

*DESIGNING
FOR A
HEALTHIER
YOUTH*

A.H. VAN GURP
5120667

DELFT UNIVERSITY OF TECHNOLOGY
FACULTY OF ARCHITECTURE AND THE BUILT ENVIRONMENT

MASTER GRADUATION THESIS

Delft University of Technology

Faculty of Architecture and the Built Environment

Veldacademie

WRITTEN BY

A.H. van Gorp

5120667

TUTORS

Ir. J.A. Vink | Ir. J.D. Fokkinga | Prof. dr. ir. M. van Dorst

2ND OF NOVEMBER 2022

DESIGNING FOR A HEALTHIER YOUTH

Within the field of architecture, design processes are predominantly driven by one general attitude, namely: *the architect knows best*. Designs are substantiated with theory, rather than practice and experience. Nowadays, this attitude is gradually shifting to a more human-centric design approach. My interest in this approach was especially sparked during my internship period at Vakwerk Architecten, where they have mastered this approach; in almost every project, the end-user is involved from the early stages of the design process, and trying to meet their needs and wishes is at the heart of the assignment. However, this approach has not always been evident during my studies. In both my bachelors at TU Eindhoven and my masters at TU Delft, design assignments predominantly started from a theoretical perspective, and the holistic perspective was often missing. Moreover, social relevance was almost never at the heart of the assignment. This is why the graduation studio by Veldacademie really intrigued me.

The social aspect of the studio made working on this assignment so rewarding, because you design something for communities that are often overlooked and neglected, in the hope that it will enrich their neighbourhood and create opportunities. However, this new and unfamiliar method was also challenging at times, as I found it difficult to warrant the quality and depth of the results.

I would like to give thanks to: Jacques and Jelke, for challenging me to redevelop my design until I really felt confident about it; Machiel, for guiding me through the research process and for his attention and comfort at times I was lost; everyone at Veldacademie, especially Otto and Andrea, for introducing me to this new perspective on architecture and providing me with the tools to apply a more practice-based research method; Silvia König for giving me the time to organise the workshops during her classes, and for her enthusiasm about the project; all students at Veenoord SCHOOLASPORT&LIFESTYLE for their enthusiasm during those workshops; and once again all of my mentors for their constant support and reassuring words at times when I felt insecure. I would also like to give thanks to my dear colleagues at Vakwerk, for their interest in and enthusiasm about my project, as well as their creative input and reassuring words at times when I was stuck; and last but not least, to my family and friends, for supporting me during stressful times and for the confidence they always had in me.

I wish you an inspiring read.

Annemijn van Gurp

TABLE OF CONTENTS

Project outline 1	9	
<i>introduction 1.1</i>	11	
<i>project context 1.2</i>	12	
<i>project approach 1.3</i>	28	
	33	Youth 2
	34	2.1 profile
	38	2.2 neighbourhood prevention
	42	2.3 designing for youth
3 Case studies	57	
<i>Haus der Jugend Kirchdorf</i>	58	
<i>La Casa+Grande</i>	62	
<i>Merida Factory Youth Movement</i>	66	
<i>GAME Streetmekka Viborg</i>	70	
	75	4 Workshops
	76	4.1 survey
	80	4.2 workshop 1
	86	4.3 workshop 2
	90	4.4 results
5 Conclusion	97	
<i>conclusion 5.1</i>	102	
<i>reflection 5.2</i>	103	
	106	Bibliography
Appendix	111	

Before starting the research, it is crucial to delineate the problems at hand in Groot IJsselmonde, as well as the potentials of the neighbourhood. An analysis of the neighbourhood – both on social and spatial level – uncovered several issues that incentivize spatial intervention and therefore underpin the relevance of the research.

Chapter one

Project outline



rush hour at the nearest snackbar during lunch break

1.1 Introduction

Humanity is suffering a global health crisis. With over one billion people worldwide being obese today (United Nations, 2022), overconsumption is now projected to be more prevailing than undernourishment among children and adolescents (WHO, 2017).

This health crisis is no less severe in Rotterdam, which, with approximately half of its population being overweight, is home to the highest percentage of people with an unhealthy lifestyle in the Netherlands (Gemeente Rotterdam, 2020). Prevalence of overweight and obesity is especially high in Rotterdam-Zuid, as this city part predominantly houses communities of low socioeconomic status. Aiming to counter this problem, the municipality of Rotterdam established Gezond 010: Het Akkoord in 2019, in which it outlines several methods to improve the health of its citizens. However, the agreement does not describe any lifestyle prevention tactics that target adolescents aged 12 to 18. Considering that obesity rates among adolescents have increased tenfold in the last four decades (WHO, 2017), it would be worthwhile to invest in prevention that targets this group specifically.

As adolescence is a time of significant mental and physical development, the body requires a high amount of energy. Although this energy is preferably retrieved from healthy foods, the need for instant satisfaction and the constant vicinity of unhealthy foods often lead to adolescents indulging on the latter instead, which is only amplified by diminished parental influence and the effects of peer pressure. Adding to this the increased sedentary behaviour of adolescents, such alarming obesity rates are an obvious consequence. However, stimulating this group to adopt healthier habits is challenging, as their priorities are often elsewhere.

At the same time, adolescents often tend to be forgotten in the design of public spaces. We design playgrounds for young children, and benches for their parents to watch them from or for elderly to have a rest after a stroll; but when it comes to spaces for the youth, our imagination ends at asphalted sports fields and skateparks at dodgy locations. This lack of spaces for the youth is especially evident in Groot IJsselmonde, where facilities are primarily adjusted to the elderly and where the philosophy of the post war garden city is still highly visible in the public space.

So, what if we could design a space for these forgotten youngsters of which they feel ownership and that encourages free expression, and which, most importantly, stimulates a healthier lifestyle? What is the youth's world of experience, and how does that translate into their needs and wishes when it comes to spaces? How do they perceive space and what spatial elements make a space attractive to them? How can this group be motivated to adopt healthier habits, and how can the programme of a building contribute? These themes form the foundation for this graduation project and will be further explored throughout the research and design.

Before delineating the characteristics of and issues within Groot IJsselmonde, an historical outline of the neighbourhood's development is given to help explain and substantiate the present spatial and social issues, as it is quintessential to understand where these issues originated from in order to design solutions for them.

1.2.1 History of the neighbourhood

Up until the second half of the twentieth century, Rotterdam-Zuid merely consisted of reclaimed agricultural land. However, the development of the Maashaven led to an exponential economic growth and consequently an increase in employment opportunities. In an effort to keep up with the large influx of workers coming from other provinces, the municipality started developing housing districts on the southern part of the riverbank. However, the newly built neighbourhoods did not live up to expectations: the houses were of poor quality and too close to the port, the area was devoid of amenities and not well-connected to the city centre. As a result, natives preferred to stay in the northern part of Rotterdam, leaving immigrants no choice but to live in the South instead (Zweerink & Hage, 2005).

In response to the rapid urbanization of the city and the loss of agricultural land therewith, a plan for the development of Rotterdam-Zuid was drawn up in 1921 with the incorporation of nature and the relation with the neighbouring countryside as guiding principles. This new city part would become the green and spatial counterpart to the dense and loud city centre. Even though the plan was not realized, it served as inspiration for later urban plans – particularly the central role of nature would become a recurring theme. (Zweerink & Hage, 2005)

When by the 1950s there was still a significant housing shortage, plans were drawn for the development of Groot IJsselmonde. The new neighbourhood was to house the dock workers of the ever-growing port industry and service sector in the city centre, and it would be the last – and most large-scale – in a series of expansion neighbourhoods Pendrecht, Zuidwijk and Lombardijen.



Fig. 1 urban masterplan by Peter van Drimmelen
 source: *van Pendrecht tot Ommoord* (2005)

The layout for the new neighbourhood was drawn by Peter van Drimmelen. He perceived the notion of the neighbourhood as a tranquil living environment to compensate for the hustle of modern society. He also believed it should be a safe space for children to grow up and develop themselves in preparation for work life outside the boundaries of the neighbourhood. This approach also incorporated “stimulation of the mental hygiene of urban population as compensation for the often exciting, busy and noisy life in factories, dockyard, office and street” (Van Drimmelen, n.d.). According to him, the neighbourhood should provide space for spontaneous encounters as to compen-

sate for the forced social contact at work. He designed the neighbourhood with great consideration for the personal development of children; the plan was constructed as such that the maturing child would be gradually guided into adult society, and he defined different green space typologies as to create a place for every age category (**Fig. 1**).

From 1999, plans were made for the redevelopment of the neighbourhood in the form of densification, replacement of obsolete apartment complexes and senior housing development (Gemeente Rotterdam, n.d.).

1.2.2 Characteristics

Groot IJsselmonde is a neighbourhood of ambiguous character. Overall, it gives the impression of a spatial and green residential area – as is typical for a postwar garden city expansion. Although the neighbourhood's function is primarily residential, it is also home to “numerous economic activities and employment” (NPRZ, 2015), although such activities are predominantly found on its outer borders. Compared to other Rotterdam neighbourhoods, its population comprises a higher percentage of elderly (Fig. 2) and is slightly less diversified. Overall, Groot IJsselmonde matches with the average of Rotterdam on the welfare index (Gemeente Rotterdam, 2020); inhabitants' living experience as well as the overall quality of life within the neighbourhood correspond to those of the average Rotterdam resident. Only their perception of safety positively deviates from the mean. The Grote Woontest 2012 revealed that of all neighbourhoods in Rotterdam-Zuid, Groot IJsselmonde has the best reputation (NPRZ, 2015). However, zooming in on these indices (Fig. 3) shows that there are in fact several issues that demand intervention. Due to the large scale of the neighbourhood, a distinction is made between Groot IJsselmonde-Noord and -Zuid.

“[Swings] are almost always placed with the equipment for younger children, so that if teenagers use them, they are seen as invaders.”

S. Walker, Make Space for Girls

1.2.3 Scarcity in youth-friendly facilities

Although the neighbourhood is overall rated as safe, it scores rather poorly on several themes within the physical and the social index. Research by Gemeente Rotterdam (2019) found that there appears to be a lack of facilities in the neighbourhood, both in numbers and in proximity from the home. The same applies for public spaces, where factors such as rubbish on the street, vandalism of bus stops and street furniture, and insufficient maintenance and safety of walkways and roads resulted in an insufficient score especially for Groot IJsselmonde-Zuid.

The scarcity in facilities can be explained by the ratio between different age categories: compared to the Rotterdam average, Groot IJsselmonde counts significantly more elderly, as they account for 15,5 versus 20,9 per cent of its inhabitants respectively. What is more, they are the most represented among all age groups within the neighbourhood: Groot IJsselmonde is ageing. This trend is reflected in the amount and type of facilities in the neighbourhood, as they are predominantly adapted to the needs and wishes of this specific target group – especially in shopping centre Keizerswaard, where opticians, bookshops, supermarkets, and delis define the streetscape.



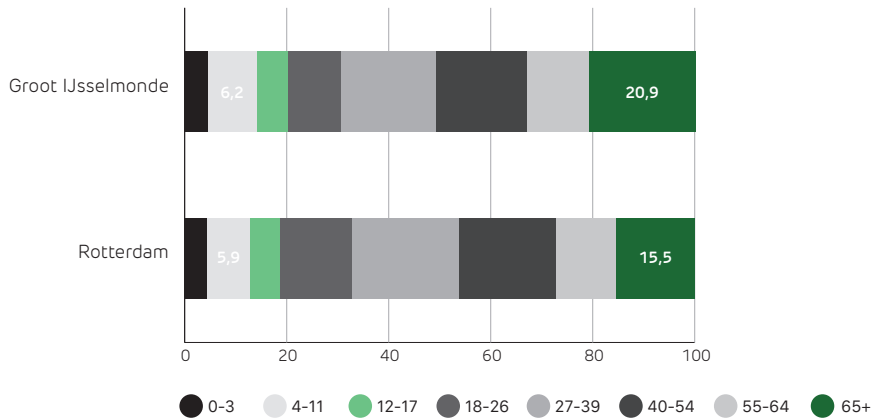


Fig. 2 population by age category (%)
 source: BRP - OBI |2021

Although adjusting facilities to the dominant target group makes sense from a commercial perspective, this approach has led to a standardization of facilities, with younger generations feeling overlooked. This is especially the case for 12 to 18 year old adolescents, for whom there are little to no facilities in the neighbourhood – as visualised in **Fig.4**. Youngsters describe their neighbourhood as “boring”, stating that “there is little to do” and that it “does not really have anything to offer” for their age. As a result, the youth instead appropriate spaces that are not meant for them, often getting chased away because of it. “Some communities frown upon loitering, which can create a negative image for young people and just contributes to the stigma surrounding them, especially those who are at risk” (Project for Public Spaces, 2015). It could be argued that the substandard score on the social index* – 67** for Groot IJsselmonde as opposed to 125 for Rotterdam Centrum - is a result of this lack of facilities, as these would normally be places that stimulate social interaction and participation.

The scarcity of facilities for the youth is also recognized by organisations in Groot IJsselmonde, among which Pit010 - a social work organisation for and by IJsselmonde’s inhabitants. On a walk through the neighbourhood with two youth coaches active in the neighbourhood, they were asked to show places where the youth would typically hang out. However, they responded: “we actually almost never see them outside using these public spaces. Before COVID it was a bit better, but even then, not really. Nowadays, we don’t see them outside at all.” “Sometimes there is a group of boys hanging on the street in front of our building [Huis van de Wijk], but we haven’t seen them in a while either. They just rather stay inside playing video games, for example.”

*The index shows the score relative to the average of Rotterdam (100). A score above 100 means that the quality of life related to that index is assessed higher than the Rotterdam average, and vice versa. The darker the color, the further away the score from the average.

** For this comparison, the average of Groot IJsselmonde-Noord (86) and -Zuid (48) was taken.

PROJECT OUTLINE

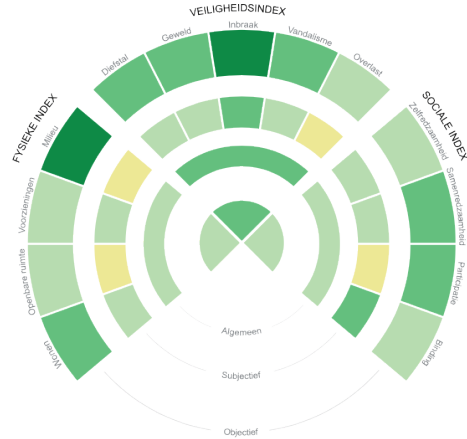
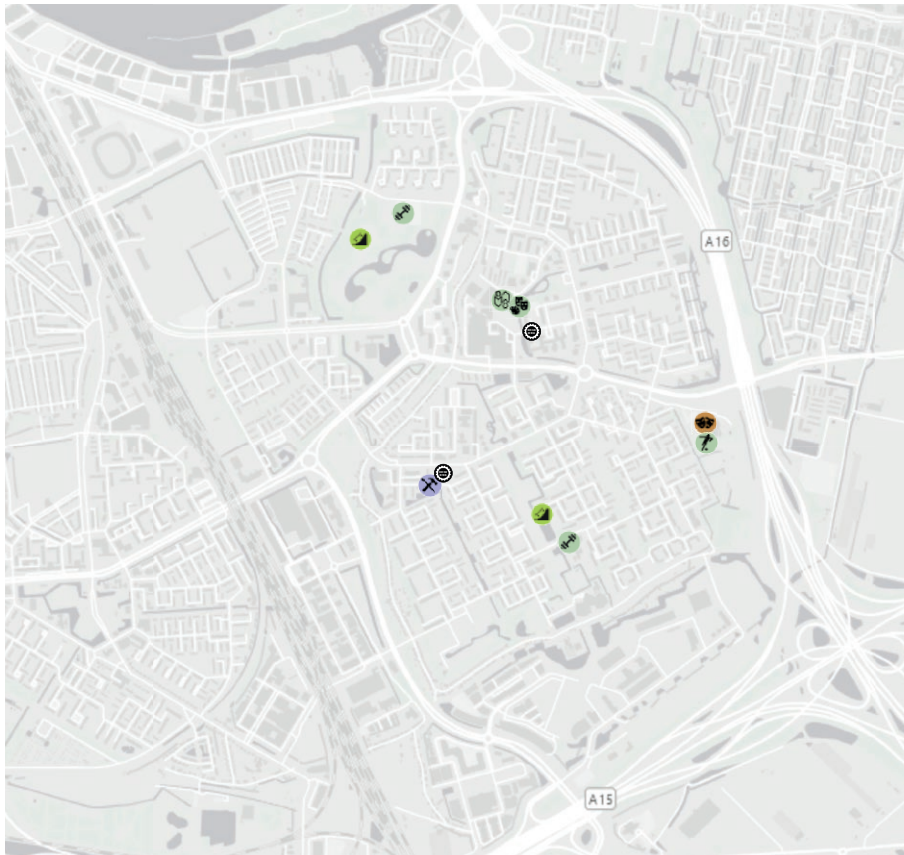



Fig. 3 wijkprofiel - respectievelijk: Rotterdam; Groot IJsselmonde-Noord; Groot IJsselmonde-Zuid
 source: Wijkprofiel Rotterdam | 2020



Business and services

 Jump-010

Public spaces

 skate park


Culture, sport and leisure

 library

 cinema/theater

 gym

Care & wellbeing

 Huis van de Wijk


 social workshop

Fig.4 facilities for the youth
source: *Leefveldenkaart* | 2021



'Wat heb ik nou in mijn speeltuin hangen?'
source: Nationale ombudsman (2018)

The regulator at Oeverloos – a community garden located the green zone between Reyeroord and Hordijkerveld – also expressed her dissatisfaction about spaces for the youth. “The skatepark [in the green zone] is poorly lit and surrounded by high trees, so there is no social control at night. The shed in the corner is supposed to be a place for the youth but is mostly used by ‘trouble seekers’ and often taken over by drunk Polish men after dark. [...] It is pathetic.”

A lack of public spaces designed for the youth is not a problem in Groot IJsselmonde alone; in the design of such spaces, planners often wrongly interpret the needs of young people, or simply ignore them all

together. They primarily design for small children in the form of playgrounds and provide seating elements for their parents and elderly, but offer nothing especially for young people. As a result, “parks and squares restrict the opportunities and comfort of the youth in large measure.” (Siestrzewitowska, 2013). They hang out at shopping malls and children’s playgrounds, where they are often frowned upon, and sometimes even perceived as suspicious. Instead of facilitating spaces for them and actively involving them in the design process, solutions are mostly focused on chasing these youngsters away. Such efforts only relocate the problem rather than solve it.

1.2.4 Insufficient exploitation of the potential of the public realm

The lack of programming also resonates in the public domain. Following the post-war garden city principle and its corresponding motto of 'light, air, space' (Rijksdienst voor het Cultureel Erfgoed, 2016), Groot IJsselmonde distinguishes itself from other areas - like Rotterdam Centrum - with its low population density (**Fig. 5**) and high number of parks and public gardens. However, these intended qualities are not put to their full potential as the green zones are mostly devoid of amenities and programming. Even though research shows that 93 per cent of all inhabitants are content with the amount of greenery in their neighbourhood, overall satisfaction with the amount of recreational green knows a gradual decline (Wijkonderzoek Rotterdam, 2019).

Take for example the numerous zones that are defined as sports fields: most of them are not recognizable as one, and the ones that are, hardly look inviting. Moreover, the dimensions of these public spaces make that residents are hesitant to appropriate them and make close contact with other inhabitants difficult. Seating elements that are occasionally placed in the green zones almost drown in their surroundings.

In an interview with the manager of Lifetime Wellness - a gym and lifestyle centre located south from the park zone - the discontent of residents about the green zones became abundantly clear: "It is just empty, there is no programme," he said. He talked about some interventions that were done by the municipality in an attempt to improve the quality of the public space, but failed to work because "they don't communicate with us. They don't know the neighbourhood; they don't know what could work because they just programme something without having been to the actual location."

As Oscar Newman describes in his book *Defensible Space* (1972), the scale of these green zones not only contributes to the anonymity of the space; it also gives way to crime due to a lack of social control and the presence of alternative escape routes - a common criticism when it comes to the urban planning of post-war neighbourhoods.

Like the scarcity of facilities, the lack of public programming also contributes to the low participation rate within the neighbourhood. Conversely however, a successfully planned public space can stimulate residents in territorial behaviour and encourages them to take control and responsibility of their surroundings.

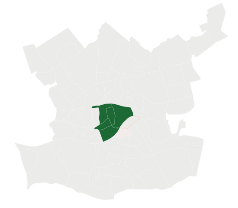
PROJECT OUTLINE



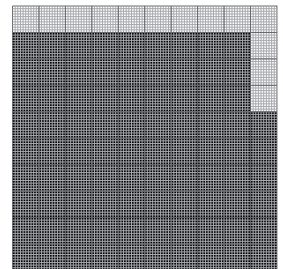
sports fields in the neighbourhood
source: Google Maps



Fig. 5 density of Groot IJsselmonde (l) compared to Rotterdam Centrum (r)



1 km²



100 people

1.2.5 Unsuitable lifestyle of youngsters

With health being the theme of the Resilient Delta Graduation Studio, it is important to start with how we define it. Health is an ambiguous term and can be interpreted in many ways. According to Machteld Huber - doctor and founder of the Positieve Gezondheid philosophy - an individual's health can be measured against six determinants: physical wellbeing, mental wellbeing, sense of purpose, quality of life, participation; and daily functioning (Institute for Positive Health, 2018). Next to participation, this thesis focuses on the health determinant physical wellbeing, i.e. lifestyle.

First, let us zoom out. One of the biggest challenges of modern society is the impact of overconsumption on our health. Whereas for the bigger part of human history, food security was only something one could dream of, we now rather take for granted our seemingly infinite access to food. As Sir D. King stated during a 2007 British government think-tank, "stocking up on food was key to survival in prehistoric times, but now with energy dense, cheap foods, labour-saving devices, motorized transport and sedentary work, obesity is rapidly becoming a consequence of modern life," (J. Hill, 2007) arguing that weight gain cannot be attributed to individual choices alone and that instead, the problem is predominantly systemic. By estimation, 8,1% of all disease in the Netherlands is caused by an unhealthy diet and is responsible for an annual healthcare expense of 6 billion euros (RIVM, 2021).

Although overconsumption is a problem that targets all of modern society, it predominantly afflicts poorer communities (Healthy'R, 2019). Of all demographic determinants, low socioeconomic status (SES) can be considered the most significant risk-factor for poor health behaviour. Children and adolescents of low SES typically engage in less physical activity

and eat less fruit and vegetables than those of higher SES. This health inequality is partially explained by the fact that people of low SES simply do not have the financial means to pay for their children to join a sports association or buy healthy food as it is generally more expensive than processed foods.

The correlation between SES and nutrition-related disease is also evident in the case of Rotterdam, where rates of overweight are the highest in neighbourhoods of low SES (**Fig. 6; Fig.7**). Nowadays, approximately half of all adults living in Rotterdam are overweight (Gemeente Rotterdam, 2020).

In 2019, Gemeente Rotterdam presented Gezond 010: Het Akkoord, in which they stated three approaches that together should help in preventing overweight and improving the health of Rotterdam citizens. Next to self-regulation and restrictive measures, the municipality commits to prevention on neighbourhood scale. What is striking is that none of these approaches target young people. However, prevention is most effective among children and adolescents, as it is easier to adopt healthy habits at a younger age than at a later stage in life. Although young people with a physically inactive lifestyle and/or unhealthy eating habits may not directly lead to health issues, it does significantly increase the risk of cardiovascular diseases, diabetes, and osteoporosis at a later stage in life (W.J.H. Mulierinstituut, 2002).

