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A Design Program for a Girl Scout Urban Campus

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A DESIGN PROGRAM FOR A GIRL SCOUT URBAN CAMPUS

By
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To the Girl Scouts of the past: thank you for becoming strong, confident women who have helped to change the way that women are viewed and treated in this country. To the Girl Scouts of the present: believe that the possibilities are endless, because it really is true. To the Girl Scouts of the future: may you all strive “to make the world a better place” as so many Girl Scouts before you have done.

To all of my Girl Scout friends: thank you so much for enriching my life.
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<td>Girl Scout Council of the Florida Panhandle</td>
</tr>
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<td>GSCAB</td>
<td>Girl Scout Council of the Apalachee Bend</td>
</tr>
<tr>
<td>GSHM</td>
<td>Girl Scouts Heart of Michigan</td>
</tr>
<tr>
<td>GSUSA</td>
<td>Girl Scouts of the United States of America</td>
</tr>
<tr>
<td>AIA</td>
<td>American Institute of Architects</td>
</tr>
<tr>
<td>RIBA</td>
<td>Royal Institute of British Architects</td>
</tr>
<tr>
<td>FRIBA</td>
<td>Fellow of the Royal Institute of British Architects</td>
</tr>
<tr>
<td>CBE</td>
<td>Commander in the Most Excellent Order of the British Empire</td>
</tr>
<tr>
<td>NPR</td>
<td>National Public Radio</td>
</tr>
<tr>
<td>LEED</td>
<td>Leadership in Energy and Environmental Design</td>
</tr>
<tr>
<td>LEED AP</td>
<td>Leadership in Energy and Environmental Design Accredited Professional</td>
</tr>
<tr>
<td>NIBS</td>
<td>National Institute of Building Sciences</td>
</tr>
<tr>
<td>WBDG</td>
<td>Whole Building Design Guide</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Math</td>
</tr>
<tr>
<td>USGBC</td>
<td>U.S. Green Building Council</td>
</tr>
<tr>
<td>VIF</td>
<td>Virginia Female Institute</td>
</tr>
<tr>
<td>USAGSO</td>
<td>USA Girl Scouts Overseas</td>
</tr>
<tr>
<td>WAGGS</td>
<td>World Association of Girl Guides and Girl Scouts</td>
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ABSTRACT

The Girl Scout organization’s mission is to build “girls of courage, confidence and character who make the world a better place.” The organization often lacks adequate facilities to fully cater to girls and the issues they face today. Most properties owned by the Girl Scouts are located in rural areas which are not easily accessible by the majority of the members to fulfill their mission. These facilities do not help the organization challenge the stereotype that Girl Scouts is only about selling cookies and camping. Furthermore, the image that the Girl Scout organization is a progressive and innovative one is not portrayed to the communities they are in through the facilities they occupy.

This is because, as mentioned before, most of the facilities are located in rural areas and revolve around outdoor activities and connecting girls with nature. In no way does this thesis argue that this connection with nature is somehow unimportant or unneeded. However, this thesis does make the case that the majority of the Girl Scout owned buildings located within city and urban areas lack inclusive functions and appeal to draw in new members and offer existing members facilities to be proud of.

To rectify this situation, this thesis has proposed that Girl Scout councils design and construct Girl Scout Urban Campuses. As defined in this thesis, a Girl Scout Urban Campus is, “a facility utilized by Girl Scout members for the purposes of education and fun. These properties are similar to camps and can be used in many of the same ways camps are utilized. However, campuses seek to combine the spaces essential to the functioning of any council (such as program spaces, service spaces, meeting spaces, camping places and council shops) to a central location while also providing programs geared towards urban lifestyles. These are additional programs offered as a contrast to the rural/ outdoor centered programming offered at the camps.”

The idea for building these facilities came from Girl Scout facilities around the country, several of which were specifically given the name “urban campus”. Other ideas came from Girl Scout buildings whose innovative features were worth consideration.

The objective of this thesis was to prepare design programming for one specific Girl Scout council, the Girl Scout Council of the Florida Panhandle. The profiles and requirements of the members were examined in this study. The specific ideas taken from
the members of the council were then translated into individual spaces. The spaces were
broken down into a programming format to determine the specific aspects and design
features which were required within each individual space. Further, the spaces were
grouped into categories based on user access. Each space reviewed various aspects of
design such as atmosphere, security, approximate square footage and design
characteristics. Ideas for design features were proposed and explained for each space.
Many of the spaces were given bubble flow diagrams to show circulation, as well as
images to help the reader understand how the space might look.

The compilation of these individual spaces can later be translated into an actual
design. It is the hope that this thesis will provide the Girl Scout Council of the Florida
Panhandle with a springboard to continue with the design and fundraising processes in
order to fulfill this vision. Furthermore, it is the hope that other councils around the
United States will use the information in this thesis to begin to create their own Girl
Scout Urban Campuses.
CHAPTER ONE

INTRODUCTION

A trefoil is three leaves together in one form. The Girl Scout trefoil is a commonly used Girl Scout symbol which represents the three pledges a girl makes when she says the Girl Scout Promise. These pledges are: “To serve God and my country, to help people at all times, and to live by the Girl Scout Laws” (Girl Scouts of the United States of America, 2009m). *The Girl Scout Trefoil Effect*, a theory which this thesis is proposing, is the idea that there are three significant parts of Girl Scouting which work together to form the Girl Scout experience: girls, adults and information.

The Girl Scout Trefoil Effect happens as girls are mentored and led by women and men who provide them with information and experiences that influence them and build their character. At the same time, the girls are able to provide the adults with a sense of accomplishment and youthful joy through shared experiences. This also provides the leaders with a new perspective on the way a younger generation operates and views the world. These information exchanges become even more important as the adults use what they learn to implement programs that are used to further benefit girls and as girls use the knowledge they received to better themselves, their families, their communities and the world around them.

Historically, not only has this combination of exchanges and bonding happened successfully for the Girl Scout organization for nearly a hundred years, but also throughout cultures around the world throughout history (Cole, 1973; Girl Scouts of the United States of American, 2008b; Hankwitz, 1996; Jacobs, Karen & McClelland, 1991; O’Meara, 1968). According to Dr. Leonard Sax, the author of *Why Gender Matters: What Parents and Teachers Need to Know About the Emerging Science of Sex Differences*, “The foundation of every durable human community has always been the molding of the younger generation by the older: and this interaction is facilitated in single-sex contexts” (2005, p. 238). Unfortunately, fewer multi-generational exchanges happen today and because of this, girls and boys suffer. Sax’s belief is that more opportunities for these types of interactions need to be made available (2005).
Purpose of the Thesis

The purpose of this thesis is to create a design program for a Girl Scout Urban Campus for the Girl Scout Council of the Florida Panhandle. It will also show the need and justification for designing and constructing Girl Scout Urban Campuses for Girl Scout use around the USA. This will be done by showing the need for the support system that the Girl Scouts provide to their members by way of the Trefoil Effect, introduced above. This can be one of the most effective ways of combating lowered self esteem in girls and the issues that lowered self esteems brings. At the same time, Girl Scout Urban Campuses established in urban settings around the country are intended to further the Girl Scout movement by creating spaces which new and existing members will be able to have easy and reliable access to, and also will be excited to use.

Goals for the Project

The primary goal of this thesis is the establishment of design programming for individual spaces in a Girl Scout Urban Campus for a specific Girl Scout council, the Girl Scout Council of the Florida Panhandle (GSCFP). These space descriptions in the programming will help GSCFP in the planning and design stages for building their own Girl Scout Urban Campus. A Girl Scout Urban Campus is defined in this thesis as a facility utilized by Girl Scout members for the purposes of education and fun. These properties are similar to camps and can be used in many of the same ways camps are utilized. However, campuses seek to combine the spaces essential to the functioning of any council (such as program spaces, service spaces, meeting spaces, camping places and council shops) to a central location while also providing programs geared towards urban life. These are additional programs offered as a contrast to the rural/outdoor centered Girl Scout programming offered at the camps. The descriptions for these spaces within this facility will be established by using the information in the review of literature. The guide will be written by considering the theory of the Girl Scout Trefoil Effect.

The reason that it is important that this guide provides information on how to create a Girl Scout Urban Campus is because the campuses will help provide a structured
environment for the exchanges of information between girls and adults. To provide a space for Girl Scouts that girls will want to visit, spend time in and be proud to say they are a part of, the space must be designed and built with not only the girls’ best interests, but also the girls’ actual involvement and ideas used— even when the adults might want to make other decisions. A goal is for these spaces to be safe places for girls to come and pursue their goals and dreams— whether it is to become the most successful female architect in the history of the world, a family doctor or businesswoman.

Design Justification and Opportunity

Girl Scouts is an organization which considers the growth and development of girls into resourceful and successful women as their driving force. One of the oldest and most widely spread misconceptions about the organization is that the core of Girl Scouting focuses on cookies and camping (personal communication with R. Allen on June 8, 2008). While camping was originally a focus so that girls were given the opportunity to experience the outdoors (and is still a beloved activity by many Girl Scouts today), and Girl Scouts originally began to sell cookies to raise money (and still do to this day), to say that these activities define Girl Scouting is incorrect. The Girl Scout organization has implemented programs which touch every part of the world, from teaching five year old Daisy Girl Scouts about courage by having them sample sushi to Senior and Ambassador Girl Scouts attending sessions as pages at the state and national capitols. The Girl Scout organization strives to deliver information and experiences to the girls which showcase what this world has to offer them, what they can give to the world and the steps they can take to make what might seem impossible actually happen. Because of these rich programs, many individuals in the organization (such as Raslean Allen, CEO of the Girl Scout Council of the Florida Panhandle) boast that Girl Scouts provides an “informal education” (personal communication with R. Allen on December 13, 2008).

Still, many of the Girl Scout councils’ images play into the misconceptions of the general public. It is this author’s opinion that the buildings these local Girl Scout councils are housed in do not project an image that reflects the progressiveness and
fortitude this organization has maintained over nearly 100 years. Girl Scouts has been on
the forefront for encouraging girls to push the limits of what they are, and what society
views them, as capable to do. Many of the programs and initiatives provided to young
girls throughout the history of the organization can later be linked to very important
changes in women’s rights in the United States. One of the first examples of this is the
fact that the founder of Girl Scouting in the USA, Juliette Gordon Low, instilled
patriotism in her girls, encouraging them to participate in war efforts by collecting items
for the troops. Many grown women were already supporting the troops in this same
manner. When women in the United States were finally awarded the right to vote, one of
the main reasons for this was their continuing support of war efforts.

Currently, the Girl Scouts have programs which encourage girls to pursue careers
in the math and sciences, as those are fields which have historically been dominated by
males. The organization tries to find why inequalities happen between the genders and
then work with girls to help to see that girls are given every chance to have the same
opportunities, skills and chances as boys.

There is no directive from GSUSA for the local Girl Scout councils for the
selection, acquisition or design/build of facilities to be used for scouting purposes.
Because of this, there is no set design criterion or images that must be portrayed (other
than the Girl Scout logos themselves), and councils have the rights to state and
implement their own criteria, if any, as they see fit within their own jurisdictions.

To some degree, this lack of criteria is good because of the lack of financial
resources many of the councils have. Girl Scouts is a non-profit organization which
requires the support and generous donations from the community to provide service for
the girls. These funds are limited and councils have to make hard financial decisions
which do not always allow for new facilities or even improvements to existing ones
(beyond what is necessary for safety reasons). Many of the buildings and properties on
which Girl Scout facilities are located have been donated to the organization and were not
originally designed in a way to accommodate the organization as growth occurred. One
example of this can be found in GSCFP’s jurisdiction. The building that the Tallahassee
service center is located in was built for and donated to the organization in 1981. At the
time the staff did not know how they would ever fill all of the space in their new 3,000±
sq. ft. headquarters. Twenty-nine years later, the council has expanded to such a degree that there are now three service centers (the original in Tallahassee, a new one in Panama City and one located in Pensacola). Even with the offices in two other cities, the Tallahassee office is bursting at the seams with staff members tightly packed into the once spacious building, with storage spaces created wherever possible. The staff has grown so large that it is not possible to use the Tallahassee office for staff meetings, as there is not a single room which can accommodate all of the staff members.

Camps are often the focus and most cherished properties for Girl Scout councils. It is easy to discover this fact by looking at the council websites. Many have long descriptions about their camps and the programs offered at these facilities. This website information about their camps is a valuable tool that councils use to reach out to families seeking to put their daughters into summer camp and private individuals who might wish to rent the camp facilities for anything from meetings to wedding ceremonies. Camps aim to offer traditional camping experiences throughout the year with extended camping sessions offered in the summer. Some of these camps are dedicated to providing the girls with specific experiences, such as horseback riding and sailing. The fact that camps are often the main Girl Scout owned facilities in most local areas does little to challenge the idea that Girl Scouting is all about cookies and camping. The reason that it is so important for the Girl Scouts to not be seen in this stereotype is because so many believe that this is ALL the organization has to offer. The fact is, there are many Girl Scout troops and Girl Scouts who never camp, never sell cookies and still have experiences while in Girl Scouting which meet the Girl Scout mission, building girls of courage character and confidence who make the world a better place, because THAT is what Girl Scouts is all about.

In order to help Girl Scouts collectively challenge the camping and cookie image and portray a more progressive “informal” educational one, this thesis will create a programming guide for the Girl Scout Council of the Florida Panhandle. This guide will specifically focus on the creation of a place that this thesis will refer to as the Girl Scout Urban Campus. The theory and justification behind this title is to make this place what the camps cannot be. These places are intended to be made available in densely populated urban and suburban areas. Just as camps benefit girls from urban and suburban
communities by bringing them into the wilderness, the Urban Campuses will bring girls who live in rural areas into larger cities. This facility could also be used to accommodate urban scouts locally.

The word campus is also important in the title. According to the University of Pennsylvania’s design guidelines, “The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for intellectual and social exchange” (2002, ¶5). To a great extent, this idea is what the Girl Scout organization stands for. In the same thought, the idea of a campus makes many people think of education, and even further, higher education provided at university and college institutions. This word could hold the possibility of attracting and retaining older girls who may see the facility as a more “grown up” place than the camps.

Summary

This thesis will use the theory of the Girl Scout Trefoil Effect to establish a programming guide to help the Girl Scout Council of the Florida Panhandle to utilize the knowledge of adults who have experience with design and a commitment to Girl Scouts. From this process, the designer will be able to propose a design solution that will enhance the experiences of the girls who utilize the space.

Definition of Terms

Some of the terms listed below have been defined by the author in the way which this thesis utilizes the information. Definitions for other terms have been taken from other sources and cited accordingly.

Architectural Design- “concept that focuses on the components or elements of a structure or system and unifies them into a coherent and functional whole, according to a particular approach in achieving the objective(s) under the given constraints or limitations” (BuisnessDictionary.com, 2009). For the purposes of this thesis this definition includes people who are architects and interior designers.
**Architectural Programming**- “the research and decision-making process that identifies the scope of work to be designed” (Cherry and Petronis, 2009, ¶ 2).

**Bubble Diagram**- “diagrams indicate what functions should be near each other in order for the project to function smoothly” (Cherry and Petronis, 2009, ¶ 14).

**Camp**- usually rural properties that often offer programs, similar to the program centers, but usually have multiple buildings placed on large amounts of undeveloped acreage. Program centers are often just buildings set up to accommodate indoor activities, whereas camps, on the other hand, often span multiple acres, have multiple buildings, lakes and rivers, horse stables and riding trails. The camps can offer Girls the opportunity to get into the wilderness and experience nature in a way they might not be able to on a daily basis. Camps are usually maintained by camp rangers who either live in or near the camps they run. Camps typically have a main meeting lodge that will often times be able to accommodate large crowds and have an impressive kitchen that works especially hard when summer camp is in and Girl Scouts of all ages use the lodge on a daily basis for three meals a day. Along with buildings to use for program uses, dining and sleeping in, most camps offer places for troops to come and set up tents and camp at. These spaces usually have no power, water or bathrooms very close by. This is often referred to as “primitive camping”.

**Camping Place**- either a building where Girl Scouts are able to spend the night for a sleep over, or an area where they are allowed to pitch tents for an overnight. These campout sites can be almost anywhere.

**Council**- a geographical region in the United States as determined by Girl Scouts of the United States of America. In 2005, there were over 300 councils in the US. After a nation-wide realignment process, there will be 106 councils. A council can encompass an entire state, a part of a state, part of several states or more than one whole state.

**Design concept**- “a specific physical response that attempts to achieve a programmatic [idea]” (Ballast, 2007, p. 2).

**Design Review Committee**- The design review committee should be made up of board members, staff members, volunteers and girl representatives. The committee will
be responsible for the review of the plans and should assure that the interest of the
Girl Scouts is observed and maintained. The design review committee is
responsible for selecting, hiring and firing Design Team members as they see fit.

**Design Team** - all individuals involved in the design and planning process for any Girl
Scout Urban Campus.

**Environmentally friendly space** - buildings that are being constructed with sustainable
materials and resources. Often referred to as “green” buildings, the buildings are
also sometimes certified by the US Green Building Council’s program,
Leadership in Energy and Environmental Design (LEED). Many of the newer
Girl Scouts buildings are being constructed with part of the Girl Scout Law in
mind. “I will do my best to…use resources wisely…and make the world a better
place,” is what every Girl Scout promises when they recite the Law.

**Future buildings** - are buildings which have been planned but have not yet been
constructed. Councils may use renderings and schematic design plans to
showcase the idea for these spaces in the hopes of generating donated funds for
the projects.

**Girl Scout Council** - chartered local Girl Scout affiliates that have authority over Girl
Scouting in their specific section of the country.

**Girl Scout Organization** - includes all registered members: Girl Scouts of the United
States, the chartered local Girl Scout councils and USA Girl Scouts Overseas.

**Girl Scout Shop** - also known as a council shop, usually located in service centers and
council headquarters, they sell most items a Girl Scout needs to be properly
outfitted: uniforms, patches, badges, pins; Girl Scout handbooks and books about
growing up as a Girl. The shops also offer an array of gift items and uniforms for
leaders and volunteers as well as t-shirts and a variety of other items with the Girl
Scout logo branded on them in some way. A few councils have given names to
their shops, such as “Juliette’s Place” and “Katie’s Corner.”

**Girl Scout Trefoil Effect** - the idea proposed in this study that there are three significant
parts of Girl Scouting which work together to form the Girl Scout experience:
girls, adults and information.
**Girl Scout Urban Campus** - a facility utilized by Girl Scout members for the purposes of education and fun. These properties are similar to camps and can be used in many of the same ways camps are utilized. However, campuses seek to combine the spaces essential to the functioning of any council (such as program spaces, service spaces, meeting spaces, camping places and council shops) to a central location while also providing programs geared towards urban lifestyles. These are additional programs offered as a contrast to the rural/ outdoor centered programming offered at the camps.

**Headquarters** - the office in a Girl Scout council that is used as the formal mailing address for the council and often houses the CEO and other head staff members of the council.

**Meeting space** - Often councils will allow troops to use rooms in their program centers and service centers for troop meetings. Most meeting spaces are in places of worship, schools and leader’s homes.

**Program** - In relation to Girl Scouting: activities that Girl Scouts participate in to learn from and have fun with. These activities can include anything from singing songs to learning about science to having a sleep over with other Girl Scouts and eating s’mores. In relation to architecture and design: the report generated for a client or owner at the end of the programming phase.

**Programmatic concept** - “a performance requirement related to methods of solving a problem or satisfying a need” (Ballast, 2007, p. 2).

**Programming** - “a process during which information about a problem is collected, analyzed, and clearly stated to provide a basis for design” (Ballast, 2007, p. 1).

**Service space** - provide office space for Girl Scout staff members, places for volunteers to work and coordinate, places for meetings and trainings, and all other business aspects of the organization.
CHAPTER TWO

REVIEW OF LITERATURE

This chapter will introduce the founder of the Girl Scout movement, Juliette Gordon Low, and the steps which were taken to establish Girl Scouts as an organization, as well as where the organization now stands. Next, the differences between males and females will be explored to discover why low self-esteem is a much bigger problem for teenage girls than boys and what can be done to help girls retain their self worth. Finally, the rationale and philosophy undertaking this project will be explained by noting the importance of user consideration.

Search Techniques

Many forms of literature sources were sought for in this review. They include research articles, books, and various secondary sources that proved to be beneficial. Both manual and computer searches were helpful in finding articles and books. On-line journals and periodicals were helpful in finding current material on the topic. Keywords that gave the best results include women in architecture, programming, user consideration, differences between men and women, etc. A library search provided numerous books related to the topic of women in architecture, the differences between the sexes, and architectural programming. The most helpful information about the Girl Scouts was found on the numerous websites connected to GSUSA through their affiliated organizations and local Girl Scout councils.

The Beginning of a Movement

Juliette Gordon Low, the Founder of Girl Scouts

On March 12th, 1912, Juliette Gordon Low telephoned her distant cousin and said, “I’ve got something for the girls of Savannah, and all of America, and all the world, and
we’re going to start it tonight!” (Girl Scouts of the United States of America, 2008c, ¶11)

That night was the beginning of what would become the Girl Scouts of the United States of America (Girl Scouts of the United States of America, 2008c).

Juliette was a strong willed, courageous woman who didn’t let the fact that she was significantly disadvantaged because she was disabled and female stand in her way of making a lasting impact on the lives of those around her, the lives of the Girl Scouts who would be (and are) impacted by the organization she founded, and even the world. She built upon her values and experiences from childhood to establish an organization that caters to all girls, regardless of background, races, color, disability or economic status (Girl Scouts of the United States of America, 2008b; Girl Scouts of the United States of America, 2008c).

She was born Juliette Magill Kinzie Gordon to William Washington Gordon and Eleanor Kinzie Gordon on October 31st, 1860 at their home in Savannah, Georgia. Mr. Gordon’s family had been residents of Georgia since the War of 1812. He was prominent in Savannah and was a Confederate Captain in the American Civil War (Girl Scouts of the United States of America, 2008c).

Figure 2.1. This is a sketch of the Birthplace before renovations on it began in 1866. Picture taken from Birthplace tour: Wayne-Gordon house prior to 1866 webpage by GSUSA, 1998-2004, http://www.girlscouts.org/slide_show/birthplace/default.asp?cat=birthplace_tour&no=11

Juliette, or Daisy as she was nicknamed, loved the arts as well as animals and had many pets (Williams, 2008). She was said to have a great sense of humor and was
labeled as being quite eccentric at times. Daisy was interested in life and all that the world had to offer her (Girl Scouts of the United States of America, 2008c).

![Image of Juliette Gordon Low with an exotic bird](http://www.facebook.com/photo.php?pid=30216526&op=1&o=global&view=global&subj=53933760669&id=1526644535)

Figure 2.2. Juliette Gordon Low pictured with one of her favorite types of animal- an exotic bird. Picture posted by Fran Harold on the Juliette Gordon Low Birthplace Facebook webpage, 2009, http://www.facebook.com/photo.php?pid=30216526&op=1&o=global&view=global&subj=53933760669&id=1526644535

Juliette’s family was wealthy and prominent and could afford the best education money could buy. In 1874, at age 13, Juliette left to attend boarding school at the Virginia Female Institute (Girl Scouts of the United States of America, 2008c). Following her education at VFI, she attended yet another prestigious school, Mesdemoiselles Charbonniers- a French finishing school in New York City (Williams, 2008).
After completing her formal education, Juliette Gordon Low gained valuable life experiences while she traveled extensively throughout the United States and Europe. This was the start of a life time passion for travel (Girl Scouts of the United States of America, 2008c).

Juliette is said to have been quite a forceful woman at times. When she was about 25 years old, she suffered an ear infection. Juliette had heard of doctors treating that condition with silver nitrate and she demanded she be treated with it. To her regret, this treatment damaged her ear, causing her to lose most of her hearing on one side (D. Bryant, personal communication, March 12, 2009).

