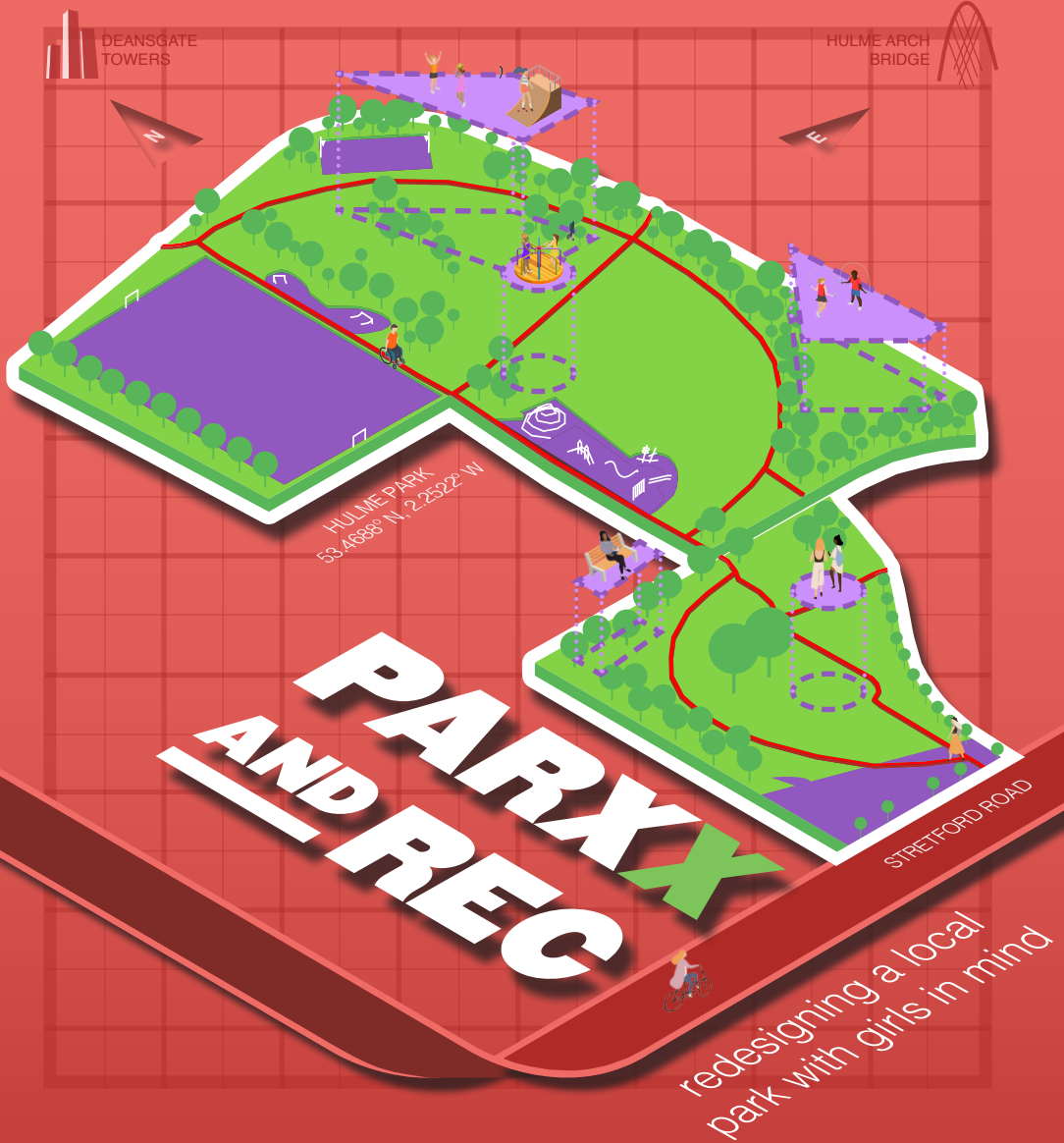


MANCHESTER SCHOOL OF ARCHITECTURE



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**MSA
LIVE 22**

Team

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Afraa Mahgob (BA 02)

Lok Lam Cheung (BA 02)



Partners

Most parks, play equipment and public spaces for older children and teenagers only have facilities that cater towards boys; with a provision including the likes of skate parks, BMX tracks, and football pitches. Where these spaces are male dominated, with an unlawful lack of consideration of space intended for femme occupation, Make Space for Girls campaigns for public spaces designed with girls in mind.

