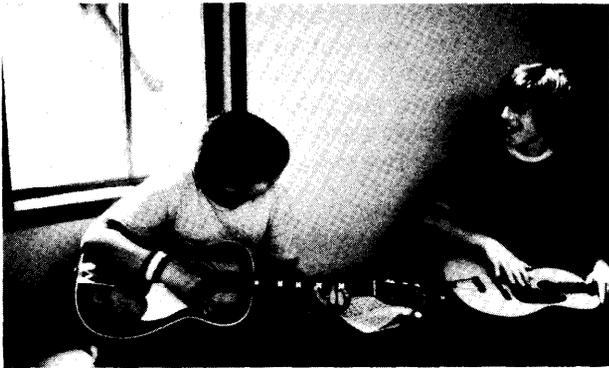


Figure 5-5 Game Room Relationships



d. Lounges.

(1) Primary Use. The large lounge will be used for socializing: small subspaces for several simultaneous conversation groups or small meetings; tables for board/card games or snacking; and the whole space for small dances and music listening or for a large group watching special events or television.

The small lounge will be for a single conversation grouping, a few people watching television, or solitary activities such as reading. Some part of the lounges should always be available for quiet activities—studying, reading, intense conversations, individual use of video and audio tape cassettes.

(2) Secondary Use. The lounges can also be used for other activities appropriate to their location in the Youth Activity Center. The small lounge can be made a part of the lobby, game or snack space, so long as it is acoustically isolated from the large lounge. Secondary use for the large lounge can be for overflow from the large activity space (if so designed), or for a dance (particularly in smaller centers), if it can be combined with the game area to form a large complex area.

(3) Size. See table 5-3.

(4) Space Organization. The lounge spaces should be particularly conducive to casual socializing, where a large number of people can break into smaller groups yet be accessible to each other. Hence, the large space should be subdivided into smaller ones of varying size and intimacy, each being defined by a focal element such as an alcove, television, or fireplace. These spaces should vary in character appropriate to different types of socializing—e.g., an intimate alcove by a fireplace for a quiet group, an open space in the center of things for group singing around a piano. These lounge spaces may overlap with snack and games tables areas for more efficient multiple use of the DYAC space.

(5) Critical Dimensions. Key dimensions for the lounge spaces are shown in figure 5-6. Dimensions of the component spaces of the large lounge appropriate for different activities are as follows:

- Small group spaces: 12'x12' ($\pm 2'$) per grouping, adjacent to a circulation lane with no circulation through it.
- Table groupings: 6'x6' ($\pm 2'$) per table, including some adjacent circulation or spectator space.

Table 5-3 Recommended Lounge Sizes

| Eligible Youth Population Served | Large Lounge & Storage (areas in gross square feet) | Small Lounge |
|----------------------------------|---|--------------|
| Main DYAC | | |
| 250-600 | 250 + 50 | 100 |
| 601-1,200 | 450 + 75 | 150 |
| 1,201-2,400 | 600 + 100 | 150 |
| 2,401+ | 900 + 100 | 150 |
| Neighborhood DYAC | | |
| 250-600 | 250 + 50 | 100 |
| 601+ | 500 + 50 | 150 |

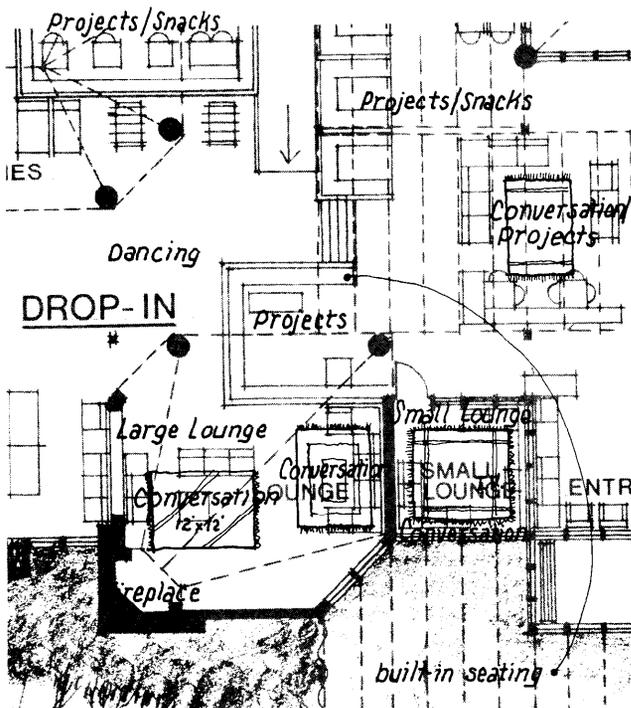


Figure 5-6 Lounge Plan

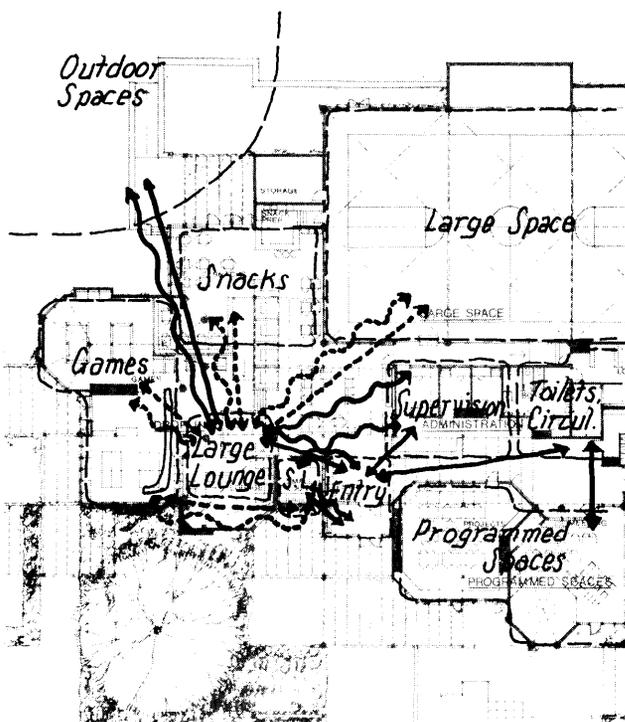


Figure 5-7 Lounge Relationships

- Whole space: The overall dimensions of the whole large lounge space are not critical.

(6) Relationships. The large and small lounges should be directly accessible from the entry and a major portion of them visible from the entry and the supervisor's desk, as shown in figure 5-7. The large lounge must additionally be directly accessible to and have views of an outdoor activity space and the snack facilities. Ideally, the lounges should also have access and visibility directly to the game room or large activity space, to act as extensions of these spaces, and to have easy access to the toilets.

The most important acoustical separation is to permit one of the lounges to be isolated and quiet while there is noise elsewhere in the building.

(7) Technical Recommendations.

- (a) Surfaces.
- Floor: flooring can and should vary according to the use of the area; for example, carpeting in conversation areas, hardwood flooring for dancing, and vinyl asbestos tile or other cleanable surfaces in snack or project spaces.
 - Ceiling: acoustically absorbent.
 - Walls: to vary in order to be appropriate to and give emphasis to the component spaces.

(b) Equipment.

Furnishings and portable equipment:

- lounge chairs and sofas—preferably informal, mixed styles, so youth should not be wary of using.
- lounge table
- snack and card tables with chairs
- trash receptacles
- television receivers
- piano
- sound reproduction equipment
- magazine racks and book cases
- area rugs and domestic wall decoration
- window drapes.

Fixed equipment:

- antenna, supports, cables, as required for television reception.

(c) Illumination.

- Lighting should vary to give emphasis to the component spaces; individual lamps at seating areas and tables.



e. Snack Facilities

(1) Primary Use. Snacking is a primary activity for youth. Snack service should be scheduled for those hours when the center is open as a drop-in facility—generally after school, evenings and weekends. The food preparation area will be manned by part-time staff, teenagers, or volunteers. Hence, the foods served should be easy and safe to prepare: soft drinks, cold sandwiches (or prepared ones heated by micro-wave), and packaged foods with long shelf life (potato chips, packaged cookies and desserts). The food storage areas should be lockable. This area should be supplemented by 2 to 4 vending machines for soft drinks, candy, and packaged foods.

(2) Secondary Use. The snack preparation area can be used as a pantry for catering of large groups for light meals, to be served in the large lounge or activity space, and for cooking classes and clubs. The snack eating areas will overlap in function with lounge spaces, for table games, conversation, and group interaction, and parties.

(3) Size. See table 5-4.

(4) Space Organization. The snack preparation space will be much like a domestic kitchen, with serving counters to eating spaces and a pantry for serving larger groups. A kitchen without a professional staff, as at most DYAC's, should not contain such items found in commercial snack bars such as open griddles, coffee urns, commercial mixers.

The snack eating area should provide varied eating environments—open tables and chairs, bar stools and counters, semi-private booths, and casual chairs—to accommodate different sized groups and different activities and moods. The feeling should be casual, like a soda fountain, and comfortable for any newcomer or adult to enter. Overall the space should be open, but with defined, more private sub-areas.

(5) Critical Dimensions. Key dimensions for the snack facilities are shown in figure 5-8. There should be 16-24 linear feet of two-foot-wide counter spaces, including serving area, with overhead cabinets for storage and space for equipment. A distance of 4'-6" between counters should be provided where two people are expected to work.

Table 5-4 Recommended Snack Facilities Sizes

| Eligible Youth Population Served | Snack preparation and eating area (gross square feet) |
|----------------------------------|---|
| Main DYAC | |
| 250-600 | 200 |
| 601-1,200 | 480 |
| 1,201-2,400 | 700 |
| 2,401+ | 1,150 |
| Neighborhood DYAC | |
| 250-600 | 200 |
| 601+ | 420 |

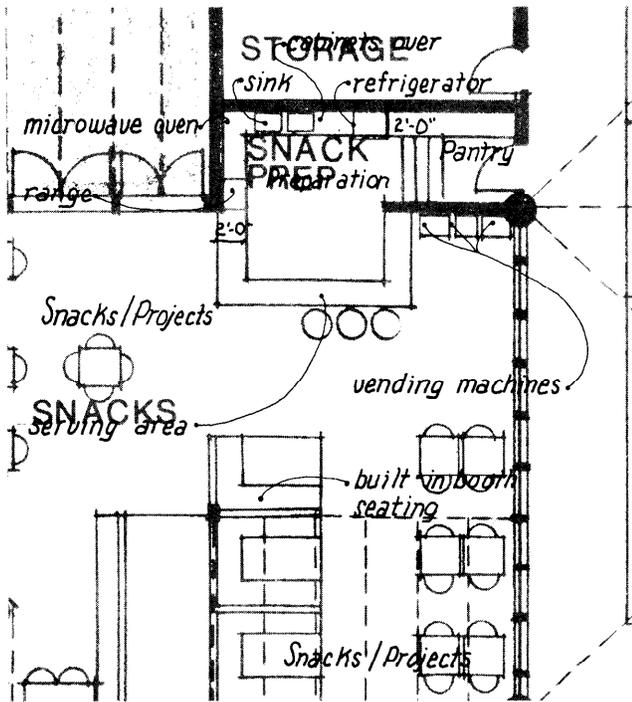


Figure 5-8 Snack Facilities Plan

(6) Relationships. The snack preparation area must be adjacent to the eating area, which may overlap with the lounge spaces. It should also have direct access to the large activity space for use as a serving pantry for parties and banquets.

The snack bar must be visible and readily accessible from the entry, as one of the inviting, easy-to-join activity spaces for newcomers. It should also have good access and visibility from the game room, small lounge, and supervision desk (see figure 5-9).

(7) Technical Recommendations.

(a) Surfaces.

- floor material of preparation area should be easily cleanable and resistive to heat and stains, such as resilient flooring or quarry tile; flooring of eating areas should have range of qualities, as in lounge spaces, but must also be easily cleanable.
- walls of preparation area are to be cleanable materials such as tile, formica, or, in areas not exposed to heat or much moisture, vinyl wall fabric; walls of eating areas same as for lounges.

(b) Equipment.

Furnishings and portable equipment:

- menu board and tack space
- cash register or lockable cash drawer
- vending machines (2-4) including soft drinks, juices and energy foods
- movable display racks for packaged snack food
- movable tables and chairs as in soda fountains, easily cleanable, informal varied styles.

Fixed equipment:

- kitchen base and wall cabinets, with plastic laminate counter top and facing
- lockable food storage space
- two-compartment stainless steel sink (residential)
- dishwasher (residential)
- range-4-burner, 30', hood and fan (residential)
- refrigerator-20 cu. ft., lockable, with freezer (residential)
- microwave oven (residential)
- built-in booth seating and tables
- built-in eating counters and stools.

