
Intergenerational Community Center

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UTSA-Arch 6146



TUKWILA, WASHINGTON

INTERGENERATIONAL CENTER

BY: VANESSA SOTELO

TUKWILA COMMUNITY

MEETING NOTES

Programming by Popular Vote

Additional Program from Research

1. Kitchen
2. Storytelling
3. Science Labs

Norouzi, N., Chen, J.-C., & Jarrott, S. E. (2015). Intergenerational Explorations: Where Everyone Has a Purpose. *Journal of Intergenerational Relationships*, 13(3), 260–265.

Generations United. (2020). TOOLKIT African American Grand families: Helping Children Thrive Through Connection to Family and Culture

4. Nutrition & Physical Wellness

Werner, D., Teufel, J., Holtgrave, P. L., & Brown, S. L. (2012). Active Generations: An Intergenerational Approach to Preventing Childhood Obesity. *The Journal of School Health*, 82(8), 380–386.

5. Involve the Community

Porter, L., Martin, K., & Anda, R. (2017). Culture Matters: Direct Service Programs Cannot Solve Widespread, Complex, Intergenerational Social Problems. *Culture Change Can. Academic Pediatrics*, 17(7), S22–S23

Generations United. (2020). TOOLKIT African American Grand families: Helping Children Thrive Through Connection to Family and Culture

6. Facilitator and Volunteer Health (Nurse)

Hong, S., & Morrow-Howell, N. (2010). Health outcomes of Experience Corps®: A high-commitment volunteer program. *Social Science & Medicine* (1982), 71(2), 414–420.

7. Resilience Pantry & Storage

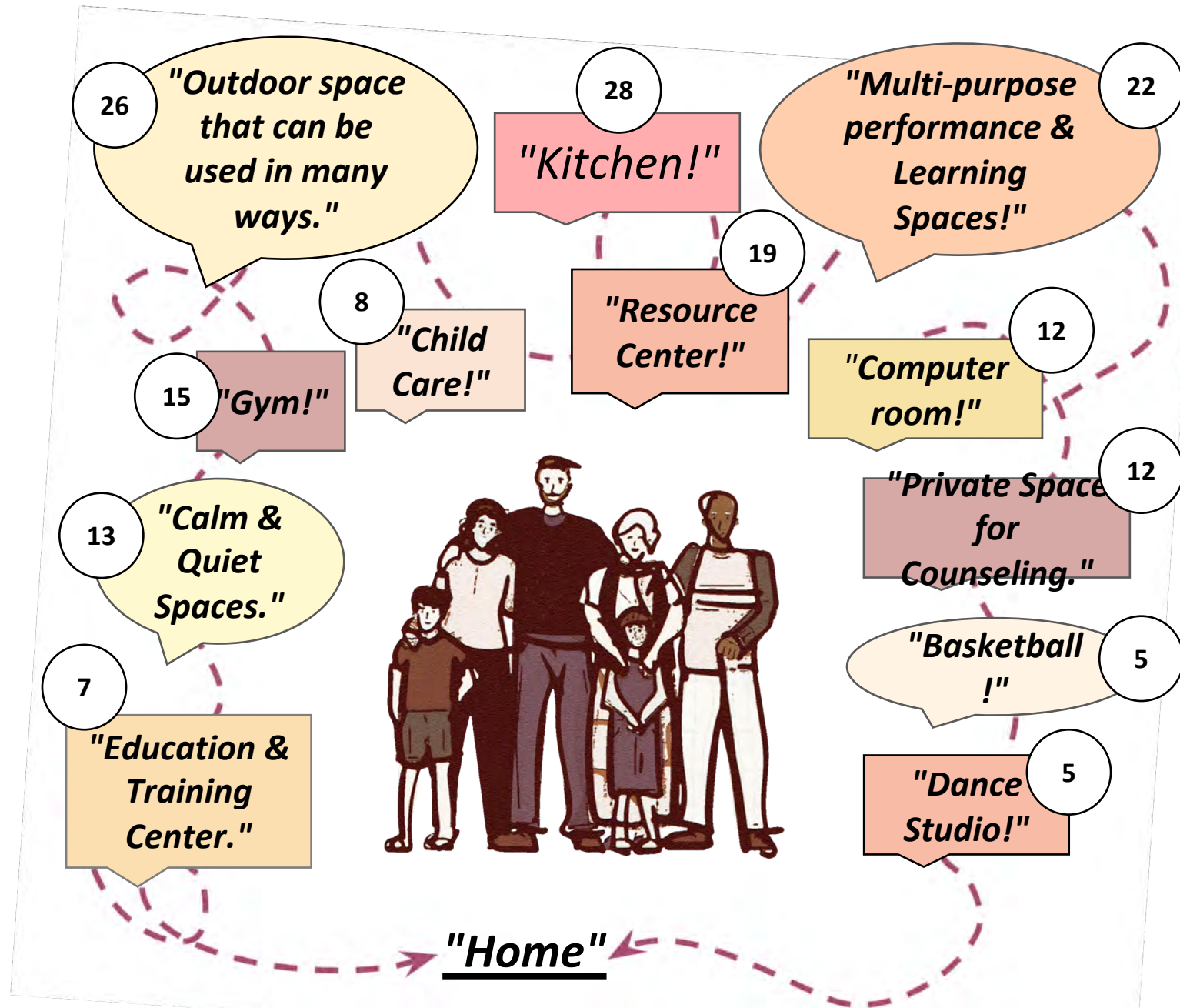
Generations United. (2020). TOOLKIT African American Grand families: Helping Children Thrive Through Connection to Family and Culture.

8. Computer Labs

Fingerman, K. L., Pillemer, K. A., Silverstein, M., & Suito, J. J. (2012). The Baby Boomers' intergenerational relationships. *The Gerontologist*, 52(2), 199–209

9. Music (Art) Rooms

Belgrave, M. (2011). The Effect of a Music Therapy Intergenerational Program on Children and Older Adults' Intergenerational Interactions, Cross-Age Attitudes, and Older Adults' Psychosocial Well-Being. *The Journal of Music Therapy*, 48(4), 486–508



RESEARCH TO PROGRAM

KITCHEN

Cultural Inclusiveness through culinary arts

Norouzi, N., Chen, J.-C., & Jarrott, S. E. (2015). Intergenerational Explorations: Where Everyone Has a Purpose. *Journal of Intergenerational Relationships*, 13(3), 260–265.

Generations United. (2020). TOOLKIT African American Grand families: Helping Children Thrive Through Connection to Family and Culture.

STORYTELLING

Reduce generational stereotypes and increase empathy

Norouzi, N., Chen, J.-C., & Jarrott, S. E. (2015). Intergenerational Explorations: Where Everyone Has a Purpose. *Journal of Intergenerational Relationships*, 13(3), 260–265.

SCIENCE LABS

Cause and effect, and developing hypothesis

Norouzi, N., Chen, J.-C., & Jarrott, S. E. (2015). Intergenerational Explorations: Where Everyone Has a Purpose. *Journal of Intergenerational Relationships*, 13(3), 260–265.

NUTRITION & PHYSICAL WELLNESS

Combat childhood obesity for future community

Werner, D., Teufel, J., Holtgrave, P. L., & Brown, S. L. (2012). Active Generations: An Intergenerational Approach to Preventing Childhood Obesity. *The Journal of School Health*, 82(8), 380–386.

COMMUNITY ENGAGEMENT

Daily Vibrance

Porter, L., Martin, K., & Anda, R. (2017). Culture Matters: Direct Service Programs Cannot Solve Widespread, Complex, Intergenerational Social Problems. *Culture Change Can. Academic Pediatrics*, 17(7), S22–S23

Generations United. (2020). TOOLKIT African American Grand families: Helping Children Thrive Through Connection to Family and Culture.

