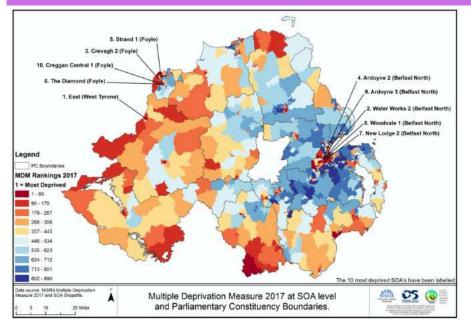
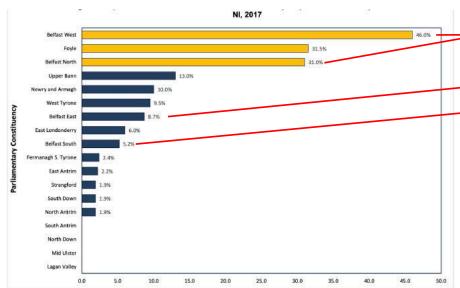
Belfast Healthy Cities

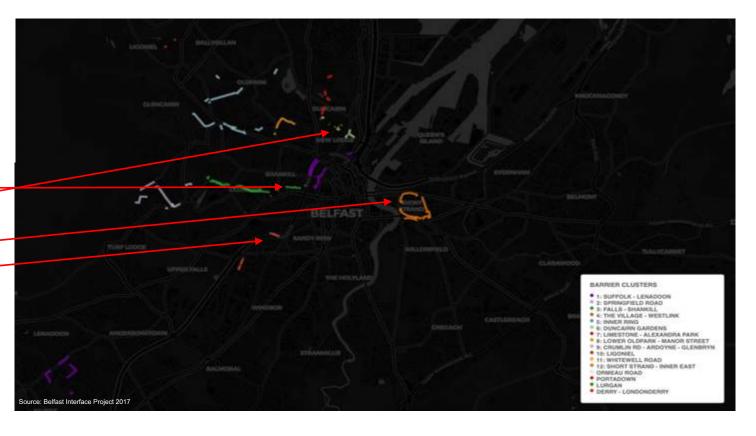


Introduction





The conflict in Northern Ireland has resulted in this legacy of 'peace walls', which have instilled both physical and mental barriers to the population who are affected by them. The presence of peace walls therefore impacts the way in which children living in interface communities perceive their spaces, community and city.



Introduction

Children growing interface communities do so in the shadow of a physical reminder of difference. In a city with physical barriers and segregation, the simplicity of access and connectivity to other areas is lost. It is doubly cruel if those barriers children from then prevent expressing their views and desires for their built environment. It was with this tenet in mind that the 2019 'Place Making Summer School Programme' was designed.



