

CHILDIFYING

A child-centered socio-spatial integration approach



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ABSTRACT

In the last decades, socio-spatial fragmentation has become a growing problem in the urban environment. This thesis aims to offer knowledge on how a child-centered spatial approach, termed Childifying, can help overcome socio-spatial fragmentation. Childifying is formulated by making a strategy and site-specific design for urban open space transformation in the neighborhood of Southern Friedrichstadt in Berlin. The term Childifying means to make the urban environment more child friendly and less fragmented. Methods used for building knowledge and developing the approach were literature study and site reading. The landscape research method traveling transect was the methodological framework for the site reading and included on site interviews, on site exploration and literature and archive studies. Planning and policy scenarios promoting safer mobility, play, exercise and outdoor education are recommended. The site-specific design scenarios propose connecting the neighborhood schools to inside and outside areas of opportunities that can be temporary classrooms for the children. There, children from different schools meet and get to know each other, making the schools and the community more connected. Scenarios also propose safer routes for children by making car-free and shared streets, implementing a children's boulevard and a web of play and exercise stations. Different types of child-centered events for the neighborhood are also proposed. To Childify Southern Friedrichstadt is a transferable planning and design approach that can be adapted to other urban sites dealing with socio-spatial fragmentation.

*childifying means making urban environment more child friendly in the same way as densifying means more dense. And through that less socio-spatial fragmented.

Dedication

I would like to dedicate my thesis to all the children of the world.

Especially my daughters,

Emilía Katrín, Stefanía Eygló and Snæfríður Alda

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INTRO

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INTRODUCTION



INTRODUCTION

SOCIO-SPATIAL FRAGMENTATION

Cities can offer significant socio-economic opportunities and connections between people but are at the same time facing many major challenges that future planning and policies need to address. Among these are socio-spatial challenges like social and spatial inequalities and fragmentation that are increasing in today's societies (UNCHSUD, 2017, p.54; UNEASC, 2014, p.4).

Socio-spatial fragmentation or urban fragmentation is used to describe the phenomenon of increasingly differentiated social and spatial polarisation within cities. This increasing process of fragmentation is complicated to grasp or to calculate its full effects (Deffner & Hoernig, 2011, p.1).

In 2007, for the first time in history, more people lived in urban settings than rural ones. Since 1950, when only 30% of the population lived in urban settings, the urban population has grown rapidly with an annual average increase of 0.92%. In 2018, 55% of the global population had become urban, and it is estimated that in 2050, 68% of the earth's population will be urban (UNDESA, 2019, p.9). With the urban population growing bigger, urban challenges also grow bigger.

Climate change is knocking on our door with its added frequency, intensity, and variability of extreme weather events and aggravated natural hazards. This puts even more pressure on the existing challenges that cities face (Krelenberg et al., 2017, p.413). Those who are the most vulnerable and the most exposed to natural hazards due to climate change in urban areas will be the same as those most vulnerable and affected by the urban socio-spatial challenges: the poor and the disadvantaged. (Islam & Winkel, 2017, p. 15).

At the beginning of the 20th century, a dramatic shift occurred in the architecture profession and cities development in general. This shift is called the modern movement and was led by architects like Le Corbusier and Walter Gropius (Pennsylvania Historical & Museum Commission, 2015). According to Janches, the Modernists generally had a negative view of the 19th-century city. Overcome by the effects of industrialization and the devastation caused by World War II, the modernist did not think there was much from the inherited city that needed saving. They strived for rational, functional, airy modern cities with clean air and where the human is a fixed and measurable datum. Everything pre-existing should be not only ignored but even eliminated (2012, pp. 44-45).

However, the focus shifted toward efficiency as a central value, states Janches, defining the cities and their public spaces by physical features and abstract values. Diversity and complexity that the urban life demands, therefore, landed in the shadow of sectoral policies and profits. Together with globalization and capitalism, this has led to an urban development model that promotes large-scale profit-driven housing projects and homogenous reproduced neighborhoods lacking all cultural and historical reference. These places are often much more socially homogeneous than the traditional cities, generating fragmented urban societies of different social groups (2012, p. 45).

The current urban development model is, therefore, a commercialized product based on market forces, business, competition, land commodification, specialization, and attractiveness. This model is at the origin of cities' exclusion and social fragmentation together with local policies that have attempted to attract new investment through a 'competitive city' approach (Janches, 2012, p. 46; UNCHSUD, 2017, p. 54; UNEASC, 2014, p.4). This current model has deprived the poor urban population in many cities of fair employment or social development and is getting worse (Janches, 2012).

In the last decades, the socio-spatial change in cities has mainly been going in the direction of separation, specialization, and fragmentation of land use and functions. This can be seen in income inequality and labor market polarization, which is reflected in spatial differences between wealthier and poorer areas of cities (UNEASC, 2014, p. 4). These conditions result in socio-spatial fragmentation with the suburban and up-marked gentrified areas, gated

communities, and privatized public space of the wealthier on the one hand and then the ghettos, tenement zones, marginalization, and ethnic enclaves of the poor on the other. While selected areas of cities are on the rise, built for luxury retail, entertainment, high technology production, and service, other parts are in decline with failing industries, sweatshops, and informal businesses. This has taken place both in the cities of the developing and the developed world. Growing ethnic minority groups and international mass migration in cities have also added to the socio-spatial fragmentation (UNEASC, 2014, pp. 4-6).

These unequal conditions are increasingly hitting some social groups harder than others. Among these are women, youth, children, and other marginalized groups like the poor, sick, and elderly, stigmatized ethnic groups, and people with disabilities (UNEASC, 2014, p4).

According to the United Nations Economic and Social Council, the fear of crime is another reason for increased socio-spatial fragmentation. This causes the upper- and middle-income residents of cities to segregate themselves into gated communities and other high-security household complexes. Increasing the fear even more is the fact that criminals and mafias find cities and slums often a convenient location for their operations. Gated communities have in the last decades multiplied in major metropolitan areas (UNEASC, 2014, p. 5), which in some cities (for example, in Latin America) is accompanied by a decline of public spaces (Coy, 2006, p. 131).

The fragmented city, therefore, means the disappearance of public social space, and with that, the potential of public space is being

forgotten (Janches, 2012, p. 45). Public spaces where people can integrate, talk, bond, argue, laugh, raise their opinions, and meet people from different social groups are rapidly decreasing in number and size in many cities. Streets have become no more than transit areas to get from point A to point B. This development leads to physical and symbolic barriers between neighborhoods, adding to the creation of cities of islands (Bauman, 1999, p. 31). The disappearance of public social space adds as well to the urban fragmentation and social polarization. Specific socio-spatial changes stand out as standard features of modern cities. These include spread out highway networks connecting distant areas and failing to create intermediate spaces while splitting the cities into different urban fragments (Janches, 2012, p. 101).

Since the 1960s, according to the United Nations Economic and Social Council, there has been growing skepticism of authorities in many communities and an unwillingness to accept passively the political decisions that impact the inhabitants living environment, making it more challenging to deliver unity in cities both in the developed and developing world (2014, p.6).

THE DEVELOPED COUNTRIES

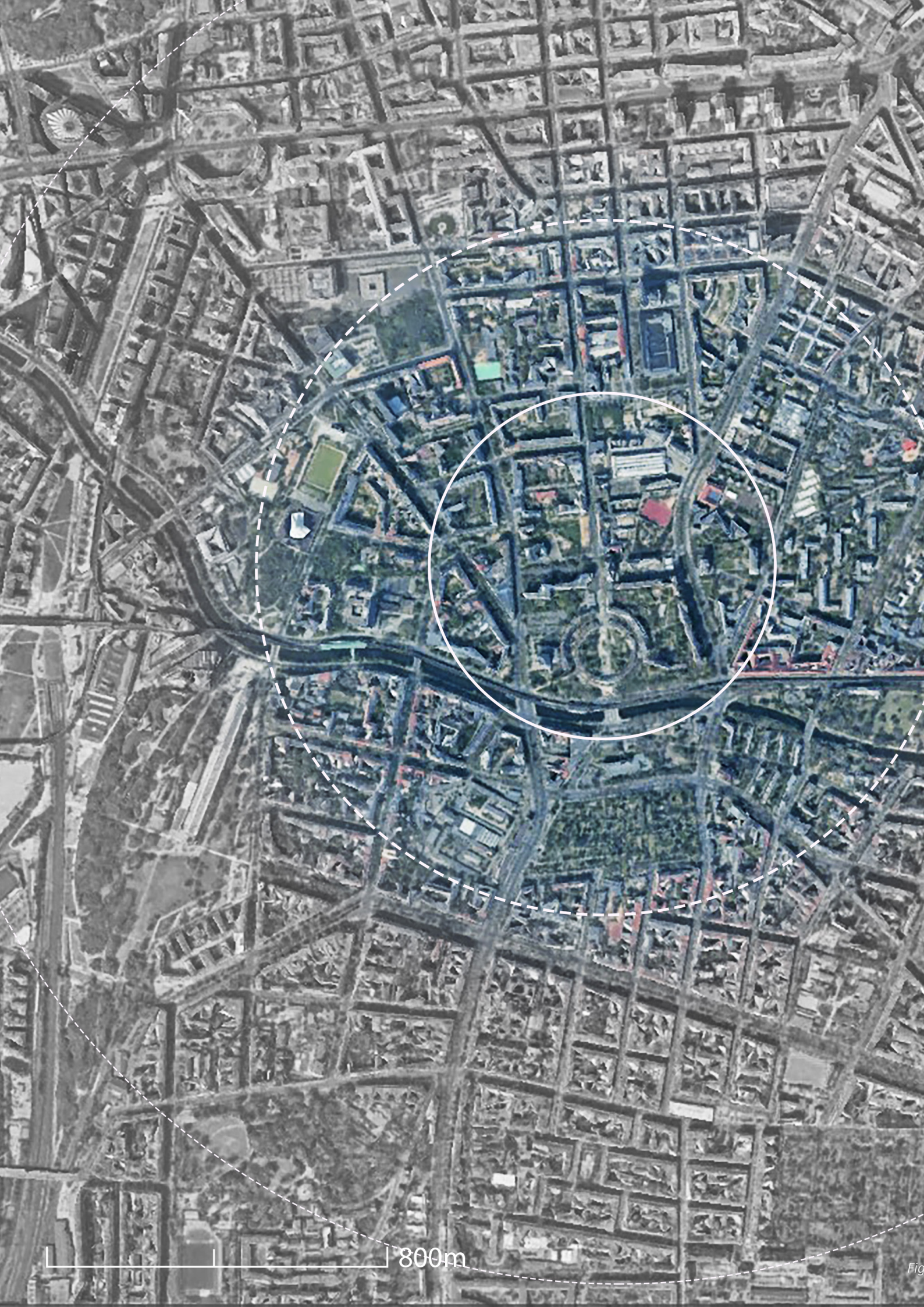
One of the main changes in Western (and many Asian) societies in the last decades has been a significant increase in service-related jobs (Marcuse and Kemper, 2000, p.5). The economies have become more knowledge-based and have shifted towards financial services (UNEASC, 2014, p. 8). Many traditional manufacturing production tasks have become mechanized and computerized, making them less dependent on manual labor. Other jobs have moved to other parts of the world, where labor is cheaper, making many poorer and unskilled people redundant (Marcuse and Kemper, 2000, pp. 5-6). The declining state intervention into housing supply and the growing mobility of private households has led to even more inequalities and increased socio-spatial fragmentation patterns in the bigger cities of Europe (Haeussermann and Kapphan, 2004, p.

59). In recent years, the numbers of refugees and immigrants migrating to Western countries have also rapidly increased. This mass migration has sadly pushed the discussion about multiculturalism and politics towards anti-immigration activities (Lefaivre and Döll, 2014, p.23), adding to the socio-spatial fragmentation landscape. The 2008 crisis had a significant negative impact on homeownership and employment (UNEASC, 2014, p. 8), and we can only imagine the effect the COVID 19 pandemic will have. All these changes have been drastically changing the urban fabric of Europe.

One of the significant urban challenges in developed countries in the foreseeable future is, therefore, how to address increasing socio-spatial fragmentation resulting from competitive city investment policies, globalization (UNEASC, 2014, p.8), and anti-immigration attitudes.

BERLIN

Berlin is no exception when it comes to the challenges discussed in previous chapters. In Berlin, the social housing estate experienced a significant social change after the fall of the wall in 1991 (Haeussermann and Kapphan, 2004, p. 54). At that time, the number of immigrants in Berlin increased, along with German households' mobility. German families were more and more choosing to move from the inner-city areas with its social housing, a site that at the beginning of the 19th century was established as a working-class area. The immigrant families then moved into the vacant social housing stocks. Along with increased income inequality and the rising proportion of long-term unemployed groups, this has resulted in the increased social-spatial fragmentation of Berlin (Haeussermann and Kapphan, 2004, p. 54).



800m



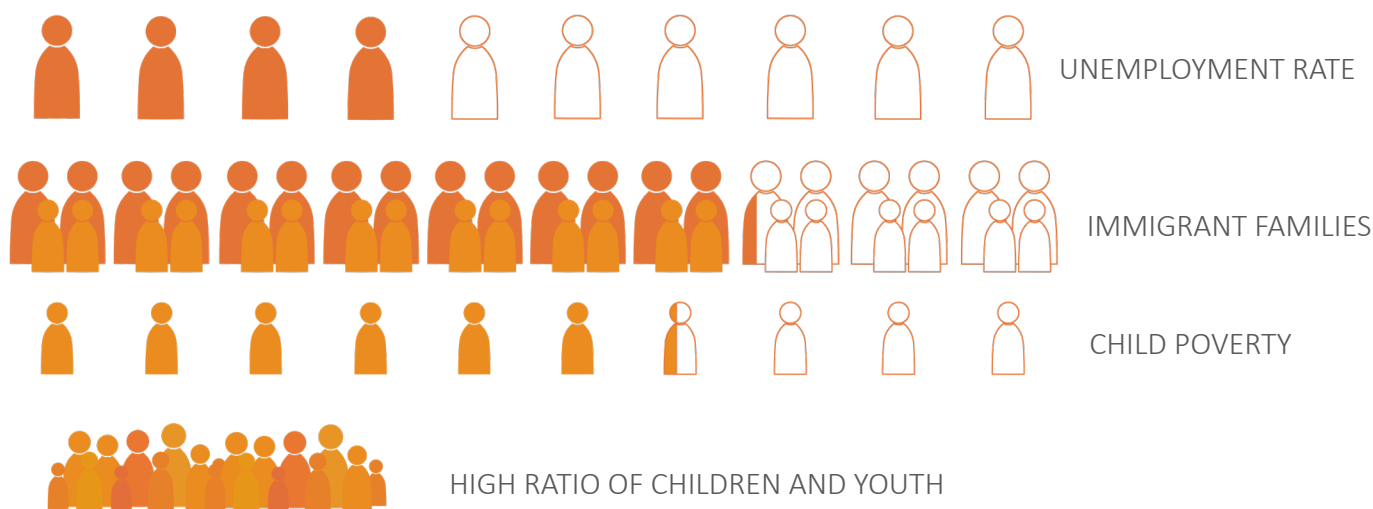
SOUTHERN FRIEDRICHSTADT

After the division of Berlin in 1945, the former city center belonged to East Berlin. For West Berlin, this meant that the city government's central establishments needed to be relocated and a new Central Business District needed to be created (Haeussermann and Kapphan, 2004, p. 27). The neighborhoods of Mehringplatz district, or Southern Friedrichstadt as it is often called, that before had been at the center of Berlin, now become a peripheral area in West Berlin (Senate Department for Urban Development, 2007, p. 7).

Before this, the neighborhood was badly bombed during World War II (Senate Department for Urban Development, 2007, p.7) and was, after the war, among the areas with the most inadequate living conditions. This led to the emigration of the German population from the area and the immigration of a lower class, made up of immigrants and unskilled laborers (Haeussermann and Kapphan, 2004, p.54). Through the redevelopment phase of the 1960s, part of the area was stripped of its historical references. It then finally became forgotten in a way when the lifelines to the former Berlin center were cut off with the building of the wall (Senate Department for Urban Development, 2007, p.7).

With the fall of the wall in 1989, the position of the neighborhood suddenly changed again. It was now, once again, in the center of the reunited Berlin. With this came new development opportunities (Senate Department for Urban Development, 2007, p.7).

In recent years, some changes have been happening in the area. Some new high-priced



buildings have risen, along with changes like a few new cafes and an urban gardening project (Klöpfer, 2020). The neighborhood today is a mixture of residential, service, and office spaces and is rising in popularity due to, among other things, its central location. It is still dealing with the same problems as before, though, and some say they are getting worse.

Southern Friedrichstadt is one of the poorest areas in Berlin, with a 40% unemployment rate among its residents. Over 72% of the residents are immigrants or have a family history of immigration. The neighborhood's child poverty rate is significantly high compared to the rest of Berlin, with 64% of children and young people belonging to families that receive transfer benefits (Senate Department for Urban Development and Housing, 2019). The number of children and young people there is also higher than the norm, with 22% of the population being under 18 compared to 15,8% in the rest of Berlin (Quartiersmanagement am Mehringplatz, 2018, p. 7). The prospects of these children and youth are often little (Klöpfer, 2020). They usually live in straitened circumstances, and education levels in the neighborhood are low (Lutschanski 2020, personal communica-

tion, 31 January). Therefore, this is a neighborhood experiencing socio-spatial fragmentation between the older poorer social housing areas and the newly developed luxury houses.

As in other parts of Berlin, the authorities are attempting to develop this fragmented district to improve its situation. Urban and district development programs have been put into place, including some actors attempting to implement a Real-world Laboratory on-site (Diedrich 2020, personal communication, 29 July).

A Real-World Laboratory is in a way a large-scale research approach that combines society and science (Schäpke et al., 2018, p. 85; Schneidewind, Augenstein, Stelzer and Wanner 2018, p. 12; OECD, 2020, p.15) that is a 1:1 scale, real-world attempt to overcome fragmentation in the area. It is a part of experimental and transdisciplinary research approaches and transformative science. The purpose of a real-world laboratory is to establish long-lasting spaces for transformation and reflexive learning for sustainable development (Schneidewind et al., 2018, p.85; OECD, 2020 pp. 15-17).



THE DEVELOPING COUNTRIES

Most future urban growth will happen in developing countries (Janches, 2012, p.38), in cities that are already socially and spatially fragmented (Balbo, 1993, p.23). Rapid urban growth is happening in these countries despite poor macroeconomic performance and without significant foreign investment. Therefore, it is often difficult for governments to provide urban infrastructure, sufficient employment, social services, and address crime and security (UNEASC, 2014, p.2-3). The result of this is informal settlements. Next to the carefully planned and developed cities, another unplanned one forms and develops for all those who can't afford to live in the planned cities. These unplanned cities are growing rapidly and often become bigger than the planned cities (Balbo, 1993, p.23). The unplanned semi-permanent cities or slums are characterized by low-quality housing, mostly built by its inhabitants themselves, inadequate infrastructure, increased pollution and waste, and lack of climate resilience. They are often built on undesirable lands, so-called marginal areas, which are fragmented from the rest of the cities, harming the environment of much bigger areas (Janches, 2012, p.38; UNICEF, 2018, p.7). As can be understood, these urban environments struggle with socio-spatial fragmentation.

In recent years designers and urbanists have been developing methods and strategies that work against socio-spatial fragmentation in these areas (Janches, 2012). This thesis will draw on the findings from some of these and others that work against socio-spatial fragmentation.

STIGMATIZED URBAN DISTRICTS

Peripheries are a place of urban pathologies, such as a rubbish dump, a polluted river, or an unfinished highway from a physical perspective. However, from a cultural and social viewpoint, a periphery condition can also, according to Janches, include marginalized places lacking social-cultural links and integration into the broader city network (2012, p.46). Areas with high unemployment rates, homelessness, violence that produces social tensions, and places of illegal settlements can become peripheries and, at the same time, stigmatized districts. Non-dwellers often won't venture into these areas due to stigmas and perceptions that the sites are dangerous places. As a result, residents of these stigmatized areas often suffer prejudices that go beyond their poverty situation. Therefore, it is not only socio-spatial segregation and economic distance that segregates them from the rest of the city but also the suspicion of criminality (Janches, 2012, p.34-46).

URBAN CHILDHOOD

More and more young people are growing up in urban environments. It is where they spend time with their family, go to school, make friends, get a job, and become adults. Still, the urban space's importance in their lives, especially teenagers' lives, gets little deliberate attention from public authorities, planners, designers, and property owners (Owens, 2017, p.65). Young people are instead often left on their own to claim public urban spaces for their needs. Their behavior in these places is seen as unauthorized and repeatedly questioned, protested, or even banned (Owens, 2017, p.65).

Cities can undoubtedly bring opportunities and access that help children develop and thrive, but they can also put children's health at risk. Urban situations that negatively affect children and their development are toxic air, lack of access to exercise, lack of play spaces, and lack of everyday freedom to move around. Social fears, socio-spatial fragmentation, and increased risk perceptions have led to reduced activity levels, which has inhibited children's development and mental wellbeing (Uppsala Health Summit, 2019, p.6-9).

Densifying can often lead to increased traffic systems, which negatively affect children's independent mobility and air quality (Uppsala Health Summit, 2019, p. 6). Car dominance in cities is considered one of the main barriers to children's independent mobility and is an essential factor in parents not allowing their children to move independently around their neighborhood (Shaw et al., 2015, p.74). Dense, fast-growing cities also tend to increase an-

onymity. Therefore, parents do not want their children to go outside alone, fearing dangerous adults and, for this reason, choose to accompany their children to their locations or drive them by car. All this leads to even more traffic and fewer opportunities for children to explore and experience their environment by themselves (Uppsala Health Summit, 2019, p.7). Children are often from an early age enrolled in after-school activities, to, among other things 'keep them out of trouble.' Playtime is scheduled to predetermined playdates and playmates, and random exploring and play can even be frowned upon, according to Owens (2017, p. 68). In developed countries, this all has led to creating a generation of "back-seat-children" along with worse air quality (Uppsala Health Summit, 2019, p.7).

If children lose their independent mobility, they lose the freedom to move about their local area, whether it is crossing main roads, going to places within walking distance, or traveling home from school (Uppsala Health Summit, 2019, pp. 6-7). With less independent mobility, children don't engage with their surrounding environment (Kytta, 2004, p. 179), and with that, their knowledge and attachment to their community decreases (Owens, 2017, p.68). Studies show that this leads to children not learning the necessary spatial, psychological, physical, social, and analytical skills required for urban competence, nor will they engage in an active living lifestyle needed for healthy development (Kytta, 2004, pp. 179-198). These conditions are resulting in increased childhood obesity worldwide with related complications like type 2 diabetes appearing already in children and young adults (Uppsala Health Summit, 2019, p.8).

Contemporary youth's lives revolve around electronic devices to a much higher degree than the previous generation's youth. This interaction has changed when, with whom, and how young people use public space, states Owens. Today's youth have a new set of interests and distractions coming to them through their mobile phone or other electronic devices. These devices deliver constant communication with friends and immediate and variable entertainment. The Friday meetings at the mall with friends (that was common for many young people growing up in the last decades of the previous century) are today often replaced by loads of text messages back and forth to determine where and when to meet and what to do. These devices' entertainment options are endless. There is no need to go out to access additional entertainment, leading to today's youth often interacting less with the physical world in public places, which can affect their development and social skills as before mentioned (2017, p.68).

AIM & PURPOSE

This master thesis aims to offer knowledge to everyone working with fragmented cities on how a child-centered spatial approach could help overcome socio-spatial fragmentation and formulate the planning and design concept and approach of Childifying.

The aim is to make a site-specific design and strategy for urban open space transformation in the neighborhood of Southern Friedrichstadt and to propose to the reader some key themes for a Real-world Laboratory to be instated in the community. It will be done through scenario development, which can serve as a proposed start of the story of Childifying the area.

The master thesis seeks to acquire knowledge on socio-spatial infrastructure development, urban open space transformation, and related topics, speculating how these can be used to overcome socio-spatial fragmentation in a child-centered way.

RESEARCH QUESTION

How can a child-centered spatial approach help overcome socio-spatial fragmentation in the neighborhood of Southern Friedrichstadt?

METHODS

The thesis is divided into three parts. Part 1 investigates knowledge and experience from other projects with related subject matters and their theories and methods. By drawing wisdom from the literature, the Childifying concept is formulated. Part 2 investigates the concerned site, and Part 3 develops Childified scenarios for the site.

PART 1: LITERATURE STUDY

The literature study will primarily focus on theories and methods developed when working with socio-spatial fragmentation elsewhere and with children in the urban environment. The literature search focused on the following: Socio-Spatial Infrastructure and Urban Open Space Transformation in fragmented urban districts, Participation, Action Research, Research by Design, Time as a Project Tool, Tactical Urbanism, Everyday Urbanism, and Child-centered urban planning and design.

PART 2: SITE READING

Studio Work on Site

In October 2019, in the course Driving Forces and Contemporary Contingencies at SLU, I got the opportunity to take part in a three-day on-site project in Southern Friedrichstadt. This became the beginning of this master project. The studio work provided valuable and insightful information and tasks, such as guided field trips around the area, information about Berlin in general, and lectures from different scholars about the site and site-related topics. The lectures by Prof. Dr. Flavio Janches were especially inspirational and sparked the Idea of Childifying.

Site Visits and field Studies

The site reading was made in the form of a traveling transect. The personal experience is essential regarding the reading of the site. The traveling transect was used to capture this personal experience and the atmosphere of the place. This method was developed by Lisa Diedrich and Gini Lee (2019, pp. 90-92) to capture, map, and express site qualities. The method is inspired by the explorer and writer Alexander von Humboldt's traveling and his style of mapping and collection of information. The traveling transects consist of transect travel, a cartographic diary, and a tableau physique. A Tableau Physique is an atmospheric visual and time-specific artwork made from the transect findings and the cartographic diaries.

The transects were made on foot around the area, and pictures were taken of houses, streets, parks, squares, public places, materi-

als, and landmarks. A description of the walked areas was made, and an attempt was made to capture the area's spirit (*genius loci*). The view of the child was attempted to be captured with a camera on one of the trips. A search for places of opportunity was also done. The first visit to the area was in October 2019 in the course *Driving Forces and Contemporary Tendencies*. The second visit was in January 2020, where site visits were made with a focus on the area where the detailed design takes place.

On-site Interviews

When on site in Berlin in January 2020, I got in touch with stakeholders and did further site exploration. Stakeholders contacted were on-site business owners, local politicians, people working with the youth, artists, and inhabitants. The contact was in the form of meetings and interviews, and I explained the Childifying concept. At the same time, a small survey was carried out among the stakeholders. I also participated in some cultural events to get to know the area's cultural scene.

Literature and Archive Studies

Literature studies have been made to gather information about the neighborhood in the form of academic literature, city Planning Office documents, and local media. Archive studies regarding the district were made, mostly using Google Maps.

PART 3: SCENARIO DEVELOPMENT

Part 3 contains planning and policy development for socio-spatial infrastructure and a design proposal.

LIMITATIONS

The following limitations of the study should be considered.

- The project focused on one site and one site-specific design and design strategy.
- The key themes, strategy, and design, result from my work with literature readings, influences from reference projects, and sight readings made by me.
- A limited amount of reference projects were used, some on socio-spatial fragmentation and some on child-centered development. Literature studies are also limited to these topics.
- The Southern Friedrichstadt area was analyzed with a focus on human experience insight. For this, I used my own experiences on sight and did not focus on other people's experiences.
- Only the methods mentioned in the method chapter were used.
- Since I could not revisit the site (due to COVID19), the site readings were limited to my findings made in my first two visits to the neighborhood and analysis possible to do remotely.

PART 1

THEORIES AND METHODS

This chapter investigates different theories and methods that work with socio-spatial fragmentation and concepts that question traditional planning and design methods. These are theories and strategies that focus on urban open space transformations, socio-spatial infrastructure, participation, and child-centered spatial approaches.

URBAN OPEN SPACE TRANSFORMATION

Urban open space transformation has been used to counteract socio-spatial fragmentation in urban landscapes. The creation of spontaneous meeting areas in public spaces can stimulate public familiarity and promote integration between people regardless of their backgrounds (Lefaivre and Döll, 2014).

