

BRIDGING GENERATIONAL

Designing for Meetings Between Preschool
Children and Seniors.



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Master Thesis at Chalmers School of Architecture,
Master Programme Design for Sustainable Development, 2016



This is a master thesis written within the Master Programme Design for Sustainable Development, Department of Architecture, Chalmers University of Technology Spring 2016.

Final seminar: 2016-05-18.

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BRIDGING GENERATIONAL GAPS

Designing for Meetings Between Preschool
Children and Seniors.

ABSTRACT

With a more individualized society the intergenerational models of living and sharing are today not very common and the lack of contact between generations is also emphasized by the tendency of age segregation in our society. Gothenburg is in the future facing a growing and ageing population with needs but also resources. In parallel the vision for a dense and mixed city of Gothenburg 2050 increases the need for services, homes, meeting places and new ways of sharing. It is time to ask ourselves how we can make use of our different resources in order to create a more sustainable society. Could a concept of meetings and sharing of spaces between groups be a way of using our social capital and at the same time creating more sustainable neighbourhoods?

This thesis investigates how different groups can co-exist and interact between generations in the everyday life, focusing on small children in a preschool and seniors. It looks at how architecture can enable new synergies between generations by pushing the present models of integrating different groups and activities under the same roof into more sharing and contact.

The methods used in this investigation are literature studies, interviews, study visits and diagrammatic and spatial investigations.

The result of this investigation is a design proposal of a co-operational building with an integrated preschool and senior home focusing on the shared spaces.

This investigation is a way of understanding and looking at how architecture can meet the needs of two different groups in society in particular, and be inclusive and create contact between groups in general. It explores how architecture can create bridges between generations in the everyday life.

THANK YOU

A big thank you to all wonderful people that have been there for me during this process.

A special thank you to all the people that took the time to talk to me and give me their advice, input and thoughts during the study visits, interviews and talks along the way.

My fellow students, especially Andreas, Anna, Emma, Ena, Evelina, Jonatan and Tom for all the time we spent together, for all the support and good input, Friday fika and fun times.

Hanna Eliasson for your calming words, encouragement, support and positive energy during my doubting moments.

My tutor and examiner Emílio da Cruz Brandão and Joaquim Tarrasó for all the good discussions and valuable input during the process. For pushing and inspiring me and for your encouragement and time.

My family, for always being there for me and believing in me.

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01. INTRODUCTION

BACKGROUND

Two centuries ago the extended family lived together and the interaction between people of very different ages was a natural part of everyday life. Today the family is still one of the few age-heterogenic institutions but the extended family is not as common anymore. Today many families are also moving away from their extended families, leaving the contact between generations very sparse. The structure of our society is at the same time tending to divide the different age groups. Many of the everyday environments and meeting places are thematic and isolation of the different groups is a fact.

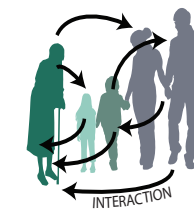
Some interaction between the different institutions and groups happen and the city of Gothenburg is today working with different programs for intergenerational interaction. Though, many times the distance between the institutions are making it hard for the groups to meet. In the future vision for Gothenburg one aim towards a sustainable city is a dense mixed city where different groups and functions come closer to each other. The possibility for interaction and sharing is bigger as the institutions are coming closer. Sharing of space means that two or more actors use the resource/facility together or separately. By sharing spaces between groups

and institutions we can not only save resources in form of space but the social aspects of interaction will also be important and the meetings between groups become more natural. Here we have a lot to win in terms of inclusion of groups through meetings and understanding between different, otherwise segregated, groups.

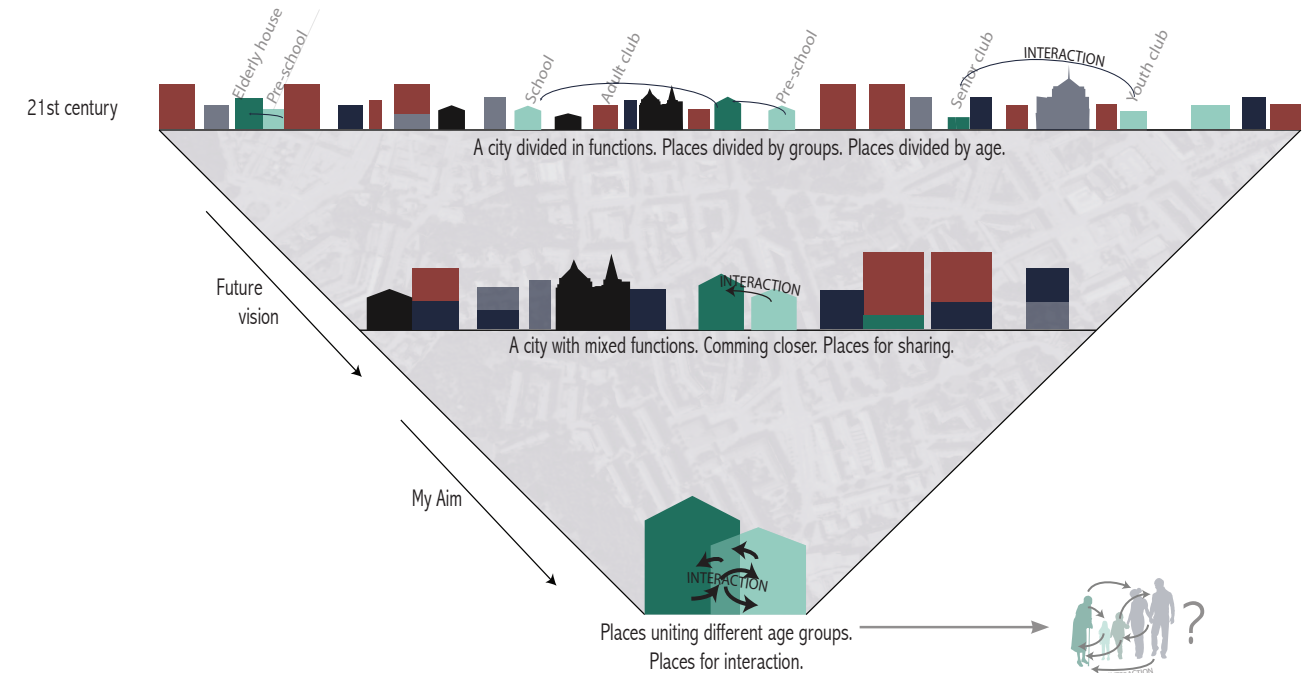
Two of the different age groups, which share a lot of both differences and similarities are seniors and children. They both possess valuable resources that the other group could benefit from. How can a place be designed in order to suit these two groups and their special needs, at the same time as bringing them and other generations together?

As the different functions and groups are getting closer, the possibility for interaction is made easier. Can sharing of space be the final steps towards a natural intergenerational interaction? →

19th century



The extended family lived together and took care of each other during the lifecycle. One of the few age-heterogenic institutions.



AIM & SCOPE

The purpose of this master thesis is to investigate how we can create new meeting places and interactions between generations in the city of Gothenburg by looking at models for integrating different groups and activities under the same roof.

This investigation is a way of understanding and looking at how architecture can create new synergies between different groups with different needs originating from the questions:

- How can we design a place where interaction, cooperation and sharing of resources between generations are encouraged/strengthened in the everyday life?

- Is the interaction between generations important and what does this interaction look like?

- How could the concept of shared space between children and elderly be a suitable way for meetings in Sweden and how can architecture provide space for two different groups with different needs?

DEFINITIONS

SHARING OF SPACE

To be used by more than one actor together or separate.

RESOURCES

Could be seen as both physical space and equipments but is here mostly referred to from a social aspect meaning experiences, knowledge, time, attention etc.

SOCIAL CAPITAL

the importance of networks and people surrounding every individual for social meetings.

MEETING

Interaction between people or the intersection between programs, activities and spaces.

GENERATIONAL INTERACTION

Interaction between two or more persons from different generations/age groups. In this work focusing specially on the youngest generation and the older generation.

CO-EXISTENCE

To use a space at the same time or at different times by different people.

METHODS



OBSERVATIONS -

The study visits have given a good overview and understanding of how the two groups work and what the meetings between them could be.



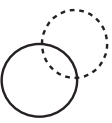
SKETCHES

Through sketches during the whole process the design has evolved from details to more overview.



INTERVIEWS/TALKS -

Interviews and unofficial talks with “experts” have given me a deeper understanding of the subject and the situation today.



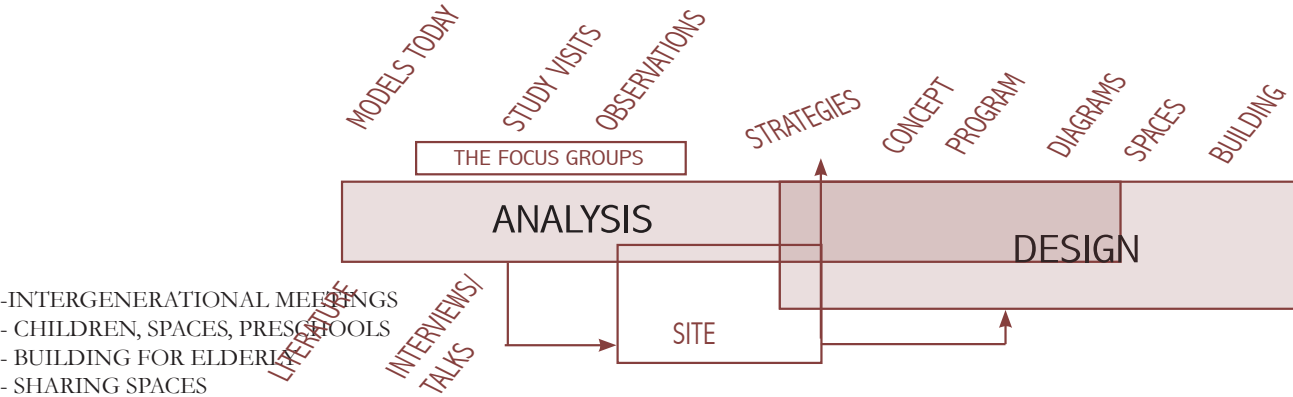
DIAGRAMS -

Have worked as a basis for understanding, collecting, interpreting and communicating the gained information.



LITERATURE AND RAPPORTS -

Have further helped to get a deeper understanding and theoretical framework for this thesis.

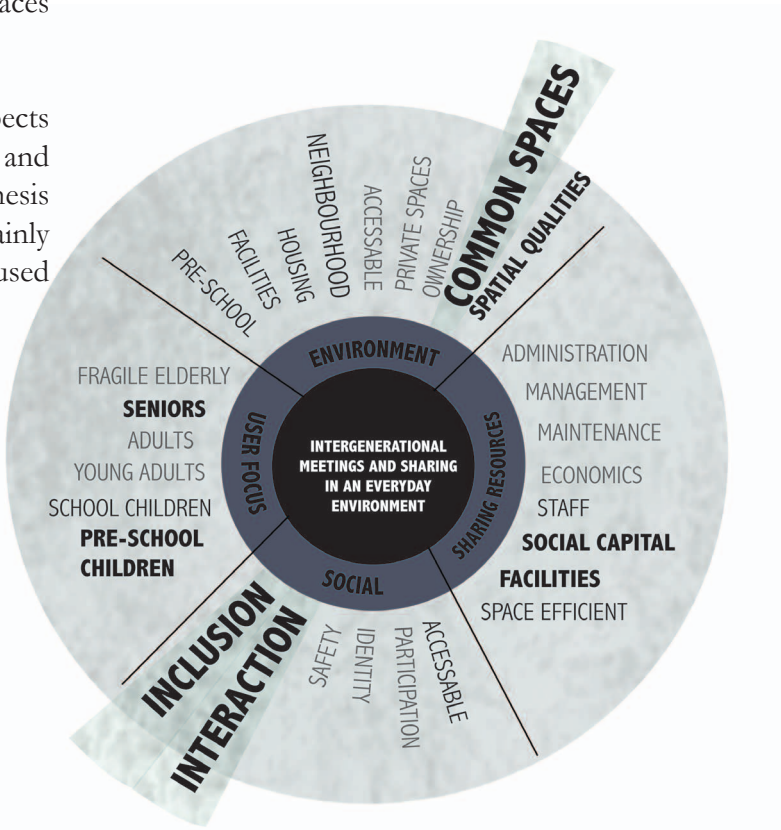


DELIMITATIONS

The focus for this project will be children in the age between 1-6 years (preschool age) and the older generation, seniors. But there is also indirectly a connection to other age groups in the project.

The focus will be on the shared spaces (common spaces) between the groups both indoors and outdoors and the relation to the private parts as well as the important relation to the public spaces around.

Sharing resources covers many different aspects from economical benefits to management and space efficiency. For the execution of this thesis the social aspects, such as inclusion and mainly interaction was the perspective that was focused on.



02. RESEARCH/THEORY

MEETINGS BETWEEN GENERATIONS

Generational interaction has many benefits and the main reasons for enrolling in an intergenerational program for some of the preschools in Gothenburg is to give the possibility to children to interact with people that are different from themselves and to get a sense of the world outside the preschool. Other reasons are to see and understand people from another generation, since some of the children don't meet older people so often. The intergenerational interaction is a way to gain a better tolerance for differences in people and to understand the process of ageing. (Studies show that many children, 4-5 year olds, have a lot of prejudice about old people. (Blunk & Williams, 1997))

American studies on the many intergenerational programs they have in America shows that for both generations the interaction helps them by improving their cognitive skills, self-esteem, self-efficacy and emotional well-being.
(Davidson & Boals-Gilbert, 2010; Generations United, 2007)

Projects like “Grand mothers at preschools” where older people spend some hours at the preschool every day has also shown that the atmosphere at the preschool that could

otherwise be very stressful and noisy for the children has become calmer.
(*Allt för föräldrar*, 2015)

According to Erik Ericsson, a psychologist who studied social development during the life span, you enter the final phase of emotional development after 60. This is when you start questioning your previous experiences, the meaning with your life etc.(Spence & Radunovich, 2016) This could be a suitable time to give older people the possibility to reflect over their life by helping and interacting with children. According to Davidson and Boals-Gilbert (2010), both children and seniors are also going through some similar developing stages regarding autonomy, trust and initiative that connect them.

Seniors receive care while giving it and can in this sense create healthy lives for themselves by being engaged in activities around children. Seniors have a sense of mentoring; they can here act as extra support to the children and in this way feel satisfaction and a purpose. The interaction can also help to bring out their inner child and in this way help them look at the world of today and the world they have lived in with new eyes.

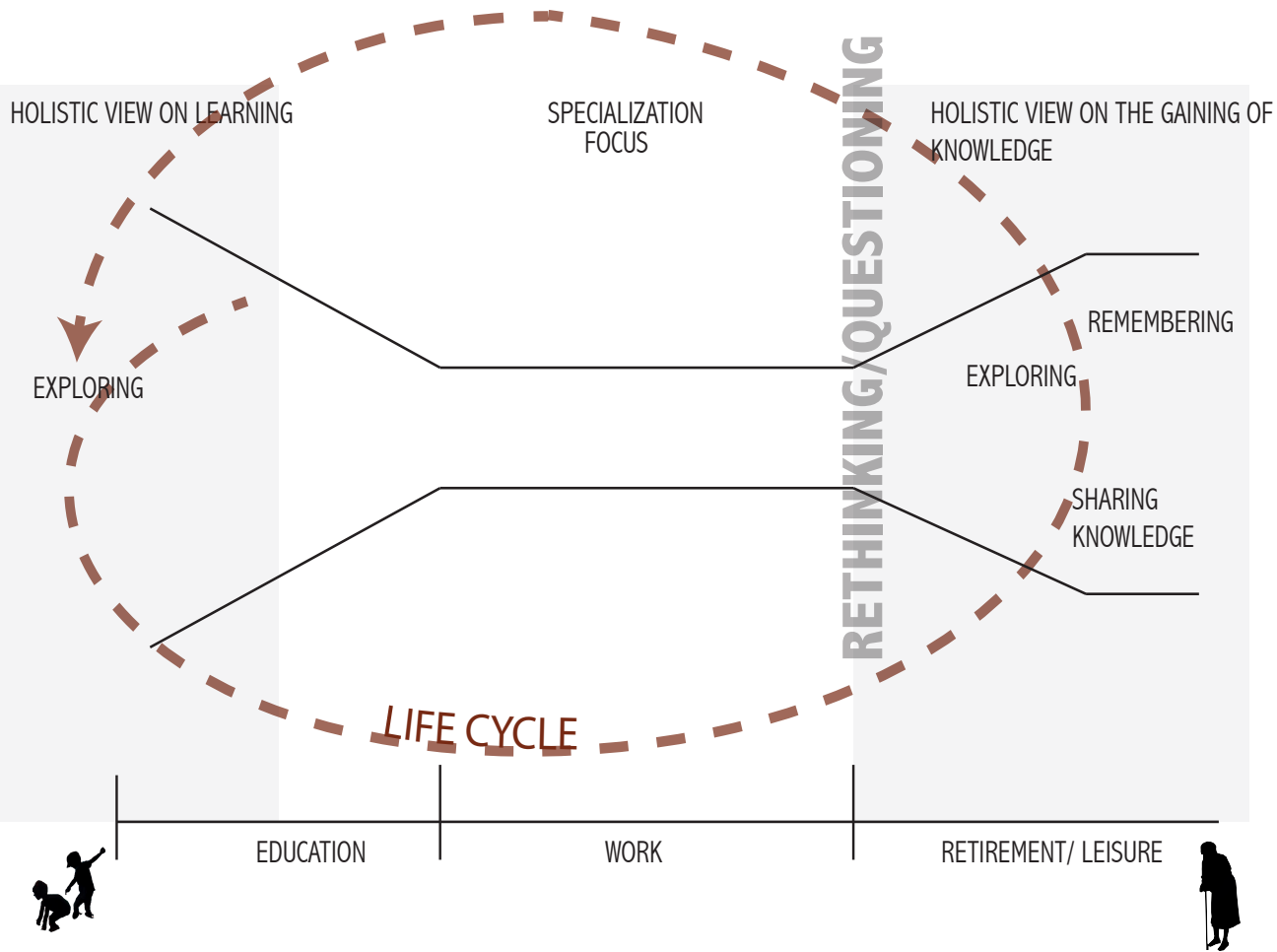


Diagram showing interpretation of gaining knowledge during life and emotional developments that connect the different stages of the life cycle.

LIFE RHYTHM

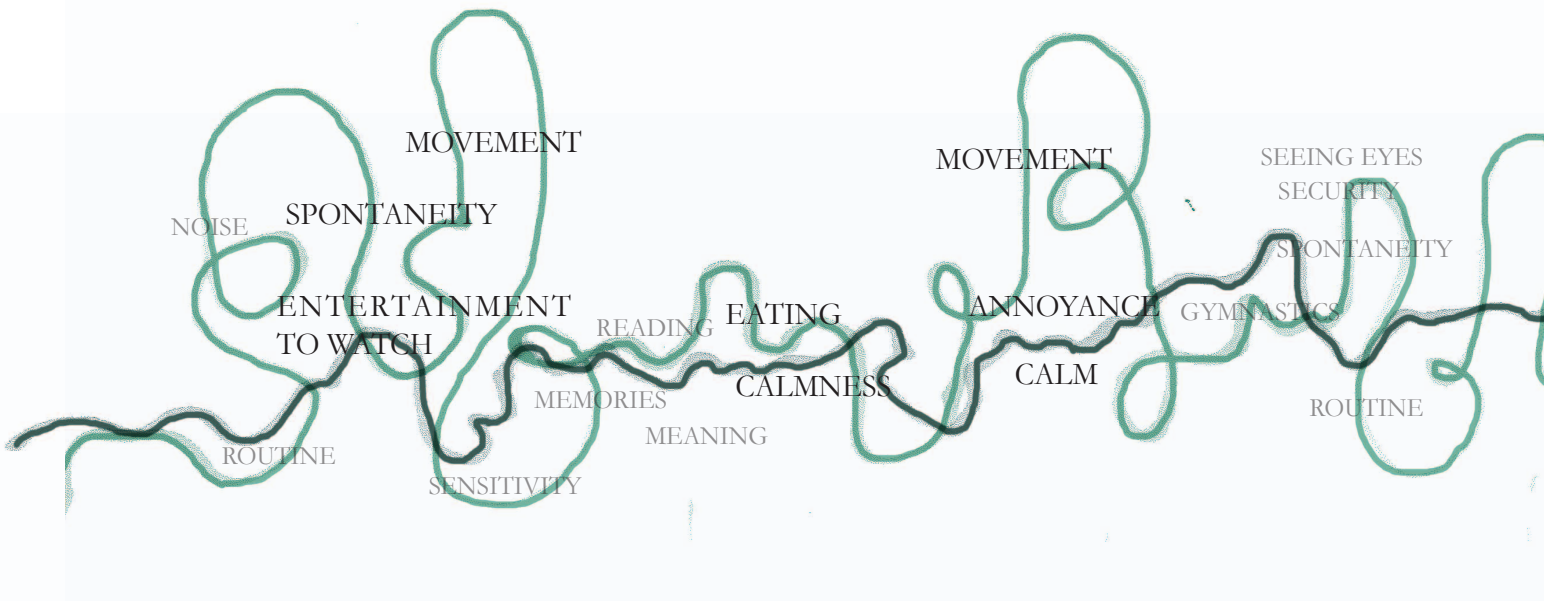
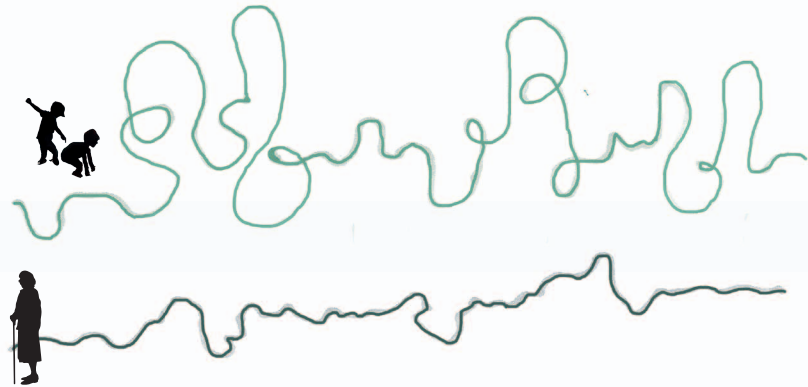
In those at either end of the life course – the young and the old – there are similarities. In a society that values doing, the young and the old share a different life rhythm, the power of being. The young and the old are most closely connected with the essence of living and have a lot to give.

