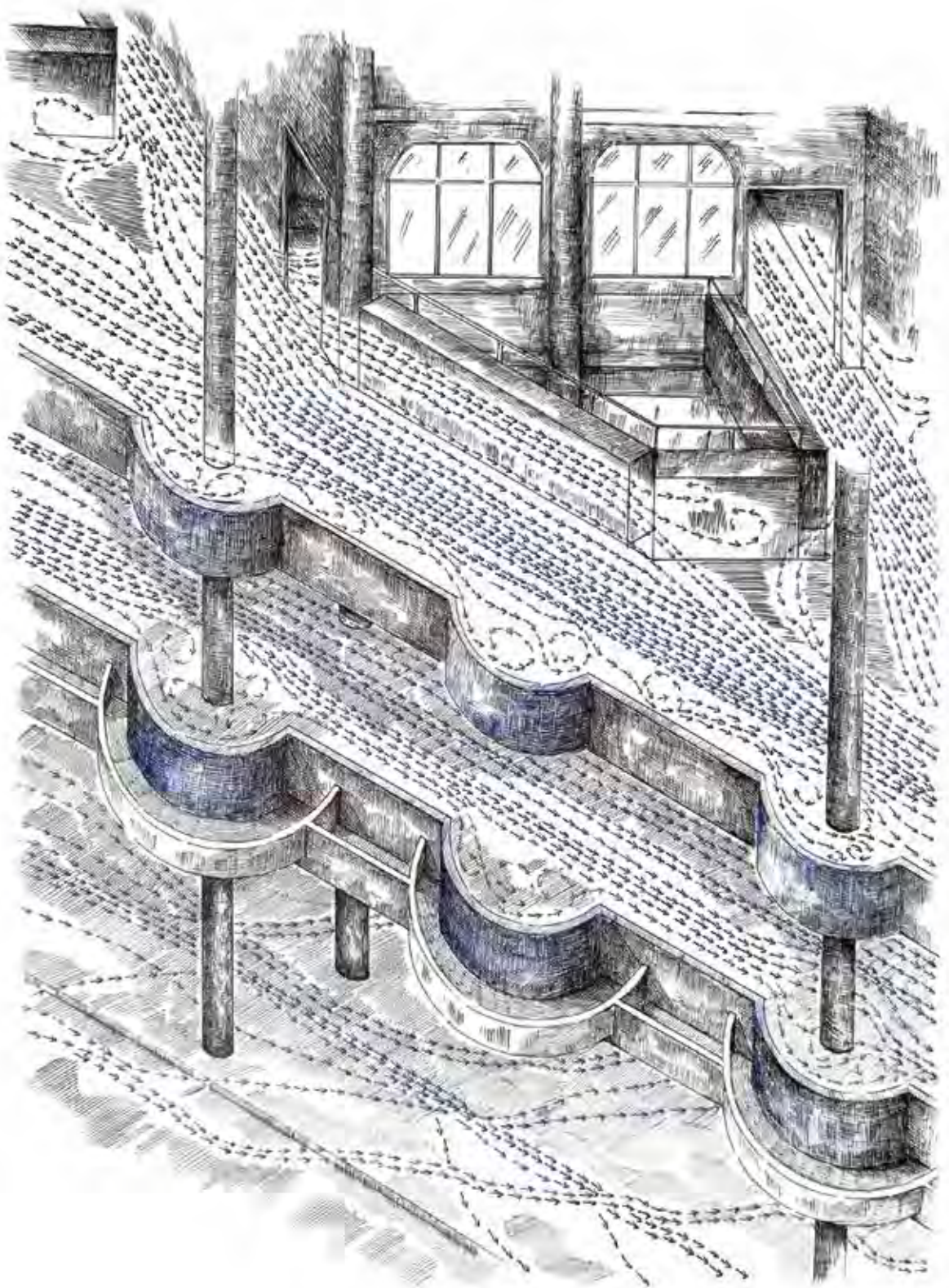
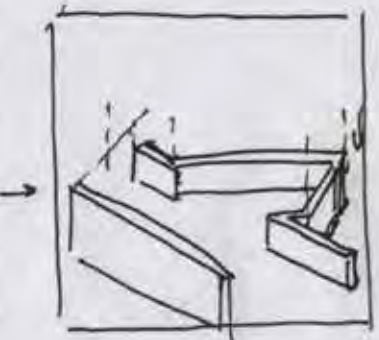
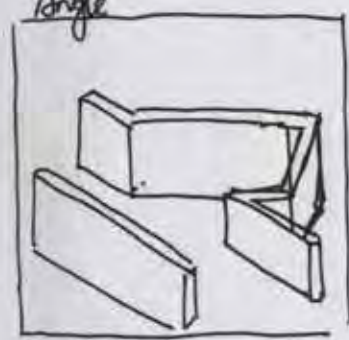


SPACE OF MARGIN

INTERVIEWS & FIELD RESEARCH

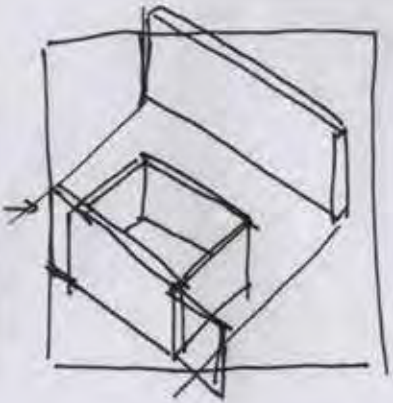
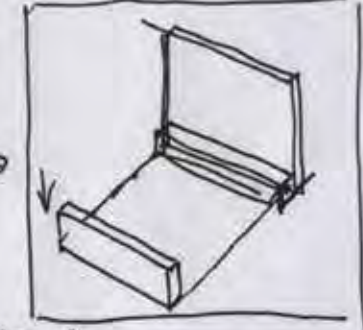
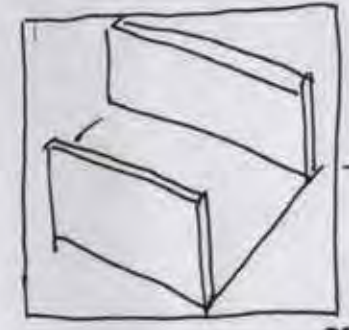


Angle

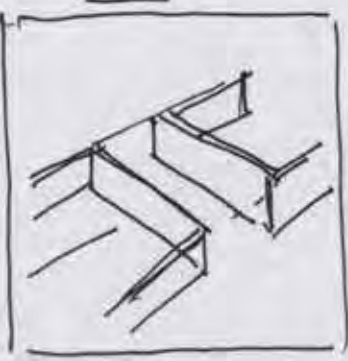
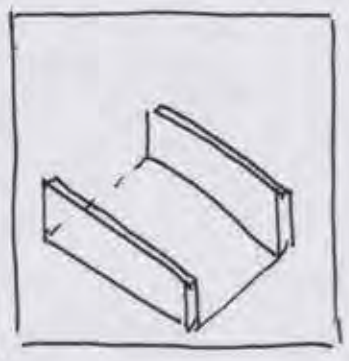
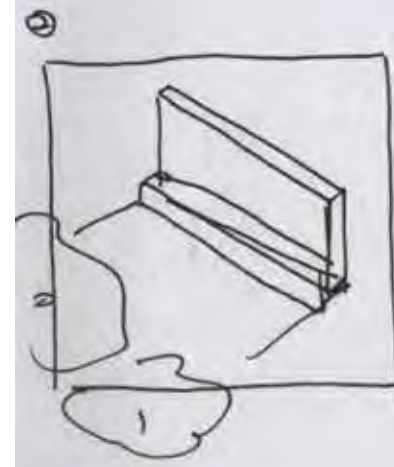
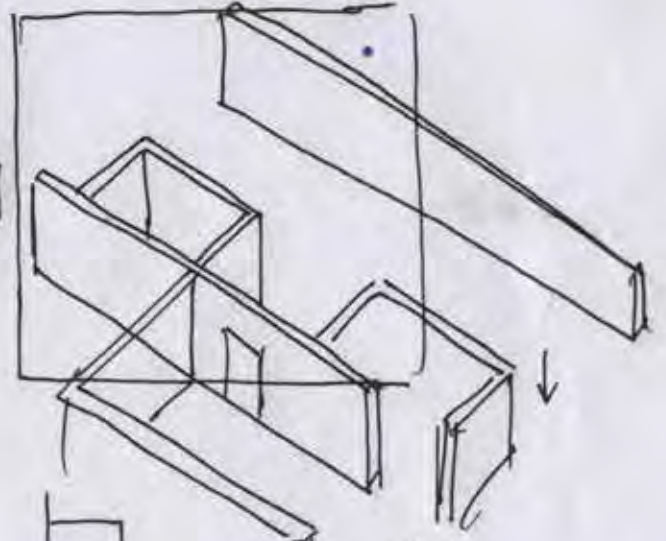
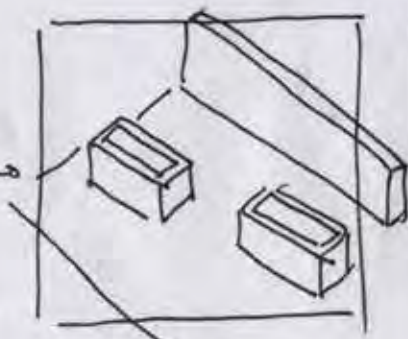
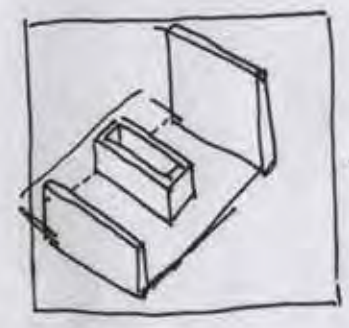


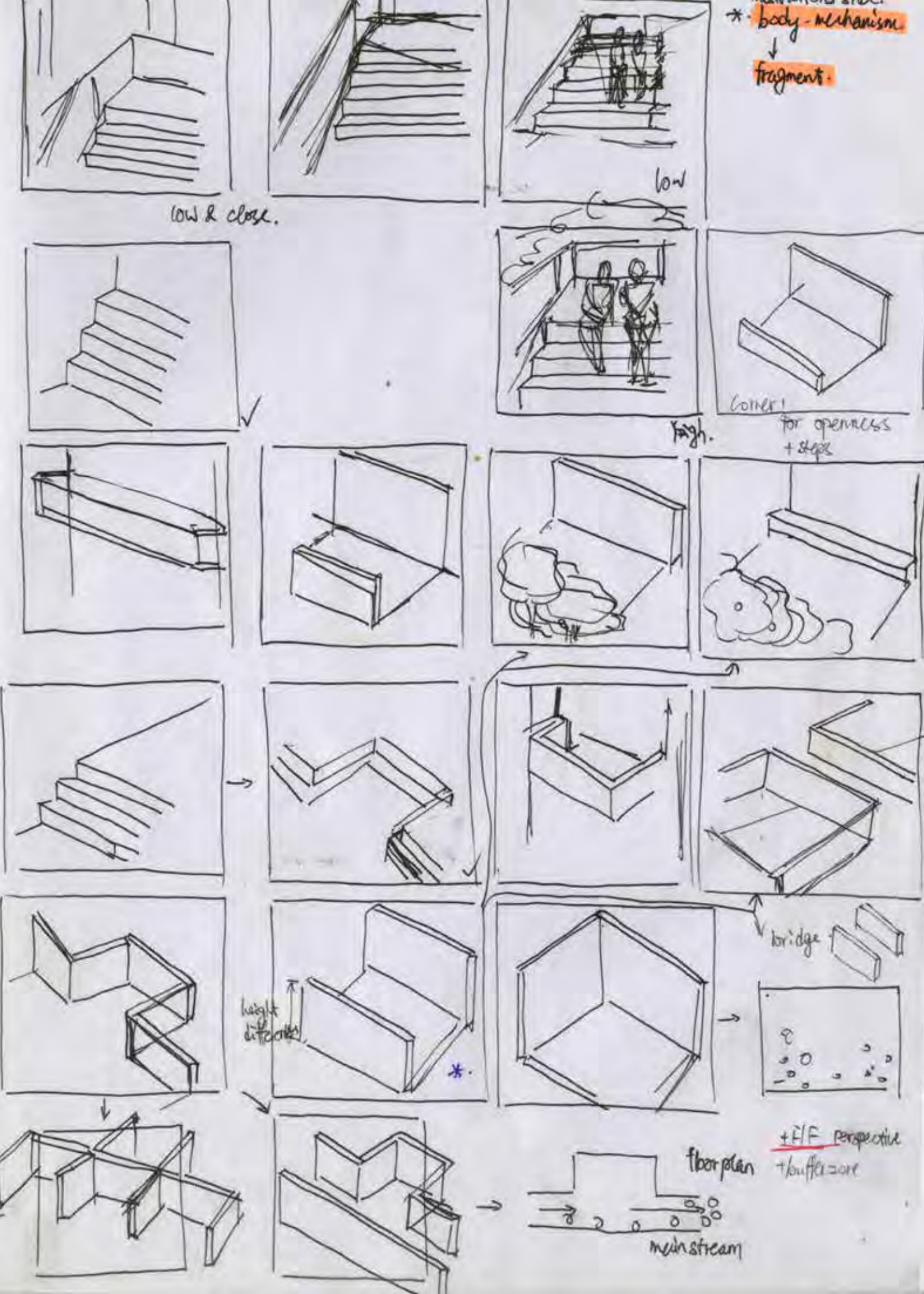
floor plan
water engineering simulation

① buffer zone idea Morph.



open up.





CONTENT

PROLOGUE

INTERVIEWS

MORPHOLOGICAL STUDIES

FLOW STUDIES

EPILOGUE

PROLOGUE

THE PASSAGE OF
"THE BUDDY BENCH"

The Buddy Benches are also known as "friendship benches". They are pieces of playground furniture that have been around for a while in various countries, basically popular among pupils in their childhood and early adolescence.

The idea is that if a child feels lonely, they can go to the bench as a signal that they need someone to play with. When other kids see the one sitting on the bench, they will go and talk to the one and include him or her in their games.

THE VISIBLE MARGIN

The "buddy bench" forms the primal materialization of the "margin", marking the visual and spatial identity of those that use it to signify. It has become a tangible and conspicuous passage for students learning to step out of the comfort zone, growing to know how to engage in social life.

A CASE STUDY IN IRELAND

The Buddy Bench Team hopes to tackle the issue of bullying with the pieces of furniture. They also see the project as an early intervention to tackle mental health problems across the generations in reaction to the fact that both young and old in Irish society are reluctant to confront mental health. "It is 'a safe space' where you can speak about difficulties, vulnerabilities and problems in your life"¹.

THE CONCERN OF STIGMA AND PASSIVITY

The project received divided opinions. The materialization of the "margin" makes visible the vulnerabilities. It also raises parents' concern of their kids being stigmatized. While being implemented as "a safe space", the feeling of a comfort zone also worries them. "We're the ones sending the message that it's OK to opt-out. It's conditioning them to give up too soon."²

LATE ADOLESCENCE AND YOUNG ADULTHOOD

"It is 'my space' that no one can see you and you see everyone."

Changes in age direct the changes in perception of peer relationships, valued functions and activities provided by peers, cognition produced by loneliness and the related emotions. The space of margin takes on different meanings in correspondence to those changes. As a result, shapes and forms of the margin evolve to accommodate those meanings as well.

The late adolescence and young adulthood in a developmental model for the sources of loneliness in childhood and adolescence made by Parkhurst and Hopmeyer (1999), is defined by romantic relationships among peers, and identity searching and intimacy. Loneliness is the feeling of psychologically distanced, having no one to talk to about philosophical issues, being not understood, feeling a social misfit, lacking or having lost or feeling that one will never find anyone for intimacy. Emotionally, it is about emptiness, estrangement and alienation.

Therefore when leaving adolescence and entering adulthood, the materialization of the passage of the "The Buddy Bench" is to be reconsidered given that the passage facilitates different spatial and social wishes.

-
1. <https://www.bbc.com/news/stories-45958313>, retrieved on Mar 29, 2019
 2. <https://mom.me/kids/249153-can-we-stop-buddy-bench-crap/>, retrieved on Mar 31, 2019

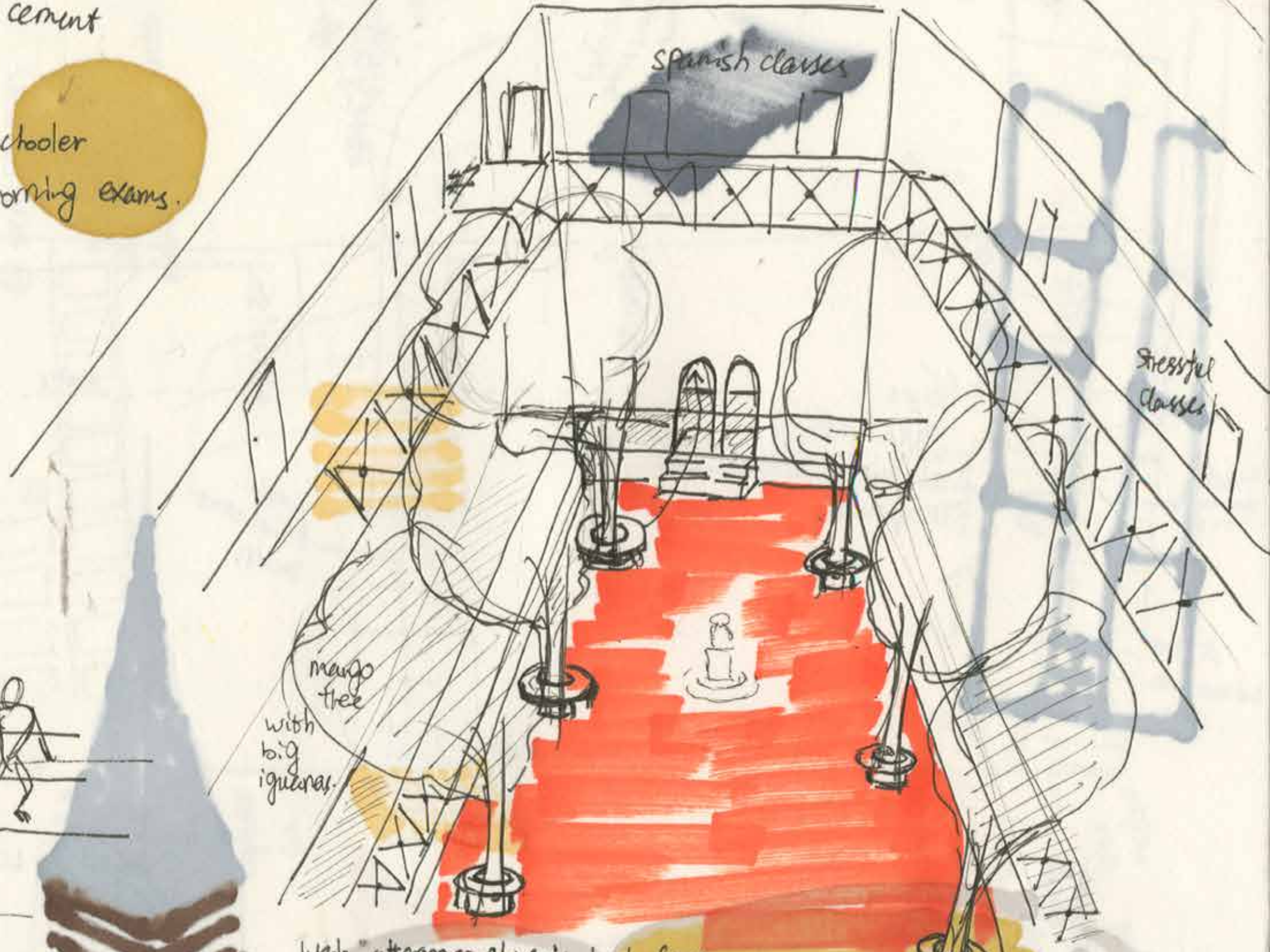
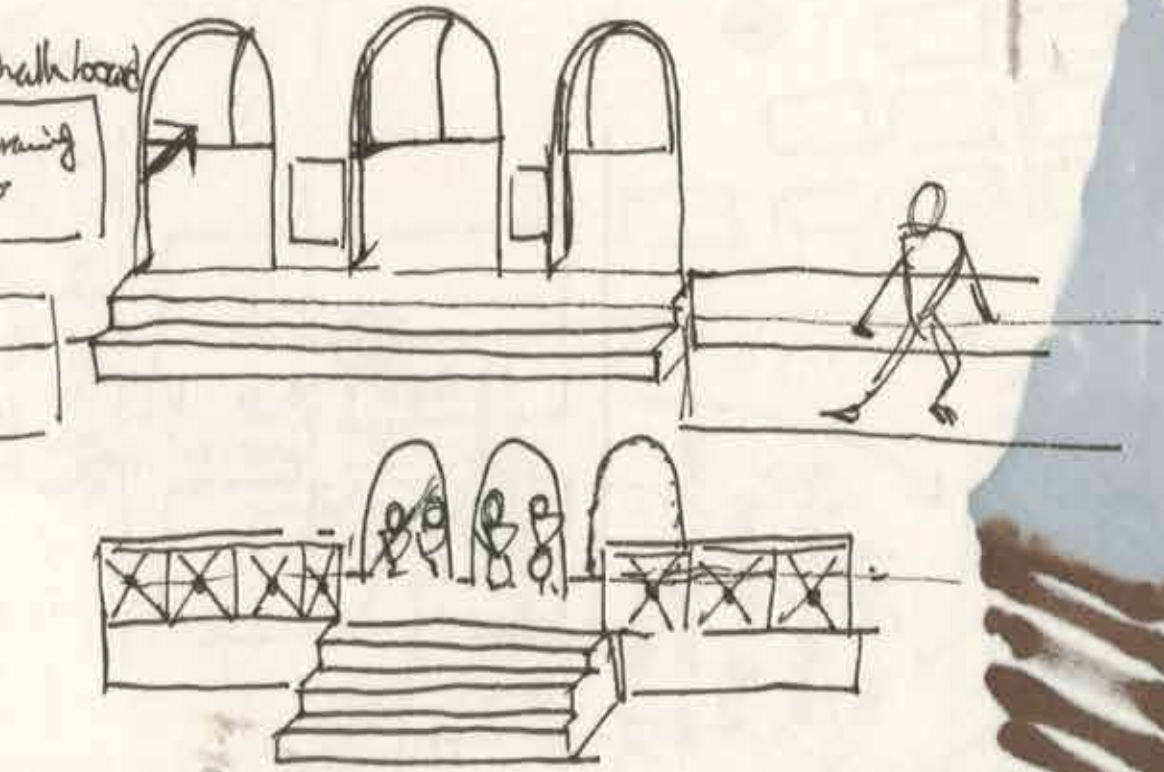
INTERVIEWS

AN INTIMATE 'CORNER'

BACK TO SCHOOL DAYS

cement

normal hours full with high-schooler
Wednesday afternoon, Saturday morning exams.



mango tree
with big iguanas.

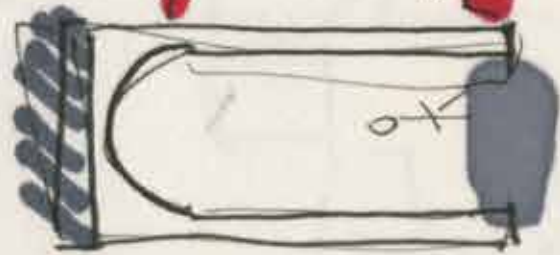
Wed. afternoon gylce us had class. to prepare the
weekly oral exam for each subject
maths 1h.

other subject 20 min 20 min present 2x each week

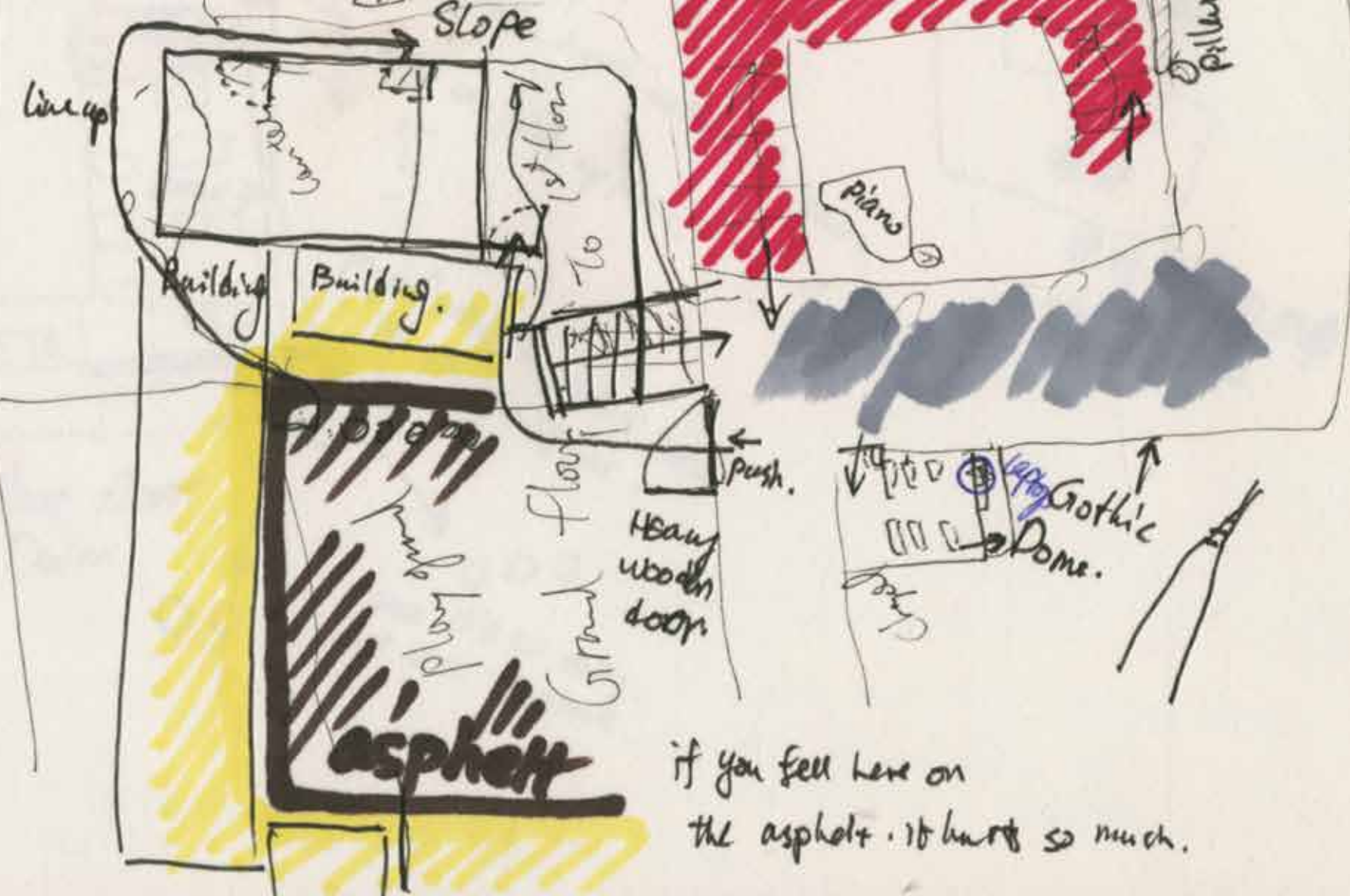
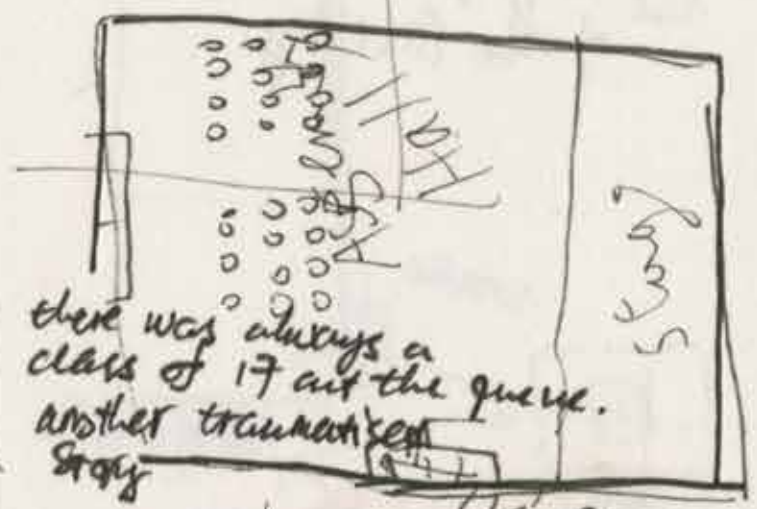
it is nice somehow, people support each other, strongest friendship.
these people can connect to each other, ^{we all} rooted for each other.
we are happy for each other that they are in competitive schools

wasn't all bad
we learnt a lot of things

屋主人 pick up



forget to bring HW



if you fell here on the asphalt. it hurts so much.

