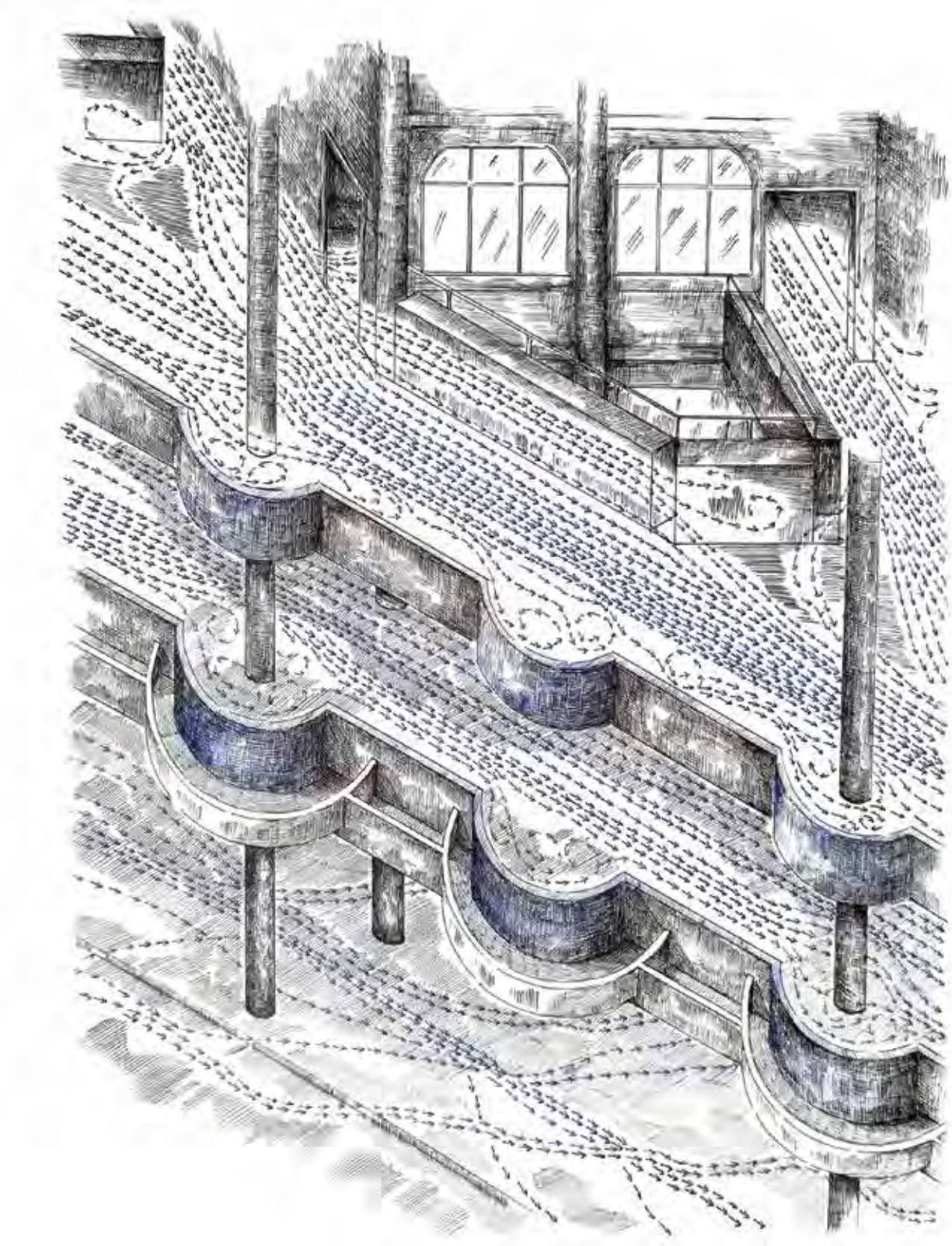
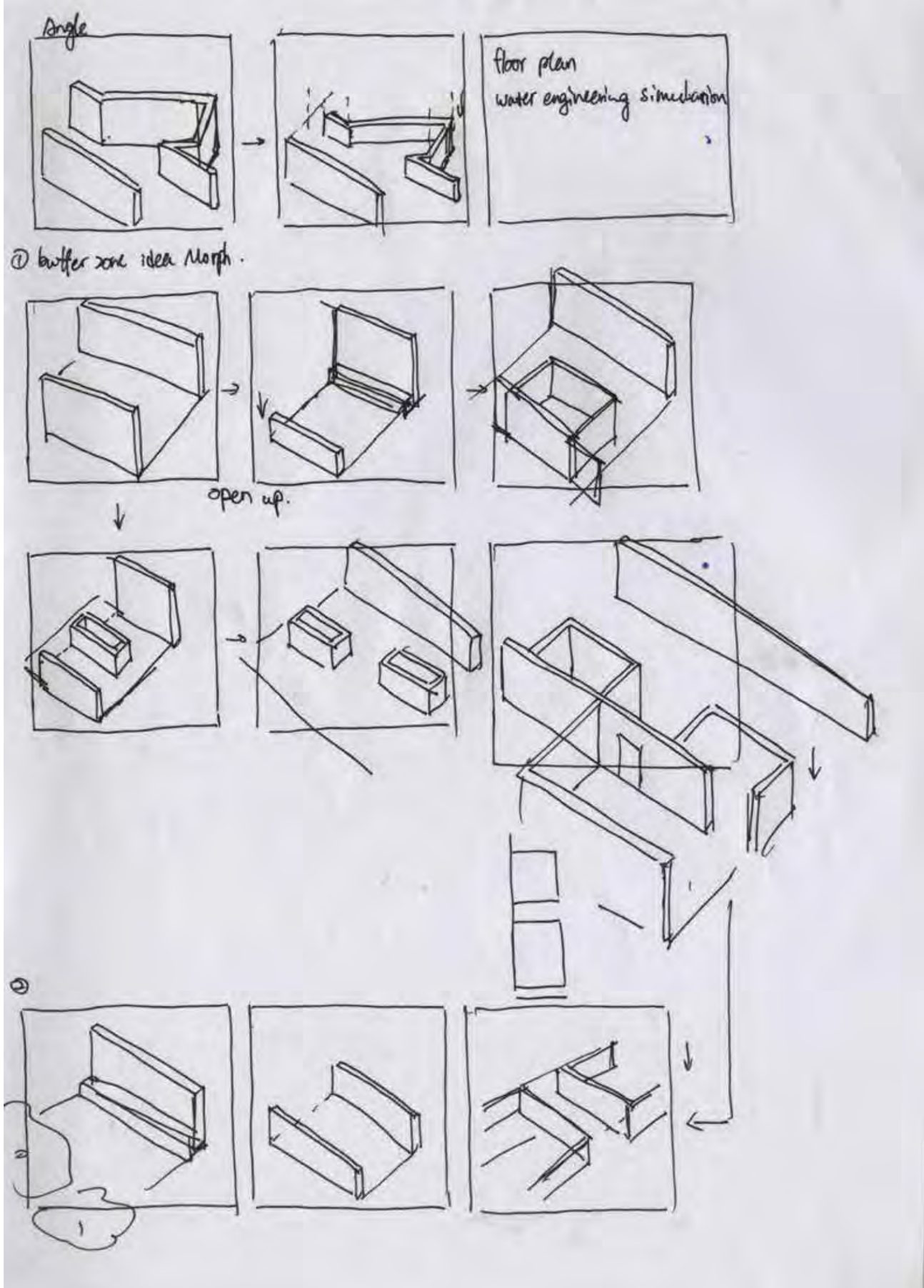
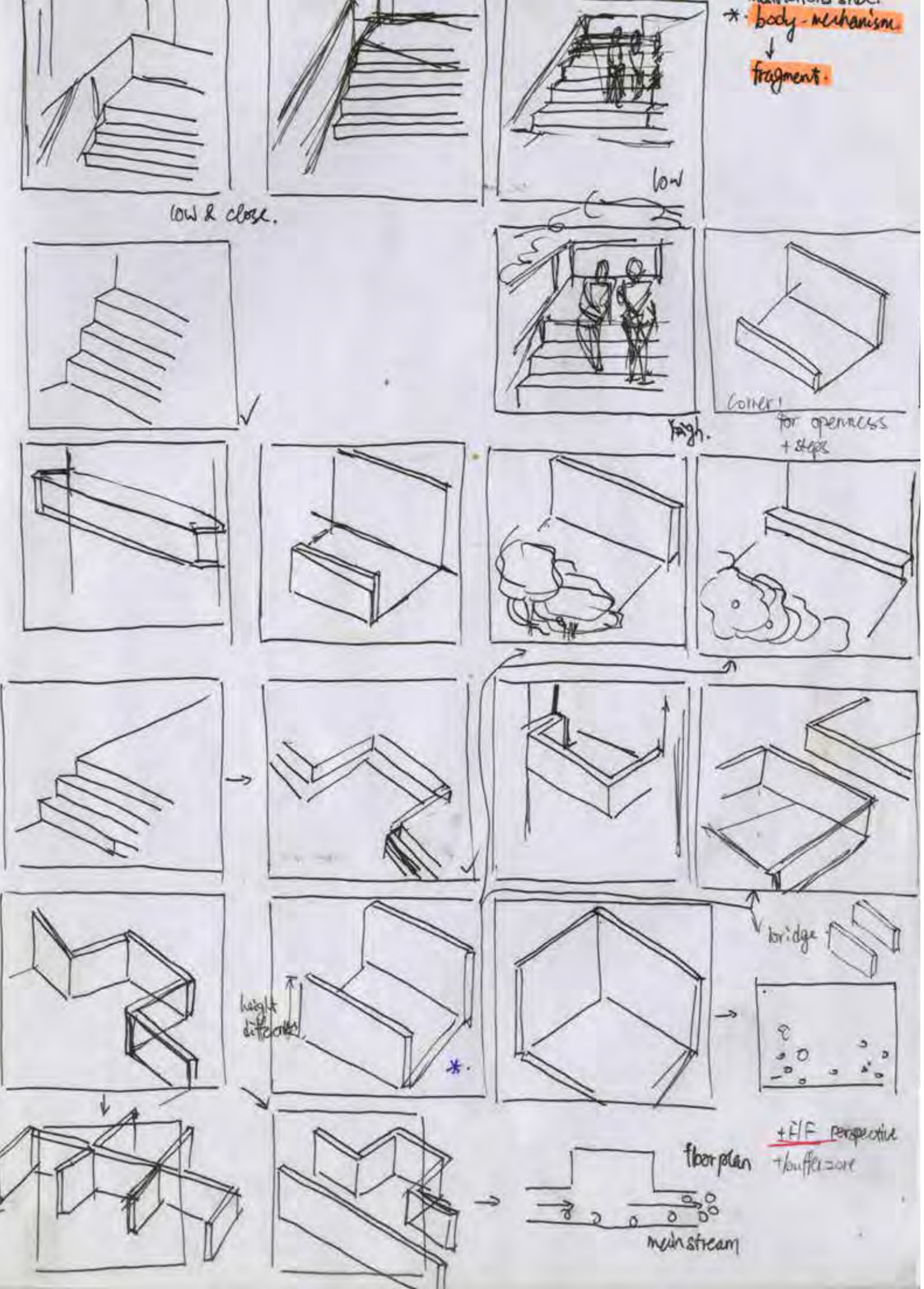
SPACE OF MARGIN

INTERVIEWS & FIELD RESEARCH




Angle
floor plan
water engineering simulation
① buffer zone idea Morph.
open up.
②



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.

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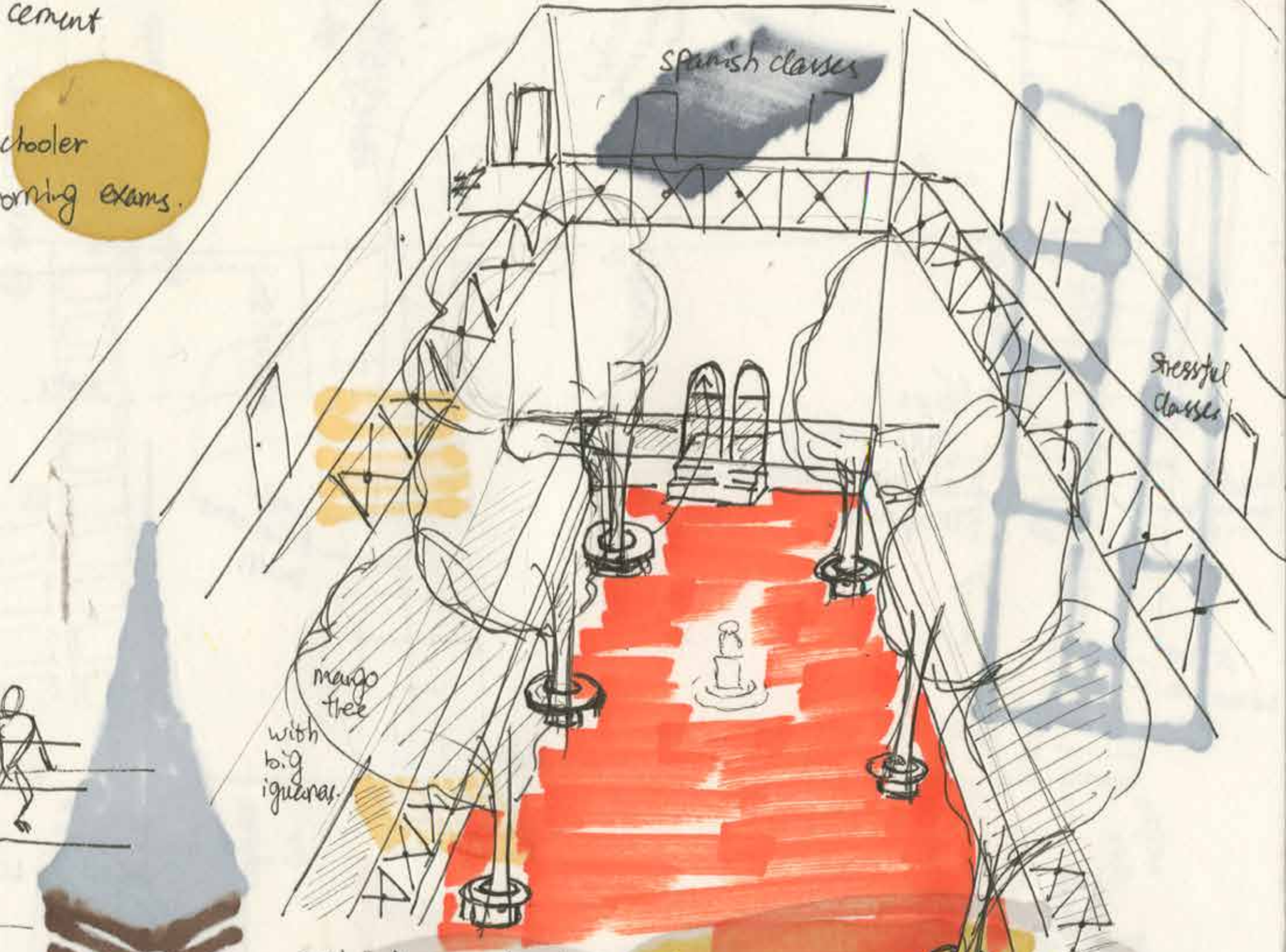
1. https://www.bbc.com/news/stories-45958313, retrieved on Mar 29, 2019
2. https://mom.me/kids/249153-can-we-stop-buddy-bench-crap/, retrieved on Mar 31, 2019

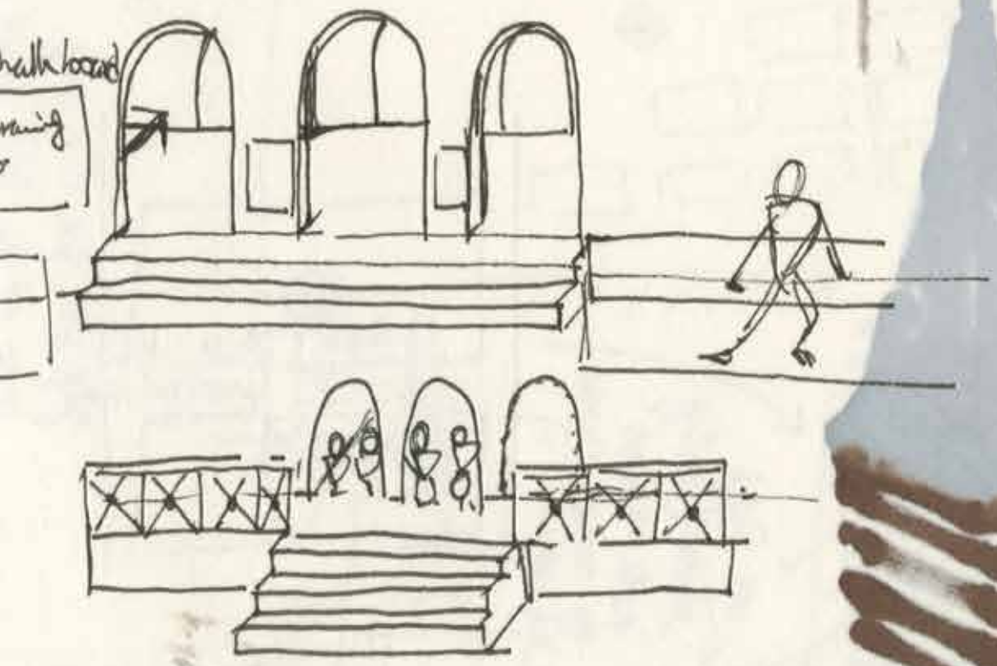
INTERVIEWS

AN INTIMATE 'CORNER'

BACK TO SCHOOL DAYS

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

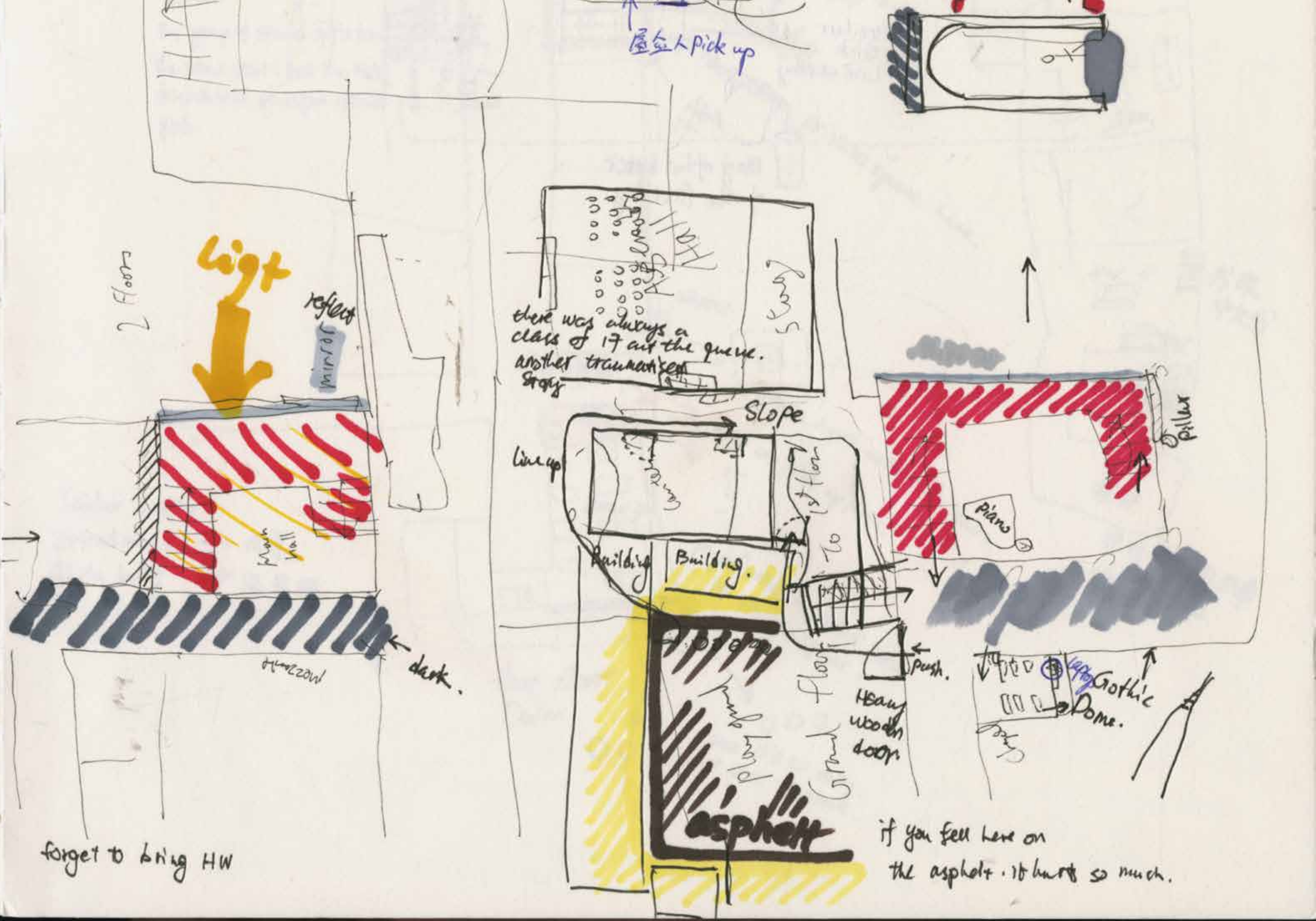




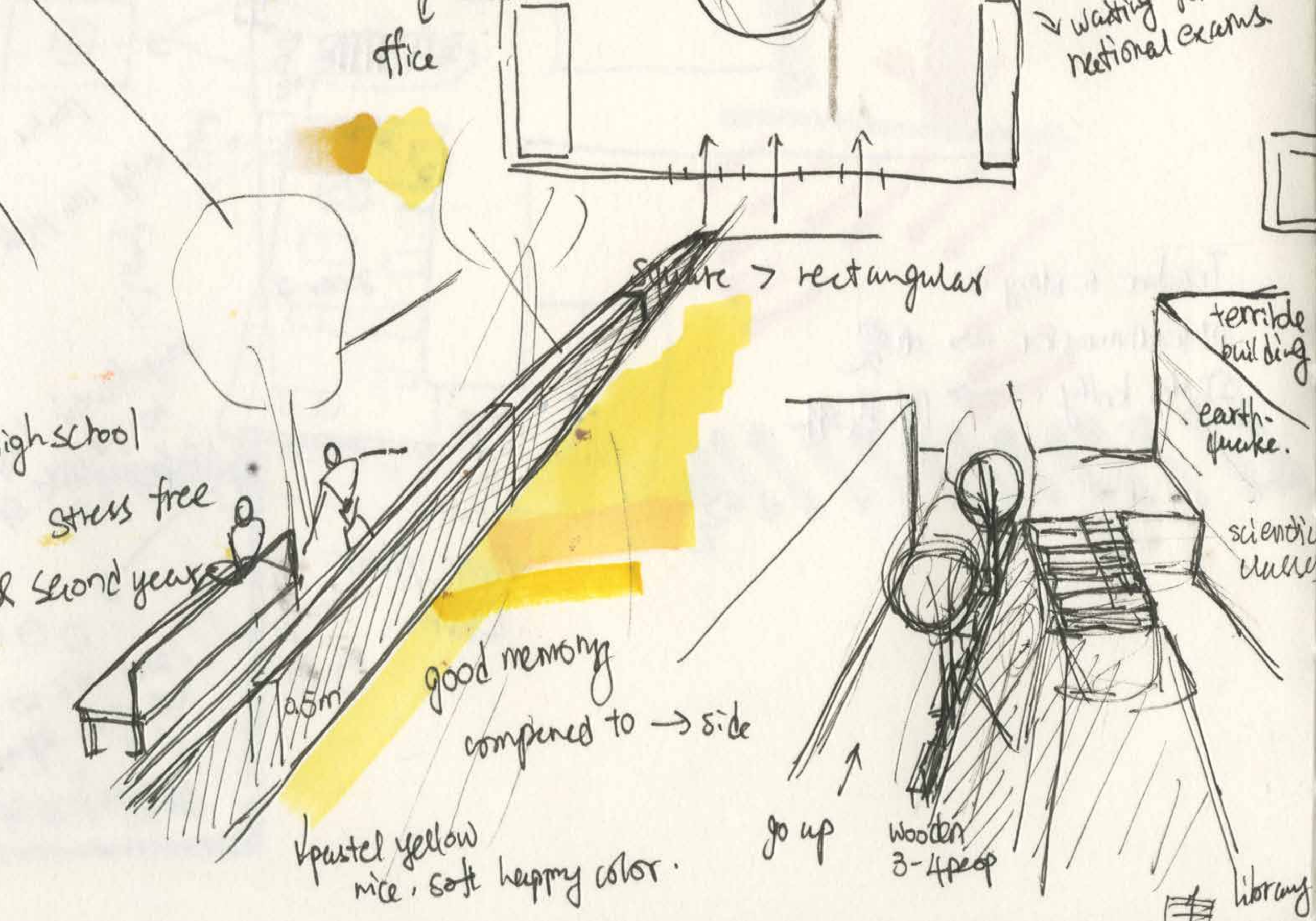
wasn't all bad
we learnt! a lot of things

