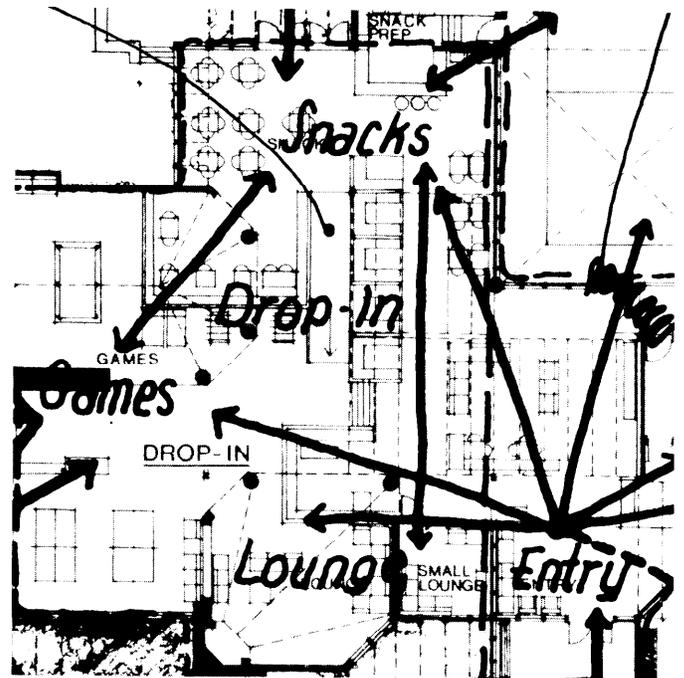




Section II: Design

# Chapter 6: Space Organization Principles





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## 6-1 Using this Chapter

This chapter guides the design of the overall organization of the spaces of the DYAC. It presents overall space organization principles for Youth Activity Centers and their physical design implications, based on the developmental issues discussed in Chapter 4. It also provides a summary of space relationships presented in Chapter 5, and a summary of generally applicable space organization principles. These principles, implications and relationships should be used both in organizing the overall DYAC design at the conceptual stage, and in putting the individual elements of the design together to form a whole building in design development. As a summary of key space organization principles and relationships of the preceding chapters of this Design Guide, this chapter serves as a checklist for the designer to determine whether his building meets the most important DYAC design considerations.

This chapter should be used primarily by the District Engineers and their architects in developing the Design Criteria, Concept Design and Final Design for the DYAC. It should also be valuable to the Facility Engineer and the User Committee in reviewing the design for its compliance with the important youth needs and space requirements indicated in this Design Guide.

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# 6-2 Overall Space Organization Principles

The principles most important for the overall space organization of the DYAC are based on the main purpose of the Youth Activities Program as discussed in Chapter 2—serving the Developmental Needs of youth—and articulated as key design implications in Chapter 4. These developmental needs were organized into three categories.\*

- I** • **Identity Development**— exploration and development of the youths' self-conception and roles, from the sense of industry and societal values identification of the juvenile years, to the physical/emotional self-consciousness and adult career experimentation of adolescence.
- \*** • **Social Development**— the different and changing patterns of interaction among peers and with outsiders, from juveniles' single-sex peer-group play and need for structure, to adolescents' peer group relationships, increasingly heterosexual and one-to-one with age, and independence and rebelliousness toward adults.
- +** • **Physical and Cognitive Development**— the physical and bodily and mental changes of youth, from the concrete operations, motor activity and imaginative play of juveniles, to the sexual and physical surges and abstract, intellectual thinking of adolescence.

Four important principles for the overall space organization of the DYAC derive from these developmental needs. These principles and their key design implications are presented in Table 6-1 and discussed in the following paragraphs.

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



**Table 6-1 Design Implications of Space Organization Principles**

Overall Space Organization Principles	Design Implications
Image of DYAC as Youths' Place	<ul style="list-style-type: none"><li>● Clear boundaries.</li><li>● Distinctive image.</li><li>● Oriented to youths' world.</li></ul>
Place to Identify with	<ul style="list-style-type: none"><li>● Role for youth in design and operation.</li><li>● Ability to affect their environment.</li><li>● Wondrous image.</li><li>● Individual elements dominate.</li><li>● Distinct turfs.</li></ul>
+ Wide Range of Activities	<ul style="list-style-type: none"><li>● Three primary activity modules.</li><li>● Multiple, differentiated places.</li><li>● Multiple entrances.</li><li>● Multi-use spaces.</li></ul>
* Opportunities for Social Interaction	<ul style="list-style-type: none"><li>● Open image.</li><li>● Intervisibility.</li><li>● Direct access from entry.</li><li>● Varying degrees of privacy and supervision.</li><li>● Approach without intrusion.</li></ul>