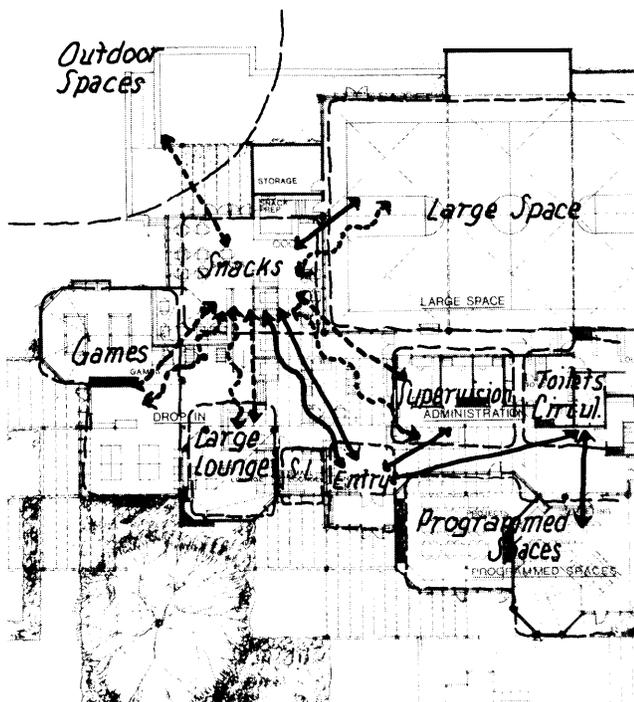
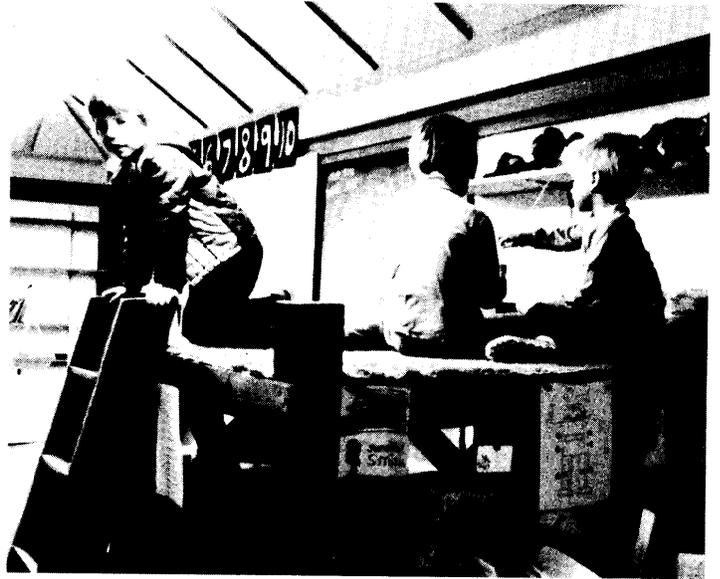


Figure 5-9 Snack Facilities Relationships

5-3 Programmed Spaces Module





a. Primary Design Considerations.

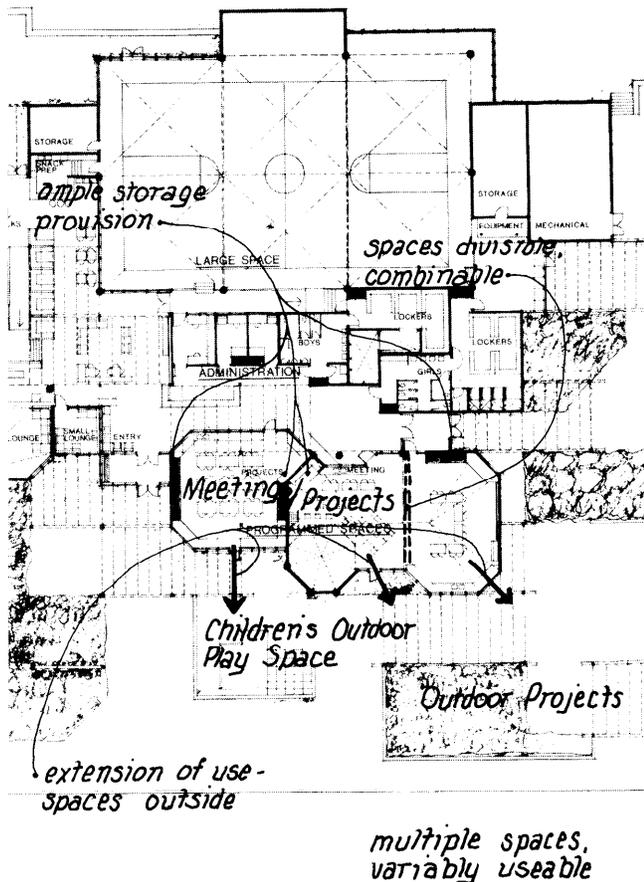


Figure 5-10 Programmed Spaces Considerations - 1

✦ (1) **Multiple, Simultaneous Use of Space.** The programmed spaces must accommodate a wide variety of uses and users, often simultaneously. They have to be divisible, combinable, extendible outdoors, openable or closeable. They need ample storage capacity for the equipment for multiple activities. Walls and surfaces must adapt to different and changing applications; furnishings must be adaptable and movable. This module must accommodate:

- ✦ • Meeting, clubs and project spaces—including juvenile tool skill development and adolescent intellectual pursuits, group functions of all sorts, creative arts and crafts, music activities.
- ✦ • Space for gymnastics, ballet, active movement.
- ✦ • Story-telling and directed games places.
- ✦ • Spaces to encourage imaginative play—such as a loft/turret or an adventure playground.

▮ (2) **Distinct Subspaces.** There should be defined subspaces of the programmed spaces, with recognizably different characters, to accommodate simultaneous different activities and promote identification by the youth. Elements like meeting nooks or play lofts will encourage each user group to feel it has its own specific place, while helping to contain the activity.

✦ (3) **Accommodate Juvenile Scale.** The programmed spaces module will get heaviest usage by the 6-11 year old children, who participate predominantly in directed, supervised activities: projects, clubs, scouts, movies, story-telling, music lessons, and free imaginative play. The spaces and furnishings should be scaled to accommodate their needs—heights of counters, sizes of seats, position and size of equipment that are accessible, reachable, usable by the children—without excluding adults.

✱ (4) **Clearly Defined, Enclosed Spaces.** The spaces must be clearly enough defined and enclosed to contain the kids' activity and provide the psychological sense of control children this age need.

Individual Space Criteria

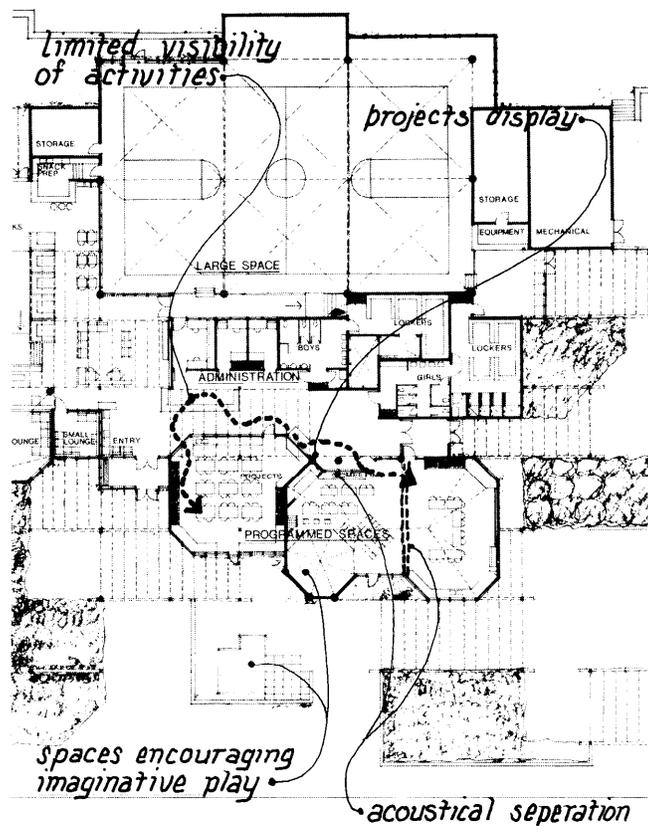


Figure 5-11 Programmed Spaces Considerations - 2

(5) Direct Access and Limited Visibility. The programmed spaces module should be directly accessed from the rest of the center, including the entry, toilets and lockers, and general storage. The common circulation area should be supervised, and center visitors and supervisory staff should be able to see some of the activities taking place, to know the opportunities available. But the spaces should not be so exposed that the privacy many of the functions require is destroyed.

(6) Privacy for Self-Conscious Physical Activities. Privacy is needed to help foster intense concentration on projects or protect self-conscious adolescents in gymnastics or ballet practice. This can be achieved by recessing some spaces away from entry and circulation view, and enclosing them with doors, curtains, or movable partitions. Reasonably direct access from locker rooms will also help protect those involved in self-conscious physical activity.

(7) Places to Display Products, Awards. Display spaces should be provided in the publicly-visible parts of the programmed spaces module, for showing and recognition of youth project products, awards, team trophies, and the like.

(8) Acoustic Separation for Intense Involvement. The programmed spaces require acoustic separation (STC + 60-dB), from the noisy activities of the large space and drop-in center. The programmed spaces module should be similarly acoustically subdivided. This is essential for such activities as music lessons, ballet, movies, story-telling, and intense project involvement.

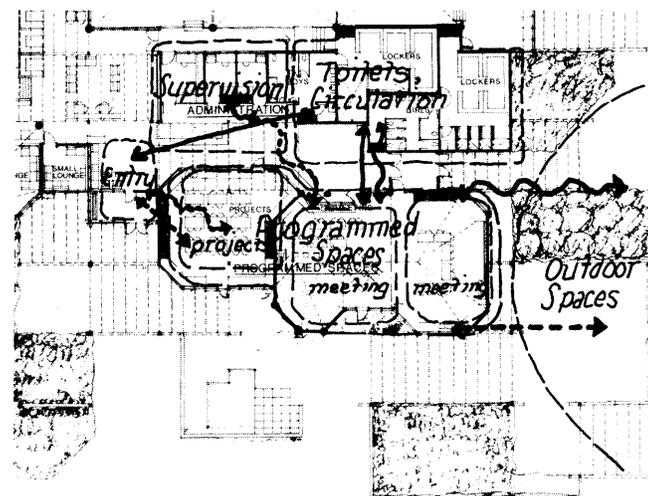


Figure 5-12 Programmed Spaces Relationships



b. Use Program.

(1) Functions. The programmed spaces module should be designed to accommodate organized and directed youth activities, as follows:

Meetings.

- clubs, special interest activities
- classes
- teen council, organizational meetings
- national youth groups—boy scouts, girl scouts, 4-H clubs, etc.

Projects.

- ceramics, two and three-dimensional art
- leather, wood-working, weaving, macrame, fabric craft
- gardening, plant growing
- cooking classes, clubs.

Miscellaneous Small Group Activities.

- music—lessons, listening, instrument playing
- movies
- dance, ballet, gymnastics
- supervised unstructured play for children.

(2) Spaces. Two basic types of programmed spaces should be provided: (1) meeting spaces, and (2) projects spaces. With the diversity of activities that might need to be accommodated and the unpredictable space-use scheduling, these spaces should be partially interchangeable, each capable of accommodating some projects or small meetings or special small group activities. In addition, the activities in these spaces may expand, particularly as groups working on projects spread out. Hence, consideration should be given to the activities' being able to be conducted in or expanded into other areas, such as adjacent programmed activity space, circulation and lobby space, the large group activity space, lounge areas and outdoor spaces.

A great deal of storage should be provided near these function spaces, so that stored projects and special equipment necessary for different activities are accessible. The spaces within this module should have differing dimensions, equipment, and environmental characters, so that each center can provide a wide range of settings for the variety of activities housed. The recommended sizes for these spaces are summarized in Table 5-5.

Individual Space Criteria

Table 5-5 Recommended Programmed Spaces Allocations

| Eligible Youth Population Served | Meeting Spaces and Storage | Project Spaces and Storage | Total Module |
|----------------------------------|----------------------------|----------------------------|--------------|
| Main DYAC | | | |
| 250-600 | 300+ 40 | 300+ 30 | 670 |
| 601-1,200 | 600 80 | 300 40 | 1,020 |
| 1,201-2,400 | 700 120 | 450 80 | 1,350 |
| 2,401+ | 1,200 200 | 900 150 | 2,450 |
| Neighborhood DYAC | | | |
| 250-600 | 300+ 40 | 300+ 30 | 670 |
| 601+ | 600 80 | 300 40 | 1,020 |

(3) Users.

6-11. Most of the activity for these regular younger users will be done on a scheduled basis such as in classes. Projects will include easel art and small handicrafts such as bead work, braiding, simple weaving, multi-media projects, molded sculpture, and small wood projects. These children will be active in clubs and classes, and their scout and other groups will frequently meet in these spaces. They will also use the programmed spaces for unstructured, imaginative play and games—with appropriate supervision.

