CHILDREN'S VILLAGE IJANIKIN, LAGOS

BY

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DEDICATION

This book is dedicated to my grand-mother, Mrs.
Ashiawu Alapinni and to both my parents for their
unflinching support throughout the ordeal.

DEGLATITION

I, Bashiru Abike Bilikisu, do hereby solemnly

declare that this dissertation is an authentic and

original documentation of my research for the award of

the 'Master of Science' degree of Ahmadu Bello University,

Zaria; and that all references therein have been duly

acknowledged.

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Sincerely yours,

Bilikisu Abiko Boshiru.

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PREAMBLE: HUMANITY AND PROGRESS

The development of our social systems is based on our efforts to cooperate with each other in our daily lives. Real progress depends on the contribution which each human being is prepared to make towards a better, juster and more peaceful world.

Because of his imperfections, man lives in a permanent state of crisis, yet he coasesses the ability, to overcome this crisis bit by bit. He may gain deeper insight into the structure and functioning of our social interactions and change his attitudes accordingly. Those who do not think in these lines are neither humanitarian nor realistic. To think realistically does not mean resignation in the face of human short-comings, but determination to take up the challenge and fight against material and spiritual dilemmas.

We do not become more human through hostile arguments nor by visiting on ever higher standards of comfort in our lives with the ever more complicated machinery invented to satisfy our needs.

We become more human as we succeed in respecting, loving and helping each other to overcome the acute problems in all our lives.

Thus, it is necessary for fellow human beings to understand and help the abandoned child, this is a concrete steps towards a modest contribution towards the social progress in our times.

CHAPTER - 1

INTRODUCTION

- 1.1. Purpose
- 1.2 Trends Past and Present

INTRODUCTION:

Purpose

Maybe saving mankind simply means not resigning in the face of present day crisis which rock our world in the face of the nusery which is the lot of so many of our fellow - men.

The more determined we are in our battle against the materials and spiritual distress of our age, the better the chance of overcoming evil. More humanity is what is needed. Will man learn more respect for his neighbour, learn to love and help him more? The children's village is a step in this direction be because doing good means making our world a better place to live in.

Thousands of children all over the world have lost their parents and are forced to grow up without the love and warmth needed by a family. These children need our help. They stretch out their hands to us, but they don't want alms. What they need is affection and security. Can we pass without helping? Each one of us can give these children a real home in any little ways we can by a genuine contribution to their development.

Neglect of the child in favour of selfish adult interests destroys the very foundation of human existence.

Of course our world cannot be mude for children alone. Aut we should remind curselves that neither should our society be an exclusive society of adults. It is not just a community geared to production and consumption. It has important tasks to perform.

Moreover, for each one of our children it represents the support and protection every child needs in life, the opportunity to learn and develop which no young person should be denied if he or she is to grow up to be a healthy man or woman.

Society needs the child, for through the child it is reviewed and adapts itself to current changes. And last but by no means the least; the quality of our life - which is life in society - depends on the quality of the contribution we ourselves make to the care and education of all our children, abandoned or non-abandoned.

1.2 TREMOS - PAST & PRESENT:

The problem of the abandoned child has been a long standing one. The child is abandoned as a result of fear of judgement from the society or economic restraint. Since it is not possible to stop the act, it is only proper to provide a home with adequate facilities to ensure proper growth of these children into useful citizens of this country.

It is also better and cheaper on the long run for society to run such institutions which are beneficial rather than spend much more on these children later in life as problem adults on corrective or preventive measures like prisons, remand and mental homes.

Nigeria before the civil war there almost existed no homes because there just were not many ways in which a child would have absolutely no one to care for him. The extended family system took in all children from fathers who maybe got divorced and couldn't look after the children. Or children from mothers who were sick one way or the other. All these is in the most now.

Today most of our families are going nuclear with the immediate family becoming more and more important by the day what used to be a family problem has now been individualized. Especially in our towns where the rate of development is fast and cost of living is getting higher and higher each day. It becomes more difficult to take in another person's child for up-bringing.

With the advent of the civil war in Nigeria, the problem became aggravated.

Immediately after the war, there was a large number of displaced children who were taken into various homes run by charity organisations or the various state governments. Even then, the oroblem was more pronounced in the cities than in the rural areas.

Thus, Lagos is a special case because of her high population of lowly paid workers. Most of them are unskilled and migrated from the villages due to the bright lights of the city. On getting there they have absolutely no skill to offer and thus become factory hands. Most of these people have no relatives in the cities and live in the waste areas of the city. These are the people that mostly abandon their child, because they can barely feed themselves not to talk of an extra mouth.

raging in the country and workers respecially this category being laid off, it is alarming the rate at which parents now abandon not only babies but young children as well. This is the reason why the state government needs and has included a children's home in this year's phase of development programme.

CHAPTER - 2

THE TOPIC ITSELF

- 2.1 Why a village?
- 2.2 Scope of Problems
- 2.3 Coals and Objectives
- 2.4 Design Scope.

CHAPTER - 2

2.1 THE TOPIC ITSELF:

Why a Village?

It is because there is the inherent tendency of institutions when on their own, on the long run to turn to ghettoes. But this situation can be curbed by linking the inhabitants of these village with there sorrounding environment and arousing their interest in neighbouring communities.

In the basic african settlement or home there
is always the element of the extended or multiple
family units or system. In a house it is very common
to find up to two or four nuclear families living
together. These homes also form a part of a
secondary group of houses that form a compound.
These compounds then combine to form a village with
all other necessary commercial, institutional, agricultural and recreational facilities that go with it.

Thus as we are designing for these children who have no relatives, no one to call their own. The closest we can get is to at least make them related to one another by making them live in houses and compounds and integrating them into settlement arround.

This impacts a sense of belonging to the children.

whilst the psychological situation of the normal children's home is similar to that of a group of isolated from society to whom the use of public services is granted with varying degree of kindness, the position of children in this village would be just the opposite.

The becole in the neighbourhood will have free access to the village and can use all its recreational facilities. In return the children are able to make friends out of the village and thus interact and integrate into the society.

The village therefore is not a place where a group of people outcast by society live, but a subcentre of the immediate comunity itself, to which the homes of these young people are integrated.

2.2 SCOPE OF PROBLEMS:

There are quite a lot of problems facing the children in a home of a village. These can be divided into two categories. The psychological, the physical, the emotional educational and shelter needs of these children.

Of all these problems it is the provision of both shelter and conducive environment for these needs that are the architect's responsibilities.

Because as it is now there are quite a lot

of problems facing the design of children's village.

The existing ones are all isolation spots where these children are conviniently forgotten by both public and government alike.

Most of the buildings where these children are housed are private or government houses built for other purposes and not for homes. They are just converted into homes with no functional considerations being taken into account at all.

Also the educational aspect of these children are sometimes neglected seriously. There is neither space for activities that are conducive to proper interaction of these children with those from outside nor for proper development.

.

Moreover, for the health needs of these children what is available is sometimes an emergency outfit with medicine chest and maybe a nurse comes in once a week to look them over. Many of these children are lost on babics because of lack of intensive health

care needed because of the situation in which most of them are found. This is either in dumps or gutters as the case may be.

with all these problems one can see that there is a lot to be improved and added if we want to produce a good breed of useful citizens from these children.

2.3 To provide the necessary structures and environment the following goals and objectives would have to be realised:

Goals: -

For the home — an atmosphere that is as close as possible to an average Nigerian home.

For the village as a whole — an environment that would ensure the proper development of these children into useful citizens of this country.

The troop of and general fr

Objectives:

THE THE ST

A good location that can be exploited to the children's functional buildings and spaces for organised activities that will ensure the interaction of these children with others from the neighbourhood.

OF HOLDER WARELINE For

- Provision of enough space for future expansion.

The goals and objectives can then be physically interpreted into actual spaces and structures by the provision of necessary facilities which form the scope of the design.

2.4 BESIGN SCOPE: - Architectural Brief

The many facets of a good children's village demand quite a number of essential facilities.

- An administration block would be provided to monitor and oversee the day to day activities and maintainance of the village in its entirety.
- All basic living quarters of both the children would be bungalows.
- Primary and Nursery schools are to be provided to provide the necessary educational needs of these children and a source of interaction with others in the neighbourhood.
- Play ground and playlots will be provided to provide a recreational avenue for children or outside the village.
- Provision would be made for a youth centre where all children can come to play, relax, learn with children in the home.

- A small clinic or sick bay would also be added to cater for the basic health needs of the people in the village and students in the neighbourhood.
- A village form and experimental gardens would be provided for both food consumption, school lessons and a place where children can play with domestic enimals they lave.

CHAPTER - 3

CASE STUDIES PROS & CONS

- 3.1 The Motherless babies home at Marina, Lagos.
- 3.2 The S.O.S. children's village Isolo, Lagos.
- 3.3 The orphanage at Zaria.
- 3.4 Children reception home, Loudra.
- 3.5 Experimental children's town in Vienna.

CHAPTER - 3

3.1 THE MOTHERLESS BABIES HOME, MARINA LAGOS

The motherless babies home was established by a voluntary organisation known as the Business and Professional Women's Organisation in 1961. The aim of the organisation was to cater for the needy and less fortunate children. It was headed by late Mrs. Ayo Manuwa as it's first president.

The institution was taken over by the Lagos

State Government through the Ministry of Sports, Youth

and Social Welfare in January, 1977 in order to

facilitate the forstering and adoption of the abandoned

babies and to cater for the motherless ones. It is

also to affect the practise of the forstering and

adoptionlaw which is in force in the Lagos State.

The institution is financially run by the Lagos

State Government through the Lagos State Ministry of

Sports, Youth and Social Welfare. The home do receive

donations from charitable organisations and individuals.

Both in cash and in kind.

Admission into the home is categorised into three groups:

Abandoned: These are children abandoned by their parents and are brought by the police to be certified fit for admission by the government medical doctor.

Motherless: These are children whose mothers died at birth or during labour or after delivery and there are no relatives the father can entrust the care of the child to.

Shelter: These are children whose mothers may be receiving treatment at the psychiatric hospital and the father cannot cope glone.

Health:

The State Ministry of Health through Onikan Health Centre, Massey children hospital, Lagos and the General Hospital Lagos supply the medical services needed at the home. Two health sistens are detailed from Onikan Health Centre to visit the home twice in a week to give necessary help in the health care of the children.

Staff:

The staff of the home is composed of the following:—

3 social welfare officers with one in residence who

attend to the social and emotional problems of these

children.

Adminstrative:

These are a clerk, a typist and an occount clerk.

They are responsible for receiving correspondence, sem sending letters out.

Domestic Staff:

These are the laundry attendants, store assistance,
Ambulance driver, cooks, cleaners, gardener, night
watchmen, etc. The maid attendants are responsible
for caring for the babies while the cooks prepare their
food. The cleaners see to the general tidiness of the
home and the laundry attendants do the washing of
babies dresses and clothes. The gardeners sees to the
tidiness of the compound, while the night watchmen
serve as security workers in the day and might to
prevent entry of undesirable elements into the home.

Population:

The home as it is now has the caracity for 40 children. But since most of them are adopted fast on that the capacity is not reached most of the time. At the time of the report there were 27 children in the home.

The admission rate is about two to three children per month.

The day starts between 6:30 - 7:00 a.m when babies are given their milk by the night attendants. By 8:00 a.m they are given another feed. The toddlers and semi-toddlers have breakfast at 8:30 a.m., the meal being sometimes Akara and Ogi or meat balls. In between meals snacks are given. At 12 noon babies have another feed and toddlers and semi-toddlers have lunch (semovita okro or ewedu soup or eta or other mexed food).

In the evening rice and plantain with fish stew and drinks of black-rurait are served.

Play:

There is a small playground at the back of the building where if it is not raining children are allowed to play, they are also allowed to play arround the compound. The international women society also comes every Thursday to play with the children.

The children also have a television upstairs that they can watch in the evenings as part of general entertainment.

The main problem as enumerated by the social workers is lack of funds and that these children need parental love most.

Maintainance work is carried out by the staff of the ministry.

Critiques

The building that is called the home at present was built as a resident building for one family. The building is also located in isolation thus the children have no friends to play with. The play — ground consist of a few bits of play equipment.

The main problem is that the whole place was not designed as a home in the first instance thus it lacks merits in design.

The place is also too tight and the atmosphere lacks adequate facilities for the proper development of these children.

This is why the government is proposing a new one to be built this fiscal year.

3.2 THE S.O.S. CHILDREN'S VILLAGE, ISOLO, LAGOS

DRIGIN AND OBJECTIVES:

The idea of what is known as the SOS children's village association of Nigeria was first conceptualised immediately after the civil war in Nigeria (1970).

Dr. Herman Omeiner, the Austrian founder of the SOS children's villages the would over, was invited to Nigeria by the National Council of Women's Societies (Nigeria) after consultation with the then Federal Government at a time when, there were several orphans and victims of the war to be taken care of. An outcome of this meeting was the birth of SOS children's villages in Nigeria.

The SOS children's village association Nigeria is a non-political, non-religious child welfare organisation which is devoted to the provision of homes in family-like surroundings for abandoned and deprived children in need of care.

This is done by forming families of different ages and sexes according to the international principles of SOS children's villages, and by educating the children in the spirit of humanity untill they are able to fend for themselves.

The Village Set-Up:

The set-up at the SOS children's village is better seen than described, although no residential set-up for children can claim to completely replace the sh child's natural home, these children are cored for as near as possible to the way they would have been cared for in their own homes. A scheduled but an unexpected visit and tour of the village revealed among other things that the home is filting a very big gap in the society and also that same people are prepared to make sacrifices on behalf of other people's children.

As you enter the village there is a bungalow on your right, which overlooks the rest of the compound. In that bungalow lives a kindhearted, middle—aged man, who is the father figure and over—seer of the compound. But he is hardly in that bungalow as his duty is a 24 hours, one seeing to the da—to—day running of the place.

The children live in houses best, described as "family group homes". Each house has a house mother and a home — help, called auntie. The house—mother who has had children of her own runs the house as she would do in her own home with a few advices and directions from the various committees of the Board of Directors.

She does the shopping, conking, physical care of the children and gives emotional support. The helper does most of the necessary cleaning of the house.

The children whose age group is between 0 and 12 years number between eight and twelve in each house. Those old enough to attend nursery school go to the nursery at the village, and those old enough to attend formal school go to neighbouring schools along with the children in the neighbourhood. Children who can help attend to their personal belongings and some household chores in their spare time.

In addition to the house mothers being incharge and responsible for their individual houses, there is a duty reaster for the mothers whereby each one of South to the the state of the three three to be the overall duty mother for the day. Her duty is to go round the houses in the morning, afternoon and in the evenings, to make sure that the houses do what they are expected to do. For example, she must see that the right menu for the day is prepared and that the houses are clean, etc. There is of course a doctor who visits the children once a week and some pardeners who keep the compound clean and attractive.

provedy appared by highering above beam.

At the home, it is not unusual that a house mother finds herself under presure and under the type of stresses and strains that any natural mother would in her own home. Sometimes one or more children are ill at the same time. Also she has to attend and respond appropriately to the individual needs of the children.

The aim of the village is to provide a permanent home for the children, where they can come back to even after they might have grown up, married and living away from the village.

Administrative Problems:

Tiping makes the water the same times of

The 505 Children's Village Association has been faced with problems militating against effective administration of both the Association and the 505 children's village at Isolo, Lagos.

Finance:

The first of these problems is financial since money is needed for successful running of the village.

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At the moment the Association depends on voluntary denations from firms, individuals, religious and

charitable organisations and also on funds from friends in the diplomatic corps. The Federal Government, through the Ministry of Social Development, Youth, Sports and Culture, gives a subvention of #12,000 yearly.

Staff:

A

The second major problem facing the association because it does not have enough funds to pay the stipulated public service salary scale. It's ability to attract staff from the labour market and even retain existing staff is thus impaired.

For instance, the Association, because of the increase in the number of children under its care, distribution meeds more "mothers" for the village, it needs a well qualified and competent secretary but because of its financial handicaps it has been unable to secure the services of such calibre of steff.

Health:

To cater adequately for the health of the children, the services of a permanent staff nurse is also required.

Teachers:

The Association needs qualified Nigerian teachers for the kindergarten class, it has so far been impossible to recruit teachers for this purpose because the salaries demanded by them cannot be paid at the moment.

Transportation:

The village has one bus donated by versatille
Miss Dora Ifudu. But this is not enough to satisfy
the transportation needs of the village. The village
now has 67 children on roll and the bus has a capacity
of 20. Thus other means of transport is needed preferably, a bus.

Security:

In 1980, the donations of beddings were removed from the houses in the village by thieves who broke into the premises at night mainly because the compound was not prepenly fenced.

Critique:

So far in Nigeria the SOS children's village
Isolo, is the only attempt at providing both structures and necessary atmosphere for the proper development of these children.

But the problem of isolation still exists here since there are no facilities provided by which these young people can come into contact with their counterparts in the neighbourhood except at school.

3.3 ORPHANAGE AT ZARIA:

The orphanage in Zaria was established a few years ago in a bungalow of three rooms and a toilet. At present it houses five children with 2 women living there as helpers and a secretary from the social welfare office in the city. The welfare office provides food and clothings for the children and donations are received from individ als and charity organisations.

