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Master Degree Project

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Playful Storage

-An invitation to play between children and adults

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being the inspiration for my Masters Degree Project.**

Abstracts

To encourage play between adults and children through the design of storage **Podium For Play (F.P)** gives the opportunity to expose toy concepts in an easy accessible and inspiring way. Toys must be stored to be beneficial for both children and the adult and placed where we easily can interact with each other. The play and storage item Podium F.P provides the social benefits of a living room table that regardless of age, promotes the repeated gathering in a natural way around the table. The boundaries between childhood and parenthood are reduced by a concept that has been developed with Podium F.P acting as a facilitator and as an invitation for young and old to interact in the construction game of Lego®.

Experiences from my home and family have been explored along with studies of children and play in literature, family questionnaire results and three-dimensional sketching exercises.

Keywords

Storage, exposure of playing kit, game of construction, communication and respect for childhood.

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Background

Play

Play is vital to children's ability of learning and to children's ability of development. Creativity is explored through play and will remain to be a useful source as an adult. (Knutsson Olofsson, B, 1992). Play can take many forms, the child needs of understanding the surrounding environment affects the expression of the game. Some play needs no more than the child and its imagination, in another form of play a lot more is needed such as construction games. Children have a great need to play freely and without interruption to maintain their ability to play continuously. The need for support from the adult in the play is recurring. Some structure in the chaotic environment helps the child to gain the necessary overview of their game (Ljungström, V, 2000). It is important for children that parents set limits. It is also important as a parent to consider which limits are necessary (Grandelius, B, 1999). As a parent or a close relative to children, we are often the prime example and through play fantastic possibilities are given to communicate important ideas and values.

A respectful home

In many theories of play authors agree that play is important for all learning and development and encounter problems because in many families time for play is very limited and space to explore their creativity is small. To be given necessary time for the game is forgotten, adults sometimes interrupt in good faith believing that planned active and external stimulus are necessary (Ljungström, V, 2000). It is the responsibility of adults' to ensure that all children are given time to play. Children who are repeatedly interrupted when playing may have difficulties to find the inspiration and boredom will be the result. (Knutsson Olofsson, B, 1996).

An inspiring home

It is important to be permissive for the need of a chaotic and creative play environment. The game has no spatial constraints and do not always follow the plans that parents have about the areas for play (Montessori, M, 1998). Being accepting of mess and chaos is a charity, though

a play environment that is too messy will be uninspiring, obstructive and possibly dangerous.. It is wise to integrate toys in many places in the home and supply with an effective and easy storage that provides a good overview. Limits are important but needs to be adapted to encourage the play. Maria Montessori is a pioneer for many when it comes to decorating for children. According to Maria the children's room be decorated for the needs of the child. In other rooms such as living rooms, which often is formed from the interest of adults, the interior must also be devoted to children. According to Montessori theories children and adults has equal right to the house and its different rooms. (Britton, L. ,1992).

A conscious home

Adults have a responsibility as role models for children. One out of many ways to be a good role model is to create a healthy attitude to consumption. Many parents and educators of children today are well aware of the responsibility in consumption and the positive effects of consumption of renewable resources. Wood is a renewable resource and there is a rich supply of our forest in our country. The tradition in Sweden to process wood into furniture that is useful in our daily lives is well developed and a part of our cultural heritage. Sweden with its Peasantry is an example of a country with a furnishing tradition that has been inherited and passed on through generations (Fredlund, J, 2003). Wooden production of good quality has a potential to a long lifetime and offers the possibility to follow the children through their life.

Purpose and Aim

The purpose is to communicate through a storage item between children and adults in the home environment and to inspire united play. Storage items for toys will be designed to make it easy for the child to get an overview and accessibility of toys. We should adapt our routines as an adult and find ways to encourage play and to avoid interrupting play. I want to encourage play through the design of storage. At the same time I want to encourage more and widespread storage of toys at home to avoid interruption through conflicts of cleaning-up. I want to make clear that the game requires respect, space and continuation. Limits and chaos will be questioned in purpose to find a balance that is beneficial to play and to the entire family. Boundaries in home environments will be reduced in the result of Playful Storage, the interests typical of childhood and the interests typical of parenthood will be united in one object to encourage community.

