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Hope Home For Children: How Architecture Can Heal People Emotionally

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HOPE HOME FOR CHILDREN: HOW ARCHITECTURE CAN HEAL PEOPLE EMOTIONALLY
by
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HOPE HOME FOR CHILDREN
HOW ARCHITECTURE CAN HEAL PEOPLE EMOTIONALLY
DEDICATION

This thesis is dedicated to my parents in Iran for their emotional support and the motivation they have given me throughout my life. I am honored to have had their continued love from my childhood until now.
I would like to thank God, who has guided me to follow my dreams in my personal life and architectural studies. I thank my family, especially my parents: to my father, for teaching me not to give up in life and to fight for my dreams; and to my mother, who showed me what love, patience, and sacrifices are in life. I would not make it without you, Mom. I would like to thank my siblings, especially my sister, Reihaneh, who has given me constant inspiration and motivation to pursue my dreams.

I would like to thank the Department of Architecture, especially Michael Hagge and Sherry Bryan, for giving me this opportunity to study at the University of Memphis and the opportunity to gain diverse knowledge of the architecture in North America. It has been an honor to be a graduate student here. Thank you for allowing me to absorb the wide range of information in architecture and for assisting me in following my dreams.

I would like to thank my thesis chair, Professor Michael Chisamore, for his continuous support, patience, and guidance throughout my project.

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ABSTRACT

This thesis investigates how architecture can heal people by creating spaces that consider emotional needs. This exploration is developed through the design of a group home for children without parental support in Memphis, Tennessee. This thesis suggests that the solution to the problem of a place for children is not just providing shelter. Rather, the challenge is to create spaces that respond to their psychosocial needs in different stages of life. This design engages human psychology and particular human interaction in the community (in large and small groups) as well as providing spaces for individual expression.
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MANIFESTO

Our emotions, character, and behavior are derived from our past and present. Having emotional spaces in our childhood supports our success in the future and shapes our personalities. Spaces evoke memory, which is vital to character; without emotion and love, memory is disconnected from people. Memories come to us through the spaces that occupy our lives. When we return to memories, we feel the spaces we previously inhabited. Architectural elements—light, material, form—can create harmony in our memories; we need such powerful spaces to fill the intangible voids in our life.

Architecture serves more than a function for people. It has the power to shape people’s personalities and emotions. Architecture can reconnect people from their past to their present; it can heal people.
INTRODUCTION

Emotion has powerful effects on memory.1 These effects carry over into middle childhood and remain consistent across adolescence and adulthood.2 It is vitally important to consider children and the place they grow up since that place impacts children's well-being.3 Most children are born eager to explore their physical world and they begin developing their sense of place during early childhood.4 Developing a sense of place is related to a sense of belonging. A sense of belonging contributes to children's overall social and emotional development.5 A sense of place provides children with a sense of belonging in the physical, social, and cultural world around them.6 Architecture can heal people emotionally by creating a sense of place in space.

Creating a sense of place for children begins with understanding their psychological and developmental needs.7, 8 The work of Abraham Maslow, Erik Erikson, and Daniel Gottman: Abraham Maslow arranged human needs into a hierarchy.9, 10 From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem, and actualization. Responding architecturally to the psychological and self-fulfillment needs supports users' development.11, 12 Erikson theorized that personality develops in an order through eight stages of psychosocial development, from infancy to adulthood. During each stage, the person experiences a psychosocial crisis which could have a different outcome for personality development.13 People desire spaces that focus on their personality and emotions. To design specific spaces that contribute to emotional healing, it is important to know how to identify and manage emotions that occur at different moments in human development. Designing spaces that focus on emotional intelligence incorporates elements of perceiving, understanding, reason, and managing emotions in different stages in life from childhood to adulthood.14 It is necessary to consider self-esteem, self-confidence, concentration, creativity, curiosity, a sense of justice, and emotional intelligence, because it promotes physical and mental health during childhood.15 Emotional intelligence and healing in children have a powerful connection to nature.16 Biophilic design—an approach to architecture that incorporates natural phenomena—has been shown to reduce stress, improve cognitive function and creativity, improve well-being, and expedite healing.17 This thesis uses biophilic design and patterns from Alexander et al.'s Pattern Language to engage the humanistic approach in emotional intelligence, for children to offer healing and a sense of belonging. Additionally, a sense of belonging is enhanced by the body's relationship to space. John Summerson has theorized scales of space for human experience, including those used by children.18 This work is utilized to enhance the design for children's spaces within the design project.

Children who are loved and cared for from birth, who develop healthy and socially nurturing relationships with their caregivers, grow up to be happy and well adjusted.19 This thesis seeks to bring a feeling of home and a sense of security to both the physical and digital spaces for users through the location, building form, material, scale, and light. These ideas are explored through the design of a child's group home, known as Hope Home. The site for Hope Home is chosen within a natural landscape adjacent to the Memphis Botanic Garden—to relate to biophilic design and people's relationship to nature. The following section describes how the site location and theories manifest into the design proposal for Hope Home.

DESIGN SOLUTION

The design project for this paper began by establishing need for support based on existing regional conditions of children without parental support. This developed ideas about the necessary program to be included for Hope Home. Following this, it was important to understand psychosocial development for people in different stages, to create spaces that create emotional intelligence, especially during childhood. Additional psychological and architectural theories were utilized and are presented for the design of Hope Home in the latter part of this chapter.