12-14. Early adolescents will be involved in a broad range of programmed spaces activities—projects, groups, meetings, music, ballet, gymnastics, etc. While they will work with instructors, many of their projects, including weaving, more elaborate leather and wood projects, sculpture and free form ceramics, will be done on an individual basis. National youth group meetings, classes and clubs will also occupy much of their time.

15-19. Older adolescents will be involved in some of the same activities as the younger, with more sophistication and diversity, such as electronics and photography. If these programs are particularly active, it would be desirable to have studio equipment and a dark room available. A more limited group is likely to be active in clubs and organizations than among younger users, but those who are will play a dominant role, through teen councils and groups involved in the operation of the DYAC.



c. Meeting Spaces.



(1) Primary Use. The meeting spaces will be used primarily for scheduled group activities—clubs and meetings, classes, dances/music/gymnastics instruction and practice, and supervised free play for children.

The clubs and meetings activities will vary greatly in size and age of user group. A major user will be national youth groups such as 4-H or Scouts who do not have their own facilities. Others will include regularly scheduled special interest groups (e.g., stamp or coin collectors), board game tournaments (e.g., chess or checkers), and specially scheduled events such as small lectures or civic projects (e.g., a meeting for youth to gather materials for and organize a clean-up campaign). For these groups it will be important to have room to work on projects, and storage space for the projects, project materials, and ceremonial accessories. Teen councils assisting in the direction and operation of the DYAC will also meet here.

The classes for youth of all ages and for adults might include child care issues, supplementary courses for school work, civic awareness, leisure time topics such as reading discussion groups, and sports instruction. The equipment used in normal classroom instruction should be available. Seating arrangements should be flexible to permit a variety of activities—projects, movies, demonstrations, lectures, and seminars/conferences.

Special kinds of music instruction, e.g., ballet and dance, and small performance, music appreciation and choral groups, will take special isolation, musical reproduction equipment, appropriate acoustical absorption, and mirror/bar equipment.

Gymnastics will also use the same spaces, supplementing their large space accommodations, and pads and portable equipment (similar to that discussed under “large space module”) will be required.

Juveniles are likely to have free play and games in the programmed spaces, rather than in the drop-in spaces, because they are more closed and supervised, and conflicts in activity or turf with the adolescents in the drop-in center can be avoided. The environment should encourage and support imaginative and active games—hide-and-seek, war, running and chasing, climbing—as well as board games and more closely directed activities.

Individual Space Criteria

Table 5-6 Recommended Meeting Space Sizes

| Eligible Youth Population Served | Meeting Space (areas in gross square feet) | Storage Adjacent (square feet) |
|----------------------------------|--|--------------------------------|
| Main DYAC | | |
| 250-600 | 300 | 40 |
| 601-1,200 | 600 | 80 |
| 1,201-2,400 | 700 | 120 |
| 2,401+ | 1,200 | 200 |
| Neighborhood DYAC | | |
| 250-600 | 300 | 40 |
| 601+ | 600 | 80 |

(2) Secondary Use. The meeting spaces should accommodate overflow of activities such as crafts, team organizational meetings, or watching special events on television. Also, because these spaces can be secured, they can be used for dressing areas for dramatic groups, rehearsal areas for plays and performances, or places where scenery and equipment might be assembled and stored for a short time.

(3) Size. See table 5-6.

(4) Space Organization. These spaces resemble school classrooms, except that they will be used more frequently for small group meetings and will be used regularly by many different groups of many ages. Their diverse uses and attractive appearance make them far more distinctive and expressive than most classroom spaces. Divisible areas, subspaces, varying character, suggestive elements like alcoves and turrets, ranges of openness and closedness to adjacent spaces, and semi-closed recesses help accommodate the breadth of uses and provide the privacy and fantasy at times required.

(5) Critical Dimensions. Because these spaces will be used for meetings, the rooms should not be long and narrow (the length should not be more than twice the width) and the smallest dimension never more than 30 feet, as shown in figure 5-13. The space containing a projection screen should be designed to expand into another space to accommodate larger groups for a lecture or a movie.

(6) Relationships. The meeting spaces should be reached indirectly from most other spaces in the DYAC; however, they must have direct access to the general storage, toilet areas, locker rooms, entry, and supervision space. Controlling access to these spaces by direct visual supervision is important. DYAC users should have visual and circulation access directly to exterior project space (see figure 5-14).

Where two meeting rooms are provided, they must be acoustically isolatable from the rest of the center and from each other (STC +50-60 dB).

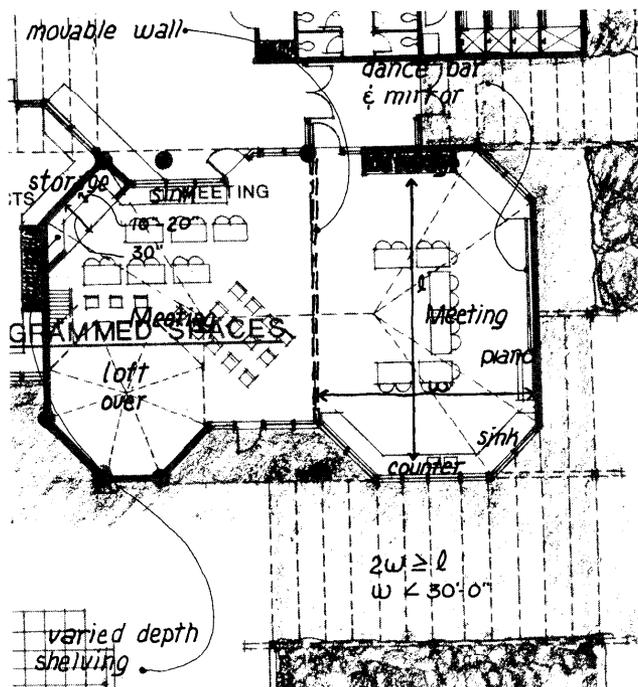


Figure 5-13 Meeting Spaces Plan

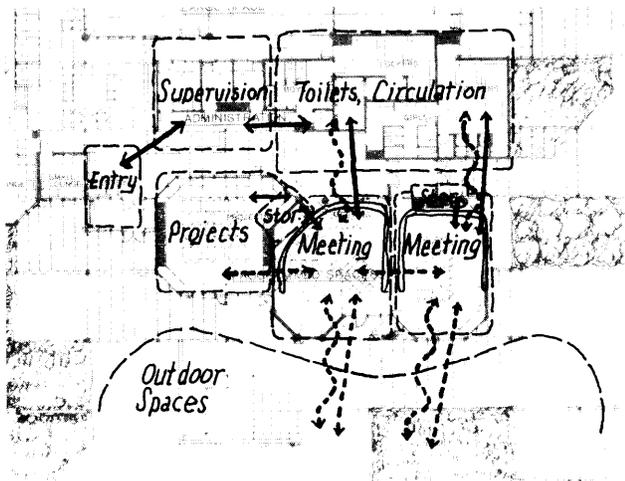


Figure 5-14 Meeting Spaces Relationships

(7) Technical Recommendations.

(a) Surfaces.

- Floor: Cleanable, suitable for many activities including dances; e.g., resilient flooring such as vinyl asbestos tile.
- Ceiling: acoustically absorbent material.
- Walls: suitable for tack-up and washable, also of good visual quality such as vinyl wall fabric or panelling.

(b) Equipment.

Furnishings and portable equipment:

- Tables and chairs suitable for classes, projects, seminars;
- Piano and/or stereophonic sound reproduction equipment (perhaps to be shared with lounge spaces);
- Motion picture screen.

Fixed equipment:

- Counter with double stainless steel sink;

Either fixed or portable:

- 3 linear feet (minimum) of full height mirror with rail for ballet practice;
- Room darkening devices suitable for screening motion pictures.



d. Projects Space.

(1) Primary Use. The projects space has two primary uses—as a place for instruction and as a place for individual projects, including:

- ceramics—including thrown, molded and sculpted
- wet and dry media easel art—including tempera, water colors, and pastels
- fabric craft—including weaving, sewing, braiding, macrame
- leatherwork
- light wood craft—small projects, wood sculpture, carving
- small sculpture—stone carving, uplifting, polishing
- jewelry—primarily beadwork
- mixed media
- gardening
- scout troops projects

The projects room should house only small projects and be equipped with light tools. For heavier work, Youth Activities is expected to utilize other Morale Support Activities facilities.

(2) Secondary Use. The projects area should be usable to support other activities in the center. For example, the national youth groups may need project space and material, and some youth may use the crafts area to make decorations for special events or equipment for dramatic presentations.

(3) Size. See table 5-7.

(4) Space Organization. The projects area is basically a workshop where many different things can happen over a short period of time and where a temporary mess can be made. Surfaces should be durable, easy to clean, and resistive to moisture, tool marks, heat, and stains. Because of the multitude and variety of projects the area should have much storage space, many work surfaces, and a large variety of tools. The users should be able to pin, staple, tack or clamp projects to the tables, counters, or wall and ceiling projections—for work and for proud display.

Table 5-7. Recommended Projects Space Sizes

| Eligible Youth Population Served | Projects Space (areas in gross square feet) | Storage Adjacent |
|----------------------------------|---|------------------|
| Main DYAC | | |
| 250-600 | 300 | 30 |
| 601-1,200 | 300 | 40 |
| 1,201-2,400 | 450 | 80 |
| 2,401+ | 900 | 150 |
| Neighborhood DYAC | | |
| 250-600 | 300 | 30 |
| 601+ | 300 | 40 |

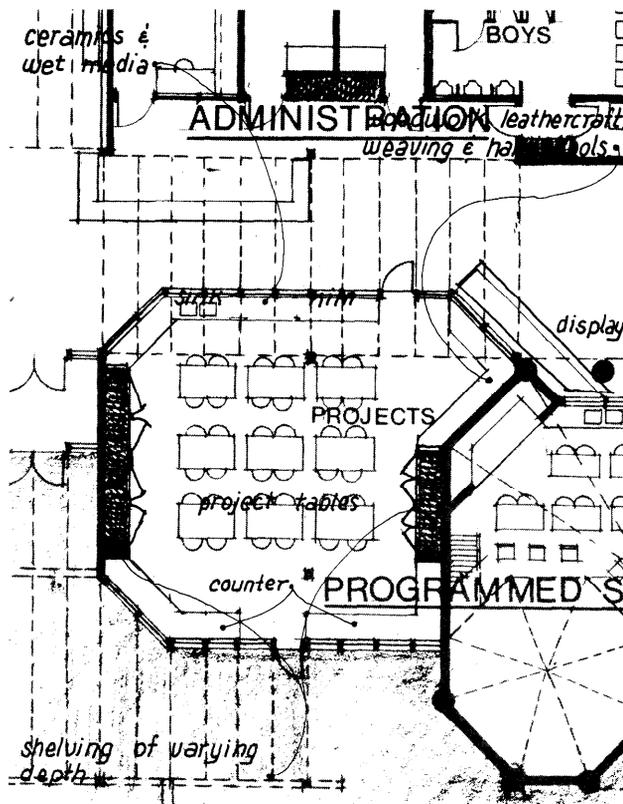


Figure 5-15 Projects Space Plan

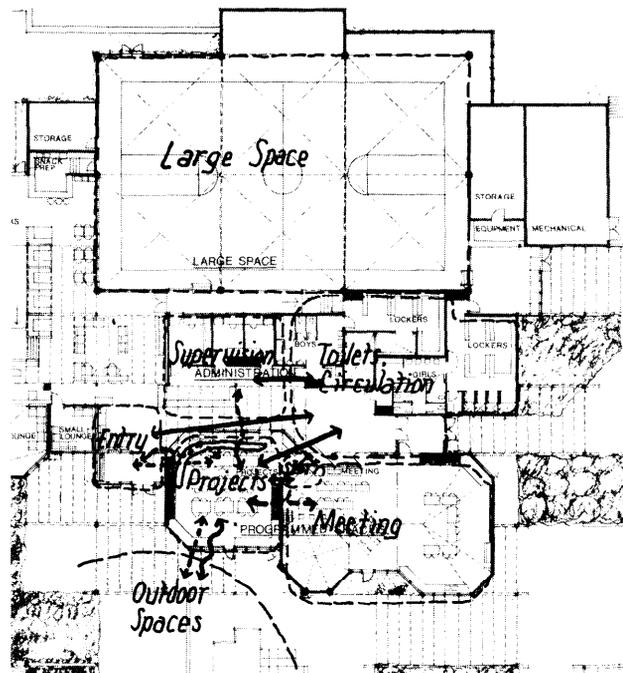


Figure 5-16 Projects Space Relationships

(5) **Critical Dimensions.** The critical dimensions shown in figure 5-15 are necessary for storage and to accommodate equipment, both of which will vary over the life of the facility. To accommodate the need for this flexibility, a variety of counter and storage space should be provided, including:

- 3'-0" of 30" counter/work space
- 8'-0" of 24" counter/work space
- 12'-0" linear feet of 2'-0" deep shelf space
- 8 2'x2' shelves for flat materials 6" high.