Juliette had many suitors. At the age of 26, Juliette foolishly fell in love and despite her parents apprehensions, she wed an attractive, yet careless, Englishman named William Mackay Low, the son of a wealthy cotton merchant (Girl Scouts of the United States of America, 2008c; Levy, 2006; Wood, 2004). Unfortunately, at their wedding a piece of wedding rice was thrown into the ear she still had perfect hearing in. When she had it removed, the procedure punctured her eardrum, leaving her completely deaf in the once good ear and mostly deaf in the other (Girl Scouts of the United States of America, 2008c). With all of the accomplishments she had, it is often forgotten, or at least

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**Figure 2.3.** This image is of a patch created for the Girl Scouts- one of a series in the Juliette Low: Historically speaking patch program. The patch depicts Juliette Low taking one last look at her parent’s garden before departing for Mesdemoiselles Charbonniers. Picture taken from the Juliette Low: Historically speaking patch program webpage by Patchwork Designs, Inc, 2008, http://www.patchworkdesigns.net/hs-juliettelow.html
underrated, that Juliette had quite a handicap to work through because of her diminished ability to hear.

Together, the newlyweds took up residence in England, while Juliette continued her travels and divided her time between the British Isles and America (Girl Scouts of the United States of America, 2008c). In fact, they had some what of a storybook life where they socialized with royalty in London and were invited for fishing and hunting parties in Scotland. Sadly, this was not to last (Levy, 2006).

Juliette’s husband turned out to be a disappointment, (D. Bryant, personal communication, March 12, 2009) as he had a taste for hunting trips and extramarital affairs. Juliette suffered in a childless and unhappy marriage, and searched for a way to fill her time. She turned to a long time passion of hers, the arts: sculpting and later wrought iron (Wood, 2004).

Patriotism was a value her parents instilled in her at a very young age. During the Spanish-American War, Juliette’s American pride brought her back to the states to aid in the war effort. She helped her mother organize a convalescent hospital for wounded soldiers returning from Cuba, while her father was commissioned as a general in the U.S. Army and served on the Puerto Rican Peace Commission (Girl Scouts of the United States of America, 2008c).

At the end of the war, Juliette returned home to England to a failing marriage (Girl Scouts of the United States of America, 2008c). Because of her husband’s philandering ways, Juliette began the divorce procedure (Dbking, 2006). They separated in 1901 (Wood, 2004), but William Low died in 1905 (Girl Scouts of the United States of America, 2008, Juliette Gordon Low biography) before the divorce could be finalized. It was at the reading of his will that Juliette was informed that her almost ex, deceased husband had left his fortune to his mistress (Dbking, 2006). Juliette felt like a complete failure, unable to succeed at the most important tasks a woman of her day could undertake- marriage and motherhood (Levy, 2006).

Girl Scouts Begins

Juliette Gordon Low spent several years searching for something useful to do with her life while biding her time studying sculpture. She found her life’s purpose in 1911
when she met fellow art enthusiast, founder of the Scouting movement and Boys Scouts, Robert Baden-Powell and his sister Agnes, founder of the Girl Guides (Dbking, 2006; Wood, 2004).

She soon became interested in the new youth movement put forth by her friends and channeled all her funds and energy into the effort (Girl Scouts of the United States of America, 2008c). Juliette formed and served as the leader for a Girl Guides patrol in Scotland and two in London (Wood, 2004). Less than a year later, she returned to the United States and made the historic telephone call to her distant cousin declaring the beginning of the American Girl Guides. On March 12, 1912, Juliette Low gathered 18 girls to register the first troop (Dbking, 2006). The name of the organization was changed to Girl Scouts the following year (Girl Scouts of the United States of America, 2008b).

In developing the Girl Scout movement in the United States, Juliette brought girls of all backgrounds outdoors, giving them the opportunity to develop self-reliance and resourcefulness. She encouraged girls to prepare for both traditional homemaking, as well as for possible future roles as professional women in the arts, sciences and business. Juliette also prepared them for active citizenship outside the home (Girl Scouts of the United States of America, 2008c). One of the very first activities Juliette taught the girls was basketball. This was a game that she enjoyed playing herself. However, basketball was not often played by women in those days because of the revealing clothes one had to wear to move properly. Juliette hung curtains around a court to hide the girls and their scandalous attire, which showed parts of their legs and arms, so that her girls were able to try the sport for themselves. Other unusual skills she taught the girls included electrical work, farming, astronomy and even “how to secure a burglar with 8 inches of cord” (Wood, 2004, ¶5).
During World War I, Juliette kept working with the Girl Scouts, using the war effort to teach young girls about patriotism and service to their county, sharing with them one of her most cherished values. With this drive of loyalty and service for America and the soldiers giving their lives to fight for the war effort, the Girl Scout movement became more widespread than ever (Wood, 2004).

The founding principles of the Girl Scout organization have influenced girls since the movement began in America. Many of the girls have grown up to help change the status of all American women thanks to the values and leadership skills they developed as Girl Scouts. Women in the United States have gone from being viewed as second class citizens to holding roles in society where both genders share many of the same equalities and privileges. There have been over 50 million women who have benefited from the Girl Scout program. The success of the organization in building strong women is shown with the facts that 64% of female executives, 68% of the US congresswomen and 92% of female astronauts were all Girl Scouts (Girl Scout Council of the Florida Panhandle, 2009).
Profile, Philosophy, and Goals

“Cookie flavors may change. Uniforms may be restyled. What’s ‘cool’ with girls may be different this afternoon than it was this morning! But solid Girl Scout values will continue to be the foundation of our organization,” Jessica Lawrence, CEO of Girl Scouts of San Gorgonio Council (2009).

Girl Scouts of the United States of America

Girl Scouts of the United States of America, established in 1912 by Juliette Gordon Low, is the official name of the national Girl Scout Corporation and is chartered by the U.S. Congress and incorporated in the District of Columbia. The organization is also known and referred to as Girl Scouts of the USA or GSUSA (Girl Scouts of the United States of America, 2009m).

According to GSUSA, today there are 3.7 million Girl Scouts: 2.7 million girl members and 928,000 adult members working primarily as volunteers. Girl Scouts primarily serves girls in the United States while most girls involved in scouting outside of the U.S. are registered as Girl Guides; however, American girls who live outside of the United States can participate in a program called USA Girl Scouts Overseas (USAGSO) and are registered as Girl Scouts.

Girls at home and abroad participate in more than 236,000 troops and groups. Girl Scouting happens in more than ninety countries (through USAGSO) and over 100 local Girl Scout councils (which provide membership to girls and adults in their local communities) across the United States (Girl Scouts of the United States of America, 2009).

Girl Scout Philosophy

Girl Scout Mission. The Girl Scout Mission has expressed the focus, direction and driving force for the organization’s goals since the movement began. Over the years, the mission statement has been modified to reflect society’s acceptance of the positions women may fill. Some of the old mission statements include:
• 1912 – “To train girls to take their rightful places in life, first as good women, then as good citizens, wives and mothers” (Clonginger, 2005, ¶5).

• 1917 – “The purpose of this corporation is to promote, through organization and co-operation with other agencies, the virtues of womanhood, by training girls to recognize their obligations to God and Country, to prepare for the duties devolving upon women in the home, in society and the state, and to guide others in ways conducive to personal honor and the public good” (Clonginger, 2005, ¶6).

• 1924 – “The purpose of this organization is to help girls to realize the ideals of womanhood as a preparation for their responsibilities in the home and service to the community” (Clonginger, 2005, ¶7).

• 1953 – “The Girl Scout organization is dedicated to helping girls develop as happy, resourceful individuals willing to share their abilities as citizens in their homes, their communities, their country and the world” (Clonginger, 2005, ¶8).

At the annual National Council Session in October 2005, the Girl Scouts of the United States of American voted to change the mission statement to: “Girl Scouting builds girls of courage, confidence, and character, who make the world a better place” (Swan, 2006, ¶4). This remains the mission to this day.

Girl Scout Motto. "Be prepared” (Girl Scouts of the United States of America, 2009m, ¶68).

Girl Scout Slogan. "Do a good turn daily” (Girl Scouts of the United States of America, 2009m, ¶76).

Leadership Philosophy. Leadership is the result of girls discovering their world, connecting with others, and taking action to make the world a better place. “Discover, connect, and take action” (Swan, 2006, ¶10).

Girl Scout Sign. The Girl Scout Sign is made by raising three fingers of the right hand. This sign stands for the three parts of the Promise. Girl Scouts give the sign when they say the Promise, are welcomed into Girl Scouting at an investiture ceremony, receive a patch or badge, and greet other Girl Scouts and Girl Guides (Girl Scouts of the United States of America, 2009m).

[The Girl Scout Promise] binds the scouts together as nothing else could do. It is a promise each girl voluntarily makes; it is not a rule of her house nor a command from her school nor a custom of her church. She is not forced to make it—she deliberately chooses to do so. And like all such promises, it means a great deal to her. Experience has shown that she hesitates to break it (p. 4).

Since that time, only the last line of the Girl Scout promise has changed, originally reading, “To obey the Scout Laws” (Girl Scouts, Inc., 1920, p. 4). The Girl Scout Promise is:

*On my honor, I will try:*

*To serve God and my country,*

*To help people at all times,*
And to live by the Girl Scout Law (Girl Scouts of the United States of America, 2009k).

The Girl Scout Law. The current Girl Scout Law is:

I will do my best to be
honest and fair,
friendly and helpful,
considerate and caring,
courageous and strong, and
responsible for what I say and do,

and to
respect myself and others,
respect authority,
use resources wisely,
make the world a better place, and
be a sister to every Girl Scout (Girl Scouts of the United States of America, 2009k)

Operation and Organizational Structure

Girl Scouts of the United States of America

National. The organization of GSUSA includes the national council, national board of directors, national committees and task groups, and the national staff (which consists of over 400 people). The GSUSA national headquarters is located in New York City, New York (Girl Scouts of the United States of America, 2009m).

Regional. Overseen by GSUSA are chartered local Girl Scout councils. These local affiliates have authority over Girl Scouting in their specific section of the country. The council has power over its jurisdiction, membership (which includes all girls and adults the council has registered) corporate body, nominating committee, board members, committees, task groups, employed staff and other members as determined in its bylaws (Girl Scouts of the United States of America, 2009m).
On August 26, 2006, the GSUSA's National Board of Directors voted to endorse a plan to realign 312 councils into 109 high-performance, community-based councils. This new structure will make the most effective use of resources, better serving local communities across the nation and delivering a superior Girl Scout leadership program to a larger scope of girls (Swan, 2006). At the time of this research, this realignment had nearly been completed.

**Local.** Service Unit is what many Girl Scout councils refer to a specific geographic area within a council, including the Girl Scouts within it: all leaders, volunteers, troops, and girls. Within the service units there is a team of adults who facilitate service to girls through its volunteers. These adults are referred to as the Service Unit Team. The team member positions include: service unit director (manager), recruiter, registrar, and product chair, age-level consultants and trainers (Girl Scouts of the United States of America, 2009m). Under the direction of the council staff, the appointed Service Unit Team administers the work of Girl Scouting in each of these units: extending membership, maintaining existing troops/groups, and providing quality program for girls (Girl Scouts of Frontier Council, 2009).

**International.** World Association of Girl Guides and Girl Scouts (WAGGGS) is comprised of Girl Scout and Girl Guide national organizations around the world. WAGGGS serves approximately 10 million girls and adults in 145 countries. Because of GSUSA holds a membership in WAGGGS and therefore so does each girl and adult Girl Scout member, becoming part of the Girl Guide/Girl Scout world movement. The World Association’s mission is to enable girls and young women to develop to their fullest potential as responsible citizens of the world. Juliette Gordon Low once said, “Girl Scouting and Girl Guiding can be the magic thread which links the youth of the world together” (Girl Scouts of the United States of America, 2009l, ¶3).
**Membership and User Profiles**

Girl Scouts benefit from life changing leadership experiences that are based on the values of the Girl Scout Promise and Law. Girls in kindergarten through high school can join as girl members and are not required to start at any particular age within those years (Girl Scouts of the United States of America, 2009f).

There are more than fifty million American women who enjoyed Girl Scouting during their childhood, a number that continues to grow as GSUSA continues to inspire, challenge and empower girls everywhere (Girl Scouts of the United States of America, 2008a). *Defining Success: American Women, Achievement, and the Girl Scouts*, a study conducted by Louis Harris & Associates, Inc., links Girl Scouting to success as adults. The study found that Girl Scout alumni have positive memories of a number of important experiences offered through Girl Scouting, such as: trying new things, working with a group to accomplish a common goal, setting and achieving goals and serving their communities. Most Girl Scout alumni believe that experiences they had in Girl Scouts had a positive effect on them which has influenced their adult lives (Girl Scout Council of the Florida Panhandle, 2009).

Women’s stature in American society has changed significantly since the founding of The United States of America (Cole, 1973; Hankwitz, 1996; Sax, 2005). Many of the advancements in women’s rights and their professional achievements have happened since the start of the Girl Scout movement in 1912 (Girl Scouts of the United States of America, 2008b). Girl Scouts has produced many alumnae who, as adults, have made achievements that have changed the perceptions of women in society. Prominent examples are Hillary Rodham Clinton (former First Lady, former US Senator and current US Secretary of State), Sandra Day O’Conner (US Supreme Court Justice) and Shirley Temple Black (Actress and US Ambassador) (Girl Scouts of Northeast Texas, 2009).

Not only has the Girl Scouts produced noteworthy alumnae, but its girl members have contributed in ways that have helped to change society. Girl Scouts helped to alter the view of women to some degree when women’s participation in the efforts for World War I was acknowledged. This was because of the increasing level in which women were participating in society that showed the injustice of their lack of political power.
This understanding eventually led to the ratification of the nineteenth amendment, granting women the right to vote (The Library of Congress, 2007; Wood, 2004).

However, today women continue to be paid less for the same work men do, and there are still some professions in which the rate of female involvement, not to mention success, pales in comparison to men. Many of these professions require extensive knowledge of science and math. These are subjects that some tests show women comprehend less than men (Hochman, 2008; National Public Radio, 2005; Sabbatini, 2008; Sax, 2005). Part of the reason it is believed that girls understand these subjects less has to do with how the material has been presented to them in their primarily co-ed school systems. The problem is that girls and boys (even more then women and men) think, act and digest information differently. The argument is that for decades, science and mathematics have been delivered to co-ed classrooms in such a way that it appeals to boys, but not girls (Sax, 2005). Organizations such as the Girl Scouts have initiatives to help girls excel in these fields by delivering the information to them in a fun and exciting way. This is done with programs which focus on Science, Technology, Engineering and Math (STEM) curriculum which helps girls to develop an interest in these fields through learned knowledge presented in a fun and girl-centric way (Girl Scouts of the United States of America, 2009f).

Additionally, one of the most chronic issues facing young women (ages 9-18) today is a lack of self esteem (Gurian, n.d.). Outside of parental involvement, the support system that the Girl Scouts provide to their members by way of the Trefoil Effect can be one of the most effective ways of combating lowered self esteem and the issues that lowered self esteem brings (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006).

A Pattern Language, written by Alexander, Ishikawa, Silverstein, Jacobson, Fiksdahl-King and Angel (1977), is a design theory which stresses the importance of designing for one’s self. If a person can design for herself, she is more likely to be able to make the space function and conform to her lifestyle, more than if a stranger were to design the same space (Alexander, Ishikawa, Silverstein, Jacobson, Fiksdahl-King & Angel, 1977). Without the understanding and experience of a trained design professional, aspects pertaining to life safety, health and welfare can be overlooked. The
best case would be for the user herself to be the trained professional. However, if this is not the case, by using various programming techniques to consider the users’ needs, the design professional can create spaces for the users which will fit their lives as well as the space would if the users were able to design for themselves (Ballast, 2007; Botti-Salitsky, 2009; Cherry and Petronis, 2009; Koberg & Bagnall, 1991).

**Girl Members**

One of the continuing goals of GSUSA is to bring Girl Scouting to all girls, everywhere. Girl Scouts aims to reach every racial, ethnic, economic, and social background in the United States, and welcome girls with physical, mental and social disabilities.

![Figure 2.6](image)

*Figure 2.6. An illustration of the age levels in Girl Scouts and what the Girl Scout organization would like for the girls to take from their experiences. The text reads, from left to right: Girl Scout Daisies plant the leadership garden; Girl Scout Brownies explore, link arms, and fly into action; Girl Scout Juniors organize communities to affect change; Girl Scout Cadettes advance peace and diversity; Girl Scout Seniors envision a better world; Girl Scout Ambassadors take flight by advocating for others (LEADER Magazine, 2008).*

**Daisies.** The first level at which a girl can enter into Girl Scouts. Named for Juliette “Daisy” Gordon Low, these kindergarten and first grade aged girls meet in groups of five to ten girls along with two or more adult leaders. At this age, the girls begin to learn what it is to be a Girl Scout. They spend time in meetings leaning songs, making
crafts, and playing games. Daisies earn the Promise Center and Petals (focusing on the Girl Scout Law) which are placed in a daisy design on the front of their uniform (which consists of a light blue tunic, a blue membership disk, and the Daisy Pin). They may also earn or receive patches for the back of their tunic. They use the *Daisy Girl Scout Activity Book* to work on activities, may camp only with a parent present, and have the option to sell Girl Scout cookies (Girl Scouts of the United States of America, 2009i). About 25% of girls in Girl Scouting are in this age level (Salmond & Taylor, 2008).

![Figure 2.7. Daisy Girl Scouts. Picture taken from http://www.ilovethiskid.com/blog-images/girlscts2.jpg](http://www.ilovethiskid.com/blog-images/girlscts2.jpg)

**Brownies.** This is the second level for a Girl Scout. These second and third grade girls continue to learn many of the same traditional activities as Daisies. They earn triangular shaped Brownie Try-Its to put on their uniforms (which consists of a brown vest or sash, with green membership disks, and the Brownie Pin). The requirements the girls must complete to earn these rewards are tasks which the girls should try, but do not
have to become proficient in. Brownies use the *Brownie Girl Scout Handbook* (for information and guidance) and find the requirements to earn Try-Its (which are a form of a badge) in the *Try-Its for Brownie Girl Scouts* book (Girl Scouts of the United States of America, 2009g). About 30% of the girls in Girl Scouts are in this age level (Salmond & Taylor, 2008).


**Figure 2.8.** Brownie Girl Scouts preparing to march in a parade. Picture taken from http://www.gscab.org/news/gov.asp

**Juniors.** This is the third level for a Girl Scout. These fourth and fifth grade girls earn round badges, the activities for which require more understanding than the Brownie Try-its. The Junior Girl Scout uniform is a green vest or sash with a yellow membership disk. As a Junior Girl Scout, this is the first level for a girl to wear the official Girl Scout Pin on her uniform. They also use the *Junior Girl Scout Handbook* (for information) and
find the requirements to earn badges in the *Junior Girl Scout Badge Book*. Juniors may also work on other awards including: the Leadership Award, Junior Aide, the Junior Girl Scout Signs and the Bronze Award (the highest award in Girl Scouting available at this level) (Girl Scouts of the United States of America, 2009j). According to Salmond & Taylor (2008) in an article for *LEADER Magazine*, the number of girls who stay active in Girl Scouting through their junior years is comparable to the Daisy and Brownie membership numbers.

![Figure 2.9. Junior Girl Scouts acting silly after an educational tour of Florida A&M University’s Architecture school.](image)

**Cadettes.** This is the fourth level for a Girl Scout. These sixth, seventh and eighth grade girls work to earn rectangle shaped interest projects and charms for completion of Studio 2B Focus Books. The Interest Projects have many requirements
and often expose the girls to people who have careers in the subjects the award is based on. Focus Books are self guided and require the girls to make the decisions as to how many activities they would like to complete to earn the reward. The Cadette uniform consists of a khaki sash or vest, along with a white membership disk. Cadettes may use the *Cadette Girl Scout Handbook* for background information on topics, while Interest Projects may be found in the book *Interest Projects for Girls 11-17*. The special awards they may work on are: Program Aide, the Leadership Award, the Career Award, the Challenge and the Silver Award (the highest award available to girls at this level) (Girl Scouts of the United States of America, 2009h).

It is as the girls bridge from Juniors to Cadettes that the age level membership numbers drop dramatically (Salmond & Taylor, 2008). As mentioned in a 2008 issue of *LEADER* magazine, Girl Scout leader Kristin Brunner believes that the reason for the drop at this age level is excessive adult involvement. She says that girls in sixth, seventh and eighth grades need to be leading their own meetings. Without letting the girls decide what activities they will participate in, the girls start to feel that Girl Scouting is for kids (Girl Scouts, 2008).

*Figure 2.10.* Cadette Girl Scouts with Florida Governor Charlie Crist after planting a tree at the Florida Capitol with him on Arbor Day in 2009.
**Seniors.** This is the fifth level for a Girl Scout. These ninth and tenth grade girls work to earn the same Interest Projects and Focus Book charms as the Cadettes. They also wear the same uniform sashes, but have red membership disks. Seniors may utilize the *Senior Girl Scout Handbook* and work on the awards: Program Aide, Leader-in-Training (Counselor-in-Training), the Leadership Award, the Career Award, and the 4Bs Challenge appropriate for their level. Senior Girl Scouts are eligible to earn the Gold Award, Girl Scouting’s highest honor (Girl Scouts of the United States of America, 2009h).

Kristin Brunner said, “Let them fail, let them fall. This is the best time for them to fail.” This comment was in reference to how she tries to help her Girl Scouts learn. She shared that once the girls entered ninth and tenth grades, she facilitated their meetings rather than leading them. By taking this approach she was able to encourage each girl to develop her own leadership skills. When it came to planning their events, trips and activities, the girls would plan it all. Problems can occur with this method. Brunner used an example of planning a camping trip during which the girls forget to plan breakfast. That is a mistake that no one will be seriously hurt by, and the next time the girls have to plan a similar activity, they won’t forget to plan the breakfast (*LEADER Magazine*, 2008).

![Figure 2.11. Senior and Ambassador Girl Scouts after receiving the Gold Award. Picture taken from http://www.cvgirlscouts.org/girls/gold_award/gold.jpg](http://www.cvgirlscouts.org/girls/gold_award/gold.jpg)
**Ambassadors.** On August 26, 2006 the National Council of GSUSA voted to change the level system starting in October 2008. The Senior level, which previously included girls in grades nine through twelve, was split and girls in grades eleven and twelve were classified as Ambassador Girl Scouts, which is the sixth and new highest level for a Girl Scout. Ambassadors may choose to work towards the same Interest Projects and Focus Book charms. They wear the same khaki colored vest or sash as Cadettes and Seniors, with a dark blue membership disk (Girl Scouts of the United States of America, 2009h).

Salmond & Taylor (2008) interviewed Girl Scouts and leaders and questioned the reasons that the girls stayed in Girl Scouts through their older years. The girls stated two particular reasons: to take advantage of the travel opportunities available to older Girl Scouts and to be with the community of friends they would otherwise not see. Leaders voiced that girls at the higher age levels do not want to work on the same badges and patches that the Brownies and Juniors do. Some say that the key is to find cutting-edge topics and encourage them to explore their views and ideas on the subjects.

**Adult Members**

As with the Girl members, Girl Scouts has adult members who come from all different backgrounds. These individuals work to make a difference in the lives of girls. Men and women over the age of eighteen are welcome to become adult members of Girl Scouts. Many of the adult members become involved because of their own daughter’s interest, and often a need for parental involvement in order for programming to take place. However, there are many adult members who do not have a daughter in Girl Scouts (Girl Scouts of the United States of America, 2009a).

