

# THE MOTHER LIBRARY

Luka Zantman





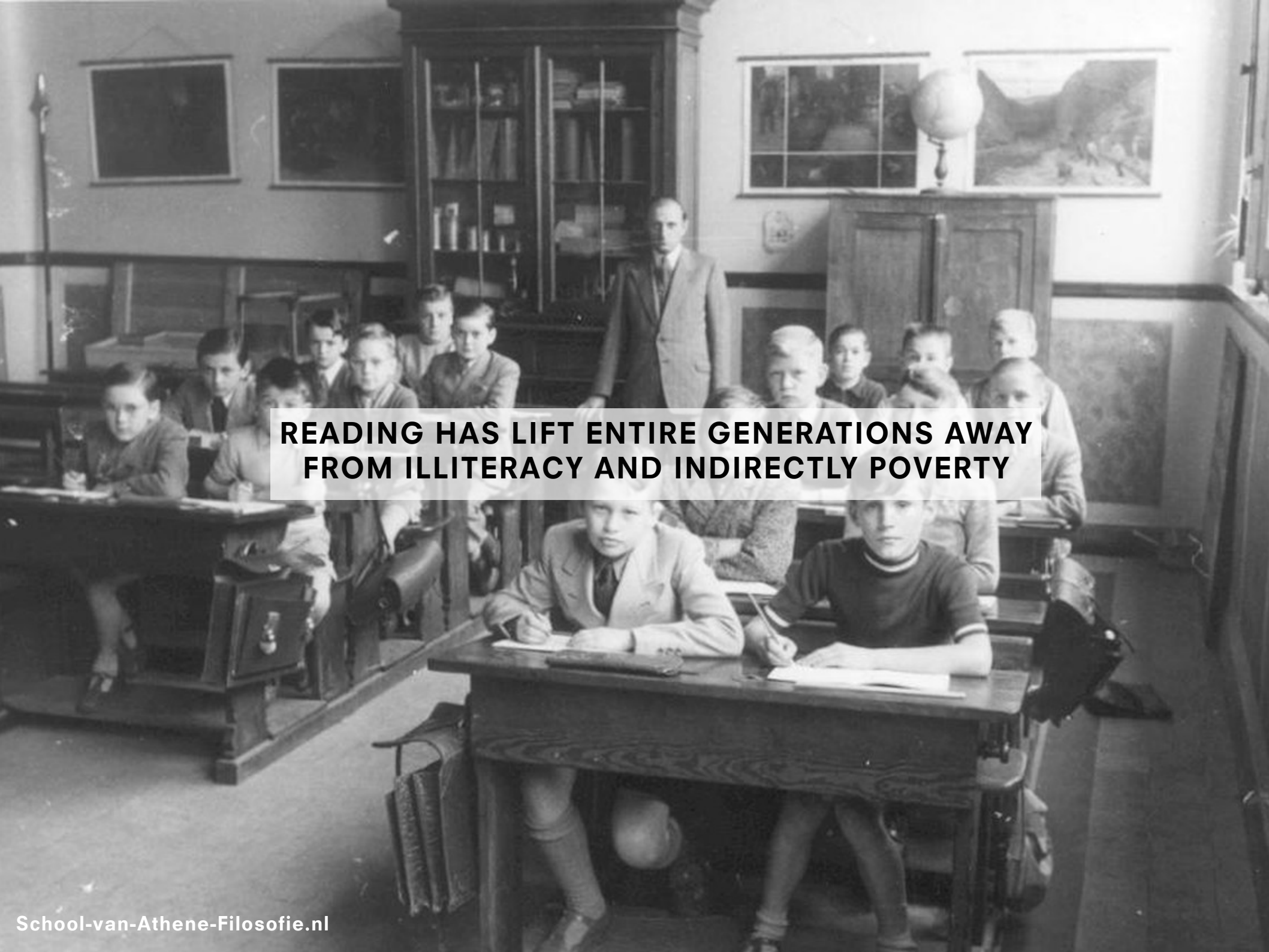
**THE FIRST FORM OF WRITING EMERGED 3000  
YEARS BEFORE CHRIST**

and thus written communication

The background of the image is Raphael's famous fresco 'The School of Athens'. It depicts a group of ancient Greek philosophers in a grand, classical building with arches and statues. The figures are engaged in various activities of learning and teaching, such as Plato pointing to the sky and Aristotle gesturing towards the earth. The scene is filled with intellectual activity and the pursuit of knowledge.

## HUMAN FINDS WISDOM THROUGH READING AND LEARNING

But reading is primarily a privilege of the rich



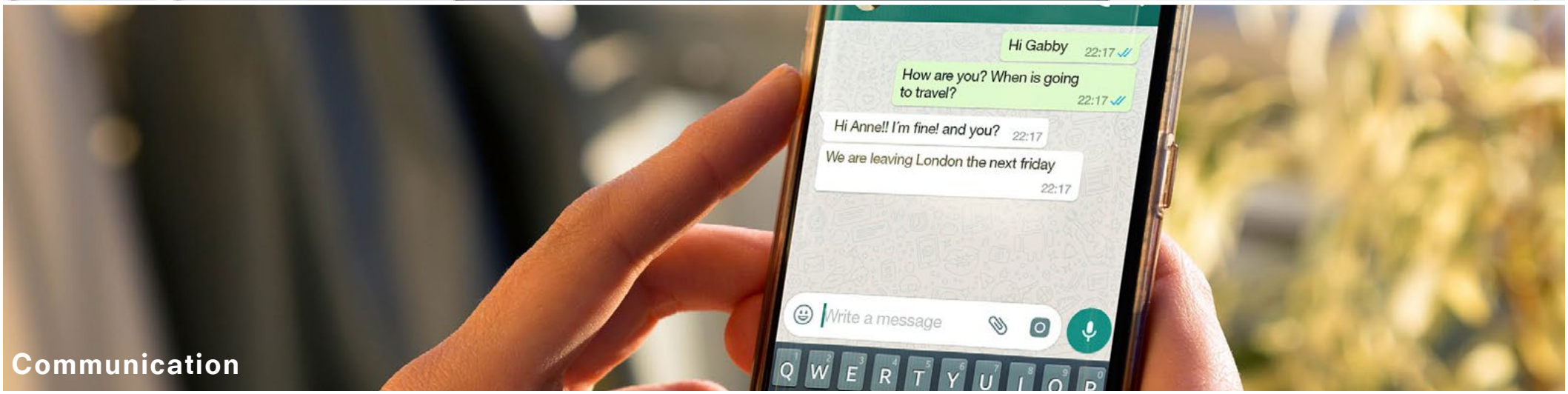
**READING HAS LIFT ENTIRE GENERATIONS AWAY FROM ILLITERACY AND INDIRECTLY POVERTY**



Knowledge



Warning and direct



Communication

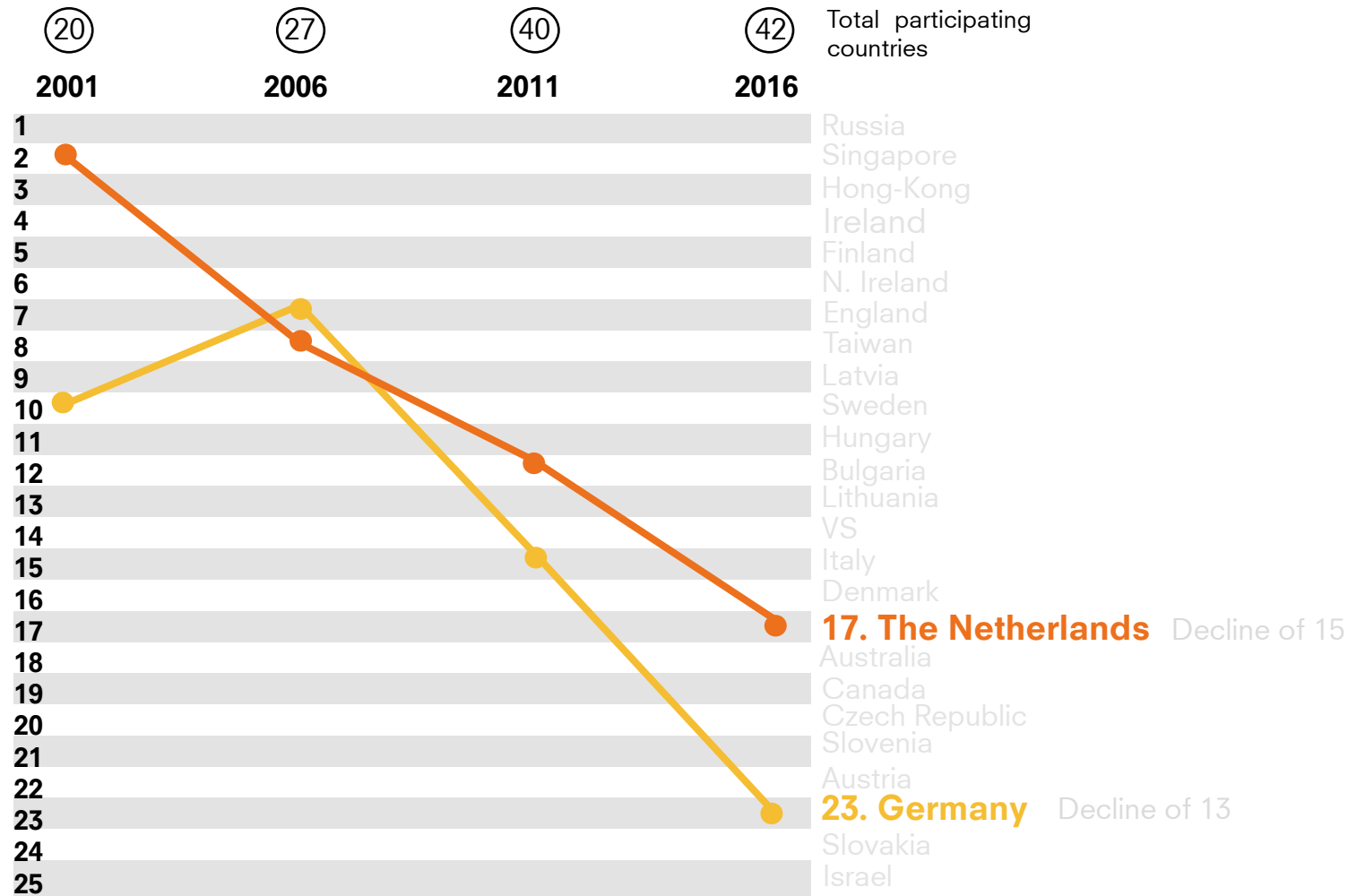
chapter title  
**THE READING LEVEL DECLINES  
DRASTICALLY**



Waarom jongeren in  
lerland beter lezen dan wij

# READING LEVEL COUNTRIES

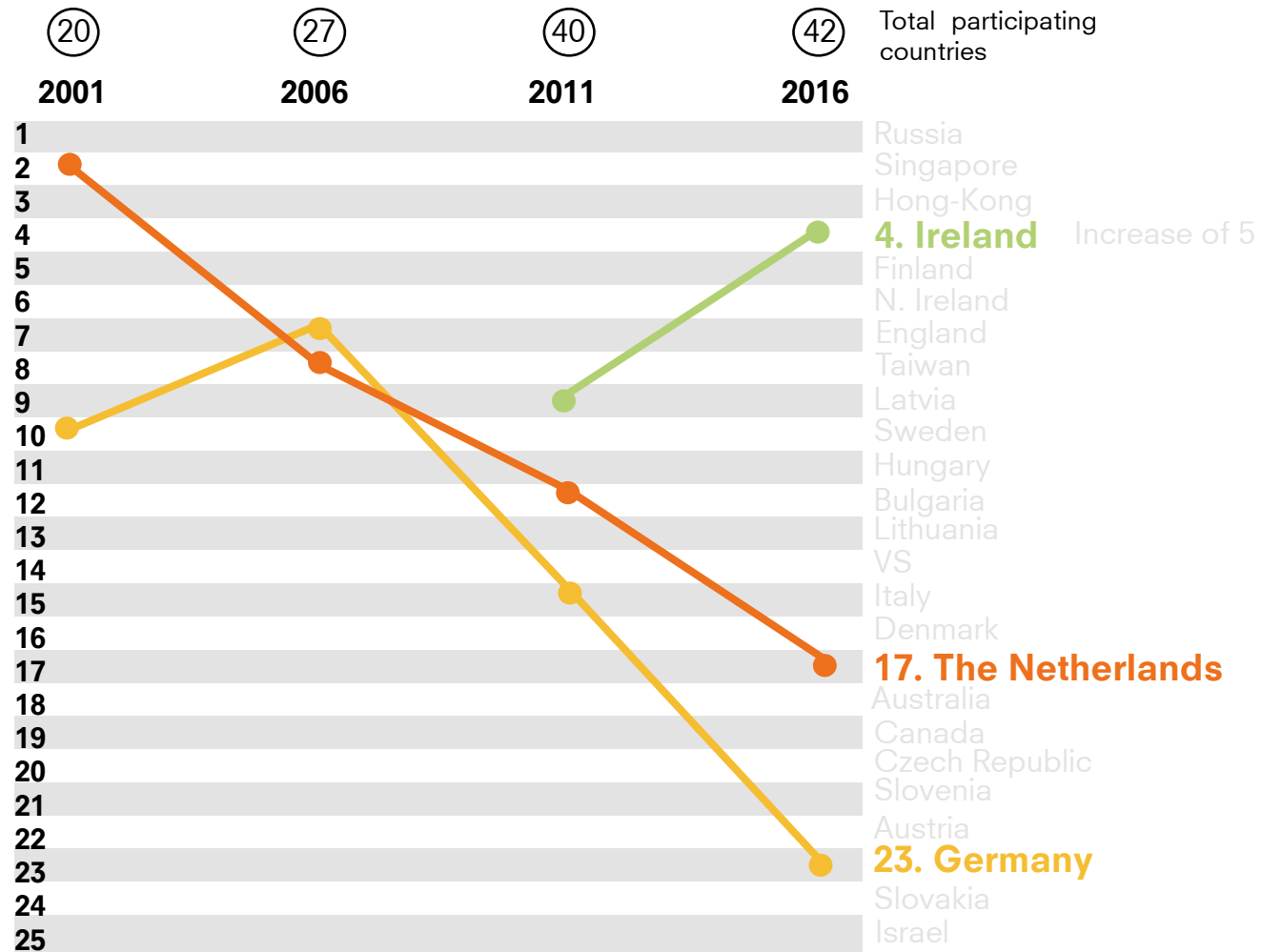
## PIRLS Reading, overall ranking



Source :CPB publication

# READING LEVEL COUNTRIES

PIRLS Reading, overall ranking



Source :CPB publication



**What is the solution according to Ireland schools?**

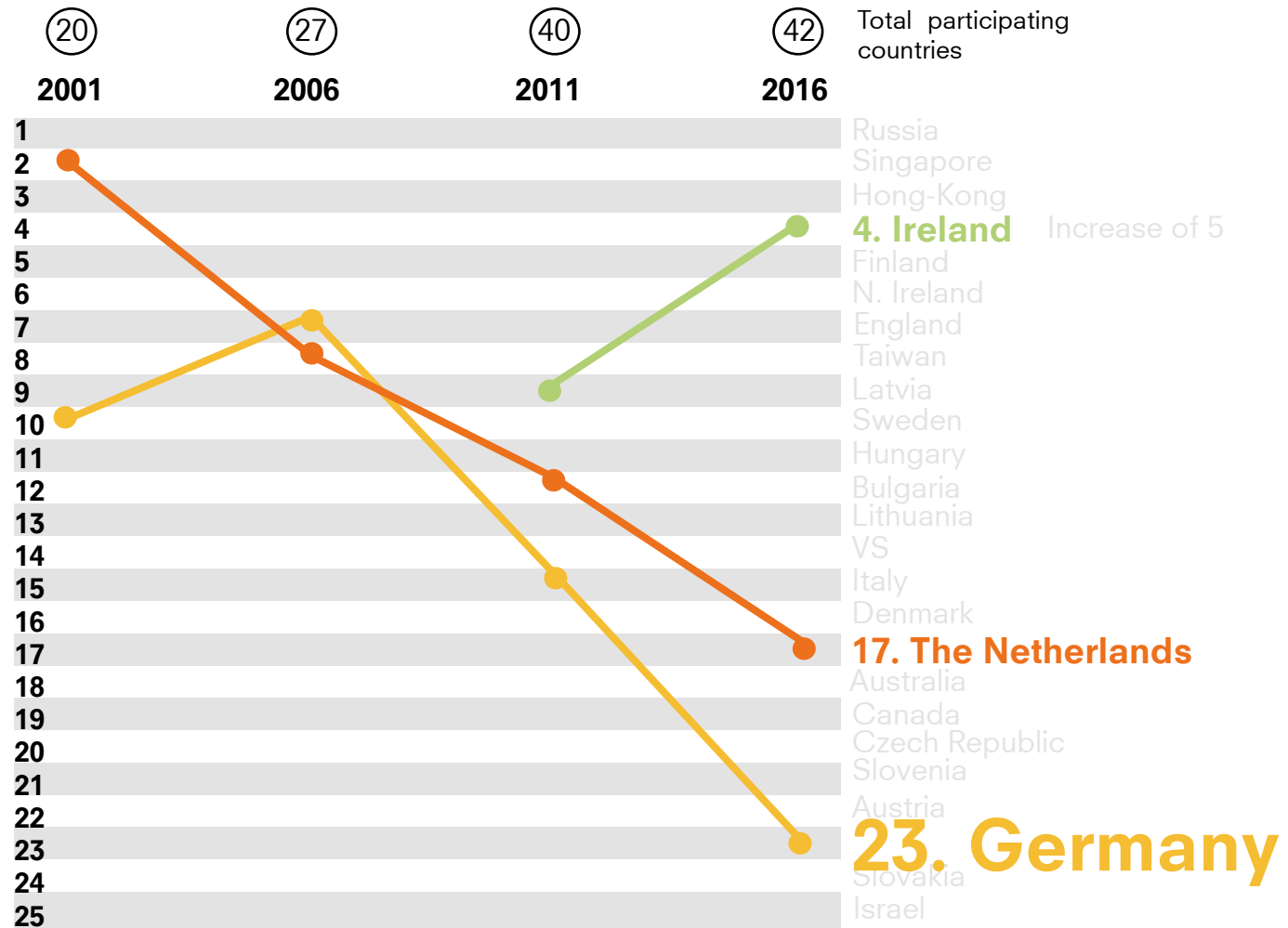


**One free reading hour per day. Giving children a choice about what they want to read**



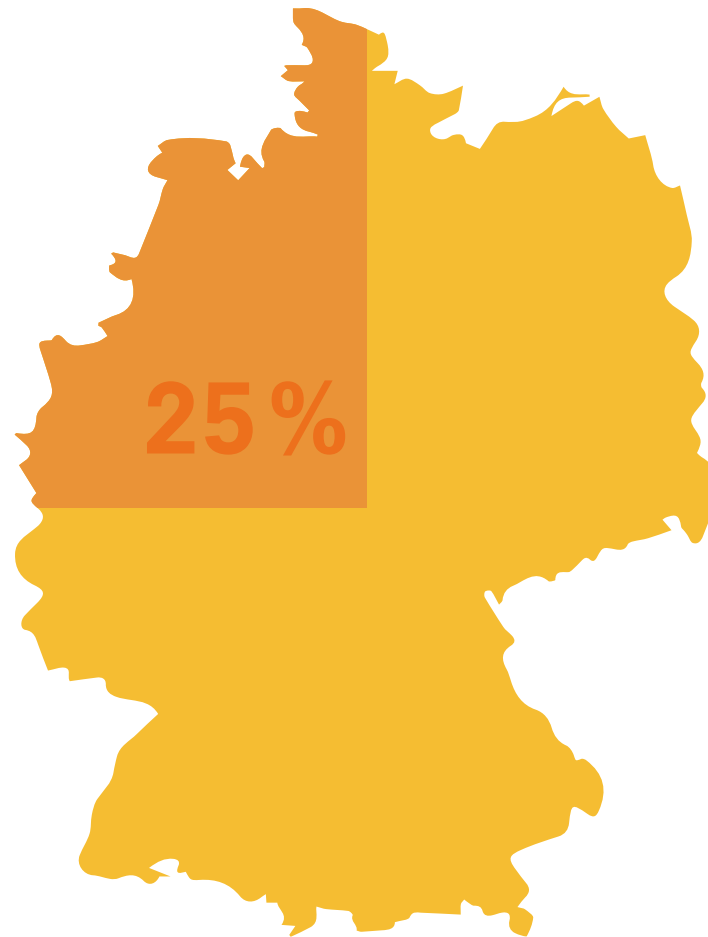
# READING LEVEL COUNTRIES

## PIRLS Reading, overall ranking



Source :CPB publication

# SIZE OF THE PROBLEM IN GERMANY



**1 IN 4 OF GERMAN CHILDREN DO NOT REACH WHAT'S DEEMED THE MINIMUM LEVEL OF READING**

Source :The local: International results in 2023

# THE MAIN REASONS



**DIGITALIZATION**



**CURRENT EDUCATION**

Introduction

# DIGITALIZATION



**DIGITALIZATION**

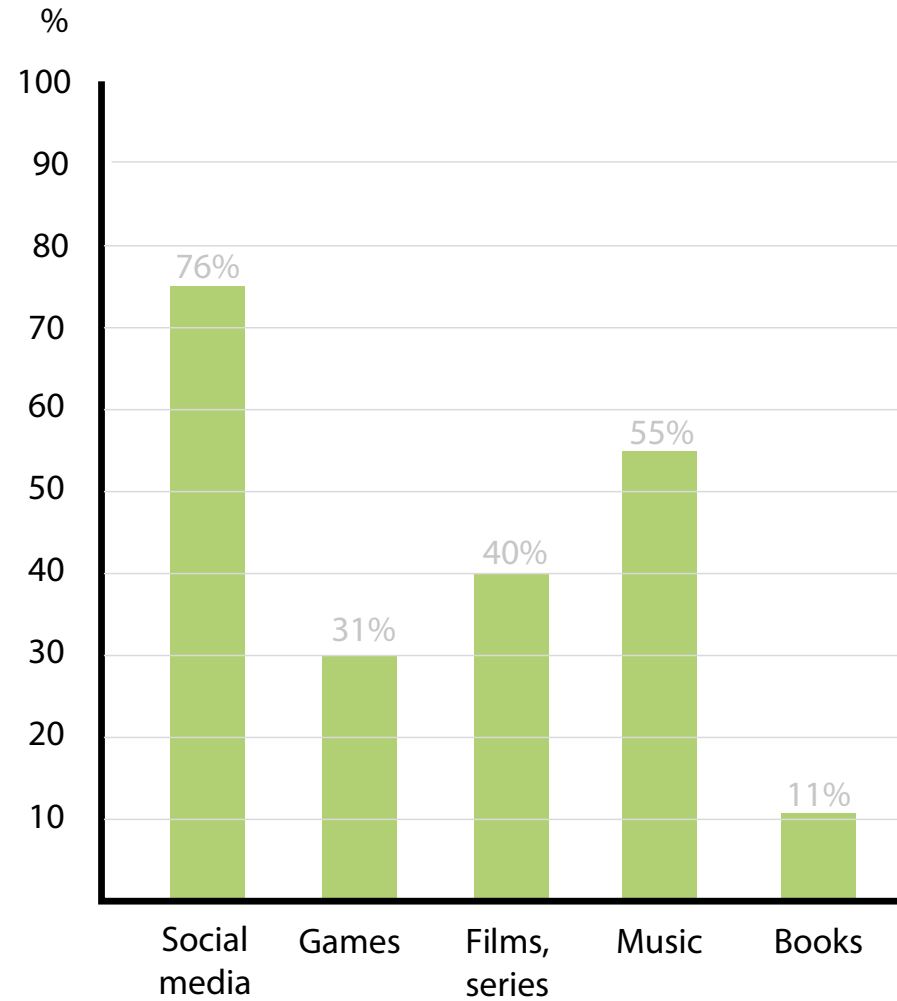


**CURRENT EDUCATION**

# DAILY ENTERTAINMENT 12-18 YEAR OLDS AT HOME



SOCIAL MEDIA

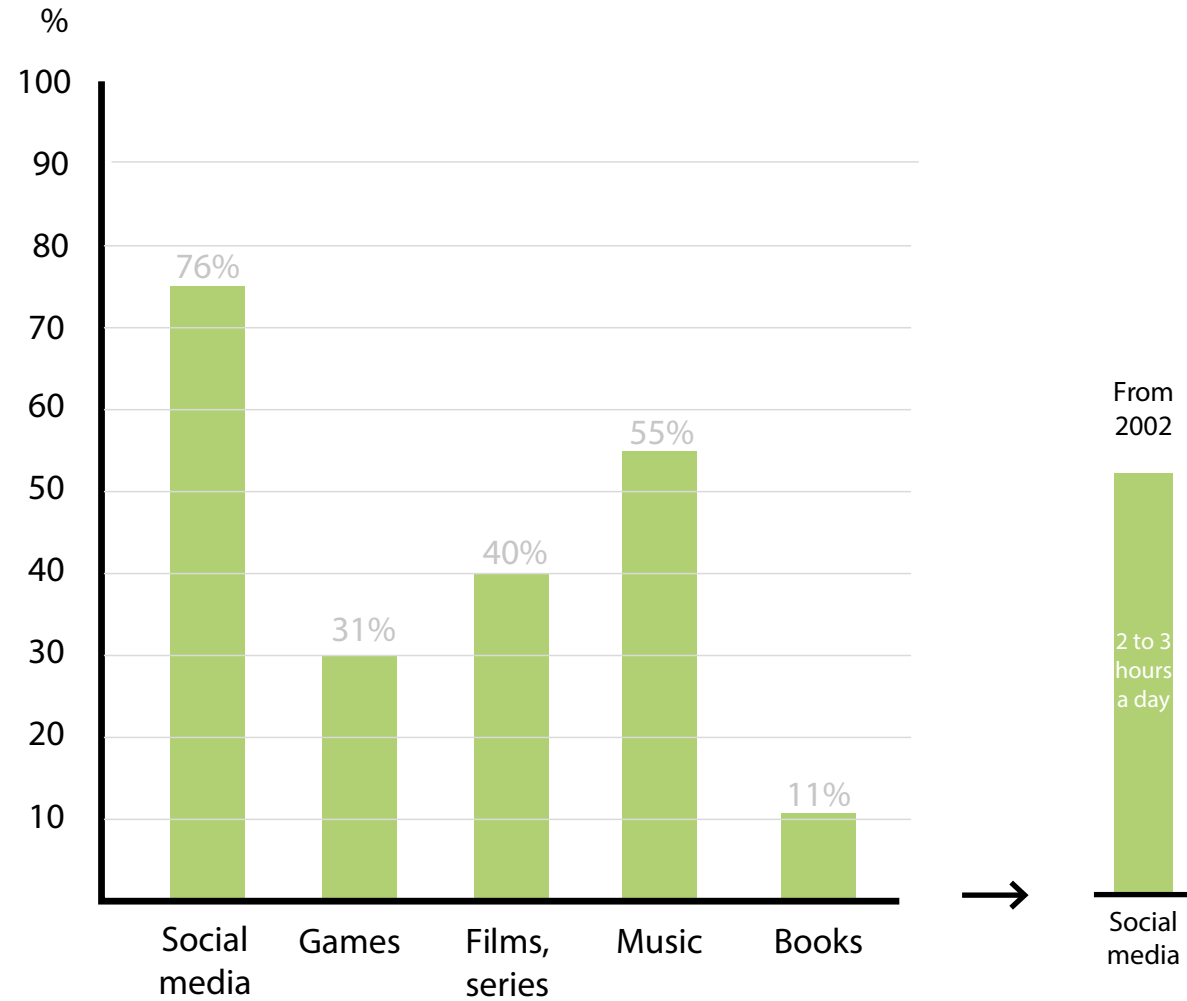


Source : The reading foundation: Daily entertainment

# DAILY ENTERTAINMENT 12-18 YEAR OLDS AT HOME



SOCIAL MEDIA



Source : The reading foundation: Daily entertainment



# CURRENT EDUCATION



DIGITALIZATION

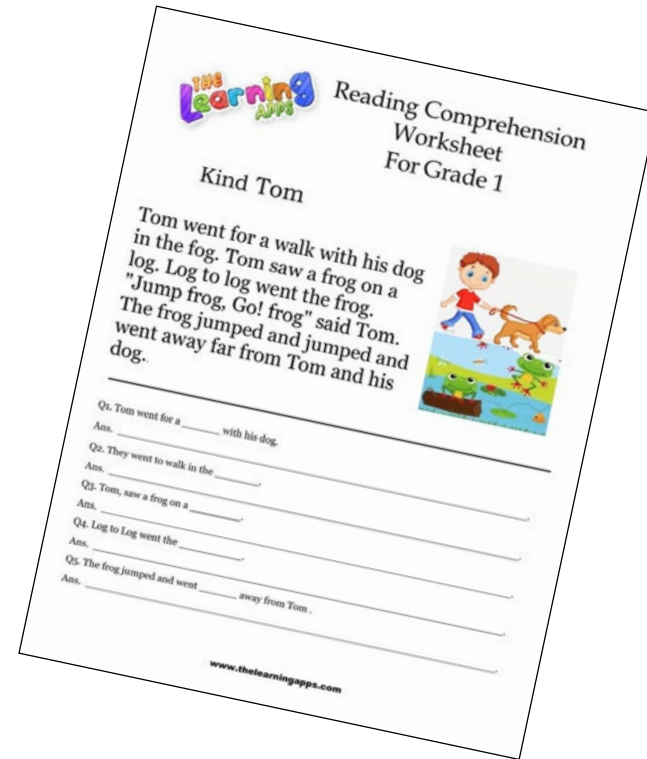


CURRENT EDUCATION

# SCHOOL IS RUINING OUR DESIRE TO READ

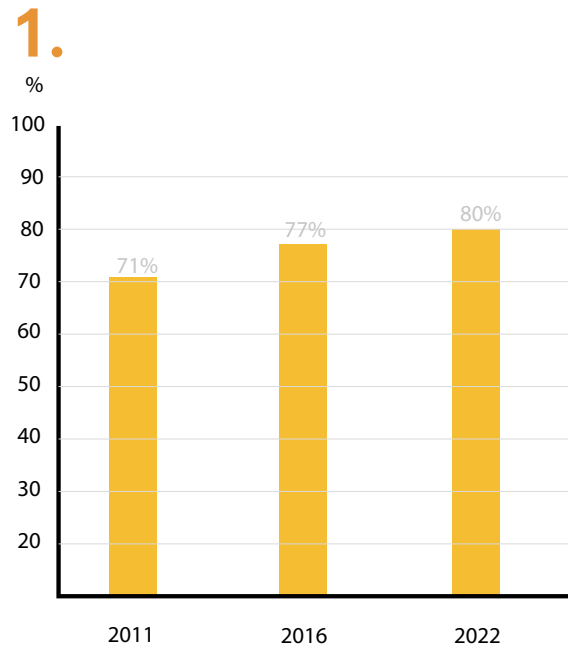


REQUIRED READING LISTS

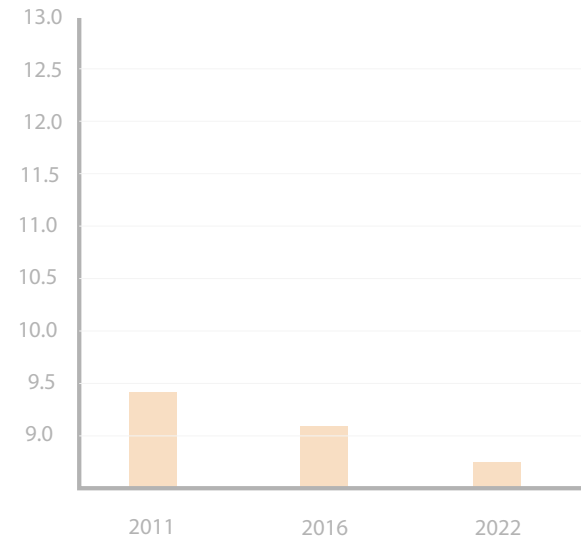


READING COMPREHENSION

# EDUCATION VS READING PLEASURE

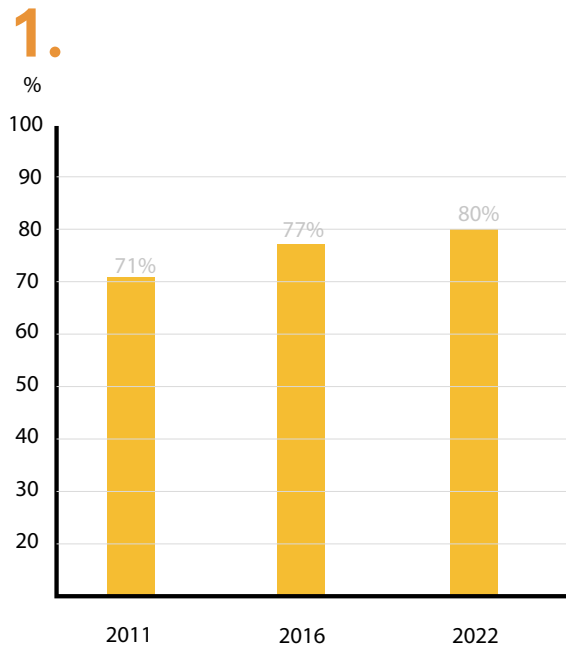


**Required reading at school**  
Increase

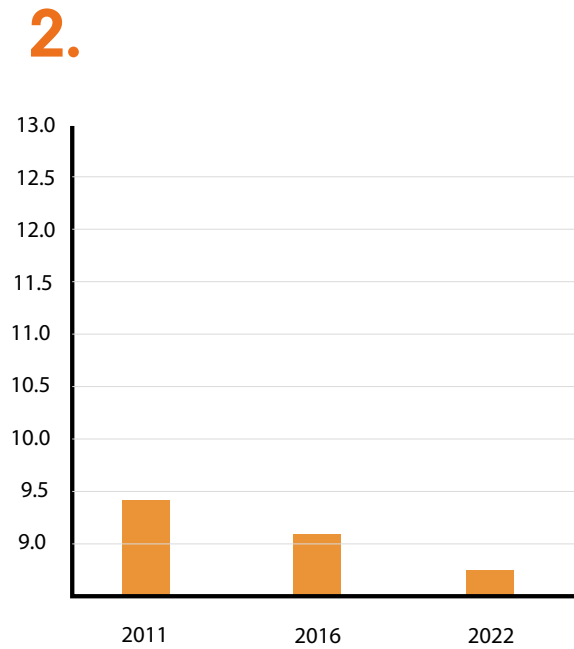


Source : The reading foundation:

# READING PLEASURE AND EDUCATION



**Required reading at school**  
Increase



**Reading pleasure children**  
Decline

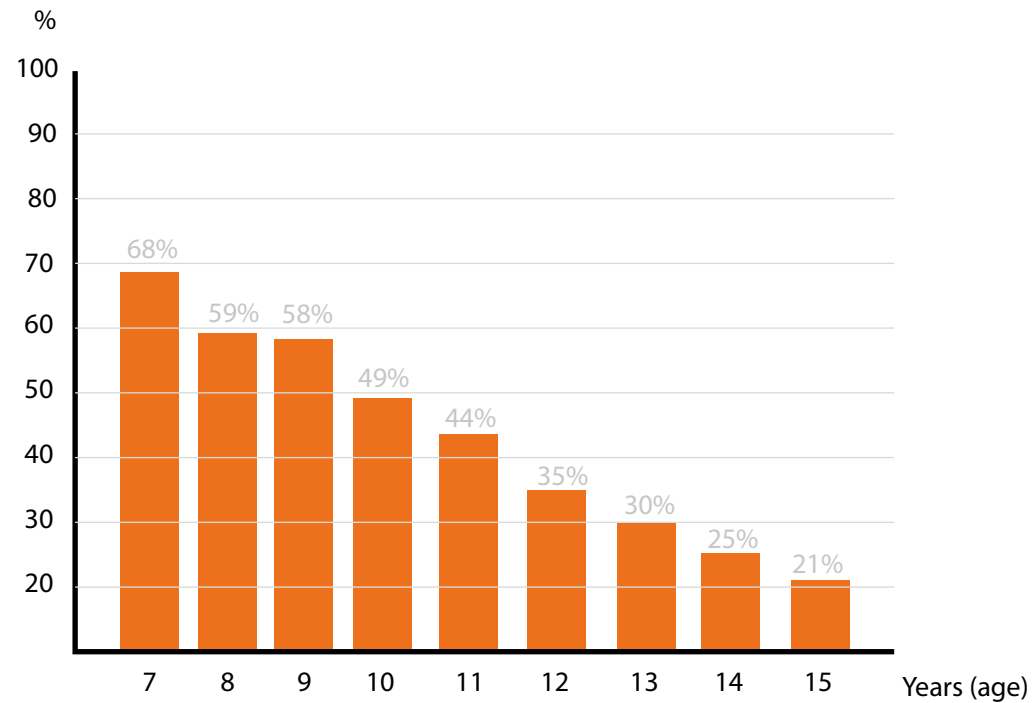
Source : The reading foundation:

# READING PLEASURE AND EDUCATION



# READING AT HOME DECLINES WITH AGE

3.