Though, there is a fundamental difference in tempo/movement pace which brings both benefits and complications in the meeting between the groups.

PERCEPTION OF TIME AND LIFE RHYTHM



RHYTHM AND TEMPO/MOVEMENT




For example the energetic children can bring life, spontaneity and help but can also be a source of annoyance when the seniors want to do a

calm activity apart. At the same time the senior's slower pace can also bring calmness to a group of children around an activity such as eating.


INTERGENERATIONAL PROGRAM IN GOTHENBURG

The department “Intergenerational meetings” at the municipality of Gothenburg works with some different kinds of intergenerational programs today. The models are ranging from children visiting seniors, seniors visiting children or groups meeting at another place. According to Zsolt Szanto, who is the responsible for the intergenerational department in Gothenburg, one of the problems with the programs today is that it is quite hard to get people that are engaged to participate in the program, both seniors, teachers, principals and staff. To make it work you need staff that is engaged and you need a continuity. Often an activity is just happening a limited amount of times but for it to actually make a difference it is important that the activities are rooted in the everyday schedule and that the people get to know each other more.


Szanto also points out that it is important that both parts in the meeting feel that it is fruitful. To find common interests and activities is therefore crucial to get a good meeting between generations. This is also mentioned in Hatton-Yeo & Watkin’s article “*Intergenerational Community Development*” (2004) for a successful intergenerational interaction.




SENIOR IN PRESCHOOL
Reading, talking, telling stories, drawing




PRESCHOOL SINGING WITH ELDERLY AT ELDERLY HOME OR SENIOR CENTRE




SENIOR IN SCHOOL
Helping out with homework



SENIOR IN SCHOOL
Talking, helping out with work

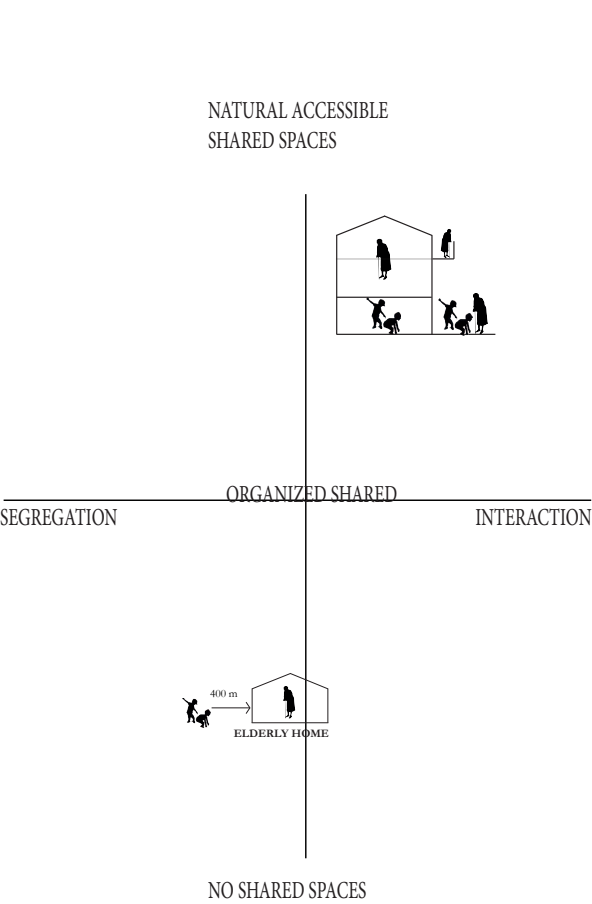


PEDAGOGICAL GARDENING - SENIOR & SCHOOL



GYMNASIUM VISITING ELDERLY HOME
Manicure, make up.

(Image 1-8)



Some of todays models for intergenerational interaction. (See appendix for more models)

The more shared easy accessed spaces that the two institutions share the more likely the groups are to get a diverse and natural interaction.

Outdoor spaces give possibilities for informal and spontaneous interaction.

CONCLUSIONS

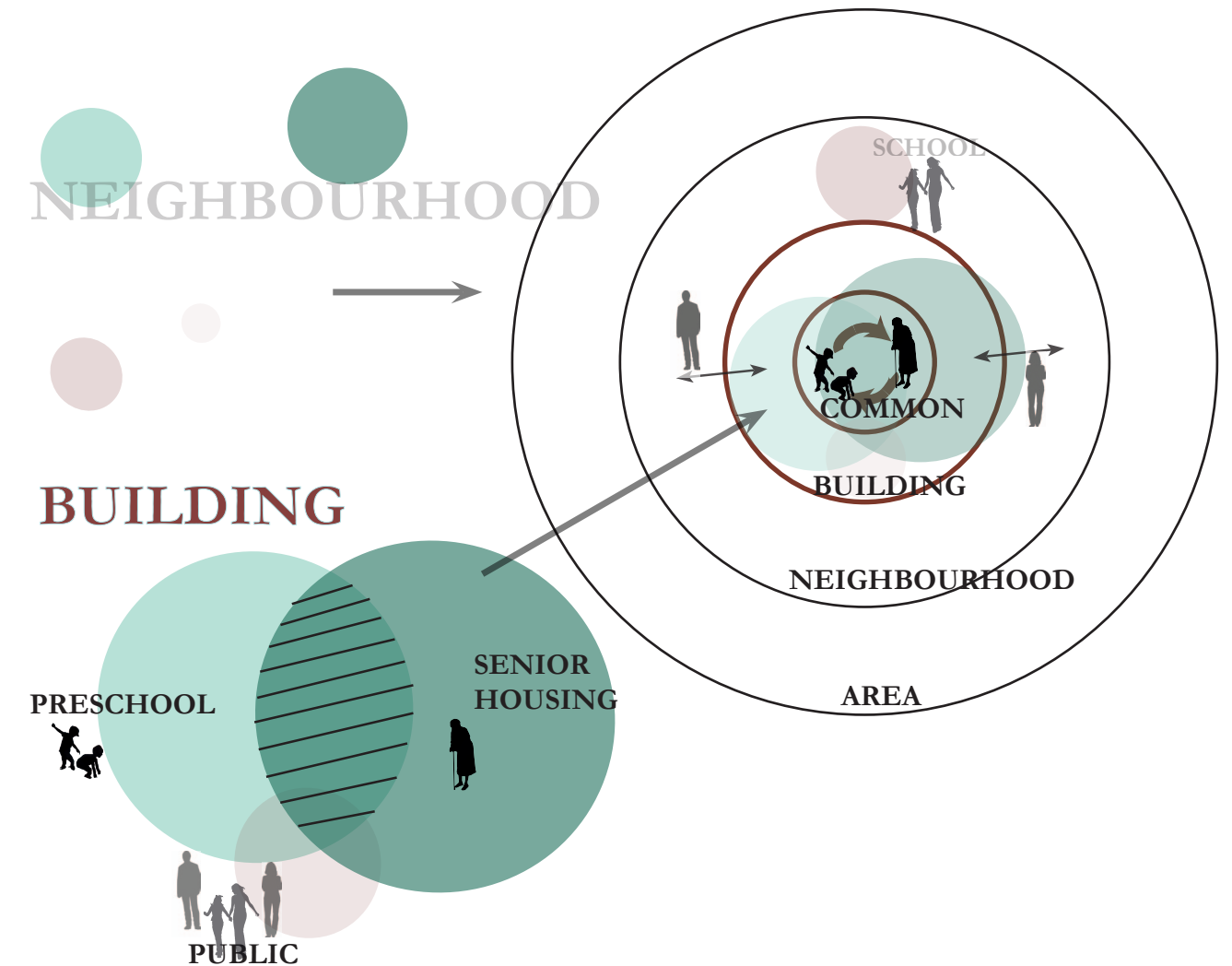
- Create opportunities for informal interaction.
- Shared space makes it easier to meet.

COHESIVE COMMUNITY

By making use of each other and the resources that each group have we can also create a healthy and helping community where the rising number of seniors, as well as other age groups, is integrated in the community and society.

The built environment influences the intergenerational interaction and by placing different institutions and different groups closer to each other the possibility for mutual benefits and interactions is increasing. (Melville, 2014) Everyday meetings and interaction between children in a preschool and independent senior accommodation creates possibilities for a vibrant and inviting atmosphere. Through the everyday interactions there can be opportunities to create relationships between different age groups. In this way bridges towards the community and families living in the area will be created. In this way the seniors can become a resource also for parents in the neighbourhood and an integrated part of the area.

In Germany the concept of a community meeting place and day care centre called Mehrgenerationenhaus has been popular. It has come to work as a place for the community and childrens' families to go to and get some support and a place for generation to meet.
(Kelly, 2014; Smith, 2014)



GROWING UP - CHILDREN

Since year 2000 it has been a right for every child between 1-6 to engage in the preschool in Sweden. In the year of 1968 the survey called "Barnstugeutredningen" established that the preschool was of a pedagogical character. (*Lärarnas historia, 2010*)

Today the Swedish preschool is built up around every child's development and important parts address democracy, the needs of every individual and the collective learning and cooperation. In the national curriculum for education it is clearly stated that the preschool should be a place where children can develop their social skills and in early years establish solidarity and tolerance. The preschool should encourage and strengthen the children's ability to feel empathy and to understand people in different situations. Children's questions and reflections about life should be encouraged and supported and the preschool environment should develop the children's social and communicative abilities. (*Läroplan för förskolan Lpfö 98, Reviderad 2010. Translation by author.*)

"The preschool should be designed in such a way that it promotes all-round contacts and social community as well as prepares the children for the continuing education."

(*Ibid.*)

By introducing a connection to the surrounding world and to groups that the children not often meet, the understanding of the world will increase. By creating a safe learning environment with a familiar setting where the children will be during everyday life the possibility for building a relationship with an other group is increased.

Today many teachers feel like they don't have the time and resources to give the children the attention they need. (*Lärarnas tidning, 2015*) Many children also show signs of being stressed. Research shows that small children feel very good together with older people and that the seniors make them calmer. The extra attention from the seniors could therefore be of great value to the everyday life of the preschoolers. (*Allt för föräldrar, 2015*)

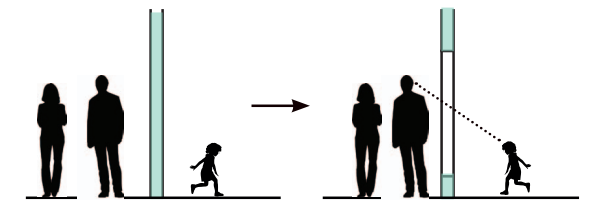
The teachers have a very important role in the everyday activities for the preschoolers. The teachers are the mediators between the children and the surroundings and they are a source of security for the children. Their cooperation and effort will be of great importance in any intergenerational meeting.

PRESCHOOL - SPATIAL QUALITIES

The physical room has a big impact on the development during the early years and as Thelander (2011) mentions a good preschool environment is the one where the space and the teachers cooperate to create a creative and stimulating environment for the children. Based on literature such as Dudek's book "Kindergarten architecture" (2010), Lundahl's book "House and room for small children" (1995), ideas from environmental psychology (Johansson & Küller, 2005), the pedagogy Reggio Emilia (Ceppi & Zini, 1998) and from study visits and interviews some categories and adjectives regarding spatial qualities were found. These are categories that will work as a basis when designing the shared spaces as well as the private parts in close connection to the shared ones.

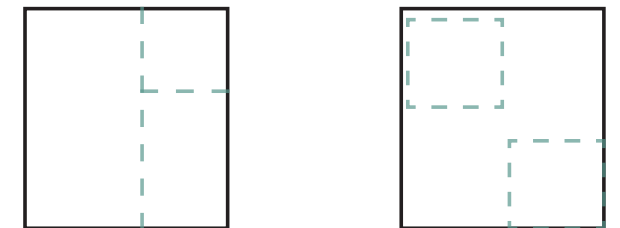
TRANSPARENCY

To create a feeling of safety for the children and for the staff visual connections between rooms and inside the rooms is important. This can also create a curiosity for the children for what is happening close by.



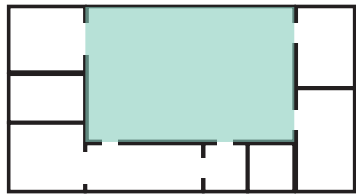
FLEXIBILITY/TRANSFORMATION

The environment should be easy to change for both children and staff to suit the present needs and activities. Also to create rooms in the room. This could be achieved by using flexible walls and movable furniture.



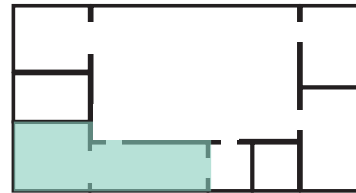
THE OPEN INDOOR PIAZZA

A central meeting point for the preschool that could be used for different activities. It could be a place full of life when the different departments meet or it could be a calm place before the rush.



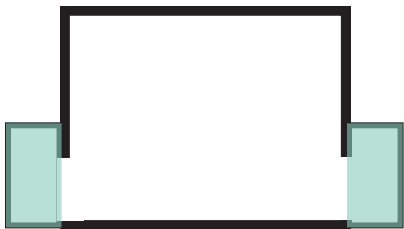
THE “PRIVATE “ DEPARTMENT/ HOME BASE

Every department of 18 children have their permanent rooms that they always come back to and where they feel secure and have a sense of belonging.



SECRET SPACES

Children need to have the possibility to draw back from a big group and instead sit alone or together with just one friend in a smaller and cosy place where it feels private and calm.



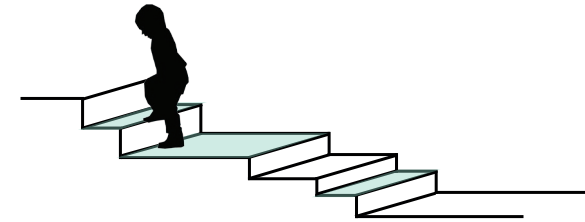
OUTDOOR SPACE

Variation in space outdoors for running and exploring is important when growing up. There is today a recommendation for 35m² / child in preschools in Gothenburg.



THE STAIRS/LEVELS

The stairs are places where the children can practice their motor skills in climbing and conquering new challenges. A possibility to connect departments on different floors.



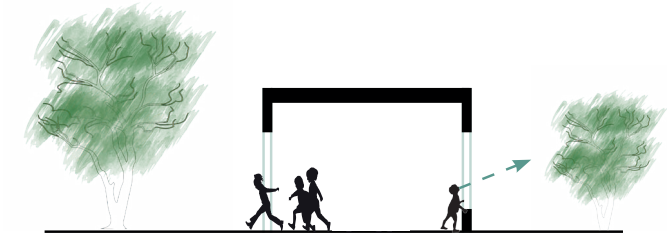
THE FLOOR

Open space to run around in and for play that requires big areas. Flexible furniture can shape spaces.



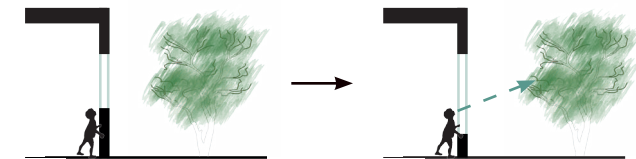
THE RELATIONSHIP BETWEEN INSIDE & OUTSIDE

Is important, both the visual connection and the possibility to move the activities outdoors.

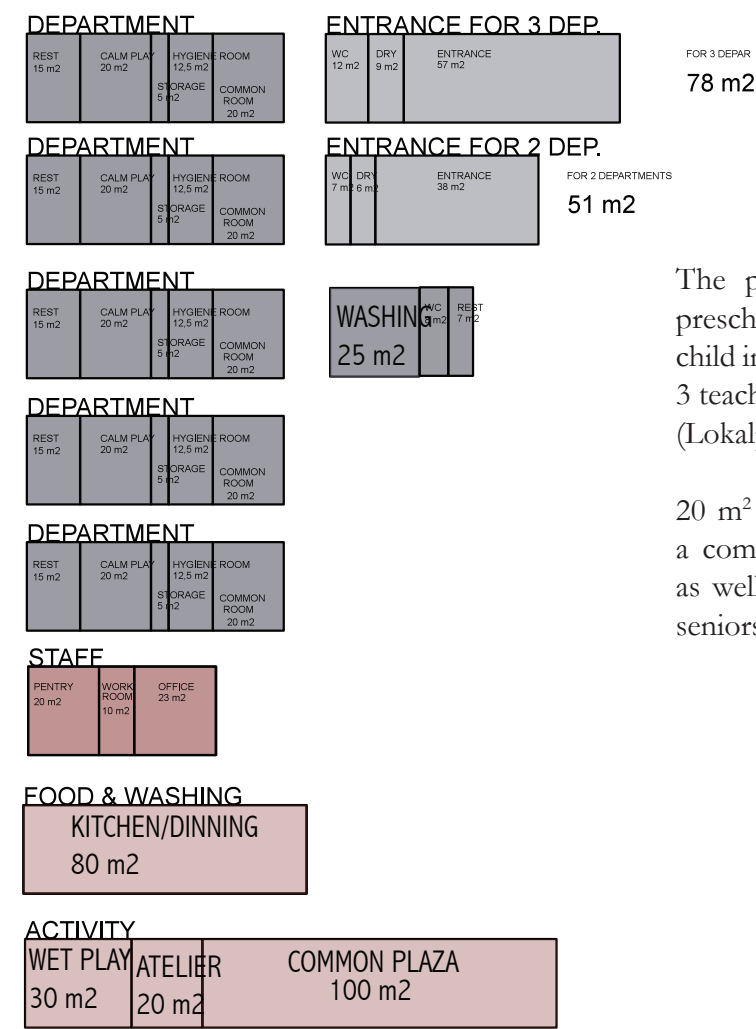


THE LITTLE SCALE

To remember that the children have a different scale and the design should be shaped to suit them. An example is by placing the windowsill lower.



PRESCHOOL PROGRAM



DEPARTMENT

REST
15 m2

CALM PLAY
20 m2

HYGIENE
12,5 m2

STORAGE
5 m2

ROOM
20 m2

ENTRANCE FOR 2 DEP.

WC
7 m2

DRY
6 m2

ENTRANCE
38 m2

FOR 2 DEPARTMENTS
51 m2

DEPARTMENT

REST
15 m2

CALM PLAY
20 m2

HYGIENE
12,5 m2

STORAGE
5 m2

ROOM
20 m2

WASHING

WC
7 m2

REST
7 m2

25 m2

DEPARTMENT

REST
15 m2

CALM PLAY
20 m2

HYGIENE
12,5 m2

STORAGE
5 m2

ROOM
20 m2

DEPARTMENT

REST
15 m2

CALM PLAY
20 m2

HYGIENE
12,5 m2

STORAGE
5 m2

ROOM
20 m2

STAFF

PENTRY
20 m2

WORK ROOM
10 m2

OFFICE
23 m2

FOOD & WASHING

KITCHEN/DINNING

80 m2

ACTIVITY

WET PLAY
30 m2

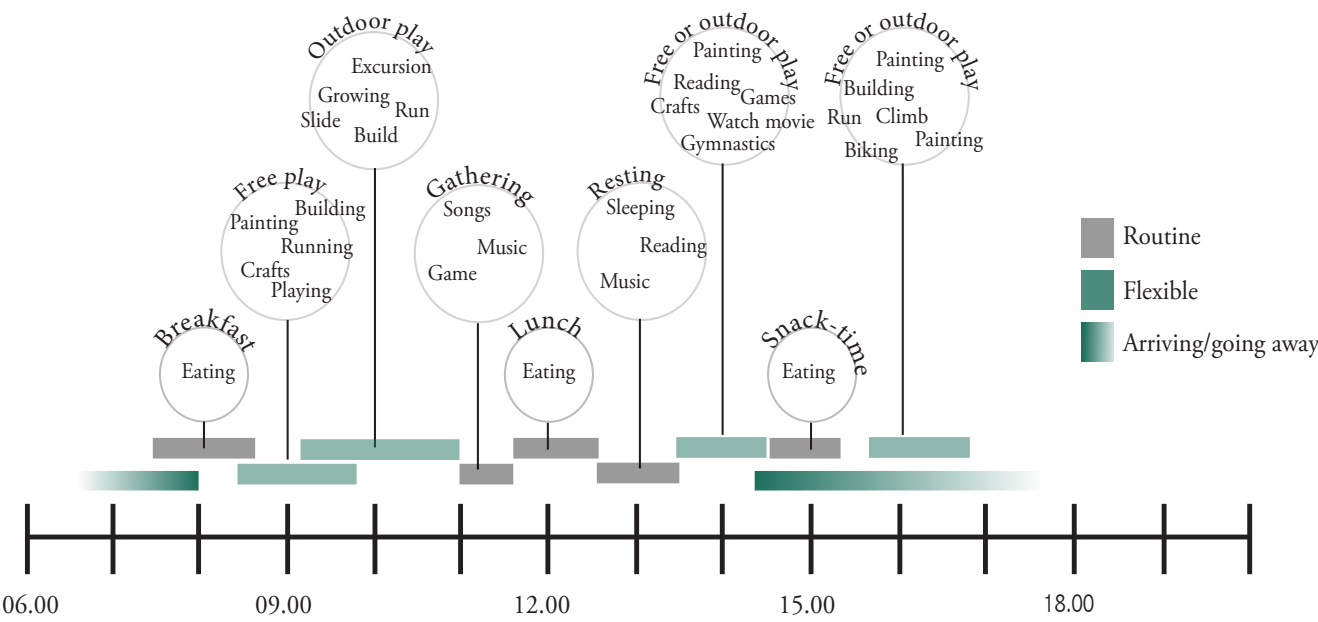
ATELIER
20 m2

COMMON PLAZA
100 m2

The program is based on the guidelines for preschools in Gothenburg that aims to have 10m²/child indoors. A department holds 18 children and 3 teachers.
(Lokalprogram förskola, Göteborg, 2015)

20 m² is taken from every department to create a common piazza for the departments to meet as well as a place that could be shared with the seniors.

