

FRITIDS PÅNÅN

-HUS -VERKSAMHET

*free time
-house
-program*

intro
free time
second home culture
de-territorialization
cross-programming
fritids

site
time plan
deliverables
references

dictionary
appendix (external)



INTRO

This thesis project intends to question the circumstances of an immaterial accessibility to Swedish second home culture, a concept that will be covered in this program. The problematic is explored through the cross-programming of an after-school program, a facility for over-night stays and an energy facility.

It has sprung from research on second homes in a Swedish context, historically and politically. The concept of Free Time is also of interest, when we approach the second home culture. It will continue towards the shaping of a new place for children to spend their time, it being an alternative for the immaterial accessibility to a second home, spanning over seasonality and time and being present on a day-to-day basis, too.

Through methods of critical thinking through the concept of de-territorialization, feminist positionalism and also the direct interaction with children, pedagogues and the chosen site, the project would evolve a challenging way to look upon the second home phenomenon and the problematics that come with it.

The program itself is set up as pedagogically as possible, leading us through influencing theories, facts on specific constellations and going into more pragmatic topics like site, time plan and deliverables. The dictionary is a brief one, where some words and themes are explained with their relation to this project. The appendix that follows contains previous work by me as well as additional texts and articles of relevance. They may be in Swedish or other languages, but since they are digitally accessible, I am hoping they can be translated if needed be.

Most work in this program is done in the previous semester, where my research mainly held that of the second home culture in Sweden. This is what shaped my problem statement, which is to be partly answered through the proposed intervention. The problem statement would be

How can we challenge the current immaterial accessibility to Swedish second home culture through a physical intervention?

I hope you enjoy the read, the images and my thoughts that will shape this project further.

Thank you.



FREE TIME

Leisure studies have become a topic within not only philosophy but also in research covering social and political aspects. This was discussed widely when Sebastian De Grazia wrote a historical exposé called *Of Time, Work, and Leisure* (1962). The Pulitzer prize-winning political scientist lifts the phenomena in three categories;

work time

free time

leisure time

De Grazia argues that anyone may have **free time**, but not everyone has **leisure time**. It is a democratic query to be able to choose what to do with your free time, but it is not always enough to reach a type of leisure.¹ According to Veblen, **leisure** is connected to a lifestyle of a higher socio-economic class, where it is of value to spend time doing impractical activities stemming from the necessary ones. For example, leisure activities like sports and physical entertainment may have evolved from the activities of hunting or fighting, which are both much more pragmatic. In turn, the working class or farmers of the time did not have excessive time to spend on enjoyable activities, as their **work time** often continued in a different coverage than for upper class citizens.²

The same type of activity can imply different things, depending on who is participating in it. This also points to class and other parameters being relevant, when looking at the concept of free time.³

In the Swedish National Encyclopedia, **free time (fritid)** is defined as *the part of a 24h span where neither work, meals nor sleep is being pursued*.⁴

Furthermore, what we do with this free time is disputed to be used for different purposes. Political activities, preparing for disaster or worse times, working towards something or taking a stance will give sense of purpose of life. Other times, it is the quality of the leisure time or work time that defines our further purposes. Leisure is not idleness.⁵



¹ De Grazia, *Of time, Work, and Leisure*.

² Veblen, *Den Arbetsfria Klassen*.

³ Horna, *The Study of Leisure - An Introduction*

⁴ Nationalencyklopedin, "Fritid"

⁵ Solmsen, "Leisure And Play In Aristotle's Ideal State."

SECOND HOME CULTURE

Our position is Sweden, a country in the north of Europe with a history of socialism and excess of so called free time when comparable to other parts of the world.

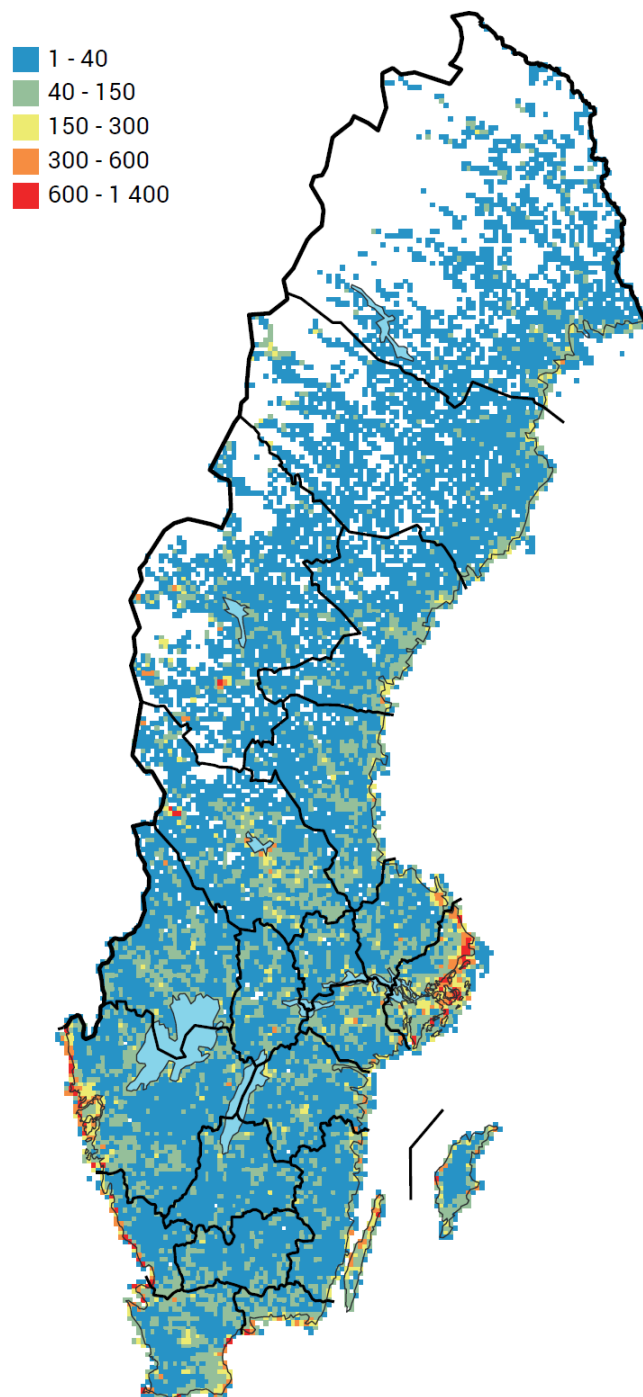
Second Homes as a culture is widespread in the Nordic countries, as mentioned in the essay *"Alienation in Second Home Culture, Context: Sweden"* written in fall of 2022.⁶

"Throughout your life as a Swede, you can meet the second home in many ways. A second home is a place many hold dear, it is available to people of certain socio-economic backgrounds more than others, yet it shows in statistics how common it is to have access to a second home. Over 50% of the Swedish population has access to one. Access is defined both through ownership but mainly with the question of whether a person has resided in a second home over the past 12 months, or not. Far from everyone owns a second home, but it is indeed a big part of our culture to experience sections of the year, often the summer, in one. The term second home has many definitions, but I read it with the word 'fritidshus' in the back of my mind. This translates directly to 'free time house', pointing to the spatio-temporal use of this place. Statistics mention the Nordic countries having the highest number of paid vacation days per year, showing that time to re-charge is very valued. The second home becomes more than a holiday home, a vacation home, or a simple cabin - no matter the typology, it is a place where people spend a lot of their time. To devote and dedicate time to a place creates a certain bond and relationship, which I think suffices as the reason for using the term 'second home.' You sit in your furniture that is no longer in use in your first home, you stand on the rug that did not fit back in the city home, you have your cups, plates, forks, and knives, which were inherited and are of importance to you, but are not your main style choice - the second home houses many layers of second-ness. It is a place to retreat to, leave your everyday life behind in, and a place to celebrate what is sought after, in an otherwise stressful life."

Here we encounter the phenomena of second homes and how they appear in a Swedish context. The places are of varying typologies and qualities, used as both periodic housing, permanent housing (after relocation from a first home) and is a culture that affects municipalities and structures through it's shifts.

The next page shows a bit more from the essay, and puts the culture in perspective to history and problematics like accessibility.

Second homes (fritidshus) per 5x5 km-squares



SCB, Map of Sweden,
Second homes per 25km²
(2015)

⁶ Zalecka, "Alienation in Second Home Culture, Context: Sweden."



