Design Guide

Dependent Youth Activity Centers

Department of the Army

Office of the Chief of Engineers
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Foreword

The Design Guide (DG) series is issued under the standard design medium by the Engineering Division, Military Programs Directorate, Office of the Chief of Engineers, U.S. Army.

This guide governs the planning and design of Army Dependent Youth Activity Centers. The objective of the Youth Activities Program is to provide military dependent youth with a full range of leisure-time activities to support their healthy development. This guide provides assistance in understanding the programmatic needs of the youth, facilities programming procedures, and planning and design considerations and principles for use in developing Dependent Youth Activity facilities. The guide not only states basic design criteria, but also provides means by which the user can apply the criteria in individual ways to respond to local requirements.

This guide is applicable to all new construction projects for Dependent Youth Activity Centers and projects involving renovation and improvement of existing facilities.

Detailed development of this guide was under the direction of the Special Projects Section, Structures and Buildings Systems Branch, of the Engineering Division. Major parts of the material contained herein are based on the results of Contract No: DACA 73-78C-0003 for planning and design studies by Arrowstreet Inc., Cambridge, Massachusetts. The functional requirements in this guide have been developed in conjunction with, and approved by, the Morale Support Activities Directorate of the U.S. Army Adjutant General Center (DAAG-MS).

Distribution of this guide is limited. Additional essential copies are available from the OCE Publications Depot, 890 South Pickett Street, Alexandria, Virginia 22304.

Users are invited to send comments and suggested improvements to HQDA (DAEN-MPE-B), Washington, D.C. 20314.

FOR THE CHIEF OF ENGINEERS:

LEE S. GARRETT
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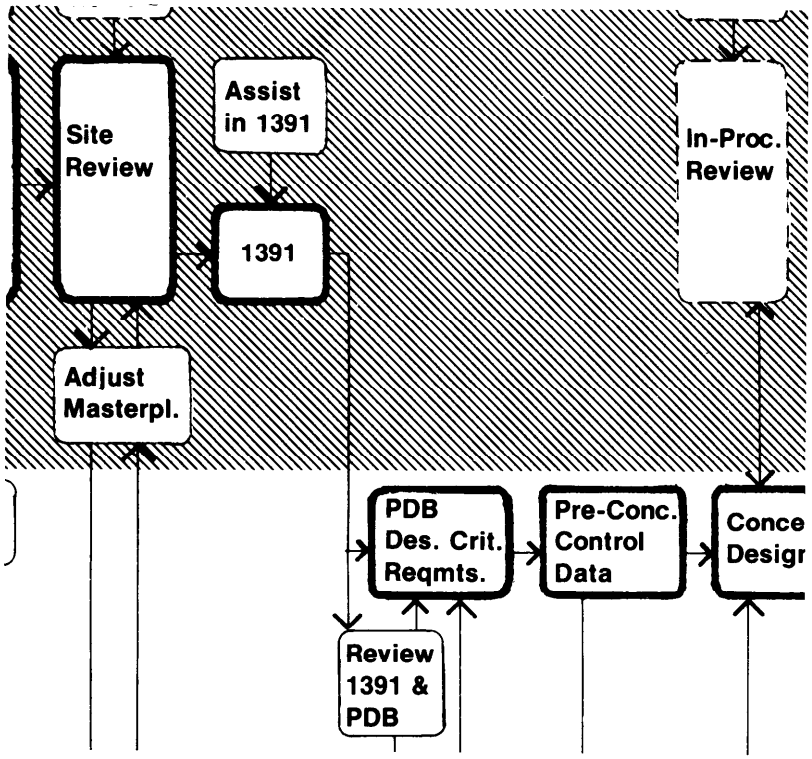
Chapter 1: Introduction



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1-1 Purpose

a. Design. This guide provides the basic criteria for design of Army Dependent Youth Activity Centers (DYAC), and for evaluation of such designs. It is intended to aid architects in development of designs from initial schematics to detailed development, to assist Corps of Engineer personnel in evaluating the designs, and to help lay people-both Morale Support Activities personnel and users of the facilities-understand and participate in the design process. The guide, in conjunction with other Army and Department of Defense criteria and procedures, is directed toward the development of realistic, cost-effective facilities which best accommodate the Youth Activities programs.

b. Planning. This guide is also intended to provide guidance for Morale Support Activities personnel, youth and parents who use the facilities, and facility engineers, in setting specific requirements for their DYAC's, and in post-wide planning for Youth Activities facilities, for inclusion in military construction programs.

c. Improvement. It is expected that Morale Support Activities personnel and DYAC users will find additional use for this guide in evaluating existing facilities, developing improvements and renovations, and better utilizing present DYAC's.

1-2 Scope

a. General. This Design Guide is applicable to all construction projects for Army Dependent Youth Activity Centers, whether for new construction or for altering existing space. While it provides basic criteria for DYAC facilities, additional information must be obtained at the installation level to identify the unique requirements of local activities and the design parameters of specific programs and sites. The guide does provide procedures for assembling the required information, and standards and illustrative examples for consideration by the responsible agencies in development of their project requirements and designs.

This Guide presents the concept of two types of Youth Activity Centers–Main DYAC's and Neighborhood DYAC's–and of systems of these facilities located to serve the entire installation. The primary goal of the facilities program for Youth Activities is to construct new Main DYAC's. A secondary goal is to provide Neighborhood DYAC's, where appropriate, in renovated existing facilities or through new construction (see Chapter 3 for full explanation).

b. Case Studies. The DYAC Design Guide presents four hypothetical case studies as examples of the application of criteria and principles for determining project requirements, locating facilities and developing design solutions for different sizes and types of Dependent Youth Activity Centers. The case studies are not intended to be used as definitive designs. Each local installation will require individual development of program requirements and designs responsive to local conditions, utilizing the procedures and guidance provided in this Design Guide.

1-3 Format

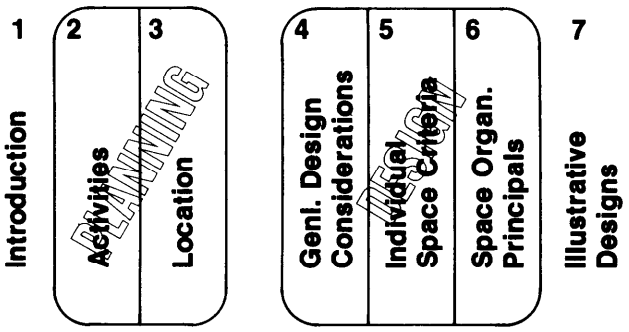


Figure 1-1 Organization of DYAC Design Guide

This guide is organized to provide information applicable to the major steps of the planning and design process for DYAC's. It is designed to encourage the development of requirements and solutions responsive to the individual variables of each installation.

The Design Guide consists of two major sections–I. Planning and II. Design–which represent the major stages of development of a DYAC facility. These are divided into seven chapters, as follows:

1. Introduction: overall purposes and organization of the Design Guide, explaining to the reader how to use the guide in the DYAC Project Development process.

I. Planning

2. Activities: goals of the Youth Activities Program, who the users are, what activities might be provided, and the processes of determining the activity program for a specific DYAC.

3. Location: considerations involved in choosing sites for DYAC's, in particular the alternatives of having a centralized location or a dispersed system of main and neighborhood centers.

II. Design

4. General Design: major design objectives and considerations which affect the entire building, with a summary chart relating the key developmental needs of the youth to the design implications of those needs.

5. Individual Space Criteria: functional, architectural, dimensional, relational and technical criteria for each individual space of the DYAC.

6. Space Organization Principles: significant concepts involved in organizing the individual DYAC spaces into a whole building.

7. Illustrative Designs: four design case studies which illustrate the planning, programming and design guidelines contained in the main body of this Design Guide.

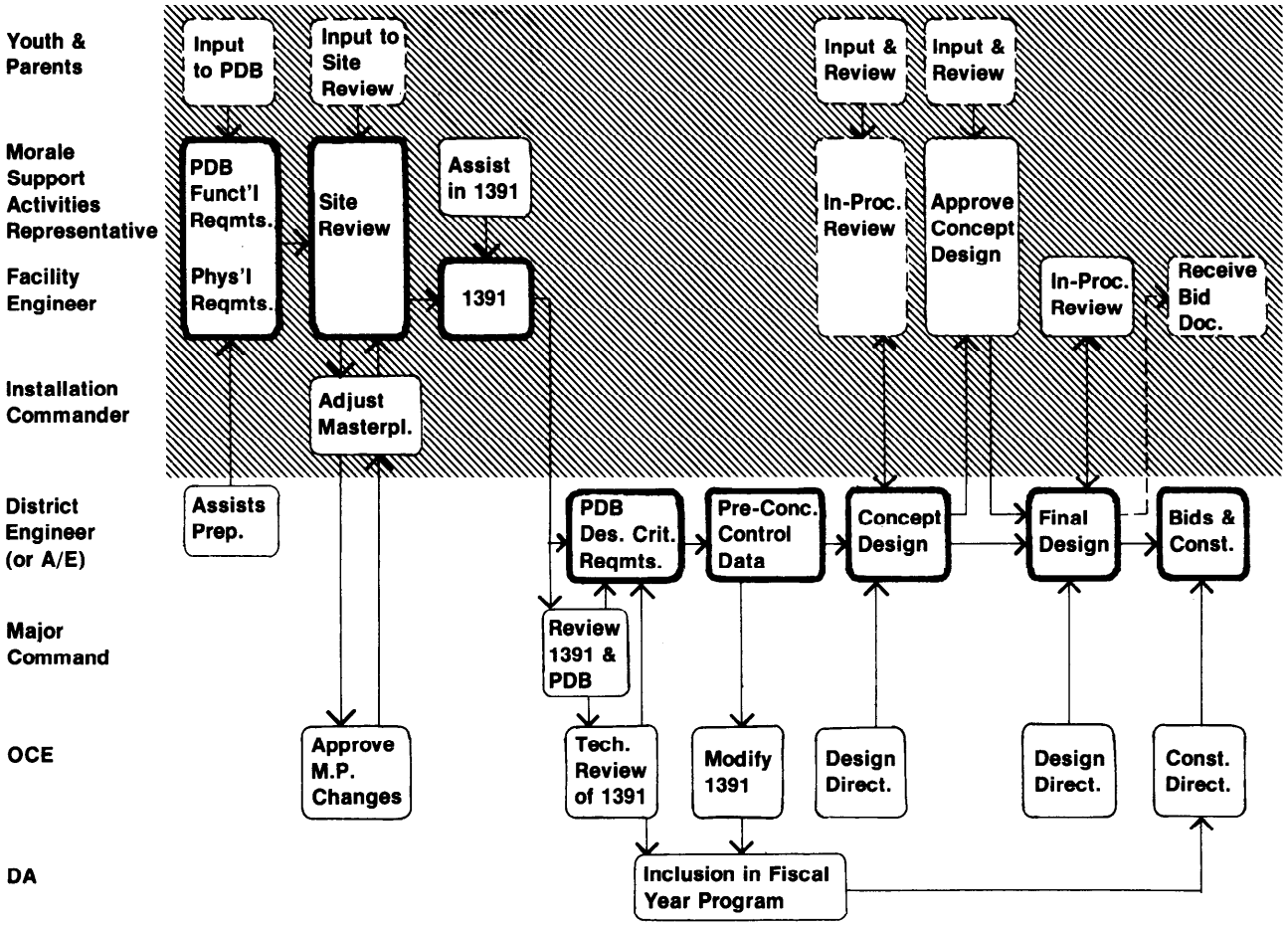
This organization of the design guide is shown diagrammatically in figure 1-1.

1-4 Responsibilities

To use this guide, it is important to understand the DYAC Project Development Process and the responsibilities of the people involved.

a. DYAC Project development Process.

This Project Development Process for construction of Dependent Youth Activity Centers, funded by MCA appropriation, is represented diagrammatically in figure 1-2. Prior to these steps, the Installation Planning Board (IPB) has already approved a masterplan including the location of a Youth Activity Center site, and a priority list for new construction projects. Thus the "site review" indicated in figure 1-2 actually represents reconsideration of a previous siting decision, and possible modifications to the approved masterplan and construction priorities. In addition, a Project Summary (PS) has also been prepared (see TM 5-800-3) to accompany the initial (one page) DD



Notes: Bold-outline boxes are primary actions required; others are support/responsive. Shaded area represents on-post agencies and people.

Figure 1-2 DYAC Project Development Process

form 1391 to provide preliminary information about the project to the MACOM.

Upon notification that a DYAC has a high probability of being included in the MACOM's Short Range Construction Program (SRCP), the Facility Engineer arranges to have a detailed Project Development Brochure (PDB) prepared, based on the Project Summary previously submitted. The functional description of the PDB–the activities and operations of the Youth Activities Program within the center–is written by the Morale Support Activities representative. The physical requirements–siting, site development, general architectural and technical aspects–are developed by the Facility Engineer, with interaction with the Morale Support Activities representative as required. The Facility Engineer also has the option of asking assistance from the District Engineer in preparing the PDB.

DD Form 1391, Military Construction Project Data with detailed justifications, is the essential documentation required for decisions on the project by the Major Command. Army Headquarters uses the 1391, with MACOM input, to further refine DA construction priorities. The 1391 is primarily the responsibility of the Facility Engineer, with input from Morale Support Activities. It is a detailed justification of the need for the project, including descriptions of the general physical characteristics of the facility, quantitative data, and cost estimates. The final submittal of DD form 1391 will have the PDB attached.

For the remainder of the Project Development Process, primary responsibility shifts to the District Engineer's office. The District Engineer develops the design criteria, and handles concept design, final design and construction administration, or contracts the design to an outside architect/engineer. Although this takes place away from the installation, these steps are based on the functional and operational requirements in the PDB and 1391. There will also be an opportunity for review and approval of the Concept Design by the Facility Engineer, Morale Support Activities and user representatives. As this is the final point of control of the resulting facility by the installation and the using service, it is a critical review for satisfaction of the users' projected needs.

Figure 1-3 indicates which chapters of the Design Guide should be referenced for each step of the Project Development Process. In reality, the process of planning and design is cyclical and itera-

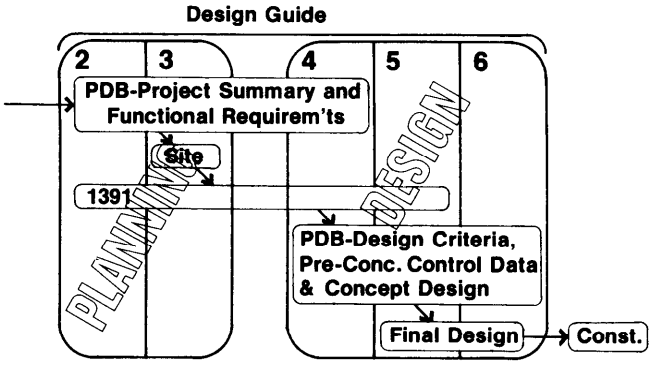


Figure 1-3 DYAC Project Development Process and the Design Guide

tive, not direct. The user of this guide should expect to refer to the chapters in varying order, as needed by the progress of the process.

b. Responsibilities of Key Agencies.

The roles of each key agency in the DYAC Project Development Process are as follows:

(1) Installation and Using Service. The Using Service is that element which will occupy and use the facility being planned. The representative of the Using Service is the installation commander. In developing a construction project, the Facility Engineer and Morale Support officer assume the responsibility of the installation and the Using Service, to include:

- Development of functional requirements in conjunction with the criteria in this guide.
- Justification of functional requirements falling beyond the scope of the criteria.
- Preparation and submission of the Project Summary and Project Development Brochure required by AR 415-20.
- Obtaining installation action to gain site approval if the project is not sited in accordance with HQDA-approved masterplan.
- Preparation and submission of DD Form 1391 and supporting data in accordance with AR 415-15.
- Approval of concept designs to certify compliance with functional requirements.

(2) Design Agency. The Corps of Engineers field office responsible for design will ensure that:

- Functional requirements of the using service are recognized and incorporated into the project design.
- Requirements of the using service are in accordance with the criteria in this guide.
- Deviations from criteria requested by the using service are completely justified in project design analysis, and are coordinated with the using service prior to change.
- Quality standards for overall design are emphasized as stated herein.
- Detailed early planning for coordination of applicable design criteria and appropriate design disciplines is provided, to avoid later disruption by requirements not previously considered.
- Assemblage of user information is complete at the completion of the project, and is provided, together with the completion records required by AR 415-10, to the using service.

c. User Involvement.

The users of the DYAC–the youth, their parents, and interested community groups–should be involved in the planning, programming, design and operation of the facilities to the maximum extent feasible. These people provide a unique understanding of the needs for the facility and a valuable perspective on its operation. In addition, involvement in creating the program and the facility will increase their sense of commitment to it, and the likelihood of its success.

The top line of figure 1-2 indicates the opportunity for input by these users in the Project Development Process, and recommended points of interaction between the users and the Morale Support Activities staff. Decision-making responsibility for the Youth Activities Program remains with the Morale Support Officer, but he should consult with the Youth Activities staff and interested users to get their input at the key steps. This input should then be integrated by the Morale Support Activities staff and Facility Engineer in their joint efforts at each step of the process.

A “User Committee” should be organized as the vehicle for this user input. Each installation should develop its own user participation process, as appropriate; but the more effective this process is, the more it will help ensure the success of the DYAC project. The committee should hold meetings on a set schedule with structured formats and specific topics leading to tangible products. The User Committee should represent the full range of interested users of the facility, including a set of participants such as: two Morale Support Activities staff; two youth (probably teenagers); two parents; two volunteer staff; Facility Engineer’s office representatives; and representatives of on-post organizations such as the Community Life Program, PTA, Community Services Council, or NCO/Officers’ Wives Club. The youth participants could be elected by all the using youth, whose views they would represent, based on large group meetings open to all the youth.

d. Design Services.

Architects selected for DYAC's should be experienced in the design of youth activities facilities or buildings with similar functions, responding with imagination to individual use programs, project criteria and sites. The architects must integrate design quality, functional efficiency and cost control, with efficient project procedures. They should be able to accommodate the physical and psychological requirements of the users in all phases of the project, from building design to detailed construction and interior design.

1-5 References

The following references are important in understanding the functions of Dependent Youth Activity Centers, the procedures for their planning and development as part of military construction programs, and the records to be transferred to the using service upon completion of the project.

a. Functional Needs

AR 28-I Welfare, Recreation, and Morale; Army Morale Support Activities

b. Project Planning and Development

DOD 4270.1-M Department of Defense Construction Criteria Manual

AR 415-15 MCA Program Development

AR 415-17 Empirical Cost Estimates for Military Construction

AR 415-20 Project Development and Design Approval

c. Completion Records

AR 415-10 General Provisions for Military Construction

Section I: Planning

Chapter 2: Activities

2-1 Using this Chapter

Planning for Dependent Youth Activity Centers should start with understanding the needs of the users and developing activity programs to meet those needs. This then becomes the basis for locating facilities, and thereafter designing the facilities to meet the activity program needs and site constraints. This chapter concerns the first phase of this planning process–choosing the activities for the DYAC's.

This chapter should be used by the Facility Engineer, Morale Support Activities (MSA) staff, and involved youth, parents and other interested groups, in developing the functional requirements to be included in the Project Summary and Project Development Brochure, and the "Requirement for Project" section of DD Form 1391. It provides guidance to understanding and analyzing the eligible user population and their needs, and to determining and justifying program activities, capacities and relationships–all of which are integral to development of the PDB and 1391. Preparation of the PDB is further explained in TM 5-800-3, and of the 1391 in AR 415-15.

The User Committee of youth, parents, MSA staff, and other interested parties should begin consideration of the issues in this chapter in advance of development of a specific construction project. They should provide assistance to the Morale Support Activities representative in recommendations and determination of Youth Activities Program directions. The activity program decisions which result are basic to the facility system and location planning described in Chapter 3, and the facility design efforts which follow. The User Committee should also provide input to specific project development, helping to develop comprehensive program requirements, priorities, and space programs for the individual DYAC's, and assisting in the necessary documentation.

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2-2 Youth Activities Program

a. Objectives.

The underlying purposes for the Youth Activities Program on Army installations are: (1) to contribute to the morale and welfare of the Army personnel upon whom the youth are dependent; and (2) to provide leisure-time activities for these youth.

(1) Morale Support. The Youth Activities Program is part of Morale Support Activities, whose mission is maintaining the morale and mental and physical fitness of Army personnel. This involves provision for the soldier's family, including ensuring that dependent children have the opportunities for healthy development and a full range of youthful activities with which the parents will be satisfied.

(2) Comprehensive Leisure Time Activities. The Youth Activities Program performs this morale support function by providing a comprehensive system of activities, as AR 28-1 states, "designed to meet the social, cultural, and recreational needs of children and young people; to encourage the constructive use of leisure-time; to develop leadership abilities and self-reliance; to improve the ability to relate to and communicate with others; and to develop traits of responsible citizens." This important service is not otherwise available on the installation, and is typically inadequately served by activity programs (e.g., city and county recreation programs, Y's, community schools, etc.) in surrounding civilian communities.

Significant attributes of the comprehensive Youth Activities Program include:

Support for Development Needs. The most important function of the Youth Activities Program is to foster the development of the dependent youth in all aspects-Identity Development, Social Development, and Physical and Cognitive Development. These critical needs are discussed at length below.

Focus. The Youth Activities Program and the DYAC provide a focus for the youth on the installation, who may otherwise feel submerged in the military-oriented environment. The DYAC helps establish the youth as a recognized group to be served by the installation.

Diversity. The Youth Activities Program should provide activities for the full range of eligible youths. Interests will vary accordingly to age, sex, physical and mental condition, cultural

conditioning, and peer-group behavior patterns. Activities attracting both large and small numbers of participants should be given consideration, where they are cost effective. Attention should be given to the quality of good, small programs and their benefits to the youth, not just the numbers served. The offerings should include both organized and casual leisure-time activities, which will vary considerably from installation to installation.

Flexibility. The program should respond to the multiple and changing needs of the youth, as they themselves perceive them. The staff and the facility must be able to accommodate and adapt to the changeability of youth and their interests.

Keeping Out of Trouble. The safe, reliable character of the DYAC is important to parents who are concerned about the trouble idle leisure hours might produce. Attractive and worthwhile activities at the DYAC will help avoid mingling of the teens, especially girls, with the young soldiers, and the difficult situations that might result.

Receptivity to the Transient. Because of the frequent transfers of military families, dependent youth often do not have the opportunity to develop long-term associations with peer-groups with whom to pursue activities. The Youth Activities Program must provide an identifiable structure of activities into which the transient and unfamiliar newcomer can fit easily and quickly.

b. Users.

The Youth Activities Program serves dependents 6 through 19 years of age, of active and retired military personnel, resident on-post and off-post. The program should be designed to provide for the full range of users, whose composition will vary from post to post. Within this range are subgroupings of user population with particular activity and facility requirements:

(1) Age Groupings. The youth population can be divided by age into three primary functional groupings with different activity and social interaction patterns: ages 6 to 11; 12 to 14; and 15 to 19. These are approximate categories for considering program offerings, and need to be balanced with other factors, such as physical size, school class grouping, and level of ability. Specific activities, such as baseball leagues and scouting programs, have their own age-based categories which may only approximate this pattern.

6-11. Juveniles, of elementary school age, are in what psychologists term the latency stage– a period of relative calm in physical and psychological development that occurs between the personality formation of the pre-school years and the rapid physical, sexual and emotional changes of adolescence. For them, the Youth Activities Program is primarily structured activities, with little independent, casual use of the facilities. Time use for this age group is typically after school and on weekends.

12-14. Early adolescents, mostly of junior high school age, are in the full bloom of rapid physical, sexual and emotional growth. They are more independent of family and home than the younger children, using the DYAC for casual, self-directed activities, as well as organized programs. Since they do not have independent automobile access to the Center, their time use is typically late weekday afternoons and early eventings, weekend days and sometimes nights.

15-19. The high-school-aged late adolescents continue the physical and psychological development of the earlier teen years, with increased heterosexual social interaction. They usually desire to be largely independent of family and home, and often use the DYAC for casual “drop-in” types of activities, as well as organized programs. They frequently have driving privileges, and therefore may have options for their leisure time activities. These older teenagers use the Youth Activities Center primarily during evenings and on weekends.

(2) Sex. Participation in most activities of the Youth Activities Program should be independent of sex differentiation. Equal emphasis should be placed on the needs of both sexes.

(3) Handicaps. Physically and mentally handicapped youth represent a special user sub-group who frequently cannot take advantage of activities offered for general population use. Special efforts must be made to provide and advertise programs designed to meet the needs of the handicapped youth at each installation. In addition, facilities

must be designed to facilitate and not bar use by the handicapped population.

(4) Parents. Though not direct users of the Youth Activities Program, the parents of the user youth represent a significant client group. Since the morale support purpose originates with their interest, it is important to keep them satisfied. Their involvement is key for gaining continued support of the program. They are often involved in advisory committee meetings, volunteer staff work, supporting the program in base planning, and raising funds. Hence, they should be involved in planning the direction of the program and specific activities it offers.

c. Developmental Needs.

Serving the developmental needs of the dependent youth is the main purpose of the Youth Activities Program. The youth using the program are all growing and changing significantly, and their leisure-time activities play a vital role in their development. It is important to understand the key developmental issues, to appreciate their implications for the design of DYAC facilities. The following summary organizes these issues into three major categories– identity development, social development, and physical and cognitive development–based on the primary variables commonly referred to in the psychological developmental literature.

(1) Identity Development. Youth of the ages served by the Youth Activities Program are involved in a continual evolution of their conception of themselves and their roles. This is particularly true of adolescents, who are in a crucial stage of exploration and development, testing out roles and career alternatives, trying a range of options in their process of self-realization. They experience extreme emotional responses, and are self-conscious about their changing minds and bodies. These youth are growing up, and need opportunities to practice adult roles and skills without fear of harm to themselves or others. Their identification may be on either an individual or a group level, and may need to be distinct from others differing in age, sex or other characteristics.

Different identity issues arise at different ages. For the juveniles, identity development is involved in gaining a sense of industry and productivity, and learning the skills and tool-use required for productive accomplishment. This is also a stage of

learning a sense of belonging to a group, of identification with one's society and commitment to its values, and acceptance of a role within the society.

(2) Social Development. Differing patterns of interaction among peers and with outsiders apply to different ages within the range eligible for Youth Activities Programs. The peer group is a prime focus for adolescents–in group contexts (such as clubs) for the younger boys, in more intimate one-to-one relationships for girls, and for both, as they grow older, increasingly in one-to-one and heterosexual relationships. The opportunity to talk to an understanding ear is an important aspect of identity development at this stage. In their relationships with all adults, especially parents, adolescents present a drive for independence and control of their own decision-making processes, which often is expressed in rebellion against adults, their values, rules and activities

Juveniles, in contrast, have an almost obsessive need for structure and rules, accepted from adults or established by themselves. Peer groups are important as the context for play, whether active or quiet, structured or imaginative, but not for significant emotional interchange and identity exploration. Peer groups are predominantly single sex, and the tendency is for girls to have more intimate, binding one-to-one relationships.

(3) Physical and Cognitive Development. Physical activity, movement, aggressive urges, and sudden releases of energy are characteristics of all age groups concerned, but are particularly strong among adolescents, whose rapid growth and increasing physical capabilities make their potential for physical and aggressive impacts all the greater. Their bodily changes and sexual urges give them a heightened sense of their physical beings, and the physical qualities of their environments. Simultaneously, these adolescents are developing new cognitive powers of abstract thought and formal operations–capabilities at theoretical systems, propositional logic, and future conceptualization. These capabilities, and the intellectual interests and activities they permit, become progressively more important throughout the teenage years.

In contrast, juveniles are involved with physical concepts and concrete operations, learning to deal systematically with situations directly confronting them, and with rote memory, organization and rules. These children are also inclined to fantasy and imaginative play, as well as physical exploration and motor activity.

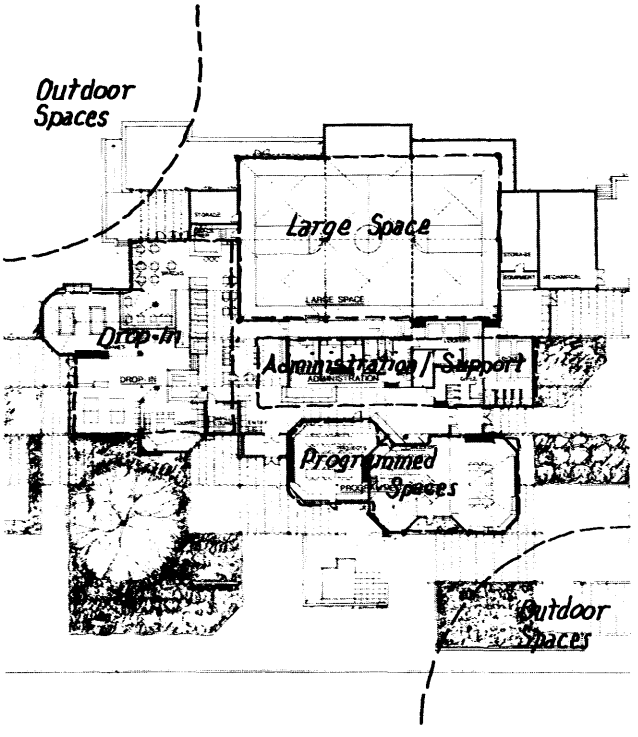


Figure 2-1 Youth Activities Modules

d. Staff

Youth Activities Program staffing varies from installation to installation. Youth Activities personnel are part of the Morale Support Activities staff; and there may not be dedicated positions dealing solely with youth programs. Sharing of staff resources is a critical facet of program planning. Youth Activities staff positions which may apply, depending on the installation, include: Program Director, Assistant Program Director, Youth Sports Director, Youth Center Director, and Teen Director. See also the staffing requirements in DA PAM 570-551, Staffing Guide for U.S. Army Garrisons. These staff should be actively consulted by the Morale Support Officer in program planning and decision-making affecting youth activities.

The authorized, funded staffing for Youth Activities Programs is usually less than that required to operate the desired programs. Thus DYA must depend on volunteers, part-time employees, and military personnel on special duty, for the operation and survival of its programs. The limited staff available and the essential role of volunteer staff must be recognized and accommodated in all planning, programming and design for Youth Activities Programs.

e. Activities.

The activities offered at each installation will vary depending on local preferences, priorities of staff, parents and installation commanders, geographic and climatic opportunities and constraints, available staff and facilities, and other local considerations. The list below suggests the range of activities which might be offered, but is by no means all-inclusive. Each post must choose which activities are desirable and feasible in the local Youth Activities Program.

Activity options are categorized for this Guide into five functional areas called Activity Modules. These are illustrated in figure 2-1, and include: Drop-in Functions, Programmed Activities, Large-space Activities, Administration and Support, and Outdoor Activities. Youth activities on this list which are not expected to be accommodated in the DYAC's are marked with an asterisk.

(1) Drop-in Functions.

(a) Lounging/Socializing.
- talking–2-3 persons, larger groups
- meeting–casual, planned
- television, audio and video cassettes
- reading–books, magazines, study, homework
- music–hi-fi, juke box, piano and other instruments
- dances, parties.

(b) Games.
- billiards, ping pong, football
- electronic games, pinball machines
- board games, cards, checkers, table games.

(c) Snacks.
- food preparation, cooking, serving
- vending machines
- sitting and eating.

(2) Programmed Activities.

(a) Meetings.
- clubs, special interest activities
- classes
- teen council, organizational meetings
- national youth groups–boy scouts, girl scouts, 4-H clubs, etc.

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

(c) Miscellaneous Small Group Activities.
- music–lessons, listening, instrument playing
- movies
- dance, ballet, gymnastics
- supervised unstructured play for children.

(3) Large-Space Activities.

(a) Indoor Sports–casual, lessons, organized teams and leagues.
- basketball, volleyball, badminton
- handball, racquetball
- *bowling
- gymnastics, martial arts
- dancing, ballet
- children's games
- sports storage and equipment supply, check-out, try-on
- sports events sign-up.

(b) Large Group Meetings.
- meetings, lectures
- parties, banquets, carnivals
- dances, discotheque.

(c) Performances.
- drama
- movies
- music
- staged presentations, events.

(4) Administration and Support.

(a) Staff Office.
- administration
- youth information service, employment services, counseling
- secure storage.

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

(c) Entry and Circulation.
- casual meeting
- events information, overview of DYAC activities.

(d) Toilets.

(e) Lockers/Changing.

(f) Storage–general, coats, individual activity supply, janitor.

(g) Mechanical.

(5) Outdoor Activities.

(a) Sports–casual, lessons, organized teams and leagues.
- hard-court sports–basketball, volleyball, badminton, handball, racquetball, ice-skating
- *field sports–football, soccer, baseball
- *swimming
- *riflery, boating, canoeing, fishing, riding, hiking, archery, golf, tennis.

(b) Socializing.
- parties, picnics, barbecues
- dances.

(c) Stage Performances.

(d) Outdoor Projects–sculpture, painting, gardening, snowman-making, etc.

(e) *Outings/Trips/Camping.

(f) Playground Activities–supervised free play.

(g) Access.
- parking, drop-off
- service, garbage collection
- entry
- events information, advertising.

f. Relationship to Morale Support Activities.

The Dependent Youth Activities Program, as part of Morale Support Activities, is expected to operate integrally with the other program areas, to the extent feasible. However, Youth Activities differs from the other programs in one key way: its mission is to serve dependent youth, whereas all the other programs focus primarily on the military personnel. This distinction is reflected in the way these programs can operate together.

(1) Sharing of Facilities. The other Morale Support programs provide facilities which accommodate many of the same activities Youth Activities offers. Therefore, there is a potential for sharing of these facilities by Youth Activities, and not requiring duplication of facilities specially dedicated to DYA. However, the limited capacity of these facilities, and the fact that military personnel always have first priority, often result in the youth being denied use of the facilities. What remains is far too limited time for Youth Activities programs, and an extremely difficult scheduling process.

Whenever possible, however, Youth Activities staff should consider sharing rather than duplicating facilities. This is particularly important for the highly specialized functions which require expensive equipment-such as arts and crafts, music and theater, and certain sports. Each installation must develop its own workable balance.

(2) Mixing of Youth and Military. An additional problem with shared use of recreational facilities is the concern of parents and youth about inappropriate mixing of teenagers and young soldiers. Therefore, military-oriented facilities can only be used for youth activities under strict time-segregation and supervision practices.

(3) Need for Dedicated Facilities. Because of the above problems, facilities for the exclusive use of Youth Activities are demanded at all installations. This is reinforced by the goals of Identify Development, Social Development, Focus and Diversity discussed above under "Objectives" and "Developmental Needs."

For those activities most heavily and continuously attended by the dependent youth, and in those areas where the military-use facilities are least likely to be available to the youth, facilities dedicated solely to the use of the Youth Activities Program are essential.

2-3 Choosing the Activities

The first phase of the DYAC planning process–choosing the activities–should follow the sequence of steps represented in figure 2-2 and discussed in the following paragraphs.

a. Set up User Committee.

At the outset of the planning process, even before a specific construction project becomes a recognized priority, the User Involvement process descriped in paragraph 1-4.c should begin. This will involve setting up a User Committee representing all affected parties-youth, parents, MSA staff, volunteers, and other interested organizations-which should be the continuing user input body through planning and design and into the operation and management of the DYAC facilities. Organization of this committee is the responsibility of the Morale Support Activities representative, but the participants should be felt to be the representatives of the interest groups, and not agents selected by the MSO.

The composition and operation of this committee should build on pre-existing patterns of participation in the Youth Activities Program, and thus be individual to each installation. Its meeting schedule, agendas, and operating procedures should be established by the participants themselves at the outset, to the extent feasible, to coordinate with the anticipated process of planning for the DYAC by the Facility Engineer and Morale Support Ac-

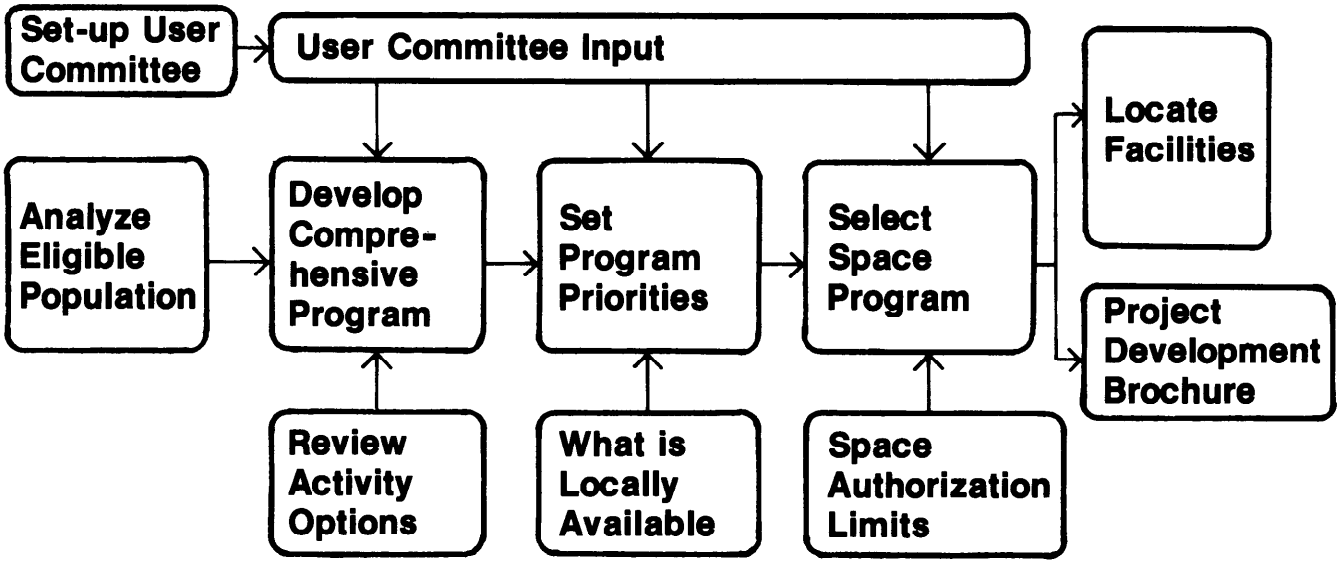


Figure 2-2 Choosing the Activities

tivities representative. The User Committee should have the opportunity to provide valuable input at every stage of the activities programming process, as indicated in figure 2-2.

b. Analyze Eligible Population.