DAILY ROUTINES AND ACTIVITIES



Understanding both groups' needs, rhythm and activities is important to be able to look at how the daily schedules meet each other.
(The activities and the time-frames are based on the study visits)

SENIORS - THE ART OF AGEING

As people get older the ability to move can change and one of the biggest fears is to be isolated in the home and not be able to have contact with the society. With an ageing population that is growing it is therefore of great importance to look at new ways of integrating everyone into society and building a city for everyone. (Küller, 2005)

As people get older and retire the feeling of purpose can get questioned as their active part in society is no longer obvious. For everyone it is important to feel that you can contribute in some way. Seniors have many resources that everyone could benefit from, from time and stories to knowledge and calmness.

A salutogenic perspective is one that is focusing on the healthy sides of a person instead of the problematic and sick (Arvidsson & Carlson, 2010). This way of looking at seniors at care homes is a way of creating a good and active life for them. The philosophy could though be applied throughout the life span. **To always look at the abilities and resources of everyone and to keep exercising both body and brain can benefit not only each person but also the whole society.**

Today there are different options for seniors when it comes to living. As people get older many choose to stay in their home and get some assistance until they need assistance all day around, then they will move to a care home for the last period of their life. Alternatives such as senior housing (+55 years apartments with shared spaces for socializing) and social safety housing (+70 years apartments with shared spaces for socializing) are new types of living for elderly that are becoming more popular and strives for a good ageing. (Wetterberg et al. 2013)

According to studies some of the main criteria for a good location for integrative senior living are:

CLOSENESS TO SERVICES AND PEOPLE:



- Transport
- Shops
- Others
- Nature

(Ibid.)

These are some notes from seniors in Gothenburg, reflecting on the good ageing. Collected in the book “*You have every age inside of you*”(2012). →



*To be counted with. That the surroundings **make use of the knowledge that one has.** To be seen as a person and not just as an elderly.”*

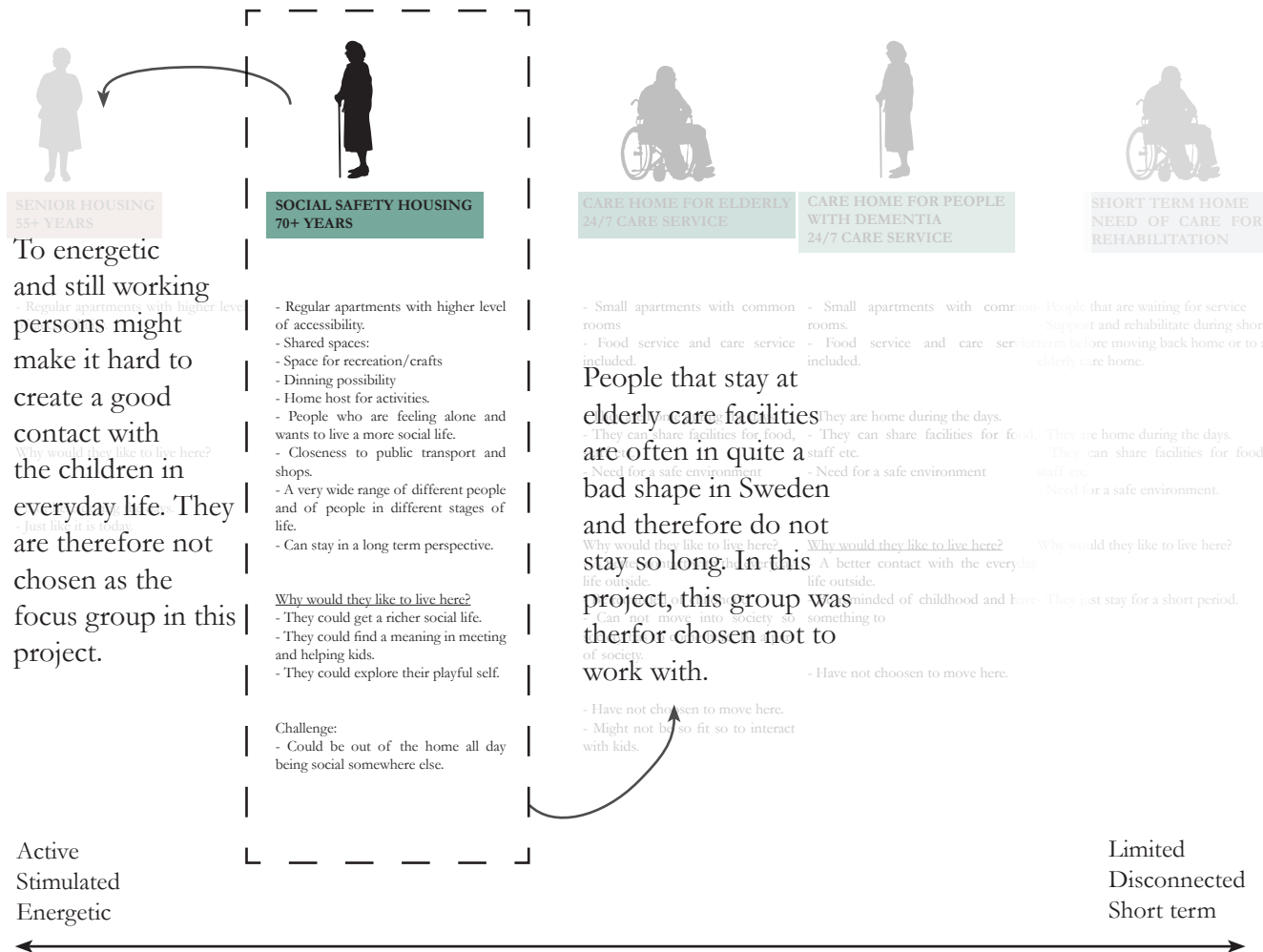
Majorna-Linne

*“To be old doesn’t always mean that one just wants to meet people in your own age. **You feel young when you can be together with people in different ages.** If you for example would have activities where there were also children and young. [...]*

Liisa



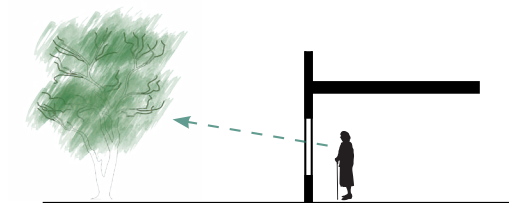
HOMES FOR SENIORS - CHOOSING



SENIORS - SPATIAL QUALITIES

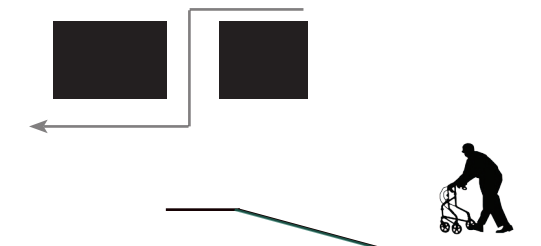
Based on studies of existing safety housings and literature such as “Bo bra på äldre dar” (Hjälpmedelsverket, 2013) and Kärnekull’s “Bygga för seniorer”(2011) spatial qualities work as guidelines for the design.

VIEW TO THE OUTSIDE AND NATURE
Giving possibilities to look at the activities going on outside and overlooking nature has many benefits for the wellbeing.



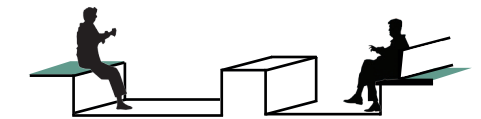
WALKING & ACCESSIBILITY

Bad weather can sometimes be a challenge for the elderly. Accessible walking opportunities are crucial both on the in- and outside.



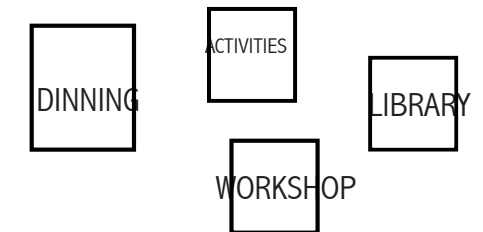
PLACE FOR REST

Give many possibilities to sit down as moving long distances can be very hard for some seniors.



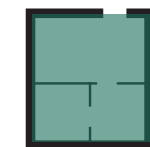
COMMON AREAS

Accessible common areas such as kitchen, dinning, workshops etc.



PRIVACY/OWN APARTMENT

To have the choice to be alone at any time.



SENIOR SOCIAL SAFETY HOUSING PROGRAM

KITCHEN
60 m2

ENTRANCE
70 m2

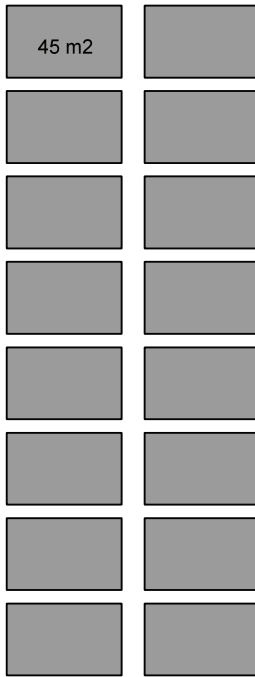
ACTIVITY ROOM
40 m2

WINTER GARDEN
20 m2

LIBRARY
30 m2

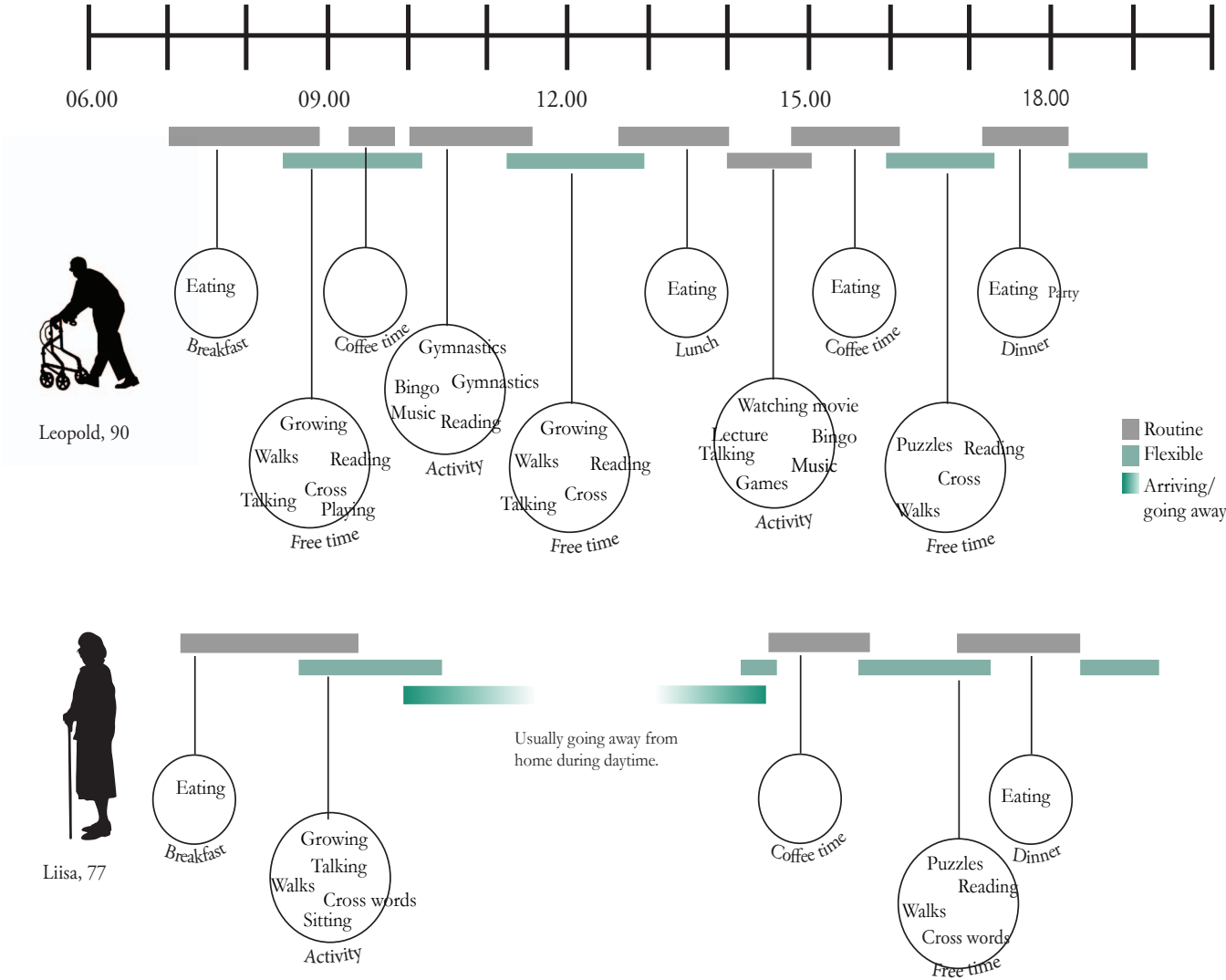
ADMINISTRATION
10 m2

In a senior social safety housing people have their own apartments and share some common spaces. Sizes and types of common rooms are based on reference projects and the suitable spaces for a combination with a preschool.

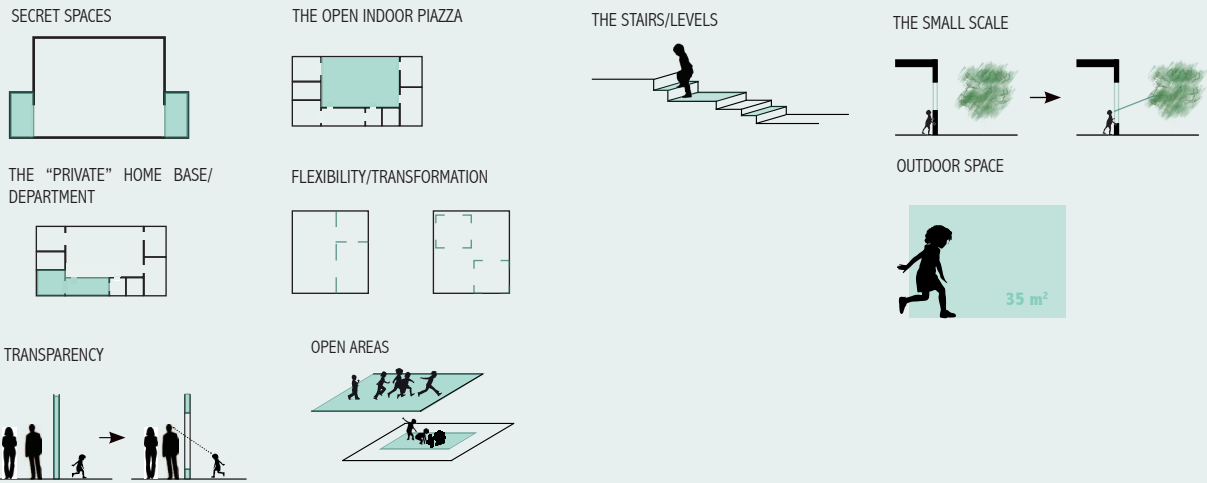


STORAGE
165 m2

DAILY ROUTINES AND ACTIVITIES



THE INTERSECTION - SPATIAL QUALITIES

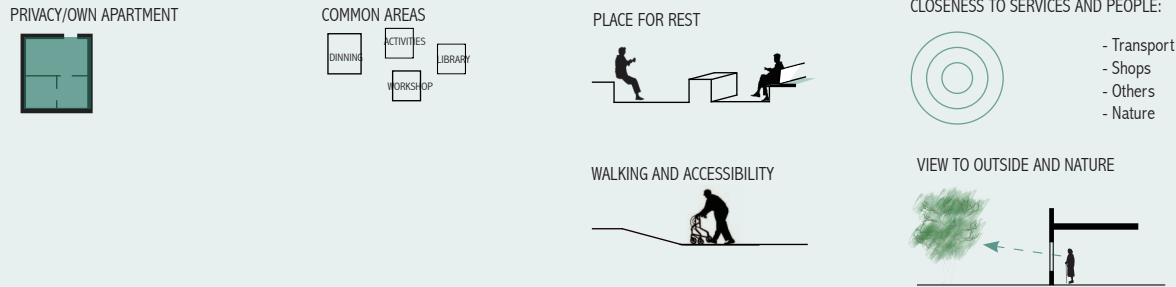


PRIVACY AND PRIVATE CONTROL

COMMON, OPEN AREAS

MOVEMENT

SURROUNDINGS



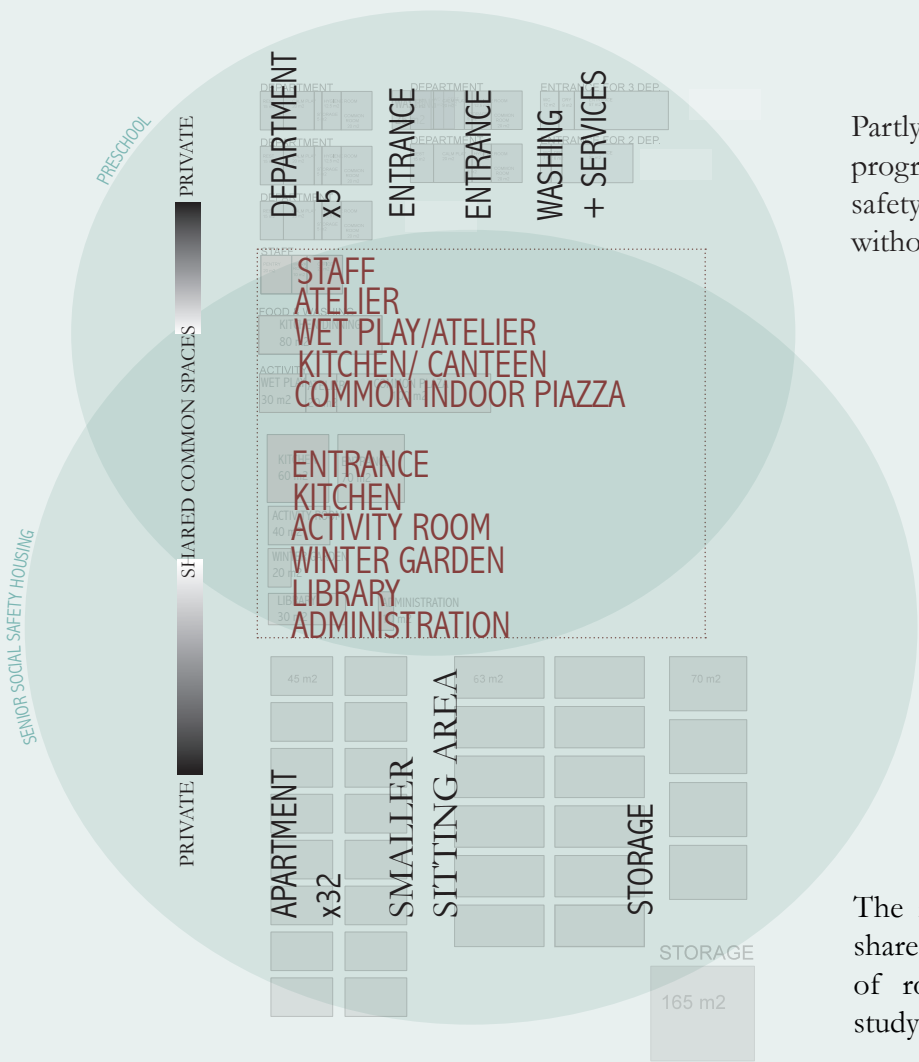
CONCLUSIONS


- To have a variation between:
- Privacy and places to withdraw from being social and open spaces and possibilities for big gatherings.
 - Transparency and visibility in spaces to control and choose if you want to interact or not.
 - Possibility to move around and to sit down.
 - The importance of the surroundings and to have an accessible connection to the outside.