Janches sees, as mentioned in chapter 1, the fragmented city as the disappearance of the public social space. In his book *Public Space in Fragmented cities*, Janches emphasizes the importance of public space when working with socio-spatial fragmentation. Generally, public spaces in cities are viewed as urban physical elements owned by the state, like parks and streets. Seen from a socio-cultural viewpoint, these are the city elements that are symbolic of the city's life, places where the inhabitant's experiences and routine meet. The public

space can, therefore, also be conceived as a space owned by all. It can be the community's expression of communion and contact between individuals, where social life reflects the community's values. By projecting the public space in this way, cities can merge peripheral areas into the cities, according to Janches (2012, p.44).

Public spaces can also be thought of as a tool for urban transformation, according to Janches. A tool for resolving environmental and infrastructure conflicts, a tool to address social and cultural needs, for connecting inhabitants of marginalized areas and the marginalized areas and their people to the city. Public spaces can generate intensity points in the forms of events and happenings, giving the community its identity and social integration. These events are not thought of as permanently fixed events but events that can evolve and adapt to the inhabitants' needs and longings, encouraging communication inside and outside of the neighborhood between different groups and communities. Events that stabilize and integrate the areas and their surroundings and build communities' identities and the resident's sense of belonging (Janches, 2012, p. 49).

PARTICIPATION

Participatory planning and design are processes where people of the community participate and influence planning and design projects formulation and implementation. The participants are involved to different degrees and at different levels in the various pre-and post-implementation stages of development projects. They can be involved in all phases, from the planning, designing, and identification stages to the implementation, evaluation, and maintenance stages (Imparati and Ruster, 2003, p.8). In today's planning practice, community participation is considered fundamental for fair, sustainable, and representative decision-making (Mahjabeen, Shrestha, and Dee, 2009, p. 45).

Community participation leads, among other things, to better project performance, enhances the impact of the project, empowers the ones that benefit from the project, and strengthens the capacity of community-level groups to be able to interact with authorities and other stakeholders. It establishes clear channels for community participation in the future decision-making process. Community participation also gives the people of the community opportunities to influence the actions that shape their lives (Imparati and Ruster, 2003, pp. 18-19). No matter how small the effort, if the public gets to take part in improving their neighborhood or city, there is also an increased likelihood of larger-scale projects connected to participation getting the people's support later (Lydon, 2011, p. 2). It allows planners and designers to access local knowledge and to take in more of the relevant factors in the proposed solution, improving the project

plan and design as well as the overall effectiveness (Janches, 2012, p.72; Lydon, 2011, p.2).

"A good play network is not designed on the drawing table"

state Lefavre and Döll. The residents' involvement and support get reinforced if they get to participate in the process and, as a result, they appreciate more the play areas implemented. This applies to urban planning and design in general. Residents' involvement in the management stage is, according to Lefavre and Döll, most effective when organized in collaboration between the residents and the local authorities, delivering benefits to all. This can, for example, involve joint management in education and activity programs of local institutions like community centers or schools (2014, p. 123).

Janches and his team involved youth in their Villa Tranquila projects in the slums of Buenos Aires from the start, making them a part of the decision process. The youth showed their opinions through written text, drawings, and photographs and had a voice in the decision-making process about what should be built and where. The involvement of the youth attracted the attention of adult inhabitants connected to the youth, who, in many cases, became directly or indirectly part of the urban transformation. Janches and his team also involved the youngest of the community by having meetings with children where maps were used to understand how the children perceive their neighborhoods' public spaces and how they use them in play (2012, p. 34).

Mahjabeen, Shrestha, and Dee voice their concern that the current plan-making process, especially in developed countries, is dominated by senior bureaucrats, powerful politicians, and planning professionals whose primary concern is to predetermined standards, economic imperatives, and timeframes. The voices of the generally voiceless, minority groups and poor, are crucial in the planning, design, and development processes to achieve a sustainable, efficient quality plan or design that benefits all in the long term. Therefore, it is essential to reach these groups even though it can be hard in many cases (Mahjabeen, Shrestha, and Dee, 2009, pp. 45-46).

ACTION RESEARCH

A similar concept to participatory observation is action research. It was first developed by the psychologist Kurt Lewin in 1946 and is today used worldwide (Reason and Bradbury, 2008, p.14). Lewin was working with intergroup relations, which is the interaction between different social groups, when he discovered that there was no lack of good-will or interest among the group members to face the troubles the groups were facing. There was, however, a lack of objective standards of achievement. According to Lewin, was the research needed for social practice, the type of comparative research used in social management and social engineering (Lewin, 1946, pp. 34-35). From his findings, he, therefore, developed the action research methodology as a comparative research. His methods focused on planned social interventions that aim for behavioral change within groups, i.e., social transformation. He saw the social management process as spirals of steps. Every circle in the spiral included steps of planning, action, and fact-finding about the action result (Lewin, 1958, pp. 197-200). Lewin put the repetitive cycle of planning, action, and result measuring into the three following steps:

1. Unfreezing: New needs and demands are recognized.
2. Changing: New concepts or models are explored and applied.
3. Refreeze: Evaluation of the new situation.

Today, Lewin's three steps are viewed by many as the fundamental approach for how to manage change (Cummings, Bridgman, and

Brown, 2016, p. 33). According to Janches, action research is especially convenient to use for planned transformation within groups and communities. Using this method inside urban planning and design, the values of the community experience can be represented, materialized, and derived from the existing social, cultural, and economic opportunities of the area. The target is not to end up with a final fixed plan but to develop an implementation process (2012, pp. 72-74) that shapes a new form of urban coexistence, a social environment that can implement gradual transformation. Or as Janches states:

"The final result is not the urban design itself, but the way the inhabitants adapt it according to their own expectations."

(2012, p. 88)

The first step is to research what already exists and then plan social interventions. Janches says that in the research of action research, empirical research material gets developed that gives general and site-specific evaluation parameters on how each specific project can be measured according to its social and physical characteristics. Using Lewin's spiral concept, new data can be corrected (modified, adapted, improved, or ignored), producing the transformation and integration process. As a result, the action research approach recognizes the continuous changes of needs and demands of the social environment and the evolution of methods, models, and discipline of the urban social interventions (Janches, 2012, p.83).

The Villa Tranquila Project (see chapter on participation) followed the process described

above by first investigating the current social situation of the slums/community and implementing recreational activities in open spaces. Many different events were programmed, making a network of activities. Each activity was different, depending on the scale and type of space, and customized for each place.

Having many cultural happenings that permit interaction and thus elevating the community's internal culture improves the inhabitants' daily lives, helps the neighborhood become part of the city, and reduces discrimination (Janches, 2012, p.84).

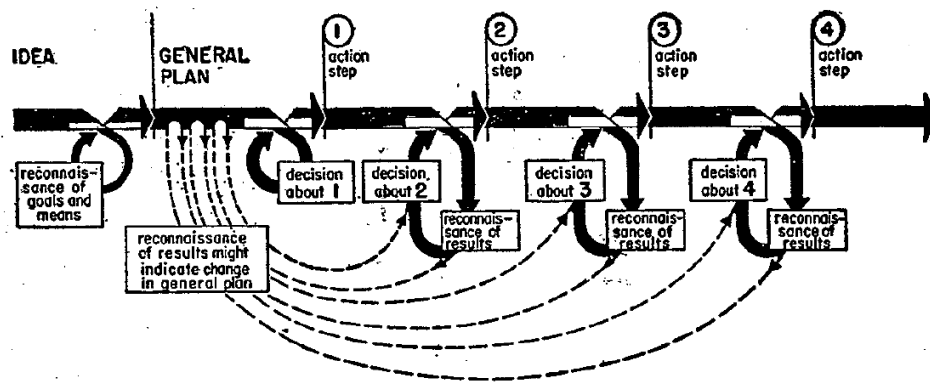


Figure 4: Diagram from Lewin's paper, *Group Decision and Social Change*, explaining Planning, action and fact-finding.

RESEARCH BY DESIGN

The term Research by design (sometimes referred to as research through design or research as design (Lenzhölzer, 2010, p. 19)) is used to describe research methods that use design in the process to generate new knowledge (Lenzhölzer, Duchhart, and Koh, 2013, p.120). An academic investigation explores design as a method of inquiry by a project's development (Barbosa, DeMeulder and Gerrits, 2014, p. 241). The word design in this context means the process of giving form to an object or space on diverse levels of scale, a design that is the result of a design process (Lenzhölzer et al., 2013, p. 120). These research methods are ideal for research in landscape architecture and urban planning and have much in common with research strategies used in humanities, social sciences, and fine arts (Swaffield and Deming, 2011, p. 208, Barbosa et al., 2014, p. 242).

Research by design can be explained as an investigation of what might be. The exploration is made systematically and enhances the understanding of the relationship between what is and what could be. Thus, it addresses the masterplan's traditional transformation process (Swaffield and Deming, 2011, p. 209p). Contrary to conventional scientific research and master planning, research by design does not analyze reality and find out the one and only truth. The goal of the method is to explore the possibilities and develop new solutions. Where creativity is viewed as more important than scientific correctness, this type of approach becomes especially important in projects that seek to influence urban and social realities. Instead of presenting one fixed

solution like the masterplan, the research by design process tries to identify potential and favorable factors for future development (Diedrich and Janches, 2016, p.5), creating different scenarios that could, all or none, be tested, adapted, adjusted, converted, and even replaced without being right or wrong (Foqué, 2010, p.45). Using this strategy with no fixed results in a final design solution, an implementation can be developed in a new form of urban coexistence and with the capacity of the future gradual transformation process. This way, the project results also create knowledge that can be used in other projects with similar socio-spatial conditions (Diedrich and Janches, 2016, pp. 5-6).

TIME AS A PROJECT TOOL

Public leaders and city planners often focus on making large-scale transformations in the built environment. For the most part, these types of projects are costly and time-consuming (Lydon, 2011, p1). Urban design is usually seen as three-dimensional, but in reality, it is four-dimensional. Time is the fourth dimension that needs to be acknowledged in design and planning strategies. Urban planners and public leaders often forget the fourth dimension, according to Parvu and Zanini. Time, for example, affects the people living on land or in areas undergoing a long-term transformation. Any long-term, large-scale transformation planned in densely built neighborhoods will entail significant changes in the residents' lives. When a long-term, large-scale project is proposed, a "vision" of the future is presented. However, according to Parvu and Zanini, planners tend to ignore or forget the present conditions and, therefore, fail to integrate the changes and their effects on the current resident's lives. Since the residents are kept in the dark about the in-between conditions, it can lead to a lack of understanding and unease among them regarding the constructions. If a project goes on for a long time with an uncertain time frame, tension about the unknown and living in temporary conditions is prolonged. The temporality becomes the present in which the residents' daily lives and routines are constantly shaken by surprises (bad and good) related to the project (2019, pp. 115-117).

The period from when a masterplan or project is designed and presented until the actual implementation can also have its downsides. Projects can and do often get pushed further into the future due to economic or other

reasons. The waiting period is a dead time since nothing happens due to the overhanging planned proposal. This delay from design and planning to implementation can, in some cases, also create obsolescence since needs in the area can have changed during the waiting period (Parvu and Zanini, 2019, pp.117-118).

Time can be used as a project tool in urban planning and design if done correctly. For this to happen, according to Janches, the project must be flexible enough. Instead of proposing final formal concrete solutions, strategies should be presented. Strategies that are open in the sense that they can be transformed if needed and allow the planners and designers to implement transformations to the projects. The concept of strategies makes it possible to design interventions with initial guidelines, which are defined from possible or specific circumstances about the area in question and its residents. Since these are only guidelines, they can later be modified, adapted, transformed, reinforced, or dismissed, all depending on what turns out to work the best for the area in collaboration with the residents (Janches, 2012, p. 84). The residents take an active part in the project and are informed on aspects of the project related to them, instead of being kept in the dark.

To work against the skepticism, fear, and frustration that a long-term project and waiting times can form, projects can be reduced to the fewest dimensions possible, or broken up, so that they, or parts of them, can be developed in a short time period. Through the strategies and guidelines, scenarios can be created that can either all be implemented, some of them, or just one, and thus take the pressure of time away (Janches, 2012, pp. 106-107).

TACTICAL URBANISM

Tactical Urbanism is often used when referring to temporary low-cost interventions that improve local neighborhoods (Pfeifer, 2013, p. 4). The term became known in 2010-2011 when a young urbanist group published a document called *Tactical Urbanism: Short-term Action, Long-term Change*, edited by Lydon, that displayed temporary improvement projects in public places in North America (2011). The idea though is older. The Berlin-based studio Urban Catalyst had explored temporary and tactical uses in the urban environment in a European research project in the years 2001 – 2003 (Oswalt, Overmeyer and Misselwitz, 2003).

Tactical urbanism can be both top-down, bottom-up, or both. It started mainly as a citizen-led intervention but has led to informal actors' involvement in urban planning and design and is beginning to be incorporated into some cities' official planning processes (Pfeifer, 2013, p.7). Lydon and his partners define Tactical urbanism as a **small-scale, short-term intervention aimed at inspiring long-term change**. They state that while large scale improvements certainly have their place, small-scale incremental enhancements are increasingly seen as the way to stage a more sustainable investment. Tactical Urbanism allows for testing of a new concept before making substantial financial and political commitments. It is, in a way, a laboratory for urban experimentation. If done well, this can be the first step to formulating a more lasting change. After implementation, the projects can be observed and measured in real-time. Since the projects are most often inexpensive and flexible, adjustments can be

made before moving on to a more permanent and costly implementation. They are, according to Lydon, most effective when used in conjunction with long term planning. The young urbanist groups divide the concept into five characteristics:

1. A deliberate phased approach to instigating change;
2. The offering of local solutions for local planning challenges;
3. Short-term commitment and realistic expectations;
4. Low risks, with a possibly a high reward; and
5. Social capital development between citizens and the building of organizational capacity between public-private institutions, non-profits, and their constituents.

(Lydon, 2011, p1).

Pfeifer suggests that the inefficiency of bureaucracy and the increased awareness that traditional planning processes are perhaps not resilient and adaptable enough to respond to the people's needs might be part of the reason for the popularity that the concept has gained in recent years. People may be finding the need and interest to take neighborhood improvements into their own hands (2013, p.7). The concept has, for example, been used to attract the attention of public leaders. An example of this from Portland, Oregon, is a "guerrilla crosswalk" painted with inexpensive paint across a busy street. Even though typically the city removes any unauthorized pavement marking, the temporary improvement clearly stated the need and desire for better pedestrian infrastructure (Lydon, 2011, p.2).

Planners and designers should see this growing sense of responsibility among citizens to contribute to their community as an opportunity to empower them to address larger urban planning and design issues together (Pfeifer, 2013, p7).

Tactical Urbanism has taken on many shapes and forms that can be seen in different examples worldwide. A few examples are The Park(ing) day, Build a better block, Play Streets and Open streets, Pop-up cafes and shops,



Figure 5: Park(ing) day in Montreal, 2015

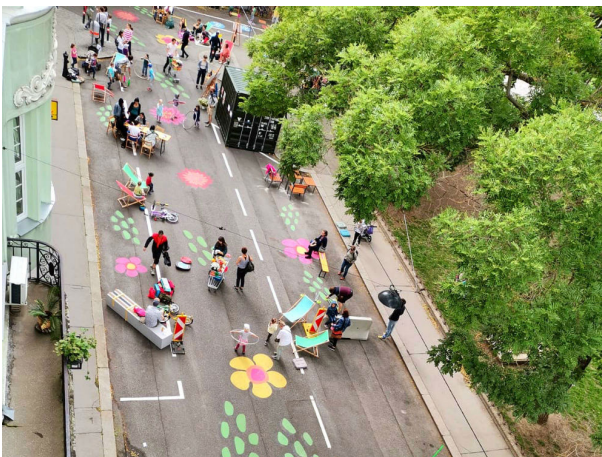


Figure 6: Play street in Vienna (Austria) in June 2020



Figure 7: A before and after example on Bild a Better Block



Figure 8: An example on Guerrilla Gardening

Pavement to Plaza, and Guerrilla Gardening (Lydon, 2011, pp.3-15). In Reykjavík, there has been a city program called a square in waiting (Torg í biðstöðu) every summer since 2011 that falls under the Tactical Urbanism method. The program is about giving life and new purpose to public space in the form of temporary solutions. Groups and people can apply for the program each year, and if chosen, get assigned an area and some funding (Reykjavík, 2020a). The square in waiting program has sprung many interesting temporary designs and new ideas, some resulting in permanent changes. One example is the square Óðinstorg in Reykjavík center. Óðinstorg was one of the first squares in waiting projects and was prior to this used as a parking lot. During the summers, Óðinstorg was again and again turned into a lively temporary area for people to enjoy. In 2019 Reykjavík city announced that the square would permanently be turned into a place for pedestrians to enjoy (Reykjavík city, 2020b), and in 2020 the square was developed into a pedestrian square.



Figure 9: Óðinstorg as it was before.



Figure 10: Óðinstorg the first summer of square in waiting



Figure 11: Example of Óðinstorg during another summer.



Figure 12: Óðinstorg after the permanent change.

EVERYDAY URBANISM

Everyday Urbanism is a concept based on the French theorist Henri Lefebvre's writings, particularly his thoughts about everyday life and its relevance to a more materialist understanding of urban space (Mehrotra, 2004, p.35). Everyday Urbanism celebrates the daily life of the city. It is defined as the repetitive, common, or spontaneous actions in the in-between spaces between the territories of the home, work, and institutions. It prefers local street vendors over national chain stores, street murals over fine art and so on. Everyday Urbanism teaches us to appreciate the spontaneous and home-grown, like flea markets in parking lots or garage sales in front yards or private driveways. These are, for example, ways that immigrant groups adapt to their conditions in marginal areas. This concept highlights that the city is shaped more by everyday life than by official planning and formal design, and it praises vibrant ethnic neighborhoods with vernacular architecture (Mehrotra, 2004, p.8).

Traditionally, urban planning and design have created static, permanent urban conditions, like implementing infrastructure or designing and planning open space and the actual built form. However, the people, the kinetic fabric, and the temporal happenings define how we experience the urban conditions (Mehrotra, 2004). Margaret Crawford, one of the editors of the book *Everyday Urbanism*, believes that the experiences in a city should be more important than the physical form when defining the city. The city is a social product created from the everyday demands and social struggles of the urban inhabitants (Chase, Crawford, and Kaliski, 1999, p. 10).



Figure 13: Example on everyday urbanism

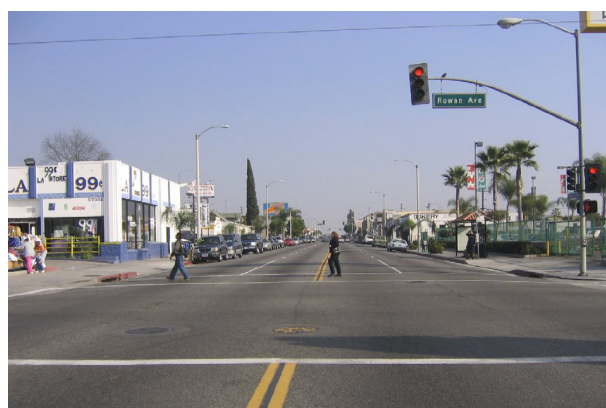


Figure 14: Everyday space in Los Angeles.



Figure 15: Example on Everyday Urbanism - Mothers day.

The starting point in planning and designing within everyday space has to start with the understanding and acceptance of the life that already takes place in the space (Chase, Crawford and Kaliski, 1999, p.10) and then to encourage and intensify it. Everyday Urbanism tries to see the potential in the everyday spaces that are most often looked past. Places that are everywhere and nowhere, diffused, repetitive, and bland places with few characteristics that people pay attention to. It aims to make unpleasant and relatively brutal places softer and more inhabitable (Mehrotra, 2004, p.19). It calls out to urban planners and designers to identify these hidden opportunities (Chase, Crawford, and Kaliski, 1999, p15). Everyday Urbanism does not aim to transform places through large-scale operations, masterplan, and “best practice.” It is a community-based,

bottom-up, partial approach that can be used in many different situations. It aims to retrofit already existing conditions to accommodate a better everyday life. Its development should not replace any other urban design practices but rather work with them, alongside them, or on top or after them. It is making small changes that accumulate to transform situations. It aims to release the power of imagination and creativity that is already present in everyday lives, transforming the urban experiences and the city in general. It’s a shape-shifting type of activity that can have numerous different outcomes, all depending on the circumstances of each situation. Everyday Urbanism is a way for designers and planners to enhance what is already there instead of wiping clean and building new and promotes a better attitude towards the city (Mehrotra, 2004, pp. 19-42).

THE POWER OF PLAY

Play brings people together. Play spaces are useful tools to use to work against socio-spatial fragmentation because they have, according to Janches, a specific strength when it comes to connecting people to their communities and giving public space an identity (2012, p.106). The playgrounds of areas promote integration between children, parents, and all people in general, whether they come from the same background or not. Therefore, they can be a tool for planners and designers to use to enhance the quality of, for example, multicultural and inner-city neighborhoods (Lefaivre and Döll, 2014, p.124).

According to Lefaivre and Döll, architects and urbanists are less playful in their work today than they were in the past. In the years and decades following the second world war, architects and urbanists came up with compelling designs aimed at bringing people together in public places. Overall, the post-war period is the period when the rise of the child and childhood takes place. In this period, children become empowered in many aspects of life as never before. This is the time when children's rights are first declared. Child psychology became widely accepted following World War II, and children became a powerful force of consumption with the start of the Disney franchise, child centered tv, movies, and plays. Even in the arts, children's art became more appreciated, and artists tried to copy its essence (Lefaivre and Döll, 2014, pp.45-46).

It is important to emphasize that a playground on its own is not enough to connect people. In her book, 'The death and life of great Ameri-

can Cities' from 1961, Jane Jacobs criticizes the stand-alone playground located, for example, in parks far from buildings and the vibrant street life. According to Jane, for a playground or play area to be safe and successful, it needs to be in a place where adults surround the children. Even adults that are strangers to the children make the areas safer for children. Jane then backs this up with several examples of the vibrant street life, where the children are under the eyes of a high ratio of adults, which brings them safety versus a park, public or project playground with a low ratio of adults which is, therefore, less safe. These are the places where violence, mugging, and bullying occurs, she states (pp. 76-79).



A WEB OF PLAYGROUNDS

A successful example of how playgrounds and play can enhance the community is the playgrounds of Amsterdam. In the decades after World War II, the number of playgrounds in Amsterdam went from fewer than 30 playgrounds in total, according to Lefaivre and Döll, to over 1000 playgrounds. This means that at least 50 playgrounds were designed and implemented every year from 1947 to 1968. The first were built in Amsterdam's center, and they then spread out from there through the city. What distinguishes Amsterdam's playgrounds and makes them unique from other playground projects is that they were not conceived as isolated individual playgrounds but were instead part of a bottom-up, integrated planning process (Lefaivre and Döll, 2014, pp. 44-45). The playgrounds formed a polycentric web in the city of public spaces with playful elements. The city shaped the playgrounds, and the playgrounds also shaped the city. An area was not cleared for the purpose of inserting the playgrounds, but they were instead inserted into the left-over spaces of the city within what was already there. Therefore, they did not disrupt the existing urban environment (Lefaivre and Döll, 2014, pp. 58-59). They were not only a top-down administration project but a democratic participation project that involved citizens of Amsterdam and the development department of Amsterdam. It was a bottom-up, top-down, cybernetic process with a mass of inner relating agents (Lefaivre and Döll, 2014; Tzonis and Lefaivre, 2017, p.55). The key players in creating Amsterdam's playgrounds worth mentioning are the architects Aldo van Eyck, Cornelis van Eesteren, the director of the Municipal Department of Public



Figure 16: © the Amsterdam City Archive

Works in Amsterdam, and his associate Jacoba Mulder (Lefaivre and Döll, 2014, p.59).

This approach to playgrounds is, according to Lefaivre and Döll, not just revolutionary regarding playground planning and design but regarding public space planning and design in general. Lefaivre presents it as the PIP principle model, which stands for The Participatory Interstitial Polycentric approach to Public Space. Each letter referring to the following (2014, p.80):

P: Participation: the participation between the citizens and the city. Playgrounds were mainly implemented following a request from the inhabitants.

I: Interstitial: The in-between, referring to how the playgrounds are inserted and adjusted to the areas and how the sites are chosen. Thoughtfully embedding the playgrounds into the urban environment ensures better user quality and social connections.

P: Polycentric: The polycentric network or web of small play areas or playgrounds. The density.

According to Lefaivre and Döll, are playgrounds and play areas never taken seriously in today's urban projects. They are always there, but different from themes like density, car parking, street profiles, etc., are they never really an



Figure 17: © the Amsterdam City Archive



Figure 18: © the Amsterdam City Archive

issue. Play and children are rarely mentioned in the planning and design process, often resulting in poorly designed playgrounds that are just there because of obligation. This has led to playgrounds being often anonymous places located in residual or hidden places with universal play furniture. The emphasis seems to have been on quantity instead of quality. The ambition regarding quality is low and there is little money available to realize and design playgrounds that live up to their full potential of enhancing the community. According to Lefaivre and Döll, the emphasis has been on safety regulations regarding playgrounds, and the policies and regulations are becoming more and more strict. This has led to a decrease in space for the spontaneous discovery and creativity of play. For this reason, most playgrounds offer a display of prescriptive items that hinder the imagination of children (Lefaivre and Döll, 2014, p. 25).

Making a small change in the word playground to play space allows, according to Lefaivre and Döll for mental freedom and the potential to deviate from the rules. It opens up the freedom to move from one place to the next and is for all ages and all places (2014, p. 28).

The city is full of play. It can be seen in the way that the residents use public space. Free spirits use walls, buildings, sculptures, slopes, etc., as climbing objects, running tracks, or even playing golf. Youth and others use tags and street art to make their mark on the city, and the older people do the same by tending their street-front gardens (Lefaivre and Döll, 2014, p. 28).

Lefaivre and Döll argue that playgrounds are even more useful in today's urban environ-

ment than ever before. Especially in the multicultural neighborhoods of the inner city (2014, p. 45). Creating a polycentric web of small play areas brings children and adults together and opens the neighborhood to the outside. It also adds to children's mobility as they go from one play area to the next, and play becomes an integral part of the neighborhood. In this way, the play spaces make the urban neighborhoods that they are implemented in better places for urban childhood and play for all ages (Lefaivre and Döll, 2014, p. 80). This is also a positive and joyful way of dealing with the difficult issues of socio-spatial fragmentation (Lefaivre and Döll, 2014, p. 25).

It is essential to realize the importance of children and playgrounds in the urban environment to realize their true potential and take them seriously in urban projects. It is time to put playgrounds high on the urban agenda as a design task again (Lefaivre and Döll, 2014, p. 122).

Cities can undoubtedly bring opportunities and access that help children thrive and develop. Even though many researches show that denser cities hinder children's independent mobility, some research has shown that urban spaces with higher density development can offer greater opportunities for children's mobility than more sprawl suburban spaces (Kytta, 2004, p. 180). These research projects state that children living in highly dense areas should be able to meet other children more easily, visit friends locally, travel to school on their own, access community and commercial services and that all this contributes to their health and wellbeing through active lifestyles and quality of life (Malone, 2011, p. 10).

LET'S NOT FORGET THE YOUTH!

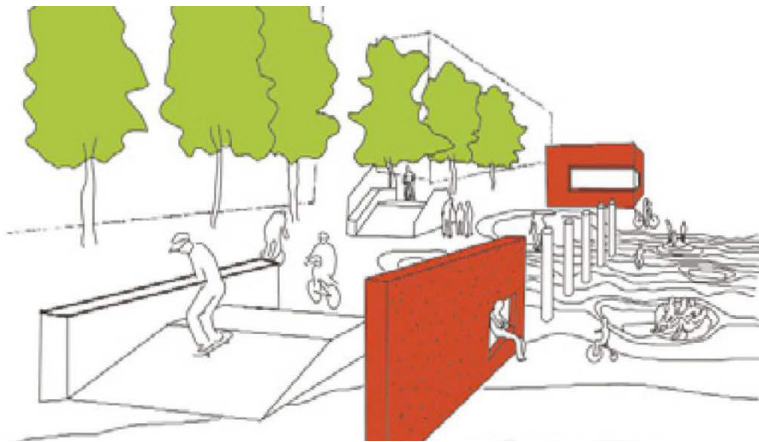
The urban environment is an essential part of a healthy upbringing for youth. According to research (done, e.g., by Owen (1988)), specific types of places appeal to and support young people's development. These are places that allow them to be with their friends, be alone, or see without being seen. They like unsupervised areas that are still safe, have good access, and where they can be active and free. They need places where they feel that they belong, get responsibility, and get to participate in decision-making. Youth also value beauty and nature (Owen, 1988, pp. 17-24). Even though research has shown for many decades now the supportive role these types of places can have for young people, widespread and concerted efforts in providing these types of sites are lacking. Research shows that still today, youth are often excluded or unwelcome in public places (Owen, 2017, pp. 76-77). The majority of parks have no recreational facilities designed especially for young people except for, in some cases, skateparks that only attract certain youth. Most parks have only playgrounds for younger children, even though most teenagers still enjoy climbing, swinging, and sliding (Owens, 2010, p. 22).

