



WE GREW UP TOGETHER

Collaborative Teenscapes Built by Succession

CREATORS



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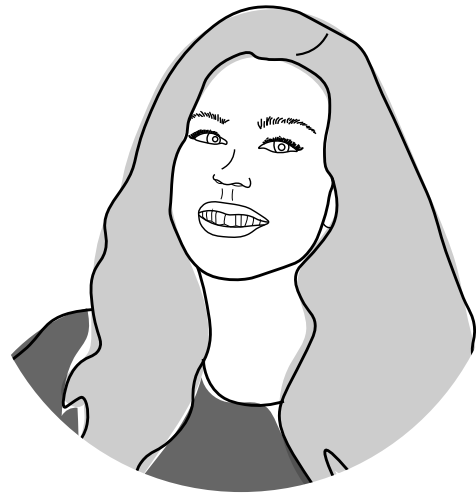
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PREFACE

Studio Description / Project Context

The Design Studio „Planning and Design for Sustainable Development in a Local Context“ aims to increase the knowledge and understanding of the planning, design and development challenges, as well as the possibilities of small and medium sized municipalities in the perspective of sustainable development. The studio conveys the ability to describe, analyse and interpret the local situation and the impacts of a broader context, including spatial and architectural characteristics, as well as environmental, social and economic aspects. In order to develop visionary planning and designing principles, that support sustainable futures, it is necessary to ensure the understanding of the conditions of the local as well as broader context. This Semester took place in Mark Municipality.

To get a holistic insight and to ensure local sustainability, the first part of the studio was designated to a large analysis. Starting with a one week field trip. We analysed the strength and weaknesses within the local context in the municipality by investigating in infrastructure, mobility, business and economy, housing and natural environment. Besides that we were interviewing a variety of people, like local politicians, farmers, business-owners and citizens. By analysing opportunities and threats on a global, EU-wide and regional scale, as well as in neighbour-municipalities, we putted the local in a broader context. The third part of the analysis was an investigation in possible, so-called Urban Futures. By imagining different driving forces and combining them with current trends, that we determined, we analysed how this can affect economy, environment and society in a philosophical as well as spatial manner.

To conclude the analysis part, we gathered all informations by making a final SWOT. The upcoming final design is based on one or more of the strength, weaknesses, opportunities or threats, that will be addressed.

This large analysis part ensures a holistic insight, as well as the possibility to have a truly sustainable impact within the locality.

SWOT Analysis

The SWOT-analysis is a strategic method to analyse a system, in this case Mark Municipality. The method identifies strenghts (S) and weaknesses (W), as well as opportunities (O) and threats (T). As strenght and weaknesses are internal factors, for exampe qualities and inferiorities within Mark, they have been determined by analysing the local context. Whereas opportunities and threats are external factors, they are mainly driven by trends and circumstances outside of Mark. Therefore they have been determined by analysing the Broader Context.

The analysis revealed a variety of thematic fields, that should be adresssed within the In-Depth Project.

Strong social community, entrepreneurship and associatons	Unsustainable relation to land-use
Location	Challenging demographic development
Nature & Environment	Unequal development in different areas of Mark
Local knowledge	Transportation
S	W
O	T
Environmental awareness	Business as usual
Shifting relative space / location	Uneven population development
Breaking the urban trend	Human impact on ecology
At the cross-roads	Shifting values
	Knowledge transfer

1. INTRODUCTION

Summary

General Aims, Motivation & Background

Summary

Public spaces have been described as the common living spaces in our societies, where we are meant to spend time freely and on equal terms. Groups like children, young parents, elderly or professionals are usually catered to in different ways via public space design - examples include playgrounds, dog parks and convenient infrastructure for commute. However, one age group stands out in comparison to others. In the state between childhood and becoming an adult, we are in constant change - meaning that our wants and needs are highly unpredictable.

For this reason, public spaces rarely cater to the age group teenagers, as the configuration of space that suits this group a certain day, month or year may be different in a short while. This may seem sensible, however we consider the lack of public spaces directed at youth and teens to be of great concern and to have dire consequences. Without all the virtues of public space that feels directed towards you, a sense of being left out may start to creep in. Furthermore, the extremely important aspects of socializing, exploring the world around you and moving your body in these years may be stunted when the only spaces that feel inviting to you are at home or in commercial places like a mall. This may lead to a lack of pride, engagement and sense of belonging to your home and as the teenager grows up, these feelings are never forgotten.

With this project, we want to consider the ever-changing quality of the teenage years as a strength and match this strength with a physical manifestation through time as well as space.

By creating opportunities to engage, build on each others creativity, meet and develop a public space specifically for teenagers, but with close ties to other important places in Mark, we hope to contribute to a shift in the current perspective on teenagers' role in public space.

Upon researching the intersection between teenagers and space, we came across some very interesting findings. We found that teenagers have different social and spatial needs than adults, and that these needs are rarely met, discussed or explored in contemporary public space development projects. We used these findings to create some principles for what to achieve in our project, while collaborating with the municipality to find an appropriate site. As we reached an agreement to work in the area around Viskan and build on a project already proposed by the municipality, a key project for making Mark more attractive for youths starts to take shape. Before we started designing the project however, we also made sure to create opportunity for the local teens to participate in our process and through in-depth dialogue we were able to further nuance our principles and goals for the project.

The expressed wishes for social space, lack of attractive public spaces and things to do were synthesized with plans and wishes from the municipality - resulting in our proposal: Along a public nature path that provides social and recreational space, interventions with a focus on youth participation, engagement and activity shapes a space for Mark's teenagers over time.

Combining a public nature path with teenager-focused interventions is a way to integrate different groups spatially, while simultaneously providing more intimate places to spend time with friends. Furthermore, time and the idea of the project growing with its users is considered a strategy to be used within the project, through continued participation with the target group.

We have created implementation suggestions for this co-creation project, and propose a collaboration with the local high school curriculum through several workshops that

can create a common thread for many years to come, and opportunity for the youth in Mark to build on each other's creativity.

Based on our dialogue and research, the goal of our project is to provide a sense of pride, belonging and ownership in Mark over time. In this way, we hope to promote a culture of participation and stronger ties to the municipality, whilst simultaneously giving the forgotten group of teenagers more places to explore their relationship with nature, themselves and each other.

General Aims, Motivation & Methods

General Aims & Motivation

The main aim of the project is to provide teens and young adults in Mark with a sense of belonging, pride and identity through a physical manifestation of time changing and the experience of growing up. By translating this concept to a physical public space with modular thinking and clear functions, the aim is furthermore to provide this group with the possibility to create something for both themselves and other inhabitants of Mark. Through this process, we hope to encourage a sense of responsibility, pride and identity of the space, whilst simultaneously providing pleasant experiences and functions for all. We hope that this process can stimulate stronger bonds towards the home municipality for the teenagers and young adults of Mark. Some additional aspects that we hope to achieve through the process include:

- Providing space and experience for young adults to grow with a co-created site.
- Promoting the sense of being part of something that is valuable to yourself and your community.
- A place that is partly shaped by the planners and constantly re-invented by the users.
- Provide a possibility to impact your living environment.
- Create a space that is formed by time and changed after needs, a "never ending project" reminiscent of the natural phenomenon of succession.
- Functions based on what people want at a specific time, but adaptable for the future.

Methods

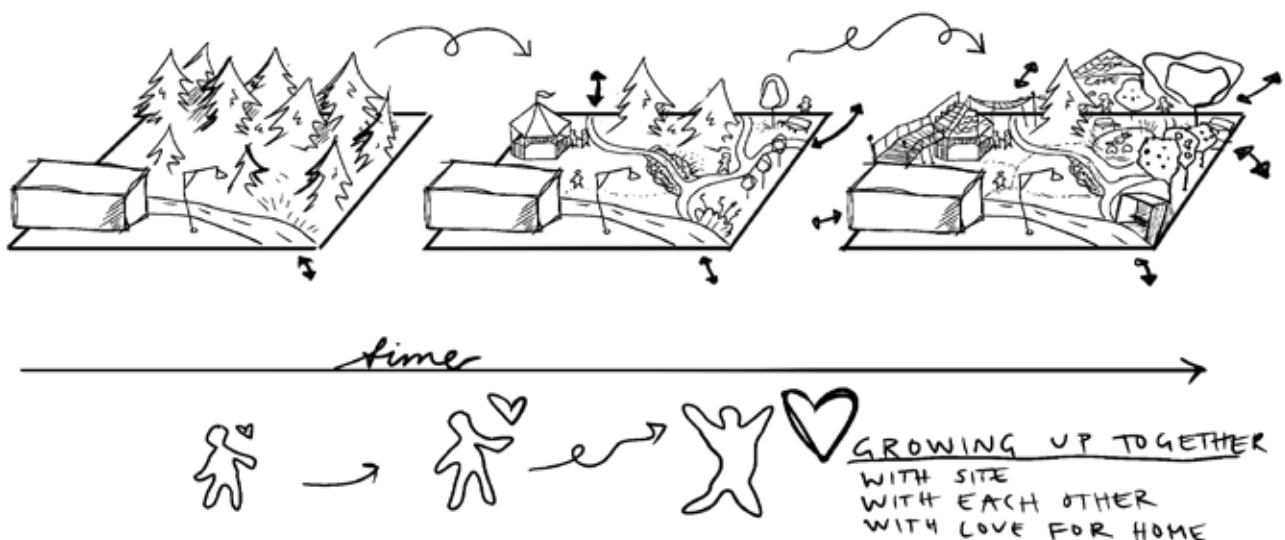
As is evident by the stated aims, this project has the ambition to tackle some complex processes and issues at the heart of public space development. Some aspects which we believe are central to our focus are changeability, co-creation, resilience and community, both within the physical design and the processes which we aim to work with.