Distillery Street, West Belfast



Place Making Summer School



DAY ONE

Consultation Process

Interactive screen, post-its, photo elicitation

DAY TWO Site Analysis

Legibility mapping, brainstorming, 'smart' search

DAY THREE Tour & workshop

Queen's university tour, Adobe Photoshop workshop in SNBE

DAY FOUR
Presentations
Cutting & pasting

Day One

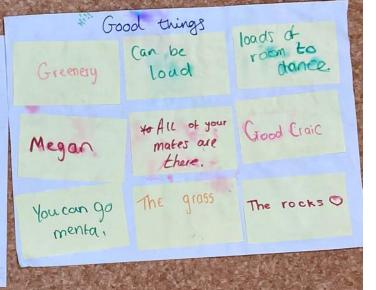


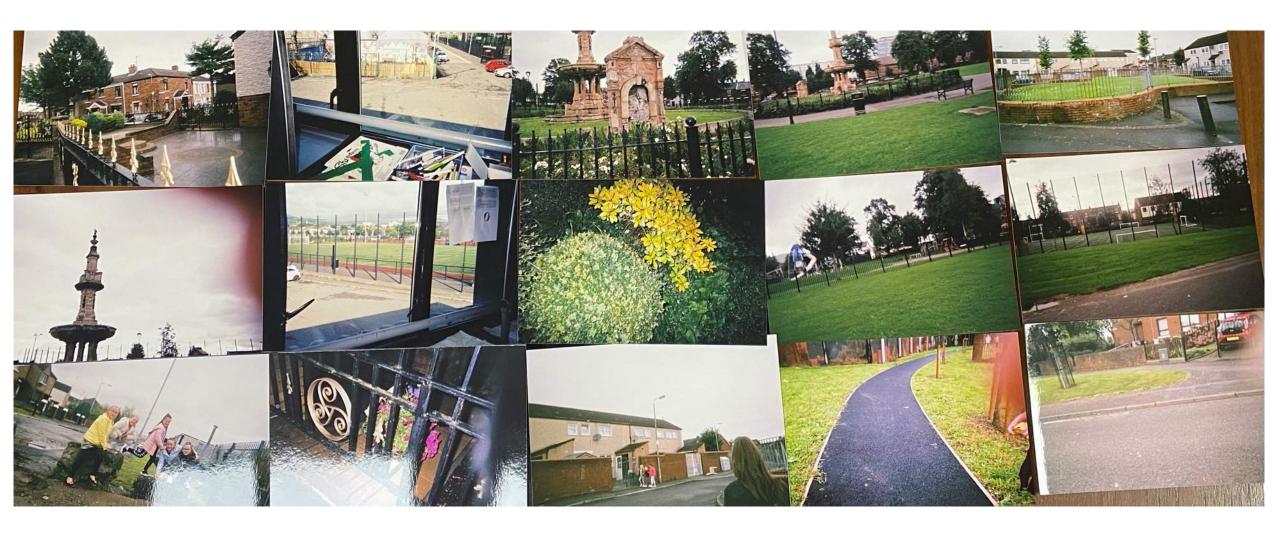


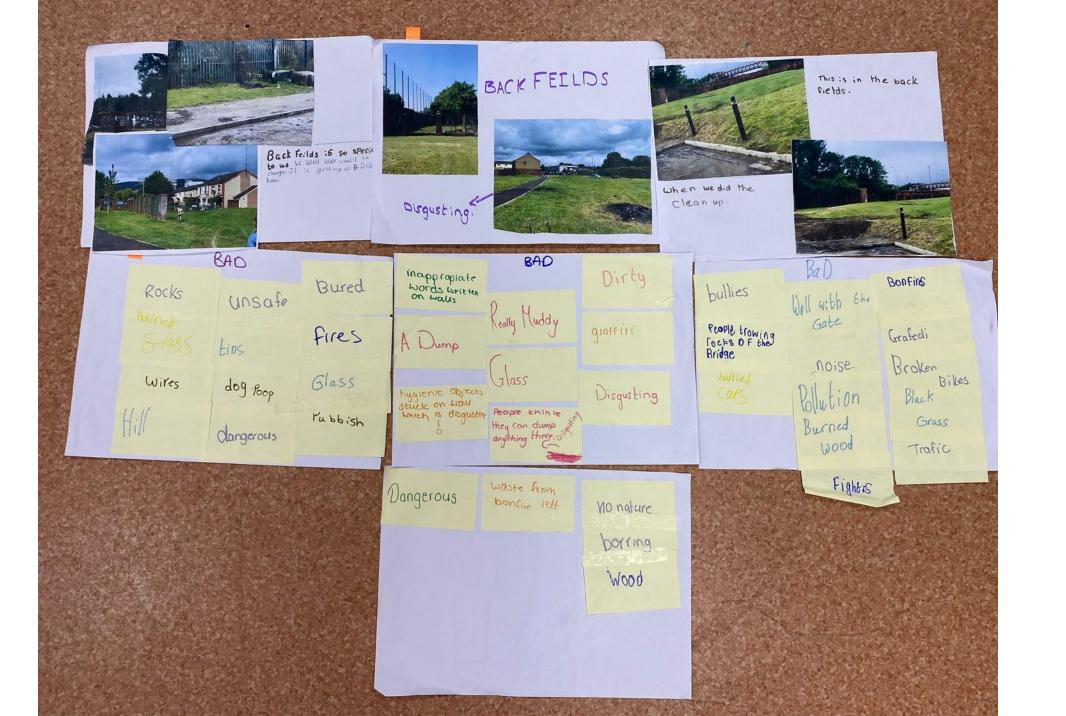


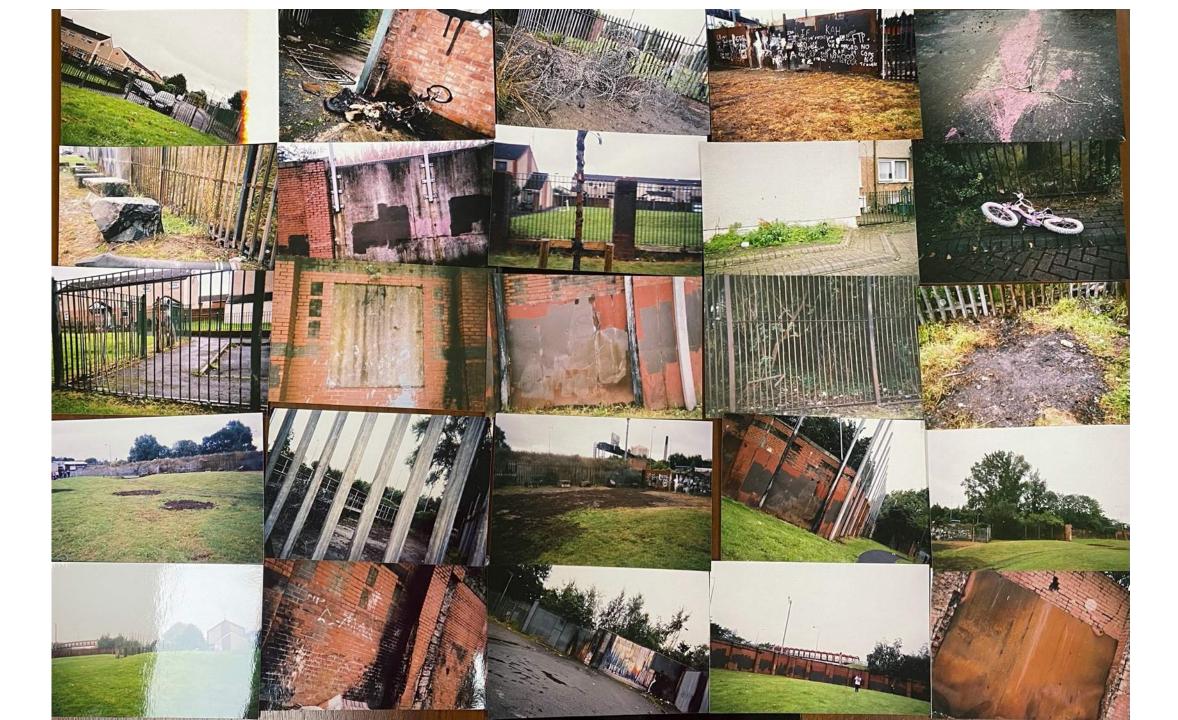












