



EDUCATION INSTILLING A  
BRIGHTER FUTURE:  
DESIGN OF GREEN STRATEGIES BEYOND ARCHITECTURE

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# ANTHONY VIDLER

“Architecture is not simply concerned with the technical details of planning and construction but, most important, with the relations between the envisioned curriculum and the space in which it is put into practice. The architect plays a crucial role in the consideration of the complex relations between a large institution and its neighborhood, of the careful responses in scale and spatial layout to the needs of teachers and children, of the very materials out of which a good learning environment is built...the architect can serve as catalyst and collaborator, conscience and coordinator.”



# PROBLEM STATEMENT

How can Architecture foster the Education of Green Strategies to reinforce future responsible ways of life?



# TYPOLOGY

An Educational Activity Center  
for elementary age children in the Fargo School District.



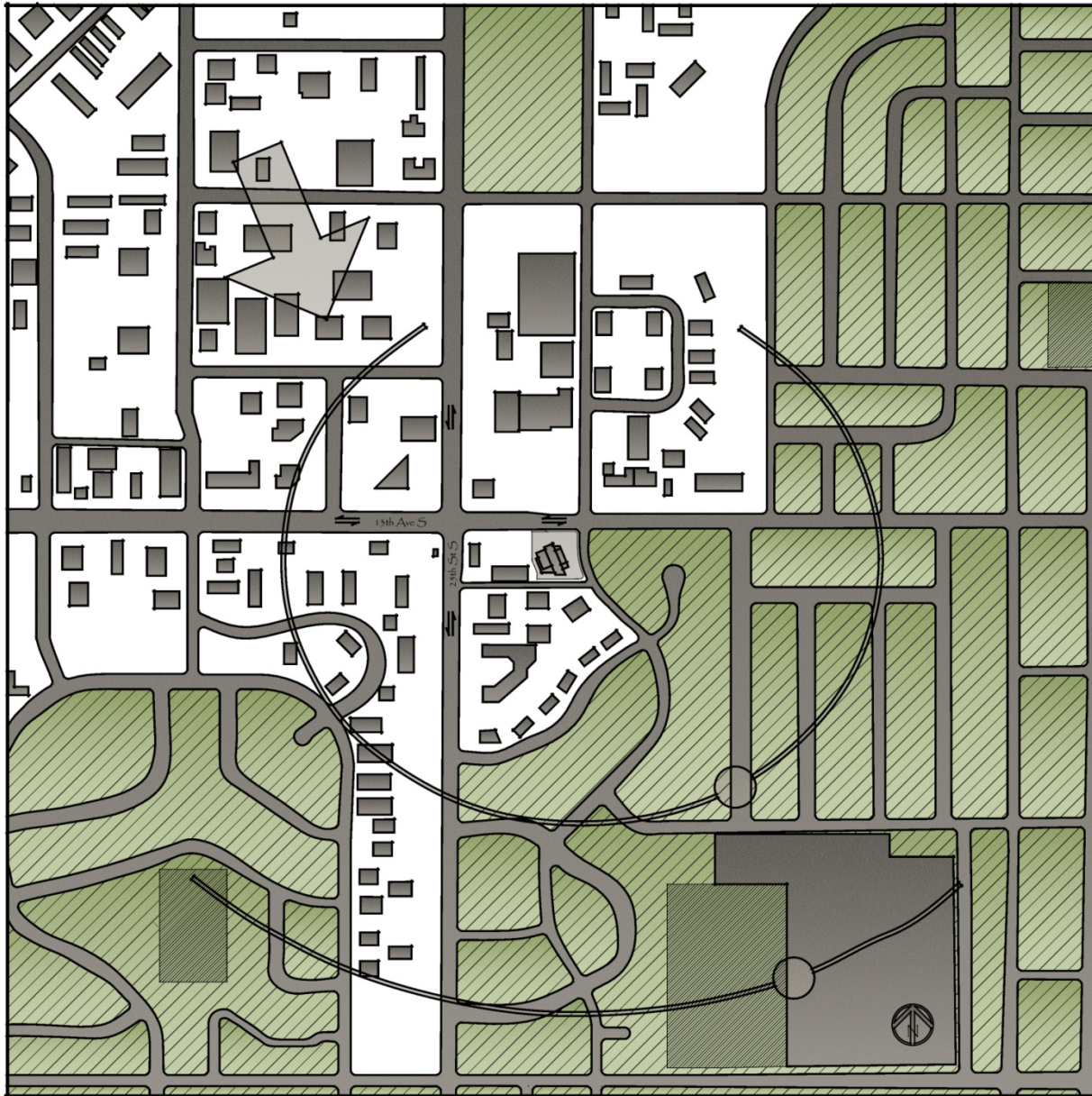
# THEORETICAL PREMISE / UNIFYING IDEA

In order to pass along the knowledge of green strategies, we must first foster the education of a younger generation who will become the vessels of this knowledge. Reinforcing these strategies in an educational setting provides the foundation for this knowledge to be reused in the future throughout their daily lives.

We need to educate ourselves on green strategies and change the way we live in order to make a true impact on our surrounding environment. However, in order to sustain this knowledge, it is important to reinforce these green strategies to our younger generations to promote a “greener” way of life.



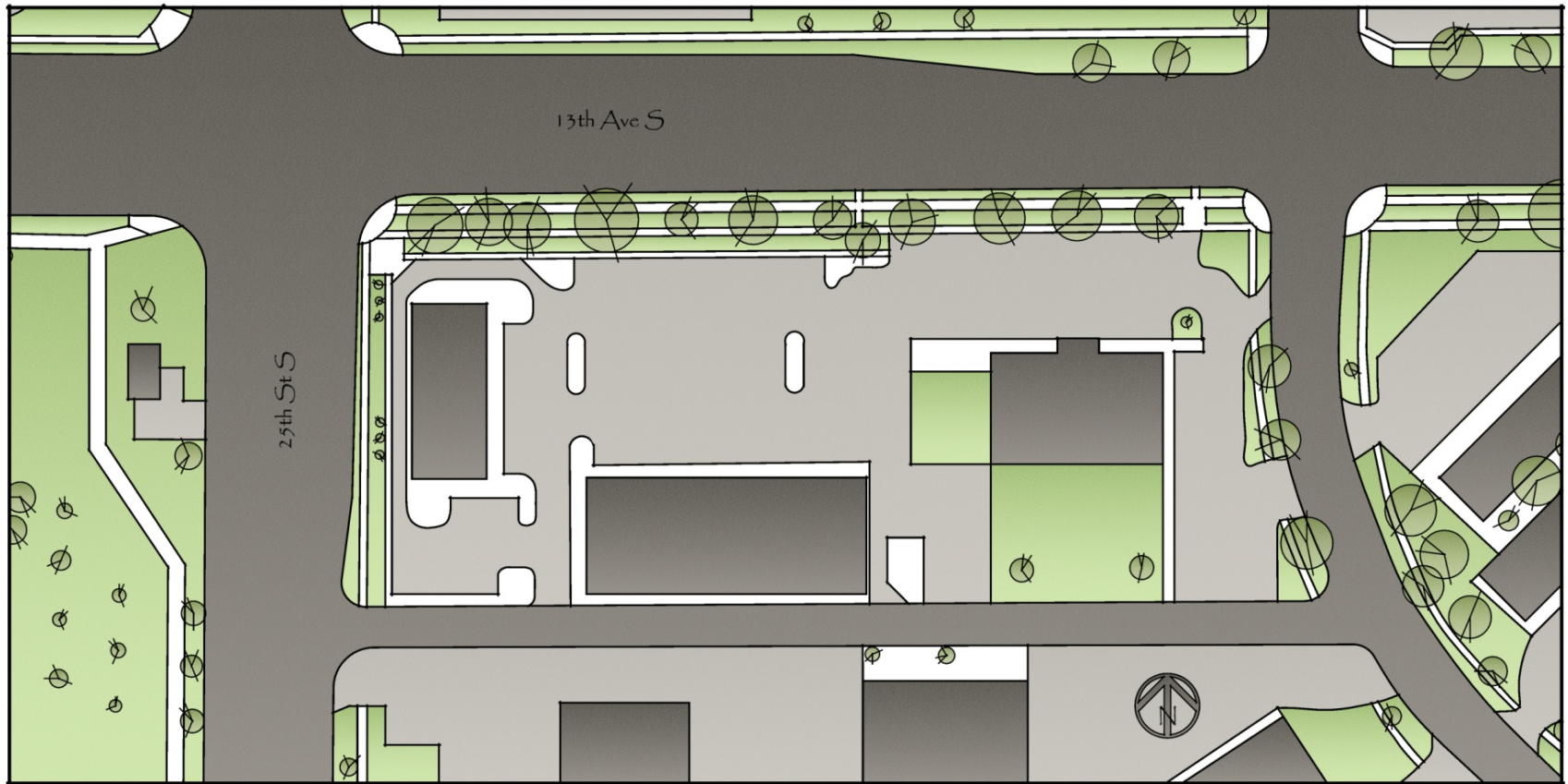
# EXISTING SITE PLAN



- Fargo, ND
- Located within the center of the city to be easily accessed by most schools
- Connected to a prominently residential area and a declining commercial district
- How do you bridge the gap between these two areas?



# EXISTING SITE PLAN



The site is a 50,000 sq. ft. property located on 26<sup>th</sup> St and 13<sup>th</sup> Ave S. I chose to demolish the hollow structure but reuse as many of the building materials while keeping as much of the site integrity as possible.

# SITE PHOTOS



- Empty site with plenty of potential for a new renovation and a new life
- My hope was to create a space that would encourage further development of the nearby commercial district with a connection to the residential as well.





# SITE RESOURCES



- Although this site seemed to be a blank canvas, I found potential in the resources already within the current setting.

\* \* \*

- Natural Vegetation
- Re-moldable stone & concrete
- Aggregate & glass to be recycled into something new

# CASE STUDY: YMCA CHILDREN'S CENTER



- Fargo, ND
- Multiple locations throughout Fargo
- Working in conjunction with the Fargo Youth Commission



## CASE STUDY: PRAIRIE WETLANDS LEARNING CENTER



- Fergus Falls, MN
- Houses 4<sup>th</sup> & 5<sup>th</sup> Grade Students throughout the school day as well as other elementary students for educational field trips.
- Funded by the US Fish & Wildlife Service



# PROGRAM

- Large Activity Spaces
- Smaller Break-out Spaces
- Educational Media Center
- Outdoor Spaces
- Flexible Kitchen Space
- Child & Staff Restroom facilities
- Office & Storage
- Mechanical & Utility Spaces



# LEED PLAN

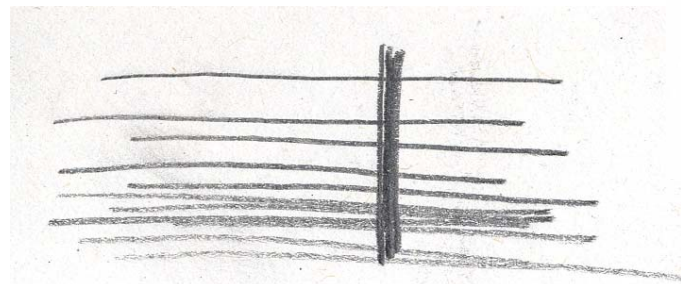
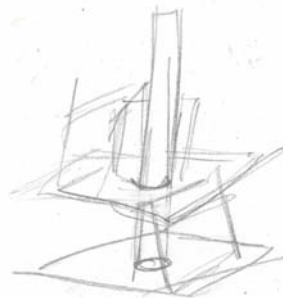
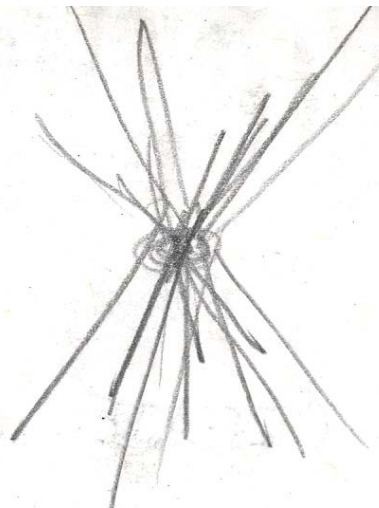
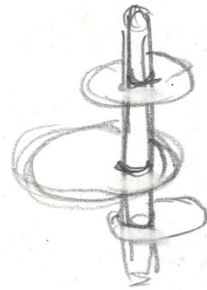


- One of my goals was to go through the entire LEED process as realistically as possible to create a project that truly could be documented as LEED certified.