office

waiting for national exams

square > rectangular

high school

stress free

2 second years

terrible building

earthquake

scientific museum

good memory

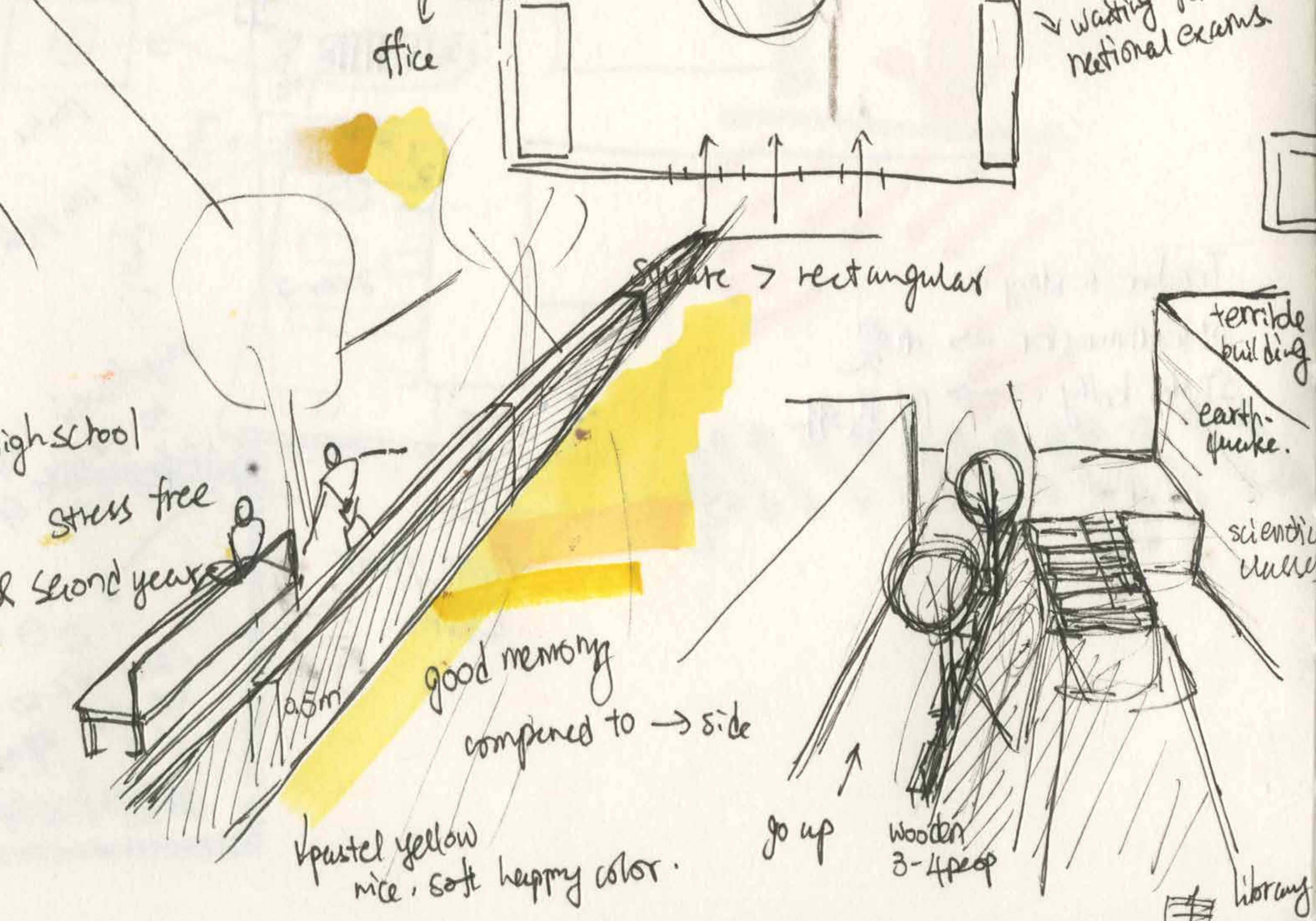
compared to → side

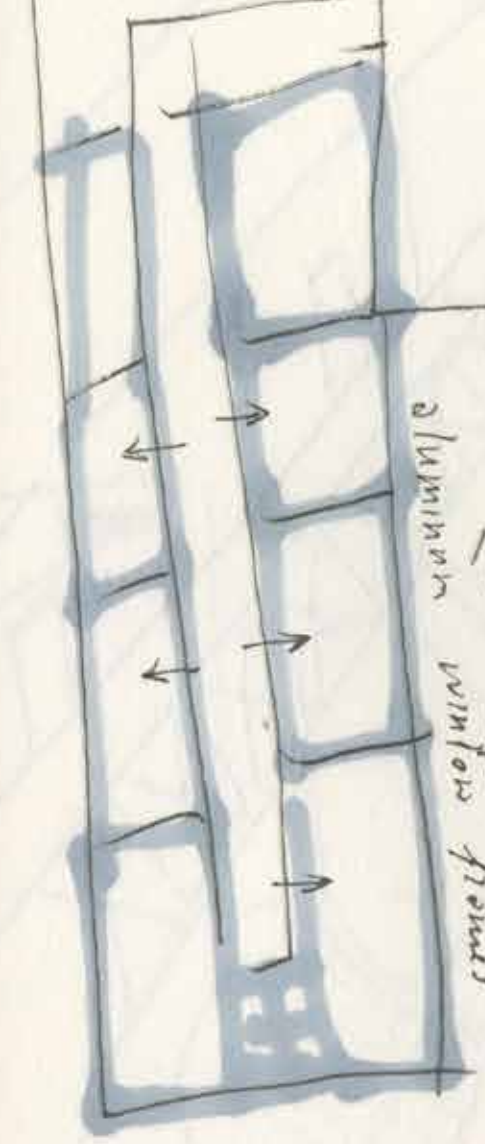
pastel yellow nice, soft happy color.

go up

wooden 3-4 peop

library





aluminum window frames

'60s office building aluminum building transparent

vs massive



calquered wood

new building



smokers

break social corner smokers

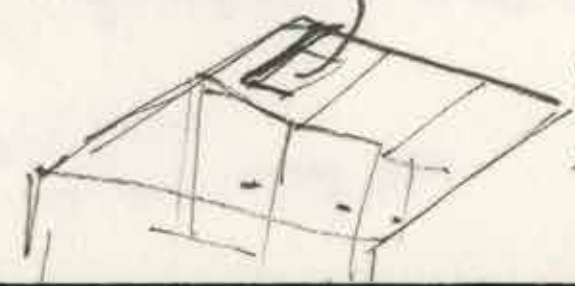
other 4th floor

natural stone

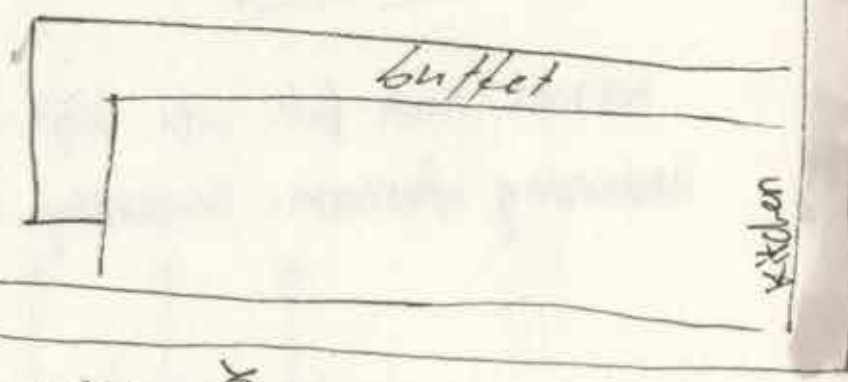
border



old Dutch windmill feeling inside → guess the outside is wood as well



grl's WC



buffet

kitchen

since it's an old building

hidden space

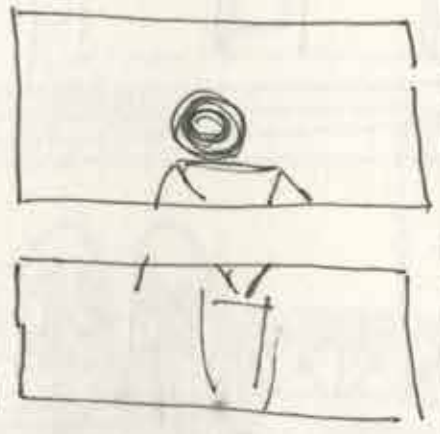
(explore hidden corner)

quest for looking for

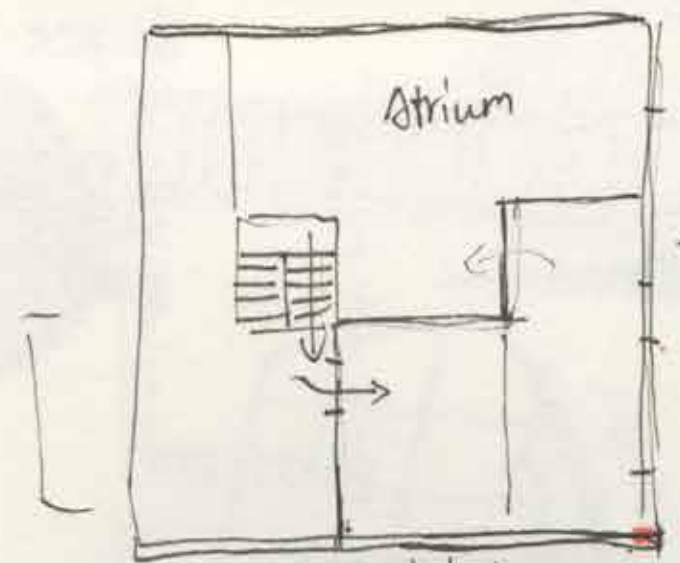
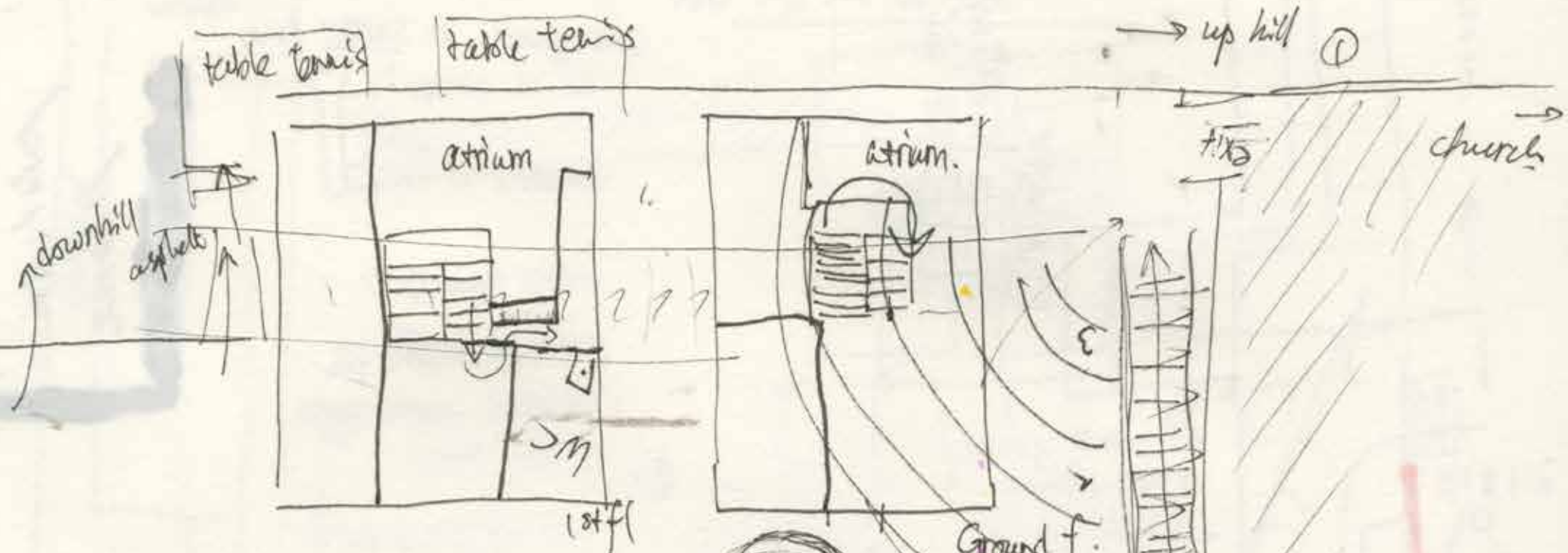
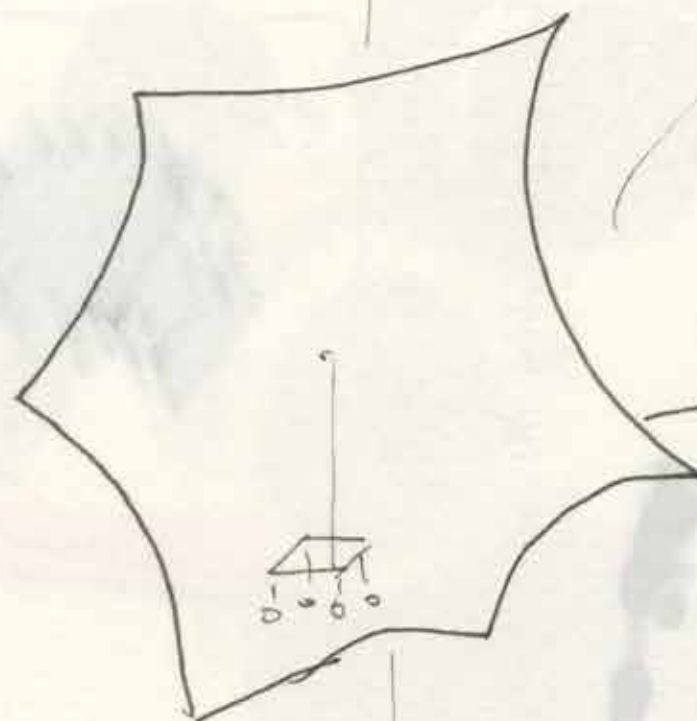
hidden corners

canteen in winter time

to be inside



gap to see the city
noise of the hell comes out



football field

out

School building



brick.
graduation 1st part.
church.

principle secretary window. 2nd f
view is nice
you look outside. in the misty lake
religious school

teacher's room

building (only ground floor)

10/20/200

entrance



WC
Basement

Bell tower



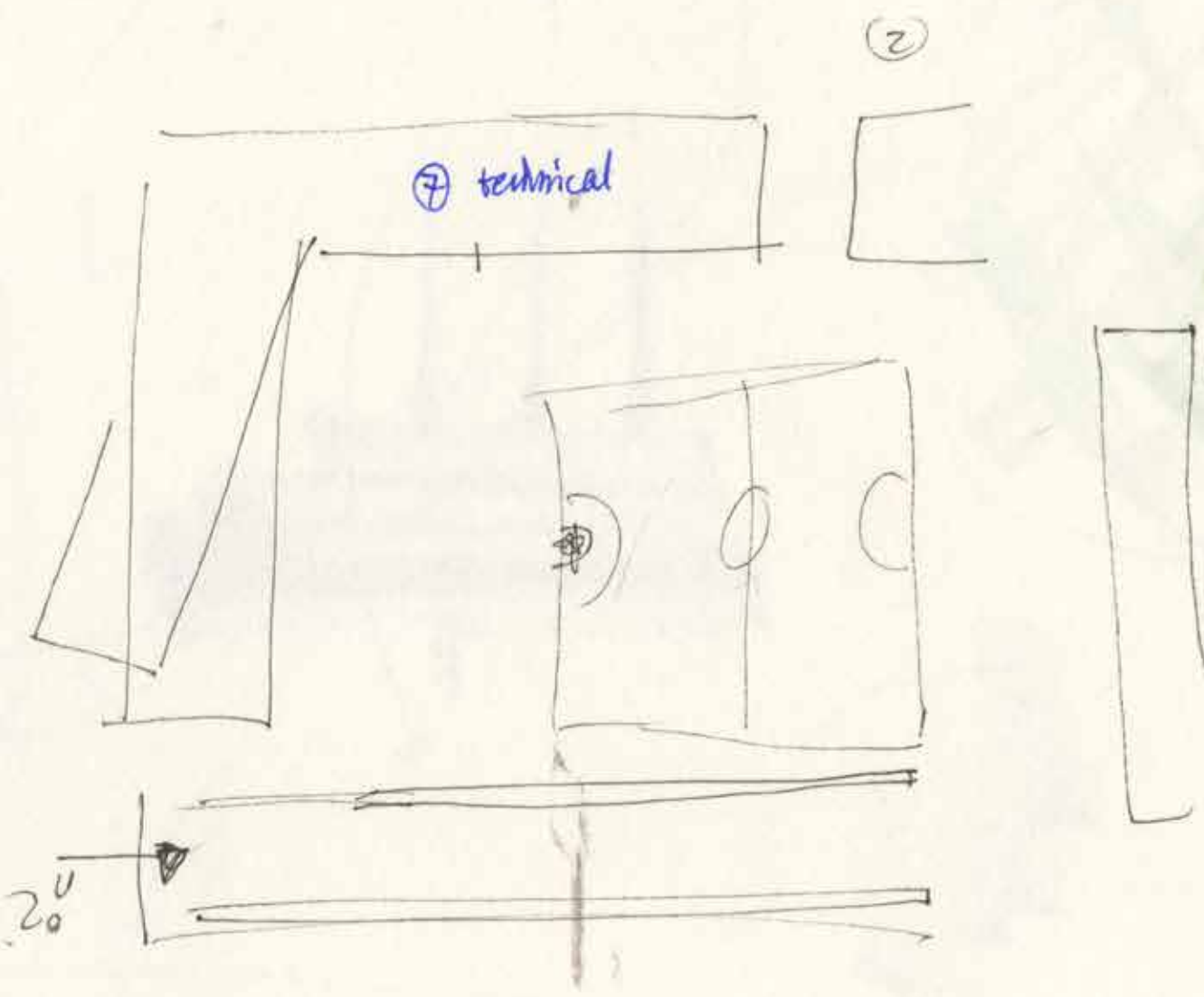
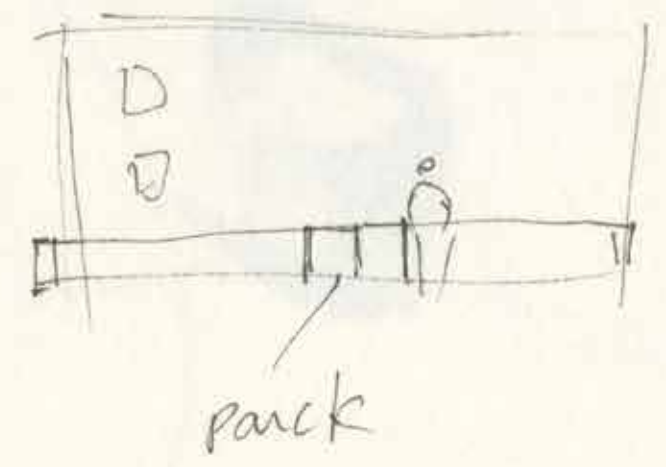
Food
 you eat & you go.
 ugly colour
 heavy very school-ish.

break, you need a way
 to escape

asphalt is not for staying but
 like a road shiny, sticky
 summer the smell burning

surrounded by school cold & shadow.

summer May ③ is nice with the shadow.
 groups mark territory space connect to people, diversity
 landscape, go down size light.



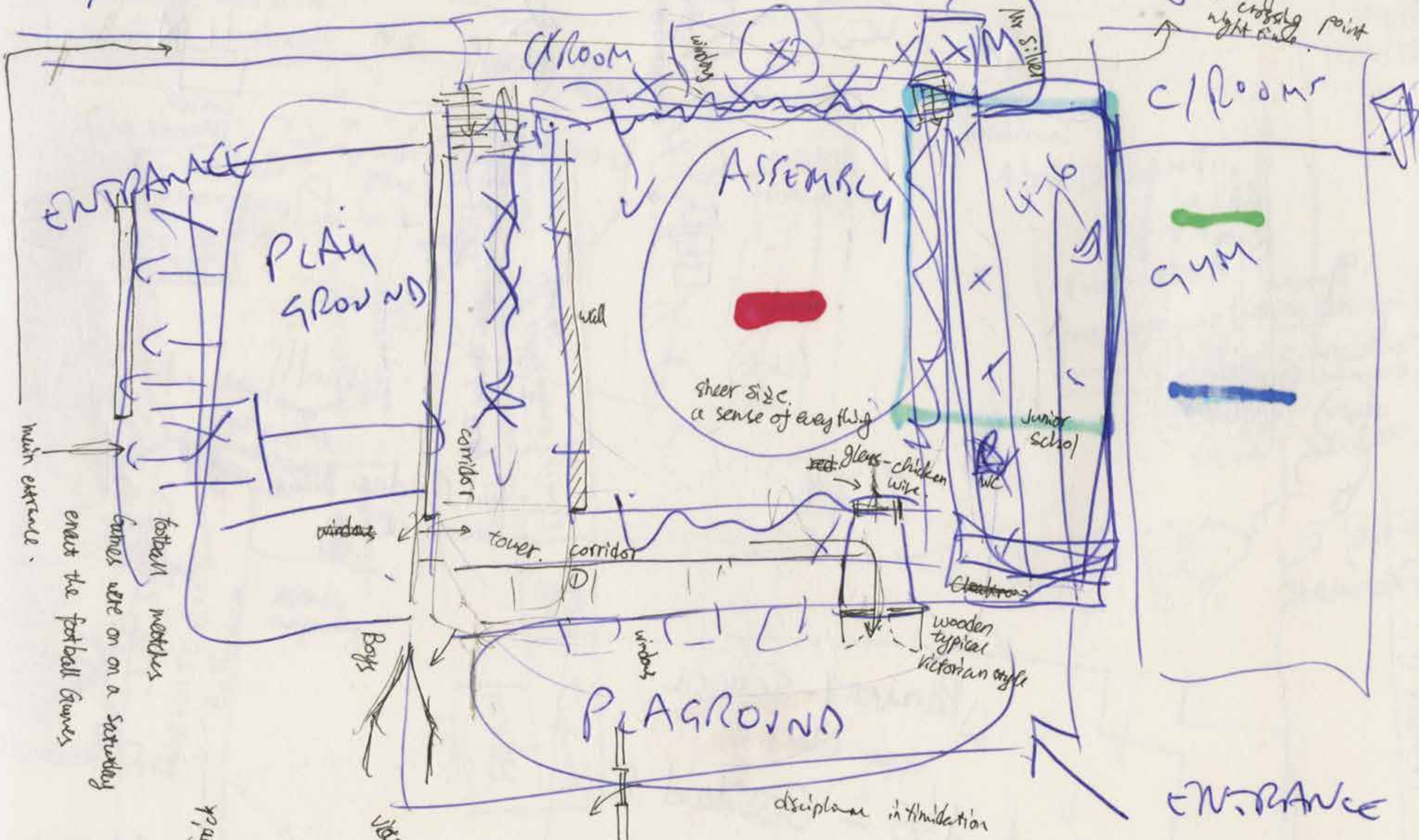
to of

CROW CROFT PARK NURSERY

STANLEY GROVE JUNIOR SCHOOL

Plains Nursery

Shops factory
Ginnings
cubicle echoes
mudals, damp
autumn field
imagination
crossing point
right circle



main entrance
enters the football ground
football pitches
games are on on a Saturday

