CHILD-FRIENDLY URBAN PLANNING

Young Planning Professionals’ Workshop
Ningbo, People’s Republic of China, August 26-30, 2019
TEAM 1: CREATING PLACES PEOPLE LOVE
A PLACE FOR ALL- THE HAPPY PLACE
PROF. ALI ALRAOUF
KHANH NGUYEN, BANG FU, QIUMENG GUO,
PEI WANG, XUE WANG

TEAM 2: RIBBONS OF MINGDONG
NI HAO! MY NAME IS XINXIN, LET ME SHOW YOU MY NEIGHBORHOOD
XINXIN PANG, YINGYI HU, JIE HE, WEI CHEN,
CHRIS STEENHUIS, DIVYA CHOPRA

TEAM 3: OK TEAM
We are offering an urban home
Aya Elkhourly, Prasenjit Shukla
Wenwen Jiang, Xinkai Wang
Xiupeng Zheng

TEAM 4: (A)MAZED
MINGDONG: AN AMAZING PLACE
Team: Iva Shokoska, Viviana Cordero,
Yiwen Jin, Chenhong Xia, Kejun Shao;
Tutor: Jing Xie
MINGDONG COMMUNITY IS CHILDREN’S HOME

Nhat Ninh Khanh Nguyen, Bang Fu, Pei Wang, Qiumeng Guo, Xue Wang
Tutor: Ali A. Alraouf
with volunteers Min Zhou, Ziyi Yan
mingdong community: a place for all
our river: mingdong’s heart
PLANNING CONCEPT

Friendly for all
Not only friendly for children

Children participation
In the whole project cycle

Children’s home
Means the whole Mingdong Community
process
2 GOAL
1 CHALLENGE
4 STRATEGY
3 IDEAS
5 SPATIAL PLAN

CHALLENGE
GOAL
IDEAS
STRATEGY
SPATIAL PLAN

DIALOGUE

methodology
observation

ISOLATION BY RIVER
Inaccessible to River and the opposite bank
Isolation by River

Inaccessible to River and the opposite bank

Isolation by Car

Parking occupied street space

Isolation by Unattractive

Lack of bench and arac0ve
ISOLATION BY UNATTRACTIVE

Lack of bench and attractive furniture
image
OF
MINGDONG
COMMUNITY

Through eyes from 6 years old

俞宸锟
YU CHENKUN

6岁儿童眼里的明东社区
Through eyes from 6 years old
Through eyes from 16 years old
Through eyes from 16 years old

1. Go to school together everyday

2. Eating and have fun sometimes

3. Go to city center in the weekend
Conclusion of survey

Q1: PUBLIC SPACE
Q2: PRIMARY SCHOOL
Q3: RIVER
Q4: PARK
Q5: UTILITY
a strategy from isolation to integration
strategy 策略

CHALLENGE 1
ISOLATION BY RIVER

CHALLENGE 2
ISOLATION BY CAR

CHALLENGE 3
ISOLATION BY ATTRACTIVE

RIVER AS A MAIN AXIS SEAMING SITE

ACTIVATING THE RIVER

GREENWAY NETWORK
CONNECT DESTINATION

FORMING GREEN NETWORK

SHARED SPACES
GATHERING ALL PEOPLE

ACTIVITIES
ACTIVATING THE RIVER 激活河道

ENJOY THE RIVER 开放河道

- TRANSFORM THE NEGATIVE SPACES 转变消极空间
- MAKE THE RIVER AN ATTRACTIVE SPACE 增加滨水空间吸引力
**MAKE THE CONNECTION**
建立联系

- **CREATE RICH PLACES**
  创造丰富空间

- **MEET THE BASIC NEEDS OF RESIDENTS**
  满足居民基本需求
strategy 策略

ACTIVATING THE RIVER 激活河道

PURIFY THE WATER 净化水体

• CREATE CHANCES TO GET CLOSE TO THE WATER
  创造亲水机会

• CONCERN ABOUT ENVIRONMENTAL SUSTAINABILITY
  关注环境可持续发展
strategy 策略

ACTIVATING THE RIVER 激活河道

INPUT ACTIVITIES 注入活动

• MAKE THE RIVER MORE ALIVE 使河道更有活力
CREATE MULTI-LEVELED GREEN STREETS
形成多级绿色街道

- TURN STREETS TO PLAYGROUNDS
  把街道变成游戏场

- MAKE STREETS EASY TO WALK
  使街道便于行走
EVERY SHARED SPACES ARE FRIENDLY FOR CHILDREN

- NOT ONLY ONE POINT
  儿童之家不特指某一点
- THE WHOLE COMMUNITY IS CHILDREN HOME
  整个社区都是儿童之家
- MEETING THE NEEDS OF ALL AGE GROUPS OF CHILDREN
  满足全年龄段儿童需求
REBUILD THE COMMUNITY FOR ALL
适宜全人群