Critique:

This is one of the worst houses in the country, the children do not go to any school whatsoever, they are just fed until somebody comes along to adopt them.

The building, the atmosphere and surrounding is bare and offers nothing to the development of these children.

3.4 CHILDREN'S RECEPTION HOME - LONDRA

By Architects — Eldred Evans and David Shalev (1977):

The site of this home covers an areas of 0.32.

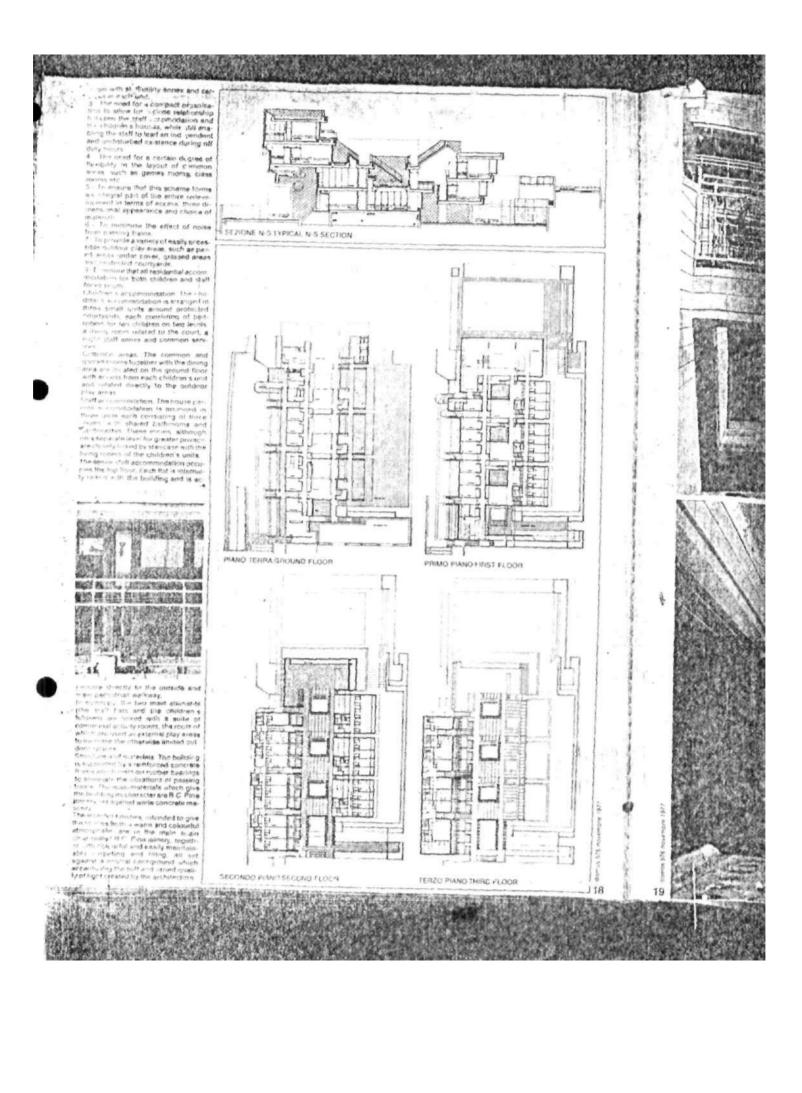
HA at the east and of the Alexandra road redevelopment and is founded by a railway cutting to the north and a new pedestrian route to the south.

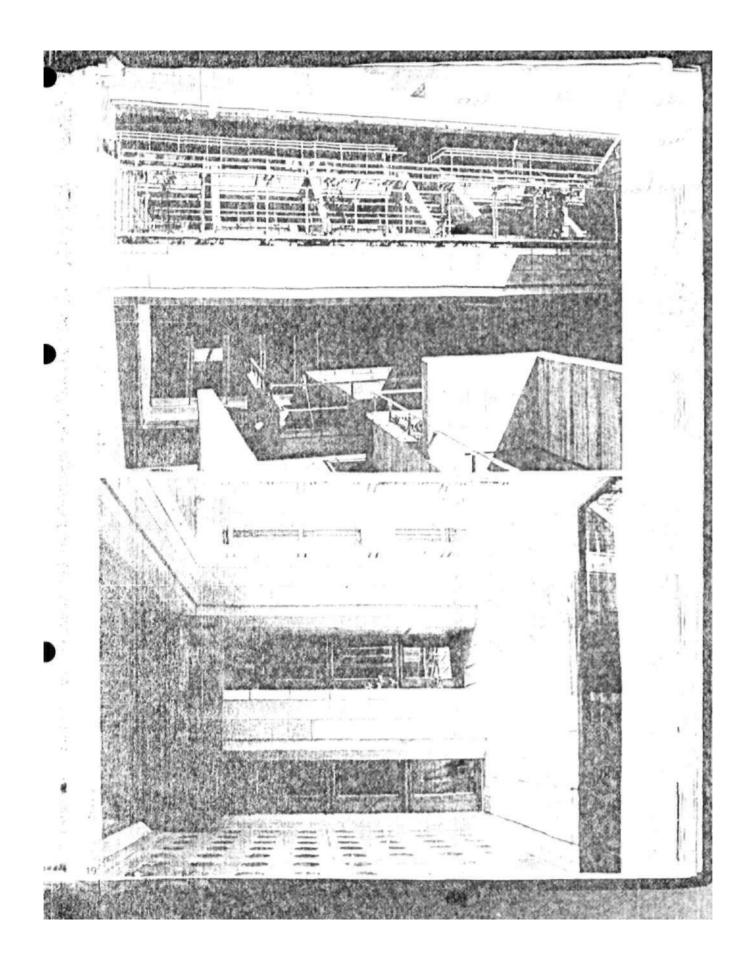
The reception home is designed to accommodate 31 children aged from 5 - 18 years, with full common facilities and accommodation for three senior staff, six house parents, three students and two domestic staff.

The building is approached by car from the Alexandra road vehicle centre. The main arrival bay for vistors, police etc, is to the west of the site, while parking spaces for resident staff and service access are to the north adjacent to the railway cutting. Visitors will use the main carpark provided for by the Borough.

Padestriane approach the building by means of a reised walkway which leads to the main entrance or alternatively to a series of private entrances for children and staff on an upper level.

site Anusa, normate, thorac students for her dimestic





The client in his brief required that the following points he incorporated in the design:-

- The provision of a pleasant living environment for the children as opposed to an institutional type, while still bearing in mind all the necessary supervision requirements of this type of building;
- 2. The sub-division of the children's accomodation into three distinct house units consisting of 6 and 2 double bedrooms, a living room with staff/utility annex and services in each unit;

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- 3. The need for a compact orgenisation to allow for close relationship between the staff

 The accommodation and the children's houses, while still enabling the staff to lead an undependent and undisturbed existence during off

 duty hours,
 - in the layout of common areas, such as games rooms, class rooms etc:
 - 5.
 5. To ensure that this scheme forms an integral part of the entire redevelopment in terms of access, three dimensional appearance and choice of materials.

- 6. To minimise the effect of noise from passing trains;
- 7. To provide a variety of easily accessible outdoor play areas, such as paved areas under cover, grassed areas and protected court—yards;
- 8. To ensure that all residential accommodation is arranged in three small units arround protected courtyards, each consisting of bedrooms for ten children on two levels, a living room related to the court, a night staff annex and common services.

Common Areas:— The common and games rooms together with the dinning area are located on the ground floor with access from each children's unit and related directly to the outdoor play areas.

Staff Accommodation:

the state of the s

The house parents accommodation is arranged in three units each consisting of three rooms with shared bathrooms and kitchenettes. These rooms although on a separate level for greater privacy are closely linked by staircase with the living rooms of the children's units.

The seminr staff accommodation occupies the top floor. Such flat is internally accessible directly to the nutside and main pedestrian walkway.

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In summary the two main elements (the staff flats and the children's houses) are linked with a suite of communal activity rooms, the roofs of which are used as external play areas to increase the otherwise limited outdoor spaces.

Structure and Materials:

 The building is supported by a reinforced concrete frame which rests on rubber bearings to the first eliminate the vibrations of passing trains. The main materials which give the building its characteristics are 8.C. Pine joinery set against white concrete สาราช เดิมสาราชิก is y and makile withoutly masonry.

The internal finishes, intended to give the snaces both a warm and colourful atmosphere, are in the main again clear sealed 8.C. Pine joinery, together with ាន សាស៊ី (អា**វី:១**៥ colourful and easily maintainable corpeting and tiling, all set against a neutral background which accentuates the soft and varied quality of light created by the architecture.

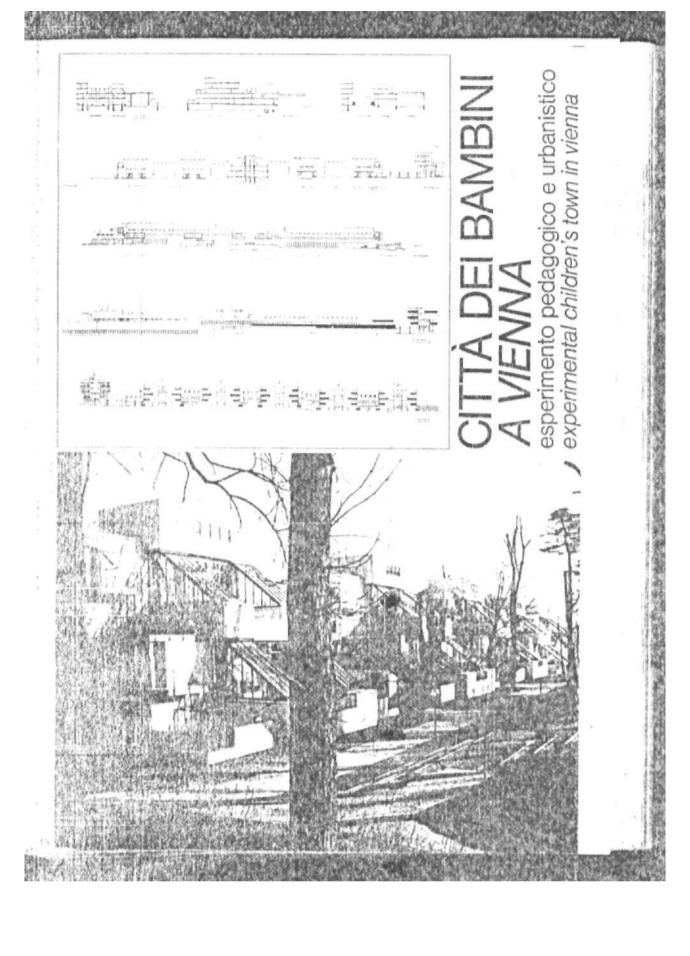
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3.5 EXPERIMENTAL CHILDREN'S TOWN, VIENNA

By Architect Anton Schweighofer FRANCE:

The architect Anton Schweighofer who has built quite a few "children's village", knows from experience that it is possible to curt the inherent tendency of these institutions to become ghettoes. This can be achieved by linking the inhabitant of these "villages" with their surrounding environment and crousing their interest in neighbouring communities. In a "children's village" in India, for example, it was the necessity of catering for their own where without that spurred the inhabitants to realize their faculty for inventing objects to be produced and subsequently sold.

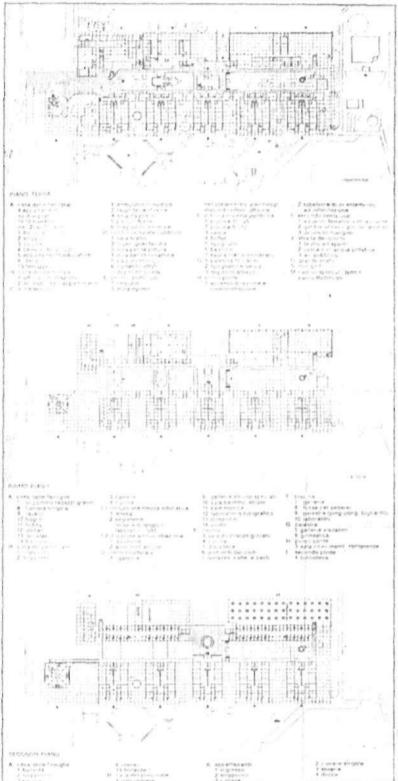
whilst the psychological situation in a normal children's village is similar to that of a group isolated from society, to whom the use of public services is granted with varying degree of kindness, the position of the viennese model of the "children's town" is exactly the opposite. The people living in the surrounding district have free access to the "children's town" and can use all its recreational facilities, which range from the theatre hall, a covered swimming pool, a discoteque, laboratories, a



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of as appendixes. The young persons and where one is complete, as not therefore a properly live but a sub-rem is of the cody stoold to which the meets of other cody stoold to which the meets of other compared. The other where the other meets of the compared the other who can enhance or other cody of the compared to so whether the other means to other other cody of the cody of the cody of the most sub-out of the mean factors. I we experimental induses of the heem less chiefly in the polyadistic of the polyadisti



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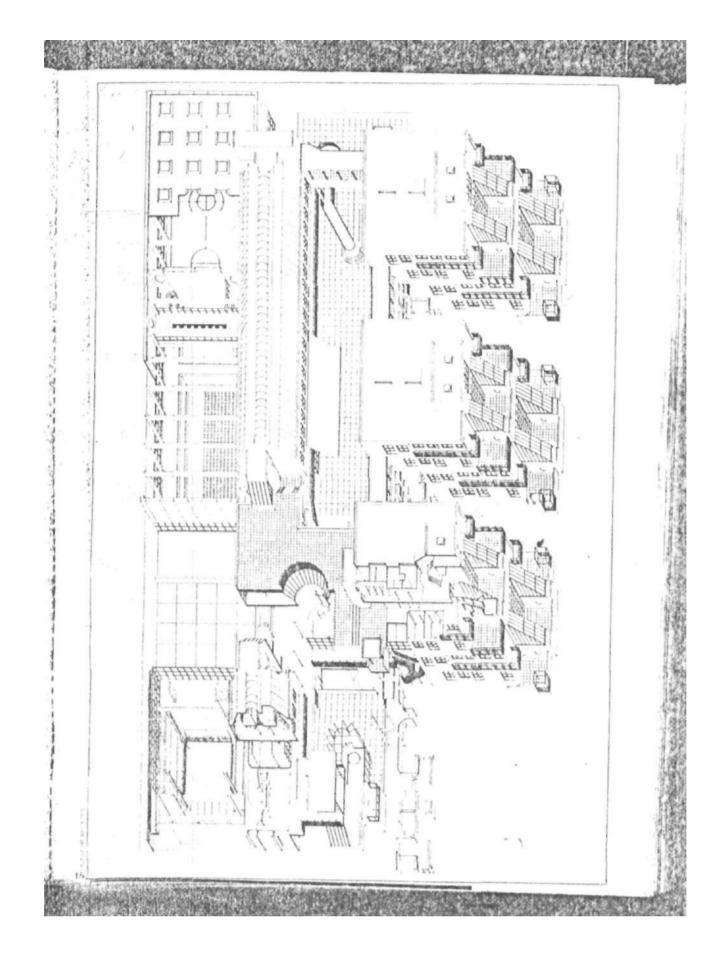
and Charlester of the service of the product of the parameter of the contract of the c in the section of the section of the section of the sections. 97 distribution reintgenirsi nella unta della città li carattere sportimentalio del chem ptessos sia anciotato nel sino pediago giora At contrario di quando avviene in un collergo, qui i spordimi avviene, nelativiamente lettera in un contrario, qui i su in contrato dispensione di diece ragiazzi più dei adultifi Questi drugeri familiari despensione di un toro budget e usano i e attrezzature e lora di screnorie. Ogni cassa è abilitata de qualito famigue organiza in un appartimiento a dei piani. Le case delle - tam ghe - sono cinquin i ra quezzi delle - tam ghe - sono cinquin i ra despensione varioni di tre ai qualitorità canni fi privano da 15 ai 18 anni, vivori invece in case separate in camero progletti la propiete delle composite delle compile E te lori case si con organizatione delle progletti la progletti delle composite. 11--- EUI THE STATE OF THE PARTY OF THE P 1 synonic misses in case separate in cases in cases some due.

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Potebe inquasi come sono enconduazione e prejinidentali si imania sorpresi di vederit relativati si rimana sorpresi di vederit relativati in un progetti come questo, eubliturazioni dalla burongna penisare che la realizzatione per le molle difficolta opposito dalla burongna penisare che la stratza stitune del un progetti come deciso, eubliturazioni dalla burongna penisare che la stratza stitune del un progetti come questo e stata di per al rei esperimente, per le molle difficolta opposito dalla burongraza fractignosano che si divieva affrontario, dallo che le strare porti degli infoci nui unitanto increano dientiva store de competitazioni ed enti i a delaminone peli increano dientiva strine, aspicalenza occale, ed lizia mis alterbane referenza con distrato espesibi sollanto quacie a una spirocal i commissione di una suna spirocal i commissione di una spirocal i commissione di una suna spirocal i commissione di una suna spirocal i commissione di una spirocali commissione di una spirocal di una spirocal di una spirocal di una spirocali di **BENEFA**

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zon, studios for drawing, peinting, pottery and photograping, to dance and music halls, a billiards room, sauma baths, a gymnasium and ping — pong rooms. In return, the "town" children attend the local state schools, and school leavers find work in the district as apprentices. The young people's complex is not therefore a place where a group of people outcast by society live, but a sub-centre of the city itself, to which the homes of children and young people are integrated. The urban character of the complex is deliberate since it is inhabited by so-called sociel orphans (i.e. "children who for a very wide variety of reasons cannot grow up within their cwn femilies") who must sooner or later take their place in city life.