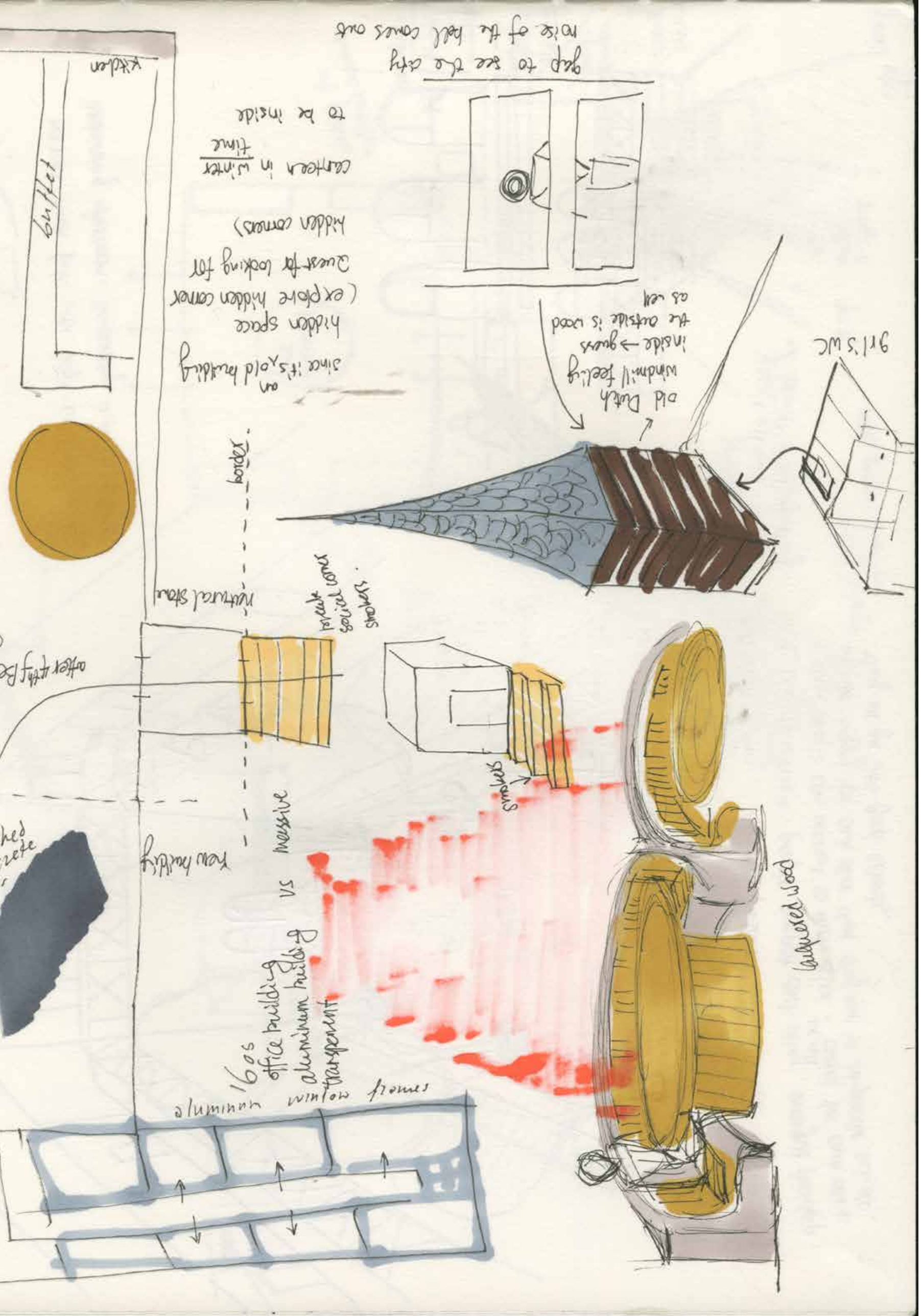
Wed. afternoon alyse is had class. to prepare the weekly oral exam for each subject
maths 1h.
other subject 20 min 20 min present 2x each week

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



屋金人 pick up
2 Floors
Light
reflect
mirror
Main hall
dark.
there was always a class of 17 out the queue.
another traumatised story
Slope
line up
Building
Building.
1st floor
To
Grand floor
Play ground
asphalt
Push.
Heavy wooden door.
Piano
Pillar
Gothic Dome.
if you fell here on the asphalt. it hurts so much.
forget to bring HW


office
waiting
national exams
square > rectangular
terrible building
earthquake.
ighschool
stress free
& second year
0.5m
good memory
compared to → side
pastel yellow
nice, soft happy color.
go up
wooden
3-4peop
library



gap to see the city
noise of the hall comes out
canteen in winter time
to be inside
hidden space
(explore hidden corner
Quest for looking for
hidden corners)
since it's an old building
old Dutch
windmill feeling
inside → guess
the outside is wood
as well
girl's WC
border
neutral stone
precise
social corner
smokers
smokers
new building
vs
massive
16 os
office building
aluminum building
transparent
aluminum window frames
lacquered wood
kitchen
buffet

table tennis

table tennis

→ up hill ①

church

atrium

atrium.

downhill

asphalt

1st fl

Ground f.

spring

Atrium

foot ball field

out

school building

brick.

graduation 1st part.

church.

principle · seperate window. 2nd f

hallway.

view is nice

you look outside · in the misty lake

religious school

teacher's room

building only ground floor

entrance

WC

Basement

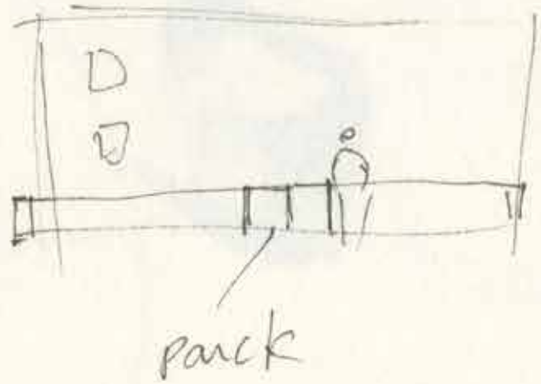
Bell Tower

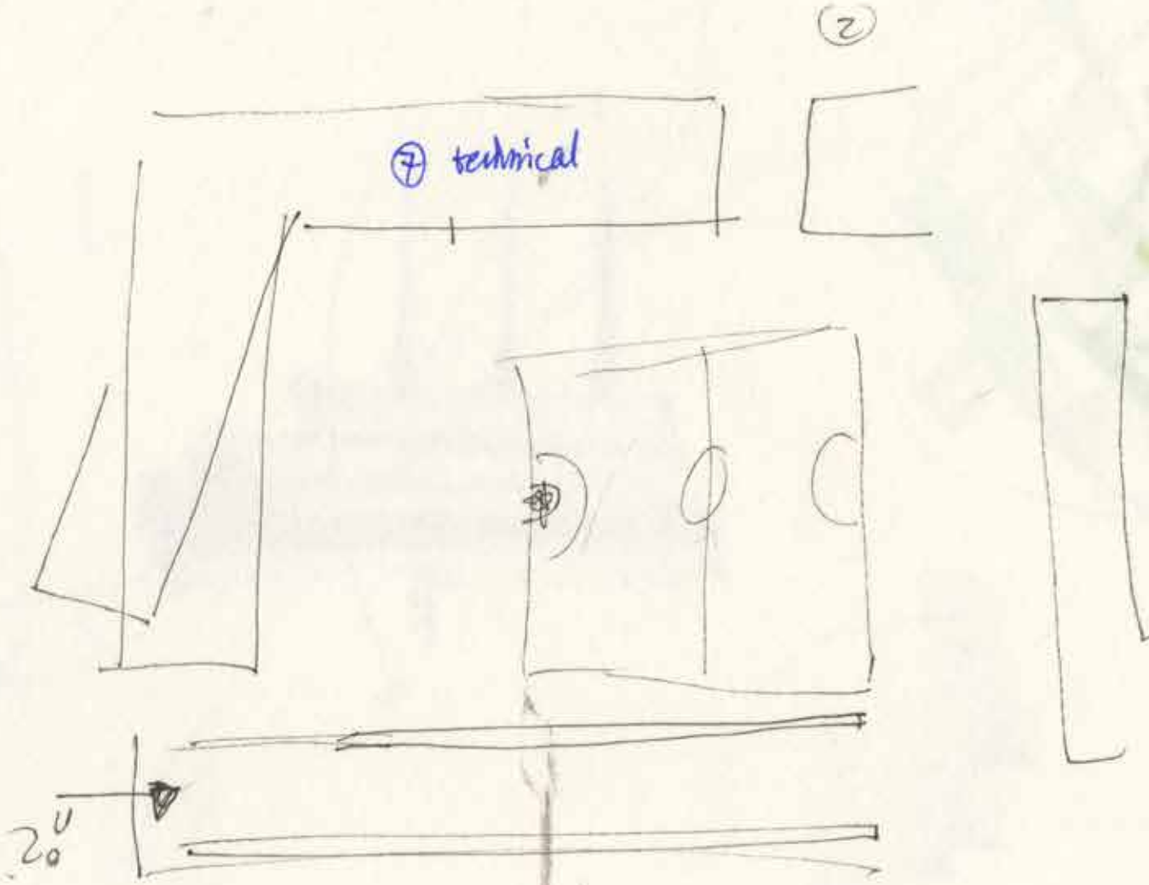
surrounded by school cold & shadow.

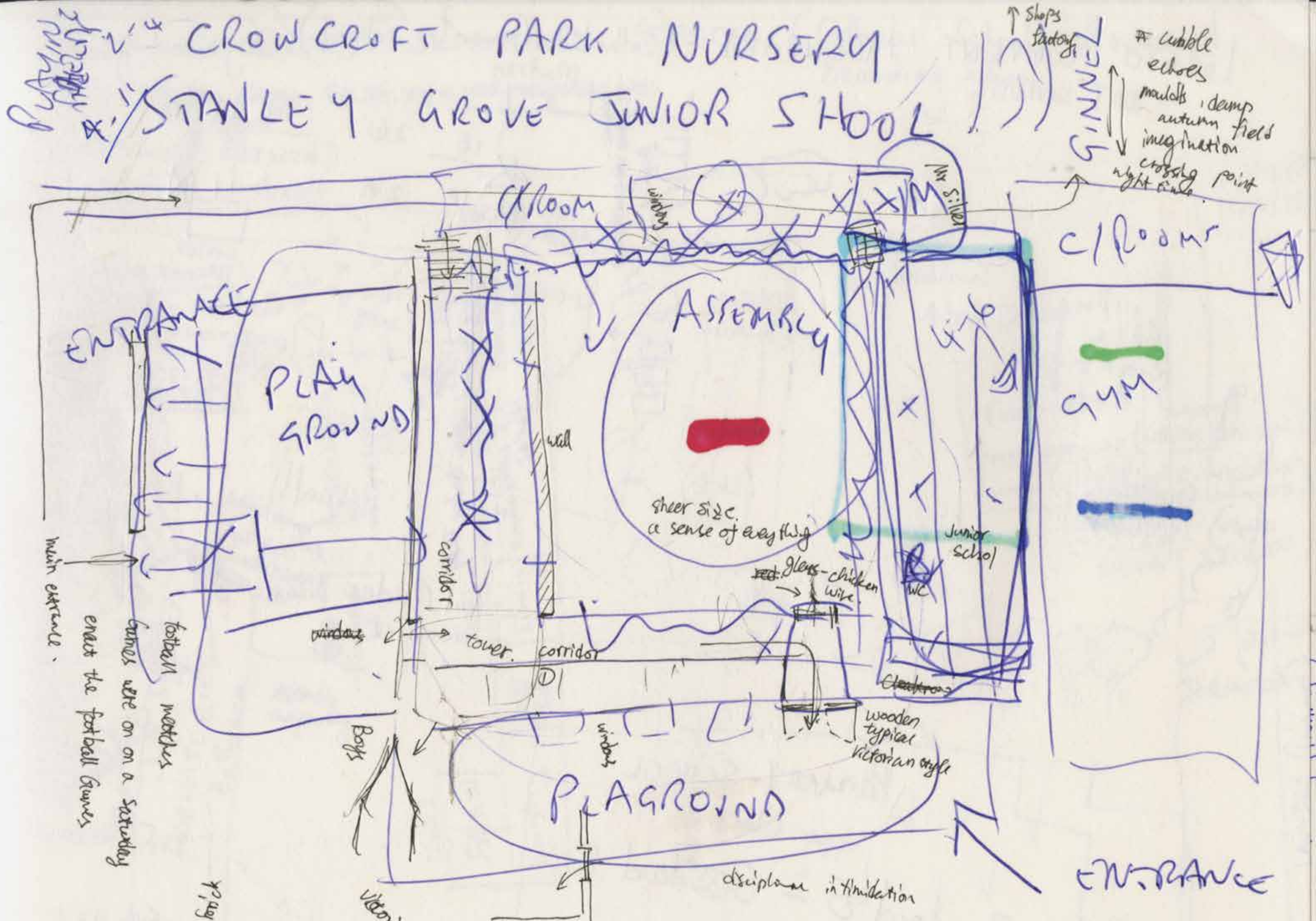
summer May ③ is nice with the shadow.

groups mark territory space connect to people, diversity

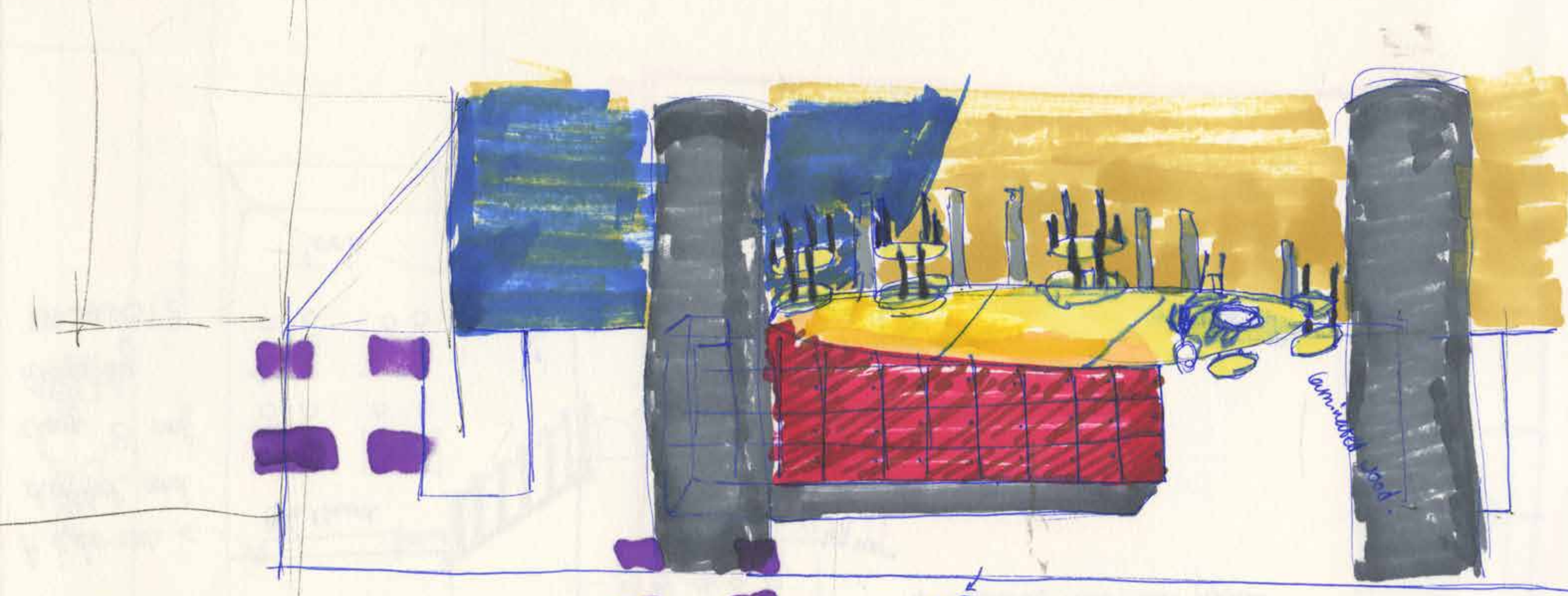
landscape, go down size. light.







CROWCROFT PARK NURSERY
STANLEY GROVE JUNIOR SHOOL
Shops factory
GINNEL
cobble
echoes
mouldy, damp
autumn field
imagination
crossing point
night time
C/ROOM
C/ROOMS
ENTRANCE
PLAY GROUND
ASSEMBLY
GYM
wall
sheer size.
a sense of everything
Junior School
glass-chicken wire
corridor
tower.
corridor
wooden typical victorian style
PLAGROUND
ENTRANCE
discipline intimidation
main entrance.
football matches
Games were on on a Saturday
enact the football Games


cream of lilt.

climbing rock
stone fence.
haunted & scary house.

Music
Music
Stuff
calme 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.
* beers
last sunny spot
no one can see you
you see everyone
the end of the day work with laptop.

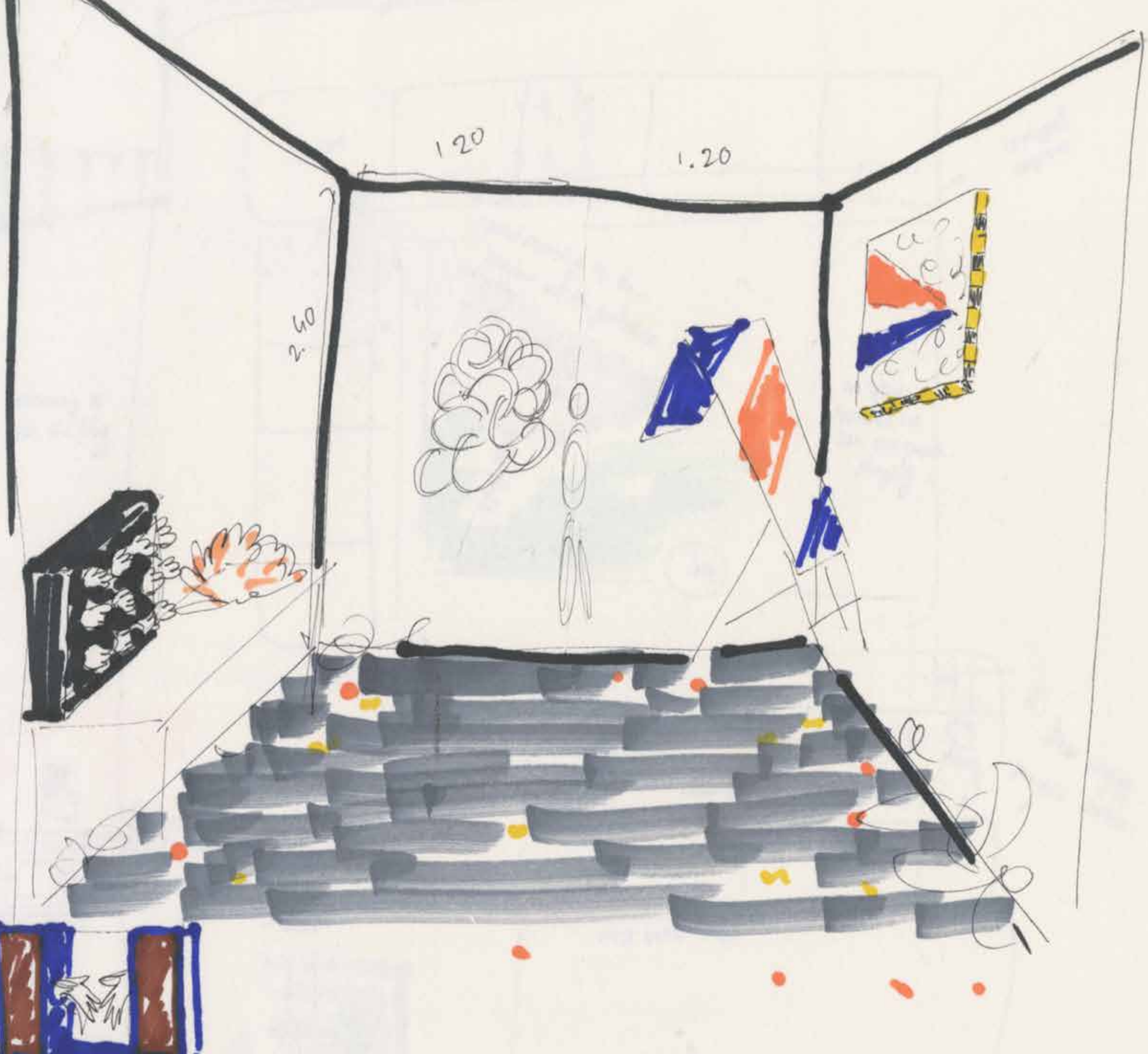
...g circles my ~~best~~ group
the more people you know
you breaking more circles