## Space Organization Principles

**a. Image of DYAC as Youths' Place.** The overall organization of the DYAC design must express the fact that this is the youths' place—the one facility on the installation oriented to them, separate from the dominant military population. This can be accomplished through clear boundaries, defining the youths' space—the DYAC site—distinct from its surroundings, by plantings, walls, grade changes, etc. The organization of building forms, outdoor spaces, circulation pattern and views should be oriented to the other parts of the youths' world—schools, athletic fields, neighborhood gathering places. The image of the DYAC, both in its overall form and the experience of its components, spaces, relationships and details should be distinctively different from other military structures on the post.

**b. Place to Identify with.** The DYAC must be a place the youths can identify with, individually and collectively. The overall space organization should present a wondrous, unusual, fantastic character to which youth can relate. The volumetric expression of the building should be of a collection of parts, so the youth can identify with the individual elements which are meaningful to them. The distinct spaces—play loft, billiard room, eating nook, or the like—can provide evident personal "turfs" for different age and activity groups. Youth identification will also be increased by the opportunity to participate in the overall space design, and in the continuing modification of the

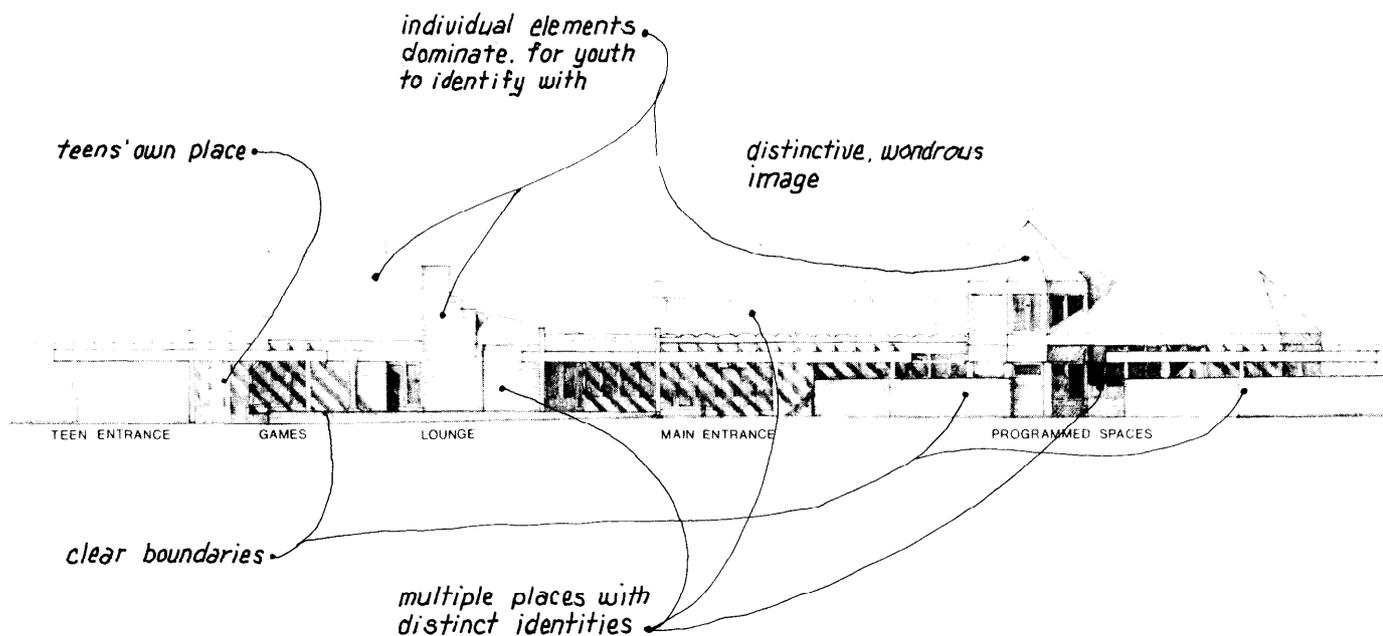


Figure 6-1 Space Organization: Image and Identity



environment to meet their changing needs. For this, the space organization should be flexibly designed to permit alternative workable use patterns and spatial definitions.