PRESENT SCENARIO OF CHILDREN WITHOUT PARENTAL SUPPORT

There are around 153 million orphans worldwide.20 In the United States, there are over 437,000 children living in the foster care system and the number has been rising. Over 125,000 of these children are eligible for adoption and they wait, on average, four years for an adoptive family. More than 900,000 are in group homes.21 Across Tennessee, there are slightly less than 8,000 children in foster care.22 Approximately 1,100 children in Shelby County (where the project site is located) are in the custody of the Tennessee Department of Children's Services, the institution that oversees foster care in Tennessee.23

In Shelby County, there are several facilities that provide housing for children who are separated from their parents. Among the largest of these are Porter-Leath, Youth Villages, and Sister Empowering Girls Group Home (figure 1). Porter-Leath is located in downtown Memphis and serves over 10,000 children and families every year through a variety of programs. These include residential services, foster and adoptive care, early childhood and parent education, senior services, and more (figure 2).24 Youth Villages, located in Bartlett, Tennessee, supports and provides treatment for children. The campus is designed in a natural, open setting to create a unique balance of structure and freedom (figure 3).25 Sister Empowering Girls’ Group Home is located in East Memphis. This facility contains three small family homes that focus on respect, compassion, and harmony (figure 4). Sister Empowering Girls’ mission is to provide small family homes for better management.26

Personal observations of these existing facilities indicated that age and gender restrictions could have an impact on children's ability to grow and develop in a more home-like environment. A more desirable example, based on the intent of this thesis, is that of Palmer Home (figure 4). Located in an adjacent Mississippi county, Palmer Home provides a Christ-centered family atmosphere where children feel safe, connected to trustworthy adults, and supported as they grow and develop in care. Studying the Palmer Home's integration of various age groups and gender of children with house-parents informed the development of the project program. The project program was further enhanced by incorporating various theories on emotional and healing spaces, as well as environments designed with children's needs in mind.

A Theory of Human Motivation

This thesis uses theorized scales of space for human experience, including those used by children.27 Summerson, architecturally interpreted, has theorized scales of space for human experience, including those used by children.28 These ideas are explored through the design of a child's group home, known as Hope Home. The site for Hope Home is chosen within a natural landscape adjacent to the Memphis Botanic Garden—to relate to biophilic design and people's relationship to nature. The following section describes how the site location and theories manifest into the design proposal for Hope Home.

References:
There are seven main ideas combined in this thesis. Erikson’s psychosocial stages, Maslow’s Hierarchy of Needs, and Goleman’s components of emotional intelligence provide support for understanding user needs. These ideas directly address aspects of emotional development that inform a user’s ability to develop a sense of belonging. Patterns from Alexander et al.’s Pattern Language, Summerson’s description of scaled spaces, and van Eyck’s designs for children’s orphanages and play spaces provide architectural support for developing a sense of home and community. Patterns and descriptions from Biophilic Design indicate architectural elements that can provide healing. When combined, these ideas create emotional healing spaces that provide a sense of place.

1. In Erik Erikson’s Stages of Psychosocial Development, there are eight different stages in life (figure 5). During each stage, the person experiences a psychosocial crisis which could have a positive or negative outcome for personality development. This project was created to provide a space for individuals to respond to each stage’s psychosocial crisis from infancy through maturity.

2. In his theory for human motivation, Abraham Maslow ranks human needs into five levels of a pyramid (figure 6). The bottom of the pyramid is basic needs: physiological and safety needs. As people progress up the pyramid, the needs for love, friendship, and intimacy become important. At the top of the pyramid, self-esteem and self-actualization are vitally necessary for humans to consider the sense that they are valued by others and can explore their potential. This thesis, responds to the basic needs that Maslow shows in the pyramid as well as provides programmatic spaces that bring intimacy and the ability to explore human potential for all age groups.

3. Daniel Goleman’s theory of emotional intelligence involves five components (figure 7) that can be cultivated to improve general life performance. In his theory, Goleman hopes to address society’s unbalanced emphasis on the intellectual at the expense of the affective dimension of personality. He offers a school plan to focus on “social development,”

4. Alexander et al. provide solutions to recurring problems within the built environment through their discussion of patterns. Several of the patterns they mention address creating a sense of belonging within community, including building better relationships for children. They note that children will make or co-opt small scale spaces where none are provided and that children seek out other children in order to fulfill a need. This information is incorporated into various spaces within the design project.

5. Summerson’s idea is that architecture can respond to human form through appropriate scale. He notes that all children seek out spaces that match their body scale. This is a key indicator of the types of spaces that children feel comfortable in. He claims that “children have a common play; it is to get under a piece of furniture or some extemporized shelter of their own and to exclaim that [they are] in a ‘house’.” In this thesis, it is pivotal to design spaces that respond to a sense of belonging by scaling these spaces to children’s body scale.

6. In the design of his playgrounds, Aldo van Eyck used the design concept of “open function” to create places for children to be in the community for social gathering and children’s play. van Eyck thought about his orphanage in Amsterdam in a similar way; to provide a sense of community, he considered the orphanage to be like a small city, designing both private and public gathering spaces for the children. This thesis will incorporate “open” playgrounds inside a park that invites children to develop social skills, while providing the sense of a small city of integrated communities. Studying van Eyck’s work influenced the site selection for this project.

7. Biophilia is humanity’s innate biological connection with nature. It has many physiological benefits including enhanced cognitive ability as well as psychological including stress reduction. Biophilic design reconnects people with...
nature; it is indispensable for offering opportunities for people to live in a healthy environment. There are three design approaches for biophilic design: Nature in the Space, Natural Analogues, and Nature of the Space. Direct, physical and ephemeral presence of nature in a space or place are all addressed by Nature in the Space. While Natural Analogues deal with organic, non-living and indirect evocations of nature, Nature of Space deals with spatial configurations in nature. 15

SITE

Biophilic design connects nature with the built environment to provide benefits for humans. The site and program serve to soften the boundaries between the built and natural environments. The site is located in Shelby County, beside the Memphis Botanic Garden (figures 8-10). It is adjacent to both commercial and residential districts. This neighborhood includes aspects of accessibility to a wide range of services within a short distance common to the density of a city; it also contains a large expanse of green space common to more suburban or rural areas. The site is within walking distance of schools and churches. Its adjacency to the Memphis Botanic Garden and Theatre Memphis provides community engagement for residents.

This site has two main points of access: one from the south, which is more private because it is surrounded by residential units; and another one to the north side of the park, which will be utilized for public access. Residential neighborhoods act as a buffer zone to the south. The site contains both open green space and forested areas. To gain access to as much natural light, and to preserve as many trees as possible, the building is located within the open green space, north of the forested area (figures 11-13). The program and site create a community-driven lifestyle that promotes human needs for in different stages of life.