- FIND A BALANCE BETWEEN CHILDREN AND ADULTS
  找到平衡点

- FRIENDLY FOR ALL
  对所有人群友好
Holistic approach

Ming Dong Community is the children’s home
shared spaces

Grow up, explore, learn and develop in within their ordinary community
typical nodes design

vibrant riverside

new vision of minglou park
new vision of minglou park

DIVISION ACCORDING FOR AGE GROUPS
NATURE EDUCATION
TRANSFORMATION FACILITIES
FLEXIBLE SPACES
new vision of minglou park

DIVISION ACCORDING FOR AGE GROUPS

TRANSFORMATION FACILITIES
new vision of minglou park

URBAN FARMING/EDIBLE LANDSCAPE
vibrant riverside

- Water platform
- Terrace
- Facilities
- Stairs to canal
- On-water crosspark
- Park
- CLEANING WATER
- MORE BRIDGES
- CHILDREN-FRIENDLY WALKING PATH
- ACCESS TO WATER
vibrant riverside

- Terrace
- Water platform
- Facilities
- Stairs to canal
- On-water crosspark
- Park

Floating Wetlands
- Transparent Water Tunnel

Learning Activities
- Fortuned
- Roots clean water of the river
vibrant riverside

GRAFFITI WALL
BUILD ‘MINI-CITY’
TERRACE : PERFORM

CREATIVE ACTIVITIES
vibrant riverside

PLAY WITH WATER

FOUNTAIN

STAIRS TO CANNEL

WATER PLATFORM

SOFT LANDSCAPE

PLAYING ACTIVITIES
vibrant riverside

WALKING PATH ALONG RIVER

SWING SET

SPORTIVE ACTIVITIES
extended children participation
from design to management

Participation of various departments and the all sectors of society to pay attention to the construction of children-friendly urban areas.
Remain the grid management children as the assistant volunteer
CHILDREN PARTICIPATE IN THE WHOLE CYCLE
Thank you!

For giving us an opportunity to support Mingdong community with all its children, women, men, elderly.

A dream for all.
CHILDREN-FRIENDLY URBAN PLANNING — MINGDONG COMMUNITY

儿童友好型城市规划研究——明东社区为例

Team 2

DIVYA CHOPRA, CHRIS STEENHUIS, JIE HE, YINYI HU, XINXIN PANG, WEI CHEN, YI ZHENG
HOW WE DID OUR RESEARCH

HOW’S YOUR LIFE
- Interview
- Questionnaire
- Meet with the football team
- Mapping your life
- Walk with children

WHAT DO YOU LIKE
- Being a child temporarily

DRAW YOUR OWN COMMUNITY
- Pick images you like
- Draw your riverbank & park

CURRENT SITUATION
VISION
PROPOSALS

HOW'S YOUR LIFE
WHAT DO YOU LIKE
DRAW YOUR OWN COMMUNITY

OUR WORKFLOW
How's your life?

Current situation

Do you like your community?

Interview

Do you like this place?

Questionnaire

Meet with the Football Team

Mapping Your Life

How do you usually go to these places?

Walk with Children

Where do you usually play?
WHAT DO YOU LIKE

VISION

Play chess
Swimming
Painting
Boat
Skiing
Biking
Icecream

Football
Basketball

Kids are lonely
Too much homework

Being a Child Temporarily
Pick Images You Like

Draw Your Riverband & Park

DRAW YOUR OWN COMMUNITY

PROPOSAL
content

1 CURRENT SITUATION
现状概况

2 VISION
目标愿景

3 DESIGN PROPOSAL
设计方案
CURRENT SITUATION
WHAT WE LEARNED FROM CHILDREN
CHILDREN’S RIGHTS AND URBAN PLANNING PRINCIPLES


Transportation System

Public Amenities

Public Spaces

Housing and Land Tenure

Water and Sanitation Systems

Food Systems

Waste Cycle Systems

Energy Networks

Data and ICT Networks
(7): Too many cars.
汽车太多了

(8): I only go out once a week, too many cars.
我一周只出去一次，外面车太多了

(11): Too many motorbikes!
电瓶车太多了

(16): Bicycles occupy walking spaces.
自行车占用了步行道

Transportation System
交通系统

unsafe for children to walk.
Bad condition of existing facilities, lack of amenities for children.

