



SAMLA

- TAKE PART

Process report
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TITLE PAGE

Title

Samla - Take part

Project module

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ABSTRACT

Dette kandidatspeciale udvikler et brugerorienteret, værdibaseret byggelegetøj til udfoldelse af 5-6 årige børns kreativitet og rumlige forståelse, motorisk og kognitivt tilpasset målgruppen og designet til at understøtte flere typer leg med jævndreende samt alene- eller parallelleg.

Samla er et system af plastikkomponenter, der kan samle paprør fra husholdningen til store og små konstruktioner, fra skulpturelt niveau op til huse, biler, eller rumraketter, børnene kan bruge i deres lege.

Der findes ikke alternativer, som understøtter de samme legefunktioner på markedet i dag, og hvor andre byggekoncepter, og legetøj generelt, i høj grad vender sig mod specifikke, kommercielle historier kendt fra film og spil, retter Samla sig mod den frie leg. Fornemmelse for kroppen er essentielt, der er fokus på, at byggeprocessen og de lege, systemet kan integreres i, er alderssvarende. Familien involveres i indsamling af dele til byggeprojekter, og børnene kan appropriere og eksperimentere med de udskiftelige papdele. Produktet bruges kun til at samle og give konstruktionsmæssig styrke og funktion. Brugen af forhåndenværende materialer understøtter en essentiel kompetence, der giver rum til ægte kreativitet: At prøve sig frem, eksperimentere og fejle. En vigtig faktor for glæden ved udfoldelser og nøglen til selvstændighed i en samfundsmæssig kontekst, hvor børn i høj grad viser tegn på mental og følelsesmæssig mistrivsel.

Det er et hovedfokus at designe til børnenes leg og at sikre, at det er sjovt for begge køn. Derfor ligger målgruppens optagethed af rollelege som far, mor og børn, deres intense engagement i fysiske udfoldelser og glæden ved byg-og-vælt lege til grund for konceptet.

READING GUIDE

This project is a Master thesis in Industrial Design at the Institute of Architecture, Design and Media Technology at Aalborg University. It is documented in two parts: **the process report** at hand, and a **product report** presenting the developed solution. **Worksheets** are printed separately as Appendix, and **technical drawings** are enclosed.

The process report is structured in a way which relies heavily on the worksheets in the Appendix. The Worksheets are an internal tool to document important parts of the process, and therefore of very varying degree of completion and visual form.

Conclusions, insights, and key knowledge is summarised and put into perspective in a chronological order which may not be true to the chronology of the development process, but which serves to present the reader with an understandable description of the logic behind the design choices. In reality, several tracks of development were executed simultaneously, and iterations brought the process back and forth between the overall phases, from research through ideation to testing, and back to research again.

THANKS

Thank you to Christian Tollestrup and R. Mikael Larsen for competent supervision, always asking the right questions. A warm thanks to Line Sand Knudsen, and Mikkel Huse - without your help the project would not be. Thank you both for listening, supervising, and for moral support beyond what could ever be expected. To Andreas Knigge for invaluable help. To Martin for the initial idea, for providing me with the love and humility necessary to understand the complexity of parenting, and to my daughter for amazing me and reminding me every day, that children have their inner world, which is as enchanting and foreign as the world of any other user group I have had the pleasure to work with throughout this education.

Thanks to Kindergarten Egemarksvej. And finally, thank you to children and staff at the Kindergarten Bitte Bæk for experiments and excitement throughout the process. Without your participation, there would be no solution. This is for you.

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INTRODUCTION

The thesis concerns development of a product for children, Samla. The aim was to make a truly value based and user oriented product facilitating childrens play instead of imposing a fixed, traditional storyline with a mainly market oriented agenda.

The motivation for the project relies heavily on working closely with children in the target group throughout the process, using the value and visionbased methodology, integrating experiments and ensuring the development of a truly user oriented product supporting a healthy identity development enabling and empowering the child on an age- and developmentally appropriate level.

PROJECT OVERVIEW

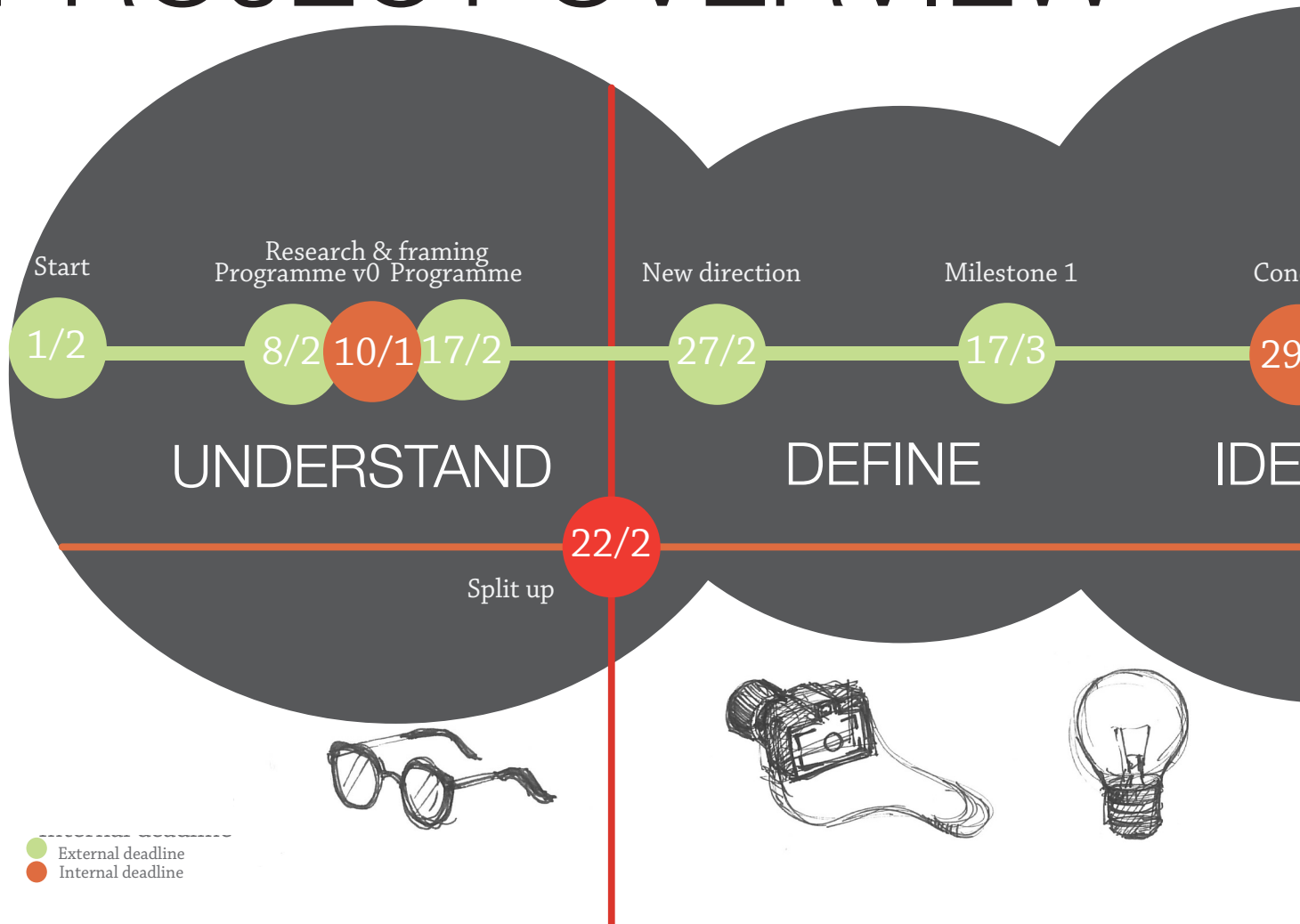


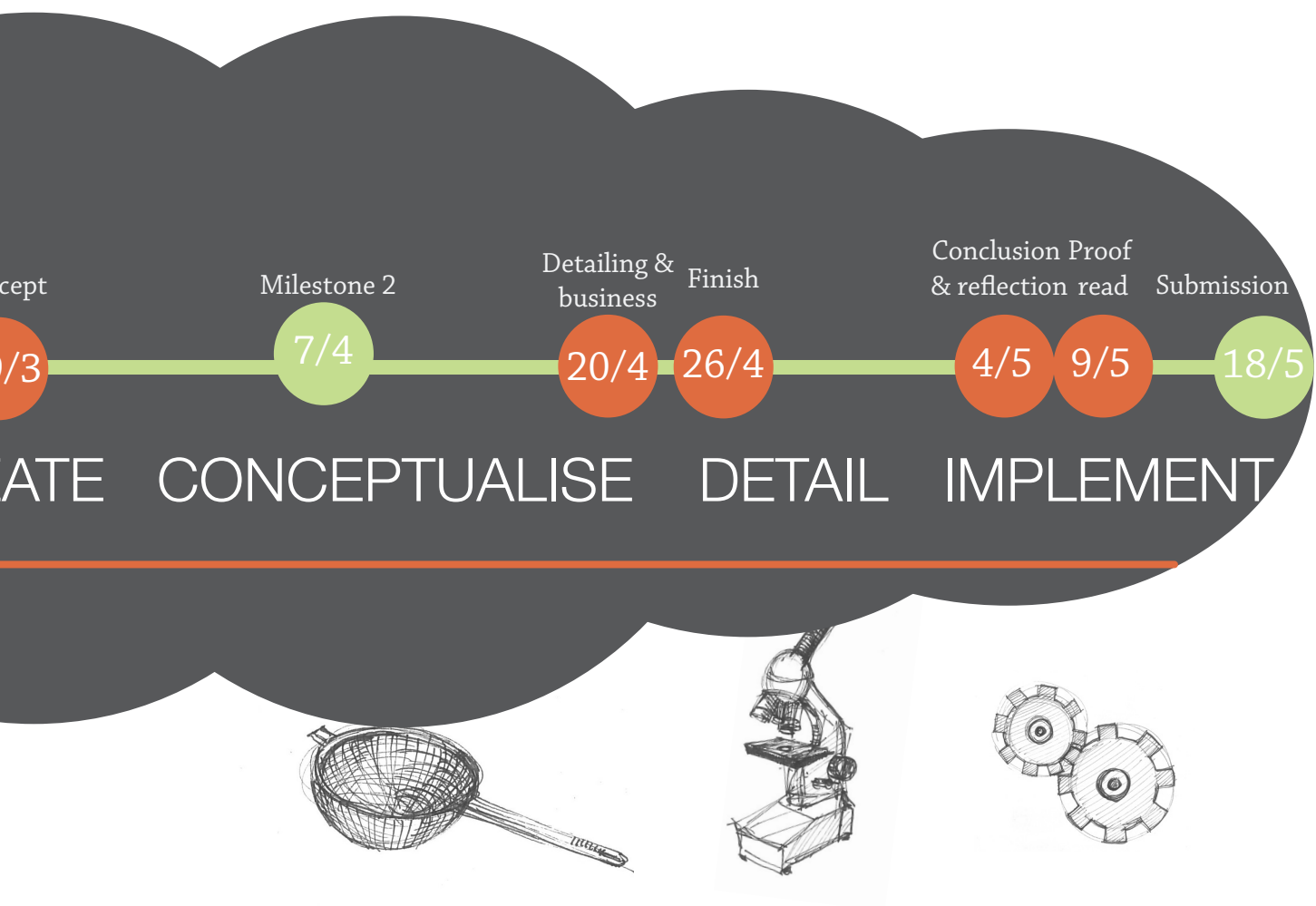
Fig. 1.1: Overview of the phases and deadlines. The cloud's sizes represent phase length. They are not executed in a stage-gate chronological manner.

DESIGN THINKING

The overall approach is design thinking. Choosing which steps are right to make to keep driving the process forward based on research deemed relevant, and insights from specific users. A mix of quantitative and qualitative methods is used throughout to ensure quantifiable, measurable demands, which can be used to select the right way to go forward, and quantitative to ensure depth and quality in the produced insights. It is vital to be able to measure the effects and eventual success of the developed solution, so it can be determined if it succeeded or not. Proposing your way forward is essential in working with wicked design problems, as neither the question nor the answer is given, and no one answer is "correct".

PROJECT TIMELINE

An overall view of the phases and milestones of the project was used to guide the process and ensure progress. The detailed timeplanning can be seen in Appendix 6.2.



PROJECT MANAGEMENT

SCRUM has been used as project management tool through the development, along with week plans based on an overall time schedule, and broken down into tasks for the SCRUM board. Managing your own time is very challenging, and the realisation, that it is only possible to do one person's work has been a difficult, but vital key to find. Acknowledging competencies and lack thereof led to extensive use of external help and feedback to help drive the project forward and keep it on track. Presenting the progress to fellow students and supervisors at Midterms functions as markers for achieving progress.

The early research and framing was done in a group of 3. Personal differences led to a split up into 2 separate teams in order to ensure the progress of the project. This split is marked in the overview with a line. The preliminary work done in the team was used as basis for the following development, so the problem space remained, but the framing of the project and mapping of solution space is individual work.



UNDERSTAND

Clarifying the problem space includes investigating the critical mental wellbeing issues of children, the gender aspects of this, and possible perspectives for bettering the conditions.

Desk research and field work, namely observations and interviews with children and parents, provide insights into the child's world on different levels from the cognitive and motor abilities development, through play, and finally toys. This clarifies what could be done in a design context to ease the discovered pains, and leads to an overview of identified play types and available artefacts for those, encompassing possibilities for intervention.

POOR MENTAL WELLBEING IN CHILDREN

Danish children show extensive symptoms of poor mental wellbeing. The report “Children and adolescent’s mental health” from The Council of knowledge for Prevention (Vidensråd for Forebyggelse, 2014), is the first and until now only extensive analysis of the topic, stating a list of troubling data (Appendix 3.4).

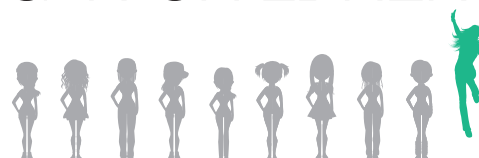


Fig. 2.3: Only 1 in 10 girls is active 1 hour per day as recommended by the world health organization. From 2008 to 2016 50% less move 1 hour daily.

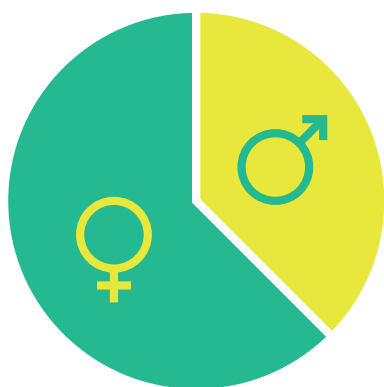


Fig. 2.1: 21% girls and 11% boys in Denmark often feel very nervous or stressed.

A GENDERED PROBLEM

Mainly girls increasingly develop anxiety, stress, an unhealthy body image, and low self esteem. From the age of 6 girls have more emotional problems than boys, and they suffer more from all parameters signifying poor mental wellbeing.

Girls 16-24 years of age are the most stressed in the entire population.

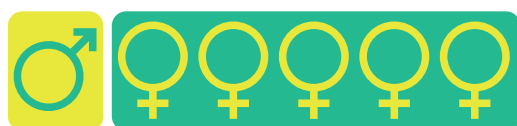


Fig 2.2: 5 times more girls suffer from depression and anxiety from puberty forward. Depression in youth doubles to triples the risk of depression later in life.

Not wanting to look messy, performe badly, or having to shower in common are reasons assed by experts. So is increased use of technology . The lack of movement causes severe health problem, such as text neck, increased risk of obesity etc. in children in general - but still more in girls than boys. (Ward, 2015)(Patscheider, 2016b) (Patscheider, 2016a).

Making children, especially girls, want to be active - and follow that urge - could be a cause of bettering the situation

In general, the poor gender identity is impacting girls of all ages. American research shows, that girls down to the age of 6 years of age think, men are smarter than women (Lindegaard, 2017). Extensive research from universities in France and North America shows, that there is a very strong gender bias against women in academia, where students value their teaching less valuable simply because of their (percieved) gender. So even if girls do choose high educations and careers they constantly face this bias from men and women alike (Flaherty, 2016)(Yurkiewicz, 2012)(Danica and Davidson, 2016)(Sørensen, 2016).

So identity development in girls may need a confidence boost to overcome the problems caused by societal bias.

COMBATting ANXIETY IN CHILDREN

This topic was investigated further (WS Anxiety, WS Interview with R suffering from anxiety) to uncover the impact of anxiety in general, understand the children's situation, and assess possible causes also for the precursors described in the mental health report. Some important facts were clear:

Anxiety in children can easily be treated.

Untreated anxiety can develop into mental illness later in life. **This is a good reason to ease the pains initiating the development of a mental health condition.**

Anxious thoughts are described as leading to anxious behaviour, so diversion of thoughts, realistic thinking, and physical exercise, which produces endorphins, are helpful to anxious children. (Gerlach and Hougaard, 1997) (Angstforeningen, 2017).

Loneliness follows poor mental wellbeing, and technology acts as a barrier or a means of communication, depending on the severity of the condition. Friends are therefore very important and playing a large role in reentering society. Their insisting on seeing the suffering child and treating the child as always is key to improvement.

POSSIBLE CAUSES

Researchers and experts from counselling services agree on possible causes for the problems.

Through interviews and desk research, these were made clear (Appendix 3.3, 3.4, 4.4) and here expressed by Hanne, the AAU University Chaplain, an anonymous counselling service for students:

"Pressure has risen enormously. Especially on the young women. That is definitely a picture, we also see. They need tools to tackle stress at earlier stages."

The reason, in her opinion, is clear:

"There is a "zero mistakes" culture. They have to achieve in all areas: Look good, score the highest marks, and be social achievers as well. And they just cannot do it. They cannot keep up. "

Even in the early childhood, failure is perceived as something foreign.

"We were appraised by our achievements since childhood. "You are clever, such a nice drawing/good marks..." We should think about how we appraise our children and remember to just hug them and tell them "You are lovely." The problem is created by the mindset that "I am what I do." "

"The cure is focusing on our value as humans.

Sometimes you just cannot make it. That is part of the human condition. We have humanity as common grounds of existence. "

COMBATting THE PROBLEMS FROM A DESIGN PERSPECTIVE

If more than 30% of Danish children are exhibiting signs of stress and nervousness, and the assessment of the causes as being largely societal is correct, the children suffering poor mental wellbeing are normal children.

There is a definite gender issue, since girls are impacted more and suffering on all parameters, **keeping them from being active and from choosing e.g. jobs and educations freely based on a realistic perception of identity.** Anxious thoughts and behaviour is easily treated in childhood, minimizing risk of mental health problems in adulthood. The proposed cure is focusing on the intrinsic value of people instead of achievements, making them feel secure and **letting them experiment and fail.**

To investigate if and where an impact can be made in a design solution, the world of children must be explored. This will be done working with children, as they are the experts on their circumstances, as will be described in the following.

THE SOCIOCULTURAL VIEW ON CHILDREN

HISTORIC PERSPECTIVES

The view on children has evolved from being rooted in the religious and philosophical notions into diverse directions originated in the children's psychology of the past 30 years, but clear elements of the former ideas remain today. The religiously rooted notion, that the child is inherently wicked, savage, and must therefore be tamed into a reasonable, cultivated adult persists in the view that children need clear, resolute adults setting clear boundaries. Philosophy provided the idea, that the child is respectively innocent and must be protected from the chaotic adult world, or "mouldable", a tabula rasa, which is formed and needs responsible adults provided what is best for it ((Børnerådet, 2016)p.17).

The early dawn of psychology brought on new views on the child. It was either developing naturally, a creature of impulse and controlled by its subconscious, or a perfect image of the family. All of these theories were characterised by needing a professional adult interpreting and determining the child's "real" intentions and opinions.

CURRENT DEVELOPMENT

Today research discovered, that the child is active in forming its own life and the lives of others from birth. A so-called natural development is culturally and historically determined. And the perceived difference between children and adults is based on social conventions, power structures, and societal structural alike.

The view on children in order to include children's perspectives in development is based on the following: The child's competencies and actions develop by interacting in context. The general view on children, and on the specific child in question, held by the other actors affect these interactions, and thereby the outcome of the interactions.

The child is seen as a competent actor influencing the adults around it as well as they influence the child. All humans are both vulnerable and robust, knowing and

oblivious etc. depending on the context. This calls for competent adults willing to interact with the children and including them.

Recognising that the adults may have difficulty actually empathising with the child's situation, since they grew up and now live under different circumstances, leads to the child's perspective being an absolutely vital part of the development process. The fact that children and adults find themselves in completely separate contexts most of the day (day care and office respectively) may increase the difficulties understanding and staying in touch with each other. Therefore, principles and methods of inclusion developed by The Children's Council is investigated to determine the ones to be used in the development and testing of the solution.

THE PROJECT'S APPROACH

Warming writes on including children (Børnerådet, 2016), that children's perspectives must be seen as equal to adult's, regardless if the adult agrees with the child or not. They must be taken seriously and treated with the same consideration, also the ones proposed by children who are less eloquent or trained in communicating their ideas and thoughts to adults in a way so that they are valued as important. Otherwise, you risk losing important perspectives over the way they are communicated. This is vital to the project. Inclusion in this way may even open the child's world and make way for handling difficult emotions and acting in new ways, thus empowering the child.

Every perspective is to be valued. Categorising "difficult" ones may make them clearer, for example as deliberate manipulation, immaturity etc.

THE CHILD'S WORLD



Fig. 2.4: Skill levels impact the child's abilities to interact with the world on different levels, and therefore forms their perception. Social contexts influence in ways discussed in this chapter.

PARENTING STYLES

Parents are different in parenting styles. These influence every aspect of the young child's life, directly through do's and don'ts, but also as an undercurrent governing regulations, support, and accessible objects in the home, degree and type of family activities, and general lifestyle.

OBJECTIVE

In order to understand children initial observations and interviews were conducted with parents and children of various age, gender, family constellations, and parenting views and values (1.1, 1.2, 1.7-1.11, 1.13). Appendix 4.1 shows the collected insights distributed over age.

METHODS

Understanding the development of motor and cognitive skills in children is vital to understanding the child's world. Looking to psychology and biology provided insights, which were combined with the information from the initial field work. Together these methods will give the necessary understanding of what is possible, important, and interesting for a child in the target group.

This will provide grounds for choosing a target age group from identifying possible entry points.

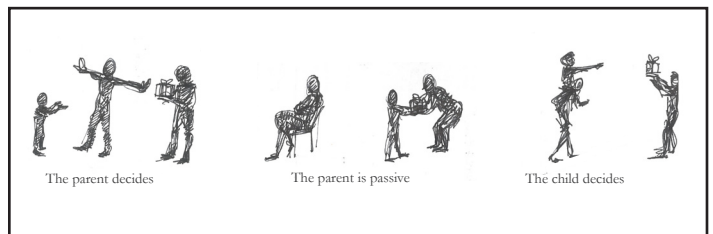


Fig. 2.5: 3 radically different parenting styles.

Parents are gatekeepers. Several types of parent have been identified (Appendix 1.16), and parenting styles rely on different sets of values, amounts of energy, time, money, and the personality of the parents.

Two examples in largely the same socioeconomic group show different coping strategies - and different children.

Parent Rikke	><	Parent Peter
Oliver	><	Urd
boys toys		child first, girl secondly
Gets what he wants		A range of parent approved choices
Tablet at the dinner table		No access to tech
Harmony = happiness		Conflicts=> happiness

(Appendix 1.7, 1.8, 1.12)

MEDIA CONTEXT

Boy, 6 years old: **“It is going to be so much fun when we are to play together later! What should we do? We could tease the girls”**

His friend, 6 years old: **“Yeah, or search for them in the internet. We just have to know their names.”**

Conversation overheard at Stolpedalsskolen, Aalborg.

Children are growing up in a highly complex context, with long schooldays, many activities, mixed families, and ready access to a digitalised world that did not exist, when their parents were children. A common understanding therefore needs to be built. Usually, the parents regulate their children’s use of technology and media, in any case with some difficulty, since content can be changed and exchanged easily, they have no personal experience with the type of media use in childhood today. This is described in Appendix 1.15 building on the analysis conducted by The Children’s Council (Børnerådet, n.d.), Appendix 4.4, as well as observations mainly in Appendix 1.7, 1.9 and 1.12.



Fig. 2.6: Children are operating in a complex media context consisting of social media, games, music, and videos, as well as physical books, devices, and toys.

TARGET GROUP 5-6 YEAR OLDS

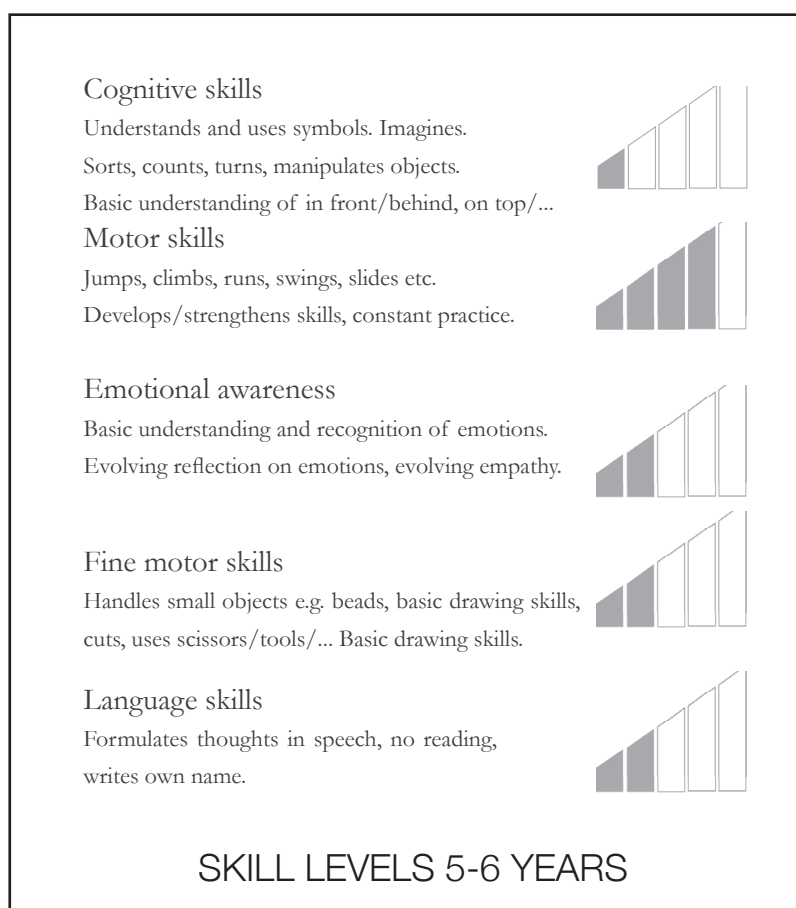
Interviews clarified that children this age are very capable of expressing themselves verbally, understand instructions, and master sitting down, taking turns speaking, and paying attention to a degree, that makes more organised testing possible.

A determining factor in choosing this age group was that two kindergartens as well as children in my network wanted to cooperate in the process. This ensures the possibility of user involvement vital to the project. Also the changes in this part of the child’s life seem to make it open and susceptible, and it is very keen on participating and contributing. This will be further explained as we unfold the chosen user’s world.

THE WORLD OF THE 5-6 YEAR OLDS

At approximately 6 years old the child has developed good motor skills, and cognitive skills are so advanced that they are entering a new stage of systematic thinking. The child's ability to use symbolic play is advanced, it is capable of and interested in acting out familiar roles and experienced concepts and occurrences to process them and form their identity and perception of the world.

The main source of insights in the following were weekly visits to the Kindergarten Bitte Bæk in Aalborg meeting with 6 specific children. The kindergarten and choice thereof is described in WS Types and choice of Kindergarten.



Life of a 5-6 year old is about to change radically. They are very aware of being the oldest at the kindergarten, very excited to enter a new phase of their lives: going to school. Being old enough to learn more, to be more independent. All phases of more independence are followed by a degree of uncertainty, and separation anxiety. The close world is still the most important. Family is the base, and identity formation is depending largely on being part of the family - the grounds for identity is family values (which are of course depending on socio economic status, social context and demographic in general).

Adult perceptions are projected and expressed and internalised. Actions and language used by influential adults, friends, and siblings make an impact on perception of social norms, but also express contradictions:

Father: **"You have long hair - like a girl!"**

Son, 5 years: **"No, like Uncle Martin."**

Pedagogue: **"The genders are VERY different. The girls climb the playground equipment and sit there and talk a lot. The boys are very wild."**

(Appendix 1.6, and overheard conversation.)

UNDERSTANDING EMOTIONS

Emotional awareness is very important in order to tackle the precursors of anxiety. Being able to identify anxious thoughts enables the child to learn to master them - or make adults aware of their having problems.

Emotions and social skills are immensely important to the child in this phase. Friends are important - children of the same age are key to experimenting with social conventions. Recognition and handling of emotions is emerging - they react to experiences, but now also reflect and recognise emotions.

Awareness is addressed in both the visited Kindergartens. In Bitte Bæk emotions are discussed using a book which uses recognisable, simple situations to train empathy, to understand their own reactions, and to reflect on their emotional state. (Glistrup, 2015) They also draw different emotions, as well as what they are currently feeling, in order to raise emotional awareness. At Egemarksvej the children colour pre printed faces and bodies to describe emotions. In any case, it is definitely of importance to both the children and their surroundings to increase their emotional and social understanding and skill levels.



Fig.2.7: Representations of emotions by the children in Egemarksvej.

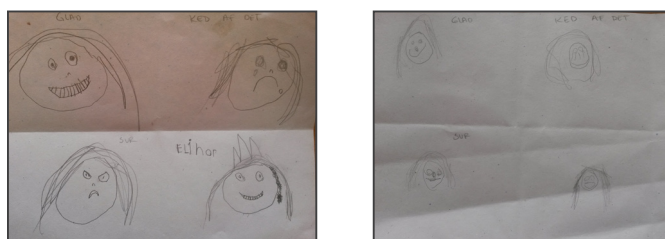


Fig. 2.8: Emotions as drawn by the target group. Left to right from the top down the emotions are happy, sad, angry, and current emotional state. It is clear they understand the difference, it is a bit symbolic, but drawing skills may not match actual understanding.

INSIGHTS FROM OBSERVATIONS

Erwin, 5 years

“Sometimes I become really sad at home because my little sister pushes my throat so hard it feels like I am suffocating - but she is so small, she doesn’t even understand!”

Esther, 6 years

“When I become sad, I hide. Because I don’t want those who didn’t want me to play with them to see.”

Bo, 6 years

**“It helps sometimes if I tell someone how I feel.”
- “And if I tell an adult, so they can tell those who were not nice to stop it!”**

They tell someone if they are bothered by anything, mainly adults, parents or pedagogues, who can handle the situation. This is encouraged. They react by hiding,

slamming doors or locking themselves in (and others out!) (Appendix 1.4)

MOTOR ABILITIES - FINE AND GROSS

The motor abilities of the children is assessed through observations to supplement the theoretical knowledge (Vejeskov, 1999 and Appendix 4.2) and gain a nuanced understanding of their level. This ensures a concept development appropriate to their abilities. The illustrations show the main findings.



Fig. 2.9: Abstract associations drawing, and “The Man in the Stream” with a tree, both made by 5-6 year olds while being read a story. Their fine motor skills



Fig. 2.10: Active play is very engaging to 5-6 year olds. They test, develop, and refine their physical abilities indoors, outdoors, using tools, trees, furniture, and what ever is available. They are capable and fearless, competing, showing off, and practicing in quiet. Physical abilities are quite advanced and similar in both genders at this age.

MEDIA USE IN THE TARGET GROUP

An analysis conducted by The Children's Council (Børnerådet, n.d.) investigates Kindergarten age children's perspectives on much debated issues on their use of media. This is the main basis of understanding the target group's behaviour and views on media. It is supplemented with observations and interviews in Appendix 1.2, 1.7, 1.9, and 1.10. Findings likewise supplement each other to form a picture of the target group's approach and use of media types.

OWN DEVICE

Children in this age use tablets, smartphones, consoles etc., and the majority have their own devices. The analysis is from 2014, and recent figures from 2017 (Erichsen, 2016) show an increase in access and ownership, where

9 out of 10 children in the age of 6-17 years old have their own device.

60% of 6 year olds have their own tablet

The majority use ipads in the Kindergarten too.

VIEWS ON PLAY AND TABLETS

The majority of children would rather play ipad than play with other children.

The majority would rather play ipad than play in a fun playground.

Games are preferred over physical toys if the action performed is quicker and easier than using a physical toy for the same purpose, e.g. building with LEGOs.

This was also observed during an interview. Physical actions are more demanding: Thora, 8 years, about playing with LEGOs: "It is HARD! I use the Galaxy (tablet, BN) afterwards."

PARENTS CONTROL

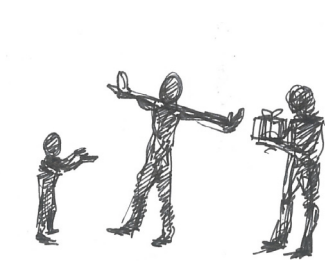
The children generally accept that the parents control their use of media, even if they would prefer to play all the time. A majority describe playing too much as being unhealthy, adopting adult language and views, but supplemented with own experiences of getting tired or nauseous.

USE

The children describe their use in very visual and physical terms – "take it up and then take it down" (scrolling) or "it shakes" (when icons can be moved).

They use the electronic devices for games mainly, but also watch films and listen to music. They prefer to sit alone in order to focus and not be disturbed, unless it is an advantage in the game to be more than one person. It is significant also, that Minecraft is preferably a social game – playing online with virtual representations of friends or siblings is nice even if they are not physically together while playing. Technology enables alternative ways of interacting and being with others. Field work also show, that they interact very fluently, "jumping in" when a sibling is listening to something interesting, and are very eager to show favourite games in order to get help, or to introduce others to something they may be interested in (Appendix 1.10).

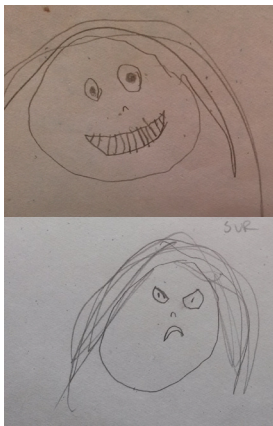
SUMMING UP THE 5-6 YEAR OLD'S WORLD



Parents are gatekeepers.



Testing and developing physical strength and ability is important for all!



Emotional awareness is emerging.



Friends are important!



Motor skills are quite developed.



Rules and social conventions are important.

PLAY

Taking up a large portion of their time and energy, play functions as a development tool for children in the target group on many levels simultaneously. Research suggests some purposes as well as different types of play.

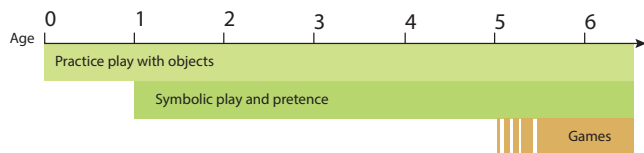


Fig. 2.11: Piaget suggest types of play emerge in a certain order - approximately at the shown age. LEGO operates with similar categories:

Physical play	Pretence/socio-dramatic play
Play with objects	Games with rules
Symbolic play	

According to Piaget, what he describes as “activity” is the key to development. It is not activity if interest and reflection are not the driving forces. Intrinsic motivation is the rewarding driver, not control, directions, or commands. This means that **the child’s level of engagement is what makes play rewarding in a developmental perspective.** No matter what adults want, it must be the child’s interest, which is in focus.

He also describes development as being caused by constantly trying to make sense of things (assimilation) while simultaneously changing one’s perception (accommodation). (Vejleskov, 1999)

In other words, development only happens in interaction with the physical and social environment.

RESEARCHER’S “WHY”:

Piaget: To practice, explore, and understand the world

Vygotsky: Children set their own challenges appropriate to their level of development to learn.

Play is the first medium children explore the use of symbols through.

Moyses: To develop body, mind, and social/emotional skills.

It even has a physical effect on the brain - pruning the amount of neurons to make the brain patterns we keep while growing up. (Lego, 2010)

Field work reveals that different degrees of rules are present in different games. The children play the same games again and again with a special interest in acting out familiar roles by playing house. In all the common games observed and discussed, all agree on the rules before play commences, e.g. “There must be a mother, a child, a baby, a father if possible”, and the patterns of acting are then defined during the play by collaboration. Parallel play is often occurring as well, where the children play seemingly side by side, not interacting, but it can be on what is perceived as the same game still. Finally stories are very important and engaging to the children. They learn stories from each other, and sharing stories turn them into a sort of modern “folk tales”. Even if they origin from cartoons, having watched is not as important as being able to engage in the social context sharing games, tales, or songs based on a common starting point.

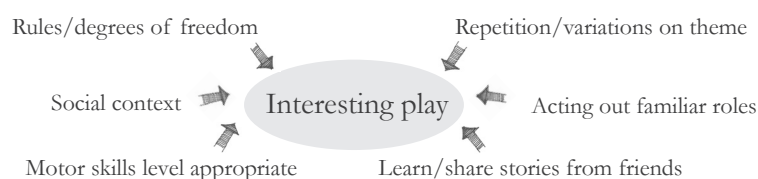


Fig. 2.12: Influences on play

Specific factors make play interesting to the age group, and interest enables development. Furthermore, interactions with the social and physical contexts are key, so these will be examined in the following.

PLAY AS A SOCIAL ACTIVITY - CONTEXT IS KEY

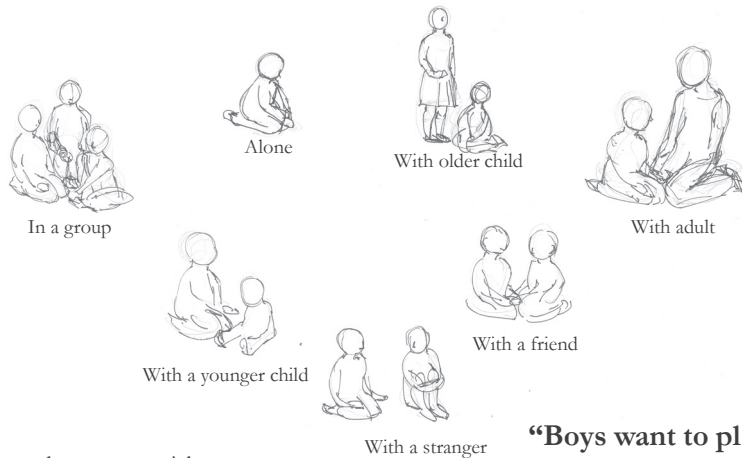


Fig. 2.13: Play is dependent upon social context.

Any constellation require different types and rules of play. Playing with older children, adults, or even friends can present the child with a role model. Playing with a stranger or in a group makes setting the rules important (Appendix 1.1, 1.10). Playing with younger children, be it siblings or other children, requires that you set yourself down to their level, and play “baby games”, such as you build and they knock down (Appendix 1.1) Or it may prove difficult to keep your own building or toys intact. Playing with the opposite sex as opposed to your own

**“Boys want to play other things. Like cowboy.”
Thora, 8 years.**

presents different options and restrictions.

It can also have a certain allure to it. In any case it teaches social interactions and offers the option to try different play identities or experiment with emotions. It is important to note, that **socially unacceptable is as inaccessible as not allowed!** The children are very aware of the different rules and conventions in different social contexts, and though they experiment with them, rebel against them at times, they desperately seek acceptance and focus on relations. The importance of influences differs depending on where it comes from, and the amount of impact follows.

SUMMING UP

The radical difference between playing alone processing experiences and emotions and in a social context of any kind is significant. A developed solution must take into consideration these two options, and focus on same age relations, since these are of special importance to the age group. Play in the family is a more complex matter, which may involve children of other ages. The solution must be safe for all ages, if targeted the home environment. It must facilitate a positive collaborative social environment if possible.

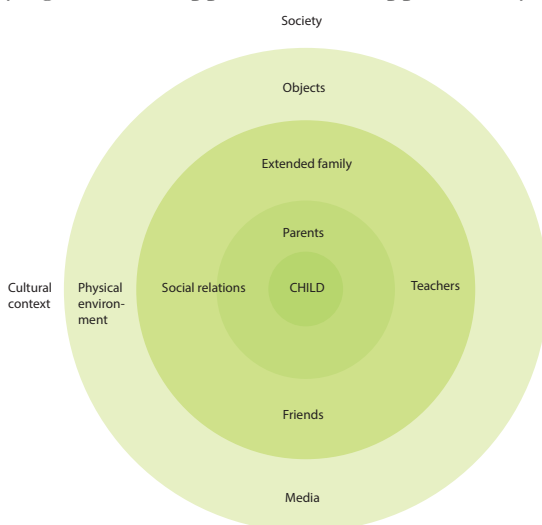


Fig. 2.14: The child is influenced by actors on different levels of proximity and immediate importance. On the child's level, motor- emotional- and cognitive skill levels are important, as previously described. Skill levels are also affected by the mentioned influences.

PLAY WITH OBJECTS

IDENTITY AND ROLEPLAY ARTEFACTS

Observations of play were focused on two main topics:

Identity development and experimenting with roles through play

Play with objects

In order to gain a deeper understanding of how the children play with identity, which roles are important and interesting to them, and how, why, and when they use objects in these types of play. Also understanding the general criteria the children have for the toys they use in different situations are important for developing a solution later. It is significant, that toys are very much a social construction reinforcing societal norms (Appendix 5.2, 2.1).