Furthermore, we have been inspired by the landscape concept of succession - relating to systems development and inter-species dependency over time. We would like to consider the merits of this natural process and translate it to the social situation of teenagers growing up with each other and their co-created space. By building on each other and leaving space for future change, the whole system benefits as well as the individual.

To achieve our aims, we have made sure to use a variety of methods throughout our process. To properly understand the site, we have visited, climbed and sunk into the landscape we wish to work with. To understand our target group, we have spend many hours talking to the local teenagers and school, using mapping

and participatory tools to gather knowledge and wishes about their life in Mark. We have also consulted the local stakeholders such as the school and municipality about our ideas in order to anchor them in reality. Furthermore, we wished to build on pre-exisitng knowledge about the environmental psychology of place-making for teens within the field. This was done by performing an elaborate literature study and synthesizing the results into design principles for our work. Lastly, we have put all these efforts together and present our result - a proposed way to work with time to promote public space for and with teenagers in Mark.

In general, our project can be seen as an attempt to work with the inherent changeability of teenagers and translate this characteristic into space by proposing a system or development plan over time. To create an adequate framework, we propose a few example interventions with the help of design principles synthesized from our found knowledge. This project could be seen as a way to test our design principles physically, and our proposed process for place-making with teenagers over time.



2. CONTEXT

Relation to SWOT

Relation to the New Urban Agenda & Agenda 2030

Relation to the New Urban Agenda & Agenda 2030

The new urban agenda is a commitment to integrate sustainable development on a global, regional and local scale. It is meant to support the government in order to achieve urban sustainable development in three different dimensions - the social, economic and environmental dimension. The implementation of the new urban agenda contributes to the Agenda 2030 for sustainable development and to achieve the sustainable development goals with a specific concentration on how to reach goal number 11 - Making cities and human settlements inclusive, safe, resilient and sustainable. It's meant to be a "key instrument" where every government can handpick their specific goals depending on the local problems and circumstances.

The vision of what a sustainable urban city according to the Agenda could be described as "The city for all". This means that everybody should have equal use and enjoyment of the city and should include future and present generations, without discrimination of any kind. The agenda state in their vision that a city should for instance:

- Fulfill its social function.
- Be participatory, promote civic engagement, engender a sense of belonging and ownership among all their inhabitants.
- Promote age- responsive planning.

These bullet points are goals that we have chosen to work with in our project as we see that the municipality has certain gaps to fill within this field - especially planning for youths.

Relation to SWOT

In our common SWOT analysis made by the participants in the course, a few aspects stood out as most relatable to our project. Firstly:

"A shift in values within the municipality caused by decreasing sense of social integration and segregation pose a threat as this could lead to problems with increased racism and polarization in turn leading to increased self - isolation in terms of political and social tendencies" By working with co-creation and engaging groups of teenagers in the planning of future common spaces - a piece of the forgotten groups in society can suddenly be heard and seen in other ways than before. Having something that they as individuals can design, build and be a part of can strengthen the bonds to the municipality and to each other, and hopefully minimize social segregation and isolation among teenagers.

"Mark municipality has a productive and accessible nature, opportunities to a calm life and closeness to big cities" By working with the already planned pathway along Viskan and adding interventions to the site, the accessibility to nature will be strengthened to the public and used by different kinds of groups. The designed interventions along the way are all made for making nature a more frequently used environment among youths by combining it with places for social integration.

"Young inhabitants moving away. A lack of opportunity and development in Mark leads to a large part of younger generations moving away" Although this project doesn't aim to make young adults stay after graduation, it aims to make teenagers in Mark tie stronger bonds to their hometown, feel pride, belonging and ownership to their physical environment.

3. PROCESS

Dialogue & Workshop

Research

Design Principles

Site Introduction

Municipal Plans

Comprehensive Map

Site Investigation

Process Sketches

Dialogue & Workshop

Since we decided to design a co-creative and participatory project we found it important to involve the target group early in the process of creating a place for and with them. Our target group is teenagers in upper secondary school (age 15-19) so we arranged a workshop at Marks Gymnasieskola to talk to the youths and get valuable input as a base for our following design process and decision making. We started with contacting the schools principal in advance to ask for permission to visit. We also got in contact with an engaged teacher who helped us reach out to the students and inform about our arrival in the schools newsletter some days before. We decided to combine an Online survey and physical stations/activities on site to reach out to as many as possible. During the workshop we made three different stations: 1. "The map" - of Kinna-Skene where we asked them what they do and hang out in their spare time. 2. "The wishing wall"- where we asked the students to put a sticky note writing what they would like to have in the municipality. 3. "The image-board" where we asked them to put 3 dots on the most appealing pictures of what they like in terms of public spaces. The workshop attracted many students who participated and talked to us giving us a solid base for the understanding of their habits, wishes and engagement. From the 34 persons who participated in our online survey 55,9% of the respondents were boys and 44,1% girls. Most of them studied the social science programme (29,4%) or Technology (26,5%) then economics, arts and children/pedagogy. About 70% of the teens says that they feel safe in the environments they visit and about 26% that they most of the time do.

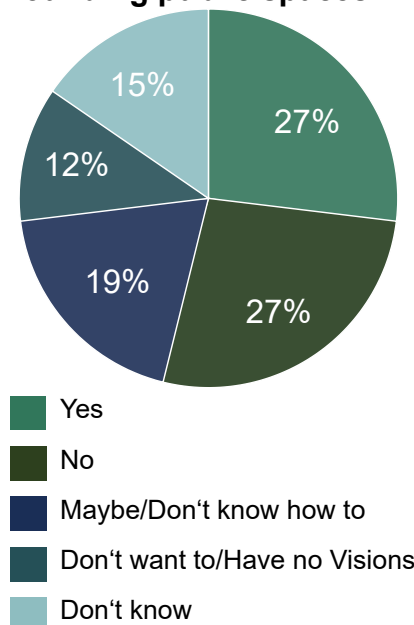


The poster with a QR-code for the Online survey that we hung up at Marks gymnasieskola.

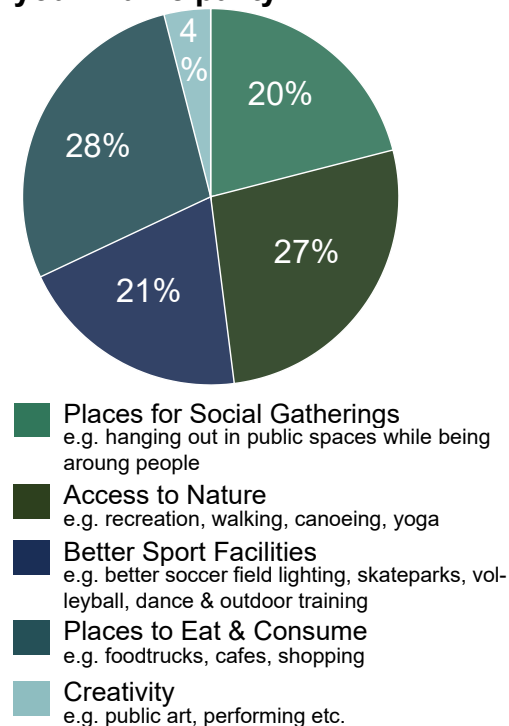


During the workshop about 40-50 students participated resulting in qualitative data through dialogues. Picture showing Image-board with students answers seen as dots.

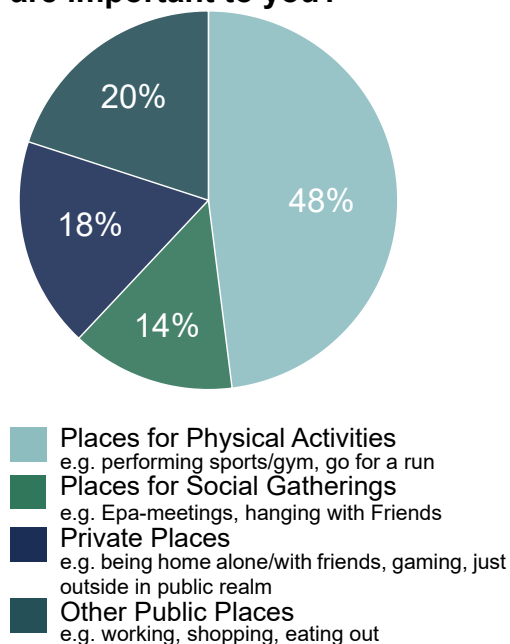
Do you feel like you have the possibility to impact your surrounding public spaces?



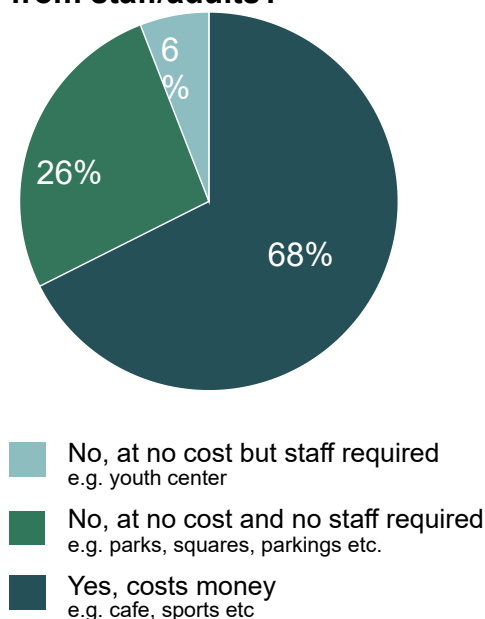
What do you want or miss in your municipality?