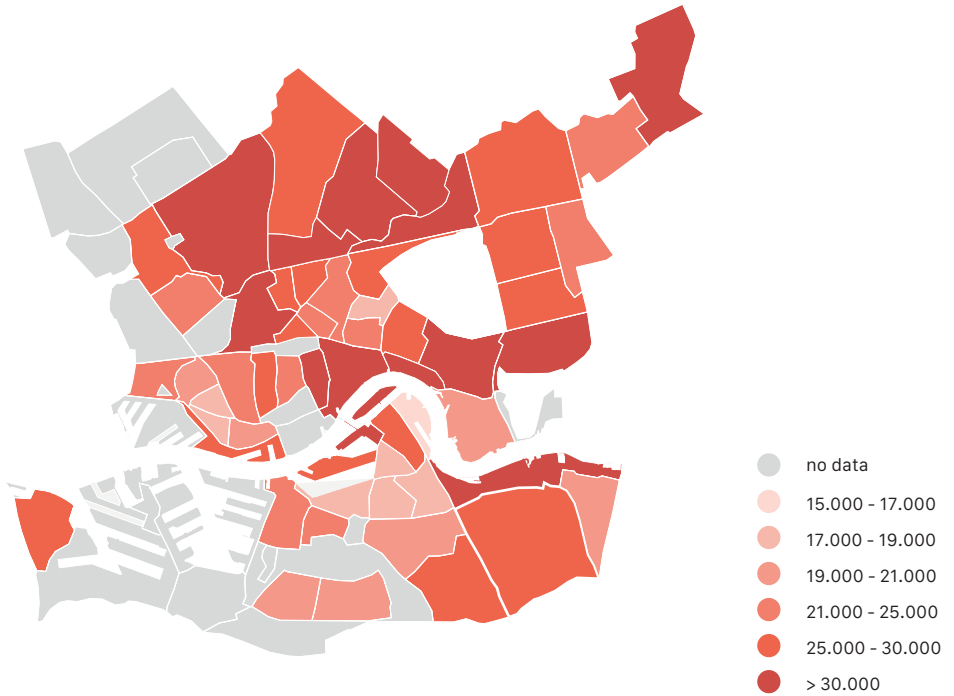


Fig. 6 average annual income per neighbourhood (€)
source: Centraal Bureau voor de Statistiek | 2018

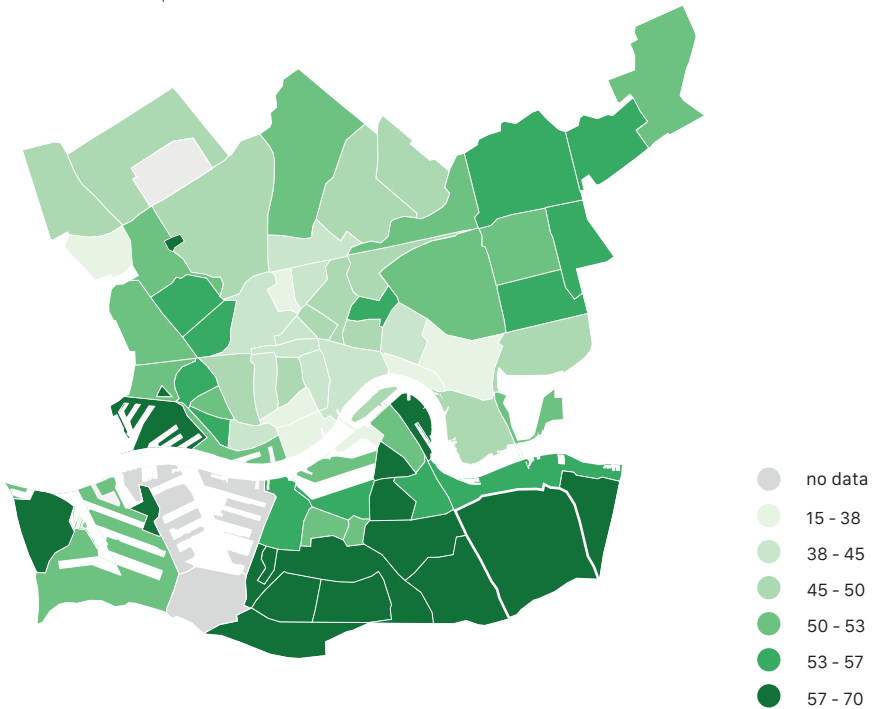


Fig. 7 prevalence of overweight per neighbourhood (%)
source: Centraal Bureau voor de Statistiek | 2021

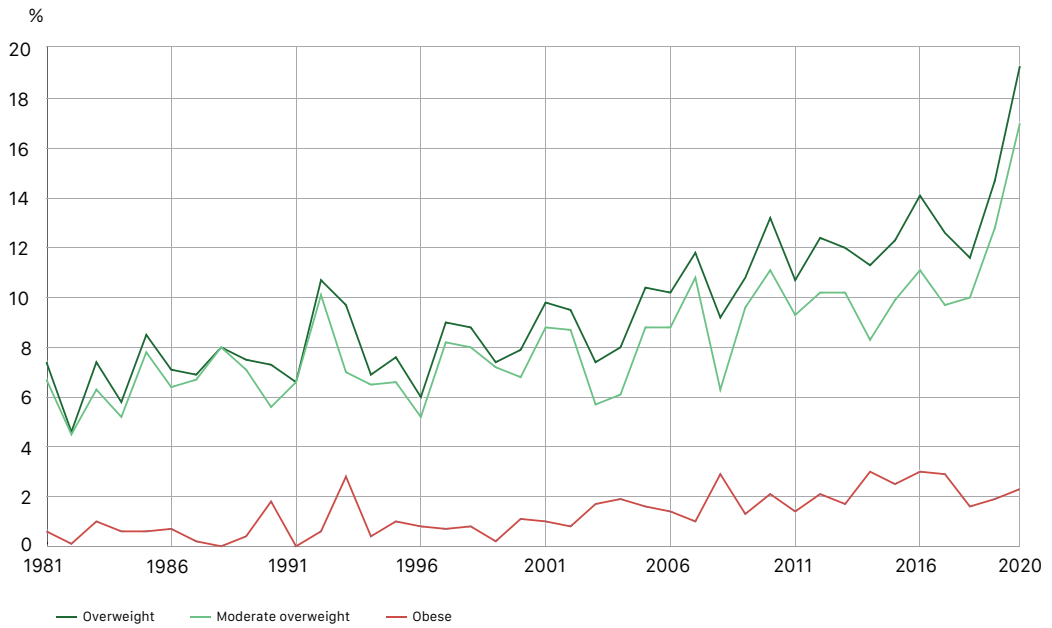


Fig. 8 prevalence of overweight among youth age 12-16 (%)
 source: Centraal Bureau voor de Statistiek | 2021

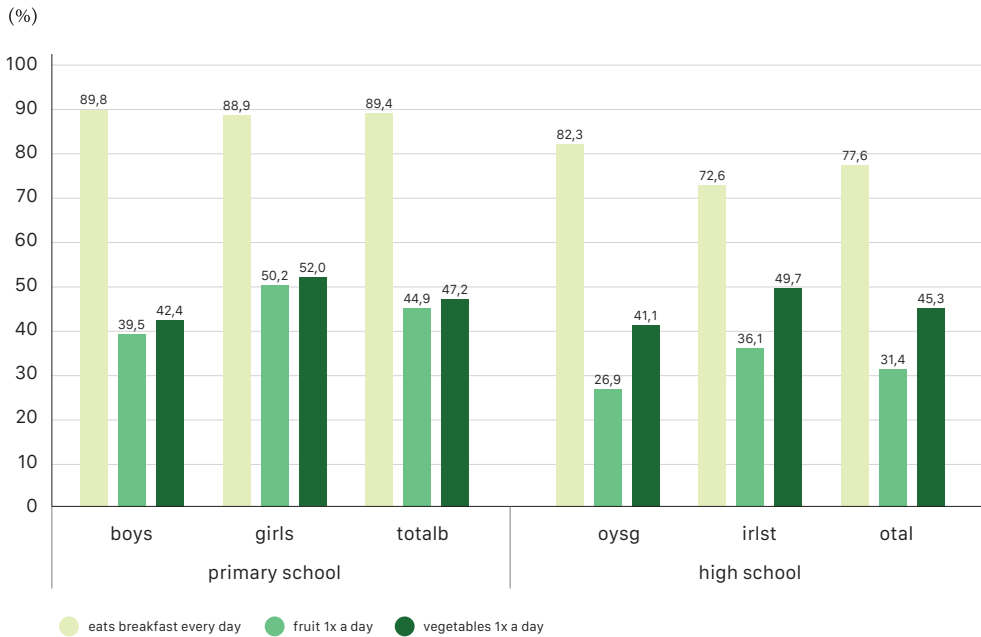


Fig. 9 differences in dietary behaviour between primary school and high school children (%)
 source: Nederlands Jeugdinstuut | 2021

Even though there are various initiatives that invest in building a solid base of knowledge about health among children (Natuurstad, Vakmanstad, De Gezonde Schoolkantine, etc.), such initiatives almost always end abruptly when children transition to high school. This is problematic, given that the prevalence of overweight among 12 to 18 year old youngsters has almost tripled in the last 40 years - from 7,4 in 1981 to 19,3 per cent in 2020 (**Fig. 8**).

Moreover, a study done by Nederlands Jeugdinstituut (2021) in which the dietary behaviour of primary school children was compared to that of high school students (**Fig. 9**), shows a decrease in dietary behaviours. This decline is arguably caused by less parental control on the one hand, and herd behaviour on the other. Moreover, puberty is often paired with increased appetite, preferably for high-caloric and -sugar foods. These trends substantiate the need for more guidance and education about lifestyle choices among teenagers. This need is also expressed by young people themselves: a study done by 3Vraag confirms the desire for better education on nutrition and sustainable food choices, stating that 67 per cent of youngsters in the Netherlands – ranging from 16 to 34 years old – advocates for integration of obligatory lessons on these topics in the school curriculum (EenVandaag, 2018).

Another determinant in overweight prevalence is exercise, and more specifically, a lack thereof. Results from the CBS Gezondheidsenquête show that 12 to 16 year olds do not comply with the 'beweegrichtlijn' - whereas only 43 per cent met the set standard in 2019, the number even dropped to a mere 40,7 per cent in 2020 (Nederlands Jeugdinstituut, 2021). When it comes to practicing sports, Rotterdam scores far below the national average - only 58,7 per cent of 12 to 17 year olds exercises at least once a week (Gemeente Rotterdam, 2020), as opposed to an average of 69,9 per cent in the country (RIVM, 2020). Groot IJsselmonde scores even lower, with a minor 54,5 per cent. This big gap may again be partially explained by socioeconomic status, as sports memberships are often too expensive for families with a limited budget.

A think tank organised by ZonMw (2009) concluded that youngsters do want to improve their lifestyle, but lack the tools and guidance to do so. The think tank underlined the importance of facilitating guidance, preferably in the form of a role model that youngsters can identify themselves with, as well as actively engaging with them to find out what sports would motivate them to get and/or stay fit.

1.3 Project approach

The ever-expanding availability of unhealthy foods and lack of nutritional competence and physical activity among people together have resulted in an increased prevalence of overweight among adolescents, which is only enhanced by the loss of parental influence and the effects of peer pressure during this stage in life. Although there has been more focus on lifestyle prevention among youngsters, such efforts primarily target children up until 14 years old. Considering that overweight and obesity are more prevalent among high school students of 12 to 18 years old, more should be invested in prevention that targets this group specifically. At the same time, the standardisation of facilities due to overall ageing of Groot-IJsselmonde and the insufficient use of the spatial potential of the public space within this neighbourhood have resulted in a scarcity in recreational space for youths. This research explored what attributes and spatial elements help to create an attractive space for youngsters that simultaneously stimulates a healthier lifestyle through its programme.

RESEARCH QUESTION

How to design an attractive youth centre for the youngsters of Groot IJsselmonde (and surroundings) that stimulates a healthier lifestyle through its programme?

The duality of the assignment results in two main themes, each with their own set of sub-questions.

SUB-QUESTIONS

- 1. What attributes and spatial elements make a great place for the youth?**
 - How are these elements implemented in built youth centres?
 - What are the needs and wishes of the youth of Groot IJsselmonde?
- 2. What sort of programme would stimulate a healthier lifestyle among youngsters?**
 - What are the current trends when it comes to food and exercise?
 - How can affordances be used as spatial tools to stimulate a healthier lifestyle?

1.3.1 Assignment

The assignment corresponding to these questions is to design a health-focused youth centre that appeals to the youngsters of Groot IJsselmonde by exploring what spatial elements make a space attractive to them, and that simultaneously stimulates a healthier lifestyle through its programme and through the incorporation of interventions based on nudging and affordance techniques.

The assignment consists of three levels. First, the qualities of the park zone must be put to their potential. By adding a diverse programme to the green space, it is activated and given a more human scale, while also improving social control. The second and most important layer comprises the design, which facilitates a place where youngsters feel at home and where they feel a sense of ownership, with enough possibilities to adapt the space according to their changing needs and wishes. Lastly, the programme (third level) is designed to stimulate healthy behaviour – actively through practice-based learning, such as cooking workshops, gardening, and exercise, and passively through the implementation of nudging and affordance techniques.

1.3.2 Methodology

The focus of this research lies in answering the first sub-question, with the second sub-question being answered in the design phase (**Fig. 10**). Following a multimethod approach, the research starts by outlining the characteristics of the target group and their world of experience, followed by a literary analysis on what attributes and spatial elements make a place youth-friendly and attractive. Next, four reference projects of youth centres will be analysed to explore whether - and if so, how - these elements are implemented in these projects. The outcomes of the literary review and analysed projects together form the basis of the design brief and serve as a measuring

tool along which the design can be assessed. The reference projects are also of inspiration for the programme of requirements, which is to be evaluated by a group of high school students through two participatory workshops. The goal of the workshops is to find out the needs and wishes of the youth in such a building, as well as to give them a voice in the design process. The outcomes of the workshops will serve as new input to further develop the design.

1.3.3 Choice of location

The established problems have led to the definition of a specific location for the design, as illustrated in **Fig. 11**. The park zone between Hordijkerveld and Reyeroord has been argued as a suitable location for the design, as it is a vast green space at the heart of the district. It is enclosed by a tramway in the North and a busline in the South, making it easily accessible not only by foot but also by public transport. Its high amount of green and water make that it is a space of high natural quality. Yet its scale and lack of programme - as is so quintessential for a post-war garden city neighbourhood - have made the space anonymous and unused. Building on existing qualities of the green zone and adding to an active programme for its neighbouring residents - and youths in specific - will transform the park into the new hotspot for residents of Groot-IJsselmonde.

The location for the design of the youth centre will be in the middle of the park, and is defined by the water as it suggests and enclosed space.

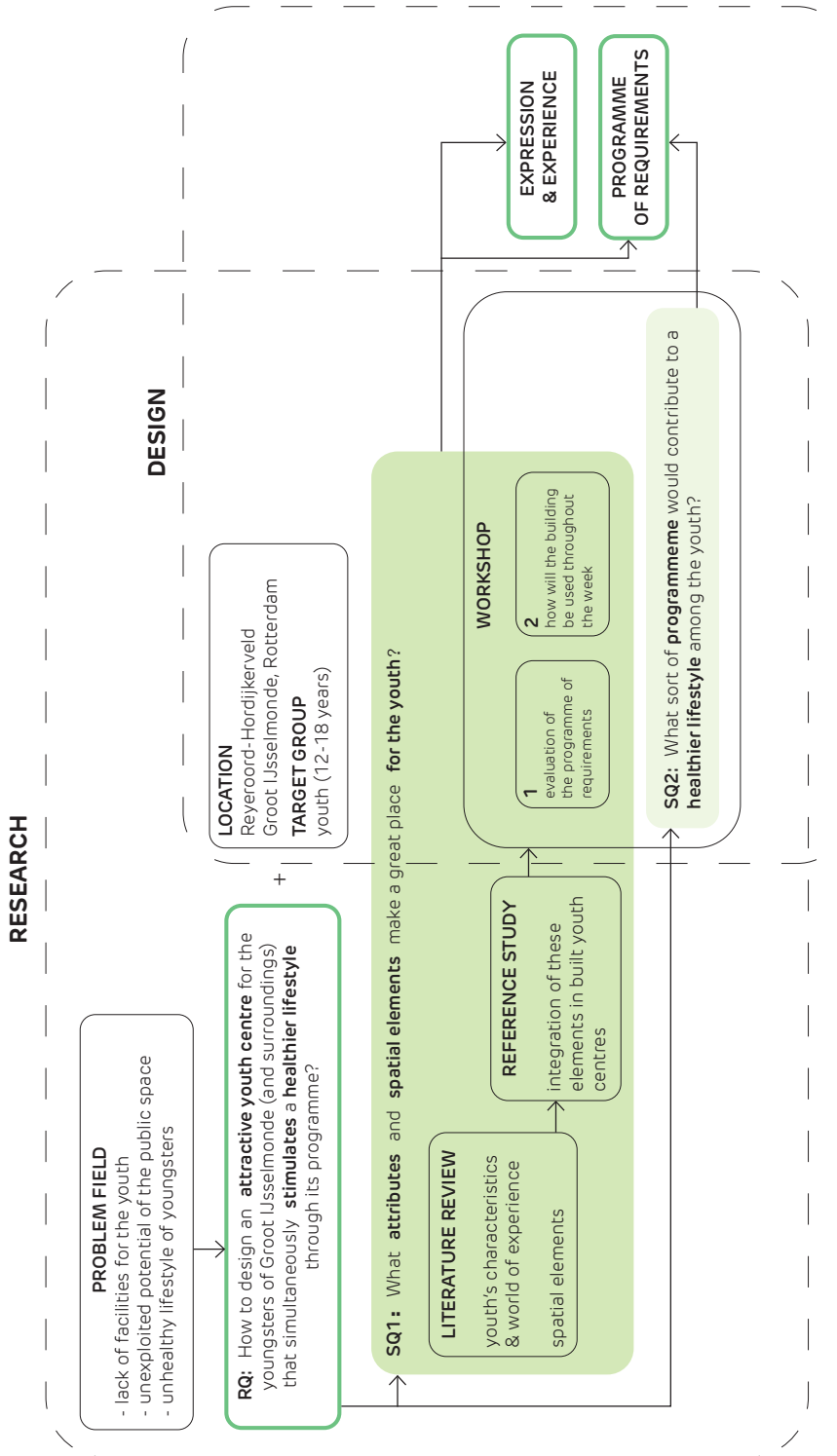


Fig. 10 methodology scheme



Fig. 11 design location

Designing spaces for adolescents can be quite challenging as they are often still unsure about and searching for their true self, which can make them undecided and impulsive. Moreover, as puberty is controlled by hormones, teenagers are more sensitive to stimuli and distractions as well as prone to mood swings (JouwGGD, n.d.), making it especially difficult to interpret their needs and wishes accurately. Therefore, recognizing their characteristics and understanding their behaviours, as well as identifying their values, are quintessential in the design of spaces for the youth.

Chapter two

Youth

2.1.1 The four stages of psychosocial development

Apart from physical changes, young people also experience major changes on a psychosocial level. In her Theory of Ego Development, developmental psychologist Jane Loevinger describes essentially four sequential stages of psychosocial maturity from childhood to adolescence, each to be recognized by their own characteristics and behavioural manifestations (Ezinga, 2018). These stages can only be experienced in chronological order: “Since each new ego stage or frame of reference builds on the previous one and integrates it, no one can skip a stage ... One has not yet acquired the interpersonal logic.” (Young-Eisendrath, 1982).

The first level comprises the impulsive stage, during which children are generally only capable of assessing experiences from an egocentric perspective, with discipline being perceived as restraint and action’s consequences only acknowledged when they affect the child personally. It is the model stage for toddlers, and is characterized by impulsive behaviour, affection and dependency (Ezinga, 2018).

Early adolescence is generally the start of the self-protective stage, and is most prevalent in early and middle childhood. Children become less impulsive and dependent, and instead begin to develop some rudimentary self-control. They start perceiving themselves as an adult. At the same time, they are still characterized as individualistic: “Recalcitrant, cheeky behaviour and pushing the limits of what is allowed and what is not is not uncommon in this phase.” (Ezinga, 2018).

With the transition from elementary school to high school, most children progress to the conformist stage. Egocentric behaviour is gradually replaced by an equal ‘we’ attitude (Ezinga, 2018). “Individuals begin to view themselves and others as conforming to

Youth is a time of significant psychological development, characterized by growing maturity and the search for one’s own identity. It is that stage in life in which teenagers start to develop their personality and explore the world around them, find new interests and gain knowledge and skills. It is an ongoing process that typically starts around the time youngsters go to high school and continues until they have reached adulthood – and often for even more years to come.

socially-approved codes or norms.” (Witherell et al., 1978). They start to develop a new sense of curiosity towards the world around them and discover that they can make decisions on their own. However, this newly found freedom can be overwhelming at times and may lead to insecurities and indecisiveness, which are fueled by the need for acceptance and approval by their peers. “Individuals are invested in belonging to, and obtaining the approval of, groups.” (Witherell et al., 1978). In terms of behaviour, it is a stage of experimentation with one’s look and interests, albeit within the boundaries of what is accepted by their group.

Later in adolescence, youngsters find themselves in the self-aware stage. The need for approval becomes less significant and teens start to become more self-critical and confident in expressing their own identity and opinion, while at the same time being more open to different views and opinions of their peers. According to Loevinger, most adult behaviour is represented by this stage, with few exceeding this stage before the age of twenty-five.

Although there is no fixed timeline for these stages of development and every individual experiences them at a different pace, they are generally influenced by two factors: age and gender.

2.1.2 Early versus late adolescence

A general distinction can be made between early adolescence (ages 12 to 15) versus late adolescence (ages 16 to 18). Youngsters aged 12 to 15 are generally at the start of puberty and mostly identify with the characteristics of the self-protective and conformist stage. Overall, this group still struggles with abstract thinking and has a short attention span (Domotica Voor Wonen en Zorg, n.d.). Furthermore, they highly

value the group standard, and their experimentation phase may lead to unpredictable changes of opinions. When they reach the ages 16 to 18, youngsters primarily match the characteristics of the conformist stage, with few exceptions reaching the self-aware stage. Most youngsters at this age have become more confident in expressing their own identity and opinion, with peer pressure becoming less of a driving force in decision-making. They are more capable of dealing with situations that require abstract thinking and have a newly found curiosity towards the world around them.

2.1.3 Gender differences in adolescent development

A significant factor in how teenagers experience adolescence is gender. Girls generally hit puberty before boys do - at 10 versus 12 years old respectively. Whereas girls are already more developed – both physically and intellectually – at this age, boys tend to be more uninhibited and experimental. Perry and Pauletti (2011) distinguish several areas in which adolescent girls differ from boys. First, the interests of teenage girls significantly differ from those of teenage boys: girls tend to be more “people oriented” (Galambos et al., 2009; Su, Rounds & Armstrong, 2009, as cited in Perry & Pauletti, 2011), as they spend more time in relationship activities and often prefer jobs that allow for social interaction with others. Boys, on the other hand, are found to be more “things oriented” (Galambos et al., 2009; Su, Rounds & Armstrong, 2009, as cited in Perry & Pauletti, 2011), as they are found to spend more time alone and prefer manual labor. These differences are also evident in how both sexes perceive themselves: whereas girls describe themselves as warm and open to feelings, boys rather perceive themselves as more assertive and open to ideas (Costa, Terracciano & McCrae, 2001; as cited in Perry & Pauletti, 2011).

“The worst thing [...] we as a culture do about teenagers is that we think of them almost in entirely negative terms. What they can’t do, what they aren’t achieving, how much they don’t read.”

Patrick Ness (2012)

Moreover, girls are typically more prone to negative body image and low self-esteem. Whereas their focus is on complying with the “thin ideal” (Perry & Pauletti, 2011), boys are more concerned with building muscles. Moreover, boys often seek out risky activities and competitive sports, whereas girls prefer social activities that do not necessarily have a competitive element. These characteristics are important to keep in mind when designing spaces for the youth, as they most likely influence each group’s perception of health and subsequently determine what programme will attract each group respectively. At the same time, it must be considered that most friendships are same-sex at this stage, and the programme should be designed accordingly.

2.1.4 Influences on adolescent behaviour

Research by Tomé et al. (2012) confirmed the direct influence that peers have on adolescents’ risk behaviours. Consequently, “peers may strongly determine preference in the way of dressing, speaking, [...] and in many other areas of the adolescent’s life” (Padilla, Walker & Beam, 2009; Tomé, Matos & Diniz, 2008; as cited in Tomé et al., 2012). Adopting peers’ behaviours is especially evident in social situations, where peer pressure is generally higher. Although friendships and peer groups have great positive influence on adolescent development and psychological well-being, Tomé et al. (2012) state that autonomy from such groups increases one’s resilience against its influence, particularly its bad influence.

With an increased influence of peers simultaneously comes a loss of parental influence. However, the little influence that they do still have should not be underestimated. Whereas peers are predominantly associated with risk behaviours, parental influence is more connected to protective behaviours. In their research, Huebner and Howell (2003) conclude that parental monitoring as well as communication between parents and teenagers contribute to a lower involvement in risk behaviours (Tomé et al., 2012).

2.1.5 Public perception of teenagers

Teenagers are often portrayed by the public in negative ways and typically associated with defiant behaviour, trouble seeking, violence, and disrespect. As award-winning novelist Patrick Ness stated in 2015, “the worst thing [...] we as a culture do about teenagers is that we think of them almost entirely in negative terms. What they can’t do, what they aren’t achieving, how much they don’t read.” This public perception of adolescents is only amplified by media depictions feeding into these stereotypes. Some literature even suggests that adolescents have become more self-absorbed and narcissistic, labelling them as “Generation Me” (Twenge et al., 2012; as cited in Brunelle et al., 2018). Although such depictions only represent a small minority, they negatively reflect upon all teenagers. As a result, other teenagers may respond to this negative treatment and simply conform to the stereotype they have been assigned to. There thus lies an important task in the recognition and conveyance of the positive characteristics of adolescents, in order for them to receive “the support they need to become constructive, contributing members of society” (Brunelle et al., 2018).

