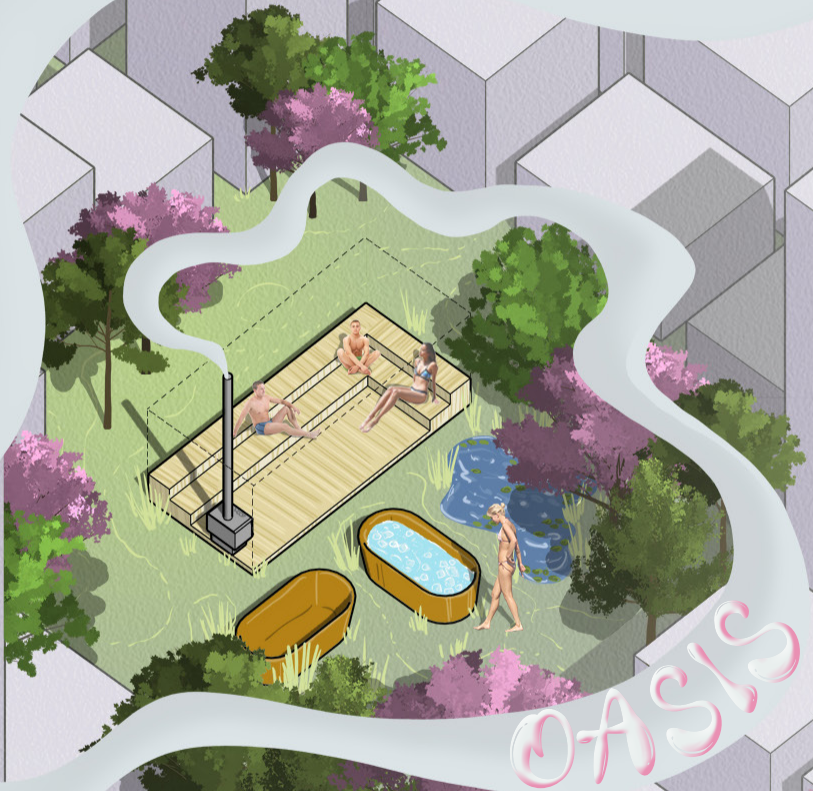


**MANCHESTER SCHOOL
OF ARCHITECTURE**

THERMAL



OASIS

Agenda

Embark on Thermal Oasis, a transformative community endeavour crafting a bespoke sauna, providing restorative experiences for individuals who want to recharge, restore, and reconnect. Dive headfirst into research and design skills, where you will work in groups to develop a sauna, before presenting your design ideas, models, and sketches. We will encourage model making, quick iterative design ideas, as well as creative adobe skills to create collages and technical drawings.

Skills

Research & Design
Presentation skills
Adobe suite
CAD, Technical drawing & Rendering
Hand drawing & Model making

Visit msa.ac.uk for more information



**MSA
LIVE 24**

Team

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Paige Leah Charlton (BA2)

Shayna Saran (BA2)

Anxue Fan (MLA1)

Partners

CityzenClub help to support disadvantaged groups in Greater Manchester, to access work experience, training, and job opportunities. They are all about collaboration, and how to make an impact on Manchester city, to help design solutions and solve problems. CityzenClub coordinate one-day workshops and weekend courses in design, woodwork, and metal work, where participants learn about joinery, welding, 3d design and prototyping, alongside experts.

During the Covid-19 pandemic, Hive Sauna was built by designers, craftspeople, and volunteers at their workshop in Moss Side. Since then, the sauna has offered users an authentic sauna experience with each visit. Currently situated at Platt Fields Market Garden, the sauna has been warmly embraced by the local community. CityzenClub intends to propose a permanent sauna and wellness site at the park.



Introduction

Thermal Oasis

Now more than ever, mental and physical well-being are becoming a key aspect of our everyday lives. As people in the city seek out an escape from busy lives, the thermal oasis project aims to provide a permanent solution to a temporary wellness offering already provided by Cityzen's Hive Sauna.

The Hive Sauna is situated inside the community-led Market Gardens in Platt Fields, greater Manchester. It began as a temporary concept for providing wellness offerings to deprived areas, offering design and build lessons to the local communities who helped to construct the original sauna. It travels around to various locations and hosts hot and cold therapy classes to communities, with ice baths it takes along for a well-rounded wellness experience. It has recently found a more permanent home in the Market Gardens at Platt Fields where it puts on weekend classes. The gardens provide sanctuary for the local community to cultivate the land, gather for social occasions, and grow and share foods, so the sauna is a great asset to this offering.