**What do you do on a daily basis?
Which places in the municipality are important to you?**



Does your activities cost money and does it require supervision from staff/adults?



Activity Heatmaps



Skene



Kinna

Heatmaps showing where the activity takes place on a daily basis, result from workshop.

Conclusion

By arranging the workshop we got the opportunity to open up for discussion about place and belonging and to invite the youths into the discourse about public space. The results show a general perceived lack of public spaces and meeting places within the public realm designated for the teens to use. We discovered that many youths therefore stay at home in the private sphere alone or with friends and also meet with mopeds/Epa's at parkings. After talking to the teens and municipality we understood that some experience this activity as problematic due to these big gatherings making them feel unsafe or uncomfortable. We think it's important to feel that you have places where you're welcome on equal terms, not being pushed away or unwelcomed. Many of the youths do sports and therefore spend a lot of their spare time at various sport facilities.

There's also a general feeling of not knowing or having thought of how the public spaces in their living environment could be developed. Despite that, we discovered that a great share had a lot of ideas when we started discussing and there were also a group of students who was interested to continue developing this idea with us. The results show that a large share of the students wishes for access to nature, cozy hangout spots for socializing and commercial additions such as fast food places or stores, something we interpret as places to meet and socialize at the same time from a point of view of how they meet and socialize today. We also found out that almost 70% of the activities they do today costs money and therefore saw the importance of creating space for them free from the commercial realm.

Research

After consulting the local teenagers of Mark to get a sense of their experiences and wishes of public space available to them, we wanted to complement the gathered knowledge by looking also at previous research within the field. Therefore, we gathered peer-reviewed articles and studies discussing the intersection between teenagers and public space.

In addition to nuancing our knowledge of the topic, we wanted to utilize the findings pro-actively in our project, by synthesizing them into design principles based on what research finds are important when designing public space for teenagers. The findings relate to anything from environmental psychology and the social behavior of teenagers to physiological aspects such as how changing bodies prefer to sit and move - all in relation to the built environment.

Some themes were re-occurring throughout several texts. For example, the importance of having a place to sit and rest whilst simultaneously providing clear views of a more active or social scene has been described as important for the teenage experience in public spaces. (Akpınar, 2021; Eubanks Owens, 2002). Adding to this, Matthews, Limb & Percy-Smith (1997) also write about the importance for places to rest, but from a slightly different perspective. The authors describe how interviews with teenagers about their behavior in public space reveals the important role of spending time alone in nature for mental restoration among teens. Abbott-Chapman & Robertson (2015) build on this by describing natural environments as interstitial places where teenagers can develop their own identity.

In contrast to these more introverted settings and functions, other authors suggest that being social, taking the proverbial stage or finding intimate settings for conversation within the larger public sphere for heart-to-heart conversations is a recurring and important aspect for teenagers to appreciate the spaces provided for them (Owens, 2002; Owens, 1994; Matthews et al., 1997). Owens (2002) develop this notion further by pointing out that due to the physical and psychological aspects of being a teenager, this group tends to sit and stand in different ways than adults, favoring leaning, having their feet off the ground and experimenting with different ways to adapt to a sittable object.

Matthews et al. (1997) and Abbott-Chapman & Robertson (2015) describe how playgrounds, workout equipments or other physically different and adventurous elements are popular amongst teenagers. Being between childhood and adulthood, teenagers tend to seek out these places to re-negotiate the notion of playing and combine social and physical activity.

After familiarizing ourselves with this interesting research, we started comparing and synthesizing the findings with our own results from the dialogue carried out with teenagers in Mark. In addition to the quantitative data, we also used our impressions, qualitative findings and memories from longer, casual conversations with the teenagers. We believe this added authenticity to the answers, as we noticed the teenagers answered quite differently when they were relaxed and had time to reflect. By combining these more nuanced impressions of the needs of teenagers with the peer-reviewed

research from our literature study, we started carving our six design principles synthesized from the combination of collected knowledge. The six design principles relate to:

- Providing places to rest and observe other people
- Places that provide an opportunity to perform or be observed
- Places in nature that offer an opportunity for contemplation and reflection
- Different kinds of seating that can be used in flexible ways
- Places that provide physical challenge together with social opportunity
- Intimate zones within a larger active context

We believe these six design principles to be a good synthesis of the different knowledge we have collected, and aim to use them when physically designing aspects of our project.

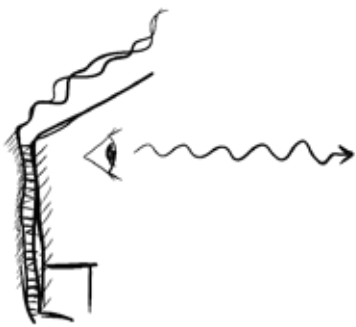
As a last comment, Owens (2002) and Costa, Batista, Almeida & Menezes (2020) point out the importance of providing co-creation opportunities for teenagers to feel a sense of belonging and identity with spaces. This is important confirmation that our project can contribute to a missing link concerning the teenage perspective when it comes to contemporary urban development practices.

References:

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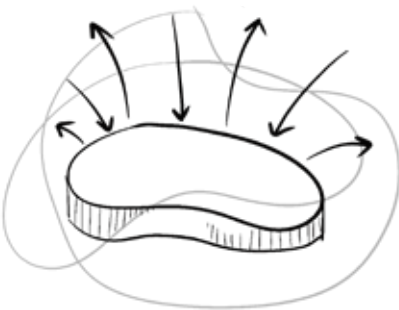
Design Principles

Within our project, we have strived to incorporate different kinds of knowledge. The qualitative experiences expressed by the teenagers through our dialogue visit to Mark's high school has been central to the development of the project. We wanted to complement this knowledge by looking out into the world and look for research on the intersection between teenagers and public space. By combining the different kinds of knowledge found, we were able to synthesize six recurring themes that seem to influence the experience of public space use for teenagers in a meaningful way:



From My Corner

By providing places to rest and observe something more action-filled take place, teenagers get to relax and still take part in social situations – an important aspect for teens as described by our sources.



In The Spotlight

Contradictory, the ever-changing state of the teenage brain means that other times it is required to feel like the center of attention, which is why places that provide an opportunity to perform or be observed is also an important factor.



Restorative Wilderness

The need for contemplation and reflection has been described as important for teenagers, and the literature also indicates that nature has beneficial qualities for this process on the teenage brain.

New Ways To Sit

Our sources also highlight that teenagers require different spatial configuration to feel relaxed in their bodies than either children or grown-ups do. Therefore, considering secondary seating or new ways to sit is an important part of designing public spaces for teenagers.



Not Quite Playing

It has been shown that teenagers tend to use the playgrounds they played on when they were little, but for other activities such as socializing. This need for physical challenge together with social opportunity is an important factor to consider.



A Room Within A Room

Confiding to a friend or building strong intimate relations is an important part of teenage social life. Furthermore, research indicates that creating intimate zones within a larger active context might further the sense of safety that allows these interactions to take place.



Site Introduction

As a result from the theory research and from the on-site workshop, being outside and being in restorative nature is of high importance for the project. Therefore we were looking for an appropriate site, which is in nature, but accessible at the same time. The geographical proximity to the school and Kinna center, where most of the students currently spend their time, was essential. Besides that, the municipality expressed their wish for a development of the accessibility of Viskan valley. Our research led us to the area along Viskan between Kinnahallen and Kinnaström.

