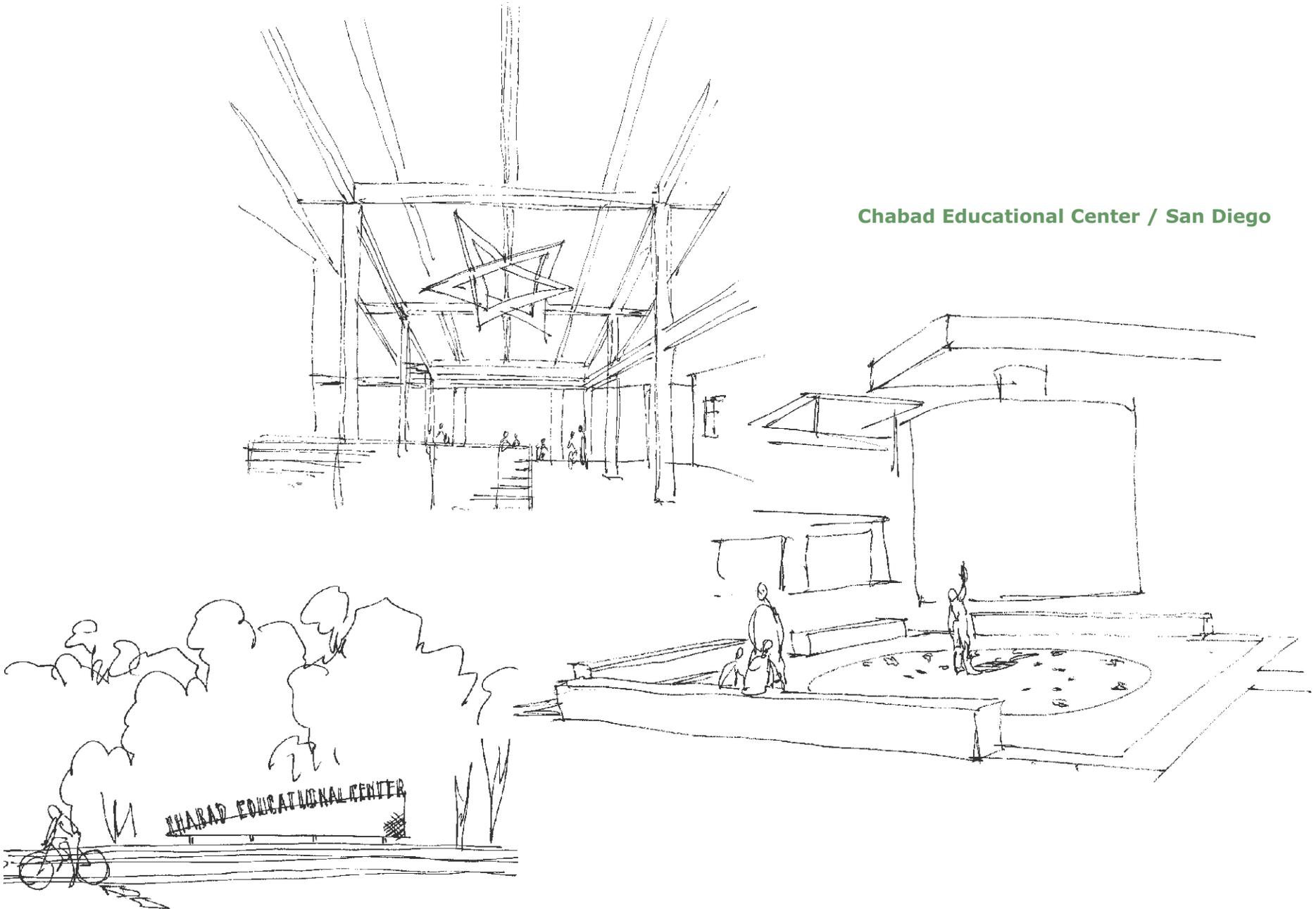


Chabad Educational Center / San Diego



Introduction

In mid June, 2004 we conducted a design session on the campus of Chabad Educational Center in San Diego, California to explore the campus, document the site and architectural conditions and discuss with the administration and staff the various needs, ideas, wishes and opportunities for improving the wayfinding and experiential aspects the campus. During this intensive design session the team of designers and administrative leaders were able to quickly express their ideas and concepts for design improvements and enhancements.

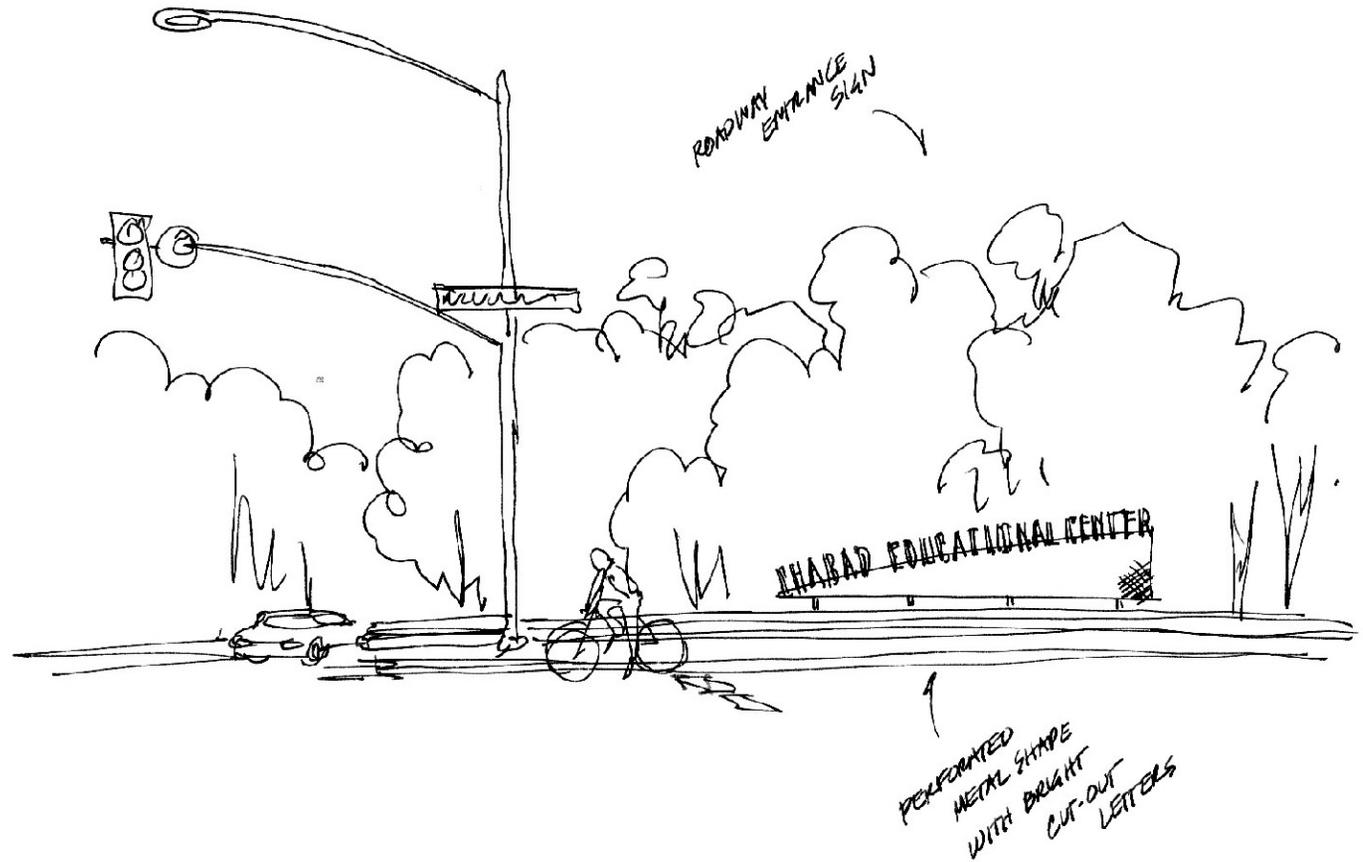
The following drawings and their descriptions are the product of the session and will become the basis for further design development and review, cost estimating, and implementation.

After review of these concepts, it is expected that the wayfinding components will be selected for immediate design development and implementation as well as certain experiential and interactive concepts.



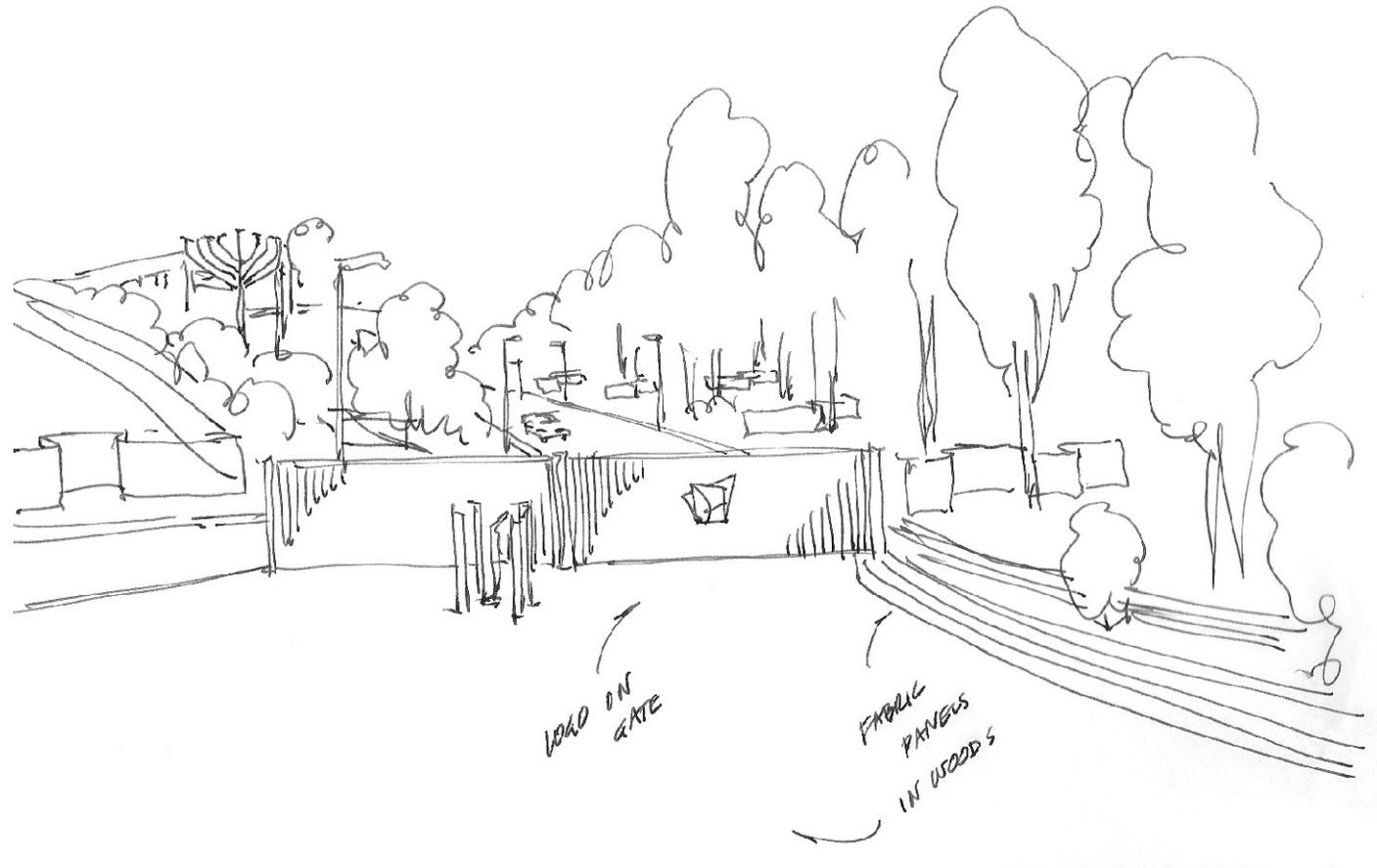
Roadway Entrance Identity

This is a sign that embodies the identity and character of the campus. Materials and form echo the architectural statement, while color and shape set a vocabulary for wayfinding elements throughout the site.



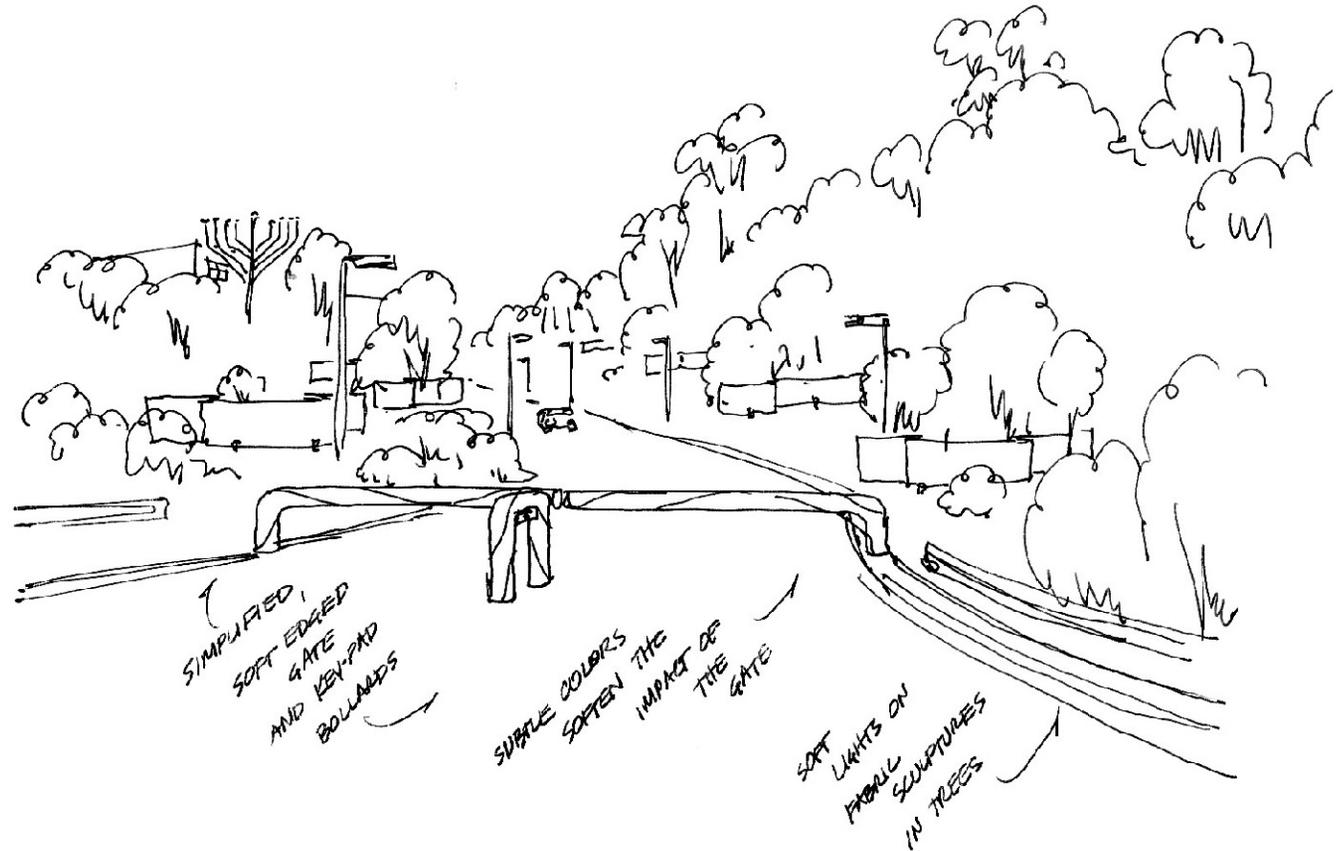
Gate And Environmental Elements

Using the existing gate, an identity element is added to soften the effect of the gate. Fabric sculpture is added to the landscape and integrated into the tree line to celebrate arrival at the campus and enliven the entrance road.



Optional Gate

This gate relates to the physical character of the campus and serves the purpose of stopping vehicles without creating an overbearing visual barrier. Past the gate, colorful fabric forms could help announce a creative and imaginative environment.



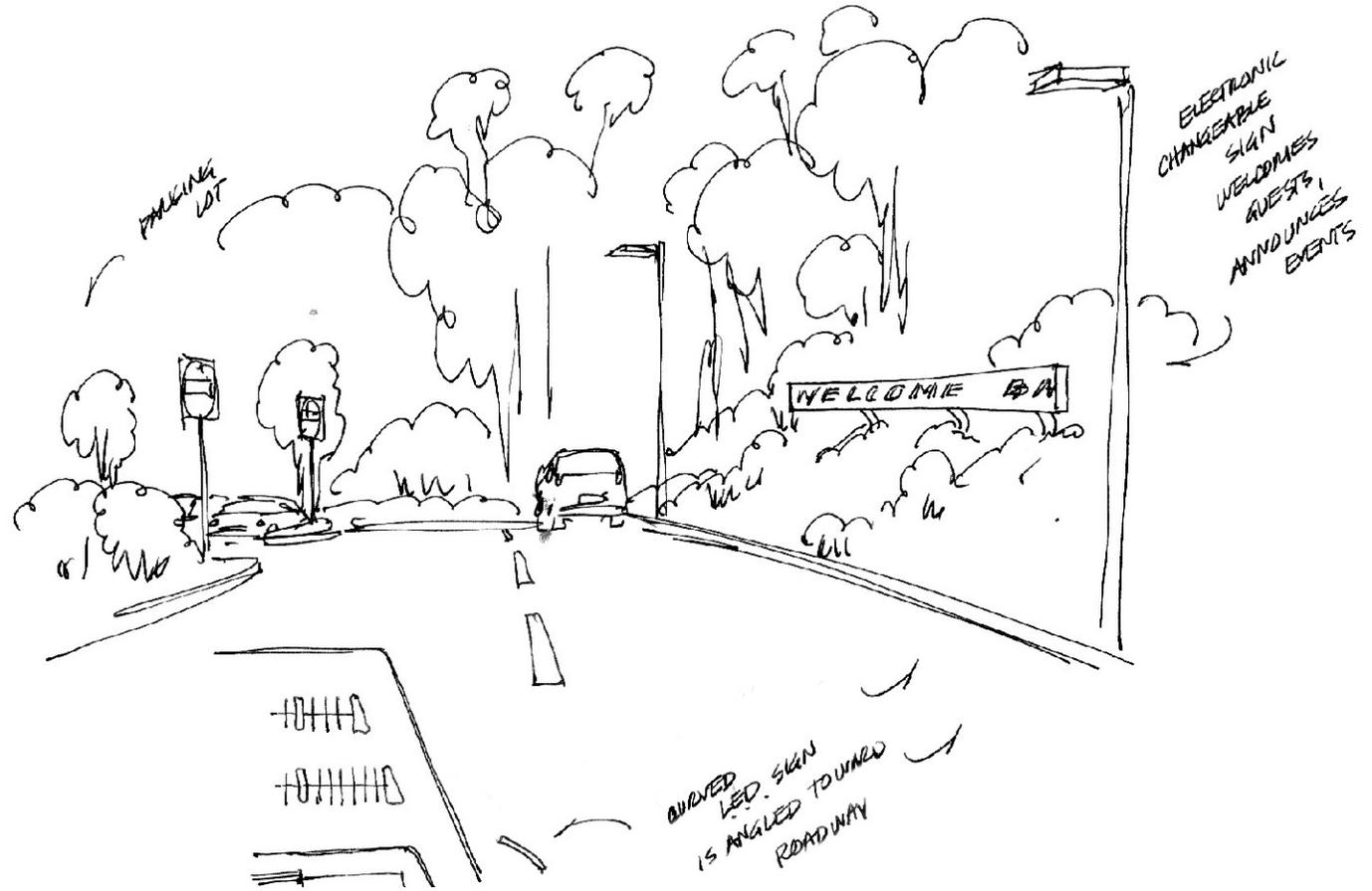
Optional Gate And Environmental Elements

This gate relates to the emotional character of the campus. The cut-outs of adults and children reduce the visual weight of the gate. Colorful hoops, rings and arches in the adjacent landscape heighten the sense of arrival.