15. Terrapin Bright Green, "14 Pattern of Biophilic Design."
The program for the building and site focuses on human needs during different stages in life from childhood to adulthood. A large portion of the program is dedicated to outdoor spaces: courtyards, playgrounds, and discovery zones. Adjacency to the residential neighborhood provides a sense of home; adjacency to a commercial neighborhood provides a sense of being in a community.

The design should be in a way that the Hope Home welcomes visitors, but also separates the public spaces from private spaces. Thus, the Administration Building is placed on the south portion of the site to serve as the main entrance to the building for visitors. Each residential unit has direct access to a variety of outdoor play space that provides opportunities for safe and age-appropriate explorations. Additional exterior spaces serve to organize program and experiences across the entire site. An orchard creates a buffer between the residential units and the public library and day care center to the north. The Discovery Zone at the south side of the site serves to engage the community, while also providing an additional opportunity for the children of Hope Home to explore the natural environment.
Site and Program

The site offers a diverse program to facilitate interaction and foster a sense of community. The concept of interaction and community is developed from the notion of how a community is built from individual units (Figure 14) and individual units make community (Figure 15). This project offers the ability for users to be in individual units as well as in community (Figure 16).

The process for developing the building within the site is shown in Figure 18:

1. To begin, the residential units (gray) and administration building (blue) were separated in order to provide more privacy to the individual units. The residential units, as well as the library and day care center (red), were placed to the north of the site to gain the most access to natural light. Access to the site, and access within the site, was considered from the south.

2. In step 2, the separate programs were integrated into one plan, following the organization of van Eyck’s orphanage (Figure 17). Wrapping the program created interior and exterior courtyards that allowed for community gathering. Access to the site from the main street was considered from the north, as well as from the south.

3. In step 3, the courtyards were positioned to the exterior to emphasize their connection to the community. The library and day care center were pulled back to the north of the site to allow for better public accessibility.

4. In step 4, the interior courtyard was re-introduced to add privacy. It also afforded separation between the residential units and the administration building. The administration building was pushed farther to the south to allow for better accessibility.

5. Next, the administration building was connected back to the residential units to allow for social interaction within the interior courtyard. Further consideration was given to how the exterior courtyards could be connected to one another.

6. Process development in step 5 involved separating the library and day care center from the buildings and from one another. The library was moved to the south side of the site to investigate how it could function to further enhance the development of the interior courtyard on the south edge.

7. As a more public space, the library needed to shift off the south side of the site, so that it could remain more private. New program—a yoga studio and multi-purpose room (yellow)—was introduced to maintain the south edge. Integration of the program was further explored to enhance the interior and exterior courtyards.

8. At the last step, playgrounds were added to the program, expanding the relationship of the building to the site. Also, the discovery zone was added to activate the south of the site, and to further engage with the community.
The site plan shows the relationship between different spaces in this project. Interlocking space (figure 19) addresses being in the building while having interaction with the whole community; this idea can be seen in the backyard spaces that intersect with the community through walking paths. Space linked by common space (figure 20) discusses having interaction and being in a community that lives in close proximity, which in this project is the main courtyard that residents share with each other. A courtyard in the Administration Building acts as space within space (figure 21), which is about giving privacy to people within the same building. These three types of spaces have influenced the site, building, and program (figure 22).

The site is located in the natural environment to engage in Biophilic design. Richard Louv claims that access to nature gives an opportunity for children to have a sense of privacy, a place that children are separated from the adult world. The notion of being in nature affords a sense of being home for children. The arrangements of trees, how some are gathered together and some are separated, provides varying feelings of safety and privacy as well as the sense of being in a home to children. To engage varying scales and degrees of privacy within the natural landscape, the site was developed with three different types of nature: forest, park, and orchard (figure 23). Each of these types has a specific characteristic. The orchard is an organized type of nature. The park landscape has more openness, which allows for better interaction among people. The forest provides privacy to people and brings a sense of shelter. These various types of nature have been considered for different age groups in this project.

Figure 24 shows that the building has access to several green spaces: courtyards, backyards, and administration gardens. The Administration Building is located to the south, providing easy access to the building to users as well as separating residential and administrative functions (figure 25).

16. Louv, R., Last Child in the Woods.

- Courtyards
- Orchards
- Backyards
Orchard is an organized type of nature; it is mainly for community spaces that people share with each other.

Park is an open type of nature; it gives opportunity for parents to have visual access to their children.

Forest is a wild type of nature; it gives privacy as well as acting as shelter.
The Administration Building is located at the south of the site, which gives convenient access to the main building (figure 25). This building’s form acts as an iconic building for visitors. Organic forms of the Administration Building relate to Biophilic design: soft edges and natural analogues.\textsuperscript{17} The entry garden is an inviting space, by the various type of flowers (figure 26). There are accesses to the east and west garden from the main entry path. Both gardens provide water fountains, plant life, sounds, and other natural elements, which relate to the Biophilic design concept of Nature in the Space. Nature in the Space addresses the direct, physical and ephemeral presence of nature in a space or place. The garden on the east side of the Administration Building creates interaction with people on the east porch, since the east porch is mainly for visitors waiting to enter the building (figure 27). The garden on the west is for people that are already inside the building; this space provides privacy by the bridge design that brings people to the water fountain (figure 28). The porch brings integration of people, it helps citizens become more civically minded and engaged with each other\textsuperscript{18} by providing an intimate place where people can gather that has the feeling of being both public and private.

The first space encountered upon entering the Administration Building is the lobby. The lobby has a linear organization that allows for easy visibility and circulation to the front desk (figure 29). An art piece in the middle of the lobby, which is attached to the skylight, represents new hope and life to children. There are, also circular art pieces attached to the wall behind the reception desk, which leads people to approach the front desk. There is a door beside the reception desk that allows entrance to the remainder of the building (figure 30). Beyond the door, there are two administrator offices, a break room, a conference room, a restroom, a printer room, two counselor offices and a courtyard.

\textsuperscript{17} Terrapin Bright Green, “14 Pattern of Biophilic Design.”