SITE PARAMETERS

- Close to other age groups
- Close to nature
- Attraction points and services around

THE PROGRAM



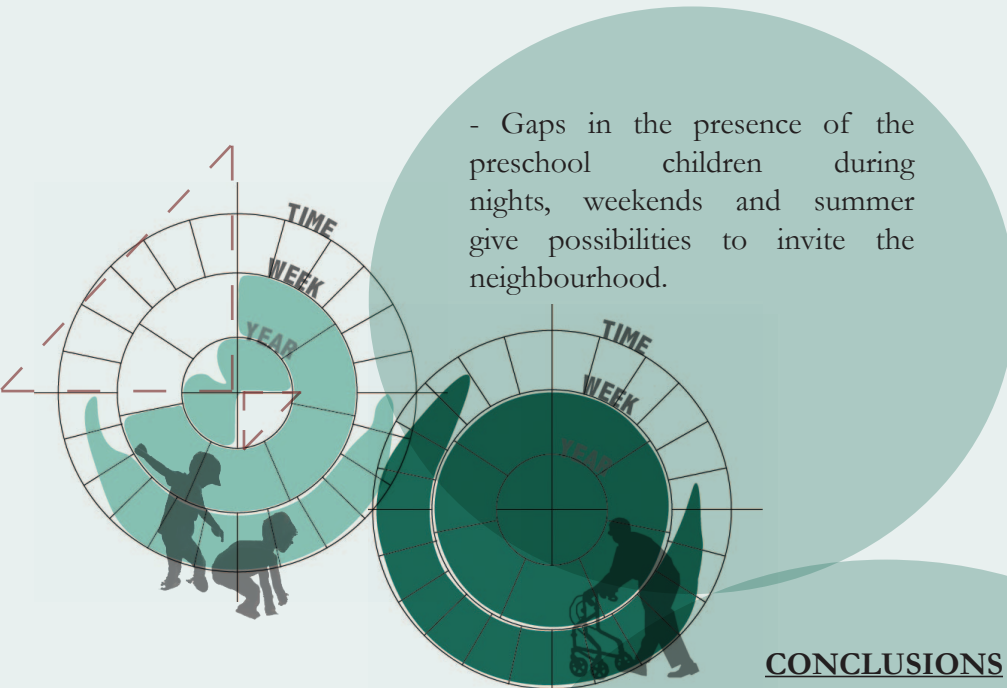
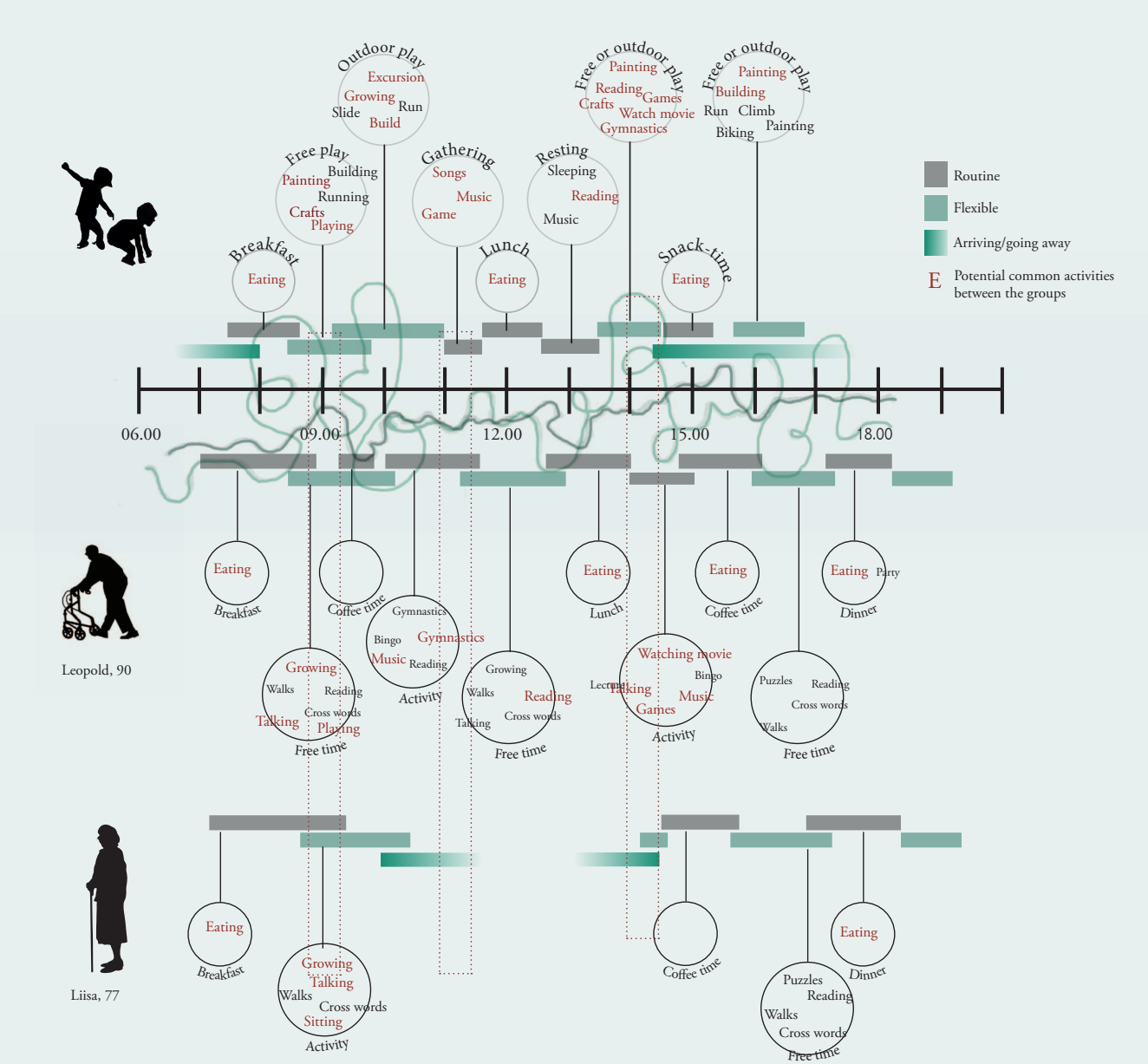


Partly merging two general contemporary programs of a preschool and senior social safety housing into shared common spaces without adding additional spaces.

The red colour marks rooms that will be shared between the institutions. This choice of rooms is based on comments during study visits, literature and own assumptions.



ACTIVITIES & DAILY ROUTINE



- Gaps in the presence of the preschool children during nights, weekends and summer give possibilities to invite the neighbourhood.

CONCLUSIONS

- Activities overlap and match sometimes but different schedules make it important to give possibilities for division between the groups and also spontaneous interactions.
- Provide common spaces that answers to both groups and different needs at different times of the day. Different types of spaces.
- Attract the seniors by working with the flow through the spaces.

SHARING SPACES

Today we tend to create meeting places that are more or less thematic and specialized (Park and Gustafsson, 2015). Senior centres, youth clubs etc are placed separately as well as many of the daily institutions, ex children day care. Today we have many areas and functions that are divided and “Narrow-thinking” is identified as one of the obstacles for a sustainable urban development. To bridge this problem it is of importance that actors from different departments/institutions start working together to find new solutions. (Fredriksson, 2012)

Sharing of space means that two or more actors use the resource/facility together or separately. As mentioned by Park and Gustafsson (2015) this does not only enable a more efficient use of the existing resources but there is also a big need for human interaction both on a physical and organisational level to make the co-usage work.

So through this integration there is a big potential in bringing forward meetings that today are lacking and create a more permanent platform between different groups. In terms of design this also means to accommodate for everybody’s needs at the same time as creating a common place.

CONTROL AND CHOICES

The intergenerational program also raises questions concerning control and choice for the senior residents. Since the place for the interaction is actually their home the need to take that into consideration is crucial. Studies show that the benefits from the intergenerational interaction where strongest when the seniors could themselves plan when and if to interact. (Kuchne & Kaplan, 2001) It is important to not forget the private “escape spaces” for the seniors and to provide a choice for interaction or not. The choice is also important for the children.

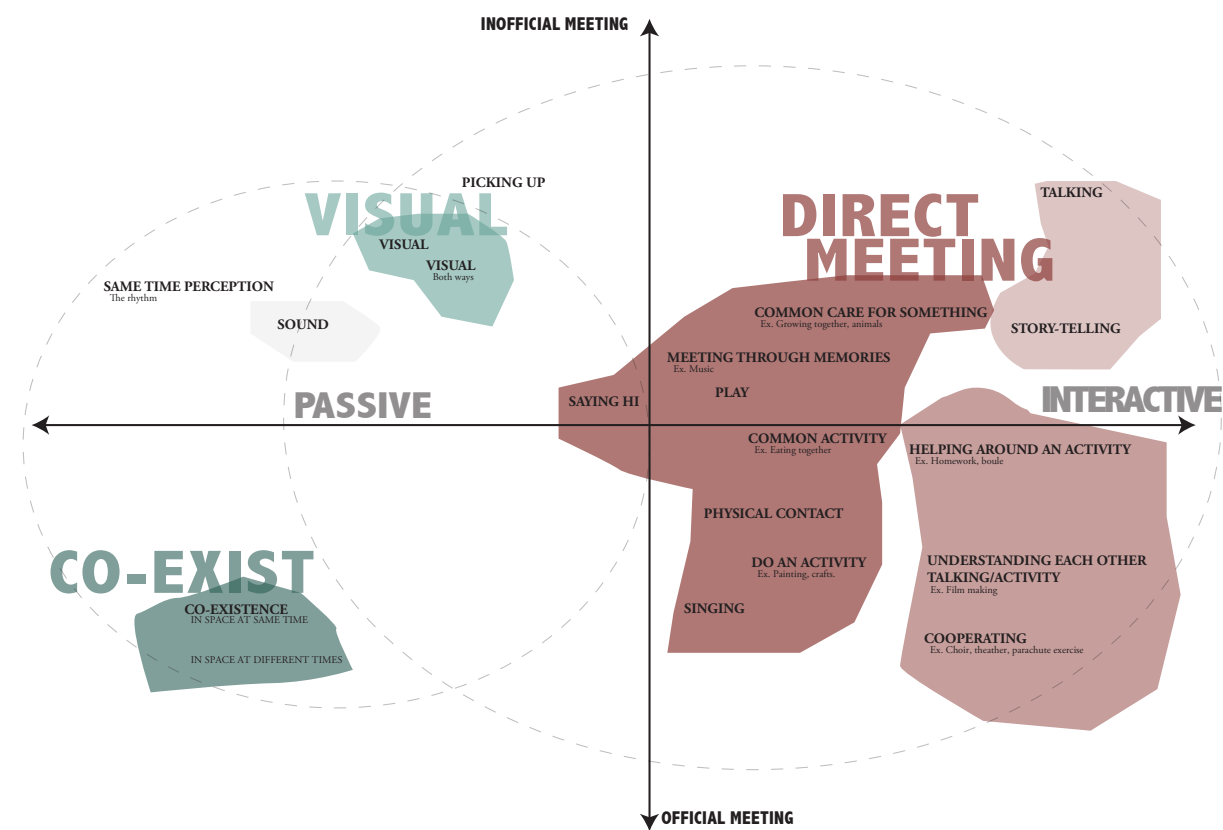
By working with transparency between common rooms and common and private the possibility to control if you want to interact or not as a resident is provided. You can see who is in the room and what kind of activity is going on.

The connection to accessible outdoor spaces also give a bigger freedom for spontaneous interaction and a bigger variation.

CONCLUSIONS

- Variation in spaces
- Transparency and control
- Gradient between private and public

DIFFERENT MEETINGS

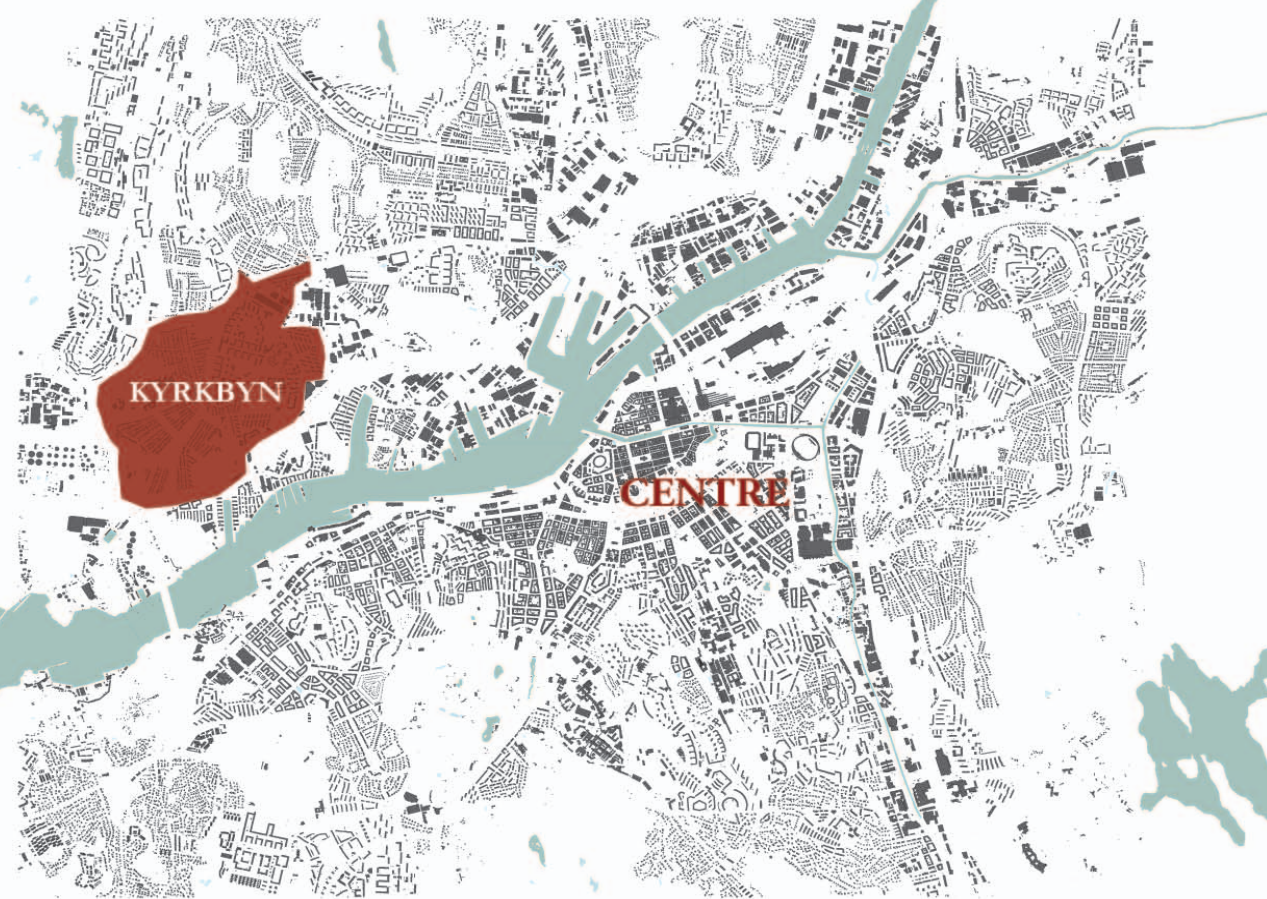


The activities in an intergenerational program can be of various levels of interaction between the participants. As Kuehne & Kaplan, (2001) discuss there is a span from an intensive participation in one-on-one relationships with the children to a situation where people choose to just observe from the periphery. There are also several options in between these two extremes of interaction. Different interaction needs different spaces.

- Variation in spaces and meetings

03. RESEARCH/SITE

GOTHENBURG - A GROWING MIXED CITY



When the city of Gothenburg is growing there is a need to look at how to densify different areas in the city. When building on plots that today are used and appreciated by people it is extra important to give something back through this new addition.

As a growing city Gothenburg emphasizes that one strategy to create a good living environment when densifying is to build areas with different functions, a mixed city. Gothenburg also strives to become a city for everyone, a age-friendly city.

KYRKBYN - CAREFUL DENSIFICATION

The idea of mixed functions in an established area is interesting to apply in Kyrkbyn, located in the Lundby district. Kyrkbyn is an area with mainly housing and a mixed housing stock. The site is located in an area close to green areas and a school. Around the site the municipality is planning for a careful densification.



The site is today used as a parking space, a park for walking dogs and the entrance to an appreciated recreational area. The site next to it where the preschool is situated today will be transformed into a sports field.

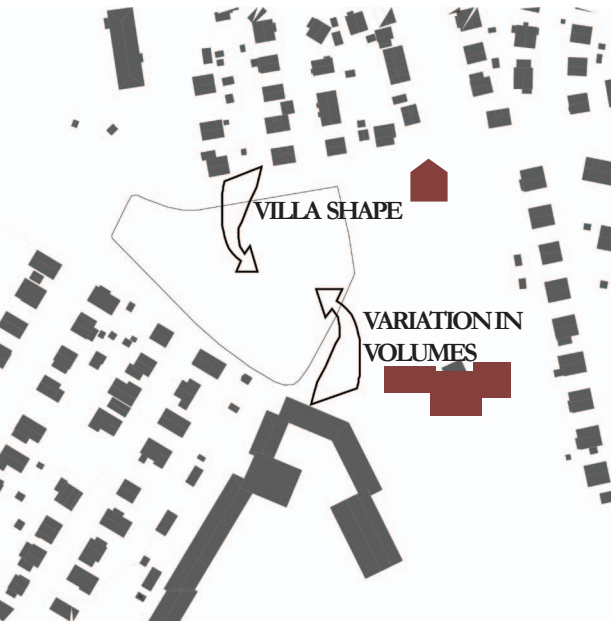
THE NEIGHBOURHOOD



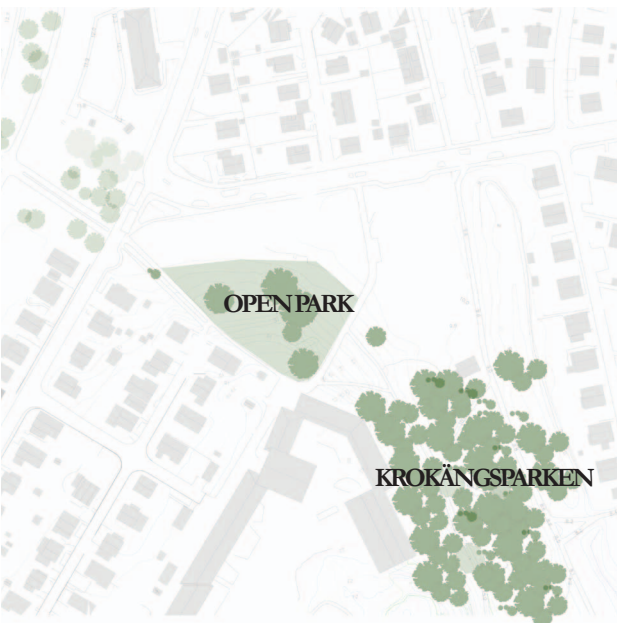
In close proximity to the site a school is located. This brings other groups to the area and gives

possibilities for collaboration between different groups.

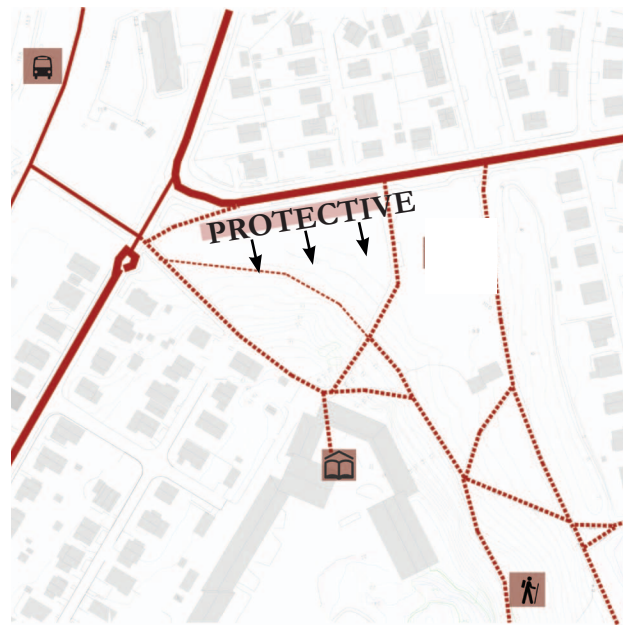
SITE ANALYSIS



The smaller scale in the surrounding and the variation in volumes are interesting and important to take into consideration.



The site is today an open park area in a slope with old oak trees that gives a lot of character to the place. It is also one of the entrances to an appreciated and often visited recreational park called Krokängsparken.



Well-trafficked road in the north of the site gives guidelines for building along the road for protection.