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

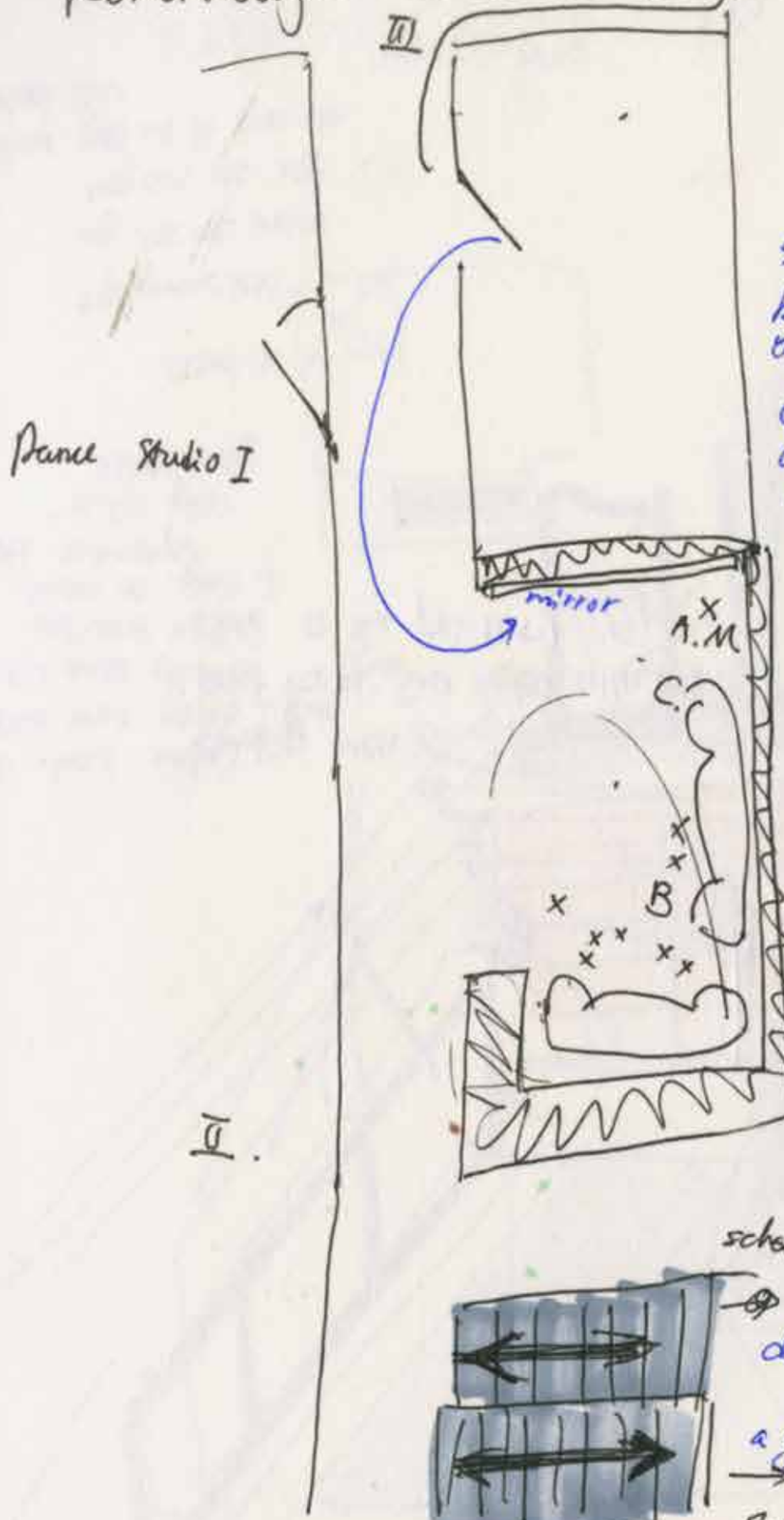
ball room stair.
see things happen when at the turn. you can look at & being looked at.

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

that's why going outside matter so much.


1.20
1.20
2.40

Koninklijk Conservatorium, Klassiek ballet opleiding

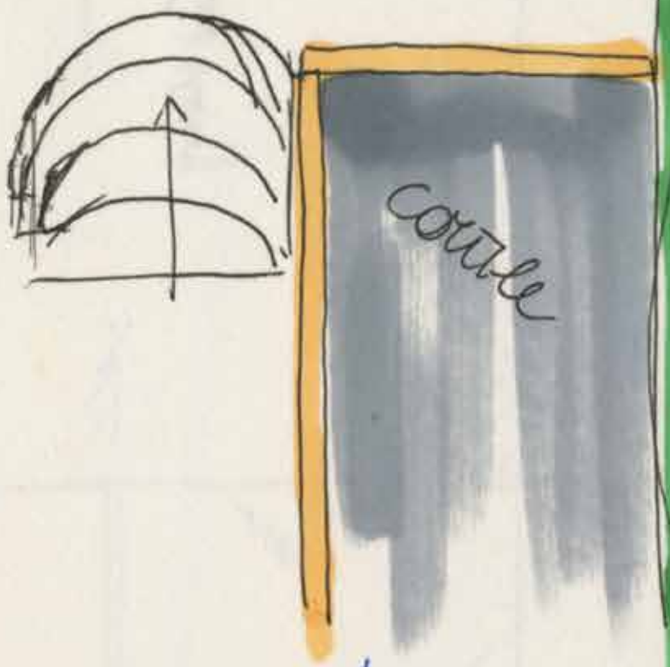


Safe place that people from outside ballet don't see
activities
your ballet clothes !!
Chatting, to combine it
did hair tight bun
chill lunch
between classes

go into the corner to avoid
weird situation
only place to sit
socially divided
bad & good memories

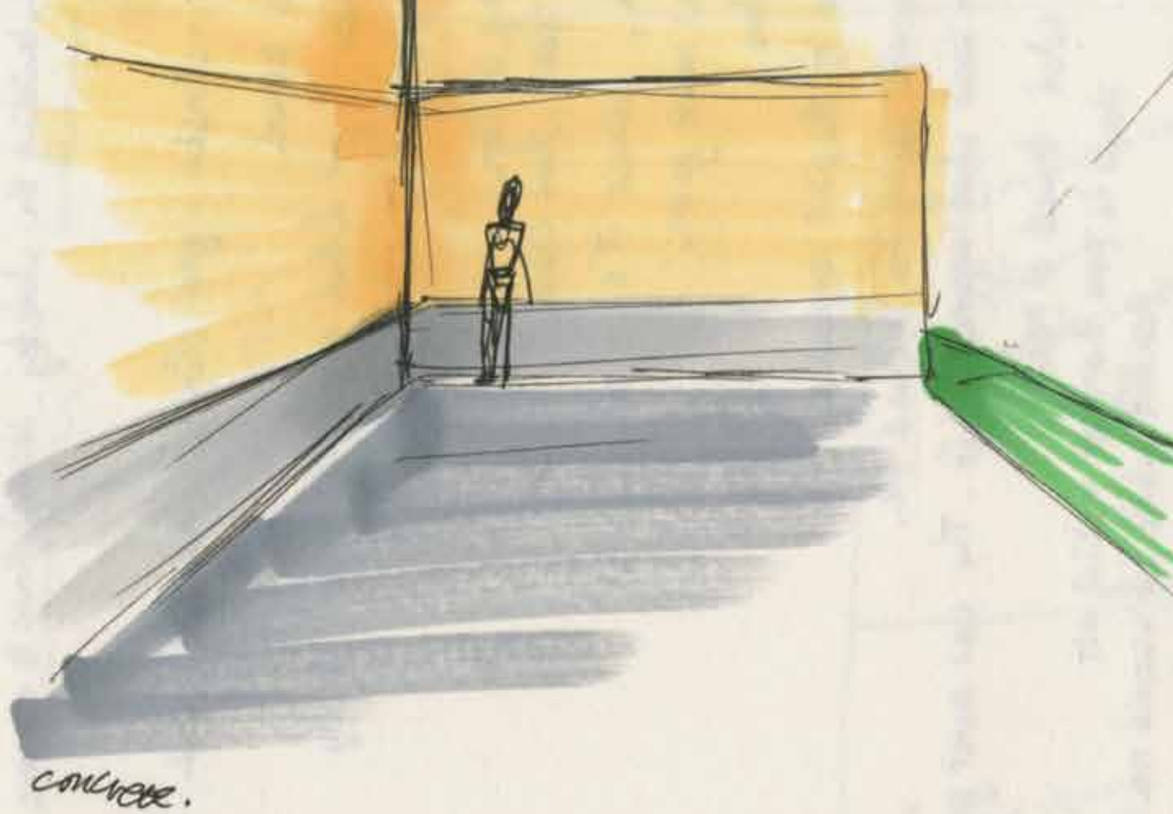
to make it a nice place to sit
conversation
what do we want to do with ballet, with life?
dieting, controling diets
a girl. only got energy to go to the next days
to make sure to lose weight.
→ gossiping
→ best friends.

« Het Chocoladehoekje »
(The chocolate corner)

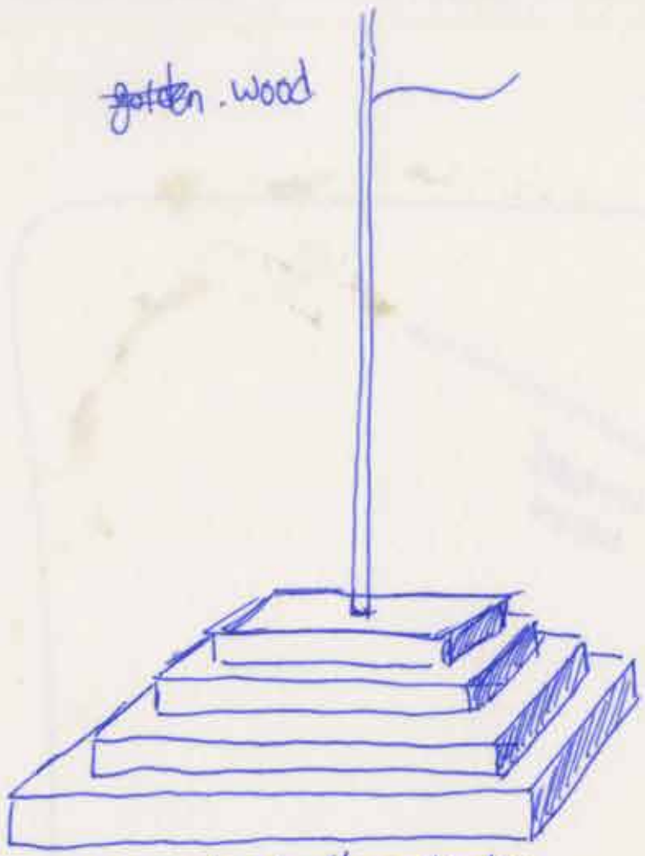


Fight. angry but scared of me pulling my best friend's hair so hyperactive that would not bother sitting.

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



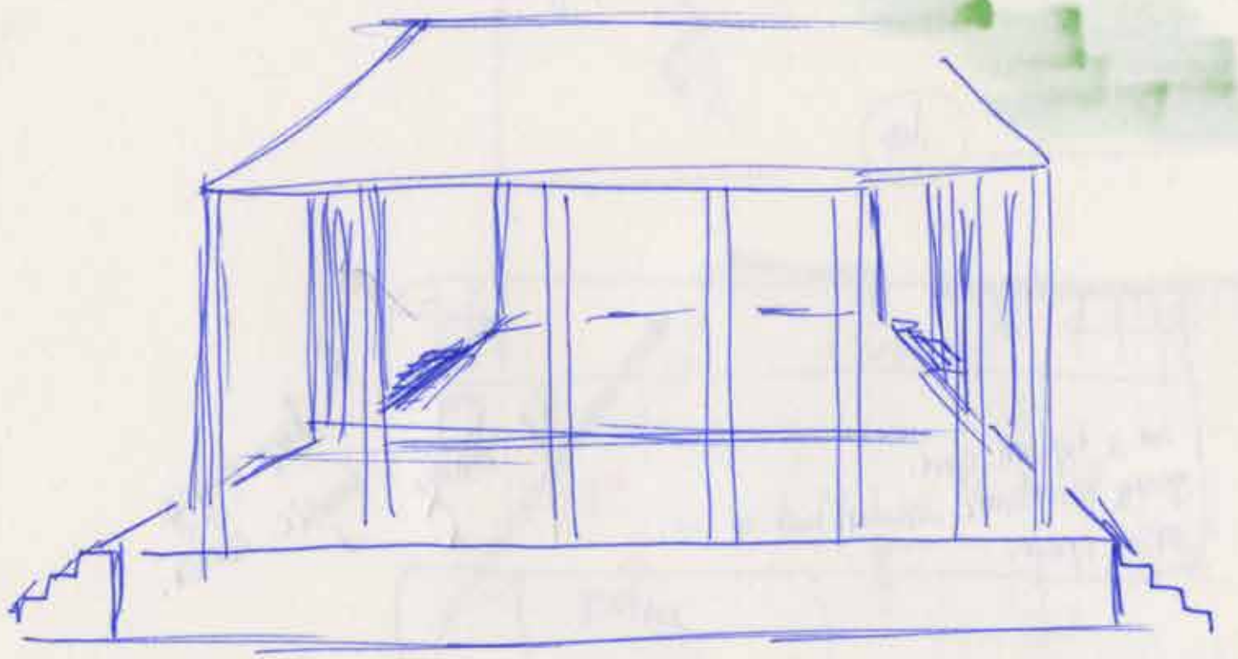
~~gotten~~ . wood



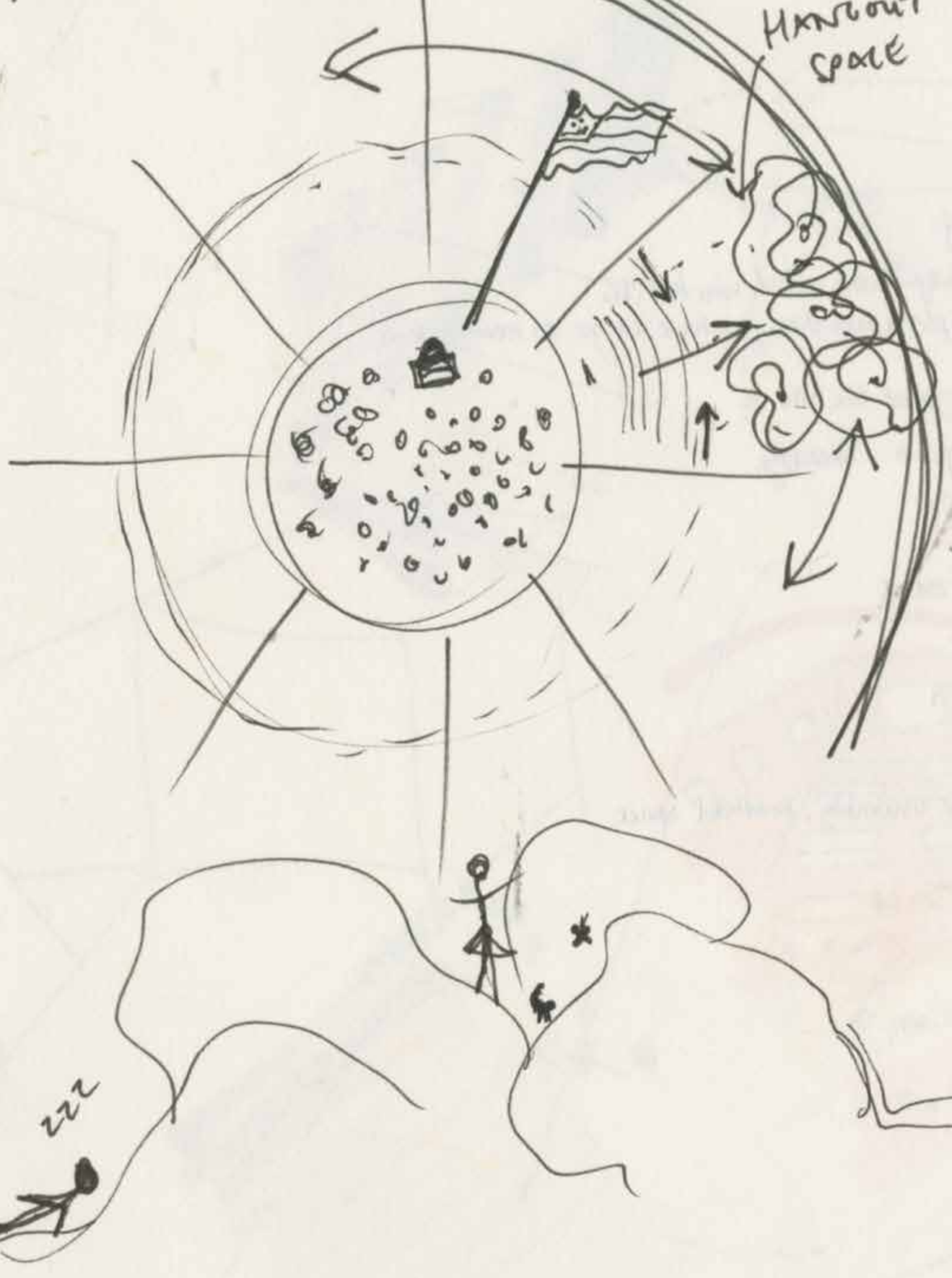
being proud to be the nationality
rise

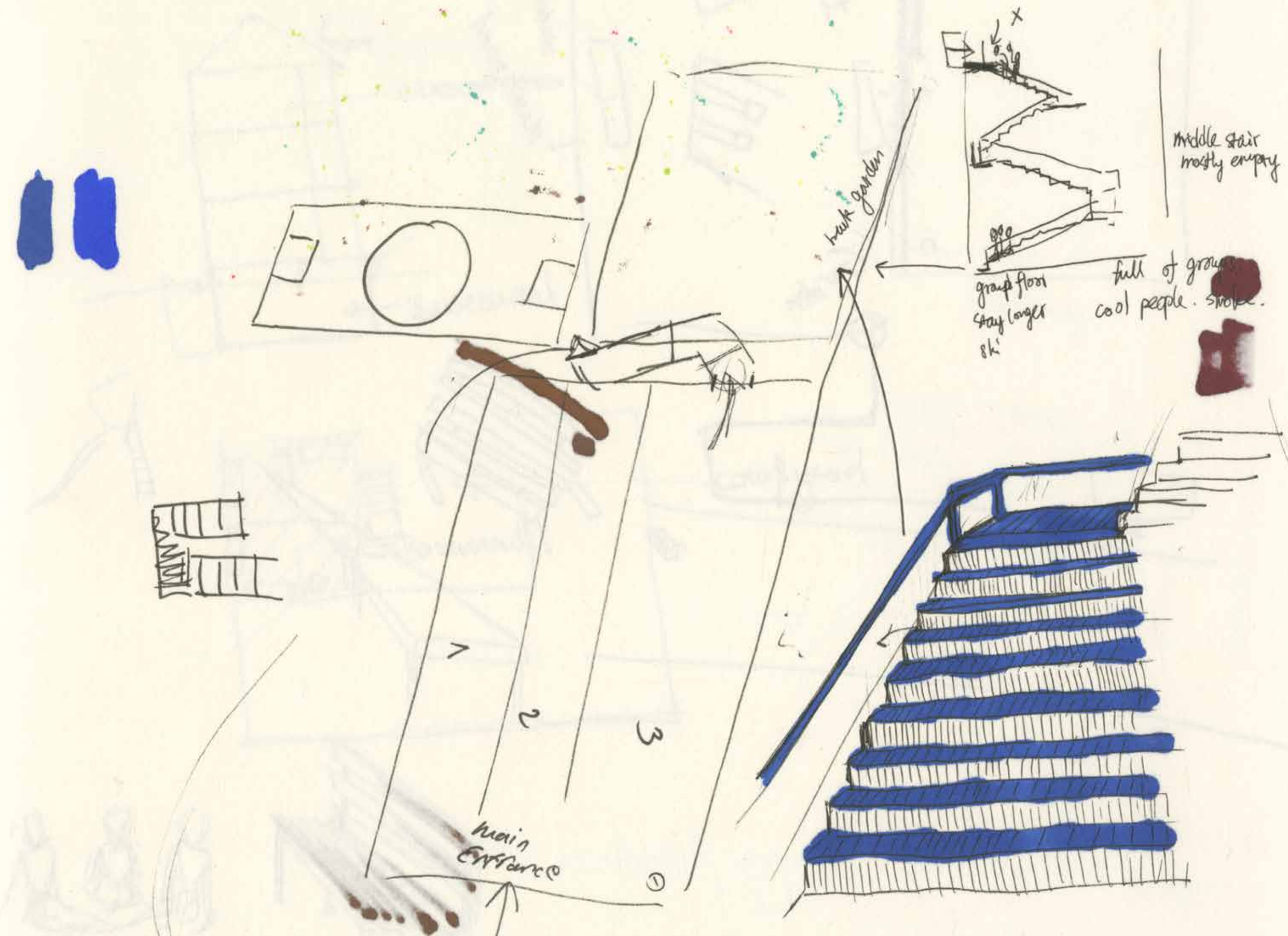
Wood

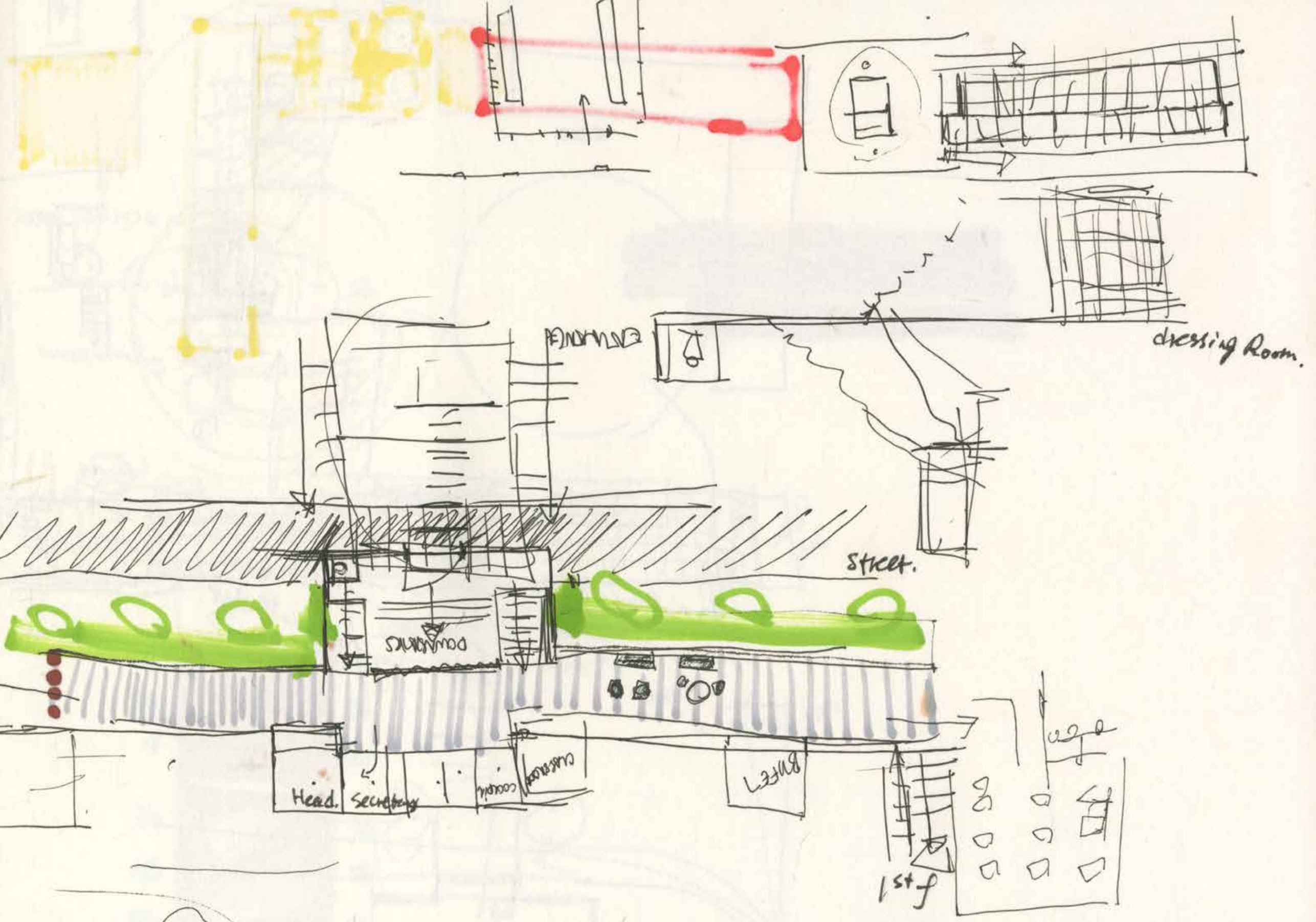
raining. pretty strong
heavy rain
day of the flag.
each group stood in front
of classrooms of
big.
outdoor.