FACILITATOR HEALTH

Stronger organization

Hong, S., & Morrow-Howell, N. (2010). Health outcomes of Experience Corps®: A high-commitment volunteer program. *Social Science & Medicine* (1982), 71(2), 414–420.

NURSE

Aid and health support

Hong, S., & Morrow-Howell, N. (2010). Health outcomes of Experience Corps®: A high-commitment volunteer program. *Social Science & Medicine* (1982), 71(2), 414–420.

RESILIENCE PANTRY

Resource support for community for holidays or natural disasters

Generations United. (2020). TOOLKIT African American Grand families: Helping Children Thrive Through Connection to Family and Culture.

COMPUTER LABS

Bridge the technology gap for seniors

Fingerman, K. L., Pillemer, K. A., Silverstein, M., & Suitor, J. J. (2012). The Baby Boomers' intergenerational relationships. *The Gerontologist*, 52(2), 199–209

MUSIC & ART

Expression for nonverbal

Belgrave, M. (2011). The Effect of a Music Therapy Intergenerational Program on Children and Older Adults' Intergenerational Interactions, Cross-Age Attitudes, and Older Adults' Psychosocial Well-Being. *The Journal of Music Therapy*, 48(4), 486–508

STAR NURSERY

SITE PLAN

Building Roof Plan

Key

1. Formal Entrance
2. Faculty/ ADA/ 15 min. Parking
3. Community Lawn
4. Bus pick-up/ Drop off
5. Main Delivery
6. Covered Basketball Court
7. NW Neighbor
8. Main Parking Lot

Building Info

- Total Square feet: 28,380
- Number of Parking Spaces: 28



FORMAL ENTRY

South main entrance

SITE LOCATION MAP



STAR NURSERY UPPER ENTRY LEVEL

Floor Plan

I.G. Key

Upper level:

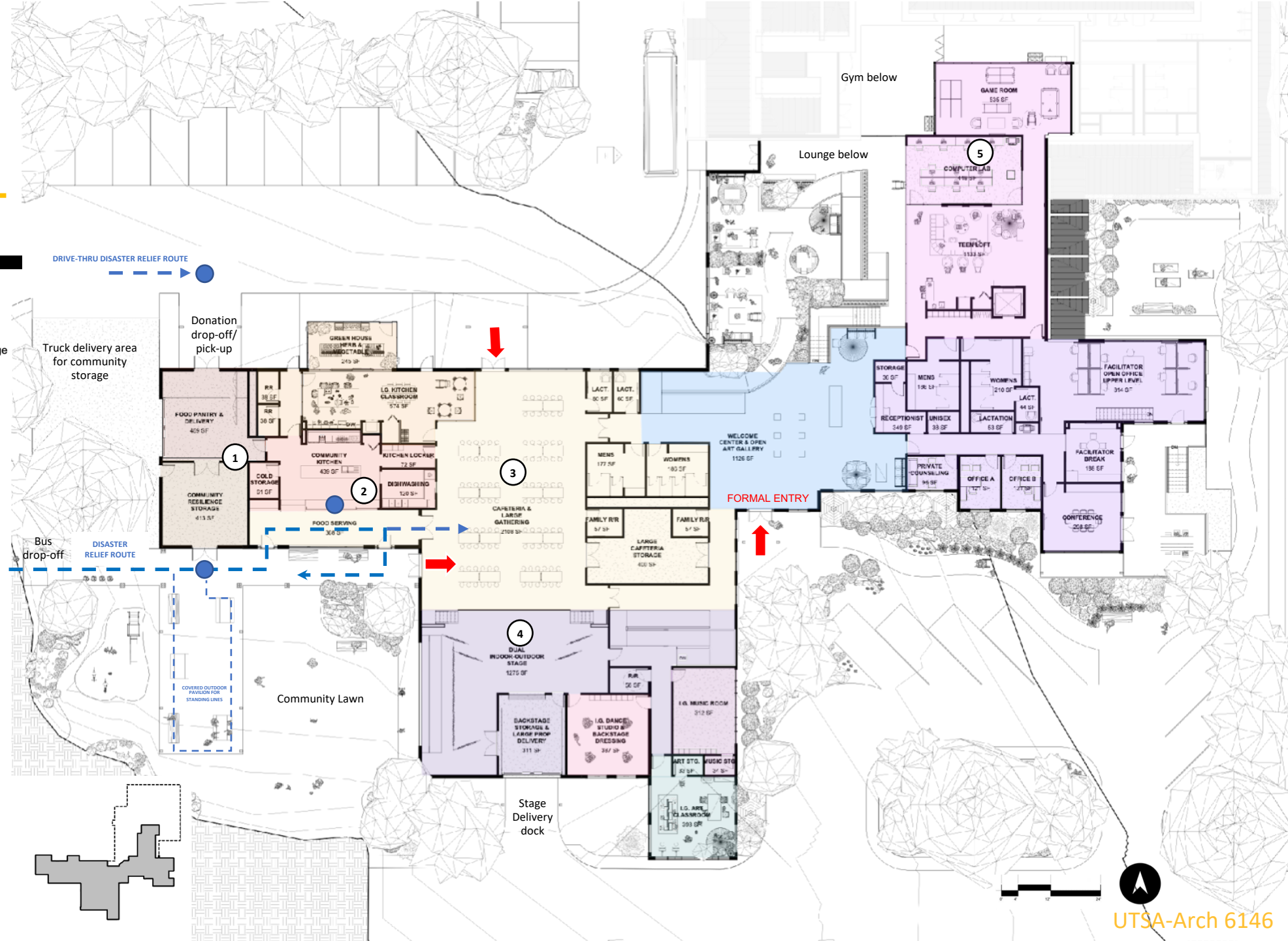
- Welcome
- Facilitator
- Teen loft
- Cafeteria Core
- I.G. Kitchen Class
- Community Kitchen
- Food Pantry
- Resilience Storage

Stage level:

- Dual Stage & Storage
- I.G. Music Class
- I.G. Dance Studio
- I.G. Art Studio

Community Engagement

1. Resilience Storage
 - a. Resource support for community
 - b. Donation station
2. Kitchen
 - a. Soup Kitchen
 - b. Holiday Dinners
3. Cafeteria
 - a. Community Bingo
 - b. Community Dance hall
4. Stage
 - a. Local performing arts
 - b. Town meeting
5. Computer Lab
 - a. Community Job Training



TEEN LOFT



ADMIN DECK

Facilitator outdoor space

SITE LOCATION MAP



I.G. ART ROOM

View facing south



I.G. KITCHEN

With greenhouse attachment



STAR NURSERY

COMMUNITY LAWN

Exterior Axon Rendering

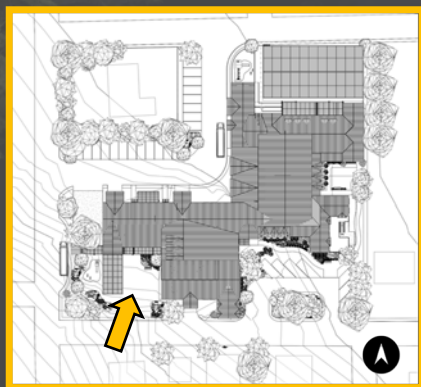
Key

1. Dual-sided Stage
2. Open Lawn
3. Covered Event space
4. Playground
5. Covered Bench
6. Covered Bus Drop off
7. Resilience Storage

I.G. Activities

- I.G. stage performances
- I.G. outdoor games
- I.G. Passive engagement

SITE LOCATION MAP



Community Engagement

- Not gated - 24/7 access playground
- Live music by local musicians
- Host BBQs
- Community Yard Sale
- Gather for disaster relief items from resilience storage