The result will be used by the entire family, a piece of furniture that is useful and to joy for many may have greater commercial acceptance and appeal and more opportunities to communicate the purpose can be given.

Material of construction will as far as possible, be in wood.

Research

-Literature, three-dimensional sketching exercises and questionnaires

Method of research in Playful Storage has been explored through studies of children and play in literature, family questionnaire results and three-dimensional sketching exercises.

Through analyzing my studies of research I have compressed information to find the essence and what to bring forward in my process.

Since observations of Podium #1 is a part of the background of Playful Storage it is separated from other three-dimensional sketching exercises in my project and included in the conclusion of research below. Podium #1 is visualized in the attachments.

Conclusion of research

Children and adults recurrently gather around the living room table in the house and the opportunity to unite parents and children in play with the good social qualities of an living room table is needed in the project Playful Storage. Children in many cases wants to play were adults are and adults often want to overview of the game or to have accessibility to easily participate in the game which motivates a central placement in the house of the Playful Storage object.

Play and storage objects in children's room may be difficult to produce in a sustainable way since the range of storage items for children to a low cost is established. A piece of furniture for storage of toys that is useful to the entire family and to visitors will motivate better quality in manufacturing and material.

The choice of toy concept is important for interest and communication among many. Lego is one of the most common toy concepts and a therefore a fantastic opportunity for communication. Small parts of Lego will be excluded in Playful Storage since play in all ages is of importance and small parts are dangerous to small children

An open and shallow storage is preferable because it will help the child to good accessibility of toys. The playing kit and ongoing construction will be given pride, attention and a sense of

importance. Hopefully construction will remain and continuation in the game will be encouraged instead of demounted.

Space for construction close to the child will be given the artefact with a form and function to signalize play and hopefully to inspire keeping toys inside of the piece of the storage object.

Process and Result - Podium F.P (For Play)

In attachments Podium #2- #6 are visualized and the process is described.

The result of Playful Storage is a conclusion of my process where observations of the podiums made clear that Podium #6 was of greatest interest to both adults and children and is therefore most interesting to explore further. Podium # 6 was developed into a full scale prototype and given the name Podium F.P.

Material: White lacquered oak/ metal, with white oiled details.

Manufacturing: CNC-machinery and other appropriate metal and wood processing.



Image 1: Construction toys of Lego are stored in artefact Podium F.P.



Image 2: Viola is constructing on Podium F.P located in the living room.



Image 3: Podium F.P used in an adult environment.



Image 4: Food and play, various interests are shared around the same item.



Image 5: Parent and child in a playful meeting.



Image 6: Theas favourite way of constructing is sitting on Podium F.P in the centre of all actions.

Reflection on the design issue

Respect for play and inspiration to play beyond generational boundaries

Experiences from my home and family have been explored through a method containing three elements to transform the hypothesis into results: questionnaires, three-dimensional sketching exercises and studies of literature.

Routines in home environment, selections of toy concept, shape of the storage for toys and placement of storage of toys were ways to explore the issue.

Chaos and routines.

Conflict resolution and limitation is something that is questioned and challenged in *Playful storage*, a playful meeting between the child and adult is a goal. Children has on one hand the need for boundaries because a too chaotic environment can become restrictive and uninspiring, on the other hand too many "no" and interruption will work obstructive for the benefaction of chaos. How can levels of tolerance and respect for play be processed through design? How can we clarify and increase the understanding of each other's needs in home environment and create a more playful atmosphere? The adults do not always see what the children have created in the game, such as a mountain or a castle therefore an ongoing game may unnecessarily be demounted and will disappoint the child. The conclusions is that we can change the destructive approach and behaviour with a positive exposure of the construction game and with respect for both adults and children's different needs and interests.

Shallow storage

Could the shape of a storage object affect the cleaning-up procedure and still be inspirational and beneficial to play?