Colegio Santa Catalina
de Bolonia

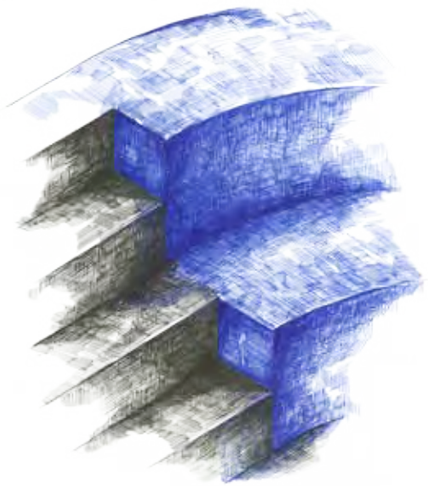

HANGOUT SPACE
sliding door
discovered the garden
zzz

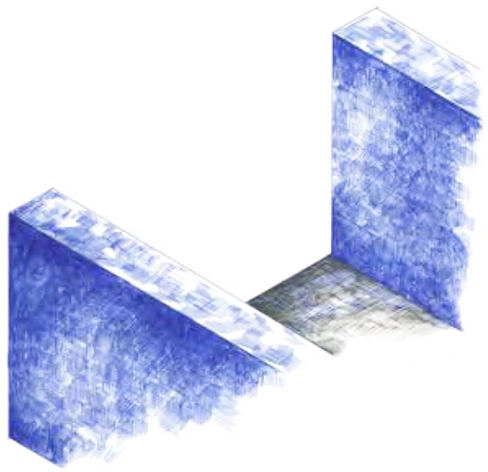

X
middle stair
mostly empty
hawk garden
ground floor
stay longer
ski
full of grou
cool people. smoke.
7
2
3
1
main
entrance

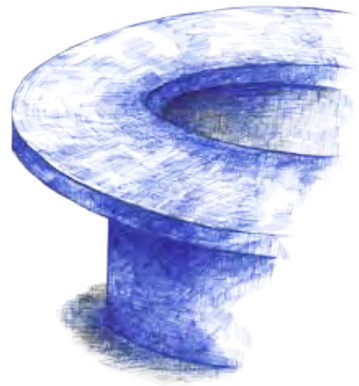

dressing Room.
street.
Head.
Secretary
Buffet
1st f

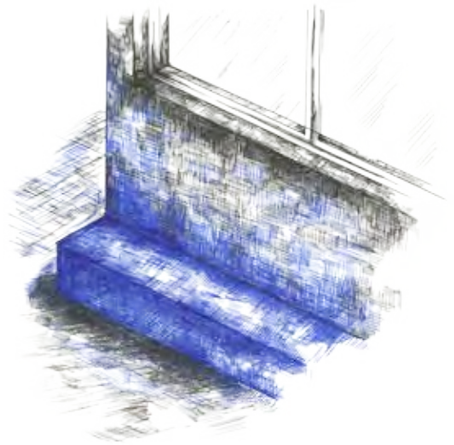
MORPHOLOGICAL STUDIES

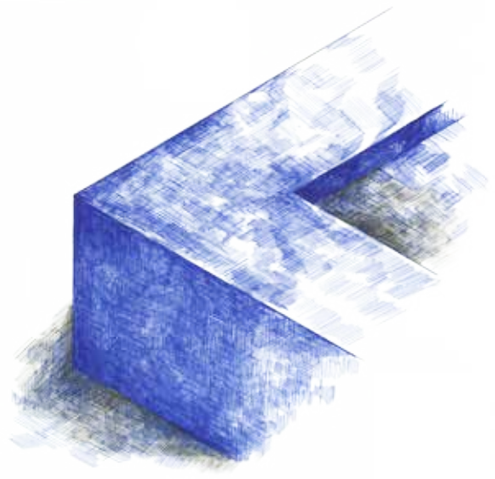
THE FAMILIAR FORMS

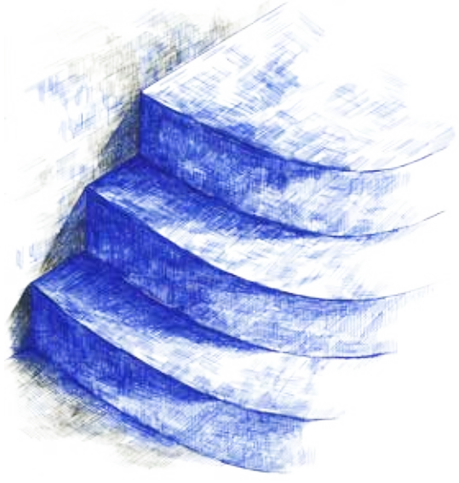


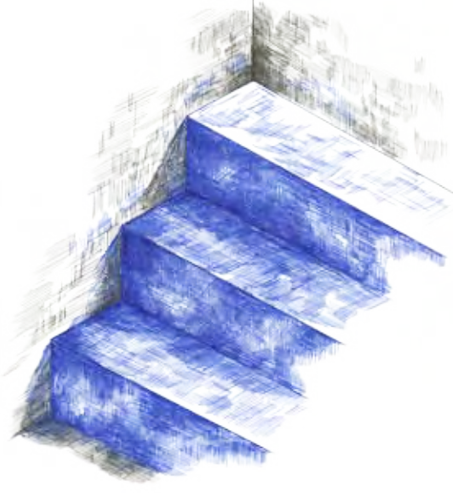


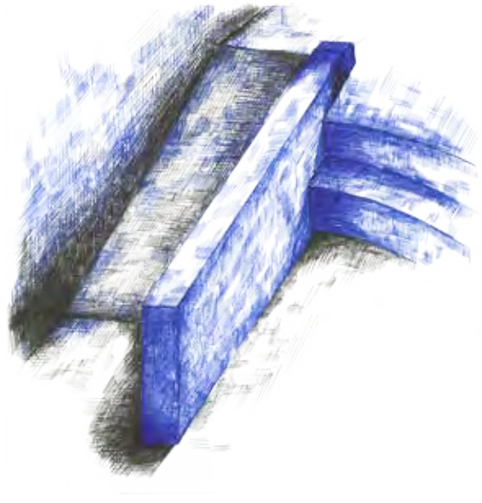


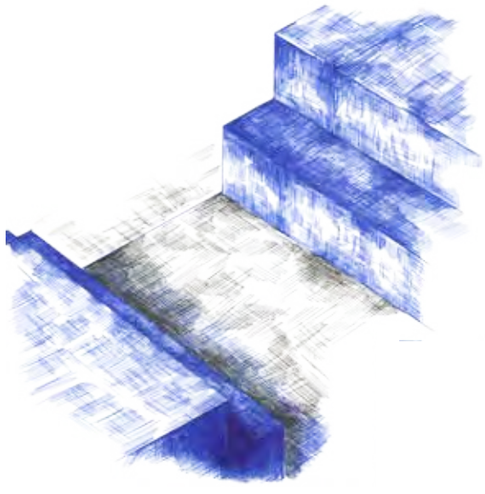


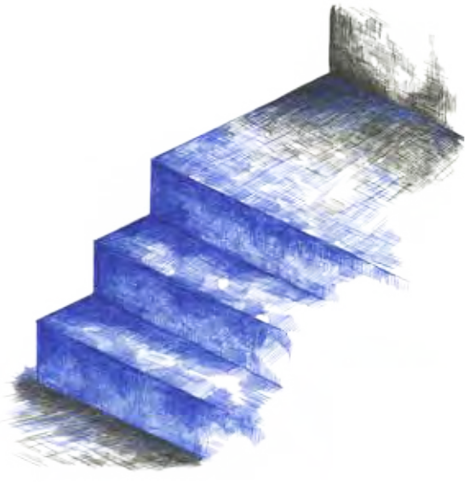


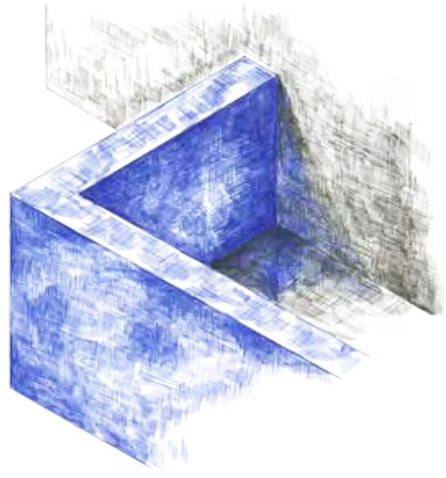


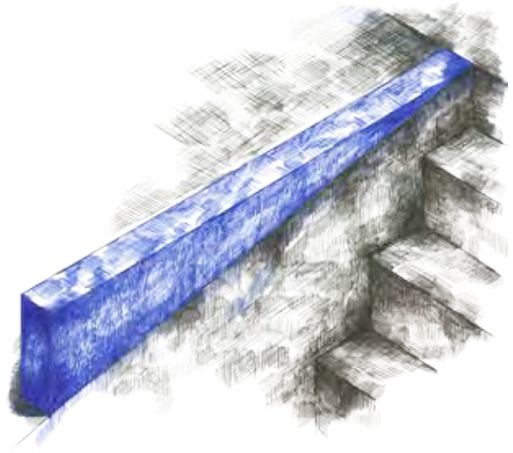


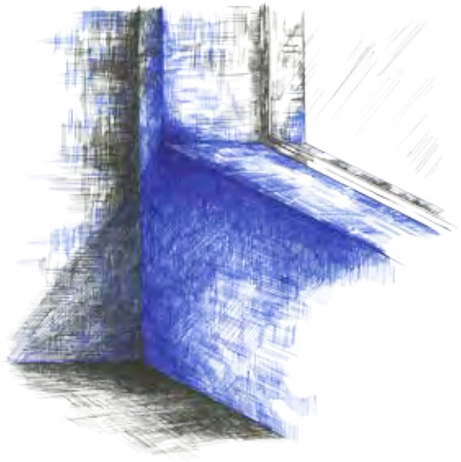


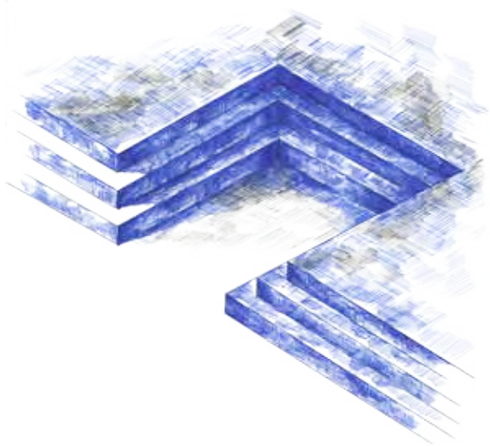


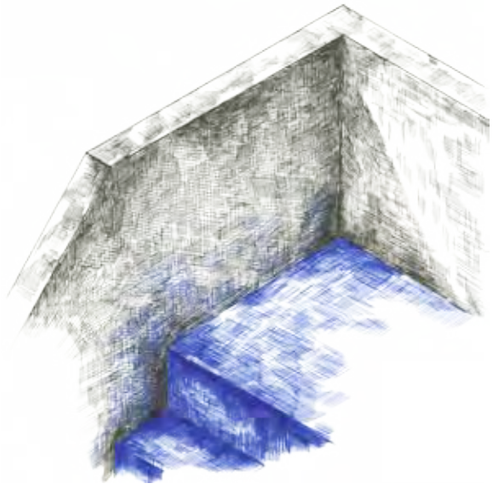




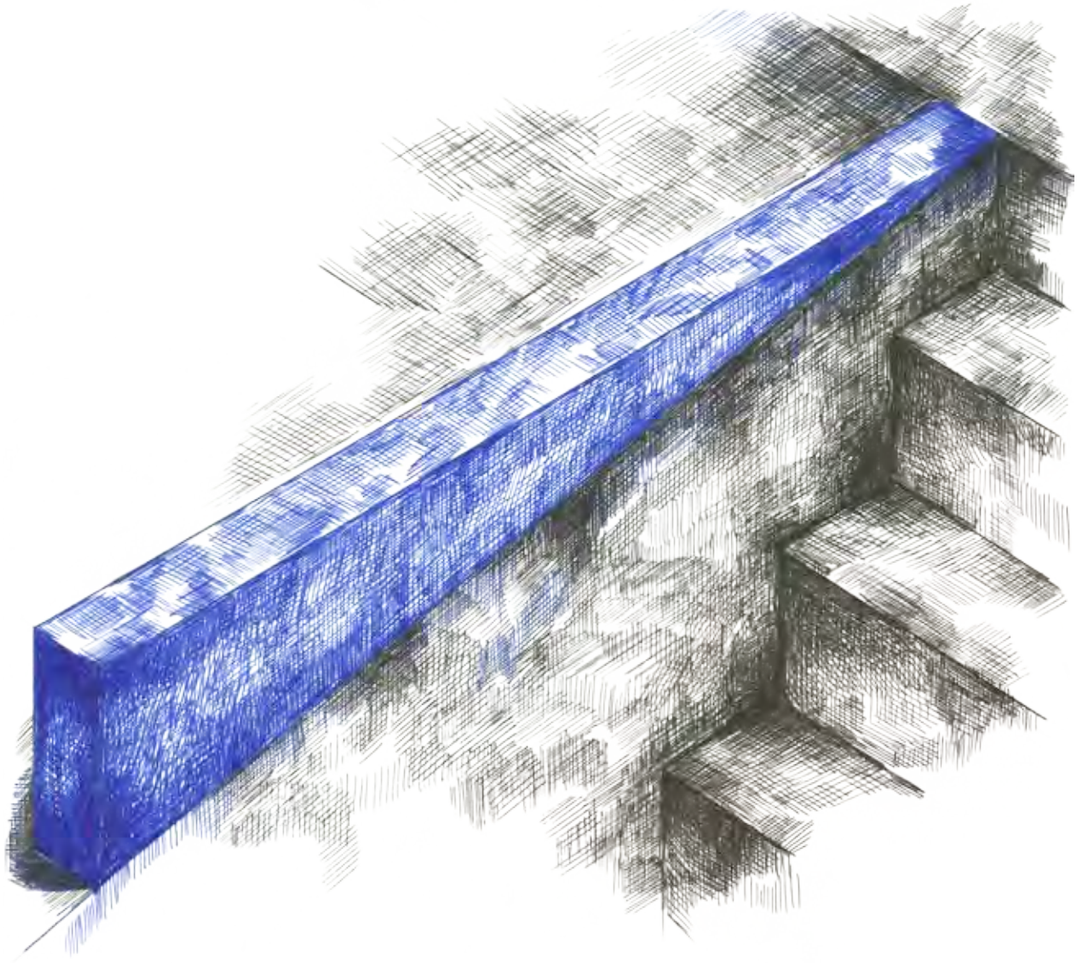


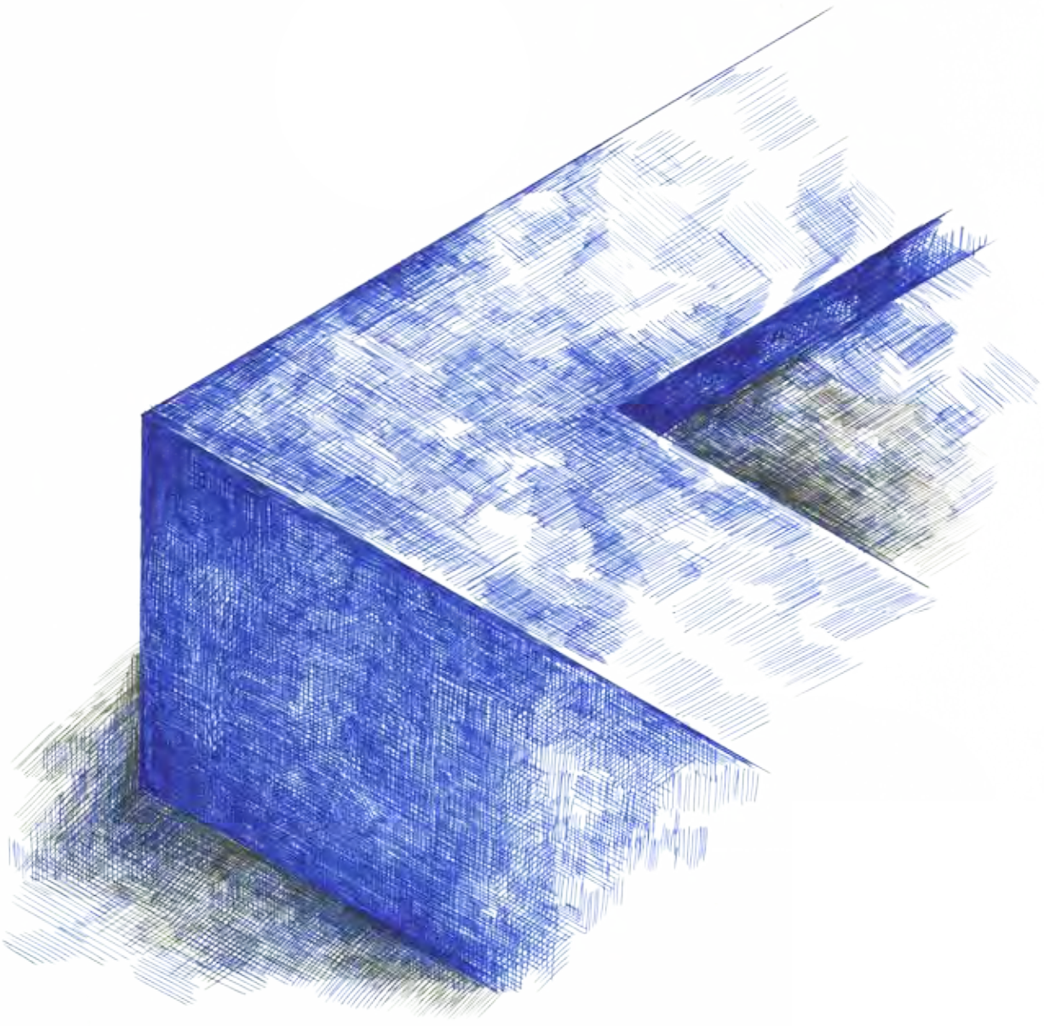


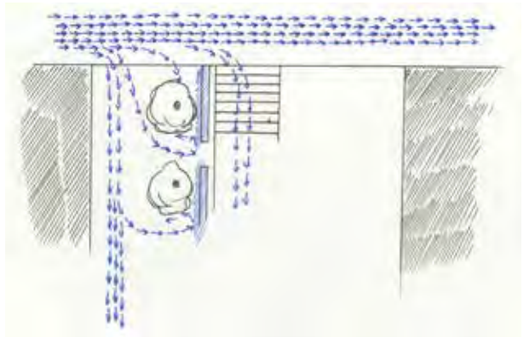


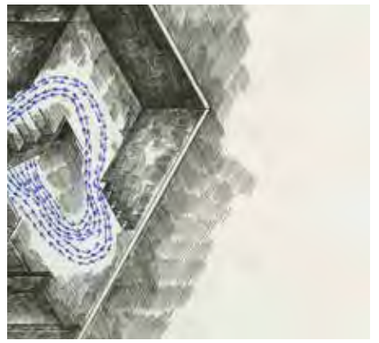


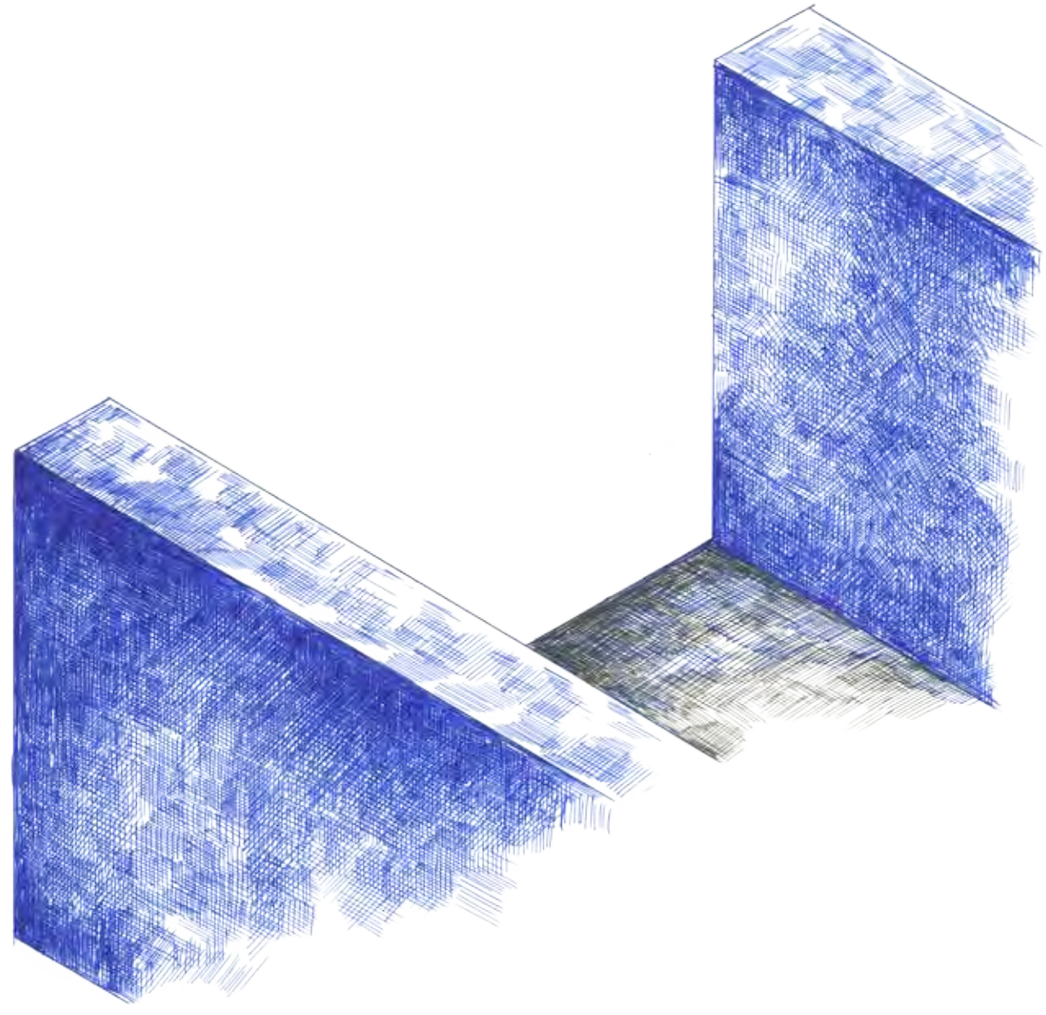
The 15 illustrations summarise the corners and eddy spaces in different forms. The familiar forms seduce the related body movements. As references, they are the base and stimulus for the development of morphology of the eddy spaces.