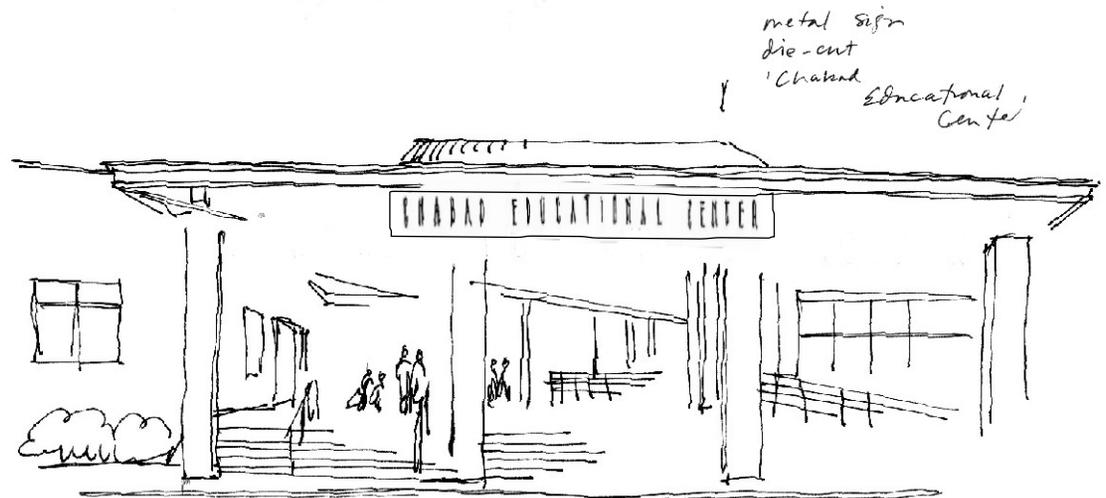
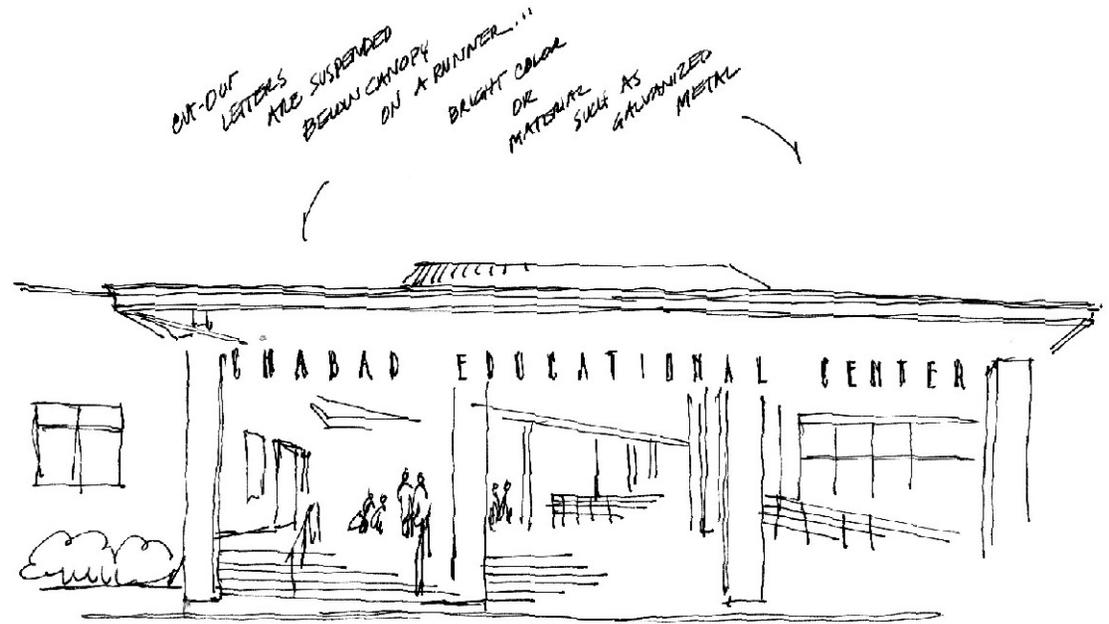
Electronic Information Sign

Positioned to be seen just before entering the parking lot, this graphic would welcome visitors, announce coming events, celebrate special events, even offer birthday wishes from a remote console. It is curved and integrated into the landscape. Consideration for placement of this sign will be affected by neighbor's sight views and vehicular movement.



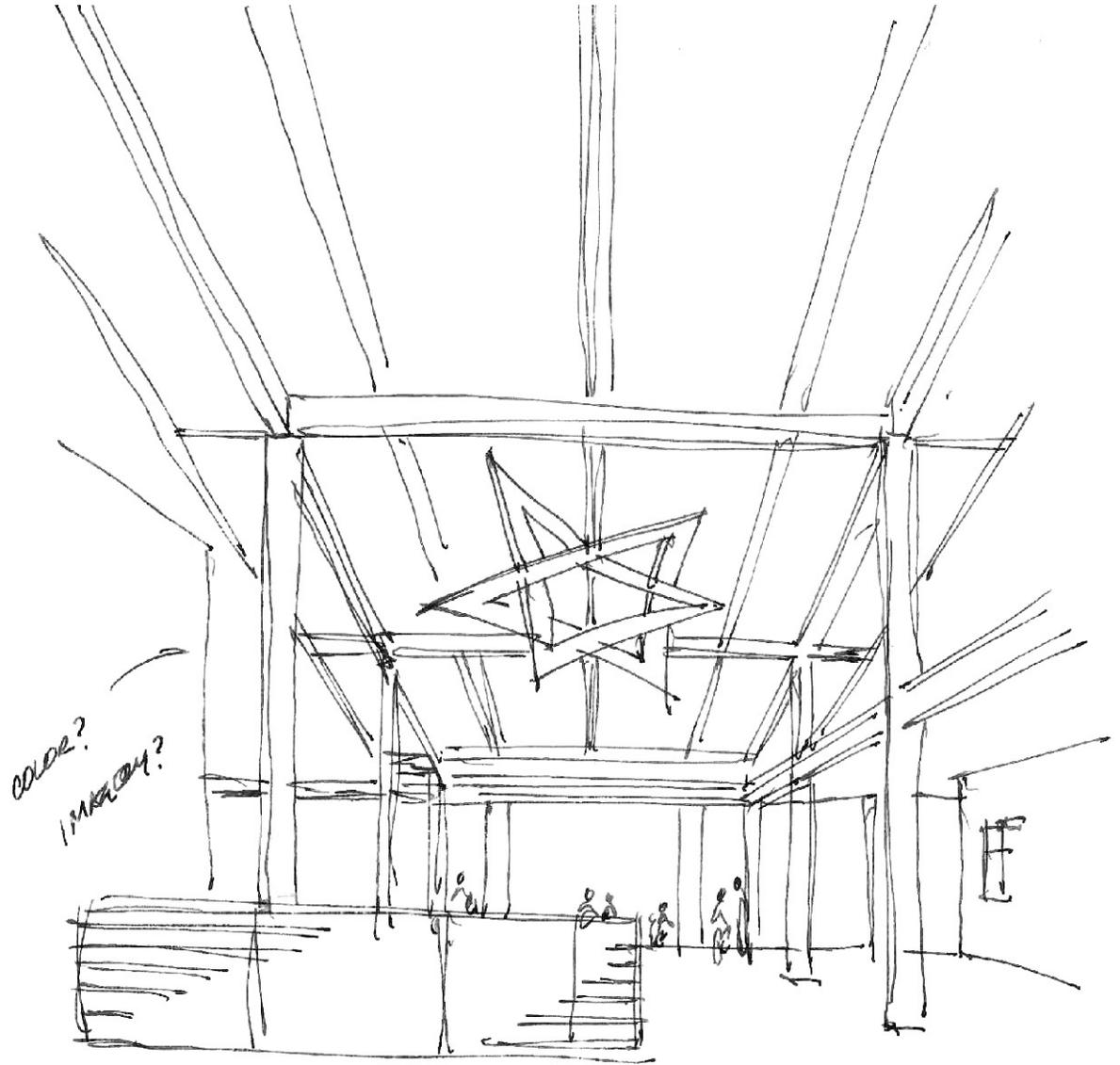
Main Entrance Identity

In size and scale appropriate for the architecture, and using materials found in the vocabulary of the architecture, this sign is intended to attract all visitors to the main entrance.



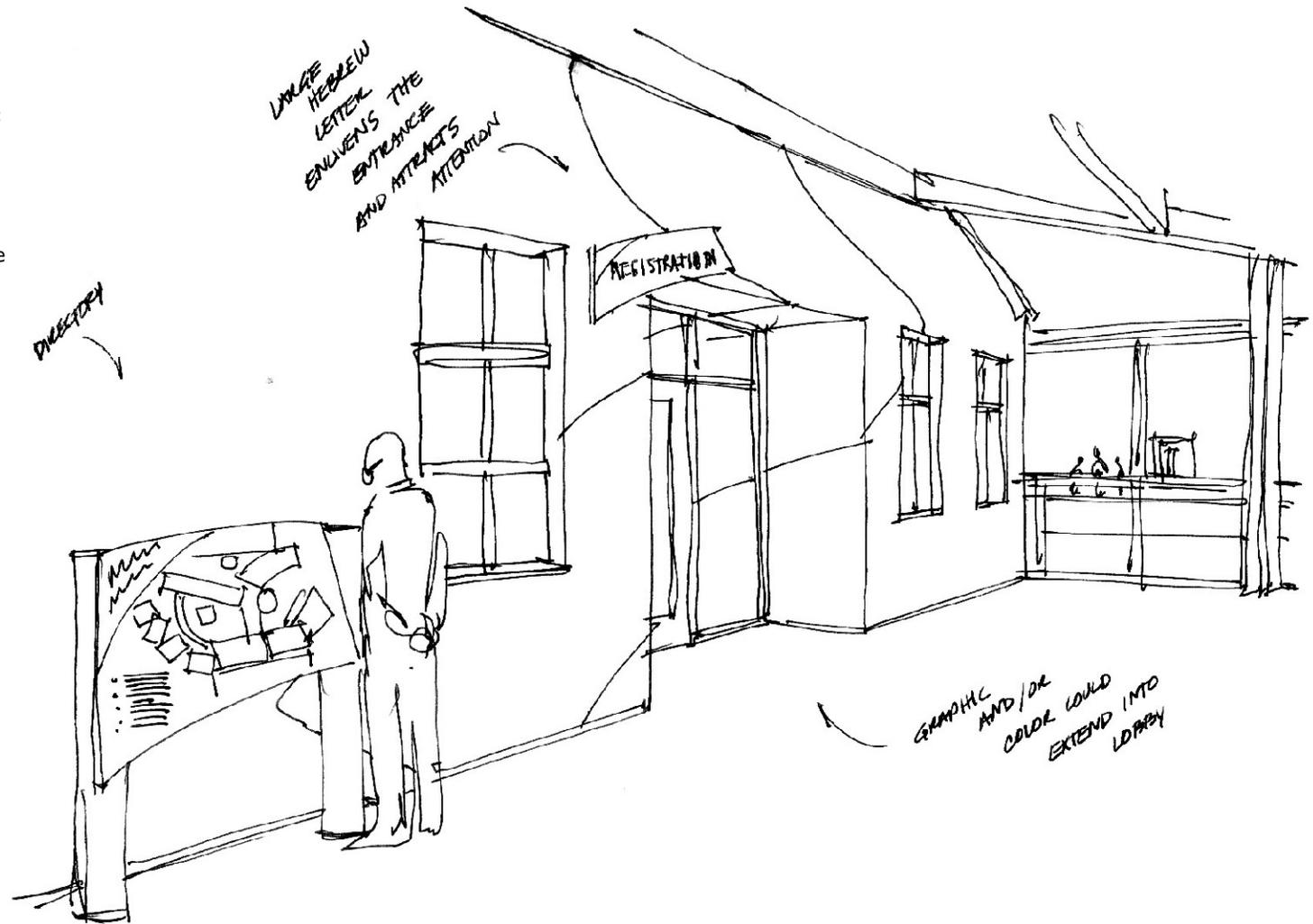
Main Entrance Sculpture

Hanging above the stairway, and in full view from everywhere in the main entrance, this brightly colored mobile makes a strong statement about the cultural heritage of the academy, while adding motion and interest to the environment.



Registration Office

A large Hebrew alpha/numeric graphic adds emphasis and draws attention to the registration office... a "must stop" for all visitors. Colors carry into the interior of the building, brightening and warming the visitor's experience. During unusually busy times, a movable freestanding sign may be needed to inform all visitors of the registration requirement.

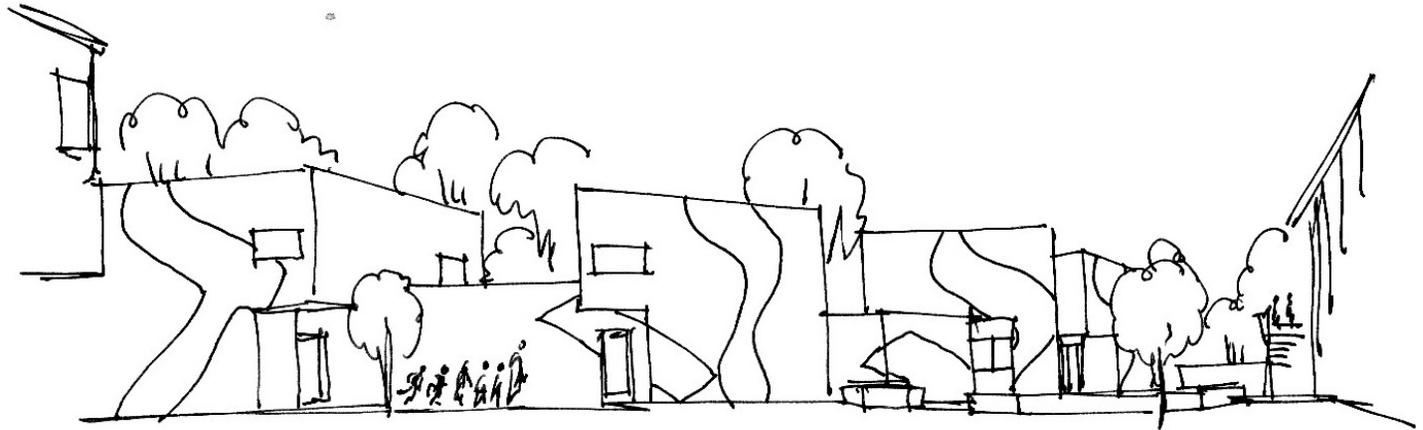


Building Graphics

Large, abstract Hebrew letters, in colors complimentary to those of the buildings, emphasize the character of the pre-school buildings, giving children of this age group a sense of fun and belonging on the campus. Characters could be numerals 1-4 or letters a-d. Other symbolic imagery may be considered, as well, during the design development phase.

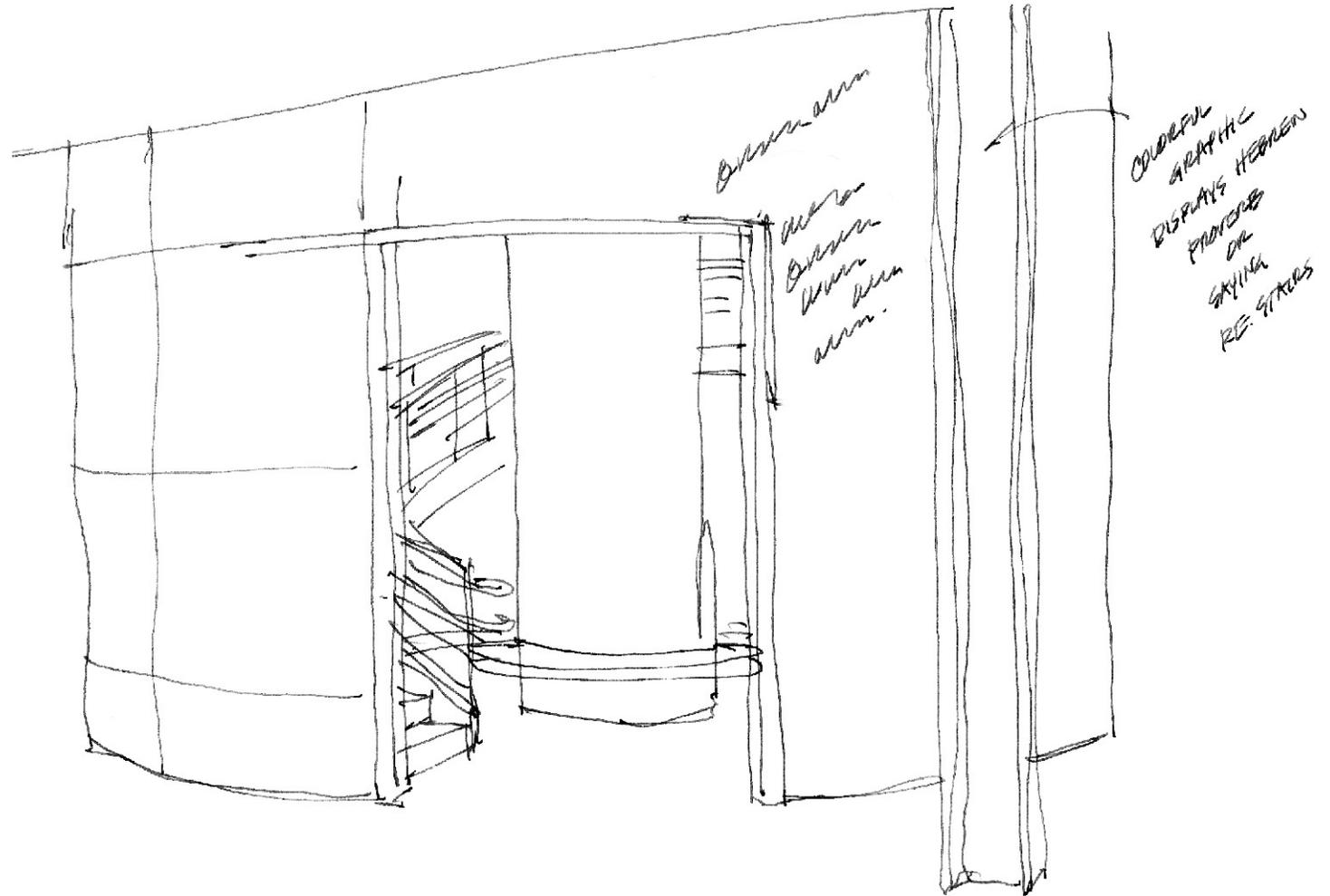
HEBREW
LETTERS/NUMBERS
ARE SIMILAR
IN COLOR
TO BUILDING
COLORS ...

... ON BOTH
SIDES OF
PRESCHOOL BUILDINGS
AND VISIBLE FROM
ENTRY DRIVE .