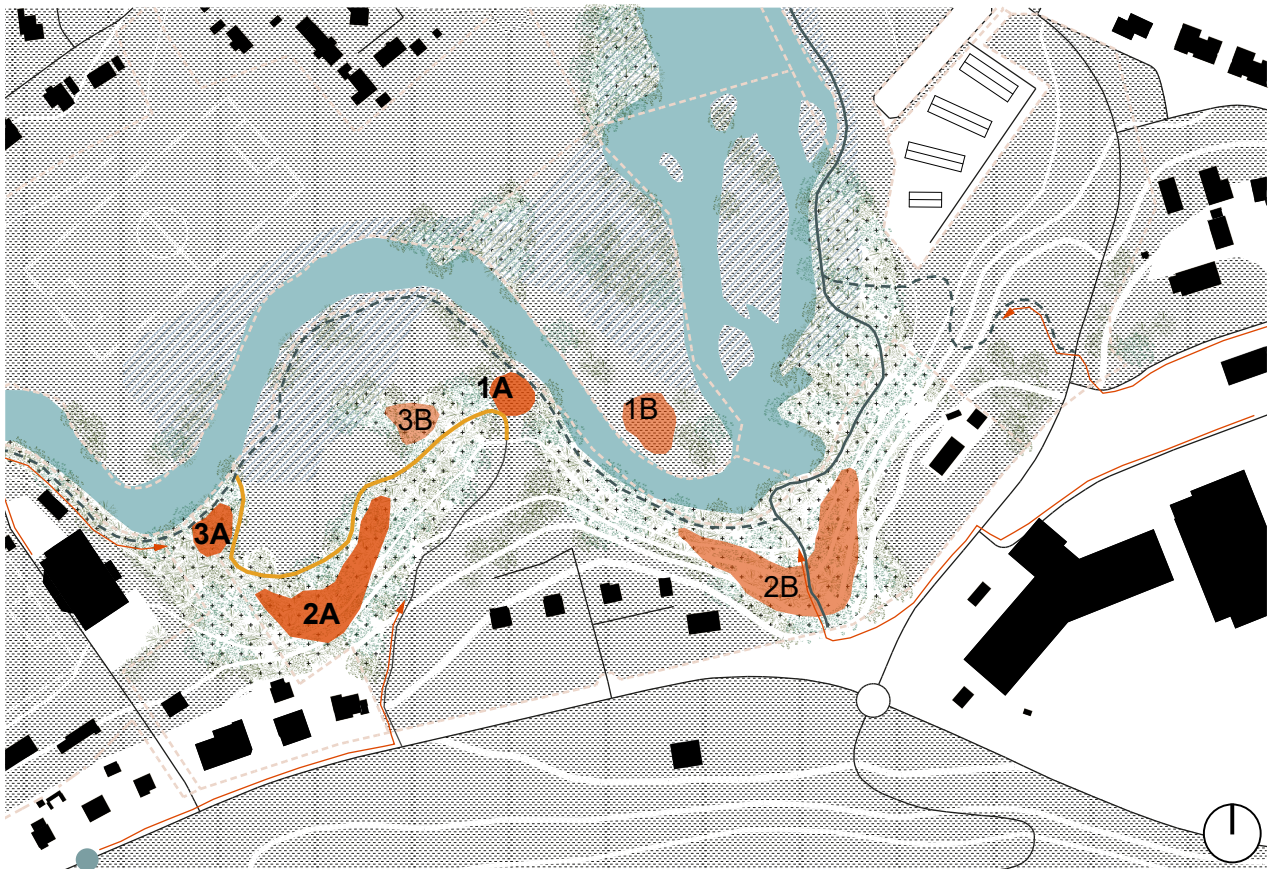
Based on the six Design Principles, we defined three key-values/themes according to certain characteristics and atmospheres as a result of research and workshops. As we went on the site investigation we were looking for: a place to be open and exposed, a place to be adventurous and a place to be more intimate and protected. In total we defined six areas, two of each key-value, for potential development. We put our focus on three of them, one certain key-value each, which will be presented on the following pages. During the site visit we used our body and senses as a tool to experience the places. We walked around in harsh terrain, wetlands and dense vegetation. We interpreted our findings and experiences, both physically and mentally into maps, sketches and sentences that we later on developed into the interpretation site plans that we present in the three example interventions.

Municipal Plans



In addition to the residential project, south of Kinnaström, the Municipality presented Development Plans and Ideas for a Pathways along the river of Viskan. The purpose is to make the area and nature around Viskan Valley publicly accessible. Besides the actual Pathway along the river, there are plans for access paths from the main road, as well as infrastructure for stormwatermanagement from the Centrum. The Pathway is planned to be built in two phases: Phase one stipulates a pathway from Kinnaström towards the main road, Continuously the second phase connects the first phase with a pathway along the water leading to Kinnahallen. Due to flooding, there is a high importance on building materials and resilience.

Comprehensive Map

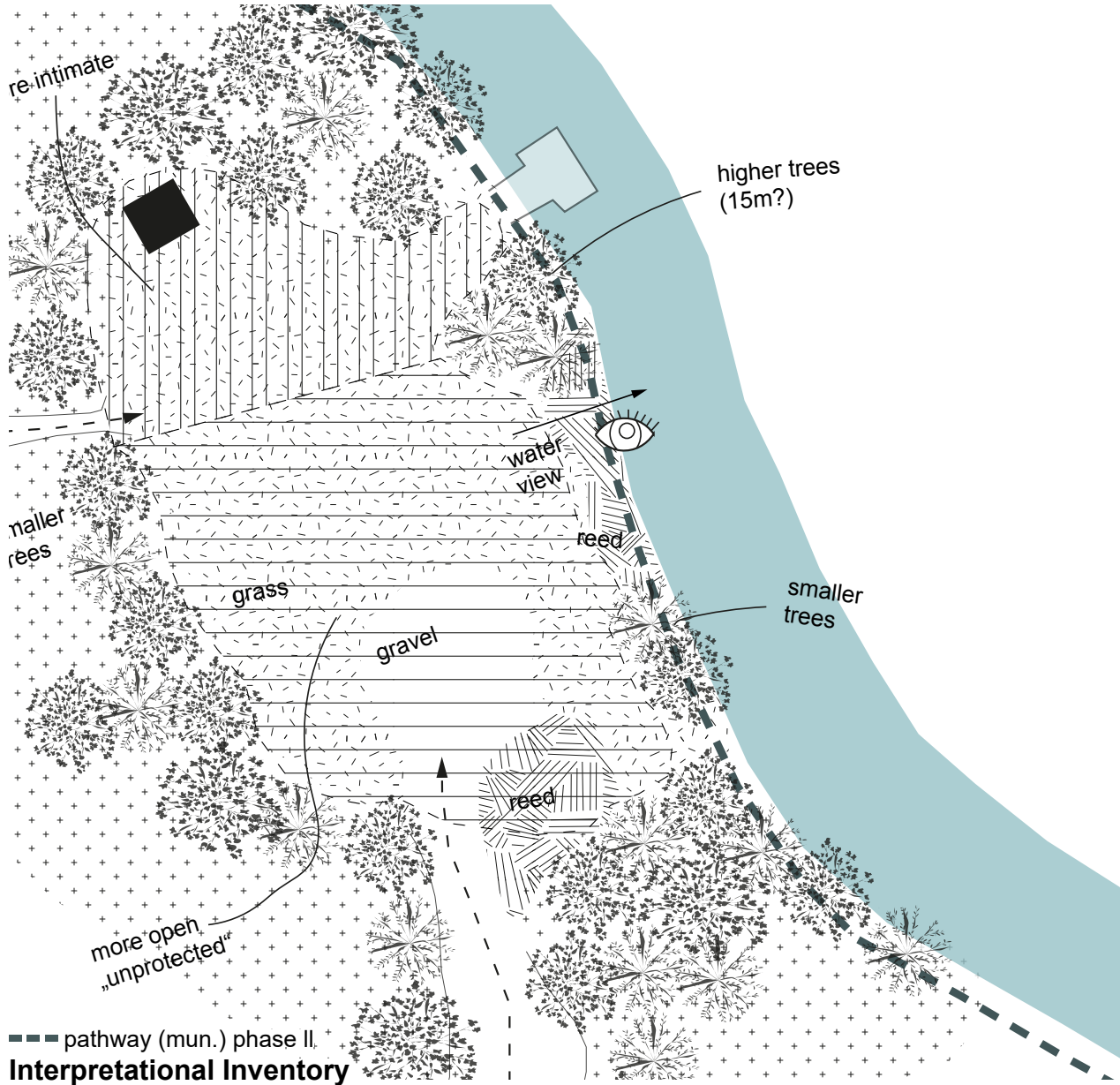


- access
- areas of potential development
- 1- potential site socially active
 - 2- potential site physically active
 - 3- potential site passive

- Comprehensive Plan 1:4000**
- flooding risk (century rain)
 - property boundaries
 - pathway (mun.) phase I
 - pathway (mun.) phase II
 - suggested connecting pathway