\textsuperscript{18} Jones, “The Civic Character of a Front Porch.”
Figure 26   Main Entrance

Figure 27   Porch East
After sessions and visitations inside the counselor’s office, meetings between parents and children will be in the Administration Courtyard (figure 31). In this step, the counselor mediates sessions within the courtyard to help facilitate relationship-building between the child and parent. The furniture design in the courtyard supports the changing relationship between the child and parent. For initial visits, there may be apprehension on the part of the child; separate benches are provided so that the child may feel more comfortable choosing the distance they sit away from the parent. There are progressively more intimate seating arrangements provided within the courtyard so that that the child-parent relationship develops, and the child becomes more secure in the relationship, the child and parent can sit closer together. The most intimate seating arrangement, a child scaled space with a gabled roof (figure 35), provides the most comfort to the child. The form of the seating is reflective of home, lending an additional level of support. The courtyard is circular, and framed by glass. This allows for high visibility, increasing the child’s comfort by allowing them to see within the courtyard, and through the building to their residential unit. This design, choice of material, and building organization is meant to help the child feel more comfortable in their decision to stay or leave the facility.

The courtyard in the Administration Building is one of two private courtyards in the project. The other courtyard, which is situated between the two residential buildings, can be seen from this courtyard.

The large courtyard carved out between the two residential buildings is divided into three different zones (figure 33). These zones are designed to respond to the stages of psychosocial development as outlined by Erik Erikson (figure 34). Zone 1 responds to stage 6 of psychosocial development, “intimacy versus isolation.” Intimacy is introduced through a central gathering spot—a fountain with seating all around, while, swings surrounded by trees provide privacy and isolation (figure 35). Zone 2 responds to stages 1 and 2. Children in this age want support, and they doubt if they can do things by themselves (figure 36). Designing the playground adjacent to the home where parents have a view of their children in this zone provides support; the proximity and perceived distance allows children to feel the security and autonomy needed to try things by themselves. Zone 3 features a treehouse that responds to stages 3 and 4 (figures 37-38). In stage 3, children learn to initiate a task and carry out plans. The treehouse, which is scaled to a child’s body, provides opportunities for developing independence and dexterity through vertical exploration by climbing or the use of a hand-cranked elevator. Similar to the gabled-structure in the Administration Courtyard, the gabled roof of the treehouse provides a home-like environment for children. The gable roof is a symbol that the children can relate to and use as a way of coming to terms with the cultural notions of “house.” Children use play as a means of exploring the world in a way that encourages cognitive development. A treehouse allows children to learn to trust themselves and their abilities. This treehouse is accessible for everyone by the ramp design.
Backyard

Another important exterior space is the backyard space located at each residential unit. The circular layout of the backyard provides social and educational purposes, as the shape is ideal for learning activities and events (Figure 39). In Aldo van Eyck’s orphanage, each unit has a private backyard for small gathering spaces; a similar idea appears in the design of the backyard spaces for Hope Home (Figure 40). A wooden tunnel connects units and relates to the surrounding nature (Figure 43). Access to the playground in the backyard provides an opportunity for children to get farther from home while still being within a close distance.

Playground

Studies of children in playgrounds with both green areas and manufactured play areas found that children engaged in more creative forms of play in the green areas. The playground provides an opportunity to children to play in a community space while remaining close to their homes (Figure 41). The playground does not have any barrier; a concept inspired by Aldo van Eyck. He theorized that designing outdoor spaces for children without any fence, gives children an opportunity to be in community (Figure 42). This open function playground is a common space for all children in the neighborhood, unlike the courtyard space, which is dedicated to use by children within the residential units. Access to varied outdoor spaces is important to a child’s development (Figure 44). An indoor childhood does reduce some dangers to children; but other risks are heightened, including risks to physical and psychological health, risk to children’s concept and perception of community, risk to self-confidence and the ability to discern true danger.

20. Fracalossi, “Amsterdam Orphanage.”
22. Alexander et al., A Pattern Language.
23. Louv, Last Child in the Woods.
The residential units have access from the backyards and courtyards. There are four residential units in this building (Figure 45). On this level, there is a house-parent bedroom with a door that has access to the infant and toddler bedroom. The north wall in the Living Room features niches where children can sit. This space was inspired by the Home for Children with Autism in Denmark (Figure 46). These small places relate to John Summerson’s theory that children desire to be in spaces that connect to their body scale (Figure 47). The porch between the residential unit and the courtyard has access to the indoor playroom.

Indoor Playroom

The indoor playroom is designed for children if they are not able to play outside due to weather (Figure 49). Access to this room is by porches in each individual unit. The climbing wall in this space responds to psychosocial development; here children learn to exercise their will and do things for themselves. This particular space has painting easels; painting is one way for children to express and develop their creative abilities. Children in the indoor playroom have a view of the courtyard through the glass wall. The building section shows the connection of the residential buildings with each other, as well as the visual connection between building and people (Figure 48).
Residential Second Floor

The second floor provides spaces for users to be in a natural environment (figure 51). A Roof Garden on the Administration Building gives children an opportunity to learn by experiencing the growing process of plants (figure 50). Children learn responsibility, understanding, self-confidence, love of nature, reasoning and discovering, physical activity, cooperation, creativity, and nutrition from growing things. Natural play strengthens children’s self-confidence and arouses their senses, their awareness of the world and all that moves in it, seen and unseen. The second level of the residential units is mostly for teenagers and the middle childhood age group. A skylight in the middle of the Living Room emphasizes intimacy (figure 52): it brings everyone from their bedroom to have interaction with each other (figure 53). The Living Room has a glass wall with a view to nature, which brings healing. Richard Louv claims that a room with a view to nature can help protect children against stress, and that nature in or around the home appears to be a significant factor in protecting psychological wellbeing. Bedrooms are also designed to provide teenagers a space to inhabit while having views to nature (figures 54-55). This idea was inspired by Design Home for Children with Autism, whose interior spaces engage Biophilic design (figure 56). In addition to seeing and experiencing the courtyard, backyard, and playgrounds, children also have access to the Orchard and Discovery Zone.