The initial task in choosing the activities is analysis of the eligible user population for the Youth Activities Program–both to understand the character and needs of the population and as a basis for calculating the space authorization limits.

The number of youth in the different functional age groups, their cultural and educational background, range of interest, and special factors such as physical and mental handicaps, will affect the decisions about the types of activities and facilities to be provided. Variation from post to post can be great: some may have a predominance of senior officers with older children who have had a broader educational exposure and have greater financial means than the younger enlisted men's families, with resulting differences in interests, activity requirements and mobility.

The residential location of eligible youth, on-post or off-post, should influence the decisions as to the service orientation of the Youth Activities Program and the type of program offered. Off-post residents are less likely to come to the Youth Activities Center except for special events and unique programs unavailable elsewhere, while nearby on-post youth are more likely to take regular advantage of a drop-in facility.

c. Develop Comprehensive Program.

To meet the understood needs and desires of the user population, a comprehensive activity program should next be developed, appropriate to each installation. The list of activities presented above should be reviewed, and a desired set of activities selected. It should be emphasized that this list, while thorough, is not necessarily comprehensive, and additional program activities may be suggested at each installation.

Decisions about the desired activities should involve the input of those who will be affected by them-the youth, their parents, the staff, volunteers, and other interested groups. Local factors such as climate or cultural context may influence program decisions; for example, skiing may be a high priority in a northerly locale, or cross-cultural interchange programs at an overseas installation. Consideration of the comprehensiveness of the program–that it adequately cover sports as well as skill development opportunities–is also important to fulfilling the range of developmental needs of all the youth.

d. Set Program Priorities.

The full comprehensive activity program may not be achievable within the constraints of budget, staff and schedules, and priorities must be set among the desired activities. This involves first checking what activities and facilities are already locally available–to avoid duplication and to best integrate the Youth Activities Program into the community–and then ranking the importance of the different programs options to the users and their needs.

Checking what is locally available involves on-post and off-post, Army and civilian offerings. Activities available through sharing other Morale Support Activities' facilities and programs should not be duplicated by Youth Activities, freeing up limited resources for other types of youth programs. Similarly, public or private activities which serve the dependent youth may exist near the post–for example, YMCA's, pizza parlors, school after-hours activities, community recreation programs, amusement centers, and libraries. The Youth Activities Program should coordinate its offerings with these others, to provide the youth the broadest possible opportunities.

Local factors of urban versus rural location, the proximity and accessibility to off-post resources, the relative size of installation and local civilian community populations, and the capacity and receptivity of the local community to serve or involve the military population, should be considered in analyzing what is available for use by the dependent youth. Even if extensive facilities exist in the civilian community, the dependent youth may feel sufficiently out of place or rejected that they may not want to take advantage of these opportunities, and thus may need more extensive on-post Youth Activities programs. On the other hand, the lure of off-post weekend entertainments for teenagers in an urban area may result in a predominantly week-night schedule at the installation.

After coordinating with local offerings to eliminate duplication, a priority ranking of DYA functions can be created by the User Committee to reflect the

desires of the users for the most important functions of the Youth Activities Program.

e. Select Space Program.

The activity program priorities must next be checked for their facility and space requirements, and compared with the maximum allowable space limits. The individual space criteria in Chapter 5 will explain the physical requirements for different types of activities, for different sizes of user population. Comparison of the desired functions with the maximum allowable space criteria must include all the Youth Activities facilities on post– the proposed DYAC's, as well as any facilities to be retained, such as scout huts or rifle club buildings.

The maximum allowable space criteria for Youth Activities facilities on an installation are outlined in DOD 4270.1-M and summarized in table 2-1. These figures represent maximum areas which may be allowed at an installation. The actual space needs must be calculated on the basis of the minimum space required to meet the real programmatic needs.

Table 2-1. Space Criteria for Youth Activities Facilities

Installation's Eligible Youth Population	Maximum Total Allowable Gross Square Foot area*
Up to 250	Accommodate in other facilities
251-600	4,750
601-1,200	7,250
1,201-2,400	11,340
2,401-4,800	18,500
For each increment of 2,400 above 4,800	an additional 9,240

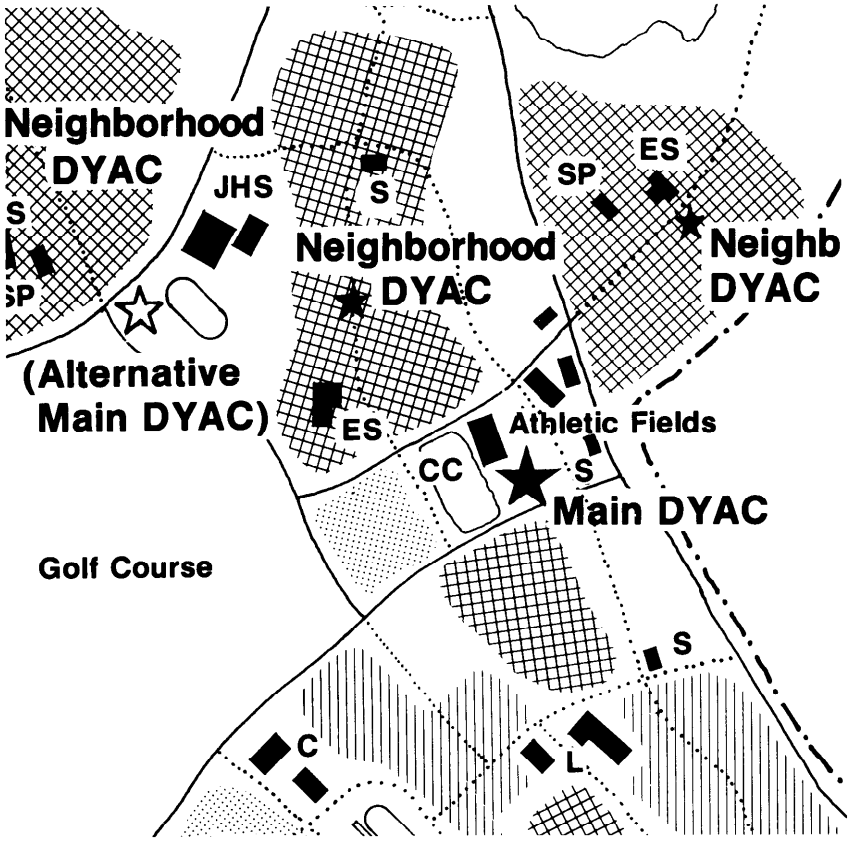
*not including mechanical equipment space.

The space authorization limits may require revisions to the proposed priority activity program. Once this is done, a physical space program to accommodate the final activity priorities can be developed directly from the space requirements calculated in the above comparisons. This space program then becomes the basis for planning the distribution and location of the youth activities on the installation, and for design of the individual DYAC's, as discussed in the following chapters.

In addition, this space program will help establish the basis for developing a budget for the interior furnishings for the facility. See paragraph 4-5 for additional direction on Designing the Interiors. The Using Service is responsible for furniture procurement. Budget planning for such procurement should be done in sufficient time for furniture delivery concurrent with completion of facility construction.

Section I: Planning

Chapter 3: Location



3-1 Using this Chapter

After the activities have been chosen and a space program for the DYAC system developed, as discussed in Chapter 2, the next phase of the planning process –locating the facilities–should begin. This chapter presents the steps involved in facility location, from the determination of the centralized or decentralized nature of the system to specific criteria for selecting building sites.

The process of location selection is one of reconsideration, since most installations already have an HQDA-approved Masterplan, including a Dependent Youth Activity Center site. This previous site selection probably was based on a less thorough and up-to-date understanding of the Youth Activities Program's needs than that outlined in this guide, but should still be understood for its relevance to this process. Depending on the sites chosen, the Facility Engineer will have to make a request to the Installation Planning Board for an approval of changes in the Masterplan in accordance with AR 210-20, Master Planning for Permanent Army Installations.

The tasks outlined in this chapter are the work jointly of the Facility Engineer and Morale Support Activities representatives. Continuing interchange between them will be required on issues of installation geography and masterplan, space needs, available sites, matching the needs of the Youth Activities Program, and previous site selection. This chapter should also be used by parents, youth, Youth Activities staff, neighborhood representatives and community groups on the installation, whose input should be sought at all steps of the location process (see figure 3-3). This input should be expressed through the User Committee organized in the activity programming stage (see discussion in the previous two chapters), whose continuity of membership provides for informed decision-making on the critical issues.

In addition to its impact on the Masterplan, the results of the location tasks will provide input to the Project Development Brochure (see AR 415-20 and TM 5-800-3)–specifically the distribution of Youth Activities functions on the installation, and the selection of specific sites. The determination of the number and size of facilities proposed and their general site and physical requirements will also provide part of the basis for the Quantitative Data and Requirement for Project Sections of the DD Form 1391 (discussed in AR 415-15).

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3-2 Centralized vs. Decentralized

The basic decision involved in the location of DYAC facilities is whether the installation should have a centralized or a decentralized system of DYAC's. A centralized system would have one Main Youth Activity Center serving the entire post, as is illustrated in figure 3-1. A decentralized system would have a set of Youth Activity Centers, with one Main DYAC serving the entire post for activities for which this is appropriate, and Neighborhood DYAC's located to serve a geographical subgroup of the post population, most likely on a resi-

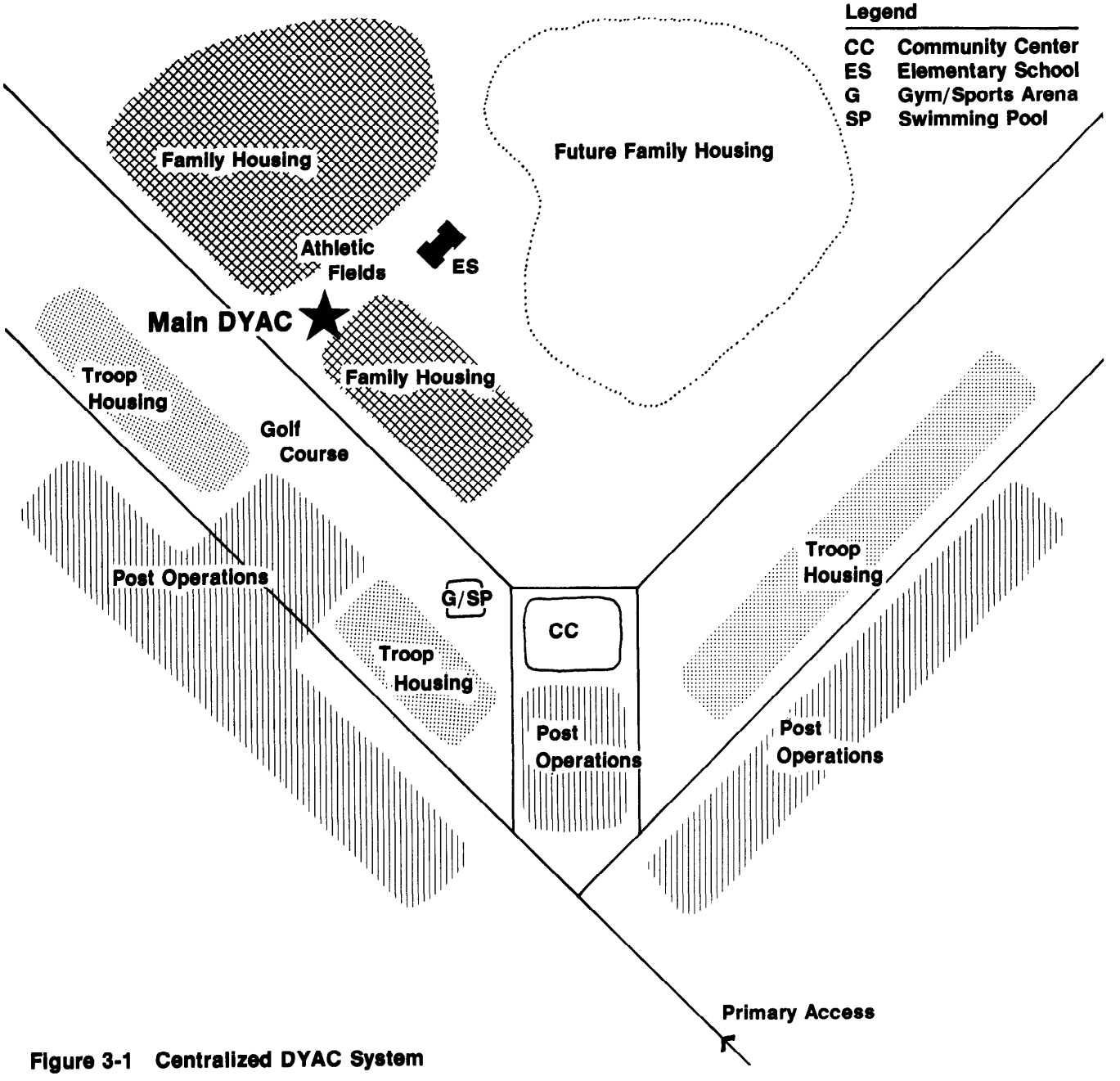


Figure 3-1 Centralized DYAC System

dential neighborhood basis, as seen in figure 3-2. In either system, there might be other on-post Youth Activities facilities in addition to the DYAC's, such as scout buildings or rifle clubs. And in either case, the Main DYAC is the priority construction project for Youth Activities.

Both the centralized and decentralized approaches are valid ways to plan Youth Activities facilities, and each installation must determine which is more appropriate for its local needs. A number of factors should affect this decision: Beyond a certain geographic size and population, service by and access to one Main Center for all resident youth may be too difficult, justifying a decentralized system. If all the on-post family housing is reasonably close together, one centralized Main Center may be the best solution; if the housing clusters into several distinct neighborhoods, decentralized Neighborhood DYAC's may be best. The existence of neighborhood schools might also argue for Neighborhood DYAC's, which may help to rein-

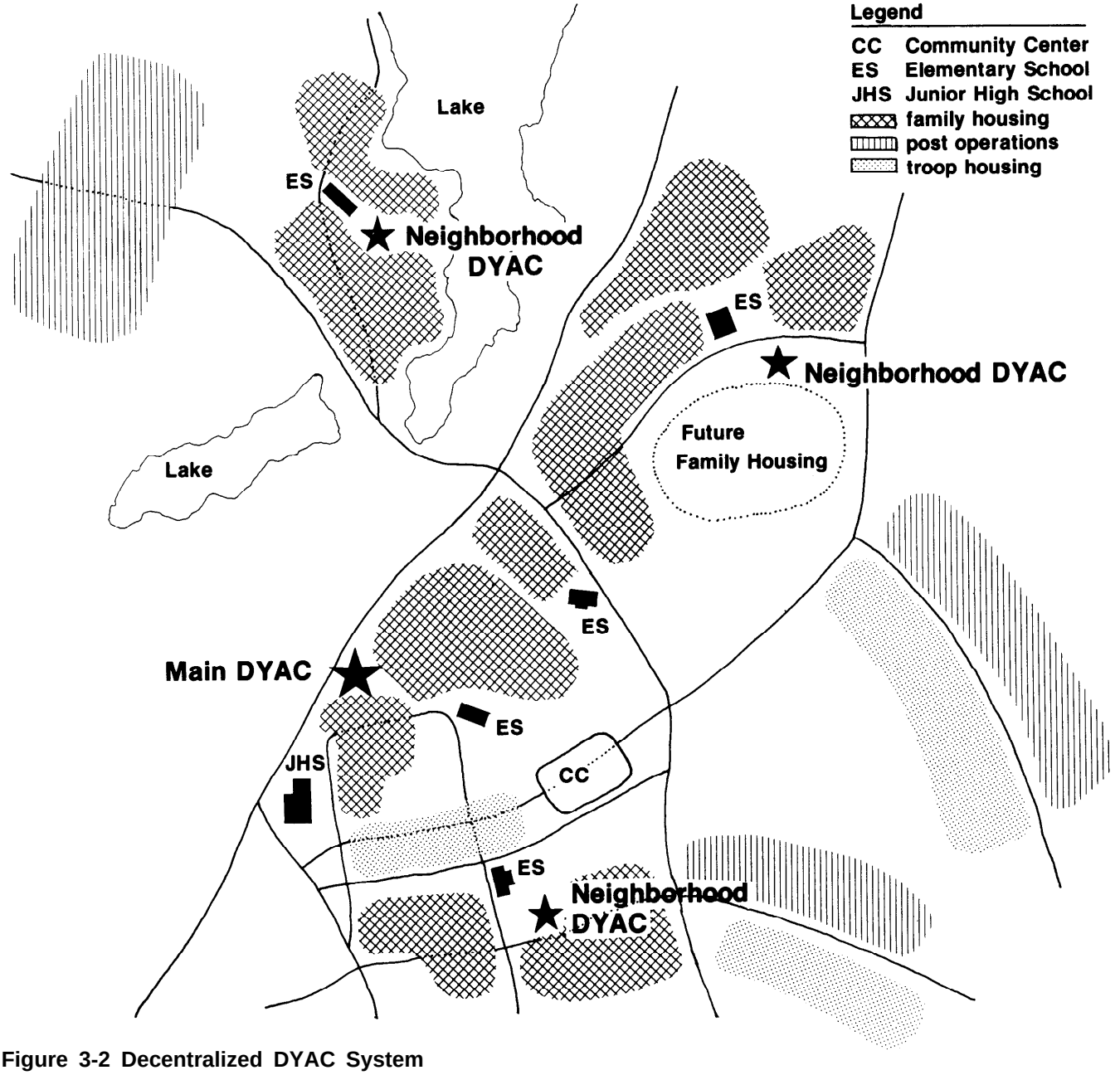


Figure 3-2 Decentralized DYAC System

force the sense of neighborhood and be compatible with the friendship patterns formed in school.

Other factors to be considered in choosing between a centralized and decentralized system include: general installation layout; location of existing buildings and sport fields; availability of building sites; geographic barriers to access across the post; needs of user population sub-groups and relative services of Neighborhood and Main DYAC's; and distribution and relative importance of off-post youth population. These considerations are discussed in detail in the following paragraphs of this chapter.

Another key factor is the probable scarcity of funds to build and staff a system of centers as opposed to one Main Center. A post may reasonably decide it is likely to be authorized to build only one facility in the foreseeable future, and therefore plan only for a Main DYAC that would serve the entire installation. Even in a decentralized system, the Main DYAC should have the highest priority for construction. However, following the current practice of found space for Youth Activities facilities, renovating existing buildings may provide a workable system of Neighborhood Centers at reasonable cost.

Because of staffing limitations, Neighborhood Centers would be operated entirely by volunteers, so parental and community involvement is essential for success. The Main DYAC is professionally staffed by paid personnel, and its activities correspond to a professional service operation. The Neighborhood DYAC would be less professional and more reflective of the character of the local volunteers and parents, with the spontaneity and mutual reliance that such involvement produces. Its success would depend on the continuing enthusiasm and energies of parents, community groups, and the youth themselves, which should begin with participation in the planning and design process, and grow in commitment over time.

3-3 Locating the Facilities

The sequence of tasks involved in selecting locations for the Youth Activities facilities, indicated in figure 3-3, builds upon the activity and space programs which resulted from the previous phase, Choosing the Activities. The first step in the location process is the decision on the desirability of either a centralized or a decentralized system, discussed above. This decision is informed by an analysis of the installation geography, and leads to a distribution plan and programs for the individual facilities. This becomes the basis for consideration of specific sites, and masterplan modifications, as required.

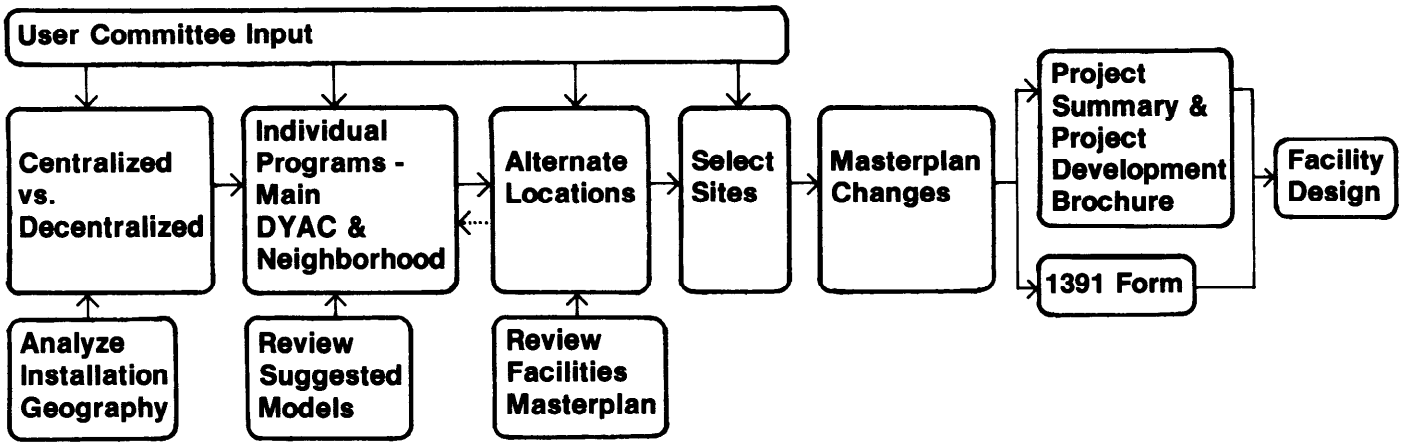


Figure 3-3 Locating the Facilities

a. Analyze Installation Geography.

Consideration of the centralized or decentralized character of the system must include an analysis of the geography and size of the installation. Note on the Installation Masterplan the location of and physical relationships between major elements which affect Youth Activities: family housing areas; troop housing areas, post operations, and other areas of soldier activity; existing Youth Activities facilities, including DYAC's, gyms, administration, storage, scout buildings, athletic fields, club buildings and so on; the community center of the post, and community service facilities such as the post exchange, library, theater, and chapel; recreational facilities which may be used by the youth, including swimming pools, bowling centers, gymnasiums, tennis courts, and golf course; on-post

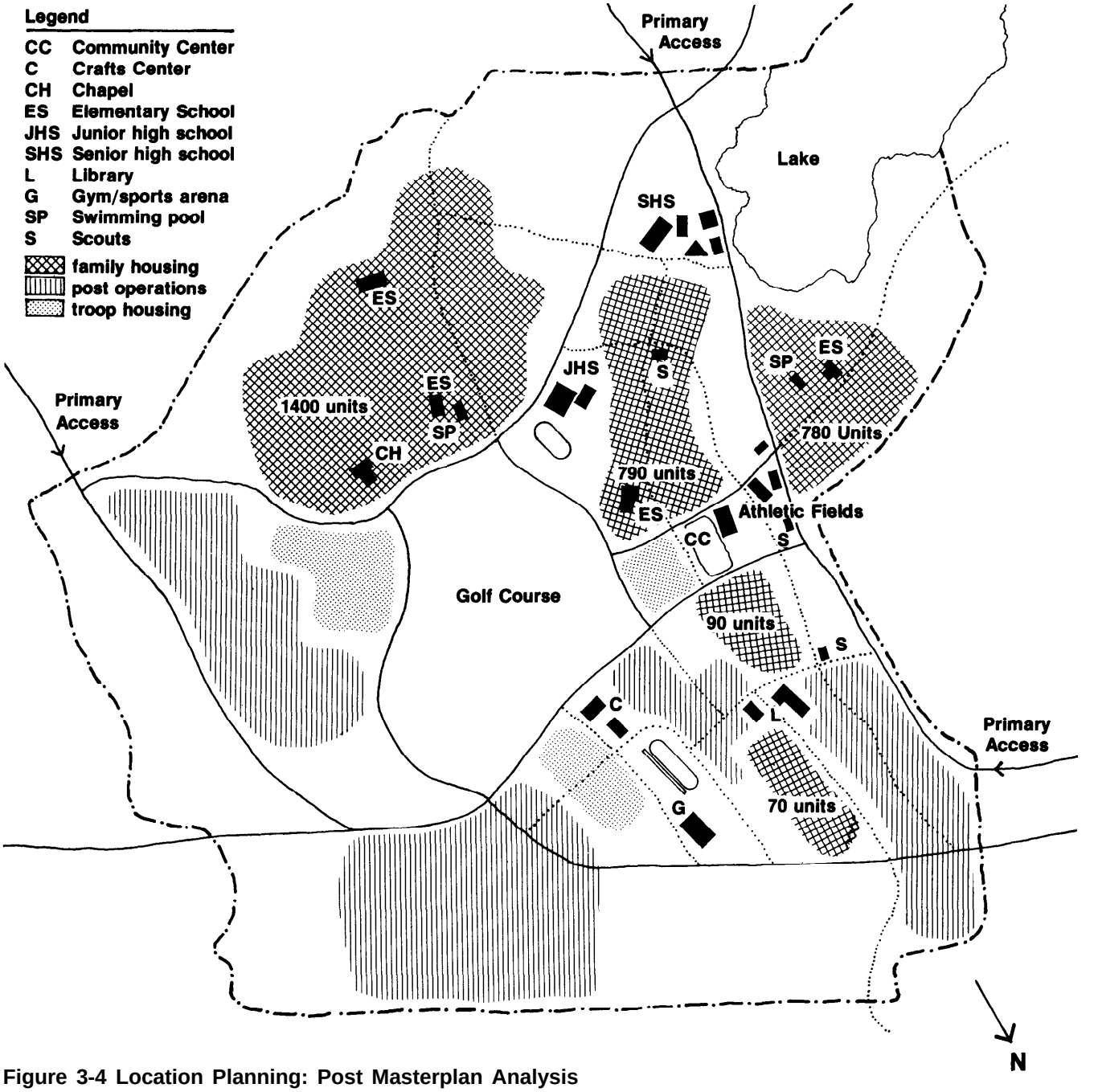


Figure 3-4 Location Planning: Post Masterplan Analysis

schools; major roadways and pedestrian paths and primary movement patterns, including access from off-post residential areas; and significant topographic features such as hills or lakes, which may be either activity opportunities or physical constraints to movement. Figure 3-4 shows an example of the result of such a masterplan analysis.

The most important factor in DYAC siting is the location of family housing. Is it clustered into one or several neighborhoods, reasonably distinct from troop housing and post operations areas? Are these neighborhoods spread over the entire installations or clustered in one area? Are they convenient to the community center and recreational facilities on post? The most desirable location for a DYAC is within walking distance of the housing, particularly for juveniles and early adolescent youth. For older adolescents, this immediate accessibility is less of a concern; in fact, for some adolescents, increased distance may have the psychological advantage of greater separation from the home.

On a geographically small post, where all or most of the family housing is clustered in one area (as in figure 3-1), one centralized location may provide such accessibility for the majority of the youth. Where neighborhoods are scattered, several Neighborhood DYAC locations are required (see figure 3-2). A neighborhood should have an eligible youth population of at least 250 to justify even the smallest sized center. The post as a whole must have over 2,400 eligible youth to qualify for more than one DYAC; below that population, only one viable Youth Activities Program facility would be authorized.

Feeling that the Youth Activity Center is "their place" is very important to the personality development of the youth, and to their motivation to use the facility. As the population using a single facility becomes larger, personal identification becomes more difficult. An advantage of Neighborhood DYAC's is that they serve a smaller population with a clear geographic identity. Sites near already-existing neighborhood facilities–such as an elementary school or local swimming pool–are the natural centers to which the neighborhood youth gravitate, thus reinforcing the local identity. From the parents' view, a neighborhood DYAC is likely to seem safer and more under control, because of the shorter access and because the smaller and locally recognizable user population is more easily supervised.

Because of the importance of sports in the Youth Activities Program, another important geographic factor is the location of youth athletic fields, which take up considerable space and often have been built before the DYAC's. They may be near family housing, which would be desirable for easier accessibility and use; but they may be located elsewhere on post, or scattered in several locations. It is desirable to have the DYAC near the athletic fields, so it can provide support for the outdoor athletics in locker rooms and equipment storage and check-out. In addition, the sports programs would attract more youth to the DYAC, where they could see and take advantage of the full range of Youth Activities Programs.

It is probably best for the Main DYAC to be located near the youth athletic fields, whether or not the system also has Neighborhood Centers. This may conflict with the desired accessibility from family housing. Balancing these factors depends on the local situation and priorities at each post, and will be an element in the choice between a centralized and a decentralized DYAC system and in the site selection. The example. illustrated in figure 3-4 shows one case of such a conflict, resolved in the DYAC location plan shown in figure 3-6 with a system combining one Main DYAC and several Neighborhood facilities.

Also significant in choosing sites is the desire to separate dependent youth and young soldiers. DYAC's should not be located near troop housing, service clubs, gyms and other recreation facilities primarily for the soldiers. This will also work to keep the DYAC's from intrusions of young troops. While dependent youth need access to recreational and community facilities in which they would have shared-use opportunities, the DYAC does not have to be located near these facilities.

Youth residing off-post must also be considered in planning the Youth Activity Center system. They are most likely to be attracted to a centralized facility, for activities serving on a post-wide basis. If there is a large off-post youth population likely to use on-post facilities, more emphasis should be given to a Main DYAC, sited to permit access without disturbing residential neighborhoods.

Cost of site development is also a primary consideration in site selection. Specific site requirements must be determined in conjunction with building requirements, and listed as separate items (supporting facilities), to assure DD form 1391's show realistic cost estimates. The following list shows items that should be considered:

Site preparation
Grading
Paving (drives, parking and walks)
Demolition
Water
Sanitary Sewer
Gas
Special foundations
Fencing or walls
Landscape planting
Exterior electrical
Communications
Signage

b. Set Individual Programs.

After analysis of the installation geography and a decision between a Centralized and a Decentralized DYAC system, more specific consideration should be given to the distribution of activities and the individual programs for facilities to accommodate them. In the case of a Decentralized System, a Neighborhood Service Plan should be developed, describing what activities, in what capacities, are needed for different areas of the post, and then determining the sizes of facilities and their general locations. Consideration of possible locations will in turn affect the distribution of services previously discussed. For a Centralized System, the size of facility required for the chosen activity should now be more specifically considered, and the relationships on the post which will determine a desirable location.

The following paragraphs discuss some of the general location relationship criteria for DYAC's, and factors to be considered in determining which activity modules should be accommodated in which facilities. Although this Design Guide presents some recommended models, they are not the only possible arrangements, and each installation should make its own decisions on facility programs.

(1) General. The issues discussed in the previous section suggest that the location of any DYAC should be central and focal to its service area. In a Centralized System, this may mean finding a location easily accessible from all parts of the post or perhaps from the major housing concentrations, or finding a natural focus of youth activity on-post which is not geographically central. In a Decentralized System, the DYAC's should be central to the neighborhoods they serve. They may be near local elementary schools or recreational facilities, or other natural gathering places for the youth, and should help define the neighborhoods for the youth. As the plans in figures 3-2 and 3-6 show, some housing areas may be too small to justify their own DYAC, while some may join naturally with other ares to be served by one Neighborhood DYAC.

(2) Drop-in. Drop-in facilities should be located in Main and Neighborhood DYAC's. Their function is to serve the youth on a casual, unscheduled basis; therefore it is important that they be easily accessible. Facilities in Neighborhood or nearby Main Centers will be used more by the younger adolescents and some older juveniles, who can walk to them and who will feel more comfortable with their neighborhood friends. Their parents will also feel more comfortable with them not too far away.

The older adolescents, usually more mobile and free to go greater distances, are likely to congregate at a Main Center. The Main Center, larger and serving a greater population, can provide more opportunities for activities and interaction, which should better satisfy the older teens' social and personal explorations.

(3) Programmed. Spaces for scheduled activities, meetings, classes, crafts and the like, could be located in both Main and Neighborhood Youth Centers. In a Main DYAC, the programmed spaces can serve the entire installation for the diverse functions that attract on-post and off-post youth. In the neighborhoods, similar spaces would be used for local activities (scout meetings, clubs, parents' groups), and so should be multi-purpose in design.

Some of these activities, such as ceramics, which require special equipment that each Neighborhood Center cannot afford, should be provided in a centralized Main DYAC. Alternatively, each Neighborhood Center could have facilities for some specialized activity which would serve the post-wide population. Classroom spaces in the neighborhood schools may also be used for some DYAC meeting functions, if schedule coordination is possible.

(4) Large Space. Each Neighborhood Center cannot afford and does not need a multi-purpose facility for indoor sports and large group functions such as dances, banquets and performances. A centralized location serving the entire post is adequate. A Main DYAC location for the Large Space activities may also be coordinated with the youth

athletic fields, as discussed in the previous section. Facilities ancillary to these functions-such as changing/locker rooms and sports storage and check-out–should be included.

(5) Administration and Support. These should be provided as required by the functions of each individual DYAC.

(6) Outdoor. Facilities for outdoor activities should be provided at both Main and Neighborhood Youth Activities Centers, in relation to the indoor activity modules.

Some hard-surface area for casual basketball, handball, barbecues or dances should be included at the Neighborhood DYAC. Unnecessary duplication of these areas is another reason for locating adjacent to a neighborhood school, if shared use is possible. More extensive outdoor facilities–basketball and volleyball courts, an outdoor stage, socializing and party areas–should be found at the Main Center. Outdoor free play areas and playgrounds may be more necessary at Neighborhood Centers, which are predominantly attended by younger children. Outdoor projects areas should be extensions of indoor programmed activities. Parking and servicing will be required at each Center, in proportion to its size.

(7) Non-DYAC Youth Activities. Some Youth activities will not be located at the DYAC's. Bowling, riding, tennis, golf, and others which require special facilities should share the facilities of other Morale Support Activities programs. While riflery and swimming may fall into this category, they may be found in facilities dedicated to youth activities alone, usually in found space in existing structures. Fields for outdoor sports such as baseball, football and soccer should be provided for the Youth Activities Program, proximate to a DYAC and to the major family housing areas, if possible.

Facilities for national youth groups, such as the boy scouts, girl scouts, 4-H clubs, etc., may be provided as part of the Programmed Spaces Module. However, at some installations these programs may be very active, requiring separate Youth Activities facilities, with the national youth groups as their primary function. This is particularly true for the older-aged groups, such as Explorer Scouts. These activities are typically housed in found space in existing structures, and serve a post-wide function; so availability and appropriateness of the buildings, rather than location, determine the site selection.

c. Review Suggested Models.

Setting the individual building programs must include consideration of the size of spaces required to accommodate the selected activities. To assist this process, table 3-1 presents illustrative models of space programs for different sizes of DYAC's and their component modules, based upon the space requirements and recommendations in Chapter 5, Individual Space Criteria, and the illustrative designs in Chapter 7.

It must be emphasized that these models do not represent the only possible sizes or proportions of space devoted to different activities. Each installation should determine the overall square footage and individual activity module areas most appropriate to the local programs. These judgments should be guided by the criteria and illustrative information presented in the remaining chapters of this guide. The proposed facility sizes must also be checked against the maximum authorized square footage for the post, as indicated in table 2-1.

d. Review and Select Sites.

The above steps have led to a plan for the number, size, program, distribution and general location of the Youth Activities facilities for the post. The next step is to review specific locations and select sites for the facilities, which may involve modification of prior site selections.

Together, the Morale Support Activities representative and Facility Engineer, with input from the User Committee, should review the Installation Masterplan to determine which available or potentially available sites best fit the desired DYAC system plans and the location criteria. Consideration of available sites may cause some alterations

Table 3-1 Illustrative Sizes for DYAC Activity Modules

Eligible Youth Population Served:	Drop-in	Programmed	Large-Space	Admin/Support	Total
		(areas in gross square feet)			
Main DYAC					
250-600	930	670	1,760	1,390	4,750
601-1,200	1,730	1,202	2,550	1,950	7,250
1,201-2,400	2,350	1,350	4,780	2,860	11,340
2,401 +	3,650	2,450	7,150	5,250	18,500
Neighborhood DYAC					
250-600	1,150	670	—	1,020	2,840
601 +	1,920	1,020	—	1,170	4,110

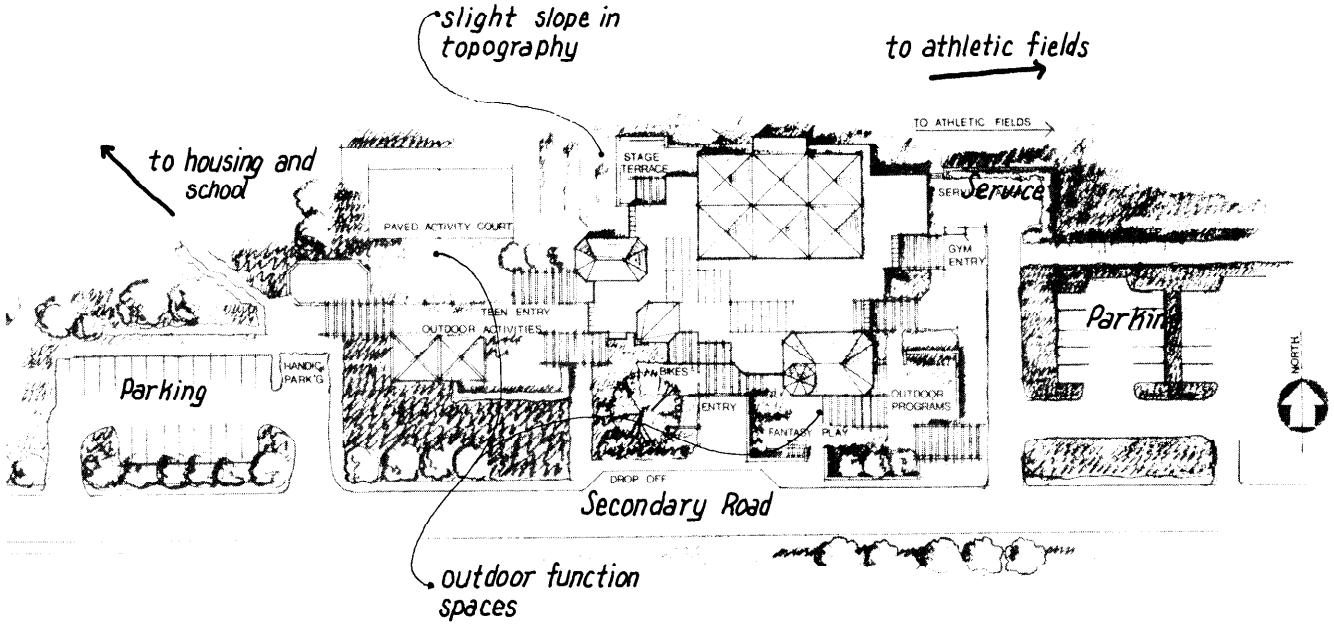


Figure 3-5 Site Criteria Illustration

Table 3-2 Site Requirements for Illustrative DYAC sizes

Total Area of DYAC (from Table 3-1)	Minimum Site Size Required (approximate)
Main DYAC:	
4,750 square feet	1.0-1.5 acres
7,250 square feet	1.5-2.0 acres
11,340 square feet	2.0-2.5 acres
18,500 square feet	2.5-3.0 acres
Neighborhood DYAC:	
2,840 square feet	.75 acres
4,130 square feet	1.0 acres

in the pattern of facilities and population service areas previously discussed.