sheer size.
a sense of everything

red glass-chicken wire

wooden typical Victorian style

discipline in intimidation

CL ROOMS

GYM

—

ENTRANCE

play

Boys

Victor

corridor

tower. corridor

CL ROOM

PLAYGROUND

ASSEMBLY

Junior School

Electronics

WC

Mr. S. Hall

windows

well

windows

corridor

windows

ENTRANCE

PLAY GROUND

CL ROOMS

GYM

—

ENTRANCE



KABK Courtyard

1st floor

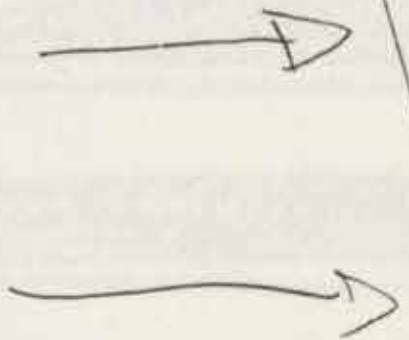
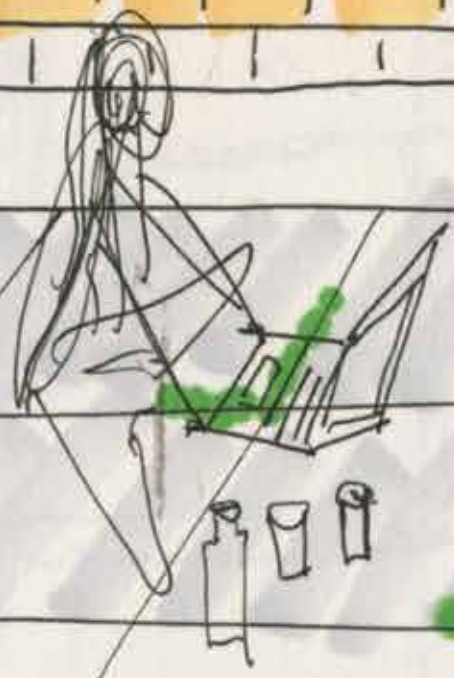
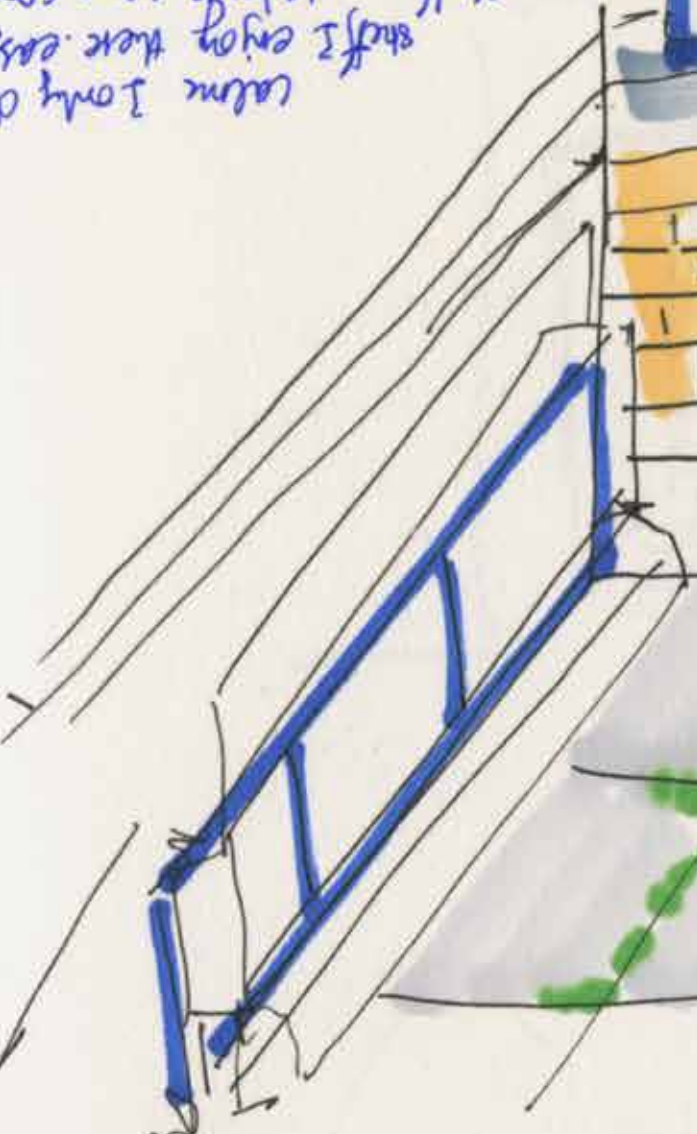
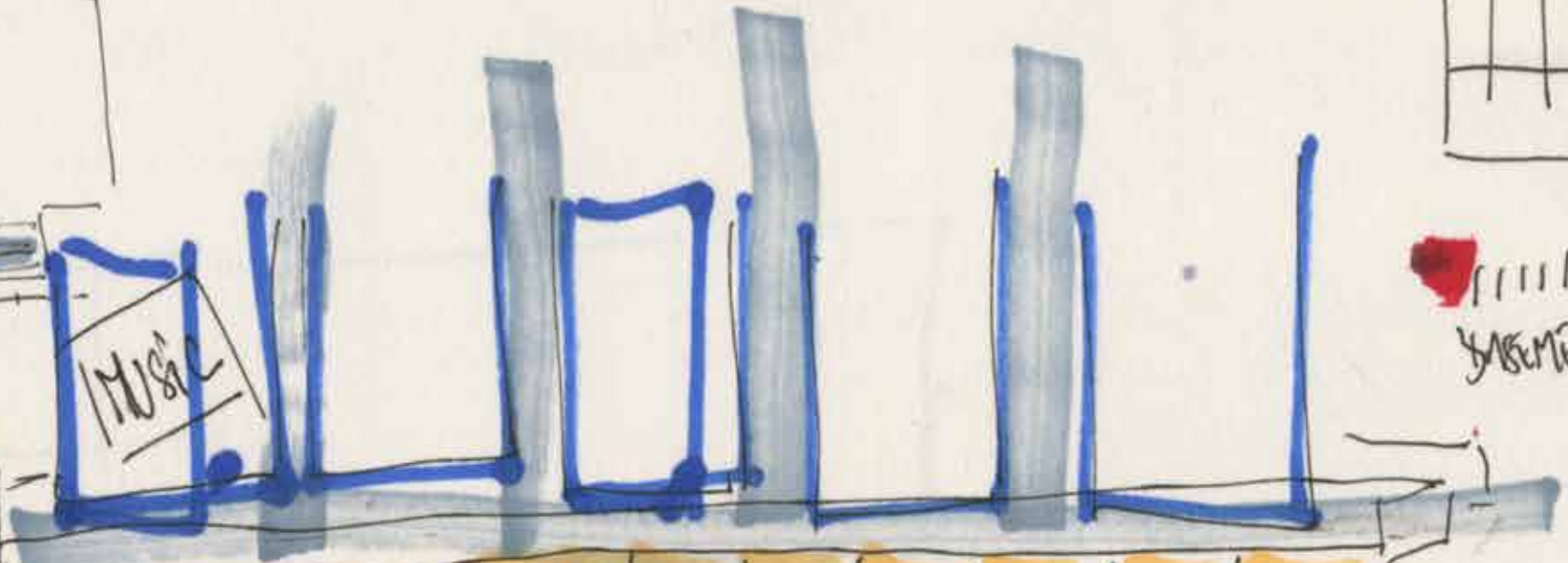
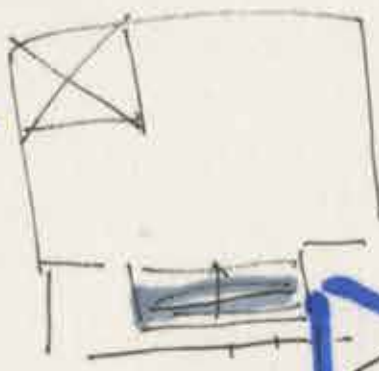
Left end Corner when you enter

Corner textile + fashion

no one can see you
you see everyone
at the end of the day work
with laptop

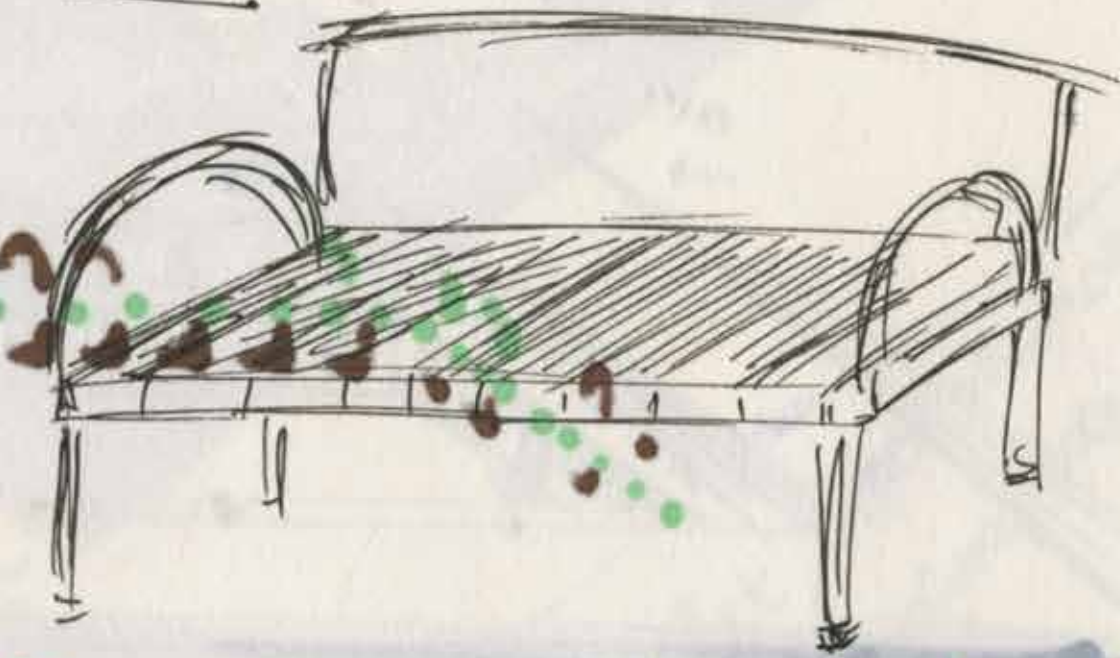
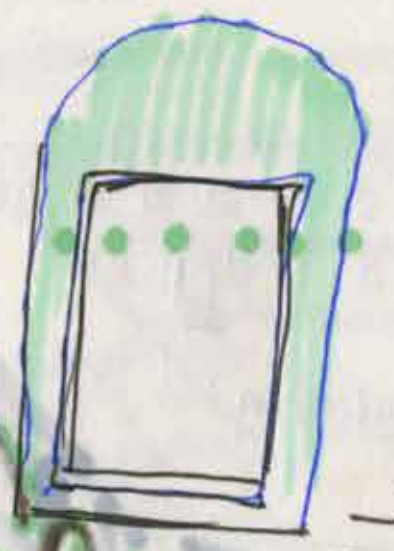
calm I only do
stuff I enjoy there easy
10 hours same spot
is not possible
I need to move
September Octo
"My space"
your space.

best sunny spot
* beers





of circles my best gray
the more people you know
you breaking more circles

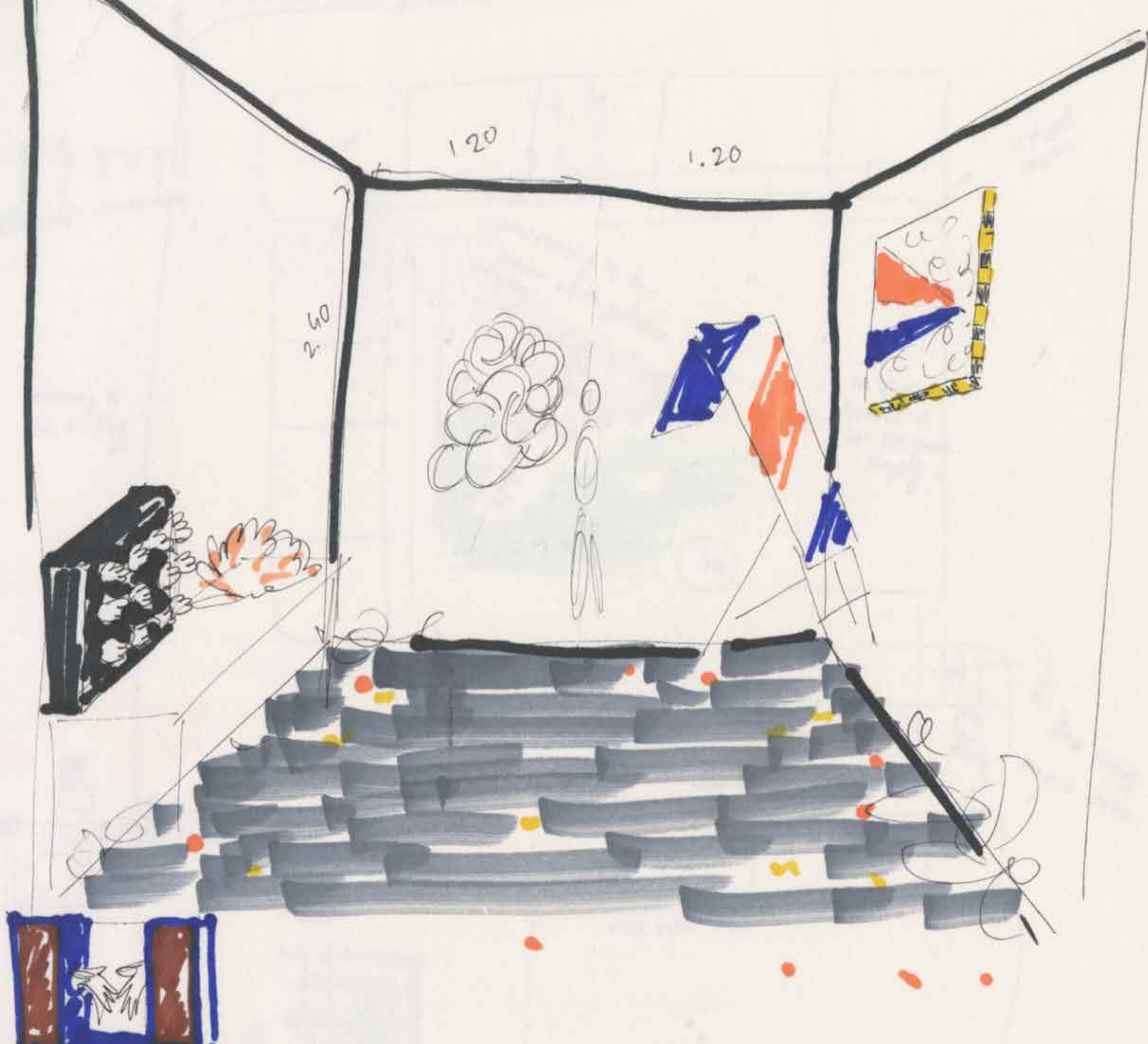


- meeting point. more traffic.
- ② bell rings everyone rush down. full & you stand in line to go down

ball room stairs.
see things happen when at the turn. you can look at & being looked at.

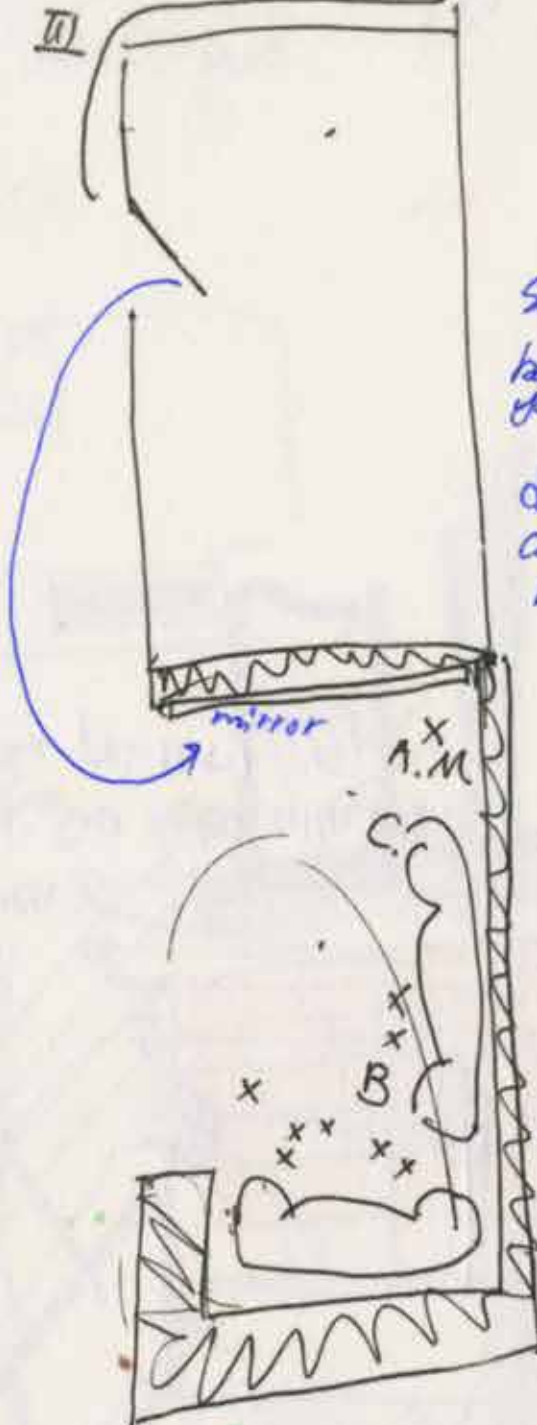
a pressure to who know more people you want to know as much as p

that's why going outside matter so much.



Koninklijk Conservatorium, Klassieke ballet opleiding

Dance Studio I



Suite place that people from outside
ballet don't see activities
you ballet clothes!!
chatting, to combine it
did hair tight bun
will lunch
between classes

go into the corner
to avoid
weird situation
only place to sit
socially divided
but a good memories

to make it
a nice place to
sit conversation
what do we want to
do with ballets, with life?

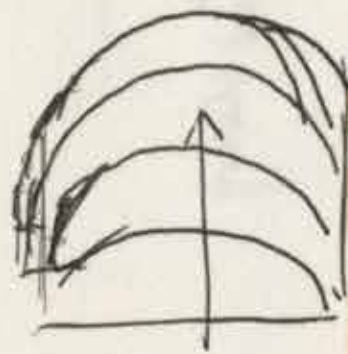
school class energy to go to
the next days
to make sure to lose weight.

divided group → gossiping
→ best friends.
a girl being made fun of
School.

quite busy



"Het Chocoladehoekje"
(The chocolate corner)

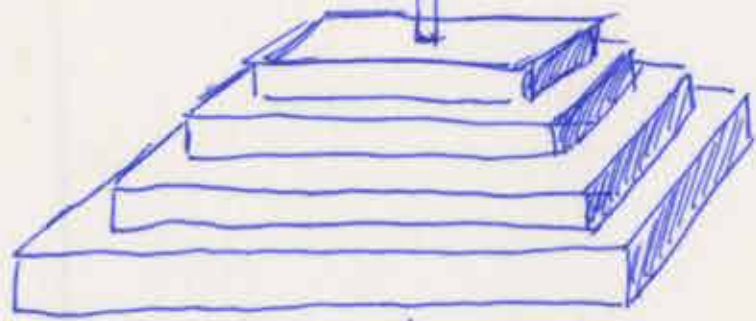


Fight. angry but scared of me
pulling my best friend's hair
so hyperactive that would not
bother sitting.

dan
Last year of primary
choreography tic-tac song
directing 10-11 year olds
all the girls from the
class
"I was a leader!"



golden wood

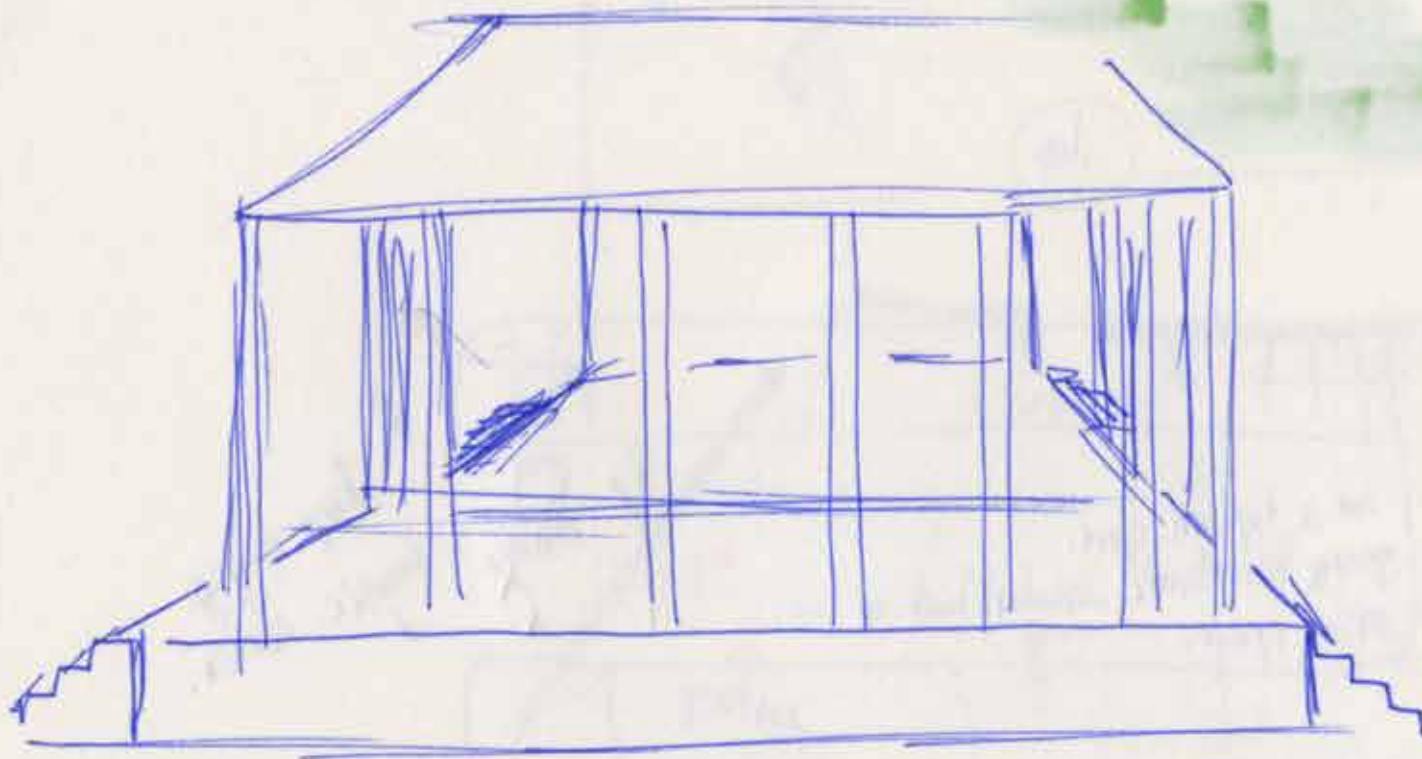


being proud to be the nationality
rise

wood

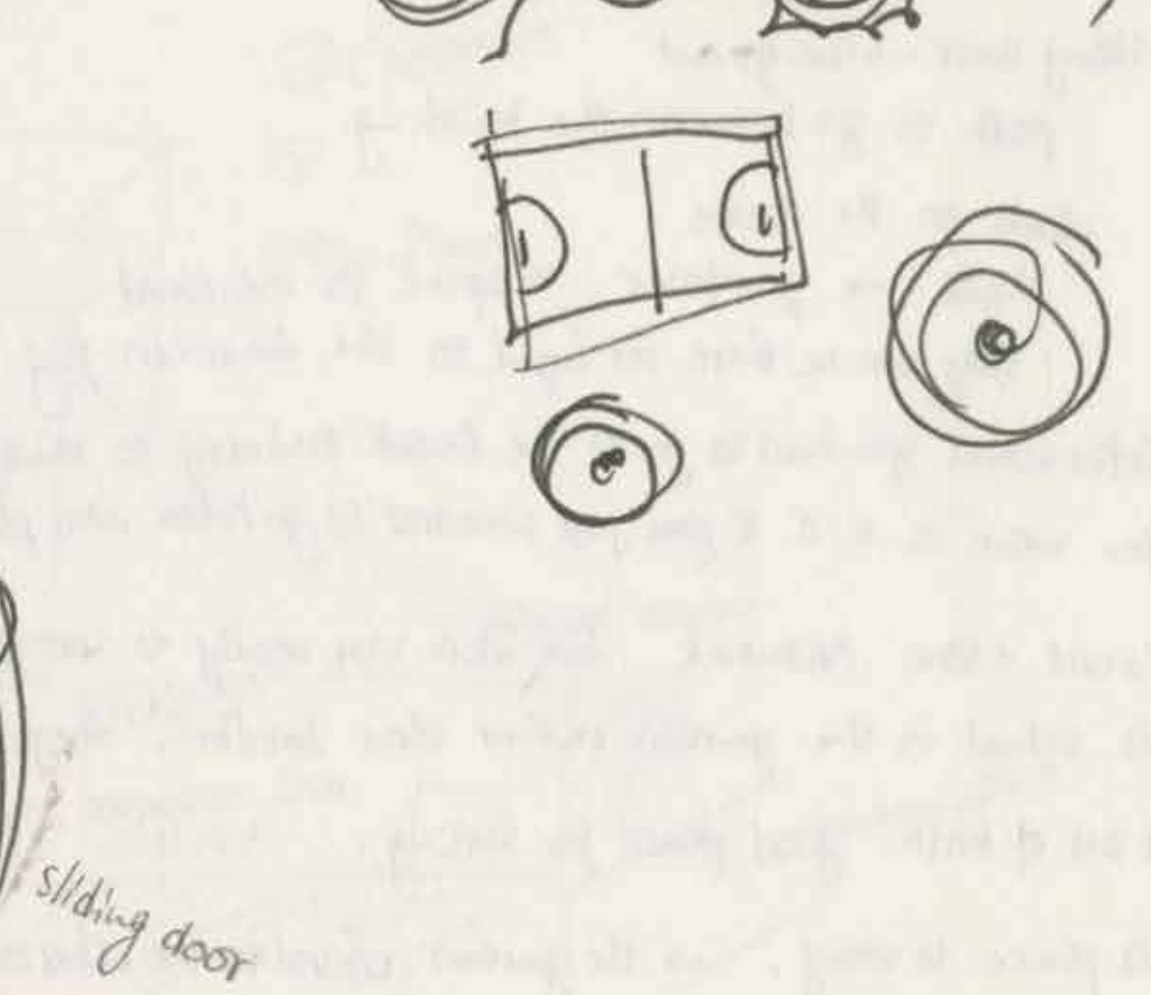


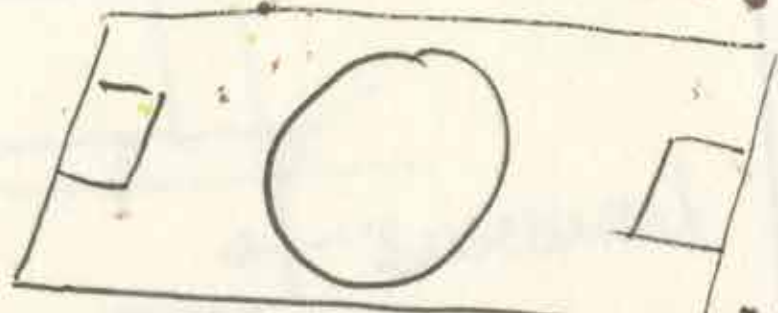
raining. pretty sunny
hang rain
day of the flag.
each group stood in front
of class rooms of
big.
outdoor.



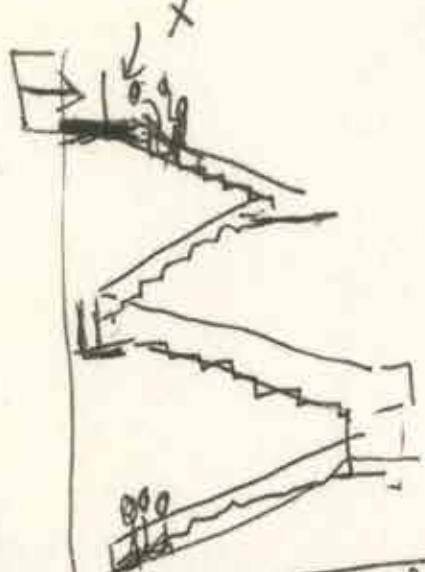
Colegio Santa Catalina
de Bolonia







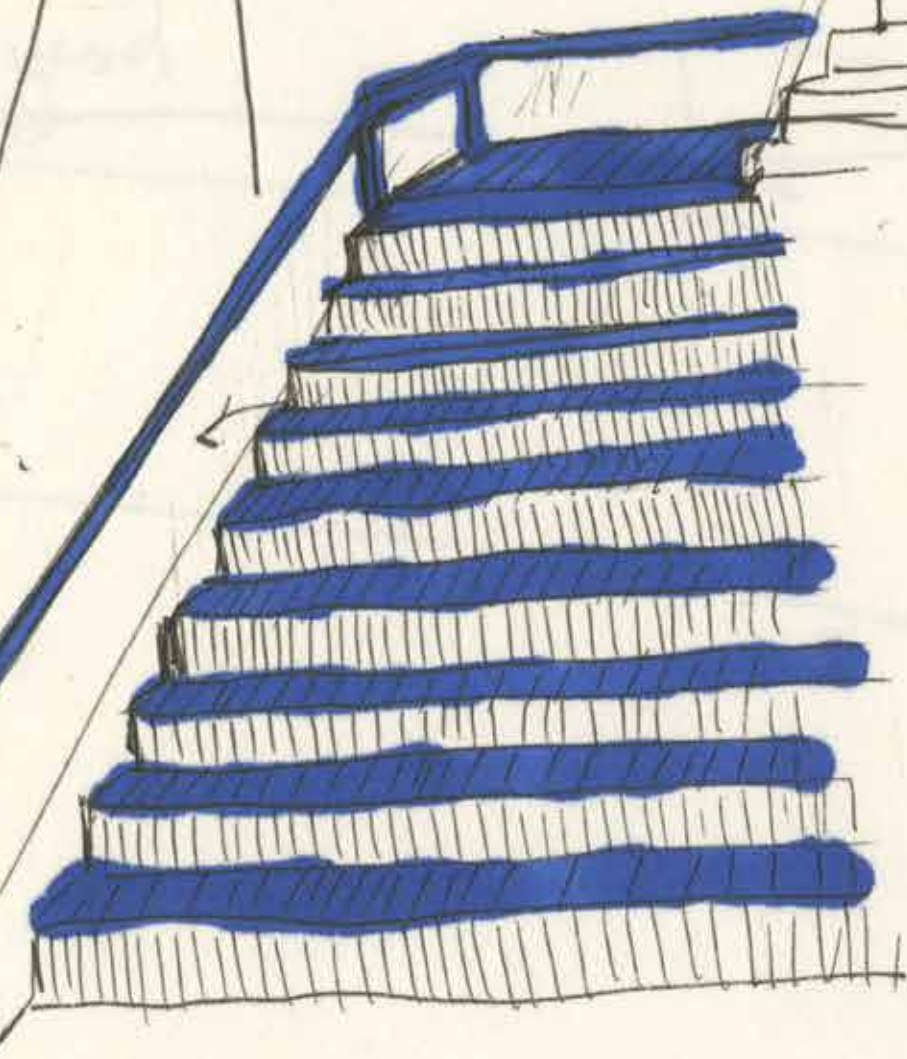
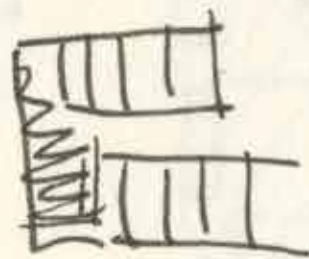
back garden

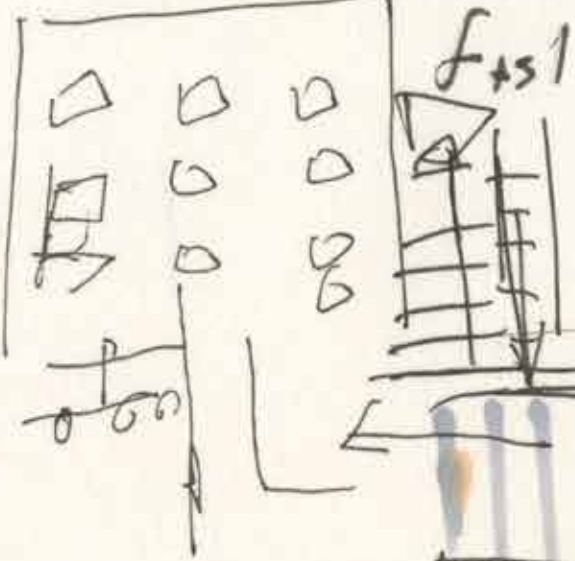


middle stair mostly empty

ground floor stay longer sk'

full of ground cool people. smoke.