Reading at home by age

Source : The reading foundation:

# INFLUENCE READING DECLINE

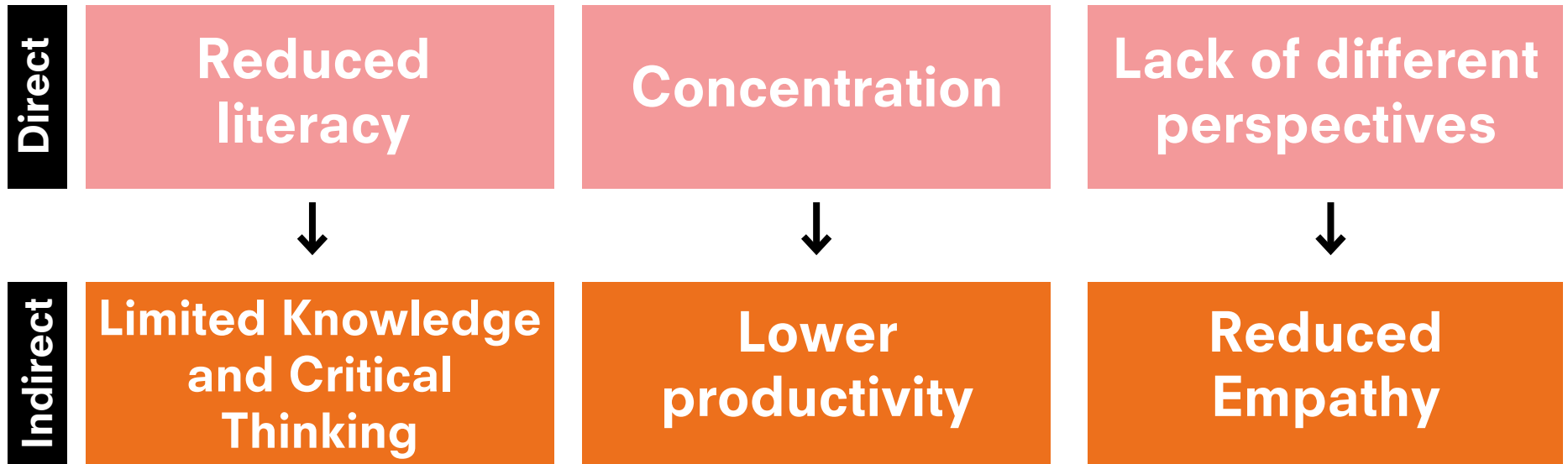
**Direct**

**Reduced  
literacy**

**Poor  
Concentration**

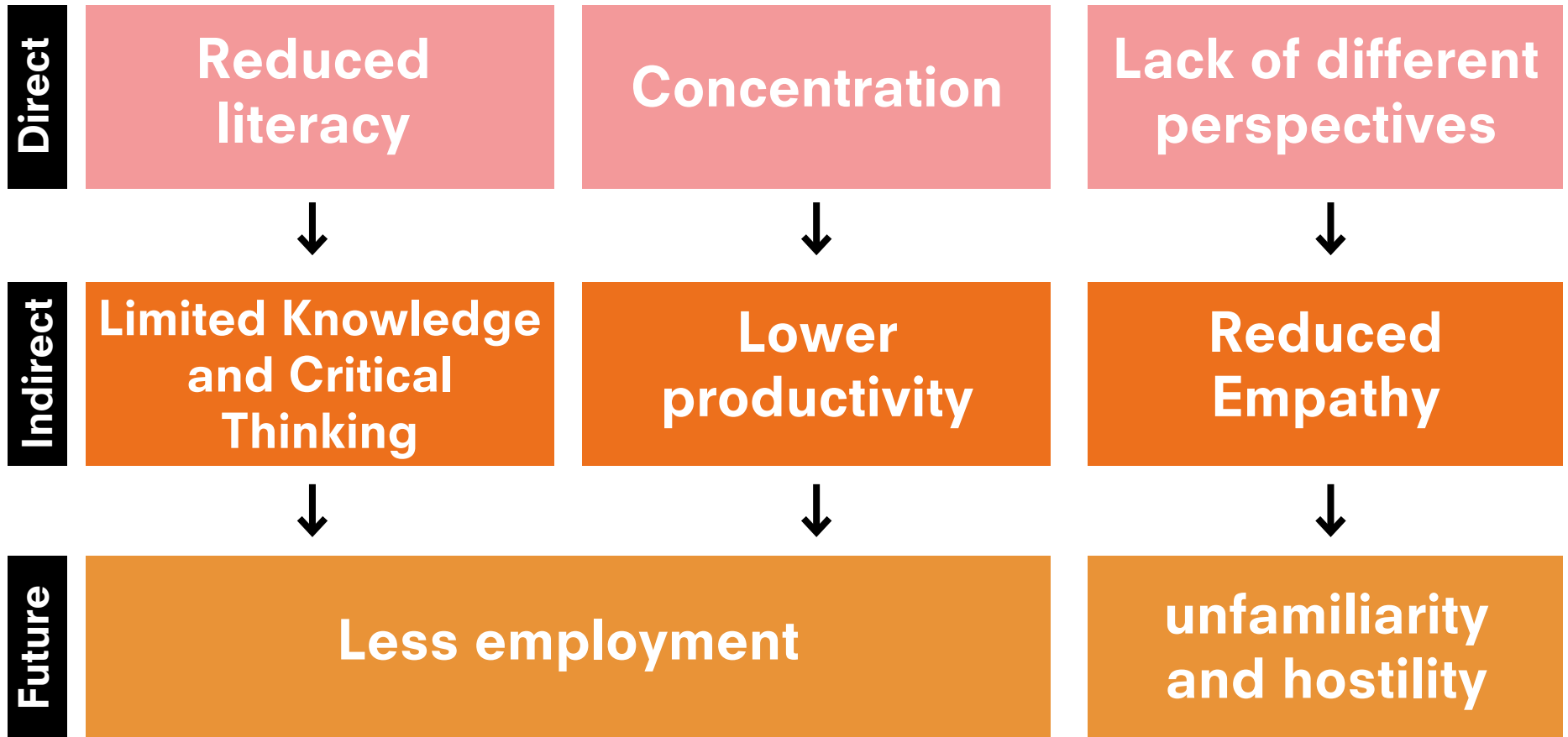
**Lack of different  
perspectives**

# INFLUENCE READING DECLINE

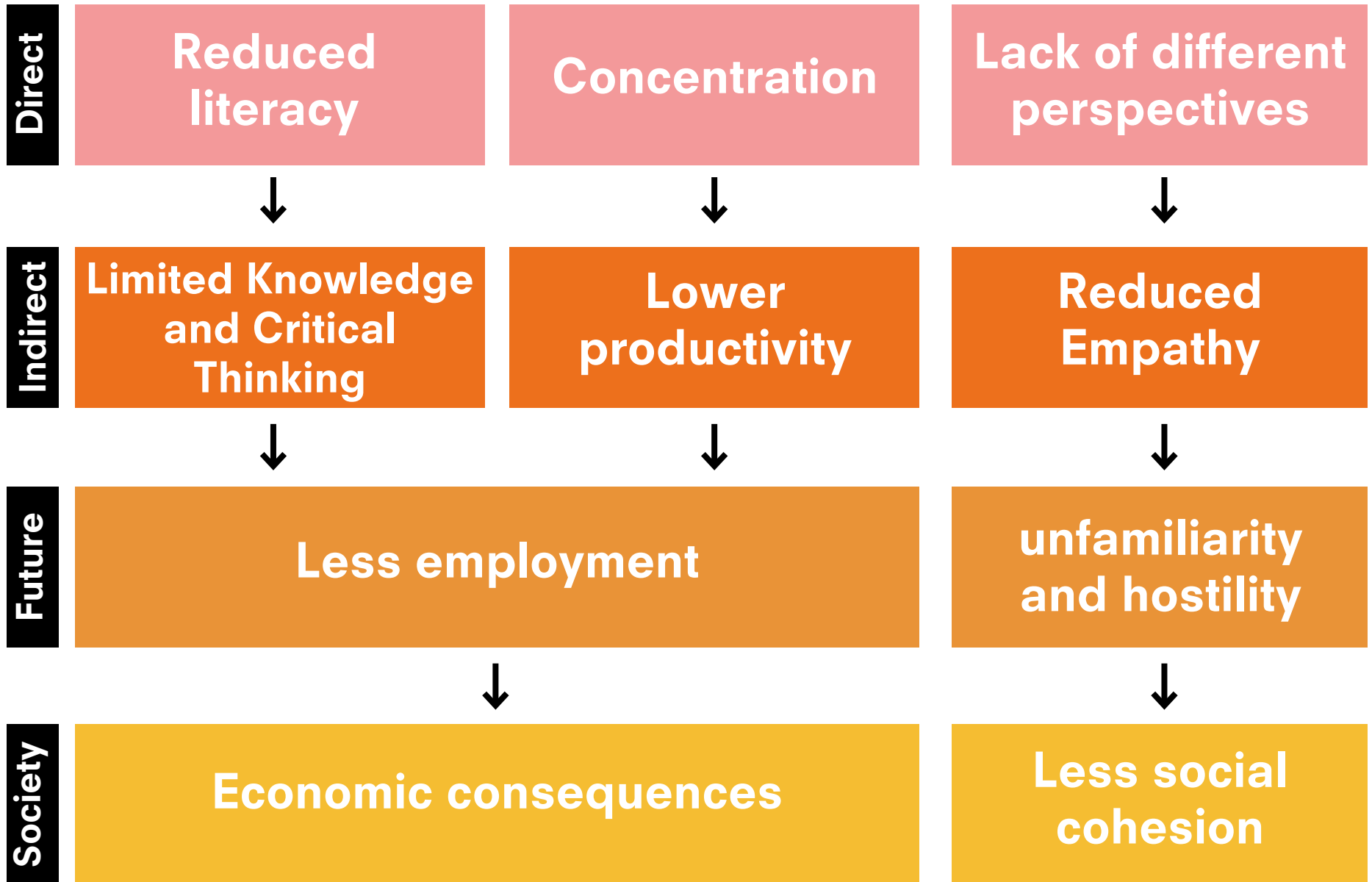




# INFLUENCE READING DECLINE



# INFLUENCE READING DECLINE





**Reading is of great importance for our own future  
and that of ours together**

# RESEARCH QUESTION



**PROBLEM**



**QUESTION**

## **RESEARCH QUESTION**

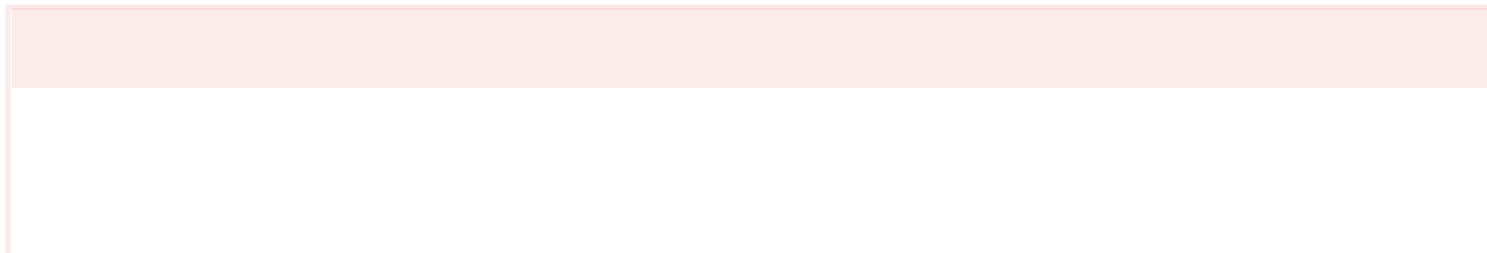
**To what extent can architecture  
serve as a medium to help children read  
more books and explore the  
world of reading in the digital age?**

chapter title  
**RESEARCH**

**Children**



**Focus target group**



chapter title  
**RESEARCH**

**Children**

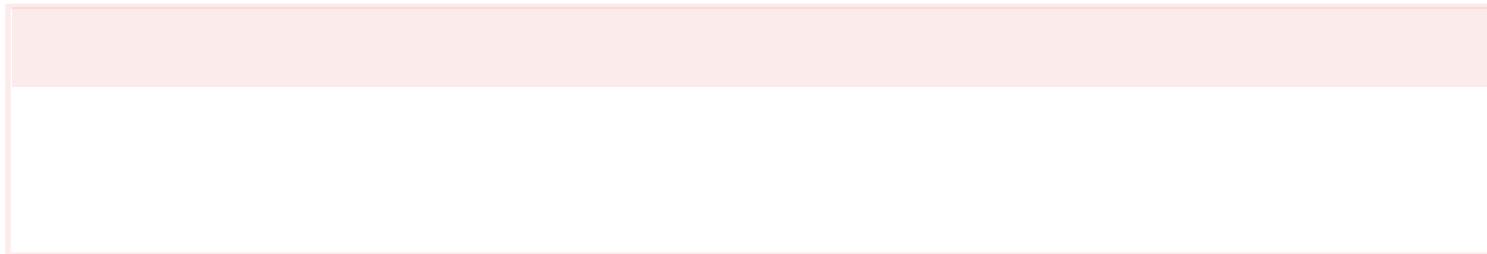
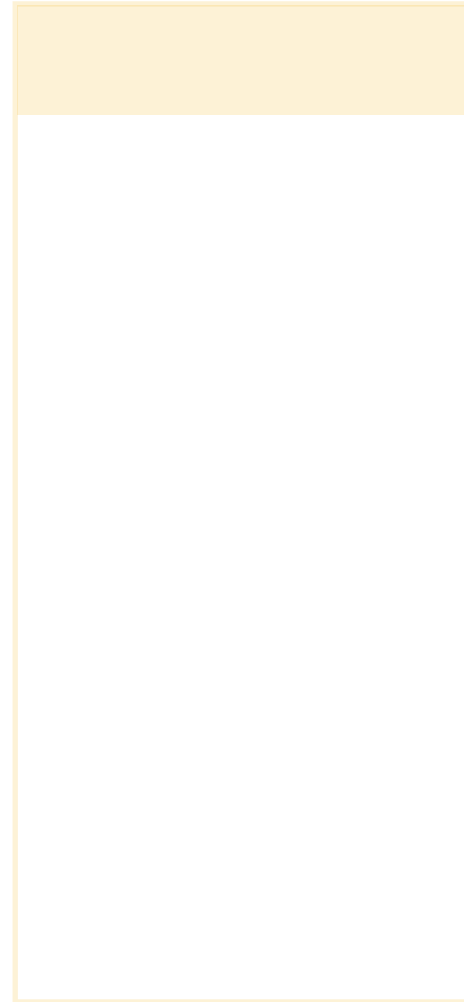


**Focus target group**

**Library**



**The embodiment**



chapter title  
**RESEARCH**

**Children**



**Focus target group**

**Library**

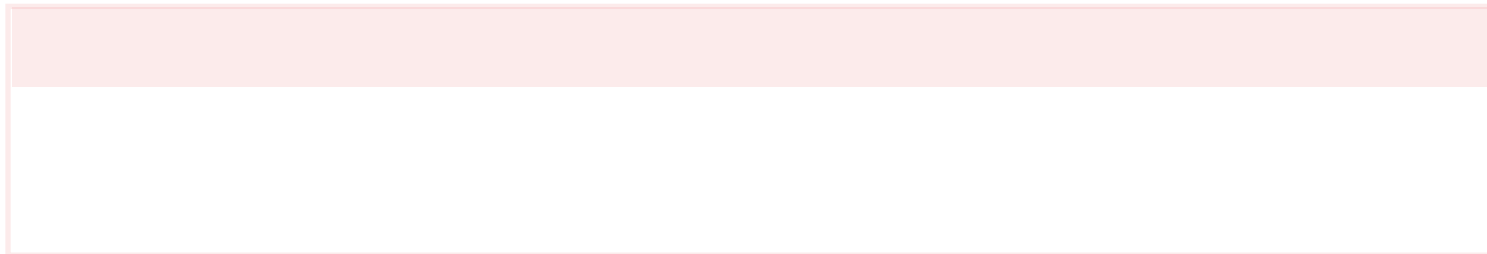


**The embodiment**

**Berlin**



**Case study**





chapter title  
**RESEARCH**

**Children**



**Focus target group**

**Library**



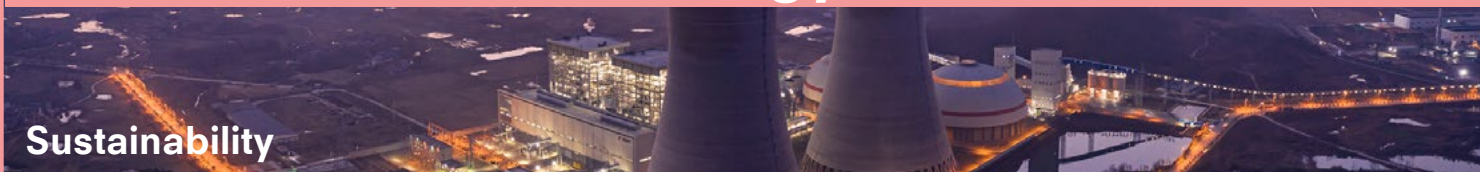
**The embodiment**

**Berlin**



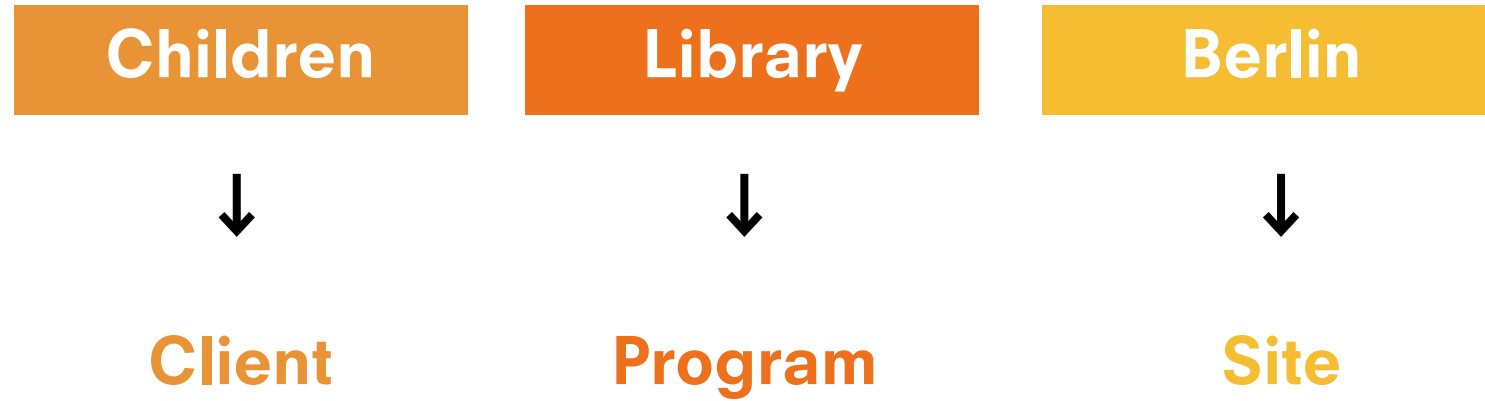
**Case study**

**Energy**

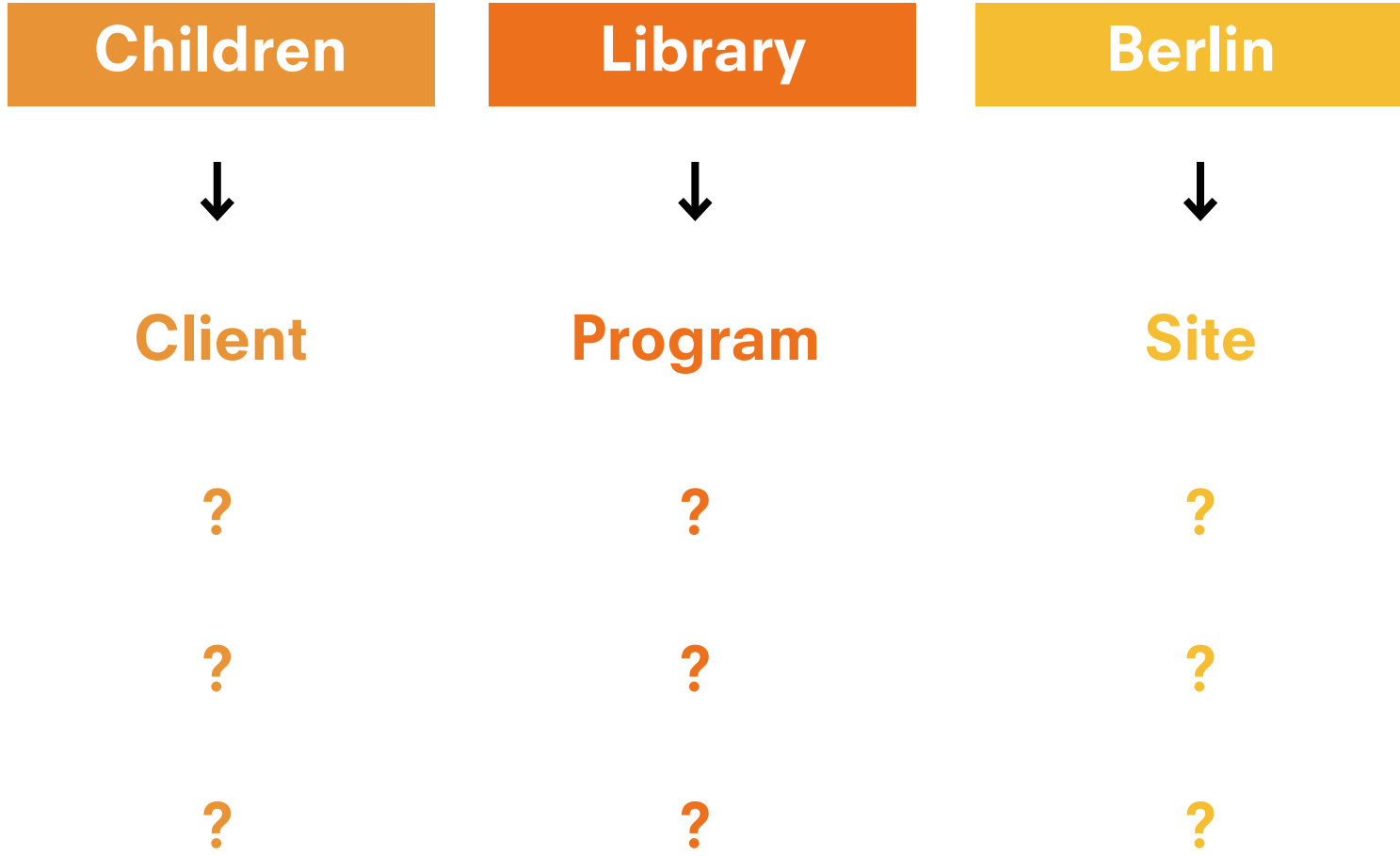


**Sustainability**

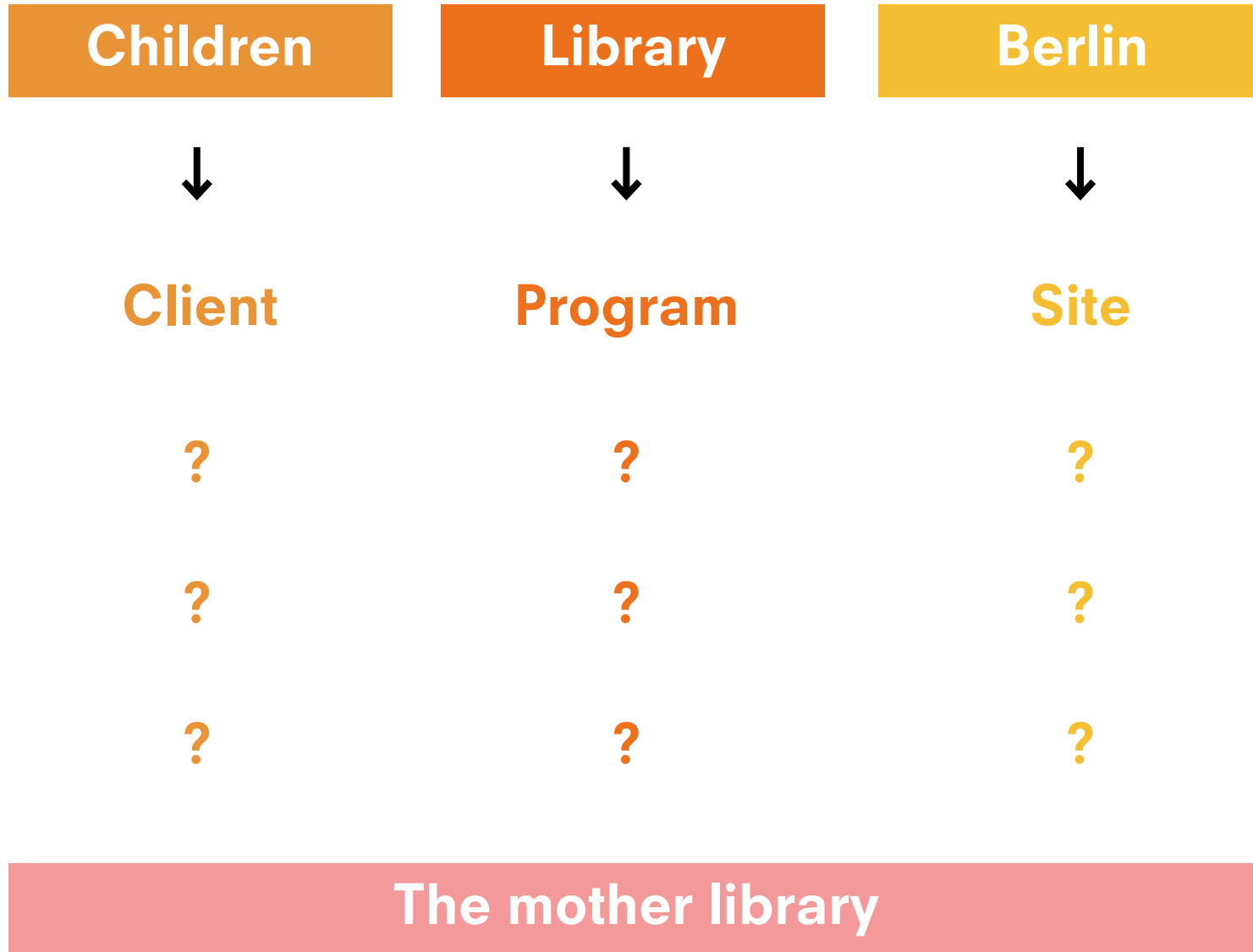
# DESIGN PRINCIPLES



# DESIGN PRINCIPLES



# DESIGN PRINCIPLES



A children's library for the entire city of Berlin

**01 INTRODUCTION**

**02 RESEARCH**

**03 DESIGN BRIEF**

**04 CONCEPT**

**05 DESIGN**

**06 DEVELOPMENT**

**07 CONCLUSION**

- 01 INTRODUCTION
- 02 RESEARCH**
- 03 DESIGN BRIEF
- 04 CONCEPT
- 05 IMPLEMENTATION
- 06 DEVELOPMENT
- 07 CONCLUSION

chapter title

# RESEARCH

Client/user

Program

Site

chapter title

# RESEARCH

Client/user

Program

Site



**WHO IS THE CLIENT?**

Client

# WHO ARE THE CLIENTS?



**Municipality  
of Berlin**



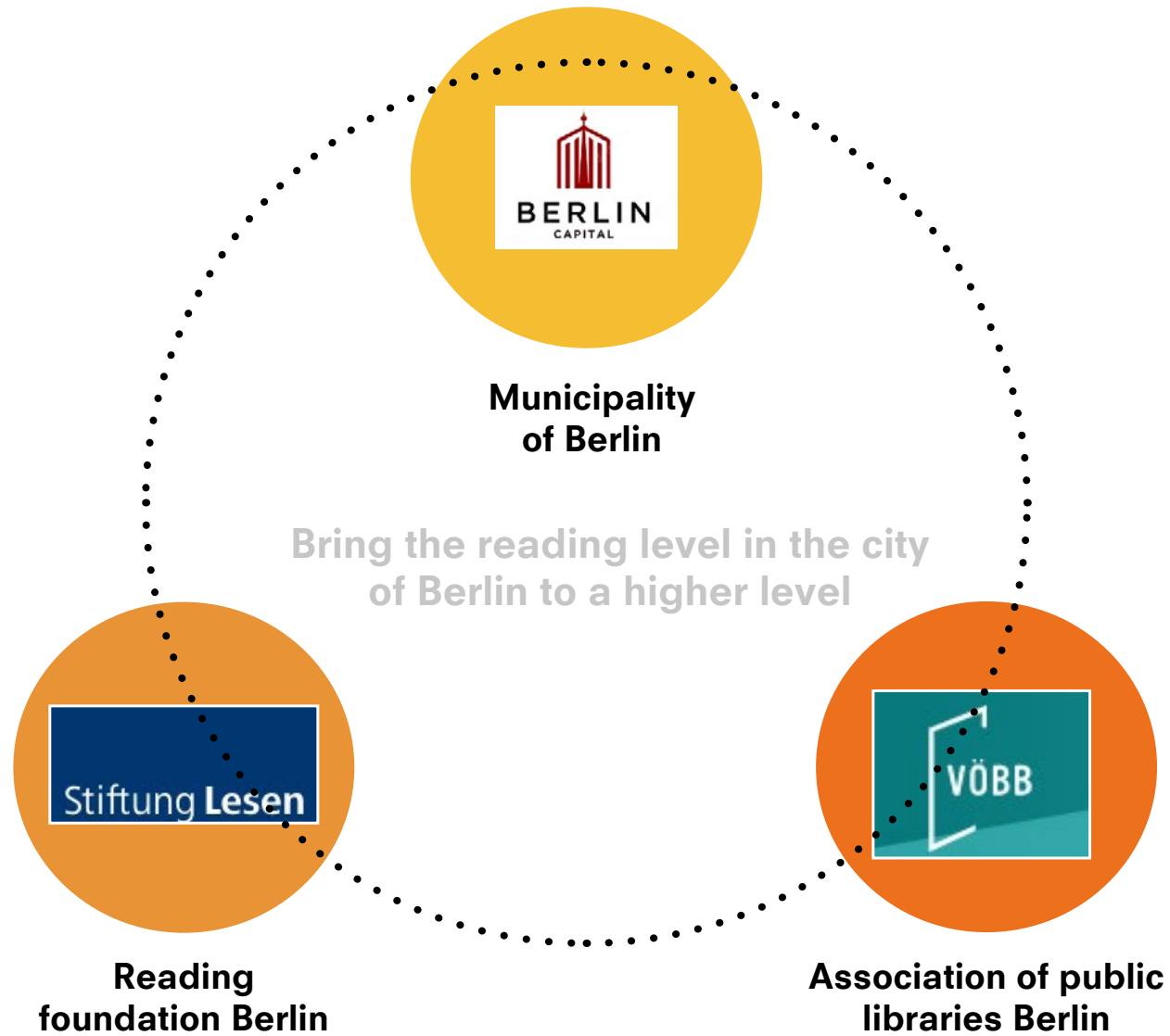
**Reading  
foundation Berlin**



**Association of public  
libraries Berlin**

Client

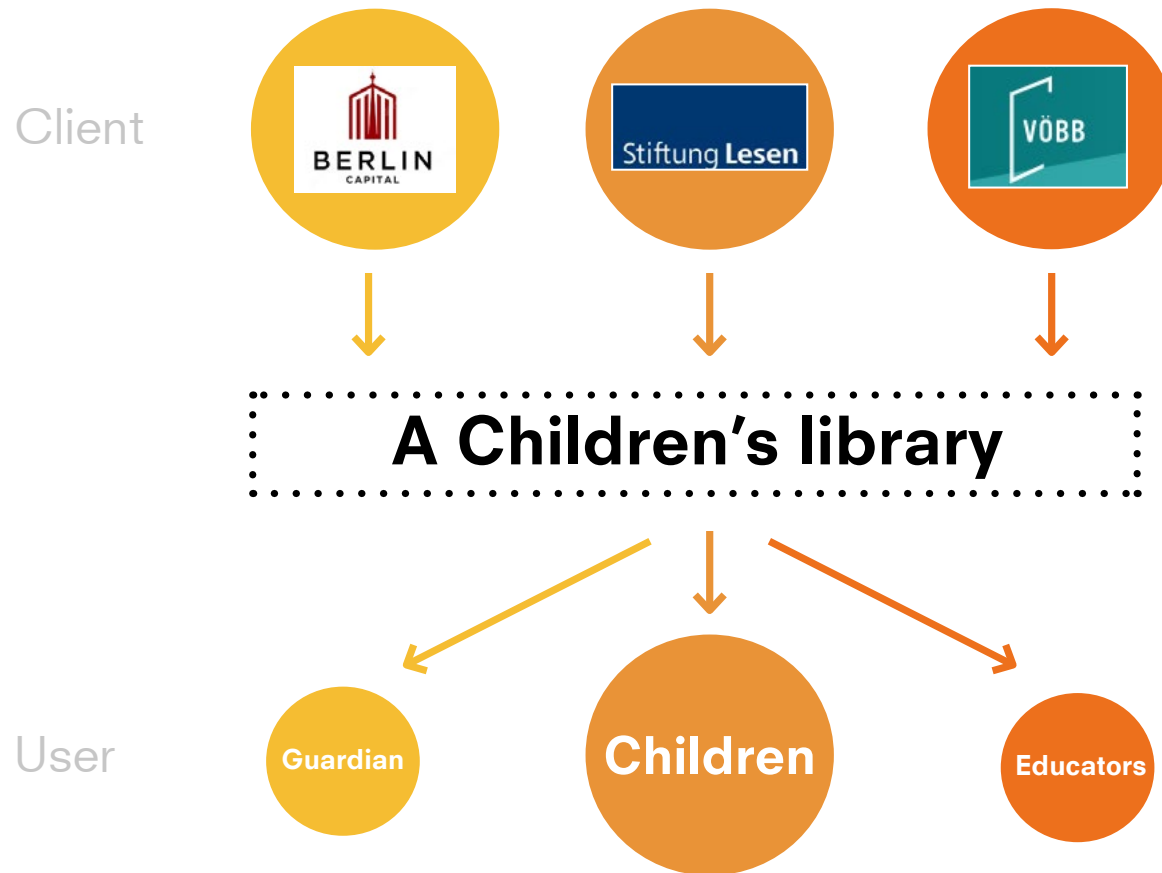
# COMMON GOAL



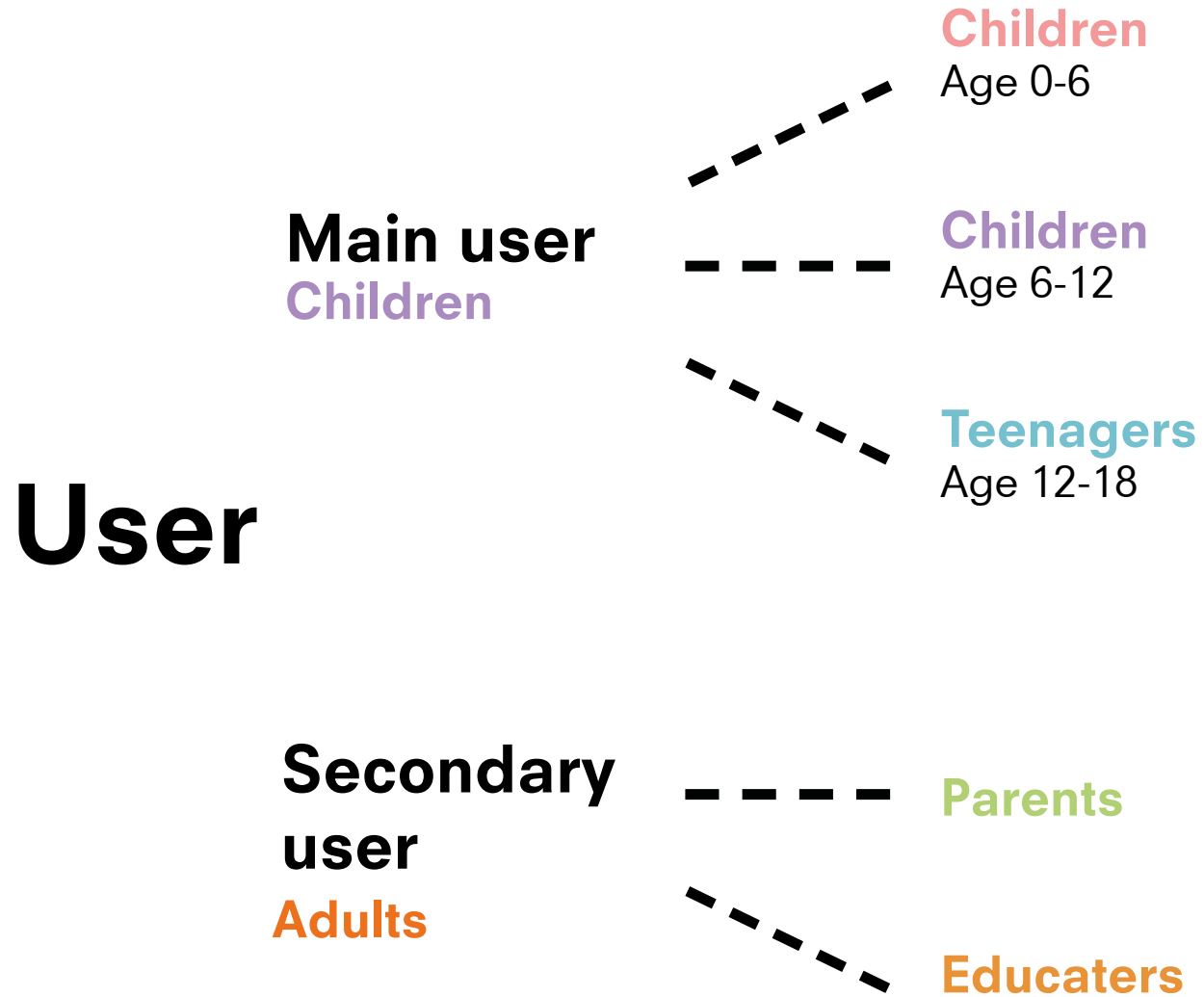
Client

# A LIBRARY TO REALIZE CLIENT AMBITIONS

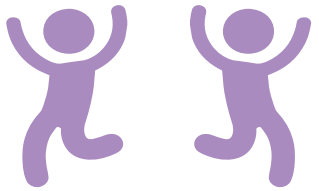
And connect to the users



Client  
**THE USER**



Client  
**THE MAIN USER**



Children with different preferences and needs



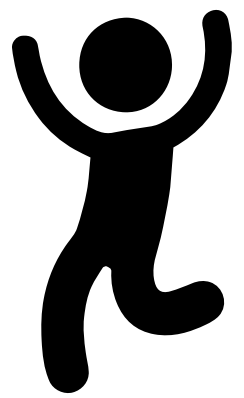
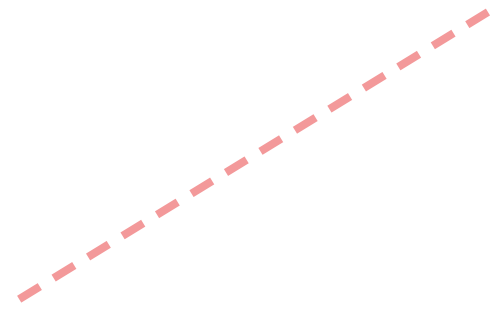
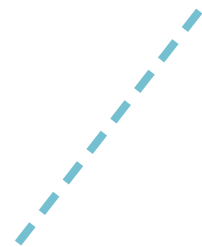
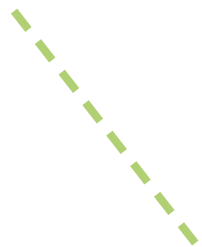
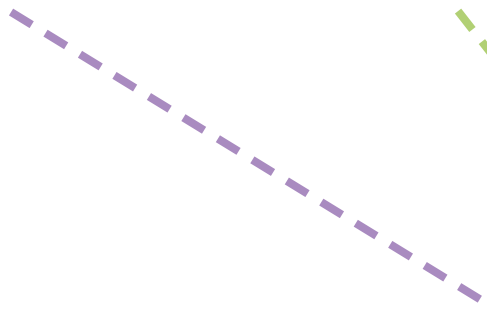
Of different ages




Accustomed to a world with technology



From the city of Berlin



A photograph of two young girls in a library. The girl in the foreground is wearing glasses and a pink shirt, looking intently at an open book. The girl behind her is also looking at the book. The book has a red cover with the title 'Heksje Lilly' in yellow and blue letters. The background shows bookshelves filled with books.

