

MEETING PLACES

Investigating intergenerational interaction through
the design of a non-commercial urban space

A master's thesis written by Lisa Heller

Chalmers School of Architecture -
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Master's Programme Architecture and
Planning Beyond Sustainability (MPDSD)

Thesis Direction: Urban Challenges

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Supervisor: Kengo Skorick



CHALMERS

MEETING PLACES

“Designing an activity center aiming at
intergenerational interaction
- in Högsbo, Göteborg.”



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This is a master thesis written within the Master Programme Architecture and Planning Beyond Sustainability (MPDSD), Chalmers School of Architecture, Department of Architecture and Civil Engineering, Chalmers University of Technology
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MEETING PLACES

Investigating intergenerational interaction through the design of a non-commercial urban space.

The ultimate aim of this master's thesis has been to **investigate how intergenerational meetings could be encouraged, with the main purpose of enriching life for elderly people.** How could one improve the possibilities for them to stay an active part of society and pass on their knowledge to younger generations?

The amount of elderly within society will increase substantially during the decades to come. In addition to this the numbers of spaces at shared dwellings for elderly have decreased since the early 1990:s. These two aspects have led to **a situation where more and more elderly continues to live by themselves at home.** In an area such as Högsbo, which consists mainly of housing, this could supposedly lead to loneliness – not least during the cold months, when possibilities of interaction outside are limited.

The methods used were readings, an extensive analysis process and sketching – by hand in 2D and within computer models.

The most important findings during the analysis were that there is **a lack of non-commercial urban indoor space within the area, and also that the neighbourhood houses a lot of pre-schools** – many of them accommodated within quite small facilities, some of them of a temporary character.

Furthermore analysis and readings led to **the conclusion that intergenerational meetings preferably should happen through common activities** - where the elderly could take a more teacher-like role – and that it is important to enable varied interaction levels.

Another important conclusion was that the walkability is of uttermost importance for the success of this kind of center. If it is not easily accessible by foot it will never be a natural part of everyday life for the areas preschools.

A set of design strategies were developed as a result of these findings, and with inspiration found within several reference projects. **These strategies were then implemented in the design of an activity center,** containing facilities for mainly artistic and active activities; some of them with the purpose of encouraging a more direct interaction between elderly and children, some of them mainly aimed to function as a spatial asset for the nearby preschools, letting the elderly to visually take part of the children's play and liveliness.

The main learning within this thesis have been the establishment of some useful guidelines which could be implemented in the planning for intergenerational meetings.

Furthermore the thesis has been **an interesting spatial investigation, exploring how a built structure could be connected closely to its context through the integration in the system of paths,** possibly contributing to a general reflection over how a building could relate to its surroundings.

acknowledgements

Thank you!

I want to thank my supervisor Kengo Skorick for being the best tutor I could ever have wished for. Such brilliance, so much support and such commitment. It has been an honor, and so much fun.

I also want to thank my examiner Joaquim Tarrasó for always being able to provide a pair of sober eyes on the process.

Furthermore I am immensely thankful for being part of an absolutely terrific master's thesis studio. If I hadn't had the opportunity to discuss with you continuously during the semester I don't know how things would have ended up. Also; you've been a large part of this semester being a really fun experience.

Additionally I want to thank my family and friends, for being so supportive, and also for putting my doubts into perspective.

And Thomas. Always. For making all of my days better.

about the author

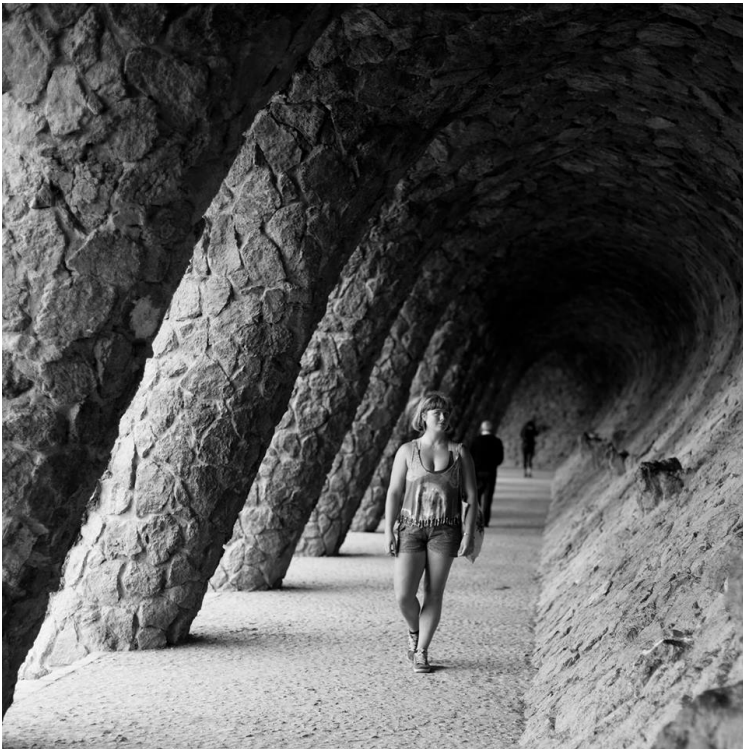


I started my bachelor studies at Chalmers in 2012, and have spent all my years of architectural education here – except from one exchange semester at the Design Programme at HDK – School of Arts and Crafts in the autumn of 2015; after the bachelor. There have also been some slight interruptions to go and work as a sailor at Svalbard and in Lofoten, as well as for a season working as head waitress in the French Alps (and skiing obviously) - and for backpacking in Central America.

Initially I chose to try architecture studies because I perceived it as something fun (aka aesthetic), which one still could make a living from. After having spent almost a year struggling with a seemingly too closed mind (a result of a few years of natural science studies) and lacking computer skills I realized what the very core of architecture is for me: people. People are the purpose of everything we do as architects. And that made me fall in love.

Since then my interest in social sustainability have continued to increase (the interest in environmental sustainability has been quite apparent as far back as I remember) and the choice of Master's Programme: Architecture and Planning Beyond Sustainability, was the most obvious one ever. And I have enjoyed it so much; it has gotten better and better for each year.

Thank you for this time, Lisa



approach



The guiding theme has been to find suitable place for interaction; in terms of time, space and activity.

The investigative work has also lead to a focus on **movement**.

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01. INTRODUCTION



reading instructions

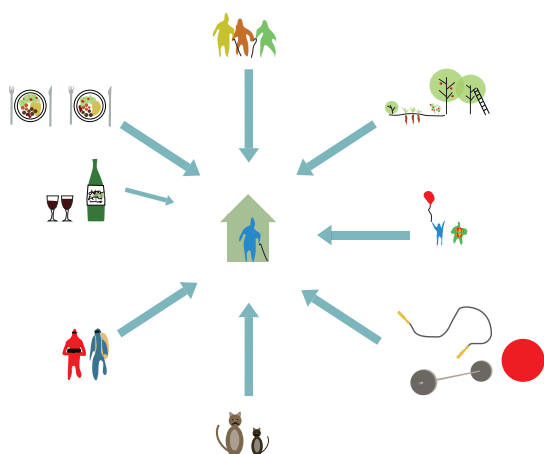
Each chapter has been assigned a specific colour - visible on each page - in order to simplify the orientation within the booklet. Each chapter ends with a few concluding words.

-  01. Introduction
-  02. Research / Site
-  03. Research / Theory
-  04. Strategies & Concept
-  05. Design response
-  06. Reflections
-  07. References
-  08. Appendix

All pictures and diagrams are the author's own, unless stated otherwise.



background



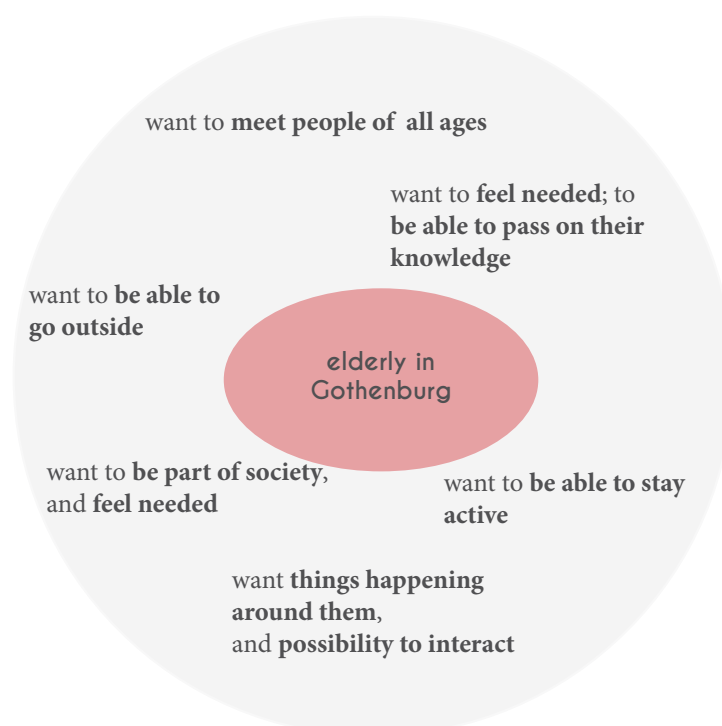
The amount of elderly within society will increase substantially during the years to come, and in addition to that the available spots at special accommodation for elderly have decreased during the last decades. As a result of this decrease it is today very hard to receive a spot at an elderly home; the people who are allowed to move there are either very old, suffering from dementia or from multiple illnesses. In 2012 every fifth person who moved to an elderly home died within a month (SVT, 2014).

But is this the reality we want to live in? Everyone grows old eventually, and in a society where the amount of elderly increases and the elderly in general also stay healthier for longer – is it not highly likely that there really are large possibilities to provide the older members of society with the tools to carry an active and meaningful existence?

Man har ju alla åldrar i sig – en bok om aktivt åldrande; is a book compiled by the municipality of Gothenburg in 2012, where they summarize the voices of 320 retirees, whom have written longer and shorter notes about how they want to age.

Concluding the almost one hundred pages long book what seems to be the most important for the general retiree are that they wish to stay active and as an active part of society, and that they want to be able to pass on their knowledge to younger generations and meet people of different ages. They also want to be able to go outside. Furthermore the wish to be able to interact is widespread.

These various wishes expressed by elderly have been important inspiration for this project. Not least did it lead to an interest in investigating the concept of intergenerational meetings further.



Summary of elderly's wishes, from *Man har ju alla åldrar i sig* (Becerra et al., 2012)



purpose

A wish to:

1. **enrich life of elderly**
2. **encourage some kind of intergenerational meetings**

.... through design.



main questions & objectives

The thesis question this project has been trying to answer is:

What kind of spatial manifestation could encourage intergenerational meetings between elderly and preschool children – in Högsbo, Göteborg?

Through the project the aim has become to find the possibly most suitable way to manage intergenerational meetings between elderly and preschool children.

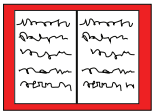
Design wise the focus has come to be on movement - in the area and within the structure – and how different types of communication relates to each other. Yet another important design aim has been to relate heavily to the surrounding environment; to really be contextual.





This thesis project was carried out as a **research through design** project, and the aim has been to **communicate mainly through drawings and pictures**, rather than through written text.

The project is an experimental one.

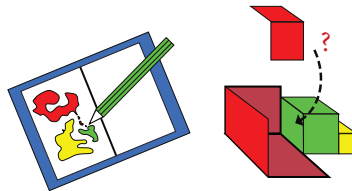


Readings

Readings were done continuously through the project.

At early stages mainly related to intergenerational meetings, dwellings for elderly and similar.

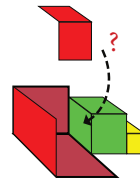
Later on more related to relevant architectural references.



Sketching

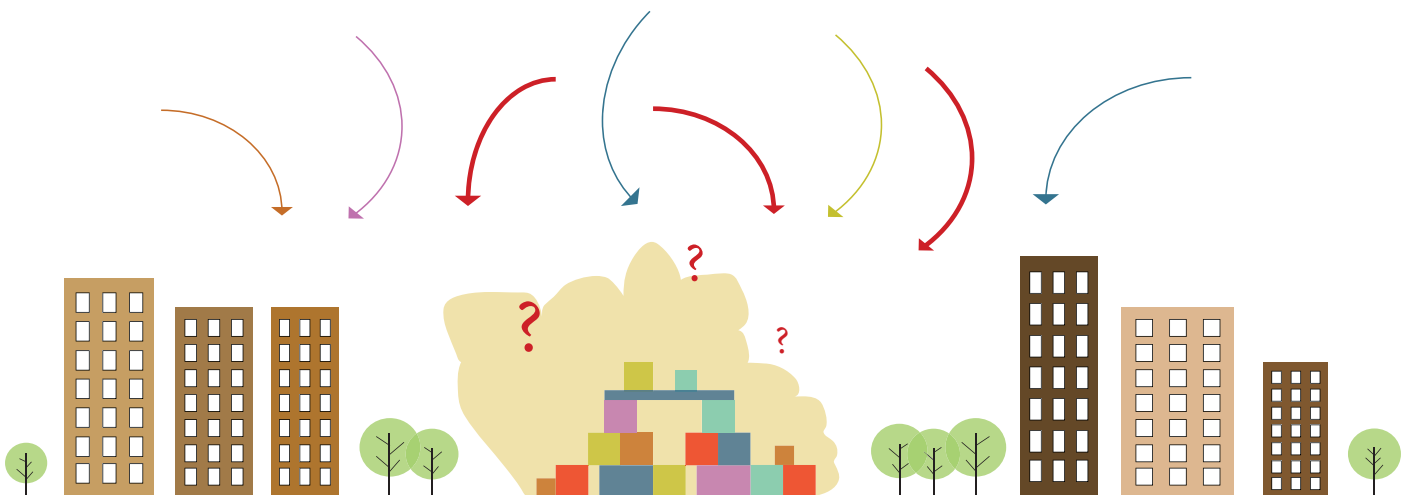
Design sketches by hand were made continuously through the project.

In the early stages on a more conceptual level, and later on more developed designs.



3D-modelling

Digital 3D-modelling in Rhinoceros was an important tool when performing the spatial investigations and experimentations, and developing the design.





delimitations



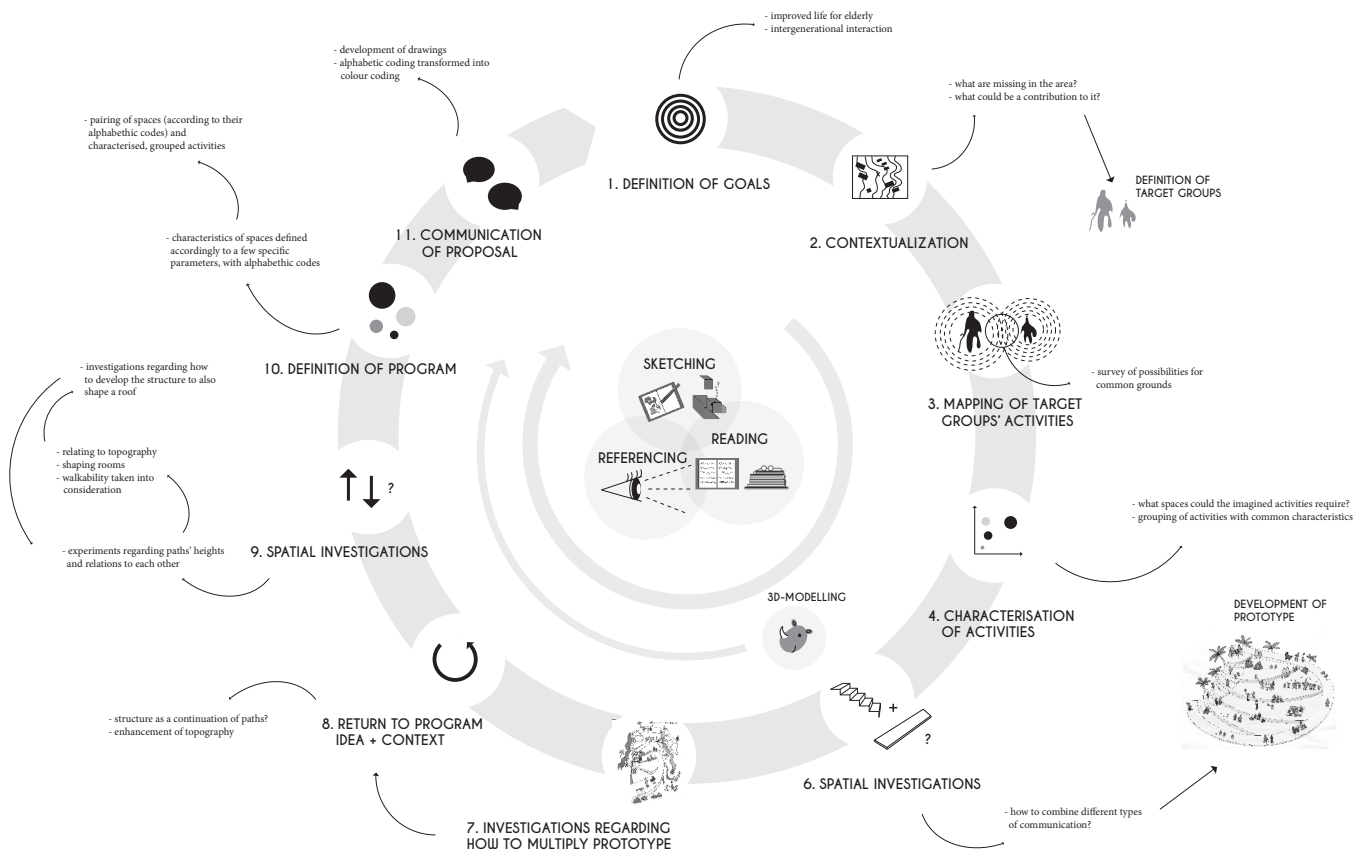
Within this project **no work has been made related to aspects such as construction**, and it **hardly touches aspects such as materiality**. Even **building design is secondary to the analysis work**, which has been the main focus.

A lot of time and consideration have been spent both on the **analysis of the area and the target groups** as well as on the **spatial investigations and experimentations**.

The **main target groups that have been taken into consideration are elderly**, retired people and **preschool children** (ages 1-6), but also other inhabitants in the area are considered to be additional target groups.



project methodology



The point of departure for the project was the **definition of the goals wished to accomplish**. Then a **contextualization** took place. This orientation in the context included an **area analysis**, which became the basis for determining which kind of structure could be of use for the area, and also for determining which the second target group for the intergenerational meetings should be; which other generation should the elderly meet?

After that establishment a **mapping of the target groups' activities and possible connections** took place. Then **the characteristics of these activities were investigated**; what kind of spatial requirements did they imply?

The next step became **spatial investigations**. A **strong idea within the project was the concept of walkability** and in combination with the chosen target groups this lead to **the idea of combining various types of communications**; meeting the varying needs of the groups and different situations.

This idea was then developed through various spatial investigations. The **spaces that these experiments resulted in were then characterised and paired with suitable activities**.

02. RESEARCH / SITE



AREA: HÖGSBO, GÖTEBORG

Located in the area of Högsbotorp, in the district of Högsbo - a few kilometres from the citycentre.

The area was incorporated in Gothenburg in 1868 - earlier it consisted of farmland, and it is named after the previously existing cottages, which were torn down in order to leave room for the modern buildings to come. It then became the first modern district in the area of Västra Frölunda (Wikipedia, 2017).