The site selection should consider the following criteria concerning desirable size and configuration of DYAC sites, illustrated in figure 3-5:

- The site should be large enough to comfortably accommodate the DYAC building and all outdoor function spaces, parking and service, and adequate area for screening landscaping. Table 3-2 presents a summary of minimum required site areas for illustrative DYAC sizes. For more detailed indication of the areas required for the major outdoor components, see the Outdoor Module in Chapter 5.

- The site configuration should provide walking access to nearby housing, schools and sports fields. Views to sports fields from the site would also be desirable.

- Automobile access to the site should be off a secondary road rather than a primary, to reduce major traffic flow interference and for the safety of the children.

- The site should be undivided by through roads. For a Neighborhood Center, the site should not be divided from the housing areas and school grounds by major through-traffic roads.

- The topography of the site should be easy to develop at minimum cost, with no extraordinary requirements for foundations or drainage. Slopes in the building area and the surrounding outdoor activity spaces should not require expensive grading and site preparation, or difficulty for bicycle and wheelchair access.

After sites have been selected reflecting the programmatic needs and all the above considerations, application must be made by the Facility Engineer to the Installation Planning Board for approval of any required changes in the Installation Masterplan. With this approval, the selected sites and individual building programs become the basis for facility design, discussed in the following chapters.

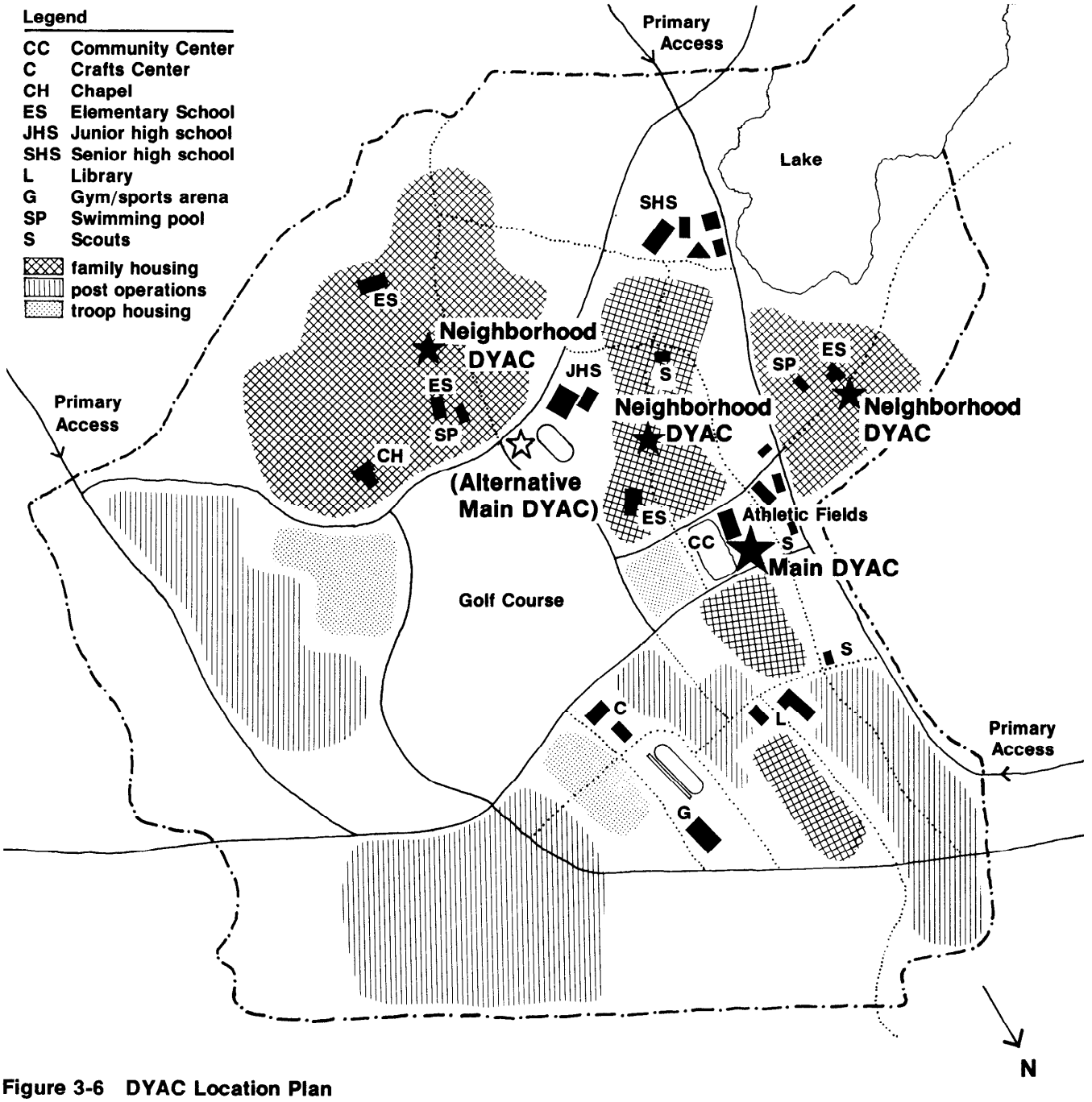


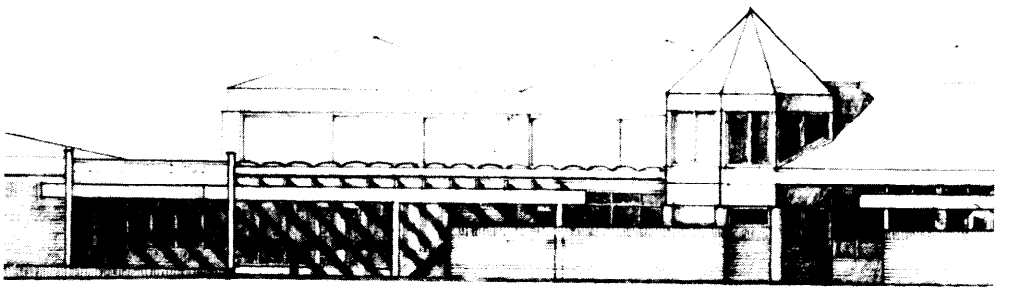
Figure 3-6 DYAC Location Plan

Figure 3-6 presents an illustrative case of masterplanning and site location for a DYAC system, for the hypothetical post analyzed in figure 3-4. It shows one Main DYAC and three Neighborhood DYAC's located in the largest family housing areas. The Main DYAC is central to all the family housing areas on post, and contiguous to extensive youth athletic fields. The site is remote from the troop activity concentrations and far enough from the community center to retain its own identity. An alternative Main DYAC site is indicated near the Junior High School, whose athletic fields might be shared; this site is close to some housing areas but less central for others, and is at the intersection of two major traffic routes.

The Neighborhood DYAC's in this plan reflect the organization of the post into several major family housing neighborhoods. Each neighborhood has its own elementary school (one has two), which serves as a focus for the community. The DYAC's are adjacent to the schools, in the heart of each of the three neighborhoods. Two family housing areas toward the bottom of the plan are too small to support their own Neighborhood DYAC, so their residents must depend upon the Main DYAC. Some of the other Youth Activities facilities on the post are also indicated on the plan. This DYAC masterplanning case is discussed in greater detail in Chapter 7, Illustrative Designs.

Section II: Design

Chapter 4: General Design



4-1 Using this Chapter

This chapter begins the process of design of the DYAC facility. Based on the activity and space program and site selection established in the previous two chapters, the District Engineer defines the Design Criteria Requirements and Pre-concept Control Data, and then proceeds to develop the Concept Design. This chapter provides the general design objectives and considerations essential to this criteria-setting and conceptual design work, some of which will have already been integrated into the program development, PDB and 1391 preparation. Reference to the key requirements for the individual spaces, presented in Chapter 5, and the space organization principles, in Chapter 6, will also be helpful at this conceptual design stage. Measures taken to meet these objectives and considerations should be documented in the Design Analysis prepared in accordance with ER 1100-345-700. This chapter, General Design, will continue as a basic reference for the District Engineer and their contracted architect/engineers throughout the final design development.

The Concept Design phase is the final opportunity for the Facility Engineer, Morale Support Activities representatives, and the youth, parents, staff and other interested groups on the installation to have input to the DYAC project development process. The Facility Engineer and MSA representatives should review the Concept Design with the District Engineer 'as it is developed, and should have a chance to give final approval at the completion of Concept Design, before Final Design proceeds. The youth, parents and others should provide input to this review through the User Committee, established in the programming phase, in dialogue with the Facility Engineer and MSA representatives. The issues, requirements and recommendations in this chapter should be considered by all of these people, to inform their review of the District Engineer's work and provide a grounding for their expectations of the Concept Design.

The general design considerations in this chapter are based on a number of objectives, discussed below, but emphasize the key design implications of the developmental needs of the youth. Tables 4-1, 4-2 and 4-3 provide a summary of the design implications of these developmental issues, which can be used as an organizing check-list in considering the design criteria and conceptual design. These tables introduce the most important concepts which are discussed in the remainder of this chapter, and at the beginning of the criteria for each of the primary activity modules in Chapter 5.

Contents

4-2 Design Objectives

a. General Principles.

Certain recognized principles of professional design must be applied to the design of Dependent Youth Activity Centers:

Design Quality. Excellence of architectural design is the primary objective and will determine the value of the DYAC as a place for youth activities. The design should be informal, inviting, comfortable, and attractive, on the interior and the exterior. The design should promote social interaction, permit many activities to take place simultaneously, and express the nature of the activities.

Function. The second design objective is to provide a facility that meets the requirements of the installation's Youth Activities program, and can be flexible enough to accommodate changes in youth activities, and in the community's and youths' attitudes about programmatic and environmental needs.

Economy. The third objective is to provide the most economically effective facility with the least adverse environmental impact. To do so, the design process must weigh costs, values, and functional and social benefits, to analyze architectural, engineering, economic and environmental decisions. The use of local skills, stock products, and new materials and techniques to reduce costs should be investigated. Life-cycle cost analyses should evaluate initial costs, operating and maintenance expenses, and replacement costs over the life of the facility.

DYA-Specific Objectives. Beyond these general principles, the design objectives the DYAC should meet, discussed in the balance of this chapter, are those concerns specific to Dependent Youth Activities and its physical accommodation.

b. Serving Developmental Needs.

The primary purpose of the Youth Activity Center and the dominant objective of its architecture are to serve the developmental needs of the youth who will be using it. This principle should be fully appreciated by the designers of the DYAC and should enlighten their interpretation of the general design considerations and individual space criteria in this Design Guide. The requirements in the guide reflect these developmental needs; however, modifications can be justified if they better satisfy the needs in particular cases.

The emphasis on fostering the youths' development does not deny the multiplicity of objectives which are also of concern in designing a DYAC. Although the designers must consider the satisfaction of the needs of parents and other adults on the installation, the DYAC is not intended to serve a "baby-sitting" role. The facility must also provide for the DYA staff, but with the primary purpose of service to the youth. The esthetics of the building and the image of the Youth Activities Program it presents to the post are also important. Most importantly, the DYAC must be designed to offer opportunities and supports to the eligible youth of all ages for activities and experiences which enhance their growth and development.

To serve these needs, the designers must understand and consider how the youth will use the building to their benefit. The developmental needs, discussed in Chapter 2, are organized into three major categories: identity development, social development, and physical and cognitive development. Chapter 2 also discusses the activities which set programmatic requirements for the DYAC and issues of staffing, operating concerns, and the relationship of parents and other adults to the program, which should aid the designers in understanding the design implications of these objectives.

c. Motivation.

Together with understanding the developmental needs of the youth, the designers must consider what will motivate the youth to use the DYAC: The youth will use a Center because they identify with it and have made it their own. They should be given a role in running the place, through governmental bodies, meetings, and specific operations and maintenance tasks, and helping to create and continually modify the physical environment. Most importantly, this means making the activities and individual spaces reflect the youth–a place to do the eating, talking, being together, and other activities which are important to these ages.

It must be emphasized that it is impossible to predict exactly how the DYAC will be used, since youth are continually changeable, and what is successful for them one day will not be the next. The designers and operators of the Youth Activity Center must be prepared to accept that the place may work only partially, and that the design must be sufficiently flexible and changes continually made to adapt to the varying demands of the users.

d. Design Implications of Developmental Factors.

The physical design implications of these developmental and motivational issues are summarized in Tables 4-1, 4-2 and 4-3, and elaborated and explained in the remainder of this chapter. The tables link individual developmental issues to specific physical corollaries which implement or accommodate the need. They include the most critical issues to the successful design of the DYAC, but are by no means comprehensive. With the explanatory sections which follow, the tables can be used as a checklist by the designers to ascertain whether their concepts and designs fulfill these most significant design goals.

The design implications in the tables are organized into the major physical components of the DYAC: overall and site design, drop-in module, programmed spaces and large space. The developmental issues follow the three categories established in Chapter 2, and are represented by symbols as follows:

I Identity Development

✱ Social Development

✚ Physical and Cognitive Development

These symbols will also be found as marginal notes in the remainder of the Design Guide, keying significant design requirements to their primary developmental basis.

Table 4-1 Design Implications of Developmental Issues–Identity

Key Developmental Issues	Design Implications
Identity Development	**Overall and Site Design**
All Ages:	
Focus for youth on post, separate from military.	● Clear boundaries. ● Distinctive image. ● Oriented to youths' world.
Place to identify with, individually and collectively.	● Role for youth in design and operation. ● Ability to affect their environment. ● Non-directive physical design.
Separate identities for different ages and groups.	● Distinct turfs. ● Individual elements dominate. ● Multiple entrances
Adolescents:	
Testing divergent, changing roles.	● Ambiguous space definition. (see also Table 4-3, "Wide range of activities").
Extreme emotional responses.	● Wondrous image.
Juveniles:	
Sense of industry, productivity.	
Sense of belonging to a group.	

Drop-in	Programmed Spaces	Large Space
• Ability to affect their environment.		• Visibility of activities and trophies.
• Variety of turfs. • Teens' own place.	• Distinct subspaces	
• Convertible spaces. (see also "Separate identities," above.)	• Multiple, simultaneous use of spaces. • Acoustic separation for intense involvement. • Places to display products, awards. • Distinct subspaces.	• Convertible from sports to social/cultural activities.

Table 4-2 Design Implications of Developmental Issues–Social

Key Developmental Issues	Design Implications
Social Development	**Overall and Site Design**
All Ages:	
Opportunities for social interaction–try new situations, meet new people.	● Open image. ● Direct access from entry. ● Intervisibility. ● Approach without intrusion.
Adolescents:	
Peer group interaction–groups and one-to-one.	● Varying degrees of privacy and supervision.
Heterosexual relationships, increasingly one-to-one as older.	
Independence, rebellion from parents, adults; development of self-discipline.	● Suppress evidence of supervision for adolescents. ● Role for youth in design and operation. ● Visible outdoor activities.
Juveniles:	
Peer group as context for play; single sex.	
Need for structure, rules.	● Supervision evident in juvenile areas.

Drop in	Programmed Spaces	Large Space
• Open and accessible. • Snack area central.		
• Multiple degrees of privacy. • Few acoustical separations.		
• Places to see and be seen.		• Convertible from sports to social/cultural activities.
• Teens' own place.		
• Places for juvenile groups.	• Meeting, clubs, project spaces. • Clearly defined, ordered spaces.	

Table 4-3 Design Implications of Developmental Issues–Physical and Cognitive

Key Developmental Issues	Design Implications
Physical and Cognitive Development	**Overall and Site Design**
All Ages:	
Wide range of activities, appropriate to different ages, groups.	● Multiple, differentiated places. ● Three primary activity modules. ● Multi-use spaces. ● Functional separability. ● Outdoor extensions of indoors.
Physical activity, movement, aggressive urges (most pronounced in early adolescents).	● Durable furnishings.
Eating is an important activity.	
Adolescents:	
Self-consciousness of bodily development, especially vis-a-vis the opposite sex.	
Development of abstract thinking, formal operations.	
Juveniles:	
Involvement in physical concepts and concrete operations; development of tool skills.	
Fantasy and imaginative play.	

Drop-in	Programmed Spaces	Large Space
	• Multiple, simultaneous use of spaces. • Direct access and limited visibility. • Acoustic separation for intense involvement.	• Convertible from sports to social activities. • Extensive storage for diverse functions.
	• Spaces for gymnastics, ballet, active movement.	• Accommodate active/aggressive sports functions. • Active storage for sports.
• Snack area central.		• Snack area directly accessible.
	• Privacy for self-conscious physical activities.	• Divisible for simultaneous activities, privacy. • Direct access to locker rooms.
• Quiet reading area.	• Meeting, clubs and projects spaces.	
	• Accommodate juvenile scale. • Meeting, clubs and projects spaces.	
• Places for juvenile games.	• Spaces to encourage imaginative play. • Story-telling and directed games places.	

4-3 Designing the Site

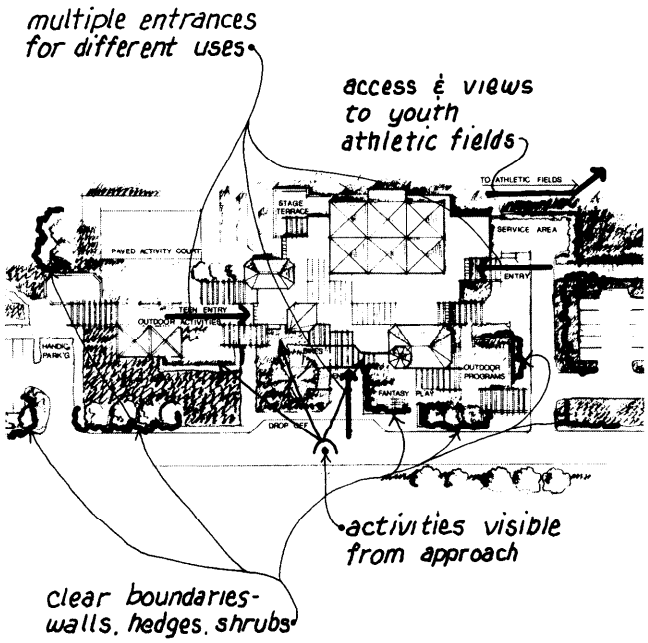


Figure 4-1 Site Design: Relationships and Access

Site planning and design must be in accordance with the approved Installation Masterplan and applicable portions of DOD Manual 4270.1-M, TM5-822-2, 5-822-3, and 5-830-1, and the completed Project Development Brochure. The major issues to be considered in the site design, specific to designing a DYAC and to its accommodation of the needs of its users, are as follows:

a. Relationship to the Surrounding Environment.

(1) Clear Boundaries. The site should have identifiable boundaries, separating the youths' world from the rest of the post. This can be done with fences, walls, hedges, shrubs, use of grade changes, and the building walls themselves.

(2) Oriented to Youths' World. The building should be sited and designed with views oriented to the immediate DYAC outdoor activity spaces, youth athletic fields, local swimming pools, schools and similar youth activities places, rather than out to the larger military environment. The site design should provide clear and easy walking access from the DYAC to these youth facilities, where they are nearby.

b. Access and Entry.

(1) Open Image. The DYAC should present an open, inviting image to attract youth inside and to encourage newcomers or shy. youth. This can be done by designing interior activity locations so visitors can see from the outside what is going on before they enter. Attractive outdoor activities and places for youth to hang out at the entrance area can reinforce this image. A billboard or marquee at the entrance could inform outsiders of events going on at the Center. The DYAC should feel like the clubhouse for entrance to all youth activities on the site.

(2) Visible Outdoor Activities. The outdoor activities on the DYAC site should be visible to passers-by, so the general post population can understand that the activities the youth are involved in are acceptable ones–basketball, projects, conversation, snacking, etc.

(3) Multiple Entrances. There should be multiple entrances, clearly distinguishable, to accommodate the diverse user groups–teens, children, staff and visitors–or youth involved in multiple ac-

tivities. For example, their own separate entrance can be important to the teens, so they do not feel that they are entering a "children's facility." Similarly, athletes should enter directly into the large space and locker rooms, rather than going through main entry and lounge areas.

(4) Vehicular Separation. Separate paths and spaces should be provided for pedestrian access, vehicular drop-off and parking, and servicing–for safety and ease of operation. Different parking areas might be reserved for different users. A separate parking area for teens would reinforce their identification with the DYAC and reflect the key role their cars and parking area play in their activities. Parking area design should comply with TM 5-822-3, Parking for Nonorganizational Vehicles.

c. Outdoor Activity Spaces.

(1) Multiple, Differentiated Places. A variety of outdoor activity spaces near the DYAC building are required to accommodate the multiple uses and users. They should have characteristics appropriate to their respective functions–hard-surfaced sports and games areas, intimate patios for social interaction, grass and soft surfaces for children's play. They should be designed to be flexible, and provide a range including:

- Hard-surface area for basketball, volleyball, children's games, and dancing. For the larger DYAC's, this area should accommodate regulation sports activities, but, most importantly, it should have the equipment and capability to support a variety of active functions.
- Terraces for social activities, conversation, eating, parties, snacking, barbecues and performances. Partial screening should permit different degrees of intimacy and group interaction.
- Children's play space, to encourage imaginative play.
- Projects areas, as extensions of indoor programmed spaces, for gardening, large artwork and sculpture, scout meetings and projects, dance and gymnastics.

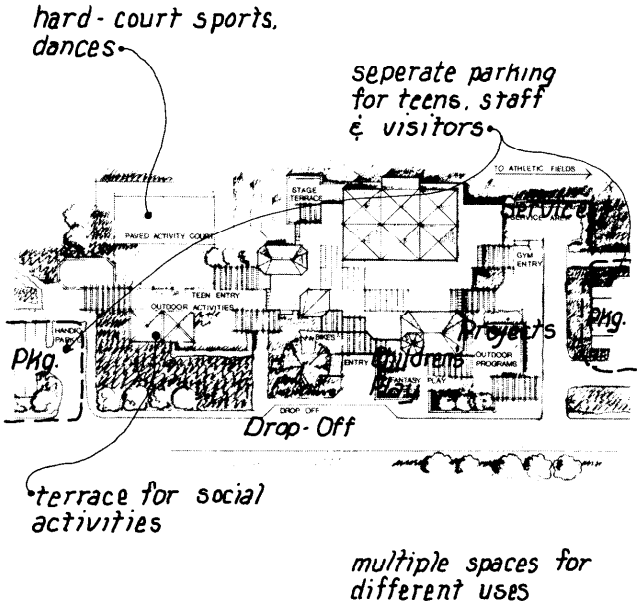


Figure 4-2 Site Design: Outdoor Spaces

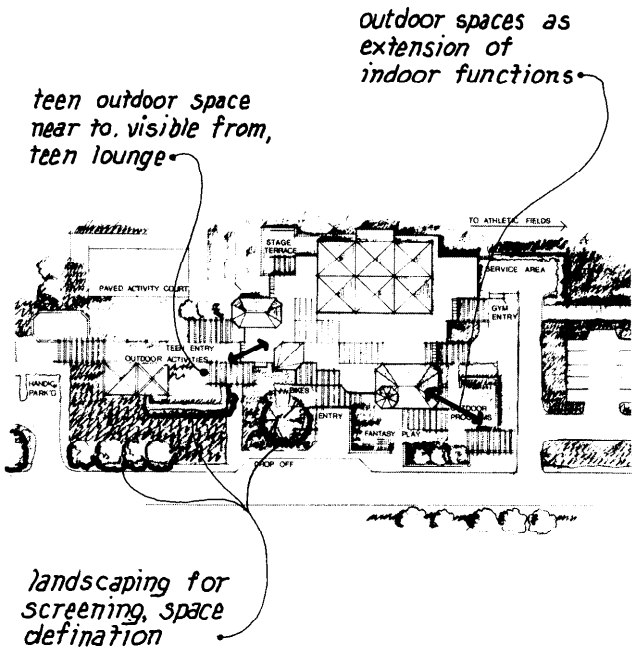


Figure 4-3 Site Design: Indoor Relationships, Landscaping

(2) Outdoor Extensions of Indoors. The outdoor spaces should be contiguous, visible, and directly accessible to the corresponding indoor function areas. This requires zoning of the plan for the primary functional modules. For example, the teen lounge area should relate directly to the teens' own outdoor patio and activity space.

d. Landscape Design.

(1) Landscaping Defines Spaces. The landscaping can define and separate the outdoor spaces and the overall DYAC site, screen areas that need privacy or protection, and characterize each area.

(2) Durable Furnishings. The equipment and furniture used in the outdoor spaces should be durable and require little maintenance, to stand up to heavy use. They should be designed to perform different functions for different activities–perhaps with adaption and modification by the youth themselves. The design should be different from furnishings elsewhere on post, to distinguish the DYAC's unique character.

(3) Lighting for Night-time Use and Safety. Outdoor lighting should permit active night-time use of the spaces for sports, parties, dances, etc. It should improve safety by providing sufficient general illumination to allow visibility in all activity areas and paths where users are likely to go. The lighting can define function areas by creating separate pools of light of different quality appropriate to each activity–through different intensities, color, mounting and design of fixtures. Lighting may also help project the distinct visual image of the DYAC to the broader post population.

4-4 Designing the Overall Building

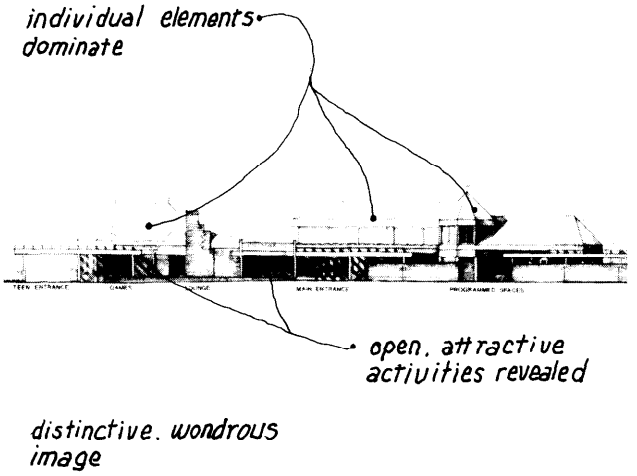


Figure 4-4 Overall Building Design: Image

The following discusses the most Important design considerations which affect the whole of the DYAC and the organization of its components.

a. Identity and Image.

(1) Distinctive Image. The DYAC should have an image that is architecturally distinctive, not associated with other nstructures and functions of the installation, to give the youth a sense of identity separate from the world of the post, on which they have such a subordinate role. It should be evident the facility is the youths' place.

(2) Wondrous Image. The building should present a wondrous, fantastic image, full of surprise and excitement. This can be done with fanciful forms and spaces; romantic elements such as turrets, arches and balconies; unexpected innovative designs; mysterious facades, revealing the true character by surprise; or other architectural inventions.

(3) Individual Elements Dominate. It is easier for the users to identify with the individual places where specific activities and events relating to them happen. Therefore, for DYAC's larger than residentially-scaled neighborhood facilities, the individual sub-elements of the building, rather than the whole, should dominate the image. This may involve expression of whole modules like the drop-in center, individual spaces like the projects room or billiards area, or special features like fireplace chimneys, lofts, or skylit spaces.

(4) Open Image. The building should be open, revealing activities and their participants to the approaching and entering visitors. It should be designed to present activities which are attractive to the youth and which are acceptable to adults and parents.

(5) Ability to Affect their Environment. The design of the building should invite the youth to be involved in "making it their own place". Forms and structure deliberately left incomplete, unclosed spaces, potential attachments for platforms or partitions, and easy means of adding decorations, will permit the youth to do their own finishing, furnishing and decorating.

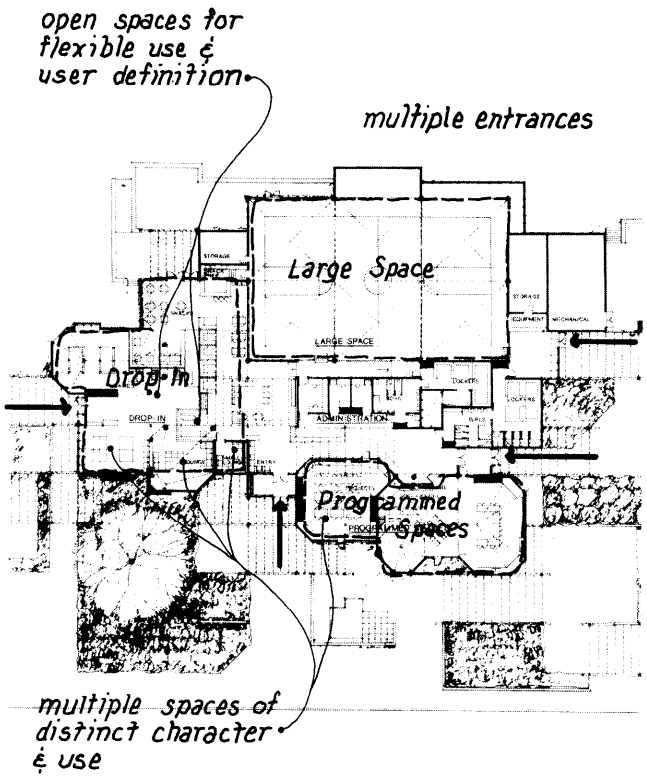


Figure 4-5 Overall Building Design: Multiple Space

b. Multiple Spaces and Uses.

(1) Three Primary Activity Modules. Most of the programs in the DYAC take place in the three primary modules–drop-in, programmed, and large space. This division reflects the diverse activities and needs of the users-from intimate social interaction to league basketball games to handicrafts projects–as discussed in Chapter 2. There will tend to be some primary associations of user groups with different modules: the teens will tend to feel much of the drop-in module is "their turf"; the younger children will spend most of their time in supervised activities in the programmed spaces; and the athletes will dominate the large space much of the time. This does not deny the multiple uses and users of each of these modules.

(2) Distinct "Turfs". The DYAC should provide multiple and diverse spaces to permit different user groups, whether age or activity based, to identify with "their turf". These spaces should present distinct identities, through special configuration, degree of closure, fenestration, lighting, furnishing and finishes, aggregation and distance between spaces, etc., to accommodate and encourage different activities and user associations.

(3) Multiple Entrances. Several entrances directly into different functional areas for different users will reinforce the distinctness and sense of multiplicity of the DYAC units.

(4) Multi-use Spaces. The spaces of the DYAC must permit different and changing activities, because youth are unpredictable and ever-changing. The spaces should be flexible, with movable or removable equipment and furnishings, so a ping-pong room can be transformed into a disco, for example.

(5) Ambiguous Space Definition. Some of the spaces should be ambiguously defined, open to and overlapping with adjacent spaces, so the space and its uses are a matter of continual reinvention by the users, and multiple relationships between areas are possible. This does not mean the spaces should be characterless; rather, they should have strong character and many features in order to foster different uses and multiple options. This openness will also make it easier to enter and interact with the users already in the spaces.

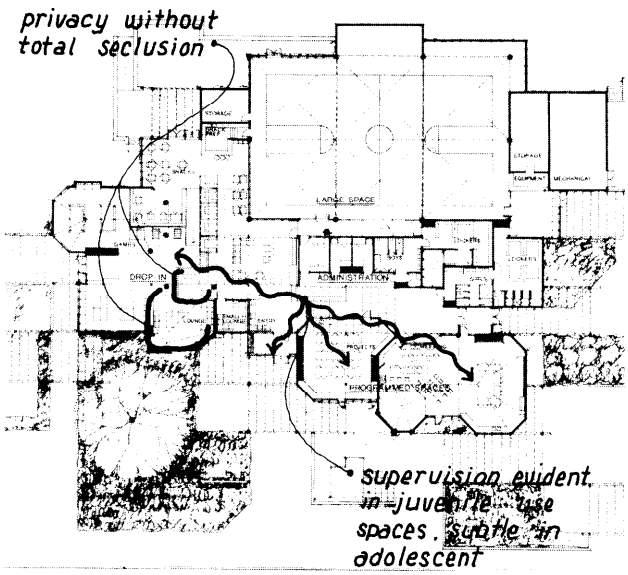


Figure 4-6 Overall Building Design: Supervision

c. Supervision and Control.

✱ **(1) Varying Degrees of Privacy and Supervision.** The DYAC should offer the youth varying degrees of privacy and supervision in the places for activities and interaction. Different functions, size of group, age and level of responsibility, require different degrees of control and freedom from intrusion in different parts of the facility.

✱ **(2) Supervision Evident in Juvenile Areas.** Adult supervision should be clearly in evidence in the areas used most by the juveniles, particularly the programmed spaces, but also parts of the lounge and snack areas. Children of this age need and want this control, and to know adult assistance is available when required. This can be accomplished by good overview and tight control of access to these spaces by the supervision desk personnel, or by having adults in the spaces being used by these children.

✱ **(3) Suppress Evidence of Supervision for Adolescents.** For the adolescents, adult supervision must be more discrete and less threatening. The importance of personal interaction, activity free from intrusion, and a sense of control for the teenagers, must be balanced with the need for some adult supervision and regulation so the program will be acceptable to parents and the installation command. The supervision should offer the youth privacy without total seclusion. Partially enclosed alcoves and changes in level can provide a sense of privacy without denying all supervision. Relative distance from the supervision desk will also lessen control.

(4) Non-directive Physical Design. The DYAC design should avoid being overly directive as to the use of the facility. It should encourage the youth to decide how the spaces are used and where activities take place, rather than having the architect predetermine the operation. This can be accomplished through such elements as incomplete construction, ambiguous spaces, opportunities to hang decorations and displays anywhere rather than in fixed places, movable building elements and furnishings, and open field design to be filled in by user creativity.

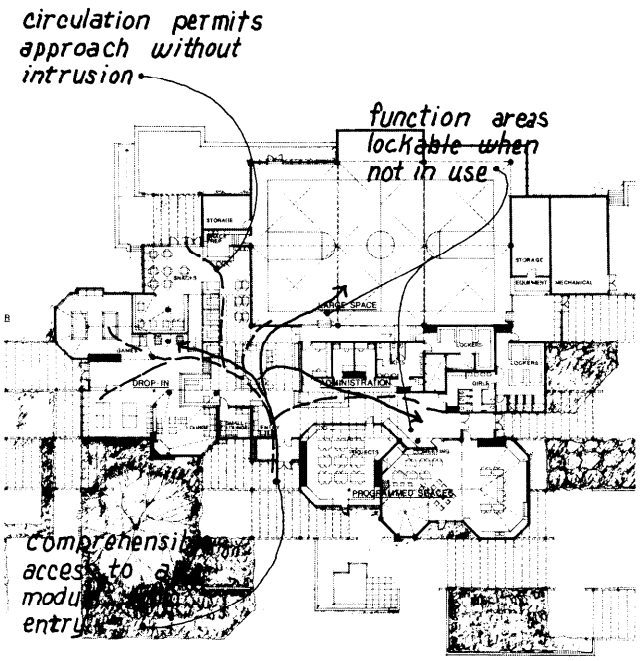


Figure 4-7 Overall Building Design: Circulation

(5) Role for Youth in Design and Operation. Involving the youth, particularly teenagers, in the design and operation of the DYAC is a direct means of making them feel that the place is theirs, and that they are not being unduly controlled by the staff or the building. Representation in the physical design decisions will help the youth understand why the building is the way it is. Opportunities for roles in management of the DYAC functions and in supervision of activities can increase identification and help to achieve less intrusive control.

d. Access and Circulation.

(1) Direct Access from Entry. Direct, readily understandable access to all primary activity modules from the entry area is designed to help potential users understand, and encourage them to use, the full range of activities of the DYAC.

(2) Approach without Intrusion. The circulation system should be designed so a visitor can easily approach and comprehend the various activity spaces without feeling he is intruding or has to make a commitment to enter and join. This makes it easier for newcomers and others reticent about joining on-going activities. Circulation paths that skirt semi-open spaces or run in the midst of activity areas, and ample glazed areas to reveal indoor activities, help further this goal.

(3) Functional Separability. The circulation system should be designed so that certain areas can remain open and active while others, such as the programmed spaces and large space module, can be closed off.

e. Visual Relations and Sequences.