Still from the movie *Paradistorg* (1997) by Ulla Isaksson & Gunnel Lindblom

"Of course, this has not been the case for most of the time of the phenomena's existence in Scandinavia. The availability of recreational time has been built up for years; industrialization, which was a late bloomer the Nordic countries compared to the rest of the western world, resulted in a big middle class with a stable welfare system in place through the works of Per Albin Hansson, then leader of the socialist party. The defining of the 8-hour-working-day and the vacation law came into place during the 1930s. This law was then updated throughout the 20th century and today most full-time working people have five paid weeks of vacation in a year. Especially after WW2, Swedish economy was at a more stable and flourishing place than most of European countries and the rest of the world, as their involvement did not result in the need of costly rebuilding projects and similar investments. The economical surge gave opportunity for the housing market to bloom in the 1960s and 70s, which in turn was noticed in the second home market. Today, second homes are certainly also newly built, but most of us associate the summer getaway with a simpler lifestyle, adopted from the 1930s culture of wellness and ascetic life in contact with nature."

"In pop culture the depiction of the Swedish second home recurs thousandfold: Books, podcasts, songs, and films all mention directly or passively how important the second home culture is to a typical Swede. Ingmar Bergman has several films with a setting in the archipelago, there are television series like *Skärgårdsdoktorn* and *Saltkråkan* take place and let us know who summer guests are and who are not. The iconic comedy movie *Att angöra en brygga* written by Tage Danielsson, a very big personality in the history of Swedish culture, was one among many depictions of what the 'Swedish Summer' really means to the people of Sweden. The humorous approach of moments in the context of the second home range from the way two characters greet their guests at the dock, to how tricky it can be to sail.

If one has not grown up with the same references, the concept of a second home neither sparks a feeling of nostalgia nor cherished memories per se. A large part of the population has neither interest in owning nor visiting a second home. They may think that good values and positive effects are not particularly excluded to spending your summer in the Swedish countryside. Then there is, I would argue, a part of the population that may be new to the context and are often dissociated from partaking in the inner core of 'Swedish-ness'."

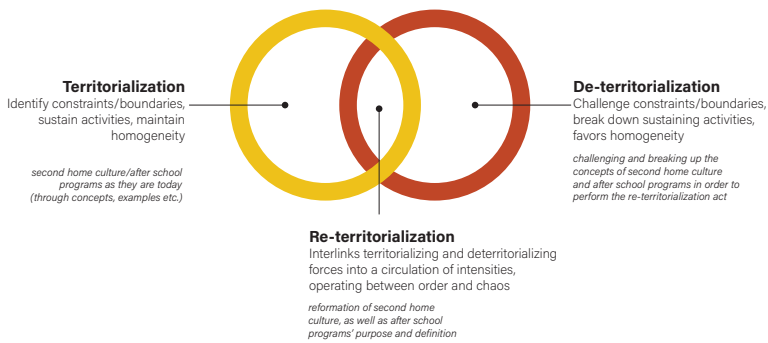
"In addition, statistics show that children of so-called 'new Swedes' have less access to second homes compared to their equivalent with Swedish-born parents. It is a place where generations of a family spend time, the now older siblings split their time between which weeks they can go in summer, whole areas suddenly come alive during the warmer season."

The last paragraph mentions statistics of 'new Swedes' access to second homes compared to their friends with Swedish-born parents.⁷ Keep this problematic in mind, as it will be a string to follow when entering this project, especially in its functional form.

Read more on the history of second homes and the supposed alienation that occurs in Swedish society when it comes to private facilities of leisure, see appendix where the full essay is attached.

⁷ Zalecka.

DE-TERRITORIALIZATION



Critical Theory is a discipline which covers a range of concepts, one of which is *deterritorialization*. It can be described as the process where a social relationship, a *territory*, has its present arrangement and conditions revised, mutated or completely dismantled. The new pieces that come from this, are then composed into a new *territory*: this process in turn is called *reterritorialization*.⁸

If deterritorialization, the moving of a concept from its own territory, can ignite imagination and create a platform for re-territorialization, how is this applicable to the project's theoretical context?

I would like to see if disassembling the culture of second homes and putting it up in a new geographical context could impact the present intangible accessibility to it. It would be placed in a new territory, where re-territorialization could develop an alternative way of enacting this experience, which then might be made accessible to new groups.

The after school program, *fritidsverksamhet*, is a host for the re-territorialization process, and to further challenge the structured it will on its own also be de-territorialized, taken apart and reshuffled.

It is not possible to plan these processes, but what is done is the sobriety of disassembling and reorganizing already existing concepts, bringing them together in new ways. This would be a work in progress.

I've been reading several papers on Deleuze's and Guattari's take on de-territorialization, as well as excerpts from their own work. I also enjoyed a take on the concept in particular, applying the dimensions to see how contemporary feminist theories work with the aspect of positionality. The awareness of one's own position in parallel to the work that is being executed is of relevance, and in correlation to the deterritorialization of one's own actions or privileged behavior.⁹

The section following stands out to me, and I see it as a possible way to further challenge my method and process in itself, not only the content I am working with, but also the surrounding actions.

"Deterritorialization" is one term for the displacement of identities, persons, and meanings that is endemic to the postmodern system. Gilles Deleuze and Felix Guattari use the term "deterritorialization" to locate this moment of alienation and exile in language and literature. In one sense it describes the effects of radical distanciation between signifier and signified. Meaning and utterances become estranged. This defamiliarization enables imagination, even as it produces alienation, "to express another potential community, to force the means for another consciousness and another sensibility".

The end bit quotes Deleuze and Guattari themselves from their piece *What is a Minor Literature?* in *Kafka: Towards a Minor Literature*. They continue a bit further down the page:

Within the constructs of Deleuze and Guattari's theory, this process can be seen as both deterritorialization and reterritorialization – not imperialism but nomadism.

This sentence points back to an essay by Stephen Muecke where he cites Deleuze and Guattari's piece *A Thousand Plateaus* as "ex-centric nomad societies as models of 'becoming and heterogeneity' as opposed to 'the stable, the eternal, the identical and the constant.' It is a paradoxical *model* of becoming."¹⁰

This is where the diagram above comes in, explaining the dimensions of these concepts, and how I see them being connected to this project in the theoretical and methodological context.

⁸Deleuze and Guattari, *What is Philosophy?*

⁹Kaplan, "Deterritorializations: The Rewriting of Home and Exile in Western Feminist Discourse."

¹⁰Muecke, *The Discourse of Nomadology: Phylums in Flux*.

CROSS-PROGRAMMING

For the sake of the method, to reorganize and reiterate, I propose a cross-contamination of functions. The suggestion is to create a *fritidsverksamhet* that shifts over to a summer/holiday camp, benefitting from the cross-programming, especially through their seasonal positioning. It will not shift permanently, but will in logistics be parallel to each other. To further benefit from cross-programming, there would be a second bridge. A possibility for contamination of worlds, through the pedagogical institution contrasting with a technical and industrial life of a geothermal energy facility. Read more on this under the chapter "site".



FRITIDS

To explain the different parts of the functional program, I will start by explaining the concept Fritids. In Sweden, there is *Fritidshem* and *Öppen Fritidsverksamhet*, which are both somehow included when saying the word "fritids".

They work similarly in theory and pedagogy, except that *Fritidshem* is a paid support that parents can choose to use, based off of income and other social parameters. *Fritidshem* is to work together with the school's curriculum and is available for kids from 6 to 13 years, and at times also longer if there is a need for it. For that you need to apply officially. I can imagine that this is not always available to all, even though it is adapted to the individual family's income.

When the kid becomes 13, generally the *Fritidshem* is not an option anymore. This is where *Öppen Fritidsverksamhet* comes in, sometimes called Fritidsgård or fritidsklubb. This is instead free to visit, open for all within a municipality, or if a bigger city within a defined district.

Even though the child legally has *Fritidshem* as an option until the age of 13, it is also recommended to use the *Öppen Fritidsverksamhet* from the age of 10. Because of the costs, a lot of parents decide to pull the kid from *Fritidshem*, and instead the child has the choice to visit the *Öppen Fritidsverksamhet* on their own.