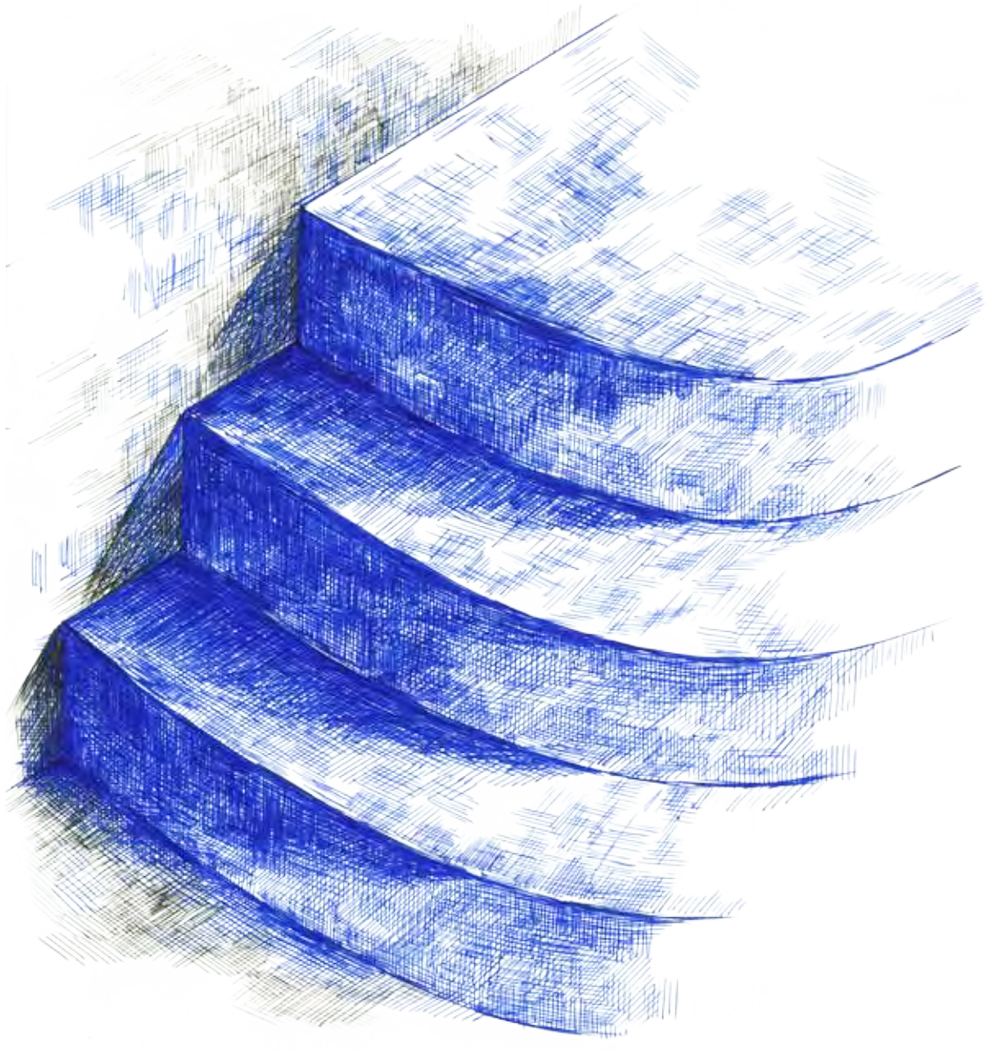


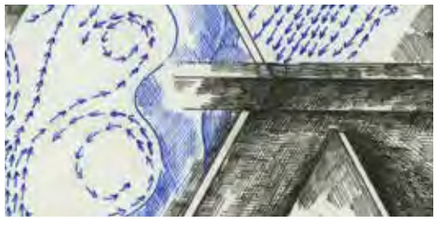


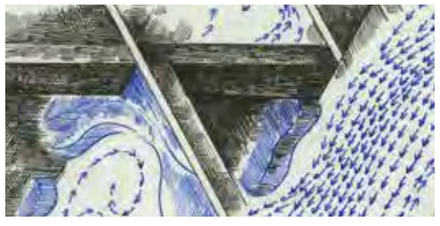


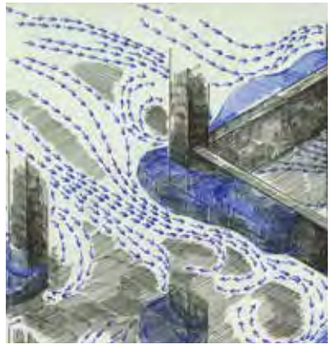


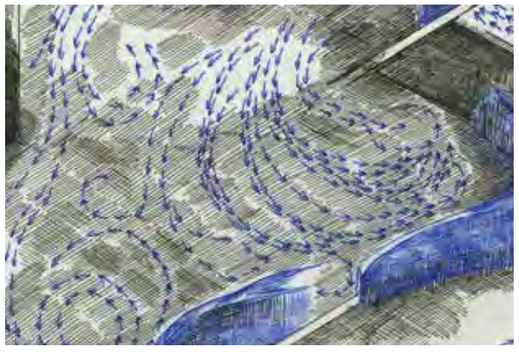


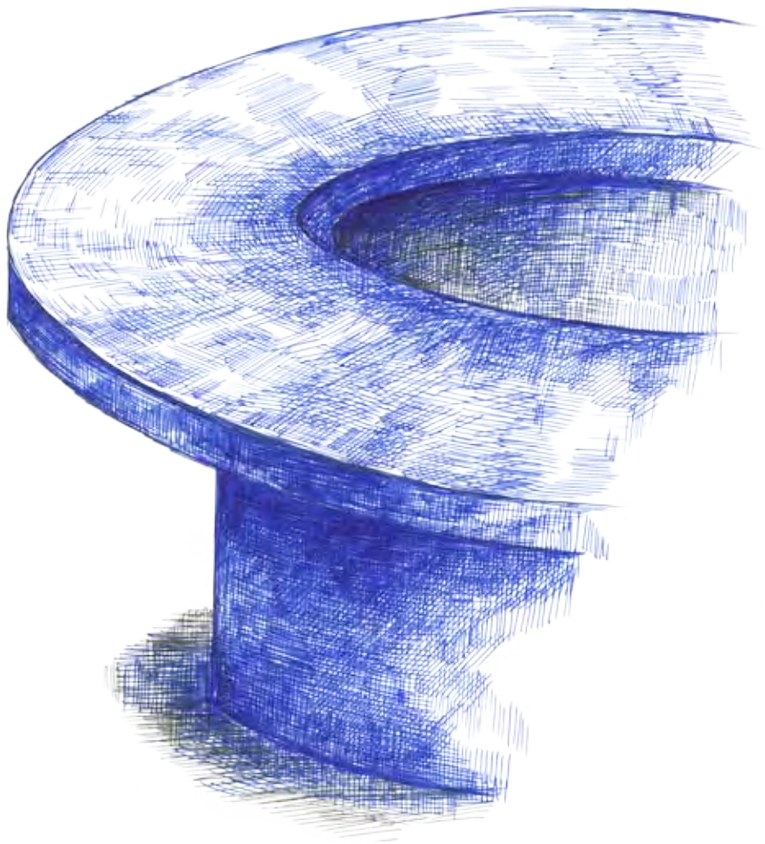


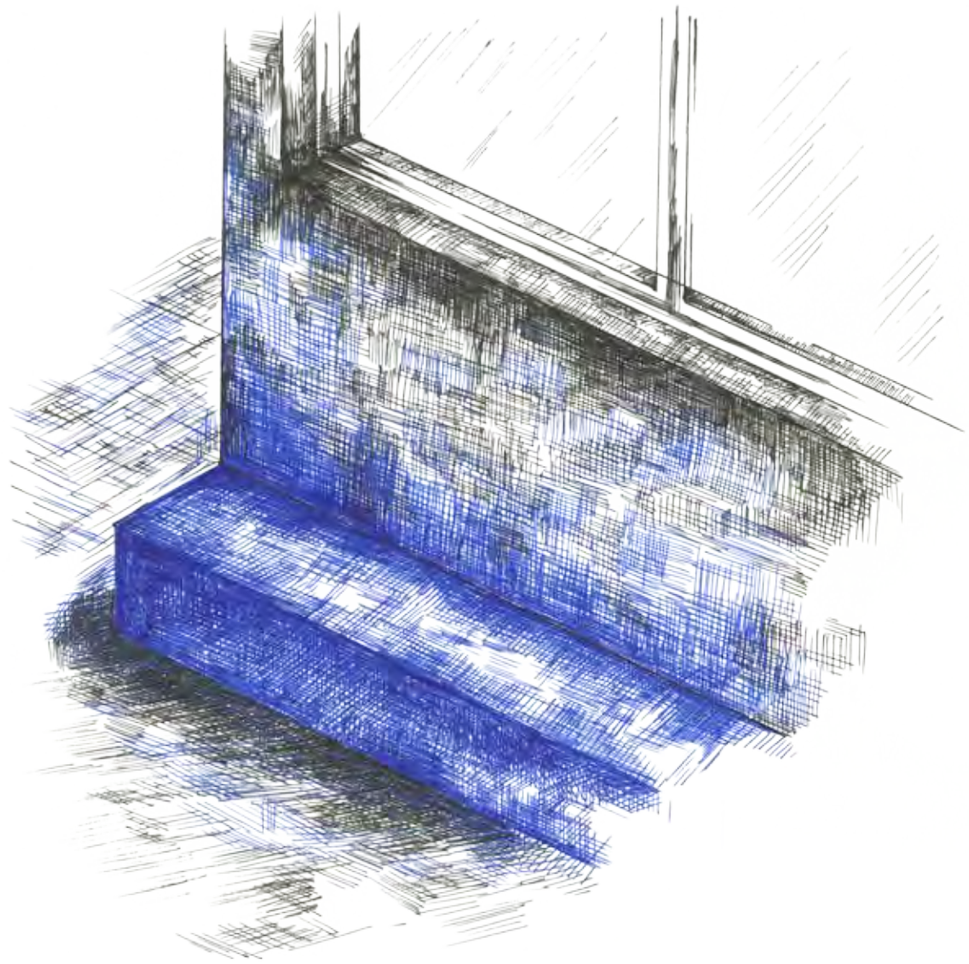


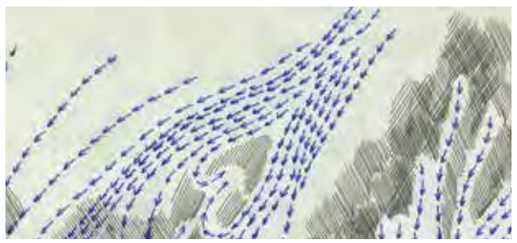


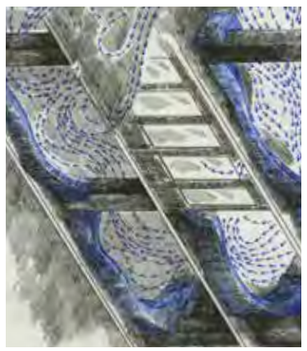


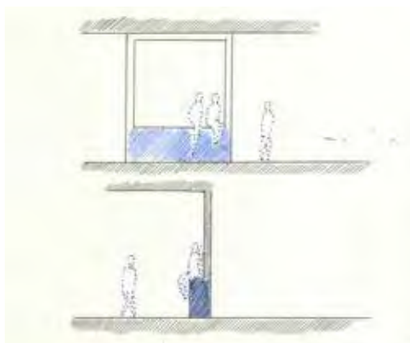


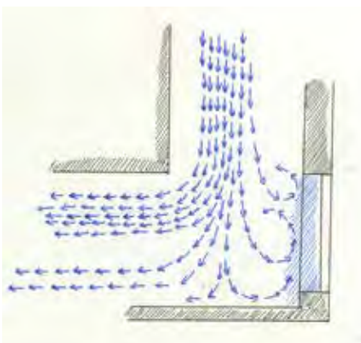


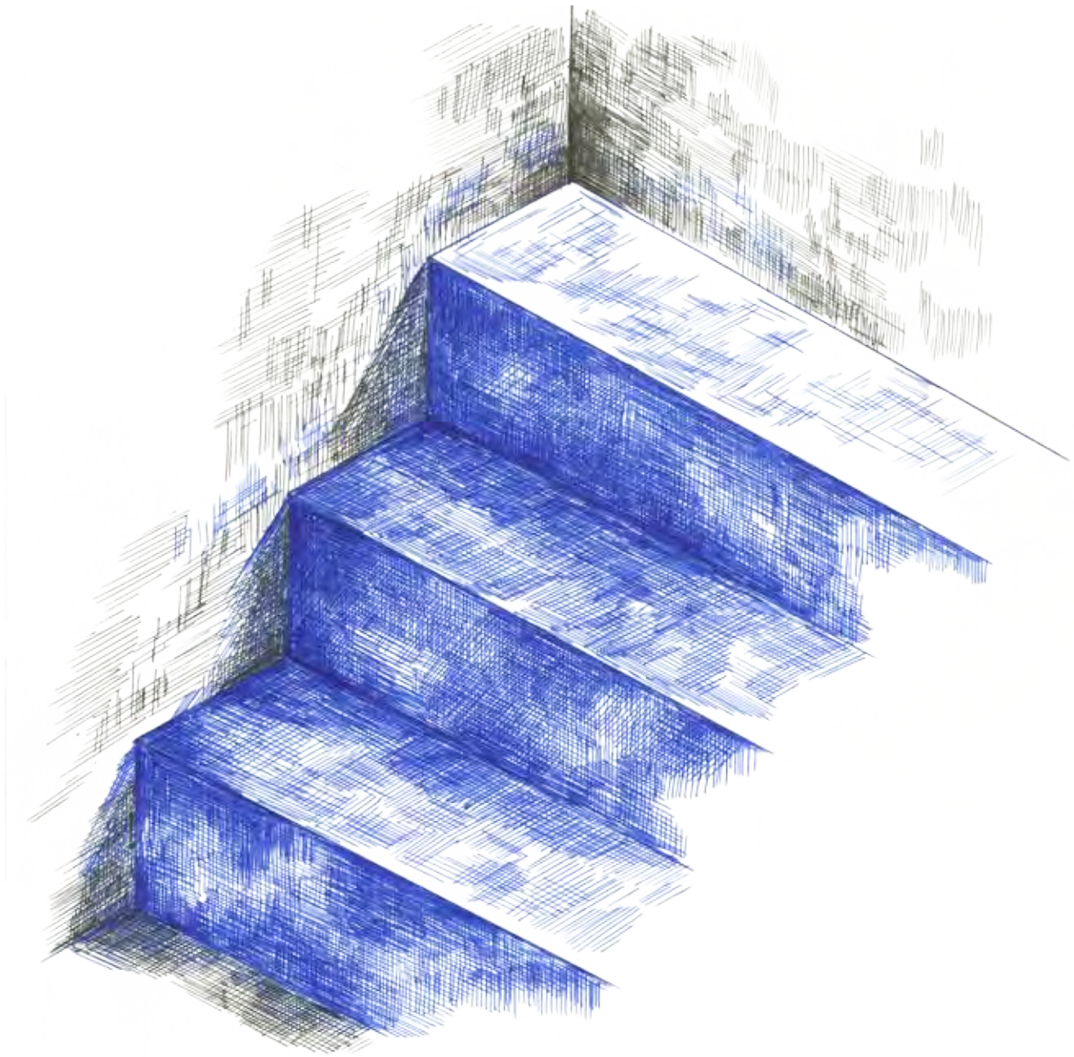


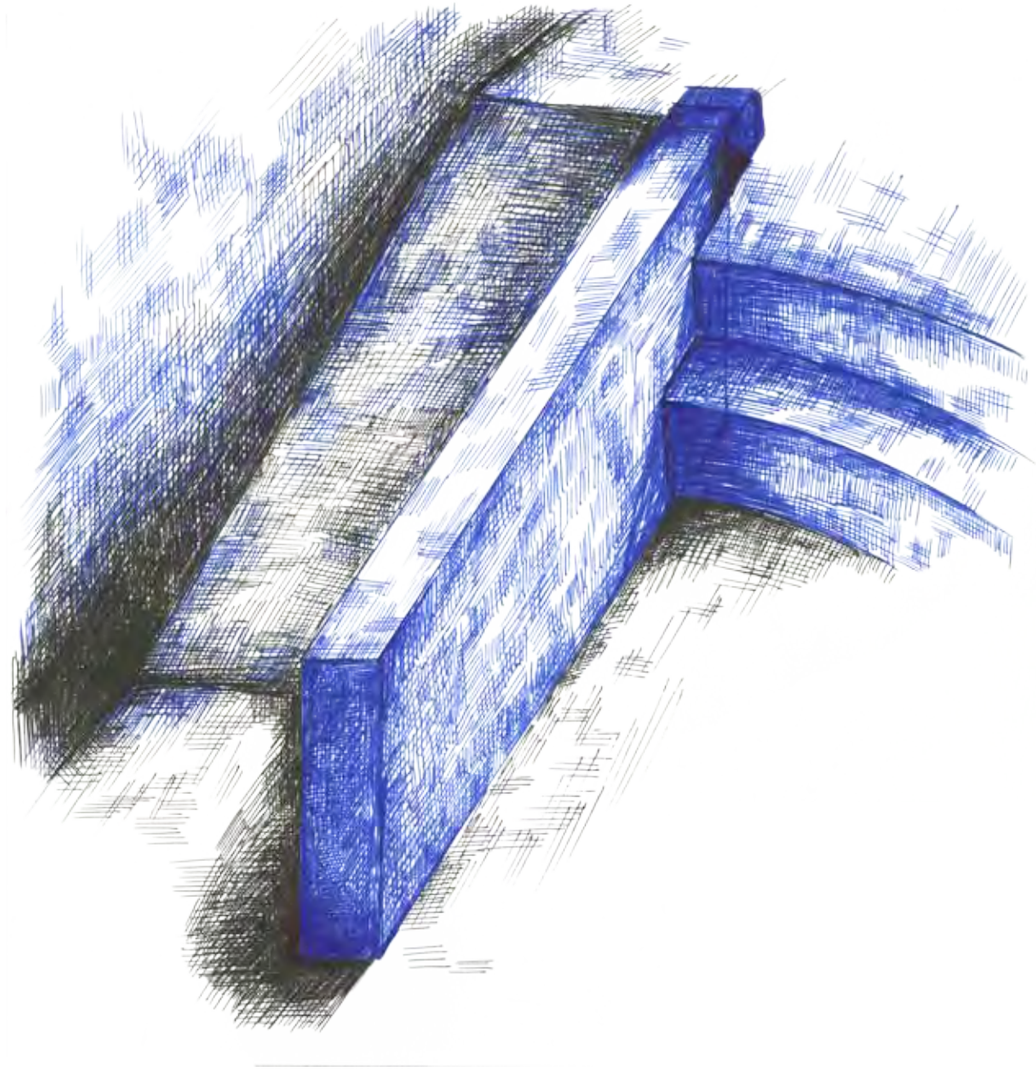


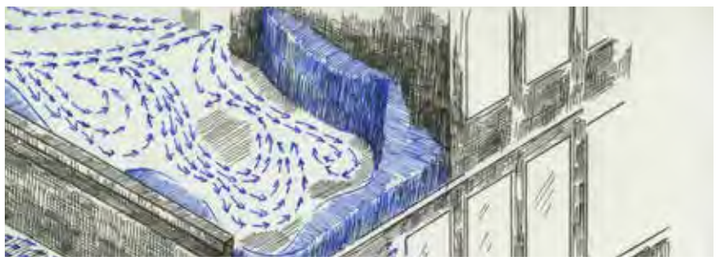


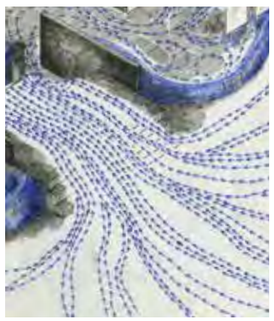


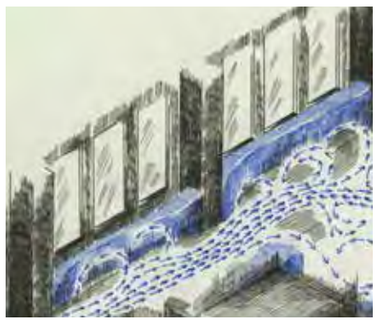


