



Figure 01 | No Small Plans

TEENS

Let's Give Them Some Space;
An Architectural Exploration of Teenage Tragedies.

Haley Holzwarth

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INTRODUCTION

THESIS ABSTRACT

At a time when we can find numerous divisions between ourselves and the next person, there is one thing that every adult has in common: we were once a teenager. Like any experience, being a teenager comes with moments of both good and bad. However, many adults would agree that when recalling their time of adolescence, they cringe as negative memories flood their mind first.

Teenagers experience tragedies on a regular basis. Some are minor moments of discomfort and some are major moments of grief. What is important to remember, as adults removed from that stage of life by years of life experience, is that as a teenager, many negative experiences, albeit sometimes small, create a sense of tragedy.

The goal of this thesis research is to empathize with a demographic that we can all relate to, and so easily dismiss. Many of us don't enjoy thinking about the years of braces, prom photos, and puberty. Actually, a lot of us figure "If I got through it, you can too!" without acknowledging that we have the ability to do more than causally cheer teenagers on through what we view is bound to be a series of unfortunate events.

This thesis research offers a suggestion for how to prevent tragedies in the lives of teenagers in the form of a carefully curated program and intentionally designed environment. The concept is simple:

Teenagers need some space.

METHODOLOGY

When well designed, built environments can positively impact teenagers psychologically by alleviating the potential for tragedy. Being a teenager consists of enduring conflicting desires and emotions, societal teachings that scrape at internal desires, and because of those it can be a tumultuous period of development leading to confusion and frustration from both teenagers and the adults that love them. By mapping the teenage psyche and gaining a greater understanding of psychological effects of the experience of being a teen, we can develop a deeper sense of empathy toward a demographic that is often forgotten. Greater understanding and empathy will lead to better design for people that we all know and once were.

Studying the psychological experience of teenagers in this thesis will include mapping the teenage psyche, listing tragedies endured by teenagers, and identifying settings that avoid those tragedies. The system of inquiry for this thesis study is intersubjective landing at the intersection of objective and subjective views. As described in *Architectural Research Methods* by Linda Groat and David Wang, “Ontologically, it assumes that

although there are multiple diverse viewpoints regarding sociocultural realities, it is nevertheless possible to achieve shared understandings of those realities.”

Similarly, they described the epistemology of a study that is intersubjective as one that views knowledge with an understanding of sociocultural engagements. This thesis understands the value of studying subjective content and suggests executing primarily qualitative research through observation of personal anecdotes, varying views from authors of young adult books, and interpretation of social and cultural experiences.

Strategies that will be used to study the teenage psyche will include a combination of historical research, qualitative research, and case study research. The historical research will include an interpretation of studies of past theories such as Sigmund Freud’s theory of the structure of the mind in the book “The Ego and the Id” and Nietzsche’s theory regarding the birth of tragedy between Apollo and Dionysus in Greek mythology. These theories create the framework through which this thesis study is viewed. Both Freud

and Nietzsche describe the intersection of two forces that are different, but not necessarily opposite. This thesis understands that because the forces do not create a dichotomy, the forces may overlap at times leading to a space in between understood as the Ego in Freud's theory.

Qualitative research in this thesis will include several tactics such as recollection of personal anecdotes, the study of teenage experiences recorded in young adult books, and the creation of experiential collages. The list of tragedies endured by teenagers will begin with recollection of personal anecdotes from my experience of being a teenager. That list will then be supplemented by experiences described in young adult books from a variety of authors and books. Tragedies to teenagers may appear trivial to a mind more fully formed, but this thesis understands that some moments truly are experienced as tragic in the mind of a teenager. A guided study with a group of teenagers will result in experiential collages to be included in the qualitative research. The study will include an explanation of Sigmund Freud's theory of the id, ego, and superego. The teenagers will be asked to create a collage that identifies the instinctive

desires of the id and the culturally imposed desires of the superego that they experience.

The culmination of the research completed for this thesis will consist of three distinct elements: a map of the teenage psyche, a list of tragedies endured by teenagers, and a list of settings that avoid those tragedies. The map will consist of several elements including a visual explanation in the form of graphics, a structural diagram, and a literary description for extended explanation. The list of tragedies and settings to avoid them will connect visually and through an expanded description of how a well-designed space can lead to the alleviation of teenage tragedy.



Figure 02 | Young Adult Novels

Gathered from personal experiences and stories told through young adult novels, a list of tragedies that teenagers endure during adolescence has been created. The list includes narratives describing situations that are generally unpleasant. Some of the tragedies are simply a part of growing up and not necessarily mitigated through architecture. However, some of the tragedies that are depicted have the potential be alleviated through the careful design of an environment for teenagers. This catalog was generated to create a better understanding of tragedies typically experienced by teenagers.

CATALOG OF TRAGEDIES

DESIRE FOR FREEDOM

An Abundance of Katherines

On page 12 of *An Abundance of Katherines* Colin and Hassan describe to Collin's parents that they need to go on a road trip to get away from their current scenery (Green, 2008). Colin Singleton is a 17 year old boy that has just been broken up with for the 19th time in his life. He and Hassan are searching for freedom and hoping to find it on a road trip without their parents.

There's nearly no greater desire for a teenager than freedom. Freedom from teachers freedom from parents freedom from societal expectations. Teenagers are always trying to escape. I don't think it's a essential for us too get rid of that desire. I think it cultivates a desire to learn about the World Experience new things develop a greater understanding of those around them it's not inherently a bad thing to desire freedom. however teenagers do need a better Channel to experience freedom on a daily basis. sometimes Freedom can be found in small spaces like a bedroom or bathroom stall or a car we can probably create a better space than that for them. We can create a space that offers teenagers freedom from daily wait in a constructive way that allows them to get away from what they're hoping to escape from but run to something that will benefit them. we don't need to change their desire for freedom we just need to give them an opportunity to investigate it in a healthy way.

DISAPPOINTING ONE'S PARENTS

An Abundance of Katherines

Colin Singleton, a 17 year old boy who has been broken up with for the 19th time in his life, is going to describe why he should get to go on a road trip with his best friend without his parents supervision. His primary argument is that unlike most teenagers, he has in fact not disappointed his parents by making numerous dumb or immature decisions such as, "... drink or do drugs or smoke cigarettes or wear black eyeliner or stay out late or get bad grades or pierce his tongue or have the words "KATHERINE LUVA 4 LIFE" tattooed across his back" (Green, 2008, p. 12).