(6) **Relationships.** The projects room must be acoustically separated from the other spaces in the DYAC and have access to the general storage and toilet facilities (at least through a common circulation area). Its products and activity should be seen by the DYAC's other users; and its hours of use could be lengthened if it were supervisible. It should also have access to outdoor space for larger projects. (See figure 5-16)

(7) **Technical Recommendations.**

(a) Surfaces.

- Floor—resilient tile, quarry tile or industrial wood block
- Ceiling—acoustically absorbent
- Walls—principally tack surface, washable, moisture and stain resistant, such as heavy duty vinyl wall fabric or composition cork board.

(b) Equipment.

Furnishings and portable equipment:

- Small pottery kiln and pottery wheel
- Leather and wood hand tools

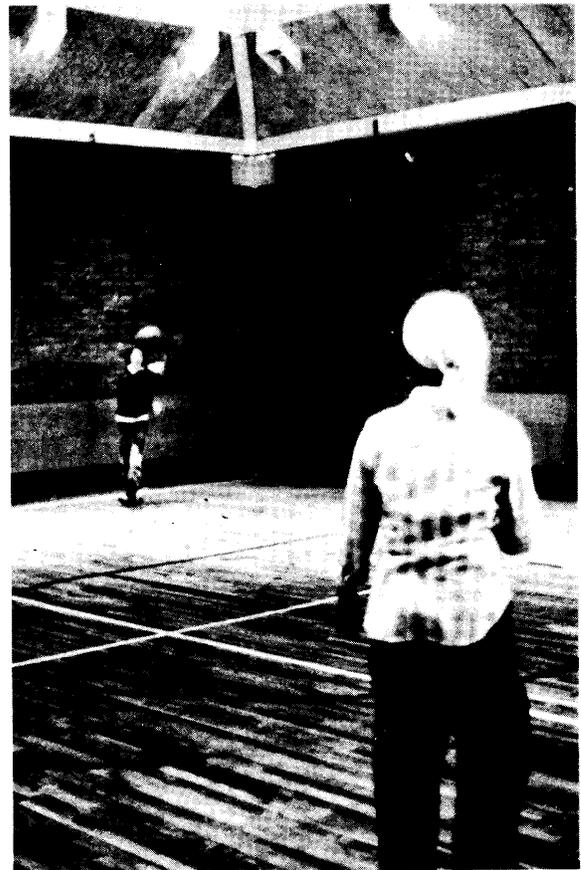
Fixed equipment:

- Double bowl stainless steel sink

Either fixed or portable:

- Formica counter tops
- Wood block work bench
- 30" x 48" (or larger) project tables with wood or formica surfaces
- Lockable storage space for supplies (see minimum quantities above).

5-4 Large Space Module





a. Primary Design Considerations.

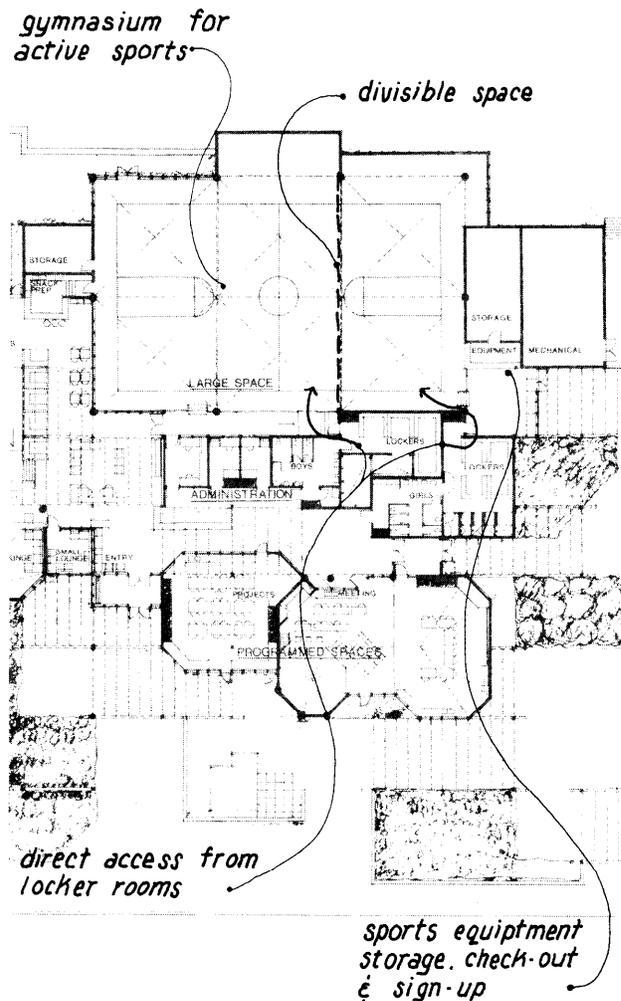


Figure 5-17 Large Space Considerations - 1

- + (1) Accommodate Active/Aggressive/Sports Functions.** The primary function of the large space is to accommodate indoor sports, gymnastics and games. The space, its finishes and furnishings must be durable to take the inevitable heavy wear and abuse from rough, active treatment. Surfaces and corners should be padded to protect the kids.
- * (2) Convertible from Sports to Social/Cultural Activities.** The large space must also provide an appropriate and comfortable environment for dances, parties, banquets, musical and stage performances, movies and awards ceremonies. It must avoid a “gymnasium” image, as much as possible, by having athletic equipment removable or hideable, padded walls able to be covered by curtains, and appropriate furnishings available. The shape of the space should not be a simple rectangle, but provide subspaces and alcoves for stage functions, social interaction and small-group activities. Access to an outdoor terrace would also help this goal.
- + (3) Divisible for Simultaneous Activities, Privacy.** The space should be divisible, to permit simultaneous activities—for different ages and size of groups, boys and girls—for functional separation and privacy in self-conscious activity.
- + (4) Direct Access to Locker Rooms.** There should be direct access to locker rooms, with boys and girls separated as much as possible, and a direct, separate entry from outdoors, to allow easy access to and support of outdoor athletic activities without interfering with the main entrance and drop-in/programmed spaces.

Individual Space Criteria

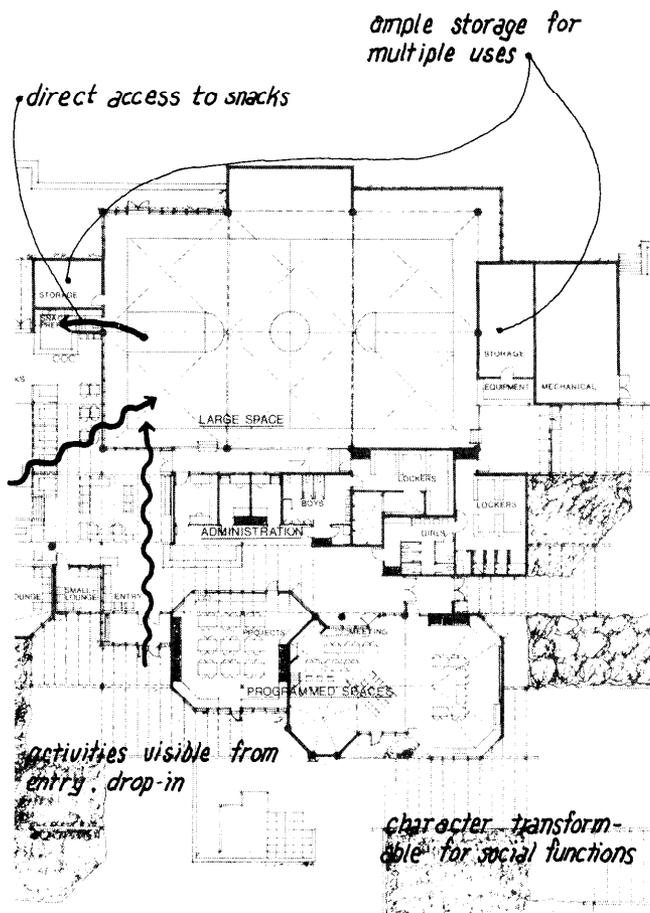


Figure 5-18 Large Space Considerations - 2

- + (5) **Snack Area Directly Accessible.** Food preparation space should be immediately accessible for parties and banquets. The Large Space should function as an extension of the drop-in areas for these social functions.
- + (6) **Active Storage for Sports.** Extensive athletic equipment storage is required, and combining outdoor sports storage with DYAC program needs would be a great efficiency and added focus for the center. For this, the storage must accommodate a diverse range of equipment, be convenient to an entry to the building, and be designed to serve large numbers of users. A check-out and try-on desk for individual and team-use equipment can also double as a sign-up location for sports events and teams, and provide a supervisory overview of the gymnasium space, its indoor and outdoor entrances, and locker-room access.
- + (7) **Extensive Storage for Diverse Functions.** The wide range of cultural and social events also requires ample storage directly accessible to the large space, and separate from the athletic storage.
- + (8) **Visibility of Activities and Trophies.** There should be views of the large space and its activities from the entry, drop-in area, and possibly from outdoors, so visitors can know what is going on, be attracted, and decide whether or not to join. A trophy case should be provided for display of the youths' achievements, for their pride and identification with the place.



b. Use Program.

(1) **Functions.** The large space module must accommodate athletic, large-group social, and performance functions, among them:

Indoor sports—casual, lessons, organized teams and leagues.

- basketball, volleyball, badminton
- handball, racquetball
- gymnastics, martial arts
- dancing, ballet
- children's games
- sports storage and equipment supply, check-out, try-on
- sports events sign-up.

Large Group Meetings.

- meetings, lectures
- parties, banquets, carnivals
- dances, discotheque.

Performances.

- drama
- movies
- music
- staged presentations, events.

(2) **Spaces.** The large space module consists of the large activity space, with subspaces such as a stage/platform area, alcoves, and storage. The large space module is included in the program for main DYAC's, not for Neighborhood Centers. Some of the activities above would take place in Neighborhood DYAC's, on a smaller scale, but would be housed in the programmed and drop-in spaces.

The recommended sizes for the large activity space and accompanying areas, for DYAC's of different sizes, are summarized in table 5-8.

Table 5-8. Recommended Large Space Module Sizes

| Eligible Youth Population Served | Large Activity Space (including stage area) | Adjacent Storage | | Total Module |
|-------------------------------------|--|------------------|--------------------|-----------------|
| | | Ath- letic | Other Equipment | |
| Main DYAC | | | | |
| 250-600 | 1,600 | 100 | 60 | 1,760 |
| 601-1,200 | 2,300 | 150 | 100 | 2,550 |
| 1,201-2,400 | 4,300 | 180* | 300 | 4,780 |
| 2,401 + | 6,400 | 250* | 500 | 7,150 |

*Includes indoor sports storage only. If post-wide outdoor sports equipment storage is included with largest size DYAC, required area is 3,000-4,000 s.f.; for next-to-largest size DYAC, required area would be 2,500-3,000 s.f.

Individual Space Criteria

(3) Users.

6-11. This group is more involved in game playing than in formal sports and social activities, and will require more supervision and instruction than the older youths. A separate area which can be partitioned should be provided so these children will not be "muscle out" by the older youths. These children should also be included in social and performance activities, such as light drama, movies, parties, carnivals and festivals.

12-14. These youths may utilize the large space module for nearly all the sports and some of the social and performance activities. They will generally not mix well with the older teenagers, although guidance and leadership from this group may be welcomed. Separate functions such as dances and sports competitions need to be provided for these early adolescents.

15-19. The older teenagers are generally more proficient in athletics and usually more self-confident in social situations than the younger teens. This gives them the potential either to dominate the use of the large space module or to take on a leadership role. Separate sports competitions are needed for the different capability levels, and separate social activities, especially dances, appropriate to the ability patterns and sophistication of each group.