The DYAC should be an open environment to permit visual communication between different activity spaces and from entry and circulation areas, and encourage interaction and understanding the opportunities available. This design goal can be described by a Sequence of Viewpoints from several locations outside and inside the building, and the scenes that should be visible from each (see figure 4-8 for location of viewpoints):

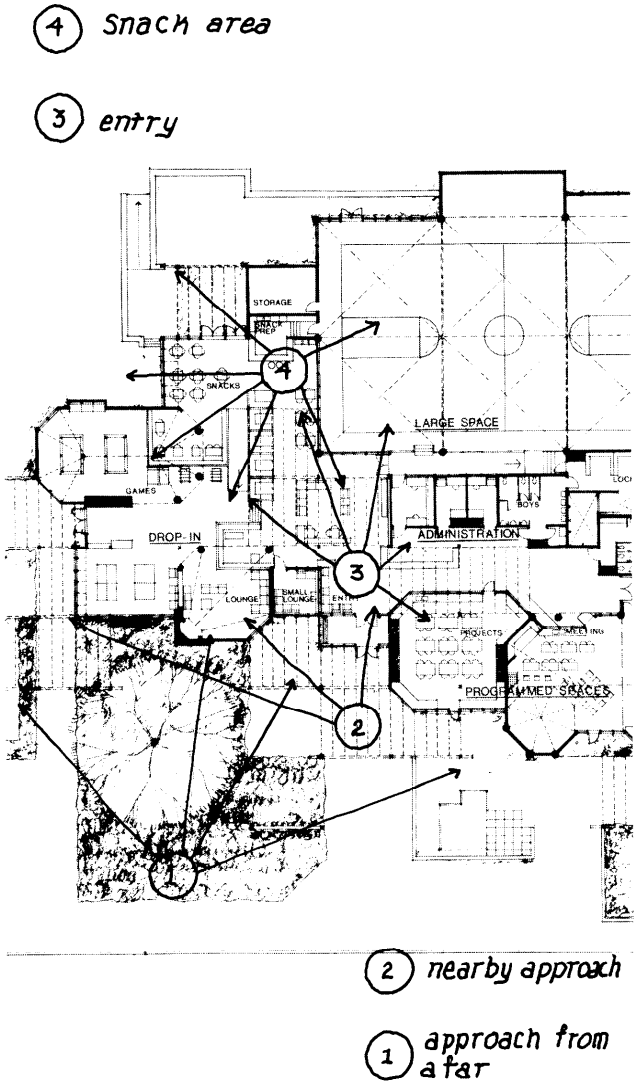


Figure 4-8 Overall Building Design: Sequence of Viewpoints

Viewpoint 1–Approach from Afar: Distinctive Image. The approaching visitor should see that the DYAC is a distinct precinct from the rest of the post, where youth are most important. He should have a sense of the distinctive image of the building and its major component modules. The defined boundaries, the main entrance "gate" with its marquee or signboard, and possibly secondary entrance paths should be seen from this point. Identifiable spaces, sub-spaces or elements which are meaningful to the youth, and some "acceptable" outdoor activities, should also be evident.

Viewpoint 2–Nearby Approach: Open Image. The visitor coming up to the main entry area of the DYAC can view enough of the outdoor activity spaces and a sampling of the indoor activities to know what is going on. It is important that adult passersby find these activities acceptable. This view should include the outdoor entry space and children's play area, and possible the outdoor projects spaces, patio and hard-court area. Indoors, the view should reveal the entry lobby, reception/supervision desk, and some lounge space; it may also include some views of programmed activities, games room, snack area, and large space activities.

Viewpoint 3–Entry: Intervisibility. From the entry lobby the visitor should have an overview of the range of activities and their participants, and the organization of the spaces and access paths to them. He should see the reception/supervision desk, part of the lounges, snack area and games rooms, and some part of the large space and programmed spaces activities. He should see an announcement board and some seating for use by waiting visitors. He also should be able to see anyone approaching the DYAC, and activity in the outdoor entry space.

Viewpoint 4–Snack Area: Places to See and Be Seen. From this focal space the user should be able to view most of the activity spaces of the building, and all the component parts of the drop-in center–snack preparation and eating, games, small and large lounges. He should be able to see what is happening and who is present in the large activity space, the main entry, and the "teen lounge" entrance. This is a spot to see and be seen. Some of the outdoor terrace access and possibly the hard-court activity space should also be visible. However, within this same area, the user should be able to retreat to a place of partial privacy and protection from total exposure.

4-5 Designing the Interiors

Design of the individual interior modules and spaces is discussed in Chapter 5, which includes: primary design considerations linked to the developmental issues of Tables 4-1, 4-2, and 4-3; function and space allocations, with size ranges in square feet; space organization and functional relationships; and other critical dimensional and technical recommendations. General issues of interior design concerning finish details and furniture selection are discussed below:

a. Finish Details.

Finishes must be appropriate for the design functions of the building and spaces and for the desired image of the place. Special finish details, which apply in addition to the general criteria below, are described in Chapter 5.

(1) Materials. Select materials based on maintenance qualities considering the anticipated use, life cycle cost impact, fire and other safety requirements. Use local materials to the greatest extent practicable. Long-life materials such as stone, tile, wood, plastic and vinyl, should be used where they will not become quickly outdated. When change is anticipated, painted surfaces and removable coverings are relatively easy and inexpensive to refurbish and can be kept fresh and up-to-date in appearance. Coordinate the color and texture of materials to complement the overall building design and image desired.

(2) Color. Use of color in Army facilities is limited to a practical number selected from Federal Standard 595A, Colors. General guidance for color selection is provided in TM 5-807-7, Colors for Buildings. Color should be used to stimulate human physical and emotional reactions and to enhance the overall functionality of the building. In critical seeing areas, glare and great brightness differences, both in lighting system and in the color of walls, floors, furnishings and equipment, should be avoided.

(3) Signage. Specify signage as an overall system in conjunction with exterior signage on the site and with identification criteria in EM 1110-1-103, Design for the Physically Handicapped. Coordinate final detail needs of the using service at the local level. The system should assure maximum economy, ease of procurement and installation, and standardization of application throughout the building. It must inhibit vandalism but be flexible enough to enable the addition or deletion of information.

The use of symbols instead of words is recommended where possible. Where words are required, use an easily read letterform such as Helvetica Medium. Letter sizes are designated by the height of the capital letters. Typical uses are 1" for interpretative signs, and 2" for directional and identification signs. Locate signs between 40 and 52 inches high, and, at doors, on wall adjacent to the strike jamb of the doorway. If symbols are used in addition to words, locate above. If an access symbol is required to identify a feature for handicapped persons, locate it below. Signs should be illuminated to provide adequate comprehension, either by room lighting or by special sign lighting.

The types of signs to be considered for provision in the DYAC include: Facility Identifier Sign, with times of operation and special events; Activity Locator Signs, for key building spaces, activities and personnel; Identification Signs, for space reserved for staff, handicapped, or certain activities; Directional Signs; Notice Boards, to readily accommodate changing information and help control clutter; Safety Markings, to emphasize location of exits, hazards, fire protection and other safety equipment; Wall Graphics, for decoration or significant information.

b. Furniture Selection.

Selection of furniture to be procured separately by the using service must be carried out as part of the overall building design and put in a format that can be readily understood by installation personnel, who are responsible for procurement and the placement and utilization of the furniture after delivery. Placement plans, catalog illustrations, material and color samples, together with source data and cost estimates, should be developed as appropriate to accomplish this objective.

Final selection must be based on the needs established during the planning stage and the estimates provided as part of the 1391 support data. Preliminary schedules should be reviewed carefully, coordinated again with the local using service, and selections made from the latest mandatory source catalogs. Specific furniture and equipment recommendations are found in Chapter 5, divided into three categories: “fixed equipment”, “furnishings and portable equipment”, and “either fixed or portable”. These categories reflect source of procurement funds: fixed equipment is normally provided by construction funds; furnishings and portable equipment are normally supplied by the using service. For variable items, the decision on which funding source applies should be based on consideration of overall construction cost and likely approvable total budget, availability of other funds from military and non-military sources, and which source can best provide the items in question.

Furniture selection should be based on the following general criteria:

(1) Appearance. Furniture is an integral part of the overall building design and should be closely coordinated with the selection of colors and finish materials for consistency in appearance and quality. Clear relationship between the furniture finish schedule and the building finish materials should be evident.

(2) Durability, Comfort and Safety. Careful attention must be given to all interior furnishings to insure that the type of furniture chosen conforms to standards of durability, comfort and safety appropriate for the use they will receive. Being generally mobile, furniture parts that receive the most wear should be replaceable, and finishes should sustain regular cleaning. Colors, textures, sizes, proportions and shapes are important comfort factors that should be considered. Furniture and equipment must withstand loading conditions without damage. Edges and surfaces should be smooth and rounded. Materials must be flame-retardant.

(3) Mobility and Interchangeability. Most interior furnishings should not be of a scale which would require more than two persons to relocate them, or be so complicated as to require an undue amount of time to assemble or disassemble. Whenever possible, care should be taken to choose multipurpose furnishings aesthetically suitable for a variety of needs and activities. Stackable and foldable furniture should be considered for reducing bulkiness in storage and transport where such requirements exist.

4-6 Special Considerations: Renovating Found Space

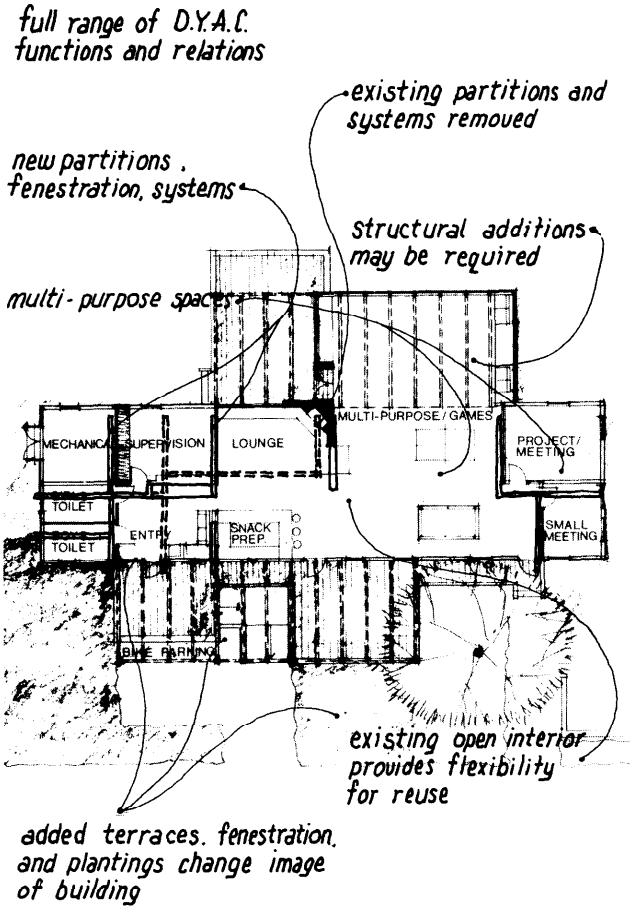


Figure 4-9 Renovation Considerations

Designing a DYAC as a renovation of an existing "found" building follows most of the same objectives and requirements described for new construction. The very choice of renovation as opposed to new construction provides certain advantages and features which affect the design. The renovation work is likely to be of a scale that the youth themselves can be involved in. The "found" building in a housing neighborhood is typically more in keeping with the residential scale of its surroundings, and its retention helps preserve installation history and character. Renovation also often presents a low-cost potential for providing DYAC facilities that new construction cannot meet. However, some particular constraints and opportunities do pertain to planning and design for this type of facility, as discussed below.

a. Building Suitability and Selection.

The first step in the process of developing a DYAC facility in found space is for the Morale Support Activities staff, together with the Facility Engineer, to review and evaluate possible available structures, The key evaluation criteria to be considered include:

- The structure may be permanent, semi-permanent or temporary.
- The site location criteria are the same as for a newly constructed DYAC building (see Chapter 3), but may not be as fully realized, given the location constraints of available buildings. The location benefits must be balanced against the quality and adaptability of the available sites, facilities and utilities, and the economic benefits of renovation versus new construction.
- The structure should be large enough to accommodate most of the programs and spaces desired for the particular DYAC facility, as defined in the process of Chapters 2 and 3.
- The physical conditions and environmental systems of the building must make it suitable for remodeling. Open interior space makes the building more flexible for reuse and easier to renovate.
- The renovations required to meet DYAC programmatic needs must be accomplished within the budget limitations set by Army regulations for additional investment, relative

to the type and value of the facility. Only part of the desired renovations may be able to be done, or the work may need to be supplemented by staff and youth efforts–and the decision must be made whether this is adequate to meet Youth Activities desires and needs.

b. Renovation Alternatives and Priorities.

Once a "found" building is selected, the decision must be made about how it can best serve Youth Activities, given the constraints of the structure and the compromises that may have to be made. Accurate survey drawings of the building, showing the size of the existing spaces, the location of walls, windows and doors, and the structural and environmental systems, are required. Alternative patterns fitting function to space should be developed, according to the design guidelines presented in this chapter and Chapter 5. This will involve consideration of possible modifications to the building–removal of walls, combination or division of spaces, changes of windows and entrances, relocation of building support systems and additions outside the original structure. The relative costs of these alternative renovations, and their benefits in terms of completeness of program accommodation, must then be weighed. Priority choices will be needed as to what is financially feasible and what compromise on program accommodation is acceptable.

c. Renovation Design and Implementation.

The following goals and considerations should help guide the special design and implementation of renovating found space:

- The general desired pattern of types of spaces, character, relationships, sequences, and views should apply to renovation as to new construction.
- Redesigning interior partitions, spaces and circulation may still not provide the exact programmatic match of spaces and relationships required to meet DYAC needs. Additions beyond the existing volume, of enclosed space and open terraces, may be needed to augment the available space to reach an acceptable level of accommodation.
- Since existing buildings generally place limitations on spatial manipulation, multiplicity of places, and expression of subspaces, character changes may depend on small-scale divisions, decoration and furnishing.
- The image of the building must be transformed, both exterior and interior, to distinguish the DYAC from the former image and its military connotations. This can be accomplished by interior painting, decorations, furnishings and idiosyncratic building additions, and exterior space additions, terraces and pergolas, new entrances and fenestration, plantings, and outside walls and fences.
- Existing building renovation provides the possibility for volunteer work involving the youth themselves, which will help them sense the place as their own and identify with it. There is more potential for continuing adaptation and modification in an old building than in a new one built specifically for a certain program, because it seems less sacrosanct and is already a compromise renovation and therefore easier to imagine changing again.

4-7 Designing the Environmental Systems

The following design considerations apply to all the spaces within the Dependent Youth Activity Center.

a. Plumbing.

(1) Plumbing will be in accordance with TM 5-810-5 and DOD 4270.1-M. Specifications will be in accordance with the CE 300 series (Corps of Engineer Guide Specifications).

(2) Gas fittings as required will be in accordance with TM 5-810-6.

(3) Water supply facilities as prescribed in TM 5-813-5 and TM 5-813-6 will be provided. The specifications shall be in accordance with CE 500 and CE 501. Domestic hot water supply at 100° F shall be provided.

(4) Sanitary sewers shall be as prescribed in TM 5-814-1 and the specifications will be based on CE 500 and CE 600.01.

(5) Conservation of water shall be a consideration of prime importance in the design of the facility, as discussed in DOD 4270.1-M.

b. Mechanical.

(1) Heating, ventilating, and air conditioning (HVAC) will conform to the applicable portions of DOD 4270.1-M, TM 5-810-1 and TM 5-785. Heating and air conditioning load calculations will be in accordance with the procedures of the latest ASHRAE Handbook of Fundamentals. The “U” values for exterior walls, ceilings and floors will be in accordance with DOD 4270.1-M. (Although air conditioning is not authorized for DYAC facilities, it may be provided using non-authorized funds).

(2) Specifications will be in accordance with the CE 301 series.

(3) Inside design temperatures shall be as follows: Winter inside design temperature is 68° F.; fresh air will be limited to 10 cfm per person, for energy conservation purposes. Summer inside design temperature is limited to 78° F. where the building is air conditioned, or 10° F. below the outside air temperature where mechanical ventilation is used for cooling.

c. Electrical.

(1) Lighting levels will conform to IES standards and DOD 4270.1-M except where specific space types and requirements are not adequately covered in the IES handbook and additional reference is made in Chapter 5.

(2) Electrical design will conform to DOD 4270.1-M and TM 5-811 through 4.

(3) Electrical symbols will conform to ANSI Standards Y32.2 and 32.9.

(4) Specifications will be in accordance with the CE 303 and CE 1600 series.

(5) System characteristics will be selected to provide for the most efficient and economical distribution of energy in accordance with DOD 4270.1-M.

(6) Convenience outlets shall be provided in adequate supply and appropriate types and locations for all equipment requiring power supplies. Total power requirements should be identified by the Project Development Brochure stage, and specific convenience outlets by the end of Concept Design. The designer should interface with the using service to determine the exact number and location of equipment and outlets, particularly for user-furnished equipment.

(7) General fire and safety requirements should be in accordance with DOD 4270-1.M, the requirements of the National Fire Protection Association (NFPA) and TM 5-812-l and TM 5-813-6.

(8) Emergency power will conform to the requirements of NFPA Standard No. 101 for exit and emergency lighting systems. Auxiliary power requirements for fire alarms, exit lights and emergency lighting systems will be provided in accordance with appropriate NFPA Standard.

d. Energy Conservation.

In these days of decreasing energy resources, it is critical that the design of the DYAC make every effort to minimize energy expenditure. Although there are no unique energy conservation requirements or considerations for the DYAC, all the approaches generally applicable should be considered in the design. These affect building orientation, layout and enclosure, insulation and glazing, HVAC and lighting systems. The exploitation of local climate conditions, topography and landscaping may permit orientation and fenestration for direct gain solar exposure, wind protection and wall shading. Compactness of layout and differential treatment of the different facades of the building can be economical ways of making major energy conservation gains. Life-cycle costing of mechanical and electrical systems in relation to other building feature options is also important for energy-efficient design.

4-8 Designing for the Physically Handicapped

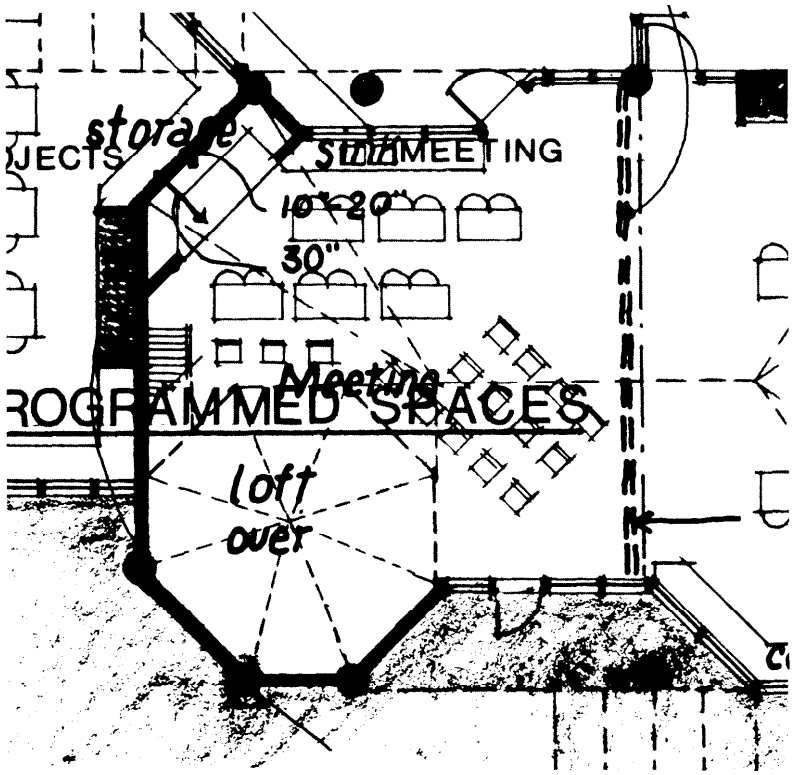
The DYAC must be designed to serve all the eligible youth population, including those with physical and mental handicaps. As these youth frequently cannot take advantage of programs oriented to the general population, special programs will be provided for their needs. The design of the DYAC must take into account the physical accommodation of any such special programs, as well as provide a barrier-free, accessible environment that will enable the handicapped patrons and employees to utilize the entire Youth Activity Center, facilitating the enjoyment of the full range of Youth Activities programs provided. The design must comply with the requirements of ER 1100-1-102, and EM 1110-1-103, Design for the Physically Handicapped.

4-9 Designing for Life Safety

The DYAC must be designed to ensure the physical safety of all its users. It must conform to the safety, seismic, and fire protection design requirements of DOD 4720.1-M, the NFPA Life Safety Code, Standard No. 101, and TM 5-812-1. The variety of activities, potential maximum occupant and structure loads, and fire hazards, must be considered in design of building layout, circulation, exits, fire detection, alarm, suppression and other systems.

Section II: Design

Chapter 5: Individual Space Criteria



5-1 Using this Chapter

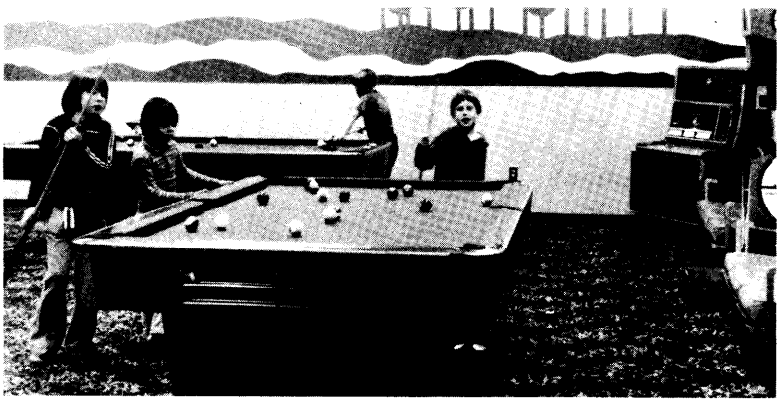
This chapter provides detailed guidance on the design of the five Activity Modules and the individual spaces of the Dependent Youth Activity Center. It is intended to be used as a reference for specific information about a specific space or topic, and is designed to make this information retrieval as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

5-2 Drop-in Module



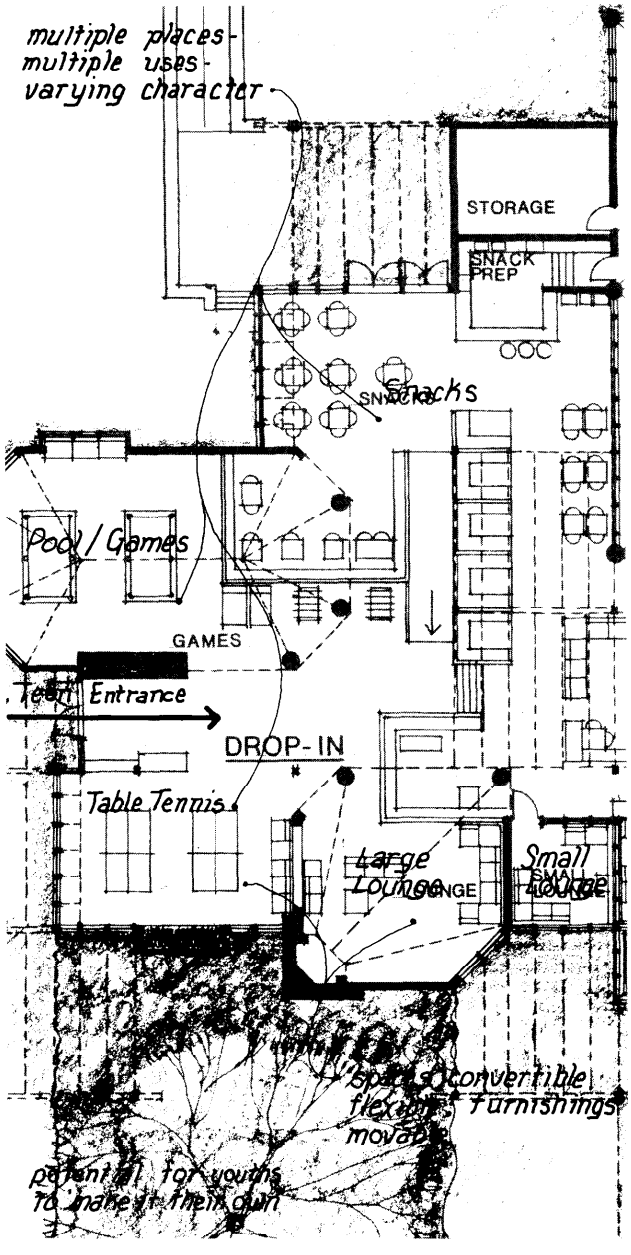


Figure 5-1 Drop-in Considerations - 1

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.**

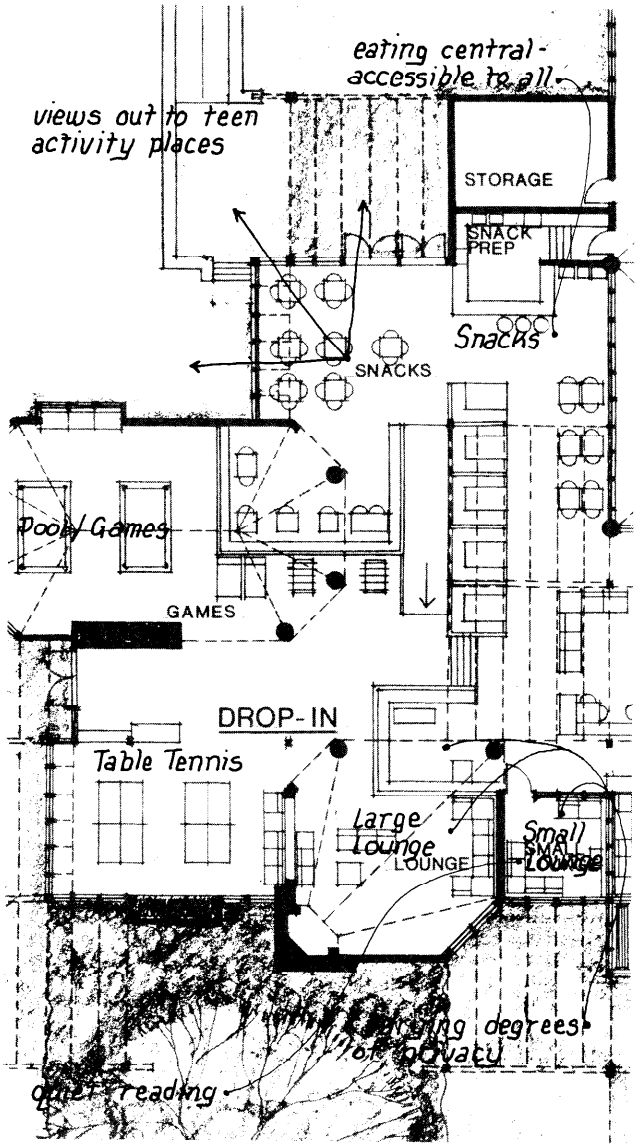


Figure 5-2 Drop-in Considerations - 2

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.

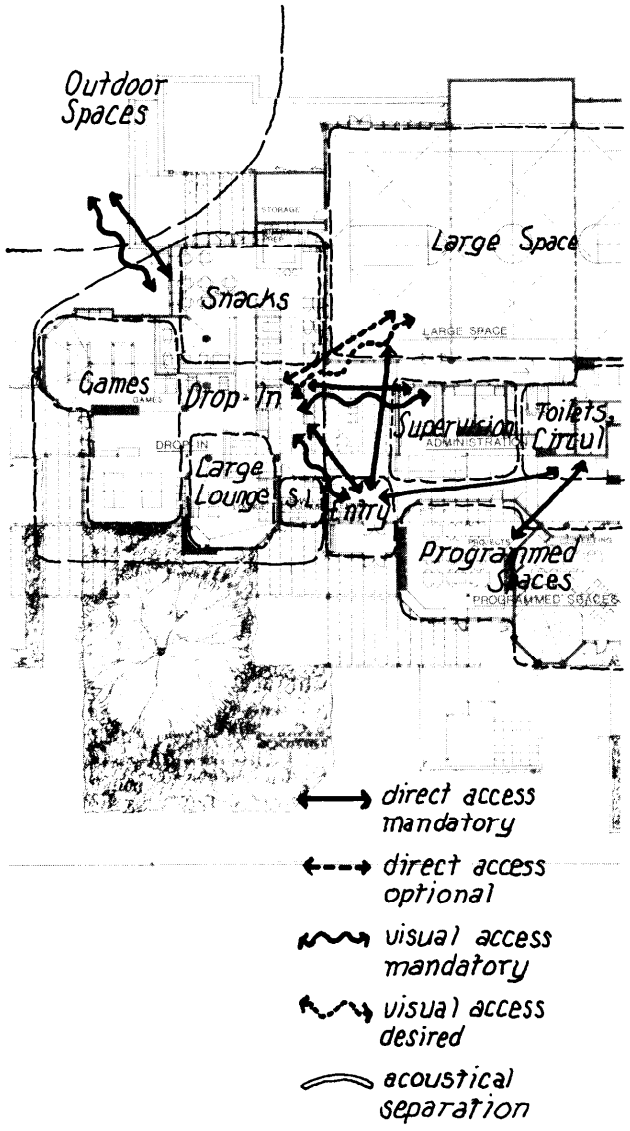


Figure 5-3 Drop-in Relationships

✱ **(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 conservations and preventing them from being overheard.

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, homework
- 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).

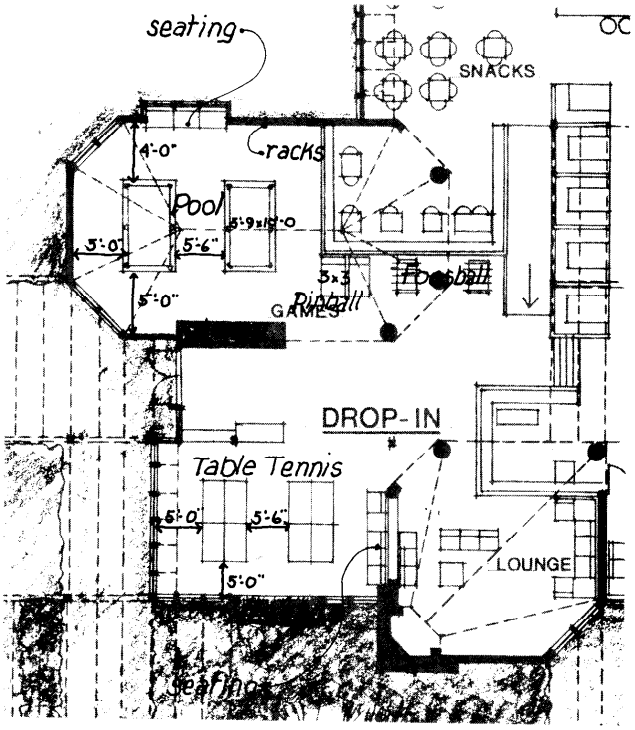


Figure 5-4 Game Room Plan

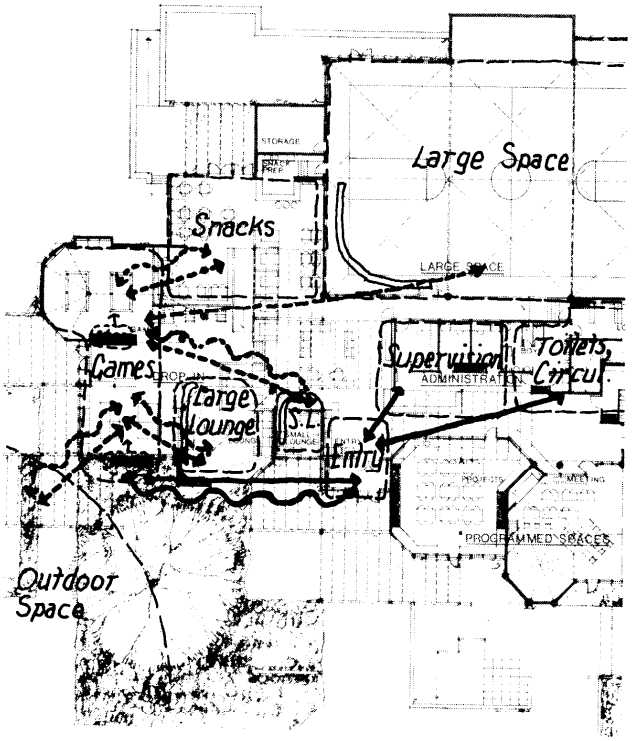


Figure 5-5 Game Room Relationships

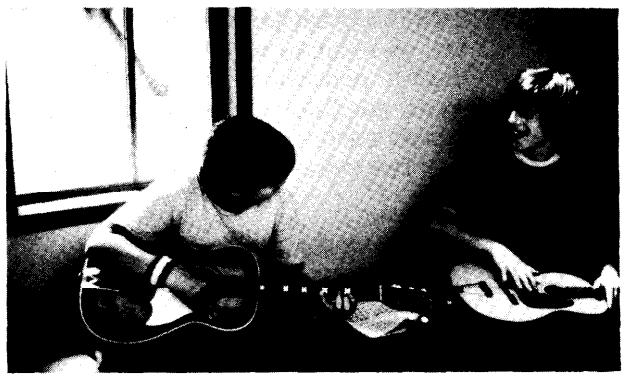
(7) Technical Recommendations.

(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).



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.

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

(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' (±2') per grouping, adjacent to a circulation lane with no circulation through it.
- Table groupings: 6'x6' (±2') per table, including some adjacent circulation or spectator space.

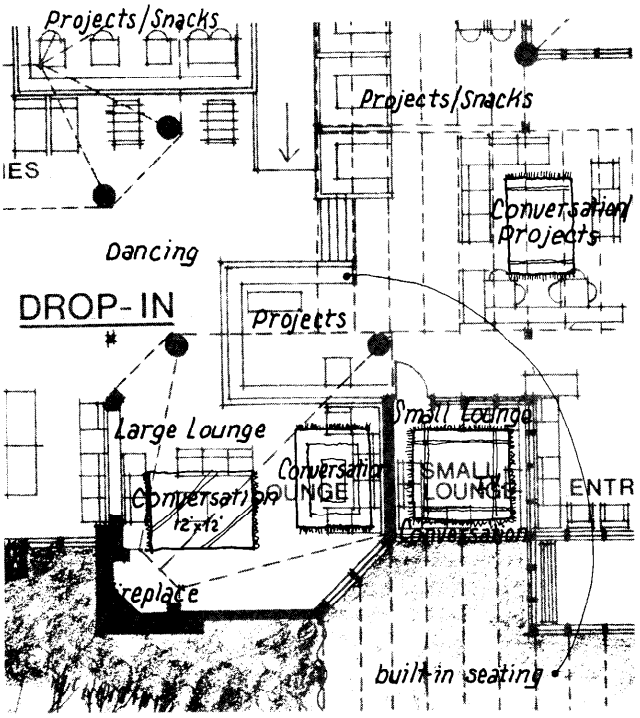


Figure 5-6 Lounge Plan

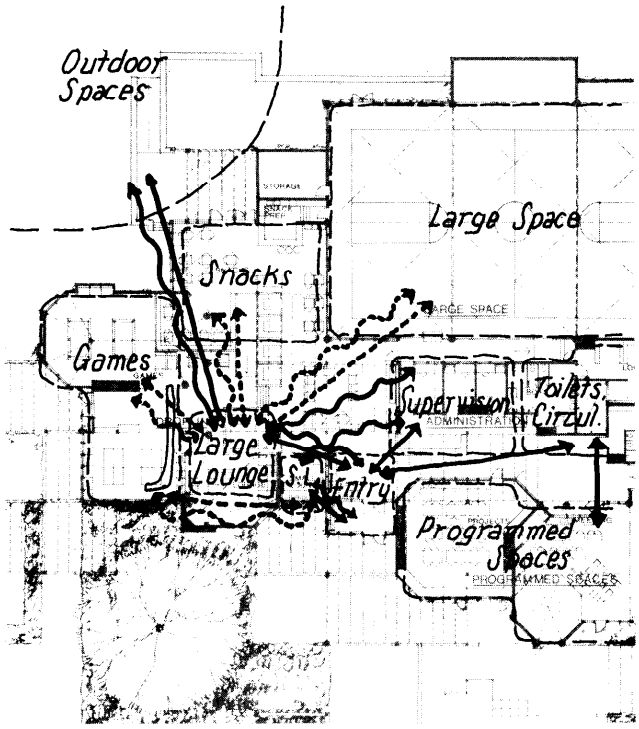


Figure 5-7 Lounge Relationships

- 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.

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

(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.

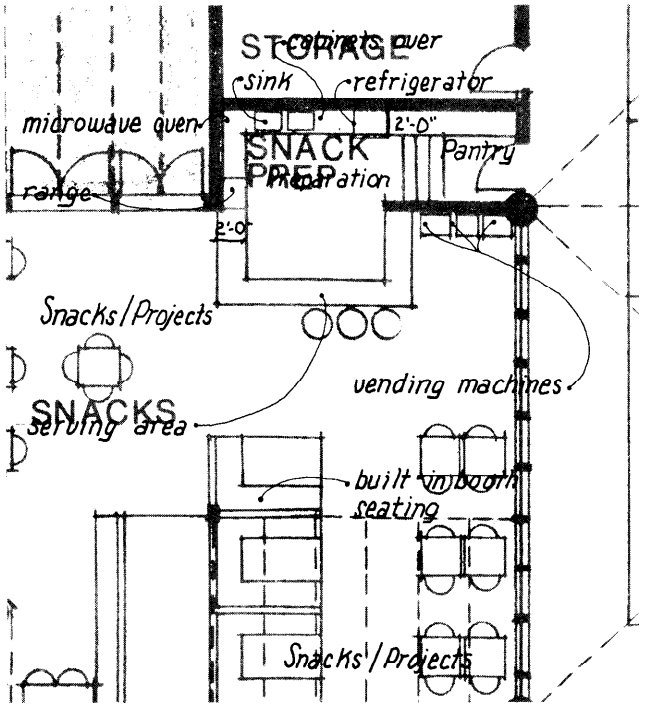


Figure 5-8 Snack Facilities Plan

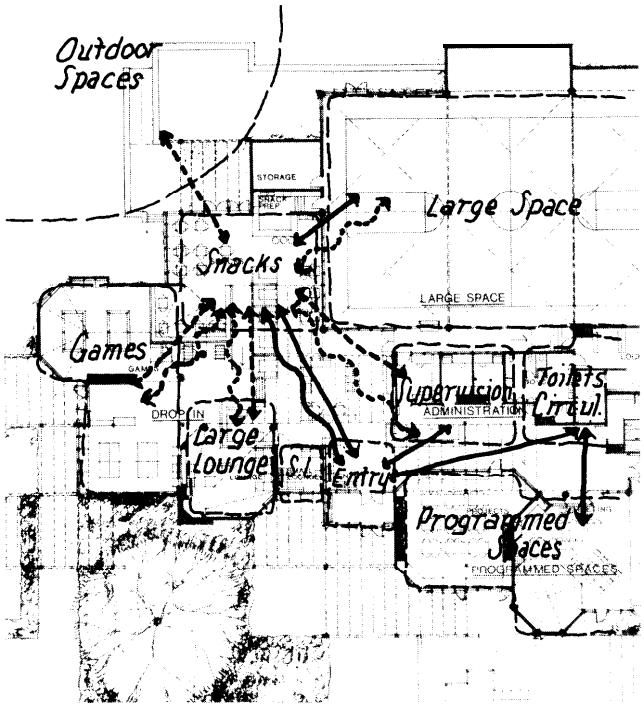


Figure 5-9 Snack Facilities Relationships

(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.