Fig. 2.15: Identity play is diverse, and using the body as a vessel, using artefacts representing aspects of self, virtual or imaginary play were observed as main categories. The noted products are existing artefacts used in the given types (Appendix 2.1, 1.1, 1.2, 1.7 and 1.10.)

The milestone of the age of 5-6 years is to use and understand symbols (Appendix 4.2). This enables the child to play with objects, roles, or persons who are not actually present.

Identity can be processed and even repaired through play by reliving and processing experiences. This practice is integrated in therapy with children.

Alternative Identity Play types observed

Trying on forbidden identities - GTA/scary play/testing social conventions (e.g. saying bad things)

Gender identity play - princess/boys run after girls



Fig. 2.16: Artefacts for playing house

Familiar roles have the particular interest of the child in identity play, where it can work with important figures of it's immediate world contemplating what is e.g. "a mother". This play reflects the stage of life the child is in, so that the first versions of this play type is house, acting out the mother, the father, the sister, the brother, the baby, the adult etc. Later other roles becomes important, acting out the behaviour of the pedagogue, the doctor/ the patient, the teacher/ the pupil and other similar constellations. This process internalises the societal norms and roles of authorities and archetypes, and is therefore continuous and developing. This is observed clearly in fieldwork, since all children in the target group prefer playing house, as previously mentioned.

CRITERIAS FOR CHOICE OF A TOY

Favourite toys largely depend on the child's personality, but categories shown as favourites show a definite tendency towards roleplay.

Stories as well as rules and conventions have a function in binding the children together. The boys volunteer suggestions, when Esther forgets which Disney princess has the red dress. This explains the preference for merchandise and collectibles, which seem like children do not care about the object qualities of toys (Appendix 2.1, 2.2).



Fig. 2.17: Collectibles from well known story universes or brands.

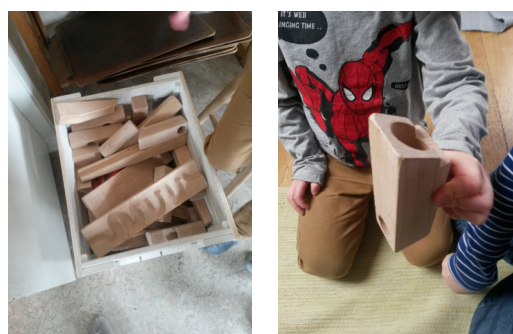


Fig. 2.18 A surprising example of roleplay with an artefact. Erwin prefers playing with the ball run: "You can play that you are the strongest man in the world, who saves the ball!"



Fig. 2.19: Dolls representing archetypes - here knight, grandmother.



Fig. 2.20: Friendly competition with trains.



Fig. 2.21: Creating a tiny environment.



It is observed, that the same toy is interesting or out of the question, depending on if it is younger sibling or an interesting friend/role model who plays with it. (Appendix 1.2, 1.9)

Other insights include that:

Annoying toys are broken

Use makes a toy liked. It can be forgotten, or disliked in the first place, but when used, it gains value for the child. (Appendix 1.2, 1.11)

It is MINE – so I like it better

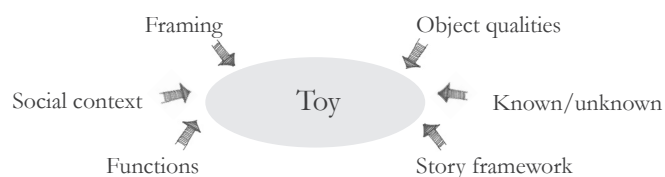


Fig. 2.22: Parameters influencing choice of a toy. It is complex: if someone the child does not like have something, they may not want it. Object qualities are not the only important measures.

TOYS AND PLAY TYPES

The conclusion to all the field work regarding play types was categorising everything that was observed and listing the artefacts that are currently being used to facilitate the different types of play. This to clarify any potentials - how to support and enable, and possibly even inspire, the play, that the target group engage in? The overview is visible in Appendix 5.3. Note that they are not prioritised, merely recorded.

Successful toy concepts target several categories of play simultaneously – eg. Pokemon Go: physical activity, collectibles and a very successful integration of VR. They also have storylines appealing to the child and the adult on different levels, here hunting/collecting/common story + nostalgia/sharing family time with child/tech oriented children go outside (healthy), as well as the general attraction of the treasure hunt, family time, walking, and interacting with others.

Observations on available toys and their respective framing and popularity were carried out through visits to the toys stores of Aalborg, both chain stores and shopping centers selling toys to different target audiences. Toys'R'Us was investigated through their website, and supplemented with general online searches, and searching the sites mentioned by lead users to gain an overview on what is available. (Appendix 2.1, 2.2, 5.2, 5.4 and 5.5.)

The overall conclusion is, that toys for the target group are heavily gender segregated. “Girl’s toys” are colour coded and separated from the “boy’s toys”, which are more versatile, functional, and encourage engaging with the world. It seems though, that children use the toys for their own games as previously described. There is a high degree of fixed stories via “megabrands” such as Disney (Appendix 2.2). This may encourage rule-play a lot. In general, non gender specific play is a field of opportunity, and encouraging children’s play through a user oriented concept seem to be a needed approach.

The tablet is not a toy because it is really fragile - and adults also use it (Appendix 1.15).



Fig. 2.23: Hunting Pokémon's - the hit playconcept of 2016 for all ages.

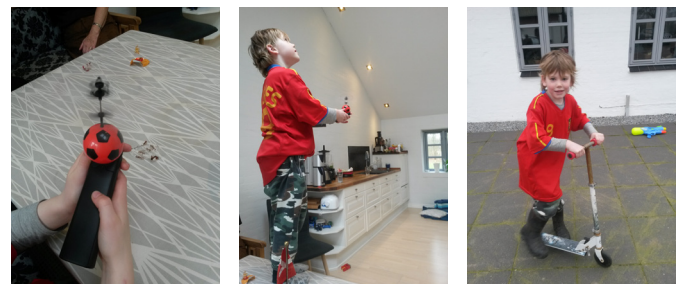
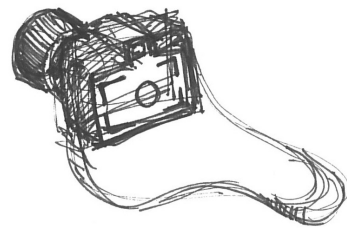


Fig. 2.24: Machines of different kinds present expanding opportunities for developing motor skills. They also tap into aspects of roleplay, and they offer definite possibility for immersion.

The developed solution must have an appealing storyline on both child and adult levels. It should also bridge different types of popular play within the age group.

The following chapter sums up all the important insights which must be included in the solution, thus providing the framework for ideation and development of a concrete design suggestion aligning the discovered values and principles with the possible potentials here.

DEFINE



Insights from fieldwork and desk research are the basis for value mission, vision, and problem statement. Together with personas for the child in the target group, and a target parent they form the project frame for further development of a solution in line with the criteria derived from the insights gained. Criteria on both child, adult, and project level must be met in a developed solution.

INTRODUCTION

The way to target children is through a device, which is used frequently and freely, namely in play.

Targeting the entire family will ensure giving the child more real responsibility and through that a sense of self worth and being needed and valued, equalling out gender differences in children.

VALUE MISSION

The value mission is to promote a healthy formation of identity and self-awareness in the early childhood, through developing a toy encompassing physical exploration, imaginative experimentation, and appropriate connections to meaningful and memorable universes equally suitable and interesting for both genders.

FOCUS AND DELIMITATIONS

The project focuses on 5-6 year old children of both genders currently in Kindergarten. Having started school at this age, circumstances change so much, that requirements for a solution may differ significantly. Due to time limits, this scenario is not investigated further.

The developed solution should function within the social context of the kindergarten, namely that several children of the same age are engaging in the same play situation. Simultaneously the solution must honour the demands of parallel or solo play, which offers different options for development of the child's skills.

Children of a normal skill level on all parameters – emotional, cognitive, and motor – are the focus of the project. The access to this target group was key to the insights, and therefore the project is delimited from addressing children with special needs or levels of ability.

The research is limited to individuals identifying themselves as boys or girls. Due to time limits the project is delimited from other gender identities. Finally, the project is taking place within a Scandinavian context, so the problems and insights are not representing problems of girls in other cultures, where the consequences of being female can be much more severe – or the trials of girls of colour, sexual orientation, or other combined circumstances.

Parents are gatekeepers as to what enters the child's world to a certain degree in the target group, and therefore important as secondary target group. Since the engagement and interest of the child are the keys to wanting a solution in the first place, and secondly to development of skills, perceptions, and ultimately identity, this is the main focus of the project.

PERSONAS

The parent plays a role in determining if the child gets access to the solution, especially since the solution is intended for use in the home, regardless that the main fieldwork with children has taken place in the Kindergarten. Therefore values, buying behaviour, brand demands and general characteristics were investigated for the parents of 5-6 year olds. Insights from fieldwork, namely interviews with and observations of parents (Appendix 1.7, 1.8, 1.11 and 1.1-1.4), generational characteristics documented by the Boston Group (Appendix 1.17), and experienced parent types (Appendix 1.16) lead to forming a persona for the parent. If parent demands and criteria can be met, the solution will be likely to reach the child. Likewise a persona for the child is produced from interviews and observations, (Appendix 1.12-1.14, 1.1-1.4, and 1.7-1.11), and research into psychology etc. described in the previous chapter.



PARENT

Want to be conscious and responsible in parenting
Busy, no special skills, and very little time
Thinks, mindfulness really works, but the vegan Steiner-parents are too much.
Values responsibility, involvement, and family activities in raising her children.
Takes her children to the organic farms in spring to see the cows run free to the pasture for the first time of the year.
She exercises, mainly running and pilates.
Products should be sustainably, responsibly produced in non toxic materials. Definitely without BPA!
It is convenient to shop online, it saves time, and she can find what she wants when it suits her. It makes it easier when the manufacturer/retailer has already chosen assorted goods according to her own values.



CHILD

Has own tablet
Plays with LEGOs, Disney Princess dolls and dresses
Is very excited to be starting school – to learn and make friends
Conscious of being part of “the older children” in kindergarten
Rules are important – sitting still, taking turns speaking, assembling in order
Competes, cheats, and tests friends and parents etc.
Relations have great focus – especially to friends of same age
Plays house a lot!

VISIONS

A previous visit to Kompan, Danish developer of playground equipment, revealed that their success criteria on the child level are highly physical and concrete. This is in line with fieldwork insights. They were to develop a piece of equipment, that could spin, and the children wanted to spin so fast, they would throw up! This kind of physical delighter is therefore also the aim for the child level.

Interacting with the solution

THE CHILD

should feel butterflies in the stomach. As at the delightful perspective of being able to do whatever you want!

THE PARENT

should feel at ease with the choice of the solution, being sure, that this is helpful to the child, and when I have time, maybe I get to play with her? It looks fun.

PROBLEM STATEMENT

How to design a toy that can facilitate both social and solo play in 5-6 year olds - which is truly user oriented, age appropriate, comply with the values of the parent, and which promotes development of a healthy identity?

CLARIFYING AND SPECIFYING

To facilitate play, a solution must be both interesting and accessible. This was clarified through the previous work: Interest and reflection are the driving forces to wanting to play.

Accessibility has three layers:

being age appropriate

cognitively, gross and fine motor skills wise,

being present

bought and/or allowed by the parents

being socially acceptable

for both genders

How to support and enable, and possibly even inspire, the play, that the target group engage in? Interesting play was investigated in p. 22.

It is important, that the developed solution enables identification with important family roles and/or frequently experienced emotions through physical interaction with others and with play artefacts.

In order to make sure the solution solves the problem statement, age appropriateness, play types for solo and social play, identity development, and the parent's values are transformed into criteria, which must all be fulfilled. Children's demands to a play artefact are also included, as are the unstated project requirements for further development.

CRITERIA

The listed criteria are all based on the combined findings from Understand-chapter. Where it is possible, they are listed under the chapter name, otherwise they are categorised to ease understanding.



PROJECT REQUIREMENTS

VALUE

Take children seriously - use their input in development.

TIME

Must be possible to finish by BN utilising already mastered skills within project timeframe.

REALISING

There must be a market opportunity making realising the developed solution feasible.

Must have an appealing storyline on both child and adult levels.

Should bridge different types of popular play in the age group.

Should primarily be targeted the home environment.

PARENT

SAFE

Must be safe for all ages:

- No danger of cutting or squeezing fingers/toes etc., swallowing/choking on parts - also destroyed parts.
- No danger of being hurt by falling or tipping elements or parts.
- No danger if parts are swallowed, touched, or broken - non toxic.

HEALTHY

Developing creativity, responsibility, physical abilities, learning new skills, or gaining new knowledge.

PURCHASE

Availability: Online presence across platforms
Brand demands: CSR



CHILD

CHILD'S WORLD

Comply with the available motor and cognitive skills:

- sorting, categorising, manipulating objects
- imagining such operations, and performing them
- using objects as symbols for roles and identities.

Practice and develop physical skills.

Focusing on physical interaction with artefacts and social context.

Clear, simple rules established by the artefact/play type.

Allow freedom of interpretation.

Rules and instructions must be clear

Delivered in an appropriate medium,
language, form e.g. using understandable icons/
pictogrammes, handlable and allowed form.

Facilitate identity development through role play acting out familiar roles.

Underpin sharing stories with friends AND/OR facilitate immersion in solo play.

Facilitate solo play - focus and immersion.

Facilitate a positive collaborative social environment with same age children in unsupervised play situations.

PLAY WITH OBJECTS

All elements must be handlable in size, structure, and material.

PLAY

Integrate into, facilitate, inspire, and bridge popular play types:

Practice and develop physical skills

Build and destroy

Play adult

Be creative/express

POOR MENTAL WELLBEING

Ease children's pains to avoid mental health issues:

Defy "zero mistakes" culture by encouraging courage to experiment and fail.

UNCOVERING THE SOLUTION SPACE IN THE CHILD'S PERSPECTIVE

An emerging understanding of the target group's abilities, interests, motivators and delighters provided criteria for evaluating the concepts on the child level. This came to as the research into psychology, motor and cognitive abilities, symbol use, and ways and possible outcomes of play on identity development fused together with continued observations and interviews with the children in Bitte Bæk. A natural understanding emerged, making it easier to assess if a concept would be appropriate and interesting to them at all.

IDEATE



Initial a synthesis of insights was done, framing categories where toys could be part of a solution. Such as stress relief through bodily/sensory input or output, playing to become “New tech savy”, for both genders, and helping children to focus, rest in yourself, and just “be”. Several ideation rounds intertwined with new research, that became necessary in the process. They were led by constant work on framing the different values from fieldwork and desk research.

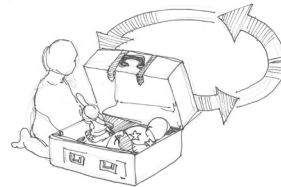
The ideas were combined into concepts, which were evaluated using the criteria from the Define chapter.

DIVERGING: INITIAL IDEAS

Generating ideas it became clear, that categories were emerging. Different sets of solution principles and values to be met apply to different aspects of the rather broad problem space. This is described in Appendix 6.1, which also represent a different take on identifying what makes a role model producing possible requirements for a physical artefact for identification play. The ideas below are initial attempts.



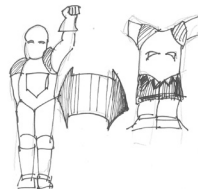
Modular archetypal figures
- Physical expression for and interaction with symbols for processing emotions and experiences.



The enchanted suitcase. A service to keep toys interesting through circulating the items, adjusted to parent values.



Model your fear/anger - 3D scan it - play with it on the tablet. Emotional balance through interaction.



Your personal hero/monster transformer.



Nordic folk tale creatures - storytelling based in nature and focus on a necessary balance, not good/evil.

Fig. 4.0: Initial concept sketches.

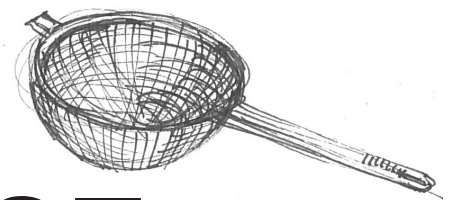
Some possibilities were tested and discussed for relevant second opinions, and available alternatives covering the same value and possibilities for play were investigated further for the different directions.



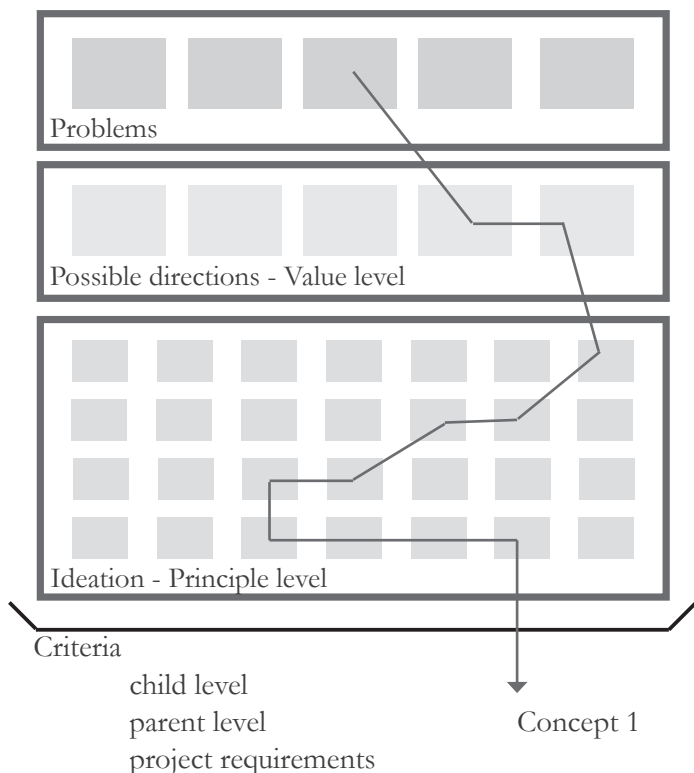
Fig. 4.1: Emotional understanding and level of reflection were investigated through drawings, discussions, and identifying emotional representations with children.



Fig. 4.2: The building skills and idea range was tested with children to determine their level of motor ability and possible engagement in a building concept.



CONCEPTUALISE



The second iteration of concepts were made using a combination tool. All the different problems that have been identified were listed along with the possible directions in which they could be solved on a value level. Then ideations rounds produced principles of how that could happen on a product level. The problems, values and principles were then combined in very different ways to form concepts solving the problems in a value driven way.

The frames can be seen in Appendix 6.1.

Criteria from research, field work, and project requirements functioned as evaluation filter for the produced concepts in order to ensure, that they were complying with the insights and necessary features discovered. All the concepts passed this in overview.

Fig. 5.0: The concept framing tool in overview. Taking different routes down through the levels resulted in concepts solving different problems using different value sets within the defined frame. They each apply different principles of function to the solution frame forming the concrete product concepts.

CONVERGING: 4 CONCEPTS

The 4 concepts derived from the conceptualisation process were further mapped by giving each a short, precise description and possibly a metaphor, listing possible key partners, business opportunities, and technologies involved.

MOTOR MILLE PHYSICAL TOY

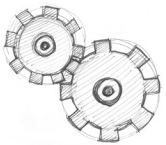
Empowering girls through physical play in a familiar story of Scandinavian origin.



DR
Mille Gori (Motor Mille)
Krea - manufacturing all Ramasjang toys



Familiar story, big market but only in DK, mass market toy. Problems: Not for boys? Contracts? Limited time?



Unknown, no concrete product idea.

THE ENABLING BUILDING SET

Enabling children to do constructions they can be inside of for play with familiar roles, offering immersion, spatial and construction skills development, family involvement, sustainability discussion, and capability experience.

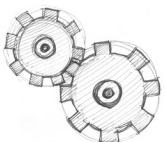
“If I need a house, I JUST BUILD IT!”



Architectural firms and -centers
Danish Design Center
Sustainability movements



Parents
Kindergartens
Organising construction/sustainability/creativity workshops



Basic statics and construction principles and skills
Tectonics
Reading, understanding, following instructions

SECRET DIARY MEETS TAMAGOTCHI

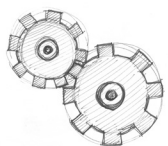
Providing children with a private tool for releasing emotional energy preventing anxiety in their daily life.
“Like having a smooth stone in your pocket”.



Children's yoga/mindfulness
Psychologists and Angstforeningen
App developers (Huge lawn) Game developers (Benny Mathiesen, David Kiel)



App and/or device
Therapy/counselling and families



Tablet/phone
Separate device
Game design/puzzle principles
Problem: Parents have strong opinions on when children can have phones.

MY PERSONAL TRANSFORMABLE ANGRY MONSTER

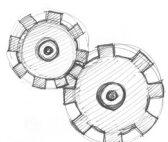
Giving children a physical artefact representing their anger for acknowledging and transforming, enabling empathy and reparation of identity and self.



Unknown.
Manufacturing companies.



Parents/family
Mainly mass market
Could be schools or day care centers



Individual variety: Clay - 3D scan - rapid prototyping technologies
Range of figures: casting/moulding

Motor Mille was eliminated from further development because of outside constraints. It would depend largely on one TV show, and they do not run forever. When DR decided to end the show, the toy would most likely have a limited lifetime. There may be reasons why Ramasjang do not have physical toys now, such as contract issues or political reasons within DR. Furthermore it was the least concrete idea, so time would be scarce coming up with a product concept from nothing. And finally, research into possible female rolemodels show, that this is an up and coming field. Many major feature films present new female protagonists and toys, merchandise etc. to go with it.

The remaining concepts fall in two different categories of solution, and offer different possible solutions to the ir respective set of values and problems.

The concepts “My personal transformable angry monster” and specifically “The secret diary meets tamagotchi” are both adresssing dealing with emotions, and “The enabling building set” has 2 possible subdirections. Both attack the problems from a point, where the solution must be interesting for both genders over being targeted at girls specifically.

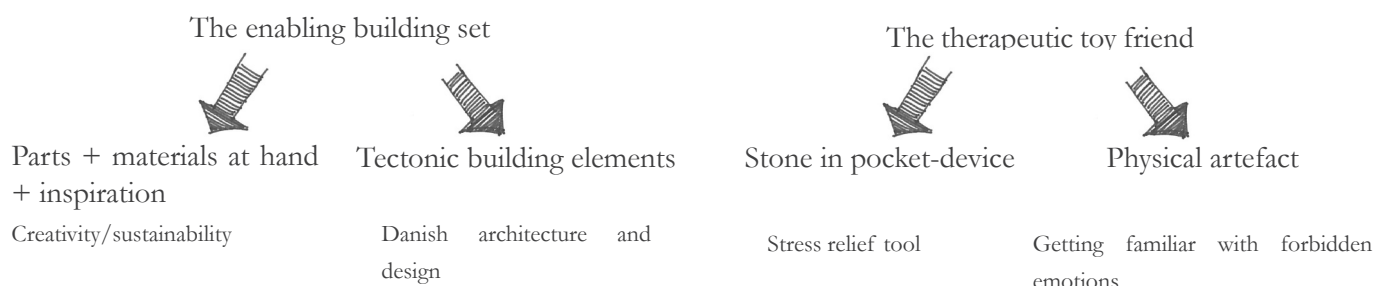


Fig. 5.1: The overall different nature of the remaining concepts - now 4.

CONVERGING 2

Business Model Canvases were made for each concept. Clarifying business opportunities was necessary, because this was the least explored area, and therefore relevant for comparison. Ideations were made also to further explore the directions and possibilities of the concepts. Finally another round of second opinions concluded the grounds for deciding which concept to continue with.

The more therapeutic angle was eliminated, since those concepts venture into the area of health care more than actual toys. Partnerships with psychologists would be needed, collaboration with patients, associations, and families dealing with more severe mental health issues would be of obvious value, and here the project

requirements become constraints. They have great potential, if a second research phase was a possibility. Also the market is different, health care is a heavily regulated area, and the nature of the project would become sensitive in a different way. Contacts can be time consuming to obtain dealing with patients and therapists.

Therefore, The enabling building set is chosen as the direction to pursue.

The next page shows the problems, values, and principles connected in this, as well as the criteria on all levels, that it meets and to which degree.

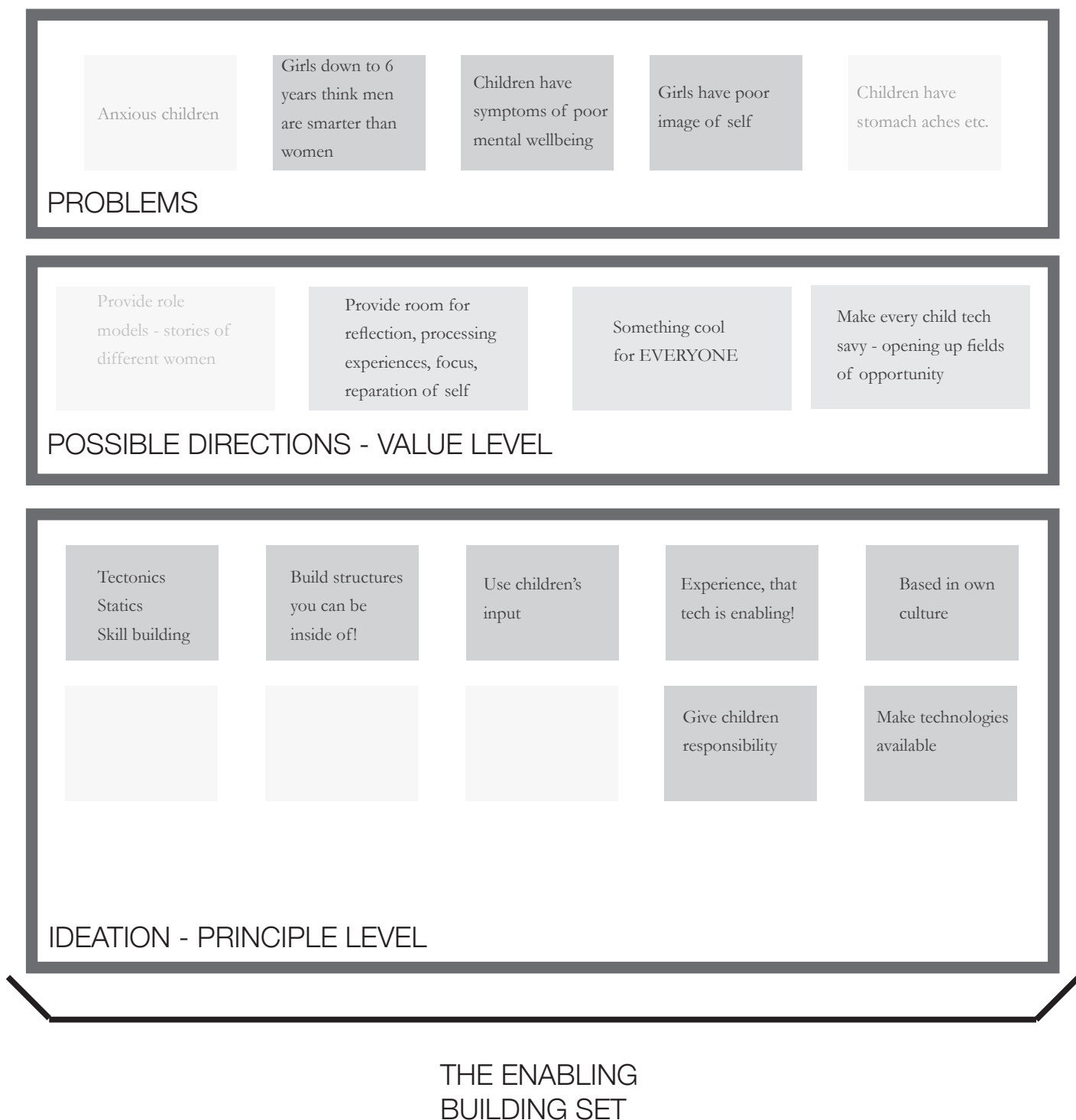


Fig. 5.2: Connecting problems, values, and principles into concept "The enabling building set"

INITIAL CONCEPT SKETCH

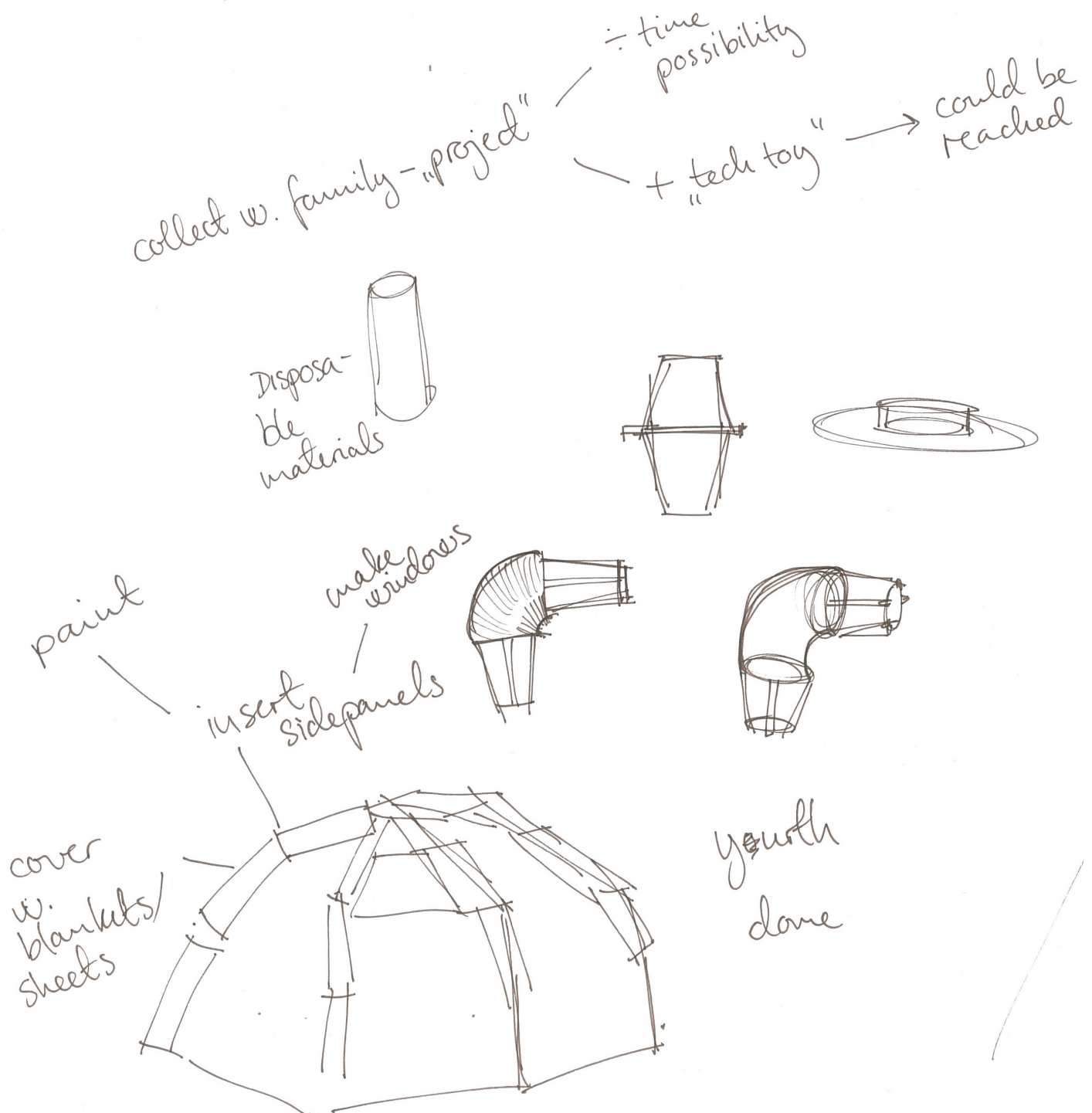


Fig. 5.3: Building larger scale constructions using disposable, available material using a special connecting part.

In short, the concept is a system to connect disposable tubes from toilet rolls and kitchen towel into larger scale constructions. The children must be able to do this on their own, possibly with a picture/symbol instruction for larger models, or inspiration pictures to initiate the imagination and start building.

This will target children's problems of not thinking very highly of yourself by making them capable of constructing "anything they want" using materials, they already have in plenty. This will hopefully encourage experimenting, failing, appropriating and trying again, building and destroying, decorating freely etc. depending on the social context, desires of the child, and . It must be designed in a way that it can be used by one child alone as well as by a group of same age children building together. The very physical approach and light, handlable parts should fit the interests of the target group well. And it should be interesting for both genders, thus equalling out any difference depend largely on the framing, the colour coding etc, but it must be investigated.

The two component solution has several implications: Parts connect tubes - which then change from disposable material found in every home to valuable parts in a building set enabling you to build big - so big you can be inside it! The part is giving "authority" to the system as being a toy, and the tubes provide opportunity to appropriate, and makes the system involve the whole family/kindergarten etc. in collecting, opens up discussion - or in any case the opportunity to use materials at hand for experimentation with building technologies.

In conclusion, the concept strings together problems, values, and principles in a coherent way, and fits the criteria on all levels, as far as it can be evaluated.

ADDITIONAL FRAMING

The success of the concept also depends on the building process being a success experience.

It must inspire a feeling of freedom as in "I can do anything I want!" - "If I want a house, I just build it!"

It must not be too time consuming to collect tubes before play can commence, not too easy to destroy, and finally possible to handle both process steps, parts, and final result.

Furthermore, a detailed vision must guide the next steps in the development process:

CONCEPT VISION

Enabling children to do constructions,

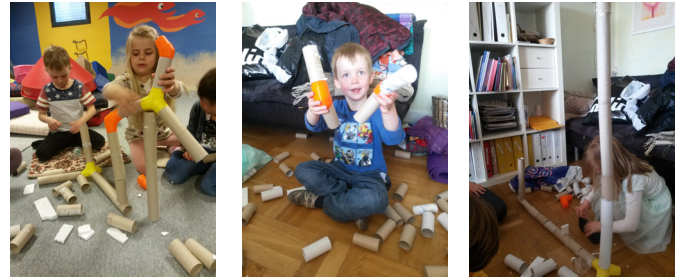
they can be inside of
for play with familiar roles,
offering possibilities for immersion,
spatial skills development,
building construction skills,
and experiencing being capable.

TESTING THE CONCEPT

To test if the concept is interesting to the children, if the perspective of building larger scale excites them, if it is equally interesting to both genders, and to investigate which types and level of instructions would be understandable, some parts were modelled in 3D, 3D printed, and tested with the children. This test is described in the following page. It was vital to see, if the children approved the concept in general before moving on with development.

TEST OF CONCEPT

Fig. 5.4: The children testing the concept



COLLECTING TUBES

A collection of tubes commenced, involving friends, Bitte Bæk, etc. If the collection of a reasonable amount of tubes takes so long, that the children would lose interest, maybe an alternative solution would be needed. It turned out, that it is doable very fast.

It is possible to collect enough tubes by involving the extended family etc. before interest is lost.

TESTING WITH THE CHILDREN

Does it interest the children in the target group, can they handle the construction motorically, and what insights can be gained regarding the parts, types of construction, the process of construction, and how they play with it?

Does the concept in general inspire the children to feel enabled and excited?

And finally, do they need instructions or inspiration from adults to play? What level of instructions would be helpful, and how should such instructions be for the children to understand and use them?

Those questions were tested during a session with two groups of four children in the target group in the Waldorf Kindergarten Bitte Bæk children and the public Egemarksvej Kindergarten in Svenstrup respectively.

The children reacted completely similarly to the concept. The process and results are described in more detail in Appendix 1.5.

It was interesting to note, that at home they build with parents – mainly their fathers, which may influence the gender bias towards construction toys?

INSIGHTS AND REQUIREMENTS

The process:

The possibility of appropriation is key!

Rules and limitations are drivers for creativity and important in the play situation.

Building is a social activity.

Solo play is engaging and the children immerse in the process.

The building process is important – the construction must stand well during the build, being able to align and properly fit parts and tubes together is crucial.

Sharing cool builds would be inspiring.

The part and the system:

The part has industrial aesthetic references, inspire sculptural builds in itself, and inspiration and collaboration is needed, and key.

The part must fit the tubes clearly.

Height is approx. 130cm of a child of 5 years. To be on the safe side. 130cm height inside a house seems to be ok.

Instructions must be visible, well made using arrows, pictures, numbers etc. The children use and understand quite advanced instructions (see Appendix 1.5).

The solution is inspiring, engaging, and equally accessible and fun for both genders. General proof of concept on the child level is achieved.

DETAIL



Designing the system, detailing the overall design of the parts, and specifying the building process to enable the children's play lead to investigating which constructions should be possible, which parts will then be necessary, and how these should be shaped.

THE SYSTEM

The system consists of
 The parts
 The tubes
 The instructions/inspiration

The building process, the types of play that the solution can be part of, and the existing play environments it can interact with are also determining the detailed design.

THE PART

Several specific criteria must be met in order for the system to function as intended. These relate to specific elements of the individual part.

THE TUBES

Interestingly tubes are not consistent in type, thickness, and quality of cardboard, diameters vary between approximately 38 - 41 mm, they break and wear easily, and e.g. industrial rolls are completely different. This is illustrated in the figure Part Development. The length is approximately 97mm for the shortest roll, 224 mm for the longest. It must be possible to use the majority of cardboard type tubes of both lengths to ensure collected material can be used. Other types such as aluminium foil or industrial size toilet paper tubes will not be usable. This would demand enormous flexibility of the solution.

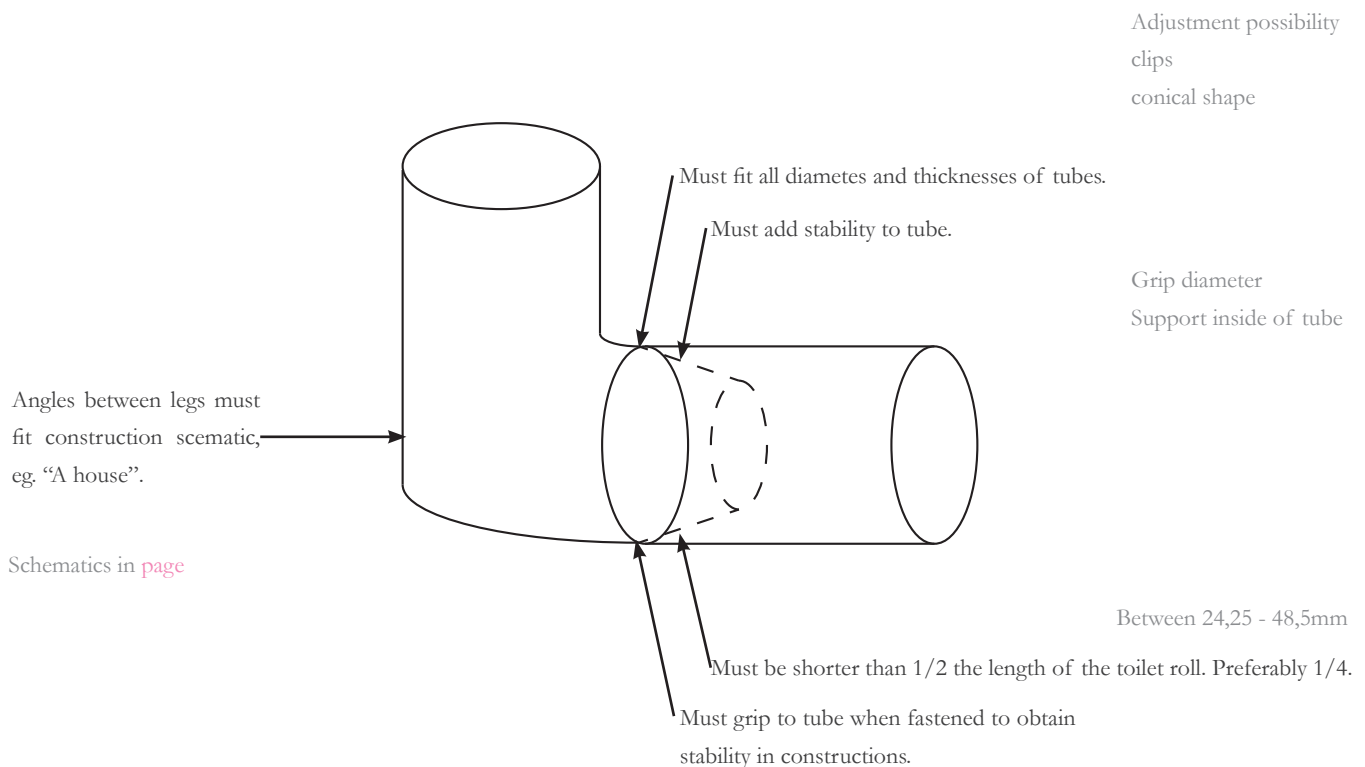


Fig. 6.0: Schematics of the part. Requirements in black, matching solution options in grey.

Options listed in the following page

Precision and small tolerances is not a parameter to strive for, since tube sizes are different, may enlarge with use, and it would make the parts much more expensive to produce.