I assumed that a shallow storage would spread the playing kit inside of the storage instead of stacking them with the result of better visibility and accessibility for children. By exploring shallow storage through Podium #1 and observing children playing around the play and storage object I confirmed my assumption. The negative effect of traditional storage in deep

boxes and baskets is that children needs to pour toys out onto the floor to get a satisfying overview. This proves that deep storage is positive only as an storage object of toys and there is a lack of respect for the playing with the toys inside. The negative effect of deep storage was also confirmed by answers in the questionnaire and proved the fact that shallow storage is universal.

Studies of the literature on children and play brought a more pedagogical point of view to the thesis giving benefit to the children and the play. Shallow storage was able to create a greater respect for the ongoing play since the play could continue undisturbed for several days inside the storage object without being interrupted by cleaning-up procedures.

Placement of Playful Storage.

Two questions in the questionnaires became important for placement of the result in home environment: "Where does your child play at home?" and " Do you have any other valuable information to share about the design of your home environment regarding play, toys and storage?".

It was obvious that many children play where adults are located, meaning living room or kitchen. The adults often wish to have a natural overview of the children, for security and to occasionally take part of the game. The questionnaire confirms and justifies the placement of the artefact to a central space in the house.

The design of an object will unite children and adults' interests in home environment, borders between childhood and parenthood will be erased. The traditional living room table next to a couch is a natural meeting place where children, adults and visitors repeatedly will return to. Playful storage will be given the positive qualities of a living room table.

Selection of toy concept

The selection of a toy concept is important in order to create a storage unit with the ability to be interesting to many stakeholders. Questions asked concerning this topic are: "How does your child play?" *and* "what does your child play with?" The most common answers to the

questions was that children play with construction game such as Lego®, physical play such as jumping, and role play like dressing-up. Out of these categories, I decided a construction game to be the most relevant from a storage point of view because construction game concepts often contains many small parts that need to be taken care of. Lego® was identified as a common concept of a construction game. In my selection small parts of Lego are excluded because it is not safe for small children.

Frame of Playful Storage

Perceptions of children playing with Podium #1 have made clear that children often used the frame to construct on and the storage module as a basis for resting constructions, therefore I wanted to explore whether a frame could be more suitable for constructions. Through three-dimensional sketches the framing of the item was visualized. Amongst the children and adults who have been invited to take part of the sketching process the most interest was shown on Podium #6 which motivated the development of a full-scale prototype of Podium #6. What was appealing with that Podium #6 was it's ability to engage both children and adults' interest. Sketching exercises were helpful to find a design that encourage and inspire play. A decorative frame that functions as a base for construction creates curiosity". The item provides an invisible barrier to prevent the spread of Lego and reduces conflicts of picking up toys which also is positive from a safety perspective since Lego on the floor is a trip hazard.

The new prototype is named **Podium F.P** (For Play). Playful Storage has been developed into a project as a demonstration of the respect of childhood. Podium F.P has a shape and a function that exposes and preserves the game, and it's placement in home environment become an invitation to play for children and adults.

Reflection on relevance in real life situations

Play crossing generational borders

To expose an ongoing construction game is valuable for children, adults and the play. Podium F.P is given a proud and central place where all family members and visitors are given the opportunity in natural way to participate in the game. Children's ability to build fabulous and imaginative creations is endless. The Podium lets inactive construction retain a place in the room and the next day evolve into a new shape, the mountain becomes a beach and a beach later on becomes something else.

To be present beside Podium F.P amongst children may lead to voluntarily or involuntarily participation in an ongoing game. Many parents of young children today have grown up with the kind of construction games that Podium FP is encouraging and it is possible that participation in the play reminds them of their own childhood, thus making Podium F.P well received.

Lego®

Lego® offers many fantastic ways of constructing and with Podium F.P even more construction possibilities are offered. Can it be that when parents of today were children the supply of Lego® was very different from the supply today? Have not Lego® become something more figurative, and a game with media related symbols more than a game of construction with colours and simple shapes? It's easy to romanticize the past as freer and somewhat less media related in a creative point of view, but one method is not necessarily better than the other. Between parents' connecting with their experiences of construction games as children, and the ongoing construction game that children engage today, I think there is potential and a strong interest to take part in what Podium F.P offers.

