



# Kastanjealléparken

Children's participation as basis for an architectural competition program

AVIN MAHAMMAD

Master thesis at Chalmers Architecture

Master programme Design for Sustainable Development



CHALMERS

## Kastanjealléparken

Children's participation as basis for an architectural competition program

AVIN MAHAMMAD

© AVIN MAHAMMAD, 2013

Contact: [avin.mahammad@gmail.com](mailto:avin.mahammad@gmail.com)

Date of presentation: 2013-05-30

Examiner: Lena Falkheden, [lenafalkheden@chalmers.se](mailto:lenafalkheden@chalmers.se)

Supervisor: Lisa Bomble, [lisa.bomble@chalmers.se](mailto:lisa.bomble@chalmers.se)

Master Thesis 2013

Master Programme Design for Sustainable Development

Chalmers Architecture

Chalmers University of Technology

SE-412 96 Gothenburg

Sweden

Phone + 46 (0)31-772 10 00

All texts, translations, images and photographs are by the author unless otherwise indicated.

# Abstract

---

In order to improve the social, environmental and economic conditions of a community, citizen participation is an important point in the planning process. Sustainability means that we take a long-term responsibility, where everyone is involved in creating the future, including children and young people.

This master thesis deals with architectural education in the Gothenburg context, through architectural educational projects where preschool and school children's perspective of their environment are brought forward. Children are presented various methods for participation where their experiences and perspectives of Kastanjealléparken, in Tynnered, Gothenburg, are expressed.

Everyone has knowledge about architecture and their own environment. This knowledge comes from previous experiences and impressions. In this thesis I see it as my mission as an architectural educator to inspire and empower children with the tools to participate in discussions regarding the built environment. This will give them a voice in the debate about their local

environment and its development and the right tools to have in influence.

Architecture expands the language and more children have the opportunity to be heard when they can communicate and create ideas in text, image and model. The goal of the thesis is to better understand children's own perspective of their environment and encourage their vision and suggestions for change.

The thesis outcome is a compilation of the children's work and results and also an architectural competition program, used as a tool to be able to convey the children's participation and their influence. It can be used as a guide in the design process and could ensure that children's voices will be heard. The program treats Kastanjealléparken. An architectural competition can be used as a tool for the City of Gothenburg to convey a unique specialization in children's participation in a sustainable urban development. Also it can ensure that the proposals presented at the end of the competition actually reflect children's visions for their local environment.

**Key words:** Architectural educational project, children's participation, participatory process, architectural workshop, architectural educator, architecture, Kastanjealléparken, sustainability, architectural competition program

# Sammanfattning

---

För att förbättra de sociala, miljömässiga och ekonomiska förhållandena i ett samhälle, är medborgarnas delaktighet en viktig aspekt i planeringsprocessen. Hållbarhet innebär att vi tar ett långsiktigt ansvar, där alla är delaktiga i att skapa framtiden, även barn och ungdomar. När man talar om långsiktiga mål måste barn och ungas rättigheter och behov tillgodoses genom olika metoder för barns deltagande. Det finns mycket stöd, för arbetet med att ta fram barnperspektivet, i styrdokument och lagstiftning vi redan följer. FN's barnkonvention och även Agenda 21, prioriterar exempelvis ett ökat deltagande och inflytande för barn och ungdomar i beslut som rör deras vardagsliv och framtid. Även Göteborgs stads budget, Plan och bygglagen och Läroplan för förskolan och skolan lägger stor vikt på barns inflytande i planeringen.

Detta examensarbete behandlar arkitekturpedagogik enligt Göteborgs-modellen. Genom arkitekturpedagogiska projekt har förskole- och skolbarns perspektiv kring deras närmiljö lyfts fram.

Mot bakgrund av stadsförnyelseplaner för Opaltorget i Tynnered, beläget i den västra delen av Göteborg, formades en projektgrupp som skulle ta fram barns

tankar och åsikter kring utformningen av Kastanjealléparken, en park som ligger i nära anslutning till Opaltorget.

Jag blev inbjuden av Kulturförvaltningen i Göteborg att gå med i projektgruppen och genomföra arkitekturpedagogiska projekt med barn i förskolor i närmiljön.

Barnen presenterades olika metoder för delaktighet och deltog i en serie workshops där de uttryckte sina erfarenheter och perspektiv kring Kastanjealléparken i Tynnered

Förskolorna som deltog i projektet var Smaragdsgatan 28B, Smaragdsgatan 29B och Opalgatans förskola, alla i nära anslutning till Kastanjealléparken. Projekten på förskolorna genomfördes parallellt med varandra och de bestod av en serie workshops som främjade delaktighet, vilket är kärnan i arkitekturpedagogik.

Alla har kunskap om arkitektur och sin egen närmiljö. Denna kunskap kommer från tidigare upplevelser och intryck. I detta examensarbete såg jag det som mitt uppdrag som arkitekturpedagog att inspirera och ge barnen verktyg för att delta i diskussioner kring den byggda miljön. Detta kommer att ge dem en röst i diskussionen om sin närmiljö och dess utveckling samt verktyg för

att få inflytande.

Arkitektur utvidgar språket och genom varierande arkitekturworkshops har barnen fått möjlighet att uttrycka sig genom att kommunicera och skapa idéer i text, bild och modell. Målet med examensarbetet var att bättre förstå barnets eget perspektiv på sin omgivning och uppmuntra deras vision och förslag till förändringar kring Kastanjealléparken.

Längre in i arbetsprocessen insåg jag att det skulle vara bra att också ta in barn i en annan åldersgrupp, för att få olika perspektiv i projektet. Jag kontaktade då till Kannebäcksskolan som är mellanstadieskola nära parken. Totalt deltog 52 barn i de arkitekturpedagogiska projekten.

Resultatet av detta examensarbete är en sammanställning av barnens arbete och resultat och även ett arkitekttävlingsprogram. Tävlingsprogrammet används som ett verktyg för att kunna förmedla barnens delaktighet och inflytande i den fortsatta processen. Det kan användas som en guide i designprocessen och kan se till att barns röster kommer höras. Programmet behandlar Kastanjealléparken.

En arkitekttävling kan användas som ett

# Reading instructions

---

verktyg för Göteborgs Stad att fokusera en unik inriktning på barns deltagande i en hållbar stadsutveckling. Det kan även säkerställa att de förslag som presenteras i slutet av tävlingen faktiskt speglar barns visioner för sin närmiljö.

**Nyckelord:** Arkitekturpedagogiskt projekt, barns delaktighet, delaktighetsprocess, arkitektur workshop, arkitekturpedagog, arkitektur, Kastanjealléparken, hållbarhet, arkitekturtävlingsprogram.

The report begins with an *Introduction* in which I describe the purpose of my work, what limitations I've had and the varying methods that I have used in my working process. Furthermore, my process is illustrated in a timetable.

Following this introduction is a chapter with *Background theories* where I treat theories of participation as a prerequisite for sustainable development, more specifically on children and young people's participation. It also deals with architectural education and its role in Gothenburg. In Sweden we call ourselves "arkitekturpedagoger", ie architectural educators. Architectural educator is according to the Gothenburg model used instead of the Swedish word for arkitekturpedagog. "Arkitekturpedagog" is an invented word in Swedish which is a combination of two professional degrees.

One section in the chapter deals with my participation in a meeting with the project team of "I det gröna", working with outdoor environments based on the REBUS model. I also have a section on outdoor education, where children learn by interacting with the outdoor environment.

The background theories helped me gain more knowledge in the subject and find

support for my work in previous research and theories.

Then comes the chapter *The architectural educational projects* where I describe a total of 21 architectural workshops in four architecture educational projects. It can be lifted out as a report of the work itself. Here you can find different tools and methods for children's participation and an evaluation of each workshop and a final conclusion of the projects.

Then follows a chapter about *The architectural competition program* in which the result of the children's work from the architecture pedagogical projects have acted as starting points for the requirements in the program concerning the design proposal for Kastanjealléparken.

In the final chapter I summarize my reflections about the working process and moving from architectural educational projects to an architectural competition program. I also discuss the different professional roles I had to take on as well as some of the obstacles that I encountered during the process.

# Table of content

---

	Page:		Page:
Abstract		<b>The architectural educational projects</b>	<b>40</b>
Sammanfattning		The architectural educational projects	42
Reading instructions		Smaragdgatan 28B preschool	
Table of content		Workshop 1 - Introduction	46
Thank you!		Workshop 2 - Inventory of the local environment	48
Author presentation		Workshop 3 - Inventory of Kastanjälléparken	52
		Workshop 4 - Sketching	57
<b>Introduction</b>	<b>10</b>	Workshop 5 - Model I	60
Purpose & objectives	12	Workshop 6 - Model II	65
Limitations of project	14	Kannebäck school	
Limitations of the report	14	Workshop 1 - Inventory: Working tour	70
Methods	15	Workshop 2 - Sketching	78
Time plan & Process	18	Workshop 3 - Model	88
		Observation - Opalgatan preschool & Smaragdgatan 29B preschool	92
<b>Background theories</b>	<b>20</b>	Workshop 1 - Investigation	94
Participation: a prerequisite for sustainable development	22	Workshop 2 - First ideas	98
Architectural education - The Gothenburg Model	30	Workshop 3 - Building models outdoors	103
I det gröna - Project based on the REBUS-model	36	Workshop 4 - Building models indoors I	111
Outdoor education - School's perspective	38	Workshop 5 - Building models indoors II	116
		Workshop: Feedback on the architectural competition program	120
		The children's views of the architectural educational project	122
		Vernissage	126
		Conclusions	128

---

	Page:
<b>The architectural competition program</b>	<b>132</b>
From architectural educational projects to an architectural competition program	134
Areas of analysis	136
Invitation to the architectural competition	137
Municipal local plan for Opalatorget and its close surroundings	138
Municipal vision for Opalatorget and its close surroundings	139
Background	140
Current situation	141
SWOT-analysis of Kastanjalléparken	144
The competition task	146
Aims & Objectives	147
The building process uses local and sustainable materials	148
Place for rest	149
Place for play	150
Place for learning	152
Place for movement	152
Place for animals	154
Place with variation in vegetation	155
Place with light	156
Place with connection between green and blue structures	158
Park for all seasons	160
Competition technical regulations	162

	Page:
<b>Reflections</b>	<b>166</b>

## References

## Appendices

- Appendix 1: PUL-form: The Swedish Data Inspection Board
- Appendix 2: Schedule: Architectural educational project at  
Smaragdsgatan 28B preschool
- Appendix: Schedule: Architectural educational project at  
Kannebäck school
- Appendix 4: Interview guide

*This report should be read as a twp-page spread...*

# Thank you!

---

I would like to take the opportunity to thank everyone who has helped me carry out my master thesis during this amazing spring.

First of all I want to dedicate a big thanks to the participating children Jasmine, Sara, Natalia, Ibrahim, Sahar, Stewart, Adam A., Adam O. and Jaqueline at Smaragdagan 28B preschool and also the 5th graders Mariam, Nicole, Sally, Nelly, Sara, Sandra, Emma, Isabella, Daniella, Gabriella, Julia, Siva, Akram, Zaid, Robbin, Karl, Leo and Michael and 6th graders Amanda, Sanna, Rebecka, Kevin Jesper, Erik, Sebbe, Sebastian and Jonathan at Kannebäck school for your active participation in the architectural educational projects in which you have been positive, committed and shown great creativity. Many thanks also to Sabira, Brian, Adam, Nimo, Freddie, Ilkay, Paulina, Max and Santos at Smaragdagan

29B preschool and Neo, Julia B., Julia J., David, Agnes, Liam and Isabella at Opalgatan preschool. Thank you all for an inspiring, informative and above all, nice work process. I would also like to thank teachers Bolivar, Petra, Eva, Lasse and Sofia for your participation and great support during the work process.

Thanks to Ylva Eckersjö for allowing me to participate and observe her inspiring architectural workshops at Smaragdagan 29B and Opalgatan preschools. Thanks to the other members of my project team for a good dialogue and exchange of ideas.

I would also like to thank the Cultural Administration of the city of Gothenburg for their great commitment and a lot of support in the work during this thesis. Special thanks to Lars Jonsson for introducing me to

this project and the world of architectural education.

Many, many, many thanks to my supervisor Lisa Bomble and examiner Lena Falkheden for very useful input and support during the whole process. I appreciate it very much.

I would of course like to thank all those who have participated in interviews and provided me with materials and knowledge within the subject.

Finally, I would like to thank my wonderful family and friends who have been a tremendous source of motivation during the process.

**Thank you all!**

# Author presentation

---

I have through my education realized the great importance of involving citizens in the design process and having them participate to reach better and more satisfying end-results where the participants engage in the development of their local environment.

After getting the bachelor in Architecture and Engineering I was enrolled in the Master Program *Design for Sustainable Development* where I had the opportunity to take the design studio *SUBURBS design and future challenges* held by Jenny Stenberg and Pål Castell in Hammarkullen, a suburb in the north-east of Gothenburg. The studio focused on participatory processes within planning and design. During this studio me and my group developed a design proposal for plus-plus-housing, plus-energy and plus-social aspects, in the renovation of a multi-story-building from the Million Homes Program. The proposal was developed

through citizen participation. Using different methods for meetings and dialogue such as fika workshops (Fika: very important in Swedish context), interviews, household studies and Facebook questionnaires we gathered the inputs and ideas of the citizens and linked them to the design. This gave me an insight to a new way of interacting with the users. Through dialogue with citizens I felt it became much easier for me as an architect to understand the views and needs of the users which I believe are of great value in a design process.

As a preparation for the master thesis I took the course *Leadership in architectural professions* held by Marie Strid and Maja Kovács. During this course I worked on idea development, designing a process and writing a project plan. The course also focused on leadership, of others as well as of yourself.

When it was time for me to write my master thesis I reached out to Jenny Stenberg who introduced me to Lars Jonsson from the Cultural Administration of the city of Gothenburg. He then introduced me to the concept of architecture pedagogics and a network of architectural educators and gave me this great project to work with for my thesis.

My mother is a preschool teacher and throughout my upbringing I have heard and discussed about the different tools and methods that she has used in her workplace to educate the children. I did not think this information would be of use for me in my future profession as an architect, but now I see it has given me useful skills to use during this project, when working both as an architect and as an educator.

# I Introduction

*I aim at including the children in shaping tomorrow's society.*

# Purpose & objectives

---

Sustainable development and a more developed holistic approach requires planning with involvement of citizens. Sustainability means that we take a long-term responsibility, where everyone is involved in creating the future, including children and young people.

Due to urban renewal plans for Opalatorget in Tynnered, located in the western part of Gothenburg, a project team was assigned, by area director Eva Lil Thorsson, to bring forward children's thoughts and opinions about the expansion of Opalatorget with surrounding areas. I was invited by the Cultural Administration of the city of Gothenburg to be part of the project team and arrange architectural educational projects with preschool children in the local environment. The aim of the projects was to bring forward the children's perspective of their environment and how they experience and perceive different places, mainly in Kastanjealléparken, a park in close connection to Opalatorget.

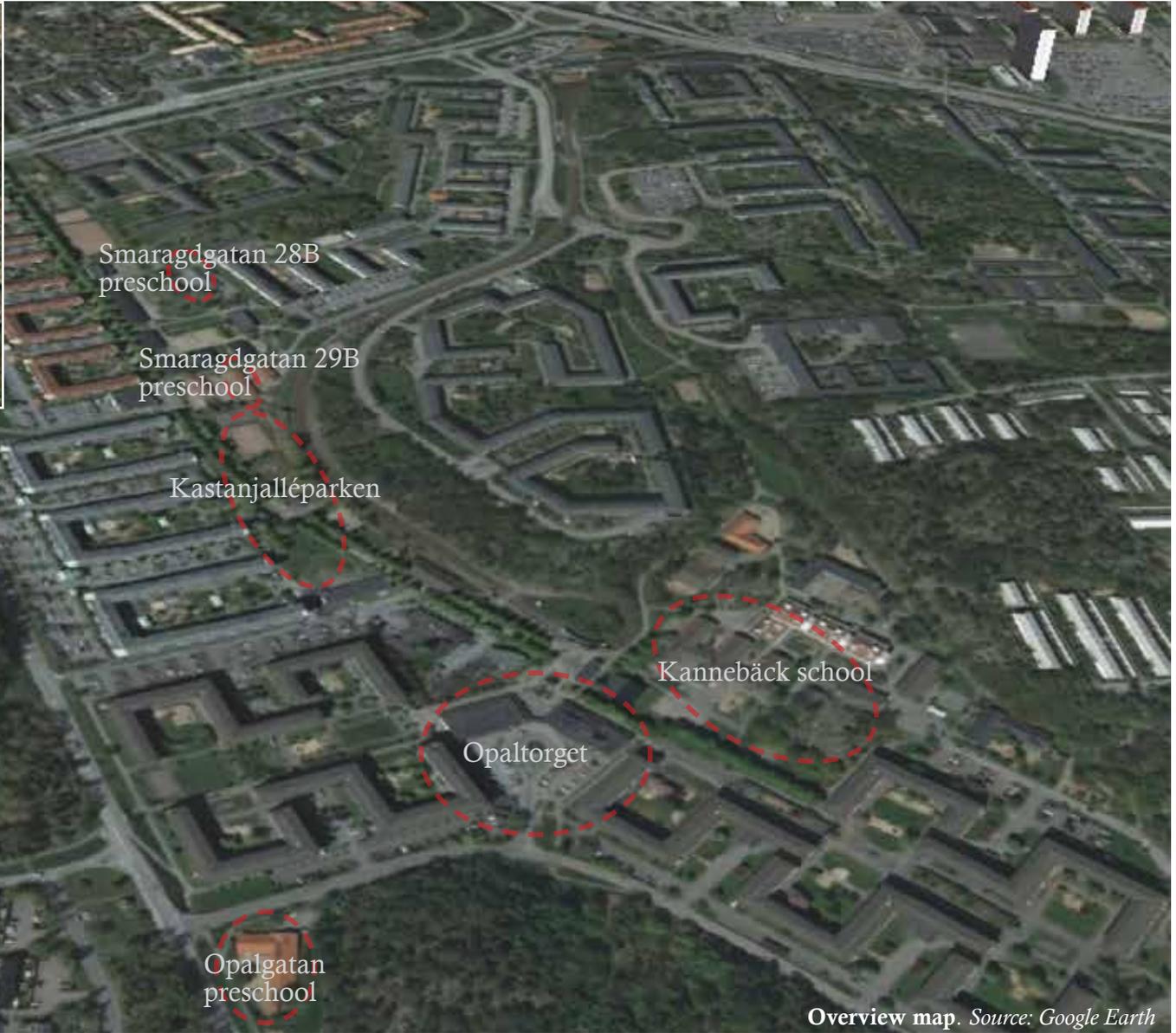
For my master thesis I wanted to explore and work with citizen participation and viewed this as a great opportunity to work with children in a participatory process through architectural education. This concept was

completely new to me in the beginning of the process. The aim is thus to gain more knowledge about the background to participation and architectural education. Through a series of architectural workshops I could implement my role as an architectural educator where I worked, with children, within my area of expertise - architecture.

The purpose of this thesis is to investigate how preschool and school children can be involved and participate in a design process where they can express themselves about the design of their local environment and have an influence in matters concerning them. By arranging two projects in architectural education consisting of series of architectural workshops, one at Smaragdsgatan 28B and another at Kannebäck school the aim is to give children the possibility to be involved in a design process and develop ideas and suggestions for Kastanjealléparken. A part of the work process is also to observe, fellow project team member, Ylva Eckersjö's two architectural educational projects at Smaragdsgatan 29B preschool and Opalgatan preschool. The aim of this thesis is also to try, present and discuss various methods and tools used in children's participation.

The aim of the architectural educational projects is to develop an architectural competition program for Kastanjealléparken, as a way to be able to mediate the children's participation and their influence. In the architectural competition program there is a great emphasis on children's views. The architectural competition can be used as a tool for the City of Gothenburg to convey a unique specialization in children's participation in a sustainable urban development. It can also ensure that the winning design proposal for the park actually reflect children's visions for their local environment.

Another aim of this thesis has been to explore the role of an architectural educator as well as a process designer and manager in addition to the more traditional role of an architect.



## Limitations of the project

---

This thesis has been connected to a real situation and site through the project team that I have worked within. The site was limited to Kastanjealléparken in Tynnered, located in the western part of Gothenburg. Kastanjealléparken is included in the major urban renewal plan for areas in close connection to Opaltorget, and the project team that I became part of assigned me to bring forward preschool children's thoughts and opinions about the transformation of the park. The area was defined and limited mainly to Kastanjealléparken to make it easier for the children to grasp the area and to simplify their mapping procedures.

My main focus group was children. The project is thereby within the framework of architectural pedagogy and children's participation. My task in the project team was to gather and present the thoughts of the children of Smaragd gatan 28B preschool, Smaragd gatan 29B preschool and Opalgatan preschool about Kastanjealléparken. To obtain the views of children of a different age group and involve and engage more children in the design of Kastanjealléparken, I later in the process reached out to a primary and middle school in the local

environment of the park, Kannebäck School. When I saw the interest from the teachers of students in grades 5 and 6, these children could also participate in a design process and explore their local environment in a new way and have an influence.

Since this was a school project with a limited amount of time, not all the children in the preschools and school could participate in the project. The focus group was limited to children of two age groups, 4-6 years old and 11-13 years old. Three groups of approximately 10 children in each group, from Smaragd gatan 28B, 29B and Opalgatan preschools, were able to participate in the workshops and a total of 27 children from Kannebäck school. There was unfortunately not enough time to involve other focus groups.

The number of participating children at the preschools was limited due to their young age, since younger children have a limited ability to express themselves in speech, text and image.

## Limitations of the report

In order to achieve sustainability in a society we must work on the subject from different aspects. The concept extends far beyond what can be addressed in this thesis. For that reason I have mainly focused on the aspect that deals with participation in development and design processes. This aspect will be investigated based on how it can be directly applied to the real situation and the planned area focused on Kastanjealléparken.

The thesis is also limited to exploring the possibilities for children's participation, to view the children's perspective on their local environment; the park and address what activities they would like to have in it in order to develop an architectural competition program.

# Methods

---

I intended to work with different themes and methods throughout my process, to create variation in my way of working and to be able to cover the subject from different aspects and in different medias.

## **Project journal**

I carried the project journal with me most of the time. Throughout the whole process I intended to make documentations in my project journal by using different tools of working such as writing summarizing texts, making drawings, sketches, models, mind-maps, diagrams and SWOT-analysis. This was necessary to ensure and visualize my work progress and development. I found this to be a good way of describing my intentions and also a way of communicating my knowledge, thoughts, ideas and results related to the project. It was also a way of noting down the different steps in a long process, and to be able to remember it all by the end of the project.

## **Walking in the area**

I gained impressions of the site by walking around, to get to know the place and get an overview of the site and its surroundings to feel the character and atmosphere of the site.

## **Research**

I expanded my knowledge of the subject by gathering and studying appropriate information and knowledge through the internet and literature studies. The knowledge could be found in studying facts, previous projects related to the topic, statistics, maps and also by visiting the site. The theoretical part of the thesis concerned concepts and starting points related to this thesis such as:

- *Sustainable development*
- *Children's participation in design process*
- *Outdoor education*

Further on in the research phase, I focused my research on studying reference projects and other inspirational work in *architecture education* where children are invited to participate through methods and models used to include children in a design process. The research, along with previous knowledge and experiences, helped me in designing and developing more detailed architectural educational projects, according to the structure described under *Architectural education - The Gothenburg Model* later in the report.

## **Architectural workshops**

- *Designing and leading two architecture educational projects*

The architectural educational projects at Smaragdsgatan 28B preschool includes seven architectural workshops and a vernissage. The workshops included methods that provided tools for the children to discuss their local environment. Through practical methods, the children discovered, created, developed and then presented their thoughts and ideas for the park. These were used as references and starting points in the design of an architectural competition program for the park.

In order to bring forward the perspectives of children in another age group another project was held at Kannebäck school with four workshops and a vernissage.

- *Observing and documenting two architectural educational projects*

I observed and documented two projects arranged by Ylva Eckersjö, appointed by the Cultural Administration. She worked with the two projects, each consisting of a total of five workshops; one at Smaragdsgatan 29B preschool and the other at Opalgatan preschool. During my observation days I got

an insight into the work of a architectural educator. I focused on observing the methods used by the architectural educator, the work of the children and the outcome of the workshops.

### **Photography & Audio recordings**

With the consent of the parents, through an PUL-form (Appendix 1), the participating children were photographed in contexts related to the project. The images could be used in the exhibition in writings and for instants on the website of the City of Gothenburg.

Photography is a tool for communication that easily captures the spirit of the moment and the atmosphere during the process. Audio recordings are other forms of digital medias that help document the work of the children. It gave me the opportunity to go back and hear if I have missed something during the workshops. This was a useful method when working with a large group of children.

Audio recordings were also used during interviews.

### **Compilation and evaluation**

After each workshop I summed-up the responses, views and ideas of the children



Children taking pictures of the park during the inventory.  
Photo: Child at Smaragdگان 29 Preschool.

and made an evaluation of the results and the outcome. This was a time for reflection, where I analyzed upon the gathered impressions and results.

### **Dialogue**

Through workshops, interviews and meetings I was able to create a dialogue process with the stakeholders and other influential persons whom I believed had an

important input and could contribute to the thesis.

This thesis included interviews with various stakeholders such as architectural educators and architects working with citizen participation, teachers, outdoor educators and children. Another way to get information about what was happening in architecture education was by being involved in various meetings with my project team and the project team of “I det gröna“.

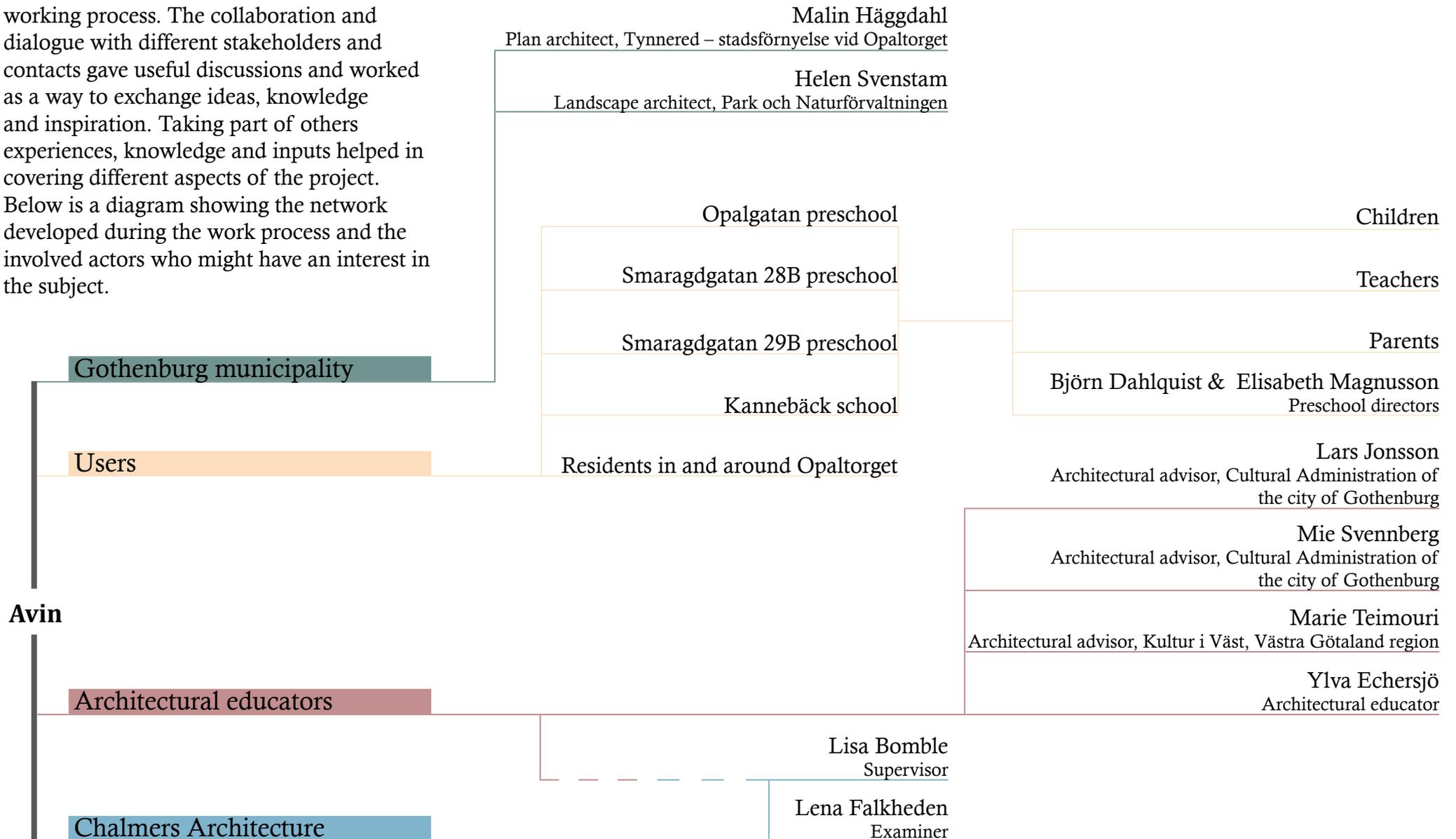
### **Designing an architectural competition program**

After gathering all the impressions and my understandings of the project I could use it in designing an architectural competition program. I compiled the thoughts and perspectives of all the children and all the issues that have been raised during the earlier phases and mediated it in the architectural competition program for the park as a way to bring forward children’s voices in the planning process. It was well evaluated and iterated to reach better results in the end. After feedback from the children I finished the program in text, maps and illustrations.

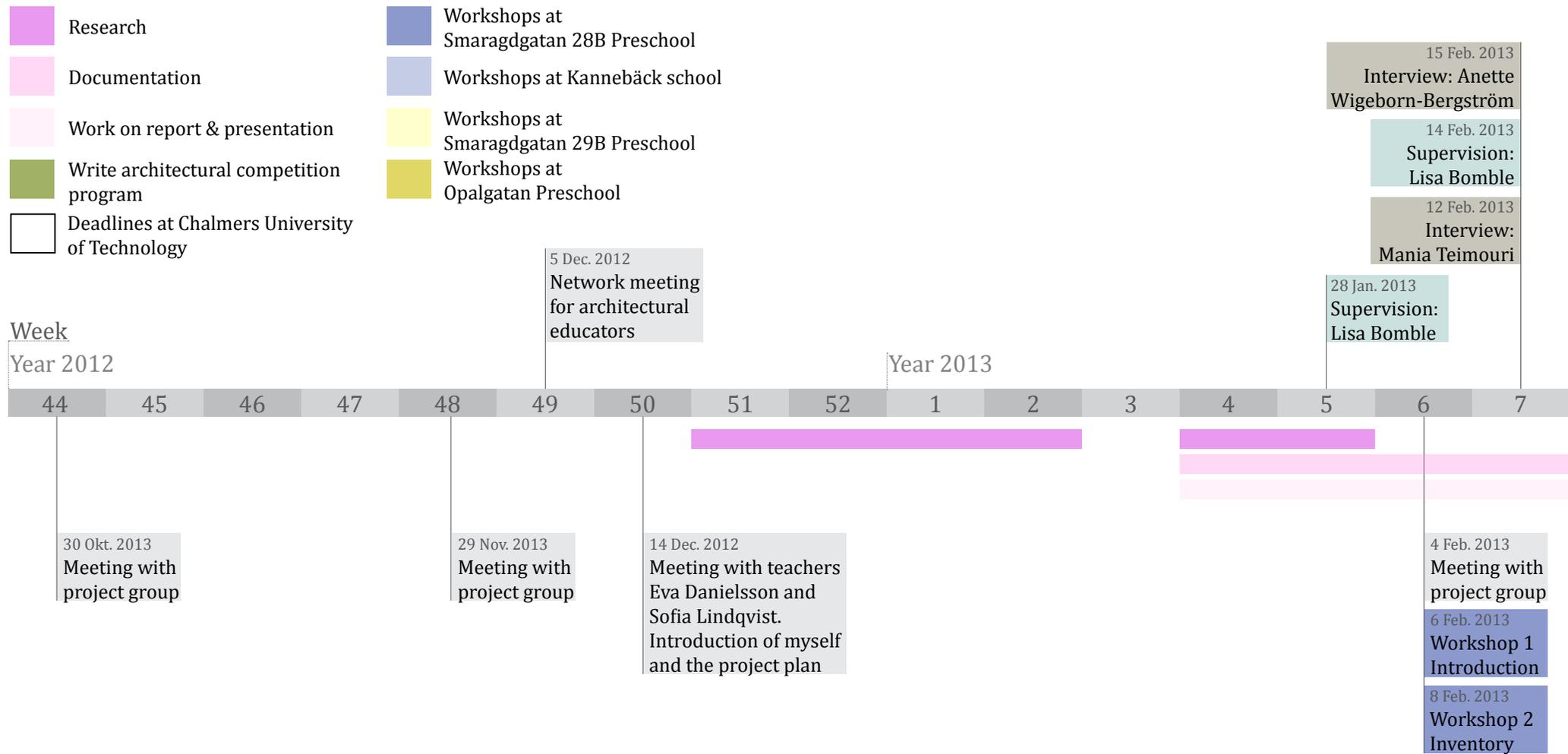
### **Stakeholders**

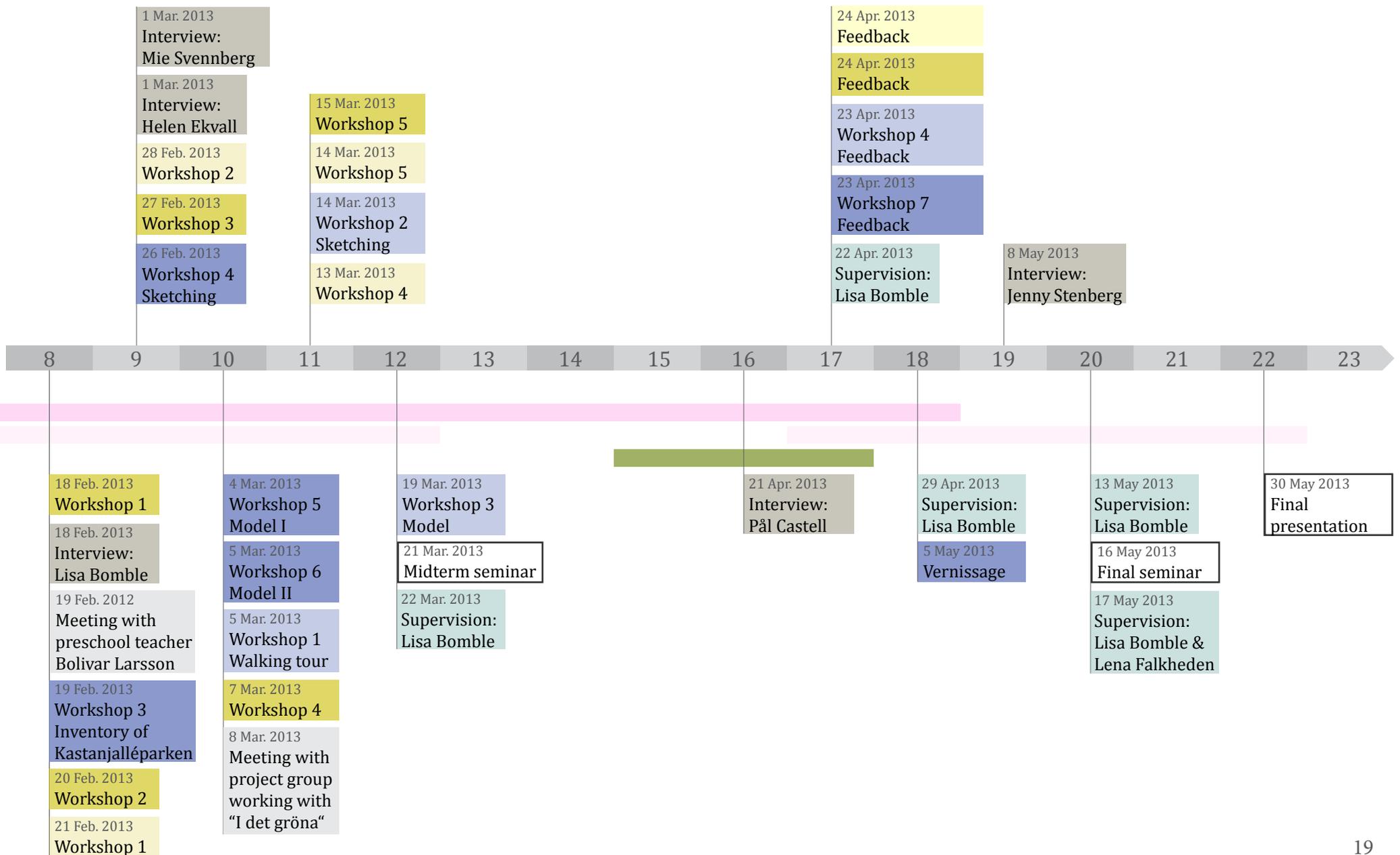
Collaboration was used as a tool in the

working process. The collaboration and dialogue with different stakeholders and contacts gave useful discussions and worked as a way to exchange ideas, knowledge and inspiration. Taking part of others experiences, knowledge and inputs helped in covering different aspects of the project. Below is a diagram showing the network developed during the work process and the involved actors who might have an interest in the subject.



# Time plan & Process

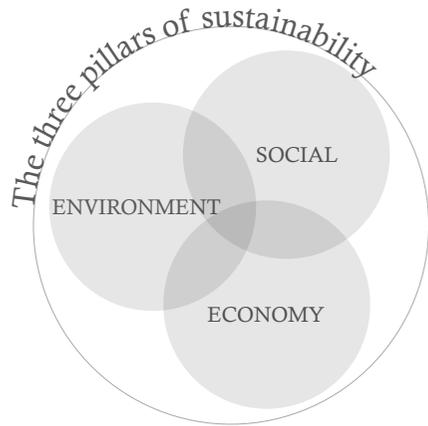




# B ackground theories

*“We shall require a substantially new manner of thinking if mankind is to survive.”*

- Albert Einstein



The most common illustration of the concept of sustainability is an image in which the three dimensions meet in the middle and form a central field that symbolizes the balanced sustainability in all three aspects.

In my master program Design for Sustainable Development there has always been a great emphasis on sustainable development, an aspect which should be obvious in all projects. Participation is an important aspect of the objective of achieving a sustainable future. When I was assigned to work with children's participation through architectural education, it was something new to me. I therefore needed to find support for my work in research and theories, and thus gain more knowledge on the subject. The background theories are presented in the following chapter of the report.