BUFFET

classroom
cocapla
Head Secretary



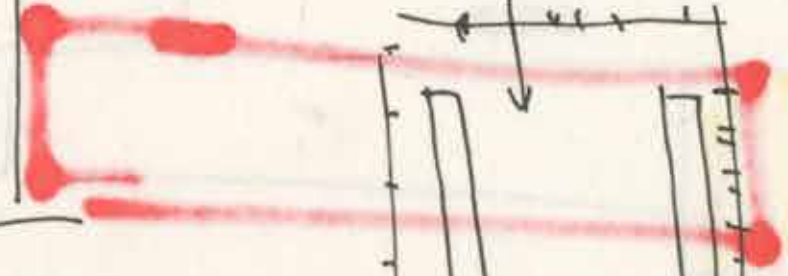
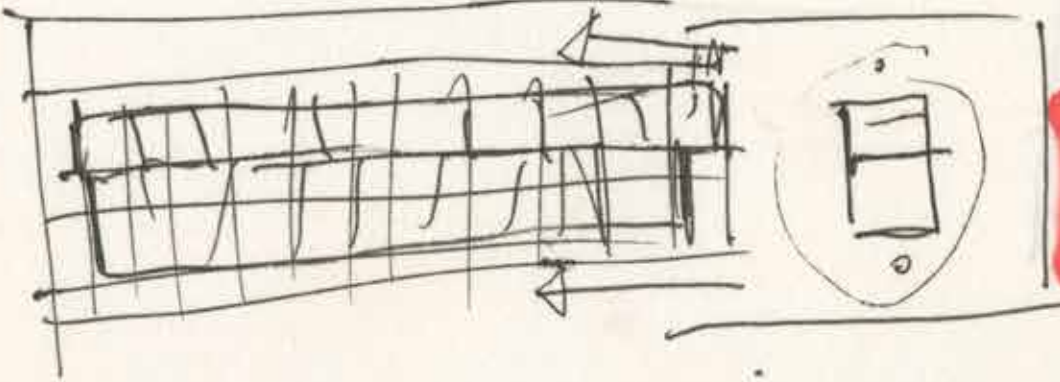
street.



DRESSING ROOM.

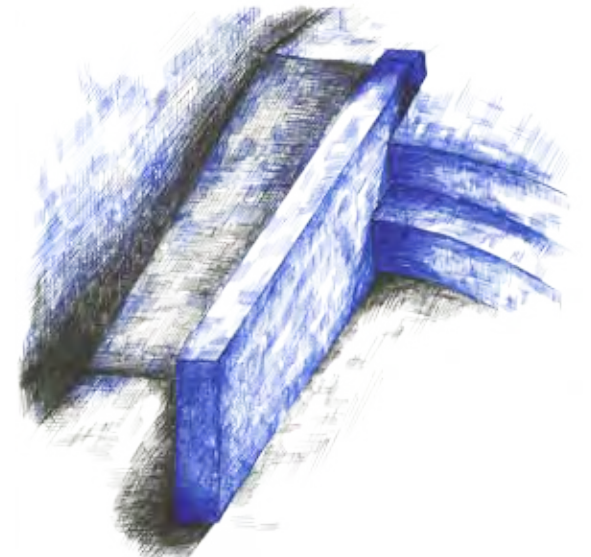
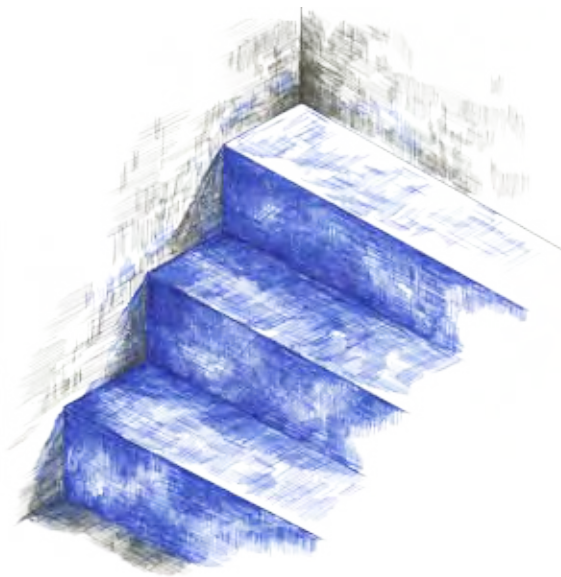
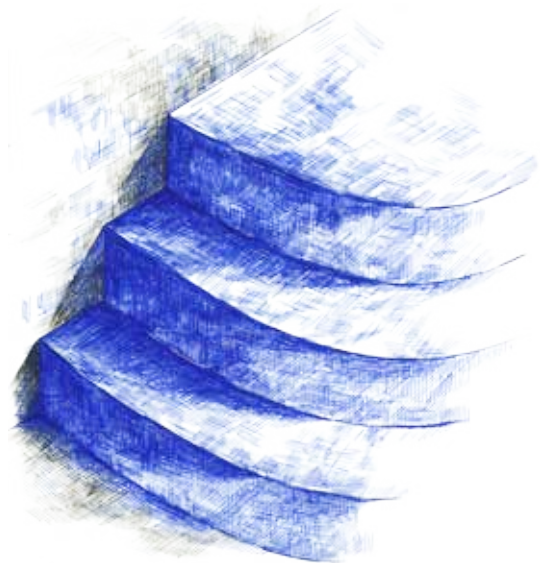
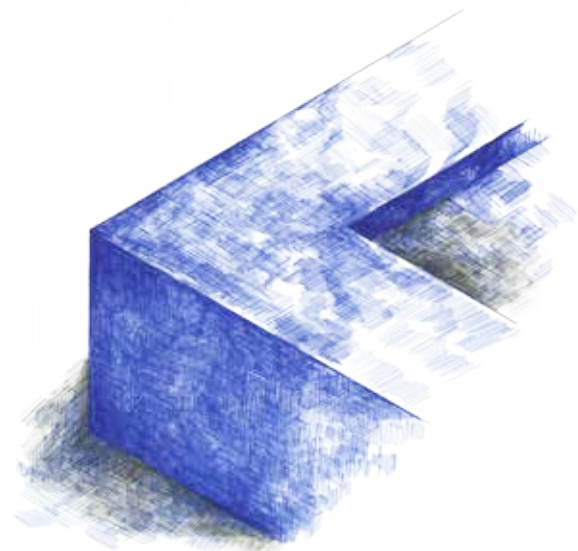
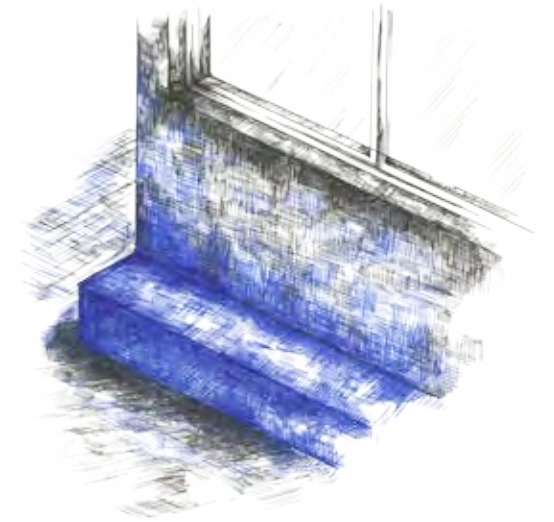
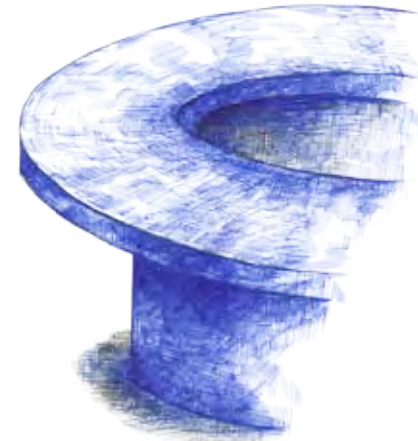
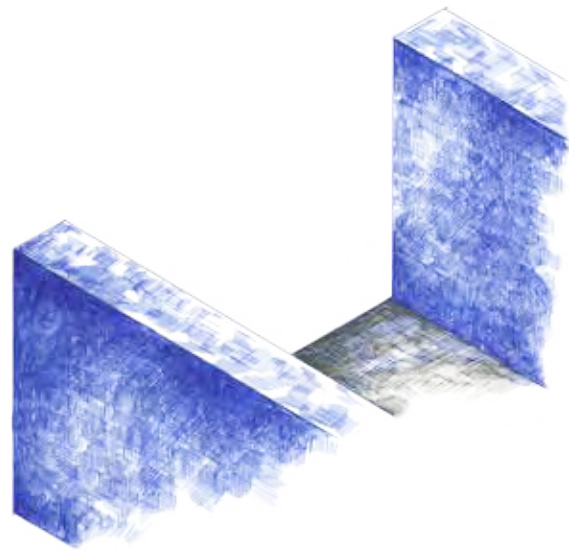
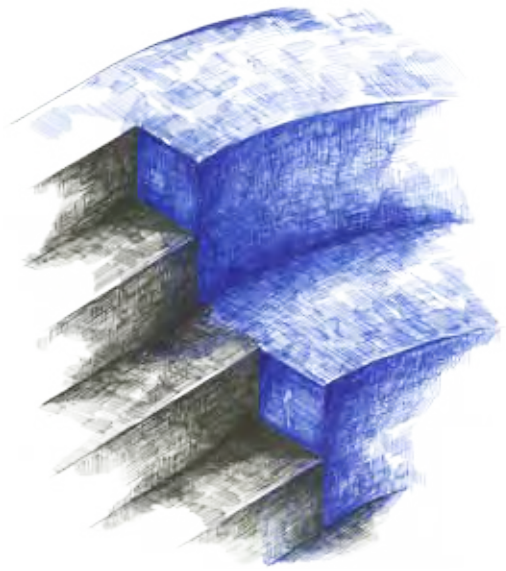


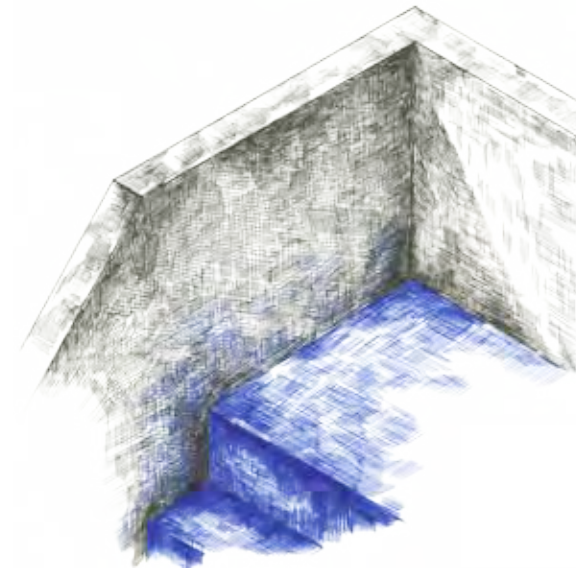
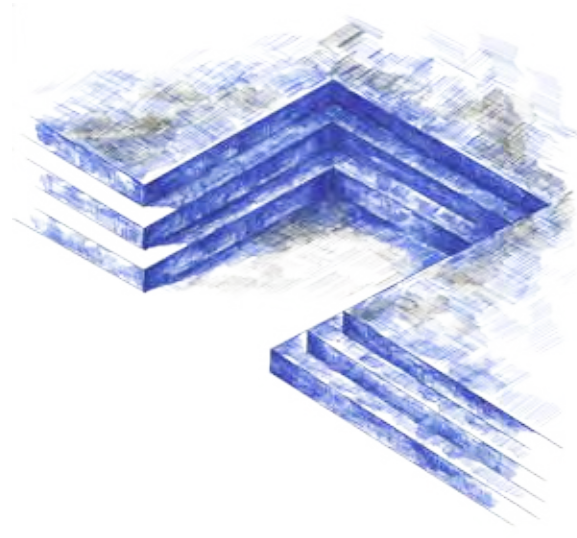
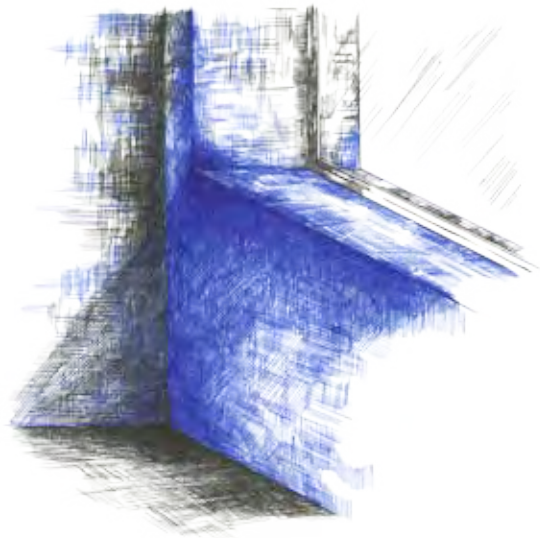
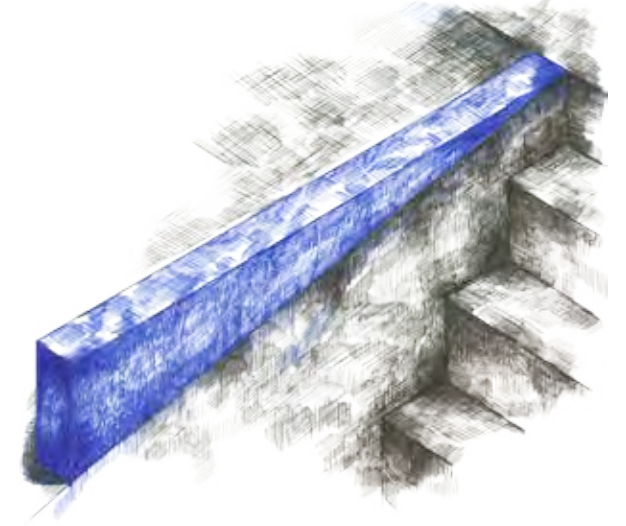
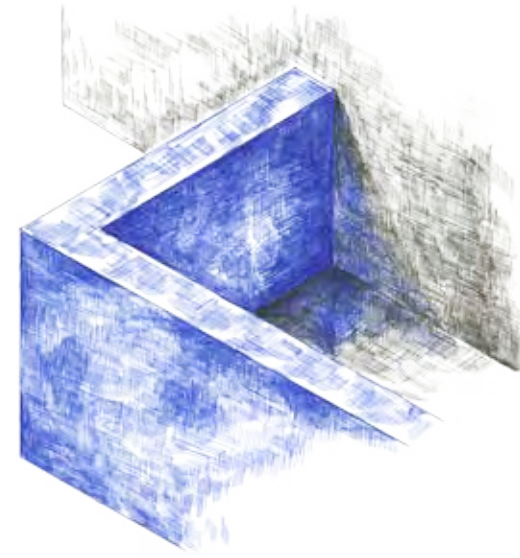
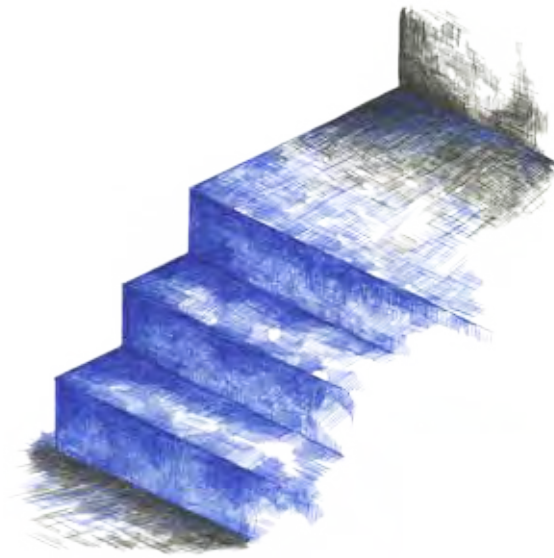
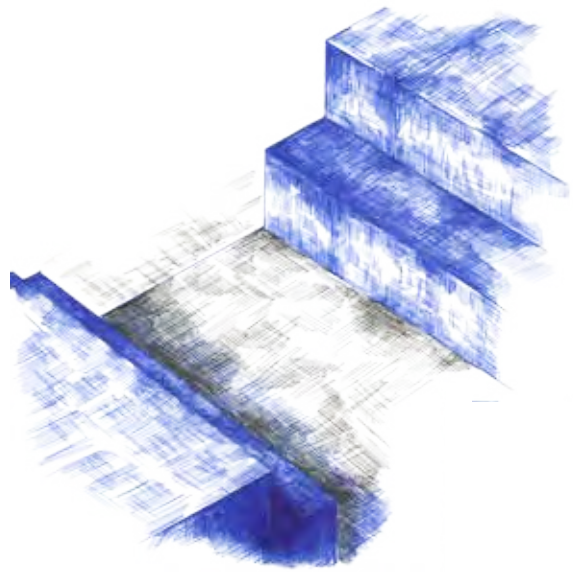
ENTRANCE



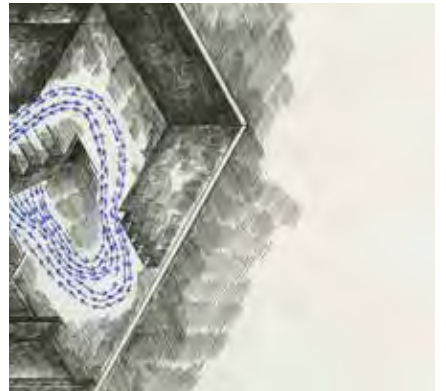
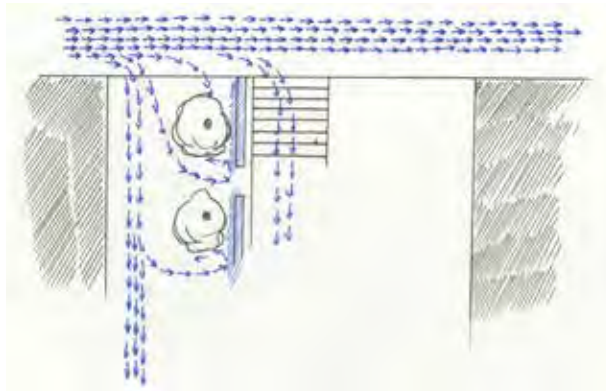
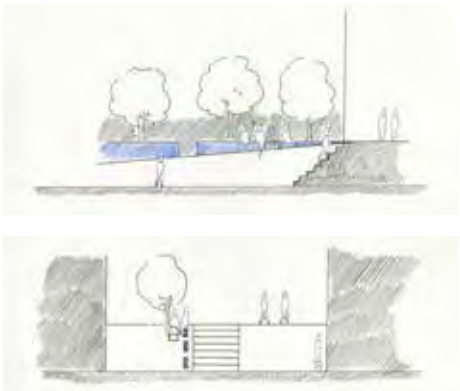
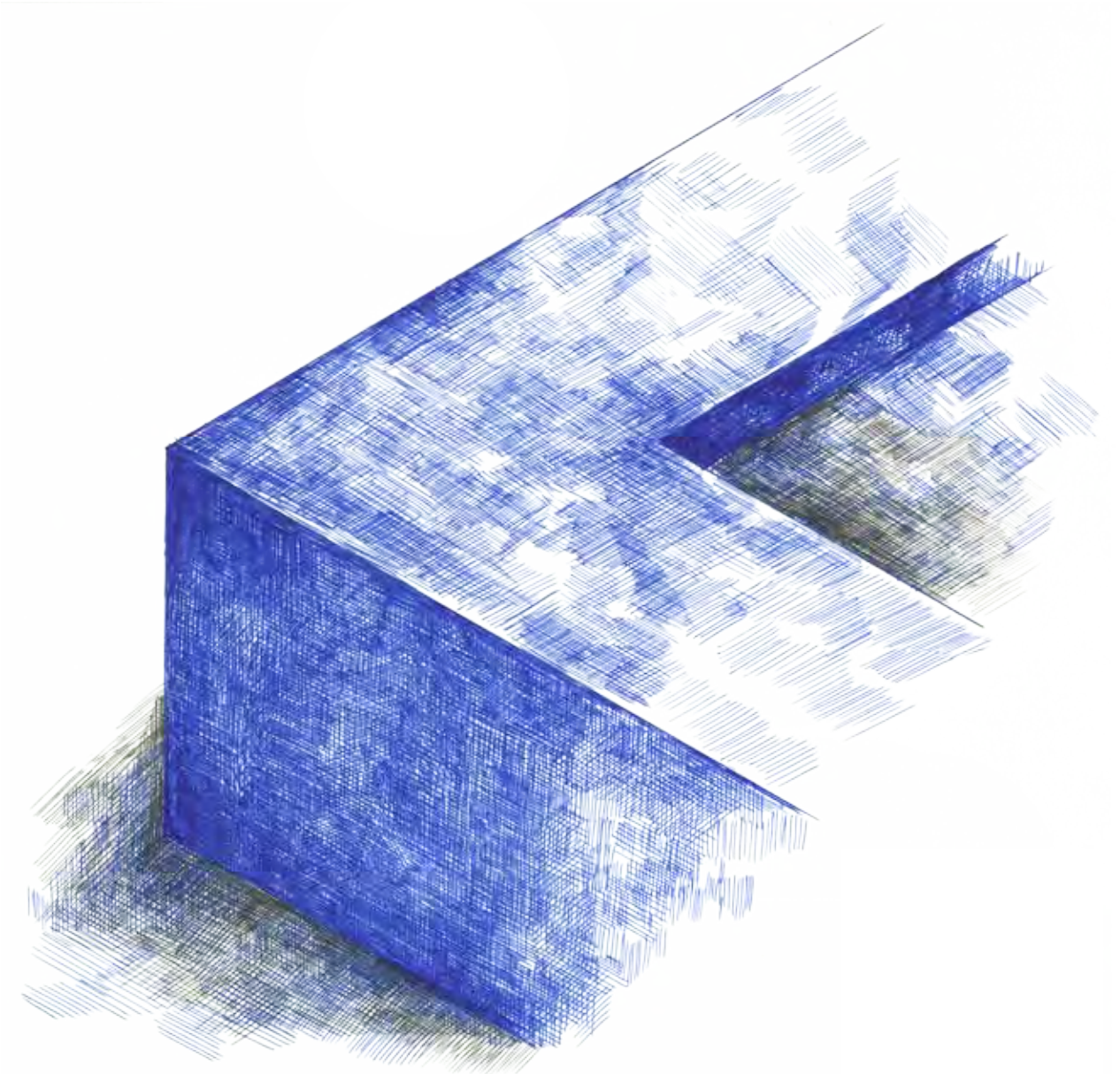
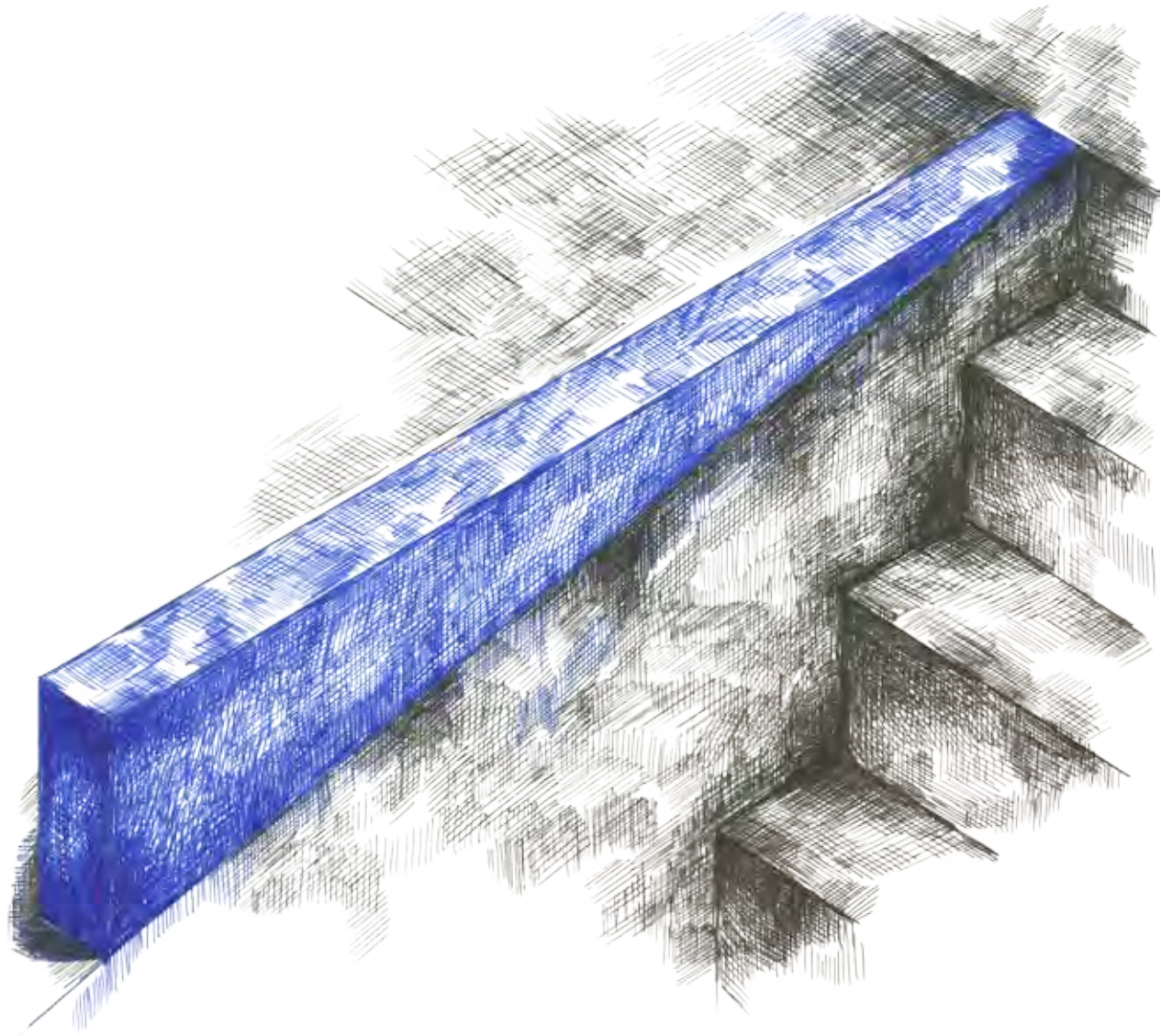
MORPHOLOGICAL STUDIES