**+ c. Wide Range of Activities.** The spaces and organization of the DYAC must accommodate a diversity of users and uses—in age, interests and size of group—changing continually over the life of the facility. The organization of the facility as three primary activity modules reflects the diversity at the largest scale. The modules in turn should be clusters of differentiated spaces to provide the multiplicity of places appropriate to the desired activities. Multiple entrances will reinforce the distinctness and variable usability of the different spaces. These spaces must be flexible, in their internal use and in their relationships to nearby areas, to permit different and changing activities, to allow physical expansion of the space for a popular activity, or subdivision for a small group, and to enable complementary joint efforts between several function-spaces.

**\* d. Opportunities for Social Interaction.** The organization of the DYAC should facilitate social interaction among the youth—encouraging them to try new situations and meet new people, providing places for peer group activities and communication, easing entry for newcomers. The openness of the facility—and the intervisibility between spaces within the Center—will help to ease this interaction. Direct, comprehensible access from the entry to all major function areas, and between parts of the facility, will also make it easier for the youth to take advantage of the diverse opportunities. The circulation design should permit newcomers to approach an activity area without intrusion, to learn what is going on and who is present, while still not having to make the commitment to join the space.

There are inherent conflicts between the needs of some of the activities and this openness and ease of access. Varying degrees of privacy are required—for intimate one-to-one interaction, small-group conversation, or activities like gymnastics, about which adolescents may be self-conscious. Some functions require acoustic isolation—music practice, reading, or basketball. For these and other reasons, not all the activities can be in continuous open spaces. The space organization must consider which are compatible and do not interfere with each other, or may even be mutually reinforcing—like games-playing and snacking—and which are incompatible and require visual, acoustic or access controls, or differing environments in terms

of light levels, cleanliness, size of space, etc. The connections and isolation the different spaces require are summarized in the following section.

The wide population range the DYAC serves also suggests the need for potential segregation and integration of different user groups in different activities. The teens in the drop-in center will probably not want to be associated with “children’s activities,” and dances for different ages will need to be segregated. However, older youth playing basketball or doing ceramics can be an instructive model for younger children, and older adolescents can serve as a supervisory control for younger kids in the snack area. Considering the range of situations where openness and closure of interaction is desirable, and design of spaces and relationships to foster or discourage them, or to provide the potential for either, as appropriate, is critical to good DYAC space organization design.

**e. Local Responsiveness.** One concept must be understood to overlay the application of all these principles: the need for responsiveness to local activity and site patterns. The activity pattern of the DYAC is not standardized on all installations, but responds to the particular needs and desires of the post population. The Youth Activity facility, a collection of individual function-space elements as this Design Guide emphasizes, has the excellent capability of responding through its design to the local activity demands. The set of spaces included in the overall building, with their relative forms and sizes, orientation and spatial relationships, can be manipulated to best accommodate the activities locally desired, and the configuration of the chosen site.





### a. Physical Access.

These criteria cover issues of clustering and contiguity of elements, circulation between spaces, exterior access and entry.

- +** • Activity spaces should be clustered into three primary modules, grouping compatible functions into contiguous or closely accessible spaces. These modules should be comprehensible sub-elements of the whole building.
- \*** • There should be direct, easily understood access from the main entry to the drop-in module, snack facility, large space, coat room and toilets; the access to the programmed spaces can be somewhat less direct.
- \*** • The circulation system should permit visitors to approach activity spaces to see what is going on, without feeling like they are intruding or committing themselves to enter and join the activity.
- |** • The building should have multiple, separate entrances—main, teen, staff, service, sports—to accommodate the multiple users and allow the building to be divisible into subareas.
- +** • Direct access should be provided between each indoor activity space and the corresponding outdoor function space.
- +** • Doors to the large space and programmed spaces modules should be able to be locked when those areas are not in use.
  - All activity-spaces must be accessible to the handicapped. Different levels should be connected by an efficient ramp system, which should complement the overall circulation pattern of the building.
  - Pedestrian access to the building should be separated from vehicular, to avoid conflicting with parking or service traffic.
  - The mechanical space must be accessible only from outside of the building.

# Space Organization Principles

## b. Visual Access.

These criteria include issues of visibility of activities between spaces and between indoors and outdoors, supervision, protection and privacy.

- \* • The DYAC should generally be an open, visible place, so visitors and users can learn what is going on throughout the building and have the opportunity to participate.