**So how do we encourage these children  
to read more?**

# THEORIES OF HERMAN HERTZBERGER



Source : Photos : [vaneesterenmuseum.nl](http://vaneesterenmuseum.nl)



# UNDEFINED SPACES

Unofficial spaces that can be interpreted by who use them

## Hertzberger stairs



Amsterdamse  
Montessorie school

## Undefined seating

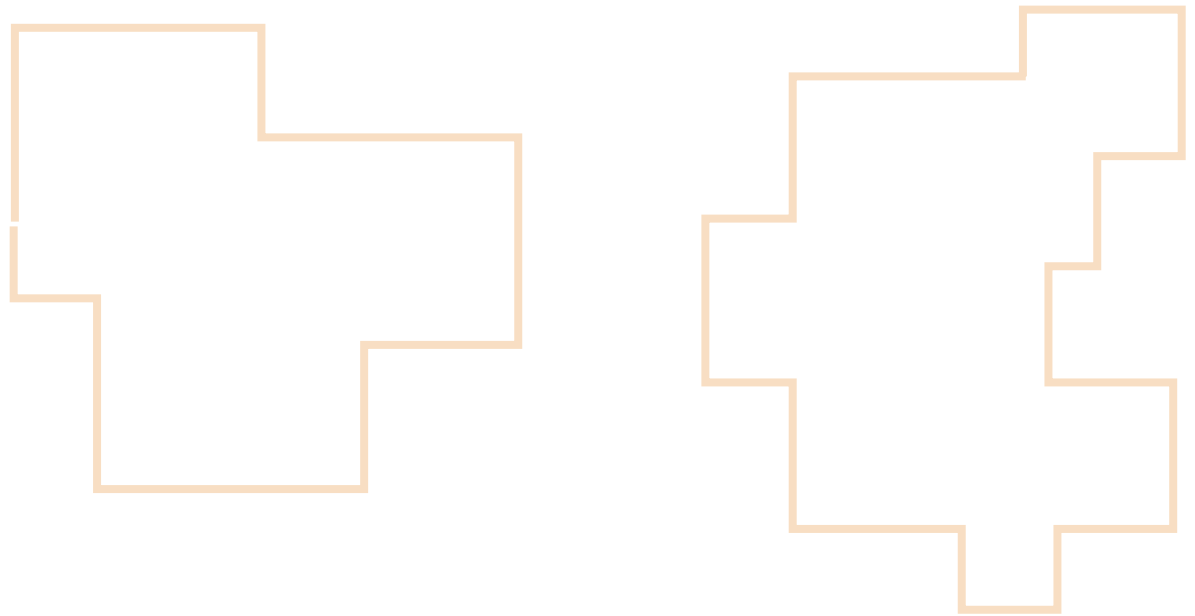


De Pil, Arnhem

# ARTICULATED CLASSROOM

## Unarticulated classroom

One type of teaching option



# ARTICULATED CLASSROOM

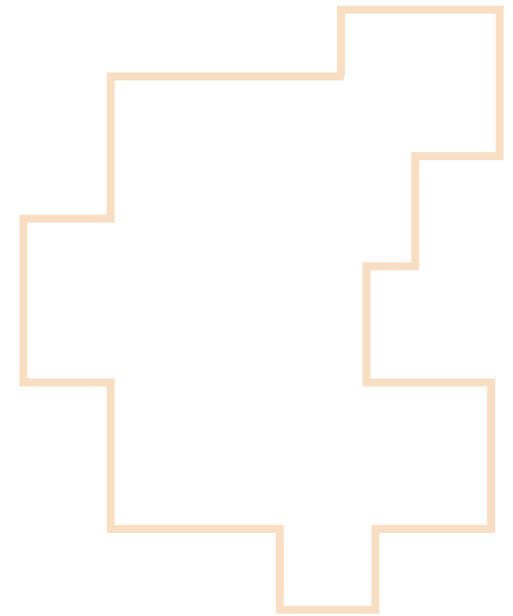
## Unarticulated classroom

One type of teaching option



## Articulated classroom

Multiple teaching options



# ARTICULATED CLASSROOM

## Unarticulated classroom

One type of teaching option

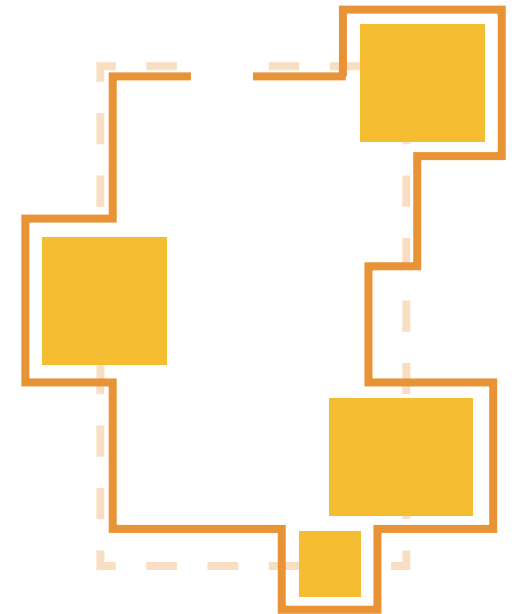


## Articulated classroom

Multiple teaching options



## Articulated library





**How are children inspired in practice?**

chapter title

# 21TH CENTURY SCHOOLS

Important learning theories that work

CAMBRIDGE PRIMARY



VITTRA TELEFONPLAN



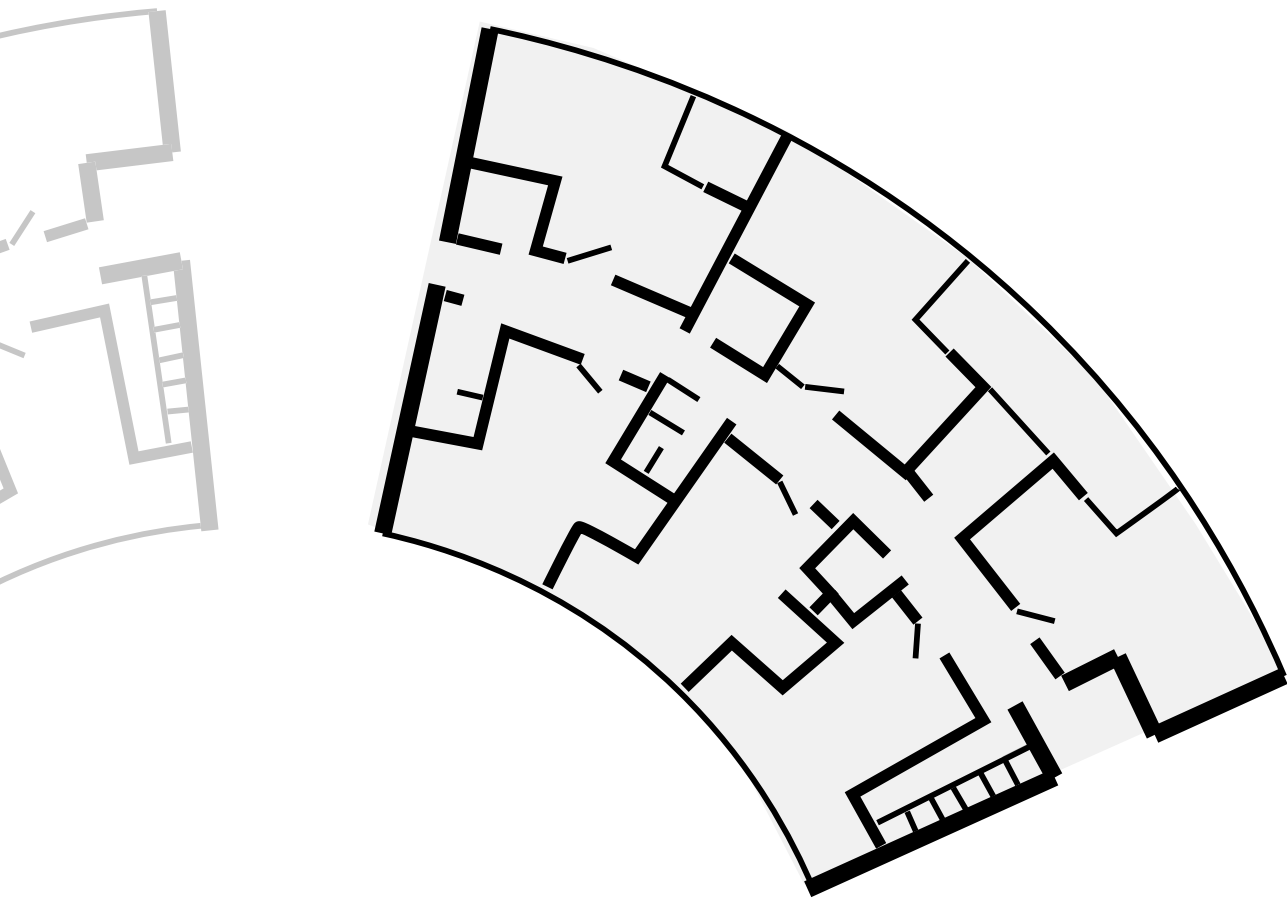
ST.ANDREWS SCOTS



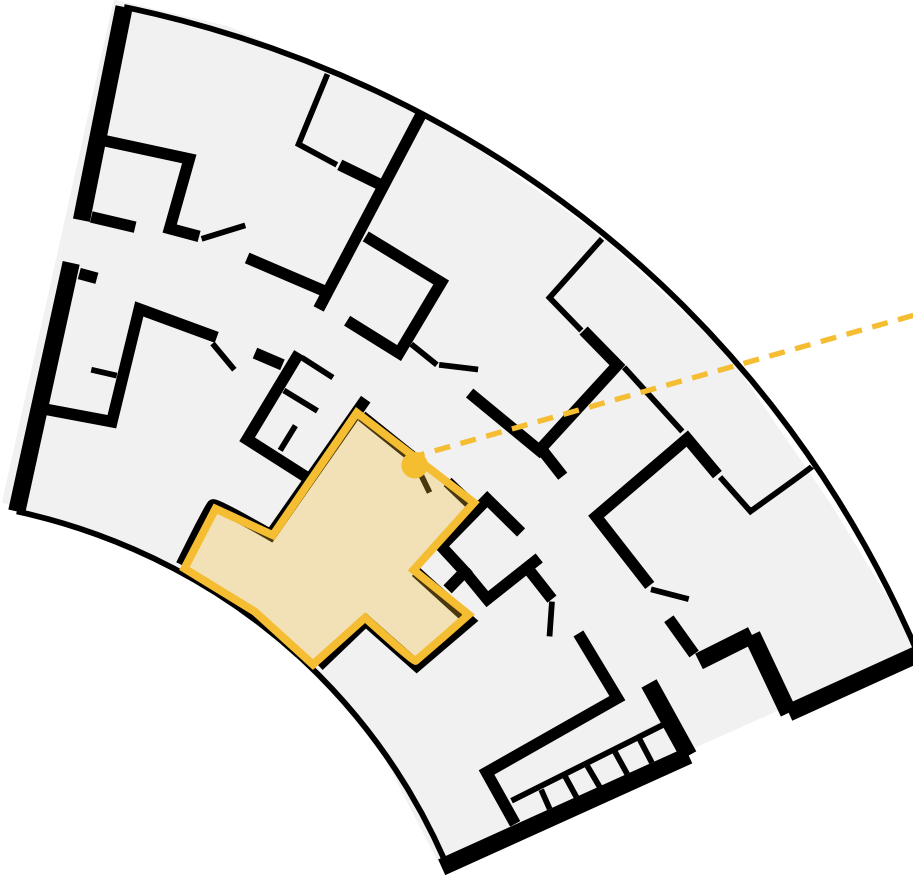
21st century schools

Program

# CAMBRIDGE PRIMARY SCHOOL



Program  
**CAMBRIDGE PRIMARY SCHOOL**  
Articulated classroom



Source : Photos marksbarfield.com

Berlin Studio

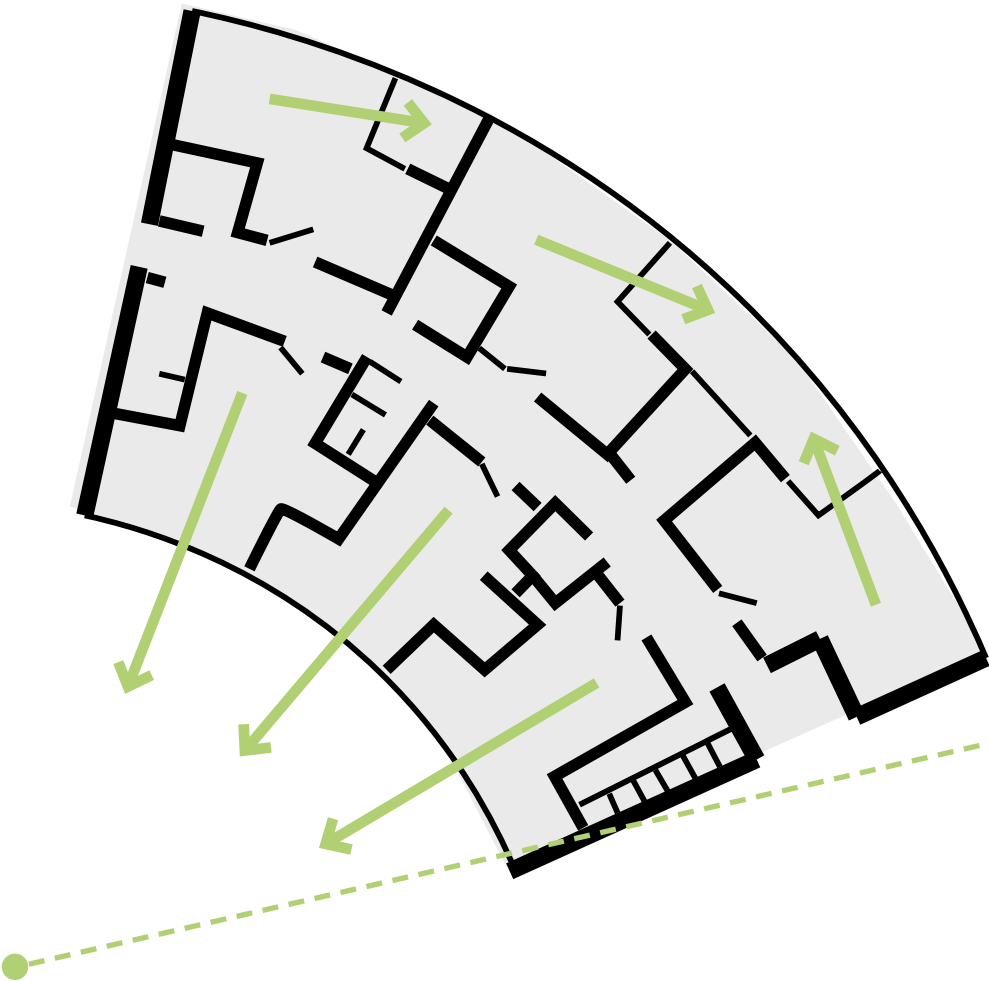
complex  projects



Program

# CAMBRIDGE PRIMARY SCHOOL

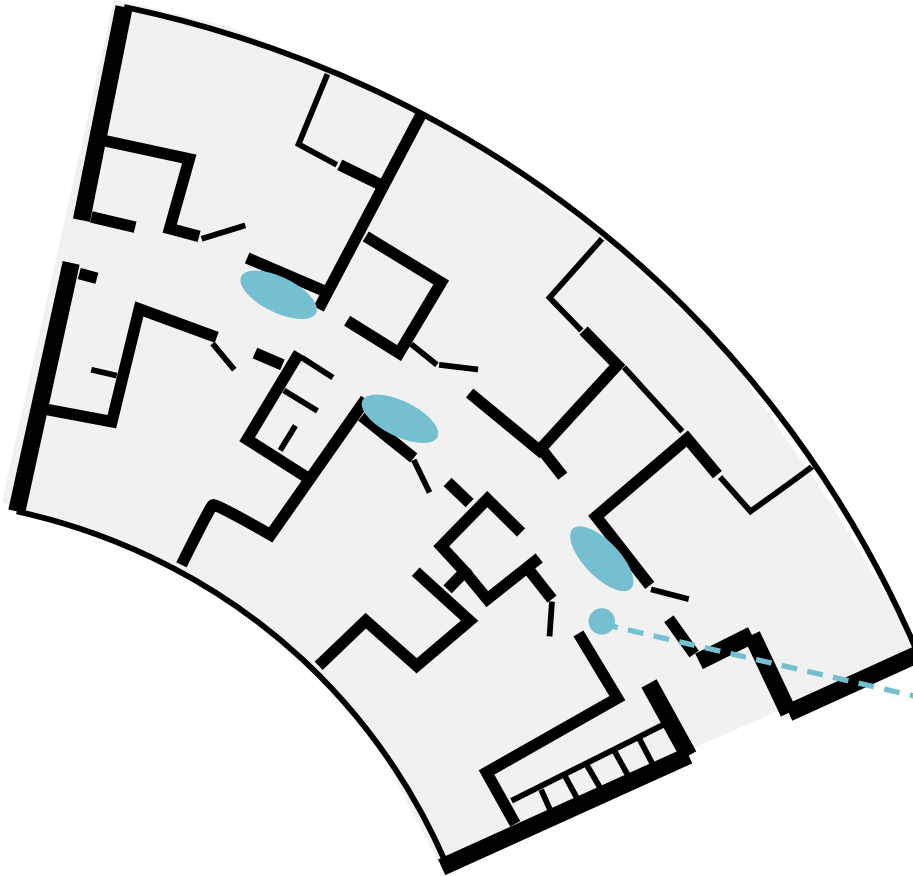
Direct connection with the outside



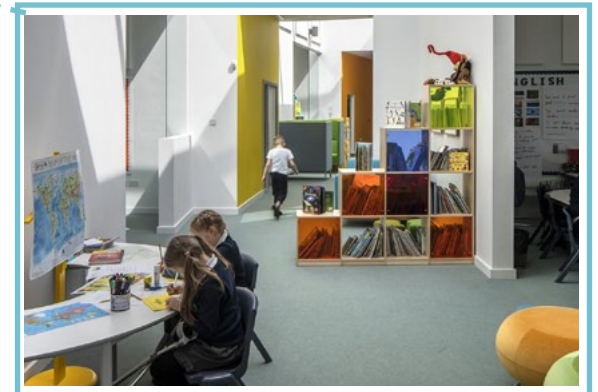
connection nature, concentration

Source : Photos marksbarfield.com

Program  
**CAMBRIDGE PRIMARY SCHOOL**  
Undefined Space



collaborate and work in silence

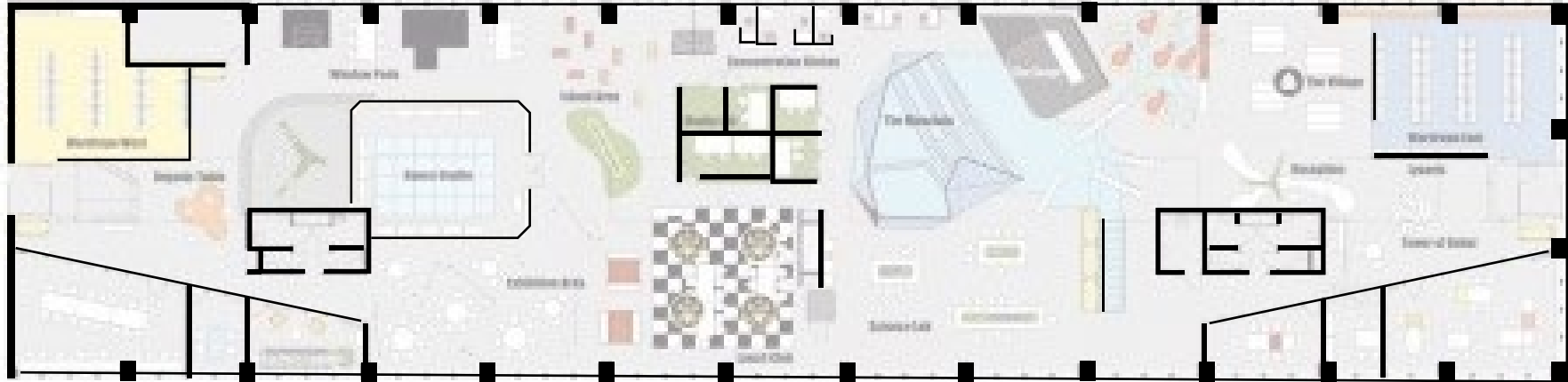


Source : Photos marksbarfield.com

Program

# VITTRA SCHOOL TELEFONPLAN

DIFFERENT SPACES FOR LEARNING



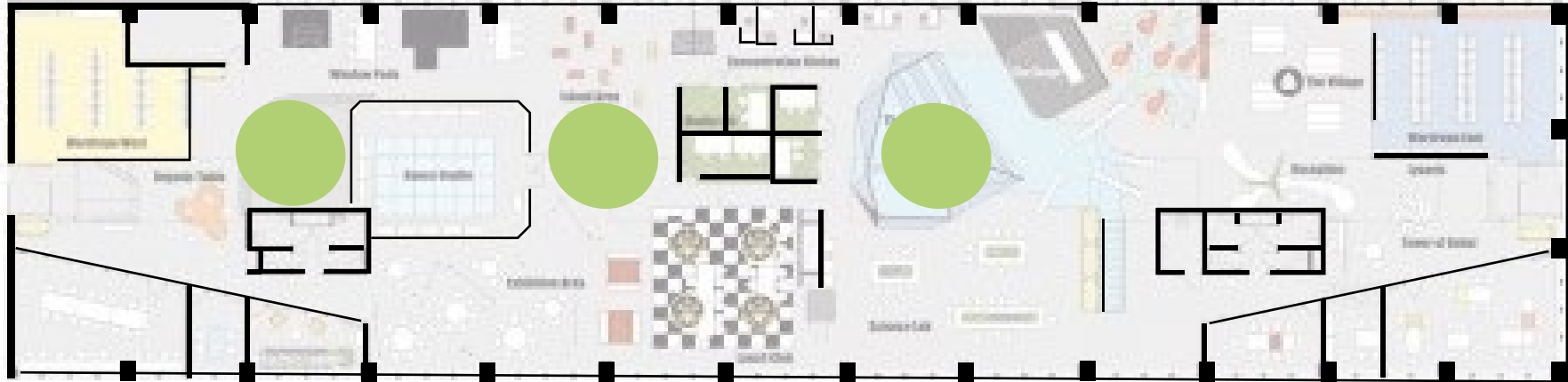
Source : Photos Rosanbosch.com

Program

# VITTRA SCHOOL TELEFONPLAN

Mountains for group learning

## Mountains



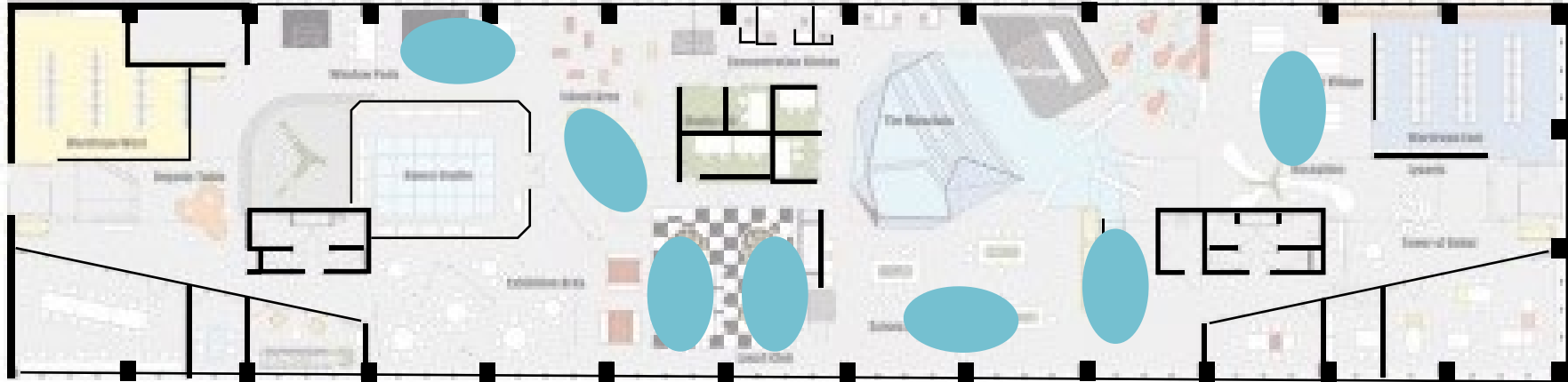
Source : Photos Rosanbosch.com

Program

# VITTRA SCHOOL TELEFONPLAN

Watering holes as collaboration spaces

## Watering holes



Source : Photos Rosanbosch.com

Program

# VITTRA SCHOOL TELEFONPLAN

Caves to work/read in solitude

## Caves



Source : Photos Rosanbosch.com

difersity, freedom, own path

Program

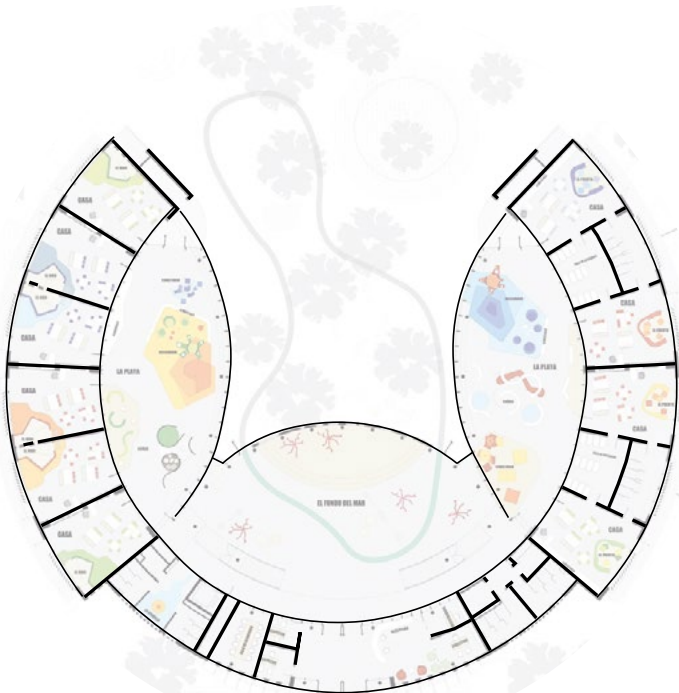
# ST.ANDREWS SCOTS SCHOOL

Education based on growth

4-6

7-9

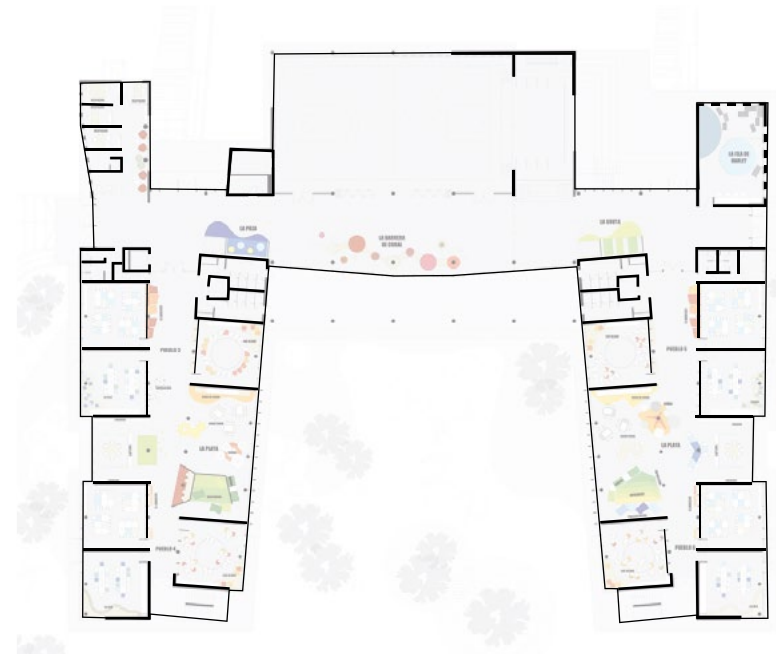
## Low lands



10-12

13-14

## High lands



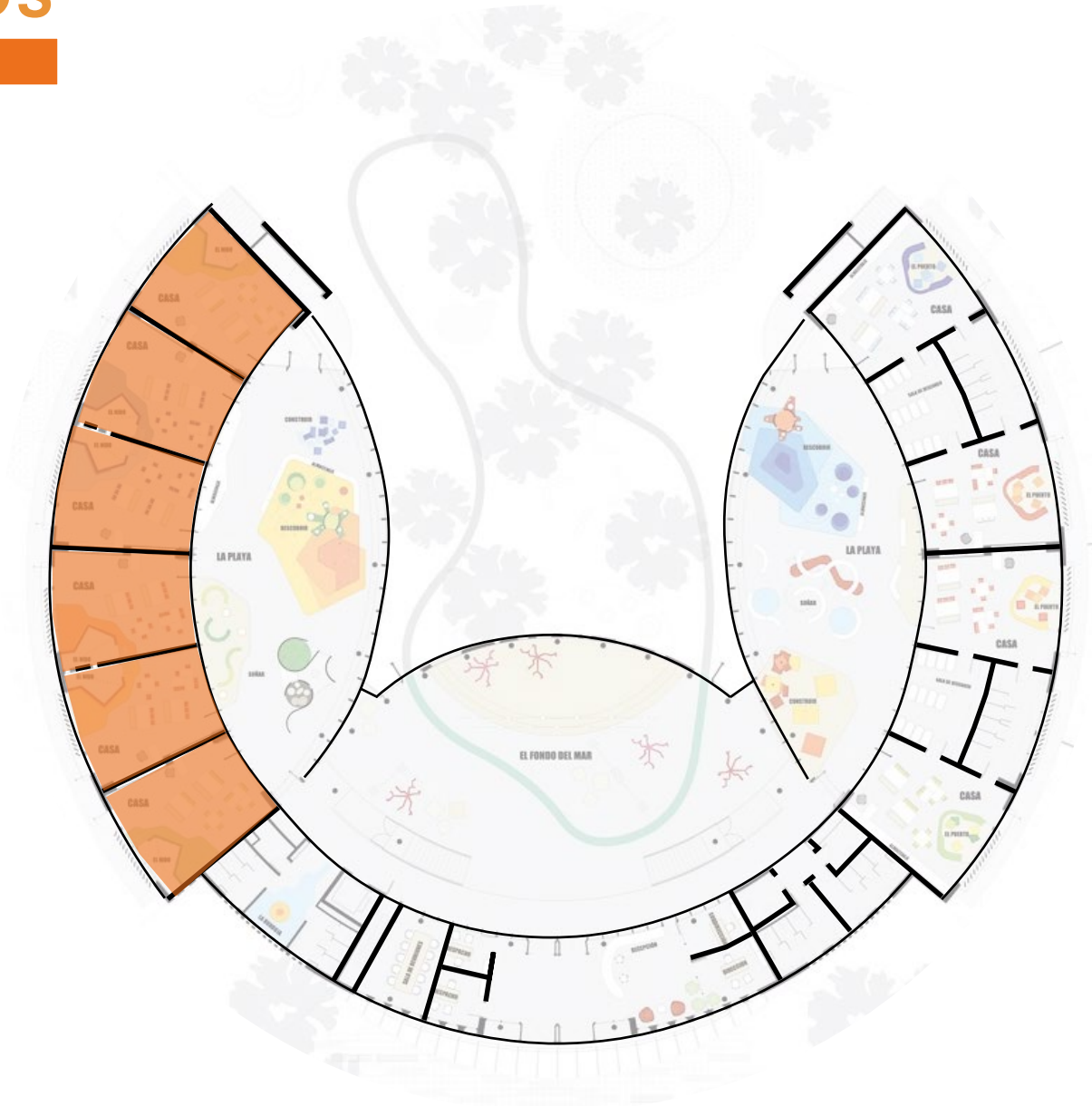
Program

# ST.ANDREWS SCOTS SCHOOL

Houses for the small children

## LOW LANDS

4-6



Source : Photos Rosanbosch.com



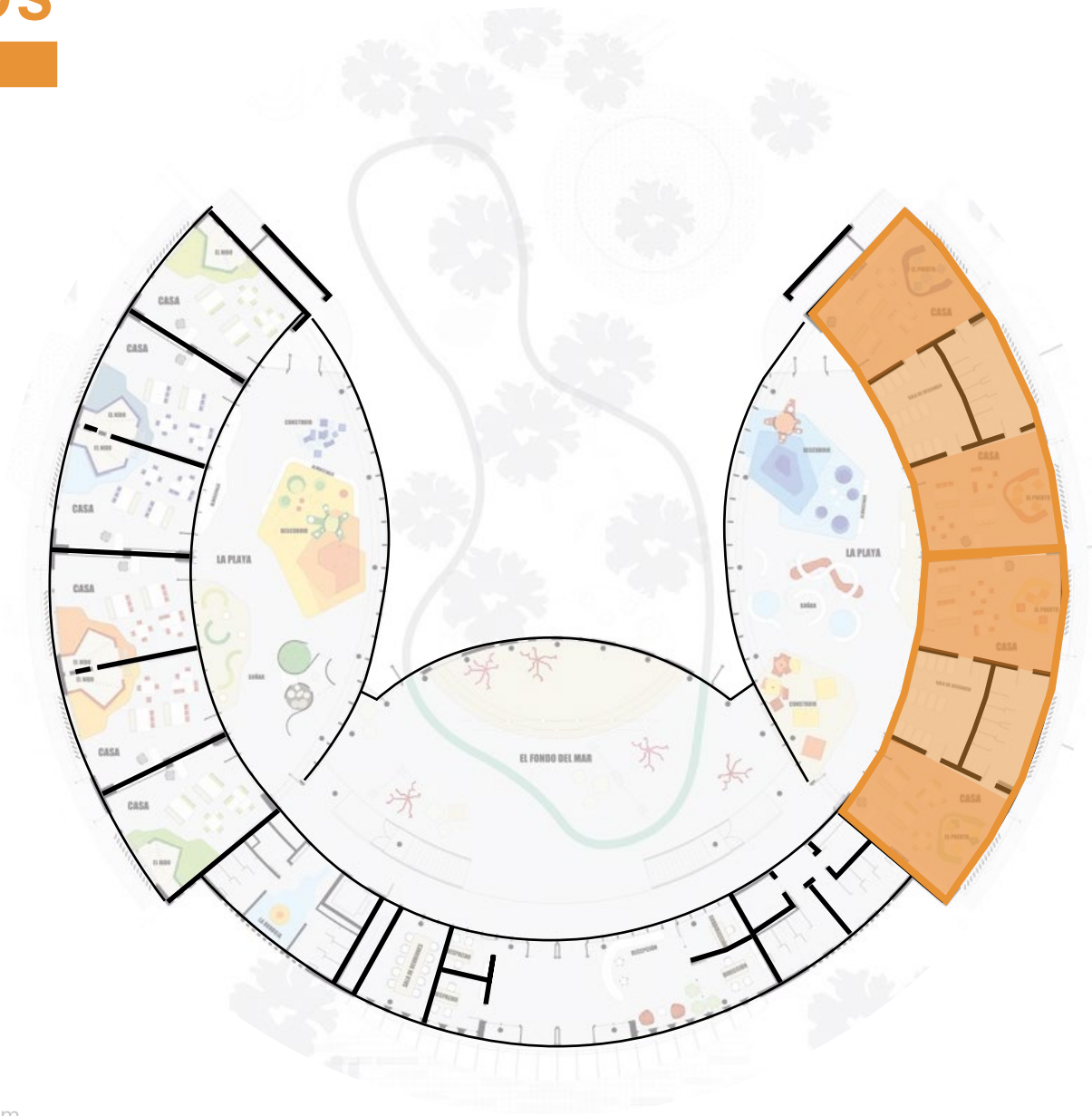
Program

# ST.ANDREWS SCOTS SCHOOL

Villages to allow different ages to come together

## LOW LANDS

7-9



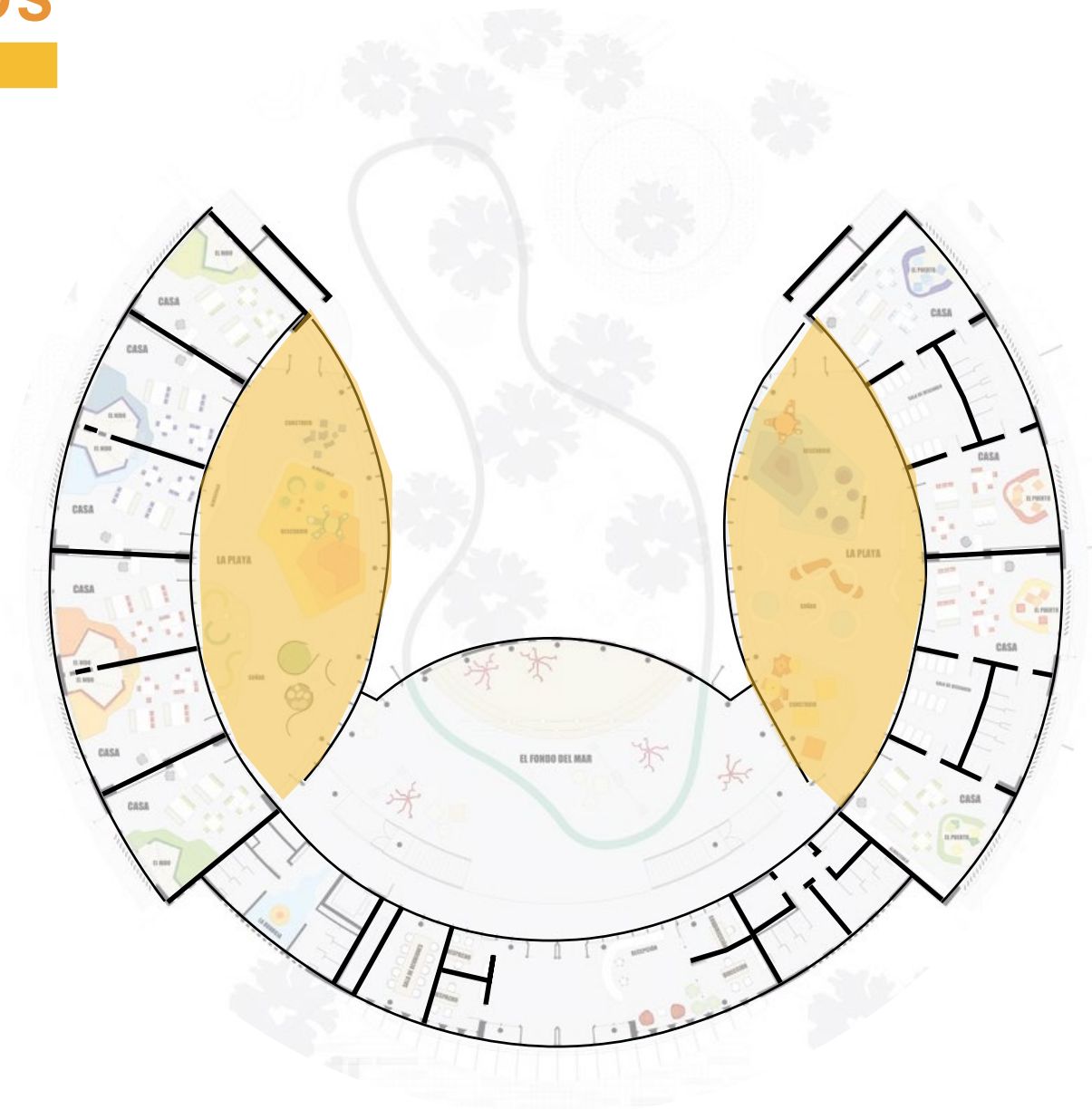
Source : Photos Rosanbosch.com

Program  
**ST.ANDREWS SCOTS SCHOOL**

Beaches for all the lowlanders

# LOW LANDS

4-9



Source : Photos Rosanbosch.com

Program  
**ST.ANDREWS SCOTS SCHOOL**  
Castels for tutoring