The experimental nature of the scheme lies chiefly in its pedagogical aspect. Unlike the situation found in a boarding-school, here the young people live in relative freedom, in a family buckground with "families" consisting of ten children plus two adults. These family groups have their own budgets and use the community equipment at their own discretion. Each a class live, has a class l

There are five such "family" houses. The boys and . girls in these families range from 3 - 14 years old. The teenagers from 15 - 18 years live in separate houses, in single rooms, occupying 2 houses in all. The architect has developed the complex along a play-street which is closed to motor traffic. From 医克勒克氏线膜 医二烷酸合物 原 this street there is access on 2 levels to the community facilities. As slogens like "concentration", mixed living, and integrated services are reparded as outdated. It is surprising to see them put into effect in a multi-functional project like this one. But it must be remembered that the fulfilment of a project like this has been in itse?? an experiment owing to the many snays presented by traditional bureaucracy which had to be dealth with, in view of this fact that the various parts of buildings not only come under different institutions and public bodica. The definition of the espointment itself and its subsequent realization were made possible only through the work of a special commission representing the different interests involved. " Vel : be the

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The visitor has the impression that in the product as "children's town" a complex has been created which still has to be assimilated by its users be they boys

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CHAPTER - 4

CHILDREN'S CHARACTERITIES AND BEHAVIOUR PROFILE

4.1	The	FOUR	Year	67.4
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- 4.2 The Five Year Old
- 4.3 The Six Year Old
- 4.4 The Seven Year Old
- 4.5 The Eight Year Old
- 4.6 The Nine Year Old
- 4.7 The Ten Year Old,

4-1 THE FOUR YEAR OLD MOTOR CHARACTERISTICS

The four year old is very active, covering more ground. Races up and down stairs. Dashes on tricycle, Enjoys activities requiring balance. Can carry cup of liquid without spilling. Prefers large blocks and makes more complicated structures.

man grand the second section with the second

Eyes and Hands:

He can draw object with few details. Can imitate the picture of a square. He can use scissors and attempts to cut a straight line. Builds extensive complicated structure with blocks, combining many shapes in symmetrical form.

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Interpersonal Relations: 4007787-0000

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Takes great pride in mother. Sonsts about her away from home and quotes her as an authority.

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Father - Child:

Mother is commonly the favoured parent at this age, but father cen take over in many situations.

Child clings loss at bedtime and go to sleep more quickly for father.

Family:

Developing a strong sense of family and home.

Quotes parents as authorities; boasts about them.

Compares outside world to the home, to home's advantage. Family's way of doing things is the right and only way. Likes family picnics and other nutings.

Likes to be taken on nature trips. Excursions alone with father especially prized.

Child to Child:

Will share or play co-operatively with special friends. Very conversational with friends. Good imaginative play. More interested in children than adult. May have special friends of same sex.

Grounings in Play: were sides of frostly part is ed.

Co-operative and imaginative group play sustained dramatic or imaginative play. Tendency
in group play for division along sex lines. Play
grounings fluid. Some chanting at other sex, in an
excluding way. Some have special friends of same sex.

Play and Pst-times:

Prefers to play with other children. A

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combination of real and imaginative. Rides tricycle, climbs, does "tricks". Plays with imaginary compandants. Draws, Paints, Colours. Uses blocks to make detailed construction. Combines furniture for dramatic play.

4.2 THE FIVE YEAR OLD MOTOR CHARACTERISTICS

There is greater case and control of generaly bodily activity, and economy of movement; posture is nredominantly symmetrical. Control over large muscles is still more advanced than control over small ones. Plays in one location for longer periods, but changes posture from standing, sitting, squatting. Likes to climb fonces, jumps from table height. Runs and climbs, throws mud and sand. He climbs, can attempt to roller skate, jump rope, walk on stills.

Eyes and Hands: 1

Co-ordination has reached a new maturity.

Approaches an object directly, prehands it precisely.

Build with blocks, usually on the floor - graduated towers or low rambling structures with roads and small enclosures.

marghet concess of and the construction for the territory

Manipulates sand, making roads and houses.

Malds objects with clay. Likes to colour within lines
to cut and paste simple things, but is hot adept.

This is a focal age visually. Child tends to sit with trunk unright, with work directly before him. Is aware of the totality of space, but does not take it in all at once.

Internersonal Relationship:

Mother - Child

Mother seems to be the centre of the child's world. Relationship smooth, pleasant and not overwintense. Likes to do things correctly, as mother desires. Likes to obey words, invites, and accepts mother's supervision in learning.

Father - Child:

Same now for first time accept father when mother is ill. Relation is smooth pleasant and undisturbed. Erjoys special accasions (excursions) with father.

Family

May have strong feeling for family. Likes idea of the "family", likes to talk about it, to use the word. Enjoys family picnics and other outings.

Child - Child

Plays well with other children, especially groups tept small. Does not insist on having own way and does not worry about bahaviour of others. Prefers playmates of own age.

Groupings in Play

Children mostly play in oroups of two: seldom more than five in a group, personnel of any group is rapidly shifting. Little solitary play, but eften parallel play.

Imaginative mlay gives apmearance of being co-operative though actually involves little real co-operation. Each child carries out his individual ends and has little concern for the group as a whole.

Most frequent grouning is of two children of same sex. These pairs of griends may be shifting.

Play and Past Times

More independent play, indoor or out according to season or weather Likes to have an adult nearby.

Much play centers arround the house. Suilds house with large blocks or with drapeel furniture. Play with dolls, using them as babies, child runa, climbs, swings, skips, jumps, dances, etc.

Rides tricycle, pushes cart. Tries roller skates, jump rope or even stilts.

Uses sand in making roads, transporting it in cans.

Imitative play - house, stone, hospital. Paints, draws, colours, cuts and pastes, does puzzle.

Copies letters and number. Games of matching pictures and forms. Builds with blocks, large and small likes to copy designs with blocks.

Girls

Doll play, playing house, dressing up.

Boys

Blocks, tools, cars and trucks, war games, mechanical toys.

4.3 THE SIX YEAR DLD MOTOR CHARACTERISTICS

Flings out arms and legs as he walks. Very active, in almost constant motion. Andy is in active balance as he swings, plays active games with singing, or skips to music. Enjoys wrestling, tumbling, crawling on all forms and pawing at another child, and playing tag.

Large blocks and furniture are pushed and pulled arround as he makes houses, climbs on and in them.

Balls are bounced and tossed and sometimes successfully caught. Tries skates, running broard jump, and stunts on bars. Some boys spend more time digging. Enjoys walking and balancing on fences.

Eyes and Hands

Makes good start in many performances but needs some assistance and direction to complete tasks. Is more deliberate and sometimes clumsly, but handles and attempts to utilize tools and materials.

Cuts and pastes maner, making books and boxes, likes to use tape to fix things.

Hammers vigorously, but often hold hammer near the head. Can join boards and make simple structures. Is beginning to use mencil crayoms as well as wax crayoms for colouring and drawing.

Can print capital letters, commonly neversing them. Attemps to, sew, using large needle; makes large stitches. Is experimental visually; likes to try out new visual combinations.

Interpersonal Relationship:

Mother - Child

Mother on longer center of child's world; child himself or herself now holds this position.

This shift, this separation of child from mother, has not yet been achieved; is merely being achieved.

Very sensitive to mather's moods, emotions and tensions. Unwilling to accept help from her and can disobey at times.

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Father - Child

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Usually respects father's word as law and does not question it.

Child enjoys platime with father and may demand every minute of father's time while he is home.

Family

Likes family outings though behavious frequently does not hold un well. Tenses for things he cannot have, is nesttles to get home, gets into trouble.

Boasts about home. Likes to go down town with mother to make some small purchase for self.

Child - Child

Marked interest in making friends, having friends, being with friends. Uses term "school friend" or "playmate". Seems able to get along with friends, but play does not hold up long if unsupervised. Quarelling, physical combat. Each wants own way. Camnot hear to lose at games and will cheat if necessary to win. May prefer slightly older playmates.

Groupings in Play

Much group play, especially in imaginative play of house, store. Groupings so flexible that any one child may leave or join the group without being noticed.

Little organization to group play, though can choose sides. Considerable time spent in play with constant friend.

Play and Pastimes

Elaborates and expands five-year play interests.

Mud, sand and water play. Games of tag, hide and seek, stunts on trapeze, on rope and on tricycle.

Ball play, tossing, bouncing, throwing. Rough and tumble play, climbing swinging.

Interest in roller skates, double number.

Simple carpentry, hammering, sawing. Table games with cards, anagrams, dominoes and puzzles.

Paints, colours, draws, and uses clay. Cuts and pastes. Collecting adds and ends.

Printing letters to spell real words. Games of oral spelling or oral numbers.

Imaginative play - pretending to be a horse, pretending furniture is a boat, etc.

Blocks used imaginatively and constructively.

Girls

Doll play elaborated with doll accessaries, clothes, suitcase, furniture. Dressing-up in adult clothes. Playing school, home, library.

Boys

Tinker toys and simple lego sets. War games, cowboys, cops and robbers. Digging holes and tunnels and simple activity in the garden.

Interest in transportation using wagon, trains, trucks, air planes, boats.

4.4 THE SEVEN YEAR OLD MOTOR CHARACTERISTICS

He shows more caution in many gross motor activities. Activity is variable, is sometimes very active and at other times un-active. Repeats performances persistently. Has "runs" on certain activities such as roller skating, jump rope, "catch" with a soft ball, or hop skotch.

There is a great desire for a bicycle which, he can ride for some distance, though is only ready to handle it within limits. Beginning to be interested in learning to bat and pitch.

Boys especially like to run and shoot paper air planes through the air. Likes to gallop and do a simple running step to music. Many have a desire for dancing lessons especially the girls.

Eyes and Hands

Manipulation of tools is somewhat more tense, but there is more persistence than earlier. Pencils are tightly gripped and often held close to the point.

Pressure is variable, but is ant to be heavy. Boys especially are interested in carpentry, and many con now saw a straight line. Girls prefer to colour and cut out paper dolls. Because of difficulty in shifting from near to far, should either work at the black board or at seat, not sit at seat and copy things from board. Tends to fatigue visually.

Interpersonal Relationship:

Mother - Child

On the whole child gets on well with mother, likes to do things with her at times. A "we" age for mother and child. Relationship more companiable and less intense than earlier. Occassional strong battle of wills between child and mother.

Father - Child

Variable from child to child and from time to time. Father's role may be slight at this age as chil child is occupied with nwn activities.

Some, especially boys "worship" father, think he is wonderful.

Family

Interest in and feeling for family very strong.

Serious about such concepts as "home", "family",

"government". Very proud of home and family possessions.

May think own family is rich because they have such nice things.

Interested in place in the family, aid in relation to all members of the family. May prefer to stay at home and play rather than go outdoors.

Enjoys family outings.

Child - Child

Much fighting with playmates, though less than at six. May leave scene if things go wrong. Less domineering, less worry about how others do things. Prefers elder playmates.

Boys may have trouble with older hoys who are bullies.

Groupings in Play

Play in pairs but also much group play. Group play not well organized and still primarily for individual ends. But beginning of real co-operation.

Several children "gang up" against some other child.

Child wories about place in the group, afraid he will not hold his own.

Girls are eligible for browries, boys - cub scouts.

Play and Past-times

More intense interest in some activities, fewer new adventures. Has "mania" for certain activities. More solitary play.

Some play with mud, and digging, some interest in garden tools. Tricycle usually discarded, some ride bicycles.

Magic and tricks, jigsaw puzzles. Collecting and swapping cards, bottle tops, and stowing away stones and bits of this and that. Interest, in swiming often strong. Plays library, train, post office with elaborate paraphernalia.

Rudiments of ball play - catch betting with softball.

Girls

Cutting out paper dolls and their clothes. Doll play may decrease. May "invent" dresses for dolls. Playing school, with emphasis on teachers role.

Hop skotch and jump rope, roller-skating, ball bouncing.

Boys

Active author play of running, wrestling, climbing trees. Carpentry especially sawing. Like to make christmas presents.

Digging things from careel boxes, etc.

Makes model eir planes. Cons and robbers and gun-play. Bullding and playing in tree houses, huts and vents.

Beginning interest in telegraphy and navigation.

4.5 THE EIGHT YEAR OLD MOTOR ACTIVITIES

Now aware of posture in self and others. Likes to play follow the leader. Learning to play soccer and baseball with a soft ball and enjoys the shifts of activity within the game, Girls are learning to run into the moving rope and can run out when beginning to fail. Very dramatic in activities, with characteristic and descriptive gestures. Enjoys folk dances but does not like rhythms unless of a spontaneous dramatic nature.

Eyes and Hands

Increase in speed and smoothness of eye—hand performance, and an easy release. Holds pencil, brush, and tools somewhat less tensely.

Enjoys having a performance timed, but does not comple with time. Writes or prints all letters and numbers accurately, maintaining fairly uniform alignment, slant, and spacing. Likes to work heatly, but sometimes is in too much of a hurry.

Beginning to get perspective in drawing. Draw action figures in good proportion. Girls can now hem a straight edge in sewing.

Binocular visual activity now is much smoother.

Interpersonal Relationship:

Mother → Child

The child is all mixed up with mother; haunts her; wants all her attention. Strong physical and verbal expressions of admiration and affection for mother. Obeys mother if she words directions in way that pleases. Very sensitive to her, tears are likely to well up. Likes to please her.

Father - Child

Relationship with father less intense but smoother than that with mother. Less ardent expressions of affection toward father, but less demanding of hime. Can allow him to make a mistake.

Femil,

Interest at this age seems to be more for mother than for femily as a whole. At seven, was building up a concept of family, now toles to make it really work. Very much aware of people's reactions and anxious to have things "so right" in family.

Child - Child

Group play better; more co-operation, less insistence on having own way, less worry about behaviour of others. But any unsupervised period of play may end in dissension.

Child wants to be happy and wants friends also to be happy. Much arguing, disputing, getting "mad" caused by this.

Groupings in Play

Child enjoys group activity. Accepts fact that role in group is to some extent determined by abilities and limitations. Real co-operative play and carrying out of simple projects.

Not ready for complex rules, but can accept very simple ones, or directions.

Organisation of simple same-sexclubs with names and pass works, of temporary direction.

Hoys and girls separate off in play. Prefer play with same sex.

Play and Past-times

Variety of play interests. Prefers companionship in play (adult or child).

Games of all kinds played indoors or out.

Differentiates work from play. Table games of checkers, dominoes, cards, jigsaw puzzles and map puzzles. Scom too simple games. May make up own game with own rules.

Dramatic play, arranges and produces shows.

"Godset" age, likes to have variety of things and tries to make something of them.

Collecting and arranging of collections. Beginning interest in group games such as soccer or
baseball, with supervision. Unorganised group play
of wild running, chasing, wrestling.

4.6 THE NINE YEAR OLD:

Walks and plays bard. Apt to do one thing until exhausted, such as riding bicycle, running, linking, sliding, or playing ball. Metter control of own speed, but shows some timidity of an automobile's speed, of sliding. Interest in own strength and in lifting things. Moys like to wrestle and may be interested in boxing lessons.

Great interest in team games and in learning to perform skillfully.

Eyes and Hands

Individual variation in skills. Can hold and swing a hammer well. Saws easily and accurately and uses knees to hold board. Makes finished products. Garden tools used and handled appropriately.

Builds complex structures with Enecto or lego set. Hand writing is now a tool. Reginning to sketch in drawing. Drawings are often detailed.

Especially likes to draw still life, maps and designs.

Girls can cut out and sew a simple garment.

Both boys and girls can knit. Can dress rapidly, some interest in combing own hair.

Interpersonal Relationship:

Mother - Child

Child wants to be on his own and busy and selfcentered, makes less demand of time and attention
from mother. The relationship is smoother, rpvided
mother trests child with respect for increased
maturity. Girls and mothers share interest in
cooking, clothes.

Father - Child

Relationship smooth when father respects child's increased maturity. Boys often come into new rlation—ship with fathers, sharing real interests. Very sensitive of criticism from father. Thinks highly of his good regard.

Family

Concept of family important to most, though in practise they like to be away from family, on their own, with own friends.

May be very sensitive as to how family and family possessions compare with those of others.

Some are indifferent, self-centered, irresponsible so far as family life is concerned. Others have *atrong feeling for family". Feel need of parent's care and happy to be care for.

Child - Child

Most have a special friend of same age and sex, as well as a group of friends.