1A

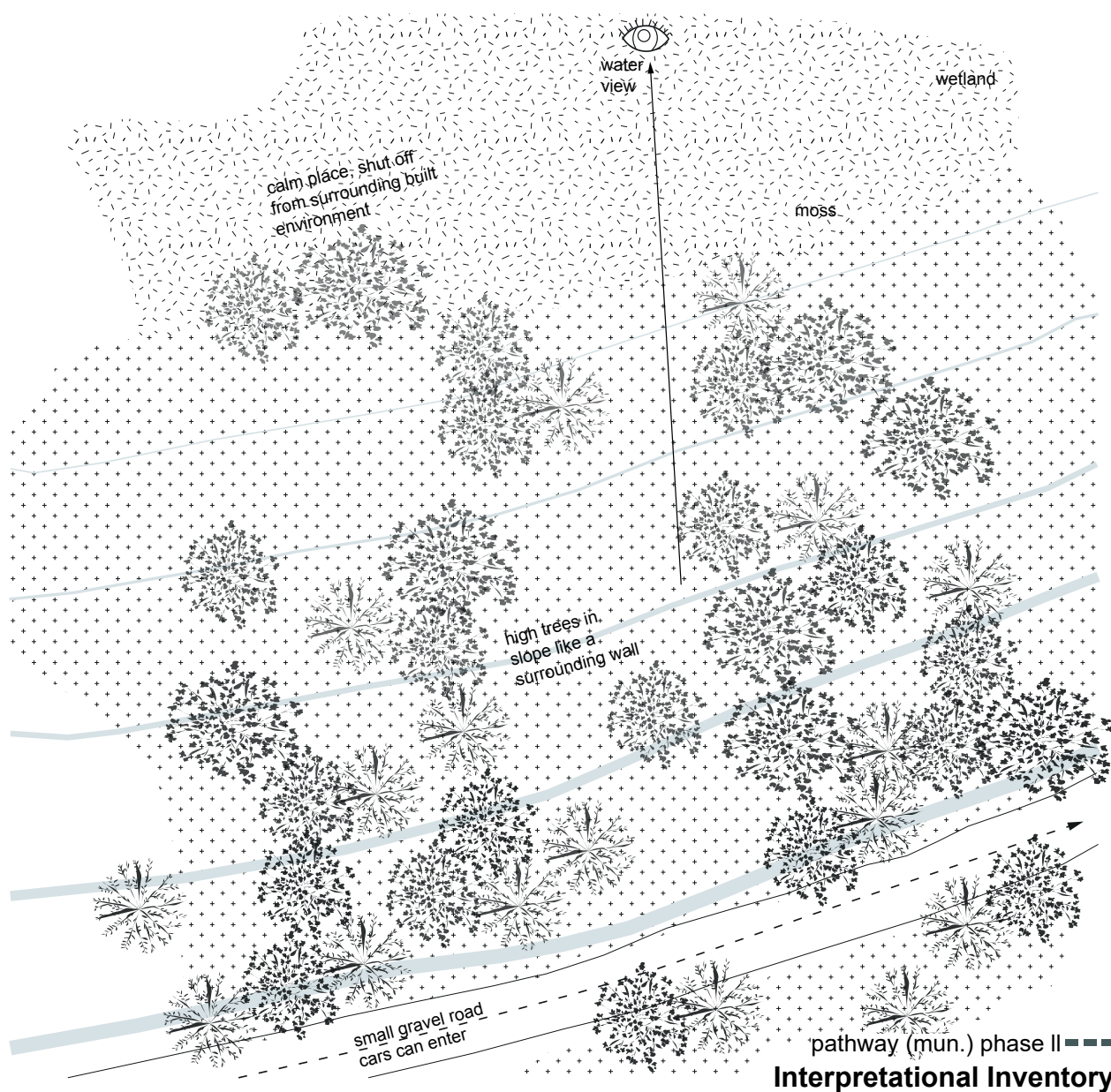
Site Investigation



Site Characteristics



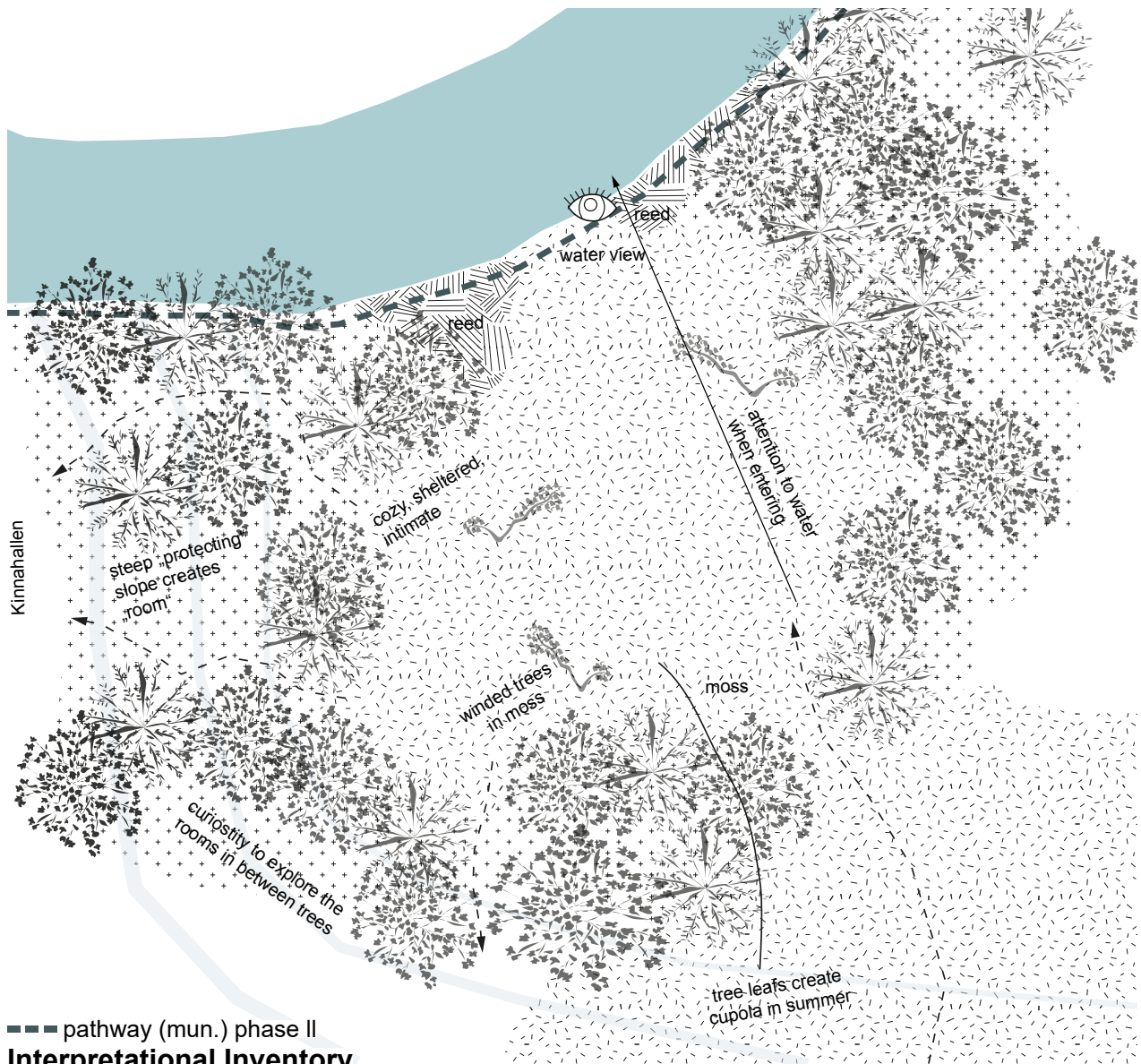
The site is the first destination in the sequence walking to all sites. Ambient trees shapes a large 'room' and the area most north has a more enfolded feeling. Flat ground of grass and gravel gives a scenic view of Viskan.



Site Characteristics

The long and steep slope has an adventurous character. High tree tops of coniferous and deciduous trees creates a sheltered space underneath and rooms between the tree trunks. From here you can glimpse Viskan.

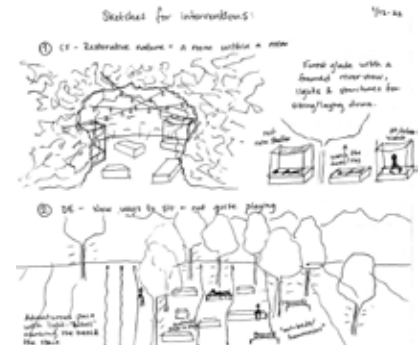
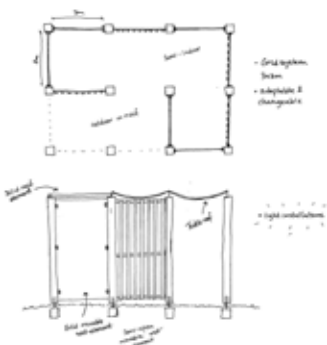
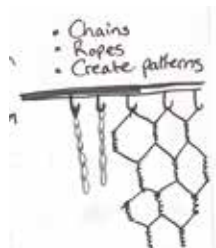
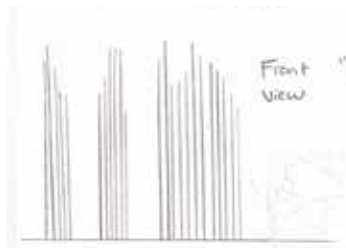
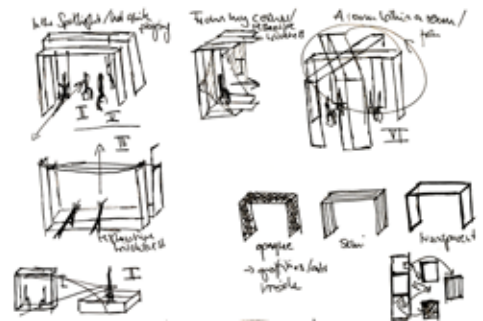
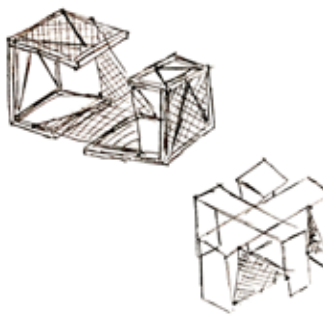




Site Characteristics

This more intimate space between the trees along Viskan feels like a hidden glade. The surrounding west-slope and trees shapes a sheltered and calm atmosphere. The winding trees covered in moss gives additional character.

Process Sketches



4. CONCEPT, DESIGN & DEVELOPMENT PROPOSAL

Implementation Plan

Possible Future Developments

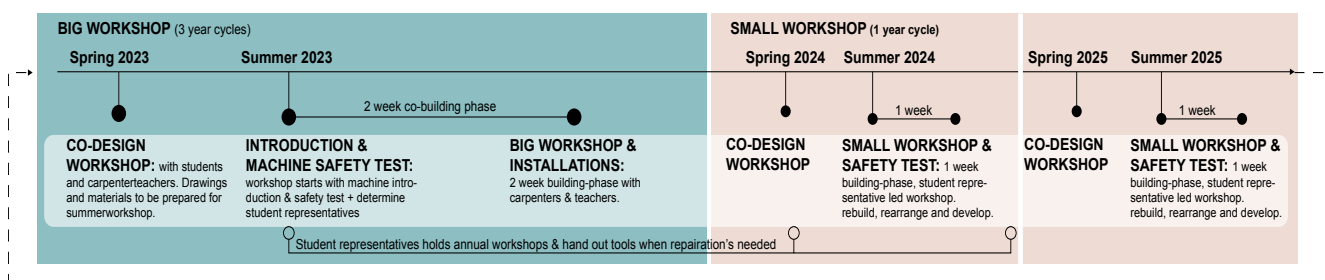
Socially Active - Design Example

Physically Active - Design Example

Passive - Design Example

Implementation Plan

The Implementation Plan provides a framework for how this process can be arranged and continued over time. It also describes the collaboration and involvement between the parties. By engaging multiple actors, assets, as well as the municipality itself through this trans-generational collaboration we provide the project and the teenagers with resources, knowledge and skills.