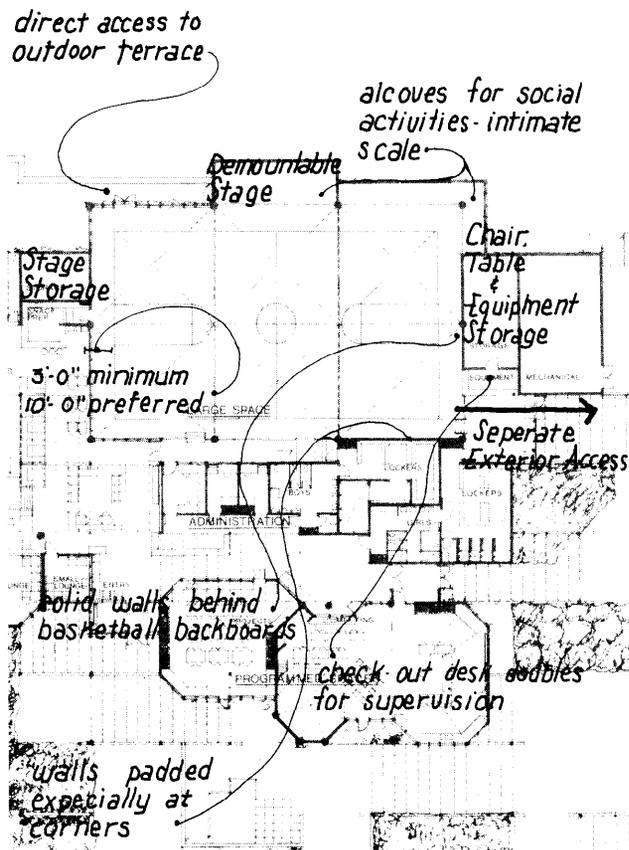


Figure 5-19 Large Space Plan

c. Space Requirements.

(1) Space Organization. The large activity space must be designed for multi-purpose use. Although an overall rectangular shape may be best for athletic functions, performance and social activities need a less regular perimeter and more visually interesting character (see figure 5-19). The space should provide smaller alcoves and sub-spaces of intimate character, for diverse social interaction and events, and for a stage. An irregular perimeter for the large space will de-emphasize scale differences from other parts of the DYAC, and reduce the domination of the Center by a gymnasium-like large block. The perimeter sub-spaces may be further defined by changes in ceiling height, floor level, wall treatment and fenestration, but these must be carefully coordinated so as not to limit the flexibility of the space for athletic and other functions.

Since the room is used for athletic activities, the windows must either face north or be positioned or designed to screen direct sunlight and glare from critical areas of vision, such as the background for basketball backboards. All windows must either be protected, by narrow mullions or grilles, or be of impact resistant material. Walls, corners, and sharp edges must be buffered to protect players. Equipment such as backboards and spectator seating should be retractable so the space can be converted to social and performance levels. The space should be subdividable, by a net or opaque divider, to permit simultaneous activity areas of different sizes—for different sports, age groups or sexes.

The stage could be either demountable platform or, possibly in the two larger DYAC's, a permanent construction. In either case, it need not be full-fledged professional theater stage; but, rather, a platform, raised above the main floor level, which would serve as a stage for theatrical and music presentations and dance bands, a dais for awards and banquets, or an overlook seating area for sports and other events. The placement of this stage on a long side of the space will help support multiple use and help break up the scale of the whole, while still providing adequate sight lines for performance. Locating the stage along an outside wall permits the option of creating an outdoor theater through the use of a large roll-up or pivoting door at the rear. Adequate storage for scenery, props and costumes, as well as for the demounted stage, should be provided.

Individual Space Criteria

Large and accessible storage for all the functions is necessary for flexible use of the space. Because much of the equipment, such as gymnastic apparatus or stacking chairs, may be on casters or carts, these storage areas should be accessed with no floor obstructions such as thresholds, and have wide openings. Where the Main DYAC serves to support adjacent youth athletic fields, athletic storage for outdoor programs should be provided with easy access to the outdoors (see table 5-8). The storage desk should accommodate sports equipment check-out for individuals and teams, with ample try-on space in front, and could double as a sign-up place for sports activities, teams and events, and as a supervision desk for the large space.

(2) Critical Dimensions. The following are recommended critical dimensions for large activity spaces. They may need modification, depending upon the facilities available elsewhere on each installation.

(a) 2,300 square-foot Large Space and smaller:

- Basketball—junior high half-court; 42' x 46' plus minimum 3' runoff on all sides outside boundary line (preferred runoff is 10'): ceiling height 20' min.
- Volleyball—undersized court (see dimensions below); net length 32'-8"; ceiling height 20' min.
- Badminton—undersized court (see dimensions below); net length 21'.
- Some gymnastics (see dimensions below).
- Wrestling—mat 34' square.

(b) 4,300 square-foot Large Space (in addition to above):

- Basketball—junior high court, 42' x 72' plus 3' min. run-off = 48' x 78'; half court (see dimension above) can be divided off to allow athletics mentioned above to occur simultaneously with basketball.
- Volleyball—junior high court, 30' x 50' plus 6' run-off = 42'x62'; regulation court 30' x 60' plus 6' run-off = 42' x 72'.
- Tennis—practice wall, 40' unobstructed wall x 50' deep; practice lane 20' x 80'.
- Badminton—court 20' x 44' plus run-off = 32' x 60'.
- Handball—40' unobstructed wall; court 50' x 55' deep.

- Gymnastics—competition mat—5' x 60', min. area needed = 10' x 70' (mats require 30 sq. ft. storage space); ropes, height—24', 3' above floor, 5' apart and min. from wall; still rings, 18' high, 92" above floor, 18' apart, 5' from wall; flying rings, 18' high, 92" above floor, 18" apart, 5' from side wall and 35' from end walls; high bar, 6' x 7' long, requires 12' unobstructed space perpendicular to bar, needs floor, wall and/or ceiling attachments.
- (c) 6,400 square-foot Large Space (in addition to above dimensions):
 - Basketball—full high school court, 50' x 84' plus min. run-off = 56' x 90'.
 - (d) Overall space, for all sizes:
 - Maximum ratio between the length and width should be 2:1.
 - Ceiling height 20' to 26'.
 - (e) Stage:
 - located along long dimension of major space for most flexible, multiple use.
 - platform not less than 2 feet from floor level.

(3) Relationships. The large space should be directly accessible from the main entrance lobby (see figure 5-20) especially during evening functions when the rest of the building may not be in use. Rest rooms, coat room, and snack preparation area should also be readily accessible. Easy service access for catering banquets and direct access to table and chair storage are essential. Convenient exterior access to playing fields and to patio@terraces will benefit athletic and social functions.

Visual contact between the entry and drop-in center and the large activity space is desirable to provide observation for spectators and supervisors during athletic events, and extension into the large space module for informal social functions.

The activities in the large space may produce noise levels which could disrupt other functions at the Center, and vice versa. Therefore, acoustic isolation from all other areas of the DYAC is necessary.



(4) Technical Recommendations.

(a) Surfaces.

- floor: resilient flooring with court markings
- ceiling: acoustically absorbent material, resistant to impact
- walls: non-marring, non-abrasive surface; at least one area free from obstruction for use as rebound surface; padded behind baskets and at any corners and sharp edges; ability for acoustical control and visual character change for non-athletic events, by movable draperies or partially carpeted walls.

(b) Equipment.

Furnishings and portable equipment:

- small tables and lamps for social activities
- large folding tables and chairs
- mirrored ball for discotheque
- mats, balls, nets and other athletic equipment.

Fixed equipment:

- movable partitions—either hanging net with opaque bottom; or folding, floor to ceiling, power-operated partitions
- base and wall electric outlets for floodlights, vacuum cleaners, projectors, table lamps, etc.
- eyebolts at least 14' high and recessed in walls for apparatus support
- adjustable basketball backboards.

Either fixed or portable:

- sound system for music and speech
- room darkening devices
- projection screen
- stage curtains, possible acoustic closure
- storage bins, shelves, racks, and hangers as appropriate.

(c) Illumination.

- central dimmer control
- special effects lighting such as either fixed or portable strobes, spotlights, floods.

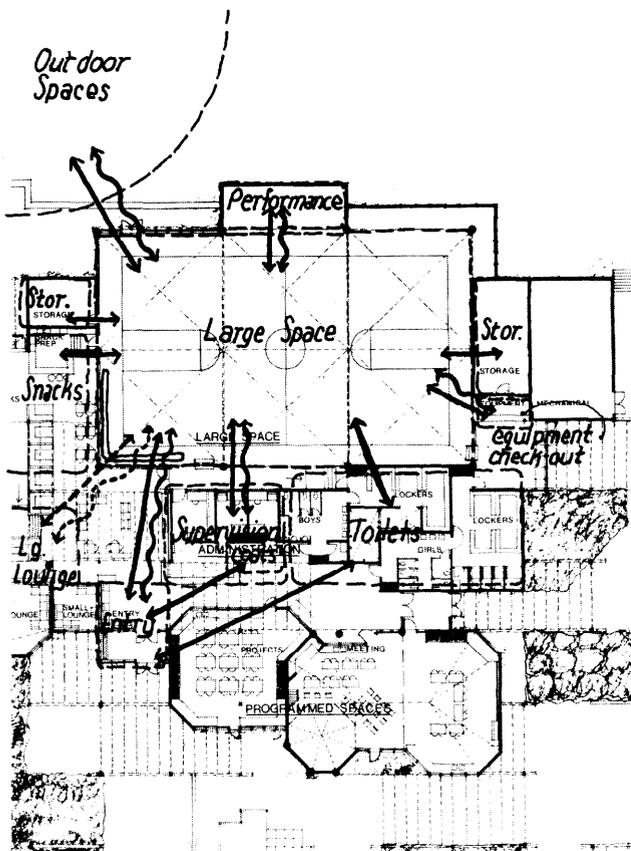
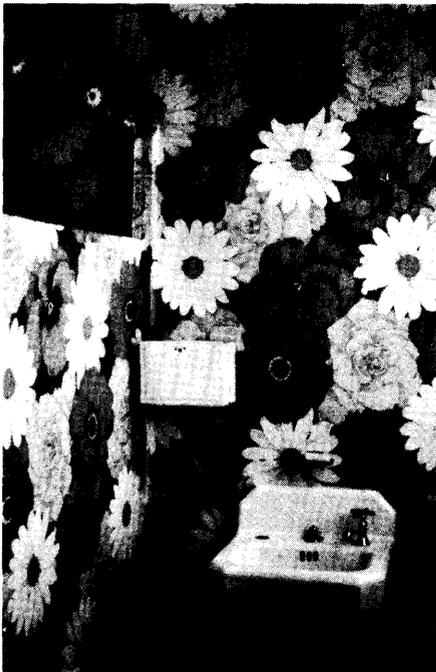


Figure 5-20 Large Space Relationships

5-5 Administration and Support Module





a. Primary Design Considerations.

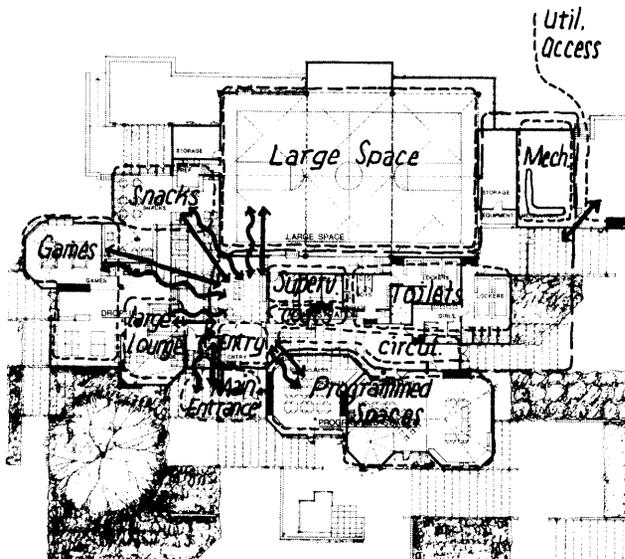


Figure 5-21 Administration & Support Relationships

- ✚ (1) **Support for Diverse Activities.** The role of this module is to support the activities in the primary modules—drop-in, programmed, and large space—and its design should meet the particular needs of these activity spaces in each DYAC. This module provides reception and access, information, supervision, storage, equipment and supply for the other building modules, and must be flexible and varied enough to support the diversity and changeability of the primary activities.
- * (2) **Receptivity.** The design of the administration and support module must play a strong role in presenting the image of openness and receptivity of the DYAC. The entry, circulation spaces, staff office and supervision desk should be visible, non-threatening places that attract the newcomer and visitor and provide information and views of the activity opportunities available.
- ✚ (3) **Varying Degrees of Privacy and Supervision.** The administration and support spaces must be designed to support the varied needs for privacy and supervision of the primary module activities. The supervision desk and administration area should be visible from juvenile activity spaces like the programmed spaces, large space and parts of the snack area, while not intruding on more private, adolescent parts of the drop-in center. The circulation pattern, toilet and locker room designs should protect the youth in self-conscious activities and access to them, and separate boys and girls where appropriate.
- * (4) **Close Interconnections.** Since the administration and support module connects all parts of the DYAC, the directness of its relationships to these areas is important for the easy movement of youth between activities. Close and open interconnections will encourage youth to take advantage of the diverse opportunities and support social interaction. The circulation should, as much as possible, be part of the activity spaces and open to them.

b. Use Program.