(9): Need more toilets in Minglou park!
希望明楼公园里有更多厕所

(9): I want a football field.
我想要更多足球场

(11): I want a shop to drink bubble tea.
我想要奶茶店

(16): Elderly occupy the park.
公园里都是大人
(8): I like slides. I like Cheese Park
我喜欢滑梯，我喜欢芝士公园。

(10): The park is not big enough, add more pictures on ground
公园不够大。我还希望公园的地上多些图画。

(12): More trees around retail store, more chairs near river
希望商店边上有更多树木，河边有更多桌椅

(14): I play with phone, there’s no suitable place to hang out
Sometimes I go to the shopping mall.
我经常玩手机，外面没有玩的地方。有时候我去商场玩。

Very few attractive public spaces for children to play.
**Housing and Land Tenure**

Home is small, not enough place to play

我们家太小了，没有玩的地方

**Water and Sanitation Systems**

The neighborhood is smelly

小区很臭

**Food Systems**

I like vegetable market

我喜欢菜场

I like gardens with vegetables

我想要一个花园，可以种蔬菜

**Waste Cycle Systems**

Trash bins are stinky and dirty.

小区里的垃圾桶很脏很臭

**Energy Networks**

I like windmills that can generate power.

我想要风车发电

**Data and ICT Networks**

I like playing electronic games.

我喜欢玩电子游戏

I hope to have an intelligent home

我想要我们家是可以智能操控的
**Strengths**
- Amount of amenities inside and outside neighborhood
- Two rivers for people to get close to nature.
- Convenient public transportation

**Weaknesses**
- Public facilities and public spaces not attractive
- Lack of playgrounds
- Automobiles occupying space
- Bad environment quality, stinky trash, smelly river

**Opportunities**
- Active and diverse community.
- Political interest in child-friendly cities
- Many residents from outside come

**Threats**
- Lack of available space
- Lack of money to do large-scale reconstruction.
- Children have busy agendas.
From a Neighborhood WITH Children...

把一个忽略儿童的社区...
...to Neighborhood FOR Children

... 改造成为儿童设计的社区
Co-designing accessible, safe and creative community spaces for children in Mingdong district using a socio-spatial approach.

用“社会与空间”结合的方式，为明东社区的孩子们共同设计可达的、安全的、有创造性的社区空间。
BENEFITS OF PLAY

- COGNITIVE DEVELOPMENT
- PSYCHOLOGICAL DEVELOPMENT
- PHYSICAL SKILLS
DESIGN PRINCIPLES 设计原则

BUILD
SAFE
安全
WALKING & PLAYING SPACES FOR CHILDREN

MAKE
CONNECTED
连接
SPATIAL NETWORK & DIVERSE COMMUNITY

DESIGN
FUN
有趣
PLACES FOR CHILDREN TO GET CLOSE TO NATURE AND TECHNOLOGY
RIBBON CONCEPT 设计理念

ROUTE REQUIREMENTS

UNINTERRUPTED

PLAY ALONG ROUTE

RECOGNIZABLE
3 DESIGN PROPOSAL
DISTRICT NETWORK 区域网络

Connecting neighborhoods

Identify places children usually go

Children draw routes they usually walk to these places

Identify routes that are mostly used by children
DISTRICT NETWORK 区域网络

Yinzhou district
CHILDREN’S HOME is not just a single building or play yard for children.

1. Waterfront walkway
2. Seasonal water storage
3. Running track
4. Waterfront square
5. Community park
6. Cycling route
7. Playground
8. Waterfront garden
9. Tea House
Existing Site Photo 现状照片
SOCIAL/ ACCESSIBLE
SAFE/ EDUCATIONAL
From Children’s Idea
来自孩子们的创意

Existing Site Photo 现状照片
HOW TO TAKE ACTION?
PHASING 分期建设
Pilot Phase 启动期

- Pilot Area
- Upgrade Minglou Park
PHASING 分期建设
Expansion Phase 推广期

- Underground Parking
- Jiqing Waterfront
- Expand Pedestrian Area
PHASING 分期建设
Spread Wings Phase 完善期

- Community Gardens
- Spread Into Community
- Extend To Other Community
PARTICIPATORY FRAMEWORK 公众参与计划

