



# BLOCK **2**

REDEFINING THE "PLAYGROUND" FOR GENERATION Z WITHIN A VERTICAL NEIGHBORHOOD

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THROUGHOUT OUR LIFETIME WE ENCOUNTER AND PARTICIPATE IN A VARIETY OF DIFFERENT COMMUNITIES. AS CHILDREN, WE OFTEN FORMED OUR RELATIONSHIPS THROUGH WHERE WE LIVED AND WENT TO SCHOOL. YOUNG ADULTS, IN THEIR CHOICES ABOUT COLLEGE AND EARLY CAREER, OFTEN FOR THE FIRST TIME ARE FACED WITH QUESTIONS ABOUT HOW TO FIND MEANINGFUL COMMUNITIES. THESE CHOICES ARE CHALLENGING, ESPECIALLY IF THEY INVOLVE MOVING TO A NEW CITY, WORKING REMOTELY, OR OTHERWISE STEPPING OUT OF FAMILIAR SITUATIONS. I AM INTERESTED IN BRIDGING THE CONNECTION TO COMMUNITY BETWEEN CHILDHOOD AND ADULTHOOD.

MY THESIS AIMS TO REIMAGINE THE MEANING OF PLAY IN A COMMUNITY THAT VALUES HYBRID WORK, THROUGH THE EXPLORATION AND IMPLEMENTATION OF THIRD PLACES INSPIRED BY THE CULTURE IN PHILADELPHIA, FOR GENERATION Z WITHIN A VERTICAL COMMUNITY. THE SPACES STRIVE TO SUPPORT THE NEW AND UNIQUE LIFESTYLE WHILE CONSIDERING HOW IT MIGHT BE FACILITATED TO AID YOUNG PEOPLE IN LEARNING THE INTERACTIONS THAT SHAPE COMMUNITY.

THIS IS AN EXPLORATION OF THIRD PLACES FOR GENERATION Z WHO ARE WORKING ENTIRELY REMOTE WITHIN A VERTICAL COMMUNITY. I WANTED TO DESIGN A SPACE THAT COMBINES WORK, LIFE, AND LEISURE ALL INTO ONE SPACE. THE SCOPE OF WORK PRIMARILY CONSISTS OF DESIGNING AMENITY SPACES THAT CAN SUPPORT THE NEW AND UNIQUE LIFESTYLE WHILE ENCOMPASSING AND REINFORCING THE SOCIAL, MORAL, AND EMOTIONAL DEVELOPMENT OF ITS USERS.



# PLAY

*verb* • /plā/



the act of learning to cooperate, communicate, care, share, and transform through interactions independent of responsibilities

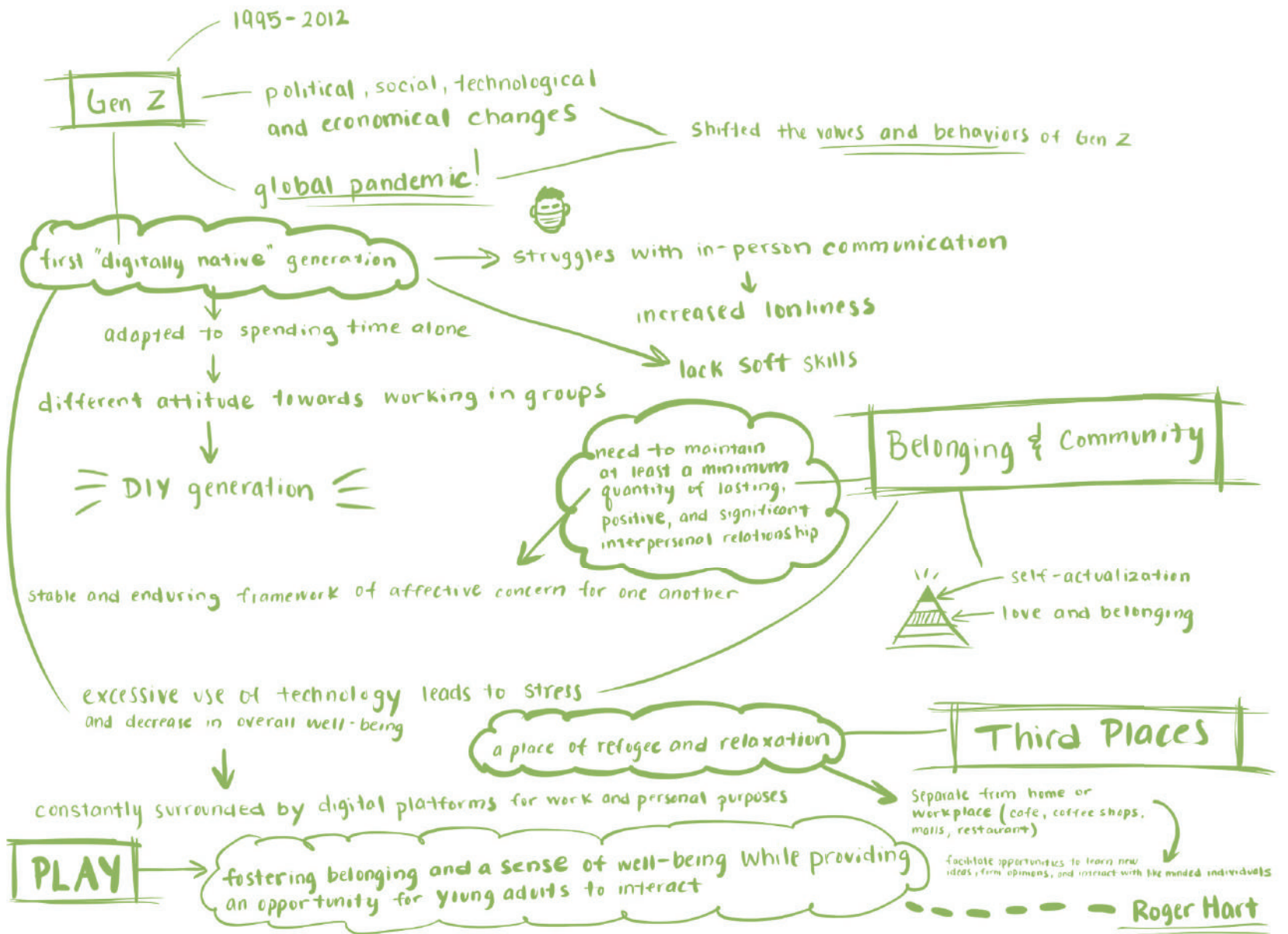




## PLAYGROUND

*noun* • /'plā,ground/

a holistic third place for gen z young adults encompassing the reinforcement on  
social, moral, and emotional development



# LITERATURE REVIEW



*A COMMUNITY FOR GENERATION Z*

## **Redefining the 'Playground' for Generation Z within a Vertical Neighborhood**

Joanne Huynh

### **Introduction**

Community has always been an important aspect of life and design. Throughout our lifetime we encounter and participate in a variety of different communities. As children, we often formed our relationships through where we lived and went to school. Young adults, in their choices about college and early career, often for the first time are faced with questions about how to find meaningful communities. These choices are challenging, especially if they involve moving to a new city, working remotely, or otherwise stepping out of familiar situations. I am interested in bridging the connection to community between childhood and adulthood.

What are the forces at play that push us into joining or creating communities, and how do we integrate ourselves into them? How do we deal with the multitudes of personalities and comfort levels of modern society? How

do you create an inviting environment that will bring people out of individual spaces into a shared space?

Furthermore, does learning to be responsible and independent—what we assumed is required in order to become an adult—diminish our ability, overtime, to form and engage in community settings? Roger Hart said, “When children have the freedom in space and time to play with one another, they find ways to pass on their culture to peers through games, song, and dance, but also to transform it... Play with peers is extremely important to social, moral and emotional development. In free play, children learn to understand others and to develop skills of cooperation, sharing and caring.”<sup>1</sup> This suggests that play is an important component in building community even as we grow older. My thesis aims to reimagine the meaning of play and how it might be facilitated to aid young people in relearning the interactions that shape community. To

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<sup>1</sup> Hart, R. (2002). Containing children: Some lessons on planning for play from New York City. *Environment and Urbanization*, 14(2), 135-148. <https://doi.org/10.1177/095624780201400211>

support my thesis, this literature review looks at Generation Z, and aspects of belonging, well-being, and play.

### **Background on Gen Z**

Generation Z is comprised of individuals born between the years 1995 to 2012. These young people, have experienced diverse changes in political, social, technological, and economical landscapes. Including war and political instability, racial inequity<sup>2</sup>, growing concern with environmental issues<sup>3</sup>, and a global pandemic.

All these generational events have shifted the values and behavior of Gen Z. In particular, technological advancements have been a foundational catalyst in the rapid change in values and behavior among Gen Z. While millennials gradually adapted to social media, connectivity, and instant entertainment and knowledge, Gen Z grew up with these advancements. This makes them the first “digitally native” generation. Digital native describes a person who is familiar with digital technology because they grew up with smart phones and with access to internet at any time.<sup>4</sup> Technology has revolutionized everyday life and become a central part in communication, socialization, and even leisure activities. However, this constant engagement and convenient access to the internet has led to an addiction to technology. In turn other problems such as a lack of sleep, attention deficit issues, and depression have risen exponentially. The rates of anxiety, non-suicidal self-injury, and attempted suicide have increased among undergraduate students, with rates that are doubling over the period. In 2015, only 27% of 10<sup>th</sup> graders would get together with friends regularly. It is reported that among Gen Z adolescents there are less in-person

social interactions due to the higher use of social media. Gen Z population also struggles with in-person communication, leading to the highest degree of loneliness in history.

Among other trends, Gen Z are attending college in greater numbers than before, posing to be the largest demographic of entry-level employees joining the workforce. With the aid of technology, Gen Z have much different attitudes towards working in groups. They are more adapted to spending time alone and working alone, for working in groups can make them anxious of other members’ share and quality of work.<sup>5</sup> The generation is composed of those with a Do-It-Yourself mindset.<sup>6</sup>

Their individualistic learning style is a result of the changing mindset and push for achievement at such a young age. It is evident from the literature that there are pros and cons to the shifts in technology and culture experience by Gen Z. An increase in reliance of electronic communication has led to the reduced opportunity to develop much needed social skills. On the other hand, this generation is more educated and tends to have a do-it-yourself adaptability.

### **Belonging and Community (for Gen Z)**

The need to belong is a fundamental human motivation. People have a need to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships. To do so, they need frequent and pleasant interactions with a handful of people, and the interactions must take place in the context of a stable and enduring framework of affective concern for one another. Belonging ranks among Maslow’s hierarchy of needs and the

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<sup>2</sup> Pichler, S., Kohli, C., & Granitz, N. (2021). DITTO for Gen Z: A framework for leveraging the uniqueness of the new generation. *Business Horizons*, 64(5), 599-610. <https://doi.org/10.1016/j.bushor.2021.02.021>

<sup>3</sup> Singh, A. P., & Dangmei, J. (2016). Understanding the Generation Z: The Future Workforce. *South-Asian Journal of Multidisciplinary Studies*, 3, 1-5.