Gets on well with playmates in spite of some quarelling and disagreement. Interested less in relationship with friends and more in what they do together.

The gang or club is important. May subordinate own. Interests and demands to getting along in the group. Try to live up to group standards and criticise those who do not.

Girls beginning to spend the night with each other. Boys dash about shouting; girls giggle and whisper.

Groupings in Play

Informal clubs, still short-lived and very varied, though a little longer duration and more structure than earlier. May be for some definite purpose, press club, scrapbook club, sewing club.

Clubs are mostly secret, with passwords;
imitations; hideaways, codes, secret language, dues,
club bulletins. Rigid exclusion of non-members.
But clubs "don't last". More formal clubs under
adult leadership. Cubs or Browries.

Children like to act as a group and compete as a group. Accept own role in group and can evaluate contributions of others.

Play and Past-times

Plays and works hard and is apt to overdo to point of fatigue. Busy with own activities. Plans what he is going to do. Individual differences stronger — some read and listen to radio more.

Others play outdoors more. Some former interests may be dropped. Others, intensified.

Sledging, - favourite outdoor spent, but also marked interest in baseball, skating, swimming, etc.

Interest in organised clubs such as cubs and browries.

Spontaneous clubs are short-lived stress special interest in club house or hide away.

Collecting of stamps, minerals, etc. Hikes and goes for waks in woods. Drawing maps, making lists of collections. Writing "business" letters in response to magazine adverts or catalogues.

Playing more complicated table games, some animals to care for.

Girls

Paper dolls used in dramatic play. Identify with dolls, playing out elaborate dramas. Like books, with fewer dolls and more different coetumes.

Or may enact entire day's routine in doll play.

Boys

Construction with lego, erects and in workshop.

May work with material for long period or a planned project. Rough housing and wrestling. Some are interested in boxing or gym lessons. Beginning interest in bowling and horse shoes.

4.7 THE TEN YEAR OLD MOTOR ACTIVITIES

The ten year old is a mini-adult with all bodily activities properly developed and co-operated.

Interpersonal Relationship:

Relationship with mother tends to be straightforward, uncomplicated, sincere, trusting. Child
throws self wholeheatedly and positively into this
relationship. Girls are very confidential with
mother. The beginning of some eleven-year old
resistance and "yelling" appears in some.

Father and Child

Boys and girls said to get on extremely well with their fathers. Girls described as "adoring" their fathers, being wonderful pab.

Many girls believe they are more like father than mother.

Family

Feels a much closer relationship with family.

Accepts and enjoys family and usually participates
willingly in any kind of family activity - picnics,
rides, movies, trips.

Child - Child

Girls - Most have a best friend, often sewers.

Relationships among these friends extremely complex and intense - much getting mad and not speaking.

Much anger, jealousy, and fighting if friends associate with other, disliked girls. Very possessive of friends.

Hoys - Some have one or two "least" or "trusted"

friends. Others have a whole "gang" whom they

eeem to like about equally. Also some ganging

up of two against one.

The state of the s

Groupings in Play

Many now belong to some kind of club, either a "secret" club or a more structured organisation such as ecouts. Boys' groupings tend to be blind and flexible and hased quite as much on shared interest as on the basis of strong personal friendship.

👉 🐣 🖰 Girls' groupings are more rigid and often involve the specific excluding of certain nonfavoured girls.

Play and Past-times

Indoor Activities 33 -

Collecting stamps, coins, china, animals, dolls, post-cards, trading cards, model air planes, stones, shells, nature specimens, card and table games. Jigsaw puzzles, scrap-books. Entertaining, especially reading to younger children.

Like pets and secret clubs.

Girls (wint growning come made made nited to see me Tourse, Doll play, playing house, sewing for dolls, cretting paper dolls. Dressing, painting, ceramics. Writing stories or plays, then dressing up and acting them. Likeway

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9oys

Drawing, designing, creating, or imaginary gadgets and inventions. Secret rooms, jet rockets or planes, boats, etc.

Constructing model planes. Lego sets, Electric trains. Chemistry sets, beginning interest in photography.

Disdain is expressed for out grown activities.

Outdoor Activities

Sike riding very strong. Horse back riding (girls more than boys).

Saseball, catch, throwing bail against walls, and selections, skating, swimming. Building or playing "secret buts" climbing trees.

"Pretend" games - may involve activities or just be verbal. Running and hiding games. Playing with and carring for pets and younger children.

Nature interests (in a few).

Girls

Jump rope, roller skates, hop skotch.

Boys

Racing, plain bicycle, three legged cowboys, guns. Just fooling arround.

CHAPTER - 5

CHILDREN'S PERCEPTION OF ENVIRONMENT, SPACE AND BUILDING ELEMENTS

- 5.1 Children and their environment
- 5.2 Children and building elements
- 5.3 Views
- 5.4 Important elements
- 5.5 Imaginary places
- 5.6 Anthropomorphism
- 5.7 Colour, Texture and patterm.

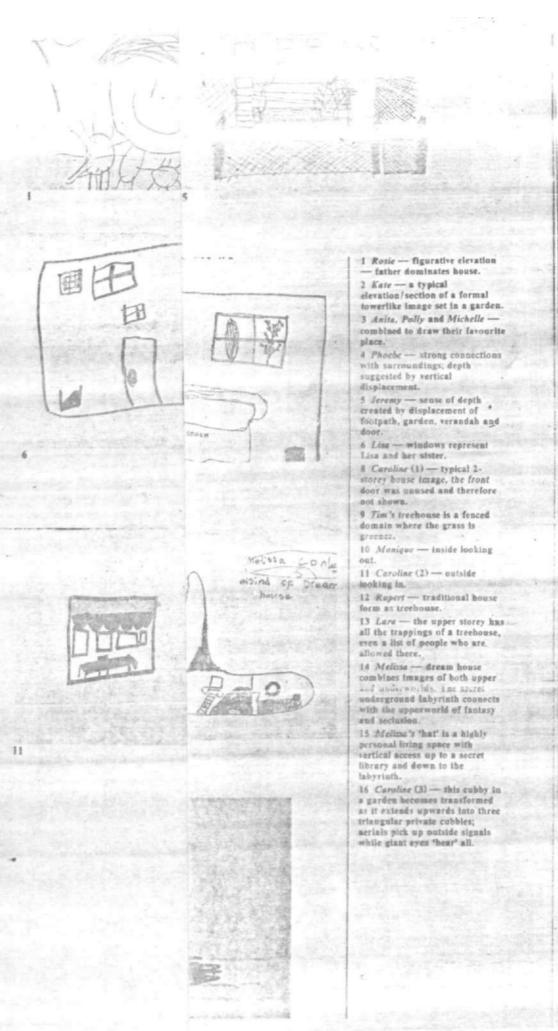
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Drawings and Visions

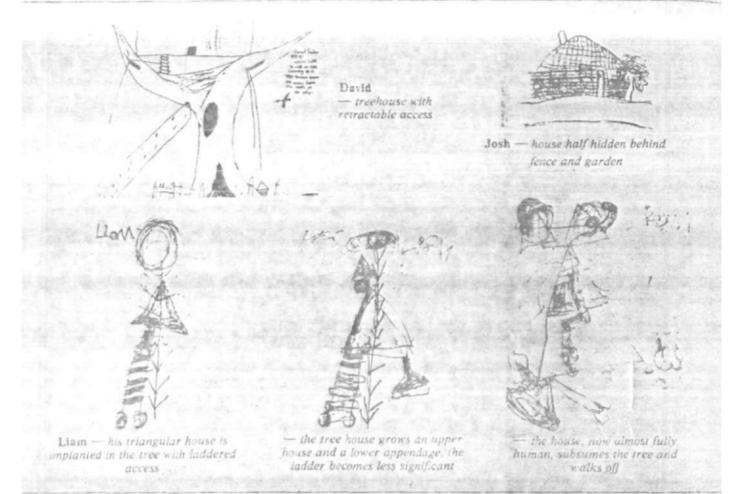


Simon — his own house is dominated by a neighbouring block of flats

Kim Dovey - Daryl LeGrew



conection of these drawing



has access to secret cubbles on either side, which in turn link up with a 'lower world' of labyrinthine underground tunnels and stairways. The hat itself has its own attic in turn as revealed by the sectional drawing, a library for seclusion. This attraction to successive degrees of seclusion and secrecy is also apparent in Richard's plan for a dream home, with as successive nesting of private and secret places; home-office-safe,

The underworld image mentioned earlier and shared by Melissa's drawing becomes dominant in Matthew's secret hut, camouflaged from above. This secrecy imperative is based on the realization that cubbies are quickly vandalized by other kids once discovered.

Anthropomorphism

The image of the house as a face, with windows as eyes, door as mouth and roof as hat, has long been propagated through children's literature. Such facelike images are present in many of the drawings we collected (Becky, Tracy, Jamie), and the children involved often verbally attributed human characteristics to their houses. Melissa's hat is strongly anthropomorphic and Simon's block of flats next to his house is capped by a sun/face that lends the whole ensemble a human quality.

In some cases a window is symbolic of the person who dwells in the space behind it, often drawn looking out. In the same way the entire house form is at times suggestive of a self-image. Llam begins a most remarkable sequence of drawings with a figurative triangular treehouse which he claimed was realistic. However, in a sequence of three drawings, the treehouse grows eyes, arms and legs, and bursts into human form. The tree has disappeared and the house/human walks away. Carotine's drawing of a friend's cubby begins realistically yet extends upwards into a series of imaginary secret places. This upperworld is surmounted by a large animal form with huge eyes that 'hear' everything

that goes on up there.

These fantastic images, together with all of the other images discussed and illustrated here, are an important part of the child's reality. We do not wish to argue about whether the images are culturally specific or universal. Indeed we believe that the drawings themselves are a source of understanding deeper than we could induce by attempting further explanation. Such an understanding of the child's world view is valuable because the childlike imagination and sense of wonder are qualities that are much-needed in our adult environment, and in those who design it.

\[\square\$ \text{\text{Imagination}} \]

5.1 CHILDREN AND THE ENVIRONMENT

What are the special needs of children with regard to the environment? How are children affected by the design of particular buildings and the overall urban or rural fabrics?

There are questions to be delved into by designers in the bid to provide a stimulating environment for children.

The theory of the swiss developmental psychologist Jean Piaget is recognised as the leading theory of child development and behaviour. Piaget is an interactionalist, that is, he argues (and considerable research support him) that children develop from an interaction between inner drives and external environmental conditions. Piagets also suggests that development is a product of the child's commerce with the environment, that is being able to actively manipulate the environment and see the results of these manipulations.

Cognitive development, for example, progresses from concrete understandings and this developmental process is facilitated if the young child can actually and actively explore and experiment with the environments.

At a very general level, both of these insights are very necessary and have tremendous impact on the design of the physical environment and for the preservation of wild, rough and natural environments. But what of the more concrete effects of the physical environment on children other than following the general concepts of providing manipulative environments and a wide range of environmental stimuli, what can the designer do to increase the richness of experience of childbood? Conversely, what current design ideas and common hope of the profession are perharps detrimental to children?

In studies of design and housing many complaints are registered about inadequate outdoor features for children. Though it has been calculated that children are the greatest users of public outdoor space, playgrounds and parks (with the exclusion of an adventure playground) do not provide for most of their needs, one study found that children spend less than an average of 15 minutes in a playground during a period of several hours spent outdoors.

On the other hand, children do use courts, side walks, balconies, porches, lanes, streets, left—over spaces between buildings and ambiguous spaces in and arround natural features much more than they do

created, sculptural playgrounds.

Thus we need to provide safe, connected play spaces linking several house clusters, streets, paths, natural areas and left-over spaces.

5.2 CHILDREN AND BUILDING ELEMENTS

Children do not normally engage designers to shape their worlds, and for the most part, designers do not engage with children in their design activity. When places are designed for children, their needs are mainly interpreted and articulated by adults, and become submerged in an adult world. Aut what of the child's differing perceptions and use of the environment; what of the role and form of imagination in the child's world? What would kids do in the role of the designer? Insights can be gained by asking children to draw the places they inhabit, imagine and are attracted to. The drawings here were made by children aged from three to twelve years who live in Melbourne. They were drawn in response to one of three requests, to draw "the place in which you live"; or the imaginary "best possible place in the world". It has been difficult to accurately separate responses to these requests because supposedly realistic

drawings were embellished with imaginary worlds, while idealized places were often based on real spaces and places.

The distinction between the real and the imaginary is not a powerful one for the child; and therefore the drawings are presented without forcing such distinctions. The child's explanation and interpretation are added where applicable.

5.3 VIEWS

The point of view that the child takes to draw the place differs a good deal, particularly with age. Up to about age four children draw highly figurative elevations, they are concerned mainly to sketch an outline and fill in windows and doors. Form, scale and spatial relations seem to reflect the importance placed on particular elements (Rosie). From the age of four to about eight or nine children draw increasingly in an adult mode, yet often mixing elevation, section, plan and perspective views.

Elevation/sections (Jasper, Kato, Melissa) are common, showing inside and outside elements juxtaposed. Other views include the elevation/plan (Michella); the elevation/perspective (David), and

the perspective/plan (Richard). The first completely abstract plan view appears at about age nine.

Elements in perspective appear first after age seven (David, and the combined drawings of Anita, Polly and Michelle), but no completely perspective drawings were done. An effect of depth was created, however in drawings such as Phoebes and Jeremy's.

Another view which emerged is the flattened panorama where all the walls of a room are folded out (Nicholas). Similarly, Josh's external view of his house extends up at an angle arround the corner, perhaps related to the angle at which one sees that side when peeking.

5.4 IMPORTANT ELEMENTS

The particular aspects of a place included in the drawings tell us something about their relative importance to the child. Doors, windows and roofs are of primary importance to the image of a house, but so are many other things contained by or forming the context to the house. The bed is a fairly recurrent element (Lisa, Kate, Nicholas). It may be the only place the child really possesses.

External elements such as sun, birds, butter flies, clouds, pools, trees, flowers, other houses, vehicles, playgrounds and roads all seem important.

Sometimes these contextual elements are seen to claminate the house (Phoebe and Anna). The pitched roof is a recurrent although not universal theme, trangular forms were symbolic of the house in some cases (Liam and Caroline). There is a strong element of verticality in many of the drawings. The whole idea of living in a tree is an expression of verticality.

Most of the house drawings are tower-like images, taller in proportions to their width than the average house in our community. Vertical elements such as chimneys, smoke and ladders are generally popular images.

The acts of entering and leaving a place are very important for the child, and there is an emphasis on elements that allow and control this access; for example doors with big door knobs are almost universal, perharps a legacy of high doorknobs and lack of access to the very young. Other drawings show paths and stairs which provide access and elso boundary fences that control it and define territory (Tim).

The relationship between inside and outside is often high lighted by drawings of people looking out of windows (Caroline and Lisa), and by views

such as Moniques inside looking out, and Caroline's 'outside looking in'.

Some windows are drawn much higher up the wall than the doorway (Kate) possibly indicating that while the door extends to the child's level, windows very often do not.

5.5 IMAGINARY PLACES

a the first

be vertically separated from the everyday world, to create an 'upper world' or an 'under world'. The tree house is a common image and seems to be the one that offers the most scape for achievement in reality.

Again access is paramount, including ladders, ropes, matches, slides, flying boxes and retractible stairs (Tim Warwick, Rupert). There is an emphasis on the defence of the tree house with guns and spying places (Warwick). This 'upper world' house however is not limited to the tree house as drawings of ground based houses were found being extended upwards to incorporate an imaginary upper realm. Lara has her facelike house perched on top of a flat roofed dwelling. The connection with the tree house is a strong one as it has an adjacent tree.

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Jasper drew his own house yet added an extra attic floor within roof space.

she termed a 'hat', a personalized attic from which she has access to secret office on which of laby—which in turn link up with a lower—world, of laby—rinthine underground tunnels and stalrways. The hat itself has its own attic in turn as revealed by the sectional drawing, a library for seclusion. This attraction to successive degrees of seclusion and secrecy is also apparent in Richard's plan for a dream house, with its successive resting of private and secret places; home—office—cofo.

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5.6 ANTHROPOMORPHISM

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Conclusion: .