启动期 
PILOT PHASE
- CHILDREN'S HOME
- COMMUNITY ART
- TEMPORARY STREET CLOSURE

推广期 
EXPANSION
- STREET CARETAKERS
- CO-CREATIVE BUILDING

成熟期 
SPREAD WINGS
- NODE DEVELOPMENT
- UPGRADE AROUND RIBBON

SCALE
- MICRO
- MESO
- MACRO

STAKEHOLDERS

OWNERSHIP
儿童友好型城市规划
CHILDREN-FRIENDLY URBAN PLANNING

时间：2019年8月26-30日
TIME: 26-30th August, 2019

地址：墨州区西东郊区
SITE: Yeuxue District Xidong Community
THANK YOU !
谢谢 ！！
We Are Offering an Urban Home

社区是大家
让孩子在小区撒野

Team 3
Shuying FAN, Aya ELKHOULY, Prasenjit SHUKLA, Wenwen JIANG, Xinkai WANG, Xiupeng ZHANG
Introduction
• Strengths
• Problems

Vision & Goals

Objectives
• Construction
• Circulation
• Decoration

Supports
• Mingdong child Friendly community Model
• Eco- Friendly Implementation
INTRODUCTION
Team Working 团队工作
Children Hosting

儿童主导
Strengths 优势

公共服务设施分布

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<th>金融设施</th>
<th>运动设施</th>
<th>医疗设施</th>
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<td>余姚大超</td>
<td>明楼小区</td>
<td>天伦时代广场</td>
<td>锦苑社区</td>
<td>明楼</td>
</tr>
</tbody>
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Younger sports center

Carrefour

Tianlun Time Square
Strengths 优势

老年活动中心+青少年宫+公园+小学+商店+医院
Senior center+ Youth center + Garden + Primary School +Shopping Mall +Hospital
Spatial Analysis

Suggested by Wan Zhi Bo (11 Years Male)
Problems 问题

Congestion due to Street Parking

Garbage occupying the Space
Problems 问题

Landscape not attractive for children

Uninteresting play module

绿化空间，为景观
公园空间，为大人
Problems 问题

Unutilized Space

Uninteresting play module

功能单一的环境
**Spatial Opportunity**

Suggested by Xingkai Dong (15 y Male) and Jinghao Wang (15 y Male)

1. **Do It Yourself factory:** A place to do experiments, activities and interact with the community.

2. **Glass Bridge:** Bridge to connect between the communities.

3. **Slide:** Indication to promote the play area by introducing slide and other amenities.
HOME INSIDE

COMMUNITY INSIDE

EXTENSIVE
VISION & GOALS
We Are Offering an "Urban Home"
FULL OF LOVE

LOTS OF FUN

PLENTY OF Participation
Objectives

CONSTRUCTION
- Open Space making:
  Living room: DIY Factory, Tree House
  Study Room: Wall Paintings
  Reception: Stage
  Kitchen & Balcony: Urban farm, Swing, Spray
  Backyard: Garden

CIRCULATION
- To reduce car Parking: Underground car parking in the playground
- Continuous & Attractive Linkage: Glass Bridge

DECORATION
- Making Places visually attractive: Wall Paintings
- Ornamenting Kids facilities: Tree House, Swing, Decorated paths
- Promotion of kids participation: Community House and DIY factory
Objective 1: Construction 构建
Build Safety and Convenient Open Space 安全舒适的开敞空间

Reception 玄关:
展示舞台 (Stage)

Living Room 客厅:
沿河滨水空间 (open space along the river)、树屋 (tree House)、儿童工坊 (DIY Factory)

Kitchen and Balcony 厨房和阳台:
社区农场 (Urban Farm)、秋千 (Swing)、蹦床 (Trampoline)

Back Yard 后院:
公园 (garden)、蹦床 (Bunge Jumping)、喷雾 (Spray Fountain)

Study Room 书房:
Primary School
Objective 1: Construction 构建
Build Safety and Convenient Open Space 安全舒适的开敞空间

Kitchen and Balcony 厨房:
社区农场 (Urban Farm)、秋千 (Swing)、蹦床 (Trampoline)
Objective 1: Construction 构建
Build Safety and Convenient Open Space 安全舒适的开敞空间

Kitchen and Balcony 厨房：社区农场 (Urban Farm)、秋千 (Swing)、蹦床 (Trampoline)
Objective 1: Construction 构建
Build Safety and Convenient Open Space 舒适的开敞空间

