

Porous Public Space: Climate Adaptation through Public Space Design for Capitol Hill, Seattle 2030 District

Workshop: Life • Space • Building + PROGRAM

IN CLASS FRIDAY 11 OCTOBER (2 HOURS) + PROGRAM DEVELOPMENT DUE BEFORE 5:00

Working in your Study Area teams of around 3 people you will need:

- A base map /aerial photo) of your site/study area
- Tracing paper to cover the base map(s)
- Markers
- Post-it notes of several colors (we will provide)

I. LIFE (approximately 30 minutes)

In the first exercise:

1. To imagine who might be using your selected block/street site, **each of you should assume the role of two characters (or groups of characters)** who, from your district research, observations and community input, would likely use—or who you would like to attract to—your site. For example, these characters might include: senior resident, young professional, single hipster, social service user, local shoppers, high school student, musician, local artist, street vendor, two lovers, three senior citizen buddies, immigrant parent with two children, parent with toddler, bike commuter, bike repairperson, person experiencing homelessness, couple who likes night life, gardener, neighborhood advocate, birds, insect pollinators, water features, water flows... etc. etc. Imagine diversity!
2. Select a Post-it note color for each of your characters. Write the activities each character might like to engage in on the site, one per Post-it note, and place the notes onto the base map where that activity might occur. Also define *when* this activity will occur: summer/winter – weekday/weekend – day time/night time (10 minutes).
3. Take off your single-character hats and create additional characters and desired activities; add, discuss, and refine the content and position of the notes (10-15 minutes).

II. SPACE (approximately 40 minutes)

In the second exercise:

1. Using your LIFE set of desired uses and locations, develop the spatial and programmatic elements that would support the users and uses you have identified. What facilities (e.g. cafes, gardens, rain gardens, gathering spaces, incubator spaces, housing, toilets, plazas, play areas, seating, green space, habitat areas, art facilities, classroom, performance space, water collection, trees, shops, market spaces, community meeting space, bicycle parking, youth cultural center, bar, concert venue, etc.) would you need to include and where would they be located? What facilities for wildlife? Where could water be managed and harvested? How many would you need and how many people would it be for? What *general* size would each space need to be? Consider combining and layering uses, and of seasonal/diurnal changes (20 minutes)
2. Draw/diagram/tape paper on your “space” facilities on a tracing paper overlay of the site, and label them. If it helps, you can use Post-it notes before doing the drawing/diagram (20 minutes).

III. BUILDING (approximately 40 minutes)

In the third exercise:

1. Check the potential of adjacencies and the proximities of facilities to make sure the spaces have synergistic relationships with each other. Adjust as necessary on your tracing paper overlay (5-10 minutes).
2. Determine the defining quality of each facility; note these on the tracing paper (5-10 minutes).
3. Now determine what quality the edges of each facility should have to extend and activate the spaces in-between and through them (5-10 minutes).
4. Draw/diagram these on your tracing paper overlay, and label them (5-10 minutes).
5. Determine what other general qualities each facility might have (its height, transparency, solidity, porosity, scale and proportion, color, texture, etc.) (5 minutes).
6. Decide whether other elements are needed to support the active use of the space during different times of the day/night, for different events (think community celebrations, fairs, performances, etc.), and in different seasons. Look for opportunities of layered use, note if the activity is at grade, at roof top, interior or exterior, degree of enclosure: open air, open sided roof, climate controlled, climate modified...Record these on your base plan (5-10 minutes).
7. Redraw your overlay with the activities, facilities, and qualities labeled.

PRELIMINARY PROGRAM

Now, use the results of your LIFE-SPACE-BUILDING exercise to write a preliminary "**program**" for the site. What are the

- **activities**
- **facilities**
- **qualities**

that you want to see there? Your program document should express the important elements that a design team would need to plan the kind of place that you would like to see for this site/group of sites, and target the various user groups you would want to be able to engage in the site.

The Program should take the form of a • bulleted list, with descriptive diagrams showing spatial relationships and criteria as needed.

Upload your group's program to the G-drive by 5:00 pm and be prepared to present it to the rest of the class.