Unknown Photographer Fritids, Sweden, 1970s

Pedagogisk verksamhet/Skola

0-13 Fritidshem

Facility
Skola



Förskola
(Grundskola)

Annan pedagogisk verksamhet

10-18 Fritidsverksamhet^{Öppen}

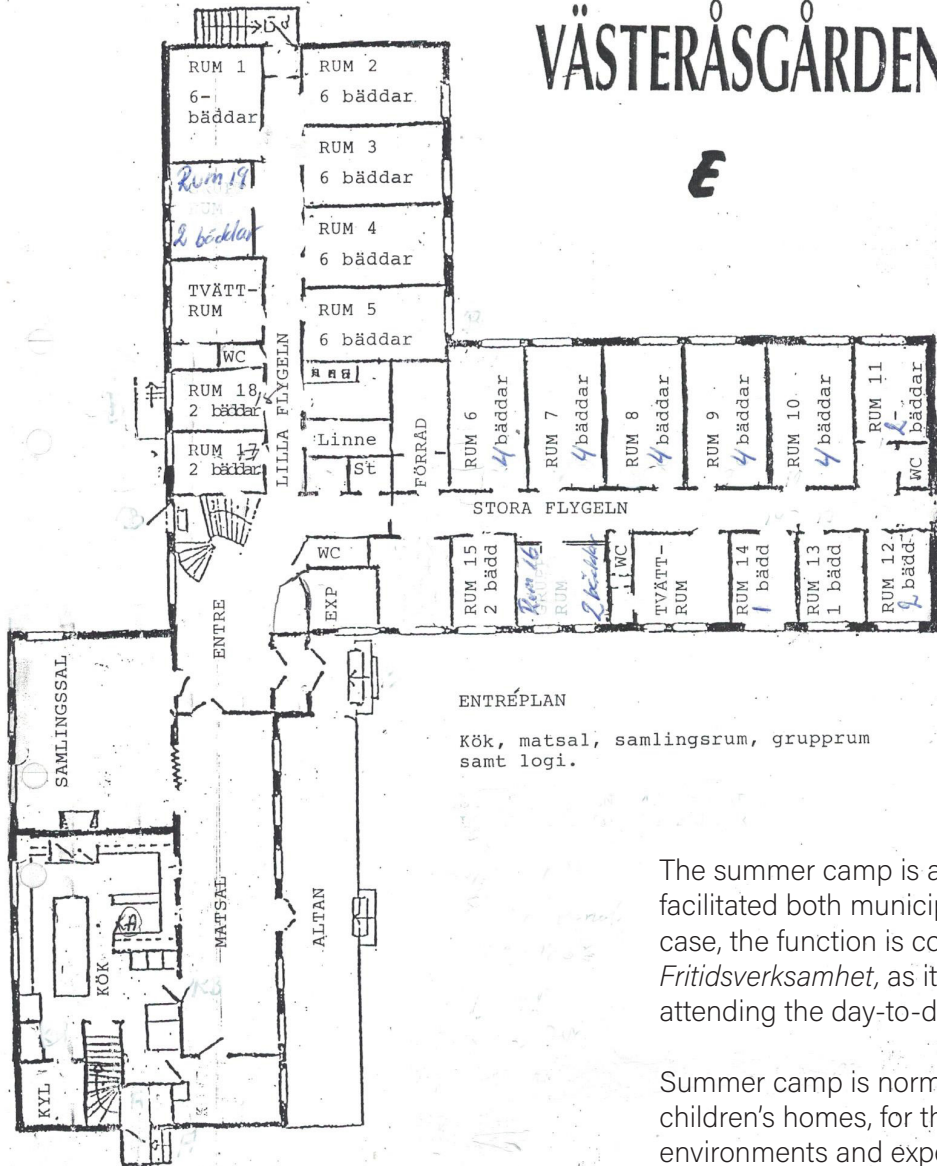
Facility
Fritidsgård



Öppen förskola
Nattis
Familjedaghem
Andra Fritidsverksamheter inom kommunen (10 -12 år)

VÄSTERÅSGÅRDEN

E



ENTRÉPLAN

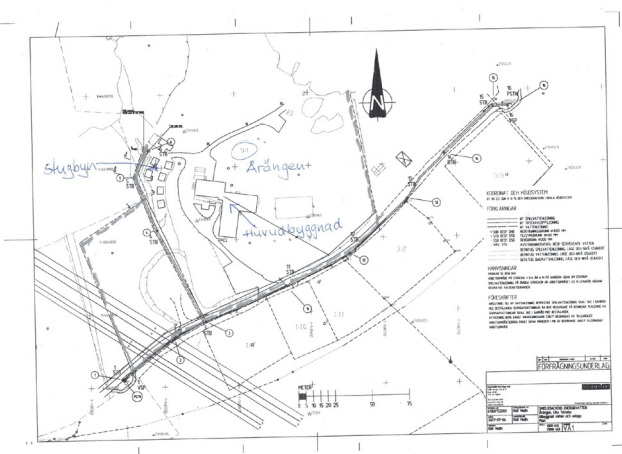
Kök, matsal, samlingsrum, grupprum samt logi.

The summer camp is another type of care that is facilitated both municipally and privately. In this case, the function is connected to the *Öppen Fritidsverksamhet*, as it will be available to those attending the day-to-day structure.

Summer camp is normally held away from children's homes, for the sake of changing environments and experiencing new things. This is not something to look away from, but instead it may be a complimentary event to be held in closer parametres to the children's families. It is an option, rather than a must, and is to create that availability of the at times inaccessible experience of a second home.

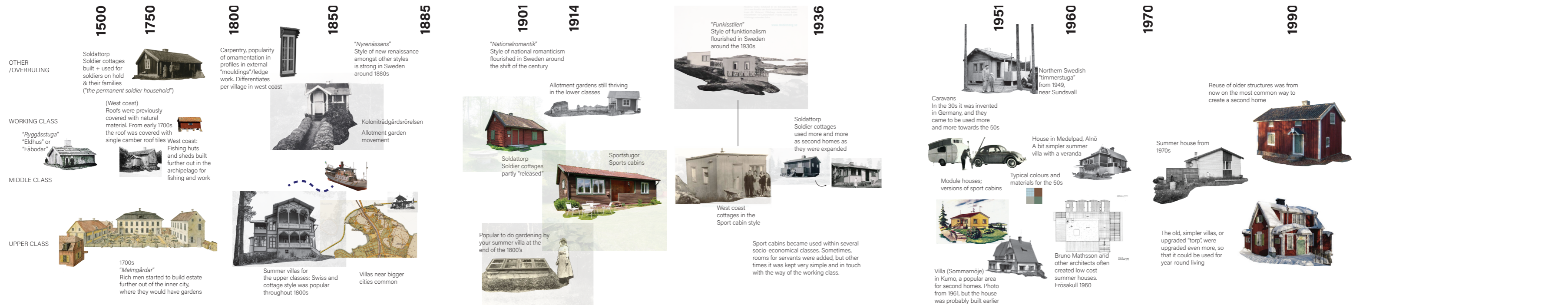
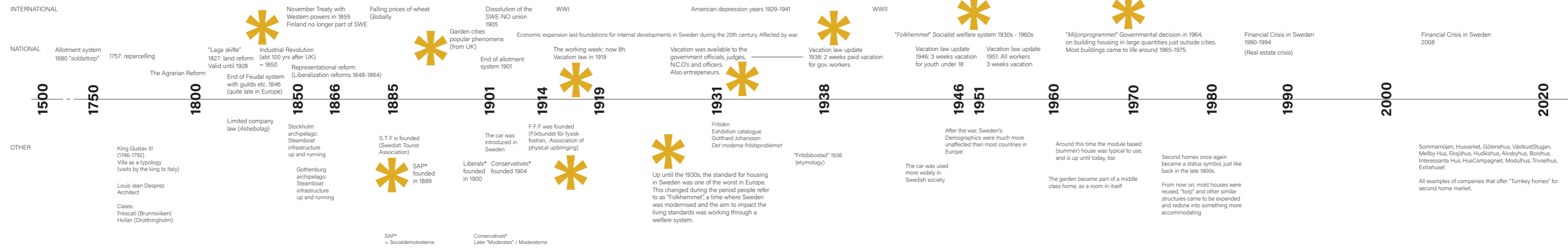
Sommarkollo comes in many shapes and forms, just like second homes and fritids in its different versions. In the following two longer spreads there are two timelines presented of a historical context, where we can see the strong link between these phenomena.

First, a timeline of second homes in a Swedish context, then a timeline of Fritids, where sommarkollo is a part of the development of care for children in the different seasons and timescapes.



Västeråsgården is a private summer camp facility that I was in contact with to talk of the spaces and structures they use as well as own. It is located in the countryside near a lake, where children are supervised but enjoy their summer holidays. Today the facility is also used for many other events like conferences, christening camps and other get-togethers of bigger scale. I received plans and maps from one of their workers, Gun Jansson.

Timeline of second homes in a Swedish context





Things the timelines and concepts have in common are marked by a yellow asterisk

Timeline of "fritids"

1500

1750

1800

1850

1887

1900

1914

1919

1927

1940

1950

1960

1970

1980

1990

1995

1998

2020



"Allmän folkskola" Existed from 1842-1972. A type of compulsory education covering the years of primary education from years 7 to 11 or 12.