Different ways of construction game has been studied through literature (Trageton, A, 1995). It has become obvious in that the result of Playful Storage that various ways of constructing are stimulated when playing with construction toys at Podium F.P.

Table or chair?

There are parts in my masters degree project that has taken an expression I expected. There are also things that have matured during the process when Podium FP has been a part of our daily lives. It turned out directly that some children want to sit on the surface of the table and in the middle of the ocean of Lego® pieces. This is perfectly understandable since Podium F.P is not delivered with children's furniture such as a stool or a chair. In case sitting on the table is a problem, stool or chair can be an interesting addition to apply. For the height of Podium F.P, adjusted to seating furniture for children, the table needs to be raised slightly. Another option is to accept that they will sit on it and creating the need for a strong structure that allows the load of children. The present Podium F.P construction is satisfactory but needs to be tried out for a longer period to be trustworthy. Those children, who do not sit on the couch together with adults sit on the table, or walk and stand around the table, which works well.

Climate

When the questionnaires were completed it was winter, what was the home's central meeting place during the winter, could be somewhere else in the spring. It would be interesting to explore and expand my work Playful Storage from the angle of climate and the changing in seasons.

Podium F.P is a solid foundation for game constructions. Ongoing constructions can continue for several days and be moved without being demounted.

Maybe it would turn out that regular movement of toys from indoor to outdoor environment is wanted which would have affect on material and method used. If movement of construction in the house or into garden or balcony, Podium F.P would need to be standardized and adapted for door posts. Current table width is 900 mm and that could be a problem.

Extra storage?

Whether extra storage applied to podium F.P is needed or not has been questioned during my process of developing Playful Storage. I have assumed that an extra storage such as a drawer will contribute to the demounting of constructions even though it's not necessary because the design gives you the opportunity to leave the construction in place. Demounting would be negative for children and to the continuation in play.

On occasions when I have observed many adults use the surface of the table for food and drinks, the Lego® pieces are in the way. In everyday life, when Podium F.P has been used for playing, storage of toys or a cup of tea the alternative with no extra drawer has been satisfactory. One other aspect is what typically is placed on living room table may need to be protected and hidden away during the wild games and this could justify extra storage being needed.

Podium F.P with extra storage as an options is preferable because it would most likely be required by customers. There is a value to be determined in vision and opinion but empathy may offer opportunities to communicate the purpose of the project to more users.

I see Podium F.P as the starting point to the development of a new prototype or new prototypes with different heights (one height adapted to children's chairs and a standing height), different shapes (the present quadratic shape or rectangular aligned with standard door posts) and also provided with the extra storage option.

Thoughts of development can be compromised into a new podium design or alternatively into a group of podiums with differences, both options are interesting and worth to explore further.

Reflection on sustainability

Material selection

The use of wood in local production of Podium F.P is an objective, since trees are in abundance in Sweden, and it is a sustainable and renewable resource. Podium F.P is meant to be exposed to play which means that a resistant material is needed such as oak or ash. The chassis is an exception in choice of materials as it needs to be strong to the wear children climbing and sitting on the furniture. An entire construction of wood is of course possible but requires closer collaboration with a furniture manufacturer or producer who has good experience in production of wooden furniture for the home environment.

The production of Podium F.P in wood will engage craftsmanship and a well developed wood industry with experience that stretches far back and has potential from a manufacturing perspective to provide a product that is of good quality. Local material and manufacturing of prototyping is the best way to proceed at this stage. This reasoning may be inadequate at a later stage when Podium F.P is produced globally, as the resources in the different markets may dictate change due to availability of production resources in these markets.

Cultural Heritage is telling stories

Emotionally the use of wood in the design of furniture is appealing because it is a part of Swedish cultural heritage and well worth telling to our children. The craft of folkloristic furnishing is an example of wood production where material and craftsmanship resources from neighbouring areas have been used and have survived and been in everyday use for many generations (Fredlund, J, 2003). Generation Travel makes an imprint and becomes a tale of former users, which in many cases is perceived as positive and can spread a sense of authenticity.