Add friction



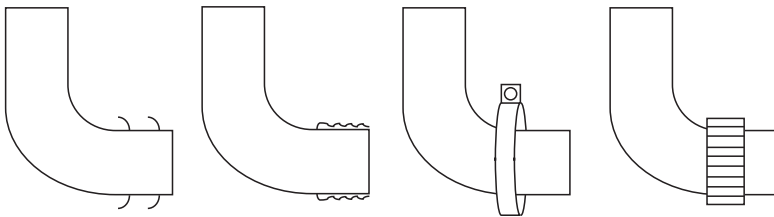
Rubber band

Rubber part

Rough surface

Press against sides

Add holders



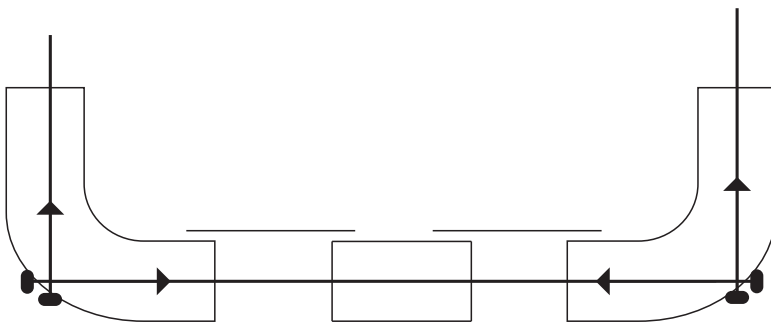
Resistance - barbs

Clips

Tightening band

Screw on holder

Add pull



Adding a fastening possibility could also make for better integration with existing “play environments”, such as furniture, windows, and textiles.

Fig. 6.1: Options for adding hold and stability.

TESTING

Models were 3D printed for testing, see following page. There is a noticeable difference in pulling the tubes off of the different prototyped parts - the roughes surface with grooves perpendicular to the length are gripping well, the smother parts do not have acceptable grip. It may be necessary to add barbs or pull. Pull may involve long elastic bands (dangerous) and continous adjustment. Barbs are less restricted by changing diameter. Due to time constraints this test must be done after hand in with the amount of parts necessary for building a house (see Product report p.9).

PART DEVELOPMENT



The first 3D model for testing. The wings and conical shape are ment to make the tubes hold on to it.



Tubes are very different! In diameter, material, strength, colour etc. There is no standard.



Only the smallest diameter fit the model. All other tubes fall off. The fitting tubes gain much stability from being attached to the parts, which is very promising. The grip is satisfactory due to the print grooves combined with the shape features.



Larger diameter parts with more possible angles posing more construction options. It is a balance keeping the fastening parts long enough to stabilise the tubes while keeping the increase in angle on the fastening from being too steep. The fastening part cannot be longer, otherwise the parts will meet in the middle of the short toilet roll tubes, and must fasten different diameters sufficiently.



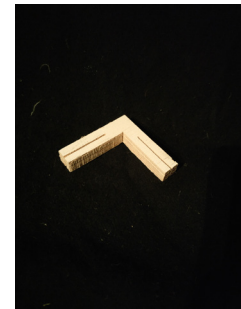
Tests reveal, that the children find it very annoying that the tubes cannot fit all the way to the inner groove. They break the tubes in order to make them fit. They put tape to make the connections "work".

Fig. 6.2: Part development process.



A different idea on securing the parts to the tubes to avoid working with elastic bands or clips. Prototyping the use of barbs.

A 90 degree angle part could be turned in the desired direction. This model saves a lot of material. The clip releases the restrictions of the varying diameter by attaching to a point, but depends on the thickness and stability of the cardboard. The aesthetics are not satisfying, construction demands more spatial skills etc. so the idea was discarded.



A part that attaches to the tube could give different play options allowing rotational freedom of angles.



Open ends enables more playtypes - letting things fall through the constructions, making binoculars, attaching mirrors for periscopes, making musical instruments etc. The straight connector is vital in any case for making long poles.



Removing the groove could remove the problem of the "right" fit easier than making several grooves fitting the various diameters, which may even change when the same tube is used more times.



AESTHETICS

The overall theme is structural unity. An integral shape making the connected parts and tubes seem like a unified construction maximises the sculptural effect of the finished construction. Visual references to design functions as a market parameter placing the product among eg. Bobles and Plusplus rather than the creativity fads,. This is especially important as the product are imprecise, cheap plastic parts.



Fig. 6.3 Overall form. The form breaking in the corners is not underpinning the structural look. More acute lines were sketched 1:1, and clearly softer lines are the right choice. It is also visible, that avoiding the “belt” on the part gives a slimmer, better visual impression.

COLOUR

Observation show, that bright colours in general are a signifier for “children’s product” - especially toys. The criteria demands non gender specific colours, meaning avoid blue/pink or combinations within those ranges.

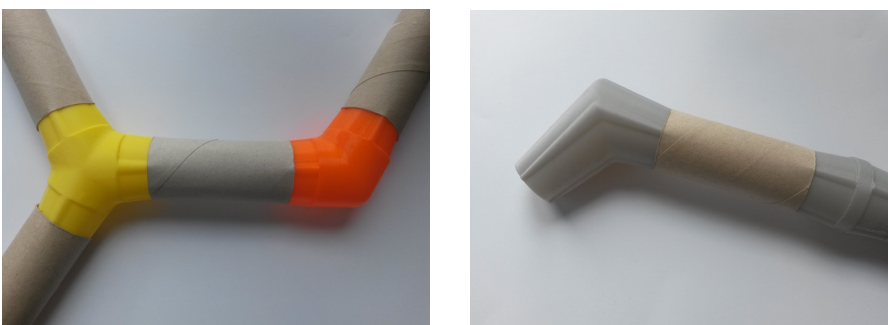


Fig. 6.4: **Part aesthetic experiments.** Bright colours gives the construction a toy aesthetic.

Neutral colours easily clash with the cardboard tubes, making it look bland and “recycled”.

The slimmest possible form with no visible dents marking where the tube should stop is preferred. Bright non gender specific colours - initially orange/yellow/green is the choice. Soft lines makes for easier, cheap production as well as a good aesthetics choice.

THE BUILDING PROCESS

The archetypal house based on the height of the children (Appendix 1.5) and this drawing became the basis of further development:



Fig. 6.5: Erwins expressive drawing from the first visit to Bitte Bæk.

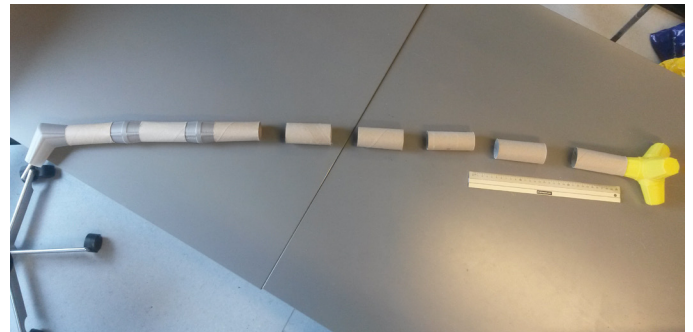


Fig. 6.6: Laying out tubes and parts to test the dimensions of a house.

The size was set at around 1300 mm in total height, but so many configurations of tubes and parts would give that result. The parts were assembled in SolidWorks into one model house. It will be necessary to insert vertical poles to stabilise walls, but the holes between these must be either so small a child cannot possibly pass through, or wide enough for easy passage, otherwise it will break. Some will get to function as doors. It will be a constant weighing of construction stability against width of the holes. Windows can be added by inserting 90 degree angle parts. A set for a house must include

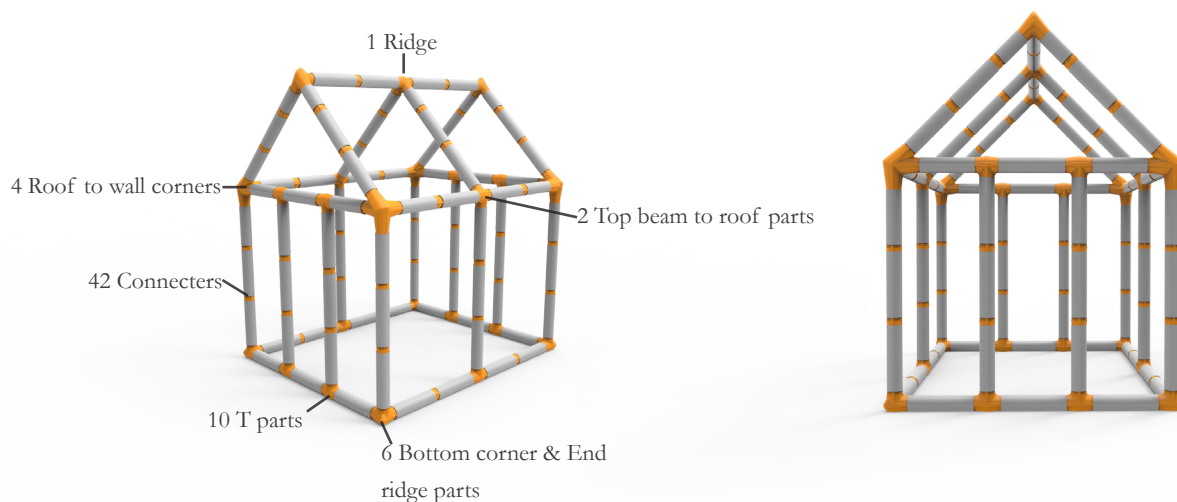


Fig. 6.7: Modelling a house configuration in Solid Works, that a child can be inside of, construct in parts and assemble, which will keep stability, using a minimum of parts. It is based on the kitchen roll tubes only - the longest possible part. Toilet roll tubes may require more support.

SETS

A minimum set size for a house requires 65 parts of 6 types, and 68 tubes. Furthermore 90 degree angle parts should be included as well as extra connectors, T parts, ridges and Top beam to roof parts. This set would ensure a good amount of house building options. The 90 degree angle part and the Bottom corner allows rotational freedom around the axes, which allows for other types of constructions and even opening/moving parts of a figure or assembly.

Other sets to build figures would provide the possibilities for solo play to ensure the parameters for identity repair etc. are fulfilled. Also some children just prefer this kind of smaller constructions and a more immersive play experience (Appendix 1.3) .

Developing sets from functions is a perspective which must be further processed. Investigating what building toys are on the market and how sets are chosen and marketed will be explored in the following.

Sets could be:

- 1 Sculpture - solo play, smaller scale construction.
- 2 House - social play, for building house, car, aeroplane
- 3 Animals/figures
- 4 Build a city - Large set for Kindergarten.

Special parts: open doors or make movable arms etc. with a rotational joint.

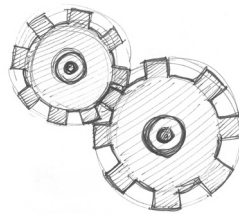
MANUFACTURING PROCESS

The part is easily manufactured using rotational moulding. The process is cheap and widely used. Ends must be cut afterwards, but other items are made like this, so it is doable in a very reasonable price range. There are several producers of rotational moulded items in Denmark. The Randers based Dansk Rotations Plastic Aps produce the casting moulds from aluminium as well as the moulded goods, and is currently even making a few toys.

CHOICE OF MATERIAL

PEH is very stable and non toxic due to it's simple chemical structure. It is also the plastic type where reused material is most accessible, which is favourable in a sustainability context. It has excellent mechanical properties and is widely used for toys especially in the rotational moulded category. (Schróder, 2002) ('Materialevalg ved plastproduktion', 2013)

IMPLEMENT



Further market research and a possible business model as well as an overall strategy for positioning the product can now be done. An estimated market value of the system is proposed.

Further investigation of the available alternatives for the same play types or functionalities was necessary. The parts will not be determining the price, since they are simple to make and inexpensive. It is the perceived value which will be determining factor.

Online searches and visits to toy stores clarified the needed aspects. The results are visible in Appendix 2.3.

Overall two categories of toys were investigated, namely

Play Environments - products made to facilitate roleplay in the context of the home, meaning in the private market. Several products were found, but they are either very expensive, permanent, or take up quite a lot of space. All aspects are not desirable.



Fig. 7.1 Play environments. A few examples, none of which being construction based.

Building sets - products for construction, large and small scale. Most are small scale, using various combining techniques, e.g. magnets, nuts and bolts or systemic features like LEGO.

These toys are marketed to be developmental for the children, they are mainly small scale, and the few large scale systems very cheap and “fad like”, or semi permanent. Many small scale sets are framed as being scientific as well. Wooden or “natural” sets or versions are available in several brands, aligning with some of the values of Samla. There are a few solutions offering large scale building sets for children in the age group. Polydron have several types of building sets on different scales. They offer quite a different storytelling. And EZ FOrt have the same overall idea, but instructions in the website tells the user to cover it with blankets or sheets, “since the included cloth is not big enough to cover the constructions”. They are framed very cheaply.



Fig. 7.2: EZ Fort

Additional part sets for construction toys typically offer

Alternative colours

- “natural” or “girly” being popular variations.

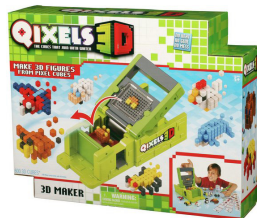
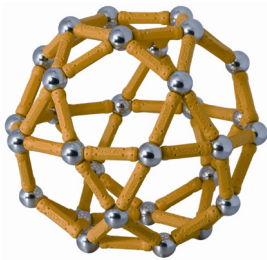
Translucence - enabling use for windows, etc.

Vehicle sets - wheels, figures etc.

It is clear that there is an opportunity - no products address the same play types with the framing suited this parent - with a clear focus on creativity and play.

Play environments

Made with materials at hand



Sustainability focus

Building sets - construction and spatial skills

Science based framing

Fig. 7.3: Construction based toys of different types and frames.

OVERALL POSITIONING STRATEGY

Samla is developed based on research from Denmark - it is therefore also targeted at a Danish market, and the private segment primarily. Price and marketing, packaging etc. should therefore be accordingly. Products such as Plus plus and Bobles within the category have a similar history, and it would be natural to segment Samla with these - to a certain degree.

Field work shows, that children have a lot of LEGO, which they build with their fathers. Younger girls may build with their mother, but none of the interviewed. "My mother maybe put like ONE brick!" (Appendix 1.5) Typically other building toys are not gender segregated. It is imperative that Samla is also not - colours used, packaging, marketing and placement in the stores must ensure this.

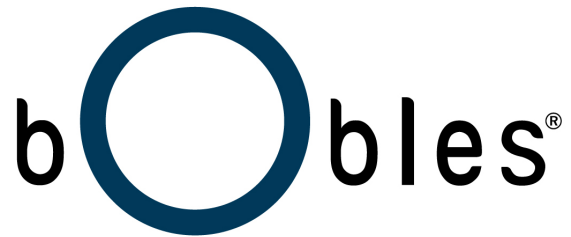


Fig. 7.4: BObles and Plus plus.

PRICE

At 350 kr you can build with small scale versatile construction sets.

The low end building environment sets cost 500 kr.

Higher end building sets for play environments are 1200-3000 kr.

Based on the price range of products in the described categories, an estimated value and therefore price of the basic "House" set is around 500-1000 kr. Production costs etc. MUST be calculated in order to ensure, that a price within this range makes for a reasonable business.

POSSIBLE PARTNERS

MAKI

Based in Silkeborg Maki distributes a range of toy brands to the Danish market working entirely B2B. Common for the brands is quality and creativity, and the products are largely non gender specific. The products and brands have a clear Scandinavian profile. Among them are

DR products, - meaning Ramasjang and the classic Danish figures such as Kaj og Andrea

Hape wooden toys

Cirkeline - another Danish classic

Plusplus - Danish developed construction toy

Magformers

KREA - the only brand Maki is responsible for. The manager and the purchasing agent choose externally produced products deemed suitable for the brand based on sales expectancy.

(Phone interview 15/5 2017 with Philip, helpdesk)

This would be a very interesting partner. The product is an alternative to Magformers and Plusplus, but in a different scale with a different profile. It would require keeping a clear design profile, branding the product on the same values as the distributor, but they are very much in line with the product intentions.



Fig. 7.5: Maki product examples.

DANTOY

Danish manufacturer of plastic toys, mainly rotational moulding PE. ISO 9001 certified since 1992, Svanemærket, testing products in accordance with the European safety regulations for toys, EN71. Packaging is likewise certified, RESY and Grüne Punkt respectively. Dantoy is located in Hobro, the company being clearly based in production. They list the square meters of the factory in the homepage, toys are very simple, durable, and have a clear function. Classic toys enjoyed by Danish children for 50 years. They market themselves on developing and producing in Denmark, being very environmentally friendly and safe.

The product falls outside of the categories they currently produce, which include

Sand box toys, beach toys

Outdoor toys

Kitchen toys

Vehicles

Kindergarten sets

They also export 75% of their produce. This makes for the largest differences directly recognisable.

This collaboration would require working closer with the company. They have great expertise in manufacturing and certifying toys in the relevant materials and processes. On the other hand they do not focus on expanding their repertoire and working design oriented. This could be a very interesting partner, since they have the practical experience. The values align, except for the almost no name branding from a design point of view.



Fig. 7.6: Dantoy product examples.

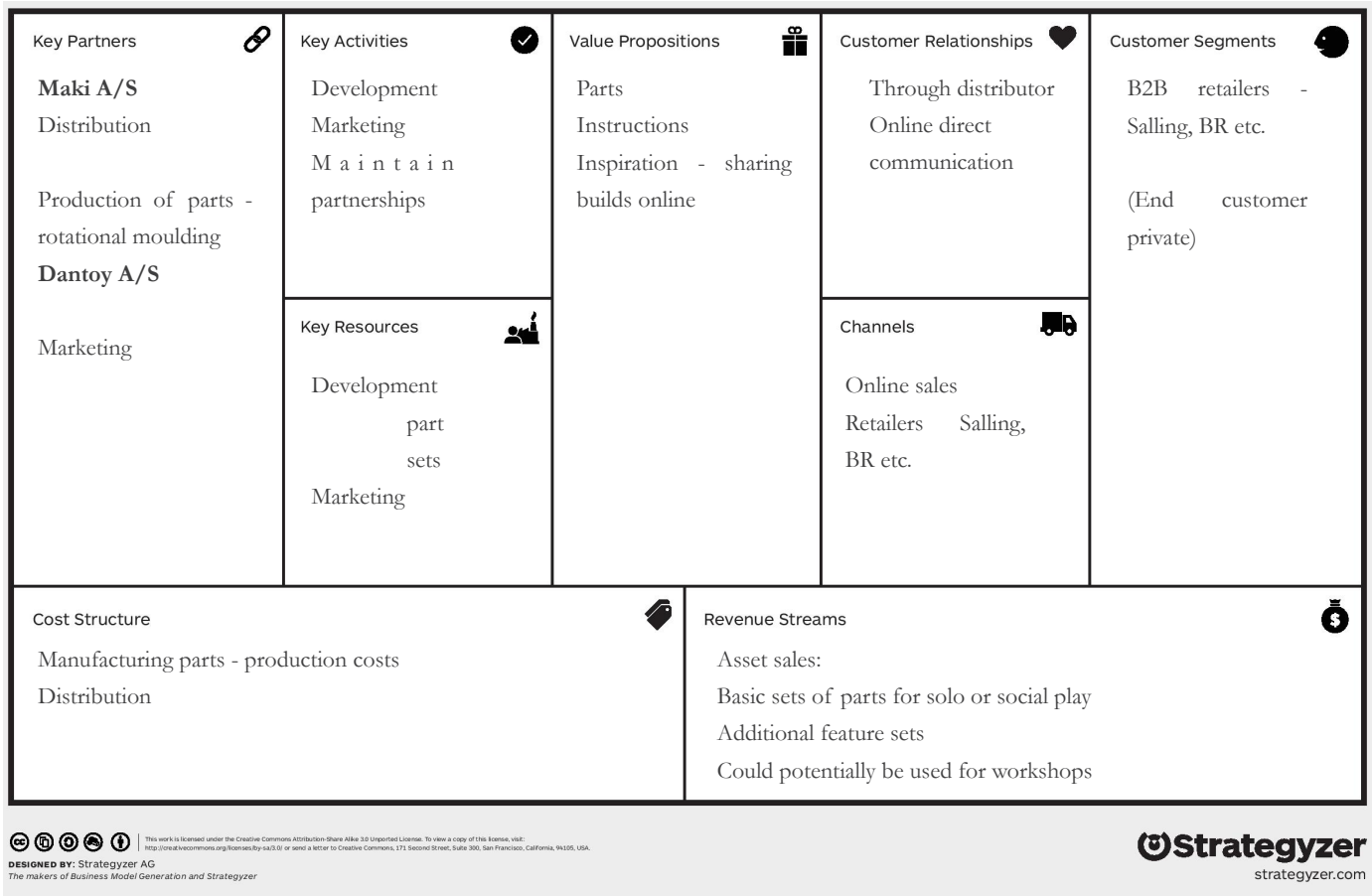


Fig. 7.7: A very preliminary Business Model Canvas for the system. To be developed further and elaborated on at the examination.

CLOSING

Concluding the project by evaluating the solution against the criteria from the Define-chapter, and reflecting on the development process.

CONCLUSION

Evaluation of the Samla system is systematically based on the criteria, problem statement, visions and value mission of the project presented in the Define chapter.

The product poses no dangers to children of any age. The parts are light, have a large diameter, do not break easily, and are non toxic, the latter two due to choice of material. The parts are resistant to chemicals beyond what they will normally be subjected to in the use context.

The value storyline of the product is meeting criteria on both child and adult levels. Several adults have wanted to try and play during the development process - these adults being used to the experimental, curious and playful approach of design, this may not be representative, but nevertheless a sign of interest. The system taps into using available, disposable materials that families have in ample supply, the parts are simple and directly understandable adding value to the materials and prompting play and experimentation, promising development of spatial skills, social play and cooperation, thinking construction, and being creative. All of these values are important to the parent persona, and even conducive to easing and aiding mental wellbeing.

The child does feel excited at the perspective of constructing big enough to play inside of, and by building with the system in general. They appropriate, immerse in the play situation, have lots of ideas, and readily help each other making new and more interesting constructions. How long this excitement will last is a determining factor of the product's success. The building process being fun and handlable is the make or break factor for long term interest. The test using a full set of parts to build the house is planned at take place between the hand in and the exam. Most parents are aware that all new toys are interesting, and are willing to accept a certain degree of "interest lifetime". A price level deemed reasonable compared to and availability of exciting new sets with added or expanded functionality will be keys to keep it interesting to both user and buyer.

The marketing strategy is also part of this important framing. Pluplus is available "by the shovelful", presented as pick and mix, which is extremely appealing.

And since the product parts are very durable continuous desire to play is important.

Samla can be integrated into popular play types, namely build and destroy play, focus and immersion, as well as serve as a role play scenario. Hopefully being able to construct a house and add blankets, playfood, tools etc. to the play scenario will inspire new aspects or new actors to join the play. It is definitely a plus, that the concept is developed WITH children, because this ensures it being age appropriate. Furthermore, the Samla system is so far equally engaging for boys and girls.

The concept was chosen also on the basis of being possible to complete within the timeframe using existing skills, and this criteria was not entirely met, since part and system development, prototyping and testing, and implementation in production and business plan were not completed to a very high degree. These perspectives will be further processed before the examination. There seem to be a business opportunity for the concept. Other solutions and alternatives have quite a different framing or tap into other play scenarios than Samla. Of course possible profits must be calculated. They depend upon production costs – It could be an option to make parts with ends to save processing, but offer a set for binoculars, telescopes, and ball runs with open ended parts separately. The business partners would also affect profits. Different partnership agreements would follow the choice of either the production company or the distributor. In any case the parts are not developed to a stage where it would make sense to calculate these factors, since design heavily affects cost, and stability of the building system must be ensured.

The building process, particularly the stability of poles made from connected parts in a straight line, must be tested further, as they are vital to stability of the

constructions. Instructions should likewise be tested to ensure they are in the best possible form and media. More stability against bending may be needed, which means modifying the parts. Also calculations of breakage point would be necessary to ensure the parts do not crush if stood upon, but this also should be done when they are further developed. The chosen material does not cause splinters, and does not break easily.

Samla evidentially promotes immersion and Piaget's Activity: interest and engagement with physical and social context. Therefore it offers possibility of aiding a healthy identity development. This is not clinically or widely tested by psychologists or other specialists, and it probably also requires wanting to play long term to have any effect long term, but initially it seems promising.

REFLECTION

ON WORKING ALONE, THE SPLIT, AND EXTERNAL RESSOURCES

Working on concrete assignments with a given output and a previously set time frame was crucial to progression when working alone. It was only possible to plan during designated planning sessions, preferably in the morning, and then execute the plan entering the diverging frame of mind necessary for ideation, or the immersive flow that pushes research sessions forward without having to break your stride.

Staying on one track becomes more difficult when working alone, since all tasks and tracks are on your table, and mind, constantly. Focusing becomes easier when unloading your mind into the SCRUM board, so the important ideas and plans are safely kept, and you can return to them.

An unfamiliar fright of not completing or not being able to progress struck me in the first days of working alone. Having to deliver a very specific set of directive parameters for the project for an extra supervision 3 workdays after splitting up the team ensured the crucial decision making to make the project progress immediately. It also made it easier to transition into being your own employer through taking ownership of the project entirely. Even if it was quite stressful.

Help is of the essence in the phases where my ability and interest is limited. Product development, 3D work, renderings, and photoshop were outsourced. Keeping the project on track, giving instructions, and testing were my in this process. Having second opinions from knowledgeable external partners were absolute keys to structuring, progressing and keeping motivation.

TIME AND PROJECT MANAGEMENT

Doing sprints, distributing and prioritising reSSources, SCRUM as a project management tool proved useful. In reality the SCRUM board was used less diligently than working in a team, but planning by the week (and

day) backwards from deadlines, which needed to be met, functioned very well. Realising this took some attempts, and especially internal deadlines were often not met. Comprehending the very limited amount of work that 1 person can overcome also took getting used to. These were the largest obstacles and differences from working in a team, but therefore also the keys to completing the thesis within the timeframe. The schematics of the used time management principles are in Appendix 6.2. Prioritising time to work intensively on the project I did not attend any of the internal Midterms organised by the students, since supervision, field work, and other relevant second opinions were always sufficient.

Stress and feeling pressured were the biggest barriers throughout, since they largely inhibit creativity. It was difficult to find the necessary clarity and calm to rise above the process and keep an overview of the meta levels of the project, since the cognitive processes are so different immersing in a task or planning the course of action as previously described. This makes time and project management very necessary, but sometimes too restrictive. I found, that in order to drive the project forward, I must prioritise times with no time or task restriction. Otherwise, it was impossible to gain a new perspective, ideas or a clear minded evaluation on the course of action.

USE OF METHODS

Models and methods used in the process cannot constrain the thought process necessary to perform the tasks driving the process forward. If I have to think too hard about how to use the model, progress and focus on the project and task at hand is lost. Therefore, I used simplified models, or extract. I used the relevant models as they are in the order they spring to mind as necessary or useful to keep thought patterns organised and gain an overview of aspects of the project, e.g. business case possibilities. It is clear, that frequent use or immediate value is what makes models “spring to mind” and assist the process rather than delay or confuse it.

Constant iterations were taking place, perhaps because there was no need for knowledge sharing and making decisions set in stone. My brain was constantly comparing information, coming up with very different solution models based on different value-and-insight-strings. Stringing insights and values together in different ways, posing very different solutions to the overall problems. This way of working value- and opportunity based was very rewarding, and fostered constantly working with value mission, problem statement, target group personas, and criteria to stay focused.

USER INVOLVEMENT

Gathering insights by watching the children play and getting to know their concerns, interests, and abilities has given me grounds for determining what is actually within their scope of interests, and what they can physically and cognitively handle, which was key to making criteria and evaluating and eventually choosing the right concept(s) for testing.

Working with the children was very difficult, as they stray from the topic, misunderstand, and get engaged in surprising aspects. But this is true for working with adults as well, something designers sometimes forget, because we conceal it more. Or assume more. Children are brutally honest, charming, and the surprises endless.

Field research has been carried out mainly in a Waldorf Kindergarten, and testing the solution will therefore be done both here and in a public Kindergarten to ensure more representability. Also it is noted, that even as the children in the Waldorf setting have different circumstances in their day care facility, and this choice represent certain parental values (Appendix 1.19) they have the same toys and media access as the children in public Kindergartens. This also helps to ensure that a solution based on research conducted here does not suffer being non representative. It merely made the interviews and observations easier, as there are more adults per child and a large focus on being well behaved during

the sessions. The presence of a pedagogue may have influenced results and answers, but it was often more of a help working with the children than a restriction. The pedagogues did not interfere, but on occasion explained to BN, or helped to keep order during group interviews.

LEARNING OUTCOME

Working alone has undoubtedly been the biggest learning outcome. Conflicting copies, mess in the files, losing motivation, wasting time, and getting frustrated are not problems inherent to group work. They occurred surprisingly frequently in this project. In general, frustrations seem to be more a part of the design process than resulting from teamwork. Overcoming those by using and appropriating methods from the integrated design framework was constantly challenging, but has left me with the knowledge, that I can drive a design project through to some degree of detailing.

“Most days I am not brilliant. Creativity and clear headed overview comes when energy is high. These days, I sprint. Most days I do trivial tasks, documenting, making and handling appointments, research and try to get in the flow, where the project really moves forward. Change of scene, often by taking frequent active breaks, where thoughts continue more freely, have been immensely valuable in this effort.

On the creative days, insights come together naturally, as if the project guides the project. There really is a clear path stringing together insights, value level criteria, user criteria, and solution principles. I can clearly see, where the direction should be, because there are good reasons for doing this in that specific way fitting the users. Evaluation becomes easy.”

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ILLUSTRATIONS

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Fig. 7.2:

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Fig. 7.4: <http://www.designcentershop.dk/Resources/Files/bobles/bobles-logo2.jpg>

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Fig. 7.5:

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Fig. 7.6

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SAMLAR

- TAKE PART

Product report
MSc04 ID May 2017
Group 5 Belinda Nors

TITLE PAGE

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Samla - Take part

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Belinda Nors

ABSTRACT

Dette kandidatspeciale udvikler et brugerorienteret, værdibaseret byggelegetøj til udfoldelse af 5-6 årige børns kreativitet og rumlige forståelse, motorisk og kognitivt tilpasset målgruppen og designet til at understøtte flere typer leg med jævndrende samt alene- eller parallelleg.

Samla er et system af plastikkomponenter, der kan samle paprør fra husholdningen til store og små konstruktioner, fra skulpturelt niveau op til huse, biler, eller rumraketter, børnene kan bruge i deres lege.

Der findes ikke alternativer, som understøtter de samme legefunktioner på markedet i dag, og hvor andre byggekoncepter, og legetøj generelt, i høj grad vender sig mod specifikke, kommercielle historier kendt fra film og spil, retter Connect sig mod den frie leg. Fornemmelse for kroppen er essentielt, der er fokus på, at byggeprocessen og de lege, systemet kan integreres i, er alderssvarende. Familien involveres i indsamling af dele til byggeprojekter, og børnene kan appropriere og eksperimentere med de udskiftelige papdele. Produktet bruges kun til at samle og give konstruktionsmæssig styrke og funktion. Brugen af forhåndenværende materialer understøtter en essentiel kompetence, der giver rum til ægte kreativitet: At prøve sig frem, eksperimentere og fejle. En vigtig faktor for glæden ved udfoldelser og nøglen til selvstændighed i en samfundsmæssig kontekst, hvor børn i høj grad viser tegn på mental og følelsesmæssig mistrivsel.

Det er et hovedfokus at designe til børnenes leg og at sikre, at det er sjovt for begge køn. Derfor ligger målgruppens optagethed af rollelege som far, mor og børn, deres intense engagement i fysiske udfoldelser og glæden ved byg-og-vælt lege til grund for konceptet.

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INTRODUCTION

“IF I AM HAPPY, I MAKE THE PLAY
EVEN MORE FUN.” FREDERIKKE, 5 YEARS

5 - 6 year old children are increasingly aware of their emotions - and other's. Social interactions have their focus, roleplay develops their sense of empathy and understanding of the world.

Interactions with the physical environment are intense - they constantly jump, run, draw, feel and in general engage with their surroundings.

Especially interesting play engages more of these aspects - playing “House” is the general favourite, playing the role of the mother, the father, the sister, and the small child over and over, engaging with the complex paradox that is their world. It is also a room for experimenting. What happens, if “Mother” is angry? How does it feel, if I say something bad?

Roleplay addresses the emotional aspects of their interests, the physical objects involved in the play situation enables the tactile experiences, challenges cognition by symbolising “real” adult tools, or something else completely. Everything easily turns into figures of identification by the children's intervention:



A play concept enabling both their engaging in physical activities, role- and identity play, and the enjoyment of build and destroy play is completely absent in the market today. This is an opportunity for introducing Samla to the Scandinavian market.

A Danish investigation of children's mental wellbeing revealed several precursors of anxiety and general poor wellbeing - at 5-6 years old, children complain about weekly stomach- or headaches, from the age of 6 girls have more emotional problems than boys, and also they believe, that men are smarter than women! (Vidensråd for Forebyggelse, 2014; Lindegaard, 2017)

Experts and counsellors agree, that there is a large pressure on children, especially girls. It is important to provide them with the free space to develop a healthy perception of self through being able to experiment and fail, and encourage that you never have to be perfect.

Learning this requires meeting them where they are. In the case of 5-6 year olds by giving them the means to eliminating anxious thoughts, physical discomfort of the describes psychosomatic character, and helping identity development minimises the risk of developing mental health problems later in life.

The proposed cure is focusing on the intrinsic value of people instead of achievements, making them feel secure by letting them experiment and fail.



SYSTEM

The system is simple - plastic parts connect disposable tubes from toilet rolls and kitchen towel readily available in the home, thereby turning them into valuable building material. The tubes can be decorated, changed, or destroyed and easily replaced - and the family collects together in order for the construction work to begin. It is possible for the children to make large scale constructions usable in roleplay on their own - inspiring the feeling that anything is possible. Ideas, experiments, changes, new building techniques, and yet new ideas is the way forward.

Sharing cool builds is a perspective for further development to motivate and to help inspire imagination.



INSPIRATION/
SHARE



PARTS



TUBES

CONSTRUCT BIG

BE CREATIVE

FEEL LIKE “I CAN JUST BUILD IT!”



THE HOUSE

The system integrates into existing types of material and objects used in play. The essential element to build in roleplay is the house. Throw a sheet over and hide, bring play furniture inside, or open a grocery shop from inside.



These are the parts necessary to build the archetypical house.

Using 3 kitchen towel tubes for the wall height, 3 for the end wall width, and 4 for the longer wall width requires the shown number of parts in the given angles. The assembled house in this configuration is shown in the following page. Other sets have not been detailed.



42 Connecters



1 Ridge



10 T parts



2 Top beam to roof

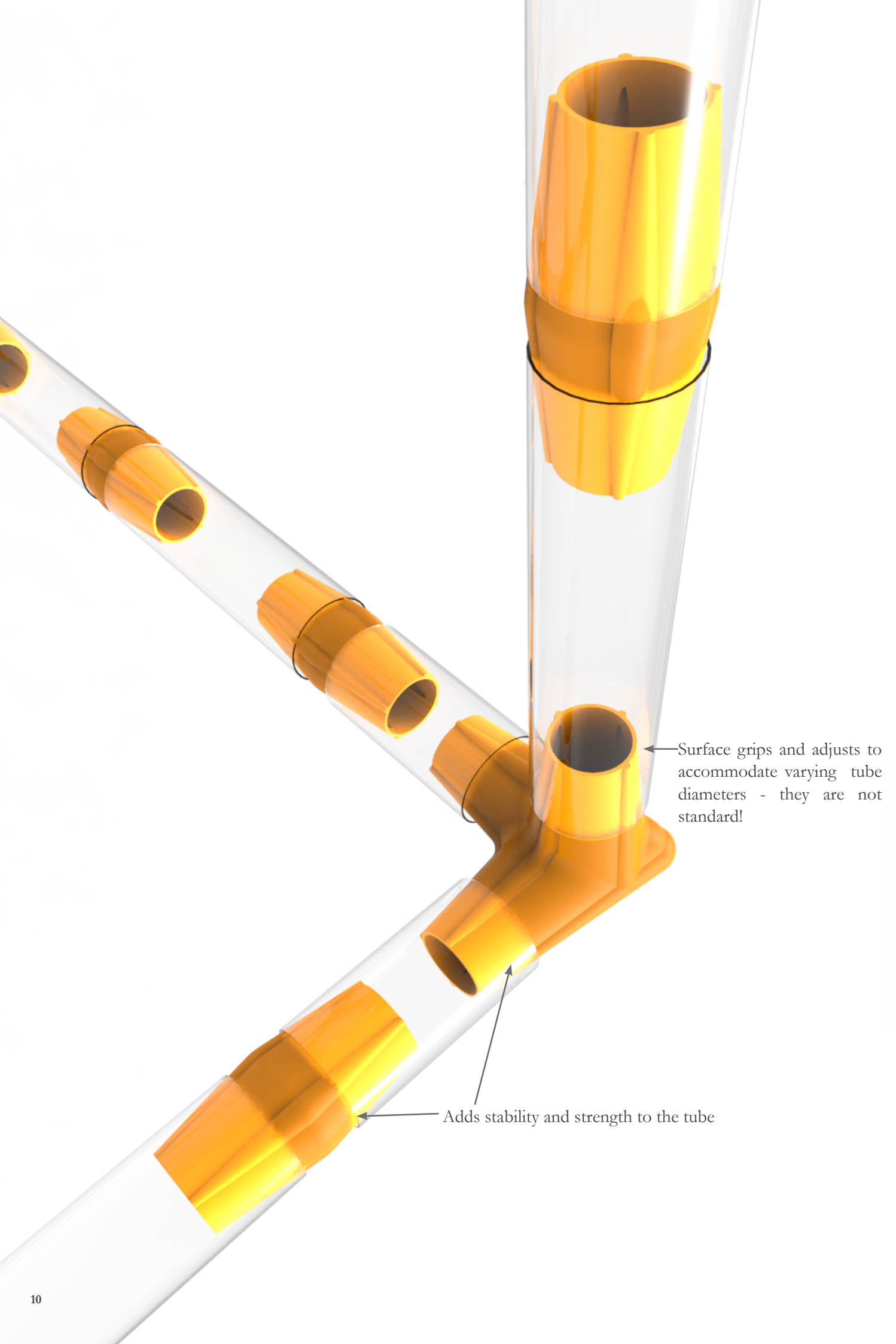


6 Bottom corner &
End ridge

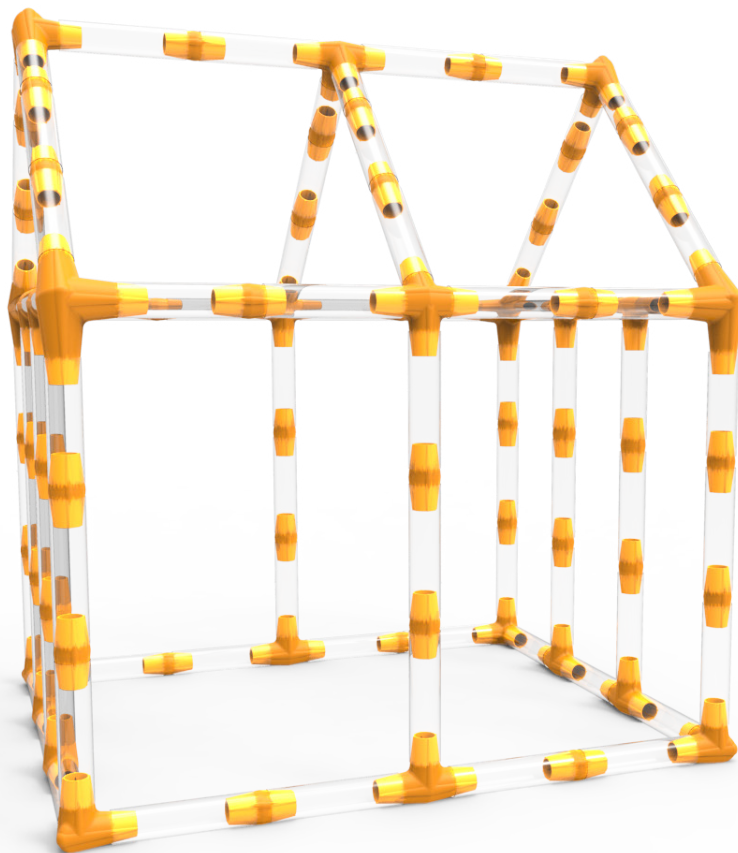


4 Roof to wall corner

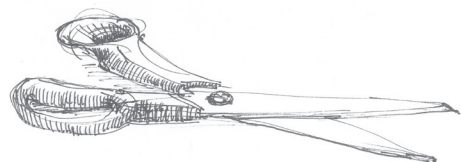
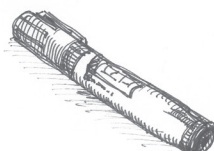
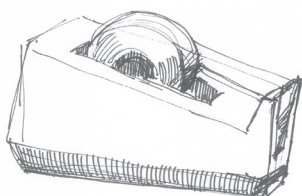




THE CONSTRUCTION PROCESS



Constructing the house requires collaboration. The supports ensure stability, ease of construction, and the wider ones simultaneously acts as doors. The elements are handleable in size, and parts of the building can be assembled before finally joining the roof to the walls. For this the children need to work together to make everything fit. The shown assembly is tall enough for a child to sit or stand inside. Appropriating the tubes is possible as well, and may be necessary to make heights and widths fit, if one pole is made from a different combination of roll lengths than the one it must attach too. This is part of the learning process.



THE SAMLA SYSTEM FACILITATES PLAY

It is no secret that play develops. The child immerses in an imaginary world, uses the materials at hand to practice skills on many levels simultaneously - social skills, motor abilities, spatial understanding. Different types of play offer different play scenarios - and demand different functionalities play wise.