Make Space for Girls was set up by Susannah Walker and Imogen Clark. Susannah Walker is an author and former TV producer, who was outraged when she realised that not only had her local council only provided outdoor facilities for teenage boys, but they didn't propose to do anything about it either. Imogen Clark was a lawyer for many years, before leaving the law for opportunities in the charity sector. A life long feminist, Imogen studied for a post graduate certificate in gender studies at Birkbeck, University of London, which reinforced her belief that if we want to change the unfairness we see around us, we need to campaigning for structural change.

They use research, consultation, engagement and education to campaign and drive an approach to the planning, commissioning and development of parks and similar public spaces that recognises the different needs of girls and young women and finds ways to meet those needs. An important part of their research, consultation, engagement and education relies on the voices and opinions of girls and young women. Not only does their work encompass organising workshops with schools, but also studying previous feminist interventions in parks.

<https://makespaceforgirls.co.uk/>

Instagram @make_space_for_girls

Twitter @MakeSpaceforGi1

Agenda

Parxx and Rec

Our project examines Hulme Park and investigates how it may become more welcoming to girls. The final outputs, a physical model of the proposed intervention and some posters of different framework principles, will be presented at Hulme's Jubilee Culture and Diversity Event (taking place after MSA Live concludes) to members of the public - aiding MSFG and the local councillors to gauge local opinions on making parks more inclusive.

To do this, previous case studies that implement a feminist intervention on public parks would be investigated and the derived framework would form the basis of the intervention to be applied to our local park. In order to tailor this framework to a local context, the opinions and ideas of local teenagers have been collected (through a workshop with Trinity High) for consideration.

Furthermore, a site visit to Hulme Park was arranged. MSFG and local councillors were consulted at the beginning of the second week, so that the final outcomes could be tailored according to their feedback. Analysis and research were undertaken in the first week. The second week is where the application of the information is implemented to create the final outcomes.

The social impact of this project is focused on SDGs 5 (Gender Equality) and 3 (Good Health and Well being). Our work will contribute to Goal 5.1 (ending discrimination against women and girls). Better access to parks for teenage girls provides opportunities to increase activity levels, vital to setting healthy patterns of activity for later life, reducing premature mortality and promoting mental health and well being (Goal 3.4). In addition, more inclusive park facilities are part of SDG 11 (Sustainable Cities and Communities) and our work will contribute to Goal 11.7 (providing universal access to safe, inclusive, green and public spaces, in particular for women and children). Overall, the project will address a massive and overlooked inequality, which is that currently most public park facilities for teenagers are dominated by boys, and no attention is given to the inclusion of teenage girls. In the end, this is a question of social justice and being part of the community, because in not providing facilities for teenage girls, we tell them that they do not belong in green and public spaces and are meant to stay at home. Specifically, this project will be used to draw attention to the current inequality – at the moment the problem is hiding in plain sight.

Context

Hulme's name is derived from the Old Norse word meaning tiny island or land surrounded by water or marsh, implying that it was first occupied by Norse invaders during the Danelaw period.

Hulme Park, which opened in 1999, is one of the main parks in Hulme. It was the first large-scale new park developed in Manchester in over 50 years after the Crescents were demolished. In August 2007, George Wyllie RSA MBE installed "Temple 2000," a sculpture modelled on a Rolls Royce radiator grille, in Hulme Park as it was the site of the old Royce factory.

Due to its proximity to the city centre, Hulme has become a popular spot to live for a new generation of city residents. Young professionals are drawn to the region by apartment rates that are lower than in the city centre while yet being within a 15-minute walk of the centre and university campuses.

Hulme Park is a welcoming green space for the local community, with a football pitch, a basketball court, a children's playground that is suitable for 12 years and under, as well as a BMX and skate park. There are 4 secondary schools within a 1 kilometre radius of Hulme Park.



football pitch



skateboard park



basketball court



children's playground



pavilion



toddler's playground



community-installed /
guerilla swing



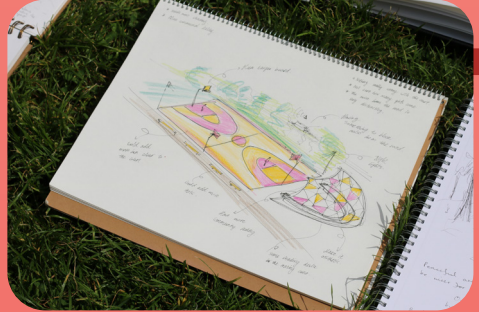
park entrance
(from stretford rd)



Site Visit



ON-SITE CONCEPT SKETCHES



Dioramas

Using materials such as cardboard, balsa wood, freshly picked leaves and coloured paper, the BA students spent a day working on individual dioramas, each visualising a principle that has previously been identified as a feature that would make a park more inviting for teenage girls. Together, they provide the start of a framework of which can be applied to Hulme Park. The principles include: swings, seating, lights, shelter, levels, and greenery.