**Volunteers.** Volunteers are the backbone of the Girl Scouts. Without people willing to give their time and service, Girl Scouts would not be able to provide the quality programming and experiences to young girls that it has been generating for nearly 100 years. Volunteers participate in Girl Scouts by giving their time, effort, experience and knowledge to accomplish the goals that the councils have set for their membership. They fill numerous positions within the organization, the essential positions being those which
directly provide Girl Scout programs to girls and support the adults working with them. The following are a few core volunteer groups:

*Campus Girl Scouts*- Different colleges and universities may allow Campus Girl Scouts to operate as a club on their campus. Many of the girls involved in Campus Girl Scouts were involved in Girl Scouts as a girl. While Campus Girl Scouts are full adult members and the group itself is not a troop, joining Campus Girl Scouts allows these women (and men) to get involved with their campus community and beyond. Some of the ways they may become involved are by: leading troops, volunteering for council events, helping with paperwork, helping with the cookie sale and completing service projects (Girl Scouts of the United States of America, 2009b).

*Leaders*- Leaders are an essential part of the Girl Scout experience. Leaders run the Girl Scout troops and without them there would be no troops. They can be called leaders, co-leaders, assistant leaders, and advisors. Most leaders are female and, more often than not, have a daughter in the Girl Scout troop they lead. Sometimes men become the leaders of Girl Scout troops and almost always share some relation to a girl in the troop. It is the job of the leader to act in the best interest of her troop and to spend time with the girls nurturing and communicating with them. Just as different parents disagree with the way that others raise their children, leaders often lead their troops in different ways, while still holding true to the Girl Scout Promise and Girl Scout Law.

*Parents*- Parents can be volunteers who do such tasks as help drive the girls to events or help with the troop budget. Every year, when the girls sell cookies, each troop looks for a “cookie mom” or cookie manager to work with the mounds of paperwork and money that has to be dealt with by an adult for the cookie product drive to take place. Parents participate as volunteers as often as the leaders require them to. While some leaders require the parents of a girl to take an active role within the troop for their daughter to participate, many allow parents to volunteer as the parents see fit. When girls are in the earlier levels of Girl Scouting, parents often want to be more involved with the troops then they do in later years. This is a problem which can lead to frustration on the leader’s part- for both situations. In the event that too many parents want to participate, the girls are not allowed to grow socially the way they would be able to without constant parental supervision. On the other hand, in the situation where the leader has no help, it
is up to her to perform tasks which the girls can not complete on their own, such as driving to events.

_Board Members_- Board members are an important part of the business organization of Girl Scouts, both nationally and on a council basis. They are volunteers who have been elected to ensure the success of GSUSA or one of the councils. Possible members are nominated, reviewed by a committee and then presented to the delegates for election. By meeting with delegates (whom are volunteers chosen to represent a population of Girl Scouts) and GSUSA’s CEO or the council’s CEO (who represents the council staff) together these adult members make decisions for the council such as: the acquisition of property and changes to the by-laws. The board is usually comprised of members who are well connected and can bring both power and influence into the organization. The individuals elected are intended to represent the diversity of GSUSA’s or the council’s population (Girl Scouts of Frontier Council, 2009).

_National and Council Staff._ GSUSA has over 400 employed staff members and in each council there is a professional staff responsible for the day to day business aspects. These paid Girl Scout members are led by a CEO who is in charge of establishing nation-wide and council-wide operational procedures as well as guidelines to direct volunteers and staff on how to better serve the girls of Girl Scouts. All policies and decisions made by the CEO must be in line with decisions made by the Board of Directors and the established national and council by-laws.

Staff members and their positions are determined by the need and the budget. The staff is designed to help leaders and volunteers deliver programming to the girls. The council staff works every day to see that the Girl Scout mission is aimed for in their communities. The titles of these individuals depend on the specific council, but include such job objectives as: membership, marketing, products, programs, property management, trainings and public relations.

_How to Build Girls of Courage, Confidence and Character_

Juliet Gordon Low dedicated her life to providing girls with experiences and opportunities they would not have been able to receive otherwise. The Girl Scout
organization has maintained this goal. As stated earlier in this chapter, the organization’s mission statement is: “Girl Scouting builds girls of courage, confidence, and character, who make the world a better place” (Swan, 2006, ¶4). How they manage to reach this goal does not have so much to do with what the girls are learning and doing, but whom they are doing it with. Girl Scouts utilizes the Trefoil Effect to create small social support systems which become vital to the emotional development of teenage girls.

When girls reach the age of nine years old their self-esteem becomes the highest and then dramatically lowers (Gurian, n.d.). Issues which face these girls’ health and well-being as they transition into adulthood include: suicide, substance abuse, sexually transmitted diseases, dieting, eating problems, and eating disorders (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006). The “pretty” factor is partly to blame, for it is at this age that some girls begin to consider their self worth by how attractive she sees herself. Interestingly, it is between the fifth and ninth grades that girls perceive that being smart is not a “sexy” attribute and therefore begin to hide their academic accomplishments (Gurian, n.d.).

While boys do experience some decline in self-esteem at this same age, it pales in comparison to the girls (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006). The reason could be that girls tend to expect more from themselves at this age than boys. A girl is more likely to criticize herself while boys tend to view themselves as better than they actually are. A girl can make straight A’s and have little confidence in herself while a boy can make B’s and C’s and think he is a genius (Sax, 2005). In a 2005 broadcast of the National Public Radio show Talk of the Nation, Dr. Nora Newcombe gave an example of the differences between the genders: when girls do poorly they cry and when boys do poorly they say they’ll do better next time. It is probably that the boys who think highly of themselves when they perform in a mediocre or even slightly impressive manner grow up to be men who have very large egos, while the girls who lack confidence (even when they prove themselves to be excellent) grow up to be modest women who find it hard to gloat about their accomplishments.

In 2007 researchers at the University of Pennsylvania found that the way that men and women handle stress is different. Women “tend and befriend” while men have a “fight or flight” response. Women are able to translate their emotions into words more
quickly then men do (Hochman, 2008). This “tend and befriend” need could be the reason why it has been shown that girls are so reliant on social support. Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina define social support as “the experience or the perception of being cared for, valued, included, and/or guided by others, especially one's family, peers, and/or community members” (2006). Girls rely on the support of and communication with their peers, teachers and parents more so than boys, and it becomes even more important for the girls as they enter high school (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006).

Ways in which these support systems can help girls enhance their self esteem is to allow girls to speak their minds, let them fail so they can learn from their mistakes, encourage girls to participate in sports, discuss how women are portrayed in the media and for all people involved in these support systems to be very aware of the comments they make about themselves and the teens in question (Gurian, n.d.). Organizations such as Girl Scouts provide a safe environment for girls to receive this social support by creating small groups or “troops” where valuable life long friendships are formed with not only peers, but also the adults who help to guide them (personal communication with T. Van Winkle on January 8, 2010).

Programming

While there are many suggestions on how to help girls retain their self esteem, little research has been done on how to create spaces to nurture these theories. This section will give a brief description of general programming principles. Second, it will give theories of user input and user involvement in design creation. Finally, it will give an example of programming for a similar building type.

User Consideration

**Architectural Programming.** “Architectural programming began when architecture began. Structures have always been based on programs: decisions were made; something was designed, built, and occupied. In a way, archaeologists excavate buildings to try to determine their programs” (Cherry and Petronis, 2009,¶1).
Programming is defined by Cherry and Petronis as, “the research and decision-making process that identifies the scope of work to be designed” (Cherry and Petronis, 2009, ¶2). Thorough programming should include the client’s goals and objectives, an analysis of the existing building, aesthetic considerations, space needs, adjacency requirements, organizing concepts, code review, budget requirements and scheduling requirements (Ballast, 2007).

In the early 1960s, it was William Pena, John Focke and Caudill who developed a process for organizing programs, which has been taught in architecture schools since. However, in the 80s and 90s, schools began to drop programming from their curricula, thereby causing many architects to have little to no understanding of programming and the benefits it can have for them and their clients (Cherry and Petronis, 2009). Part of the problem starts with the AIA agreements, which leave the programming stage up to the owner. This is a problem because often times the owner does not have the education or experience to properly develop a program. Some owners would have to hire a programming consultant to evaluate the project, and for some lucky owners, their architect might offer the service, often for an extra fee (Cherry and Petronis, 2009).

To begin the programming process, the programmer and the client/owner make a list of the people who need to be involved in the decision making process. At the same time, decisions about meetings and records and lines of communications must be established as well (Cherry and Petronis, 2009). Spagnolo/Gisness & Associates is a firm that uses programming. To start with, the architects and/or designers have a conversation with the client, allowing them to get to know the person they will be working with. It is important for the designers to find a personal element with the project so that become in touch with the actual feel of the space and the people who will inhabit it. It is more significant than “formal data” such as the numbers of rooms. The designers meet with the client initially, followed by an interview process and then conclude with another client meeting (Botti-Salitsky, 2009).

Most firms use some form of a programming process. “There are three-step, seven-step, ten-step processes, and numerous other processes with various numbers and names for the steps” (Koberg & Bagnall, 1991, p. 27).
**Design Theory Based on User: A Pattern Language.** In 1977, Christopher Alexancer, Sara Ishikawa and Murray Silverstein, along with Max Jacobson, Ingrid Fiksdahl-King and Shlomo Angel published three books, *The Timeless Way of Building*, *A Pattern Language*, and *The Oregon Experiment*, in order to illustrate the idea that people should build for themselves: their own buildings, their own streets and their own communities. This is because they believed that many of the best places in the world were designed by the people themselves, rather than architects with experience and training (Alexander, Ishikawa, Silverstein, Jacobson, Fiksdahl-King & Angel, 1977).

For example, the tipi designed by Native American women was beautiful and practical, as well as efficient for migrant people. This structure, through generations of experience and design had none of the faults of other tents. The tipi could be pitched by one person; it was spacious and had good ventilation, was cool in the summer and warm in the winter (allowing a fire to burn inside with smoke easily escaping), was well lit and was able to withstand both high winds and heavy rain (Cole, 1973, p.5).

In *The Timeless Way of Building*, the authors strive to have the reader see that without involvement from the people who will use the towns, buildings, and spaces that are designed for them, the places will not be able to “come alive”. In *A Pattern Language*, the authors identify 253 patterns based on human interactions. The patterns are descriptions of problems which exist in the world and then a solution to each problem. They admit that some of the patterns have a better solution then others. All of the 253 patterns, or any combination of a select few can together create unique languages (Alexander, Ishikawa, Silverstein, Jacobson, Fiksdahl-King & Angel, 1977).

In *A Pattern Language*, the authors layout an eight step process by which a designer can make his or her own language by taking patterns from the book and by adding her own patterns as well. The steps are outlined as follows:

Step 1- The designer should make a copy of the list of patterns.

Step 2- The designer should look through the patterns and find ones that fit the project she will use the language for.

Step 3- The designer should read through the first pattern she has chosen and include the other patterns suggested at the beginning and end of each pattern, being careful not to include patterns which are beyond the scope of the project.
Step 4- The designer should read through the last pattern she has chosen and include the other patterns suggested at the beginning and end of each pattern, being careful not to include patterns which are beyond the scope of the project. 

Step 5- The designer should not use patterns that she is unsure that she will need. 

Step 6- The designer should keep selecting patterns until she is sure that she has all of the patterns she needs for her project. 

Step 7- The designer should add her own material when there are no patterns in the book which address aspects that she might want in her project. She must then write it near other patterns of about the same size and importance. 

Step 8- The designer should feel free to change any patterns and the names of those patterns, if she so chooses in order to make them work better for her project. “In this case, you will get the most ‘power’ over the language, and make it your own most effectively” (Alexander, Ishikawa, Silverstein, Jacobson, Fiksdahl-King & Angel, 1977, p. xl). 

Programming and theory based on A Pattern Language can serve as a method for collecting the data needed to properly design a space for a particular user. In this case, the space is the Girl Scout Urban Campus and the user is the Girl Scouts. A Pattern Language and the steps described above will be used to aid in the design programming for this project. Below is a different design program/study which will be explored to better understand how to make this space relatable to girls as well as how to make the space have a campus atmosphere.
Youth Centers. The National Institute of Building Sciences (NIBS), a source for innovative building solutions, offers advice and guidance for designing many different types of buildings through the Whole Building Design Guide (WBDG). One of the building types is Youth Centers.

Building attributes:

1. Space types and building organization:

   Typical spaces should include control desk/check in, commons/game room, snack bar, activity rooms/classrooms, multipurpose room/gymnasium, computer room, teen room, and outdoor activity areas. Support spaces should include an admin office, toilets, janitor facilities, a kitchen, and mechanical/electrical areas. The commons should be the heart of the building.

![Figure 2.12. Sample adjacency diagram for a youth center, designed by DMJM Design in Arlington, Virginia. Graphic taken from http://www.wbdg.org/design/youth_centers.php](http://www.wbdg.org/design/youth_centers.php)
2. Design considerations

- Create a home-like environment which has natural light, a welcoming feel, residential style doors and windows, uses indirect lighting and avoids institutional, unnatural finishes, textures and colors.
- Encourage creativity by carefully considering the interior colors and textures and make the center have a feeling of fun, using a teen focus group to select the colors. Have areas to display teen artwork and design display areas that may easily be changed and updated to minimize permanent graphics.
- Encourage autonomy by allowing independent access to toilets, the snack bar, games, computers, TV, friends and quiet for solitude.
- Include appropriate space for staff to think, plan, meet, communicate, host visitors and store equipment and records.
- Maintain a safe and healthy environment by preventing unauthorized access by potentially dangerous personnel, providing visual access to all spaces (to monitor potential child abuse situations), provide easily-cleaned finishes, use non-toxic building materials and improved maintenance practices, ensure good indoor air quality and abundant natural light and ensure that equipment, furnishings and finishes do not contain asbestos or lead (Mion, 2009).

Summary of Literature Review

Since GSUSA provides the girls they serve with opportunities and experiences which they may not have otherwise had on their own or with family and friends and formal education, it is this author’s opinion that girls in Girl Scouting have a higher chance than girls who are not involved with the Girl Scouts to become exposed to ideas, thoughts, and possibly even careers that will plant a seed of curiosity in them; a seed that will hopefully grow over years and years into life long passions, dreams and even careers of their own. Because of the study by Louis Harris and Associates, it has been shown that Girl Scout Alumnae believe that Girl Scouting influenced their careers in a positive manner (Girl Scout Council of the Florida Panhandle, 2009).
The motivating drive for this thesis is to give Girl Scouts buildings that are designed to fit the organization’s needs and provide girls with experiences that will spark their curiosities. This will be done through the use of design solutions that will be influenced by user input. By this, the building will then allow the Girl Scout organization to function in a manner that will help to interest girls in the limitless possibilities that await them as they grow. To do this there must be a set of guidelines created to direct the people who will responsible for the design and construction of these buildings and help them to meet the needs and goals of the Girl Scouts the structures accommodate.

Chapter three will examine existing Girl Scout buildings. Many of these buildings have been selected for their historical importance, while others have been chosen because of their innovative design features. Chapter three will establish precedence with the Girl Scout organization’s buildings to show what the Girl Scouts are currently utilizing, and which facilities and features would work well within Girl Scout Urban Campuses.
CHAPTER THREE

HISTORIC AND INNOVATIVE GIRL SCOUT BUILDINGS

This chapter will profile several historic Girl Scout buildings around the country. Along with these buildings, innovative features from Girl Scout buildings will be examined. One of the innovative Girl Scout buildings, a building in Kalamazoo, Michigan, will be studied in depth to show its versatile process as a precedent for the building process this thesis will follow.

Historic GSUSA Buildings

It is important to know what kind of buildings the Girl Scouts may have utilized on a national level in the past and are currently occupying today. The following are examples of buildings owned by GSUSA. Most of them hold some historical significance for the organization. The information for the following buildings was gathered through internet sources and a visit to Savannah, Georgia.

Juliette Gordon Low Birthplace

The Wayne-Gordon House, or as it is referred to by Girl Scouts, The Birthplace, was built in 1821. The architect for this English Regency townhouse is unknown and typically this type of house was pulled from a plans book by a contractor with little to no involvement from an architect. It was then renovated in by Juliette Gordon Low’s father in 1866. It is located in the heart of the Savannah Historic District and was Savannah’s first National Historic Landmark. In 1953, the house was purchased from the Gordon family, saved from demolition, renovated and opened October 19, 1956 as a program center and museum (Juliette Gordon Low Birthplace, 2009b).

Today, Girl Scouts from all over America and Girl Guides from around the world come to visit this historic home and learn about the founder of the Girl Scouts. Girls can participate in activities similar ones that Juliette would have experienced when she was a
girl, take tours of the house and participate in a Scouts Own ceremony in the garden. The house is also open for tours to non-Girl Scouts.

Figure 3.1. The house as it stands today (Facebook, 2009)

Figure 3.2. The front of the Juliette Gordon Low Birthplace, as seen in 2005 when the author and her Girl Scout troop- pictured under the front columns of the house- visited the house. This picture was taken by the author.
The Andrew Low House

In 1849 his house was completed and Andrew Low’s family moved in. In 1886, William Mackay Low inherited his father’s vast estate in both England and America and married Juliette Gordon six months later. The couple spent most of their time in England and used the Savannah house mainly as a winter residence. In 1905, Juliette was willed the Andrew Low house when her husband died, which is where she resided until her death in 1927. A year later the house was bought by The National Society of the Colonial Dames of America in the State of Georgia and was used as its state headquarters. Since 1952, it has been open to the public as a museum. Tours of the house are offered Friday-Wednesday (Visit-Historic-Savannah.com, 2006-2009).

Figure 3.3. The Andrew Low House. Taken from http://www.andrewlowhouse.com/tours.html

The Carriage House: The First Girl Scout Headquarters in America

The historical marker in front of the carriage house reads:

FIRST GIRL SCOUT HEADQUARTERS IN AMERICA

The house adjacent to this building was the home of Juliette Gordon Low at the time she founded Girl Scouting in the United States, March 12, 1912. Formerly the carriage-house and stable of the Low mansion, this building became that year
the first Girl Scout headquarters in America. At the death of Mrs. Low in 1927 the Founder of Girl Scouts of the U.S.A. willed the original headquarters to the Girl Scouts of Savannah (now The Girl Scout Council of Savannah, Georgia, Inc.). This building has been continuously used for Girl Scouting longer than any other in this country. 027-87 GEORGIA HISTORICAL COMMISSION 1966 (Girl Scouts of Historic Georgia, 2006)

The carriage house saw continuous use for Girl Scout Troop activities, adult training, and administrative offices from 1912 until 1985. The Junior League of Savannah leased the building for 10 years there after. Then on January 15, 1996, the First Headquarters building reopened to the public as a Girl Scout museum, program center and Council shop (Girl Scouts of Historic Georgia, 2006). Interested Savannah visitors can tour this historic landmark.

Figure 3.4. The carriage house as it looked in 1918 (Girl Scouts of Historic Georgia, 2006)

Edith Macy Conference Center

Edith Macy was the chair of the Girl Scout National Board of Directors from 1919 to 1925. She believed that having trained leaders would benefit the girls of Girl Scouts. She envisioned a school where Girl Scout leaders could come to learn and train. That vision became a reality in May 1926 when after her death, her husband (Everit
Macy) donated the land and built a place for Girl Scouts as a living memory to her (Girl Scouts of the United States of America, 2009c).

Originally opening as a camp, the center has been used as a national training school, a training center, and a Girl Scout national center. In 1980, GSUSA broke ground for Edith Macy Conference Center, a year-round, residential, multipurpose training and educational facility. It was dedicated in 1982 officially as Edith Macy Conference Center (Girl Scouts of the United States of America, 2009c).

It is located in Briarcliff Manor, New York, which is 45 minutes outside of New York City. This GSUSA owned property is a place where adult Girl Scouts travel to in order to take part in workshops and classes. The property has 46 guest rooms, a 200-seat amphitheatre, seven meeting rooms and eleven breakout areas. By the lakeside of Lake Kinderogen, there are many team building activities that take place, including a ropes course (Edith Macy Conference Center, 2009).

![Figure 3.5. Edith Macy Conference Center Exterior (Edith Macy Conference Center, 2009)](image)

John J. Creedon Education Center

In January 1988, Girl Scout Outdoor Education Center- a national training laboratory in outdoor education- opened. In October, its name changed to John J. Creedon Camp of Tomorrow (Girl Scouts of the United States of America, 2009c). It is now referred to as John J Creedon Education Center and is situated on the Edith Macy property.
The center is comprised of two different types of spaces- three “Tree Houses” and a “Sun House” (which are used as lodging) and “The Gathering Place” which is comprised of two classrooms, a Leadership Circle, two breakout rooms, a dining café and restrooms (Edith Macy Conference Center, 2009).

![Figure 3.6. The dining café (Edith Macy Conference Center, 2009)](image)

**Innovative Girl Scout Buildings and Existing Precedence**

The following buildings were chosen because each of them have a feature, theme or idea that is above and beyond the usual spaces offered to Girl Scouts. These spaces will be examined for their potential (as well as tested) value in a Girl Scout Urban Campus. Sources of information for this section included a variety of Girl Scout websites and interviews, both via email and phone conversations.

**Girl Scouts in the Heart of Pennsylvania**

*STAR Center— Science, Technology, and Adventure Researchers Center, located in Pennsylvania, is a state of the art science facility providing a hands on, nurturing environment for girls to learn about science. Participants can study astronomy and take on the roles of scientists as observers, inventors, and problem solvers on a variety of*
subjects. Through a Global Positioning System (GPS), girls learn to ID locations using latitude and longitude measurements (Girl Scouts in the Heart of Pennsylvania, 2009).

The STAR Center was designed by Masano Architects Group of Wyomissing to help girls learn and foster higher self-confidence. The center was designed around an eighteen foot high inflatable observation dome (or balloon) which is used as a planetarium. The purpose of this space is for girls to be able to go inside and observe the stars and planets projected inside. At night, the girls go outside and observe the real constellations as they sleep under the stars. The center also offers a selection of science programs which focus on such topics as the weather and clean drinking water. It is close to the council’s Urban Program center in Harrisburg, PA and day campers are bussed back and forth for programs. Howard Oesterling (former Property Director of the retired Hemlock Girl Scout Council) said that, “This was an exciting building to be involved with and worked exceptionally well for its intended use” (personal communication, 2009, July 27).

![Figure 3.7. Entrance to the STAR Center. Girl Scouts in the Heart of Pennsylvania.](image)

![Figure 3.8. Girl Scouts engaged in the STAR Center’s activities. Girl Scouts in the Heart of Pennsylvania.](image)
Girl Scouts of Frontier Council

The Service Center is located in Las Vegas, Nevada. The flags shown waving in front, from left to right, includes: the United States flag, the Nevada state flag, the WAGGGS (World Association of Girl Guides and Girl Scouts) flag and the Girl Scout flag. Flag ceremonies and flags in general are important to the Girl Scout organization for teaching girls about patriotism and allegiance to their country, state and scouting. The exterior architecture fits well in the desert. The colors of the building are reminiscent of muted desert colors. The structure itself (playing on geometrical shapes, altering the roof line and using outriggers to cantilever the roof) was designed with many contemporary architectural features. At night, the building emphasizes the windows and glass features by providing light within the building to contrast the dark exterior.

Figure 3.9. The service center during the day. Girl Scouts of Frontier Council, 2000-2009

Figure 3.10. The service center at night. Girl Scouts of Frontier Council, 2000-2009
Girl Scouts of Gulfcoast Florida

Searcy S. Koen Regional Girl Scout Campus: The Gulfcoast Event and Conference Center and the Administration Building is located in Sarasota, Florida. The council spent several years searching for the best property to build on. Their main criterion was that it needed to be located off a main highway so that it could be easily found. Once the property was purchased, the decisions of what to do with the land began. They wanted large spaces for both administrative purposes and for Girls to meet and have activities provided for them. From there, the concept for a Girl Scout Campus was born (R. Gonnering, personal communication, 2009, July 15).