EMBARRASSING PARENTS

Paper Towns

In the adventurous young adult book *Paper Towns* there is a point when three characters discuss why one is unable to bring his girlfriend home. When Quentin and Ben express their confusion as to why Radar is hesitating to bring his girlfriend home, Radar is quick to remind them why: he has embarrassing parents. “IT IS NOT MY FAULT THAT MY PARENTS OWN THE WORLD’S LARGEST COLLECTION OF BLACK SANTAS”(Green, 2008, p.22). Quentin, the main character, goes on to describe the scenery at Radar’s house including all of the black Santas that filled the shelves. And not long after that he suggests to Radar, “You just gotta tell her, man... you just gotta say, ‘Angela I really like you, but there’s something you need to know: when we go to my house and hook up, we’ll be watched by the twenty-four hundred eyes of twelve hundred black Santas.’”

FINDING A PROM DATE

Paper Towns

Quentin and Ben have a tough time finding prom dates at the beginning of *Paper Towns* (Green, 2017). While, Quentin isn't too concerned, Ben is focused and persistent in his attempts to find a date. He even tries to ask a classmate in math by passing her a note. Her response is that she's already going with a different student. Ben is deflated for a bit, but picks up the efforts to find a date not long after.

BAD HAIRCUTS

The Perks of Being a Wallflower

In *Perks of Being a Wallflower* Charlie finds himself back home with his family after enduring another psychological break (Chbosky, 1999). While they're all being very encouraging now that he's home, his sister offers to help him with his hair. Charlie is confused by the offer and as she begins to look uncomfortable he reaches up to feel his hair. "I honestly don't remember when I did it, but from the look of my hair, I must have grabbed a pair of scissors and just started cutting without strategy. Big chunks were missing all over the place." Luckily, Charlie let's his sister help him fix his hair before he returns to school.

BULLYING

Paper Towns

Quentin, Ben, Radar, and friends describe the chaos at school that occurs when Margo isn't around to monitor and manage bullies. "Chuck Parson, Taddy Mac, and Clint Bauer took Clint's Tahoe and ran over twelve bikes belonging to freshman and sophomores" on friend explains (Green, 2017, p.95). As the group continues walking through the hallway the watch a masked student run by them with squirt gun. As he runs down the hall he sprays several freshmen who quickly exclaim that the gun wasn't filled with water, but pee. Quentin assures the freshmen that they will take care of it.

TEEN PREGNANCY

The Perks of Being a Wallflower

In this letter to a friend, Charlie recounts the moment his older sister told him she was pregnant. It was a secret between the two of them, because the father of the baby denied that the child was his and quickly dismissed her (Chbosky, 1999). When Charlie gently reminds his sister that at some point, the pregnancy will be difficult to hide, she explains that wasn't going to get to that point. She was eighteen and didn't need permission from her parents, just needed Charlie to be with her next Saturday at the clinic. He recalls how he took her to the clinic, brought her home, and they never told their parents. She even told her boyfriend it was a false alarm. Pregnancy is a heavy secret to carry, and the end of a pregnancy may be an even heavier secret to carry, especially for a teenager.

GOSSIP & RUMORS

13 Reasons Why

Most of the story told in 13 Reasons Why recalls the effects of gossip and rumors spreading through high school. On side “A” of cassette number two, Hannah Baker describes a fight with a friend over rumors she’d heard circulating about Hannah. “...And maybe I was being a little sensitive, but I had hoped- silly me- that there would be no more rumors when my family moved here. That I had left the rumors and gossip behind me...” Hannah explains (Asher, 2007, p.66). These rumors about Hannah spending time with her friend’s boyfriend leads to both a fight and ultimately her friend, Jessica, being included as one of the reasons for Hannah’s suicide.

COMMITTING CRIMES

Paper Towns

Quentin and Margo are on an adventure completing Margo's to-do list. Up next on the list is breaking into SeaWorld, which Quentin explains they can't do. With a sparkle in her eye and a knowing ability to manipulate the boy who has a crush on her, Margo bubbles, "We're not going to break anything. Don't think of it as breaking in to SeaWorld. Think of it as visiting SeaWorld in the middle of the night for free" (Green, 2017, p.68). Under pressure from his crush, and not wanting to end the exciting night early, Quentin agrees and they visit SeaWorld at night, for free.

ARGUMENTS WITH FRIENDS

13 Reasons Why

Hannah fought with several of her friends before passing away in 13 Reasons Why (Asher, 2007). At one point she describes a fight with her friend Jessica because they were listed on opposite sides of best/worst list based on physical features. What's important is that while the list was inappropriate and damaging, fighting with her friend over it was worse to Hannah. It led to frustration, heartbreak and loneliness for a teenager that desperately needed her

Paper Towns

Margo and Quentin are on a journey to accomplish a list of tasks. First on the list is to pay Margo's ex-best friend a visit and explain why the "ex" begins her title now. After sneaking into her ex-best friend's bedroom while her ex-best friend is with her ex-boyfriend, Margo and Quentin leave a dead catfish and note in the girl's closet with a note that reads "A message from Margo Roth Spiegelman: Your friendship with her- it sleeps with the fishes"(Green, 2017, p.42). After that, Margo spray paints an "M" on her cheating friend's bedroom wall and dashes out the window. Teenagers know how to end a friendship with flair and emotion.

An Abundance of Katherines

Some arguments with friends come after pushing past warnings and into dangerously sensitive material. Colin elects to do just that as he harassed Hassan for his selection in women. Colin had heard Hassan's word of warning and continued, so when he wasn't surprised when Hassan grabbed him by the hair and informed him that the conversation was over. As Hassan walks away, "... Colin's face was bright and wet, the tears coming from frustration"(Green, 2008, p.130). In the morning their fight continues over tense body language and the avoidance of eye contact until another eruption later in the afternoon. The thing about teenagers is that a fight with a friend means hurtful memories are stirred up and damaging statements are made, and these can cause lasting trauma for teenagers as they replay the occurrence over and over in their minds. Colin and Hassan make up after the second explosion, but the fight left a scar on their friendship.

BODY INSECURITY

An Abundance of Katherines

Most teenagers feel insecure about their body at some point. Each may choose to handle their insecurity differently, but many choose to hide their body when they can. Hassan elects this option when Colin is injured and needs pressure applied to a wound. After being asked twice, Hassan denies to remove his shirt to help his friend, twice. When the two are alone, Hassan explains, "... I just feel like I should know a girl a little before I trot out the man-tits" (Green, 2008, p.34).

JUDGEMENT BASED ON BODY

13 Reasons Why

In this chapter, Hannah describes a time she found her name on the favorable side of a best/worst physical features list (Asher, 2007). It might seem complimentary, but it wasn't. Hannah's placement on that list reduced her value to her body and began a nasty fight between her friend on the other side of the list. Young girls have to endure comments about their physical appearance all through their teenage years and it is damaging in the formation of self-confidence and personal identity.

WEIGHT INSECURITY

The Perks of Being a Wallflower

After learning that his older sister is pregnant and that she doesn't plan to continue the pregnancy, Charlie feels a sense of heartbreak and begins to recall memories of his sister. He explains, "And when she started becoming a 'young lady,' and no one was allowed to look at her because she thought she was fat. And how she really wasn't fat. And how she was actually very pretty" (Chbosky, 1999, p.118) Like nearly every other teenage woman, Charlie's sister felt overweight and insecure.