Negative depictions of teenagers are especially evident in disadvantaged neighbourhoods such as Rotterdam-Zuid. When Googling for “jongeren Rotterdam-Zuid”, the results predominantly consist of news items about stabbing incidents and other acts of violence performed by teenagers. Again, such news typically reflects on the age group as a whole, which in itself intensifies the tensions between them and older age groups, isolating youngsters from society and consequently affecting their personal development and resilience. There are several organisations located in Rotterdam-Zuid that invest in and engage with youngsters with the purpose of broadening their frame of reference and strengthening their resilience.

Several organisations are outlined and analysed on the programme(s) they offer to the neighbourhood, as well as who they target. What is their mission and their place within the community, what are their focus points, and how do they fund their activities? Answering these questions help to understand how a future youth-specific space could be organised, both in terms of finance and management. Moreover, missing links and/or actors may be uncovered that require future interventions - in which the to be designed building can play a crucial role.

Centrum Jeugd en Gezin (CJG)

The development of children into healthy and resilient adults starts at family level. Centrum Jeugd en Gezin is a non-profit organisation that offers advice for parents and (preventive) healthcare for children up to 18 years old. They provide guidance in healthy upbringing and offer several workshops for kids, teens and parents, discussing a variety of topics - from upbringing with media to domestic violence, and from assertiveness to social resilience. Contact between families and CJG primarily runs through the parents until their children enter their teenage years. From there on, the organisation communicates with youngsters directly, or through school.

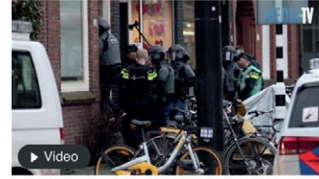
Whereas CJG helps to build a strong foundation for youngsters physical and psychological development, other organisations guide youngsters into remaining - or returning - on the right path when external factors are of high influence.



Tien jongeren in Rotterdam aangehou...
nos.nl



Tiener overleden bij steekpartij i...
www.traumaheli-mmt.nl



Voortvluchtige tiener gijzelt man in wo...
www.youtube.com



Neergestoken Rotterdamse tiener zelf oo...
www.telegraaf.nl



Tieners met messen op weg naar confront...
nos.nl



16-jarige neergestoken in Rotterdam, twee...
nos.nl



Tiener zwaargewond na steekpartij ...
www.010fotograaf.nl



Tieners mishandelen buschauffeur Rotterd...
www.rtlnieuws.nl

recent news coverage about teenagers in Rotterdam
source: Google Images

Jong op Zuid (JOZ)

The people at non-profit organisation Jong op Zuid present themselves as “advisors of the street” (Stichting JOZ, n.d.). In close collaboration with the municipality, JOZ has been investing in youth work within Rotterdam, and describe their youth workers as ‘streetwise’ and ‘booksmart’, the former being essential in their practice as similar experiences lead to affiliation to youngsters, making it easier to develop a professional relationship with them. JOZ’s focus is on meeting, development, growth, upbringing and signalling (JOZ, n.d.). Their target group is 12- to 27-year-old youngsters, with the main goals being to prevent nuisance caused by youngsters

and guide them towards participation in society. JOZ is active in eight Rotterdam neighbourhoods, among which IJsselmonde. Since JOZ’s office is located in Delfshaven - on the North side of the Maas - there is no physical place in Rotterdam-Zuid where youngsters can go to for help. Most of JOZ’s work is performed ambulantly, as workers roam around the neighbourhood in search for places that are popular among youngsters. They closely collaborate with partners in their network to paint a complete picture of the situation, not only looking at what happens on the streets, but also at families and school.

Pit010

For the last ten years, Pit010 coordinated and organised most of the social work within (Groot-) IJsselmonde. Apart from professionals, the team consisted of many IJsselmonde residents, volunteers, and interns, all motivated to increase their neighbourhoods' resilience. As they were located in the Huizen in de Wijk, it was easy for residents to find them if they were looking for help. Their activities targeted a diverse group of people: from providing help to elderly and vulnerable inhabitants to guiding jobseekers into employment and preventing (further) criminalisation among youngsters (B&A Groep, n.d.). Although they did organise many activities - from soccer practice to handicraft workshops - these only targeted children up to 12 years old. For youngsters above that age, the organisation's work mainly focused on guidance with education and finding jobs.

As Pit010's assignment ended in spring of 2022, their activities and services have been taken over by SOL (Samen Ondernemend Leren). Currently, SOL merely offers soccer practice and language courses, which arguably only appeals to a select group of people. However, as they are a relatively young organisation, their programme might expand in the future.

Thuis op Straat (TOS)

Another well-established foundation in Rotterdam used to be Thuis op Straat, which started up in 1996 and was active in six neighbourhoods - among which Charlois in Rotterdam-Zuid. Their activities consisted of sports and games for a wide audience - from 4-year-old children to 23 year-old young adults - with the purpose of contributing to a safe and comfortable living environment (Thuis op Straat, 2021). Stimulation of a healthy lifestyle, talent development and social resilience were at the heart of their work. By consistently organising their activities at the same specific location in each neighbourhood respectively, TOS established high visibility and became an unmistakable point of contact for every community.

Like many of the organisations active in Rotterdam (-Zuid), TOS was a non-profit social work foundation, their work being subsidised by the municipality. Unfortunately, a highly criticised tender procedure within the municipality made that TOS was no longer eligible for receiving subsidies, resulting in them having to end their activities (Dagblad010, 2022).

Urban Skillsz

Whereas most organisations in Rotterdam-Zuid either target a wide audience or lack a physical location, Stichting Urban Skillsz has created a learning environment where the focus is on youth alone. Just outside of Groot-IJsselmonde, Skillszhouse Beverwaard offers vulnerable and troubled youngsters - ranging from 10 to 27 years and - guidance, learning programmes and activities to help them reintegrate in society. Programmes vary from behavioural interventions and individual guidance to daytime employment and talent development. During the entire learning process, the focus is on capabilities rather than shortcomings. This positive mindset helps youngsters to strengthen

their talents and ambitions, with the ultimate goal of full participation in society. Similar to JOZ, Urban Skillsz perceives being streetwise as an essential quality in working with this specific target group.

In terms of funding, Stichting Urban Skillsz has a contract with the municipality of Lansingerland, following the Jeugdwet. In other municipalities within Rotterdam Rijnmond, activities are funded following a 'personal budget' (PGB) (Stichting Urban Skillsz, n.d.).

Onwijze moeders

Not only official organisations invest in improving the quality of life in Rotterdam-Zuid: residents within the neighbourhoods also actively contribute to building a better living environment and future for their children.

Around ten years ago, a group of mothers in Delfshaven took it upon themselves to tackle the societal issues at hand in their neighbourhood (Wijk Academie Opvoeden, n.d.), which was the origin of 'Onwijze Moeders.' Nowadays, they are active in many Rotterdam-Zuid neighbourhoods, where they closely collaborate with local agents, the police and others - among which JOZ -, organising monthly gatherings with local partners to share and discuss the problems within their neighbourhoods, and come up with possible solutions. Their goal is, as is for most other organisations, to create a better and safer living environment that stimulates their childrens' personal development. Their contributions are highly valuable, as sharing their knowledge and experiences with the right professionals helps to tackle the issues within the neighbourhood at their core.

Room for improvement

Although there is a significant amount of organisations that invest in youngsters in Rotterdam-Zuid, they are scattered throughout the city part. Moreover, while most of them are not active in Groot-IJsselmonde, others do not have a physical location at all - at least not one that is accessible for youngsters. With the end of the activities organised by Pit010 and TOS, the absence of facilities and activities for youngsters in Groot-IJsselmonde has become an even more pressing issue.

What is also notable is that almost all organisations talk about prevention of loitering, but none of them mention facilitating for social interaction. Their approach is more focused on investing in youth's education and career, rather than using social activities as a tool to improve their resilience. Although improving youngsters' professional skills is important, it must be recognised that low threshold social activities are also highly valuable to their development and mental health.

It could be valuable to integrate these organisations and all they have to offer into one central location, as it would result in higher visibility of and easier access to facilities. Centralising these organisations improves mutual communication, which results in a more efficient network and subsequently better help for those who need it. At the same time, such a location could serve as a safe haven for youngsters,

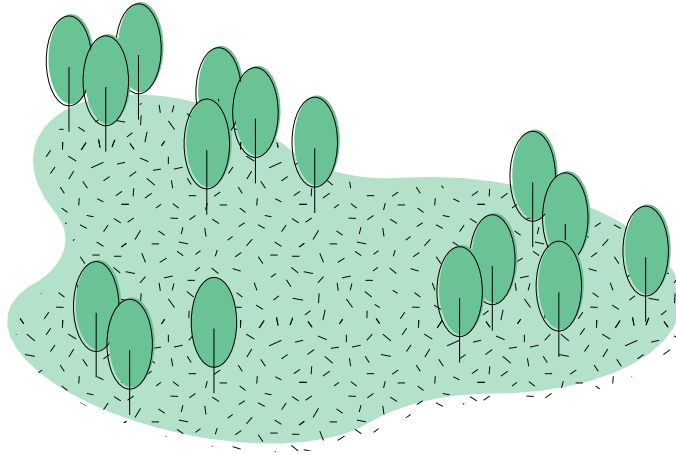
Public spaces facilitate an opportunity for exploration, experimentation, and personal expression, as well as for “teenagers’ engagement as citizens” (Weller, 2007; as cited in Brunelle et al., 2018). However, adolescents’ needs are hardly ever met in the design of public spaces. In fact, they are often purposely “excluded from public spaces through design, policy, and society’s ambivalence toward them” (Bell et al., 2003; Childress, 2004; as cited in Brunelle et al., 2018). This is problematic, as they are more dependent on public and open spaces due to their “vulnerable social position and lack of financial resources” (Brunelle et al., 2018). This chapter outlines several attributes and spatial elements that help in the design of youth-friendly spaces in the future.

2.2.1 What makes a great place?

Before defining elements that add to the attractiveness of a space from an adolescent’s perspective specifically, we must first get an understanding of what makes a great place in general. Project for Public Spaces - a non-profit organisation that creates public spaces through active engagement with communities - has developed an approach to successful placemaking, as is visualised in **Appendix 1** (PPS, 2018). They propose that a great place shares four key attributes. First, the place must be accessible and well connected to its environment. A place’s accessibility can be determined by assessing its visibility, walkability, and its relation to adjacent buildings. The second attribute is that the space is comfortable and projects a good image. Inclusivity of the space is an important factor in the assessment of this attribute. The third attribute comprises to what extent the place attracts people to participate in activities. A diverse programme will help attract a variety of people, which contributes to the liveliness of the space. The last and perhaps most difficult attribute is the sociability of the space. “When a place becomes a favourite spot for people to meet friends, greet their neighbours, and feel comfortable interacting with strangers, then you are well on your way to having a great place” (PPS, 2018, p.9).

2.2.2 What makes a great place for the youth?

With the ingredients for a successful place identified as a base, we will dive into the spatial elements that a place must have so that it appeals to adolescents specifically.



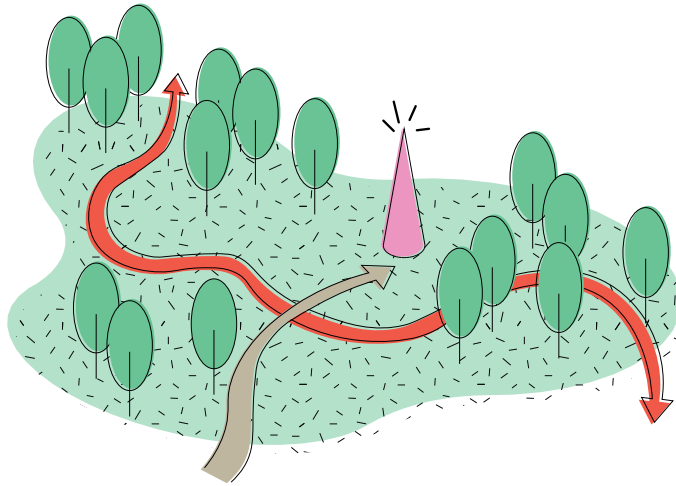
The importance of nature

As puberty is a time of self-seeking and experimentation, youth-friendly spaces should give adolescents the freedom and comfortability to express themselves. “Experimentation, play and leisure activity are part of the process of discovery, socialization, and the expression of identity, in which “play and learning are intimately intertwined” (Hall, 1959; as cited in Abbott-Chapman & Robertson, 2009). To facilitate this sense of freedom, choosing the appropriate location is essential.

Malone (1999) outlines a difference between teens perception of “open space” versus “enclosed space”. Whereas teenagers generally feel accepted and comfortable in open spaces, enclosed spaces make them feel “out of place”, as these are spaces which are more regulated and where teens are often faced

with suspicion (Malone, 1999). Abbott-Chapman and Robertson (2009) thus advocate for sufficient access for teenagers to recreational open space, as to encourage a sense of freedom.

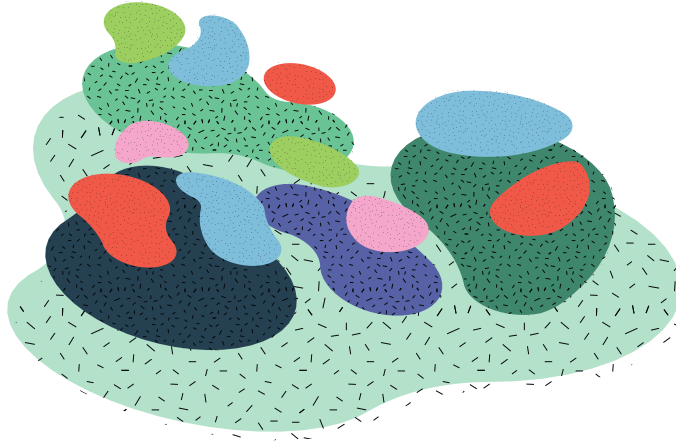
According to Siestrzewitowska (2013), the simplest forms of youth-friendly locations are large green zones and parks, as no single function is assigned to them and they instead allow for teenagers’ personal interpretation. Moreover, natural environments provide opportunity for free navigation and social interaction. Brunelle et al. (2018) further substantiate the significant positive effect that natural environments have on adolescent development, stating that engagement with nature is essential to their health and well-being, as it positively contributes to their mood, self-esteem, and affective



and cognitive restoration (Bagot et al., 2015; Barton & Pretty, 2010; Mitchell, 2013; as cited in Brunelle et al., 2018). Such contexts especially enhance stress relief, attention focus, and other restorative experiences, as they facilitate space to be alone, think, reflect, and escape everyday life (Brunelle et al., 2018). These experiences are particularly important for adolescents, as “the teenage years are often their first opportunity to spend time alone and become more comfortable with solitude” (Larson & Richards, 1989; as cited in Brunelle et al., 2018). However, these green spaces must be equipped with elements and facilities that will attract young people to actively use them.

Stimulation and incentivitation of movement

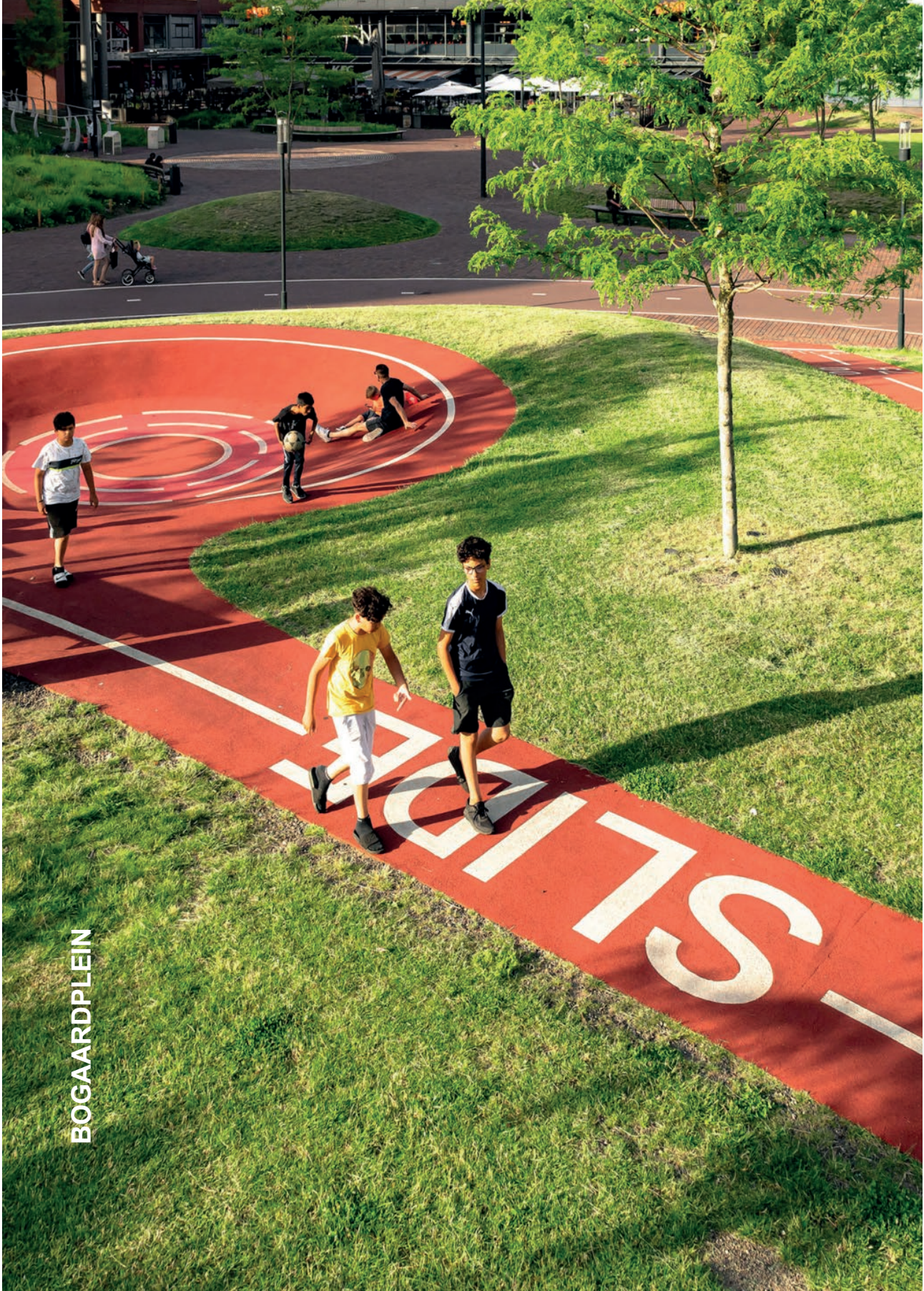
According to Chawla and Malone (2003), public spaces should be designed as such that they are easily accessible and promote “active transport through the landscape” in order for them to appeal to teenagers, for example by the incorporation of pedestrian and bicycle paths. Moreover, Childress (2000) expresses the importance of responding to the “right-nowness” of teenagers when designing for this particular group, as their need for immediacy leads to them feeling bored easily. He recommends implementing appealing destinations along the route, to incentivize movement and meet teens’ need for immediate satisfaction (Childress, 2000, as cited in Brunelle et al., 2018).



Layers and zones

Whereas some literature suggests that in order for a (public) space to be attractive to teens it should be designated for them alone, others are largely critical to this approach as it could serve as an excuse to exclude them from other public spaces, further isolating them from society. Moreover, spaces deliberately designed for teenagers are sometimes perceived as ‘uncool’ by their target group and end up not being used. Instead, Brunelle et al. (2018) recommend a more responsive approach to adolescents’ needs, namely integrating “teens into existing public areas by layering teen-centric design onto public spaces, rather than developing areas specifically for teens”. These layers can be achieved

by embedding different zones into one public space in such a way that they still relate to each other and allow for interaction between them. Zoning helps in making a distinction between a space that is for everyone versus a specific target group – in this case, adolescents. Boundaries between these zones should be clearly defined, which can be done through the use of both physical and symbolic barriers. The perceived zones stimulate territorial behaviour, bringing more liveliness to the public space.



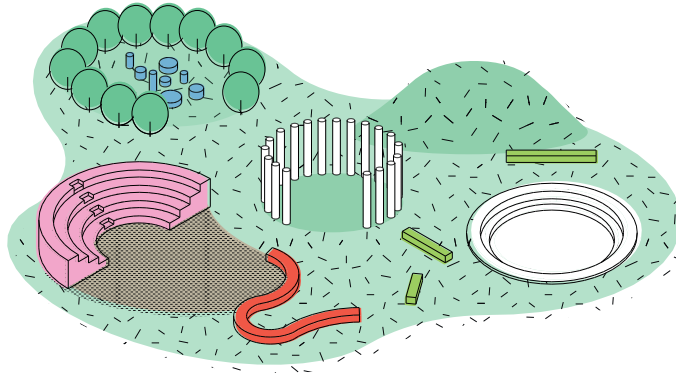
BOGAARDPLEIN



DELVA's transformation of the Bogaardplein is the start of a further development of the Bogaard, with 'greenification' as the main tool in making a more resilient Rijswijk.

The park has an uneven surface and is planted with a rich variety of vegetation. A bicycle/pedestrian road meanders through the park and acts as the common thread along which all functions are organised.

Smart use was made of soft barriers to define different zones within the park. With some parts of the programme sunken and others raised, and by surrounding them with an abundance of green, zones are easily identified while also achieving a visually united ensemble.



Soft boundaries

Spatially, Childress (2000) and Chawla and Malone (2003) found that teenagers are drawn to spaces with strong boundaries “that are often enclosed on two or even three sides” (Brunelle et al., 2018). However, such spaces are rarely purposely designed, as they would limit the possibility for control and surveillance (Brunelle et al., 2018). It is thus important in the design of youth-friendly spaces to find a balance between seclusion and safety, as well as between freedom of expression and social control. Soft boundaries can help in achieving this balance, as these create intimate spaces with a sense of enclosure, without obstructing social control. Soft boundaries can be achieved through the use of lower walls or vegetation, (semi-)permeable walls, or spaces that are partially sunken into the ground.

Diverse programme

More than anything, young people like popular places. “Therefore, the purpose of the public space is to be lively and enable inhabitants to contact each other, unite and tighten bonds between them.” (Siestrzewitowska, 2013). On top of creating different layers and zones, the space should thus offer a diverse programme to appeal to as many different people. Moreover, by facilitating a wide range of activities, the space becomes less susceptible to changing fashion. The programme may also vary according to the seasons, for example by supplementing skate parks in summer with skating rinks in winter (Siestrzewitowska, 2013). Lastly, the implementation of diverse activities adds to the space’s charisma, as it will attract a variety of people on different parts of the day, which simultaneously contributes to the safety of the space.

Inclusivity

Given that adolescents are just discovering who they want to be and, because of that, often struggle with insecurities, a youth-friendly space should be representative for all; it should be an inclusive space that attracts everyone (Siestrzewitowska, 2013). When striving for an inclusive space, it is important to consider that there is a difference in place preference between genders; whereas “females more often choose private indoor places in and around the home, [...] males choose outdoor and public spaces, especially sports facilities” (Abbott-Chapman & Robertson, 2009, p.420). It could be argued that girls’ preference for such spaces is the result of a scarcity of female-friendly facilities in specific. Moreover, the few spaces that are purposely designed for adolescents – such as skateparks and basketball courts – are often badly lit and set at anonymous locations, leading to people - and females in particular - feeling unsafe and raising the risk of harassment, or worse. Brunelle et al. (2018) further support these statements as they point out the limited access that specific subgroups - among which girls and disabled teens - have to safe public spaces, and warn that this may “hinder their physical, emotional, and social development” (Brunelle et al., 2018). Moreover, girls prefer spaces that facilitate possibilities for interaction rather than competition. “Making space for girls means rethinking which age groups need to swing and climb, how to encourage physical activity, [...] and how to make a safe, sheltered place for outdoor conversation” (Lange, 2021). Imogen Clark and Susannah Walker, founders of the British charity organisation Make Space for Girls, urge urban planners to think about equity throughout the whole design process, “identifying activities that are female-dominated, requesting design features that encourage girls’ presence and participation, and offering programming that balances arts, sports and free play” (Lange, 2021).

To ensure an inclusive space, it is thus important to compose a widely ranged programme with these different subgroups in mind, which, as stated before, will also add to the safety of the space. However, in order to create a safe environment at all times, visibility must be guaranteed. This starts with designing spaces - especially the ones located outside - as such that they are visible, and can be achieved through the implementation of soft boundaries and avoidance of niches and dark corners. Moreover, integration of adequate lighting creates more social control, while conveniently making the space fit to be actively used in the evening as well.