26. Louv, Last Child in the Woods.

Figure 50: Roof Garden
Figure 52: Second Floor Living Room

1. Living Room
2. Teenager’s Bedroom
3. Middle Childhood Bedroom
4. Bathroom
5. Balcony

Figure 53: Residential Second Floor Plan

Figure 54: Window Alcove with View to Nature

Figure 55: Section through Teenager’s Bedroom

Figure 56: Home for Children with Autism: View from Upper Window

Figure 52: Second Floor Living Room
Orchard

The orchard is situated between Hope Home and the library and day care center on the north side of the site (figure 57). The orchard features apple trees, as apples are often referred to as the king of fruits and are grown both commercially and in home orchards across the state of Tennessee.\(^{29}\) The orchard is a shared space between Hope Home and the library and day care center, which invites individuals from the public and those from the residential units to be in community (figure 58). In this way, the orchard becomes a place for rich mixing: a place to learn and exchange knowledge. It is a place to hold events, festivals, social play, and somewhere to explore and show off how to live well with nature.\(^{30}\) The stair towers at the end of the residential units serve as a gateway between the two facilities (figure 60). Along with the orchard, the Discovery Zone offers another type of community engagement.

Discovery Zone

The Discovery Zone is located at the south end of the site, where it is more forested (figure 59). This area has raised walkways, which provide the feelings of freedom, fantasy, and privacy: a place distant from the adult world, a separate world for children (figure 61). Nature introduces children to the idea—to the knowing—that they are not alone in this world, and that realities and dimensions exist alongside their own.\(^{31}\) The Discovery Zone responds to the psychosocial development idea of identity versus role confusion. During this stage, adolescents search for a sense of self and personal identity. Children in this age are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing and so on. The individual wants to belong to a society.\(^{32}\) Seating spaces along the bridge provide the sense of being in society, allowing teenagers to improve social skills (figure 62).

\(^{28}\) Sarfaraz, “The Best Fruit Trees for Tennessee.”  
\(^{29}\) Lee, “What Is a Community Orchard?” 
\(^{30}\) Lee, “What Is a Community Orchard?” 
\(^{31}\) McLeod, “Erik Erikson’s Stages.” 
\(^{32}\) Seating spaces along the bridge provide the sense of being in society, allowing teenagers to improve social skills (figure 62).
Having considered the site, program, and key indoor and outdoor spaces around the complex, the final discussion considers the use of materials across the main building elevations. The elevations show different types of material on the building exteriors (Figures 63-64). Wood material is used in many areas in this project, which relates to natural analogues in biophilic design: materials and elements with natural origins that resemble the local ecology or geology and thus create a unique sense of place. Vertically-oriented cedar is used as the base material for the building. Cedar is sustainable, durable, and offers a rough texture. Horizontally-oriented Epay is used on the balcony and teenager’s bedroom. Epay is known for its durability, density, and fireproof. Having these materials beside each other provides visual and tactile contrast for different spaces in this building. Concrete is used at the entrance of the Administration Building and the stair towers at the orchard to demarcate ideas of entrance and transitions to community spaces. Overall, various types of material in the exterior of this building represent different spaces in the project.
CONCLUSION

Often architects begin their project with a grand vision, a faint idea of what could be. I have always had a desire to contribute, through architecture, to humanity. Providing children with spaces that allow them to develop emotionally and physically is essential. This decision to design a group home allows for a positive contribution not only to humanity but to humanity’s most vulnerable: children. My vision for a group home initially started through research, which included visiting several group homes within Memphis. I learned that the human element required just as much consideration as the architectural process. Interacting with the children and observing the current juvenile residential institutions made me aware of the need for a group home that provides for child development through the program and the scale of the building, as well as developing community spaces that would help foster social skills. In this project, I tried to design spaces that responded to the stages of psychosocial development. Ultimately, I have learned that designing for human needs is pivotal to a successful project.

ANNOTATED BIBLIOGRAPHY


In this comprehensive text, the authors explore the pattern of language, the language that assists designers to have a solution for a better human relationship. The main author for this text, Christopher Alexander, is a British-American architect and design theorist who focuses on humans through design.

The authors describe the patterns that indicate problems in the surrounding built environment and the main way to solve the problems. Several patterns are considered for use in this thesis. Pattern 154 describes the teenager’s cottage, a place where the teenager can retreat and where privacy is respected. Pattern 21 presents the idea that buildings that house residences for families should not exceed five stories; moving families away from their connection to the ground may negatively impact family (and other social) relationships. Pattern 68 discusses the role of connected play: the authors suggest that children need other children as part of their development, thus there should be ample opportunities in the built environment for children to connect to one another.

These patterns are utilized within the thesis project in the following ways. The Discovery Zone provides cottage-type retreat spaces to teenagers; it also incorporates social spaces for teenagers to develop socializing skills they will need as they move into adulthood. In the residential units, the teenager’s occupy the second level, including a second living space; this allows them autonomy and connection. The residential units are kept to two stories and are designed around outdoor spaces. The units have visual and auditory access to the surrounding play spaces so that parents can be connected to the children. A range of outdoor spaces that are connected across residential units and throughout the entire project, allow children to connect to one another, both within the project itself and with the neighboring residential areas. It is vitally important in this thesis to think about how children can have a connection with each other in a safe and healthy environment in the community. Moreover, due to traffic or neighbors, parents tend to keep their children in indoor spaces or in close proximity to their residence, which prevents children from having interactions with other children from their age group. This in turn impacts healthy emotional development. This thesis considers the emotional development of children by designing community and outdoor spaces in the site that is near to their home.


This website contains information about human geography with a focus on geographic sense of place. Human geography is the study of the relationship between humans and their natural environment. Developing a sense of place provides children with a sense of belonging in the physical, social, and cultural world around them. This thesis has considered the sense of belonging in place and human interaction with each other in large and small spaces.


This article provides information about gardening for children. Children can learn new skills by gardening as well as develop self-confidence by spending time in the garden tending plants and growing their food. The majority of children enjoy being in outdoor spaces, digging in the soil, getting dirty, creating things, and watching plants grow. This thesis has a roof garden, which gives this opportunity to children to grow their plants. They will learn about responsibility, love of nature, cooperation, creativity, and nutrition, among other things.
This orphanage creates a balanced community through designing spaces for individuals, small gatherings, and large gathering spaces.