PARENTAL DEATH

The Perks of Being a Wallflower

One of the memories Charlie describes in his letters is of a time his grandfather told him about losing his dad and having to drop out of school to help take care of the family (Chbosky, 1999). His grandfather made sacrifices and lived a hard life growing up leaving him cold and callous as an adult. Charlie's mother and her sisters lived with a father that had to grow up quickly and face the harsh realities of life as a teenager. For Charlie's grandfather, losing his father and having to step up to help his family was a trauma that bled down from him affecting three generations after him.

Turtles All The Way Down

Aza's best friend, Daisy, tells her about a large monetary award being offered to anyone who can provide knowledge about where a local missing man has gone. Daisy's excitement only increases when Aza realizes that she knew the missing man's son years before. She recalls, "For two summers, after fifth and sixth grades, Davis and I had gone to Sad Camp together, which is what we'd called Camp Spero, this place down in Brown Country for kids with dead parents" (Green, Strauss-Gabel, 2017, p.15) The book brings readers on a journey with Aza as she reconnects with Davis for Daisy's sake, and all the while she acknowledges the traumatic impact losing a parent has on teenagers.

INTERESTS & HOBBIES

The Perks of Being a Wallflower

In one letter, Charlie tells a story about his brother, a college football player, coming home. His stories of college remind Charlie of his dad's stories about playing baseball in high school and college. He explains, "I always wanted to be on a sports team like that. I'm not exactly sure why, but I always thought it would be fun to have "glory days." ... I guess I could tell people about Punk Rocky and walking home from school and things like that" (Chbosky, 1999, p.52). Charlie feels disconnected from his brother and dad because they share athletic experiences that Charlie will never have. Instead, he will be able to tell stories of being a part of alternative plays.

MIND MAP

The Ego and the Id

By Sigmund Freud

In “The Ego and the Id” Sigmund Freud introduces readers to his theory of the personality. He discusses the three elements that make up a person’s personality and titles them the id, ego, and superego. Each part operates on different motives and within varying contexts.

The id is the part of the brain present from birth. It is unconscious and instinctual. The id is seeking freedom and has no sense of time or morals. This part of the psyche is seeking immediate gratification and pleasure. The id is often recognized as the chaotic part of the trio.

The superego is the part of one’s personality that is learned from parental figures, teachers, and society. It is developed over time and is partially conscious and partially unconscious. The superego abides to laws and morals, desiring perfection. The personality’s sense of right and wrong comes from the superego.

The ego is the third part of the personality. It negotiates between the desires of the id and superego to reach a balanced psyche. Like the superego, the ego is partially conscious and partially unconscious.

What is most important about the theory of personality that Sigmund Freud presents is that all three pieces are important, and the id and superego are not in direct competition of each other at all times. It is also valuable to consider both the id and superego objectively; neither is good or bad. Viewing the personality structure in this way is crucial when implementing it into the thesis research.

Sigmund Freud’s theory of the personality will be used in the thesis research to understand how to create the most effective program to alleviate tragedies in the lives of teens. For example, creating an environment that is desirable for teens will include pleasing desires of the id. Meanwhile, in order to create a space that parents are okay with, desires of the superego must be met. To design a program that is effective, both parties and parts of the personality have to be addressed.

Sigmund Freud’s structure of the personality can be supported by several other relationships identified in history. Examples are listed on the following page.



Figure 03 | Psychic Divide

The diagram to the right is a map of the teenage mind. Sigmund Freud's concept of the personality was used to organize various traits and desires. The map includes other theories that reinforce Freud's concept of the personality such as Apollo & Dionysus, Jekyll & Hyde, and the neocortex & reptilian complex.

This framework was used to create the experiential collages, which later led to the curation of the program.

This thesis recognizes the importance of incorporating spaces to alleviate tragedies from both parts of the psyche in order to have a balanced result.