The Gulfcoast Event and Conference Center has a large parking lot for over 100 vehicles. It is suitable for large meetings and conferences, weddings, graduations and parties. The conference center has a very large space which can accommodate up to 300 guests seated at tables or 500 people seated auditorium style. The mezzanine space can look into the larger auditorium space or can be used separately by blocking the spaces with sound resistant panels that fit into the wall when not in use. The facility has state-of-the-art audio and visual equipment including: wireless microphones, 5200 lumen ceiling-mounted projector, 9’-0” x 12’-0” overhead screen, DVD/VCR, and a five CD changer. In the smaller meeting rooms there are partition dividers to allow for the area to be broken into several smaller spaces (Girl Scouts of Gulfcoast Florida, 1998-2009).

The Gulfcoast Event and Conference Center is a contemporary design, with smooth surfaces and projecting shapes. There is a constant play between negative and positive space by the use of the black and white painted surfaces against the large window façades. The auditorium is very large, open and lacks color.

According to Richard Gonnering, Girl Scouts of Gulfcoast Florida’s Property Director, the conference center is utilized by over thirty Girl Scout troops during the school year (most troops break for the summer). During the summer months, the center is used as a camp (Camp Cattleman) and provides programming for Girl Scouts. Girl Scout troops are welcome to rent out the center for sleepovers and camping experiences. They are only charged a small fee (about $20) to help with utility costs. When the center is not being used by the girls, it is rented out to individuals and organizations (personal communication, 2009, July 15).
When asked if the center was a profitable investment for the council, Gonnering verified that it is. There would be more of a profit if they could rent the space out more often, “but the girls come first.” Still, Gonnering said he would recommend this type of facility to other councils. He suggests that councils look at their community needs and then build to fit those needs. Gonnering boasted that GSGF is committed to investing in the leadership qualities of the girls they serve and mentioned that on their board of directors they have appointed four girl members to act as liaisons. He says that in our competitive society they try to teach the girls to find a path they are interested in and do anything they can to make something of themselves in this world (personal communication, 2009, July 15).

*Figure 3.11.* The front exterior and parking lot of the conference center.

*Figure 3.12.* The rear and side entrance of the conference center.
Figure 3.13. Party seating on the first floor (Girl Scouts of Gulfcoast Florida)

Figure 3.14. Auditorium seating on the second floor mezzanine (Girl Scouts of Gulfcoast Florida)

Figure 3.15. Dividers on the second floor mezzanine (Girl Scouts of Gulfcoast Florida)
Connecting the *Gulfcoast Event and Conference Center and the Administration Building* is 600 feet of boardwalk. The boardwalk ventures through a part of the 6.5 acres of natural wetlands on the campus (Girl Scouts of Gulfcoast Florida, 1998-2009). Over the past few years, the council has been working with local water management officials to help bring back the natural species to the wetlands. This has allowed for program opportunities for the girls to learn about the environment and natural ecosystems (R. Gonnering, personal communication, 2009, July 15).

![Image of boardwalk](image)

*Figure 3.16. The boardwalk connecting the two buildings (Girl Scouts of Gulfcoast Florida)*

The *Administration Building* is where the business for the council takes place by 25 employees. The exterior of the building is similar in appearance to the conference center, black and white with multiple windows. The large conference room’s table breaks from the traditional long rectangular table to a square of moveable tables on wheels. Should the occasion arise, the tables could be manipulated into a multitude of different arrangements for varying purposes. This space has been designed to be multipurpose. The clean, modern interior is relieved slightly by the photographs lining the walls. The window wall facing the parking lot adds both interest and natural light to the space. Directly to the side of the conference room is a wood patio with benches and a tree growing through the deck (Girl Scouts of Gulfcoast Florida, 1998-2009; R. Gonnering, personal communication, 2009, July 15).
Both of these buildings have received the Leadership in Energy and Environmental Design (LEED) certification, which is given by the U.S. Green Building Council. When asked what he would change about the building if he could, Gonnering said that he would have made it so that the buildings had even more sustainable features and he was in the process of having solar panels put onto both of the buildings to help with the utility costs. He mentioned that the buildings had a few HVAC problems that have since been fixed. The council has also had to deal with leaks. Some parts of the roof are flat (designed to fit the modern architectural style); however, this is not the best design for a place such as Sarasota, Florida where it rains heavily and often (Girl Scouts of Gulfcoast Florida, 1998-2009; R. Gonnering, personal communication, 2009, July 15).

Figure 3.17. The Administration building conference room (Girl Scouts of Gulfcoast Florida)

Figure 3.18. The conference room deck (Girl Scouts of Gulfcoast Florida)
**Girl Scouts of Kentuckiana.** *The Program and Learning Center*, located in Louisville, Kentucky, serves as a council office. Among other program activities, the center offers a climbing wall and a bouldering wall. The climbing wall is a two-story double climbing wall which is said to be the center of attention at the Program and Learning Center. From the exterior through the front glass façade, the Climbing Wall is on display for all to see, especially at night when the interior is illuminated (Girl Scouts of Kentuckiana, 2009).

When the building was being planned, it was Jamie Baker, Program Specialist and Property Manager, who proposed the idea. Baker, an avid rock climber, had worked for Rock Sport, a Louisville company which offers an indoor gym, a gear shop and rock climbing wall design services. Because of this experience he had an understanding of the costs associated with climbing walls as well as the space requirements. From there, they asked the architect to leave space for the wall, and then Rock Sport designed and constructed it (J. Baker, personal communication, 2009, July 21).

Safety precautions demand the presence of a belayer and climbers to always be harnessed. This is to insure that there are no falls or injuries. The council designates certain nights and hours during the week for climbing. Girls, ages eleven and up, are able to climb for a nominal fee and are ensured to be supervised by trained technicians (Girl Scouts of Kentuckiana, 2009).

The bouldering wall is available for girls of all ages to practice their climbing skills. No training is necessary to use it and climbers are not harnessed. The wall is 10’-0” tall and is as long as the room. When falls occur, the girls remain safe and injury free because of the limited height and the 5.5” thick pad located under the wall (Girl Scouts of Kentuckiana, 2009).

Baker says that the climbing wall is mainly used by Junior Girl Scout troops, and typically the girls try it once. Kentuckiana offers different steps for different age levels to interest them in rock climbing. The Daisies and Brownies have access to the bouldering wall and when they hit the Junior years, their troops can come and try out the climbing wall. At the end of the girl’s climbing wall experience, Baker talks to them about the council’s high ropes course, which has its own outdoor climbing wall. The girls who take this next step climbing outdoors often want to take the final step, which is to travel
with Baker for an actual rock climbing trip. This trip is offered only a few times a year to a handful of girls who must be over the age of 15. Baker said that while he is unsure that the Program and Learning Center’s climbing wall has affected membership numbers, he has been told by older Girl Scouts that they stayed in Girl Scouts an extra year just so they could go on the rock climbing trip (personal communication, 2009, July 21).

Baker highly recommends that other councils implement a rock climbing program into their activities. He says that while the indoor climbing wall does not bring in any extra income for the council, it has paid for itself. He suggests that walls should not be smaller than the wall on their property, which is 24’-0” tall, 8’-0” wide and double sided. If he could change anything about the wall he would have made it bigger; however, budgetary constraints limited the size. Baker says that once a climbing wall is in place, the program is both easy to facilitate and safe (personal communication, 2009, July 21).

**Figure 3.19.** The exterior of the Program and Learning Center (Girl Scouts of Kentuckiana).

**Figure 3.20.** A Girl Scout as she climbs the Climbing Wall (Girl Scouts of Kentuckiana).

**Figure 3.21.** Several Girl Scouts as they practice on the Bouldering Wall (Girl Scouts of Kentuckiana).
Girl Scouts of San Diego-Imperial Council

The Future Environmental Center, to be located in San Diego, California, will house the council’s nature education program. A couple of environmentally friendly features in this building will include straw bale construction and composting toilets (Girl Scouts of San Diego-Imperial Council, 2000). This building is designed in a style that has come into popularity in recent years for residential design. The use of a high pitched gable roof with shed roofs as architectural accents- all covered in metal, becomes reminiscent of farm houses. This style has become very popular in beachside areas.

Figure 3.22. This is a graphic rendering of the future Environmental Center (Girl Scouts of San Diego-Imperial Council).
The Future Spray Ground, to be located in San Diego, California, will be used to teach the girls about ecosystem interactions while also providing a place for scouts to swim. The Spray Ground will be comprised of a Mountain Pond, a Meadow Pond, and a Wetland Marsh (Girl Scouts of San Diego-Imperial Council, 2000).

![Figure 3.23](image)

Figure 3.23. This is a graphic rendering of the future Spray Ground (Girl Scouts of San Diego-Imperial Council).

The Future Tree Canopy, to be located in San Diego, California, has been designed to allow girls of all abilities to enjoy playing on it (Girl Scouts of San Diego-Imperial Council, 2000). There are bridges and ramps to allow even girls confined to wheelchairs use to be able to spend time on the Tree Canopy. It offers fire-house style poles to slide down, ladders and ropes to climb, tire swings to soar on and ropes to hold onto.

![Figure 3.24](image)

Figure 3.24. This is a graphic rendering of the future Tree Canopy (Girl Scouts of San Diego-Imperial Council).
Your Name Here- Leadership Center, to be located in San Diego, California, is available to be named by a generous donor for the price of $1.5 million. The council’s website reads, “What great visibility for your corporation! Or . . . why not remember the special woman in your life with an extraordinary honor: her name on this beautiful new building?” (Girl Scouts of San Diego-Imperial Council, 2000)

Councils are constantly looking for ways to bring in adult generated funds. These are the monetary donations Girl Scouts ask for when they hold event such as golf tournaments and galas. In order for each council to keep its not-for-profit tax status, there must be more money brought in by donations of this nature then by Girl Scouts selling their products through the Nuts & Candy drive in the fall and the Cookie drive in the spring. This council has implemented a “Your Name Here- Leadership Center” campaign, which entices investors to sponsor the building in order to be immortalized forever.

Figure 3.25. Graphic displayed on the Girl Scouts of San Diego- Imperial Council’s website of the future center.
Girl Scouts of San Gorgonio Council

*Service Center*, one located in each Redlands, Palm Desert, Temecula and Victorville in California, offers a Girl Lounge for older girls to spend time. The areas (which are decorated to appeal to teenage girls) have couches, pillows and books that are available for troop planning (Girl Scouts of San Gorgonio Council, 2009).

The person who originally proposed the idea was the council’s CEO, Jessica Lawrence. Lawrence, along with the council’s Art Director and Michelle Eklund (Vice President of Marketing and Communications), designed and decorated the spaces without the help of design professionals. At first the council had problems with adults leaving their children unsupervised in the spaces, which was not the intended purpose. Once they began to refer to the areas as planning spaces, the areas worked well. The Girl Lounges are targeted towards older girls, however, are utilized by girls of all ages (M. Eklund, personal communication, 2009, July 1).

![Figure 3.26. One of the Girl Lounges from the Girl Scouts of San Gorgonio Council website.](image)

Girl Scouts of Western Ohio

*Girl Scouts Urban Campus*, located in Dayton, Ohio, is buried deep within the woods of the council’s property. The building was designed to encourage girls to enjoy both the outdoors and the indoors. It has a “green” rooftop area that can be utilized for outdoor camping, star-gazing and eco-system programming. Inside, some of the features include a climbing wall, overnight accommodations, a teaching kitchen, an art studio (complete with firing and glazing kilns), an art wall (for girl’s to display work), wireless internet (to have a cyber-café’ atmosphere), training rooms (for adult volunteers), a
boutique (for girls), and an exhibit area in the lobby and classrooms (for program instruction). Outside, there is a stone ceremonial bridge that has been built over a creek. The colors used for the facility are vibrant and exciting and the interiors are clean, sleek and modern (Girl Scouts of Western Ohio, 2008).

*Figure 3.27. The climbing wall inside of the Girl Scouts Urban Campus.*

*Figure 3.28. Cyber cafe and teaching kitchen inside the Campus.*

*Figure 3.29. Outdoor dining area.*

*Figure 3.30. Council shop inside of the campus.*
The following building study was chosen because of the process that was created when this council decided to build a place for their Girl Scouts.

Girl Scouts Heart of Michigan

The Program and Training Center in Kalamazoo, Michigan, was first conceived in 1999. After years of research, focus groups, and planning, the 33,356 sq. ft. building was opened in October of 2007, with a price tag of about $126/ sq. ft. The 4.2 million dollars it took to make this dream happen was completely supported by donations raised in the community, the fundraising for which began five years before construction could begin. Another million dollars was donated through consulting services and materials (Brokaw, 2009).

Janet Barker, CEO of Girl Scouts in the Heart of Michigan Council, and her design team didn’t set out to build the magnificent building they enjoy today. Three significant problems were identified and the building was the result of the solutions put forth for it (personal communication with J. Barker on August 6th, 2009).

The first problem was identified when the council’s outreach program attempted to bring girls from the intercity and urban areas to their camp. The camp was such a different place for these girls from anything they had ever been exposed to. They ended up having a hard time enjoying the rural atmosphere. This made the council realize that their camp needed some improvements (personal communication with J. Barker on August 6th, 2009).

The second problem was identified when it was realized that the council staff had outgrown their office space. Thirty people were working on top of each other in a building designed to accommodate twelve and they began to look for a new space for the business needs of the council (personal communication with J. Barker on August 6th, 2009).

The third problem was identified when Barker decided to inquire as to what college professors and presidents could determine girls needed to be better prepared in to succeed in college. After several conversations which produced limited answers and suggestions, Barker met with a president who told her that one of the biggest problems they saw with girls was that the ones who came from very small rural communities had a
hard time in college (many leave and never return). College is a place where cultures mix and intertwine, and this becomes such a shock to these girls that they become overwhelmed (personal communication with J. Barker on August 6th, 2009).

At this point, Barker began to think that if rural places are provided for urban girls (such as camps) then why not have urban places for rural girls? Also, having this urban place would allow the girls who were so uncomfortable out at camp to have a place where they could engage in Girl Scout experiences without feeling out of place. From there, she approached her board to assess the needs for providing urban programming to the girls. She then worked to develop a curriculum so that whenever the doors opened, the programs would be ready (personal communication with J. Barker on August 6th, 2009).

Barker began to tell other people the story of her conversation with the college president and immediately she heard responses from women who told her that this had happened to them or someone they knew. In fact, as soon as one woman she spoke with heard the story and found out that Barker was trying to figure out a way to prevent more girls from dealing with this situation, she instructed her husband to hand her the checkbook (personal communication with J. Barker on August 6th, 2009).

Barker began to hold town hall meetings in which she spoke with girls and boys from the rural areas around Kalamazoo. She told them the story she had told many times before about her meeting with the college president, but one particular time she was met with a different response. The people told her that she didn’t “get it”. She was puzzled. They told her that she only knew half of the story. She learned that in these smaller towns, when the girls become discouraged away at college, their families coddle them and tell them, “It’s ok, come home- you can work at Hallmark.” The boys, who often have the same difficulties the girls do, are pushed and told to go back to school. The people Barker talked to told her that the girls who then stayed and never went back to complete their education believed they couldn’t handle college because they were “stupid,” merely because they lacked self confidence, and often these women would then end up marrying men who would treat them poorly, and in many cases, physically abuse them. The women didn’t have the self confidence to believe that they deserved better. Barker confessed that she spent a large portion of the rest of the meeting in tears as
multiple people recounted stories (while in tears themselves) of women that this had happened to, and thankfully some who had escaped the unhealthy situations. Baker was able to tell this story to over 4,000 people, resulting in over 1,000 donors providing eight million dollars for the project (personal communication with J. Barker on August 6th, 2009).

The design team was at first very large. Barker, whose background is in science, said that she approached the planning process as she would any research project. The council hired consultants, many who were not involved in the actual design and build process of the project. These consultants helped Barker when she organized a design charrette with the girls from her council. She asked the girls questions which pertained to the Girl Scout Promise and Law, such as, “What kind of spaces make you have courage?” Despite the apprehensions of her staff, the girls responded well to the conceptual questions and provided answers which left the architectural consultants vigorously writing (personal communication with J. Barker on August 6th, 2009).

From these initial meetings, it was clear that the building needed to be “very special” to Girl Scouts and provide a bold message. Barker says that the most important task she personally held was to make sure that the girls came first and that the adults didn’t try to influence the girls in what the building needed to be. She says that she laid out the vision and let other people put it together (personal communication with J. Barker on August 6th, 2009).

The council had a national search to find an architect. Barker was close friends with an accomplished architect from New York named Hal Hayes. The committee responsible for the search asked Barker to put Hayes’ name in the pool, and when she protested that it was a conflict of interest, they told her she had no say in whom they chose since she wasn’t on the committee. She agreed, and the committee ended up selecting Hayes. He in turn agreed to charge only half of his usual fees. Barker recounts that Hayes told her to have a fifth dining room chair put at her table, because he was going to be in town very often, and true to his word, he was (personal communication with J. Barker on August 6th, 2009).

Initially, Hayes put together fourteen building types which had different heights, different materials, different window patterns and invoked different emotional feelings.
He asked the people involved to look at the buildings and decide what would work best to meet their goals. Barker says that this step was pivotal in helping her team to decide how their building should look (personal communication with J. Barker on August 6th, 2009).

Together with Hayes, Baker and other members of her staff and board began to visit Girl Scout program centers around the country. They visited buildings in Wisconsin, Illinois, Pennsylvania, Tennessee, Florida, Virginia and several other states. They learned something from each building they visited. She mentioned a property where the site was beautiful, but the building was large and looked like a big office building plopped down in the middle of it all. The building was not at all integrated with the land and had no concern for sustainability at all. Some places had program spaces which were beautifully designed, but the offices were small and horrific. Others had cavernous lobbies, designed to look impressive, but showed a lack of interest in the space by the lack of people using it. They decided against a two story design for the office space because there was a noticeable hierarchy that developed with the users in the buildings designed that way. They found many of the places they visited had run out of space the day the door opened and none of the buildings had enough storage (personal communication with J. Barker on August 6th, 2009).

What seemed to be most disturbing to Barker was the information provided to her when she asked how the buildings were designed. Many of the spaces were one person’s vision and lacked any kind of involvement with the girls or even volunteers. She said that in many cases the CEO had taken the architect, sat in a backroom and planned the whole building with just the two of them. She said that the buildings designed this way were the least successful of all of the buildings her team visited (personal communication with J. Barker on August 6th, 2009).

From these tours, the team was able to understand what some unexpected needs would be as well as what they liked and didn’t like. They were able to hire a construction manager whom, Barker boasts as no less than amazing. The construction company donated all of their planning hours, the meetings for which Barker made sure she was present. They thoroughly educated the girls on the process and included them every step of the way. In fact, everyone who was brought onto the design team was required to keep the Girl Scout mission and the vision the council had for the building in mind and anyone
who did not share in this thought was asked to leave the team (personal communication with J. Barker on August 6\textsuperscript{th}, 2009).

Barker said that the first interior designer they had working on the project agreed to involve the girls in the process, but she never did. That designer was fired. A new interior designer was hired in replacement and adhered to the rules to involve the girls in great measures. All of the 28 colors in the building were selected by the girls. Barker mentioned that there are rooms that will turn adults’ stomachs because they are so overly girly. But without fail, when the doors open and a girl walks in for the first time she will squeal with delight (personal communication with J. Barker on August 6\textsuperscript{th}, 2009). When it came time for construction, the girls wore hard hats and walked the site (Brokaw, 2009).

The construction manager made each subcontractor include a donation in their bids for work. The subcontractors who were hired did not make much money off of the project, instead just breaking even on labor and material costs (personal communication with J. Barker on August 6\textsuperscript{th}, 2009).

Barker contributes the low cost for construction also to the fact that they were able to use very conventional materials in a very non conventional way (personal communication with J. Barker on August 6\textsuperscript{th}, 2009). The building is constructed out of steel, concrete and glass. The design was intended to remain rough so that the girls would be able to see how the building was constructed (Brokaw, 2009).

Unfortunately, the building is not LEED certified. Barker said that at the time, LEED was relatively new and the cost for the certification process just wasn’t in the budget. Still, they made every effort to design and construct the building as green as possible (personal communication with J. Barker on August 6\textsuperscript{th}, 2009). One of the main “green” features is a vegetative roof. This helps out with the heating and cooling of the building (Brokaw, 2009).

When the building was first constructed, there was some criticism in the community and a general question, “why would you build something so grand for Girl Scouts?” To this, the council put forth a campaign- “Girls are worth it!” Now, Barker can happily say that the building put Girl Scouts “on the map” in their area, and
thankfully, the community sees them as the most visionary non-profit in Kalamazoo (personal communication with J. Barker on August 6th, 2009).

The space is used for the urban programs, staff space, camping space and anything else the girls can dream up to do (personal communication with J. Barker on August 6th, 2009). There is an activity wing which opens to a woodsy area for girls to camp, and it is right within the city. The backside of the building is designed to be low to the ground in order to make girls feel sheltered and protected (Brokaw, 2009). Barker is able to bring together the entire council staff because there are large spaces to meet in, which they regularly rent out for meetings and weddings while, she added, making a nice profit in the process (personal communication with J. Baker on August 6th, 2009).

When asked about the name of the building, The Program and Training Center, Barker admitted that she believed it was a bad name and regretted not naming it a Girl Scout Urban Campus. She said that renaming the center could be in the future (personal communication with J. Barker on August 6th, 2009).

The secret to the success of this building was that Barker didn’t make all of the decisions. She said that, of course she had veto power, but at the same time, she let the girls give ideas and they used most of those ideas. When it was all said and done, someone asked her, was it hard? She said that she had never thought about how hard it was- just that it needed to happen. Barker wants any Girl Scout Councils who might be considering building a space similar to what they have built to know that this idea started very large and was then whittled down. She wants the people who plan the building to give themselves “permission to think big; think open; think possibilities; think abundance” (personal communication with J. Barker on August 6th, 2009).

Barker is planning to start a similar process in Lansing, Michigan. She wants to build a Leadership Center which will be a place where girls can come and develop their leadership skills in an effort to have more girls interested in politics. Barker’s vision and her driving force for doing this is the hope that she can help to influence girls so that in the near future women will be represented in our country’s governing bodies equally with men (personal communication with J. Barker on August 6th, 2009).
Figure 3.31. The front entrance to the Program and Training center. Image taken from the Spring/Summer 2009 issue of LEADER Magazine.

Figure 3.32. Interior of the Program and Training center. Image taken from the Spring/Summer 2009 issue of LEADER Magazine.
Figure 3.33. Interior of the Program and Training center. Image taken from the Spring/Summer 2009 issue of LEADER Magazine.

Figure 3.34. Interior of the Program and Training center. Image taken from the Spring/Summer 2009 issue of LEADER Magazine.
Summary

In this chapter both historic buildings owned by GSUSA and innovative buildings owned by local Girl Scout councils were profiled. This information will be used, along with the review of literature from chapter two and the information in chapter four, for one particular local Girl Scout council, the Girl Scout Council of the Florida Panhandle, to create detailed programming descriptions for individual spaces within a Girl Scout Urban Campus for their own council.
CHAPTER FOUR

PRELIMINARY PROGRAM INFORMATION

The process of self esteem and confidence-building in Girl Scouts (and girls in general) benefit from the influence of close support systems comprised of both peers and mentoring adults. These individuals guide the girls with shared experiences and information in what this thesis refers to as the Girl Scout Trefoil Effect. The Girl Scouts as a whole have minimal facilities, particularly in urban settings, in which to provide these encounters. This thesis will provide one local Girl Scout Council, specifically the Girl Scout Council of the Florida Panhandle, with a design program for a Girl Scout Urban Campus which will be based on the research from chapters two and three and the compiled information on the project which will be given in this chapter.

This chapter will introduce the Girl Scout Council of the Florida Panhandle. Further, it will give a profile on the council’s members, properties and jurisdiction. A site will be proposed for a possible location to construct a Girl Scout Urban Campus for this council’s use. Along with this, the wants and needs of the members of the council will be listed. Finally, factors such as building codes will be addressed as important considerations for the design of a building.

Project Description and History

On April 1st, 2009, the Girl Scout Council of the Appalachee Bend and the Girl Scout Council of Northwest Florida merged to become the Girl Scout Council of the Florida Panhandle (GSCFP). These two separate councils were part of a network of over 300 local Girl Scout councils throughout the United States. After a process that took several years, the over 300 councils were re-divided and merged into what are now 106 local councils.