<sup>4</sup> Digital native. (n.d.). Cambridge Dictionary | English Dictionary, Translations & Thesaurus. <https://dictionary.cambridge.org/us/dictionary/english/digital-native>

<sup>5</sup> Pichler, S., Kohli, C., & Granitz, N. (2021). DITTO for Gen Z: A framework for leveraging the uniqueness of the new generation. *Business Horizons*, 64(5), 599-610. <https://doi.org/10.1016/j.bushor.2021.02.021>

<sup>6</sup> Singh, A. P., & Dangmei, J. (2016). Understanding the Generation Z: The Future Workforce. *South-Asian Journal of Multidisciplinary Studies*, 3, 1-5.

basis for self-actualization through obtaining recognition, feeling of being valued by others, and then the feeling of fulfillment.<sup>7</sup>

Gen Z spend less time having face-to-face interaction with people, which seems to correlate with them having the highest ever generational reports of depression.<sup>8</sup> Simple human interactions used to be *simple*, but nowadays with social media thrown into the mix, the sense of belonging and way of creating community has shifted to a digital agenda. The idea of “personal branding” has taken a spotlight with the emergence of social media platforms. There is a focus on maintaining a reputation, style, look, attitude, and even skill set the same way branding for any product would be, only it is with a person.

Though some do turn to social media as a business, for many Gen Zs it is about creating a first-impression and funding opportunities to be part of a community. In a now heavily digitalized world, branding is crucial to survival. It is seen as the key to influence, opportunities, and advancement. Personal branding represents a means of self-expression and building networks. The days of learning to be presentable in face-to-face interactions are reduced as everything moves online. Information is readily available and is digitally represented for anyone to access and assess.<sup>9</sup> The preference of Gen z for working independently and comfortably through a virtual environment in turn negatively hinders their socialization skills. Gen Z have also turned to using abbreviated language which impacts their writing and listening skills because

it’s shortening their attention span, and affects their formal conversational skills. As Gen Z moves into the workforce, they are finding that they are lacking in “soft skills.”<sup>10</sup>

### **Environmental Settings and How it Affects Well-Being for Gen Z**

As Gen Z grows older, it is important to understand the changes and challenges they bring to the work environment, and how the workplace can foster or prevent a sense of belonging. Gen Z live and thrive in a fast-paced society, more so than the previous generations. They do not want to be stuck in one place for a long time.<sup>11</sup> Presently ages 10-27, Gen Zs are at a stage in their life where their values are still being formed, and with a little help from the recent pandemic, this mindset quickly solidified and became integrated into the working scene and dynamic.<sup>12</sup> Data shows that young adults of the Gen Z population would like to work from a home office. The ability to conduct remote work has affected the way the younger generation perceive work flexibility—it has become the “new normal.”<sup>13</sup> Remote work allows professionals to work outside the conventional office setting, enhancing efficiency, and reducing concern about things such as commute time and being late.<sup>14</sup> However, not everyone can work out a perfect work-life balance. Excessive use of technology can lead to stress or overall decrease of well-being. Being surrounded by digital platforms for work and personal purposes, can increase stress. Remote work is

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<sup>7</sup> Baumeister, Roy & Leary, Mark. (1995). The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. *Psychological bulletin*. 117. 497-529. 10.1037/0033-2909.117.3.497.

<sup>8</sup> Te’eni-Harari, Tali & Sela, Yaron & Bareket-Bojmel, Liad. (2022). Gen Z during the COVID-19 crisis: a comparative analysis of the differences between Gen Z and Gen X in resilience, values and attitudes. *Current Psychology*. 10.1007/s12144-022-03501-4.

<sup>9</sup> Vitelar, Alexandra. (2013). Like Me: Generation Z and the Use of Social Media for Personal Branding. *Management Dynamics in the Knowledge Economy*. 7. 257-268. 10.25019/MDKE/7.2.07.

<sup>10</sup> Iorgulescu, M. (2016). GENERATION Z AND ITS PERCEPTION OF WORK.

<sup>11</sup> Botezat, E., Fotea, S. L., Marici, M., & Fotea, I. S. (2020). Fostering the mediating role of the feeling of belonging to an organization among Romanian members of Generation Z. *Studia Universitatis „Vasile Goldis” Arad - Economics Series*, 30(4), 69-91. <https://doi.org/10.2478/sues-2020-0025>

<sup>12</sup> Te’eni-Harari, Tali & Sela, Yaron & Bareket-Bojmel, Liad. (2022). Gen Z during the COVID-19 crisis: a comparative analysis of the differences between Gen Z and Gen X in resilience, values and attitudes. *Current Psychology*. 10.1007/s12144-022-03501-4.

<sup>13</sup> THI THU HA, N. (2021). Workplace isolation in the growth trend of remote working: A literature review. <https://doi.org/10.47743/rebs-2021-1-0005>

<sup>14</sup> Prasada, K. D., Vaidyab, R. W., & Mangipudic, M. R. (2020). Effect of occupational stress and remote working on psychological well-being of employees: An empirical analysis during COVID-19 pandemic concerning information technology industry in Hyderabad. <https://doi.org/10.18843/ijcms/v11i2/01>

exactly that lifestyle: simultaneously managing various digital platforms and applications among work and personal life in order to stay connected. Remote work also poses many other problems such as procrastination, isolation, ineffective communication, and work-home conflicts.<sup>15</sup> The lack of face-to-face interactions or creation of workplace isolation has been shown to disengage employees. Loneliness from remote work may decrease well-being as well as work performance. Workers have no personal contact with their co-workers and can only communicate through means of technology.<sup>16</sup> To be able to form relationship and feel a sense of belonging within a workplace environment relies on crafting a social environment that promotes meaningful and supportive interactions.<sup>17</sup> Replacing face-to-face interactions with virtual meetings and remote collaboration leads to a lack of available support and recognition from colleagues, and missed opportunities for informal interactions with co-workers. Remote workers have less chances to meet, interact, and have meaningful conversations with their co-workers thus negatively affecting their sense of community and belonging.<sup>18</sup>

### Third Place for Gen Z

Third places are defined by Ray Oldenburg as a place of refuge and relaxation, separate from the home or workplace, where people can visit to socialize with their friends, neighbors, coworkers, and strangers. These places are often welcoming and comfortable, and can be cafes, coffee shops, bars,

restaurants, community centers, and so on. More specifically though, these places should be in close proximity to home and work.<sup>19</sup> Third places facilitate opportunities to learn new ideas, form opinions, and interact with like-minded individuals. Nobody is expected to take on a role, such as boss, worker, host or guest. It provides neutral ground for conversing among equals.<sup>20</sup>

Third places create connection points for socializing in and with a niche community. People can belong to several groups, but the addition of a third place can make them feel more a part of the community than just a simple membership by association. Oldenburg thinks of third places as physical environments; however, in some cases technology is becoming a third place for Gen Z, especially with the pandemic and with remote work when people are constantly at home. Individuals and groups can easily use social media to connect with people anywhere geographically. During the COVID-19 pandemic, to reduce feelings of social isolation and loneliness, people turned to *temporary* substitutes to physical contact by engaging in social media platforms. The internet is a powerful tool allowing synchronous and asynchronous forms of communication, thus reshaping social networks and its social capital. If Gen Z can connect and interact with those of which they wish to build relationships with, a sense of belonging or community will come of it.<sup>21</sup> However, sources suggest that people are not satisfied with their instant connectivity.<sup>22</sup>

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<sup>15</sup> Singh, P., Bala, H., Dey, B. L., & Filieri, R. (2022). Enforced remote working: The impact of digital platform-induced stress and remote working experience on technology exhaustion and subjective well-being. <https://doi.org/10.1016/j.jbusres.2022.07.002>

<sup>16</sup> THI THU HA, N. (2021). Workplace isolation in the growth trend of remote working: A literature review. <https://doi.org/10.47743/rebs-2021-1-0005>

<sup>17</sup> Raza, M., Wisetsri, W., Chansongpol, T., Somtawinpongchai, C., & Ramírez-Asís, E. H. (2020). Fostering workplace belongingness among employees. <https://doi.org/10.17512/pjms.2020.22.2.28>

<sup>18</sup> THI THU HA, N. (2021). Workplace isolation in the growth trend of remote working: A literature review. <https://doi.org/10.47743/rebs-2021-1-0005>

<sup>19</sup> Mehta, Vikas & Bosson, Jennifer. (2010). Third Places and the Social Life of Streets. *Environment and Behavior - ENVIRON BEHAV.* 42. 779-805. [10.1177/0013916509344677](https://doi.org/10.1177/0013916509344677).

<sup>20</sup> Levin, Michael & Davis, D.F.. (2007). Virtual third places and experiential learning: A case study of blogging in a marketing promotions course. *Journal for Advancement of Marketing Education.* 10. 18-26.

<sup>21</sup> McArthur, John & White, Ashleigh. (2016). Twitter Chats as Third Places: Conceptualizing a Digital Gathering Site. *Social Media + Society.* 2. [10.1177/2056305116665857](https://doi.org/10.1177/2056305116665857).

<sup>22</sup> Hajek, André & König, Hans-Helmut. (2020). Social Isolation and Loneliness of Older Adults in Times of the COVID-19 Pandemic: Can Use of Online Social Media Sites and Video Chats Assist in Mitigating Social Isolation and Loneliness?. *Gerontology.* 67. 1-3. [10.1159/000512793](https://doi.org/10.1159/000512793).

## **Play as a means of Engagement for Gen Z**

For Gen Z, the virtual spaces of apps and social media is their new found “third spaces.” They use the platforms as means to express themselves, entertain, and socialize with the world. Technology has altered the way people conduct business meetings, maintain social relations, relate as human beings, and access information. It has proven to provide an outlet for meeting new people, share artistic tastes, keep up with friends and family, gain therapeutic support, and much more.