This thesis has been inspired by Aldo van Eyck’s orphanage. Designing spaces in the building that provide a sense of belonging offers an opportunity for users to choose to be in different spaces by the scale and relationship of those spaces.


This report contains information about parenting for young children with special needs. The report includes some programs and resources to support parenting knowledge, attitudes, and practices. The first aspect of the programs is to teach parents how to support the learning and development of their children with disabilities. Second, the programs promote positive parent-child interactions. Thirdly, the programs focus on reducing the children’s problem behaviors. In this thesis, children without parental support are raised up by house parents. Houseparents will create a family structure for children in this facility.


This article provides information about the philosophical aspect of the front porch. The importance of a front porch has been connected with its civic potency. The location and environment of the front porch provides a sheltered place to be outside. This helps people to know their neighbors and pedestrians. The porch is an opportunity to have interaction with a neighbor or encourage children to play with other children. This thesis project has several porch in the residential and administration buildings, which emphasizes interaction among people and with nature.


This website contains information about where how children live determines their chances of success as adults. Researchers found that children’s immediate neighborhood area has significant effects on life outcomes, and those outcomes can differ considerably compared to those experienced by other children in a different neighborhood. Anita Zuberi, Assistant Professor in Sociology at Duquesne University, says that “neighborhood is an example of a ‘process of development’ that ‘create a set of experiences’ and ‘connect us to certain social networks’ (para. 14). In this thesis, site location is chosen for problem behaviors. In the Amsterdam Orphanage, he sought to design a modern building with a new urban vision. He designed an orphanage as a small urban study in the city. He claimed that “a house must be like a small city if it’s to be a real house; a city like a large house if it’s to be a real city” (para. 7). In his orphanage, he designed different community spaces by using scale in his orphanage as well as separating public and private spaces.

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This article contains information about how children begin to learn at an early age their “place in the world.” Due to their curiosity and five senses children begin to understand human-environment relationships through exploring nature. They experience the movement of products, people, and observing how places change over time. In this thesis, designing spaces in the natural environment provides the opportunity for children to explore their child development in the outdoor spaces.


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This website contains information about a community orchard. Matilda Lee is a features writer for The Ecologist and author of Eco Chic. A community orchard is a place to learn and exchange knowledge, to hold festivals or events. It is a place for social play and work and a place to know how to live well with nature. This place is run by local people in that region. In this thesis project, between the residential units and the library and daycare center, the orchard is a common shared space where people gather in nature.
Jersey, focuses on emotional development. Lisa Feldman Barrett is a professor of Psychology and Director of the Interdisciplinary Affective Science Laboratory at Boston College. Her major research focus is on the nature of emotion from social-psychological, psychophysiological, cognitive science, and neuroscience perspectives. In this text, the authors explore the meaning of emotion that leads to how people understand, experience, express, and perceive affective phenomena and explore connections to behavior and health across the lifespan. Also, the book has focused on important changes in children’s understanding of emotion. It claims that children between 3 and 11 years are forming their mastery of emotional meaning. This thesis considers defining specific spaces for different age groups that focus on their emotional needs. One of the important factors is site location, which contributes emotion to nature. This design has various outdoor spaces for individuals to create and enhance different emotional experiences.


People’s mental, physical, and spiritual health relies on nature. Natural play enhances creativity in a child through visualization and the full use of the senses, such as creating a sense of safety, focus, and excitement. A room with a view of nature and trees will protect children against stress and has the power to improve physical and emotional health. Nature is a different world for a child: it is a place distant from modern life. It is a place for them to feel more mature and grown in the real world. The arrangements of trees, how some are gathered together, and some are separated, provides the feeling of safety and becomes as the sense of being in a home to children. This article, like Louv’s other text, explains the importance of children’s responsibility to nature. In this thesis, the Hope Home is located in the natural environment. The location of the site gives children an opportunity to be in a safe environment as well as bringing the notion of home and peace by providing privacy. This is most notable in the design and siting of the Discovery Zone.


In this article, Richard Louv focuses on how being in nature provides various aspects to children, including a sense of home. Richard Louv is an American author that researches the relationship between children and the natural world. Being in nature provides an opportunity for children to be in a peaceful world. The atmosphere of the natural world enhances creativity for children. Moreover, being in the woods has the power to change children’s moods. It helps them to feel more mature and grown in the real world. The arrangements of trees, how some are gathered together, and some are separated, provides the feeling of safety and becomes as the sense of being in a home to children. This article, like Louv’s other text, explains the importance of children’s responsibility to nature. In this thesis, the Hope Home is located in the natural environment. The location of the site gives children an opportunity to be in a safe environment as well as bringing the notion of home and peace by providing privacy. This is most notable in the design and siting of the Discovery Zone.


In this book, the authors examine all aspects of emotion and its role in human behavior. It addresses the interface of emotions, development, social behavior, personality, and cognition. The impact of the emotional process involves both physical and mental health. Michael Lewis is a Professor of Psychology, Education, Biomedical Engineering, and Social Work at Rutgers University. He has written or edited more than 30 books on developmental psychology. Jeanette Haviland-Jones, a professor at the State University of New Jersey, focuses on emotional development. Lisa Feldman Barrett is a professor of Psychology and Director of the Interdisciplinary Affective Science Laboratory at Boston College. Her major research focus is on the nature of emotion from social-psychological, psychophysiological, cognitive science, and neuroscience perspectives. In this text, the authors explore the meaning of emotion that leads to how people understand, experience, express, and perceive affective phenomena and explore connections to behavior and health across the lifespan. Also, the book has focused on important changes in children’s understanding of emotion. It claims that children between 3 and 11 years are forming their mastery of emotional meaning. This thesis considers defining specific spaces for different age groups that focus on their emotional needs. One of the important factors is site location, which contributes emotion to nature. This design has various outdoor spaces for individuals to create and enhance different emotional experiences.


This book presents a motivational theory in psychology comprising five stages of human needs. Abraham Harold Maslow was an American psychologist and professor at Alliant International University, Brandeis University, Brooklyn College, New School for Social Research, and Columbia University.