### **What is Sustainable development?**

The most known definition of sustainable development is the one UN used in the Report of the World Commission on Environment and Development, *Our Common Future*:

“Sustainable development implies meeting the needs of the present without compromising the ability of future generations to meet their own needs.”  
(WCED 1987, Chapter 2 § 1)

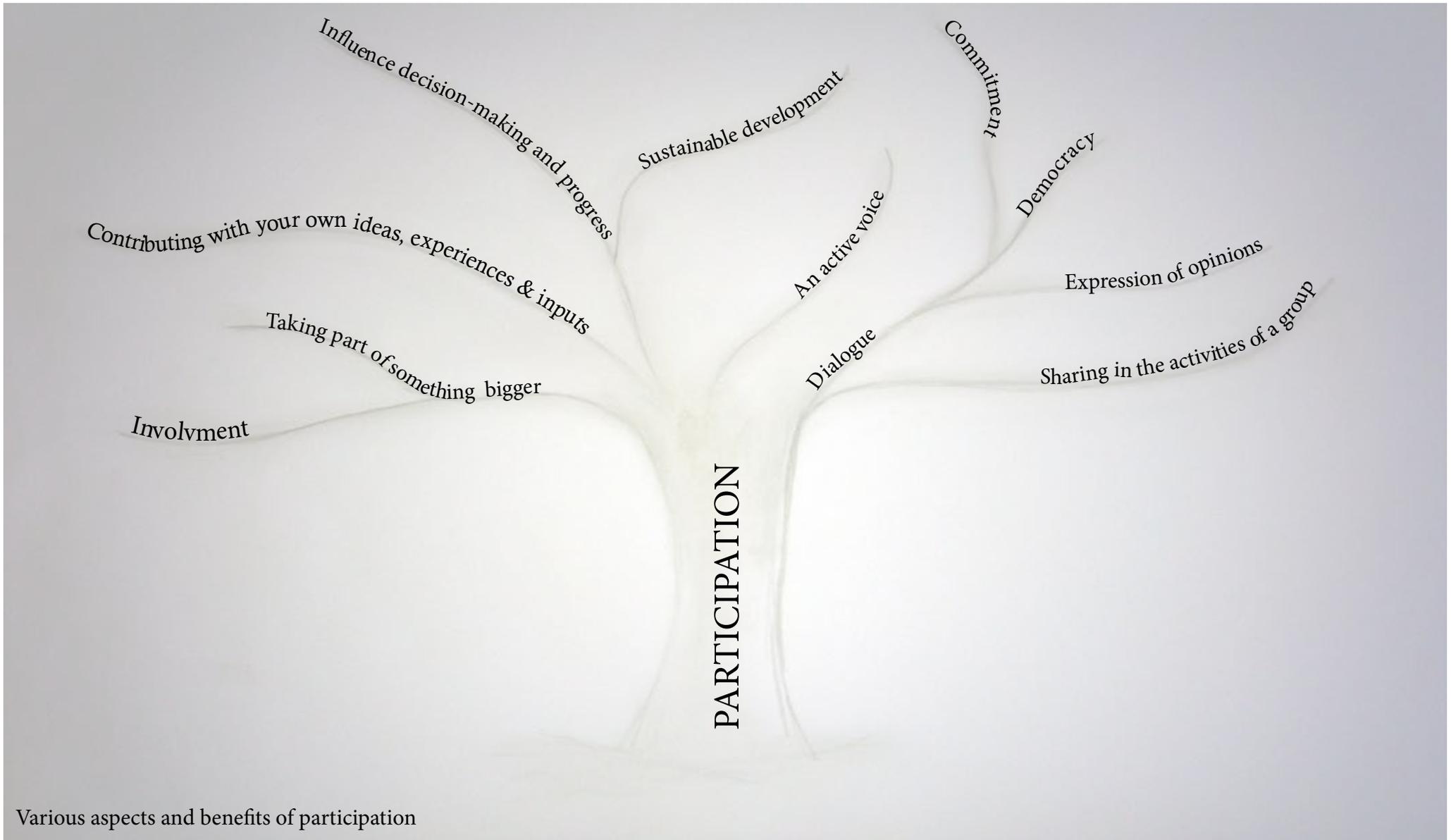
Folke et al. (2002) describes that the goal of sustainable development is the creation and maintenance of healthy ecological,

social and economic systems, and that these systems are interconnected. The draft budget 2013 for the City of Gothenburg also stresses that a society should be governed by the three interdependent sustainability dimensions explaining that economic growth is not worth much if it simultaneously destroys our environment and changes the climate or if it creates greater social divisions in society. Sustainability also means that we take a long-term responsibility, where all people are involved in creating the future, not just a few. This is why participation is important. Everyone should have the opportunity to influence regardless of social class, race, ethnicity, gender or age. People should be able to express their opinions and have their views respected.

### **Why participation?**

In the aim of improving the social, environmental and economical conditions of a community, citizen participation is a key point in the planning process. Communicative planning is the key to a successful and sustainable urban future. (UN Habitat, 2006).

According to Cantor & Sanderson (1999) citizen participation enhances the quality of life of its members since general



Various aspects and benefits of participation

---

The children of the world have their own laws; UN Convention on the Rights of the Child. They give the world's children (people under 18) protection of their human rights. There are particularly two articles that are significant in community planning.

#### Article 3: Best interests of the child

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

#### Article 12: The child's opinion

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

participation can function as a buffer to stress and contribute to social cohesion and to both individual and collective well-being. Commitment in achieving personally relevant aims strengthens self-efficacy which accordingly creates psychological empowerment. Keyes (1998) also stresses the importance of participation, meaning it can increase social well-being by reinforcing the perception of individuals and groups as socially integrated and accepted and by strengthening their belief in being beneficial to themselves and society.

#### **Child and youth participation**

The UN Convention on the Rights of the Child, UNCRC, requires that children's situation, needs and interests must be taken into consideration in all decisions concerning them. (UNICEF Sverige, 2008).

Article 12 deals with giving children the opportunity to express their views and influence their own situation. It is the child's absolute right to be heard. The child's age and maturity, for example, has no bearing on whether to listen to the child or not, as soon as the child can express an idea, it should be given space to do so. Age and maturity must however be taken into consideration in decision-making processes. (Barnombudsmannen 2000).

The perspective of children is central to achieve sustainable development. When speaking of long-term goals the rights and needs of children, young people and future generations must be taken into account. These are important foundations of sustainable development and in physical planning. Furthermore Barnombudsmannen stress that democratic decision making built on participation must include children and young people who often are affected when the physical and social environment is being planned and changed. From a democratic perspective, the society should include everyone. In my architectural educational projects the forms of influence have been adapted so that children can and want to participate in different ways.

Articles 3 and 12 in the UNCRC are the two fundamental provisions on children's rights applied in all situations involving children. Based on these, plan- och bygglagen, PBL, the Swedish planning and building act contains rules for children's influence in the planning process. PBL claims that children should have equal right to express their views concerning changes in their physical environment. This applies to issues concerning spatial planning, such as urban planning, housing and transport planning

which more indirectly have an impact on the lives of children. Former planning director in the provincial government, Dick Hedman, claims that to reach a society with a focus on children's best interest they must be given the opportunity to influence the planning process and their perspectives and views should be incorporated in the planning of the physical environment. (Hedman, 2009)

Agenda 21 also stress the importance of children's active participation in decision making. It recommends the government to seek to establish a dialogue between children and youth groups and various decision-making actors. They should also create methods that give young people access to information and the opportunity to give feedback on matters affecting them and their lives. (UNEP, 2012)

Children and young people have valuable knowledge about their local environment and their situation, something which is rarely utilized in planning. Most participants in the planning process are adults. "Children and young people's interest in community planning can only be realized if they are actively invited and given the opportunity to practice their obvious democratic and civil rights in planning.

Such influence would mean that community planning is given valuable skills that make the end result better. " (Boverket, 2000, p. 16) Children and young people are the future and their perspective is important and an asset in decision making processes. The empowerment of young people is desirable to be able to take care of their ideas and views, particularly on issues that concern them most. Since children and young people generally have few opportunity to influence both society and their own lives, Gothenburg has great ambitions to be a city for children and young people. (Andreasson, K., Hulthén, A. & Pilhem, M. 2013). In the Draft Budget for the City of Gothenburg 2013 a major priority is that children and young people in Gothenburg are given greater opportunities to influence matters affecting them. The city plans to ensure children and youth participation in urban planning. This is one of the reasons why I along with the Cultural Administration work to include children in developing ideas around their local environment and get to influence. Another reason is that the importance of influence and impact is emphasized at an early age. The curriculum for preschool, Lpfö 98 stresses that shaping the environment and planning pedagogical activities should be based on the children's

Agenda 21 was adopted in 1992, containing 40 chapters setting out the objectives to be achieved, the necessary measures and provide guidance for implementation to achieve a sustainable development in all its dimensions. In the 21st century. Chapter 25 deals with children and young people's role in sustainable development.

"It is imperative that youth from all parts of the world participate actively in all relevant levels of decision-making processes because it affects their lives today and has implications for their futures. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account." (UNEP 2012, Chapter 25 § 2)



At Kannebäck school the children are sketching on their proposals for the design of Kastanjälléparken.



The eight rungs of the *Ladder of Citizen Participation*, (Arnstein, 1969).

English translation:

I participate  
 you participate  
 he participates  
 we participate  
 you participate  
they profit

(Source: French student poster, AIP Journal, July 1969)



expressed needs and interests. Preschools lay the foundation for the children to understand what democracy is. According to Lpfö98 preschools strive to ensure that children develop their ability to express their thoughts and opinions and thus have the opportunity to influence their situation. The aim is for the children to develop the ability to understand and to act according to democratic principles through participation in various forms of collaboration and decision making. Even in the Curriculum for primary schools, preschool classes and after-school 2011, Lgr11, there is a great emphasis on children taking part in democratic principles, to influence, take responsibility and be involved in matters that concern them and their environment. One of the guidelines in Lgr11 is that all workers in schools should promote students' ability and willingness to take responsibility and influence over the social, cultural and physical school environment. Thus my project can be said to promote these important aspects during the participatory process. It will give the preschool and school children tools to be able to practice participation, influence, responsibility, cooperation and working with democratic values.

### Participatory models

Participation can be defined in many different ways. There are many different methods of engaging citizens in the municipal work. Instead of trying to formulate a universal definition, one can discuss the different types of participation.

To understand the meaning of children's participation and empowerment, theoretical models can be helpful. Throughout the years different participatory models have been developed. Sherry Arnstein and Roger Hart have both developed two models for participation. The different steps of Arnstein's and Hart's participatory models are the background to Harry Shier's model, developed in 2001, which has been the basis for the participatory process in the architectural educational projects that will be described later in this report.

Sherry Arnstein published in 1969 her "Ladder of Citizen Participation", with its eight rungs, a form of scale for the power of citizens through their participation. The first steps of Arnstein's ladder are non-participation. These are not intended to allow citizens to have any real influence, but that those in power will argue that there is a democratic climate. Arnstein argues that

the methods means that the system informs and consults the people are symbolic actions to avoid conflicts and uprisings. Top of the ladder is partnership, delegated power and citizen control. This is the actual citizen's power and gives a great influence for the residents (Arnstein, 1969).

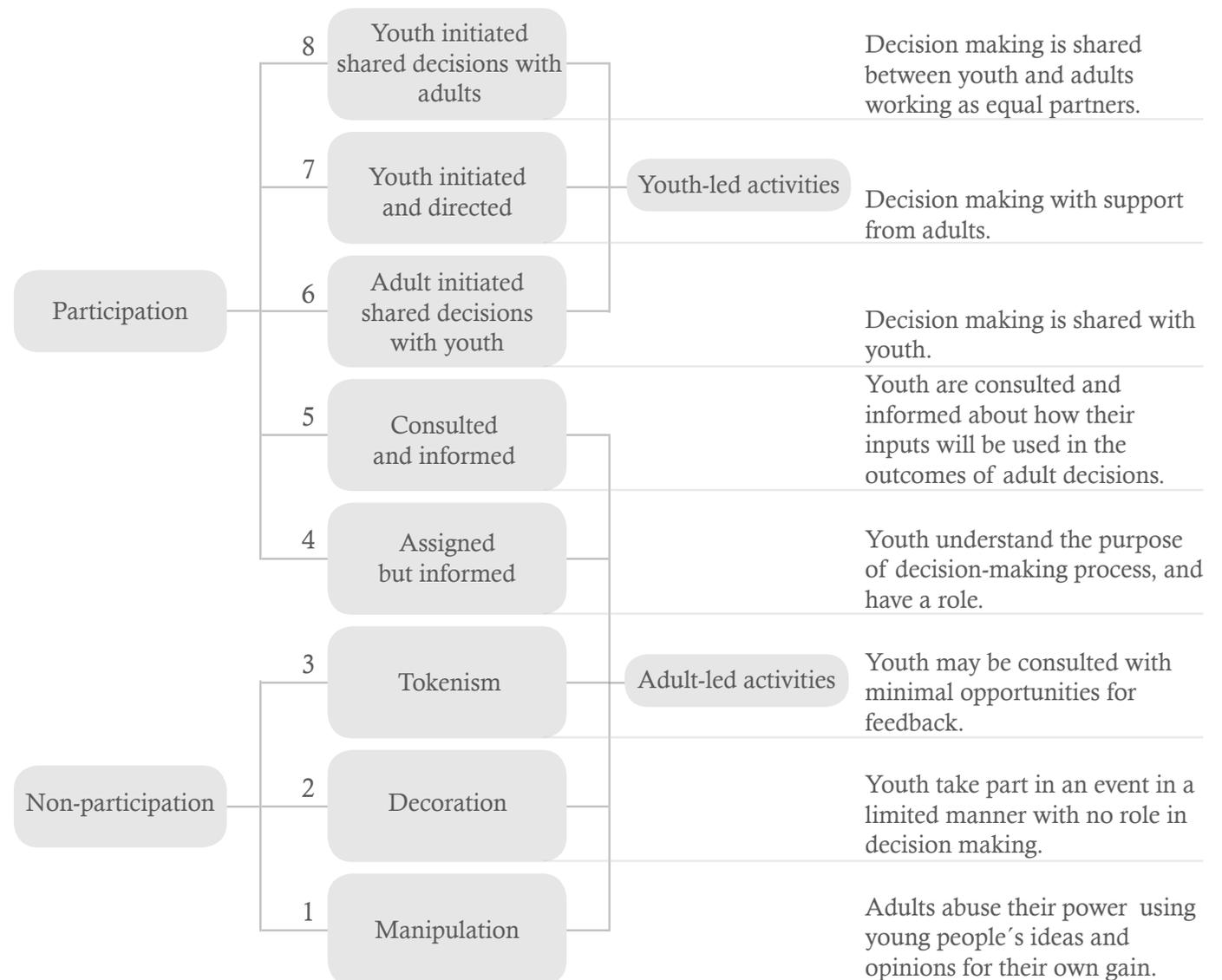
Psychologist Roger Hart developed his participation ladder in 1992 based on Sherry Arnstein's model for the analysis of different levels of citizen participation in planning processes. Each step in the model indicates a certain degree of participation or non-participation. (Hart, 1992)

Hart has set four criteria that all must be met for an efficient participation:

- The child is given the opportunity to express their views during the process.
- The child is informed about the process and their role in it.
- The child should have a meaningful role in the process.
- The child participates voluntarily in the process.

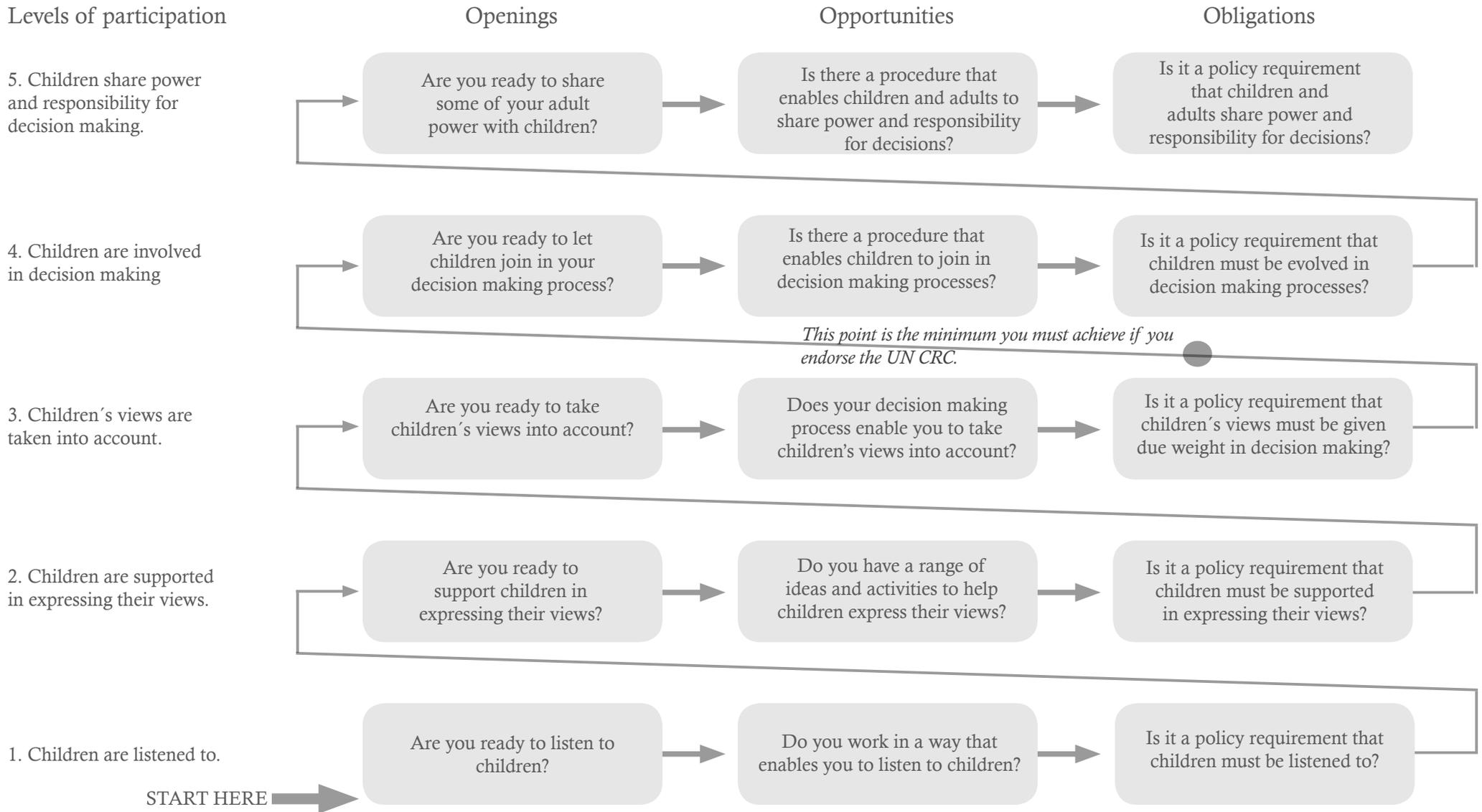
(Mattsson, 2008)

The non-participation rungs of Hart's ladder of participation are not included in Shier's model which consists of five levels of participation:



The eight rungs of the *Ladder of Participation*. (Hart, 1992).

Levels of participation



Pathway to Participation. (Shier, 2001).

1. Children can express themselves and be listened to by responsible adults.
2. The children are given the opportunity to express themselves openly through the support and positive reinforcement from the adults. There are many reasons to why children do not express their views. It could be shyness or bad experiences.
3. Children's views are considered in the planning of change and development, but it is not certain that the adults share the views of the children. It is important to give the child feedback and explain how and why a particular decision was made. This is especially important when decisions are made that are not in accordance with the views and wishes expressed by the child.
4. Adults invite children and takes the step from consultation to active participation in decision-making. Children are involved in the entire process of planning and decision making. Here they ask adults what the child likes and takes it into account. Children power to influence decisions may be limited.
5. Children and adults share power and responsibilities effectively when decisions are made, which often means that adults must relinquish some of their power. (Shier, 2001)

In this thesis children's perspectives will be integrated in an architectural working process through a participatory process, an approach where the children are actively involved throughout the process. The Pathway to Participation will function as a guideline throughout the process. A participatory process is a way to create an environment which is more responsive and appropriate to the needs of the children. It includes several levels. The children are initially given clear information about the time plan, purpose and the methods used in the participatory process. They later participate in exploring their local environment and also defining its strengths and weaknesses by being given the opportunity to express their views and opinions. This progresses into focusing on ideas for improvement and solutions. The children will have an important role in the process and their views must be taken into account. Throughout the process, they help evaluate and give feedback on proposed solutions in order to influence the decision making processes.



Children at Smaragdatan 28B expressing their opinions about the architectural competition program. Photo: Laila Abdulle

# Architectural education

## The Gothenburg Model

---

“The architectural advisor’s big mission is to ensure that children and young people will meet architecture, regardless of age, disability or ethnicity. All children and young people should be given the same opportunities.

We who live in a place, we have to be involved in deciding how our environment should look. Architecture is therefor also about influence and democracy issues, to learn how a society is structured to be able to find out how to make a difference. This is done through dialogue with children and young people in development processes. Here the role of an architectural educator is implemented. There is a way to work with architecture in preschools and schools and where you can work practically in architectural educational projects.”

- Mania Teimouri (Architecture advisor,  
Kultur i Väst)

### **What is architectural education and why is it important for architects to work with architectural education?**

In the book *Barns rätt till staden* (English: *Children’s right to the city*) architectural education is described as a democratic method to give children and young people influence over their local environment. It is an approach that helps children and young people to interpret their impressions and experiences of being in an urban space. (Svennberg & Teimouri, 2010). Through different methods and workshops the children and young people are engaged and involved in urban planning and in concrete changes of their local environment, spaces that they use in their everyday life. (Åkerblom, 2010).

### **What is an architectural educator and what is their role in Gothenburg?**

Architectural educators in a Gothenburg context are a group with different backgrounds and professions who “work with democracy and participation based on the idea that we all have a right to be included, to understand, to influence when our world is changing.” (Mie Svennberg, Svennberg & Teimouri red. 2010, p. 23). They work through architecture, their area of expertise.

The Cultural Administration of the city of Gothenburg hired Sweden’s first architectural advisor, in 2002, for children and young people, Mie Svennberg. Svennberg explains that the mission of an architectural educator has two parts. One is about inspiring about working with architecture in pre-schools and schools, so that children and young people will learn about architecture. The second is that children and young people are given the opportunity to influence their physical environment. She also states that it is a question of democracy, everyone should be able to influence their environment. In order to do that it is important for the architecture advisor to build collaborations between different administrations in the town, lobbying and networking. (Svennberg, 01-03-2013).

The post of an architectural advisor is nowadays shared by the Cultural Administration of the city of Gothenburg and Västra Götaland region, Kultur i Väst. According to architectural advisor, at Kultur i Väst, Mania Teimouri an architectural educator has both an interest and expertise in communicating what architecture is, especially to children and young people. During a network meeting for architectural educators in Gothenburg it seemed as if

that they are working to raise awareness of architecture because it deepens the understanding of how society works. The starting point for the work of an architectural educator is FN.s convention on children's rights, but also children's own perspectives and experiences and learning.

One way to work with architectural pedagogy is through an architectural educational project which extends over at least three occasions and offers the opportunity to work with in-depth architecture. The projects carried out within the framework of this thesis include four to seven architectural workshops each. The project is managed by an architectural educator who meets the children in their own environment and works along with the staff of the preschool or school. An architectural educational project often includes methods where the children are involved in bringing forward proposals for changes in the physical environment.

The architect and the teachers have their tools and the children have experience of how they use their environment. (Västra Götalandsregionen, 2010)

### **Why have I chosen to work with architectural education?**

Children possess unique knowledge about

architecture and their environment which should be considered in decision making processes. This knowledge comes from previous experiences and impressions. It is my mission as an architectural educator to inspire and empower children with the tools to participate in discussions regarding the built environment. This would require a common language. Some of the tools used by architectural educators during the planning process are dialogue and participation to bring up children and young people's knowledge and experiences about their local environment. Architecture expands the language and more children have the opportunity to be heard when they can communicate and create ideas in both text, picture and model. The goal is to better understand children's own perspective on their environment and encourage their vision and suggestions for change. Children's valuable knowledge about their environment is important when planning the built environment. These can be applied in the design process to create a change with better results.

Ann Hatteböl, who is the head of the Cultural Administration of the city of Gothenburg, explains that everyone has opinions about their local environment,

A major reason for the school to work with architectural education (AE) is that it can support the children's knowledge, such as regarding their creativity, but also e.g. technology, aesthetics, social sciences, really almost any topic depending on the set-up looks. Moreover, it can serve to provide inspiration for further development of knowledge, and it can be a good break in another teaching when a new person comes in and conducts exercises. In line with that it can of course serve as a means of strengthening group processes and more.

I am also interested in the question of participation in society and where I think AE can be a way to provide knowledge of how community development is and how to get in and influence the processes. Allowing children to participate in design processes can serve many different purposes. In addition to the above, it can also be about creating better design by getting into children's prior knowledge and creativity.

Furthermore, it can be a way to weave in a deeper sense and "ownership" of the design, which eg can create identity, increase use and accountability, and more.

It may also alter the children's belief in themselves as co-creators in building the society which can be seen as an essential democratic purpose.

- Pål Castell (Landscape architect, doctorate at Chalmers Architecture)

“Important characteristics to have as a teacher is clarity, responsive, good treatment and a good attitude towards children and adults and also to conduct educational work based on curriculum. At the preschool we continually work with influence and democracy issues. The children are allowed to participate to the extent they can understand. We have discussions during different situations and make them aware of democracy.”

- Eva Danielsson (Pre school teacher, Smaragdgatean 29B)



Children exploring their local environment through model building.

but that only a few believe they are able to influence or to speak up on these issues. Everyone needs more knowledge about how decisions are made and how they can be affected. Thereby architectural educators also have the task to provide knowledge on how to participate and influence changes in one's local environment. By working with architecture at an early age in preschools and schools with a democratic and creative approach, opportunities arise to inspire children and young people to discover architecture and give them the right tools to interpret it. This approach gives the youth an opportunity to eventually participate in discussions concerning their local environment. (Västra Götalandsregionen, 2010). If children and young people participate in the change process it strengthens their beliefs that it is possible to influence. At the same time it has been shown that they take greater responsibility for the environment that they themselves helped and influenced. (Svennberg & Teimouri red. 2010). This leads to a more sustainable environment.

### **Where is architectural education being used?**

Throughout the years, architecture pedagogy has gotten more and more attention, with a

larger interest in the subject on both national and international levels. Below are some examples in which architecture pedagogy plays an important role:

- *ARKiS, Architecture in Schools*: a professional network, within Swedish Association of Architects, working to raise awareness about the built environment, architecture and the importance of public space. ARKiS aims primarily at schools and the teachers where they put emphasis on architecture and the built environment to be used as a learning tool and source of knowledge.
- *REBUS - The journey to a better school environment*: an EU-project that shows guidelines for how children, young people, school staff, architects, managers and entrepreneurs together can create better and more pleasant school and preschool environments. It is stressed that children's participation and influence are the key words for improvement and change in children's environments. It is also emphasized that as an architectural educator, it is important to understand the children's own perspectives on their environment and encourage their suggestions for change.
- *Movium Center for the city's public space* working with the city's outdoor

environment as a resource for creating attractive and sustainable cities.

- *Arkus Foundation*: an independent forum focused on research and development in architecture and urban Planning.
- *Center for Place and Learning*: An interactive forum for researchers and practitioners interested in the connections between the meaning of a place and learning.
- *Playce*: an international association for architecture education where young people are involved in activities related to architecture, the built environment and public space.
- *UIA Built Environment Education Network*: a portal for the international exchange of information and experience about architecture. The overall objective concerning architecture and children is to help children and young people to understand architectural design and the process by which the environment is shaped so that they, as adult citizens will be able to participate effectively in the creation of high quality architecture.

### **Different aspects of the role of an architectural educator**

As an architectural educator, there are many aspects that have a significant and direct

impact on their professional role, some of which overlap. Below they are described briefly.

#### *Equality*

All children and young people should be treated fairly and equally and be given equal opportunities to have their voices heard. No one should be discriminated against regardless of his or her parents or legal guardian's race, disability, color, sex, language, religion or political opinion (UNICEF Sverige, 2008, Article 2).

#### *Participation*

Participation describes a persons commitment and ability to be active and interact, both verbal and non-verbal, in a group. With participation, the children feel that the collaboration works well, that all contribute to the group work, that all are heard and listen to by each other. It is important that the focus group, the children, learn about the process of change going on in their environment. Participation and influence in the work also creates mutual understanding and a sense of belonging.

#### *Communication*

Dysthe (1996) describes that learning processes are social, meaning that people

As an architectural educator it is important to be open to improvise. It is important to understand that it is not easy to keep it at an easy level. Architecture is so complex. Where do you start? How do you start talking about architecture? Everything that is built all around us is architecture. It can sometimes be difficult to explain to others. One must be prepared to not have all the answers. You can come across things that you can not answer, then you have to investigate it together with the children.

- Mania Teimouri (Architecture advisor,  
Kultur i Väst)

As an architectural educator, it is important to have a good working relationship with the teachers and understand that you only have part of the pedagogical role. You have the role of architecture educator but it is she who knows the children best. It is thereby also an adult cooperation.

One must also to be prepared not to design when you are there and not view the children's work through your own taste. There and then you must focus on the children's processes. If you start to design it is very difficult not to control their work. Distinguish between the role of an architecture and an architectural educator!

- Lisa Bomble (Tech. Lic, PhD  
Chalmers Architecture  
Citizen participation and community)

*A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.*

- Lao Tzu



Architectural educator Ylva Eckersjö working with a group at Smaragdkatan 29B preschool.

possesses different skills. To gain an understanding of the big picture, it is necessary to communicate with each other. Conversations and discussions are part of the learning process. Communication should be free, open, fair and without restrictions. The foundation of good communication is to get your message across, have dialogue instead of arguments and an active listening.

#### *Facilitator*

In an architectural educational project the architectural educator facilitates and leads herself, others and a design process. Basic elements of being an effective facilitator are taking initiative, being responsive, dedicated, inspiring and being able to give constructive criticism. (Blake & McCanse, 1991). When we feel safe, we dare to be both courageous and effective. The facilitator should therefore support and inspire children in a way so that they have confidence and trust in her. A way to do so is by being a good listener which means that you must listen, process, consider, reflect and save what you hear. A facilitator should have social skills, thus being able to communicate, explain and be clear about the tasks and the purpose of an assignment and also understand the needs of others. It is also important to be a good coordinator.

Self-confidence in a facilitator is necessary in order to cope with the challenges that arise. A confident facilitator can challenge and lead both themselves and others in a thoughtful and balanced way. A confident facilitator also deals with conflicts constructively, and instead of seeing them as problems, they turn them into opportunities to develop both them and their surroundings.

A facilitator must be open-minded, objective, fair and give everyone the chance to express themselves. Finally a facilitator should be friendly and able to create a good atmosphere (de Klerk, 1990).

#### *Democracy*

According to Lpfö 98 and Lgr11 preschools and schools rest on a democratic basis with activities designed in line with fundamental democratic values that the Swedish society is based on. Everyone who work in preschools and schools will promote respect for every person's self-worth and respect for our shared environment.

#### *Group work and interaction*

"A group consists of two or more persons who mutually influence each other and are mutually dependent on each other to get their needs met and achieve their goals".

(Stensaasen & Sletta, 1997, p 26).

According to Lgr 11 cooperation in groups, and interaction with other children, contribute to a versatile personal development and increased learning. The advantages of group work include widening your knowledge of different point of views and connecting with others. Students learn to become more active, creative, and responsible individuals. A large part of our society is made up of various forms of cooperation between people and groups. Cooperation therefore needs to be practiced and incorporated into the education.

#### *Feedback*

Children can pass on their knowledge, thoughts and experiences to the architectural educator through speech, images, paintings, model or other forms. The educator should communicate back to the children and reconnect the communication that she has had with the them so that they can see their own thoughts and ideas again and can continue work on them in their continued thinking. Feedback is an important part of the project. This demonstrates the architectural educator's role as a communicator who listens and then reconnects the children's thoughts to them so that they can reflect upon their own learning

(Lenz Taguchi, 1997).

The feedback has a large impact on how children feel that their participation is important and that their work, thoughts and ideas are being heard and considered in a project. By giving immediate feedback the children can feel that you understand them and by giving them feedback after the process the children can view their influence.

The different aspects mentioned above must be taken into consideration when working as an architectural educator in an architectural educational project, in the aim of having a satisfying process.

“When I compile and evaluate a workshop I try to as much as I can show as much as possible in the results.

It may for instans come up that the children want an aircraft in the school yard. I can not remove that. It's not up to me to decide. The children have expressed this. It is then important to ask the children to explain what they mean and why they want it.

You can not save every expressed idea in the proposal, but you have to explain to the children why certain ideas have been removed. It is very important to reconnect it, to tell the children if an idea is unrealistic or why it was not possible to be built.”

- Mania Teimouri (Architecture advisor,  
Kultur i Väst)



Together, the group sets up the net in the volleyball court in their model at Kannebäck school.

# I det gröna

## Project based on the REBUS-model



The children of Smaragdgtan 28B preschool enjoy walking around in their outdoor environment and finding all the treasures during their treasure hunt.

As a way to gain information about what was happening in architecture education I was, during this spring, able to attend a meeting with the project team of “I det gröna” (English: In the green).

It was through interviews with architectural advisors Teimouri and Svennberg that I was informed about this project where preschools are working with outdoor environments based on the REBUS model, striving to create efficient preschool playgrounds. The project aims for the preschool yard to be seen as an educational environment, and for the children to have the possibility to influence their preschool environment. The main focus is on the children.

REBUS defines influence as children having the right to express their opinions on all relevant issues and adults should listen.

“This means:

- Children’s views should be taken seriously.
- Children should be involved in determining when adults suggests something.
- Children will receive support from adults when they take their own initiatives.
- Adults should be involved in determining when children suggest something.
- Adults should give children feedback”

(Göteborg Stad Lokalförvaltningen, 2012, p.23)

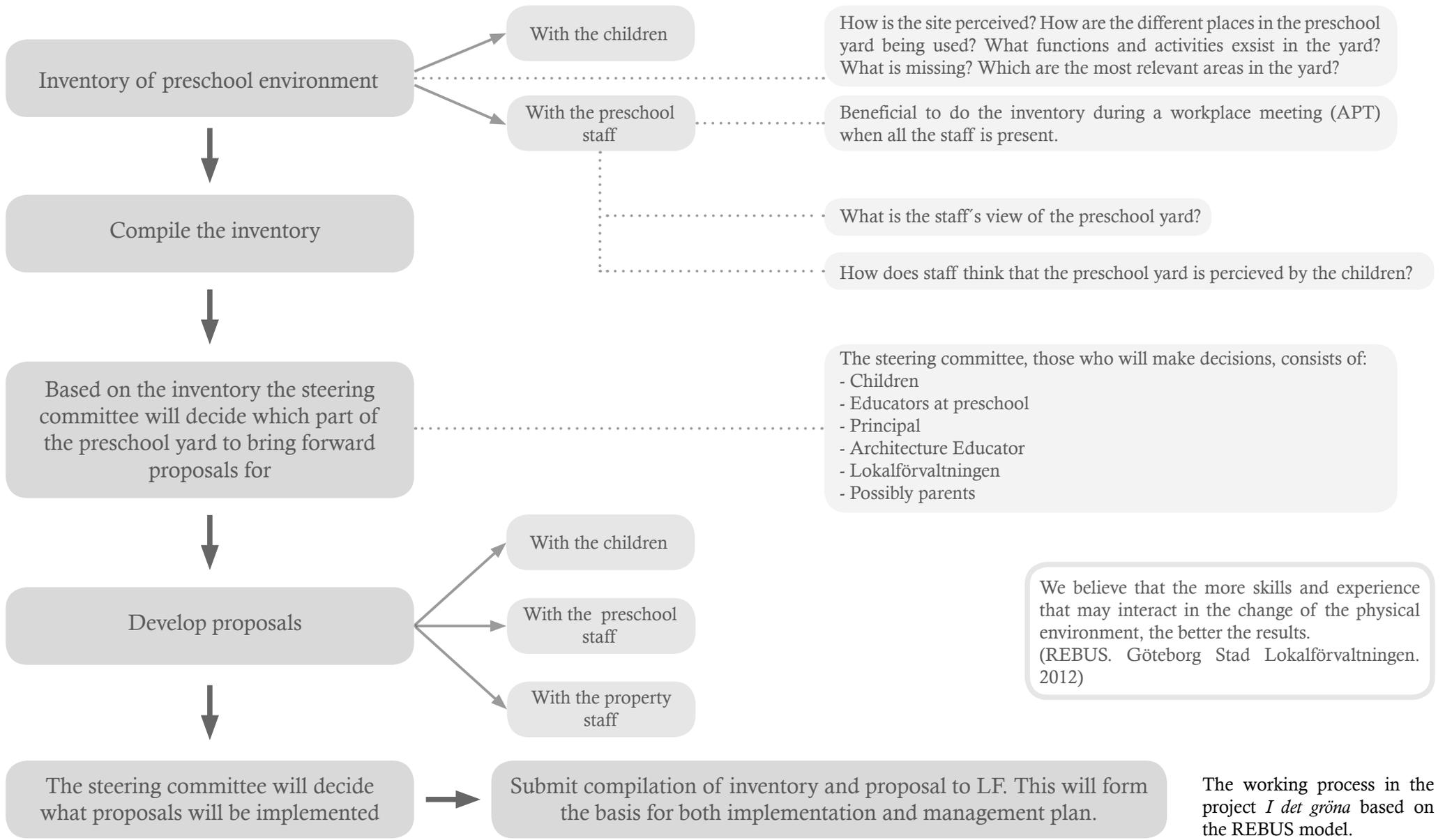
The meeting was attended by architectural advisors and architectural educators who are included in the project.

The project includes a total of five architectural educational projects in five preschools in five different neighborhoods in Gothenburg.

The architectural educators will work along with the children and staff at the preschool in obtaining the preschool’s, children’s and staff’s views and needs for the playground, and bring forth their suggestions for change.

The goal is to prepare a basis for implementation and management plans for the playground. Lokalförvaltningen, LF, one of Sweden’s largest managers of public buildings, are the clients.

The diagram on the next page was presented by the architectural advisors during the meeting. It is intended to act like a guide line for the architectural educators working with the REBUS-model.



# Outdoor education

## School's perspective

---

Outdoor education is an approach aimed at learning the interplay between experience and reflection based on concrete experiences in authentic situations.

Outdoor education is an interdisciplinary research and education area including:

- that the learning rooms are moved out to the society, the natural and cultural landscapes
- the the interplay between sensory experience and book learning is emphasizes
- the site's importance for learning are highlighted (Liu, 2012)

Research shows that outdoor education has positive effects on both learning and health. It can:

- put knowledge into context
- arouse curiosity and motivation
- improve the health, both physical and mental
- increase the physical activity level
- improve memory and concentration
- reduce stress
- enhance social skills
- improve mood
- increase self-awareness and self-esteem

(Ekvall, 2012)

Architecture pedagogy is a form of cooperation between the preschool/school and architecture, which can be found in both indoor and outdoor environments. (Bomble, 18-02-2013). "Architecture can not be taught in front of a blackboard. Architecture has to be experienced to be understood." (Teimouri, 12-02-2013).

Therefore, both outdoor and indoor environments have been used during the architectural educational projects later described in the report.

Teachers must have the courage to leave the traditional text-based education in a classroom with four walls and work with outdoor environment for the children to relate their education to everyday life and the reality that surrounds us and thus make the topic easier to understand (Molander et al, 2006).

By working with concrete and realistic examples children see a meaning in their work. This can lead to an increase in children's interest and understanding of the topic (Skolverket, 2011).