The concept of play is a possible avenue to foster belonging and a sense of well-being, while providing an opportunity for young adults to interact. Roger Hart said, “Play is fundamental to all domains of childhood and adolescent development– physical, intellectual, social and emotional” and that “When children have the freedom in space and time to play with one another, they find ways to pass on their culture to peers through games, song and dance, but also to transform it. Creativity, resourcefulness, invent-iveness and flexibility are important to all children. Play with peers is extremely important to social, moral and emotional development. In free play, children learn to understand others and to develop skills of cooperation, sharing and caring.”<sup>23</sup> But as we grow older and with the new Gen Z mindset, many of these fundamentals are lost. Gen Z lacks the ability to play. The individualistic and competitive nature of the Gen Z population was taught and stressed upon at a young age by their parents. After witnessing economic distress, Gen X shifted their thinking from everyone working hard and in collaborative efforts to teaching their children skills to survive and adapt on their own. Working in groups is a challenge for Gen Z due to their nurtured individualism.<sup>24</sup> Gen Z has also formed such a digital bond to the virtual world and their devices that they feel emotionally

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<sup>23</sup> Hart, R. (2002). Containing children: Some lessons on planning for play from New York City. *Environment and Urbanization*, 14(2), 135-148. <https://doi.org/10.1177/095624780201400211>

<sup>24</sup> Pichler, S., Kohli, C., & Granitz, N. (2021). DITTO for Gen Z: A framework for leveraging the uniqueness of the new generation. *Business Horizons*, 64(5), 599-610. <https://doi.org/10.1016/j.bushor.2021.02.021>

attached to it. They spend their youth using technology frequently to avoid struggles in their offline lives or to find belonging—to fit in—by using escapism and fantasy to fill time and emotional voids. Outlets such as video games release dopamine in the brain and is comparable to level released in amphetamine users. However, an excessive amount of time spent on video games leads to an inability to manage frustration, fear, uneasiness, and suggests that the youth experiencing this may be missing out on opportunities to learn to cope or navigate those difficult situations. In turn it could affect fulfilling the tasks of love, work, and friendships.<sup>25</sup>

Gen Z live in a wired environment near all their communication devices at all times. Technology is a go-between for individuals’ interaction, and society has grown accustomed to being networked as individuals rather than socially embedded in groups. Technology should be an enhancement for connection instead of a replacement but in reality it has led face-to-face interactions in to being perceived as impractical.<sup>26</sup>

## **Future Directions/Conclusion**

Gen Z, a group faced with a multitude of changes in the political, social, technological, and economical landscapes, has seen an impact on their values and behaviors. It is with all these changes that this generation faces a higher rate of depression and feeling of loneliness.

Their individualistic mindset paired with technological advancements such as social media plays a role in their social atmosphere. These devices and platforms fuel a digitalized world in which Gen Z lack the ability to hold face-to-face interactions. From personal digital applications to a professional working

<sup>25</sup> Turner, A. (2015). Generation Z: Technology and Social Interest. *The Journal of Individual Psychology*, 71(2), 103-113. <https://doi.org/10.1353/jip.2015.0021>

<sup>26</sup> Turner, A. (2015). Generation Z: Technology and Social Interest. *The Journal of Individual Psychology*, 71(2), 103-113. <https://doi.org/10.1353/jip.2015.0021>



environment, there is hardly much separation from the digitalized world. Workers have limited communication in turn hurting their social skills. Making it difficult for them to feel a sense of belonging and reach self-actualization.

Most people seek out third places to help develop social relationships but since the digital world has become a prominent aspect of work and personal life, the emergence of a digital third place has come into the dynamic. Third

places are important as they encourage play and foster social relationships through shared interests and activities.

I propose the exploration of third places for Gen Z within a vertical community and how they can facilitate the sense of belonging within a fixed environment.

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## Appendix

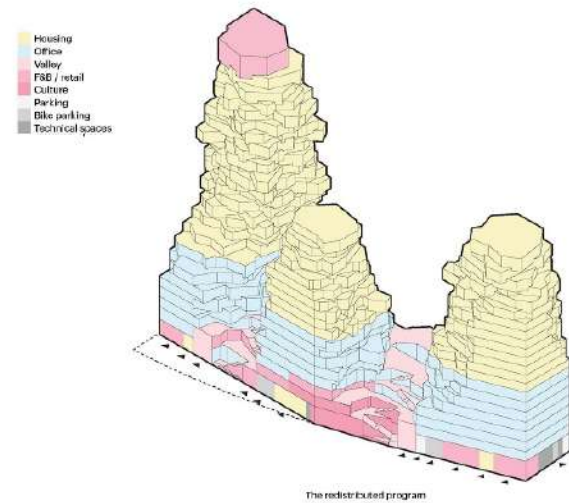
### Successful Examples (places that incorporate third places)

#### *The Valley*



Rendering of the Valley

The Valley, designed by MVRDV is a dramatic, geology-inspired building in Amsterdam. It connects three apartment towers through cantilevers. The structure combines offices, shops, cultural facilities, and living spaces all into one building context.



Axonometric displaying the various programs

It was an attempt at bringing green and human dimension back to the inhospitable office environment. The various locations throughout the complex

allow for amazing views of the city. Tailored to suit a mixture of occupants from residents to workers to visitors.<sup>27</sup>

### *IBM Headquarters*



Rendering of the interior atrium

The IBM Headquarters, also designed by MVRDV, is proposing a mixed-use development for residential, commercial, and social facilities. A green city park is to surround the vicinity of the building, and its design concept is to encourage movement throughout the building.<sup>28</sup>

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<sup>27</sup> Valley. (n.d.). MVRDV - Architects. <https://www.mvrdv.nl/projects/233/valley>

<sup>28</sup> Florian, M. (2022, May 30). Powerhouse company reveals IBM headquarters in Amsterdam. ArchDaily. <https://www.archdaily.com/982732/powerhouse-company-reveals-ibm-headquarters-in-amsterdam>





# PRECEDENT AND CASE STUDIES

# IBM HEADQUARTERS

AMSTERDAM, NETHERLANDS | POWERHOUSE COMPANY



A vertical city ripe for innovation and collaboration, integrating work, living, and leisure set within a lush green landscape. The multi-tenant office building will house startups and scale-up to live harmoniously in a shared building while keeping their separate entities within, like friendly neighbors living around a bustling town square. The fluid relationship between the outside and inside is merged seamlessly with an inviting atmosphere.



# SITKA SEATTLE, WA | REENVISIONING URBAN LIVING



Contains a forested courtyard ("environmental retreat"), treehouse, view deck, and an edible rooftop garden. The south wing's sloped green roof allows for natural light into the courtyard. In the courtyard there are three seven-story angled "cabin-like" buildings that create a concave backdrop to the adjacent historic Cascade Park. An incorporation of five bridges connects the structures and allows access to the each residential level. Indoor and outdoor entertainment zones are also designed to connect residents to the environment.



# THE PIAZZA PHILADELPHIA, PA | DIGSAU ARCHITECTS

The establishment is mixed-use with shops and restaurants. It stands on four pillars that aim to provide exceptional residences, extraordinary amenities, public spaces for all to enjoy and a connected walkway through the neighborhood. It has co-working and cafe areas to meet the rigorous demands of today's professionals with access to wi-fi printers, and private conference rooms. The spaces allow for recreation, recharging, or hosting. The lounge and terrace areas are furnished with bars, seating areas, a golf simulator, and more. The courtyard provides a central space for gathering and outside amenities to activate activities like walking dogs and play.