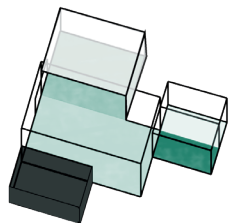
CAR ROAD
 BICYCLE ROAD
 BICYCLE & WALKING PATH
 INFORMAL SHORTCUT



Sightlines to and through the site from and to important attractions. To take into consideration to keep the feeling of an open and accessible park.

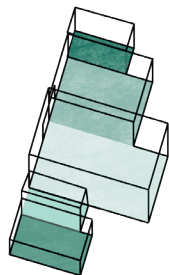
04. STRATEGIES & CONCEPT

GUIDING DESIGN STRATEGIES



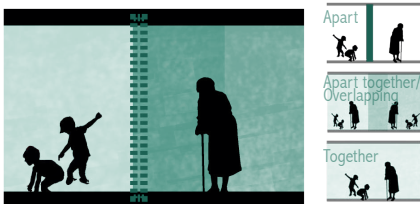
VARIATION IN SPACES AND CONTACT AREAS

The design promotes different types of activities and interactions both inside and outside.



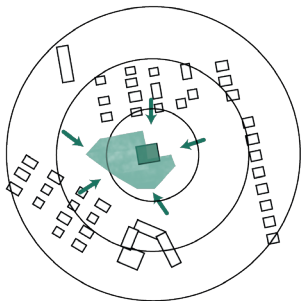
GRADIENT BETWEEN PRIVATE AND COMMON

The private parts, especially the residential parts, have a distance to the shared spaces through a gradient transition.



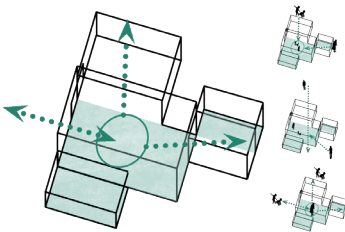
FLEXIBLE BARRIERS AND OVERLAPPING SPACES

A design that can adapt the spaces for division or meetings between the groups in different situations. Also encourages multiuse of spaces over the day.



INVITING EVERYDAY LIFE

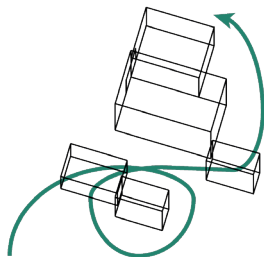
Attractive shared spaces for everyday occupants and a place that also works as a contribution to the neighbourhood.



VISIBILITY/TRANSPARENCY

Connecting rooms and activities and giving an overview and choice to participate for the everyday occupants.

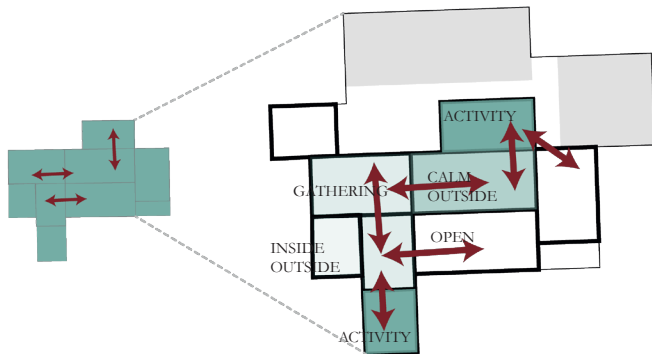
Visual connection



CONNECTING MOVEMENT

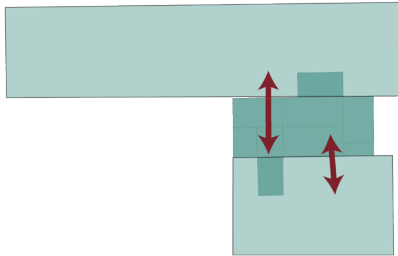
Flow that connects the different parts of the shared spaces and leads people through. Creating a social path.

CONCEPT - CONNECTING SPACES

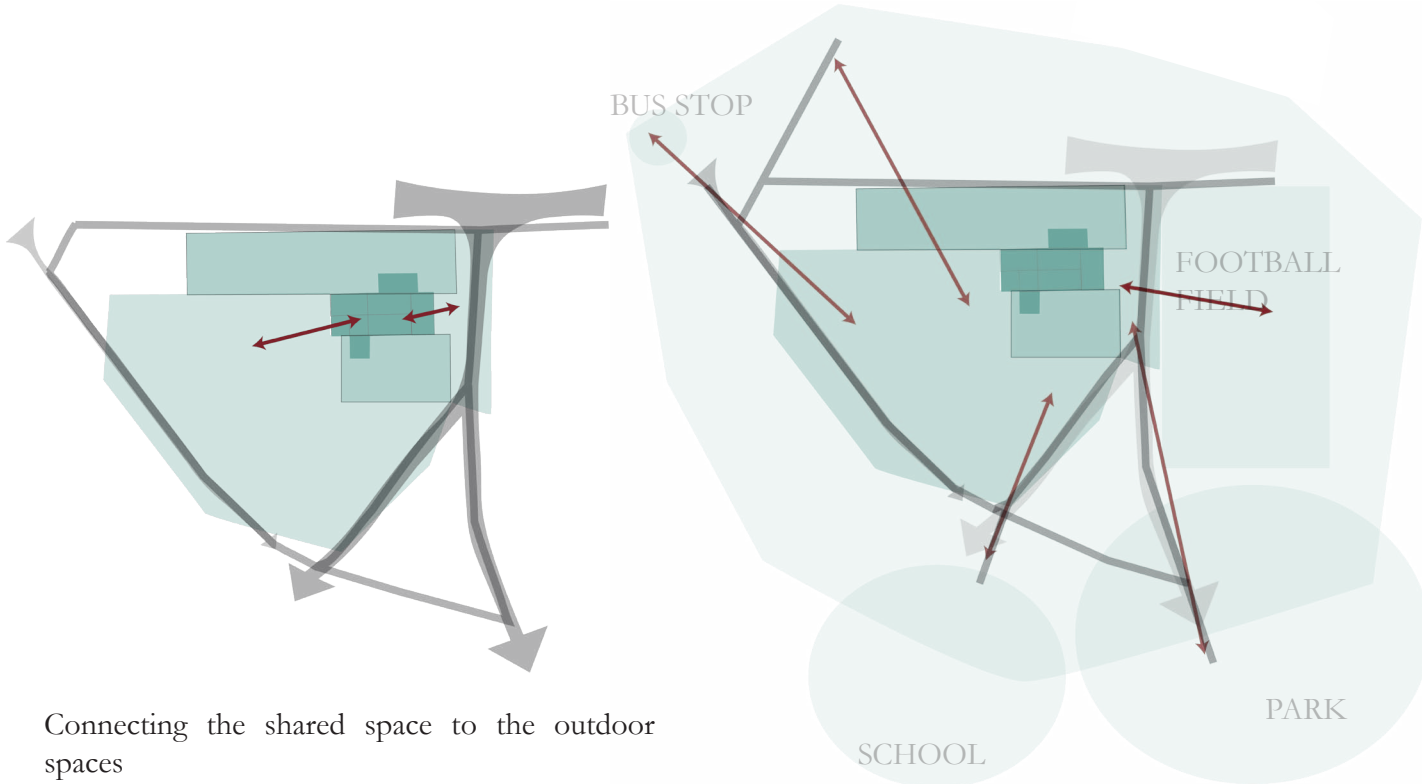


Connecting different types of spaces in the shared spaces to accommodate for different activities and needs.

Spaces connected for possibility to open up/close of between and to have an overview.



Connecting the private parts of the two institutions to the shared spaces.



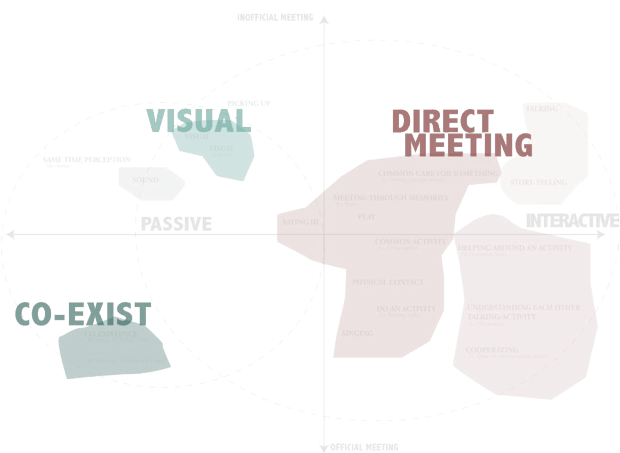
Connecting the shared space to the outdoor spaces both visually and also regarding flow.

Taking into consideration the surrounding attraction points and different generations moving past the site to tie the shared spaces to the neighbourhood.

CONCEPT - CONNECTING PEOPLE

The concept in this project is also based on especially 3 different types of interactions and meetings:

- 1. CO-EXISTENCE
- 2. VISUAL INTERACTION
- 3. DIRECT INTERACTION
 INOFFICIAL or OFFICIAL

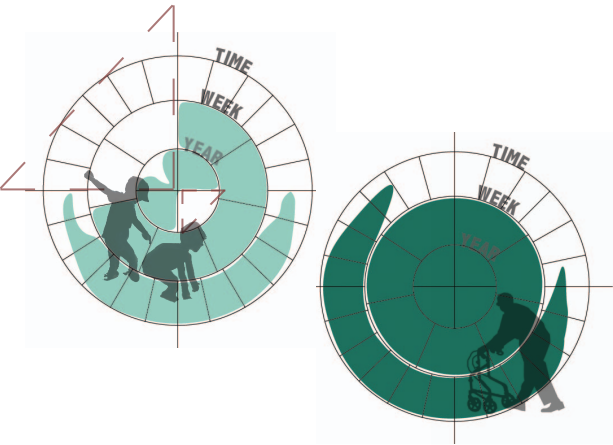


USAGE OVER TIME

The outdoor playing area in connection to the preschool that is closed for the public during regular opening hours, can be used by families visiting or living in the area during evenings, weekends and summers.

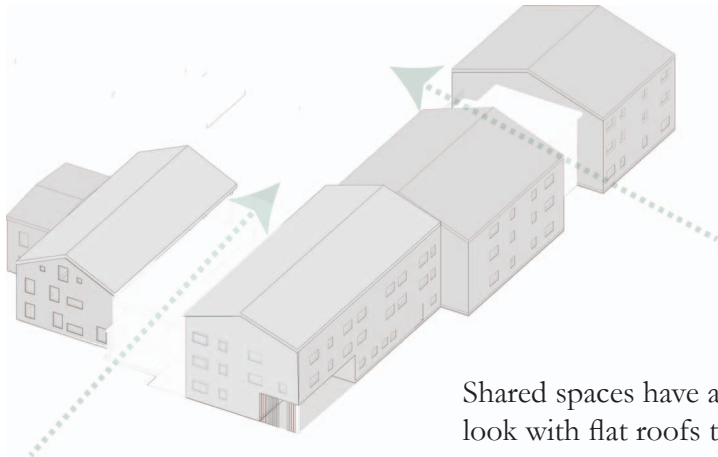
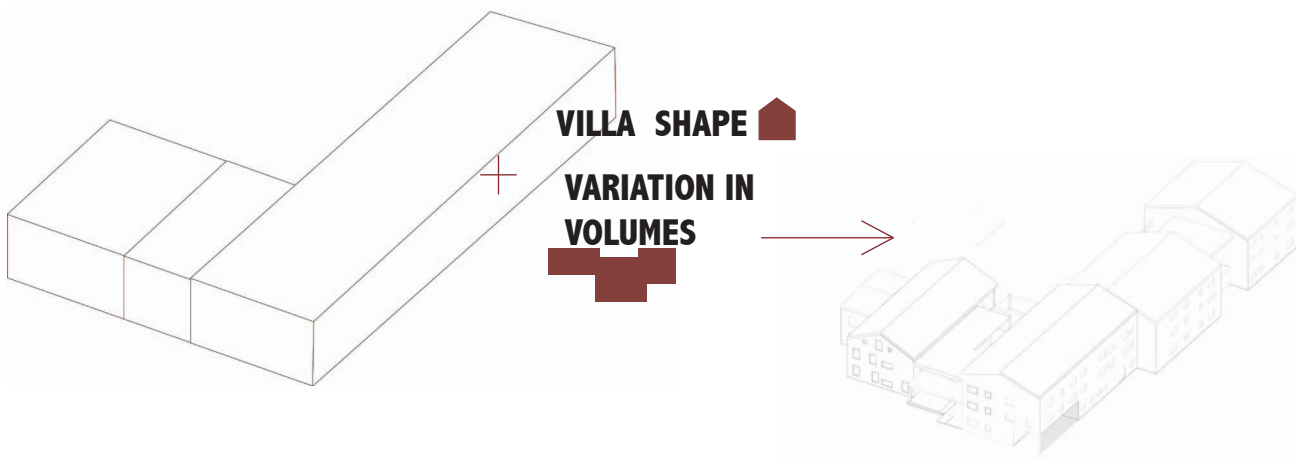
By having senior housing on the site the spaces becomes more safe and watched around the clock.

By using the dinning area as a public café and the shared spaces for other groups as well, the building could also be a contribution to the surrounding community.



05. DESIGN RESPONSE

EVOLUTION OF BUILDING

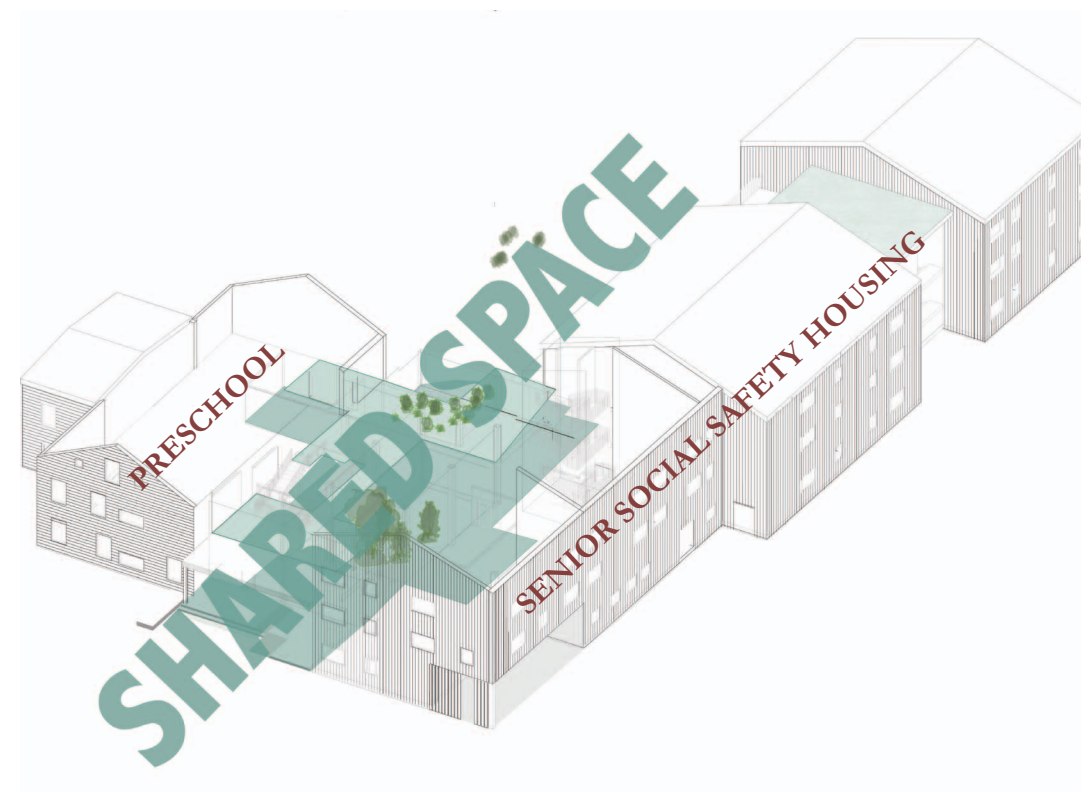


Shared spaces have a transparent and different look with flat roofs to mark the difference in space and also to keep sightlines into the park. (The same applies for the common staircase for seniors.)

A PART OF THE NEIGHBOURHOOD



A PART OF THE NEIGHBOURHOOD

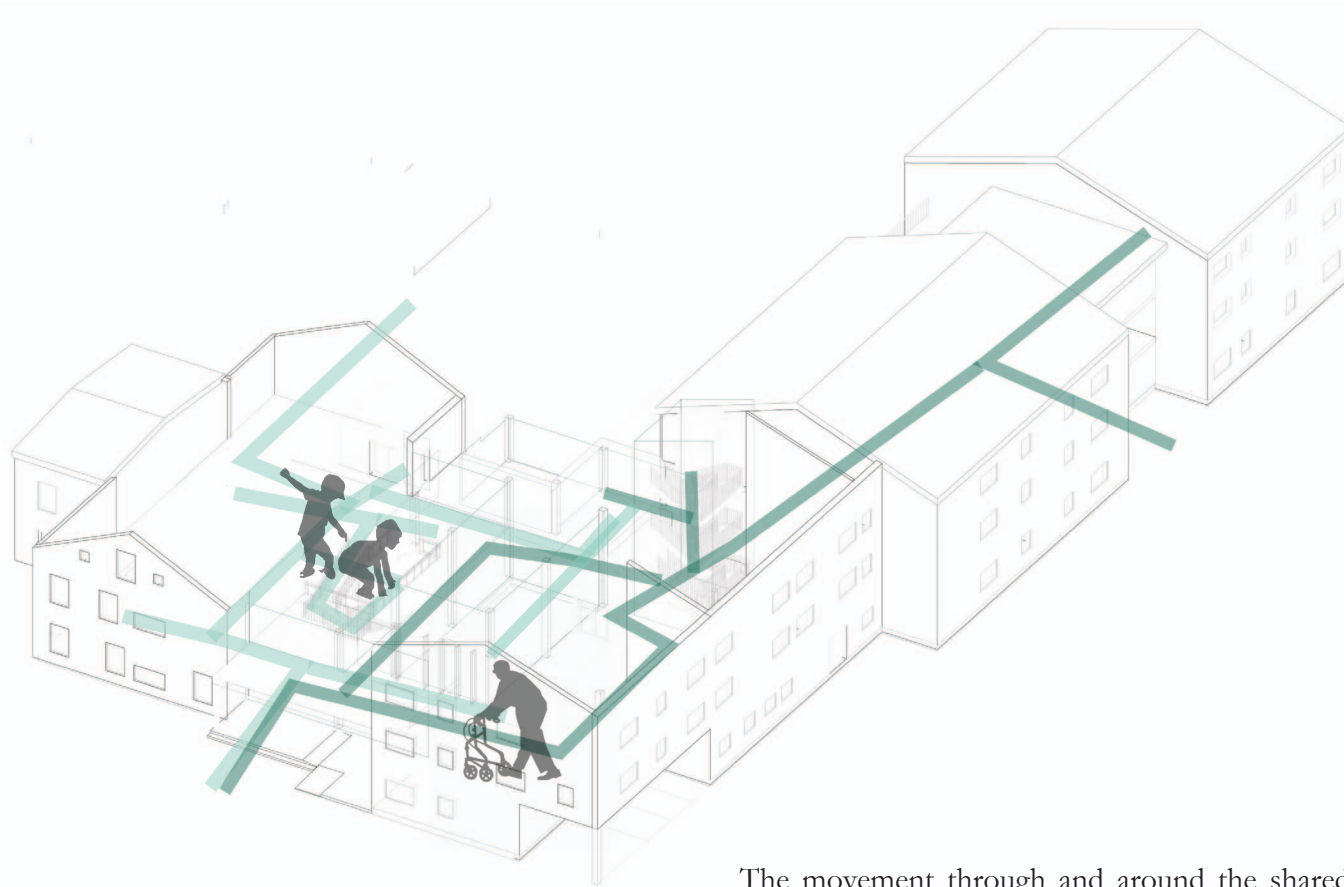


In connection to one of the main paths to the school and forest the main entrance is placed. This is an area where the seniors can sit inside or outside and look at the activities taking place at the football field, greet arriving preschoolers or neighbours passing by.

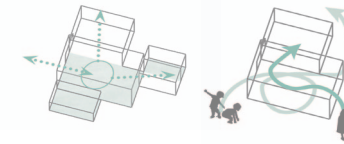
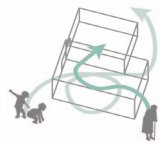
The feeling of accessibility for the neighbours in the area is also emphasised with a similar material on the pathway around the plot and by keeping the shortcut. All to give the feeling of a cohesive and accessible area.