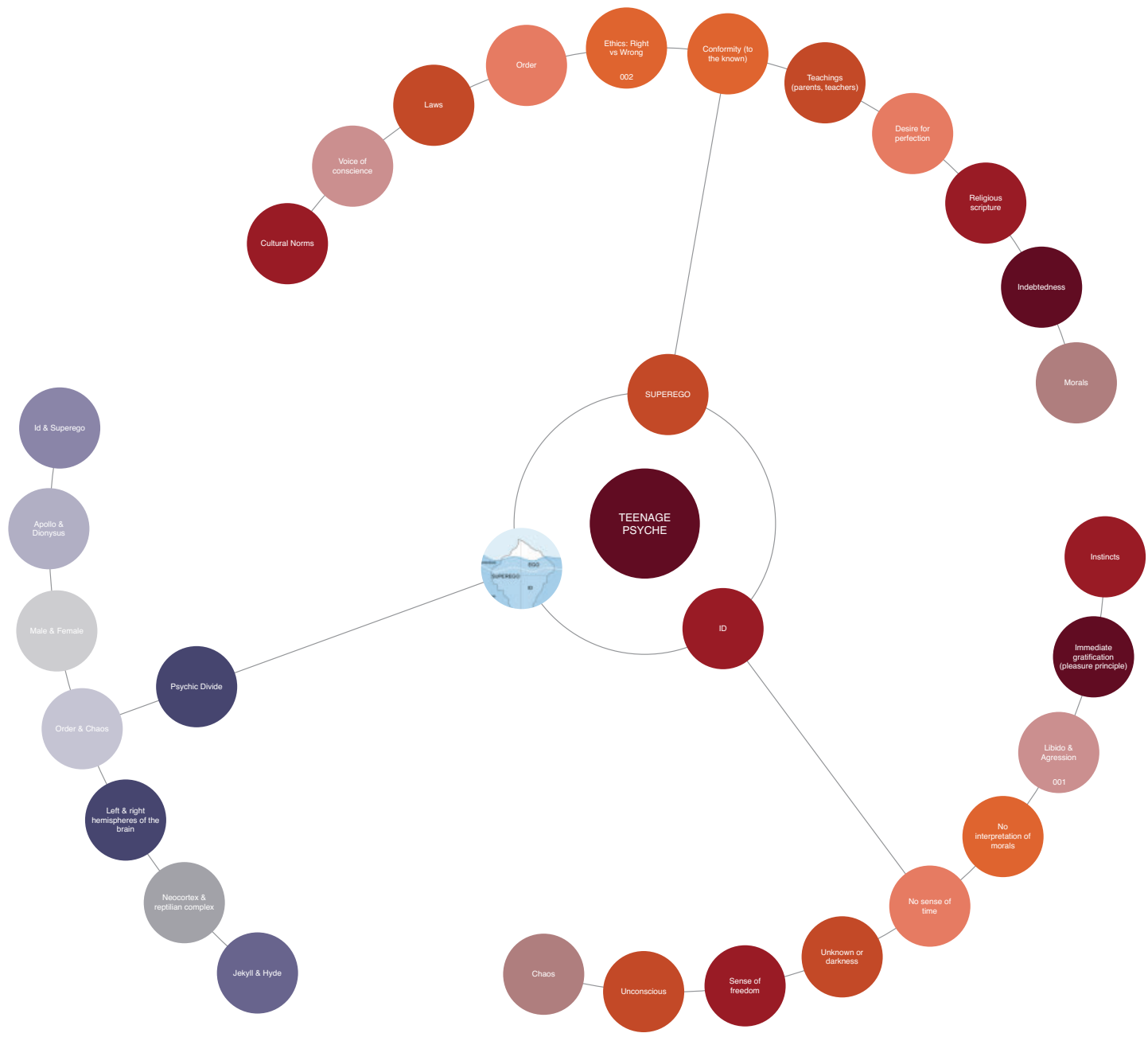


Figure 04 | Mind Map

An experiential collage is a collection of images and words that form an artistic product conveying a personal experience. Experiential collages can be used as a form of research when participants are given guidance as to the what experience they should be representing in their product. The collages can then be studied to identify similar experiences that the participants are displaying. Using experiential collages as a form of research allows participants flexibility to answer freely with the information they feel is most relevant. It also provides participants with the chance to provide data without the intimidation of lots of questions. Studies using experiential collages are qualitative in nature because the data is generated by researchers visually associating images and correlating experiences. Therefore, studying experiential collages is a good technique for creating research for what is primarily a qualitative thesis.

The following collages were designed by teenagers at Parker High School in Parker, South Dakota. After an introduction to Sigmund Freud's theory of the personality, the teens were instructed to represent desires of the id and superego in their experience as a teenager.

Analysis of the collages led to a list of spaces that could potentially meet the desires represented in the images. Spaces addressing the influence of both the id and the superego made the list in equal parts. The list of spaces drawn from the collages was incorporated into the program design for this thesis project. A breakdown of those spaces with examples of images that suggested that environment, is included on the following page.

EXPERIENTIAL COLLAGES



Food & Beverage

Many of the collages include images of coffee and food. Many of the artists used images of healthy food.



Entertainment Space

Entertainment is important to teenagers. Viewing entertainment offers teens a sense of freedom and excitement without immediate parental supervision.



Social Space

It is important for teenagers to be social with others their age. Loneliness, a common tragedy in many teens, can potentially be alleviated with more face-to-face interactions.



Flexible Learning

The collages represent a variety of miscellaneous images, many of them suggesting travel. A flexible learning space can provide teens with a space to enjoy new experiences.



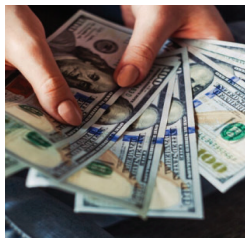
Quiet Zone

Some teens just need a quiet space. School and home may be places of loud noise, so a place of quiet relaxation and focus might be what they're looking for.



Wellness Center

A wellness center will give teenagers a safe environment to burn energy, develop self-confidence, and learn about both mental and physical health.



Career Resources

The final years of adolescence are a time for teens to begin learning about how they can contribute to society while making a living. Learning about their options can help alleviate stress.



Creative Studio

Teenagers want to express themselves and feel unique. A creative studio will offer students a space to investigate and express their creativity.

Recruitment

The experiential collages in this research were created by high school students from Parker High School in Parker, South Dakota following IRB protocol. Students were recruited through the following letter sent as an email and read verbally in class.

“You are all invited to participate in a research activity that Haley Holzwarth is conducting as a part of her thesis project at NDSU. The research will involve creating a digital collage of images expressing your experience of being a teenager. This research is optional, and you can end your participation at any time. Here are a couple of notes about what the research involves:

- Experiential Collage: This is a collection of images, words and other digital images that form a work of art representing an experience you’ve had.
- You’ll be asked to complete the collage on a free collage website.
- Once you complete the collage, you’ll be asked to download the artwork as a PDF and put it on a flash drive.

- Your name and other identification information will not be on the collage or file name.
- The collage will be completed on your school computer and will take an hour to finish.
- Your participation is not required. If you choose not to participate, you will have a study hall period throughout the duration of the research instead.
- Haley Holzwarth will guide participants through the research in person on the day of the study and can answer any questions before, during, and after.

Consent forms containing more details about the research can be found attached to this email. If you choose to participate you and a parent guardian are required to sign and submit the attached forms: Youth Assent Form, Experiential Collage Consent Form, and Parent/Guardian Permission Form. Any questions regarding the research can be directed to Mr. B., Haley Holzwarth at haley.holzwarth@ndsu.edu, or Dr. Ganapathy Mahalingam at ganapathy.mahalingam@ndsu.edu.”

Research Description

Students were given the following description to help them understand what their participation would include. This description was part of each of the three consent forms required to be signed for the students to participate in the research.

“You will be asked to create an experiential collage based on your personal experience of being a teenager. An experiential collage is a collection of images creatively placed together to artfully express an experience. You will be asked to use www.Canva.com to create the digital collage. This website will request a name, email address, and password to create an account. The website does have a privacy policy to protect users, including teenagers. That policy can be found at <https://about.canva.com/privacy-policy/>. Photos, stickers, text, and other graphics on www.canva.com will be used to complete the collage, which will then be downloaded as a PDF and added anonymously to a flash drive.

To complete the research, you will be asked to create a collage of you experience as a teenager under the framework of Sigmund Freud’s concept of the ego. This means you will be asked to show images that represent the Id, or experiences that are instinctual, impulsive, and follow desires, as well as show images that represent the superego, or experiences that are culturally or socially guided, moral, and rule-following. Once complete, you will be asked to hand the collage in so it can be included in the research. Personal identification information will not be included on the collage. Data in this research in the form of digital images. Analysis of the data will involve visually identifying activities that can be associated with the images through interpretation.”

Potential Risks & Discomforts

Risks and discomforts were identified for participants to understand before agreeing to join in the research. Precautions were taken to prevent any unnecessary discomfort. The school counselor was available to help students if they needed assistance. The following description was included in the consent forms.

“The potential risk in participating in this research is psychological discomfort in recalling negative experiences of being a teenager. If you experience trauma throughout the process or would like to speak with someone, please contact your school counselor.

It is not possible to identify all potential risks in research; however, reasonable safeguards have been taken to minimize known risks. If new findings develop during the course of the research which may change your willingness to participate, we will tell you about these findings.”

Anonymity

Personal identification information was included on the participation consent forms; however, the experiential collages are anonymous. The participants were informed that while their collage would be anonymous, it would be featured in a published thesis project. The following description was included in the consent forms.