Workshop Implementation Timeline

Since we aim to engage the local teenagers and enable their participation during highschool years, in order to develop ownership and involvement, the Implementation Plan is built up in 3 year-cycles.

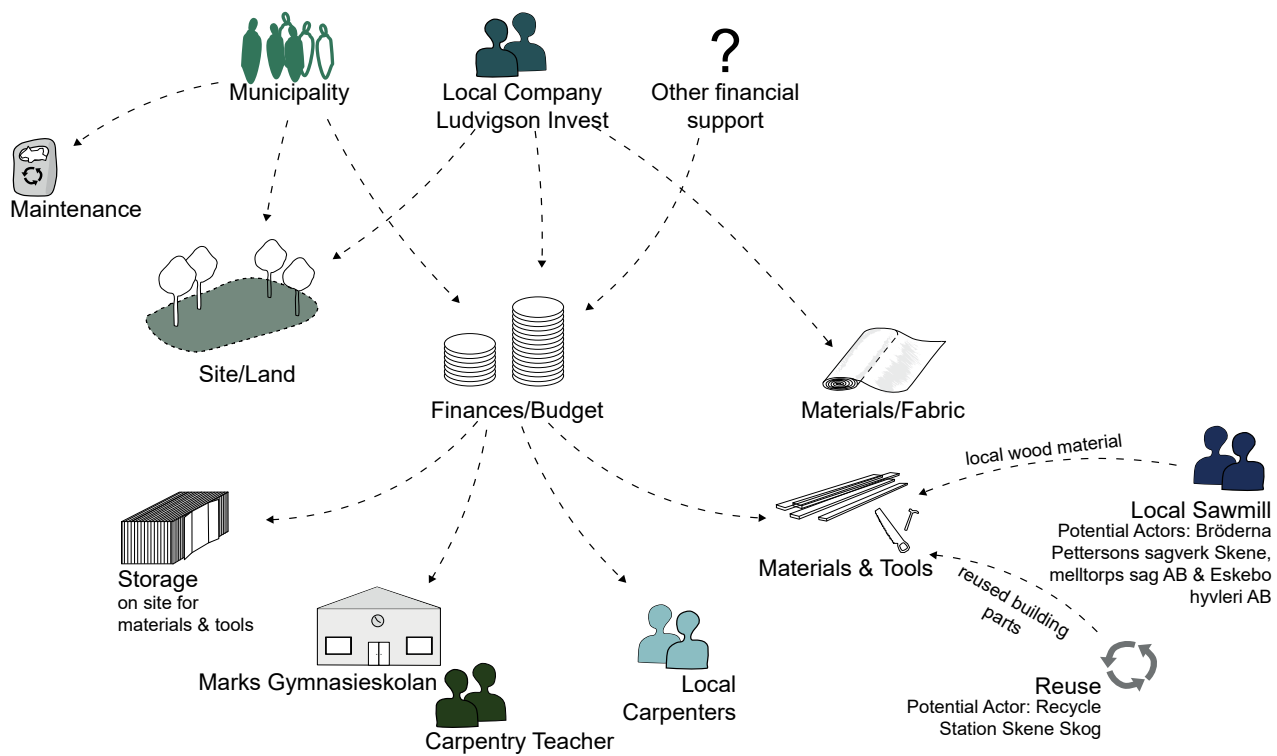
Starting off with a big workshop every third year followed by a smaller workshop annually the two following years, it is ensured that the students get the opportunity to participate during all their three years in school and feel an attachment to the areas and the process.

Before the big workshop in summer, the interventions are co-designed during an initial workshop in spring. This creates space for exchange of ideas, preparations as drawings, as well as of materials needed. The building team is established and the voices of the youths are central in this process. In summer the large 2-week workshop takes place where the carpentry teachers from school, as well as potential local carpenters attend to initialise the

workshop with a machine introduction and safety test for the teenagers to pass before they can start to build on site.

During this workshop a group of voluntary teenage-representatives is decided, in order to be responsible of holding the smaller student-led workshops in upcoming years, as well as providing with tools and material needed from the storage on site during and between the workshops if reparation is needed.

During the two smaller 1-week workshops the participants develop and change the already existing built structures. The idea is to not add on more built structures and material, but rather be inventive with the existing and make their mark on the sites. After this 3 year-cycle the large workshop recur and a new concept and interventions are created, a successional process constantly changing and developing with its users over time.

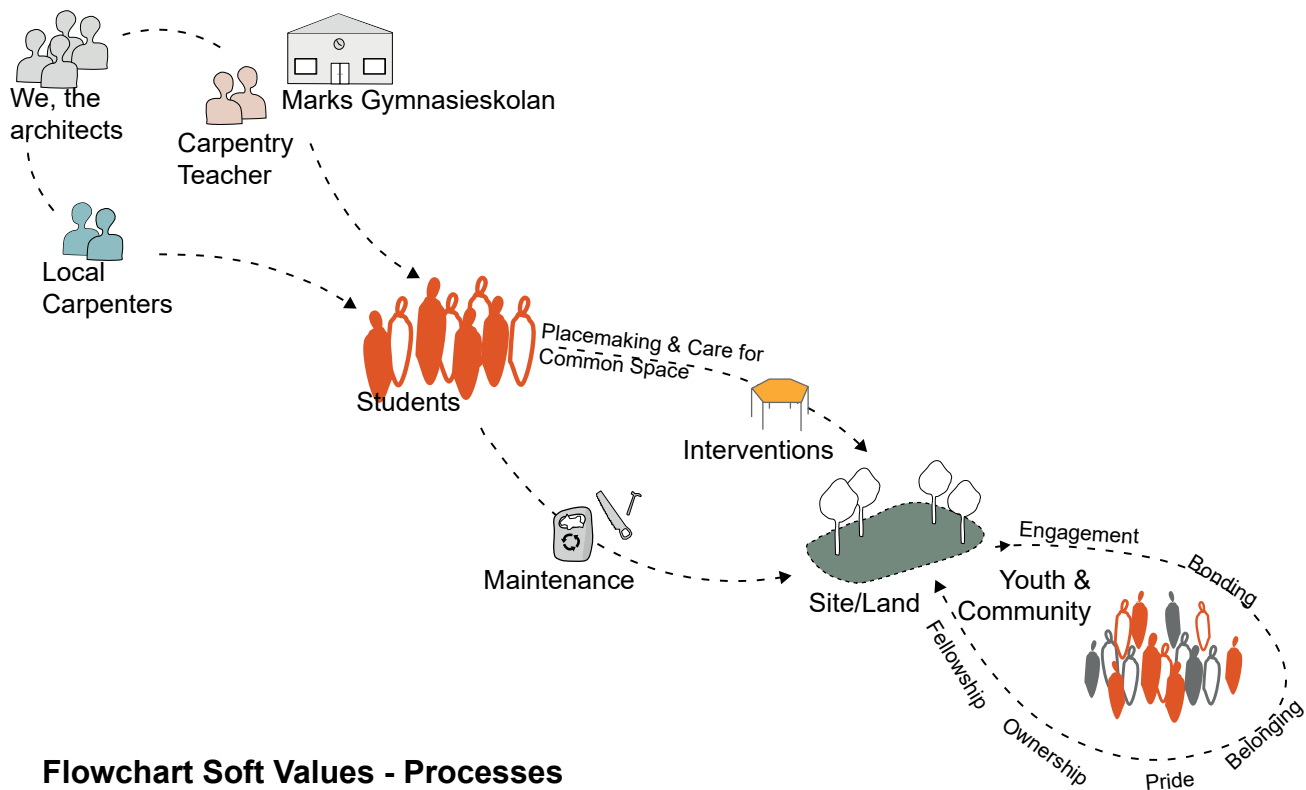


Flowchart Hard Values - Potential Resources

The flowchart shows resources involved and needed in the project for the annual student-workshop to take place. By engaging local assets, knowledge and skills we believe there is a bigger chance for a successful co-creating process playing out over time, creating added values for all parts involved.

To set up the structure for the Implementation Plan we identified three main areas of importance: 1. Site, 2. Funding and 3. Resources in terms of knowledge & skills. These three form the basis for enabling the process. For site 1, we identified Ludvigson Invest as the property owner in all six sites mapped out. The area where the three intervention sites are located in the first phase that we are working within this proposal are according to the detail plan classified as "allmän platsmark" designated for park or plantation. The smaller area on the peninsula on the north side of Viskan is not covered by any current detail plan. We still see the municipality as an important actor for developing the pathway "Viskanpromenaden" and the

additional connecting pathway that we suggest to the pathway to be built and maintained municipally. For no.2, funding, multiple actors need to engage and contribute, but the municipality, Ludvigson and other potential project budgets to apply for are found to be the main sources. For no.3, resources for knowledge and skills it's crucial to engage carpentry teachers from Marks gymnasieskola and/or local carpenters in order to give the youths necessary knowledge and basic safety. We also researched on relevant local actors to ensure circularity and sustainable flow of local resources and see this process as beneficial for all parts involved sharing their knowledge, resources and time investing in the youths and local society.