# HIGHLANDS

10-14



Source : Photos Rosanbosch.com

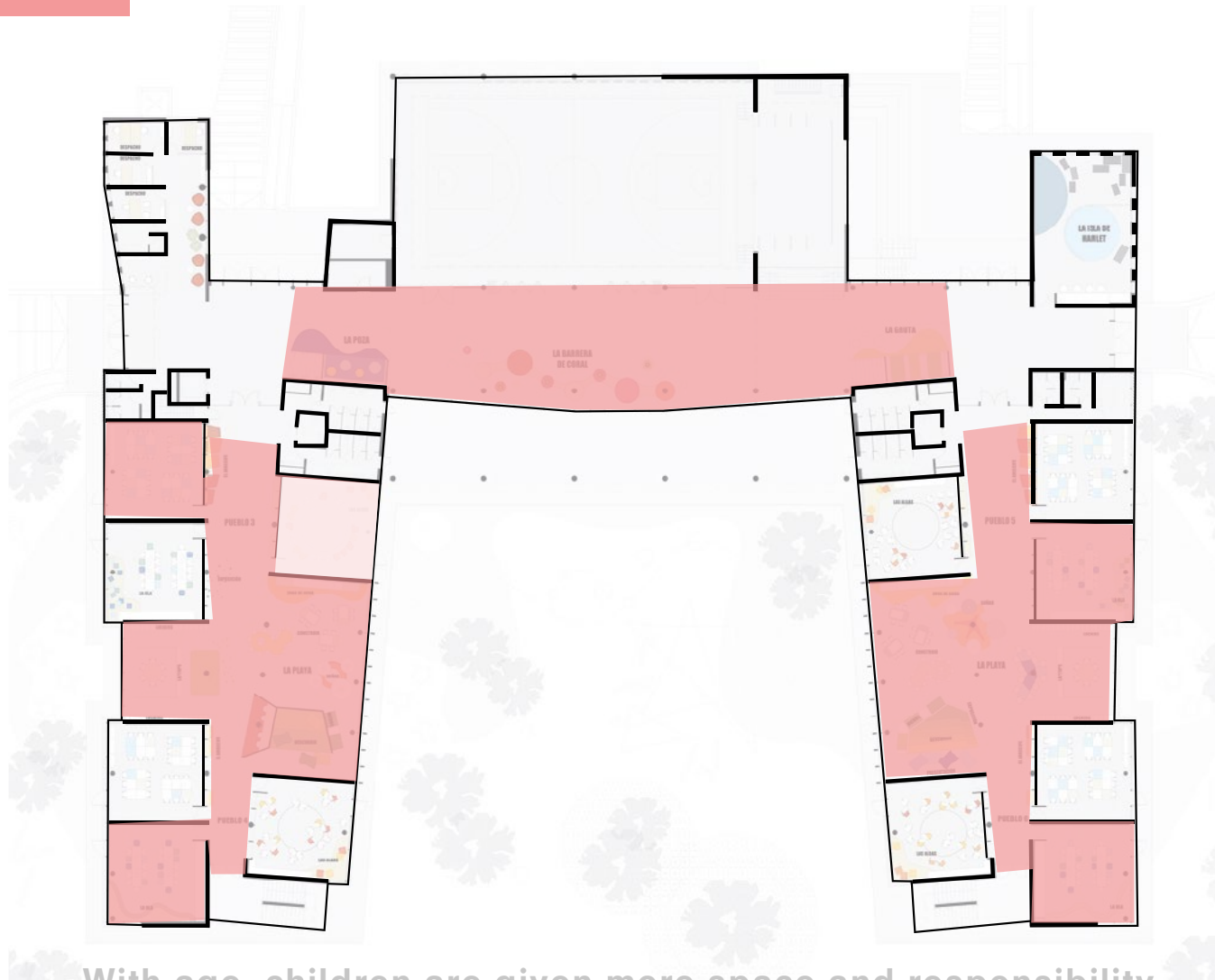
Program

# ST.ANDREWS SCOTS SCHOOL

Lake for working

## HIGHLANDS

12-14



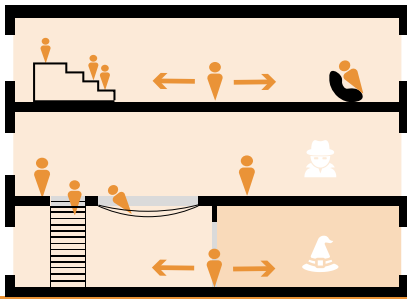
With age, children are given more space and responsibility

Source : Photos Rosanbosch.com

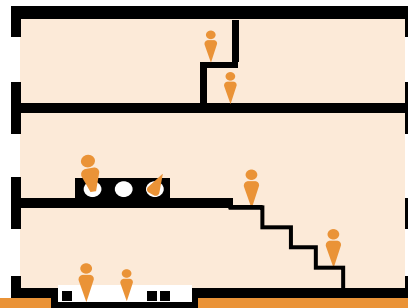
chapter title

# DESIGN PRINCIPLES

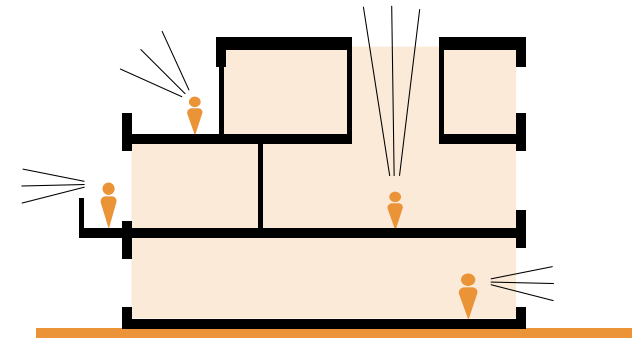
## Client/user



Choices and freedom



Undefined articulated space



Connection with outside


chapter title

# RESEARCH

Client/user

**Program**

Site



**WHAT MAKES A FLOURISHING LIBRARY?**

# AWARD-WINNING LIBRARIES

**Both buildings perfectly reflect the character of the two cities**

**Imagination and participation**

**Lockhal Tilburg**



**Civic**

**Reinterpretation of industrial**

**Covered town square**

**Forum groningen**



**NL architects**

**To have A place for every target group**

**Squares and alleys**



# CHARACTER OF BERLIN

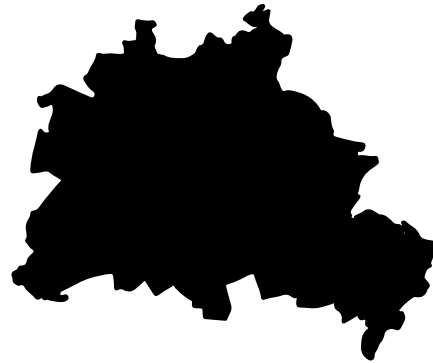
Industrial



Close history



Hidden hubs



Vibrant



Unpolished



# PROGRAM RESEARCH

Forum Groningen



Boekenberg

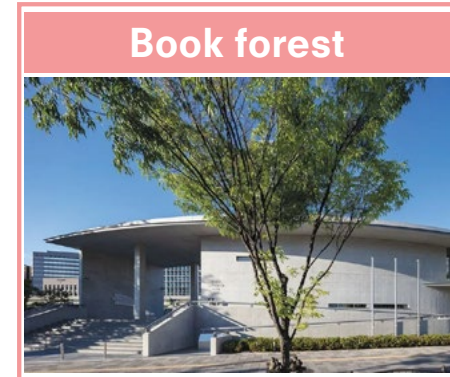
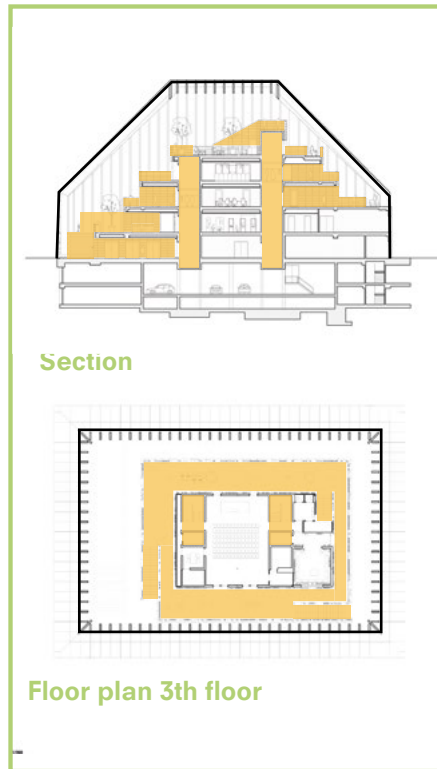
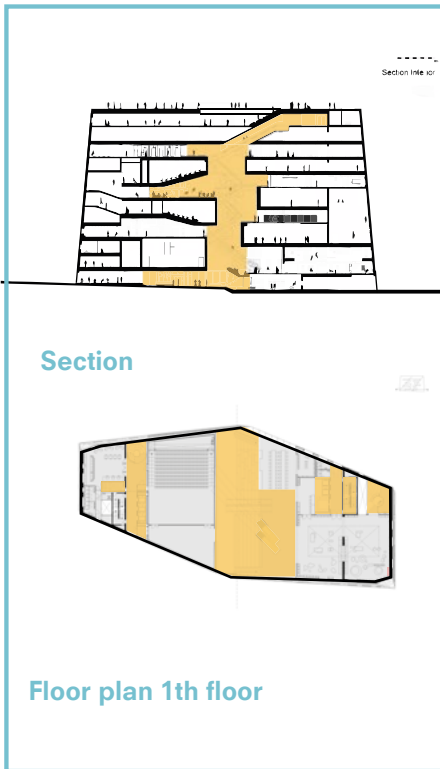


Book forest



Program  
**LIBRARIES**

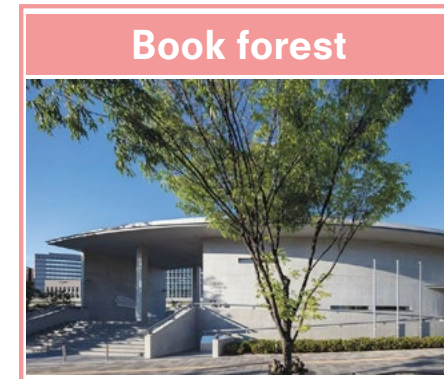
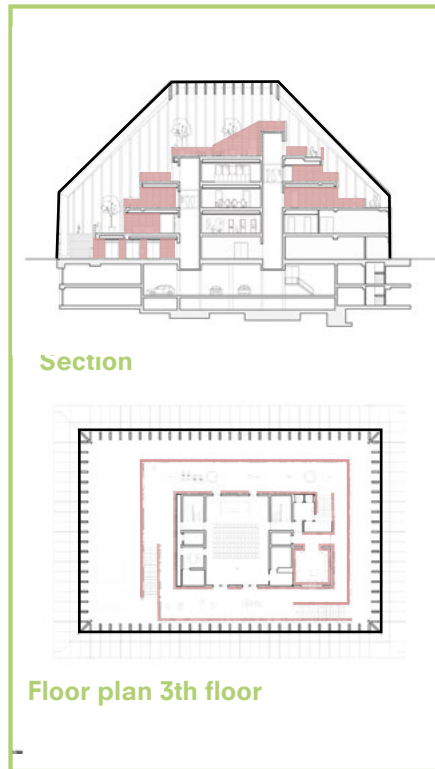
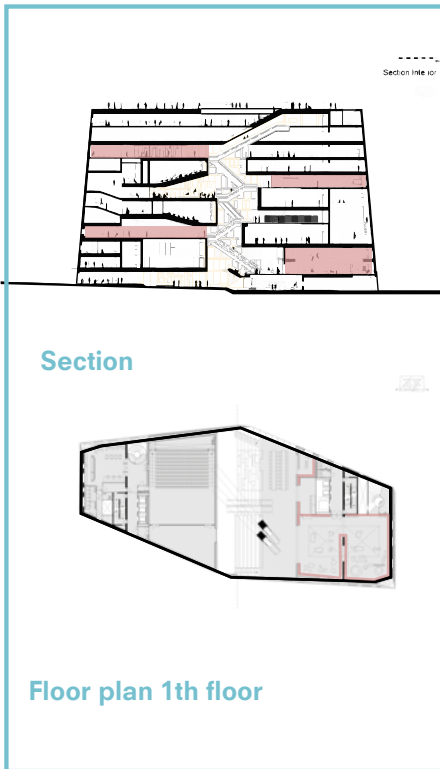
Routing is the heart of the library



Source : Photos taken by myself, [arquitecturaviva.com](http://arquitecturaviva.com), [www.bibliotheekdeboekenberg.nl](http://www.bibliotheekdeboekenberg.nl)

Program  
**LIBRARIES**

Books become decoration, part of the architecture

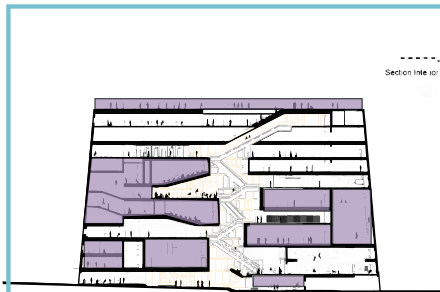


Source : Photos taken by myself, [arquitecturaviva.com](http://arquitecturaviva.com), [www.bibliotheekdeboekenberg.nl](http://www.bibliotheekdeboekenberg.nl)

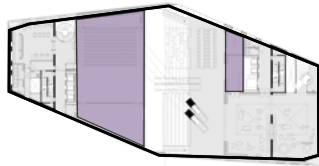
Program  
**LIBRARIES**

Libraries becoming more about the extras they can offer

**Forum Groningen**

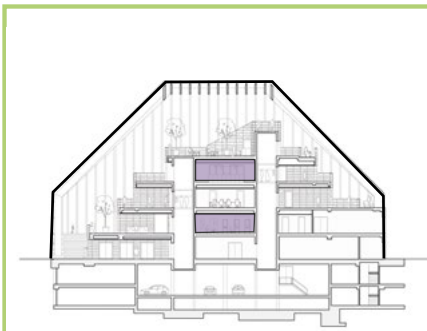


**Section**

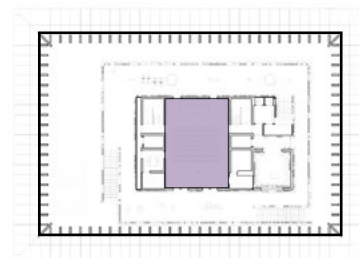


**Floor plan 1th floor**

**Boekenberg**

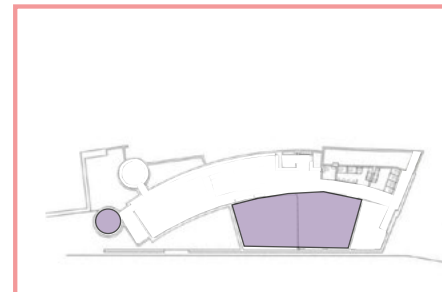


**Section**

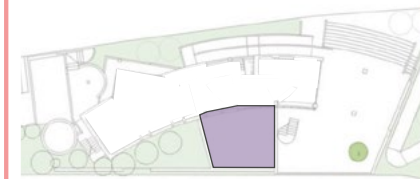


**Floor plan 3th floor**

**Book forest**



**Floor plan 1th floor**



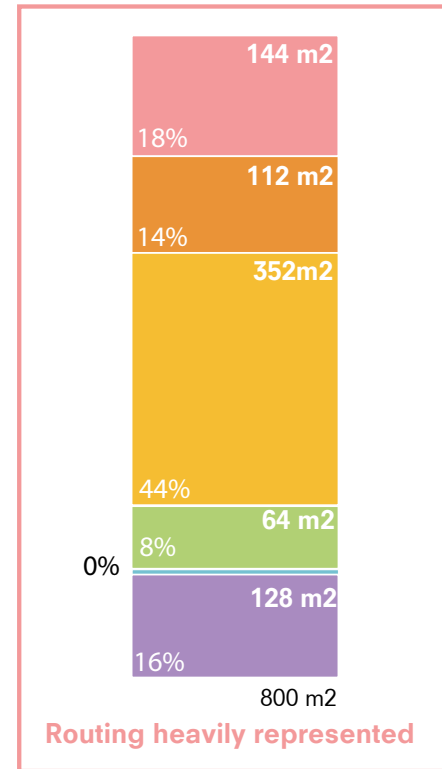
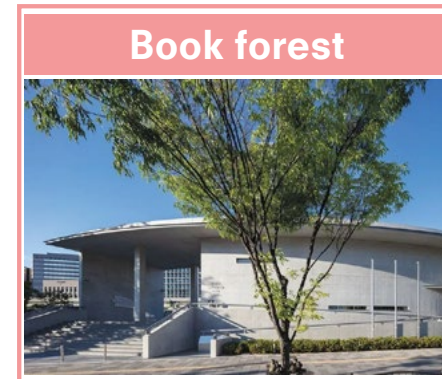
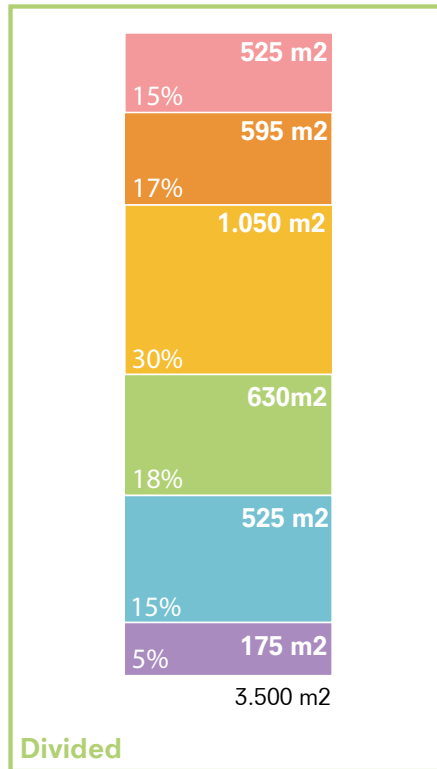
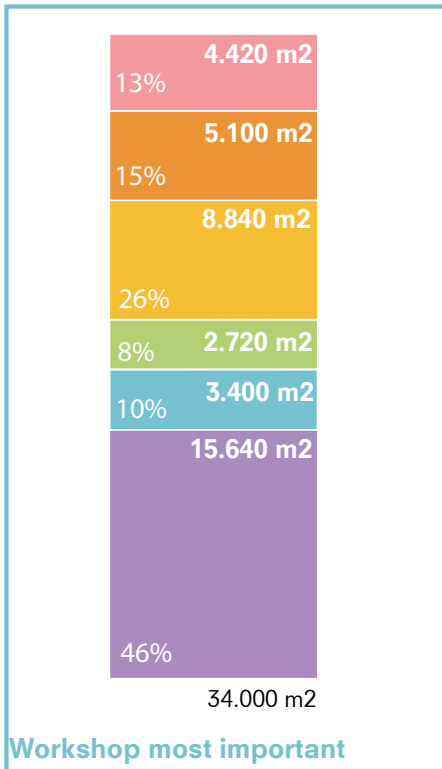
**Ground floor in site**

Source : Photos taken by myself, [arquitecturaviva.com](http://arquitecturaviva.com), [www.bibliotheekdeboekenberg.nl](http://www.bibliotheekdeboekenberg.nl)

# Program

## PROGRAM

### Program breakdown

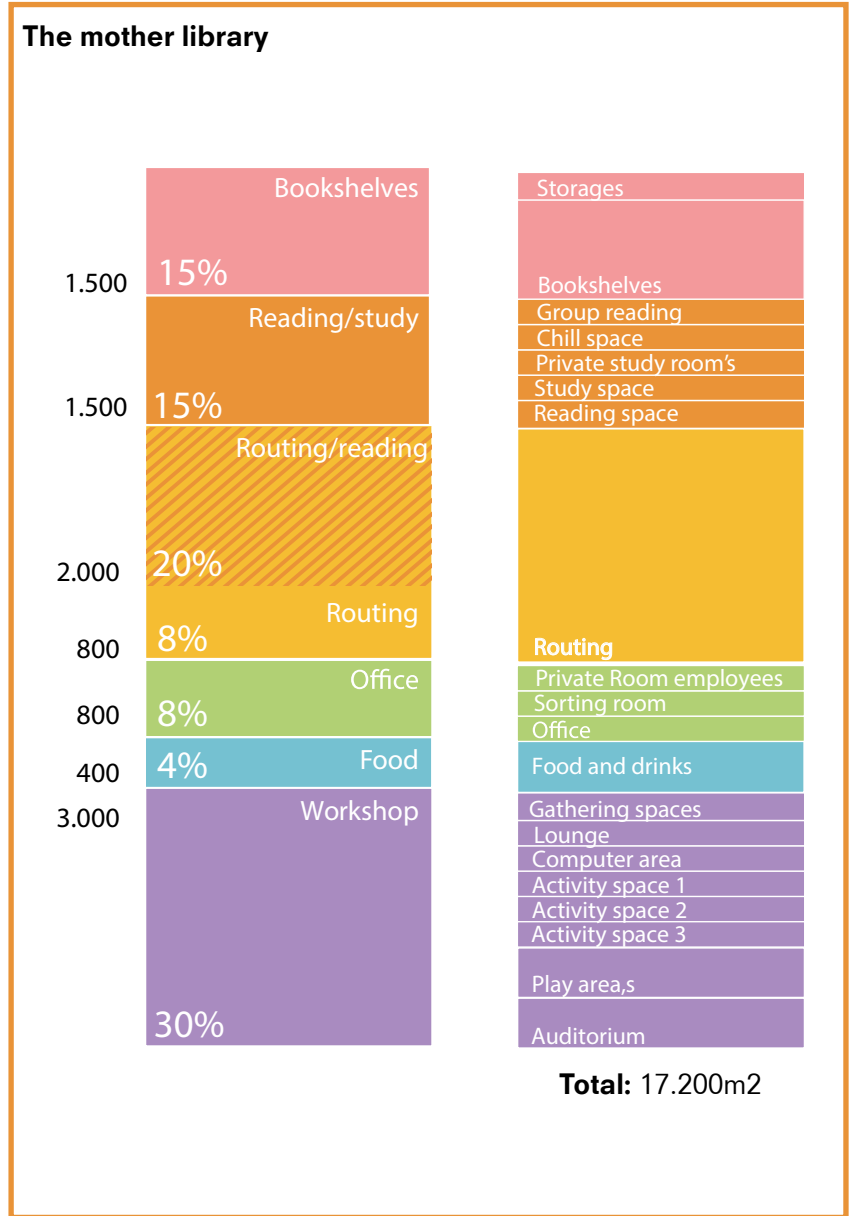
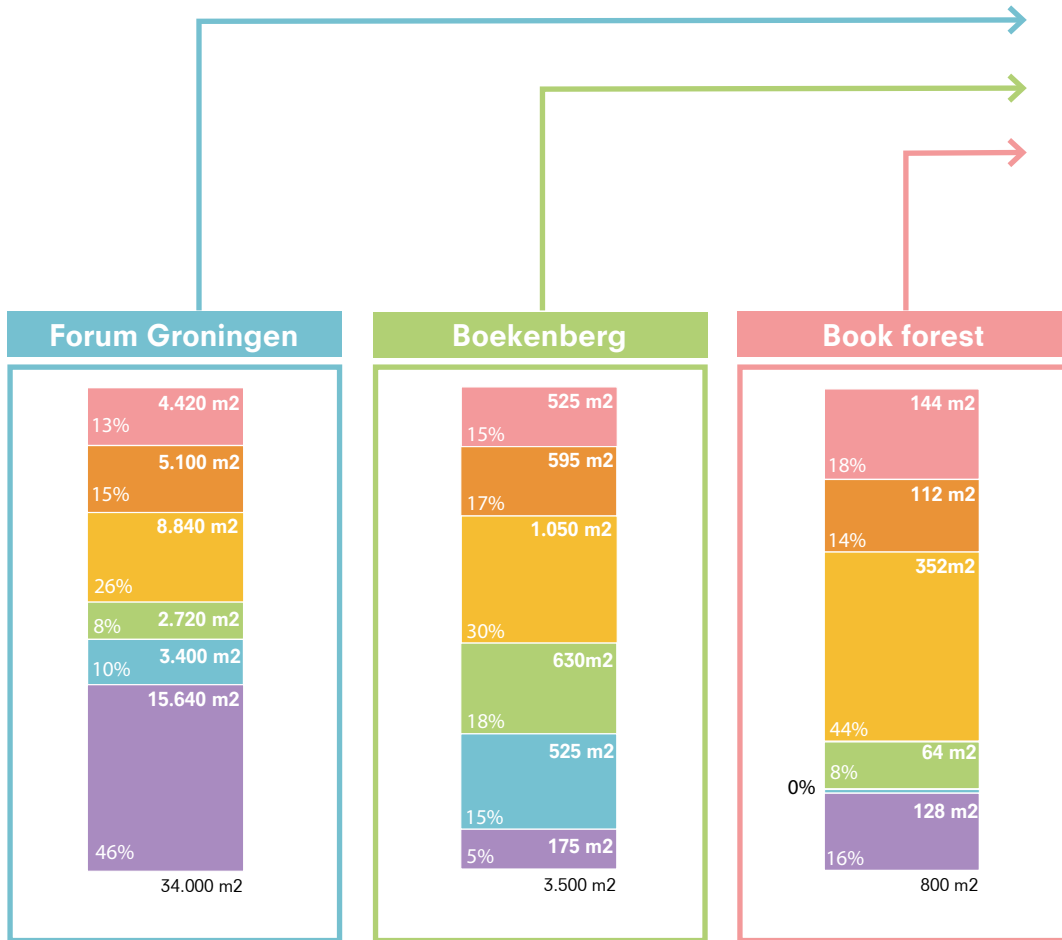


- Food
- Office
- Reading/study
- Routing
- Bookshelves
- Theater/workshop

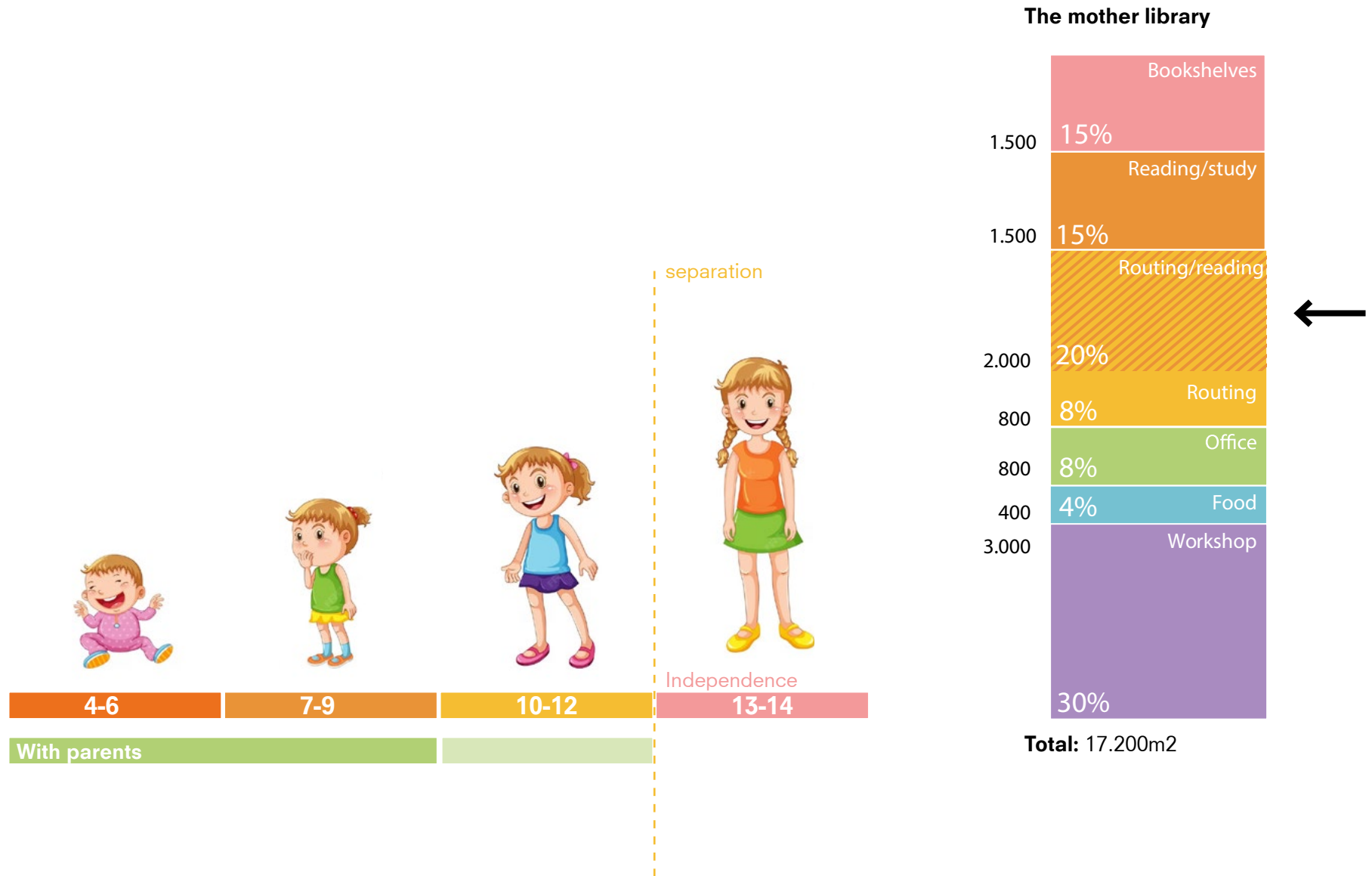
Source : Photos taken by myself, [arquitecturaviva.com](http://arquitecturaviva.com), [www.bibliotheekdeboekenberg.nl](http://www.bibliotheekdeboekenberg.nl)