“Participation in this research will be anonymous. Identifiable information will not be included on your experiential collage or the file you submit. The results will be published as part of Haley Holzwarth’s thesis, but names of participants will not be included. Consent forms containing participants names will be stored in Dr. Ganapathy Mahalingam’s locked office throughout the duration of the academic year.”



Figure 05 | Experiential Collage 01

Analysis

Teenagers want to have fun. Loud concerts in venues filled with people and entertainment are a fun experience, one this teenager is probably being drawn to. The map in this collage suggests a desire to travel and have new experiences. The volleyball team celebrating a win suggests that this teenager may feel pressure to find success on the court. They might also feel the need to be physically fit and attractive as the woman at the gym appears to be.

Translation to Space

What's interesting about the concert image is that while concerts are quite fun and energetic, they are also semi-supervised, but not by your parents. This is an indication that an entertainment space would be valuable to teenagers. One way to have new experiences or see new things might be to have a flexible space for a variety of presentations, workshops, etc. For example, a space with a large screen for viewing videos could give students and opportunity to see something new. This space might even have virtual reality set-up so that teenagers could truly feel as though they've traveled somewhere new. This flexible space might also require large work spaces so that teenagers could physically interact during workshops. A wellness area that included a gym would provide a space for the teens to learn about wellness, develop physical fitness, and become more confident in their body.

entertainment space | flexible learning area | wellness center | creative studio



Figure 06 | Experiential Collage 02

Analysis

This teenager clearly has a creative spirit. Image of paint, artwork, music, and a typewriter are all suggestive of an interest in expressing one's self. The image of the plane may be indicative of the desire to travel and expand their horizons. A sense of individuality is realized in this collage, with an interest in quality friendships.

Translation to Space

A creative studio would be a good space for this teenager to investigate various mediums of expressing themselves. A flexible learning area would give this teen the opportunity to enjoy next experiences and learn new things. This space might be utilized to teach teens new skills, bring in speakers, or show films. While traveling may not be feasible, it is possible to enjoy some of the benefits of traveling in the right environment. The flexible learning area could essentially be a space that is easily transformed for wide variety of uses. Based on the collage, this teenager may benefit from a quiet space to work independently. Often times, teens may want to be alone amongst other people. A quiet space located nearby a more social area offers teens the opportunity to meet their needs while still interacting with others.

creative studio | flexible learning area | entertainment space | quiet zone



Figure 07 | Experiential Collage 03

Analysis

This collage reflects a large variation in desires. The first I identified is the representation of health physically and mentally. Images of a salad and fit physique suggest the desire to be physically healthy and maintain a socially approved body image. Sports can be very important in high school. This teen may personally feel the desire to improve their skills at basketball and volleyball. They may also feel an outside influence to perform well on the court. This Teen appears interested in new and exciting experiences with a lively mix of photos ranging from a beautiful landscape to intimate concert venue.

Translation to Space

A variety of spaces may help this teen reach their desires. A wellness center that includes a gym and mental health environment could be useful. The wellness center should also include an educational space to teach teens about mental and physical health. A flexible learning area gives teens the ability to enjoy experiences of all types and develop new interests. With such a wide range of desires, this teen could be interested in spaces that accommodate various activities. Other spaces that may be beneficial include a social space, a career resource center, and entertainment area.

wellness center | flexible learning area | social space | entertainment space



Figure 08 | Experiential Collage 04

Analysis

Creative and independent, this teen appears to be social yet interested in solitude at times. Images of nature and landscapes take up a majority of the collage, which features almost exclusively photos of the outdoors. This teenager could be interested in social experiences with friends based on the photos of casual team activities, group dinners, and bon fires. However, the teen may also be interested in enjoying time alone. The landscapes and globe suggest a desire to travel and view beauty in new environments.

Translation to Space

A green space with flexibility in use might be useful to this teenager. A space to be social and enjoy friendships could also be beneficial. This teen could enjoy a wellness center with a gym to be used for team sports and activities for fun. A flexible learning area might help to reach this desire when travel is not a feasible. This teen is representing casual environments in their collage. Giving them a space that is flexible in use can give them control to create environments that align with their desires. They also might enjoy learning about interesting natural environments across the world, something that could be possible in a flexible learning area.

green space | wellness center | flexible learning area | food & beverage | social space



Figure 09 | Experiential Collage 05

Analysis

This collage expresses an interest in creativity, music, and quiet moments. Photos of the records, drums, and microphone suggest an interest in practicing, performing, and enjoying music. The photo of the individual alone, a stack of novels, and a coffee shop indicate that this teen may enjoy spending time alone. They may also feel the desire to graduate and start a career based on the images in the center.

Translation to Space

A quiet zone might benefit this teenager. The space may be quiet and peaceful, good for both relaxing and working, but surrounded by others also peacefully enjoying time alone. An entertainment space could give them a space to perform musically or watch other performances. This teen might also benefit from a flexible learning space that could be modified according to its use. At times the space could be used for photography classes, other times it could be into an environment to learn about interesting places across the world.

quiet zone | creative space | flexible learning area | entertainment space



Figure 10 | Experiential Collage 06

Analysis

This collage expresses a whimsical sense of freedom and creativity. The paint, notebook, and ukulele suggest that this teen is interested in multiple mediums of expressing themselves creatively. Several photos of the outdoors are indicative of desire to be connected to nature, and based on the people being alone in the photos this teenager might enjoy a quiet space to enjoy time alone.

Translation to Space

To express their creativity, this teenager could utilize a creative studio space. This environment could be used to work on various mediums of art. A green space might be enjoyed by this teen during warmer months of the year. Yet, a strong connection to nature from the interior of the building would be beneficial as well. This teenager might be interested in a flexible learning area to learn about new cultures, take photography classes, and enjoy new experiences. A quiet zone might be an environment this teen enjoys.

creative studio | flexible learning area | entertainment space | green space | quiet zone



Figure 11 | Experiential Collage 07

Analysis

This collage represents a sense of energy and fun. They might enjoy playing basketball and other team sports. The photo of the books and apple suggest that this teen feels a desire to achieve academically. A performer on the left is indicative of an interest in entertainment. This social teen may also enjoy spending time with groups of friends and their family. Images of the cross may represent a desire to be morally correct and spiritually aware of how they interact with the world.

Translation to Space

A wellness center would give this teen a space to improve their basketball skills and enjoy the social experience of team sports in a casual setting. It would also be a good environment to burn some excess energy. This teen might also enjoy an entertainment space to watch performances. A social space that is flexible and allows for interaction with peers could be useful for this teenager. It would give them a chance to make new friends and give them a safe space to hang out when not at home or school. They might also benefit from a learning space where they could work on schoolwork.

wellness center | flexible learning area | social space | entertainment space



Figure 12 | Experiential Collage o8

Analysis

A variety of images in this collage are indicative of a variety of desires in this teenager's life. This teen may feel contradictory desires based on the image of smiley face next to a man looking less happy, the pile of berries next to a cheeseburger, and the image of a group of friends next to an independent individual. This teen might enjoy an environment for entertainment. They might also enjoy a space to quietly work on school work.