Urban environments like squares and businesses are places where young people like to gather and 'hang out.' However, hanging out is often viewed as an inappropriate activity and poor use of time by many adults. These adults do not realize that the youth is engaging in an essential part of their developmental process, the development of their social skills, social relationships, and self-identity (Owen, 2017, p. 69).

In the adolescent years, individuals start to develop to a fuller extent their sense of belonging to the community beyond their family, states Owens (2017, p. 73). By excluding youth from many community activities, we limit their learning opportunity to cooperate and communicate with other people. Participation in the larger society helps with the formation of the young individual's identity. It also helps develop their social skills and social responsibilities and makes them feel welcome in society. Getting the opportunity to take part in their community is appreciated by young people and helps them to become productive members of society (Owens, 2017, pp. 73-76).

Instead of focusing on how youth disturb urban life, we need to focus on the vital role public space can have towards the positive development of young people's lives. According to Owens, young people will continue having trouble finding places that suit their needs without this mind shift (2017, pp. 74-75).

Urban planners and designers have the opportunity to recognize the benefits of youth-supportive places and use this knowledge in their work as well as sharing it with policymakers, their clients, and the public. Young people need to be legitimate users of public areas instead of being branded troublemakers. Youth and children should also participate in research, design, and implementation of their environment since this supports their successful development and develops places better suited for them. Allowing youth to participate in the community is an investment in the future (Owen, 2017, p. 77).



INSPIRING EXAMPLES

PUBLIC SPACE IN THE FRAGMENTED CITY

Flavio Janches

The Argentinian urban design researcher Flavio Janches has been working with socio-spatial fragmentation in the slums of Buenos Aires. There he used social interactions and public open space transformation to integrate the Villas de Emergencia (the slums of Buenos Aires) and the formal city of Buenos Aires (2012).

At first glance, many might think that the informal settlements or slums of Buenos Aires have little to offer, places that construct themselves from day to day, where poverty and need are on every corner. With a closer look, however, you find, according to Janches, that the villas have a cohesive community where generations of residents have defined a communitarian structure in the neighborhood's daily life. According to Janches, these types of communities need a special kind of urban project, that is not only focused on physical and infrastructural approaches but also focuses on creating places that are symbolically appropriated by the inhabitants. A project that strengthens the existing socio-cultural interactions and identifies the community's unique characters, the difference (i.e., us and them), both internally and in context with the outside, the neigh-

boring areas, the city. This, he says, is how the process of urban integration can be viable (2012, pp. 34-35).

Janches has had two design studio projects in the Villas Emergencia of Buenos Aires. With the knowledge of the communitarian structure of the villas at hand and the outcomes learned from the two design studios, Janches and his team started an implementation project in the Villa Tranquila neighborhood, a community with a strong social structure, in 2007. The projects aimed to define an urban design strategy to integrate these settlements into the city. To enable them to become neighborhoods with their socio-cultural significance and identity (Janches, 2012, pp. 39-40).

Janches and his team used public spaces to connect the villas' inhabitants to each other and the villas to the city. They generated intensity points in the forms of events and happening in some of Villa Tranguail's public spaces that then give the community its identity and social integration. The events were adaptable to the inhabitants' needs and longings (2012, p.49), encouraged communication inside and outside the neighborhood between different groups and communities, and stabilized and integrated the communities and their surrounding context (Janches, 2012, p. 83). Youth

participated in the process from the start. Through youth and youth activities, Janches claims that it is possible to find an urban integration model in societies and areas that are socio-spatially fragmented from the rest of the city (2012, p.35).

A flexible and open, multi-scalar, and multi-actor approach was used. Janches has in his book summarized the villa projects policy or kick off in the following five basic starting points (2012, p. 40):

"1. The strategies of urban projects in informal settlements take, as a starting point, an understanding of the social, spatial, and urban systems that organize the daily life of their inhabitants."

An action/reaction strategy diagnosis of possible future scenarios was made to guide future reactions in the desired direction from an analysis of what was already there. To establish the neighborhood's values and compare various opportunities existing in the neighborhood, different types of exercises, meetings, and interviews with various social groups in the neighborhood were held. From these, knowledge exchange processes with the inhabitant's social and spatial maps could be made. The gathered information was then embodied in the project scheme (Janches, 2012, p. 117).

"2. The project strategies try to formulate not only a permanent and unchanging model of spatial production, but also a network of socio-cultural activities that, through its evolution, adaptation, and interaction will produce the process of recovery of the settlements' context."

These types of activities are, according to Janches, a source of constant development and evolution. It was the project's goal to implement and design spaces and situations that reinforce and strengthen the identity of the residents and generate a relationship of belonging between them and their surroundings. The scale went from a small (almost home scale) to a broader scale, connecting streets and the neighborhoods from the inside. The project can be scaled up or down in its development. This was a new way of urban development in the villas to link design with its social dynamic. Therefore, this can be viewed as a new form of urbanity that can expand on to other neighborhoods in the area (2012, pp. 117-118).

"3. The tool, and at the same time the main purpose of the project, is public space, since it is through this that a new form of interaction between slum and city can be generated."

From their analysis, including analysis about social events in the neighborhood and interactions with the locals, it became clear that the neighborhood's public spaces were the most viable option for establishing conditions for social bonding and where urban living in the area could grow. The focus of the project became making community spaces (Janches, 2012, p. 118).

"4. Rather than establish a definite design, the project aims to generate a process for a viable future evolution; for that, it must be flexible, that is, adaptable to the modifications and limitations that could come up through its development, and also to the use of the urban environment by the inhabitants, as well as to possible budget constraints."

According to Janches, the flexibility and strategy, rather than a finished design concept, have proven to be the project's biggest strength. The analysis and mapping exercises were not used to produce an ideal finalized product but instead to create flexible urban situations that would encourage reactive development for integration on a larger scale and socio-spatial improvements in the neighborhood. The project was then divided into as small implementation parts as possible that could be realized in a very short time period since in communities like this, waiting for improvements can trigger skepticism and doubt about the project (2012, p. 118).

"5. Participation as part of slum upgrading projects defines, according to information of the pre-existences, negotiated design strategies, and partnership for construction, management and financing of the transformation process."

The inhabitant's participation was a big part of the process. The group was, through participation, able to realize the neighborhood's pre-existing urban and social conditions to use as parameters. The significance of the social networks, the culture, and the systems of the daily life in the communities all, therefore, became parameters for what was to come. The project managed to redefine urban values in spaces that lacked them and generate diverse areas that attract different social groups (Janches, 2012, p. 39).

Even though this project was focused on a specific neighborhood, Janches believes that the result and strategies produced by these methodologies and processes can be transferred to neighborhoods and places with similar characteristics. This approach offers a different way for designers and urbanists to participate in urban development. Designs and proposals do not need only to be material and physical but can also promote socio-spatial transformation, adaption, and promotion of places and socio-cultural experiences (2012, p35).

On the following spread images from the projects can be seen.





Figure 21-25: Design studio projects in the Villas Emergencia

GROUND-UP CITY PLAY AS A DESIGN TOOL

Liane Lefaivre and Henk Döll

Lefaivre and Döll made a study in the neighborhoods of Oude Westen and Hoogvliet in Rotterdam, the Netherlands, using the PIP model mentioned earlier. The aim of the study was to sustainably develop a play network in these neighborhoods, hypothesizing that the play network would offer play potential for all age groups, and there would be a relationship between the play network and the environment (2014, p. 81).

Oude Westen is a dense central neighborhood in Rotterdam. A large percentage of its population are children and immigrants. It is a poor neighborhood compared to other Dutch neighborhoods and scores low in Rotterdam's security index. However, according to Lefaivre and Döll, Oude Westen is a more lively and socially cohesive working-class quarter than a ghetto (Lefaivre and Döll, 2014, p. 82).

Hoogvliet is a post-war neighborhood that is located in the south-west of Rotterdam. Lefaivre and Döll focused mainly on one part of Hoogvliet, the Meeuwenplaat neighborhood. This is a neighborhood with a high ratio of older people, and the houses are built according to the New Town ideology that aimed at providing space, light, and air. These are high-density human-scale housing strips of various heights placed around a communal green court. There is no entrance into the courtyards in some areas, making them empty most of the time. In the last decades, the neighborhood has been degenerating, partly because of its isolated position in Rotterdam and influences from changing architectural insights. Many

of the houses have become vacant, and few social institutions are there apart from schools. In the last years, it has been undergoing radical and intensive restructuring (2014, p. 86).

PIP – P for participation

Participation is the first step in the design strategy. Lefaivre and Döll's study aimed at getting a clear picture of the playing culture in the neighborhoods to implement a play network that harmonized with what was needed and, in that way, become an asset and a tool for a better-connected community. The process included children in the neighborhoods giving them guided tours and a pictorial report that the children made of where they play. The children also drew their route to school and what they encounter on the way. The design stage also included a participation element. The children were invited to participate in a design competition, creating a mood board with reference images and a joint creation of a scale model. The children then finally took part in the actual realization of the play areas (Lefaivre and Döll, 2014, pp. 98-123).

PIP – I for Interstitial

According to Lefaivre and Döll, a convenient place to play is a place of transition between public and private, close to home with a view from the house. These are light and open spaces that fit seamlessly into the urban fabric. These places are fundamental to young children since they are easy to access for them, and they can play there safely under the watchful eye of their parents, but at the same time, be independent. These are places of spontaneous meetings and conversations, and the youth can in optimum fashion see and be

seen. Planners and designers can locate these places by monitoring the resident's daily flow (2014, pp. 107-123).

P I P – P for Polycentric

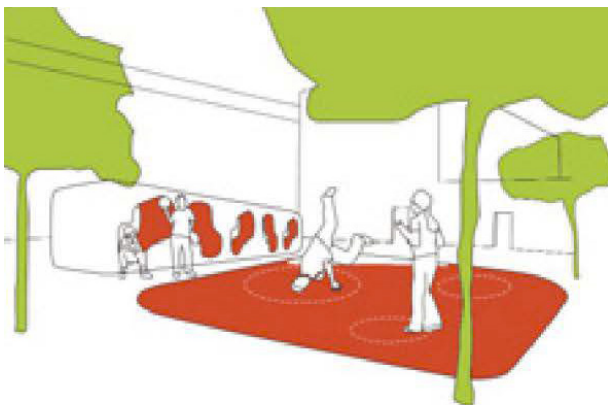
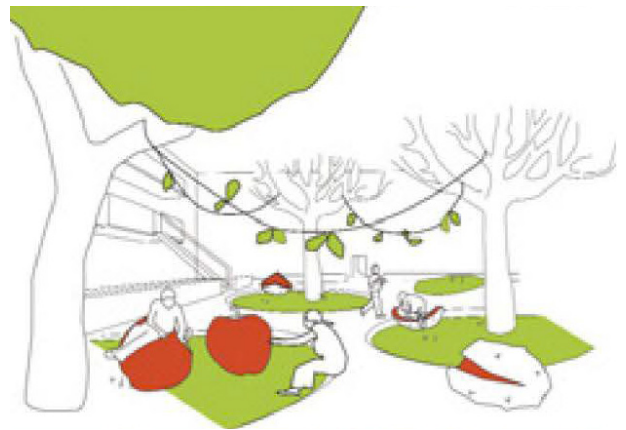
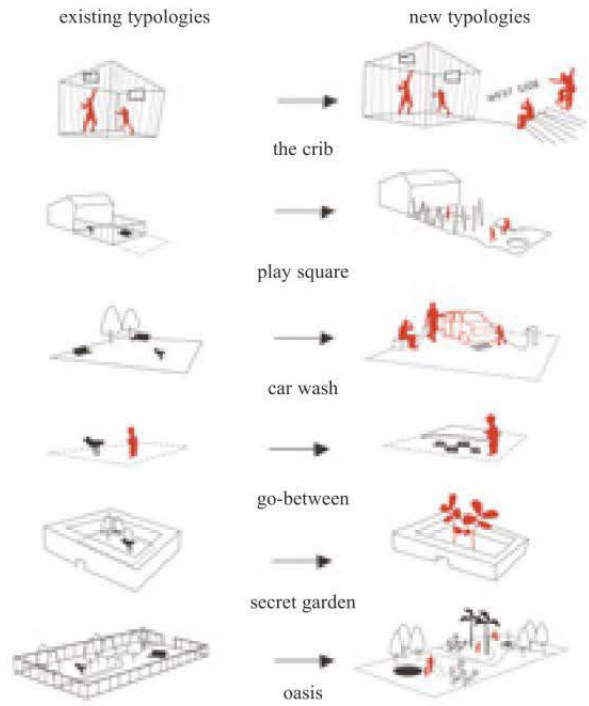
Lefaivre and Döll finally presented a design proposal of high-density polycentric play area networks for the neighborhoods of Oude Westen and Meeuwenplaat, based on their findings. The play areas create merit due to their high density since the children could now use them as steppingstones to discover and experience the neighborhood. The play network offers playing spaces for people of all age groups and from different backgrounds because, according to Lefaivre and Döll, it is not only the children that are under attack in the urban environment but also groups such as youth and senior citizens. Lefaivre and Döll emphasize that this does not mean that there are playing equipment scattered all over the neighborhood. The small play spaces are laid out in harmony with the landscape, and a play space can just as easily appear, for example, by the placement of low walls to sit on, jump off, or hide behind instead of conventional playing equipment. The designers then experimented with lighting, water, color, and small differences in the ground structure to encourage play in these spaces. Unity between the play places was created with a signature color, form, or material. They also made the play areas landmarks in the neighborhoods and ensured that the proposed play networks responded to the neighborhoods' context and character. Enhancing the neighborhood's livability, unique qualities, and giving the public spaces created its identity (2014, pp. 110-112).

A three-layer play network was proposed with

the following layers: interstitial layer, theme layer, and connecting layer to accomplish these various play functions. The interstitial layer consists of the in-between places, small open play areas that are mainly close to home and embedded in the landscape. These places are primarily intended for smaller children. The theme layer provides larger areas connected to a particular lifestyle or plays, bringing together people with similar interests but who can vary in age and background. The third and final layer, the connecting layer, establishes physical and visual functional links between the first two layers and between places inside each layer. These are play routes, that is, routes that encourage moving from place to place while playing. These can be, for example, in the form of sports functions, obstacle courses, adventure play paths, or for skating or jogging. From the three layers emerges a play network (Lefaivre and Döll, 2014, pp. 111-117).

On the following spread images from the study can be seen.

OUDE WESTEN



HOOGVLIET

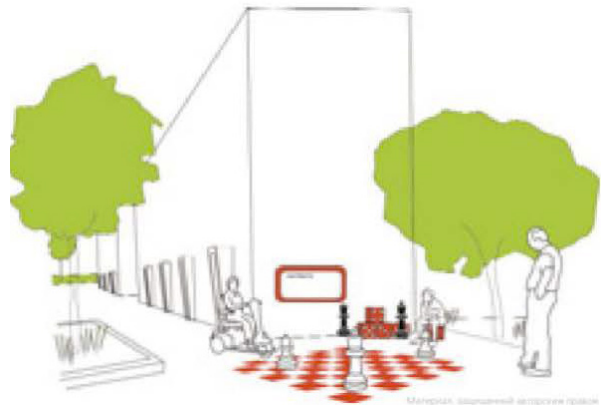
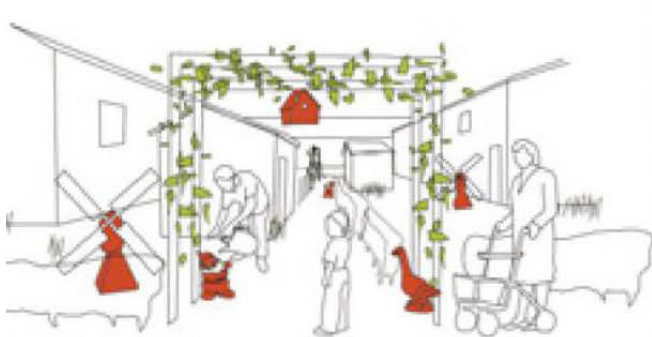
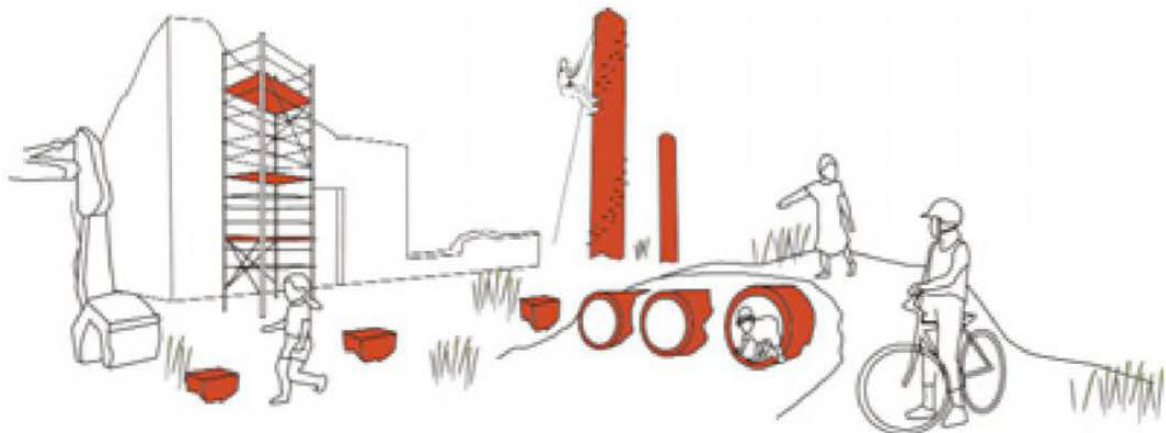
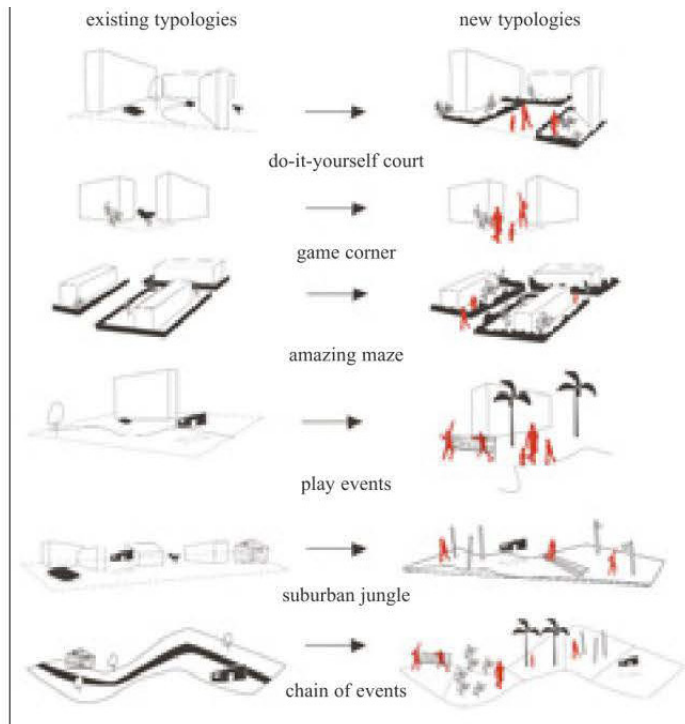


Figure 31-34: Hoogvliet design proposal for play network

CHILDIFYING

Formulating the approach

Childifying is a planning and design approach that strives to improve socio-spatial fragmentation in urban areas by strengthening children's connections to each other, their community, and their environment while making the urban area more child friendly. This is done by connecting what is already there, such as schools to inside and outside areas of opportunities in the neighborhood that have the possibility of being temporary classrooms. In the temporary classrooms, children from different schools get the chance to meet and get to know each other. For the children to travel to these temporary classrooms outside the schools, the routes to these places need to become safe for children and should at the same time bring opportunity for learning and play. The temporary classrooms bring the side effect that children

are outdoors more often and get more movement during their day, which positively affects their health and wellbeing. Additional play should be added to the area's public places and the temporary classrooms' routes to further support movement and play. Through the children and the added play areas, parents and families have the additional possibility to connect. Finally, further opportunities for the children and the community to socialize should be made through different events that embrace the area's character and uniqueness. In this way, the neighborhood, in general, becomes more child friendly, safer, connected, and livelier. It becomes a place where inhabitants socialize more and hopefully is a better place for all, that is Childified.

Following are strategies for Childifying.

PARTICIPATION

The process of Childifying an area starts with investigating the site and collaborating with inhabitants and stakeholders. Stakeholders include groups such as business owners, organizations, schools, and politicians. Here the opportunity to involve children and youth should be taken, giving them a purpose and a feeling of belonging right from the start. The voices of minority groups and the poor should be reached since they are the ones, alongside the children and youth, that are the most affected by what happens in the neighborhood. When investigating an area, the neighborhood's everyday life and environment need to be examined, and the unique character of the community realized to embrace the area's unique character and finding the hidden gems and opportunities in what is already there.

SCENARIOS

Scenarios are created with future goals in mind. The scenarios try to utilize the potential and favorable elements of the neighborhood's everyday lives in connection to the Childified goals and can be as few or as many as the imagination and creativity allow for. In the development process, they can all be tested, some of them or none. They can also be adapted, adjusted, converted, or even replaced, all depending on the circumstances each time. The Childified approach can, therefore, have several different outcomes. The scenario method allows for a gradual transformation process that can be adapted to the neighborhood's circumstances at the time of implementation, resulting in the most relevant and suitable neighborhood outcome.

The scenarios can be both physical and social and are in the form of short-term interventions and experiments in the spirit of tactical urbanism that can connect and draw attention to the Childifying approach. They embrace the unique character of the neighborhood and should encourage and intensify it.

EXPERIMENTATION

Once the scenarios are implemented, tested, and monitored, they are assessed and, if needed, improved, adjusted, or redesigned to be reimplemented in the spirit of action research. From these experiments comes the gradual transformation. Some of the social scenarios can gradually become part of the neighborhood's social character and environment, and others' physical changes can end up being permanently implemented.

OUTCOME

The intended outcome is a child-friendly neighborhood that uses public space and play spaces to connect people and thus minimize socio-spatial fragmentation. A Childified neighborhood is one where children and youth can safely and freely travel around through a web of play spaces and have the feeling that they belong. It's a neighborhood proud of its unique character and where the inhabitants participate in the neighborhood's social life.

Childifying is an approach worth testing speculatively through planning and design scenarios. In the following chapters, I have attempted to test these strategies in combination with general site research to develop a design proposal that works towards making Southern Friedrichstadt Childified and, in that way, work towards overcoming socio-spatial fragmentation.

PART 2



SITE READING

Southern Friedrichstadt is a neighborhood situated in the Kreuzberg district, close to the city center of Berlin. As mentioned in chapter 1, it is a community dealing with socio-spatial fragmentation and other social issues but is on the rise, full of potential and opportunity. Due to these conditions, it is an interesting area for students studying Landscape Architecture. It was partly for this reason that my classmates

and I, taking the course Planning Project- Driving Forces and Contemporary Tendencies at SLU (a course that questioned the traditional planning and design methods like the master plan and explores instead more untraditional ways), got the opportunity to take a field trip to Berlin in the fall of 2019, where we did a three-day on-site studio project in the neighborhood of Southern Friedrichstadt.

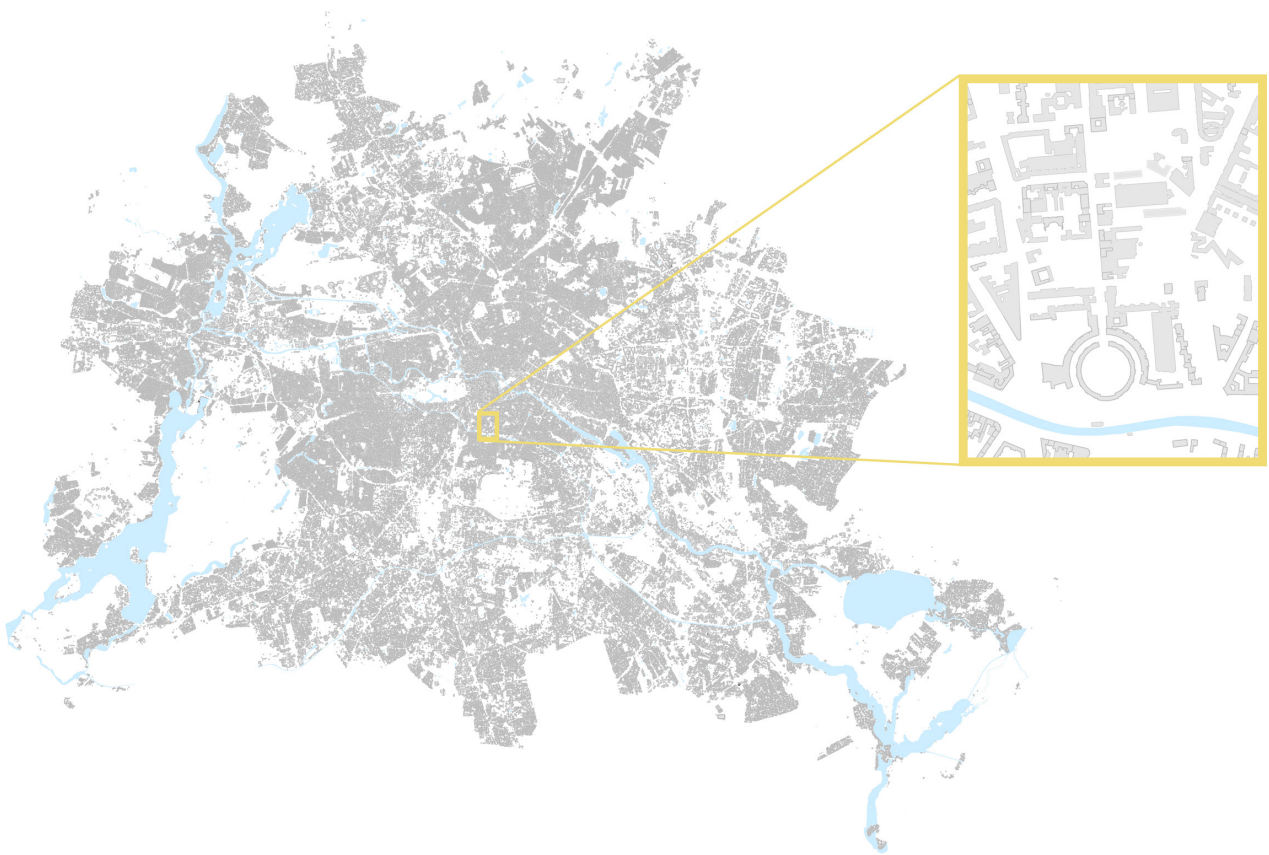


Figure 35 (opposite page): Photo of Mehringplatz taken on the first site visit
Figure 36: The neighborhoods location in Berlin



Figure 37-38: Barbed wire fence behind a “children going to school” sign

FIRST SITE VISIT

Group workshop

The three-day studio project’s task was to propose a playscape intervention in the area. For my group, the outcome of this work was the Childfying concept. The group consisted of me, Noa Schouten, and Silvia Zaninn. The following pages show and discuss our proposal.

Using the knowledge from our site tours and lectures, we categorized the neighborhood streets and pinpointed some problem areas, especially regarding children’s mobility. Our experience of the neighborhood was that it lacked accessibility for children and lacked child-friendliness in some areas. A visual example of this from the site can be seen on figure 38, showing a close up of a ‘children going to school’ sign with a barbed wire fence in the background.