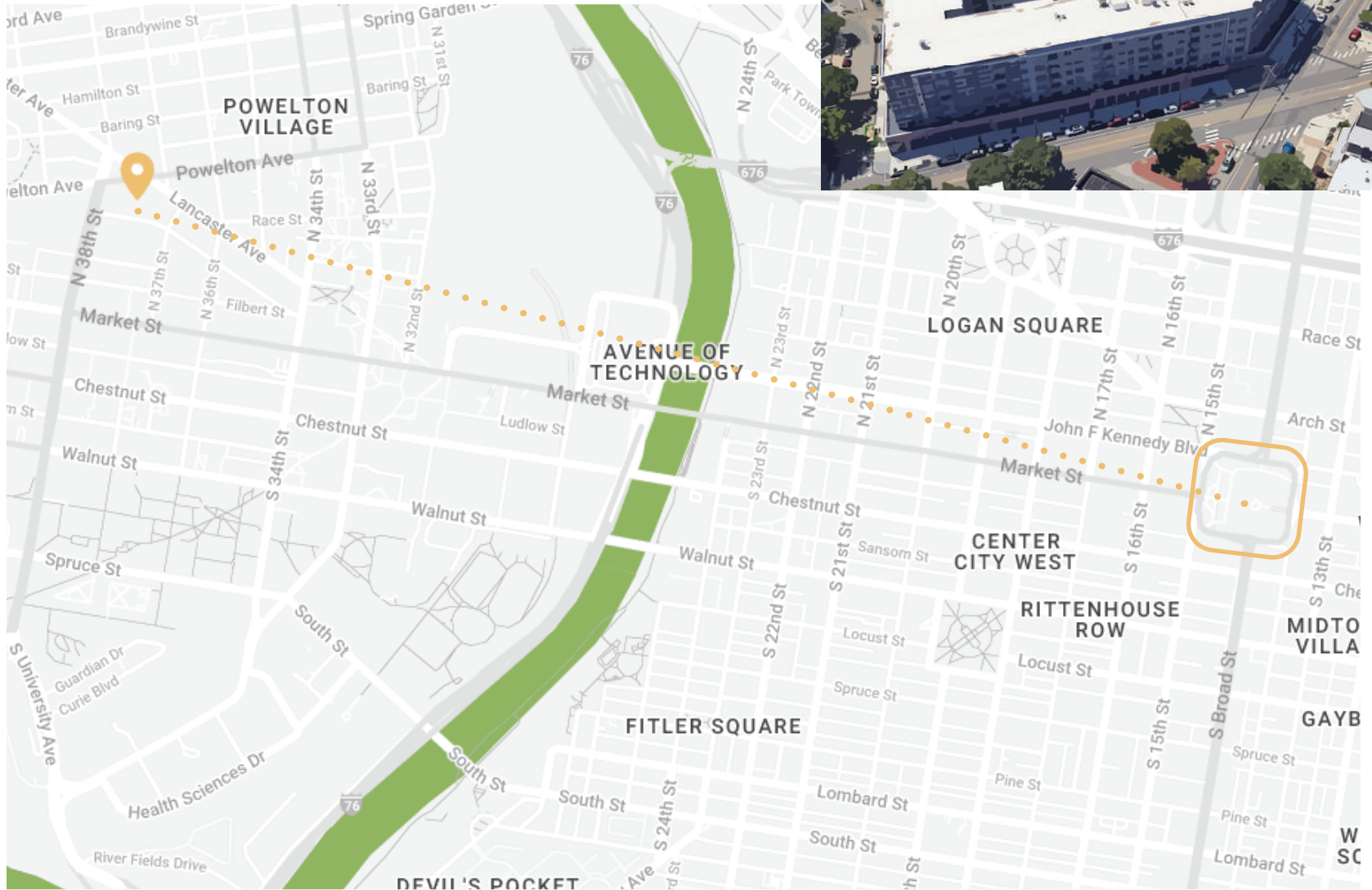


# SITE AND PROGRAM

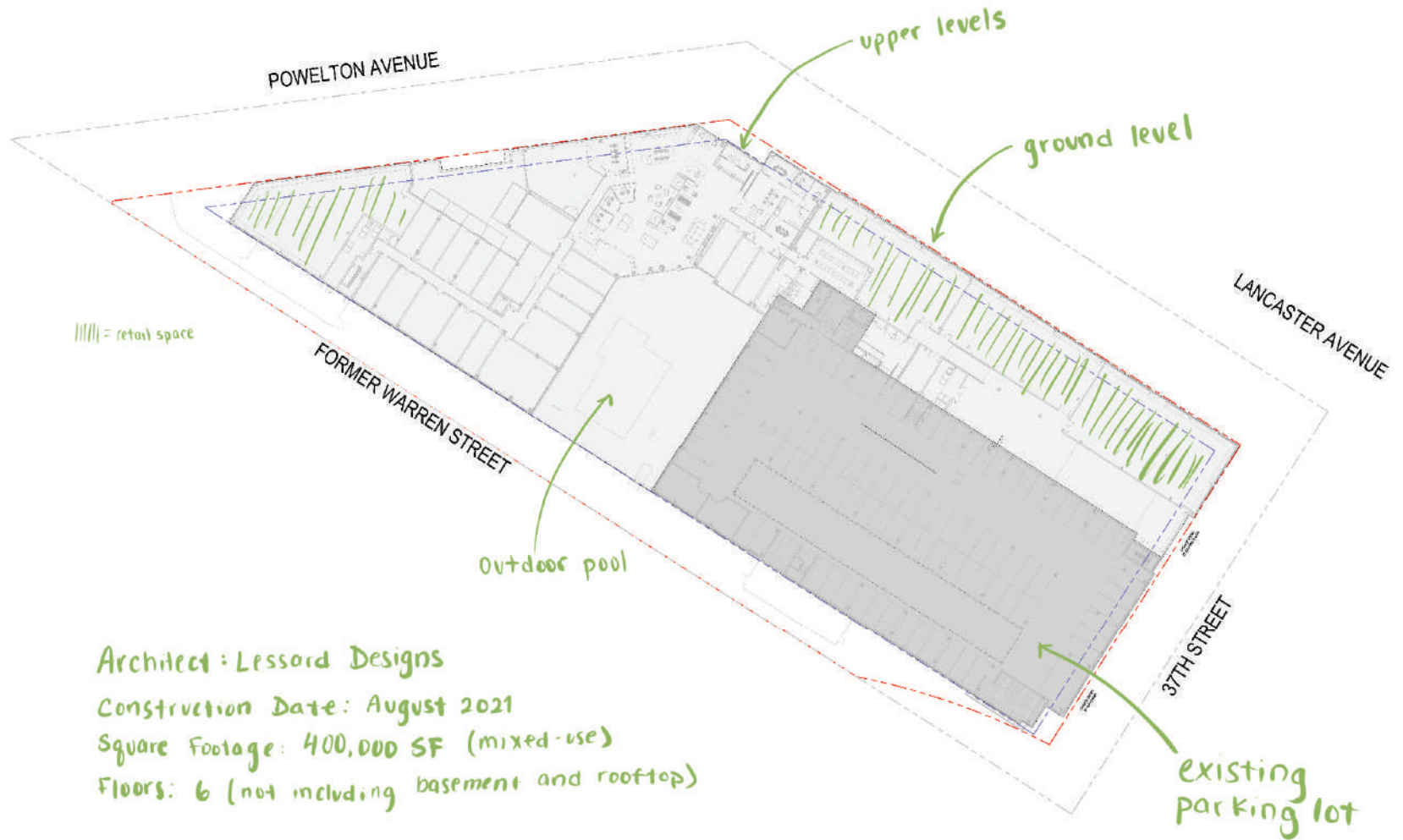


# LOCATION

3700 LANCASTER AVE. PHILADELPHIA, PA



# SITE MAP



Architect: Lessard Designs

Construction Date: August 2021

Square Footage: 400,000 SF (mixed-use)

Floors: 6 (not including basement and rooftop)











# SITE ANALYSIS

Percentage of population aged 22 to 29 (%):

22.0%

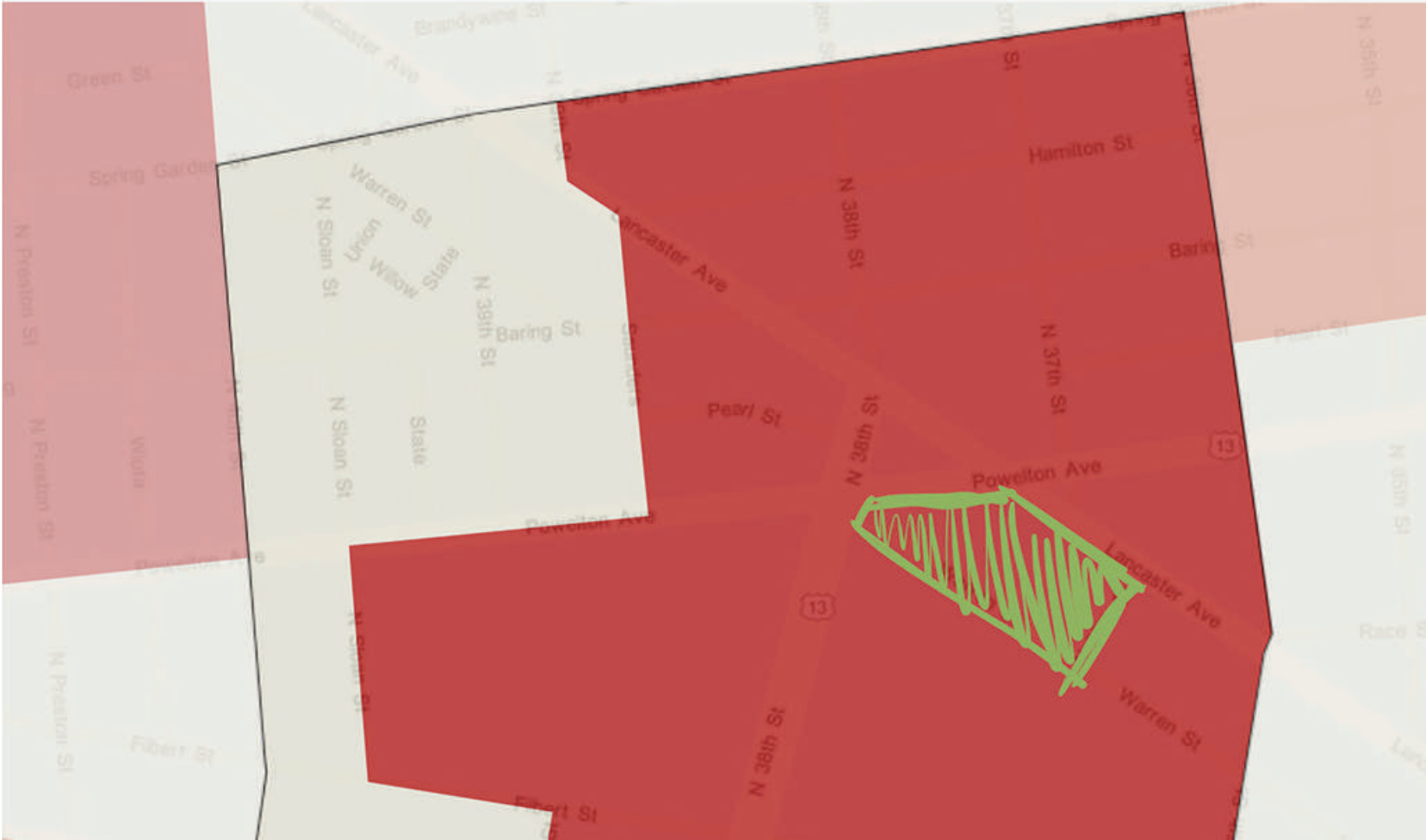
25.2%

28.3%

31.4%

34.5%

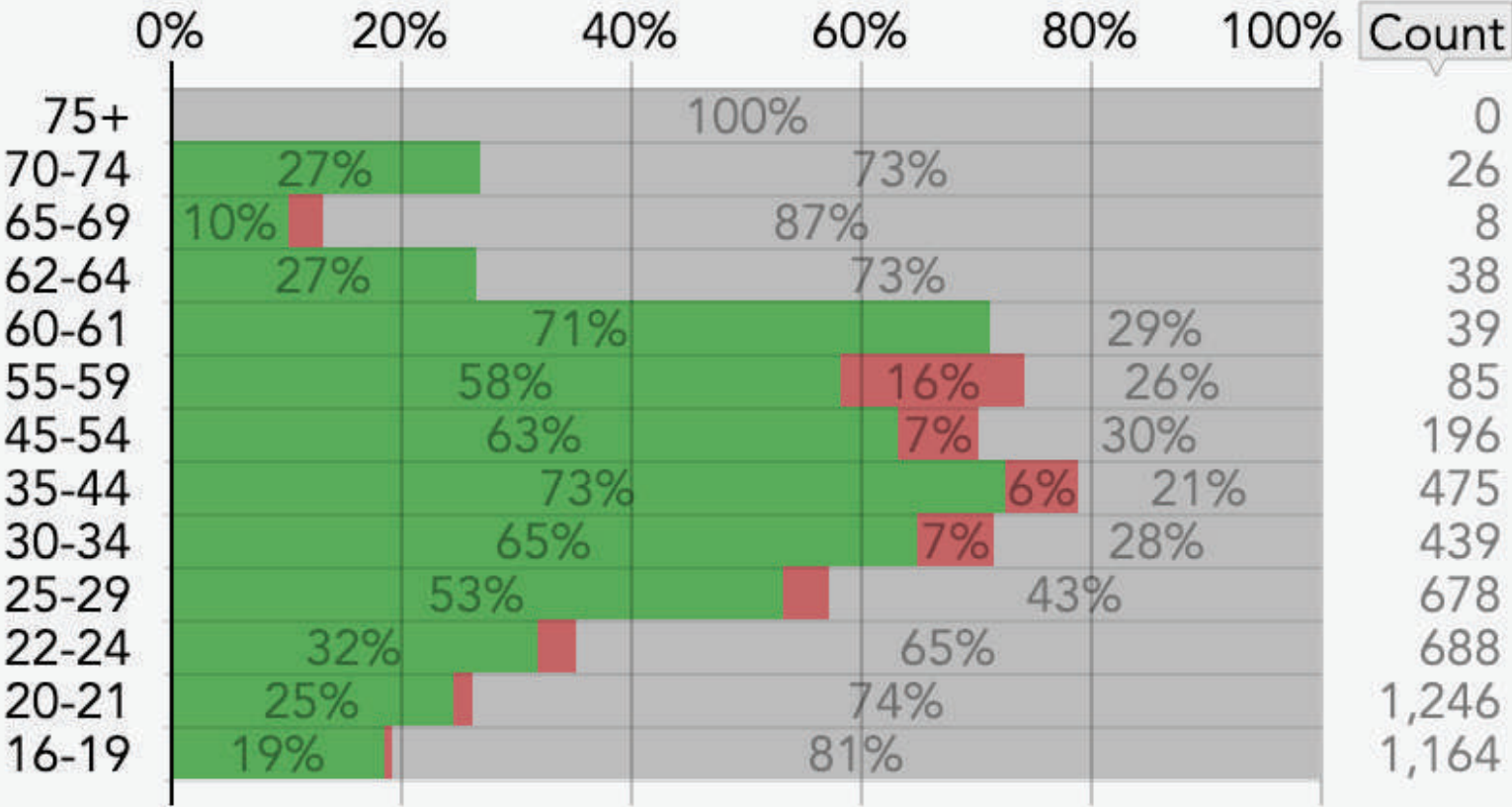
37.6%



# Employment Status by Age

Employment status composition of the given age cohorts.