Translation to Space

This teen could be interested in a variation of spaces. A space to be social and interact with peers could be beneficial for this teen. However, this teen also might enjoy a quiet environment to spend time alone. These spaces could be located nearby each other, but serve different functions so that this teen could move easily from one space to another and yet also benefit from their specific purposes. A wellness center with spaces to maintain both mental and physical health could be useful for this teenager. The wellness center should educate teens on mental and physical health, and gives them an environment to improve their health in either facet.

flexible learning area | social space | wellness center | entertainment space | quiet zone



Figure 13| Experiential Collage 09

Analysis

This collage has several photos of the outdoors suggesting a desire to feel a connection to nature. The group of friends and kayak suggest an interest in being active while outside. The bonfire and family photo indicate that this teen might be interested in a more casual and laid-back experience while outside. “Carpe Diem” is a phrase that suggests this teen may be excited for new adventures and experiences. A photo of paint might show an interest in creative expression. Nearly every photo of people within this collage includes more than one person, so this teen might be social or feel a desire to be more social.

Translation to Space

A flexible learning area could meet some of this teens desires for new and exciting experiences. The use of the space could change regularly with something new all the time. A social space to hang out with friends and meet new people could also be a beneficial space for this teenager. A creative studio would give this person a chance to express themselves creatively, try new mediums, and learn new skills. This teenager would enjoy a green space to enjoy a connection to the outdoors. The connection to nature could be direct with an environment outside to be used in warmer months, but the it could also come from a connection on the interior of the building.

flexible learning area | social space | creative studio | green space | wellness center



Figure 14 | Experiential Collage 10

Analysis

This collage represents several desires. This teenager is expressing a desire for creative expression through art and photography. They may also feel a pull to achieve highly in school and enter the medical field through college. Mental health and wellness may also be important to this teenager. Social experiences might be beneficial for this teenager. Also, they might desire to experience new things and learn about places and opportunities outside of the ones they've found so far in life.

Translation to Space

A flexible learning area could give this teen the chance to learn about new cultures and places across the world. It could give them the opportunity to enjoy new experiences without traveling. This teen might benefit from a wellness center that includes a space to learn about mental health. An environment to develop and maintain mental health would also be important in the wellness center. Giving this teen a space to be social when they desire to could be useful. Teens don't always want to interact with their peers, but creating a space that is flexible and casual can give them an opportunity to enjoy that experience when they choose to. This teen would also enjoy a creative studio to learn new skills and express themselves creatively.

flexible learning area | wellness center | social space | creative studio | career resources



Figure 15 | Experiential Collage 11

Analysis

A majority of the images in this collage show outdoor spaces and physical activity. This teen might be interested in physical health and maintaining it in various ways such as yoga, biking, hiking, and team activities. This teen may also enjoy time both alone and amongst a couple good friends. They might be interested in socializing over food and treating themselves from time to time.

Translation to Space

A wellness center would give this teen the space to exercise in various ways. This would give them a way to maintain their physical health, burn energy, and enjoy team sports. The wellness center could also include a space to educate teens on mental and physical health, perhaps offering this teen new activities to try as they appear to be interested in various forms of physical activity. A green space and year-round connection to nature could be beneficial for this person. This teenager might also enjoy spaces that separately foster social interaction and quiet alone time.

wellness center | green space | quiet space | food & beverage | social space



Figure 16 | Experiential Collage 12

Analysis

This teenager is expressing a sense of creativity and individuality. The photo of the headphones and screens is indicative of an interest in digital media and music. Photos of a library and notebooks suggest creativity and quiet independence. This teen may also be interested in the freedom of self-expression and individuality. The photo of the cheerleaders suggest this teen may be interested in team sports. The cross at the bottom of the collage may represent a desire to morally correct and spiritually aware of how they are interacting with the world.

Translation to Space

Spaces that might be beneficial to this teen include a flexible learning area, a creative studio, and a quiet zone. A flexible learning area would give this teen the opportunity to enjoy new experiences and learn new things. This space could be easily modified so that it is always changing and presenting new activities. This teen might enjoy a creative studio to express themselves in various artistic mediums. They might also enjoy a quiet space to work independently on whatever they like. The quiet space could be located near a social setting so that users would feel free to move from one environment to the other.