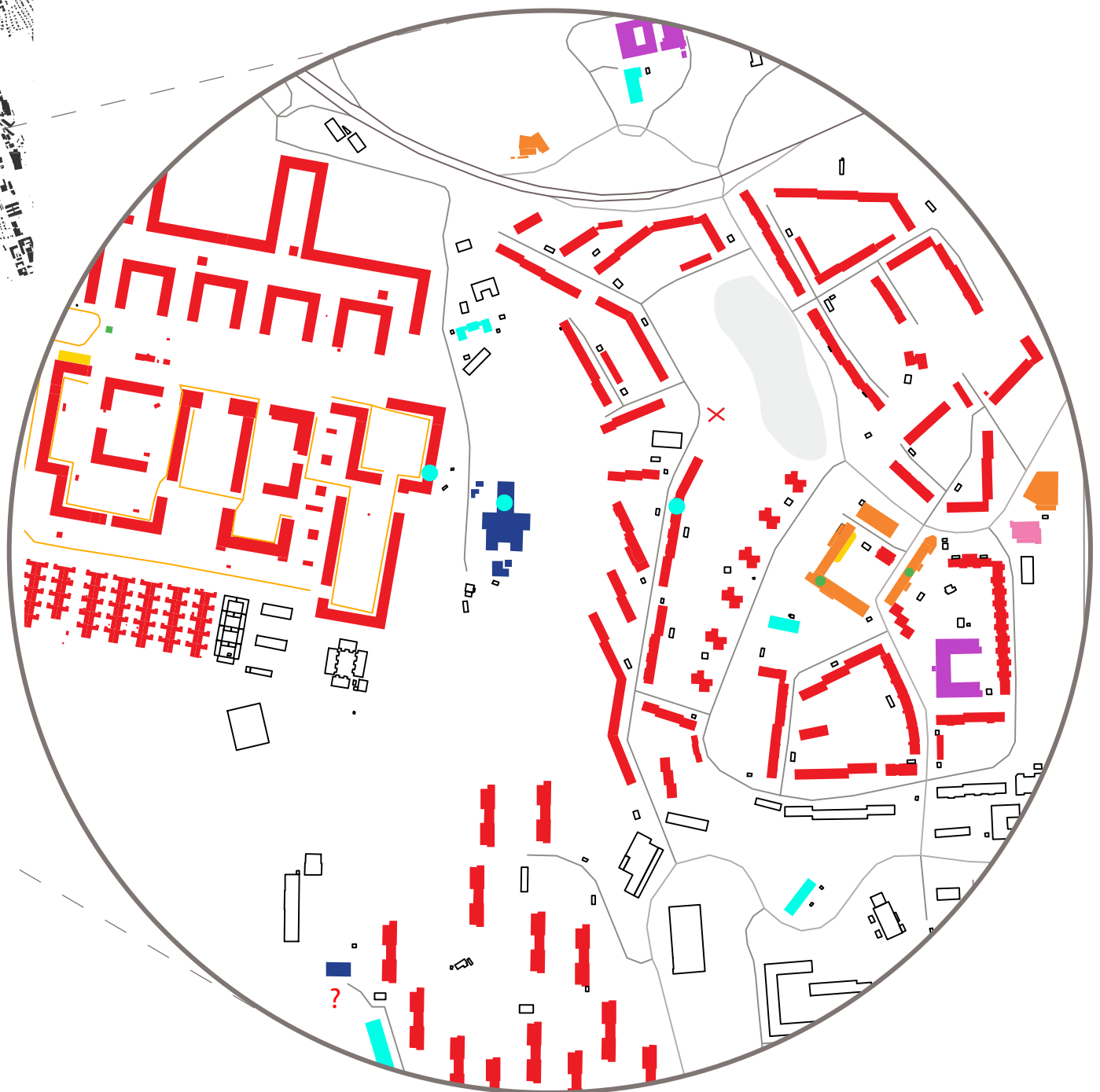
Earlier the site hosted a school, which was taken down in 2013.

LOCATION



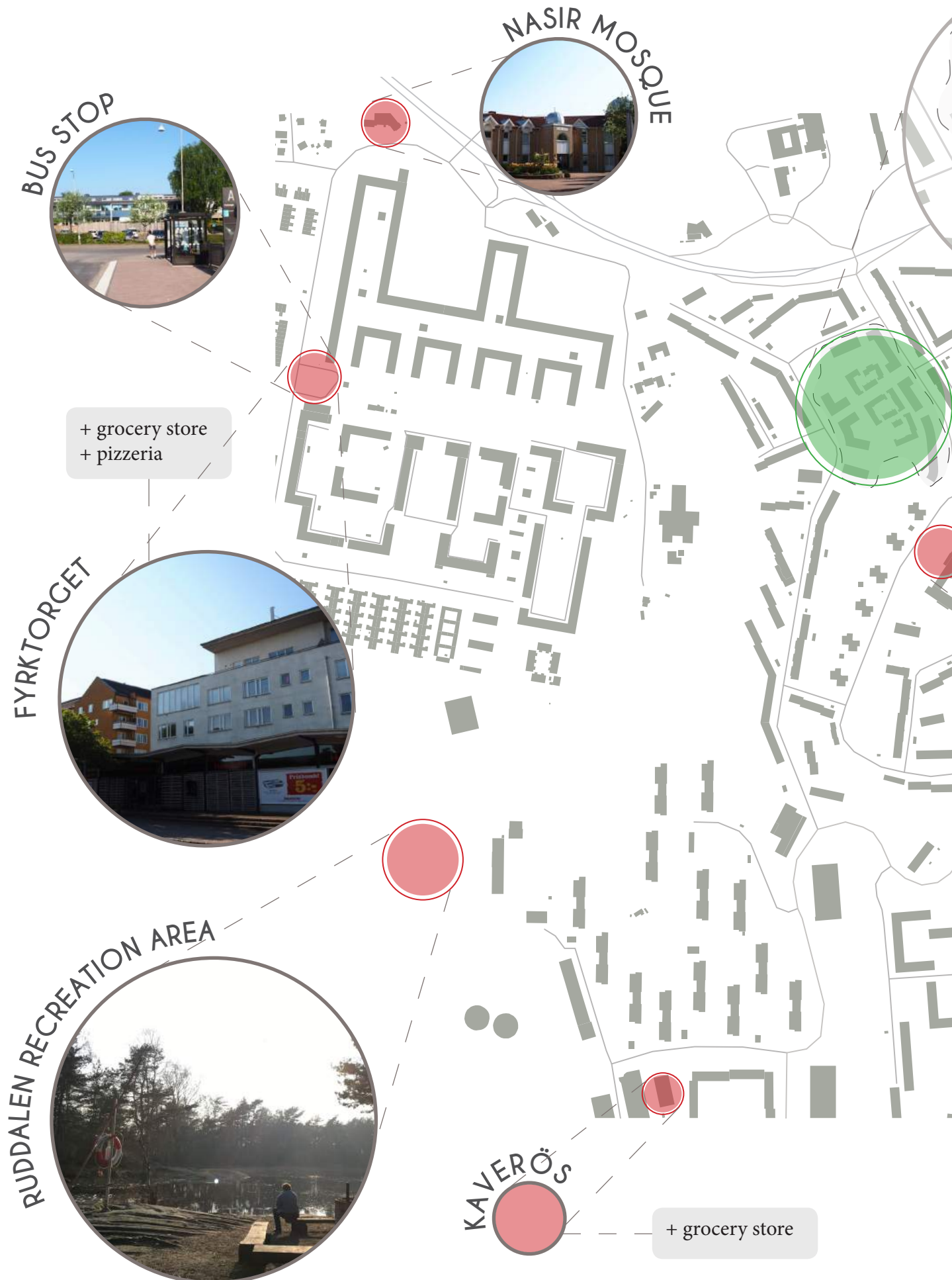
BUILDING USES

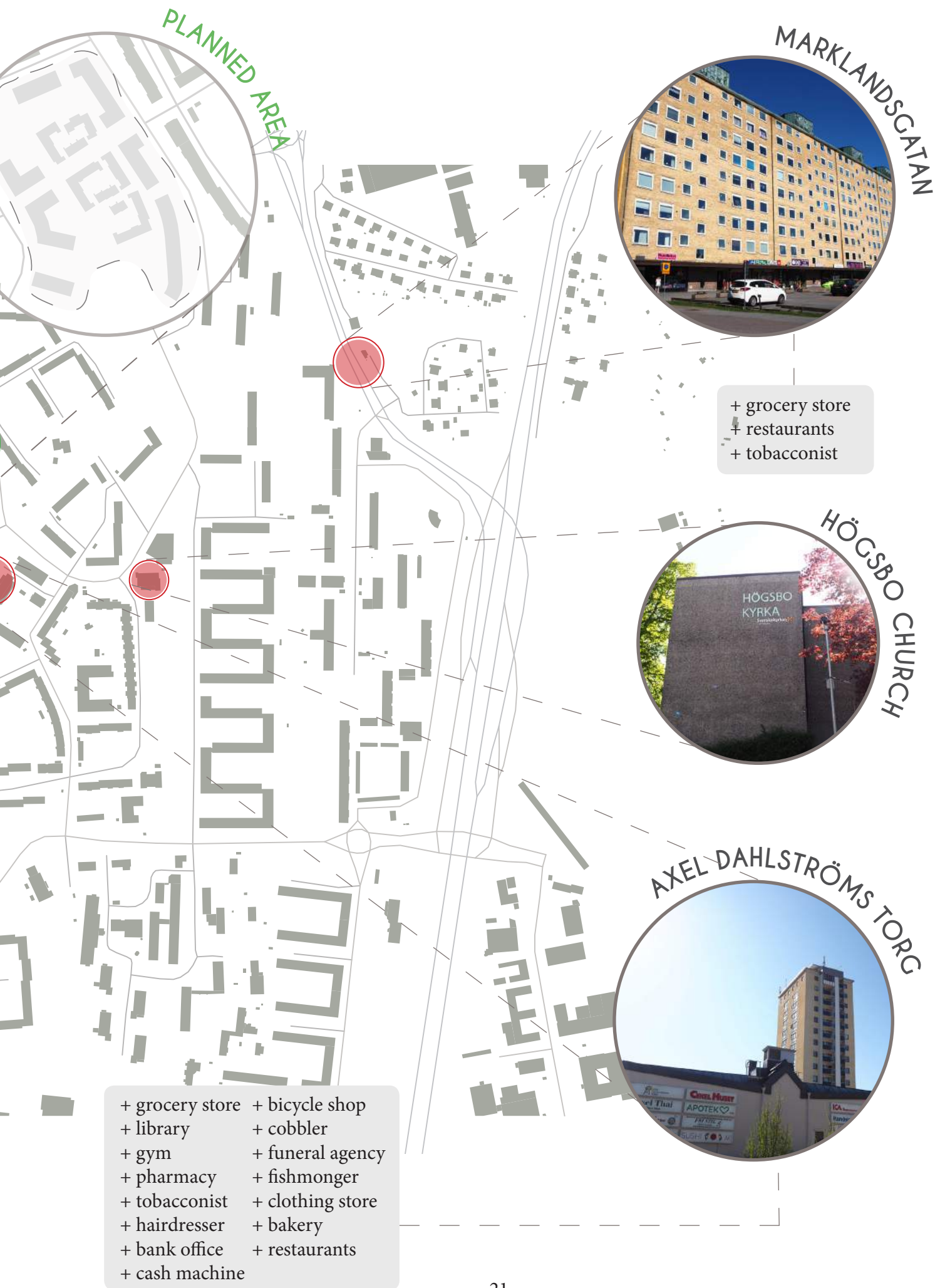
- | | | |
|--|---|---|
| ■ dwellings | ■ grocery store | |
| ■ educational | ■ store / public function | |
| ■ religious | ■ restaurant | |
| ■ elderly home | ■ preschool | × project site |





site analysis - node points in area





PLANNED AREA

MARKLANDSGATAN

- + grocery store
- + restaurants
- + tobacconist

HÖGSBO CHURCH

AXEL DAHLSTRÖMS TORC

- + grocery store
- + library
- + gym
- + pharmacy
- + tobacconist
- + hairdresser
- + bank office
- + cash machine
- + bicycle shop
- + cobbler
- + funeral agency
- + fishmonger
- + clothing store
- + bakery
- + restaurants



Högsbotorp in numbers (2016):

Population	7080 ppl
Change in population 2015-2016	+ 226 ppl
Share born abroad	21,1 %
Average income	242 100 kr
Level of unemployment	5,4 %
Share with tertiary education (3 yrs min.)	40,4 %
Completed housing in 2016	59
Share of housing in single family houses	0,9 %

GBG in total:

556 640 ppl
+ 8 450 ppl
25,2 %
285 900 kr
5,7 %
34,8 %
19,1 %

Statistics from Wikipedia, 2017



The area contains a lot of preschools – not less than 6 existing and 1 planned are located within less than 400 metres from the imagined co-housing unit site.

This is important knowledge since an important project goal is to investigate possibilities for intergenerational meetings.

Furthermore there is **a perceived lack of non-commercial urban indoor space**; the area mainly consists of housing.



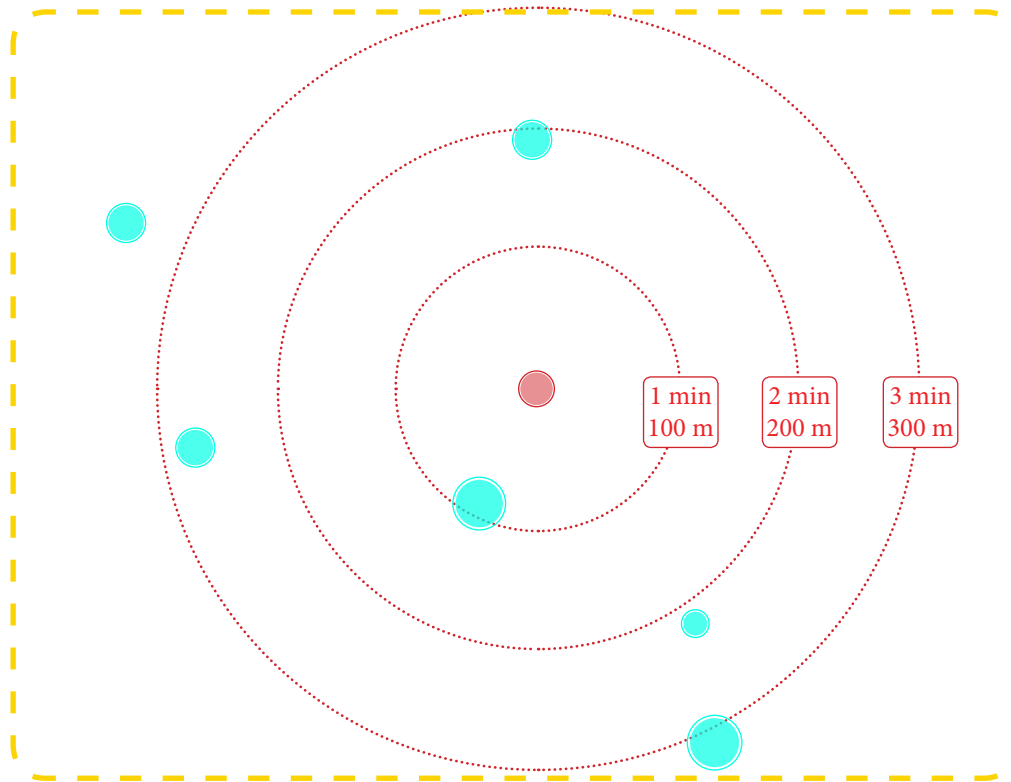
site analysis - mapping of preschools







positioning – physical delimitations



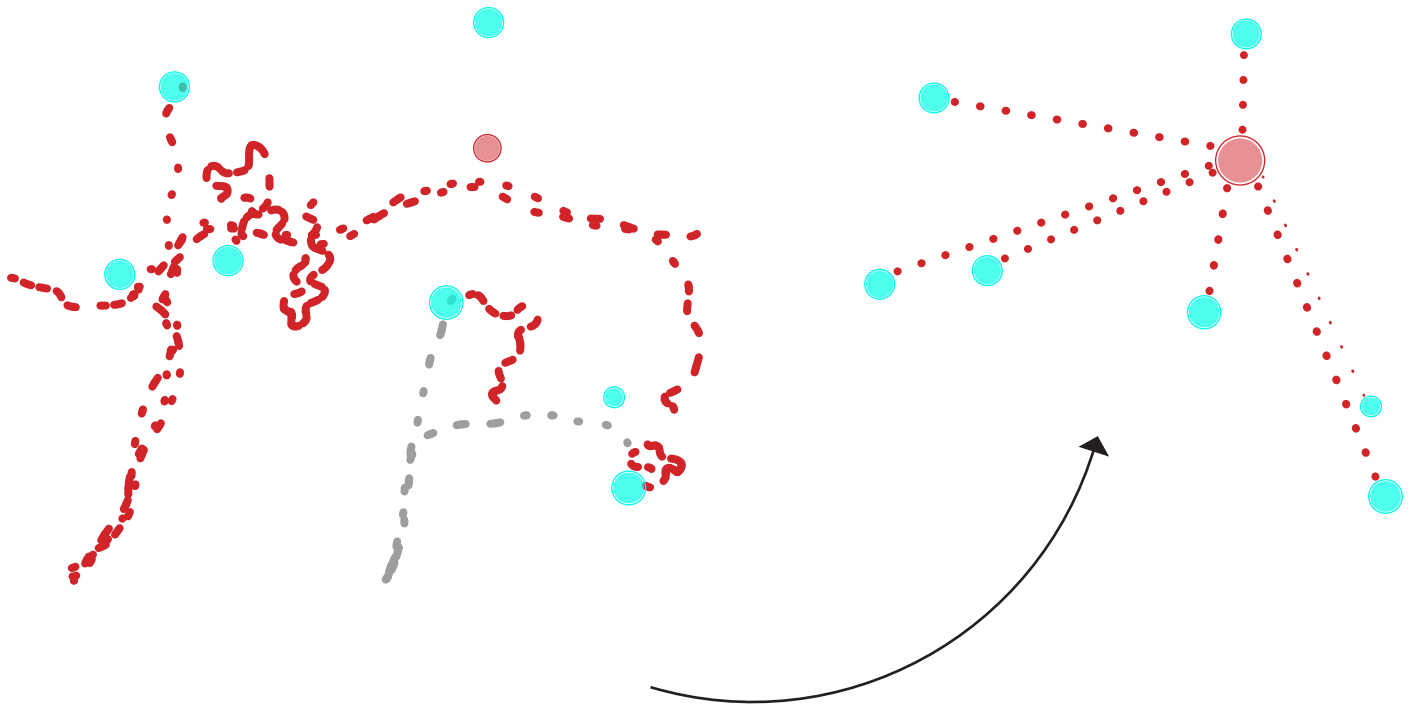
The reason for choosing to delimitate the area of interest this way is mainly that it should be a **comfortable walking distance for a group of preschool children** and their teachers, in order to make the transportation a possible action once or a few times a week – something that **doesn't cause too much trouble and preventing it from happening**. The visits at the activity center and taking part of one or several functions there should be a pure **bonus – not a burden** or an obstacle.



site analysis – movement patterns

current movement patterns of preschool kids

schematic idea of future movement patterns



ANALYSIS OF CURRENT SITUATION

How do the preschool kids move within the area today?

Today the **main movements** that seem to happen during the preschools walks are to the **nearby playgrounds** and **green areas**, not least seems the **recreation area of Ruddalen** to be a frequently visited place. Some of the preschools also states that they walk to **Axel Dahlströms torg** either to **visit the library** – where they borrow books or watch theatre – or **to take the tram to Frölunda**, also in order to watch theatre. Some of the preschools also **walk to Fyrktoget**, where they take the bus to the **central parts of Gothenburg**, to visit museums and similar. Some of the preschools have possibilities for gardening activities outside of their facilities.