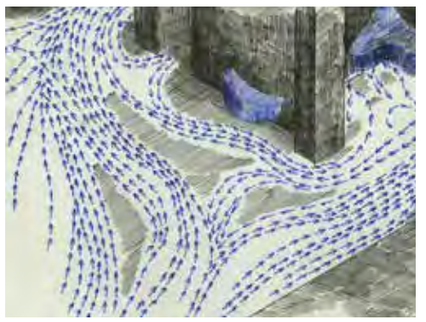


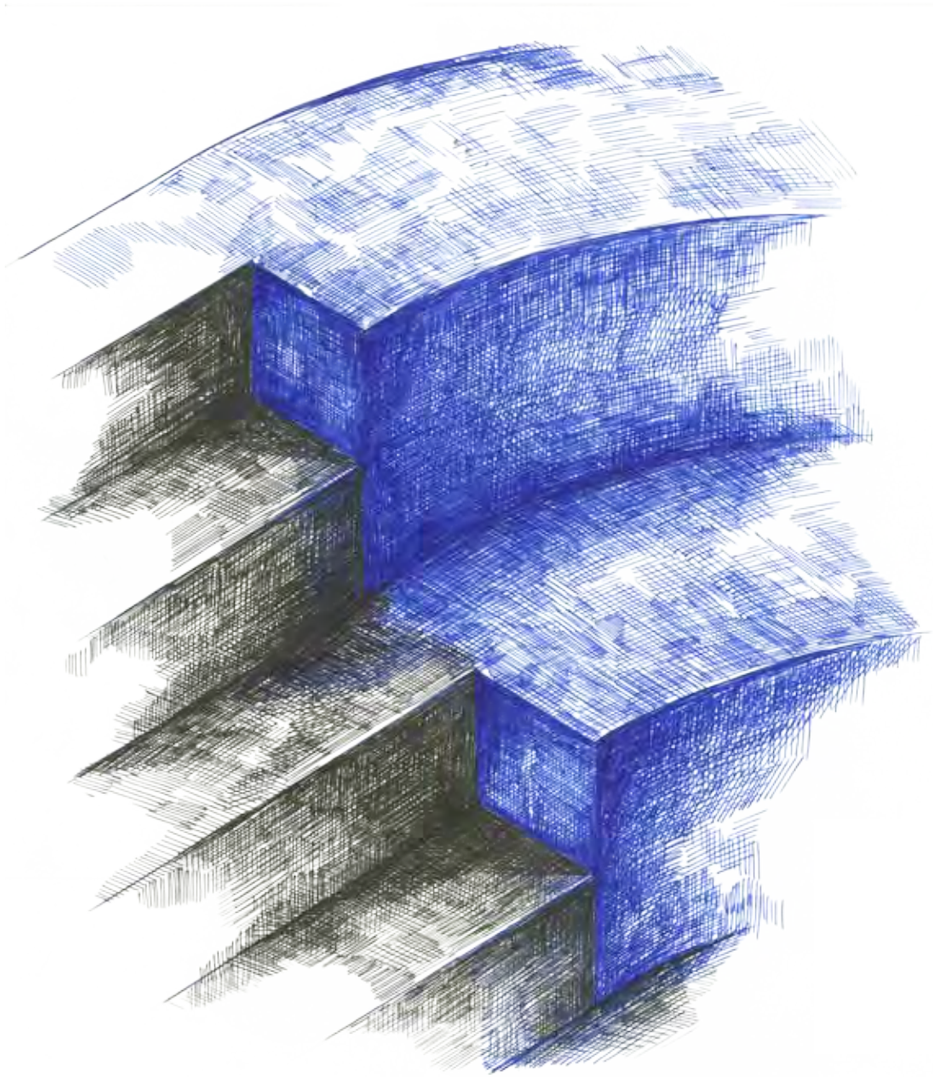


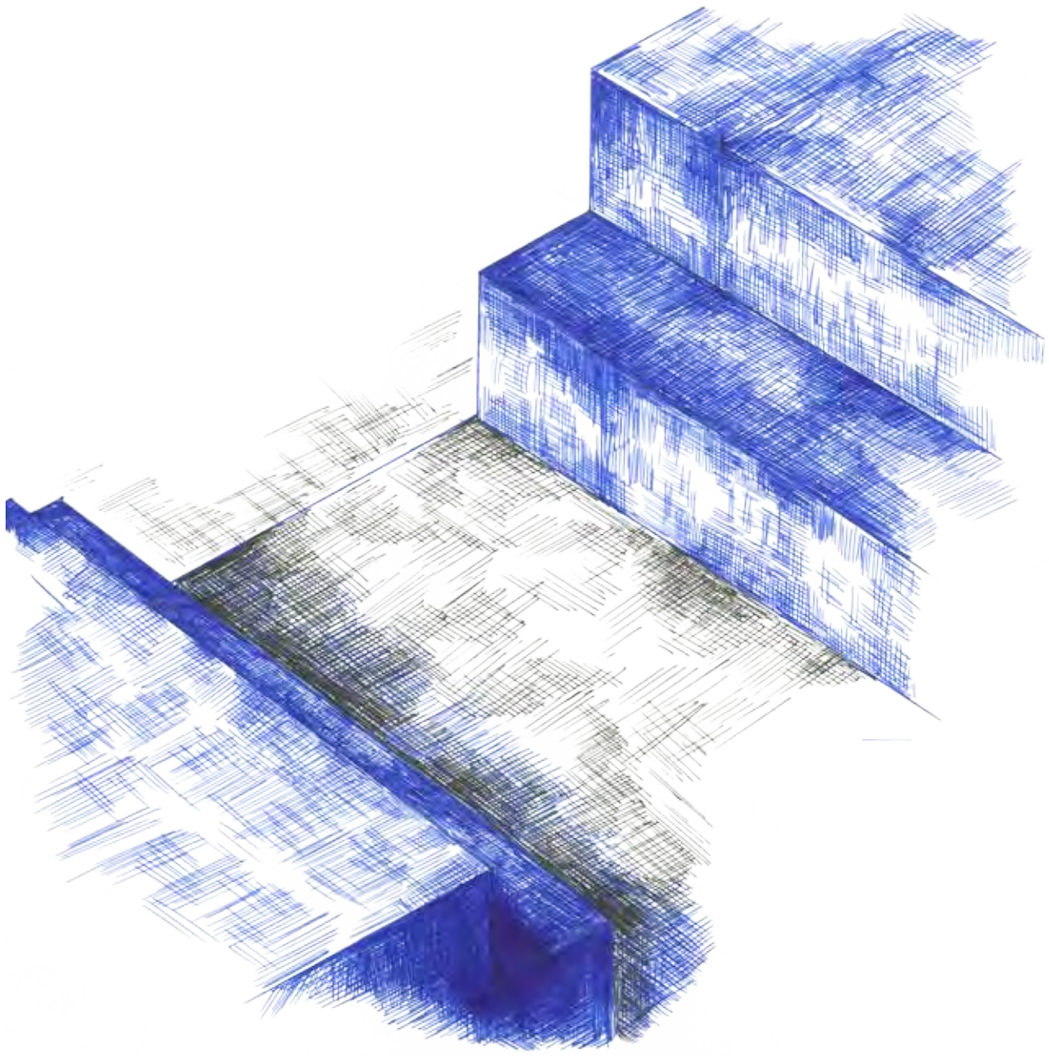


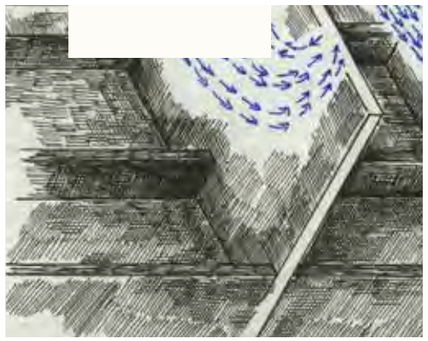


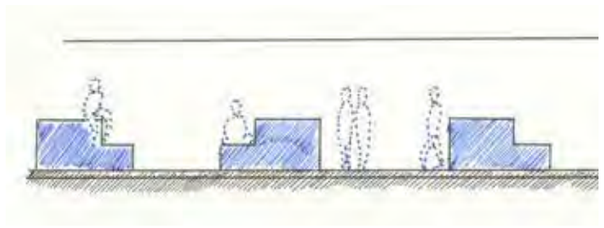


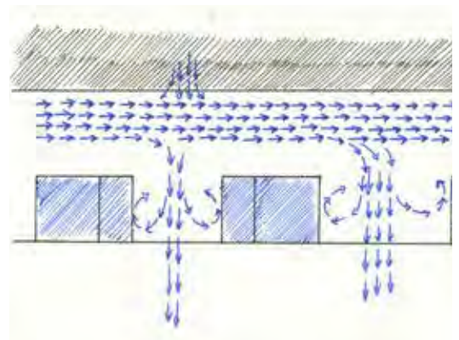


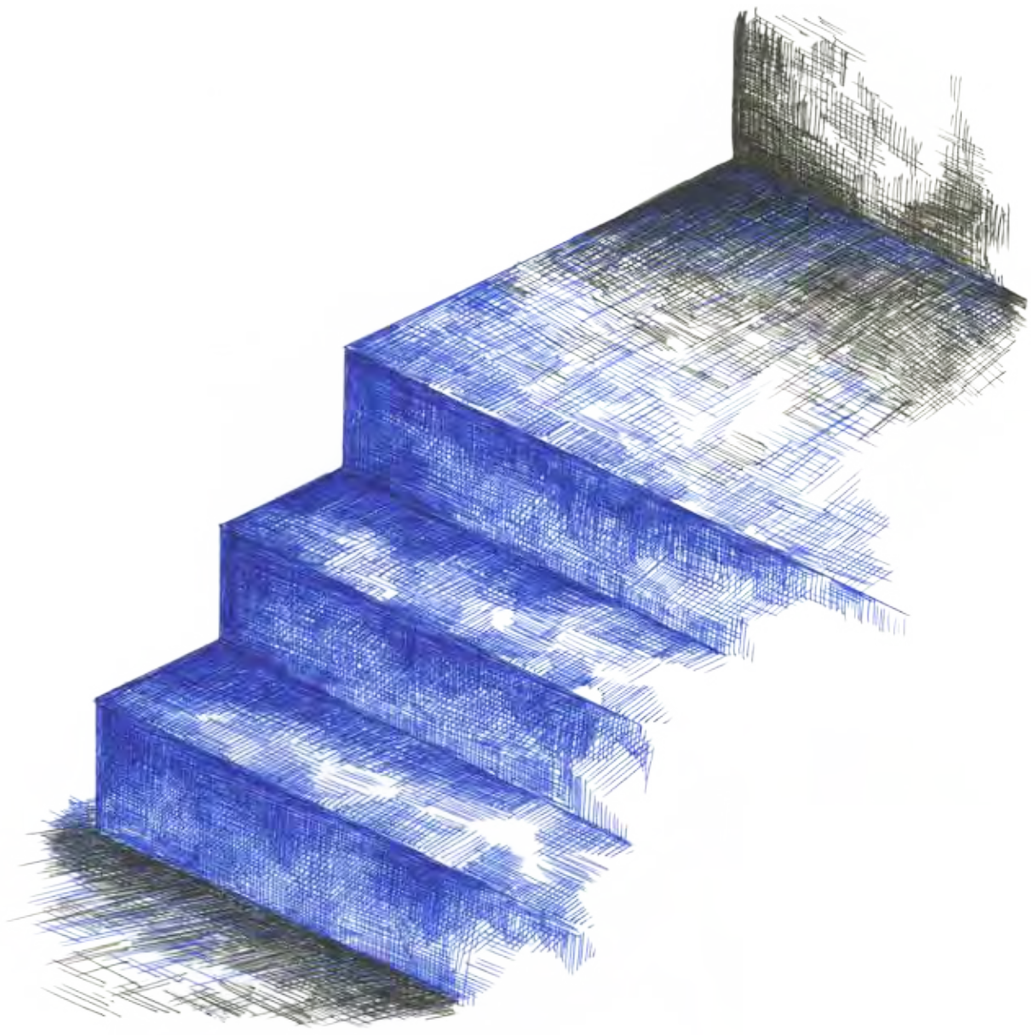


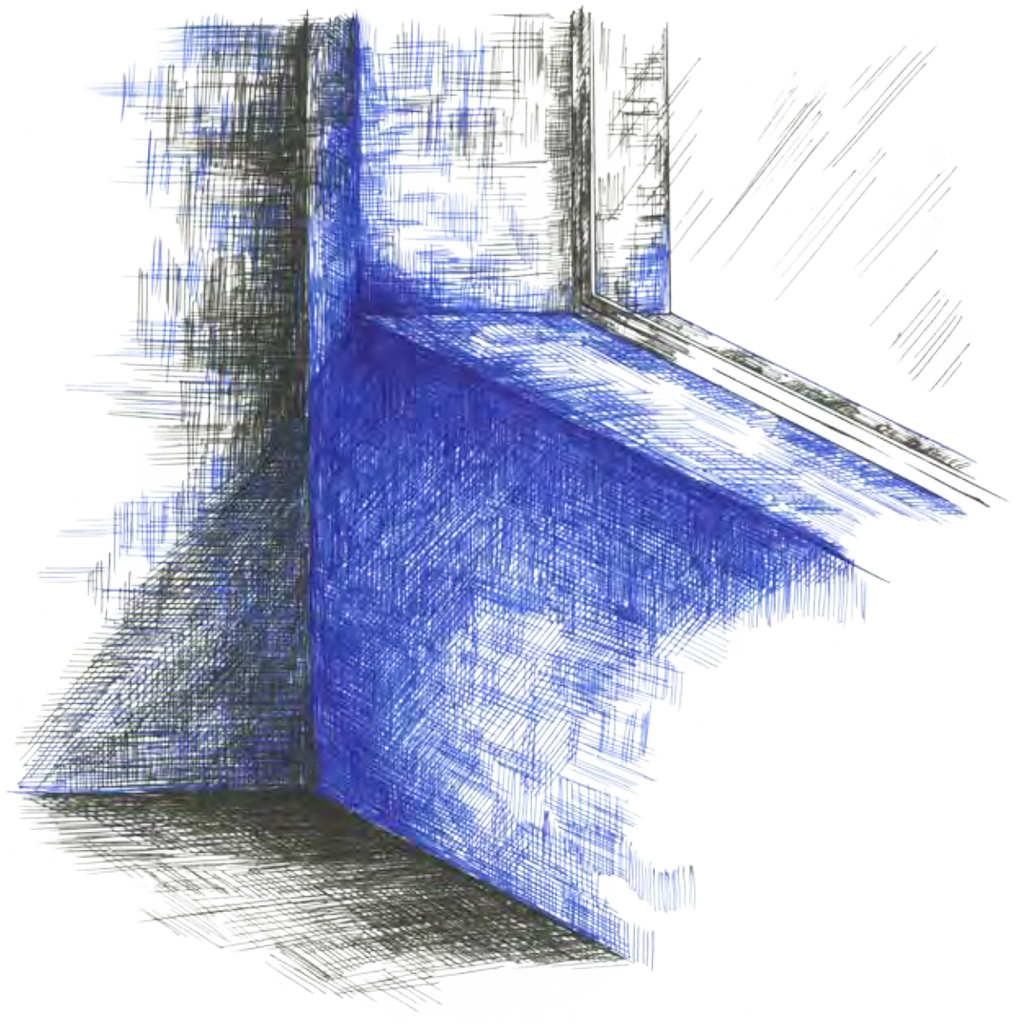


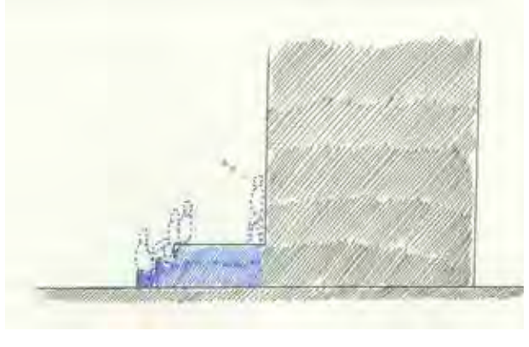


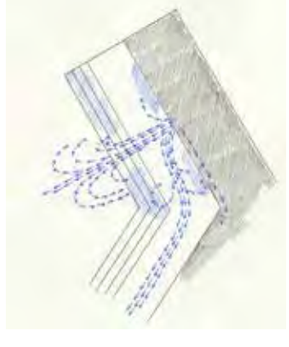


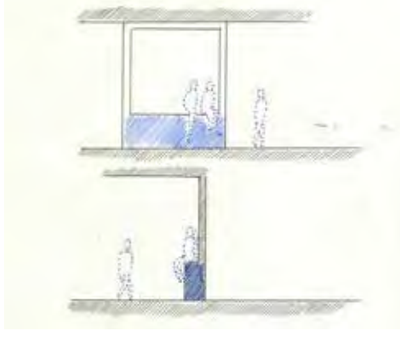


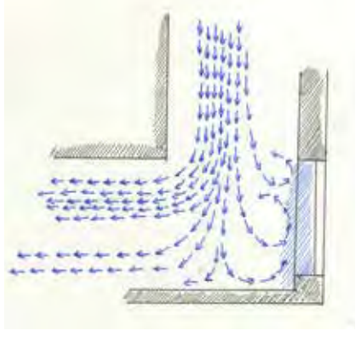


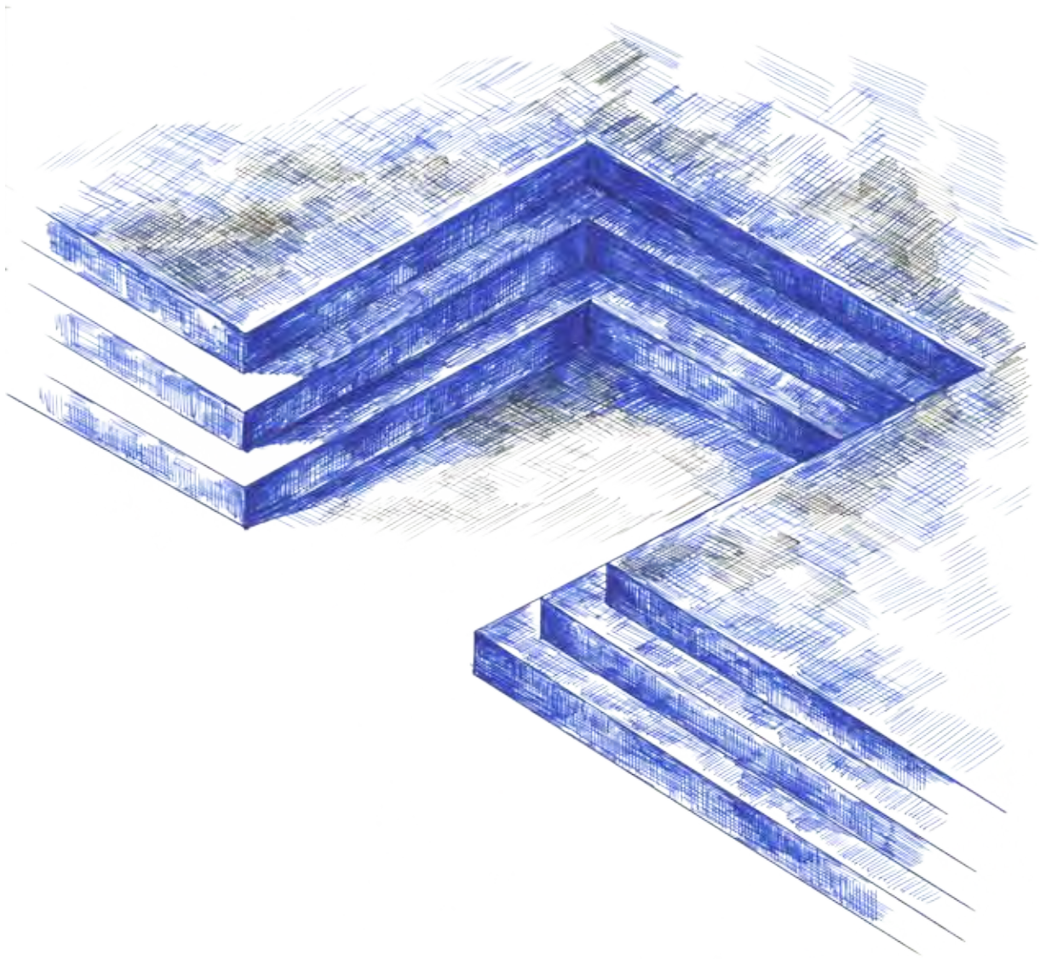


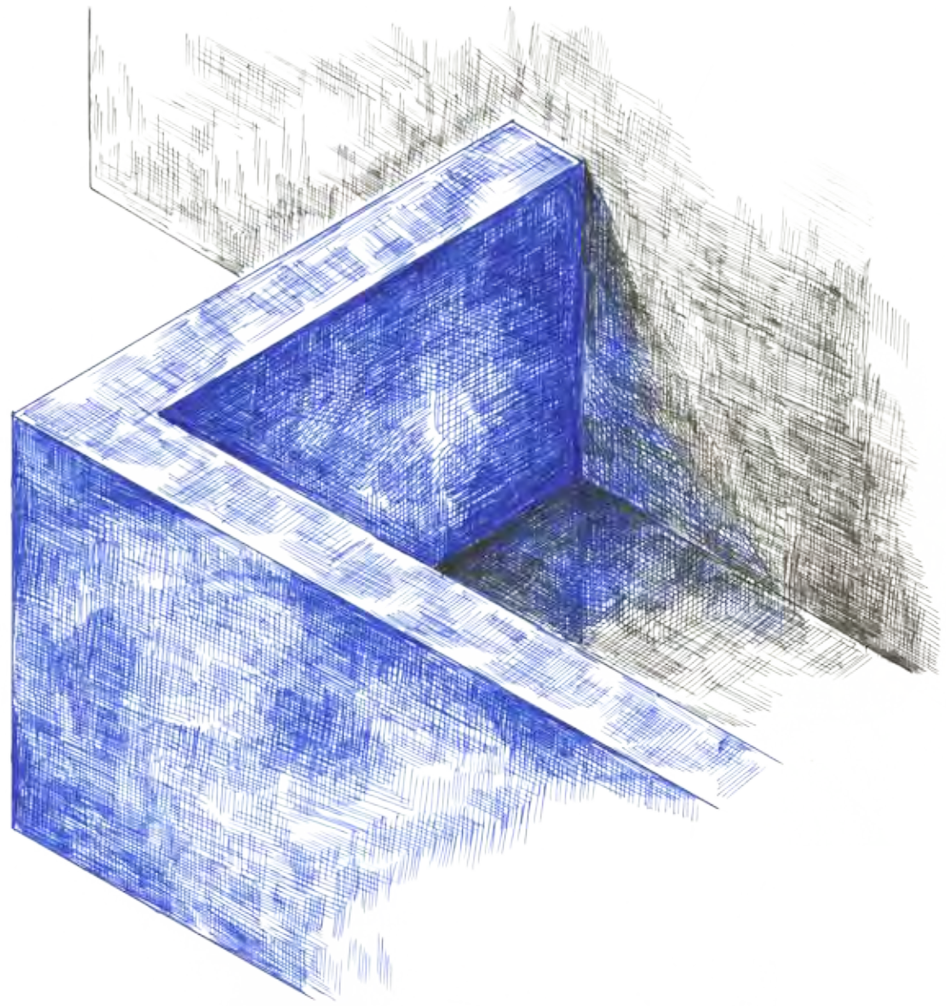


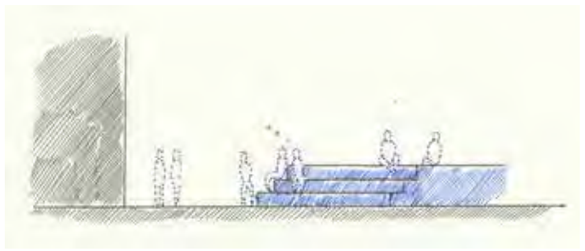


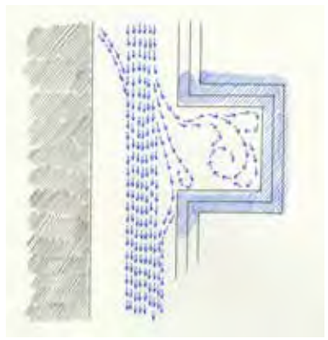