The hierarchy of needs from bottom to top are physiological, safety, love and belonging, esteem, and self-actualization. Needs at a lower level should be satisfied before individuals can process their other needs at upper levels. The first level of the pyramid is physiological needs, which are the biological requirements for human survival. These include air, food, drink, shelter, clothing, warmth, sex, sleep. The second level addresses needs of safety and security. Love and belongingness needs are in the middle of the pyramid. These include feelings of friendship, intimacy, trust and acceptance, receiving and giving affection and love, as well as affiliating or being part of a group. Esteem needs are the fourth level in Maslow’s hierarchy, which relies on a person’s potential, self-fulfilled, seeking personal growth, and peak experiences. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be.

This thesis project addresses these needs to improve people’s lives in the building. Loving and belongingness needs are a pivotal aspect of this design; exterior and interior spaces are provided to enhance individual, social, family, and friendship and intimacy. Also, self-actualization needs are shown in areas of the project, such as the treehouse, which provides an opportunity for children to accomplish their potential.


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The hierarchy of needs from bottom to top are physiological, safety, love and belonging, esteem, and self-actualization. Needs at a lower level should be satisfied before individuals can process their other needs at upper levels. The first level of the pyramid is physiological needs, which are the biological requirements for human survival. These include air, food, drink, shelter, clothing, warmth, sex, sleep.
families in cities. In Hope Home, children have the ability to play outdoors freely, walk independently, and create their own sense of space that can provide healing.


This website provides information about the existing foster care facility in Memphis. Porter-Leath used to be an orphanage in Memphis many years ago. Sarah Leath was the original founder. This facility has committed to serving at-risk children and families in Memphis. This facility helps low-income children and families through meeting their developmental, health, and social needs at the earliest ages. Porter-Leath residential care is for teenagers and genders are separated by each unit. This thesis project, Hope Home, will help children in Memphis by offering residential units as well as programs such as art studio, counseling services, to children of all ages.


CREO ARKITEKTER A/S and JAA architects have designed a new home for Children with Autism in a forested area near Copenhagen. This project is home for eighteen children, ranging in age up to 18 years old. The proposal for this project is to create an engaging and stimulating atmosphere that makes it feel like home for children with special needs. The Home for Children with Autism engaged biophilic design through site location, the material, and skylights. The design concept of rooms to have a view to nature and skylights in the living room have also been used for this thesis project.


This website gives information about fruits that grow in Tennessee. The state of Tennessee has a mild climate to support the growth of a number of fruits. These include peaches, plums, apples, cherries, grapes, and persimmons. Apples grow in orchards across the state of Tennessee. An apple orchard is proposed for this project in Memphis.


This website contains information about the existing group home facility in Memphis. For teenagers who have been living in foster care, the transition to life outside of care will be a new and challenging experience. Young adults and the elderly in the city of Memphis. This facility helps low-income children and families through meeting their developmental, health, and social needs at the earliest ages. This thesis project, Hope Home, will help children in Memphis by offering residential units as well as programs such as art studio, counseling services, to children of all ages.


This article provides information about emotional memory enhancement (EME), it addresses emotion processing, and emotion effects on memory development. Across. Additionally, it provides evidence of remarkable consistency in EME effects on memory recognition between middle childhood and adulthood. This information was used in this thesis project, the program aims to create more child-friendly cities.


Audrey Migliani is an architect and urban planner. She is also a researcher in “Ambiente Preparado,” where she studies the benefits and possibilities of spaces designed for children, on the scale of the home and the city. In this text, the author provides information regarding the environment and ‘Cities of Play’ create active mobility in public spaces. There are other architects in this article that describe the cities for play. Nathalie Kryski is an Australian architect who thinks that children’s demands should be located at the center of urban design to ensure resilient and sustainable communities. She focuses on where the children will play. She claims about “when people think back to some of the fondest memories from childhood, these are often ones which we spent playing outdoors; climbing trees, splashing in puddles, and walking with friends to school.” (para. 9). Kryski discusses how memories and experiences are vital facts to children’s development, promoting physical and mental health as well as emotional wellbeing. It is notable that the design of cities and neighborhoods have a huge effect on children’s lives. Every new environment has the potential to impact a child’s life; for instance, walking distance to school, socialising with other neighbors’ children, and outdoor play areas. Samuel William, a city planner; claims that “a place where children enjoy independent mobility will be a place where the elderly feel safe. A place where children are free to play—beyond the playground—will be a place for all ages to enjoy together.” (para. 5). It is important for designers to think about creating more child-friendly cities.

In this thesis, the selection of the site is pivotal since the Hope Home for children is a place that they will grow their hopes. It is located adjacent to residences and nature to bring a sense of belonging to a community. The advantage of the location of the site is that children feel in the city and out of the city: it is in the city in a residential area near to commercial buildings but surrounded by trees and nature. It is crucial to improve the quality of life for children and their
Summerson, John. Heavenly Mansions: and Other Essays on Architecture. New York: Norton, 1963. This book gives information about the body's relationship to space. John Summerson was one of the leading British architectural historians of the 20th century who theorized scales of space and human experience. Summerson claims that children desire to be in spaces that relate to their bodies. For children, it is to get under a piece of furniture or some shelter of their own. A prime, real-life example of this is the juvenile practice of playing with a doll house. In this, children personify inanimate dolls in an innanimate space.

The information from this source is utilized in the design of spaces that children use. The treehouse in this project plays a vital role to provide body scale to children.

Tennessee Alliance for Kids. "TN Stats." Accessed October 28. https://tnallianceforkids.org/stats. This website provides information on the number of children entering the foster care system in Tennessee based on information from the Tennessee Department of Children Services. In 2016, there are slightly less than 8,000 children in foster care. There are less than 4,000 foster families to provide homes for foster children. Less than 50% of foster children are placed with a relative, and either participate in a group setting or stay with a foster parent. This data provides information that designing a foster home in Tennessee is pivotal.