flexible learning area | creative studio | quiet zone

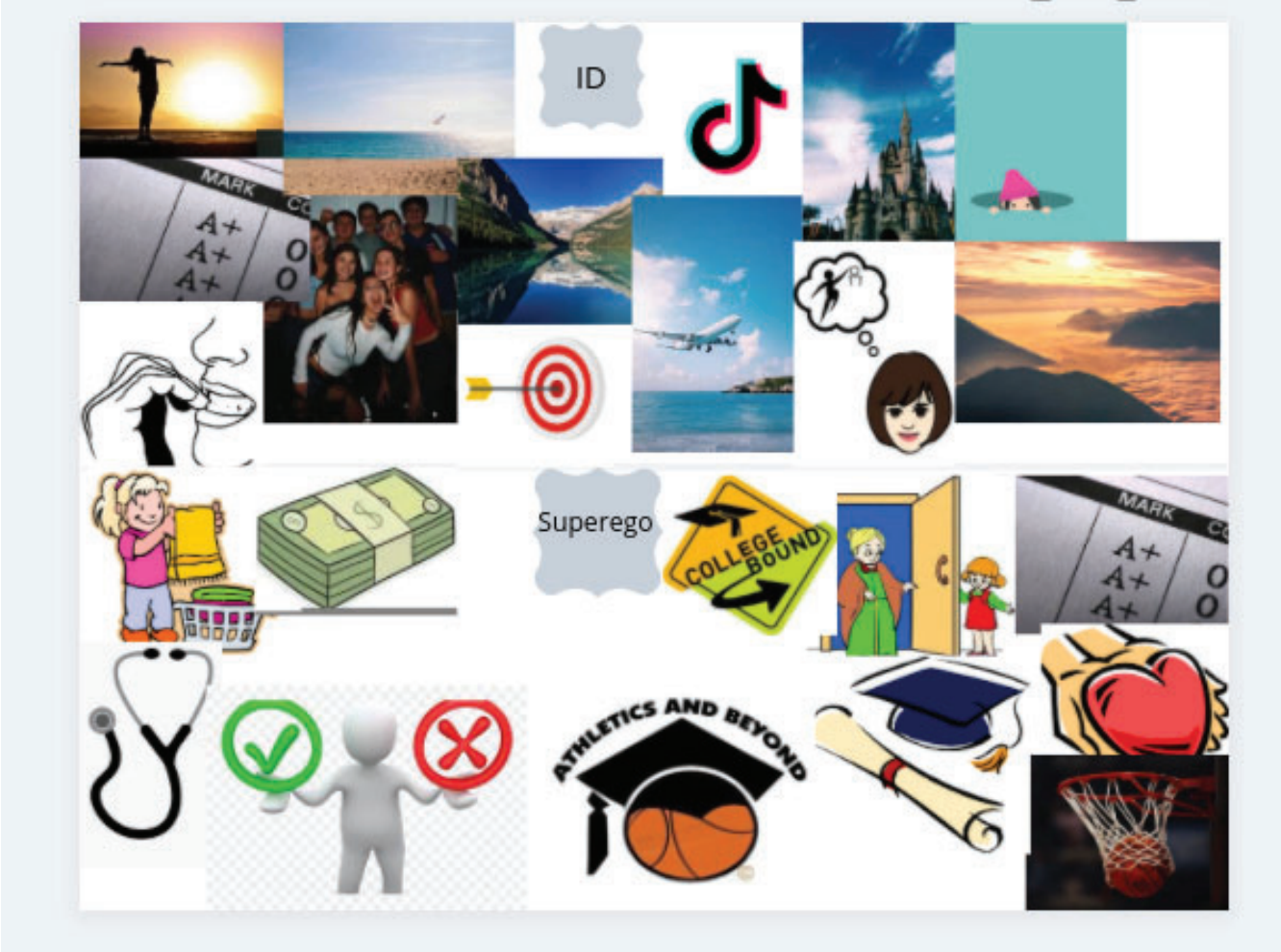


Figure 17 | Experiential Collage 13

Analysis

This collage represents several different desires, and some that repeat. An image of good grades in two places suggests that this teen feels the influence to succeed in school from various directions. The collage always shows a desire for freedom and travel in the photos of the plane and beautiful landscapes. This teen may feel a pull to perform well on the basketball court. They might also be interested in both time alone and with friends.

Translation to Space

A flexible learning area would give this teen the space to enjoy new experiences and try new things. It could offer some of the benefits of traveling without the expense. This teen might also enjoy an environment that creates a connection to nature. This could be an outdoor green space or an interior connection to nature that is available all year. A social space to interact with friends, have fun, and make new friends could be useful to this teen. They might also enjoy an area to research and learn about career options. This space could include services that help teens understand themselves better and create a stronger sense of self-confidence.

flexible learning area | green space | social space | career resources



Figure 18 | Experiential Collage 14

Analysis

This collage displays several desires. The image of a basketball court suggests an interest in playing and potentially succeeding while on the court. Entertainment may be an interest to this teen based on the image of a performance at the bottom of the collage. They probably feel the desire to get good grades and continue that success by making money later in life. Spending time alone and with others may be important to this teenager. The image of the city may indicate a desire to travel and experience new things.

Translation to Space

This teen might benefit from an entertainment space to enjoy concerts and other performances. Spaces like this give teens the opportunity to be supervised by crowd while feeling the freedom of independence from parental figures. A flexible learning area would give this teen the ability to enjoy new experiences and try new things preventing boredom. They might also utilize a wellness center with spaces to maintain both mental and physical health. A social space could give this teen an area to interact with peers and enjoy socializing while creating new connections to others.

entertainment space | flexible learning area | wellness center | social space



Figure 19 | Experiential Collage 15

Analysis

This collage expresses an interest in freedom and fun. The venue at the bottom suggests an interest in entertainment. The photo of the world map and camera are indicative of the desire to find freedom in traveling and having new experiences. The photos of the two individuals are also representative of the desire to find independence and freedom. This teen may also feel the need to get good grades and achieve financially.

Translation to Space

Spaces that might be interesting to this teen include an entertainment venue, a flexible learning area, and a wellness center. The entertainment space could give the teen the opportunity to enjoy fun and exciting experiences. It is a good way for teens to experience freedom while also being supervised by a crowd of others. A flexible learning area might offer them the chance to try new things and investigate unfamiliar experiences. This teen might also enjoy a wellness center with spaces to learn about and maintain both mental and physical health. This space could also offer the teen the chance to try something new and develop self-confidence.

entertainment space | flexible learning area | wellness center



Figure 20 | Experiential Collage 16

Analysis

This collage represents an interest in music and personal relationships. Multiple musical instruments are found within the images in this collage. This teen might be interested in progressing their own musical abilities, performing, or enjoying performances. The collage also includes images of friendships, so this teen might be interested in creating strong social bonds and spending time with peers.

Translation to Space

Spaces this teen might enjoy include an entertainment venue, a social space, and a creative studio. Whether performing or watching, this teenager might benefit from an entertainment venue. This venue could change in purpose from day to day depending on the type of performance. Another space this teen might enjoy is a social space to interact with peers and build relationships. A fun and flexible environment could help provide a safe space for teens to interact with each other and meet face to face. This teen might also benefit from a quiet space to work independently and focus on something alone.

entertainment space | social space | creative studio | quiet space

CONCLUSION

Results

The results of this research led to a program designed to alleviate tragedies in the lives of teenagers. This list was curated by creating a catalog of tragedies generally experienced by teenagers, mapping the teenage psyche using Sigmund Freud's theory of the personality, and analyzing experiential collages to identify teenage desires. The program is a list of spaces that have the potential to alleviate tragedies in lives of teenagers. Performance criteria was also determined based on the program. The program includes the follow specific spaces.

Social Spaces These spaces are meant to create opportunities for face-to-face between teenagers. These areas will be casual and flexible to promote interaction amongst each other. These spaces may help to alleviate some loneliness in teens.

Quiet Zone The quiet zone is meant to be a place where those looking for a quiet environment can find peace while still maintaining socialization with others.

Career Resources Many teens find themselves pressured to graduate from high school and find a good job or go into further education. Giving them a resource to better understand their options can help reduce the stress of that pressure and encourage them to find the right path for themselves.

Green Space A connection to nature is important for everyone, especially teenagers. A green space gives them a safe environment to be outdoors and gives teens from all over a good place to meet.

Entertainment Space One of the strongest desires teens experience is the need to be independent and feel a sense of freedom. An entertainment space gives teens a place to experience freedom amongst their peers while still being supervised within a crowd.

Flexible Learning Area A flexible learning area is important because it gives teen the opportunity to experience and learn new things. This space can be used for workshops, game nights, speakers, and more. It is meant to prevent boredom in teenagers and introduce them to new experiences.

Wellness Center The wellness center is important to educate teens about mental and physical health, while also giving them an environment to maintain it. Mental health is a growing crisis in children. Giving them a space to understand more about mental health and a good environment for it to prosper in is crucial.

Creative Studio Many teens are looking for ways to express themselves creatively. Giving them a space to do just that will help them build skills, create friendships, and strengthen their self-confidence.