SOLO PLAY

Playing alone the child focuses, immerses in the experience experimenting freely with parts, constructions, decorations, and figures. What can it be? Giant bugs, my mom, or a ball run?



SOCIAL PLAY

Playing with friends, engaging in collaborations to help each other get ideas, construct the difficult bits, and enjoy the finished play environment.

SAMLA SETS

Sets addresses this by being defined by function - they underpin different popular playtypes, that the children are particularly interested in.

SCULPTURE

Figures

Parts enabling different degrees of freedom

Ideas and inspiration for appropriation

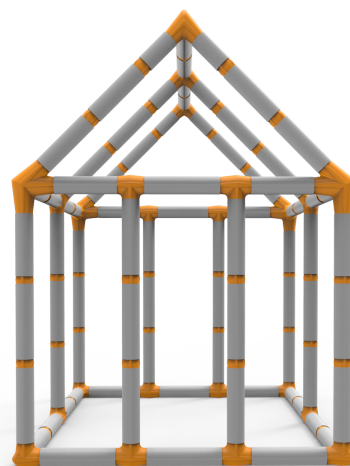


ROLE PLAY

House

Car

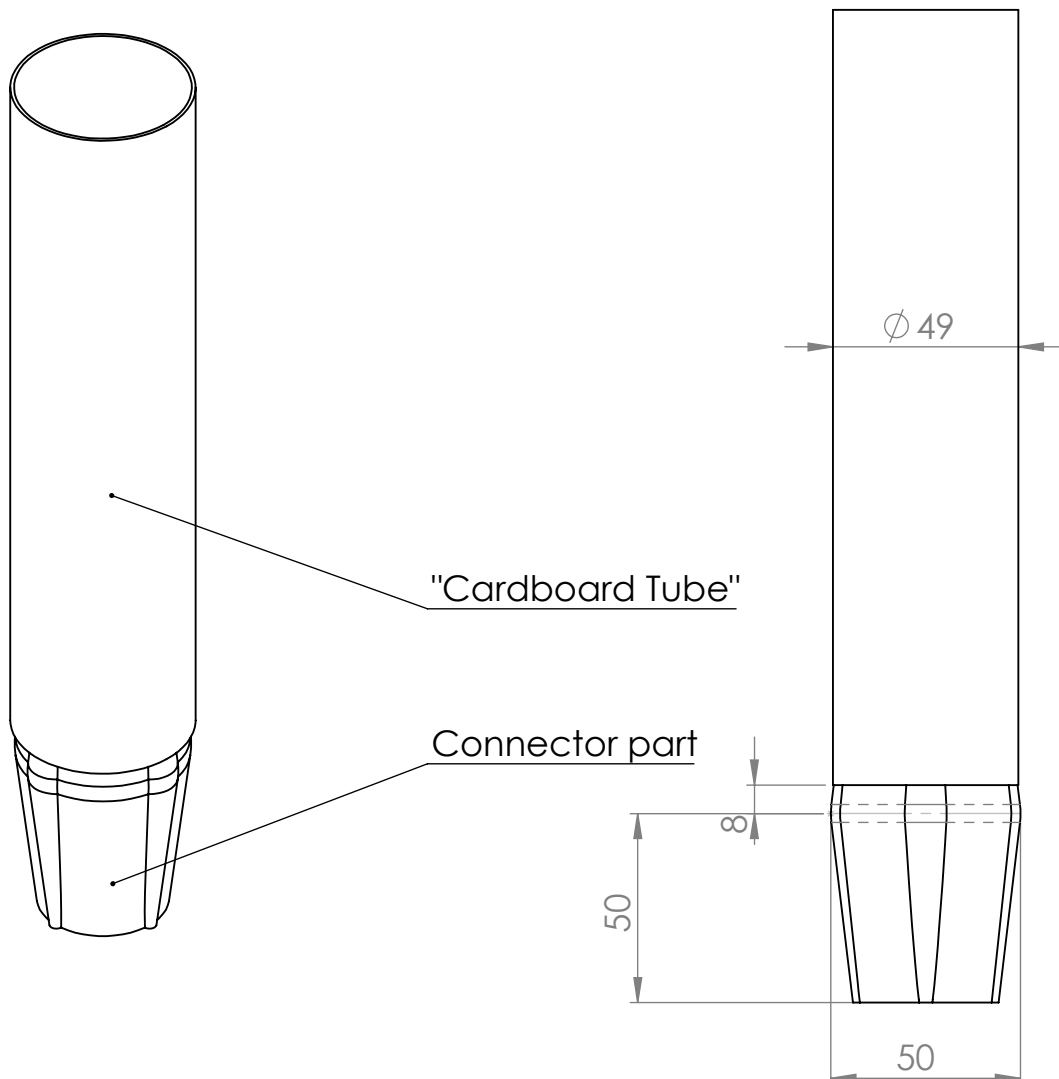
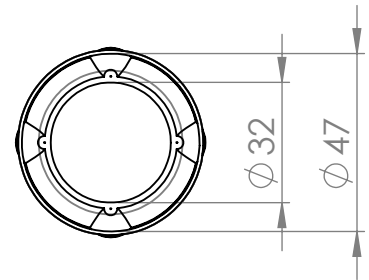
Aeroplane

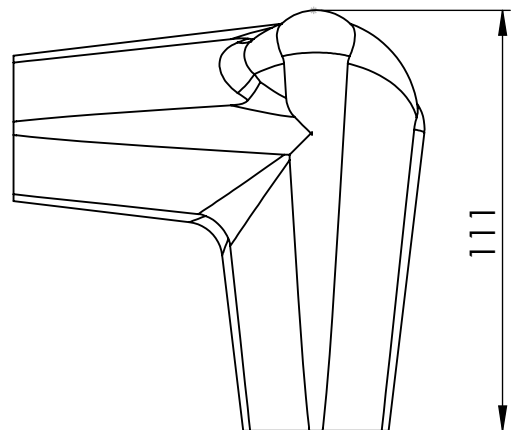
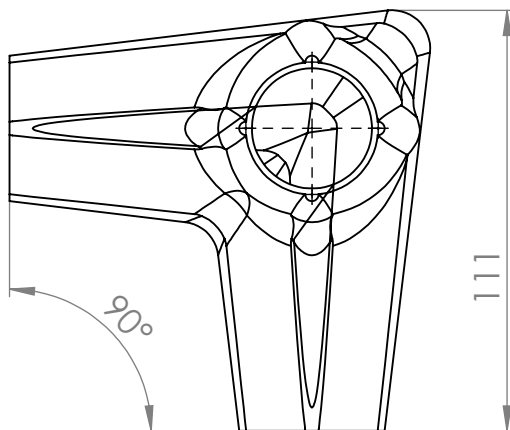
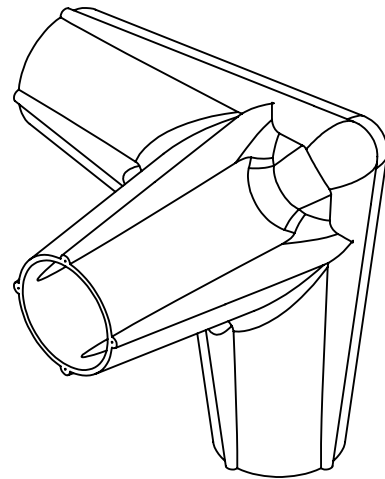
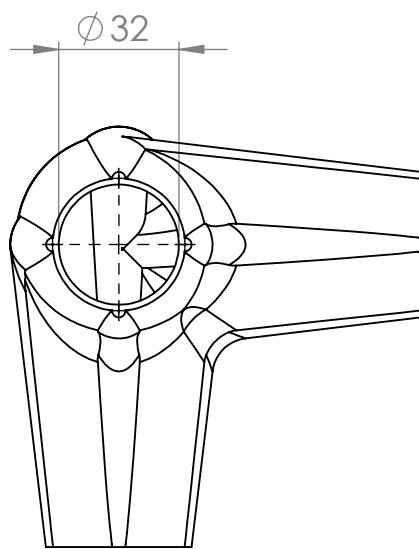


TECHNICAL DESCRIPTION

Parts are rotational moulded in PEH to ensure chemical and deformational stability, non toxicity and a reasonable manufacturing cost for parts.

Tolerances do not have to be small, since the fits are only between tubes and parts - surface is defined visually, and should have grooves perpendicular to the tube directions, in order to hold the tubes, but tolerances in surface roughness are also not vital. To keep production costs low, they are therefore set at DS/ISO 2768-1 Class C. This ensures the necessary amount of form tolerances are kept.





Parts are similar in main measurements, but angles and number of pegs determine function in the construction sets. Parts with 90 degree angles such as the shown Bottom corner/End ridge ensure rotational freedom and therefore versatility of constructions.

The draft angle combined with the wings ensure tubes are held in place regardless of their diameter, which varies approximately 5 mm.

PERSPECTIVES OF IMPLEMENTATION

A minimum set size for a house requires 65 parts of 6 types, and 68 tubes. Furthermore 90 degree angle parts should be included as well as extra connectors, T parts, ridges and Top beam to roof parts. This set would ensure a good amount of house building options. The 90 degree angle parts allows rotational freedom around the axes, which allows for other types of constructions and even opening/moving parts of a figure or assembly.

Future sets should include

Working together with either Dantoy, Danish producer of rotational moulded, certified sustainable toys would ensure product development and manufacturing experience, and distributing via Maki A/S Samla would benefit from a network and sales/marketing knowledge which is aligned with the values unfolded in the product - still maintaining a focus on the important aspects setting the concept apart from market alternatives: A construction toy to aid children in their personal creativity utilising and appropriating, experimenting and equally fun for both genders and tapping directly into their existing play patterns, -artefacts and -environments. This is unique for the concept, and what poses a business opportunity. To deliver the desired values on both levels - the parent gets a relatively cheap set of parts, which have many functions, are durable, and offer a wholesome developing play activity. The child gets the thrill: I can make this! The future aspect of offering an online opportunity to share exciting ideas and cool builds they did to inspire - new sets, making it possible to open doors, build cars and vehicles, sustainability/new technology or steampunk/cool “old world” industrial constructions, and the development of the figure/animal/robot/humanoid solo play concept will expand opportunities. But first and foremost, let's start building.

APPENDIX

SAMLA

- TAKE PART

MSc04 ID 2017
Belinda Nors

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BITTE BÆK VISIT 1

Activity:

Visit 1 to Bitte Bæk Waldorf Kindergarten

Objective: Testing story and investigating favourite toys with children 5-6 years old

Method:

Testing a possible story: Reading part of a story (Larsen, 1985) describing Nordic folklore figures in a way BN finds engaging and descriptive of their balanced, mysterious nature and looks. The children were given paper and coloured pencils and drawing while BN read aloud. This to investigate and interpret their focus in the story, what triggers their imagination, and how they process it. Observing their behaviour during the reading should determine their level of engagement in the story – if they find it interesting or not.

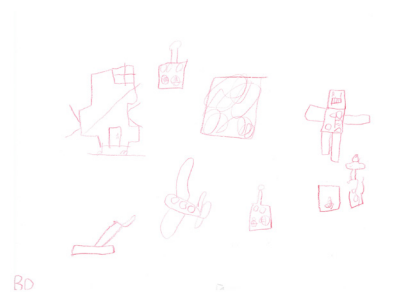
Data

The children were very engaged in participating in general. They were well behaved, let each other take turns speaking, asked for permission to go to the bathroom, and expressed general excitement and interest. They seem to be bright, kind children. Very eager to speak to BN, also of anything besides the tasks.

Testing a possible story: The children were listening intensely and drawing, while the story was read. It was initially clear, though, that they already had ideas about what they wanted to draw when given the paper and pencils. The results clearly displayed this: They did not draw anything from the story, except Esther, who drew a tree, claiming she had forgotten how to draw leaves! And the fish girl/fishing girl – Åmanden, or the “Brook Man”. Ditlev and Erwin drew “What I had in the brain.” Abstract, strong drawings in intense colour. Frederikke drew a fan, because it was new to her to do so. Elinor’s drawing shows figures and elements from something she watched on her iPad. Her favourite is the girl, because she can fly. Her aeroglider is there too (that is a big word for a Danish 6 year old).

Favourite toys: The children were asked to find their favourite toy in the Kindergarten, bring it, and elaborate on why, how they play with it, with whom, and which functions are important.

Both methods were inspired by methods developed by The Children’s council, “The story” and “Walk and talk interviews” respectively (Børnerådet, 2016), using the benefits of visual and tactile memory triggers in explaining.



BO



Ditlev



ELINOR



ERWIN



ESTHER



Favourite toys:

Elinor: BN “Why did you choose this?” “Her dress is pretty!”

(In Danish literally “Father, mother, and children.”) She is the grandmother – Frederikke interrupts, that she thinks it is a great-grandmother. Hair is grey, dress traditional, and probably she looks older than the children’s grandmothers. She is a symbol. Her legs bend, so she can sit. Her size is good. Elinor plays with her in the doll house sometimes. Where she is intended to be. She plays alone, but also with Esther or Frederikke. Meaning with one female friend. “It is just so much fun!”



Esther: A purse. She plays house with it, where she is the mother or older sister. She puts (play) fruit in it, that she eats at school, or works with. Esther plays with almost everybody (this claim is supported by the leader, and the other children). The boys play house too. They are the father, or older brother. “Yesterday I thought of... I could also be the baby. So I was the baby.” They play at the kitchen (in later picture).



Erwin chose a piece of the ball run! He really likes the ball run! (It is to be built using blocks). He explains, that the piece is made of wood, and a hole has been drilled through it (shows with gestures). That is very good, because then it cannot break. Sometimes you or other children push over the ball run. But not so often. They take good care not to.



Frederikke’s favourite toy is a balancing disc. It is good with the rubber surface, because if you are not wearing slippers, you may slip without it. She shows the concentric grooves in the rubber. She demonstrates on BN’s request: She can stand, stand on her toes and one leg turning around, shake her entire body while keeping balance. She later also sits on it, and uses it as a steering wheel. Elinor adds that you can make it billow.



Ditlev: A wooden knife. "I use it to play house. I play with Erwin and Esther. I cut out fruit with it." He likes to help in the kitchen at home, helping his father cook pizza or meatballs in curry sauce. Those are his favourites. (Esther interrupts, that rye bread is. He agrees. Rye bread is his favourite too. And meatballs in curry sauce. And pizza.) The leader mentions he used the knife for something else. Ditlev remembers: he attached it to a string and swung it around (demonstrates), and threw it holding onto the string. But then you must be careful, so that it does not break in two (Or hurts someone, the leader adds.)



Bo: His favourite are FAIRY TALES. A basket with figures. A king, a strong man, knights – the flower knight (He makes the two knights kiss). The good thing about them is, that you can decide yourself where they go (the figures). They cannot stand. His favourite is the horse. It has closed eyes (caresses the wooden gorse stroking his hand around the shapes), so it cannot see where it is going. He shows every figure individually, also the knitted animals, obviously fascinated with each one. Bo plays with everyone. One at a time, or more.



Conclusion

BN should have phrased the drawing assignment differently: "You must draw something from the book" making sure to have their attention, and before presenting them with paper and pencils. The drawings were not very useful, but rather presented aspects of their minds in general. They were very focused during the exercise.

Favourite toys were very different. This information will be compared to other observations in toys in order to form any conclusions. Clearly they like role play, and physical quality of the objects matter.

BITTE BÆK VISIT 2

Bitte Bæk Visit 2 15/03/17. Written 20/03/17

Show me the most annoying toy.



Elinor: Pink and purple knitted purse. It is so difficult to close now, because the button is broken on one side.



Bo: Sandbox. The sand falls off. Then I have to clean it up. (It happens as he speaks. Lilo reacts promptly. He also spilled something on the stairs, which Lilo rushes to clean up. Frederikke interrupts, she makes fairy tales with it. She makes magic things appear. The box has shells in it, which he manipulates, and he lets his hands run through the sand as he speaks. The context is the problem. They all like playing with sand outdoors.



Frederikke:

A spinning top. It does not work. Also other children step on them, and they fall over. Some of the other children enjoy playing with them, they state. She liked to play with the tops for a while. But not any longer. So she has changing preferences.



Esther: A wooden clamp. She cannot really use it. It is not easy to see which way it is going when you turn (the handle is very small, the thread is narrow, so it turns slowly. Also, she may not really know what to use it for). Erwin interferes, he knows how. He explains, that he looks at the upper part of the thread.



Erwin: A pink cape. It is too thin, it has little holes in it. It does not fit well, the ribbons are too long. "I do not use it very often." You can flay that you can fly with it. The colour is g... – I do not draw with that very often." (It is pink). "It is not really my preferred colour." (Very well formulated).



Ditlev: A doll. Soft, quite big. He plays with it the entire time he is not speaking. He does not like it, because his little sister plays with them (dolls). She wants to play with dolls only. "Then I say no. She says yes. I say no. She says yes..." He is making the doll stand on its head, clowning. He plays with dolls in the Kindergarten with his friends. Lilo states, he likes to play with his sister, too, sometimes.

What do you play?

House

Elinor: the figures from her drawing last.

Hideout – indoors

With airplanes, that you hold in your hand, and you walk. (Plays this alone at home).

Baker-play (outdoors, has to do with the song (Der bor en bager), social)

Tag

Hide and seek

Singing game

Ninjago – you play yourself. Not with LEGOs, you pretend to be a ninja.

Ball run

Fantasy game (All are very excited about this, currently) You can be ANYTHING YOU WANT. Be a living book, etc. Also things that do not exist in real life – also TV. (Which is apparently part of the real world).

At home, you have other things?

LEGO – all. (Elsa's castle, Friends, etc.)

Puzzles

Books

Kitchen

An easel with a board to draw on

A box full of dolls and teddy bears – Disney Princesses, Barbie, Doc McStuffins

Dress up, tiara, Disney Princess dresses

Playmobil (castle, masked ball, birthday party)

Barbie car (only indoor, it has rubber wheels – functional problem)

Train tracks – IMPORTANT

Helicopter with remote control. It flies down the stairs. It is not difficult – I practiced.

Car with remote with a wire. No battery. Can drive on the grass.

Cars “for the hand” – matchbox

Garage

Buzz Lightyear (broken helmet, but can be played with)

Ball run – different from the Waldorf one. It is painted, different pieces, colour markers. You can play you are the strongest man in the world, who saves the ball!

The 2 versions of one doll

Soft

“You can do it yourself” bend limbs

“It lays down when you let go”

Hard

Bend the legs, sit, bend arms

It is MINE – so I like it better

The boys volunteer suggestions, when Esther forgets which Disney princess has the red dress. They all know the same stories. They know them from each other – “folk tales”.

Do you have an Ipad/tablet at home?

All do. Their own, mainly. One shares with her younger sister. Bo uses his mother's, and Ditlev's is too old. He borrows his father's phone to play games on.

Older brother, 9 years old, has own phone and tablet.

They choose what to play/watch. That is their perception.

They play Ramasjang games, use YouTube, Princess game - Rapunzel unlocked, 4 listen to music. Take photos.

2 have tried something being too scary. Ditlev got used to it, Elinor found something silly in the same story instead.

The children have the same technology as other children. They use it, decide themselves, and use different functions.

BITTE BÆK VISIT 3

Written: 05/04/17

Objective: Trying out toys and observing the playground.

Initial investigation of gender neutral toys framed as being “girl” or “boy” toys. Does it impact the ability to play with it for girls or boys respectively? How?

Do the children perceive certain colours as being girl/boy colours?

The playground is called “The garden”, and observations of free play outdoors will add to understanding what interests them, as well as their physical abilities, strength and motor skills.

Method:

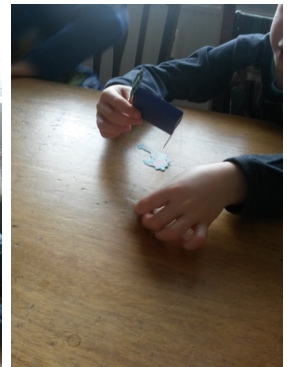
PLAY

The children are divided in 2 groups, 2 girls and 2 boys respectively. Each group is given toys with the remark, that BN borrowed it from a child of the opposite gender. Their subsequent play is observed. Specifically enthusiasm and creativity in the play situation, here numbers of manipulations and ideas.

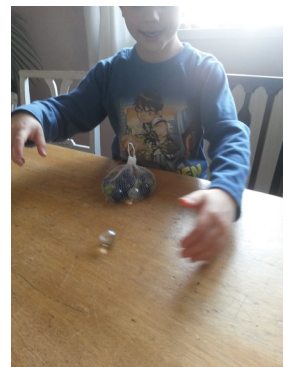
Toys are chosen to be traditional gendered toys – marbles, wind up trains, and one not gendered, but leaning toward girls, a cardboard box with animal figures, which can be placed in slots in the box.



The girls play with trains enthusiastically, with laughter and intense joy over the speed of them. The turquoise one is a police car, the red a fire engine. They compete and find it difficult to take turns. They run into the things on the table, clearly enjoying themselves.



The boys investigate the box with animals. Bo finds it boring. It cannot really be used, he claims, eyeing the fast trains instead. Ditlev immerses in the investigation wholeheartedly. Bo puts an animal in the end of the lower box, and concludes his play with it, insisting it does not interest him. The box can be a top, rattle, a zoo, and the animals can stand up, the boys decide. Several times BN and the pedagogue encourages investigating what it can be used for.



Bo was given the marbles to keep him occupied while the other's finished playing with the given items. He knows those. One is see through, he exclaims happily. They are good for playing hockey, he determines, shooting one from hand to hand with finesse. He plays hockey in his spare time.



The boys take over the trains, moving to the floor on encouragement. They make a series of play, racing, driving to each other, the trains are really aeroplanes! They play together very well, encouraging each other during the play.



The girls play with the box and the marbles. Esther, still excited, lets the marbles run wild across the table, spreading them. They can be basket balls, she says. Elinor is very careful and focused opening the box, and quickly discovers the slots. She places the animals and makes tableaux. The cat is cute, she determines.



None of the children pay any attention to BN's attempt to frame toys. They engage with them directly, as they did with the drawing materials on the first visit. Functions like the drag back-trains, which drives are a big hit. The focus and intensity of playing with the box, which is a motor skills exercise for them as well, is a different type of intense and enjoyable play. All toys are treated with enthusiasm and imagination. The entire situation is intense and interesting for the children - the stranger in the Kindergarten, playing with new toys, anticipation of what we will be doing today.

GENDERED COLOURS

A set of coloured pens are presented to the children individually with the instruction to choose favourite colours.

Ditlev	Light blue, dark blue.
Bo	Light green, dark green
Esther	Pink, purple, light blue - and secondly red and dark blue.
Elinor	Pink, purple, yellow, red - and secondly light blue and dark blue.

When asked by BN if any colours are for girls/boys, Elinor is the only one stating the pink and reds may not be for boys so much. Because her older brother does not like those.

BN: "Some say, there are girl or boy colours?" Ditlev looks BN in the eye: "I REALLY don't think that is so." They choose more or less according to established gendered colour, but clearly not consciously.

Observations in the playground, both looking at available “toys”, the spirit of the place, and the physical ability and interests of the children in play.



Clearly, different types of toys provide interesting opportunities for very different play. Preferences seem to be individual more than gender specific. The framing must be much clearer and presented before the toys!

BITTE BÆK VISIT 4

Activity: Test 1 Bitte Bæk visit 4 30/03/17 written
26/04/17

Objective: Testing two main directions possible: the emotional representation concept, or the build structures from toilet rolls-concept.

Method

1 if the children can physically handle the inner cardboard tubes from toilet rolls, what they might do with those.

2 which representation of an emotion (anger) they relate to, if there is a pattern, and talk to them about emotions to test where they are in understanding those.

Data

The children are immediately excited about the toilet rolls, and ideas spring freely. They are slightly different in size, and become

A rolling pin

A tool to smash things with

Binoculars of 3 kinds (pirate-telescopic/single/bifocal)

A sword/sabre

A skeleton

A ball run

A man

My father

Myself

A mother

A girl

A DIY figure known by the children from Kindergarten

Structures with rolls placed lying down and standing up in different formations.

Drawing on them made them figures immediately.

They asked, if they were allowed to do so.

Taking great care, they made

My father

A figure with eyes all the way around, so it looks in all directions simultaneously

Myself

A stone with runes written on it (described: "drawings on stone from old times" Lilo explained.)

Frederikke (looking at me very intensely): "You will put hair on it when you come home?" She made an intricate drawing in colour of herself/a girl on hers. "Because it is not closed in the top! I drew hair on it." Clearly, it had to be finished properly.

We talked about emotions.

BN "What do you do, if you become upset (sad)? At home? In kindergarten? What makes you upset? How does it feel? What helps?"

Esther: "I hide."

Waits until she is happy again, changes the play, or goes to play with someone else (than the ones who made her upset). "I get upset if they say something that is not nice."

Frederikke: "I go behind a tree. Or Elinor asks what is wrong, and I tell her. I play something fun."

"If I am happy, I make the play even more fun."

She tells her father, because her mother is travelling right now.

If I am sad at home, I go to pet the rabbits.

Sometimes they scratch me, but they do not know.

Bo: Older brother strikes him, mother comforts. In Bitte Bæk he tells an adult. "I don't want that!"

Elinor: Tries to think of something to play. Hides behind a tree. Snuggles with an adult.

Erwin: "Sometimes my little sister pushes my throat so hard it feels like I am choking. That makes me upset. I walk away, because she does not know that it hurts, she is so small."

If my father says I have to wash, and I don't want to – we fight. Then I become upset.

Ditlev: "I go to my room and lock the door. I have a key that fits. I slam the door."

He tells an adult in Kindergarten.

They prefer different expressions of anger. Very surprising, they most happy face is the one, that looks happy if you turn it upside down!

They react emotionally looking at the angry and sad faces, then proceeds to help by drawing emotions. Everyone previously made a drawing of the emotions angry, sad, happy, and their own present state (all happy).

Lilo recommends going with the building concept, since she finds the children are too young to reflect on emotions a lot. They are just starting that phase. This may be a good time to influence. Elinor expresses a sense of wonder and interest in understanding why it helps to go and hide when upset?

Conclusion

Reactions to being upset clearly depend on individual temper.

The children hide, slam doors or tells someone, preferably an adult, if they are upset. It helps ease the feeling in the stomach.

They reflect on emotions, empathy, and the possible motives of others – encouraged by Lilo.

Several children describe having their feelings hurt by younger children or even pets, and that they do not understand what they do. Their being young and

therefore having no motives to hurt them makes it easier, but it feels bad nevertheless. They go to be alone, to be with their pets, to process and heal the experience. They try to change their mood by changing the situation – the play, or the playmates. Going into nature is a coping strategy – being behind a tree or with animals. Concrete situations are easy to remember and relate to. They tell adults in order to make them punish those, who made them upset. That also makes them feel better.

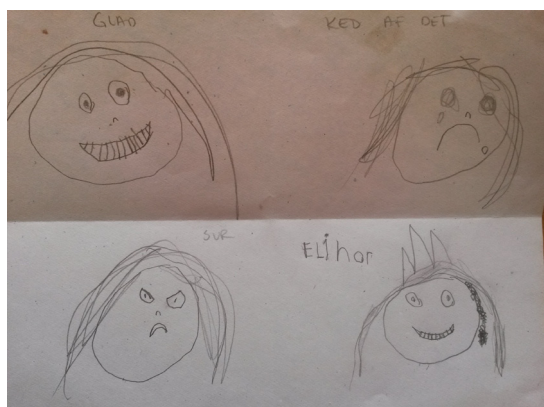
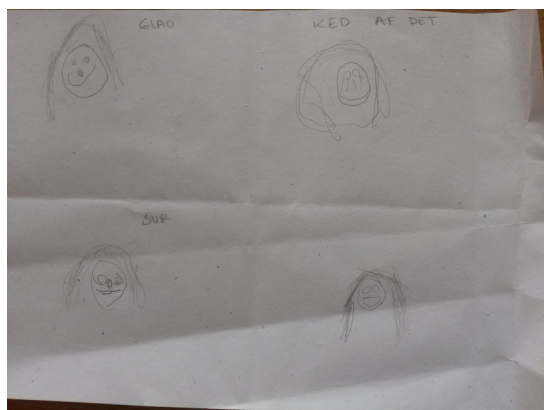
Reflection

The children need help to overcome strong emotions, and rely largely on adults. Several coping strategies were identified.

Relevant bibliography:

”Indeni mig – og i andre” borrowed from Bitte Bæk. It is used in talks about emotions in the Kindergarten.

Lilo explains, that they talked about emotions, made drawings of being happy, sad, and angry, and how they felt then.



Emotions drawn by the children.



Different ideas on what to build with tubes.



The tubes become broken in different ways, and even starting out look destroyed.



The children quickly turned the first set of tubes introduced to them into figures using colours. They became a creature with eyes to all sides, myself, a stone with runes, a girl, and one “my father”, not present here.

TESTING BITTEBÆK AND EGEMARKSVEJ

Test Børnehaven Egemarksvej, Svenstrup:

A horrible experience! The pedagogues are very pressured, unfriendly, and too busy to help/attend/engage at all. The children are loud, used to not follow instructions, and are told off in advance. Then BN is left with 4 children in the basement.

Karla 5 (almost 6)

Mads 6

Alberte 6

Julie 5

The children sit down separately facing BN. They start attaching tubes to a part each, individually. After approx. 10 minutes of play they start to interact, helping each other construct larger items. Some ideas are the same: binoculars, guns (pistols). No difference in gender is observed. Inserting objects into a “binocular” tube to investigate views.

Mads is collecting tubes at home to build a boat. His older sister is helping him – she is 6 or 7 or 8... He is going to tape it together. He already built one out of bottles for the bathtub, that floats.

He is very precise in connecting the parts, the tubes, and the two together. Clearly the connection is important.

Again, the process is important. The mock up foam parts are not good enough.

It is also fun when everything falls over.

Inspiration and/or instructions are necessary.

“It looks just like a factory! Or a drain pipe.

One girl mentions LEGO Friends – it is her favourite toy. All have LEGOs at home.



Initial exploration of the possibilities. Enthusiasm in testing the different parts. The children attach tubes to individual parts to try the system out.



Gradually even individual constructions become more elaborate and adventurous.



Securely making the construction stand.



Collaborating makes for more interesting construction.



Test 2: Bitte Bæk

Frederikke, Erwin, Ditlev – Tina (pedagogue)

TEST questions:

What happens, when they are just given the parts and tubes? Which and how many ideas come up?

Enthusiasm? Intuitive interaction?

Do the genders want to build different things?

Build a house together, that you can be inside of (Appropriate size, collaboration, enthusiasm for the idea, observing problems during the construction)

Which add ons would be relevant – any specific stories/wishes?

Wow effect – proof of concept. Is it cool?

Which size must a house be?

What do they want to build?

What works and does not work concerning the part?

Which kind of instructions do they understand? (interview)

Insights:

The parts inspire the children. If they just play with the parts and tubes, they do not connect them using the foam connectors, but play with separate elements. They are imaginative as to what can come out of attaching tubes to the ends of the parts – from moustache, vampire teeth, rabbit ears, over a propeller, lots of ideas for the oversize imaginative dollhouse, to weapons of different kinds. Things are inserted in a tube they look through to investigate the views that creates.

The colour is intense, and that seems to be interesting.

The tubes could be connected side by side.

“It looks like something from a car!” Ditlev, about the yellow part.

The upper tube on the 4 fold part is a chimney.

The children are inspired and fixate on the parts.

They insert foam slices into the tubes made to be binoculars to investigate the views that cause.

The children become intensely excited when they see the sheer amount of tubes.

Girls and boys build differently when not instructed or inspired, because they are exposed to different things. They clearly exhibit the influence of the world, that will not change. The girl has ideas for the dollhouse, the boys talk about Ninjago and weapons.

Height of children: 120 cm/115cm/127cm

The end wall of a house is made in a size, which fits the child. 130cm is appropriate as height.

The children fall completely silent introduced to the idea of building a house so big that they can be inside of. Their eyes widen, mouths open. They never thought of that. That would be awesome.

The children build LEGOs at home. Clearly they are interested in the stories, which are adventures/magic or a birthday party/mask ball/ice cream truck.

Instructions: They build with their fathers. The child reads the instructions. Red arrows, one brick is already placed to guide. A small number signifies the number of the shown kind of brick needed. If you need to do something special, than a hand shows it. They count the protrusions – in other words they read and follow building instructions from normal LEGO sets, which are quite advanced.

Fathers are involved building LEGO – not mothers.

Mothers help girls: Ditlev's little sister 3,5 years) always builds with her mother, also normal LEGO sets.

Erwin:” My mother put ONE brick in!” Frederikke has LEGOs at both her parent's – but mainly with father.

Construction:

It is a problem if different amounts of tubes are connected – one kitchen towel, and two toilet rolls in one side, a different combination in the other side. Then the construction will not fit.

It is annoying if you have to hold things together during construction!

Insights:

Some parts represent restrictions/authority, and some can be appropriated, broken, or replaced. Fixed/free, DOF determined by the system. The parts inspire.

Be careful of aesthetics! Avoid the cheap, colourful hard plastic look – It is not a fad product!

Add ons would be good, providing inspiration and possible storylines.

height inside a house seems to be ok.

The building process is important – the construction must stand well during the build, being able to align and properly fit parts and tubes together is crucial.

The product is inspiring, engaging, and equally accessible and fun for both genders. Proof of concept is achieved.

They build with parents – mainly their fathers, which may influence the gender bias towards construction toys?

Sharing cool builds would be inspiring.



Common insights:

The part has industrial aesthetic references, inspire sculptural builds in itself, and inspiration and collaboration is needed, and key.

The part must fit the tubes clearly.

Instructions must be visible, well made using arrows, pictures, numbers etc. The children use and understand quite advanced instructions.

Height is approx. 130cm of a child of 5. (To be on the safe side. 130cm)

BØRNEHAVEN EGEMARKSVEJ INITIAL VISIT

Børnehaven Egemarksvej, Svenstrup – initial visit following up on mail communication. 20/03/17
Meeting with Malene Lürzer Pedersen, pædagogisk leder.

They would like to participate. Timeframe was set to next week through April. Hand in 18/05/17. 3 visits were mentioned for testing and possibly interviews.

BN will write a short letter in easily understandable, positive terms about the education, myself, and the project for the relevant parents, being parents of the oldest children, 3 girls, 4 boys. This group is very unruly together, and not functioning well together. It may require disciplining, so the results are difficult to obtain. BN will decide before writing, which children should participate. Malene suggests only the girls, or 2 girls and 2 boys. It is important to be careful towards the parents and be able to explain why certain children were chosen. Pairs are good. 4 children is a size group BN can handle. A pedagogue may partake at least the first time, and a suitable room can be found, away from the other children. They can sit on the floor? The letter must contain "Give permission for the child (name) to participate in the tests (signature). They may have the results (the project or the relevant pages).

BN will send dates to Malene for confirmation. Fridays.

Malene speaks of "the boys" and "the girls" explicitly, stating that "Hen" is not useful, because "there is much difference between our 2 genders." This may be changed by changing the language and cultural context around it in childhood, which is overlooked here.

She is from "Vuggestue" context, where she experienced many "soft boys" needing a cuddle from the adults, and escaping because everything was overwhelming. "The girls are more tough. You would think it was different". This is still the case with the Kindergarten children.

The boys play with LEGO Technic, building a lot. The girls sit and talk. They may climb up in the playground and sit there having a conversation. They use language a lot.

"We must be aware not to condition the children, such as "You girls can play with the dolls, the boys can play with the castle". Everyone is allowed to play with the dolls. Everyone can play with the castle." She focuses on "allowing" – perhaps unaware of the social conventions preventing gender role transitions. It is not a question of allowing it, if it is socially unacceptable. She conditions constantly through the dividing language.

Observations are that the kindergarten is standard. Very different from Bitte Bæk. This is good for diversity. Behaviour of the children is different. More unruly, noisy, play away from common spaces, slamming doors shut. "Educational" Dirty, boring kitchen, and surroundings in general. White. A lot less careful about environment, much more fitted to a standard model. Parents are met with a screen, a bulletin board stating which diseases are currently in the kindergarten (skarlagensfeber, øjenbetændelse, lussingesyg), and through a poster reminded to register summer holiday electronically NOW. No space for visitor's coats. A pedagogue points to the correct door when asked. Posters in the staff bathroom lists "Value based" responses to common problems, such as swearing, running in the halls, striking other children, etc. Not acknowledging at all, which is obviously the intention. Standardised answers or methods of telling a child off with the value intended clearly marked next to each possibility. This may inhibit actually meaning it.

The children work with emotions through colouring standard drawings of a body and faces on sticks. The results are displayed in glass cupboards.

LEAD USER INTERVIEW PETER

Worksheet no. 21

Date of activity: 21/02/17

Responsible: BN

Written: 21/02/17-11/03/17

Activity: Interview with lead user Peter Clement Lund

Objective: Assessing buying behaviour of lead users and make clear the interests and toy types of their children.

Method: Semi structured interview and observations of play. The notes are more or less quotes as written out from notes from the interview as soon as possible afterwards. Statements have been categorised to make it clear to the reader.

Data

Peter is 30 years old, sociology master student and rock guitarist.

His wife Helle is 37, textile craftsperson and pedagogue.

3 children, Urd 4 ½ years old, Vile 1 ½, Trym newborn.

MEDIA ACCESS

The children do not know it is possible to play games on a phone. Urd watches photos on request on it. She plays on grandmother's iPad.

The nieces and nephews were present at a recent family gathering, the adults were playing a boardgame together, the children were upstairs playing on their individual tablets. He never saw them. "It is so easy for the parents. They get to do whatever they want in the middle of the day. Maybe, when you have children, it is to spend some time with them?"

People do not understand their choice of no technology for the children. "Well, I was not introduced to computers before I was maybe 13... and it turned out fine." Not worried they will never learn.

Watching TV is a family activity. We have a steady ritual of watching together Friday before dinner with candy. Then we make an event out of it. It is an active choice to watch.

If one is home alone with the children it is also OK to put a cartoon on, we just try to be conscious that it is pacifying them. Everything is "served" to them.

The children do not have free access to cartoons or shows. Urd now has preferences within the options she knows. She suggests.

We have aesthetic criteria. It is difficult to avoid the computer animated, mass produced cartoons. Pixar is fine, but we prefer hand drawn. Or stop motion. Something that people have had their hands on. It is important that someone put time, skill, and effort into making it.

They like Disney, Cirkeline, Peddersen og Findus, Alfons Åberg. Ramasjang – the shows with people and children, Mysteriet, Onkel Reje, Rosa fra Rouladegade.

Urd always loved cartoons. Vile has to be pacified with a bowl of fruit in the sofa to watch, and as soon as it is empty, he is back on the floor playing. If there is music playing, he may come back and dance for a while. Then he is gone again.

They like to show them Pippi, Brave etc. Frozen is SO stereotypical – everything we try to avoid.

TOYS

"The general idea is natural materials – wood, textile, glass, metal."

Tactility is the key. He mentions the "natural" materials as being easier to produce (also on the environment) compared to plastics.

Things that are "real" are preferred.

IPads remove the connection to physical things. The children cannot put them in their mouth, feel it, draw on it etc.

The children go to a Waldorf Kindergarten. “We like the Steiner philosophy and pedagogic.” Everything is not given beforehand. The children imagine. It is neutral. Plastic toys are given. They already “do something”. It is the same with commercialised cartoons. We try to distance ourselves from that. We have wooden blocks, that are just blocks.

We try to avoid gender stereotyping. Both Urd and Vile have had a doll pram, tools, and dolls. Vile loves everything his sister does.

LEGO is the only plastic toys we have (Duplo).

MATERIALS

Health is not the top priority, tactility and ambiguity are. When their children have plastic or rubber items such as pacifiers, they choose natural rubber. They want to minimize intake of phthalates and endocrine disruptors. Wooden toys should have natural paint – non toxic. “It is easy with retailers that already take care of this.”

PRESENTS

At birthday parties with the Kindergarten we specified in the invitation, that she wanted homemade things. People really made an effort. She got gems from Spain, drawings etc.

“With the family we make a specific list of what to get her. If she gets anything else, we take it back. We provide links, or simply write anything from “this” webpage.” This year Urd pointed and we wrote down from the favourite webpages (just like the BR catalogue, BN)

Giving presents to cousins, they get what they wish for. If that is allowed by your parents, and you want that, you get it. We have no intention of changing others. For friends, we evaluate – they have the same values, and we know what they might like.

For the Kindergarten Urd decides, and she and her mother makes what present she decided. Needle felting a doll, making an animal or vegetable, draw something or Helle sews something.

Urd's day

When she starts school she is old enough to have spare time activities. There is not enough energy now. And the more children, the more activities will come. She wants to try gymnastics, or horse riding, or scouts, where her uncle is a leader, and she loves making fires and being in the woods. Peter would like her to get into music. Luckily, the school she will be attending has a lot.

She goes to Kindergarten from 9 am. To 2 or 3pm. We take days off because we can.

She has playdates when we can cope with it, mainly with her best friends, a boy and a girl from Kindergarten.

STORES

Online. That is where it is. They have physical stores in Aarhus or Copenhagen.

We buy also from Trævarefabrikkernes udsalg or secondhand. In the beginning we googled to find good pages. Sometimes we order from a German page, it is cheaper, because much of the good stuff is produced in Germany.