chapter title  
**PROGRAM**

Example for the program breakdown

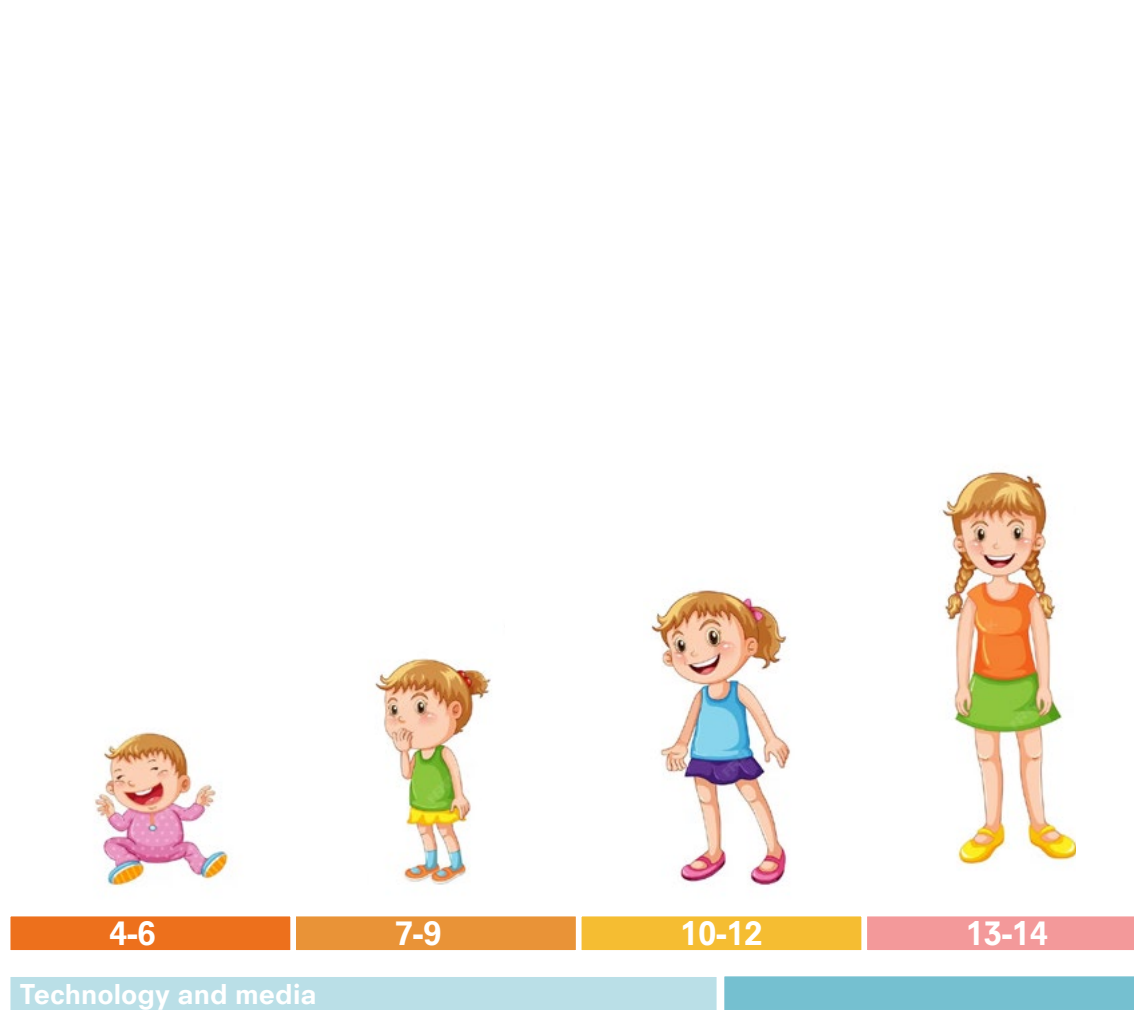


# A LIBRARY BASED ON GROWTH

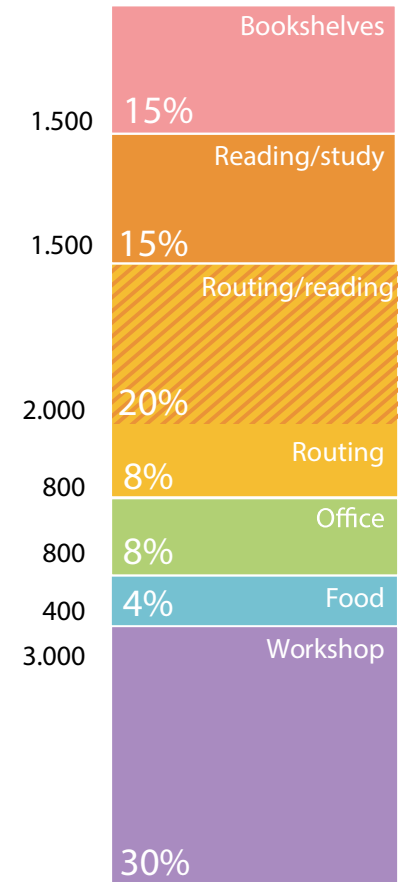




# SPACE FOR MEDIA AND EDUCATION



The mother library



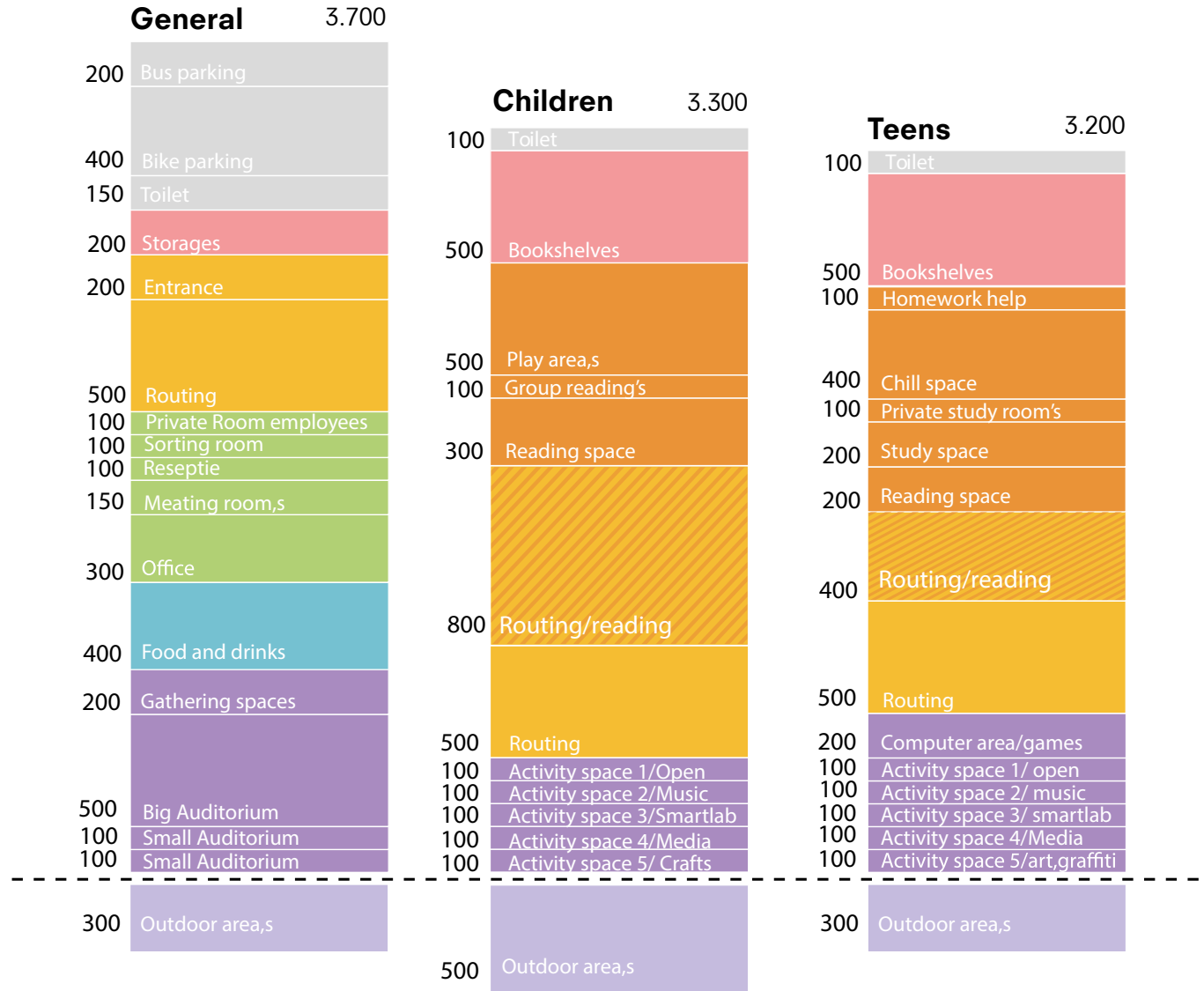
Total: 17.200m2



# PROGRAM BREAKDOWN

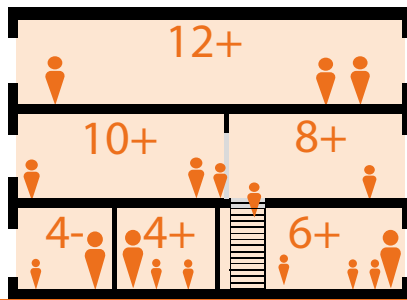
Division between the target groups

Total: 10.200m2

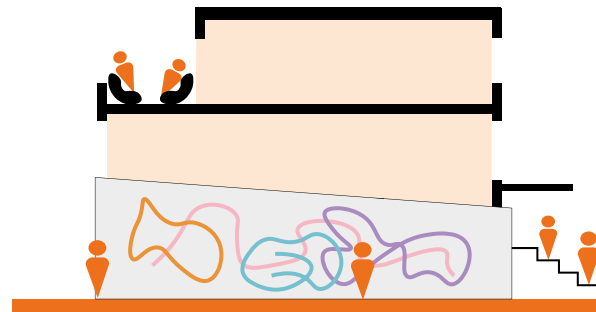


# DESIGN PRINCIPLES PROGRAM

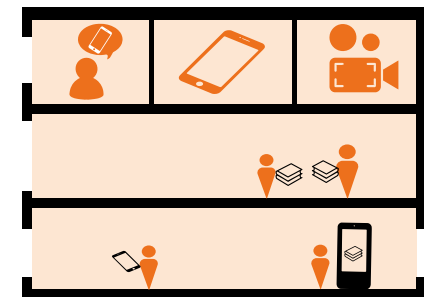
## Program



Age-preference



Elements of the city



Accept Digitalization

chapter title

# RESEARCH

Client/user

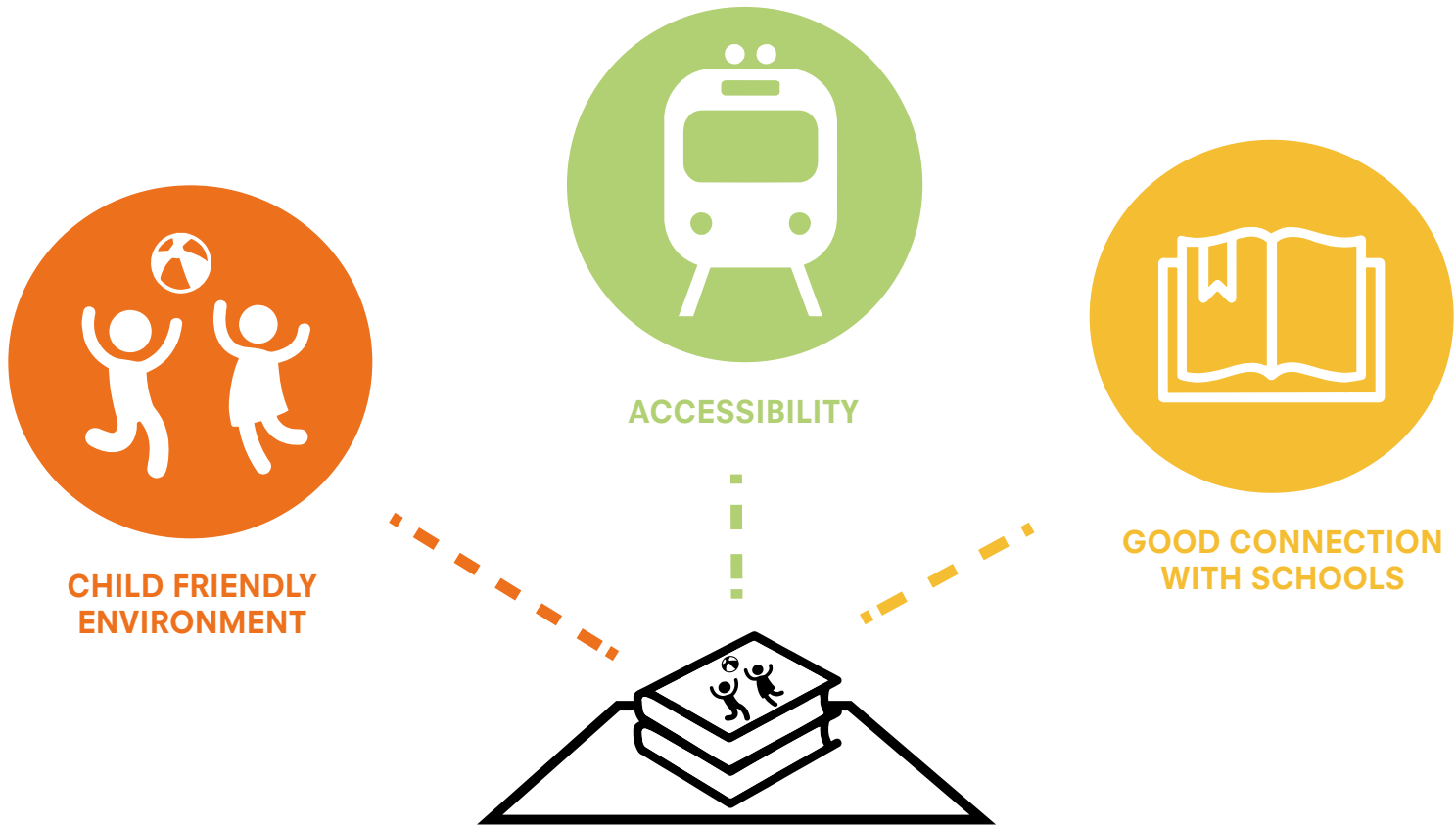
Program

Site

# ONE OF THE MOST DECLINING COUNTRIES IN READING SKILLS



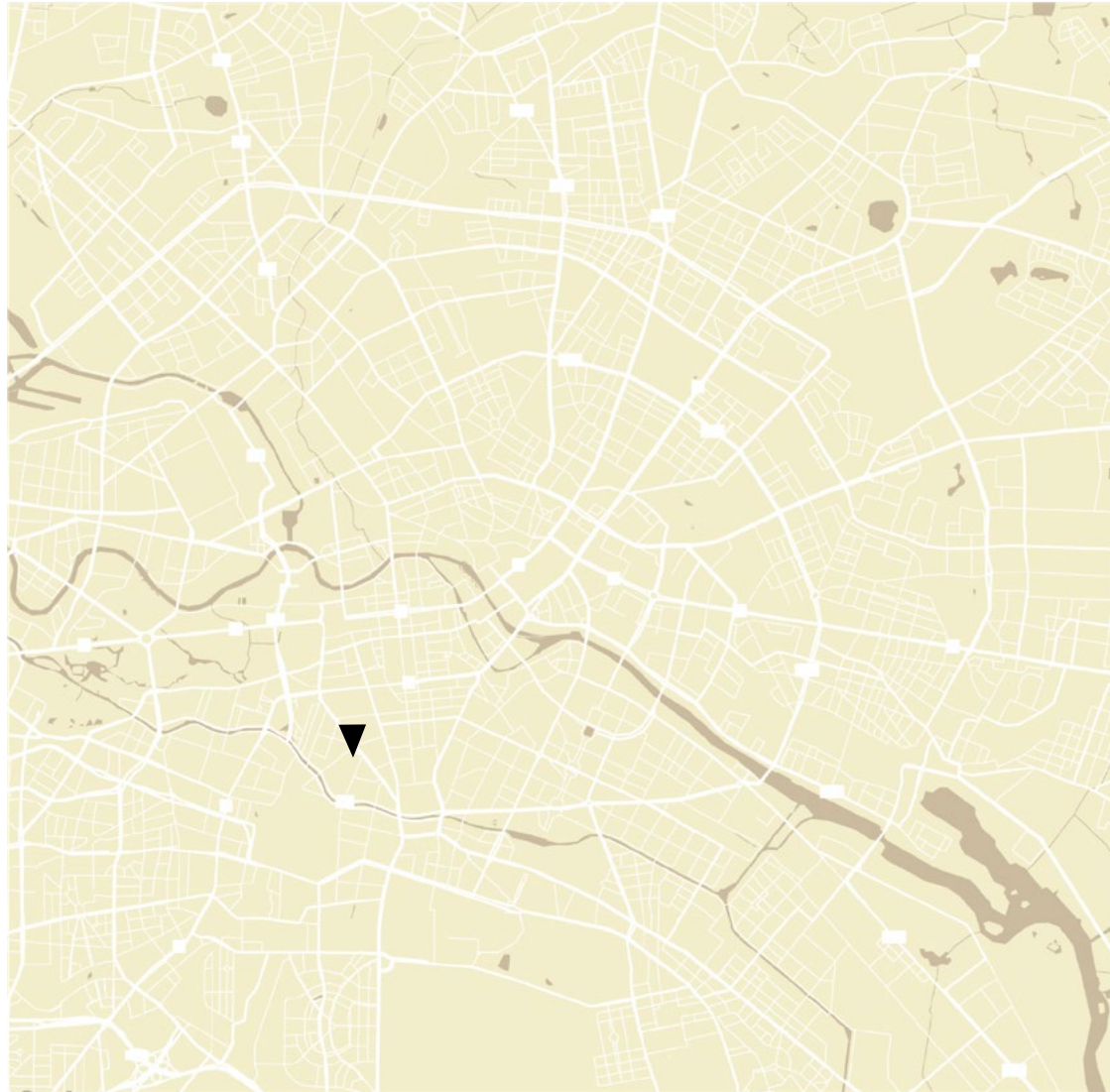
Site  
**MAIN SITE REQUIREMENTS**



Site

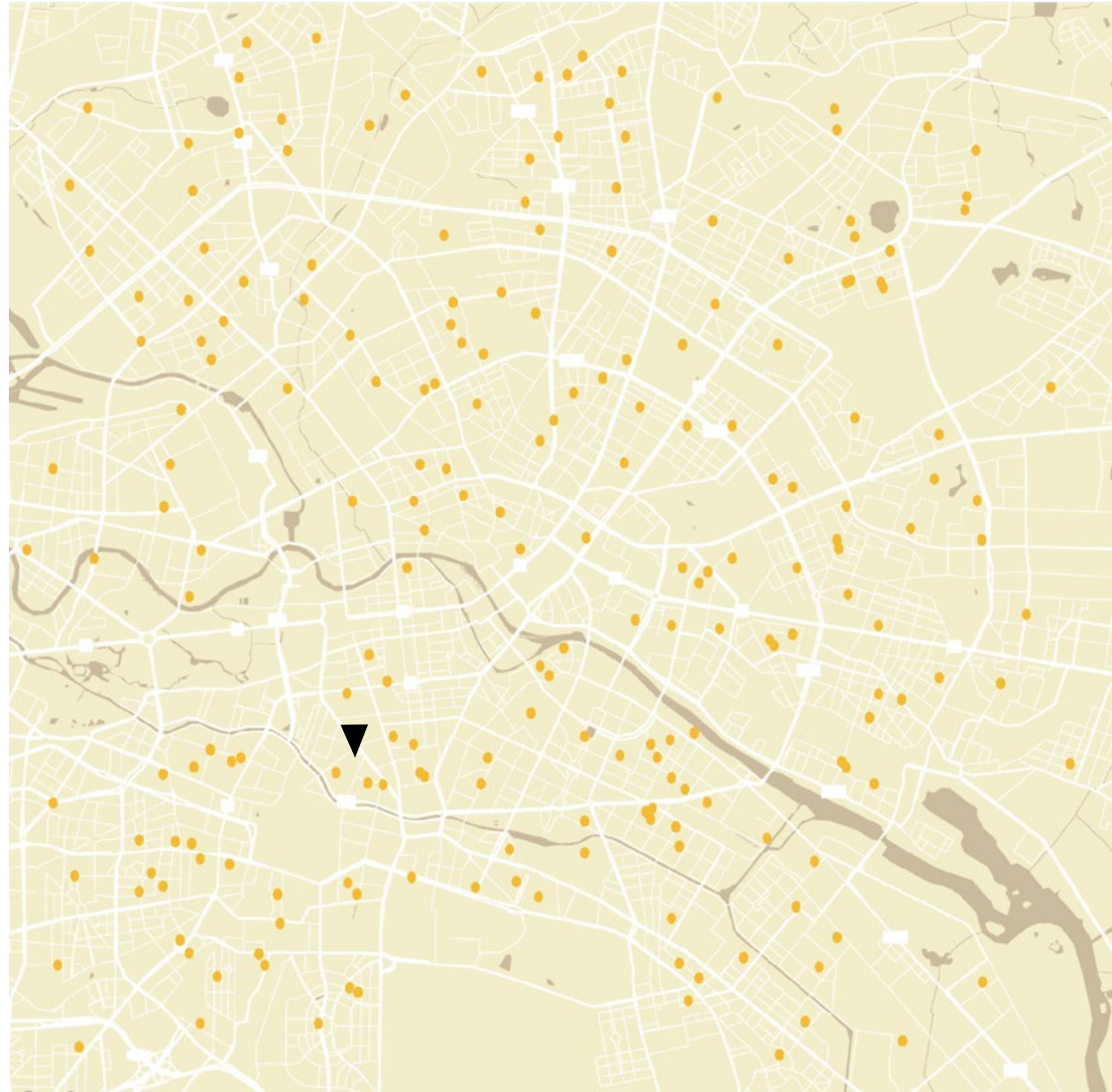
# SITE L : BERLIN CITY

Location for the case study



Site

# PRIMARY SCHOOLS



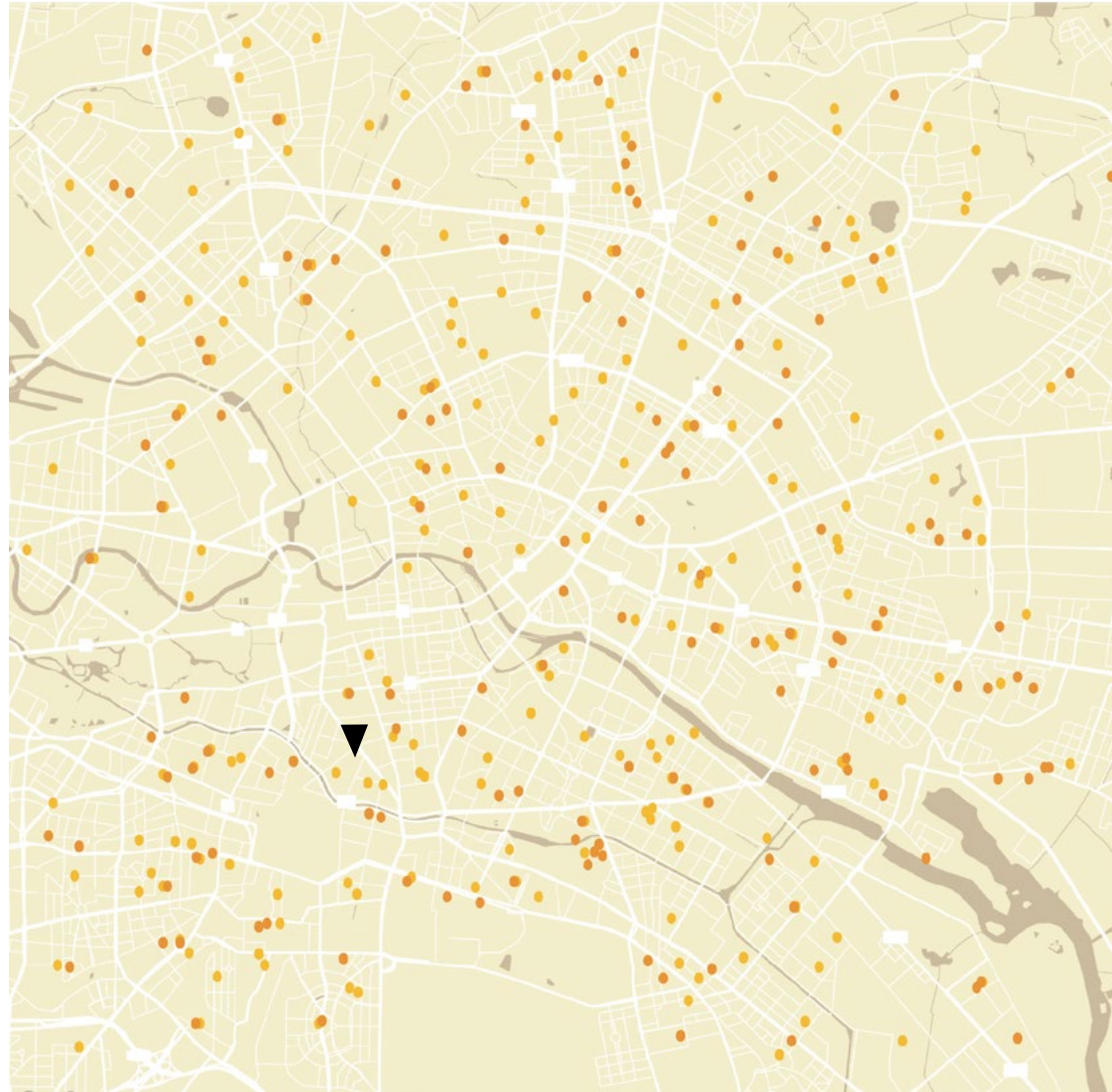
● primary schools





Site

# PRIMARY SCHOOLS + HIGH SCHOOL

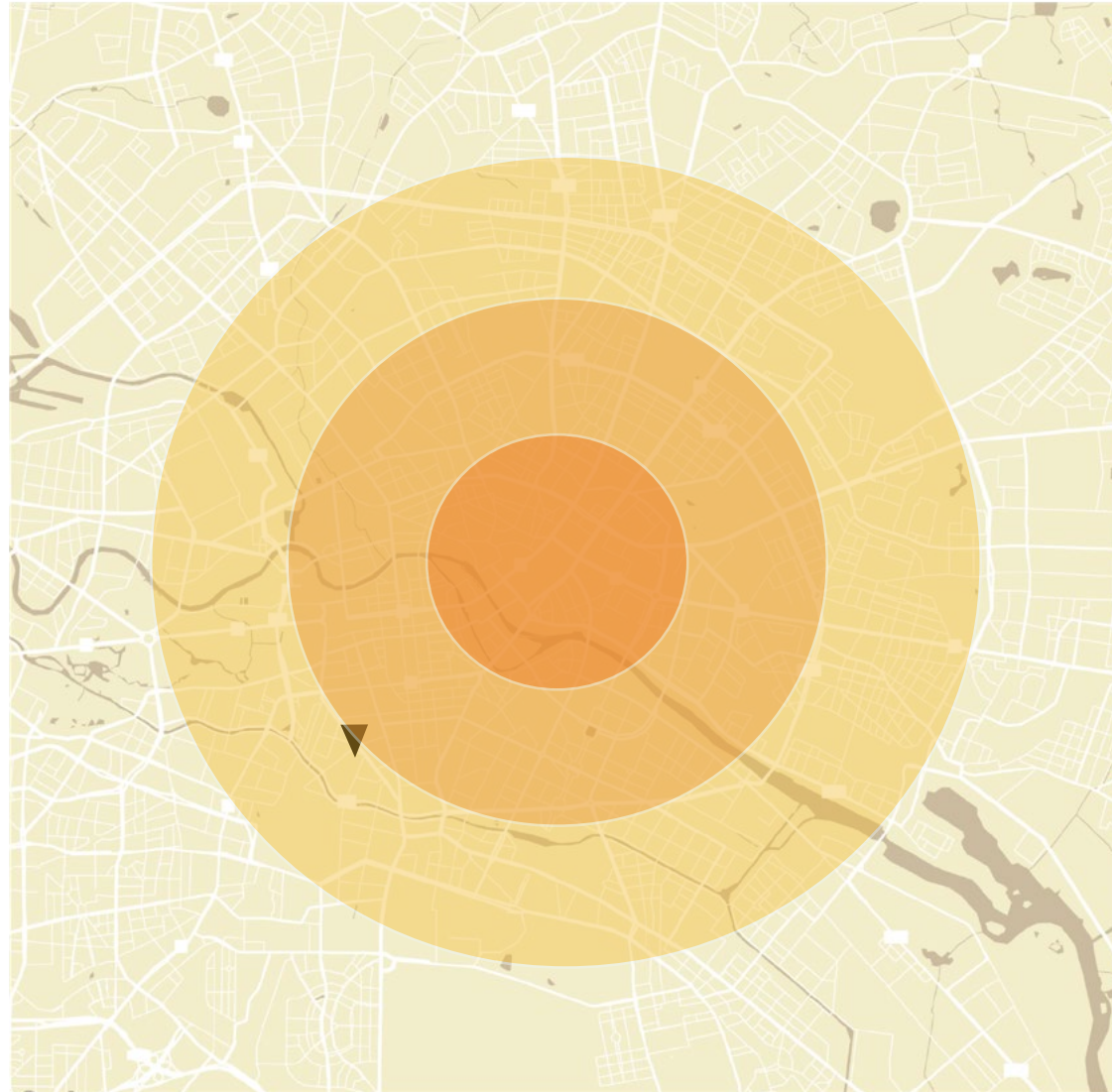
Distributed across the city



-  primary schools
-  High schools

chapter title

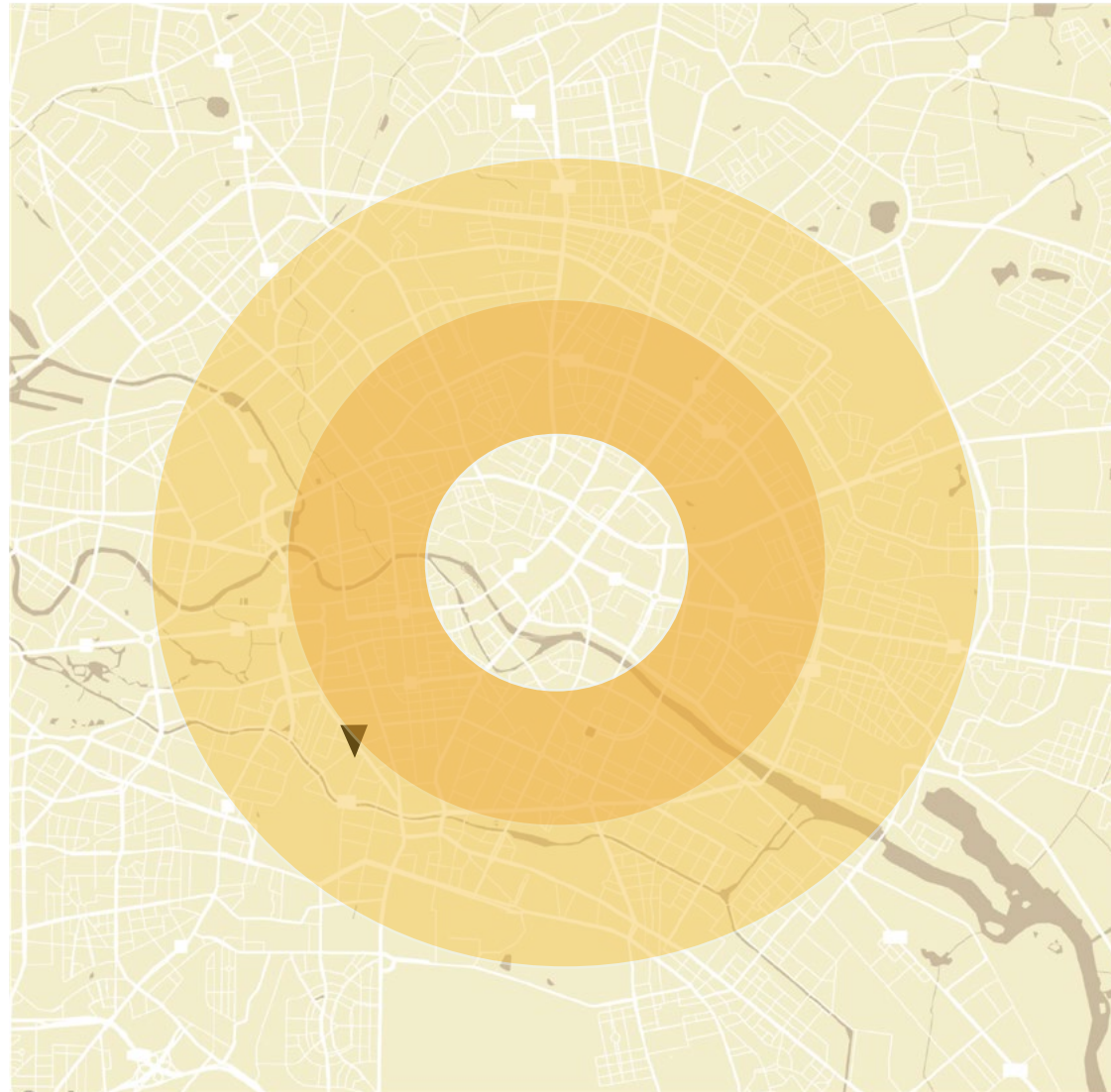
# CENTRALLY SITUATED



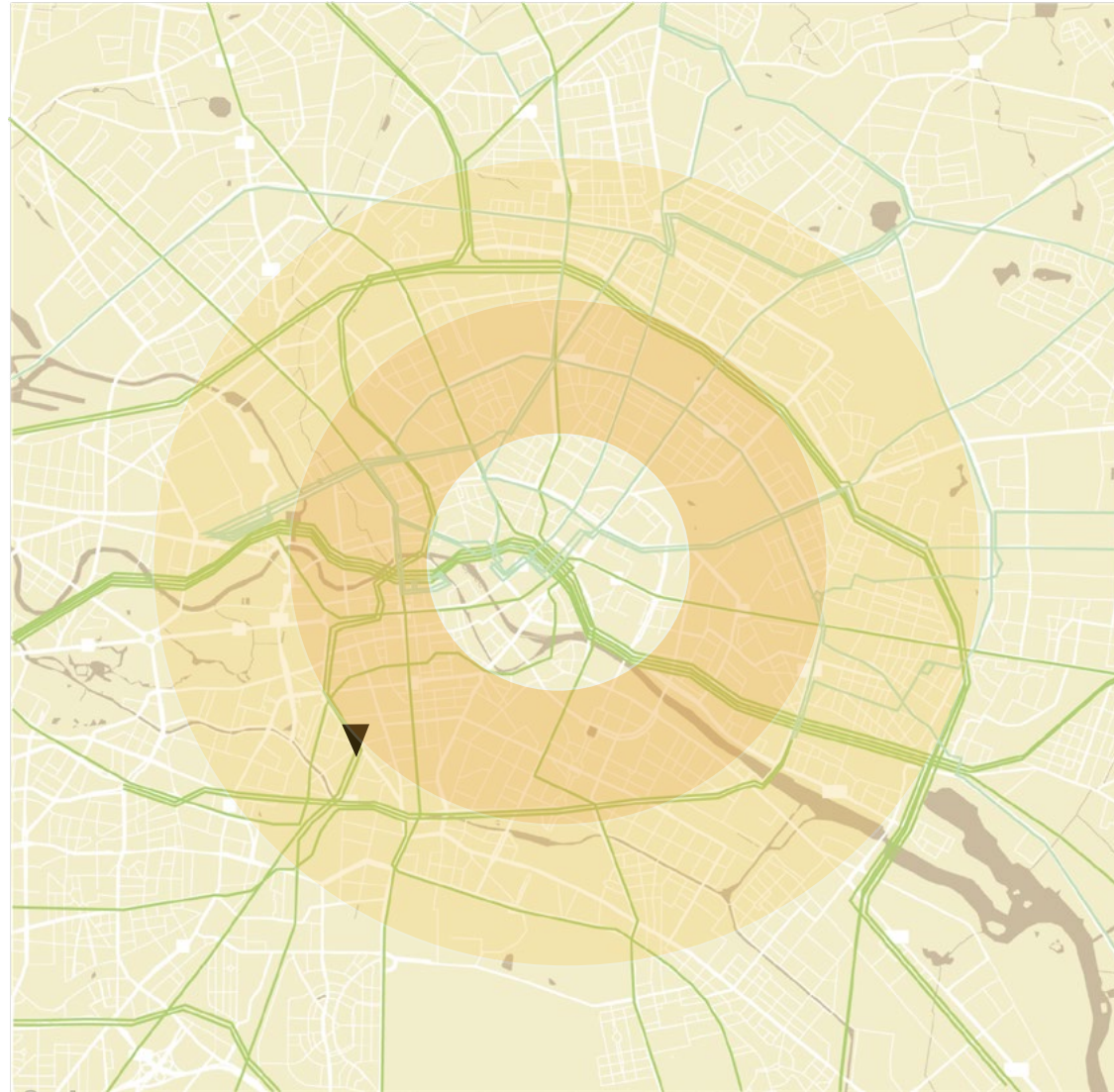
chapter title

# NOT TO CENTRALLY SITUATED

Places away from the hustle



Site  
**PUBLIC TRANSPORT**



 **U and S bahn**

 **Tram**

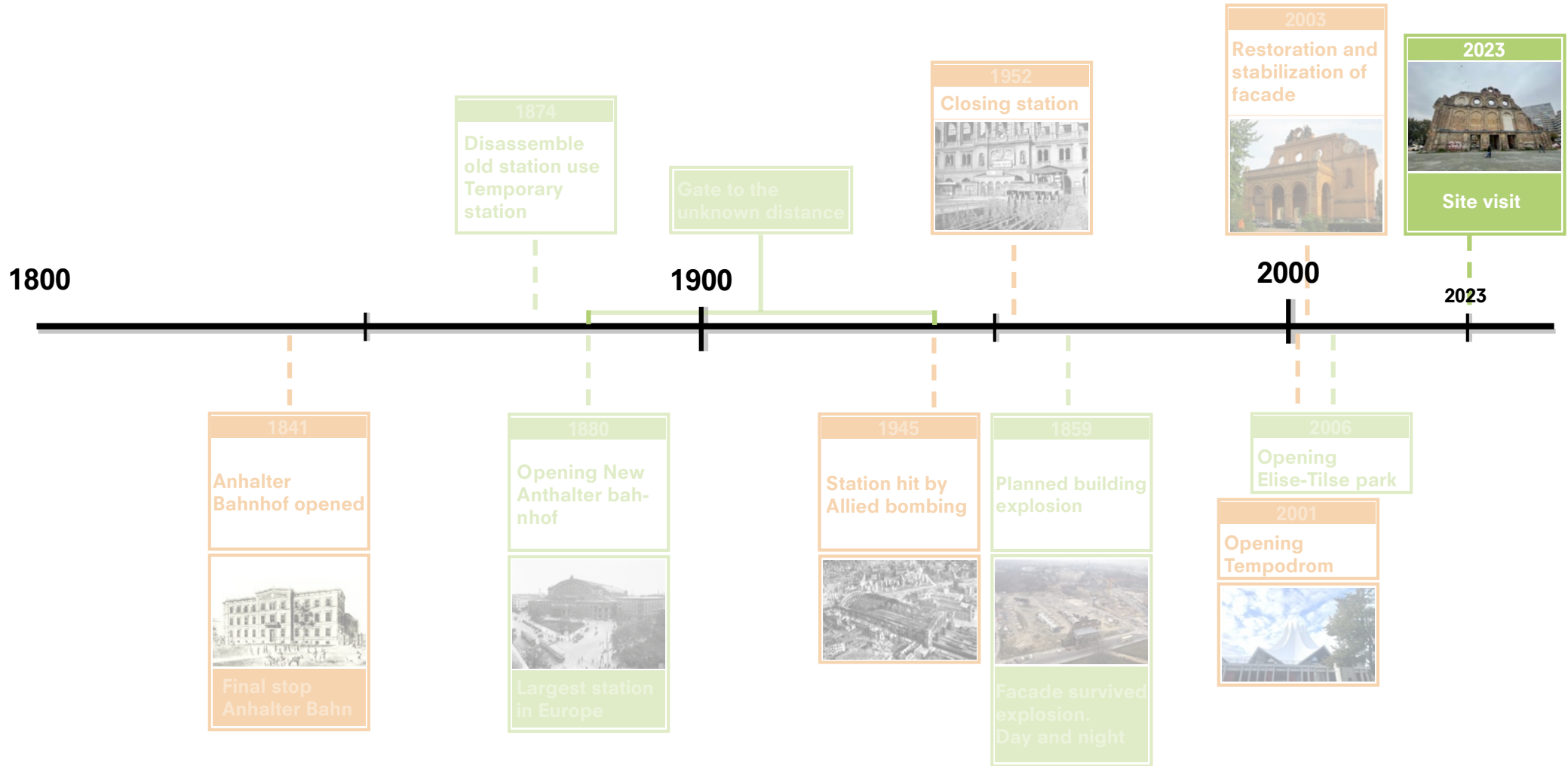
Site  
**ANHALTER BAHNHOF**



Source : Photos photos taken by Biko Zantman

# TIMELINE ANHALTER BAHNHOF

Rich history



Source : Photos : [wikipedia.org/wiki/Anhalter\\_Bahnhof](https://wikipedia.org/wiki/Anhalter_Bahnhof)









FEVA

3K

3K

KIBER

3K

WURD  
SUNNE  
DREI  
BADME

SK

SK

↑

HH-TQ 8510



OCULE

Large black abstract graffiti tag on the left side of the brick wall.

Large black abstract graffiti tag in the center of the brick wall, featuring a red shape.

Black graffiti tag on the upper part of the door.

Green graffiti tag on the middle part of the door.

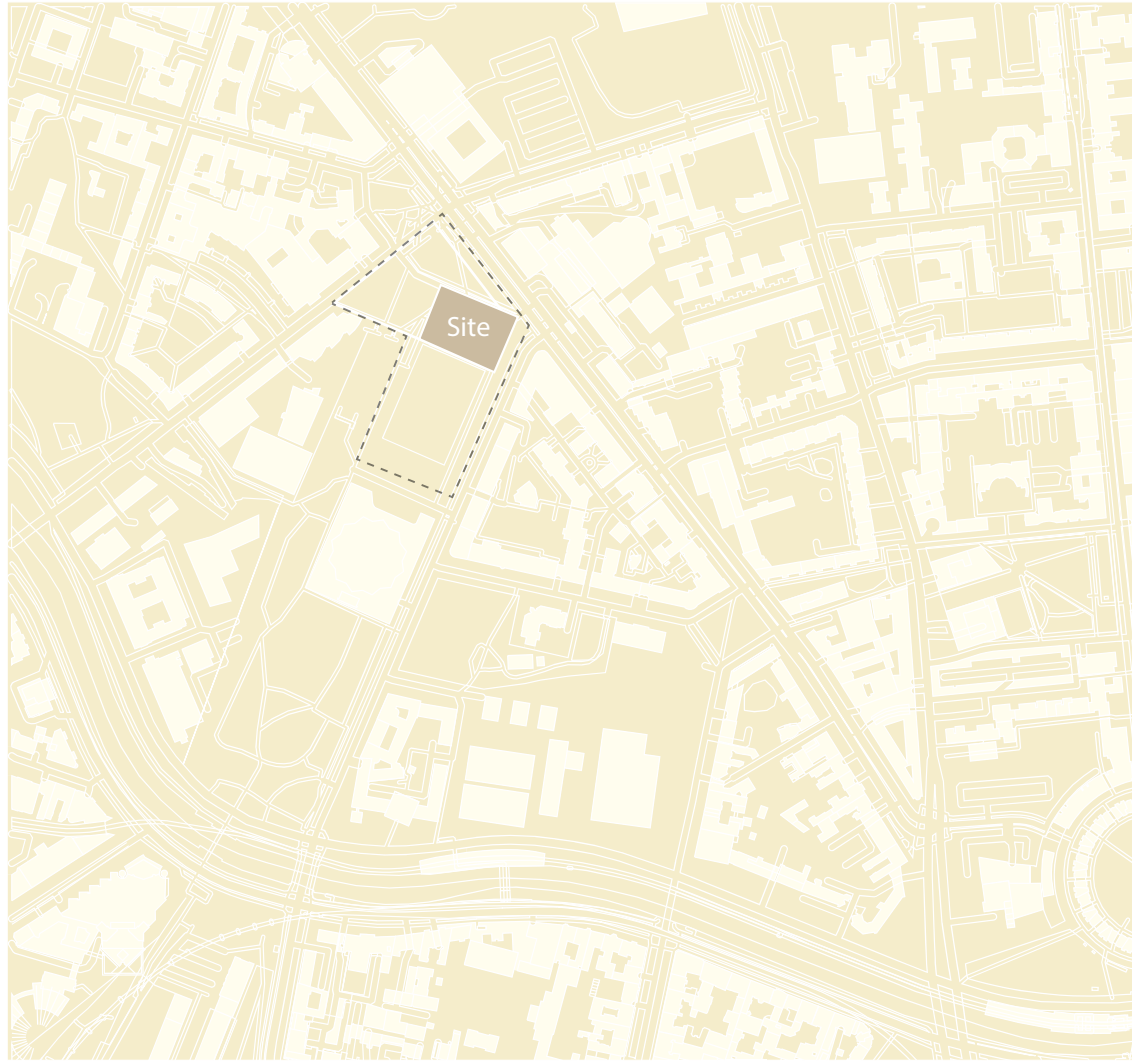
Black graffiti tag 'RK'S' on the lower part of the door.