(1) **Functions and Spaces.** The following functions and spaces are included in this module:

Staff Office.

- administration
- youth information service, employment services, counseling
- secure storage.

Supervision.

- view of entry and all activity areas
- reception, registration, check-in, ticket-taking, events sign-up.

Entry and Circulation.

- casual meeting
- events information, overview of DYAC activities.

Toilets

Locker/Changing

Storage— general, coats, individual activity supply, janitor.

Mechanical

The recommended sizes for these spaces in DYAC's of different sizes are summarized in table 5-9.

(2) **Users.** Some of these function-spaces are used only by the staff, including administration and supervision, central storage, maintenance, and mechanical functions. These spaces should all be lockable. The other functions (entry, circulation, toilets, changing rooms, and coat room) must accommodate all users of the DYAC. These spaces must be easy to locate and to use for all the diverse users of the DYAC.



Table 5-9 Recommended Administration and Support Space Allocations

| Eligible Youth Population Served | Entry | | Circulation (areas in gross square feet) | | Supervision & Administration | General Storage |
|-------------------------------------|-------|-------|---|-------------|---------------------------------|--------------------|
| | men | women | | | | |
| Main DYAC | | | | | | |
| 250-600 | 150 | 150 | 240 | 500 | 250 | 80 |
| 601-1,200 | 240 | 240 | 300 | 750 | 300 | 100 |
| 1,201-2,400 | 360 | 360 | 500 | 1,100 | 400 | 100 |
| 2,401 + | 620 | 570 | 800 | 2,500 | 600 | 100 |
| Neighborhood DYAC | | | | | | |
| 250-600 | 150 | 150 | 550 | | 100 | 50 |
| 601 + | 150 | 150 | 700 | | 100 | 50 |
| | | | Toilets/Lockers | Maintenance | Mechanical | Total Module |
| | men | women | men | closet | Room | (not incl. mech.) |
| Main DYAC | | | | | | |
| 250-600 | 150 | 150 | 20 | 20 | 350 | 1,390 |
| 601-1,200 | 240 | 240 | 20 | 20 | 500 | 1,950 |
| 1,201-2,400 | 360 | 360 | 40 | 40 | 650 | 2,860 |
| 2,401 + | 620 | 570 | 60 | 60 | 800 | 5,200 |
| Neighborhood DYAC | | | | | | |
| 250-600 | 150 | 150 | 20 | 20 | 150 | 1,020 |
| 601 + | 150 | 150 | 20 | 20 | 300 | 1,170 |

Individual Space Criteria

c. Entry.

(1) **Primary Use.** Use entry should be pleasant to be in while waiting for friends to arrive, should orient the new arrival to the various activities of the center, and should be a comfortable place for casual meetings and interactions.

(2) **Secondary Use.** The entry should also accommodate display of trophies and projects and posting information; bulletin boards, information kiosks, display cases, or high shelves should be available for these purposes.

(3) **Size.** See table 5-10.

(4) **Space Organization.** The entry should have a small pleasant seating area, to the side of the main flow of traffic, with a good view of the rest of the lobby, the street and walk to the main entrance. Furnishings and finishes should be softer than those in the main flow of traffic. The entry as a whole should also be large enough to accommodate groups of visitors waiting for a performance in the large activity space or waiting to go on a field trip.

The entry must orient visitors to the range of activity spaces; it should provide views of, at a minimum, the snack facility, lounges, and large activity space. In larger DYAC's, signs may be needed to direct visitors to different parts of the Center. Since the entry should be directly supervised by staff person, the administrative office or a reception desk should face onto it.

(5) **Critical Dimensions.** The seating area must be at least 8' x 10' (see figure 5-22).

(6) **Relationships.** The entry should have direct access to most of the DYAC's activities, even in the largest centers (see figure 5-23).

Table 5-10. Recommended Entry and Circulation Space Sizes

| Eligible Youth Population Served | Entry (areas in gross square feet) | Circulation |
|----------------------------------|------------------------------------|-------------|
| Main DYAC | | |
| 250-600 | 240 | 500 |
| 601-1,200 | 300 | 750 |
| 1,201-2,400 | 500 | 1,100 |
| 2,401 + | 800 | 2,500 |
| Neighborhood DYAC | } | |
| 250-600 | 550 | |
| 601 + | 700 | |

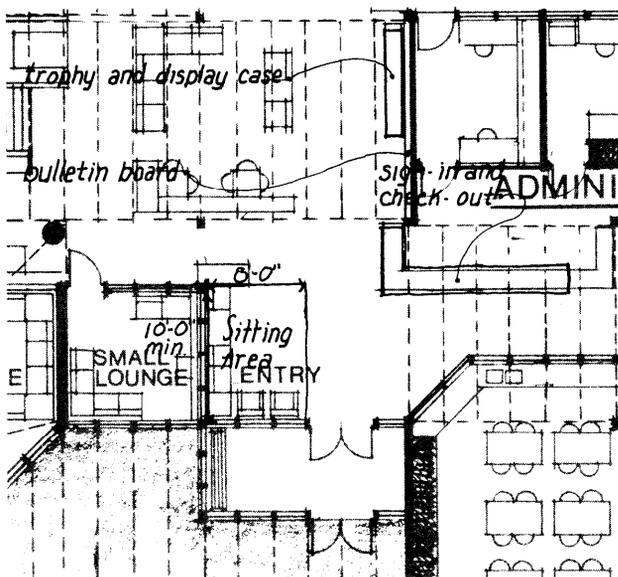


Figure 5-22 Entry Plan

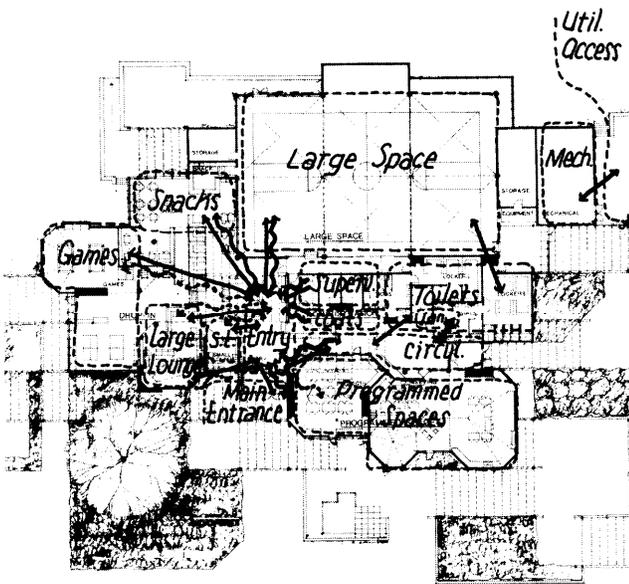


Figure 5-23 Entry Relationships

(7) Technical Recommendations.

(a) Surfaces.

- Entrance and circulation areas: all surfaces very durable and easily maintained; floor mats to clean and dry shoes.
- sitting areas: carpeting
- acoustical ceiling throughout
- walls of drywall or other non-ceramic surfaces.

(b) Equipment —furnishings and portable:

- chairs, couches, side tables, and lights in sitting areas
- kiosks, display shelves, etc.
- trash receptacles
- public telephone.

Individual Space Criteria

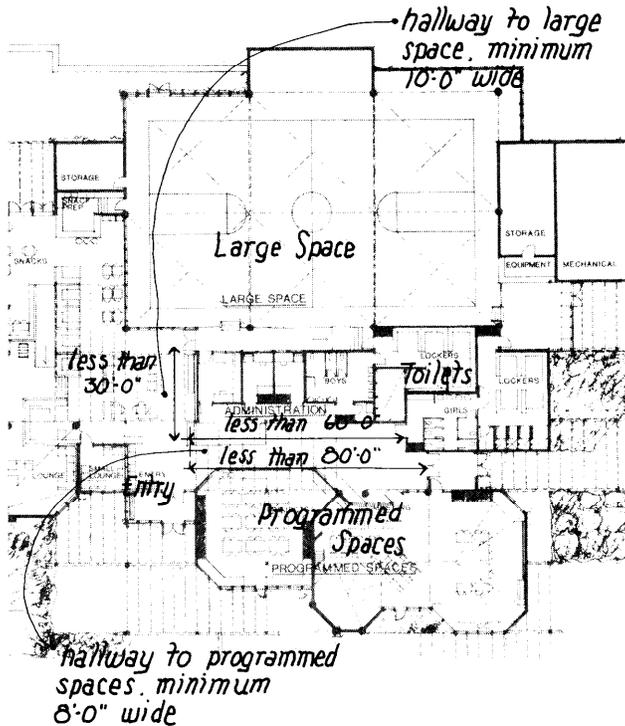


Figure 5-24 Circulation Spaces Plan

d. Circulation.

(1) **Primary Use.** Traffic flows to all activities within the center should be efficient and easy for the visitor to understand.

(2) **Secondary Use.** Along the circulation routes there should be occasional places to gather, particularly near the entry into different modules, to encourage interaction among users.

(3) **Size.** Circulation should generally be 10-15% of the total floor area. See table 5-10 for approximate recommended sizes for different DYAC's.

(4) **Space Organization.** Hallways should be designed for specific levels of traffic and suggest the character of the spaces to which they lead. The hallway to the large activity space would likely be shorter but wider than that to the programmed spaces, and display pictures of teams or performances. In the hallway to the programmed spaces, wide areas near the doorways to meeting or projects rooms or by windows are desirable to create pleasant places for a few users to talk. Such areas should be visible from the entry so they will not be trouble spots.

(5) **Critical Dimensions.** See figure 5-24 for illustration of dimensions.

- Hallway to large activity space: width—10', minimum; length—less than 30'.
- Hallway to programmed spaces: width—8' minimum; length—less than 80'.
- Distance from lobby to public toilets: less than 60'.



(6) Relationships. Access to activities connected by circulation spaces are covered under the activity headings. The hallway to the programmed spaces should have a door which can serve as an acoustical barrier and be locked while the drop-in or large space module is being used and the programmed spaces are closed.

(7) Technical Recommendations.

(a) Surfaces.

- acoustical ceiling
- drywall, other non-ceramic finishes on walls
- durable, easily maintained floor surface.

(b) Equipment.

Furnishings and portable equipment:

- bulletin boards or display areas.

Fixed equipment:

- window seat or built-in place to sit near doors to activity areas.
- drinking fountains, at strategic points.

Individual Space Criteria

e. Supervision and Administration Spaces.

(1) Primary Use. From a central point in the DYAC, one staff person should be able to supervise most center activities, and perform administrative tasks such as record keeping, answering the phone, and holding small private conferences. Also, youth counseling, information and employment services should operate in this space, as should sign-ups for general DYAC activities, check-in, identification checking and ticket-taking for dances and performances.

In the Neighborhood DYAC, where there is only volunteer staffing, the administrative role will be curtailed. Supervision will be required, but the management tasks will be minimized. Adult volunteers will supervise from within the primary parts of the DYAC, and the office space will serve only as a limited-time retreat.

Either fixed or portable:

- public address equipment (optional)
- locked storage for important records and valuable equipment
- administrative storage for writing supplies, typewriters, books and papers, tools, projectors, tape recorders, broken equipment.

(2) Secondary Use. The supervision space might be used as a disco booth in larger centers. Accordingly, it should look directly out onto the large activity space.

(3) Size. See table 5-11.