Living Room 起居室：沿河滨水空间 (open space along the river)、树屋 (tree House)、儿童工坊 (DIY Factory)
Objective 1: Construction

Build Safety and Conveniend Open Space

Study Room: Primary School

Back Yard: 后院: 公园 (garden)、蹦床 (Bunge Jumping)、喷雾 (Spray Fountain)
Objective 1: Construction 构建
Build Safety and Convenient Open Space 安全舒适的开敞空间

Back Yard 后院：公园 (garden)、蹦床 (Bunge Jumping)、喷雾 (Spray Fountain)
Objective 2: Circulation 流线
Continuous and Attractive Linkage 连续、有趣的活动路线

Pedestrian linkage
Kindergarten, tree House, DIY Factory
Width depicts the priority of children.
LINKAGES & NODES

Width depicts the priority of children
Objective 2: Circulation 流线
Continuous and Attractive Linkage 连续、有趣的活动路线

Pedestrian linkage
Kindergarten、tree House、DIY Factory
Objective 2: Circulation 流线
Continuous and Attractive Linkage 连续、有趣的活动路线
Reduce the car parking in the community along Jiqing Road
Solution: propose an underground parking in the playground for 120 cars
Objective 2: Circulation 流线
Continuous and Attractive Linkage 连续、有趣的活动路线

Making places visually attractive
Objective 2: Circulation 流线
Continuous and Attractive Linkage 连续、有趣的活动路线

Making places visually attractive
Objective 2: Circulation 流线
Continuous and Attractive Linkage 连续、有趣的活动路线

Making places visually attractive
Objective 3: Decoration 美化
Children Enjoy to Improve Environment 共建美好家园

Making Places visually attractive

BEFORE

AFTER
Objective 3: Decoration 美化
Children Enjoy to Improve Environment 共建美好家园

Ornamenting kids facilities

BEFORE

AFTER
Objective 3: Decoration 美化
Children Enjoy to Improve Environment 共建美好家园

Ornamenting kids facilities
Objective 3: Decoration 美化
Children Enjoy to Improve Environment 共建美好家园

Ornamenting kids facilities
Objective 3: Decoration 美化
Children Enjoy to Improve Environment 共建美好家园

Promotion of kids participation
SUPPORT
1. Child Friendly Community Investigation

PARTICIPATION LEVEL ASSESSMENT

- Participation level Childhood stage % of children Participation
- Participation level Early 0 to 6 40%
- Participation level Middle 7 to 12 80%

5. IMPLEMENTATION
   - 34% 0
   - 1
   - 1

4. EVALUATION
   - 67.00% 0
   - 1
   - 1

3. DESIGN
   - 100%
   - 1
   - 1

2. ANALYSIS
   - 67.00% 0
   - 1
   - 1

1. INVESTIGATION
   - 100%
   - 1
   - 1

Support

Process

部分参与水平

参与水平 Childhood stage % of children Participation
参与水平 Early 0 to 6 40%
参与水平 Middle 7 to 12 80%

5. 实施
   - 34% 0
   - 1
   - 1

4. 评估
   - 67.00% 0
   - 1
   - 1

3. 设计
   - 100%
   - 1
   - 1

2. 分析
   - 67.00% 0
   - 1
   - 1

1. 调查
   - 100%
   - 1
   - 1
Support Process

2. Scientific Based Approach
Support

3. Proposing Participatory Prototype

Mingdong Child-Friendly Community Model
Support

Eco-Friendly Implementation

Evaluation Process

Economically Feasible.

Environmentally Friendly.

Echo Family Branded.

Private Sector

Admin & NGOs

Family In Design

Design Process

Support

支持措施

Eco-Friendly Implementation

Evaluation Process

Economically Feasible.

Environmentally Friendly.

Echo Family Branded.

Private Sector

Admin & NGOs

Family In Design

Design Process
MINGDONG
MINGDONG: AN AMAZING PLACE

Team 4: AMAZED
Iva Shokoska, Viviana Cordero,
Yiwen Jin, Chenhong Xia, Kejun Shao;
Tutor: Jing Xie
MINGDONG
MINGDONG: AN AMAZING PLACE

- theoretical foundation
- our children
- process
- understand
- define
- develop
- deliver
In Greece parents were entitled, by law, to abandon newborn babies to die of exposure. Until the 4th century neither law nor public opinion found infanticide wrong in Greece or Rome.