STAR NURSERY LOWER ENTRY LEVEL

Floor Plan

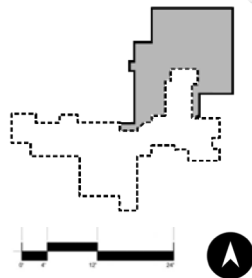
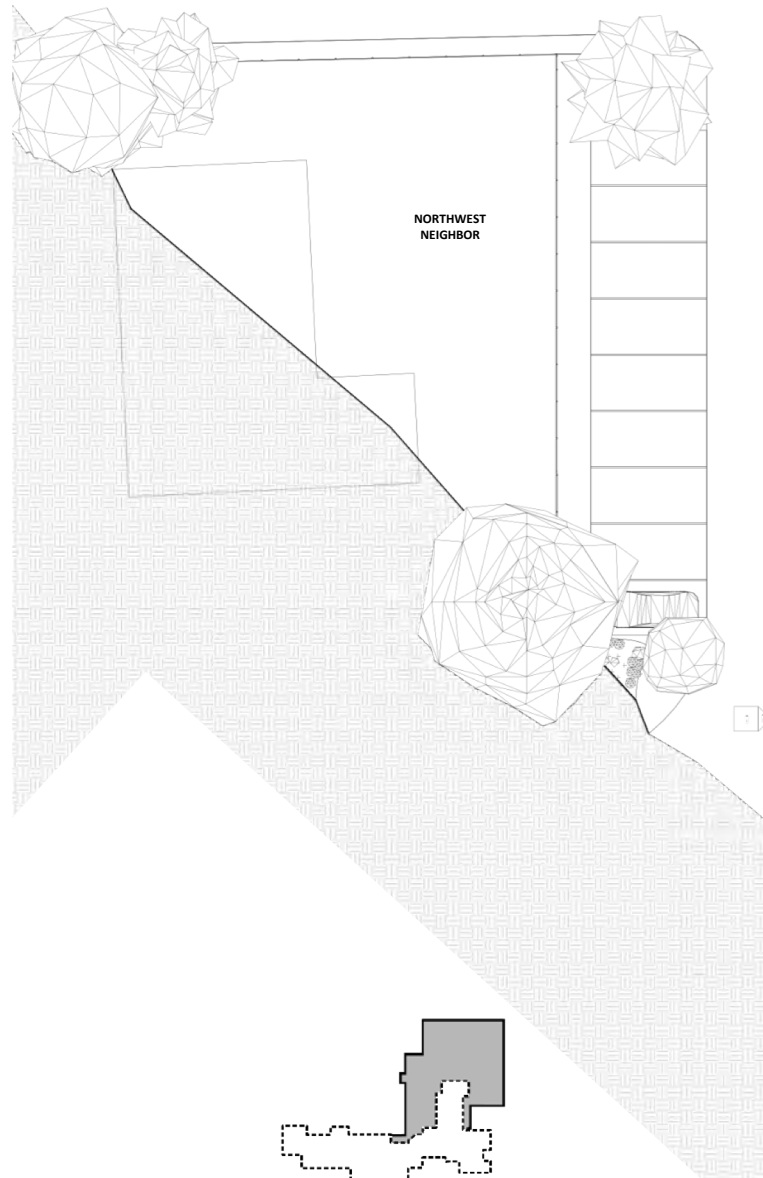
I.G. Key

Lower level:

- IG Community Living Room
- Lower Facilitator Office
- Nurse
- (Option I: Child Care) /
(Option II: Science Lab)
- Gym/ Recreation
- Senior Room
- Cafe

Community Engagement

1. Basketball Court
 - a. Neighborhood amenity
 - b. Outdoor covered event space
2. Gym and Heavy Equipment room
 - a. Community Memberships



A-A
SECTION



STAR NURSERY BASKETBALL COURT

Exterior Axon Rendering

Key

1. Covered Basketball Court
2. Covered Spectator seating
3. Childcare gated play area
4. Gym

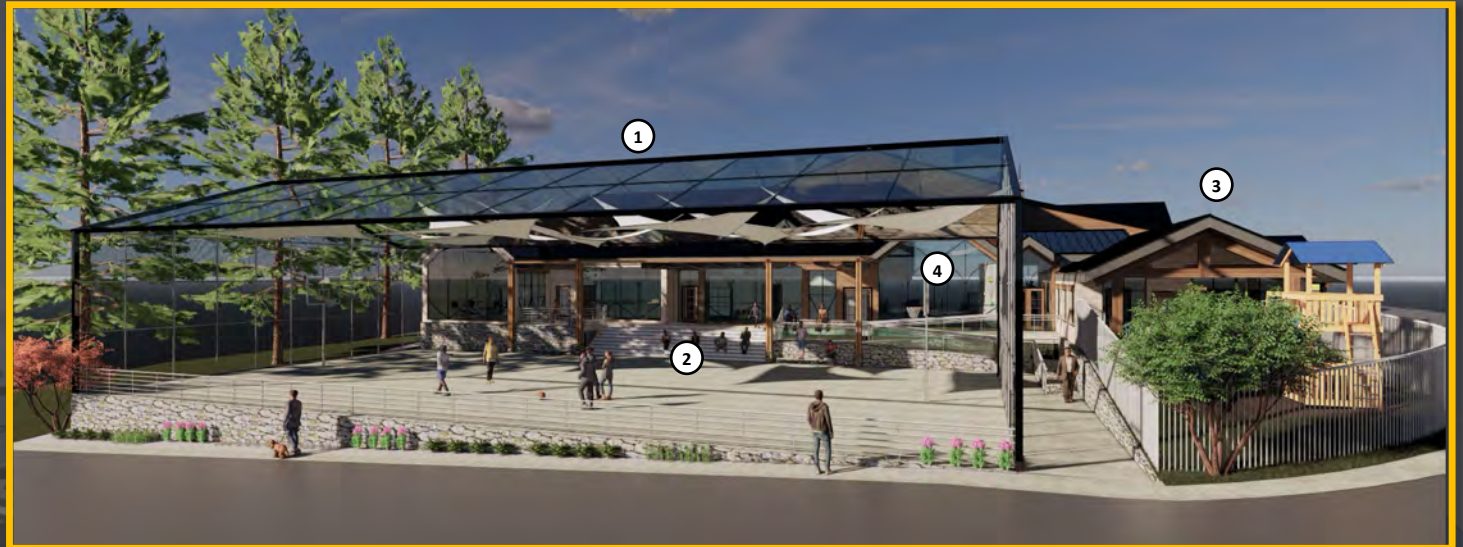
I.G. Activities

- I.G. Basketball game
- I.G. Large covered event space

Community Engagement

- Access to Basketball court
- Large Covered event space

SITE LOCATION MAP



COMMUNITY LIVING ROOM

View facing southwest



SENIOR ROOM

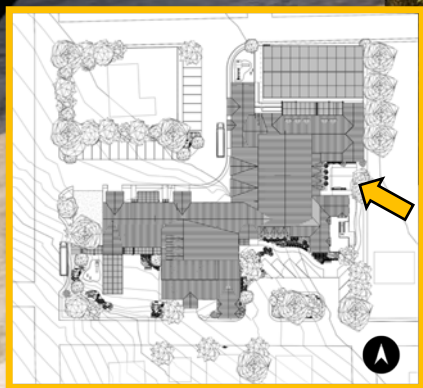
View facing southeast



SENIOR PORCH

Senior porch and private lawn

SITE LOCATION MAP



Lessons learned

Togetherness is a program

When creating a room for intergenerational activities, it is important to consider how the space should be designed to accommodate people with various mental and physical limitations

Privacy is important

Considering that not everyone has the same social or physical stamina to engage in activities, it is essential to offer spaces for individual retreat and respite. This includes staff and participants.