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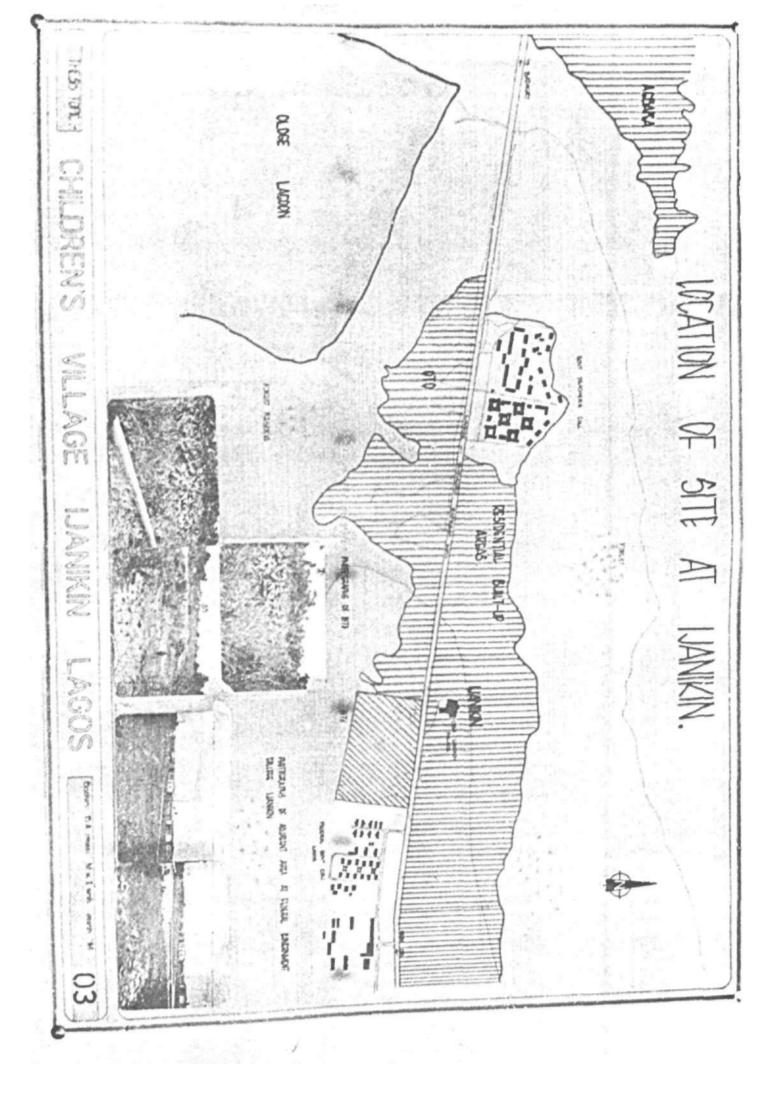
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CHAPTER - 6

THE SITE

- 6.1 Site location, definitions and analysis
- 6.2 Village planning concepts
- 6.3 Site planning criteria
- 6.4 Site functional relationship and zonal concept
- 6.5 Site planning concept.

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6.1 SITE LOCATION, DEFINITION AND ANALYSIS

The site is in Lagos State at the south western part of the country. Lagos is located east and north of the equator. Lagos has an approximate population of two million people at present.

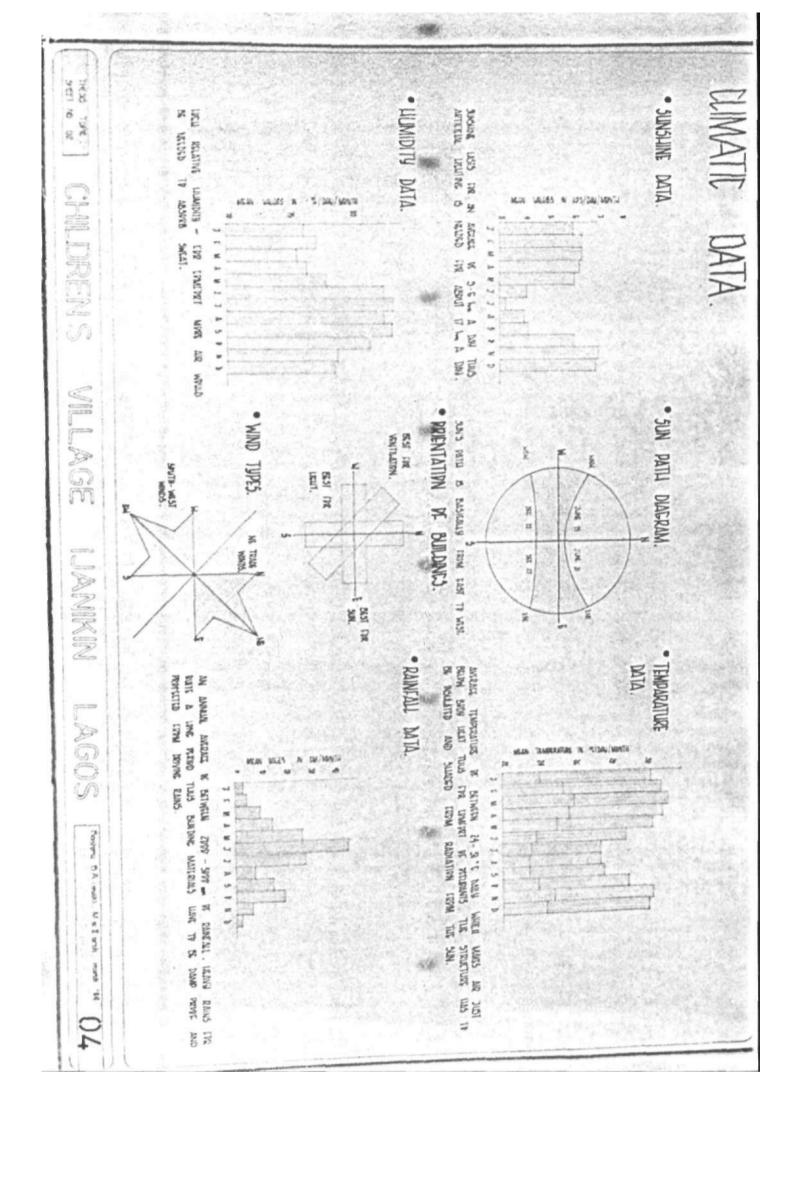
At present the state government who is the main spansor of this project has not fixed or chosen a site for this projected, one had to be choosen that will bit the basic needs of the project.

It is for these reasons that Ijanikin has been chosen.

Why Ijanikim?

Ijanikin is located at the central part of the developed part of Lagos that is being provided for and thus easy to co-ordinate. Transportation to Ijanikin is available by way of the Lagos-Badagry express way.

The congestion in the metropolis does not give room for this kind of development but Ijanikin is a mainly residential area which gives the kind of environment we want for this project.



The Earth Committee of the Committee of

This area is shown on the state's regional plan falls into the institutional zone meant for these kind of facilities. Although this proposal has not been strictly followed, there are still quite a good number of institutions in Ijanikin. So this one is not going to be in isolation and interaction would be more between the various institutions.

There is availability of land as of now for expansion in this area towards the back of the express way.

But the main overiding element is the fact that the general atmosphere is predominantly housing thus our own project would just closely fit here.

This is the transfer to the first of the fir

Climate Of Project Locality:

The climatic data of the project locality are very necessary ingredients in the planning of the site, thus they are presented as follows:-

Sunshine Data // Waxasa

The average sunshine lasts for about 6 - 9 hours a day in Lagos from the chart. This means that artificial lighting would be needed in the evenings in the structure; provided.

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Humidity Data

From tables the relative humidity for Lagos is found to be very high. An average of about 75%/day/month. This is quite a high figure, thus ways would have to be found to provide or channel more air into buildings on site for human comfort.

Sun's Path

Looking at the sun's path diagram, the sun is found to cross the site from east to west. Thus all structures that are on this axis would have to be shaded or avoided if possible.

Temperature Data

The average temperature of the site is between 24 to 31°C daily. This means that the air on the means is just below body temperature, thus for comfort of the occupants the structures would have to be shaded from this high radiation from the sun.

Rainfall Data:

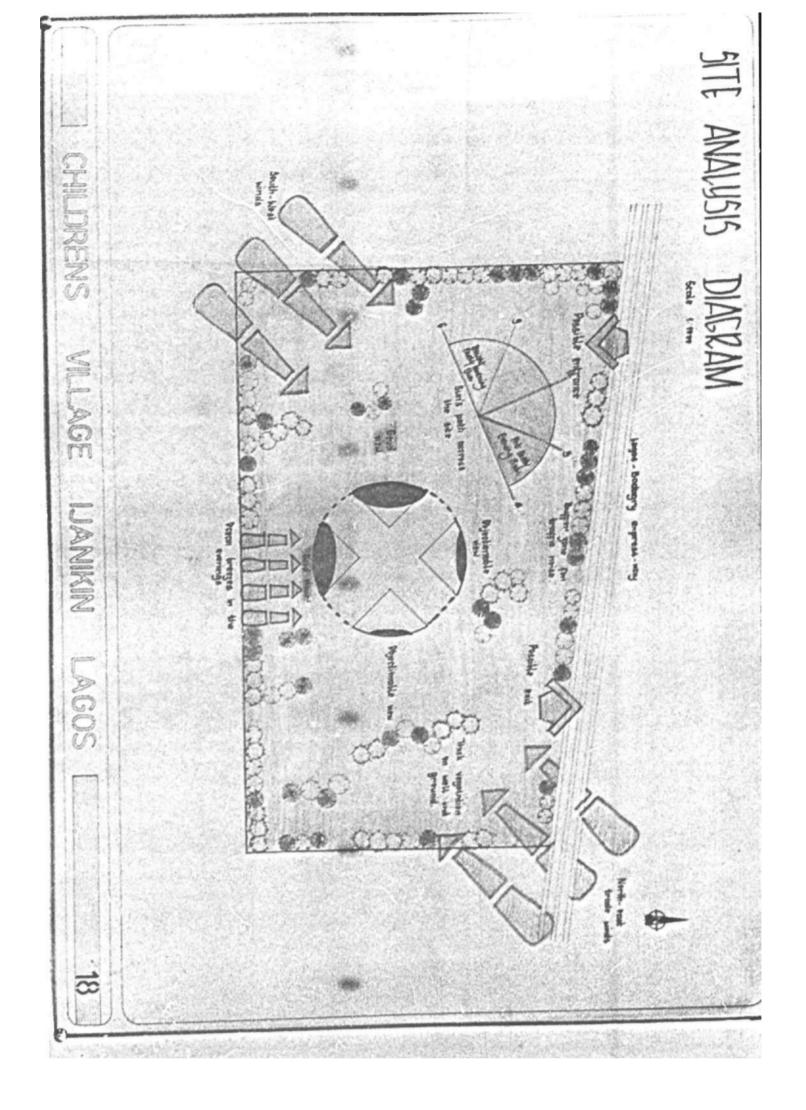
average of between 2000 to 3000mm of rainfall.

The standard each of best.

Heavy rains are seen to persist for quite a long

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period, thus building materials have to be damp proofed and have eaves to protect against driving rains.

Wind Types

The two wind types in the site are the North-Easter trade winds which blows from and the South-West winds that blow from.

The. N.E. trade wind brings dry and dusty wind from the Sahara desert to the site for half of the year. And the South-West winds brings rain to the site.

The total effect of these elements is reflected in the diagram showing the best orientation for Ventilation (WW - SE), for sun $^{\circ}$ (W - E), for light $^{\circ}$ (N - S).

Sith Analysis

The site fund paraller to the express way, thus a buffer of a group of tress running the whole of the site would have to be provided to diffuse traffic noise. Trade wind rich any and

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The sun's path accross the site is East to West.

The objectionable views are to the road while the good views are to the west and south of the site where there is wooded area.

The vegetation here is mainly palm trees and banana trees with a closely knit schrub growth on the ground.

The smil type is of red-yellow ferralitic soil of good bearing capacity.

The ocean breezes and breezes from Ologe
Lagron can be left both in the afternoon and evening
on the site and they have a cooling effect on the
site. The sum's path accross the site in Tobaco

6.2 VILLAGE PLANNING CONCEPTS

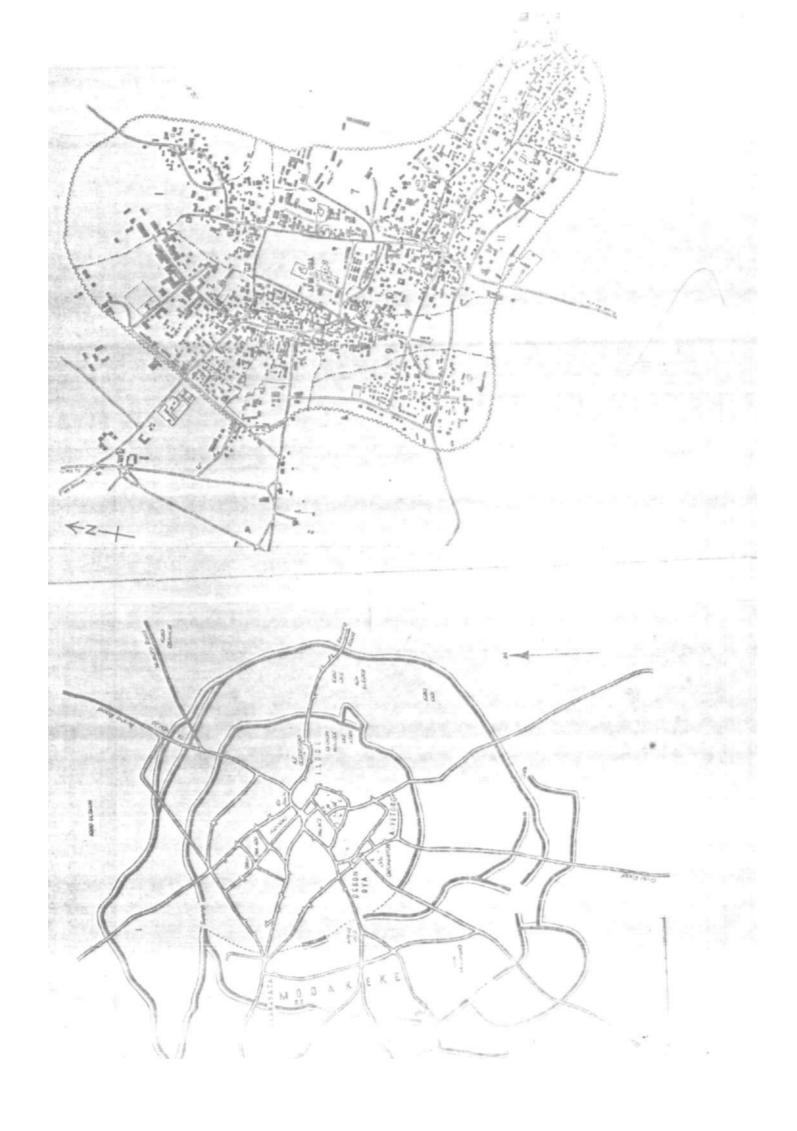
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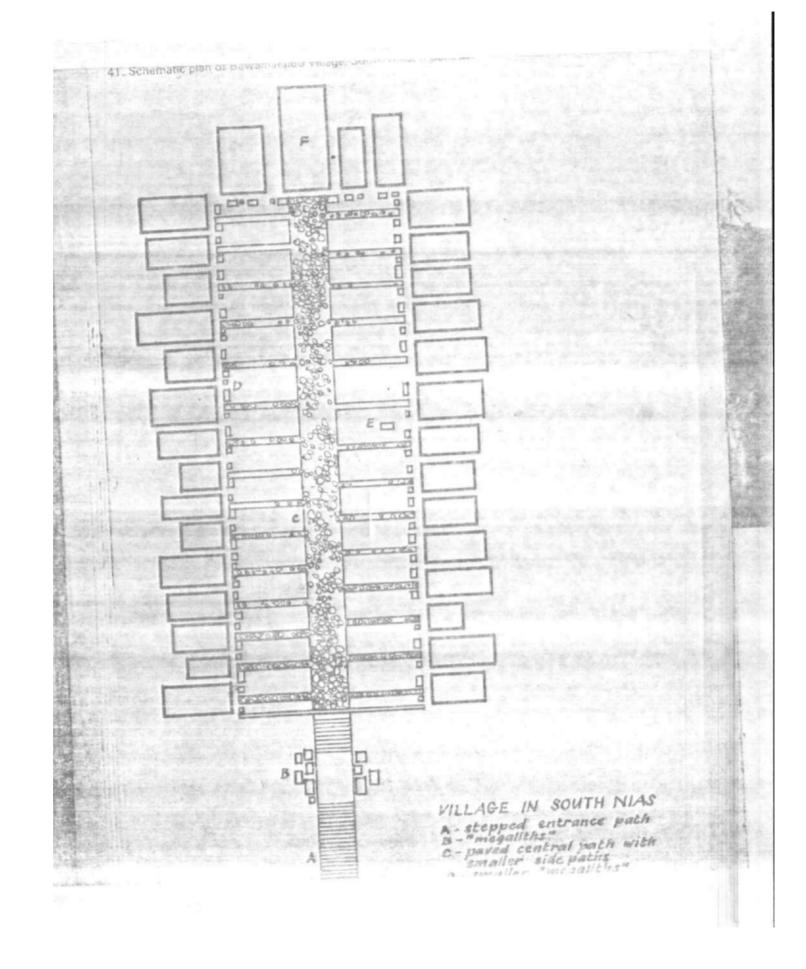
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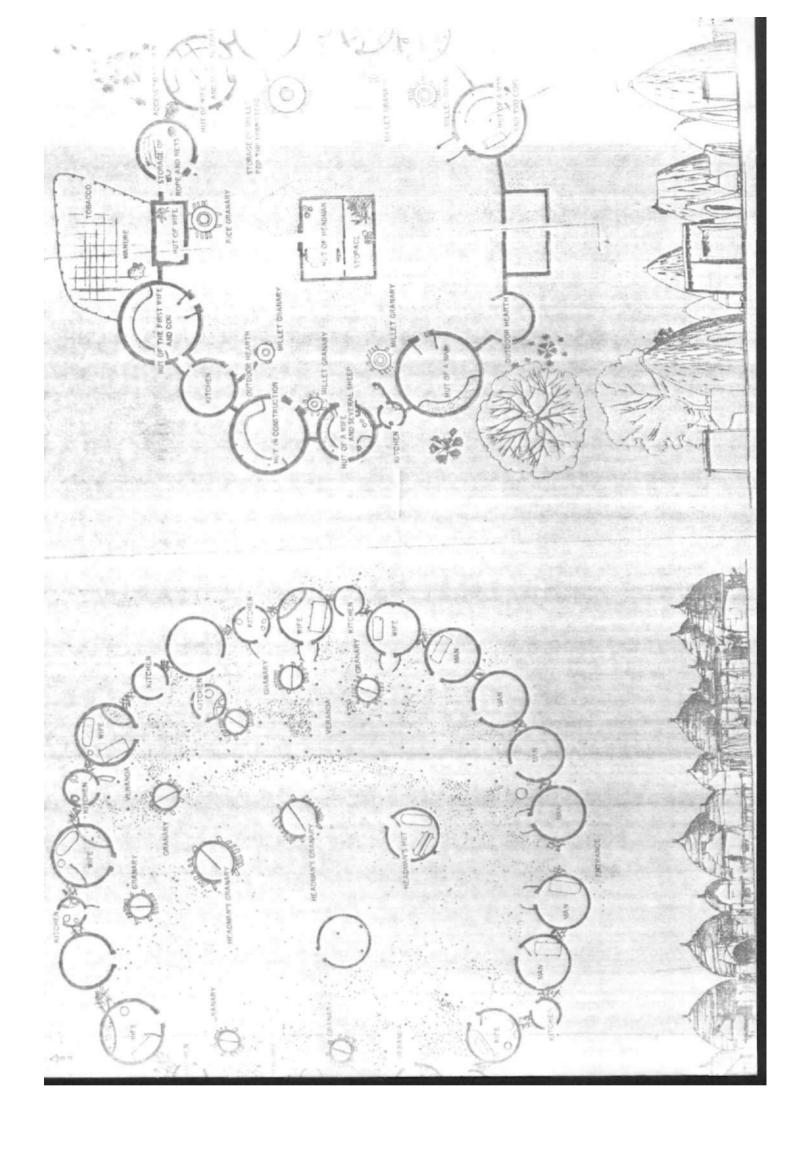
weil In planning of the village it was necessary to look at the African villages that is look at their planning concepts, and try and extract, the good points they have to offer.