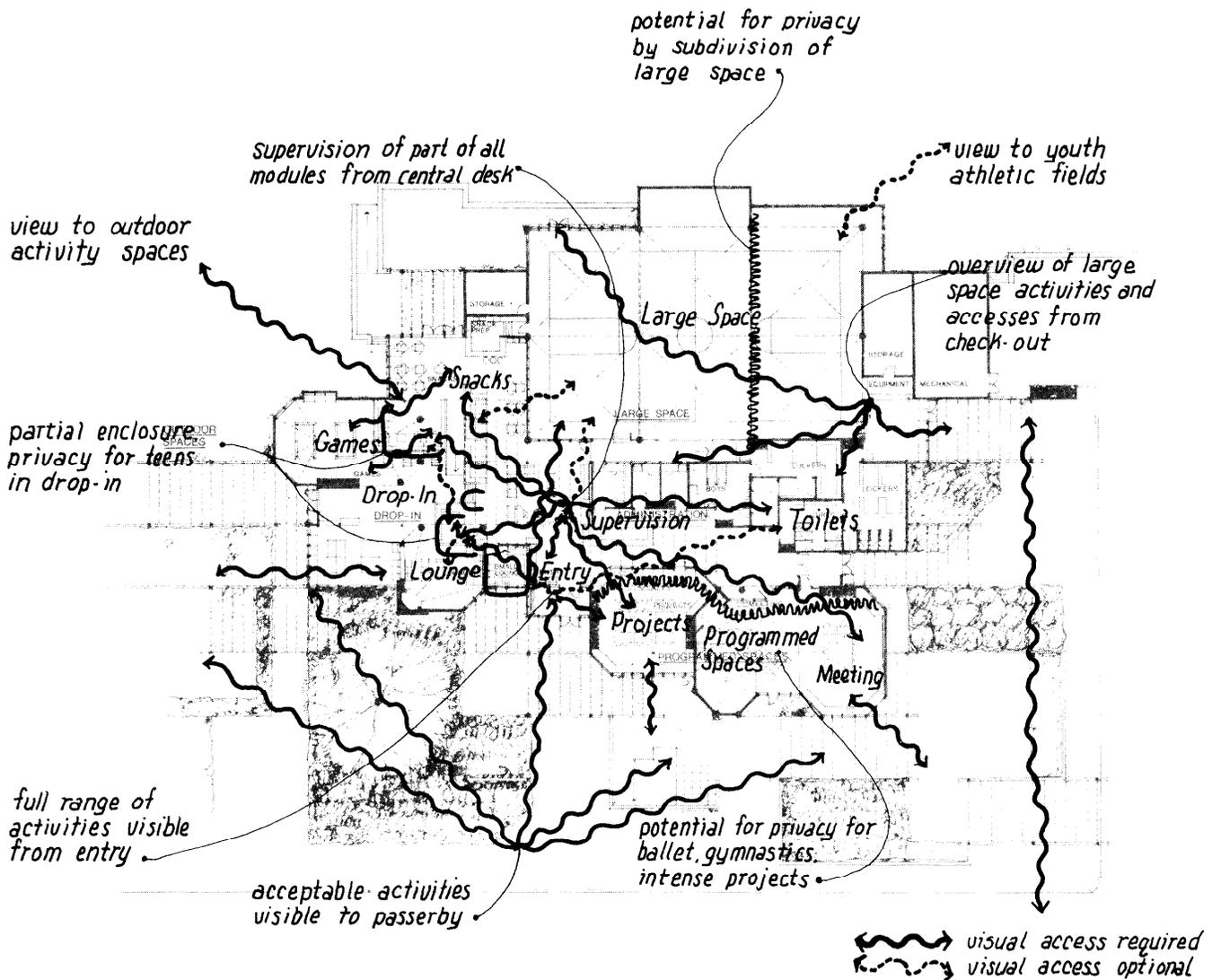
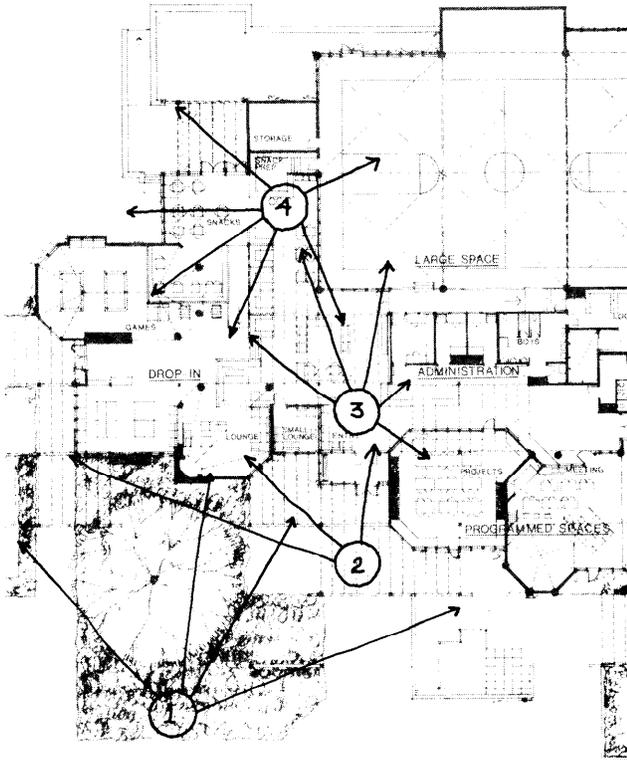