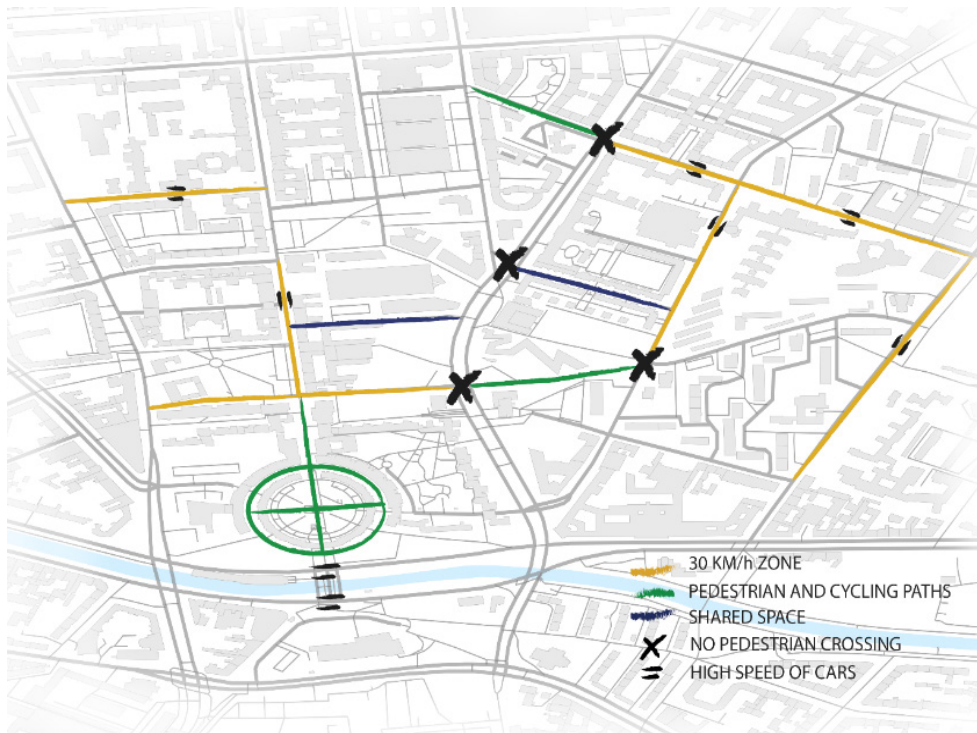


Figure 39: Categorizing some of the streets

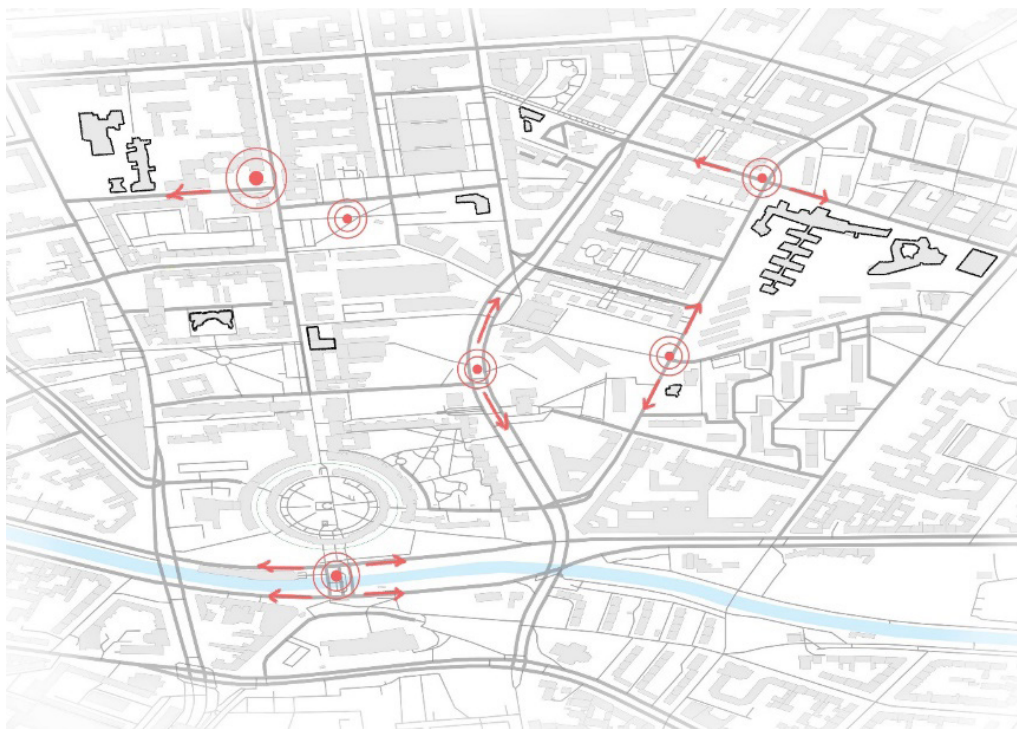


Figure 40: Problem areas regarding mobility safety

From the information we gathered, when talking to residents during our explorative walks, we learned that some schools were overcrowded and that there was little contact between the different neighborhood schools' children. Therefore, we proposed to diversify the learning locations to tackle both the overcrowding issue and the socio-spatial fragmentation, using what is already in the neighborhood.

The idea was that the children could go to temporary classrooms in places such as libraries, museums, bakeries, etc., as well as having temporary outside classrooms in public and private areas like the parks and gardens. The children could go to a history lesson in the museum, a literature lesson in the library, a biology lesson in the museum garden or a baking lesson in the bakery, and so on.



Figure 41-43: Images from the walk, where we tried to see the world through children's eyes.

SPREAD OUT THE EDUCATION

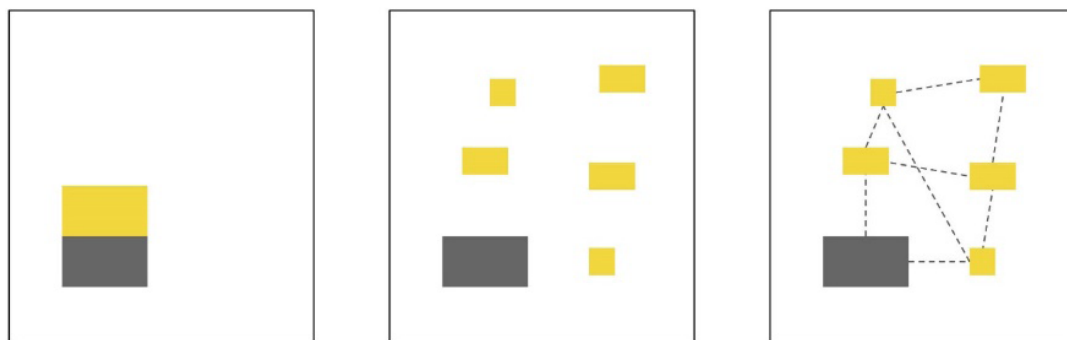


Figure 44: The concept explained visually

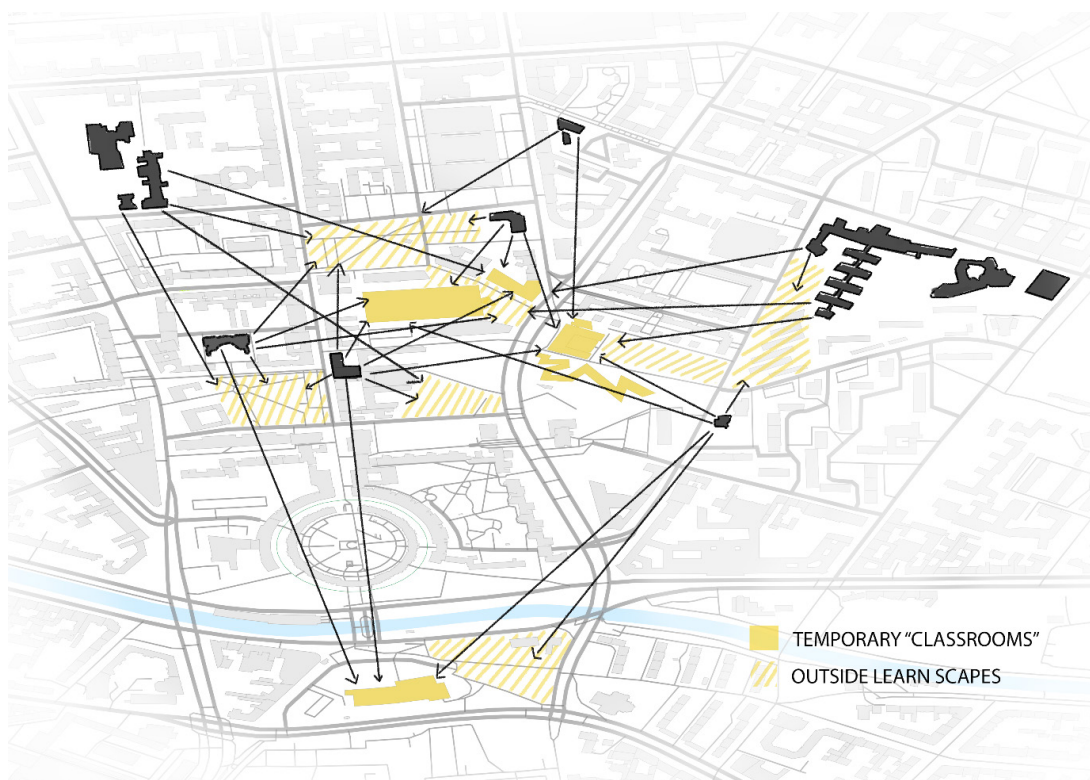


Figure 45: Map showing the schools and possible temporary classrooms

We then sorted the open outside spaces into public spaces, semi-public spaces, and private/fenced spaces.

We visualized the possibility of them all becoming public spaces that the children could enjoy.



Figure 46: Public, semi-public and private spaces



Figure 47: Visualising all the areas becoming public

For the children to safely get to the temporary inside and outside classrooms, we proposed that all the routes that connected those areas would become safe and child friendly to pass

through. We concluded that by fulfilling all the conditions listed above, the neighborhood could become Childified.

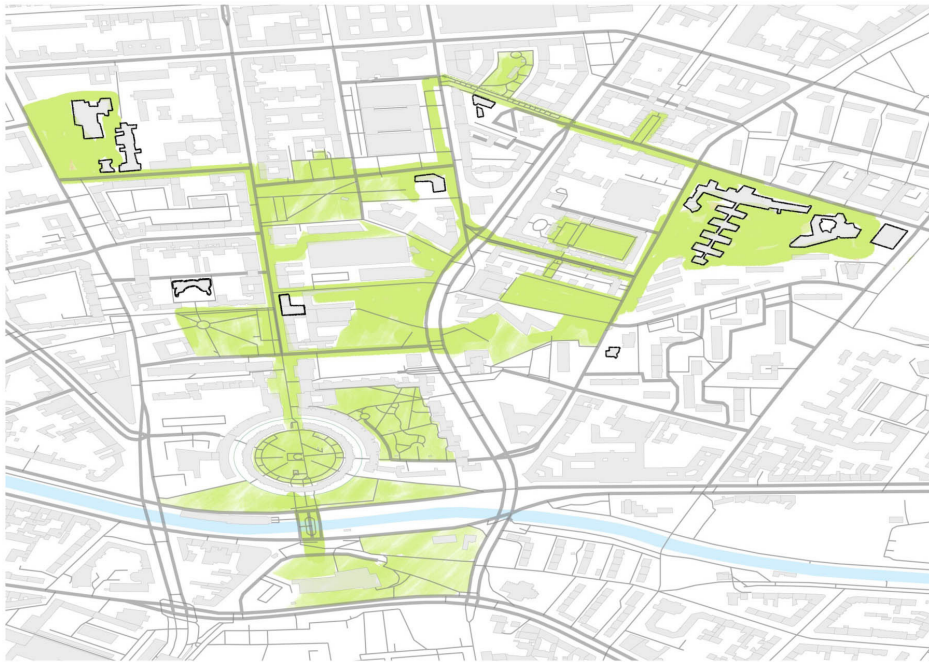


Figure 48: For safe mobility visualizing all the routes between the spaces become safe

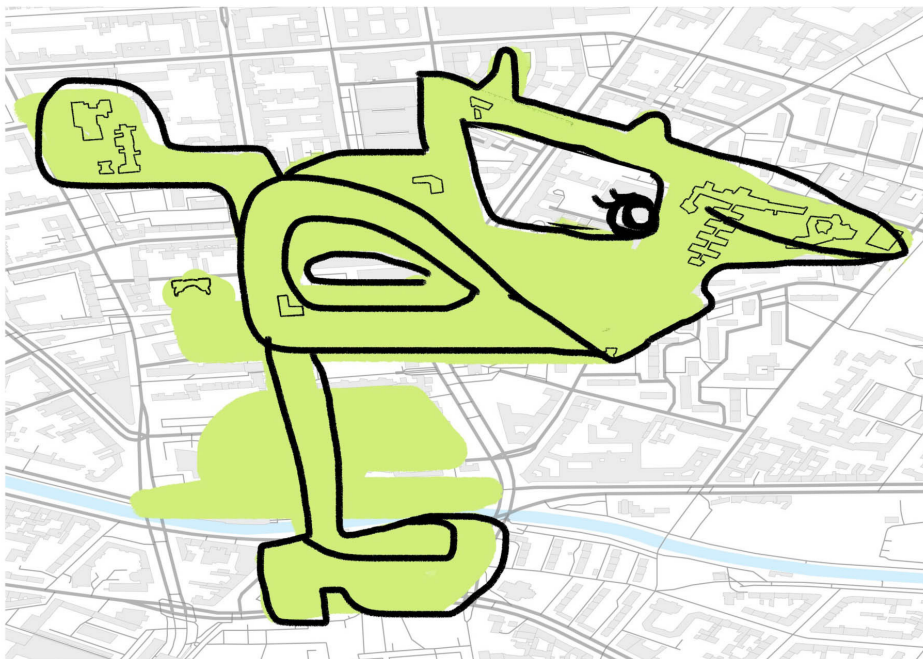


Figure 49: Visualisation of the neighbourhood's logo for Childified

We recommended that the current school’s curriculum be expanded to include various temporary inside and outside classrooms located throughout the neighborhood, allowing the children to get to know their area better through their studies. The school routes to

the inside and outside temporary classrooms should be safe, fun, and playful, inviting the children to learn something on the way, increasing physical movement, and even developing their physical skills.

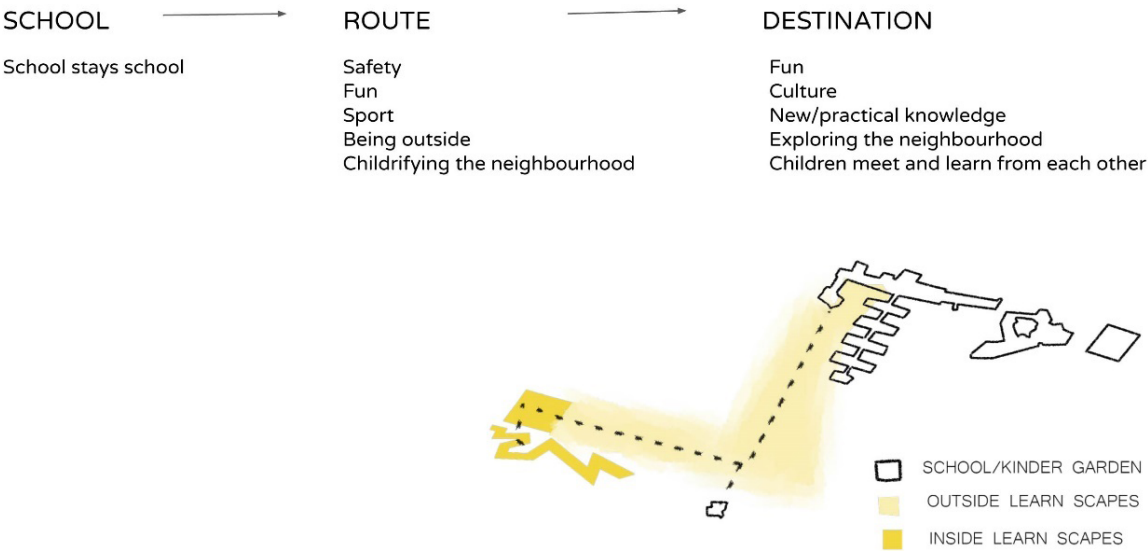


Figure 50: Visual explanation

We suggested some ideas of activities and happenings that could take place in the neighborhood, like an athletic running path, a botanic

garden, a skatepark, a kid side gallery, or an outdoor kitchen.

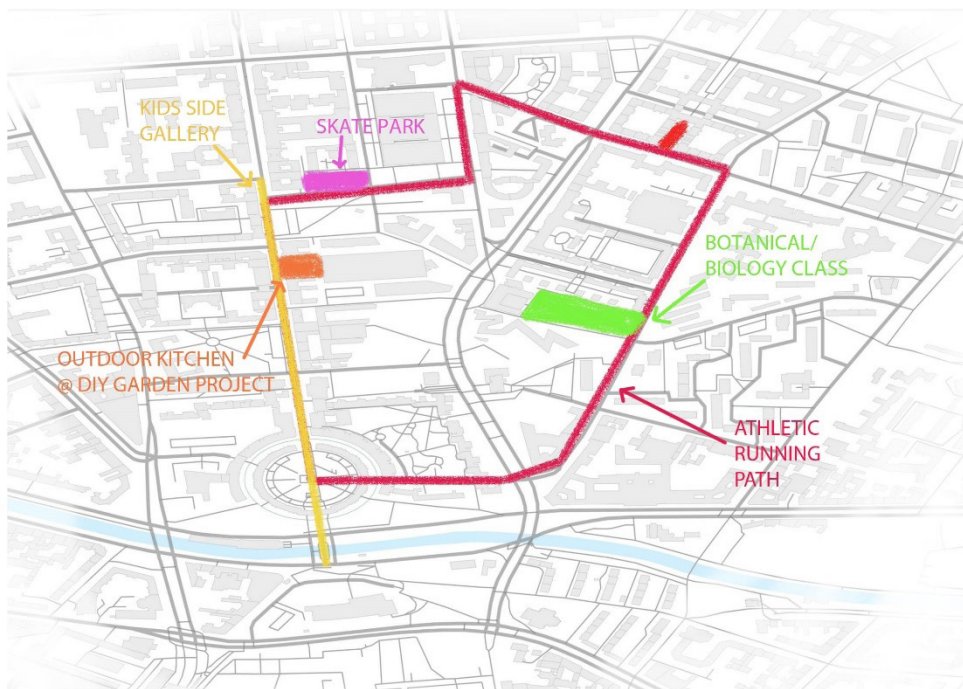


Figure 51: Examples of activities and happenings

A good starting point could be the street Friedrichstrasse, which starts in Southern Friedrichstadt but goes all the way up to Berlin's city center and is known as a high-class boulevard further up. The part of Friedrichstrasse inside the neighborhood could become a children's boulevard, a boulevard that focuses on and celebrates children and youth. Parts of it could be for pedestrians only or could at least be a

shared street. The kid side gallery could take place on the Children Boulevard, and it could be part of the athletic running path and have pop up events. There could be water elements to play with or a performance stage to the side, and it could have events like treasure hunts, children's markets, hut building competition, boxcar racing, etc.

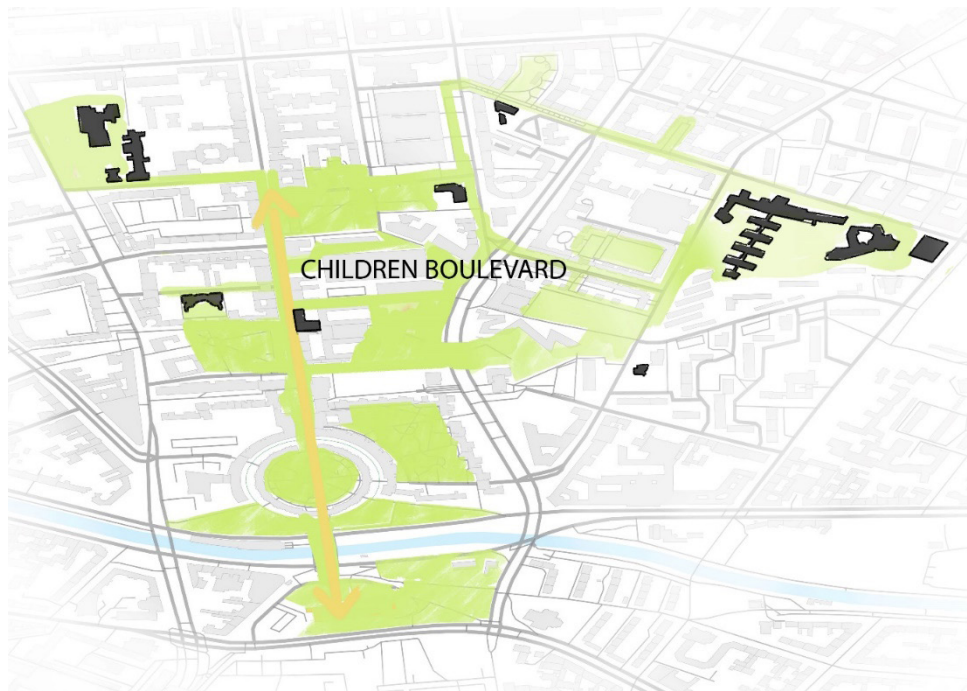


Figure 52: A good starting point

SECOND SITE VISIT

Fieldwork and further studies

At the end of January 2020, I went back to Berlin for the second time with the purpose to further develop my master project. The goal of the trip was to meet with and interview stakeholders, make decisions on the project's focus area, explore the physical site further, especially the area I chose as the focus area, and get to know the neighborhood and its people better. From the trip, I gathered field notes and transcripts of interviews. This chapter will sum up my findings and conclusions, which will then work as a base for Scenario development.

INTERVIEWS WITH STAKEHOLDERS

During my January 2020 stay in Southern Friedrichstadt, I had meetings, conversations, and interviews with residents and stakeholders in the area that guided my decisions on what area to make as my focus and helped me understand the neighborhood's situations and its inhabitants better. From all the interactions, I felt a strong willingness to make the neighborhood the best it can be and make it an area that serves and invites all its residents to join in its community.

On the next spreads, I will discuss these main stakeholders, the meetings I had, the main statements they gave, the interviews that guided me, and the inspirations that I have taken from them. During my stay, I was invited to have facilities in the architecture office BF-studio by Benita Braun-Feldweg, one of the studio owners and residents in the neighborhood. The project was well-received by everyone I met, and most were motivated to take part in Childifying the neighborhood.



A: I got the opportunity to sit in on an unofficial neighborhood meeting where I got to introduce the Childifying concept

B: I got to meet Günter Hagen, an important person in the neighborhood, I was told. He has been in politics and has worked with children and the neighborhood in general for many years. He is also a member of the neighborhood council.

C: I got input from some artists connected to the Jewish museum

D: I had a lunch meeting with Janine Sack, an artist, resident, and a member of the neighborhood council.

E: Christina Tatar, a clothing designer with a shop across from Bessel Park, expressed interest in taking part in the project.

F: I met a man from the non-profit organisation Bauhütte Kreuzberg. More on this below.

G: I had a very informative conversation with Konstantin Victorowitsch Lutschanski, who works at the KAM youth club at Mehringplatz. More on this below.



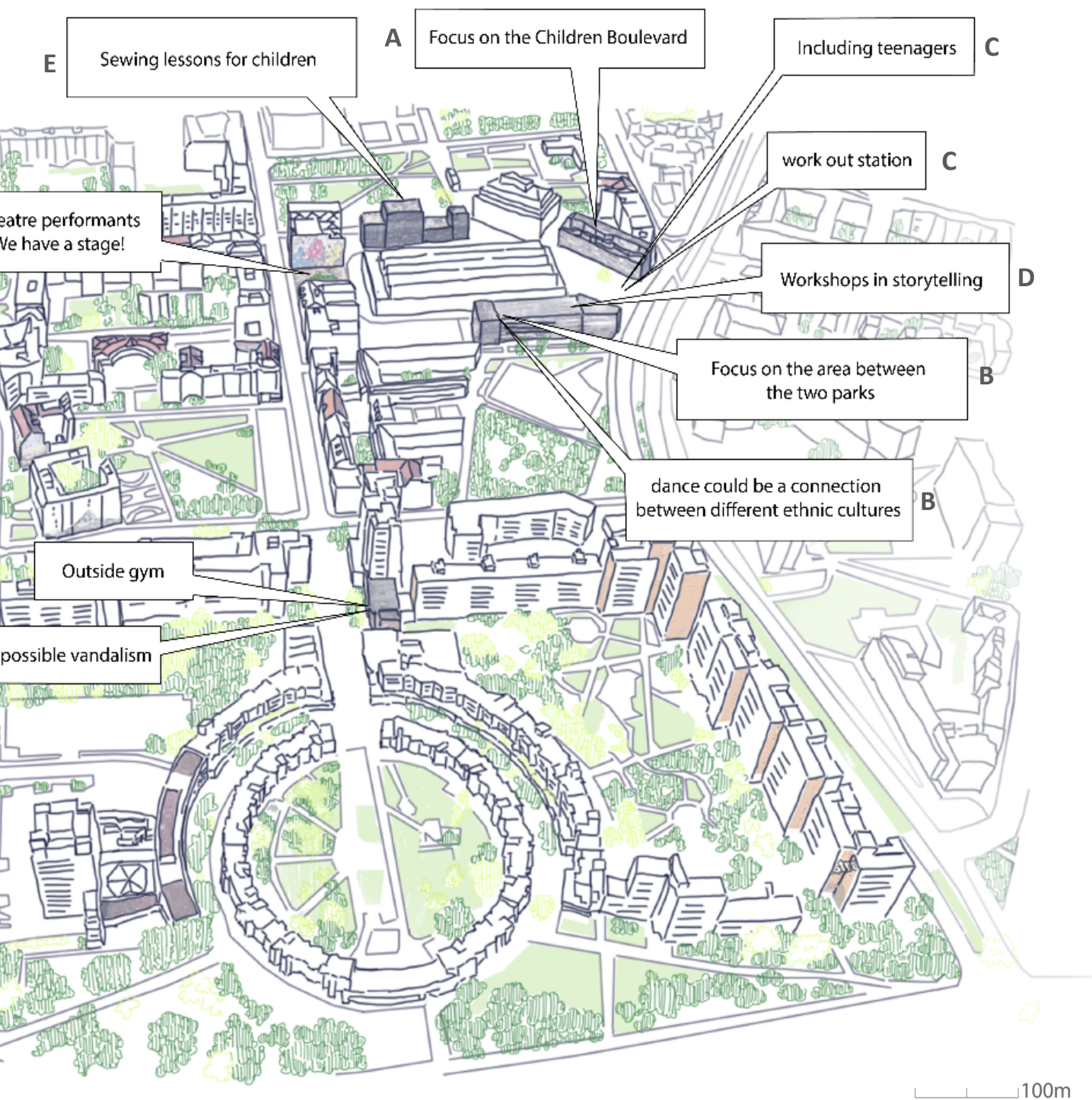


Figure 53: Map shows the locations of the people I meet, their opinions and ideas on how they could take part in the project.



BAUHÜTTE

In the open space on Friedrichstrasse, next to the TAZ building (TAZ is a newspaper with roots in the green party and the alternative scene), I met a man from the non-profit organization Bauhütte Kreuzberg and introduced the project to him. His attitude about the concept was positive, and he mentioned that children and youth could use a stage that they have in the garden, for example, for a theatre performance.

This open space was transformed into a space for urban gardening and other social projects in 2019, according to the TAZ article “we are important for cohesion” (German: “Wir sind wichtig für Zusammenhalt”) (2020). The transformation has been well received by the neighborhood and different stakeholders, companies, and institutions in the area that have used the space for various events and projects. The schools in the area use the garden frequently, mainly before noon. In the afternoon, there are often families there, and in the evening, different groups occupy the space (TAZ, 2020). This DIY garden project is, therefore, already connecting people through outdoor public space.



Figure 54-57: Bauhütte DIY garden

KAM-YOUTH CLUB

I had a very informative conversation with Konstantin Victorowitsch Lutschanski, an employee at the KAM youth club at Mehringplatz that has worked there for the last 20 years. He talked very openly about the neighborhood's social problems and how he feels that they are getting worse in the last decades. He claimed that due to the high unemployment rate, the poverty, and the children's uncertain and unstable future, they often get into drugs and crimes and that many of them are angry and sometimes let this anger out in vandalism. People in the area are skeptical and afraid of change due to, for example, gentrification. We also discussed the Children's carnival held every year not far from Mehringplatz, in another neighborhood in the Kreuzberg district. The conversation ended on the positive note that he would love to see the area become more child-friendly and safer and that the youth themselves have many ideas on how to improve it.