and planning. They are the concept of the center, the losnic concept.

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The Concept of the Center:

In the concept of the center there is an overall feeling of solidarity and closeness. The central authority is located at the center for easy power spread, supervision and last defensible place. This kind of planning is evident in all the Yoruba town planning where the power or the ruling house which has the power is at the center, his aides (chiefs) form a sub centre of the town and others build arround them. This layout has been quite successful in those days for both administration and planning.

An example is shown of the plan of Ile-Ife.

The Cosnic Concept:

AXIAL LAYOUT - REGTANGULAR PLAN

- mal Ceutino of mo.

and the second of the

The cosmic concept translates the social hierarchy into actual planning and space, division. The whole village is orientated on an axis either North to South or East to West as the name may be. Like the cheyenna Indians believe that the sun is the life giving force, thus nobody builds on the east side of the camp.

armena de la compansión d

It is left for the sun to peacefull come in.

Another example is in Indonesia where the chief's house and the temple are at one end of a paved central court signifying the up-stream with all other houses by the sides, while slaves live below the house with animals signifying down stream.

The Cosmic Concept - Axial layout Circular Plan

In this case the sun is also considered vital as a life-giving force. The important buildings are thus located free standing in center. Protection from climate extremes is another advantage of this layout because buildings are closed up to prevent too much wind, plants are located all arround to decrease the sun's radiation.

The headman being the most important person is the only one that has his hut in the middle of the compound. An example is given of a Mousgoum home—stead in Gata Cameroum.

From these three the radial layout has been chosen because of the easy flow from a centre of focus and hierarchy of spaces is easily achieved and a well sinected traffic from the most public

(administration) to the most private (the houses).

It also allows for an organic and more interesting use of spaces and facilities.

6.3 Site Planning Criteria:

For a good site plan the following criteria would be considered because they form a vital part of the whole function of the building. They are as follows:

- --- A right of way of 50m would be left from the centre of the road.
- -- Car park is to be excluded to a corner of the site but linked to the village court.

(administration) in the most oriote (- 2 mag).

- There would be ample provision of courtyards with interesting and generous landscaping to ... provide a pleasant and stimulating atmosphere, for constant interaction and to provide a link of all built-up areas in the village.
 - Open spaces would be landscaped and used as informal gardens.

... " Like a way or 5th world be less than a

fraction of the self-order

 Arrangements for open-air sitting for relexation would be made in the courtyards. Pedestrians and play-areas to be strictly separated from vehicular access.

Footways:

To be designed to be safe, convenient and secure.

It must also:

- Provide the shortest possible routes between the buildings and separated from traffic.
- Ensure that they are protected from wind and r rain and wide enough to avoid need of pedestrians when passing to step into the planted areas.

odestrians and clay-areas to be obsidely same-

6.4 Site Functional Relationship:

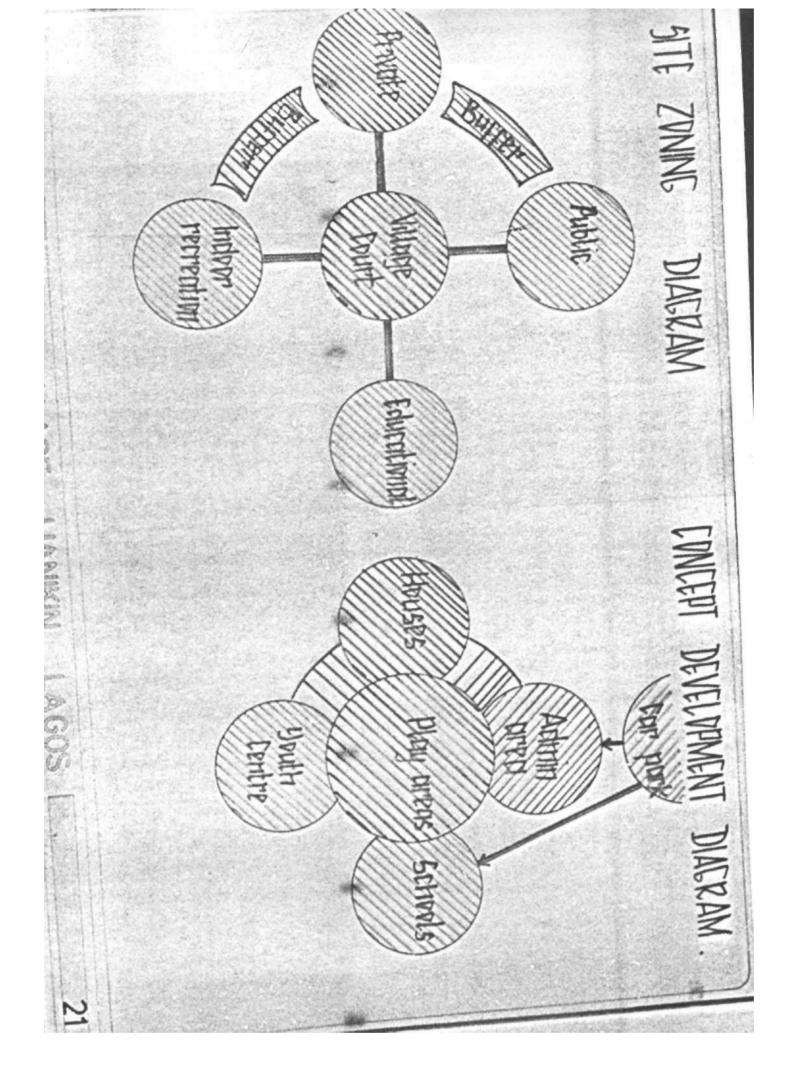
To arrive at how to integrate the different structures to be provided for we need to study the functional relationship of the village.

The relationship is shown in the diagram below.

The car park is to be linked to the administration building and schools, with the sickbay and shops. The village court is also to be linked to the administrative building, the school, the houses and the indoor and outdoor sports.

Fig. . didd rough to avoid ness of sedestrions that wind the planted errors. = 76 -

-- Ender that they are rented at form wind and r



The farm is to be connected to the school.

Zonal Concept:

The activities can be divided into the following groups of zones. The public zone which include car park, administration, clinic, shops and village court.

A buf r zone of planted area would separate this area from to houses.

The orivate zone which include the houses to be located right at the left hand corner of the site.

The recreational zone which include the youth centre, village court and play areas.

The Educational zone which includes the nursery and primary school, the farm building and farm yard.

The mile is then zoned according to the degree of privacy. (see site zoning diagram).

The first zone to the outside is the public zone then the educational zone follows, the recreational zone is in the middle and the private zone at the extreme corner of the site.

6.5 Site Planning Concept:

The site planning concept is the final answer after considering the above mentioned criteria. It is the marriage of the site zones, village planning concept and planning criteria.

This is translated into the following concept development diagrams.

Alternative "A", "B" and C are concept development diagrams showing how the various facilities on the site would be located.

This is what will be translated into site plan diagram.

5.5 Site Director Concept:

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PLAYGROUND AND PLAYLOTS

- 7.1 Playlot
- 7.2 Activity, Spaces and elements
- 7.3 Layout
- 7.4 Playground
- 7.5 Activity, spaces and elements
- 7.6 Layout
- 7.7 General equipment selection factor
- 7.8 Safety of participants
- 7.9 Basic play equipment
- 7.10 Surfacing.

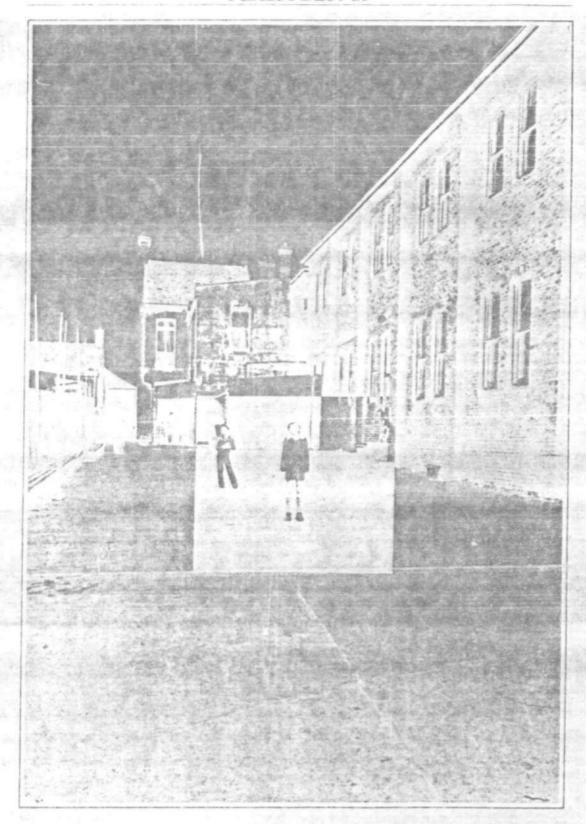
THE GROWING CHILD

The First Four Years:

3

The cycle of human development is continuous. All growth is based on previous growth. The growth process is therefore a paradoxical mixture of creation and perpetuation. The child is always becoming something new; yet he always summates the essence of his past. His psychology at the age of five is the outgrowth "of all that happened to him during the four years after birth - and the forty weeks prior to birth, for all past was prelude.

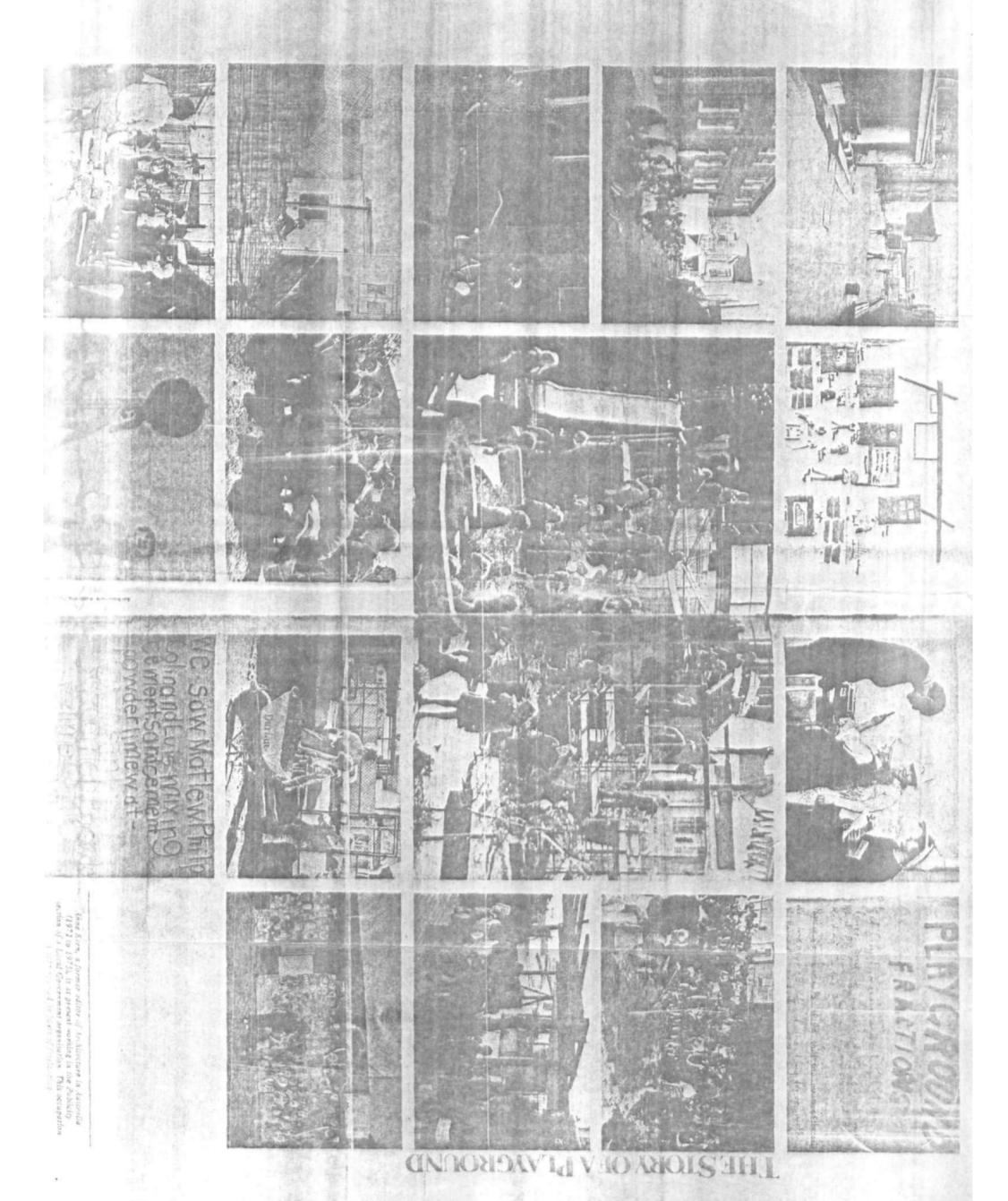
THE STORY OF A PLAYGROUND Anne Kern

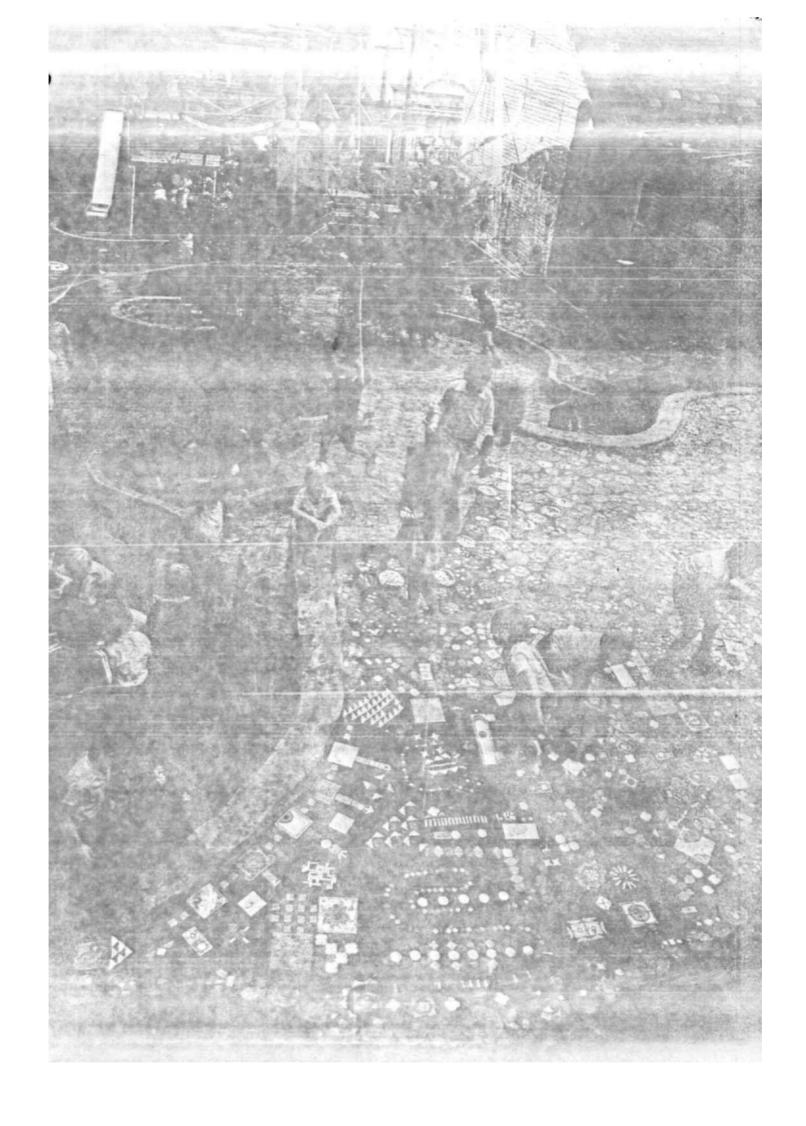


Architect Morrice Shaw and the First Year Architecture students from Syndey

University, are the continuum in

a school playground revolution which has occurred in several schools in disadvantaged Sydney.