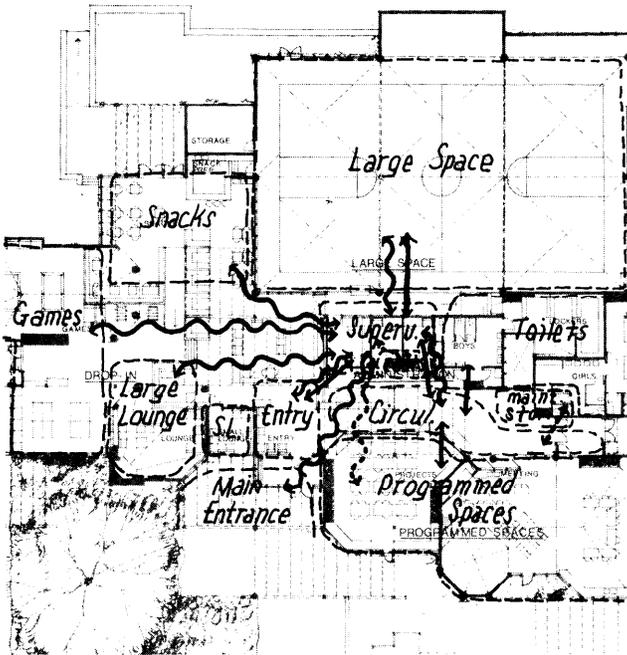


Figure 5-25 Supervision Relationships - External

Table 5-11 Recommended Supervision and Administration Space Sizes

| Eligible Youth Population Served | Administration/Supervision Space (gross square feet) |
|----------------------------------|--|
| Main DYAC | |
| 250-600 | 250 |
| 601-1,200 | 300 |
| 1,201-2,400 | 400 |
| 2,401 + | 600 |
| Neighborhood DYAC | |
| 250-600 | 100 |
| 601+ | 100 |

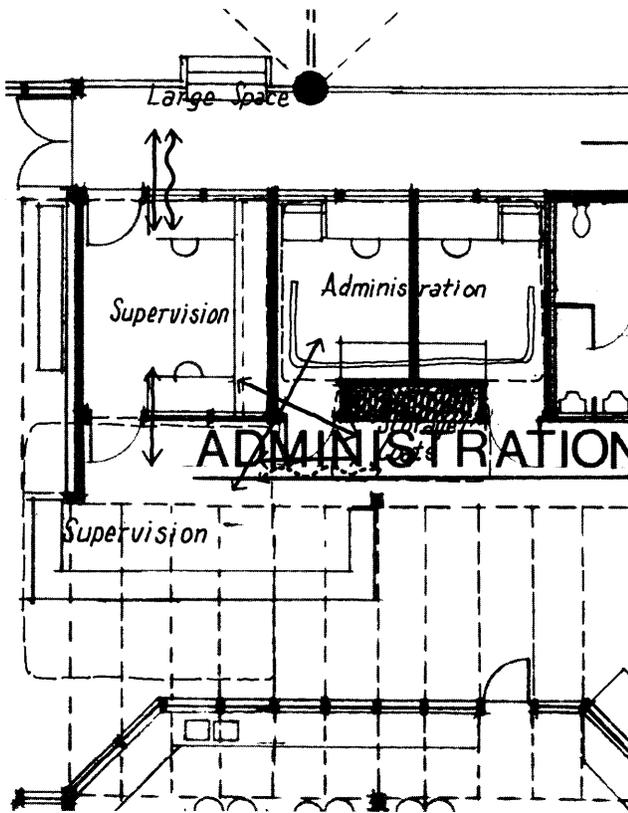


Figure 5-26 Supervision & Administration Relationships - Internal

(4) Space Organization. There should be a supervision/reception desk visible from the entry, where visitors can come for information. Signing in and out, whether by identification card, sign-up sheet, or punch-card and time-clock, can perform an identify-reinforcing purpose for the DYAC youth. The supervisory desk should not, however, be an overwhelming intrusion into the activity spaces, particularly the drop-in center. The administrative offices should either be in the same space as the supervision, or directly connected. This space should provide privacy for personal conferences and counseling.

(5) Relationships. Visual and physical relationships for the administration and supervision spaces are shown in figures 5-25 and 5-26. For supervision, the extent of visual surveillance need not be 100% of each of the spaces indicated, but should include a significant percentage.

(6) Technical Recommendations.

(a) Surfaces.

- acoustical ceiling
- drywall and painted walls
- carpeting.

(b) Equipment.

Furnishings and portable equipment:

- desks and chairs for staff
- office machines such as copy machine
- disco equipment (optional), including turntables, tapes, lighting and acoustical controls, projectors, wires, headphones, etc.

Individual Space Criteria

f. Toilets and Locker Rooms.

(1) **Primary Use.** Toilets and locker rooms must serve children and adults and groups changing for sports or performances. There should also be showers in the larger DYAC's.

(2) **Fixtures and Equipment.** The number of fixtures and equipment needed for different sized DYAC's are shown in table 5-12.

Table 5-12 Toilet Fixture and Equipment Recommendations.

| | Main DYAC: Eligible Youth Population Served | | | |
|------------------------------|---|-----------|-------------|---------|
| | 250-600* | 601-1,200 | 1,201-2,400 | 2,401 + |
| | (number of fixtures) | | | |
| <u>Boys'/Men's Rooms</u> | | | | |
| toilets | 1 | 2 | 2 | 3 |
| urinals | 1 | 2 | 3 | 3 |
| lavatories | 1 | 1 | 2 | 3 |
| shower heads (group) | 0 | 0 | 3 | 5 |
| baskets for changing clothes | 20 | 40 | 60 | 120 |
| <u>Girls'/Women's Room</u> | | | | |
| toilets | 2 | 3 | 4 | 5 |
| lavatories | 1 | 2 | 2 | 3 |
| showers (stalls) | 0 | 0 | 2 | 4 |
| baskets for changing clothes | 16 | 30 | 40 | 60 |

*Fixtures and sizes for Neighborhood DYAC's should be as for the smallest size Main DYAC, except that baskets for clothes changing need not be provided.

(3) **Size.** The toilets and changing rooms will vary in size and layout depending upon the fixtures. Using the above fixture guide, the square footages in table 5-13 are suggested.

Table 5-13 Recommend Toilet and Changing Room Sizes

| | Eligible Youth Population Served | | | |
|--|----------------------------------|-----------|-------------|---------|
| | 250-600 | 601-1,200 | 1,201-2,400 | 2,401 + |
| | (areas in gross square feet) | | | |
| <u>Men's Toilet and Changing Rooms</u> | | | | |
| toilets and lavatories | 50 | 80 | 110 | 140 |
| changing area | 60 | 100 | 120 | 220 |
| showers | 0 | 0 | 70 | 140 |
| additional circulation | 40 | 60 | 60 | 120 |
| Total | 150 | 240 | 360 | 620 |
| <u>Women's Toilet and Changing Rooms</u> | | | | |
| toilets and lavatories | 60 | 100 | 120 | 180 |
| changing area | 50 | 90 | 120 | 180 |
| showers | 0 | 0 | 60 | 130 |
| additional circulation | 40 | 50 | 60 | 80 |
| Total | 150 | 240 | 360 | 570 |

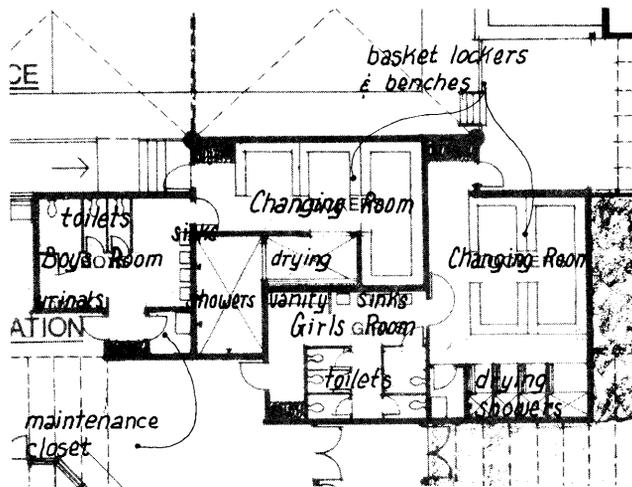


Figure 5-27 Toilets/Changing Rooms Plan

(4) Critical Dimensions. The toilet and changing rooms must be accessible to the disabled. Door widths, turning radii, and design and placement of facilities should comply with applicable standards. See figure 5-27.

(5) Relationships. Toilets and locker rooms represent a sensitive place for youth, particularly self-conscious adolescents. The entrances to the boys' and girls' toilets should be separated by as much distance as practicable, and the entrances should be reasonably near to and preferably visible from the supervision desk so that there is some sense of supervision.

The toilets should be accessible from the entry or nearby circulation spaces. There should also be a direct connection from the large activity space to the toilets and changing rooms, and reasonably close access from the programmed spaces.

Screens or walls should provide as much privacy as possible between toilets and changing areas and between changing areas and showers. For girls all shower stalls should be private; for boys, group showers are acceptable. Lavatories and shower heads should be at an appropriate height for the range of sizes of children.

(6) Technical recommendations.

- (a) Surfaces.
 - waterproof finishes.
 - acoustic ceilings.

g. General Storage.

(1) Primary Use. The DYAC needs a large volume of storage because of its multiple, diverse functions. Most storage should be adjacent to the space or module in which the stored materials will be used, however, general storage can accommodate the overflow. General storage is needed also to store DYAC supplies for special occasions, such as barbecue or parades.

If possible, a separate coatroom should be provided for safe storage for all users' coats. Depending on the climate at a particular site, portable coat racks may be adequate and storage for them will have to be provided. Both coatrooms and coat racks should be under some obvious form of supervision.

(2) Size. The total storage, central storage, and coat storage space for the DYAC should follow the guidelines in table 5-14.

Table 5-14. Recommended Storage Space Sizes

| Eligible Youth Population Served | Total Storage | Min. General Storage (area in gross square feet) | Coat Storage |
|-------------------------------------|------------------|--|-----------------|
| Main DYAC | | | |
| 250-600 | 200 | 80 | 60 |
| 601-1,200 | 390 | 100 | 80 |
| 1,201-2,400 | 550 | 100 | 120 |
| 2,401 + | 850 | 100 | 150 |
| Neighborhood DYAC | | | |
| 250-600 | 150 | 50 | — |
| 601 + | 200 | 50 | — |

(3) Relationships. General storage and coat storage should be located near the staff office, but should be accessible from the circulation space.



Table 5-15 Recommended Maintenance and Mechanical Space Sizes

| Eligible Youth Population Served | Main- tenance Closet (areas in gross | Mechanical Room* square feet) |
|-------------------------------------|---|-------------------------------------|
| Main DYAC | | |
| 250-600 | 20 | 350 |
| 601-1,200 | 20 | 500 |
| 1,201-2,400 | 40 | 650 |
| 2,401 + | 60 | 800 |
| Neighborhood DYAC | | |
| 250-600 | 20 | 150 |
| 601+ | 20 | 300 |

*Not included in DYAC square footage allocations.

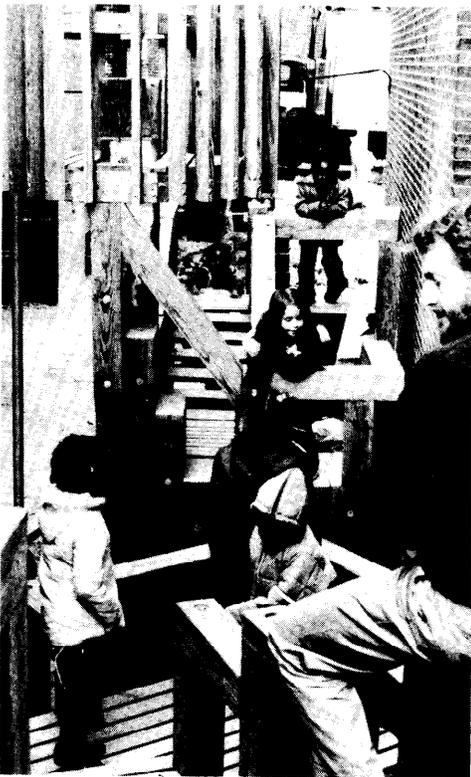
h. Maintenance and Mechanical Spaces.

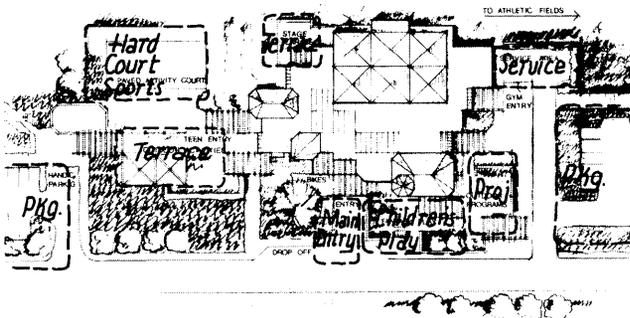
(1) Primary use. Two types of space should be available for maintaining and servicing the building: A maintenance closet, and a mechanical room for environmental control equipment.

(2) Size. See table 5-15.

(3) Relationships. The maintenance closet should be adjacent to the toilet rooms. The mechanical room must be accessible from the outdoors only; use will be by Facility Engineers.

5-6 Outdoor Module





*multiple spaces for
different uses*

Figure 5-28 Outdoor Module Spaces

a. Primary Design Considerations.

- + (1) Multiple, Differentiated Places.** The outdoor module should include a variety of places to accommodate the diverse activities and users—hard-surface area for sports and parties, terraces for socializing, projects spaces, children’s play areas, access and service. The design features, equipment and character of the multiple spaces should vary as appropriate to the activity needs, and to create a sense of belonging for the users in the different functions.

- + (2) Extensions of Indoor Functions.** The outdoor module spaces should be direct extensions of the corresponding indoor function areas—contiguous, visible, directly accessible, and functionally continuous. The subdivided outdoor areas should be evidently tied to expressed subdivisions of the DYAC building.

- * (3) Visible, Attractive Outdoor Activities.** Some of the outdoor activity spaces should be visible to passers-by, so the post population can know what is going on and understand that the youth are involved in acceptable activities. Parts of the outdoor module which can use greater privacy—teen socializing terrace, party/dance area, some projects space—should be protected from general overview.

b. Use Program.