Due to these realignments in organization and service, many of the councils are still in the process of dealing with growing pains and are just now learning how to conduct business as new councils. To some degree GSCFP is still in this transition period; however,
the members of the council are quickly discovering how to make Girl Scouting work for their entire membership.

The Girl Scout Council of the Florida Panhandle possesses six different properties- three camps and three service centers. Generally, camps are used for large events where 40 to 200 Girl Scouts and adult volunteers are participants. The camps are located in rural areas of the council. The service centers are located in more populated areas and are used as places where the day to day business of the council is conducted. To some small degree, meetings for both adults and Girl Scout troops take place in these facilities. However, the service centers are unable to accommodate a large number of people. This means that when GSCFP holds large events the council must either hold the event at one of the rural camps or rent a facility for events taking place in the urban areas of the council.

The following are the camps and properties currently owned and utilized by GSCFP.

Camp for all Seasons

Camp for all Seasons, or as it is commonly referred to as CFAS, is located on Lake Talquin in Tallahassee, Florida. This camp has a large lodge which is used for a variety of activities including dining, arts and crafts, and sleeping. The lodge is also used for troop camping trips, summer camp, and events for private individuals. Along with this building there are three different areas with cabins, bathroom facilities and kitchens, a lake used for canoeing and water sports and pool used for swimming within the 65-acre property. In addition to these areas there is a horse stable that is used during summer camp.

Camp Kolomoki

Located near DeFuniak Springs, Florida, Camp Kolomoki offers campers 1,650 acres of space with buildings for dining, arts and crafts and sleeping uses. The camp also includes stables.
Camp Kugleman

Camp Kugleman is an aquatic center located in Lillian, Alabama. This former nunnery provides campers with sailing and other aquatic activities. The camp has dormitory type housing and spaces for arts and crafts.

Pensacola Service Center

The Pensacola Service Center is located near the western most boundary of the council’s jurisdiction. It houses a Girl Scout shop and nine staff members. The building is used for administrative purposes, volunteer support, training and Girl Scout troop meetings.

Panama City Service Center

The Panama City Service Center is located on a property which currently has other buildings that are not being utilized by the council. This service center houses staff members and is utilized for meetings of up to 45 people, Girl Scout troop events and administrative purposes. It also has a Girl Scout shop.

Tallahassee Service Center

This service center is the eastern most service center in the council’s jurisdiction. The building houses a Girl Scout shop and is used for administrative purposes, volunteer support, as well as small meetings and training.

Existing Site Conditions

The site for this project has been selected for its location as an easily accessible urban property. This site is located in the heart of Tallahassee off of one of the city’s busiest roads, North Monroe St., Figure 4.1 shows an aerial view of all of proposed site and additional expansion properties.
This location would allow for easy access to areas of Tallahassee where the council might want to focus programs for the girls using the Girl Scout Urban Campus. The property is within 1.5 miles of the Florida Capitol building, less than 2 miles away from the Florida State University (FSU) campus and about 2.5 miles from the Florida Agricultural Mechanical University (FAMU) campus. In addition, this property is also close in proximity to a mall, two IMAX theatres, several museums, art galleries and many shops and restaurants.

These sites are adjacent to Lake Ella which is in Fred O Drake Jr. Park. This is a park which the Tallahasseeans use regularly for various community events throughout the year. The lake is a favorite spot for exercise, taking children to feed the ducks, and couples out for moonlit strolls. The location would be ideal for the Girl Scouts as it is located within the city and because of its location in the center of town in an urban area and next to a popular public park. This would be a place that would be easily seen, which would be important for showing the presence of the Girl Scout organization to Tallahassee residents and visitors.
Basic Population and Geographical Information

The 19 North Florida counties of the Florida Panhandle (along with their estimated populations by the US Census bureau in 2008) which GSCFP serves are: Bay (163,946), Calhoun (13,617), Escambia (302,939), Franklin (11,202), Gadsden (47,560), Gulf (15,667), Holmes (19,328), Jackson (49,656), Jefferson (14,547), Lafayette (8,013), Leon (264,063), Liberty (7,957), Madison (18,895), Okaloosa (179,693), Santa Rosa (150,053), Taylor (21,546), Wakulla (31,089), Walton (53,839) and Washington (23,928). According to Mapquest.com, from one of the northwestern most areas of the council’s jurisdiction, Walnut Hill (in Santa Rosa county), to one of the southeastern most areas, Hatchbend (in Lafayette county), the 350 mile distance would take over 5 and a half hours to drive (see image below).

Figure 4.2. Travel map of the route from one of the council’s northwestern most areas to one its southeastern most areas.
GSCFP is one of seven Florida Girl Scout councils. Compared to other areas of Florida, the panhandle is the most sparsely populated region. Even though GSCFP is responsible for over a quarter of the counties in the state of Florida, less than 15% of Florida’s population lives within their jurisdiction.

Girl Scouts has always had a policy of accepting those who come from all backgrounds and ability levels, and this council honors that policy. The members of the council come from all different walks of life, social levels and classes, religions and races. Any female age 5+ can be a member and any male 18+ can join.

Client Philosophy and Goals

GSCFP is one of 106 local Girl Scout councils. It is comprised of girl members (ages 5-17), staff members, board members and adult volunteers. At the time of this research the council’s membership was over 11,000 people (8,500 girls and 2,500 adults). The council seeks to bring Girl Scouting to the girls of the counties it serves under the directive of GSUSA. GSCFP provides opportunities and experiences to girls per the Girl Scout mission using the Girl Scout promise and Girl Scout law. The membership goal is for 11% of the girls ages 5-17 in council’s jurisdiction to be registered members of GSCFP, which is the average percentage in the United States. As of 2009, the council’s membership percentage was at 10%. When the council does reach their goal, they will continue to solicit more girls into the scouting program and maintain the interest of existing Girl Scouts.

Client Operation and Organizational Structure

The council has three regional offices located in Pensacola, Panama City and Tallahassee. Each office has staff members called Membership Coordinators who focus on specific counties within the jurisdiction to provide support to volunteers. Other positions such as Product Sales Coordinator and Program Coordinator can be filled by individuals working at any of the three locations. The CEO operates primarily out of the Panama City; however, her managing position requires constant commuting between the three offices.
User Profile

As mentioned in chapter two, there are several groups which make up a typical Girl Scout council’s membership. Generally, groups are broken into staff, girl members and adult volunteers. Within these three groups are several subgroups based on ages and responsibilities. In addition, when considering a facility such as this, one that could be used for additional income purposes and community outreach, the public must also be considered. The information in this section has been collected and accessed through conversations with staff members, volunteers and girl members, web research and visits to the properties which have taken place during the course of the research process for this thesis, over the past few years.

Staff

Girl Scout staff members are generally female, but there is no discrimination towards males and they are hired on an individual basis based on qualifications. Currently the Girl Scout staff in Tallahassee is all female, except for one male who works out of the office as the ranger over the local camp, Camp for All Seasons. There are currently 9 women who work in the Tallahassee office, which is tucked away from the main streets behind Faith Presbyterian Church on Pinewood Blvd., with an office reserved for the CEO when she works in the area. These women currently work in a space that is cramped, has minimal storage space and small meeting areas. One of the biggest storage problems comes at the end of the cookie season when the leftover cookies must be removed from warehouse storage. The office is overrun with the extra boxes until they are sold or donated. One of the general problems is very few of the offices can be made private by closing a door. Most of the women work in an area that is at least partially open to the rest of the office. Also in the existing facility is a Girl Scout store where leaders, girls, parents, volunteers and anyone with an interest can come to purchase uniforms, t-shirts, badges, Girl Scout awards and other items with the Girl Scout logo on them. Based on conversations with staff members, they would need to have a store in the urban campus. The staff members would also want this space to be accessible to anyone...
who comes into the building; however it should be able to be secured when a proper
attendant is not available.

These women have expressed a desire to have an environment that is cheerful and
friendly. They desire a family environment and even bring their children to work with
them as needed. One of the former staff members was even allowed to bring her
newborn to the office with her upon her return from maternity leave. Older children of
staff members will often even help around the office, earning volunteer hours in the
process.

While the staff enjoys working together in a team environment, more privacy is
needed for the staff members who do not currently have it. As it is, these staff members
feel that it is difficult to conduct even phone conversations if the matter is of a delicate
nature. At the same time, because these staff members are without doors, they must work
under a constant open-door policy making it hard to retreat from casual conversations and
questions any of the volunteers may pose.

Various staff members can be seen on occasion outside of the Tallahassee Service
Center sitting on the sometimes shaded picnic bench and working. Many of these women
would welcome the opportunity to be able to do their work while taking advantage of
nice weather.

The staff needs storage for both permanent and seasonal (cookie storage) use.
They would like to have a kitchen area to store food and eat meals. They would also
enjoy having a gym for their use. They would like to be somewhat secluded from the
program areas designed for the girls to keep distraction to a minimum.

For the girls, the staff would like to have areas that promote learning in science
and math. They would also like to have areas that encourage exercise. This could be
done in exciting or “extreme” manners with facilities as a rock climbing wall.

The CEO has requested that restroom areas for men be minimal, as she foresees
few men will use the space, and that these facilities should be available for use by the
girls in the event that the facility has no men in it at any given time. Specifically, she
requests that this facility contain no fixtures that would be hard to use by a female, such
as a urinal.
The staff would like to have a place within Tallahassee where the entire GSCFP staff could meet, as well as an urban space where 300+ members could comfortably fit. This space would be utilized for events for girls, adult events and private events where the space could be rented to provide additional revenue. This space would have a stage and be flexible to allow for multiple seating arrangements.

Other desires of the council staff members include: A kitchen which can be used for catering special events and for teaching Girl Scouts how to cook; A rock climbing wall; A stage for performances within the large gathering room; Places to display art made by the girls; A library space; Areas for girls to study; Areas for girls to work on badges and projects; an urban camping area, where girls could experience the thrills of camping without going to a rural area, such as a camp.

Girl Members

Young Girl Scouts, especially those of Daisy and Brownie age, girls love showing that they belong to the organization. Patches, badges and everything that shows they are Girl Scouts is fun and exciting to them. As the girls enter into their later elementary years, and if not by then, middle school, excitement for such things decreases. This happens right around the same time that these same girls are faced with a serious drop in self esteem (Gurian, n.d.). Both of these issues have to do with the perception that the girls’ peers have of them. As the girls enter into their “tween” and teen years, peer pressure becomes stronger and organizations such as the Girl Scouts are viewed as something little girls do. At this time many girls replace Girl Scouts with other activities (Girl Scouts, 2008).

To keep the girls interested in Girl Scouting as they reach their teen years, the Girl Scouts have implemented leadership and adventure programs to help girls to focus on their futures, and to provide them with opportunities rarely offered to them elsewhere. This can be translated into design by offering the girls the opportunity to engage in such activities as rock climbing within the Girl Scout Urban Campus.

Other ideas for helping girls retain interest is to have facilities and activities that are offered to the girls in a progressive manner- meaning, as the girls move forward through the Girl Scout age groups, they are allotted more privileges and accessibility.
This should be something that is not kept secret so that younger girls become excited about moving forward in their Girl Scout experience. Spaces should be designed to allow each age level of Girl Scouts to have their own identity and spaces.

The girls would benefit from spaces within the facility where their troops could spend the night and even areas outside of the building where they could “camp”. Girls enjoy various multitudes of activities and spaces to accommodate those interests would be helpful. These spaces could cater to activities such as cooking, arts and crafts, dancing, acting, music, science, math, history and geography. For older girls spaces could be included to facilitate issues related to growing up and becoming successful individuals in college and beyond, and focusing on personal health issues and finances.

Girls need spaces to run around and exert their energy. There should be large spaces that are open and can be used to play games in. These spaces should be provided both outside and inside.

Surfaces should be easy to clean and slip resistant. The décor and colors should be bright, bold and cheerful (personal communication with J. Barker on August 6\textsuperscript{th}, 2009). Designers should pay special attention to sound absorption as young girls tend to not be the quietest people in the world.

**Adult Volunteers**

People may register as Girl Scout adult volunteers at the age of 18 and continue at this membership level for the rest of their lives. GSCFP has many women who have been Girl Scouts themselves, went on to lead a troop (or even multiple troops) for their daughter(s) and have returned yet again to lead a troop for their granddaughter(s). On the opposite end, some of the volunteers who provide GSCFP with help specific to the everyday business aspects and needs of the council are the Campus Scouts. These are college students, mostly female, who are generally 18 to 22 years in age. In the middle of these two age groups are mothers and fathers of all ages who are parents of active Girl Scouts and people who have no children in scouting, yet choose to volunteer because they believe it is a worthy cause. These adult volunteers vary in interests, tastes, likes, dislikes, beliefs and cultures. The beliefs that bind them together are those that the Girl
Scout organization was built upon and a continued effort to help girls to become courageous, confident, and have character.

For these volunteers, spaces are needed to help them in their efforts to assist both the staff members and the girls. Board members need a place where they would be able to meet, and leaders need an area for training meetings to take place. It would also be helpful for volunteers who regularly use the facility to have an area for personal storage.

Public Interest

With many of the spaces that are utilized as Girl Scout Urban Campuses, or program centers which serve many of the same purposes, the Girl Scout councils have built spaces within these buildings that can be rented to the public to generate income for the organization, as well as spaces that can be utilized by the community for little or no charge, based on the request. Many of the councils which have these spaces first considered the needs of their community - what kinds of facilities their communities were in need of and how the new Girl Scout facility could help to meet those needs.

Ways in which this facility could cater to Tallahassee’s community would be to offer spaces in which small groups such as Boy Scout troops and neighborhood groups could meet. These spaces would need to hold 10 to 100 people at a time. GSCFP could earn income by having a large space which could accommodate 300+ people for such events as wedding receptions, parties and business events. These spaces should be able to be accessed by the individuals renting the facilities without allowing them access to other parts of the building(s). These facilities would need to have appropriate bathroom facilities based on code requirements and would be best utilized if they were to have a kitchen facility which could be used for catering.

Analysis of Requirements

From the profiles above, requirements can next be broken into three spatial categories based on the users who will utilize spaces to allow for convenience, security and sound separation: Girl Area, Administrative Area and Public Area. The Girl Areas will be primarily reserved for use by girl members of the council and the adults who help
support their activities. The Administrative Areas will be primarily used by the staff members and volunteers working with the staff. The Public Areas will be utilized by all members of the council with many of the spaces available to be rented to the general public. There does not need to be a designated adult volunteer space because the volunteers’ spaces will be within both the Girl Spaces and the Administrative Space—depending on the purpose. In the next chapter, individual spaces and their requirements will be analyzed for each of the three areas. Some of these specific spaces will be found in more than one of the categories.

**Codes and Regulations**

The state of Florida has its own building code which is a modified version of the International Building Code used by many other states in the US. At the time of this research, the building code currently used in Florida was the Florida Building Code 2007 with 2009 supplements. A list of important design codes and requirements to be used in this project are described in Appendix A.

**Energy Conservation and Green Design Issues**

Girl Scouts make individual commitments to live by the Girl Scout Promise and the Girl Scout Law, especially through two of the last lines in the Girl Scout Law: “Use resources wisely,” and “Make the world a better place” (Girl Scouts of the United States of America, 2009k). Through Girl Scouting, girls learn about endangered wildlife, develop creative recycling projects and work towards such earned age-level awards as the Environmental Health Badge or the Eco-Action Interest Project Award. These programs were developed to help girls “focus on care, conservation, and responsibility and ensure the safety of our planet for future generations” (Girl Scouts of the United States of America, 2009e, ¶1). For this reason, and the good of the environment, it is recommended that any building designed for the Girl Scouts should seek to be sustainably designed.
Buildings impact the environment to such a degree that they can end up harming the land, the community and the people who use the community and the buildings themselves. Designing buildings that are “green” or “sustainable” can greatly reduce the negative impacts that these buildings cause, even to the point of reversing damage that has been dealt previously to the environment (U.S. Green Building Council, 2006). According to the U.S. Green Building Council, buildings constructed with this philosophy in mind are meant to be “environmentally responsible, economically profitable, and healthy places to live and work” (U.S. Green Building Council, 2006, p.11).

It is suggested that councils use the LEED (Leadership in Energy and Environmental Design) program overseen by the U.S. Green Building Council. This program had set guidelines for sustainability in five categories including: Sustainable Sites (SS), Water Efficiency (WE), Energy & Atmosphere (EA), Materials & Resources (MR) and Indoor Environmental Quality (IEQ).

Summary

In this chapter, the specific information, wants and needs of the members of the Girl Scout Council of the Florida Panhandle were examined. A location for a Girl Scout Urban Campus was identified, and specific considerations for the project were listed. In chapter five, individual spaces will be listed and examined to produce a programming analysis for the ideal GSCFP Girl Scout Urban Campus.
CHAPTER FIVE

PROGRAMMING FOR INDIVIDUAL SPACES

This chapter will take the information which was gathered in chapter four, along with research from chapters two and three, to propose specific spaces and rooms for GSCFP’s Girl Scout Urban Campus. Each space will be examined to determine its function, adjacencies, atmosphere, users, privacy, security and how the Girl Scout Trefoil Effect will benefit the users of the space. Along with these elements, each space will be given a proposed square foot estimate, a list of furniture fixtures and equipment (FF&E), lighting for the space and ideas for design features. Graphics including existing photographs of similar spaces, bubble diagrams, floor plans, sections and details will supplement the descriptions of spaces in order to help explain different ideas. This program will be specific for the GSCFP and North Florida, but could also be helpful in other areas.

In this chapter, the building will be broken down into five different areas including: Public Areas, Areas for Girls, Administrative Areas, Building Support Areas and Exterior Areas. The public areas are for use by all general members and members of the public. The areas for girls are spaces which are primarily designed for the use of the girl members of the council and their volunteers. The administrative areas are dedicated to the business aspects of the council and the staff members. The building support areas are spaces such as storage closets and bathrooms which are needed throughout the building. Finally, the exterior areas are those spaces which will not be located inside of the building, but are still important to the function of the building and the Girl Scout programming the building will provide.

Following in the path of Janet Barker and the Kalamazoo, Michigan building, this program has been designed with the council’s dreams in mind. Some aspects in this program may seem lavish and unrealistic for a facility for Girl Scouts. However, as Janet Barker mentioned in her interview recounted in chapter three, her 30,000 sq. ft. facility started out much larger, and much grander than the final product ended up becoming. In
the end they changed the design based on the funds they had available and what they deemed to be the most important features and spaces for the building to have.

The following graphic is a bubble diagram, designed to show the approximate size of the building and explain the proposed connections between the different areas of the building (inside and outside). Again, the five categories are public areas, areas for girls, administration areas, building support areas and exterior areas. Exterior areas are an important element for Girl Scout Urban Campuses to allow Girl Scouts to connect with nature and the outdoors, even in urban areas. The building support areas will be divided around the building and exterior as required by the code and as they are needed. The other four categories and their relationship to each other are illustrated below in Figure 5.1.

Figure 5.1. Bubble diagram of the Girl Scout Urban Campus showing areas within the building and the traffic flow and exits between those areas.
A person would enter into the building via the public areas and would then go further into the public area spaces or could continue into the administrative areas or areas for girls. From any of these areas they would have multiple opportunities to exit the building and connect with the exterior areas. Based on the estimates given for the individual spaces listed below and allowing for circulation, restrooms and assigned areas accounting for 40% of the space, this bubble diagram shows the estimated square footage of the building to be 29,008 sq. ft. Table 1 shows a break down of the areas allowing for 60% of the space to be assigned.

**Table 1. Girl Scout Urban Campus Square Footage**

<table>
<thead>
<tr>
<th>Area</th>
<th>Main Spaces (60%)</th>
<th>Circulation, Restrooms and Unassigned Areas (40%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>7,850 sq. ft.</td>
<td>5,233 sq. ft.</td>
<td>13,083 sq. ft.</td>
</tr>
<tr>
<td>Girl</td>
<td>6,300 sq. ft.</td>
<td>4,200 sq. ft.</td>
<td>10,500 sq. ft.</td>
</tr>
<tr>
<td>Administrative</td>
<td>3,255 sq. ft.</td>
<td>2,170 sq. ft.</td>
<td>5,425 sq. ft.</td>
</tr>
<tr>
<td>Total Combined</td>
<td>17,405 sq. ft.</td>
<td>11,603 sq. ft.</td>
<td>29,008 sq. ft.</td>
</tr>
</tbody>
</table>

**Public and Shared Areas**

The following spaces are areas the girls, staff members and members of the public will be able to use. Figure 5.2 is a bubble diagram which shows the relationship between the spaces with this designation.
A person would enter into the Reception area and could immediately go into the Rock Climbing Wall area, the Store, the Library or the Friendship Hall. From the Friendship Hall a person could go into the Catering/Teaching Kitchen and Dining Area or could make their way outside to enter into one of the Small or Large Meeting rooms. The
estimate for the size of the Public/Shared Areas is 13,083 sq. ft. This is allocated as major areas (60%) occupying 7,850 sq. ft. and circulation, restrooms and unassigned areas (40%) occupying 5,233 sq. ft.

Reception

**Description of Function:** To welcome and direct visitors to the campus.

**Adjacencies:** Should be a central access point for all areas and next to the Girl Scout store.

**Desired Atmosphere:** Friendly, cheerful, exciting, happy and fun

**Users:** Girls, adults, families, visitors, staff and public users

**Privacy:** None

**Security:** Receptionist should be able to monitor girl use and public use areas, as well as the store, through the use of security cameras.

**Trefoil Effect:** This is where both girls and adults will come to begin their Girl Scout journey.

<table>
<thead>
<tr>
<th>Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>400 sq. ft.</td>
<td>· Reception desk</td>
<td>· Task lighting fixtures</td>
<td>· High ceilings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Chair</td>
<td>· Track lighting fixtures</td>
<td>· Bright colors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Phone</td>
<td>· General lighting with fluorescent or LED lighting fixtures</td>
<td>· Visual connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Computer(s)</td>
<td>· Daylight</td>
<td>to and from outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Guest chairs</td>
<td>· Ambient lighting fixtures</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** Ceiling should be minimum 11’-0” high. Tinted glass and insulated glass should be installed for energy conservation. The front entrance should have a porch area with a canopy roof which should extend between 6’-0” and 10’-0” to allow additional shading for the windows and cover from the elements for members and
visitors. Windows should span the front façade of the reception area. Special attention should be paid to the ceiling treatment design with the use of decorative beams, surface treatments and ambient lighting.

Figure 5.3 shows a bubble diagram of the Reception Area. From the front entrance a person would approach the reception desk and then circulate around the space to go to one of the other areas, such as the Store, the Administrative Areas, the Public Areas, the Girl Areas or the Rock Climbing Wall to allow easy entrance to all of the main areas.

Figure 5.3. Reception Area Bubble Diagram.
Rock Climbing Wall

Description of Function: Area for Girls to learn rock climbing in a safe and secure environment.

Adjacencies: Should be far from the administrative areas as not to disturb office work. Should be located near the entrance to the building and/or busy road to grab the community’s attention.

Desired Atmosphere: Fun and exciting

Users: Adults and girls over the age of 11 can use the 20’-0” wall. Any adults and girls age 5 and up can use the 10’-0” wall.

Privacy: None

Security: Security cameras

Trefoil Effect: Adults and girls can use this wall and together learn how to rock climb, or help to teach one another.

Table 3. Rock Climbing Wall

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock Climbing Wall</td>
<td>15 people min.</td>
<td>Per rock climbing wall designer</td>
<td>Per rock climbing wall designer</td>
<td>Bright colors</td>
</tr>
</tbody>
</table>

Suggested Design Ideas: Will need to be designed by a specialty rock climbing wall designer. The climbing wall should be showcased from the exterior though the use of clear spanning windows and lighting. The rock wall should be a minimum of 20’-0” tall. A second, short wall should be designed and located nearby. This wall should be no taller than 10’-0” in height and should be used for practicing.
Figure 5.4 shows an existing rock climbing wall at Loyola University in Maryland. It gives a good image of how the wall is used, and how the ropes are wrapped around a bar above the climber and then secured by a belayer, who is a person which holds the ropes, helps the climber and is located below.