COPING STRATEGIES

It is not difficult to say no. She learned, that no means no. “She is bombarded with that Frozen-crap. But slowly she is giving up. She knows, she never gets any.”

At her grandmother's she has a book with pink princess stickers in it. But they do not show her Frozen. They know the rules. But it is ok there is a difference.

The smaller the child the less routine, the older the child gets, we introduce stricter rules.

If Urd wants to dress up as Elsa, Helle sews her a costume so she can be a forest princess instead, that is completely fine.

Adults are playing tug of war. Urd was offered a vey pink jewelcase, Helle said NO, Peter said OK. Try it. She loved it for a week, then forgot about it. Let her live that aspect too.

Once Urd's aunt gave her a plastic baby doll with pink accessories for Christmas. She unwrapped it, and we took it away. There has been a period of adjustment within the family. There are many things we do not agree on.

We try to keep control. Technology they will be exposed to at school, that's fine. There are limits to choice of clothes. Urd is given options – she often chooses a dress.

GENDER

Urd watches her mother put on a dress, or her grandmother putting on makeup. She is also exposed to those aspects. We have succeeded that she is not only into that. She is not really a gender, just a child. Climbing trees, mocking about. She can do it all. She does not own pink clothing. Her favourite colour is pink – but she calls it purple.

Conclusion:

KEYS and Insights:

Physical and online stores already complying with their views on materials, values, and non toxicity

<http://www.askeladen.dk/>

<http://skovalfen.dk/om-skovalfen-solspejlet/>

<https://www.naturebaby.dk/shop/frontpage.html>

They choose from available alternative toys, ambiguous in gender, function, and possible storyline.

Or do DIY – which require skills and time from the parents.

Readiness to cause and solve conflicts in the extended family and with the children.

Only “natural” materials – wood, glass, textiles, fibres, metal.

Tactility is of key importance.

They refuse any gift not complying with the parent's values.

Vile was always more interested in playing with tools. Had a time of being fascinated with cars, but apparently grew out of that. He was never interested in cartoons though/because of it being introduced earlier in his life compared to his sister. Gender preferences or individual preferences are visible.

Vile plays anything his sister does – role models are important.

Family values are strong and important. Minimal gender stereotypes in upbringing. Parents give diverse options for expression, challenge, let the children be engaged in all family activities, engage in the children's lives.

Requirements and demands on parents are much higher in time, skills, level of engagement, planning, and most importantly conscious choice.

Very restrictive policy on media use for the children.

LEAD USER INTERVIEW RIKKE

Lead user interview Rikke, mother of Oliver 5 years old, Felix 1,5 years old. Written 20/03/17 From memory.

Partner Michael, step daughter 18 years old.

43 years old, physiotherapist.

Method: Semi structured phone interview following largely the same questions as "Lead user interview Peter."

She buys cheap plastic things "I get annoyed with myself, sometimes I think how did that end up in the basket?" The same when buying food.

They use a wish list.

She does not think much about gender stereotypical toys "Whatever he wants... then he gets that."

He has and likes swords, Rambo dress up for Fastelavn, guns, also NERF guns. LEGOs, both DUPLO and "small ones".

Playing ninja a lot using a rope hanging from the ceiling. Had a punch ball, but it broke. The rope is left from that.

Bobles was given on mother's initiative for the younger brother, but he uses them as much.

He is outside a lot in the summertime, trampoline, biking, cross (dirtbike).

He needs to get outside and run off some steam every day.

He had a rabbit, which died from stress. He got it from a friend, along with all the equipment. He went out to it too much.

She started thinking a bit about what is in the plastic things (toxins)? And it is annoying, that they always break.

The many guns worry her, but her brother played "war" a lot, and he turned out fine.

Unconscious behaviour, prefers to let the children decide. Coping strategies are mainly to prevent conflict.

Observations: Plays ipad (own) at the table while the family eats, at family parties, etc.

OBSERVATIONS OLIVER

Observations Oliver's toys – 5 years old. 15/03/17. Written 20/03/17

He plays outside a lot.

Toys: ATV, dirt bike, bike, 2 scooters, one makes sparks with the break. Tractor with carrier, has pedals and a rope for pulling. Plays with his uncle drawing the tractor.

Football drone! He had a drone, very difficult to manoeuvre, and easy to break.

This is well thought through. Wings collapse, it navigates through sensors so it moves upward when it gets close to the ground/furniture. It lights when surroundings are dark. The ball makes it fall with minimal risk of damage, because it draws the robust end to the ground, and the ball reaches further than the wings when they stop. It starts from the remote, one push button starts it, watching is as much fun, and the child feels “in control” by sending it up, collecting it when it falls, and trying to catch it.

It is new tech meets old types of play. It may ease the transition into “adult technologies” such as drones. This happened with types of cars in classic toy range.

Very difficult to break.

Also here it is observed, that the same toy is interesting or out of the question, depending on if it is younger sibling or an interesting friend/role model who plays with it.

Ipad is broken, so he plays on father's phone using headphones, and watches TV during family gathering also.

The family has a huge flat screen TV.

Netflix. Music. He chooses himself.



OBSERVATIONS AND INTERVIEWS THORA AND KLAUS

Worksheet no.

Date of activity: 11/03/17

Responsible: BN

Written: 12/03/17

Activity: Interview with Thora, 8 years old, and Klaus, her father

Objective: To determine the target agegroup by investigating the play, habits, and interests of 8 year olds

Method: Semi structured interviews

Data

THORA

What do you prefer to play? With beads (HAMA), drawing, or with teddy bears. If I have a lot of time.

With whom do you prefer to play? My girl friends, my neighbor, and the boy across the street. He is also from school. He is 7, going on 8.

PLAYMATES AND -TYPES

It is a lot of fun to play with children older than myself.

Do you play with your brother (5)? Yes. With his crane, teddy bears, or Shopkins. He does not want to play house.

Her cousins are younger, or older, but live far away. So she does not play with them. (Speaks of them a lot – very fascinated with babies and younger children. Very capable in helping, and clearly enjoys it.BN)

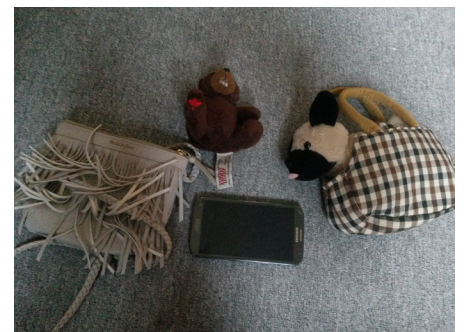
With girl friends at school she plays house. They settle the rules previous to the play. There has to be 1 mother, a few older sisters, and a baby. A father, if a boy wants to play, but sometimes he is absent.

They also play a game of running away when the boys come, mainly with specific boys. They are several who play (approx. 7-8) They also tease the boys. Mainly 2 boys. “We say something MEGA bad to them, and then they run after us... Such as, It looks as if G is wearing lipstick!” The boys do the same. (Game with rules+identity/gender).

With boy friends “it is very different. They want to play other things. Like cowboy. With my cousins (1 boy, 1 girl) and my brother we played cowboy. My female cousin was a cat, I was a princess cowboy, and the boys were regular cowboys. We used waterpistols, but with no water, because it was indoors.” She does not visit boys to play often.

I play alone in school, if my girl friends don't want to play with me. That happens a lot. It is mainly nice to play alone. And at home if Harald don't want to play.

FAVOURITE TOYS



A little teddy bear. It is her favourite because she got it when she was a baby, and it is so soft. Pocket size is nice. In general, she cherishes the stories about her toys, and take care of the objects. It is very cool that her mother can sew things, and a friend's mother has sewn a baby! (Doll).

Identity markers both signifying her gender, and her taste, as well as an interest in life as an adult.

WISHES

H&M sunglasses. Saving up for that. Her friends have them too, but do not bring them to school so often...

A pompom machine, like her friend has.

TOYS

Others play with LEGO, a friend has an Elsa castle that she built herself! Skills are cool.

Playing with LEGO is hard, she relaxes with the tablet afterwards. She builds according to manual, and sometimes plays with it afterwards, also sometimes putting related sets together, or sets from different series, e.g. Elves and Friends. Builds complex sets in collaboration with her brother, who shows clear pride in this. They build different parts and join them together during. Thora knows the stories made by LEGO surrounding the Elves environment. She explains you can hear them, some are only in English. Also there are pictures, e.g. in the manuals.

TRADEOFFS

Mother and father says things differently. "Mother says, we can't go to the swimming pool. Because we can't behave. But then we just go the next day." "Father says, we can't play Galaxy (tablet, BN) anymore, if we do not behave."

MEDIA

She plays "a lot" on her tablet, which she calls Galaxy. She likes Musical.ly making little videos and sharing with her friends (girls). It tells you what to do, such as to "go to the bathroom and make bubbles while filming. 3 times".

Netflix is popular. She watches alone and with her brother at home. She finds shows alone using the icons.

She shows the visiting baby a show "for babies", featuring animated baby animals to teach children words.

Thora likes the songs. The target group probably is her own age (BN).

Finding music videos on YouTube, her favourite being Marcus and Martinus, Swedish teenage twin boys singing pop songs in Swedish. She knows the lyrics by heart and sings along. They are also her brother's favourites. They have a poster in their room. She knows the videos also, her brother yells: "They are driving in a car now!!" Thora "I know." Later she runs to see, because they are singing to a real snake. She saw Lille Nørd (A science show) where they touched snakes, and they are supposedly warm!

She and her brother stops playing on own initiative. They partake in family activities willingly, and she enjoys to help out around the house.

"I do the dishes. I help my mother a real lot. I don't do the dishes anymore, because I get to clear the table now." Some chores are for when you can handle more responsibility.

She reads a lot. She shows a library bag with books she just borrowed, keeping them in the special bag.

Flunkerne, a book where you find different objects in elaborate drawn environments featuring the little aliens. This one is dinosaur themed.

Sigga, a horse book. She will start horse riding soon. But she is just interested. She wanted to read it herself, but it was too difficult.

De luxe dance, a pink girl book about teenage girls in a dance studio.

In general mixed, also gender stereotype wise.

KEYS

She prefers things a little "adult" – both helping out, and trying on items from the world she is entering.

Purse, phone,

There are many elements of toys in her play. LEGO, teddy bears, and playing with her younger brother.

Clearly identity play – testing out social norms, and reactions, plus grouping with other girls, and boys/girls.

She is an avid tech user. The tablet is used, but not only the tablet. She interacts with her brother and father, and guests, and partakes in family activities with pleasure.

She describes very gender specific, separate worlds.

Playing alone is perceived as a second option, but fine.

KLAUS, FATHER

Carpenter, own startup company, 36 years old, divorced

TOYS

No impuls-purchases. If they save up to buy something, or want it for a long time, we make an event of it. We go to buy that specific thing together. It is just about knowing your children. They are probably not “curling children”, they get told off. You just take them to ToysRus a few times and say NO. Then you watch the other parents with children, who cannot stand firm, and all the trouble they have. It has to make sense for me as a parent. And it teaches the children about needs and impulses. You just have to take up the battle, and after 14 days it is over. It is about them knowing themselves, that it is OK to be like this right now. To feel frustrated. We just have to acknowledge that. Then they learn to handle it.

“There is no tablet after dinner on weekdays. They have it for an hour after they come home from school, because they are exhausted. Then I let them finish watching what they started, and they have to put it away. Otherwise I would be annoying! It is also about the way you enforce it. Anything else would be unfair. In general, we care too much about the specific times. So what it is 5 minutes past 8?

On weekends it is not restricted. But I decide. Today we had a slow morning, they watched something, then we baked together, bathed, went outside and played in the yard. They made soap bubbles, after 5 minutes that was boring, so we found some chalk stones, and found out what you can do with them?”

At their mother's they watch after dinner too. He does not take it from them as a punishment. They just take it anyway?! It is better to have a bit of an ear on what they do, and then I decide, but with them. If I hear silence, they are probably getting into adult programmes, e.g. something too scary... they have the Kids account on Netflix. It was never a problem. (They have several TV options, all online based. They watch on the computer or tablets. They watch cartoons or children's films together – tonight The little Prince is on. They just found it on one of the services.

The children are not getting mobile phones yet. We can discuss again when they start third grade. There is a shift at school by then – out of the early part of school. Some children at school have phones now, mainly joint-custody children. But we chose not to. Thora has an old broken phone of her father's she plays with at home. It does not ring or SMS, but it is a good way for her to learn how it works, and how to handle it so it does not break. But, it also makes her more interested in getting one.

Musica.ly is like Snapchat, she communicated with her friend, it is like the early form of Facebook... I have to OK requests to watch her videos from others. It is possible to connect with strangers, so he keeps an eye on that.

Her brother is starting to use YouTube. “Dad, what do I write?” Klaus: “M...” then it suggests Mr, and Mr Bean is often searched for, so he finds it with little help.

KEYS

It is the future! It can do it all!

But it is important to be bored. “Out of boredom comes creativity. That is important to me, maybe in accordance to my field. A lot of parents may just come home from their dayjob and hang in front of the TV, being completely blank... the children watch and learn from that.”

“I have easy children. You just have to engage in the battle, then watch the fruits come falling down...” “Let them know who you are.”

INTERVIEW LIV AND ASTA

Worksheet no. 005 Date of activity: 05/02/17 Responsible: BN. Written: 06/02/17

Activity: Interview with Asta (AT) 6 ½ years, Vibe(VT) 5 years, and mother Liv(LT).

Objective: To get preliminary insight into the world of children of the relevant age group – with special focus on play.

Method: Semi structured interviews and observations of play and behaviour.

Data

Children:

Interview:

What are your favourite toys? What do you like to play? What do you wish for?

ATs big toy wish is Starlily (called Stjernelily or Stjernelilje)

<http://www.hasbro.com/en-us/product/furreal-friends-fantasy-collection-starlily-my-magical-unicorn-pet:6DBDC311-5056-9047-F5C2-FC5B94D3AEF5>

It moves, the horn lights up in different colours, it responds to movement and voice commands, and can be used with an App for Ipad etc. This was all emphasized as important with great enthusiasm.



Elsa Barbie (with a staff that lights up.) She described and acted out the pose in the picture specifically.

Fantasy: Wished for an eagle toy, that WITHOUT remote control would fly, and do as she commands, and could lift her, so she could fly.

VT wishes for 100 of these.

Favourite toys:

LEGO Friends and Elves

Sylvanian

My little pony

LEGO Belville with horses at school. Plays outdoors at school (this is mandatory twice daily, but she is excited about it).

AT and VT read stories (or are read to) each day before bed.

They both mention drawing as a favourite (while AT was drawing. The drawing showed a fluffy dog with elaborate fur, and a stylised dog from a cartoon. Much imagination and time went into the fantasy dog, whereas the cartoon dog exhibited rigid drawing style and emphasis on “doing it correctly”).

They also both play with stickers a lot. AT has a folded landscape with re-attachable princess stickers. VT has one with robots.

They have microphone, keyboard, and fancy clothes, but they are rarely used.

Observations:

They play together a lot. The younger sister imitates, seeks attention, where the older is often precocious and acts knowingly. Also active, physical play, outdoor as well as indoor reading, drawing, and crafting.

Parent:

LT, approx. 37, pedagogue.

Toys “come to life” whenever I clean out the closet! They are forgotten, if they cannot be seen. As soon as one takes an interest in something, the play evolves.

“We try to steer clear of “the pink ocean” and aim to be in the common world, e.g. With Sylvanian and LEGO Duplo. They are great. There are so much play in these toys! They don’t take up much space, and they are also great gifts!”

She generally emphasizes toys that are small, compact, and can be packed, moved and played with elsewhere (They have very limited living space).

She bought the girls the sticker-“books” with re-attachable stickers after much trouble finding some-thing like that. Clearly, she is not fond of giving them princesses and the like, but understands, that robots would not be their own first choice. She points out the good business in making only stickers, that stay on, and the annoyance of them being everywhere in the house. The children get frustrated, when “their current step in their development causes them to want to move one, because they are now aware, that this would fit better over there.” She mentions a shop with retro toys in Egholm as being great! They got magnetic dress up/ cutout dolls from there, which she likes. Oldfashioned, re-use, durable toys with many functions are desirable to her. The children wish for Petz and My littlest Petshop (eyes rolled at this). “There is a cartoon for this”. They are fascinated with toys, which can “do” something. “We tried to delay this development as long as possible”. (Pandora’s box).

“AT wished for a toy dog, that walked and talked since she could speak. She finally got one, that also makes fake poo. VT got a similar cat. AT played with hers, but she also wanted it for a very long time. VT did not use it much.”

The new big hit are knives.

“We got them woodcarving knives – they sit in front of the wood stove carving the kindling wood. We discussed, if they should have real daggers, but we got them short, rounded ones. VT cut herself once (VT interferes: “FOUR times!”) Well, once where you had to have a band aid, but nothing too danger-ous”.

Regarding everyday life, AT goes to school 8-14 every day, incl. playtime, physical activity of different kinds, and reading alone/with friends. VT goes to kindergarten in connection to the school.

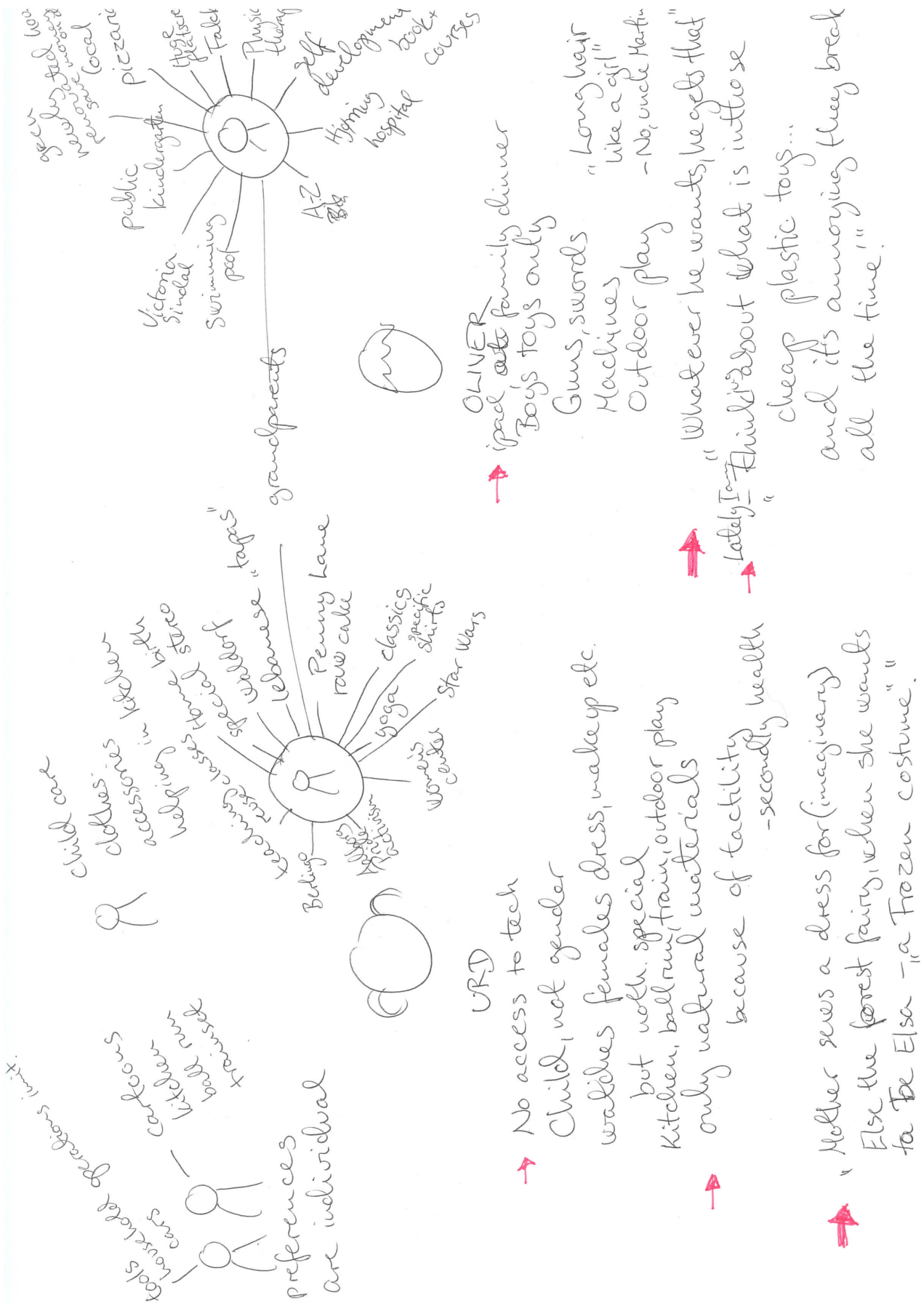
Conclusion

Some toys are wanted – but not played with much

Parents have a clear agenda regarding toys and play – but respect/accepts the wishes of the children (also when they find the ridiculous). They want toys to physically fit their life, to have long lasting play value, and to teach them skills.

“Metastory-toys” such as Frost and Petz are popular, mechanical toy animals also. But reading, drawing, and carving are popular activities. The children are polite, balanced, and manage to be both active and focused.

DIFFERENT UPBRINGING STYLES: URD AND OLIVER



OBSERVED CHILDREN

5 - 7



Work along
Be active - outdoor also
Shows skills
Interested in my clothes, jewelry
Very affectionate
Reserved personality
Imitation
Drawing



Strong language skills. Communicator.
Drawing. Very generous.
Reading. Rhymes, singing.
Shows off.
Courage.
Not so strong motor skills. Practices!
Pets (Fish) Only wooden toys. Painting



Strong
Wants to play also! Plushtoy
Glitter+sparkle!
Painting/drawing books
Stories (books)



Active. Strong motor skills. Trial and error.
Lower.



Very active
Extremely strong in motor skills!
Trampoline, climbing, running, taught himself to bike!
Poor language skills. Gives up. No interest.
Very loving toward younger children
Can be violent
A lot of iPad. While eating, in social contexts.
Must "run off steam"!



Very "grown up". Too old for...
Lots of toys - fluffy, plastic, everything.
Makeup
Some outdoor activity
Strongwinded, entitled.



Dress up, sing
Too old! Play with Mini, not Vibe.
Pets.



Jewelry. Wants to help. Trolls stickers.
Attaches personal value to objects. Creative
Sassy (adult). Older! Performing.
Troubled, eating little. Give up to
Ice hockey, gymnastics, dancing, circus. Strong language

CHILD TYPE

Note on a general generational characteristic.

CHILDREN:

Special

Lots of perceived demands!

Individualistic nightmare

No questions to society.

Fit in - stand out

-18 Extraordinary = normal

Stressed, anxious

Image focus - boys?

Constantly online

No rules. Cyberbullying

~~do manually~~

- complete automat.

- VR ~ physical world

- new stories

- total digit. (parent's experience, media, etc.)

↓

Avoid overstimulation

Brought up to take care of themselves.

10? + More ~~care~~ sense of common

More natural not to put up w.

Yoga, meditation → tools

- Entitled

- Demanding

MF first

Projects

Engage w.

Society

CHILDREN AND MEDIA

Children's perspectives on use of media

The analysis conducted by The Children's Council (Børnerådet, n.d.) investigates children's perspectives on much debated issues on their use of media.

844 children in the age group 4-6 year olds answered a survey supplemented by 59 qualitative semi structured interviews, the vast majority of them 5 years old. Participants were chosen to represent the demography, and the analysis is estimated to be very trustworthy.

Children in this age use tablets, smartphones, consoles etc., and the majority have their own devices. The analysis is from 2014, and recent figures from 2017 show an increase in access and ownership, where 9 out of 10 children in the age of 6-17 years old have their own device.

60% of 6 year olds have their own tablet

85% of 10 year olds have a smartphone

Almost 100% of 14-15 year olds have a smartphone

(Erichsen, 2016)

The majority use ipads in the Kindergarten too.

They use the "ipads", which is the term they understand and use for all tablets, for games mainly, but also films and music. They prefer to sit alone in order to focus and not be disturbed, unless it is an advantage in the game to be more than one person. It is significant also, that Minecraft is preferably a social game – playing online with virtual representations of friends or siblings is nice even if they are not physically together while playing.

The majority of children would rather play ipad than play with other children.

The majority would rather play ipad than play in a fun playground.

The ipad is identified as not being a toy due to it's fragility and the fact that adults also use it.

Games are preferred over physical toys if the action performed is quicker and easier than using a physical toy for the same purpose, e.g. building with LEGOs.

The children describe their use in very visual and physical terms – "take it up and then take it down" (scrolling) or "it shakes" (when icons can be moved).

They use Netflix, but also Youtube, but the necessity of spelling and writing in order to search for videos is a disadvantage for them using YouTube alone.

The children generally accept that the parents control their use of media, even if they would prefer to play all the time. A majority describe playing too much as being unhealthy, adopting adult language and views, but supplemented with own experiences of getting tired or nauseous.

29 % have experienced seeing things that scared them using media – some even describe seeking it out. In general they do not feel traumatised by this, but turn it off if it gets too much.

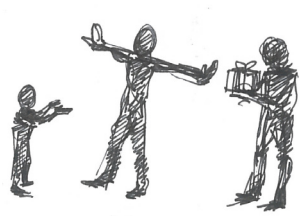
They experience "going into the DARKNESS", Dracula, monsters, and witches as scary.

Research disagrees on the effects of media use and amount of this, and adults have no experiences from their childhood to draw on. A conscious debate and informed debate is therefore recommended.

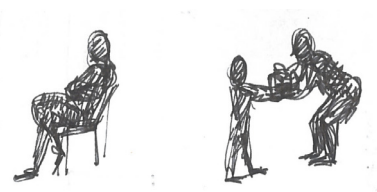
PARENT TYPES

This is an early identification of types based on common research before the group split up.

3 types of parent has been identified through literature, interviews and observations:



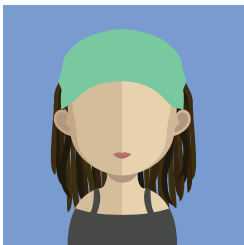
The parent decides



The parent is passive



The child decides



WANTS CHANGE
ALREADY ACTS

"We try to steer clear of "the pink ocean" and aim to be in the common world, e.g. With Sylvanian and LEGO Duplo. They are great. There are so many hours of play in these toys!"

Liv, girls 4 and 5 years old.

Shopping online, reuse, refurbish, DIY.

Have predefined how the children are to be raised

Tries to give toys that fit with the idea of what is "good for the child"

Encourage skills of creation & toys that can tell any story

Tries to go against societal norms. But wants to give things that are liked

Wants to create equality between children



DO NOT CARE
DO NOT ACT

"I do not think about the gender stereotypes. It is just what he finds interesting... then he gets that." Rikke, boys 2 and 5 years old.

Shops in ToysRus, BR etc. and cheap items in grocery stores. All presents are wishes.

More about pleasing than encouraging developing

Focused on what the child finds interesting now

Children defines what they should get

Sometimes easier to say yes than keep saying no

Likes to follow societal norms



DISAGREES THERE IS
A PROBLEM
ENFORCES STATUS
QUO

Wish list makes it easy to find presents

Pets are wanted but requires a lot of responsibility as they have their own demands

Experience based parent types:



TRAD. TECH GUY
Programmer
Coding
Electronic toys
Building sets



NEW TECH LOVER



TEACHER

Focus on child's development
Developing skills, morals,
healthy eating,
Singing, reading, drawing
Develop language

Loves his drone
Enjoys active life,
mountainbike
Electronics, gadgets
Science news
Kickstarter enthusiast

GIVERS



NEW HIPPIES * * * * * Pirate?

Arts and crafts
Hands on approach
Organic
Gardening, cooking, making, building
Boy = girl equal tasks
No plastics
Reuse, recycle
Less things / more toys
Educate yourself
Multicultural



Wants the best for
(her) children?
Lots of function,
entertainment, fun.
Own experience.
Known, good quality
brands.
Better safe than
sorry.
(Enough money
larger budget
many gifts)



No surplus energy/money
Many small things
Low budget
Entertainment
Instant gratification

GRANDMOTHER

Active runner
Many friends
Reader

GRANDFATHER

More surplus now: energy, money, security
Still works (desk job)

Travel together

Want to have fun with grandchildren

on holidays. Entire family together or grandchildren alone to spoil.



OUTDOOR ENTHUSIAST

Goes camping in the forest
"Non toys"

Hedgehog nests, camp fire,
woodcarving knives.

Photographer. Rides motorcycle.
Climbing mountainbiking

Fun
Freedom.

Explore.

Single father/cool uncle/enjoys to play



CRAFTSMAN

Proper tools/play tools

Racecars:  / remote ctrl cars 

A bit of a boy?

Man's man

Children get hurt - that's healthy.

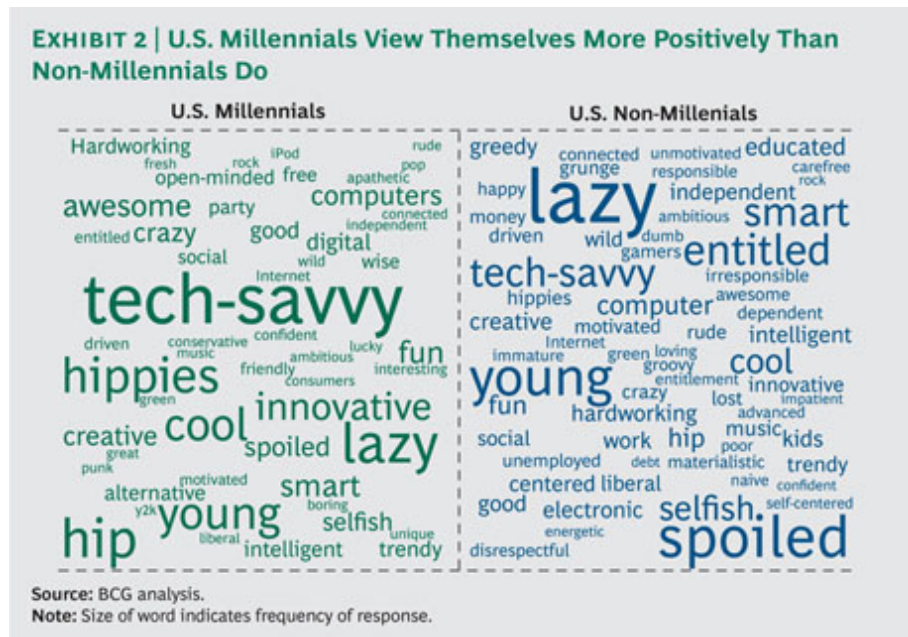
Action movies, ~~super heroes~~

The Expendables Iron Man

Guns - active play, cops and thieves

Bike, "crosser",

PARENT GENERATION CHARACTERISTICS



1. “I want it fast, and I want it now.”
2. “I value experience; my friends are credible sources of information.”
3. “I prefer to do things in groups. I look to family and friends for advice and validation of my choices.”
4. “People care about what I say, where I am, and what I am doing.”
5. “Show me the technology!”
6. “I am socially networked and hyperconnected.”
7. “I care about myself and the planet. I strive to be clean and green.”
8. “The world is my oyster.”

<https://www.bcg.com/expertise/centers-accelerators/center-customer-insight/millennials-engaging-enigmatic-influential-generation.aspx>

Demands:

Relevance

Reputation of brand – authenticity

Expectation for relation – actively changing product, brand, services.

Sectors change where they enter. Airlines

<http://insights.som.yale.edu/insights/how-do-you-market-to-millennials>

Amplified in USA, but visible in Japan, Canada, Europe,

Wellness, local, familiarity,

Bridge 4-5 years. Compare to Gen X and Boomers. If it answers like Millennials, but not according to their life stage, it is a generation thing.

They want “fresher, healthier food and chains that offer customizable menu options”

“Fans are passionate about the things they love, and they are going to find creative ways to consume them,” said Blair Baumwell, head of communications at Shapeaways”

The Boston Consulting Group, along with Barkley and Service Management Group, surveyed 4,000 Millennials (ages 16 to 34) and 1,000 non-Millennials (ages 35 to 74) in the United States https://www.bcgperspectives.com/content/articles/consumer_insight_marketing_millennial_consumer/ moving across platforms—mobile, social, PC, and gaming. spend less time reading printed books and watching TV – and do it through computers using services always in a hurry instant gratification.

They put a premium on speed, ease, efficiency, and convenience in all their transactions. using a mobile

device to read user reviews and to research products while shopping “Crowd sourcing” — tapping into the collective intelligence of the public or one’s peer group/friends and coworkers, to whom they look for validation that they’ve made the right decisions more likely to integrate their causes into daily life by buying products that support sustainable farming or “fair trade” principles, or by joining large movements that aim to solve social or environmental problems

expect companies to care about social issues and will reward those that partner with the right causes a general egocentrism beyond what would be expected of young people, a global viewpoint, and overall tech-savviness.

Generation Y tager sig selv alvorligt og stiller flere krav til deres arbejdsgivere end tidligere generationer. Særligt er de optagede af, om den virksomhed, de eventuelt skal være en del af, matcher værdier som social ansvarlighed og bæredygtighed

<http://politiken.dk/oekonomi/art5633503/Generation-Y-kommer-og-cheferne-er-f%C3%A6rdige-hvis-de-ikke-forst%C3%A5r-dem>

De stiller tydelige krav om blandt andet fleksibilitet, work-life balance, rejse-ønsker og fri til at dyrke fritidsinteresser, illoyale og shopper rundt i forskellige jobs, ikke vil arbejde så meget. Nej. Generation Y, i hvert fald den bedst uddannede del, er typisk igang med andre projekter. De er måske ved at starte en lille virksomhed på sidelinjen eller laver frivilligt arbejde.

De er optimister, og de er ambitiøse, og de vil noget med deres tilværelse. Men de vil også leve livet,« hedder det i en rapport fra Ernst & Young. <http://www.b.dk/nationalt/generation-y-vil-arbejde-haardt.-meget-haardt.-men-vil-selv-bestemme-hvor-og-hvor>

<https://www.theguardian.com/world/2016/mar/07/millennials-generation-y-guide-to-much-maligned-demographic>

Reflection on generational characteristics:

The parents of these days and the parents to come are of Generation Y.

They are used to getting what they want, when they want it. Instant, global sharing, goods being constantly available in stores that are always open, physically or online, TV on demand, even dating services. They have come to expect a great deal of flexibility from providers of services and products.

Services and technologies provide everyone with the opportunity to make almost professional output without spending time learning advanced skills, such as Go Pro cameras, Instagram, sousvide cooking etc.

Going by what feels right can even have the consequence of excluding scientific facts for “my own opinion” or gut feeling. (post factualism). With this great focus self improvement is sure to have a place in the mind of many generation Y adults, and even teenagers, who have to choose education with increasing decisiveness very early. (reformer)

The opposite point of view of treating people, choices, and actions as subjects of intrinsic value is also on a great rise as a reaction, exemplified by the exceptional popularity of the philosopher/psychologist Svend Brinkmann.

The number of articles on “How to deal with grandparents”, increasing wishes or demands to babysitters of any kind, and interview answers indicate that parents take their values and ways very seriously. Children are often planned and intensely desired. Parents are older when the first child is born, which often means more established, determined, and set in their ways, and also a high percentage have higher educations. Most mothers are educated and working.

Grandparents are still leading active lives, some leaving very little time or desire for acting as the wholesome supportive figures of the grandparents of the past. They stay fit and healthy, hold a job till a quite advanced age, which may increase due to current reforms as well as a higher percentage of the workforce having higher educations (kilde). They travel, also with their families, as they have economic surplus, and want activities meaningful to them as well as for their children and grandchildren. Still it seems to be the duty of grandparents to spoil their grandchildren. They have the money, energy, and desire to give them the things they want without having to deal with the responsibilities. They often want to pass values on, where presents also may play a role as carriers or signifiers of those values.

WORKING WITH CHILDREN

Working with children

The view on children has evolved from those rooted in the religious and philosophical notions into diverse directions originated in the children's psychology of the past 30 years, but clear elements of the former ideas remain even today. The religiously rooted notion, that the child is inherently wicked, savage, and must therefore be tamed into a reasonable, cultivated adult persists in the view that children need clear, resolute adults setting clear boundaries. Philosophy provided the idea, that the child is respectively innocent and must be protected from the chaotic adult world, or "mouldable", a tabula rasa, which is formed and needs responsible adults provided what is best for it ((Børnerådet, 2016)p.17).

The early dawn of psychology brought on new views on the child. It was either developing naturally, a creature of impulse and controlled by its subconscious, or a perfect image of the family. All of these were characterised by needing a professional adult interpreting and determining the child's "real" intentions and opinions.

Today research discovered, that the child is active in forming its own life and the lives of others from the beginning of its life. A so-called natural development is culturally and historically determined. And the perceived difference between children and adults is based on social conventions, power structures, and societal structural alike.

The view on children in order to include children's perspectives in development is based on the following: The child's competencies and actions develop by interacting in context. The general view on children, and on the specific child in question, by the other actors affect these interactions, and thereby the outcome.

The child is seen as a competent actor influencing the adults around it as well as they influence the child. All humans are both vulnerable and robust, knowing and oblivious etc. depending on the context. This calls for competent adults willing to interact with the children and including them.

Recognising that the adults may have difficulty actually empathising with the child's situation, since they grew up and now live under different circumstances, leads to the child's perspective being an absolutely vital part of the development process. The fact that the realities and contexts children and adults find themselves in can be completely separate, e.g. many hours spent in kindergarten and in the workplace respectively, may increase the difficulties understanding and staying in touch with each other. Therefore, principles and methods of inclusion developed by The Children's Council is investigated to determine the ones to be used in the development and testing of the solution.

Warming writes on including children (p.22), that children's perspectives must be seen as equal to adult's, regardless of agreement or not. They must be taken seriously and treated with the same consideration, also the ones proposed by children who are less eloquent or trained in communicating their ideas and thoughts to adults in a way so that they are valued as important. Otherwise, you risk losing important perspectives over the way they are communicated. This is vital to the project. Inclusion in this way may even open the child's world and make way for handling difficult emotions and acting in new ways, thus empowering the child.

INSIGHT/

Every perspective is to be valued. Categorising "difficult" ones may make them clearer, for example as deliberate manipulation, immaturity etc.

Guidelines for interviews:

All contributions for qualitative interviews will be handled confidentially. Names, places, and specific markers of recognition will be changed in order to make the collected data impossible to refer to specific persons (p.51).

Then a passive agreement from the parents or guardians is sufficient, meaning they will be informed by the adult gatekeeper, here the kindergarten manager or pedagogue, and if they do not want their child to partake, they must give notice (p.58). The child must always be asked for consent in a language understandable to their agegroup and level of development (p.48). If anyone rejects participation, ask about the reasons. Often it is a worry which can be cleared.

Planning and preparation

p.71

An appropriate level of knowledge of the target group is recommended, but avoid preconceived theories and prejudice. Avoid excluding the child by speaking too much “behind it’s back” to parents or pedagogues about the child. It breaks the trust.

Pay attention to choice of participants regarding

Geography

Demography, e.g. social and economic status

Values

Private/public institutions

Age, gender, ethnicity

Which degree of representativeness is obtained?

Avoid recruiting network, it often causes dilemmas.

Semistructured interview is the optimal interview type for qualitative interviews (p.89). It is recommended to continue until the obtained knowledge is reproduced.

Questions must be interesting and relatable to the target group. Choice of words appropriate, and if doubt occurs, ask if the interviewee understands? Explain if necessary.

Avoid interruptions, also visually, but conduct the interview in a familiar place, preferably related to the topic.

Visual and sensory keys may trigger memory and ideas.

15-20 minutes is optimal for children kindergarten.

Interviewing in groups may cause greater outcome, as they inspire each other to elaborate or reflect.

Remember to tell the children, parents, and kindergarten which output can be expected. P.150

Ideas for alternative methods of gaining insights working with children

A story

p.94

Tell the story of Hyldebor/Mosekonen to gain feedback on the universe.

Walk and talk

p.95

Also helps the child focus, takes the pressure off the situation, and showing favourite toys/play sites/play mates helps the tale flow via sensory triggers of memory. (May limit feedback to being entirely site specific).

Drawing-interview

Draw your suggestion. It can be easier for younger children to stay focused if they draw while speaking.

Drawings are used as output.

Photo-interview

Provide the children with a camera. Ask them to photograph favourite toys/play sites/play mates. Speak with the child about the pictures afterwards. Ask them to explain. Provides intimate everyday insights difficult to obtain unless via lengthy observations. May not be entirely accurate, the child may get diverted during the exercise, practical issues such as providing cameras.

Complementing quantitative data (here statistics on mental health problems) with qualitative data from interviews.

“Many children have said that they feel... Have you felt that? How was that?”

p.118

Making young children answer questionnaires is difficult and foreign to them.

Workshops

p.129

The spirit in the group can facilitate a nice session.

Critique – dream – realisation

Interpret the output together with the children.

This could provide better results than the 1:1 production of children’s ideas.

Hold the workshop on neutral ground/make a physical “Future-workshop” (Change of scene)

The Timeline

p.139

How is your day? Make it visual/physical. What do you do... after school? Etc.

The river metaphor

p.136

Build a good play. And a bad one. Make a river and put objects. Explain later/during.

It could be built with playthings or in the sandbox.

The circle of relation

p.140

The child is in the center and distributes relations in circles of different proximity to them, thereby answering for example: Who do you talk to if in trouble? It could be "Who do you play with?" or even "What do you like to do?" Use pictures or representative figures.

Process exercises for the youngest

p.147

The facilitator draws the children's ideas. The children make up stories. 30 minutes is appropriate for the age-group. 5-10 children is a good size group.