Case Studies



BREDÅNG, STOCKHOLM



GORKI PARK, MOSCOW



SUPERKILEN, COPENHAGEN

Common themes to improving parks

- better lighting and circular paths;
- smaller, subdivided sports areas;
- wider entrances/less enclosed;
- sociable seating, relaxed, active, adventurous;
- hanging about: swings, gym bars and hammocks;
- performance spaces;
- good quality toilets.

MSFG & Hulme Councillors Visit/Call



Ekua
(Councillor for Hulme)

Pauline
(Neighbourhood Officer for Hulme)

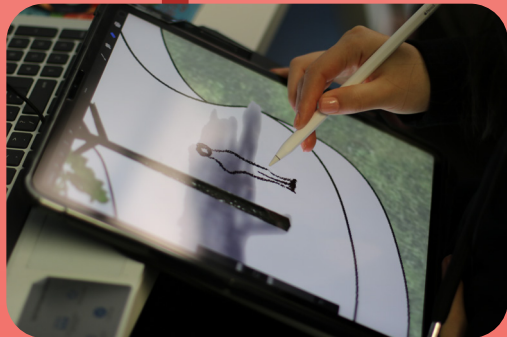
Susannah
(MSFG)

The students received positive feedback from both MSFG and the council members on their proposed interventions for Hulme Park, shown through sketches, digital models and physical models. As part of the feedback, the students were asked to consider features such as the provision of safe toilets, the consideration of lighting, and the inclusion of a

food and beverage area. Other more practical considerations were posed such as: the cost of the project and where funds may be obtained in order to build the interventions, the ease of maintenance, and whether we could implement features to make these interventions net carbon zero.

Posters of Framework

When Pauline dialed in to listen to the BA students present their interventions, she invited us to participate in Hulme's Jubilee Culture and Diversity Event. She asked us if we could create a poster exhibit showcasing these different intervention types, where they are de-contextualised so that people would not think that it was an actual proposal in the works for Hulme Park. Where the event will be located in Hulme Park, our presence at this event will gain feedback from the local community with regards to how they would like to make their park more welcoming to girls. In preparation of this event, we have decided to change the outputs slightly, initially we sought to prepare rendered perspectives and models of interventions applied to Hulme Park. Due to our invitation to this event, we have still modelled an intervention, but we have also created six A1 posters featuring different types of interventions, to be printed out.



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Why should parks be more inclusive?

Only **20%** of women and girls who use parks feel comfortable in their chosen park - 2021 Glasgow report on parks

MAKE SPACE FOR GIRLS

A charity campaigning to make parks as welcoming to teenage girls as they are to teenage boys.

90% of girls aged 10-17 who skate don't feel comfortable in skate parks - 2022 Study in York

Let us know your thoughts

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Singular swings

Swing are the most requested equipment at the park by teenage girls.

Tire swings can be made out of recycled material. Also, why stop at only one swing?

They can be used alone or with friends, making the park makes it a more fun place.

Hammocks under the trees can also be a nice peaceful space for girls to relax.

Let us know your thoughts

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Communal swings

Communal swings are the perfect space for the girls to play and chat with their friends.

Bench swings are one of the classic options allowing for more than two people to use them.

If maintained well, bed swings can be a more comfortable alternative.

These circular swings encourage the people using it to face each other and have a fun conversation.

It also has a table in the middle and a shelter to protect them from rain.

Let us know your thoughts

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Seating & Playing

Sometimes it's just nice to sit down, relax, and enjoy nature.

Seating areas with shelters provide more places to socialise and rest.

Various types of seating will make them more inclusive to different sized groups.

Change in level and the curvature create a more dynamic, welcoming space and a better view of the park.

They are very "instagrammable" too!

Beginner-friendly sports areas encourage play for teenagers as they are fun without being childish.

It would feel less intimidating for those who are less confident in sports.

Let us know your thoughts

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Lighting

Whilst it is debated whether lighting directly reduces crime rates, research shows it makes people feel safer.