Scope: population of University City



10 Feb 2023 07:05 UTC-5; 3700 Lancaster Ave, Philadelphia, Pennsylvania, 19104

suncalc.org



## 3700 Lancaster Avenue Philadelphia, PA 19104

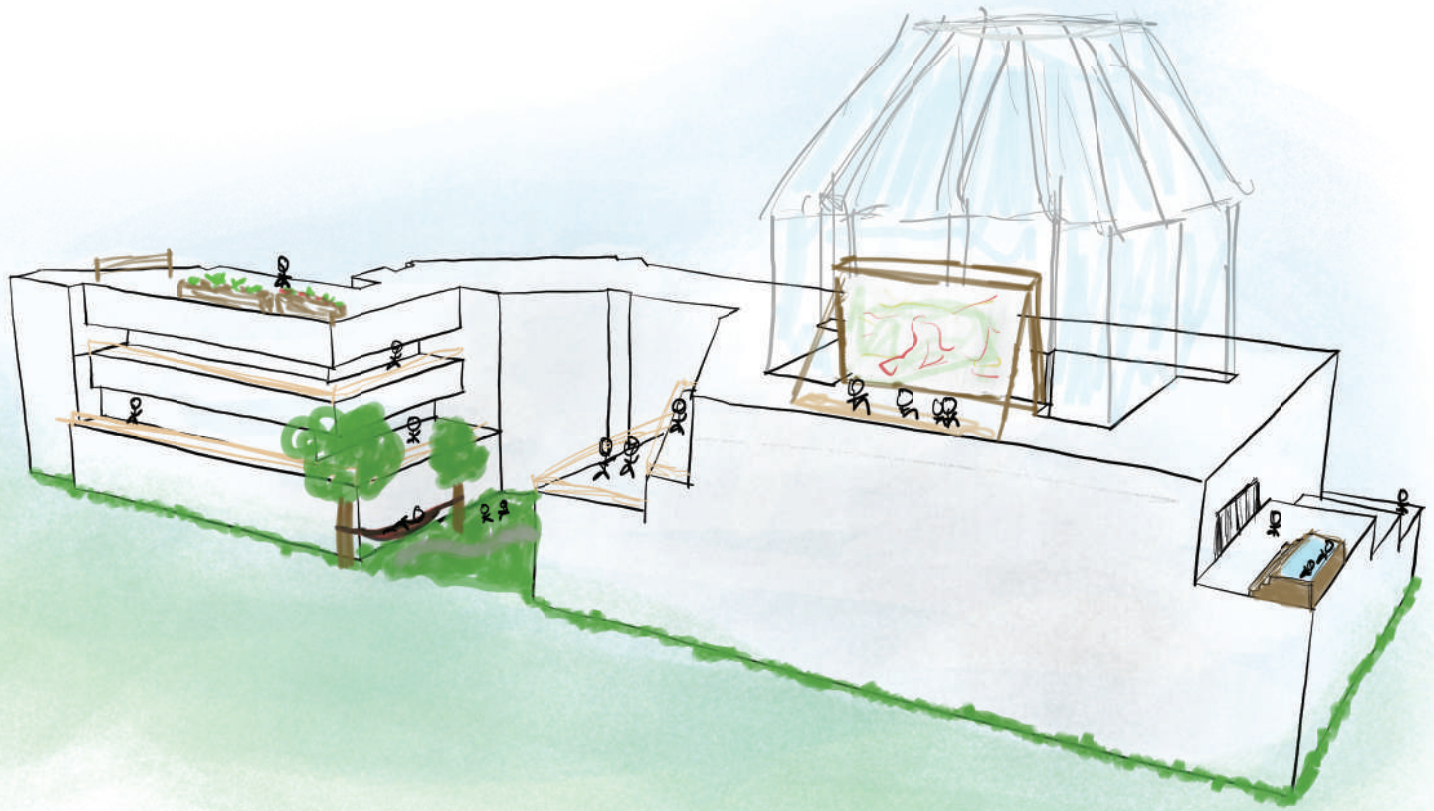
		1-Mile	3-Miles	5-Miles
Total Population		50,510	496,306	959,118
Population Median Age		29	37	37
Population by Age	0-9 Yrs	3861 (7%)	52553 (10%)	113570 (11%)
	10-19 Yrs	10478 (20%)	57654 (11%)	114539 (11%)
	20-29 Yrs	20226 (40%)	111994 (22%)	189542 (19%)
	30-39 Yrs	5258 (10%)	82091 (16%)	154881 (16%)
	40-49 Yrs	3194 (6%)	49352 (9%)	104282 (10%)
	50-59 Yrs	2715 (5%)	52878 (10%)	109023 (11%)
	60-69 Yrs	2462 (4%)	46917 (9%)	92419 (9%)
	70+ Yrs	2316 (4%)	42868 (8%)	80861 (8%)





# PROGRAM





**DESIGN**



# USERS

ivan\_23


 7 posts    298 followers    378 following

Ivan S.  
 full-time employee, 🌞, 🍷, 📺





---



rock climbing at cliffs   
 pennis landing   
 shofuso garden

michelle\_cooks


 129 posts    896 followers    875 following

Michelle T.  
 nurse, foodie 🍷, 🍷, 🍴






---



Spruce street   
 reading terminal   
 food trucks

es\_ther


 29 posts    1,564 followers    210 following

Esther W.  
 ✈️, 🍷, 🍷, 🍷, 🍷





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fishtown   
 philly aids thrift   
 filmore/concerts

## **IVAN (RESIDENT)**

HE WORKS REMOTELY AT HIS TYPICAL 9-5PM FULL-TIME JOB. DURING HIS FREE TIME HE ENJOYS THE OUTDOORS LIKE VISITING THE SHOFUSO GARDEN. HE IS ALWAYS UP FOR ANY FORM OF EXERCISE SUCH AS ROCK CLIMBING AT THE CLIFFS, AND ALSO ENJOYS READING AT PLACES LIKE SPRUCE STREET HARBOR WHERE HE CAN HAMMOCK AND ENJOY THE OUTDOORS AT THE SAME TIME.