TEST PLAN 1

STORIES

Teque
• something
ideas
Is it
engaging?
Story test
Ready Hyldemor
tell
Hoselomon
- others?

Emmeluven
Process exercise
Drawing
ideas
critique - dream-revelation

COOLNESS

Inddragelse
i designprocess
Drawing int.
Tegn
høder eller cool.
Hvorfor

Workshop
Fremtidens
værkstedet
Hvordan for "tech"?

RELATIONS

What did you play
today? With whom?
Photo
Interview
Q Insights from home
Outside/inside/games

needs initial int.
without didago Type of toy/thing
access to camera
Photo
Interview
Q Insights from home
DAY - PLAY
Follow up interview - what

FEATURES

bh
The most
annoying
toy
features + coolness

bh
The most
interesting
toy

Favourite + annoying
toys
Photo
Interview
Q Insights from home

TYPES AND CHOICE OF KINDERGARTEN

KINDERGARTENS

Kindergarten types:

Public

Private

Alternative pedagogics: Waldorf, Montessori

Outdoor

”Personal care” focus

International

Special needs

Play is the main activity in Kindergartens.

In order to ensure representative results for the target group, a collaboration is also set up with the public kindergarten Egemarksvej in Svenstrup. The children here will be testing and giving their input on the developed concept and possible solutions.



There is a large gap between Waldorf and public kindergarten pedagogics which is visible in the toys, playground, forms of interactions, activities, diet etc. (WS Waldorf Kindergarten)

Waldorf

Ambiguity in function and expression of toys and play equipment

Entirely “natural” materials – wood, metal, wool, plant fibre textiles, glass

Care in interior decoration, activities, repair of things, Homely atmosphere.

“The round year” – rituals and celebrations follow the seasons

Adult world >< children’s world. Children play or help, adults are role models. They work, rest, and care. They speak and act careful of their responsibility as models for imitation.

Singing, stories, outdoor activities. Rituals. Useful activities, such as walking to buy bread together. Trips in close environment

No playground, but a garden incl. “The forest”, huts/ hideouts, trees for climbing. Play with water, sand, earth, beds for flowers and food, all functions are visible, e.g. garbage containers. All spheres are open.

Pedagogues address the children as such, not the boys/ the girls.

A person cooks vegetarian food is cooked in the house for the children every.

Male pedagogues have equal functions to the female. (Børnehaven Bitte Bæk, 2017) and “Open house” with Lilo, leader.

Waldorf children have their own tablet at home. They perceive it as they decide what to watch.

They have LEGOs, Disney Princess costumes and dolls etc. at home like any other child.

Parents have chosen consciously to provide their child with an alternative value set.

Parents are mainly well educated, and often work in creative/artistic businesses or at the University.

The children do perceive the world differently - meaning that parental guidance and access/exposure to ambiguous toys, more gender neutral attitudes from adults, and different materials etc. does make a difference. An example: At 5-6 they do not agree with me, that girl colours exist.

INITIAL VISIT TO BR TOYS

Worksheet no. 006

Date of activity: 02/02/17

Responsible: BN

Written: 06/02/17

Activity: Initial visit to BR toys

Objective: To establish a common, initial understanding of the toys available in the common, Dan-ish toy store. This is to be the basis of categorising and framing of toys available, who buys them in BR, most popular toys currently, and how the store presents the different types of toy.

Method: Observations and semi structured interview with the shop assistant.

Data

Observations:



Toys for girls are clearly singled out using colour coding. They are pink, very sparkly, “Frozen blue” or purple. Toys for boys are any colour.



Scandinavian stories are clearly distinguishable from American ones. Rus-tic/simple/politically incorrect/educational is normal in the Scandinavian ones. American have the pink/sparkly/merchandise/metastory features.



Display text reads “What do you want to be?” above a section of pink makeup, toy blow dryers and beauty accessories, signifying that girls can only be their appearance, and that needs to be altered.



The same type of product aimed at different age groups.



The transition from guns and clearly boy's toys to LEGO Creator, which is potentially for both genders seems to frame it as being a boy's toys.



A LEGO box displaying very traditional gender stereotypes.



The transition from “creativity toys” to clearly girl’s toys. In general the store is mixed, girl’s toys are not physically grouped together only.

Interview:

Female shop assistant, approx.. 25 years old.

Who are your most common customers? Is it mainly gift shopping, grandparents, parents, children themselves?

- All categories! People use a wishlist.

Which are the most popular toys? What do customers ask for?

- Paw Patrol.

- Pokemon, both the different things, but also the collectible cards. They are asked for by adults, for themselves. As are LEGO Minifigures. (BR also sells the kind, where the figure is visible).

- Frozen. Elsa. Anna is only available in package with Elsa for a reason. All dolls are popular, but also merchandise, especially towels and bed linen. Children want all they can get with this. We even have a snow

machine to put on your hand. It is expensive, so we do not sell a lot, but it is available.

- LEGO. Friends for girls, City and Star Wars for boys.
- The big Christmas present hit was the Hatchimal. It was sold out before Christmas and still is. I got one too. It is great!
- Children 2 years of age recognize and ask for specific characters from cartoons. The story is more important than the physical object.
- DUPLO is popular with the young children.
- In toys for learning V tech and Play2learn are the popular ones. Also BR's own line is. She pointed out the bath time toys, specifically colours for the bath.
- For younger children 5-6 years of age Dr McStuffins is popular. They watch it on Disney Junior. Along with Sofia the first. A few years later they become too old for Disney Junior, so the stories lose interest.



Monster High dolls are obviously better quality objects than Disney Princess dolls. Are they more popular? The popularity of Monster High depends on the girl. Either scary or cool. (10-12 years of age) Barbie is not really sold anymore.



Physical figures used in computer games is new to us. Is this type of toy used? Skylander is the new "version" of Dimension. There is a definite trend in this. Mainly boys ask for it, and they want what is new. (Skylander is also a TV show)

Who buys the hand puppets from Danish retro children's TV?

- Grandparents buy Bamse og Kylling.
- I would give Kaj og Andrea.

Conclusion

If you have the brand, the story, and the cartoon, you have the business.

Children value the metastory over the physical object. It is an object of imagination.

Buying gifts, people use gift lists, meaning follow the wishes of the child (and/or parents).

Further research or new questions raised:

Watch Paw Patrol and Dr McStuffins for understanding the stories appealing to the age group.

OBSERVATIONS FØTEX, BR AND SALLING

Observations Føtex

Princess (Frozen being spearhead): collector's items (made in series of princesses) Several versions of each. The marketing strategy is "BE EVERYWHERE".

Star Wars and Marvel Superheroes:

Watch films with father

Collector's items

Micro Machines, nice dolls/figures, LEGO sets only in similar packaging/framing as Technic
Fun for both generations



BR Visit 2

Non gendered toys:

Books, board games, outdoor games and activities (summer toys: Kubb, buckets, tetherball etc.)

"Creativity supplies" (BR's own line: play dough, paint, easel, etc.)

Building sets

Geomag, plusplus, "3D print" pens etc.

Musical instruments

"Home supplies" (play food, household items, broom, etc.)

Tools Bosch

"Little scientist"

(Globe, microscope, lab set)

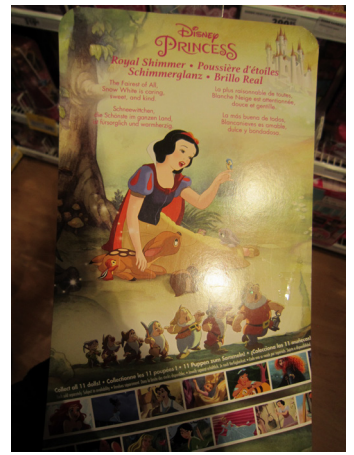
Insight: LEGO Friends is a child's world. They are playing. And have accessories like adult women.



Disney Princess



Dolls do not look like their original cartoon image. Facial features are stretched, jaw is extremely narrow, and character is expressed solely through colours on outfit and hair.



Outfits are very sparkly, also on characters originally humble. OlderThe looks have been “updated”, and the characters look older compared to their original cartoon form..



The strategy is clearly to be everywhere. There is no innovations within the product categories chosen for the brand. It is applied to known favourites of all child products.



Minifigures with exchangeable outfits and accessories. Also little environments are available.



Ariel comparison

Dolls in different versions for different ages/purposes. Different costumes for the same character. Toddler - young - “normal” - mini.



Packaging presents bits of the backstory for the character setting the scene.

Very strange expression in the packaging graphics.

All types and sizes are collections of all the characters, making them collectibles.

Ramasjang physical toys:

(observed in Salling, Føtex, BR)

Edutainment board games and books - Hr. Skæg

Hand puppets, rattling toys, soft dolls – Kaj og Andrea, Bamse og Kylling

A few play environments with figures in Salling only – Bamse og Kylling

All their toys are manufactured by KREA



The general representation of DR products available in Føtex Aalborg. The lower shelf.



Salling Aalborg



BR Aalborg



BUILDING SETS AND PRICE

BRANDS

Mainly marketed as being educational and aiding children's development.

Geomag

Magformers

Mega Blocks

Polydron

EZ Fort

BAKOBA

Baufix

Bunchem

LEGO

Plusplus

Laser Pegs

BRIO Builder

BAKOBA

Kapla bricks

SES Creative

Engino Inventor

Meccano

BAKOBA | Jumbo 188 dele | Konstruktions-
leg i skum 2.299,95 DKK

Kapla bricks 200 429,95 DKK

BRIO builder kreativ sæt
699,00 270 dele.

Softblocks
50 parts 2.785,00 DKK
100 parts 4.500,00 DKK

SES Creative byggesæt med trædele, sam-
lenitter, hammer og øjne - 46 trædele i
forskellige former og størrelser, 15 blå sam-
lenitter 159,95kr

Polydron offers several types and sizes of building sets:

Polydron Gigant

Playhouse 1.279,95 DKK

“realistic look”, incl windows.

XL 24 parts 1.285,95 DKK

4 times bigger parts, multifunctional

XL 40 parts 675,00 DKK

Squares and equilateral triangles

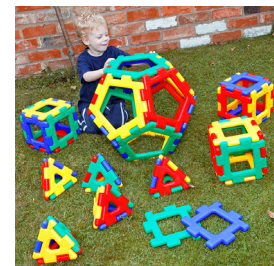
Accessory mirror set 298,00 DKK

Accessory windows set 239,00 DKK

Giant octoplay

Original

(Colours/translucence)



Drømmekuppel med stjernehimmel 2.849,95 DKK

“Denne kæmpe kuppel eller iglo om du vil det,
består af en gitterkuppel i plast af stave, der
sættes virkelig nemt sammen og et vaskbart 100%
bomuldsstof, som bliver trukket henover. I midten
er der udstanset små huller i det fuldstændig tætte
mørkeblå stof, således at når man ligger indeni den,
så er der helt mørkt, undtagen lige foroven, hvor det
ligner en stjernehimmel.

Højden er ca 145 cm og diameter er hele 190 cm,”



Magformers Wow begyndersæt - 16 dele

Kreativt magnetisk legetøj - Byg biler og figurer i 3D
349,95

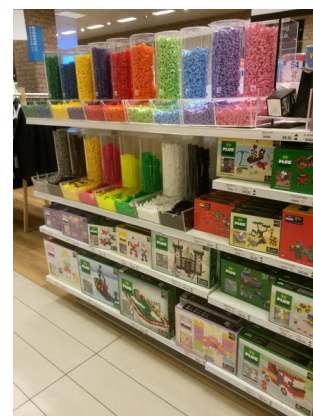


Danish design, more carefully marketed:

Plusplus Basic 1200 stk. 349,95 kr

Plus Plus Mini Basic brikker - Brandbil - 760 stk.
249,95

Plus Plus Midi Basic brikker - 200 stk.
349,95



EZ-Fort basis 479,95 DKK

20 lange stænger: 61 cm

14 korte stænger: 43 cm

20 kugler: 6,3 cm i diameter



Mid-Sized Building Kit
to build forts easily



EZ-Fort bunker 55 parts 499,95 DKK

20 lange stænger: 61 cm

14 korte stænger: 43 cm

20 kugler: 6,3 cm i diameter

1 klæde: 1,5 x 2 meter

Kommer i papkuffert med håndtag til smart og plads-
besparende opbevaring



EZ-Fort Princess castle 55 parts 499,95 DKK

20 lange stænger: 61 cm

14 korte stænger: 43 cm

20 kugler: 6,3 cm i diameter

1 klæde: 1,5 x 2 meter

“Vi anbefaler, at I går på jagt i linnedskabet og finder
tæpper, el. lagner, som I kan bruge til jeres fort, da
det “klæde” der medfølger, ikke er så stort, at det kan
dække fortet helt af.”

Tent-kit

Medium 239,95 DKK

Super 459,95 DKK

8 stænger

4 diske

3 klemmer

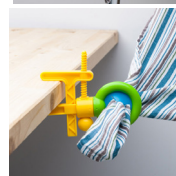
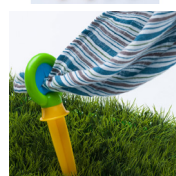
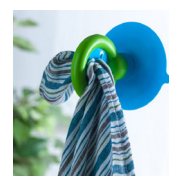
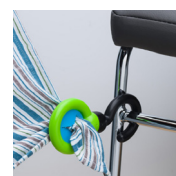
3 kroge

2 sugekopper

2 pløkker

6 greb

1 “Keep Away”-skilt



Conclusion:

Sets are different

amounts of blocks
shapes, including spatial
for specific purposes, often math
wheels/vehicle
magnetic
colours, often pink/pastel or “natural” brown/green
tones
translucent
sizes of blocks
other materials, often wood
specific building sets, e.g. racecar, helicopter etc.
Frame/solid
Special elements, e.g. windows, eyes, etc.

Framing of other products is quite different from Samla.

Cheap/fad
Girly
Science
Small constructions

Some allow large scale builds, but are different still.

Example Polydron:

Original - Junior - Giant - XL

Found at:

<https://www.barnetsverden.dk/collections/byggelegetoj>

https://www.legeakademiet.dk/pl/Kategorier-Leget%C3%B8jskategorier-Bygges%C3%A6t_60452.aspx

<https://shopping.coop.dk/kategori/legetoej/byggeleg>

<https://www.toysrus.dk/byggeklodser-og-byggesaet/byggesaet>

<https://www.br.dk/vores-kategorier/byggeklodser-og-byggesaet>

Pictures:

Krog <https://www.legeakademiet.dk/SL/PI/697/65/140d9239-a81f-417b-8ded-1605da645bbb.jpg>

Clamp <https://www.legeakademiet.dk/SL/PI/697/65/6f7723f1-eebe-4844-81c9-c6f26c7fe750.jpg>

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Sugekop <https://www.legeakademiet.dk/SL/PI/697/65/56c20176-3499-4124-bd11-8db22914b098.jpg>

Set <https://www.legeakademiet.dk/SL/PI/697/65/8e2f70ca-f963-4074-972a-bc7bedf7c9f8.jpg>

Real tent parts http://img.dxcn.com/productimages/sku_449269_6.jpg

Drømmekuppel <https://www.legeakademiet.dk/SL/PI/697/65/6cc2aeeb-b5a4-40a9-927f-0b03ed5fe4c6.JPG>

Drømmekuppel stjernehimmel <https://www.legeakademiet.dk/SL/PI/697/65/edd1cf50-4c33-4772-a968-3df0352bd2f6.JPG>

EZ fort <https://cdn.prezzybox.com/Images/7435.jpg>

<http://www.frugalcouponliving.com/wp-content/uploads/2013/08/ez-fort-built.jpg>

https://www.toobeez.com/images/2014/2_EZ-Fort.jpg

https://www.toobeez.com/images/2014/2_EZ-Fort.jpg

EZ fort bunker <https://s-media-cache-ak0.pinimg.com/736x/f0/d6/86/f0d686cd826709f0ed3e7bae01648dda.jpg>

EZ samling <https://www.legeakademiet.dk/SL/PI/697/65/8256ca6b-b621-4a4c-b49b-d0699975b615.jpg>

EZ hands https://gltc.btxmedia.com/pws/client/images/catalogue/products/l0969/zoom/l0969_1.jpg

Plusplus <https://shopping.coop.dk/produktbilleder/plus-plus-mini-basic-brikker-1200-stk-dansk-designet-legetoej-der-styrker-motorik-og-kreativitet.jpg?id=6459516&w=440&h=440>

Magformers basic vehicle <https://shopping.coop.dk/vare/magformers-wow-begyndersaet-16-dele-kreativt-magnetisk-legetoej-byg-biler-og-figurer-i-3d/8809134366370>

Polydron 1 <http://www.polydron.co.uk/user/products/large/70-7056.jpg>

Polydron 2 <https://www.legeakademiet.dk/SL/PI/697/65/fd89a7ed-033f-47ca-a373-99e635ead632.jpg>

Polydron Giant octoplay <http://www.scholarschoice.ca/media/catalog/product/cache/1/image/700x/602f0fa2c1f0d1ba5e241f914e856ff9/G/i/Giant-Octoplay-20-pc-283-801000.jpg>

Natural <http://www.polydron.co.uk/user/products/thumbnails/80-1050.jpg>

Polydron original <http://www.polydron.co.uk/polydron/polydron-basic-set.html>

ANXIETY

Worksheet no. 13

Date of activity: 13/02/17

Responsible: BN

Written: 13/02/17

Activity: Initial research on anxiety in children

Objective: To assess the problem, its causes, and establish contacts to gain insight.

Method: Researching mental health associations' webpages, phone interviews to voluntary treatment offers, and contacts.

Data

Phone interview Headspace Aalborg:

Volunteers and employees are talking to young people 12-25 years old about their problems on their terms. The problems are varied, mainly loneliness, "who am I", feeling pressured, sometimes related to choice of education, conflicts with family or friends.

Both genders seek help, but an overrepresentation of girls.

Some bring family or a friend to the guidance conversation.

Often it is several sessions – often with the same counsellor, if so desired.

Phone interview with R., 25 year old female, suffers from generalized anxiety:

BN explained the project problem areas in short. What are your views on causes of anxiety in girls particularly?

Girls may have more "racing thoughts" (tankemylder). More worries in general.

Men have a problem, that they do not go to the doctor, maybe they are denying their problems more? Trying to "be strong" (also gender stereotypical). It may be more difficult to speak of?

Expectations to both genders are high. Girls develop earlier, maybe that is a cause of extra worry? That they wonder about things early, and question things more. Maybe they have more conflicts with other girls as well? Adding to the stress.

A meeting is arranged for tomorrow for a follow up conversation on her personal experiences living with anxiety.

From Angstforeningen.dk

Diagnoses are:

Phobias

10% have one

90% can be cured with few hours of therapy

- Separation anxiety

- Fear that parents get hurt

- Panic attacks

- Agoraphobia

- Often follows other types – anxiety to have attacks in public

- Anxiety of health/illness

- Social phobia

- 75% develop this before the age of 15

- Selective mutism

- Generalised anxiety

- OCD

- Symptoms developed to control anxiety

- PTSD

Caused by trauma perceived to be "deadly", which varies individually.

There are brilliant video interviews with anxiety diagnosed children and their family members in the webpage.

<https://angstforeningen.dk/vaerikkebange/film.html>

<https://angstforeningen.dk/vaerikkebange/dokumentarfilm.html>

The association emphasizes that feeling anxious is normal, healthy, and serves to protect you from harm. Anxiety is when this takes over, and the feeling occurs without apparent threats, causing the victim to be restricted and inhibited in their daily life.

Approximately 5% of children under 18 years old need help combatting anxiety.

Anxiety in children can easily be treated.

Untreated anxiety can develop into mental illness later in life.

Separation anxiety – Jonas (11-13 years)

Behaviours: calls, texts, runs after his mother, cries, screams, holds on to his mother.

The mother must be at home, then he can go to school again.

She needs understanding, and feels no one understands. Some blame her, and gives her “advice”, such as “Just let him cry”.

Jonas’ sister describes having “no mother”. They can never be alone together, her mother can not do things with her. No one understands. She seems very upset. She can be very “hysterical”, according to her mother. Sometimes they pretend to go and eat ice cream together – “but he is right there!”

Insights and other information

Thoughts are described as leading to bad habits (anxiety attacks/anxious behaviour). The thoughts must be stopped for the anxiety to improve.

Loneliness is described as a major symptom, anxiety leads to isolation.

Technology acts as a barrier or a means of communication when anxiety is predominant.

Friends are described as very important and playing a large role in reentering society. Their insisting on seeing the child and treating the child as always is key.

Concrete tools to change the initial thoughts are important, diversion/distraction of the thoughts and emotions, and realistic thinking, breathing exercises, and physical exercise (which produces endorphins).

Coping strategy: One boy has a poster in his room with his tools for coping: realistic thinking and diverting focus away from thoughts.

Meeting other children with anxiety helped. Role models, and not feeling alone with this problem is emphasised.

Anxiety can come suddenly, also in children not previously anxious.

The diagnosis is described as a relief and a set off point for improvement.

Physical symptoms include intense heartbeat, headache, stomach ache, breathing fast, and sleeping problems. They become scared of anxiety attacks in public, which means not going to school, not socialising with friends, and becoming apathic.

Psychological symptoms are feeling strange, weird, or crazy. It is difficult to be open.

The different videos describe being scared of “a man hiding” somewhere, break in, being alone, being with strangers, talking to strangers, what others think of you, public settings, feeling trapped in a social context, that family gets hurt etc.

A treatment is called “Cool Kids”.

The association emphasises openness and information as keys to improving life for the victims. Exercises for school are provided through the webpage, such as a rap song, analysis of a folk tale (The boy, who could not be afraid), a card game where students must guess possible reasons for specific behaviours, and calls to share this knowledge and think of your own life.

Parents describe the system as being confusing. That their surroundings do not know and therefore not understand. Difficult to find scientifically based treatments. They benefitted very much from being with other parents with children diagnosed with anxiety. Agreeing on the course of action and supporting each other is emphasised!

Early contact to school teachers and management, and their help in telling classmates is described as important.

Conclusion

Fears seem to be DEATH/HARM related. Strangers (who may want to hurt), dirt or bacteria, or being stupid in front of others. CONTROL seem to be the predominant coping mechanism – even in eating disorders control is the desire.

Reflection

Of course some must experience the diagnosis as a strain. The association has an agenda of spreading knowledge and the access to help, reducing stigma, and helping people get diagnosed.

Very important insights were provided.

! Possible requirement for product ? Further research or new questions raised

Diverting focus away from thoughts.

Inducing/helping breathing calmly or moving focus into the body?

Interview with a girls suffering from anxiety has been set up. More insights must be provided through direct contact with families dealing with anxiety.

Relevant bibliography:

<http://jenshenrikthomsen.dk/udgivelser/>

<http://angstforeningen.dk/vaerikkebange/gode-rad.html>

Jes Gerlach (reserved all works)

INTERVIEW WITH RONJA SUFFERING FROM ANXIETY

Worksheet no. 19 Date of activity: 14/02/17 Responsible: BN Written: 15/02/17

Activity: Interview with R. suffering from anxiety

Objective: To gain insights into the symptoms and possible causes of anxiety through a personal story.

Method: Semi structured interview in person.

Data

The questions have been taken out, and the content of the interview condensed and structured slightly to ease understanding. The questions concerned a general overview, symptoms, treatment and her views on that, how the family has been affected and has coped, how she copes, what she did for her condition to improve, which impact it has on her personal relations, and her state of mind now.

Childhood – causes:

Mother became ill when R was 3 years old – diagnosed with multiple sclerosis. Initially thought to be mental illness, since her brain was affected so that she developed multiple psychoses leading to several cases of her being committed to psychiatric hospital, returning home, attempting an everyday life, and reoccurrence. Witnessing several breakdowns, delusions etc. along with the constant uncertainty and instability caused R to develop anxiety at 6 years old. She kept it to herself, stating “I am fine.” – “I learnt it (anything, B.) was not about me.”

R's parents divorced when she was 8; her father trying to take some responsibility for the situation, the parents spend time together, e.g. celebrating Christmas. R remaining mainly with her mother, but initially changing between her parents. 2 older sisters (7 and 9 years older) were away from home a lot and living with a boyfriend respectively.

When R turned 10 or 11, her father met a new woman, and within 3-4 months she moved in with her 3 boys, making it physically impossible for R to stay there. He later expressed to her sisters, that he regretted the way

it was done. R and her mother moved twice following this, once because her illness forced her to find a flat with no stairs.

A rebellious period followed. She skipped school, sometimes for a week, drank alcohol, smoked and “hung out with some “types””. She describes it as a cry for help. Her father was furious when she was seen by a teacher, but suggested therapy. Her sister had been in therapy, causing R to also consider if she needed help. It was difficult with A. (her father’s new wife), and it was difficult to be mentally present at school. She has been learning fast and easy in school ever since the beginning. She was diagnosed with a major depression that she assesses as being caused by untreated anxiety.

Therapy:

Medication and speaking to a psychologist.

Medication was administered immediately, and “it took away the top and the bottom, and I existed somewhere in between, and it was ok there...”. She is very skeptical of the early use of medication and does not think the therapy was sufficient at all. Maybe that could have negated the need for medication at all. “It was nice to talk the events through with someone, but...” She describes the psychologist as less than empathetic, acting patronizing, not being very thorough or good. I would explain things to her and analyse myself during and with more benefit than from her comments.” “I felt I knew better.” She decided she could get nothing more out of it eventually, and ended the sessions after 1 ½ years. “She did not question that.” R felt the therapist just congratulated herself with curing her, winged her off on her to do list, and moved on.

It was difficult recognizing the need for therapy. As described, she thought about it following her sister’s therapy, but could not make the decision on her own.

Therapy/help came in late in my life! If some sort of counselling following the initial incidents had been done, maybe the rest could have been avoided.

Medication was raised slowly and should probably have been slowly downscaled again, but she gradually just stopped taking it after another 6 months. And she went out a lot drinking alcohol when taking the medication, which was probably problematic.

Own initiatives to cope with/cure herself of the anxiety:

Alternative treatments

Healing, clairvoyance, Body SDS (massage and chiropractic treatments to release somatic tension followed by conversation therapy)

Yoga, meditation.

Reading

Non-fiction/scientific literature on the conditions, self-help books, themed fiction for identification and understanding through storytelling. “Collecting knowledge”.

R points to her understanding of the problem – and humans – being three-dimensional. Spiritual, mind/ thoughts/body. Any helpful initiatives engages all dimensions simultaneously.

Yoga is the best solution. She describes herself as being “disciplined at times” doing that.

Symptoms and descriptions:

“Anxiety is like a shadow, whispering in your ear.”

It is a basic condition.

She has only experienced anxiety attacks following triggering incidents, such as an intense fight or conflict. “I am not in control at all.” Cannot breathe.

Often felt meaninglessness, and despair. Will I never be free from it?

It resurfaces just when you think it is over!

Impacts today:

Becoming a mother has given her life meaning without question. She considers therapy again to free herself of anything that can affect her child.

Often she experienced triggers in relationships. Constant ambivalence in fear of being left/”doing it to them”. Leave before they leave you. She has left boyfriends, cheated, and moved on very quickly. She was never single for long, and can be afraid of loneliness; Despite really needing solitude. She easily feels suffocated in

relationships.

Family:

Both sisters suffer from anxiety too.

Oldest sister is very depressed and struggled with thoughts of suicide.

Younger sister suffers very much from anxiety. She postponed her master's thesis 3 times, and currently is on a break from her studies. Suffers from Impostor's syndrome. https://en.wikipedia.org/wiki/Impostor_syndrome It often hinders her. She is very much acting like "super woman", constantly in overdrive, needing to be in control. Diagnosed with Generalised Anxiety. It increases with stress or pressure.

The lives of all three are permeated with the feeling that they are never good enough. Both sisters really strive for recognition from their father.

The role of the father:

She describes him as very anxious. He is denying that his children are so "far out"; he works in a relatively high municipal job in the social services e.g. assessing forced removal of children from their parents.

He said her going to Copenhagen and educating herself would be a mistake, she would never succeed, she would get addicted (!).

Upon learning about her pregnancy he came over because he was worried, and repeatedly told her it would be a pity for the child, that the municipality would keep an eye on them because of her economic situation, her age, and their living conditions (None of those being problematic, BN)

He sees everything as failures affecting him. He can never admit mistakes. He scares people as a strategy. He acts paranoid, and "projects his own opinions onto the shell he sees. He does not know me."

I never know "Is this my own voice or is it my father's?"

Conclusion

The difficulties in childhood would cause anxiety in anyone. All three children are girls, and the reactions are similar with emphasis on slightly different aspects.

A very reflected view on her story.

Reflection

Having to be an adult too early caused a very reflected, always on guard, suspicious child, that could not take help from anyone that has not earned her trust – therefore the therapist failed. Medication is obviously not the solution. Her own initiatives and distancing herself from the situation in the family has caused her to become a well-functioning, responsible adult.

INTERVIEW WITH HANNE DAHL, UNIVERSITY CHAPLAIN

Worksheet no. 21

Date of activity: 17/02/17

Responsible: BN

Written: 20/02/17

Activity: Interview with Hanne Dahl, University Chaplain

Objective: Verifying the mental health status of young girls (university students) as experienced by a counselor.

Method: Semi structured phone interview. Questions and answers were translated by BN.

Data

How do you experience the amount of counselling you do? Is there a development in the number of students needing or seeking your advice, or the kind and severity of problems presented to you?

The overall picture I see is that there is climbing pressure especially on girls. A pressure to achieve. We see a lot of stress to a degree, that it is bordering depression. The symptoms are alike, but it is my opinion it is caused by stress.

There is a “zero mistakes” culture. They have to achieve in all areas: Look good, score the highest marks, and be social achievers as well. And they just cannot do it. They cannot keep up.

We send the pathological cases to other parts of the system. We also see those. Anxiety to a neurotic degree, obsessive thoughts or behavior. They need perhaps medication to relieve anxiety or counselling by a psychologist specializing in this.

They see a lot not fitting the established/municipal systems of aid, because they are students. There is help to get for hardcore addicts or criminals, but no steps before that.

We see students becoming homeless! Their accommodation depends on them being study active, otherwise they get kicked out, and are told they can go on financial aid (kontanthjælp) in order to get new accommodation or further help. There are no offers without quitting their studies.

We also see hash addicts, that I believe are self-medicated ADHD patients, or other concentration-disorders. We also see much worse! Smoking a bit too much – not really part of their group in the university – then they smoke a bit more – it becomes a vicious circle.

I see a rising amount of young people, who should not be within the university system, who have a fragile psyche.

Earlier you could find a place if you e.g. had ADHD, “but I am going to be a programmer, and they are all weird, so it is ok”. There should always be an interview to clarify if you are ready to be a student before admission.

The problem is sometimes, that if you had a psychiatric diagnosis as a child, you are often declared well, when you turn 18, because you grow out of the system.

It can be a young person from Kolding. Mom and dad think, that, well he had OCD, but now is well, so he should have a fresh start, he should go to Aalborg. But he was NOT well. It is SO difficult to get back into an everyday life. And mom and dad really hoped it would work... MAYBE he could have succeeded WITH a mentor, a support person, an offer of help, but there is nothing. They need to make clear their relative expectations.

You should look up the report by the Regions every 4 years. (She mentions the facts the team discovered and points out that girls 16-24 years old are the most stressed in the population.) Pressure has risen enormously. Especially on the young women. That is definitely a picture, we also see. They need tools to tackle stress at earlier stages.

It is also a problem, that it is not socially acceptable to become a craftsman, and you have to decide after 9th grade, then it is easier to go to high school...

If I were minister of social affairs I would make a service to help low degree clients anonymously and without visitation. A place where their entire circumstances could be thought through.

The problem is created by the mindset that “I am what I do.”

We were appraised by our achievements since childhood. “You are clever, such a nice drawing/good marks...” We should think about how we appraise our children and remember to just hug them and tell them “You are lovely.” It creates anxiety and pressure otherwise.

We often see “almost-bachelors” or –masters who have one exam they just cannot pass. Thinking you cannot pass. The anxiety becomes the barrier that makes you fail. Failing is so foreign to today’s youth!

The cure is focusing on our value as humans. Theologians find that all humans have value, which cannot be lost.

Religion is by the way NEVER the topic of counselling or conversation!

It is a view on values that makes sense. Psychologists want to make you achieve again. We think you are known by God. We venture into defeat. Sometimes you just cannot make it. That is part of the human condition. We have humanity as common grounds of existence.

Are there other counselling services relevant?

Look at the Regional ones. They used the report to make concrete services (Headspace, see WS XXX). There is the Student Counselling, the University Clinic driven by psychology students on Campus. Some mentor services are excellent. I always refer students to those!

Another group is students of other ethnicities. They are stuck between 2 sets of values. Wanting to have a normal student life, and not wanting to disqualify the values of their home. Women are expected to help with the household, men to help in the family business. They often seek a chaplain. Alienating those young people is imminent with the amount of religion-shaming going on in the public sphere today! Some family patterns would be characterized as domestic violence, but it was just the same here 40 years ago! We should not judge so easily. The problems are never the stereotypical ones about arranged marriages or violent young men.

Conclusion

She is very reflected on the issues, and verifies the growing pressure on young girls, the image focus, and the achievement culture as being directly problematic. She assesses causes in general values in society, and upbringing. “The problem is created by the mindset that “I am what I do.” “

Reflection

Not all students will seek counselling from a chaplain. Maybe certain values and types are not represented here.

INSIGHT STATEMENTS: “The overall picture I see is that there is climbing pressure especially on girls. A pressure to achieve. We see a lot of stress to a degree, that it is bordering depression. The symptoms are alike, but it is my opinion it is caused by stress.

There is a “zero mistakes” culture. They have to achieve in all areas: Look good, score the highest marks, and be social achievers as well. And they just cannot do it. They cannot keep up. “

“Pressure has risen enormously. Especially on the young women. That is definitely a picture, we also see. They need tools to tackle stress at earlier stages.

It is also a problem, that it is not socially acceptable to become a craftsman, and you have to decide after 9th grade, then it is easier to go to high school...”

“The cure is focusing on our value as humans. Theologians find that all humans have value, which cannot be lost

It is a view on values that makes sense. Psychologists want to make you achieve again. We think you are known by God. We venture into defeat. Sometimes you just cannot make it. That is part of the human condition. We have humanity as common grounds of existence. “

CHILDREN'S MENTAL HEALTH

Worksheet no. xx

Date of activity: 21/02/17

Responsible: BN

Written: 10/03/17

Activity: Children's mental health

Objective: Investigating the general mental health and wellbeing of children in Denmark.

Method: Reviewing the report "Children and adolescent's mental health" from The Council of knowledge for Prevention (Vidensråd for Forebyggelse, 2014), the first and until now only extensive analysis of the topic.

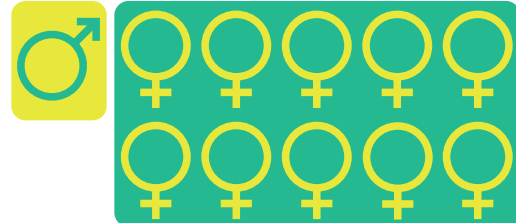
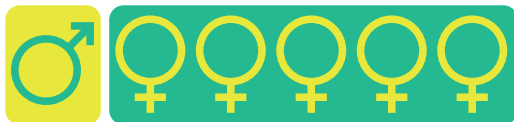
Data

Girls increasingly develop anxiety, stress, an unhealthy body image, and low self esteem.

From the age of 6 girls have more emotional problems than boys.

girls suffer more from all parameters signifying poor mental wellbeing.

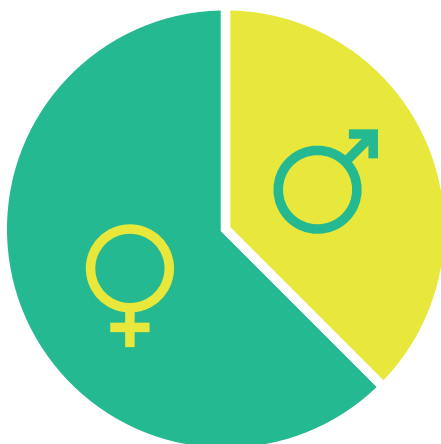
GIRLS 16-24 YEARS OF AGE
are the most stressed in the entire population.



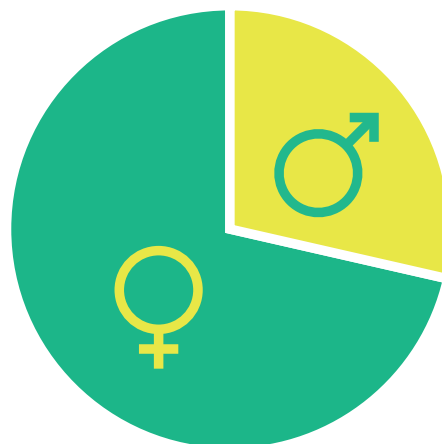
5 TIMES MORE GIRLS SUFFER
FROM DEPRESSION AND
ANXIETY FROM PUBERTY
FORWARD.

Depression in youth doubles to triples the
risk of depression later in life.

EATING DISORDERS ARE 10
TIMES MORE PREVALENT IN
GIRLS



21% GIRLS AND 11% BOYS
OFTEN FEEL VERY NERVOUS OR
STRESSED



25% GIRLS AND 10% BOYS FEEL
VERY BOTHERED BY TIREDNESS

More girls (27%) are sad minimum once weekly compared to boys (11%).
More girls than boys are irritable weekly.
More young girls (16%) often feel lonely than boys (11%).
More young women (21%) are nervous or stressed often or very often than young men (11%).
The percentage of young women (16-24 år), who are often stressed and nervous have risen from 14 to 26% from 2005-2013.

Physical precursors of poor mental wellbeing or indicators of depression and anxiety in young children:

10-20% of children and adolescents experience stomach aches at least once per week. Twice as many girls (16%) as boys (9%).

More girls (33%) have weekly headaches than boys (22%).

More girls (25%) are very bothered by tiredness than boys (10%).

From the age of 6 the girls experience more emotional troubles than boys.

From puberty onwards depression and anxiety are 5 times more prevalent in girls than in boys. Depressions in early youth increases the risk of depressions later in life 2-3 times.

In all categories of poor mental wellbeing girls are represented much more than boys.

There has been a large increase in attempted suicides – in young girls have 3 times more.

Medicine to combat ADHD is administered minimum 10 times than 10 years ago.

To verify and update info see/contact:

<http://angstforeningen.dk/>

<http://www.vidensraad.dk/Videntema/born-og-unges-mentale-helbred>

<http://www.headspace.dk/aalborg/hvordan-kontakter-jeg-jer>

<https://www.lmsos.dk/>

<https://www.viooss.dk/forside/>

<https://girltalk.dk/>

Student chaplain Hanne Dahl - anonymous counselling for students with e.g. emotional problems.

http://www.pbs.org/newshour/making-sense/student-resilience-time-low/?utm_source=facebook&utm_medium=pbsofficial&utm_campaign=newshour

Reflection:

The results from the survey can be reflecting the fact that girls may be more aware of or bothered by mental and emotional state than boys, or able to recognise and express emotions and sensations. Still the numbers for mental wellbeing in general are worrying.

Next step will be desk research of links above, interviews with a girl suffering from anxiety to gain perspective, and interviews with counselling services to establish if they recognise this picture in adolescents, and if they can suggest possible causes.

Researchers and experts comment the report in an article from Politiken (Felholt, 2014), stating some possible reasons for the declining mental wellbeing in children and adolescents:

Conclusion:

Bjørn Holstein, The National Institute of Public Health in The University of Southern Denmark: "The young do not accept the middle course. They have far too high demands for themselves." The institute made the report.

"The young people experience demands from society for achievements on all fronts – career, networking, and personally. And where there is a pressure on them to get through the educational system fast." Youth researcher Jens Christian Nielsen from Aarhus University.

"It is not just a sense of whether you feel ok, but if you are good enough." Director of Center for Youth Research, Niels Ulrik Sørensen.

"It is the hunt for happiness, but happiness is a mirage. Wellbeing and satisfaction would be a much better goal for the young." Anna Bjerre, psychologist and manager of the counselling site Girltalk.dk

Alice Bentzon, high school student: "The boys are clearly better at saying 'fuck it'. For them, everything does not have to be so constructive and progressive all the time.

"Research from Aarhus University confirms that the girls are worse off than the boys." "Most studies show clear gender differences. It impacts the girls more severely because they feel a larger pressure to get the right education and the right job and to quickly establish the right adolescent life and later family life. And they must be attractive." Youth researcher Jens Christian Nielsen from Aarhus University.

The researchers all point to the 'performance culture' as a reason.

"Perfection has become the new normal. Earlier perfection was something one would strive to achieve. Today many young people see perfection as something you must do. If it is not perfect, it is not normal" Niels Ulrik Sørensen. "They have to constantly optimise themselves, there is a large focus on self and your image." Jens Christian Nielsen.

"Social media (play, BN) has a large role in the lives of the young – especially the girls." Anna Bjerre, Girltalk.dk
Anna Orłowicz, student in Sankt Annæ High school: "There are many illusions of how things are, and in reality they are completely different. If you are not 'liked' Saturday night, probably everyone else is at a party."

The researchers mention the body image as well. If perfection is achievable, this is also the case in regards to the ideal body. For the girls it becomes a question of persistence and effort, then they get the perfect looks. But it obviously becomes very stressful." Anna Bjerre

"Jens Christian Nielsen claims, that the parents of today have a tendency to let the young believe they can become anything. That all doors are open. They can just choose freely. But: "The young should not be supported in something that is unrealistic for them."