The workhouses were established to get poor people off the streets, to activate and engage with youth and criminals for them to become a part of society. This then grew to be more and more about youth and children

SAP* founded in 1889
* = Socialdemokraterna



Liberals* founded in 1900
Conservatives* founded 1904
* Later "Moderates" / Moderaterna

Economic expansion laid foundations for internal developments in Sweden during the 20th century. Affected by war.



Barnträdgårdar
Child gardens by Friedrich Fröbel's vision were made available mainly to richer families and their children



The Ungdomsgård/Youth Center was for older kids and is today more likely called Fritidsgård/Free Time Center. Here the focus might have been more on getting mischievous youth to focus on their well doing in society

Allmänna barnbidraget
Child benefits were put in use. Children under 16 years were supported from the government

Around this time free school lunches were also implemented (to this day). Before that, only children with poor economy would have benefits for support to eat, be clothed approp. etc.



Eftermiddagshem /Afternoon home becomes Fritidshem or Free Time Home as more women work. They are open before and after school hours



"Allmän folkskola" Existed from 1842-1972. Became redundant as the comprehensive school system was fully expanded throughout the country.

Comprehensive school changed its official name to "Grundskolan", Primary school.



The quality paragraph in the Social Services Act was created to define what the fritidshem was to do; Give children a meaningful free time and support them in educational matters, as well as being a complement to school.



Today there are about 493 000 kids in fritids (2019/2020)

The Fritidsgård and -verksamhet, Free Time Center / After school operations for older kids are also still in use, with around 55 active ones throughout the country.



Industrialization pushed urbanization and created a big group of poor families who needed governmental support
Barnkrubbor
Children care was organized amongst families and in society

Industrial Revolution (abt 100 yrs after UK) ~ 1850



Arbetsstugor
Workhouses
For poor children: Handcraft and other recreational labour. Food and at times a salary was given in return of the work.



Norrbottens Arbetsstugor
Workhouses of the North
A bigger scheme was made of similar concept in the north part of Sweden, where distances were bigger. There was an overall poor environment in Norrbotten around 1901



The working week: now 8h
Vacation law in 1919



Up until the 1930s, the standard for housing in Sweden was one of the worst in Europe. This changed during the period people refer to as "Folkhemmet", a time where Sweden was modernised and the aim to impact the living standards was working through a welfare system.



Eftermiddagshemmen
The afternoon homes
A lighter version of the workhouses, where homework and recreational activities were more and more present

Municipal responsibility grew since the state subsidy was implemented. Teachers were specifically appointed for work at the homes



In these years there was a heightened need for labour, so women started working more frequently throughout the country.



School and fritidshem became more tightly intertwined



Economical crisis in the 90s and major cultural influences of the school changed how the fritidshem was used, envisioned and performed



Still today, the fritidshem is often placed near or on school premises. It is also still a major part of a child's school journey within educational and emotional areas. They learn of safety, development and social knowledge over all.

In the ages 1-5, about 69% are using the municipal system of fritidshem/fritidsverksamhet.

In the ages 6-9, about 71% are using the municipal system of fritidshem/fritidsverksamhet.

In the ages 10-12, about 15% are using the municipal system of fritidshem/fritidsverksamhet. (2021) SCB

SITE

The following pages will cover the site in three scales. Firstly through the city, then through the district and lastly more bodily through a chosen structure, which will be the site for intervention.

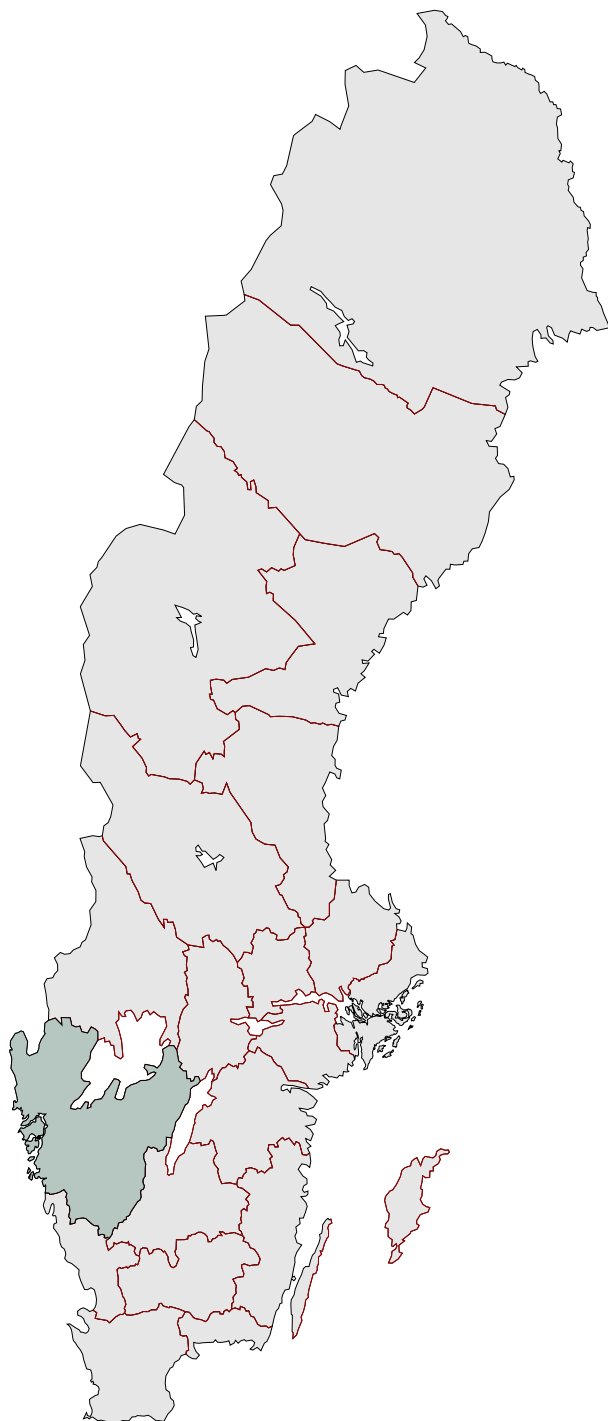
The City

In Gothenburg, which is a city in western Sweden, the city districts are known to be very segregated. Pictured in the film *Play* by Ruben Östlund, tensions between areas arise alongside the questioning of the culture of Swedish people and integrity. A theme of hierarchy between socio-economics, race and geographical belonging are non-mentioned but intensely present. This is the city the inhabitants have grown up in, the underlying associations and feelings attached to areas.

The focus is in southern Gothenburg, in the district called Askim-Frölunda-Högsbo, which was created in 2011 when the Municipality decided to mash them up. They all have acutely different inhabitants, and two areas are strongly benefitting from the joint budget (Frölunda+Högsbo / Askim) as the third has high income, high education levels and low crime rates in comparison. This is of course only in terms of economics, and it could be suggested that the third area benefits enormously from the two other in other parametres like culture, engagement and industry.

A comparison has been made to a case study in north-eastern Gothenburg, in Hammarkullen. The case is of a recently opened after-school program for kids of the ages 10-13. It is an initiative which Majblomman* used as a case for a discussion on child poverty, and journalist and youth coach Karwan Faraj interviewed initiative taker Mohammed Ali about it back in 2019. Ali's younger brother was not welcome at the older kids' after-school program Mixgården, nor did his parents pay for the after-school program made for kids his age and provided by the municipality. The problem was that he was strung along in crime and other problematic behaviour instead. Ali wanted to be proactive for his brother. He wanted his brother to have the option of having somewhere to go and spend his time, to be supported by somebody and believed in by somebody, in order to change the behaviour and habits of the kid. Minimix was opened as the only fritids in Gothenburg to have late opening hours.