Large black abstract graffiti tag on the bottom part of the door.

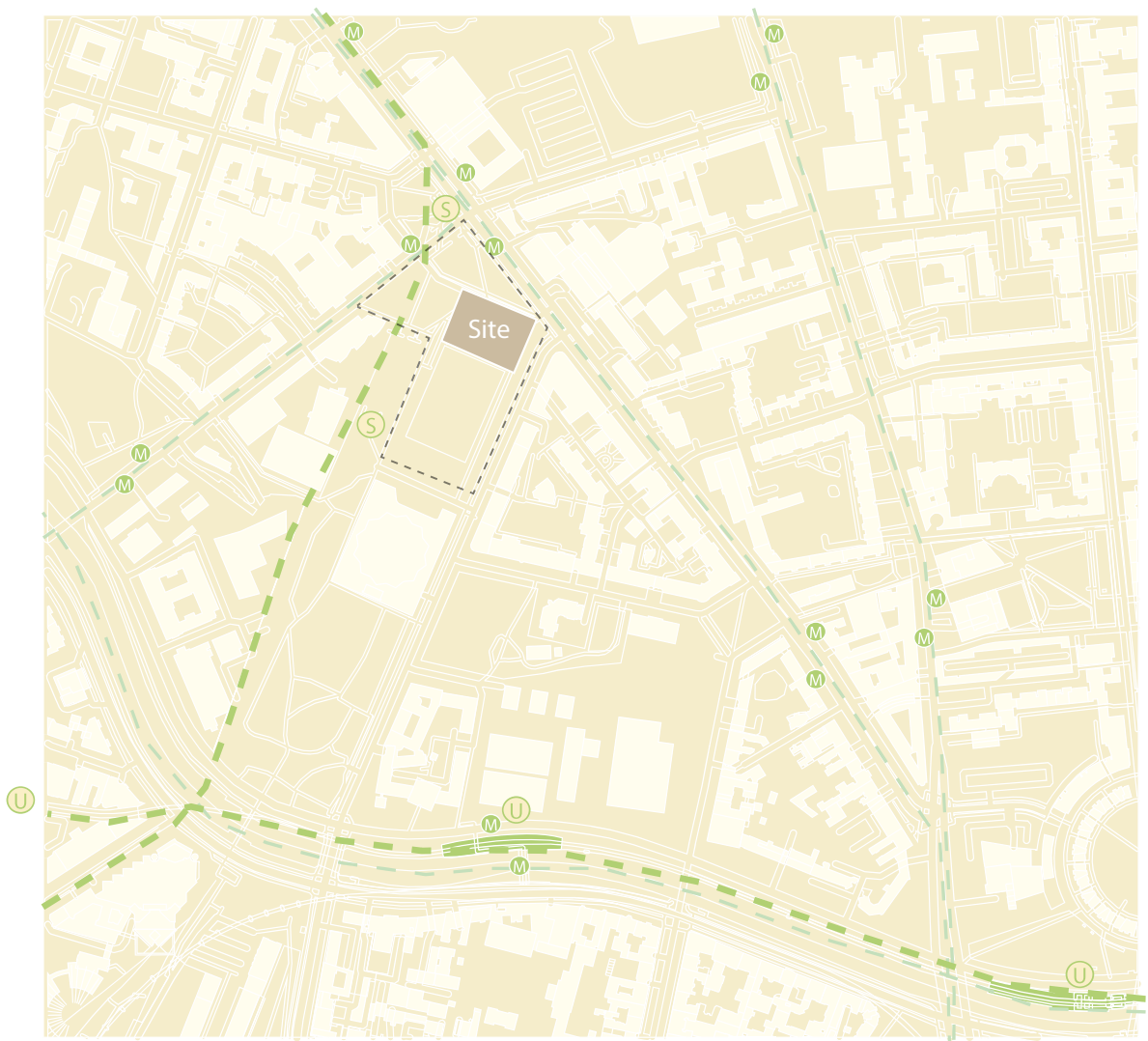









Site  
**M SITE**  
Neighborhood level

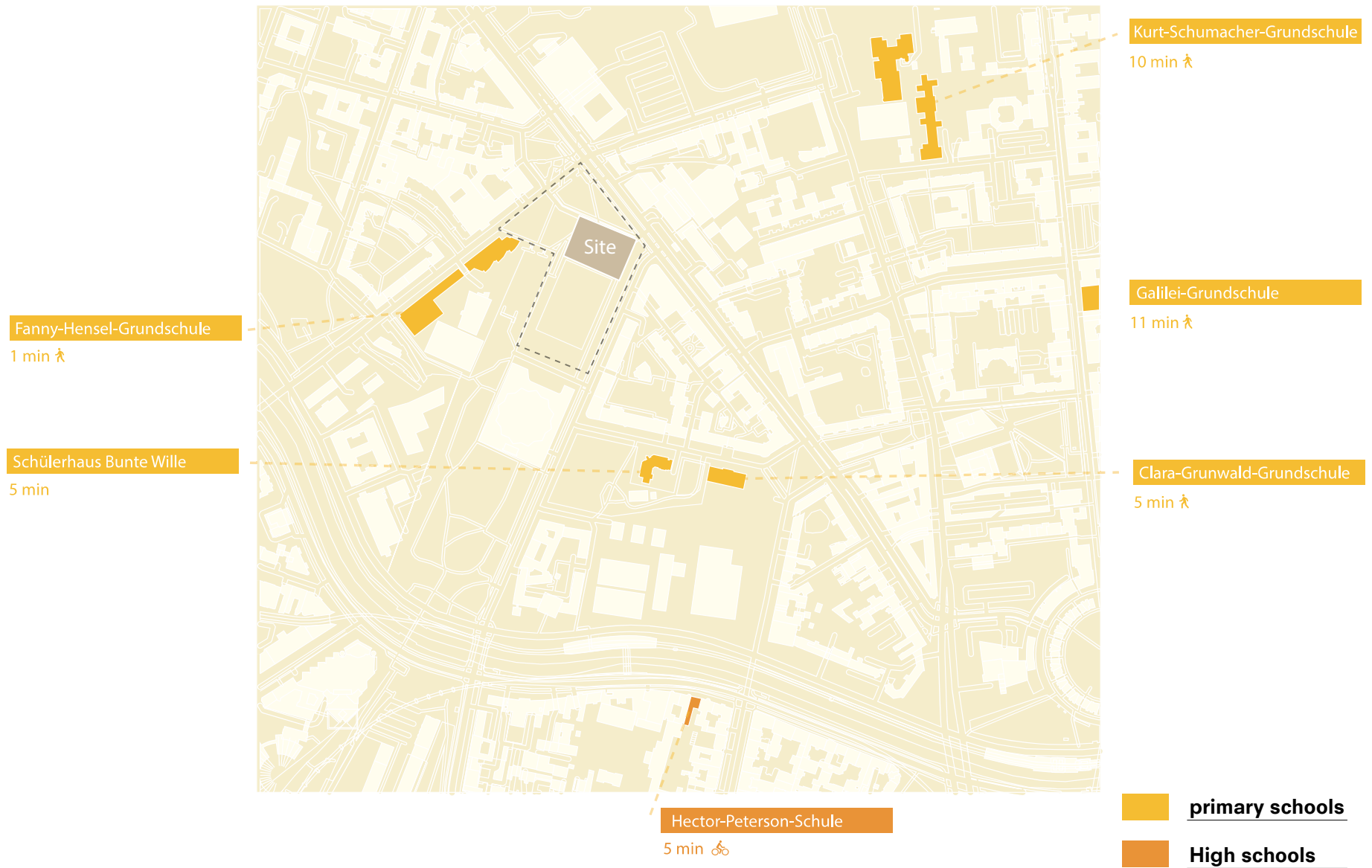


# Site ACCESSIBILITY

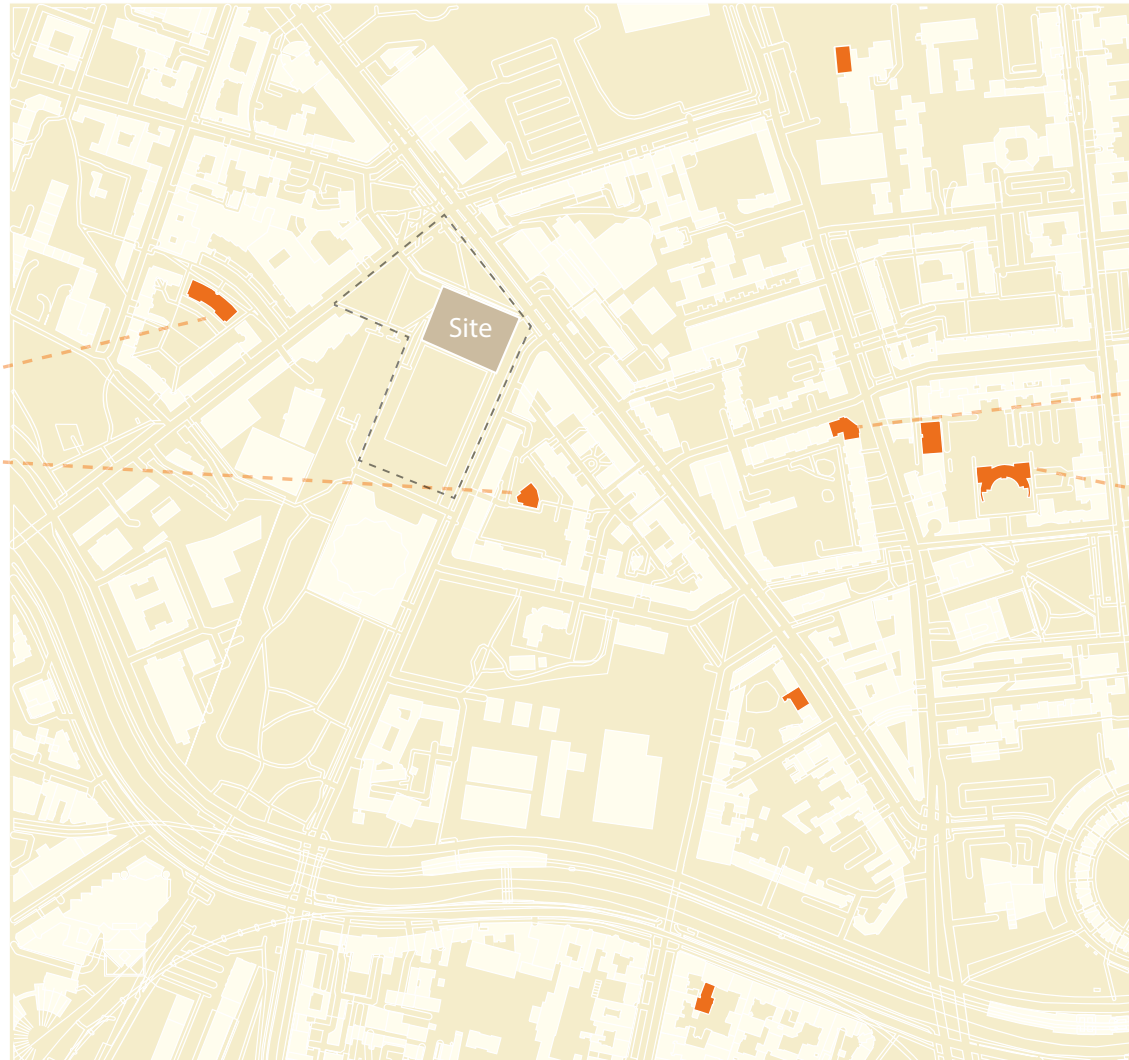


-  **S Bahn**
-  **U Bahn**
-  **Bus**
-  **Bus line**
-  **S/U bahn Line**

# Site SCHOOLS



# Site CHILDCARE



Places for kids , Kita  
2 min 🚶

Humanistische Kita  
2 min 🚶

Russisch/deutsche Kita  
7 min 🚶

Kindergärten City  
9 min 🚶

**Childcare**

# Site MUSEUMS AND EVENT

Topographie des Terrors



Berlin story bunker

Tempodrom

Deutsches Technikmuseum

Willy-Brandt-Haus

Hau Theater

**Museums**

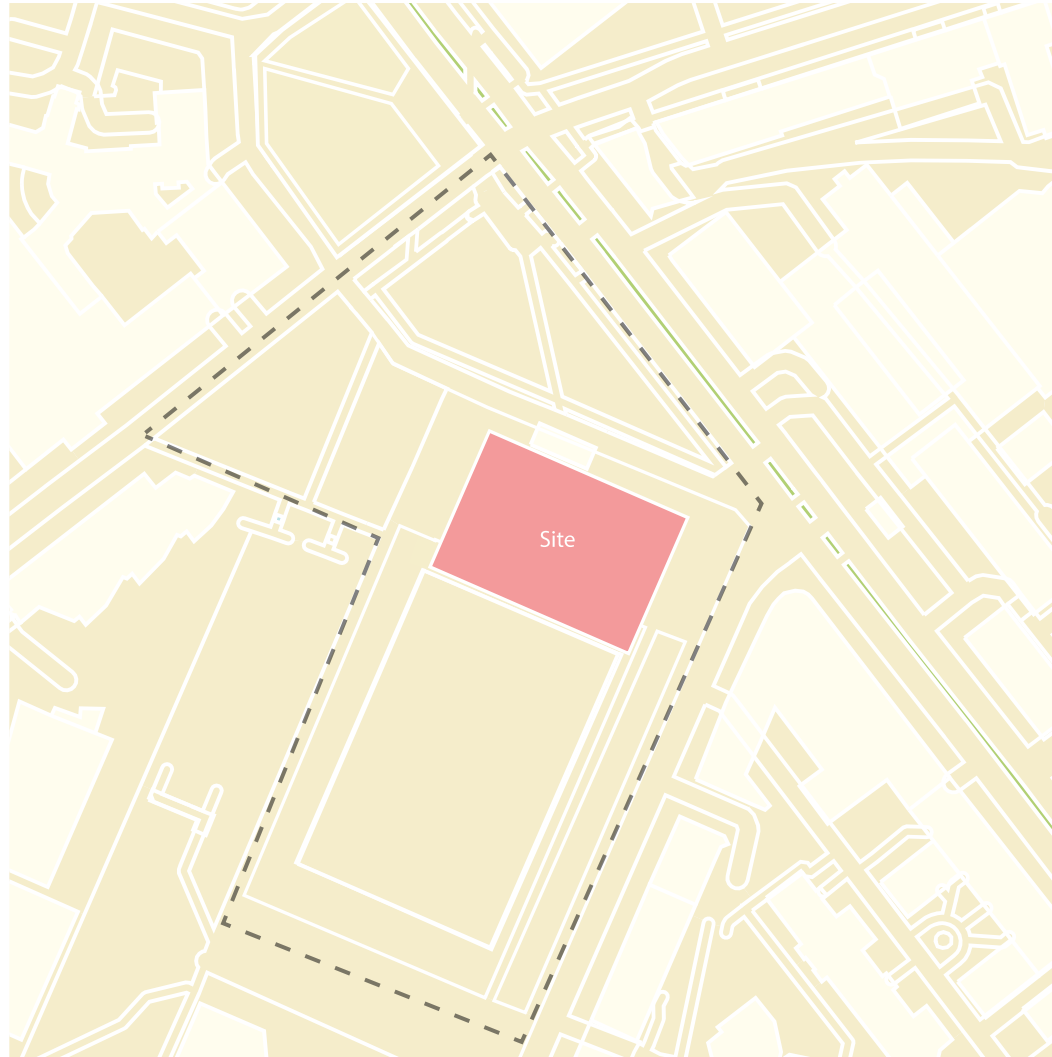
**Event locations**



Site

**LET'S ZOOM IN EVEN  
MORE**

Site  
**S SITE**

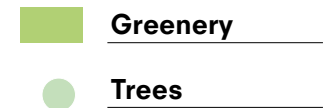


1 : 500

Site  
**GREENERY**

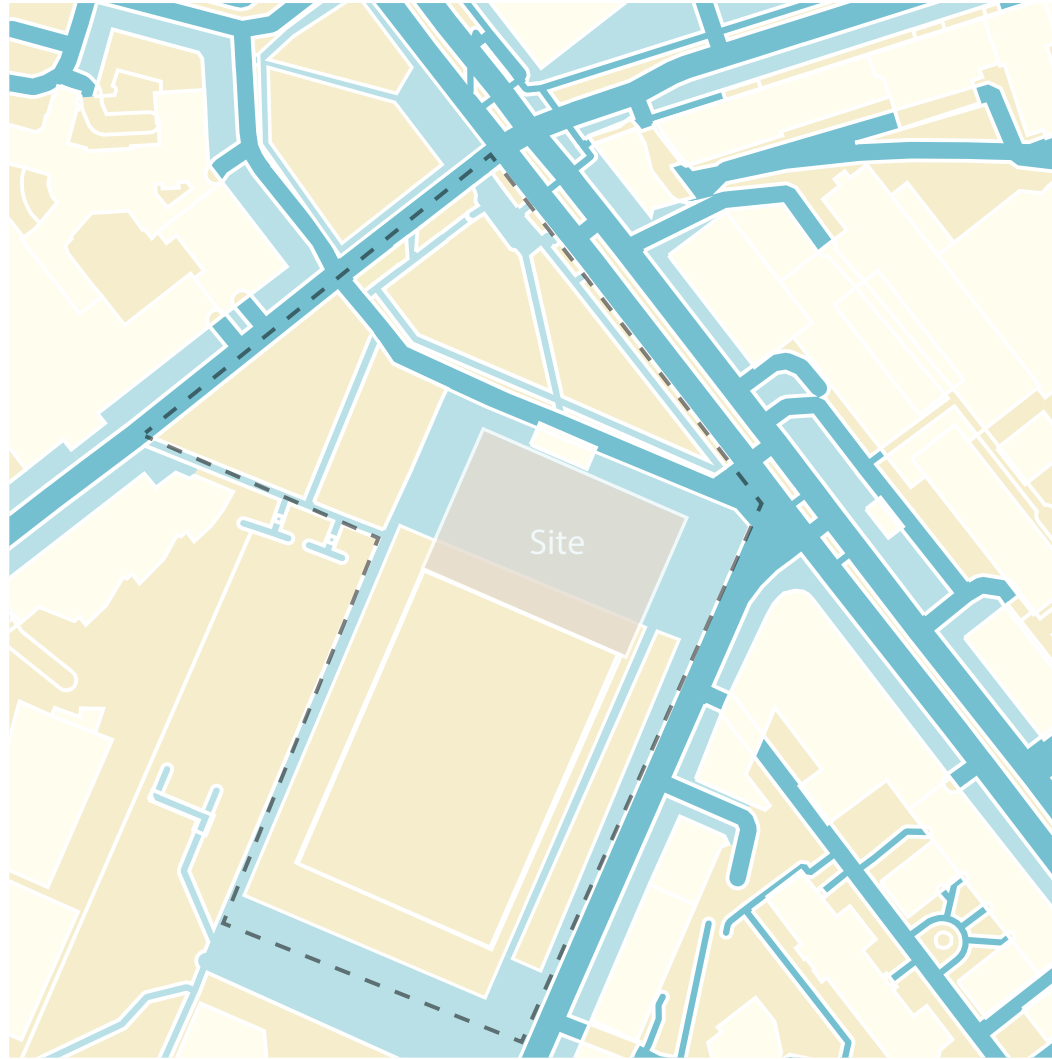


1 : 500



Site

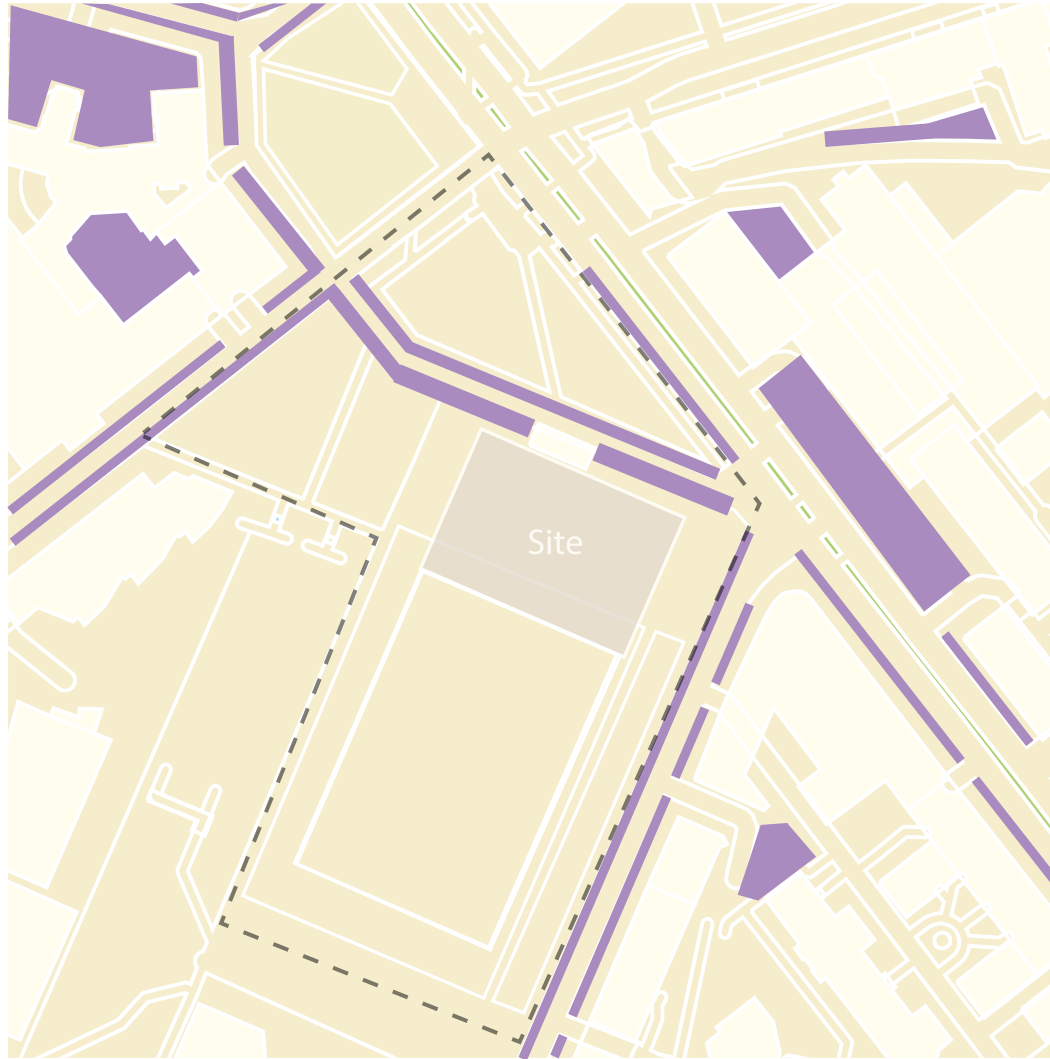
# ROADS AND FOOTPATHS



1 : 500



# Site PARKING



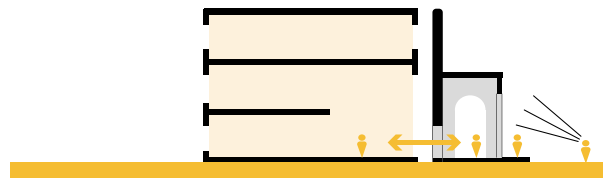
1 : 500

 **Parking lots**

chapter title

# DESIGN PRINCIPLES

## Site



Connection with site



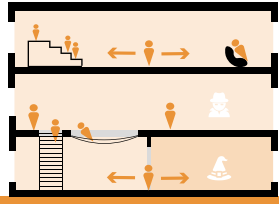
Child friendly environment



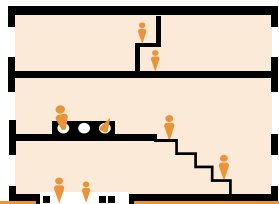
Accessibility

Conclusion  
**DESIGN PRINCIPLES**

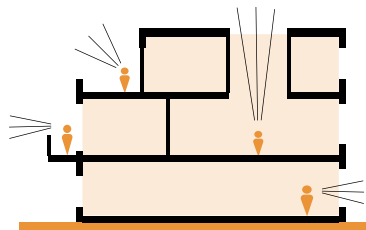
**Client/user**



Choices and freedom

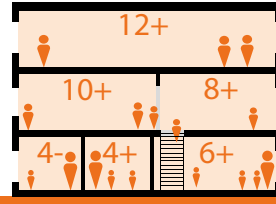


Undefined articulated space

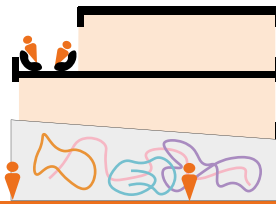


Connection with outside

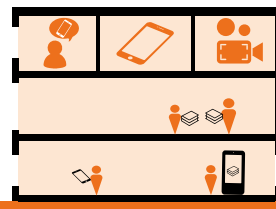
**Program**



Age-preference

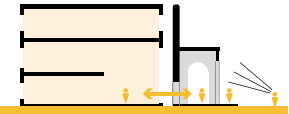


Elements of the city

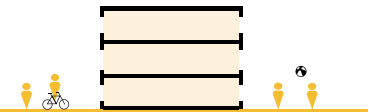


Accept Digitalization

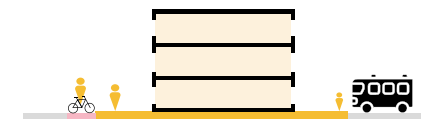
**Site**



Connection with site



Child friendly environment



Accessibility

01 INTRODUCTION

02 RESEARCH

**04 CONCEPT**

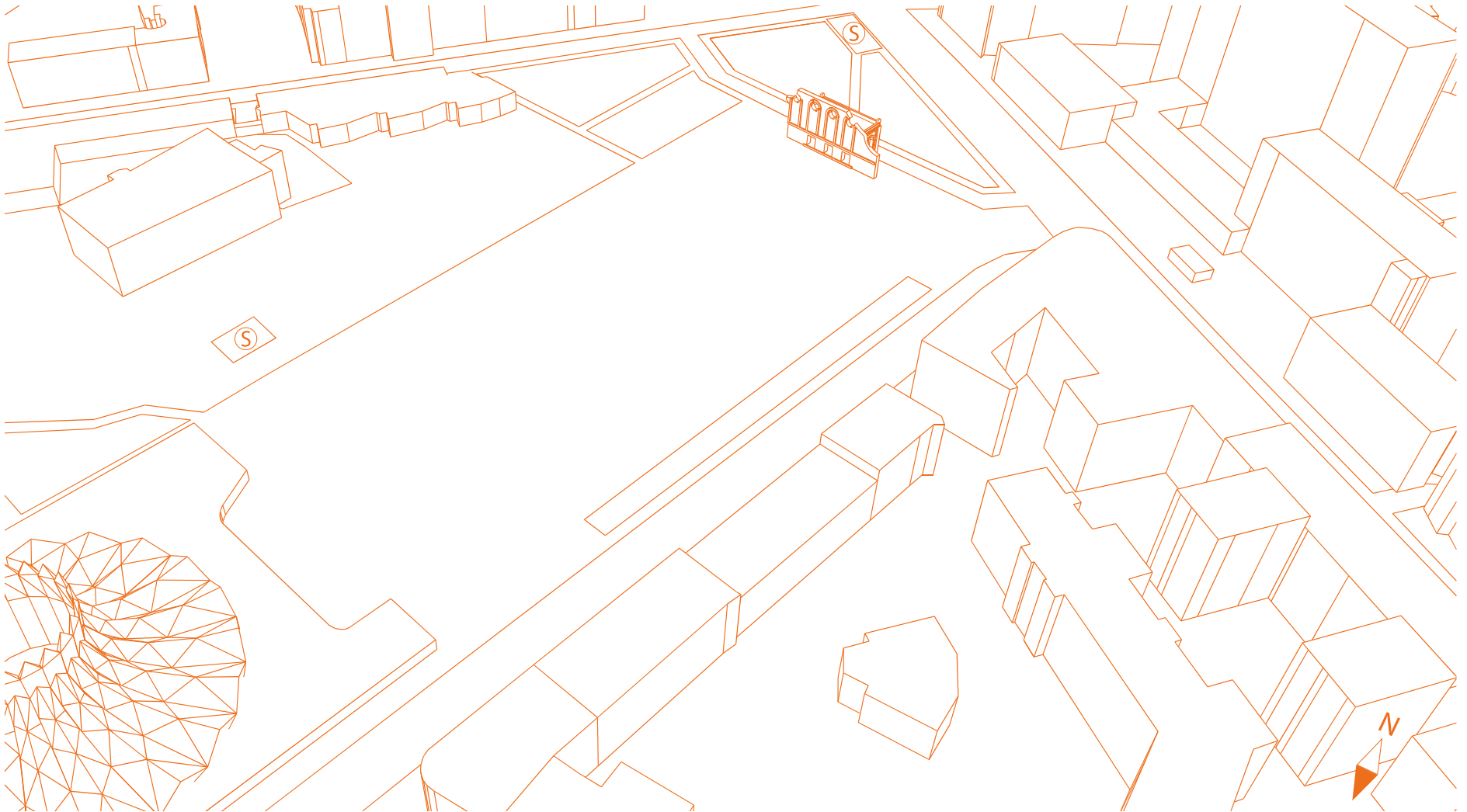
05 IMPLEMENTATION

06 DEVELOPMENT

07 CONCLUSION

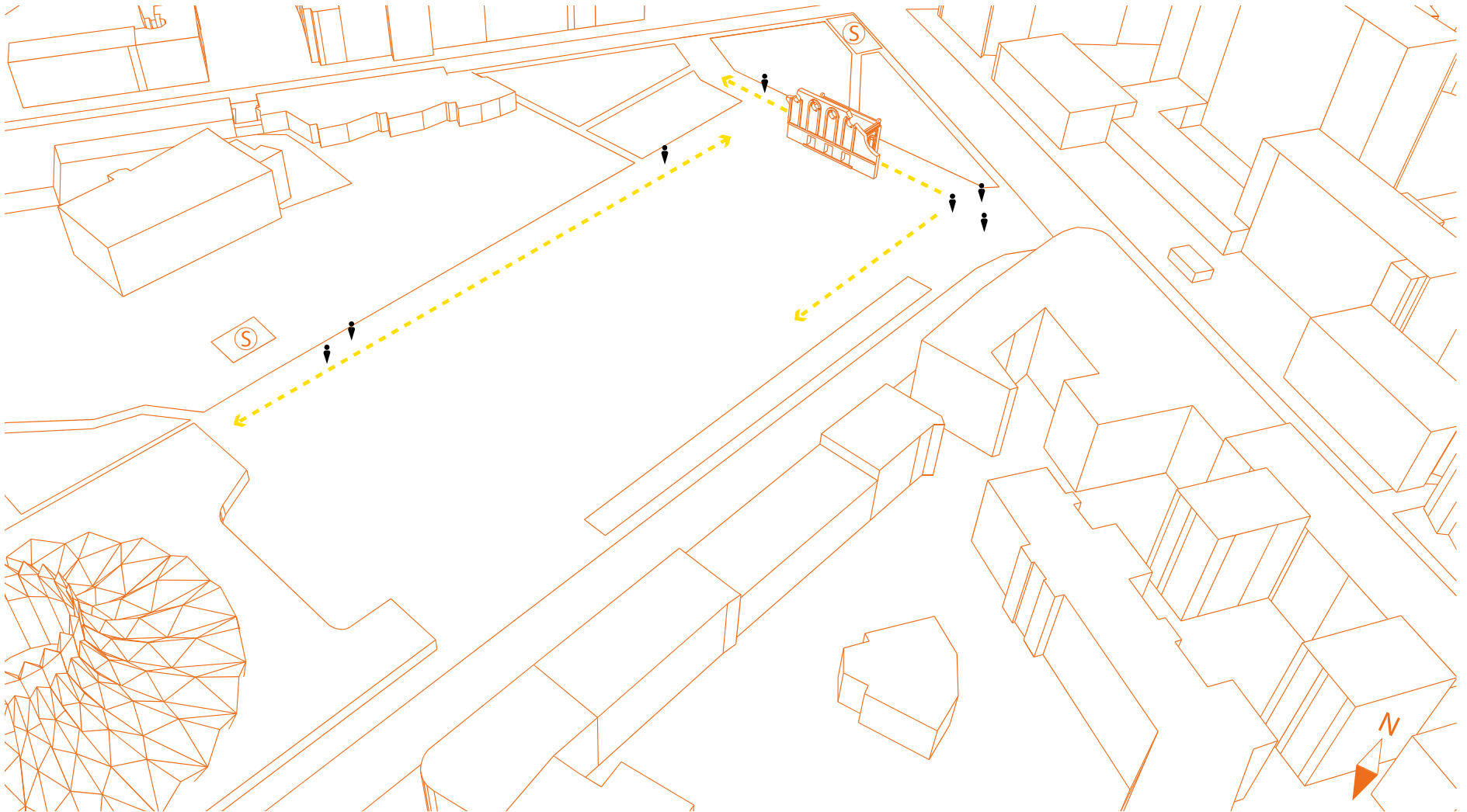


chapter title  
**CONCEPT**



chapter title  
**CONCEPT**  
pedestrian friendly

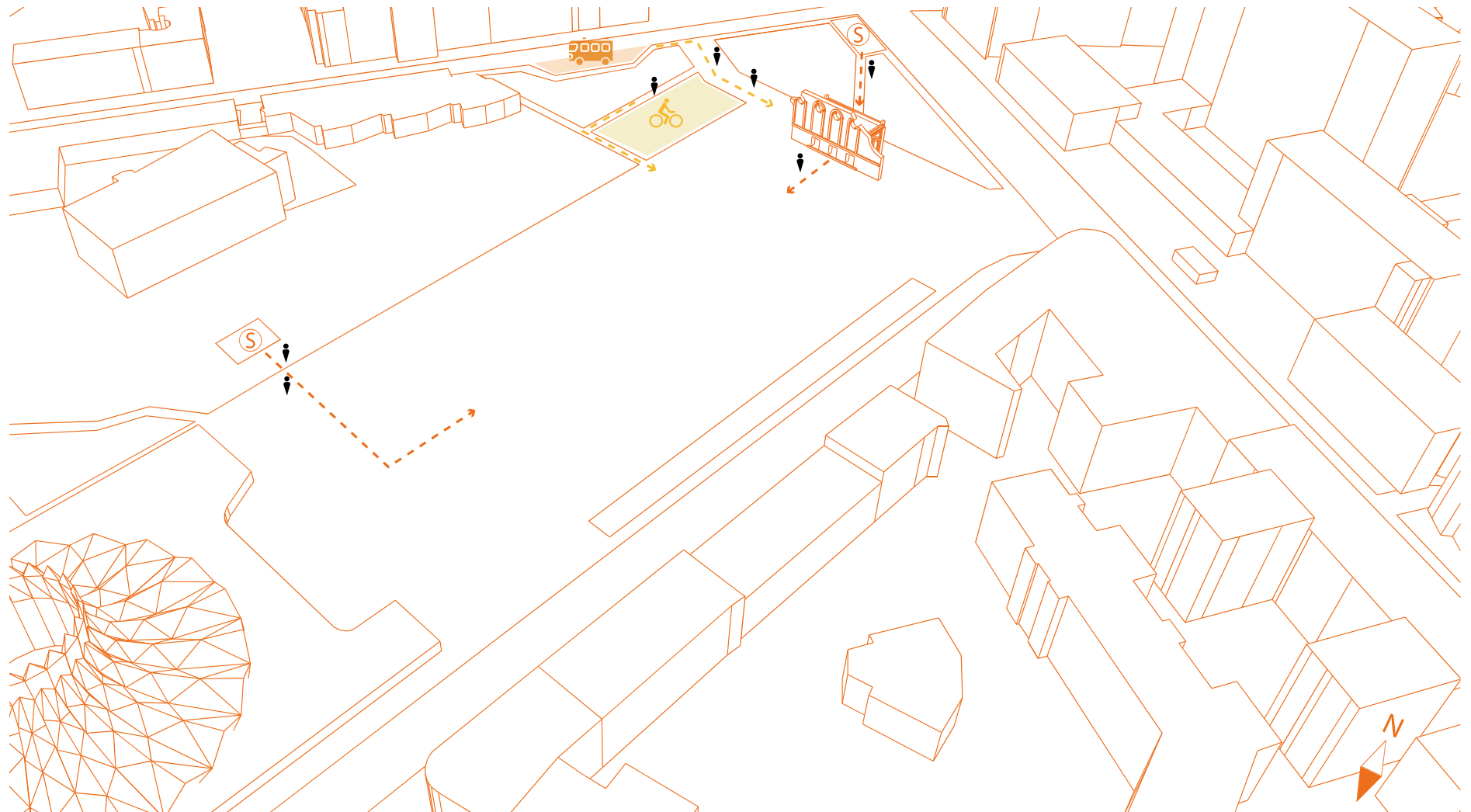
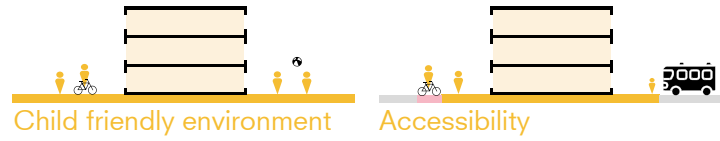
**Site**