The primary act of hanging out

Lieberg (1995) distinguishes between two types of places that respond to the needs of adolescents: places of retreat - in which teens can retract into their own space and that of their peers - and places of interaction - in which they “meet and confront the adult world” (Lieberg, 1995; as cited in Brunelle et al. 2018). Both places allow for social engagement, and should ultimately facilitate adolescents’ main activity: hanging out. Although hanging out is generally associated with defiant behaviour and often interpreted as loitering, it is important that it is recognized as a legitimate youth activity, and design spaces accordingly. Hangout spots are to be flexible and should accommodate for both individual use and groups of various scales (Childress, 2000; Lieberg, 1995; as cited in Brunelle et al., 2018). They should also be equipped with sufficient seating elements whose orientation and arrangement can be adjusted to varying needs. Moreover, strategic placement of benches and elevated platforms create opportunity for people watching, which appeals to teens as they enjoy observing their peers (Owens, 2002).

SWING TIME

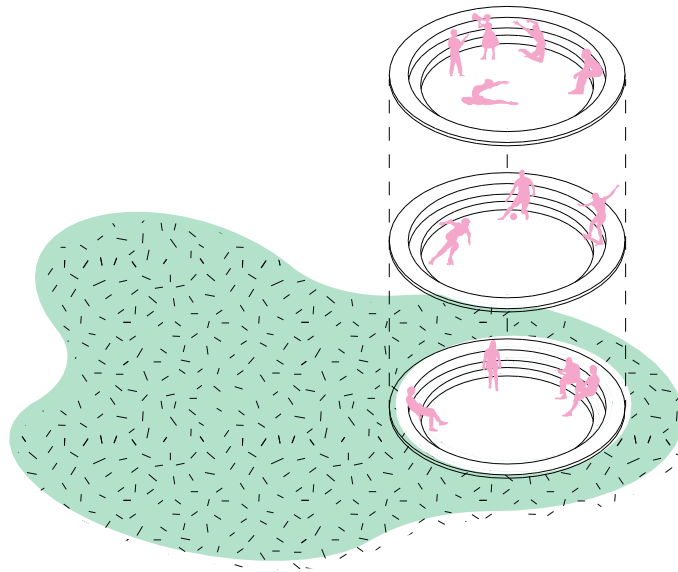




The Boston-based installation *Swing Time* clearly demonstrates the success of rethinking public space. The interactive urban playscape consists of twenty ring-shaped swings in three different sizes. The rings are fitted with LED lighting that responds to motion, switching from white to purple when activity is being measured. “*Swing Time*’s responsive play elements invite users to interact with the swings and with each other, activating the urban park and creating a community

laboratory of the Innovation District and South Boston neighbourhoods” (Höweler + Yoon Architecture, n.d.).

Swing Time is the perfect example of an inclusive and female-friendly public space, as it responds to their needs and wishes. Unlike most public spaces, it creates a sense of safety at night with its interactive lighting. Moreover, the installation reimagines physical activity by making it fun and accessible.

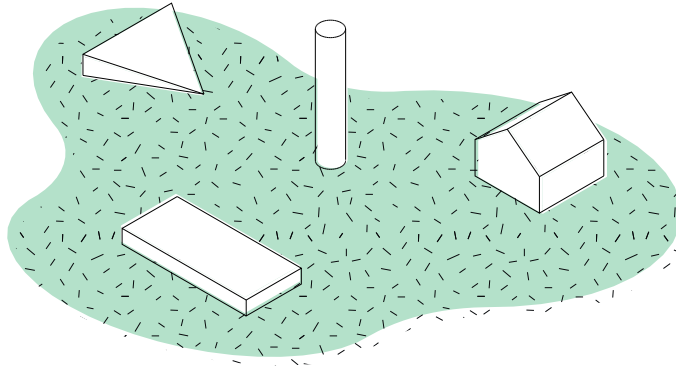


Space as aameleon

The space should also offer room for self-presentation and creative expression “because [adolescents] need acceptance, unlike any other group” (Siestrzewitowska, 2013). That is why a youth-friendly place should give teenagers the opportunity to create spaces of their own. Spaces should be able to adapt to changing needs, like aameleon acclimating to its environment. Incorporating multifunctional spaces and using modular furniture generates flexibility, attracts a wider audience, and stimulates young people’s imagination and sensitivity. In addition, giving them the freedom to adapt a space to their own needs and wishes contributes to their sense of ownership. Moreover, flexibility anticipates on youth’s high trend-susceptibility, making the space resilient to changing fashion. Siestrzewitowska (2013) lists a stage for organizing

“Some of the most successful [spaces] have been sites that allowed for constant manipulation by teens so that they can challenge themselves and where they are allowed responsibility to accomplish real things”

Childress (2000)



their own performances and exhibition walls as great examples of spatial elements that promote creativity and simultaneously incentivize adolescents to look after the space.

Pride and surprise

Teenagers' short attention span and subsequent "right-nowness" as described by Childress (2000) also significantly reflects on the architectural expression of spaces. The student essays as summarized by Siestrzewitowska (2013) conclude that young people yearn for unique spaces that evoke a sense of pride among them, which is especially achieved if their ideas are incorporated in the design. The use of remarkable forms and implementation of unusual connections – both in composition and material – are examples of spatial elements that help to create

unique spaces. Built youth-facilities and public spaces are also known for using vibrant colours and designing facades and walls as spatial elements that can be actively used as, for example, skating rinks and climbing walls.

The extraordinariness of spaces is a strong response to adolescents' expressiveness, and can help to unite them as a collective. However, the more expressive the space, the more likely it will only attract specific subgroups. It is thus very important to not take it too far in terms of expressiveness and instead keeping in mind all different subgroups throughout the design process, so that it will still appeal to all.



KAVEL K



What was initially planned as only a skating rink for one of Netherlands' biggest Vinex neighbourhoods, later got expanded with a youth centre as a response to the neighbourhoods' children that have now become adolescents.

Dutch architecture firm Carve designed the programme as one unity, with the skating rink seemingly melting together with the youth centre. The centre's floorplan is kept simple and open, as to allow

for sufficient flexibility in the future.

Apart from the active programme the space offers, it also offers various opportunities for hanging out. Seating elements in vibrant colours invite youngsters to meet up with friends and socialize; the raised skating rink results in a sitting edge from where teens can watch their peers perform their latest tricks; and similarly, the edges of the sunken sports court facilitate people watching and other activities.

The previous chapter provided a framework of design prerequisites and spatial elements that contribute to successful youth-friendly spaces. In the following reference study, several built youth centres are assessed on the presence of the established elements, as well as how these elements were incorporated in the design.

The four case studies were selected on similarity of scale and on their presence of both indoor and outdoor programme, as to be comparable with the location for the project.

Chapter three

Case studies

FORM FOLLOWS
FUNCTION



HAUS DER JUGEND KIRCHDORF

Location Hamburg, Germany
Architects Kersten & Kopp
Year 2010
Type of project youth centre
Area 2.490 m²
No. of storeys 3

Programme

<p>0 outdoor sportsfield audience tribune climbing tower garbage bar girls' rooms</p>	<p>workshop rooms recording studio dark room canteen kitchen</p>
<p>1-2 sports hall computer room homework room</p>	<p>counselling room youth workers' office fitness studio</p>

The Haus der Jugend is located in Kirchdorf, a borough of Hamburg that is characterized by a combination of 1930s garden city housing estates for harbour workers and large-scale social housing blocks from the 1970s. Together with the adjacent Maximilian Kolbe Church and the new town square, the youth centre is embedded in an otherwise heterogeneous urban fabric (Pietsch et al., 2015), and is located at the juncture up between a busy road on the one side and a park on the other. Being part of the International Building Exhibition IBA, the centre was a pilot project in the section of leisure, sports, and education (Kersten & Kopp, n.d.).



Zoning principle

The building was developed following a programmatic zoning principle and comprises three levels. On the ground floor, the entrance area and café give access to several functions - among which a recording studio, dark room, and workshop spaces - with a multifunctional hall located on the first floor, and more secluded functions on the second floor. A continuous staircase functions as the juncture of and boundary between the different areas (Kersten & Kopp, n.d.). The building houses a very diverse programme so as to appeal to as many people as possible.

The architects have succeeded in creating “a variety of spatially differentiated situations” (Kersten & Kopp, n.d.) through the implementation of niches, places of retreat, activity rooms and vantage points. The sculptural shape of the building is formed by the various sports elements that were integrated into the design and define the building as one big sports equipment. A 6 metre high space for the outdoor sports field was extruded from the building’s volume, a skating rink adorns the side of the building facing the street, and a shortcrete climbing wall faces the church. The outside placement of these functions makes that the building is also usable after closing hours and adds to its low threshold accessibility.

The transition between interior and exterior spaces has been carefully considered. The structural columns that enclose the covered outdoor sportsfield suggest tree trunks with a green roof of leaves on top, as a continuation of the park that is behind the building. The spaces that house sports functions are highlighted with bright green and red, making them distinguishable from afar. All of these elements combined make the building a true landmark, both for its users and the neighbourhood.

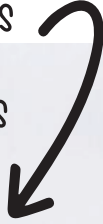


PEOPLE
WATCHING

STRUCTURE REFERS
TO TREE TRUNKS
AND GREEN
LEAF ROOF



HIGHLIGHTED
SPORTS FUNCTIONS
THROUGH USE OF
VIBRANT COLOURS



SKATEABLE
ARCHITECTURE



LANDMARK
APPEARANCE



LA CASA+GRANDE

Location Rivas-Vaciamadrid, Spain
Architects Mi5 Arquitectos
Year 2009
Type of project youth centre
Area 1.834 m²
No. of storeys

Programme

0 entrance
foyer
concert hall
bar
stage
dressing room
rehearsal rooms
office
meeting room

storage
technical room
classroom
pit
computer room
group rooms
photographic lab
dance studio
chill out area

1 roof terrace

Located in a new and rapidly growing suburb in the periphery of Madrid, La Casa+Grande is hard to miss. The youth centre has services and spaces for young people, where they can enjoy cultural and sports activities, as well as a varied programme of events organised by youth groups and the City Council. The design for the centre was conceived through an open participation process in which adolescents, technicians and politicians joined forces and "contributed their decisions, their concerns, their fantasies and their aesthetics to create a contemporary 'social monument'" (Mi5VR, n.d.).



surprising composition

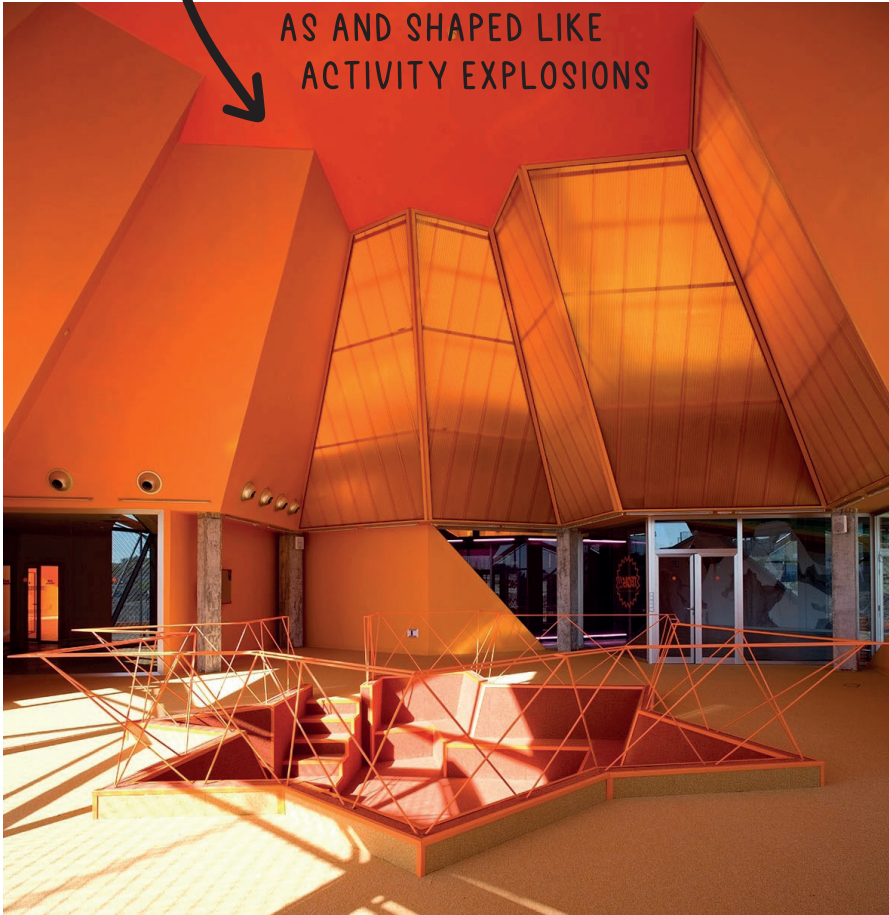
The centre has a hall for concerts and other events, rehearsal rooms for musical groups, a movement room for physical activities, a games room, a chill-out space, a skateable roof, and an open-air auditorium. Above all, it is a space open to the young people of Rivas to develop their own ideas and initiatives.

La Casa + Grande clearly acknowledges hanging out as a primary teen activity, inside as well as

outside. The pit, which is conveniently placed next to the entrance, comprises a significant part of the building and allows for youngsters to hang out and socialize, and sculptural elements serving as benches adorn the centre's façades.

The building tries to embody the language of its users through the use of shapes and colours that refer to the graphic language of graffiti and comic strips (Pietsch et al., 2015). The bigger, mostly public functions are shaped like 'activity explosions', with smaller spaces for retreat floating in between. The composition and irregularity of the spaces result in a striking ensemble that piques curiosity.

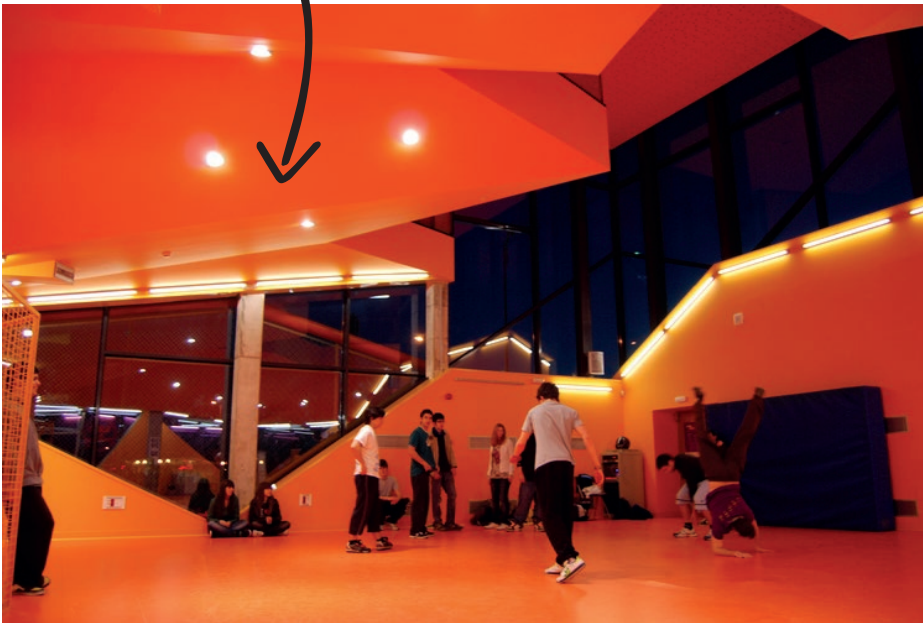
PROGRAMMATIC
CENTRES PERCEIVED
AS AND SHAPED LIKE
ACTIVITY EXPLOSIONS





SURPRISING
COMPOSITION
OF SPACES

MULTIFUNCTIONAL
SPACE





MERIDA FACTORY YOUTH MOVEMENT

Location Merida, Spain
Architects Selgascano
Year 2011
Type of project youth centre
Area 3.009 m²
No. of storeys 2

Programme
skate park
concert area
modding
tuning
modelling
graffiti
urban art
street theatre
tightrope walking
circus activities
video art

electronic music
acrobatics
performing arts
manga
parcour
audiovisual art
contemporary dance
dance funk & hip hop
ballroom
MACC

Merida Factory Youth Movement is more like a youth playground than anything else. With its wide variety of activities - from skate park to concert area and from video art to temporary dance - the centre gains popularity among an increasingly more diverse crowd.

The building consists of a series of oval-shaped volumes, each with their own access to allow for independent use. A large, one-metre-thick orange canopy connects the volumes, creating an outside space underneath that is open to the public and functions as a shelter from the rain and heat. "Protective and translucent, the roof extends like a floating cloud" (Selgascano, 2019). The project is entirely built from recycled materials.

Through its extensive and ever-growing programme, the factory strives to be a place for all. Young people are initially attracted to the factory by its outdoor programme that facilitates physical activities, such as a skating rink and a climbing wall, in a low-threshold way, but are also being offered music and dance workshops, as well as counselling sessions inside.

Its translucent material makes that the sculpture lights up like a lantern after dark, which makes it not only possible but also safe to use the outdoor facilities at night. Vibrant colour use adds to the liveliness of the space. Graffiti walls allow for teenagers to make the space their own. The outdoor space is rich in walls, edges and other objects to sit or lean on, creating abundant opportunity to just hang out, watch other people engage in activities, and get inspired to participate.



The structure lights up in the dark



WHERE PUBLIC SPACE
AND BUILDING
INTERTWINE

REMARKABLE
FORM







GAME STREETMEKKA VIBORG

Location Viborg, Denmark
Architects EFFEKT
Year 2018
Type of project skatepark/youth centre
Area 3.170 m²
No. of storeys 2

Programme
skate-bowl
streetskate
skate
parcour
bouldering

trail
lounge/hangout
basketball
soccer
café

Located in a suburban industrial zone of Viborg, Denmark, stands a formal windmill factory that is transformed into a cultural hotspot. GAME Streetmekka offers a wide variety of facilities for self-organised sports and social spaces for informal interaction.

Instead of demolishing the vacant building, EFFEKT explored the possibilities for a qualitative transformation with a tight budget. With their design, the architects wanted to expose and highlight “magnificent scale and almost cathedral-like proportions” of factories, which they perceived to be the only true value of the building (Foged, as cited in Sagredo, 2021).

The architectural concept rests on the idea of an indoor streetscape that opens up to the outside, and of which the programme responds to “the demand for self-



the 'ditch' is open 24 hours a day

organised alternatives to the established club-sports and cultural activities” (Sagredo, 2021). The extremely diverse programme is derived from “the notion that co-existence breeds new synergies and new social relations” (EFFEKT, n.d.). In addition, the strategic interweaving of different functions allows for cross-pollination and encourages

future engagement in new activities, as “proximity to activities lowers the threshold for participation” (EFFEKT, n.d.).

The translucent facade adds to the light and welcoming expression of the building, while also serving as a giant canvas for visual projections. A seamless connection to the surrounding landscape was realized by opening the façades up and extending the programme outside. Moreover, allowing the building to stay partially open 24 hours a day expresses trust and gives teenagers a sense of ownership and responsibility.

Streetmekka was designed as such that it can evolve according to the changing needs of its users - both in programme and physical appearance. Whereas animated façades and newly added street art will continuously change the appearance of the building, its layout can be reconfigured by removing obsolete functions and adding new ones.

ENCOURAGING
ENGAGEMENT
IN NEW ACTIVITIES



LOWERING THE
THRESHOLD FOR
PARTICIPATION



TRANSLUCENT
FACADE FOR A LIGHT
AND WELCOMING
APPEARANCE



MOVEABLE
OBSTACLES

Project for Public Spaces - a non-profit organisation that creates public spaces through active engagement with communities - underlines the importance of engaging young people in the design of spaces, stating that their resourcefulness adds value and liveliness to the public realm, as it generates a greater shared sense of pride within communities (Millard, 2015). Moreover, adolescents' creative minds and energy highly contribute to the attractiveness of spaces (Siestrzewitowska, 2013).

A set of workshops was organised together with two classes of second-year high school students at Veenoord SCHOOL FOR SPORT&LIFESTYLE, to verify and get feedback on the predetermined programme of requirements. The goal of these workshops was to explore which functions the students would define as redundant, and more importantly, which functions that they determine to be essential were still missing, as well as how, when, and with whom these youngsters would use the building.

Chapter four

Workshops

4.3.1. Survey set-up

The survey touched upon three different themes: the students' contentment about their living environment, their health status, and preferred architectural expression. The latter was only a brief part of the questionnaire, containing two sets of three pictures - one regarding the outside programme, the other regarding interior - of which the students were asked which pictures appealed to them the most, and why.

Since the survey was only filled out by sixteen respondents, it would be premature to draw any conclusions from the results. However, the answers are analyzed and serve as further substantiation of the relevance of the assignment, and possibly of the results of the workshops.

4.3.2 Results

As illustrated in **Fig. 12**, the majority of the students live outside of Groot IJsselmonde, at least five minutes away from school. Although most of the students use public transport when they go to school, there has been an increase in students that come by bike. However, some students cannot afford either option, and instead walk to school everyday - even from far distances (S. König, dialogue, 3 April 2022). Although most students are overall quite content about what their living environment has to offer, it cannot be concluded that Groot IJsselmonde has sufficient facilities, as most respondents live in different neighbourhoods. When asked about what is missing in their environment, the most common answers were shops, playgrounds, parks and hangout spots, which again confirms that these spaces appeal to adolescents, as was found in the literary review.

Out of sixteen respondents, twelve are part of a household of at least four people, of which approximately half consist of six to eight people.

To get a rudimentary insight into the students' health status, and to be able to substantiate the answers given during the workshops, the students were asked to fill out a digital survey.

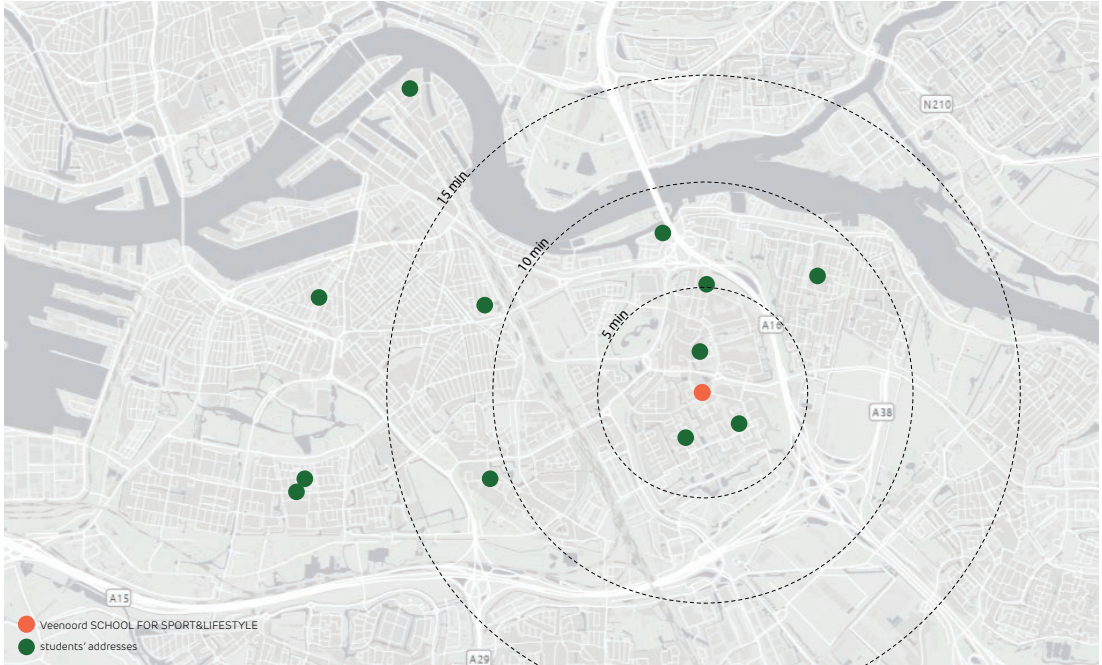


Fig. 12 students' biking distance from school

Surprisingly, there is no clear correlation between household size and amount of time spent outside. Although one would expect that the bigger the household, the more likely youngsters are to go outside to 'escape' the business at home, more than half (56.3%) of the students appear to spend most of their free time inside, watching movies and series, gaming, and spending time on their phone. Another 31.3 per cent spends as much time inside as outside, with only 12.5 per cent being outside most of the time. These percentages confirm the increasing rate

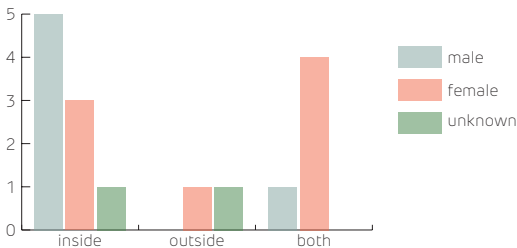


Fig. 13 majority of free time spent inside or outside

of sedentary behaviour among teenagers. What is striking is that although boys are often associated with hanging outside and loitering, the survey shows that girls actually spend more time outside (Fig. 13). How both groups spend their time outside is in line with the activities stated in the literary review; whereas the girls like to go for a walk and hang with friends, the boys generally spend their time biking around and playing sports. Both groups like to go to the mall and going out to get food.