Emanuelsson et al (1996) also believes that children receive better learning by taking in the outside world and experience and explore the surroundings. Their view is consistent with Vygotsky and Piaget's theories of

learning.

Lev Vygotsky (1896 - 1934) believed that children learn by being active. Their learning develops in social interaction and in interaction with the outside world, something which also is emphasized by Piaget. Piaget stresses that knowledge is achieved through actions, experiment, experiences and social interaction since it is easier to absorb knowledge and to consolidate it through multiple senses. Piaget has once expressed it as. "The hand is the extended tool of the brain" (Malmer, 2002). Both Piaget and Vygotsky emphasizes interaction with the outside world as important for knowledge.

Öhman (2011) describes outdoor education as adventure education where various forms of physical and mental challenges are created in natural environments. It is a method used to strengthen group solidarity and self-esteem.

Outdoor educator Helen Ekvall explained in an interview that children should be free to move, play and learn and make use of all their senses. (Ekvall, 01-03-2013). When teaching is reality based it increases the bodily participation. When children get to touch, feel, and act in the physical environment it increases authenticity. The

knowledge formation during the education is thereby based on more senses. It is therefore important to develop other places of learning, such as the park, playground or school yard where children can experience more cultural and ecological diversity. (Dahlgren & Szczpanski, 2004).

Outdoor education is a good approach for the acquisition of knowledge that can be applied to all school subjects. It should not replace indoor education but it should be a supplement available for everyone. In Ekvall's research review on health effects of outdoor education, she explains that Comenius, Linnaeus, Key and Dewey were right. Today's research support that children learn better outdoors with hands-on experiences. Studies show that their ability to concentrate increase in a green environment. (Ekvall, 2012). Movement and outdoor activities also have a positive impact on our health and wellbeing. Being outdoor too little creates fatigue, irritability and difficulty concentrating. (Castell 2002). Integrating the hand, head and heart in the learning process and learning through the body and use all five senses thereby contribute to an increased level of alertness. (Dahlgren & Szczpanski, 2004).

Hedberg (2004) believes that studies in the outdoor environment should be seen as a pedagogical method that creates new opportunities to develop the group and the individuals in a holistic perspective.



The children we engaged and creative when building their models outdoors in their preschool yard at Smaragd gatan 29B preschool.

Architecture is about buildings, the city, a location, materials, design and function. How are these things connected? Architecture can not be taught in front of a blackboard. Architecture has to be experienced to be understood. Unsought it touches on why it looks the way it does? There is someone who has planned it, but why? Who decides? Can I make a difference?

- Mania Teimouri (Architecture advisor, Kultur i Väst)

“When children are outdoors, they make use of all their senses and their body. There are children who are unable to sit inside a classroom and have difficulties with concentration. When they come out, they work more with their whole body. The activities help calm them down. There are very many positive aspects with outdoor education. Therefore, I have always said that I think you should have two classrooms, one indoor and one outdoor, to accommodate all the children. The children who feel bad indoor feel good outdoors and vice versa.”

- Anette Wigeborn-Bergström  
(Nature educator, Park and Nature Management)

# The architectural educational projects

*“Tell me, I’ll forget. Show me, I may remember. But involve me and I’ll understand.”*

- Chinese Proverb

# The architectural educational projects

---

Due to urban renewal plans for Opalorget in Tynnered a project team was assigned to bring forward children's thoughts and opinions about the expansion of Opalorget with surrounding areas. In this project team I helped arrange architectural educational projects where I worked with children's participation through architecture pedagogy. Through a series of architectural workshops I could implement my role as an architectural educator where I worked within my area of expertise - Architecture. Dialogue and cooperation with teachers was an important part of the process.

The preschools involved in the project were Smaragdgatan 28B preschool, Smaragdgatan 29B preschool and Opalgatan preschool, all in close connection to Kastanjälléparken. Project team member and architectural educator Ylva Eckersjö was assigned to manage two architectural educational projects at Smaragdgatan 29B preschool and Opalgatan preschool. I was given the role of an observer and documenter during her workshops. I was assigned to manage an architectural project of my own at Smaragdgatan 28B preschool. The architectural educational projects on the preschools were performed parallel to each other. They included workshops

promoting participation which is the core of architectural education. The aim was to use a variety of tools and methods in the process of social inclusion and children's participation.

The design of the architectural educational projects were basically the same. The children initially made an inventory of the site and moved into a sketching phase where the idea development process was initiated. They continued by making a transition from sketching to building a model. They practiced working individually, in small groups and in whole class, to develop their ideas and proposals for the park.

During my work process, I realized that it would be beneficial to also include children of a different age group to receive different perspectives. I then reached out to Kannebäck School which is a primary and middle school close to Kastanjealléparken. When the teacher of the 5th and 6th graders showed interest to participate, I initiated an architectural educational project where the children could express their views and opinions about the park and participate in a design process.

The architectural educational project that I did with the children at Kannebäck school started after the projects at the preschools.

Despite the fact that the projects' structures were similar, they had many differences when the projects were concluded. Throughout the process the design of the workshops were transformed and updated to be better adapted to the specific group of children. The changes that had to be made were partly due to the certain circumstances and conditions of the preschool or school. It was also due to obstacles or resistance that I encountered during the process and experiences and impressions gathered from observations from the previous workshops. I aimed for a process enriching for all participants. The workshops strove to get children to explore their environment, both in how it looks today and how it might look in the future.

The designed participatory process at Smaragdgatan 28B preschool included seven workshops where 9 children worked together. At Kannebäck school 27 students participated in four workshops. Each workshop had three phases; *preparation* before the workshop, *implementation* during the workshop and an *evaluation* after the workshop.

The workshops included methods that provided opportunities for children to discuss

---

their local environment and discover, create, develop and then present their thoughts and ideas about Kastanjealléparken.

Each new session with the children began with a resumé of the previous session to remind them of the work they had done, their thoughts and ideas. The re-communication of their work help develop their ideas further in the current workshop. Also we had a reflective moment where the children could tell me and the rest of the group what they got out of the previous workshop.

Each workshop ended with a review where the workshop was summed up and the children got to give the thumbs up and thumbs down for what they thought of the workshops, a way to express their thoughts about what they liked the most and disliked the most with the workshop.

During all the workshops I documented the sites and the process through photography and audio recordings, which was later used to support the ongoing work. According to Helen Svenstam, landscape architect responsible for Kastanjeallén, it was important to be clear about that it takes a long time before they can see changes

in the park since it is a long-term process. It was also necessary to be clear with the participants that since this is a school project there is no opportunity to carry out the children's ideas and proposals for the park within this project but that their work will lay as a basis for discussion in future developments in the area.

The children were therefore able to participate in relatively free exercises, where they had the opportunity to vision their dream park and also gain insight into the architect's work process. Feedback of the work of the children during the participatory process was of great importance to emphasize the value of their opinions and their participation. The participants had the possibility to meet up at the end of the spring and see the outcome of the projects, in a common vernissage at Opaltorget during Tynnereds day.

Through these projects I could explore methods and tools used by an architectural educator in working with children and architecture, where the children were taught through both indoor and outdoor education. Also I was able to manage and lead a working process.

The following section of the report is a description of what we did during each workshop at Smaragdgatan 28B preschool respectively Kannebäck School.

*“Coming together is a beginning.  
Keeping together is progress.  
Working together is success.”*  
- Henry Ford

**The other members in my project team:**

*Eva Danielsson* Project leader, preschool teacher  
*Björn Dahlquist* Director of Smaragdgtatan preschool  
*Elisabeth Magnusson* Director of Opalgatan preschool  
*Lars Jonsson* Architecture consultant, Cultural Administration of the city of Gothenburg  
*Ylva Eckersjö* Architectural educator

**Smaragdgtatan 28B Preschool**

7 workshops + Vernissage  
9 children  
Department: Tigrarna (The tigers)  
Age: 5-6 years  
Preschool teachers participating in the project:  
Bolivar Larsson and Laila Abdulle

**Kannebäck school**

4 workshops + Verissage  
27 children  
5th & 6th graders  
Age: 11-13 years  
Teachers participating in the project:  
Petra Runby and Heléne Holmgren





Kastanjeallén viewed from Opalatorget (23.04.2013)

# Smaragdsgatan 28B preschool

## Workshop 1 - Introduction

### When:

06-02-2013

### Who:

4 children

2 preschool teachers

### Purpose:

- Get to know each other.
- Provide knowledge about architecture and examine the children's prior knowledge about the topic.
- Raise awareness of their physical environment and the future plans for their close environment (developed by the municipality of Gothenburg).
- Inform the children about my master thesis and the architectural educational project they will participate in.

### The assignment:

The children along with me will make a practical painting exercise where a colorful tree is shaped by our hand-prints.

### Implementation:

All the children were not at the preschool, but those who were present sat down in a circle. We began with me presenting myself, my education and the idea for my master thesis. To explain this it was important

to define the meaning of architecture, a completely new term for the children. I then had to be clear about why I was there and what we would do. Through an architectural educational project we would find out what they thought of their local environment, especially Kastanjealléparken and eventually we would develop a design proposal for the park. I explained that now they had the opportunity to participate and have an influence. I invited them to be involved in creating and deciding. I saw engagement and interest. They liked the idea!

When I showed the future plans for Opalorget on a map, all did not know what a map was. Ibrahim however said: -*"It is the earth"*.

After the children had presented themselves I introduced the assignment of the day and then the coloring began...





They discover that new colors appear when mixing two or more colors. Blue and red suddenly become purple.

**Results:**

When the tree had gotten enough leaves the children went and washed away the watercolor from their hands.

The painting was then hung up in the corridor at the preschool for everyone to see. The children were proud and the workshop got the thumbs up by all of them. *“It was fun to paint your hand, press and make a tree “* Adam said.

The hand-print assignment is an exercise that demonstrates teamwork and symbolizes the beginning of a participatory process in which they will take part.



The children were very satisfied with the final tree. They all found the task interesting and fun.

# Smaragdsgatan 28B preschool

## Workshop 2 - Inventory of the local environment

### When:

08-02-2013

### Who:

4 children

1 preschool teacher

### Purpose:

- The children will explore their area, get to know their close environment and express their views and opinions about the different parts of the area.
- The children will practice to read a map and follow a path.
- The children will practice teamwork.
- I will investigate how their close environment is designed and being used.

### The assignment:

The children make an inventory of their local environment through a treasure hunt with a treasure map with photographs of the different treasures in the area.

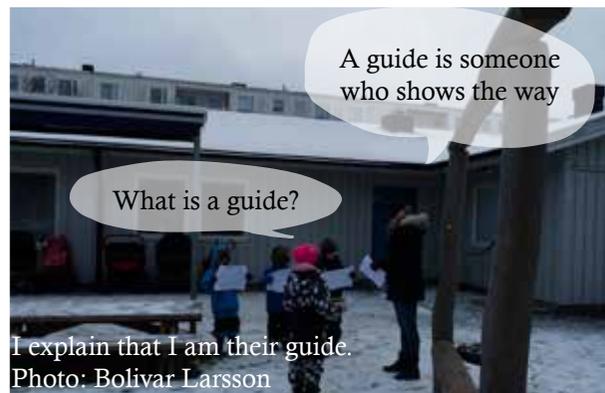
### Implementation:

To go on a treasure hunt we needed a treasure map. The children recognized the aerial map from the previous session, showing the preschool and its local environment. They now knew that *“the green is for grass and bushes”*, *“gray for roads”* and

that *“the buildings have roofs in different colors”*. All the children received a map. I explained that the path we were going to take was illustrated in red color and the images next to the map were the 12 treasures to be found. They treasures were located along the promenade in the area.



Since the projector is used in another group, we have the review of the previous workshops on the computer instead. Here I also introduce today's workshop.  
Photo: Bolivar Larsson



I explain that I am their guide.  
Photo: Bolivar Larsson



The children look at the map and compare the houses, look at the surroundings and the roads.  
Photo: Bolivar Larsson



Cooperation is everything when the treasures are to be found. Here Stewart and Ibrahim are trying to figure out which way to go.



FOUND! They know where the treasure is.



"Here is the next treasure" Adam says and points at the map



"Spin around and look! What do you see?" I ask at each stop.



Every now and then, we look at the map to know how far we have gone and where we are.



Treasure 9 is also a map. Here, we compare the map with our treasure map.



I found this treasure.. and this one too!

We were here and here and here and here and...

I live here!

We were here, and I was so tired ..



Now we go through the day's workshop  
Photo: Bolivar Larsson

## Results:

In the end of the workshop the children were tired and hungry. We had walked a long way and it was time for lunch.

When we met up after lunch we had an evaluation of the workshop. The children gathered around the treasure map and happily pointed out different spots on the map. They showed the path we had taken and talked about what we had seen. It was revealed that some of the places we visited were places they had not visited before, even though they were in close connection to their preschool and their homes. The children could now pinpoint their preschool on the map and where they all lived. They could also show what routes you could take to different places. The children showed an overall greater understanding of the map and a better overview of what there is in their close environment.

Finally, we hung up the map next to the

hand-print-tree so the children could tell the others at the preschool as well as their parents about where they had been and what they had seen.

## Evaluation of the workshop:

The primary goal of the treasure hunt was to let the children explore their environment and learn about their area. The architectural promenade provides good opportunities for that. The children walk in their own environment and take part in dialogue at various points. The inventory should include identification of where children play, where they do not play, where it is scary to be and so on. The children are asked about how they use their surroundings and about their experiences in different places.

Treasure hunt is a fun activity that many children find exciting. They have the opportunity to walk around in their area and discover places they have never seen

before. Treasure hunt involves both searching for treasures, collaboration and maps. It is a learning activity that help to achieve the goals of the preschool curriculum since the outdoor environment becomes a learning environment for the children. They work together, talk about new places and impressions, discovers their surroundings, work on their fine motor skills, walk and learn.

If you are working to increase children's intrinsic motivation and their desire to learn, the treasure hunt is a great tool.

One must keep in mind to prepare a map that is understandable for children and adapt the promenade to the children's age. Before the treasure hunt began I introduced a compass, but we did not use it during the walk since I realized that it confused the children too much. At first the children were



Images of the treasures

somewhat lost, which is understandable since it was a completely new task for them and they had never read a map before. I quickly realized that the compass would have led to more confusion with too many new tools at the same time.

Trying to find the path and follow it with me as their guide was enough for today's workshop. As a guide, my task was to show where to go, but also to explain and teach them how they could find the way themselves.

Getting started with the treasure hunt was relatively simple. Already after the second treasure I could hear: *"If we walk straight ahead, we can find treasure 3"*, *"Soon we will find the fifth treasure"*, and *"The treasure should be here somewhere"*.

We walked around and talked about the different treasures at every stop. We looked

for the treasures, found them and had a discussion about them, one thing at a time. Since children associate with so many different things it can be confusing to look around and have a discussion at the same time.

A problem that we encountered during the workshop was the length of the path. It was too long and some of the children were pretty tired by the end. According to preschool teacher Bolivar Larsson, children can not handle activities lasting longer than an hour. They become tired and lose interest. In order to keep the interests of the children, and also have more time for dialogue, it would have been better to have fewer treasures to find and a shorter path. The best thing about the workshop was that the children now remember and relate to each location they visited. Several of the children have also brought their parents to

the different places afterwards and shown and told them about their experiences. This indicates a greater knowledge and interest in their local environment.

In retrospect, I thought it could be a good idea to let the children work further on the maps to increase their knowledge about their local environment. The preschool teacher can manage this exercise where they get to make their own maps of their own local environment in order to "manifest their own place in the world" as Teimouri expresses it. (Svennberg & Teimouri red. 2010, p. 17)

Their maps can show how they get home from preschool, their walk from their homes to the square, to the playground where they usually play, to the bus stop or other places that they visit in their local area.



# Smaragdsgatan 28B preschool

## Workshop 3 - Inventory of Kastanjealléparken

### When:

19-02-2013, 9:30-11:00

### Who:

6 children

2 preschool teachers

### Purpose:

- The children can identify how Kastanjealléparken is being used.
- The children will explore the park and express their views and opinions about its

different parts.

- The children will get a greater understanding for maps.

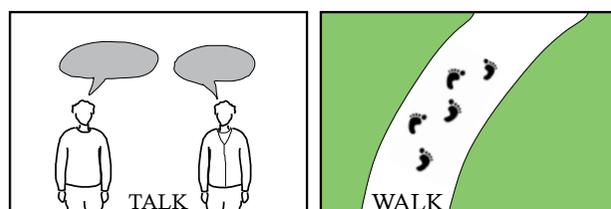
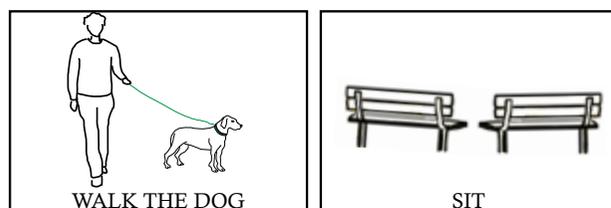
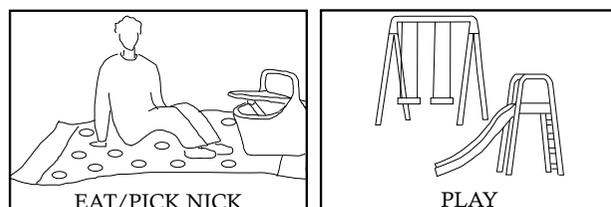
### The assignment:

The children make an inventory of the park, using flags for inventory. With the flags they will describe how each part is being used and what they think of Kastanjealléparken. The children choose between all the characters and place them where they think it matches the meaning of the symbols on the flag. We

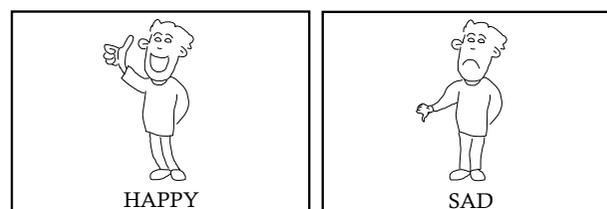
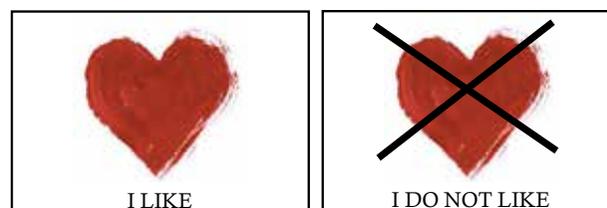
will later go through the park and collect all the flags. The children will then have the opportunity to talk about why they placed a flag in a certain place. Meanwhile I will replace the symbols on to a map of the park.

### Implementation:

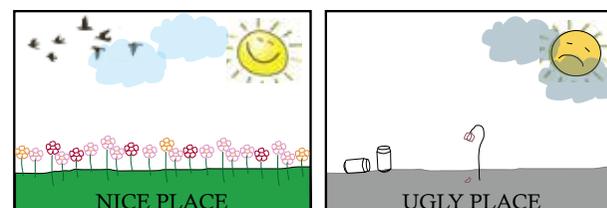
The session began with a summary of the previous sessions and an introduction for the children who had not been present in earlier workshops. Then I introduced the assignment and purpose of the workshop.



Symbols describing things to do in the park



Symbols describing feelings in the park



Symbols describing opinions about the park



A presentation of all the flags and their meanings. The children learned really fast.



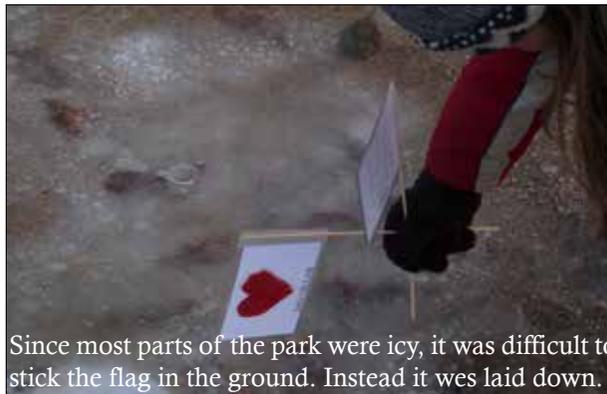
The children got to choose two flags each.



In the park the children were first attracted to the playground where most of the flags were placed.



*"Here it is dangerous to walk because it's slippery"*



Since most parts of the park were icy, it was difficult to stick the flag in the ground. Instead it was laid down.



The children were quick to place their flags in the park. They soon wanted more flags to place.



Before we collected all the flags we had a short break with a fruit snack.



Back at the preschool we went through the map where all the children's symbols had been gathered.



### Results:

The results of the inventory provided an overview of what there is in the park, how it is used today, and the children's views about various locations in the park. This is gathered in the map with the children's symbols, *Children's view of Kastanjealléparken*, which was developed during the workshop when we collected the flags.

When we returned to the preschool we had a discussion about the map and the experience. Advantages and disadvantages of the park were revealed, mostly disadvantages, and the children got a better understanding of their park.

### Evaluation of the workshop:

In an inventory you should consider what the purpose is, what is it you want to get out of the inventory? This inventory gives an overview of problems and conditions and is a good basis for future planning. It gives the architectural educator insight into what is important and less important for the children. The children's view of the place grows and they can express their views and opinions about the different parts of the site in a new way.

It is good to use different groups of symbols to get a more detailed picture of what the

ADVANTAGES	DISADVANTAGES
<p data-bbox="853 368 1081 432">The playground</p> <p data-bbox="853 485 1413 619">The park has a loyal group of users who use it regardless of the weather, the dog owners.</p>	<p data-bbox="1509 368 1738 432">Dull &amp; untidy</p> <p data-bbox="1509 485 2069 580">Icy roads which are very slippery during winter time.</p> <p data-bbox="1509 639 2069 735">General lack of seating, tables and litter bins.</p> <p data-bbox="1509 799 2069 895">Worn seats and tables in the few places they exist.</p> <p data-bbox="1509 959 2069 1054">Few people staying in the park. A transport route to and from Opalorget.</p>
CHILDREN'S SUGGESTIONS FOR THE EMPTY SPOTS	
<p data-bbox="853 1262 1603 1326">More toys in the playgrounds: trains, cars and swings.</p> <p data-bbox="853 1362 1547 1426">More vegetation with more flowers and plantation.</p>	

children are doing in the park. Instead of just talking about fun and boring, or good and bad, the children get a chance to tell stories about what happens in a certain place. (Teimouri, 12-12-2013)

The educator can either determine to give all the children a certain number of flags, or they can choose themselves. If the children are handed an envelope each with a number of symbols they might not have anything to say about all the symbols and then feel compelled to place them. In my opinion it is better for the children to choose the symbols themselves. The children were free to choose two flags each to start with. They chose the ones they were most interested in.

In order for the cards to not blow around, I chose to use flags. During winter, however, the ground is cold and hard and impenetrable as we noticed during the workshop. In this case, the children can put down the flags on the ground. During other seasons the flag can be more practical than just the card with the symbol. It would also make them easier to find.

During the inventory the work of an architectural educator is to study how the site is used today and how it can be used in the

future, what is important to keep and what should not be kept in the park.

According to REBUS one should during an inventory also find out if there is something that needs to be paid special attention to and if something is missing. The educator must evaluate what already works and what does not work. During the workshop, it is therefore important to ask yourself “what activities take place in different places? Are there any activities that conflict with each other? What activities need to be highlighted and supported, for example by making a change in the area? Are there any dangerous places? Are there any unused places?” (Teimouri & Petersson, 2007, p. 44)

The children must be given the opportunity to talk and express themselves. What you need to consider is to ask openly and not let any child feel pointed out. Some children want to come forward and tell what flags they placed in the park, while some other children do not want this.

Keep in mind not to go with a too large group. 6 children were present during this workshop. Had there been a larger group we would have had to divide the group into two smaller groups working with different parts of the park simultaneously. A smaller

group makes it easier to have a dialogue with the children and have a discussion during the gathering of the flags. Here you can ask question and let the children tell their stories. The amount of time needed for the inventory depends on how many children there are in the group, how large the area is and how many symbols they have. It can not take too long because then the children easily get tired or bored. It is very important to look for and find all the symbols, so you do not run out of time and miss some of them. That could make some children feel excluded because their symbols were not found.

This workshop was a further opportunity for the children to understand a map. The interest in the map has grown and they now have more knowledge in what they see when viewing a map of the park.

# Smaragdagan 28B preschool

## Workshop 4 - Sketching

### When:

26-02-2013

### Who:

6 children at Smaragdagan preschool.

1 preschool teacher

### Purpose:

- The children will use sketching as a way of expression.

### The assignment:

An individual and relatively free assignment where the children will draw sketches to illustrate what they like to do outdoors or what the funniest thing is to have out in a park.

They will have the opportunity to make sketches of what they like to have in their dream park.

### Implementation:

The session began with a reflection of the previous workshop. I presented the map of the park where the children's thoughts and comments have been compiled. The map was present through the whole workshop. The children could use the map as a reference when they were thinking and talking about the different parts of the park.



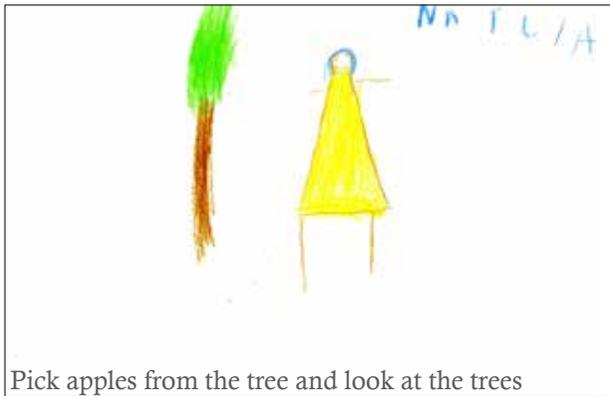
**Results:**

The results were a variety of drawings showing what the children like to do outdoors and what they would like to have in the park.

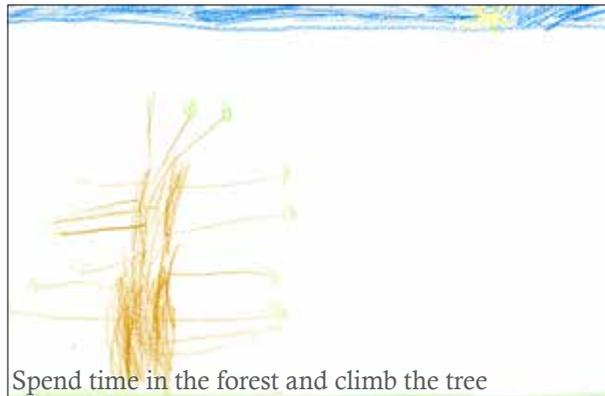
As each child finished his or her painting they told me what it was they had designed. Finally we had a joint review of all the images.



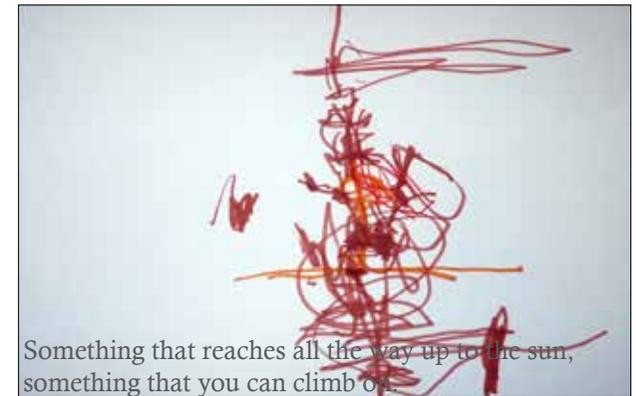
An apple tree to pick apples, a playground with swings and a shining sun



Pick apples from the tree and look at the trees



Spend time in the forest and climb the tree



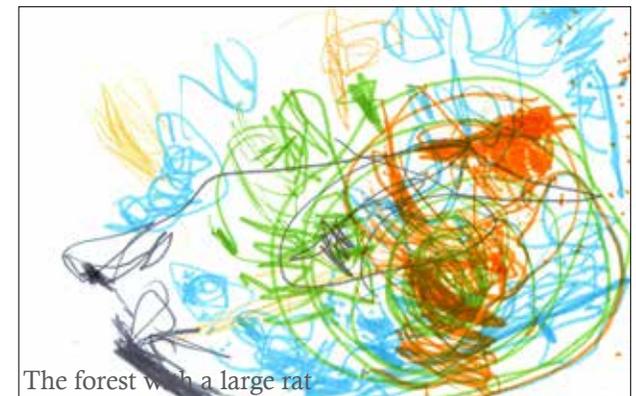
Something that reaches all the way up to the sun, something that you can climb on



A motorcycle parking



A motorcykle



The forest with a large rat

### Evaluation of the workshop:

It can be difficult for children of such young age to sketch their dream park if you simply ask them about how it could look.

As an architectural educator one must have an educational and clear way of speech.

According to architecture educator Lisa Bomble it is easier for children to draw and express what they want in a park if you instead ask:

- What do you like to do outdoors? Draw that.
- If we could build something fun in the park, what would that be?
- What's the best thing about the park right now?

Children are familiar with sketching and can easily express themselves with images. According to Vygotsky (1995), there are different basic categories that connects imagination with reality, and showing that the imagination is an important function for us humans. The author means that our past experiences shape and build our fantasy.

Vygotsky believed that the fantasy images and the child's feelings can be expressed through colors. The diversity and variety of experiences that children encounter in real life contributes to an increased ability of imagination and development of creativity, but the creative actions humans take are not

only images of what has happened but also a vision of the future, the author emphasizes. Children create their own version of reality that is beneficial to their needs and interests.

During the workshop it is good to ask yourself as an educator, What do the children want in the park? What kind of functions? What kind of activities? What should not be in the park?

During my observations of other architectural educational projects I have discovered that it is most appropriate to ask the children to present after each drawing what they have done and have the opportunity to express their vision. Their thoughts are then still fresh in their memory, and they can express all the details in their sketches. If you choose to save the presentation to the end of the workshop, many of the details might be forgotten. Also, all the children might not want to present their sketches in front of the whole group. Then many of the children's thoughts get lost in the process. The summery in the end can be used as an overall reflection of all the proposals and sketches.

30 minutes to sketch was to long. Many of the children got easily tired and did not want to continue sketching more than

one drawing. Instead they wanted to play with lego, which they were allowed to do. It is important to be flexible and allow the children's interest to control the time. Sometimes children do not want to continue with the workshop and you realize that you do not get anything done. The exercises should not be forced on children. It should be an enlightening and joyful process.

*Man shapes himself through decisions that shape his environment.*

- Rene Dubos

# Smaragdsgatan 28B preschool

## Workshop 5 - Model I

### When:

04-03-2013

### Who:

8 children

1 preschool teacher

### Purpose:

- Based on the previous workshops the children will make a transition from sketching to building a model.
- The children will practice teamwork.
- The children will work with scale, material, color, shape and function.

### The assignment:

With sketches, photographs, maps and experiences from the previous workshop as starting point, the children move from two-dimensional to a three-dimensional exercise. The workshop involves thinking about how Kastanjalléparken looks today, think about what is good and fun to keep and what to add to improve the park and make it even more fun to be in. The task then is to figure out a way to build it in a model.

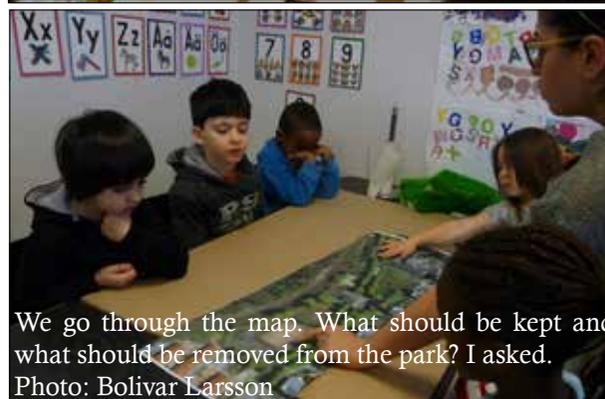
### Implementation:

The workshop began with a review of the children's previous work.

The children had a homework to do self



Ibrahim explains that he wants something high to climb on.



We go through the map. What should be kept and what should be removed from the park? I asked.  
Photo: Bolivar Larsson

portraits to use as scale figures in the model. These were cut out by the children during the workshop and laminated by the teacher. I introduced four new characters and told a story of four friends who want to visit the park to hang out and play. I asked the children if they could come up with fun things for them to do in the park. I asked what we could do to make the park a more



Two top rows: children's self-portraits  
Bottom row: four new characters

pleasant place where children can go and have fun.

We talked about the scale, but mainly about material, shape and color.

I had with me an empty rectangular base that they would build on with different building material. The children were helping each other and built different parts based on their interests.



The children began by laying out grass throughout the park  
Photo: Bolivar Larsson

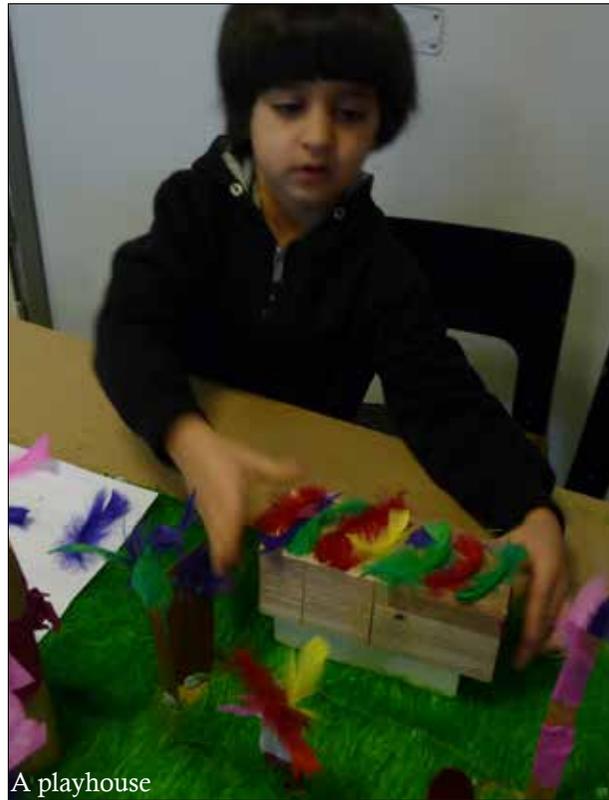


They went on to make many trees



The model was moved up on the table when children went on to attach the trees and flowers.

Feathers were glued on to a paper representing flowers



A playhouse



The model was regularly compared to the aerial image of the park to figure out locations.



The children cooperated with gluing the tram rail on the model.

When the model building was finished for the day, everyone gathered, presented and discussed the results.

The children put most emphasis on greenery and vegetation. They agreed that they wanted a colorful park with many trees and flowers.

---

They wanted to continue to build on the model and add more features but unfortunately time was up. They seemed to look forward to the next day when they would continue to build on the model.

In the end, I asked the children what they thought was missing in the model. One of the children took a look at the inventory map *Children's view of Kastanjealléparken*, with many symbols on the playground and called out the playground. Then the other children came with suggestions for what the playground should contain. They wanted to build slides, stairs, swings and foot balls.

#### **Results:**

When the workshop was over the children had made a beautiful colorful model showing the foundation for how they wanted the park to look.

In the model almost the entire ground in the park was covered with grass. They placed many trees and flowers across the park. The trees were attached with adhesive. They used thin wood for the tree trunks and soft feathers for branches, leaves and flowers. They also built a playhouse where the walls could be climbed on, space for dancing and magic, water for the flowers to grow, a water fountain and last but not least the tram rails.

#### **Evaluation of the workshop:**

The children initially thought that it would be difficult to build the model, and many said they could not build. Through discussions and various explanations about modeling the concept was clarified. The four characters and self-portraits were a great help to start the children's imagination and creativity. In addition, the scale figures were used to scale the model. The children could thus relate themselves to for instants trees. They examined and pondered how high the trees were in relation to the scale figure.

It was really important for the children to have many materials to choose from to create variety and give them different options. I had intended to place the roads and boundaries of the park on the base in order to clarify and make the area more easily understandable for the children, but chose to get a completely flat and empty plate to not limit the children in their thinking or affect their end results. I wanted them to work together and create their own boundaries and create rooms in the park. I chose to have the whole group on the same model so they could create the foundation together. It was a good working environment for collaboration. The children were very good at helping each

other during the model construction and were very engaged throughout the workshop. 35 minutes for model construction went really fast. The children did not finish building all their ideas for the park. They had not formed clear divisions within the park, but viewed the park as one large room with all the functions scattered. They were glad to have a second opportunity where they could work on the model and develop it further. They showed great interest and had many ideas for the next workshop.

*Talk and write in a way that encourages the mutual exchange of ideas and acts like a midwife to people birthing their own ideas.*

- Grace Lee Boggs



The children's initial model of Kastanjalléparken

# Smaragdsgatan 28B preschool

## Workshop 6 - Model II

### When:

05-03-2013

### Who:

5 children

2 preschool teacher

### Purpose:

- Based on the previous workshops the children will continue to build on the model of Kastanjealléparken.
- The children will practice teamwork
- The children will work with scale, material, color, shape and function.

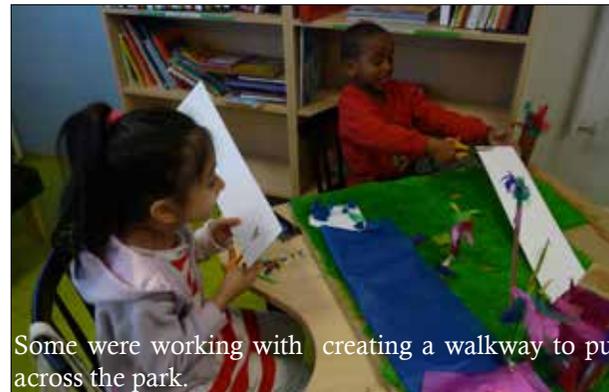
### The assignment:

Finish building the model of Kastanjealléparken.

### Implementation:

We went through all that had been build in the model. I asked what they thought about their model and they pointed out that it was mostly trees and flowers that had been built. I continued by asking them what they thought was missing in the model and if they had any new ideas for the park. They were able to discuss in the whole group what needed to be added. They wanted to add more functions and activities in the park and use all the surfaces that existed. They expressed that they like to climb high and crawl in and out of different tracks on the playground. They like to get through obstacles and move around.

When building and adding more parts and features, they worked with different responsibilities in smaller groups, based on their interests. They could move around,



---

remove and add parts in the model as they wanted.

At the end of the workshop when the children seemed happy with the model, it was time to attach the scale figures in the model. I asked them where they wanted to place all the characters. This was a playful event where they moved around in the park with their scale figures and played in the different places. They walked over the bridge to the playground and climbed on the playhouse's roof and then on to the second playhouse's roof. Then some of them who became tired, could go and rest beside the playground near the flowers. Others only wanted to dance on the dance pad and then go and look at the water that spurted in the water fountain.

Afterwards we compared the model with the map of the current park and discussed how the children had changed and improved the park.

#### **Results:**

A great model of Kastanjealléparken with the children's ideas and visions for the park.

#### **Evaluation of the workshop:**

During the construction of the model, the

children worked practically with shaping and creating their dream park with the help of various material. The colorful and detailed model shows the children's interest and commitment and also their ideas for the park.