IDEA ON FUTURE MOVEMENTS

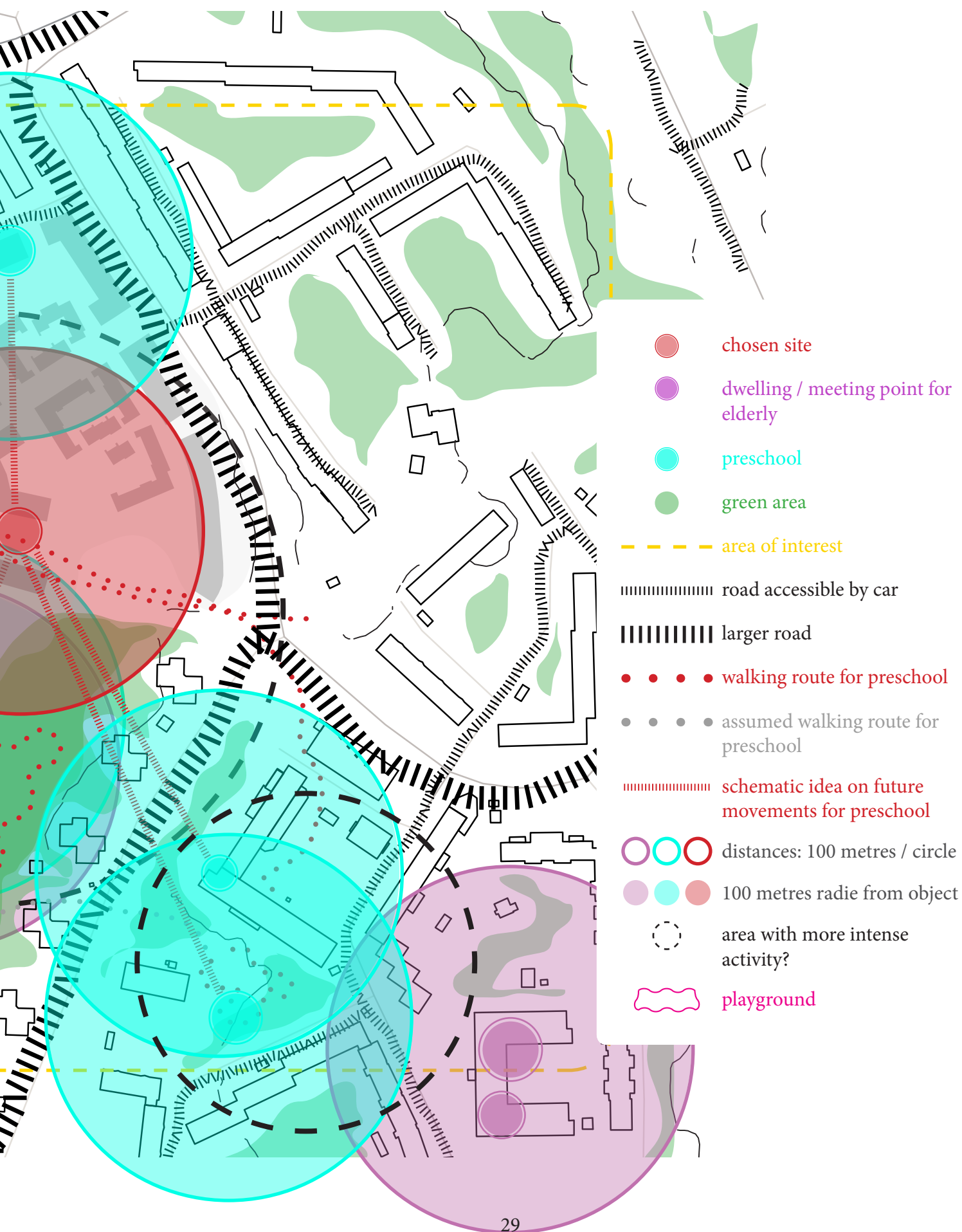
What could create these movements?

By creating **some kind of function** that could be **used both by the elderly and the kids from the nearby preschools** - preferably also by the general public at least part of the day - one could both **enable intergenerational meetings**, **add value to the preschools** and also **motivate choosing to build something for the elderly which otherwise could be seen as too expensive** and not used enough many hours a day.



site analysis - mapping of overlaps







site pictures



Figure 1: Photo of site, May 2018



Figure 2: Photo of site, May 2018



Figure 3: Photo of site, May 2018



Figure 4: Photo of site, May 2018

The **possibly most important notion** is the one that the site is located in a slope.

Furthermore its location next to a small road, and surrounded by paths of various sizes is to be noted.

As mentioned **the site previously hosted a school; now it mainly consists of stone and mountain** - partly covered with vegetation.



The area contains **a lot of preschools**, and in several cases these are **located in small pavilions** and are **most likely experiencing a lack of space**.

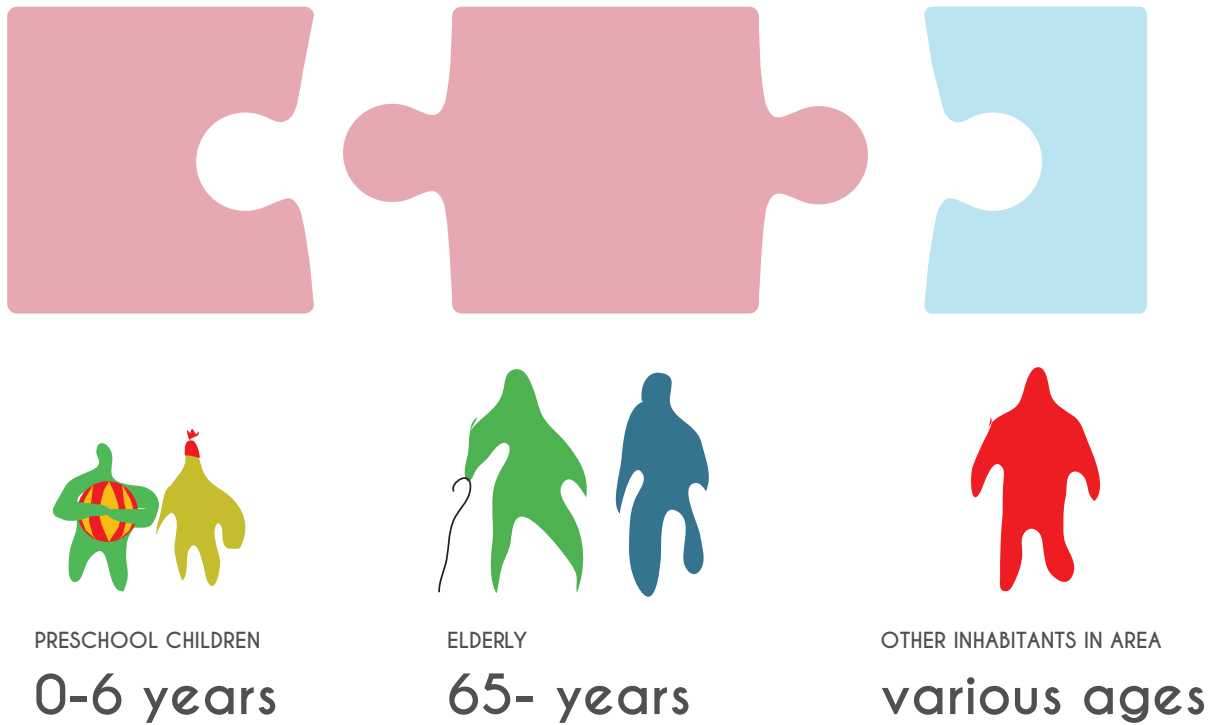
Due to this finding it is **probably more beneficial to add facilities that can be used by both preschools and the first target group; the elderly in the area**, rather than adding another preschool within, or located in close connection to the unit.

A **crucial factor within the project is the walkability**, because it enables an **easy and natural everyday-interaction** between the center and the preschools. Hence the limits defining the area of interest.

03. RESEARCH / THEORY



target groups



main target groups:

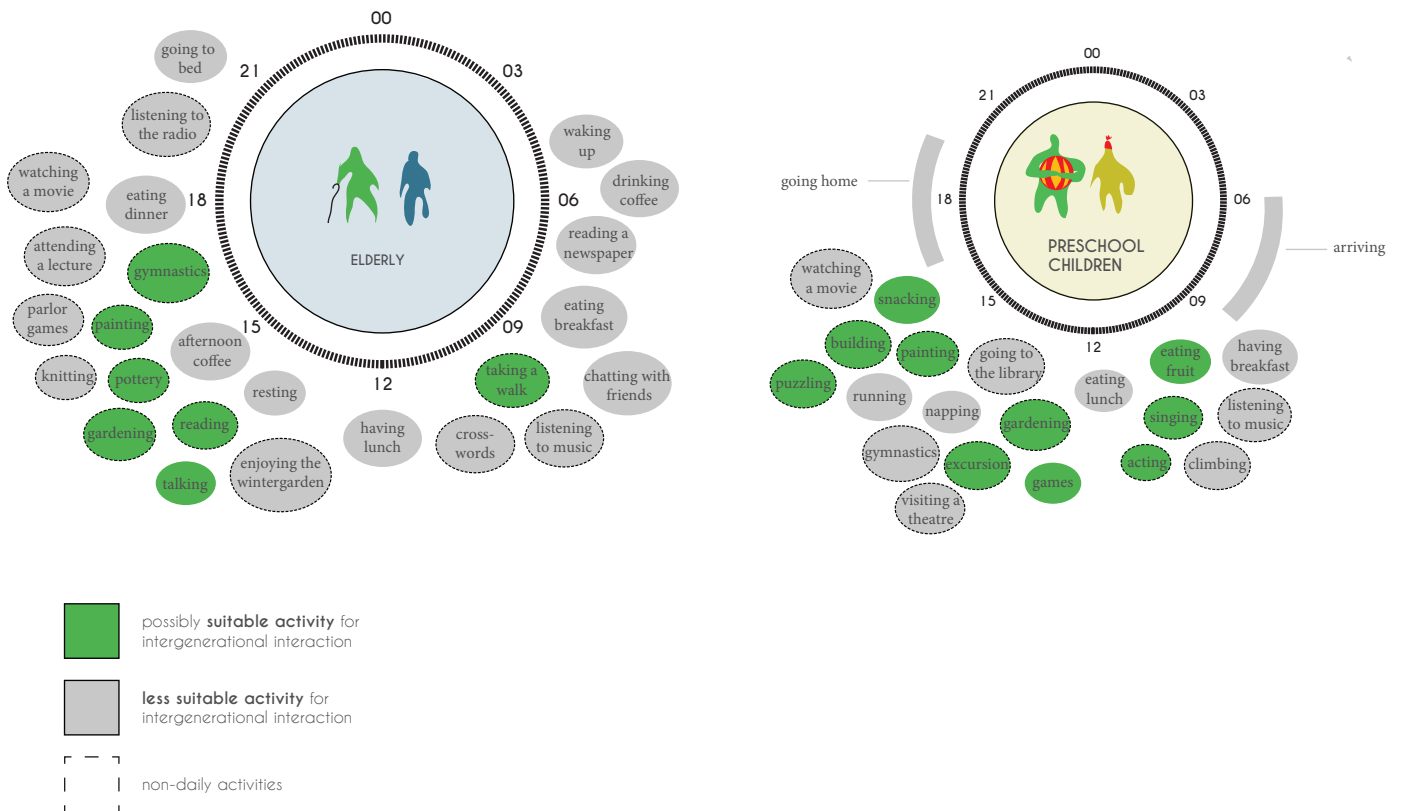
- elderly
- preschool children

additional target group:

- other inhabitants in area



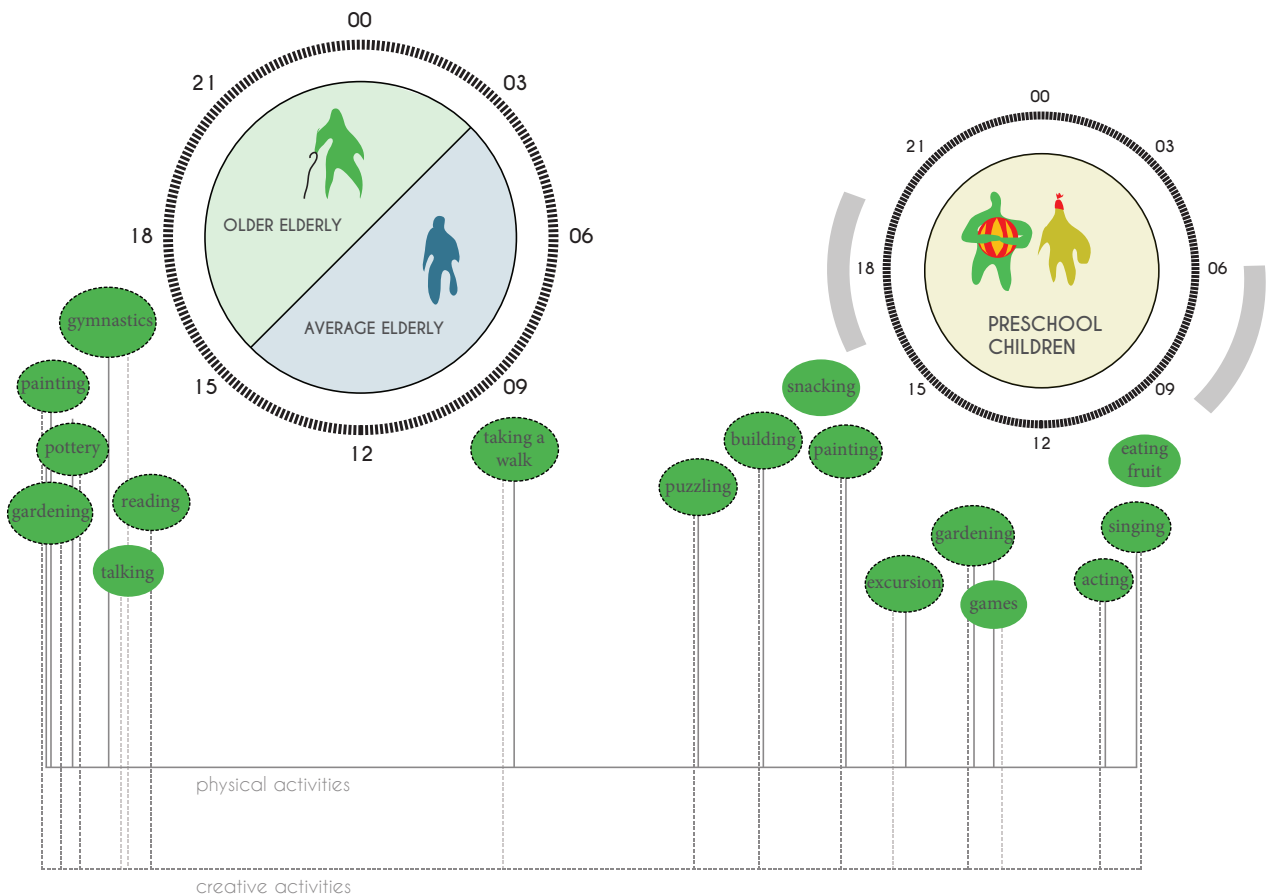
activities & daily routines



Mapping of **activities perceived as likely to be carried out by the two main target groups** - both on a daily basis and less frequently - and also mapping regarding **which of these activities would be most beneficial to share** between the groups.



possible common activities - findings

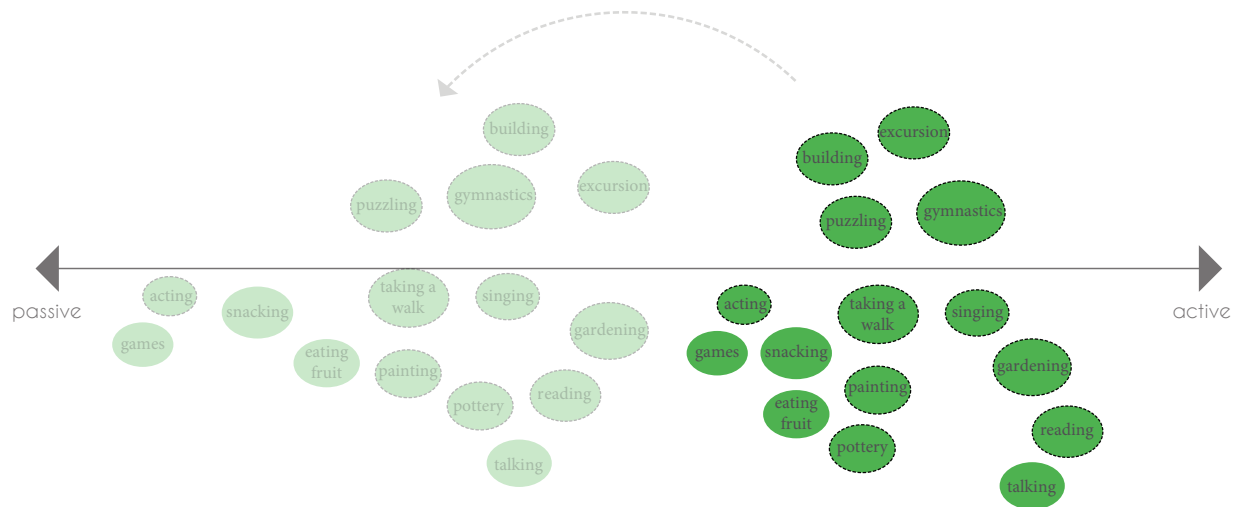


An attempt to find connecting factors between the activities perceived as possible and preferred to share. Most of the activities mapped are activities one does with one's body – physical activities.

Something that also is common for many of the activities are **creativity** – that they are activities that aim to create something – or challenge the mind and nurture one's creativity.



interaction levels



The **majority of the activities mapped as possibly good for interaction are also ones generally perceived as being quite suitable for an active interaction.** Although, something notable is that it appears to be **of uttermost importance that mainly the elderly, but also the children, are able to choose the level of desired interaction themselves.** Some might want to join and take active part of the meeting, and some might prefer to merely watch – and both levels should be as accepted.

Furthermore it is **of large importance for a beneficial interaction that the elderly gets to have the role as teachers / leaders** for the kids during the interaction, instead of possibly the staff treating them as children as well. This topic is discussed in an article in Los Angeles Times; Good for each other (Los Angeles Times, 2005) concerning a day care center for both elderly and kids; ONEgeneration center. The article states that **elderly in general seem to appreciate the programs based on voluntariness and put them in the role of the teacher the most.**

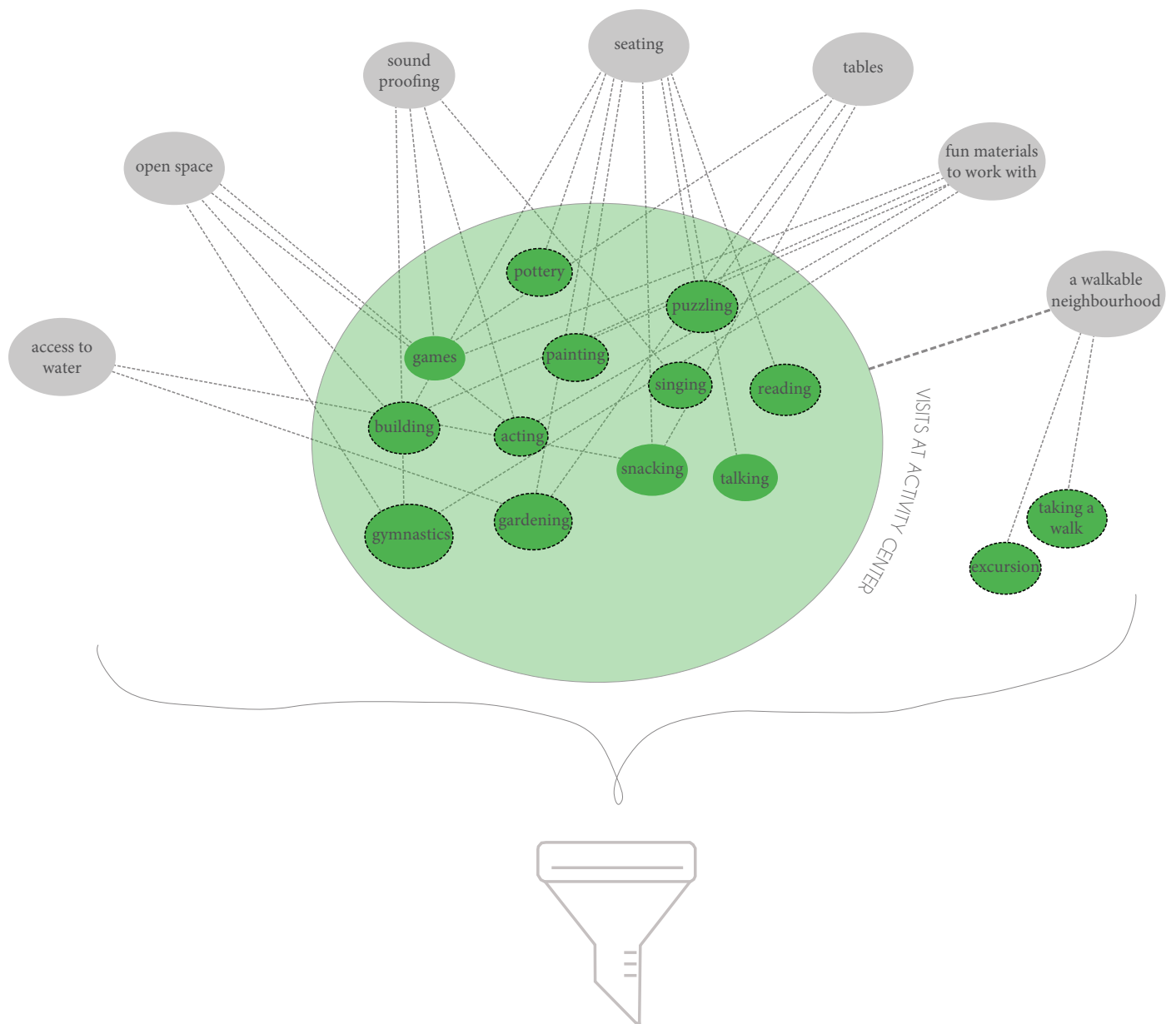
As well as within the in general appreciated grandparent role **it is important that the elderly gets to choose how much time they want to provide in order not to perceive the interaction as a burden, but only as a bonus** – something that can enhance their days.