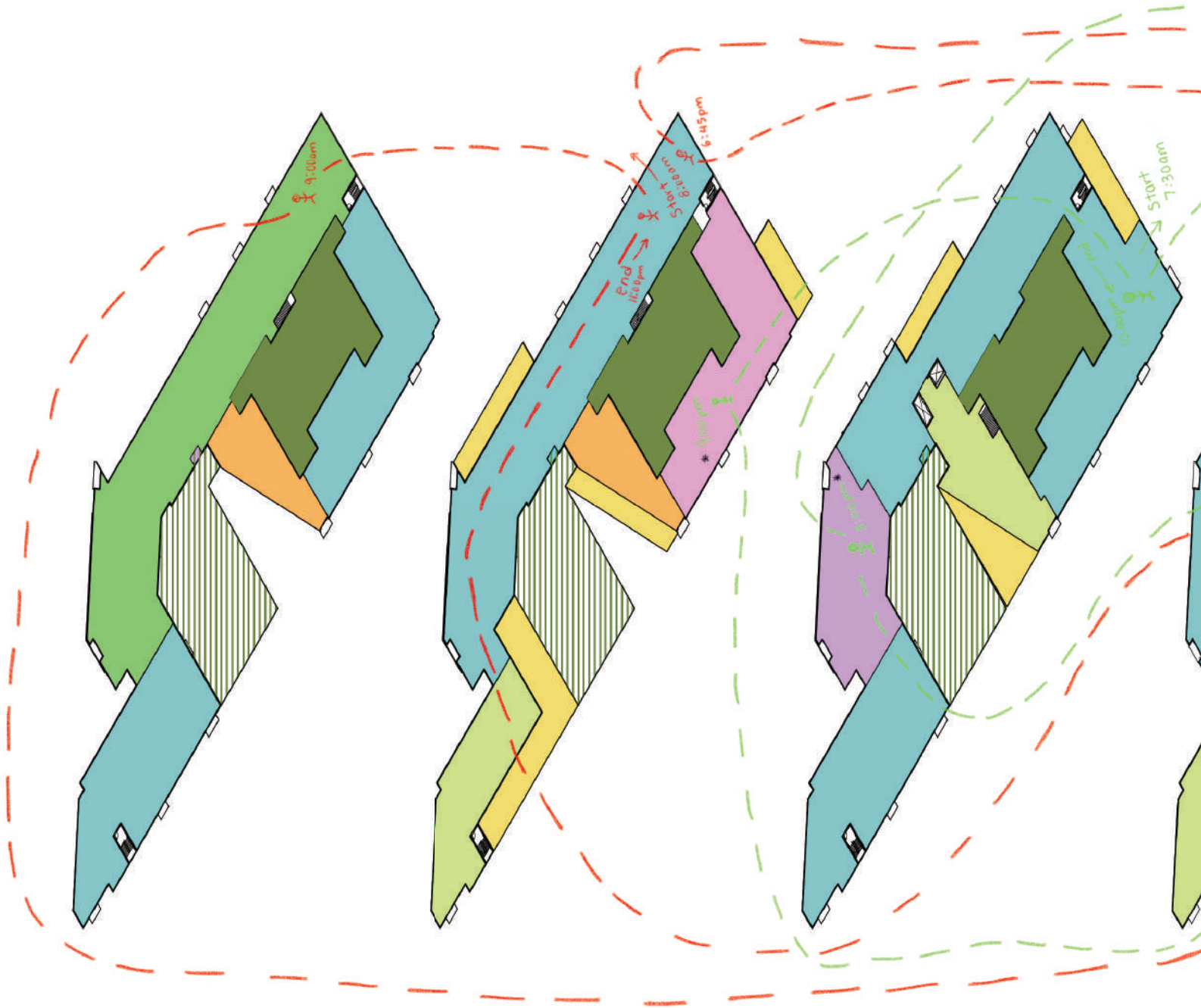
## **MICHELLE (RESIDENT)**

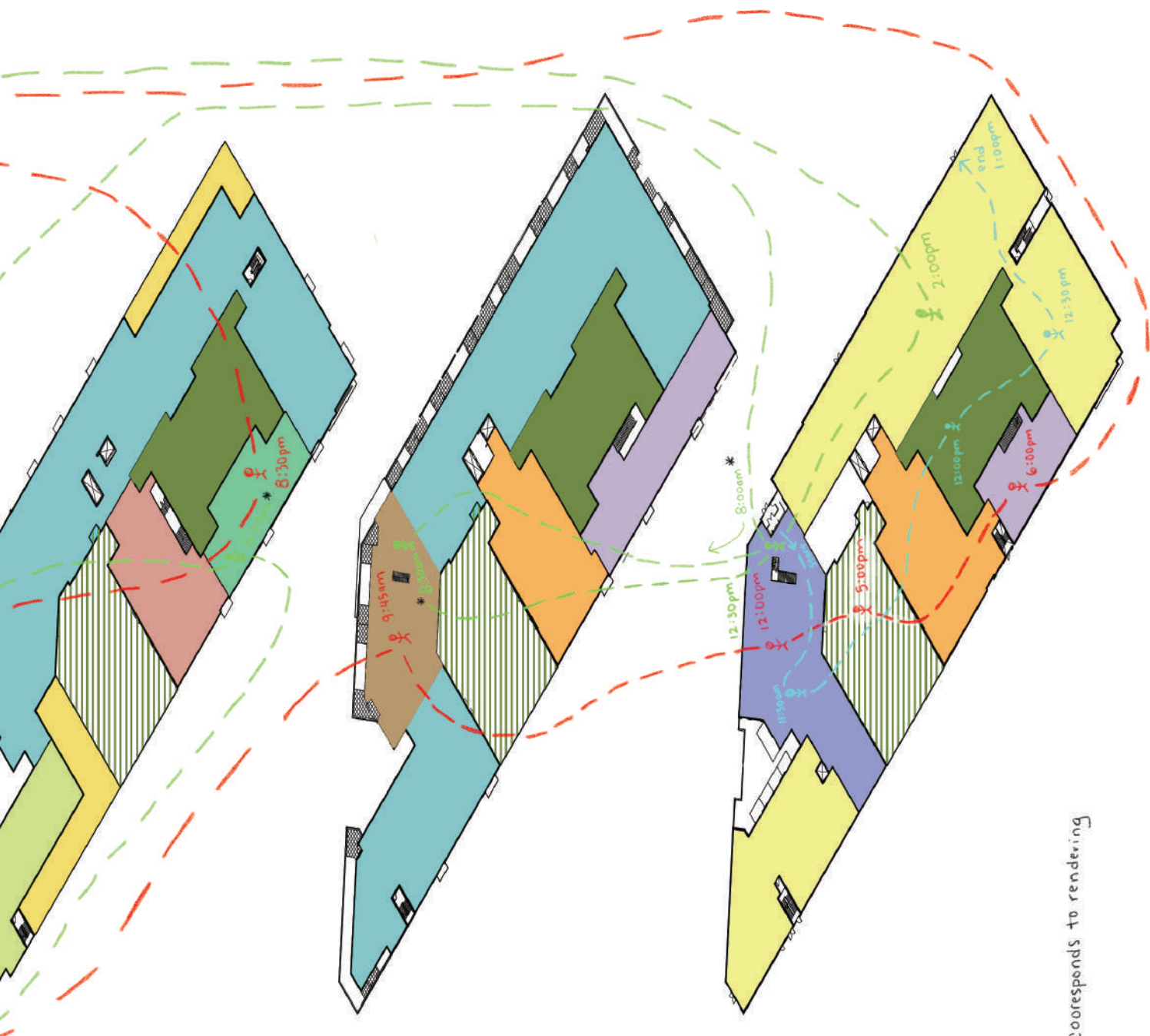
SHE WORKS ODD HOURS AS A TRAVELING NURSE SO DURING HER DAYS OFF SHE WILL BE SPENDING MOST OF HER TIME AT HOME. SHE IS A BIG FOODIE AND ENJOYS VISITING FOOD TRUCKS AND PLACES LIKE READING TERMINAL.

## **ESTHER (NON-RESIDENT)**

SHE IS A FREELANCE PHOTOGRAPHER WHO WILL FREQUENTLY TRAVEL. SHE IS EXTREMELY INTO THE ARTS AND FASHION SO PLACES LIKE FISHTOWN AND GOING THRIFTING ARE RIGHT UP HER ALLEY. SHE IS ALWAYS CHECKING OUT NEW PLACES AND LOOKING FOR NEW EXPERIENCES.


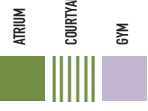


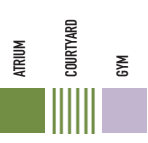










# USER JOURNEY MAP





\* corresponds to rendering

FLOOR PLAN LEGEND

	RETAIL		ATRIUM		WELLNESS/SPA
	CAFE		COURTYARD		SKY LOUNGE
	CONNECTED SPACE		GYM		TERRACE
	RESIDENTIAL		COLLAB/MEETING		THEATRE/GAMES
	LOUNGE		KITCHEN		MAKERS WORKSHOP

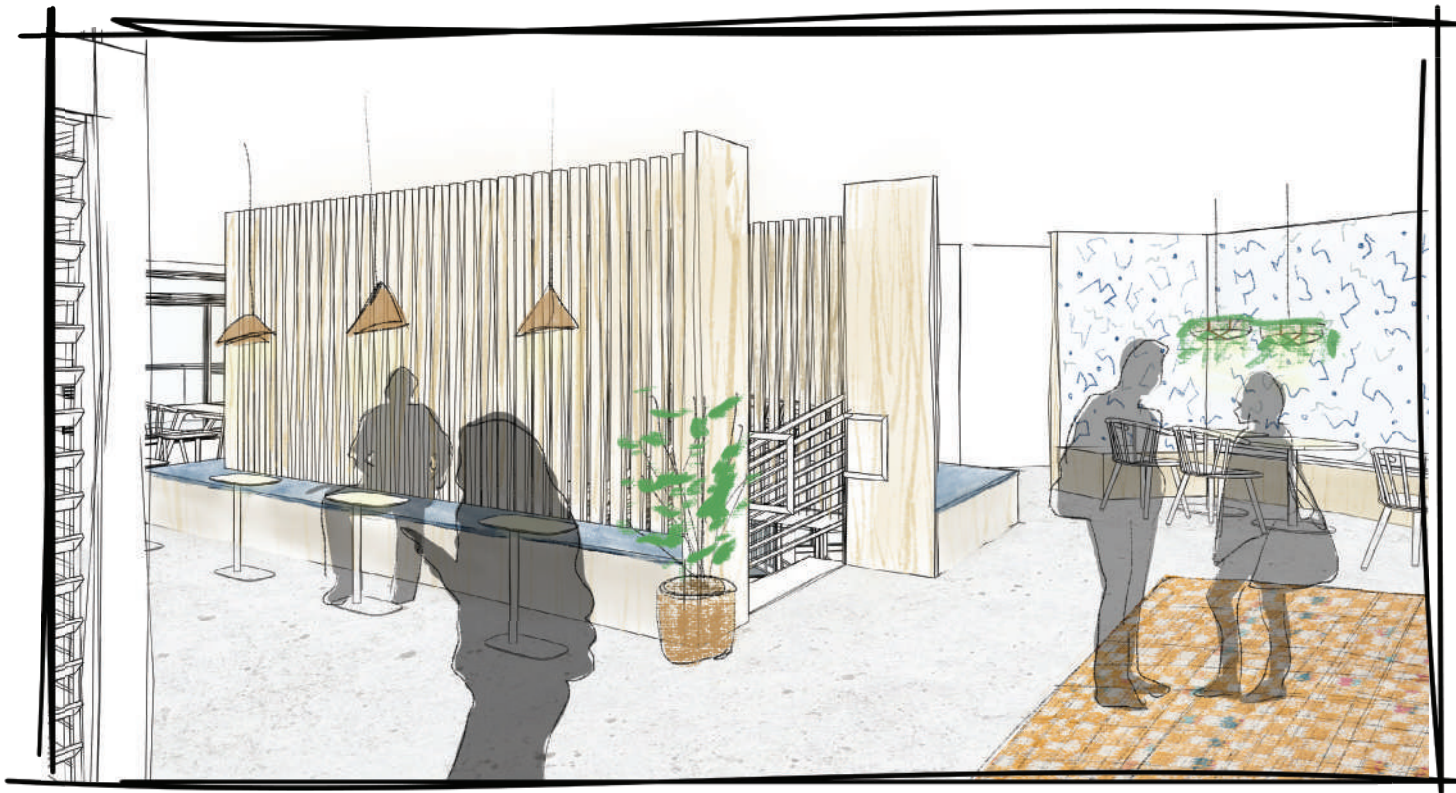


8:00am



Starting the day with some coffee from the cafe downstairs!

8:30 am



meeting time...