chapter title  
**CONCEPT**

adding carpool and bicycle parking

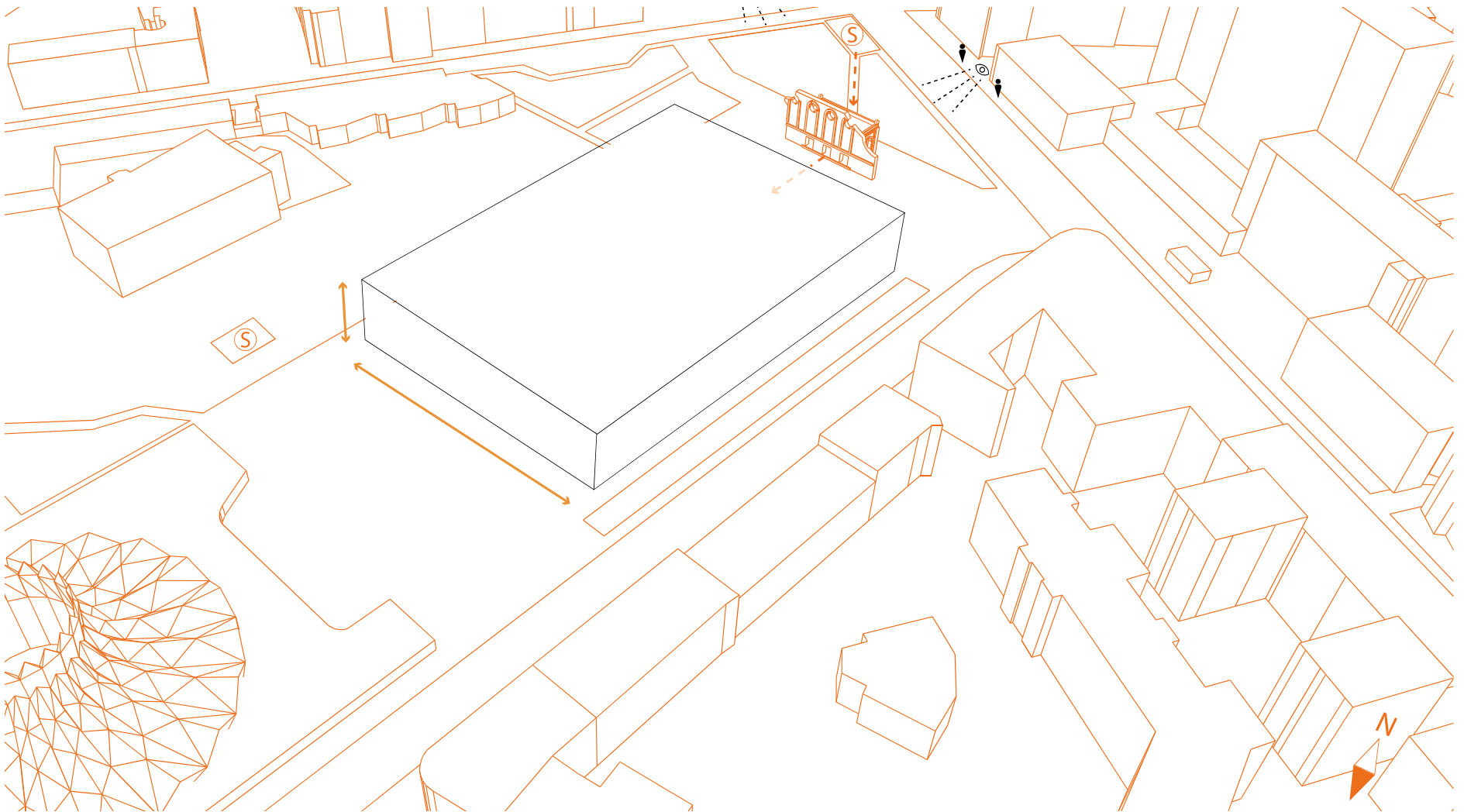
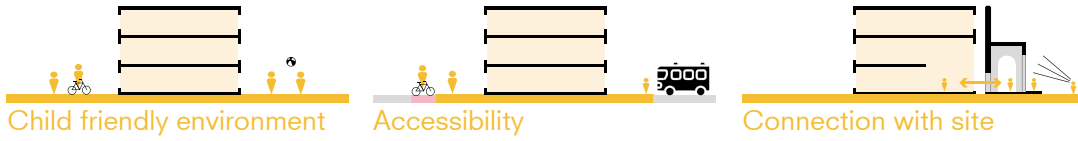
**Site**



chapter title  
**CONCEPT**

sight lines , measurements

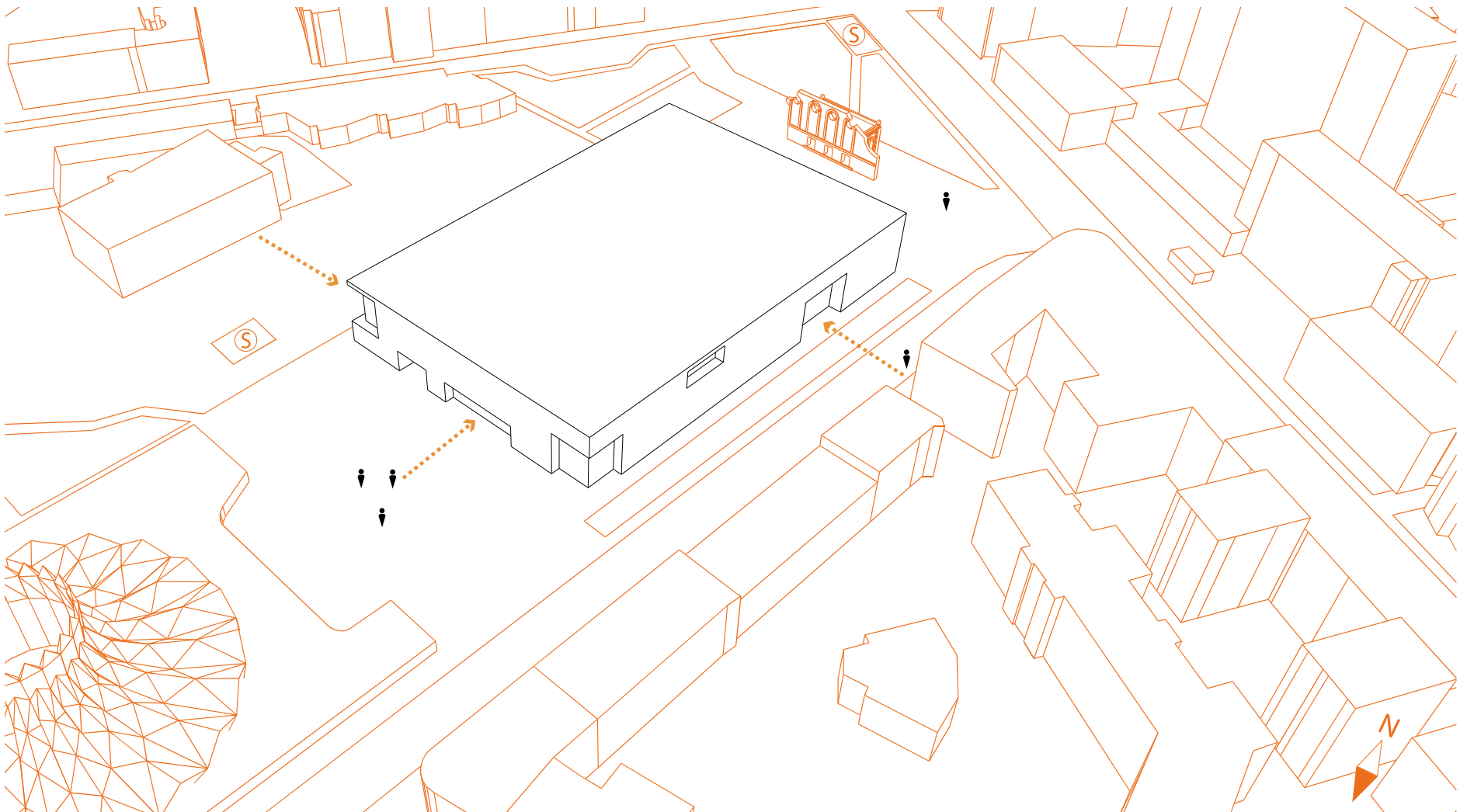
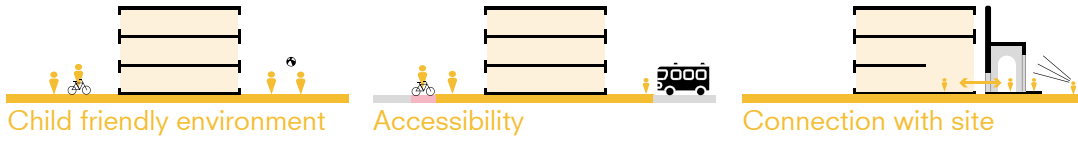
**Site**



chapter title  
**CONCEPT**

Open, stimulate curiosity and connect with surroundings

**Site**



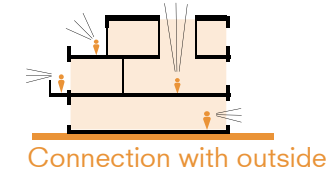
chapter title  
**CONCEPT**

courtyard, city block

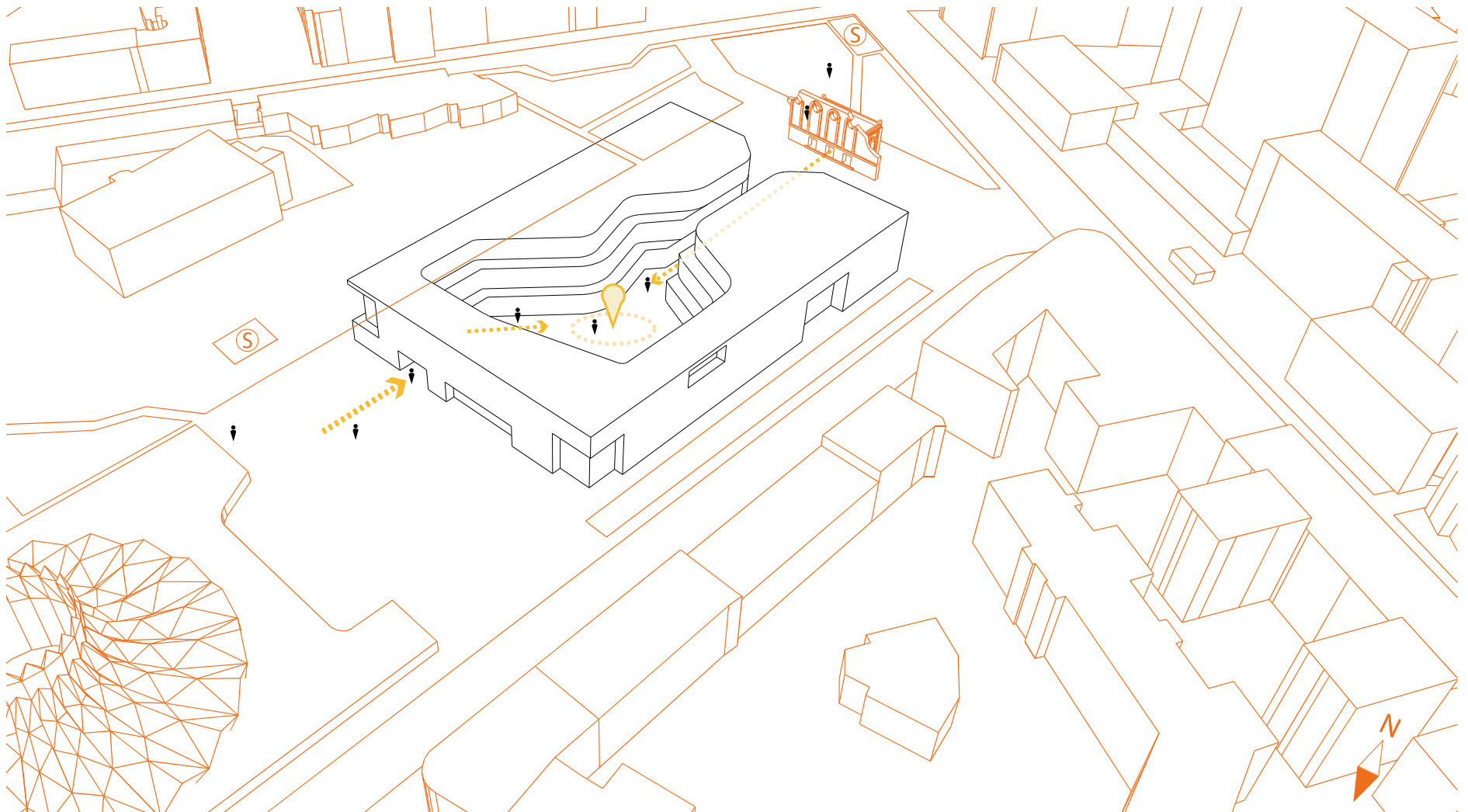
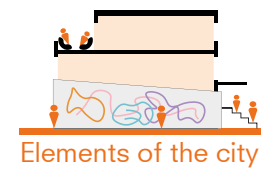
Site



Client



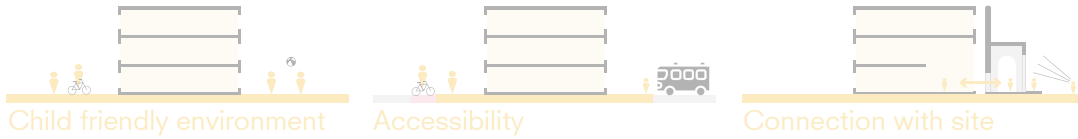
Program



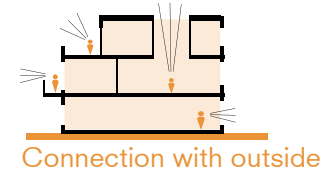
chapter title  
**CONCEPT**

Creating a oasis in the city, connecting with park

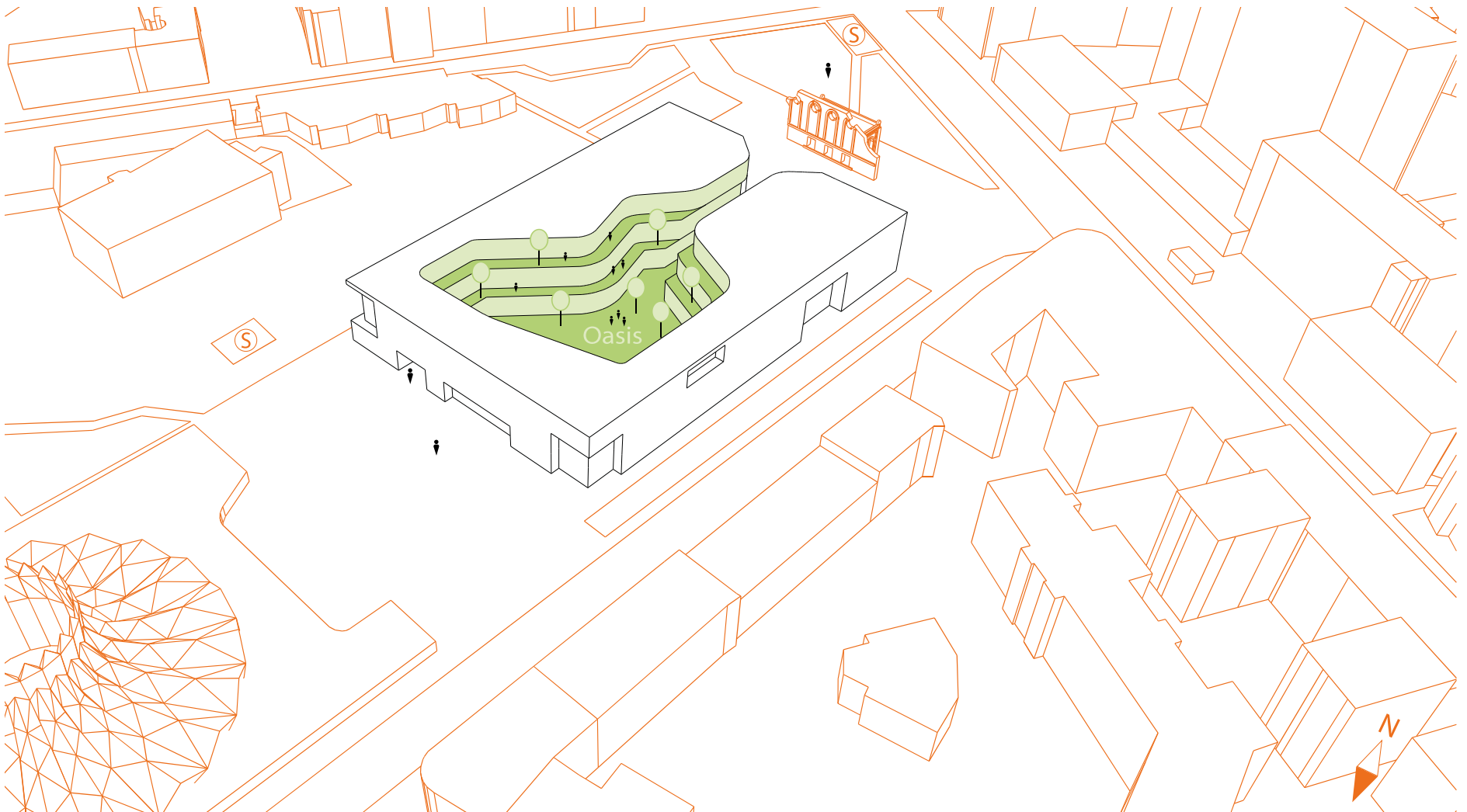
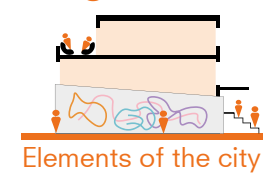
**Site**