Researchers sense, that especially girls are protected. That they cannot face adversities." These girls need strategies that enable them to handle their life situation. " Anna Bjerre fra Girltalk.dk

"Young people only blame themselves. It is their own competencies, which must secure them success in life." Jens Christian Nielsen

"We are not so critical toward the system." Emma Kragh-Elmøe.

Anna Bjerre from Girltalk.dk "If you ask them they will find it very difficult assessing who says it has to be this way."

Niels Ulrik Sørensen "The individualisation of the young- where they take on the sole responsibility for their life – increases their fragility.

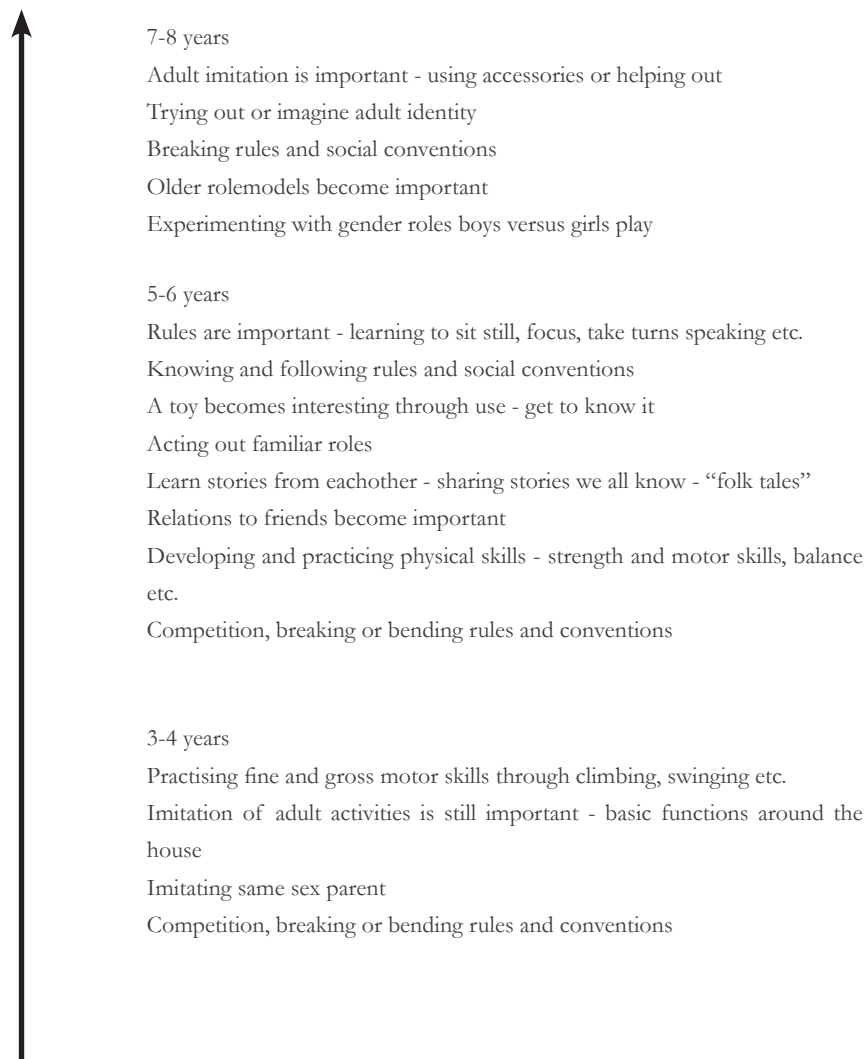
Holstein "We are living in a time where the individual is bigger than the collective. When society focuses more on individuals, than on what they can do together, demands on the individual are increased. The young live in a liberalistic individualistic nightmare."

In general this may be correct. The direct conclusion on the report is, that clearly children and adolescents are feeling pressured, showing signs of poor mental wellbeing and exhibiting early or more advanced signs of mental health problems on a larger scale. This is a gendered issue, as girls are suffering most and increasingly on all parameters.

INSIGHTS ON CHILD DEVELOPMENT 3 TO 8 YEARS OF AGE

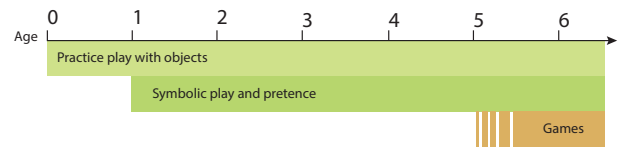
Identity, social interactions, and play development from 3 to 8 years

Combined insights from interviews. The topics that are of particular interest to children of different ages - and the prevalent behaviours observed.



COGNITIVE DEVELOPMENT OF THE CHILD

Being a brilliant biologist turned developmental psychologist, Piaget offers the systematic scientific grounds for the contemporary understanding of children's cognitive development. Results from his semi-clinical work (experiments complemented with deeper interviews) are extensive, useful, and bound to cognitive development in connection with the physical world and artefacts. The theories are therfor supplemented with Vygotsky, and Erikson for the psychological development of identity and emotions, as they share the definition of development (Vejleskov, 1999)p.126.



The operations the child is able to perform are concrete operational from 6 to 8 years.

Operations possible are

- To manipulate, sort, count, turn etc. objects
- To imagine these manipulations

The concrete operations lead to understanding the vital concepts of in front/behind etc. necessary for developing spatial perspective and so to speak, being able to put yourself in another's place.

The child develops it's perception from 6 to 16 years of age, from a previous purely sensory motor state. Performing concrete operations or manipulations with physical objects in the world around it, the child starts to form impressions of that world and being able to explain the gathered perceptions. This is a balance, where knowledge and experiences also determine what is later actually seen or heard – perceived.

Formal operational thinking emerges later, where the child is able to make logical arguments based on previous facts, which are not concrete. The most famous example being Erasmus Montanus stating (falsely), that stones cannot fly, Mother cannot fly, therefore mother is a stone.

At the age of 6-7, the child discoveres, that certain features are conserved through operations such as rolling clay into a ball or a stick. Objects are not only permanent, and stable, they have features, which remain regardless of e.g. the form of the object. It is possible for the child to keep these features stable through language.

At 11-14 a new systematic emerges based in actions AND assumptions.

Vygotsky claims, that the broader social context must be taken into consideration, namely the socioeconomic context in which the child develops, which affects her/his opportunities and given problems. Also language plays a large role for Vygotsky, a factor Piaget did not focus on. Vygotsky claims the use of language and attracting meaning or consequence to given aspects, objects etc. determines which objects and activities the child may be inclined to take interest in or experiment with.

“Knowledge does not originate from the subject, and it does not originate from the object. It originates from the interaction.”(Vejleskov, 1999)

Through interactions the child forms its thinking, perception and knowledge of things, other people, and itself.

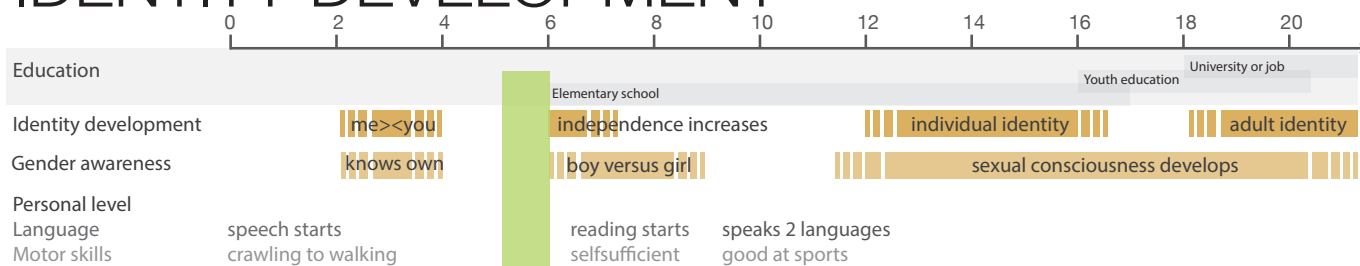
the child constructs his/her ideas and understanding of reality through activity, which for Piaget is engagement and interest in action. It is constantly challenged and changed, which is necessary for growth.

Piaget's research results are often presented as scematic development stages in order to increase learning – Piaget himself stated, that the developmental process in itself is the most important.

The physical surroundings, in particular the range of accessible objects to “experiment with”, manipulate, has significance, as does the social context in which the child develops, here mainly the family, teachers, etc. affecting what the child does and is allowed to do. The biological development of the brain is a factor, as is what he refers to as “Striving for equilibration”.

Interest and reflection is key! Activity it is not, if these are not the driving forces. Being specific and doing concrete operations is necessary in the sensory motor stage obviously, but in all stages activity is the most important. Intrinsic motivation is rewarding, not control, directions, or commands. Developmnet is caused by constantly trying to make sense of things (assimilation) while simultaneously changing one's perception (accommodation). (Vejleskov, 1999)

IDENTITY DEVELOPMENT

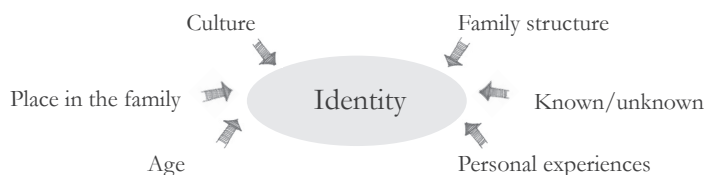


Development of identity is a continuous process. Separation anxiety often accompanies expanded perception of self as being separate from others - I am a person, I have a will. Identity develops in phases 2-3 years old the child experiences the power of no, and being a separate person for the first time. 5-6 years old the child changes to school, moves a bit away from the family, and the world widens. Knowledge and new skills, friends and teachers are to be dealt with on your own to a new degree.

Teenage years provide the major breaking free of "initial identity" and being part of the family and its values into being your own person. Starting high school learning critical thinking and being exposed to other values on an even more self sufficient stage broadens the perspective, and making the first choices on the way to adulthood gives power over your own identity and direction of life. Finally starting university or a working life is the last step in the adolescent period into forming an adult conscience and identity.

Identity can be processed and even repaired through play by reliving and processing experiences.

Familiar roles have the particular interest of the child in identity play, where it can work with important figures of its immediate world contemplating what is e.g. "a mother". This play reflects the stage of life the child is in, so that the first versions of this play type is house, acting out the mother, the father, the sister, the brother, the baby, the adult etc. Later other roles become important, acting out the behaviour of the pedagogue, the doctor/ the patient, the teacher/ the pupil and other similar constellations. This process internalises the societal norms and roles of authorities and archetypes, and is therefore continuous and developing.



CARSTEN OBEL PODCAST

Podcast 08. april 2017 Radio 24syv

Carsten Obel, Danmarks eneste professor i mental børnesundhed, Århus Universitet

Highlights summing up the points made by Carsten Obel in the interview, specifically focusing on the relevant problems and their causes:

"Asking children how they feel, because you are not together with them as a parent, can make them be very conscious of their feelings. Maybe they feel that what they feel is very important, and the ideal may be normal."

Gifted high school pupils tested on wellbeing parameters react with: "Do we have to get 12 in wellbeing too?!"

If two people can treat each other well and create a good emotional culture. More attention on each other.

Children learn by example.

We project our fears of the future onto our children.

Willingness to take a risk is key, the Google approach of "show me your mistakes, not your successes." Of course self control is important, maybe the adolescent wants to go out with friends, but doing the homework tonight may result in better benefits in the long run. That kind is good.

Girls feel the pressure more, especially from social media.

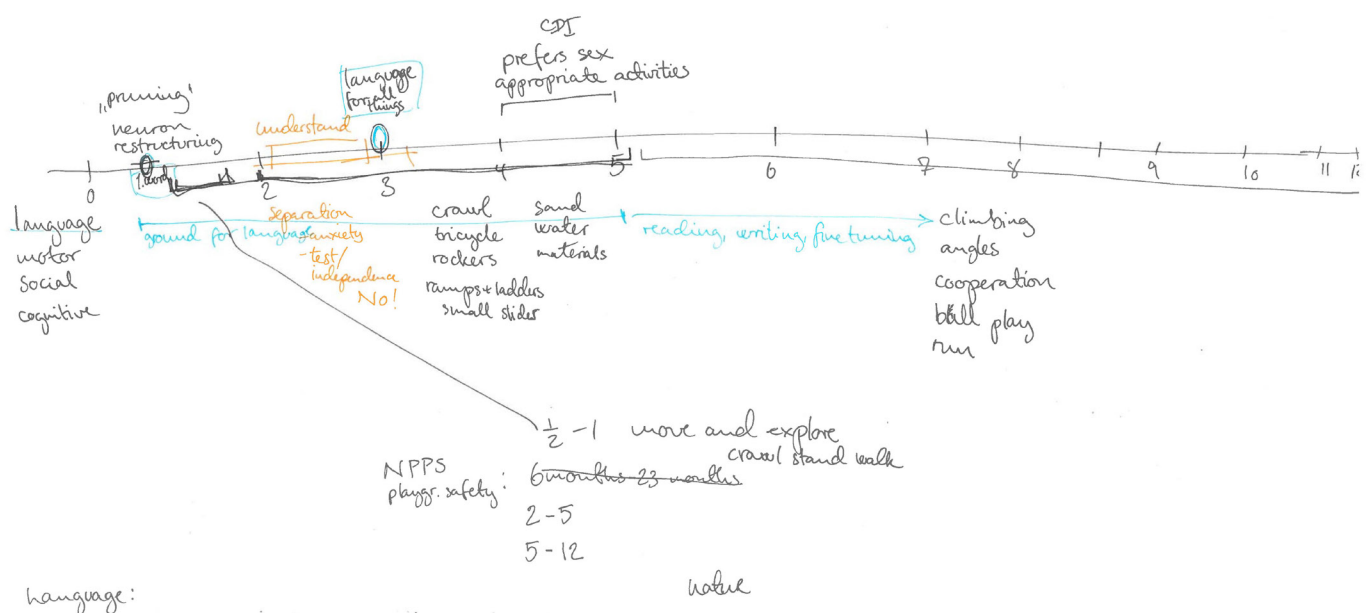
"I went home with my friend Jørgen, and I saw how he really lived. More deep That does not happen so much today. My children have a huge amount of friends and a selected view on what they show each other."

I miss seeing a rebellion in the young today. They are too nice and neat.

Take them away from society for a while. They really relax a lot.

<http://www.radio24syv.dk/programmer/24-spoergsmaal-til-professoren/16594630/carsten-obel-danmarks-eneste-professor-i-mental>

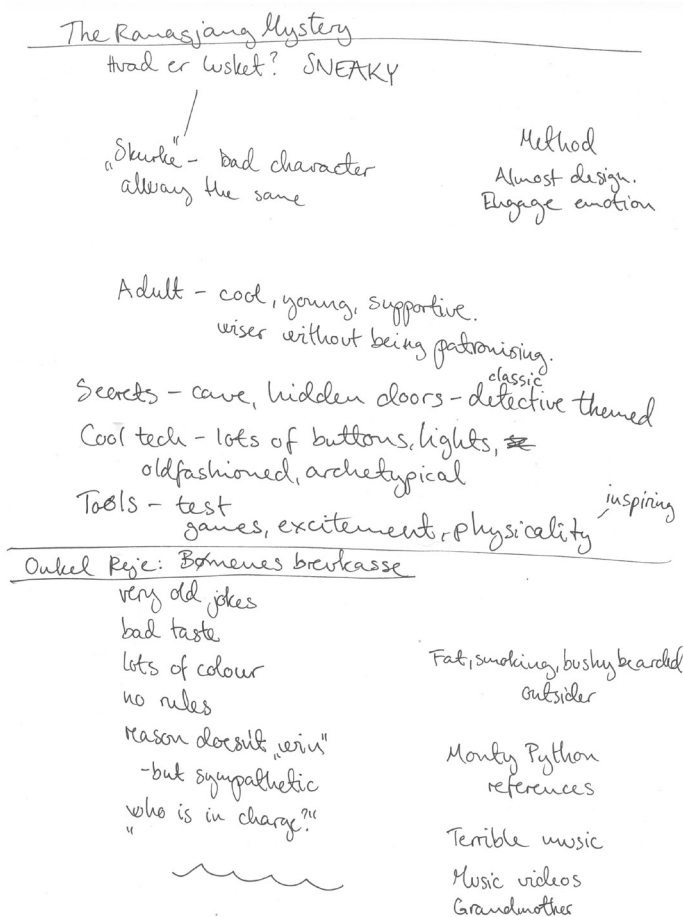
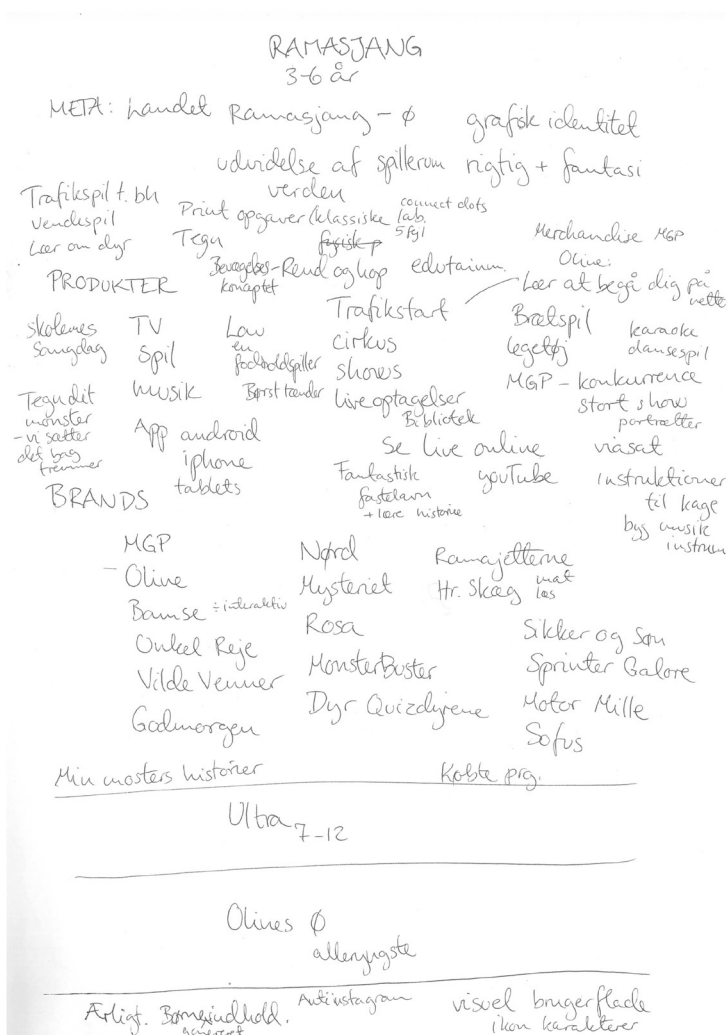
TIMELINE CHILDREN'S DEVELOPMENT



LEGO p 12: novel way of interacting with the environment can directly lead to better memory

DR RAMASJANG

Notes from watching and reviewing <http://www.dr.dk/Ramasjang/forside.htm> investigating their storytelling, characters, and offers.

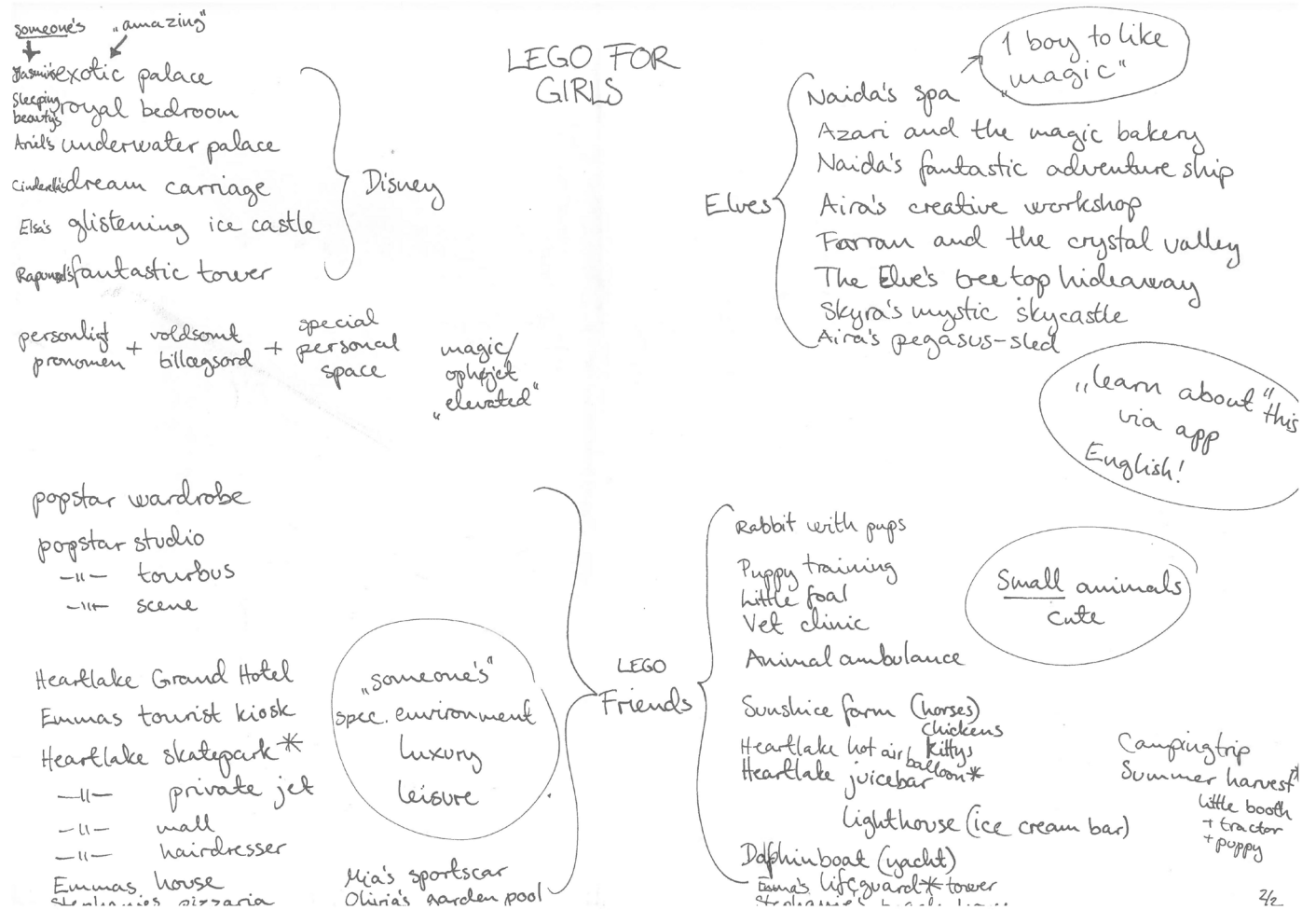


LEGO STORYTELLING

LEGO - Gendered storytelling and megastories

Girl's

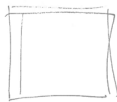
The names of the girl's sets are all formed in the same way: (someone's)+(very positive superlative)+(special personal space). Every set is leisure based. No one has a job or function apart from care or fun. Everything is clearly colour coded, bricks have more specific functions than in normal sets, and figures are dolls. Not modular and with traditional "female" shapes.



welcome to the big LEGO City world!



framed as exciting, external, active
big men with clear jobfunctions dominate a cityscape



LEGO FOR
BOYS

Deep sea exploring ship
helicopter
start kit
submarine
scooter



Boy's sets are more the known LEGO sets. Functions, jobs, and interacting with the world are in focus. Exploration, science, building etc. There is even a set with the man leaving the house, as the wife waves from the stairs.



It was surprising to see such traditional gender stereotypes, and the brand clearly moving in that direction. Still the toys are marketed to the parents via video in the shop as making children creative, build spatial skills, and as a family activity, where the children can build anything their imagination desires. It is difficult to find sets without fixed stories and instruction manuals.

PLAY TYPES AND EXISTING ALTERNATIVES

OBSERVED CATEGORIES OF PLAY MATCHED WITH AVAILABLE TOYS AND ALTERNATIVES

STORIES EVERYONE KNOWS	HOUSE	PLAY ADULT WOMAN	PERFORM
Magic - imagination - “common stories”	Rules + free interpretation	Expression/try out Freer form - character styles	Be special - star - image - expression Common story frame
Rules - fixed stories/characters		Adult artefacts	
Disney Princess	Dolls	Sunglasses	
Ninjago	Kitchen	purse	
Star Wars	Dress up clothes	phone	Colouring books
Doc McStuffins	Accessories	kitchen	Popstar
Paw Patrol	purses	LEGO	Model
Frozen (Elsa)	play food	Friends	Microphone, musical instruments
Spiderman (Marvel/DC)	utensils, tools	Popstar	Dress up clothes
Dolls		Barbie	MGP
LEGO			Singstar
Merchandise			Guitar Hero
towels, bed linen, hair bands etc.			High school musical
Dress up clothes and accessories			Music videos
			tablet, PC, phone
Monster High			
Elves			
Chima			
Games			
TV shows			
COLLECTIBLES	TECH MEETS REALITY	CARE	RELAX FOCUS IMMERSE
Fixed stories	Rules+freedom within storyline	Rules - pretend/try out - no real consequences	Rules - repetitions - imagination
Rules (free play possible)			
Pokemon	Pokemon GO	Hatchimal	Games, music
Beyblade	VR	Pet	Tablet, phone, PC
Disney Princess figures	Minecraft	Automatic animal	Books
Star Wars figures	Skylander etc.	Babydolls	Films
“Crea crazes”	Figure and game		
Pom pom machine etc.			
Cards			
Magic etc.			

CREATIVE

FREE EXPRESSION

Paper
Colours
 paint
 crayons
 pens
 pencils
Play dough
Easel
Tablet

PATTERNED

Colouring books
HAMA beads
puzzles
Magnetic building sets
Drawing fixed stories
Singing games

GAMES WITH RULES

Fixed stories - repetitions
Rules - memory - emotional

Board games
Singing games
Card games, Memory

BUILDING (AND DESTROYING)

Minecraft
Ball runs
LEGO
Brio train tracks
Hideouts
 fabric/tent
 what we have
Bobles
Sand
Water play

PRACTICE+DEVELOP PHYSICAL ABILITIES

O U T D O O R ACTIVITIES

Competitive - social - solo
Rules/free

Playground equipment
Trees, bars etc.
Scooter
Roller skates
Hopscotch
rope skipping
trampoline
run-bike
bike
ball
Ball games

MACHINES

Mini ATV
Dirt bike
Remote controlled cars
 helicopter
Drones
“Handheld”
 cars
 planes
Battery powered
 Flexitrax
 Brio trains
Garages
Tools

INDOOR ACTIVITIES

Competitive - social - solo
Rules/free
Bobles
Furniture, stairs, what we have
balancing board
spinning top

No touching the ground

NINJA

Cool tracks
Dress up clothes
Accessories
 swords, weapons
 masks, belts
Ninjago

SECRET GAMES

Spying
 no artefacts
 internet, tablet, PC, phone
Detective accessories
 magnifying glass, lab items
Ramasjang Mysteriet

MAPPING THE TENDENCY OF TOYS

Worksheet no.

Date of activity: 02/02/17

Responsible: J.O.E.

Written: 03/02/17

Activity: Mapping the tendency of toys and games

Objective: Map out the trend concerning available children toys

Method: Using the gift finder tool in both the BR and Toys R Us websites to get a visual representation of the trend, look at different age groups and price levels in the 5-6 years.

Data

the results from the gift finder added on a board to help create overview with toys R us on top and BR on the bottom.



The gift finder results put in an excel sheet.

based on age with any price					Based on price at 5-6							
	any	0-2	3-4	5-6	7-8	8+	0-100	100-300	300-500		500-900	
900+												
Duplo 2	12	5	2					1	1	4	1	
Plushies	2	9	3		2	2	1	3	4		4	
Lego 3				1	3	3	2	1	3	3		
Creative	4	3	7		9	3	5	7	8	6	2	
Outdoor play toys		4			3	4	4	6		6	3	3
Electrical	6	1	7		9	8	8		6	11	20	2
Remote control			3		2	2	2	3			4	7
Baby Dolls			6	4					5	2		
Franchise toys	5			10	10	8	5	16	7	11	2	
Frozen	1			4	2	2	1	3	3	2		
Pokémon	3			3	3	3		2	3			
Nerf 14			1	5	10	15	7	1	5			
Animal	2	7	2		3	2	1	2	3		11	3
Play house	1	2	1		2				1	1	1	
Music 1			3	1	1			1	2	6		
Costumes				2	1		1		1	1		
Board games	2			1	2	2	3		1	1		1
Cars 3	2	4	2		2	3	1	1	8	10	1	
Training toy			6									

Conclusion

The results from the gift finder show that in the years from 0 to 6 is mostly filled with imitation toys, either in the form of like what mom and dad uses and toy versions of music instruments. But also with plushies, many varieties of creation toys like play-doh, pearls, and colouring equipment. The third type that is seen mostly in this age group is toys with the look of some animal. It is also in this age group you find costumes.

In contrast the years 5 and up is mostly dominated with equipment for play, like nerf guns, children scooters, and remote controlled cars. You also see pre-packaged make it your way set, like race tracks and LEGO. You also start to see products that are non-age specified in the form of board games and disco lamps.

Common in all but the group of 0-2 year olds are franchise products mostly from TV-shows and movies.

However, you also find things where the brand is known for something else like LEGO making costumes of their product lines.

Reflection

Reflection (+) –

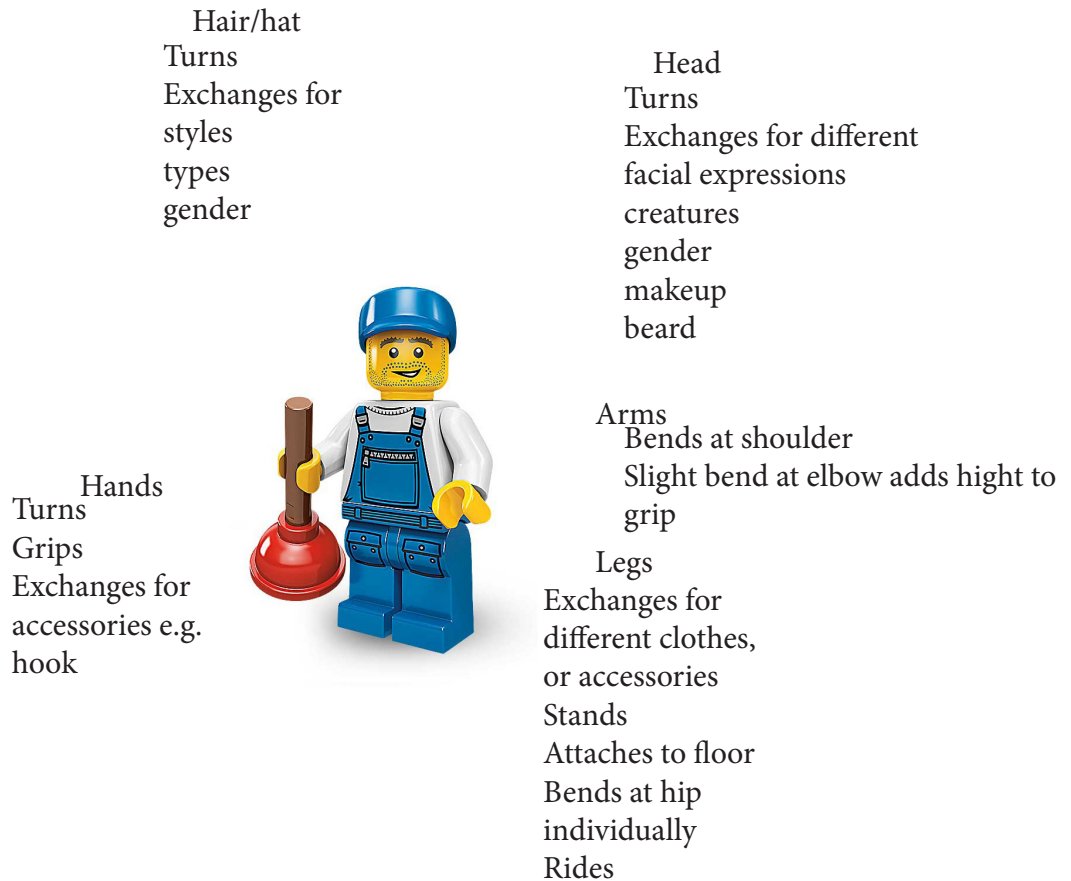
(+) creating a clear image of the age group for different types of product.

(+) finding common ground of the different types of products among different age groups.

(-) Using a limited view in the form of having only the companies' algorithm's result which only give a small snap-short of the reality.

(+) helped give a grasp on the landscape of the different toys.

COMPARISON OF SYSTEMIC FIGURES



Movable parts

Limbs: Rotational movement around x axis

Head: Rotational movement around y axis

Hands: Rotational movement around z axis and relationally along x axis

Removable parts:

Easy:

Head

hats/hair

Legs

Hands

Difficult

Arms

FORM ANALYSIS

Slight bend at elbow adds dynamic and a human quality to the rigid figure

Print on clothes and face defines

jobfunction

creature

clothes

expression

Stylised body parts

Hands unproportionally big to increase manageability and function

Gender:

Is established through either face or hair.

Neutral face + long hair

Makeup face + any hair

It is possible to build other combinations, e.g.

Dress+facial hair

Collaborations with big metastories as a strategy.

Complete exchangeability and theoretical freedom to build environments. Practically?

Headwear
Exchanges for
styles
types
accessories

Accessories
Signifies footwear
clothes
gender
context

Hands
Turns
Grips

Hair
Exchanges for
styles
types
gender

Beard
Attaches to hair



Head
Turns a little

Face defined by brown symbols
of other mould and occasional
print

Arms
Bends at shoulder
Slight bend at elbow adds hight to
grip

Legs
Stands
Bends at hip
Rides
Or dress - gender
Shoes

Upper body
Print and form signifies clothes
Form signifies gender in some cases

Movable parts

Limbs: Rotational movement around x axis
Head: Rotational movement around y axis
Hands: Rotational movement around z axis and
relationally along x axis

Removable parts:

Easy:
Accessories

Difficult:
Hair and beard

FORM ANALYSIS

Relatively fixed figure - shape defines clothes,
A very rigid figure
Expressions are very bland - character is built by
accessories and shape.

Stylised body parts
Very diverse and imaginative, but stereotypical
types of figure.

Mainly realistic, human or animal. A few creatures
Pregnant women, children and babies also.
Ethnic figures quite stereotypical. Horrible brown
figure.

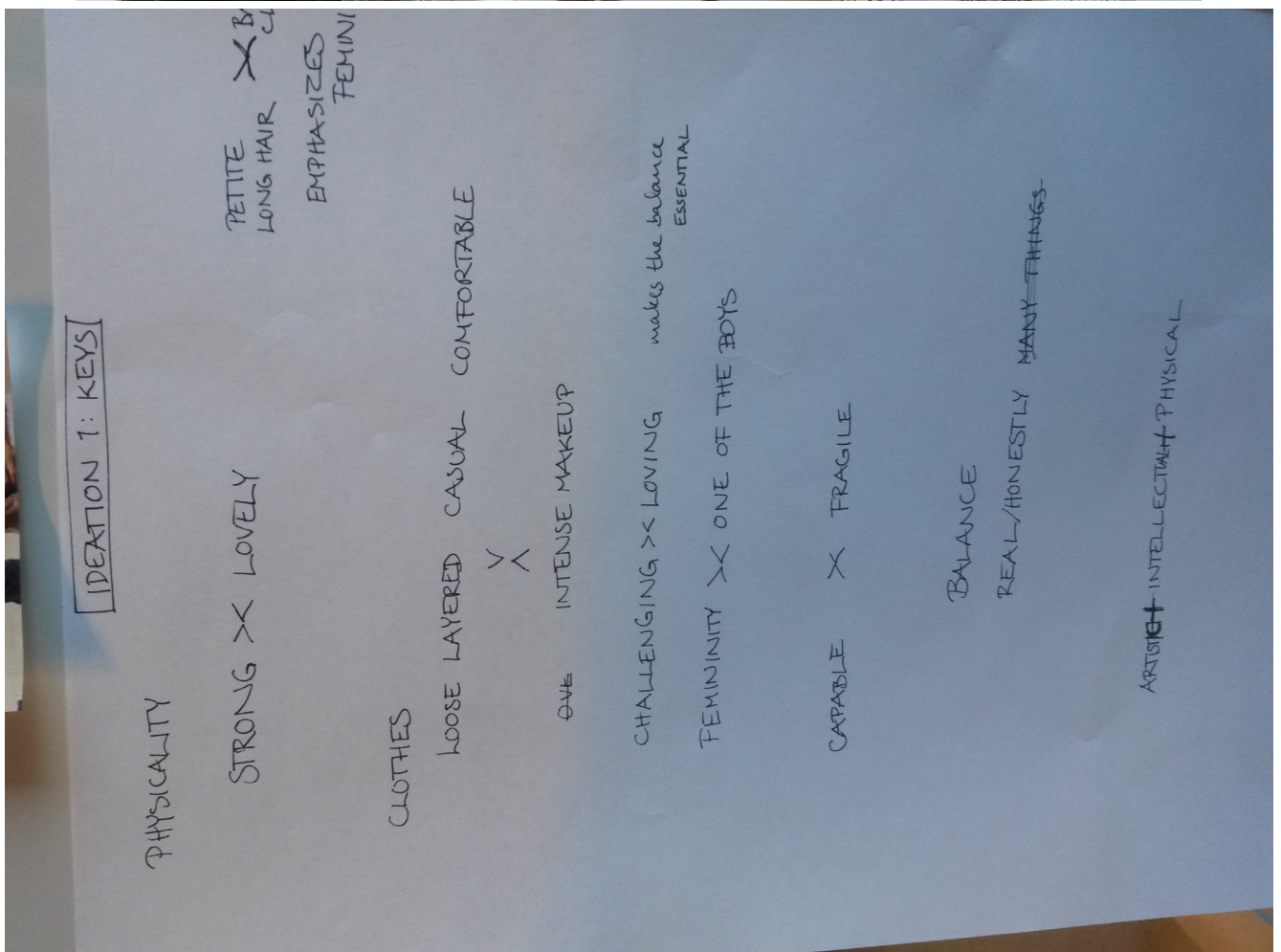
Gender:

Is established through shape and/or hair.

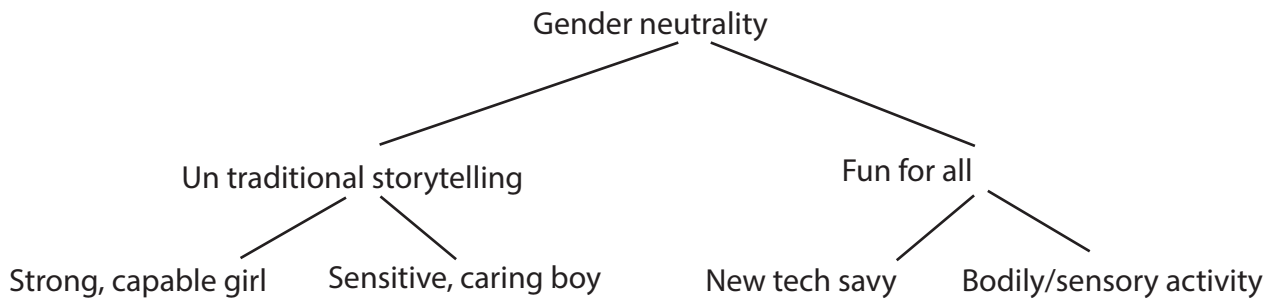
Collaborations with geeky metastories, Dr. Who,
Back to the Future.

Stories are built with environment and accessories.
Figures can interact in environments where they do
not "belong".

INITIAL IDEATION, VALUE FRAMES AND CONCEPTS

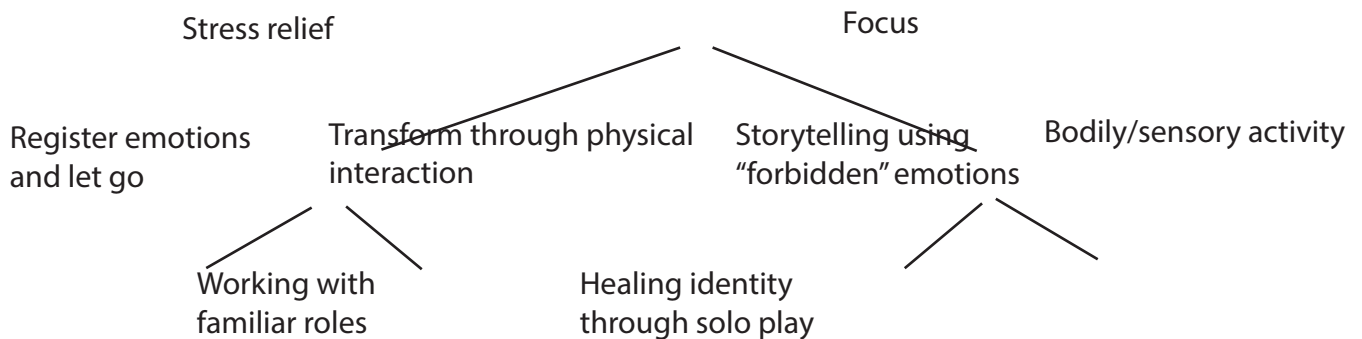


Value: You are a person. Not a gender



Value: It is ok to just be

Just being



CONCEPT 1 - preventing/combating budding anxiety

CONCEPT 2

Metaphor "Like a friend who demands nothing of you."