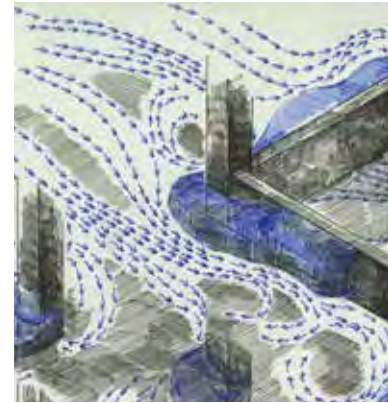
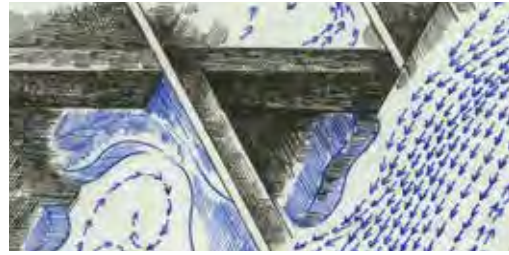
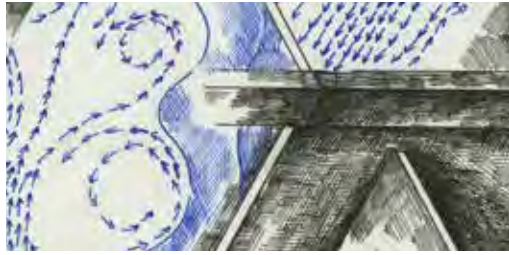
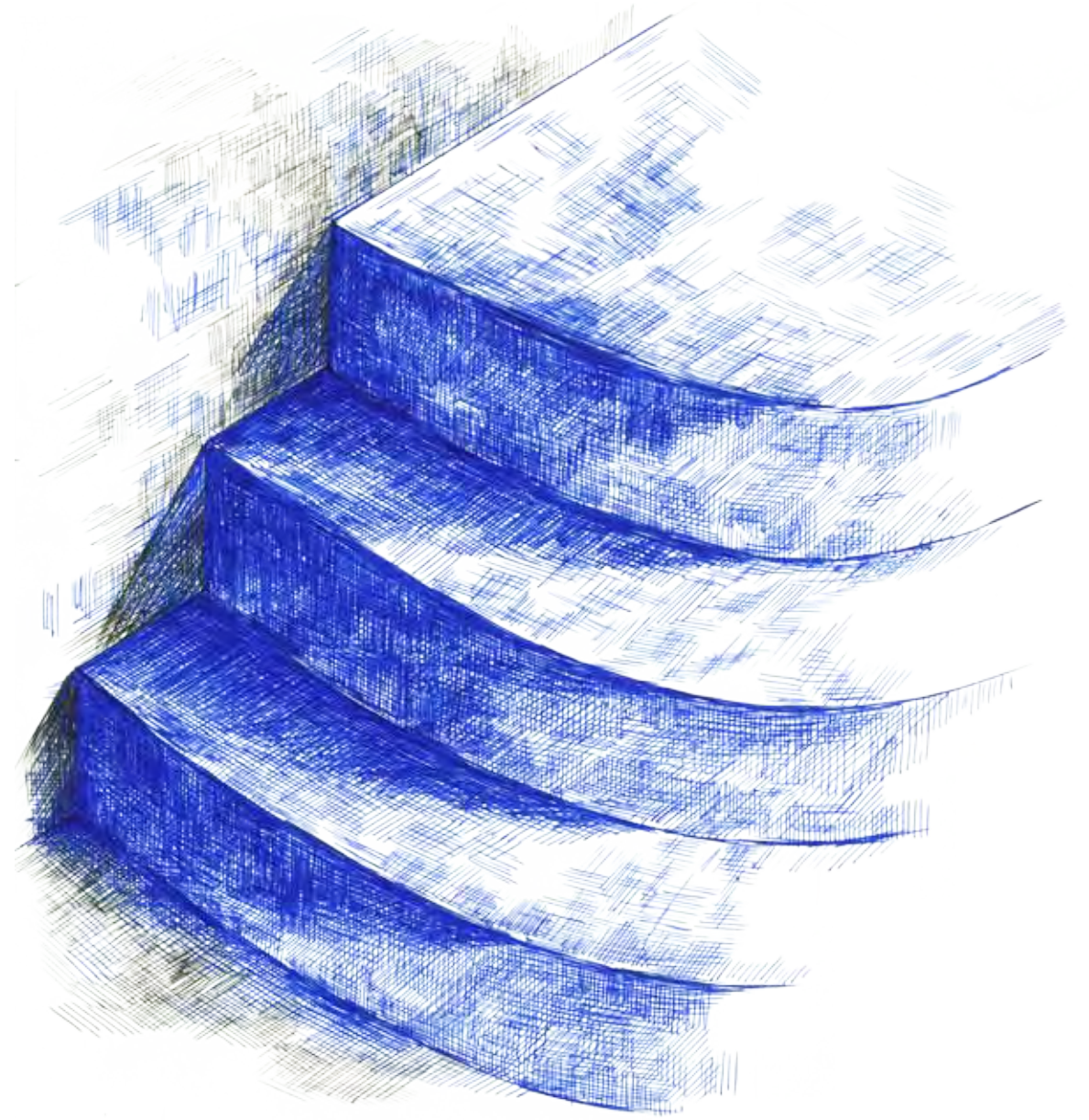
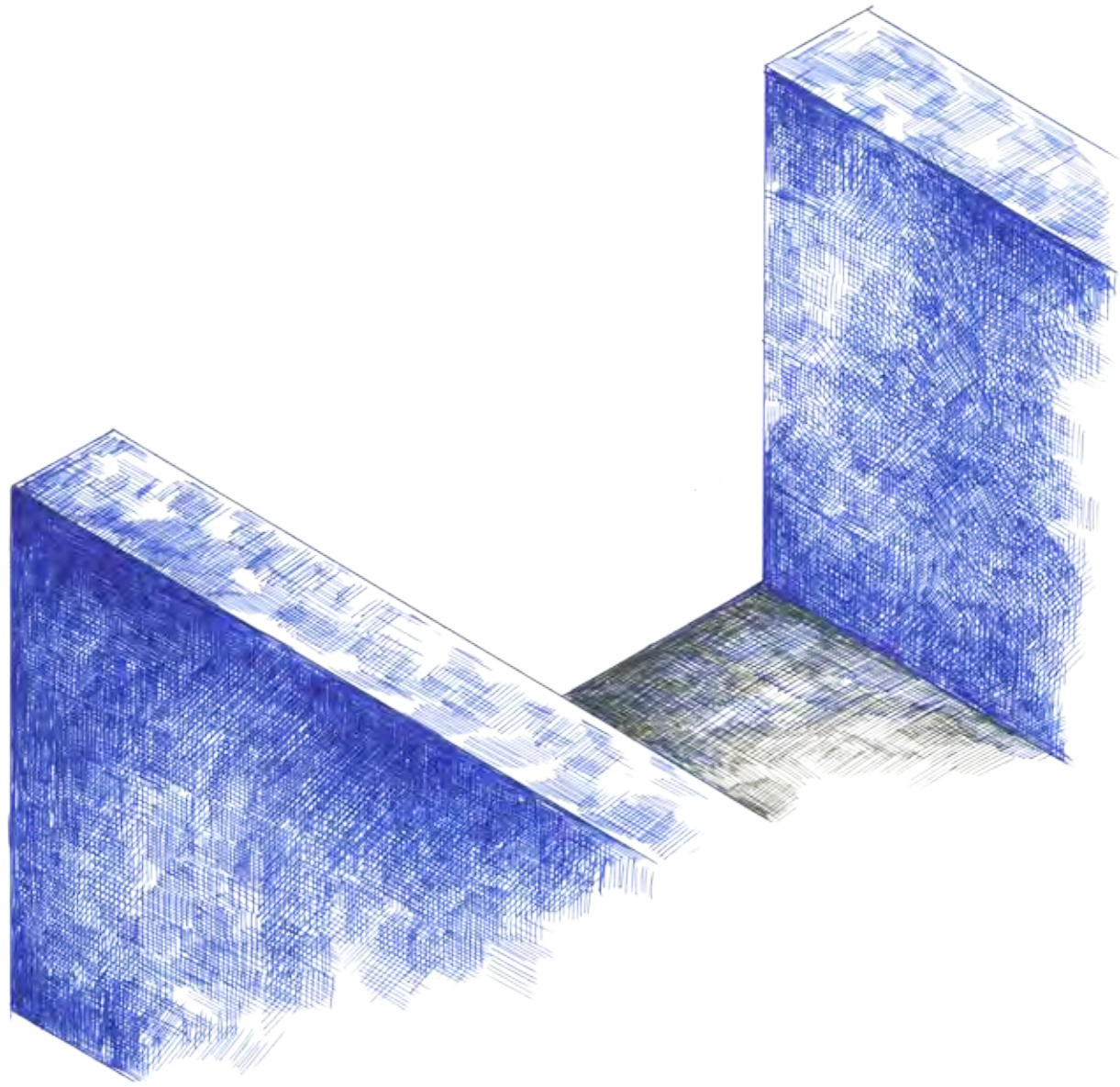
THE FAMILIAR FORMS

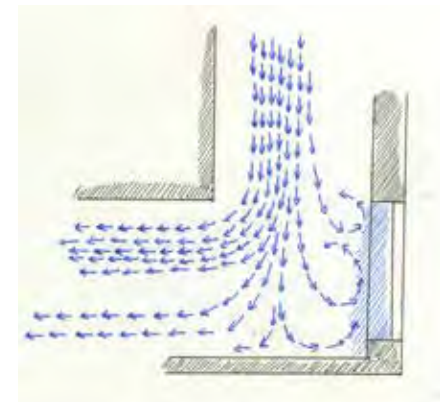
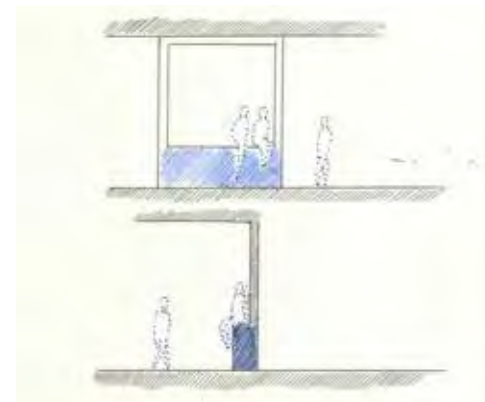
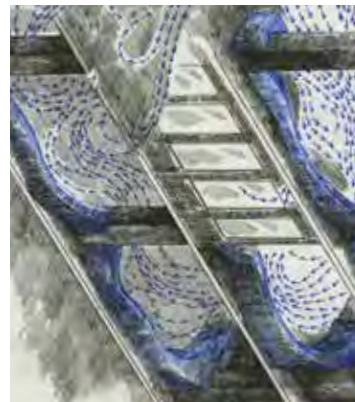
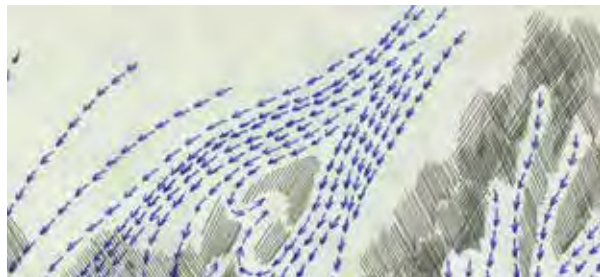
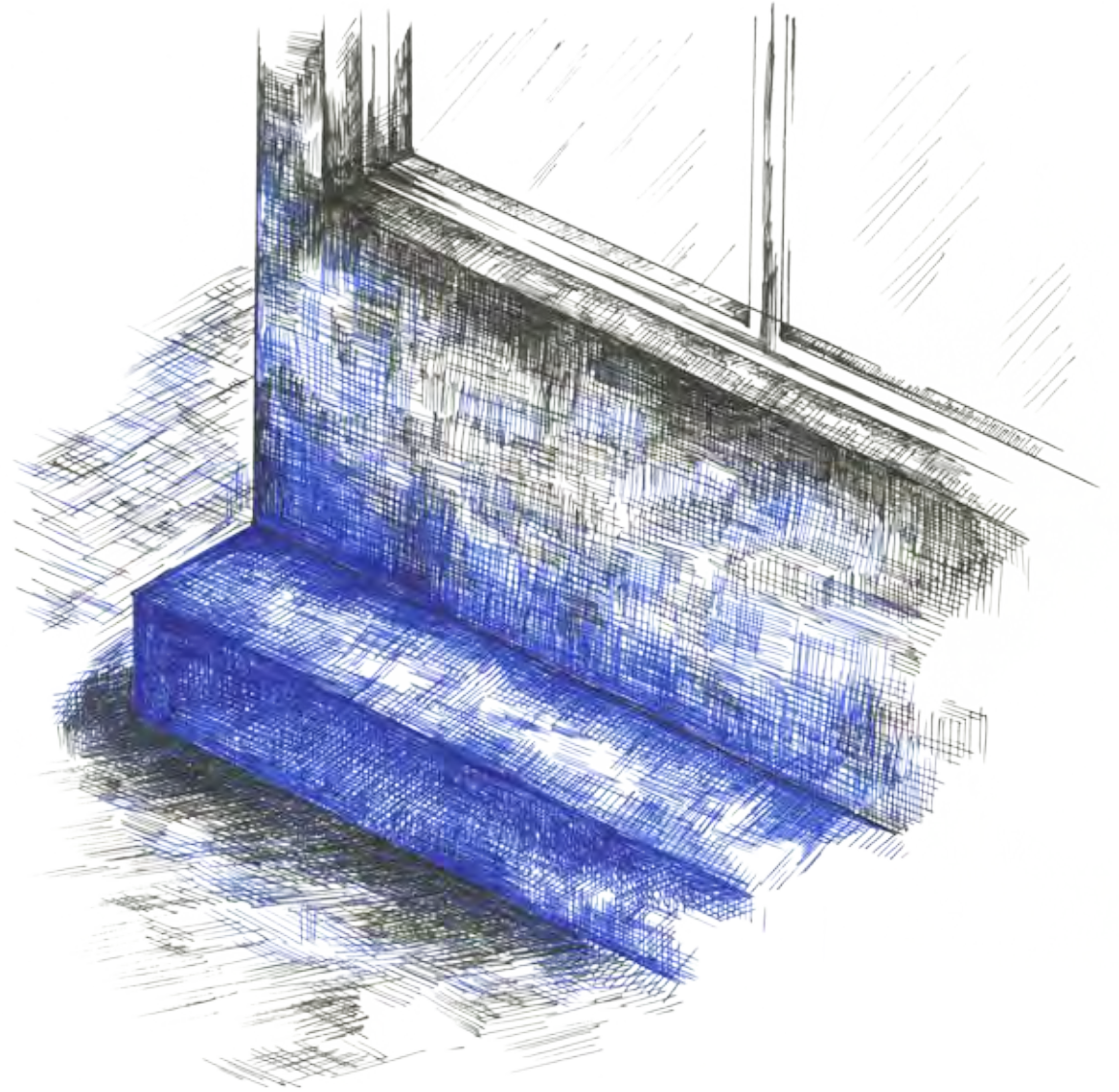
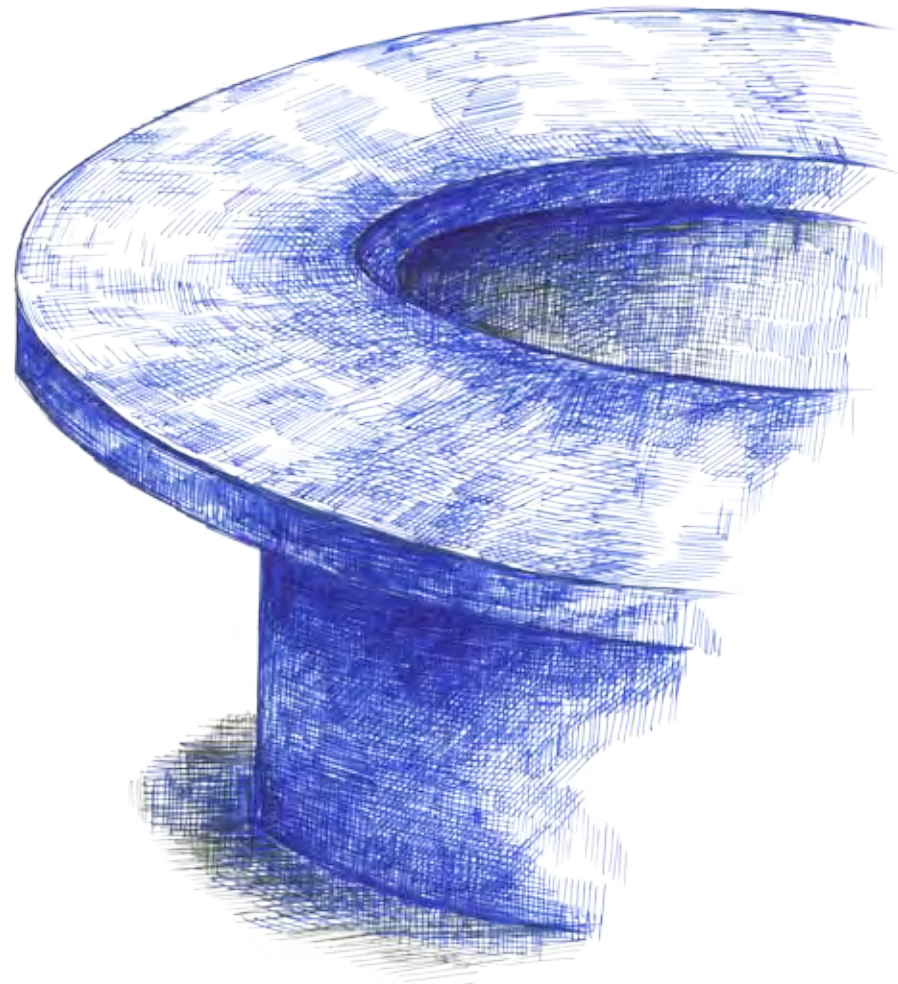


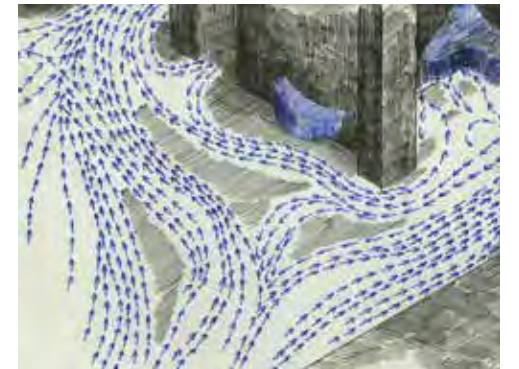
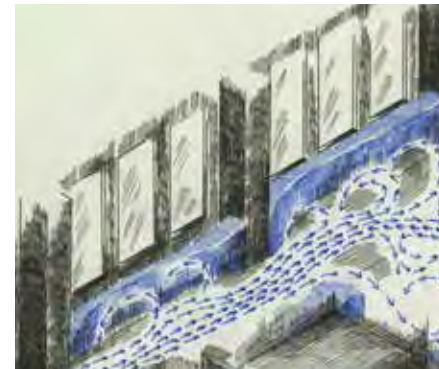
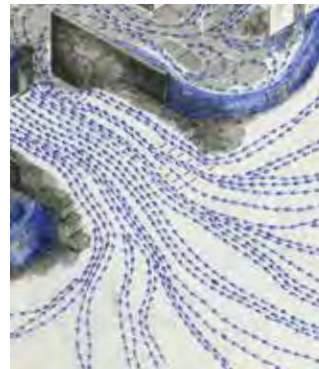
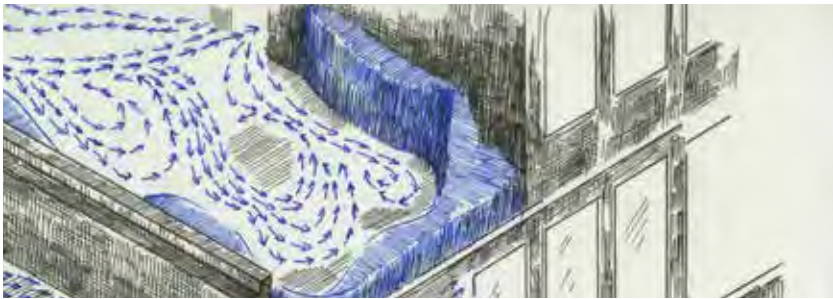
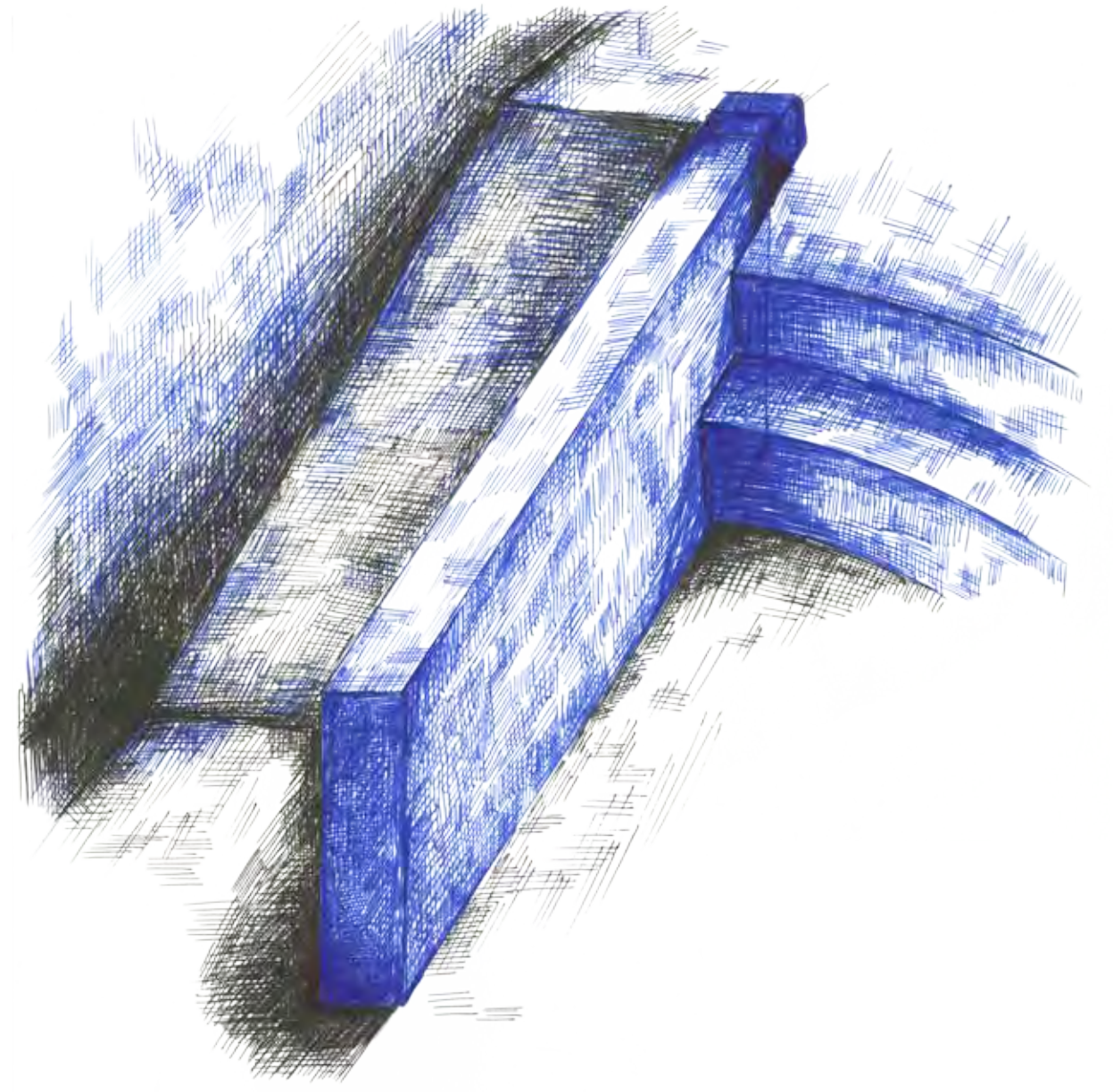
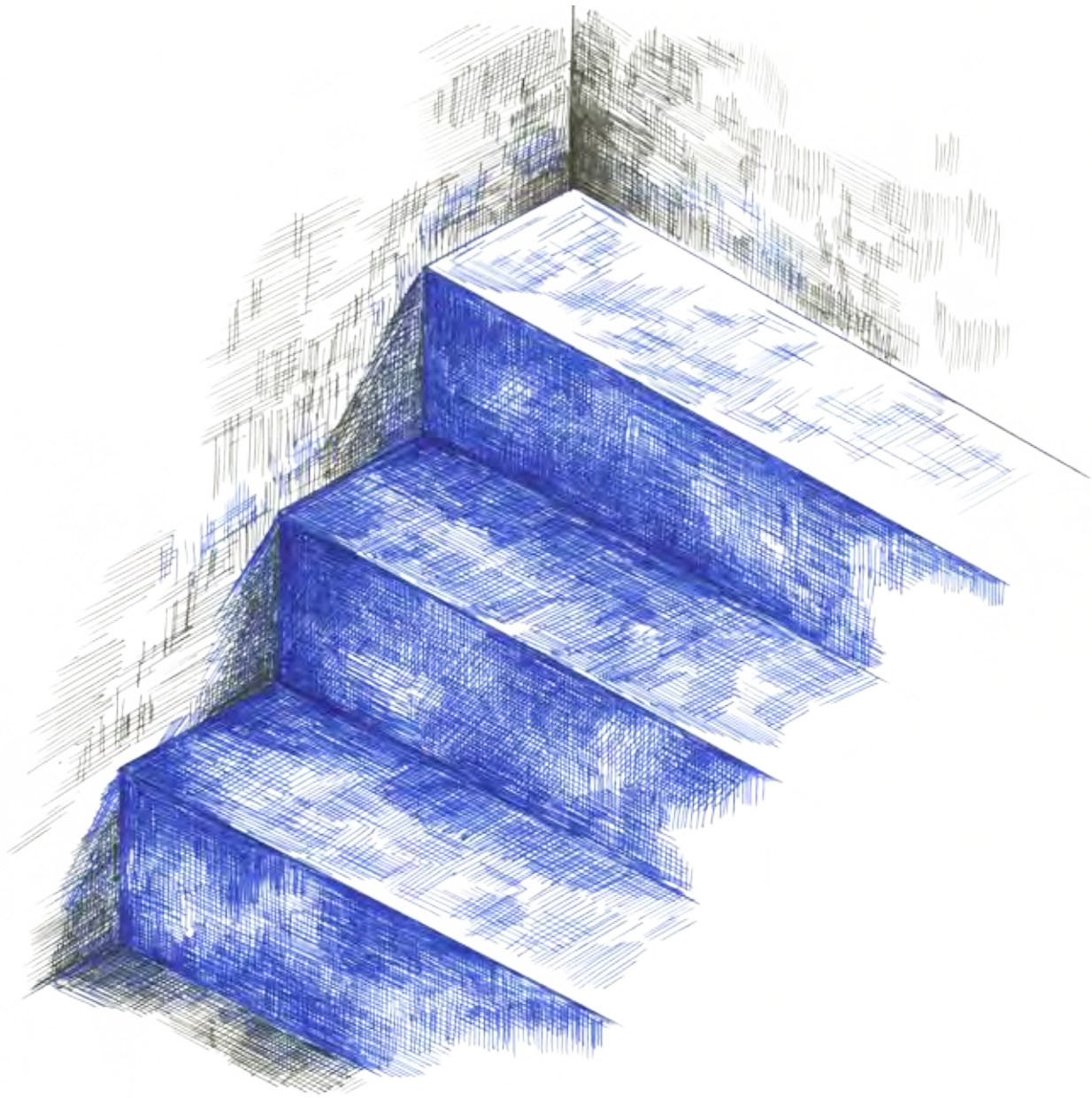