The children thought it was a lot of fun to build and they wanted to make the park beautiful. During today's workshop the children were more creative and had more developed proposals. They created different rooms with various features and started including details such as blankets that you can rest on, structures to climb on between the playhouses. They also placed a sun in the model. The playground was the most detailed part and the tram rail was the least detailed.

During this workshop the scale figures were used more diligently. They were present throughout the workshops, initially to manage the scale, and finally in the imaginative play where the children moved around the characters from one place to another in the park. These was very appreciated by the children. 40 minutes of modeling was long enough to complete the previous model construction. However, it could have been good to have more time than 10 minutes for the

presentation of the model in which they described the different parts and played with their scale figures.

It would have been good to name the different parts of the park and mark them in the model, to make the model more understandable to other viewers who have not been present during the model construction.

The size of the group of children on one model was very good. With five children in the group working with different responsibilities there was a greater order in the classroom. In smaller groups, you have greater opportunity to talk with the individual child and can be more helpful when the children ask for help. Also I observed better communication amongst the children of the group. They talked more with each other about what to keep, build and remove in the park. They did not build the same things but helped each other to complete a part and then continued with working on another part of the park. This showed an improved way of cooperating which was one of the goals of this workshop.



1. Tram rail
2. Flowers
3. Place to rest
4. Climbing frame
5. Sandbox
6. Swings
7. Slide
8. The sun
9. Castle for the dogs to play/  
Swimming pool
10. Trees
11. Grass
12. Space for dancing and magic
13. Water
14. Bridge
15. Water fountain
16. Benches
17. Walkway



In the park people can lay down and rest next to the flowers.



The space for dancing and magic.



Some wanted this to become a castle where the dogs could play while others wanted a swimming pool.



A walk through the park.



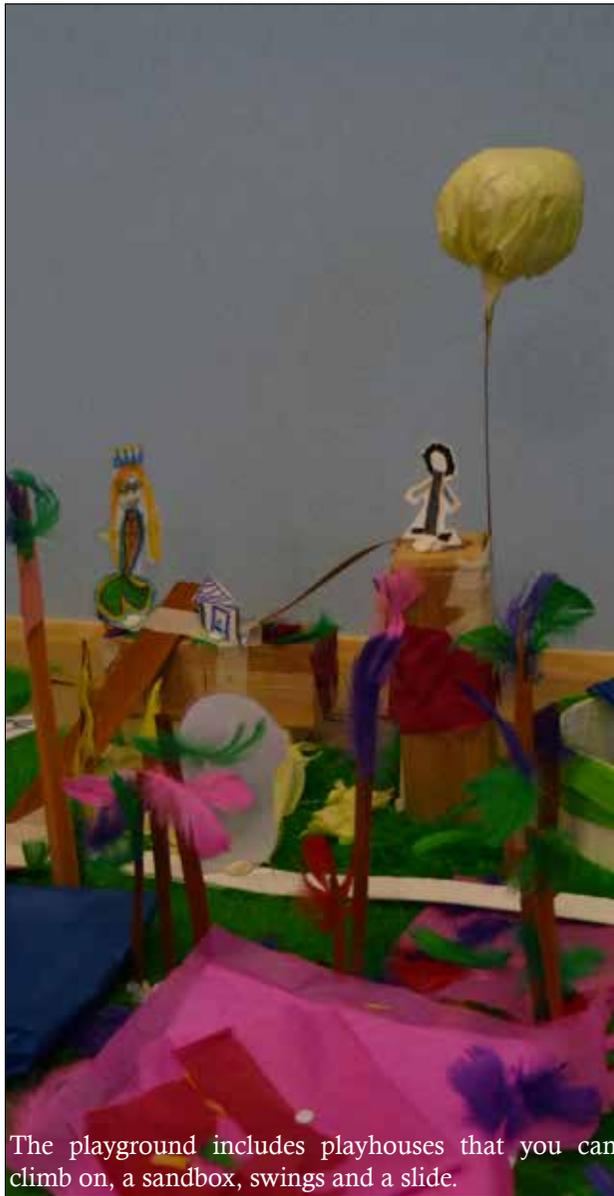
The climbing frame



The water fountain.



The bridge.



The playground includes playhouses that you can climb on, a sandbox, swings and a slide.



A boy is resting his dog in the dogcastle.



Another boy goes over the bridge.



Then he climbs up on the playhouse and looks out over the park.



Now the boy is dancing.



# Kannebäck school

## Workshop 1 - Inventory: Walking tour

### When:

06-03-2013

### Who:

25 children, age 11-13

3 teacher

### Purpose:

- Raise awareness of the future development plans for their close environment.
- The children will explore the park and express their views and opinions about its different parts.
- The children will propose changes for the park.
- The children will practice to read a map.
- The children will practice team-work.
- I will investigate how their close environment is designed and being used.

### The assignment:

The participants will make an inventory of the park through a walking tour. They have the opportunity to exchange knowledge on the site in order to point out the positive and negative aspects of the site and suggest proposals to improve the current situation.

### Implementation:

We met up at the school yard where I had a

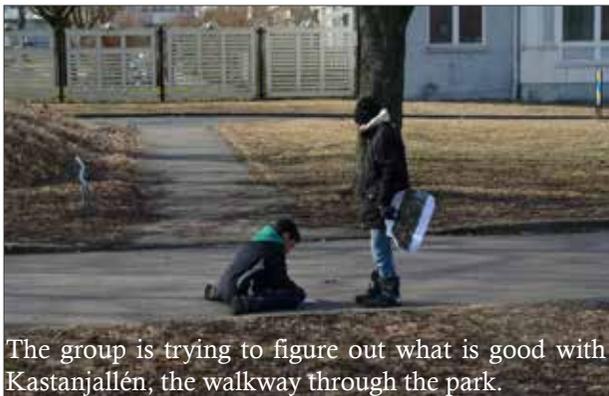
presentation of me and my work. Then we walked together towards Kastanjealléparken, where we had a joint review of the method and the time plan for the day. Afterwards the participants paired up with a friend and were given one map of the park and 11 questionnaires per pair. The map had 11 sites marked out, to be studied. The children then walked around freely in the park and found the different sites. At each site, the participants wrote down what they thought was good and bad at the site and how it was perceived by them. They also made suggestions on how to change and improve the location. After the walking tour we returned to the classroom where the class was divided into smaller groups of four children. In these groups, they discussed their impressions of the park and their proposals for improvement. During these discussions all their comments were noted down on paper.



The children out to find the different sites to evaluate.



One group is having a dialog about how this site can be improved, what to add and how to make it a better place.



The group is trying to figure out what is good with Kastanjällén, the walkway through the park.



The workshop was summed up in a common discussion about their impressions of the park and all their suggestions for improvement. We also had a review of the workshop where they got to give two stars and a wish.

**Results:**

On the following pages the participants' impressions and suggestions for improvement are summarized in tabular form.



The students are discussing their impressions of the park and their proposals for improvement within their groups.



1. Volleyball court
2. Football court
3. Dog resting yard
4. Green, open space
5. Green, open space
6. Playground

7. Green, open space
8. Dance stage
9. Space for cultivation
10. Midpoint of the park
11. Kastanjeallén

The stop locations are marked in the figure above.  
To be sure that all participants are writing and talking about the same place, it is more beneficial to mark different rooms in the park rather than stop points.



### Volleyball court

#### *Positive aspects:*

- Fun to play volleyball with family and friends
- You don not have to go to the beach to play
- It's free of charge to play

#### *Negative aspects:*

- A lot of weeds around the court
- Security fence is missing, so the ball flies out

#### *Suggestions for improvement:*

- Cut away the weeds around the court
- Replace the net
- Add fencing or netting around the court so the ball does not fly out
- Add benches
- Remove and extend football plane
- Sibylla kiosk



### Football court

#### *Positive aspects:*

- It is fun to play football
- Large court
- It is for everyone
- Wellused

#### *Negative aspects:*

- The goals lack net
- Gravel ground
- Dirty
- Always icy pathways in winter when going to the court.

#### *Suggestions for improvement:*

- Artificial grass
- Remake the fences
- Remove large rocks that you can get hurt on.
- Nets on the goals
- Add another entrance
- Bins at each entrance
- Add seats for spectator
- Plant flowers outside the fences



### Dog resting yard

#### *Positive aspects:*

- The dogs have a place to be, play and exercise

#### *Negative aspects:*

- Not well maintained, dirty
- No dog toys, only a bench and stones.

#### *Suggestions for improvement:*

- Preserve the dog yard so the dogs have somewhere to be when they are rested
- Upgrade! Build a playground for dogs with tunnel, tilt boards to walk on and sticks to run slalom between
- Replace gravel with grass
- Emptying the trash
- A nicer sign at the entrance



### Green, open space

*Positive aspects:*

- Nothing except that it is an open area

*Negative aspects:*

- Asphalt in poor condition, cracked
- Empty and ugly place
- Not used space
- Dirty

*Suggestions for improvement:*

- More seats and table
- Add new asphalt
- Build a kiosk
- Better maintenance
- Remove bushes, weeds and shrubs
- Expand the playground, adapt it for older children with climbing frame and outdoor gym
- Skateboard ramp
- Parking



### Green, open space

*Positive aspects:*

- Most children say the place has no positive aspects
- Open space
- You can play here in the summer.
- Good lighting conditions, the sun is shining here

*Negative aspects:*

- Dull space
- Scratchy space
- Empty and rarely used area

*Suggestions for improvement:*

- Skateboard ramp
- Youth center
- Climbing wall
- Labyrinth
- Clean up and maintain better
- Add bins
- Fix the grass



### Playground

*Positive aspects:*

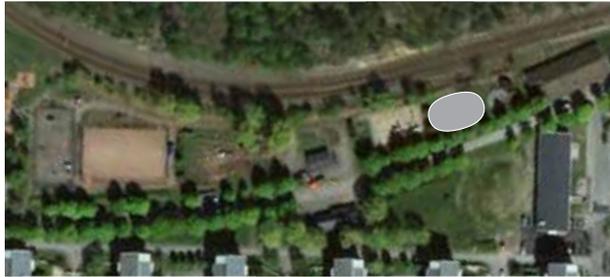
- Younger children can play and have fun here

*Negative aspects:*

- Too childish for older children
- Not safe enough for younger children
- Not well maintained, too much junk
- Old toys that need to be renewed.
- Small playground
- Too many walls around the playground

*Suggestions for improvement:*

- Build a bigger and fancier playground that is also suitable for older children with climbing wall and climbing net. Possible to expand the playground to area 5 or 7.
- Fix the grass.
- New seats
- Make the playground safer
- Smoothen the sand piles



### Green, open space

*Positive aspects:*

- Large and open grass court with site for picnic that you can play or rest in during the summer
- Used during Tynnered Day in May, Midsummer pole.
- Empty surface that you can build something new on

*Negative aspects:*

- Boring for older children
- Ugly space and near the tram rail
- People walk their dogs here even though there is a dog yard nearby
- Rarely used space
- Very scratchy

*Suggestions for improvement:*

- Expand the playground in this area with larger toys or mini football court
- Build a bigger stage
- More bins
- Add tables for picnics but with room for blankets



### Dance stage

*Positive aspects:*

- Midsummer is celebrated here and dance activities during Tynnered Day are placed here.

*Negative aspects:*

- The stage that burned down five years ago is gone and still not rebuilt
- Scratchy
- Very rarely used, you can make something better of it
- Very bad wood

*Suggestions for improvement:*

- Build a proper stage with a roof
- Rebuild or repaint the wood to make it more welcoming
- Coffee spot under roof
- Swimming pool in summer and skating arena in winter



### Space for cultivation

*Positive aspects:*

- Location of cultivation

*Negative aspects:*

- Unmaintained and dirty
- Too little space for cultivation

*Suggestions for improvement:*

- More space for growing
- Remove everything and expand seating and benches. Make into a coffee place where parents have good view over their children playing in the playground
- A nice outing place
- Plant bushes
- Build a youth center
- Build a pool
- Build an ice cream kiosk



### Midpoint of the park

#### *Positive aspects:*

- Large space for play

#### *Negative aspects:*

- Empty space that is rarely used
- Asphalt in bad condition

#### *Suggestions for improvement:*

- Children's play: playhouse, play hopscotch
- Parking for bicycles under roof
- New asphalted ground
- Build a youth center
- Space for BBQ
- Build a florist stand



### Kastanjeallén

#### *Positive aspects:*

- Nice with trees

#### *Negative aspects:*

- Scratchy
- Mopeds running fast through the park in summer. It is both dangerous and creates noise
- Too few bins
- There are just trees and grass

#### *Suggestions for improvement:*

- Create obstacles for mopeds in Kastanjeallén to remove the mopeds and create a safer environment in the park
- More bins
- New benches
- Cultural statues along the parkway
- Water fountain
- Renew or paint the fences
- Plant new and nicer trees: cherry, apple and pear
- Plant flowers

### Evaluation of the workshop:

The inventory is based on what the children write down during their observations during the walk through the park and also during the gathering for the joint review of the results and discussion. According to the method in Vägverket's report Consultation and Dialogue (1999) there should not be too large groups in order to create a good climate for discussion. In a small group, it is also easier to make your voice heard.

The method is used as an inventory of the park. It is an effective method to obtain a lot of information in a short time and is also easy to implement. It provides many aspects of the area and gives a great overview of the park. The walking tour is a good approach at the start of the process where you want to renovate an area through civic participation.

The participants were very willing to give comments on the different sites throughout the park. They wrote down their comments, as much about places that they found interesting as about places they were not interested in. At those places which the participants do not use themselves their comments were primarily on visual qualities and deficiencies.

There was a bit more feedback on the

negative aspects of the park than the positive ones. They noticed things that did not work in the park and wanted to find ways to make them better. Many suggestions for improvements where direct consequence answers to the negative aspects of the site. One example was the littering issue and the unmaintained park. Their suggestion for improvement was to add more bins and have a better maintenance. One of the teachers explained that the reason why there are so few bins in the park is because they often get burned down.

After the walk I discovered a lot of details I otherwise might never have thought of. The children's perspectives and views have given me a better overview and understanding of the park's various parts. The workshop gave me information about for instants Tynnered's Day which is a big event in May where the park is transformed and filled with various activities. I also got to hear about the fast mopeds, which are a major problem in the park during the summer. Overall, the children found that many parts of the park lack a function and are rarely used. They viewed the as park littered and in need of better maintenance. They also wanted a park that is more suited for children of their age. The proposals that came up in our final

discussion were focused on the football court, the playground and the dog yard.

When we evaluated the method at the end of the workshop they had nothing bad to say about it.

In this age-group the children had no problems with having a 2 hours long session. After the walking tour they had the opportunity to go on a break but chose to continue with the workshop inside the classroom immediately. They considered the walk through the park as a break. They thought it was very fun to be outdoors and not have a traditional lesson indoor. They said it was great with fresh air and getting an exercise. This brought up the subject of outdoor education, something which the children were very interested in.

They also appreciated the fact that they could be involved in deciding what they wanted in the park and that they had the possibility to work together and discuss and compare different ideas. These children were confident in expressing themselves both verbally and in writing.

In the end, I also asked the class if their views on the park had changed after the inventory during the walk. The answer was that they had the same view of the park but that they now had dreams for the different parts of it.

They visioned a future for the park where their suggestions could be implemented. This was followed by a discussion about their rights to be involved, have an opinion and making their voices heard.



**When:**

14-03-2013

**Who:**

24 children, age 11-13

1 teacher

**Purpose:**

- The children will get an overview of their ideas and suggestions developed during the inventory.
- The children will use sketching as a way of expression.
- The children will get a greater understanding for maps.
- The children will practice teamwork.

**The assignment:**

A relatively free assignment where the children will, based on the previous workshop, draw sketches to illustrate how they want the park to look. Through sketching they will develop the places that interest them most in the park.

**Implementation:**

The workshop began with a review of the previous inventory of the park where the children discussed what they learned during the workshop. Later I presented the compilation of the children's thoughts and

ideas about the different places in the park. Then the most important places in the park were chosen, places which the children believe are important for how the park is being perceived and places that they feel are most important to change. Seven locations in the park were initially selected. The class was later divided into eight groups based on their interests to work further with these places. Within the groups the children worked together with writing down all the negative aspects of the site and all the problems that needed to be solved. Then they had the opportunity to either sketch individually on one paper each or together on a large sheet of paper of how they wanted the site to look.

All the design proposals for the park were presented at the end of the workshop in front of the whole class. The fellow children were

able to ask the presenting group questions on their design proposal and give feedback. The workshop was finalized with a common review of what the children thought of the method used during the workshop and a short presentation of the following workshop where the children would be able to build models of their proposals on site.

**Results:**

The children chose to work on the football court (5 children), the midpoint of the park (1 child), the volleyball court (6 children in 2 groups), the dog yard (4 children), the playground (2 children), the place for cultivation (3 children) and Kastanjeallén along with a green open space (3 children). The results of the workshop were a variety of drawings showing how the children wanted the parts of the park to look.

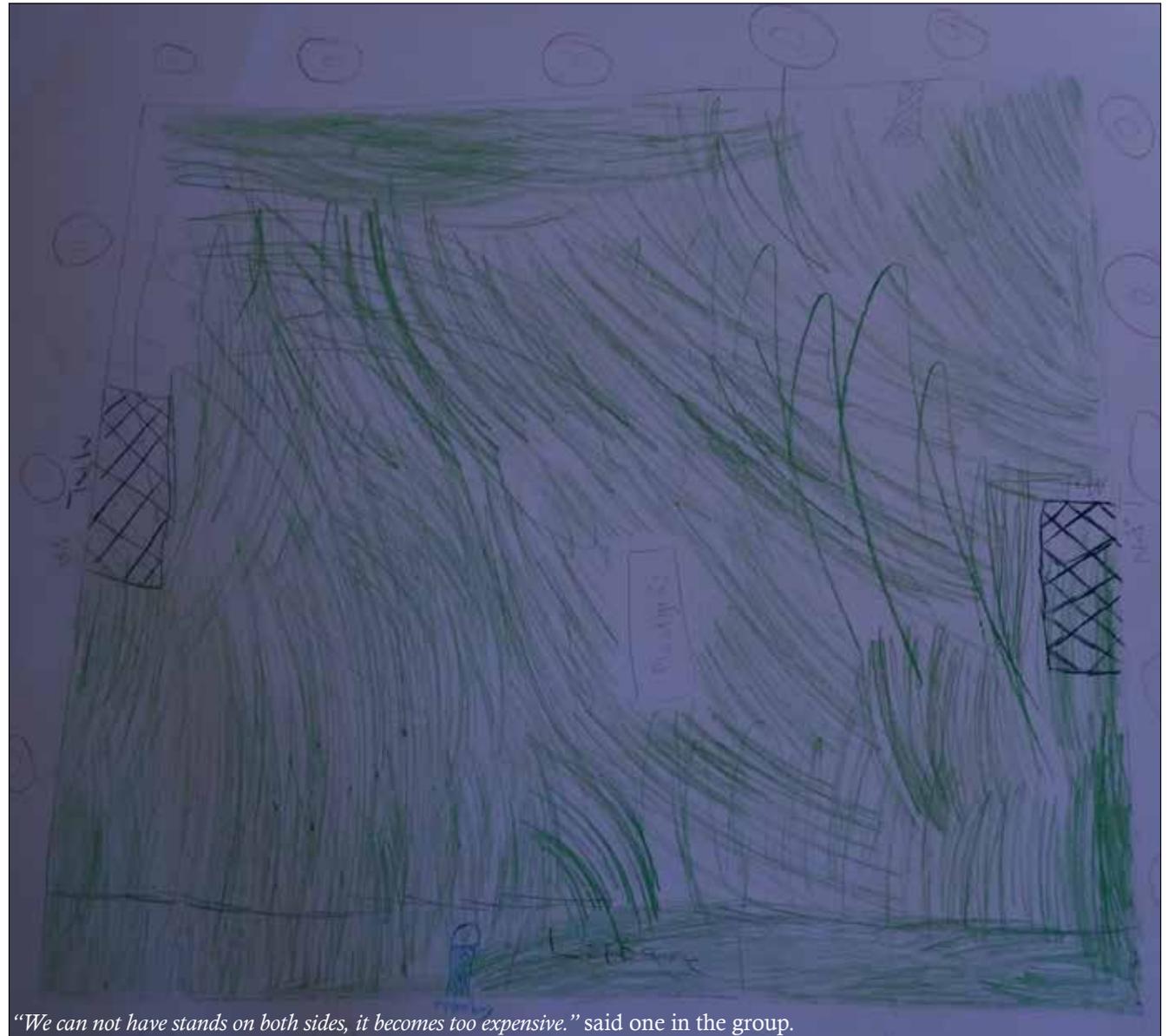


The most important places in the park according to the children. The yellow marked area was later added during the workshop. Source: Google Earth



The children discuss in their groups what their place lack and what they want on the site.

For the football court the group found it obvious to draw artificial grass, nets for the goals and litter bins. These issues were stressed during the previous workshop. Since it gets very dark in the evenings in the park they also thought it was important to also add lighting around the court. Furthermore they drew a stand on one side of the court so that you can sit and watch the game.



*"We can not have stands on both sides, it becomes too expensive."* said one in the group.

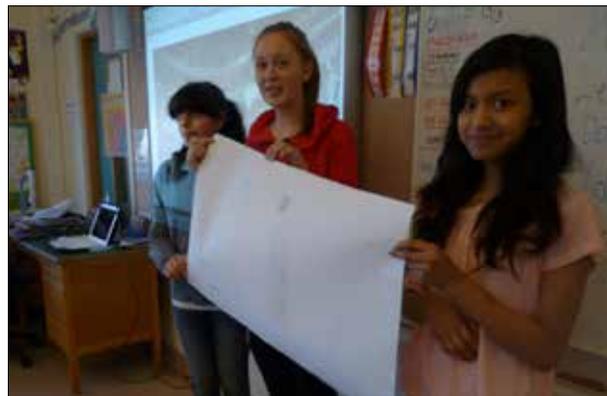
Two groups, worked separately on the volleyball court, with three girls in each group. Both groups made sketches of similar things; a fenced volleyball court in sand with finely cut grass outside and many flowers. On the site they also had a wastebasket. One group even included a water faucet where you can drink water or wash your hands and feet after a game of volleyball.



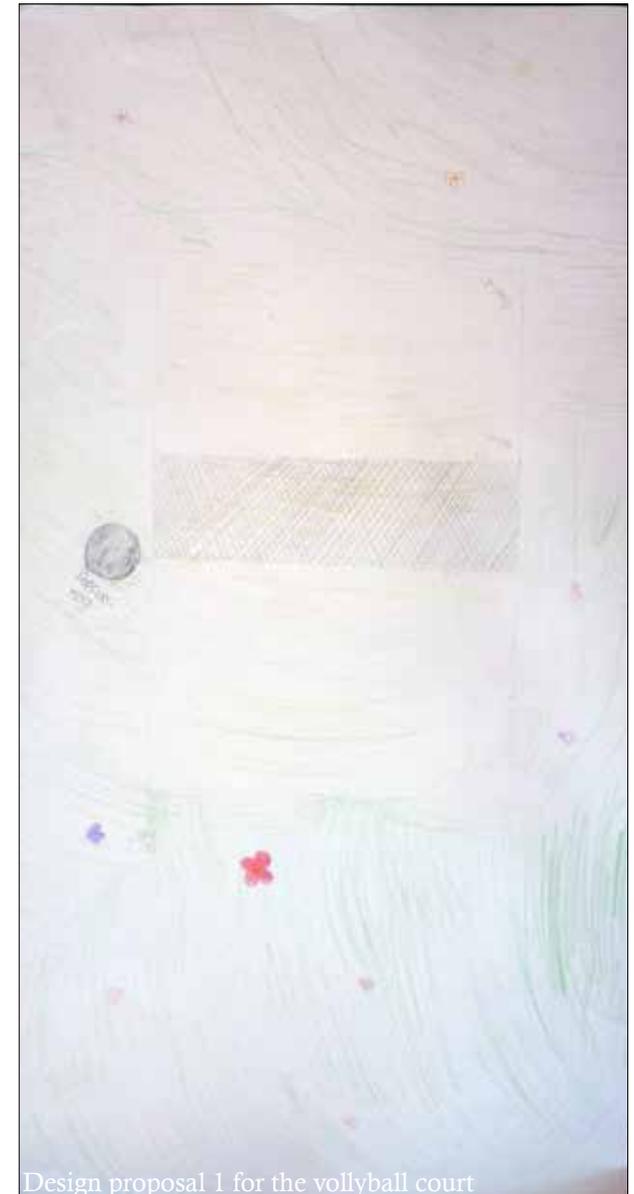
Initially the boundaries for the volleyball court were drawn using a pencil and a ruler.



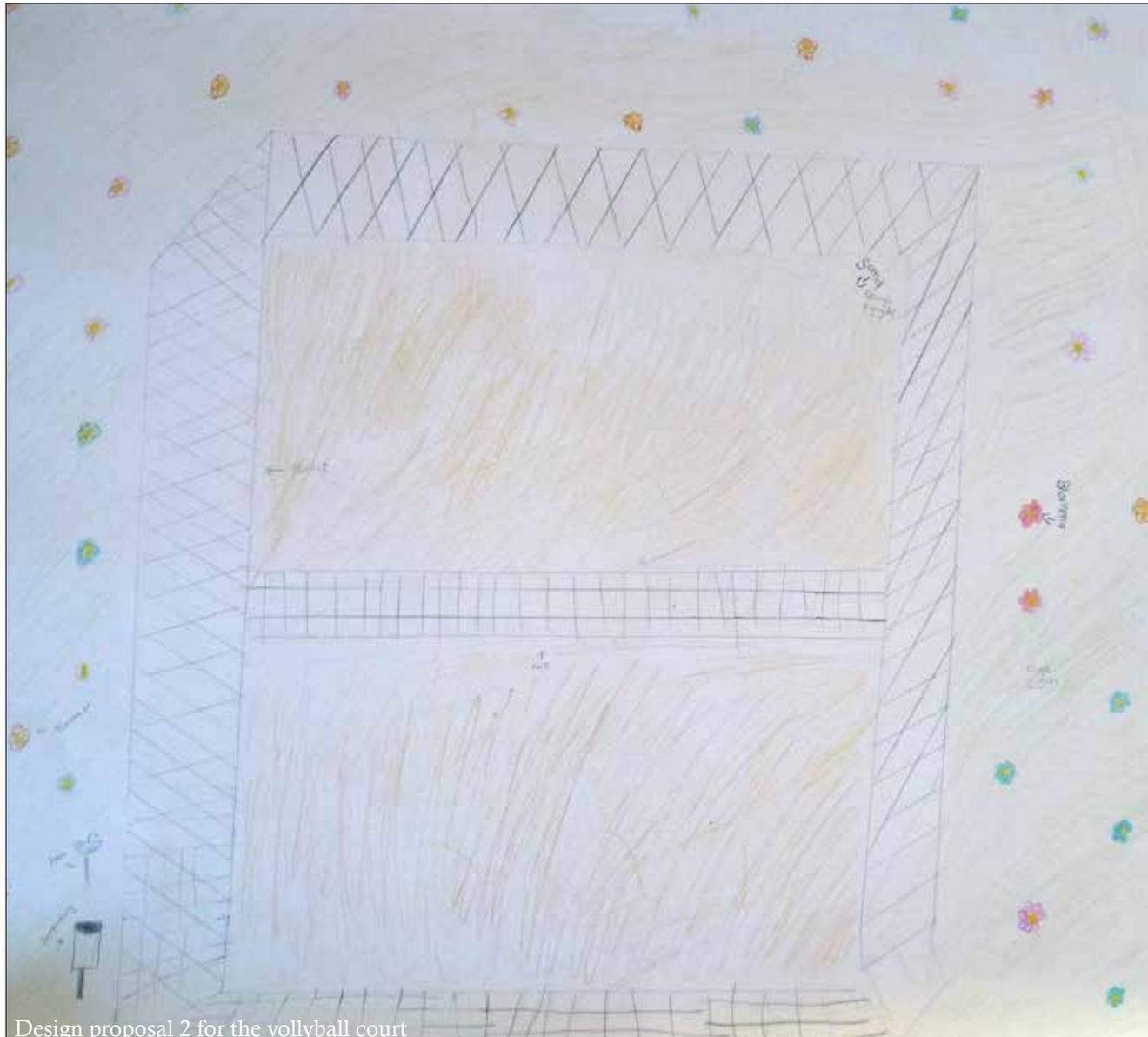
Afterwards they continued with the fence, the net, the grass and flowers.



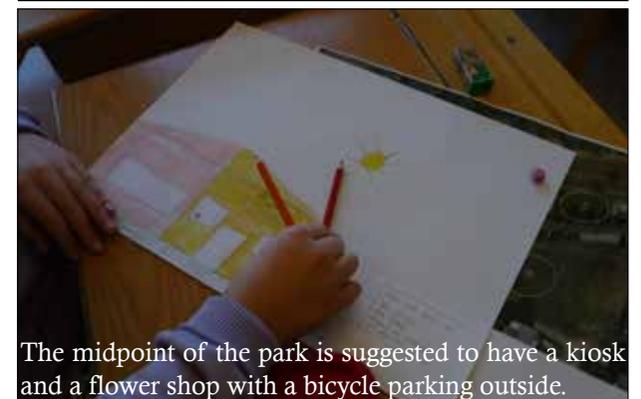
The groups presented their design proposals for the volleyball court to the class.



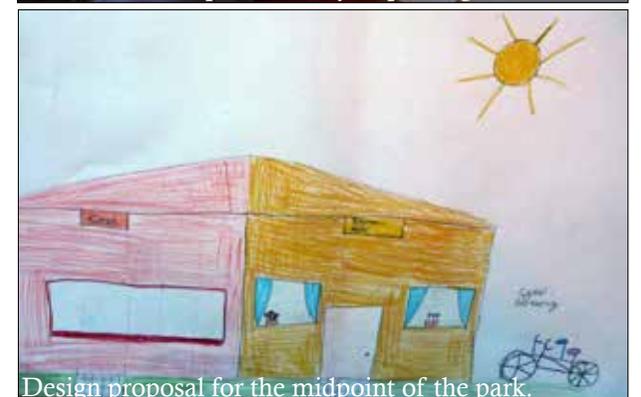
Design proposal 1 for the volleyball court



Design proposal 2 for the volleyball court



The midpoint of the park is suggested to have a kiosk and a flower shop with a bicycle parking outside.

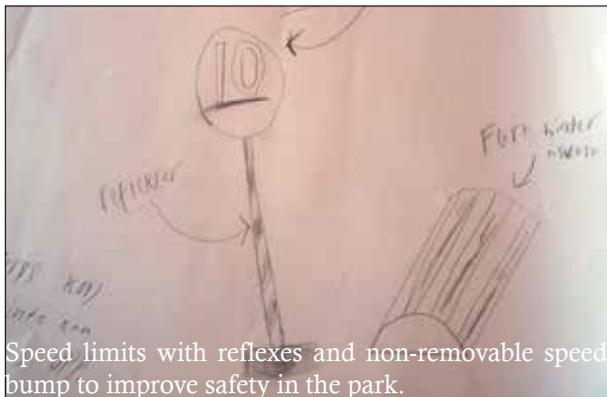


Design proposal for the midpoint of the park.

“The more complicated the roads are the more fun it will be for them” one of the boys said referring to the moped drivers. The group that worked with Kastanjeallén stressed that the fast moped drivers in the park during summertime create a major unsafety issue. Another issue was the littering and the bins that constantly get burned down.



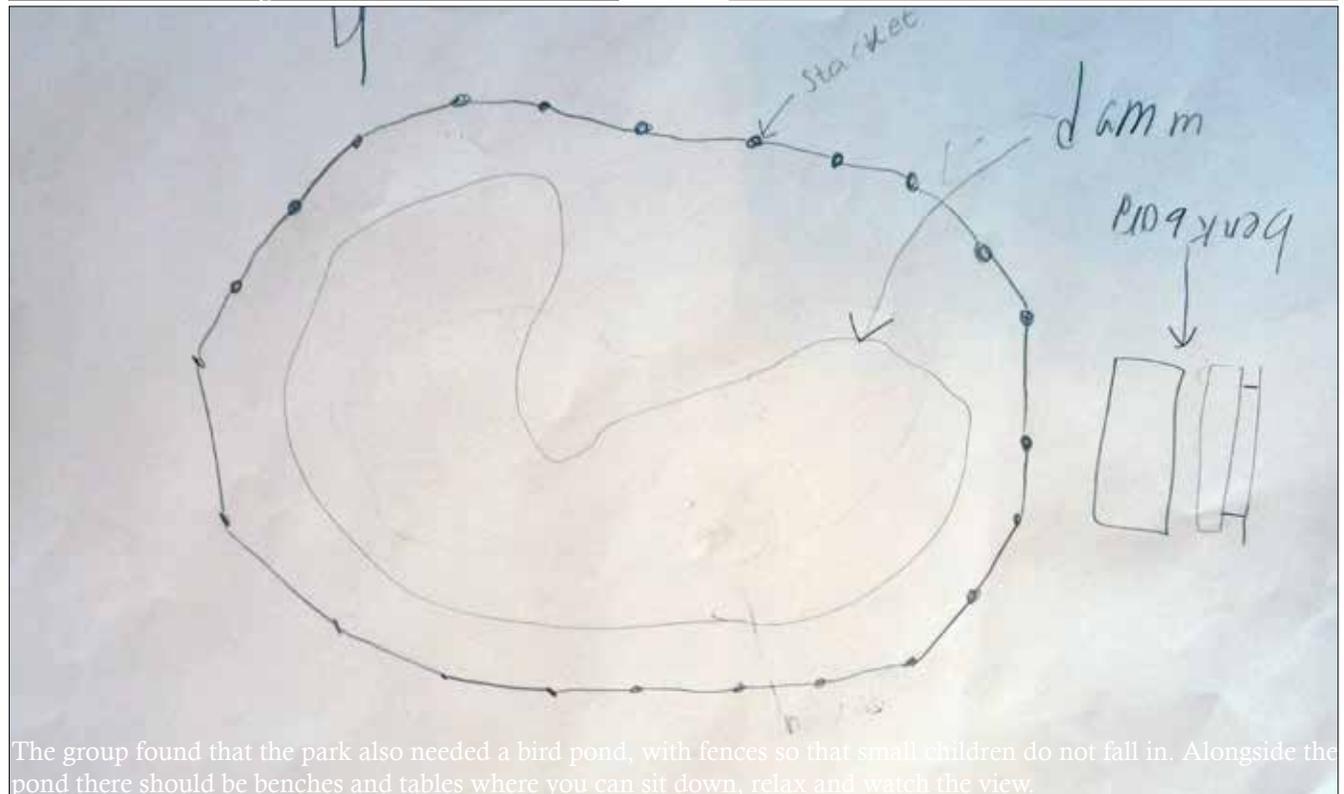
A camera monitored fire station with water hose, fire blankets and fire extinguishers.



Speed limits with reflexes and non-removable speed bump to improve safety in the park.



Bin that does not spread flames but only smoke in case of fire.



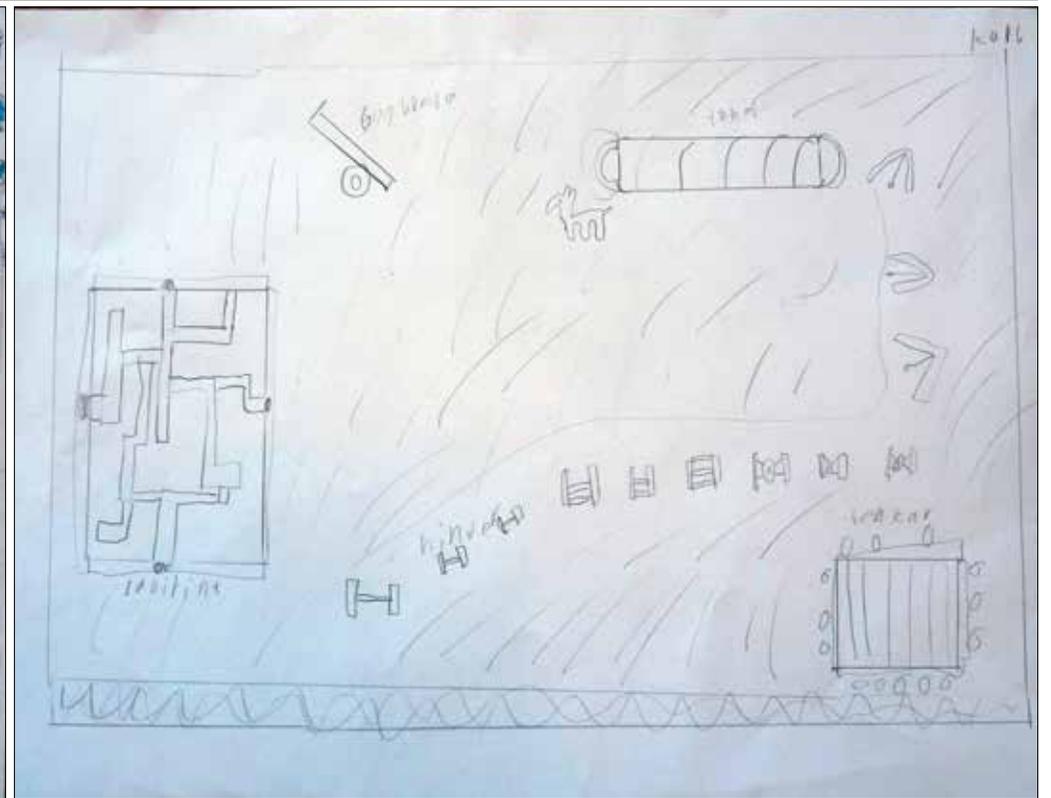
The group found that the park also needed a bird pond, with fences so that small children do not fall in. Alongside the pond there should be benches and tables where you can sit down, relax and watch the view.

The group that worked with the place for cultivation created a large and welcoming space for planting and cultivation with fine surrounding fence. Here you can plant tomatoes, melons, carrots and potatoes as they have done in their drawing.