*Västra Götaland County in western Sweden.
Home of the second biggest city, Göteborg.*



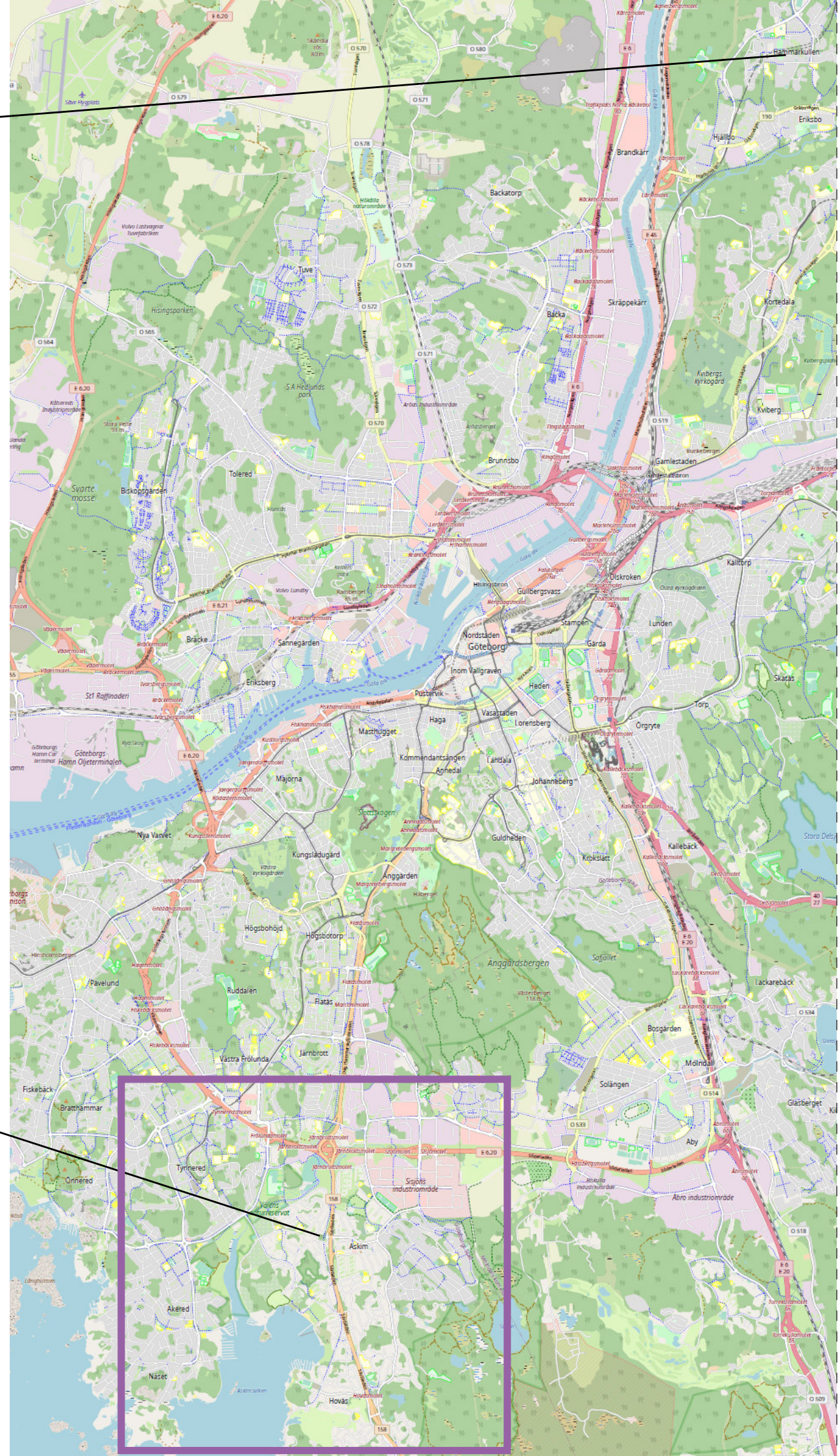
* The organization Majblomman which sprouted from the welfare times and even before that, has throughout its active time worked on supporting Swedish children in poverty. Liv Landell Major is their national press manager and speaking to her I got to know that today, statistically, the children in question come from a single household, mainly a single woman, who has different ethnic background than Swedish. The biggest issue, according to the kids themselves, is often the lack of space in their homes and sometimes the lack of mental support from either school or family.

In early February, I visited Minimix on a day where they interacted with the older children from Mixgården, also in Hammarkullen. It was a really fruitful experience and I plan to come back to them throughout the project's timeline.



Instagram story that minimix shared when I visited them on February 9th.

Minimix Hammarkullen



Gothenburg City

population of approximately 590,000 in the city proper and about 1.1 million inhabitants in the metropolitan area

Askim-Frölunda-Högsbo



View over the areas of Askim-Frölunda-Högsbo, looking southward. Photo: by Unknown.



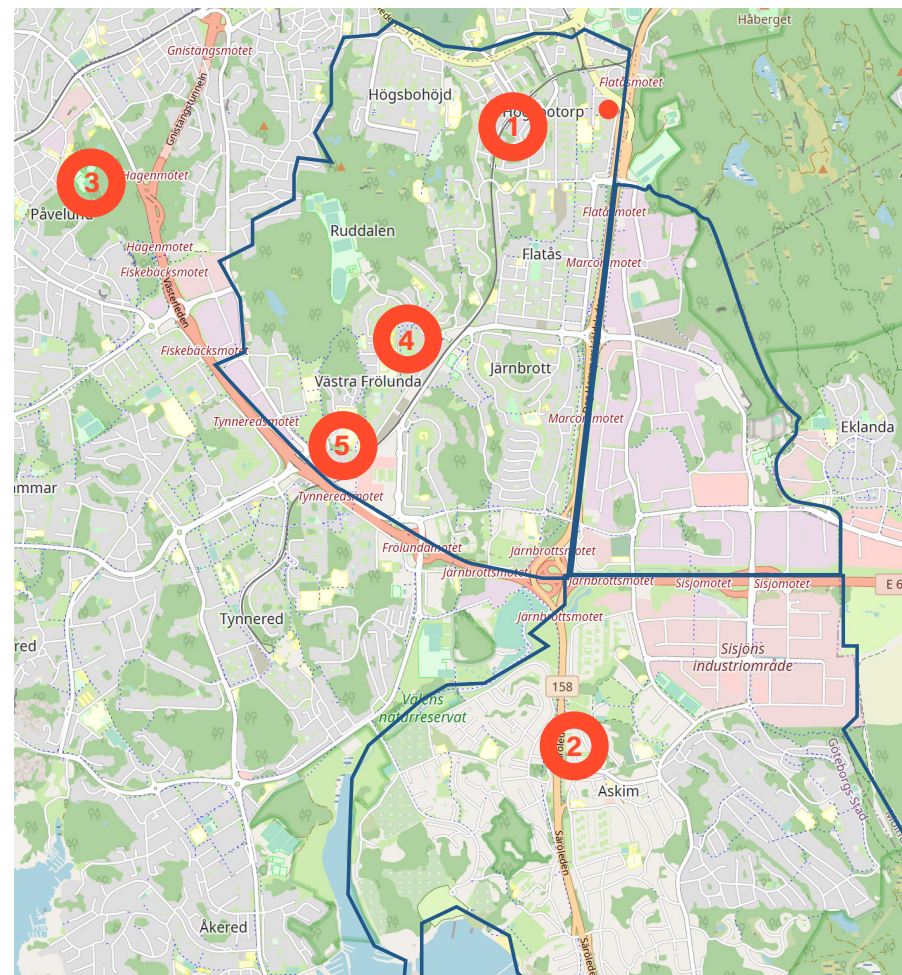
Högsbotorp, Göteborg, 1962 by A/B Flygtrafik, Dals Långed.

	average income	families in need of financial support	amount of social housing
Askim	348 600 SEK	1,3%	0,2%
Högsbo	206 800 SEK	4,3%	33,9%
Frölunda	185 700 SEK	8,5%	60,6%
Gothenburg	235 100 SEK	6,3%	27,7%

The District

Askim has an average income of 348 600 SEK, compared to the whole of Gothenburg's 235 100 SEK. In other words, quite a wealthy neighbourhood. In comparison, there is Högsbo's 206 800 SEK and Frölunda's 185 700 SEK. Askim has a 1,3 % of families in need of financial support, Högsbo 4,3 % and Frölunda 8,5 %, and the whole of the city 6,3 %. Even more so, the amount of social housing differs between the three; Askim 0,2%, Högsbo 33,9% and Gothenburg in total has the amount of 27,7% social housing. In Frölunda, the percentage is a whopping 60,6%.

I find the intersection of these parts of the city interesting, because of the differences and how they all tangent on the outskirts of the city. Geographically, Högsbo is located somewhat between them, and the direction to the city center is north, going along the traffic route Dag Hammarskjöldsleden. The existing fritidsverksamheter of the South-West of Gothenburg are these, where Lokal 426 is not placed in the same district, but there are still interactions between these fritidsverksamheter.