Don't assume what the community wants

The community workshops organized by the architects were essential for us as it offered an understanding of the local community members' needs and desires from this community center.

Stay creative

In this studio, we were given a lecture about how to create a general cost analysis for our design. I learned that staying within budget and providing a great experience for visitors through design should be equally important

Become aware and apply the narratives of people into your design

Throughout the design process, designers should always think about people of different age groups and how the space would serve individuals with different needs. The key is to design with sympathy.

An architectural rendering of a modern, single-story building with a dark roof and large glass windows. The building features a prominent gabled section with a large glass entrance. In the foreground, there is a paved courtyard with a winding path, a wooden bench, and various landscaping including trees and shrubs. Several people are depicted in the scene, including a person walking a dog and a group sitting on a bench. The sky is blue with scattered clouds.

Thank you!

An architectural rendering of a modern building with a prominent facade of vertical, slatted panels. The building is set in an outdoor environment with trees and a paved walkway. In the foreground, several people are depicted in various activities: a person walking, a person sitting on a bench, a person pushing a stroller, and a person in a wheelchair being assisted by another person. The overall scene conveys a sense of community and accessibility.

INTER GENERATIONAL
INTER ACTION
INTER SECTION

Josh Mondragon

UTSA-Arch 6146

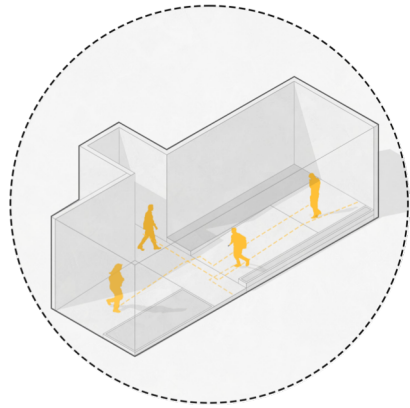


FOSTER INTERACTION

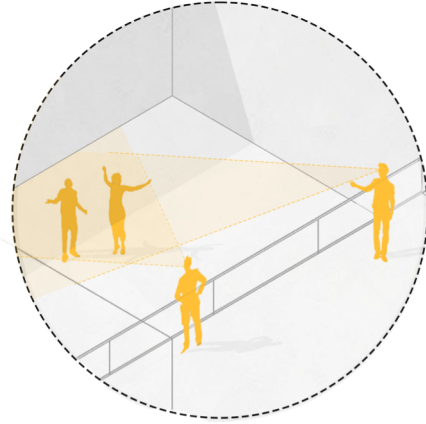
INCLUSIVITY THROUGH DESIGN

CONNECT TO THE COMMUNITY

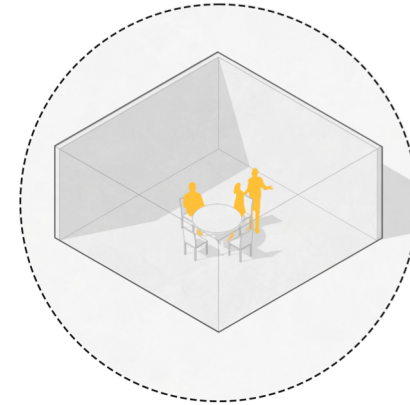
FOSTER INTERACTION



SPONTANEOUS INTERACTION



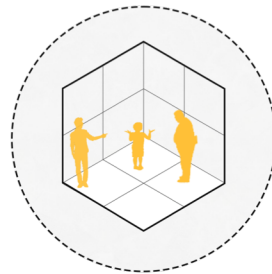
VISUAL INTERACTION



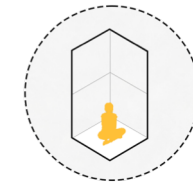
PLANNED INTERACTION



LARGE GROUP INTERACTION

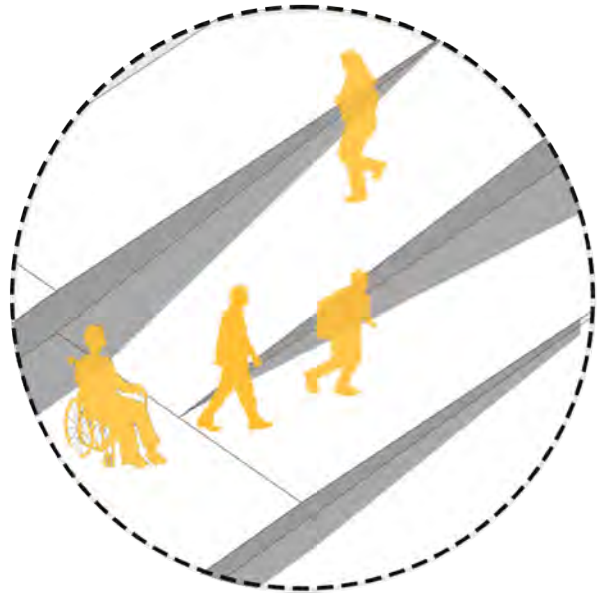


SMALL GROUP INTERACTION



INDIVIDUAL RESPITE

INCLUSIVITY VIA DESIGN



UD CIRCULATION

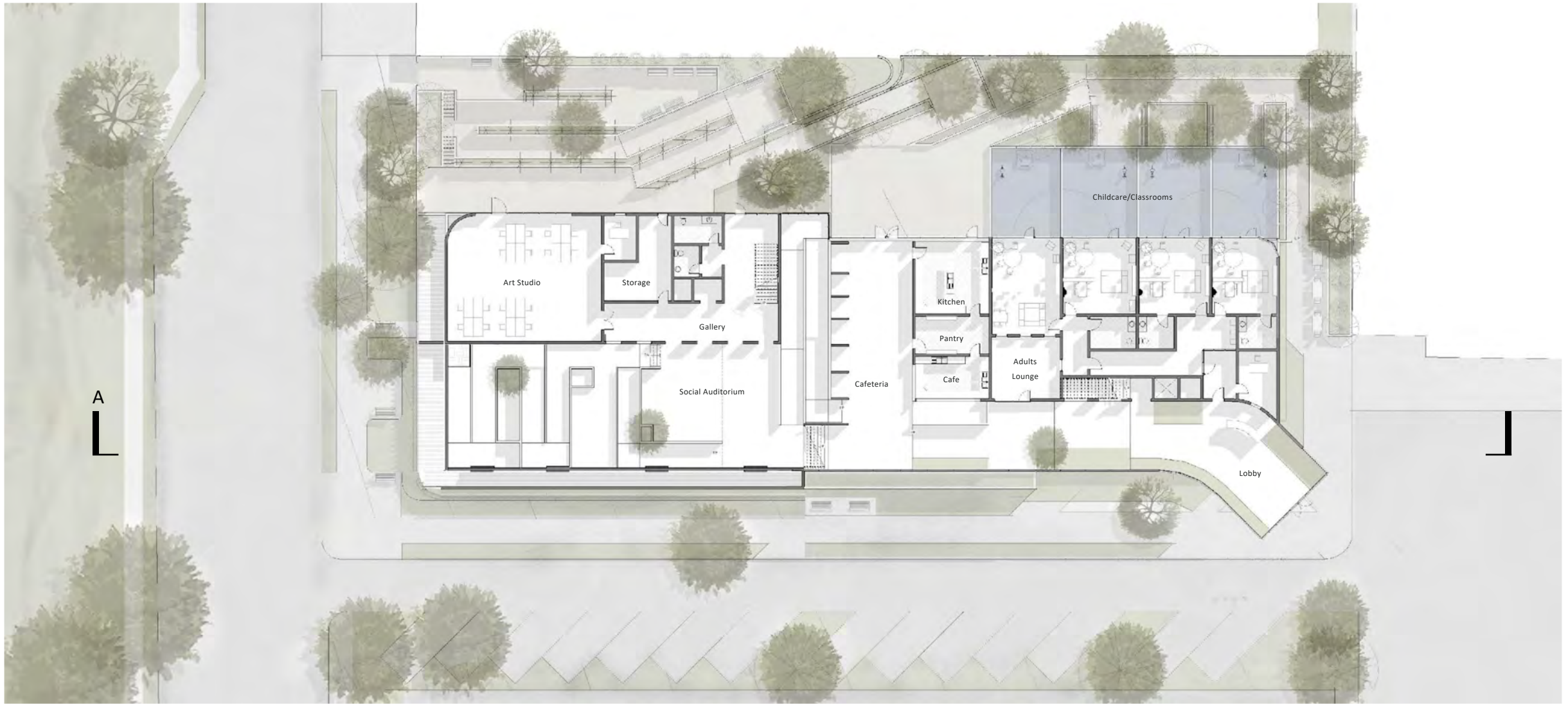


MATERIAL CONTRAST



GENDER NEUTRAL
RESTROOMS



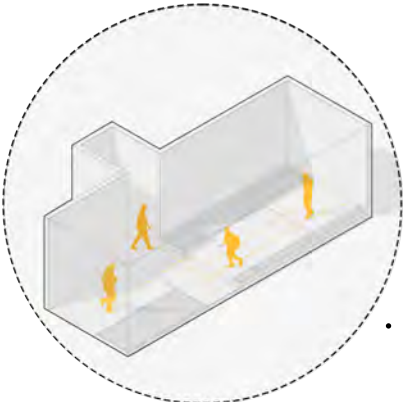


LEVEL ONE

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LOBBY +
SPONTANEOUS INTERACTION