It is our job to have the students here doing their Bachelor of Architecture degree help provide design input for a more permanent sauna structure in the community gardens. They have been given a site by the client which they are tasked with exploring and designing concepts for, and to come up with plans for a space which can provide a larger sauna for bigger groups of people, ice baths, showers and changing spaces. The students will be designing over a two week period, visiting the site for an initial explore, then returning for a public consultation session, before finally presenting their ideas to the client on A2 boards.

The project revolves around an underlying social and community impact, with a facility like this, the opportunity our client has to enrich the life of its surrounding community is a huge factor in each members reasonings for choosing this brief.

Pre-Action Weeks

Prior to our action weeks, a large obstacle that we had to overcome in the planning stages was our client changing the brief and their expectations surrounding the brief and its delivery.

Initially, the brief was submitted as the design of CAD plans for the conversion of a decommissioned bus into a sauna space. However, upon meeting with the client we discovered that they were actually expecting the M.Arch students to have designed the scheme before the action weeks and then to spend the two weeks constructing the scheme with the undergraduate students. We tried to explain that we would not be able to construct during the action weeks due to both the health and safety risks as well as the abilities of both the M.Arch students to lead a construction project as well as the construction skills of the undergraduates.

Upon this meeting, the collaborator understood that we needed to design during the action weeks and then proposed that we used the first week to design and the second week to construct a section of the project. This was rather frustrating to manage as we felt as though the collaborator was both completely underestimating the amount of time and design process that would be required within those four days and again ignoring our concerns around taking part in the construction during the second week. We also learnt that the decommissioned bus had not been allocated to the project and therefore we were extremely concerned as, at this point, we had no clear brief from our collaborator that we could feasibly produce and we were nearing the deadline for our action week plans and budget.

After some input from our tutor, the collaborator was able to see the concerns surrounding the construction aspect of the project and this was taken out of the brief. The collaborator was happy with our previously suggested plan. We then had three days to pull together as a team to get our submission ready for the deadline. Whilst we had some changes to make after receiving our formative feedback, these were relatively minor in comparison to the situation that we found ourselves in the week before our deadline.

Site Visit

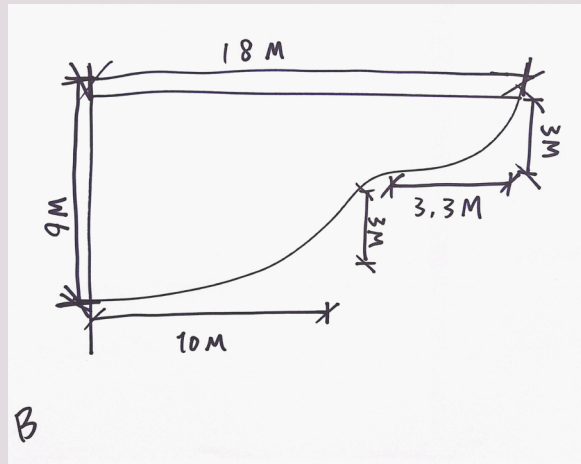
The initial site visit commenced with majority of students gathering at Platt Fields Market Garden on Tuesday morning. As a collective, we explored the site before meeting with our collaborator, Oswin. He provided an overview of the existing Hive Sauna on-site, explaining to the students the experience of the user and facilities available. This included the location of the existing changing rooms and the sauna experience itself. Typically, a session would cost £15, entailing three 15-minute intervals: 12 minutes in the wood-fired sauna followed by 2-3 minutes in the ice baths, repeated consecutively. Subsequently, Oswin directed our attention to the proposed sauna sites, of which there were two options: the existing location or one situated towards the rear of the site. The students then proceeded to capture photographs of these locations.

We concluded the day by delving into early site concepts and ideas, considering boundaries, sun paths, and other site analyses. This preliminary exploration laid the groundwork for initial ideas and concepts for the sauna.