Figure 6-3 Space Organization: Visual Access



④ *Snack area*

③ *entry*



② *nearby approach*

① *approach from a far*

Figure 6-4 Overall Building Design:

Sequence of Viewpoints

- \* • Passers-by should be able to comprehend activities acceptable to parents and adults in the outdoor and some indoor spaces. Approaching the entry door, visitors should get an increasingly broad picture of what's happening in the lobby and lounge spaces, and possibly in the snack area, game room and programmed spaces.
- \* • From the entry area, the full range of activities in the DYAC should be visible, to invite the youth to take advantage of its opportunities. To this end, some view of activities in the lounges, game room, snack facility, large space and part of the programmed spaces, and of the supervision/reception desk, is essential.
- \* • Supervision must be appropriate to the activities and users in the different spaces of the DYAC. Visual supervision from the reception desk of at least part of all the modules of the DYAC, and the entry and access path, is required. Supervision should be evident in those spaces used predominantly by juveniles, and more subtle in the adolescent drop-in areas.
  - Supervision of the large space should be primarily from the sports equipment check-out and athletic activity sign-up desk. From here staff should have a view of most of the activity area of the large space and all the entries.
- \* • In the drop-in and entry/lounge area, places should be designed for youth "to see and be seen"—semi-protected seating areas where one can see who is entering the drop-in functions and be seen in turn.
- \* • The teens in the drop-in center need some privacy and protection from intrusive visual supervision, without being completely hidden from staff view.
- + • Privacy should be provided for self-conscious activities such as certain sports, gymnastics, and ballet, in the large space and programmed spaces.
- + • Views from inside to related outdoor activity areas should be provided in the design—especially between "teen lounge" and outdoor teen activity courts and patio, but also to outdoor projects spaces and youth athletic fields.