- 13-16 år
1 Fritidsgården Axel
- <12 år + 13-16 år
2 Fritidsgården Pilen
- 13-19 år
3 Lokal 426
- 10-13 år
4 Fritidsklubben Linden
- 13-16 år
5 Fritidsgården på 1200 kvadrat

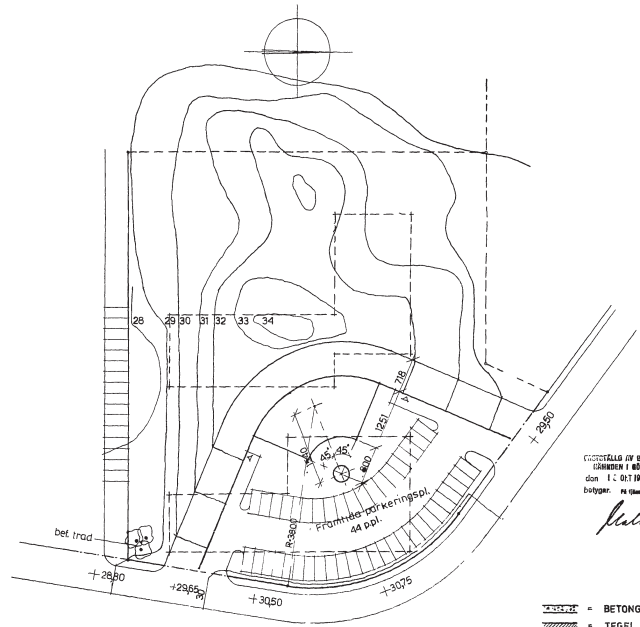
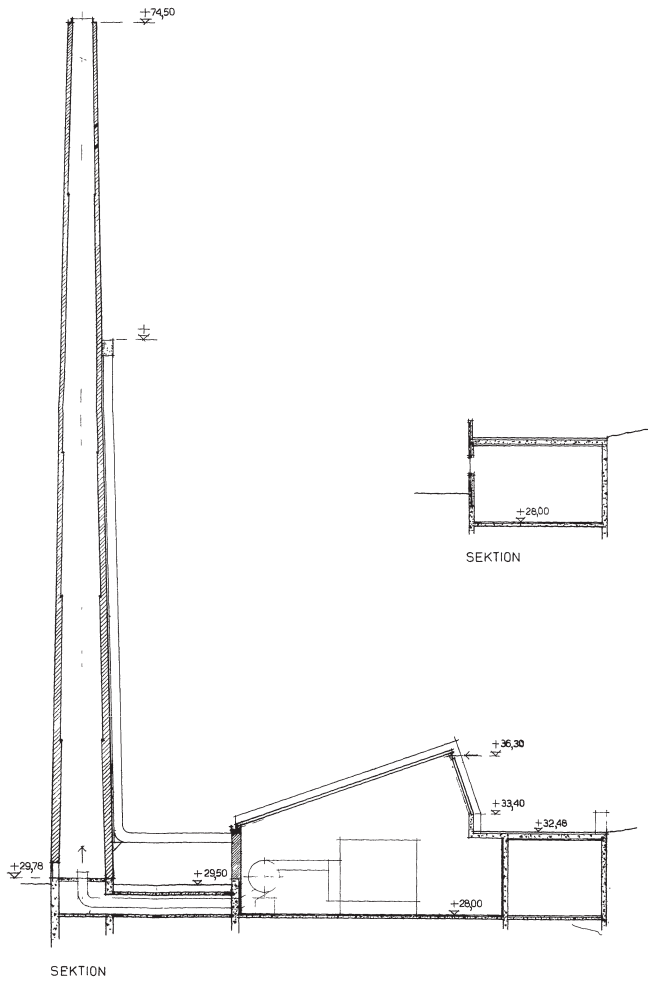
This is the location of **Panncentralen Frölundaborg**, which is the site I have chosen because of the position and closeness to public transport, as well as the complements from the surrounding fritidsverksamheter and geographical areas.

The three districts' edges are shown with this line. Askim is quite big and continues south from here.

Panncentralen Frölundaborg

Geothermal Energy Facility

Gothenburg
Askim-Frölunda-Högsbo



ÖSKANLIGGANDEN I FÄLTERSTADEN
 ÖSKANLIGGANDEN I FÄLTERSTADEN
 I FÄLTERSTADEN
Tomas Lindberg

244119

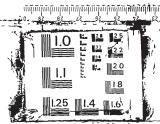
GRÄNSLÖS BYGGNAD
 LÖSEN I GÖTEBORGS
 DEN 13 DE OKT 1940
 1075
 RÅDNINGEN

Rune Lund

96461
 1-11

TOMT NR 2 I 126:e KV.
 SMÄCKLÅSET JÄRNBROTT.

SEKTIÓN, SITUATIONSPLAN
FRÖLUNDABORG
 PANNCENTRAL RITN.
 SKALA 1:100, 1:400 DEN 12.12.59
 RÖNE LUND ÅKE VALENTIN
 ARKITEKTER SÅR
 FOLKE BERNADOTTESGÅTAN 2
 GÖTEBORGS C TEL. 17 69 90



VÄSTERÅS ARKIVFOTOCENTRAL AB
 BOX 8045
 70108 VÄSTERÅS
 TEL. 021-111840

Panncentralen Frölundaborg

This facility is a site for intervention, and this craves some background on use and history, which will follow below.

The facility Panncentralen Frölundaborg is an energy facility still in use (2023). It has hosted 7 different types of energy, redistributing it to over 2100 households, especially in the nearby area.

1959 - 19?? oil

19?? - 1997 left-over energy from local beer producer Pripps

1997 - 2017 district heating (deal with Göteborg Energi)

2017 - today combination of district heating + geothermal energy

The energy facility started out as an economic association in 1959, when the development for the district was starting out. In 1960, the building was built together with the highrises of Marklandsgatan. The architects of the project (Lund & Valentin) went on to draw other local buildings like the Gothenburg opera house, Kortedala church etc.

Panncentralen Frölundaborg's economic association is unique because of the mix of its members. There are ca 10 members, who in turn represent the members of housing associations of the neighbourhood.* A mix of municipal housing and private property has been the foundation for the energy facility's users and costumers (some of them are not part of the association, even though they still buy energy from Panncentralen).

The building had a sort of renovation in 2017 when the energy source changed to geothermal heating, a costly but long-lasting makeover of around 50 millions SEK. The facility is mainly taken care of by Stig Lander and Stefan Paterson, the latter being the son of one of the property owners (S. Paterson). These two men are working with the space and association.

There was a renovation of the chimney alone at one point, after a question on whether or not it could be torn down because of it not being in use. The heritage committee made a note on it being of value, just like the rest of the complex, so this was not an option. The renovation was costly, but now there is a use for it again. It acts as emergency ventilation in the instance of a machine error, where excess of ammonia is let out through the chimney on around 40+ m height, making it non-dangerous for both humans and other species.



Panncentralen Frölundaborg 03.02.2023 15:40

The tactility and historical connection to the local area is a strenght I find as a motivation for the choice of site, together with the strategical placement between the three areas Askim-Frölunda-Högsbo.

* (brf Täppan + brf Skörden + Riksbyggeföreningen brf Göteborgshus 26 + Frölunda Värmedistributionsförening (which consists of Familjebostäder and the private property owners Stena fastigheter, brf Skäpplandsgatan, KB Skäpplandsgatan, Amlövs Byggnadsbolag, Byggnadsbolaget C. Lundahl, R Knape, E Mårtensson Byggnads AB och S Paterson). *Info from panncentralen.com*

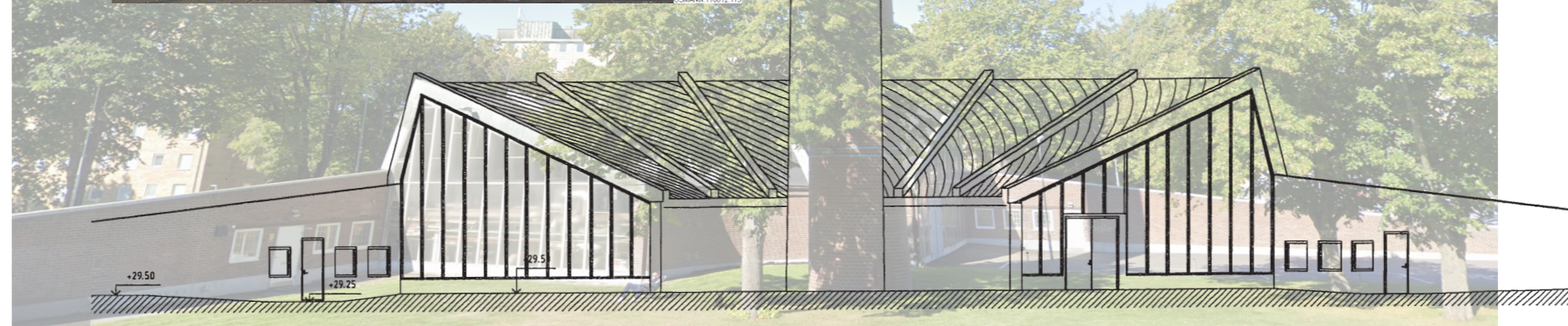
Panncentralens kulturhistoriska värde ligger i att den byggdes som del av bostadsmiljön där den berättar om stadens tidigare planerings- och infrastrukturlösningar.