- While designing the building and site, these LEED standards were considered and were thoughtfully implemented in the final design to create a LEED Silver project.

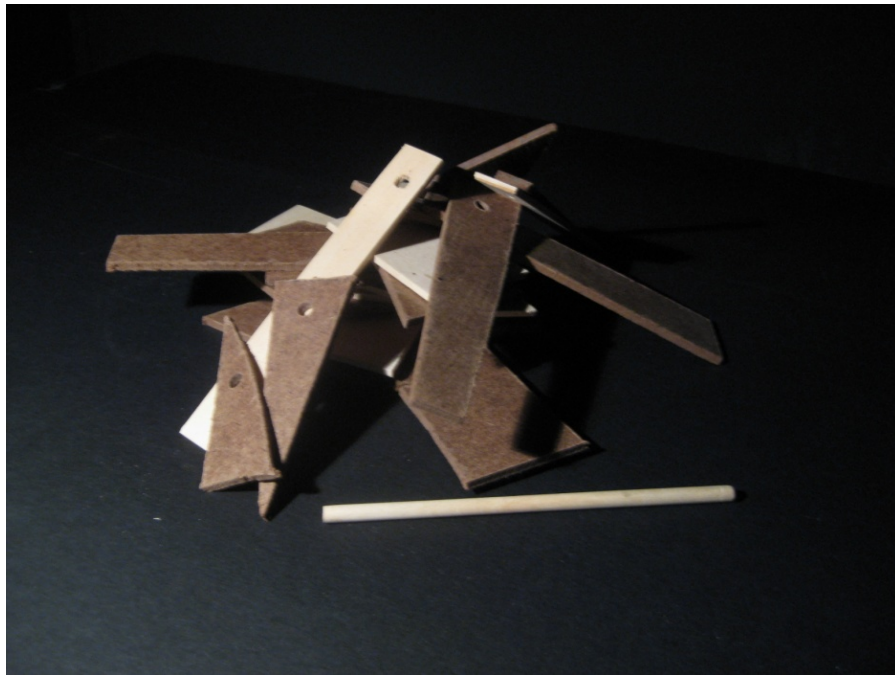
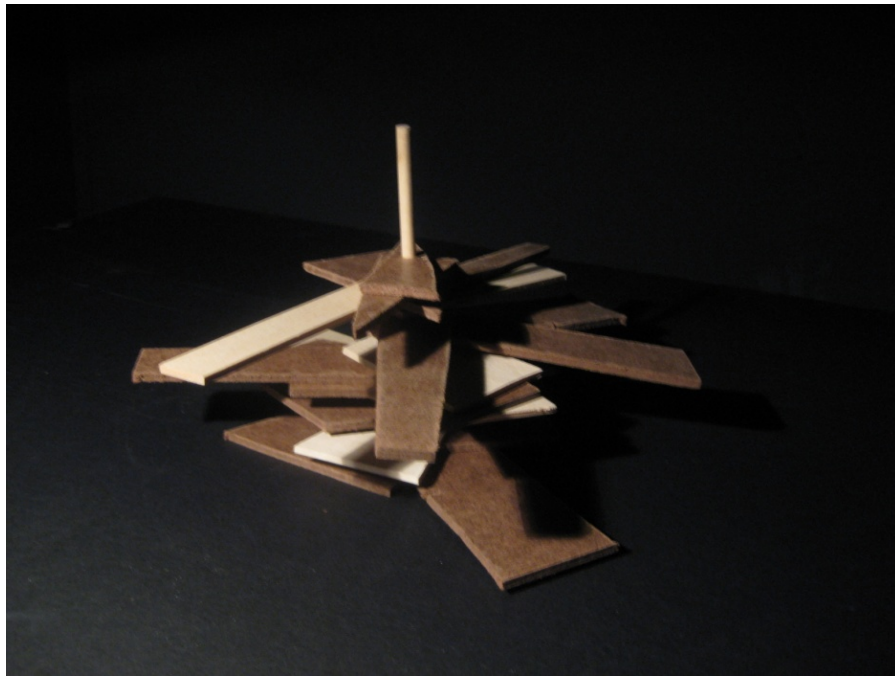
- My hope is that I will understand this process even more while creating an environmentally friendly building that is innovative in design strategies.

- The map on the left documents SSC2: Development Density & Community Connectivity and SSC4.1: Alternative Transportation – Public Transportation Access (3 points total).



• Thought and action are two deeply intertwined concepts. Without thought, action is not meaningful and serves no greater purpose. And without the repetitive nature of action, thought is often lost within one's self.

• This idea is the basis of my design. The hope of my children's activity center was to create a space that would inspire children to learn using green strategies, which would instill the inherent use of these strategies in the future. Through hands on experience, children would gain the opportunity to learn how to live sustainably, retain that knowledge and pass along that knowledge to others.

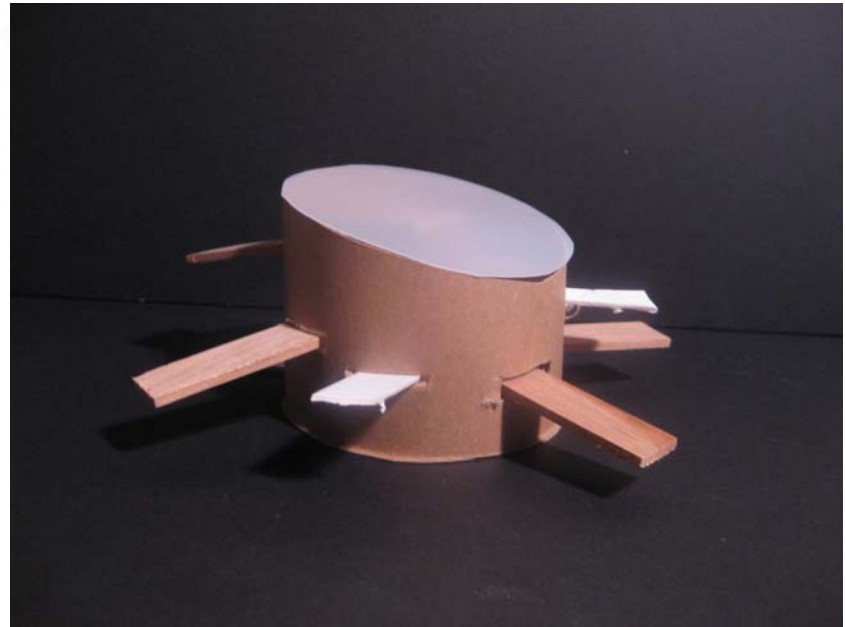
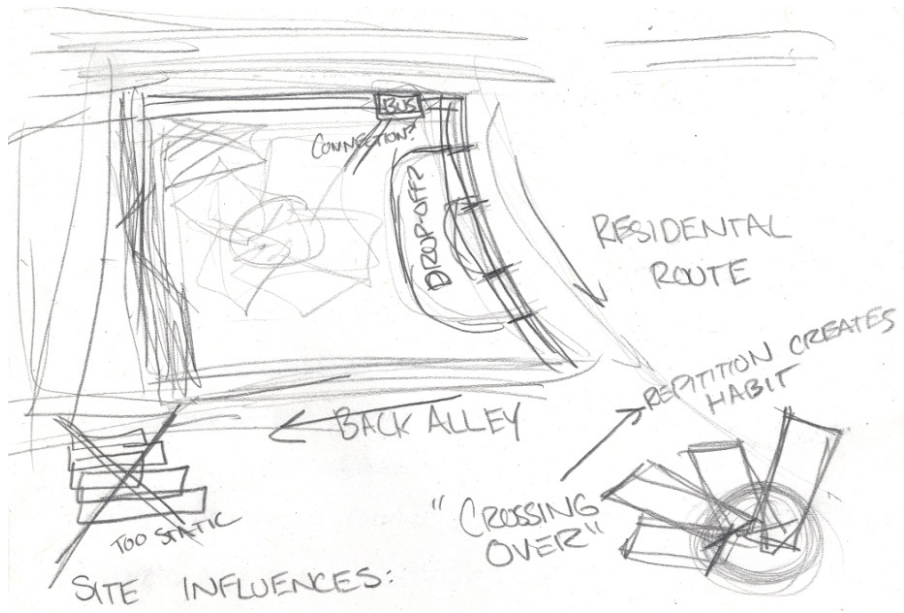


- The first physical representation I gave to this idea started with these two ideas: Knowledge and Action.

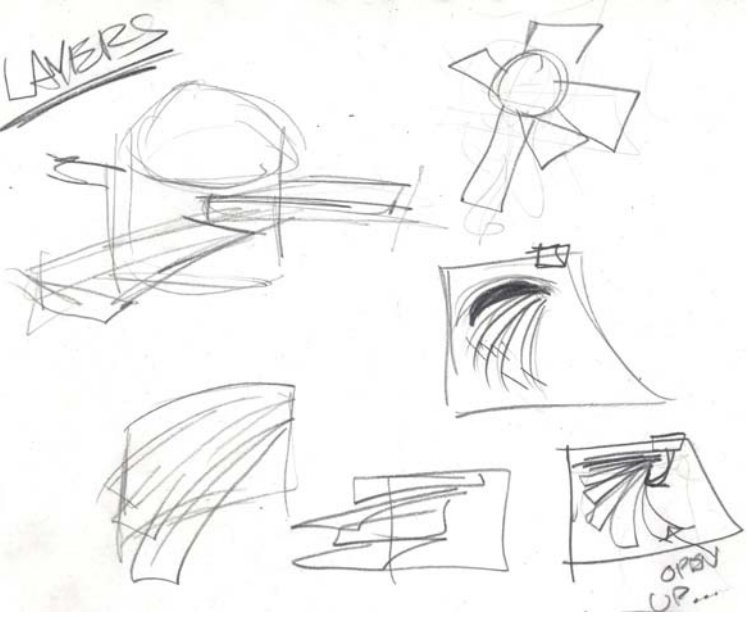
- With a core of knowledge, subsequent actions can be based along these thoughts, stacking and layering, creating a new result.

- Through this model, it can be seen how these actions need the inner core of knowledge in order to fulfill their result. However, it can also be seen that knowledge cannot stand alone without these repetitive actions, making it dependent as well.

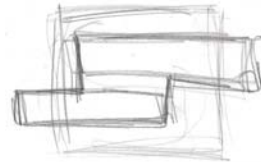
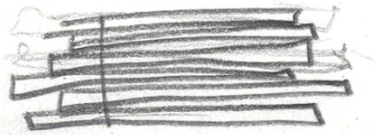
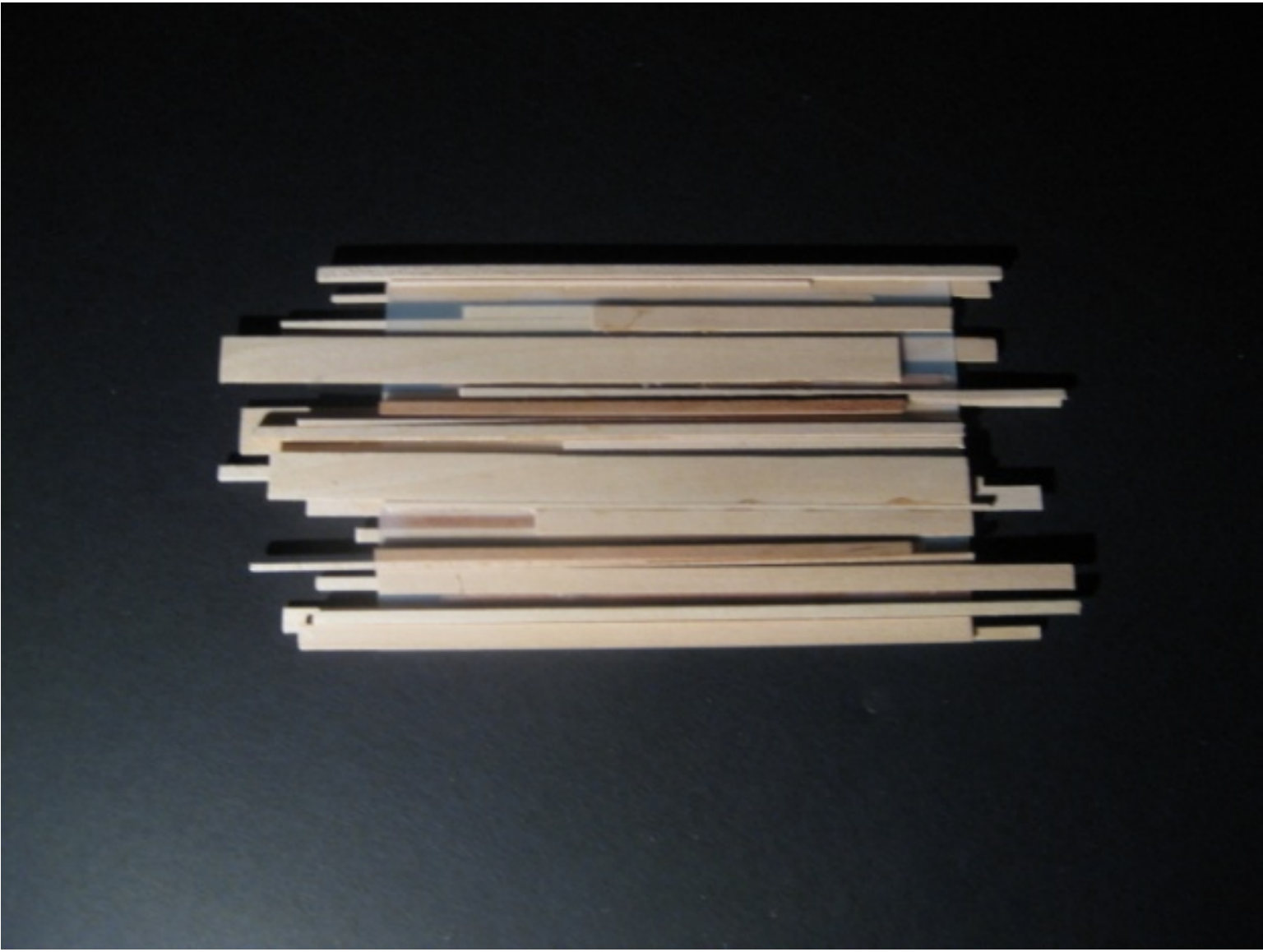
- Knowledge and Action have an inverse relationship that must be nourished in order to create new future result.