5-3 Programmed Spaces Module

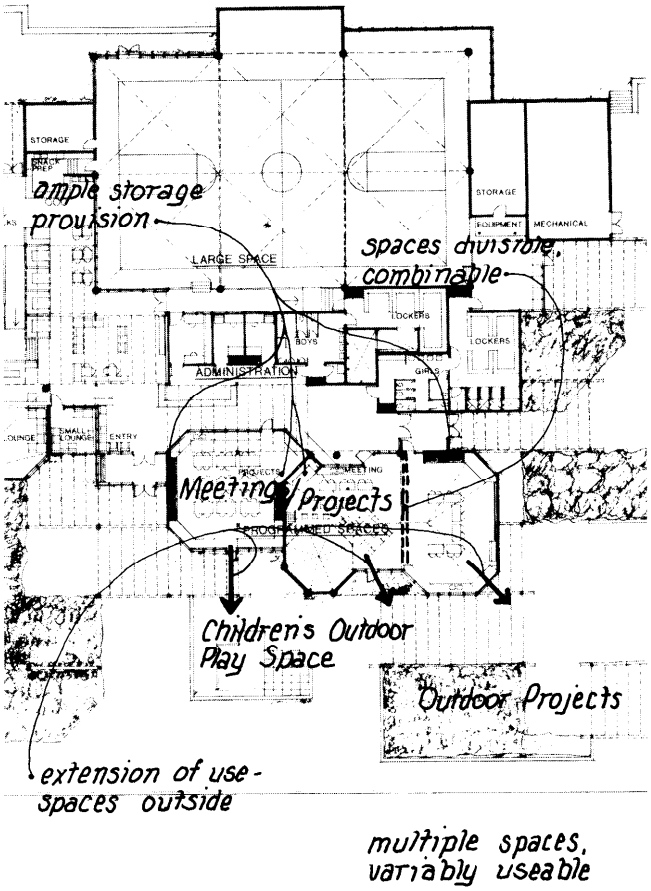


Figure 5-10 Programmed Spaces Considerations - 1

a. Primary Design Considerations.

(1) Multiple, Simultaneous Use of Space. The programmed spaces must accommodate a wide variety of uses and users, often simultaneously. They have to be divisable, 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.

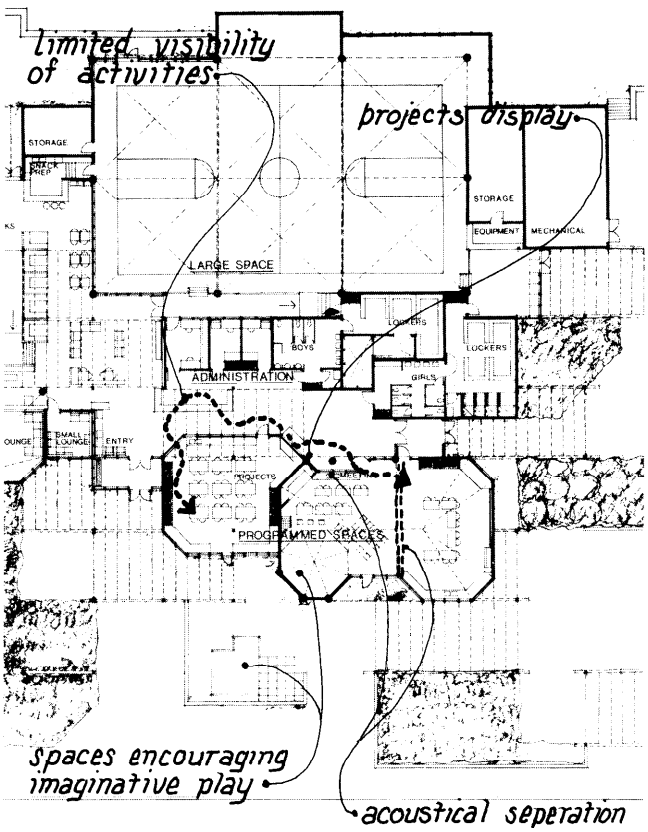


Figure 5-11 Programmed Spaces Considerations - 2

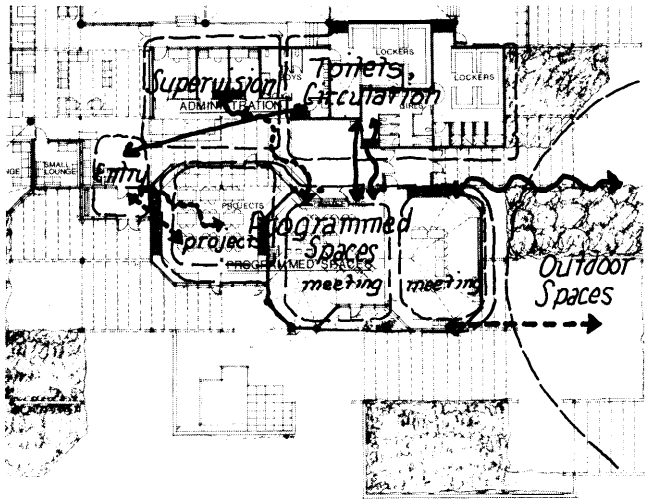


Figure 5-12 Programmed Spaces Relationships

(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.

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.

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 supervisable, 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.

Table 5-6 Recommended Meeting Space Sizes

Eligible Youth Population Served	Meeting Space (areas in gross square feet)	Storage Adjacent
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

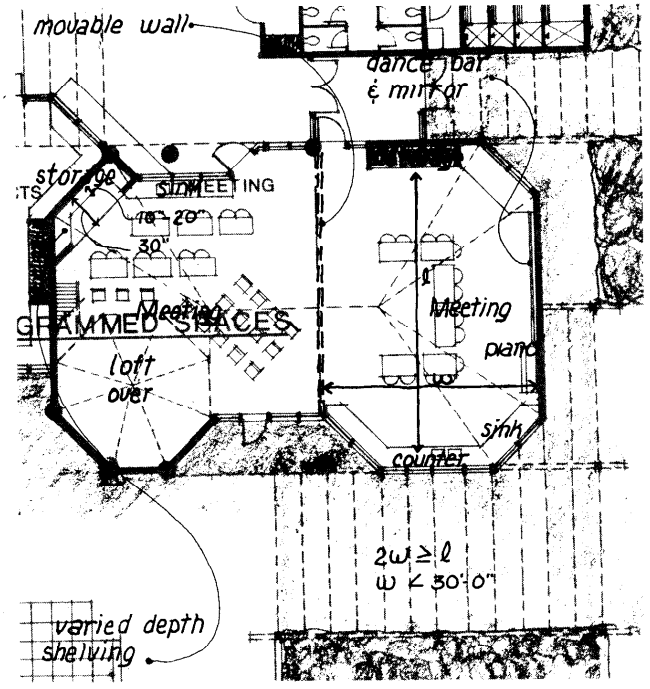


Figure 5-13 Meeting Spaces Plan

(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).

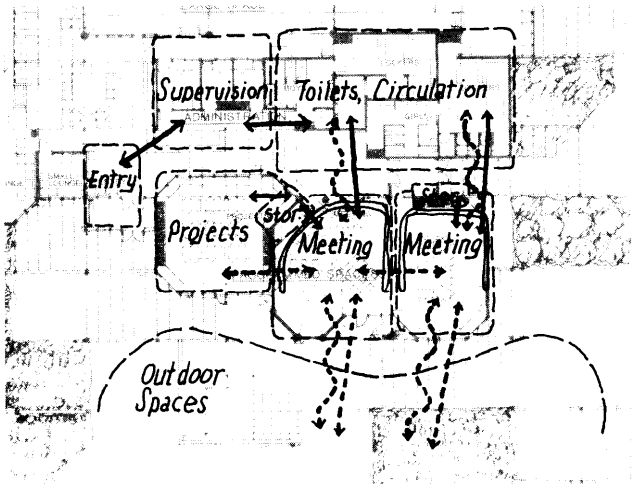


Figure 5-14 Meeting Spaces Relationships

(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:

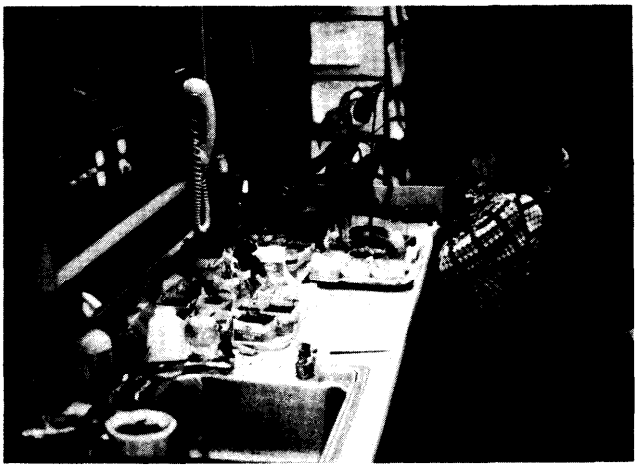
- Tables and chairs suitable for classes, projects, seminars;
- Piano and/or stereophonic sound reproduction equipment (perhaps to be shared with lounge spaces);
- Motion picture screen.

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 trops 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.

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

(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.

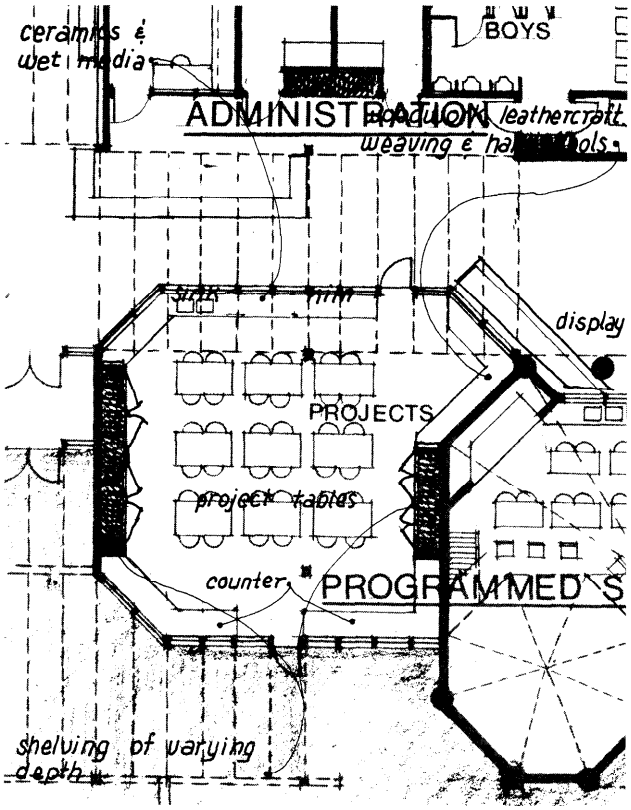


Figure 5-15 Projects Space Plan

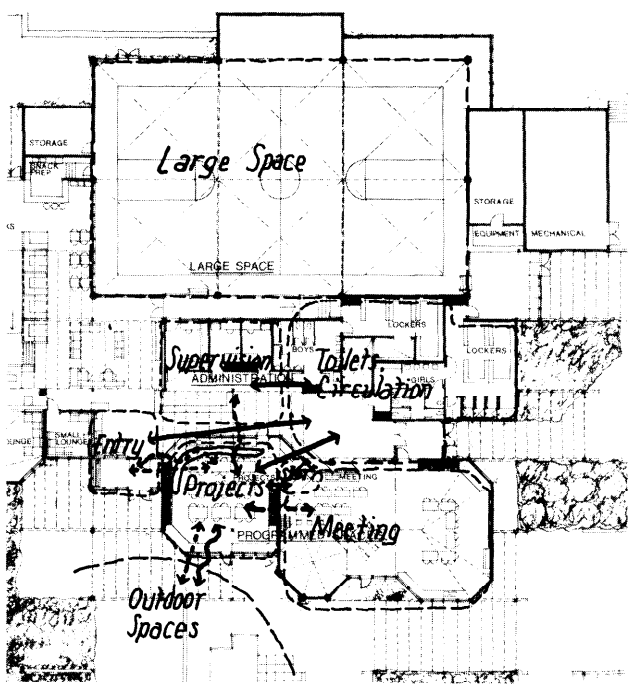


Figure 5-16 Projects Space Relationships

(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

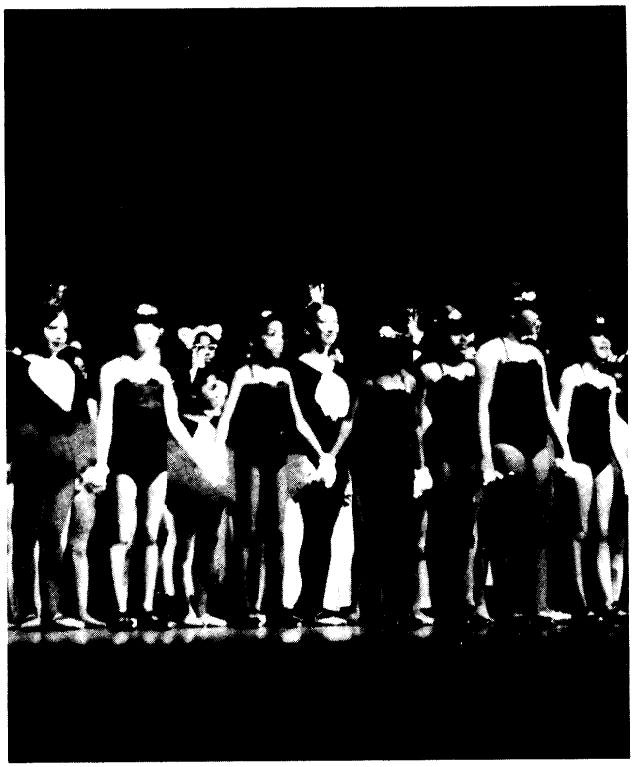
Fixed equipment:

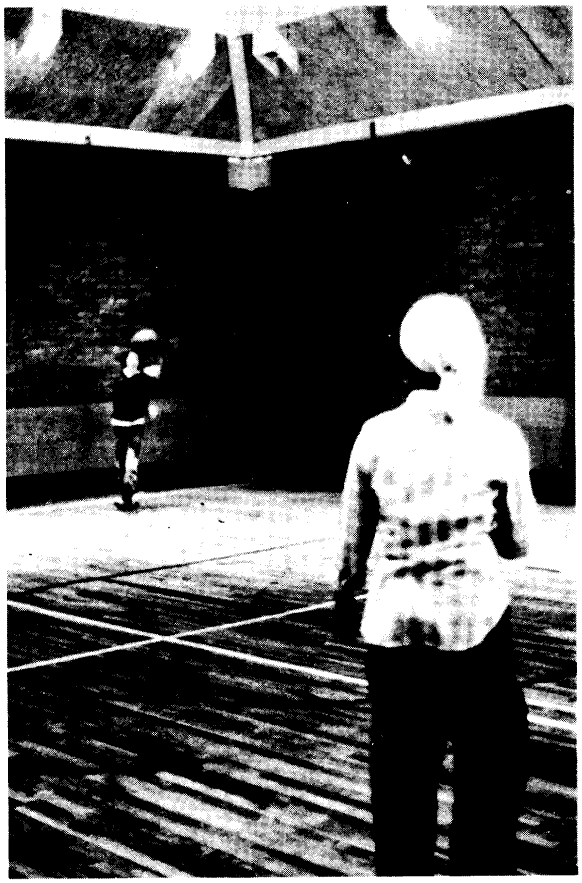
- Double bowl stainless steel sink

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





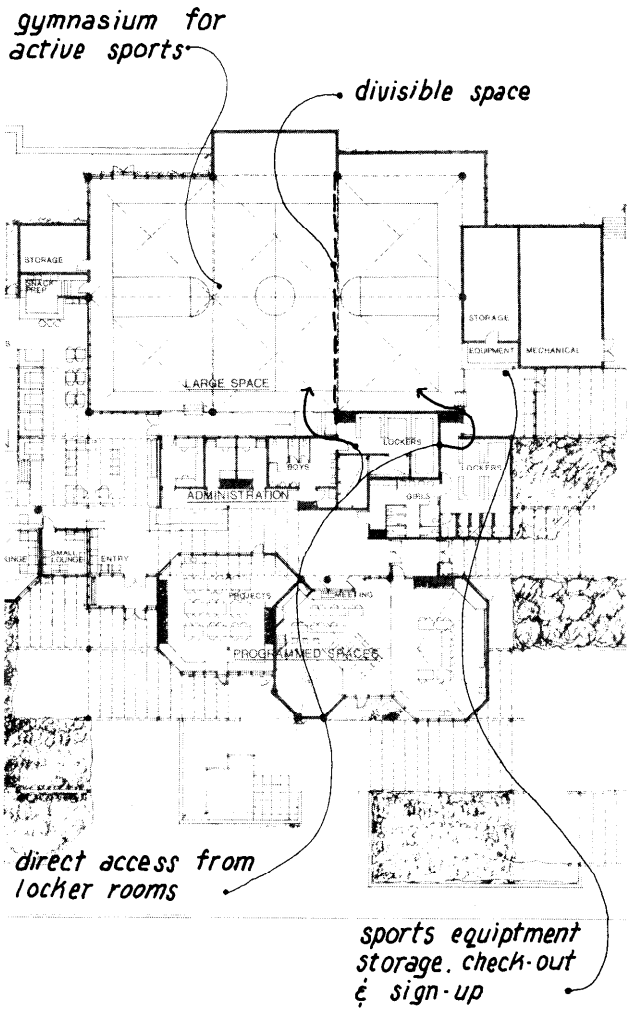


Figure 5-17 Large Space Considerations - 1

a. Primary Design Considerations.

(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.

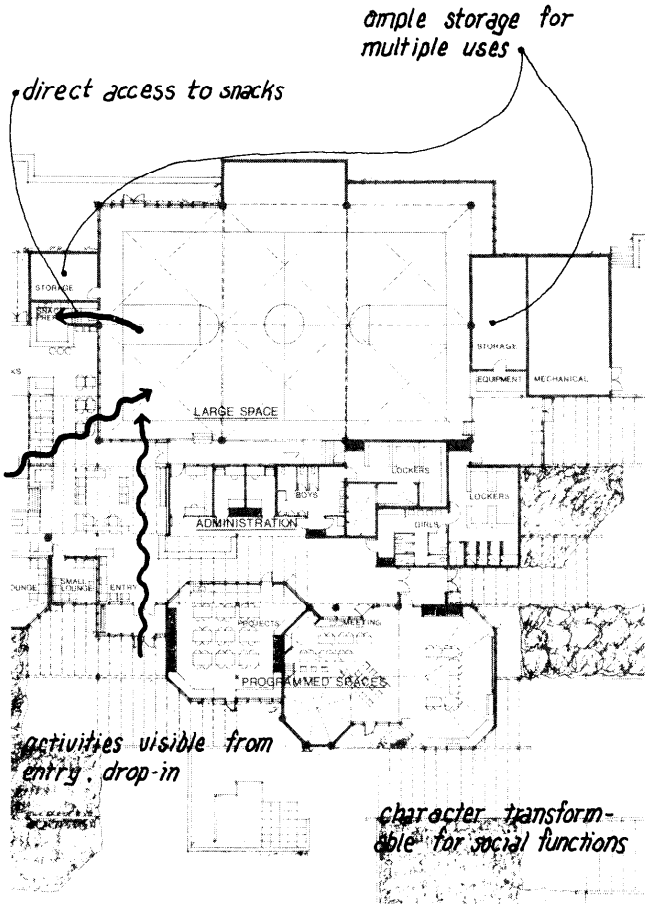


Figure 5-18 Large Space Considerations - 2

(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: Athletic	Adjacent Storage: Other Equipment	Total Module
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.

(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 "muscled 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.

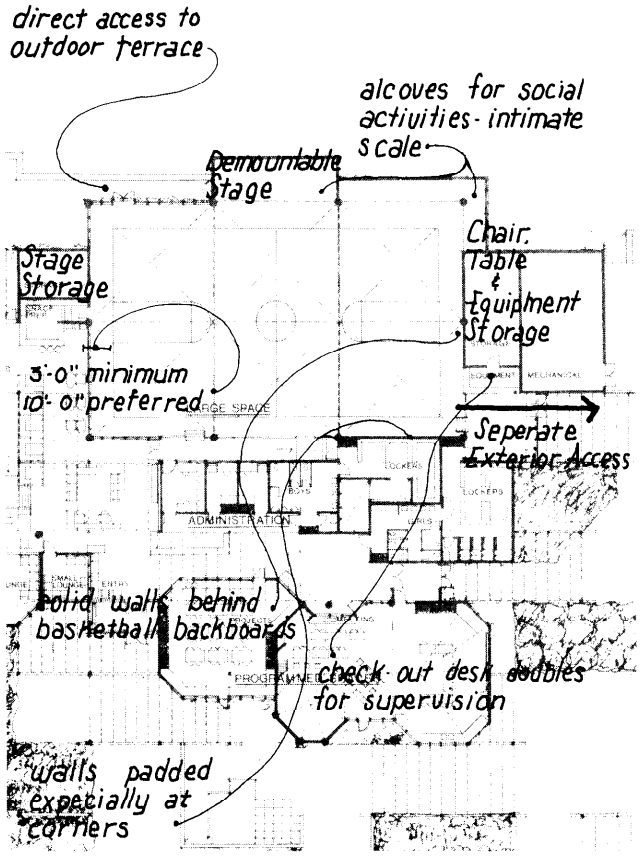


Figure 5-19 Large Space Plan

c. Space Requirements.

(1) Space Organization. The large activity space must be designed for multi-purpose use. Although an overall retangular 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 windowns 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.

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.

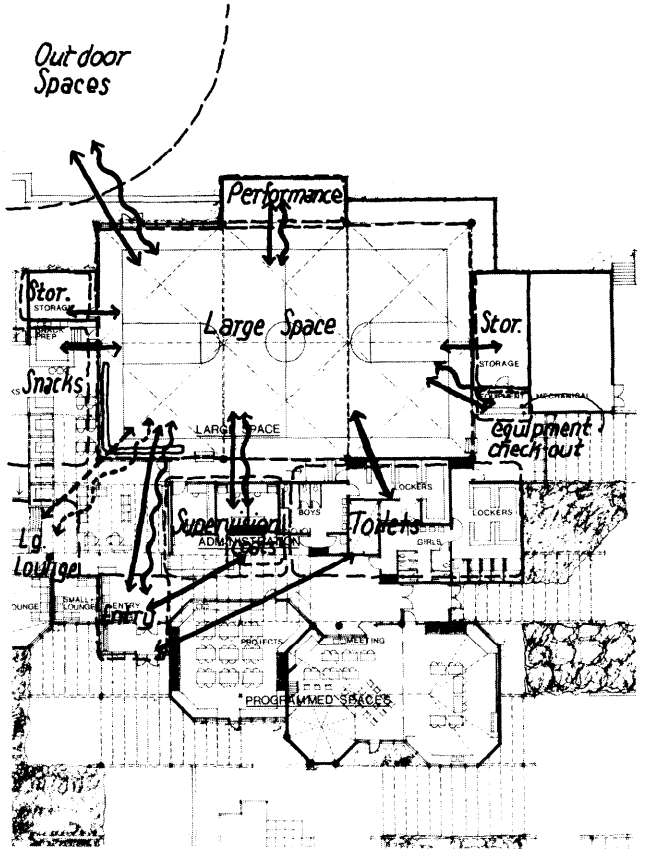


Figure 5-20 Large Space Relationships

(4) Technical Recommendations.

(a) Surfaces.

- floor: resilent 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.

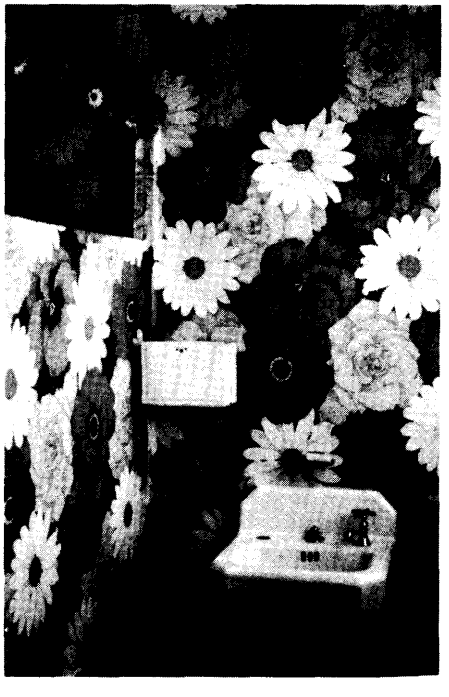
Either fixed or portable:

- 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.

5-5 Administration and Support Module



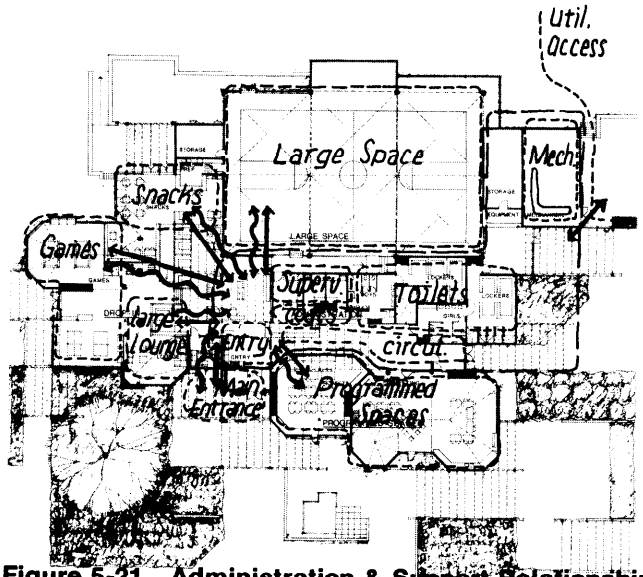


Figure 5-21 Administration & Support Relationships

a. Primary Design Considerations.

(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, nonthreatening 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	Supervision & Administration	General Storage
	(areas in gross square feet)			
Main DYAC				
250-600	240	500	250	80
601-1,200	300	750	300	100
1,201-2,400	500	1,100	400	100
2,401+	800	2,500	600	100
Neighborhood DYAC				
250-600		550	100	50
601+		700	100	50

	Toilets/Lockers		Maintenance	Mechanical	Total Module
	men	women	Closet	Room	(not incl. mech.)
Main DYAC					
250-600	150	150	20	350	1,390
601-1,200	240	240	20	500	1,950
1,201-2,400	360	360	40	650	2,860
2,401+	620	570	60	800	5,200
Neighborhood DYAC					
250-600	150	150	20	150	1,020
601+	150	150	20	300	1,170

Table 5-10. Recommended Entry and Circulation Space Sizes

Eligible Youth Population Served	Entry	Circulation
	(areas in gross square feet)	
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

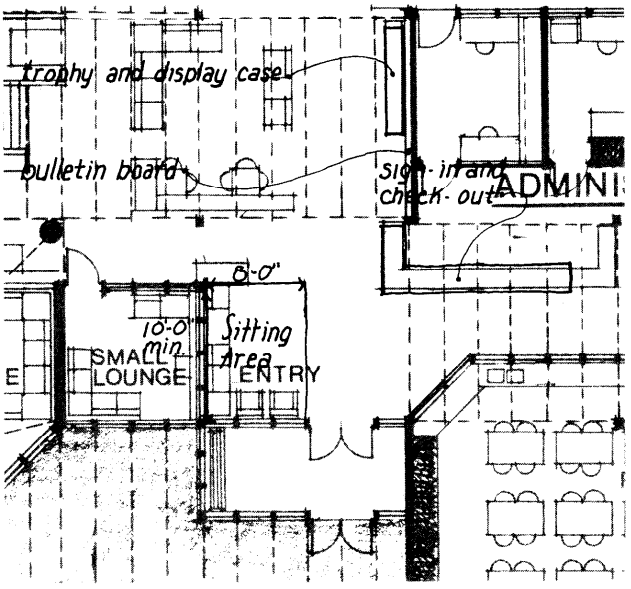


Figure 5-22 Entry Plan

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).

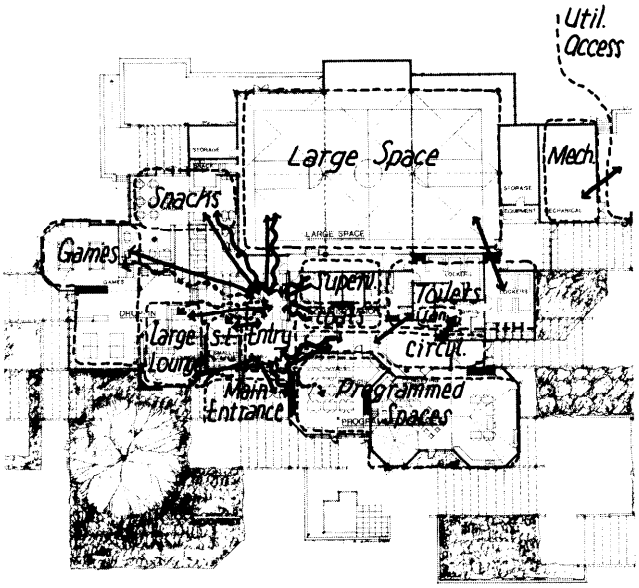


Figure 5-23 Entry Relationships

(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.

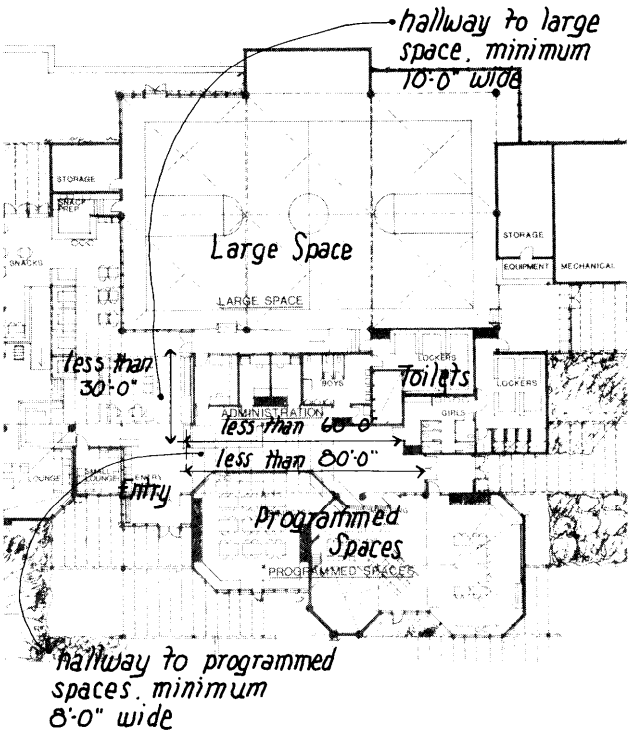


Figure 5-24 Circulation Spaces Plan

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.

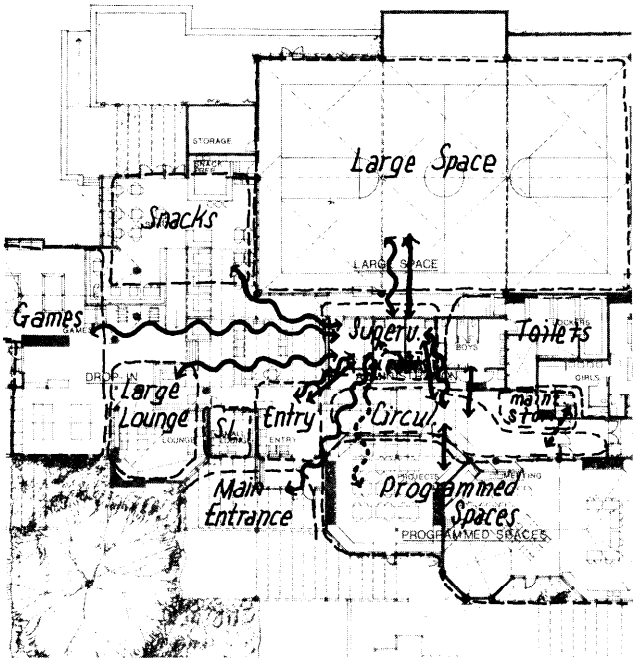


Figure 5-25 Supervision Relationships - External

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.

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

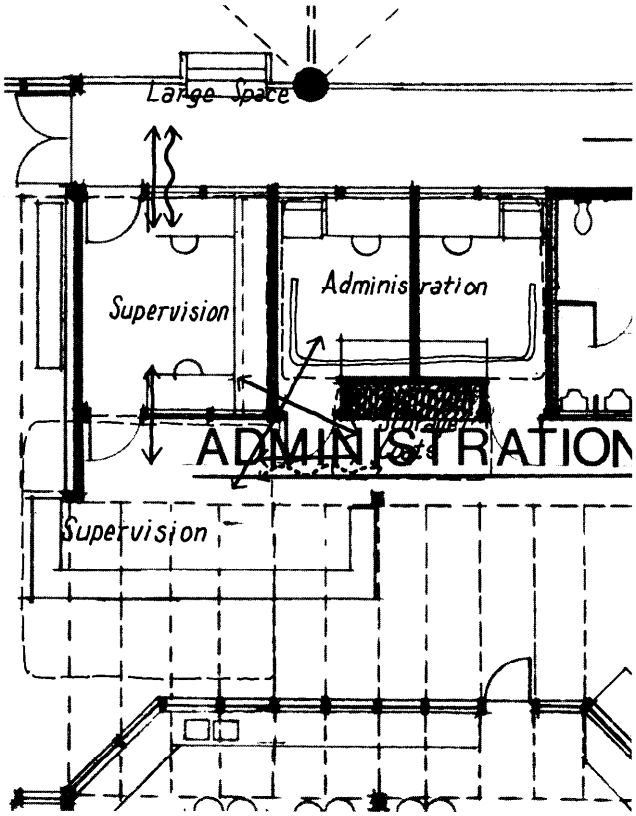


Figure 5-26 Supervision & Administration Relationships - Internal

(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.

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)			
Boys'/Men's Rooms				
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
Girls'/Women's Room				
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)			
Men's Toilet and Changing Rooms				
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
Women's Toilet and Changing Rooms				
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

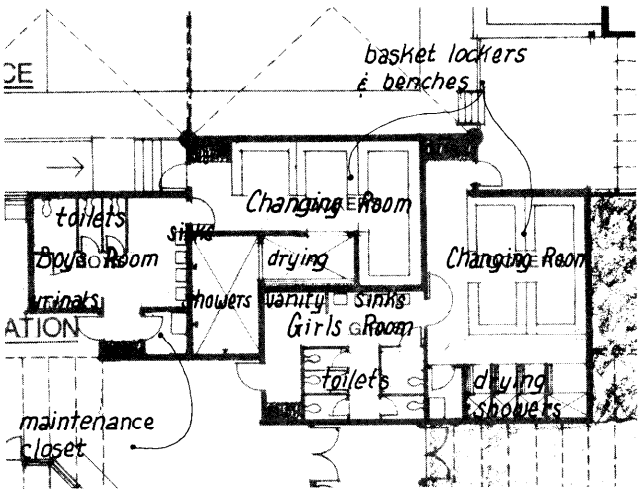


Figure 5-27 Toilets/Changing Rooms Plan

(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	Maintenance 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.

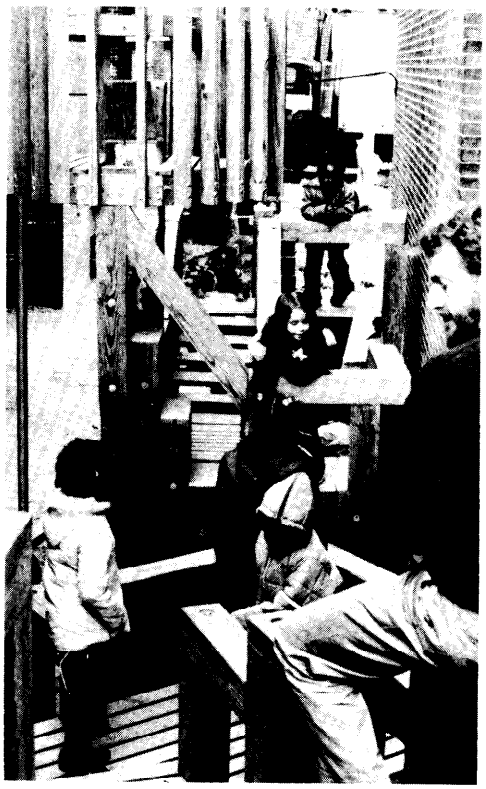
h. Maintenance and Mechanical Spaces.

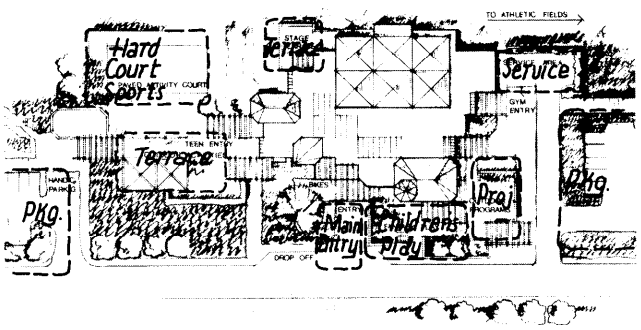
(1) Primary use. Two types of space should be available for maintaining and servicing the building: A maintenance closet, and a mechanical room for environmental control equipment.

(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.