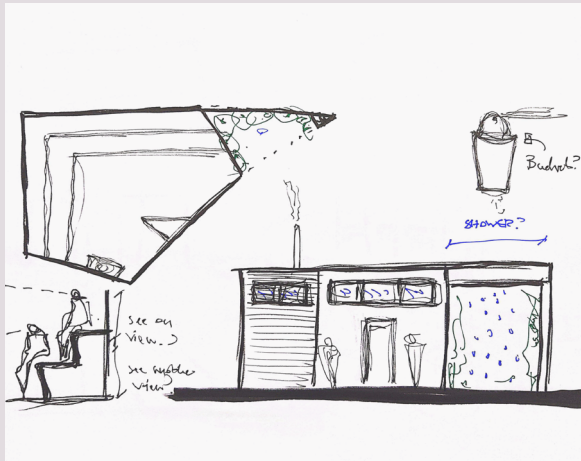


Initial Concepts

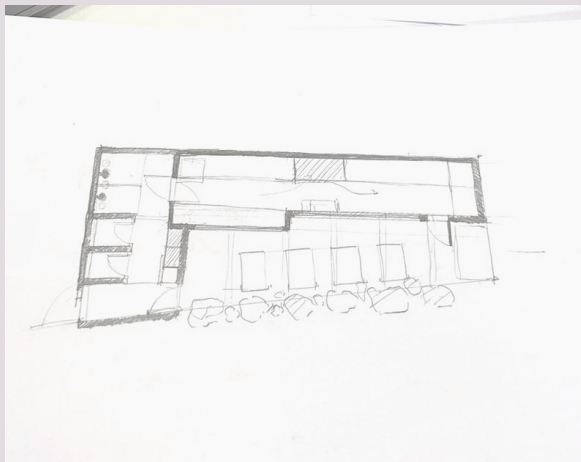
In week one, students assessed the needs of the client and local community, starting with a site visit. They engaged with the client, inspected the sauna, and asked questions in a casual setting. Students explored the current and potential sauna sites, took photos, and measurements.



Initial ice-breakers helped the group bond, and MArch students presented precedents to inspire ideas, showcasing material and functionality examples. Students were divided into two groups to design for the client, with one design to be selected eventually.



Their design process began with sketches and concepts, examining existing saunas and materials. Each group's diverse skill sets allowed for innovative ideas. They created mood boards with concepts, precedents, and sketches to gather feedback from community gardens members during a community outreach session.



Both teams produced excellent, attention-grabbing ideas that received valuable feedback from Market Gardens visitors, which helped refine their designs with user input.



Community Outreach

The community outreach involved meeting with the community on site and presenting A2 presentation boards showcasing initial concepts and ideas for both groups. Smiley sticks were used to allow the community to anonymously express their attraction towards specific elements by affixing sticker onto the boards. Though not the original plan, we had to adapt due to minimal footfall on the site for the scheduled community outreach on Wednesday, week 1. These boards facilitated the student' reactions and responses to the community's ideas, enabling further development in week 2.



The feedback was positively received, with both the community and students become highly engage and finding it intriguing. Numerous ideas were exchanged, helping to refine original concepts into more detailed designs. Unfortunately, only a handful of students attended the outreach, resulting in limited participation. Nonetheless, it provided the students with an opportunity to interact and present to unfamiliar individuals, enhancing their communication skills.



Concepts Development

Following the community outreach, the students reviewed the feedback and revisited their designs, further developing various forms, materials, and concepts to refine their sauna designs. The preparation for this session proved challenging due to the fluctuating attendance; individuals who had participated in the previous week were often absent from subsequent sessions. Consequently, there was a need for redesigning and further development of the work. The distribution of tasks could have been more effectively organised, as it seemed that certain students were bearing the brunt of the workload.



During this week, March students conducted workshops on SketchUp, Illustrator and Photoshop to assist the students in refining their ideas and creating final presentation boards for the client. The students found these sessions beneficial, receiving valuable tips and suggestions for enhancing their final boards. The production of the A2 Presentation boards was left last-minute, relying heavily on work from the previous week, which felt somewhat underdeveloped. However, despite this, the idea and concepts remained robust, resulting in the final boards that are visually appealing and cohesive.



Final Presentation

The two groups of students worked on refining their designs, using different techniques to visually describe their workings including rendered models, physical models, and architectural drawings.

We briefed the groups on how to present their workings in the order it panned out in order to set the scene and tell a story, they described the valuable feedback they received in the community outreach sessions and how that influenced them to make changes to their designs.

The client observed and asked questions, noting points from both groups which he really liked. The students did well to engage with the client and address points which were key to him in the design, for example, the issue of where to house a water tank and drainage system.

Ultimately we asked the client to choose a winning design, he went on to say that both projects exceeded his expectations and he would love to combine ideas from both to create the structure in real time. He selected the winning group and we rounded off the project by rewarding them with an amazon gift voucher each.



ABOUT

Each year the MSA LIVE programme unites Masters Architecture year 1 and Masters of Architecture & Adaptive Resuse students with those in BA foundation, year 1 and year 2 and Masters Landscape Architecture 1 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 are for community benefit or 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 joined 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 6 cohorts in MSA have worked on 40 projects with partners.

QUESTIONS

For questions about MSA LIVE please contact the MSA LIVE team:

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BLOG

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