Winding Paths



CHLDCARE



LEVEL ONE - A

ADULTS LOUNGE +
VISUAL INTERACTION



Semi enclosed

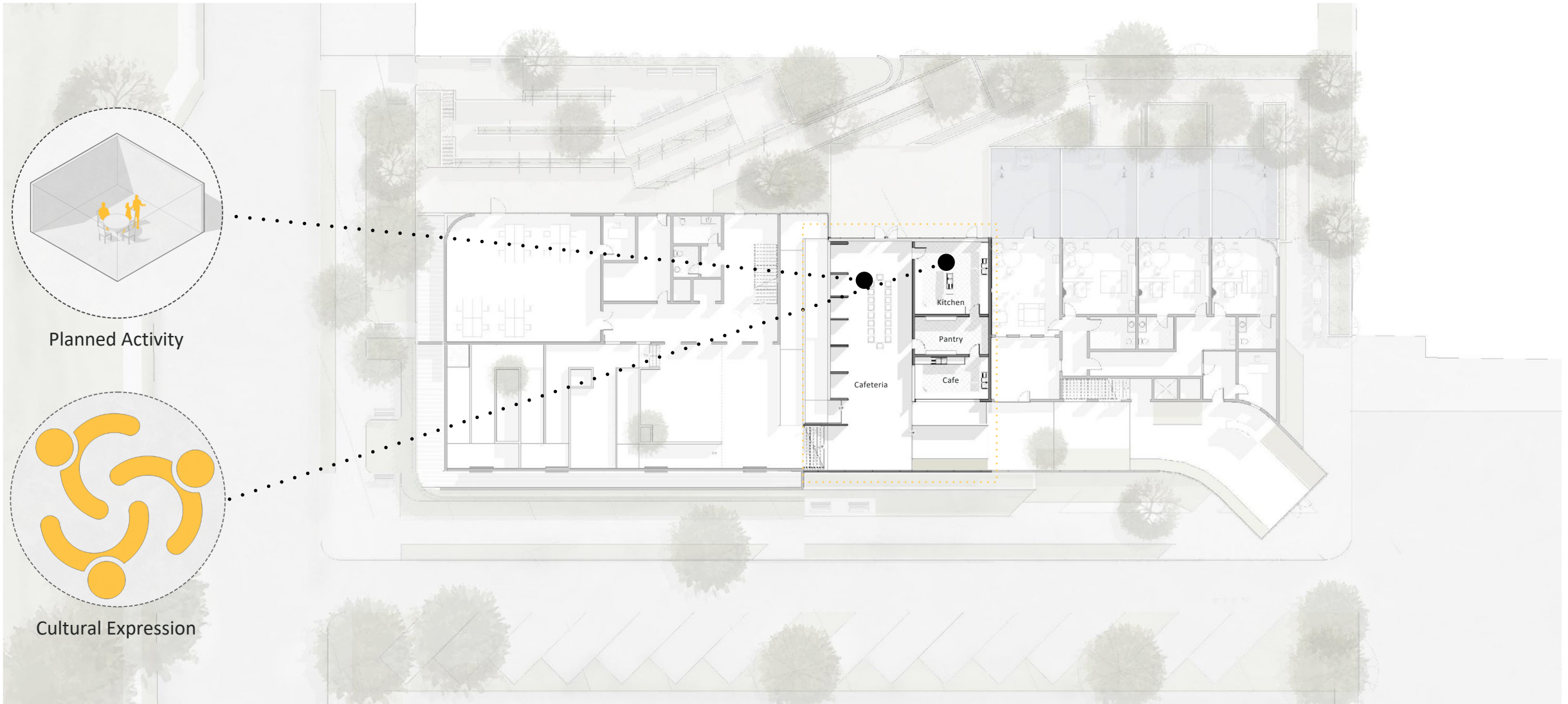


Visual Connection



Material Contrast

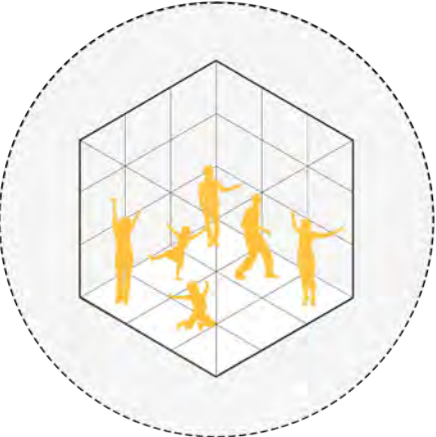




LEVEL ONE - B



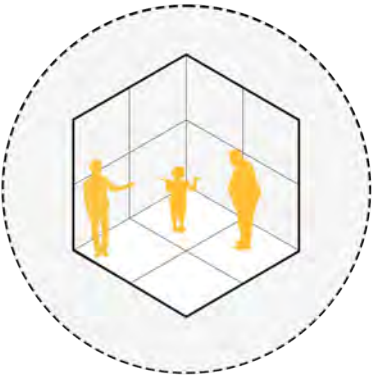
CAFETERIA +
GROUP INTERACTION
CULTURE



Large Group
Interaction



CAFETERIA +
SMALL GROUP DINING

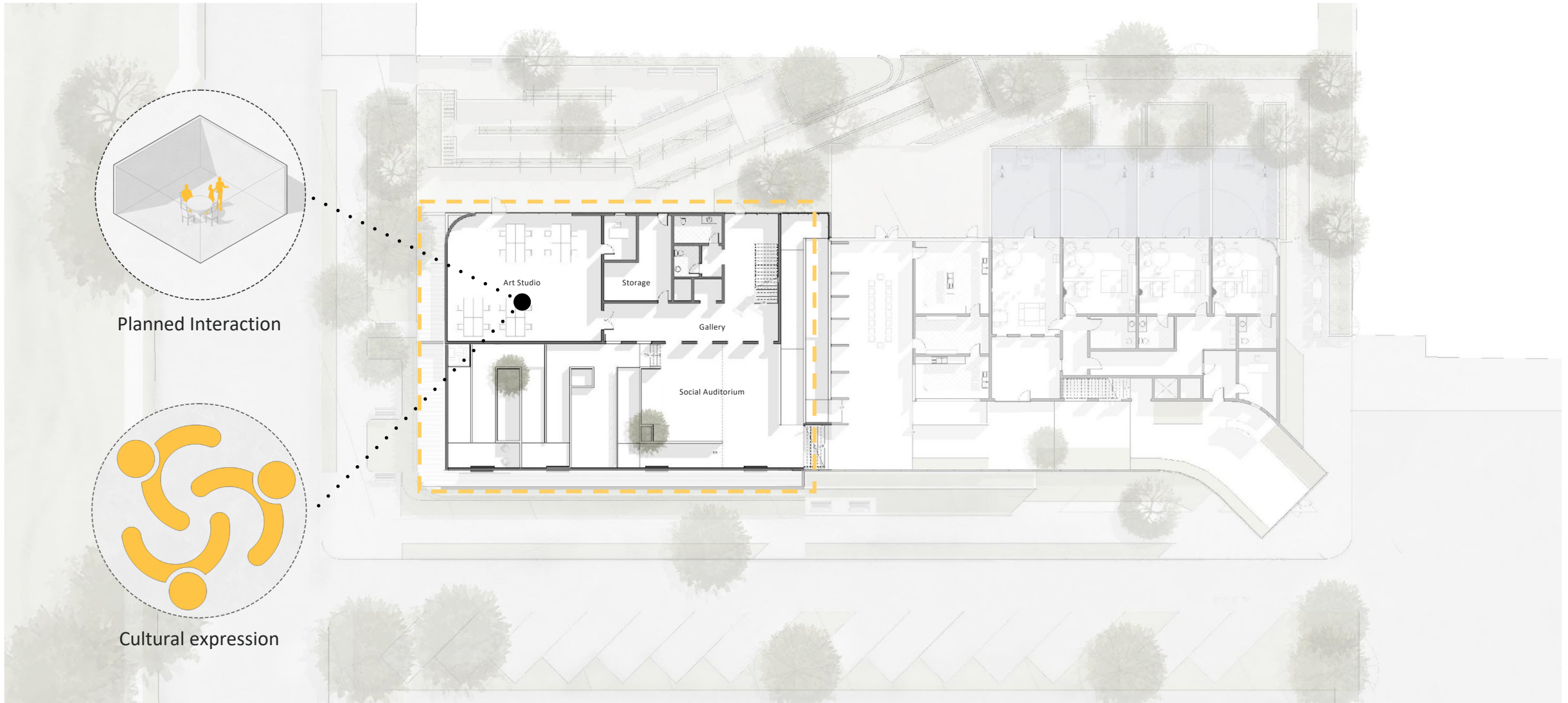


Small Group



Individual





Planned Interaction

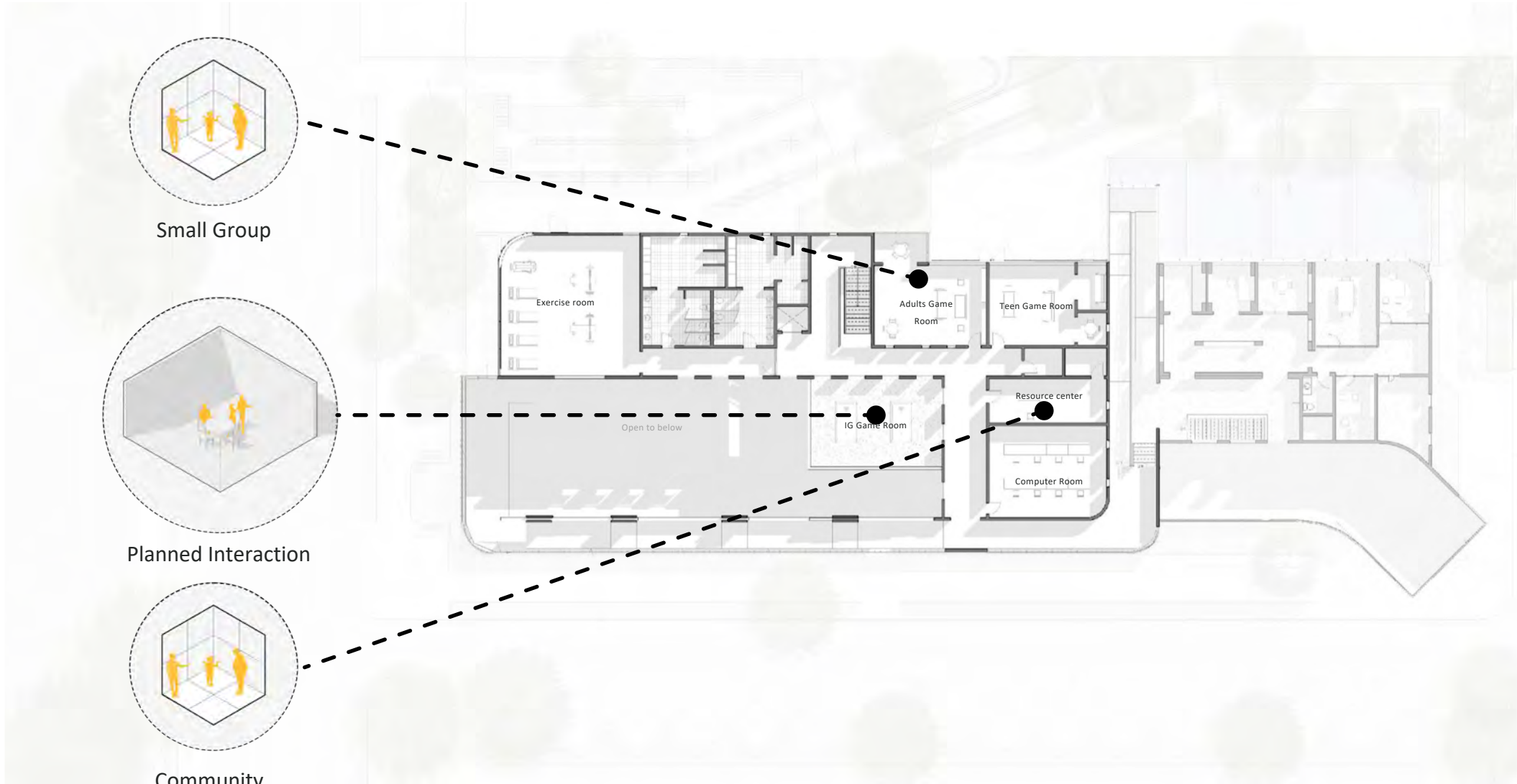
Cultural expression

LEVEL ONE + ARTS CENTER