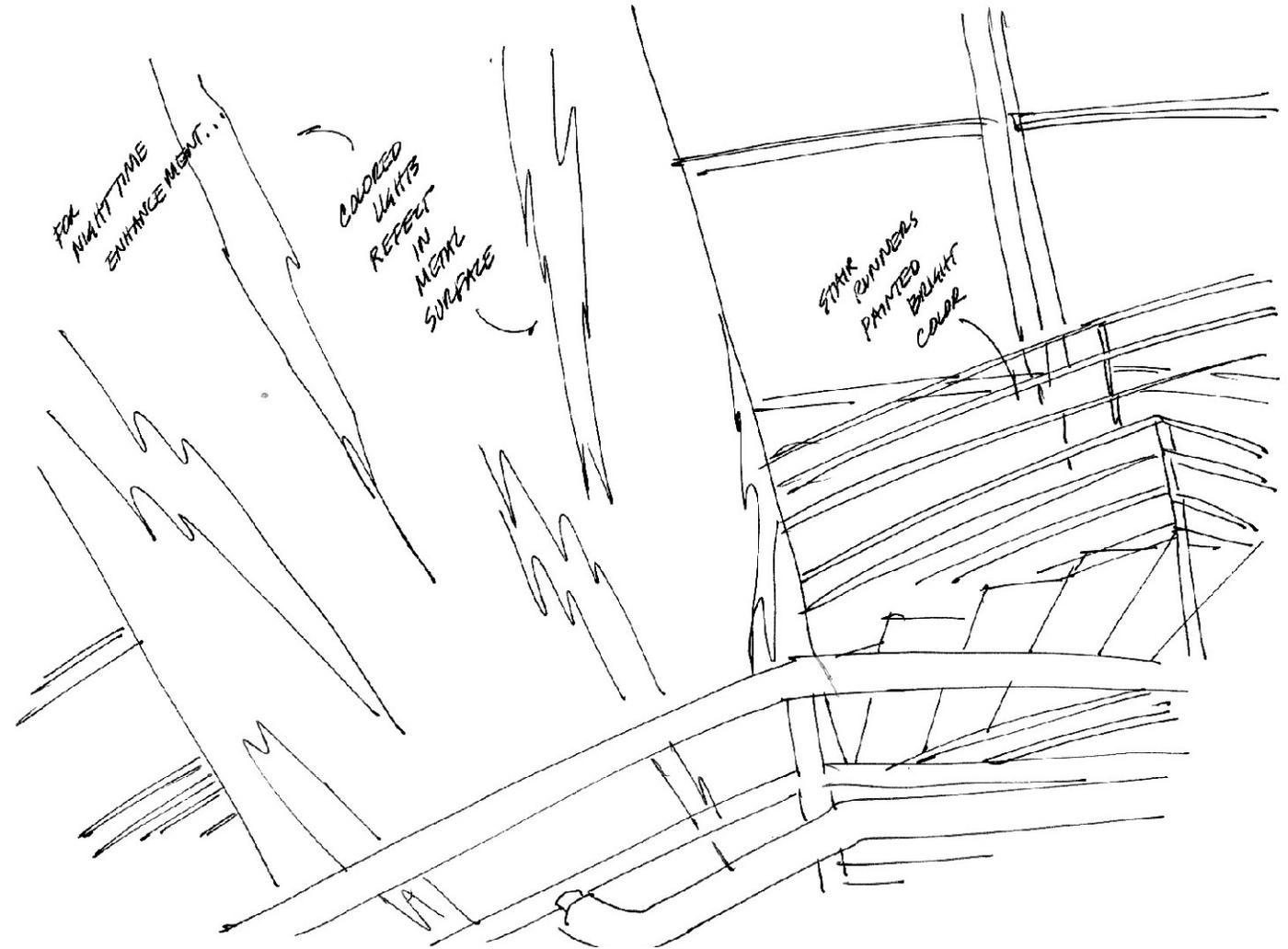


Words Of Encouragement

At the entrance to the circular stairs, written in Hebrew, is a proverb regarding the climbing of stairs, adding texture to the culture of the campus, and a venue of learning for students as well as visitors.

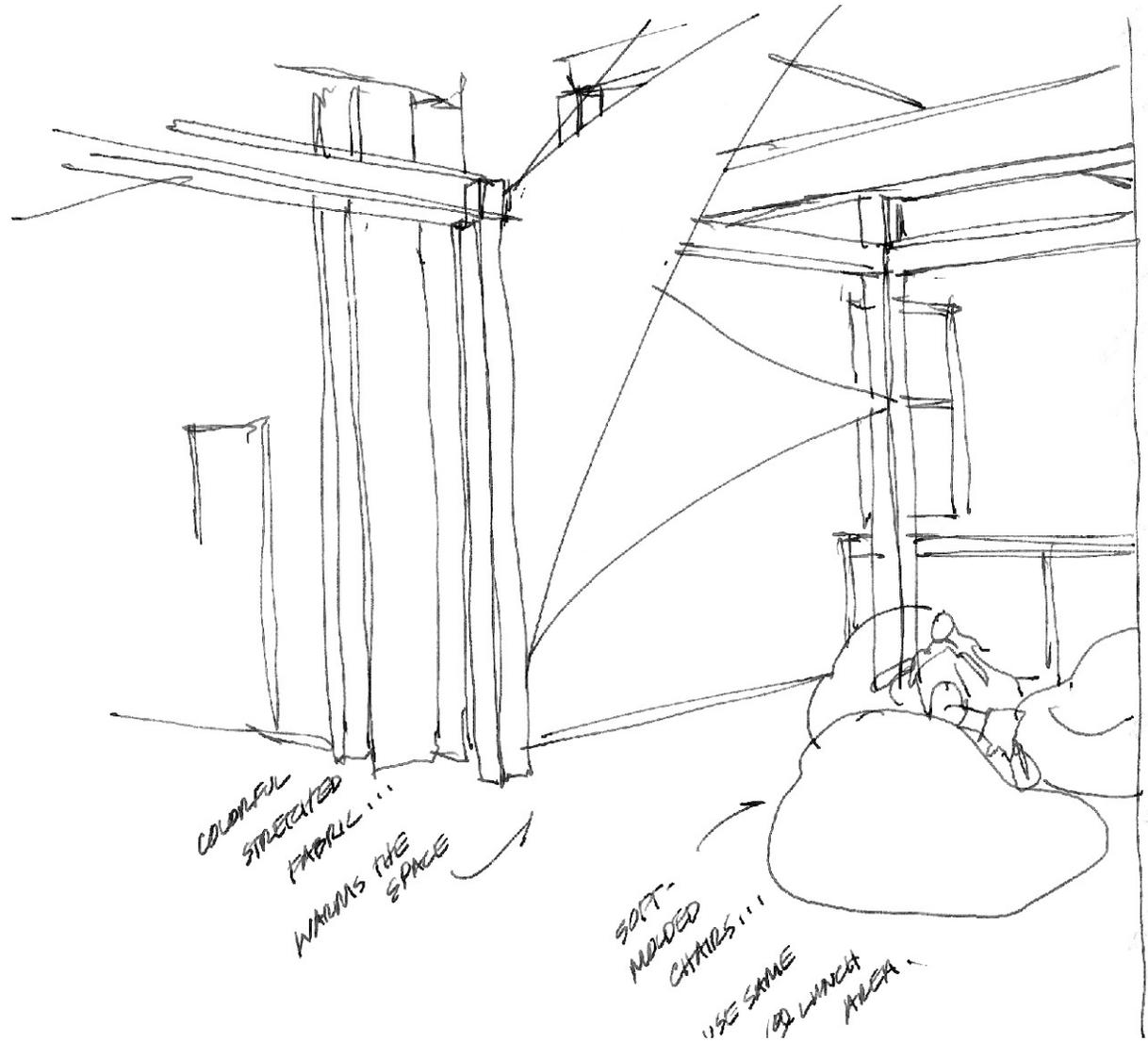


Inside The Circular Stairway - the stairs are stained a bright color for the unexpected fun of it, and colored lights reflect off the metal core at night to add to the enjoyment of using this special place on campus. At night, lights reflecting off the metal surfaces inside the structure make the stairway transparent from the inside out.



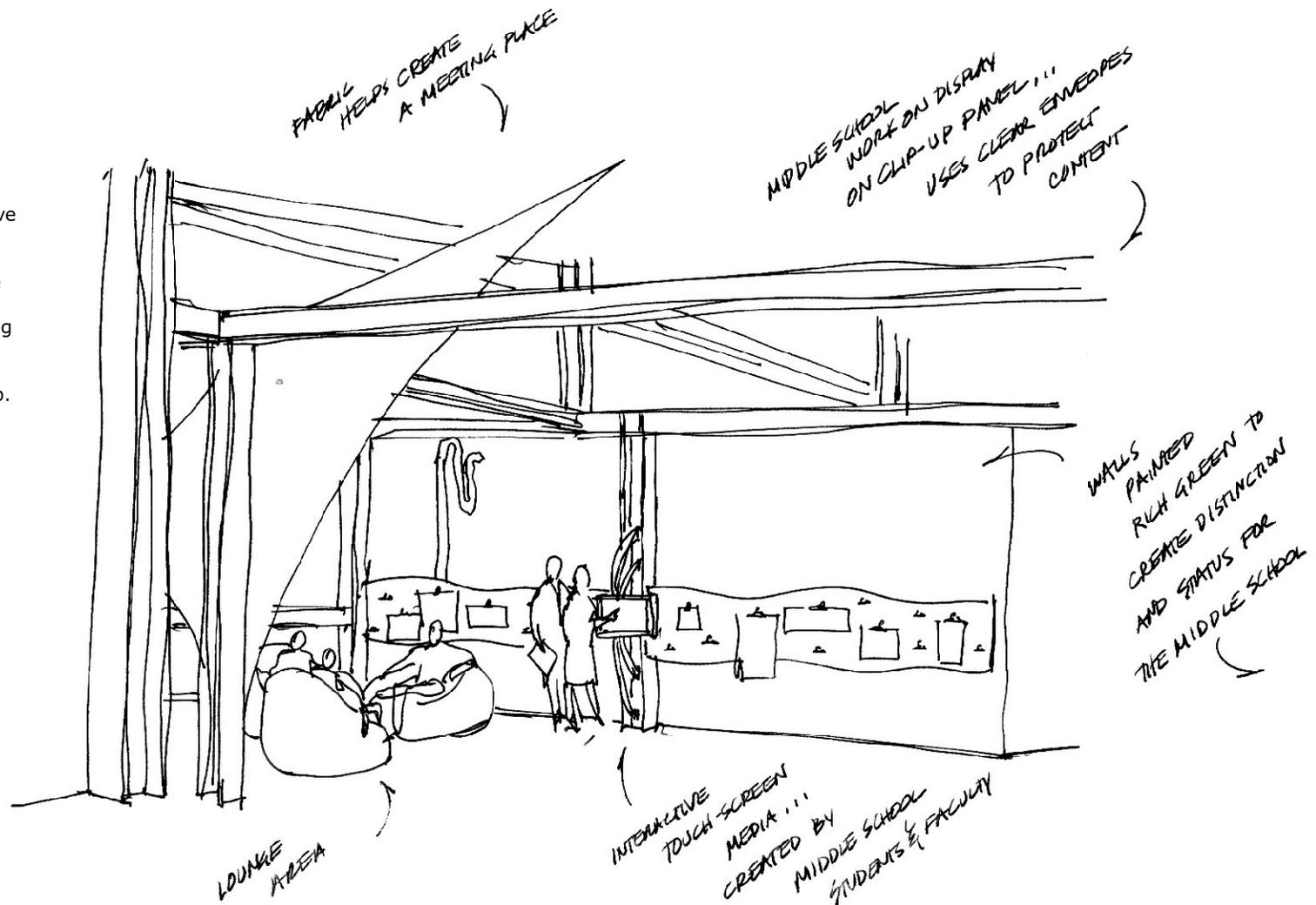
Gathering Place

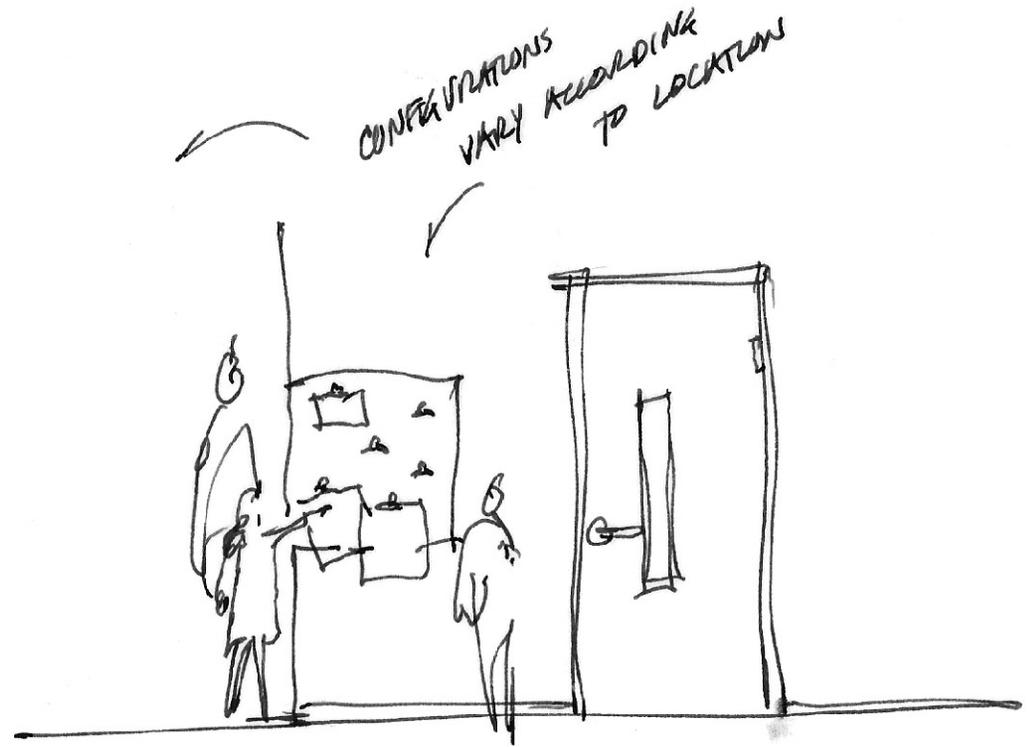
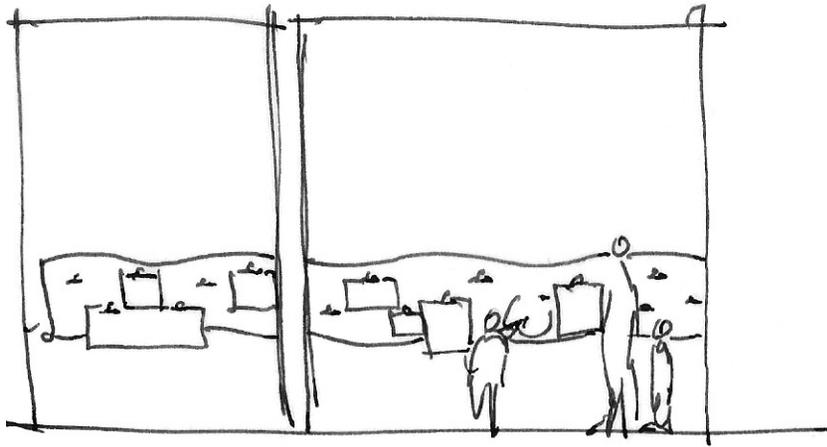
On the second level between the elevator and the middle school building, this spot offers a place for relaxed conversations and contemplation. Fun and comfortable lounges and stretched fabric help enhance the feeling of place, bring the elements into the realm of human scale, and soften the environmental experience.



Introduction To Middle School

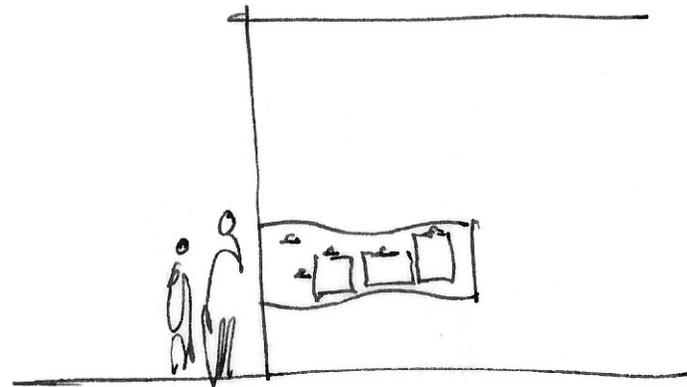
This gathering spot can be the beginning of the middle school experience where building color, signage graphics, high-tech interactive elements, and work on display demonstrate the dedication to and accomplishments of the higher grade curriculums at the Chabad. In addition, the middle school building color should be changed from its current color to reflect the activities and aspirations of an older age group.





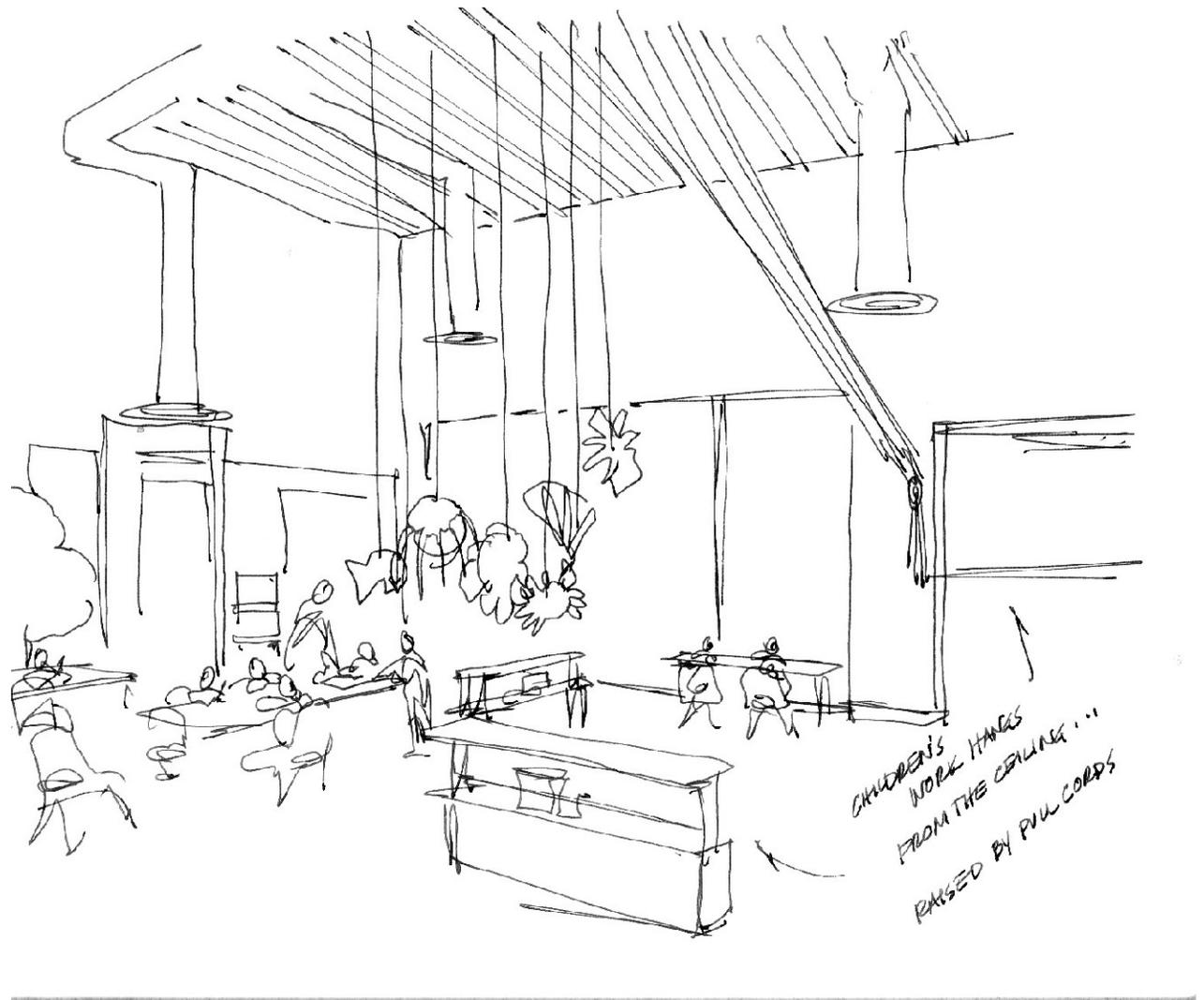
Clipboards

Placed throughout the campus where space allows, children's work is displayed in clear envelopes and clipped to the panels which might be made of perforated metal, brightly colored acrylic, or painted as appropriate for the locale.