*Figure 5.4. Example of what the rock climbing wall might look like.*
Figure 5.5 shows a bubble diagram of the Rock Climbing Wall Area. People will typically enter into the space from the Reception Area. Once in the space, they will then have the option to use the rock climbing wall, one of the practice walls or watch and wait for a turn. A secondary exit/entrance will be available to/from the Girl Areas. Users of the space will be able to change clothing and even shower within one of the various restrooms and/or bathrooms located around the facility.

*Figure 5.5. Rock Climbing Wall Bubble Diagram*
Store

**Description of Function:** To display items for sale and provide a place for the items to be purchased.

**Adjacencies:** Should be connected to the Reception Area.

**Desired Atmosphere:** Friendly, cheerful, exciting, happy and fun

**Users:** Girls, adults, families, visitors, staff and public users

**Privacy:** For changing rooms

**Security:** Security cameras should be placed around the store; the cash register and merchandise should be able to be secured when the store is not being monitored.

**Trefoil Effect:** The store can be used to help girls learn about commerce and earn Girl Scout badges related to this subject.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Store             | 300 sq. ft.             | • Clothing racks  
|                   |                         | • Shelves  
|                   |                         | • Display cases  
|                   |                         | • Cashier’s station  | • Spot lighting  
|                   |                         |                                  | • General lighting with fluorescent or LED lights  |
|                   |                         |                                  | • Storage  
|                   |                         |                                  | • Display window  
|                   |                         |                                  | • Changing rooms  |

**Suggested Design Ideas:** Attention should be paid to display areas and design features to highlight different locations within the store. There should be ample storage for overstocked items. The changing rooms should have signs which remind members that “A Girl Scout leaves a place cleaner than she found it” and instructions on where to place clothes which they have tried on but will not be purchasing.
Figure 5.6 and 5.7 show images taken from the retail store, Bosco Pi, in Moscow, Russia. The store was designed to look unconventional and modern. The display racks and shelves give the room a feeling of fun and movement. The bright colors and bright lights add to this atmosphere.


Figure 5.8 shows a bubble diagram for the Store. A person would enter into the Store from the Reception Area and would be able to circulate around the space to look at different display areas for the different age levels of Girl Scouting and purchase items according to their specific need. People would be able to try on outfits in the changing rooms. The staff members and store volunteers would be able to access the storage area and display case. People could use the changing rooms near the cashier’s station to try on different outfits.

Figure 5.8. Store Bubble Diagram
Library

**Description of Function:** Used to house Girl Scout related books which are available for troops to check out. Has an area for troops to work on projects and for girls to have a quiet place to study.

**Adjacencies:** Should be close to the learning areas and Planetarium

**Desired Atmosphere:** Calm and focused

**Users:** All girl and adult members

**Privacy:** Should have a door which is able to be closed.

**Security:** Security cameras; check out system for books.

**Trefoil Effect:** Girls and adults work together to research information for projects and badge work. Girls benefit from the adults by learning how to conduct research.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Library           | 200 sq. ft.             | • Tables  
                    |                       | • Chairs  
                    |                       | • Bookcases  
                    |                       | • Carpet  
                    |                       | • Sound absorbing ceiling panels and walls  
                    |                       | • General lighting with fluorescent or LED lighting fixtures  
                    |                       | • Daylight  
                    |                       | • Bookcases |

**Design and technical consideration:** A system of bookcases can be designed with light protruding from windows hidden within the shelves of the bookcases.

Friendship Hall

**Description of Function:** For use by GSCFP for both girl and adult events. Also rented to public individuals for private parties to earn the council additional income.

**Adjacencies:** Should be directly connected to the catering kitchen and near the reception area and restroom (bathroom) facilities.

**Desired Atmosphere:** Able to be varied from romantic and soft, to exciting and vibrant.
Users: Girls, adults, families, visitors, staff and public users

Privacy: Depends on the events taking place.

Security: This space should be accessible through the reception area, but renters of the facility should not be able to have access to parts of the building not included in the rental agreement.

Trefoil Effect: Adults and girls can come together to use this space by holding Girl Scout ceremonies, putting on performances and holding any number of educational and fun activities. The possibilities are endless.

Table 6. Friendship Hall

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendship Hall</td>
<td>• 300+ persons</td>
<td>• Tables</td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Standing space for 300 persons (5 sq. ft. net per person) is 1500 sq. ft. min.</td>
<td>• Chairs</td>
<td>• Daylight not required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seating with only chairs for 300 persons (7 sq. ft. net per person) is 2100 sq. ft. min.</td>
<td>• Projection system</td>
<td>• Stage lighting per stage designer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seating at tables for 300 persons (15 sq. ft. net per person) is 4500 sq. ft. min.</td>
<td>• Speakers</td>
<td>• Performance stage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sound equipment</td>
<td>• Operable curtain system</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Storage</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Design Ideas: If windows are used, blackout shades should be applied so that the friendship hall can be used as a theatre room. Stage should be accessible by people of all ability levels. Projection screen should span the length and width of the stage between the operable curtains. Sound absorbent wall panels and treatments should be used. There should be storage for the tables and chairs.
Figure 5.9 shows a bubble diagram of the Friendship Hall. The main entry is from the Reception Area. Based on how the furniture (or lack of furniture) is arranged for any given event will change how the traffic flow within the space will be. Within the Friendship Hall people can gain access to the stage and storage area. The room has two exterior exits and an adjacent door into/from the Catering/Teaching Kitchen.
Catering/Teaching Kitchen and Dining Area

Description of Function: Should be used to cater large events in the Friendship Hall. Space will be used to teach Girl Scouts how to cook by focusing on learning as a troop or group. Kitchen can also be used for day to day use of the staff. Dining area should be used for eating as well as observation of the kitchen area.

Adjacencies: Should be connected to the Friendship Hall and close in relation to the Learning Areas.

 Desired Atmosphere: Fun and warm

 Users: Girls, adults, families, visitors, staff and public users

 Privacy: Should have a way to close off all or most of the dining area from the kitchen

 Security: Fire suppression equipment

 Trefoil Effect: Girls and adults can work together to learn new recipes to cook.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering/Teaching Kitchen and Dining area</td>
<td>300 sq. ft. for kitchen 300 sq. ft. for dining area</td>
<td>Commercial kitchen equipment Tables Chairs</td>
<td>Task lighting fixtures Ambient lighting fixtures General lighting with fluorescent or LED lighting fixtures Daylight not necessary, but allowed</td>
<td>Eating bar Wheelchair accessible appliances Wheelchair accessible countertops Rubber flooring Stainless steel</td>
</tr>
</tbody>
</table>

Suggested Design Ideas: Commercial kitchen equipment should be selected per commercial equipment designer. Eating bar connected to the countertop from the kitchen. Appliances and countertops should be accessible to shorter people and people in wheelchairs. Flooring material such as rubber should be use to allow people to comfortable stand on the surface for extended periods of time. Surface materials such as
woods and others with bright colors should be selected which make the area feel less like an institution and more like a warm, fun place. Multiple surfaces and stations should be provided to allow for several chefs, caterers and/or Girl Scouts to use the space at one time.

Figure 5.10 is an example of what the kitchen area might look like. It shows a commercial kitchen with both stainless steel and wood surface treatments. The stainless steel allows the kitchen to be sanitary while the warm colors of the wood help to contrast the coldness of the gray metal. The kitchen has countertops of different height levels and shows rubber floor mats in areas where people would stand.

![Figure 5.10. Example of what the kitchen area might look like.](image)
Figure 5.11 shows the different spaces within the room and possible connections between the spaces, along with egress locations and traffic flow patterns. According to this diagram, the Catering/Teaching Kitchen would be used more than the Dining Area. People can enter into the room by way of the Friendship Hall or from the girl areas. The two spaces are connected with a countertop used for eating and cooking purposes.

![Catering/Teaching Kitchen Bubble Diagram](image)

**Figure 5.11. Catering/Teaching Kitchen Bubble Diagram**

Figure 5.12 shows one option of a section through the kitchen and dining areas. The illustration shows doors leading into the kichen area and the relationship between the two spaces. In between the two spaces is a countertop where girls can gather and eat around while people cook in the kitchen. Bi-level countertops allow for seating on barstools and regular chairs as well as accessible eating areas for people in wheelchairs.
The lowered and adjustable height countertops also allow for people in wheelchairs and girls too short to reach regular height countertops to work in the kitchen. The dining area in the section is decorated with artwork by the girl members of the council.

Figure 5.12. Section through the Catering/Teaching Kitchen and Dining Area

Figure 5.13 shows the countertop in a elevation view from the dining area looking into the kitchen.

Figure 5.13. Elevation of the dining countertop between the kitchen and dining areas, from the dining area.
Large Meeting Rooms

**Description of Function:** Two large rooms for 30 to 65 people to meet in.

**Adjacencies:** Should be near the reception area, administrative area and accessible to restroom facilities.

**Desired Atmosphere:** Comfortable

**Users:** Staff members, adult volunteers, public users and girl members with supervision.

**Privacy:** Can be accessible from the interior of the building, however should be secured after business hours with an accessible exterior entrance/access.

**Security:** Should be able to be secured to only allow access to this room and the restroom facilities when the room is rented after business hours.

**Trefoil Effect:** For the Daisies, girls and adults work together as the girls begin to learn the ways of Girl Scouting. For the Brownies, girls and adults work together as the girls progress in earning brownie try-its and learning more and more about what it is to be a Girl Scout. For the Juniors, Cadettes, Seniors and Ambassadors, adults work with girls to help them work towards earning badges, and awards such as the Bronze, Silver and Gold. All girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore.

### Table 8. Large Meeting Rooms

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Meeting Rooms</td>
<td>450 sq. ft.</td>
<td>• Tables</td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td>• Storage</td>
</tr>
<tr>
<td></td>
<td>• Serves 30 people if tables and chairs are used</td>
<td>• Chairs</td>
<td>• Daylight</td>
<td>• High ceilings</td>
</tr>
<tr>
<td></td>
<td>• Serves 65 people if only chairs are used</td>
<td></td>
<td></td>
<td>• Clearstory windows</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Operable windows</td>
</tr>
</tbody>
</table>
**Suggested Design Ideas:** Ceiling height should be 11’-0” high with windows that extend up within 1’-6” of the ceiling.

**Small Meeting Rooms**

**Description of Function:** Two small rooms for 15 to 30 people to meet in.

**Adjacencies:** Should be near the reception area, administrative area and accessible to restroom facilities.

**Desired Atmosphere:** Comfortable

**Users:** Staff members, adult volunteers, public users and girl members with supervision.

**Privacy:** Can be accessible from the interior of the building, however should be secured after business hours with an accessible exterior entrance/access.

**Security:** Should be able to be secured to only allow access to this room and the restroom facilities when the room is rented after business hours.

**Trefoil Effect:** For the Daisies, girls and adults work together as the girls begin to learn the ways of Girl Scouting. For the Brownies, girls and adults work together as the girls progress in earning brownie try-its and learning more and more about what it is to be a Girl Scout. For the Juniors, Cadettes, Seniors and Ambassadors, adults work with girls to help them work towards earning badges, and awards such as the Bronze, Silver and Gold. All girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Meeting Rooms</td>
<td>225 sq. ft.</td>
<td>Tables and Chairs</td>
<td>General lighting with fluorescent or LED lighting fixtures</td>
<td>Storage</td>
</tr>
<tr>
<td></td>
<td>Serves 15 people if tables and chairs are used</td>
<td>Daylight</td>
<td>• High ceilings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serves 30 people if only chairs are used</td>
<td></td>
<td>• Clearstory windows</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Operable windows</td>
<td></td>
</tr>
</tbody>
</table>
Suggested Design Ideas: Ceiling height should be 11'-0” high with windows that extend up within 1’-6” of the ceiling.

Areas for Girls

The following spaces are descriptions of areas which will be primarily dedicated to the girl members of GSCFP and the people who support them. Figure 5.14 shows a bubble diagram of these spaces and how they will relate to one another.

*Figure 5.14. Girl Areas Bubble Diagram. Shows the relationship between the spaces dedicated to the girl members of GSCFP, the adjacencies between them, the exits and entrances to them and the traffic flow patterns between the spaces.*
The above diagram has been designed to allow the girls to encounter the most publicly shared spaces first. The areas colored green are intended to be shared by girl members of all ages, as needed for events, projects, programs or troop use. The yellow colored areas are designed to be used by the younger half of the girl members, Daisies, Brownies and Juniors, but would have an open invitation to be used by the older girls as they desire. The areas colored blue are meant to be used by the older girls, Cadettes, Seniors and Ambassadors, and would only be used by the younger girls on very rare, special occasions. Girls will enter the space primarily from the Reception Area and will often make their way to one of the three Learning Areas or to the Planetarium. Restroom facilities will be located near these spaces. Another direction the girls may take is to go to the areas dedicated to different age ranges. Daisy, Brownie and Junior girls may choose to head into the Journey Lounge where they can then continue into their respected age level room. Cadette, Senior and Ambassador girls may choose to enter into the Leadership Lounge where they can go into their age level rooms. Both the Journey and Leadership Lounge areas will have restroom (and possibly bathroom with a shower) facilities and storage areas connected to them. These lounge areas are spaces where the girls can relax, mingle and socialize with each other. The estimate for the size of the Girl Areas is 10,500 sq. ft. This is allocated as major areas (60%) occupying 6,300 sq. ft. and circulation, restrooms and unassigned areas (40%) occupying 4,200 sq. ft.

**Learning Areas**

**Description of Function:** Three different areas for: Arts and Crafts, Math and Science and Music, Dance and Theatre. These spaces use hands on experiences to help girls learn.

**Adjacencies:** The learning areas should all be near each other, the planetarium and far from the administrative areas. The areas should be in close proximity to the Lounges and the Girl Scout rooms.

**Desired Atmosphere:** Excitement and focus

**Users:** All girls, their leaders and volunteers

**Privacy:** The area should be able to be closed off from other areas.
**Security:** Security cameras; learning areas should be able to be secured from other parts of the building with lockable doors.

**Trefoil Effect:** For the Arts and Crafts Learning Area, girls and adults work together to learn new and old arts and craft techniques. For the Math and Science Learning Area, girls and adults work together to uncover the wonders science. For the Dance, Music and Theatre Learning Area, girls and adults work together to learn musical instruments, dance moves and acting techniques.

![Table 10. Learning Areas](image)

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>FF&amp;E</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Learning Areas    | 400 sq. ft. each        | • Chairs  
• Tables  
• Teaching equipment  
• Sink  
• Countertops | • General lighting with fluorescent or LED lighting fixtures  
• Daylight | • Storage cabinets  
• Internet connection  
• Modern technology  
• Plumbing connection for sink |

**Suggested Design Ideas:** Storage must be designed to hold all of the different equipment. Bright colors should be used to add to an exciting atmosphere. Design features and décor should adorn the rooms to encourage girls to have fun while learning. Modern technology can include, but is not limited to, computers, wireless internet access, televisions, DVD players and sound equipment.
Figure 5.15 is an example of a space that represents what this space might look like. It shows an existing classroom with colorful walls, art work on the ceiling and different places for storage.

Figure 5.15. Example of what the learning areas might look like. http://picasaweb.google.com/lh/photo/lZSI-WGi9MUgFLzJXNpfaw

Figure 5.16 shows the relationship of the three spaces, Arts and Crafts area, Music, Theatre and Dance area, and Math and Science area, to each other and the design features which are needed in the space, such as areas for shared storage and cabinetry. The diagram shows that the spaces can be entered through a main entrance to any of the three rooms from a hallway. A person could also travel between the spaces, and even open the three spaces to become one large space.

Figure 5.16. The Learning Areas Bubble Diagram. This bubble diagram shows the three learning areas and their relationships to each other.
**Planetarium**

**Description of Function:** Used to teach astronomy within a specialized facility.

**Adjacencies:** Near learning areas and far from the administrative areas. Room should be in close proximity to the Girl Scout common areas and Girl Scout rooms.

**Desired Atmosphere:** Excitement and focus

**Users:** All girl members and their leaders and volunteers

**Privacy:** This space must be closed off from other areas.

**Security:** Security cameras; lockable doors.

**Trefoil Effect:** Girls and adults learn about constellations, planets and the galaxy.

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**Table 11. Planetarium**

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planetarium</td>
<td>1000 sq. ft</td>
<td>• Fixed seating&lt;br&gt;• Planetarium equipment</td>
<td>• General lighting with fluorescent or LED lighting fixtures&lt;br&gt;• No daylight&lt;br&gt;• Planetarium lighting fixtures</td>
<td>• Comfortable seating</td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** A structural engineer should be consulted on the design of the elevated platforms for the seating as well as the structural frame for the dome. Planetarium equipment per specialty designer. Designers could refer to the planetarium in the STAR center (mentioned in chapter three) for ideas and precedence.

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**The Journey Lounge**

**Description of Function:** A place for the Daisy, Brownie and Junior Girl Scouts to come together for joint projects, activities, sleepovers and/or socializing. This is also a space for Cadette, Senior and Ambassador Girl Scouts to join the younger scouts in the above activities in friendship, sisterhood and as mentors.
**Adjacencies:** Should be directly adjacent to the Leadership Lounge, the Daisy Room, the Brownie Room and the Junior room. Room should be accessible to the reception area and restrooms.

**Desired Atmosphere:** Fun, excitement, whimsy and social

**Users:** All girl members and their leaders, families and volunteers

**Privacy:** Should be able to be closed off from hallways and the Leadership Lounge. The room can have doors with glass in them and/or interior windows to allow both girls and adults to see in and out of the rooms.

**Security:** Security cameras

**Trefoil Effect:** Girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore.

**Table 12. The Journey Lounge**

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting Characteristics and Features</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| The Journey Lounge | • 40 people  
• 20 net sq. ft. per person= 800 sq. ft. total  
• Area calculation does not allow space for book shelves and cabinetry | • Tables  
• Chairs  
• Couches  
• Fireplace  
• Book shelves | • General lighting with fluorescent or LED lighting fixtures  
• Daylight  
• Firelight | • Adventurous spaces  
• Internet connection  
• Modern technology  
• Storage closet |

**Suggested Design Ideas:** The fireplace should be vent-less, use gas and should be adorned with locally quarried limestone. Décor should celebrate being a Girl Scout. Flooring surfaces should be soft where girls may spend time sitting on the floor, and hard where messes and spills could be made. Seating arrangements should allow for socializing, relaxing and having fun. Modern technology can include, but is not limited to, computers, wireless internet access, televisions, DVD players and sound equipment.
Figure 5.17 illustrates an example of what the Journey Lounge might look like. The space is full of seating areas and uses bright colors and treatments which would appeal to young girls.

![Figure 5.17. Example of what the Journey Lounge might look like](http://www.pointclickhome.com/blogs/savvy_chic/barbie_s_dream_house)

Figure 5.18 shows a bubble diagram of the Journey Lounge. One would enter into the Journey Lounge from a hallway and could circulate to the fireplace and bookcases or to one of the adjacent rooms, the Daisy Room, the Brownie Room, the Junior Room or the Leadership Lounge.

![Figure 5.18. The Journey Lounge Bubble Diagram.](image-url)
Figure 5.19 shows a possible layout for a floor plan for this space. A person would enter into the room and could immediately visit the bookcase area where there would be three separate tables. In the bookcases there would be a hidden access to the tunnels leading to common areas for the Daisies and Brownies. Extensive design detailing would need to be done to assure sufficient space is allotted for hidden doors to open. To the left of the entrance to the room would be a seating area with comfortable sofas and lots of pillows all on top of a comfortable rug. Girls would have the option to lounge on the sofa or the floor. This area is near the fireplace, which could have a large television designed to be located over it. In the corner there would be an area with built-in storage which could also be used for seating. This would also hide an entrance to a common area for the Brownies and Juniors.
Daisy, Brownie and Junior Rooms

**Description of Function:** Separate rooms for each of the different age level groups including the Daisies, Brownies and Juniors, and also their leaders, family and volunteers for troop meetings, sleepovers and other activities.

**Adjacencies:** Should be in close proximity to the Journey Lounge and one another. Rooms should be accessible to both the reception area and restrooms. Rooms should have a direct opening to the exterior of the building to allow for easy access to and from the exterior area features.

**Desired Atmosphere:** Fun, excitement, whimsy and social

**Users:** Daisies, Brownies, Juniors, their leaders, families and volunteers

**Privacy:** The rooms should be able to be closed off from the common area.

**Security:** Security cameras; lockable door

**Trefoil Effect:** For the Daisies, girls and adults work together as the girls begin to learn the ways of Girl Scouting. For the Brownies, girls and adults work together as the girls progress in earning brownie try-its and learning more and more about what it is to be a Girl Scout. For the Juniors, adults work with girls to help them work towards earning badges, and awards such as the Bronze. Girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore.

Table 13. Daisy, Brownie and Junior Rooms

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting Characteristics and Features</th>
</tr>
</thead>
</table>
| Daisy, Brownie and Junior Rooms   | • 20 people for each of the 3 different spaces  
• 20 net sq. ft. per person= 400 sq. ft. total | • Table  
• Chairs  
• Bookshelves  
• Storage cabinets  
• Countertops  
• Sink | • General lighting with fluorescent or LED lighting fixtures  
• Daylight  
• Adventurous spaces  
• Internet connection  
• Modern technology  
• Storage closet  
• Murals |
Suggested Design Ideas: Tunnels and small spaces, based on design ideas from *A Pattern Language*, can be constructed around other design features and could even connect the space with each other. These small spaces will allow small children to feel that their environment fits them, and is designed for them, rather than for larger people. Adult access (for cleaning and maintenance) to spaces that the tunnels lead to should be designed for, and creatively hidden. Dedicated storage for different troops and leaders should be designed into the cabinetry. A removable labeling system should be used on the storage cabinets. Décor should celebrate being a Girl Scout and specifically the different Girl Scout age levels each room serves. Flooring surfaces should be soft where girls may spend time sitting on the floor, and hard where messes and spills could be made. Modern technology can include, but is not limited to, computers, wireless internet access, televisions, DVD players and sound equipment.

The features shown in the following image would work well in these proposed spaces to create the desire atmosphere. Figure 5.20 is a picture of storage solutions and murals on a wall. Many of the accent colors used in the space are bright and vibrant which is a desired feature for the rooms.

*Figure 5.20. Example of what the Daisy, Brownie and Junior rooms might look like from decorpad.com*
Figure 5.21 shows the basic connections and traffic patterns within one of these rooms, as well as the different spaces within these rooms. A person would enter into the meeting area of the room directly from the Journey Lounge. They would then circulate around that area, go to one of the storage areas or to the exterior exit of the room. They could also choose to enter into a play area which could lead to other girl spaces through the use of tunnels.

Figure 5.21. Typical Daisy, Brownie or Junior Room Bubble Diagram.
Figure 5.22 shows the connections and traffic patterns between the three rooms and their connection to the Journey Lounge. A person would enter the Daisy, Brownie or Junior Room from a main entrance from the Journey Lounge. Girls can then access the other rooms through a series of tunnels. All spaces must be accessible by adults as needed for safety and cleaning.
Figure 5.23 shows a section through the play area between the Brownie and Daisy rooms with the tunnels leading to the respective rooms which could be shut off using doorways and or furniture to disguise the tunnels. There should be a accessible door (3’-0” x 6’-8”, minimum) for adults to access the space in order to clean it and maintain safety. This door should be disguised from the view of the girls as best as possible to allow for the illusion of this space being secret and hidden.