"The enchanted suitcase"

Handle emotions

A collection/selection of toys is sent to the family - no shopping, event for the family

Recognise emotions

Packaging is part of the storytelling

Distract thoughts from anxious to outside of head

Rotation of toys - send back/exchange with new family to keep the interest

Realistic thinking

Sustainable, value based products

Either an app for a tablet/smartphone or an electronic device (instant access everywhere)

OR a set of physical figures to play with alone - representing emotions

Must be secret - the child's tool. Not for controlling "wellbeing".

Concepts

Creature based, no gender, sustainable, transform emotions/expressions physically.

3 Storytelling focused on balance and nordic culture

they have great stories and virtually no physical artefacts - working with non gender stereotypical Motor Mille or forbidden actions/emotions Onkel Reje

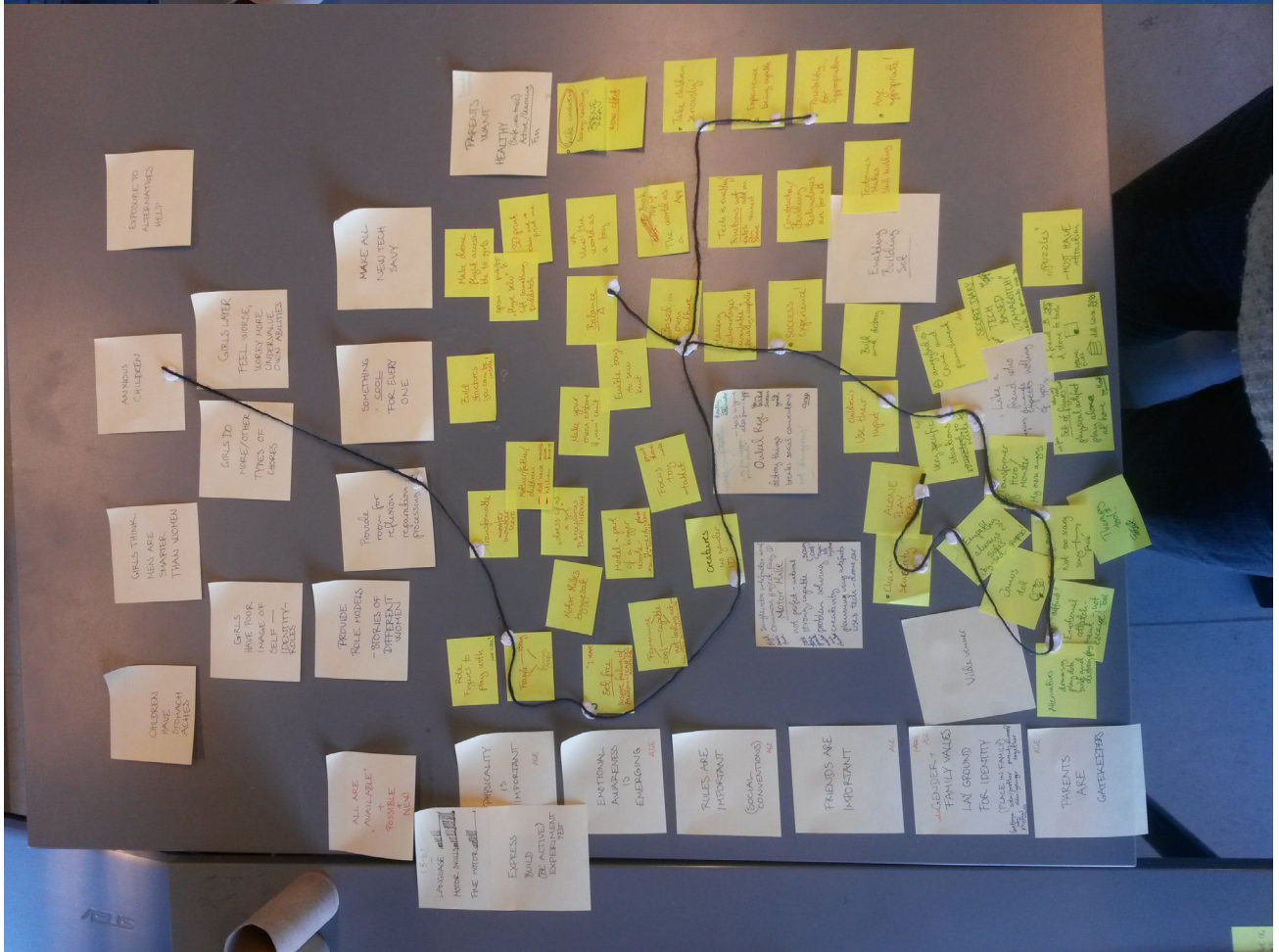
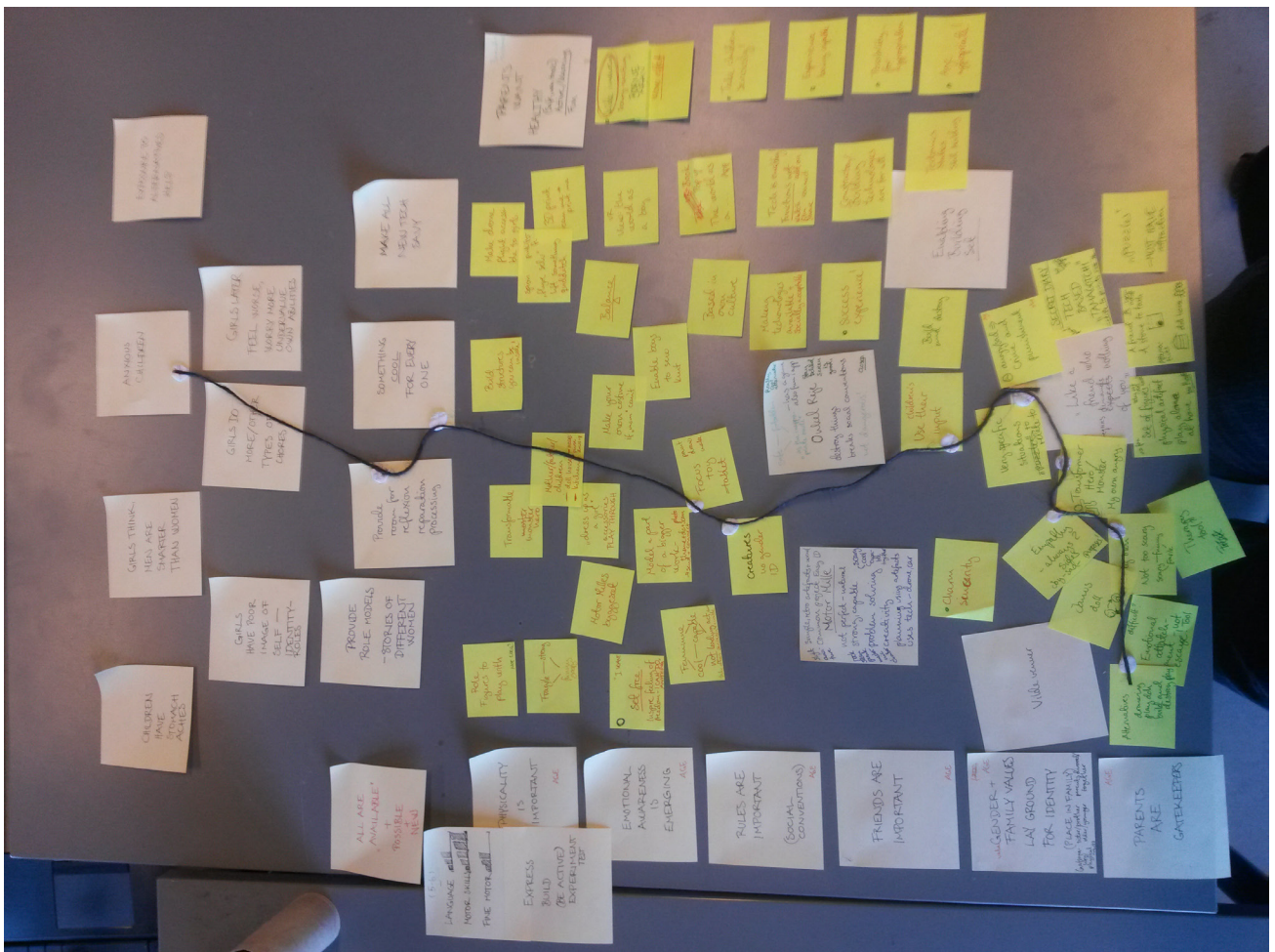
4 Ramasjang - a physical product -

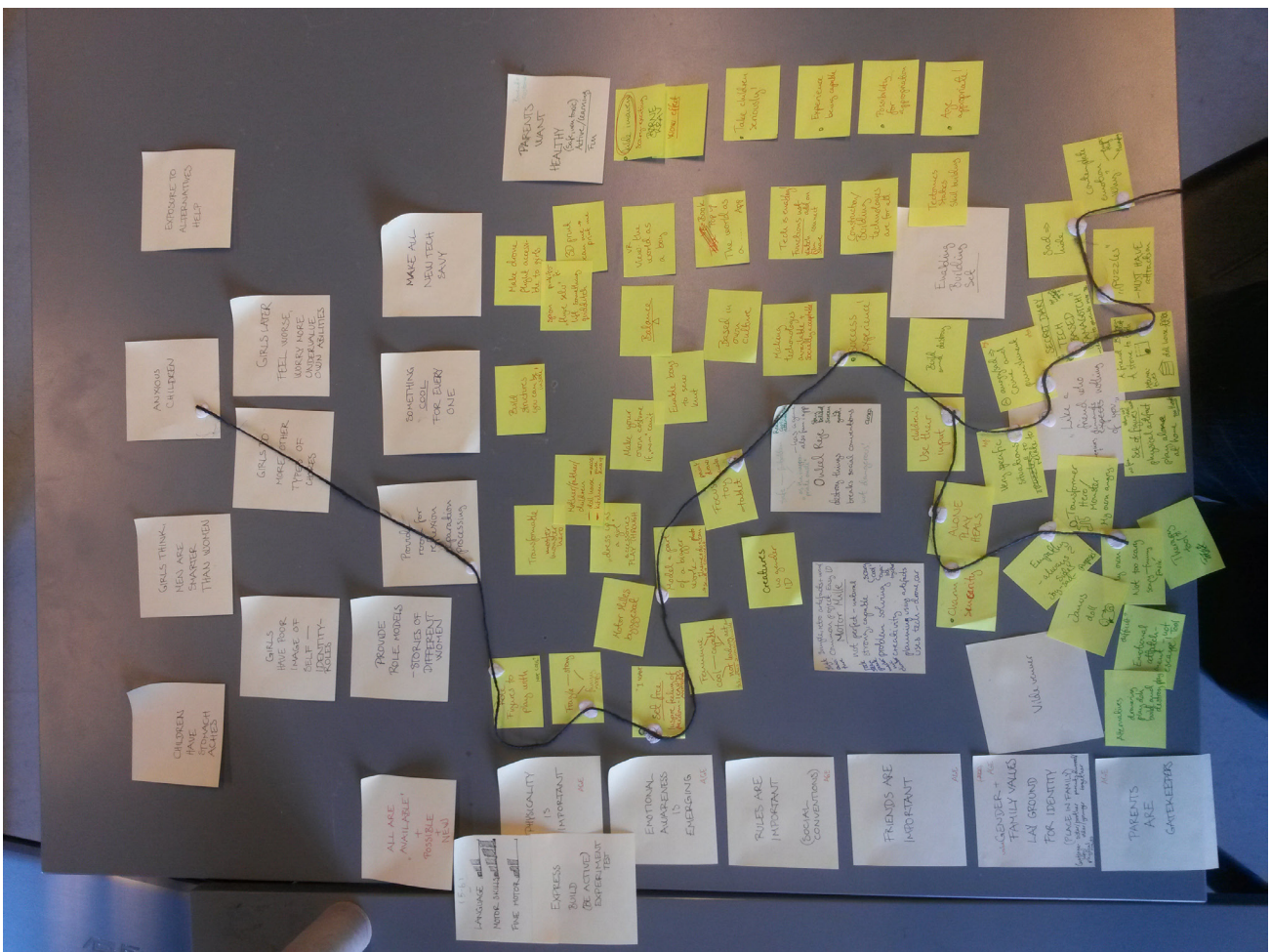
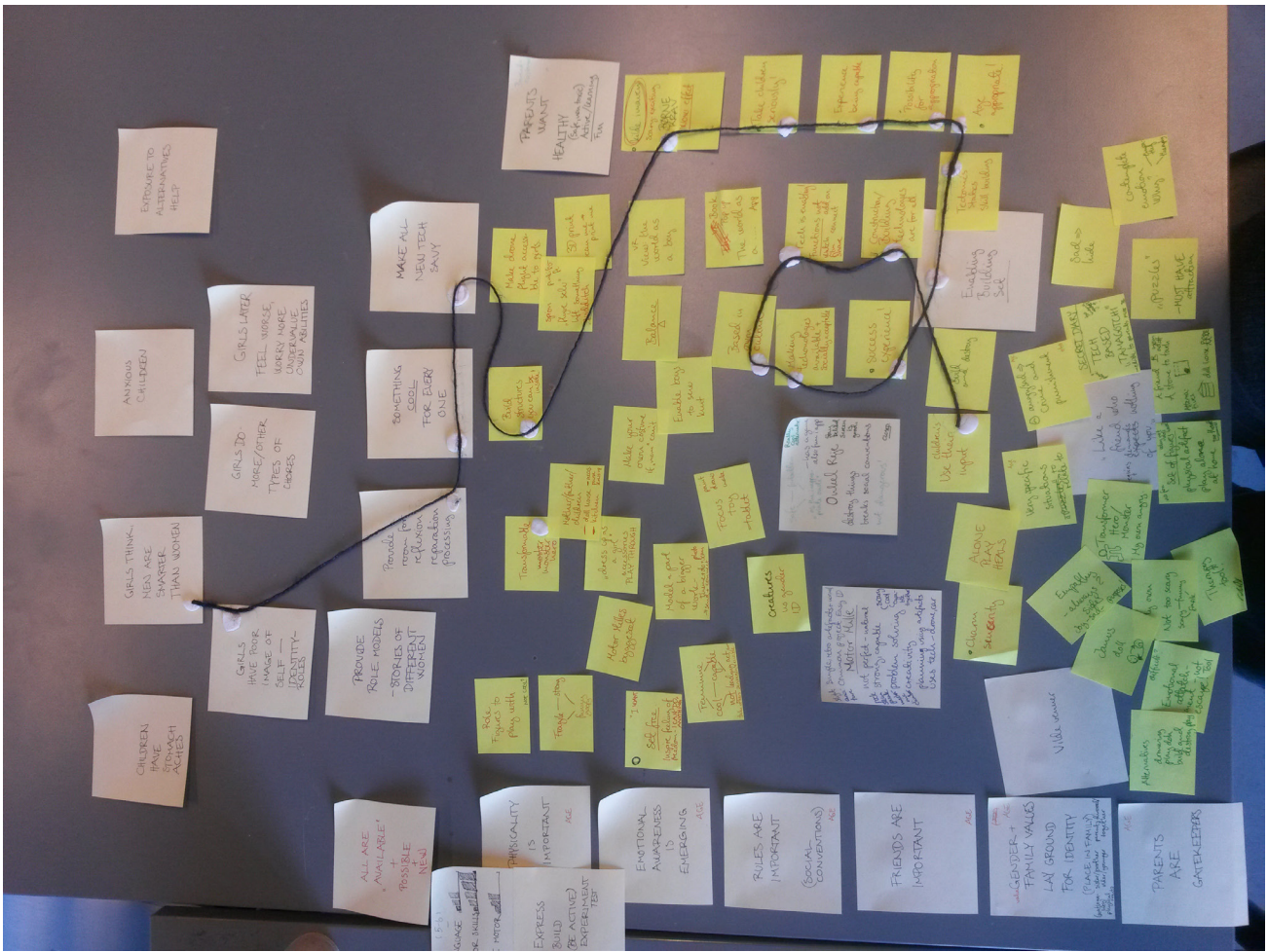
3D print/make a mounting piece for toilet/kitchen paper rolls enabling the child to make structures for identity play he/she can be inside of! Engage the family in collecting/"science" or upcycling toy. Buy files/parts.

5 A building system enabling the child

76







TIME MANAGEMENT

Daily planning is based on weekplans according to deadlines. Every Thursday visits to Bitte Bæk were fixed except for the last 3 weeks of the project period. The shown daily plan organising work into categories functioned well. Of course exceptions were made if necessary or beneficial.

DEADLINES  TASK BREAKDOWN



Monday	Tuesday	Wednesday	Thursday	Friday
			10.00 - 12.00 Bitte Bæk	



DAY
8.15 Plan Produce
12.00 Lunch
12.30 Produce Practical work
15.00

TECHNICAL DRAWINGS

Surface roughness is defined from visual criteria, and this was not possible to define using desk research. It is not crucial to the function, and will be used in the processing of the surface of the mould. Therefore it is not part of the drawings. There will be a tangible sample of the chosen surface present at the examination. In this case considering the simple part, and the modest size, 1:2 is chosen as scale, though it is unconventional. One drawing is 1:1 with additional tolerances to demonstrate full scale.

ISO standards were chosen from the relevant excerpts here:
<http://www.fagteori.dk/maaling/dimensionstolerancer/maal-uden-tolerance-2768-1.aspx>

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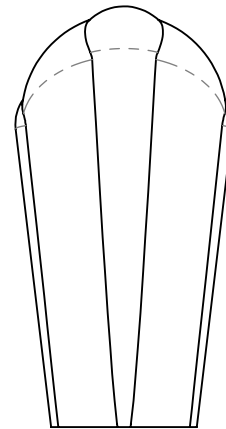
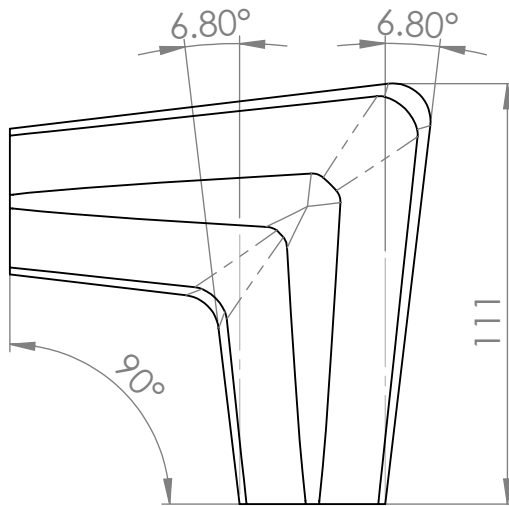
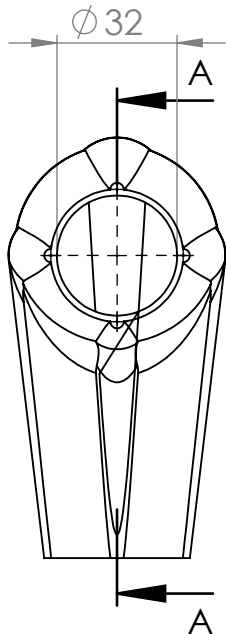
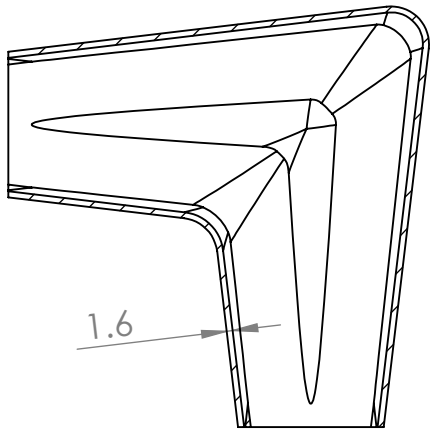
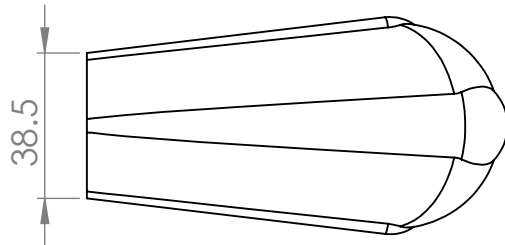
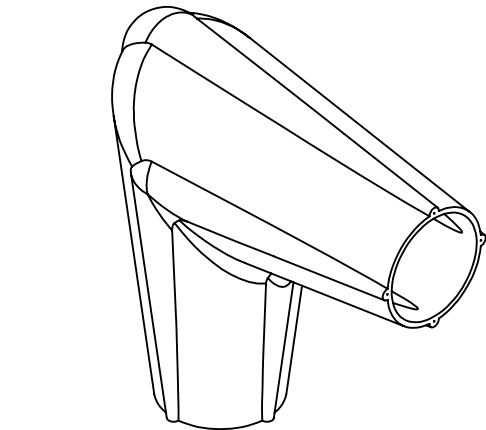
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SECTION A-A

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90 Degrees

PEH

A4

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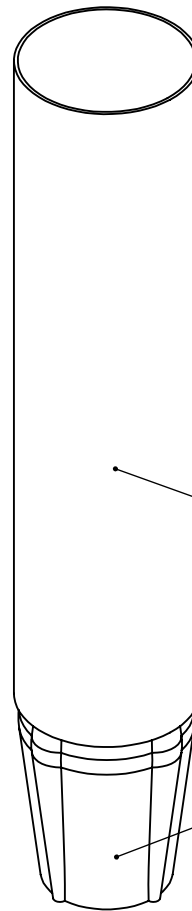
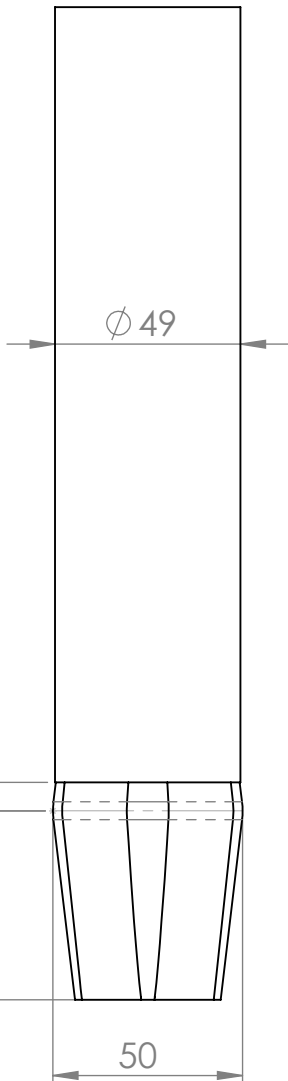
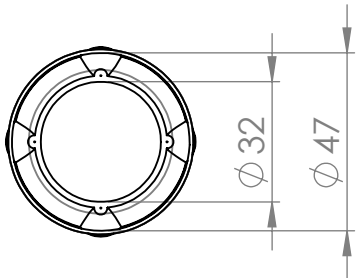
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"Cardboard Tube"

Connector part

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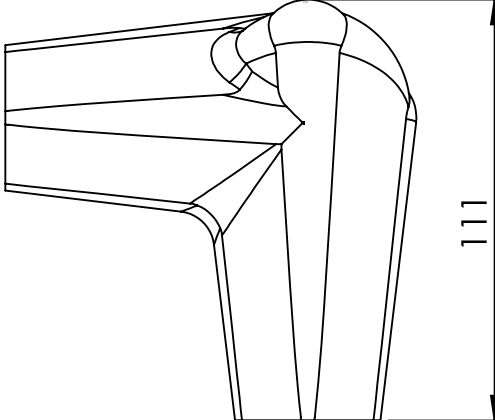
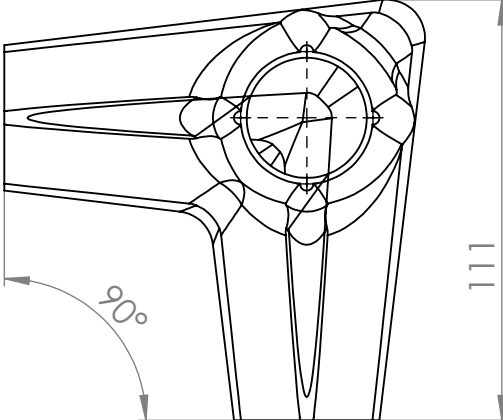
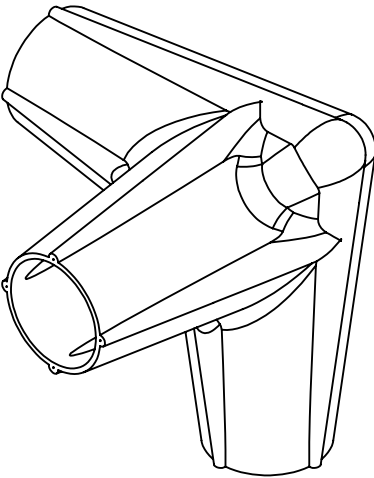
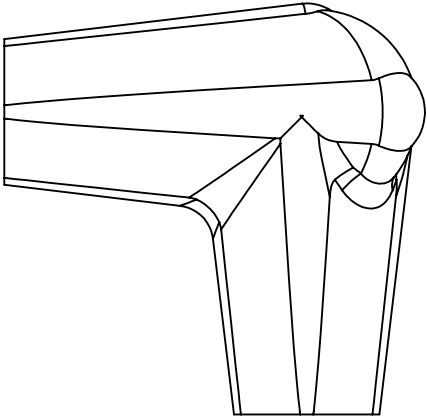
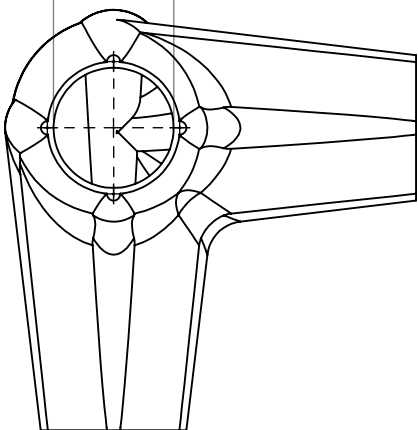
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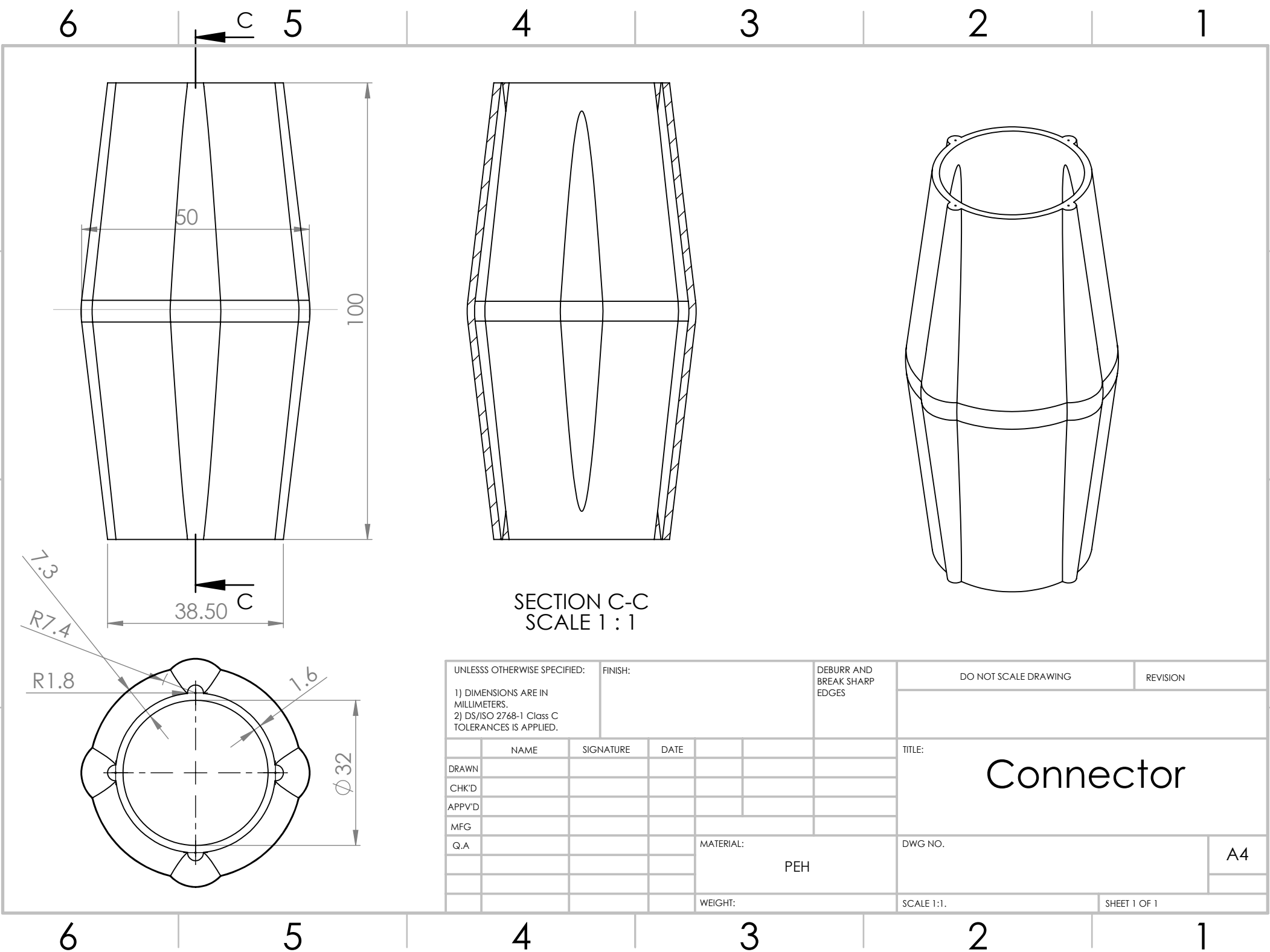
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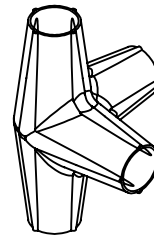
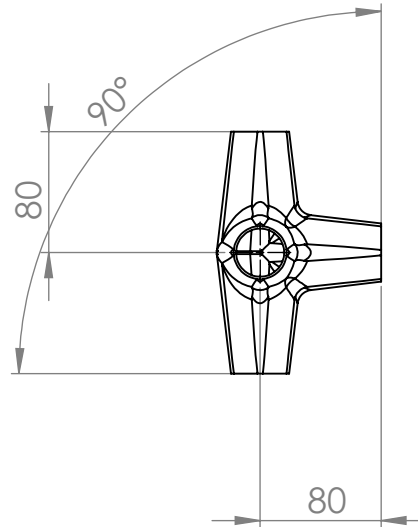
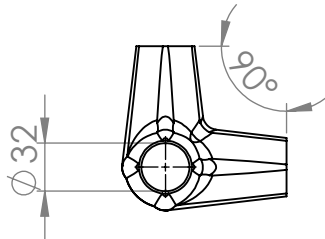
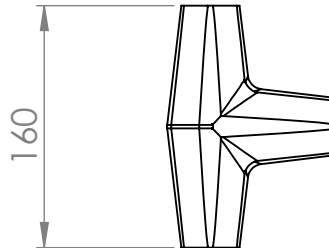
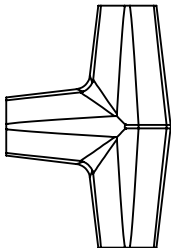
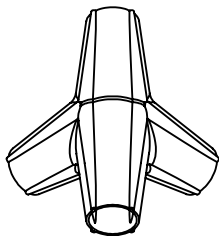
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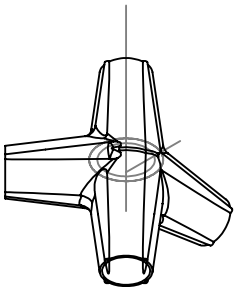
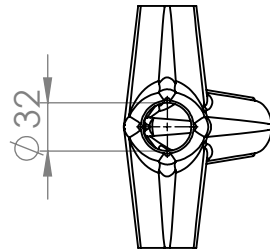
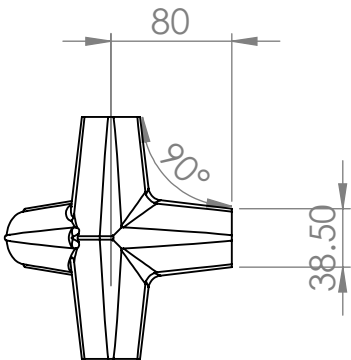
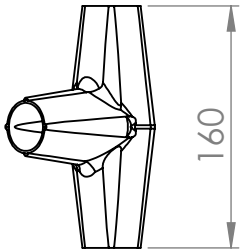
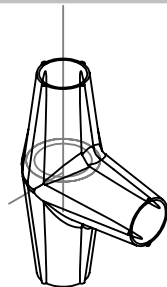
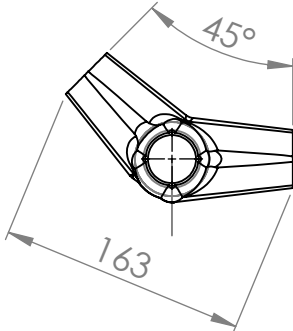
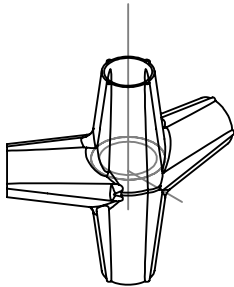
A

D

C

B

A



UNLESS OTHERWISE SPECIFIED: DIMENSIONS ARE IN MILLIMETERS SURFACE FINISH: TOLERANCES: LINEAR: ANGULAR:				FINISH:		DEBURR AND BREAK SHARP EDGES		DO NOT SCALE DRAWING		REVISION	
								TITLE: Top beam to roof			
DRAWN				NAME		SIGNATURE		DATE			
CHK'D											
APPV'D											
MFG											
Q.A								MATERIAL:		DWG NO.	
								PEH			
								WEIGHT:		SCALE:1:5	
										SHEET 1 OF 1	

6

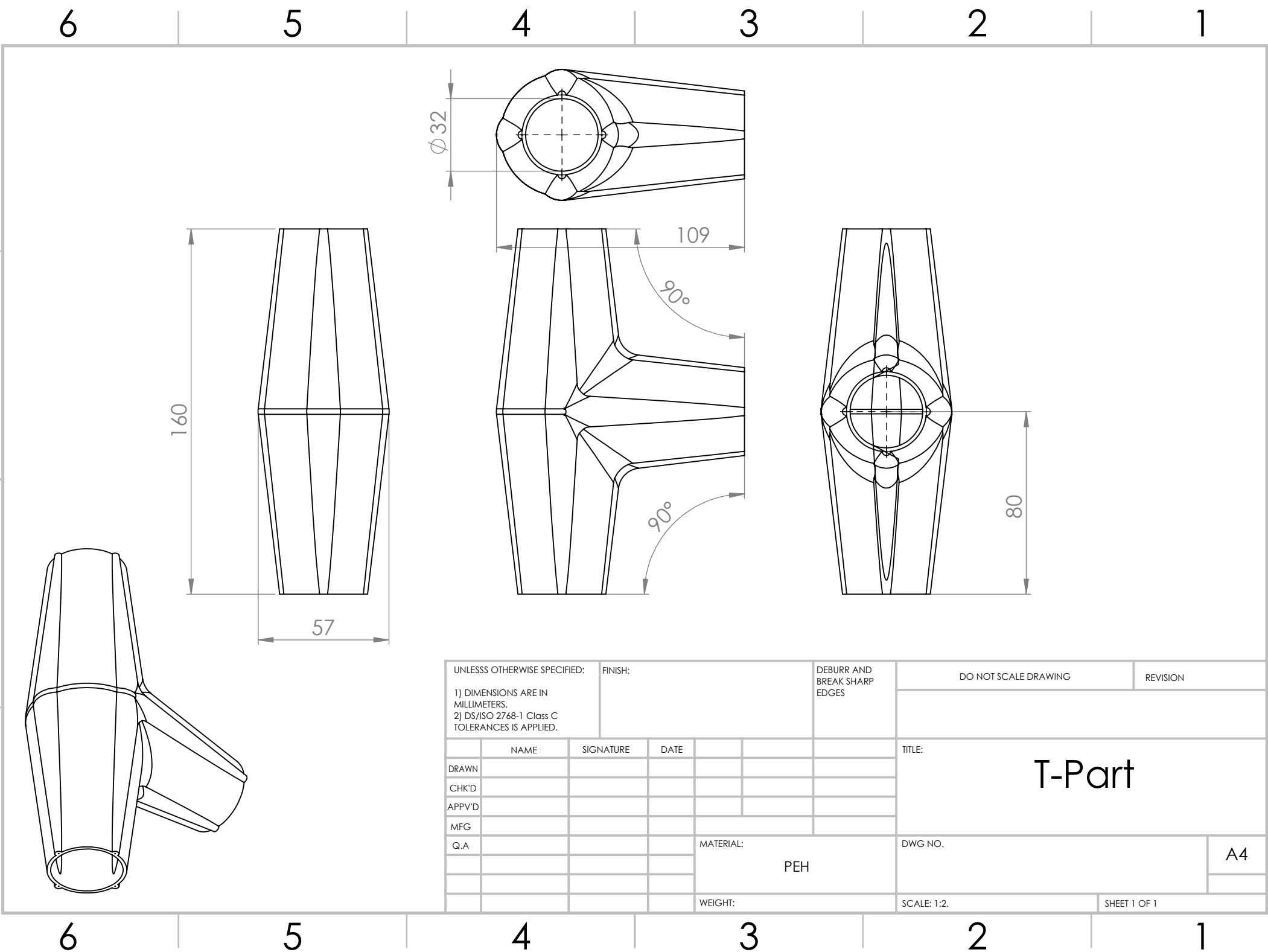
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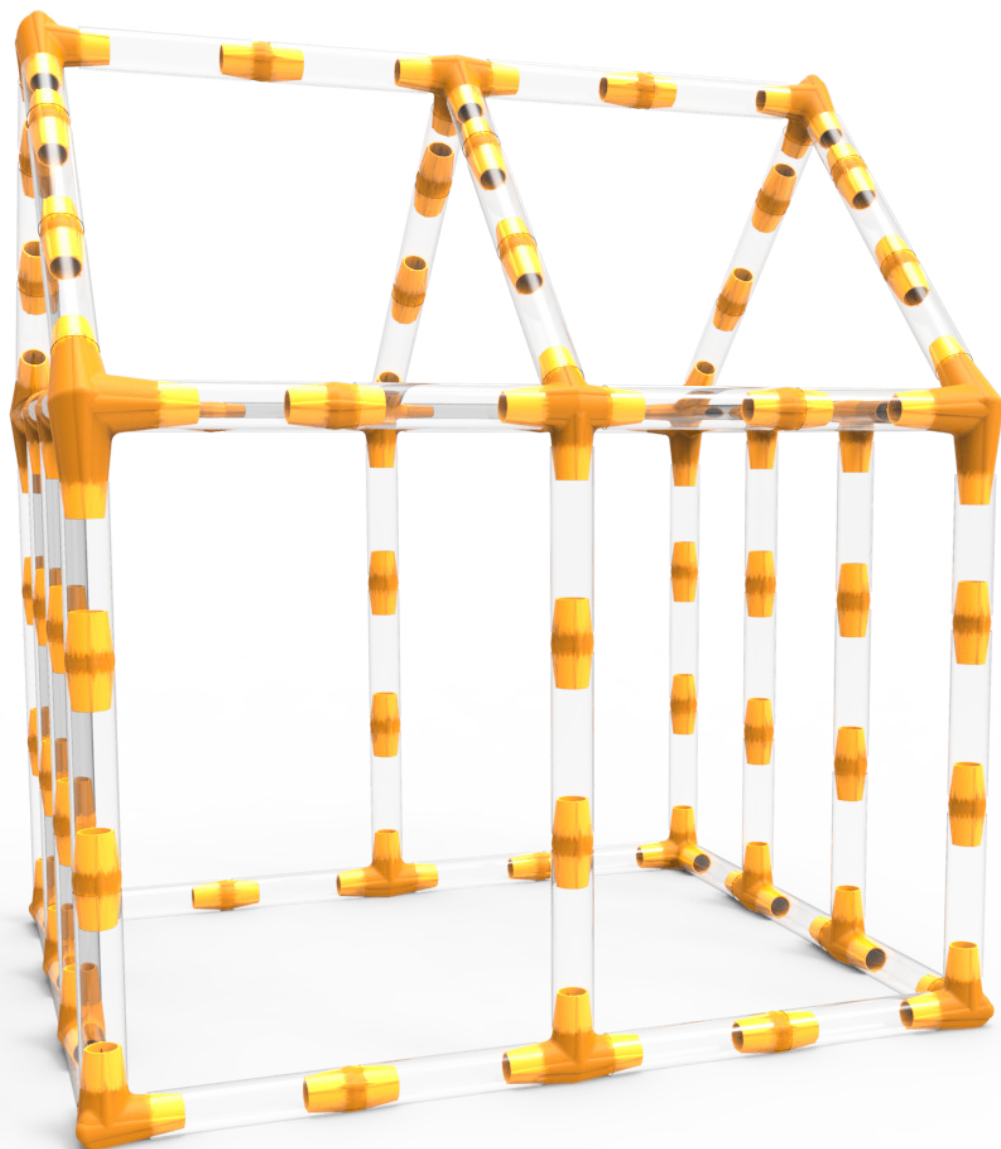
4

3

2

1





One configuration of parts and tubes to make a house.



42 Connecters



1 Ridge



10 T parts



2 Top beam to roof