Performance Criteria

Behavior Performance

Because the design of this site will be focused on teenagers, usage times will be unique throughout the day, week, month, and year. However, in order to make the project efficient usage will be required even when teenagers may not be there. In order to do this, the project program will account for when teens may or may not be at the site, and how to maintain usage accordingly. This will be evaluated in the final design by the identification of how the site is used at various times throughout a day, week, month, and year. At a minimum, if usage is maintained during general business hours throughout the year, this goal will be considered met.

Psychological Impact

The primary focus of this thesis is to prevent teenage tragedies. This will be accomplished through the intentional design of a program that alleviates the potential for tragedy. An example might be the inclusion of a study/work space for students to work on school, so that they can achieve their grade goals. Including the study/work space prevents bad grades, which many teenagers identify as tragedies based on my research. Evaluation of this criteria will be done through the presentation of a program that prevents tragedies for teenagers.

Spatial Relationships

Within the design for the site, spaces need to be carefully positioned in proximity to each other. Spatial volumes also need to be considered from area to area. The spatial matrix will be used to identify the proximity and interaction of spaces. This will be evaluated in the final design by determining if the floor plans appropriately relate spaces according to the matrix.

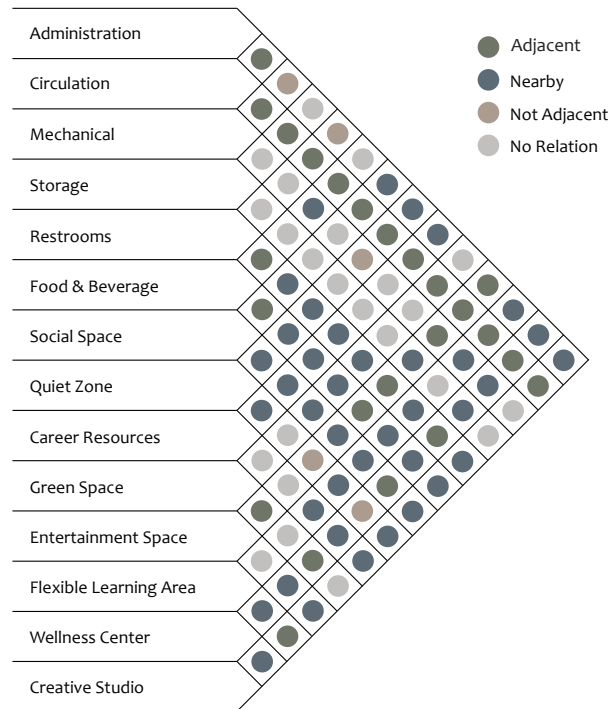
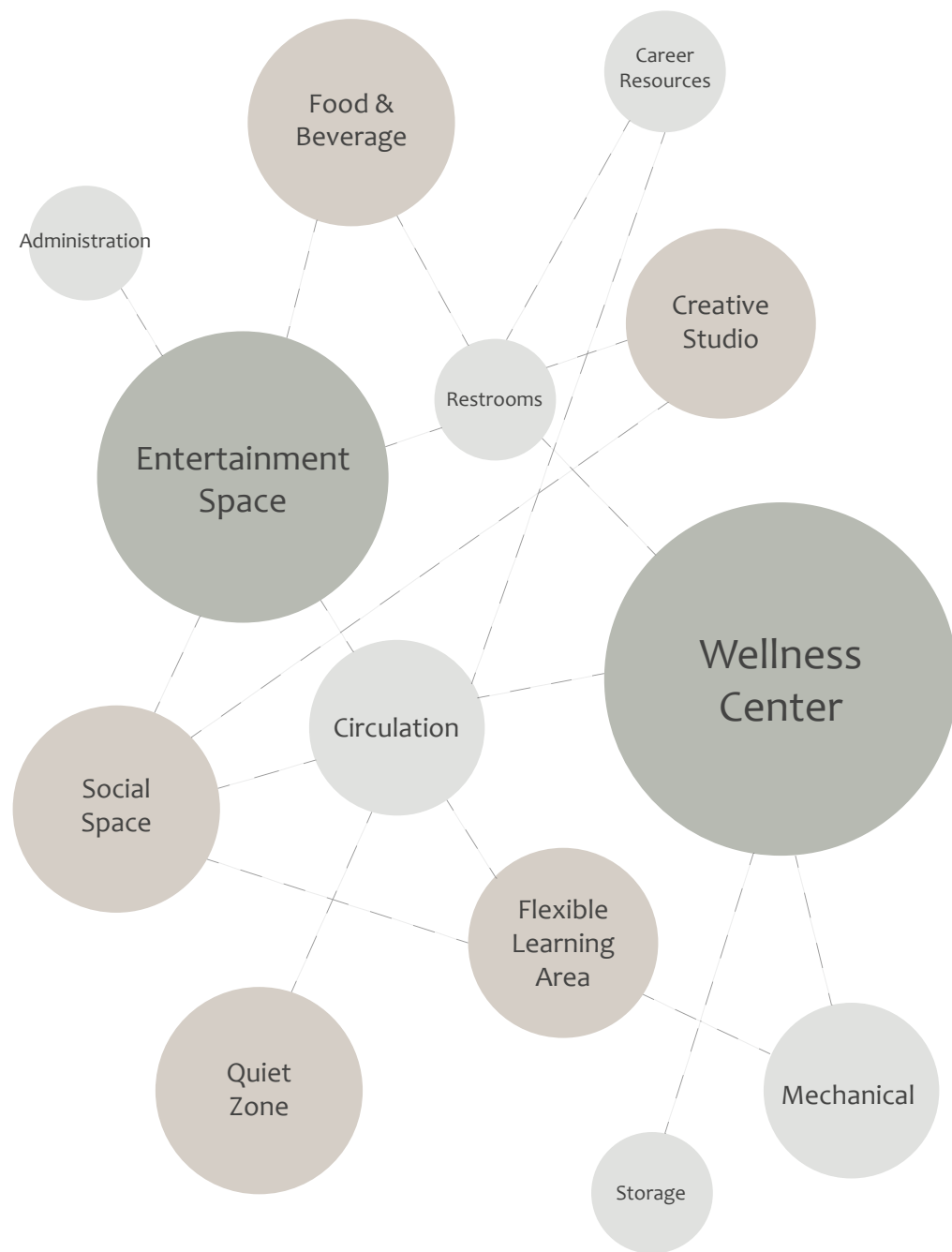


Figure 21 | Spatial Matrix



Spatial Volume Distribution

3%	Administration
8%	Circulation
8%	Mechanical
5%	Storage
5%	Restrooms
8%	Food & Beverage
9%	Social Space
9%	Quiet Zone
5%	Career Resources
12%	Entertainment Space
7%	Flexible Learning Area
14%	Wellness Center
7%	Creative Studio

Figure 22 | Spatial Interaction Net

APPENDIX

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