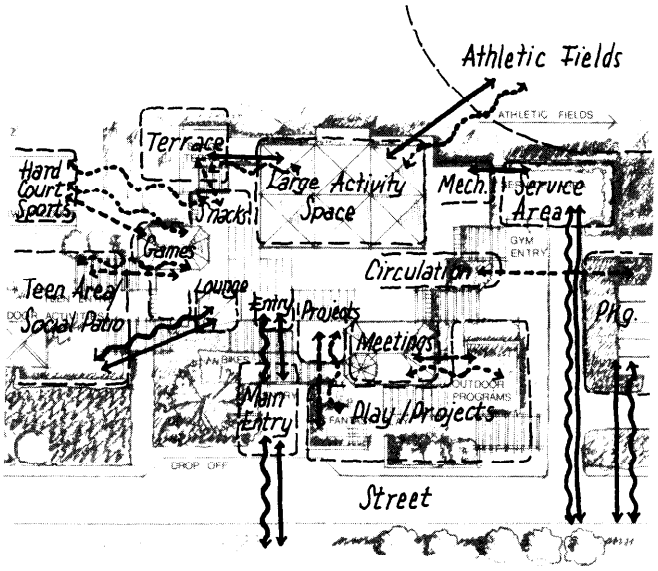


Figure 5-29 Outdoor Module Relationships

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.

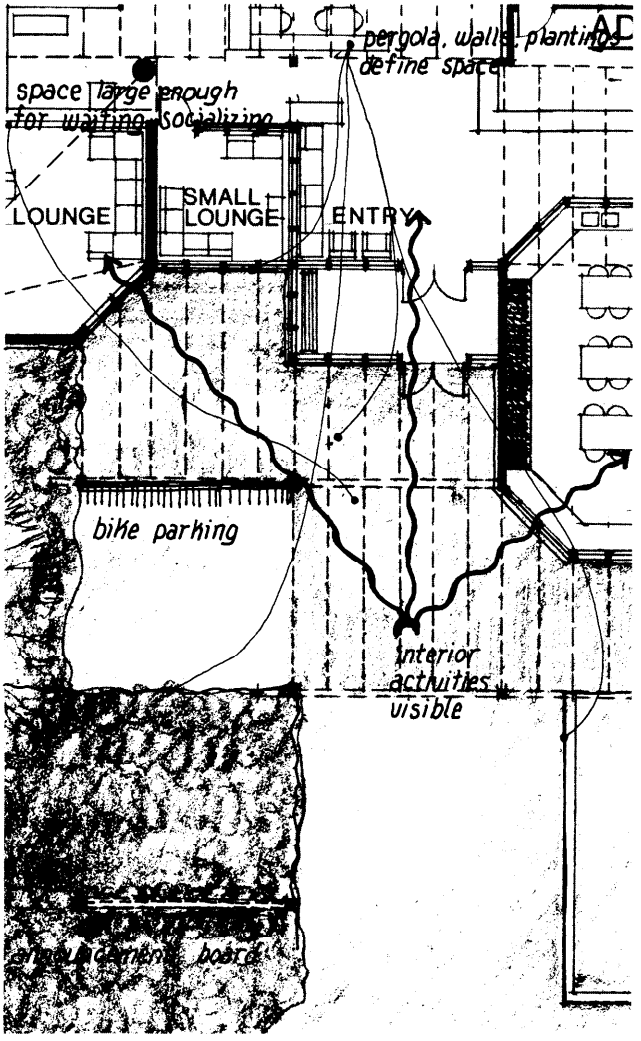


Figure 5-30 Entry Space Plan

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.

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.

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

(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.

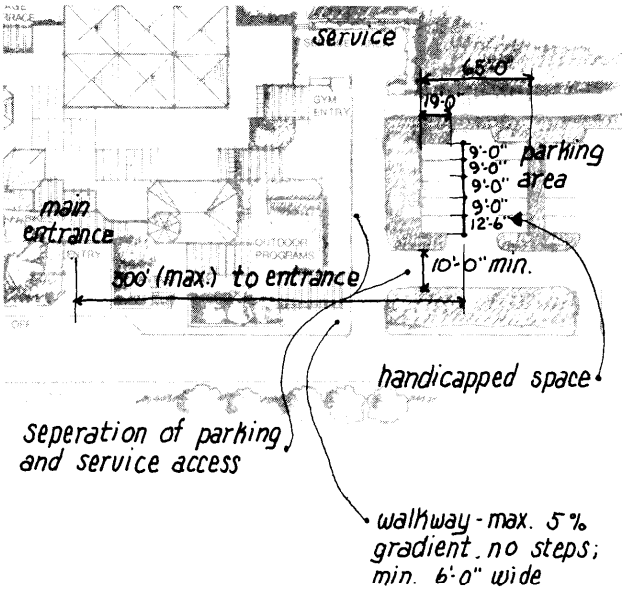


Figure 5-31 Parking Plan

(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.

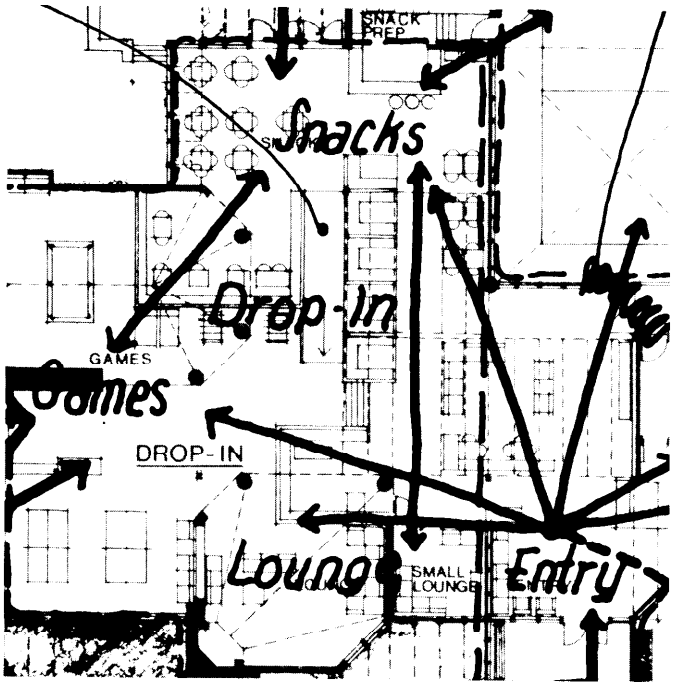
(5) Technical Recommendations.

(a) Surfaces.

- bituminous concrete paving.

Section II: Design

Chapter 6: Space Organization Principles



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.

Contents

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.*

- **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	• Clear boundaries. • Distinctive image. • Oriented to youths' world.
Place to Identify with	• Role for youth in design and operation. • Ability to affect their environment. • Wondrous image. • Individual elements dominate. • Distinct turfs.
Wide Range of Activities	• Three primary activity modules. • Multiple, differentiated places. • Multiple entrances. • Multi-use spaces.
Opportunities for Social Interaction	• Open image. • Intervisibility. • Direct access from entry. • Varying degrees of privacy and supervision. • Approach without intrusion.

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

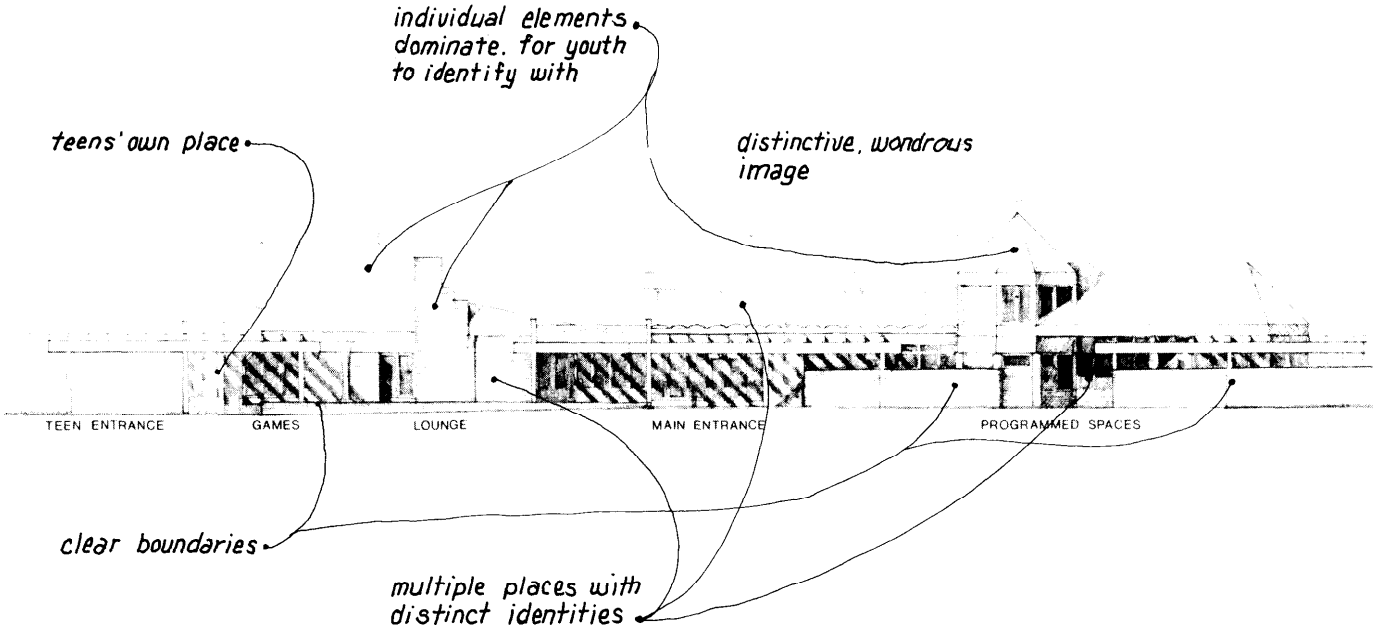


Figure 6-1 Space Organization: Image and Identity

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 Responsivesness. 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.

6-3 Specific Relationships

The following summarizes the specific physical access, visual and acoustic relationships between the DYAC spaces presented in the individual space criteria. The relationships discussed elaborate many of the physical implications of the overall space organization principles, above. The accompanying relationship diagrams are composites for the whole building of the individual relationship diagrams from Chapter 5.

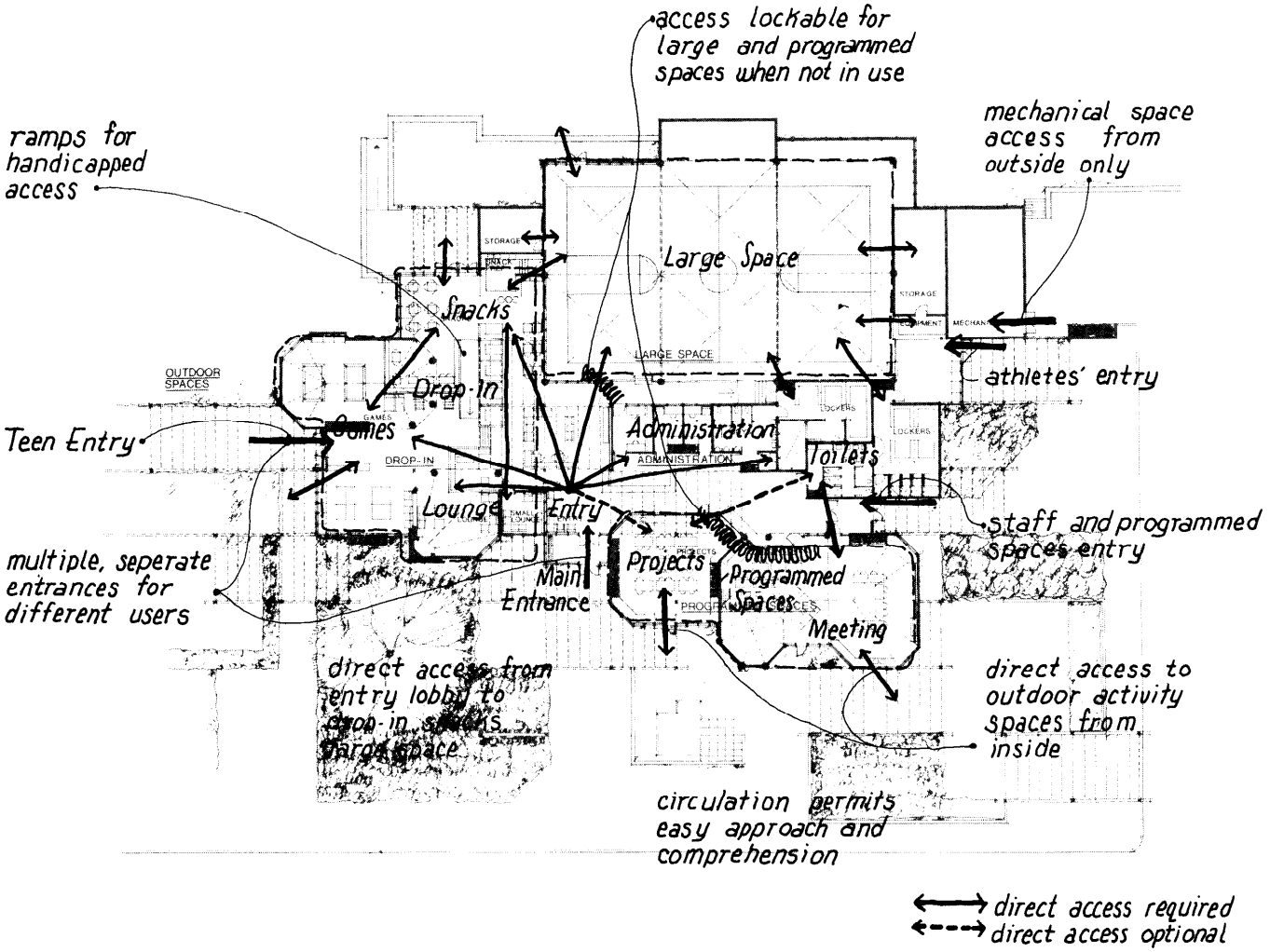


Figure 6-2 Space Organization: Physical Access

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.

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 p!ace, so visitors and users can learn what is going on throughout the building and have the opportunity to participate.

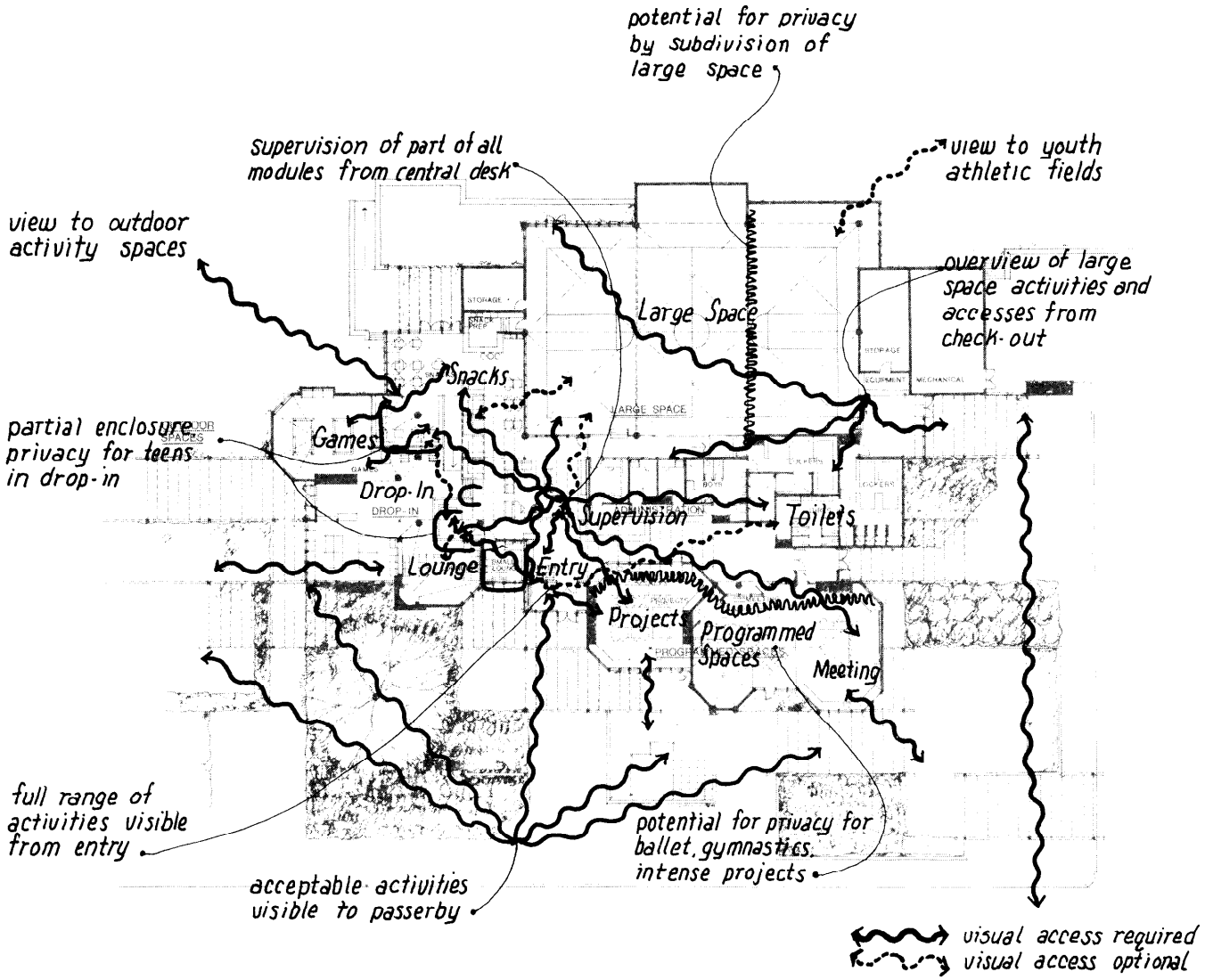


Figure 6-3 Space Organization: Visual Access

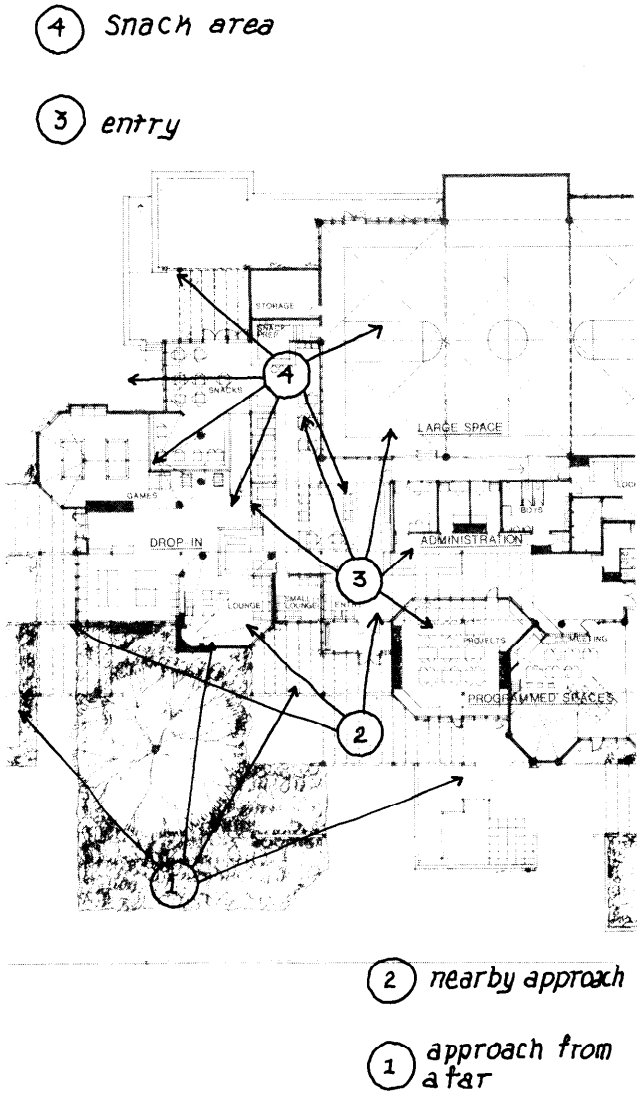


Figure 6-4 Overall Building Design:

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.

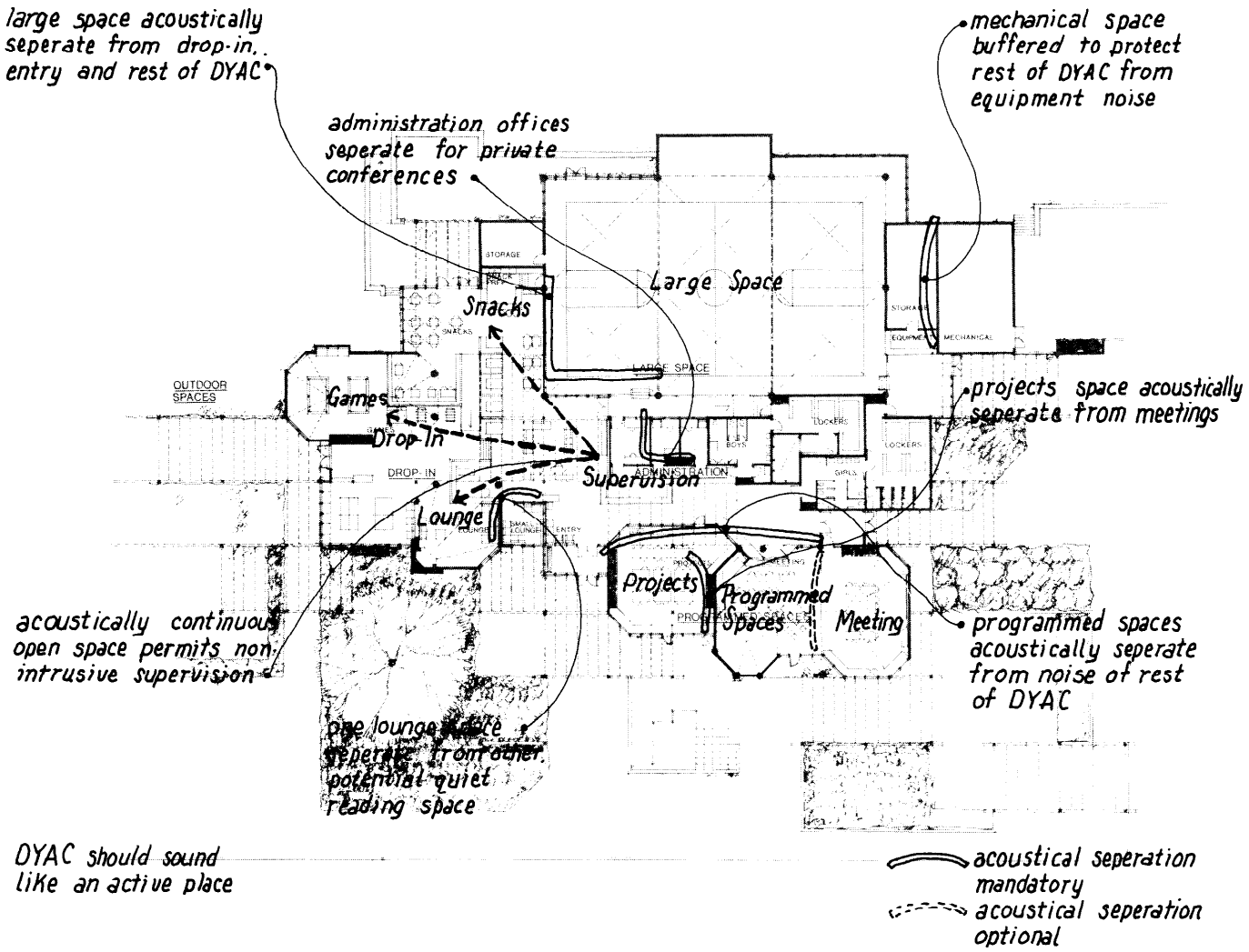


Figure 6-5 Space Organization: Acoustic Relationships

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 subdivisable.

- 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.

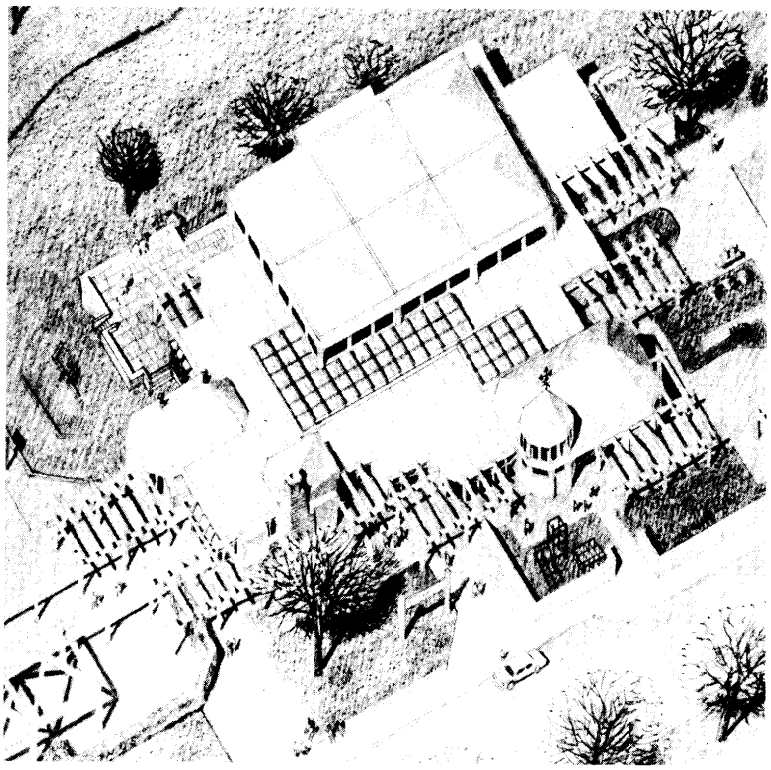
d. Structure and Environmental Support. Organize spaces:

- 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.

Chapter 7: Illustrative Designs



7-1 Using this Chapter

This chapter presents case studies of planning a DYAC system and designing four DYAC facilities, to be used by Morale Support Activities staff, Facility Engineers, youth, parents and other interested groups, District Engineers and DYAC architects, as illustrative examples of the application of the guidelines of this Design Guide. The plans and designs are based on hypothetical programs and sites, but the considerations and solutions represent realistic applications of the procedures, principles and criteria for determining project requirements, choosing a system concept, locating facilities, and developing facility design solutions. The terminology and symbols in the descriptions of these cases directly reference the key concepts of the preceding chapters.

These illustrations are not intended to be used as definitive designs and plans, but rather as guides to the process of solving for the needs of specific programs, reflecting the key goals and criteria of this Design Guide. Each installation should develop its own plans and designs responding to local programs and needs, which may vary considerably from these examples.

Contents

7-2 DYAC System Location Planning

This example illustrates the process of DYAC system planning, based on a hypothetical population and activity program for an installation, and reflects the considerations in Chapters 2 and 3 of this Design Guide.

a. Situation and Population.

The installation is located in the eastern United States, approximately 45 miles from a major metropolitan area. Its masterplan is illustrated in figure 7-1.

(1) Military Population. The military population of the post is over 15,000, approximately 50% of whom are enlisted men. The post serves a number of different functions, including training and several special highly technical operations components. Thus the military population includes a large segment of senior officers of high level educational background, with teenage children, and a large component of younger officers and enlisted men, many of whom also have families, mostly with young children.

(2) Youth Population. The youth population to be served is very large, fairly evenly spaced over the eligible age span, with diverse backgrounds. The official eligible youth population for the post is 32,000. However, many live off-post, including children of active duty personnel and of retired military personnel in the area. On-post there is housing for 3,130 families, including approximately 6,000 youth. According to Morale Support Activities personnel, the active DYA population is 12,000.

(3) Space Authorization. Based on the eligible youth population of 32,000 and the space criteria in table 2-1, the maximum total area authorized for Youth Activities facilities would be 120,00 gross square feet, which is probably greater than the installation needs for its programs or would actually be funded to construct. The proposed DYA facilities must be justified on the basis of the use needs of the program and the youth.

b. Comprehensive Program.

(1) Existing and Proposed DYA Programs. The post presently provides a full range of programs for its youth, including (according to the DYA program briefing summary):

(a) Social Activities

- Youth Center: Game Room; equipment check out office; snack bar; weekly dances (disco or live bands).
- Teen Club: Movies; field trips; concerts; parties.
- Pre-Teen Activities: Movies; bingo; special events programs (Valentine's Day, Halloween parties, etc.).

(b) Sports Activities

- Junior Rifle Club–marksmanship training and competition.
- Swimming Team–advanced swimming instruction and competitive swim meets.
- Judo Club–instruction and competition.
- Tumbling and Apparatus Gymnastics–instruction towards competition.
- Bowling–instruction and competition.
- Softball–intramural and local league competition.
- Baseball–intramural and local league competition.
- Basketball–intramural and local league competition.
- Soccer–intramural and local league competition.
- Football–local league competition.
- Roller skating lessons.
- Tennis.

(c) Special Programs

- Summer Day Camp–youth camp, ages 6 to 12 years.
- Girl Scouts of America.
- Boy Scouts of America.
- Dance Classes–Tap, Ballet, Jazz, Toe, Modern.
- Annual Children's Christmas Party.
- Pre-teen Arts and Crafts.
- 4-H Club.
- Music Education.
- Pre-school Story Hour.

Although this is a broad list, there are some gaps the Morale Support staff would like to fill, particularly in the areas of projects, music and children's play activities, and some programs to be more fully provided for. They would like to offer the large youth population the full range of activity opportunities, as listed in Chapter 2. Their priorities are first to strengthen existing operations, particularly the drop-in function, and then to develop more neighborhood-based operations, especially to better serve the younger juveniles.

(2) Existing and Locally Available Facilities. The present main DYA facility is the Youth Center, operating in a converted temporary recreation center (located next to the Athletic Fields shown in figure 7-1). Other present DYA facilities, some of which are indicated in figure 7-1, include: a practice gymnasium; football, soccer, baseball and softball fields; tennis courts; judo club; indoor rifle club; several boy scouts' buildings and one girl scouts' building; and a summer day camp site. DYA administrative offices share space in the Recreation Services administration building. DYA programs also share space for selected activities in the installation's swimming pools, crafts center, music and theater centers, library, and sports stadium complex.

This post is unusual in having a full complement of on-post schools–four elementary, one junior and one senior high school–which serve all the youth resident on-post and some off-post. These schools are operated by the county in which the post is located. The high schools particularly have an ample provision of facilities–athletic fields, gymnasiums, and meeting/classroom spaces. Some sharing of these facilities for DYA activities does occur, including special events at the athletic facilities, and casual sports on the fields and play areas, after school hours.

The suburban environment surrounding the post has limited facilities for on-post youth. Some privately-owned entertainment and restaurant facilities are patronized by these youth, but there are no publicly-supported recreational opportunities. For the most part, the on-post youth have to rely on the Dependent Youth Activities program.

c. Analysis of Installation Geography.

The key features of the installation geography which affect location planning for the DYAC system are shown in the Masterplan Analysis, figure 7-1. This reveals the strong clustering of the family housing into neighborhood units, the majority of which are in the southwestern area of the post with a couple of small areas further north. The family housing is reasonably convenient to the community center and generally well-separated from troop housing and activities concentrations. Three of the housing neighborhoods are quite large–consisting of 780, 790 and 1,400 housing units–and have very substantial, localized youth populations to serve. Each of these three neighborhoods is served by its local elementary school, and the two high schools are reasonably central to the aggregate housing area.

The youth athletic fields are at the edge of the area of the majority of the housing, in easy walking distance from many of the residences. The fields are centrally located on the post, and are easily accessible to on-post and off-post users. They are a focus of pride to the youth, being particularly extensive, well-maintained and well-utilized. The present Main Youth Center is located adjacent to these fields, and the existing practice gym and administration offices (all in temporary structures) are nearby.

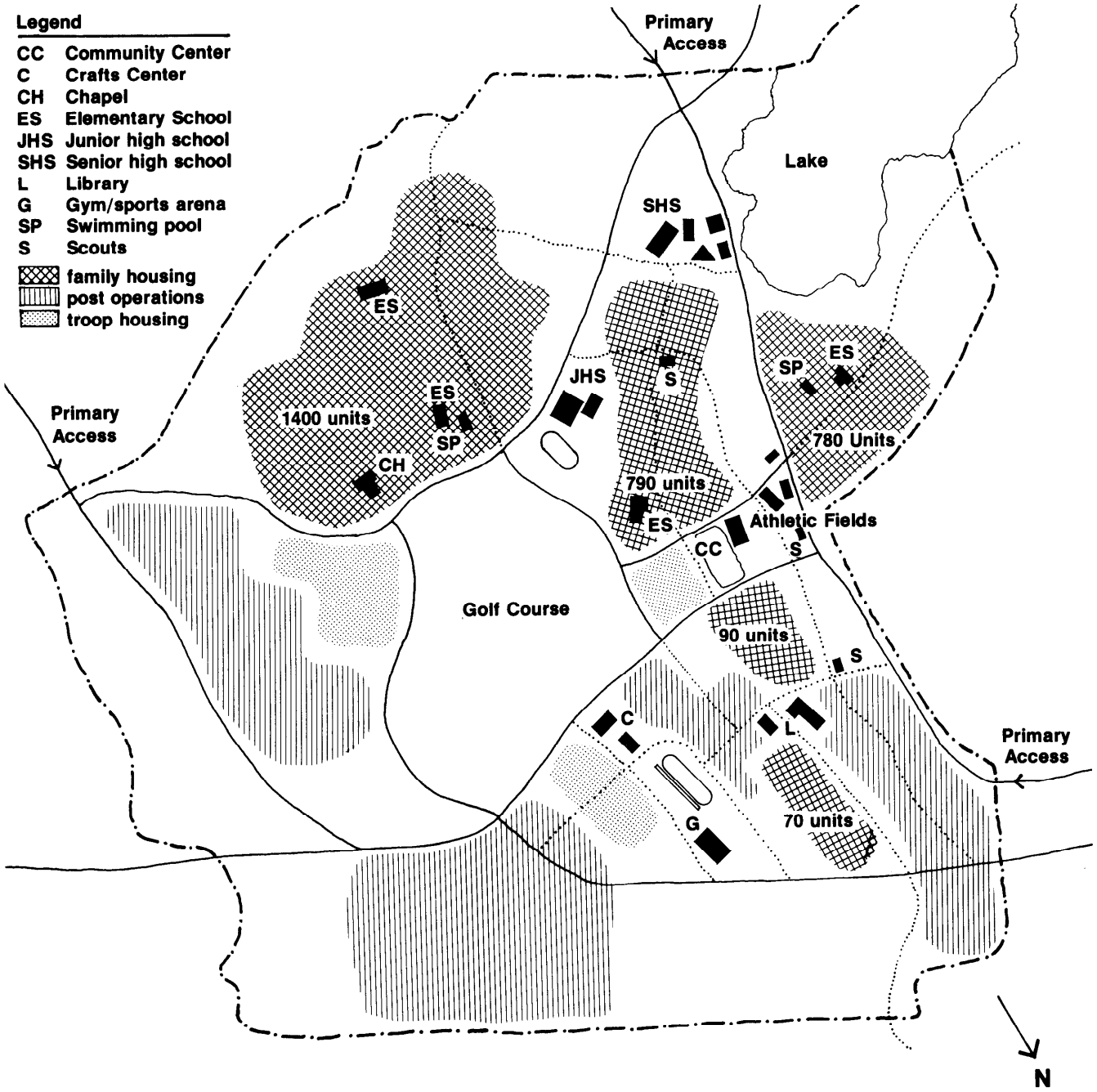


Figure 7-1 Location Planning: Post Masterplan Analysis

d. DYAC System and Locations.

Figure 7-2 shows the proposed decentralized DYAC with site locations for one Main DYAC and three Neighborhood DYAC's, one for each of the large housing neighborhoods. Given the large youth population and their geographic spread, this decentralization is very appropriate. The number and size of facilities is also justified by the needs of the user population, and will certainly be within the authorized limits for total square footage. The Main DYAC would be the largest size, 18,500 square feet (illustrated in paragraph 7-3 of this chapter) because it is serving a youth population far in excess of 2,400. The Neighborhood DYAC's are each recommended to be of the larger size, roughly 4,110 square feet (see paragraph 7-5), because the three housing neighborhoods they serve each have more than 600 youth population. With an overall DYA system serving so many people, the Neighborhood Centers will be invaluable in giving the local youth a greater sense of identity and will be able to be more responsive to the local needs.

The Main DYAC is located next to the athletic fields, because the site is central to the whole post and readily accessible. Located here, the facility can support the major team sports too, resulting in a more efficient operation and a stronger focus for the youth. The site is not within troop housing and community center areas, but is close enough to the community center facilities so the youth can take advantage of the bowling alley, theatre and commissary. This location also helps to serve the two northerly family housing areas, which lack Neighborhood DYAC's; this is particularly appropriate because the youth in these areas are predominantly adolescents who will use the Main DYAC.

An alternative location for the Main DYAC was considered, which is more central to the major concentration of family housing and adjacent ot the Junior High School, and might share some school facilities, such as athletic fields. But this site is lesscentral to the whole post than the first, and is at the intersection of two primary roads. It also does not take best advantage of the already-developed and extensive DYA athletic fields, and could not serve the dual purpose of support of the team outdoor sports activities.

The Neighborhood DYAC's are each located central to their served housing areas, and, most importantly, very near to the local elementary schools. This means these sites are already focal points for the neighborhood youth, and have the potential for shared use of school facilities. In two cases, these sites are also near outdoor swimming pools, also activity centers for the neighborhood youth. In all these cases, including the Main Center, physically appropriate building sites are available at the chosen locations, as worked out with the Facility Engineer.

The first priority for implementation of this DYAC system plan is the new Main DYAC, which will be far more extensive and well-equipped than the present facilities. The existing Main Youth Center, practice gym and administrative offices will be abandoned, and their functions consolidated into the new Main Center. The Neighborhood DYAC's will be built thereafter, starting with that serving the largest population area. Other existing Youth Activities facilities–the scout huts, judo club, rifle club, and athletic fields will be retained in their present, found structures.