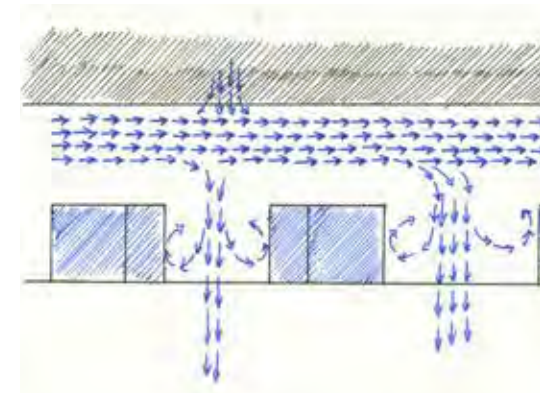
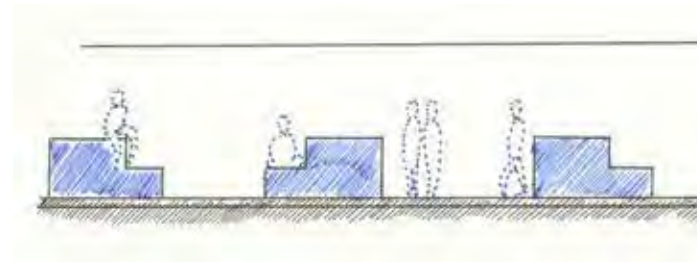
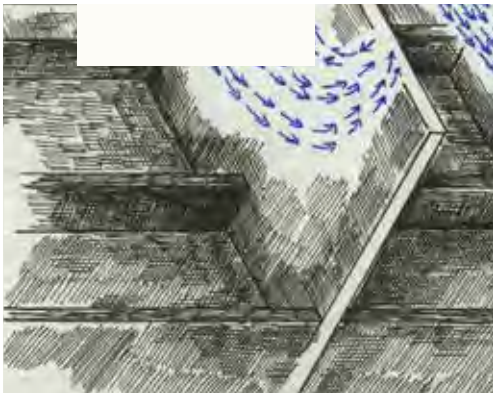
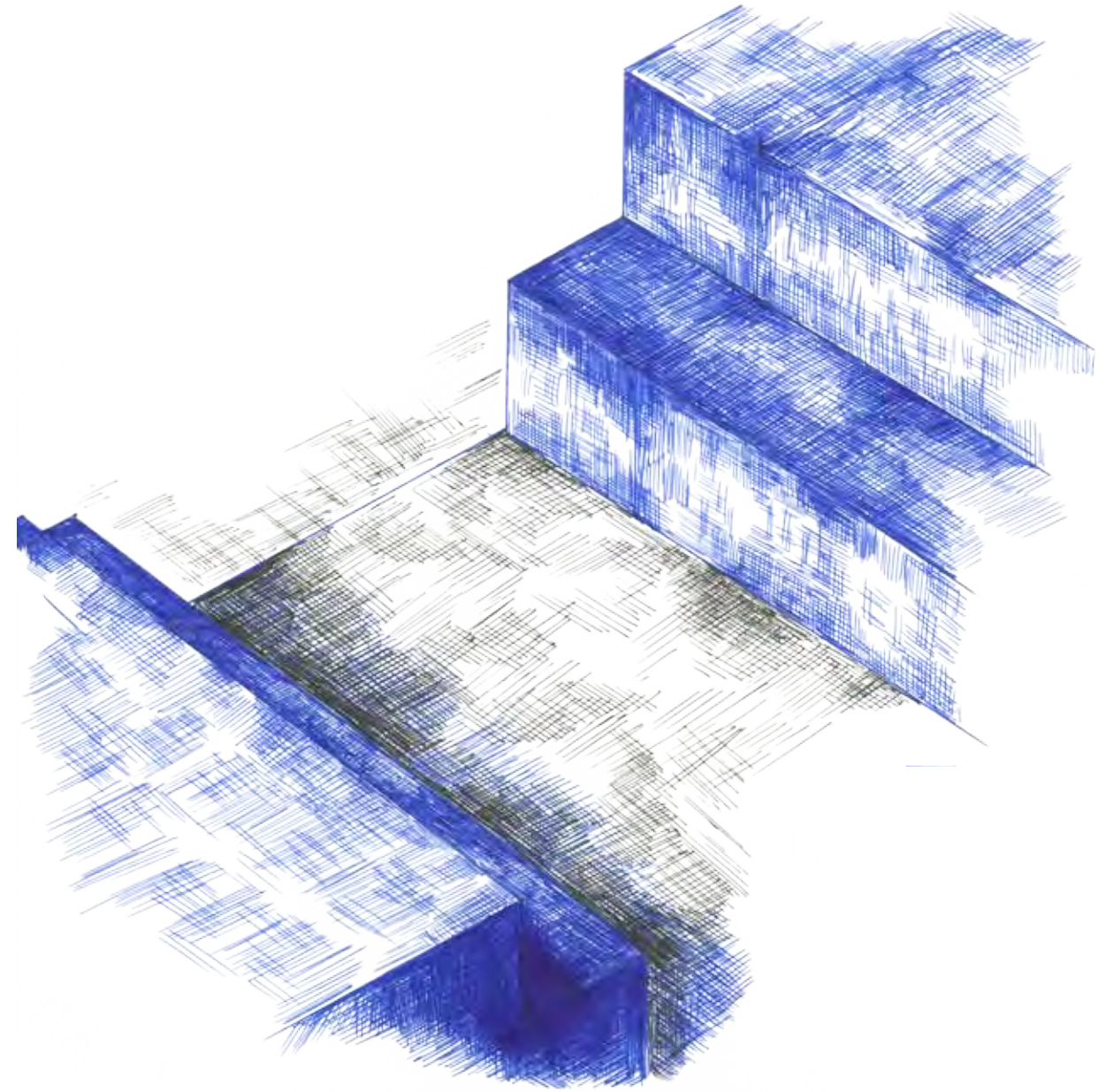
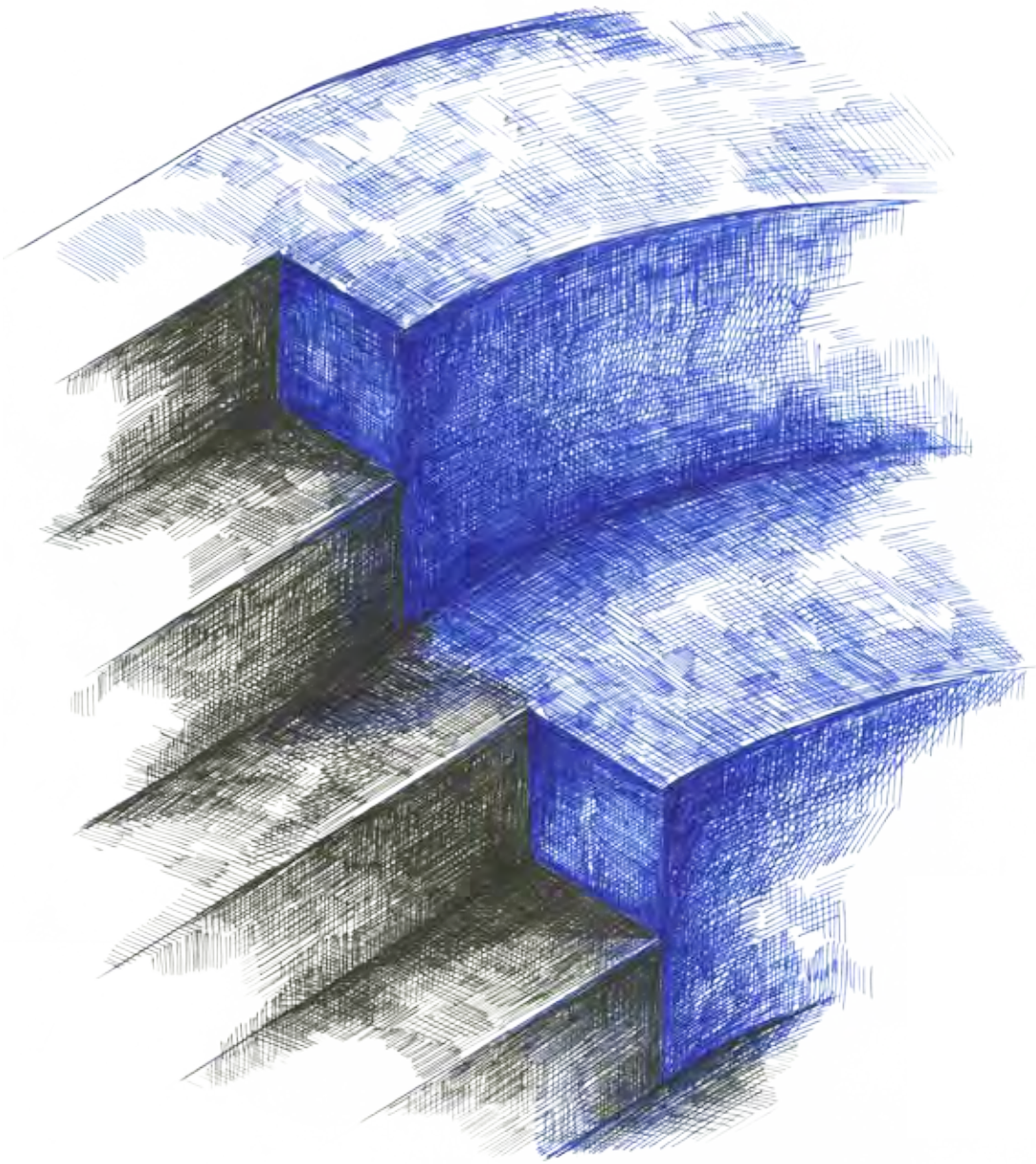
The 15 illustrations summarise the corners and eddy spaces in different forms. The familiar forms seduce the related body movements. As references, they are the base and stimulus for the development of morphology of the eddy spaces.

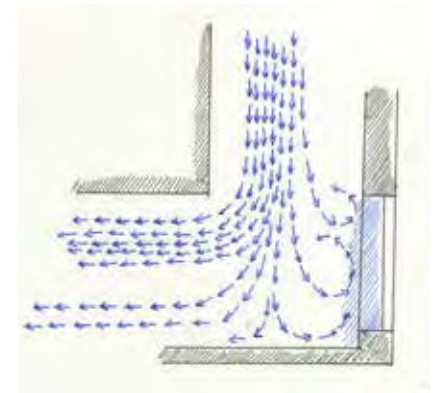
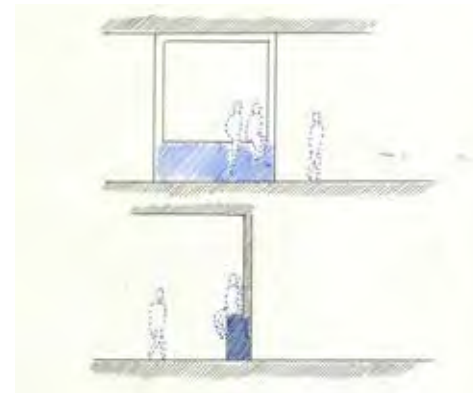
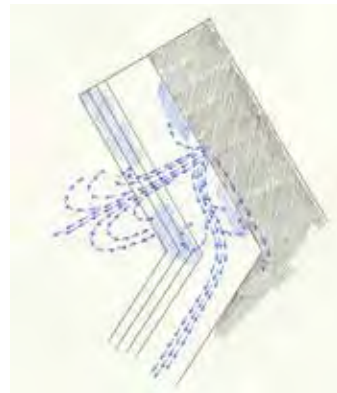
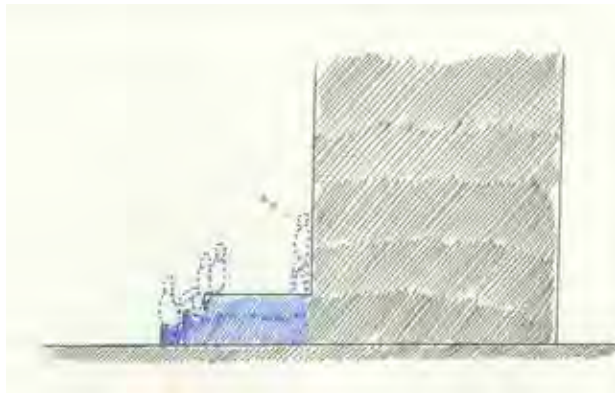
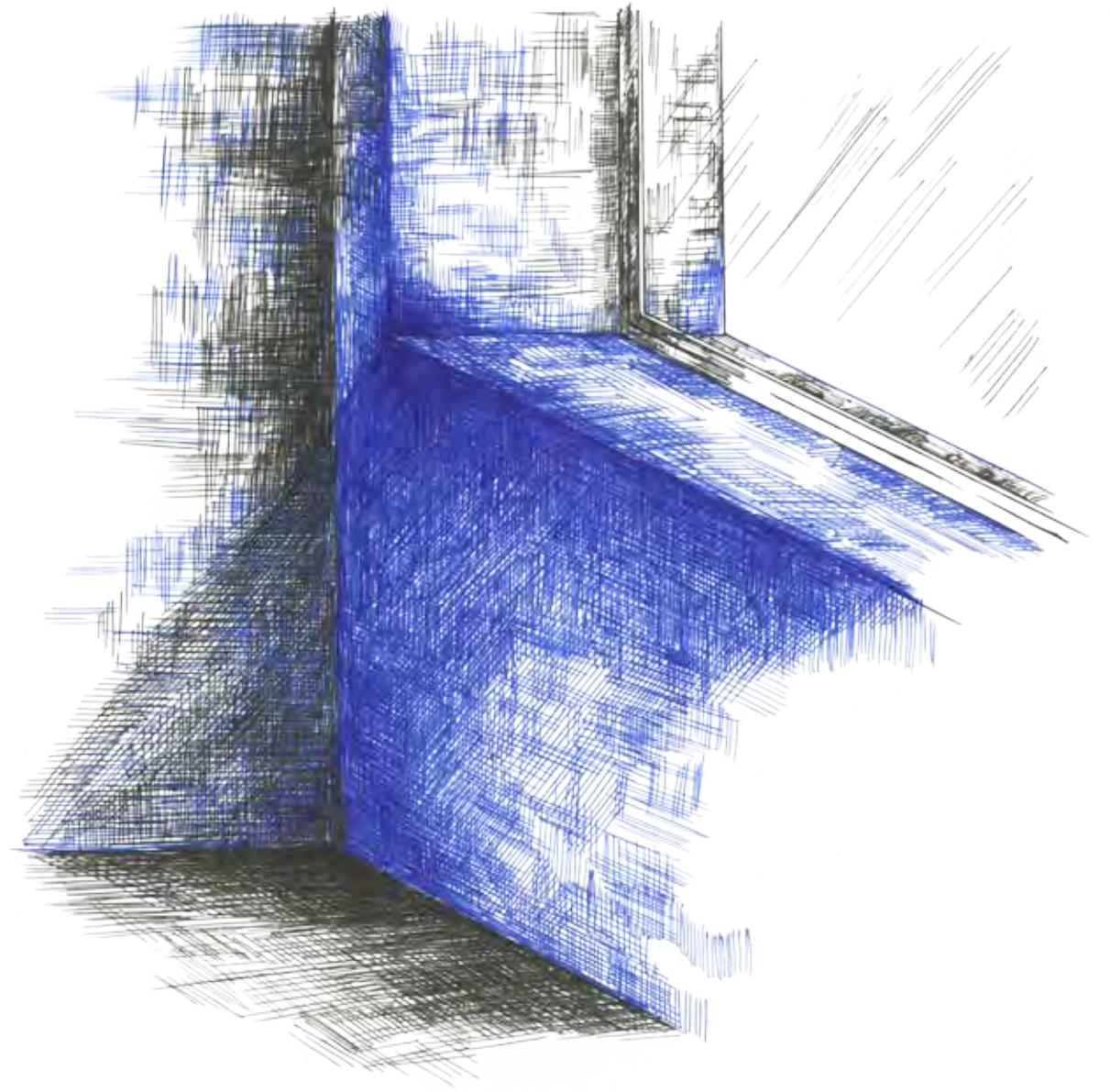
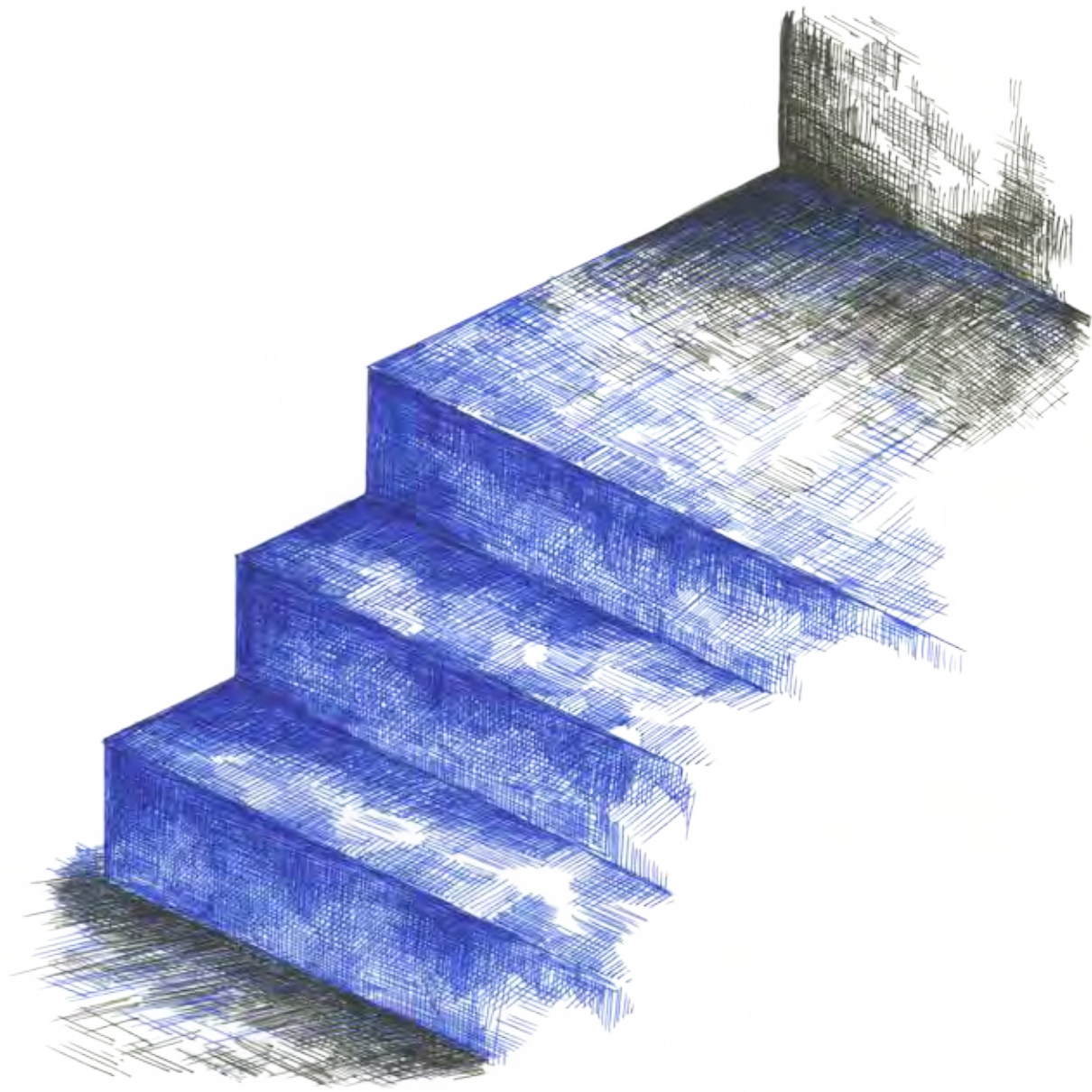


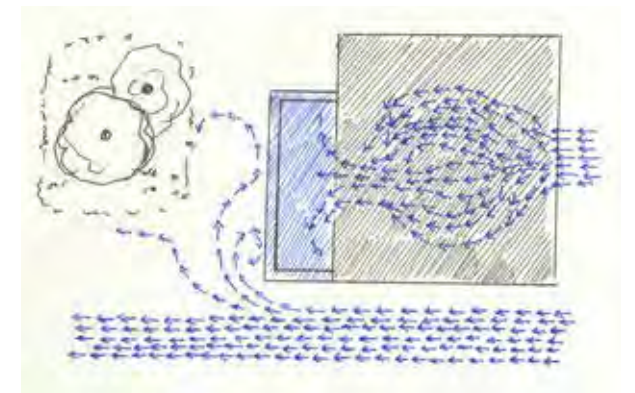
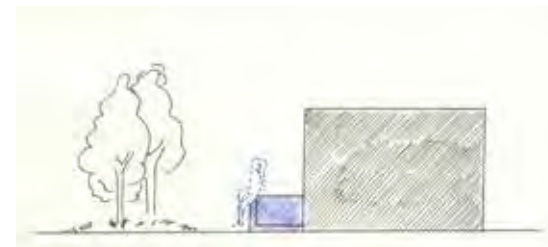
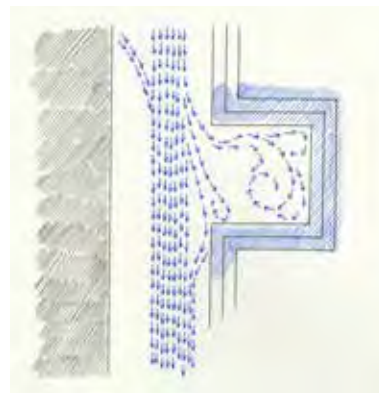
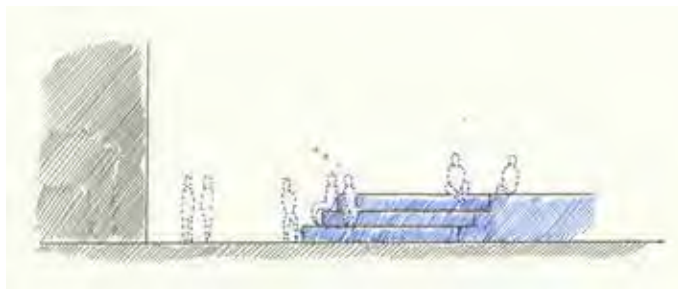
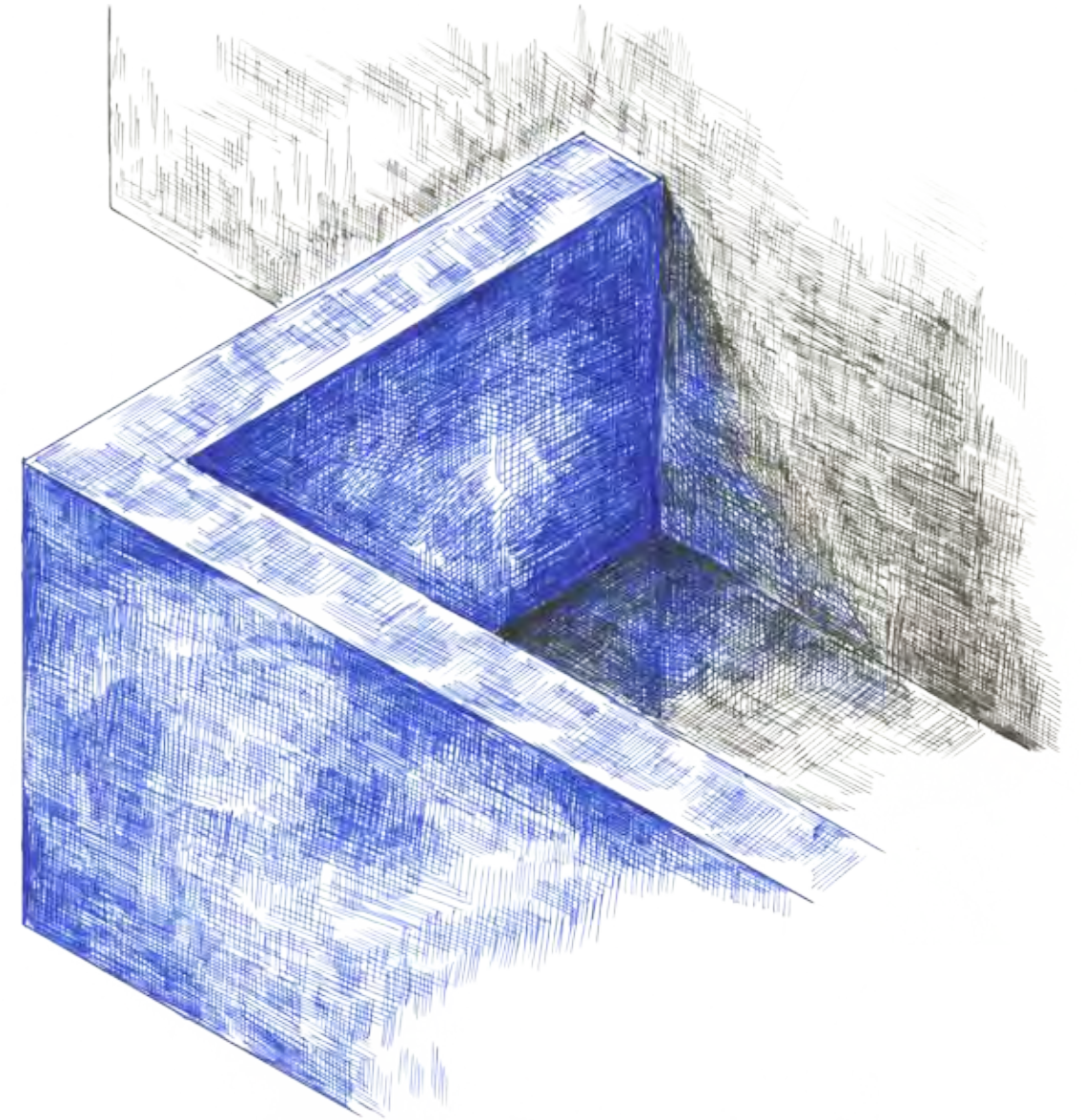
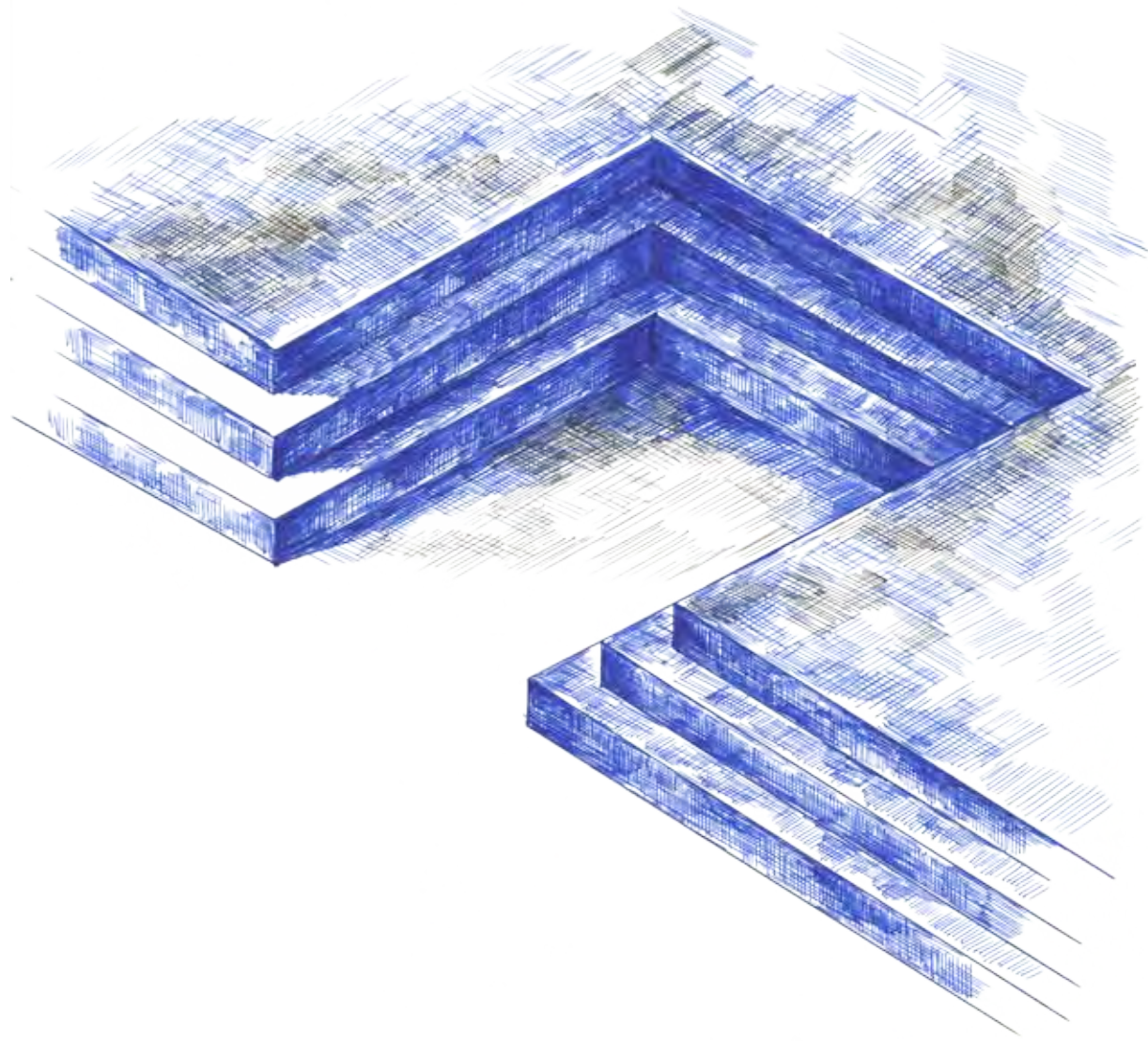