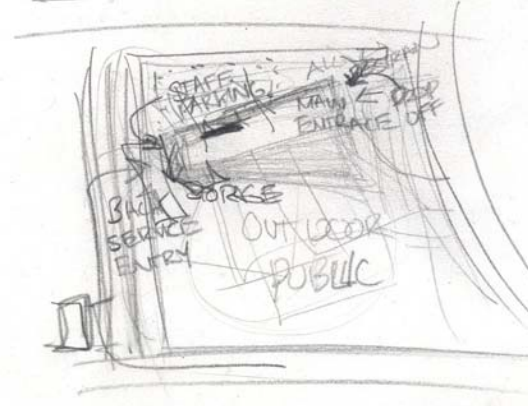
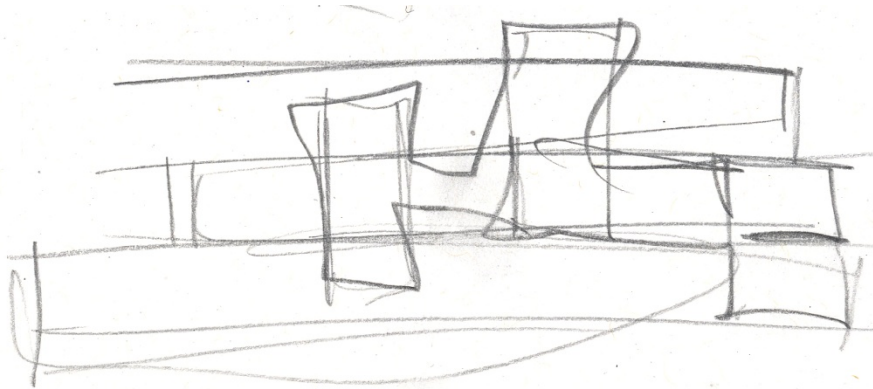
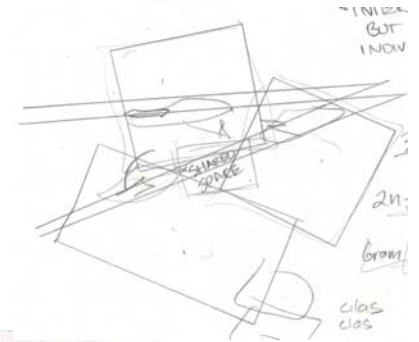
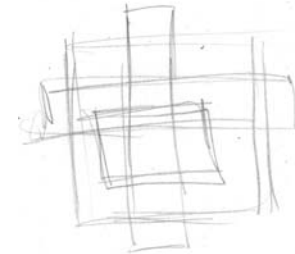
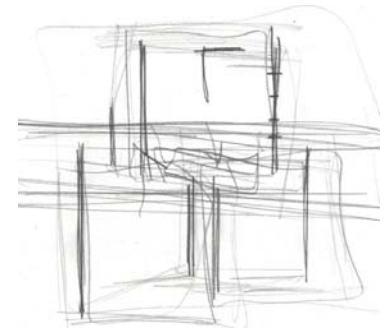
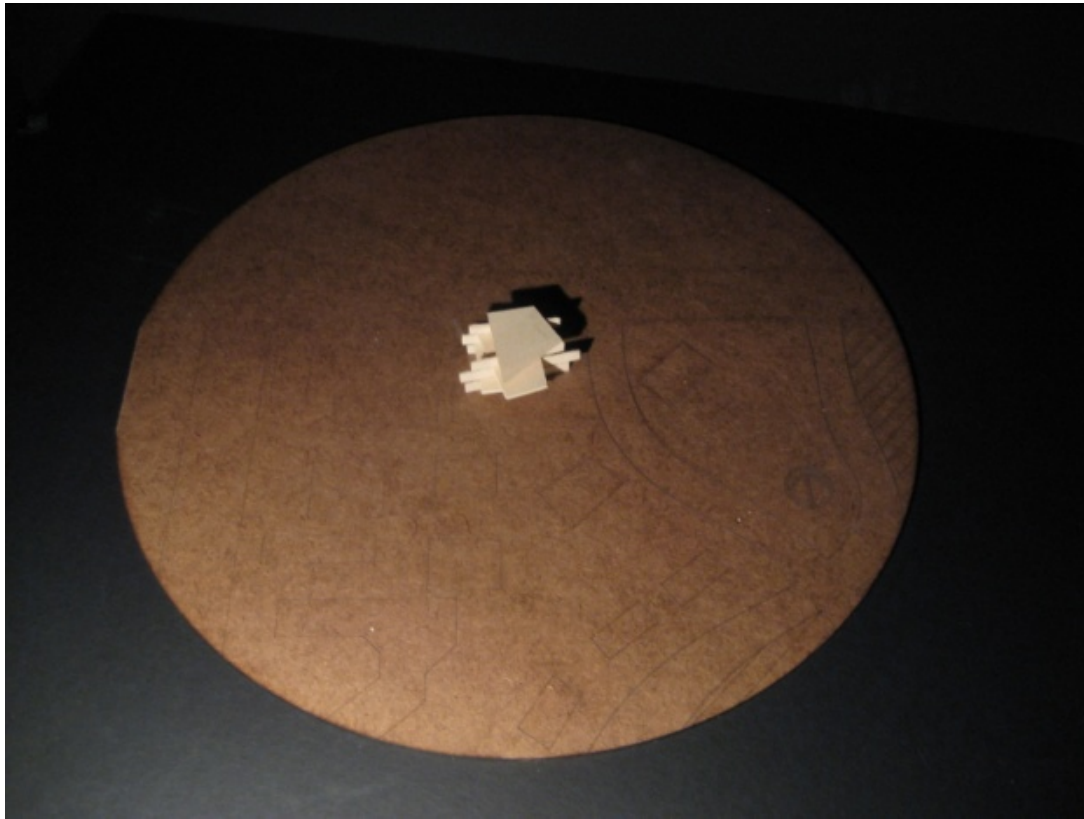