![Diagram of adult access and tunnel play area]

**The Leadership Lounge**

**Description of Function:** A place for the Cadette, Senior and Ambassador Girl Scouts to come together for joint projects, activities and/or socializing.

**Adjacencies:** Should be directly adjacent to the Journey Lounge, the Cadette Room, the Senior Room and the Ambassador room. Room should be accessible to the reception area and restrooms.

**Desired Atmosphere:** Trendy, sophisticated and social

**Users:** Cadettes, Seniors, Ambassadors, their leaders and volunteers

**Privacy:** Should be able to be closed off from hallways and the Journey Lounge. The room can have doors with glass in them and/or interior windows.

**Security:** Security cameras
**Trefoil Effect:** Adults work with girls to help them work towards earning badges, and awards such as the Silver and Gold. Girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore.

**Table 14. The Leadership Lounge**

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Leadership Lounge</td>
<td>30 people</td>
<td>Tables, Chairs, Couches, Fireplace, Book shelves</td>
<td>General lighting with fluorescent or LED lighting fixtures, Daylight, Firelight</td>
<td>Internet connection, Modern technology, Storage closet</td>
</tr>
<tr>
<td></td>
<td>20 net sq. ft. per person= 600 sq. ft.</td>
<td>Area calculation does not allow space for book shelves and cabinetry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** The fireplace should be vent-less, use gas and should be adorned with locally quarried limestone. Images and messages should focus on girl power, projecting positive ideals about being a strong woman. Should appeal to younger girls, without projecting a feeling that is overwhelmingly “little girl.” Modern technology can include, but is not limited to, computers, wireless internet access, televisions, DVD players and sound equipment.
Figure 5.24 is what the Leadership Lounge might look like. It shows an existing office space which has been decorated with different shades of purples, red, black and dark pink. The style used in the space is very modern and very “chic” and sophisticated. A space which has this type of feel would be very important to have for this age group of Girl Scouts. The transition between elementary school and middle school, and then again from middle school to high school are two times when the drop-rate from Girl Scouts is the highest. Girls begin to view the organization as one that is geared towards little girls. Many people this author has spoken to outside of the Girl Scout organization are unaware that Girl Scouting continues for girls over the age of 10. This style of space and design would appeal to and welcome older girls while encouraging them to remain in scouting throughout their teenage years.
Figure 5.25 shows a bubble diagram of the Leadership Lounge. One would enter into the Leadership Lounge from a hallway and could circulate to the fireplace and bookcases or to one of the adjacent rooms, the Cadette Room, the Senior Room, the Ambassador Room or the Journey Lounge.

Figure 5.25. The Leadership Lounge Bubble Diagram.
Figure 5.26 shows a possible layout for a floor plan for this space. A person would enter into the room and could immediately visit the bookcase area where there would be one large table. To the right of the entrance to the room would be a seating area with comfortable sofas and lots of pillows all on top of a comfortable rug. Girls would have the option to lounge on the sofa or the floor. This area is near the fireplace, which could have a large television designed to be located over it. In the corner there would be a separate seating area.

Figure 5.26. Possible Leadership Lounge possible floor plan layout.

Cadette, Senior and Ambassador Rooms

Description of Function: Separate rooms for each of the different age level groups, Cadettes, Seniors, and Ambassadors, and also their leaders and volunteers for troop meetings, project planning, sleepovers, studying by individual girls and other activities.
Adjacencies: Should be in direct proximity to the Leadership Lounge, near the Journey Lounge, and be located very close to each other. Restrooms and the Reception Area should be easily accessible. Rooms should have a direct opening to the exterior of the building to allow for easy access to the Exterior Areas.

Desired Atmosphere: Trendy, sophisticated and social

Users: Cadettes, Seniors, Ambassadors, their leaders and volunteers

Privacy: The room should be able to be closed off from the common area.

Security: Security cameras; lockable door

Trefoil Effect: Adults work with girls to help them work towards earning badges, and awards such as the Silver and Gold. Girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore.

<table>
<thead>
<tr>
<th>Table 15. Cadette, Senior and Ambassador Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space or Function</td>
</tr>
<tr>
<td>Cadette, Senior and Ambassador Rooms</td>
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Suggested Design Ideas: Dedicated storage space for different troops and leaders should be designed into the cabinetry. A removable labeling system should be used on the storage cabinets. The lounge area should be designed to be a comfortable and a desirable
place to hang out in for long periods of time. The specific colors in the room should be selected by girls. Flooring surfaces should be soft where girls may spend time sitting on the floor, and hard where messes and spills could be made. Images and messages should focus on girl power, projecting positive ideals about being a strong woman. Lounge area with bright colored cushions, chairs and pillows. The space should appeal to younger age levels without projecting a feeling that is overwhelmingly “little girl.” Modern technology can include, but is not limited to, computers, wireless internet access, televisions, DVD players and sound equipment.

Figures 5.27 and 5.28 give two different examples of what the rooms could look like. Figure 5.27 is taken from an office space which was designed completely with a pirate theme. The girl in the picture is playing a video game which uses a controller shaped like an electric guitar while sitting on a couch which was made to look like octopus tentacles. This sort of fun atmosphere would work well in spaces for this age group. The modern colors and shapes like the ones pictured in Figure 5.28 could help to add to the desired sophisticated atmosphere that is desired.

*Figure 5.27. Example of what the Cadette, Senior and Ambassador rooms might look like*  
http://www.home-designing.com/2008/10/seriously-cool-workplaces

*Figure 5.28. Example of what the Cadette, Senior and Ambassador rooms might look like*  
Figure 5.29 shows the basic connections and traffic patterns within a Cadette, Senior or Ambassador room. A person would enter into the meeting area of the room directly from the Leadership Lounge. They would then circulate around that area, go to one of the storage areas or to the exterior exit of the room. They could also choose to enter in through a secret passage which leads to a lounge area.

![Diagram of room connections](image)

*Figure 5.29. Typical Cadette, Senior or Ambassador Room Bubble Diagram.*
Figure 5.30 shows the lounge space hidden behind a moveable bookcase/secret entrance. This area has been designed to allow for a place for older girls to retreat to and feel as if they are in a really special secret area. This could be a place that is mentioned, but never fully explained to younger girls. This would add to the excitement and anticipation young girls would have as they move up into the older age levels. In the lounge there is a built-in sofa around the perimeter of the room with corner shelves and ottomans in the center of the room.

Figure 5.30. Cadette, Senior or Ambassador Room Lounge.
Figure 5.31 shows the entrance to the hidden lounge space. Several bookcases line the wall adjacent to the lounge area, with one of the shelves able to open into the lounge space. Girl Scouts and their leaders and or volunteers would spend time planning in this space. Per the book *Safety Wise*, the minimum number of adults required in the space would be two.

Figure 5.31. Cadette, Senior or Ambassador secret entrance to the lounge area and bookcases.
Administrative Areas

The following areas are spaces dedicated to the staff members who work in the facility. Figure 5.32 is a bubble diagram which shows the relationships between the spaces.

Figure 5.32. Bubble Diagram of the Administrative areas.
A person would enter into the space from the reception area and could first go into the conference room. The next places they would see would be the small offices. They would then encounter the open office space, followed by the large offices. Next to the large offices is then the gym. Crossing back through the office, a person could go into the family room and the sleeping suite. The estimate for the size of the Administration Areas is 5,425 sq. ft. This is allocated as major areas (60%) occupying 3,255 sq. ft. and circulation, restrooms and unassigned areas (40%) occupying 2,170 sq. ft.

**Conference Room**

**Description of Function:** Room for official council meetings (with staff and board members) to take place.

**Adjacencies:** Should be near the reception area, administrative area and accessible to restroom facilities.

**Desired Atmosphere:** Executive

**Users:** Staff members, adult volunteers, public users and girl members with supervision.

**Privacy:** Can be accessible from the interior of the building, however should be secured after business hours with an accessible exterior entrance/access.

**Security:** Should be able to be secured to only allow access to this room and the restroom facilities when the room is rented after business hours.

**Trefoil Effect:** For the Daisies, girls and adults work together as the girls begin to learn the ways of Girl Scouting. For the Brownies, girls and adults work together as the girls progress in earning brownie try-its and learning more and more about what it is to be a Girl Scout. For the Juniors, Cadettes, Seniors and Ambassadors, adults work with girls to help them work towards earning badges, and awards such as the Bronze, Silver and Gold. All girls work with adults who have expertise in areas of relevance to the projects and interests the Girl Scouts wish to explore. Girls would be invited into this space for various special reasons and special meetings.
Table 16. Conference Room

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Room</td>
<td>375 sq. ft.</td>
<td>• Conference table</td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chairs</td>
<td>• Ambient lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Projection screen</td>
<td>• Accent lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A/V equipment</td>
<td>• Possible use of direct lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dry erase board</td>
<td>• Possible use of daylight</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Design Ideas: Special attention should be paid to the ceiling and lighting design, having hidden accent lighting hidden within soffits above the conference table.

Figure 5.33 is an example of what the conference room ceiling might look like. It shows an existing ceiling design for an existing conference room. In the center there is a dimmable chandelier. Within the ceiling are soffits with ambient lighting. Recessed lighting is scattered around the ceiling to provide additional indirect lighting for the space. Direct lighting (down cans) may also be needed.

Figure 5.33. Example of what the Conference Room ceiling might look like. http://www.backpackingphilippines.com/2008/07/waterfront-cebu-city-hotel-casino.html
Small Offices

**Description of Function:** For the Community Development Director, the Communications and Marketing Director, the Program Enhancement Director and a future employee.

**Adjacencies:** Near other offices

**Desired Atmosphere:** Bright and cheery

**Users:** Staff members and others per invitation

**Privacy:** Offices should have windows in either the walls or in the doors to allow the user to have a sense of openness, even when the door is closed for noise reduction.

**Security:** Lockable door

**Trefoil Effect:** N/A

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Small Offices     | 120 sq. ft. each         | • Desk  
• Desk chair  
• Visitor’s chairs  
• Computer  
• Phone | • General lighting with fluorescent or LED lighting fixtures  
• Daylight  
• Task lighting fixtures  
• Spot lighting fixtures | • Girl member artwork  
• Colors and décor selected by the occupant  
• Operable exterior windows  
• Fixed interior windows |

**Suggested Design Ideas:** Exterior windows should be operable to allow fresh air into the space and interior windows should be fixed. Attention should be paid to details in these offices such as the use of molding and decorative light fixtures.
Figure 5.34 shows a bubble diagram for a typical small office. A person would enter into the room and more than likely step behind the desk. A person might also enter into the room as a guest and circulation may take a person to the storage area.

**Open Office Area**

**Description of Function:** Area for 8 employees to have permanent work stations which are open to each other and the office environment around.

**Adjacencies:** Near other offices

**Desired Atmosphere:** Bright and cheery

**Users:** Staff members and others per invitation
**Privacy:** Open office. Office equipment should be flexible to allow employees to move from their permanent work station to areas with more privacy and/or quiet when dealing with sensitive phone conversations and/or an unusually noisy atmosphere in the open office area.

**Security:** Lockable personal storage areas.

**Trefoil Effect:** N/A

### Table 18. Open office area

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open office area</td>
<td>8 people</td>
<td>Desks, Desk chairs, Wall panels, Filing cabinets</td>
<td>General lighting with fluorescent or LED lighting fixtures, Daylight, Task lighting fixtures, Spot lighting fixtures</td>
<td>Girl member artwork, Should have colors and décor selected by the occupant, Operable exterior windows</td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** Exterior windows should be operable. Space should have a phone booth-like work station with a phone and area for laptop or desktop computer which can be used for subject sensitive phone calls.
Figure 5.35 shows a bubble diagram of the open office area. A person would enter and exit into the space mainly from the direction of the reception area. A person could circulate around the space to exit towards different offices or go to a storage area or an area where the privacy booth will be located.

Figure 5.35. Open Work Area Bubble Diagram.

Large Offices

**Description of Function:** For the CEO and Board President to share and the COO

**Adjacencies:** Near other offices

**Desired Atmosphere:** Bright and cheery
Users: CEO, COO and Board President; others per invitation

Privacy: Offices should have windows in either the walls or in the doors to allow the user to have a sense of openness, even when the door is closed for noise reduction.

Security: Lockable door

Trefoil Effect: N/A

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Offices</td>
<td>225 sq. ft. each</td>
<td>• Desk</td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Desk chair</td>
<td>• Daylight</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visitor’s chairs</td>
<td>• Task lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Couch</td>
<td>• Spot lighting fixtures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggested Design Ideas: Exterior windows should be operable to allow fresh air into the space and interior windows should be fixed. Attention should be paid to details in these offices such as the use of molding and decorative light fixtures.
Figure 5.36 shows a typical bubble diagram for the large offices. A person would enter into the office from the main office area and would either go to the desk area or the secondary seating area. From either area the person might go to the other area or to the storage.
Figure 5.37 shows a proposed floor plan for the large offices. Access into the office is provided by entering in through one of the sets of double sliding doors. The two sets of doors allow the occupant to open the doors and tuck them behind the walls. This would make it so the user could open the doors in a way to provide a supervising view of a large portion of the office, or to the opposite end of the concept, to completely close the doors for privacy. The office has a desk with three guest chairs and a secondary sitting area. At the rear of the office are built-in bookcases which can be used for storage. A person sitting at the desk could look through the window in the wall next to their desk to view parts of the office.

Figure 5.37. Proposed floor plan for the large offices.
Figure 5.38 shows the possible design for the two sets of double sliding pocket doors. The doors could be made of wood. In the center of each door could be green opalescent glass or other material. The hardware and the trim around the door will be brass. The doors could slide behind each other and could pocket behind the wall to allow the large offices to feel very open to the rest of the office.

**Gym**

**Description of Function:** House exercise equipment and provide a place for staff and other adult members to use. Girl members should only use the space when given special permission and supervision as this small gym space is not intended for the girls to be the primary users.

**Adjacencies:** Near administration office area, connected to bathrooms with changing areas and showers, and far from the girl areas.

**Desired Atmosphere:** Bright and cheery

**Users:** Staff members and other members, with permission

**Privacy:** Should not be easy to find by chance. Room should be able to be completely closed.

**Security:** Lockable door; security cameras
**Trefoil Effect:** When given permission by the staff, girls will be able to use this space to learn about healthy lifestyles and exercise from adults. Girls will be restricted from using the space without proper supervision.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym</td>
<td>400 sq. ft.</td>
<td>• Elliptical machine</td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td>• Televisions and a music system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Treadmill</td>
<td>• Daylight</td>
<td>• Sound absorbing wall treatments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weight machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Water fountain</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Television(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mirrors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** All windows should be operable. A drinking source should be inside the gym. Walls between the gym and office spaces should absorb sound to reduce noise from the gym. Televisions should be set up to allow viewing from most, if not all, exercise stations. Controls for the music and television should be easily accessible.

**Copy Room**  
**Description of Function:** Room with equipment such as a copy machine and fax machine.  
**Adjacencies:** Adjacent and accessible from all administrative areas.  
**Desired Atmosphere:** Productive  
**Users:** Staff members, adult volunteers and older Girl Scouts, with permission.  
**Privacy:** Should have a door which can be closed.  
**Security:** Lockable door  
**Trefoil Effect:** N/A
Table 21. Copy Room

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Room</td>
<td>150 sq. ft.</td>
<td>• Copy machine&lt;br&gt;• Fax machine&lt;br&gt;• Computer station&lt;br&gt;• Tables&lt;br&gt;• Chair&lt;br&gt;• Paper cutter&lt;br&gt;• Book binder&lt;br&gt;• Printer</td>
<td>• General lighting with fluorescent or LED lighting fixtures&lt;br&gt;• No daylight necessary</td>
<td>• Built-in storage for paper</td>
</tr>
</tbody>
</table>

Suggested Design Ideas: Special attention must be paid to the electrical needs of the equipment.

Supply Closets

Description of Function: Room with supplies for office use.

Adjacencies: Adjacent and accessible from all administrative areas.

Desired Atmosphere: N/A

Users: Staff members, adult volunteers and older Girl Scouts, with permission.

Privacy: N/A

Security: Should have a door which can be locked

Trefoil Effect: N/A

Table 22. Supply Closet

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply Closet</td>
<td>25 sq. ft.</td>
<td>Shelves</td>
<td>• General lighting with fluorescent or LED lighting fixtures&lt;br&gt;• No daylight necessary</td>
<td>• Blocking in walls for shelves</td>
</tr>
</tbody>
</table>
**Suggested Design Ideas:** Blocking needed to support shelves if any heavy items will be stored.

**Family Room**

**Description of Function:** Space within the administrative area which can be used by the staff for breaks, eating, relaxing, entertainment and socializing and also as a space for their children to be in when they are in the office.

**Adjacencies:** Near the office and the sleeping suite.

** Desired Atmosphere:** Homey, warm and friendly

**Users:** Staff members, their families and others per invitation

**Privacy:** Room should be a large open space accessible from an exterior entrance and the office areas.

**Security:** Exterior door with deadbolt locks and alarm triggers

**Trefoil Effect:** N/A

---

**Table 23. Family Room**

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Family Room       | 600 sq. ft.              | • Chairs  
• Tables  
• Living room furniture  
• TV  
• Kitchenette equipment | • General lighting with fluorescent or LED lighting fixtures  
• Daylight  
• Task lighting fixtures  
• Ambient lighting fixtures  
• Fire light | • Operable exterior windows  
• Family pictures  
• Varying ceiling heights  
• Dining area  
• Kitchenette  
• Lounging Area  
• Fireplace  
• Wireless internet |

---

**Suggested Design Ideas:** This room should feel like a home, rather than a commercial space. Furniture should be comfortable. Ceiling should be treated with the use of decorative beams and light fixtures, with varying heights within the different spaces in the room. Windows to the exterior should be operable to allow fresh air into the space.
Staff members should put pictures of their families into the room. There should be a fireplace in the room adorned with locally quarried stones. Sightlines into the space and ability for children to be supervision would be essential. Space should allow for employees to set up laptops and workspaces in order to use the space to work while supervising their children.

Below are images to help give further design ideas. The following image has several features which are desired for the Family Room. Figure 5.39 shows a living room area with multiple seating areas, a fireplace adorned with stone and an entertainment center. The image also shows a change in ceiling heights and exterior windows which are both operable and fixed.

Figure 5.39. Example of what the family room might look like.
Figure 5.40 is an example of what the kitchenette might look like. It shows an area with storage cabinets, a refrigerator and sink and accessories such as a coffee maker and toaster.
Figure 5.41 is a bubble diagram which shows the different spaces within the room and possible connections between the spaces, along with egress locations and traffic flow patterns. According to this diagram, a person would enter into this space most of the time by way of the office area. People also can exit out of the space through an exterior exit/entrance and leave the space to enter the Sleeping Suite.
Figure 5.42 shows a section cut through a possible design of the space. This section shows the possible relationships between the ceilings in the kitchenette, dining area and lounging area, as well as the suggested design ideas mentioned above. The section shows an 9’-0” ceiling height in the kitchenette and dining areas and a vaulted ceiling in the lounging area which ranges from 9’-0”, at its lowest point, to 15’-0” in height. The lounging area has operable and fixed windows, bookcase/TV cabinet, family pictures on the walls and other furniture for seating. The dining area has artwork on the walls, a center lighting fixture and tables and chairs. Shown in the section in the kitchenette are a sink, dishwasher, microwave and cabinets.

Sleeping Suite
Description of Function: Space within the administrative area which can be used by the CEO when she is in town for business. The suite could also be used for other traveling VIPs.
Adjacencies: Directly adjacent to the family room with an exit to the exterior of the building.
Desired Atmosphere: Homey, warm and friendly
Users: Staff members, their families, visitors and others per invitation

Privacy: Should be a lockable door between the Family Room and Sleeping Suite, as well as lockable doors on each of the bedroom doors and the bathroom door.

Security: Exterior door with deadbolt locks and alarm triggers

Trefoil Effect: N/A

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Sleeping Suite    | 150 sq. ft in each of 2 bedrooms and 60 sq. ft. bathroom 360 sq. ft. total | • Beds  
• Night stands  
• Dressers  
• Toilet  
• Sink  
• Shower  
• Washer  
• Dryer | • General lighting with fluorescent or LED lighting fixtures  
• Daylight  
• Task lighting fixtures  
• Ambient lighting fixtures | • Operable exterior windows  
• Secondary egress for bedrooms |

Suggested Design Ideas: Space should be designed to serve the needs of a person temporarily living in the space, providing them with the comforts of home, such as: the ability to wash clothes. Firewalls separation systems will need to be used to separate business areas from residential areas. Windows to the exterior should be operable to allow fresh air into the space.
Figure 5.43 shows a bubble diagram for the Sleeping Suite. A person would enter from the Family Room and would often go to use the bathroom. They would also have the option to go to one of the two bedrooms, both of which have built-in storage. Each bedroom has an exterior exit for easy egress in the event of a fire emergency.

![Figure 5.43. Sleeping Suite Bubble Diagram](image)

Building Support Areas

The following spaces are general, yet important spaces that must be planned for in initial design stages.

Restrooms and Bathrooms

**Description of Function:** Provides areas for people to relieve themselves and clean themselves.

**Adjacencies:** Should be in close proximity and easily accessible from all spaces.
**Desired Atmosphere:** Clean and easy to maintain for high volume use

**Users:** Girls, adults, families, visitors, staff and public users

**Privacy:** Separate stalls for toilets and designated bathrooms for men and women.

**Security:** None

**Trefoil Effect:** N/A

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Restrooms and Bathrooms | Per code | • Toilets  
• Sinks  
• Showers  
• Soap dispensers  
• Toilet paper dispensers  
• Paper towel dispensers | • General lighting with fluorescent or LED lighting fixtures  
• Daylight not necessary | • No urinals  
• Hard surfaces |

**Suggested Design Ideas:** Restrooms and bathrooms must be located around the campus, based on user occupation calculations and need. The number of facilities needed for the restrooms and bathrooms is based on the entire sq. ft. of the building and occupancy classifications. Any bathrooms for men should be able to be utilized by the girls when no men are present during troop activities where no leaders or volunteers of the group are male. According to the Florida Building Code, urinals in restroom areas for men are not required. Easy to clean materials and fixtures should be selected for the space as it will be Girl Scouts who are often given the task of cleaning because of one of the Girl Scout creeds, “A Girl Scout always leaves a place cleaner than she found it.” Because of this, cleaning materials should be stored near to the facilities.

**Bulk Storage**

**Description of Function:** Area for storage of large and miscellaneous items.
Adjacencies: Should be accessible from the administrative area but may be near other areas as well.

Desired Atmosphere: Organized

Users: Staff members, adult volunteers and older Girl Scouts, with permission.

Privacy: N/A

Security: Should have a door which can be locked.

Trefoil Effect: N/A

Table 26. Bulk Storage

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Bulk Storage            | 15% of the entire building | • Shelves  
• Storage cabinets  
• Filing cabinets  
• Closets | • General lighting with fluorescent or LED lighting fixtures  
• No daylight necessary | N/A |

Suggested Design Ideas: Can be placed in the least desirable locations in the building such as the attic. If the space was a heated and cooled space, it could be used for cookie storage.

Mechanical and Electrical Rooms

Description of Function: Area(s) for mechanical and electrical systems needed for the building operate.

Adjacencies: As determined by mechanical and electrical engineering professionals

Desired Atmosphere: N/A

Users: Authorized personnel only

Privacy: N/A

Security: Lockable doors, and other conditions as required by code

Trefoil Effect: N/A
Table 27. Mechanical and Electrical Rooms

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Mechanical and Electrical Rooms   | Per mechanical and electrical engineers | Per mechanical and electrical engineers | • Per electrical engineer  
• No daylight necessary | • Double 3'-0” x 6'-8” doors |

Suggested Design Ideas: Double 3’-0” x 6’-8” doors should be used to allow for installation and removal of large equipment.