Podium F.P is young and without imprints. Most likely, Lego® will wear against coated wood and the game will make a lasting impact on the furniture. Hopefully Podium FP wanders across generations and is given the opportunity to tell us something about former users.

Good quality with a long life and with acceptance for wear through play is a priority in the development of my work.

A convention of thinking in areas such as furniture design is that good quality products with a long life term affect consumption behaviour for the better. I completely sympathize with that view, through quality in construction and design of furniture, results will be passed through generations. Respect for the past, cultural tradition and the inherited is important in this project and interwoven with thoughts on how production should proceed to exist with pride.

Playful storage is not a work focusing primarily on ecological issues and my arguments might not reach far in sustainability, at least not as far as they could have done if ecological and sustainable production was of highest priority.

Children are in many cases copying the behaviour of adults and if raised in an home of slow consumption, meaning with the same living room table that they might use later in their own home than that is fantastic.

The most crucial aspect for the design of Podium FP is the gathering in play among children and adults, to create good relationships and to cherish childhood.

If a living room table has the ability to distract adults and commit them to play across generations a goal achieved.

Placed outside home environments Podium F.P possesses the potential of communication with more people. Cafe's, hotel lobby, child care centres and merchandizing material for Lego® are examples of where meetings and playful gatherings around Podium F:P could be beneficial and to joy.

Reflection on learning process

Each process is unique

Eager in vision

Early in my work I developed a clear vision of how the process of my masters degree project in design would proceed, the results of the design and how it later on would be exposed in an exhibition was included in that vision and rushed my process. Through tutoring I was recommended to read in order to better communicate what I wanted to express. I am grateful for that because literature has helped me to calm down the work, gave time for reflection and at the same time led to that personal ideas have been identified and confirmed by various theories.

To read more about the subject changed early issues of irritation as the reason for product development into insight and understanding as reason for product development. "Issues of irritation" is meaning "how can I through product development and in an inspiring way stop children from pouring out toys onto the floor repeatedly? ". Insight and understanding" as reason for product development is meaning that play is fragile and should be treated with respect. Children are in need of positive chaos, it's important not to disturb the game for routines of picking up, I will need to solve the issues with respect for the entire family and with benefit to the intergenerational game.

Creating relevance by using families.

One of my concerns has been how to continue studies after a long break since I'm not as updated in the field of design as I have been. I have chosen to look at the advantage of my situation and use my access and personal resources. In my everyday life I have good access to children, toys and storage problems that I have chosen to use in my master thesis. Something that is relevant for me, has the potential to be relevant to many.

To explore my experiences and issues in Playful Storage a questionnaire in 20 families has been rewarding as to make personal experiences universal.

Surprising results with my questionnaire is that many personal experiences have been confirmed.

The past is present

Studies at HDK-School of Design and Crafts at the University of Gothenburg , has in many ways been to question a way of working that I established in me by previous studies at Beckman's School of Design in Stockholm. Product Design has not been the focus in my masters education, instead scenography, spatial design for interior magazines and spatial decoration have been given opportunities to be explored. My need to question the sometimes slow production processes in design lead me to investigate more efficient ways of creating my visions.

Conceptually and visually Podium F.P is similar to my results in my studies at Beckman's School of Design, particularly in portfolio seminars at the end of these studies I became aware of recurrently designing objects that exists to illuminate something else, like in my result of Playful Storage. Before my masters degree project started at HDK, I needed to reconsider direction of studies, product design once again felt relevant and important which I am very grateful of. I am of course also grateful of valuable support from several dedicated teachers and supervisors through my entire education.

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Attachments

Attachment 1:	Podium #1
Attachment 2	Questionnaire: Children, play, toys and storage.
Attachment 3:	Summary Questionnaire: Children, play, toys and storage.
Attachment 4:	Quotes from Questionnaire: Children, play, toys and storage.
Attachment 5:	Process - Sketching exercises
Attachment 6:	Project Description

Attachment 1: Podium #1



Podium #1 is a result of self-perceived experiences from my home and family. Picking up small parts of toy concepts every night to avoid stepping on them during dark hours was necessary and time consuming. Our storage provided unsatisfying accessibility to toys inside and was also the reason of the constant pouring out toys onto the floor. I assumed that shallow storage could be a solution for the cleaning-up procedure and at the same time would expose toys in an inspiring way. I found a piece of furniture to reconstruct to become a solution for our family. It has been tried out for one and a half year and found to be satisfactory. Playful Storage is based on observations of children playing with toy concepts in Podium #1.