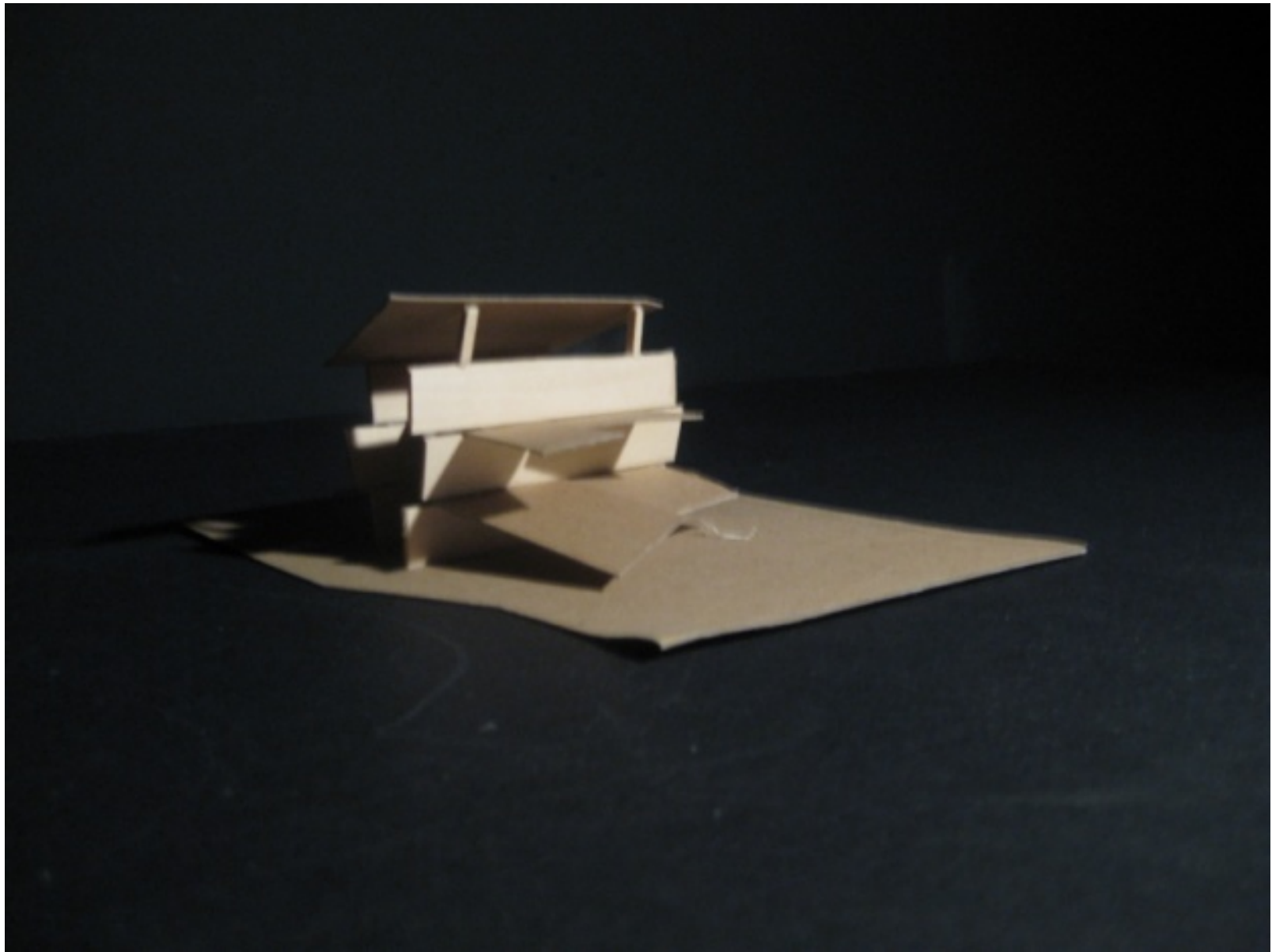
LAYERS

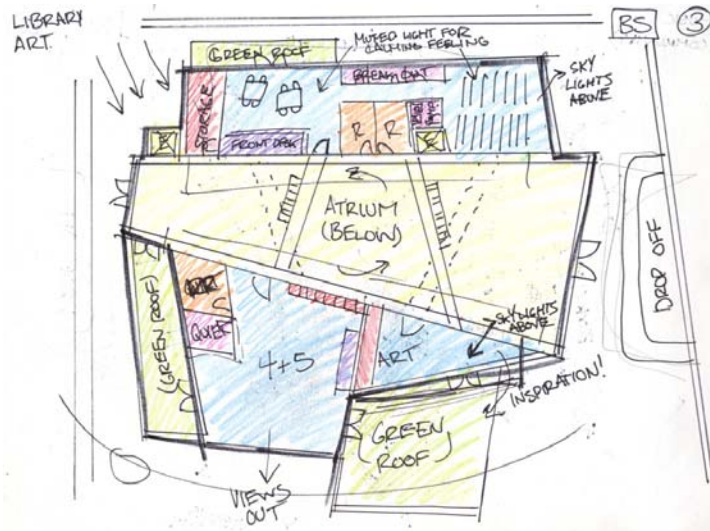
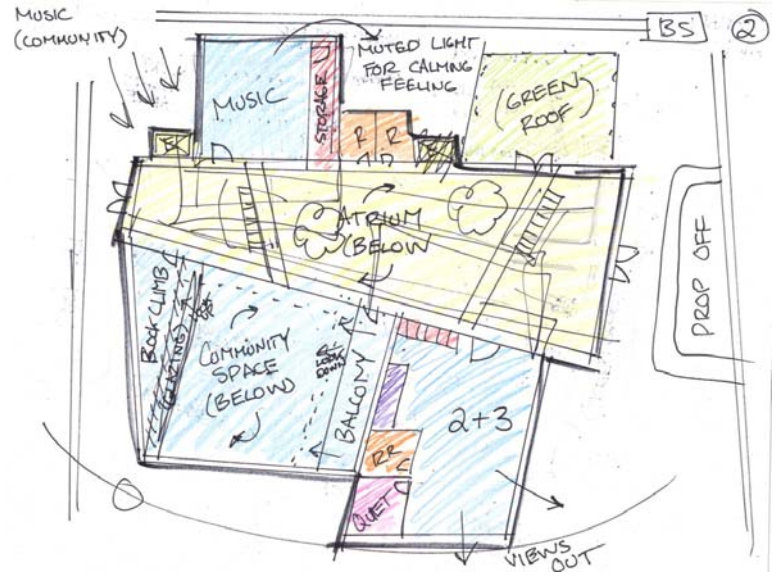
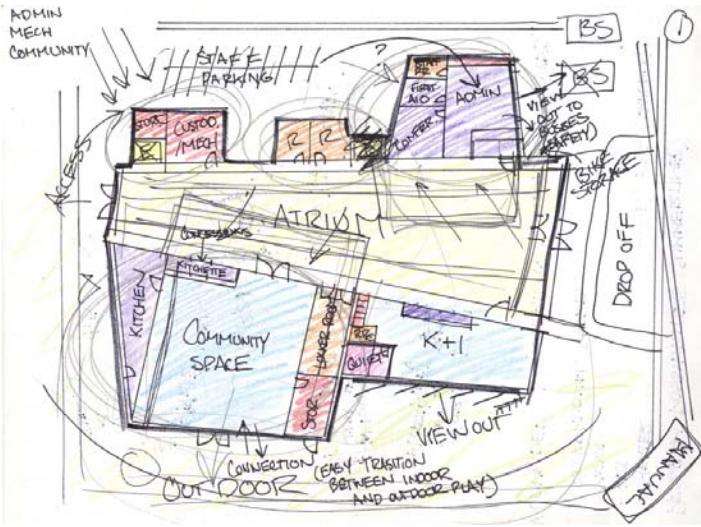


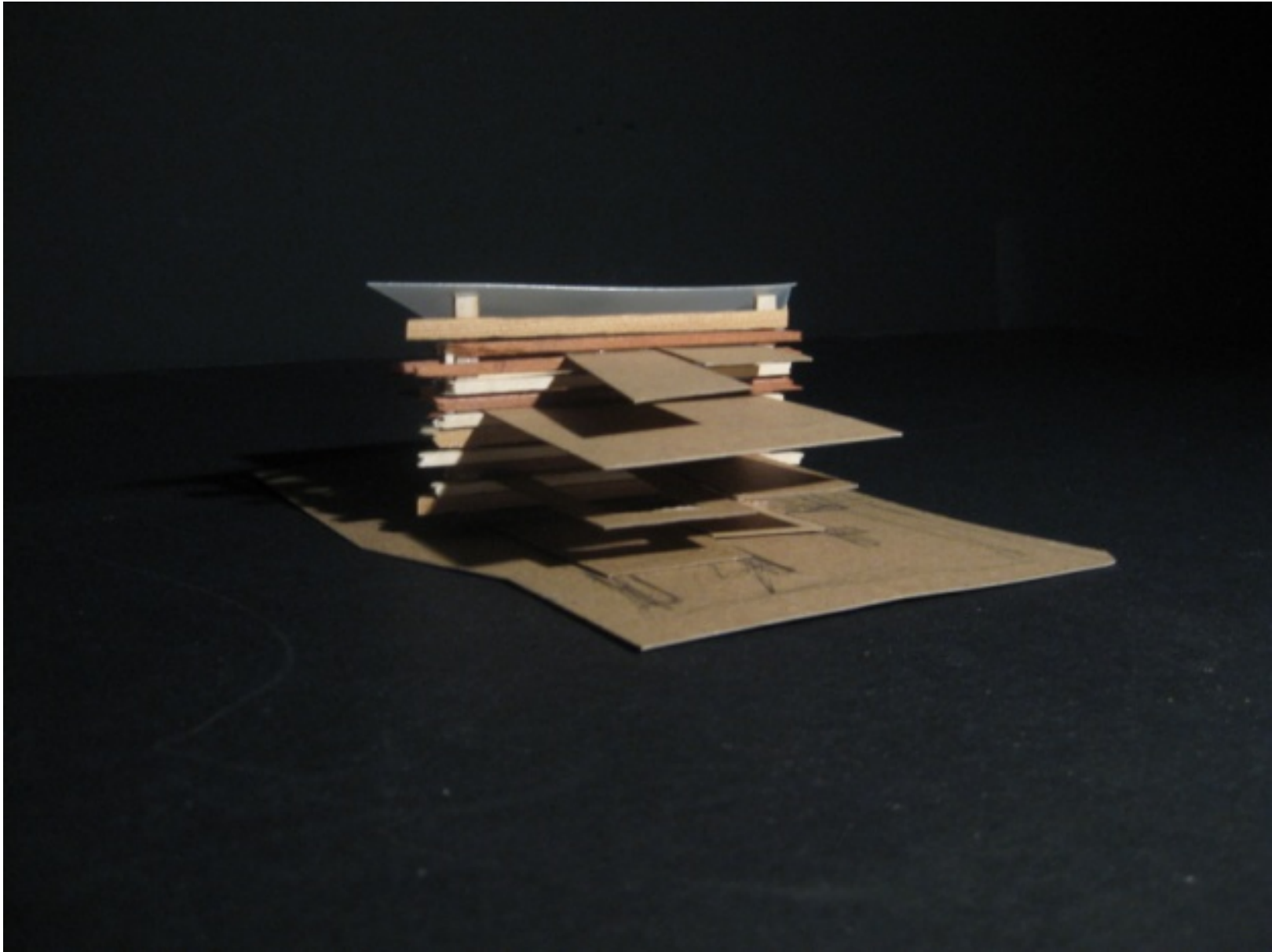






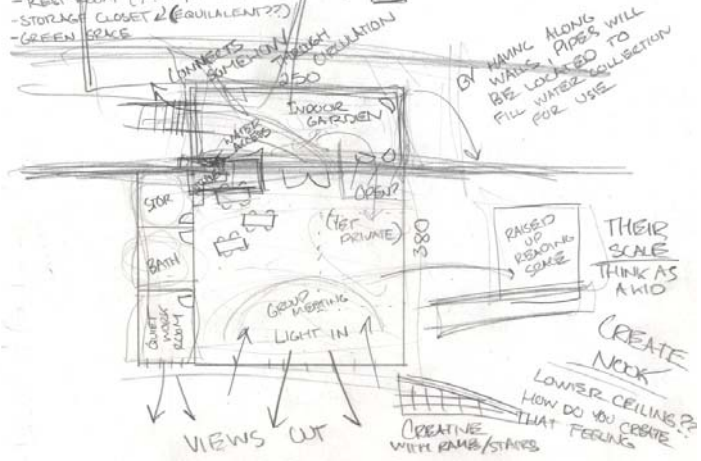






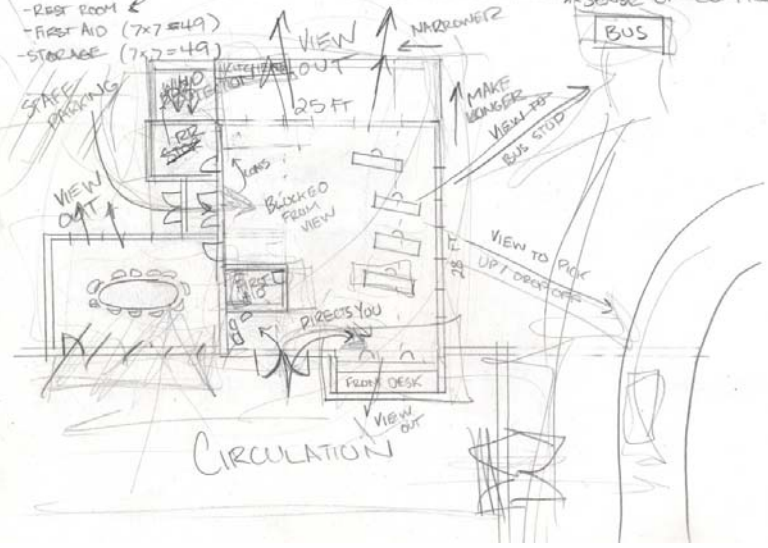
CLASS Kt 1st (32 STUDENTS x 22 staff = 70+ TOTAL)

- QUIET SPACE IS SAME?
- REST ROOM (7'7" x 7'7" = 49 TOTAL NOA)
- STORAGE CLOSET (EQUIVALENT??)
- GREEN SPACE



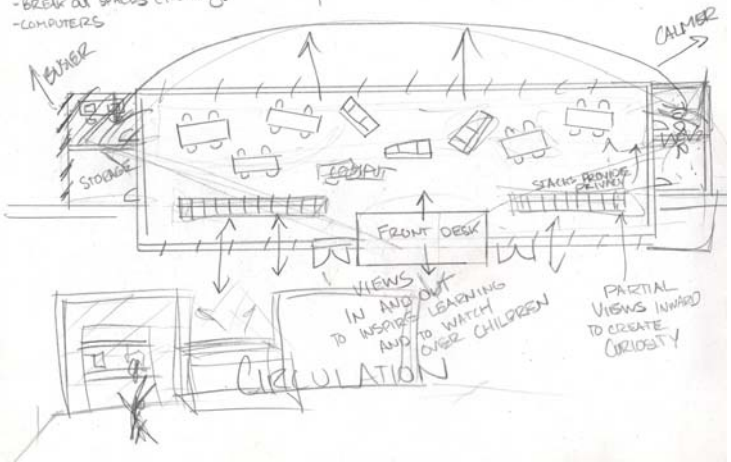
ADMINISTRATION (700?)  
 - CONFERENCE (20' x 15' = 300) → A LITTLE TOO BIG?  
 - FRONT DESK (7' x 7' = 49)  
 - REST ROOM  
 - FIRST AID (7' x 7' = 49)  
 - STORAGE (7' x 7' = 49)

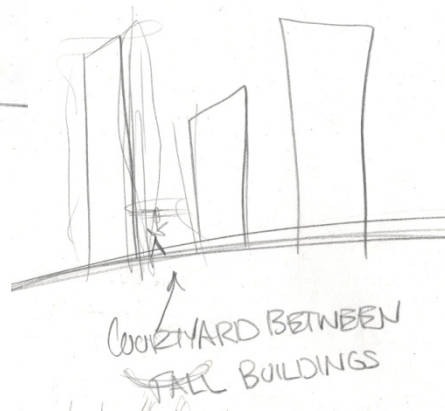
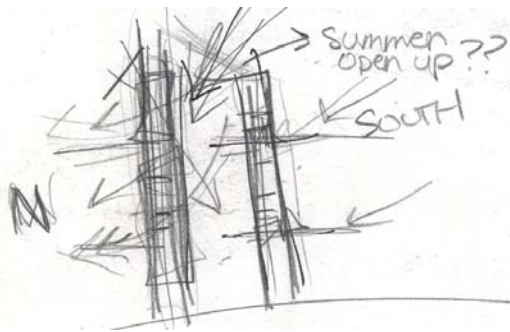
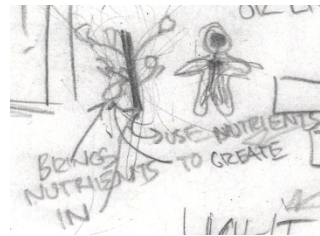
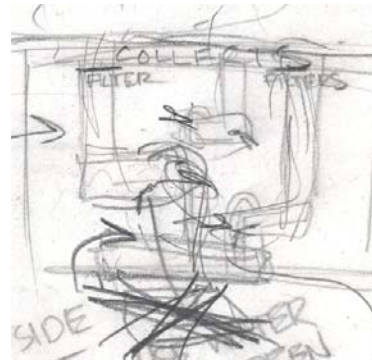
\* CLOSER TO CITY "WORK ENVIRONMENT"  
 \* SENSE OF "CONTROL"