FLOW & CROSSING PATHS



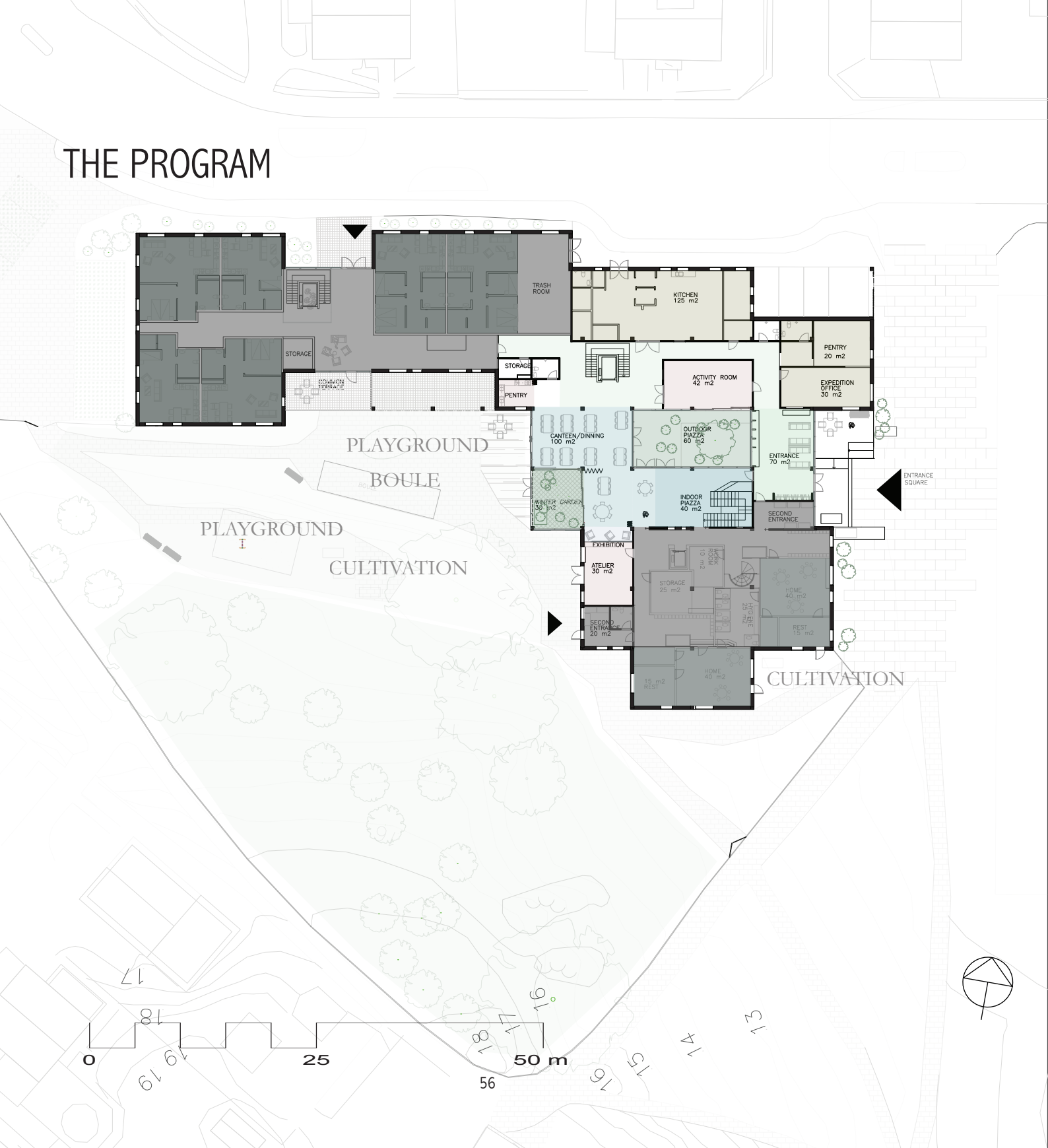
The movement through and around the shared spaces connects the two groups together. Here is a possibility to walk around inside when the weather is bad and to get a glimpse of the other groups. For times when there is a wish not to interact there is an entrance directly from the street to the senior living.



DIRECT INTERACTION

Natural meeting in entrance when preschoolers come or go with possibilities to sit down especially for the seniors. The entrance also gives an overview over the different shared spaces and ongoing activities.

THE PROGRAM



FLOOR 1
1:500

Private parts
SENIOR SOCIAL
SAFETY HOUSING

Service spaces

Open and transparent
big rooms in the core,
such as dinning area,
piazza and entrance.

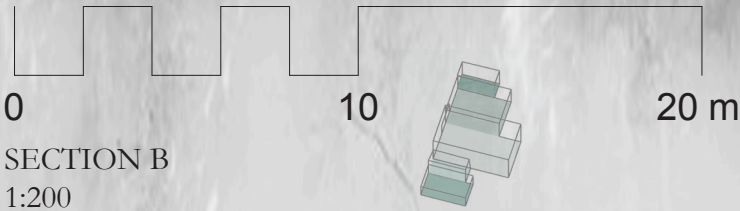
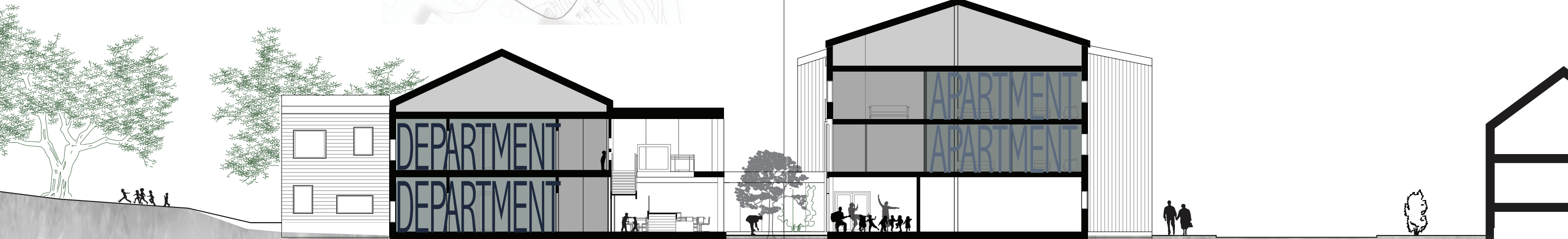
More closed spaces
for specific activities
in connection to open
core. For ex. activity
room and ateliers.

Private parts
PRESCHOOL

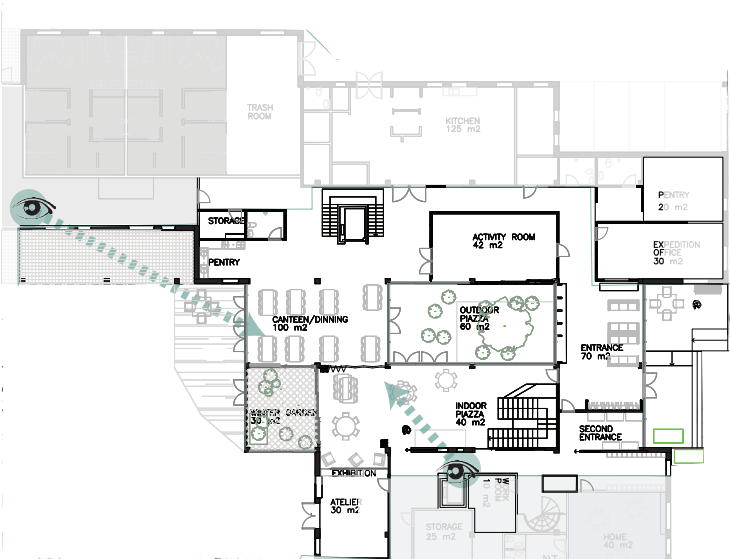
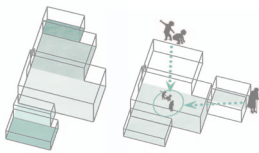


PRIVATE TO SHARED

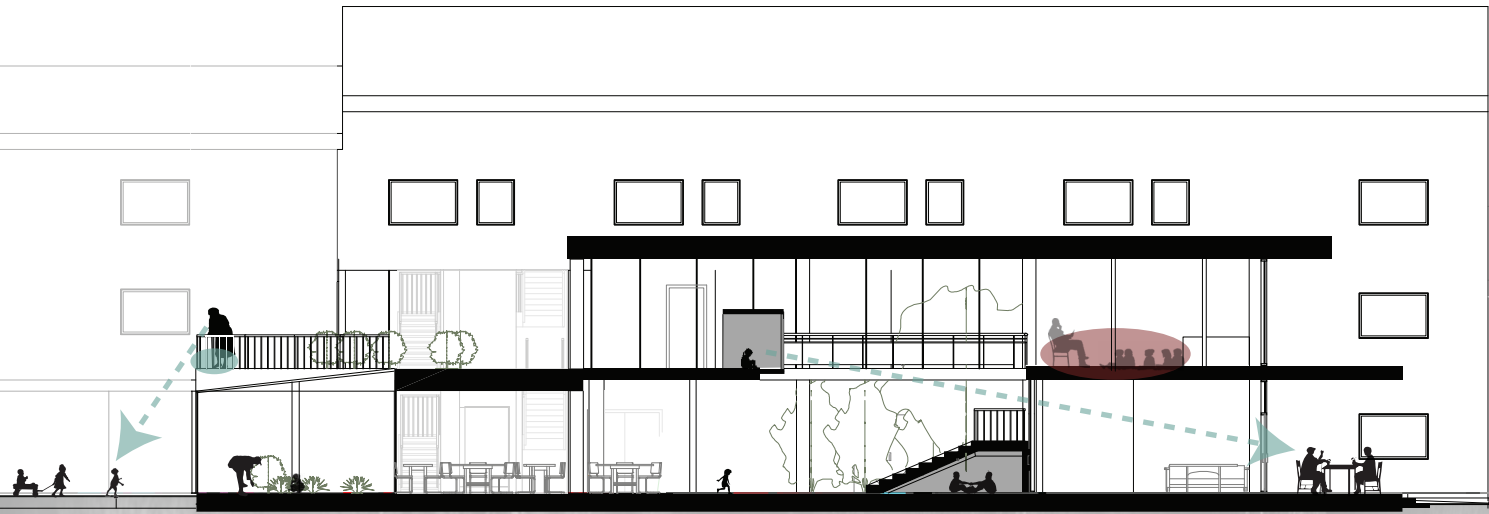
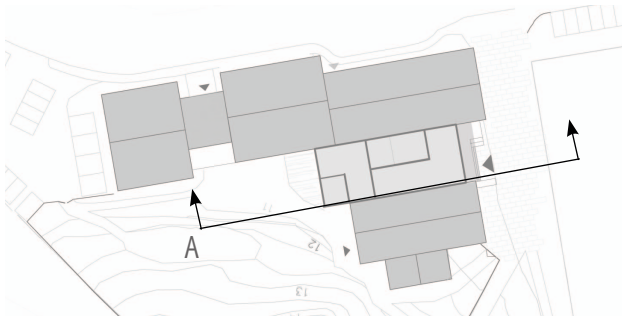
A buffer zone between the more private parts of the two institutions and the shared spaces creates a feeling of choice and variation for the users. The division also gives a more accessible feeling for the rest of the neighbourhood.



VISUAL CONNECTION
FROM PRIVATE TO SHARED
Gives possibilities to see if there are activities and people in the shared spaces.

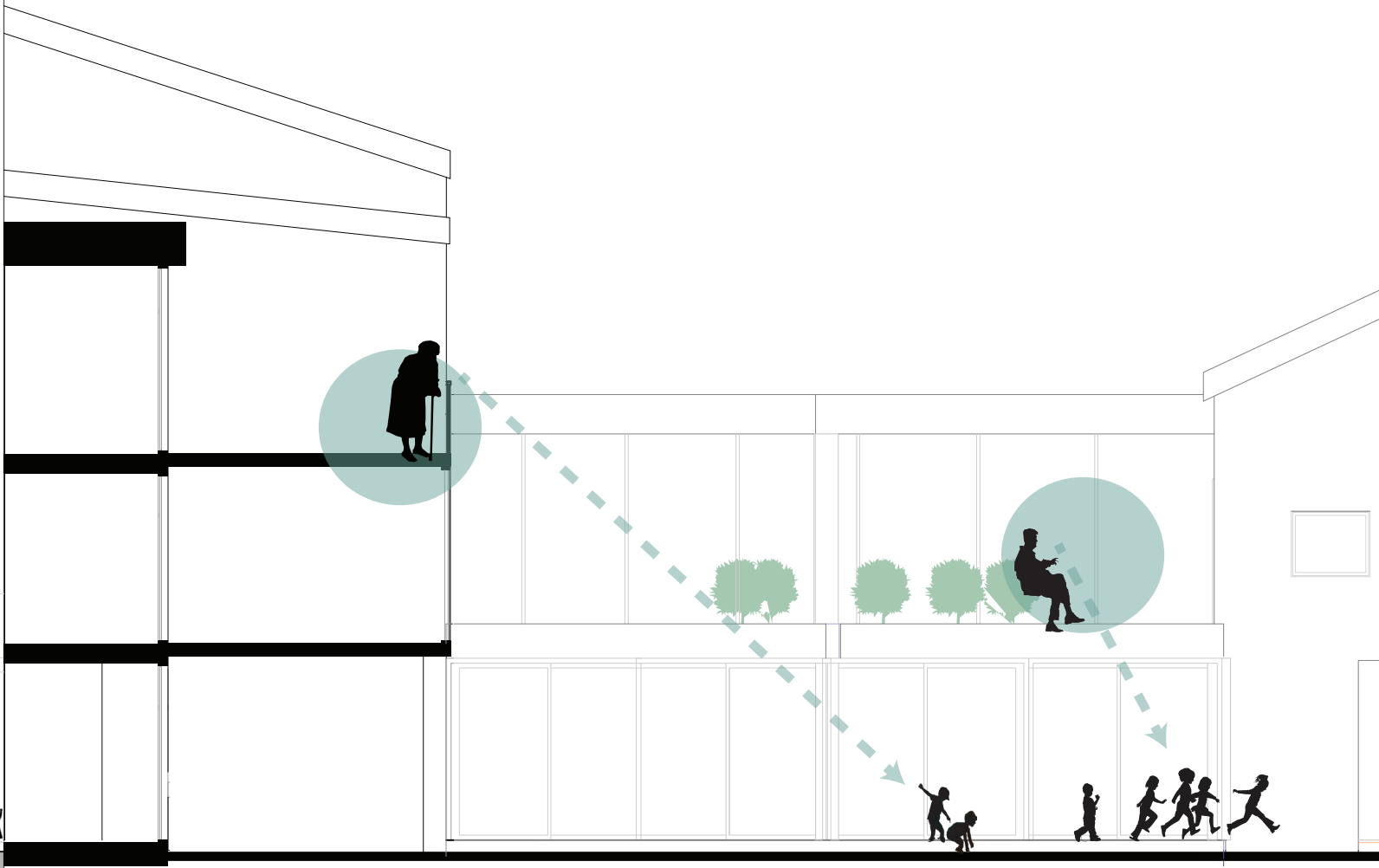


MEETING - VISUAL INTERACTION



VISUAL INTERACTION
When not wanting to participate there are possibilities for a visual interaction from a distance.

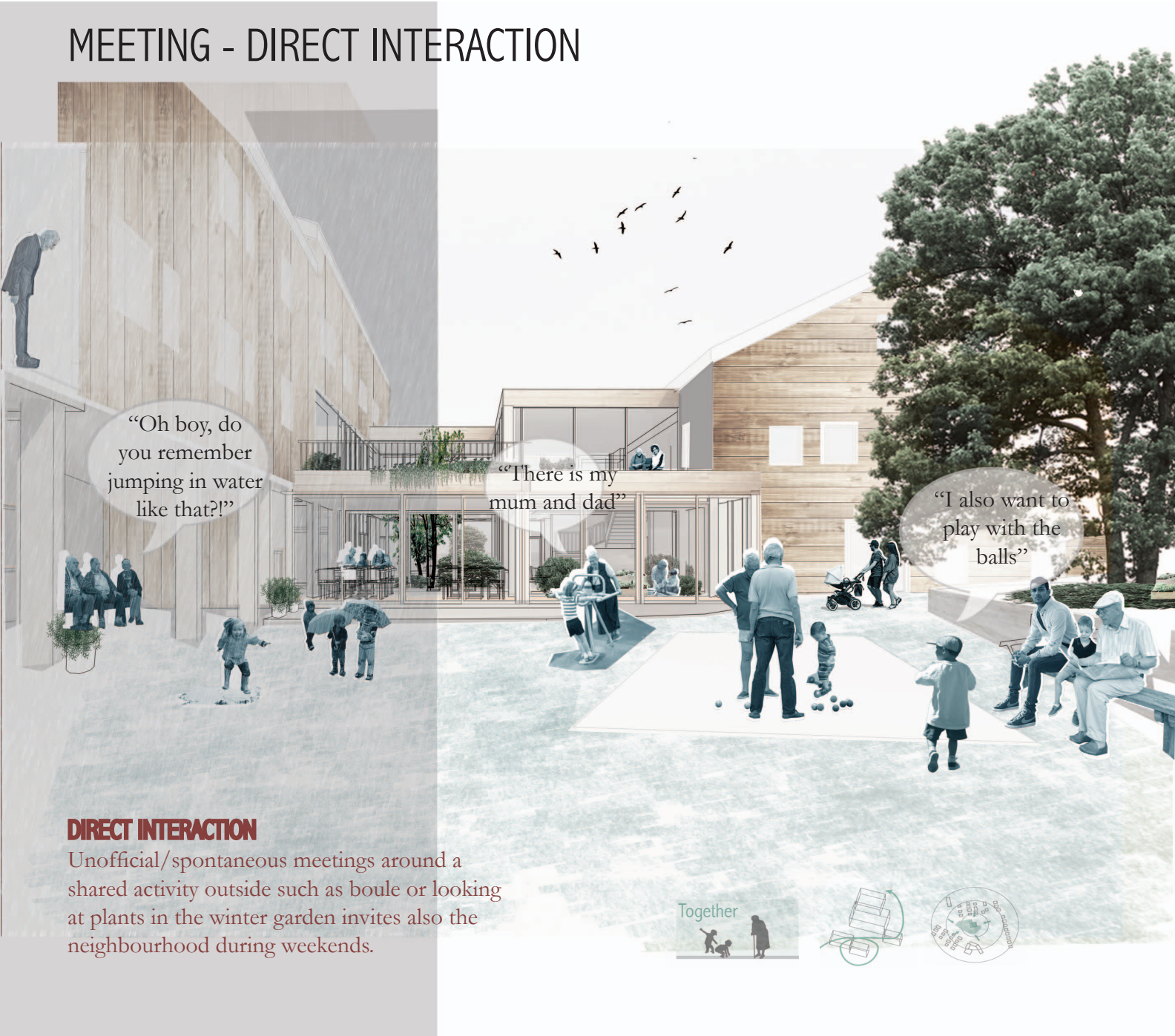
SECTION A
1:100



VISUAL INTERACTION
Not having to interact directly but rather having a visual connection gives a sense of choice and control

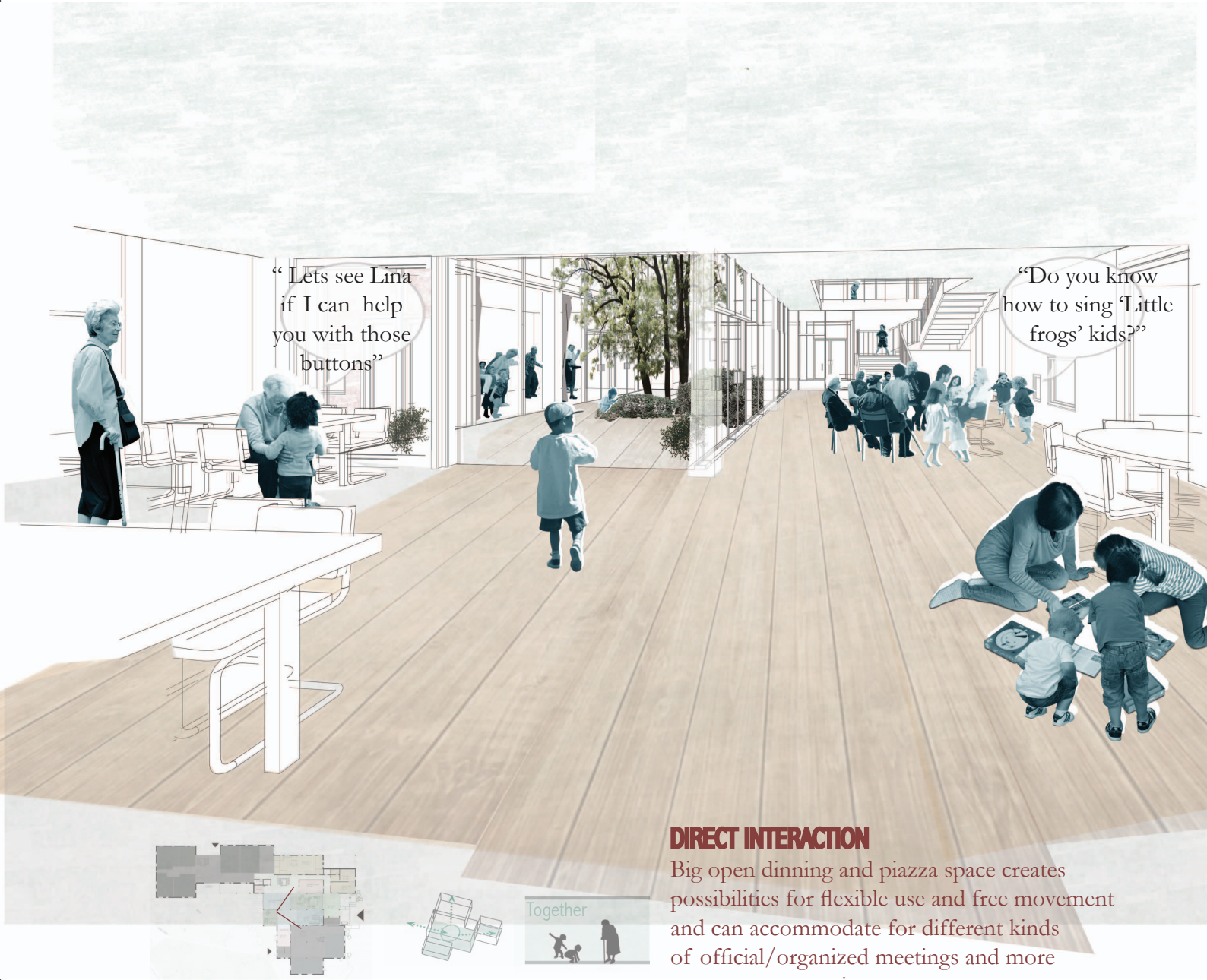
for the residents.