This means more people will be walking around during the evenings which contributes to lower crime.

It also reduces social isolation and promotes physical well-being as those who work all day may avoid going out at night if it is too dark.

Let us know your thoughts

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Clear signs

Wide clear entrances and visibility create a more inviting place and safer one as it is easy to see who is entering the park.

Making the park a more welcoming place is important in encouraging footfall.

The signs also popularize the name of the park.

Main wide entrances would create a meeting spot for friends.

Large name signs will also look eye-catching to bystanders.

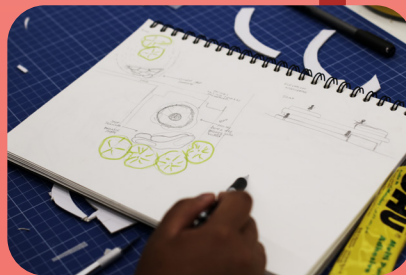
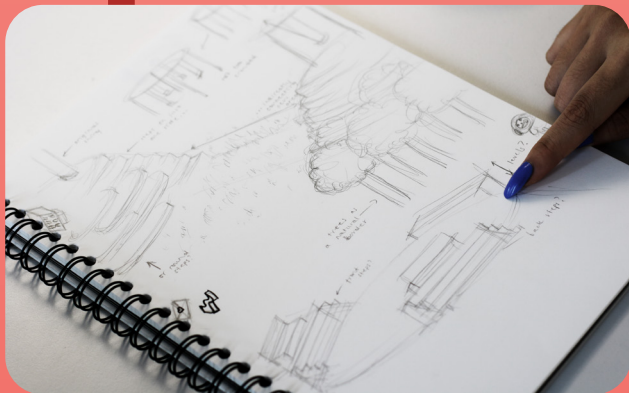
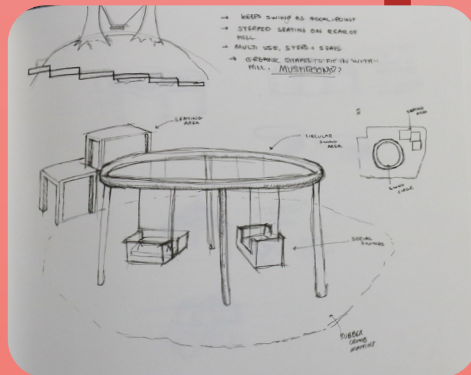
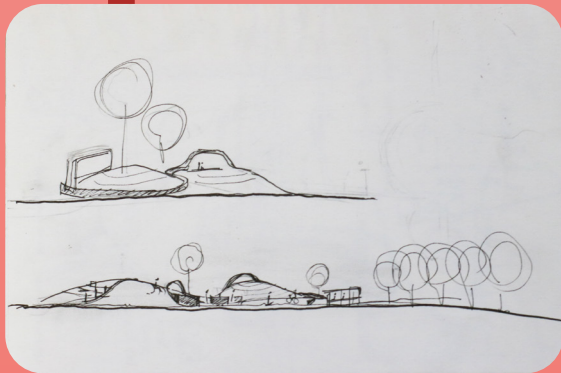
Multiple exits make it easy to leave the park safely.

Let us know your thoughts

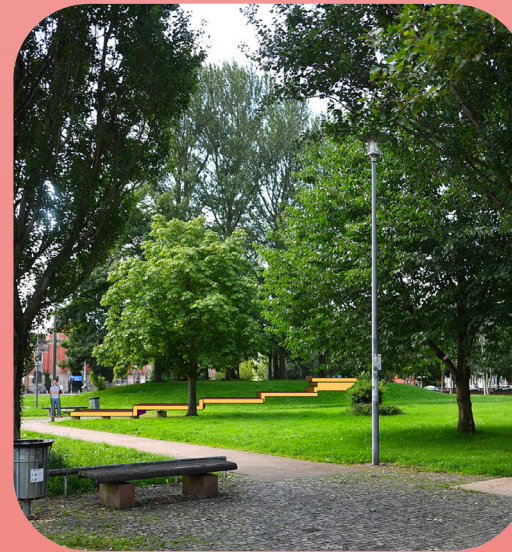
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Hulme Park Intervention Design Proposals

In groups, concept sketches were drafted, applying the principles we identified previously to Hulme Park. The groups then worked to make the two interventions more cohesive through colour and form - adopting a warm pinks to oranges to yellows palette as well as agreeing on forms that follow an organic and curving form. They also formulated a couple of ideas for the entrance of the park. This would help make it more inviting so people will be more likely to enter, therefore making it a safer area for teenage girls.