Regarding the issue that the elderly risk ending up being treated as children themselves it is believed to be lower in this project than in the example from LA, since this project will **include elderly of different ages, not merely ones in great needs of care themselves.** The possible diversity in visiting elderly also solves another issue brought up in the article; that the children might get a misleading view on aging if they only meet frail people in need of assistance. In this project they will hopefully be able to see a diversity of examples; and probably in general more active elderly.

Regarding the issue of the **program mainly appearing to involve higher levels of interaction** (although the level within the different activities also may vary, as mentioned) it is also believed that **also more passive levels of interaction will be catered for within the structure.**



spatial needs

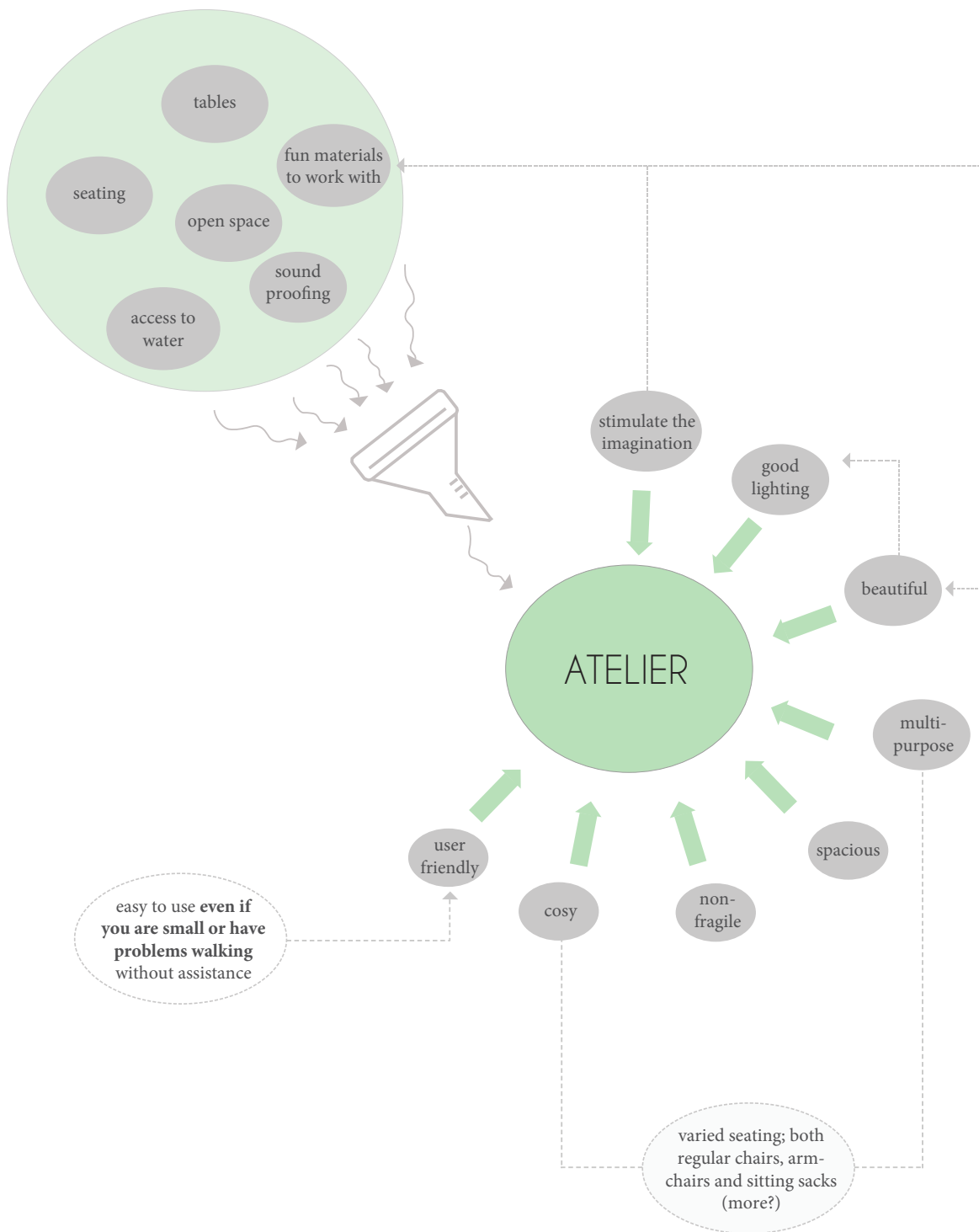


ATELIER?

Characterisation of the different activities' perceived spatial requirements.



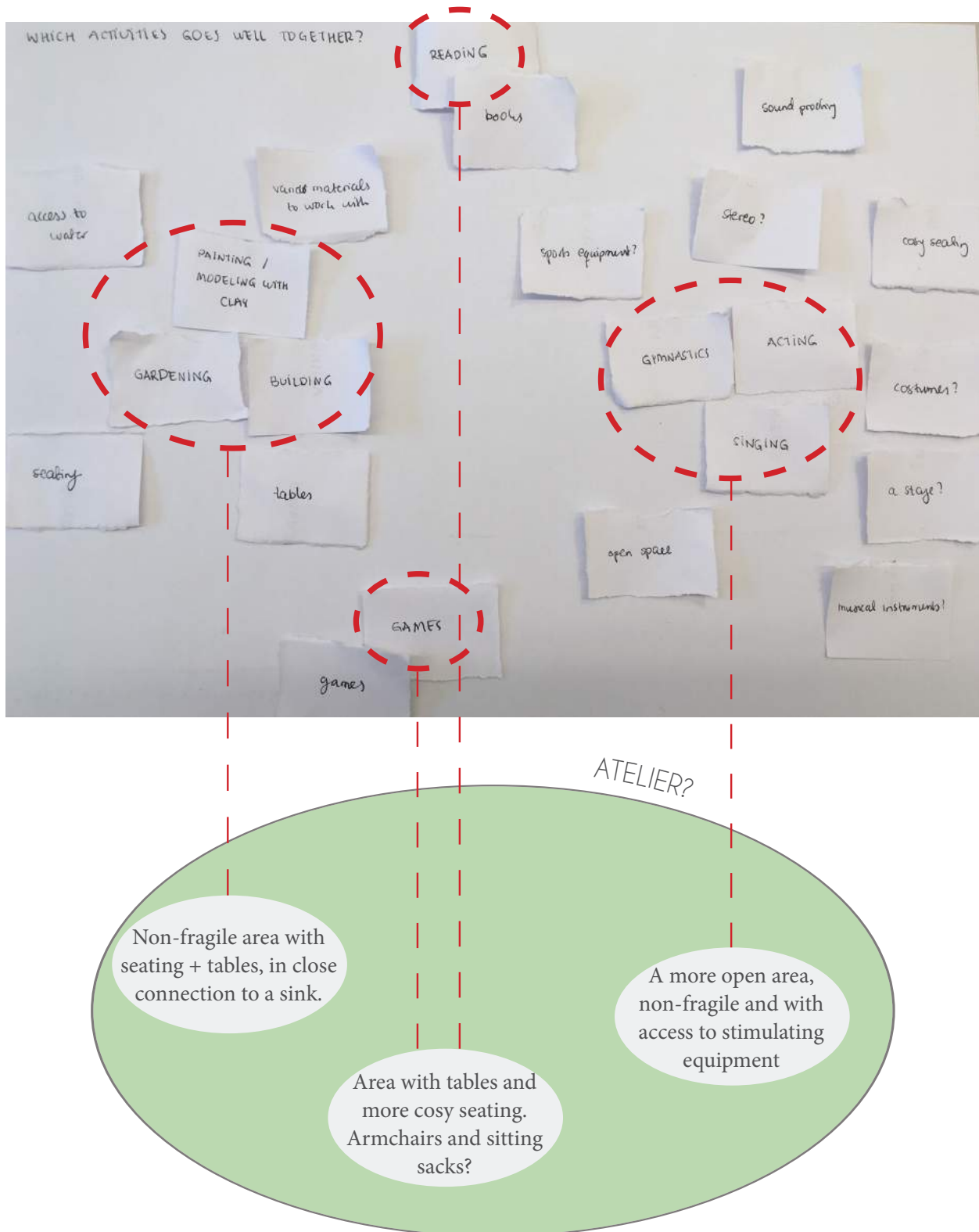
spatial qualities - atelier



Characterisation of perceived spatial needs within an atelier.



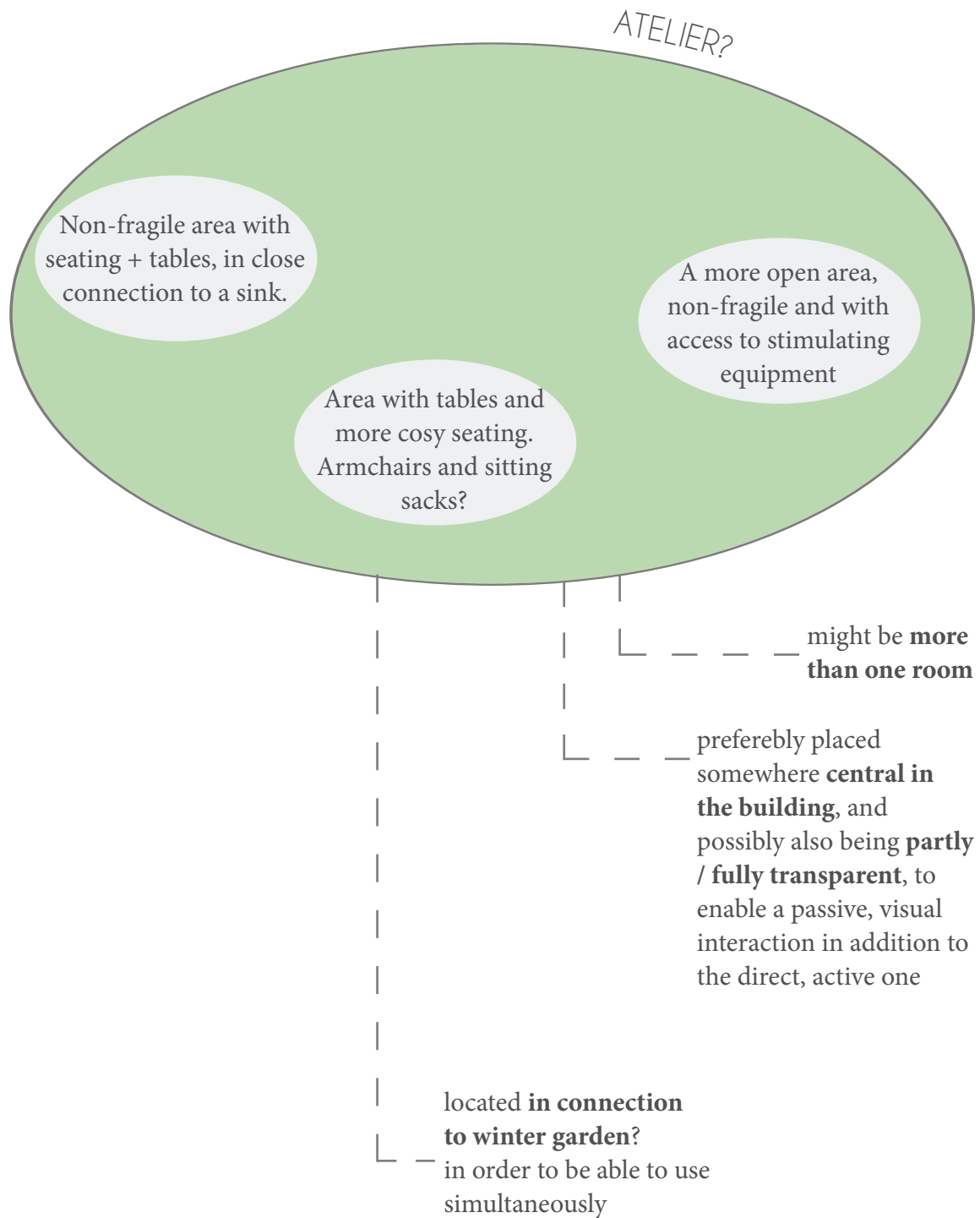
combinable activities



Grouping of activities with similar spatial requirements.



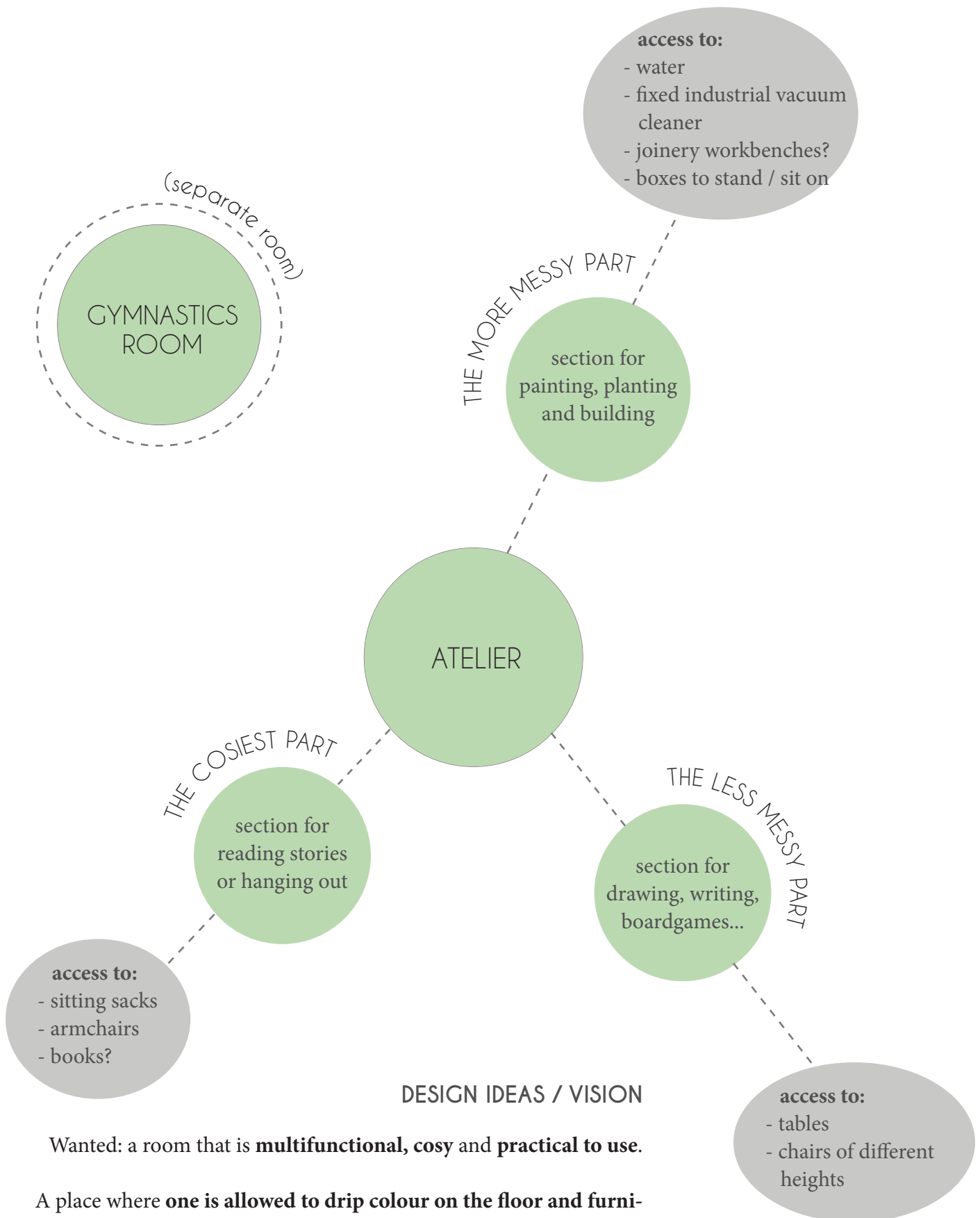
atelier characteristics - reflections



Reflection upon the spatial characteristics and location.



atelier / workshop – perception / characteristics

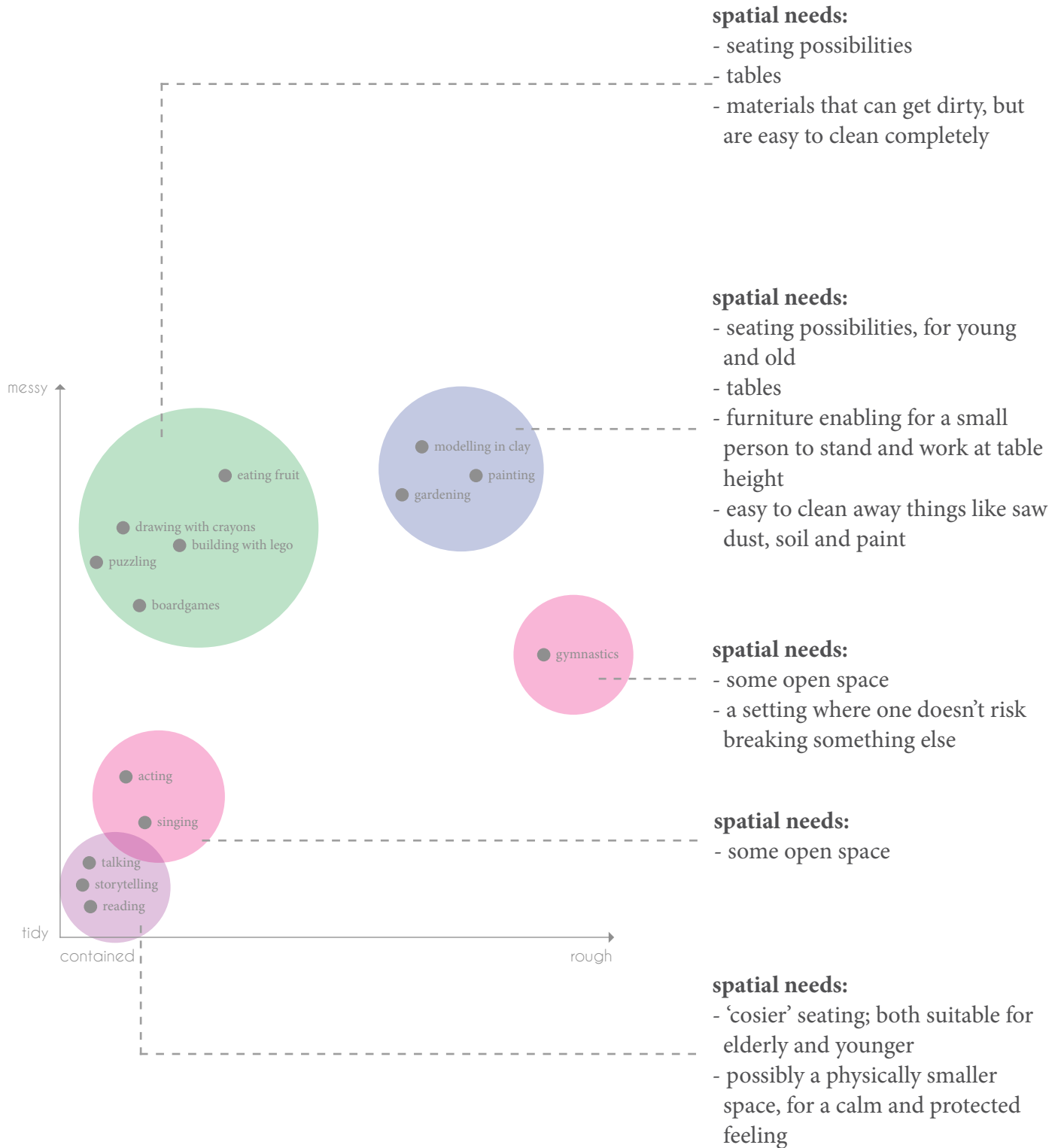


Wanted: a room that is **multifunctional**, **cosy** and **practical to use**.