Gula tegelfasader samt fasaddetaljer i koppar är genomgående element som vittnar om att området ritats i ett sammanhang. Servicelokaler har fått utrymme i bostadshusens bottenvåningar. Området är beläget i norra delen av Högsbotorp, nära villabebyggelsen i Frölundaborg och trafikknutplatsen Marklandsgatan.

Bebyggelsen består av skivhus som är placerade i nord-sydlig riktning. Omgivningarna kring skivhusen präglas av stora öppna ytor, alléer, svagt kuperad terräng med trädgångar där berget går i dagen och asfalterade cykel- och gångstråk som leder genom området. Här finns också ett litet daghem, uppfört med fasader av gul stående träpanel och en skola kallad Skytteskolan med gul tegelfasad. I anslutning till skivhusen finns också ett flertal parkeringsplatser.

Panncentralen gavs en utmärkande formgivning och gestaltades som ett landmärke för området. Den har fortfarande en del oförändrade karaktäristiska drag. Materialvalet var en markering att centralen hör till bostadsområdet.

Ritad av Lund & Valentin.

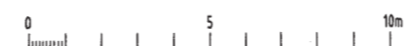


JÄRNBROTT 126:2

Ärendenummer: BN 2016-005537
Beslutsdatum: 2017-04-26

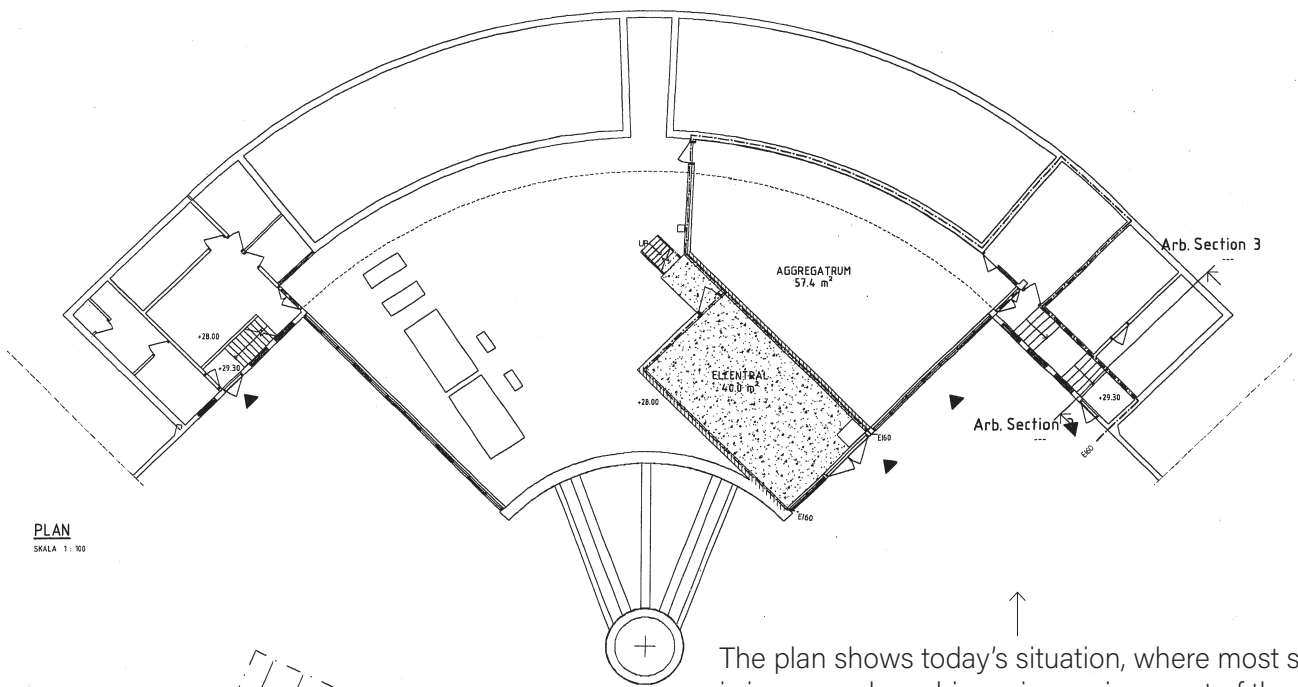
Handlingar och föreskrifter enligt slutbesked.
BYGGNADSNÄMNDEN I GÖTEBORG

BTT	ÄNDRINGEN AVSER	DATUM
RELATIONSHANDLING		
LG CONTRACTING		
JÄRNBROTT 126:2		
GÖTEBORG STAD		
<input checked="" type="checkbox"/> A	KLARA arkitekter ab	054-
<input type="checkbox"/> K		
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UPPDRAGS NR	REDAKTIONSTR AV	HANDL
LGCO 0001	NL	HW
DATUM	ANSVARIG	
2017-04-07		
PANNCENTRAL		
FASAD MOT NORDOST		
FASAD		
SKALA	NÄMNER	
A1 1:100		
A3 1:200		A-04.3-01





Energy Facility Panncentralen Frölundaborg in its context with Anggårdssbergen in the background. February 3rd 2023



The space above the machinery in the second room is quite big. Especially when I get to walk up a staircase to the level overlooking it all. It's fascinating to see all the pipes that lead heat to the apartment complexes just outside.



The plan shows today's situation, where most space is in use and machinery is running most of the time. The two in charge are Stig and Stefan, who I met in early February. This is also the time when the analogue photos showing the facility are taken. The space is separated into three main parts, and the sound also follows this division.

In the *Aggregatrum*, the newest machines are humming and brewing a sound which should be defined as noise. But as soon as you enter the next room, where they've put up a new wall, it is more reasonable. In this space you can see the traces of older machinery, as well as saved gems no longer in use. There's still a (plastic) christmas tree near the window, and the room is filled with tubes and compressors and water coolers and other technical stuff. But there are stairs and ladders.

One staircase, a quite low one, leads you to the *Ställverk*, the room with all the signal-boxes and switchgear. Here, it's also quiet. This is the latest addition, and the room is lifted from the original floor level so that the exterior is aligned with the interior of the room. The floor is a layer that can be disassembled, and Stefan shows me how to lift the quite large floor tiles with a suction cup.



Stakeholders

There has been a big investment in having contact with the many characters relating to this project, and here follows a visual map over names and organs that are or have been of relevance during the growth of this project. The ones marked are to be explored further, and the dots indicate uncertainty.

GÖTEBORGS STAD

Grundskoleförvaltningen
Pemilla Palm (Unit manager at "Placement", dpt. "governance & management")

MAJBLOMMAN

*Liv Landell Major
Amelia Triana Del Pino*

NYA KOMPISBYRÅN

PANNCENTRALEN FRÖLUNDABORG

*Stig Lander (administrative)
Stefan Paterson (operations manager)*

MINIMIX HAMMARKULLEN

Ali, Smiley, Nasra, Isra ++

SKYTTESKOLAN HÖGSBO

*Binh Tang (assistant principal F-3 + fritids)
Kids ages 10-13 (around 2 groups)
Pedagogues*

PILEN Fritidsgård

Parents' association
Skytteskolan

AXEL Fritidsgård

VÄSTERÅSGÅRDEN

Gun Jansson

(INTERVIEWS)

*Anna Gullstrand
Maria + Jacek Zalecki
Margareta Hellgren
Bengt Backlund
Claire Williamson
Patty + Marcella McBride
Katie McFadden*

Skytteskolan atrium / eatery. Photo from 10th of February.