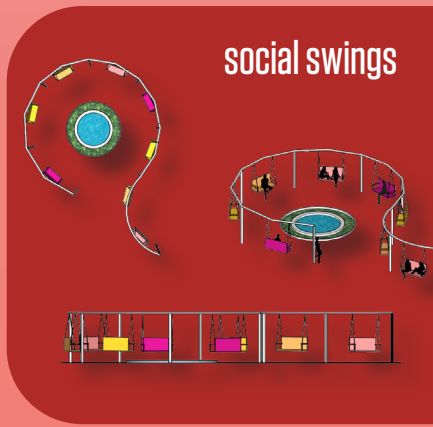
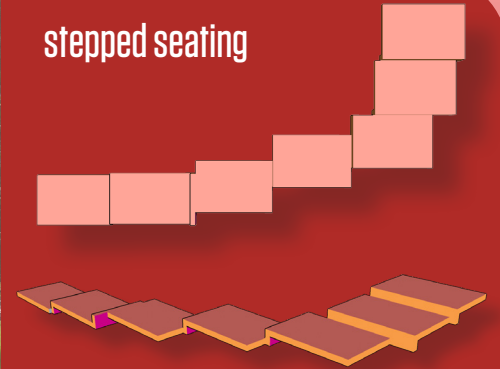


INITIAL PROPOSALS



FINAL PROPOSALS

stepped seating



shelter



Master plan

ROADS, ENTRANCES & PATHS



- park footpaths
- adjacent roads
- entrances
- - - blocked entrances

LEVELS / CONTOURS



- high contour
- low contour

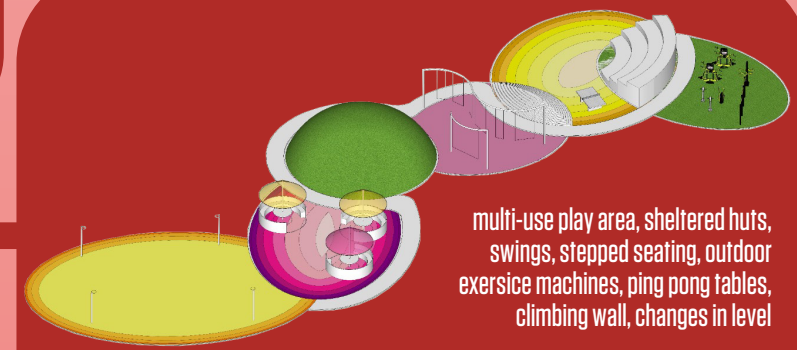
TREES, HARD & SOFT LANDSCAPE



- soft landscape
- hard landscape
- trees



Model



multi-use play area, sheltered huts, swings, stepped seating, outdoor exercise machines, ping pong tables, climbing wall, changes in level



ABOUT

Each year the MSA Live (formerly Events) programme unites M Arch. year 01 with B Arch. year 01 and 02 and M Land. Arch 01 in mixed-year teams to undertake live projects with external partners to create social impact.

LIVE PROJECTS

All MSA Live projects are live. A live project is where an educational organisation and an external partner develop a brief, timescale, and outcome for their mutual benefit.

SOCIAL IMPACT

All MSA Live projects have social impact. Social impact is the effect an organization's actions have on the well-being of a community. Our agendas are set by our external collaborators.

EXTERNAL PARTNERS

MSA LIVE projects work with many organisations: charities, community groups, social enterprises, community interest companies, researchers, practitioners and educators.

STUDENT-LED

Our MSA masters students take the lead in the project conception, brief development, delivery and co-ordination of a small project. Other cohorts join for an eventful 2 weeks of activities at the end of the academic year.

KNOWLEDGE TRANSFER

Working in teams within and across year groups and courses; MSA students participate in peer to peer learning. In addition, collaborators, participants and students engage in the transfer of tangible and intellectual property, expertise, learning and skills.

LARGE SCALE

This year approximately 600 students from 4 cohorts in MSA will work on 42 projects with partners.

QUESTIONS

For questions about MSA Live 21 contact MSA Live Lead: Becky Sobell:
b.sobell@mmu.ac.uk

BLOG

live.msa.ac.uk/2021

SOCIAL

#MSALive21

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WEBSITE

www.msa.ac.uk