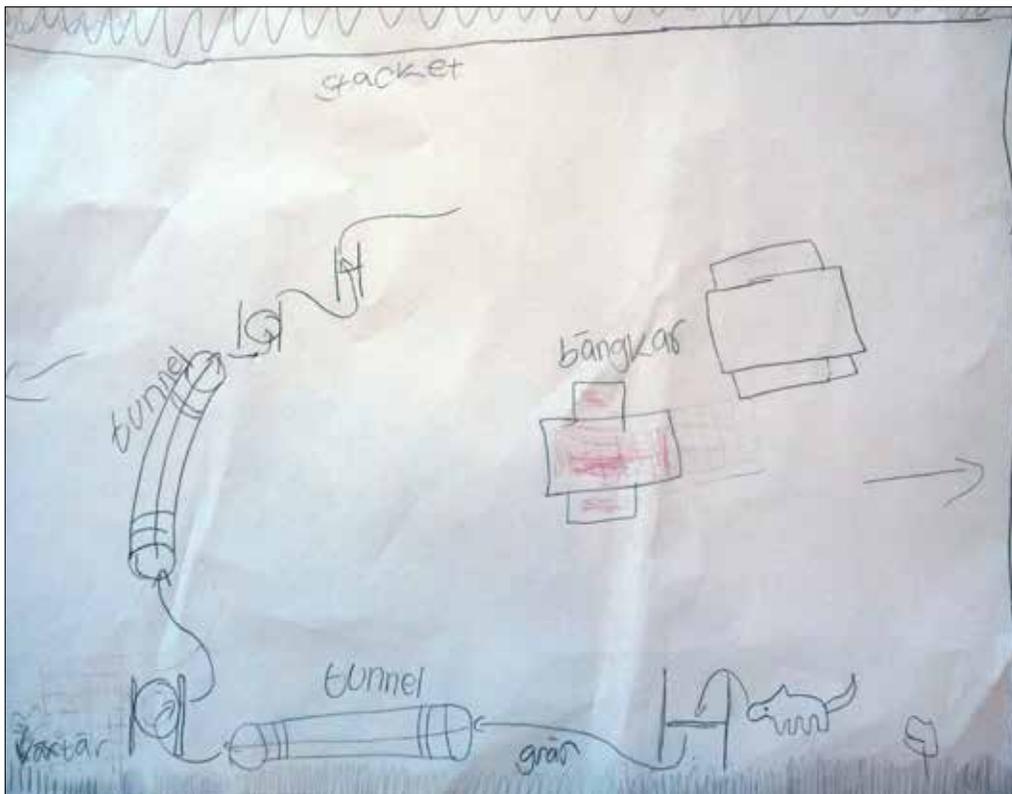


The children in the group sketched together on their sheets.





The four children that sketched on the dog yard wanted to create a more pleasant courtyard with more activities for the dogs. They have individually sketched on different tunnels, mazes, seesaws, seats for the dog owners, nice colorful fences, flowers and a welcoming sign in wood saying HUND (English: Dog). They suggest that the ground will be covered with grass.





Some of the toys in the current playground are loose and have only been pressed into the sand making them unsafe for children. For the playground the group proposed new and safe toys, a sandbox, a china swing, a skateboard ramp, a trampoline, a climbing wall and a skating place. The path in the playground is paved.



---

### **Evaluation of the workshop:**

The goal of this workshop was to allow the children to express themselves with different ways of expression, to talk, write, sketch and paint. This method gave the children the opportunity to start from the walking tour as an inventory and continue to work on the proposals that had been previously developed.

In accordance to Dewey (1998), I think that children learn a lot through more practical knowledge than merely theoretical. Dewey believed that children have different instincts and that one of them is to use pen and paper and express themselves through colors and shapes.

It was great that the children got to work with areas that interested them the most. It led to the groups being more active throughout the workshop. I could, however, note that some children in each group were more active than others. These helped pep and motivate the rest of their group. When some of the children were stuck in their creative thinking they found support in their group members.

Dewey emphasizes the importance of an active educator who asks questions during the children's sketching, to give them ideas for their continued creativity. The children

were allowed to express themselves freely and follow their instincts, but in some cases I had to step in and guide in order for the children to start being creative and creating and developing their ideas.

The group work was an important step in this process. Most groups chose to work together on their sketches on a large sheet instead of individually on an A3 sheet. In their initial discussion within the group, I asked them to write down all the negative aspects of the site and what needed improvement. On their own initiative almost all groups made a point list of what they wanted on the site, a list of things they would draw. This was regularly checked by some groups.

In the groups where the children drew on a large sheet they made a large sketch of the place. They divided the responsibilities within the group and sketched the image simultaneously. In the other groups, where the children got to sit individually and sketch, I noted that they had during the discussion decided what would be built on the site because their final images contained the same functions and activities as their group members' images.

A small issue was the lack of space. Since the papers were so big some groups had to sit on

the floor to be able to work together. It would have been more ergonomic if the group had the opportunity to sit around a larger table (than their desks) and work.

The compilation and presentation of the inventory from the previous workshop was appreciated by the children. They felt that their views had been listened to. As a whole group, they agreed that the compilation represented their view of the park.

The presentation also helped to refresh their memories about all the ideas and suggestions that came up last time. It was clear that the children reconnected to the last workshop and in their sketches I saw most of the proposal raised at the previous workshops. In many cases, they created even more proposals for the area during the workshop. The places the children chose to work with were partly great meeting points and also places that have the most problems. The group that worked with Kastanjeallén also suggested ideas for the park outside of their area. They looked at the map and found an area that no group was working on, and suggested to place a bird pond there. The children's proposals were developed and became more detailed and they stretched the boundaries. They were free to dream and it gave many nice ideas.

# Kannebäck school

## Workshop 3 - Model

It would have been interesting to jointly investigate how to connect the children's various proposals in the park and try to find different plan solutions for the park.

During the workshop, the children also practiced presenting for the class and receiving feedback. Two groups did not feel comfortable presenting to the class. They should not feel compelled to stand up and talk in front of the whole group, they may feel embarrassed or insecure and might contribute to a negative experience. However, it is important that all proposals that come up during the workshop are presented so that all can take part of their fellow student's creations and thinking. Therefore, I presented their sketches.

It was great when the teacher jumped into the conversation sometimes and emphasized how this really is an important opportunity for the children to have their voices heard and participating in various workshops. I saw how this motivated the children to participate more actively. It was fun to hear that the teacher thought the children showed a lot of energy and efficiency. When you can get the teacher to see the positive aspects of the method, it can help to inspire her to use it in the school.

**When:**  
19-03-2013

**Who:**  
25 children, age 11-13  
3 teacher

- Purpose:**
- The children can take part in the preschool children's suggestions for the park and give feedback.
  - Based on the previous workshop the children will make a transition from sketching to building a model.
  - The children will practice teamwork.
  - The children will work with scale, material, shape, color and function.

**The assignment:**  
With the last workshop as a starting point, the children will envision their proposals in models. They may build models with cardboard, paper, crayons, tape, fabric, scissors, staplers and strings.

**Implementation:**  
Initially, I presented the preschool children's final models of the park and explained how they want the park to look. Now the children had the opportunity to give feedback on the proposals, what they liked, what they did

not like and how they would have done it differently. Then we had a joint review of today's workshop. The materials they would build with was distributed to the groups. All the desks were moved around and the middle of the classroom became an open space where the children could begin building on their sites. They had their previous sketches and a map of the park as references.





Dialogue and cooperation were key points in today's workshop



Together they cut the bottom plate to the football court.



Carrots in the space for cultivation.



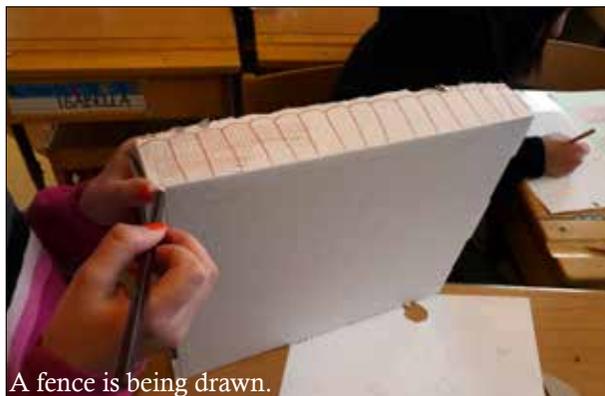
Together, the group sets up the net in the volleyball court.



The children began to use crayons and coloring pencils to add more colors on models.



A tunnel for the dog yard.



A fence is being drawn.



Everyone in the group paints at the same time on Kastanjällén, one paints the grass, the other the trees and the third child paints the asphalt.



Some children picked stones, leaves and branches from their school yard to add to their models.



Sand was glued in the volley ball court.



Gravel in the dog yard.

### Results:

When the time was up for building the models the children helped clean up the classroom before we walked around in the classroom to the eight different models. The groups did in turn tell their classmates what they had built and how their models had changed and improved the site. Here are some of their models.



Tunnel, maze, see-saw, jump obstacles and benches in the dog yard.



Here you can grow fruits and vegetables. It is a fenced area where you have access to seeds and water.



Kastanjeallén with yellow lighting and litter bins along the avenue. There are also two smaller fire stations on the right side, a speed bump and a pond in the park.



Benches and tables, trampolines, a skateboard ramp, climbing frame and sandpit in the playground.



One of the models for the volley ball court.



A kiosk and a flower shop



Each group presented their model, for the rest of the class, by the end of the workshop.

### Evaluation of the workshop:

The response to the preschool children's models were "Wow, what a world." They were impressed with the colorful models full of creative ideas. The proposals that the children themselves had related to were the water fountain, benches around the park and animals in the park. Although they considered that parts of the preschool children's suggestions could not be implemented, because they were viewed as unrealistic, they gave suggestions on how to use their ideas in the design. It was appreciated that the younger children had gone from the common playground to more advanced ones where you could climb high, crawl and play.

All models built in the workshop were directly linked to the sketches developed during the previous workshop. Only one group added something extra to their earlier proposals, namely embedded lights in the ground that automatically lights up when it gets dark.

The process-oriented approach allowed the students to move from inventory to sketch and then further into the modeling process. This has meant that the children had the opportunity to express themselves through various methods. They've got to visualize

their thoughts and idea through different modes of expression. Almost all of the groups showed very good characteristics in group work and cooperated effectively, supported and helped in different ways. One group, however, had difficulty concentrating since some group members were somewhat uncommitted, creating a bad atmosphere in the group. Here it is important that an educator is there to motivate and create commitment among everyone in the group, to listen to them and try to help them begin to work.

The assignment was initially to move from the sketch process to building a model on the actual site in the park and think about how their proposals develop throughout the process. Due to bad weather conditions we had to stay and build indoors. Outside, they could relate to the scene in a more effective manner. Furthermore, they would have had more room to move on and work on.

# Observation

## Opalgatan preschool & Smaragdgatan 29B preschool

---

Ylva Eckersjö lead two architectural educational projects; one at Smaragdgatan 29B preschool and the other at Opalgatan preschool. During her 10 workshops I was an observer.

For these architectural educational projects Eckersjö formulated the following question:

- With what methods can we find out the preschool children's needs and desires for the park?
- How does the children/teachers' relationship to the park and their own preschool yard change by working with architectural pedagogy?
- How much can you plan an cultural educational project, how can you let the children's interests and activities control the arrangement?

According to Eckersjö by using different methods children are able to express themselves in different ways based on their individual circumstances. This would be through individual work, in groups of 3-4 children and in common gatherings.

My task as an observer was to observe who does what, what the children are doing, what activities are going on and what the adults are doing. (Göteborg Stad Lokalförvaltningen, 2012, p. 43). As an observer, it is therefor important to think

about active documentation: taking too many pictures, taking too much notes even if it does not feel important. You have to find methods to gather impressions and understanding to be able to evaluate the methods and bring something with you from the workshops to future projects. (Bomble, 18-02-2013).

Me and Eckersjö have different knowledge from our backgrounds and educations. I used these observation occasions to get insight into her working methods, the models and methods that she uses in her workshops and study whether children did grasp what she wanted to convey. It is important to understand the situation of children and try to see their perspective.

Each architectural educational project in Opalgatan preschool and Smaragdgatan 29B preschool consisted of five workshops. The methods used in the workshop on both preschools were the same. In the upcoming compilation I have made one evaluation for each workshop where I dealt with my impressions and results of both preschools. This gave me the opportunity to view their perspective of the site and their results to be able to mediate it in the of the architectural competition program for the park.

*Observation - activity of both eyes and ears*  
-Horace Mann



The location of the three preschools. Source: Google Earth

**Smaragd gatan 29B Preschool**

5 workshops + Vernissage  
 Department Green & Turquoise  
 9 children  
 Age: 4-6 years  
 Preschool teacher participating in the project:  
 Eva Danielsson and Lars Schöpf

**Opalgatan Preschool**

5 workshops + Vernissage  
 Department Snigeln (The snail) & Nyckelpigan  
 (The ladybug)  
 7 children  
 Age: 5 years  
 Preschool teacher participating in the project:  
 Sofia Lindqvist

# Workshop 1 - Investigation

## The assignment:

The children explore the park by taking pictures of things that are fun, boring, beautiful, ugly, new, old, soft, hard, scary and shiny. Back in the classroom, the children show their most interesting pictures and explain their content and meaning.

You are experts on how children view a place!



"Where are we now? How far have we gone?" Ylva asks.



The children paired up two and two and received a camera and a map.



They were glad to show their pictures to each other.



The naked statue was an interesting object for the children. Some thought it was scary, others ugly.



The children were curious and caught the eye for details that they had not previously noticed.



Creating and communicating through various forms of expression promotes children's development and learning. This includes utilizing materials and technology in creative processes. (Skolverket, 2010) Taking photos of their surroundings gives the children the opportunity to explore their local environment with the help of digital technology. The method gives them a better understanding of their local environment and can simultaneously support architectural educator and staff in their understanding of how children think and feel about the place. The children's images show their perspective and their genuine view of the world. This can later be of use when planning for them.

All the children knew how to use the camera. They were very involved and found it fun and exciting taking pictures and exploring the area. After 40 minutes of taking pictures it was time to return to Opalgatan preschool. They expressed a clear interest in the workshop. The children later selected a few photos each which they showed and commented to the rest of the group.

This method helps create and capture situations around which children can think

and speak. The children got to think, reflect and express themselves, verbally and in other ways.

In order to interpret an image, it is good to ask questions about the image, the more questions the closer you get to the content of it and the children's perspective and views.

The children found ice, the playground, the sculpture and the dogs in the dog yard to be most interesting parts of the park. They liked the view of the trees and the bird nests. They also enjoyed taking pictures of each other. You can see Kastanjealléparken from children's point of view in the following pictures taken by the participating children of Opalgatan and Smaragdagan 29B preschools.





The playground



The dog yard



The icy roads



The children were curious to take pictures through holes, pipes and other openings.



Most of the pictures of the negative aspects of the park were of things that the children consider boring and ugly. There were boring colors, debris on the ground, weeds as well as shrubs that are not regularly maintained. They also took pictures of worn or damaged parts which they did not like.



Weeds and shrubs outside the football court



The fence of the football court



The red house in the middle of the park was considered to be old and worn

## Workshop 2 - First ideas

### The assignment:

The children can choose from the printed photos of places in the park, from the previous workshop. With play dough or by drawing on the photos they can add their individual proposals for improvement.



The purpose of this exercise was to start thinking about how to change a place on the basis of a photo. It can be difficult for children at this age to think abstractly about changes. The photo is therefore a good platform and foundation for innovative thinking.

They chose a photo from the previous workshop and started working with play dough and markers.

When each child was finished with their photo they had to tell the architectural educator what they had created. The educator then wrote a caption based on the children's explanations and put their names on the pictures.

When the children at Opalgatan preschool started to get sidetracked with their motives it was important for the educator to be clear about the assignment, "Create things that will make the place better, more fun and more exciting" Ylva emphasized.

The first photo took a little longer than the others to finish. Once they had entered the workshop, they continued with more and more photos. They found the play dough more fun and exciting to work with than the markers, since it was a new tool.

The workshop at Opalgatan preschool did not give many proposals for change. Several of the children instead took the opportunity to create designs on the pictures which they told stories about. They told stories about themselves, different animals or an old man. Their imagination and storytelling can serve as a starting point for future workshops.

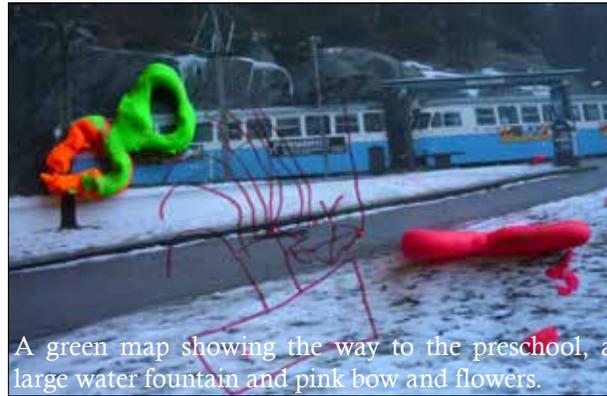
Here you see some of the children's drawings with the children's descriptions.



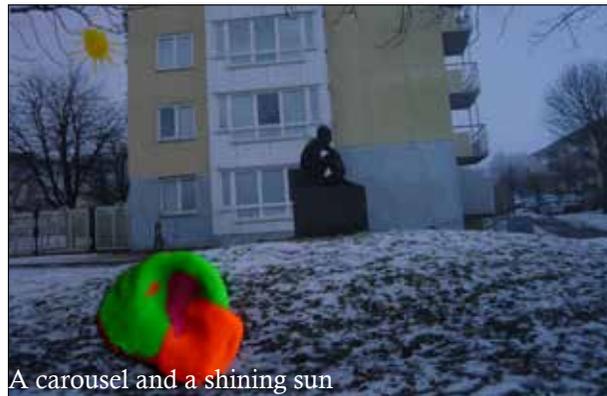
Clothes for the statue



Flowers, an old man and a spin spin to spin on and play



A green map showing the way to the preschool, a large water fountain and pink bow and flowers.



A carousel and a shining sun



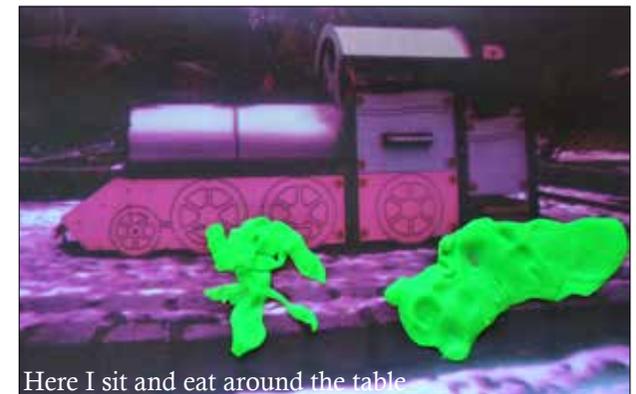
A nest



An old man and a troll. The troll fires a rocket so the old man gets mad at him.



There is a bomb on the train. The man on the picture has a gun and shoots at the bomb.



Here I sit and eat around the table

At Smaragdgatan 29B preschool teachers Eva and Lasse had started talking about the pictures before the workshop started. The children were talking about what they saw in the pictures as well as what they thought of the places, if they were funny or boring. When the workshop started the large group was divided into three smaller groups (2-3 children per group) in three different classrooms. In the small groups the children could work in undisturbed environments and had more space and opportunities to have their voices heard.

In this workshop Ylva did not bring any play dough since during the workshop on Opalgatan the children had their main focus on playing and experimenting with the new material. At Smaragdgatan 29B the children worked with pastel pencils instead. In this way they were able to put more focus on the image itself and the site. Pastel pencils were used since they are more visible in the photos compared to the markers.

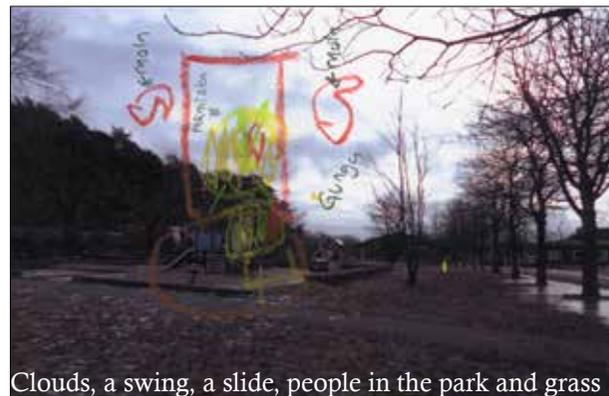
The children were asked to choose an image and draw a proposal for how they wanted to make the place better. They had to think about what should be in the picture that does not exist today.



Eva stressed that children need time to reflect upon what they want. The more involved the children were in the exercise, the more their ideas were developed. Below is an example where one of the children first drew stairs, a slide and a swing as in a regular playground, but in the second picture she added an apple tree with many leaves, a cottage to bake and play in as well as a football.

The photographs showed the children's perspective of the park. They believe that there are many boring places with dull colors. They want a more colorful park with great emphasis on more grass coated surfaces and water. Also they had many suggestions for the playground with places where they can climb on or crawl into and feel they can get away. Eva says that it has to do with children wanting to see a challenge in their play activities.

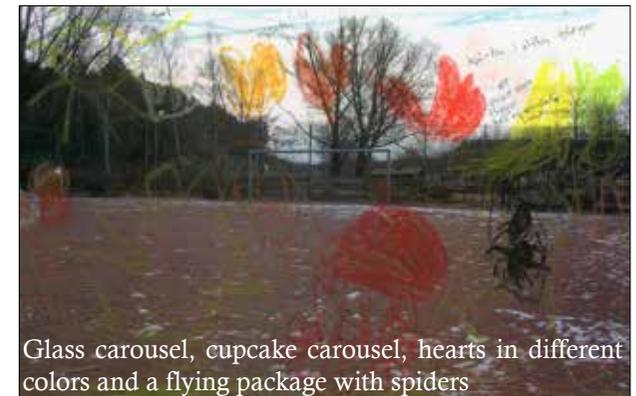
The children who worked with the preschool teachers felt more comfortable fully expressing their thoughts in picture or verbally. In future workshops, it is preferable to have one of the staff present when the children are working with an architectural educator, so the children can feel comfortable expressing their thoughts.



Clouds, a swing, a slide, people in the park and grass



Football field in summer with grass.



Glass carousel, cupcake carousel, hearts in different colors and a flying package with spiders



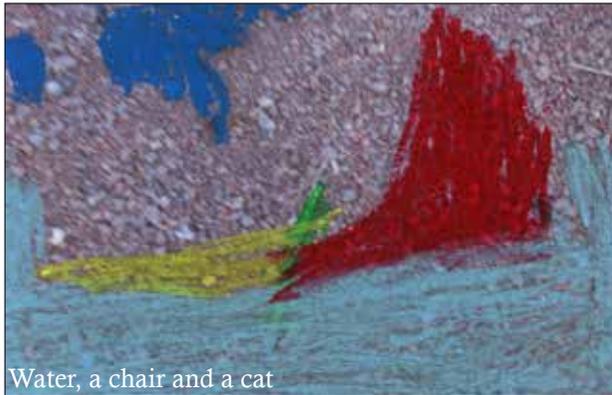
A car and a car track



Grass on the football field and colorful houses



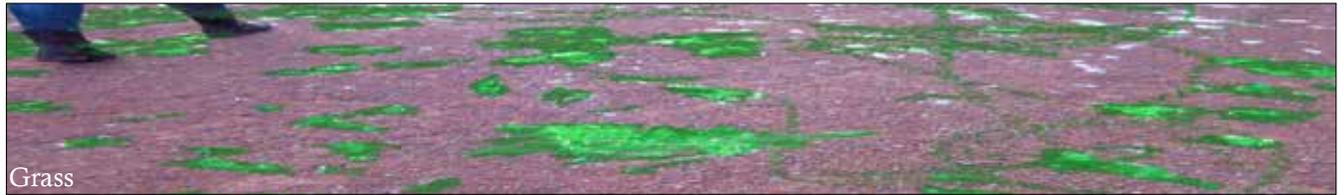
Green grass in summer



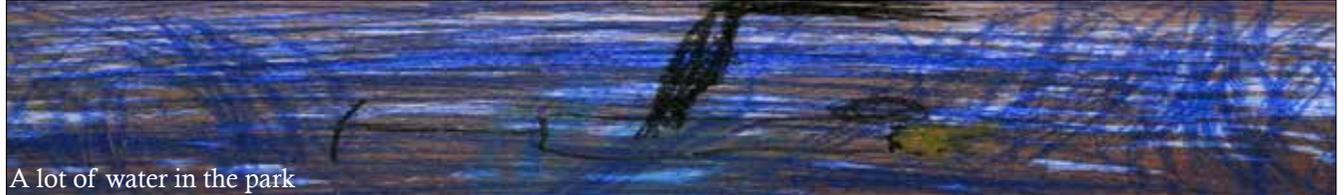
Water, a chair and a cat



A fun place with a lot of colors, trees, grass, houses and water



Grass



A lot of water in the park

## Workshop 3 - Building model outdoors

### The assignment:

We meet and work outdoors in the park where the children get to choose locations in the park that they want to redo and improve. They may build models with cardboard, crayons, tape, fabric, scissors, tape and other materials in their outdoor surroundings.





The children got right to the assignment and worked with great commitment, joy and focus. They used all the material that was available. On their own initiative, they also began to use materials that they found in the surrounding park, such as leaves and plastic. Building models outdoors is a great method in the aspect that the children could easily relate to the site. They had a visual and physical contact with the place and could thus in a simpler way create constructions to improve the site and make it more fun and better in their perspective.

It would have been better to split up the group and work in different places so that children do not influence each other in the proposals. Since all the children were gathered in the same place it led to some of the children choosing to do the same thing as

their friends and did not fully use their own creative ability. However these circumstances create great opportunities for cooperation, where they can work together on a certain construction.

One of the children began to build a house. Another first started doing a puppet show, but then changed her mind and wanted to do a house as her friend.

One child began to make a water fountain and soon another child started to make a water fountain on her own.

The fifth child however worked by himself and made an old man in the playground. The children suggested that the play houses would be placed at locations where it is not very windy and the water fountain would be placed on positions that are currently large and empty with no specific function. It was also important that they would be visible.

Throughout the workshop the educator's role was to ask the children about their designs and where they wanted their constructions to be placed in the park. She also asked questions about how these could improve the site. These different types of questions were asked to understand how the children think and what they want to create in the park. She took notes and photographed the children's working process and was there to support

and help them in their work. By the end of the workshop with the children of Opalgatan preschool the children presented their designs for the rest of the group.



A hut



An old man going on a rocket



A bed



A nest



A water fountain

Due to lack in staff at Smaragdگان 29B preschool only Eva could be present during this workshop. We did not have it in the park. The children instead build their models in their preschool yard.

Ylva asked the children if they remembered what they had done in their previous workshop for the children to think about and reflect on the proposals that they have helped develop earlier. Now they had the opportunity to build models of these.

The children were divided into two smaller groups, four children went with Ylva and the other five went along with Eva. They worked on two separate parts of the preschool yard. The children could either work alone or together with a friend. They all wanted to work in pairs, except one who clearly wanted to build alone.

They were split up into smaller groups since the educator believes that the children can focus better in environments with less interference and disturbance. In addition, they work on different ends of the playground to get more variation in the model at the end of the workshop. When they do not see each other's proposals they also do not mimic each other. However, it is important that they got to work together in the small groups since children need the support of each other during the work.



A review of the previous workshop and a presentation of today's workshop.



Eva divides the large group of children into two smaller groups.



The two areas where the children were allowed to build in were marked out with yellow ribbon.

Eva explained that the children do not have experience in creating with material. This workshop gave them the opportunity to think about and feel the new materials that were available and create freely according to their thoughts and suggestions. Some were more confident with sketching and therefore made it during this workshop as well.

When they got the fabric and cardboard, they wanted to immediately start cutting into it. Here it was important to point out that they should think first about what it is that they want to build and then start cutting.

The purpose of this workshop was to relate to the outdoor environment and in the environment think about their ideas and build them. Some of the children linked their models to the previous sketch exercise. One child drew swings last time, this time she drew her swing, a slide and apple trees on a large piece of cardboard. Many of the children did, however develop new proposals which they were based their models on.

During the previous sketching workshop the children in Ylva's group were very shy and did not really express their opinions during the workshop. During this workshop there was a big difference. They have now had a

few occasions to get acquainted with Ylva as she has had the opportunity to talk with each child. The children were quickly integrated and engaged into the work, it was more efficient and more rich in suggestions. They challenged themselves more this time.

Something that was interesting was that the children did not speak anything about water, something that occurred in all previous workshops at both Opalgatan preschool and Smaragdgate 29B preschool. Had there been water out in the yard, I think, however, that the children would have experimented more with water and the hoses that Ylva had brought with her.





The children built in their preschool yard since the materials and models would have blow off a lot easier in the park. The yard had corners and fence that you attach the models to so they would not fly away. Due to the windy weather the design and construction of the models were large parts of the workshop. Also the technology to attach them was a big issue that was discussed. The children thought about different aspects so their models would not collapse. One group asked for shovels to bury parts of the model so that it would be stable. The children taped and tied their proposals on the fence and facade very firmly so they would not blow away. One child asked for a hammer and nails to assemble the various parts, that we did not have. Instead he used tape and ribbon to connect and attach various materials and parts.



When the workshop was approaching its end the children from other preschools came out on their break. When they saw the children's creations, they also wanted to be part of the model building. The children told their friends about what they had built and how they had done it. It was fun to see the interest and curiosity in them when they spoke. This I told the preschool teachers. The preschool now have the possibility to work from this workshop and develop this method and involve more children who want to participate in the creative work.



This started out as an airplane but became a robot in the end.



A ball race.



A prince and a princess.



Two apple trees, a slide and swings.



House to live in.

## Workshop 4 - Building model indoors I

### The assignment:

The children go through drawings and models from the previous workshops. From these, they continue working on how it can be more fun in the park, continue to develop ideas and proposals for the park by working with a 3-dimensional model of the area. The children are allowed to work freely with the scale.



Ylva goes through the children's drawings that they have done during a previous workshop.



Freddy is drawing a football field



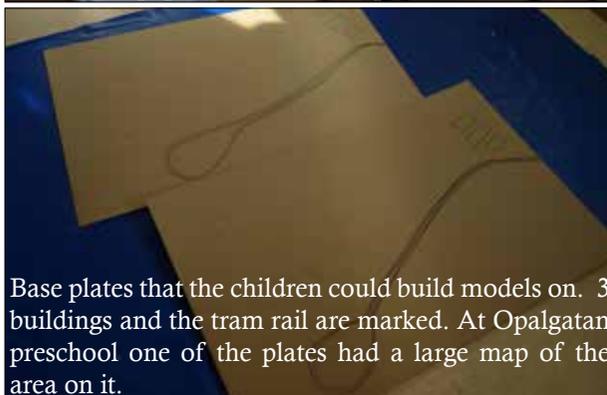
Materials used during the workshop on Smaragdgtatan 29B preschool. At Opalorget they had mostly cardboard, paper, scissors and tape.



Ylva presents new materials to build with and gives examples of how to use these materials and what the children can create with them.



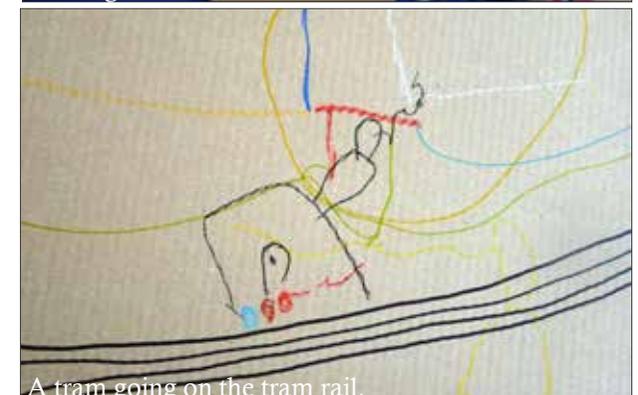
Sabira to the right has made a green building as is now drawing a tree.



Base plates that the children could build models on. 3 buildings and the tram rail are marked. At Opalgatan preschool one of the plates had a large map of the area on it.



When it's time to start building crayons are the first things that the children use since they have experience using these and creating with these.



A tram going on the tram rail.



Lasse is holding the tunnel while Adam tries to tape it to the model.



A butterfly and a spindle.



A play ground with a swing and a slide next to a yellow house to live in.



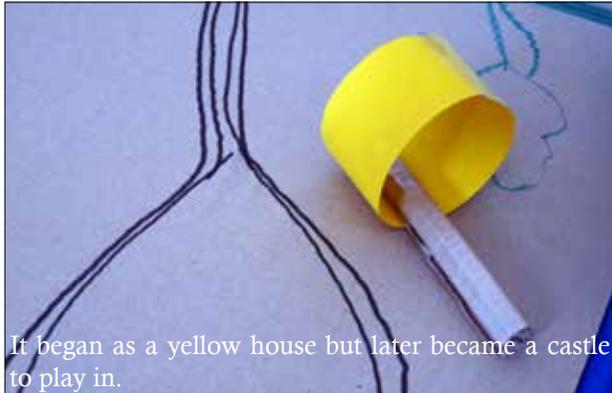
A football goal with net was built by green paper and plastic. It was fixed to the model with adhesive



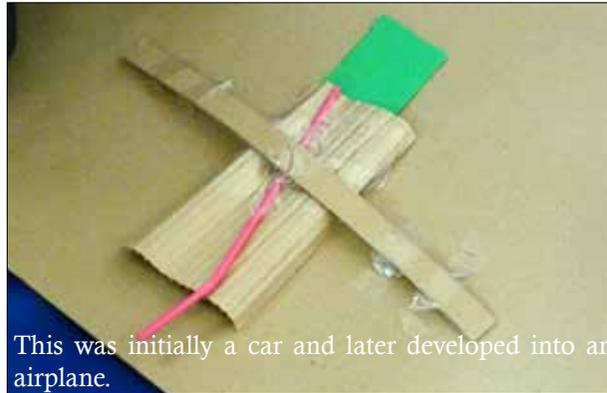
Ylva's template is used to make more trees.



A "slide butterfly".



It began as a yellow house but later became a castle to play in.



This was initially a car and later developed into an airplane.



On their own initiative two children began to build a car together. The car will go through the park on the tram rail.



A microphone.



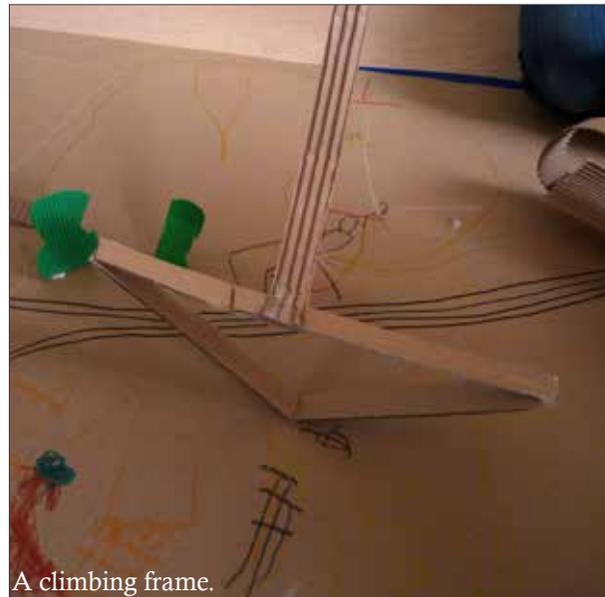
One slide for older children and one for younger children and a tree.



An apple tree.



"I want to put my tree here!"



A climbing frame.

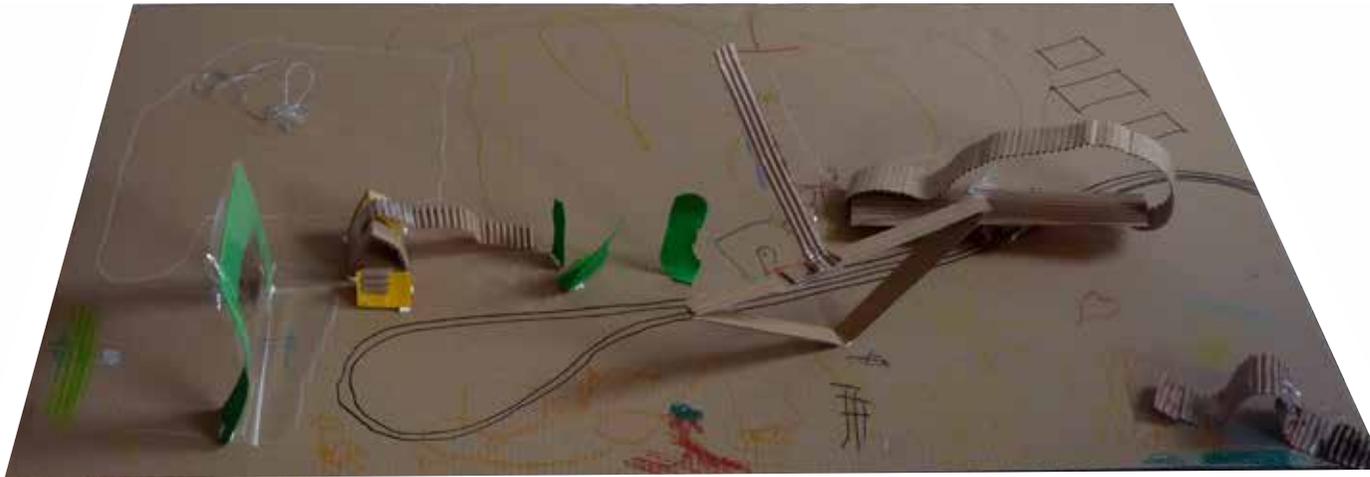
The re-narration of the children's previous work was very important because some of the children had forgotten what it was they had drawn or built before.

Before the children got to start building, the base plate was compared to both a map and an aerial view of the area. In addition, they received instructions to first think about what they wanted to build before they started cutting the materials.

At Smaragdگان 29B Ylva introduced some new materials that the children could build with, eg steel wire and straw. Her examples of how the materials could be used were appreciated by the children who got new ideas of what they could build. The new materials created curiosity but also made it more difficult for some children to express their ideas. The crayons were therefore used more during the workshop. The children were not used to creating with the new materials and took what felt safest, what they felt they had the most experience with, namely to draw.

They worked in two groups and Ylva went between the groups and supported and helped them in their work.

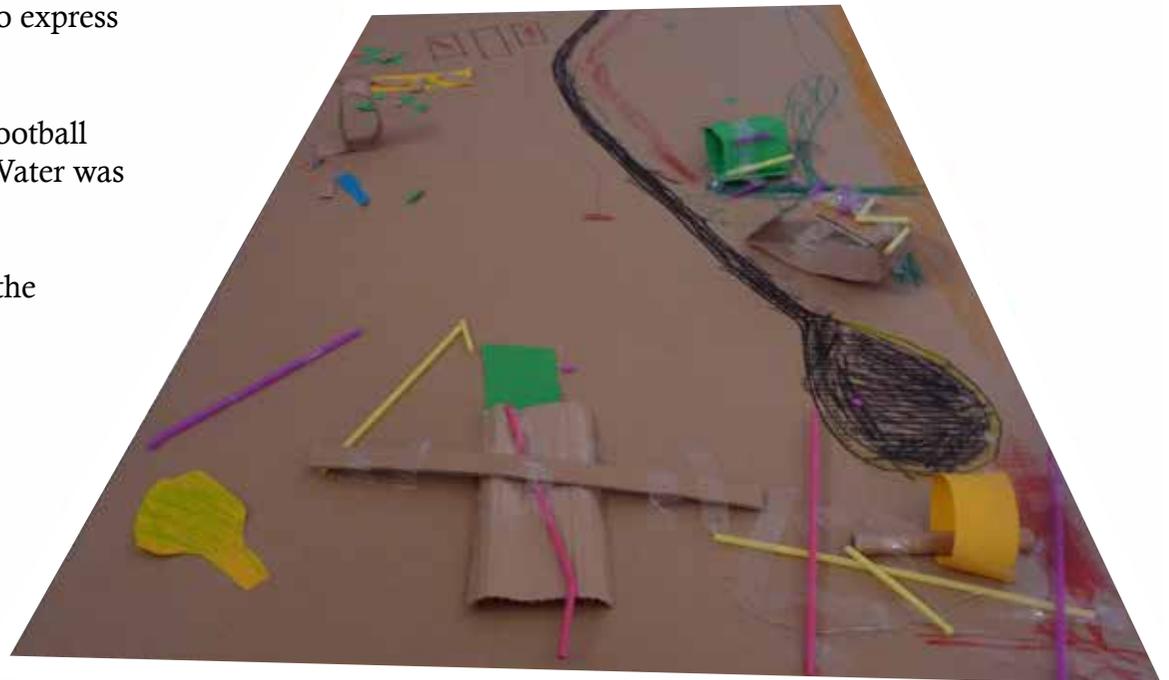
There was not much dialogue between the children. They mostly worked individually with their proposals and sometimes asked the teachers or Ylva for help to cut, hold something or tape.