(1) Functions. The outdoor module includes provisions for all functions expected to take place in the immediate vicinity of the DYAC, including:

Sports— casual lessons, organized teams and leagues; primarily hardcourt sports—basketball, volleyball, badminton, handball, racquetball, ice-skating.

Socializing.

- parties, picnics, barbecues
- dances.

Stage Performances.

Outdoor Projects— as extension of indoor programmed spaces activities.

Playground Activities— supervised free play.

Access.

- parking, drop-off
- service, garbage collection
- entry
- events information, advertising.

(2) Spaces. Three categories of spaces are provided around the DYAC building for these functions: 1) Outdoor Activity Spaces, including hardcourt sports area, patio/terraces, projects spaces, and children's play area; 2) Entry Spaces; and 3) Parking and Service areas. Recommended areas for these spaces at different sizes of DYAC's are summarized in table 5-16; however, these figures will vary considerably depending on site conditions and layout of outdoor functions.

Table 5-16 Recommended Outdoor Space Sizes*

| Eligible Youth Population Served | Outdoor Activity Spaces | Entry Space (areas in square feet) | Parking Areas |
|----------------------------------|-------------------------|---------------------------------------|---------------|
| Main DYAC | | | |
| 250-600 | 5,000 | 600 | 6,000 |
| 601-1,200 | 6,000 | 700 | 8,000 |
| 1,201-2,400 | 7,500 | 800 | 12,000 |
| 2,401 + | 10,000 | 1,000 | 16,000 |
| Neighborhood DYAC | | | |
| 250-600 | 3,000 | 400 | 3,500 |
| 601 + | 4,000 | 500 | 4,500 |

*Not included in DYAC square footage allocations.



c. Outdoor Activity Spaces.

(1) Primary Uses. These spaces include four different types of areas, accommodating four basic functions: A hard-surface area for outdoor sports such as basketball, badminton and racquetball can also accommodate social activities such as picnics, barbecues, performances and dances. Patio[terraces are for social activities—conversation parties, hanging out, extensions of indoor lounging and snacking—and will be heavily utilized by teens and viewed as their “turf.” These terrace areas could also accommodate performances, dancing, barbecues and the like. Outdoor projects spaces serve as a direct extension of the indoor programmed spaces, for meetings, crafts, gardening, clubs and scouts. The children’s play areas also extend the interior activities of the programmed spaces, with active, imaginative, adventurous playground experiences for juveniles.

(2) Space Organization. The hard-surface area should be a delimited space, with appropriate equipment or hook-ups for the sports activities listed. It may be sized for regulation basketball, but could, at the smaller centers, be more limited in size. It is expected to be used for casual pick-up games, rather than organized team activity, and its character should reflect this.

The patio/terraces should vary in size and character for different groupings and degrees of privacy. There may be two or three terraces at different locations around the DYAC building, situated to take advantage of the sun or shade, depending on climate. Steps for seating or built-in benches should be provided. Large centers might have an outdoor stage with built-in seating, which could also be used for other activities. Built-in barbecues should be considered. Plantings and paving should help define and enhance the spaces.

The outdoor projects spaces should provide a variety of environments—some hard-surfaced, paved areas and some soft, grassy areas—to accommodate different functions. The areas should be divided and defined by plantings and outdoor walls, but their primary character should come from the projects and products created by the users.

Individual Space Criteria

The children's play area should foster imaginative play—towers, climbing forms, tunnels, wooden maze structures, slides, suggestive animal forms, and available building materials as in an “adventure playground.” The area should be clearly defined by walls, plantings and building forms, to protect it from abuse by other groups and ages. It should not be totally enclosed, though, so that some of the activity can be visible to passers-by and people entering the DYAC.

(3) Relationships. Each outdoor activity area should have direct access from the corresponding interior activity-space. The outdoor sports court and patios should relate most directly to the drop-in area and the teen users, and should also be accessible from the large space, with its sports and social functions. The outdoor children's play and project spaces should cluster near the programmed spaces module (see figure 5-29).

While the various activity spaces should be screened by walls and shrubs for space definition and some privacy, they should also be partly visible to passers-by.

(4) Technical Recommendations.

(a) Surfaces.

- grass, sand and hard paving, variously, for projects and children's play spaces.
- brick, stone and/or concrete paving and ground features for terraces.
- bituminous concrete for hard-court areas.

(b) Equipment.

Fixed equipment:

- 5-6 waterproof outlets.
- benches, built-in seating.
- hose bibb.
- basketball backboards and hoops.

Either fixed or portable:

- play structures, slides, climbing poles, etc.

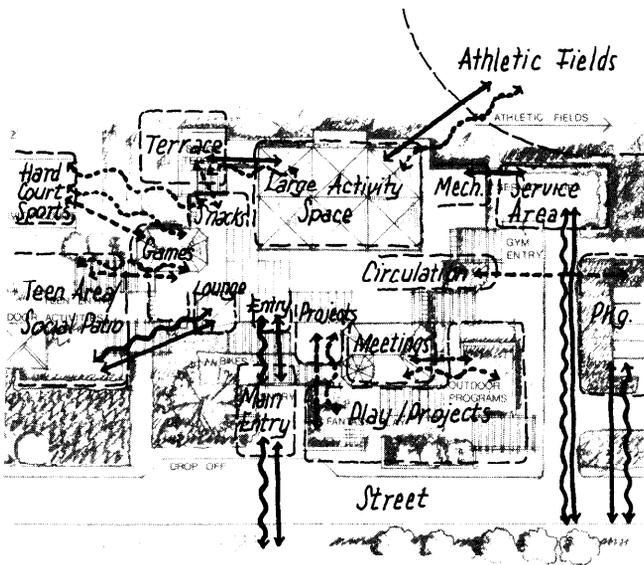


Figure 5-29 Outdoor Module Relationships

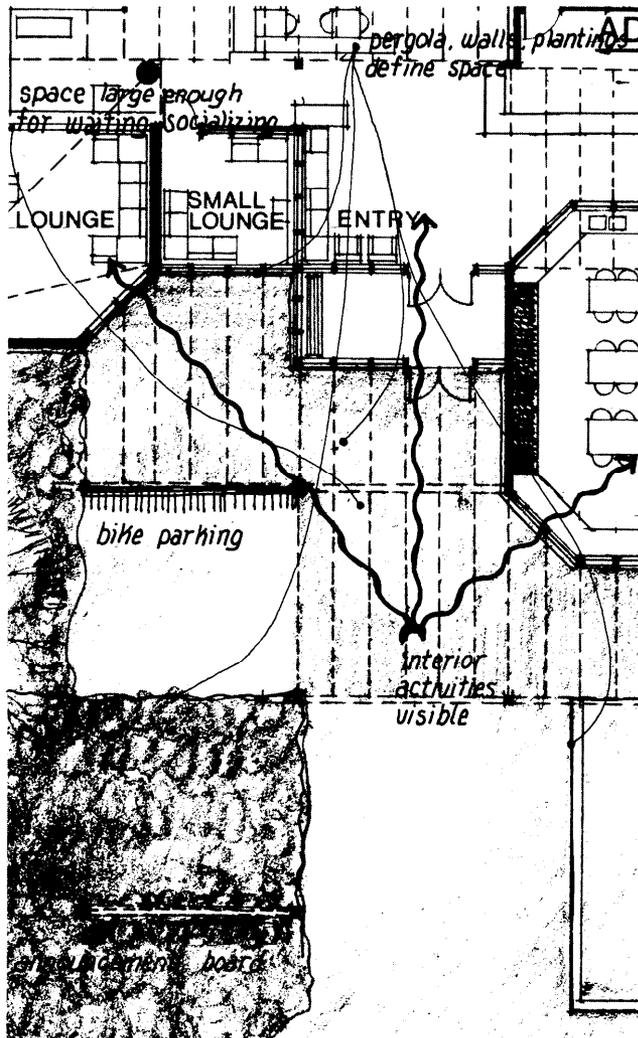


Figure 5-30 Entry Space Plan

d. Entry Space.

(1) **Primary Use.** The entry space can create an important visual impact and identity for the DYAC. Providing an area large enough for waiting and socializing, it should also facilitate pedestrian access and aid visitors in learning about the DYAC.

(2) **Size.** Paths should be a minimum of 6 feet wide and have a gradient of not more than 5%. Surfaces area of entry space for different sized centers is indicated in table 5-16. See EM 1110-1-103 for requirements to accommodate handicapped access.

(3) **Space Organization.** Areas and seating for socializing and waiting should not inhibit the free flow of pedestrian traffic. The paths should be a hard surface, free of steps. Attractive landscaping and planting should define and enhance the entry area but not be defined through pergolas or projections of building structure, by low walls and paving changes. A marquee or signboard should be provided for advertising the events and other information concerning the DYAC.

(4) **Relationships.** The entry space should be visible and recognizable from the street or driveway. Direct paths, accessible for wheelchairs, should lead from a drop-off area at the street and from the parking areas to the main entrance. From the outdoor entry space, activities in the entry and lounges of the building should be visible. The entrance path should be visible from inside the entry and supervisor's desk.

(5) Technical Recommendations.

- (a) Surfaces.
 - brick, stone, concrete or bituminous paving.
- (b) Equipment—fixed:
 - marquee or signboard
 - built-in seating
 - bike racks.
- (c) Illumination.
 - 5 FTC.

Individual Space Criteria

e. Parking and Service Areas.

(1) **Primary Use.** Parking areas should be sufficient for staff, older teens, and guests using the DYAC. Servicing, deliveries, garbage pick-up and mechanical equipment access should be separate so they do not interfere with parking. Vehicular drop-off close to the main entrance should also be provided.

(2) **Size.** The amount of parking needed will vary at each installation, depending upon the proximity of the DYAC to the residences, the climate, and the availability of nearby on-street parking. The recommended sizes listed in table 5-17 should be modified according to local needs. For dimensions of parking spaces and access, and service areas, see figure 5-31 and TM 5-822-3. Parking should include space for handicapped drivers.

(3) **Space Organization.** The parking area should be easily accessible from the street or driveway, and should access off a secondary street for safety and minimum traffic interference. Parking spaces should be clearly marked and allow efficient traffic flow. Handicapped spaces should be provided, along with curb cuts at walkways for wheelchairs. At larger DYAC's, separate parking areas for the teens should be considered.

Service vehicles for delivery and for garbage pick-up must have separate and unobstructed access. The service drive should approach as close as possible to the garbage dumpsters, service entrance and mechanical area. Plantings and walls should screen these potentially unsightly service facilities.

(4) **Relationships.** The parking area should be located near and, where possible, within sight of the building entrance. The distance should not exceed 300' (see figure 5-31).

The service access will be a 10-foot wide driveway between the street and the mechanical equipment and garbage pick-up area, to accommodate trucks. A connection with the parking access would minimize paved area, but conflict between service vehicles and visitor parking must be avoided.

(5) Technical Recommendations.

- (a) Surfaces.
 - bituminous concrete paving.

Table 5-17 Recommended Parking Provisions.

| Eligible Youth Population Served | Number of cars | Area (sq. ft.) |
|----------------------------------|----------------|----------------|
| Main DYAC | | |
| 250-600 | 15 | 6,000 |
| 601-1,200 | 20 | 8,000 |
| 1,201-2,400 | 30 | 12,000 |
| 2,401 + | 40 | 16,000 |
| Neighborhood DYAC | | |
| 250-600 | 8 | 3,500 |
| 601 + | 12 | 4,500 |

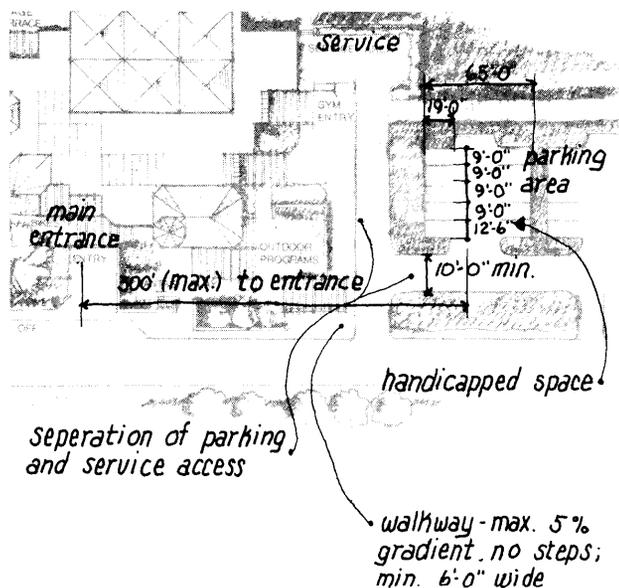


Figure 5-31 Parking Plan