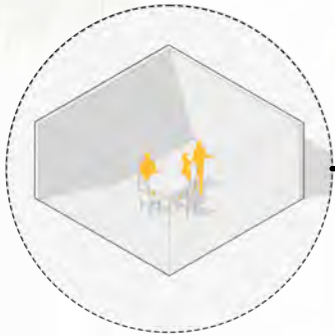




LEVEL ONE- C



Small Group



Planned Interaction



Community Connection

LEVEL TWO - B



THE IG STUDY ROOM + PLANNED INTERACTION



Semi Enclosed Space



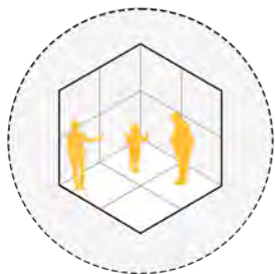
Planned Interaction



THE IG STUDY ROOM + PLANNED INTERACTION



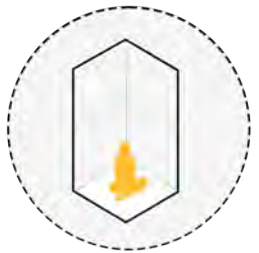
Open Enclosure



Small Group
Interaction



PRIVATE ROOM+
INDIVISUALITY



Individual Reprieve



LEVEL TWO - B



COMMUNITY ACTIVATION &
ENGAGEMENT

RESEARCH

COMFORT

IMPORTANCE OF IG

Thank you !