PLAYGROUNDS AND PLAYLOTS

7.1 PLAYLOT

Playlots are normally provided for children

of 1 - 6 years of age. They are a necessary element

of a housing neighbourhhod to complement common openspace areas.

Plaiots may include:-

- An enclosed area for play equipment and such special facilities as a sand area and a spray pool.
- 2. An open, turfed area for active play.
- 3. A shaded area for quiet activities.

Location and Size:

Playlots are desirably located within 120m of houses they serve. They may be included in playarounds close to the areas served. The enclosed area for play equipment and special facilities should be based on a minimum of 21m² per child. Additional space is also required to accommodate elements of the playlots outside of the enclosed area. A further 12m² in the least of turfed area is normally provided for active games.

The second of th

7.2 ACTIVITY SPACES & ELEMENTS

A playlot comprises the basic activity spaces and elements:-

- 1. An enclosed area with play equipment and special facilities including:-
 - (a) Play equipment such as climbers, slides, swing sets, play walls and play houses, and play structure;
 - (b) A sand area;
 - (c) A spray pool;
- 2. An open, turfed area for running and active play;
- 3. A shaded area for quiet activities;
- 4. Miscellaneous elements, including benches for supervising parents, walks and other paved areas wide enough for strollens, carreages, tricycles, wagons, etc play space dividens (fences, walks, trees, shrubs) a set-up drinking fountain, trash containers, and landscape planting.

7.3 LAYOUT

The layout and shape depends entirely on site conditions and facilities to be provided. Principles are as follows:-

- The intensively used part of the playlot with play equipment and special facilities should be surrounded by a low enclosure with supplemental planting, and provided with one-entrance exit. This design discourages intrusion by animals or elder children provide adequate and safe control over the children, and prevent the area from becoming a thoroughfare. Adequate drainage should be provided.
- 2. Equipment are to be selected and arranged with adequate surrounding space in small, natural play groups. Traffic flow is facili tated by walls, plantings, low walls and benches.
- 3. Equipment which enables large numbers of children children to play without taking turns (climbers, play sculpture) are to be located near the entrance, yet positioned so that it will not cause congestion. With such arrangement, children will tend to move more slowly to equipment that limits participation and requires turns (swings, slides), thereby modifying the load factor and reducing fonflicts.
- 4. Sand areas, play walls, playhouses, and play sculpture should be located away from such pieces as awings and slides for safety and to promote a creative atmosphere for the child's world of make believe.

Artificial or natural shade is desirable over the sedentary play spaces, where children will play on hot days without immediate supervision. Play sculpture may be placed in the sand area to enhance its value by providing a greater variety of play opportunities. A portion of the area should be maintained free of equipment for general sand play that is not in conflict with traffic flow.

- 5. Swings or other moving equipment should be located near the outside of the equipment area, and should be sufficiently seprated by walls or fences to discourage children from walking into them while they are moving.

 Swings are to be orientated to the best views and away from the sun. Sliding equipment also, All equipment with metal surfaces are to be located under shade.
- 6. Spray pools would be centrally located, and step-up drinking fountains strategically placed for convenience and economy in relation to water supply and waste disposal lines.
- 7. The open turfed area for running and active play, and the shaded area for such quiet activities as reading and story telling should be closely related to the enclosed equipment area and serve as a buffer space arround it.

8. Normovable benches should be conveniently located to assure good visibility and protection of the children at play. Durable trash containers should be provided and conveniently located to maintain a neat, orderly appearance.

7.4 PLAYGROUND

Characteristics:-

- 1. The playground is the chief center of outdoor play for kinderganter and school age children from 8 to 12 years of age. It also offers some opportunities for recreation for young people and adults;
- 2. The playground at every elementary school or child center is normally of fufficient size and design, and properly maintained to serve both the elementary educational and the recreational needs of all age groups in the neighbourhood programs. Sice education and recreation programs complement each other in many ways, unnecessary dualication of essential outdoor recreational facilities are to be avoided.
- 3. Playground will include:-
 - (a) A playlots for pre-school children;
 - (b) An enclosed playground equipment area for elementary school children;

- (c) An open, turfed area for active games:
- (d) Shaded areas for quiet activities;
- (e) A paved, multi-purpose area;
- (f) An area for field games;
- (g) Circulation and buffer space.

Location and Size:

A playground is an integral part of a complete elementary school development. The minimum size of a playground is 6 - 8 areas for 1,000 - 1,800 families and 3 acres for 250 families.

7.5 ACTIVITY SPACES AND ELEMENTS

A playground should contain the following basic activity spaces and elements:-

- A playlot, as described in the preceeding section, with equipment and surfacing as recommended;
- 2. An enclosed playground equipment area with supplemental planting for elementary school children, and with equipment as recommended;
- An open, turfed area for informal active games for elementary school children;

- 4. Shaded areas for quiet activities such as reading, story telling, quiet games, handicrafts, picnicking and houseshoe pitching for both children and adults;
- 5. A paved and well-lighted multi-purpose area large enough for:-
 - (a) Activities such as roller skating, dancing, hopskatch, four square, and captain ball;
 - (b) Games requiring specific courts, such as basket ball, volley ball, tennis, hand ball, backinton, paddle tennis and schuffle board.
- 6. An area for field games, pre'erably welllighted, (including softball; junior track and field activities, and other games, which will also serve informal play of field sports and kite flying, and be used occasionally for pageants, field days and other community activities;
- 7. Miscellaneous elements such as public shelter, storage space, toilet facilities, drinking fountains, walls, benches, trash containers, and buffer zones with planting.

7.6 LAYOUT

Playground layout varies with size of available area, topography and specific activities required. It should bit the bit the site with maximum preservation of the existing terrain and natural site features like large shade trees, interesting ground forms. Grading should be kept to a minimum consistent with activity needs, adequate drainage and erosion control. The general principles are as follows:-

- The playlot, and the playground equipment area should be located adjacent to the school, centre and to each other;
- 2. An open, turfed area for informal active play should be located close to the playlot and the playground equipment area for convenient use by all elementary school children;
- 3. Areas for quiet activities for children and adults should be removed from active play spaces and should be close to tree shaded areas and other natural features of the site;
- 4. The paved multi-purpose area should be set off from other creas by planting and so located near the school gymnasium that it may be used for physical education without

disturbing other school classes. All posts or net supports required on the courts should be constructed with sleaves and caps which will permit removal of parts and supports;

- 5. The area for field games should be located on fairly level, well drained land with finished grades not in excess of 2.5%, a minimum grade of 1% is acceptable on previous soil;
- 6. In general, the area of a playground may be divided as follows:-
 - (a) Approximately half of the area should be park like, including the open, turfed areas for active play, the shaded areas for quiet activities, and the miscellaneous lements.
- 7. The playground site should be fully developed with landscape planting for activity control and traffic control, and for attractiveness. This site also should have accessible public shelter, storage for maintainance and recreation equipment, toilet facilities, drinking fountains, walks wide enough for strollers and carreages, bicycle paths, benches for adults and children, and trash containers.

7.7 GENERAL EQUIPMENT SELECTION FACTOR

The following general factors are considered in selecting equipment for playlets and playgrounds:
Developmental and Recreational Values:

All equipment should contribute to the healthy growth and recreational enjoyment of the child, so that he learns to co-ordinate co-operate, compete, create, enjoy and acquire confidence. Play equipment should:-

- Develop strength, agility, co-orination, balance and courage;
- 2. Stimulate the child to learr social skills of sharing and playing with others and to compete in a spinion of fair play;
- 3. Encourage each child to be creative and have play experiences which are meaningful to him;
- 4. Permit the child to have t de sense of compete enjoyment;
- 5. Assist the child in making the transition from playlot to playground:

* Child preference and capacity:

Play equipment to be selected with due regard to the child's changing preference, maturity and capacity shouls:-

- Be scaled and proportioned to meet the child's physical and emotional capacities at different age levels;
- Pegmit the child to do some things alone without direct adult supervision or assistance;
- 3. Provide a wide variety of play opportunities to accommodate changing interests of the child;
- 4. Free the child's imagination;
- Meet a variety of interests, abilities and aptitudes.

7.8 SAFETY OF PARTICIPANTS

All play equipment should be designed and built for safety of the participants and:

- Be free of all sharp protruding surfaces caused by welds, revet, belts or joints;
- 2. Have sufficient structural strength to withstand the expected load;

- 3. Be designed to discourage incorrect use and to minimize accidents, examples are seats that discourage children from standing in swings, slides that require children to sit down before sliding, and steps, or ladders that discourage more than one participants at a tim:;
- 4. Have hard or safety rails on all steps and ladders and noskid treads on all steps;
- He installed in accordance with the specific directions of manufacturers;
- 6. Be placed over suitable surfaces that will reduce the danger of injury or abrasious in the event a child falls from the climbing, moving or sliding equipment.

* Durability of Equipment:

Equipment that is durable should be selected.

It should be made of materials which are of sufficient strength and quality to withstand normal play wear.

wood should be used only where metal or plastics have serious disadvantages. All metals parts should be galvanized or menufactured of corrosion-nesistant metals. All moveable bearings should be of an oilness type. Equipment should be designed as vandal-resistant as possible (e.g. wire-reinforced seats for swings).

* Equipment With Eye Appeal:

All play equipment should be designed and selected for function, for visual appeal to stimulate the child's imagination, with plussing proportions and with colours in harmonijous contrast to each other and the surroundings. Play equipment may have a central theme, to reflect historical significance of the area; a story-book land, a utical motif or a space flight motif. The theme may be carried out by constructing retaining or separation walls to resemble a corral, ship or air plane and by appropriate design of such elements as paving, benches and trash cans.

* Ease Or Maintainance:

Equipment should be selected which requires a minimum of maintainance. Purchased equipment should be products of established manufacturers who can provide a standard parts list. Equipment parts which are subject to wear should be replaceable. Colour should be unpregnated that the material if feasible, to avoid repainting. Sand areas should be surrounded by a retaining well and be maintained regularly to remove freign objects and loosen the

sand as a suitable play medium.

@ Supervision:

Equipment should be selected that requires a minimum of direct supervision.

7.9 BASIC PLAY EQUIPMENT

General:

Play equipment may include swings, slides, and merry-go-rounds, various types of climate, balancing equipment such as balance teams, condnit, leaping posts, and boxes, hanging equipment such as parallel bars, horizontal bars, and ladders, play walls and playhouses, and a variety of play sculpture forms. Different types of play equipment should be provided for pre-school children and for elementary school children to meet the developmental and recreational need for the two age groups.

Playlot Equipment For Pre-School Children:

The following tab: indicates types, quantities and minimum play space requirements for various types of equipment totalling ".ut 840 m², this area plus additional space for circulation and play space dividens, will accommodate a full range

of playlot equipment serving about 50 pre-school children.

Equipment	No. of pieces	Play space requirements
Climber		on
Junior swing set (4 swings)	1	3 x 75
Play sculpture	1	4.75 x 9.5
Play wall or playhouse	1	3 x 3 .
Sand area	1	4.5 x 4.5
Slide	1	4.5 x 4.5
Spray pool (including deck)	1	3 x 7.5
		10.5 x 10.5

Where several playlots are provided, the equipment selections should be complementary, rather than all being the same type.

Playground Equipment For Elementary School Children:

The following table indicates types, quantities and minimum play space requirements totalling about 1980 m², this area, plus additional space for circulation, miscellaneous elements, and buffer zones, will accommodate a full range of playground equipment serving approximately 80 children at a time.

Equipment		Play space requirem ents
Balance beam	on o q om sare	4.5 x 9 mail
Climbers	Typing to	6.25 x 15
Climbing poles (4) (4)	. 1 3 60 (12)	3 × 6
Horizontal bars	3	4.5 x 9
Horizontal ladder	1	4.5 x 9
Merry-go-round	. 1	17 × 12
Parallel bars	1	4.5 x 9
Senior swing sets (6 swings)) 1	9 x 13.5
Slide	1	3.5 × 10.5

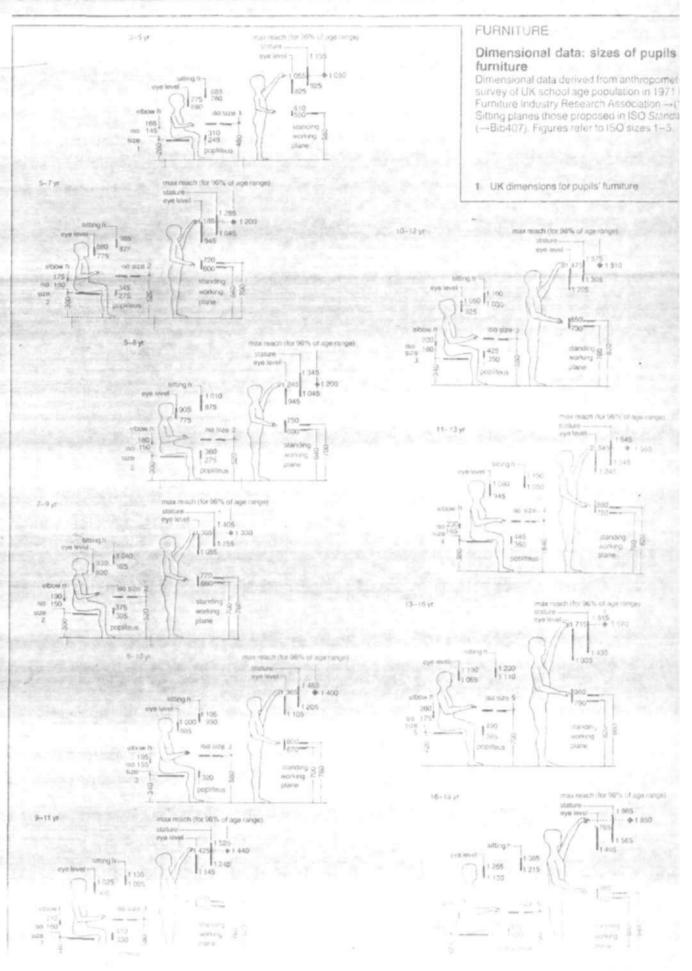
7.10 SURFACING

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materials for maph type of play are and for circulation paths or walks, roads, and parking areas, should be based on the following considerations - function, economy, durability, cleanliness, maintainance and appearance.

play. The property of the property of the second of the property of the play.

for courts and paved areas. Synthetic materials and Miscellaneous -sand, sawdust, wood clips, tark.



7.4 Design Considerations and Criteria:

In the bid to provide buildings or structures with waximum comfort for these children, the following statements on climatic and design elements have to be considered as it will affect the provision of comfort in our design.

Comfort is sensed both physically and emotionally.

An understanding of the causes of discomfort and careful design to overcome these causes can, as a consequence of creating conditions of well-being, increase the productivity of a person, whether the activity be work or recreation.

Thermal Comfort and Air Movement:

The comfort zone it is assumed lies between 31.100 and 33.900 with an air velocity of between 0.15 m/s and 1.5 m/s. For activities that are energetic the lower limit is appropriate and viceversa. Thus, the tamp in the building wust not get up to this level and enough windows would be fixed to get the required velocity.

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Control of Air Movement With Orientation Of Buildings And Wind Direction:

A wind flow at 46° to the fecade of building, as apposed to the tradional "facing" the wind direction increases the average indoor velocity of air, since the wind shadow on the outlet side of the building is broader and the suction pressure is increased. Thus this effect would be simulated in the building to increase ventilation.

Effects of External Features:

External features of building can also esis assist ventilation by creating a funciling effect. Extensions of the elevational area facing the wind will increase the pressure build-up is a gap between two buildings is closed by a solid wall a similar effect is produced. This has been taken care of by providing parapet wall on almost all structures on site.