MEETING - DIRECT INTERACTION



DIRECT INTERACTION

Unofficial/spontaneous meetings around a shared activity outside such as boule or looking at plants in the winter garden invites also the neighbourhood during weekends.



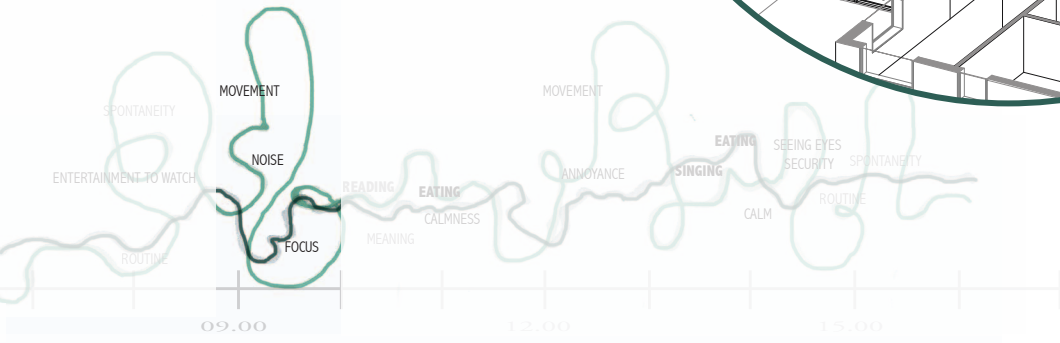
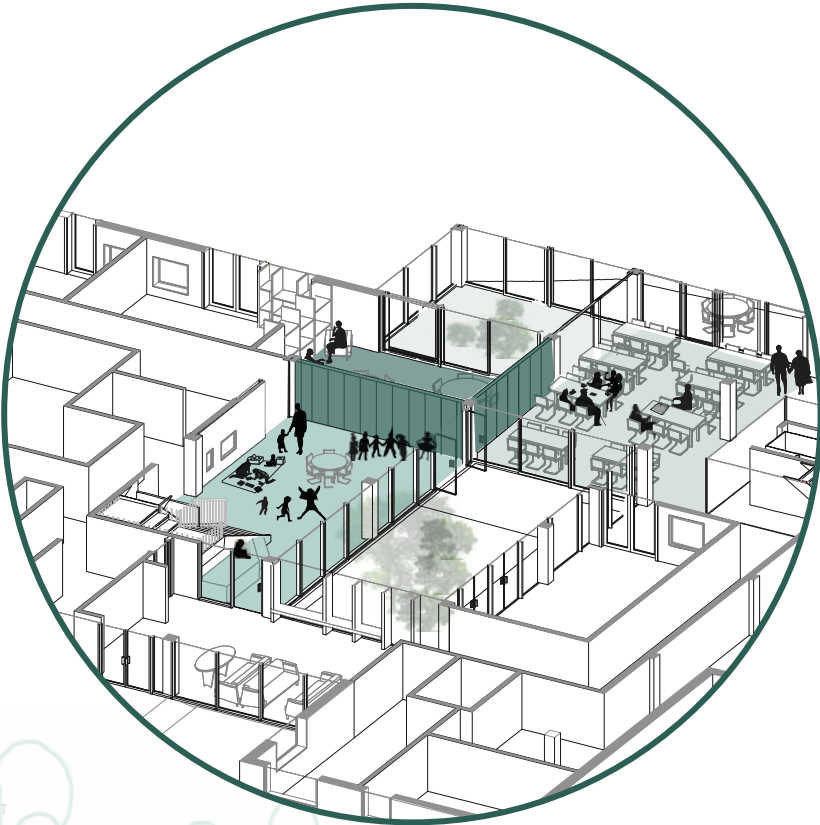
DIRECT INTERACTION

Big open dinning and piazza space creates possibilities for flexible use and free movement and can accommodate for different kinds of official/organized meetings and more spontaneous meetings.

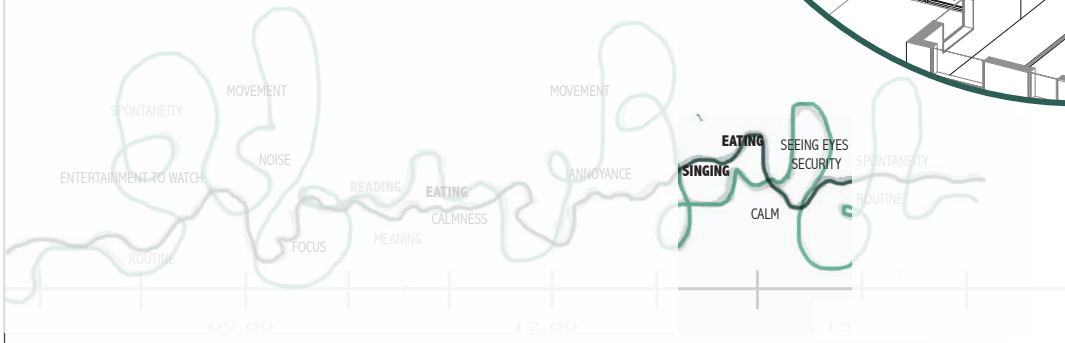
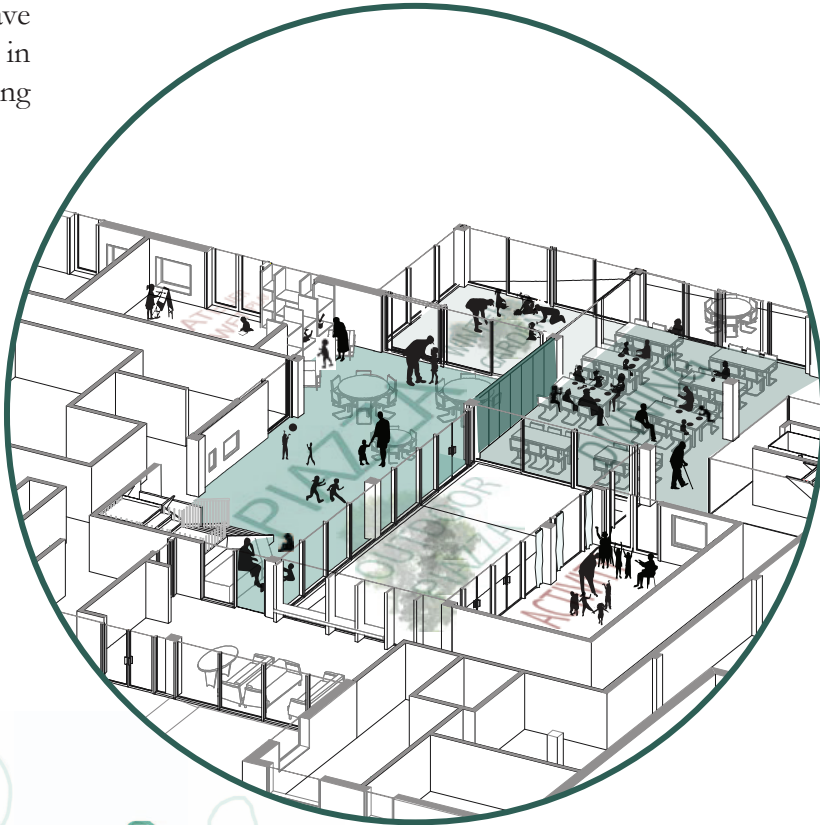
MEETING - CO-EXISTENCE AND USAGE OVER TIME

Although promoting shared spaces and interactions, the possibility to be separate is also important. Different spatial possibilities according to the specific needs of the two groups at different times.

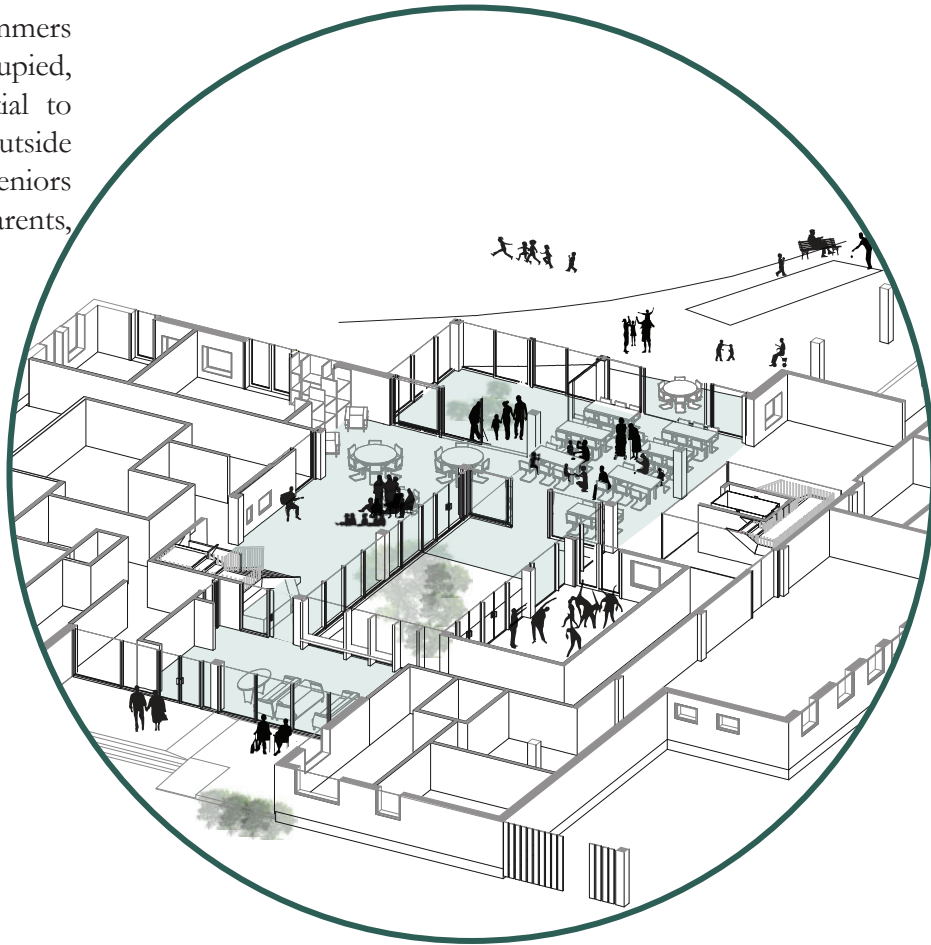
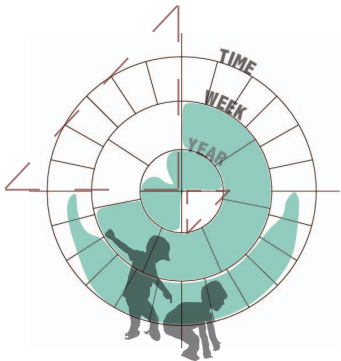
During the morning when the children are full of energy and the seniors gather to play bridge the flexible walls in the open core can keep the groups apart and create a buffer zone.



During the afternoon the groups have different activities going on together in smaller groups such as eating, talking and singing and dancing.

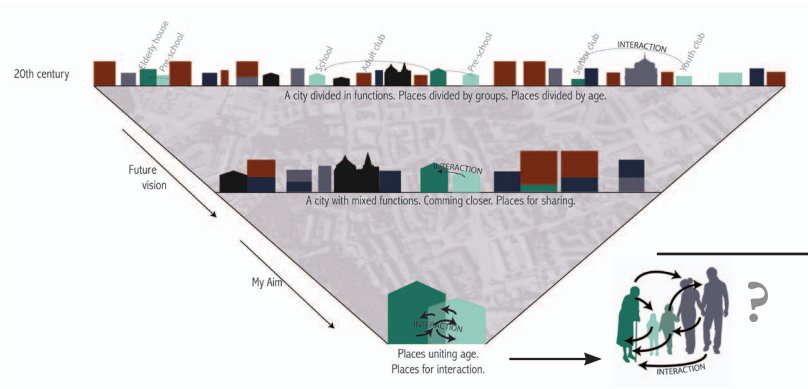


During the weekends and the summers when the preschool is not occupied, the shared spaces have potential to open up both inside and to the outside for common activities between seniors and neighbours such as parents, children and friends.



06. REFLECTIONS

GENERAL REFLECTIONS



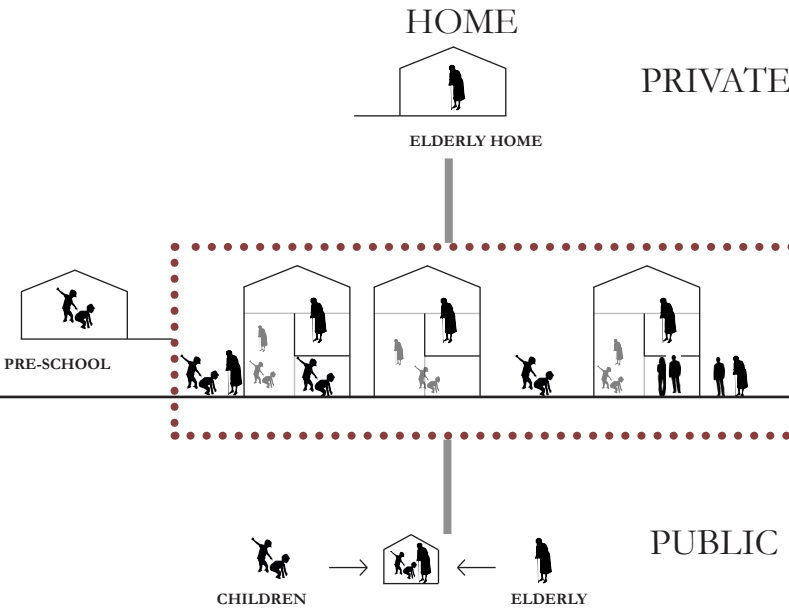
HIGHER QUALITY?
How do we merge groups and space without losing quality?

PUBLIC/COMMON

Sharing space demands a lot from the different groups and people. Questions about OWNERSHIP and FEELING OF ACCESSIBILITY are crucial to consider when merging different groups together in the same facility. It is of importance that both groups feel that they can choose to go to the shared space and that they have the same right to the space.

PRIVATE/SHARED

Shared space as a catalyst for interaction or will it work in the opposite way and create more problems? Where is the limit for sharing space?



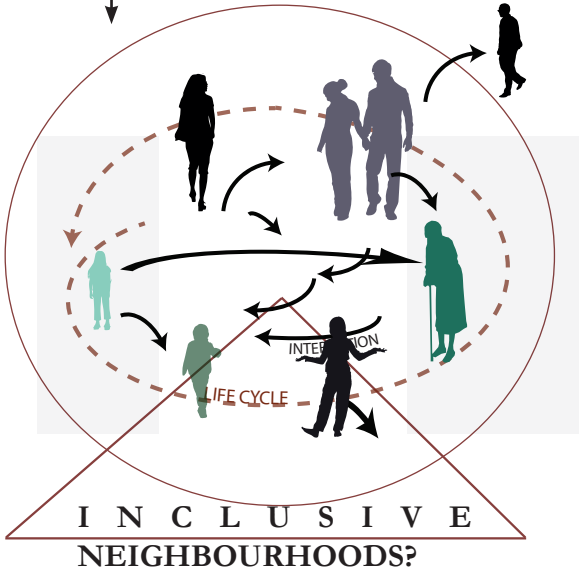
BUILDING A COMMUNITY

By working with an everyday environment the accessibility for the different groups might get easier.

Typologies from other countries are interesting to look at and develop to a future model.

NETWORKS - BRINGING PEOPLE TOGETHER

Children can work as a connector between different age groups in the area starting from the interaction between children and seniors that reaches out to family, friends and relatives. With a collective place to meet and by knowing your neighbours we can get a more inclusive neighbourhood.



CONCLUSION / DISCUSSION

“How can we design a place where interaction, cooperation and sharing of resources between generations are encouraged/strengthened in the everyday life?”

There are various models of how to integrate different age groups under the same roof across the world and there are many benefits from an intergenerational interaction. The studies of the present models in Gothenburg showed that the location of different age groups in the same facility was seen as an opportunity by many of the preschool teachers and staff, although today the meetings don't take place as often as many would have liked. The distance (both physical and organisational) or spatial configuration was seen as some of the reasons for this lack of interaction.

Sharing spaces can have many benefits, but it can also be problematic. For a successful sharing, there are many perspectives to understand. To share space you have to consider the main users, the staff in this case, the management and economics etc. A tricky part is also to understand how the shared spaces will be used, which is depending on the relation that the groups have to the building and site. If it is for ex. a home will there be an equal feeling of accessibility to the

shared spaces for both groups or is there a risk that the residents feel ownership? How do we make the spaces attractive to use by everyone? To answer these questions it was of great importance to understand the daily routines and activities of the groups. It was also important to provide the choice if to participate or not, working with transparency and visual connections. By working with diversity in spaces and activities both in- and outdoors the interaction can become more dynamic. Important to locate the staff close to each other to create cooperation in organised common activities as well as provide more natural settings for spontaneous activities.

By combining everyday places, as the preschool and a home, it creates an interesting alternative to the otherwise closed institutions or the more anonymous community houses. Having activities and people there during the whole day creates a secure and lively atmosphere that can open up and feel inviting for the whole neighbourhood. The continuity in meetings between the focus groups also gives a better base for creating relationships between the generations that can extend into relationships with parents, families, neighbours and as a result bridge some of the generational gaps.

REFLECTION

When starting this thesis I didn't have so much knowledge about the two focus groups and their facilities, I dedicated a lot of time to research, talks with relevant people, understanding and getting a grip of the groups and their needs. (A future reminder is that all the administrative parts take up A LOT of time.) This left less time to for the design, which I would have liked to develop further. With some more time it would also have been fruitful and interesting to involve the actual groups/users more in the process.

The idea of designing shared spaces in the future can some times seem fantastic and almost utopian. But we should not forget that it can be very difficult in reality to design and therefore I found that it was important to try to understand the users, to make the design and idea more realistic.

With this thesis and new typology I hope to show people that there are a lot of great potentials and benefits in questioning how we can combine, integrate and make use of each other in the future, through architecture.

Some interesting questions to explore further on could be:

- What other groups could be taken into consideration through looking further into the surrounding neighbourhoods interaction with the building and the outdoor spaces?
- How could a look deeper into all the practical parts and difficulties of sharing space and how much you can share between different groups result in bigger resource efficiency?

NEXT STEPS:

WHAT OTHER GROUPS ARE INTERESTING TO TAKE INTO CONSIDERATION IN A GENERATIONAL MERGE?

WHAT CAN WE SHARE BETWEEN DIFFERENT GROUPS TO GAIN MORE RESOURCE EFFICIENCY? (ACTIVITIES, EQUIPMENT, MANAGEMENT, TIME ETC.)