Terrapin Bright Green. "14 Patterns of Biophilic Design." September 12, 2014. https://www.terrapinbrightgreen.com/reports/14-patterns/. This organization provides information for Biophilic design. Terrapin Bright Green was founded in 2006 by distinguished environmental strategist Bill Browning and architects Rick Cook, Chris Garvin, and Bob Fox of the prestigious firm COOKFOX Architects. They established Terrapin as a trusted consultant to major corporations and developers to answer the challenges of high-performance design in the 21st century. Biophilic design is essential for providing people opportunities to live and work in healthy places and spaces with less stress and greater overall health and well-being. The 14 Patterns of Biophilic Design are drawn from a review of 100 of the most influential buildings in the world. In this thesis, examples are potted plants, flowerbeds, bird feeders, water features, courtyard gardens, and vegetated roofs. Natural Analogues include non-living and indirect evocation of nature. Examples of this include objects, materials, colors, shapes, sequences, and patterns found in nature. In this thesis examples are soft edges, the organic form of the buildings, and natural exterior materials. Nature of the space is spatial configurations in nature. This includes the innate and learned desire to be able to see beyond the immediate surroundings, human fascination with the slightly dangerous or unknown, obscured views, and revelatory moments. In this thesis, the treehouse and raised walking pathway in the Discovery Zone have elements of risk, which create a positive atmosphere for children.

UNICEF. "Orphans." June 16, 2017. Accessed October 28, 2020. https://www.unicef.org/media/media_45279.html. This website contains information about the total number of orphans all around the world. UNICEF indicates that many of the children do not have access to school, healthcare, and other important needs. In this thesis, the design should be in a way that brings an emotional aspect to children. The Hope Home should give the feeling of being present for the specific inhabitant by chosen material and form. The design of Hope Home has harmony to the site and landscape.

Zumthor, Peter. Thinking Architecture. Basel: Birkhäuser, 2017. In this book, Peter Zumthor explores the effect of his memories in the past on his design in the present. Peter Zumthor is a Swiss architect who is well-known for his minimalist and uncompromising design. His designs include an emotional connection with a user and the presence quality of the building. The text provides essential principles of the space and memories in the past that the author experienced.

Peter Zumthor discusses the sense of presence in the design of the building. It is vitally important that the building is accepted by its surroundings: people, culture, landscape, and building provide a sense of belonging to the site. Moreover, buildings have the power to appeal to people's emotions and minds in different ways. Architecture is connected to the present in a special way. Having the quality of presence in a building gives information regarding function, form, and appearance. The building should have a feature of being in time and evolve into being a part of the form and history of the place.

In this thesis, the design should be in a way that brings an emotional aspect to children. The Hope Home should give the feeling of being present for the specific inhabitant by chosen material and form. The design of Hope Home has harmony to the site and landscape.
FIGURE CREDITS

Figure 1     Existing Foster Care Facilities in the Region        4                     Original image retrieved from ...         Earth. Adapted by author.          Figure 2     Porter-Leath                                                    4                     Photograph by unknown. Retrieved from:                     https://en.wikipedia.org/wiki/Porter-                     Leath_House.                 Figure 3     Youth Villages                                                    4                     Photograph by Youth Villages. Retrieved                     from: https://www.youthvillages.org/                     about-us/locations/tennessee/west-                     tennessee/youth-villages-operations-center/. Figure 4     Palmer Home                                                    4                     Photograph by unknown. Retrieved from:                     https://www.youthvillages.org/about-us/                     locations/tennessee/west-tennessee/                     youth-villages-operations-center/. Figure 5     Psychosocial Development                              5                     Image by Josh Seong. Retrieved from:                     https://www.verywellmind.com/erik-                     erikson-stages-of-psychosocial-                     development-279740. Figure 6     A Theory of Human Motivation Image by unknown. Retrieved from:                     https://www.simplesadness.co/meadow.html The Five Components of Emotional. Figure 7     The Five Components of Emotional Intelligence. Image by unknown. Retrieved from:                     http://theimportanc eofemotionalintelligence-weekly.com/the-5-component es.html. Figure 8     Context Map                                                    6                     Original image retrieved from Google                     Earth. Adapted by author. Figure 9     Neighboring Map                                                    7                     Original image retrieved from Google                     Earth. Adapted by author. Figure 10   Site Images                                                    7                     Figure 11   Sun Study & Accessibility Map                           8                     Original image retrieved from Google                     Earth. Adapted by author. Figure 12   Shadow in Winter                                                    8                     Original image retrieved from Google                     Earth. Adapted by author. Figure 13   Shadow in Summer                                                    8                     Original image retrieved from Google                     Earth. Adapted by author. Figure 14   Community                                                   11                     Figure 15   Individual                                                   11                     Figure 16   Individual & Community                                    11                     Figure 17   Aldo van Eyck Orphanage: Plan Image by Aldo van Eyck. Retrieved from http://architects.blogspot.com/2014/11/                     case-study-amsterdam-orphanage-aldo-                     van.html. Figure 18   Process for Developing Building within Site                     11                     Figure 19   Interlocking Space                                            12                     Figure 20   Space Linked by a Common Space                          12                     Figure 21   Space within Space                                            12                     Figure 22   Site Plan                                                   13                     Figure 23   Site Section                                                 14                     Figure 24   First Level Plan                                           16                     Figure 25   Administration Building Plan                            17
APPENDICES

APPENDIX 1: PRESENTATION BOARDS

Figures 65-91 are the final presentation materials used at the time of the thesis defense.
First Floor Plan


Interlocking spaces being in community with other people who live in close proximity

Zone 3, having privacy with people within same building

Small places foster child development

Address psychosocial and physiological development: independence and motor life

Presentation Boards: Treehouse

Presentation Boards: First Floor Plan

Presentation Boards: Main Entrance

Presentation Boards: Porches

Presentation Boards: Administration courtyard

Presentation Boards: Backyard

Presentation Boards: Zones

Presentation Boards: Building Sections

Presentation Boards: Second Floor Plan
APPENDIX 2: PROCESS PIECE

Figure 97 is an image of the final process piece. The process piece in this project is a sculptural piece located in the lobby of the Administration Building. This art piece is attached to the ceiling, which represents new life and hope for children. The light comes through this art piece, which creates a specular shadow for people inside the building. This space provides the atmosphere for healing through the skylight design. This art piece is located in the lobby because it is the main entrance to the Hope Home.