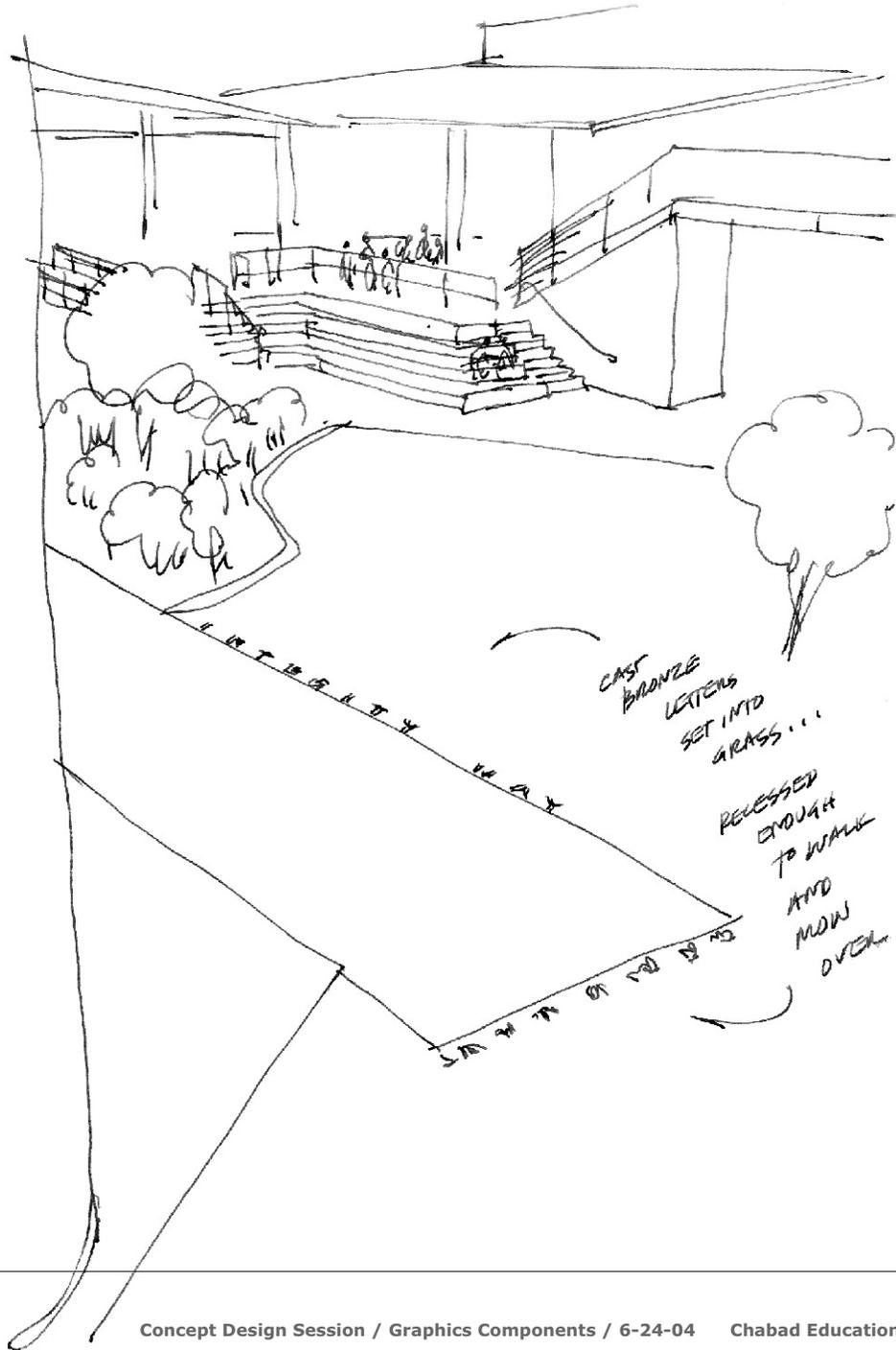
Classroom Displays

Taking advantage of the dramatic ceiling height in the preschool classrooms, as well as giving children a greater sense ownership and accomplishment, can be done cost effectively by attaching small pulleys and light-weight cords to the ceiling beams and raising children's work to anywhere between touchable to astronomical heights. Because this display of objects and things is so easily changed and dimensionally dynamic, the results are fun for the kids and a handy teaching aid in the classroom.



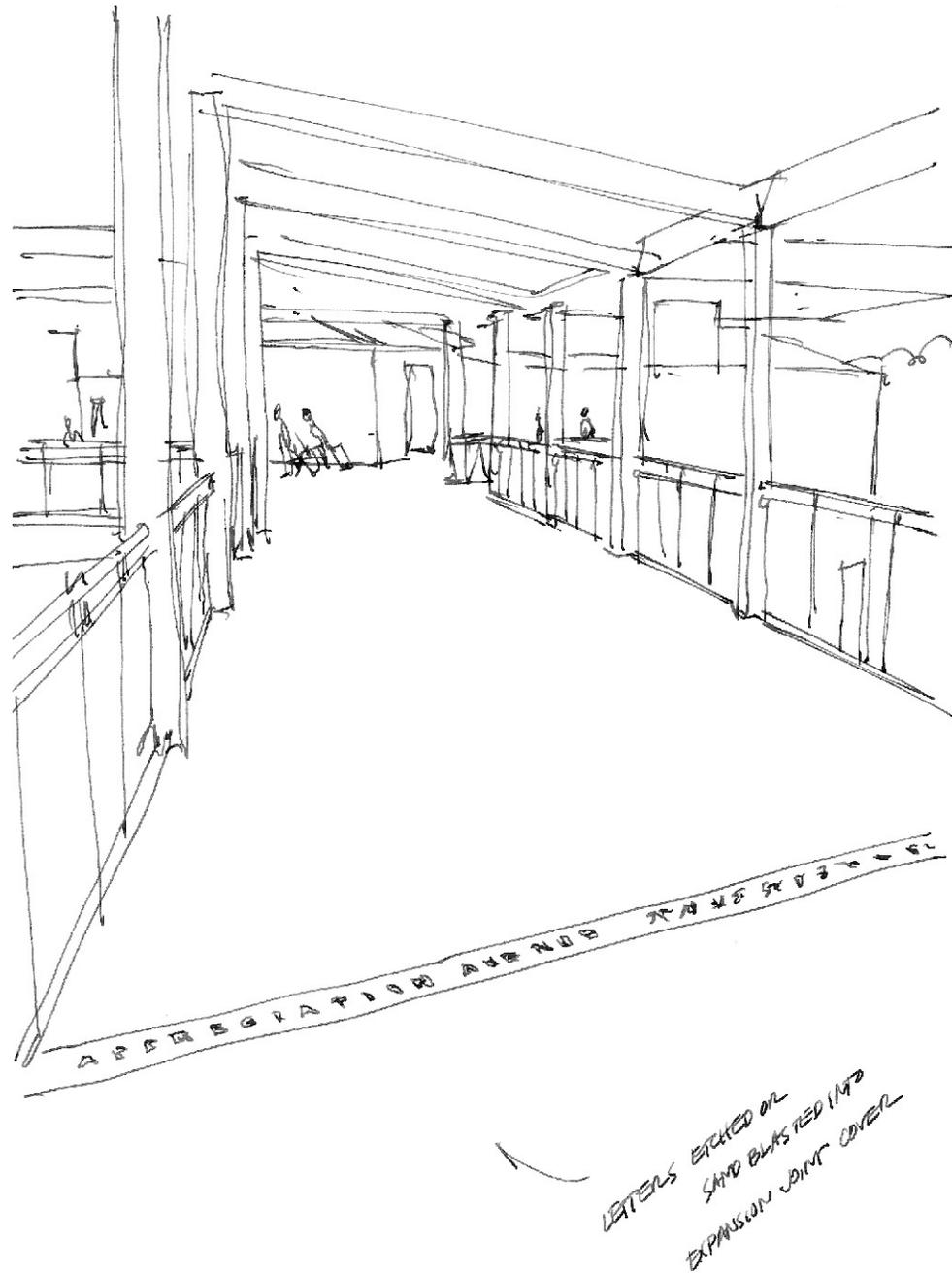
Character Program

Imbedded in the campus, each time in a different manner, are the fundamentals of the character program taught to all students as they progress through the academy. Pathways, bridges, stairs and intersections will be identified with the program's twelve character traits in ways that make the concepts a permanent part of the facilities. Using the materials of the buildings and the landscape, these principles won't appear as signs, but as if they were integrated into the campus during construction. All character traits are in Hebrew as well as English.



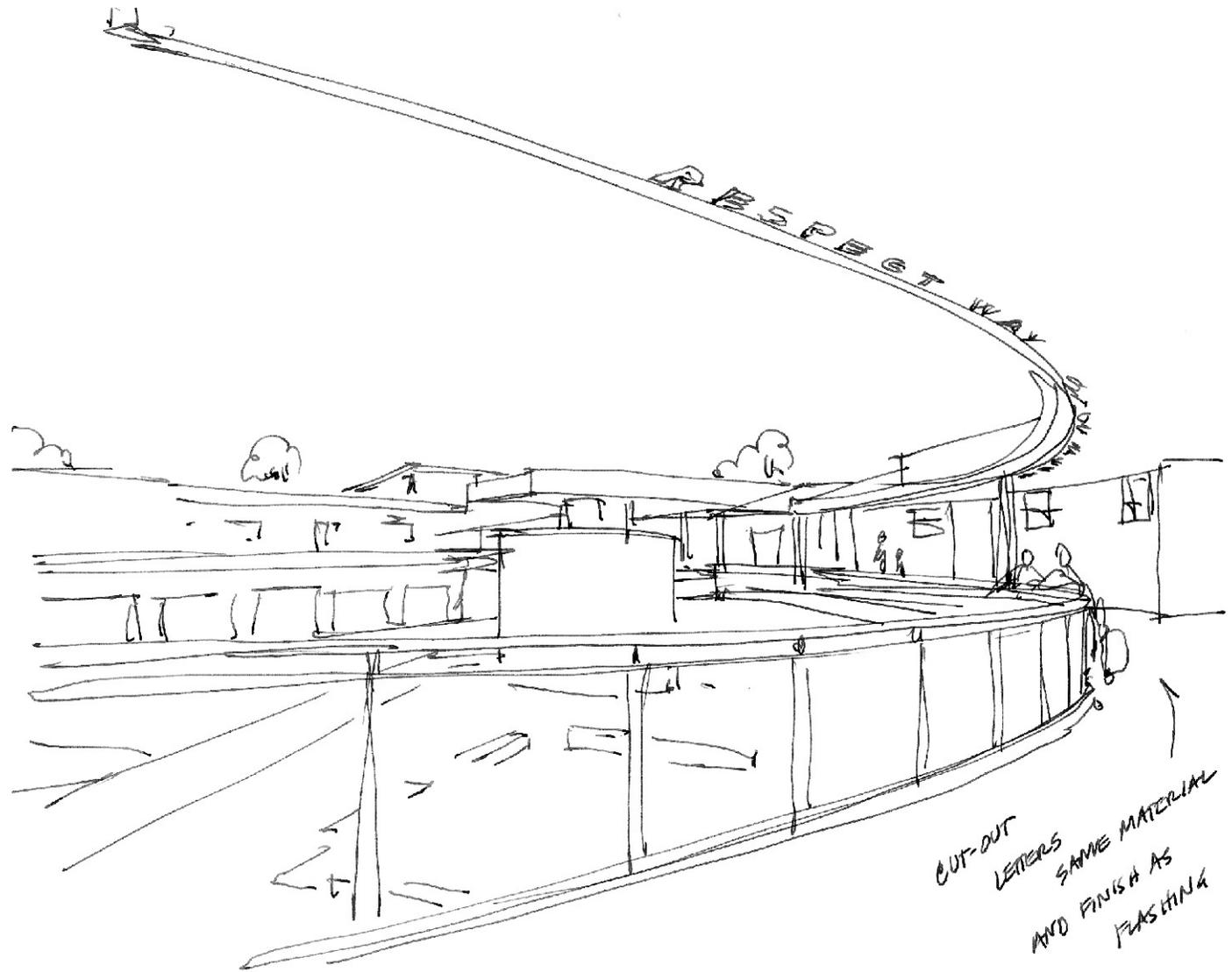
Character Program

Finding and discussing concepts at their individual locations, as class activities, can be an interactive and memorable part of children's learning experience.



Character Program

Some won't be noticed immediately adding to the enjoyment of discovery throughout the campus.



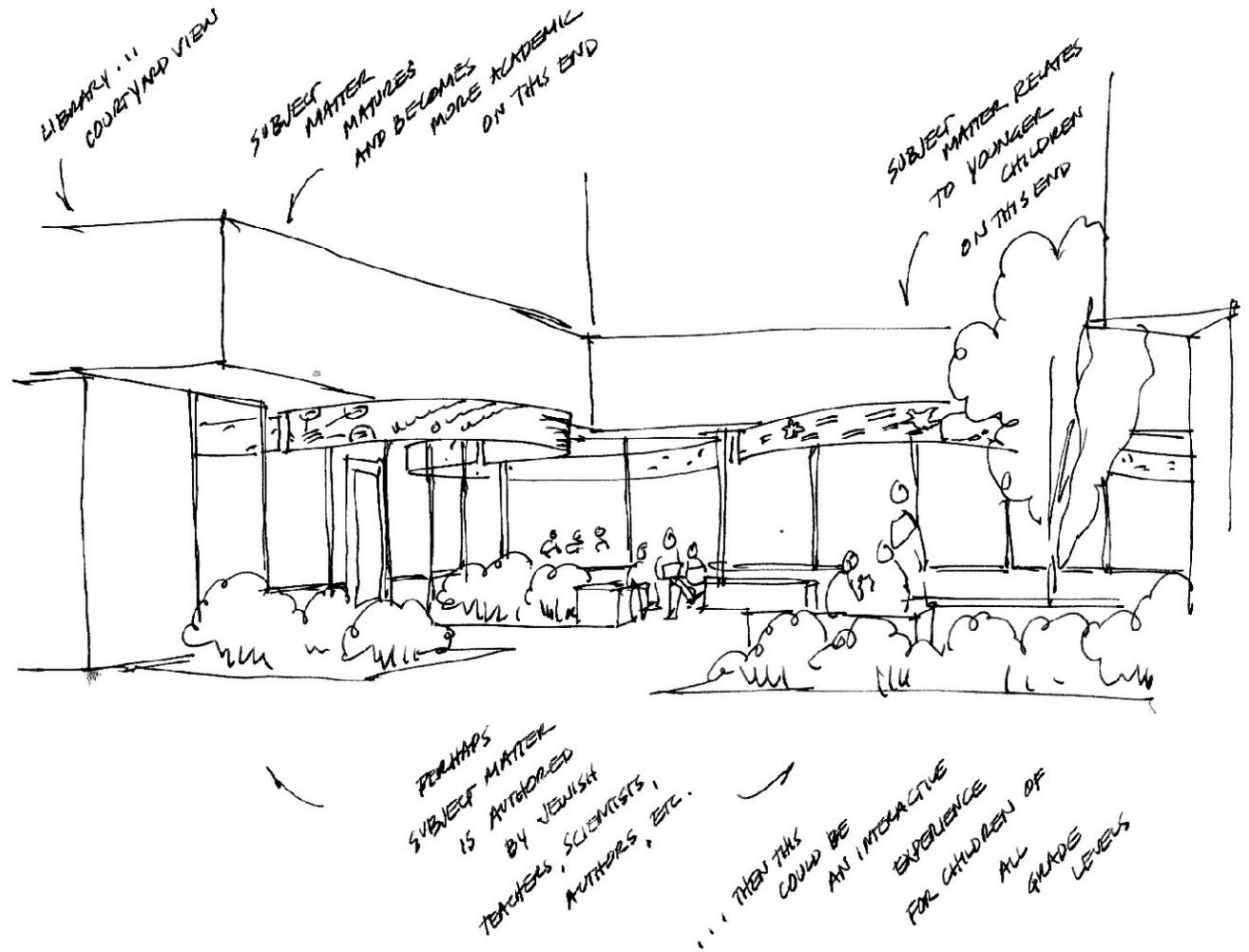
The Library

Weaving through the library, inside and out, is a continuous banner of graphics displaying writing, poetry, science, mathematics, music scores, symbology and images from all corners of the earth and of academia. Languages will be diverse, though Hebrew will occupy a prominent place over the main entrance to the library. The contents of the banner could be from Jewish authors, philosophers, mathematicians, scientists, musicians, and theologians from all cultures, and centuries.



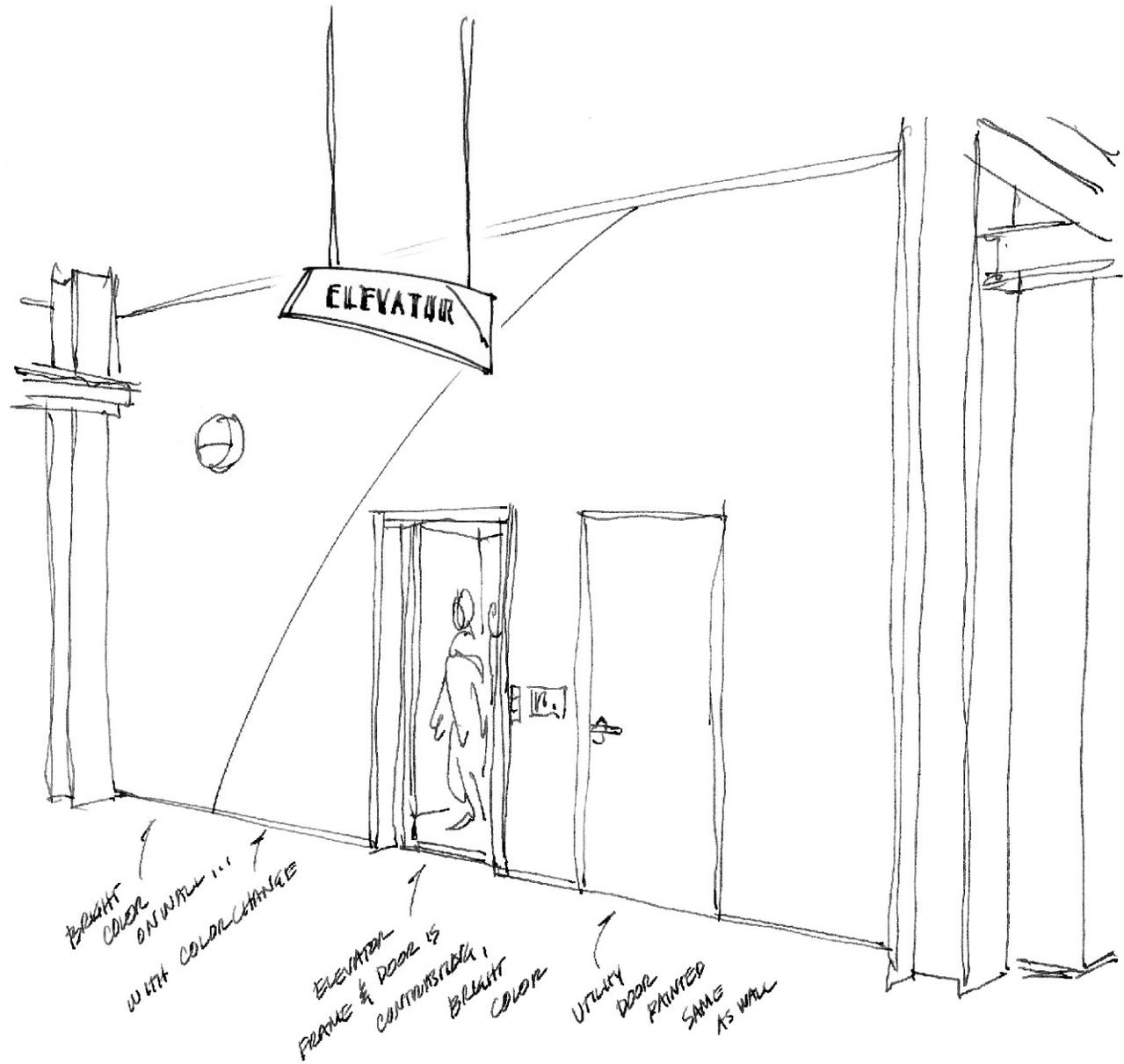
The Library

The banner contents nearest the preschool buildings would appeal to and be understood by younger children while the content on the opposite end would be more advanced and complex. The banner offers an interactive learning opportunity for student and visitors while positioning the library as a valuable asset and repository of knowledge.