Attachment 2: Questionnaire: Children, play, toys and storage

2013 02 20

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Göteborgs Universitet

Examensarbete 30 hp

Title Master thesis: Playful Storage

Questionnaire: Children, play and storage in home environment.

Family (last name):

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

How does your/child/children activate in your home environment? (Home environment=including surrounding areas as such as garden, balcony, playground).

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

How/what is/are your child/children playing with? Please rank at most three examples.

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

How are the most common toys stored? Please describe pros and cons.

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

Where in home environment does the child/children play most often ? Please rank at most 3 examples.

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

Does your child/children often utilize prepared areas for play, meaning i.e. children's room or other prepared are for play in the house.?

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

Is creating secret spaces i.e. huts, a common activity, in that case where and how is that done?

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

Do you have any other valuable information to share about the design of your home environment regarding play, toys and storage?

Age of children:

Child 1:

Child 2:

Child 3:

Child 4:

Thank you for contributing with your time and helping me to bring my master thesis forward! Best of regards Maria

Attachment 3: Summary Questionnaire: Children, play, toys and storage

A questionnaire directed to approximately 40 families gave 20 complete answers, and has created relevance in exploration of the concept of Playful Storage.

The answers to the questions on how children play and what the most common toys are, was as follows: Lego®, cars, paper, pens and paper, pearls, crafts, toy kitchen, Playmobil®, acrobatics, balls, dances, movies, hut, iPad®, Barbie®, Teddy Bears puzzles, games, role play, books, rattles, reading, table tennis, rollerblading, swings, trampoline, drums, bikes, hide and seek, dinosaurs, running, jumping, building and playing in tree house, collecting sticks and stones, climbing, rocking horse, playing with pets, sledding, skating, building hut under the table, bows and playing in the forest.

The most common of these toys and games were construction toys such as Lego®, roll-play like dressing up and physical play like jumping.

Questions on how toys were stored, pros and cons with storage of toys made it clear that in most family's basket and boxes on the floor is the most common way of storing toys. A positive effect with storage in boxes and basket on the floor is the height they provide as it places the toys within reach and different toy concepts can easily be divided into different storage options. The negative effect with using boxes on the floor is that they often are too deep and causes chaos since the toys are poured onto the floor to get an overview.

Attachment 4: Quotes from Questionnaire answers

"Disadvantage with boxes is that toys are forgotten because they are not visible."

"You should be able to have transparency in the toy storage concepts and they should be easy to separate and get an overview. Lid is not a good thing."

"Small children wants to play were others are in the house".

"It's common that children play were grownups are and that is either in kitchen or living room".

"It is nice if toys can be visible in storage to make awareness of what is available to play with".

"Small children seldom play in their rooms therefore it is an advantage if storage of toys can harmonize with the surrounding environment."

"It would be great if the storage could inspire to picking up toys."

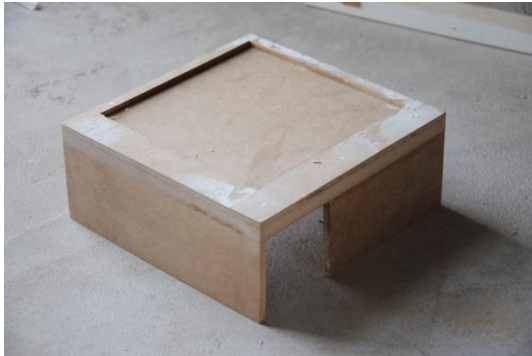
"The advantage of storage in plastic boxes is that I am trying to sort things that I think is related in different boxes. The downside is that some are deep so the kids do not see what is on the bottom, which means that the contents are poured out."