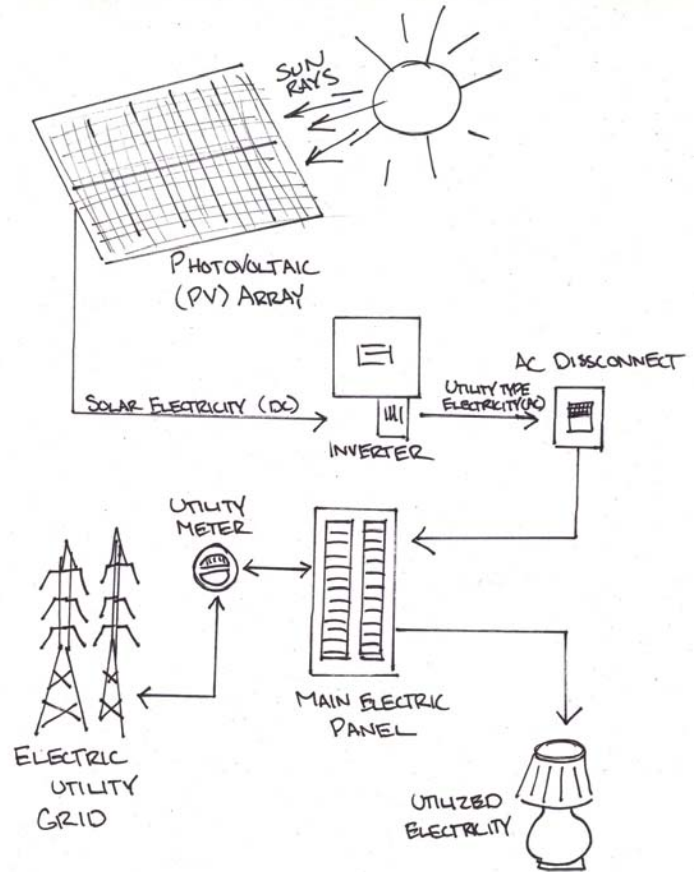
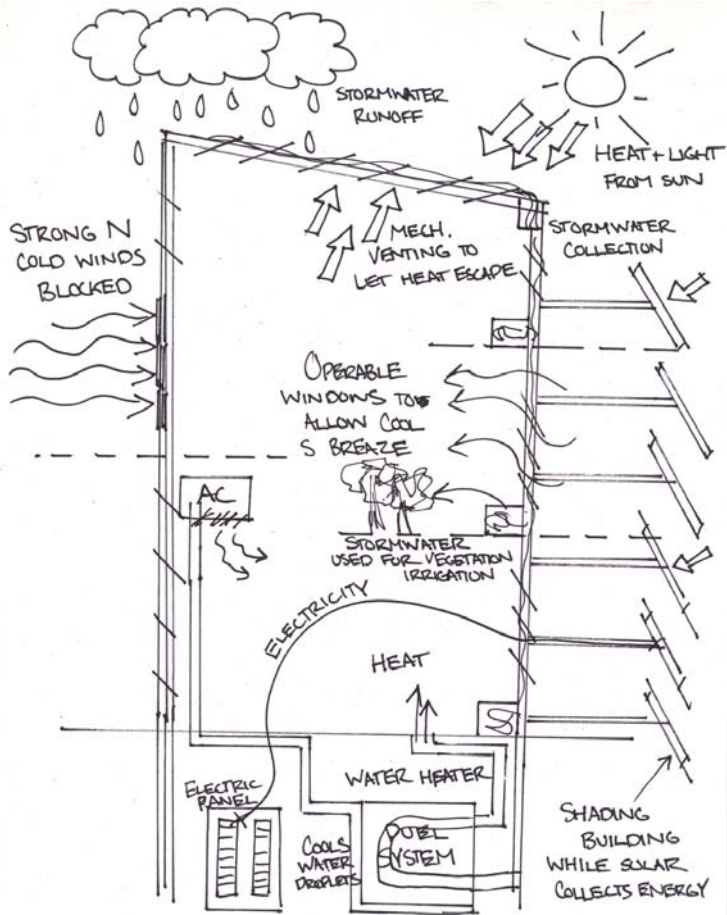
LIBRARY (27' x 48' = 1296)  
 - STORAGE  
 - FRONT DESK  
 - BREAK OUT SPACES (TUTORING)  
 - COMPUTERS

LONG SPACE FOR AS MUCH DIFFUSED LIGHT AS POSSIBLE

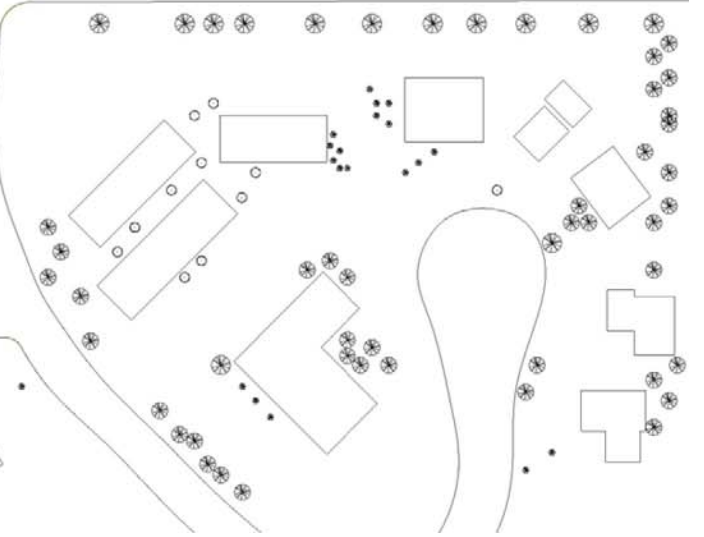
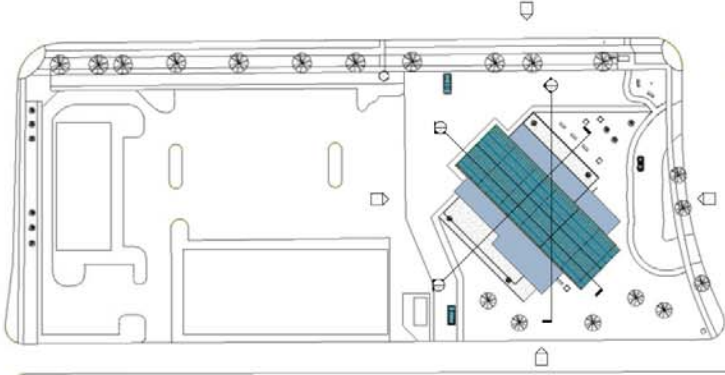
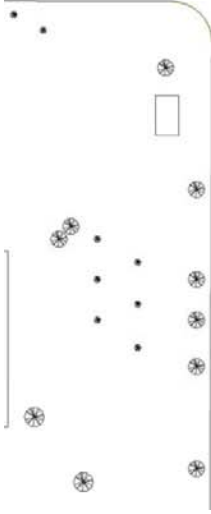
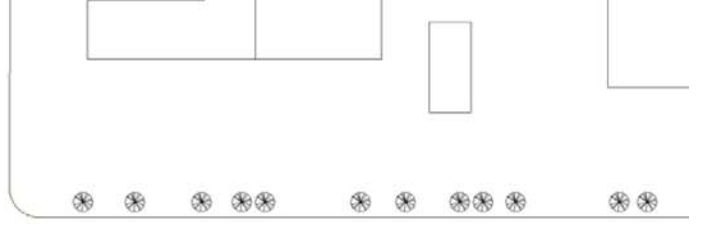