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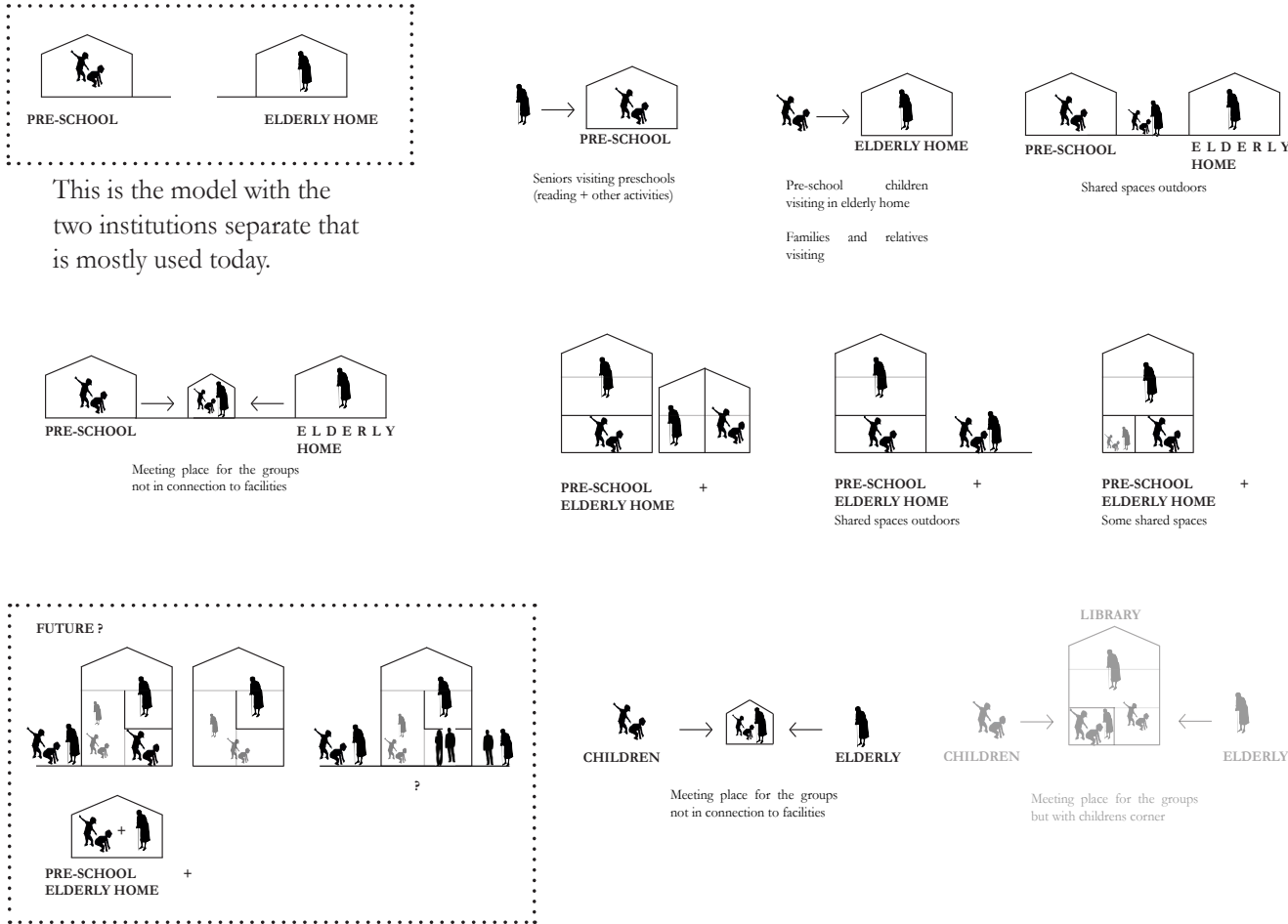
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- 5 Ibid.
- 6 *Generationsmöten, Guldhedsskolan ska blomma*, [Folder] Göteborgs stad.
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08. APPENDIX

DIFFERENT MODELS OF MEETINGS BETWEEN PRESCHOOL CHILDREN AND SENIORS TODAY IN GOTHENBURG



STUDY VISIT - Landala Hus elderly care home + Kapellgången preschool

Type of living: Somatik care, care for dementia

Departments: 7

Facilities in building: Residential, student housing, elderly home, preschool, home for disabled, foot clinic.

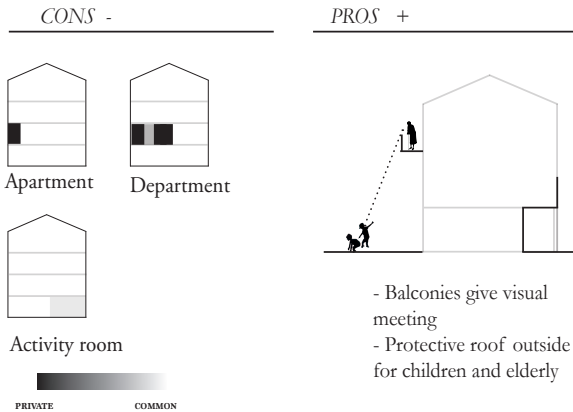
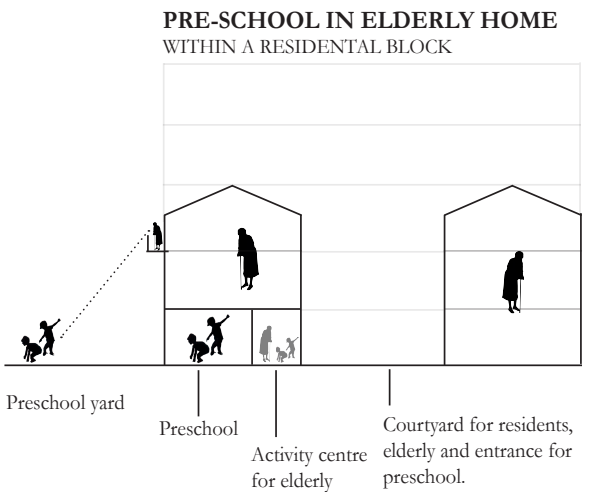
Preschool: 5 departments

Shared space: Entrance yard

The building was originally not built as either a elderly home or a preschool. After the building became a elderly home vacant spaces was filled out with a preschool. Today there is a door that separates the preschool from the elderly home.

The division between the yard for the elderly and the yard for the preschool creates less natural meetings between the groups then before when they used to meet around activities such as boule in the courtyard. There is still some interaction when preschoolers arrive and seniors are outside in the courtyard.

The activity centre is where the intergenerational activities are taking place and is optional for everyone living at the elderly home to visit.



STUDY VISIT - Malmstensgatans preschool

Department: 3

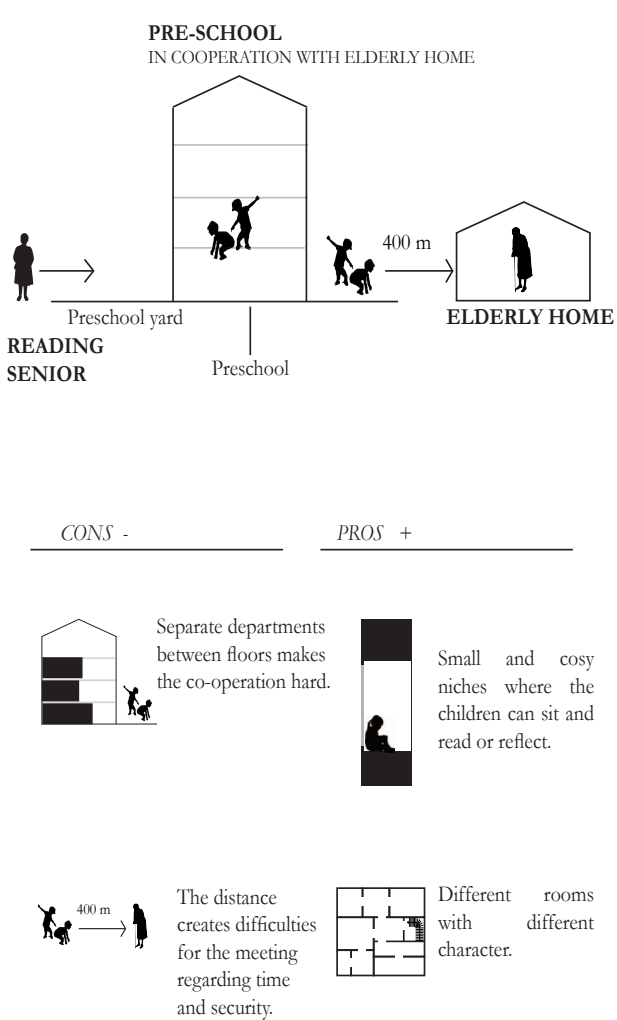
Amount of children: 60 (20/department)

The intergenerational interaction in this pre-school is both a senior coming and reading once a week and some of the children going to a close by elderly care home to sing and play with the elderly.
A reason for doing this is to give the children a possibility to get to know someone different.

The distance between the elderly home and the pre-school does make it harder to find time when it is more of a project to go there. The result is that the children and elderly see each other once a week, at the most. It is hard to get to know each other from just seeing 1/week is a conclusion from the teachers.
The meetings were also cancelled sometimes because of sickness among the children and sensitivity among the old.

In the pre-school small and calm spaces are very appreciated as well as the big diversity in spaces.

“The perception of age is very shifting for children, meeting an older person is also about just getting to know a person that is very different and have different experiences.”



STUDY VISIT - Neuberghska/bambergerska + Noaks ark preschool

- Type of living: Somatik care, care for dementia

Apartments: 58

Facilities Elderly home, senior safety in building: housing, preschool, school.

Shared space: Sports hall

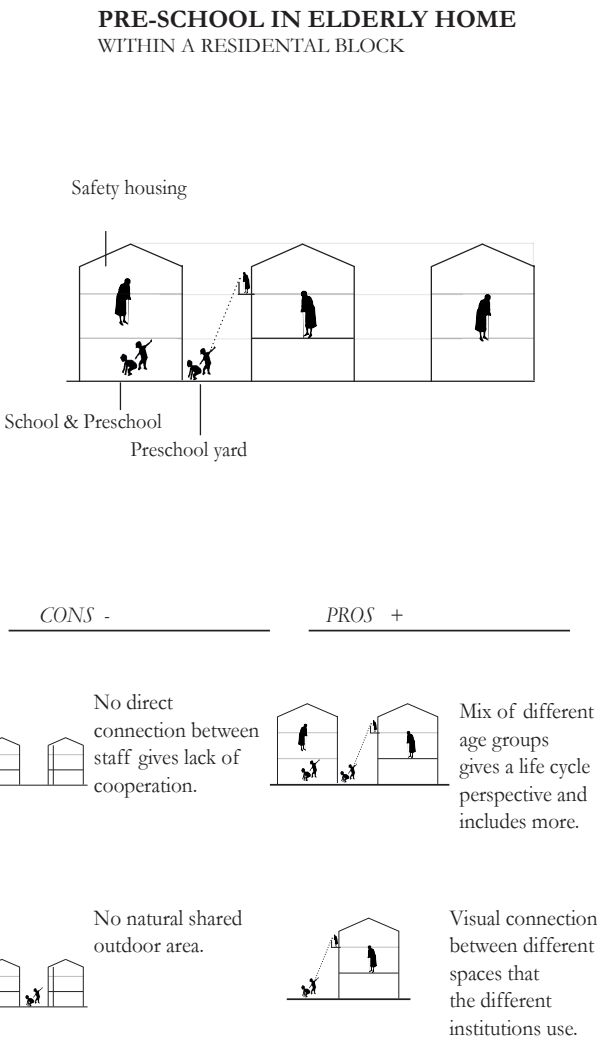
The idea in the design of the facility is to incorporate many stages of the life cycle. “From cradle to grave”. Though, the lack of natural meeting places and opportunities for staff to meet makes the intergenerational interaction quite sparse.

“Once when one of the elderly ladies was out walking a child at the pre-school became confused and asked me: ‘Why is she crumpling her back like that when she walks?’ I replied to this question with ‘Do you think she wants to do that?’. The child thought for a while and then concluded that ‘Most likely she doesn’t want to do it but she has no choice’. To get the children understanding people in different situations like this is very important for the ”

Amos, Head of department Noaks Ark

“It is so nice to wake up every morning to the sound of children playing. It brings life to this place that is otherwise quite dead”.

Leopold, 90 years



CASE STUDY - MEHRGENERATIONENHAUS

In Germany these multi-generational meeting centres transfer the principles of the extended family into modern society. It is a drop-in place where all can meet and hopefully flourish and learn from each other. The first was built in 2006 and there is now around 450 mehrgenerationenhäuser in Germany, built as an action plan facing the future demographic changes.

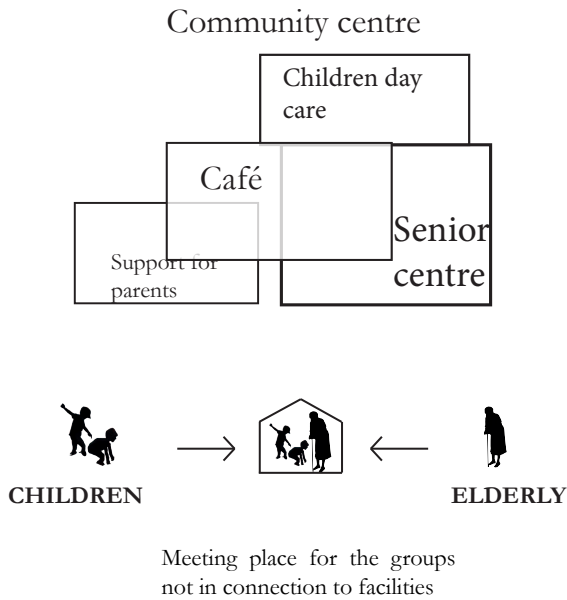
Different houses host youth groups, childcare services, day care for older people, advice centres and support for different groups such as young parents. The different centres have different services depending on what the needs are in the specific location.

Social pedagogy is what makes the multigenerational houses work.

Volunteer to read books

Rent-a-granny-service

Local cultivation of social networks and neighbourhoods.



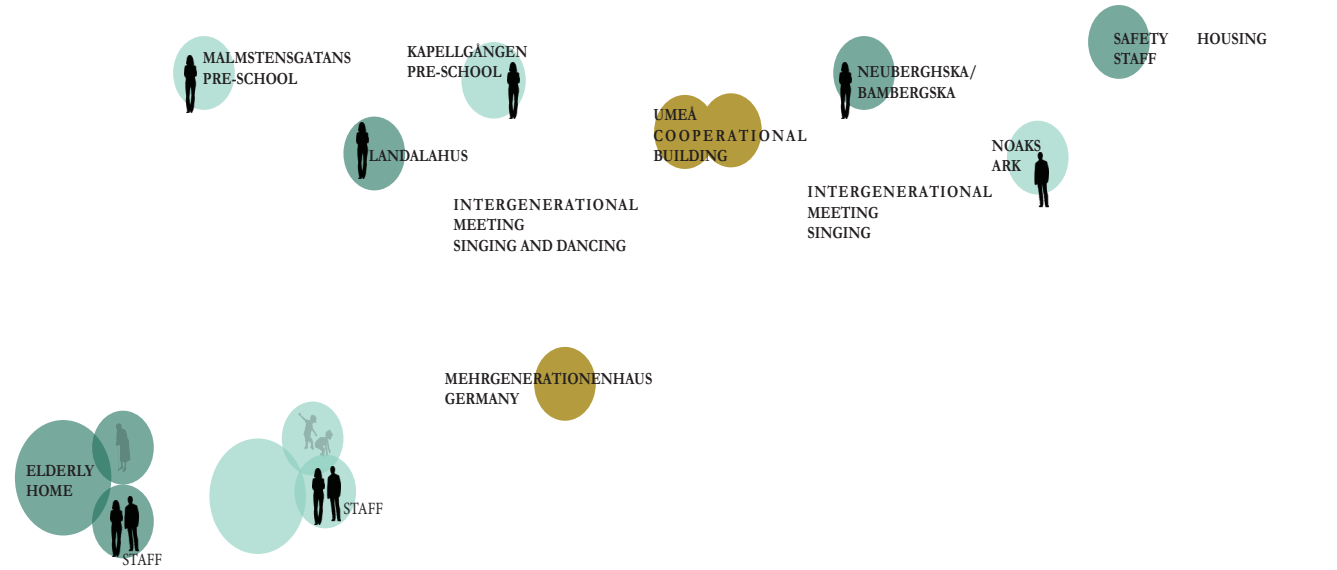
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CONTACTS AND CASE STUDIES DURING THE PROCESS

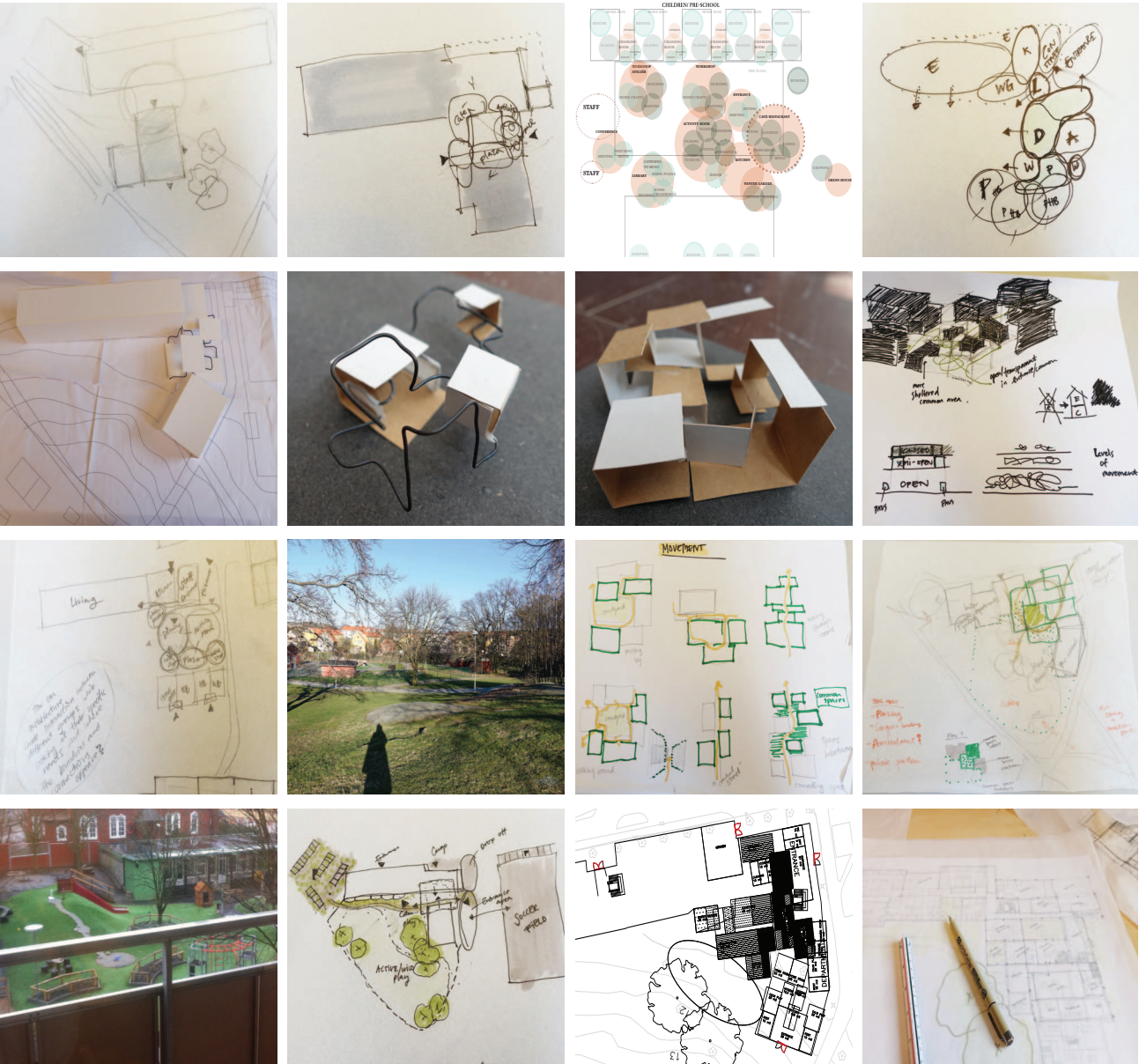
INTERVIEWS/MEETINGS/TALKS



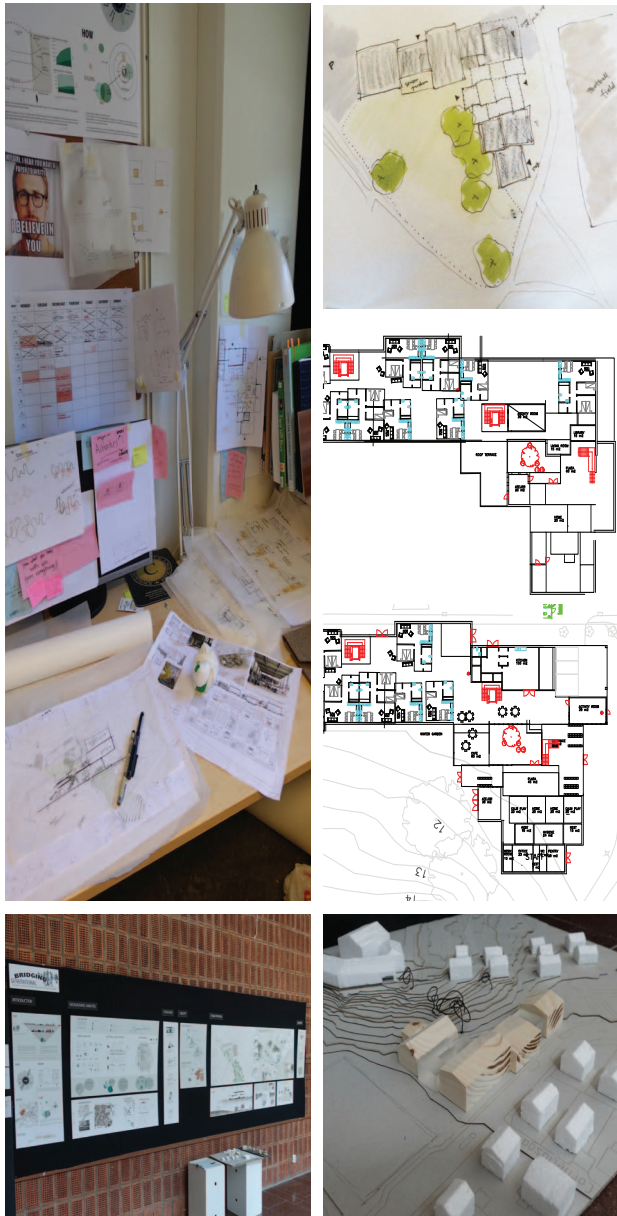
STUDY VISITS/CASE STUDY



PROCESS - SKETCHES



PROCESS - SKETCHES



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