"I would never pay a lot of money on storage for children".

"It is great with areas for play near parents so that you can easily participate in the activity."

Attachment 5: Process- Sketches

Podium #2-#6 are results of exploration of the framework as a construction site. P #2-#6 will be placed in the living room in the home environment.



P #2



P #3A

P #2. Extra function: Hiding place.

P #3. Extra function: Playful legs, that could symbolize trees in the forest or construction pillars.



P #3



P #4

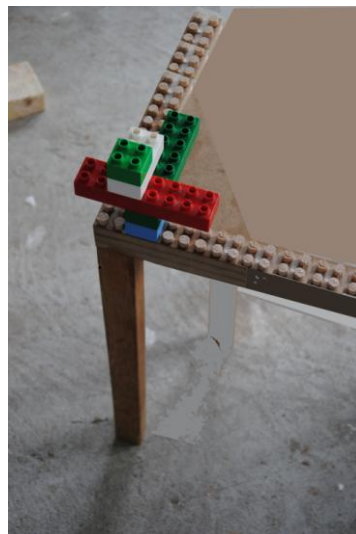
P #3B with wooden blocks for construction.

P #4. Set of podiums with cylinder shaped playful legs in metal.



P #5

P #5 is a scale 1:1 mock-up where the idea of an construction site framing the object and playful legs were tested and observed.

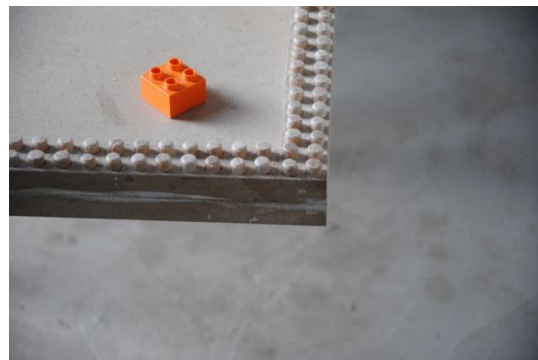
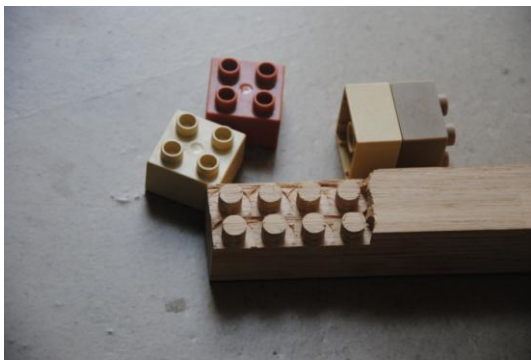
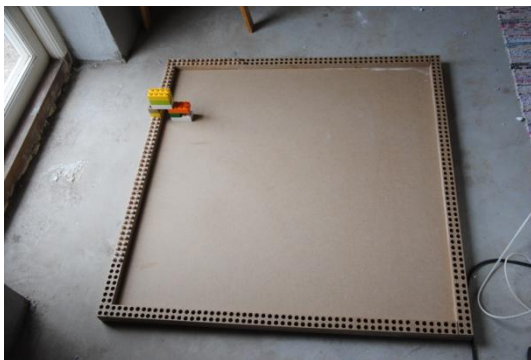


P #6

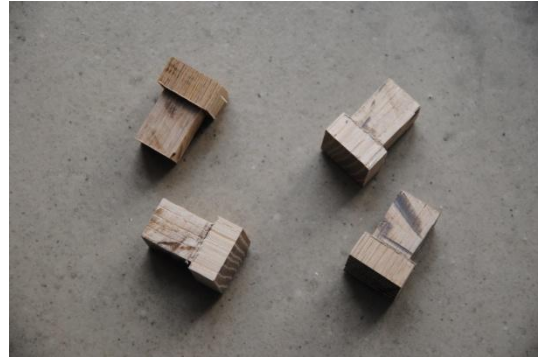
P #6 describes a framework for construction that is compatible with one of the most common concepts of constructions toys. The prototype is a combination of a physical prototype and a digital prototype.