A place where **one is allowed to drip colour on the floor and furniture** – because that happens when you paint – and **one that at times will be covered with sawdust from woodworking or with soil from planting** seeds; but that is also fine since it is easy to remove with the fixed industrial vacuum cleaners.



activities characteristics



Characterisation and grouping of activities with similar spatial requirements.



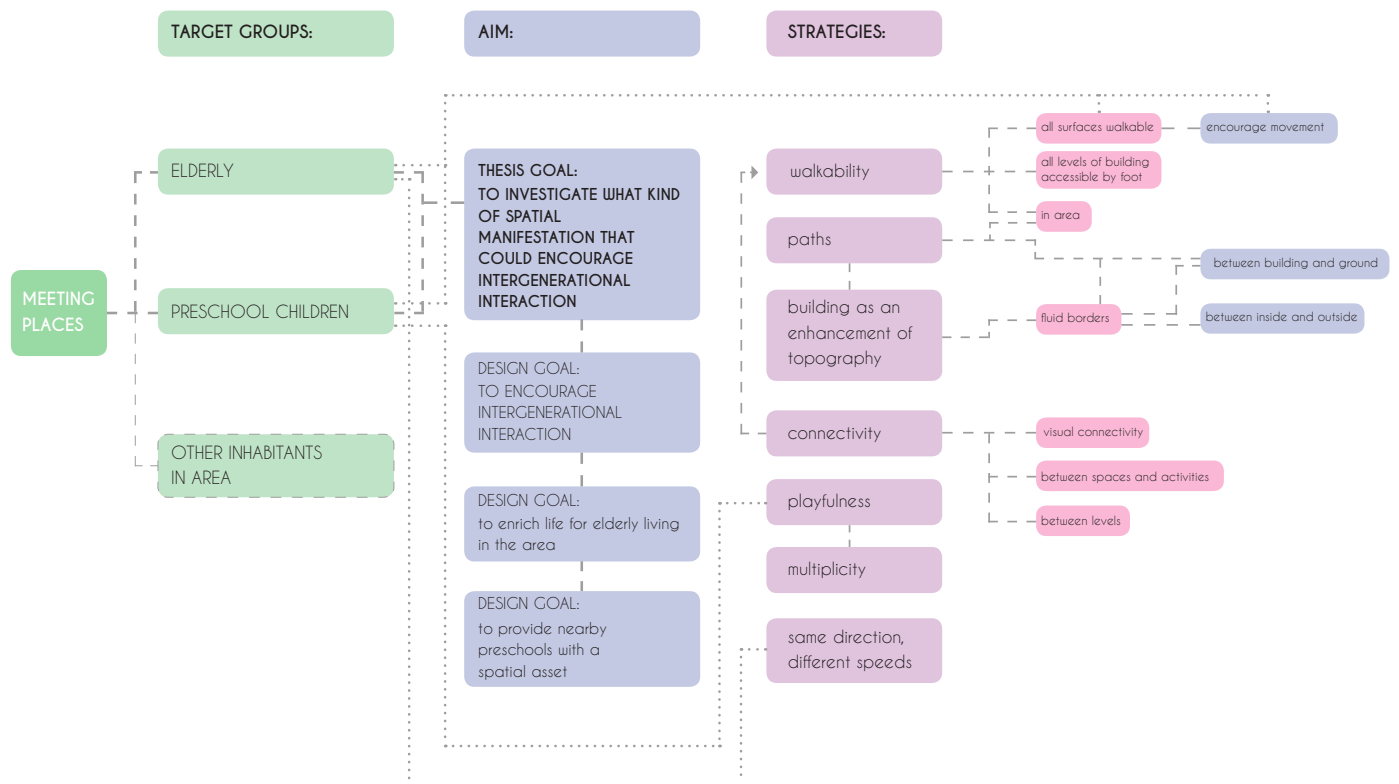
The activities perceived as suitable for interaction all are quite active and in general creative ones.

It is for **uttermost importance** for well-functioning meetings between generations that **different levels of interaction are provided**.

There appears to be **4-5 groups of activities** among the chosen ones, which have similar spatial requirements.



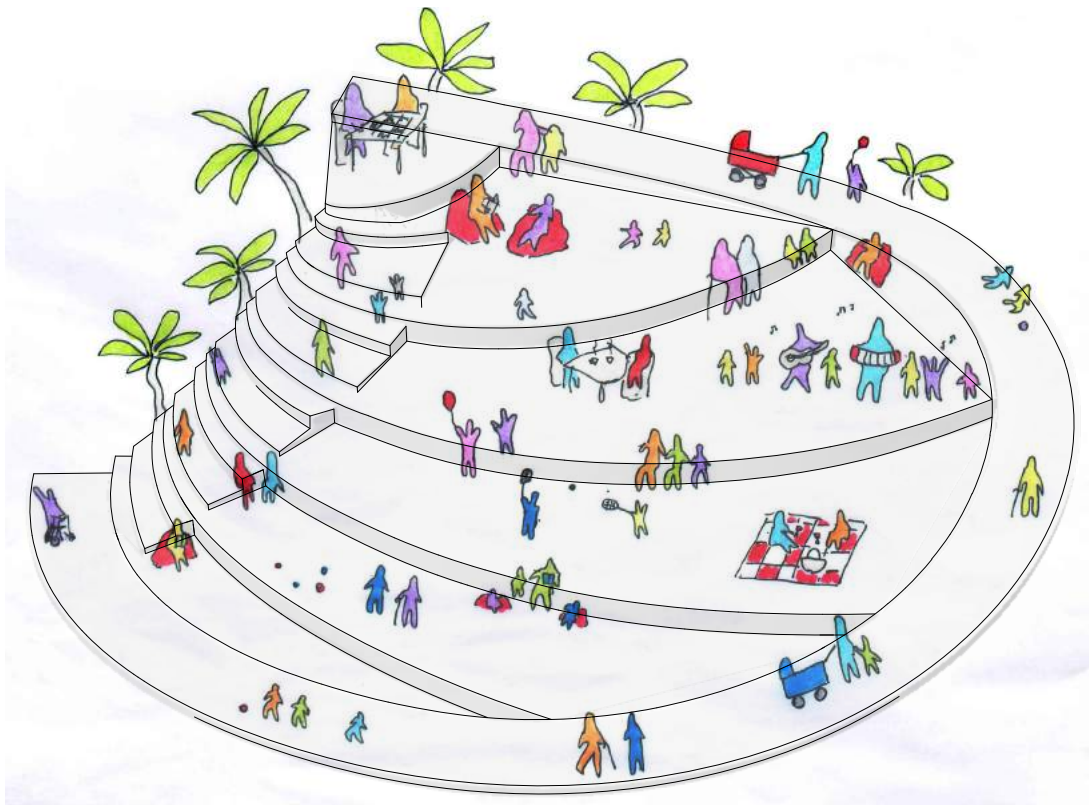
design strategies / concepts diagram



Mapping of the **main different design strategies** developed and how they are perceived to be **related to each other, to the different target groups and the project and thesis aims.**



prototype



A prototype developed as a result of a wish to enable walkability for all the target groups and hence; combine various kinds of communications in a fluent way, and also of the idea of multiplicity; to add more qualities to the communication spaces. The communication spaces are not simply communication spaces - they are The Space.



multiplication of prototype



if the structure continues.. how? enhance terrain?

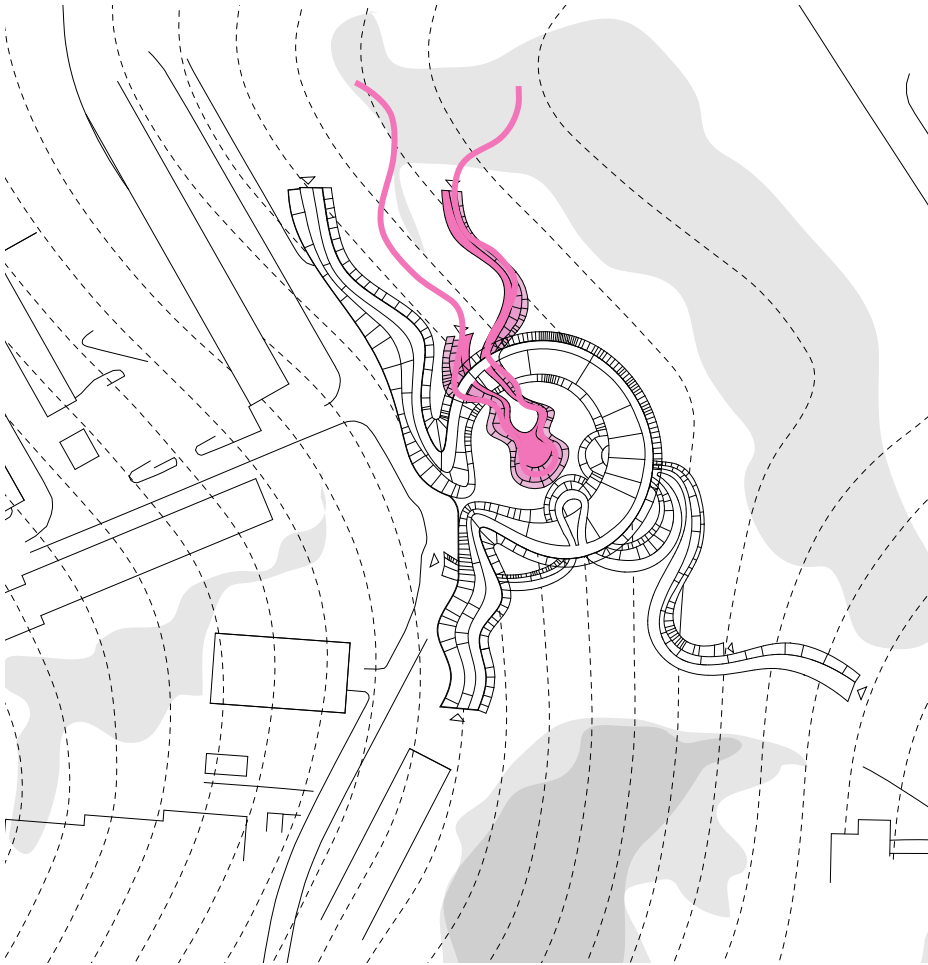
The next question after developing the prototype was **how to multiply and contextualize** it. An early idea was **to somehow enhance the terrain**.

The solution became to integrate the structure within the system of paths in the area: to 'grab' three existing paths, twirl them to let them shape the then perceived program and then return to their original direction.

Then **these three different paths were heightened and adjusted to each other**, according to their perceived character and in order to shape suitable spaces on top of and underneath the structure.



paths characteristics



THE PINK PATH: THE CALM PATH

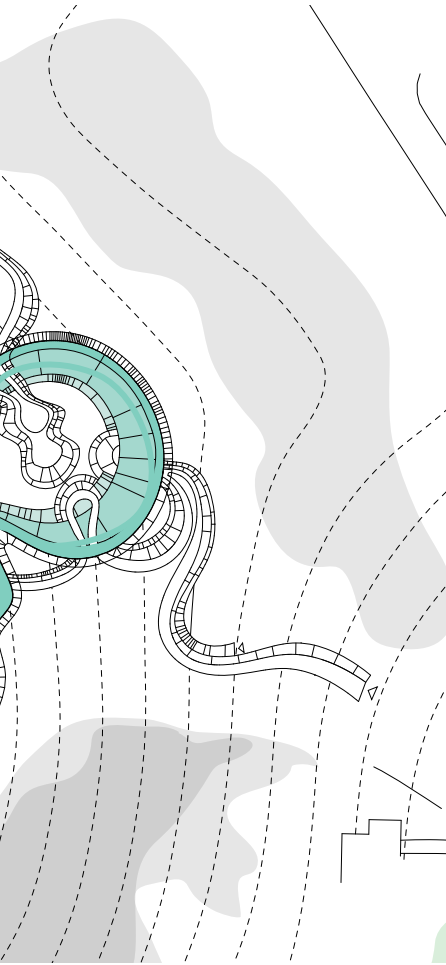
The pink path comes sneaking gently over the hill from the newly built preschool and returns calmly in the same direction after having participated in the structure. The pink path is calm; both the spaces underneath and on top of it. It is low and quite wide on top: inviting to a cup of coffee or a game of chess, overlooking the rest of the room.

The space underneath is small and enclosed; separated from the open space by walls filled with bookshelves, but still well-lit, from its glass walls facing an inner garden.



THE BLUE PATH: THE CALM PATH

The blue path starts as a part of the program of the activity center. It starts from the entrance of the activity center, goes through the program of the activity center, and continues so after the program of the activity center. It is a point, but rises slow and steadily. Various shared activities take place (games or drawing) and on top of it, a friend to roam around with.



CROWDED PATH

The pathway following Riks-
er a calm swirl, shaping the
is quite high at its highest
. Underneath its higher points
ce (such as puzzling, board
f it one can always find a



THE YELLOW PATH: THE ADVENTUROUS PATH

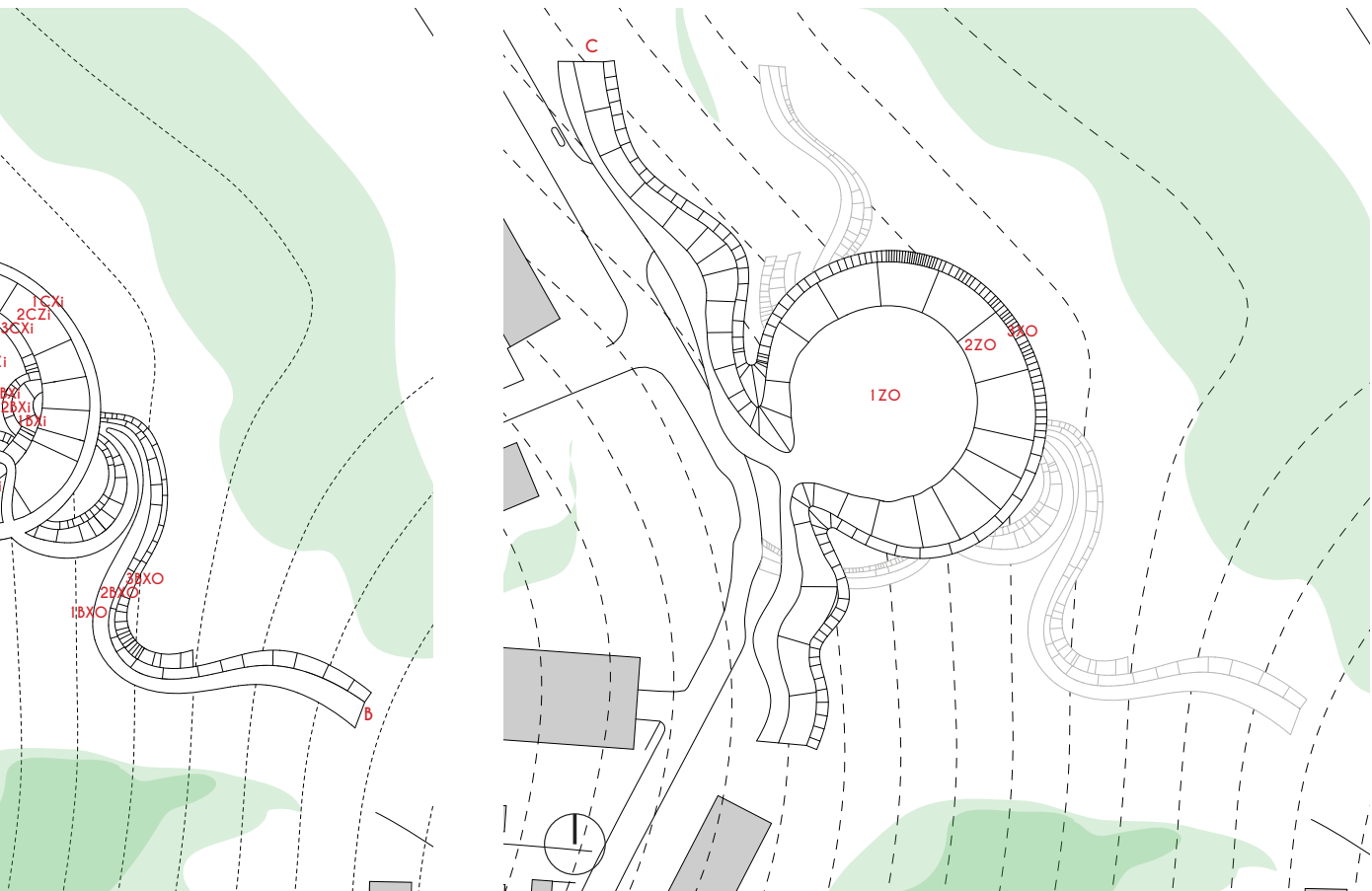
The yellow path flows down the hill from the small forest,
does a few bold turns to shape the building before it continu-
ous its flow down the slope.

The height varies a lot and it turns hastily; inviting to discov-
eries and going astray. The larger spaces underneath houses
artistic and playful activities such as sculpturing with clay or
painting with water colours, and the seemingly never ending
paths are perfect for a game of hide and seek.



Enclosed: E
Open: O
Open, but indoors: i

2nd level / roof



After the paths were heightened and shaped according to wishes **the resulting spaces were characterised using alphabetic codes** in order to be paired with suitable program.

As previously mentioned the idea of a **strong connection between space and program was important**. Certain things are happening in certain spaces; not in any spaces.