# Space Organization Principles

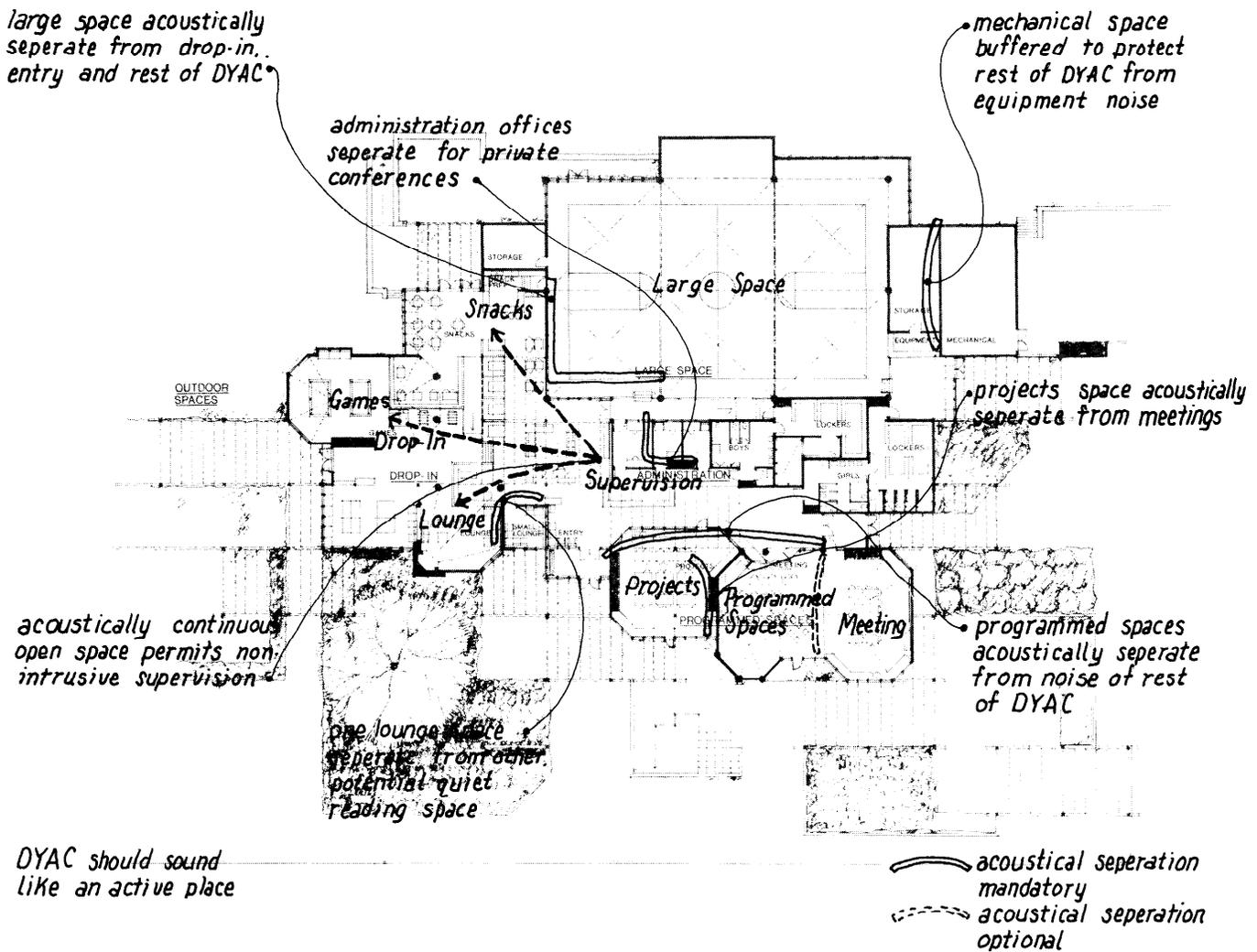


Figure 6-5 Space Organization: Acoustic Relationships



### c. Acoustic Relationships.

These criteria deal with issues of separation of spaces for privacy and protection from noise interference, and aural activity supervision.

- The DYAC should sound like an active place, reflecting the character of youth, which should temper the expectations for acoustic controls in the building.
- + ● The programmed spaces module should be acoustically separated from the noisier parts of the DYAC. The projects and meeting spaces within this module should be separated from each other, and possibly acoustically subdivisible.
- + ● The large space, the major noise generator, must be acoustically separated from the rest of the DYAC.
- \* ● As one acoustically open space, the drop-in module, through visually partially subdivided, permits non-intrusive supervision of activities from the administration area. This should be sufficient to control disturbances without inhibiting private conversations. The background noise in the drop-in area should mask specific overhearing.
- + ● The two lounge spaces in the drop-in module must be acoustically separated. One should be separate from the large space and meeting rooms, as a quiet reading space.
- \* ● The administrative offices should be able to be acoustically separated for private conferences and counseling.
- The mechanical space should be acoustically buffered to protect the rest of the DYAC from equipment noise.

### 6-4 General Principles

These principles are summary references only, and are intended to reinforce the concepts DYAC designers should apply to the design of any building.

**a. Site Design.** Organize spaces:

- in relation to the size, shape and orientation of the site.
- to fit into and preserve the natural topography.
- to benefit from natural warming and cooling effects.
- for efficient and convenient pedestrian and vehicular access.

**b. Space Design.** Organize spaces:

- to accommodate square-foot space needs for each individual function-space.
- for simplicity of centralized visual surveillance.
- in conjunction with the planned sequence of viewing positions.

**c. Function.** Organize spaces:

- to provide optimum adjacency relationships, depending on the size and range of functions in the building.
- to establish a workable and convenient circulation flow.
- to ease the movement of physically handicapped persons.

**d. Structure and Environmental Support.** Organize spaces:

- compactly for economy of structure.
- to provide multiple-use protective construction zones.
- for maximum economy of environmental support systems.
- for acoustic compatibility and control.

**e. Fire Safety.** Organize spaces:

- to minimize requirements for resistive construction and/or extinguishment systems.
- for safe and effective evacuation during an emergency.