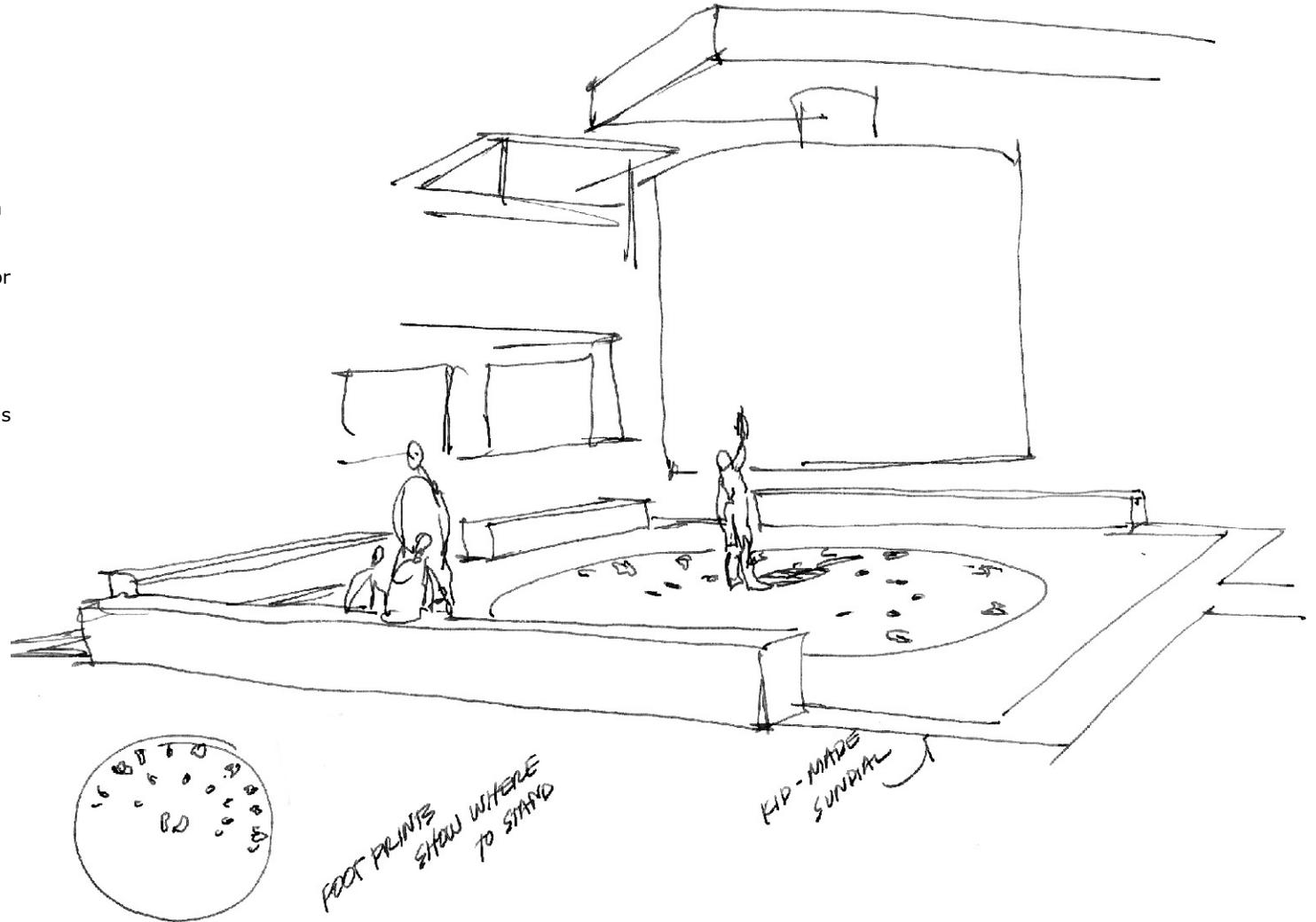
Elevator Identification

Adding bright color to the wall and elevator door helps make the elevator more noticeable and inviting -- a necessary improvement since the elevator is in shadow on bright days. Painting the utility door to match the wall will make the elevator stand out even more.



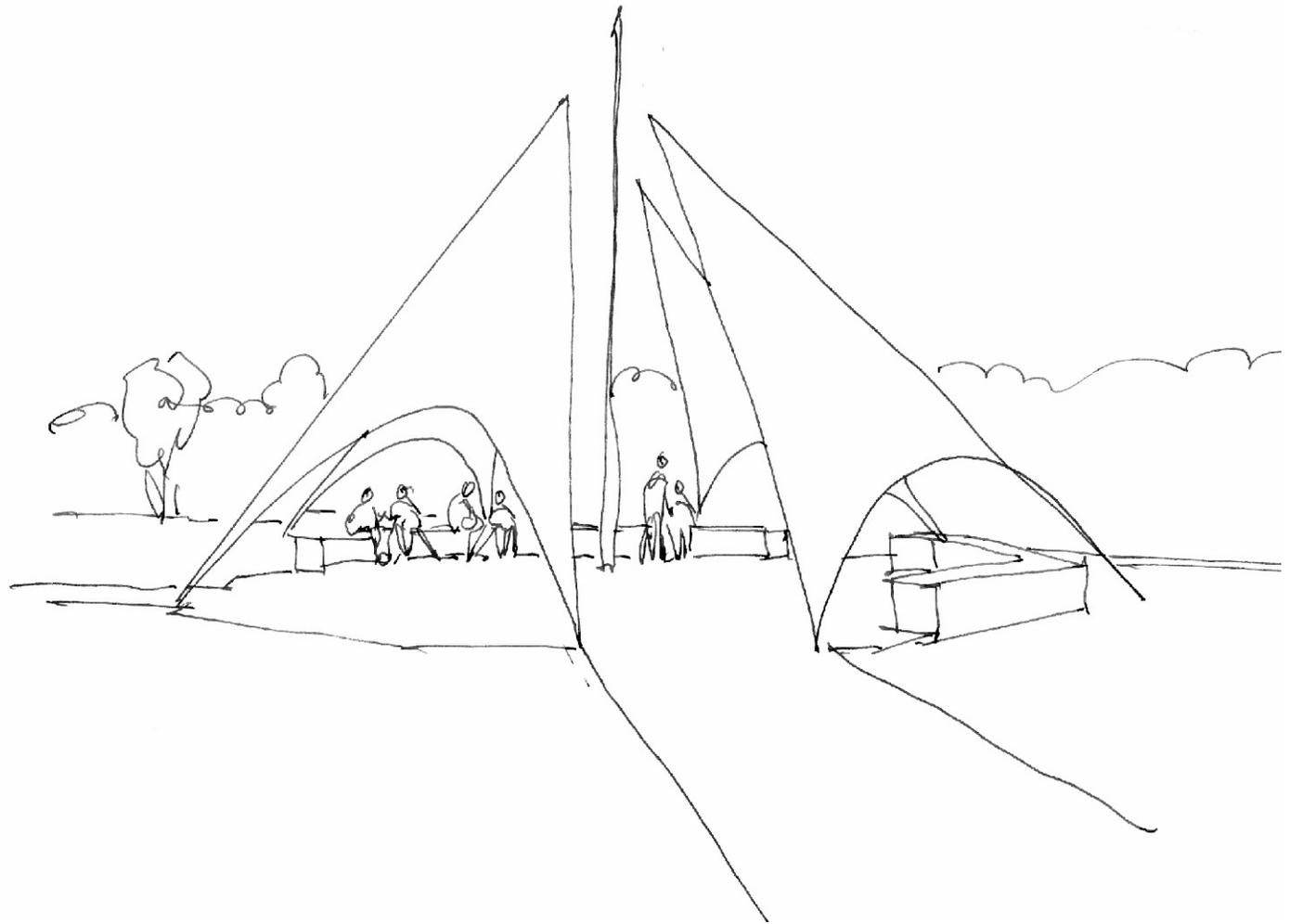
Sundial

By standing in the footprints cast into the center of the sundial, children can tell the time of day. Taller kids read the outside dial, smaller read the inner dial. Learning to compensate for variables such as daylight savings time, seasonal changes and the significance of equinox offers opportunities for interactive learning for a range of student ages. The sundial is reproduced in Hebrew as well as English.



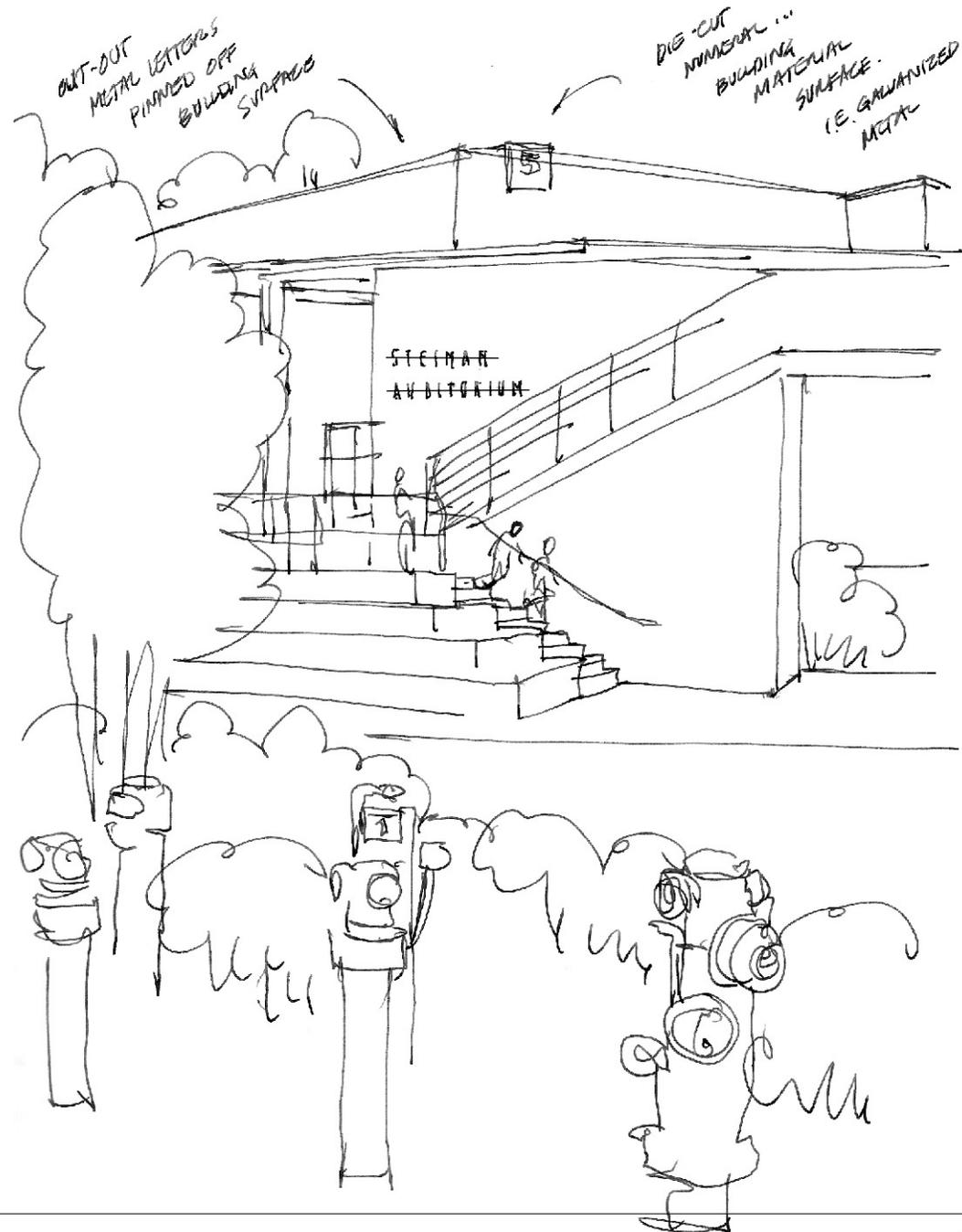
Outdoor Gathering Place

Enhancing the sense of place, relating to human scale, and offering some shelter, the stretched fabric panels encourage the use of outdoor gathering spots as an extension of the classroom, bringing students and staff into contact with the natural environment.



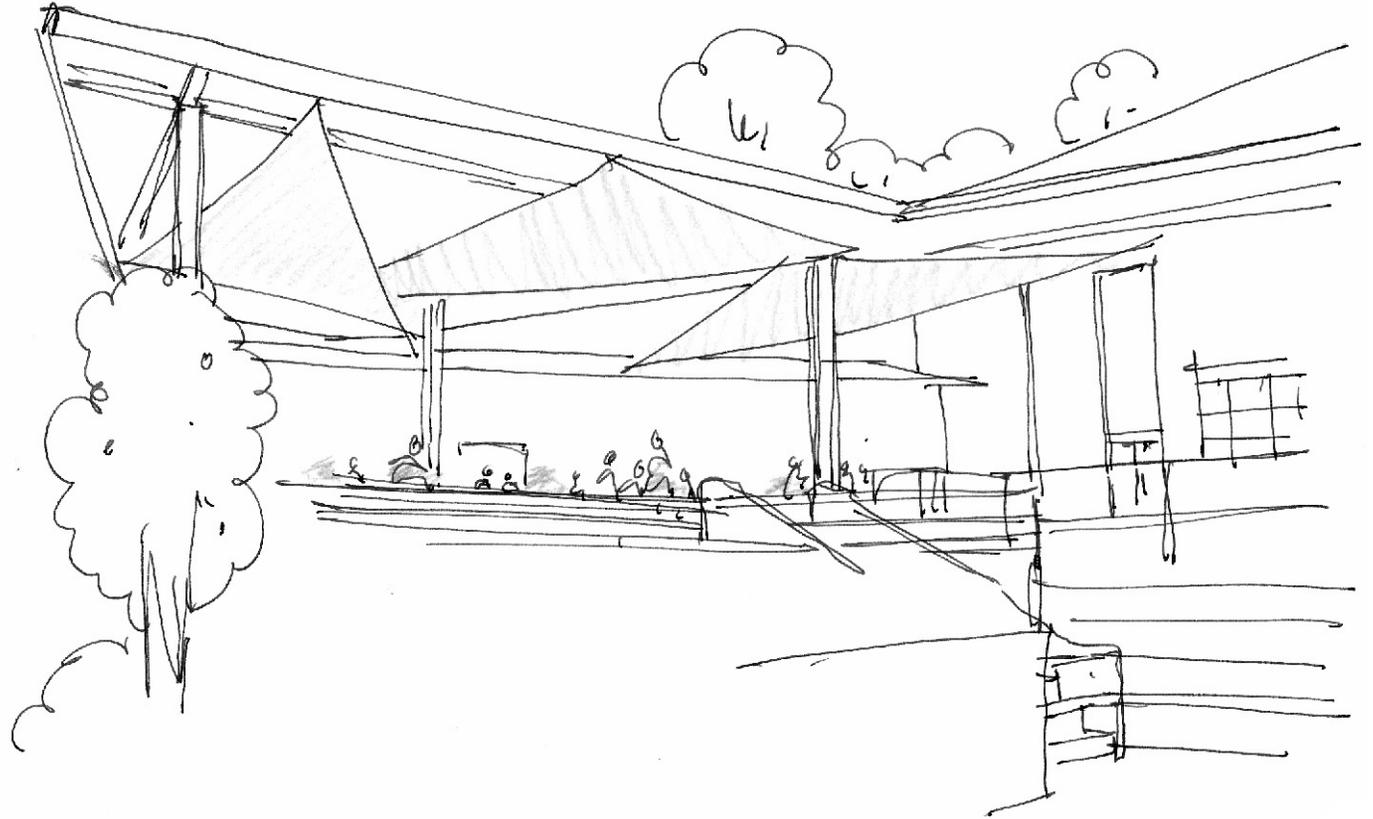
Building Identification

As they acquire names, buildings will be identified using a common vocabulary of cut-out letters revealed off the building surfaces. Materials will include those found in the architecture, such as painted and galvanized metal. Additional identification, as required, will be used to satisfy emergency codes.



Enlivened Spaces

Areas of shadow, gathering places, and points of visual attraction can be enhanced and enlivened by use of stretched fabric to soften edges, add layers of visual interest, and create warmth.



Creating Pathways

The use of kinetic fabric elements to delineate pathways can reduce the need for signs, while adding a layer of visual interest to the landscape. The entrance to the soccer field, not visible from the buildings at ground level, can be easily found by spotting the banners.



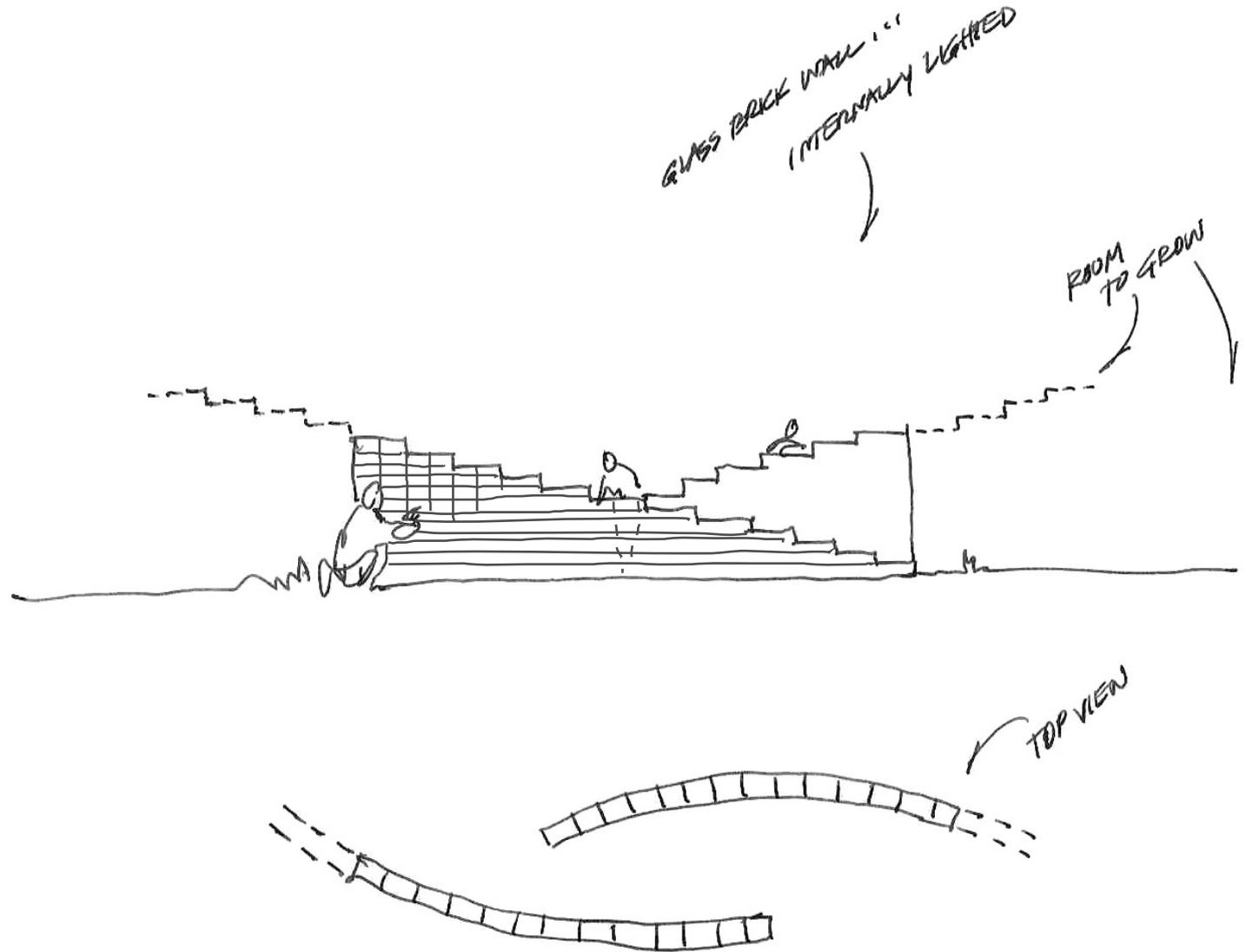
Creating Pathways

In addition to seeing the entrance to the sculpture garden from a distance, the graphic standards create a welcoming sense of entry and an expectation of discovery.