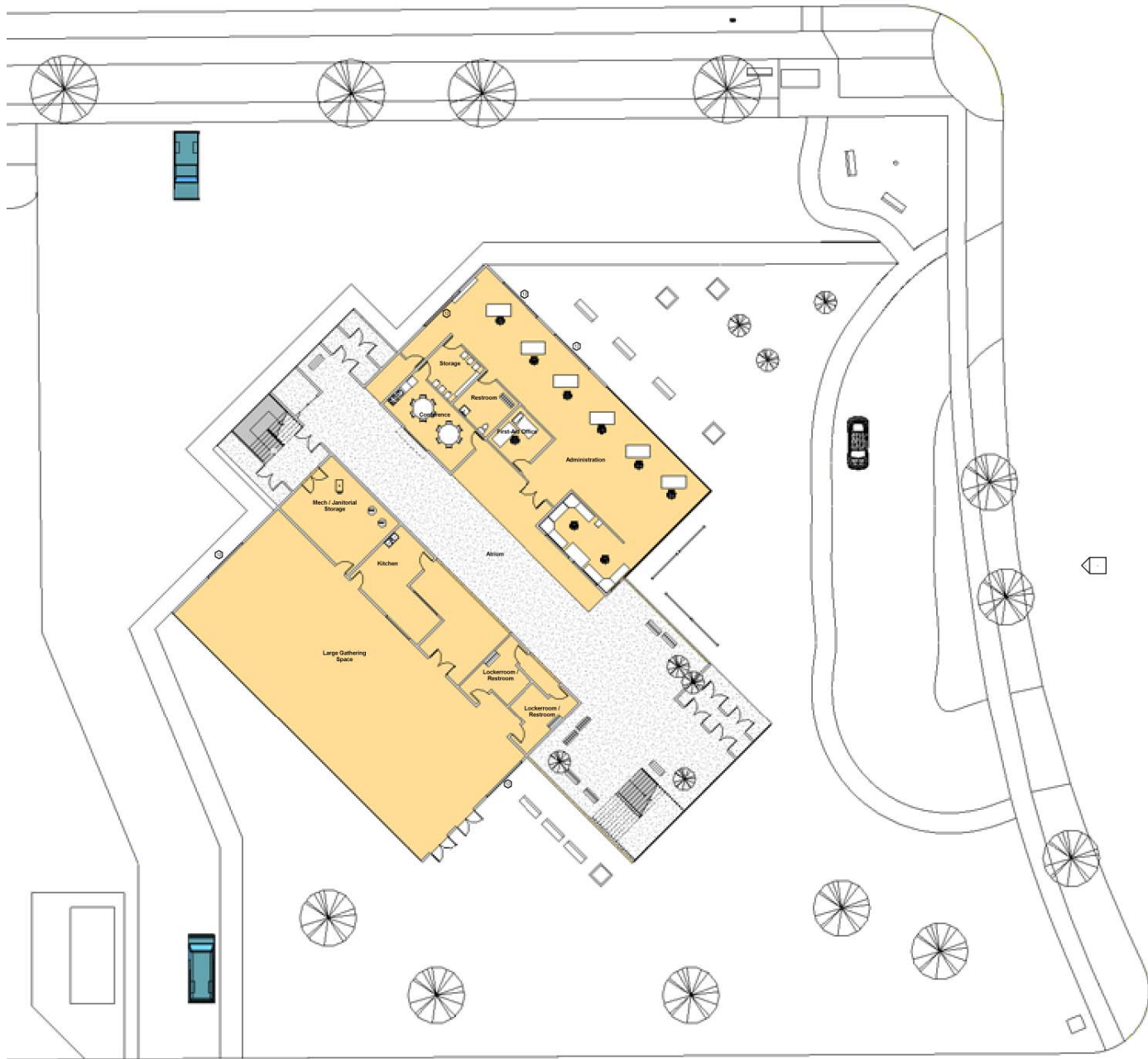


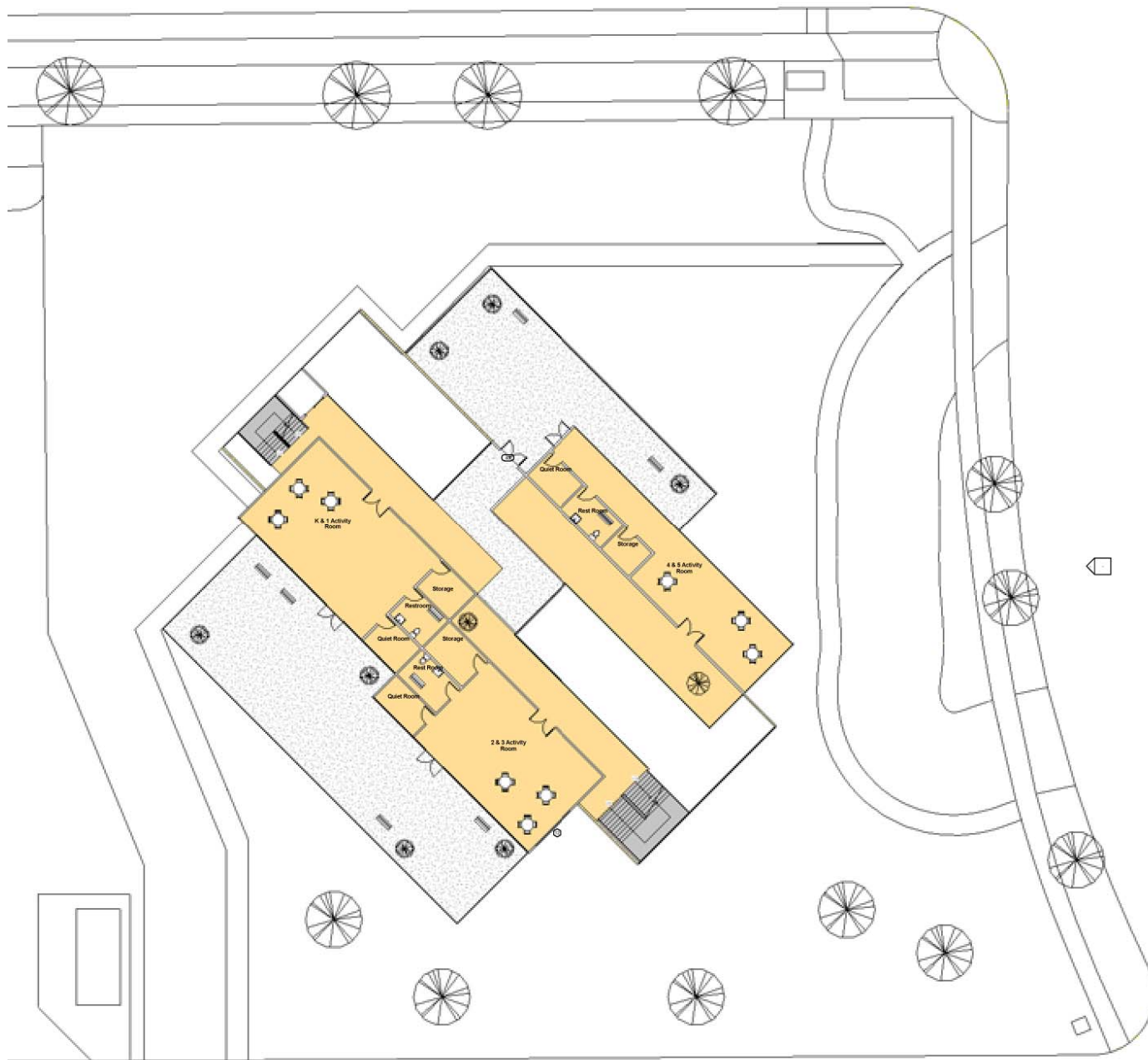
- Spaces created by the intersection of other spaces
- A constant overlap of movement within, affecting the physical and mental feeling of the spaces
- The central atrium becomes a focus, connecting with all of the elements important to the overall design.
- The transition between outside and inside should be as seamless as possible, giving the illusion of the constant environmental connection...  
an experience almost of walking through an exterior courtyard between two buildings.

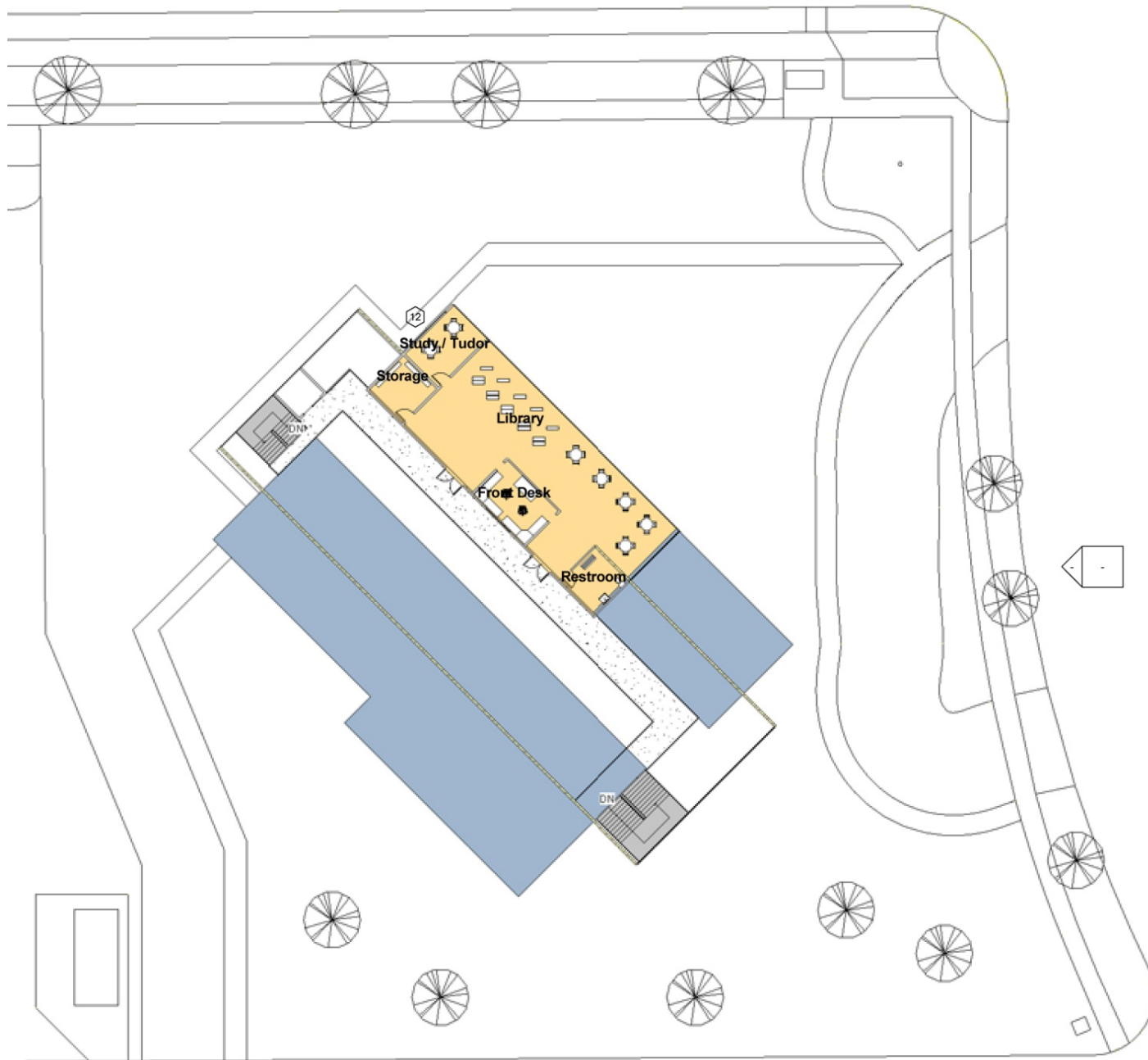


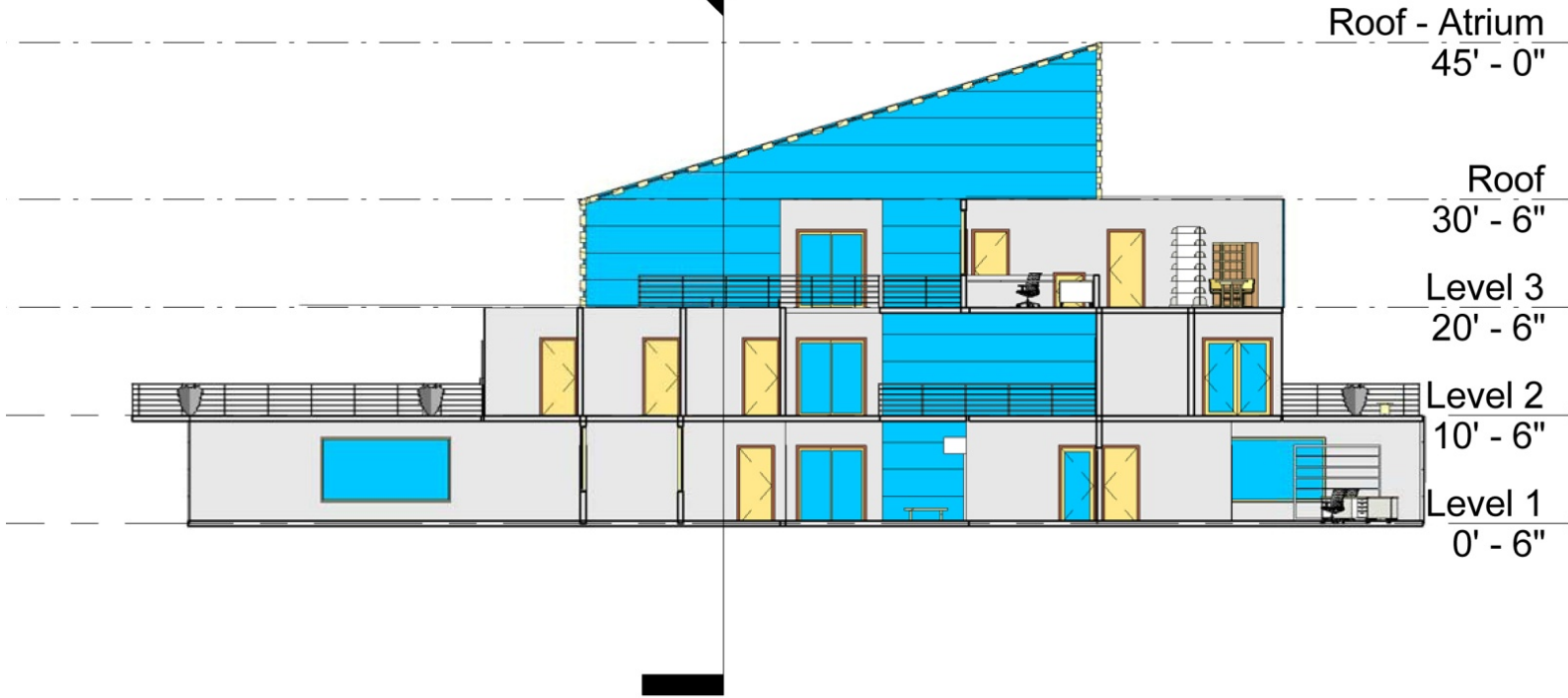
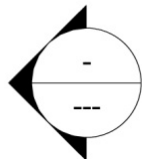












Roof - Atrium  
45' - 0"

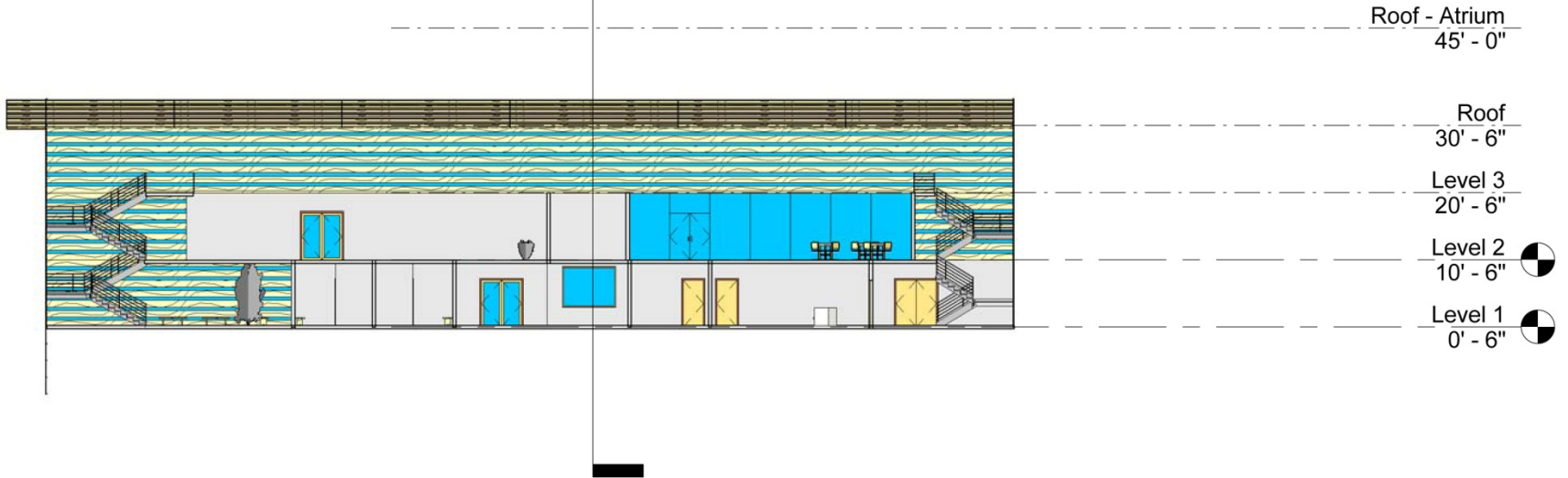
Roof  
30' - 6"