Figure 58-60: The Childrens Carnival

SMALL SURVEY

Having decided roughly on the focus area a few days into my trip, I carried out a small survey in the form of a few questions that I asked everyone that was interviewed regarding the focus area. The survey was too small to give a realistic picture of the current status but could be used as a guidance tool and inspiration for the scenario chapter. The question that I asked people was the following, showing them at the same time the illustration showed below:

What of the following concepts regarding the Children's Boulevard would you think would be the best concept to start with?

I also gave the possibility to choose none of the listed ideas and instead come up with their own idea, which some of them did. The second question was then:

What role could you see yourself having regarding the Childifying project?

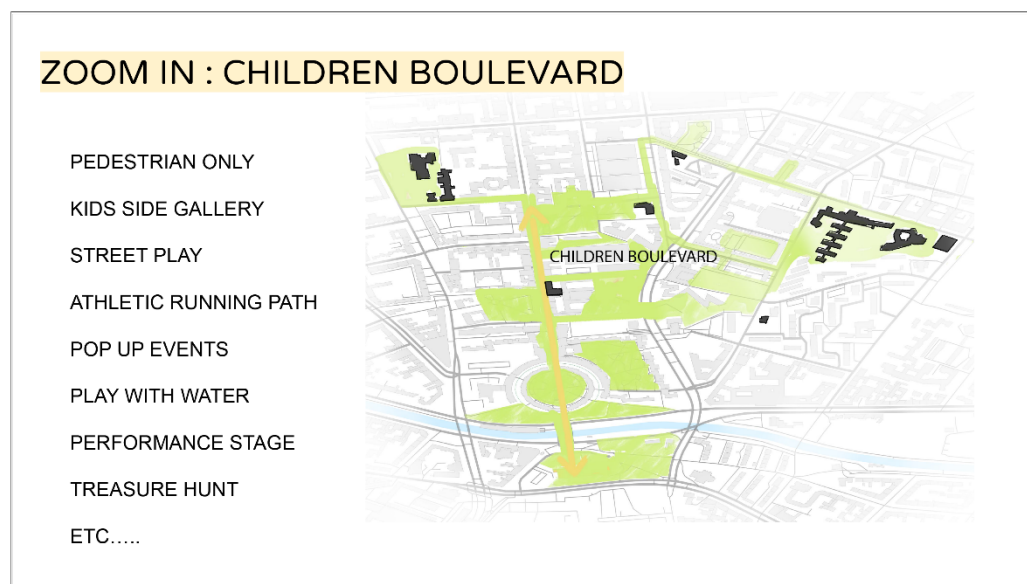
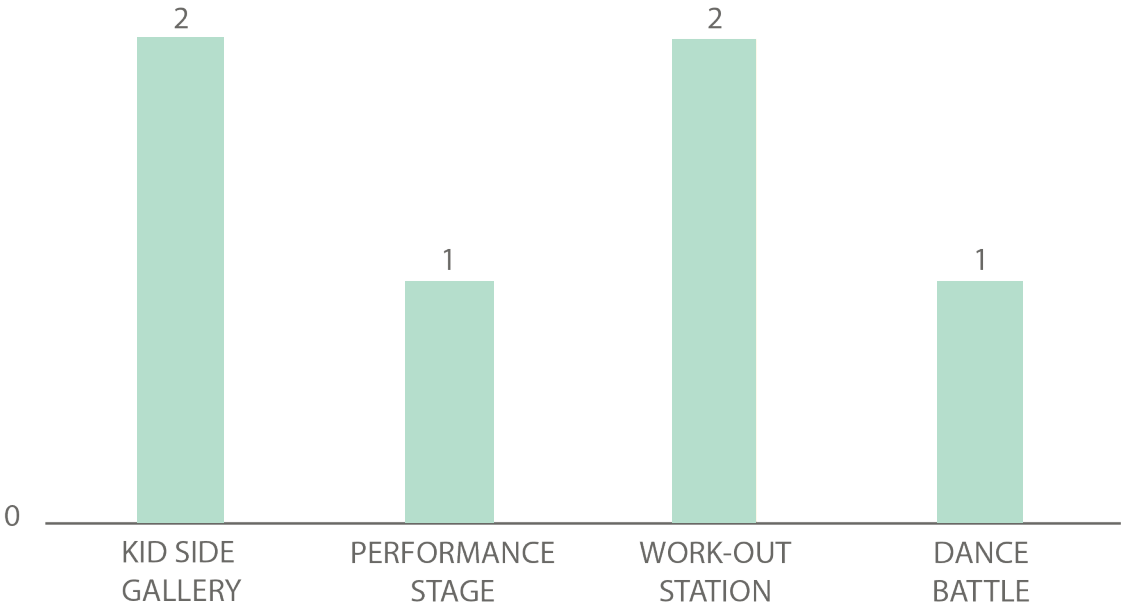


Figure 61: The illustration I used when carrying out the survey.

Seven people participated. The only concepts from the list that got votes were the Kids side gallery, which got two votes, and the Performance stage that got one vote. Two other ideas were mentioned, one of them twice, a workout/ exercise station and a Hip-Hop dance battle. The bar graph below shows the outcome.



IT HAS ALREADY STARTED

Like the Bauhütte project discussed above, there are already things happening in the neighborhood that fit well into the Childifying concept. When we did our initial group project in the fall of 2019, we noted that the community had, in a way, already started the idea of opening the schools and connecting them to different opportunities in the neighborhood. We quoted a teacher from the Waldorfschule Kreuzberg that we had interviewed. She had stated that there was a collaboration between the school and an art gallery in the area in the past, but that the collaboration had not been maintained. She also mentioned discussions in the school regarding some type of partnership with the refugee camp next to the school, but they had still not found a way to connect it to their school.

There was also a project that the socio-cultural platform Feldfünf, located in the Metropolenhaus, had organized in cooperation with the Kurt-Schumacher-Grundschule (Metropolenhaus, 2020). The man I spoke with at Bauhütte also mentioned that they have collaborated with schools in the neighborhood and had a summer start party at the end of May and an end of the year party in October.

BUT YOU ALREADY STARTED !



In the spring and summer of 2020, at least two neighborhood projects that were reminiscent of the Childifying approach were launched. It seems that the situation that has arisen as a result of the COVID 19 pandemic has triggered this development.

The first project is a playstreet. In Berlin, there is an official policy for installing temporary play streets in areas with inadequate play areas (District Office Pankow, n.d.). Because of COVID 19, the district office decided to implement this policy in several district streets on Sundays. The part of Friedrichstrasse beside Theodor-Wolff-Park, a focus area of this master project, was one of these playstreets (District Office Friedrichshain-Kreuzberg from Berlin, 2020).



Figure 63-65: The play streets project on Friedrichstrasse beside Theodor-Wolff-Park, summer 2020.

The second project launched was an outdoor fitness station project with equipment for children, youth, and others to promote movement and interaction within the neighborhood. I got in touch with Leonie Beeskow from the Wassertor organizations that were responsible for this initiative. She told me that the idea was that different organizations and stakeholders would have stations outside their locations where there would be various sports equipment on the stations, and people could go between the stations, testing and trying different sports. The places should be evenly distributed so that children can, for example, go to a site close to home that they know and are comfortable in. When they learn what is possible and what the other stations have to offer, they might widen their movement horizons by going to these other places (L. Beeskow 2020, personal communication, 10 June).

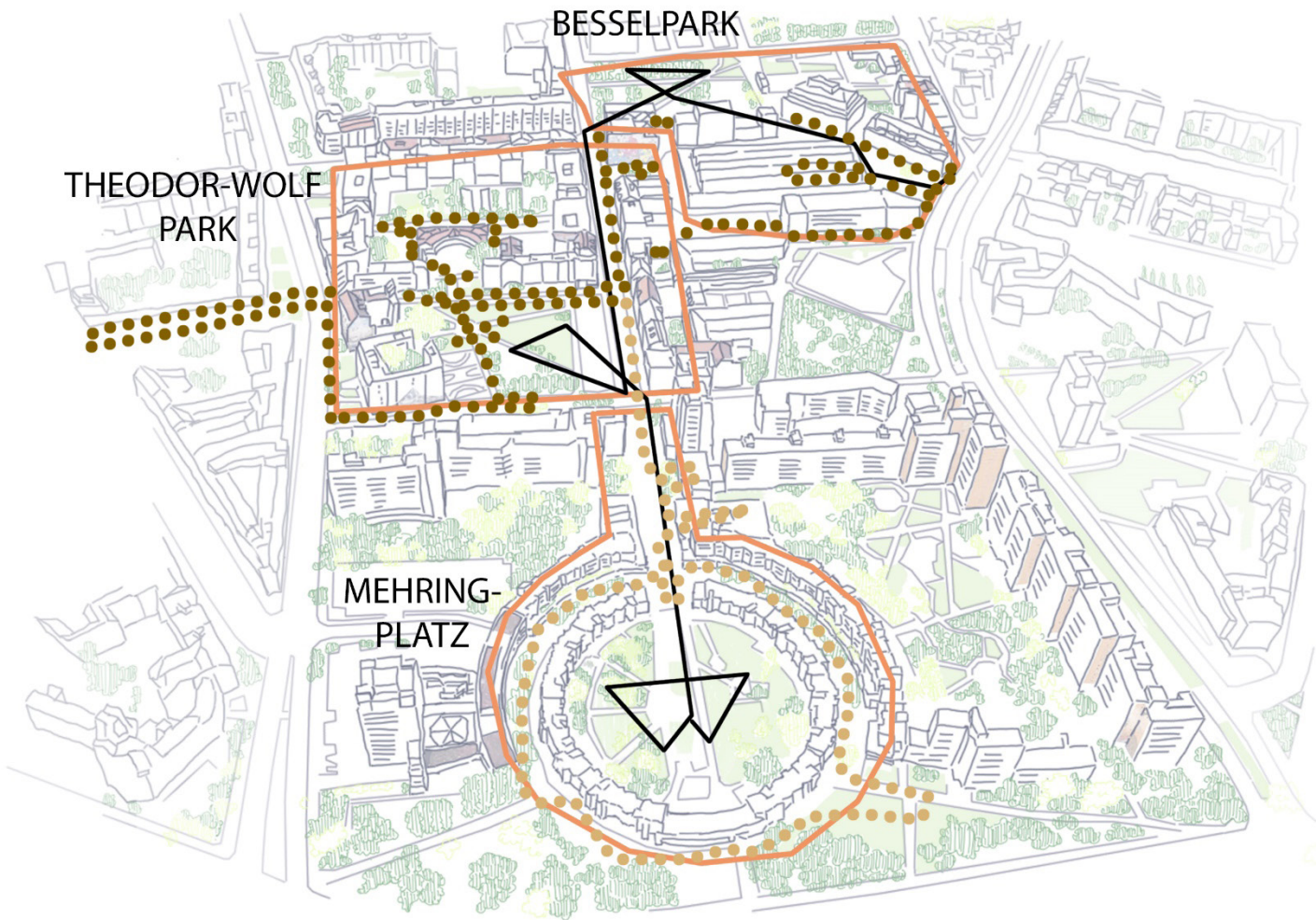
I later found out that the project did not receive to many participants (L. Beeskow 2021, personal communication, 12 January) and therefore never really started.

ON-SITE EXPLORATION

Besselpark - Theodor-Wolf-Park - Mehringplatz

On a cold but sunny January day in 2020, I explored the Southern Friedrichstadt area on foot. First, in the morning and then later in the afternoon. More precisely, the area south of Besselpark, between it and Theodor-Wolff-Park, the area in and around Theodor-Wolff-Park, and the area in and around Mehringplatz were all navigated by foot. A landscape research method inspired by the exploratory expedition method called the Traveling Transect, discussed in the method in the chapter 1, was used. The purpose of the exploration was to gather experiences that would guide the area's design, together with other information collected. It was made with an open mind, and I tried to capture the spirit of the place. The exploration helped me find some quality places, hidden potentials, and gain a better feel for the area and the urban life. I tried to notice aesthetic qualities, some site specifics, and the area's relations to its surroundings. Having explored, on my first trip, Friedrichstrasse from the center of Berlin, through the part where high street fashion stores are located and down to Southern Friedrichstadt, it was interesting to notice the transformation from Highstreet busy city life into a calmer, quieter, cozier and relaxed residential area in the south. In the spirit of the Traveling Transect, I decided beforehand roughly what route I wanted to explore but with the notion that I was free to stray from the route both due to obstacles and barriers or due to things, places, or paths that spiked interest. Established urban planning and landscape methods were used during the exploration, such as photographing, taking notes, sampling, and listening.

After the walk, I sat down, gathered my thoughts, documented the walk with a specific focus on children, mobility, freedom to play, the areas' quality, and my experience and feelings. I categorized the exploration areas into three different parts of the transect to better explore them and notice changes and other aspects of the exploration. Dividing the area made it also easier to discuss, analyze, and categorize my findings afterward. The first area of exploration was **Besselpark** and some of its surroundings, **Theodor-Wolf-Park** and its surroundings were the second one, and finally, **Mehringplatz** and its surroundings were the third and final area. I started both the exploration walks from BF-studio in Metropolenhaus, where I was based, and walked down the part of Friedrichstrasse that I had decided to focus on. I focused on the Besselpark area and the Theodor-Wolf-Park area in the first walk, but I explored the Mehringplatz area in the afternoon walk. In both walks, I ended by going back up Friedrichstrasse, turning in E.T.A-Hoffman-Promenade, and ending up in the square in front of the Metropolenhaus. I documented the most and stopped most frequently in and around Theodor-Wolf-Park, due to it being one of the focus areas and because the area spiked interest within me. I would have liked to explore Besselpark and the Mehringplatz square more closely, but both were being renovated, and I could therefore only explore them from the outside of the construction fences looking in. The materials and experiences from the walk have been gathered, analyzed, and developed into my version of a Tableau Physique, similar to the one the developers of the Travel Transect method, Diedrich and Lee, used (2019, pp. 90-92).



Abstract transect

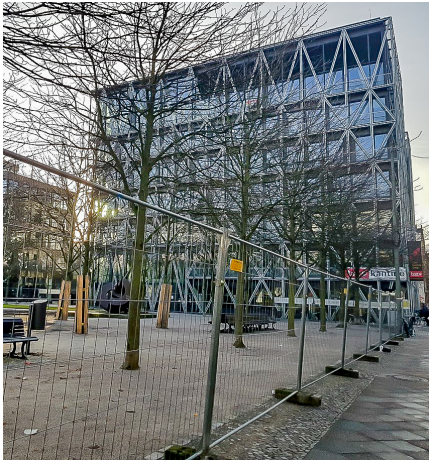
First traveling transect

Second traveling transect

Exploration areas

100m

BESSELPARK - area



THEODOR-WOLF-PARK - area

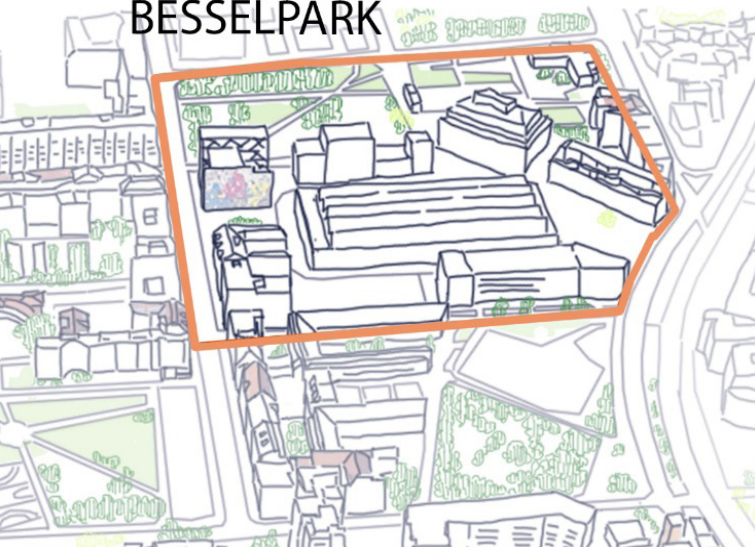


MEHRINGPLATZ - area



Figure 67- 78: Images captures during the exploration on location

BESSELPARK



BESSELPARK

BF-studio, where I was based, lies inside the Besselpark area. I therefore started and ended in this area in both my walks. The site is characterized by modern architecture buildings that are mostly built in the last decade or so. Most of these buildings serve as both commercial and residential buildings. On the other side of a traffic street in the east end of this area, there is a Jewish museum in a classical baroque style that works as an interesting contrast to all the new buildings. Another contrast in this area is the green Besselpark vs. the public space around the new buildings (the two squares) that mostly consist of hard surfaces. Because Besselpark and other sites in the area were undergoing construction, these sites had to be investigated through fences. The renovations in Besselpark were far along, so I could see that the park is green with lots of trees. Besselpark opened again on October 7. 2020 (Redevelopment area Südliche Friedrichstadt, 2020). Most of the area has little or no traffic and there is for example no car traffic

streets to cross between Besselpark and the two squares located on the park's southeast side. The connection to the park from the new buildings in the area is therefore strong.

After passing by Besselpark on my first walk, I turned south down Friedrichstrasse and was immediately hit with the busy car street's noise. The first building on my left (east) was the Taz buildings. Next to it is the DIY garden, where the non-profit organization Bauhütte Kreuzberg is located. The garden is very inviting and playful.

On the way back from both the walks, I walked the E.T.A-Hoffman-Promenade, a shared street. The first house on the south side of E.T.A-Hoffmann-Promenade is very poorly maintained and full of graffiti tags. On the other (north) side is a fenced parking lot that does not do much for the place either. It is well placed, hidden between the buildings, but would improve with more vegetation. The rest of the E.T.A-Hoffman-Promenade is pedestrian-only and is lovely, with the new IBEB building on the left (south) and a sports field on the right (north). On the IBEB building's balconies are lots of vegetation, which does much for the pedestrian path's atmosphere.



Figure 80-82: Images from Besselpark area.



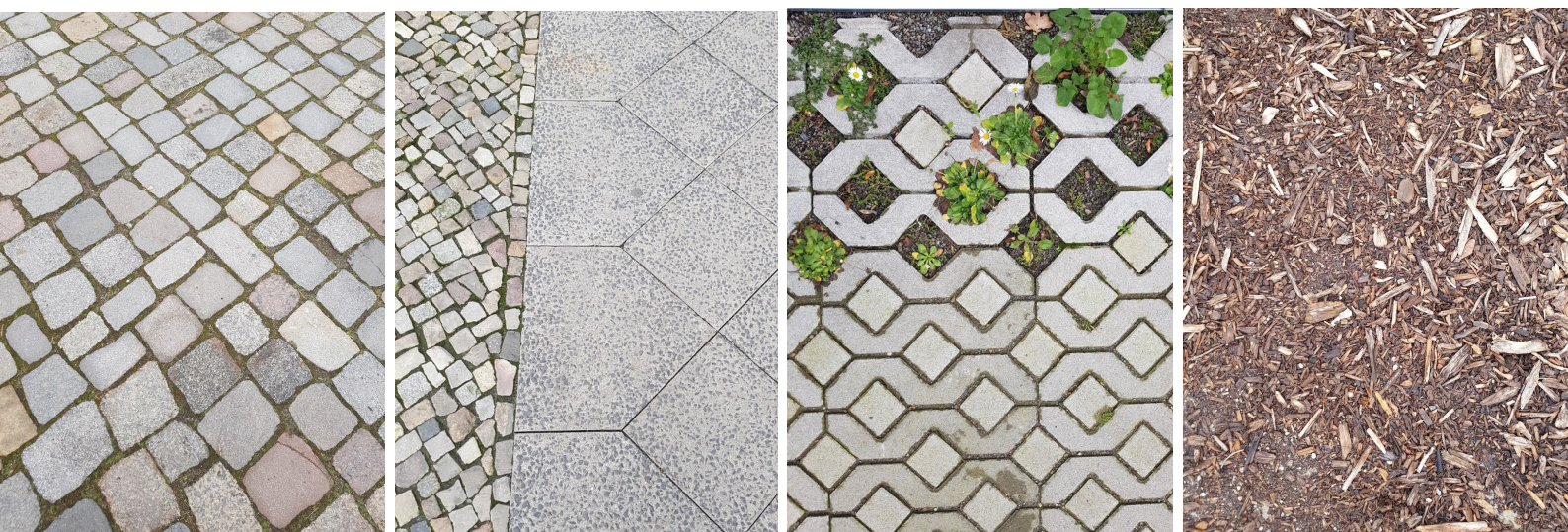
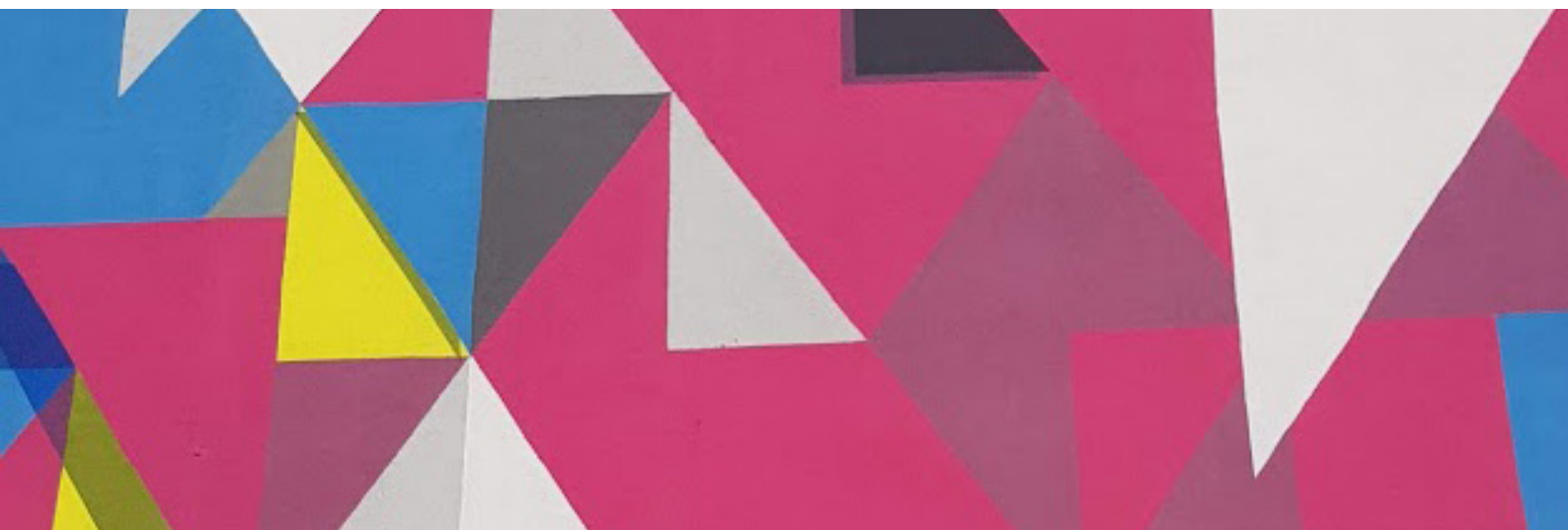


Figure 85-93: Mosaik of the areas patterns, pavements, walls and streetart



Theodor-Wolf-Park

The path down Friedrichstrasse, down towards Theodor-Wolf-Park is a busy car street with buildings in different styles from a few different eras. Theodor-Wolf-Park appeared to my right (west) on the other side of the street. To get to the park, I had to cross the busy traffic-street with cars moving quite fast, and there was no pedestrian crossover to be found. However, the park's atmosphere was relatively calm and restorative with all its vegetation and landscape. I could imagine it to be a lovely place to spend time in, especially in the warmer months. When situated in the park, looking towards the buildings on Friedrichstrasse facing the park, from afar, I noticed their charming architecture that I did not notice when I was up close to them. The large number of cars parked on Friedrichstrasse and the car traffic there, however, diminishes their charm.

The experience I got from Friedrichstrasse compared to the park is quite different.

Inside Theodor-Wolf-Park, I was able to appreciate the area better as a whole. There is a playground and a football field in the park as

well as benches and green areas. The playground was nice and neat but had a fence. I later found out that the playground is new. Children with care takers were there playing. There were children and young people playing at the football field as well, which was also fenced but for a more obvious reason.

The Theodor-Wolf-Park area contains lots of urban art, mostly in the form of wall art that is well integrated into the architecture. There is one building on the north-west corner of the park covered in wall art on all sides that stands out for its creative and playful character.

On the south side of the park, on the other side of Franz-Kluhs-Strasse, there is a parking garage building. The building was (in my opinion) not beautiful, and due to the apparent lack of maintenance, it was even uglier and more tragic than it needed to be, a stain on the neighborhood. There also did not seem to be too many cars in the garage building and looking at aerial images and walking on the street in google maps gets me to the same conclusion, that even though it is huge, it is not used much.

CHARMING BUILDINGS



THE PARKING GARAGE BUILDING



Figure 95-96: Images from Theodor-Wolf_park area.



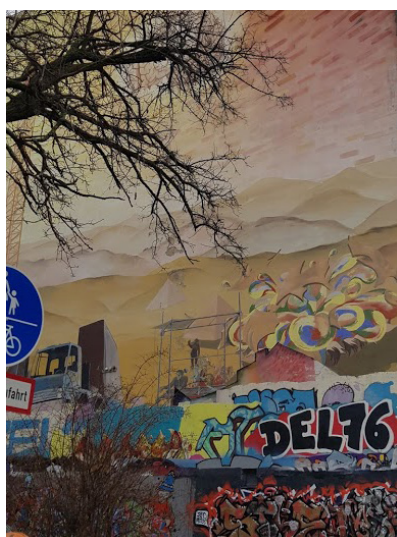
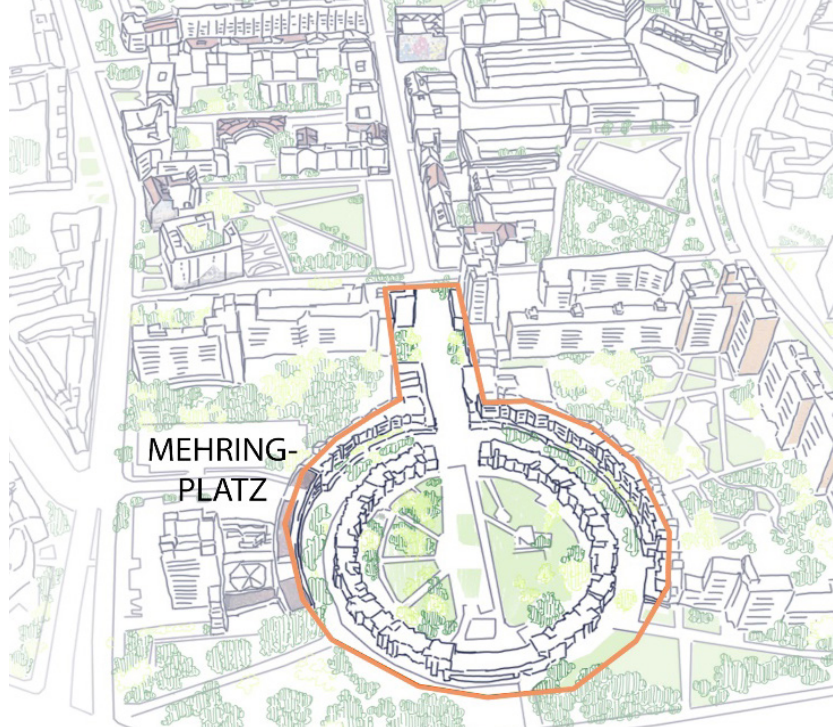


Figure 99-110: Mosaik of the areas patterns, pavements, walls and streetart



Mehringplatz

After leaving the youth club where I had my interview with Mr. Lutschanski, I took a walk around Mehringplatz. It mostly has architecture from the '60s and is a square/park with buildings going around it in an inner and outer circle. Around Mehringplatz are also high-rise residential buildings. The inner circle seems to be mostly residential buildings, but the outer circle has commercial ground floors facing the inner circle and residential upper floors. Friedrichstrasse begins in Mehringplatz and goes from there all the way up to the center of Berlin. Its start differs from the rest in that it is pedestrian-only. Mehringplatz itself is also pedestrian-only. On the walk, I could see many empty store spaces. There used to be a lively store and restaurant scene in this area, but they have been closing one by one in the last years and decades (Lutschanski 2020, personal communication, 31 January). On the southwest side of the outer circle, a newly built building has very dull and uninteresting ground floors, even though they are commercial.