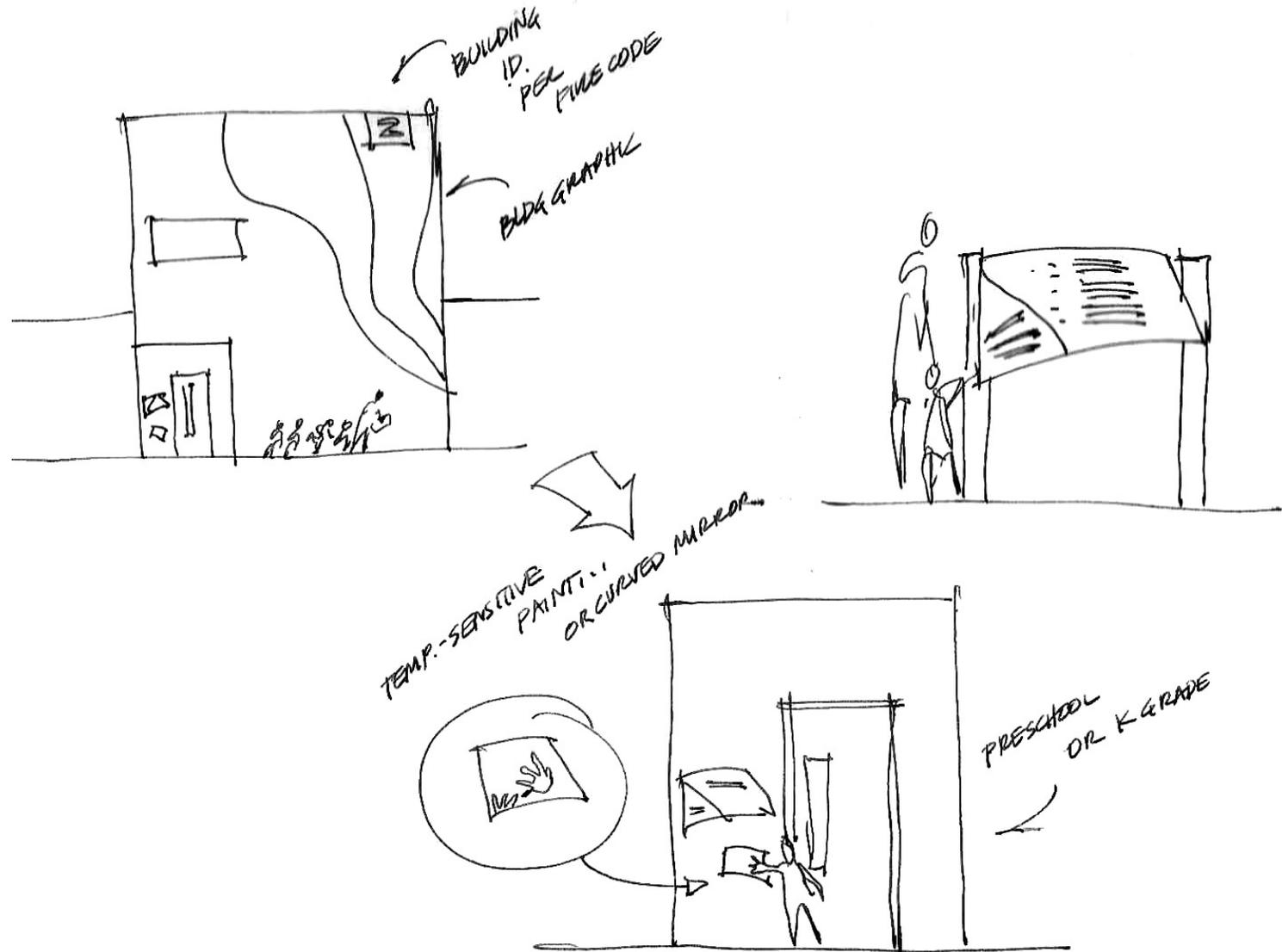
Donor's Wall

Glass blocks etched with donor's names and messages grow from the center and gain in height as they curve gracefully outward. Lighted internally, they glow at night and refract sunlight during the day.



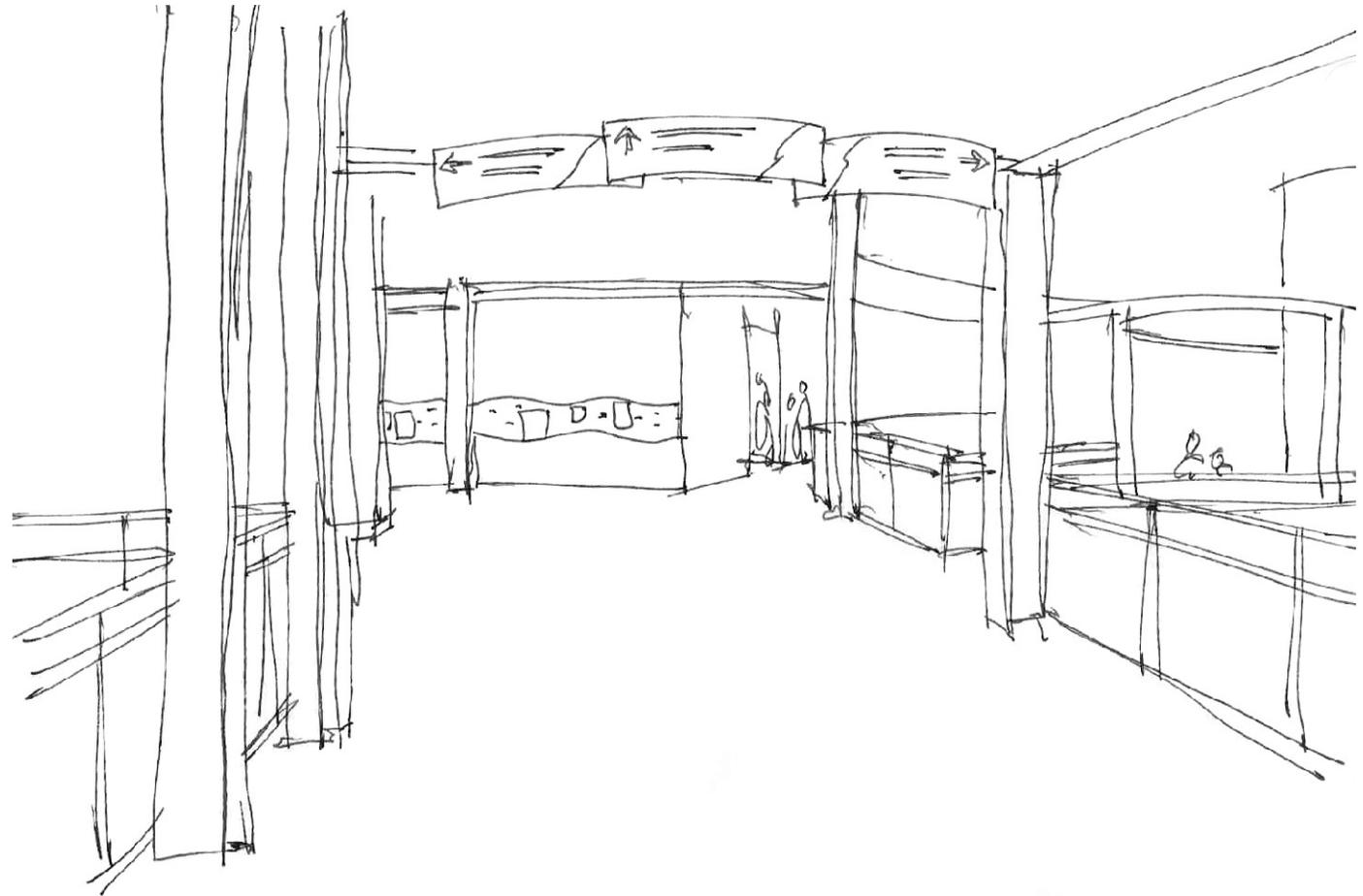
Identification Signs

With curved edges and bowed surfaces, these signs compliment the architecture by creating another vocabulary of forms and shapes on the campus. Whether freestanding or surface mounted, they float off the architectural surfaces. Their materials and colors vary to reflect the nature of the buildings they adorn... bright and playful colors and materials for the lower grades and maturing colors and materials for the higher grades. Elements of typography and shape will be consistent throughout the campus.



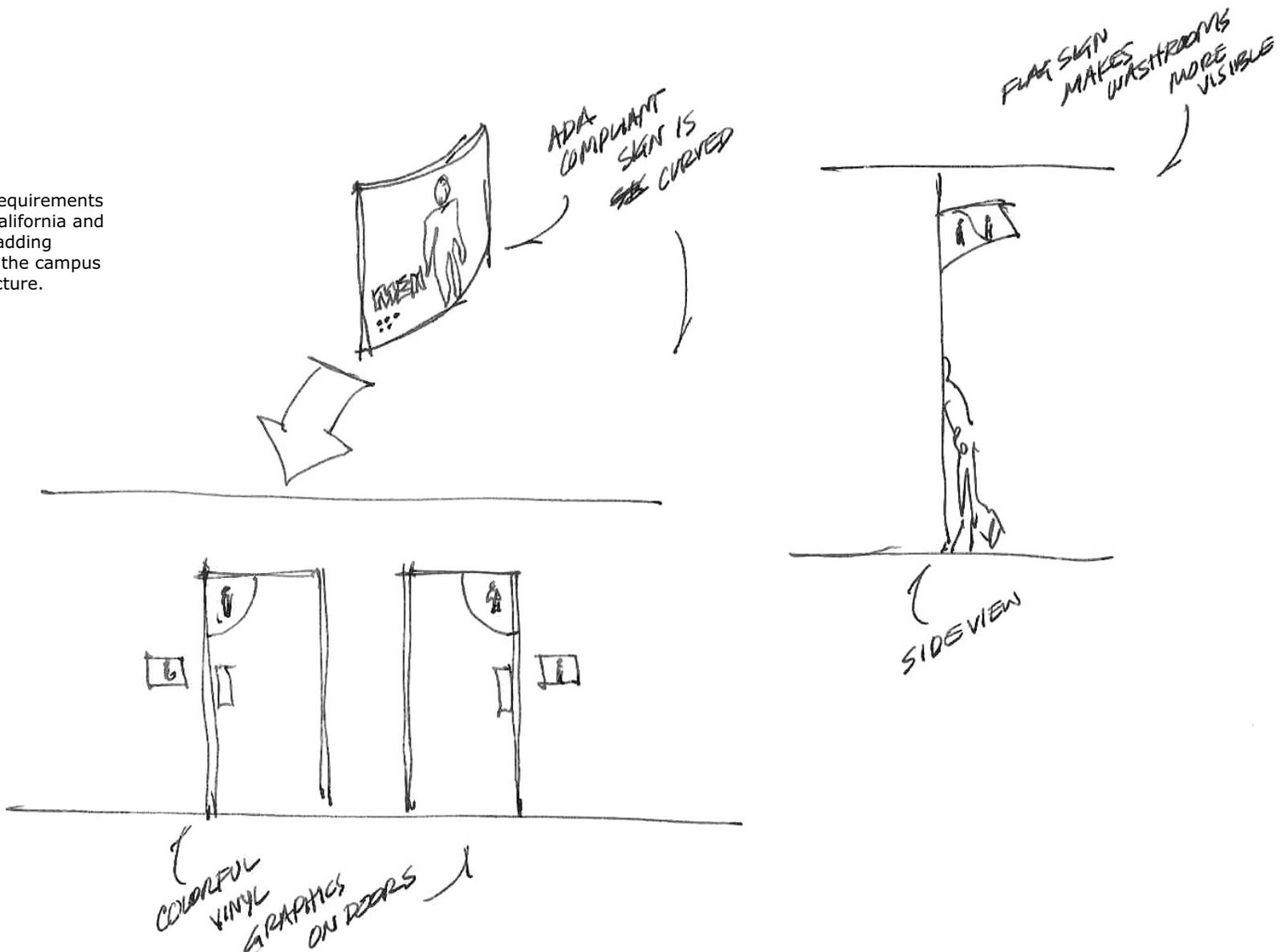
Directional Signs

Also using curved surfaces and floating mounting methods, directional signs will use a common palette of typography and materials throughout the campus.



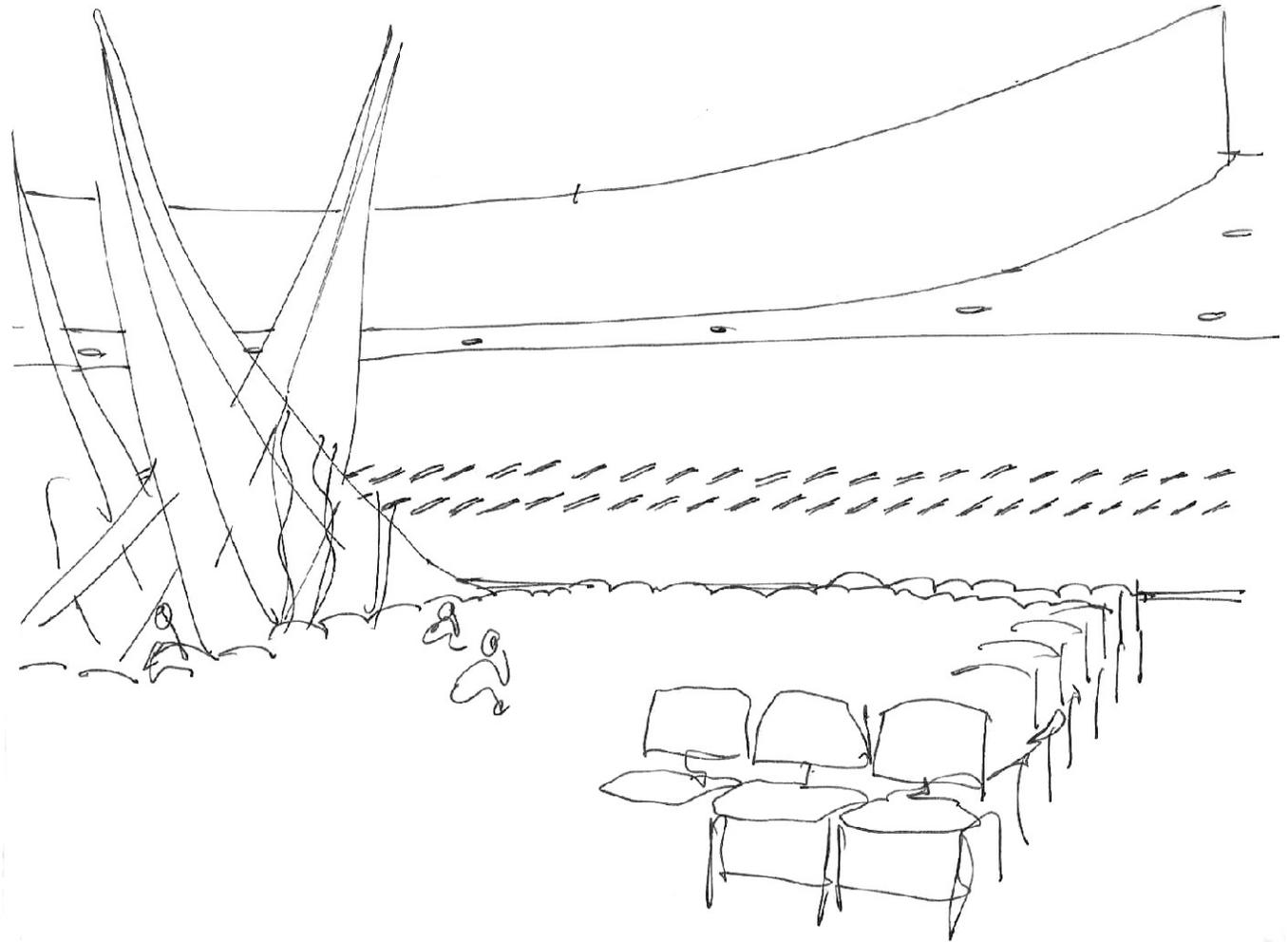
Sign Codes

All signs will meet code requirements for the A.D.A., State of California and City of San Diego, while adding interest and character to the campus environment and architecture.



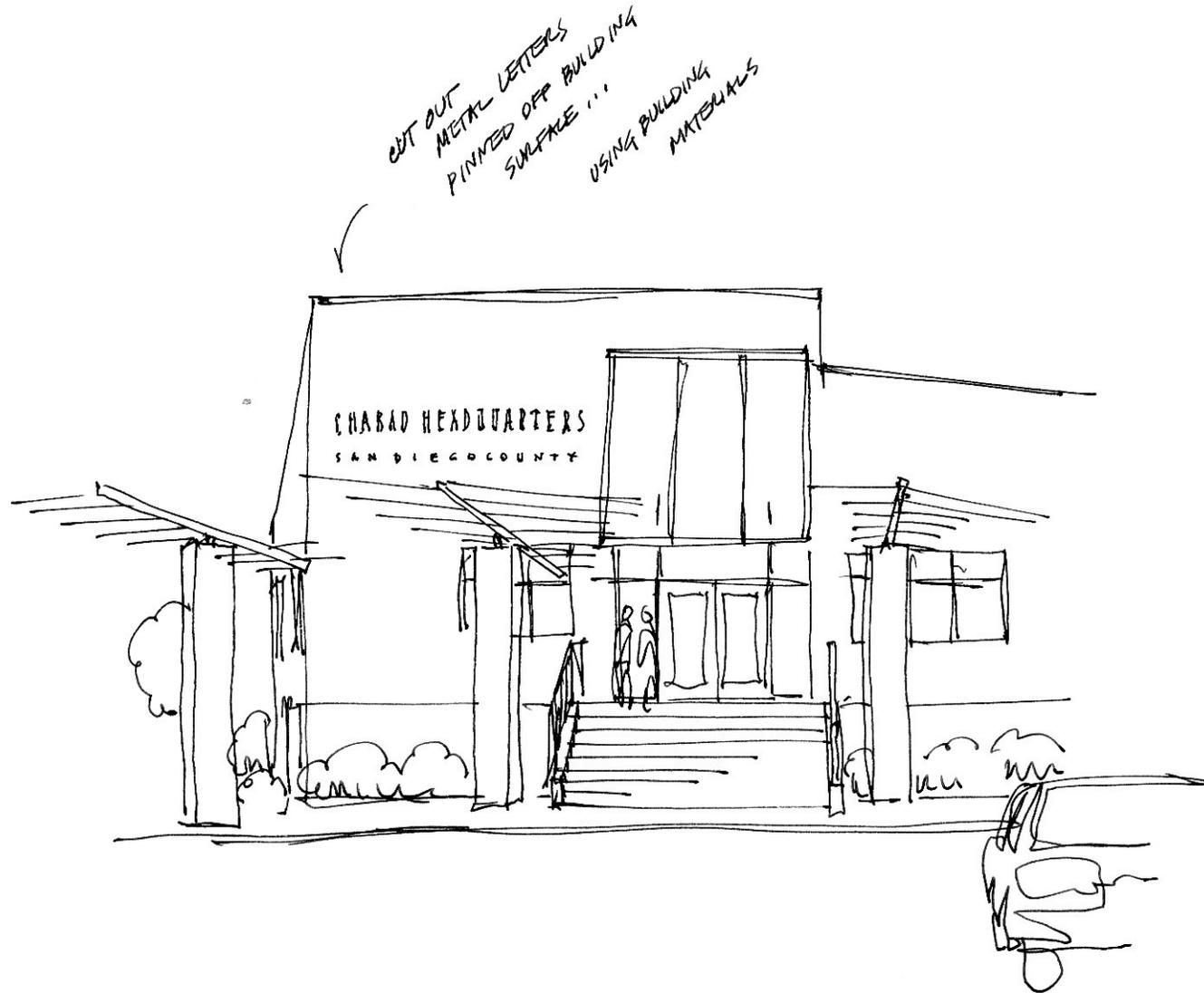
Auditorium Special Use

For temple meetings where a divider is appropriate, a soft, translucent fabric can be raised using remotely controlled ceiling cables. The graceful curves of the draped fabric will accentuate the height of the room and provide visual interest. White on white graphics may be applied to the material to add a level of meaning appropriate to its use.