Level 3  
20' - 6"

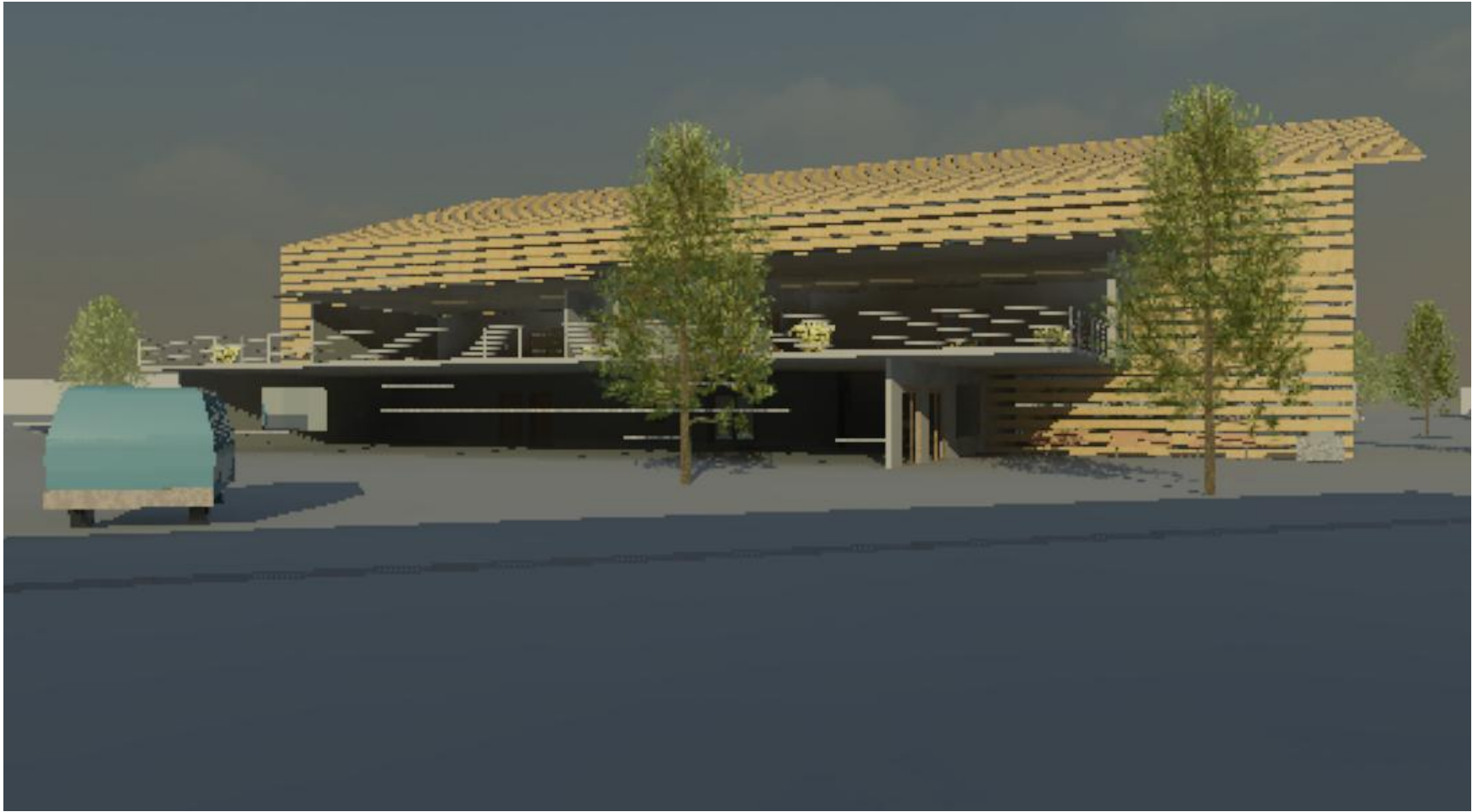
Level 2  
10' - 6"

Level 1  
0' - 6"





