

The School Threshold's Identity as a Place for Interaction: Research Project with the Participation of Elementary-School Children

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Abstract : The school entrance is one of the most important places in the everyday lives of children. As an intersection between school and public realm of the city, it is characterized by gradations of porous and rigid boundaries. Depending on its function, it can serve as a threshold or as a boundary. Additionally, it is a spatial condition that facilitates a dialogue between the school and the city and draws content from both. School thresholds are important in supporting the role of the school as an important node in the city and a bridge between children's various everyday life dynamics by demonstrating prominent usage and meaning as a place that is open to the community as well as to possibilities and physical interaction. In this research, we examine the role of the "realm of the in-between" between school and city through the architecture workshops for children at Hill Memorial School in Athens, in which we explore children's perceptions, wishes, and ideas related to their familiar everyday places of transition from school to city and vice versa. Also discussed in the presentation are the writings of Herman Hertzberger, Aldo Van Eyck, Jaap Bakema and others.

Keywords : threshold, city, play, identity, cinematic tools, children, school architecture

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