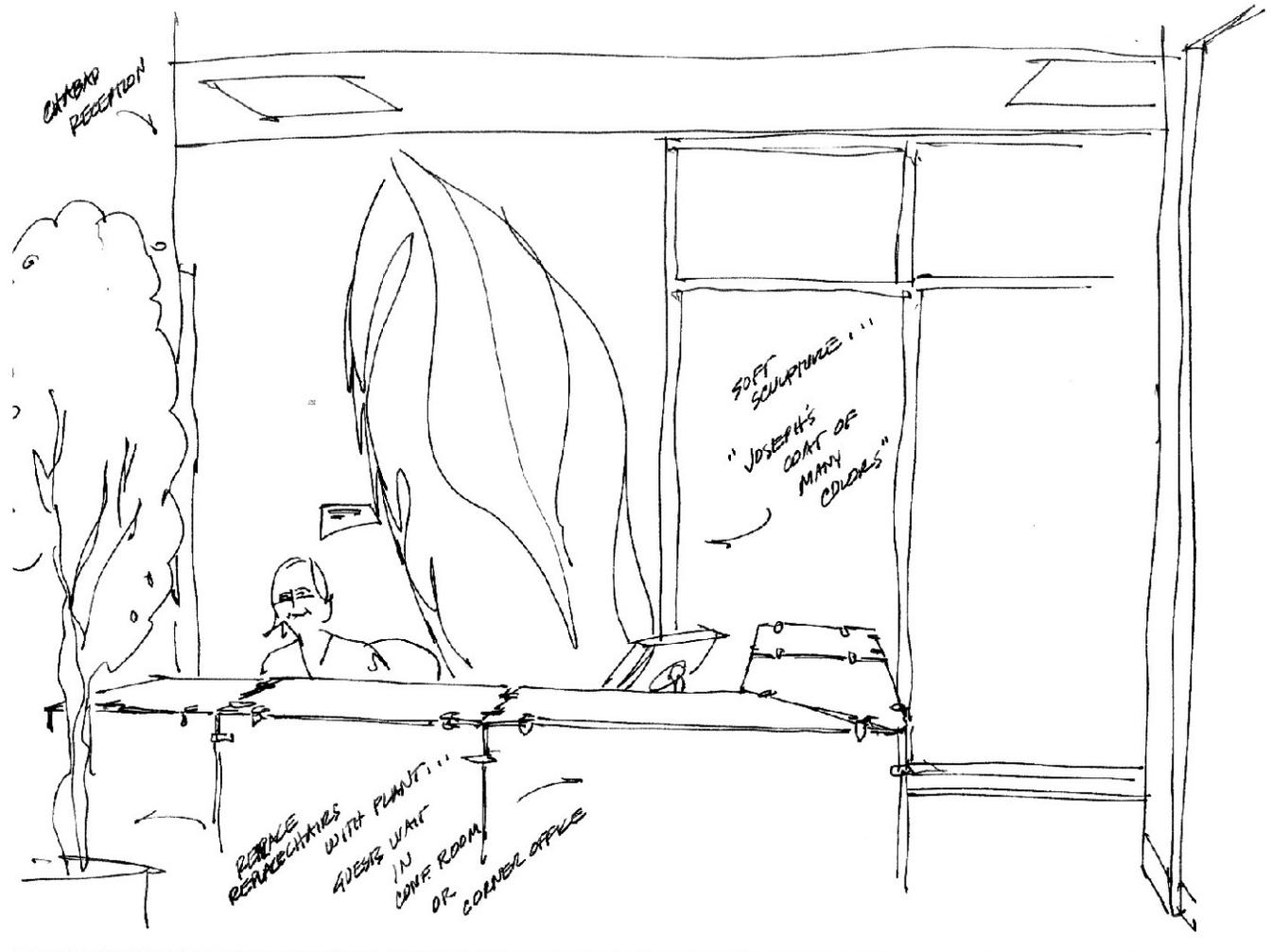
Building Identification

Cut-out letters, appropriate in size for their secondary importance to visitors, use the common vocabulary of materials, finishes and colors for building identification on campus. Fewer visitors will be using this entrance than will be using the primary entrance, so the graphics are smaller and less conspicuously placed.



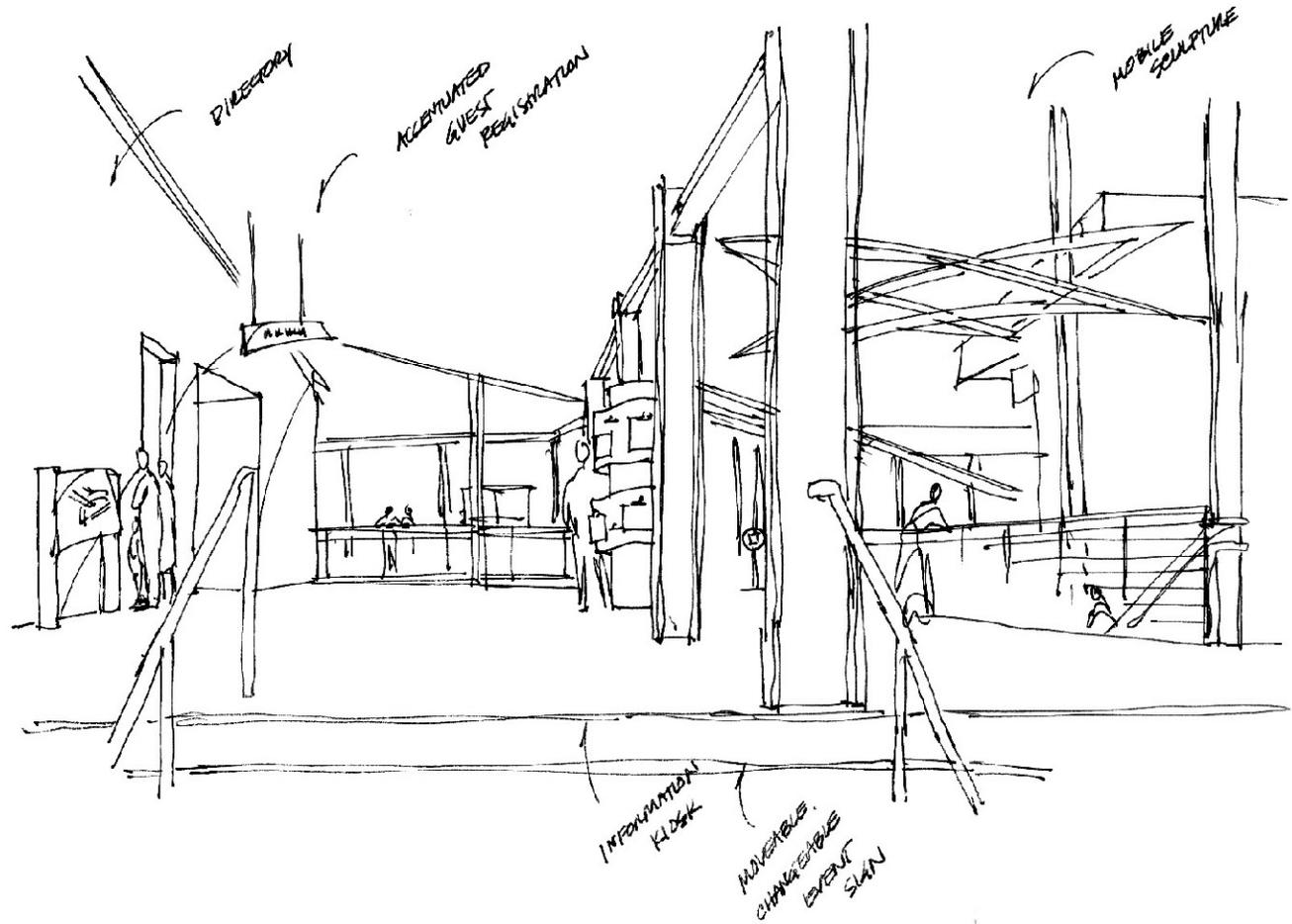
Chabad Headquarters

The reception area can be enhanced by adding artwork to the backwall and replacing the two cramped chairs with a plant, both of which will soften the entrance experience and add to a feeling of comfort and balance. Visitors who must wait for an appointment can be escorted to the conference room or an empty office and offered refreshment.



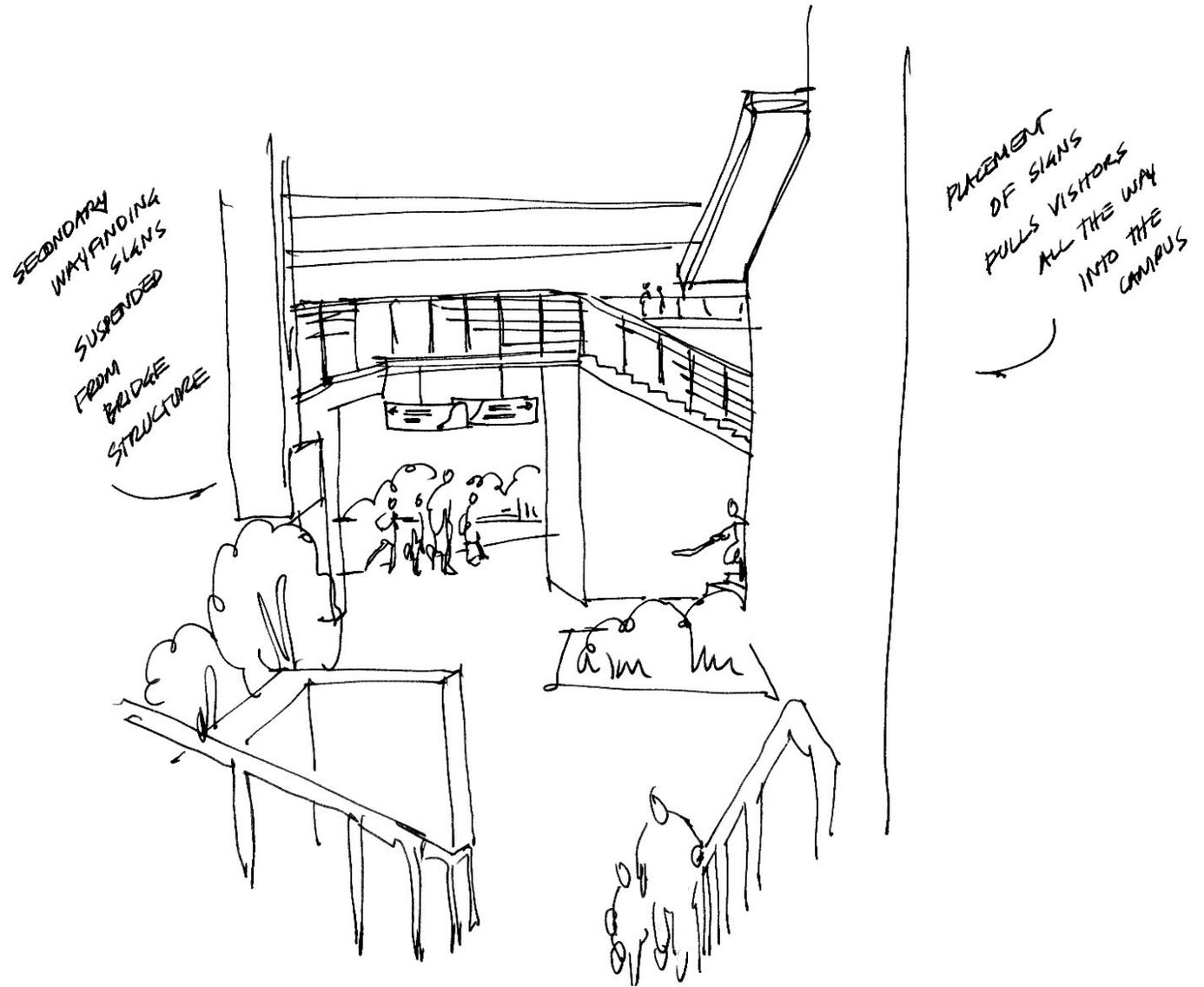
Primary Entrance

Walking up the stairs, visitors are greeted with several options for gathering information and orienting themselves. A directory, an information kiosk and the registration office are in view. At busy times, the addition of greeters can help to keep people moving. The sculptural mobile adds color and drama to the space.



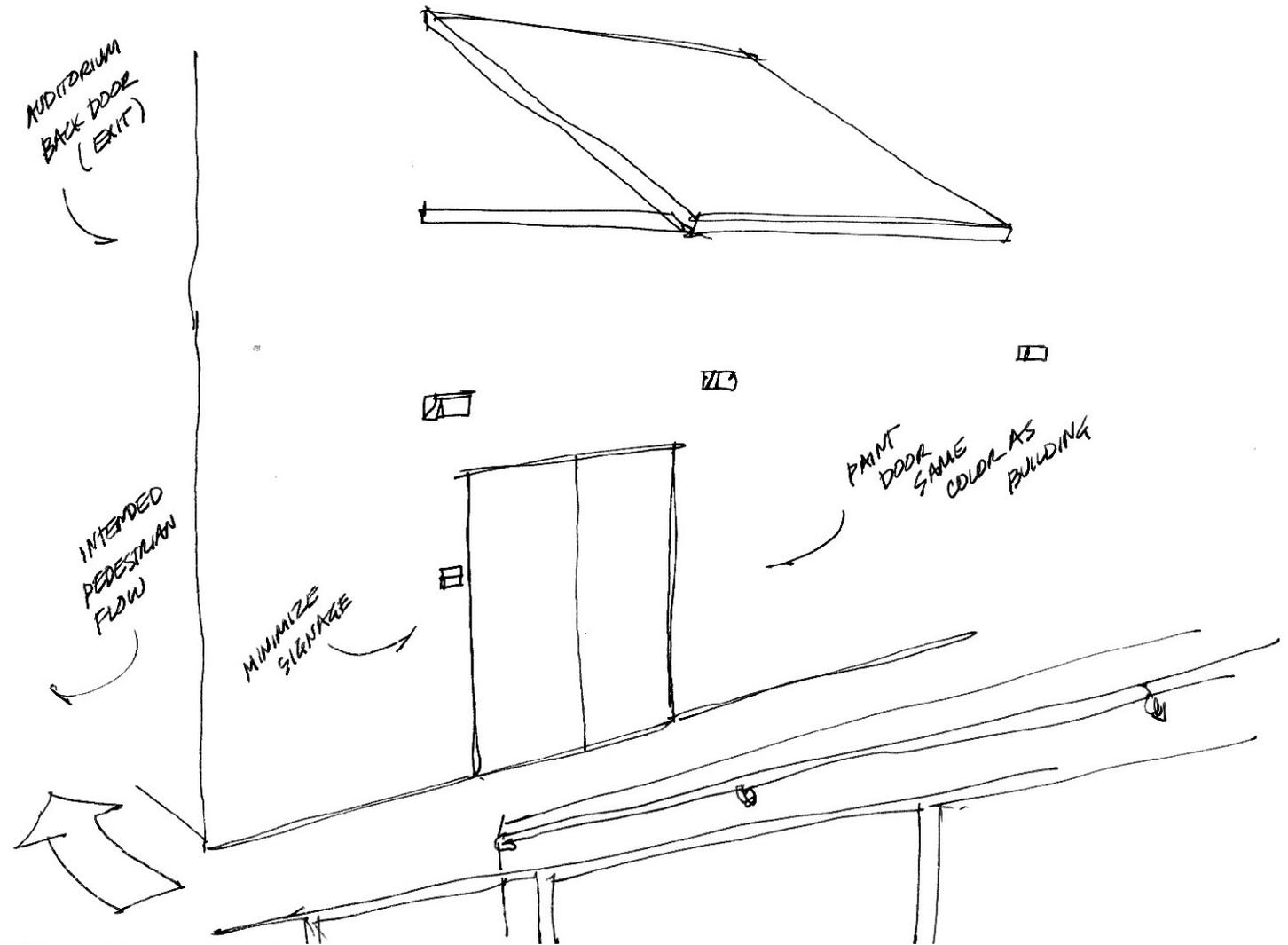
Secondary Entrance

People who know their way around will use this entrance between the auditorium and the kindergarten building and others who don't know their way may follow. For the latter, directional signs, though not legible from a distance, will draw the unfamiliar visitor to the decision-making point and provide needed wayfinding information.



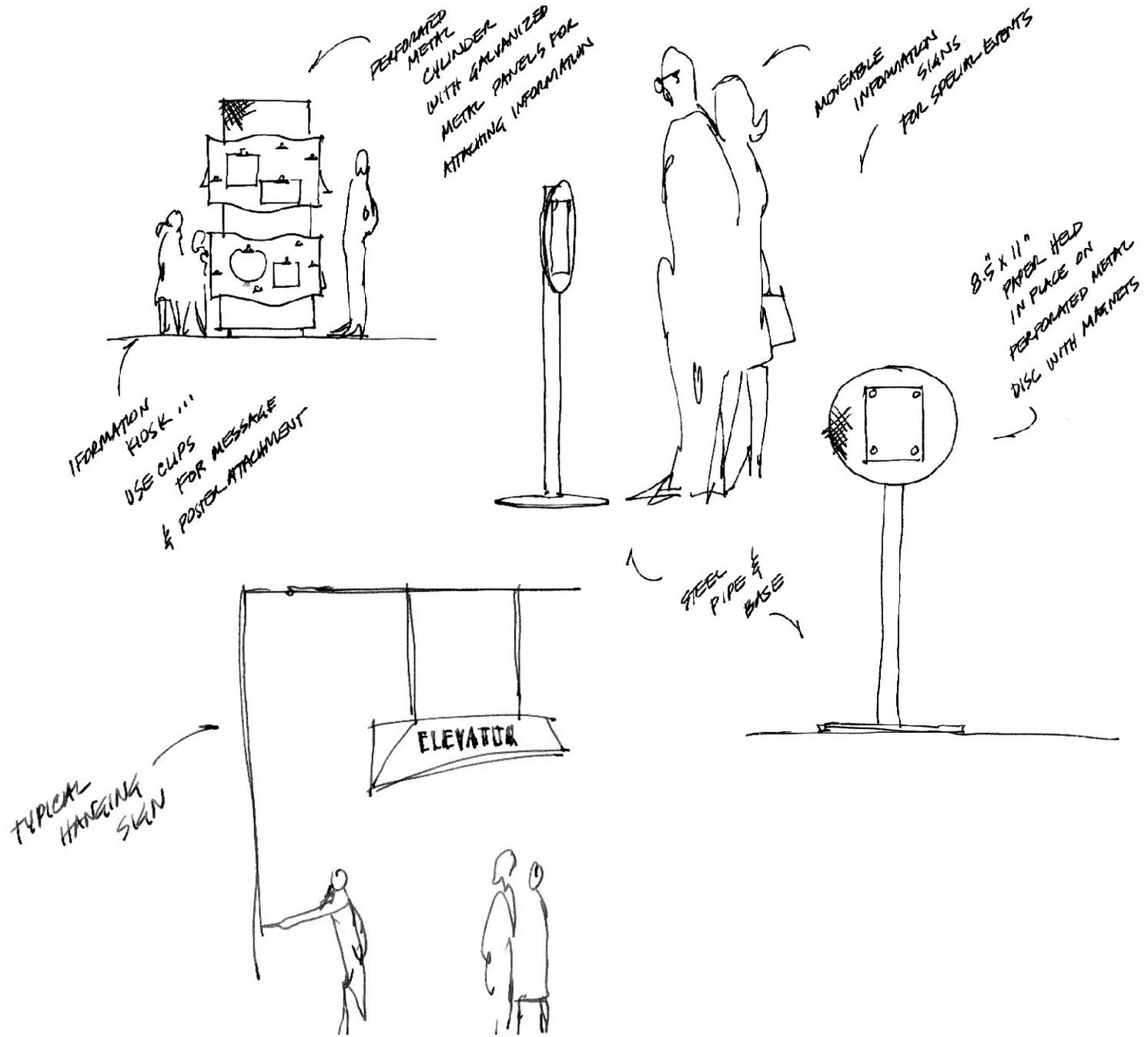
Wrong Door

Perhaps because of its canopy, many people think this as an entrance to the auditorium and are frustrated by its lack of handles. To help dispel this impression, the door should be de-emphasized by painting it the color of the wall, minimizing its signage identification, and adding a "no entrance" message to the door.