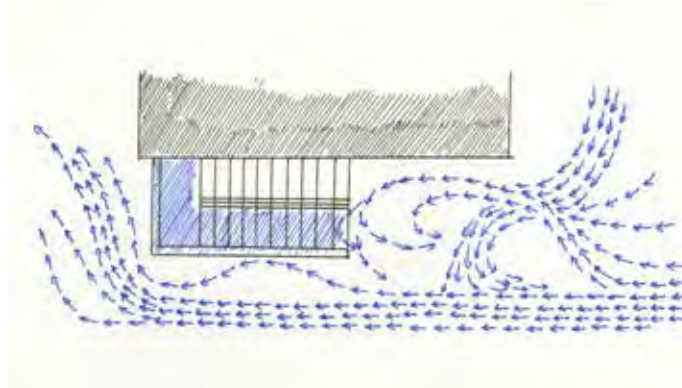
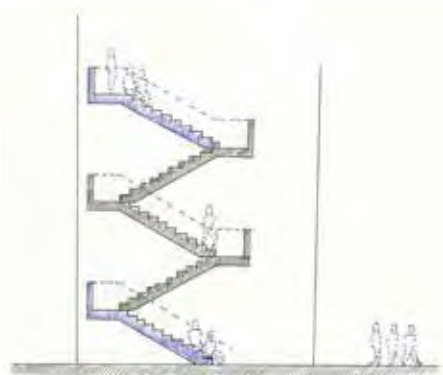
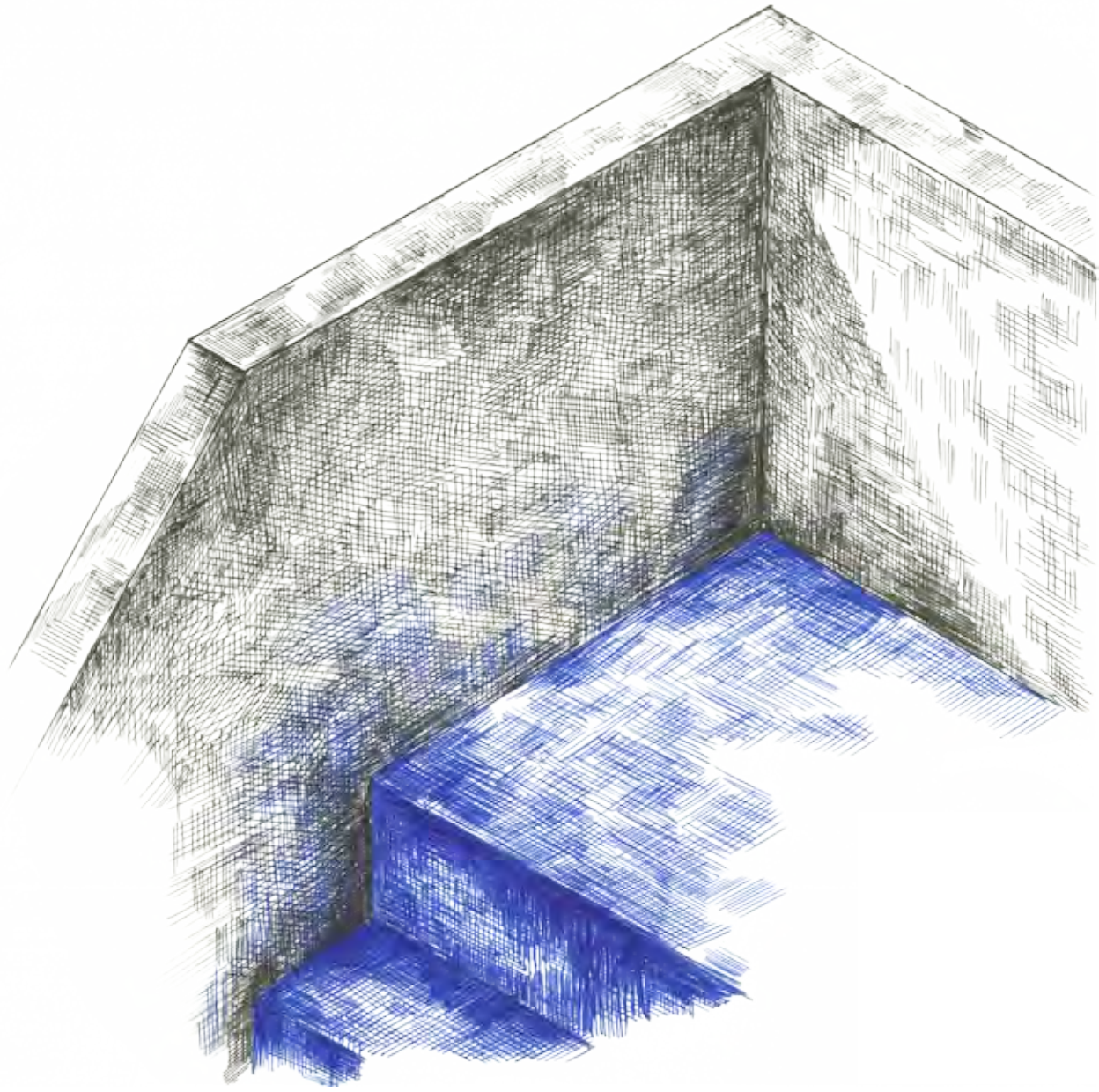






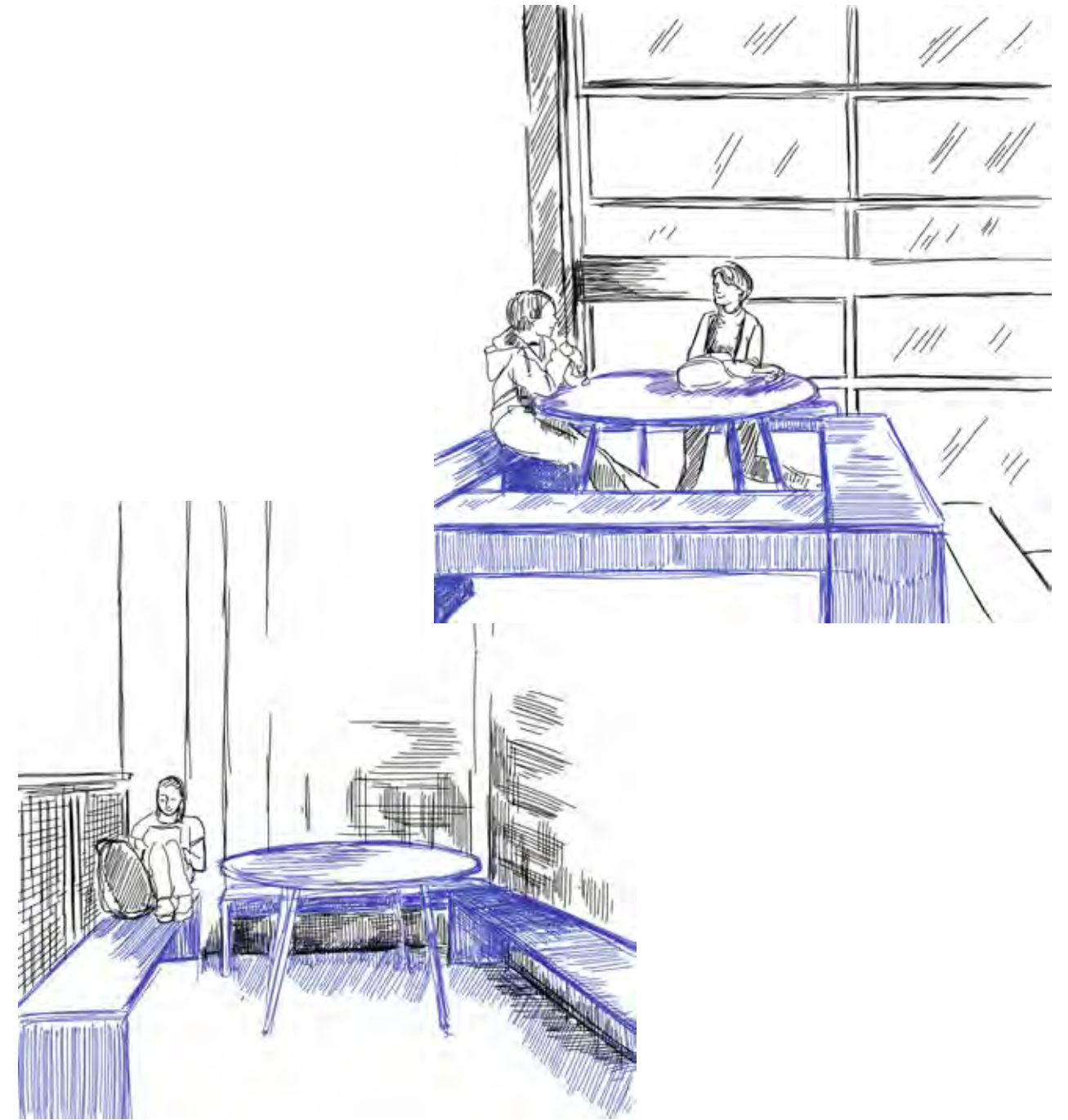
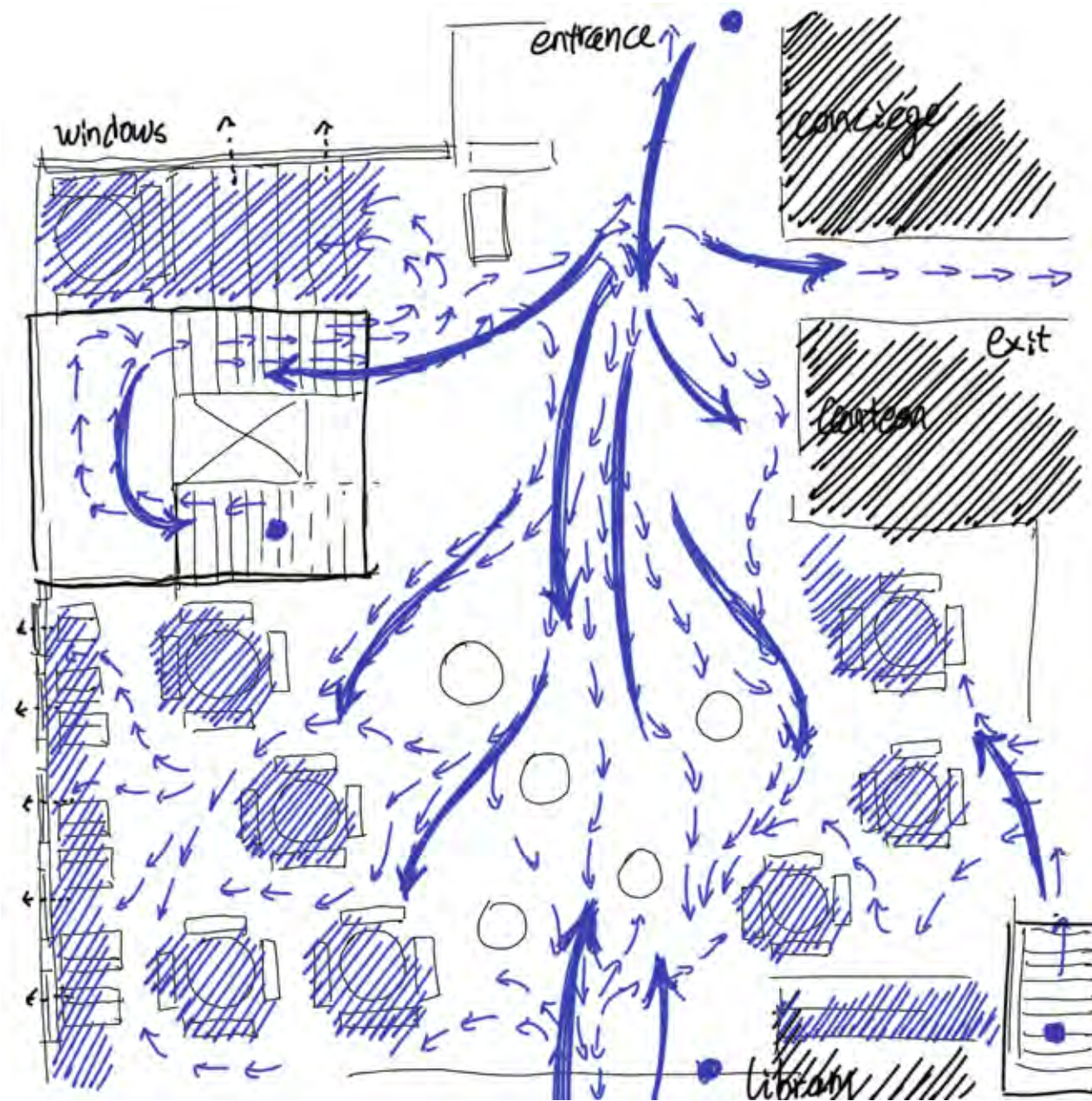






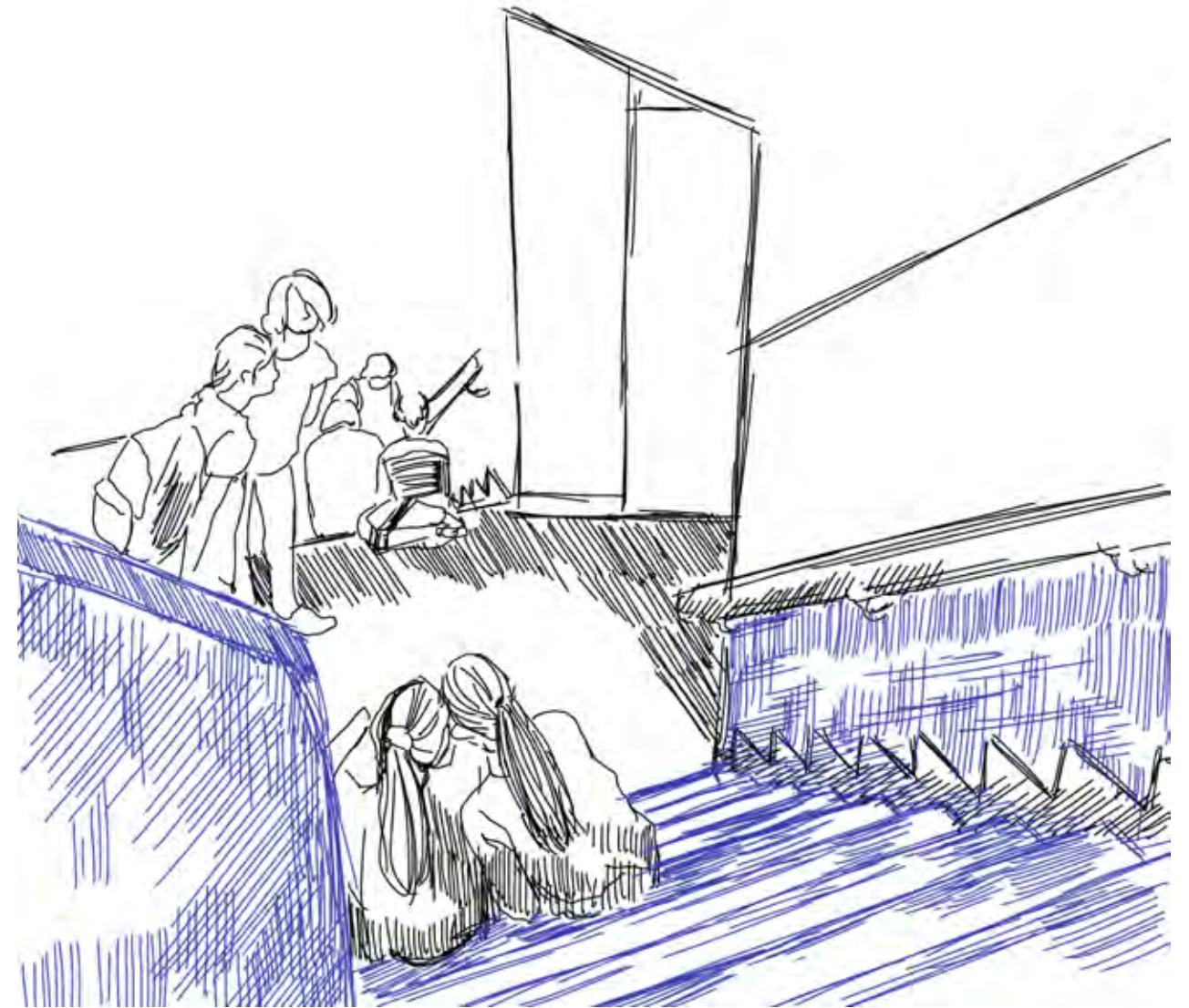
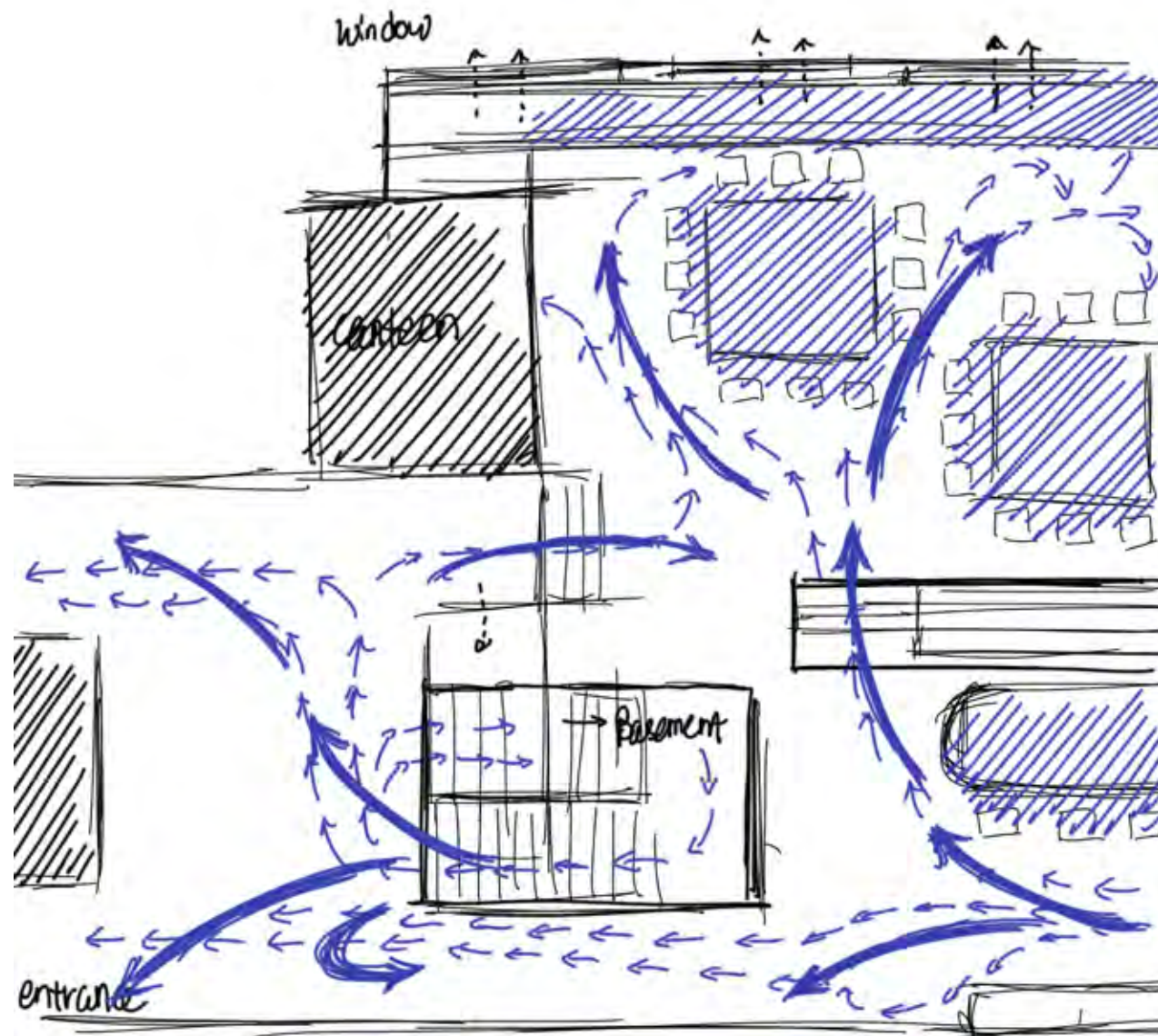
FIELD RESEARCH

CASE STUDY 1
T College Leeuwenhorst



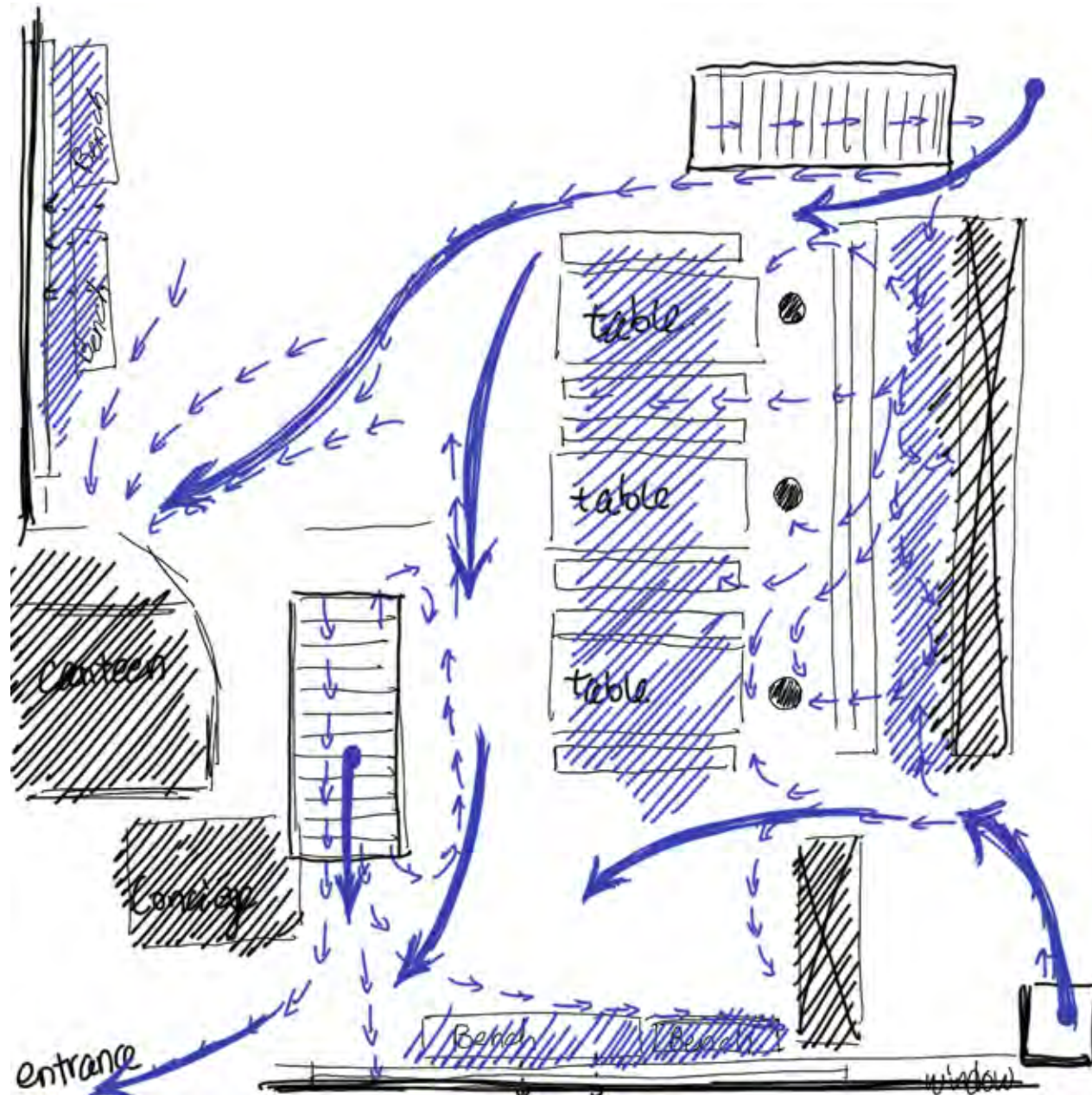
Round and rectangular shapes frequently appear in composition in this college. The main flow starts from the general entrance/exit and diverges in three directions. Flows and eddy corners have clear spatial and dynamic relationships.