I noticed that the children are getting to know us better and dare to express themselves in a more free way as each workshop passes.

The proposals that reoccur on Smaragdگان 29 B preschool are football court, apple trees, slides, swings, technology, houses and castles. Water was not mentioned during this workshop either.

It is best to remove the crayons during the workshop to challenge the children to make more use of the new materials.



At Opalgatan preschool one of the bottom plates was covered with a large map of the area. This one was not built on much. The other one however was filled with a variety of things such as slides, tunnels, water and cinema. A long dragon was also built along with a train rail next to the tram rail.

The materials available for the children to build with were plastic, cardboard and paper in various sizes as well as tape. Ylva had not presented pens which meant that they were challenged to use other materials.



You can buy your invisible tickets under the tunnel then go to the movies where you can dance and watch movies.



A bridge that goes over the "pretend water" and a slide



A tunnel and the place where the children saw the dogs.

## Workshop 5 - Building model indoors II

### The assignment:

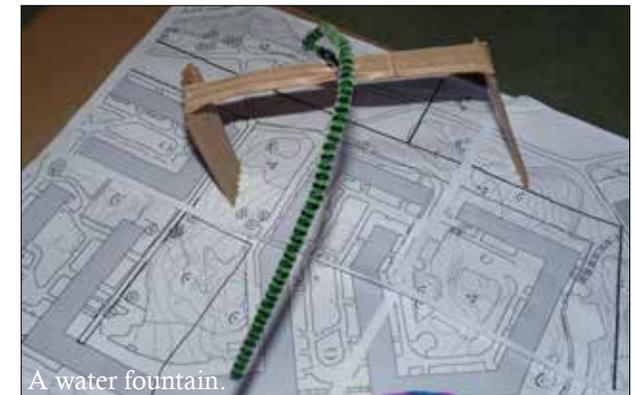
Finish construction of the model of the park.



The children find it very exciting to be working on new materials such as straws, steel wire and pipe cleaners. They were quick to build colorful constructions.



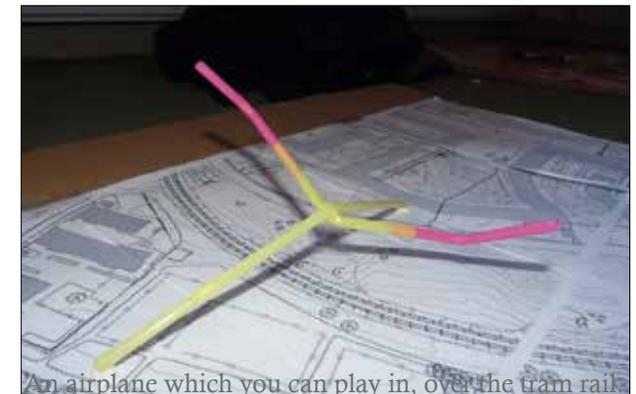
An apple tree.



A water fountain.



David decides where his swing will be placed.



An airplane which you can play in, over the tram rails.



A swing.



Another airplane you can play in.



Swings.



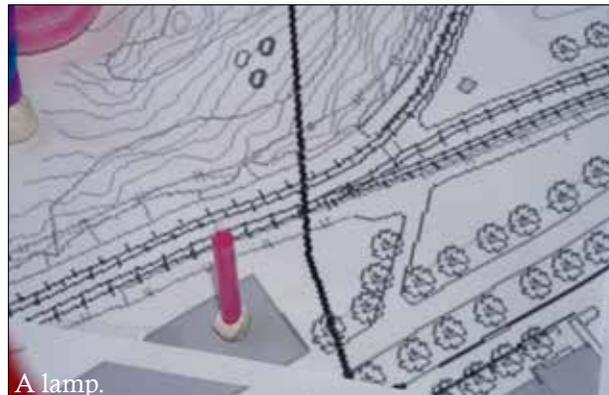
A dog sleeping on a ball.



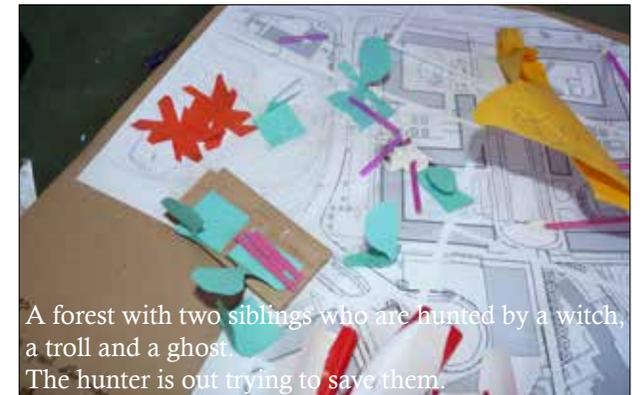
A long slide.



The final model made by the children of Opalgatan preschool



A lamp.



A forest with two siblings who are hunted by a witch, a troll and a ghost. The hunter is out trying to save them.



Freddy's green hill meets Santos advanced climbing frame.



The green hill is later connected to the skating rink via a path.



Snow and water.



A swimming pool.



Water and grass where you swim and play. In the water there are round brown fishes, turtles and sharks.



A bird.

It has been rewarding to divide the model construction in two sessions in order to give the children the opportunity to build on their suggestions and add more objects, activities and functions in their model of the park. The more sessions the children have to build on the model, the more detailed and advanced their model becomes.

At Smaragdagan 29B the children worked in their old groups where they were free to either work individually or together. Most of them worked individually but it was very interesting to see how some of the children's suggestions met in the model. At Opalgatan where there was a smaller group of children, they were free to work on any model. They all chose to build on the plate with the large map since it had more free space. The children showed a good knowledge of orienting themselves in the park and finding their preschool on the map.

During this workshop, there were no crayons or pencils. Instead the architectural educator had presented new materials such as silk paper in different colors, cardboard, steel wire, straw, plastic and tape to create curiosity among the children and to motivate them to be even more creative. By adding new materials the children

received new energy that prompted them to develop their proposals and come up with even more ideas.

Ylva directed and guided by words how the children could use the materials, for instants green paper for grass and blue for water. The blue silk paper and the translucent plastic was mainly added to see if the children would return to the ideas of water.

Ideas that recur during the workshop are advanced climbing frame and long slides, animals, apple trees, swings and technology. During the workshop on Smaragd gatan 29B many new proposals included water, ice and grass.

A highlight was when one child that has been quiet throughout the project finally dared to open up and express in words what she had created. In retrospect, her teacher told me that she had talked a lot about the project at home making her parents curious and interested in hearing more about their child's participation in the project.

At the end of the projects I interviewed the participating children individually about what they thought about the architecture pedagogical project and outdoor education. The results can be found on pages 120-123.



The two final models of the children at Smaragd gatan 29B preschool.

# Workshop: Feedback

---

**When:**

4 sessions, one at each preschool/school:  
23-04-2013 - 24-04-2013

**Who:**

7 children at Smaragdgatan 28B preschool.  
9 children at Smaragdgatan 29B preschool.  
7 children at Opalgatan preschool.  
24 children at Kannebäck school.

**Purpose:**

- Present the architectural competition program and explain how the children's ideas have been integrated in it.
- Receive feedback on the program from all participating children.
- Investigate how the children have viewed the architecture educational project. Feedback on the architectural educational projects.

**The assignment:**

Dialogue about the draft of the architectural competition program based on the children's thoughts and views on the park. I show models, drawings and inspirational picture for the program and the children have the opportunity to express their views and influence the final outcome of the program. The children will be questioned about their views on participation in an architectural

educational project.

**Implementation:**

We began by looking at the children's model to remind them of the proposals they have put forward earlier. Then I presented the proposed architectural competition program that I had developed based on the children's thoughts and views on the park. I explained what they along with the other participating children have told me, what we have found together and showed how I had used it in the program.

There was a discussion about what details had been removed and added from the children's models and why.

The children later answered questions about the program. Within the whole group the following questions were discussion:

- Do you think that the program represents how you want the park?
- What do you think are good to keep in the program?
- Is there anything missing?
- What would you like to add?

After the discussion the preschool children were each interviewed individually where I asked questions about architecture in

school to gain insight into their views of the architecture pedagogical project.

At Kannebäck school the children were handed questionnaires to fill in due to their greater writing skills. The questions were the same as the those given to the preschool children. (Appendix 4)

In the end I introduced the vernissage where all the children's work during the architectural educational projects will be exhibited in a slide-show during Tynnered's Day, a celebration day on Opalorget and Kastanjealléparken.

**Results:**

A variety of views on the draft for the program of what was good and less good, what should be preserved, must be removed, added and improved. The children got to participate in determining and designing the final draft of the architectural competition program.

In addition, the children had been expressing their opinions on the project. The result of the interview are presented further on in the report.

**Evaluation of the workshop:**

During the workshop, I used methods to

enhance the participation of children and their impact on the final proposal for the program. The strengths and weaknesses of the proposed program were discussed and the children had the opportunity to influence and have a say in the matter.

Earlier in the project, I have often heard “I want answers to what will happen with the park” by the children. It is very important that children who participate will receive a real influence and are continuously updated and included in what goes on in the planning process. This workshop was a great opportunity to re-connect the children’s work during the project to them and they could see how their thoughts, ideas, inputs and suggestions have been used further on in the process. Their opinions have been emphasized and used in the program which showed that their views have been heard and taken into account. To reconnect the dialogue with the participating children and to show how their transparency has contributed to the result has been a very important aspect of this project.

As a symbolic act, and as a start to the process of change an apple tree will be planted in the park. This is a way to remind children about their participation and influence since a similar urban development

takes a long time.

The investigation regarding architecture in school has only been based on the children’s perspective. This means that the responses obtained were analyzed unilaterally and does not give a general impression since the teachers’ opinions have been completely left aside.

The preschool children had difficulties to sit still and listen to the presentation of the program with all the inspiration pictures. There was a lot of talk about “I’ve been there”, “I was there with my mom and it was really fun” and “This is nice!” when I presented the images. The children at Kannebäck school however sat and listened throughout the entire presentation without any interruptions and the discussion started afterwards. This may be because the older children are more accustomed to lectures and to sit and listen when the teacher is going through a subject. Preschool children were not really accustomed to sit still and listen for so long.

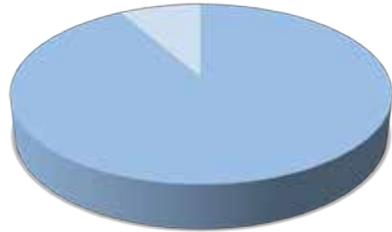
When I asked if the program represented how they wanted the park to be designed all the children agreed that it did in a good way. The most important thing for the children

was a fun playground since they believe “it is important that you can have fun” in the park. They found that the program included “fantasy-full” inspiration. Also that the park would be “cozy” in the evening when it is lit. They found it important that the things that had been discussed in previous workshops had been presented well in the program.



# The childrens views of the architectural educational project Smaragdattan 29B preschool & Opalgatan preschool

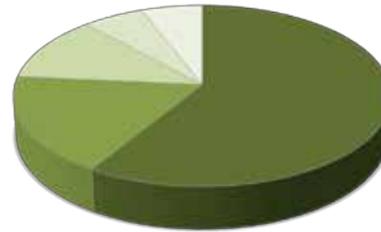
## How has it been to work with architecture in school?



- Good/Fun (11)
- Bad/Boring (1)

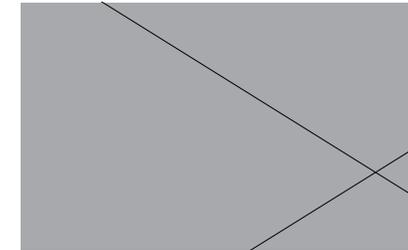
Diagram showing the children's view of their project

## The positive aspects of the project



- Building models outdoors
- Working & creating together
- Taking pictures
- Drawing
- Working with water & ice

## The negative aspects of the project



- Being outdoorw when it's too cold
- Working with play dough

*"It was difficult to fix the play dough to the image"*

*"It was hard to make a snail"*

## Would the children like to continue working with architecture in their preschool?

All the (16) children except two, wanted to continue working with the models used during the project on their preschool since they were viewed as fun and new. Those who did not want to participate in any more projects said it was because it is more fun to play instead.

## The children's view on outdoor education

*"You get colder outside. You get warmer inside"*

*"It is fun because outdoor you can breathe really well but indoors there's almost no air at all"*

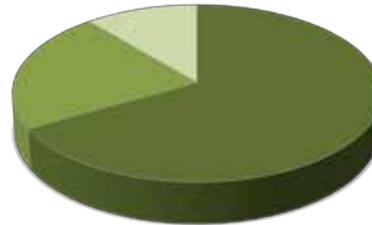
*"I froze when we were outdoors"*  
*"In summer, it is good to be out"*

*"It's not good building houses when it's windy"*

**How has it been to work with architecture in school?**

All the children at Smaragdagan 28B preschool thought it was fun to participate in an architectural educational project and did not come up with any negative aspects of the project.

The positive aspects of the project



- Building model
- The hand-print assignment
- Inventory with flags

The children's views of the architectural project

*"It was fun to make water on the thing"  
(referring to the model)*

*"It was fun to make houses"*

*"It was fun to put flowers in the model"*

*"It was fun to put all the pictures of what we liked and to build the model. Everything was a lot of fun. When we walk too."*

**Would the children like to continue working with architecture in their preschool?**

All the children appreciated the work of architecture in their preschool. 5 out of 7 wanted to continue with it themselves. The others thought it would be great if the other children in the preschool could work with it too. Examples of how they can continue to work with architecture was to build bird nests or more exercises with water.

The children's view on outdoor education

*"It's fun to be outdoors and walk"*

*"Outdoors we can play. That is fun"*



**How has it been to work with architecture in school?**

All the children at Kannebäck school thought it was “fun and interesting” and also very “instructive“ to participate in an architectural educational project. They think “it is important that children get to say what they think”.

Here are some quotes from the questionnaire about their view’s on the architectural educational project:



The children give feedback on the architectural educational project with a questionnaire.

*“Good to let us decide what the park should look like”*

*“It’s been great working with architecture.”*

*“It has been good to learn about the environment and to cooperate.”*

*“I have learned a lot.”*

*“It was great that we got to speak up.”*

*“Good that we could give suggestions and that we children also get to decide.”*

*“It has gone well and we have developed many good proposals.”*

*“We’ve been out and wished for things that want in the park”*

*“What was good about this project was that we worked a lot in groups and it’s been fun.”*

*“It was good that we got to think and think and then had to tell what we were thinking.”*

*“The best thing was that I was involved and decided and said what I was thinking”*

*“The good thing about this project was that we children got to express ourselves.”*

*“Nothing has been bad”*

*“The bad thing was that I at first did not understand quite what we would do and so on but now I understand”*

*“It was good that we got to decide”*

*“I think it was good that we children got to say what we wanted to change.”*

---

### **Would the children like to continue working with architecture in their preschool?**

All the children expressed a great interest in working further on with architecture in school. They even gave suggestions on how to do it:

*“Children get to decide how the school should look”*

*“Build models of places that need improvements”*

*“I think it’s good that children can say what they like so I want to work more with it and make the places look like better places.”*

*“You can build different things.”*

### **The children’s view on outdoor education**

Most of the children found outdoor education to be a great method for learning. They mentioned many positive aspects of it. Three children were less enthusiastic about the methods. Here are the children’s views on outdoor education:

*“The advantage is that you get fresh air, I also think it is more fun to be outside than being inside and work. The downside is that if you’re going to work outdoors it might not be so nice weather.”*

*“It was cold to be outside”*

*“The advantage is that we have not been inside the whole time.”*

*“It was good that we could decide together”*

*“Everything has been fine, and nothing has been bad”*

*“It has been great to work with outdoor education because there was fresh air instead of feeling trapped.”*

*“It was nice and fun to have a lesson outdoors”*

*“Mega-good!”*

*“The disadvantage is that it can be a bit chilly. The benefit is that being outdoors is good because you get fresh air, and it is different so it will be fun.”*

*“It’s been really fun and interesting and it’s been great”*

*“Great”*

*“The advantage of outdoor education is that we got a change to our everyday lives and I do not see any drawbacks to outdoor education.”*

*“I think it’s been fun to learn outdoors”*

*“It has been cold and windy and not so good, I like it better indoors.”*

# Vernissage

**When:**  
05-05-2013

**Purpose:**

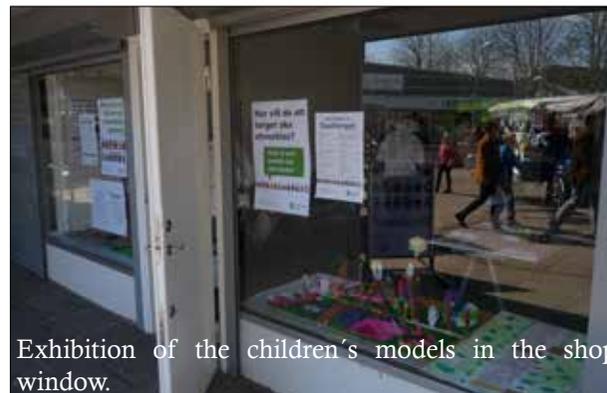
- Exhibit the working process during the architectural educational projects and show up the children's ideas and suggestions for the development of Kastanjealléparken.

I made a slide-show of the children's working process during the architectural educational projects. The slide-show was a compilation of photographs taken of the children during the process. It was presented along with the children's sketches and models in an exhibition at Opalrummet during Tynnered's day, a festive and public event occurring once a year in Opalorget and Kastanjealléparken.

Opalrummet is a space at Opalorget where the municipality exhibits the plans for the future development of Opalorget and surrounding areas.

It was mostly residents living in and around Opalorget who visited the exhibition and got an overview of the children's participation and creative mind.

The feedback on the children's participation was very positive.



Exhibition of the children's models in the shop window.





A slide-show of the working process during the architectural educational projects and the models.

# Conclusions

---

## **Children's participation**

Taking in the views of the existing users, the children and young people, should be obvious in a planning process. They have spent much time on the site and their experiences of the place are valuable. These experiences were expressed by the children and taken into consideration during the inventory, something which formed the basis for the proposals suggested by the children for the site.

Adults do not always know what is best regarding issues related to children and young people. What adults think they know, for example, of unsafe places in the public space does not need to be consistent with the places that children and young people perceive as insecure. The same applies for pattern of movement and unofficial meeting places. (Boverket 1998)

It is often the case that adults do things for children but it is rare for children to be involved and tell us what they actually want or need in different ways. Through citizen participation the children have pointed out places that feel insecure, not viewed as welcoming and explained why they move in some places and not in others. This has led to proposals based on a real demand. The participation process has acted as a link

between the users and me. It has also served as a way for children to discover or rediscover their place. They have become more aware of their physical space. The process has also helped make them better experts in their own environment.

Based on Shier's model for participation, I found that we have reached level 4 in this thesis. During this project the focus has been placed on the children. They have had their voices heard, the children had the feeling that they had been listened to. They have felt supported throughout the process from their teacher and from me. They have been involved in the architectural design process and gained influence during decision makings where their views were taken into account. The children have been actively involved and engaged throughout the process and have experienced their opportunities for participation and involvement in a positive way. Still, I do not believe that level 5 was achieved, where the power is fully shared by children and adults and where adults will relinquish some of their power. To be able to reach level 5 would have required a focus group, with participating children, who worked in a more interactive manner with me throughout the process. The processing of the children's ideas and suggestions

must in such cases be made together with the children where they can join in and make the interpretation to the architectural competition program.

It can be discussed whether or not level 5 can be reached at this stage in the process. In order to reach level 5, the children should have the opportunity to continue to influence later in on in the planning process. One way would be if they were representatives of the jury where they can continue be involved and make decision concerning their environment.

## **How to respond to the children**

As an architectural educator, you need to be careful, watchful and respectful to the children. These aspects are crucial for strengthening their position.

When you come to a preschool or a school, you are an exciting new event. It is important to seize that feeling and work to keep their curiosity. When you come to a class and ask the children to be involved in something, you should listen to them so that they feel that their views are valuable and useful.

## **Be clear about the purpose**

The children appreciated that they were well prepared with clear descriptions of

---

the purpose of the workshop and the participatory elements. A fundamental prerequisite for the children to feel involved and to participate in planning and decision making was to understand the context of the project. It is important to not give false hopes that the children's design proposals will be implemented in the park. Since there are actual plans to make changes in the park the children's work will lay as a basis for discussions regarding the development of the area. For the children this was an exercise in getting to know their environment and also meeting architecture. An important part of the project was the meeting with an architect and an insight to the architect's working process.

### **Observation**

During my observations during two architectural educational projects I took part in workshops and observed more methods and approaches used by another architectural educator. I also got to hear and see more children's thoughts and reflections on Kastanjealléparken.

All adults who join a group of children will have a role in relation to children. Bomble explained in an interview that to be an observer with children is a bit different

than being an observer with adults. With adults you can say that you are going to sit in a corner and observe. With children you must be able to answer more questions. You can not be there and not meddle at all. If children do not understand the purpose of why you are there, you become more of a mystery that might cause distribution. It is therefore better to have prepared a short, straight answer to interfere as little as possible with the process.

### **Interaction with the teachers**

An obstacle that you may encounter in an architectural educational project is that you come to a preschool or school with a brand new way of working which can make the teacher skeptical and not committed. This may create resistance to the project and then it can be even more difficult to involve the children and to achieve the goals you have set for the workshop.

A good dialogue and cooperation with teachers available benefit the process and also the children. It is very important to initiate projects with meeting the teachers to get insight into their working methods. Here you present the plan and together adapt the workshops based on the group of children.

Interacting with teachers is also important because they know the children best. You have to be flexible and able to update the planning during the process based on the group of children in order to achieve good results. It is important that the architectural educator along with the teachers create a working environment where everyone feels safe and undisturbed. In an architectural educational project, the teachers' role, is, among other things, to be involved and help support the children. It creates a sense of security for the children to have someone that they are familiar with present during the workshops. The teacher also helps supervise children and establish order in the classroom. A good working relationship with the teacher can help the group continue working with the workshop and exercises at the preschool when the architecture educator is not around. It is important to connect the workshop with the curriculum by inspiring the teachers to find exercises themselves that develops the knowledge gained during the workshops.

After each workshop at Smaragdگان 29B and Opalgatan, we had a short review with the teacher about the process, method, and the children's individual suggestions. This was also worthwhile in the evaluation. The

---

interaction with the teacher meant that they got a greater interest and commitment to the project. It also led to a more active participation. They were working on their own initiative with the exercises along with the children when the architectural educator was not there. In this way, the children became more familiar with the project and got more out of the various stages. Preschool teacher Eva, at Smaragdgatan 29B, expressed at the end of the architectural educational project, that the most important part has been for the children to work with their creativity and to have an architectural educator who has listened to them. Preschool teacher Sofia, from Opalgatan, found it very interesting to hear and see the children's thoughts and visions.

### **Time**

In the early stages of the process I understood that preschool children are not used to long working hours. The initially planned 2 hour workshops had to be re-planned to 1 hour each. Children at such young age can not handle too long working hours, they either become too tired or lose interest. You have to be able to put up a program so that it does not become too stressful and that the children, the teachers and you get as much as possible of the

workshop.

It is also important to be flexible on site during the workshop and adjust the time according to how much the group of children are willing to work. It rarely goes exactly as you had planned it.

Time can sometimes be a hindrance. Just when the children are about to get started, the time can run out and you have to finish the workshop. This is of course an obstacle in the creative process. The workshops with the 5th and 6th graders at Kannebäck school were 90-120 minutes long each. These workshops gave a lot. These children got more done during the sessions. Also, we had longer and more in-depth discussions and reflections on their previous work, their final results and the methods used during the workshops. It felt easier to conduct oral discussions with the older children because most of them found it easier to express themselves verbally.

### **Language**

The children that I mostly worked with were 4-6 years old and had a limited ability to express themselves. Sometimes I met children who were shy and did not dare to say what they were thinking. It could sometimes be difficult for them to express themselves verbally and feel included.

One of the goals of Lpfö 98 is that preschools should strive to develop each child's varied spoken language, vocabulary, concepts and their ability to play with words, tell, express ideas, ask questions, argue and communicate with others. We used many methods which made it clear that we met the objectives of the curriculum to help children express themselves in many ways. With the help of architectural tools the children were offered many ways of expression, we discussed their physical environment, we took *photographs*, made *sketches* and *built models* so that it became every children's language and I could hear all the voices. As an architect I chose different methods were also silent children could be heard and the final material could be representative.

Another architectural tool is the *map*. Even those who do not say many words can point on a map. We therefore worked a lot with maps as well, mainly by aerial photographs. Reading a map is also a language of symbols, colors and lines that helps with orientation.

The children retold the stories when they came back to the preschool or school and shared their experiences with others. Some teachers have pointed out that the children have become more outspoken when it comes

---

to talking in front of and with their peers. They have learned to tell and retell what we have done leading to a stronger sense of confidence. They have also developed their vocabulary and ability to speak and express themselves.

### **Compiling the results**

When compiling the children's results, you have to as an architectural educator not only listen to one child, but many. It is important to choose methods so that even the silent children will be heard and to walk away with a representative result. The results have to show what the whole group of children have said, not just the loudest children.

During the entire process, I have tried to document as much as possible of the children's suggestions, ideas and thoughts on Kastanjealléparken. I began to notice themes that recurred in the architectural educational projects in the various preschools and school. One example is that the children wanted an exiting and challenging playground adapted to children of all ages. According to the children's suggestions, I concluded that in the playground the children should be able to climb and crawl. The conclusion came from that the children talked about, drew, or build different types of climbing frames and

tunnels. The important thing was not how the desired climbing frame or tunnel would look, it was that the climbing and crawling opportunities instead became general aspects that I could take on to the architectural competition program for the park.

Below is a list of the recurring themes in the children's work:

- Exciting and challenging *playgrounds* for younger children and for older children, with large and long slides in different shapes, swings of various kinds, climbing frames that you can climb high on, mazes and tunnels where you can go in and play and hide.

The dog yard is also suggested to include more toys.

- *Cabins/houses/castles* where you can be inside and play undisturbed and not be seen.
- *Ice* to skate and play on
- *A colorful park*
- *Water* to swim in, with fishes, or in a water fountain.
- *Animals* in the park such as birds, fishes, dogs, snails and horses.
- *Greenery and vegetation* such as green grass, trees (mainly apple trees), cultivation and flowers.
- Sense of *safety* in the park. Prevent rapid

moped drivers in Kastanjeallén.

- *Lighting* to make the park safer and brighter during evenings and nights.
- *Technology* as for instants cars, airplanes, trains, trams, buses, robot, rocket, spaceship and various paths and trails.
- *Stage* for dancing, magic, movies and midsummer celebrations
- The park as a place for *resting* where there is a lot of seating, benches and beautiful green spaces where you can sit and have a picnic.
- More *bins* for a cleaner park.
- *Football field* with grass and net goals.
- *Fairy tales* and stories about their creations.

### **Feedback**

Feedback is very important in the process of linking the workshops and having a common thread throughout the process. During the architectural educational projects the children's work has been relinked to them at different stages.

It proved to be important to come back and tell the children about how their experiences and ideas have been received. The children's suggestions were integrated into the program for the architectural competition and also the project was concluded with a big exhibition where others could view the process.

The architectural  
competition  
program

*I aim to, along with the children, give inspiration to a design proposal for Kastanjalléparken -  
an environment to be proud of  
with good aesthetic qualities and small impact on the environment.*

# From architectural educational projects to an architectural competition program

---

In the following part of the report you will find a program with specifications for an architectural competition concerning the public park Kastanjealléparken. The program is based on the results from the architecture educational projects at Smaragdsgatan 28B Preschool, Smaragdsgatan 29B Preschool, Opalgatan preschool and Kannebäck school. The arranged workshops for children's participation created good conditions for children to express their opinions and wishes in the early stages. The children's perceptions of the park, their views and opinions of the site and also their design proposals have acted as starting points for the requirements which will be presented in the program.

During the processing of the children's work, my role as an architect is implemented. Here I can take advantage of my experience and knowledge as an architect of how the site should be designed and to consider sustainability issues.

Architectural programs are used to describe the development at a general municipal level and contain general advice in form of drawings/reference images and text on how future environments should be portrayed/adapted. Architectural programs provide recommendations on placement of

constructions or functions with respect to the urban environment and the landscape of the site. Natural and cultural values of the place are also significant aspects that need to be considered. (Tornberg; Svensson, Tornberg, & Rönn, 2006)

Initially, the results from the architectural educational projects were intended to lead to a design proposal of the park. After the mid-term seminar, we concluded that a competition program is better. Then it is not just my interpretation, but an intermediate step to be used to establish that the children continue to be involved in the process. Participation and influence is often perceived as difficult to interpret into planning documentation. An architectural competition program is a good way to mediate participation. It could be a new role for architects to find ways to translate children's ideas into professional ideas and solutions.

If the children can participate in the competition process as jury there is a chance to reach level 5 in Shiers participation model.

This program can be used as a guide in the design process and could ensure that children's voices will be heard.

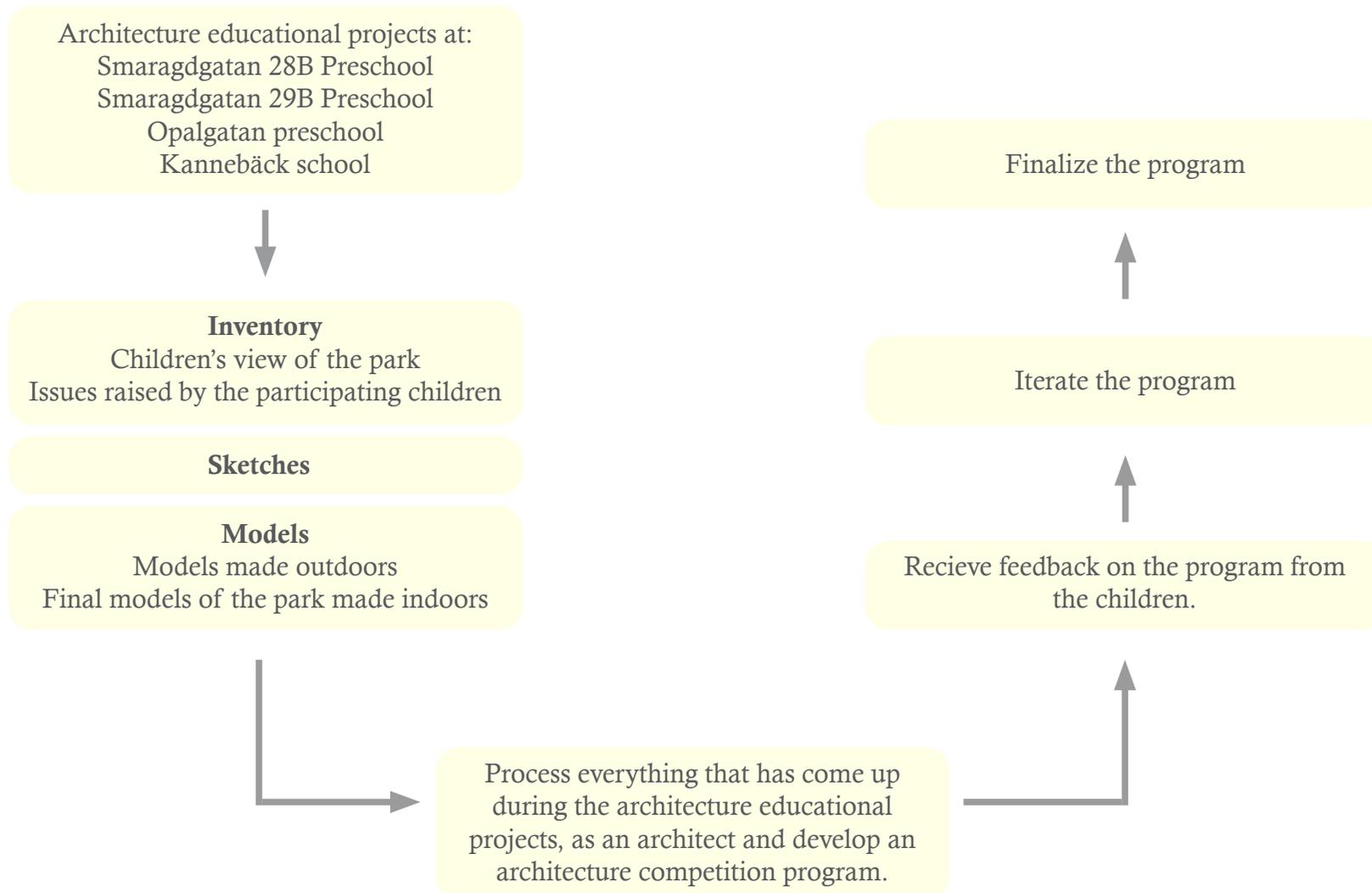
The architectural competition can be used as a tool for the City of Gothenburg to convey a unique specialization in children's participation in a sustainable urban development. Also it can ensure that the proposals presented at the end of the competition actually reflect children's visions for their local environment.

By studying different types of programs within architectural competitions and program descriptions that I have made during my education at Chalmers, I could set up a template for the content of the program. Afterwards that I could work on compiling the children's wishes and demands with other interests for the site in an architectural competition program. I worked on making a program where as many as possible of the children's ideas are taken into account.

## **The content of an architectural program**

- Invitation to the architectural competition
- Background
- The competition task
- Competition technical regulations

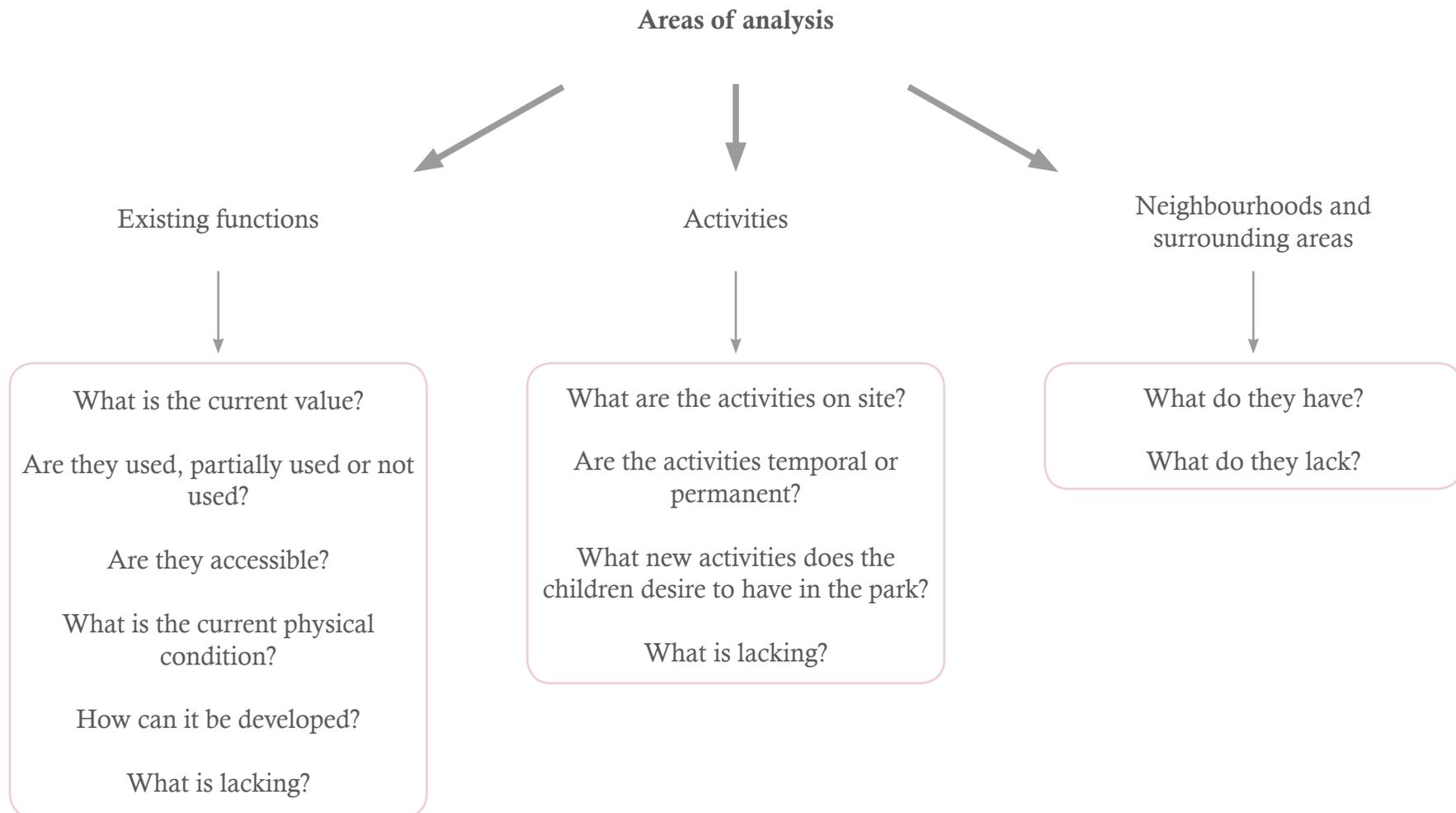
Conceptual diagram of the transition process from architectural educational project to final architecture competition program.



## Areas of analysis

---

When processing the children's views and opinions I based my analysis on the following aspects.



# Invitation to the architectural competition

---

Tynnered is facing a major urban renewal plan at Opaltorget and its close surroundings. The City of Gothenburg aims to develop the area into an attractive and safe environment of high quality. Kastanjalléparken, managed by Parks and nature management, is closely connected to Opaltorget. Today, the park is partially decayed and parts of it are poorly used which makes it in need of refurbishment and renovation. We now have the opportunity to redesign the park and create something new, unique and exciting as the core of the area.

Kastanjeallén in the park is a public space which is viewed as a valued asset in the area. The new park will be a major profile spot in the district.

You are hereby invited to an architectural competition for the transformation of Kastanjalléparken, Tynnered, Gothenburg. The architectural competition will begin with a pre-qualification process where five architectural companies will be selected. These contestants will then submit their design proposals for the new Kastanjalléparken. The intention is that the winning proposer after negotiations with the developer will proceed with the final design of the new park.

The proposal should be designed in a way that supports today's sustainable urban development, from an ecological, social and economic perspective.

Keep in mind that a park should be alive. A park should be a reason to take an extra walk outdoors, a reason to stay out longer. The park should be a place to use and explore alone or along with others.

This architectural competition program is intended to be used as a guideline to design the new park in accordance with the set goals based on children's participation. During spring 2013 preschool and school children in the local environment of the park have been included in a design process regarding the park. Their input forms a general list of requirements for this program. Cooperation with schools is an important initiative. Children and young people will be directly affected by the municipality's plans for the future and have therefore been consulted before planning the area.