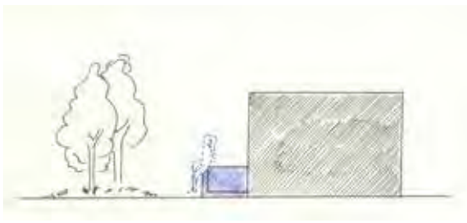


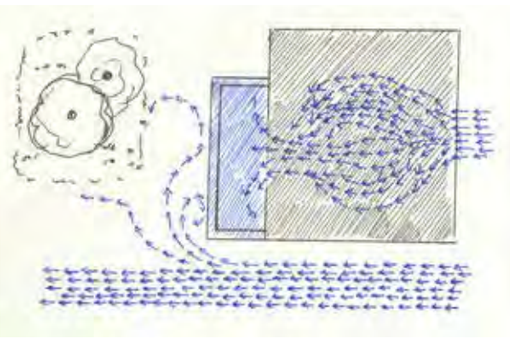


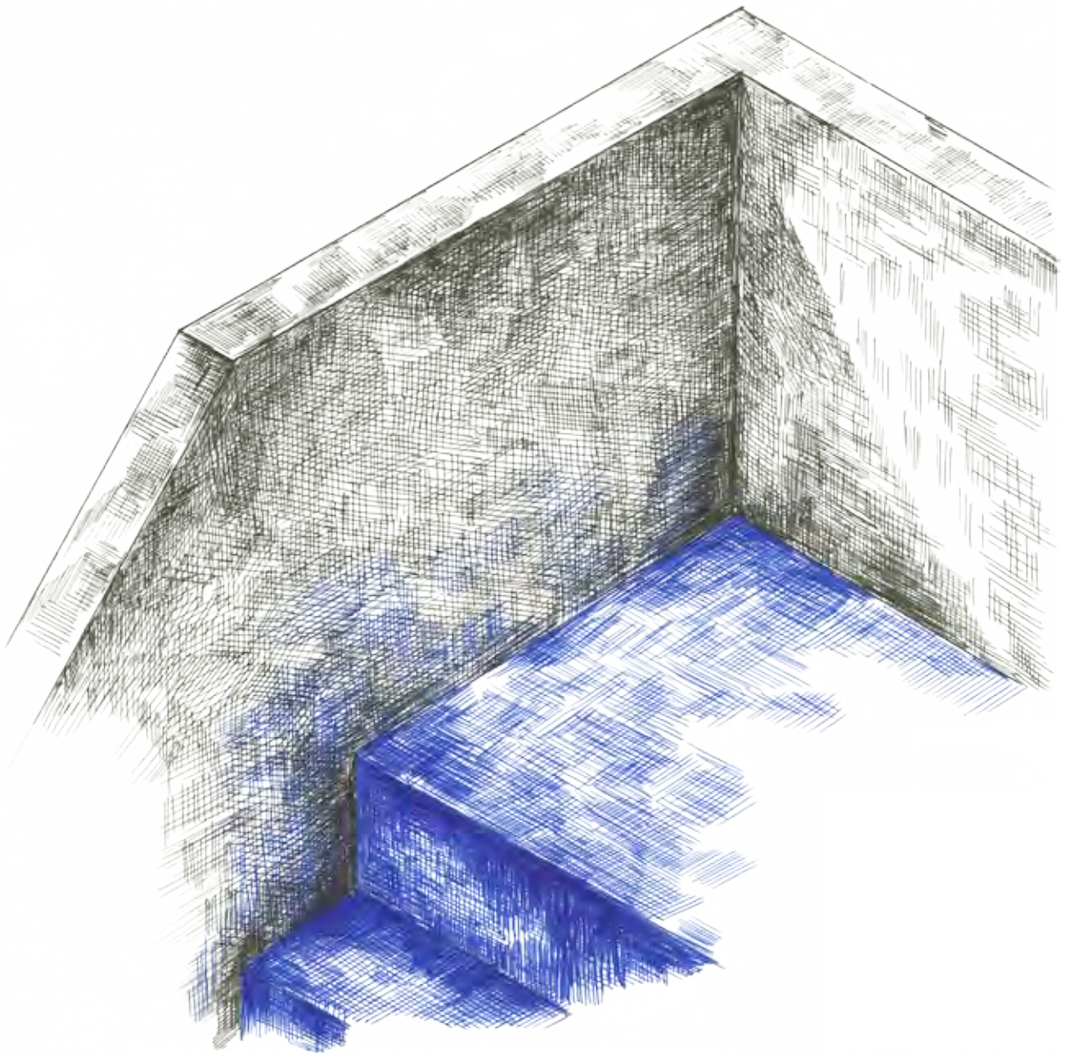


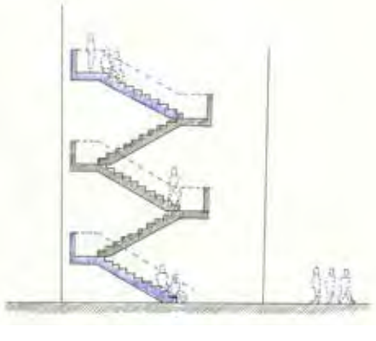


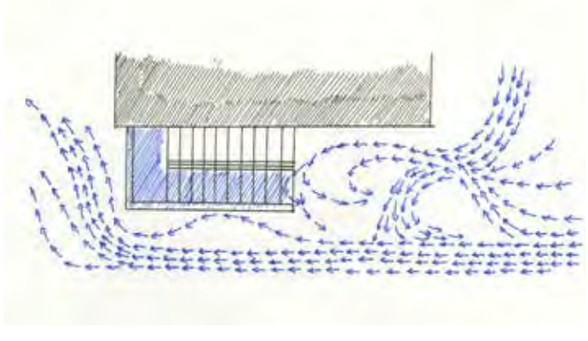






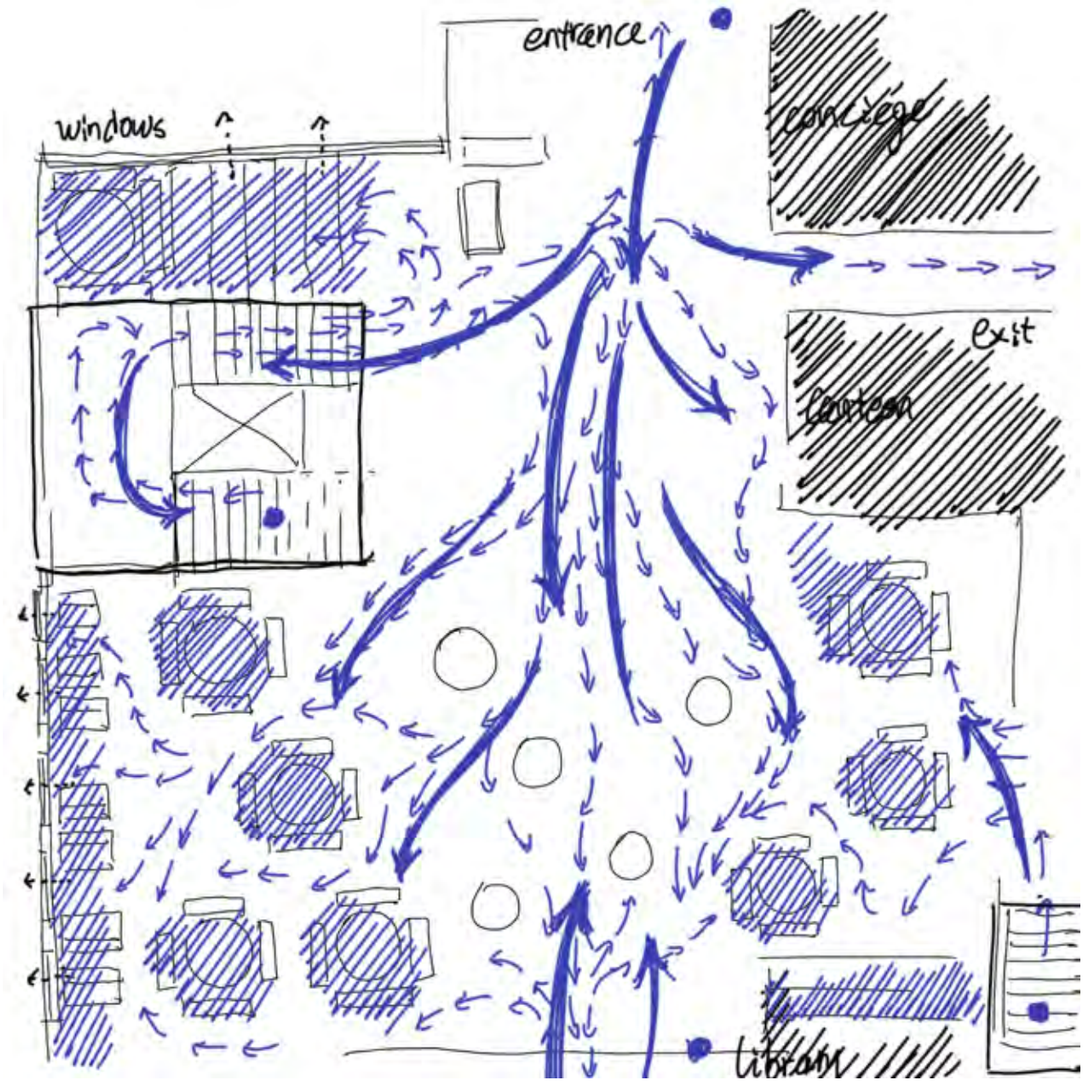


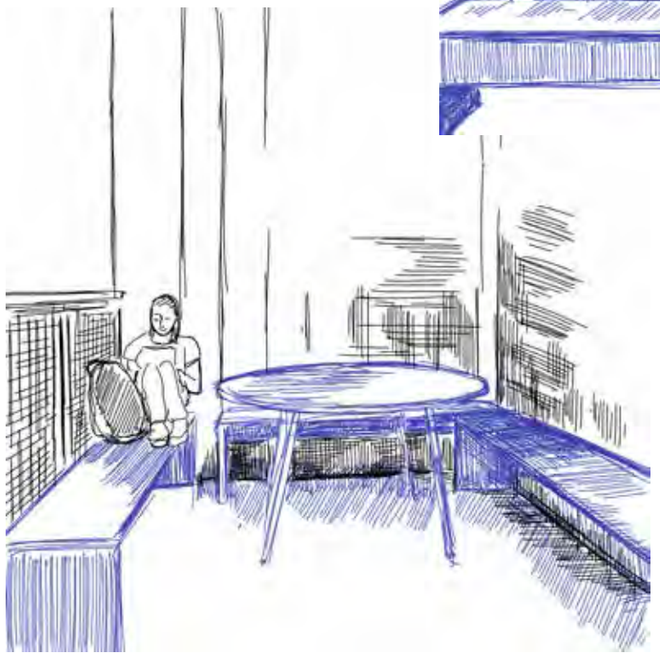




FIELD RESEARCH

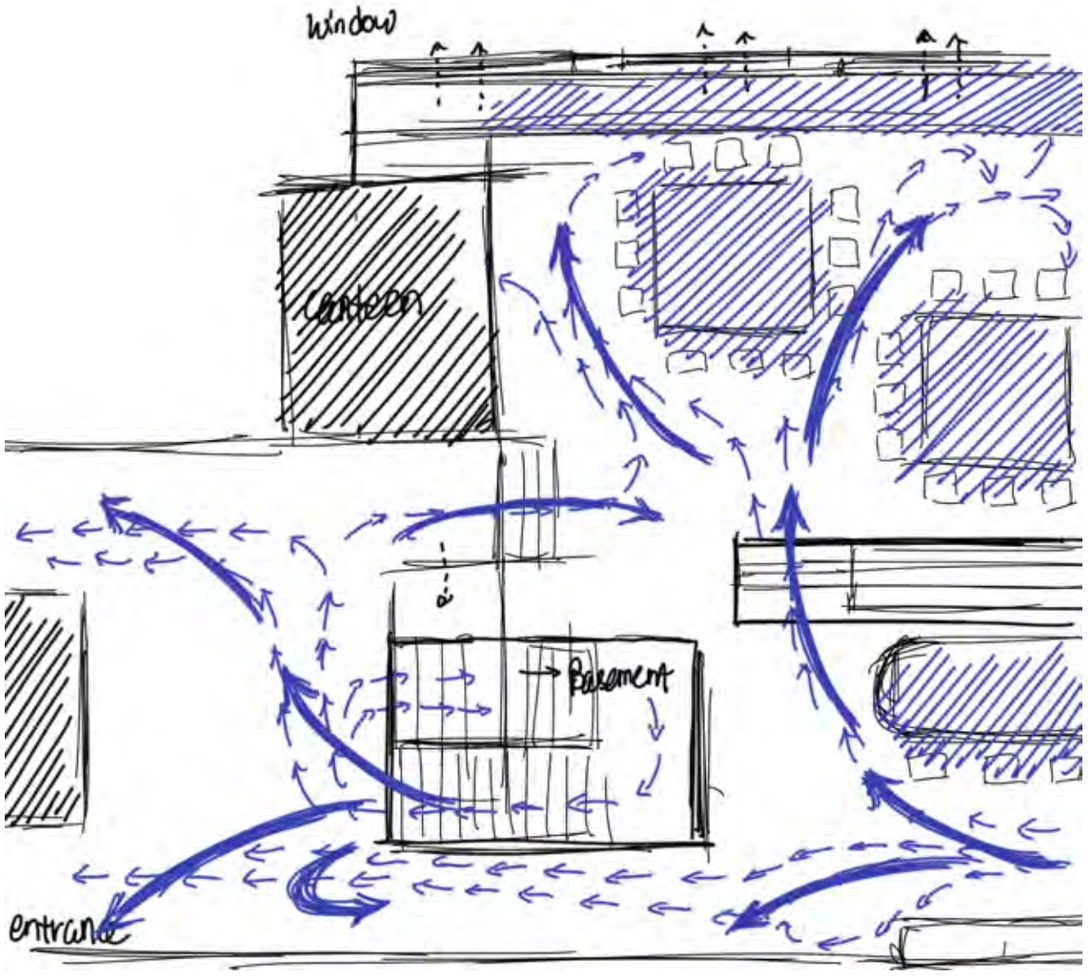
CASE STUDY 1
T College Leeuwenhorst

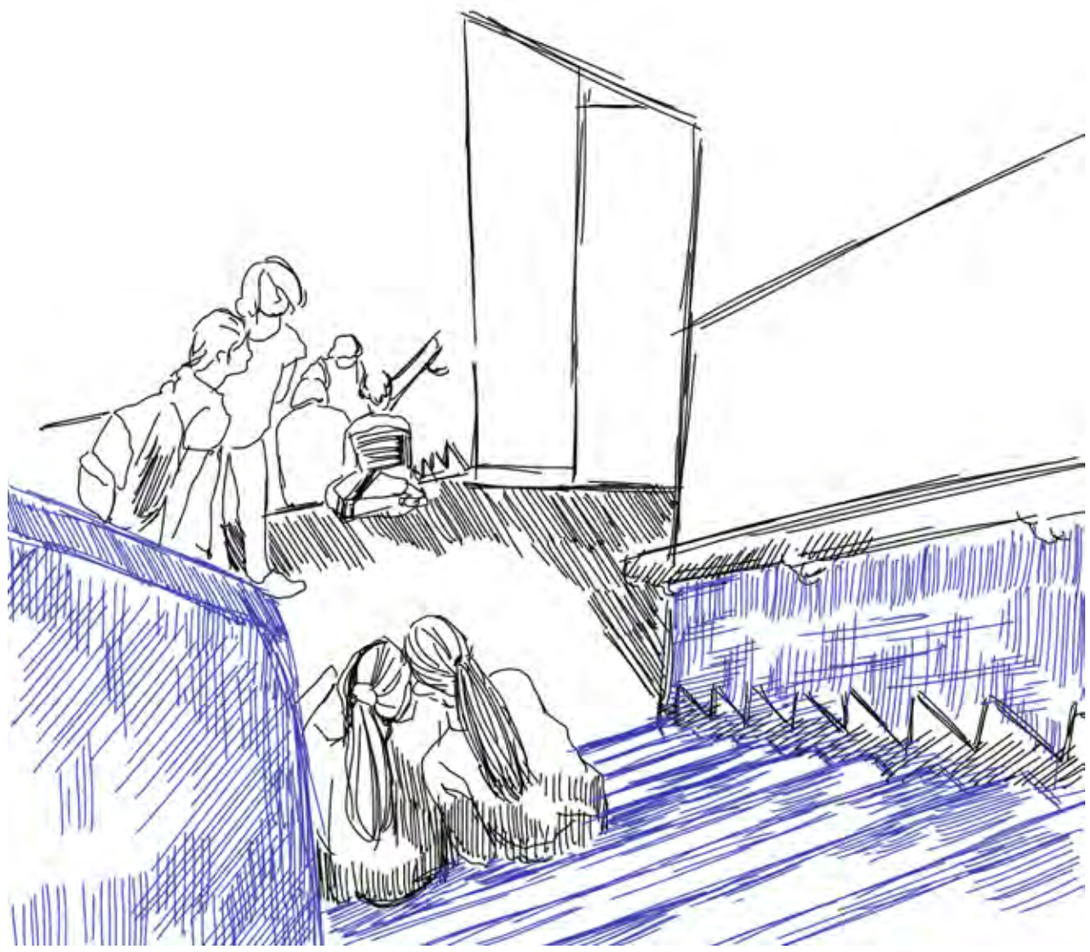




Round and rectangular shapes frequently appear in composition in this college. The main flow starts from the general entrance/exit and diverges in three directions. Flows and eddy corners have clear spatial and dynamic relationships.