The students were also asked to assess their health. Interestingly, all sixteen respondents considered themselves to be moderately to very healthy. However, research shows that 83 per cent of overweight adolescents still perceive themselves as healthy (NOS, 2021). This suggests that for most teenagers overweight is not a significant factor in health assessment, which confirms the need for more education around the topic.

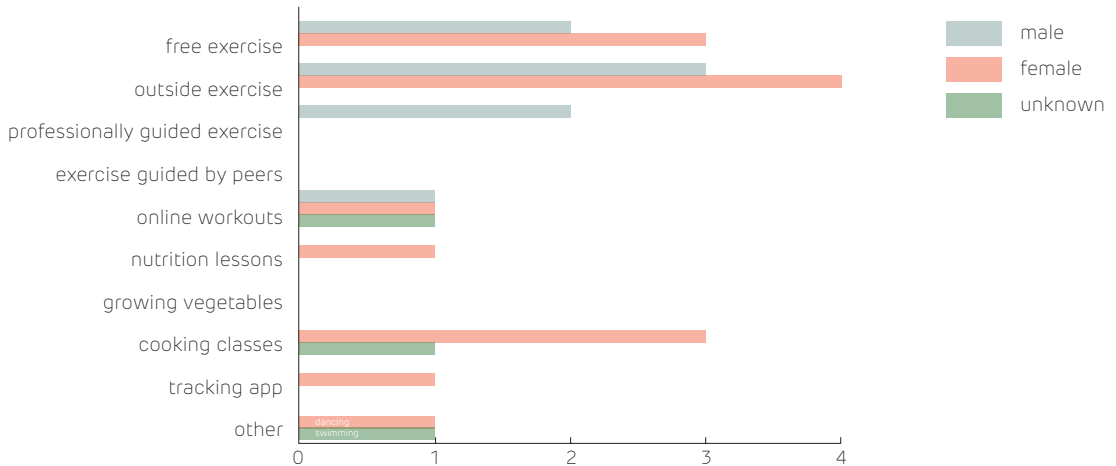


Fig. 14 motivational activities for a healthier lifestyle

The survey shows that the students generally list walking, cycling and eating vegetables as things they do to maintain a healthy lifestyle. Practicing sports was named a few times, but out of all respondents, only one appears to be a member of a sports association or gym. This low membership rate may be caused by a lack of financial means, making it too expensive for youngsters to join an association. Not having fixed training days with peers often means that the motivation to exercise has to come from the individual, which is a high responsibility. On the other hand, the survey shows that low threshold activities, such as playing sports for free and exercising outside, would stimulate the respondents the most to maintain or adopt a healthy lifestyle. Youth's preference for such spaces are substantiated by their need for Moreover, outdoor facilities give teenagers the opportunity to appropriate them when and how they like, and in doing so, give them the

freedom to express themselves.

Although these low-threshold activities attract students of both sexes, Fig. 14 also illustrates a slight difference between the activities that girls selected, versus boys. Especially the activities related to food and nutrition were only named by girls as motivational.

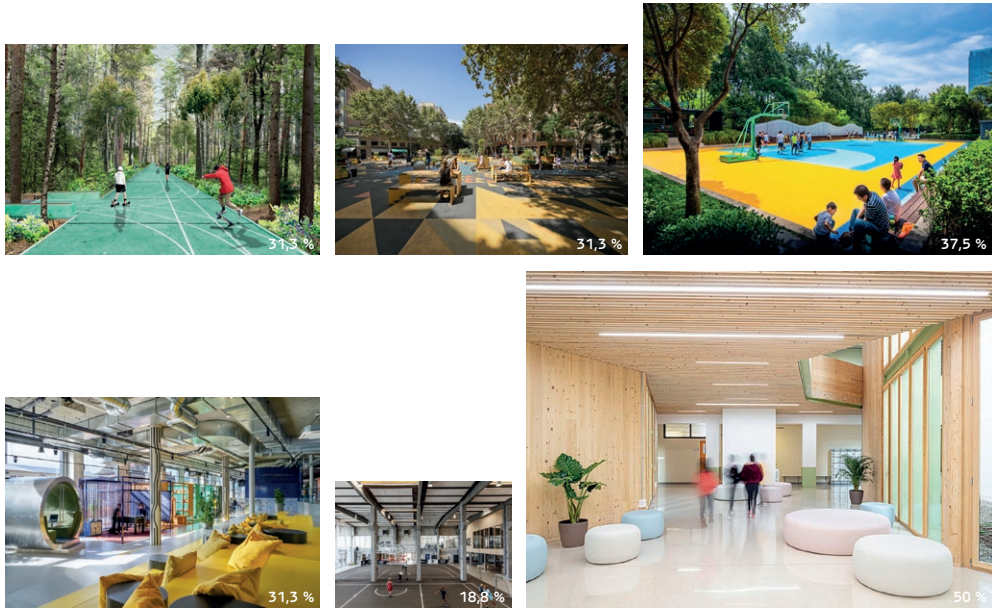


Fig. 15 visualisation of the preferred aesthetics

Look & feel

The final two questions were related to the aesthetics of the indoor and outdoor spaces to be designed, as well as the activities taking place. Given three reference images per type of space, the students were asked to state which picture they liked the most, and why. This was only a small part of the survey, and was meant to explore which elements - whether it be spatial, programmatic, materialization, etc. - add to the attractiveness of a space for youngsters.

The outdoor reference images are almost equally attractive (Fig. 15). Whereas the first image appeals to students because of its photogenicity and abundantly green context, the second is perceived as attractive because the many benches allow for hanging out with friends. While the third image is overall preferred, its argumentation differs between girls and boys. Whereas the boys are generally attracted to this space because they can play sports there, one of the girls perceives the space as safe - arguably because the

square appears to be more 'exposed' than the other two spaces. Although safety was only named by one girl, it does indicate an essential prerequisite for an women-friendly public space.

The second set of reference images focused more on materiality and use of colour, which is also reflected in the respondents' arguments. The third images came out as most appealing, mostly because of its basic and calm, yet high quality expression. The seating elements and use of bright colours in the first image convey the aesthetics of a 'real' hangout, which, according to one of the students, "inspires to go read a book or do homework". Arguments for the second image are mostly related to liking sports.

4.2.1 The test group

The workshops will be organised and performed at Veenoord SCHOOLASPORT&LIFESTYLE, a VMBO high school located in Groot-IJsselmonde, North of the parkzone (**Fig. 16**). The school programme focuses on teaching practical skills in the fields of sports, health and nutrition, design, tech and new media. Since these themes highly correlate with the themes discussed in this thesis, Veenoord has been identified as suitable to perform the workshops. Moreover, as the school is located nearby the design site, the to be designed space could serve as an extension of the school's programme.

The test group for the workshops consists of second year students of 13-14 years old - an age group that is characterized as more reserved and prone to peer pressure. These traits might make it challenging to retrieve qualitative results from the workshops. However, given that the school's programme overlaps with the themes the assignments touch upon, the students may be more confident in expressing their opinion and are more likely to think out of the box than peers who are not as familiar with these topics.

4.2.2 Outline workshop 1

For the first workshop, four sets of blocks are prepared that correspond to the different functions in the predetermined programme of requirements (**Appendix 2**). Divided into groups of approximately four people, the students will be asked to select the functions that they would like to have in their building. They will be given an A0 sized map of the location with the design plot outlined. Since not all functions can fit on this plot, the students have to prioritize some functions and leave others out. The final configuration can consist of two levels maximum. Next to making a selection of desired functions, the students will be asked to think about

In consultation with Silvia König - who teaches the curricula Media & Design and Lifestyle at Veenoord - I was able to organise two workshops in her Media & Design classes. She was very enthusiastic about the topic and was willing to adjust the theme of her classes to my graduation project. One week before the first workshop, Silvia went on a site visit with the students to familiarize them with the plot and to briefly introduce the assignment.

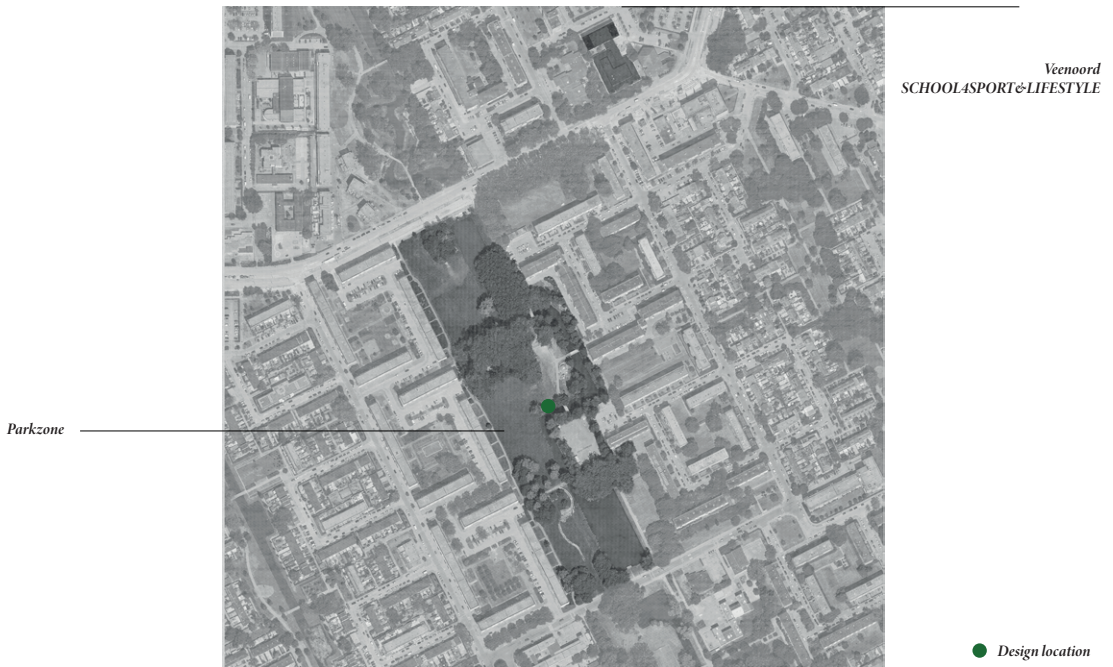


Fig. 16 Veenoord is only a stone's throw away from the parkzone

the relation between different spaces, as well as how the functions relate to their context. The classes will be divided into a boys, a girls, and a mixed group, to explore whether sex is a factor of influence in their preference of functions. The results of this workshop help to adjust and refine the programme of requirements, while also teaching the students to think about how spaces interrelate.

4.2.3 Outline workshop 2

The second workshop is a continuation of the first assignment, and will be executed by approximately the same groups. The students are first asked to look back at the configuration they made in the first workshop and imagine what activities could take place in the spaces that they selected. Next, they have

to think about when and with whom these activities will take place. Due to the other class' schedule, this workshop will only be done with the first class.

The goal of this workshop is to get an understanding of how the building will be used by the target group. Although the youth centre's programme primarily focuses on teenagers, the building will not only be used by this specific target group. If it were, the building would be vacant most of the time, given that teens have to attend school five days a week. Therefore, it is important to think about different ways in which the spaces can be used throughout the day and week, and by what other user groups. At the same time, it teaches the students to think about how spaces can be used for different purposes.

4.3 Observations

4.3.1 Workshop 1

As Silvia had already addressed in advance, there was quite a significant difference between the two classes in terms of abstract thinking. Although both classes were enthusiastic and engaging, the first group had more trouble imagining different possible solutions, which made the workshop a bit difficult for them. Moreover, most students failed to grasp the idea of selecting functions and leaving others out, and instead tried to fit everything onto the plot. Therefore, the importance of making a selection was emphasized during the explanation of the assignment to the second class.

Some groups made intelligent use of the given space by combining several outdoor sports activities into a multifunctional sports field. They also had no trouble linking closely-related functions to each other: the canteen and kitchen were put together in every configuration, as well as sports functions with changing rooms.

In most configurations, the entrance was located along the current North-to-South pedestrian path, as that is how they are used to arrive at the site. Only one group suggested an alternative routing, with the entrance being located on the West side, facing the park. The canteen was predominantly placed near the entrance, because “it is a lively space that attracts a lot of people” (girl, 14). This not only again confirms the students’ awareness about the relation between spaces and their context; it also suggests that lively spaces are perceived as attractive to youngsters, supporting the findings in the literary review.

To be able to explain the students’ behaviour and choices during the workshops, this subchapter outlines the observations that were made and explores whether - and if so, how - these observations can be substantiated by the typical character traits as outlined in the literary review.

During the workshop, students were asked to think about what programme or activity they would like to see in the multifunctional space. They clearly found it difficult to come up with activities for such a space, so Silvia and I tried to brainstorm with them.



The functions they then came up with were hardly focused on health: according to most groups, the multifunctional space should be either a gamehall or a cinema.

Looking at the final configurations, it is notable that most groups left out functions that were either not specific enough - such as the workshop space and group rooms - or were not meant for them - like offices and facility space - which might imply the students' inability to imagine different uses for such spaces on the one hand, and an obvious lack of understanding of all that a building entails on the other.

There was one clear difference between the boys' added functions vs the girls': while the boys mostly

added functions that required some type of action or exercise - like cableways and a swimming pool -, the girls primarily added spaces where they could take pictures and seating areas for them to just hang out with friends, such as picnic tables and swings. The mixed groups overall proposed a more diverse programme, which suggests that they discussed various functions and came to a compromise that would attract both boys and girls.

Another noteworthy observation was the difference in enthusiasm between the boys and girls. Whereas the girls were generally a bit more reserved, the boys group had no trouble asking questions and coming up with ideas. These observations confirm the difference in character traits between sexes as stated in the literature review.

GROUP 1.2 - GIRLS

Left out

Tennis field
Basketball field
Outside fitness

Added

Extra toilets
Showers
Lasergame hall



GROUP 1.3 - MIXED

Left out

Tennis field
Fitness
Workshop space
Multifunctional space

Added

Flower garden
Cinema
Gamehall
Extra toilets



GROUP 1.4 - BOYS

Left out

Study space
Workshop space

Added

Swimming pool
Petting zoo
Playground
Cableway
Bouncy castle
Podium
Cinema
Playstation
Extra toilets
Showers



GROUP 2.1 - GIRLS

Left out

Office
Soccer field
Tennis field

Added

Podium (outside)
Musical instruments
Sing and dance
Trampoline
Slide
Seating area
Studio
Social media
Quiet drawing space



GROUP 2.2 - GIRLS

Left out

Group space
Outside fitness
Tennis field
Fitness
Storage

Added

Flower garden
Playground
Cinema
Daycare
Swimming pool
Extra toilets
Choir lessons



GROUP 2.3 - MIXED

Left out

Tennis field
Fitness

Added

Swimming pool
Shop
Emergency room
Cinema
Music space
Library
Gamehall
Fotoshoot space
Hammock & tree swings
Reception



GROUP 2.4 - BOYS

Left out

Fitness
Changing rooms
Office
Sports hall
Soccer field

Added

Gamehall



4.3.2 Workshop 2

It was clear from the beginning that the second assignment was more difficult for the students than the first. They had trouble understanding what was meant by 'activities' and instead wrote down things that the spaces should have - like games in the gamehall and fruit and vegetables in the canteen. Moreover, they were having trouble with making a distinction between how each space could be used by everyone, as opposed to how *they* would use it. Nonetheless, their answers also provided insights on how they perceive each space, which is just as valuable.

The students were asked to think about how they currently spend their free time, and to translate those activities to the functions in their selected programme. However, most students responded that they "just hang out at home", "play games on my phone", or "don't really do anything", confirming the statements made by Brunelle et al. (2018) that hanging out is teenagers' primary activity.

Although literary research was inconclusive on youngsters' perception of sharing spaces with others - whereas Siestrzewitowska (2013) stated that they long for spaces designated for them, Brunelle et al. (2018) warned that such spaces may alienate them from society - the students did not seem to mind sharing the building with other target groups, like "older people" (read: teenagers of 16 and older) and children. During the second part of the assignment, two out of three groups even wrote down that all functions could be accessible to everyone. This can be explained in two ways: either they are so used to having to share spaces with other age groups that they cannot imagine spaces that are designated specifically for them, or they simply do not mind sharing them. When the boys group was asked to

elaborate, they responded "as long as they do not bother us, it is fine."

After discussing with Silvia, the girls group imagined that the centre could be a place for older teenagers and young adults to work or do an internship. Employing this particular target group could be an interesting way of organizing the building, as teenagers often look up to their slightly older peers. Consequently, the centre will arguably appeal to teenagers more than if it would be run solely by adult authority figures. Simultaneously, it could become a place where teenagers can broaden their frame of reference by observing their peers doing different types of work and engaging in new activities.

A few things stand out when looking at the filled out programme schemes. Whereas study spaces and the library are seen as functions only to be used on weekdays at daytime - as they are associated with school activities - the more leisure-focused activities generally take place in the evenings and weekends. Some groups suggested that the daytime activities could be organised in collaboration with the school. For example, the in- and outdoor sports facilities could be used during PE hours, the workshop spaces for creative courses, and the library for studying. However, linking these functions to the school programme may lead to teenagers perceiving the centre as an extension of school, which ultimately makes it less appealing to visit it in their free time as well. Again, the boys were more actively engaged and had more discussions within their group. They really tried to relate their current afterschool activities to the assignment, which is why their scheme was filled out the most specifically when it comes to time.

4.4.1 Output workshop 1

The results of the first workshop are visualised in **Fig. 15**; the size of the functions corresponds to the amount of times they were incorporated in the students' final configurations. The functions in green are those that were added to the programme by the students. Most of the functions they suggested can be incorporated in the programme by combining them with other functions, and in doing so, creating multifunctional spaces. **Fig. 17** also illustrates a first relation scheme that will form the base of the to be designed floorplans.

The final programme of requirements (POR) is a synthesis of the preliminary POR, the output of the first workshop as visualised in **Fig. 18**, and final personal refinement. The areas of the spaces are a rough estimation and are based on reference projects of a size similar to that of the defined design plot.

4.4.2 Output workshop 2

The filled out schemes of the second workshop were translated into a weekly programme for the youth centre, to clearly map how the students relate functions and activities to a certain part of the day and/or week (**Fig. 19**). As several functions were not mentioned in the schemes, they were incorporated in the weekly programme based on logical planning and personal experience. The colours of the activities indicate the user group they target.

In the students' schemes, activities such as workshops were planned during school hours, which suggests that they are associated with school and learning. Leisure activities, on the other hand, were typically planned after school and during weekends. Because of this clear difference in association, it is likely that youngsters will not attend the workshops if they are

The results of the survey and the workshops were used as input to refine the programme of requirements, as well as to create a timeline of the activities that take place in the building.

not part of their school programme in one way or another. Therefore, the programme offers several workshops on the topics of food and exercise during school hours. These could be organised in collaboration with Veenoord and other schools in the neighbourhood, and could serve as an extension to their curriculum. After school, the centre also offers tutoring sessions, study groups and counselling for those who can use some extra guidance.

As a healthy lifestyle starts at family level, parents and caretakers are also encouraged to improve their knowledge by attending workshops where they can learn about nutrition and what things to look for when grocery shopping. Other adult-targeting workshops, such as language courses and computer lessons, are also planned in the morning.

Whereas school hours are filled with workshops and activities for both youngsters and adults, the after school and weekend programme primarily revolve around youngsters alone. That is when the centre is really *their* space. Weekly game- and movie nights facilitate social interaction. Communal events are the time to present their newly acquired skills to their family and friends: self-grown and -harvested fruits and veggies are sold on the Sunday veggie market; the community is treated with healthy meals, freshly prepared by these young chefs, during weekly community lunch and dinner; and monthly dance and music performances bring the community together in weekends.

To maintain the centre's low threshold, most spaces can be used freely outside all organised activities.

4.4.3 Preliminary conclusions

Several conclusions can be drawn from the observations that were made during the workshops.

Despite overall enthusiasm about the assignment, it was clear that the students struggled with imagining what could be possible and instead based their choices and preferences on personal experience. They were deliberately given a rather basic set of functions during the workshops to leave enough room for their own imagination. However, instead of thinking outside the box, the students made do with the few options they were given. This would imply that their abstract thinking skills are not fully developed yet, which is in line with the characteristics of this specific age group as outlined in **Chapter 2.1.2**.

That hanging out is adolescents' favorite activity again became very evident during the workshops. Given that most functions the students chose to add to the programme had little to do with exercise and nutrition - cinema, game room, benches to sit on - it is all the more important to design a building that stimulates a healthy lifestyle in more ways than just through the programme. Long hallways and strategic clustering of functions are effective design interventions as they result in longer walking routes, thus stimulating movement. Other effective interventions and design choices are the use of organic shapes and placing programme outside, in nature - as both are proven to positively contribute to people's health. More research is required to define other nudging and affordance tactics that add to people adopting healthier lifestyles.