The liveliest part of Mehringplatz seemed to be the south-east part. There are no empty store spaces, and the street is full of life. At Mehringplatz and its surroundings live many poor and unemployed people (Lutschanski 2020, personal communication, 31 January). Big parts of the Mehringplatz were in January undergoing construction and, according to Mr. Lutschanski, have been for a long time. The park/square in the center of Mehringplatz was under construction, as well as the northwest side and the south side. I found the commercial area on the south side inviting with a friendly and cozy atmosphere.

Urban art is present in Mehringplatz, with a classical sculpture in the middle of the square and street art on two of the walls leading into the square.



Figure 112-114: Images from Mehringplatz area.





Figure 117-125: Mosaik of the areas patterns, pavements, walls and streetart

FINDINGS FROM THE TRAVELING TRANSECT

After having walked the sites, studied them on maps, and gone through my photographs, materials, and thoughts, there are findings in the form of site-specific atmosphere, character, and opportunities that stand out. The three areas are similar in the way that they are all areas with a similar purpose. These are all mixed-use areas of residential and commercial buildings, and they all have a form of open public space. They, however, differ in atmosphere and character. The architecture and the eras the sites developed in strongly shape the places characters, both regarding the buildings and the landscape. There is a strong connection between the three areas, and there are no barriers between them except for roads. Barriers could be found inside all of them, especially Besselpark and Mehringplatz, although most of them were temporary due to construction.

The findings include some hidden potentials, barriers of different forms, play areas, art, and architecture, which will better be explained in the following sub-chapters. The findings are then illustrated in a tableau physique.

After having gone through my findings, I found the longing to go back and research some areas better, which was sadly impossible.



PLAY AREAS

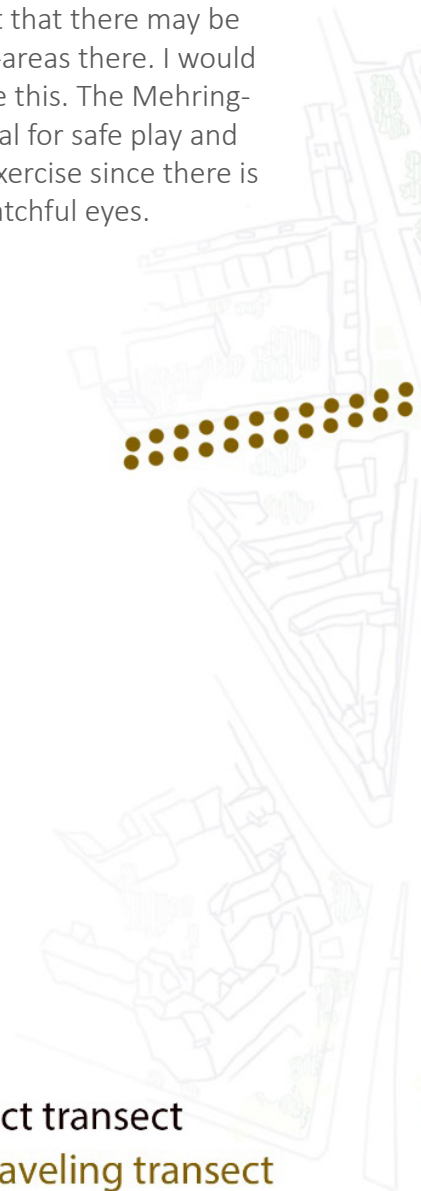
Due to the theme of the theses, my focus in the traveling transect was from the start on finding and studying play areas and potential play areas. In the exploration trips my group and I took in the fall of 2019, we also had this in mind and even tried to see the environment from a child's perspective.

On the east side of Besselpark is a playground that we looked at in the fall of 2019. The park has potential for play, as well as the two squares on the south end of the park and an open area on the north end on the other side of the street from Besselpark. There is almost no traffic in the Besselpark area, and it has, for this reason, high potential for safe play, outdoor adventure, and exercise. In the south-west corner of the defined Besselpark area, there is also the DIY urban garden discussed earlier.

There is a new playground in Theodor-Wolf-Park, a football- / basketball field, and some swing stands with no swings in them. In the Theodor-Wolf-Park area, there is also a preschool, and the Theodor-Wolf-Park itself has potential for other play areas. The street between the Bessel Park area and the Theodor-Wolf-Park area is a traffic street and would need to be changed to become a safe play-route or play area.

In the Mehringplatz area, I did not find play spaces or playgrounds. However, the Mehringplatz square was closed due to construction, so there maybe will be a play area there post-construction. There is a courtyard inside an apartment building on the east side of the Mehringplatz area (outside of the defined area). I did

not go there, but I suspect that there may be some playgrounds or play-areas there. I would have wanted to investigate this. The Mehringplatz area is full of potential for safe play and out-door adventure and exercise since there is no car traffic and many watchful eyes.



Abstract transect

First traveling transect

Second traveling transect

Playarias

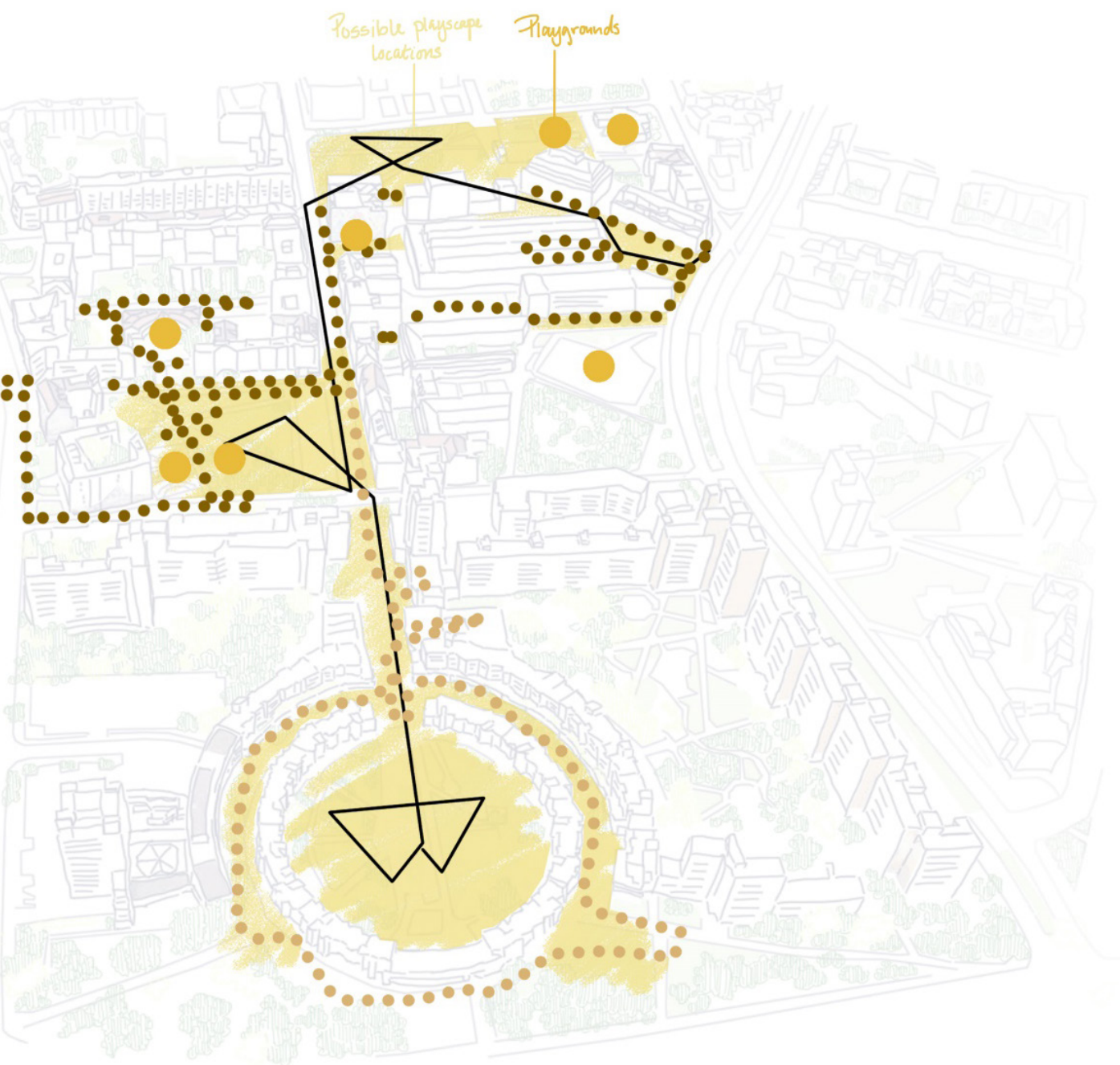


Figure 126: Map shows play areas and potential playareas

BARRIERS

There are not many barriers in the form of traffic streets and big roads in the three areas. In fact, in the Besselpark area and Mehringplatz area, there is hardly any car traffic. Friedrichstrasse, however, goes through the Theodor-Wolf-Park area along with a few streets that cross Friedrichstrasse. Barriers in the form of fences are more common in the neighborhood and are present in all three areas. The fences are there both in the form of fences around play areas and in the form of construction and security fences. In the Theodor-Wolf-Park, there are three play areas. Two of them are fenced. The football / basketball field is fenced with high fences, presumably, so the balls do not go too far or roll out into traffic. The other was the newly developed playground. The fence around the playground made me wonder if it was there due to the traffic-streets around the park or because of different traditions regarding playgrounds in Germany vs. the Nordic countries where playgrounds are often without fences.

However, the construction fences are the most dominant barriers I found on my walks and the ones that hindered my walks the most. During the transect, I found that there was no shortage of construction sites in the area. Besselpark itself and the Mehringplatz square were both construction sites. Some construction fences were around the smaller square next to Besselpark on the south side and on the street around Mehringplatz square. According to an article on taz.de with the title: The future is a building site (in German: Die Zukunft ist eine Baustelle), the number of construction sites and how long the constructions are taking in the area is a problem. The article discusses

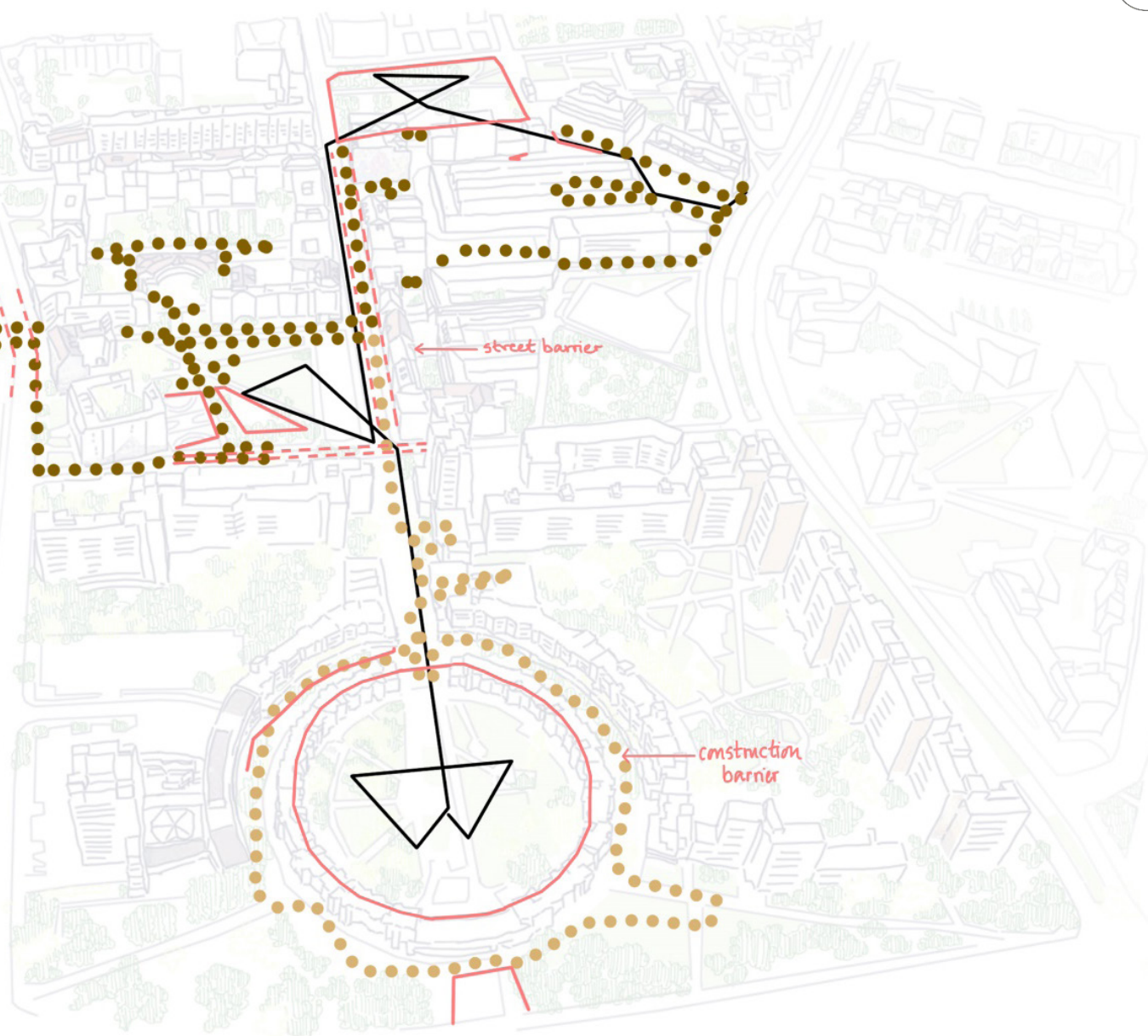
mainly a building site in one of the elementary schools of the neighborhood, the Schumacher Primary School, that has been in renovation since 2012. The article also mentions that the Mehringplatz square has been a construction site for the last two years (Klöpfer, 2020).

Besselpark has now opened again, and the positive side of all the constructions is that they are temporary, and that the neighborhood is clearly in flux and going through a refinement stage.



Abstract transect
First traveling transect
Second traveling transect

Barriers



100m

Figure 127: Map shows barriers I came across during the walk

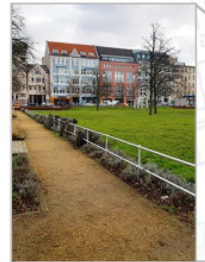


CHARACTER OF PLACE

The architecture, both the buildings and landscape, differ between the three areas and make the places different from one another. The construction site, people, and collections of materials also affect the different atmospheres. I found the Theodor-Wolf-Park area the most welcoming of the three even though car streets go through it. I felt a sense of calm when I entered the Theodor-Wolf-park. Since I could not enter the other two gardens, I could not experience this in the other places.

The architecture differs between the three areas. The buildings in the Besselpark area are mostly modern newly developed buildings. In the Theodor-Wolf park area, there are buildings with more of an older classical style, and the Mehringplatz area consists of 1960 minimalist buildings, many of them high-rise. The landscape and materials used are in cohesion with the architecture, especially the squares between the newly built buildings in the Besselpark area that are hard and minimalist with the same luxury character as the buildings.

Art, mostly street art, is present in the urban garden, Theodor-Wolf-Park, and Mehringplatz. It brightens up these areas together with the people that are there and gives them character.



Abstract transect

First traveling transect

Second traveling transect

Character of place



HIDDEN POTENTIALS

During the Traveling Transect, I came across places and elements that I found had potential and possibilities to be something more. The most obvious to me was the parking building on the south side of Franz-Klühs-Strasse. As I mentioned earlier, this is not a beautiful building, among other things, due to poor maintenance. I also said that although huge, it did not seem to be used very much. On the north side of E.T.A-Hoffman-Promenade, there is also a closed parking lot, which appears well used. Ideally, if better utilized, these two parking areas could replace the parking spots lost due to streets made car-free or shared streets without parking. If more parking is still needed, the parking lot could be changed into a parking building with underground parking levels.

As I discuss in the *Character of place*, the three areas all have their unique character. In this lies potential to strengthen and encourage the celebration of these different characteristics but also strengthen what they have in common and tie them together with that. The Childifying concept can be one of the aspects that ties them together.

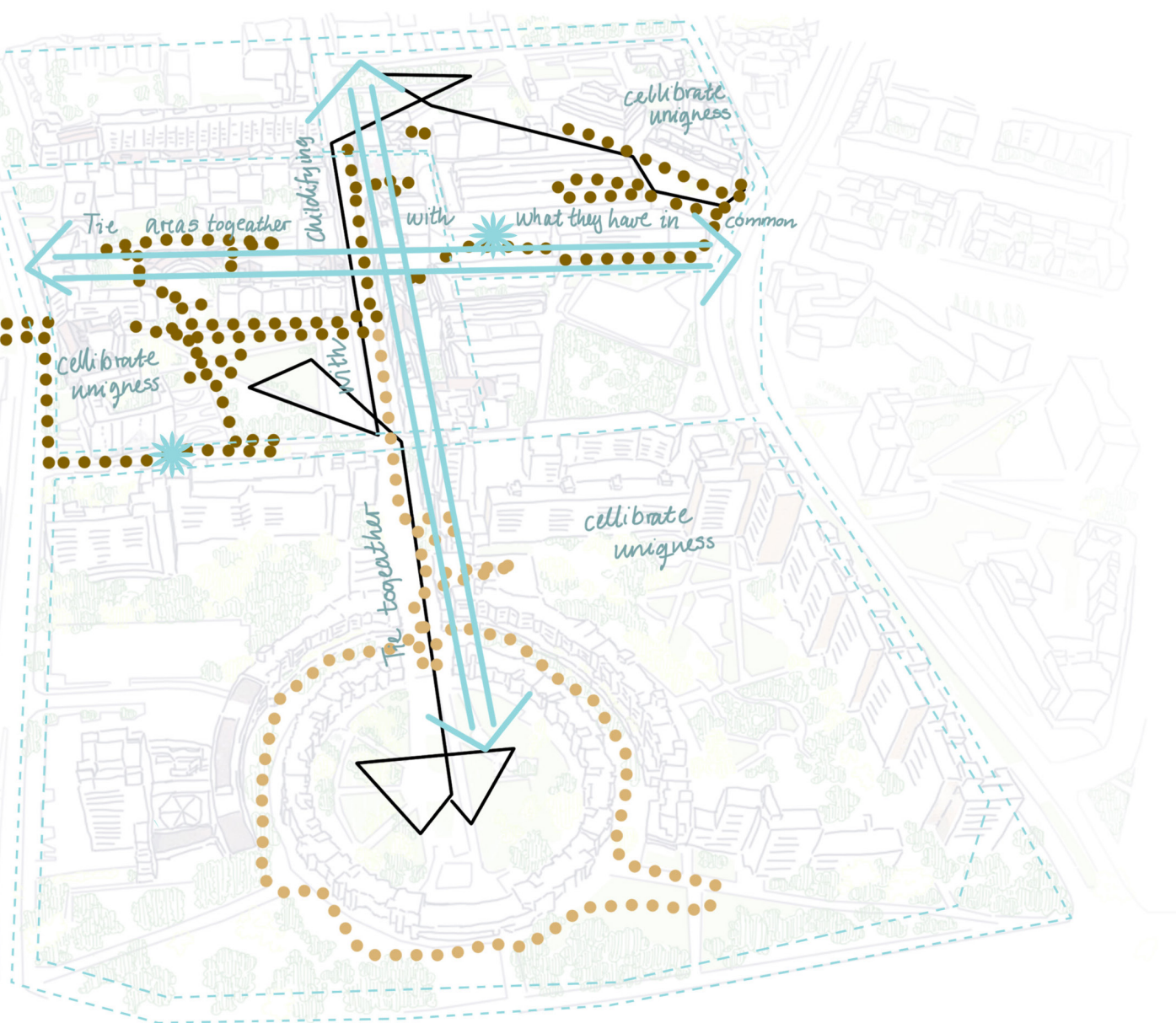


Abstract transect

First traveling transect

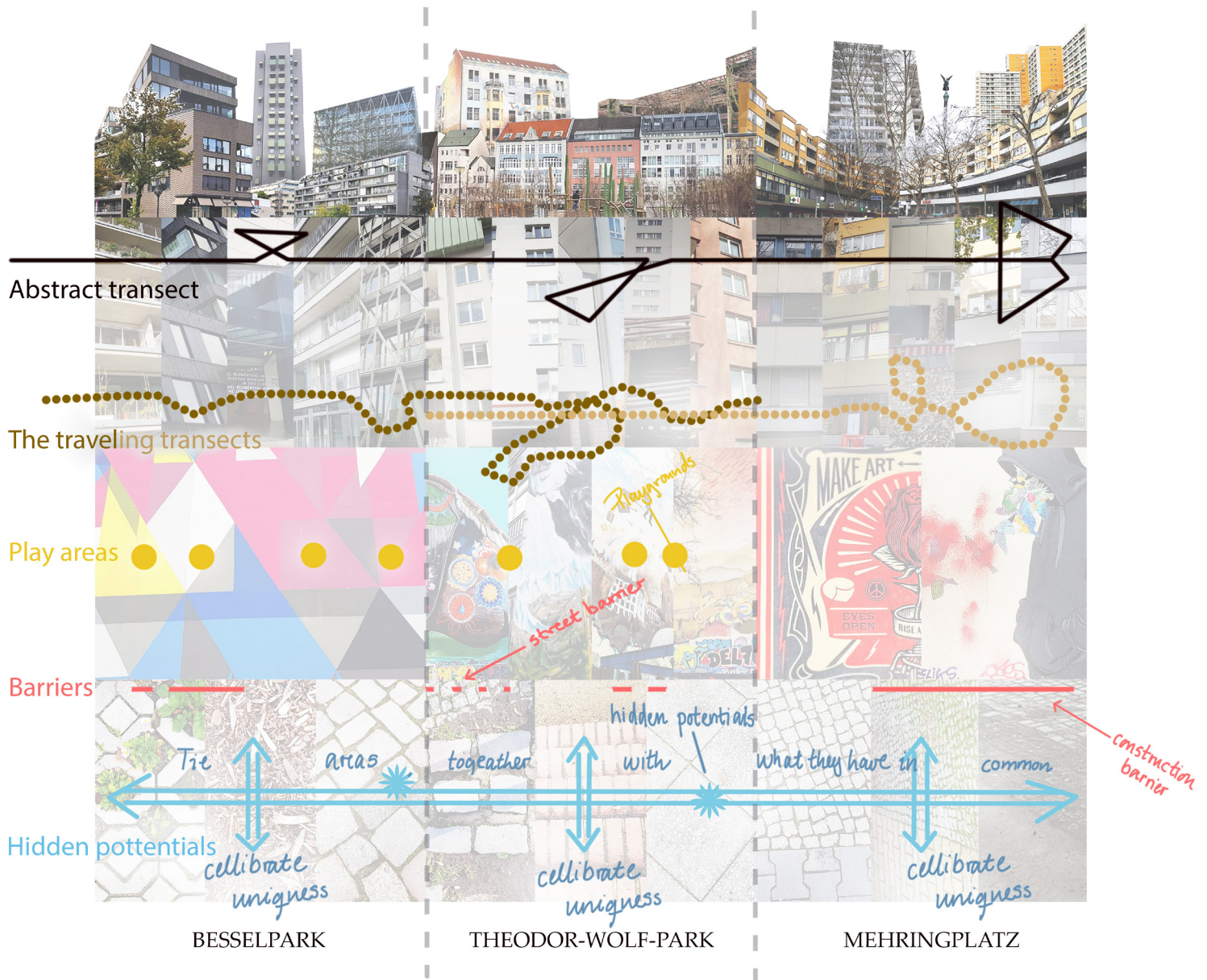
Second traveling transect

Hidden potentials



100m

Figure 129: Map illustrates hidden potentials



PART 3

SCENARIO DEVELOPMENT

From the side-findings has come the motivation to provide both scenarios in the form of planning and policy recommendations for Southern Friedrichstadt and a site-specific design proposal for a focus area in the neigh-

borhood. This chapter presents both of these. It starts with three planning and policy recommendations and then presents design proposals recommended to overcome the socio-spatial fragmentation in the area.

This chapter will not contain figure numbers.

PLANNING & POLICY FOR SOCIO-SPATIAL INFRASTRUCTURE

To implement the Childifying approach into the Southern Friedrichstadt neighborhood, the following planning and policies are recommended.

#1 Safer mobility

#2 Play and Exercise

#3 Outdoor Education

#1 Safer Mobility

Make selective streets free from car traffic and others into shared streets or, in other words, pedestrian priority streets.

Arguments:

As many cities have demonstrated, there are great opportunities, exemplified by the fact that closing areas from car traffic leaves free space for other activities, making children's mobility safer and the air cleaner. Car-free zones need to be planned and designed in such a way that they are full of life and with many eyes on them since this makes the areas safer.

There are already some Berlin initiatives for freeing neighborhoods of cars and making temporary play streets for children to play and people to socialize, especially in very densely populated areas (Berlin, 2020).

Examples:

There are many examples of successful implementations of streets made car-free. A well-known example is when the pedestrian street Strøget in Copenhagen was made car-free in 1962. Skeptics criticized this implementation and predicted that the street would become empty and lifeless. That could not have been further from the truth (Gehl, 1971, p. 37). Cities like Paris, London and Oslo are going towards "car-free" city centers in the sense that all unnecessary car traffic is banned to improve air quality and city life. Car free restrictions are presented gradually in these cities (Taylor, 2020; Scoop, 2020; Oslo municipality, n.d.).

The so-called Summer streets have also been rising in popularity in recent years. Summer streets are streets that have been chosen to be closed to car traffic over a period of the year to make room for social urban life and happenings, making the urban living environment livelier and more pleasant. Streets are, in some cases, closed only over the weekends. Examples of summer streets can, for example, be found in Malmö, Sweden, and Reykjavík, Iceland (Malmö Stad, 2020; Reykjavík, 2020c).

#2 Play and Exercise

Promote webs of urban places for physical exercises and play

Arguments:

People's physical activity is influenced by the environment they live in (Edwards and Tsouros, 2006, p. 1). Physical inactivity is responsible for more than 5 million deaths annually through its effect on many lifestyle diseases (Min Lee, 2012, p. 6). This, together with the rise in childhood obesity worldwide, with related complications like type 2 diabetes already appearing in children and youth (Uppsala Health Summit, 2019, p. 8), shows a fast-growing need to plan and design the urban environment for physical activity, especially in dense urban areas.

Examples:

The World Health Organization Europe (WHO) and Europe Commission promote urban public spaces' transformation to encourage physical activity (WHO Europe and Europe Commission, n.d.). Member states have adopted a physical activity strategy, highlighting the importance of the urban environment to promote physical activity as a part of everyday life (WHO Europe, 2016). Examples of this can be found in cities all over Europe.

Mattias Qviström has studied jogging in the urban environment in Sweden and argues for the importance of planning for jogging in the urban environment (2016, pp. 202-210). Initiatives of this can also be found in Berlin. For example, the outdoor fitness stations program that the Wassertor organizations launched in Southern Friedrichstadt last summer (2020) (Beeskow, personal communication, 10 June).