Flowchart Soft Values - Processes

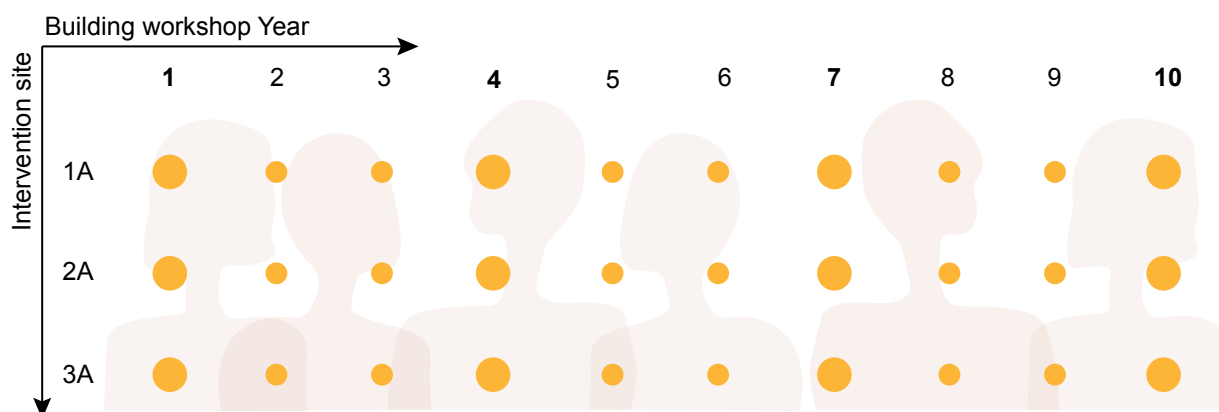
The flowchart shows the process of the co-designing workshop and how valuable knowledge, engagement and skills is transferred into a circular flow creating a sense of community, bonding and belonging.

Through this co-creative process we want to set up a structure for creating good memories and experiences for the youths. For them to grow up together with the site, with each other and with love for their home. We see this emotional process as an important contribution towards a sustainable development in the municipality. By highlighting the importance of including teenagers in the built environment we want to broaden the discourse about social inclusion in public space in an inspiring way. By engaging multiple actors to facilitate the workshops we create a trans-generational collaboration creating bonds between the youths as well as bridging across generational borders. The pro-

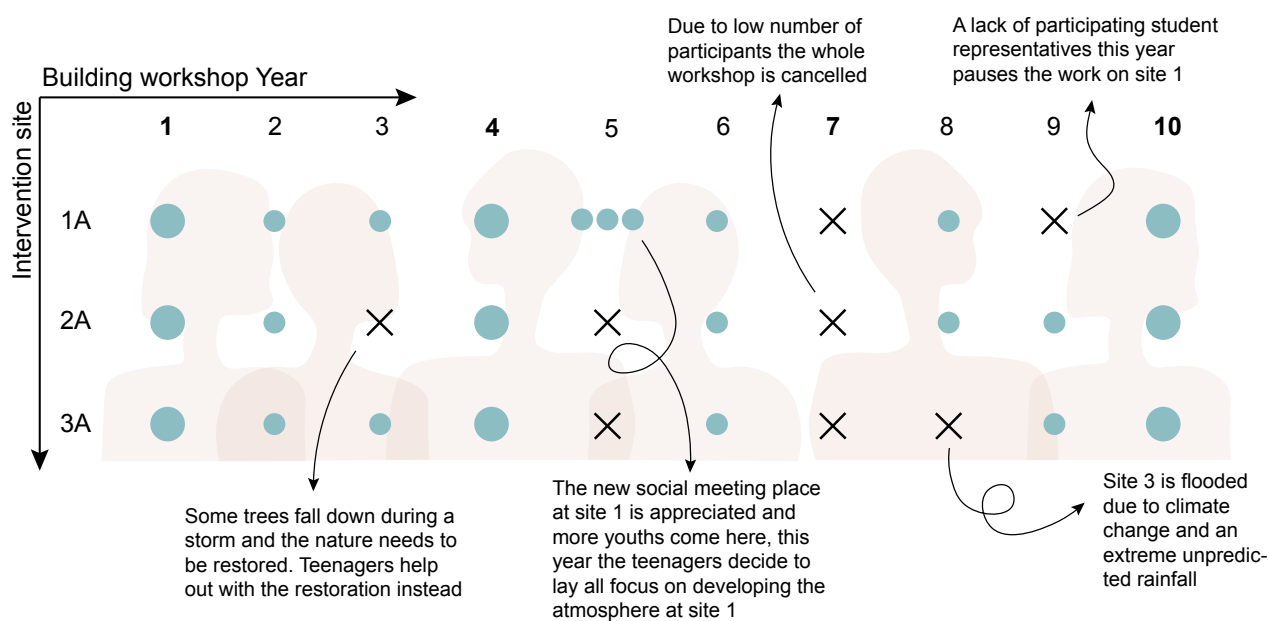
cess of the students investing in the common space through place-making is also something we see as valuable and positive for the whole community of Mark. The youths not only build the physical places but will hopefully through this process also feel a sense of ownership and responsibility to maintain them if something breaks and needs to be restored. We believe that you tend to care the most about the things you've invested your time in and built with you own hands. That's also the reason why we designed a 3 year cycle of annual workshops for the students to participate in over multiple years and 'leave over the baton' when they graduate for the next generations to continue.

Possible Future Development Plans

Even Development (Predicted)



Uneven Development (Possible)



By creating a framework and project plan for this co-designing process we also want to address the importance of resilience in terms of a future that is unforeseen.

The implementation plan showcases an evenly distributed attention and development to the three initial intervention sites, but by looking into possible future events, both social, economical as well as environmental we here showcase how the project and development may look in another reality. This highlights the aspect of this as an 'organic process' being shaped by the users and participants.

The diagrams shows deviations such as internal factors (participatory engagement over time & access to resources/financing) as well as external factors (such as environmental events/climate change).

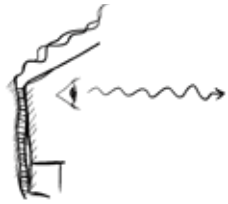
The implementation plan requires a consistent involvement in the first years in order to establish the structure for the students, school, local actors and the municipality. The purpose is to facilitate this process for the local teenagers but we strongly want to emphasize the importance of not controlling their creative process in terms of taking ownership of their space and creativity.

The most successful result of this project would be a reality where the youths embraces the structure of the implementation plan and the annual workshops but find inventive solutions when things don't go as planned. Also that they see our example interventions only as inspiration to then make their own concepts and designs, with a feeling of attachment and the possibility to create what they want for themselves.

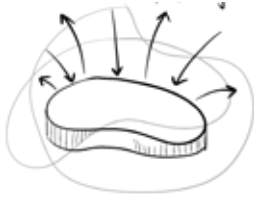
1A

Socially Active - Design Example

Applied Design Principles



From My Corner

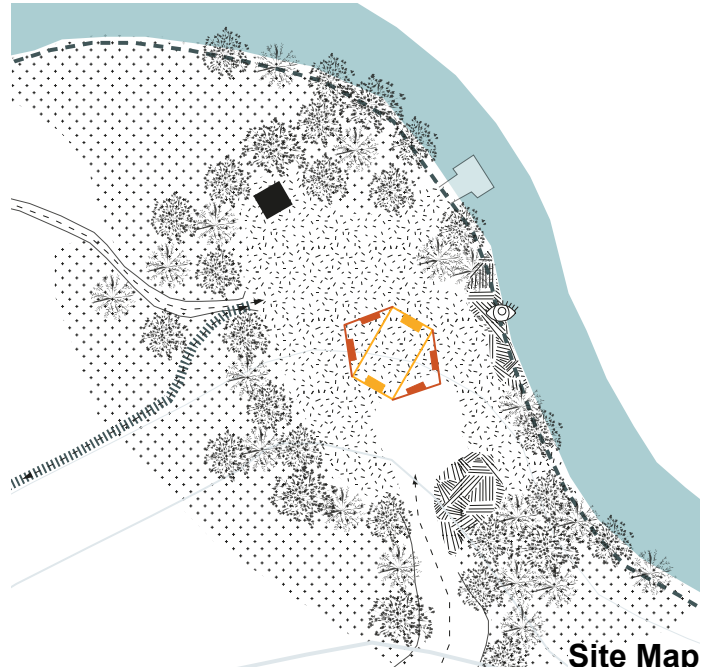


In The Spotlight



New Ways To Sit

This intervention is placed in the most open and exposed sites with the purpose to “see” and to “be seen” by other people - either by watching people socialize from your corner or to be the center of attention yourself.



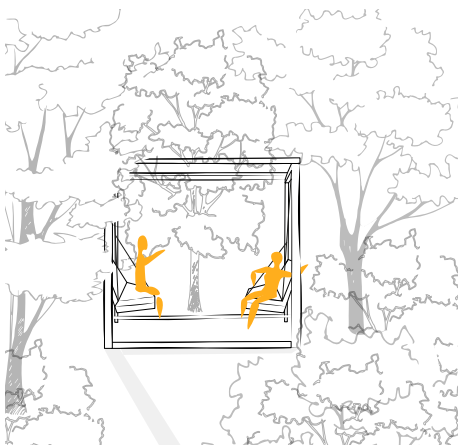
Site Map

2023-Big Workshop

2026-Big Workshop

pathway (mun.) phase II

suggested connecting pathway



Summer 2023 - Big Workshop

The illustration shows an example of a structure, placed in the center of the site with parallel seating to encourage conversations.