Day Two







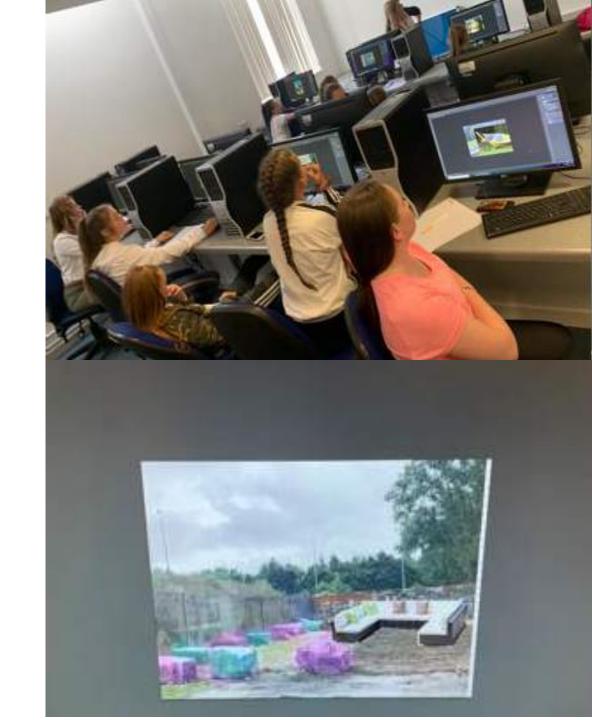




Day Three











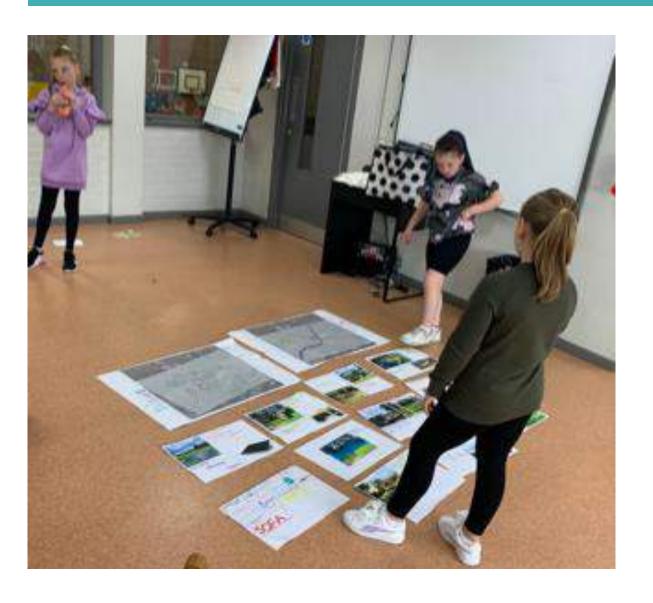








Day Four













Live Site Progress











Live Site Progress







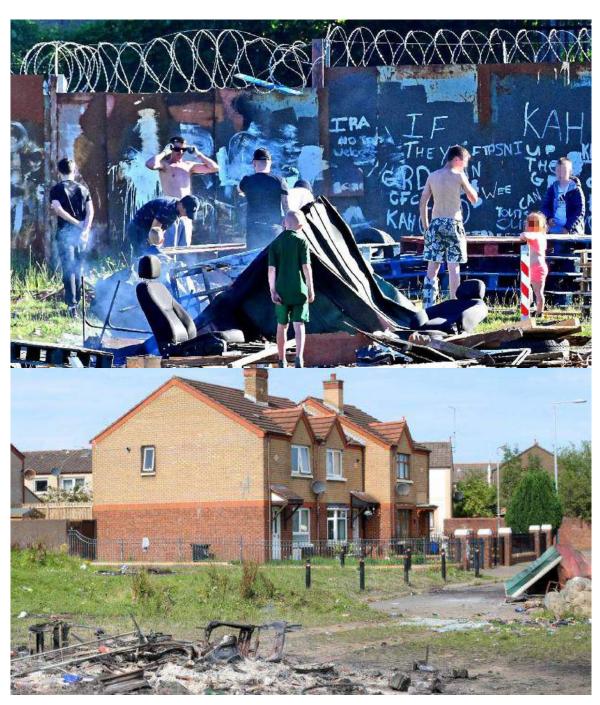




Lockdown

- Children and young people faced lack of routine with loss of school and face to face support services
- More children using the space for 'play' and outdoor pursuits due to convenience, size and locality to their homes
- This also led to increased pallet gathering at an earlier stage and some associated damage
- This period increased the risks for children and local residents
- The site became a danger spot and witnessed a major negative event
- Distillery Street made local, regional and national news for the wrong reasons





Conclusion

The three things that worked best during this programme were;

- i. Independence and inclusion
- ii. Learning
- iii. Interactive methods



Questions? Advice? Comments?

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