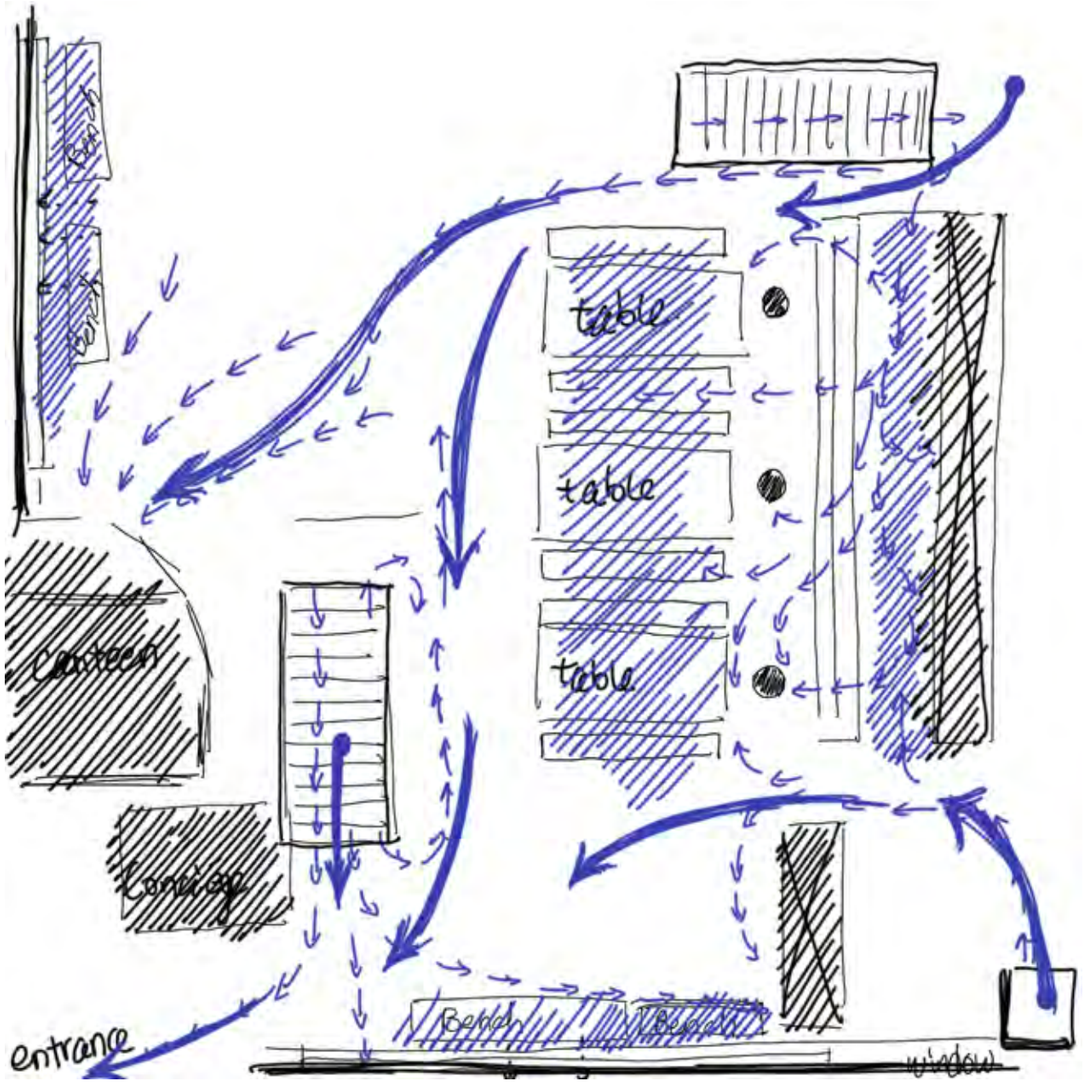
CASE STUDY 2
B College Leiden





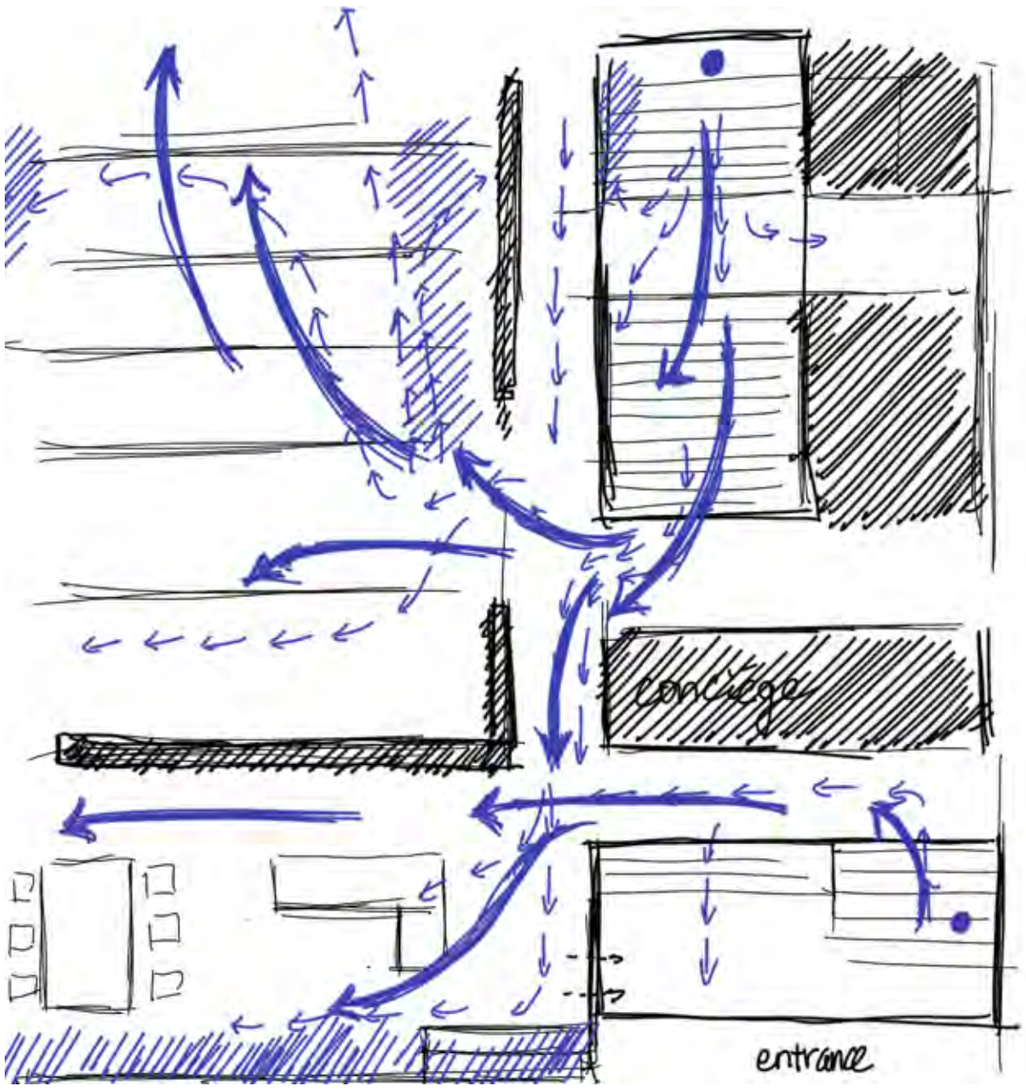
As a previous monastry, the spaces in the building have been improvised largely to students with different individual schedules. However, the school building still face the problem of insufficient spaces for students druing breaks. Spaces like a temporary ramp along the steps and windowsills are also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

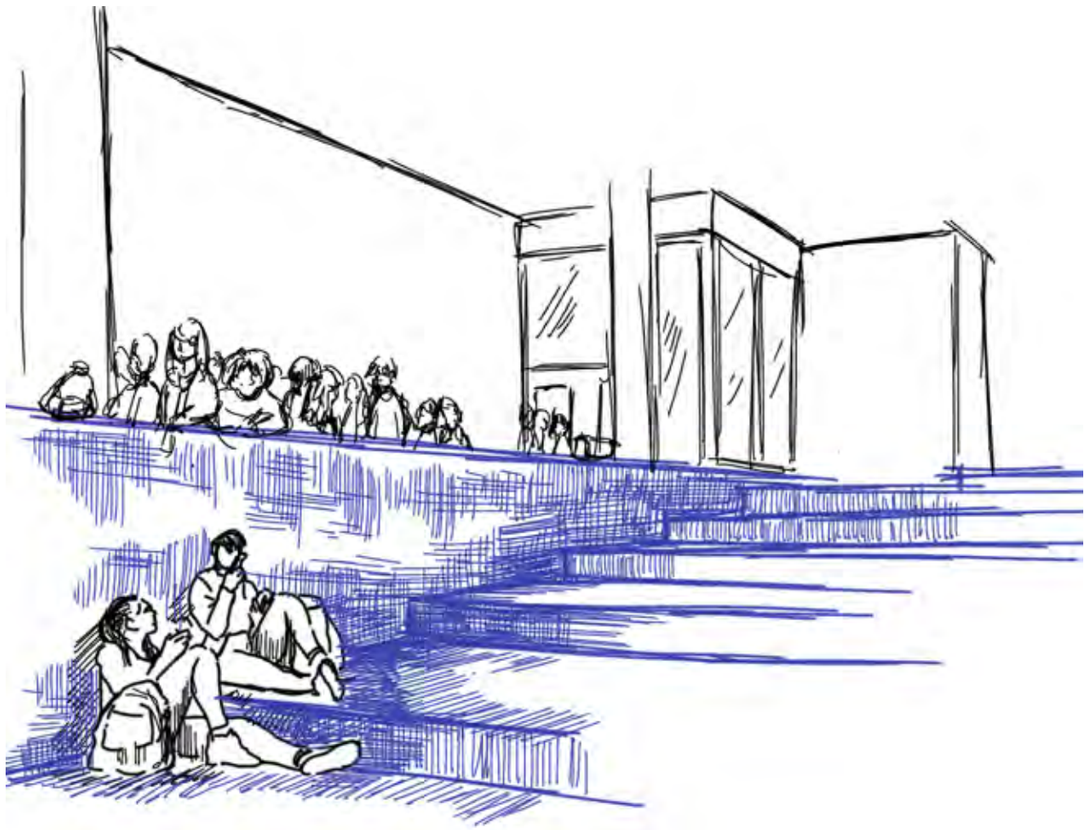
CASE STUDY 3
R Lyceum Wassenaar



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.

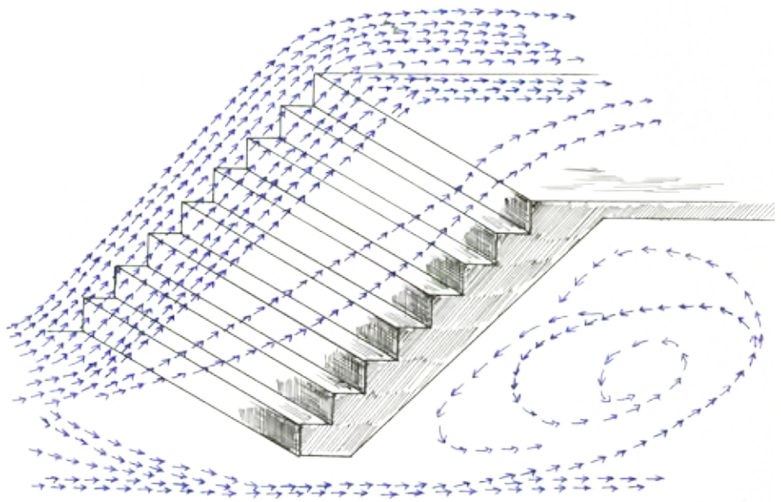
CASE STUDY 4
Christian Lyceum Z Den Haag

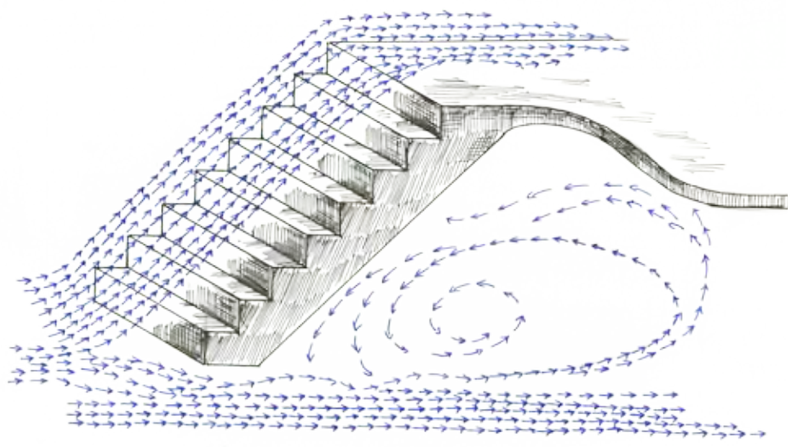


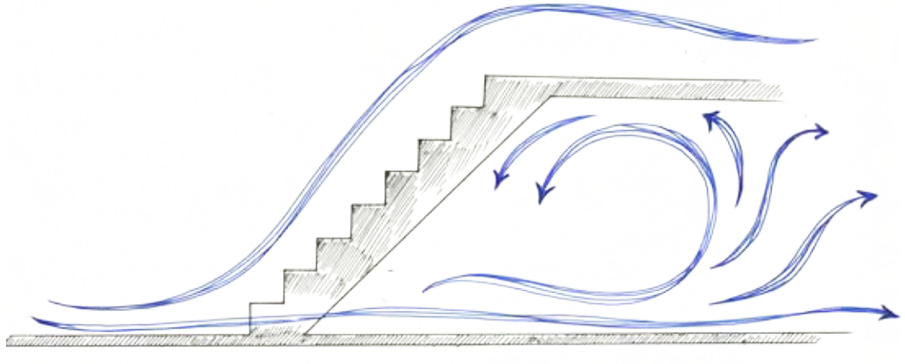


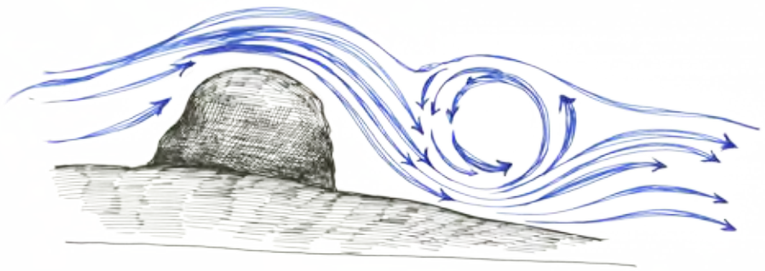
With brightly open structures, steps of different dimensions are considered in this school spaces. Visual access and connection are maximized with applying a large amount of glass material. The staircases direct the flows of students in different spatial composition in the building, providing the access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

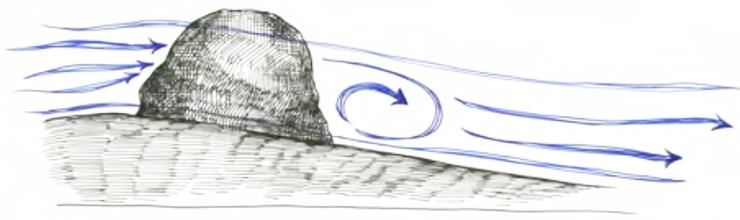
FLOW STUDIES

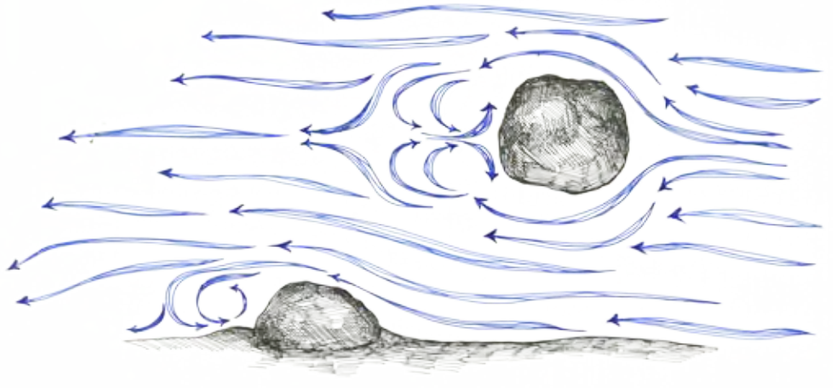




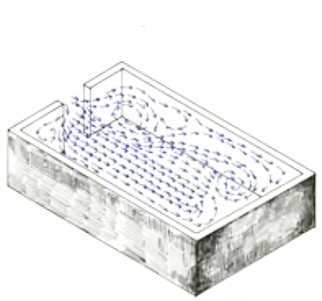


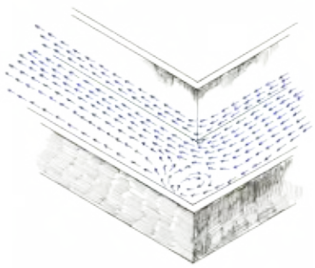


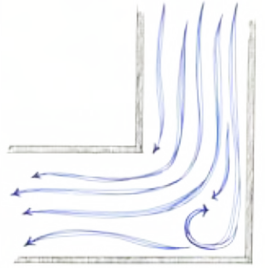


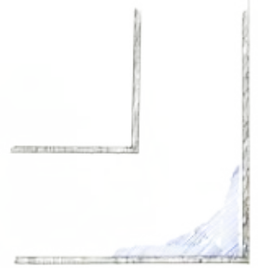


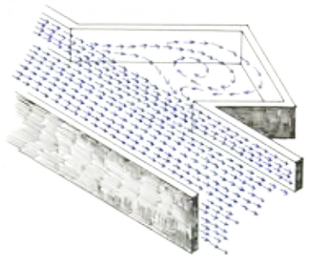
The schematic analysis of body-space relations simulate the flows and water eddies in natural environment.

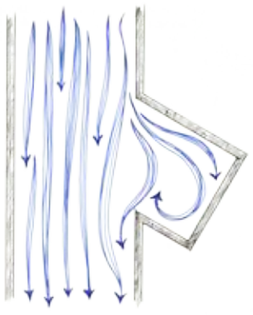


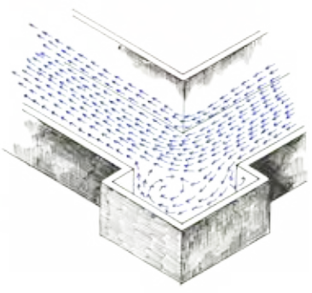


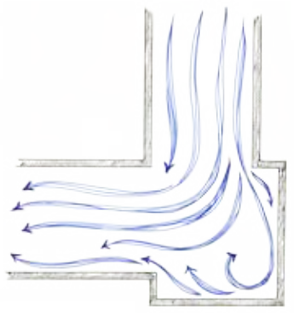


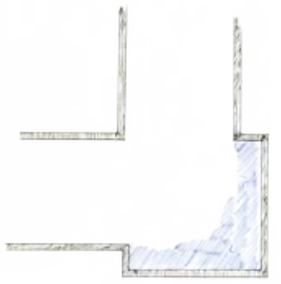


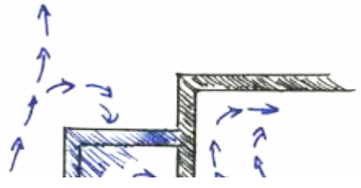












The diagrams to represent the flows in different spatial configurations. The eddy spaces take place next to the main flow as moemnts to stay and to withdraw next to the flow.

EPILOGUE

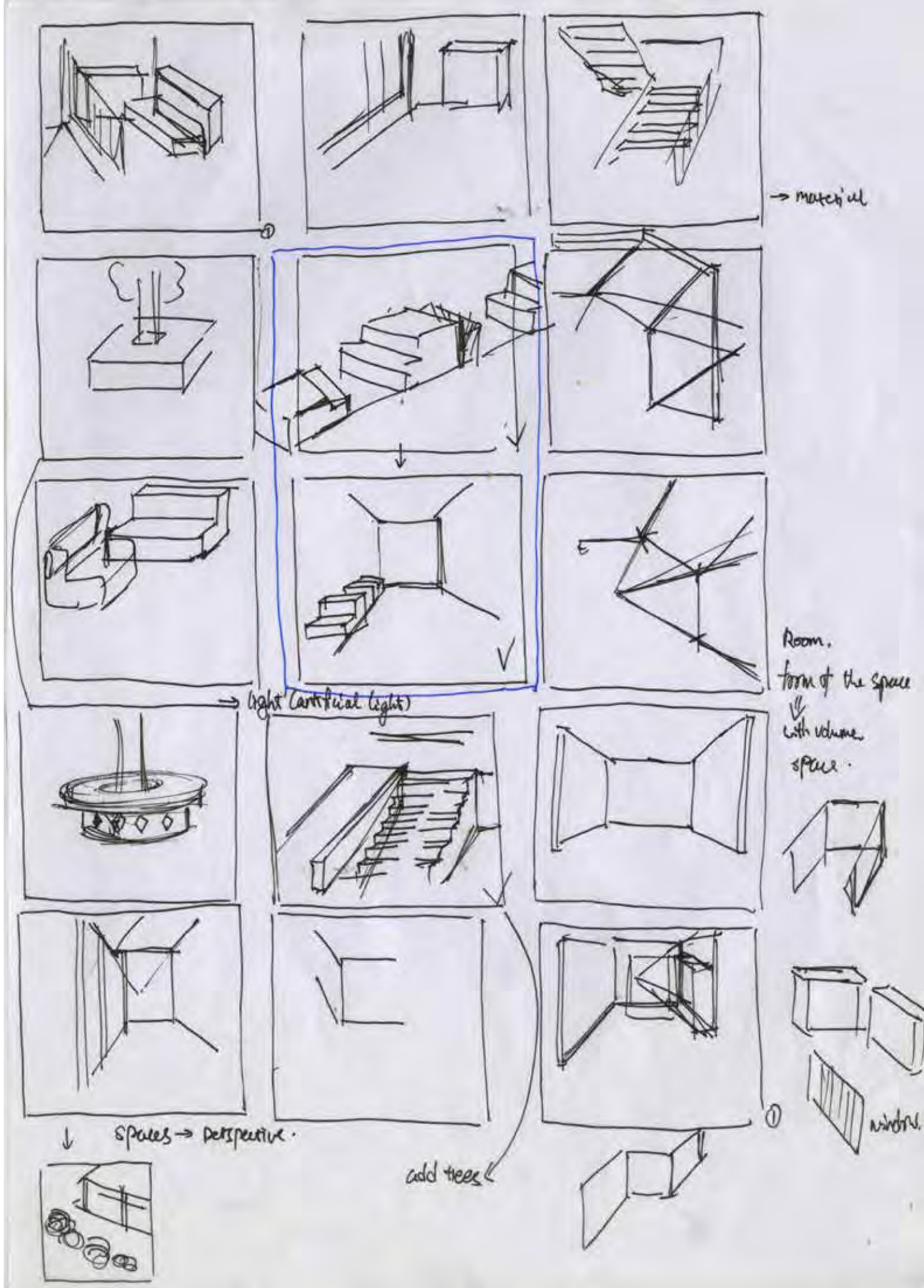
My own high school days between 2012 and 2015, have always been my salvation of all. However, I never regret the time at the junior middle school between 2009 and 2012. It was difficult and I made it difficult for myself. I have decided on a change within those three years since the very first day I 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.

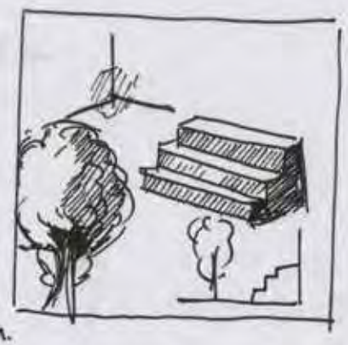
I did not want anything else but trying to be a different me, a better me. I could not see anything and anyone. The day I finished the last exam of that period, I could not feel that I was happy. It was untrue.

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.

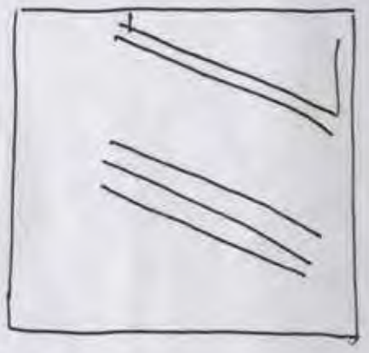
I am still making myself difficult. I am still trying to be a better me. I think there is not an end to this. I am afraid of stopping, so I was happy that the half-moon balcony has become a source of another beginning.


→ material
Room.
form of the space
with volume
space.
→ light (artificial light)
spaces → perspective.
add trees
windows

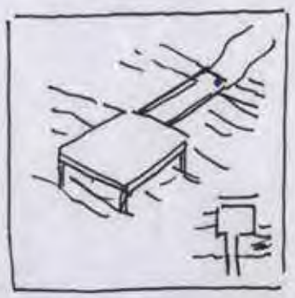


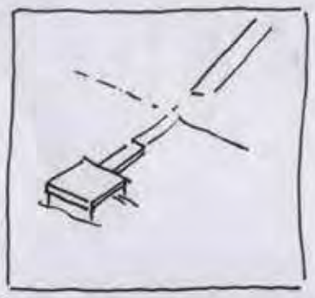
- tree & steps.

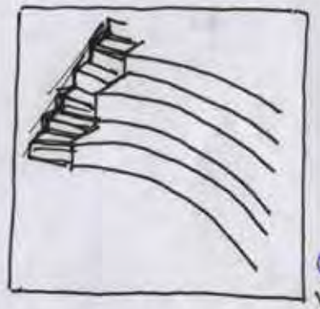
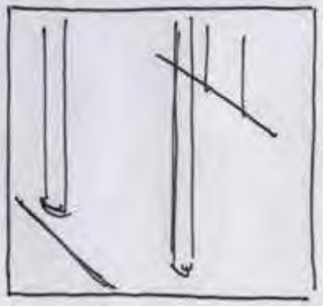
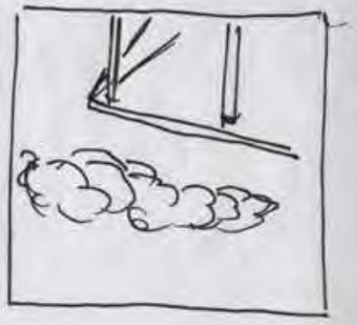
form. story. understanding towards conclusion.
story of marginalization / corner. light



Jenny







water. create corner & diffusion between individual & group.