Janitor Closets

Description of Function: Area(s) for janitorial storage

Adjacencies: Located near all areas of the building

Desired Atmosphere: N/A

Users: Staff, adults, girls, janitorial services

Privacy: N/A

Security: Lockable doors

Trefoil Effect: N/A

Table 28. Janitor Closets

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitor Closets</td>
<td>20 sq. ft. each</td>
<td>• Janitor sink</td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td>• Storage shelves</td>
</tr>
</tbody>
</table>

Suggested Design Ideas: Storage shelves could line the walls for extra cleaning supplies.
**Exterior Areas**

The exterior areas of the Girl Scout Urban Campus are important to the experiences the Girl Scouts will have in the facility. Because these exterior features are not located in secluded, rural areas, they will allow for a larger number of people to use the spaces on a more regular basis. For people who are afraid of being separated from their homes and families to experience camping, and other activities often tied with scouting experiences, this will provide a location for them to partake in the aforementioned activities in a safe, secure and close to home location.

**Exterior Camping Area**

**Description of Function:** Area for camping in tents.

**Adjacencies:** Should be near exterior accessible restroom (bathroom) facilities

**Desired Atmosphere:** Safe and adventure

**Users:** Staff members, adult volunteers, and girl members.

**Privacy:** Should be hidden from public view with the use of fences and landscaping which will also help with noise reduction from the traffic and city sounds.

**Security:** Should have measures in place to keep the area and the participants safe from intruders.

**Trefoil Effect:** This area can be used for beginning campers not yet ready to camp in more remote areas. Here adults can teach girls the basics of camping and help encourage them to try camping in a more secluded area at a later time.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior Camping Area</td>
<td>5,000 sq. ft.</td>
<td>• Fences</td>
<td>• Daylight</td>
<td>• Areas for tents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Landscaping</td>
<td>• Campfire light</td>
<td>• Campfire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Light by flashlight</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• General lighting with fluorescent or LED lighting fixtures</td>
<td></td>
</tr>
</tbody>
</table>
**Suggested Design Ideas:** Must have a water source nearby to assure fire safety. Space should have a storage area nearby for basic camping equipment to be used by troops. Exterior lights in this area should only be placed as required by code. Lights should be able to be turned off. Areas for tents to sit on should be level.

Figure 5.44 shows a bubble diagram of the Exterior Camping Area layout. A person would approach the area from the building and enter into the camp fire area. Circulation would occur between the fire area and the tent areas.
Exterior Performance Area

**Description of Function:** Area with stage for having performances and sing-a-longs outdoors.

**Adjacencies:** Should be near restroom facilities and far from administrative areas.

**Desired Atmosphere:** Creative

**Users:** Staff members, adult volunteers, girl members, visitors and public users.

**Privacy:** Should be hidden from public view with the use of fences and landscaping.

**Security:** Should have measures in place to keep the area and the participants safe from intruders.

**Trefoil Effect:** Here adults and girls can work together to learn new songs and gain self-confidence by performing in front of other people.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior Performance Area</td>
<td>Seating for 150 people</td>
<td>• Stage • Benches</td>
<td>• Daylight • Waterproof exterior lighting fixtures</td>
<td>• Large stage • Sloped seating area</td>
</tr>
</tbody>
</table>

**Table 30. Exterior Performance Area**

**Suggested Design Ideas:** Stage must have a way for disabled people to get on it. Waterproof exterior lights should be used on the stage for night performances. Stage should be approximately 40 ft long and 20 ft deep. Seating area should slope towards the stage.
Figure 5.45 is an example of what the exterior performance area could look like. It shows an existing exterior performance area with stepped grading which is used for seating. The “seats” are defined by concrete and covered with grass. The stage is covered with a roof and has a back.

Figure 5.45. Example of what the Exterior Performance area could look like. http://www.coleraintwp.org/colerain_park.cfm

Play Field and Court

**Description of Function:** Area for adults and girls to participate in team sports and physical activities.

**Adjacencies:** Should be near restroom facilities and far from administrative areas.

** Desired Atmosphere:** Safe

**Users:** Staff members, adult volunteers and girl members.

**Privacy:** Should be hidden from public view with the use of fences and landscaping.

**Security:** Should have measures in place to keep the area and the participants safe from intruders.

**Trefoil Effect:** Adults will teach girls different sports and activities and encourage them to lead healthy and active lifestyles.
Suggested Design Ideas: If Play Field and Court and the Exterior Performance Area are located near each other, storage for the sports and activities taking place on the field and court could be kept under the stage. Area lights for night should be both automatic and manual. Basketball nets should be permanent fixtures. Items for sports and activities should be stored nearby.

Water Fun Area

Description of Function: Pool and water feature area for swimming and water sports.

Adjacencies: Should be near bathroom facilities with a changing area.

Desired Atmosphere: Fun, exciting and whimsical

Users: Lifeguards, Staff members, adult volunteers and girl members.

Privacy: Should be hidden from public view with the use of fences and landscaping.

Security: Should have measures in place to keep the area and the participants safe from intruders.

Trefoil Effect: Adults work with girls to teach them how to swim as well as for all users to come together to have fun.
<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Fun Area</td>
<td>5,000 sq. ft.</td>
<td>• Swimming pool</td>
<td>• Daylight</td>
<td>• Water slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sprinklers</td>
<td>• Area lighting fixtures</td>
<td>• Sprinklers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bridge</td>
<td>• Waterproof lighting fixtures</td>
<td>• Places to swim</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Slides</td>
<td></td>
<td>• Areas to explore</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Caves</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Swim-up juice and water bar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Deck/Dry area</td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** Bathroom designers must pay special attention to new codes added in the Florida Building Code- Plumbing 2007 with 2009 supplements in relation to bathroom facilities around swimming pools. This space should also have a bridge spanning over a section of the area for use in ceremonies referred to a bridging ceremony. Should be able to use most of the entire area and features (except for the deck/dry area) without completely leaving the water.

Figure 5.46 shows an existing water fun and swim area with a deep glassed-in pool area and a shallow pool area with tunnels, slides and sprinklers.

*Figure 5.46. Example of what the water fun/swim area might look like. [http://www.tit.com.tw/page_e/food1_1.php?key=2&id=503](http://www.tit.com.tw/page_e/food1_1.php?key=2&id=503)*
Figure 5.47 shows a bubble diagram of the Water Fun Area for the Girl Scout Urban Campus. A person would enter the area by the deck near the building and could then circulate to any of the parts of the area: the swimming area, the sprinkler area and the slide and bridge area.

Flag Area

**Description of Function:** Area around flag poles for girls to conduct flag ceremonies

**Adjacencies:** Should be located in the front of the building.

**Desired Atmosphere:** Patriotic

**Users:** Staff members, adult volunteers, girl members, visitors and public users.

**Privacy:** None

**Security:** N/A

**Trefoil Effect:** Adults work with girls to teach them how to properly conduct a flag ceremony and to encourage American pride.
Table 33. Flag Area

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flag Area</td>
<td>2,000 sq. ft.</td>
<td>Flag pole</td>
<td>• Daylight</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Area lighting fixtures for night</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Decorative stone</td>
</tr>
</tbody>
</table>

**Suggested Design Ideas:** Exact location for flag area should be explored by looking at the civil engineering plans and landscaping ideas. Should have decorative stone laid around the flag to designate the area for people to stand around during ceremonies.

**Green Roof**

**Description of Function:** Roof which supports plant life and allows people to occupy parts of the space.

**Adjacencies:** Should span over a majority of the building.

**Desired Atmosphere:** Relaxing

**Users:** Staff members, adult volunteers and girl members.

**Privacy:** None

**Security:** Guardrails around the roof where people will stand must be a minimum of 42” in height.

**Trefoil Effect:** Adults work with girls to learn about plant life, gardening and stargazing.

Table 34. Green Roof

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting Characteristics and Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Roof</td>
<td>Majority of the building’s roof</td>
<td>• Tables • Chair • Plants</td>
<td>• Daylight • Area lighting fixtures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Permanent plant areas • Gardens • Seating for people to enjoy the area • Areas with power supply for people to plug in their laptops and work</td>
</tr>
</tbody>
</table>
**Suggested Design Ideas:** Roof must be designed to allow for proper drainage. There should be seating for people to enjoy the area. These sitting areas should be equipped with a power supply for people to plug in their laptops and work. The designer should make sure proper railing heights and guardrail designs are adhered to by code for safety.

Figure 5.48 shows a bubble diagram of the green roof. A person would enter onto the roof by way of an elevator or staircase. They would then step into the seating/working area, where people would be free to spend time in relaxation or work in, either on homework, a Girl Scout project or office work. Wireless internet and electrical hook-ups would be available. The circulation would then lead the person to an open area which can be used for camping, star gazing and/or sunbathing. These spaces would be surrounded by areas with plants which are meant to permanently stay on the green roof and a garden area which can be used by different troops, groups, age levels, volunteers and staff members to grow whatever items they find necessary for program purposes, educational reasons, aesthetic beauty or fun.

*Figure 5.48. Green Roof Bubble Diagram*
Tree House

**Description of Function:** Play area with swings, ladders, poles, platforms and zip lines for girls of all ages and ability levels to play on.

**Adjacencies:** Should be located near other outdoor activity areas

**Desired Atmosphere:** Fun and exciting

**Users:** Staff members, adult volunteers and girl members.

**Privacy:** Should be hidden from public view with the use of fences and landscaping.

**Security:** Should have measures in place to keep the area and the participants safe from intruders.

**Trefoil Effect:** Adults encourage girls to maintain a healthy and active lifestyle by encouraging fun physical activities such as the ones this tree house offers.

<table>
<thead>
<tr>
<th>Space or Function</th>
<th>Sq. Ft. or # of persons</th>
<th>Furniture, Fixtures and Equipment</th>
<th>Lighting</th>
<th>Design Characteristics and Features</th>
</tr>
</thead>
</table>
| Tree House        | 1000 sq. ft.            | N/A                               | • Daylight  
• Area lighting fixtures for night-both automatic and manual | • Different levels  
• Rope bridge  
• Rope swings  
• Slides  
• Poles |

**Suggested Design Ideas:** Must not violate the Girl Scout safety guidelines found in the book *Safety Wise.* Should have several different levels with various methods of moving from area to area and offer different activities areas.
The Figure 5.49 shows how the different aspects on the Girl Scout Urban Campus’ site might flow together. Cars would enter the site to park through a main entrance/exit off of North Monroe Street and a secondary entrance/exit off of Lake Ella Drive. Once on the property, people would primarily enter into the building; secondarily move to one of the exterior areas on the site. The parking area has been estimated based on the City of Tallahassee Zoning codes. They require 1 parking space for every 35 sq. ft. in the main auditorium space, which in this case is the Friendship Hall. Since it is 4,500 sq. ft., it would require 129 parking spaces. For the rest of the building (24,508 sq. ft.) the code requires 1 parking space for every 250 sq. ft., which equates to 98 parking spaces. In total, this building requires 227 parking spaces at 45,400 sq. ft. Allowing for 30% circulation space and areas for medians, the entire parking area is 68,100 sq. ft.

Figure 5.49. The Girl Scout Urban Campus Site Layout Bubble Diagram
Figure 5.50 shows the layout of the entire campus set on the site which was selected and proposed in Chapter four.

![Diagram of the Girl Scout Urban Campus Site Layout]

**Summary**

This chapter gave detailed ideas and parameters for spaces which could be a part of GSCFP’s Girl Scout Urban Campus. These programming ideas for the campus are
based on the research from chapters two and three and a study of GSCFP’s specific wants and needs as outlined in chapter four.

The council can now take these ideas that have been laid out for their benefit to begin fundraising. They will need to share with their membership and the people within their council jurisdiction the issues and problems facing their girl members today. This author has found that once the stories which drove Janet Barker and her council to build their building are shared with people in GSCFP’s council, people are able to identify with those stories and the needs of girls in today’s society. They agree that the same issues plaguing girls in Michigan are ones that Floridian girls face as well.

It is the hope that with the help of this thesis, this council now has the tools to show their community how their program is one of the most effective ways to help young girl succeed into young adulthood, and how a Girl Scout Urban Campus could help them to better attain this objective. Once the council begins to fundraise for the project by letting their members know of the intentions they have to build a Girl Scout Urban Campus, the council would then be able to continue with the design process.
CHAPTER SIX

CONCLUSION

Reflection

As mentioned in chapter one, this thesis attempted to show a connection between the experiences and information girls and adults share through Girl Scouting and how that helps young girls to retain their self esteem through their formative years, allowing them to grow into more productive women and citizens of the world. This thesis attempted to explain this connection with the introduction of the theory of the Girl Scout Trefoil Effect. It shows the effect that the connection between adults, girls and information through Girl Scout programming has had on women who have been Girl Scouts (Girl Scouts of the United States of America, 2008a). It also showed that the connections girls make through Girl Scouts is one of the most effective ways for girls to retain their self-esteem and self confidence through their teen years and into adulthood (Steese, Dollette, Phillips, Hossfeld, Matthews & Taormina, 2006).

The review of literature in chapter two explored the founding of the Girl Scout organization and explained how the organization functions today. Along with this information the chapter explored confidence in young women and sought to find reasons why lowered self esteem is a more pressing issue for young girls than young boys. Finally, the chapter laid out information regarding the importance of user consideration in the design process.

In chapter three, historic and innovative buildings owned by both the national Girl Scout organization and local chapters were profiled. This chapter attempted to showcase selective buildings, as an existing typical building format for an urban space was not found.

Chapter four was used to introduce the Girl Scout Council of the Florida Panhandle and their desire for a Girl Scout Urban Campus. It profiled the members of the council and gave information on their wants, needs and desires for a future facility.
Chapter five was the product of the information gathered in the previous chapters. It proposed a series of spaces to be located in and around the Girl Scout Urban Campus and specific design criteria and features for each space. The spaces were divided into five different categories or areas, four of which were located inside of the building. These four areas were public, girl, administration and building support. The fifth and final category was the exterior areas. The information from this chapter can next be used to fully design a Girl Scout Urban Campus by taking the requirements outlined in the design program and translating them into actual rooms and eventually into an actual building.

The primary goal of this thesis was to establish programming for individual spaces in a Girl Scout Urban Campus for the Girl Scout Council of the Florida Panhandle (GSCFP). By using the research that was identified in the review of literature, Chapter Five was able to propose a series of spaces with detailed programming requirements. The specific considerations were: adjacencies, desired atmosphere, users, privacy, security, Trefoil Effect, square feet or number of persons, FF&E, lighting, and lastly design characteristics and features. Suggested design ideas were then provided to add to these considerations. These requirements can next be used to fully design a facility.

Although the design program in this thesis was specifically complied for the needs of (GSCFP) in Florida, the principles, and many of the ideas, could be used to create design programs for councils around the USA. These programs could, again, later be developed into Girl Scout Urban Campuses.

Suggestions for Further Research

Formalized Research of Existing Buildings

This thesis touched on the informal research of Janet Barker and her team as they planned for their Kalamazoo Girl Scout building. However, a formal study of all of the Girl Scout buildings in the United States and their effectiveness or ineffectiveness to serving the needs of the members whose council it is located in, and furthermore, the mission of the Girl Scout organization, has yet to be performed. This type of study could
help to identify problems and needs and determine where a building such as a Girl Scout Urban Campus would be needed the most.

**Spaces for Boy Scouts**

With all of this focus on the Girl Scouts and spaces to help them meet and exceed the goals of their organization, little to no research has been conducted to find how to design spaces for boys, or more specifically, Boy Scouts. In conversations with Boy Scout volunteers it was first argued that Boy Scouts is about getting boys into the wilderness. However, when the story of the Kalamazoo Program and Training Center was shared with a Boy Scout volunteer he told his own story. He had encountered a similar problem with outreach boys who visited the Boy Scout camp to those of the urban girls who visited the Girl Scout Camps (personal communication with J. Rose, 9 August, 2009). Because of this conversation, it leads this author to believe that research should be conducted to see if buildings of the same nature as the Girl Scout Urban Campuses would benefit the Boy Scout organization.

**Final Thoughts**

The Girl Scouts provide amazing opportunities which enrich the lives of the girls, women, and even men, who are part of their programming. Facilities to bring those experiences to life are often times limited, restraining possible Girl Scout program opportunities, and often times sending the wrong message to the community. Girl Scouts is a progressive organization growing girls who believe in themselves and the possibilities they have ahead of them; however, looking at the buildings many people would never know that. The programming in this thesis was designed to help the Girl Scout Council of the Florida Panhandle with the process for building their own Girl Scout Urban Campus. It is the hope that this building will help this council to give an architectural presence in their community.
APPENDIX

CODESCHECK LIST

Project Name:
Client:
Scope of the project:
Design Requirements:
Florida Building Code (FBC-B) - 2007 w/ 2009 supplements
Florida Fire Prevention Code (FFPC) - 2007 Edition
National Electric Code (NEC) - 2005 Edition

1. **Building**- per FBC-B
   
   I. **Construction Type**- per Section 602
   
   II. **Number of Stories**- per Table 503
   
   III. **Square Footage**- per Table 503
   
   IV. **Area Modification**- per section 506

2. **Occupancy**- per FBC-B
   
   I. **Occupancy Type**- per section 302
   
   II. **Occupancy Load**- per Table 1004.1.1

3. **Life Safety**- per FBC-B
   
   I. **Fire Suppression System**- per Section 903
   
   II. **Flame Spread of Finishes**- per Table 803.5
      
      a. Exit enclosures and exit passageways
      
      b. Corridors
      
      c. Rooms and enclosed spaces
   
   III. **Travel Distance**- per Table 1016.1
       
       a. Maximum allowed travel distance
b. Actual travel distance

IV. **Required Separation of Occupancies** - per Table 508.3.3
   a. Incidental use areas - per Table 508.2

4. **Egress** - per FBC-B

I. **Exits**
   a. **Number of Exits** - per Section 1015.1
      a. Minimum number of exits per occupant load - per Table 1019.1
      b. Spaces with one means of egress - per Table 1015.1
      c. Buildings with one exit - per Table 1019.2
   b. **Exit location** - per Section 1015.2.1
   c. The Common Path of Egress Travel - per Section 1014.3

II. **Corridors**
   a. Dead End Corridors - per Section 1017.3
      a. Maximum Dead End Corridor Length
      b. Actual Dead End Corridor Length
   b. **Corridor width**
      a. See ADA III.b.a.
      b. Per Table 1005.1
      c. Section 1017.2

III. **Doors**
   a. Protrusions into the path of travel - per section 1008.1.8.8
      a. Maximum protrusion
      b. Actual protrusion
   b. **Thresholds** - per Section 1008.1.6
      c. See ADA III.a.

IV. **Stairs**
   a. Stairway Egress width - per Section 1009.1
   b. **Risers** - per Section 1009.3
      a. Minimum height
      b. Maximum height
c. Actual height-
d. See ADA III.c.b.
c. Treads- per Section 1009.3
   a. Minimum depth-
   b. Actual depth-
   c. See ADA III.c.b.
d. Minimum headroom within stairwell- per Section 1009.2
e. Landings- per Section 1009.4

V. Ramps- see ADA III.e.

5. Americans with Disabilities Act (ADA)- per FBC-B chapter 11

I. General
   a. Protruding objects- per section 11-4.4
   b. Sales and service counters, teller windows, information
counters- per section 11-7.2

II. Drinking fountains- per Section 11-4.1.2(10)
   a. Clearances- per section 11-4.15.5

III. Egress
   a. Doors
      a. General- per section 11-4.13.1
      b. Clear width- per section 11-4.13.5
      c. Maneuvering clearances at doors- per section 11-4.13.6
      d. Door hardware- per section 11-4.13.9
      e. Egress/ Entrance doors- per section 11-4.1.3 (8)
   b. Corridor
      a. Widths- per Section 11-4.3.3
      b. Passing space- per Section 11-4.3.4
   c. Stairs
      a. Minimum number- per Section 11-4.9.1
      b. Treads and risers- per Section 11-4.9.2
      c. Nosings- per Section 11-4.9.3
      d. Handrails- per Section 11-4.9.4
e. Outdoor conditions- per Section 11-4.9.6

d. Area of rescue assist
   a. Location and construction- per Section 11-4.3.11.1
   b. Size- per Section 11-4.3.11.2
   c. Stairway width- per Section 11-4.3.11.3
   d. Two-way communication- per Section 11-4.3.11.4
   e. Identification- per Section 11-4.3.11.5

e. Ramps
   a. General- per Section 11.4.8.1
   b. Slope and Rise- per Section 11-4.8.2
   c. Clear Width- per Section 11-4.8.3
   d. Landings- per Section 11.4.8.4
   e. Handrails- per Section 11.4.8.5
   f. Cross slope and surfaces- per Section 11-4.8.6
   g. Edge protection- per Section 11-4.8.7
   h. Outdoor conditions- per Section 11-4.8.8

IV. Bathrooms and restrooms- per Section 11-4.1.2(11)
   a. Doors- per Section 11-4.22.2
   b. Restroom- no stalls
      a. Clear Floor Space- per Section 11-4.16.2
      b. Toilet
         i. Height- per Section 11-4.16.3
         ii. Grab bars- per Section 11-4.16.4
   c. Restroom- with stalls
      a. Size and arrangement- per Section 11-4.17.3
      b. Toilet
         i. Minimum- per Section 11-4.22.4
         ii. Height- per Section 11-4.16.3
         iii. Grab bars- per Section 11-4.17.6
   d. Urinals
      a. Minimum- per Section 11-4.22.5
b. **Height**- per Section 11-4.18.2

c. **Clear floor space**- per Section 11-4.18.3

e. **Lavatories and mirrors**

a. **Minimums**- per Section 11-4.22.6

b. **Clear floor space**- per Section 11-4.19.3

c. **Exposed pipes are surfaces**- per Section 11-4.19.4

d. **Mirrors**- per Section 11-4.19.6

e. **Sinks**

i. **Height**- per Section 11-4.24.2

ii. **Knee clearance**- per Section 11-4.24.3

iii. **Depth**- per Section 11-4.24.4

iv. **Clear floor space**- per Section 11-4.24.5

f. **Shower Facilities**

a. **Minimums**- per Section 11-4.23.8

b. **Bathtubs**

i. **Floor space**- per Section 11-4.20.2

ii. **Seat**- per Section 11-4.20.3

iii. **Grab bars**- per Section 11-4.20.4

iv. **Controls**- per Section 11-4.20.5

v. **Shower unit**- per Section 11-4.20.6

vi. **Bathtub enclosures**- per Section 11-4.20.7

c. **Shower Stalls**

i. **Size and clearances**- per Section 11-4.21.2

ii. **Seat**- per Section 11-4.21.3

iii. **Grab bars**- per Section 11-4.21.4

i. **Size and spacing**- per Section 11-4.26.2

iv. **Controls**- per Section 11-4.21.5

v. **Shower unit**- per Section 11-4.21.6

vi. **Curbs**- per Section 11-4.21.7

vii. **Shower enclosures**- per Section 11-4.21.8
6. **Plumbing Code** - per FBC-P

   I. **Minimum number of required plumbing fixtures** - per Section 403 and table 403.1

      a. **Toilets**
      b. **Urinals**
      c. **Sinks**
      d. **Bathtubs/Showers**
      e. **Other**
REFERENCES


Leilani Rae Aletras was born and raised in Tallahassee, Florida where she spent a couple of her childhood years as a Girl Scout. She received her Bachelors of Science degree in Interior Design from Florida State University in 2004. After graduating, she began to work as designer for Barkley Consulting Engineers, Inc. It was at this time that she also became a Girl Scout volunteer and leader. In 2006, she continued her education in Interior Design as she returned to Florida State University to pursue a Master’s of Fine Arts degree in Interior Design. In April 2009, she passed the National Council for Interior Design Qualification (NCIDQ) examination (NCIDQ Certificate No. 25244). In August 2009, she was granted an interior designer’s license by the state of Florida (Florida Licensed Interior Designer #ID5650). Leilani is currently a practicing interior designer working at Barkley Consulting Engineers, Inc. in Tallahassee, Florida and remains a dedicated Girl Scout volunteer and leader.