Summer 2024 - Small Workshop

- hang curtains
- repaint

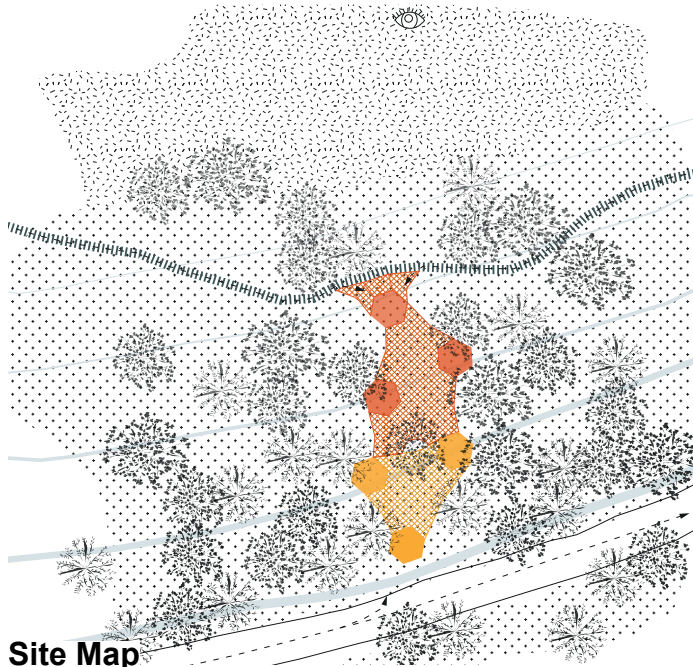


Summer 2026 - Big Workshop

The illustration shows an example of how the structure could develop. More structures, swings and a centered fire-place are added for bigger gatherings.

2A

Physically Active - Design Example



Site Map

- 2023-Big Workshop
- 2026-Big Workshop
- pathway (mun.) phase II
- suggested connecting pathway

Applied Design Principles

A Room Within
A Room



+

Not Quite Playing

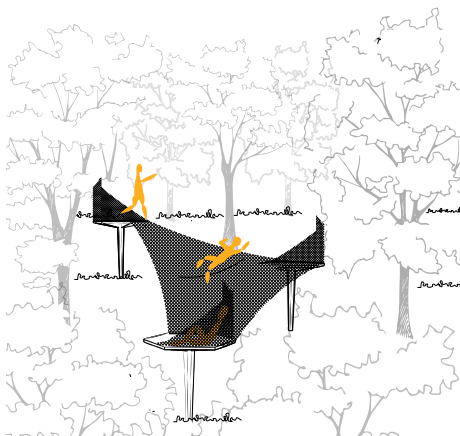


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New Ways To Sit

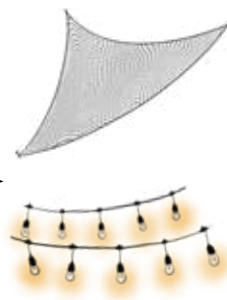


This intervention is placed in steep terrain, to naturally provide an adventurous feeling, when working with the landscape. The goal is to activate your body while having more playful social interactions.



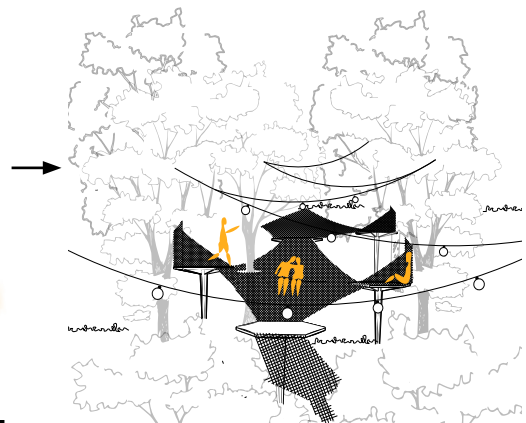
Summer 2023 - Big Workshop

A structure of pillars, a stable net and wooden shavings on the ground that together form a "floating landscape".



**Summer 2024 -
Small Workshop**

- redo net
- add lights



Summer 2026 - Big Workshop

It shows an example of how the landscape could be expanded when more net and places to pause and chat on is added.

3A

Passive - Design Example

Applied Design Principles



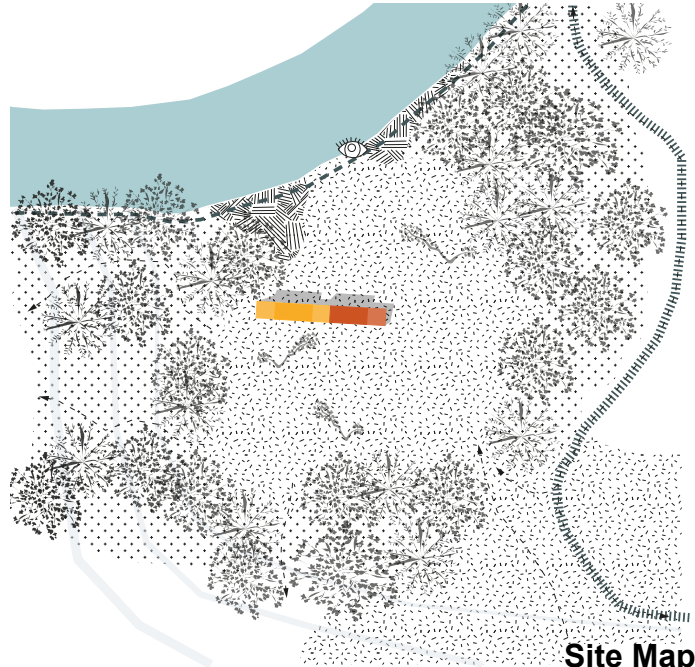
Restorative
Wilderness



A Room Within
A Room



New Ways To Sit



Site Map

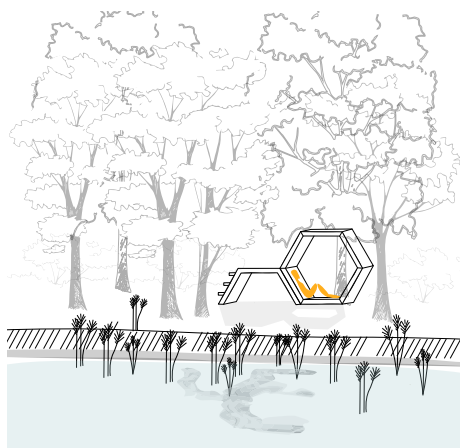
2023-Big Workshop

2026-Big Workshop

pathway (mun.) phase II

suggested connecting pathway

This intervention is placed in the most intimate site surrounded by trees and bushes and with a framed view over the river.



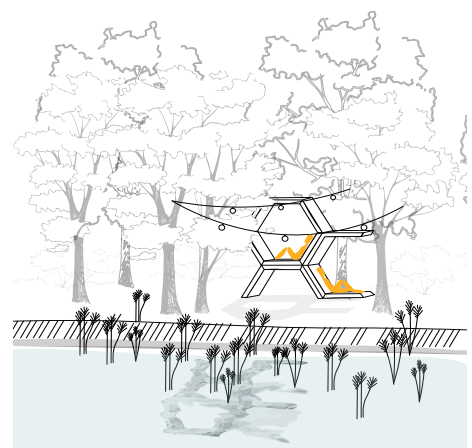
Summer 2023 - Big Workshop

The structure is an example of how a simple module- based design can work as a piece of furniture in the woods - Made for experiencing nature and to invite for intimate conversations.



Summer 2024 -
Small Workshop

- add lights
- maintain nature
- add pillows



Summer 2026 - Big Workshop

The illustration shows how the structural parts have been rearranged, taken apart and rebuilt to create new interesting ways of sitting, resting and chatting.

REFLECTIONS

This course has given us a chance to reflect on topics such as the architecture of regional urbanisation, sustainable development from a social perspective and local context issues within the field of architecture. Furthermore, our chosen topic has widened our perspective greatly on processes and aspects of time when it comes to planning and development projects. The issue of unique perspectives, in this case through the teenage experience, has also been an eye-opening aspect of our work. Using dialogue, theoretical research and interpretational work such as site visits and sketching has produced much new knowledge for us to bring with us into future work.

Focusing on the local context and taking a step back from exclusively urban and densely populated settings has allowed us to consider issues of sustainability in a new way. Going into a more detailed, smaller scale and seeing how such a project can impact larger forces rather than a top-down planning perspective has been an important journey, and inspired us to consider classic master planning more critically than before.

As architects, the dichotomy between product and process is a recurring topic to consider. During this project, we have asked ourselves "how much can architects build without actually building?". This question has led us to design not only physical spaces but primarily the processes of a desired outcome. Such a process has allowed us to zoom out our perspective and put the aim, method and affected groups into a wider web of functions. In this way, we believe the knowledge of how architectural projects

affect their settings has been widened from simply what design does, to what ideas do.

Barriers which we felt previously, for example regarding how to reach out, discuss ideas and processes with stakeholders etc. have crumbled during this course. Collaborating and discussing with the school, municipality and local teenagers has made us realize that if you dare to discuss your ideas, many people seem eager to contribute. This has given us the confidence to dare to voice ideas in the future, something which we are very thankful for from this course.

With a larger scope, our project could have also included more nuanced scenarios of what could happen along our project. Furthermore, the basis for our dialogue and workshops with teenagers may have been larger and given more detailed and valuable insight into their wishes and experiences. A wider scope would have also allowed us to perform a problem analysis and identified the major threats to our specific project - thus strengthening its resilience.

In the end, we consider our project to be a speculative proposal, investigating some ways to work with and for teenagers in public space projects. We hope that our proposal can be of use for Mark municipality and that the project can be interpreted and translated into further settings in the future.