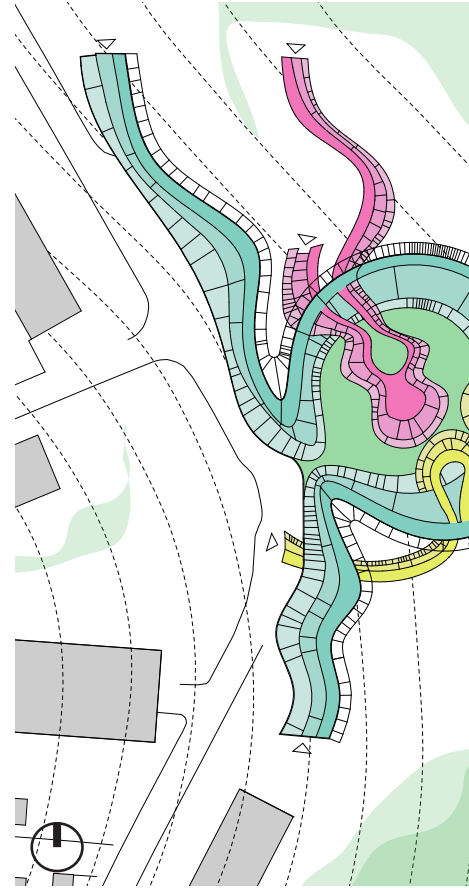


plans; colour coded 1:1300

plan ground level

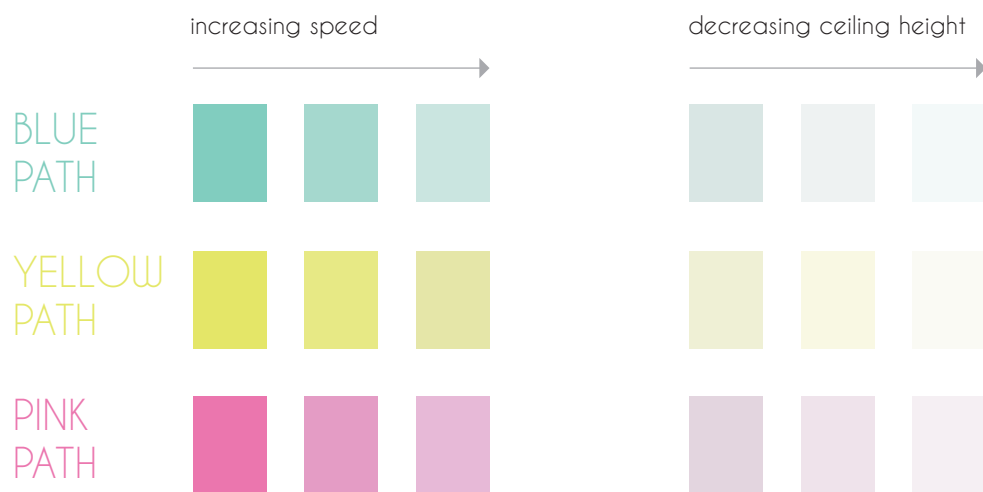
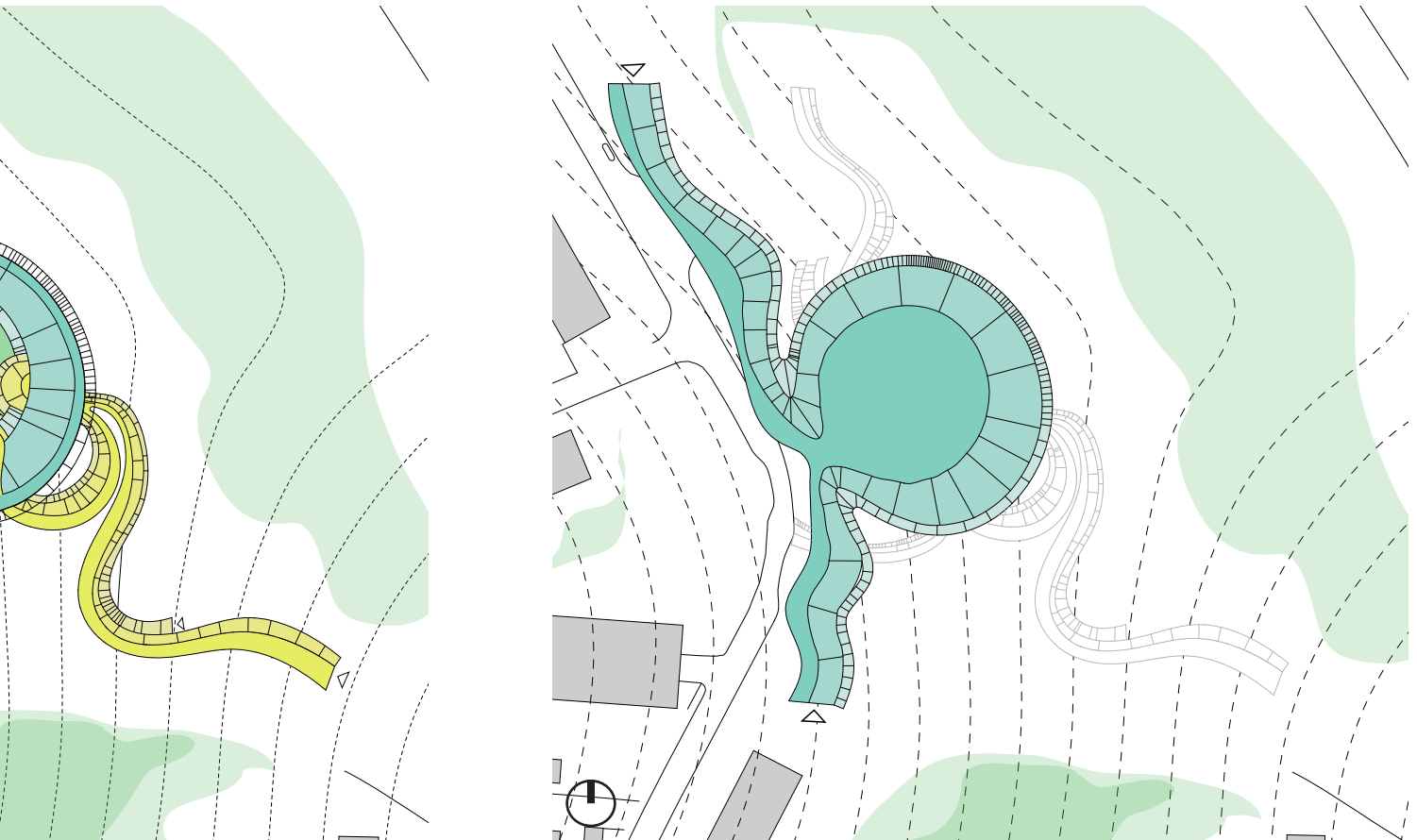


plan 1st level



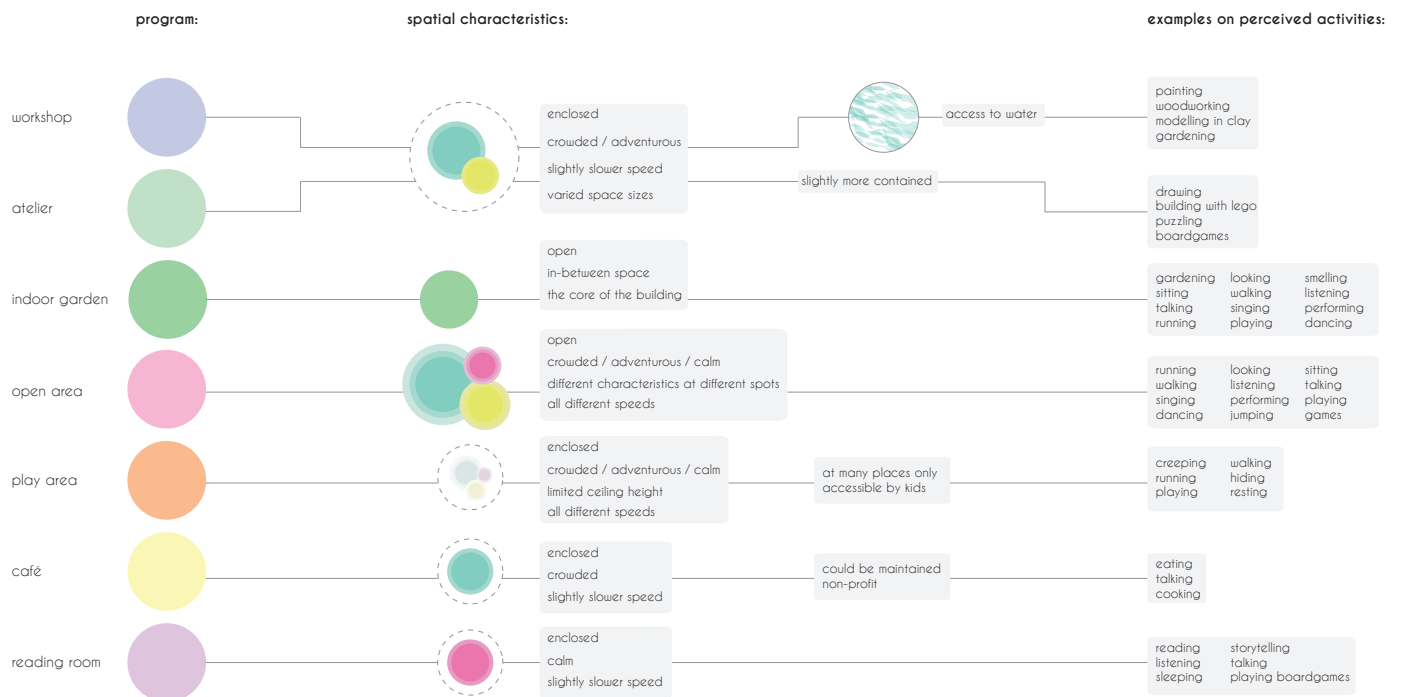
Then; in order to be **more easily communicated visually**, the alphabetic codes were transformed into colour coding.

plan 2nd level / roof





program concept



The **spaces** appearing in the structure were **paired with certain types of program** according to their **characteristics**.



The main focus within the project is on interaction and movement.

The probably most important design strategy taken into consideration is the **walkability**. Heavily related to this is the idea of **same direction, different speeds** - which also very much is a result of the different target groups involved - and the **idea of the building as an included part in the system of paths**.

The character of a space has a direct impact on the perceived program within it.

05. DESIGN RESPONSE



interior perspective



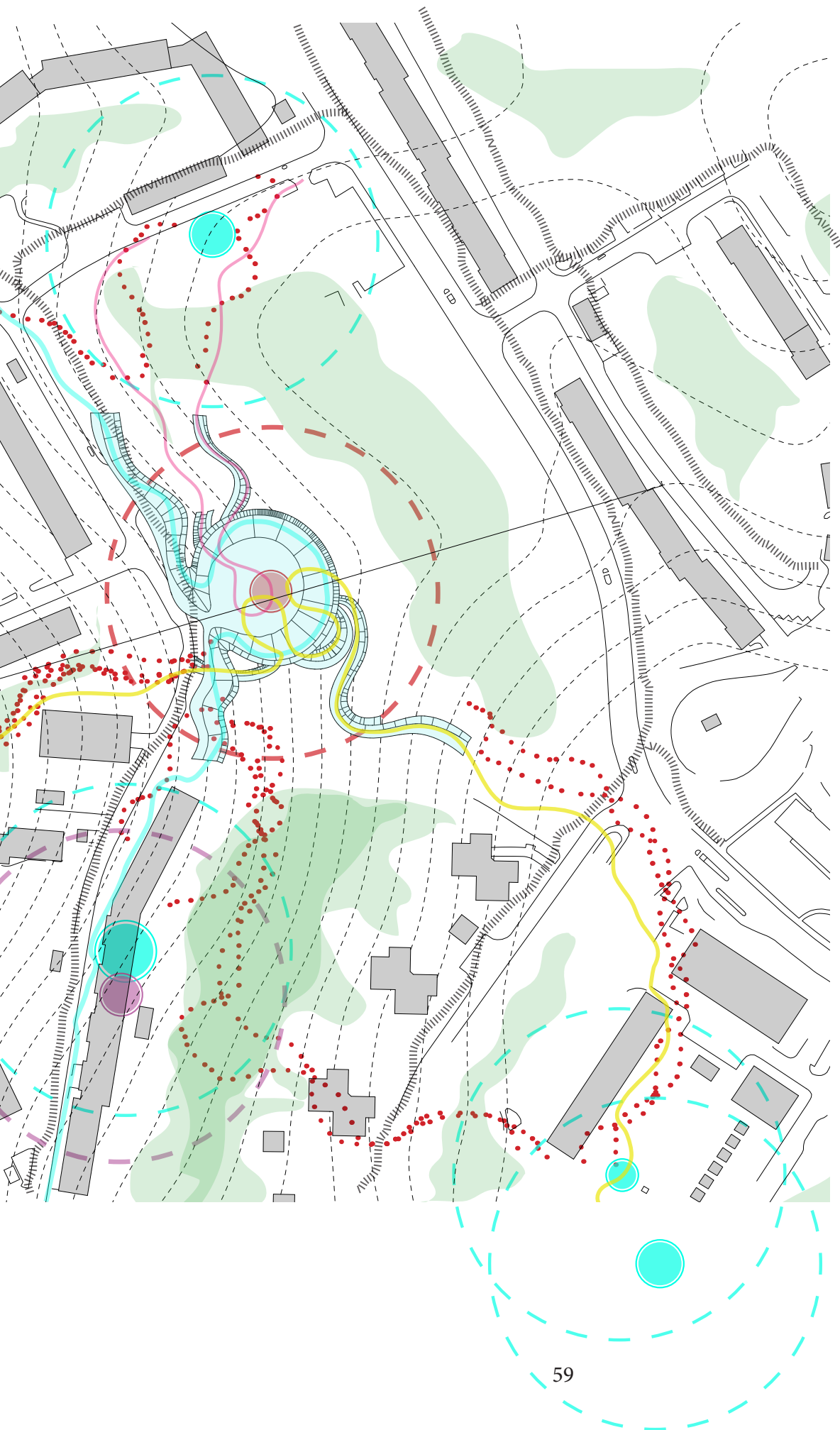
An interior perspective showing mainly the heightened 'pink' path in the middle of the space, and the surrounding 'blue' one in the background; with **the fast inner path moving up and down to connect the different levels of the structure.**



urban plan 1:2000

An urban plan, showing the structure as an **integrated part in the system of paths** and how it connects to its surroundings.





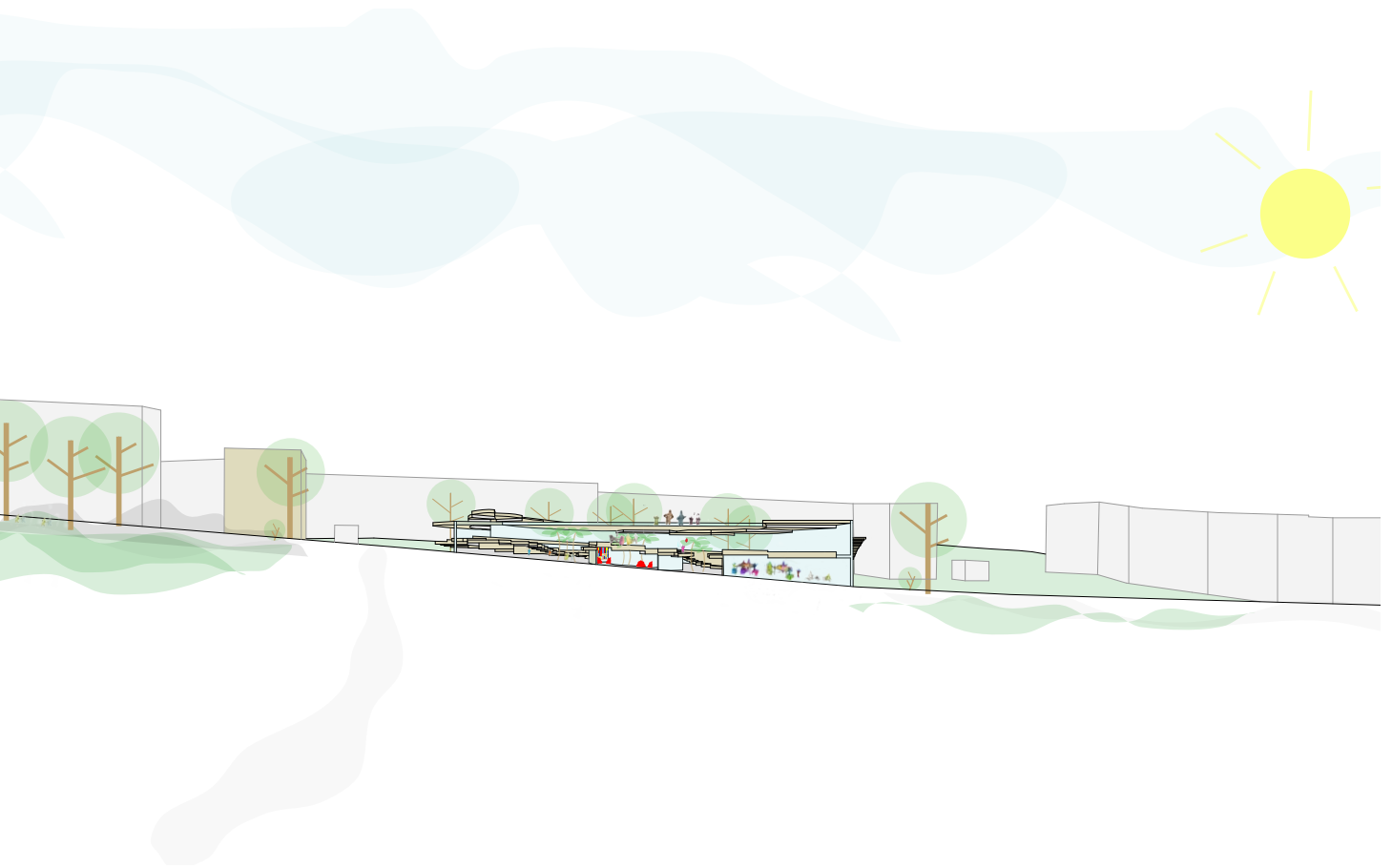


section from south 1:1000



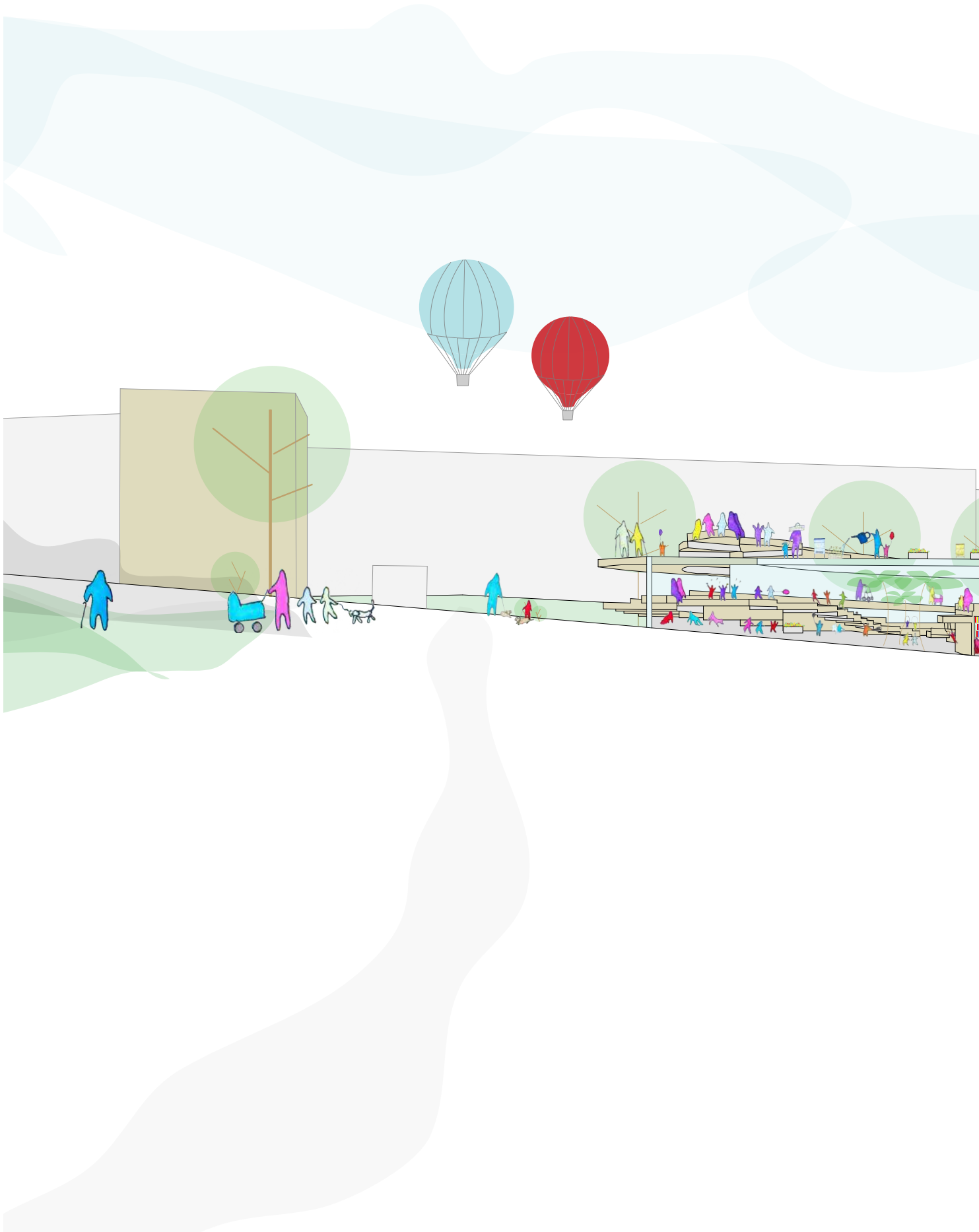
As mentioned the **walkability was of uttermost importance in the design**, which also lead to **an attempt not to make a too high building, which would require a lot of energy to climb.**