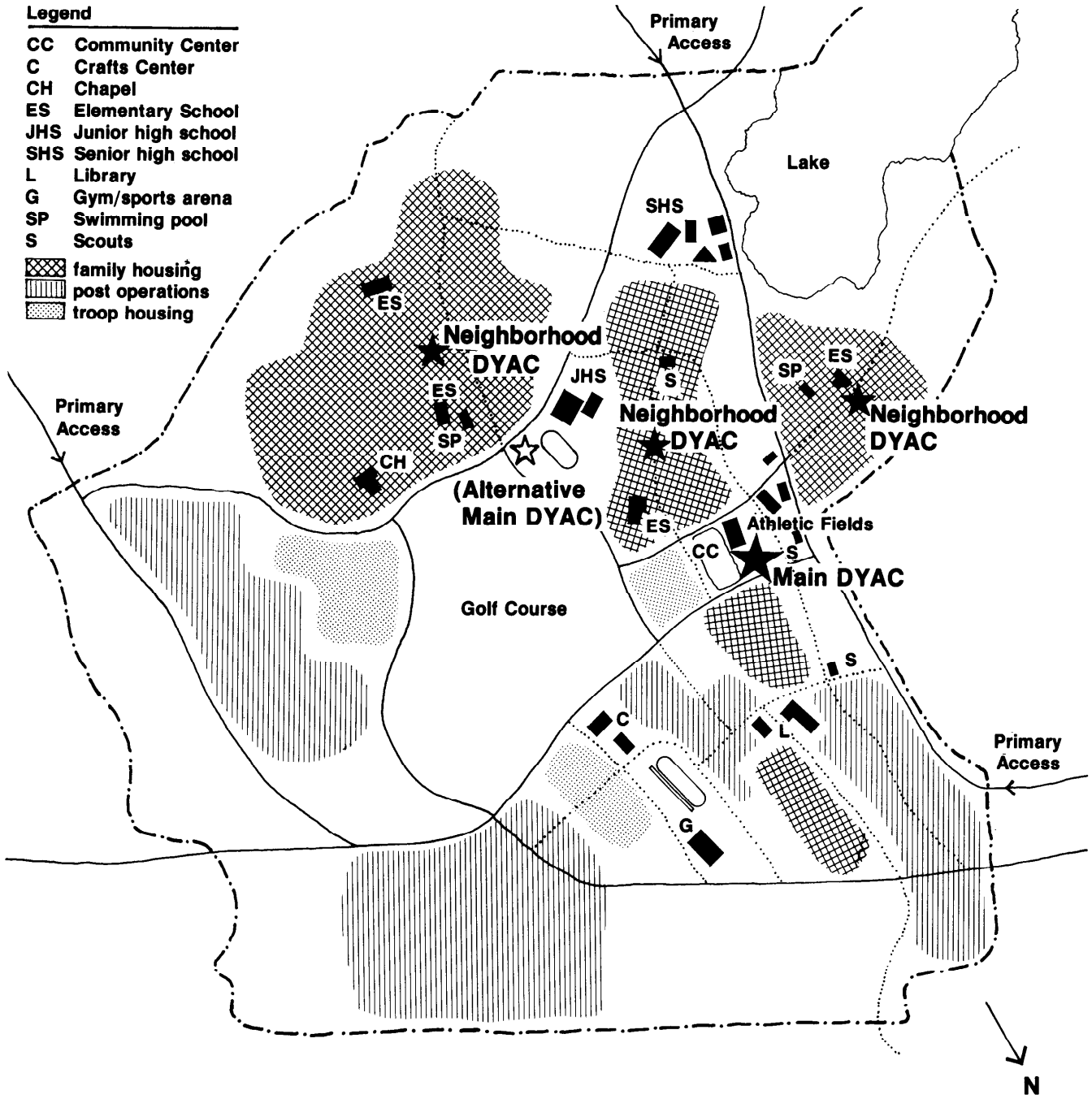


Figure 7-2 DYAC Location Plan

7-3 Large Main DYAC

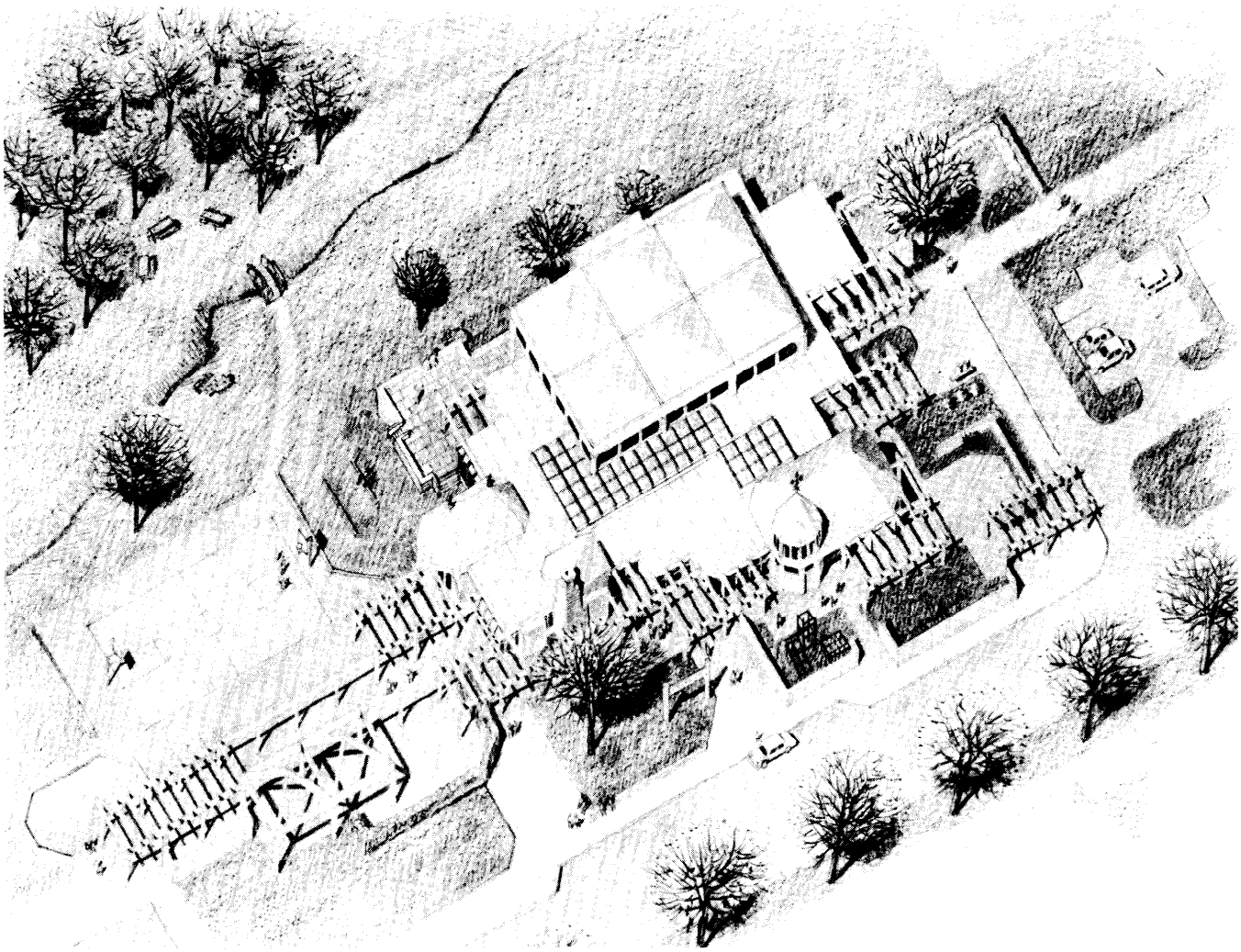


Figure 7-3 Large Main DYAC: Isometric View

a. Program.

This largest sized Main DYAC, with a programmed area of 18,500 gross square feet, is intended to serve youth on a post with a minimum eligible population of 2,401–as, for example, the Main DYAC proposed for the post in paragraph 7.2. Such a facility could function as the only DYAC on post, or could be supplemented by Neighborhood DYAC's for local purposes.

This Center should be designed to accommodate the full set of Youth Activities programs described in Chapter 2–drop-in, programmed activities, and large space activities. The requirements for these programs, in terms of sizes, character and relationships of spaces and equipment, are discussed in Chapters 4,5 and 6. The Center will include all five activity modules, the area requirements for which, as spelled out in Chapter 5, are summarized in table 7-1.

Table 7-1 Space Program–Large Main DYAC

Module and Space	Recommended Area (gross square feet)
Drop-in Module	
Game Room	1,250
Game Room Storage	100
Large Lounge	900
Large Lounge Storage	100
Small Lounge	150
Snack Facilities	1 ,150
	3,650
Programmed Spaces Module	
Meeting Spaces	1,200
Meeting Spaces Storage	200
Project Space	900
Project Space Storage	150
	2,450
Large Space Module	
Large Activity Space	6,400
LAS Table/Chairs Storage	500
LAS Athletic Storage	250
Outdoor Sports Equipment Storage	(3,000-4,000)*
	7,156
Administration & Support Module	
Entry	800
Circulation Spaces	2,500
Supervision & Administration	600
General Storage	100
Toilets & Locker Rooms	
- Men	620
- Women	570
Maintenance Closet	60
Mechanical Room	(800)*
	5,250
TOTAL	18,500
Outdoor Module*	
Outdoor Activity Spaces	10,000
Entry Space	1,000
Parking	16,000

*not included in total programmed building area.

b. Design Solution.

Individual Elements Dominate.** The building is a single-story structure, with spaces on several levels, and a small loft over part of the programmed spaces. The overall building is divided into identifiable subareas for drop-in center, programmed space, large space, and administration and support. The volumetric expression of the building emphasized the individual elements (see figure 7-8) presenting an image like a landscape in, which the individual houses–here, identifiable activity spaces like the large lounge or projects rooms–stand out on the site, with the landscaping–including some building function areas–filling the field in between. These individual places are expressed through chimneys, roof forms, turrets, fenestration, and other such architectural features.

Design for Life Safety. The provisions of the life safety code must be considered at an early stage of design. Based on the areas in Table 7-1, the DYAC must be classified as a class A place of assembly, which in turn requires fire resistive construction, An alternative design approach is to separate the large space module and administrative offices by a fire-resistance-rated wall, classifying the separated space as a class B place of assembly and the remainder of the DYAC as class C. The structure of the large space module and administrative offices can be heavy timber construction, and the remainder of the facility, frame construction. The fire-resistance-rated division can be achieved by having a three-quarter-hour assembly, with glazed portions consisting of wire-glass lights of no more than 1,292 square inches, in hollow metal frame. This latter approach was chosen for economic and esthetic reasons.

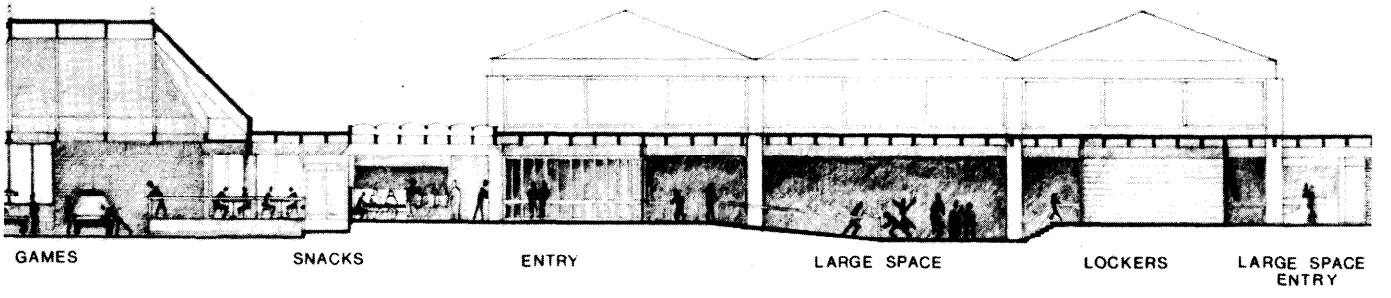


Figure 7-4 Large Main DYAC: Section

****Marginal Symbols, as defined in chapters 2 and 4, represent: ▌– Identity Development; ✱ – Social Development; ✚ – Physical and Cognitive Development.**

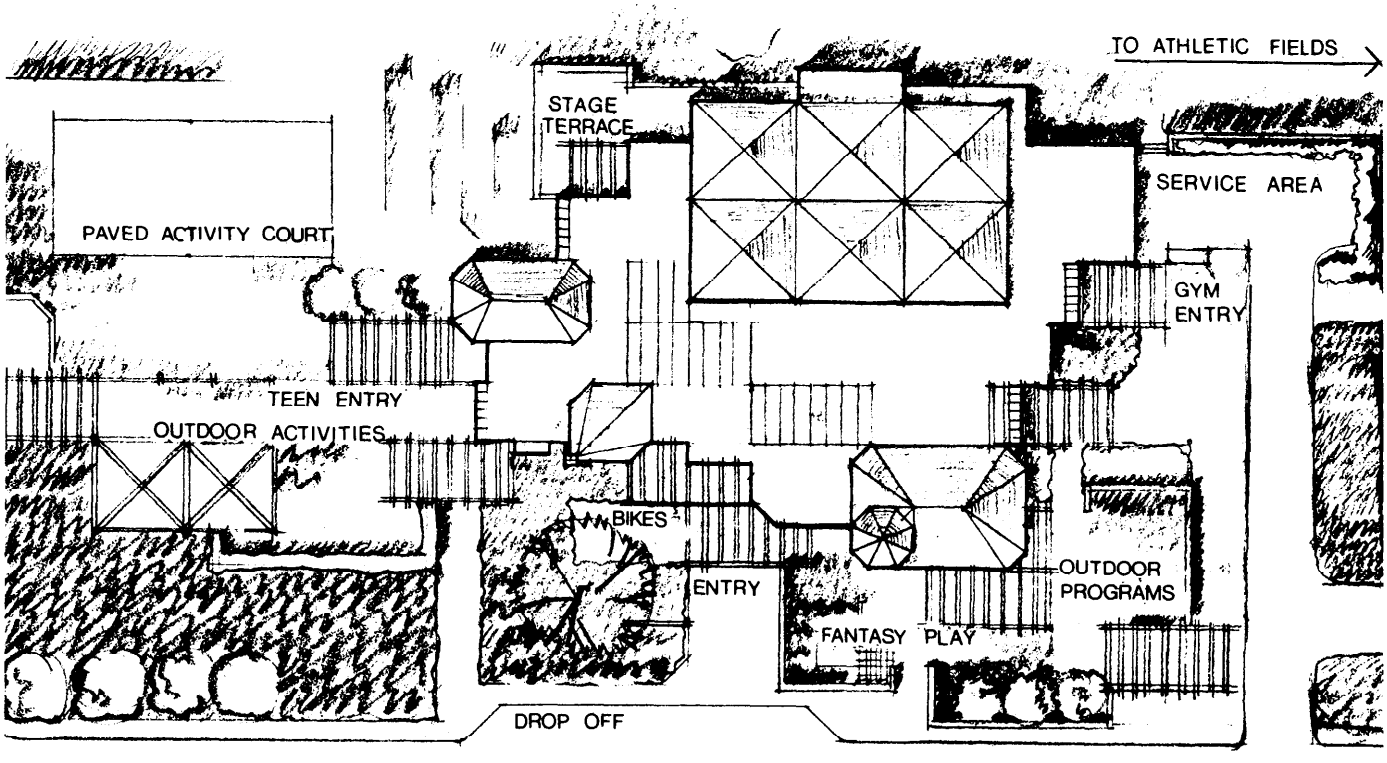


Figure 7-5 Large Main DYAC: Roof Plan

Structure and Materials. The basic structural system of the building is slab-on-grade, with masonry piers, bearing walls, and heavy timber posts supporting laminated wood beams. The roofing is almost flat over the connective spaces, but pitched to form volumes emphasizing the key individual activity spaces. The exterior walls are brick and stud, with thermopane glazing; interior partitions are stud and sheetrock covered with vinyl wall fabric. Floors are resilient flooring and carpeting. The roof is an assembly of decking under which is a joint space with insulation and an acoustically absorptive, non-combustible ceiling finish.

Ambiguous Space Definition. The structural system establishes a field condition of a regular grid of columns. However, the function-spaces of the building intentionally extend beyond column-lines and overlap and subdivide the areas of the field. The spaces, particularly in the drop-in center, are defined by changes in level and partial or complete enclosures independent of the column grid. This reinforces the indeterminacy and multiplicity of the spatial organization of the place, allowing definition by the users themselves in changing ways.

c. Design Analysis.

(1) Multiple Spaces and Uses.

Multiple, Differentiated Places. The three primary modules–drop-in, programmed spaces, and large space-are accommodated in distinctly different types of spaces, reflecting the differences in scale, structure and supervision requirements of their activities. Differences in these spaces appear in their scale and subdivision, degree of openness and closedness, supervision, access, and articulation of spatial forms.

Variety of Turfs. The drop-in module includes many "turfs", varying in size, architectural character, sense of closure, lighting, acoustics, accessibility to supervision, and accommodation to youth activities. These spaces range from sheltered "soda fountain" booths to open tables and seating, from small enclosed lounge space to window seating in the large open lounge to game rooms. They are further differentiated by varying ceiling heights, skylights, focal elements like fireplace hearths, and overlooks into other activity spaces caused by changes in level and by open-ended alcoves.

This differentiation is designed for the multiplicity of user groups and range of activities the drop-in center attracts–inviting each to have its own place, to use as desired. This diversity of character should encourage a range of social interaction situations, from intimate conversation to large active groups, over eating or table games. The variation in ceiling height and size of space is particularly important in creating comfortable environments for social situations ranging from large-scale open activities to intimate interaction.

Multiple, Simultaneous Use of Spaces. The programmed spaces module provides two spaces, each of different character in shape, glazing and lighting, which can be used variously for diverse needs. Though one is designated a divisible "meeting room" and the other a "project space", both have sinks and worktables for multiple project or meeting uses. Their equipment and furnishings should accommodate quiet discussion groups as well as music practice, ballet class, or gymnastics. They also are designed for juvenile play, with spaces and furnishings scaled to children and elements such as turret and loft to foster imaginative free play. The function-spaces can be extended to the adjacent outside areas, for additional programmed activities space.

Convertible from Sports to Social/Cultural Activities. The large space is sized to accommodate a regulation high school basketball court, and all other gymnasium requirements, with adequate run-off space to padded walls. It is also designed to accommodate performances and presentations, with an alcove for a demountable stage; dances, with a portable disco booth at the stage area, and with perimeter alcoves and access to exterior patio for social interaction; and parties and banquets, with direct access from the snack bar kitchen to the large space for food serving. The sports equipment can be moved or hidden to allow the character of the space to be transformed for these other functions.

Outdoor Extensions of Indoors. The outdoor site development provides a variety of places for different activities, related directly to the corresponding indoor spaces. There are spaces near the entry door for "hanging out," project or meeting extension spaces and an adventure playground outside the programmed spaces module, teen socializing area near the "teen lounge" entrance, and a hard-surfaced sports area, for basketball and similar games, near the drop-in center. From the inside these outdoor spaces are visible and generally directly accessible. In addition, two separate parking areas–one for the teens near the teen lounge entrance, and one for staff, service, and other visitors near the support and programmed spaces–also reflect the multiplicity of users and use needs of the DYAC.

(2) Access and Circulation.

Direct Access from Entry. From the entry area, access to all the function-areas–drop-in, programmed and large spaces, and administration–is direct, immediate, and understandable.

Snack Area Central. The snack bar/eating area is near the entry and permits easy access to the center of the drop-in, socialization space for newcomers–an invitation to interaction.

Approach without Intrusion. Circulation within the drop-in area is integrated into the function-spaces–the lounges, game rooms, eating places. This is efficient both in utilizing space, and in enhancing potential interaction. Youths can move comfortably near or through activity-spaces and see what is going on and who is there, possibly to involve themselves in the activity or interaction without feeling they are intruding. The sitting areas at the edge of activity spaces such as the table tennis area serve a similar role.

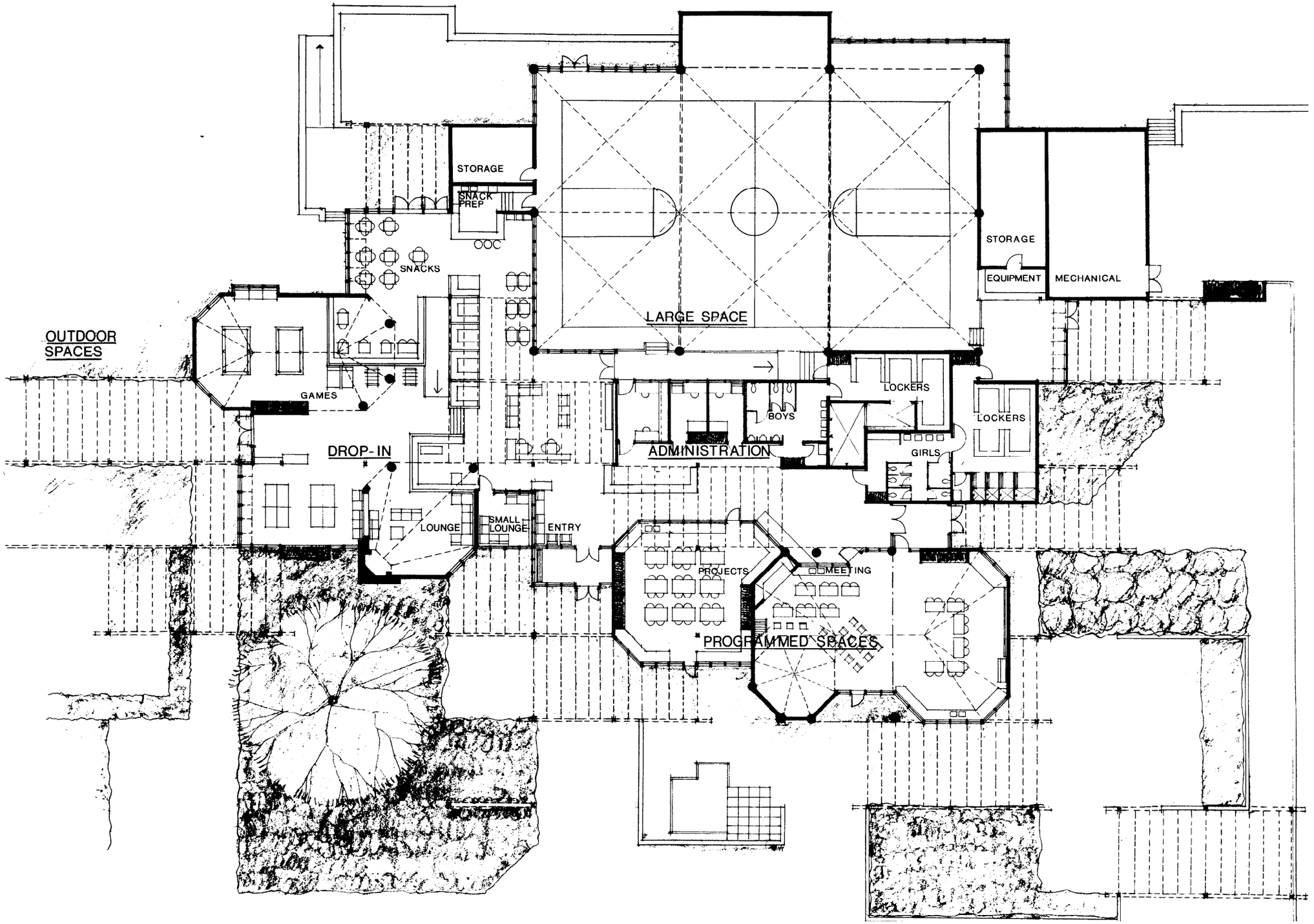


Figure 7-6 Large Main DYAC: Floor Plan

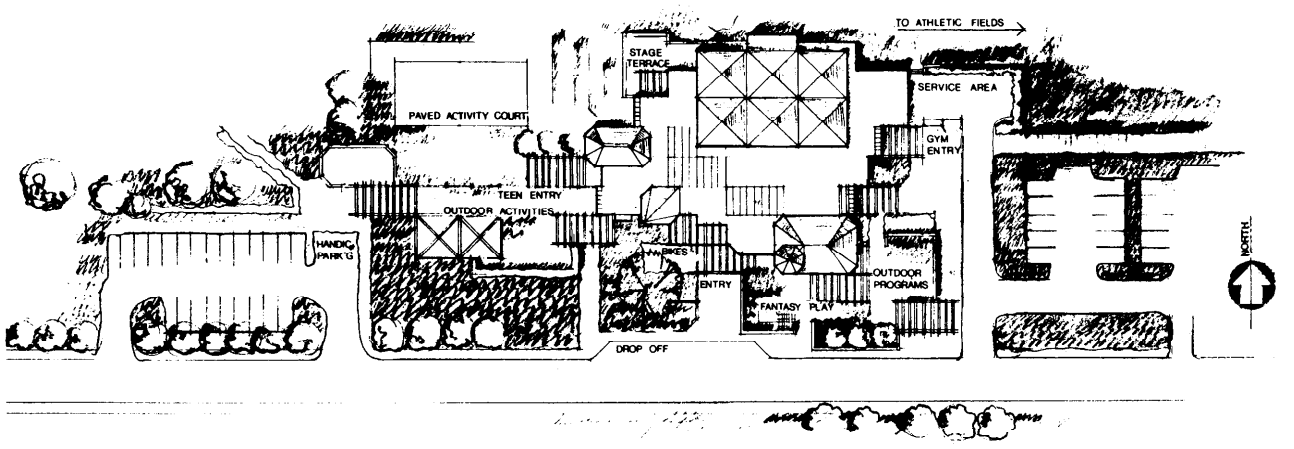


Figure 7-7 Large Main DYAC: Site Plan

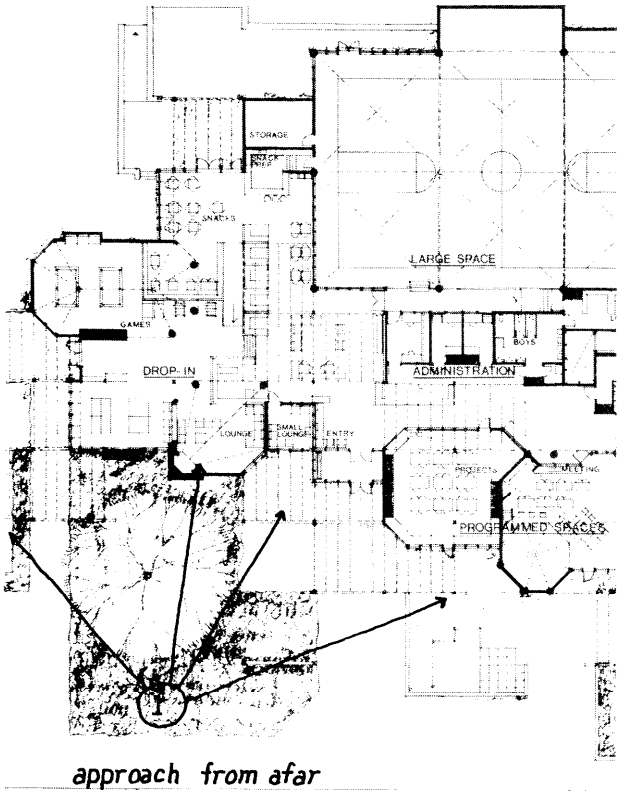


Figure 7-9 Large Main DYAC: Sequence of Viewpoints - 1

Teens' Own Place. A separate "teen lounge" entrance into the drop-in center reinforces the teens' sense of identification with this as "their place." It accesses directly from the teens' parking area and outdoor socialization and sports spaces, and allows the teens to enter the building without relating to other parts of the center.

Functional Separability. The programmed spaces module and large space module are functionally separable from the entry and drop-in center, and can be closed off when they are not in use but other parts of the DYAC are.

Handicapped Access. Access for the handicapped to all parts of the DYAC is maintained, despite the changes of level, by provision of convenient ramps to all areas. These ramps are integrated into the circulation and use spaces so they do not interrupt space relationships or take up otherwise prime space.

(3) Sequence of Viewpoints.

Many significant issues of building form, image, identity and relationships of this Large Main DYAC design can be understood by analyzing the projected views of the building from a sequence of key station-points. These viewpoints are located in figures 7-9 and 7-10.

Viewpoint 1–Approach from Afar: Distinctive Image. Clear boundaries, created by walls and landscaping of the site, set the DYAC and its site apart from the rest of the post. The image of the building, in its plan articulation and volumetric expression, is architecturally distinctive from that of other

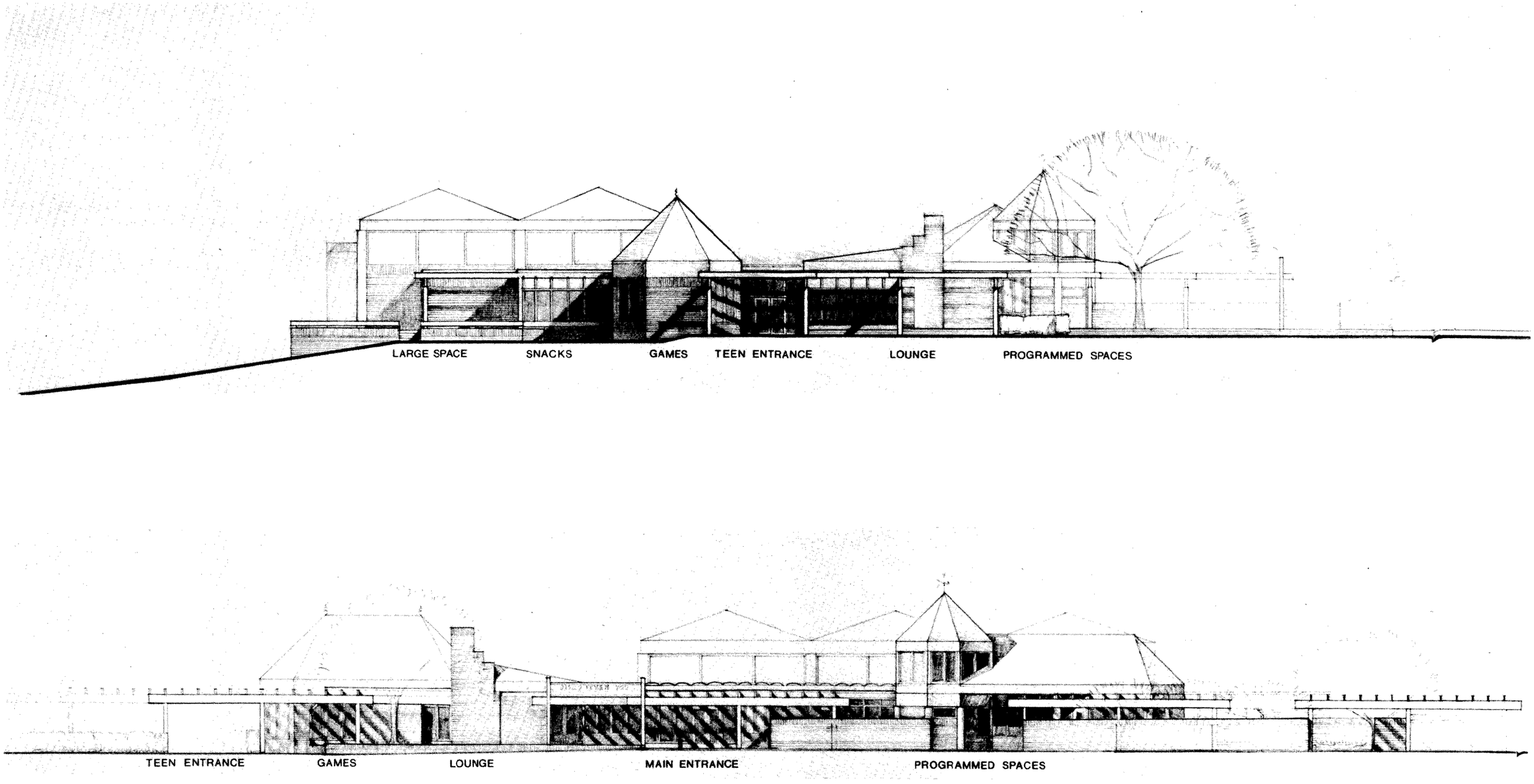


Figure 7-8 Large Main DYAC: Elevations

buildings on-post which are military-oriented rather than youth-oriented–important to the youth's identification with the DYAC.

The major architectural expression of the building, helping to achieve this distinctive image, is at the level of specific spaces and elements which mean something to the youth and their specific experiences. Elements such as the skylight in the snack and games areas, the lounge fireplace and chimney, and the turret in the project space, are of a scale, individuality, and fancifulness with which the youth can identify.

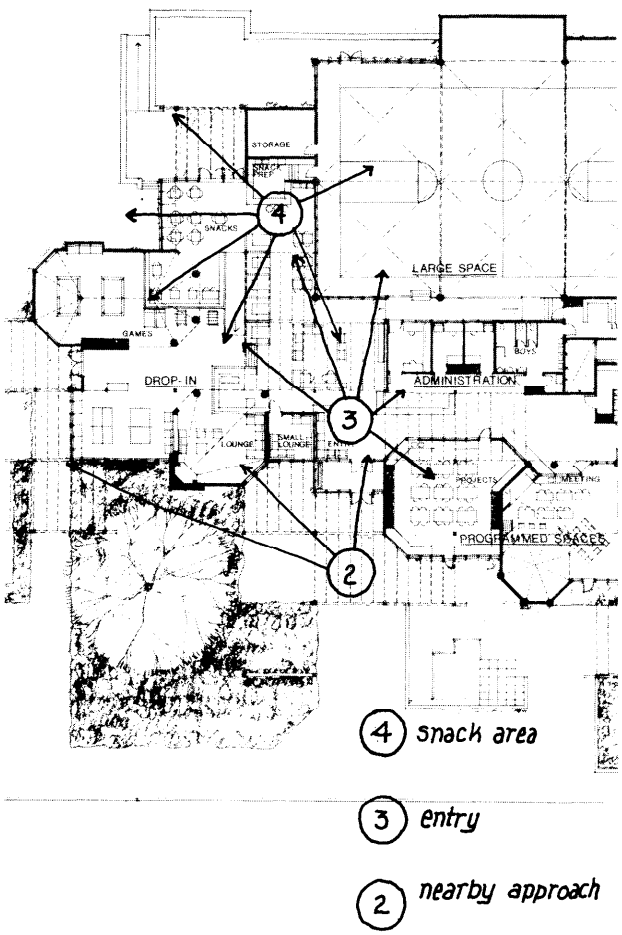


Figure 7-10 Large Main DYAC: Sequence of Viewpoints - 2,3,4

✱ **Viewpoint 2–Nearby Approach: Open Image.** As the DYAC is approached, the youth can be observed in outdoor activity spaces contiguous to the building or in inside spaces such as the entry, lounge, and game room, engaged in activities acceptable to the adult public–sports, conversation, meeting or childrens' play. Adult and parent satisfaction with the safety and acceptability of the DYAC as a place for the youth is vital to the program's success.

✱ **Viewpoint 3–Entry: Intervisibility.** From the entry area the visitor can see the whole world of options the DYAC offers: the drop-in center, particularly the snack facilities, the large space, and some of the programmed spaces, as well as the administration/reception desk. In this array of function-areas it is easy to comprehend what goes on where and how to get there, and this is achieved without the visitor intruding on any of the spaces.

✱ **Viewpoint 4–Snack Area: Places to See and Be Seen.** The snack area is a focal point for the whole Center, visible from all parts of the DYAC. Although its sub-areas are partially enclosed for privacy and protection from intrusive supervision, one can see out to know what's going on in other parts of the drop-in center, in other indoor modules, and in the outdoor activity spaces. In turn, one can be observed by people circulating and in other activity spaces. This potential for seeing and being seen, but having one's own protected place, is important for the fluid social interaction patterns of the youth who will use this space.

d. Utilities Requirements.

Estimates of mechanical and electrical system requirements for the Large Main DYAC, appropriate for initial planning and funding projections, are indicated in table 7-2.

Table 7-2 Mechanical and Electrical Requirements–Large Main DYAC

Hot and Cold Water	Flow Rates	
Cold Water	90 GPM	
Hot Water	50 GPM	
Sewage	Flow Rate	Est. Total Flow/Day
	33 Gal/Day/Person	2,000 Gal
Heating	BTU/Hr./Sq. Ft.	Total MBH
For ambient temp. of:		
−10°F, D.B.	80	1,500
0°F, D.B.	70	1,300
+10°F,D.B.	62	1,150
+20°F, D.B.	55	1,000
Ventilation		
Large space	10 cfm/person	
Locker room	10 air changes per hour	
Toilets	10 air changes or 2 cfm/sq ft.	
Offices	10 cfm/person	
Lounges	10 cfm/person	
Game room	10 cfm/person	
Storage areas	2 air changes per hour	
Snack preparation	2 cfm/sq ft	
Snack eating	10 cfm/person	
Mechanical room	10 air changes, winter	
Cooling		
Air conditioning (based on ambient temp. of 90°F, D.B., 76°F, W.B.		50 tons, total
Mechanical ventilation (non-air-conditioned facility):		
Large space	6 cfm/sq ft	
Lounge	6-8 cfm/sq ft	
Game room	6 cfm/sq ft	
Drop-in	6 cfm/sq ft	
Snack preparation	8 cfm/sq ft	
Snack eating	6-8 cfm/sq ft	
Mechanical room	20 air changes summer	
Toilets and Lockers	10 air changes or 2 cfm/sq ft	
Offices	6-8 cfm/sq ft	
Electrical	Allowance (watts/s.f.)	Total KVA
Lighting and Miscellaneous Power	3	55
Mechanical Power (Heating and Ventilation only)	3	55
Mechanical Power (Heating, Vent., and Cooling)	7.1	132
Total Load Summary:		
Without A/C		110
With A/C		187

7-4 Medium-sized Main DYAC

Table 7-3 Space Program–Medium-sized Main DYAC

Module and Space	Recommended Area (gross square feet)
Drop-in Module	
Game Room	700
Game Room Storage	100
Large Lounge	600
Large Lounge Storage	100
Small Lounge	150
Snack Facilities	700
	2,350
Programmed Spaces Module	
Meeting Spaces	700
Meeting Spaces Storage	120
Project Space	450
Project Space Storage	80
	1,350
Large Space Module	
Large Activity Space	4,300
LAS Table/Chairs Storage	300
LAS Athletic Storage	180
Outdoor Sports Equipment Storage	(2,500-3,000)*
	4,780
Administration and Support Module	
Entry	500
Circulation Spaces	1,100
Supervision and Administration	400
General Storage	100
Toilets and Locker Rooms–Men	360
Toilets and Locker Rooms–Women	360
Maintenance Closet	40
Mechanical Room	(650)*
	2,860
Total	11,340
Outdoor Module*	
Outdoor Activity Spaces	7,500
Entry Space	800
Parking	12,000

*Not included in total programmed building area.

a. Program.