INTER·SECTION

University of Texas at San Antonio

School of Architecture + Planning

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**Shared Site Learning Network –
Session on DESIGNING SHARED SITES**

Ways to infuse objects into the environment to
generate and “animate”
intergenerational engagement

Matt Kaplan, Ph.D., Professor
Intergenerational Programs and Aging
Penn State University

February 18, 2022

I see two headwinds that work against creating intergenerationally rich environments

- The affection that some people have for *baren environments*, devoid of:
 - stimuli,
 - moveable parts, and
 - opportunities for IG connection.
- Confused distinction between designing multi-generational vs. intergenerational settings

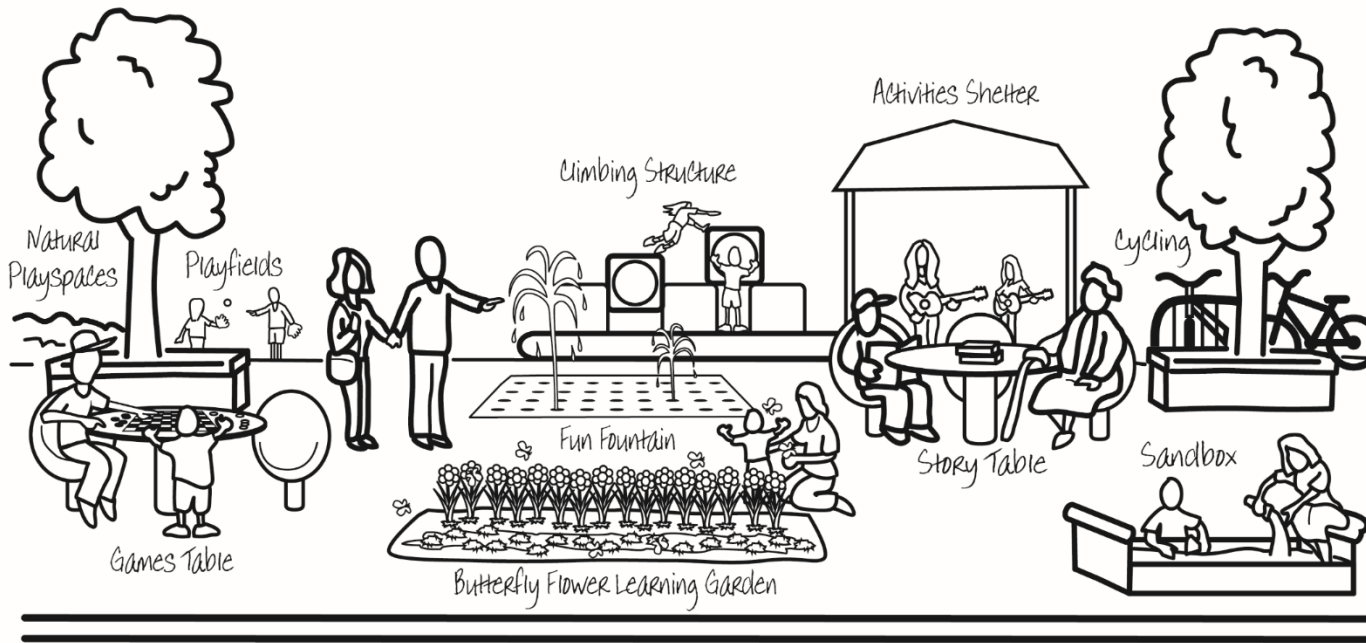
Intergenerational environmental learning hubs



Environmental Education for All Ages. An exhibit in the Family Room, at Ag Progress Days - 2003. Rock Springs, PA. Penn State College of Agricultural Sciences.

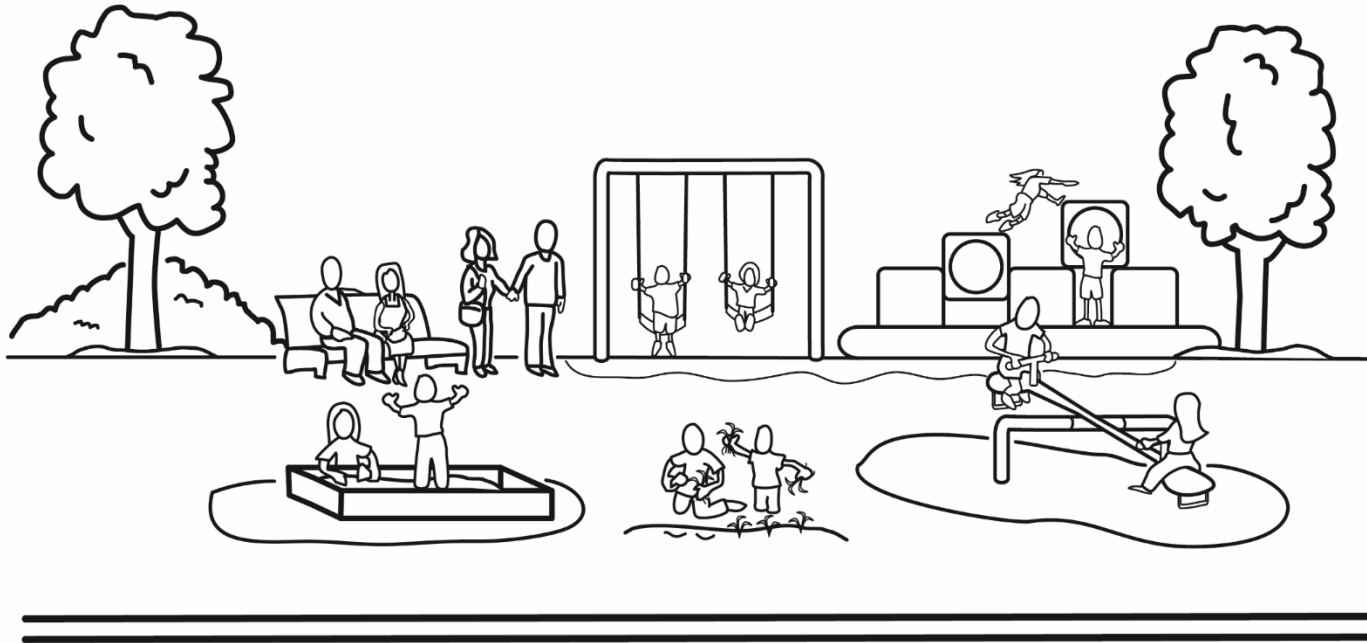
A park designed as an *intergenerational setting*

Consider the
PPPPV
components:



- **Program**
- **Policy**
- **Place**
- **Process**
- **Values**

A park conceptualized as a multi-generational setting



What do the following objects have in common?



Milk and cookies
(at a retirement
community)



Public Announcement
system (in an
intergenerational day
care program)



Old-fashioned
restraining device (on
the grounds of a
Renaissance fair)

They are fantastic,
meaning-packed

intergenerational engagement-inducing objects

- All are deemed **meaningful** -in some way- by participants
- All encompass a **shared social meaning** dimension
- All activate “**intergenerational bonding**” processes
- That (intergenerational bonding) potential is tied to
 - social context
 - societal values
 - institutional policies
 - fulfillment of a human need or desire
- All objects stimulate curiosity and exploration

The Milk & Cookies approach



Milk and cookies – Sitting on top of the piano at the entryway of an assisted living facility in Japan.