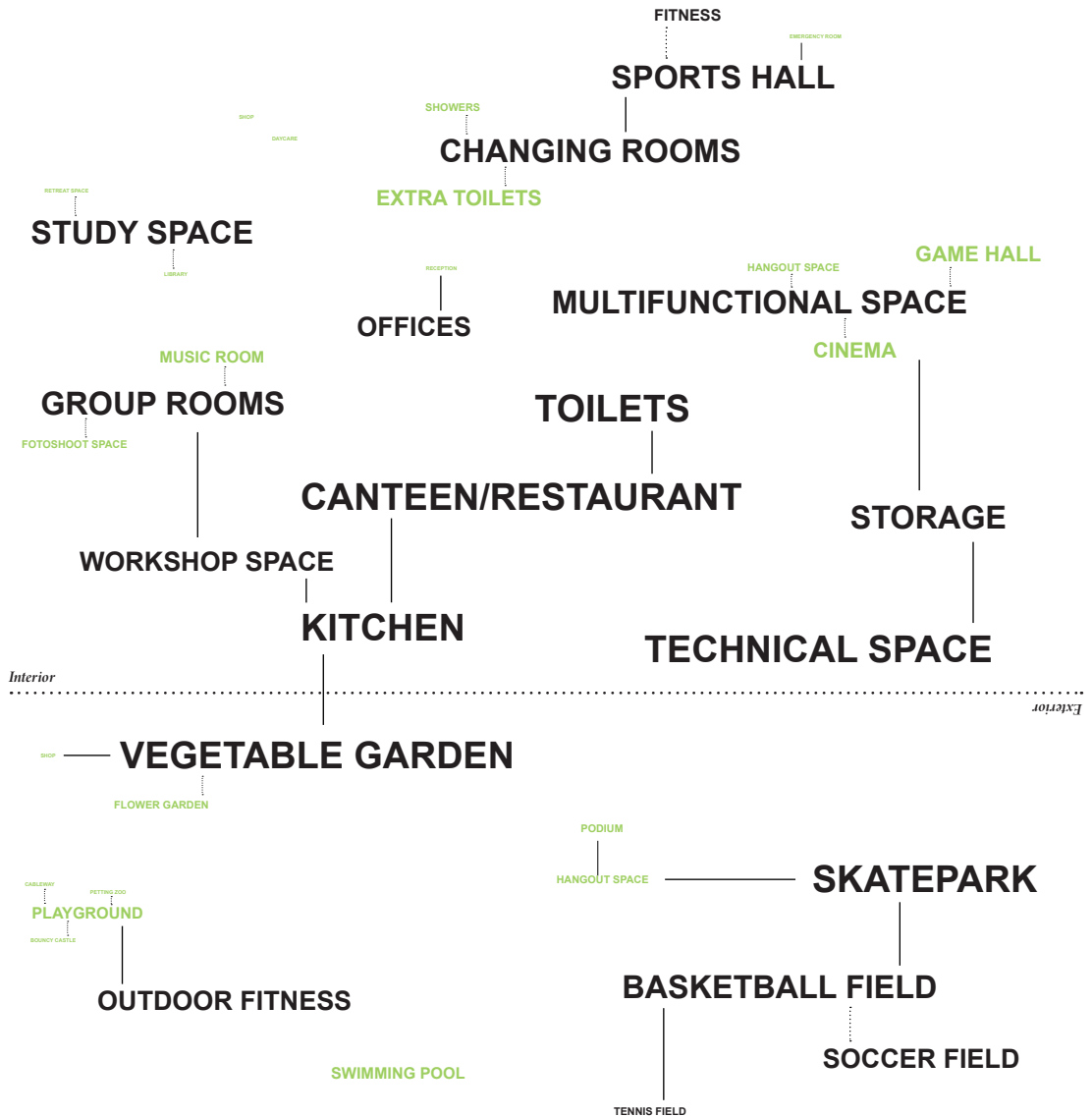


Fig. 17 relation scheme - prevalence of functions visualised by size

PROGRAMME OF REQUIREMENTS**Inside programme**

Entrance/foyer	40 m ²
Living room/multifunctional space	100 m ²
Canteen/restaurant	150 m ²
Kitchen	80 m ²
Workshop spaces	120 m ²
Study/retreat spaces	50 m ²
Group rooms	50 m ²
Offices	25 m ²
Counselling	12 m ²
Dancehall/boxing studio	80 m ²
Stage	20 m ²
Changing rooms	50 m ²
Music room	25 m ²
Library	25 m ²
Toilets	50 m ²
Technical space	30 m ²
Storage	20 m ²

 927 m²
Outside programme

Bike storage	40 m ²
Basketball/soccer field	300 m ²
Outdoor fitness	80 m ²
Vegetable garden	100 m ²
Greenhouse	50 m ²
Podium	20 m ²
Skatepark	150 m ²
Retreat spaces	100 m ²
Climbing forest	200 m ²
Swimming 'pool'	80 m ²
Teen playground	100 m ²

 1220 m²

2147 m²

Fig. 18 Refined programme of requirements

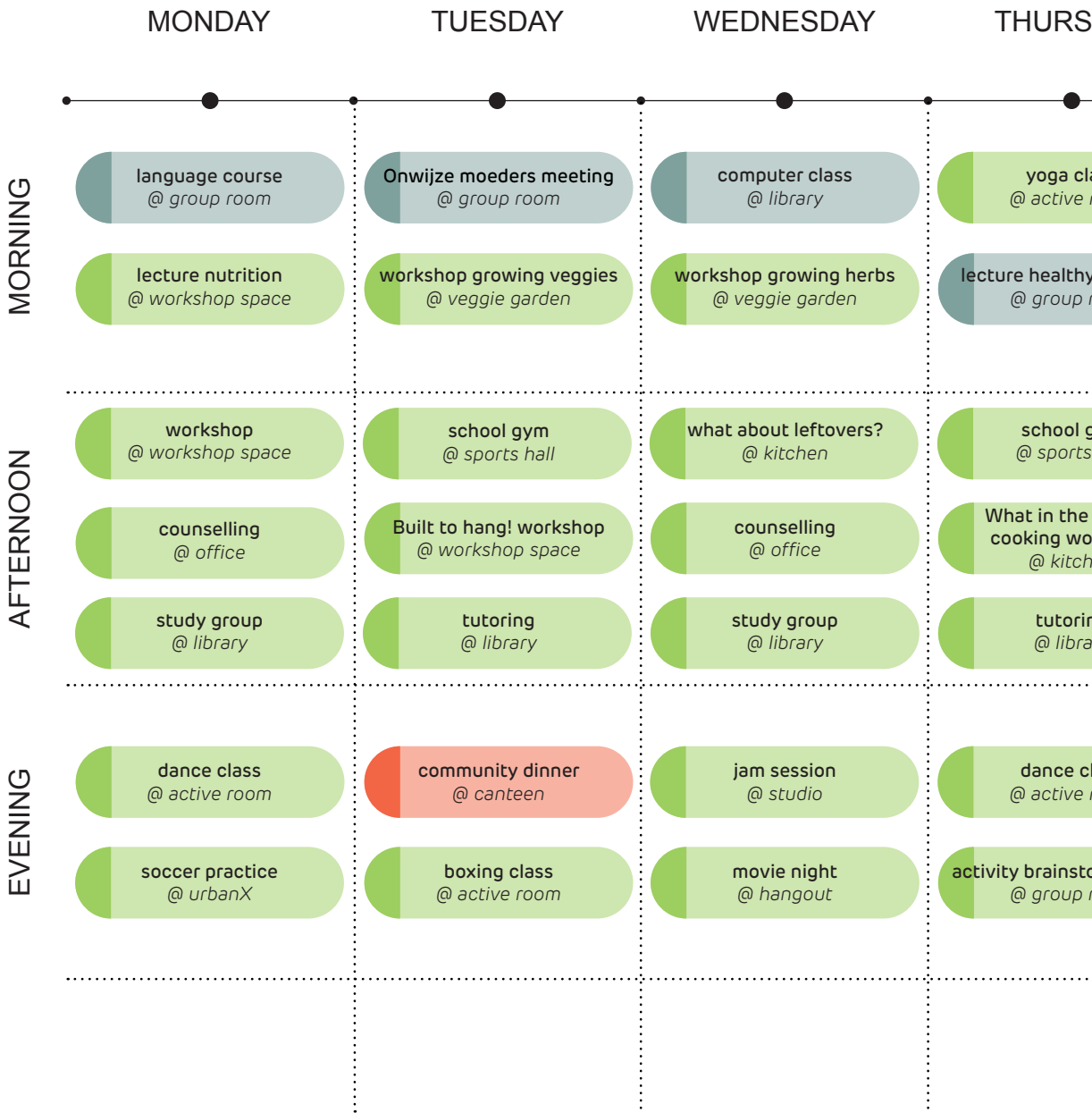


Fig. 19 a weekly programme for the youth centre

WORKSHOPS

THURSDAY	FRIDAY	SATURDAY	SUNDAY
yoga class @ active room	workshop growing flowers @ flower garden	yoga class @ active room	veggie market @ inner circle
healthy groceries @ soup room	music lesson @ studio	soccer practice @ urbanX	Let's get fit! challenge @ urbanX
pool gym @ sports hall	workshop growing veggies @ veggie garden		
around the world?! @ cooking workshop @ kitchen	Work it! challenge @ urbanX	skate event @ urbanX	food festival @ inner circle
mentoring @ library	basketball practice @ urbanX		
dance class @ active room	game night @ hangout	dance show @ hangout	outdoor concert @ inner circle
instrument session @ soup room			

- Youngsters 12-18
- Adults/parents
- Mixed

Chapter five

Conclusion & discussion

5.1 Conclusion

This thesis explored what attributes and spatial elements help to create an attractive space for youngsters aged 12 to 18 years, with the purpose of setting up a framework of design rules to be used as a means to measure the quality of the to be designed youth centre in Groot IJsselmonde.

The combination of the performed literary review and field research has led to the following conclusions:

The first step in designing successful spaces for the youth is selecting the appropriate location. Such a location should be able to facilitate a sense of freedom and facilitate room for personal expression as well as social interaction. Large green spaces are often very popular as they are highly flexible in use and they allow people to interpret the space as they like. Such a space must however be equipped with elements and facilities that will inspire young people

to actively use them. The space should also be easily accessible and incentivise active transport. Bicycle roads and pathways are to be embedded within the urban plan, along which appealing destinations are programmed as a response to teens' need for immediacy.

Although the ambition is to design a space designated for youngsters alone, one must be cautious as to not isolate the group from society. By using layers and zones to divide the space into smaller areas, teens are integrated into existing public areas rather than isolated from them. Boundaries between these zones must be clearly defined, yet not too strong as to maintain a sense of unity and social control. This can be achieved through the use of soft boundaries. Moreover, as youths are naturally drawn to popular spaces, the to be designed space must offer a diverse programme that attracts as many different groups as possible, as it will lead to more liveliness

while simultaneously creating a safe and inclusive environment. As hanging out is proven to be youth's primary way of spending time - which was again confirmed during the workshops -, recognising it as a legitimate activity and designing spaces accordingly will also highly contribute to making a space attractive for youngsters .

As youths' attention span is overall quite short and their experimentation often leads to ambiguity in what they wish and need, youth-friendly spaces must be flexible. Multifunctional spaces and modular furniture give give them the opportunity to create places on their own, which subsequently results in a sense of ownership.

Finally, the space should be a representation of the collective 'youngsters'. Above all, young people yearn for unique spaces that evoke a sense of pride among them. Spatial elements such as remarkable forms,

surprising compositions, and use of vibrant colours contribute to the design unique spaces.

The outlined spatial prerequisites and design elements form a design framework that can be used as a tool to measure the potential success of youth-friendly design. The workshops have resulted in a refined Programme of Requirements and have helped to understand how this PoR would be used by youngsters - and other groups - throughout the day and week.

Discussion

The literary review mostly revealed spatial elements that relate to urban spaces rather than architecture. Although the case studies did help to interpret the output of the literature review in an architectural sense, it would be valuable to further explore what architectural elements appeal to youths. Since there is little literature on the subject, such exploration should be performed in close collaboration with the target group. Through active engagement of and constant feedback from youngsters in the design process, architectural elements that appeal to youths can be defined and spaces can be adapted and refined accordingly.

Although in general, the more elements are implemented, the more likely it will be that youngsters find the space attractive, the success rate of such a space also depends on external factors like demographics. Therefore, the defined framework may be used as a base but can be further specified according to particular circumstances.

Reflecting on both workshops, it is fair to say that it was inconvenient to organise them so late in the design process. Yielded results could have been much higher if the workshops had been organised earlier on in the research. This would also have made it possible to perform the workshops with more groups, which would have added to the reliability of the results. Moreover, I would have brought people for assistance, as it was impossible to precisely document everything that was said in every group. Because of that, I might have missed some interesting answers and discussions. However, I am happy that I did organise them and I was surprised by the enthusiasm of the students.

Next steps

Now that the Programme of Requirements has been defined and a first understanding of how the building will function has been outlined, both can be implemented into the design. However, these inputs predominantly help to create a building that appeals to youngsters. Even though some of the outlined prerequisites do have a positive influence on the health of its users, more research must be done to design a building that actively incentivizes healthy behaviour. A first next step would be to explore what attributes contribute to designing a healthy environment. Research on holistic architecture and examples of healthy buildings will help to define a list of rudimentary design rules for creating a healthy built environment. While this is the base for improving the health of its users, healthy behaviour can also be actively stimulated. Therefore, a second study is to be performed on nudging and affordance techniques that can be implemented in the design to incentivize healthy behaviour among youngsters, as well as all other users of the building.

CONCLUSION

Whereas at first glance, Groot-IJsselmonde appears to be a neighbourhood of good living standards - inhabitants' living experience as well as the overall quality of life within the neighbourhood correspond to those of the average Rotterdam resident-, closer examination concludes that there are several (societal) issues at hand that incentivise action in the form of spatial interventions.

The standardisation of facilities due to overall ageing of Groot-IJsselmonde and the insufficient use of the spatial potential of the public space within the neighbourhood have resulted in a scarcity in recreational space for youths.

At the same time, the ever-expanding availability of unhealthy foods and lack of nutritional competence and physical activity among people together have resulted in an increased prevalence of overweight among adolescents, which is only enhanced by the loss of parental influence and the effects of peer pressure during this stage in life. Although there has been more focus on lifestyle prevention among youngsters, such efforts primarily target children up until 14 years old. Considering that overweight and obesity are more prevalent among high school students of 12 to 18 years old, more should be invested in prevention that targets this group specifically. This research explored what attributes and spatial elements help to create an attractive space for youngsters that simultaneously stimulates a healthier lifestyle through its programme.

Research question

How to design an attractive youth centre for 12- to 18-year-old youngsters of Groot IJsselmonde (and surroundings) that simultaneously stimulates a healthier lifestyle through its programme?

Choice of location

The established problems have led to the definition of a specific location for the design. The park zone between Hordijkerveld and Reyerroord has been argued as a suitable location for the design, as it is a vast green space at the heart of the district. It is enclosed by a tramway in the North and a busline in the South, making it easily accessible not only by foot but also by public transport. Its high amount of green and water make that it is a space of high natural quality. Yet its scale and lack of programme - as is so quintessential for a post-war garden city neighbourhood - have made the space anonymous and unused. Building on existing qualities of the green zone and adding to an active programme for its neighbouring residents - and youths in specific - will transform the park into the new hotspot for residents of Groot-IJsselmonde.

The location for the design of the youth centre will be in the middle of the park, and is defined by the water as it suggests and enclosed space.

Aspect 1: relation between research and design

This graduation project rests on a multimethod approach. The research started by getting an understanding of the neighbourhood as well as the target group and its characteristics, followed by a literary analysis on what (spatial) elements make a place appealing to youngsters. The output of this analysis served as a design framework consisting of spatial elements and attributes that help to achieve

the type of expression/experience in the building that is desirable for the target group. Next, an analysis on reference projects of youth centres explored if and how these elements could be implemented. The outcomes of these analyses together formed the design brief for a youth centre in Groot-IJsselmonde.

Lastly, a set of workshops with two groups of 20 high school students were organised with the purpose of refining the programme of requirements, and to get an understanding of how the building will be used throughout the day, week and weekend.

Both the literary review and the workshops were used as measuring tools, along which the quality of the design could be continuously evaluated.

Aspect 2: relation between graduation project topic, studio topic, master track and master programme

The topic of this graduation project is in line with that of the studio, which focuses on health and resilience. Both the research and design touch upon several interpretations of health, namely: engagement, sense of belonging, exercise, and nutrition. The building itself provides a space especially for the youth, giving them a sense of belonging and stimulating their mental health by facilitating social interaction. Moreover, as the programme of the building focuses on exercise and nutrition, the project not only responds to neighbourhood-specific problems, but also addresses wider societal issues.

The studio's human-centric and practice-based approach is quite different from other studios at the faculty of Architecture. Whereas most studios take a much more theoretical approach towards the design process, this studio has taught me to acknowledge the experience of the end user as the most valuable input for a successful design.

Aspect 3: elaboration of the research method and scientific relevance of the work

The research method as described in aspect 1 is in line with the philosophy of Veldacademie. This research group, consisting of researchers from various disciplines, works on societal issues in Rotterdam Zuid. Their methodology consists of quantitative research in combination with fieldwork - in the form of interviews and workshops -, treating residents and social organisations as an essential source of knowledge.

Similarly, my methodology is twofold; one part consisting of literary review and case studies, the other consisting of workshops with the future main users of the building. The latter has been quite valuable to the research, as it confirmed many statements and results that were found during the literary review. Moreover, talking to the students during the workshops helped me to understand the target group and their way of thinking better. Moreover, during talks in preparation for the workshops, Silvia (teacher at Veenoord School) provided me with insights about the target group from her perspective.

During neighbourhood visits in the early stages of the research, I talked to people that know the neighbourhood quite well. I went on a walk through Groot-IJsselmonde, with two youth workers from Pit010 to see where youngsters like to hang out; I talked to Marjolein from community garden Oeverloos; and I interviewed Marcel de Kok - owner of LifeTime Fitness. Whereas these talks did not result in qualitative input for the research, they underpinned the relevance of the assignment.

Looking back on the workshops, more preparation was needed to be able to optimise the outputs. They should have been linked more closely to the literary review, as it would have been the perfect opportunity

to test the spatial elements' attractiveness towards youngsters. However, as the workshops were organised so late in the design process, many things were already decided. Ideally, the methodology should have been based on the space-making approach, in which future users of the space are actively engaged in the process from start to finish. For example, a youth-panel could have been created with whom I would meet up monthly to test and get feedback on the design.

Nonetheless, the workshops did provide insights in youths' needs and wishes in a space specifically designed for them, as well as how such a space would be used by them.

Aspect 4: relation between graduation project and wider social, professional, and scientific framework

Youth often tends to be forgotten in the design of public spaces. They are mostly designed with small children and their parents or elderly in mind, leaving little to no space for adolescents, let alone an actual programme. The research advocates for more youth-friendly and youth-designated spaces, and outlines a design framework of spatial elements and prerequisites which can serve as a base of and measuring tool during the design process. In that sense, the research is transferable to any urban or architectural project that targets youth. However, implementation of all these elements does not guarantee a successful project. By talking to them and engaging them in the design process, we might get a better understanding of youths' world of experience, and design spaces according to their needs and wishes. Moreover, it remains important to keep in touch with them instead of simply assume all youngsters behave the same. Needs change in time and may vary widely depending per generation,

neighbourhood, and other demographic factors.

In general, it can be argued that going into the neighbourhood and retrieving data from talking to people, doing interviews, and giving workshops is far more valuable than merely relying on literature. Practice-based research should be done more often when designing to solve societal issues, as fieldwork is a very valuable method to discover what is desirable to the people for whom we design. Especially when designing for youth, as this is a particularly difficult group to understand.

Aspect 5: ethical issues and dilemmas in the research, design, and potential applications in practice

Several challenges have emerged during both the research and the design phase.

At the start of the research, the threshold to go into the neighbourhood and approach people on the street was quite high, as it was something I had never had to do before. I was hesitant because I did not want to disturb people and found it difficult to ask the right questions without any prejudice. Especially in Rotterdam-Zuid neighbourhoods, as they are often portrayed in negative ways. Luckily, after having spoken with several people and having listened to their stories, it got easier. However, most of those talks were with adults and not youths, whom I was still struggling to get into contact with. It was actually difficult to find them in the first place, as most of them just stayed inside since Covid. So instead, I tried contacting social organisations in the neighbourhood that stay in touch with them, and went on a walk with two youth workers of Pit010 past places that are usually popular among youths. However, as I was unsure of what questions to ask them, the walk was not as fruitful as I had hoped.

In an effort to still engage with the target group itself, I contacted many schools and asked them if I could organise some workshops for their students. However, due to Covid insecurities, almost every school declined until after I had had my P2 presentation. In the end, I was able to organise two workshops at Veenoord, but they were scheduled only one week before my P3 presentation. At that point, I was too far in the process to test the spatial elements as outlined in the literature review, as had been the initial plan. Because of that, the literature review and fieldwork do not directly relate to each other, but are instead two separate parts of the research.

From the start of the design phase, I struggled with shaping the right volume. Due to the scale of the park and the lack of built context directly around the design plot, there were almost no restrictions to help limit the possibilities. Because of that, I felt like I could not sufficiently substantiate any shape, feeling unsure about any variant I made. After marking down some restrictions and design goals of my own, I finally was able to define a substantiated volume which I could elaborate on.

Another dilemma in the design phase was about achieving a balance between stimulating physical activity and healthy behaviour on the one hand, and responding to youths' longing for space to just hang out on the other, as the latter often constitutes the opposite of physical activity. In the end, I tried to combine these two 'worlds' by embedding zones for hanging out right in the heart of activity areas, so that social interaction and people watching are facilitated, while simultaneously bringing teenagers in contact with sports, play, and healthy foods.

Personal reflection

The research-by-design method has not been put to its full potential. I have always found it difficult to go back and forth in my process, and instead prefer to work in chronological order. If I try to work at more than one thing at the same time, I get overwhelmed and lose focus. I first want to have all the information before I start designing. However, that is not how a design process works, which is why I have been struggling quite a lot throughout the year. Moreover, being a perfectionist and not wanting to make any mistakes has often led me to not getting anything on paper and procrastination of decision-making, which impacted my design process in a negative way and left me very insecure. This finally resulted in postponing my first P4 presentation and instead take it in October, which allowed me to rethink my design choices and develop the design into something that I was more confident about. However, as insecurities set in again, I ran into the same issues as before the first P4, which resulted in a similar situation right before the second P4 date.

To conclude, this year has been very tough, frustrating and confronting, and I learned a lot about myself and things I need to work on. I am however proud that despite these struggles, I managed to get through it. I want to thank my mentors - Machiel, Jacques, and Jelke -, again for their comforting words at difficult times, and for expressing their confidence in me when I needed the reassurance.

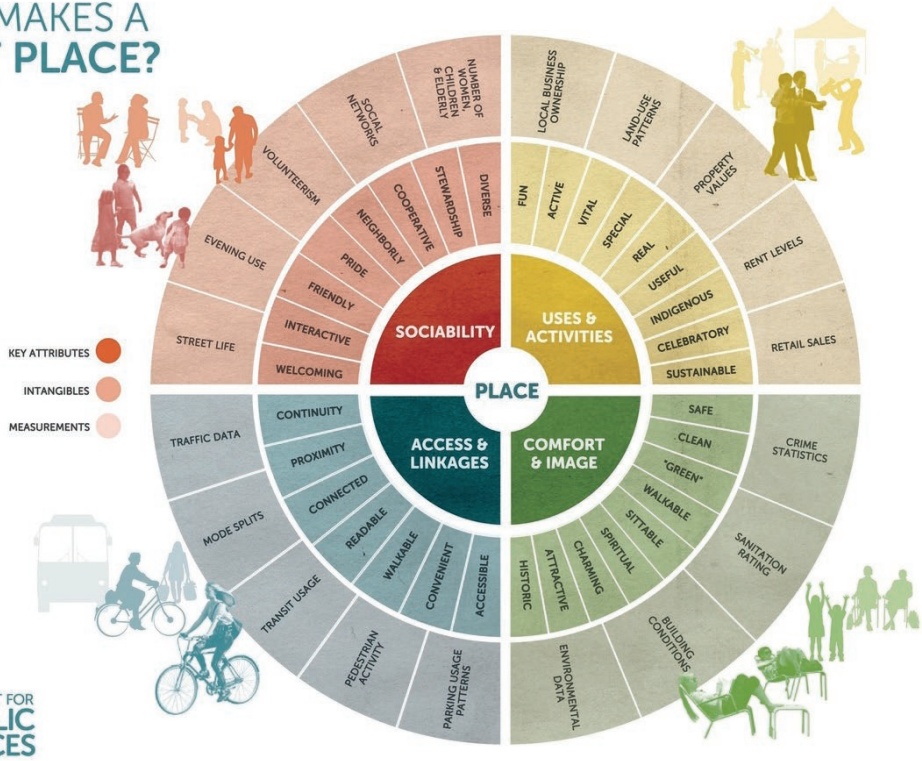
- Abbott-Chapman, J., & Robertson, M. (2009). Adolescents' Favourite Places: Redefining the Boundaries between Private and Public Space. *Space and Culture*, 12(4), 419–434. <https://doi.org/10.1177/1206331209348091>
- Armstrong, T. (2020, 27 March). The Stages of Ego Development According to Jane Loevinger. Thomas Armstrong, Ph.D. Retrieved 4 January 2022, from <https://www.institute4learning.com/2020/01/31/the-stages-of-ego-development-according-to-jane-loevinger/>
- Brunelle, S., Brussoni, M., Herrington, S., Matsuba, M. K., & Pratt, M. W. (2018). Teens in Public Spaces and Natural Landscapes. *Oxford Scholarship Online*, 1–13. <https://doi.org/10.1093/oso/9780190847128.003.0018>
- B&A Groep. (n.d.). Pit010 - Samen actief in IJsselmonde. bagroep.nl. Retrieved 3 September 2022, from <https://bagroep.nl/sociaal-werk/pit010/>
- Centraal Bureau voor de Statistiek. (2021, 11 March). Lengte en gewicht van personen, ondergewicht en overgewicht; vanaf 1981. CBS Statline. Retrieved 30 December 2021, from <https://open-data.cbs.nl/statline/#/CBS/nl/dataset/81565NED/line?ts=1640854075936>
- Chawla, L., & Malone, K. (2003). Neighbourhood quality in children's eyes. In P. Christensen & M. O'Brien (Eds.), *Children in the city: Home, neighbourhood and community* (pp. 118-141). London, England: RoutledgeFalmer.
- Centrum Jeugd en Gezin. (n.d.). Landelijke programma's en partners. Retrieved 6 September 2022, from <https://cvgrijnmond.nl/landelijke-programmas-en-partners>
- Dagblad010. (2022, 2 april). Children's Zone op Zuid baalt dat Thuis op Straat moet stoppen. *Dagblad010*. Retrieved 6 September 2022, from <https://dagblad010.nl/politiek/childrens-zone-op-zuid-baalt-dat-thuis-op-straat-moet-stoppen->
- Domotica Voor Wonen en Zorg. (n.d.). De belevingswereld van jongeren. https://www.domotica-wonenzorg.nl/Site_ZBMV/docs/word/De%20belevingswereld%20van%20jongeren.doc
- EenVandaag. (2018, 12 September). Meerderheid jongeren wil verplichte les over gezonde leefstijl. Retrieved 23 November 2021, from <https://eenvandaag.avrotros.nl/panels/opiniepanel/alle-uitslagen/item/meerderheid-jongeren-wil-verplichte-les-over-gezonde-leefstijl/>
- EFFEKT. (n.d.). GAME Streetmekka Viborg. Retrieved 29 May 2022, from <https://www.efeekt.dk/gameviborg>
- Elliott, C. (2017, 1 December). The reader's editor on... negative portrayals of teenagers in the media. *The Guardian*. Retrieved 18 May 2022, from <https://www.theguardian.com/education/2017/dec/01/reader-editor-teenagers-media>

- ps://www.theguardian.com/commentisfree/2013/jul/07/open-door-negative-portrayals-teenagers-media
- Ezinga, M. (2018, 15 November). Bekijk: Afwijkend gedrag bij pubers is (niet meer dan) normaal. NEMOKennislink. Retrieved 3 January 2022, from <https://www.nemokennislink.nl/publicaties/afwijkend-gedrag-bij-pubers-is-niet-meer-dan-normaal/>
- Gemeente Rotterdam. (2019, december). Gezond 010: het akkoord. <https://rotterdam.notubiz.nl/document/8336381/1>
- Gemeente Rotterdam. (2020). Gezond gedrag - 2018 - Rotterdam. Onderzoek010. Retrieved 16 April 2022, from <https://onderzoek010.nl/jive>
- Gemeente Rotterdam. (2020a). Groot IJsselmonde-Noord. Wijkprofiel Rotterdam. Retrieved 8 November 2021, from <https://wijkprofiel.rotterdam.nl/nl/2020/rotterdam/ijsselmonde/groot-ijsselmonde-noord>
- Gemeente Rotterdam. (2020b). Groot IJsselmonde-Zuid. Wijkprofiel Rotterdam. Retrieved 8 November 2021, from <https://wijkprofiel.rotterdam.nl/nl/2020/rotterdam/ijsselmonde/groot-ijsselmonde-zuid>
- Gemeente Rotterdam. (2021). Bevolking. Onderzoek010. Retrieved 29 December 2021, from <https://onderzoek010.nl/dashboard/onderzoek010/bevolking--gebied--buurt->
- Hill, J. (2007, 17 October). Obesity a result of modern life. Reuters. Retrieved 30 December 2021, from <https://www.reuters.com/article/us-britain-fat-idUSL1634028620071017>
- Höweler + Yoon Architecture. (zd.). Swing Time - Höweler + Yoon. Höweler + Yoon Architecture. Retrieved 17 January 2022, from <http://www.howeleyoon.com/work/48/swing-time>
- Institute for Positive Health. (2018, 19 December). Positieve Gezondheid. MijnPositieveGezondheid.nl. Retrieved 20 December 2021, from <https://mijn-positievegezondheid.nl/tools/positieve-gezondheid/>
- Lange, A. (2021, 28 May). Teen Girls Need Better Public Spaces to Hang Out. Bloomberg City-Lab. Retrieved 31 December 2021, from <https://www.bloomberg.com/tosv2.html?vid=&uuid=-b642ecbc-6a47-11ec-af9f-6953626b4c4c&url=L25ld3MvZmVhdH VyZX MvMj AyMS-0wNS0yOC93ZS1uZWVklW1vc mU t cHVibGl-jLXNwYWNlWZvci10ZWVulWdpcmxz>
- Lieberg, M. (1995). Teenagers and public space. *Communication Research*, 22(6), 720-744. <http://doi.org/10.1177/009365095022006008>
- Millard, C. (2015, 1 June). Young People and Placemaking: Engaging Youth to Create Community Places. Project for Public Spaces. Retrieved 24 November 2021, from <https://www.pps.org/article/young-people-and-placemaking-engaging-youth-to-create-community-places>
- Mi5VR. (n.d.). Youth Centre in Rivas. Retrieved 29 May 2022, from <http://mi5vr.com/youth-centre-in-rivas-vaciamadrid>
- Malone, K. (1999). Growing up in cities, as a model of participatory planning and “place making” with young people. *Youth Studies Australia*, 18(2), 17-23.
- Ministerie van Onderwijs, Cultuur en Wetenschap. (2019, 23 April). Vroeg-naoorlogse woonwijken. Publicatie | Rijksdienst voor het Cultureel Erfgoed.