CASE STUDY 2
B College Leiden



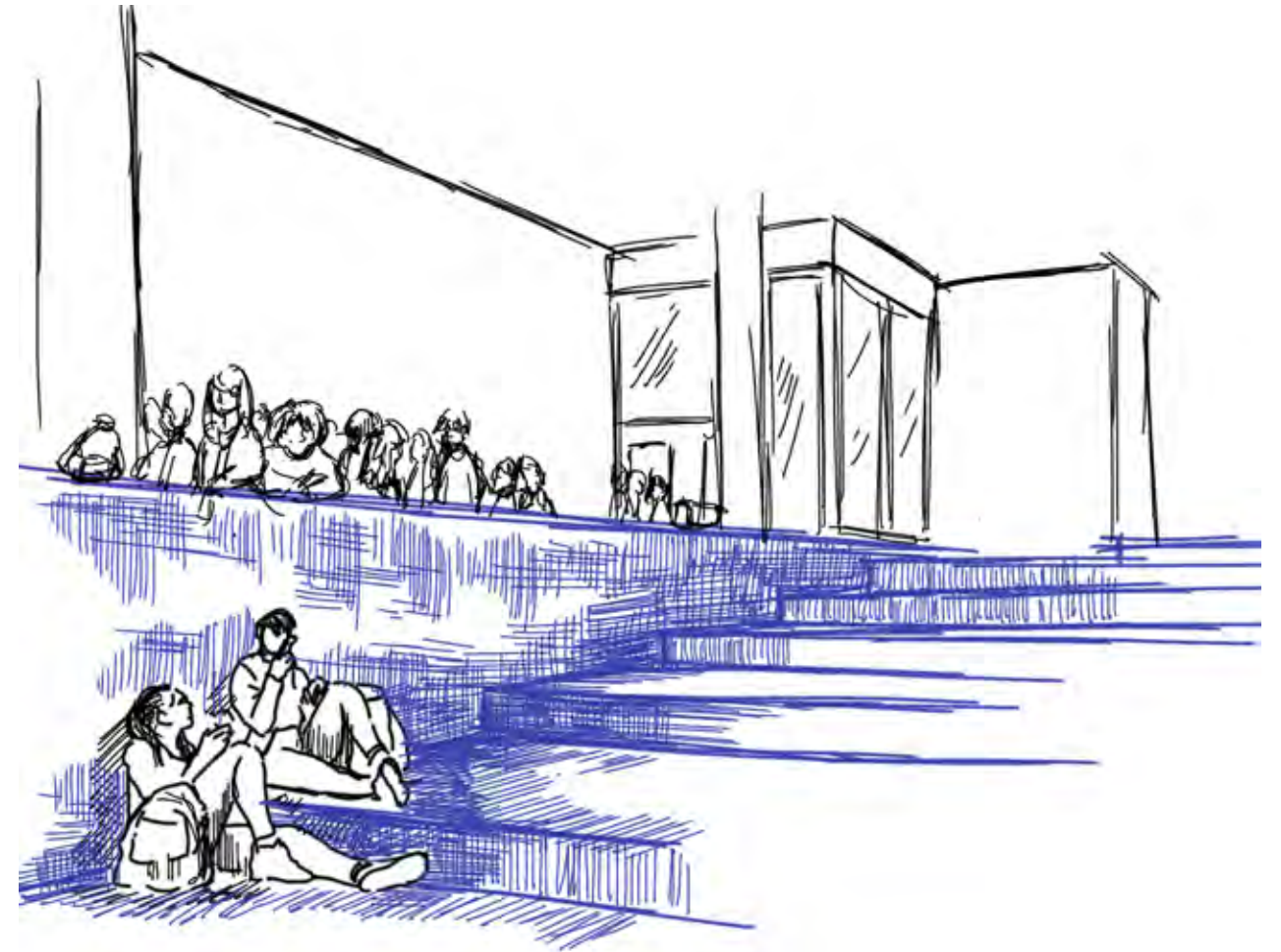
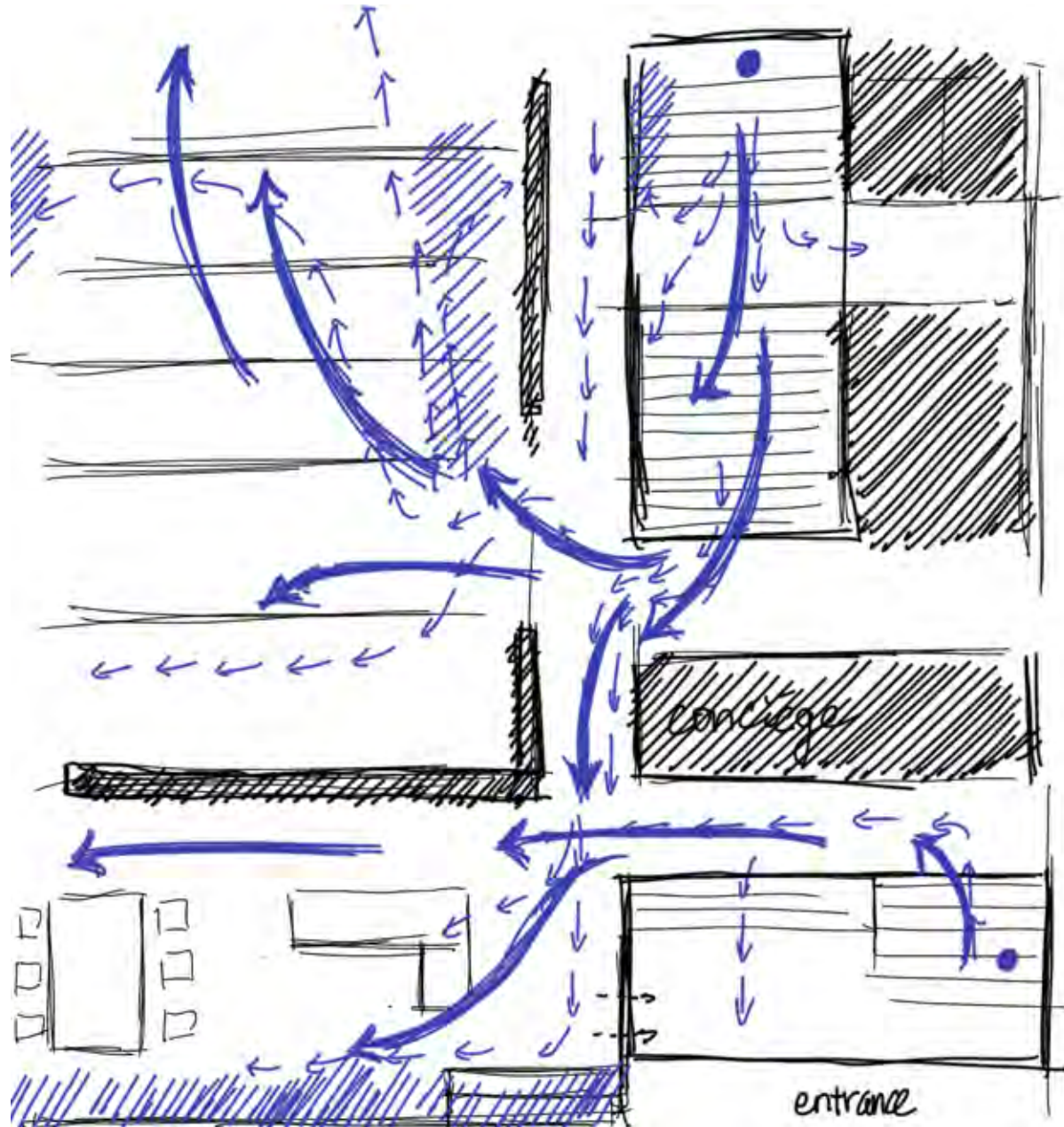
As a previous monastery, the spaces in the building have been improvised largely to students with different individual schedules. However, the school building still face the problem of insufficient spaces for students during breaks. Spaces like a temporary ramp along the steps and windowsills are also in use during the busiest break time.

CASE STUDY 3
R Lyceum Wassenaar



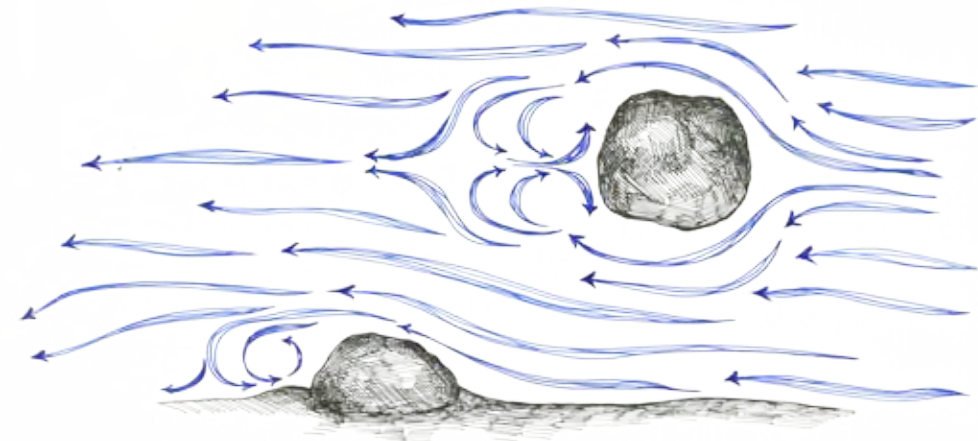
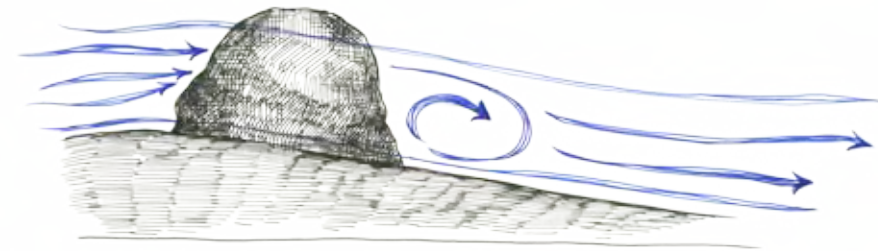
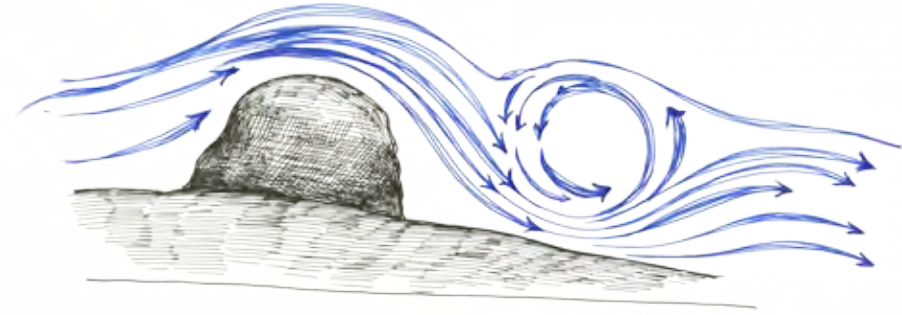
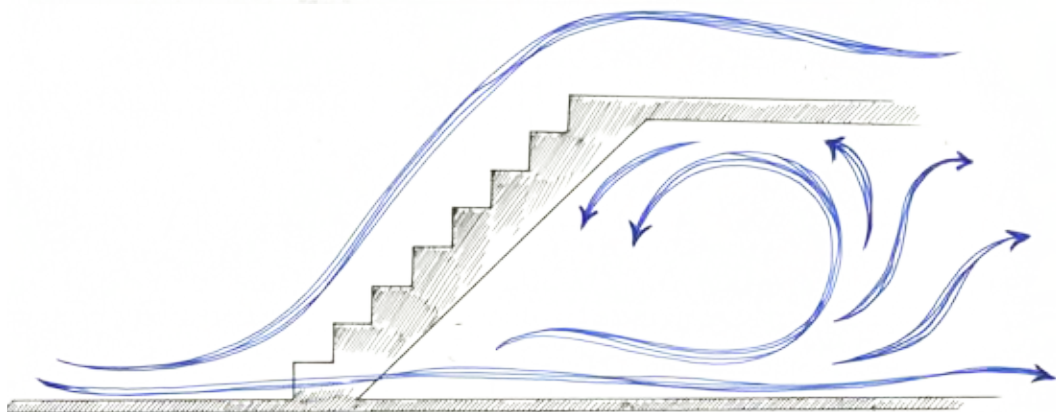
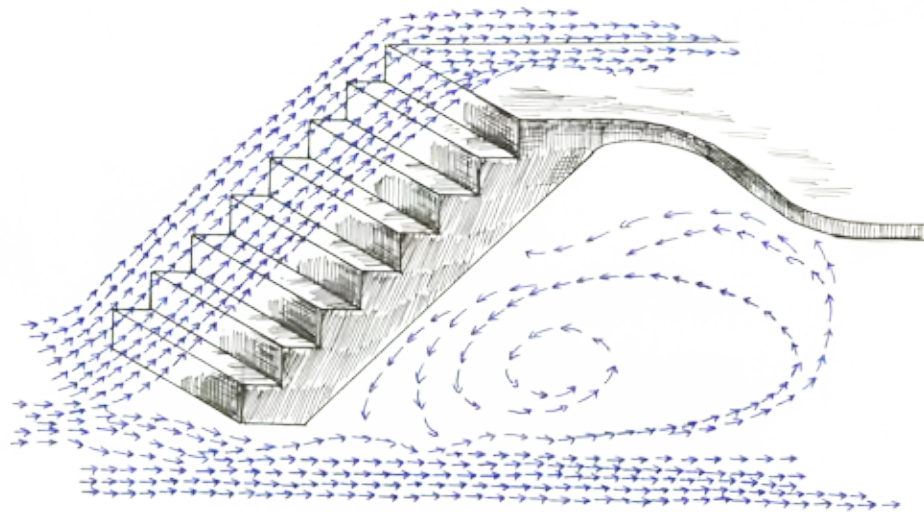
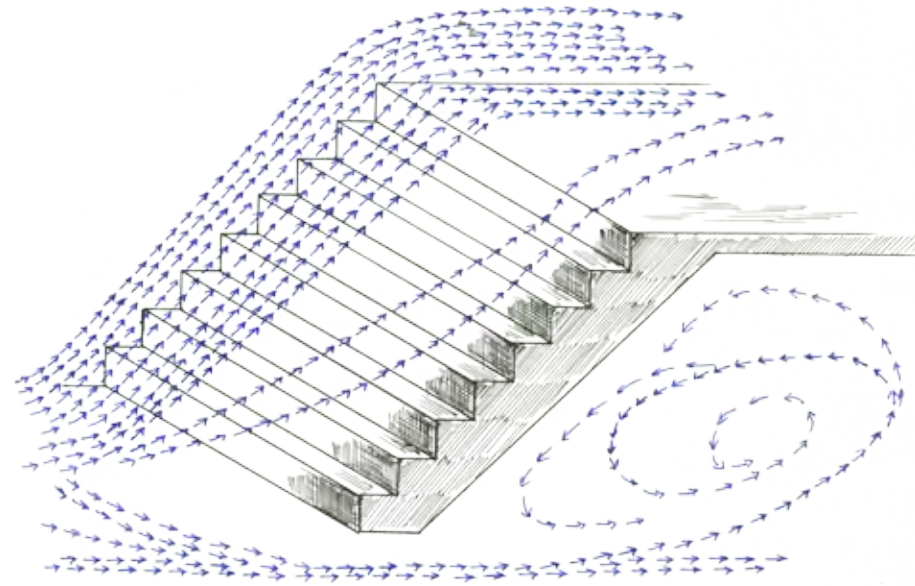
Most of the students in this lyceum share the big dining hall during breaks. Also facing the issue of lacking spaces for students to be in-between classes, the students claimed the corners around the lockers or the wall outside along the classrooms. Sitting on the floor is common.

CASE STUDY 4
Christian Lyceum Z Den Haag

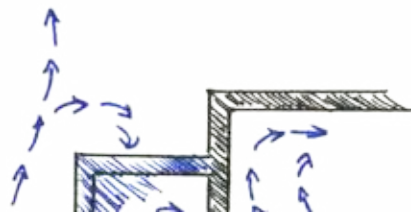
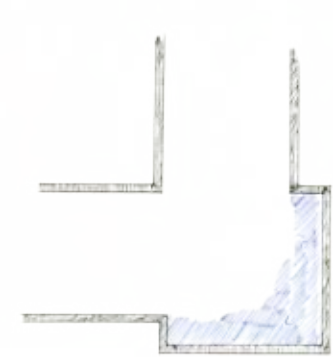
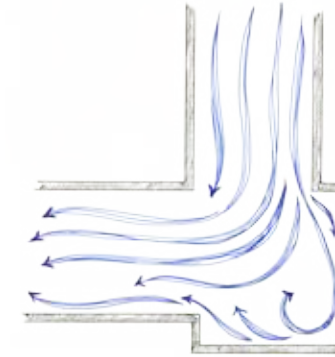
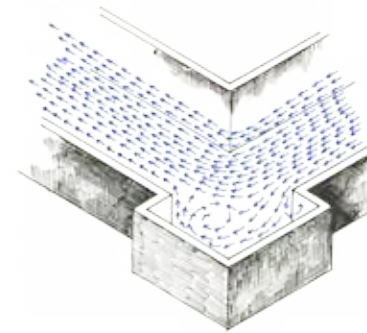
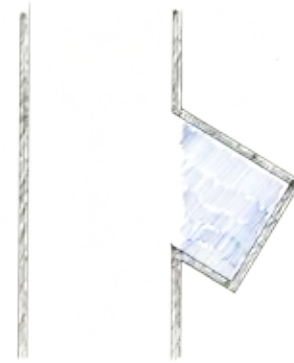
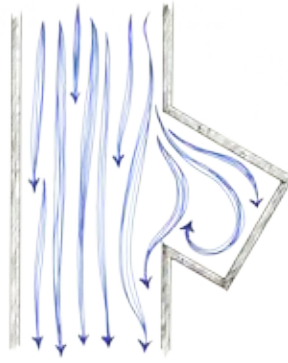
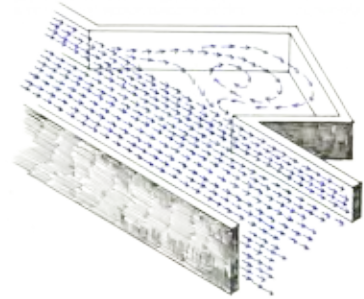
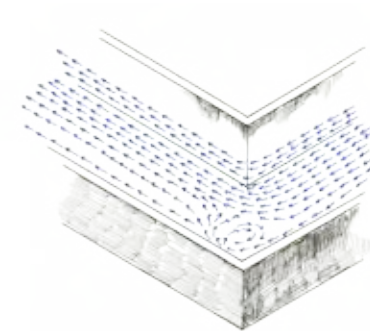
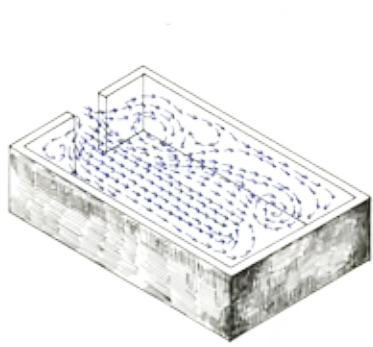


With brightly open structures, steps of different dimensions are considered in this school spaces. Visual access and connection are maximized with applying a large amount of glass material. The staircases direct the flows of students in different spatial composition in the building, providing the access to diverse zones.

FLOW STUDIES



The schematic analysis of body-space relations simulate the flows and water eddies in natural environment.



The diagrams to represent the flows in different spatial configurations. The eddy spaces take place next to the main flow as moments to stay and to withdraw next to the flow.

EPILOGUE

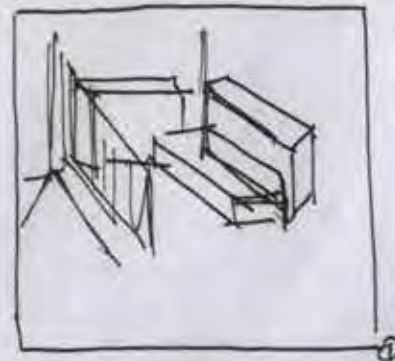
My own high school days between 2012 and 2015, have always been my salvation of all. However, I never regret the time at the junior middle school between 2009 and 2012. It was difficult and I made it difficult for myself. I have decided on a change within those three years since the very first day I started there. The decision of an instant back to the late summer of 2009 resulted in a marathon of three-year that I did not know that when was the end.

I did not want anything else but trying to be a different me, a better me. I could not see anything and anyone. The day I finished the last exam of that period, I could not feel that I was happy. It was untrue.

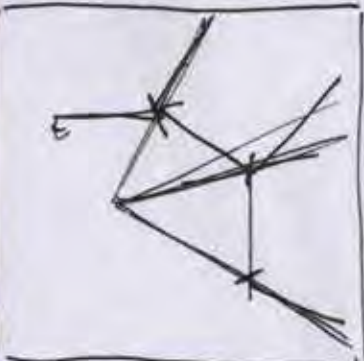
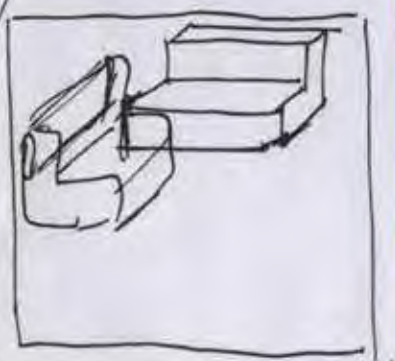
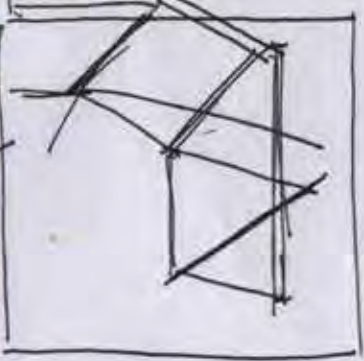
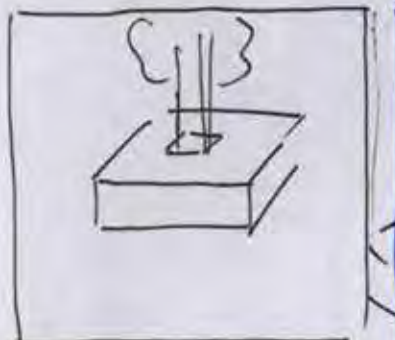
All the sacrifice has finally brought me to the renowned place in 2012. I was lost there at first. I did not know the other way to climb there. I only knew one way up but that did not work there. I did not want to be with anyone because I was ashamed. I was glad that the half-moon balcony was my shelter. It was right next to the door to the classroom, but stretched outward another two meters along the wall surface. It was trees underneath, resonation of footsteps, the whispering from around..

Things got gradually better. I will not owe this to a mere balcony, but when I looked back, I was glad that it was just a balcony. Probably what I needed by then was just nothing more than a place that I can be alone but it did not make me to be afraid of being alone.

I am still making myself difficult. I am still trying to be a better me. I think there is not an end to this. I am afraid of stopping, so I was happy that the half-moon balcony has become a source of another beginning.

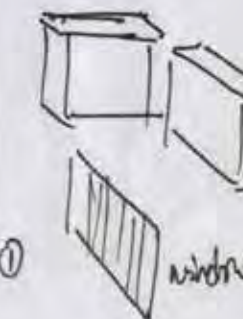
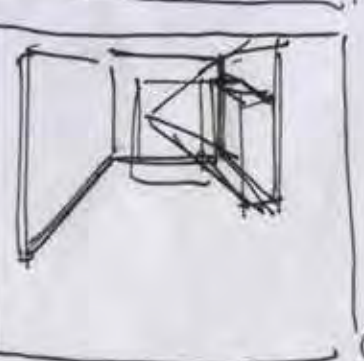
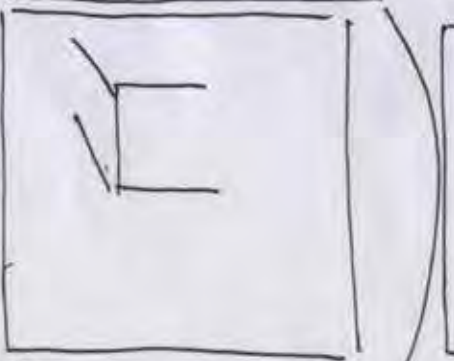
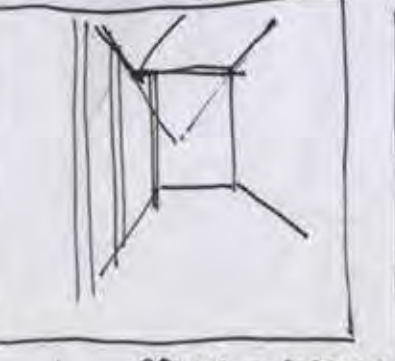
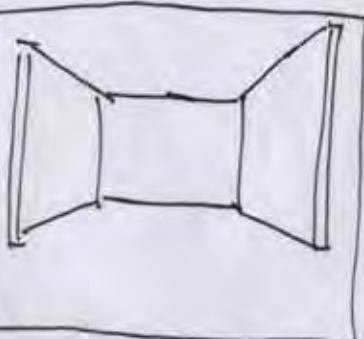
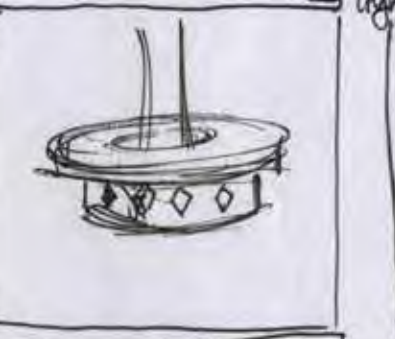


→ material



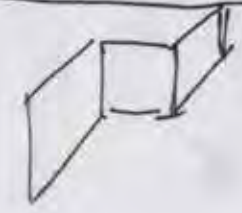
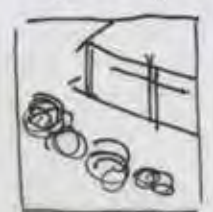
Room.
form of the space
↓
with volume
space.

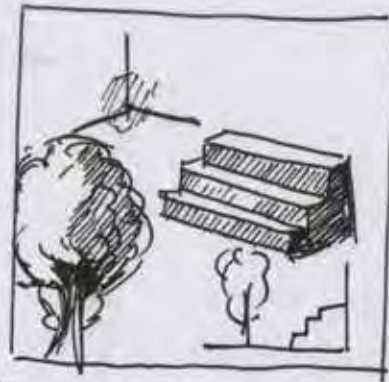
→ light (artificial light)



↓ spaces → perspective.

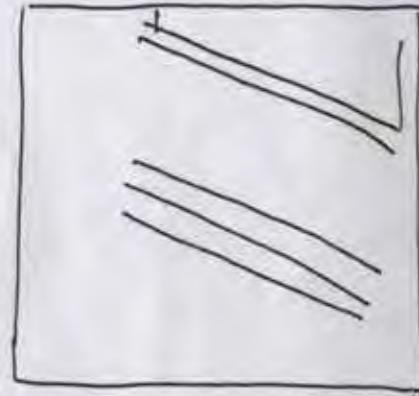
add trees ←



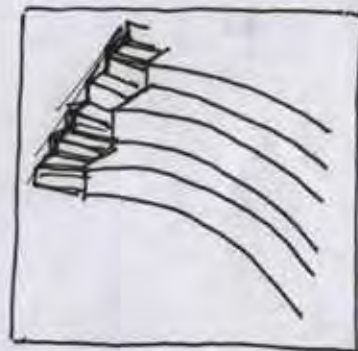
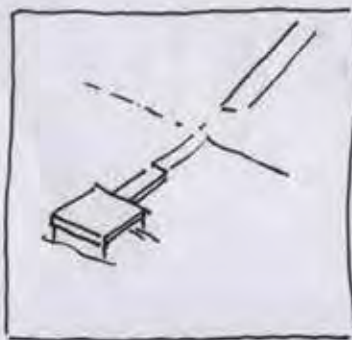
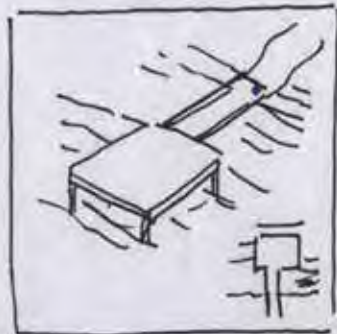


- nice & steps.

form, story, understanding towards conclusion.
story of marginalization / corner, light



Jenny



o
x

water. create corner & diffusion between individual & group.