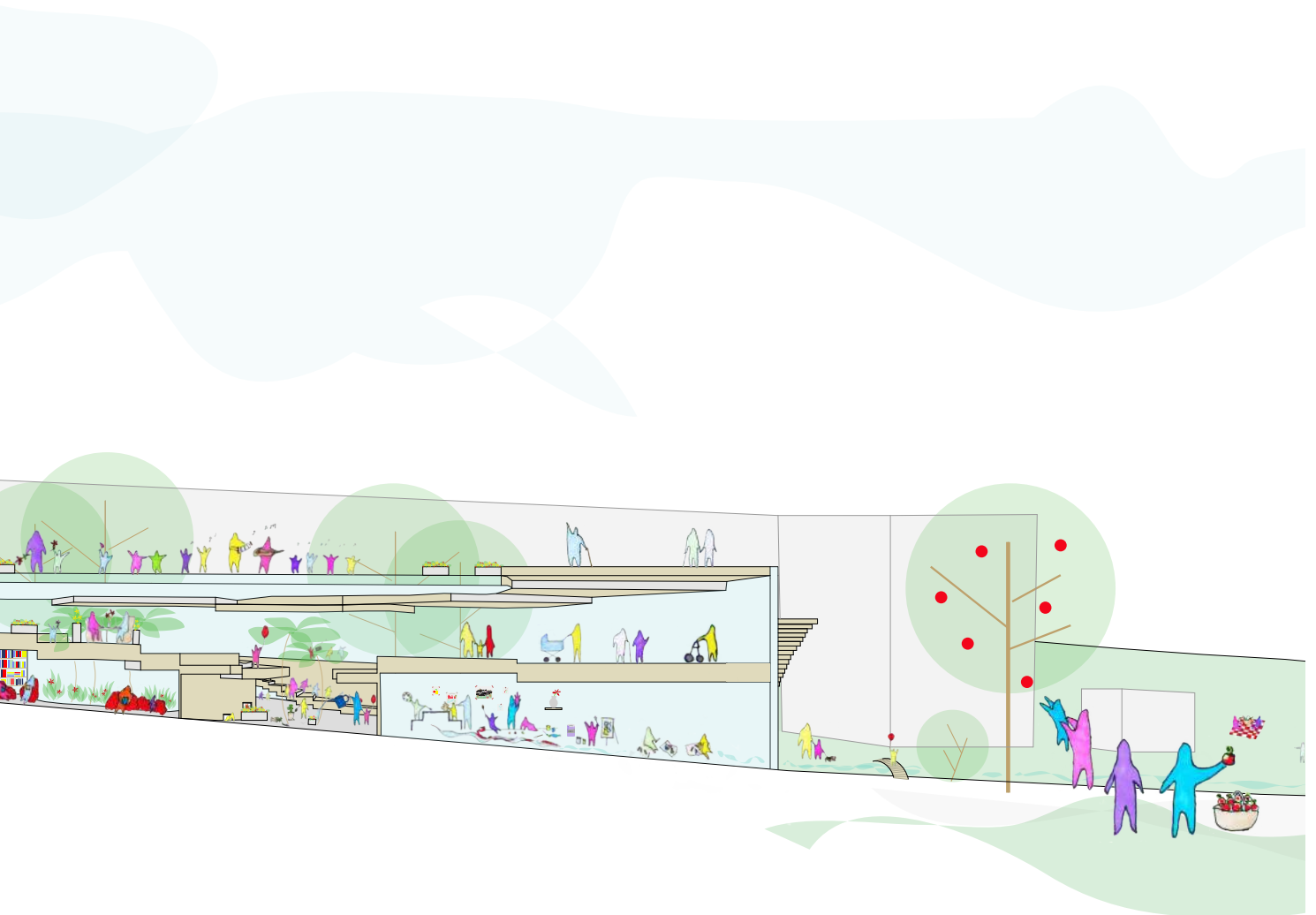
Hence, the **structure capitalizes on the fact that it is located in a slope**, in order to be easily accessible at several levels, but still have useful spaces appearing underneath and inside.





zoomed in section from south 1:300

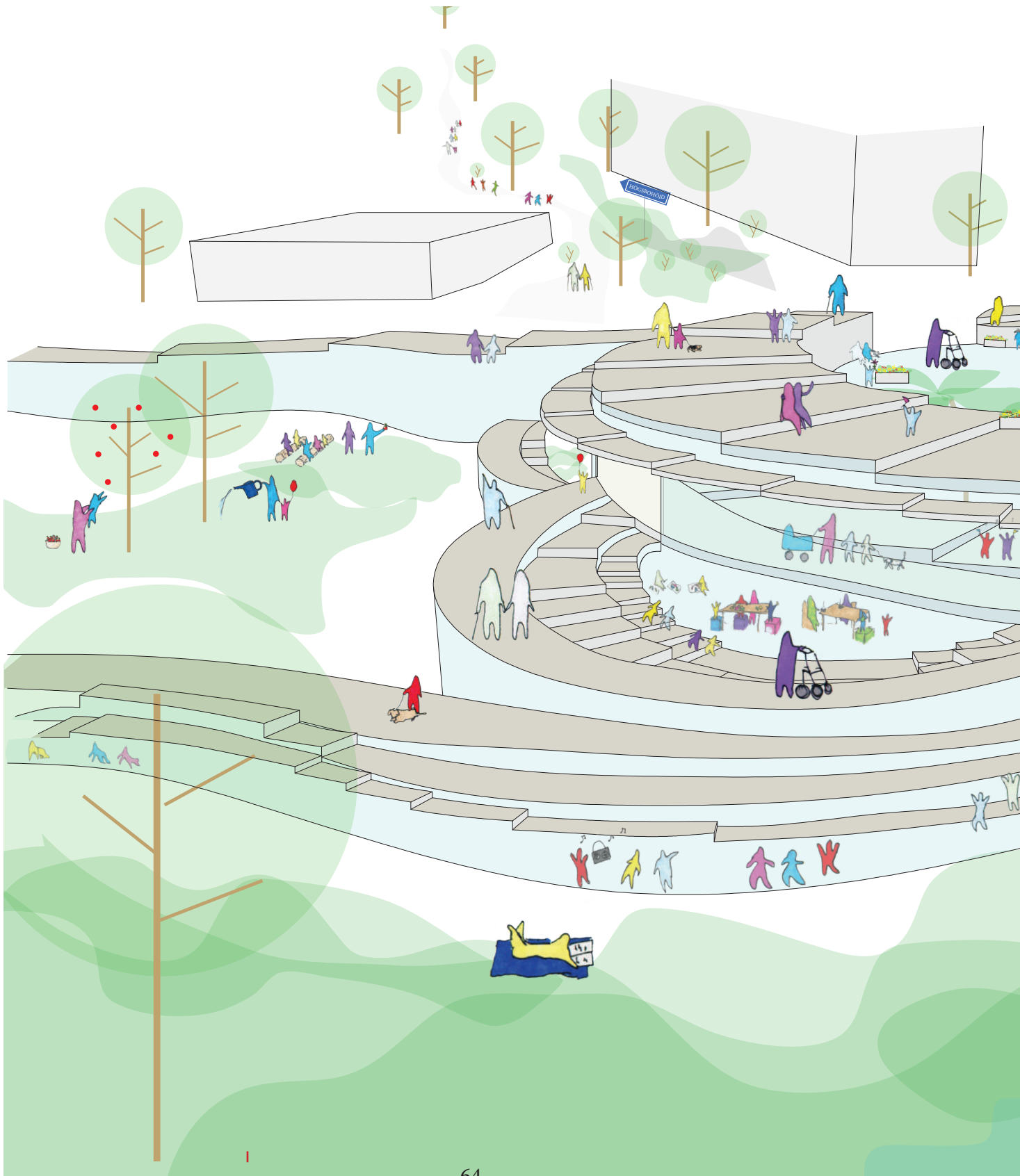




A slightly more zoomed in section, showing (from left to right) the winter garden, the reading room, more of the winter garden and the workshop.

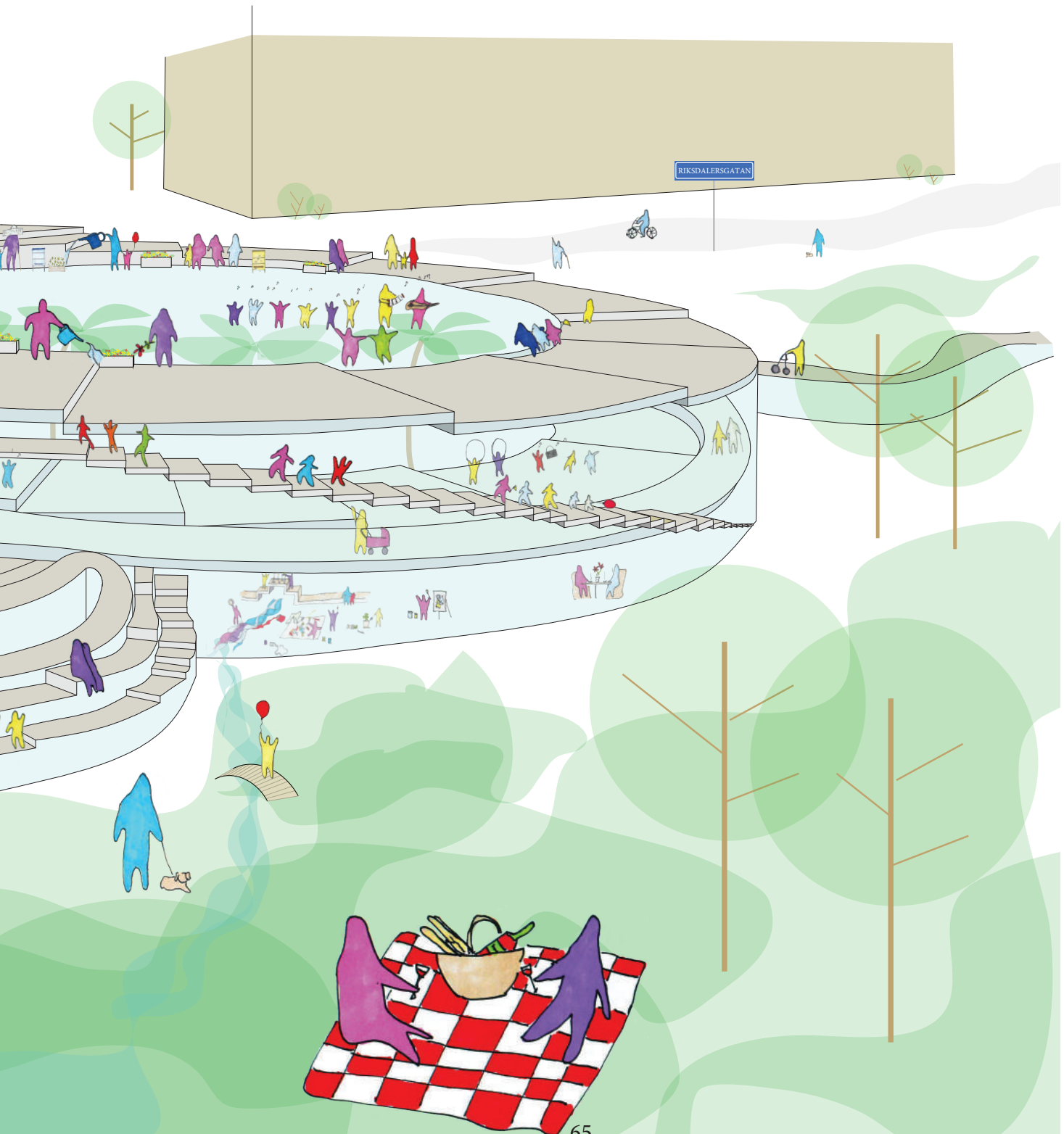


exterior perspective



An exterior perspective. As visible **the order of the paths has been reversed when shaping the roof**; here the fastest track is on the outside and the slowest one is located in the middle.

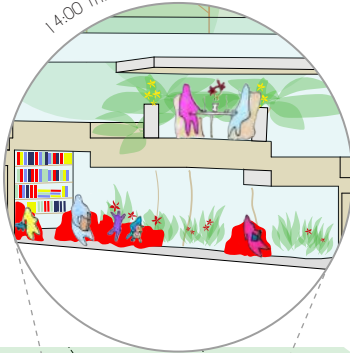
This in order to accomplish an enclosed space for the winter garden, and in order to enable the fast path to connect all the different levels with each other.





scenarios

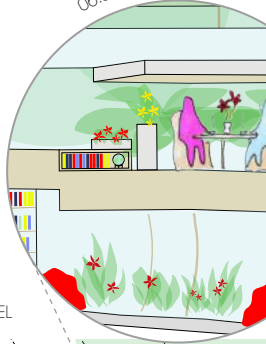
14:00 THE READING ROOM



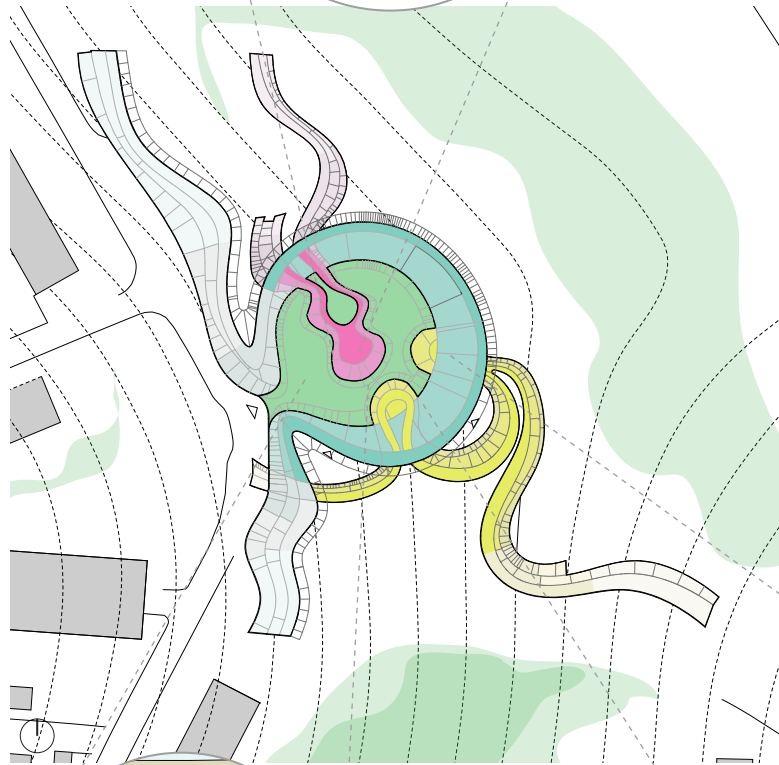
THE READING ROOM:

Elvy and her grandchildren all live in the area. She uses to pick them up at the preschool quite early and spend a few hours at the center before their parents quit work. What the kids enjoy the most is when Elvy reads to them. It's a perfect way to relax a bit after the hours at the preschool.

06:00 THE TERRACE



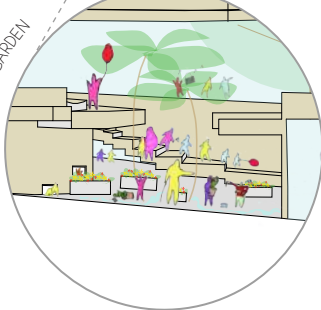
PLAN GROUND LEVEL



PLAN 1st LEVEL



11:30 THE WINTER GARDEN



THE WINTER GARDEN:

88-year old Thomas sees to the plants in the winter garden accompanied by some kids from the preschool at Sjöpundsgatan. They help each other out and complement each other.

10:00 THE WORKSHOP



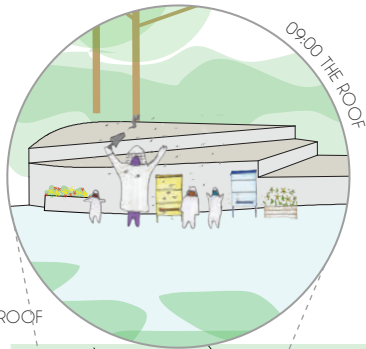
THE WORKSHOP

The kids from nearby preschool Västervinden show up to have an art lesson. Some elderly from the area join in and help out. They know the kids from before and are happy to meet again. Because of the extra hands the kids can more easily be divided into a few smaller rooms, which enable a calmer environment.



THE TERRACE:

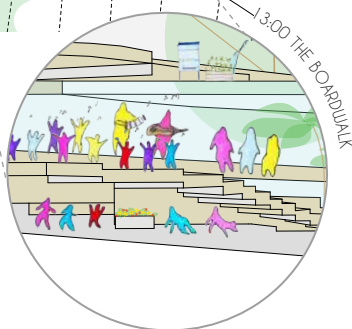
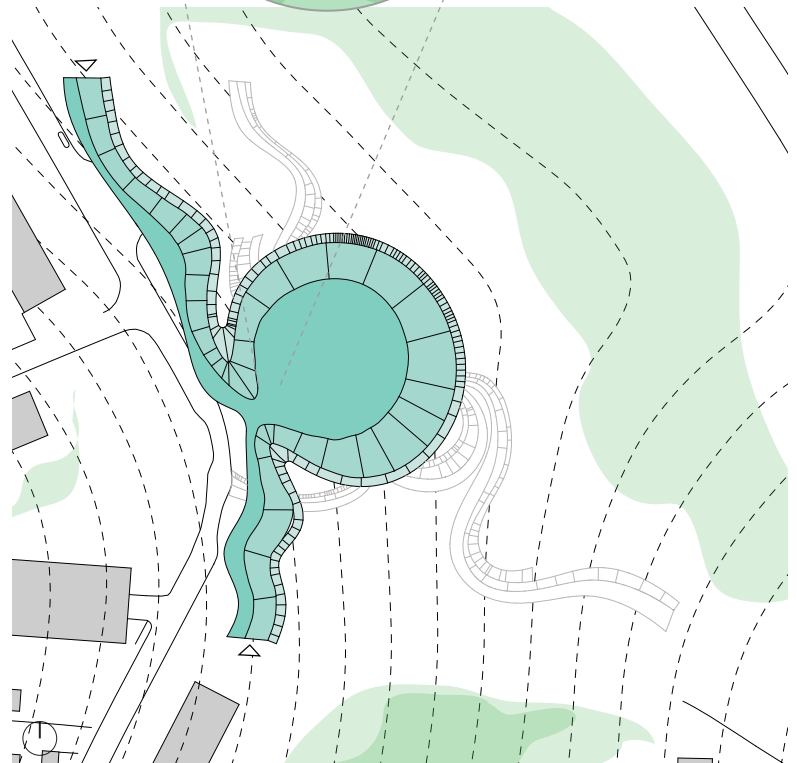
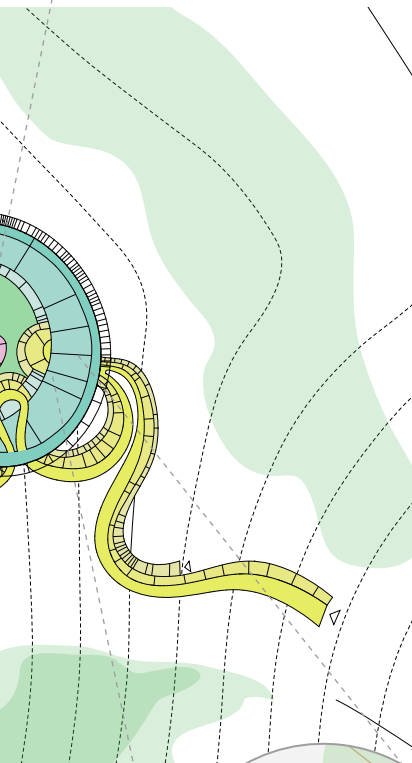
The two retired women Hanna and Agnes wake up early and stroll down to have a first cup of coffee at their favourite spot, enjoying the blooming winter garden and seeing the world come to life yet another day.