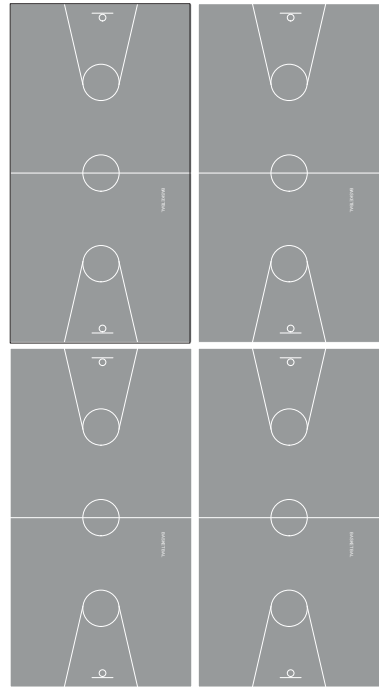
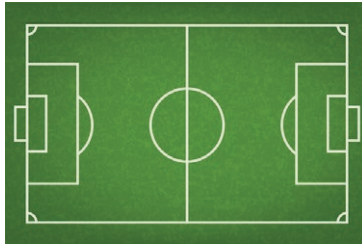
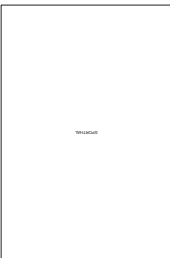
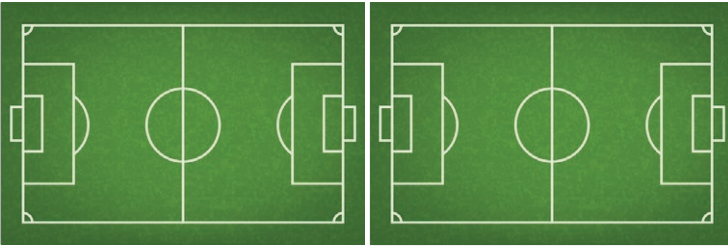
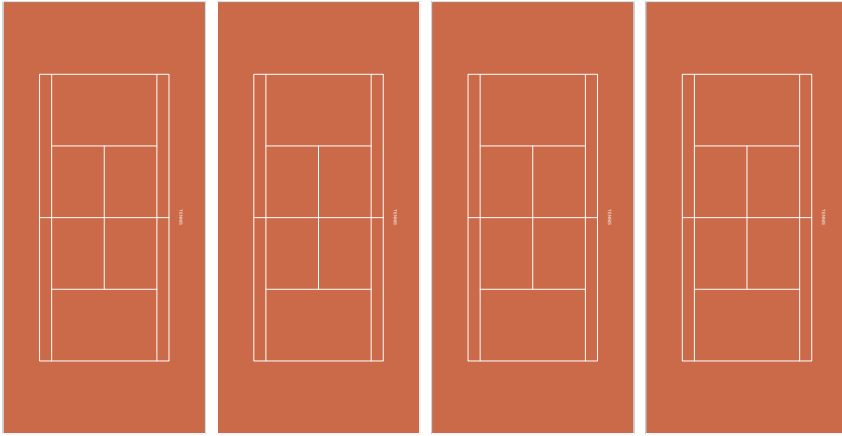
- Retrieved 5 January 2022, from <https://www.cultuureerfgoed.nl/publicaties/publicaties/2004/01/01/vroeg-naoorlogse-woonwijken>
- Moreira, S. (2021, 27 May). What Is Placemaking? ArchDaily. Retrieved 9 January 2022, from https://www.archdaily.com/961333/what-is-placemaking?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+ArchDaily+%28ArchDaily%29
- Nationaal Programmema Rotterdam Zuid. (2015, June). Handelingsperspectief wijk Groot IJsselmonde.
- Nederlands Jeugdinstituut. (2021, 29 April). Cijfers over beweging | Nederlands Jeugdinstituut. Retrieved 16 April 2022, from <https://www.nji.nl/cijfers/beweging#onderzoek-onder-scholieren>
- Nederlands Jeugdinstituut. (2021, 28 April). Cijfers over overgewicht | Nederlands Jeugdinstituut. Retrieved 30 December 2021, from <https://www.nji.nl/cijfers/overgewicht>
- Ness, P. (2017, 1 December). Teenagers deserve better. The Guardian. Retrieved 25 May 2022, from <https://www.theguardian.com/commentisfree/2012/jun/15/teenagers-deserve-better-carnegie-medal>
- NOS. (2021, 23 April). Kinderen en jongeren vinden zichzelf nog altijd gezond. Retrieved 6 June 2022, from <https://nos.nl/artikel/2377845-kinderen-en-jongeren-vinden-zichzelf-nog-altijd-gezond>
- Owens, P.E. (2002). No teens allowed: The exclusion of adolescents from public spaces. *Landscape Journal*, 21(1), 156-163. <http://doi.org/10.3368/lj.21.1.156>
- Perry, D. G., & Pauletti, R. E. (2011). Gender and Adolescent Development. *Journal of Research on Adolescence*, 21(1), 61–74. <https://doi.org/10.1111/j.1532-7795.2010.00715.x>
- Pietsch, S., Mller, A., & Müller, A. (2015). Walls That Teach: On the Architecture of Youth Centers. Adfo Books.
- Placemaking Europe. (n.d.). Placemaking is. . . – Placemaking Europe. Retrieved 11 January 2022, from <https://placemaking-europe.eu/placemaking-is/>
- Project for Public Spaces. (2018). Placemaking: what if we built our cities around places? Project for Public Spaces.
- Rijksinstituut voor Volksgezondheid en Milieu. (2021a). Impactvolle Determinanten: Ongezonde voeding. https://www.rivm.nl/sites/default/files/2021-07/LR_012065_131709_Factsheet%20ongezonde_voeding_V5.pdf
- Rijksinstituut voor Volksgezondheid en Milieu. (2020). Sportdeelname wekelijks. Sport en bewegen in cijfers. Retrieved 16 April 2022, from <https://www.sportenbewegenincijfers.nl/kernindicatoren/sportdeelname-wekelijks>
- Rivas Ciudad. (2022, 15 January). La Casa+Grande. Retrieved 15 January 2022, from <https://www.rivasciudad.es/servicio/juventud/2020/01/22/espacios-en-la-casagrande/862600115879/>
- Sagredo, R. (2021, 7 October). Streetmekka Viborg / EFFEKT. ArchDaily. Retrieved 29 May 2022, from https://www.archdaily.com/902877/streetmekka-viborg-effekt?ad_source=search&ad_medium=projects_tab
- Shah, P. (2021, 22 December). Effects of Social

- Media on Real-life Communication. WittySparks. Retrieved 6 January 2022, van <https://wittysparks.com/social-media-affects-on-communication/>
- Siestrzewitowska, M. (2013). Public Spaces for the 21st Century Youth - Needs and Expectations. *Technical Transactions - Architecture*, 99–114.
- Stichting JOZ. (n.d.). Missie & Ambitie . JOZ. Retrieved 6 September 2022, from <https://stichtingjoznl/missie-ambitie/>
- Stichting Urban Skillsz (n.d.). Over ons. Retrieved 6 September 2022, from <https://www.urbanskillsz.com/2315/0/over-ons>
- Thuis op Straat. (2021). Over Thuis op Straat. thuisopstraat.nl. Retrieved 6 September 2022, from <https://www.thuisopstraat.nl/overTOS.html>
- Travlou, P. (2003). Teenagers and Public Space: Literature Review. *OPENspace*, 1–26.
- Tomé, G., Matos, M., Simões, C., Diniz, J. A., & Camacho, I. (2012). How Can Peer Group Influence the Behavior of Adolescents: Explanatory Model. *Global Journal of Health Science*, 4(2), 26–35. <https://doi.org/10.5539/gjhs.v4n2p26>
- United Nations. (2022, 7 March). Over one billion obese people globally, health crisis must be. *UN News*. Retrieved 5 May 2022, from <https://news.un.org/en/story/2022/03/1113312>
- Veldacademie. (2021). Leefveldenkaart. Leefveldenkaart. Retrieved 29 December 2021, from <https://rotterdam.maps.arcgis.com/apps/webappviewer/index.html?id=f1b1f601382344afbf74d93021da77ca#>
- W.J.H. Mulierinstituut. (2002, October). Sport en het bevorderen van een gezondere leefstijl onder (kansarme) jongeren.
- Witherell, C. S. & Erickson, V. L. (1978). Teaching education as adult development. *Theory into Practice*, 17(3), p.231
- Young-Eisendrath, P. (1982). Ego Development: Inferring the Client's Frame of Reference. *Social Casework: The Journal of Contemporary Social Work*, June, 323–332. <https://doi.org/10.1177/104438948206300601>
- World Health Organisation. (2017, 11 October). Tenfold increase in childhood and adolescent obesity in four decades: new study by Imperial College London and WHO. Retrieved 5 May 2022, from <https://www.who.int/news/item/11-10-2017-tenfold-increase-in-childhood-and-adolescent-obesity-in-four-decades-new-study-by-imperial-college-london-and-who>
- ZonMv. (2009, February). Jongeren bedenken ideeën voor een gezondere leefstijl. *Jeugdenco*.
- Zweerink, K., & Hage, K. (2005b). Van Pendrecht tot Ommoord. *THOTH*.

WHAT MAKES A GREAT PLACE?



What makes a great place?
source: Projects for Public Space (2018)





Transcript workshop 2*GROEP 4 - JONGENS*

Jongen 1: "Wilden jullie een studieruimte?"

Jongen 2: "Nee geen studieruimte."

Annemijn: "Het gaat er nu om dat je, stel je wilt er een sporthal in, dat je erbij schrijft wat je in die sporthal zou willen doen."

Jongen 1: "Sporten."

Annemijn: "Ja, maar wat voor sport? Wees zo duidelijk mogelijk."

*GROEP 3 – GEMENGD**GROEP 2 – MEIDEN*

Annemijn: "Snappen jullie de opdracht een beetje?"

Meisje 1: "Nee."

Annemijn: "Vorige week hebben we gekeken naar welke functies je in het gebouw wil hebben. Het gaat er nu meer om, stel je zegt ik wil graag een kantine erin. Wat wil je daar kunnen doen? Wil je daar gewoon kunnen hangen, wil je daar kunnen eten, wil je daar kletsen? Wil je daar iets anders kunnen doen? Dus ik ben eigenlijk vooral benieuwd naar hoe jullie zo'n ruimte zouden gebruiken. [...] Dus het gaat er eerst om wat je er zou willen doen, en wanneer en met wie dan."

Meisje 2: "Dus ik ga sporthal schrijven en daarna wat ik daar kan doen."

Annemijn: "Ja en dat mag je dan op de post-it schrijven en erop plakken."

GROEP 4 – JONGENS

Jongen 1: "Zwembad, kinderboerderij, slaapkamer, douche bij de slaapkamer... Speeltuin..."

Annemijn: "Als er ruimtes zijn waar ik geen blokjes voor heb dan mag je het gewoon op het vel schrijven en erbij zetten wat je daar zou willen doen dan."

Jongen 2: "Mevrouw, weet je wat je kan doen? Je kan [deze ruimte] zeg maar in vieren delen en meerdere functies geven toch?"

Annemijn: "Ja, dat kan zeker!"

Jongen 2: "Ja want het heet toch een multifunctionele ruimte! Dus aan de ene kant zet je een bioscoop, en aan de andere kant zet je nog iets, en nog iets..."

Annemijn: "Ja, schrijf maar op!"

GROEP 2 – MEIDEN

Annemijn: "Je hoeft bij de toiletten niets op te schrijven hoor haha. Het gaat vooral om de functies waar je echt iets kan doen. Bijvoorbeeld de workshopruimte: wat zou je willen leren, wat zou je daar willen doen?"

Meisje 1: "Oh dat weet ik echt niet."

Annemijn: "Wat doe je hier in de kantine?"

Meisje 2: "Niks."

Annemijn: "Chillen? Dan schrijf je dat op. Als dat is hoe je zo'n ruimte wil gebruiken dan is dat goed. En daarna schrijf je op wanneer je dat dan doet, en met wie."

Annemijn: "Hoe gaat het hier?"

Meisje 2: "Ja, we maken dingen erbij."

Annemijn: "Oke, heel goed!"

GROEP 4

Jongen 2: "Wat moet die voorstellen?"

Jongen 1: "Fitness. Dan zet je die gewoon hierboven of hiernaast."

Jongen 2: "Is gewoon één kamer, ene kant is fitness en die andere..."

Jongen 1: "Ja maar dat kan niet. We willen [de fitness] hier zetten, daar bedoelen we mee dat die in de sporthal is."
 Annemijn: "Bij elkaar? Ja dat kan!"
 Jongen 1: "Noem al die gym apparaten op. Loopband..."
 Annemijn: "Het gaat er vooral om wat jullie graag doen he, niet om wat er allemaal kan. Maar wat jullie graag willen doen in zo'n ruimte."
 Jongen 1: "Ja toch, rondrennen is toch leuk!" "Hierbuiten moet een kabelbaan komen."
 "Hoe lang?"
 Jongen 2: "5 meter."
 Jongen 3: "Dat zijn vier stappen!"
 Jongen 1: "Dat is van hier tot die tafel!"
 Jongen 1: "20 meter."
 Jongen 2: "Ehm, 300 meter."
 Jongen 3: "Hodèè."
 Jongen 1: "20 meter ofzo."

Annemijn: "Zijn er ook dingen die graag zou willen leren? Er zit bijvoorbeeld ook een workshopruimte in. Kan heel actief zijn he, het hoeft niet leren uit boeken te zijn. Maar gewoon iets leuks wat je zou willen leren. Wat je bijvoorbeeld in je vrije tijd ook doet maar wat je misschien wel beter zou willen kunnen."
 Jongen 3: "
 Jongen 1: "Ja man, ik weet een goede."
 Annemijn: "Wat zou je willen kunnen maken?"
 Jongen 1: "Meubels!"

GROEP 2 - MEIDEN

Annemijn: "Hebben jullie ook een workshopruimte in jullie gebouw zitten?"
 Meisje: "Nee ik weet niet wat dat is."
 Annemijn: "Nou dat is eigenlijk gewoon hetzelfde als bijvoorbeeld zo'n klaslokaal waar je allemaal dingen leert maken, of leert koken bijvoorbeeld. Waar je dingen leert te doen. Wat zou bijvoorbeeld in je vrije tijd leuk vinden om te leren?"
 Meisje: "Ik weet niet."
 Annemijn: "Is er iets waarvan je denkt, dat zou ik nou echt cool vinden om te kunnen. Dat zou ik wel willen leren."
 Meisje: "Ik weet het echt niet."
 Annemijn: "Niks is gek hè."

GROEP 3 – GEMENGD

Silvia: "Willen jullie geen uniseks wc?"
 Meisje: "Wa
 Silvia: "Uniseks is dat je een wc voor, maakt niet uit welk geslacht je hebt."
 Meisje: "Nou liever apart!"
 Silvia: "Ja nou dat is een keuze! Tegenwoordig wordt daar wel over nagedacht toch? Weten jullie dat?"
 Meisje: "Dus je mag daar gewoon naar binnen gaan terwijl een jongen daar ook is?"
 Silvia: "Ja."
 Annemijn: "Ik heb op mijn werk ook zo'n wc hoor!"
 Silvia: "Ja, of je kan alle drie: een jongens, meisjes, én uniseks wc."
 Meisje: "Oke ik schrijf uniseks."
 Silvia: "Voor sommige mensen is dat heel fijn, als ze zich niet het een of het ander voelen."

Silvia: "Bioscoop, popcornmachine... Dus eigenlijk willen jullie daar vender machines?"
 Meisje: "Ja dat!"

Silvia: "Waar niet iemand achter staat maar dat je het gewoon zelf kan pakken."
 "Bioscoop... Oh dat was de multifunctionele ruimte? Of ga je in de sportzaal een bioscoop maken?"
 Jongen: "Nee daar moeten we nog wat verzinnen maar ik weet echt niet wat."
 Annemijn: "Die kan inderdaad daar."
 Silvia: "Dus die koppel je daaraan. En de gamehal..."
 Annemijn: "Kan ook zijn dat daar nog geen ruimte voor is hè."
 Silvia: "Oh ja, dat missen jullie nog." "Jullie kunnen nu gaan kijken welke doelgroepen deze dingen doen, en op welk moment van de dag. Ga je bijvoorbeeld om 10 uur 's ochtends al naar de gamehal?"
 Meisje: "Kapot leuk."
 Annemijn: "Ja dat is wel leuk, maar overdag zit je op school. Wie gaat het gebouw dan gebruiken? Staat het dan leeg, of zijn er dan andere mensen die gebruik maken van die functies?"
 Silvia: "Ja want dit lijken wel drie dingen die vooral in de avond gebeuren."
 Meisje: "Ja laat me ff switchen naar andere mensen."
 Silvia: "Ja, wat doen die overdag?"
 Meisje: "Je kan ook een koffieplek maken!"
 Silvia: "Ja!"
 Meisje:
 Annemijn: "Ja dus de kantine of het restaurant kan ook door anderen gebruikt worden overdag."
 Meisje: "Studieruimte, daar doe je bibliotheek/videotheek ofzo, voor kinderen."

GROEP 4 – JONGENS

Jongen 2: "Fitness gewoon doordeweeks."
 Jongen 1: "Gewoon 24/7."
 Annemijn: "Maar kunnen jullie daar 24/7 zijn? Want je zit ook op school."
 Jongen 2: "Ja ik woon daar, haha."
 Silvia: "Ja maar je bent toch nu hier?"
 Jongen 2: "Ehm, ja."
 Annemijn: "Dus als je kijkt naar hoe jouw week er nu uitziet, wanneer zou je dan naar zo'n sporthal gaan?"
 Jongen 3: "Elke donderdag ofzo, of elke dinsdag."
 Annemijn: "Na school dan?"
 Jongen 3: "Ja."
 Annemijn: "Ja dus probeer zo te denken. Of in het weekend bijvoorbeeld, zou je dan 's ochtends, 's middags of 's avonds gaan?"
 Jongen 3: "Elke zaterdag."
 Jongen 1: "Kan."
 Jongen 2: "Doordeweeks op maandag ofzo."
 Jongen 1: "Dinsdag en donderdag hebben de meeste mensen training. En op woensdag en vrijdag ook."
 Jongen 3: "Dus...?"
 Jongen 1: "Maandag, zaterdag en zondag. Om kwart over 3 ofzo, half 4."
 Annemijn: "En zijn er ook activiteiten die andere mensen kunnen doen, dus niet alleen jullie. Bijvoorbeeld overdag doordeweeks zitten jullie op school."
 Jongen 1: "Dan doen we 7 uur 's ochtends, dan kunnen oude mensen gaan wandelen ofzo."
 Annemijn: "Ja, dat kun je ook opschrijven."
 Jongen 2: "En met wie?"
 Jongen 3: "Met iedereen gewoon."
 Annemijn: "Ga je dan alleen, of met vrienden, of zijn het andere mensen die er gebruik van maken?"
 Jongens: "Iedereen is welkom."

Annemijn: "Maar zou je er graag komen als iedereen daar naartoe kan? Of heb je liever dat het een ruimte is voor jullie?"

Jongen 2: "Ja daar zegt u wel wat."

Jongen 1: "Zolang ik met rust gelaten word."

Jongen 2: "Oke maar wat moet ik ernaast zetten, welke tijd?"

Jongen 1: "Ja 7 uur 's ochtends tot 9 of 10 uur 's avonds, misschien. Ja in de weekenden kan je zo laten."

Annemijn: "Maar wanneer gaan jullie daar naartoe? Gaan jullie daar om 7 uur 's ochtends naartoe op zaterdag?"

Jongen 1: "Nee maar voor andere mensen die niet naar school moeten."

Annemijn: "Oké, maar het gaat er vooral om wanneer jullie daar zouden zijn."

Jongen 1: "Na school."

Jongen 2: "Oké dus na schooltijd."

Jongen 1: "Hoe weten we nou hoe laat, ons rooster verandert elke seconde."

Jongen 2: "Ja, daarom! Zal ik gewoon 5 uur 's middags doen?"

GROEP 3 – GEMENGD

Annemijn: "Lukt het een beetje hier?"

Meisje 1: "Het gaat gewoon goed!"

Meisje 2: "Fitness, sportmachines."

Meisje 1: "Dat is toch bij sporthal? Wat is sporthal eigenlijk?"

Meisje 2: "Wat moet bij fitness dan?"

Meisje 1: "Dat is sporthal!"

Meisje 2: "Zet fitness ook bij sporthal dan."

GROEP 2 – MEIDEN

Silvia: "Wie gaat er studeren? Je zou erbij kunnen zetten, bijles bijvoorbeeld. Dan is het begeleid door iemand. Maar je kan ook zelf aan de slag gaan."

Meisje: "Wat zal ik opschrijven dan? Kinderen met leraar ofzo? En, ja ouderen leren toch ook gewoon, en volwassen mensen."

Silvia: "Ja dus als je student bent, bijvoorbeeld."

Annemijn: "Zouden er overdag bijvoorbeeld ook andere mensen in de kantine kunnen komen? Bijvoorbeeld als jullie op school zitten, is het restaurant dan leeg of komen er dan andere mensen? Hoef niet hè, maar het kan zijn dat het restaurant voor iedereen open is."