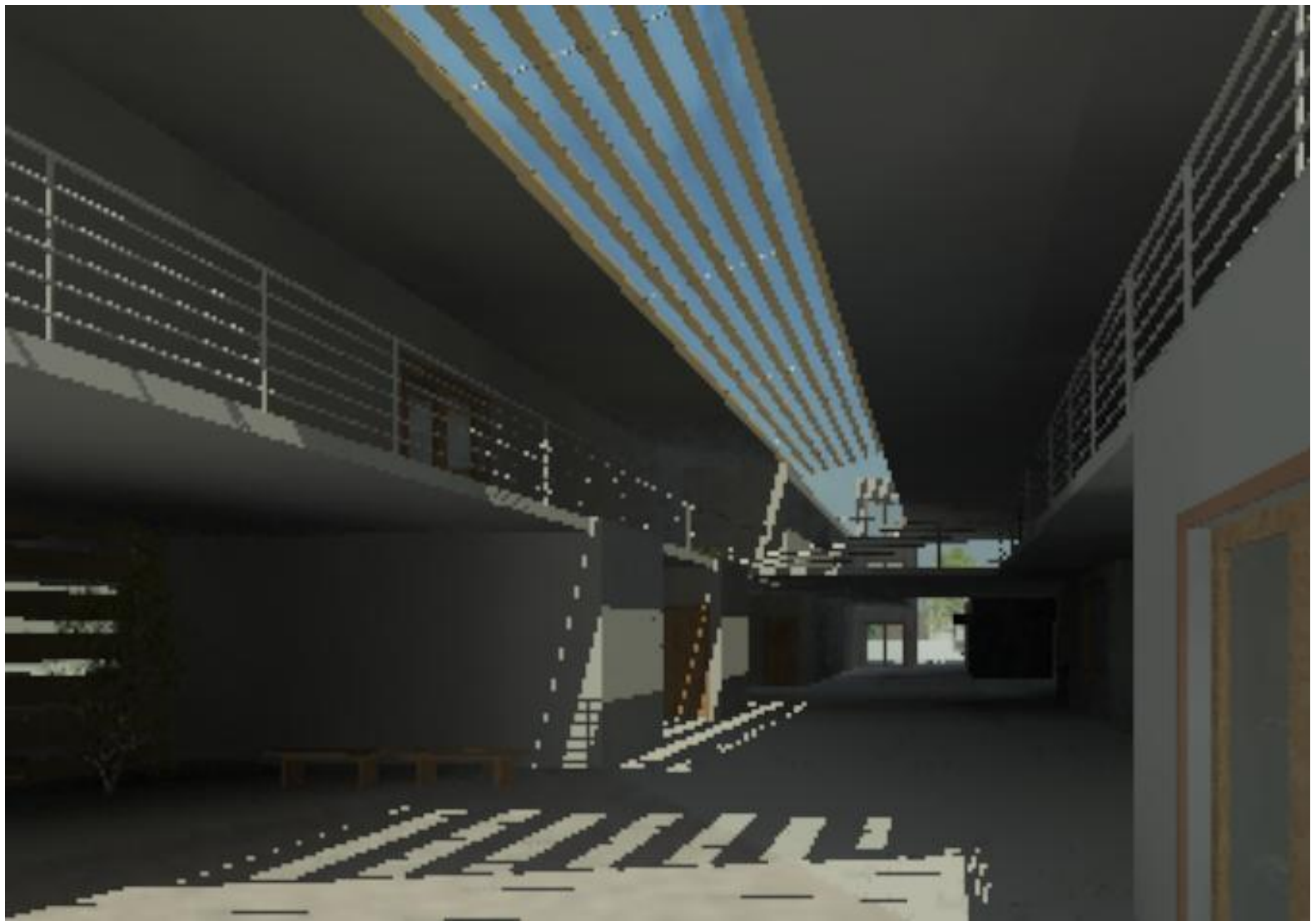






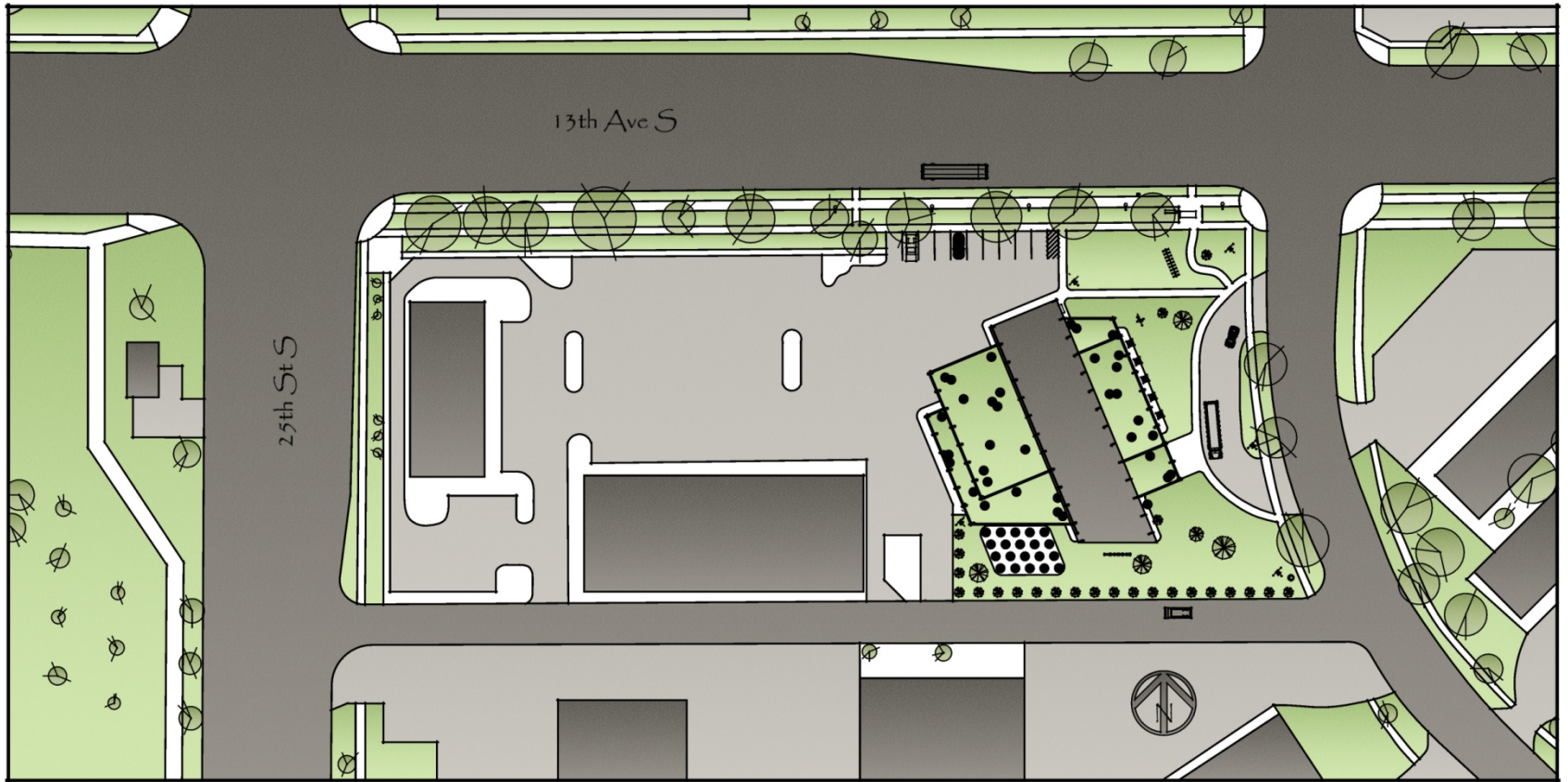


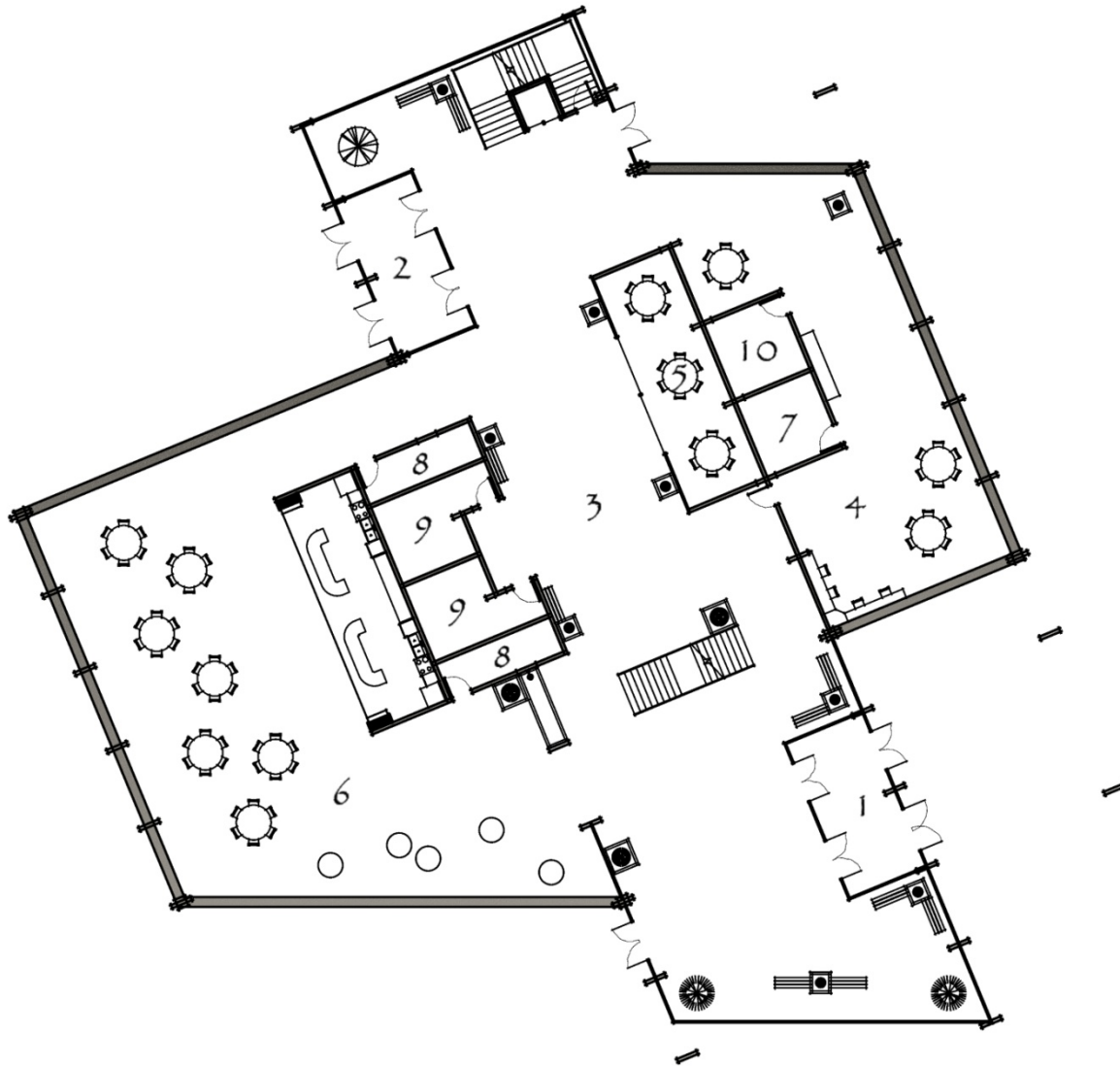






# SITE PLAN DESIGN

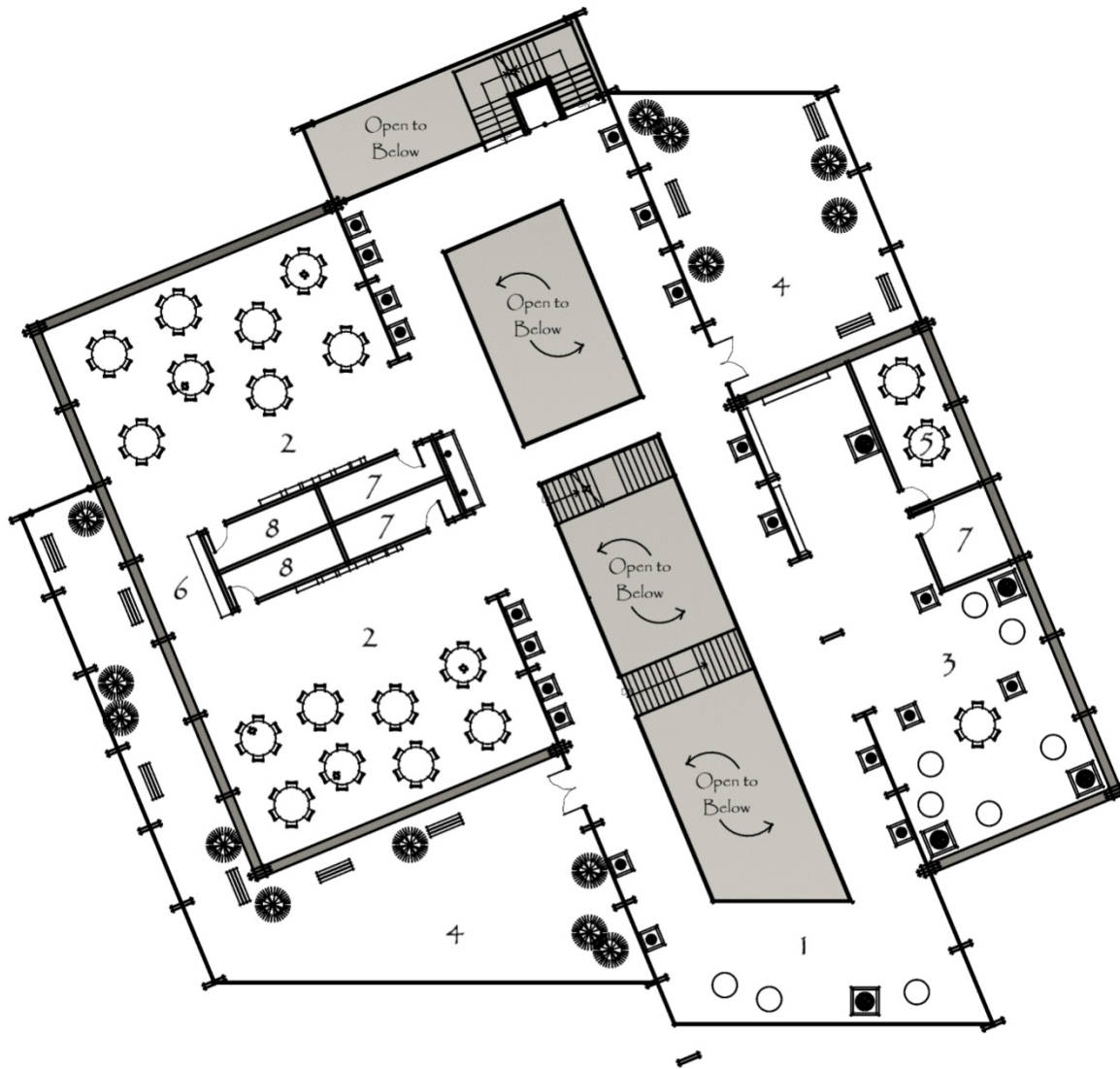




1. Main Entrance
2. Service Entry
3. Atrium
4. Office
5. Conference Space
6. Educational Work Center & Gathering Space
7. Restroom
8. Storage
9. Locker Rooms
10. Resource Space

1st Floor Plan

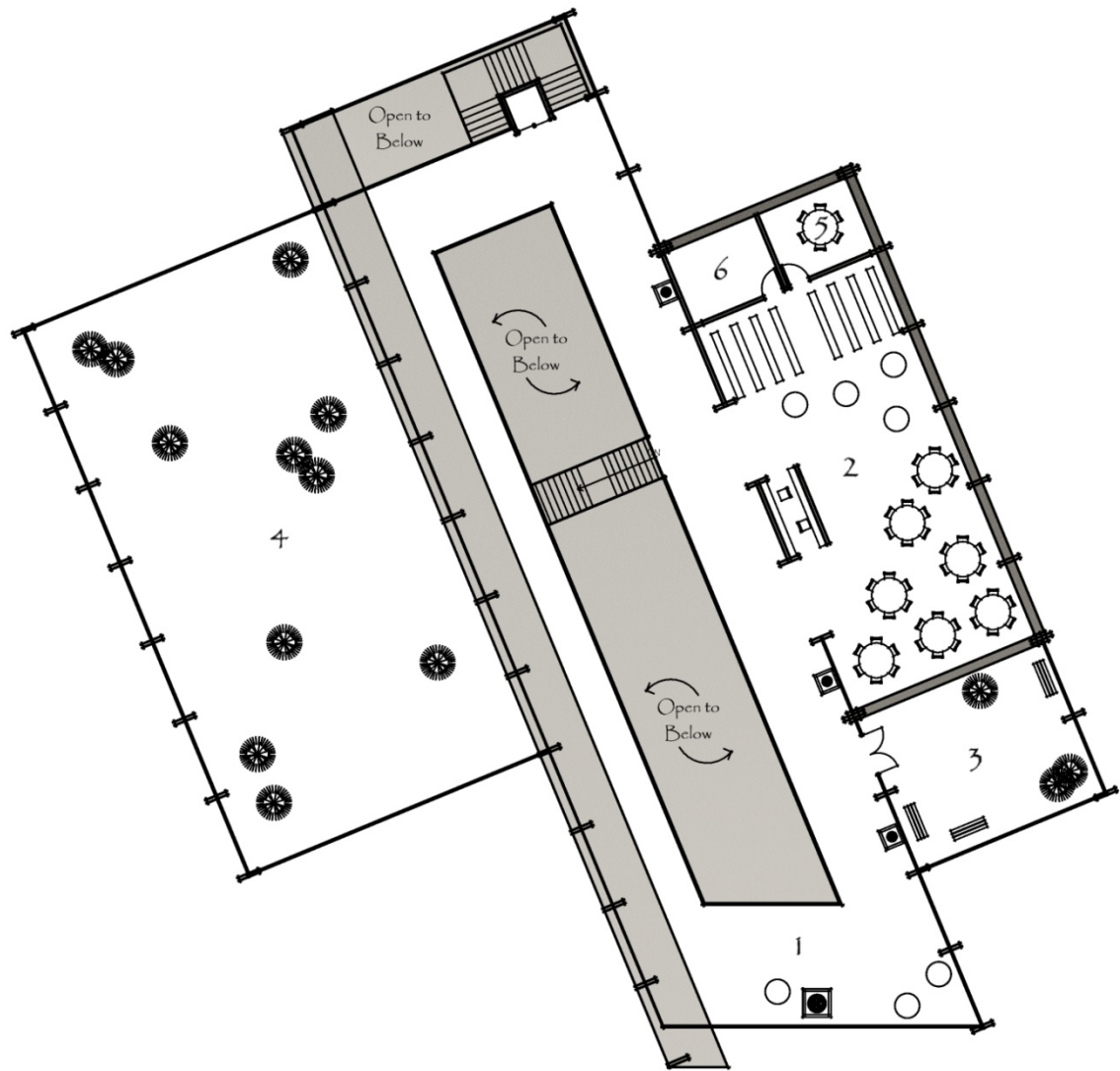




1. Atrium
2. Educational Space
3. Flexible Activity Space
4. Outdoor Balcony
5. Study Space
6. Kitchenette
7. Restroom
8. Storage

2nd Floor Plan





- 1. Atrium
- 2. Media Center
- 3. Balcony
- 4. Green Roof
- 5. Break-out Space
- 6. Restroom

3rd Floor Plan





# SECTION & SYSTEM DIAGRAM