Kastanjeallén viewed from north side of the park  
(23.04.2013)

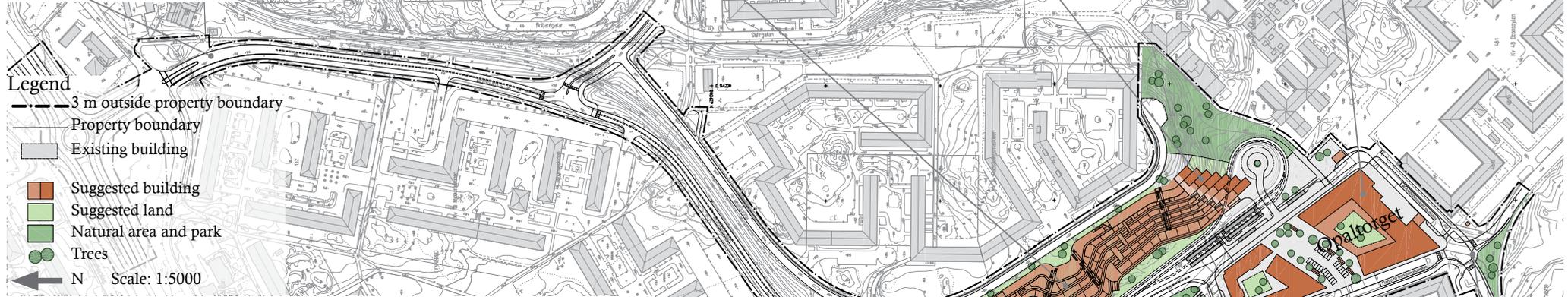
# Municipal local plan for Opalatorget and its close surroundings

A new local street including a new pedestrian and bicycle path is proposed between Skattegårdsvägen and Opalatorget.

Terrace houses accommodating approx. 85 apartments with green terraces facing the park.

A tower building divided into a number of volumes. Approx. 120 new apartments.

A mixed used "Centrumkvarter". Space for approx. 150 new homes.



"Parkhuset" includes housing and a pre school with 4-6 divisions.

Parts of the preschool yard can be localized to the park.

A more active and safe Kastanjeallépark as the backbone of the area.

Two level parking deck towards Grevegårdsvägen.

"Kvartershusen" can be slightly higher than the existing houses and create enclosed but spacious yards.

The intersection is rebuilt and the unsafe pedestrian tunnel is removed.

Source: City planning Office

# Municipal vision for Opalatorget and its close surroundings



Design proposal for the terrace houses. Illustrations by BIG.

"Opalatorget and its surroundings will be developed into an attractive and safe area of high architectural quality with favorable conditions for housing, social contacts, cultural activities and recreation, and good connections to the city, ocean and green spaces. Opalatorget will be strengthened as a town square for local shops, businesses and service."  
 (City of Gotheburg City planning office, 2012, p. 5, my own translation)



The tower building. Illustrations by BIG.



Design proposal for Opalatorget. Illustrations by Architects Krook & Tjäder



Parkhuset seen from the park. Illustrations by BIG.



← N  
 Source: City planning Office



Southern entrance to Opalatorget. Illustrations by Architects Krook & Tjäder



Design proposal for Parkhuset. Illustrations by BIG.



Design proposal for Kvartershusen. Illustrations by Architects Krook & Tjäder.

# Background

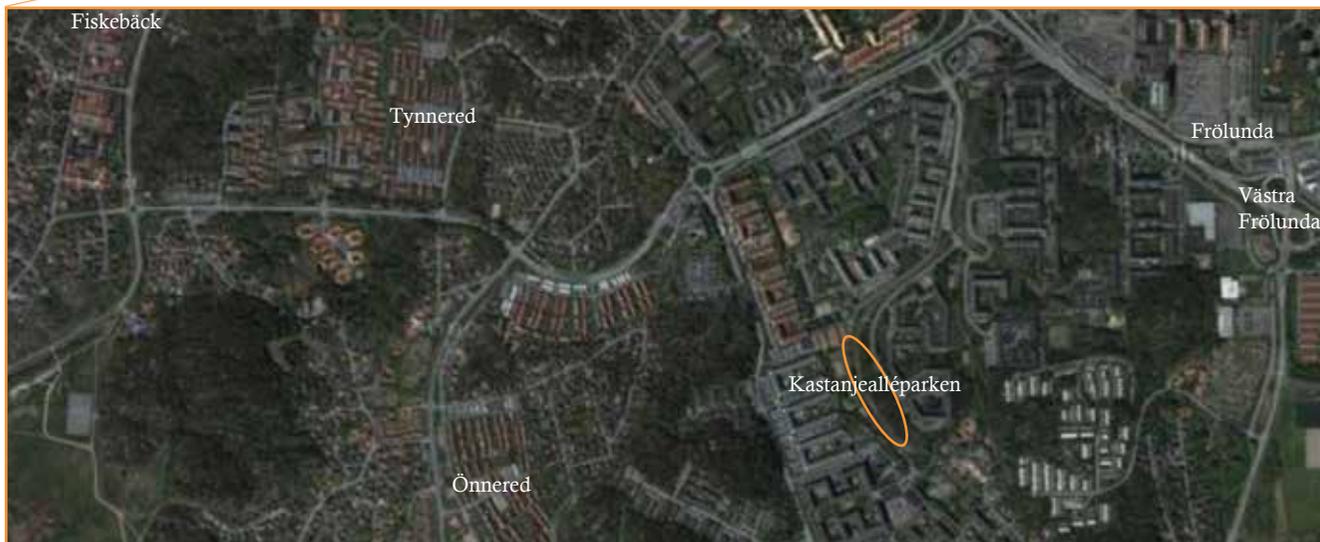
The competition site is situated in the district Tynnered in the western part of Gothenburg approximately 12 km from central Gothenburg. With public transport it takes 30 minutes from Central Station.

The site covers an area of approximately 1 hectare and currently consists mainly of green structure.

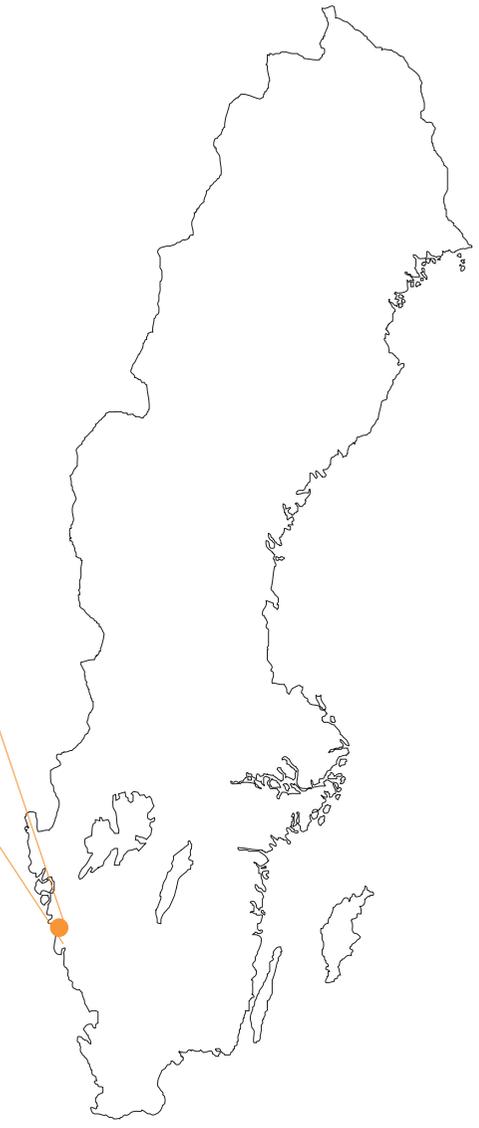
Kastanjeallén is an avenue with chestnut trees that runs through the park. It is an important element in the park and also in the district.



2. Tynnered situated in Gothenburg  
Source: Google



3. Kastanjealléparken situated in Tynnered  
Source: Google



1. Tynnered situated in Sweden  
Source: Google

# Current situation

The marked area shows roughly the extent and location of the competition site.

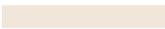


The site in question, which is shown circled in red on the map, is bounded by the tram line in the East and housing in the West. In north direction the site is bounded by 3 preschools and in the south a healthcare center and a cultural center. The site is in direct connection to many major existing structures such as the square Opalorget, Opal church, preschools and schools, public transport, trade and service. (See map on previous page)

The park today includes areas with the following uses:

1. Volleyball court in sand
2. Football court in gravel
3. Dog resting yard
4. Playground for young children
5. Green open space
6. Dance stage
7. Space for cultivation
8. Walking
9. Recycling station

#### Legends

-  Entrance
-  Barrier
-  Car road
-  Competition site





Kastanjeallén viewed from south side of the park,  
during Tynnered's day (05.05.2013)

## SWOT-analysis of Kastanjealléparken

---

A SWOT analysis has been used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in the park. The SWOT analysis should be viewed as a requirement

specification for the design proposal. The design proposal should highlight the park's strengths and meet the threats. We want to see the opportunities weigh up for the

weaknesses. We want the SWOT-analysis for Kastanjealléparken to be used as a basis for a strategy.

### Strengths

- Great location. Proximity to major existing structures, Opaltorget, Tynnered church, preschools and schools, public transport, trade and service.
- Many green areas with connections to larger green structures in the environment.
- Public spaces, playgrounds, ball games etc.
- Kastanjeallén is a widely appreciated feature of the park.
- Good public transport increasing the accessibility to the site from other areas in Gothenburg.

### Weaknesses

- Scattered settlements and functions lacking a natural center. The park lacks cohesiveness.
- Difficulties to safely move around in the park due to poor lighting and fast mopeds.
- The park is poorly maintained.
- Existing functions in poor condition (Playground, fences, benches etc.)
- No urban equipment in green unbuilt spaces (benches etc.)
- Lack of activities for different age groups.
- Not welcoming for use.
- Viewed as a boring passage distance.
- Undefined identity.
- Undeveloped public spaces.
- Lack of public life.
- Barriers: Tram rail and Kastanjallén.

---

### **Opportunities**

- The proposal is developed through children's participation where children and young people influence how their local environment will evolve.
- Planned development projects at several sites in the local environment give the area a boost.
- Proposed new local street including a new pedestrian and bicycle path between Skattegårdsvägen and Opalorget will make the park more of a town park, and reduces the barrier effect.
- Kastanjealléparken has a great value as a town park and social meeting place that encourages activities for people of all ages.
- The place has the potential to become a sustainable and pleasant urban environment with great character.
- Large buildable land surfaces which can be built on and be developed into a more attractive and secure park spaces well connected to surrounding buildings.
- The park has opportunities to become an asset to schools in the area. Teaching can be developed by giving children the opportunity to learn, even in outdoor environments.

### **Threats**

- The park is not developed on the basis set by the participation of children and they feel their participation and their impact is not considered to be important.
- Climate change
- Increased traffic at high speeds on the new local road reinforces the barrier effect and provides noise.

# The competition task

---

The purpose of the competition is to create an interesting, innovative and high quality proposal, which will form the basis for further design work for the new Kastanjealléparken. The proposal should be based on the ideas and suggestions presented by the preschool and school children during the participatory process. In the spring of 2013, a total of 52 children, at Smaragd gatan 28B Preschool, Smaragd gatan 29B Preschool, Opalgatan preschool and Kannebäck school participated in architectural educational projects where they expressed their views of Kastanjealléparken. They got to express how they want the park to be designed. The children's views and opinions were compiled and the results formed a general list of requirements which represents what the children want in the park. Based on the children's ideas the design proposal for the park is required to give the park a character as a:

- place for rest
- place for play
- place for learning
- place for movement
- place for animals
- place with variation in vegetation
- place with light
- place with connection between green and blue structures

- park for all seasons

The list of requirements would not have come into the program if the architectural educational projects had not been arranged in the preschools and schools in Tynnered. For the children to feel listened to the requirements must be considered when developing a design proposal for the park.

The proposal should also be based on the aims and objectives for the design and show how to transform unused land and constructions within the park to develop the rundown park into an attractive and active public space.

It is intended that the park will become a public space where people want to spend their free time and interact. Gothenburg city aims to create places for people with the intention to achieve a more lively, secure, sustainable and healthy city. In the layout plan for the city it is described that "The closeness between people and opportunities for meetings are the city's strengths and one of its basic ideas. Places and streets that are publicly accessible, well integrated in the built environment and made with care promote meetings in various forms. When we see each other and are seen in public urban spaces, the tolerance for other people

grows." (Göteborg city; Part 1, p 57-58)

The competition has the following questions as a starting point:

- How can the children's ideas be integrated in the design proposal? How can the children continue to influence the development of their neighborhoods?
- How can the public urban spaces be designed to reinforce the character and identity of the place?
- How can we create conditions to encourage social contact and an active meeting place?
- How can the floor plan be designed to help make the environment inviting for activities for people of all ages?
- What does the functional and spatial connections look like? How can the activities in the park be planned not to be perceived as separate parts but integrated in a holistic approach?
- How can the park in the best way be connected with the surrounding residential and business areas and counteract barriers?
- How can the transformation be adapted to the climate of the place?
- How can Kastanjeallén be redesigned to counteract the feeling of only a passage distance?

## Aims & Objectives

The layout shows what must be taken into account in the design proposal. In this architectural competition the child's perspective is lifted. The child's perspective is one of many different interests that the architect must address. It is very often a forgotten priority because it is difficult to secure. A way to secure it in this program is by presenting the list of requirements.

The proposal promotes energy efficiency and low environmental impact throughout the park's life-cycle, from material use during production through construction and operation to demolition.

The design proposal is based on the results from the children's participation in a design process through architectural educational projects.

The possibility of reuse of parts, details and materials have been taken into account. Current material from the site may be reused in new functions or buildings.

### Aims & objectives for the design proposal for **Kastanjalléparken**

The design proposal is characterized by sustainable urban development based on ecological, social and economic aspects.

The park will have an architectural quality that makes it to the profile location in the district.

The proposal will aim to create a park which is perceived as a safer environment to be in.

The park is proposed to be designed in a way that invites people to use it more and stay longer in the park.

The proposal includes a variation and flexibility in activities to attract different types of users.

The design proposal contains innovative and high quality architecture in the park that can help strengthen the area's potential, character and identity.

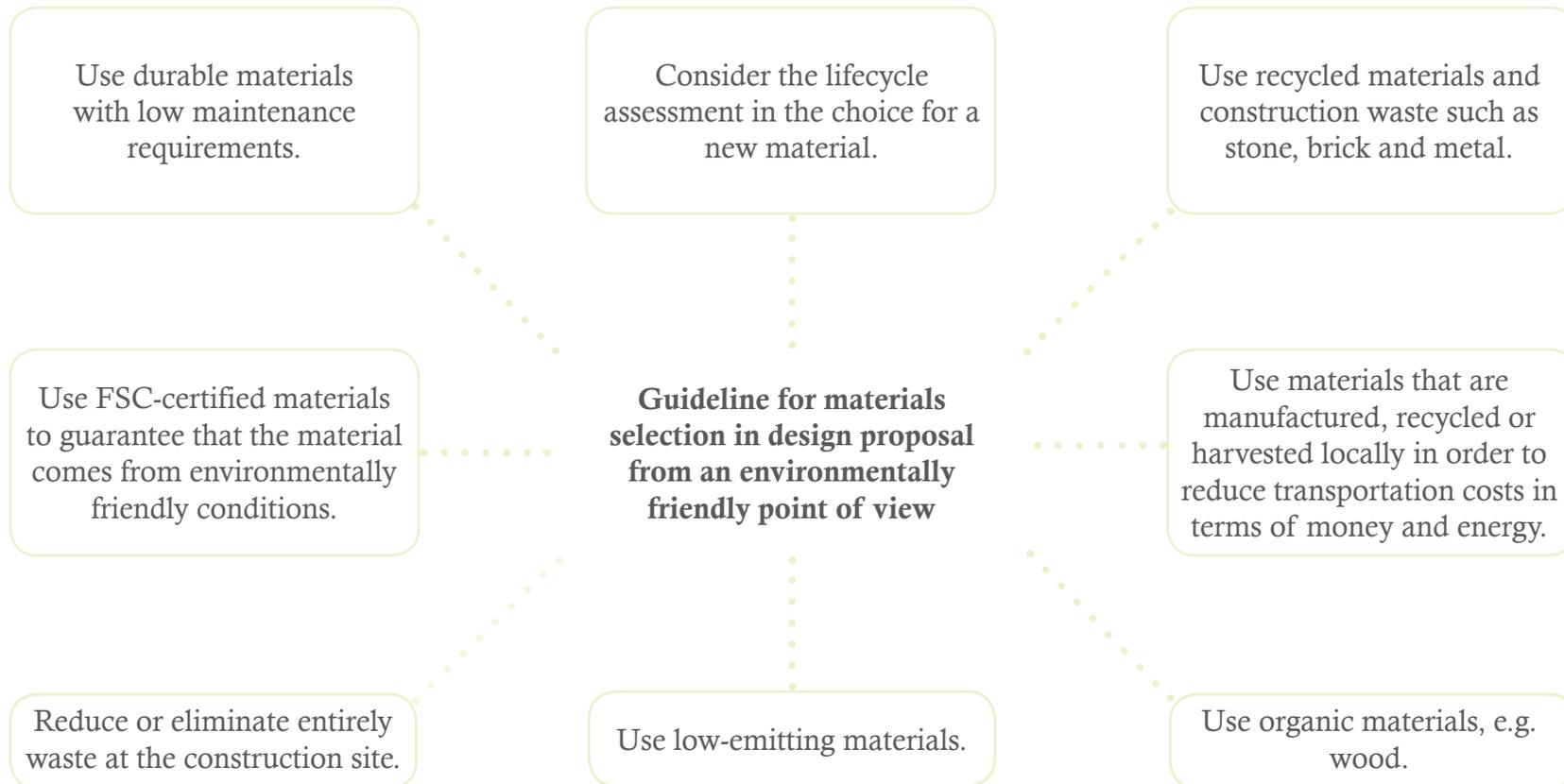
Places are designed in a human scale with a variation of supporting activities throughout day and night and around the year.

The park is designed in a way that makes it open, flexible and accessible to all citizens. An increased accessibility provides more people the opportunity to utilize the resources in the area.

The proposal is designed and planned further in cooperation with the city's citizens to strengthen their ability to make their voices heard on issues that affects them and their local environment. Citizens participation & influence will contribute to social sustainability and a good democratic environment.

## The building process uses local and sustainable materials

---



## Place for rest

The park currently lacks good seating opportunities and space for socializing. The children suggest the park should include more possibilities for resting accessible for all people of ages groups with their different circumstances. The children prefer the seating opportunities be facing activities such as the playground where the children are playing, the dog yard where the dogs are resting or Kastanjeallén where people are passing by.

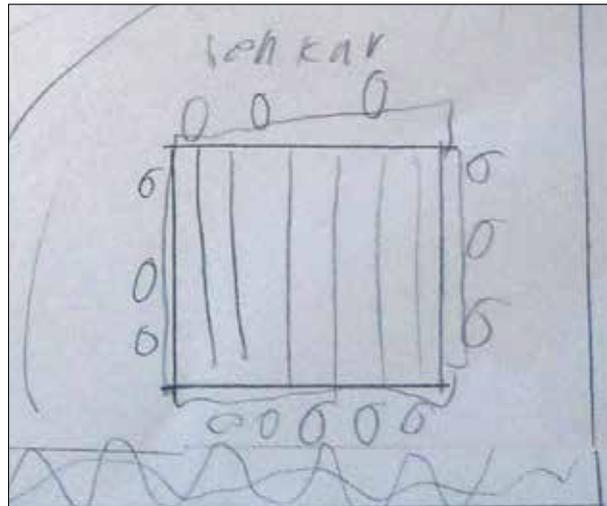
Canopies over seatings provide the opportunity to be outdoors during the rain and snow. Other proposals for resting in the park are spaces for picnic and outdoor cafés.



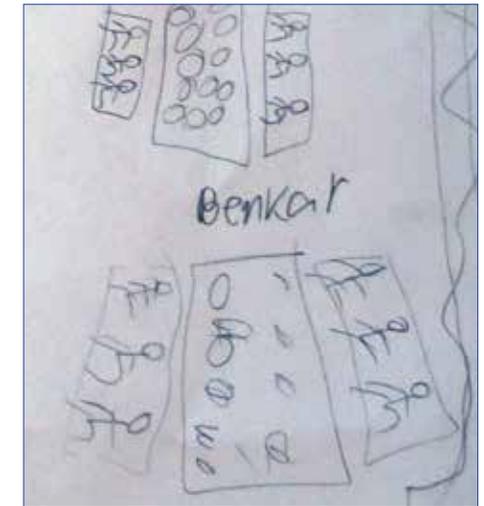
Resting among flowers. Made, in model, by children at Smaragdgtan 28B preschool.



Seating opportunities and tables around the playground. Made by a child at Opalgatan preschool.



Seating opportunities and tables made by a child at Kannebäck school.

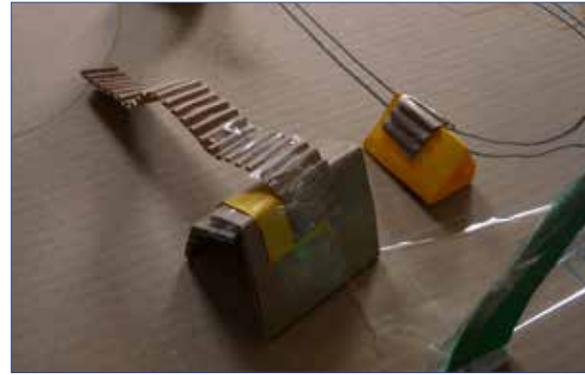


## Place for play

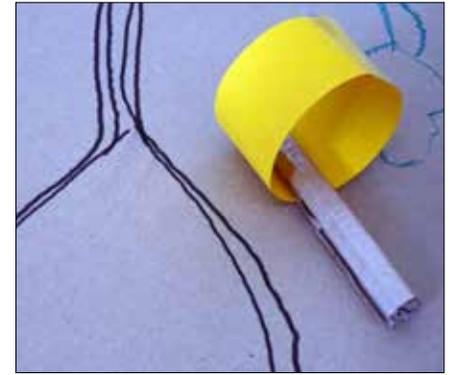
The park should be play-friendly and include an exciting and challenging playground for children of all ages. Based on the children's ideas the playground is required to have places where the children can to climb, crawl, hide and play freely. Going over bridges and under tunnels is sought after. Technology is of great interest for most children. Some examples have shown to be cars, airplanes, trains, trams, buses, robots, rockets and spaceships.



A long and exiting slide made by a child at Opalgatan preschool



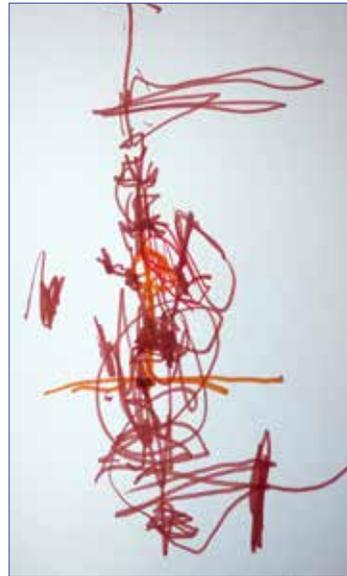
The playground should include activities for different age groups. Eg. one slide for older children and one for younger children as in the proposal to the left made by a child at Smaragdgtatan 29B preschool.



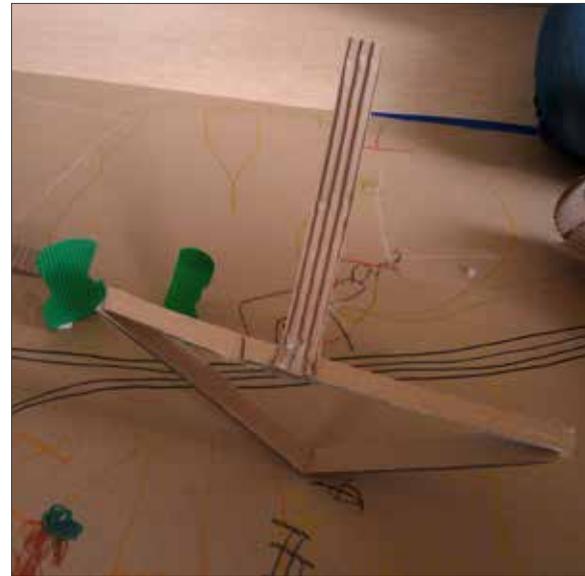
A castle to play in made by a child at Smaragdgtatan 29B preschool.



An example of a playhouse and a climbing frame around a sandbox, from the children's model at Smaragdgtatan 28B preschool.



A sketch of an object to climb on, made by a child at Smaragdgtatan 28B preschool.



A climbing frame made by children of Smaragdgtatan 29B preschool



A colorful carousel.



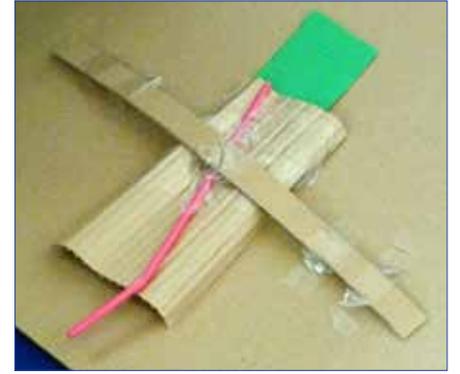
A playhouse where you can hide and play without being disturbed. Sketch made by a child at Smaragdsgatan 28B preschool.



A hut to play in or to hide in, made outdoors by a child at Opalgatan preschool.



A model of a swing made by a child at Opalgatan preschool.



Airplanes were a reoccurring object in the children's design proposals for the park.



The design proposal for the playground includes benches and tables, trampolines, a skateboard ramp, climbing wall and a sandbox. Developed by children of Kannebäck school.



## Place for learning

Today, there are 11 preschools in the area around Kastanjälléparken. In addition we have Tynnered school, Kannebäck school, Ångås school and Vättnedal school. To complement the indoor teaching, children should have the opportunity to learn outdoors as well. The park should therefore include an outdoor classroom where children can gain knowledge by interacting with the outdoor environment. Children are thus able to learn by making use of all their senses. Nearly all children's activities can be done outside. The park's size also means that children can run and play more freely. Here are some inspirational images of outdoor classrooms.



Source: [http://www.sakrete.com/media-center/detail.cfm/news\\_alias/Outdoor-Classroom-for-Alexander-Elementary-School-Alexander-NY](http://www.sakrete.com/media-center/detail.cfm/news_alias/Outdoor-Classroom-for-Alexander-Elementary-School-Alexander-NY)



Source: [http://d.lib.ncsu.edu/collections/catalog/funk\\_outdoorClassroom](http://d.lib.ncsu.edu/collections/catalog/funk_outdoorClassroom)



Source: [http://infiniteplaygrounds.co.uk/?page\\_id=208](http://infiniteplaygrounds.co.uk/?page_id=208)



Source: <http://www.thelapacompany.co.uk/commercial-case-studies.html>



Source: <http://outdoorclassroomproject.org/index.php?cID=>

## Place for movement

A safe and secure environment in the park is seen as a given. In the current situation there is an aspect that is perceived as unsafe in the park, namely the intense moped driving. The streaks in the park should be designed in a manner that prevents the passage of fast driving moped riders and cyclists. The park should entice people to want to take a walk or ride a bike outdoors. It should attract people to want to stay out, get around, get some fresh air and take in the beautiful view of the surroundings.



A nice walking path, in sketch and model made by the children at Smaragd gatan 28B preschool.



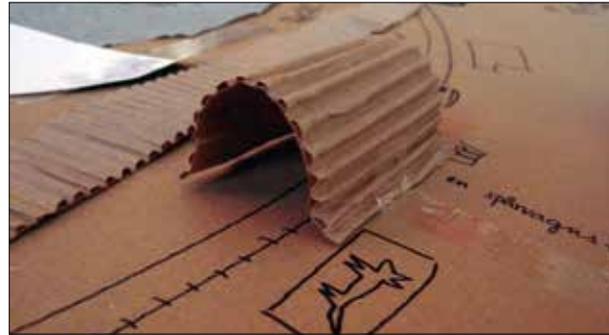
Speed limits with reflexes and non-removable speed bump to prevent the passage of fast driving moped riders and cyclists.



Bicycle parking. Sketch made by a child at Kannebäck school

## Place for animals

The current dog yard is well-used by dogs and dog owners who rest their dogs. The presence of the dogs in the park has a great value among the children. The children suggest for the park to include more animals such as birds, fishes, snails and horses. The images show the childrens sketches and models but also inspirational images of including animals in the park.



A tunnel in the model of Kastanjealléparken, at Opalgatan preschool.



The children at Smaragdgtan 28B preschool designed a castle where the dogs could play.



The vision for the dog yard is a more pleasant grass covered courtyard with many activities for the dogs such as tunnels, obstacle courses, mazes and seesaws. Also it should include seats for the dog owners, a nice colorful fence and welcoming sign. Sketch and model by children at Kannebäck school.



A bird pond sketched by children at Kannebäck school.



A colorful bird nest made by a child at Opalgatan preschool.



A fish pond is wanted in the park. Source: <http://www.applianceinhome.com/koi-fish-pond.html/koi-fish-pond-design>



A way to integrate animals in the park. Source: [https://fbcdn-sphotos-d-a.akamaihd.net/hphotos-ak-ash3/945841\\_528934603814304\\_1513364217\\_n.jpg](https://fbcdn-sphotos-d-a.akamaihd.net/hphotos-ak-ash3/945841_528934603814304_1513364217_n.jpg)



Here is another example of animals interated in urban planning, two goats in central Gothenburg. Stadsjord. Source: <http://stadsjord.blogspot.se>

## Place with variation in vegetation

In the park the children want more greenery and vegetation such as green grass, trees, mainly apple trees), cultivation and flowers.



Different types of trees, grass and flowers in the model of the park at Smaragdgan 28B preschool.



Space for cultivation that both the school and colonists from the neighborhood can use. This will increase the contact between the preschool/school and the surrounding nature. Sketch and model by children at Kannebäck school.



Apples trees are very popular among the children.



Many colorful flowers in the model of the park at Smaragdgan 28B preschool.

## Place with light

In the goal of creating a bright, colorful and safe environment in the park, the lighting is an important aspect.

The park should be illuminated at different points to create greater overview and orientation of the park when you get around during the evenings and nights, leading to a greater sense of security. This will in turn attract more people wanting to visit and stay longer in the park.

A well-planned lighting throughout the park also has considerable aesthetic value.

Selection of lighting will be based on energy efficiency point of view for minimal impact on the environment.



More litter bins for a cleaner park, bins that does not spread flames but only smoke in case of fire.



Path lighting along walking path. Source: <http://horizonlighting.wordpress.com>



Kastanjeallén with (yellow) lighting and litter bins along the avenue, Kastanjeallén. Model by children at Kannebäck school.



Light up Kastanjallén. Source: <http://foto.ifokus.se/discussions/4d717516b9cb462221085db5-stad-i-ljus>



To create a more secure feeling in the park, the children suggest lit seats. Source: <http://dagdraumur.blogg.se/2010/november/>

## Place with connection between green and blue structures

Elements of water in the green nature is something that is desired in the park. The same applies to ice. The connection between these is something that has often come up in the children's vision of the future park. Water and ice are perceived as fun and exiting elements to play with and their integration in the park is viewed as aesthetically valuable.



Meeting between water and green structure in model at Smaragdkatan 29B preschool.



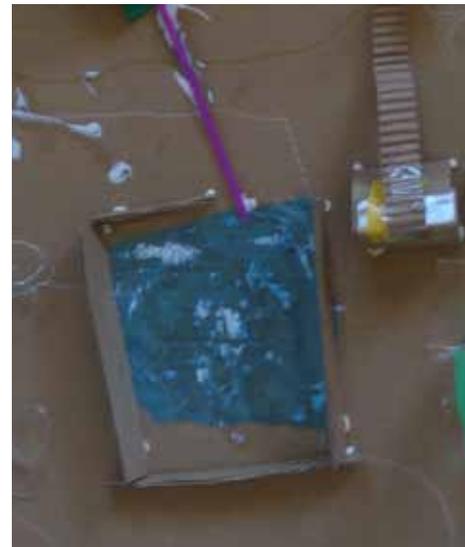
Bridge over water in the model made by children at Smaragdkatan 28B preschool.



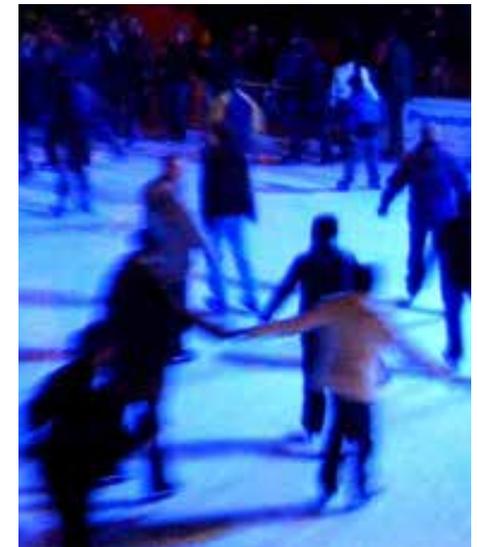
A bridge that goes over the “pretend water” by children at Opalgatan preschool.

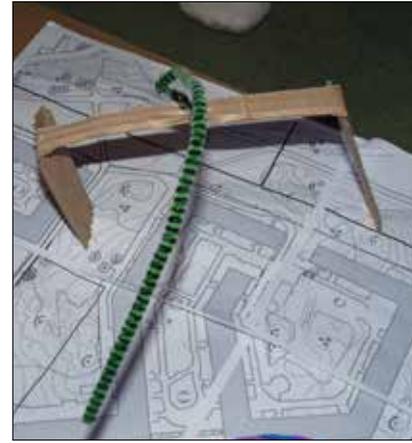
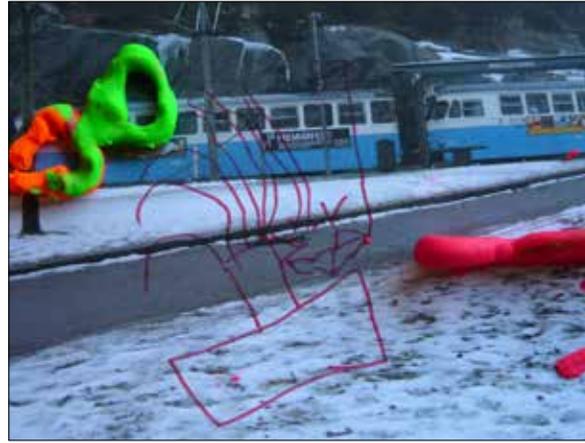


The children expressed that they love to play in water. Source: <http://www.motorcycle-usa.com/3917/Motorcycle-Photo-Gallery-Photo/2008-Honda-Hoot.aspx>



The water fountain can be transformed into ice skating arena during winter as suggested by the children. Source right image: [http://www.discoveroutdoors.com/index.php/trips/sub/winter\\_ice\\_skating\\_at\\_the\\_seaport/](http://www.discoveroutdoors.com/index.php/trips/sub/winter_ice_skating_at_the_seaport/)





Three examples of water fountains proposed by the children.



A swimming pool proposed by the children at Smaragdgan 29B preschool.



An example of water in the park, very popular among the children. Source: <http://draganasgarden.blogg.se/2009/october/>



A link between water and grass that the children would be very happy with. Source: <https://www.facebook.com/photo.php?fbid=503736036329835&set=a.205328146170627.47808.193268220709953&type=1&theater>



A drinking fountain for children, adults and dogs. Source: [http://www.supporttheroyalparks.org/news\\_and\\_updates/news/523\\_water\\_water\\_](http://www.supporttheroyalparks.org/news_and_updates/news/523_water_water_)

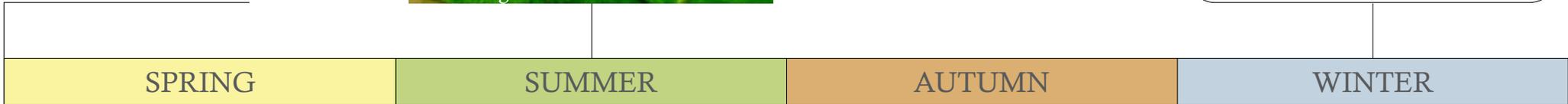
# Park for all seasons

Great flexibility and variety for use of the park's various parts are sought after. The surfaces should be transformed in order to increase opportunities for people to visit the park during all seasons of the year.

The park should according to the children include a stage with a roof

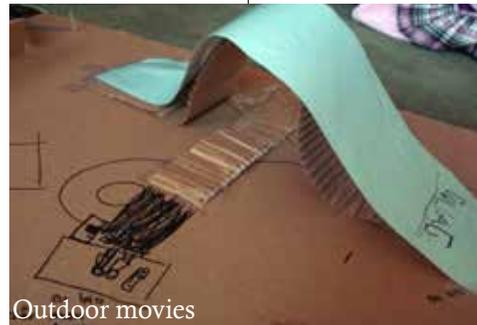


School graduation before winter break



Tynnered Day celebration

School graduation before summer break



Theatre

Empty surfaces

Ice cram stall/Hot dog stand



Temporary hay bales can act as room dividers, seating, space for climbing, working out or cultural arts exhibition



SPRING

SUMMER

AUTUMN

WINTER



Picnic

Farmers market where the citizens can sell what they cultivate

Flee market

Outdoor café in open space



# Competition technical regulations

---

Competition technical regulations of architectural competitions in Sweden look practically the same, which I noticed when studying the programs. I have therefore used the same structure, with minor adjustments, to show what should be included. This competition technical regulations is not fully complete. It will need to be supplemented with further data (written in gray) and is supposed to be completed by the organizer of the competition. What distinguishes this architectural competition program from other programs is that the child's perspective is lifted. Children should be seen as clients. It is they who should be pleased with the final results. Children should feel they have been listened to after the jury has chosen the winner. Therefore priority is given to a design proposal that responds to how you answered the list of requirements based on the children's views and opinions.

## **Organizer of the architectural competition**

Insert the name of the organizer of the competition.

Insert the name of who is paying the

construction cost.

## **Type of competition**

The competition is an invited design contest and implemented in accordance with the Public Procurement Act (LOU).

## **Preliminary time plan for the competition**

- Advertisement
- The deadline for questions to organizer regarding the competition
- Deadline for submission of expressions of interest
- Notification of results of pre-qualification
- Start meeting with the five selected architect teams
- Submission of competition entries
- The jury's decision
- The City Council sets the decision
- Procurement of the layout design

Insert date after each point above.

## **Competition issues**

Any questions during the pre-qualification period should be addressed by E-mail to \_\_\_\_\_(Insert E-mail) and labeled "Competition Question Kastanjalléparken".

Questions and answers will be published as of \_\_\_\_\_(Insert date) at \_\_\_\_\_ (Insert website).

Questions and answers are available to all stakeholders.

Deadline for questions is \_\_\_\_\_(Insert date).

## **Expression of interest**

Insert deadline and address for where the expression of interest can be sent to.