"En hebben jullie nog nagedacht over wat je in de workshopruimte zou kunnen doen?"

Meisje: "Cursus."

Annemijn: "Wat voor cursus?"

Meisje: "Dat weet ik eigenlijk niet."

Annemijn: "Wat voor cursus zou je willen krijgen? Is er niks waarvan je zegt, zou dat zou ik nou echt graag willen kunnen?"

Meisje: "Misschien een taal leren ofzo, sommige mensen willen dat."

Annemijn: "Maar wil jij dat? Dat is de vraag."

Meisje: "Wil ik dat? Nee."

Annemijn: "Wat vind je leuk om te doen?"

Meisje: "Niks."

Annemijn: "Doe je niks in je vrije tijd?"

Meisje: "Bijna niks. Ja ik ga wel naar Zuidplein maar..."

Annemijn: "En wat doe je daar dan?"

Meisje (haalt haar schouders op): "Maar verder doe ik niet echt iets eigenlijk."

Annemijn: "Als je nog een ruimte zou mogen indelen, wat zou je dan doen daar? Is er nog iets wat je mist?"

STILTE

Annemijn: "Wat hadden jullie vorige week opgeschreven, wat je nog miste?"

Meisje: "We hadden een extra blok toiletten en een douche."
 Annemijn: "Maar zijn er verder nog dingen? Toiletten en douches zijn heel functioneel. Dat is zeker goed, die moeten er nog bij. Maar zijn er nog dingen waarvan je zegt, dat zou ik daar nou echt heel graag willen kunnen doen? Iets wat je leuk vindt, wat er nu nog niet in zit?"
 Meisje: "Lasergamen, is gewoon leuk."
 Annemijn: "Oké, schrijf maar op! En wanneer ga je dat dan doen?"
 Meisje: "In het weekend."
 Annemijn: "En zou je dat dan met vrienden doen, of met familie, of..."
 Meisje: "Ja kan eigenlijk allebei."
 Silvia: "Dus dat is eigenlijk commercieel. Dat je ervoor betaalt."
 Annemijn: "Jullie hebben nog geen bijbaantje denk ik, of wel?"
 Meisje: "Wel."
 Annemijn: "Zijn er ook functies in het gebouw waarvan je zegt, nou daar zou ik wel willen werken? Bijvoorbeeld in het restaurant, of ergens anders."
 Meisje: "Dat kan eigenlijk wel ja."
 Annemijn: "Bijvoorbeeld bij de andere groep vorige week hadden ze het over een soort babysit ruimte. Of iets anders, wat lijkt je leuk om als bijbaantje te doen? Dat kan hier ook in!"
 Silvia: "We hadden hier ook al bedacht dat er ook stagiaires zouden zijn, dat ze er ook konden leren."
 Annemijn: "Oké! Ja je mag alles zeggen he, niks is goed of fout." "Dus dat kun je ook opschrijven, dat je er gaat werken." "Is het klaar?"
 Meisjes: "Ja." (Aandacht kwijt)

GROEP 4 - JONGENS

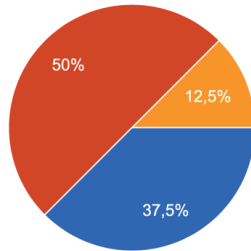
Jongen 2: "Oké, wat moeten we doen met de workshop?"
 Annemijn: "Hooft dit bij de workshop?"
 Jongen 2: "Dit is workshop, dit is fitness."
 Jongen 1: "We moeten eigenlijk ook een activiteit toevoegen die je elke dag kan doen."
 Jongen 2: "Fitness, haha. Basic Fit."
 Jongen 1: "Alles begint gewoon vanaf 4 uur."
 Annemijn: "Je kunt ook zeggen dat zo'n workshop bijvoorbeeld vanuit school wordt georganiseerd. Dan kan het onder schooltijd."
 Jongen 2: "Oh ja vanuit school."
 Annemijn: "Of wil je een workshop liever in het weekend doen? Of doe je dan liever andere dingen?"
 Jongen 1: "Nee kan wel vanuit school."
 Jongen 2: "Dus elke dag? Elke dag om half 9."
 Jongen 1: "Nee 13:20, na de pauze."

GROEP 3 – GEMENGD

Meisje: "Ik weet niet hoe die sportdingen heten."
 Bibliotheek is ook stil.
 Jongen: "Studieruimte."
 Meisje: "Groepsruimte is dan waar je samen werkt. Ligt eraan want sommige mensen vinden het fijn om in stilte te werken en andere werken graag samen."
 Annemijn: "Vinden jullie het ook fijn om in zo'n gebouw te studeren, of doe je dat liever thuis?"
 Meisje: "Liever in een gebouw, thuis ben ik echt lui."
 Silvia: "Dan word je minder afgeleid hè."
 Meisje: "Ja."

Wat is je geslacht?

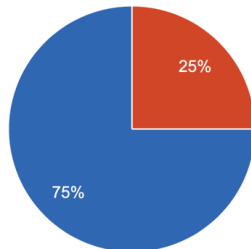
16 antwoorden



- jongen
- meisje
- zeg ik liever niet

In welke klas zit je?

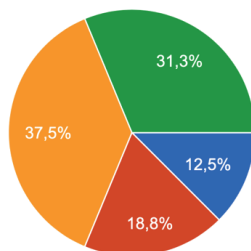
16 antwoorden



- 2A
- 2C

In welke groep zat je tijdens de workshop?

16 antwoorden



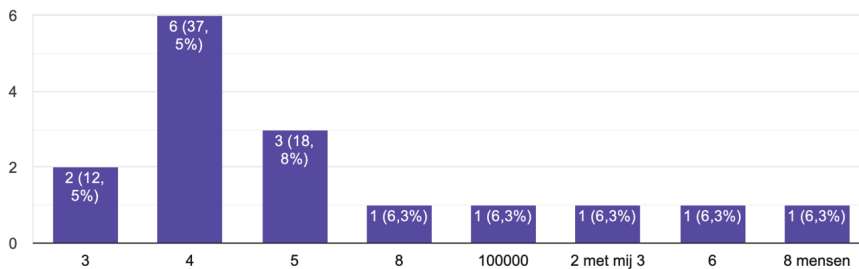
- Groep 1
- Groep 2
- Groep 3
- Groep 4

In welke straat woon je?

- Grote Hagen
- C.D. tuinenburg straat
- Ijselmonde
- Koenraad van Zwabenstraat
- Vegelinsoord
- Kapershoek
- Rotterdam slinge
- Emelissedijk
- Lombardijen
- Zeg ik lekker NIET
- Immobiliastraat
- Zeg ik liever niet
- Nassaustraat
- Slangerburgererf 52
- Meinscheerenlaan
- Rotterdam

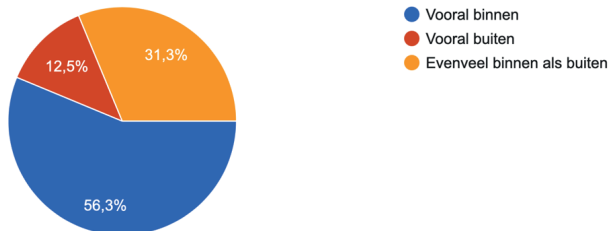
Met hoeveel mensen woon je?

16 antwoorden



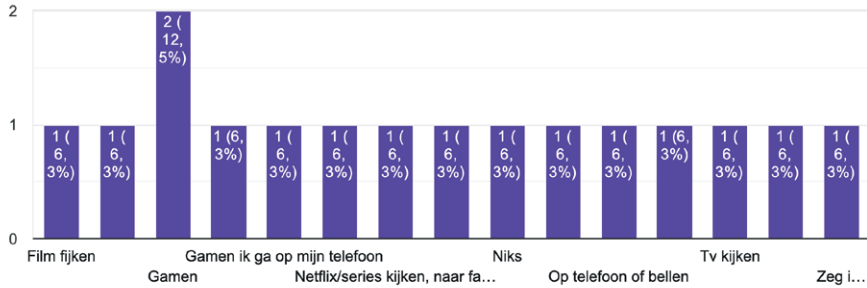
Ben je in je vrije tijd vooral binnen of buiten te vinden?

16 antwoorden



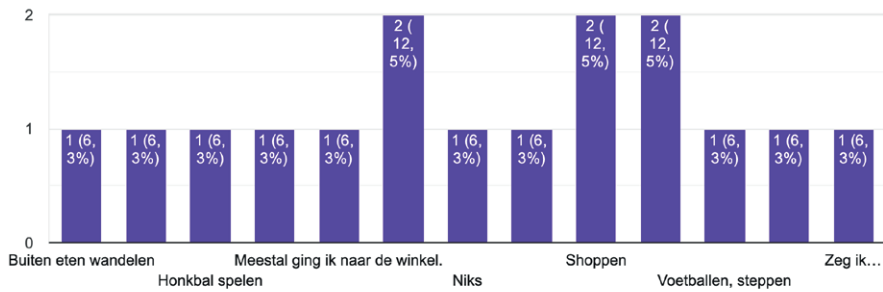
Wat doe je binnen in je vrije tijd?

16 antwoorden



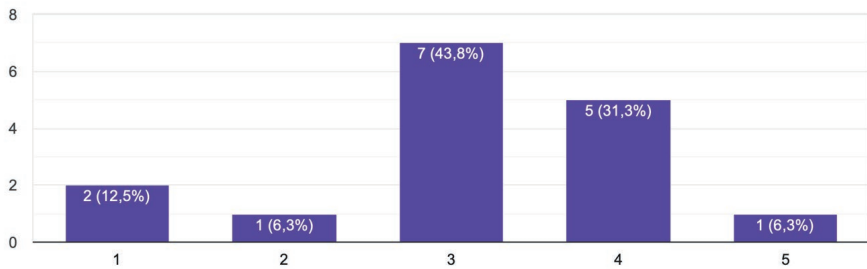
Wat doe je buiten in je vrije tijd?

16 antwoorden



Hoeveel is er voor jou te doen in jouw leefomgeving?

16 antwoorden

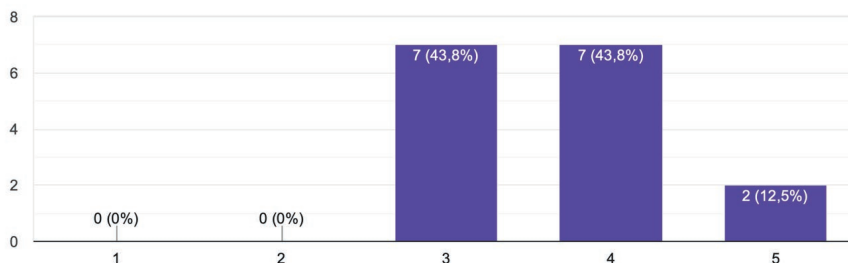


Wat mis je in jouw leefomgeving? (Denk aan activiteiten, hangplekken, functies)

Niks
 Den haag
 Niet veel leuke winkels of hangplekken
 Niks
 Alles
 Parken om te hangen voor tienerren
 Mijn vrienden
 Idk
 Ik weet niet.
 Meer speelplekken voor vooral kleine kinderen
 Er is niks te missen
 Den Haag
 Eigenlijk niks

Hoe gezond leef jij?

16 antwoorden

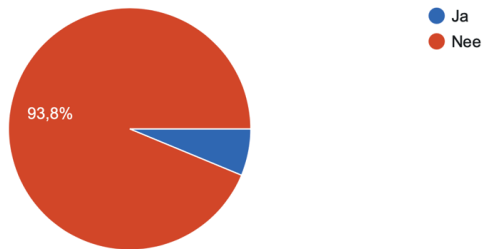


Wat doe jij om gezond te blijven? (Denk aan sporten, wandelen, fietsen, op je voeding letten, etc.) Wees zo duidelijk mogelijk in je antwoord.

Fietsen
 Sporten
 Sporten
 Wandelen sporten en fietsen
 Wandelen, fietsen, heel veel naar buiten
 Wandelen en fietsen
 Groenten eten
 Dansen
 Wandelen
 Lopen vaak buiten
 Zeg ik niet
 Ik eet meestal fruit, groenten of een beetje wandelen.
 Gezond eten
 Voetballen en fietsen
 Turne

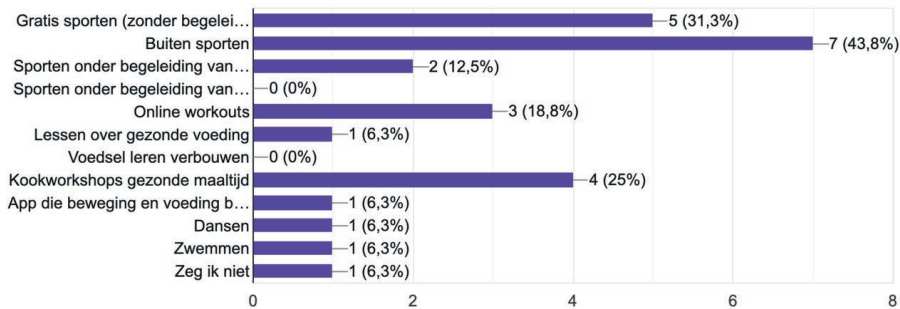
Ben je lid van een sportschool of sportvereniging?

16 antwoorden



Wat zou jou motiveren om gezonder te gaan leven? Meerdere antwoorden zijn mogelijk.

16 antwoorden



1



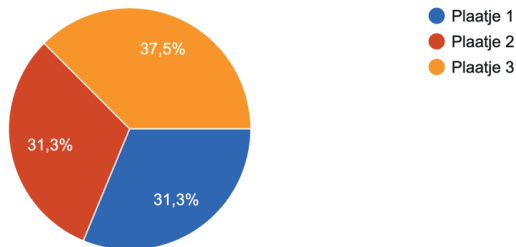
2



3

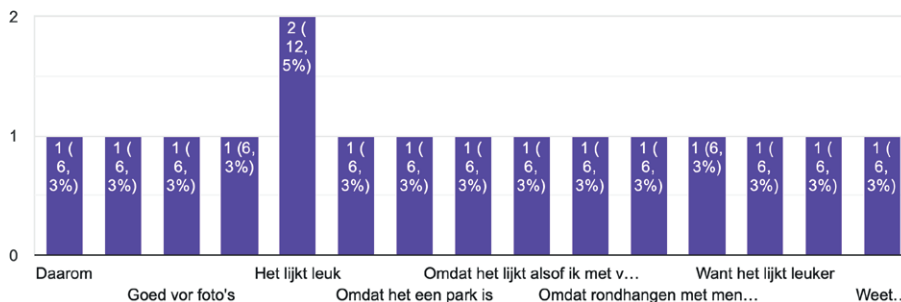
Welk plaatje spreekt jou het meeste aan?

16 antwoorden



Waarom spreekt dit plaatje je het meeste aan?

16 antwoorden



1



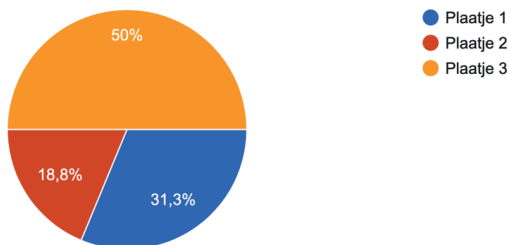
2



3

Welk plaatje spreekt je het meeste aan?

16 antwoorden



Waarom spreekt dit plaatje je het meeste aan?

- Ik vind het mooi
- Ik hou van sporten
- Je kan veel doen en het is nie saai
- Want het is een hangout het inspireerd je echt om bvb een boek te lezen of daar huiswerk te maken
- Omdat het er gekleurd uit ziet
- Sportief
- Omdat het leuk is
- Rondhangen
- Mooi, lijkt mij rustig
- Daarom
- Er is veel te doen.
- Want het lijkt beter
- Het ziet er mooi en rustig uit
- Weet ik niet
- Basic maar leuk

Als jij het gebouw een naam mocht geven, hoe zou je het dan noemen?

Fun place
 Cristiano messi
 Cool down
 Hangout club
 Licht eraan wat voor gebouw het is
 Weet ik echt niet
 Moderne bouw
 K weet niet
 Gebouw 69
 (Weet ik echt niet)
 Nu, ik weet geen idee
 Makkelijk sporten
 I am not good with names sorry ☺
 La casa de papel
 Lebron kobe
 Engell Corps

Healthy hangout

Tijdstempel	Wat is je geslacht?	In welke klas zit je?	In welke groep zat je tijdens de workshop?	In welke straat woon je?	Met hoeveel mensen woon je?
2022/04/21 10:12:49 a.m. EET	meisje	2C	Groep 1	Nassastraat	4
2022/04/21 11:00:41 a.m. EET	jongen	2A	Groep 3	Rotterdam	5
2022/04/21 11:07:49 a.m. EET	meisje	2A	Groep 2	Emelissedijk	5
2022/04/21 11:07:57 a.m. EET	meisje	2A	Groep 3	Rotterdam slinge	4
2022/04/21 11:08:57 a.m. EET	zeg ik liever niet	2A	Groep 3	Lombardijen	6
2022/04/21 11:09:20 a.m. EET	jongen	2A	Groep 4	Meinscheerenlaan	4
2022/04/21 11:09:22 a.m. EET	jongen	2A	Groep 4	C.D tuinenburg straat	4
2022/04/21 11:11:00 a.m. EET	zeg ik liever niet	2A	Groep 2	Zeg ik lekker NIET	10000
2022/04/21 11:11:11 a.m. EET	jongen	2A	Groep 3	Immobiliastraat	3
2022/04/21 11:12:03 a.m. EET	jongen	2A	Groep 4	Grote Hagen	5
2022/04/21 11:12:15 a.m. EET	jongen	2A	Groep 4	Slangerburcherref 52	8 mensen
2022/04/21 11:12:21 a.m. EET	meisje	2A	Groep 2	Zeg ik liever niet	4
2022/04/21 11:15:24 a.m. EET	meisje	2A	Groep 3	Vegelinsoord	4
2022/04/21 11:49:50 a.m. EET	meisje	2C	Groep 4	Kapershoek	2 met mij 3
2022/04/21 11:53:56 a.m. EET	meisje	2C	Groep 1	Ijselmonde	3
2022/04/21 12:03:23 p.m. EET	meisje	2C	Groep 3	Koerraad van Zwabenstraat	8

ngout enquête

Woon je?	Ben je in je vrije tijd vooral binnen of buiten te vinden?	Wat doe je binnen in je vrije tijd?	Wat doe je buiten in je vrije tijd?
4	Vooraf binnen	Meestal youtube kijken of tekenen	M'n hond uitlaten of in een park spelen
5	Vooraf binnen	Film kijken	Niks
5	Evenveel binnen als buiten	Op telefoon of bellen	Buiten eten wandelen
4	Vooraf binnen	Tv kijken	Shoppen
6	Vooraf buiten	Op telefoon	Rond lopen, eten halen
4	Evenveel binnen als buiten	Gamen	Voetballen
4	Vooraf binnen	Niet veel	Voetballen
100000	Vooraf binnen	Zeg ik NIET	Zeg ik niet
3	Vooraf binnen	Video's kijken, tekenen, met mijn kat spelen of huiswerk doen, als het moet	Meestal ging ik naar de winkel.
5	Vooraf binnen	Gamen	Honkbal spelen
	Vooraf binnen	Gamen ik ga op mijn telefoon	Fietsen
4	Vooraf binnen	Niks	Met vrienden
4	Evenveel binnen als buiten	Gamen en bordspellen met familie	Wandelen in de natuur
	Evenveel binnen als buiten	Slapen	Shoppen
3	Vooraf buiten	Film kijken	Met vrienden
8	Evenveel binnen als buiten	Netflix/series kijken, naar familie	Voetballen, steppen

MASTER THESIS

Wat zou jou motiveren om gezonder te gaan leven? Meerdere antwoorden zijn mogelijk.	Welk plaatje spreekt jou het meeste aan?	Waarom spreekt dit plaatje je het meest aan?
Buiten sporten	Plaatje 1	De bomen lol
Online workouts	Plaatje 1	Goed over foto's
Kookworkshops gezonde maaltijd	Plaatje 2	Omdat rondhangen met mensen leuk is
Dansen	Plaatje 3	Omdat het er leuk uit ziet
Online workouts;Kookworkshops gezonde maaltijd;Zwemmen	Plaatje 3	Omdat het mooi eruit ziet, en veilig is
Gratis sporten (zonder begeleiding);Buiten sporten	Plaatje 3	Het lijkt leuk
Buiten sporten	Plaatje 3	Het lijkt leuk
Zeg ik niet	Plaatje 1	Daarom
Sporten onder begeleiding van een professional	Plaatje 1	Het lijkt leuk.
Gratis sporten (zonder begeleiding);Sporten onder begeleiding van een professional	Plaatje 3	Want ik hou van sporten
Buiten sporten	Plaatje 3	Weet im niet
Gratis sporten (zonder begeleiding);Kookworkshops gezonde maaltijd	Plaatje 1	Want het lijkt leuker
Buiten sporten	Plaatje 2	Omdat het een park is
Gratis sporten (zonder begeleiding);Buiten sporten	Plaatje 2	Het is chill
Gratis sporten (zonder begeleiding);Online workouts;Lessen over gezonde voeding;App die beweging en voeding bijhoudt	Plaatje 2	Omdat het lijkt alsof ik met vrienden sport
Buiten sporten;Kookworkshops gezonde maaltijd	Plaatje 2	Want het lijkt heel gezellig en een leuke manier om te sporten

Hoeveel is er voor jou te doen in jouw leefomgeving?	Wat mis je in jouw leefomgeving? (Denk aan activiteiten, hangplekken, functies)	Hoe gezond leef jij?	Wat doe jij om gezond te blijven?
2	Meer speelplekken voor vooral kleine kinderen	3	Fietsen
3	Engenlijk niks	5	Turne
1	Parken om te hangen voor tieneren	3	Wandelen
3	Alles	5	Dansen
1	Mijn vrienden	4	Lopen vaak buiten
4	Den Haag	3	Voetballen en fietsen
3	Den haag	4	Sporten
3	Idk	3	Zeg ik niet
4	Ik weet niet.	3	Ik eet meestal fruiten, groenten of eieren
4	Niks	4	Sporten
3	Er is niks te missen	4	Fietsen
3	Weet ik niet	4	Gezond eten
5	Niks	4	Wandelen en fietsen
4	Niks	3	Groeten eten
4	Niet veel leuke winkels of hangplekken	4	Wandelen sporten en fietsen
3	Winkels, parken, hangplekken	3	Wandelen, fietsen, heel veel naar buiten

Als jij het gebouw een naam mocht geven, hoe zou je het dan noemen?	Wil je verder nog iets kwijt?
I am not good with names sorry :)	Niet dat ik weet nee
Engell Corps	Nee
K weet niet	Nee
Moderne bouw	Nee
Gebouw 69	Nee
Lebron kobe	Nee
Cristiano messi	Nee
(Weet ik echt niet)	Nee
Nu, ik weet geen idee	Nee
Fun place	Nee
La casa de papel	Nee
Makkelijk sporten	Nee
Licht er aan wat voor gebouw het is	:)
Weet ik niet	Nee
Cool down	Nee
Hangout club	Nee

APPENDIX

Plaatje je het meeste aan?	Welk plaatje spreekt je het meeste aan?	Waarom spreekt dit plaatje je het meeste aan?
	Plaatje 3	Het ziet er mooi en rustig uit
	Plaatje 3	Basic maar leuk
ensen leuk is	Plaatje 1	Rondhangen
	Plaatje 2	Omdat het leuk is
en veilig leuk plek	Plaatje 3	Mooi, lijkt mij rustig
	Plaatje 3	Ik vind het mooi
	Plaatje 3	Ik vind het mooi
	Plaatje 3	Daarom
	Plaatje 1	Er is veel te doen.
	Plaatje 3	Ik hou van sporten
	Plaatje 3	Weet ik niet!
	Plaatje 2	Want het lijkt beter
	Plaatje 1	Omdat het er gekleurd uit ziet
	Plaatje 2	Sportief
t vrienden daar veel kan doen het ligt aan me gevoel	Plaatje 1	Je kan veel doen en het is nie saai
en een vibe je kan er gewoon zitten en gewoon rondhangen	Plaatje 1	Want het is een hangout het inspireerd je echt om bvb een boek te lezen daar of huiswerk te maken

... blijven? (Denk aan sporten, wandelen, fietsen, op je voeding letten, etc.) Wees zo duidelijk mogelijk in je antwoord	Ben je lid van een sportschool of sportvereniging?
	Nee
	Nee
	Nee
	Nee
	Nee
	Nee
	Nee
	Nee
ten of een beetje wandelen.	Nee
	Ja
	Nee
	Nee
	Nee
	Nee
n	Nee
naar buiten	Nee