Exterior of Energy Facility Panncentralen Frölundaborg with nearby highrises of similar materiality, February 3rd 2023



Ceiling of Energy Facility Panncentralen Frölundaborg. Ventilation shafts that are no longer in use, except for one, to create natural ventilation. February 3rd 2023

TIME PLAN

Hand-in Program

Send info to Skytteskolan principal

Perform interviews with children of this age (10-13) attending Skytteskolan, as well as 1-2 pedagogues

Start the dis-assembling model
Work with two parallel ideas/or more

Visit Minimix again, perhaps bringing parts of the model with me

Visiting and sharing with Stig and Stefan of Panncentralen

Talking with Liv Landell Major about the process

Coming back to the subject of second home culture with more physical material present

Producing curriculum
Producing design idea

Deadline hand-in 25th of May

Presentation preparation

Thesis exam

DELIVERABLES

Written Curriculum for Fritids Pannan approx. 5 pages

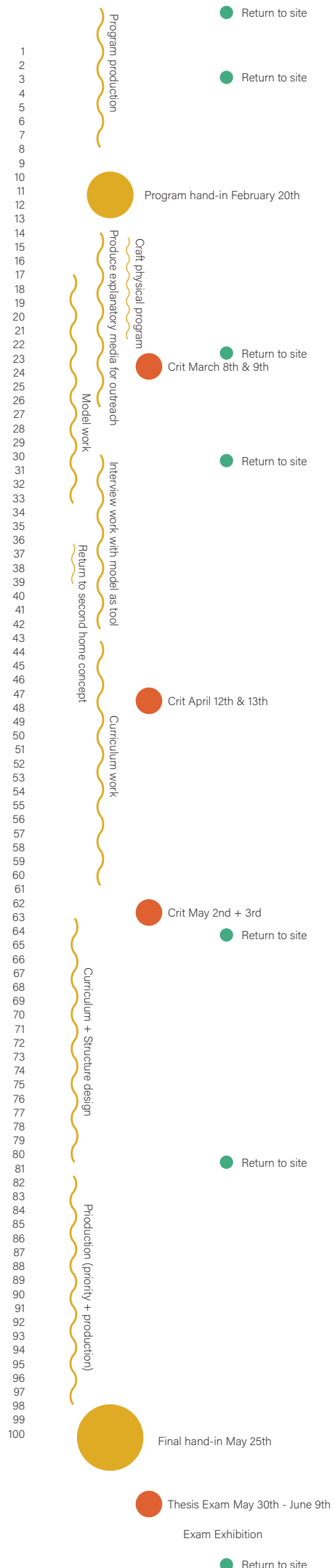
Is there a way to describe what kind of pedagogy should be used at the fritidsverksamhet? Can this be done in a non-conventional way when it comes to writing a curriculum? I'd like to try and see what other formats could be done in connection to a 5 page written document, perhaps not as formal as one might expect.

Model 1:100, + other scale(s) (wood)

This model should be a tool when it comes to interacting with children of the ages 10-13. I would like to try and make the model of pieces that can be disassembled and worked into another model, of another scale and perhaps of a more abstract shape. It would be exciting to try and bring these pieces to interviews I will be holding with children of the nearby school Skytteskolan at some point in the project.

Drawings, sketches, photographs. To be expanded.

Disclaimer: Deliverables and timeline are subject to change and may not appear in the same order nor shape.



REFERENCES

Firstly, I will share what references may influence me through the coming process of work. I will then list the references that have been used throughout this program, too.

● muf architecture/art



"We were trying to show that play is an essential part of civic infrastructure, just as important as pavements." Liza spoke to the Guardian about play streets, Kings Crescent and designing for children.

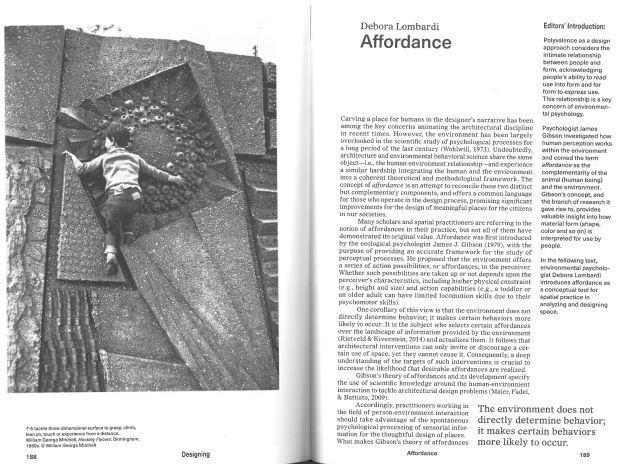
muf architecture/art have a peculiar and inspiring way of working with spaces for children, which I am eager to look further into and use myself, especially when I will interact with the kids from Skytteskolan at a later point this month or the next. In the above screenshot, they are noting in their public diary (a blog) how their methods apply and what they find important when it comes to civic infrastructure. They share a link to an interview published in The Guardian.

February: <http://muf.co.uk/diary/>

● age-inclusive public space
dominique hauderowicz + kristian ly serena

● Reggio Emilia Institute
pedagogical learnings

this book contains both history, facts and reflections when it comes to play, working with children and environmental psychology. In previous projects at the Academy I have worked with the concept of Affordances, coined by James J. Gibson and his partner Eleanor J. Gibson. This might also be part of my method as to how spatiality will be explored and developed.



Deborah Lombardi
Affordance

Carving a space for humans in the designer's narrative has been among the key concerns animating the architectural discipline in recent times. However, the environment has been largely overlooked in the scientific study of psychological processes for a long period of the last century (Wallasch, 1973). Undoubtedly, architecture and environmental behavioral science share the same object—the human environment—cognitively and experientially, a similar identity delineating the human and the environment into a subjective theoretical and methodological framework. The concept of affordance is an attempt to reconcile these two distinct but complementary components, and offers a common language for those who operate in the design process, generating significant improvements for the design of meaningful places for the citizens in our societies.

Many scholars and spatial practitioners are referring to the notion of affordance in their practices, but not all of them have demonstrated its original value. Affordance was first introduced by the ecological psychologist James J. Gibson (1977), with the purpose of providing an accurate framework for the study of a variety of action possibilities or affordances. In his perspective, whether such possibilities are taken up or not depends upon the perceiver's characteristics, including whether physical assistance (e.g., height and size) and action capabilities (e.g., a soldier or an elderly adult) can have limited locomotion skills due to their psychomotor skills).

One condition of this view is that the environment does not directly determine behavior: it makes certain behaviors more likely to occur. It is the subject who selects certain affordances over the abundance of alternatives provided by the environment (Hertzfeld & Kivimäen, 2018) and activates them. It follows that architectural interventions can either invite or discourage a certain use of space, yet they cannot cause it. Consequently, a deep understanding of the targets of such interventions is crucial to increase the likelihood that desirable affordances are realized.

Gibson's theory of affordance and its developmental specificity the use of scientific knowledge around the human-environment interaction to tackle architectural design problems (Miano, Pardi, & Barone, 2009).

Accordingly, practitioners working in the field of person-environment interaction should take advantage of the opportunities provided by the epistemological positioning of ecological design: a methodology for the thoughtful design of places.

What makes Gibson's theory of affordance

Editors' Introduction:
Psychogenic as a design approach considers the intimate relationship between people and form, acknowledging people's ability to read and use the form and form to express use. The relationship is a key concern of environmental psychology.

Psychologist James Gibson investigated how human perception works within the environment and coined the term affordance as the complementarity of the actual environment and the neurocognitive Gibson's concept, and the brain of observer's gaze may not, provides material form (shape, color and texture) interpreted for use by people.

The environment does not directly determine behavior; it makes certain behaviors more likely to occur.

Interview with Katherine and Liza from muf architecture/art in the FT by Edwin Heathcote.

"What Muf has been arguing for all these years can be difficult to define, let alone defend: the value of complexity in a commodified society in which all things must be measured... Their advocacy for the benefits of public space is critical in an increasingly unequal city, a message that is both profoundly political and utterly necessary. The group is making space for the city to be able to hold on to its humanity, without which it is no longer a city."

I will try to look at the pedagogical concept that is used in Reggio Emilia, and how it has been applied to the Swedish context through the Reggio-Emilia Institute.

The pedagogy entails close work with children and mentions space and environment as *the third pedagogue* (first and second being the children and the pedagogue). Not only through spatiality, but also by organization and structure, one has the ability to create a good school and learning facility. The intervention that is to be projected is not a school per se, and therefore this will be used accordingly not in full measure.

Program References

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Images: If not noted, all photographs are taken by Ada Zalecka.

DICTIONARY

free time leisure time work time	three concepts of time explained by De Grazia
second home	term used when discussing structures often defined as summer house, cottage or holiday home
fritidshus	<i>free time house</i> Swedish version of second home
fritids	<i>free time (s)</i> Collective word for after school programs
fritidshem	<i>free time home</i> Paid for after school program
fritidsverksamhet	<i>free time program</i> Free after school program
sommarkollo	<i>summer camp</i> Historical alternative to a second home
de-territorialization	term within critical theory used and developed by Deleuze + Guattari. An act of changing a whole assemblage by changing just one piece in it (roughly)
panncentralen frölundaborg	site in Gothenburg: an old energy facility
temporal cross-programming	use of several programs inhabiting the same space over an amount of time
stakeholders	the people in contact with the process of this project
seasonality	in this project used by the shift of functional program
age 10-13	the ages of the children that are part of the target group
Majblomman	children's rights non-profit association