THE ROOF:

Ewa lives a few minutes walk from the center and is responsible for taking care of its two beehives. Today some kids from preschool Västervind are there to help her out. They are all very fascinated by the small, hard-working creatures and enjoy the opportunity to have a closer look on the community.

PLAN 2nd LEVEL / ROOF



THE BOARDWALK

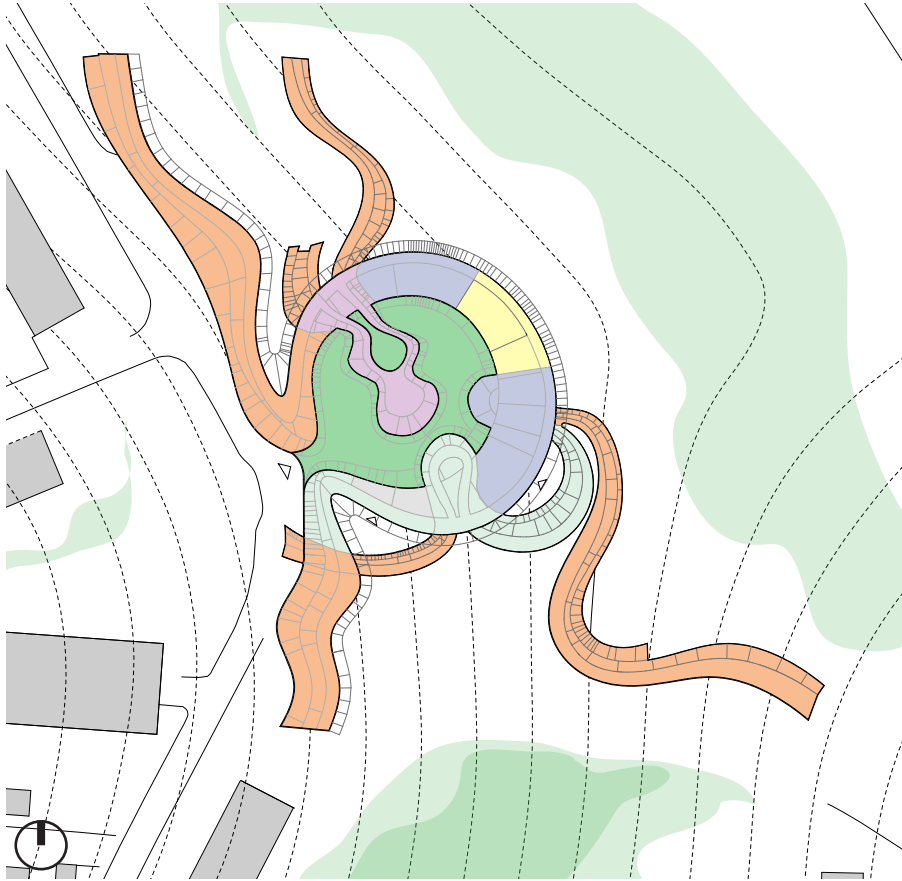
The children from the preschool at Sjupundsgatan have a musical performance at the boardwalk. Interested bystanders take a seat at the surrounding stairs, or enjoy the action from a distance, seated at the terrace in the middle of the space.

	increasing speed →			← decreasing ceiling height		
BLUE PATH						
YELLOW PATH						
PINK PATH						

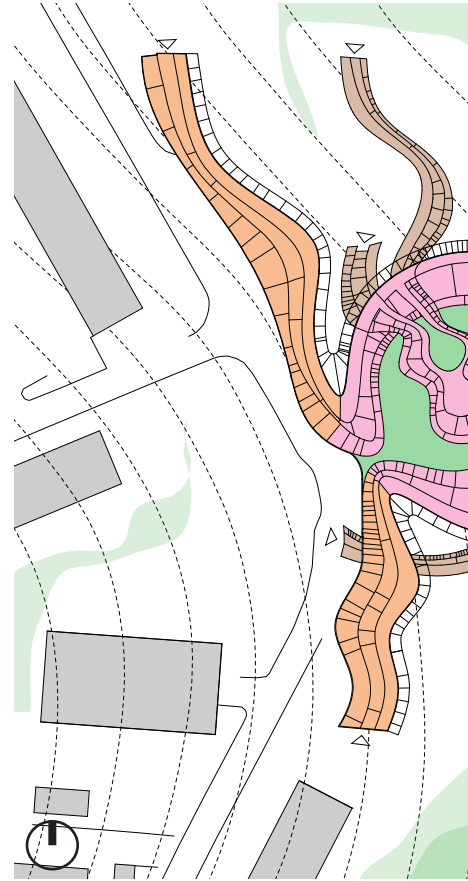


program idea 1:1300

program ground level



program 1st level



indoor garden



atelier



open area



workshop

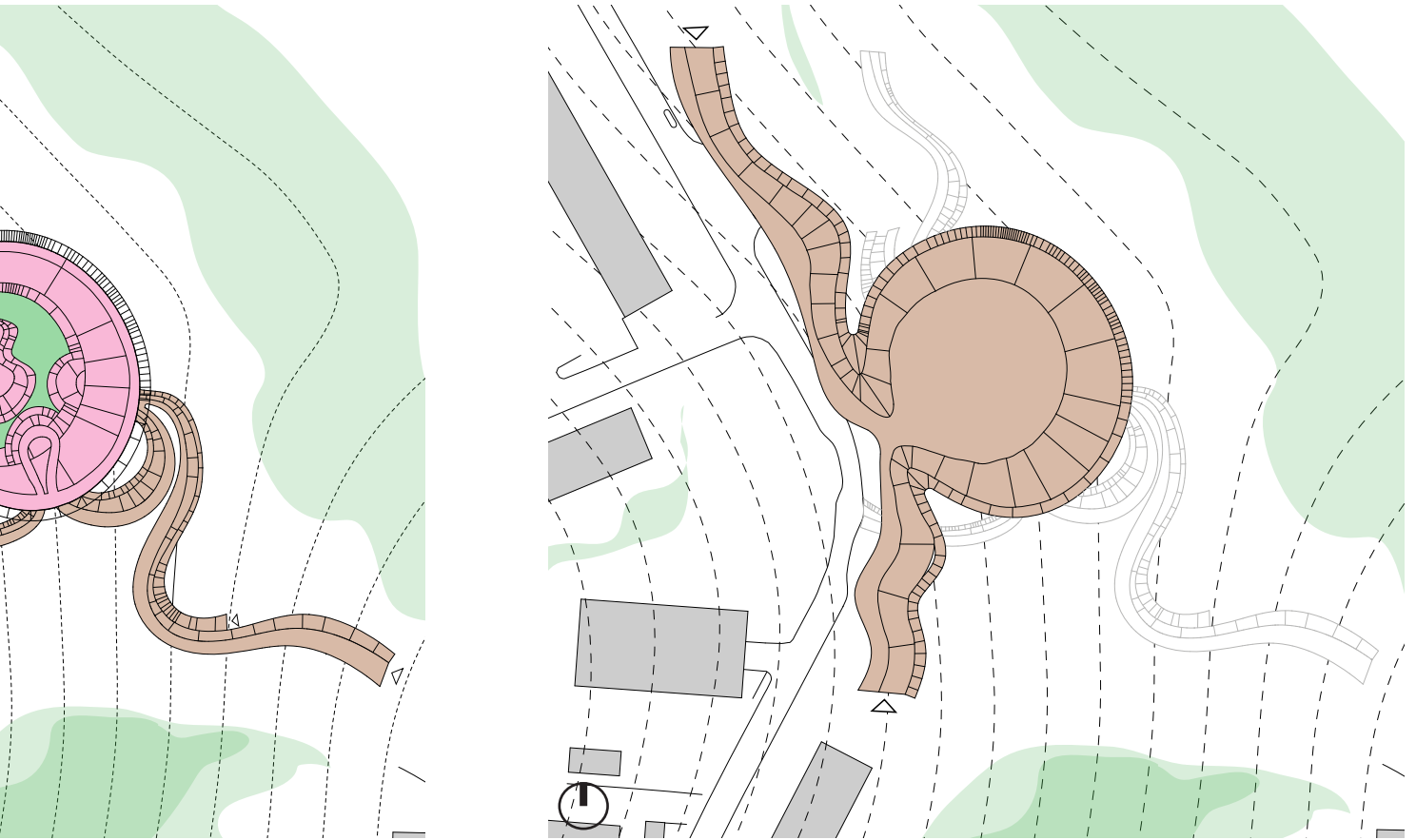


toilets



library

program 2nd level / roof



area for free play; at times limited ceiling height



café

An idea for the where the borders for the different types of program should go.
A result of the previous spatial characterisation.



The design response is something very far from what was imagined at the beginning of the semester, both in terms of content and design.

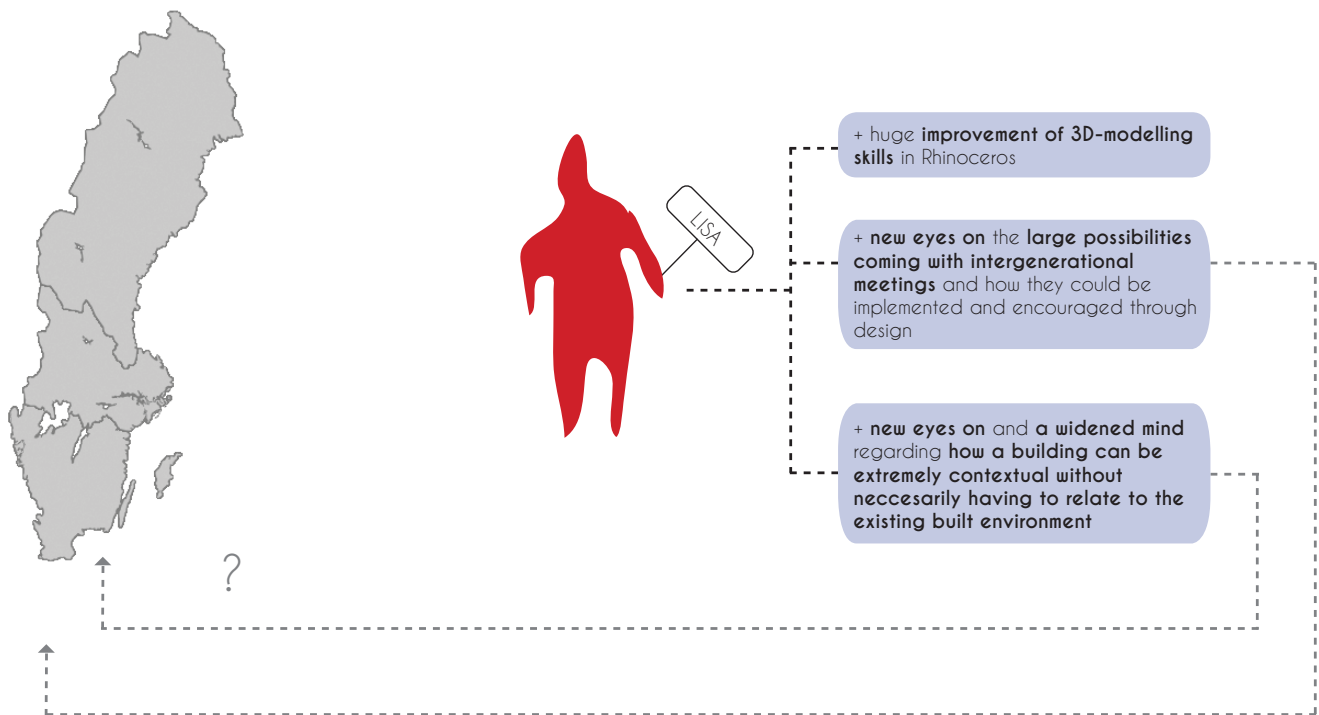
The design proposal is an activity center aimed at inter-generational interaction, containing facilities for various artistic activities as well as a winter garden and a small café.

Two major aspects taken into consideration are walkability and contextuality.

06. REFLECTIONS



learnings



Learnings on a personal level, and some ideas regarding what could be a contribution also seen in a larger perspective.



discussion

The project started out as a result of a discussion in the beginning of the first master's thesis preparation course in September; about loneliness within society, not least among elderly, which made me start to reflect upon what living for elderly is today and what it could be. This led to me reading a whole lot during the autumn regarding different kinds of dwellings for elderly, how the system has changed during the years and what it looks like in other countries. Furthermore I read a lot about demographics, since we have a situation in Sweden today where the amount of elderly in society is increasing and will continue to do so at least for a few decades.

When reading about different types of dwellings and programs including elderly I started taking an interest in intergenerational meetings. I found various interesting examples basically from all over the world; both examples where for example students were provided a cheap place to live at an elderly home if they spent a certain amount of hours each week interacting with the elderly and also a lot of examples of programs bringing retirees and small children of different ages together. I also got the impression that these kind of shared facilities are starting to get more and more common – we even have a few examples built and about to be built here in Sweden.

The general impression from all the various examples I read about was that everyone involved seemed to be very happy about it. And somehow it seems to be an obvious part of the solution in a society where the elderly often live isolated at home, sometimes far away from their families, and the groups of children within the preschools get larger and many children start to show symptoms of stress at young ages – doesn't it? A more organized and slightly larger scale version of what I as a Swede think about as the South-European large family, where all members of the family live in close connection to each other and are a natural part of each other's everyday life?

That is how the idea of the co-housing unit, with some kind of facilities for intergenerational interaction integrated was born.

However, since I wanted the project to really make sense within its context I wanted the perceived needs in the area to dictate what kind of intergenerational meetings it should include, and in what way it should happen. Hence the extensive area analysis at an early stage in the process.

And the process went on. And eventually the focus ended up being on movement, communications and finding possibilities for common activities rather than on a dwelling, something which I started to realize around the midcritics, and then decided to give my full focus and really dwell on. So the perceived end result ended up being an activity center and not a dwelling, something I really feel makes sense within the context; where there definitely also is a lack of non-commercial urban indoor space.

What feels the most interesting to me about the end result is how the building becomes extremely contextual – not only in terms of program, but also design wise – and this in a way that is new to me, since it does not relate to the built environment, but to the system of paths and the topography. At least for me on a personal level this opens a door to a completely new world. I have for almost all of my years of education had an aversion to many 'too modern looking' buildings (even though definitely not all; one of my favourite architects is Santiago Calatrava), which to me many times can feel like one-liners. I actually despise buildings which I perceive as 'trying to look cool for the sake of being cool' and this has made it very difficult for me to go beyond the traditional looking solutions within my own creation of architecture. This master's thesis project has made me discover a – for me – completely new way of relating to a context and broadened my mind regarding what a contextual building is.

I also do believe that the findings made regarding intergenerational meetings, and the formulated guidelines on the subject, can be applicable also in almost any other context and therefore it is extremely useful knowledge for me in my future practice, since it is a concept I really do believe in and want to continue exploring even further – and hopefully also will be able to apply within the real world as well during my coming years as an architect.



SUMMARY

As mentioned within the beginning of this booklet the thesis question which I have developed is “*What kind of spatial manifestation could encourage intergenerational meetings between elderly and preschool children –in Högsbo, Göteborg?*”. Of course this is a question which could have several answers, but I **actually do believe that my design - my thesis project - definitely could be one possible response**. It is **well-anchored both within its context and within research on intergenerational meetings**. Regarding the design it could obviously have been more developed; the road to what could have been finished drawings of a building is still very long, but my feeling about it is that I have done something more important – at least to myself – than that. I will most likely spend a life-time on developing building drawings, but it is less sure whether I will ever again have the chance to dwell for this long on contextual analysis and research.

What I am able to add to the larger discussion is probably some **additional knowledge regarding the spatial organisation related to intergenerational meetings** and that is definitely a good thing, but **to me the most important result is how groundbreaking this project has been for me on a personal level**.

This has been so interesting, and so much fun.

07. REFERENCES



reference list

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Figures:

Figure 5: Forgemind ArchiMedia. (2014). *Tezuka Architects - Fuji Kindergarten - Photos 01* [Online Image]. Retrieved from <https://www.flickr.com/photos/eager/14423273313>

Figure 6: Forgemind ArchiMedia. (2014). *Tezuka Architects - Fuji Kindergarten - Photos 03* [Online Image]. Retrieved from <https://www.flickr.com/photos/eager/14379969736>

Figure 7: Forgemind ArchiMedia. (2011). *Tezuka Architects - Fuji Kindergarten 09* [Online Image]. Retrieved from <https://www.flickr.com/photos/eager/5950005118>

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08. APPENDIX

PRESCHOOLS BY TEZUKA ARCHITECTS, JAPAN

(Fuji Kindergarten and
Yoshino Nursery School & Kindergarten)



Figure 5: Tezuka Architects - Fuji Kindergarten - Photos 01 (Forgemind ArchiMedia, 2014)



Figure 6: Tezuka Architects - Fuji Kindergarten - Photos 03 (Forgemind ArchiMedia, 2014)



Figure 7: Tezuka Architects - Fuji Kindergarten 09 (Forgemind ArchiMedia, 2011)

WHAT IS INSPIRATIONAL?

- walkability
- playfulness
- connectivity between layers
- connectivity between activities and spaces



inspirational projects

NORWEGIAN NATIONAL OPERA & BALLET, BY SNØHETTA, OSLO NORWAY



Figure 8: Oslo opera house, September 2014



Figure 9: Oslo opera house, September 2014

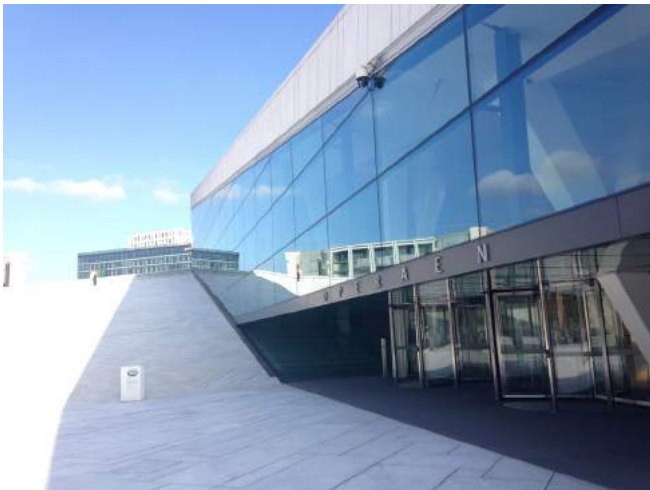


Figure 10: Oslo opera house, September 2014

WHAT IS INSPIRATIONAL?

- walkability
- connections between layers
- building becomes a part of topography



M/S MUSEET FOR SØFART, BJARKE INGELS GROUP, HELSINGØR, DENMARK



Figure 11: M/S Museet for Søfart, October 2016



Figure 12: M/S Museet for Søfart, October 2016



Figure 13: M/S Museet for Søfart, October 2016

WHAT IS INSPIRATIONAL?

- walkability
- connections between layers
- connection between outdoors and indoors / visual connectivity
- building becomes a part of topography