This Main DYAC design illustrates the next to largest size, with a programmed area of 11,340 gross square feet. It is intended to serve a post with a minimum eligible youth population of 1,201 and could serve a post of over 2,400 eligible population, if supplemented by Neighborhood Centers. As with the Large Main DYAC described in paragraph 7-3, this facility is intended to serve on a post-wide basis, and can function with or without supplemental Neighborhood DYAC's.

The range of programs in this DYAC are the same as for the Large Main DYAC–drop in, programmed activities, and large space activities–except that the diversity of activities will not be as great. The space requirements, including all five activity modules, are as specified in Chapter 5, and summarized in table 7-3.

b. Design Solution.

The design for the Medium-sized Main DYAC is a diagrammatic variation of the design for the Large Center. It is similar to the Large DYAC in organization and arrangement of spaces, in forms and articulation, level changes, visual and access patterns, construction, and design for life safety. The large space is designed to a smaller gymnasium standard. The drop-in center is reduced in space and number of sub-areas, with a less elaborate snack area and no separate small lounge, and with more intimately-scaled large lounge and sitting spaces. The programmed spaces module includes two project/meeting rooms, with one capable of being subdivided for multiple usage.

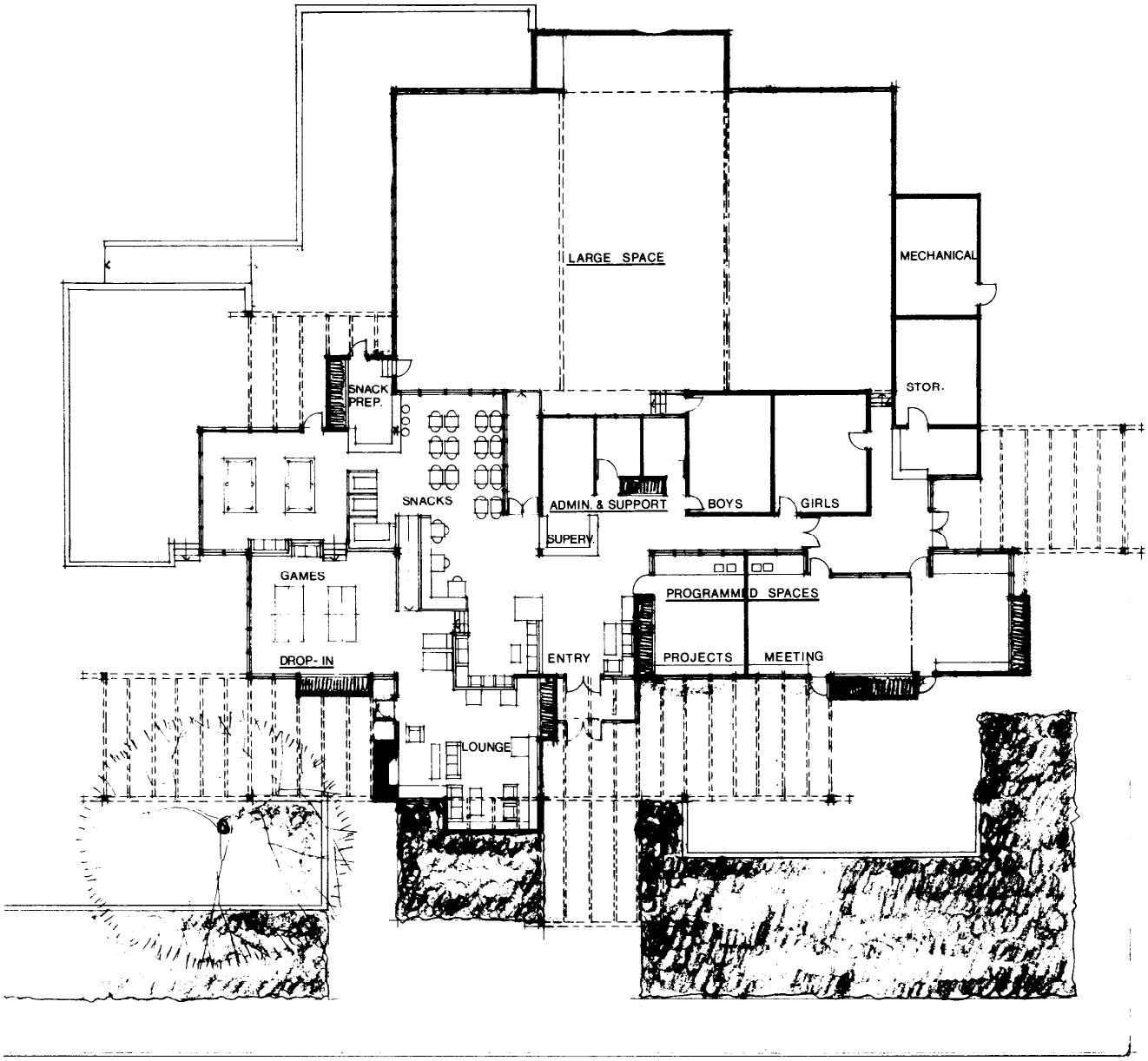


Figure 7-11 Medium-sized Main DYAC: Floor Plan

7-5 Neighborhood DYAC

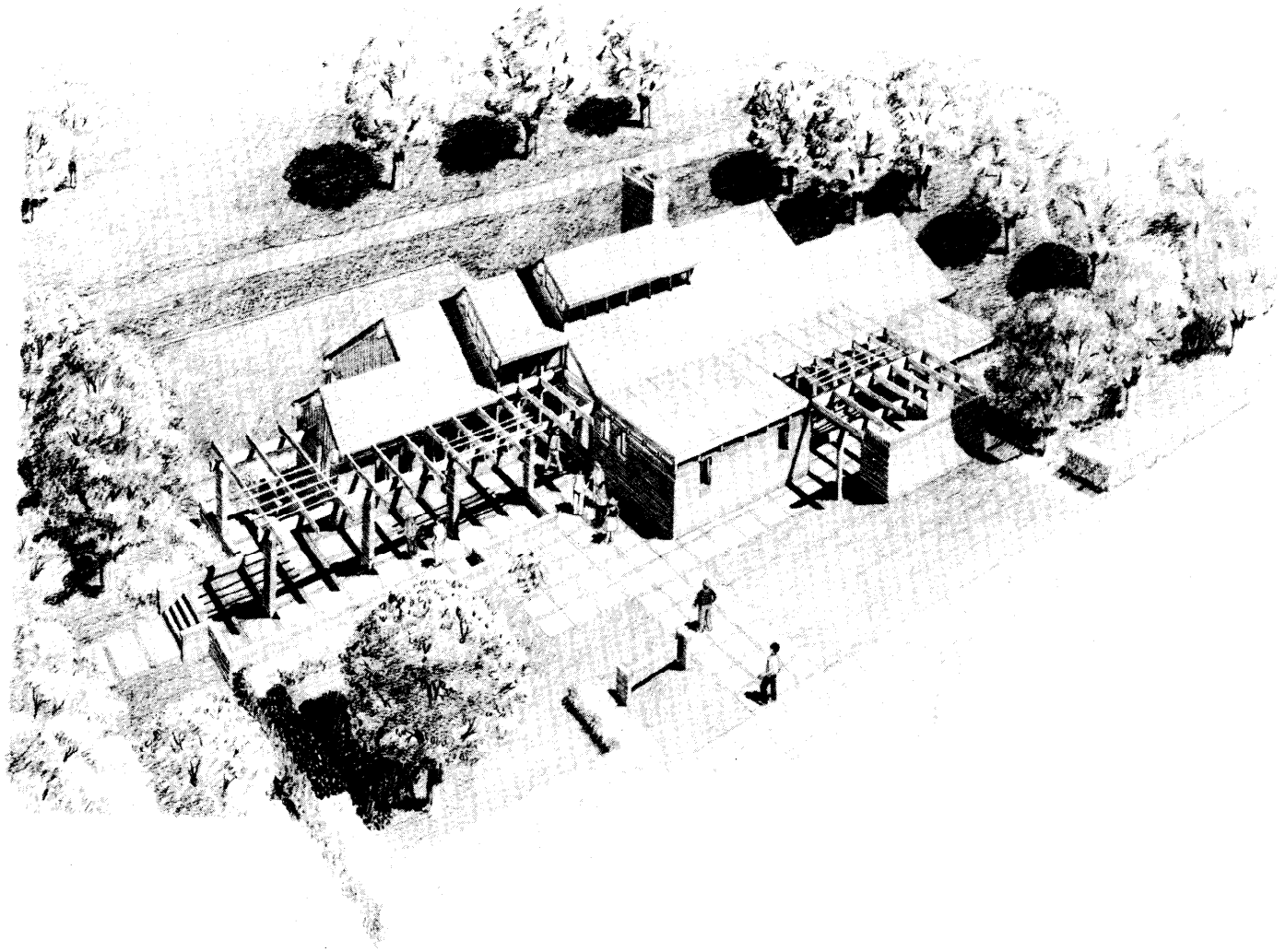


Figure 7-12 Neighborhood DYAC: Perspective

a. Program.

This DYAC, illustrative of several proposed for the post discussed in paragraph 7-2, is designed to serve a neighborhood with an eligible youth population of 600 or more. The neighborhood served should be within walking distance of the Center, because the predominant users of this DYAC will be juveniles and early adolescents. Some special activities, which this Neighborhood Center may uniquely provide, may attract youth from throughout the post.

The activities at the Neighborhood DYAC include: drop-in functions for the local youth–socializing, games, snacks, unstructured play, hanging out; neighborhood-oriented programmed activities, such as scout meetings, clubs, simple crafts and projects, classes offered by volunteer parents, and neighborhood parents' meetings; and support functions for these activities. The requirements for these functions, in terms of specific spaces, sizes, character and relationships, are discussed in Chapters 4, 5 and 6.

The Neighborhood Center depends on volunteer staffing by local adults or young military personnel, with little or no paid staff. The activity program and the operations, supervision and hours will depend on volunteer staff availability. In this situation, a building is needed which is as easy to manage and supervise as possible. Activities will be limited to simpler kinds not requiring professional direction and complex equipment. Self-direction by the youth, assisted by volunteer adults, will be the predominant pattern.

The Neighborhood Center should be an integral part of the residential community–in function and image–so parents will trust their children to go there on their own. However, the center must also provide an escape from home for the young adolescents, who at this age are seeking independence from parents and adults.

Table 7-4 summarizes the programmed space requirements for the Neighborhood DYAC, as discussed in Chapter 5.

Table 7-4 Space Program-Neighborhood DYAC

Module and Space	Recommended Area (gross square feet)
Drop-in Module	
Game Room	750
Game Room Storage	50
Large Lounge	500
Large Lounge Storage	50
Small Lounge	150
Snack Facilities	420
	1,920
Programmed Spaces Module	
Meeting Rooms	600
Meeting Rooms Storage	80
Project Space	300
Project Space Storage	40
	1,020
Administration and Support Module	
Entry and Circulation	700
Supervision and Administration	100
General Storage	50
Toilets–Men	150
Toilets–Women	150
Maintenance Closet	20
Mechanical Space	(300)*
	1,170
Total	4,110
Outdoor Module*	
Outdoor Activity Spaces	4,000
Entry Space	500
Parking	4,500

*Not included in total programmed building area.

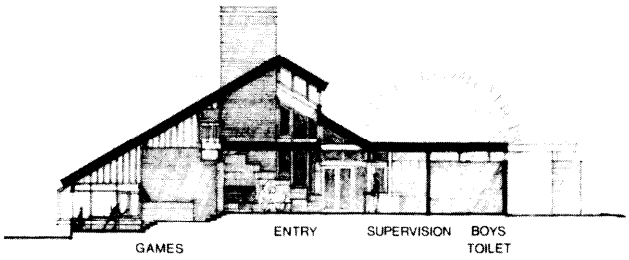


Figure 7-13 Neighborhood DYAC: Section

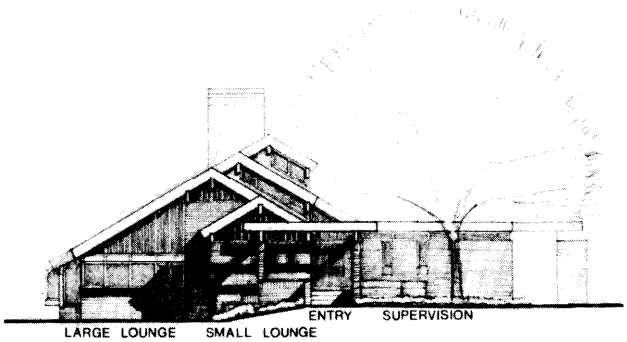


Figure 7-14 Neighborhood DYAC: Lounge Elevation

b. Design Solution.

This Neighborhood Center is a one-story structure, with several different levels, and a small loft space over part of the entry/lounge area. The building consists of a distinct programmed spaces module, with meeting rooms and a project space, a drop-in center with several interrelated areas, and a small administration and support module near the main entry.

Variety of Turfs. The drop-in center is a continuous open space, except for a small private lounge, subdivided into function-areas. These sub-areas–snack, large lounge, games–are on different levels, overlooking one another, and connected by ramps and stairs. There is also a lounge loft, a platform in the rafters over the entry, reached by a stairway which winds around the fireplace chimney. Outside the function-areas are many terraces, sheltered and defined by trellises, which act as extensions of the indoor areas they abut.

Oriented to Youths' World. The architectural image and vocabulary of the building is residential–in size, roof pitches, scale and articulation of sub-areas–to fit comfortably into the neighborhood. The front of the building, facing the street, is mostly solid and closed, while the rear opens out to the outdoor activity space, playfields, and elementary school. The sub-spaces are individually articulated, through exterior wall forms, glazing and window-seat projections, different roof planes, and focal elements like the fireplace hearth and chimney.

Structure and Materials. The construction system is similar to that of the Large Main DYAC: a slab-on-grade structure, with masonry piers and bearing walls supporting heavy timber beams and rafters. It is classified as a class C place of assembly under the life safety code. The roof is pitched over most of the areas, and divided into several planes, raised up to permit clerestories facing south to let light into the the center of the building: The exterior wall treatment and interior finishes are similar to those of the Large Main DYAC design.

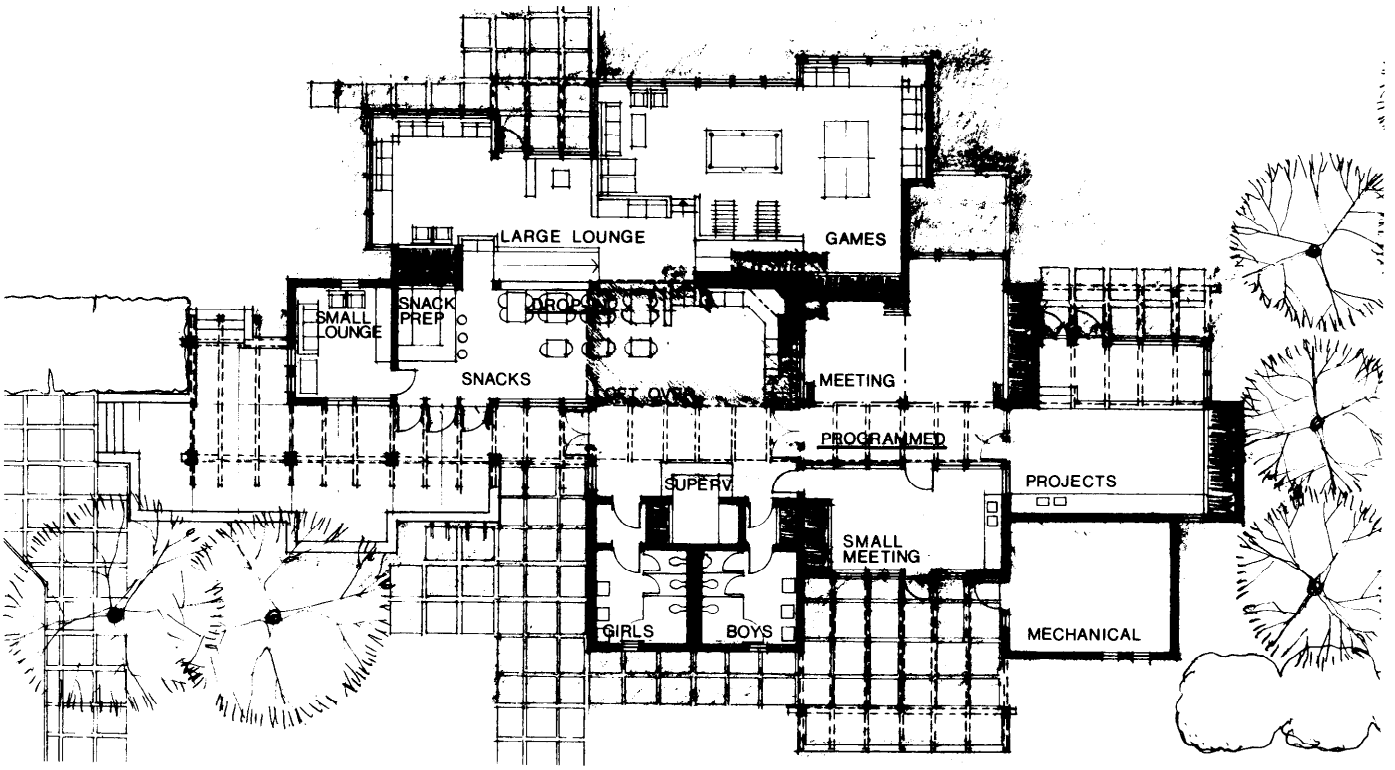


Figure 7-15 Neighborhood DYAC: Floor Plan

c. Design Analysis.

(1) Multiple Spaces and Uses.

Distinct Turfs. Even though the Neighborhood DYAC is small and compact, it contains a variety of "turfs" to accommodate the multiple groups, individuals, ages and activities which animate the place. These areas differ in character, size, openness, light, privacy, and articulation–for example the open central fireplace hearth, the closed small lounge, the glazed window seats around the games and large lounge areas, and the overlooking loft. The spaces, particularly in the drop-in center, are open and only partially delimited, by level changes, railings, ceiling heights and furnishings. These distinctions and looseness permit more variable usage and definition, and respond to patterns established by the youth themselves.

Spaces to Encourage Imaginative Play. The use of the Neighborhood Center by the youngest groups, ages 6 to 11, emphasizes the need for free, unstructured fantasy play areas. The partially defined, continuous open space of the drop-in center provides an excellent setting for active movement, hiding games, running around, and inventive play.

Opportunities for Social Interaction. With no single large space in the Neighborhood DYAC, the drop-in spaces must function for parties and dances at the neighborhood level. The lounge, games and snack areas open to each other, divided only by level changes and ramps, which provides a fine setting for multiple activities, socialization and dancing at a young teen party.

Multiple, Simultaneous Use of Spaces. The programmed spaces module, with its three spaces of differing character, is also adaptable to multiple uses. Meetings of different sizes and simultaneous project groups or classes can be accommodated in this flexible space.

Varying Degrees of Privacy. The pitched roofs of the Center add to the definition of size and height of the various use-spaces. The higher roof at the center accommodates the more public entry and snack areas, and allows for introduction of a loft. The lower roofs shelter the more private and specific functions toward the perimeter. This variation of ceiling heights provides spatial interest and appropriate social distances for different interactions.

Outdoor Extensions of Indoors. Outside the DYAC there are many terraces, relating to and extending the multiple interior spaces and functions. These provide spaces–defined by low walls, trellises, plantings, and the building's recesses–for different activities, including projects, snacks, socializing and dances. Beyond the terraces is a hard-surfaced area for basketball, games, barbecues and parties.

(2) Access and Circulation.

Direct Access from Entry. All parts of the Center are easily reached from the entry and the supervision space. The building is small and compact, and the access pattern is direct and easy to understand and control.

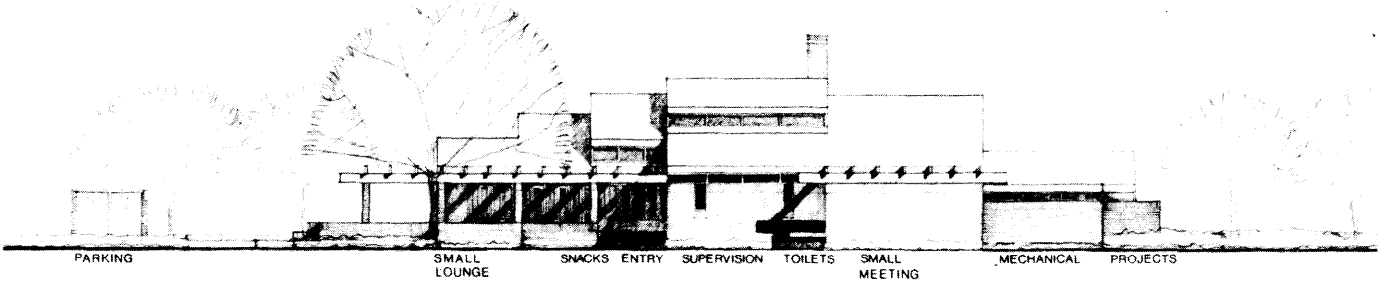


Figure 7-16 Neighborhood DYAC: Front Elevation

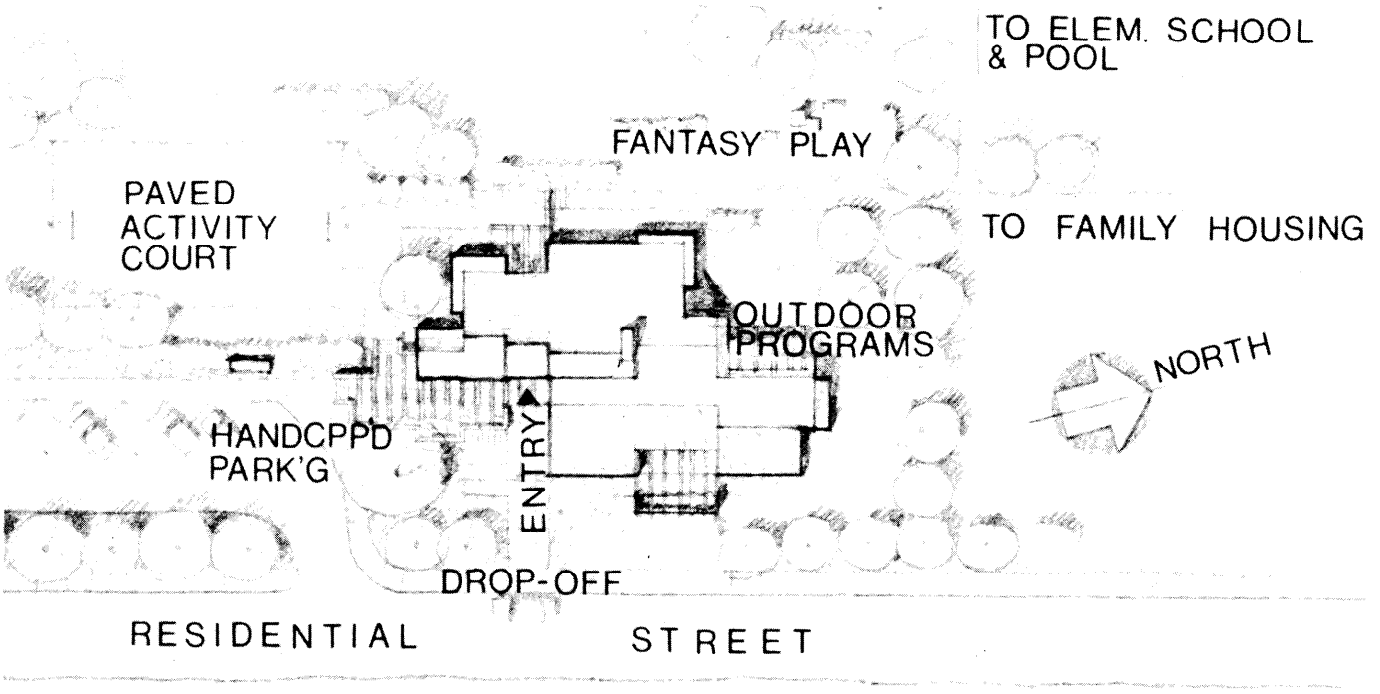


Figure 7-17 Neighborhood DYAC: Site Plan

✱ **Approach without Intrusion.** Circulation through the DYAC moves through or at the edges of active use-areas, such as the snack and lounge spaces and meeting room, and thus is very efficient. This pattern allows movement through almost all the areas of the Center without intrusion upon the activities, and encourages interaction. Users can observe and be observed, approach an activity space without temerity, learn who is there and what is going on, and decide whether they want to join. The stepping of levels and visibility across many areas further this easy access and approachability.

✚ **Functional Separability.** The programmed space module can be closed to circulation when only the drop-in areas are functioning.

Outdoor Access. There is easy access to the outdoor spaces: many doors lead from different spaces–snack area, large lounge, projects–to the various terraces which extend these functions outdoors.

Handicapped Access. Barrier-free access for the handicapped to almost every space in the DYAC is provided by the ramps and multiple outside accesses, despite the changes in levels.

Mechanical Access. The mechanical space is accessible only from outside the building, as required for use by the facility engineers.

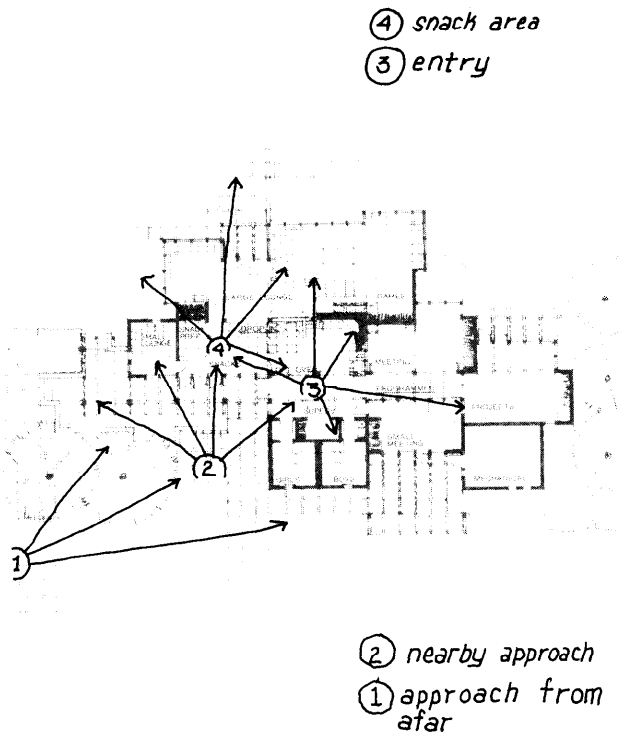


Figure 7-18 Neighborhood DYAC: Sequence of Viewpoints

(3) Sequence of Viewpoints

The sequence of viewpoints indicated in figure 7-18 parallels that described for the Large Main DYAC, and provides a framework for consideration of key issues of building form, image, identity and relationships for the Neighborhood DYAC.

Viewpoint 1–Approach from Afar: Oriented to Youths' World. To make the building fit into its neighborhood setting, the image of the Center is residential in character and scale, with the pitched roofs and exterior articulation like a large home. The design should relate to the local style.

The approaching view reveals mostly solid building walls, terrace walls and heavy plantings, defining the youths' "turf" and separating it from the rest of the army post. In contrast, the rear of the building has large glass areas looking out to the youths' world–the outdoor activity spaces, hang-outs, sports areas, and local school.

Viewpoint 2–Nearby Approach: Open Image. A closer-in view of the Neighborhood DYAC reveals youth activities acceptable to the adult public–snacks, meeting, conversation, sports. As he approaches the door, the visitor can see what is going on inside the inviting snack area and lounge, before he enters the building.

Viewpoint 3–Entry: Intervisibility. From the entry area one can see the full range of opportunities in the Neighborhood Center, without intruding on the activities. The continuous open space and stepped levels reveal all parts of the drop-in area, as well as the programmed spaces. One sees from the tall, more public spaces of the entry and snack area under the pitched roof, to the more intimately scaled spaces at the fireplace hearth and window alcoves of the lounge.

Viewpoint 4–Snack Area: Places to See and Be Seen. From within the snack/eating area, the user can see over the terraced levels to all other activity areas, the entry and circulation, and also outside to the front entrance terrace, rear terrace and activity spaces beyond. In this location, the youths can see and be seen by those entering and circulating around the place. While this area is not as enclosed as the drop-in spaces of the Large Main DYAC, the user is given a sense of space definition by the modulated levels, low barriers at given changes, and the articulated exterior walls.

d. Utilities Requirements.

Estimates of mechanical and electrical system requirements for the Neighborhood DYAC, illustrative for initial planning and funding projections, are indicated in table 7-5.

Table 7-5 Mechanical and Electrical Requirements–Neighborhood DYAC

Hot and Cold Water	Flow Rate	
Cold Water	20 GPM	
Hot Water	8 GPM	
Sewage	Flow Rate	Est. Total Flow/Day
	15 Gal/Day/Person	300 Gal.
Heating	BTU/Hr./Sq. Ft.	Total MBH
For ambient temp. of:		
−10°F, D.B.	80	330
0°F, D.B.	70	290
+10°F, D.B.	62	260
+20°F, D.B.	55	230
Ventilation		
Toilets	10 air changes or 2 cfm/sq ft	
Office	10 cfm/person	
Lounges	10 cfm/person	
Game Room	10 cfm/person	
Storage areas	2 air changes per hour	
Snack Preparation	2 cfm/sq ft	
Snack eating	10 cfm/person	
Mechanical room	10 air changes winter	
Cooling		
Air conditioning (based on ambient temp. of 90°F, D.B., 76°F, W.B.)		12 Tons, total
Mechanical ventilation (non-air-conditioned facility):		
Lounge	6-8 cfm/sq ft	
Office	6-8 cfm/sq ft	
Game room	6 cfm/sq ft	
Drop-in	6 cfm/sq ft	
Snack preparation	8 cfm/sq ft	
Snack eating	6-8 cfm/sq ft	
Mechanical room	20 air changes summer	
Toilets	10 air changes or 2 cfm/sq ft	
Electrical	Allowance (watts/s.f.)	Total KVA
Lighting and Miscellaneous Power	3	13
Mechanical Power (Heating and Ventilation Only)	3	13
Mechanical Power (Heating, Ventilation and Cooling)	6.7	28
Total Load Summary:		
Without A/C		26
With A/C		41

7-6 Renovated Neighborhood DYAC

Table 7-6 Space Program–Small Neighborhood DYAC

Module and Space	Recommended Area (gross square feet)
Drop-in Module	
Game Room	500
Game Room Storage	50
Large Lounge	250
Large Lounge Storage	50
Small Lounge	100
Snack Facilities	200
	1,150
Programmed Spaces Module	
Meeting Rooms	300
Meeting Rooms Storage	40
Project Space	300
Project Space Storage	30
	670
Administration and Support Module	
Entry and Circulation	550
Supervision and Administration	100
General Storage	50
Toilets–Men	150
Toilets–Women	150
Maintenance Closet	20
Mechanical Space	(150)*
	1,020
Total	2,840
Outdoor Module*	
Outdoor Activity Spaces	3,000
Entry Space	400
Parking	3,500

*Not included in total programmed building area.

a. Program.

This Neighborhood DYAC, smaller than the one described in paragraph 7-5, is intended to serve a housing neighborhood with an eligible youth population of 250-600. An existing, unused building, within or convenient to the residential neighborhood, is to be renovated to meet the Youth Activities Center requirements. The range of activities (drop-in functions predominantly for juveniles and early adolescents, and locally-oriented programmed activities), the character of the building, and the volunteer-staffing of this center are also similar to those for the larger Neighborhood DYAC.

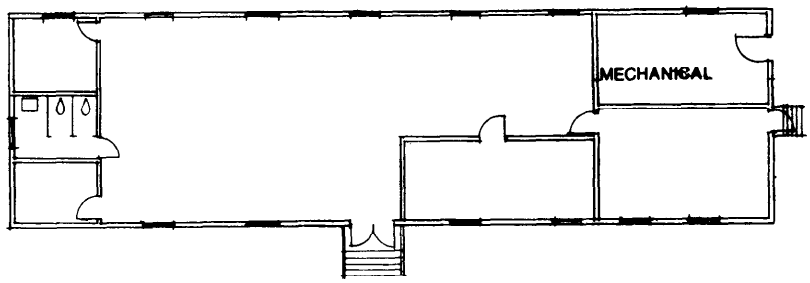
The existing found space (see figure 7-19) is a simple rectangular, one-story, pitched-roof building. It contains 2,250 gross square feet of space, with overall dimensions 90' x 25'. It has a main entrance in the middle of one long side, and another in the middle of one short side, with small windows spaced regularly down the length of the structure. The interior is divided by light partitions into one large space occupying over half the building, several small rooms, and mechanical and toilet spaces.

Table 7-6 summarizes the space requirements for this small Neighborhood DYAC as specified in Chapter 5.

b. Design Solution.

The design for the renovated Neighborhood DYAC retains the basic structure and shell of the existing building, but makes major renovations to the spatial organization and architectural character. Many existing interior partitions are removed and a new layout of spaces is constructed. The fenestration and exterior entrance pattern is altered to make the building more open and accessible, to connect visually to the exterior activity space, and to make the image different from other on-post structures. An addition of one room is built along the long side of the building, to provide expanded game room/multipurpose space, increasing the overall size to 2,840 square feet. Porches are also added to the front and rear, to provide various outdoor spaces for multiple uses and allow the building to be entered less abruptly.

The number and types of spaces in this design, in comparison with the large Neighborhood Center, differ largely because of the smaller programmed



EXISTING BUILDING

PROPOSED RENOVATION

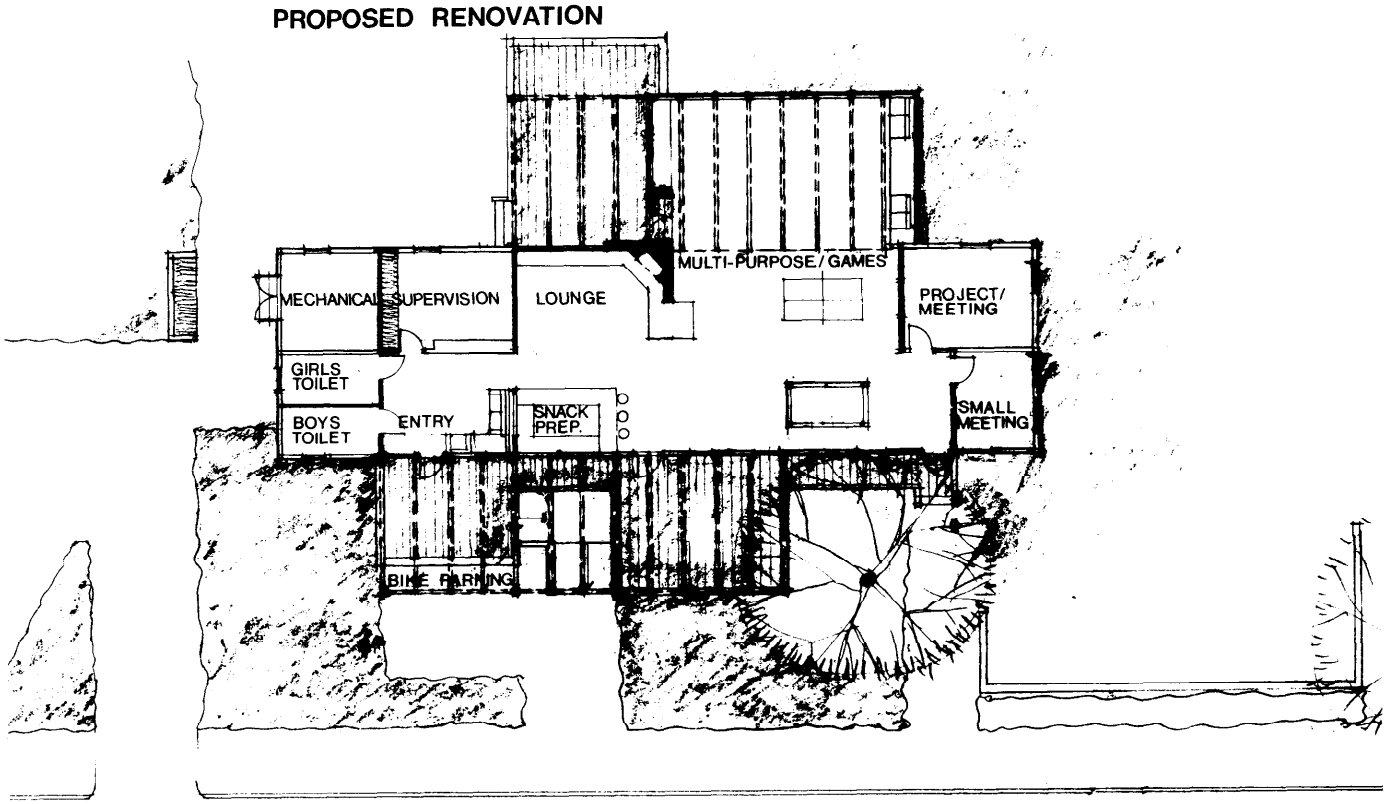


Figure 7-19 Renovated Small Neighborhood DYAC: Floor Plan

area. There is a lounge and a snack area, but the small lounge is combined with the entry space. The game room, divided on two levels, also must function as a multi-purpose space–for dances and parties–because there is no other space large enough. There are two meeting/projects rooms, of different sizes, off the games/multipurpose area.

The space organization and sequence of viewpoints have been adapted for the renovation of the existing structure, but follow a similar pattern and logic to that of the large Neighborhood DYAC: There are fences on the front, defining the DYAC turf and providing a distinctive image from the distant viewpoint. The main entrance is approached via trellised porches, revealing to the visitor some of the youth activities before he enters the center. The interior areas adjacent to these porches–the games/multipurpose/snack area and entry–have large window areas permitting views of the outdoor spaces and from outside of some of the indoor activities. The entry area provides a good view of the activity spaces in the building, and is contiguous to the snack and lounge areas. Also adjacent to the entry is the administration/supervision desk, with an overview of all activities in the center. The new addition to the games/multipurpose room allows some change in level to modulate and partially subdivide the space, as in all the other designs, and opens onto another porch and activity space to the rear of the building.

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