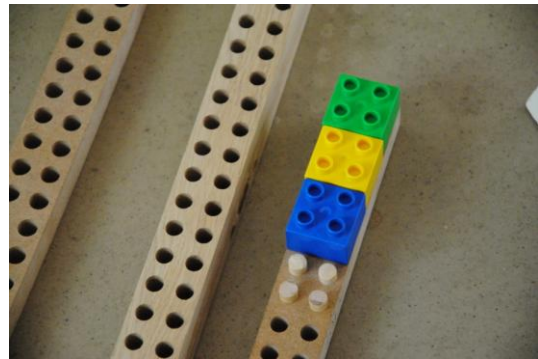
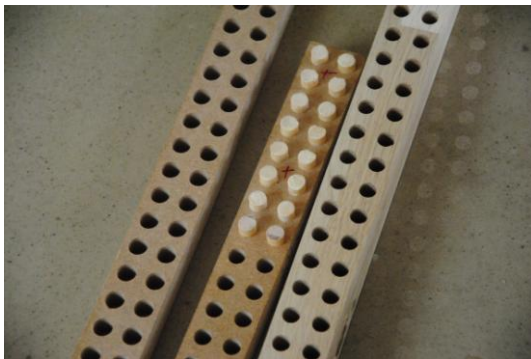
The process of building a prototype in MDF, scale 1:1.



The picture above to the left is showing a CNC test where milling of the frame was tried out in solid of oak. The result wasn't to satisfaction therefore the method was excluded from the process.



The picture above to the right visualizes the oak feet of the prototype which are made to protect the floor.



The pictures above describes the frame work of the table with CNC drilled holes for exact proportions. Holes with different dimensions have been tried out.



Attachment 6: Project Description

Introduction

I want to encourage play between adults and children through the design of storage. *Podium - For Play (F.P)* gives the opportunity to expose toy concepts in an accessible, inspiring and facilitating way. Toys must be stored to be beneficial for both children and the adult and placed where we easily can interact with each other. The play and storage artifact *Podium F.P* has been given the social benefits of a living room table that is regardless of age to gather recurrently in a natural way around the furniture. The boundaries between childhood and parenthood have been taken away and a decoration has been applied to *Podium F.P* as an invitation to interacting in the construction game of Lego®.

Experiences from my home and my family have been investigated by three-dimensional sketching exercises, questionnaire in families and literature studies on children and play.

Background

Play is vital to children's ability of learning and its development. Creativity through play as a child will follow through life and be useful and a joy to an adult as well. Play can take many forms, the child needs understanding of the surrounding environment and in what way affects the expression of the game. Some form of play needs no more than the child and his imagination e.g. role play but in another form of play a lot more is needed e.g. construction games. Children have a great need to play freely and without interruption to maintain their ability to play continuously. The need for support from the adult in the play is still recurring. Some sort of structure in the chaotic environment helps the child to gain the necessary overview of their game. It is important for children that parents set limits. It is also important as a parent to consider whether any, limits are necessary. As a parent or close relative to children, we are often the prime example and through play fantastic possibilities are given to communicate important ideas and values.

Identified problems

In everyday life it is easy to forget about the importance of play. Cleaning-up routines might be in conflict with what the child is creating through playing. The child needs to be given time

and space to play. The child has a need to play without unnecessary interruption. Chaos is something good in play, though too much chaos may affect the child obstructively.

Issue

Playful storage asks whether we can adapt our routines as an adult and find ways in home environment to show more respect for children and their play.

Purpose

The purpose is to design an object that combine the function of storage of toys with playfulness, in a way that is beneficial to both children, adults and visitors in the house. The boundaries between interests of adults and children will be reduced and a coming together in play will be created by a play and storage item.

Aim

The item will be useful to the entire family. A piece of furniture that can bring joy to many might have greater commercial acceptance, appeal and will provide more opportunities to communicate its purpose.

Method

- Studies of literature: Children and importance of play.
- Questionnaires in families: I will gather information about play, toys, and storage in home environments.
- Sketching exercises: Creating three-dimensional sketches and prototypes and analyzing children playing with sketches and prototypes.