A Qin-dynasty legal text (c. 217 BCE), written on bamboo strips, was excavated in China in 1975. According to Qin law, men guilty of killing children born to them were punished by becoming wall builders; the equivalent punishment for women was servitude as grain pounders.
The growing influence of Han Confucianism, which stressed early education and argued for the establishment of a large-scale public school system. The Han court advised women about various methods of child-rearing and instruction for young children, and the sooner the better, because they saw early childhood training as crucial to the development of an accomplished adult.
“IN MEDIEVAL SOCIETY THE IDEA OF CHILDHOOD DID NOT EXIST”

MEDIEVAL ARTISTS DEPICT CHILDREN AS ADULTS “REDUCED TO A SMALL SCALE…, WITHOUT ANY OTHER DIFFERENCE IN EXPRESSION OR FEATURES”

European Children (1200 - 1500)
- Children were seen as "mini adults" as they dressed and acted like adults
- They did not have school, instead they learned the family trade and worked in kitchens/stables
- Children were viewed as "easily replaceable" since they died so often
- Children were beaten for doing wrong
Su Hanchen (1094–1172), a court painter
Ancient Rome

The Italian Renaissance

Brunelleschi’s Foundling Hospital in Florence (1419-1424)
THEORETICAL FOUNDATION

Source: Jiren Feng, Chinese Architecture and Metaphor (2012), p. 150
John Locke (1632-1704), a British philosopher, writing at the end of the 17th century. He viewed the child's experience and education as the fundamental determinants of his development.

Jean-Jacques Rousseau (1712-1778), a philosopher, first wrote about ‘nurturing’ children as opposed to the ‘repressive’ perspective taken at the time.

European Children (1800 – 1900)
- Living classes distinguished lifestyles of family's and children
- Rich children got to attend school
- Poor children did not attend school with rich children (instead, they were provided education by churches)
- Children are now of value depending on their size
- Lots of child labor occurred

1900 - Present
- Children now spend more time playing then doing chores
- Children are now expected to attend school until they are 18
- There is NO child labor
- Children spend more time with peers of the same age then adults
- There is now a much better Health Care System (meaning less Diseases and Epidemics!)
- Children are NOT isolated from adult society (exposed to "adult life" on T.V. and in media)
- Stress level in children is very high
- The social challenges of kids today are relatively the same
Ancient Rome

Cultural difference
Continuity
Changing

THEORETICAL FOUNDATION
process
Understand

Challenges:

- Lack of landmarks
- Children normally stay at home
- Low physical activity for children
- Scattered vegetation
- Low connection
- Strong car presence
- Lack of use mix and interactions
- Dark
- Poor walkability
- Lack of access
- Too many levels
POTENTIALS

- children know the activities they want to do
- compact neighborhood
- existing meeting spots
- few people already using bike
- signs for children
- vegetation
- people use their furniture in the public space
- water

Understanding
TRAPPED IN A MAZE
FROM A MAZE TO AMAZED

maze | meɪz | noun

- a network of paths and hedges designed as a puzzle through which one has to find a way

amazing | əˈmeɪzɪŋ | adjective

- causing great surprise or wonder;
- informal very impressive; excellent:
FROM A MAZE TO AMAZED

amazed | adjective

staggered, surprised, startled, stunned, thunderstruck stupefied, dazed, open-mouthed, agape, lost for words, at a loss for words, speechless, wide-eyed, blown away, unable to believe one's eyes/ears.
HOW A PLACE BECOMES AMAZING?
A
River
Linear Park - Wet woodland (an natural area)

B
Hard surface + car park
Pacification of traffic / Swale / wildlife/

C
Uninviting spaces and unfriendly street scapes
Play Places - spatial attractors
PLAY PLACES!

- STUDY NOW PLAY LATER
- EXHIBIT
- SIT AND ENJOY
- THE SWING
- CANDYLAND
- PHOTO FRAME
- SHARE IT NOW
- CHASE AROUND
- BIRD WATCH
- CINEMA ROOM
STEP 3: CO-DEFINE SPACES

THE CHILDRENS’ HOME

[Diagram of a building structure]
RESULT: MINDONG IS A CHILDREN’S HOME
Children’s rights and urban planning principles

Child-responsive urban settings

- Prosperity
- Safety
- Health
- Transportation systems
- Food systems
- Environment
- Integrated urban water
- Citizenship
- Public amenities

LOCAL LEVEL / UNIVERSAL FRAMEWORKS
GLOBAL LEVEL
THANK YOU