#3 Outdoor Education

Promote outdoor education

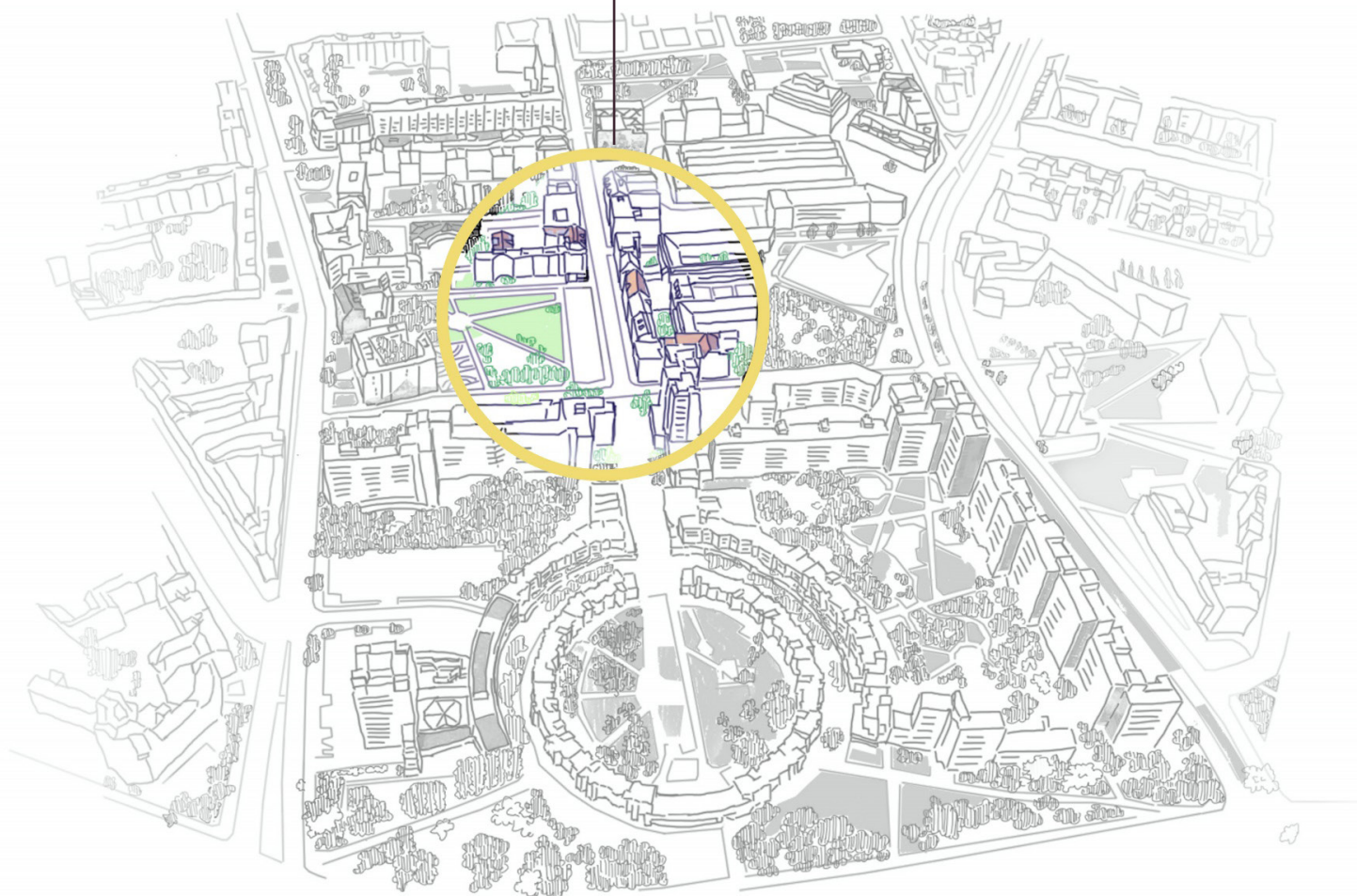
Arguments:

Research shows that outdoor education, combined with regular education, has many positive effects on students' learning. They get more motivated towards learning, and the outdoors can improve their memory and concentration. Outdoor education also improves their movement, health, and personal and social development (Faskunger, Szczepanski, Åkerblom, 2018, p. 7). In dense overcrowded schools, outdoor education can improve the situation and help at the same time with restoration (Kaplan, 1995, p. 169). In times similar to the COVID 19 pandemic and social distancing, the positive effects are even more. Being outdoors can reduce the spread of infection since it makes it easier to keep the distance.

Examples:

Williams & Dixon published in 2013 a review of scientific studies published in the years 1990-2010 discussing the effect of outside learning on academic outcomes. It was a review of 48 studies which resulted in 83% of the studies demonstrating significant positive result for outdoor learning compared to inside learning (p. 219).

FOCUS



100m

SITE EDITING

design proposal towards Childifying

The following is the design proposal for urban open space transformation towards Childifying the neighborhood of Southern Friedrichstadt. The design proposal will be in the form of scenarios that emphasize a children's Boulevard and temporary classrooms.

The proposed site editing is not thought of as end scenarios but as the first step in an evolutionary process.

AMBITION

The ambition of the scenarios is that they can be the start of a transformation that works towards overcoming socio-spatial fragmentation in the neighborhood, among other things.

CHILDREN BOULEVARD

The main concept of Childifying is to spread out the education. To accomplish this, the routes to the temporary inside and outside classrooms need to be safe. This design proposal will propose the first step in making the routes safe, the children's Boulevard.

The site findings have revealed that the Children Boulevard is a good first concept to focus on, to start the transformation towards Childifying. The Children Boulevard (introduced in the sub chapter First site visit in chapter 5) is located on the lowest part of Friedrichstrasse, located inside the neighborhood. The main focus area is the part beside Theodor-Wolff-Park, i.e., the Children Boulevard's first part, but the whole research area was included in some scenarios.

THREE SCENARIOS

Three scenarios have been chosen as design objectives for the Children Boulevard to convert it towards Childifying. These are:

SAFER MOBILITY

For a street to be called a Children Boulevard, it needs to be safe for children to be in and move around. For this to be possible, the street needs to be either free of car traffic or have a very low car traffic speed where pedestrians are the top priority. There are already experiments with car-free parts of Friedrichstadt further up (The local, 2020).

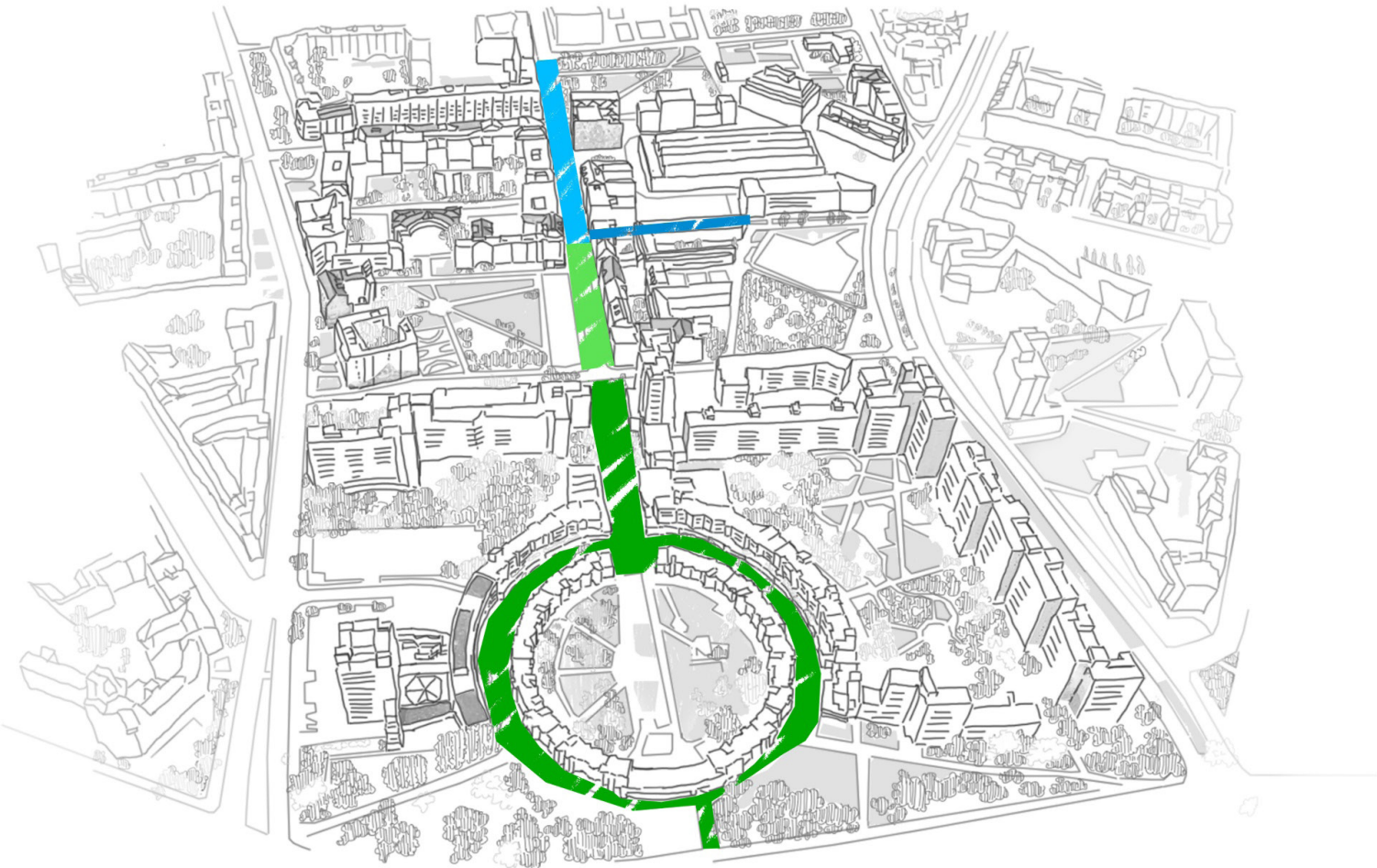
MOTION AND PLAY

Motion and play are two of the core foundations for a happy and healthy childhood and life in general. To turn the lower part of Friedrichstrasse into a children's Boulevard, there need to be possibilities for safe motion and play. To further encourage movement and play, different elements can then be added to the environment.

EVENTS

A Children Boulevard would not be much of a Children Boulevard without different events, happenings, and social interventions for children, youth, and families to take part in and to have the opportunity to interact and get to know their neighbors. Events can also be opportunities to celebrate the children, youth, the neighborhood, and the different people that live there.

SAFER MOBILITY



- Former car free streets
- Proposed car free street
- Former shared streets
- Proposed shared streets

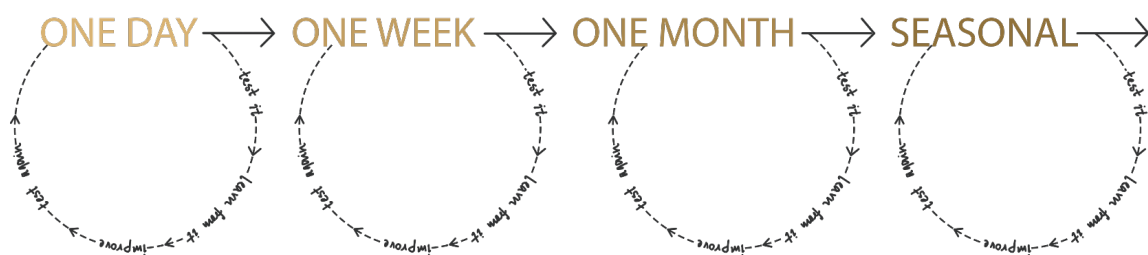
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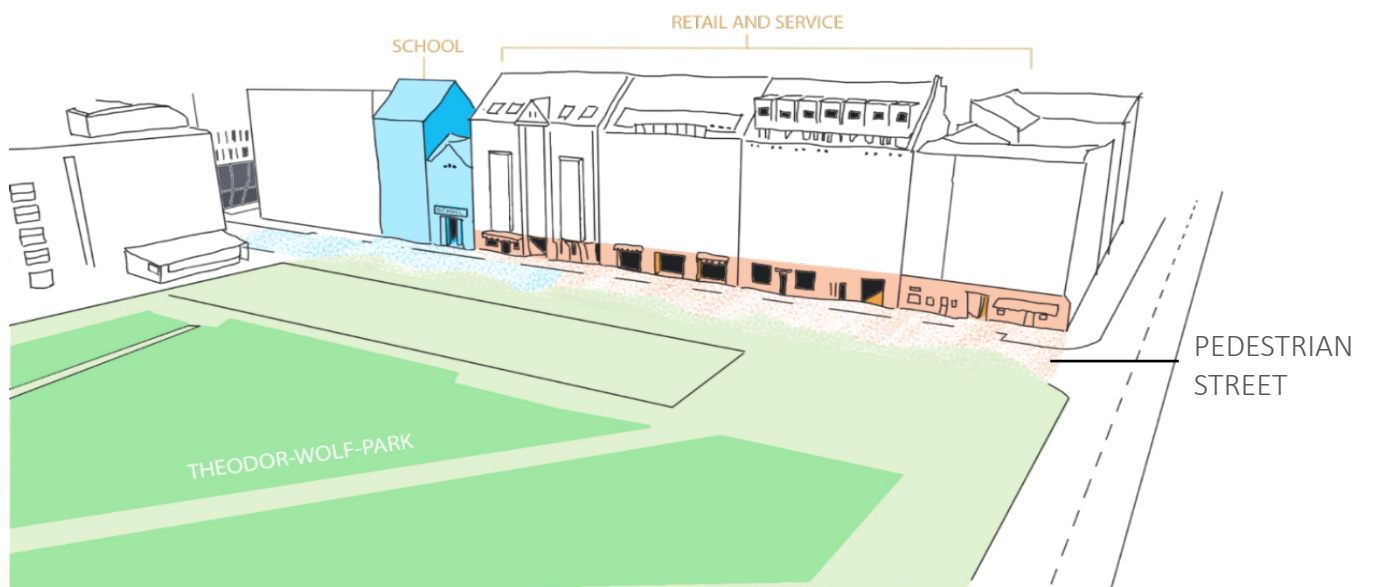
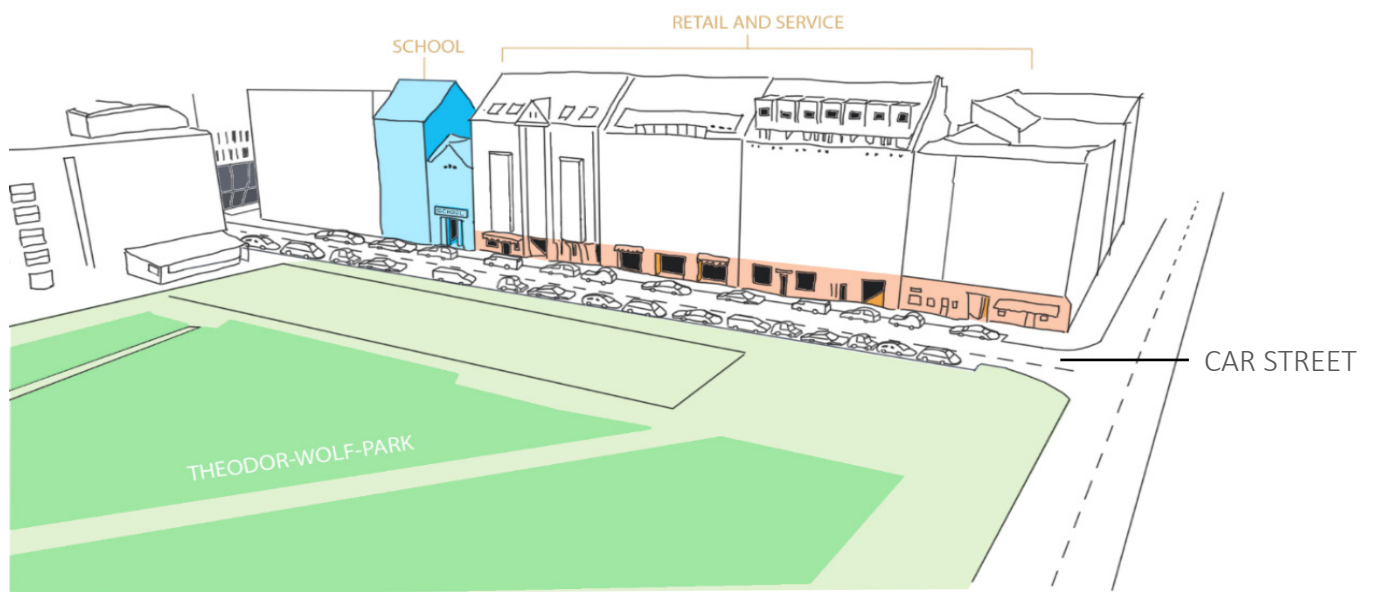
To ensure safe mobility in the first part of the Children Boulevard, it is proposed that the part of Friedrichstrasse next to Theodor-Wolf-Park is made car-free and that the rest of part one will be made a shared pedestrian priority street.

Making the car-free part car-free should happen gradually in steps over an extended period and not overnight. Perhaps it never becomes totally car-free, but seasonally car-free or whatever best suitable outcome the process will lead to. It should start with the street being closed for traffic over one day during the weekends, as has already started last summer. This can be tried over a period,

testing every step, learn from it, improve it for next time if needed, and then tested again. Gradually evolving into longer duration, if that is the will of the community, that takes part in the process. Into a week, a month, a season, and so on.

An advantage of closing this part of Friedrichstrasse is that the barrier between the service, the elementary school on the east side of the street, and the park on the west side will be gone. The park can then flow towards the service and school, making the service and school better able to take advantage of the park's qualities.





The services can, with this change, better use the space in front of them. The restaurant can have more seating areas for customers in the afternoon and evening sun, as can the bakery on the corner. The grocery store can display better products in front of the store, luring people in. And lastly, but perhaps most impor-

tantly, the elementary school has a safe public front yard. A good way to emphasize the car-free area is to change the pavement or color it in some way. This could be done in participation with the community, and the street could even display the children's and youth artwork.

CHILDREN BOULEVARD

Seen from here





What about cars?

The positive aspect of starting with closing only this part of the street from car traffic is that this does not cut off any traffic flow to a specific place other than the places in the car-free area. The cars can still get to all their locations by different routes.

Regarding the parking spaces lost, there are some opportunities to divert the traffic to other parking spaces like the rundown parking house on Franz-Klühs-Strasse and a parking lot on E.T.A-Hoffmann-Promenade mentioned in the On-site exploration sub chapter in chapter 5. The parking house on Franz-Klühs-Strasse seems not to be utilized much, perhaps due to its poor condition. If fixed with proper renovation, more might start to use it. The parking lot on of E.T.A-Hoffmann-Promenade seemed private, but if that could be changed, inhabitants and others could also park there, and it could even transform into a semi-underground parking house getting 1-2 floors of parking if needed.

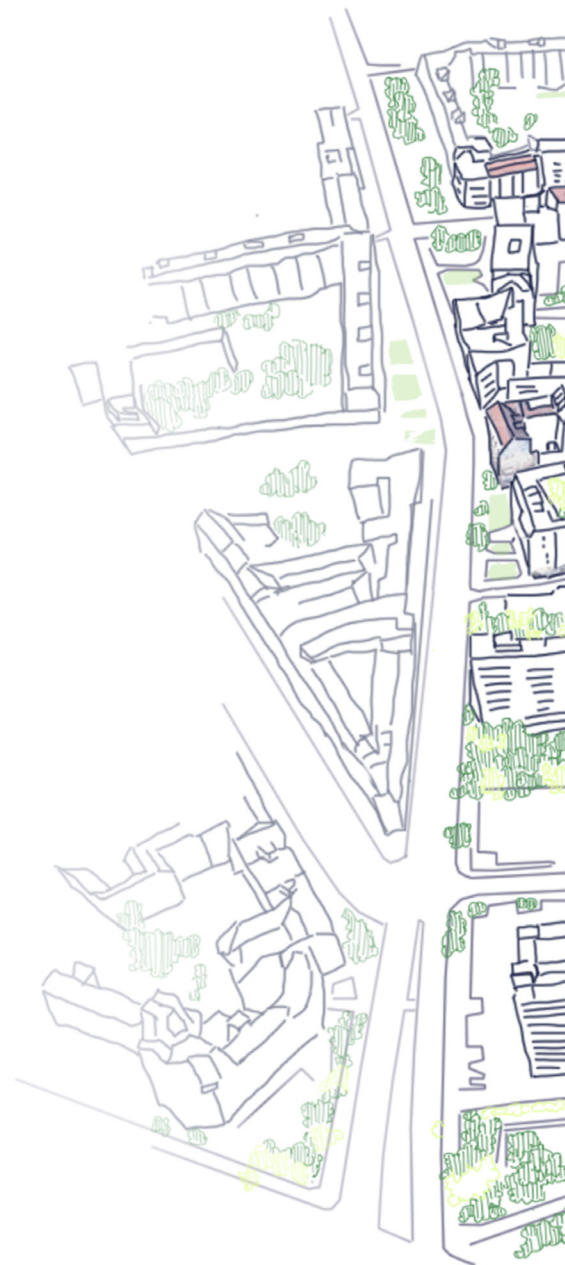
The public transportation in Berlin is accessible, so a car for daily errands is not needed for most people. This should be celebrated in our times of climate change and polluted urban air.



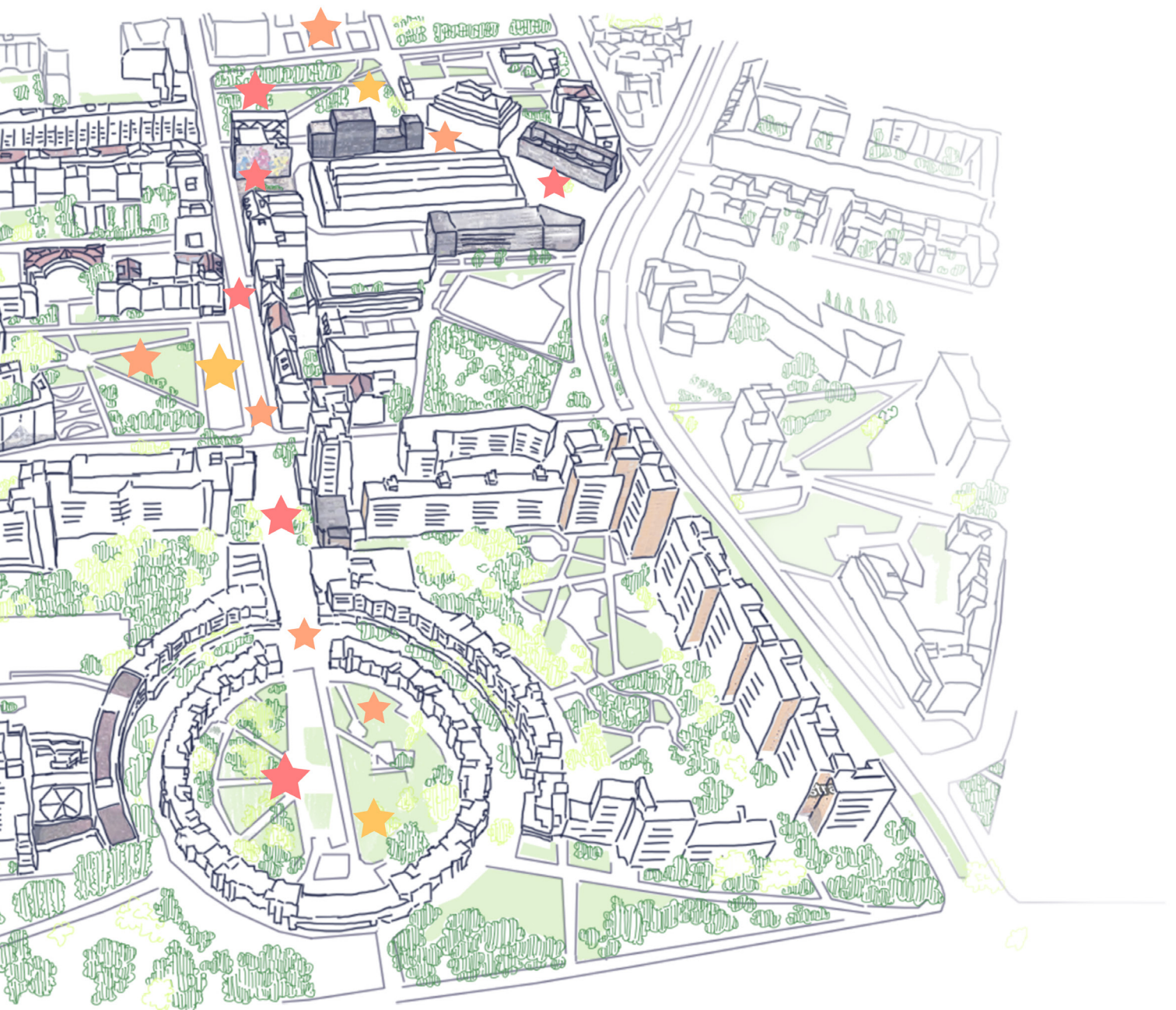
MOTION AND PLAY

One of the concepts that came up during the interviews was to implement outdoor workout stations. Children's and youth's mobility and movement are essential for both physical and mental wellbeing (Malone, 2011, p. 10), and exercise is a good way to let off steam. Play and the possibility of play are just as important as has been discussed earlier. Therefore, a web of play and exercise stations around the neighborhood is proposed, which will lead children, youth, and anyone interested, around the area, making them get to know the neighborhood and community better and giving children the opportunity for development and play both on free time and school time on their way to or from temporary classrooms.

The map to the right shows proposed locations of stations, and the images on the next spread show possible types of stations, classified into play areas, exercise, and both. Children can, though, probably find play in all the examples. The locations are not fixed but are thought of as test stations with temporary equipment that can become permanent depending on how the process goes. The community, including the youth and children, should participate in this transformation and decision-making process and even be included in the stations' design and implementation. In this way, they will feel a sort of pride for having taken part in the process, have more respect for the stations, and even participate in their maintenance.



- ★ PROPOSED LOCATIONS OF EXERCISE
- ★ PROPOSED LOCATIONS OF PLAY AND EXERCISE
- ★ PROPOSED LOCATIONS OF PLAY

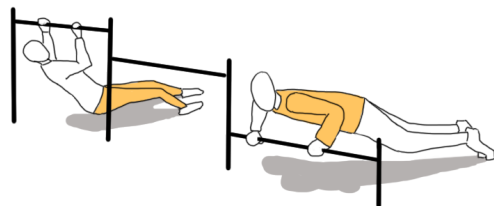
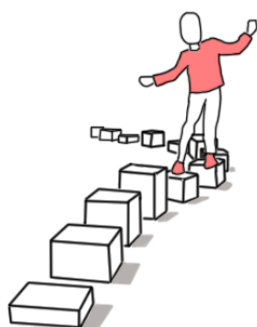
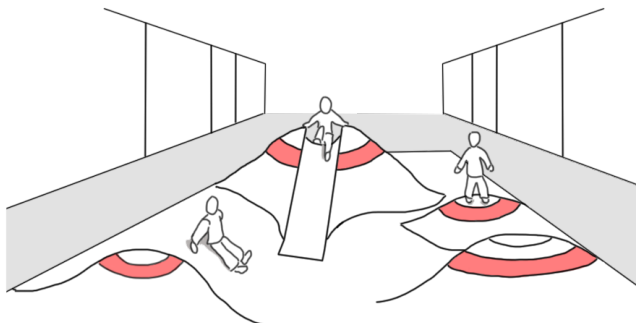


100m

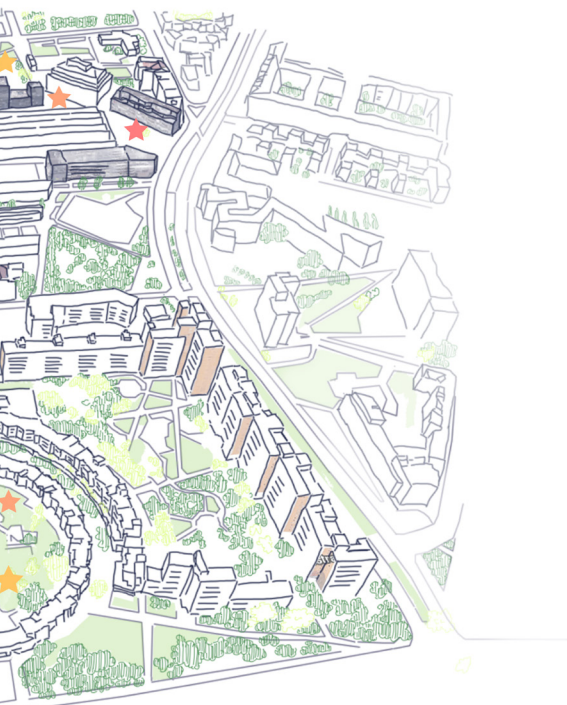
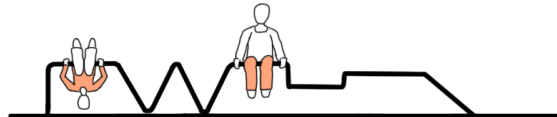
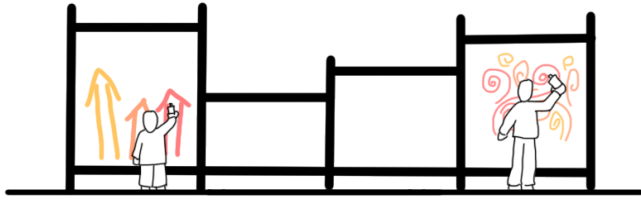
RED = PLAY

ORANGE = PLAY AND EXERCISE

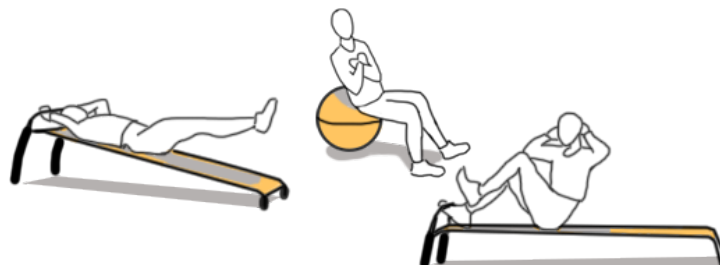
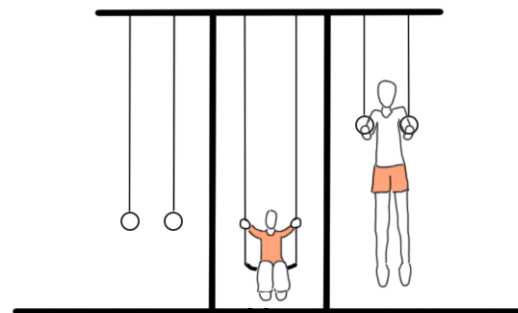
YELLOW = EXERCISE



DESIGN ELEMENTS: SIMPLICITY – STREET-ART – WATER –COLOR- ETHNICITY



100m

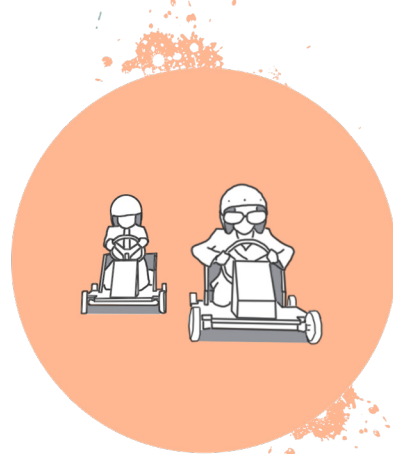


EVENTS

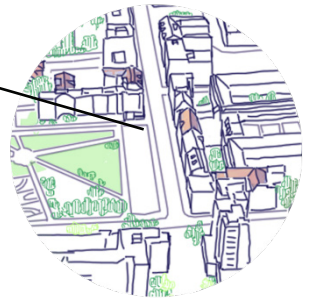
Different events are a great way to pop up the Children Boulevard and the neighborhood simultaneously, celebrating children and youth in different ways. These can be every week, every month, seasonal, or once a year event, etc.