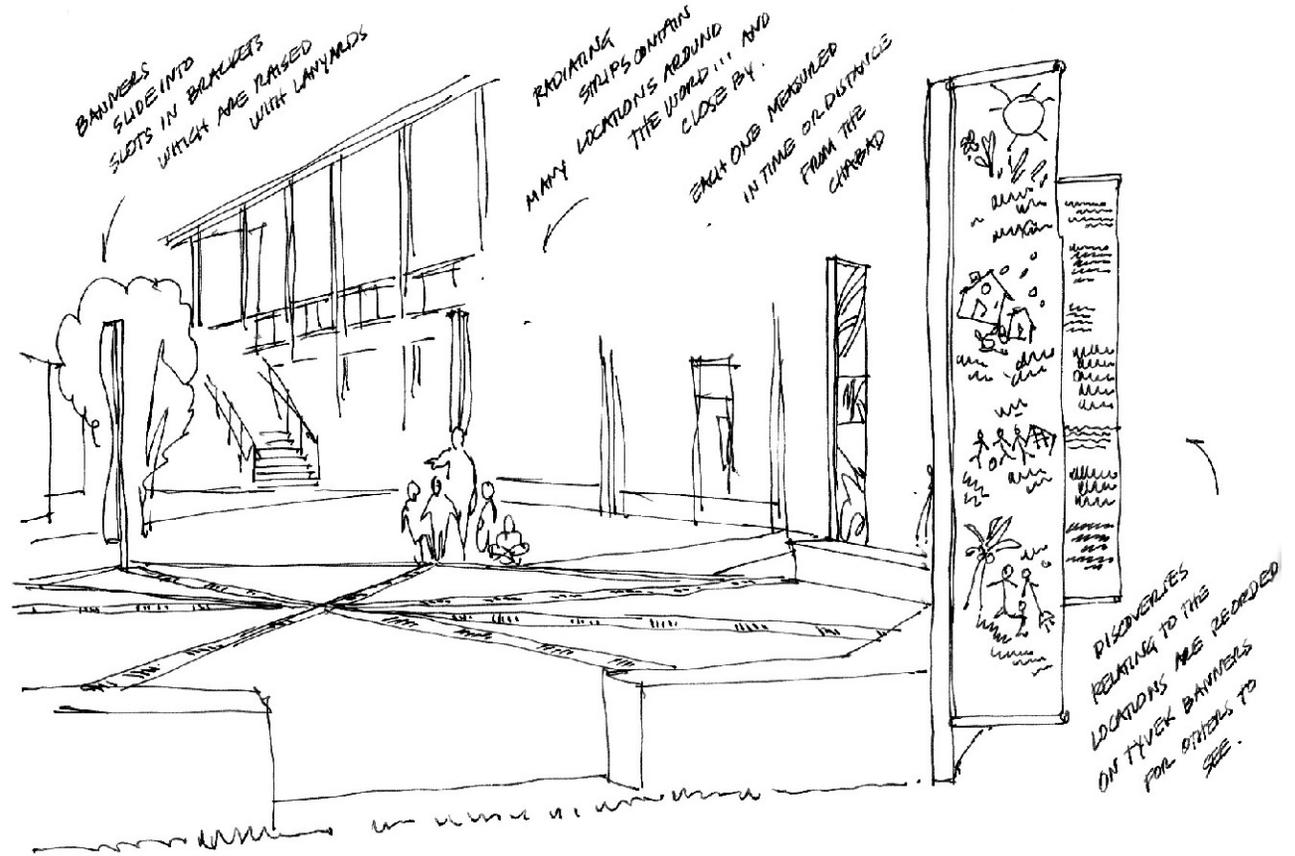
Ancillary Signs

As needed and as function dictates, signs will be designed to meet the special needs of the campus and its users. Moveable information signs and information kiosks are two examples. Both relate to the family of wayfinding signs in materials, form and construction.



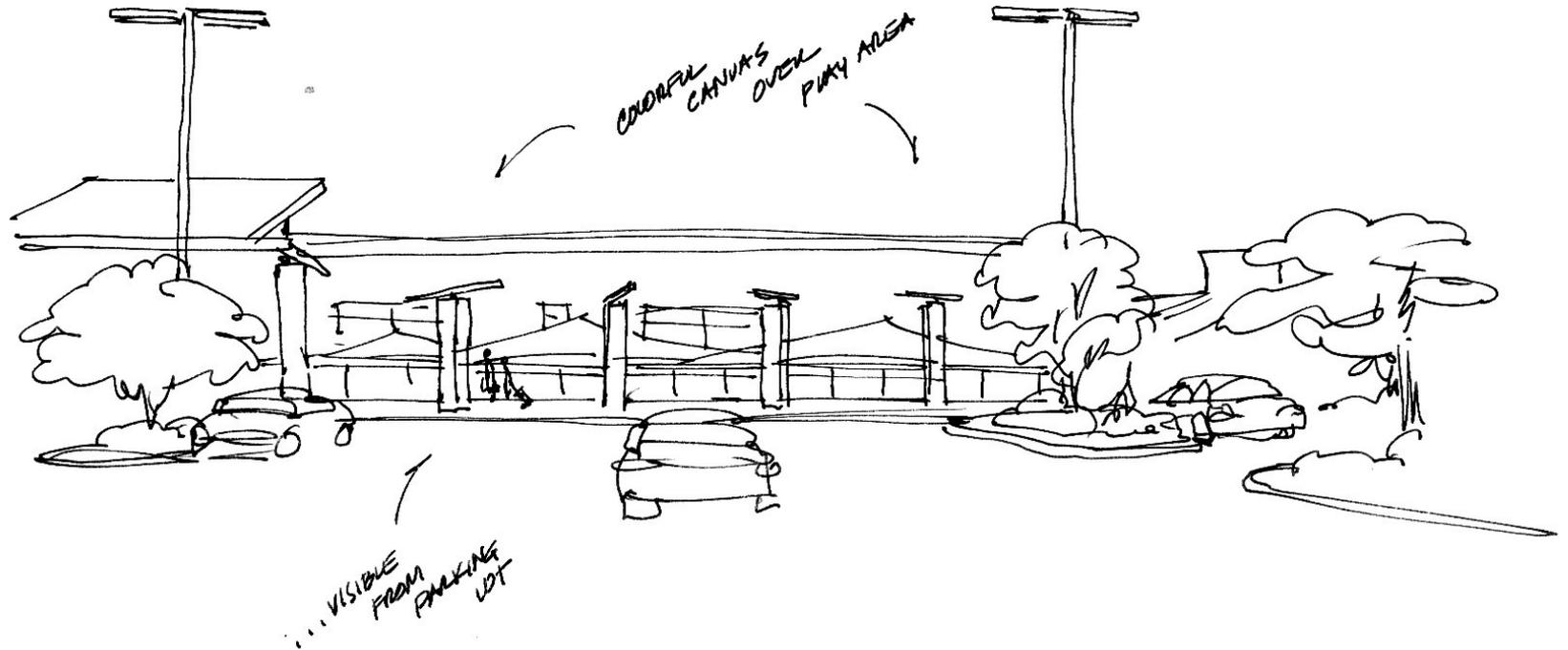
The World Around Chabad

This gathering place between the preschool and the primary school buildings can be a place of interactive learning and a venue for children to display new found knowledge. On the axes of the octagon are strips inscribed with locations that can be found in the direction the strip points... from close-by locations to places on the far side of the globe. There can be as many as a dozen locations in each direction on each of the eight strips. For every location, the distance from the chabad is indicated in measures of time or linear movement. What children learn about the places on the strips can be recorded on a durable pre-cut banners made of Tyvek with permanent markers. The banners slide into slots in brackets that are raised to the top of the poles via lanyards. The banners exhibit students' explorations of the culture, geography, arts, ethnicity, agriculture, and ecology of the world around them, for others to see.



Stretched Fabric

To providing protection from the sun, stretched fabric can also add an appearance of fun and soften the edges of rectilinear spaces, as shown in this view from the parking lot of shade structures over the kindergarten play area.



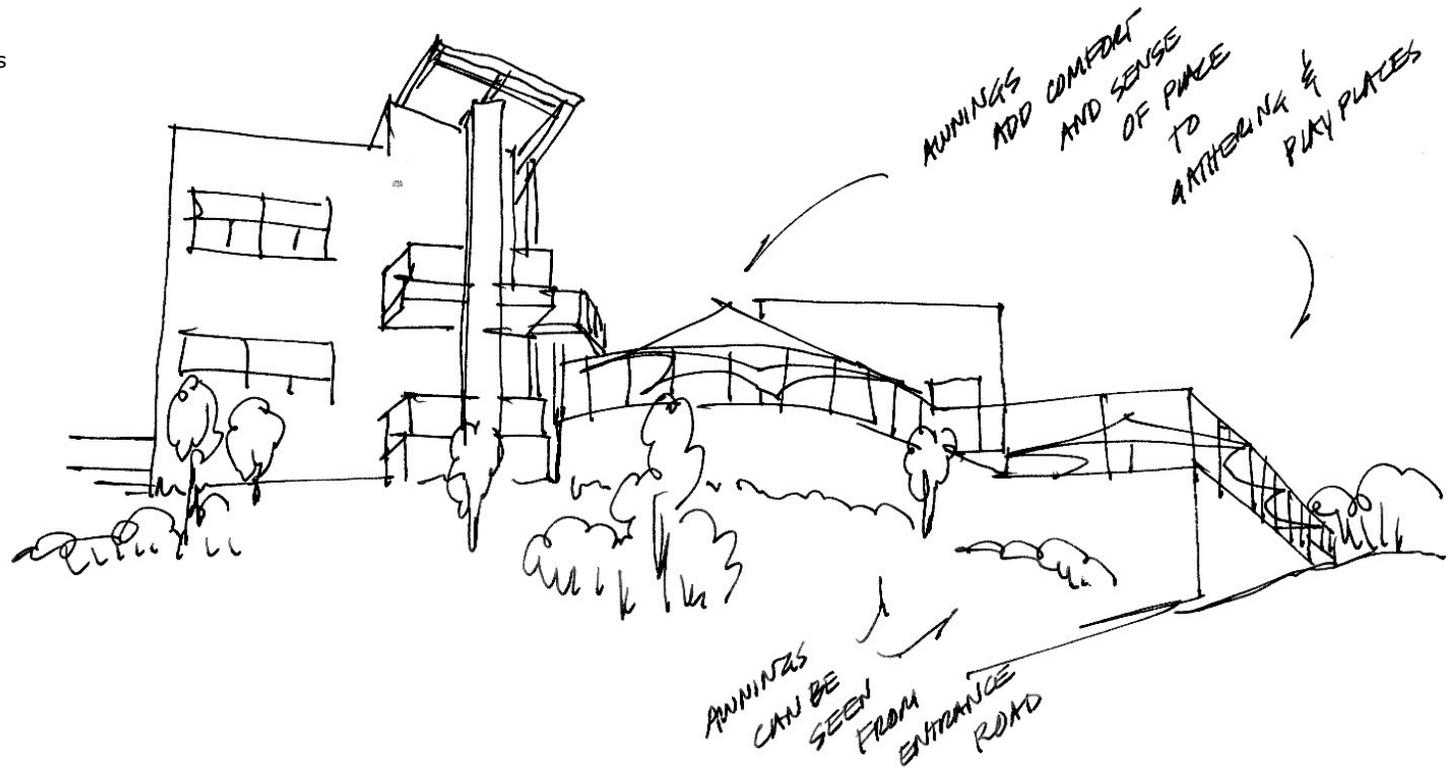
Campus Enrichment

By adding unexpected and interesting information around the campus, the cultural fabric of the campus will be enriched in subtle, but cumulative measures. This example of a Hebrew tale, which could be related to a feature of the campus in metaphor or simile, can encourage the telling of stories, the appreciation the moral tale, the expression of humor, even the learning of Hebrew. The use of materials and graphics is consistent with other campus signage elements.



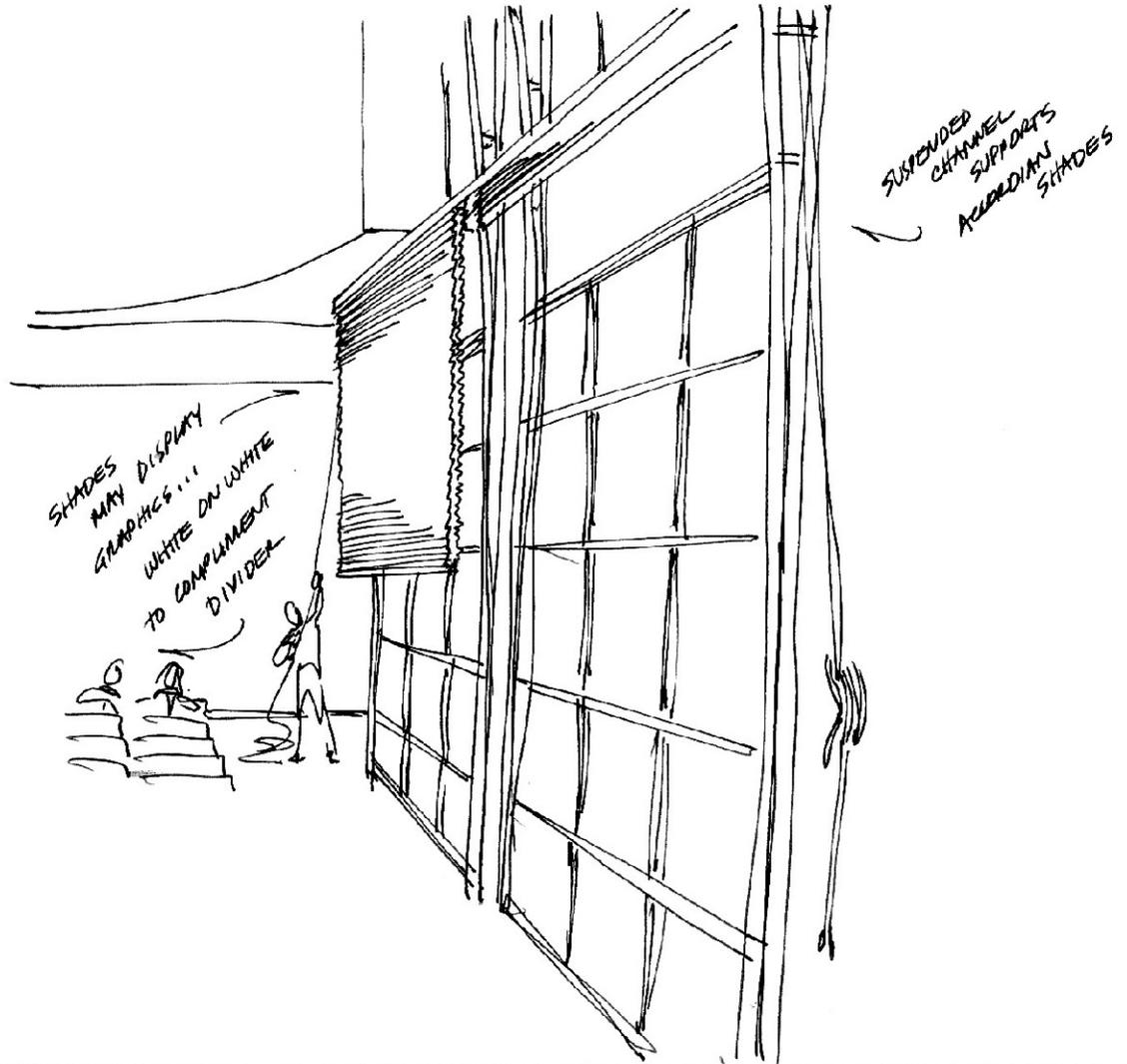
Stretched Fabric

Adding sun covers to play areas and gathering places using curvilinear forms enhances long views of the campus and provides comfortable spaces for children, staff and visitors alike.



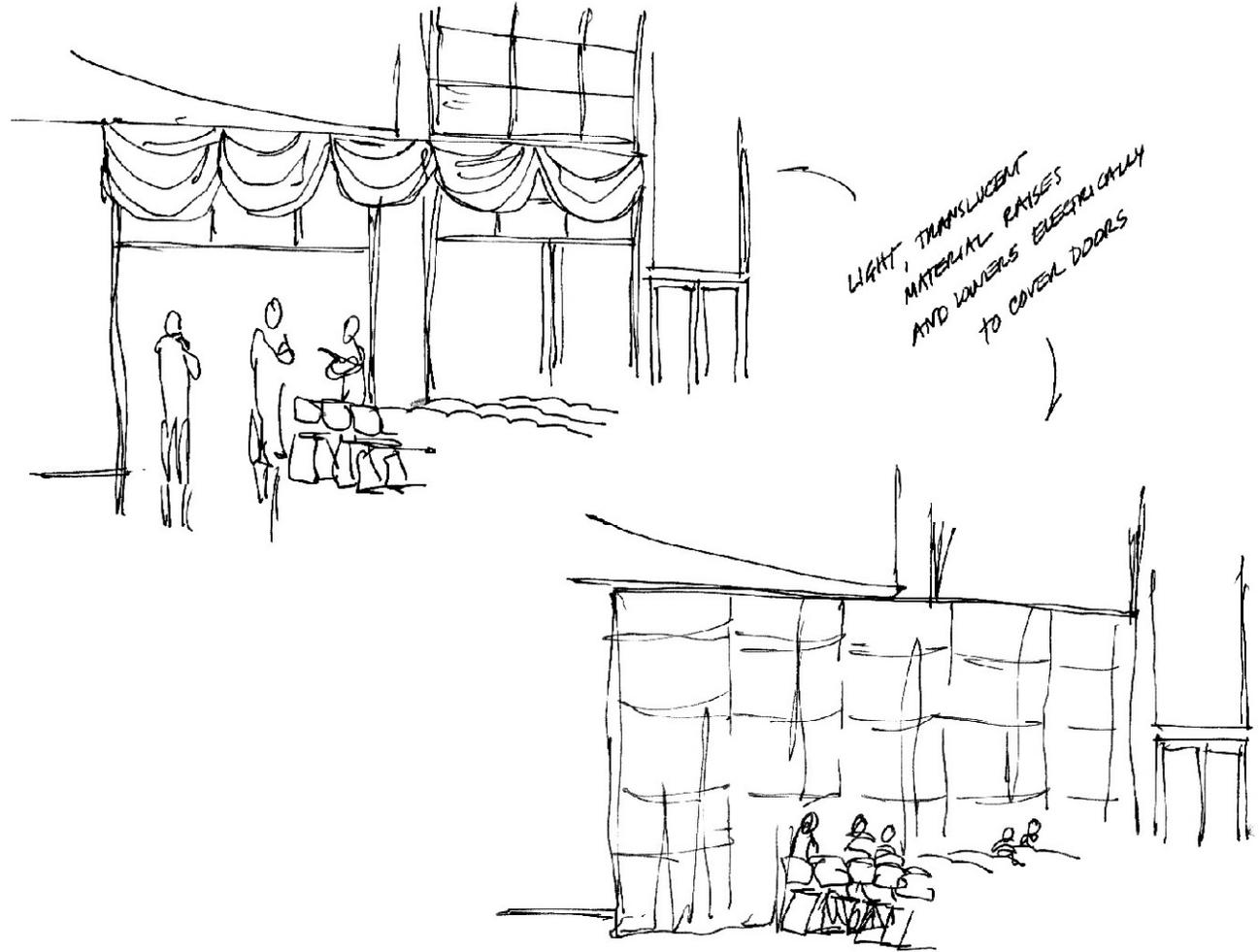
Auditorium Doors

To create privacy as needed per the use of the auditorium, coverings can be mounted away from and operate independently of the doors. White on white graphics can enhance the appearance of the coverings when they are in use.



Auditorium Doors

the choice and style of the coverings will affect the tenor of the room.





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