Positions of Openings: 8:

Air movement must be directed at the body it it is to be effective, which means up to a height of 2m from flow level. Thus all windows would not exceed this height.

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Courtyards:

Where courtyard would be used, the depth to the prevailing wind would not exceed 3 times the court—yard width in other to prevent movement of dust particles, inside the courtyard. This prerequisite would be considered in the design of courtyard for the houses.

Radiation and Solar Protection:

The shading of walls and roofs, their external surface treatment, materials, construction of solid elements, size and design of external openings and building connection to the ground, all affect the thermal load of a structure; so they have to be considered.

Protection Of Openings in Walls:

To avoid solar radiation, no direct sunlight ω is allowed to pass through external openings by γ_{ij} providing shading devices.

Internal shading can be done by provision of blinds and curtains which are not effective.

External shading by provision of vertical sun breakers, horizontal or egg-crate type offer a better solution. The solution in the design is by the provision of overhang on all structures on site.

Wind and Rain:

High winds must be guarded against by providing strong and firm connection of joints in structures.

Roofs - pitched roofs is to be used and overhangs are necessary to help prevent external walls from being satirated by rain.

<u>Walls</u> — are to be protected from driving rown, external doors and windows would be thoroughly sealed when closed. Doors would have a generous canopy.

Floor - Ground floor to be raised at least

20 cm up the ground level to counter flash flooding
and splash back.

Visual Efficiency: Day Lighting

Windows in buildings have two main visual functions which is to let in light during the

day light hours and to enable people inside see out or in and for visual relief. Orientation, size, and shape of individual windows need to be checked against required sunlight penetration and effectiveness of required control.

Glare:

Excessive brightness of a light source in the field of vision causes glare and it is a source of discomfort, thus must be eliminated.

There are two types of glare — the Direct (sky) glare and reflected glare.

making sure that all external openings must have a visual cut-off above a vertical angle of 45° measured 60 cm from the inner face of the elevation and 75 cm above floor level to protect occupants from diffuse sky radiation and glare.

The careful location and size of windows eo

as to cut-off the views of the sky. Screening

views of the sky with trees, courtyard walls or

other obstructions.

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Reflected glare is caused by sunlight and particularly direct sunlight oft light, coloured or shining surfaces.

Colour:

Colour can have a significant functional role as well as a decorative one in buildings. If misused can be a source of irritation.

Colour would be used with an understanding of its perceived and physical effect.

A successful colour scheme would be a means of expressing the appropriate character of the building and its purposes.

Together with lighting form an environment of comfortable and efficient vision. Where appropriate identify particular elements of a building.

Provide visual and psychological stimulus.

Colour and lighting are inseparable and together they create the conditions which control visual comfort.

Pattern and Texture:

Many buildings have textured or colourpatterned finishes. Pattern large in scale, with
clearly distinguishable elements, allow such
element to be related to an individual colour.

If the pattern is small scaled only dominant or composite colour stand out.

Changes in appearance with distance is a valued characteristic of such materials as marbles, grained timber and multi-coloured brick-work.

Subletries of colour and texture apparent closed to, give way to an overal pattern viewed at middle distance. It still greater distance, it fuses to one colour.

From psychological studies of children it was discovered that they love bright colours like orange, yellow, which represent the sum and other shades of bright colours which are attractive to them. To this end, the houses would be coloured brown, the schools yellow and the admin a buffer colour between the two areas.

Different relief drawings and mosaic would be used to create an interesting atmosphere for the children in the school.

Noise and Acquistics:

High level of noise leads to damaged learing.

At lower levels it interferes with verbal communications thus creating a discomfort and must therefore be eliminated.

8.3 (A) The Architectural Brief:

The village as a whole is meant for both shandoned and motherless children who live in the homes and children in the neighbourbood. It also provides a few games activities for parents or adults who bring their children to play.

The design is meant to integrate the children in the home with the children in the neighbourhood through shared activities to be provided for in the village. Activities such as play, educational and meeting and making new friends.

The facilities provided are as follows:-

The Horae

The home is solely for the children who are abandoned and motherless, also children under care and protection.

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The purpose of the home is to provide shelter and namely environment for these children with all the other facilities that encompasses everyday living like any average Nigerian home (includes, eating, sleeping, dressing, bathing, playing. The atmosphere to be created is to be close to that of a normal home as possible.

It is to this and that children instead of living together in domitries and being supervised by one or two attendants they are to be divided into groups of both sexes of about 6 - 10 in each house.

The house would contain all the necessary and various parts of a normal house. And the household would be run by a middle age lady of about 30 to 45 years of age who live permanently in residence.

She is the one who looks after the children, attends to them and has a helper whom the children would address as aunty, who would come to wash and clean the houses each day.

To fulfill these conditions the following facilities would be provided:-

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Entrances

Service State of the

A main entrance to be used by visitors and children in the house. The entrance would be protected from weather with enough space for receiving visitors. There would also be convinient storage for outdoor clothings and pram.

A second entrance would be provided to the kitchen and the courtyard for private use.

Living Area (general living)

Assuming a household number of between seven to eleven people. The living space would be designed for an average of nine people assuming the reminders are babies.

Since this is a rather large number of people, the sensible and most flexible furniture arrangements is to have two groups of four and five seats each. One group would be located near a picture window to overlook a play area and the courtyard, while the other group would be placed near a cabinet for T.V viewing and writing. The seates are to be of low comfortable easy chairs - 350 mm high and side tables of 600 mm high will be used in the homes.

The living area must also open to both the courtyard and play area in front of the house. Windows
are very low and would be 60 cm from the floor
finish.

Dining Area (Eating)

The same assumption is held here in taking an average of nine people. This space is to be connected to both the kitchen and the living area. The dining area should be big enough to accommodate nine people sitting at a meal at a time and enough space for moving round the furniture.

The Kitchen (Cooking)

The kitchen is to be connected to the dining room. The work surface would be adequate and free from interruptions and obstructions. The work triangle of sink — cooker — fridge and larder must be compact and free from cross—circulation. The kitchen would have an outdoor extension to the courtyard and enable some of out—door cooking and easy supervision of toddlers at play.

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For compactness, the "U" shape of kitchen has been chosen.

Bedrooms (Sleeping)

Space is required for convenient furniture
in sensible arrangements (and bathroom equipments).

Mother's room is self contained so she can have
some degree of privacy in her room. The bedroom
is also located between those of the girls and the
boys for easy supervision.

Courtyard (Relaxation)

A courtyard would be provided for informal gathering and relaxation inside the house. The total area is about one-third of the total built-up areas of the house.

Staff Houses

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Houses would also be provided for some staff that would have to live in the village. The houses would be made as a re-design of the children's home to fit each person's requirements.

The staff for which accommodation must be provided include the village Director who is the father image in the village, the nurse sister to attend at the sick bay.

(B) The Schools:

There would be provision of both a primary and a nursery school. The nursery school will take a total of 120 children in six groups while the primary school is intended for about 540 children.

The schools have been introduced to cater for the educational needs of these children and for providing an avenue by which other children can come to the village.

The Mursery School

The school serves many social and community purposes but their most important job is to be a place where young children can grow up and learn.

The design must be flexible, stimulating, scaled for children but comfortable for adults, inviting to the community and dirt cheap.

The Nursery gives the children a solid foundation which will make it possible for them to survive in school later providing a much more happier and more stimulating environment then they could get otherwise.

The building must appear inviting so the use of large blank walls must be avoided. Entrances would be clearly visible and outside scale to domestic level.

There would be easy access to outdoors from playrooms. A combination of small and large-scale spaces and furniture best.

The floor must be carpeted and warm including stepped sitting areas, window cill would be at child's height out standard sizes would be used also in doors, steps.

The construction is such as to encourage the awareness of "large" and "small", direction, colour, texture and movable partition.

To these end the activities that will take place here has been divided into the following groups:-

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- Table Work Using materials and objects not making much mess, e.g. sitting and standing round local stone and display area.
 - Storage units, acreen, display trolley tray cants would be provided for in this space.
- 2. Acting Home play, camping, shops, hospitals e.g. screens, local properties bench storage, shelf, screen, boxes, clothes trolley would be used here.
- 3. <u>Music</u> Exploring sound individually, singing and denoing arround together.
 - display of local storage is needed for individual and large groups.
 - provision would be made for general service trolley, rostra, piano trollies and tables.
- 4. Messy This include using clay, water, sand.

Provision would have to be made for — standing, work surfaces, light benches, sink, easels, local storage, sand/water trolley and bin.

- 5. Quiet Work Where children look at books, writing, resting and story telling. bench seats, easing chair, low display shelves, low cupboard, book trolley, bed, rug would be provided for.
- 6. Moving Climbing, swimming, jumping, rolling takes place in this area.

There must be a clear space both in height of the building and in suspension of play elements from the ceiling.

- 7. Construction Here children build with blocks, small and large scale undertakings such as engines, boats, houses.
 - There is need for local low storage, rostra and cubes, with building blocks.

These activities would then take place in the following spaces:-

Group Rooms - for each group of children;

The most important space is the group room for 2D children supervised by a teacher. From anthropometric data the average nursery child occupies sitting down with his table and chair an area of 1.735m by 1.46m which is 2.57 m² X 2D which given 51.4 m².

But from furniture arrangement the minimum size of the group room is $5.4~m\times7.8~m$ which gives an area of $42~m^2$ approximately.

Music Room

Since it is to be designed to take a group of children at the same time it will be the same size as the group room of 42 m² Covered Work Area —

From furniture arrangements the size comes to 126 m².

The play activity studio would be determined by left-over space in the building.

The Quiet room is provided for children relexation and staff.

A covered work eres would also be previded. ""

Offices for administration would also be provided - for the head teacher, the teachers and cleaners.

The Primary School:

the same as that of the nursery school.

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In the planning of this school the open plan concept of "a school without walls is strictly a planning concept whereby activity centres are open in terms of visual sight lines and circulation.

But it is entirely mossible to have an open plan school without following the educational philosophy of the open plan school or vice-vera.

The design challenge here is clear which is to design school to combine the best of open plans (peer learning among staff, students' identity with the whole, a greater variety of learning settings) while solving the nusfits created by open plans (increase of non-learning time, noise, visual distractions). See Diagrams.

The design would allow for variety in both organisation and teaching methods; it should provide a recognisable "home base or class room" area for each child while providing opportunities to move away and to use more sophisticated equipment.

There would be provision for activities in two places. The open areas and the closed areas.

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The Open Areas

- (a) These include general activity space. By
 use of display and furniture each teacher
 can establish a separate territory. Children
 will be working mainly at tables individually
 or in groups of 2 to 6.
- (b) Tractical area: If these are regarded as nuclei, activities will overflow back into the general activity space.
 They need to provide the basic services and storage for work in science, cookery, painting, modelling. Access to the outside is a must here.

The Closed Areas

- (c) Group room used for tutorials by teachers for difficult students.
- (d) Large group rooms used as traditional classrooms for general teaching.

Apart from these facilities, there is also the provision for the physical education space.

Dance/Music room to be used by groups of up to 35 and to accomodate larger groups for audio—visual activities clay/craft room — for preparation of basic materials (clay, wood, metal) before their

dispersal arround the school. Also for small group craft work.

Covered work area — to be attached to the craft room.

A library/central resource area: for books and display, reading and individual work. It can also be seen as a social nuclei.

Staff room — a room for relaxation, with facilities for preparation and reproduction of teaching materials, head teacher's room, school office (adjacent to reception area).

The Farm House And Experimental Gardon:

The form is to be used both by the children in the house and the ones in the school.

Some pet animals that children love like rabbits would be displayed here for the children.

The farm would include covered spaces for sheep barn, a house for ducks and poultry with rabbit cages.

There would also be an experimental garden where flowers and other small trays would be grown and tended by the children.

The produce from this venture den be used in the houses in the village (e.g. eggs from the poultry).

There would be provision for one management office, a feed store and big yard for the animals to roam about.

The Sick-Bay:

The sick-bay is to provide the necessary health care for both the children in the houses and in the school.

This is a vital part of the design as children who are abandoned are normally in a critical condition after being abandoned in dumps or gutter. Thus they need very intense care. Thus the various facilities are provided to see to all the health needs of the children.

Main Entrance

The main entrance should be clearly visible, identifiable and easily accessible to all nationts and staff.

Reception

They would have to cope with the direction of patients to waiting areas, the making of appointments, etc. 5.5 m²/per receptionist on duty at peek hours.

Record Storage

Usually associated with reception, but ideally not part of it, is the record storage. It is most important to keep this area out of eight of waiting patients.

Administration ______

Normally provided in two or three rooms in the building.

mistro of more as the world of the agreements. Waiting areas are usually located with the reception deak. This has a number of disadvantages in that private convergations at the desk can be overheard by waiting patients; but has the advantage that patients can be called to the doctor by no Satisfication of the property of the property of the contract reception staff. ting others but

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Location of locs -would be corefully considered in relation to waiting and reception areas.

Consulting Rooms

They are usually provided for each doctor on a personal basis.

Treatment Rooms

They are primarily used by nurses performing simple therapentic techniques.

An Isolation Room - is also provided for intensive care and guarantee.

The Administration Block: A property

for the proper management of the village there .

is need for provision for an administration block.

This block would contain all the offices necessary for seeing to the smooth day to day running of the village.

The Yough Centre

The youth centre is to provide a forum through and facilities where young children can meet each other,

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make friends and be more receptive to other children.

The youth centre is to cater for most the child's group interests like club rooms, games room, indoor and outdoor sports.

Thus the following facilities have been provided to this end.

A medium multi purpose hall to serve both as school gymnasium and place for indoor games with changing rooms.

Provision would be made for library, a suack
bar, changing rooms, club meeting rooms, reception,
staff offices, squash courts, arts and crafts,
magazine shop, beauty shop, barber's shop, photo lab.

The play grounds with playlots provide the outdoor play needs of these children, with formal courts for football, basket ball, bardball, lawn tennis, swimming pool, camping site.

An open air out-door theatre would also be proposed here both for acting school plays and other children activities like special school assemblies.

To effect a better solution the shops would be put in a block near the administrative block.

Schedule Of Accomodation:

From the study of space requirements and facilities provided the following spaces were arrived at:-

Car Park

For 50 cars - 1250 m²

<u>Houses</u>

Living area	45 m ²
Dining area	25 m ²
Kitchen	12 m ²
Mother's bedroom	30 m ²
(4) children's bedroom	30 m ²
Tailet (mother)	6 m ²
Toilets (children)	6 m ²
Courtyard.	

Adminstrative Block

Village director's office	20 m ²
Accountant	18 m ²
Secretary	12 m ²

	Welfare officer 1	12 m ²
	Welfare officer 2	12 m ²
	Record room	16 m ²
	Reception	16 m ²
	Care-takers	12 m ²
	Food store	20 m ²
	Furniture storage	20 m ²
	Maintainance	
-	Electrical	20 m ²
	Plumbing	20 m ²
	Carpentry	30 m ²
	Toilets	5.44 m ² .

Schools:

Nursery School

· Carrestry

16 m² Reception 20 m² Head's office 12 m^2 Store-Land 20 m^2 Quiet room 42 m² £ clasercoms (each) 42 m² Music room correspo _{оп н}2 Staff room 🦠 60 m^2 Covered work area 60 m² Play activity studio

12 m³

TO IN

 $2 \sqrt{72} \text{ m}^2$ Staff toilets Pupil's toilets (for 2 classes) Courtyard. Primary School 70 m² Classrooms 70 m² Music room 16 m^2 Reception 20 m^2 Head's office 30 m² Staff room 20 m^2 Store 105 m^2 Covered work area 112 m² Library 5.44 m² Staff toileto 10.88 m^2 Pupil's toilets (2 classes) Health Centre (Sick Bay) 12 m² Reception 30 m² Waiting area 20 m² Administration 17 m² Consultation room 17 m² Treatment room 17 m² Isolation room

Record storage

9 m²

Medicine store	15 m ²
Main store	30 m ²
Care takers	15 m ²
Staff toilets	2.72 m ²
Patients' toilets	5.44 m ²
Youth Activity	
Indoors	432 m ²
Medium multi-purpose hall with changing rooms	
Snack bar	
Reception	
Staff offices	
Beauty shop	30 m ²
Magazine shop	20 m ²
Arts and crafts	20 m ²
Library	112 m ²
General store	112 m ²
Photographic lab	30 m ²
Nutdoors:	•
Foot ball	6844 m ²
Basket ball	364 m ²
Lawn tennis	5514 m ²
Swimming pool	326 m ²

Camp site

500 m²

Play grounds and playlots:

Village Farm:

Poultry house

Sheep barn

Rabbits

31 m²

Ducks

Experimental gorden

CONCLUSION

At the end of this project, it is hoped to achieve, apart from the main objective (of simulating a home for the motherless and abandoned) the following.

Creating a sub centre of the environment, thus providing meeting places and a necessary forum where people from all walks of life both in the neighbourhood and arround can meet, make friends, relax and exchange ideas.

One would hope that in the near future these types of villages would be exploited to the advantage of the citizens of this country.

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