Every year, there is a children's carnival not far from the neighborhood, as stated in the sub chapter Interviews with stakeholders in chapter 5. The week prior to the carnival could be dedicated to children and youth in the neighborhood, and different happenings could occur on and around the Children Boulevard. There could be a Kid Side Gallery displaying children's and youth artwork, a dance battle, a boxcar rally, or a cottage building competition, to name a few, together with general preparation for the carnival. On the evening of the carnival, there could be a carnival after party for the children, youth, families, and the community.

Striving towards becoming a Childified neighborhood, different children and youth-focused events could be held over the year, as mentioned. Various events for different seasons. On the next few pages are a couple of ideas about possible seasonal events.

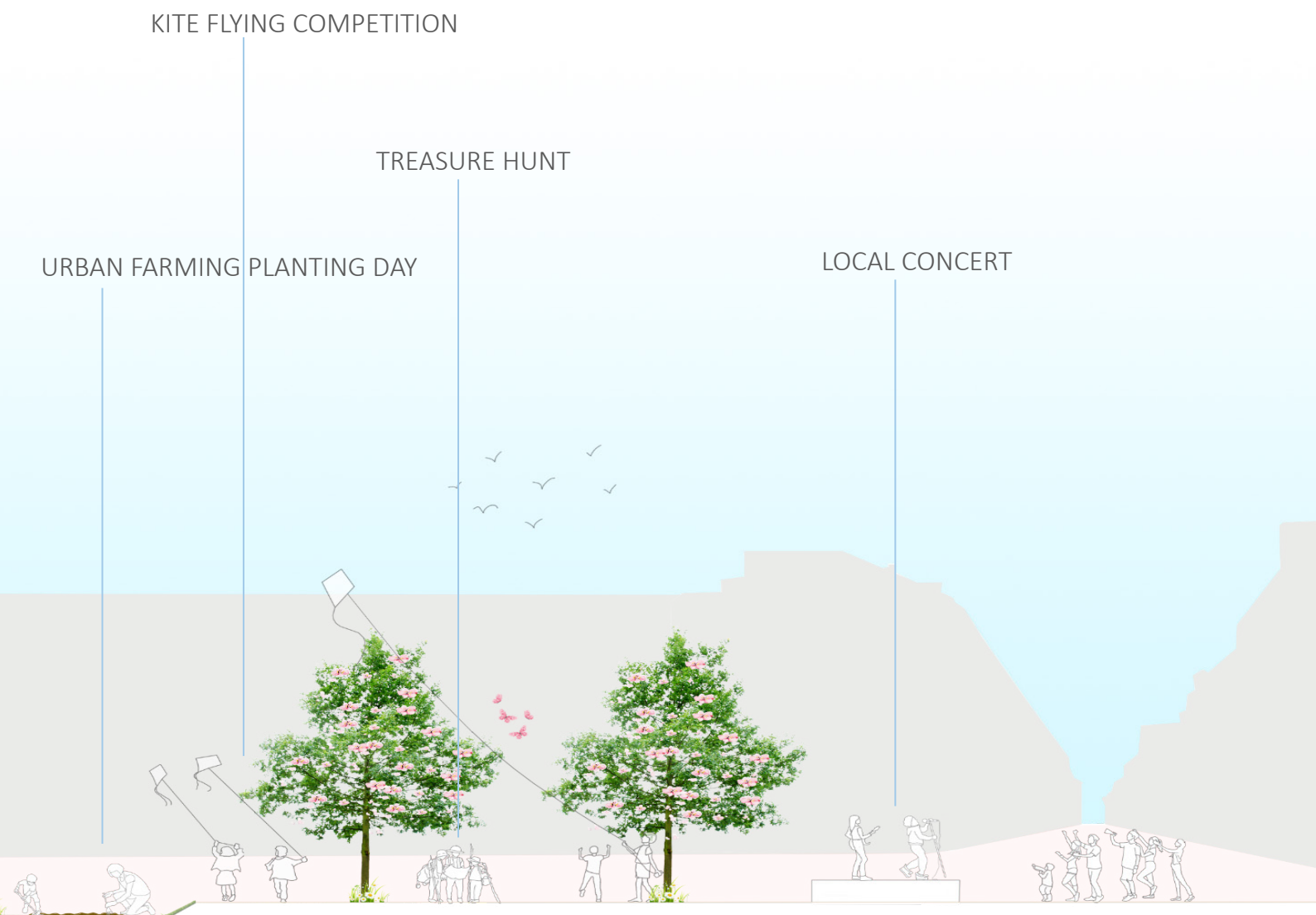
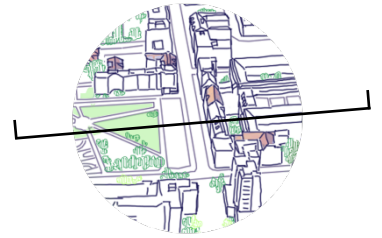


Seen from here



KID SIDE GALLERY

SPRING

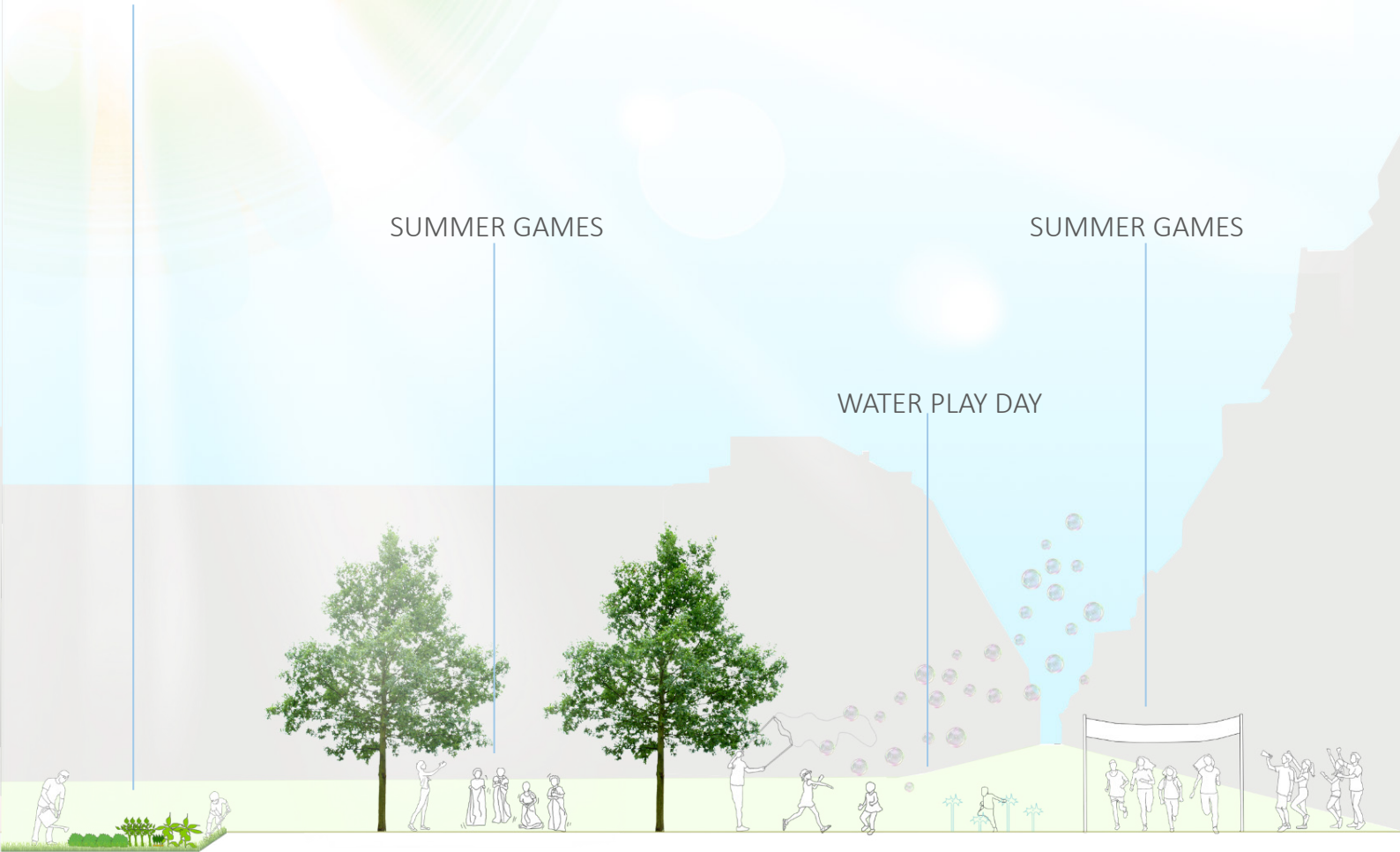


Urban farming, something that already had started to some degree at the Bauhütte, could be scaled up, for example, somewhere in Theodor-Wolff-Park.

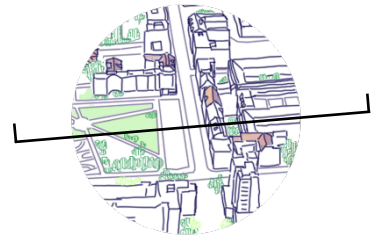
SUMMER



URBAN FARMING DAYS A FEW TIMES OVER THE SUMMER



FALL



SMALL LOCAL AMUSEMENT PARK

HARVEST COLLECTING DAY

HARVEST MARKET



The harvest could be sold on the fall market. And a small local, possibly DIY, amusement park could be on-site on the same day, celebrating the harvest

WINTER



CHRISTMAS/HOLIDAY MARKET

SNOWMAN BUILDING COMPETITION

WINTER GAMES

WINTER GAMES



The unemployment rate is high in the neighborhood. Many individuals, however, possess skills in different areas, even exotic skills learned in their home countries. An organization or a club could be established where unemployed people could teach and learn different skills from each other and where products can be created that could be sold in the local markets and even other markets all over Berlin.

TEMPORARY CLASSROOMS

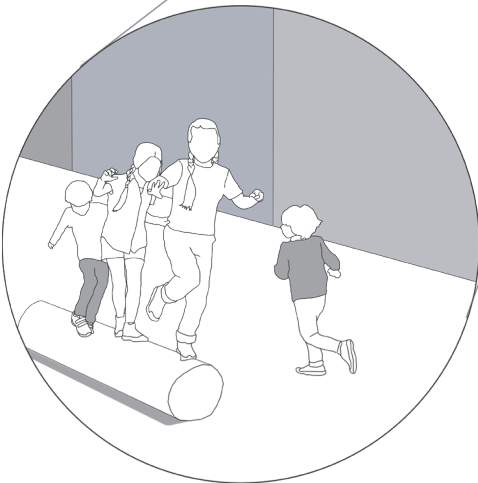
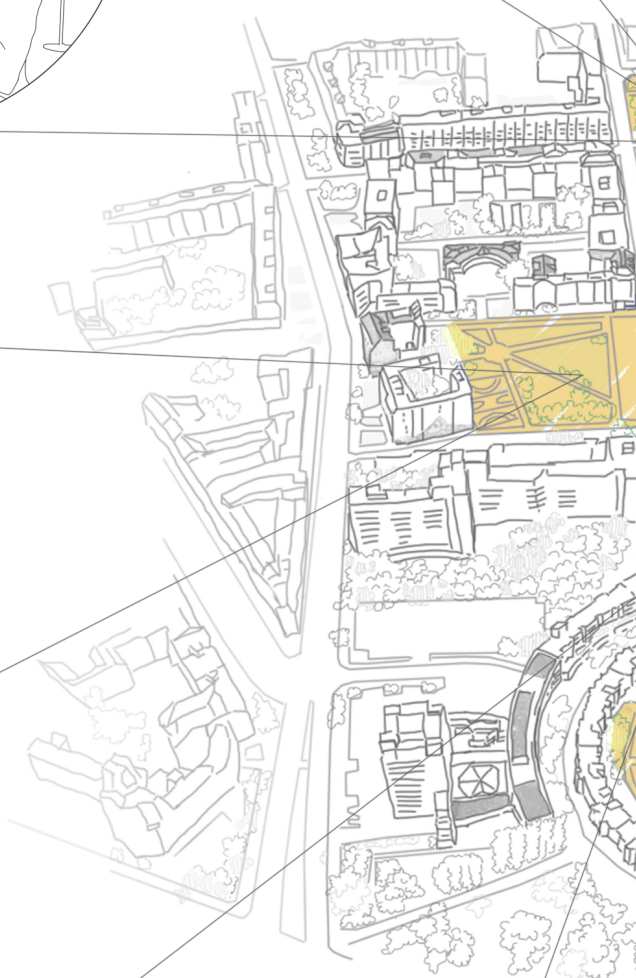
As mentioned before, the temporary classrooms are a way to connect the community, connecting school children from different schools, and connecting the schools to the community. The overcrowded schools get an opportunity for added space, and even if the schools are not overcrowded, there are multiple other benefits. The temporary classrooms promote outdoor activities and movement, in the form of the route to and from the temporary classrooms and being outside during the outside classes. The children and youth get to know their surroundings better and improve their spatial, psychological, physical, social, and analytical skills needed for healthy development and urban competence (Kytta, 2004, pp. 179-198). This can also be good when social distancing is important, for example, due to a pandemic. The temporary classrooms could take place more outside in the warmer months and more inside in the colder months. The lessons could be both traditional lessons that, for the most part, only use the space of the temporary classroom to teach what had otherwise been thought inside, or it can be lessons that make use of their surroundings and teach things more connected to the place.

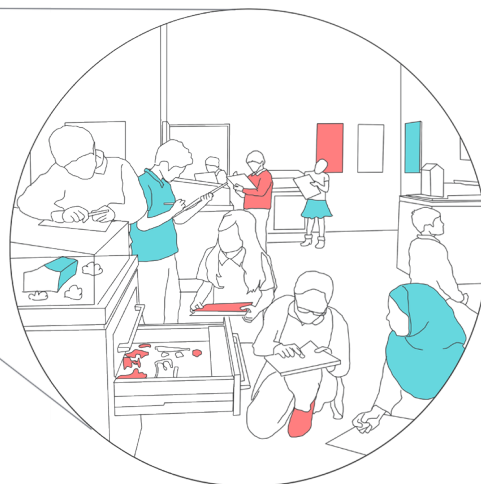
In the neighborhood of Southern Friedrichstadt, there are many opportunities for temporary inside and outside classrooms. According to the information gathered during the site reading, the community seems to be favorable to the temporary classrooms' idea and to take part in them where it fits. The map below shows possible inside and outside classrooms in the Southern Friedrichstadt surroundings.

Benefits of temporary classrooms

- Connects the community
- Connects children from different schools
- Adds to space
- Positive during social distancing
- More time spent outside
- More movement
- Better knowledge of neighborhood
- Increases urban competence

The map shows possible locations of temporary indoor and outside classrooms based on the site reading. The illustrations show an idea of what these classrooms outside of the school could look like





■ TEMPORARY OUTDOOR CLASSROOMS
■ TEMPORARY INDOOR CLASSROOMS

OUTRO

Method Discussion
Childifying as a Transferrable Approach
Future Work and a Real-World Laboratory
Final Remarks

DISCUSSION

DISCUSSION

The Research Questioned aimed to answer in this master project was the following:

How can a child-centered spatial approach help overcome socio-spatial fragmentation in the neighborhood of Southern Friedrichstadt?

There is no one simple answer to this question, as it can be addressed in multiple ways and give multiple answers. In a way, I have answered the [RQ](#) throughout the thesis, but at the same time, I only propose a few of the multiple ways in which this can be done. The design proposal is my final answer to the [RQ](#). It addresses which planning and policies would be smart to start with and comes up with a few different types of child-centered spatial approach scenarios to start the process of overcoming the socio-spatial fragmentation in the area.

The main design scenario is the TEMPORARY CLASSROOMS- because all the other design scenarios that follow are proposed to accomplish it. THE CHILDREN BOULEVARD scenario is presented as a good starting point since to implement it includes implementing three additional scenarios. These are SAFER MOBILITY, MOTION AND PLAY and EVENTS.

The first planning and policy scenario recommendation discusses, just as the SAFER MOBILITY design scenario, safer mobility. The policy scenario recommends making selective streets car-free and others into shared streets, making it easier to implement the SAFER MOBILITY design proposal, which can result in several positive effects for the neighborhood together with making it possible to turn the street into a Children Boulevard. The elementary school environment becomes safer for the children to roam around freely as well as making the routes to some of the temporary classrooms safer. By closing this part of the street, it is possible to implement the first part of the Children Boulevard there and to achieve a better connection between the park and the school and service on the other side of the street. To close streets, either temporarily or permanently, or to make them shared streets, can often, if done well, have positive effects on urban social life, as the examples in the policy and planning chapter show. This must be done cautiously since change almost always rubs someone the wrong way when different interests collide.

It has been discussed throughout the thesis how public space and especially playgrounds, can connect people. Therefore, the MOTION AND PLAY scenario proposes that a web of play

and exercise stations should be implemented around the neighborhood. The stations encourage all ages to move around the area and are at the same time places of spontaneous meetings. In general, it has been shown that planning and designing cities for physical activity has significant positive effects on people's health and wellbeing (WHO Europe and Europe Commission, n.d., p. 2). To facilitate implementations of the web of play, the Play and exercise scenario is the second planning and policy scenario proposed.

The EVENT scenario proposes different types of child-centered events in the neighborhood, encouraging the inhabitants to interact with each other, both during, before and after—through for example planning, preparation, and the events themselves. These events can give the community its identity and social integration, as well as making it livelier.

Finally, the TEMPORARY CLASSROOMS scenario was discussed. This scenario works toward overcoming socio-spatial fragmentation by connecting the children and youth from different schools in the neighborhood and the schools to the neighborhood itself. If the children interact and even become friends with children from other neighborhood schools, chances are that their families will also become familiar and interact with each other. By going to temporary classrooms outside of the schools, children and youth get to know and get acquainted with more people that live and work in the neighborhood. This too can be passed on to families through the children, for example, by children wanting to go to the temporary classrooms' locations during free time with their families. To make it simpler to implement the temporary classrooms into the

school systems, a planning and policy scenario promoting outdoor education is proposed.

As there is more than one possible answer, approach, and design proposal to the [RQ](#), the design scenarios presented should be looked upon as a few of many possible answers to the [RQ](#).

METHOD DISCUSSION

Using several methods in the design proposal process was important to realize what the emphasis should be on in the scenario development chapter. Without the background work of the literature study, the traveling transect, the stakeholder's interviews, and the masterplan's defiance, there would have been a lack of arguments behind the design proposal. These methods helped in the process of developing and designing the scenarios. The background work will surely also guide the ones that will hopefully carry this project forward. A person or persons who are then surely more firmly on site than I could be and more involved in the community can, therefore, deepen the insights and sharpen the proposals.

The master theses sought to acquire knowledge on socio-spatial infrastructure development, urban open space transformation and related topics to speculate how these could be used to overcome socio-spatial fragmentation in a child-centered way. Literature was chosen with the Childifying approach, which had already been formed to some degree in the Berlin group workshop, in mind and used to further formulate the approach. The theories and method topics were topics that I was already familiar with and knew I wanted to look further into, topics that I was advised to investigate and topics that I came across during my literature research.

The world is a highly complex place, with many dimensions and layers, and so are the real-world problems we face. When tackling such a complex problem as Socio-spatial fragmentation, it can help deepen and strengthen the ap-

proach to combine and mix different theories and methods together. The literature review, therefore, discussed several different topics. Literature that complements each other was chosen. All the theories and methods have, for example, in common the focus on people and developing the urban environment with and for people and not as a commercialized product, based on market forces, business, and competition.

Some theories or methods occur repeatedly through the literature chapter, such as participation. Therefore, a separate chapter on this could be considered unnecessary. The other chapters, however, do not discuss the reasons behind participation and why it is important to the same depth as the participation chapter. All the chapters on specific theories and methods bring something unique to the table that aims to deepen the arguments behind the Childifying approach.

When the Childifying approach is formulated in chapter 4, it combines and mixes the different theories and methods discussed in the literature. It does not necessarily use everything from all the theories and methods discussed in the literature, but it uses something from everything. It is my opinion that by combining the different methods and theories to formulate the Childifying approach therefore enriched the Childifying approach.

Reflecting on whether some chapters may have been unnecessary, the Inspiring Examples chapters come to mind. These chapters do not really add any new learning to the literature. However, they show examples of how some of the theories and methods can be put into practice and gave me inspiration.

Considering what were the most important aspects of the literature when it came to shaping the Childifying approach - the participation, public open space, and the importance of play stand out as the main pillars. To not focus on one final grand site design as is the common practice, but to come up with different scenarios that can develop and change depending on the circumstances is also a strong factor. I believe that to make a change in the urban environment in this type of gradual process has a stronger possibility of delivering a lasting change in harmony with the inhabitants.

The traveling transect method, a relatively new site reading method, was used to investigate the site of Southern Friedrichstadt. The method helped me formulate my personal experience and focus on aspects in the environment that I had otherwise missed, aspects that I think reflecting back were influential in realizing the neighborhood's character and atmosphere. To make a Tableau Physique was visually helpful in summarizing up my findings and helps the readers see the whole picture.

The importance of inhabitants' participation in planning and design is emphasized throughout the theses, especially participation with children and young people. Equally important is that the children's and youths' participation influence the work and is not just an afterthought that is added at the final stages as a haphazard solution. The best way I believe in making sure of this is to have the participation, not just a onetime thing but to allow the youth to take part in the process from the beginning and all the way through. The participants should be able to see their input, in some way, in the final outcome. This process makes it also more likely that the researcher will develop

a relationship with the children and youth, making them more at ease and likelier to share their honest thoughts, opinions, and ideas.

Participation with children and young people raises some ethical issues. General ones like protection of research participants and honest and appropriate ways to collect, analyze and interpreted the findings and data (Morrow, 2008, p. 51) but also specific ones such as the consent from youth's guardians is needed and the fact that children have the potential to be more vulnerable to an unequal power relationship between them and the adult researcher. It is also essential to make sure the children and youth's opinions, beliefs, and ideas come through and that the researchers' views are not being imposed on the research participant (Punch, 2002, p. 323). This can perhaps be difficult, especially with younger children, since to distinguish between the researcher's interpretation of the children's ideas and thoughts and the children's own thoughts and ideas can be difficult.

Many methods have been developed to try to overcome some of these issues. Research has shown that using a multi-research approach during the participation process can help get a more complete picture, reaching the various individual strengths of children and seeing the children and youth as individuals rather than a group (Simkins & Thwaites, 2008, pp. 532-544).

It is recognized that the design scenarios would have benefited from more collaboration with the neighborhood's community. Due to COVID-19, this was, however, not possible. The site reading gathered in the first two visits to Berlin, which then became the only two visits,

had to be sufficient. The background literature study played, for this reason, a more significant part than initially was planned. However, this can be seen as something positive since this makes the groundwork more comprehensive and something that the project, moving forward, can benefit from. Because of limited on-site presence and little collaboration with the community, the scenarios also became less of a detailed design scenario and more examples of how it can be done and what could be tried moving forward.

CHILDIFYING AS A TRANSFERABLE APPROACH

The Childifying approach was in this thesis tailored to the neighborhood of Southern Friedrichstadt. However, it is a transferable planning and design approach, as chapter 4 shows, that can be adapted, fitted, and tailored into site-specific methods in different locations with different circumstances dealing with socio-spatial fragmentation. The power of open spaces and play is namely universal.

FUTURE WORK AND A REAL-WORLD LABORATORY

As mentioned in sub chapter on Southern Friedrichstadt in chapter 1, there is an initiative to implement a Real-World Laboratory on-site in the neighborhood. The process of taking the Childifying approach further in the neighborhood of Southern Friedrichstadt would fit well into this real-world laboratory approach, should it be established in the neighborhood. It would fit well since it has the same goal as the Real-World lab in the way that it is an approach that works with overcoming fragmentation in a transformative way, and like the Real-World Lab, it involves society. Real-World Laboratories use the 1:1 scale in their research approach, which is suitable for implementing this project's scenarios. The implementation process of the Childifying method in Southern Friedrichstadt would also benefit from being involved in a Real-World Laboratory. It would benefit from its framework and research approach, and the Childifying effects on the neighborhood would be deepened and sufficiently gathered. The Childifying method, in general, would also profit from this.

FINAL REMARKS

The term Childifying was created during our studio work in the fall of 2019. Making a place, Childified, entails making it a child-friendly place, and through that, less socio-spatial fragmented. This is a place of more safe mobility and with more opportunities for children to play and interact. However, making more play for children and youth should result in more play and interaction in general for all ages. Therefore, it could be stated that Childifying leads to Playifying, that is a neighborhood with more play for all ages, a bit like a Trojan horse.

Looking back, I am so grateful for this opportunity that presented itself following the field trip to Berlin in the fall of 2019. However, it was unfortunate how little I could be onsite and be involved with the community as was planned initially, due to the COVID-19 pandemic.

The work has been educational, exciting, and taps into what I hope to be doing in my line of work in the future, working towards making urban life more sustainable and better for us all. The project broadened my view of my future role as a landscape architect and how I can work creatively with sustainability and urban social problems in the future. Through this I also realized, more than ever, how important participation is in this line of work, especially collaboration with the inhabitants. For the Childifying approach to be successful, participation with the children and youth is essential.

The hope is that the background knowledge and scenario development that this project presents can be the groundwork for a future Childified Southern Friedrichstadt.

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