3:00 pm



checking in on my project at the workshop

5:00 pm

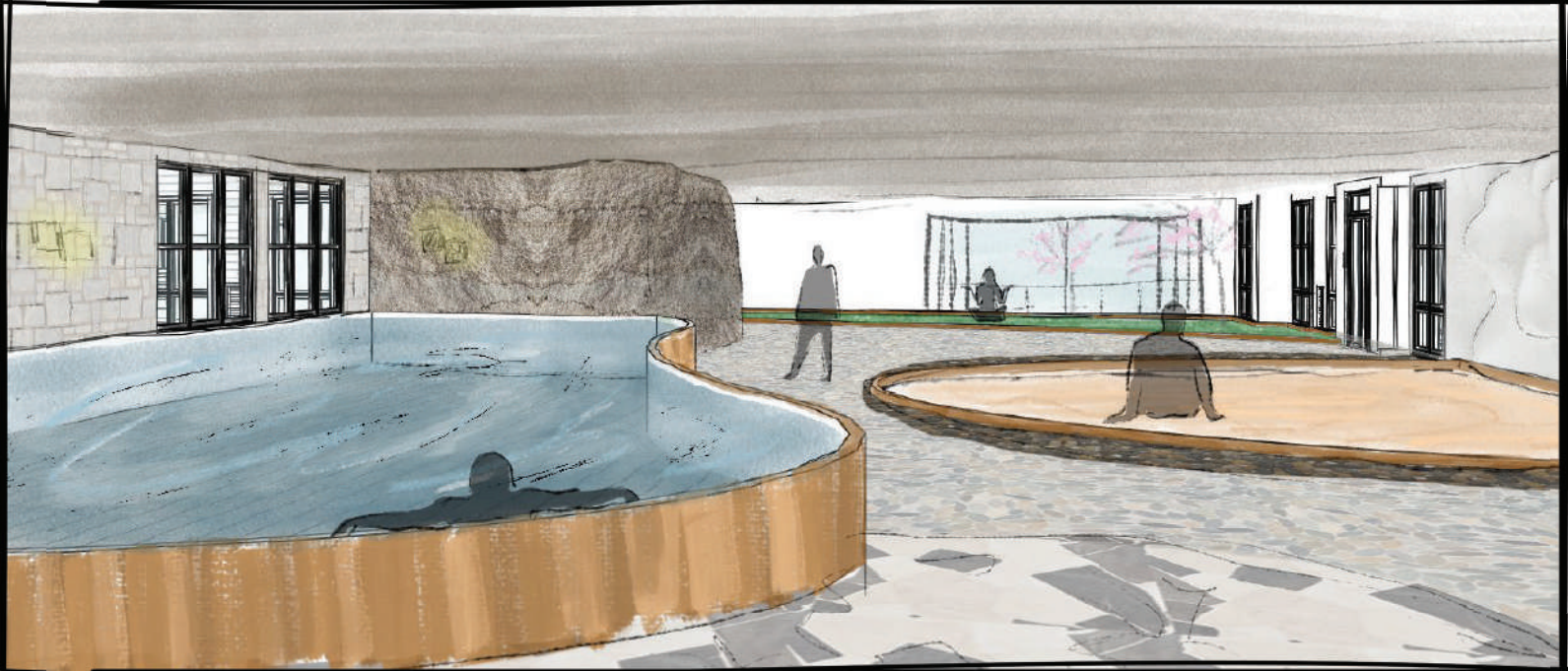


♡ 👤 🎮

game night with friends



9:00 pm

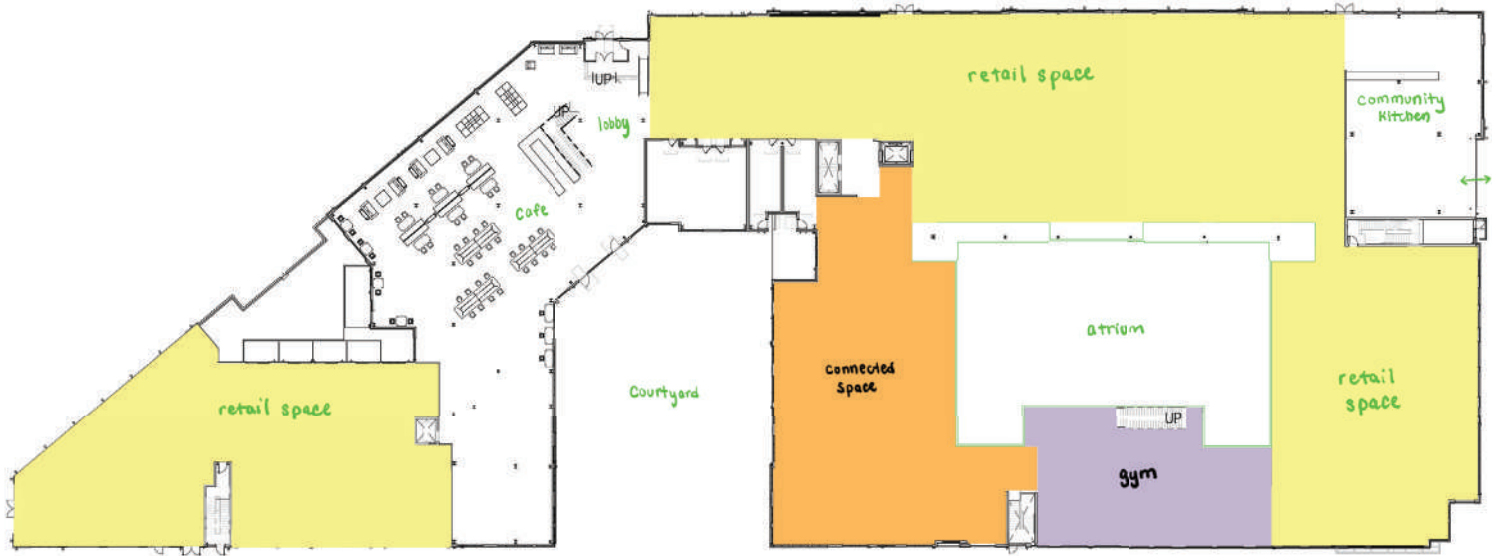


Ending the day with a spa night

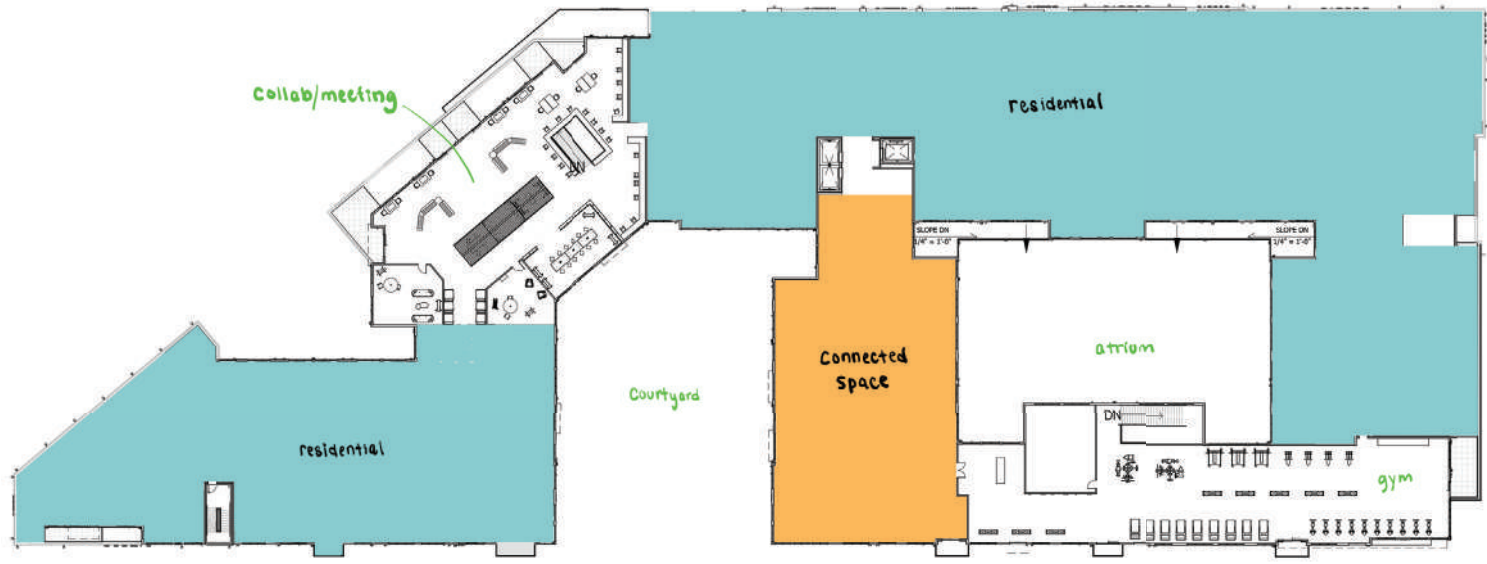




# APPENDIX



floor one



floor two

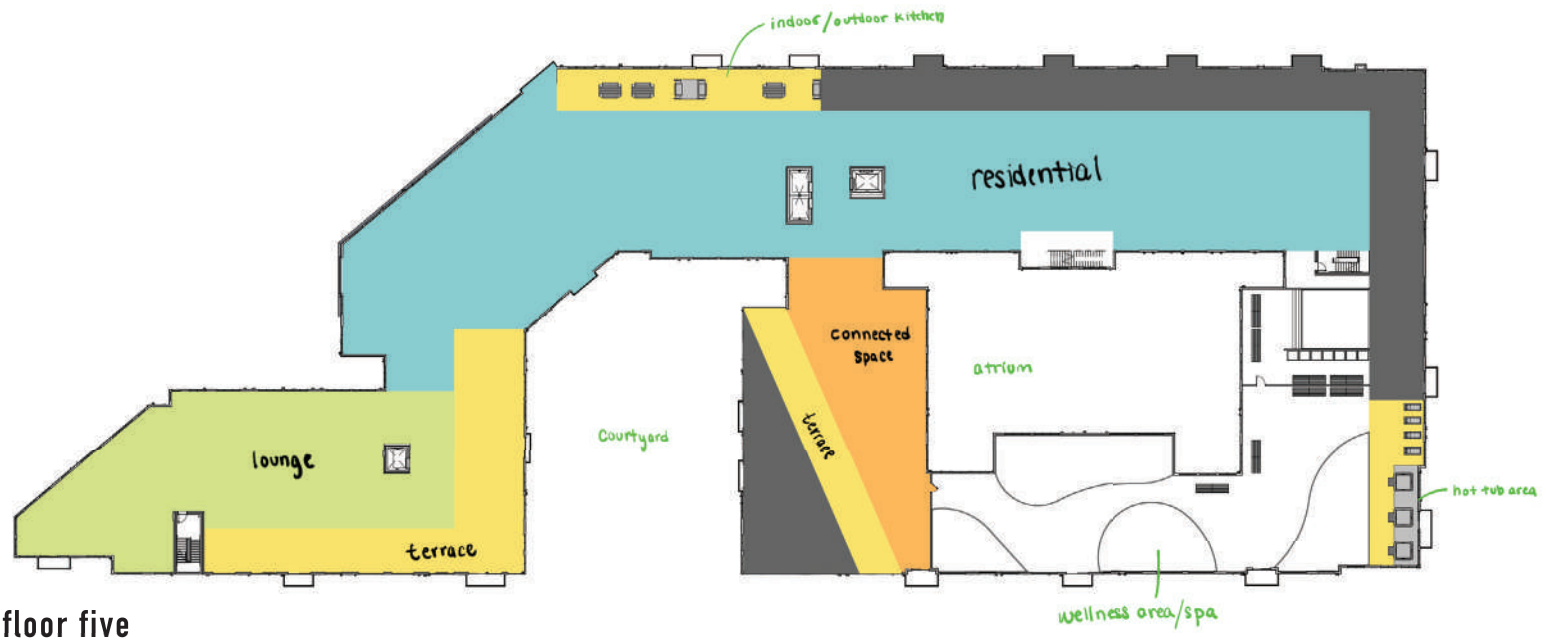


floor three