All materials must be submitted in both paper and digital (PDF format).

The expression of interest should provide all the following details:

- List of submitted material.
- Name, company number, address, phone, email, web address. If several architectural firms interact each shall provide that information.
- Certificate of registration of company, partnership or similar. If several architectural firms interact, each one shall hand in a certificate.
- Proof that the required taxes have been paid. Use SKV Form 4820 or equivalent.

- 
- If several architectural firms interact, each one shall hand in a certificate.
- Certificate from the business and credit companies containing information on financial ratios and risk ratings (maximum 3 months old). If several architectural firms interact, each one shall hand in certificate.
  - Maximum of five reference projects that the tenderer consider relevant for the competition project. The references shall be briefly described and include a summary of the scope and which roles the individuals in the project team has had in the reference project.
  - Reference persons to each reference project shall be identified by name, address, phone and e-mail.
  - Reporting of project organization for any further assignments, including resume for key personnel who will be involved. Key personnel's role in alleged reference project must be specified.
  - The project organization should have experience and knowledge to execute projects according to Swedish standards and requirements.

- Expression of the company's quality and environmental management systems.
- A brief statement describing how the offerer intends to work with the competition task, ensuring the goals and visions that appears in this pre-qualification program.

#### **Number of contestants**

5 contesting architects/architect teams will be selected after a pre-qualification to participate in the competition. Only they have the right to submit competition entries.

#### **Selection criteria for contestants**

The goal is that Kastanjalléparken will be designed through good architecture. What is good architecture? It is a broader conceptual architecture which includes using your innovative architectural role in the processes of sustainable urban development. Good architecture is linked to both ecological and economic sustainability as social and cultural. Through good architecture different values are well linked and the qualities increase. A very important aspect is that citizens are involved in the social context and

become part of shaping tomorrow's society. The organizer will therefore in this pre-qualification select contestants who have the experience and expertise to achieve these goals for implementation.

The selection will be done in two steps. Step 1 is the requirement. If any of the claims is not approved you do not go further to the evaluation step 2.

#### *Step 1*

Expressions of interest shall be submitted on time in Swedish, Norwegian, Danish or English.

All the required documents in the expression of interest, that follows, must be received:

- Certificate of registration of company, partnership or similar are valid.
- Statutory taxes and fees must be paid and certified.
- Economic and financial standing of enlightenment center or equivalent shall be at least class 3 or equivalent.
- Quality and environmental management systems must exist and declared.

---

### *Step 2*

The selection of contestants among received expressions of interest will be based on an overall assessment based on material provided by:

- Innovative capacity shown in the presented reference object and statement.
- Relevant skills for the task, primarily in the responsible architect, but also in the team as a whole.
- Ability to use high quality architecture to obtain functional and workable solutions that meet the user's requirements.

The jury will make the evaluation of the expressions of interest. The contestants will be chosen so that the organizer has the opportunity to have a broad and varied view of the task taking into account the contestant's expertise and ability to complete the project after the competition is decided.

### **Start meeting**

The five contestants are invited to a jointly start meeting

Enter date and place for when and where the meeting will take place.

### **Basis for the selected contestants**

Maps, photos and other material will be distributed at the start of the competition.

### **Jury**

Insert the jury's composition

The jury should include a focus group of children and young people living in close surroundings to the park.

The jury has the right to appoint other necessary special expertise as advisors.

### **Competition language**

The competition entries can be conducted in English.

### **Competitions Officer**

Insert name, address, phone number and e-mail of the competitions officer.

### **Competition entries**

Competition entries must be completely anonymous. All filed documents shall be covered and labeled with "Kastanjalléparken".

Competition entries must be submitted to the general advancement and be addressed to the competitions officer. (Insert deadline)

Competition entries must be mounted on a stiff board in A1 format and may include no more than four posters. The proposal must also be reduced in size and submitted in A3 format and in PDF format.

Note that all submitted digital material shall be cleared from traceable information.

The competition entries must include:

- references to the children's input.
- a site plan (scale 1:500) presenting the park environment and its surroundings.
- plans (Scale 1:200).
- longitudinal and cross sections (Scale 1:200).
- perspective of the interior to the extent necessary to describe the proposal.
- brief description of the competition entry with accounting areas, material choices and engineering solutions that will form the basis for cost estimations.

### **Evaluation criteria**

The entries will be judged on the following criteria:

- The ability to integrate children's ideas for the development of their local

- 
- environment into the design proposal.
  - Functionality (Environmental issues, material choices and recycling)
  - Architectural design and innovation and how well connected the park's various activities are.
  - Feasibility, economics and space efficiency.

#### **Competition reward and prices**

Those contestants who qualify for further competition will claim \_\_\_\_\_ (Insert amount of money) Swedish crowns, per team, after properly filed proposals which have been accepted by the jury.

#### **Release**

The result will be communicated to the contestants in person. The results are also published on the Swedish Association of Architects website and in the magazine Architecture.

#### **Return of submitted material**

Submitted materials will not be returned.

#### **Ownership, usage and copyright**

The organizer holds the property title to the competition entries. The proposer hold the copyright and retain the right to use its proposals. Direct utilization of proposals, in whole or in essence, can be done only after agreement between the proposer and the organizer/developer.

Any publication after the anonymity-breaking will occur providing the proposer's name, before that the label "Kastanjalléparken" will be used.

#### **Commission after competition**

After the competition is the hearing between the organizer and the successful proposer of the design proposal regarding the design of the park in accordance with the current proposal and the purchaser's further intentions.

If the competition after 2 years have not led to the envisaged tasks according to negotiated agreement the proposer will receive an extra compensation corresponding the competition fee.

If the organizer finds reasons to reject the jury's recommendation he shall consult the

Swedish Association of Architects.

#### **Competition program approval**

Once the program is approved by Swedish Architects competition committee, insert:

This program is drawn up in accordance with the "Rules for the Swedish competitions for architects, engineers and artists of activity", 1998. These rules apply unless the program specifies otherwise.

From a technical point of view, the program is reviewed and approved for the contestants of Swedish Architects competition committee.

# R Reflections



The purpose of my thesis was to explore and work with children's participation through architectural education in order to bring forward their perspective of their local environment. I also aimed to develop an architectural educational program as a way to mediate the children's ideas further on in the planning process.

## **Architectural educational projects in schools**

Since children and young people do not have the right to vote in elections the preschool or school can act as an important arena where the children can develop their influence. In development processes of children's local environment, planning and designing the land use can be a part of their education since community and the physical environment serve as important sources of knowledge. Active participation in matters affecting them will increase their understanding of their role in a larger context and help them understand their responsibility to the environment. This will strengthen their ability to have an influence on democratic and development processes in the future.

Through architectural educational projects architecture can be communicated to

children and young people through many different methods. The choice of method will depend on the objective of the project and the group of children.

I have realized that implementing some form of children's participation is a process that requires careful work. Having a dialogue with the users and listening to their suggestions and finding solutions together should be fundamental in the planning process. It is hard work and a time consuming process but I find the benefits could be many.

Enabling structures to enhance children's participation should be built by authorities at various levels to open up for cooperation and to be receptive to participating children in a society. This allows for children's knowledge, curiosity and experiences to come forth and allows for individual creativity.

Children can participate and inspire changes in their local environment by being involved in the design process and use their great creativity. The child's age, maturity and previous experience however are important aspects to consider in the decision making process.

In my opinion, the connection between the

school and the architectural educator can lead to a better relationship between the children and their environment due to their greater understanding of it.

## **From architectural educational projects to an architectural competition program**

As mentioned earlier in the report, participation is an important aspect of the objective of achieving a sustainable future. Sustainability should be obvious from the start of a project, in the early planning process. An architect plans and creates environments that others will stay and live in. It is necessary to involve those who will use the environments in the process. This also considers children. We should let children participate from the beginning since that is when we can combine human needs with the sustainable development. It is however important to involve them throughout the development process. "If the planner have poor knowledge about, or are prejudiced towards, the people they plan for, the result of the planning processes will illustrate just that." (Listerborn. 2007. Page 61)

There are very many and good practices on collecting children's thoughts and ideas. We have many methods to share, but the executive, to actually achieve results

---

through public dialogue, I think we need to learn more about. Compiled material from architectural educational projects is often referred to as a basis for discussion. We are good in obtaining broad background material but I do not think children are included all the way in the process, not fully yet. Children should have larger opportunity to influence both society and their own lives. Gothenburg has great ambitions to be a city for children where they are given greater opportunities to influence matters affecting them. We therefore need to find more methods of conveying the children's participation and their influence in an architectural educational project further on in the planning process. When dealing with participation we have to find arrangements that makes it meaningful for the engaged participants as well as for those that will receive the compiled material. Children's views must come forward and be free of interpretation so that the municipality can include them in planning processes. We need to find more ways to make it possible to translate children's participation into professional thoughts and solutions. In this thesis children's participation acted as basis for an architectural competition program. A way to ensure children's participation in urban planning, and

that children's voices will be heard, is by conveying children's participation into an architectural competition program with a list of requirements based on the results from the architectural educational projects. The children should be seen as the client. An architectural competition can ensure that the proposals presented at the end of the competition actually reflect children's visions for their local environment.

In this thesis, I have found a level where children's ideas for urban development can be both general and specific. One can ensure that they are being listened to in the actual development, even if it takes a long time. Architectural competitions can give real effect when the children would be able to say when they go to high school "I was the one who said, when I was six years old, that they need to have a climbing wall there".

### **Different professional roles**

The professional role of an architect includes many different aspects. The architect's role often involves the creative designer and someone who contributes with vision and inspiration. During this thesis I have also experienced and practiced the role of an educator, consultant, supporter and process facilitator. My role as a designer was

integrated when designing the process and the architectural competition program. During my work I also had to take on the role of representing the children who often need adults who act in their interest since in our society children do not have the political power or authority as adults have. I did this by conveying the children's' opinions and suggestions into the architectural competition program.

To be able to know how a place is being experienced by children one has to ask the children, not only one but include many children since each individual is different. The architect's professional role therefore handles being able to communicate, understand, respect and be able to put together the elements needed to create good environments, based on the current conditions of the site.

In my thesis I have been able to provide children with the tools to discover and interpret their surroundings. It has been a process where I have learned to distinguish between and in some cases combine the different roles in order to achieve a good working process for the children and for myself.

---

I have learned that the role of an architectural educator differs from the classic architect role in the sense that it is usually basically more focused on collaborative learning than on design production. It does not even have to involve any design production. The key is the ability to support participants to be creative and find their own solutions. In architectural education there is a greater emphasis on the educator role than the architectural role.

This thesis has provided a better understanding of the multifaceted role that the architect must meet to be satisfactory to participate in a development project with participating children.

When working as an architect in your workplace it will differ from the schoolwork where you have more time and resources on similar projects. I now have a lot of experience of architectural education that I can use later in my future profession as an architect. When I get to work with empowerment I can take advantage of what I have learned in school. I now have the ability to lift in small opportunities for participation that would otherwise have been missed. An example is to suggest to have a meeting

where I ask inhabitants what they think about different places in their environment. It can for instance be that children can draw their way to school and compare it with the planning of bicycle routes in the traffic.

Architectural education is not just about participation. As I will later work in the municipality or in an office, I am an architectural educator towards clients, other officials, people with other backgrounds, politicians and even the general public. It is a communicative work which can be used in various ways.

### **Obstacles**

The preschools and school had a positive attitude towards the inclusion of children in a design process, showing great commitment and interest. A certain skepticism was however shown by some of the teachers on the methods used and the time the workshops required. During the process, this was the main obstacle and challenge that I encountered. This was mostly due to a lack of communication during the project start. I had to work on this with increased communication with the teachers to improve their understanding of the purpose of the methods and objectives of the workshops.

One way to get through this was to be flexible and to compromise to be able to agree on what works best for the children. My limited experience in these projects made it difficult for the teachers to see what responsibilities they would have needed to take and what the goal with the project was. The obstacles that I encountered have given me knowledge on how to deal with problems and act in different situations during such a process.

### **Astonishment in my process**

The most astonishing thing has been to see how creative children can be and that they reached a higher level than expected. They came up with many practical suggestions and not just slides and swings that would place throughout the park. I was very impressed with the work of the children and the middle school children were very impressed with the preschool children. It often happens that you underestimate anyone younger than yourself.

It was great to see that children do not only think about themselves but also of when they for instance go with their friend, mother or grandmother to the park. In that way they thought about what others wanted to have in the park as well. It has been very

---

exciting to see how children think and share their thoughts with others. It is now clear to me that children are in possession of valuable knowledge about their local environment which may lay as a better basis for planners in the planning process. Participation can create great opportunities for the municipality to receive important perspectives and views which might not otherwise be heard and be inspired and influenced by the children which are the actual users.

It was interesting to see the children's responses and reactions to the fact that the actual changes in their environment will take several years. The children want to see fast changes. It was obviously disappointing for them that it takes so long. What astonished me the most was that the children in 5th and 6th grades had the attitude that it will never happen. Despite my efforts to present the future plans, for Opalorget and its close surroundings, they had a hard time acknowledging the fact that the municipality will make an investment in their area. They have heard before that changes would be made but have never seen any changes. It is hard to deal with these kinds of emotions in such a process. It was important for me

not to pep them too much so that it would proceed into giving false hopes.

### **Final words**

When working with this project I had many new experiences. Issues related to democracy, participation and empowerment are key issues addressed in this thesis. The increased knowledge I received during the working process, I believe will be very useful in my future career.

I learned to establish a dialogue and interaction with different actors to see the importance of involving both children and teachers in an architectural educational project. It is a necessity for a creative use of the children's local environment during development processes.

Through different tools and methods which highlighted the children's opinions and views I received a lot of new inputs, interesting conversations about how the park is perceived and most of all an increased understanding of the everyday life at the park and the issues the children have to deal with. It is important that children and young people have real influence and not feel neglected. An architectural program is

a great method that can be used by the adult to bring the child's thoughts and proposals further on the planning process.

It would have been interesting to have time to put effort on trying to specify all the different issues and to understand what causes them in order to create a long-term solution that solves as many issues as possible in a sustainable way.

What I hand over is a report with a compilation of the children's work and results, and a program for the park's design. This requires further work to reach a final design that meets the requirements that the children have helped deliver. What I have conducted with the children will hopefully be an inspiration point for the continued development within the municipality.

# R

## References



## References

### *Books, articles, electronic documents & reports*

- Andreasson, K., Hulthén, A. & Pilhem, M. *Förslag till budget 2013 och flerårsplaner 2014–2015 för Göteborgs Stad*. Available online: [http://goteborg.se/wps/wcm/connect/39fcd11-35f9-408c-af94-a20388be3f6f/Budget\\_2013\\_S\\_MP\\_V\\_tg.pdf?MOD=AJPERES](http://goteborg.se/wps/wcm/connect/39fcd11-35f9-408c-af94-a20388be3f6f/Budget_2013_S_MP_V_tg.pdf?MOD=AJPERES) (Latest viewed 2013-03-11)
- Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224.
- Barnombudsmannen (2000). *Barndom pågår RAPPORT FRÅN BARNENS MYNDIGHET*. Stockholm. Bomas tryck. Available online: <http://www.barnombudsmannen.se/Global/Publikationer/arsrapport2000.pdf> (Latest viewed 2013-04-26)
- Boverket. (1998). *Vem bestämmer om medborgarinflytande och kommunal planering*. Malmö: Boverket.
- Blake, R. R. & McCanse A. A. (1991). *Leadership Dilemmas - Grid Solutions*, Houston: Gulf Publishing Company.
- Boverket (2000). *Unga är också medborgare - om barns och ungdomars inflytande i planeringen*. Malmö: Boverket.
- Cantor, N., & Sanderson, C. A. (1999). Life task participation and well-being: The importance of taking part in daily life. In D. Kahneman, & E. Diener (Eds.), *Well-being: The foundation of hedonic psychology* (pp. 230–243). London: Sage.
- Castell, P. (2002), *Skolgårdsplanering – för landskapsarkitekt, skola och samhälle*. Examensarbete vid SLU. Uppsala: Institutionen för landskapsplanering Ultuna.
- City of Gothenburg City Planning Office. (September 2012). *Detaljplan för Centrum och Bostäder vid Opaltorget inom stadsdelarna Tynnered och Önnered i Göteborg*.
- City of Gothenburg City Planning Office. (2012-09-04). *Illustrationsritningar. Detaljplan för Centrum och Bostäder vid Opaltorget inom stadsdelarna Tynnered och Önnered i Göteborg*.
- Dahlgren, L.-O. & Szczpanski, A. (2004) Rum för lärande - några reflektioner om utomhusdidaktikens särart. Lundegård, Iann, Wickman, Per-Olof & Wohlin Ammi. (2004). *Utomhusdidaktik*. Studentlitteratur, Lund.
- de Klerk, A. (1990). *Att leda*. AB Trimbro 1990.
- de Laval, S. Vägverket. (1999). *Samråd & Dialog – en idébok för den som ska arrangera någon form av dialog*. Affärstryckeriet i Norrtälje AB
- Dewey, J. (1998). *Individ, skola och samhälle: Pedagogiska texter av John Dewey*. Stockholm: Natur och kultur.
- Dysthe, O. (1996). *Det flerstämmiga klassrummet*. Lund: Studentlitteratur.
- Emanuelsson, G., Wallby, K., Johansson, B. & Ryding, R. (red.) (1996). *Matematik - ett kommunikationsämne*. 1. uppl. Göteborg: Nationellt centrum för matematikutbildning (NCM)/Nämnen Göteborgs universitet.
- Ekvall, Helen (2012) *Friskare, gladare och smartare med utomhuspedagogik?* Göteborgs botaniska trädgård.
- Folke C, Carpenter SR, Elmqvist T, et al. 2002. Resilience and sustainable development: building adaptive capacity in a world of transformations. *Ambio* 31: 437–40.
- Göteborg Stad Lokalförvaltningen (2012). *REBUS Resan till en bättre skolmiljö*.
- Hart, Roger (1992) *Children's Participation: from Tokenism to Citizenship*. UNICEF.
- Hedberg, P. (2004) Att lära in ute - Naturskola. Lundegård, Iann, Wickman, Per-Olof & Wohlin Ammi. (2004). *Utomhusdidaktik*. Studentlitteratur, Lund.
- Hedman, D. Länsstyrelsen i Västra Götalands län (2009).

- Barnkonventionen i den fysiska planeringen*. Elanders december 2009. Available online: <http://www.lansstyrelsen.se/vastragotaland/SiteCollectionDocuments/sv/samhallsplanering-och-kulturmiljo/planfragor/planeringsunderlag/barnkonventionen.pdf>
- Keyes, C. L. M. (1998). *Social well-being*. *Social Psychological Quarterly*, 2, 121–140.
  - Lenz Taguchi, H. *Varför pedagogisk dokumentation?* Stockholm 1997. HLS Förlag
  - Linköpings Universitet, Liu. (2012) Wice, M. *Nationellt centrum för utomhuspedagogik*. Available online: <http://www.liu.se/ikk/ncu?l=sv> (Latest viewed: 2013-04-26)
  - Listerborn C. *Who speaks? And who listens? The relationship between planners and women's participation in local planning in a multi-cultural urban environment*. *GeoJournal* (2007) 70:61–74. Published online: 23 February 2008. Springer Science+Business Media B.V. 2008
  - Malmer, G. (2002). *Bra matematik för alla*. Lund: Studentlitteratur.
  - Matsson, Titti. *Ungas delaktighet*. Exemplet institutionsvård. Forskningsrapport nr 2, 2008. Statens institutionsstyrelse, 2008 Available online: <http://www.stat-inst.se/pagefiles/637/ungas-delaktighet-exemplet-institutionsvard.pdf> (Latest viewed: 2013-04-26)
  - Molander, K., Hedberg, P., Bucht, M., Wejdmark, M., & Lättman-Masch, R. (2006). *Att lära in matematik ute*. Falun: Falun Research Center.
  - Olsson, T., Mårtensson K. & Roxå, T. (2010). *Pedagogical Competence – a Development Perspective from Lund University*, In Ryegård, Å., Olsson, T. & Apelgren, K. (Editors), *A Swedish Perspective on Pedagogical Competence*, pp. 121-132, Uppsala University, ISBN: 978-91-633-6317-7
  - Shier, Harry (2001). *Pathways to Participation: Openings, Opportunities and Obligations*. *Children and Society*, vol 15, p. 107–117.
  - Skolverket (2010). *Läroplan för förskolan Lpfö 98*. Reviderad 2010
  - Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Lgr 11
  - Stensaasen, S. & Sletta, O. (1997) *Grupprocesser: Om inläring och samarbete i grupper*. Stockholm: Universitetsförlaget.
  - Svennberg, Mie & Teimouri, Mania (red.) (2010). *Barns rätt till staden – Om arkitekturpedagogik som demokratisk metod i Göteborg*. Mölnlycke: Movium.
  - Svensk författningssamling (1 juli 2010). Plan- och bygglag. Available online: <http://rkrattsdb.gov.se/SFSdoc/10/100900.PDF> (Latest viewed 2013-04-26)
  - Teimouri, M. & Petersson, S. (2007). *Barnen vet mest om vad som är bäst på förskolans gård*. Svennberg, Mie & Teimouri, Mania (red.) (2010). *Barns rätt till staden – Om arkitekturpedagogik som demokratisk metod i Göteborg*. Mölnlycke: Movium.
  - Tornberg C. OM PROGRAM FÖR GESTALTNINGSFRÅGOR; Svensson, C., Tornberg, E., & Rönn, M. (2006). *Arkitektävlingar, gestaltungsprogram och arkitektonisk kvalitet*. Working Paper TRITA-ARK-Forskningspublikationer 2006:1. Skolan för arkitektur och samhällsbyggnad, Kungliga Tekniska Högskolan, Stockholm.
  - UNEP, United Nations Environment Programme (2012). *Children and youth in sustainable development*. Available online: <http://www.unep.org/Documents.multilingual/Default.asp?DocumentID=52&ArticleID=73&l=en> (Latest viewed: 2013-05-20)
  - UNICEF Sverige (2008). *Handbok om barnkonventionen*. Malmö: Printing Malmö AB. Available online: <http://unicef.se/barnkonventionen> (Latest viewed: 2013-04-26)
  - UN Habitat. *The Habitat Agenda, Istanbul Declaration on Human Settlements*. (2006-02-27). Available online: [http://www.unhabitat.org/downloads/docs/2072\\_61331\\_ist-dec.pdf](http://www.unhabitat.org/downloads/docs/2072_61331_ist-dec.pdf) (Latest viewed: 2013-

- 04-26)
- Vygotskij, L. S. (1995). *Fantasi och kreativitet i barndomen*. Göteborg: Daidalos AB.
- Västra Götalandsregionen (2010). Bilaga 14: En nationell plattform för arkitekter med fokus på barns och ungas delaktighet. *Underlag till regional kulturplan 2011-2012*. Available online: <http://www.vgregion.se/upload/Regionkanslierna/Kultur/kultursekr/doks/Bilaga%2014.doc> (Latest viewed: 2013-04-26)
- WCED, The World Commission on Environment and Development (1987) *Our Common Future*. Available online: <http://www.un-documents.net/ocf-02.htm#I> (Latest viewed 2013-04-26)
- Öhman, J. (2011) Pedagogiska perspektiv på barns naturkontakt. Mårtensson, F. Jensen, E, L. Söderström, M. Öhman, J. (2011) *Den nyttiga utevistelsen? Forskningsperspektiv på naturkontaktens betydelse för barns hälsa och miljöengagemang*. Naturvårdsverket. Rapport 6407:119-132.

#### *Personal communication*

- Bomble, Lisa; Tech. Lic, PhD Citizen participation and community at Chalmers Architecture 2013. Interview 18 Februari.
- Castell, Pål; Landscape architect at Chalmers Architecture 2013. Interview 21 April.
- Ekvall, Helen; Outdoor educator at Gothenburg Botanical Garden 2013. Interview 1 Mars.
- Architectural educators in Gothenburg. 2013. Network meeting. 5 December.
- I det gröna. 2013. Project meeting 8 Mars.
- Svenberg, Mie; Architectural consultant at Culture management of Gothenburg City. 2013. Interview 1 Mars.
- Teimouri, Mania; Architectural consultant at Kultur i Väst. 2013. Interview 12 Februari.

- Wigebo Bergström, Anette; Nature pedagogue at Park- & Naturförvaltningen 2013. Interview 15 Februari.

## **Background literature**

### *Books, articles, electronic documents & reports*

- Attwell, K. & Dyregaard, P. (red.) (2004). *Gode udemiljøer ved nordiske skoler: 16 eksempler fra Danmark, Finland, Norge og Sverige*. 1. udgave. Hørsholm: Statens Byggeforskningsinstitut
- Barnmiljörådet (1984). *Ute finns mycket att göra*. Stockholm: Nordstedts Tryckeri.
- Berge, J. & Wannerskog, A.-S. (2012). *Vår skolgård – En praktisk arkitekturpedagogisk undersökning*. Chalmers University of Technology. Gothenburg, Sweden.
- Björklid, P. (2005), *Lärande och fysisk miljö - en kunskapsöversikt om samspelet mellan lärande och fysisk miljö i förskola och skola*, Stockholm: Myndigheten för skolutveckling.
- Boverket (2012). *Den byggda miljön påverkar barnens vardagsliv*. Available online: <http://www.boverket.se/Planera/Barn-och-byggd-miljo/> (Latest viewed: 2013-01-08)
- Cele, S. (2006). *Communicating place: methods for understanding children's experience of place*. Stockholm: Stockholms universitet.
- Centre for Place and Learning (2013) Available online: <http://www.placelearning.org> (Latest viewed: 2013-02-17)
- de Laval, S.(1997). *Planerare och boende i dialog –Metoder för utvärdering*, Stockholm: Institutionen för Arkitektur och Stadsbyggnad, Kungliga Tekniska Högskolan.
- Olsson, T. (1995). *Skolgården: det gränslösa uterummet*. Stockholm: Liber.

- 
- Olsson, T. (1995). *Skolgården som klassrum. Året runt på Coombes School*. Stockholm: Runa Förlag
  - Playce (2013). Available online: <http://www.playce.org> (Latest viewed: 2013-02-17)
  - Paget, S. (1983), *Man lär genom att göra - En handbok för den som ska planera en skolgårdsupprustning*, Uppsala: Matell arkitekter AB
  - Paget, S. (1999) *Återerövra skolgårdarna! I Arkitektur och skola: om att planera skolhus*. Stockholm: Arkus Skrift nr 33s. 75-83.
  - Regeringskansliet. Proposition 2009/10:232. *Strategi för att stärka barnets rättigheter i Sverige*. Stockholm: Socialdepartementet. Available online: <http://www.regeringen.se/content/1/c6/17/85/44/c8893241.pdf> (Latest viewed: 2013-04-26)
  - Stiftelsen Arkus. *Arkus, Forskning och Utveckling inom Arkitektur och Samhällsplanering* (2013). Available online: <http://www.arkus.se> (Latest viewed: 2013-04-26)
  - Swedish Association of Architects. *ARKiS Arkitektur i skolan*. Available online: <http://www.arkitekt.se/arkis> (Latest viewed: 2013-04-26)
  - UIA, Union Internationale des architects (2013). Available online: <http://www.uia-architectes.org/en/se-former#.USEL8KUyDww> (Latest viewed: 2013-02-17)

# Appendices



**Approval of photographing children**

I agree that my child is photographed in all contexts related to the project Children's thoughts on the design of Kastanjälléparken, and that the images may be used in exhibitions, in reports and on the City of Gothenburg's website.

The child's name and class: \_\_\_\_\_

Personal number: \_\_\_\_\_

Date and signature: \_\_\_\_\_

Photography and audio recordings during all workshops for documentation purposes.

**Workshop 1: Introduction**

*Introduction* 15 min  
Who am I? What is architecture? Why am I here? Introduce a map and explain. Plans for Opalorget and its local environment. Be clear that development of the park takes a long time. Present the cultural educational project. Talk about documentation with audio and photography.

The children introduce themselves (Name, age, what languages they speak)

*Present the workshop* 5 min

*Make a tree with our hand prints* 15 min

*Review* 5 min

What did we do today? What did we learn? What gets the thumbs up and thumbs down in the workshops?; What did you like the most and dislike the most with the workshop?

Hang up the painting in the preschool.

*Short presentation of the next workshop*

*Material*

Map of the local environment, paint (water color), brushes, a large paper and duct tape.

**Workshop 2: Inventory**

*Resume* 5 min  
A reflective moment. What did we do during the last session? What was the outcome? What did we learn?  
Show images from the previous session.

*Present the workshop* 10 min  
Explain what we are going to do today and the purpose of the workshop. Give everyone a treasure map. Go through the map, the path and each treasure that we will find. Explain that you will be their guide.

*Treasure hunt* 1 h  
Go out, walk around and explore the area, follow the path and find the treasures. Let the children spin around and look. What do they see? How are the places used? What are their emotions regarding that place? Let them describe their experiences in different places.

*Review* 15 min  
Where did we go today? What did we see? What did we learn? Thumbs up and thumbs down? Hang up the map.

*Short presentation of the next workshop*

*Material*

Treasure map (A3), power-point presentation of repetition and presentation of workshop.

### **Workshop 3: Inventory of Kastanjalléparken**

*Resume* 5 min

*Present the workshop* 10 min

Explain what we are going to do today, time frame and the purpose of the workshop. Present all the symbols. Explain their meanings. The children may choose 2 symbols each. They can have more if they want later in the park. We use flags so they don't fly away. If you can't stick it in the ground, lay it down. Remember where you placed the symbols.

*Inventory of the park* 10 min

Go to the park and let the children place the symbols in the park.

*Break* 5 min

Fruit time

*Collect the symbols* 30 min

Find all the symbols. Replace them with small symbols on a map of the park. Let the children explain why they placed the symbols there.

*Walk back to the preschool*

*Review* 20 min

Hang up the map and discuss how the different parts of the park are being used? Most liked places. Most disliked places? Which part has

the most symbols? Why? Why does some parts have any symbols?

Thumbs up and thumbs down?

*Short presentation of the next workshop*

*Material*

Symbols for inventory. Flags for the park and small symbols for the map, blu-tack, map of the park (A1) and duct tape.

### **Workshop 4: Sketching**

*Resume* 5 min

What do the children think of the park after the inventory? What do they like the most? What do they not like? What new activities do they want in the park?

Show the results of the inventory on a map of the park where the children's thoughts and comments have been compiled.

*Present the workshop* 5 min

*Sketching* 35 min

Ask the children and let them draw:

What do you like to do outdoors? What is the funniest thing to have out in a park? What would you like to have in your dream park? If we could build something fun in the park, what would that be? What's the best thing about the park right now?

Children who find it difficult to begin need inspiration and support.

Those who finish quickly can make a self portrait that is as long as their hands. These will later be used in the model.

When they are finished with a drawing they get to present it to me and explain what they have created.

*Review* 5 min

Go through all the sketches together.

Thumbs up and thumbs down?

Take the drawings for scanning. Return them and hang them up in the preschool on next workshop.

*Short presentation of the next workshop*

Until next workshop the children get a homework, to finish their self portraits. Ask teacher to laminate them.

*Material*

Paper, pens and color.

### **Workshop 5: Model Part I**

*Resume* 5 min

Hang up all the photographs, maps and sketches. Go through all the material.

*Present the workshop* 10 min

What is a model? We will work with scale,

material, color, shape and function.  
 Transition from sketching to building a model of the park. Explain how to work in a group. Bring four characters that you tell a story about. Ask the children:  
 What can these characters do in the park?  
 Can you come up with fun things for them and for you to do in the park?  
 How should we use all the space on the model?  
 What is missing in the park?  
 What should absolutely be left?  
 What could Kastanjallén become?  
 It's time to dream about the future. Give the children a bottom plate along with material to start building.

*Build model* 35 min  
 Build a model of the future park. Use the self portraits and the characters to manage scale.

*Presentation of the model* 5 min  
 What have you built? Have we forgotten anything?  
 What part is most details? What is the least details? What have the children put the most focus on? What was most important to them?

*Review* 5 min  
 What did we learn today? Thumbs up and thumbs down?

*Short presentation of the next workshop*

Take photos of the model. Where can we place the model until next workshop?

*Material*  
 Photographs, maps and sketches from previous workshops. Empty bottom plate. Material to build with; silk paper, paper, cardboard, sticks, fabric, glue, scissors, tape, wood, adhesive.

### **Workshop 6: Model Part II**

*Resume* 5 min  
 Go through the model and their sketches. Do you have any new ideas for the park? What is missing in the model?  
 Finish the model.

*Build model* 40 min

*Presentation of the model* 10 min  
 What have you built? What is new? What have the children put the most focus on? What was most important to them?  
 Name the different parts and mark them in the model.

*Review* 5 min  
 What did we learn? Thumbs up and thumbs down?

*Short presentation of the next workshop*

*Material*  
 See workshop 5.

### **Workshop: Feedback on my design proposal**

*Presentation* 20 min  
 Presentation of the architectural competition program. Show how the children's thoughts and ideas have been integrated.

*Feedback* 15 min  
 Receive feedback on the proposal.

*Vernissage* 5 min  
 Talk about the vernissage during Tynnered Day. The children can invite their families and friends. Location. Date. Time.

*Workshops* 5 min  
 A presentation of the series of workshops. What have done this spring?

*Review* 15 min  
 Their opinions about the architectural educational project, the workshops, the outcome. What did they think of the process?

# Appendix 3: Schedule

## Architectural educational project at Kannebäck school

---

### **Workshop 1 - Inventory: Walking Tour**

*Introduction* 5 min  
Who am I? What is architecture? Why am I here? Plans for opalorget and its local environment. Be clear that development of the park takes a long time.

*Walk to the park.*

*Present the workshop* 5 min  
Talk about documentation with audio and photography. Present the walking tour. Introduce a map and explain. Let the children pair up with a friend. Hand out maps with the locations marked, a pen and a 11 forms to all the groups.

*Walking tour* 45 min  
They will walk around, find the locations and write down what they think of the site and propose suggestions for improvement. They can write and/or draw their proposals.

*Walk back to school*

*Discussion in groups of 4 children* 25 min  
The students will compile their impressions and proposals for improvement in the small groups. Tell them to note down all their comments during these discussions on paper.

*Collect all the forms and papers.*

*Review* 10 min  
Where did we see today? What did we learn? What did they think of the workshop? What do you think of the park after the inventory?  
*Presentation of the next workshop*

*Material*  
1 map of the park (A3), 1 pen and 11 forms per group.

### **Workshop 2 - Sketching**

*Resume* 20 min  
A reflective moment. What did we do during the last session? What did we learn? Present the outcome of the inventory of the park and the compilation of their thoughts and ideas for the park.

*Present the workshop* 5 min  
Choose the five most important places in the park based on what the children believe are important for how the park is being perceived and what they feel is most important to change. Present the sketching assignment. Divide the class into five groups based on their interests.

*Discussion and sketching* 45 min

Discussion about the negative aspects of the site in the group and individually sketch how you wanted the site to look. The comments should be noted on paper.

*Presentation of the sketches* 15 min  
The children in the small groups tell each other about what they their ideas for the site. Discuss in the group how these ideas can be further developed. Each sketch should have a caption to make the drawings and ideas easier for me to understand.

*Collect all the sketches and notes*

*Review* 5 min  
What did they think of the workshop, the layout, the time frames and the method.  
*Presentation of the next workshop*

*Material*  
Map of the park (A3), paper (A3), Large white sheets and pencils of different color.

### **Workshop 3 - Model**

*Resume* 5 min  
Common reflection about what we did during the last session and what we learned. Present their ideas of each site for the whole class. Hand out their sketches to each group.

## Appendix 4: Interview guide

*Present the models of the preschool children* 30 min  
Present and explain the preschool children's final models and ideas for the park. Receive feedback and input from the children. What did they like/dislike? What would like to keep/remove?

*Present the workshop* 5 min  
Distribution of material.  
Walk to the park. Each group finds their site to work on.

*Build model* 40 min  
Build models of their ideas in the existing site. Work in groups with scale, material, function.

*Presentation of models* 15 min  
Each group present their model and how they have changed and improved the site.

*Review* 5 min  
Evaluation of today's work and the method. Collected all the models and materials and recycle.

*Presentation of the next workshop*

*Material*  
Their sketches from the previous workshop, cardboard, crayons, silver tape, fabric, scissors, staplers, strings and other materials in their outdoor surroundings.

### **Architectural educators**

1. Is it okay if I record this interview and use your name in the report?
2. Can you tell me a bit about your background? What is your professional role?
3. How do you think citizen participation generally works in Gothenburg? How much influence does citizens have?
4. How do you work to integrate citizens into the design process?
5. When you are planning a cultural educational project, how do you adapt a the project after a focus group? What should be considered?
6. What phases must be included in a cultural educational project? Why?
7. What should be considered during inventory?
8. What should be considered as an observer of a workshop?
9. What is important to consider when you evaluate a workshop?
10. What qualities do you think are important to have as an architectural educator?
11. What do you think is most important for the children to get out of a project?
12. What is the most important for the architectural educator to get out of the project?

13. How do you engage and motivate children to participate in the workshops?
14. What are the main obstacles you encountered in workshops or participation processes?
15. Why do you think that it is important for architects to work with architectural education? In what way does this role differ from the classical role of an architect and why it is important that it exists?
16. Is there something concerning children's participation you think should be highlighted in the report?
17. Do you know of schools who work with the outdoor environment?
18. Can I come back with follow-up questions?

### **Preschool teachers**

1. Is it okay if I use your name in the report?
2. Can you tell me a bit about your background? What is your professional role?
3. What is the most important thing to consider when you work with children?
4. What qualities do you think are important to have as a preschool teacher?
5. Are you working with influence and democracy issues at your preschool? How?
6. How much can the children participate in deciding the layout at the preschool? In

- 
- which ways do they participate?
7. I'm going to work with the children to present a design proposal for Kastanjalléparken. What is your definition of a park?
  8. This is a long-term process and it will take time before the children can see changes in the park but a portion of the park will be used by the children in the future. How do you think this part should be utilized? What activities and why?
  9. Is there something that affects children's participation or outdoor education that you think should be highlighted in the report?
  10. Can I come back with follow-up questions

### **Outdoor educators**

1. Is it okay if I record this interview and use your name in the report?
2. Can you tell me a bit about your background? What is your professional role? How come you specialized on outdoor play?
3. How does the planning of a new playground look? What are the different phases you go through?
4. Are you working to integrate children and young people in the design process? How do you do it? How much will they be

- involved and decide?
5. I'm going to work with the children to present a design proposal for Kastanjalléparken. What is your definition of a park?
  6. A part of the park will be used by the children. What do you think is most important for children in outdoor play? What activities and why?
  7. What do you think is most important for children in outdoor education? How does it benefit the children and their education?
  8. Is there something that affects outdoor play and outdoor education that you think should be highlighted in the report?
  9. Do you know of schools who work with the outdoor environments?
  10. Can I come back with follow-up questions?

### **Children**

Children of preschools: Interview  
Children of school: Questionnaire

- How has it been to work with architecture in school?
- What do you think has been good about the project?
- What do you think has been the bad about the project?
- Would you like to continue working with

architecture in school?

- Do you have any suggestions on how to work more with the architecture in school?
- How has it been working with outdoor education?
- What advantages and disadvantages have you seen in outdoor education?