Rock-a-bye Alert system



St. Ann's Center for Intergenerational Care - Infant room. When crying babies outnumber teachers to rock them, one of the teachers pages the "Rockabye Alert" on the nursery phone. The page goes out on all the intercoms in the building.

Sometimes the object offers an unexpected or new type of experience



Old fashioned restraining device.
[Castle restoration and repurposing expert -
Tom Quinlan (Historical architect in Ireland)]



- Celebrating local history and culture and history

Objects that generate intergenerational curiosity and engagement



The Memory Chest-
(The Netherlands)



Sharing toys, sharing cultures
(bridging childhoods in Turkey
& the Netherlands)



4-H community
service project



OCMG project – Susquehanna
Depot, PA (AARP Challenge grant)



Playing dress-up at the childcare center

Some other objects that work well in intergenerational settings.



An intergenerational project designed to support child abuse survivors



“Molly, age 8, is very shy. She is very quiet. She was found in a landfill. Molly doesn’t trust people.”

Playing more games with family members

The Stump Your Relative Game

Steps:

- (1) Pair up with one or more family members or friends who are from other generations.
- (2) Have each participant gather a few items that people in their generation tend to know a lot about (e.g. finger bikes, fountain pens, etc.)
- (3) For each item, let relatives/friends guess what it is.
- (4) Once relatives/friends guess what the item is (or give up guessing), provide additional information about how the item is used.

Examples of Young People's Items



Examples of Older People's Items



The physical environment provides “cues” or “messages” about the type of interaction that is expected in a setting



--A mural at the entranceway of My Home Harumi, a shared site facility Setagaya Ward, Tokyo, Japan



AN ELDERS' PLEDGE

We will not be judged
by the values of youth.

We will not be expelled from work or play.
We will not equate aging with illness.

We will not be subject matter for experts.
We will not be the objects of condescension.

We will not be defined as a social
or economic problem.

We will not be trivialized.

WE WILL NOT BE DOCILE.

We will not be interned.

We will support one another.

We will grow and learn.

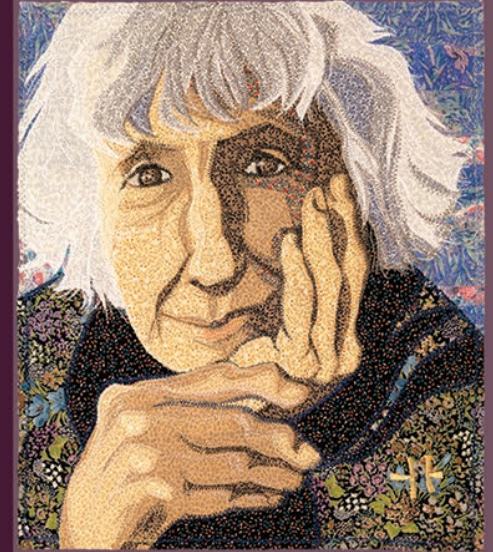
We will maintain a sense of humor.

**We will cooperate
across generations
to create a better world.**

We will nurture and guide the young.

We will contribute according to our abilities.

We will be proud.



Kinoshita's 4 Generation Play Maps [Tokyo community play maps – from 1930's to 1982]

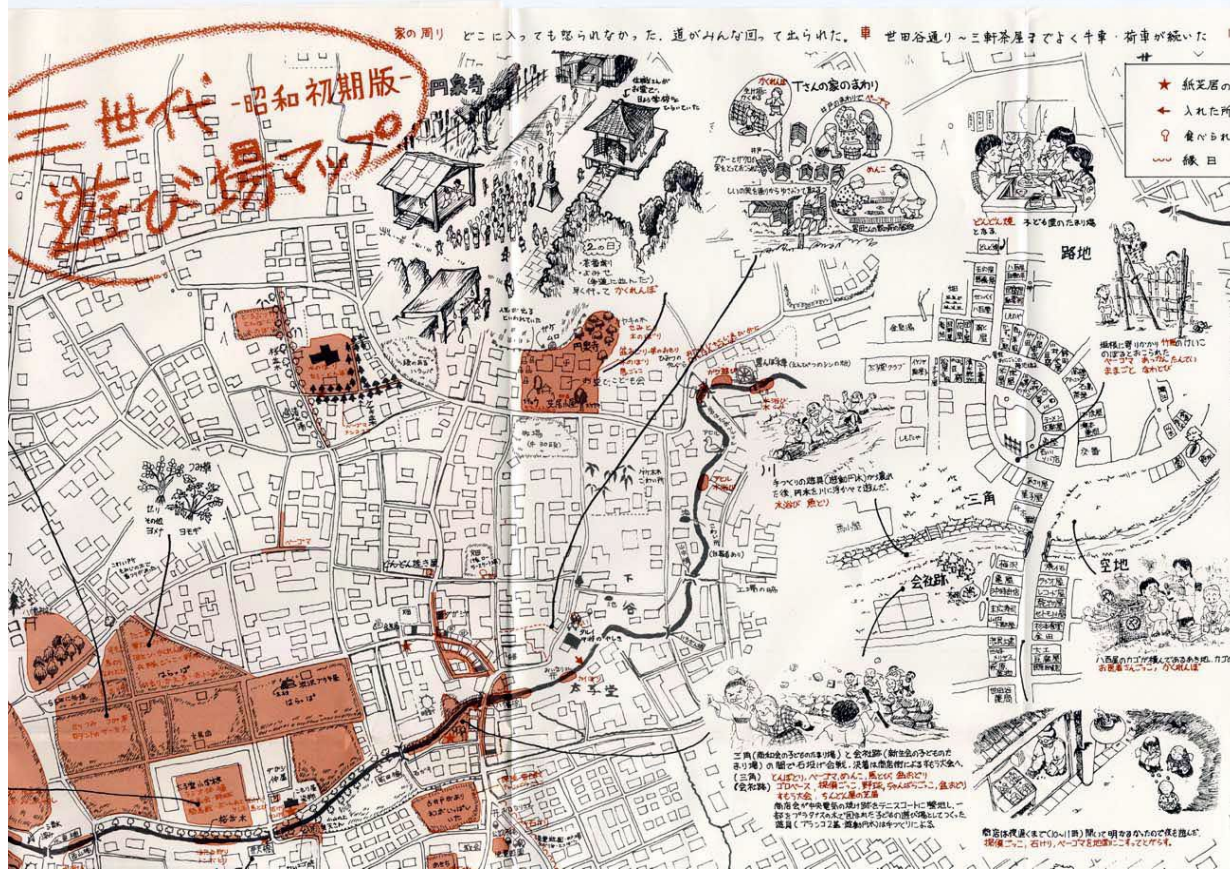


Fig1 Grandparents' Generation about 1930's (a part of the map)

Isami Kinoshita (2009). Charting Generational Differences in Conceptions and Opportunities for Play in a Japanese Neighborhood, *Journal of Intergenerational Relationships*, 7:1, 53-77, DOI: 10.1080/15350770802629024

IG contact when presence is “Implied”: Expanding how we think about IG “contact”



<http://www.robot.co.jp/special/otomodachi/> [10 min. video]

Considerations of the “intergenerational bonding” potential of objects

- It’s not just about the actual object:
 - The meaning(s) people have about the object
 - Opportunities for multiple generations to engage the object
 - “Positioning” of the object in relationship-enhancing ways
 - The potential of the object to stimulate intergenerational curiosity and discovery
 - The context: social context, societal values, and institutional policies, etc.

The Penn State Intergenerational Program

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Web: <http://intergenerational.cas.psu.edu>