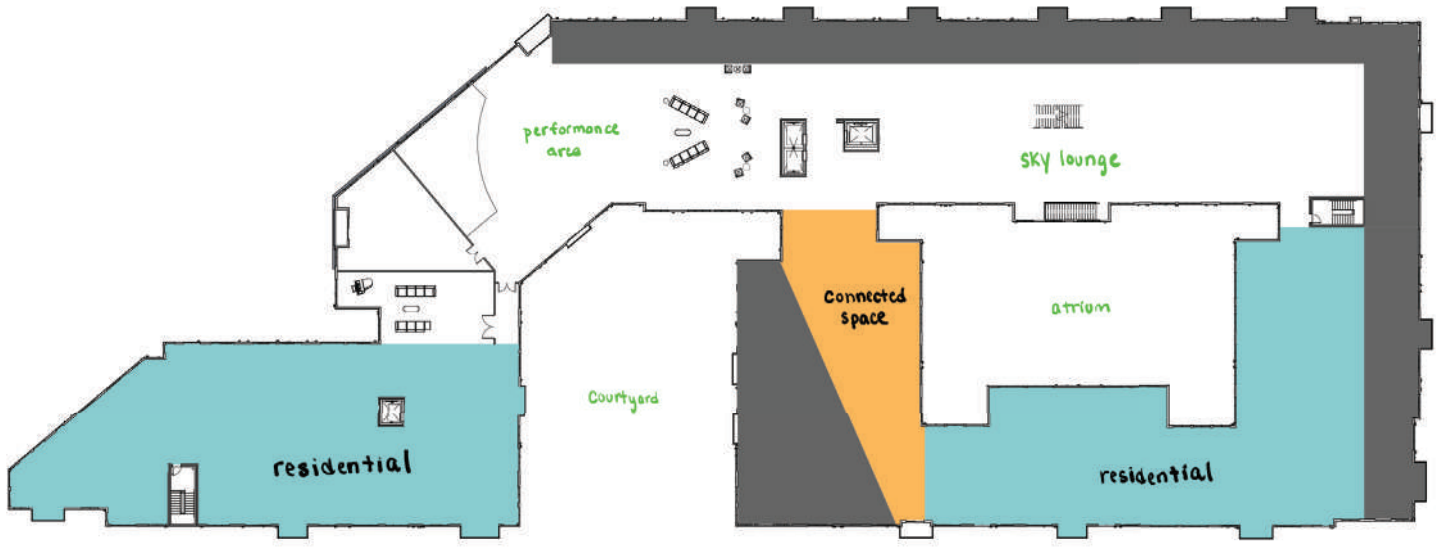




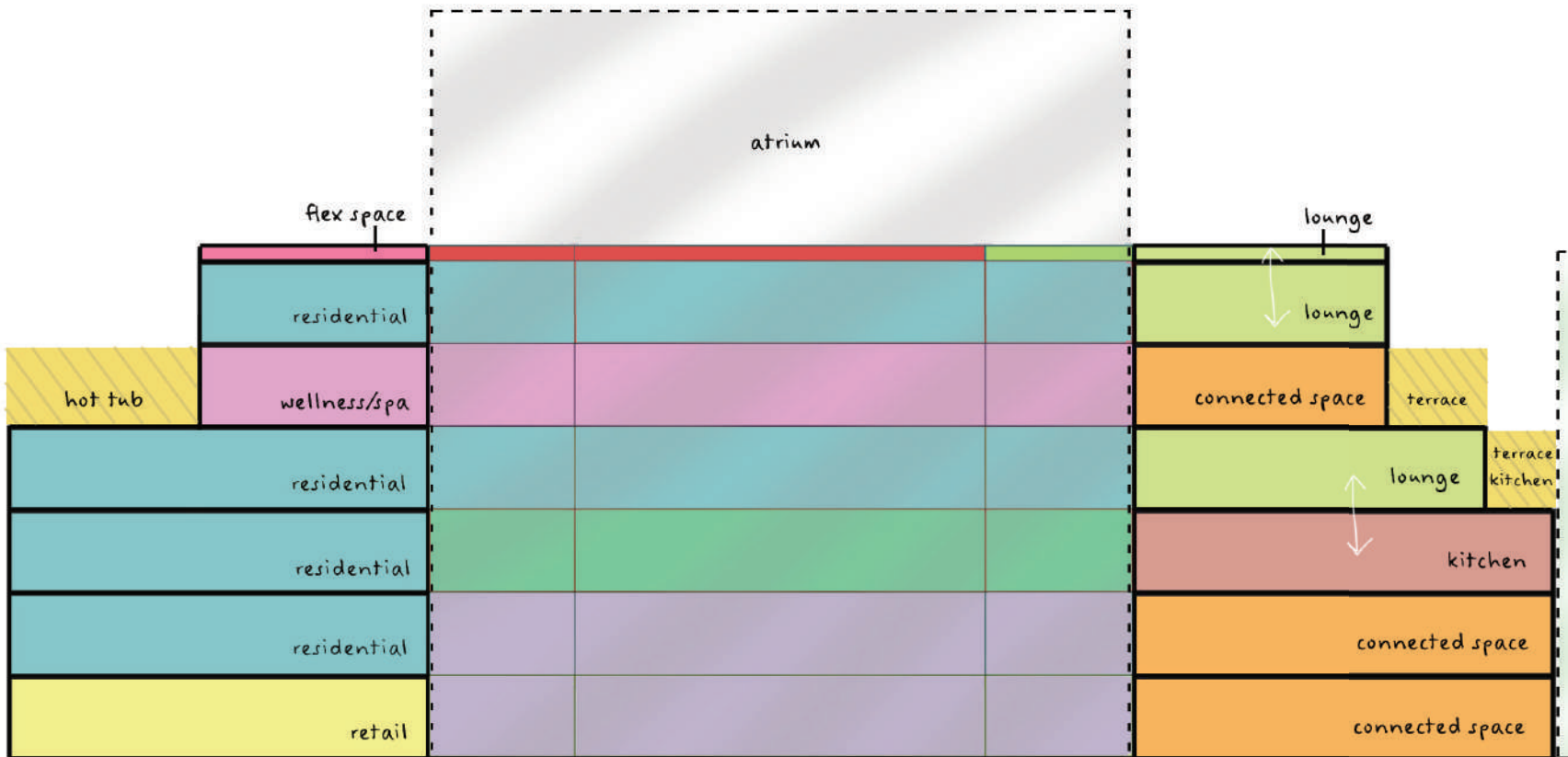
floor four



floor five



floor six

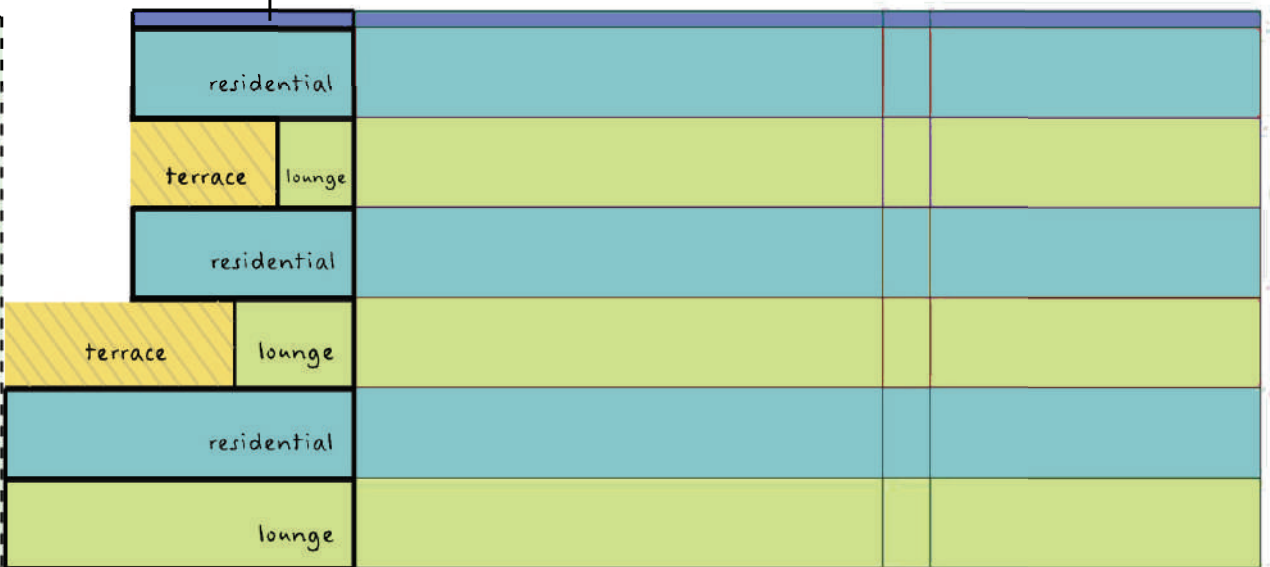


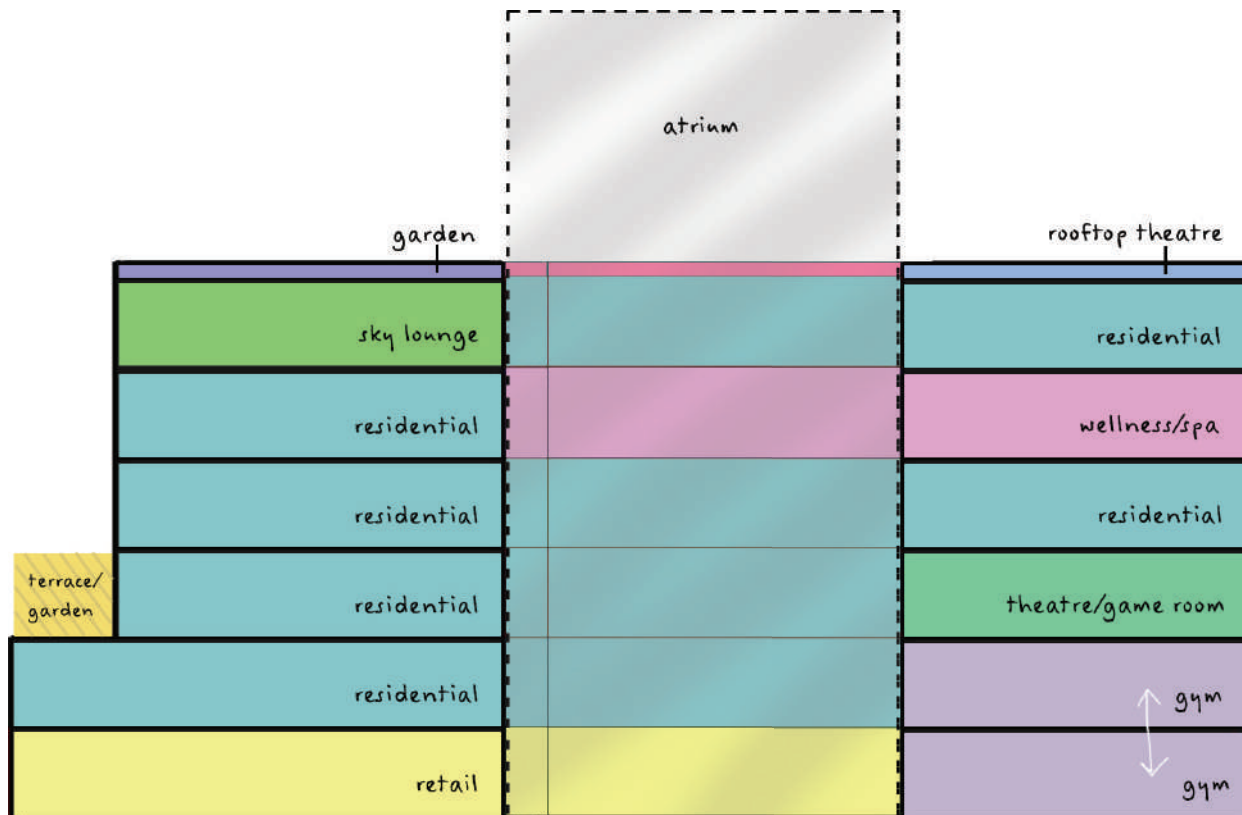
longitudinal section





edible garden





short section

**THANK YOU**

# BLOCK Z

REDEFINING THE "PLAYGROUND" FOR GENERATION Z WITHIN A VERTICAL NEIGHBORHOOD