**Client**

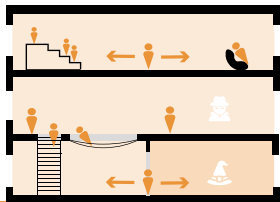


**Program**

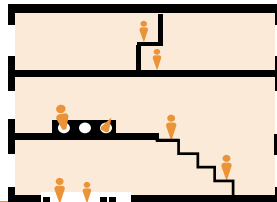


# REMAINING PRINCIPLES

## Client

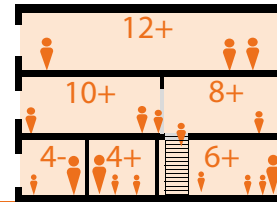


Choices and freedom

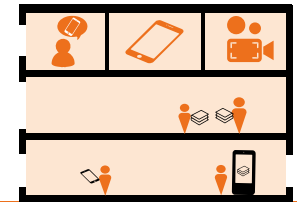


Undefined articulated space

## Program



Age-preference



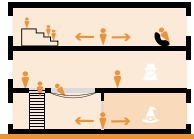
Accept Digitalization



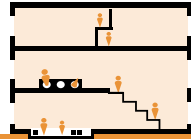
# INTERIOR LANDSCAPE

diversity of choices and options

## Client

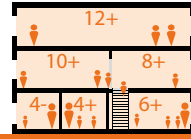


Choices and freedom

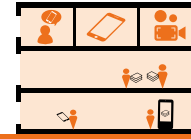


Undefined articulated space

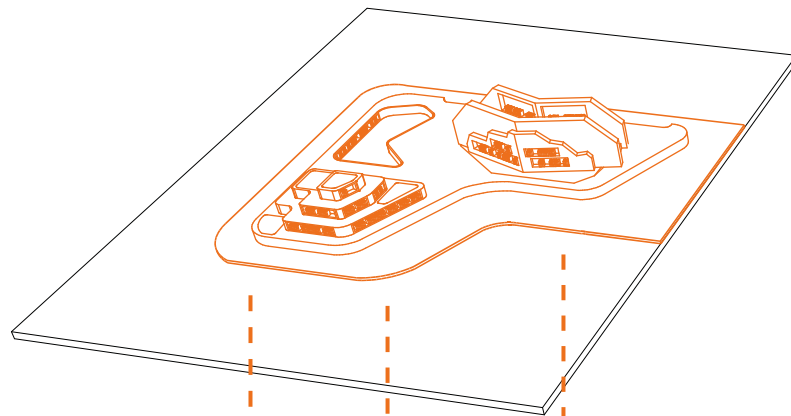
## Program



Age-preference



Accept Digitalization



Reading

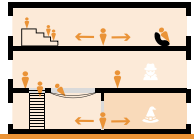
Diversity  
of options

Library books

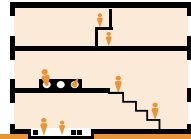
# INTERIOR LANDSCAPE

age oriented, preferences, needs

## Client

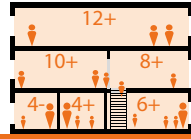


Choices and freedom



Undefined articulated space

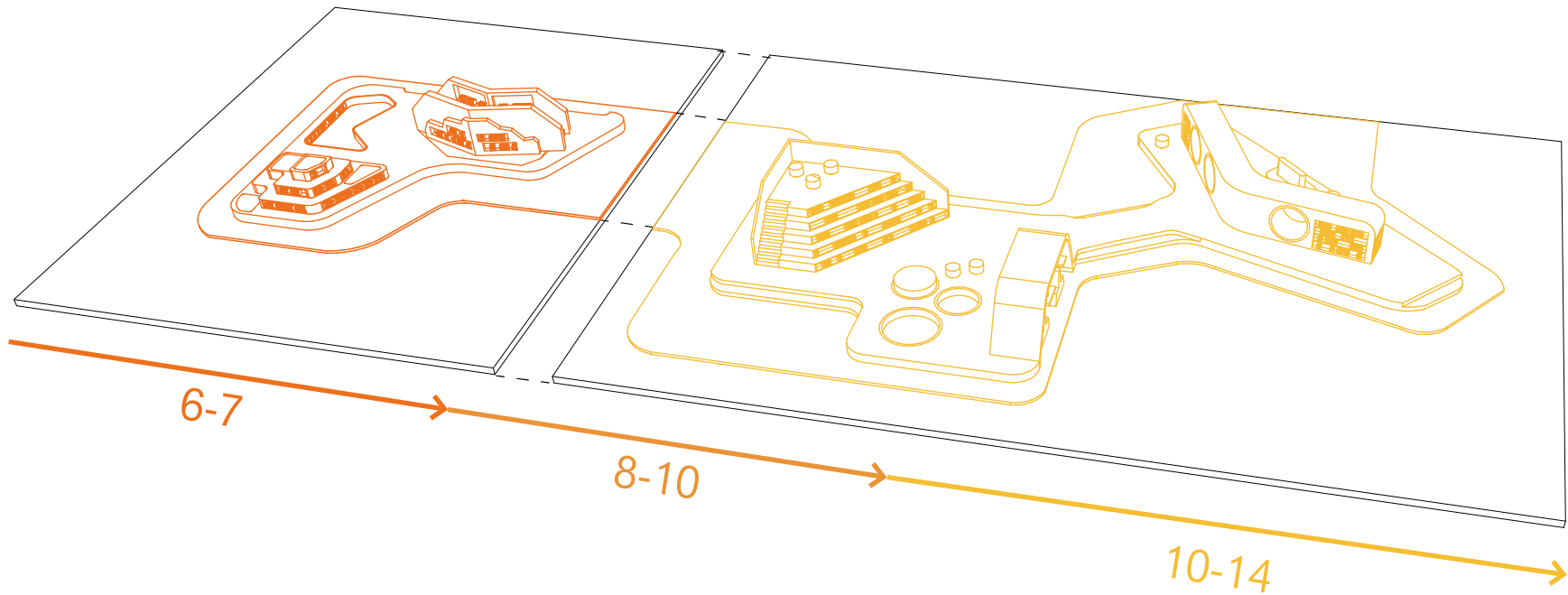
## Program



Age-preference



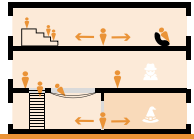
Accept Digitalization



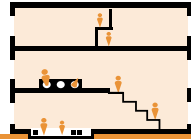
# INTERIOR LANDSCAPE

off lanscape for media and workshops

## Client

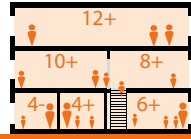


Choices and freedom



Undefined articulated space

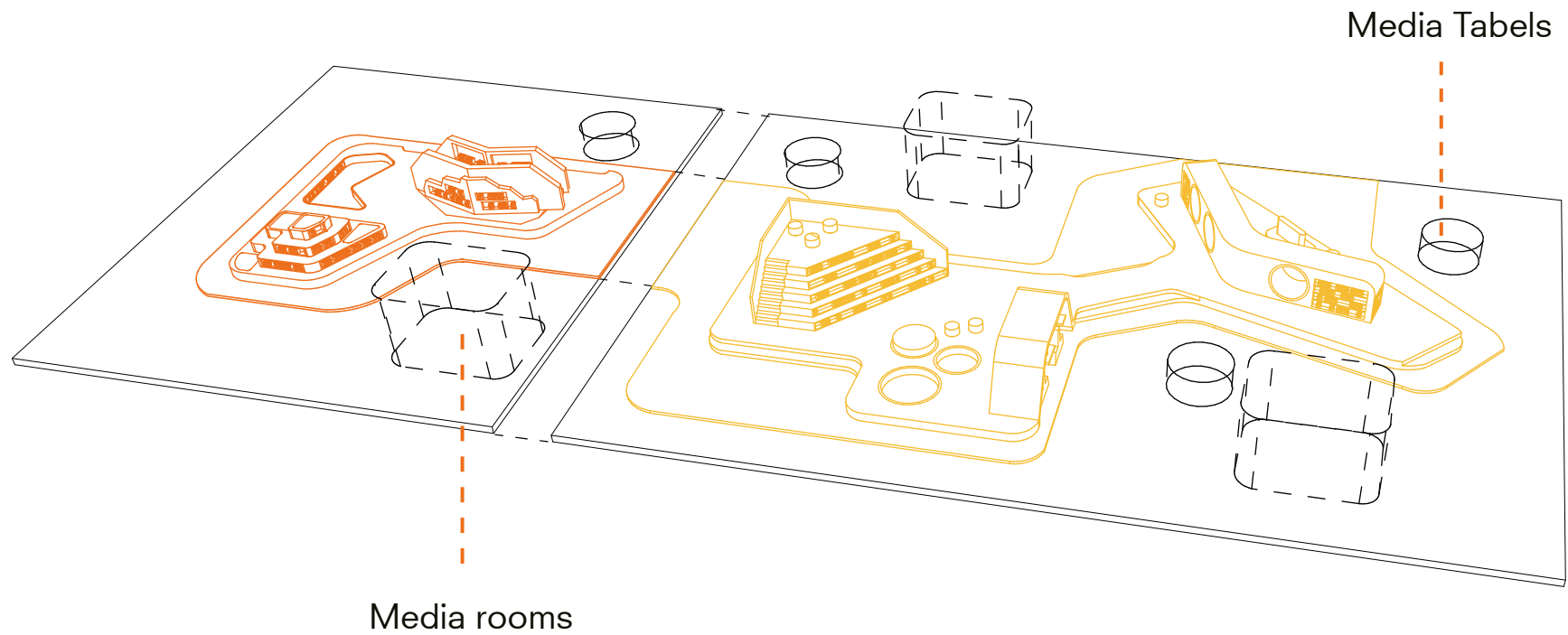
## Program



Age-preference

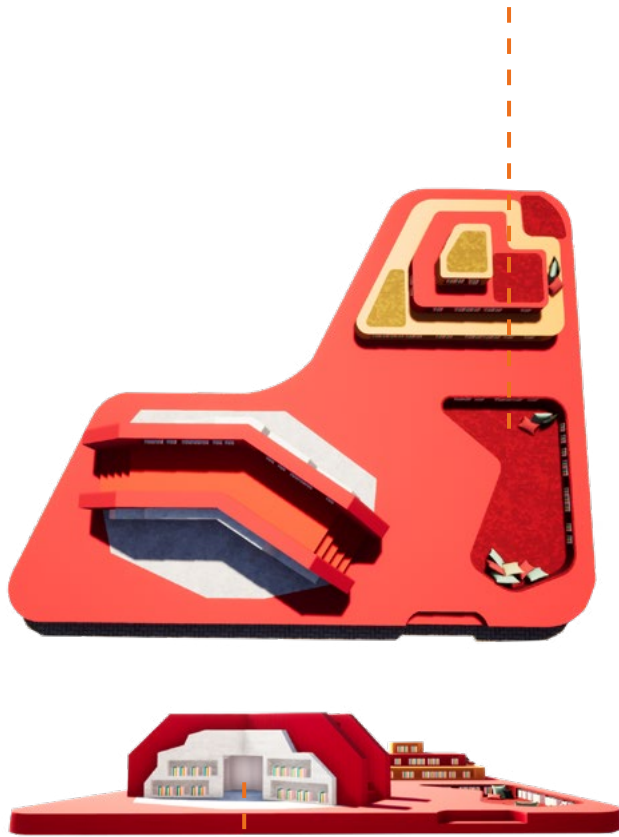


Accept Digitalization



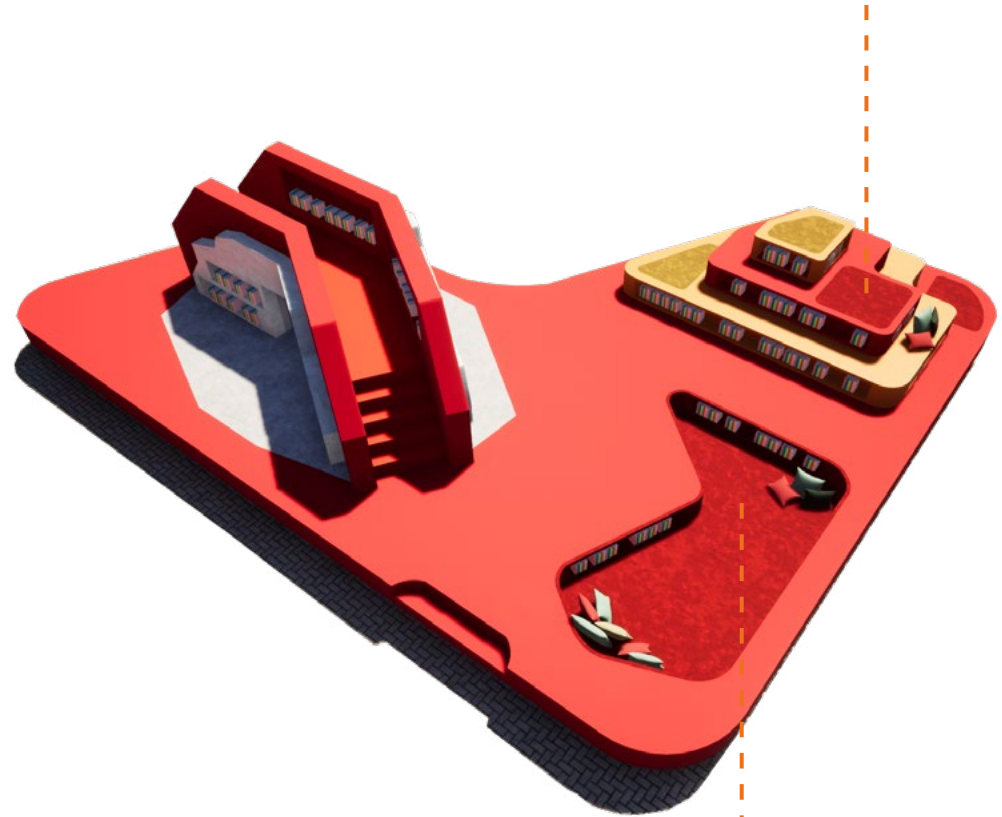
# SEATING AREAS LANDSCAPE

**Movable elements**



**Cave: read in silence**

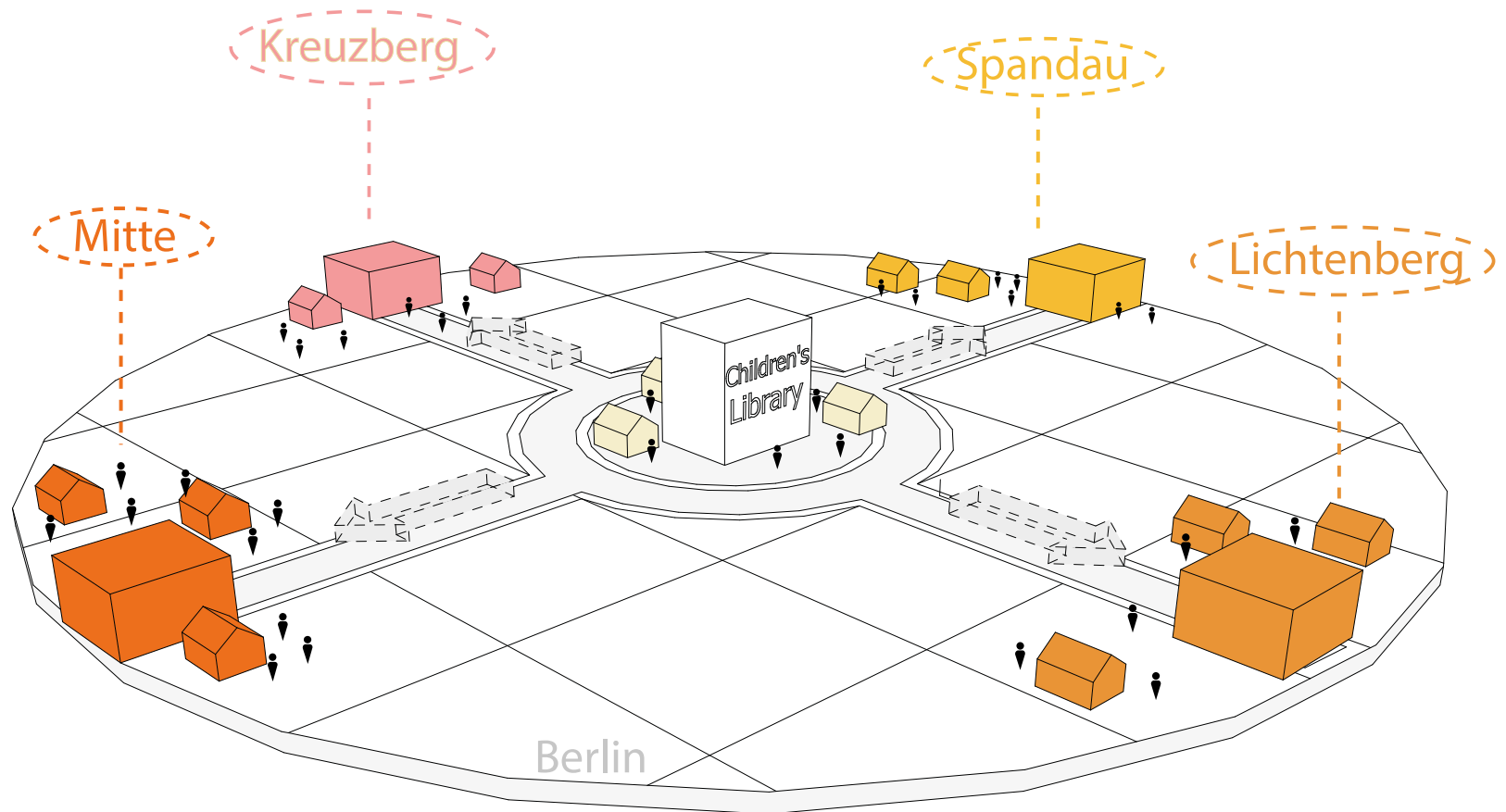
**Mountain: readings and discovery**



**Read pit: read aloud**

# SPREAD READING PLEASURE

From good experience to ,inspire children to read more



01 INTRODUCTION

02 RESEARCH

03 DESIGN BRIEF

04 CONCEPT

**05 DESIGN**

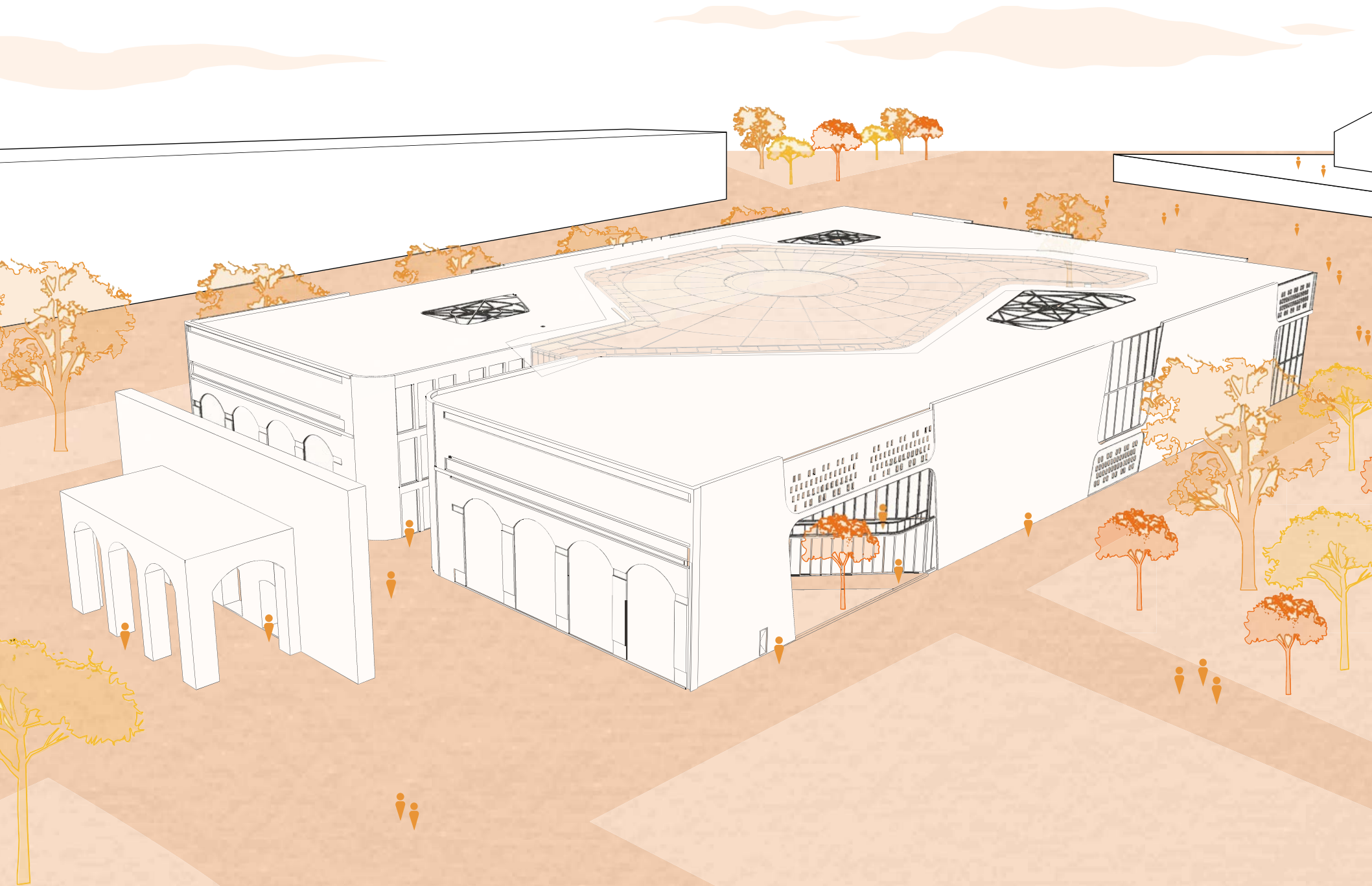
06 DEVELOPMENT

07 CONCLUSION

chapter title

# THE MOTHER LIBRARY

From the outside in connection with its location and city



chapter title

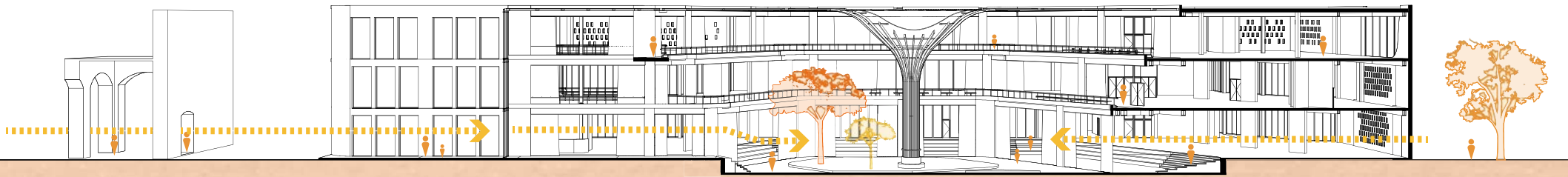
# THE MOTHER LIBRARY

inside has a surprisingly open reading landscape

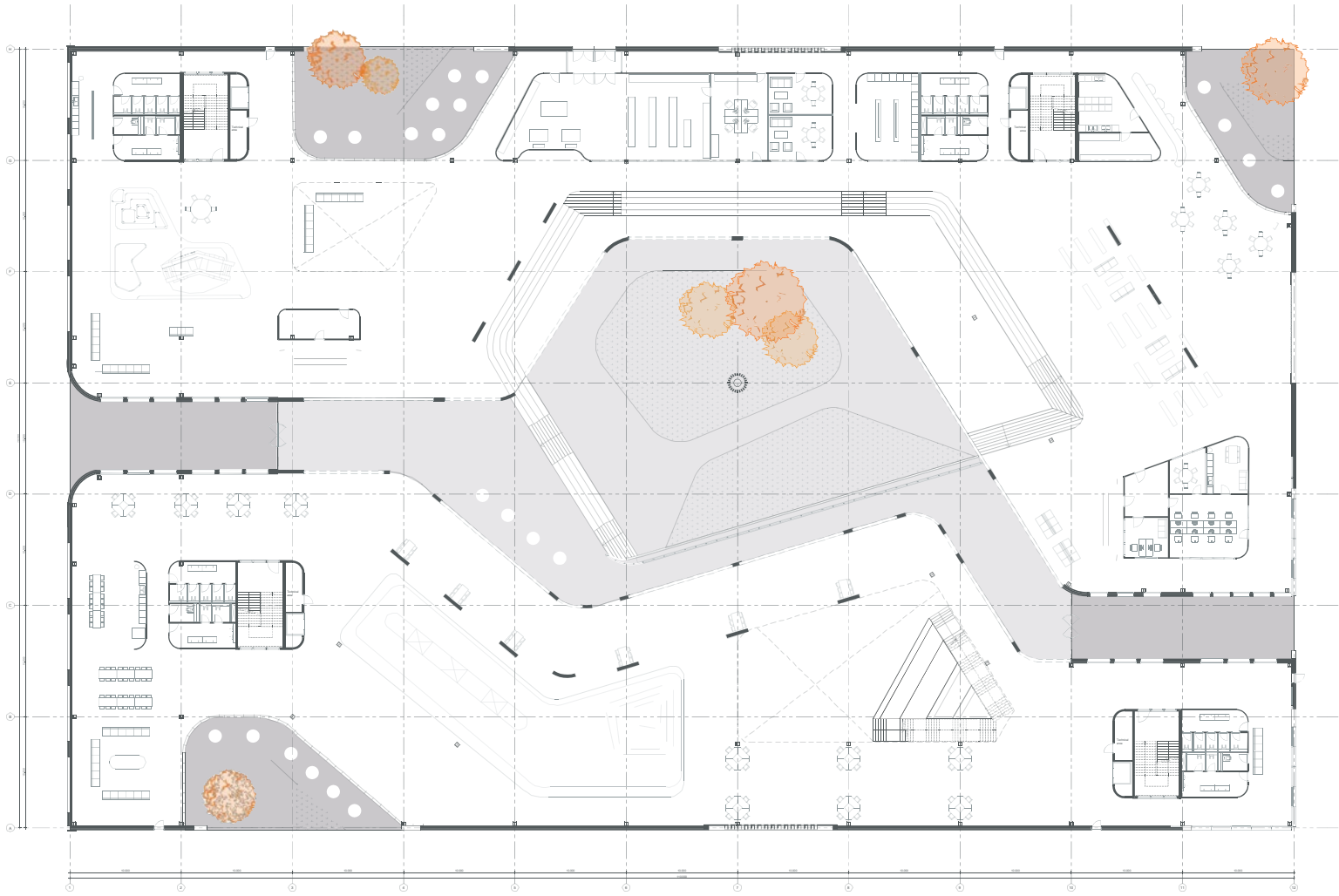




chapter title  
**ROUTING**  
2 entrances



chapter title  
**GROUND FLOOR**



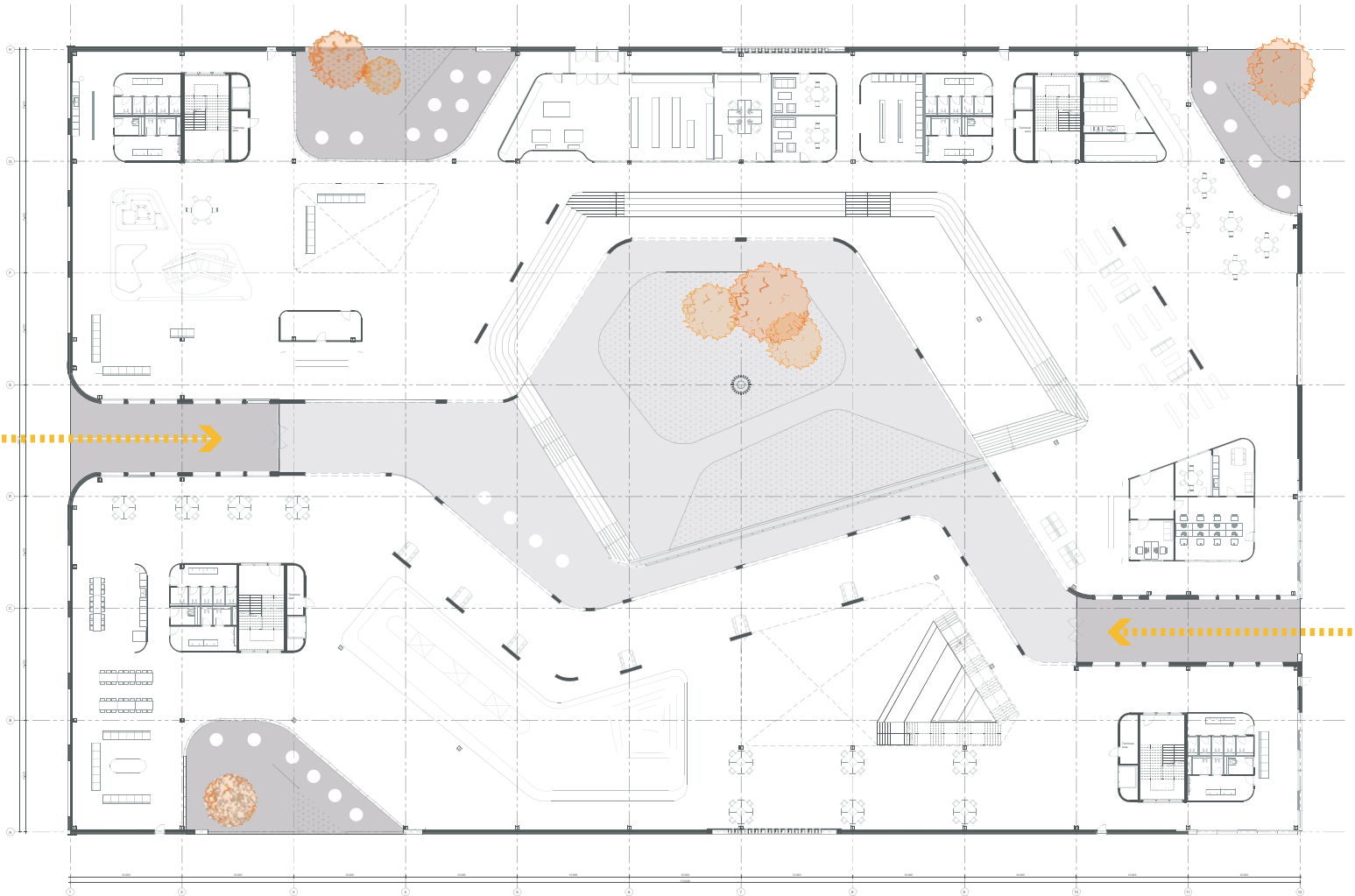
**BVO**  
Opp.: 7.540,2 m<sup>2</sup>



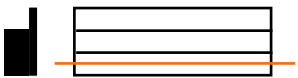
chapter title

# GROUND FLOOR

through monument, courtyard

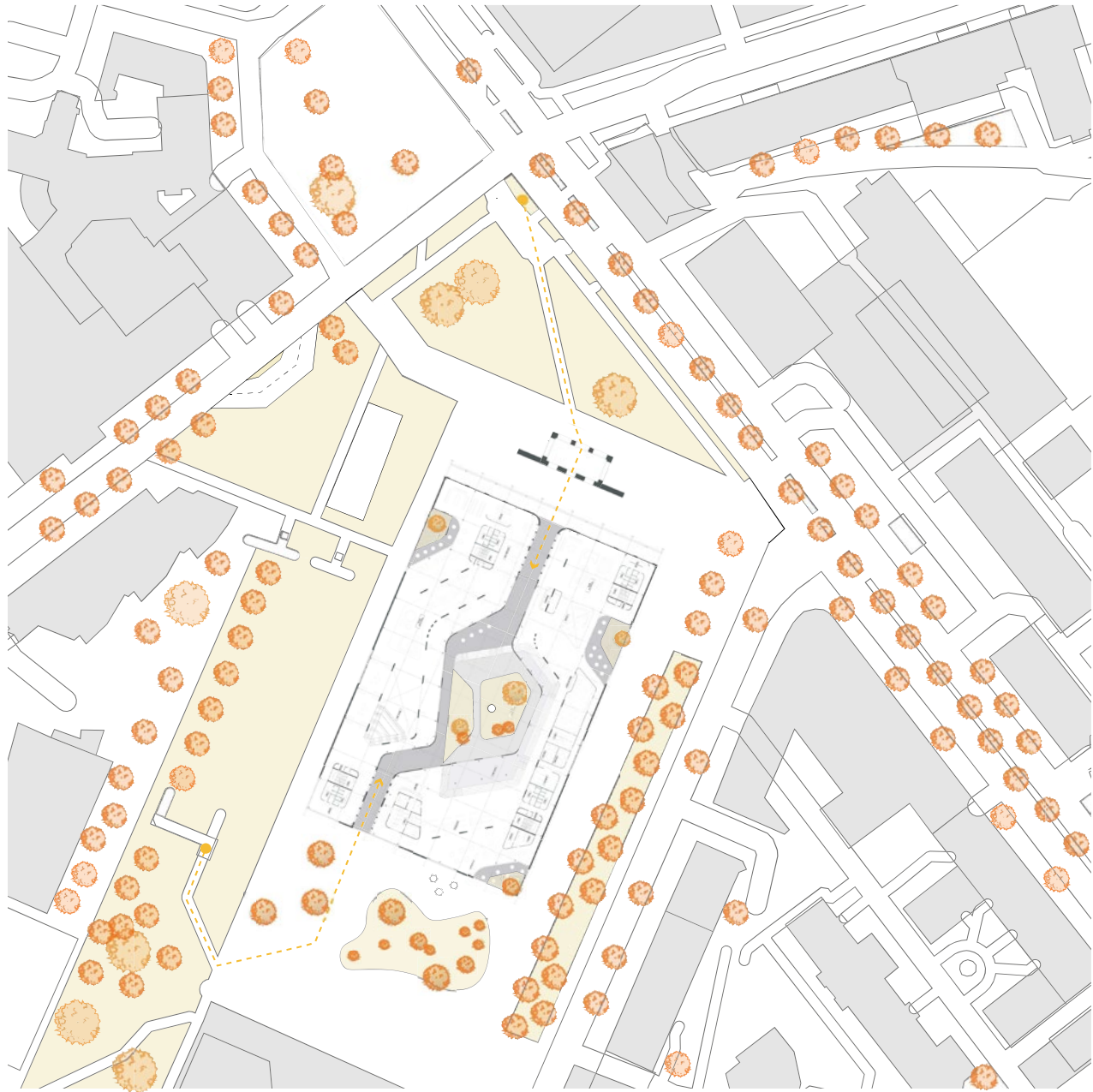


BVO  
Opp.: 7.540,2 m<sup>2</sup>



# URBAN IMPLEMENTATION

Entrances direct connection to public transport





chapter title

# BACK ENTRANCE

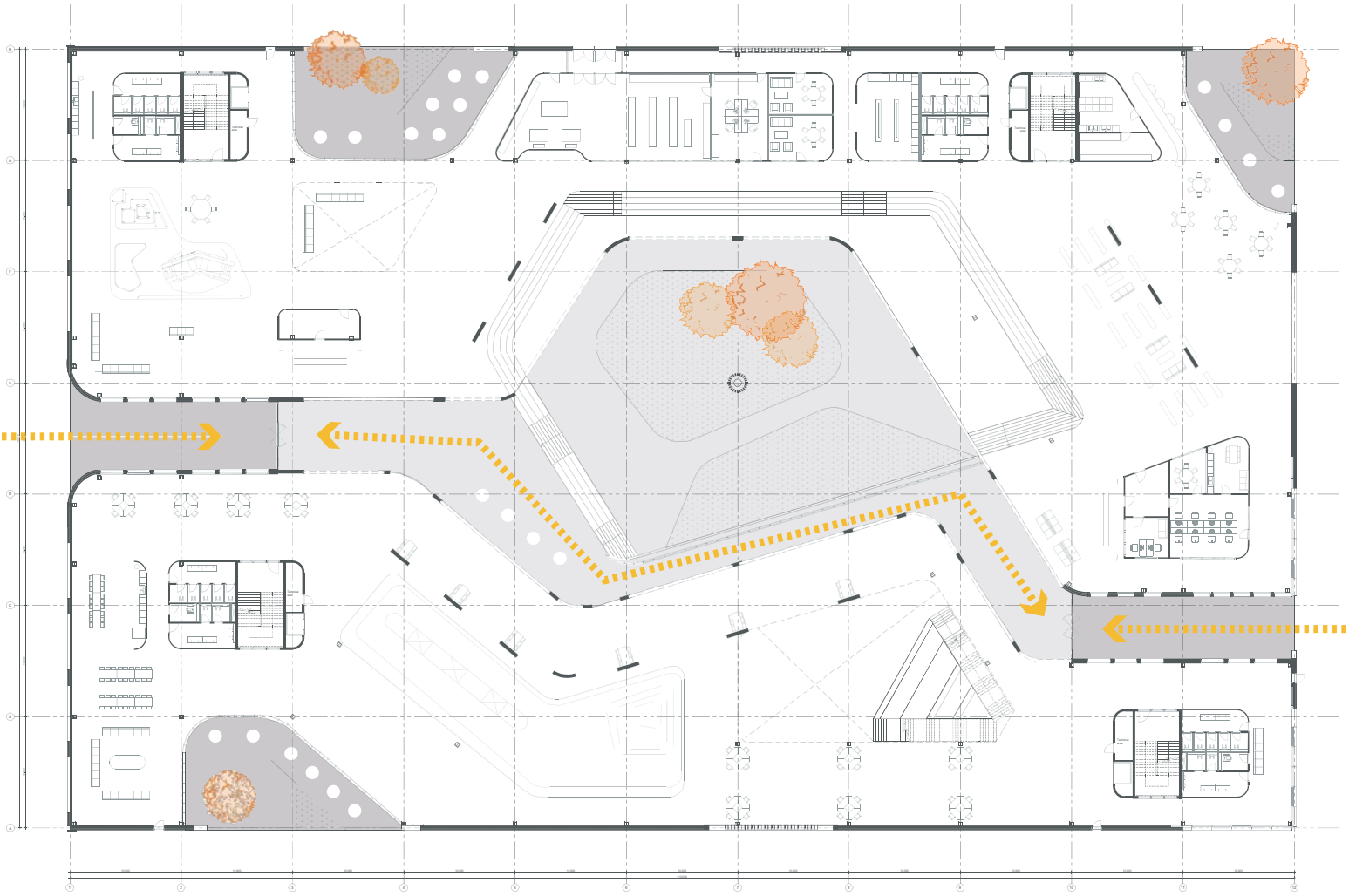


# URBAN IMPLEMENTATION

entrances in connection



chapter title  
**GROUND FLOOR**



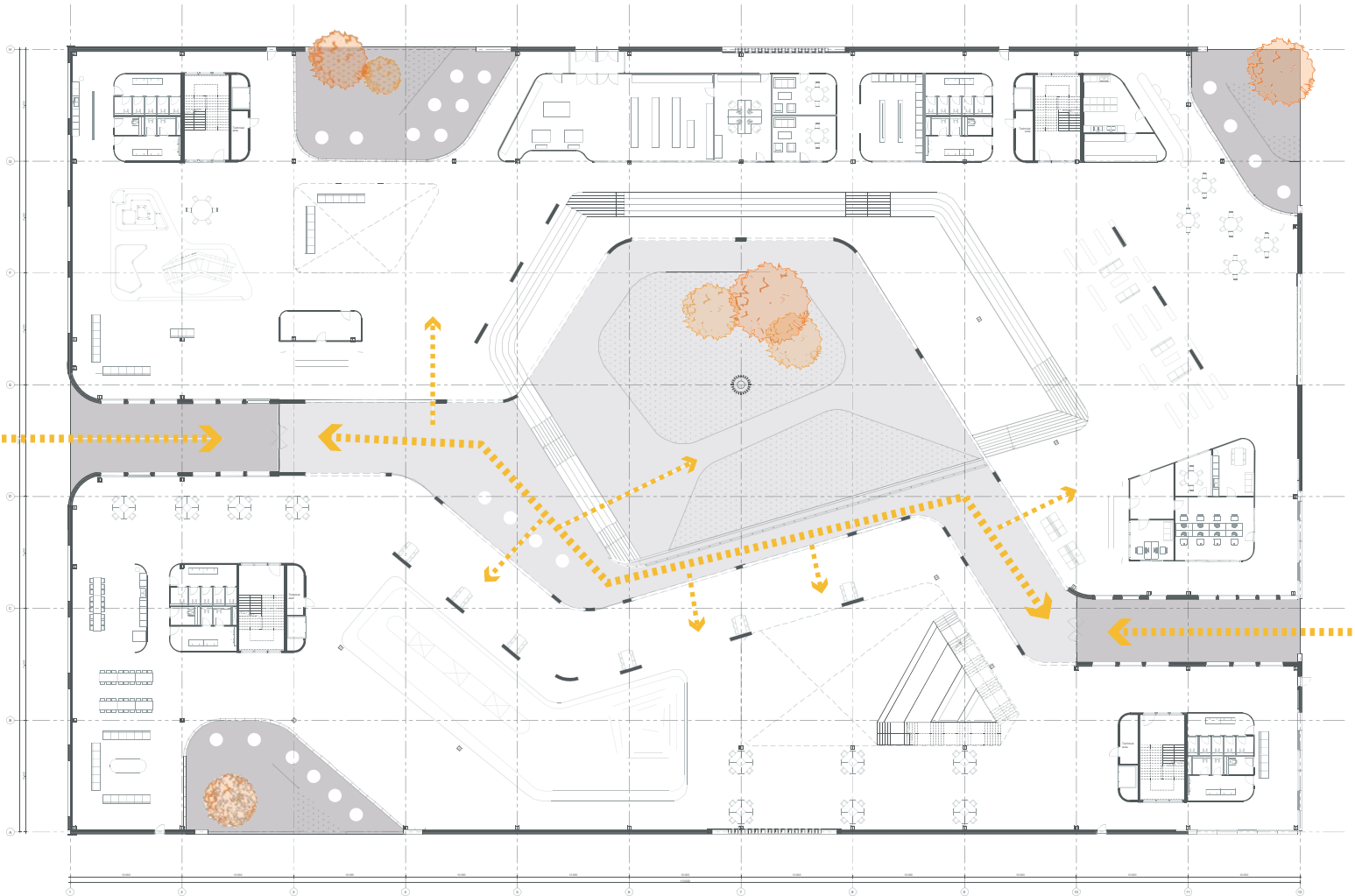
BVO  
Opp.: 7.540,2 m<sup>2</sup>





# GROUND FLOOR

route connects to the entire building and Courtyard



BVO  
Opp.: 7.540,2 m<sup>2</sup>



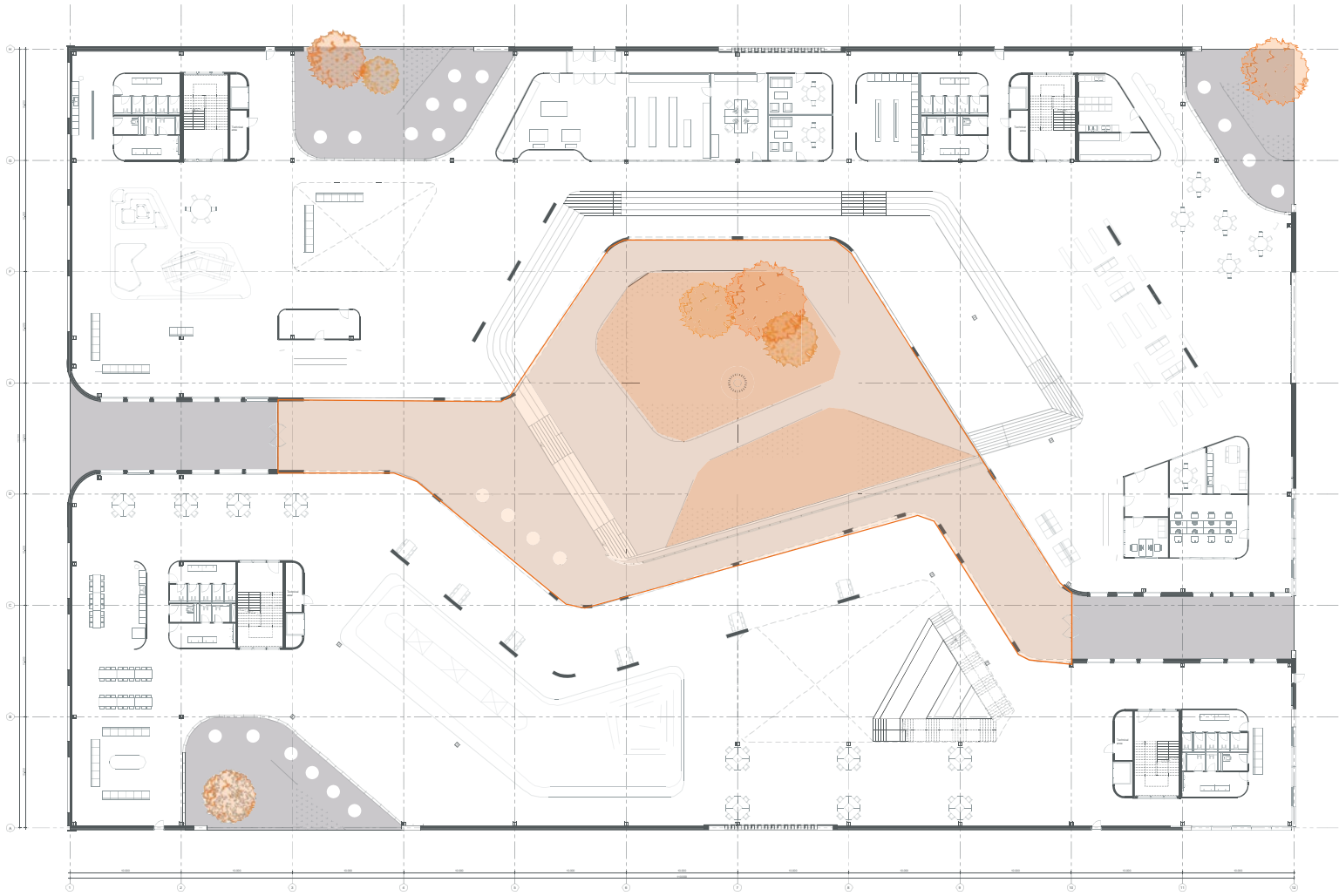
chapter title

# ATRIUM

atrium above courtyard for all-year use



chapter title  
**GROUND FLOOR**  
Area courtyard



BVO  
Opp.: 7.540,2 m<sup>2</sup>

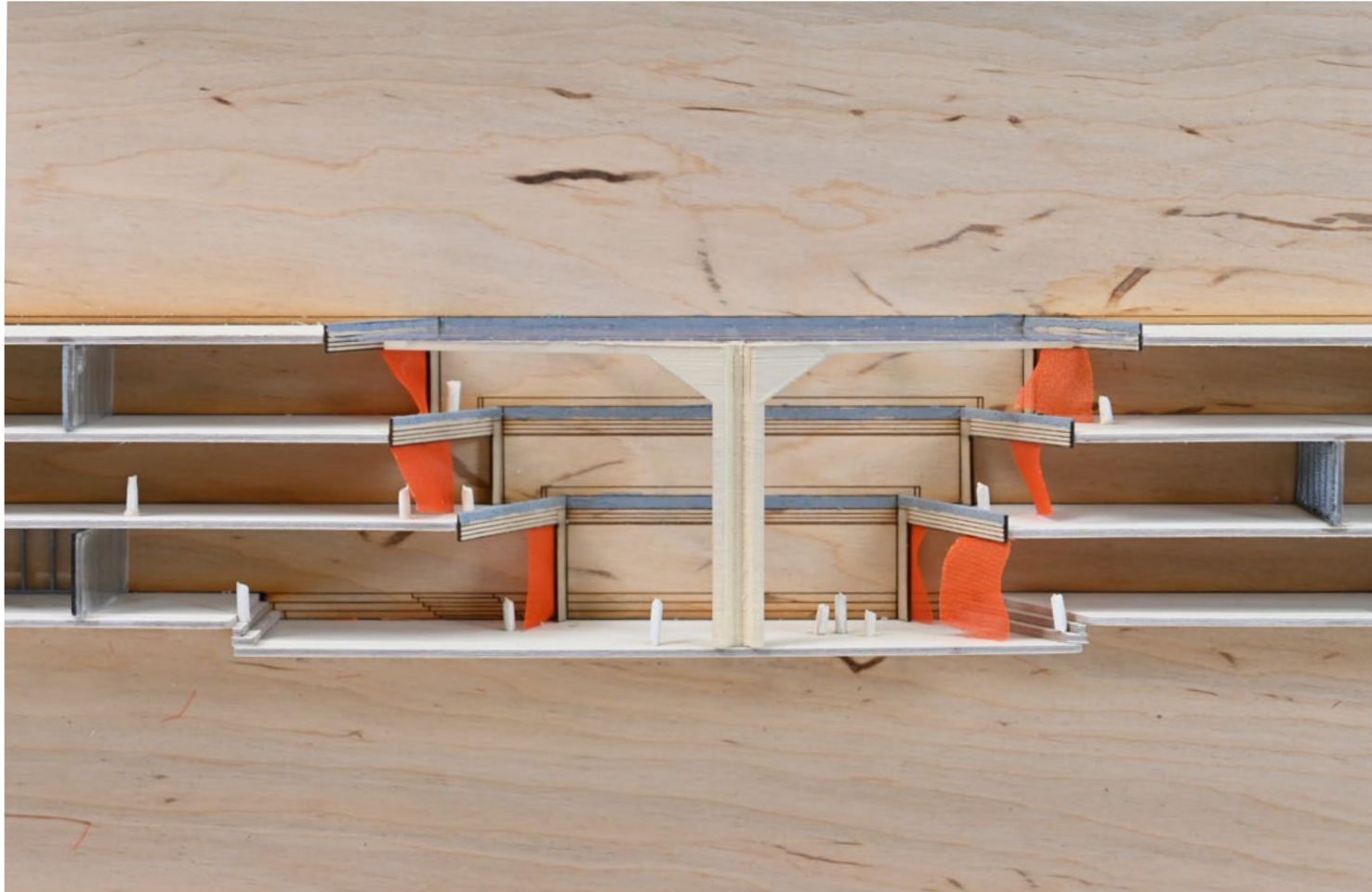




chapter title

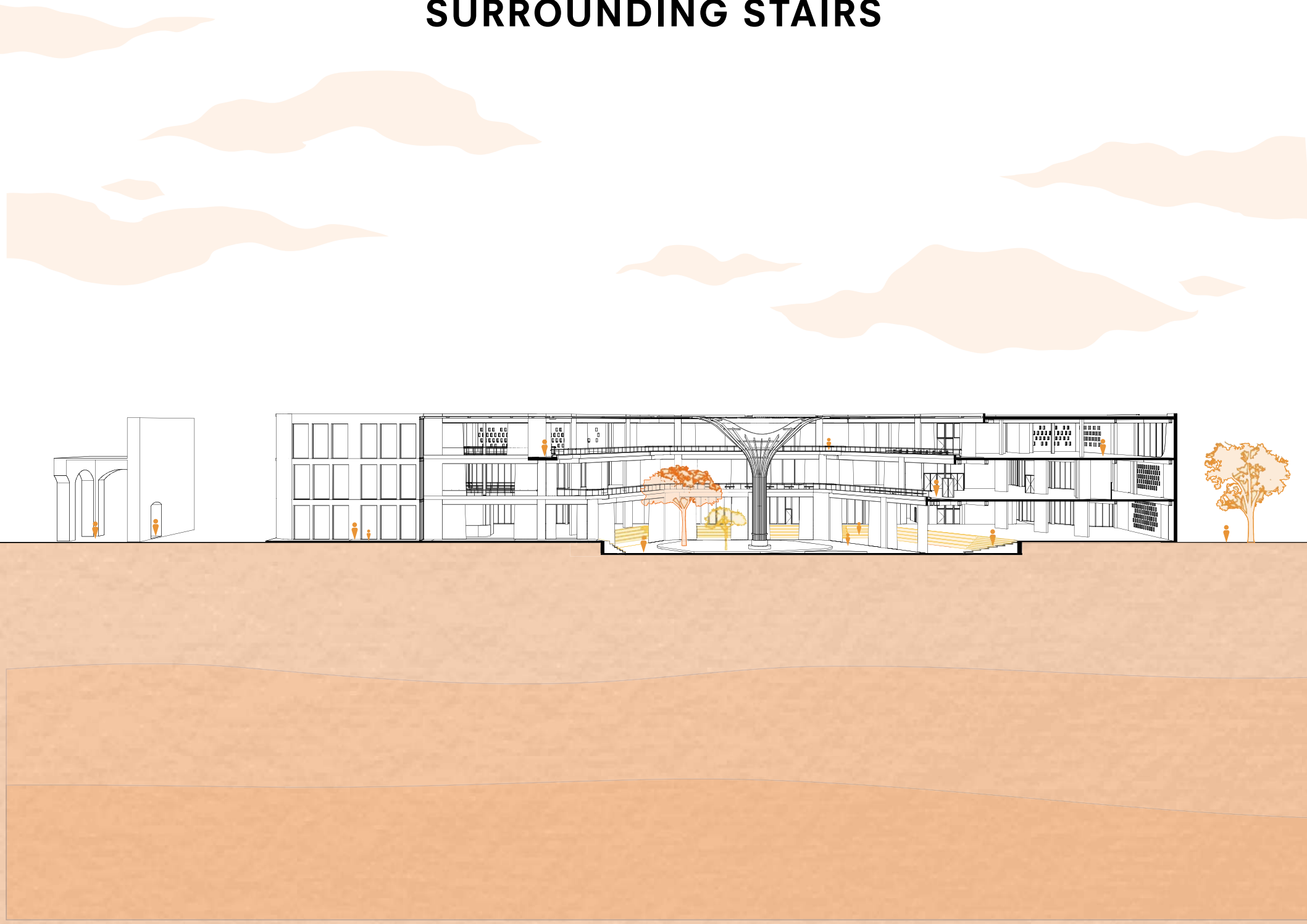
# ATRIUM MODEL PICTURE

The entire building opens up to the courtyard



chapter title

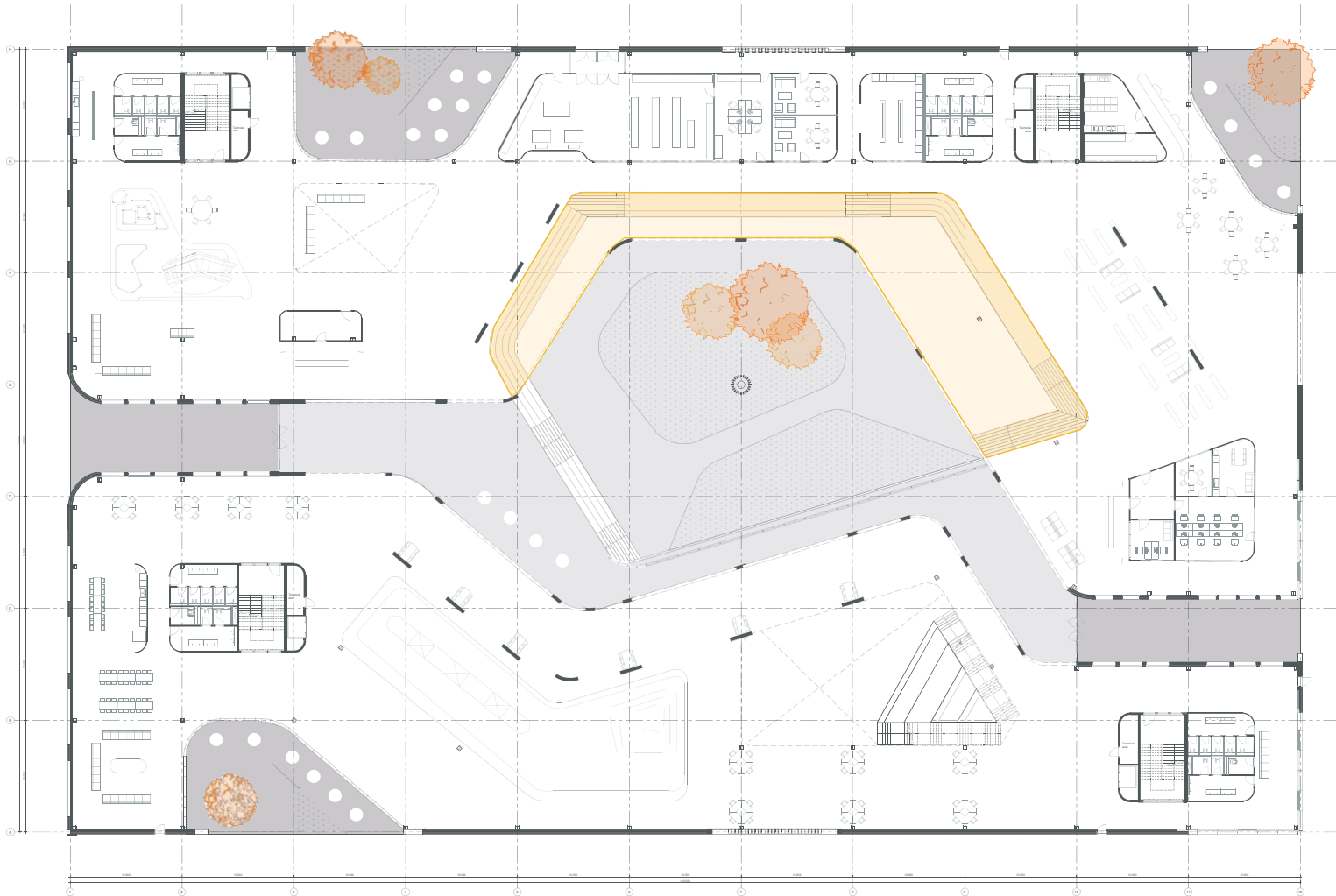
# SURROUNDING STAIRS



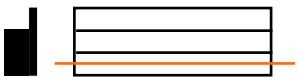
chapter title

# GROUND FLOOR

embracing the courtyard



BVO  
Opp.: 7.540,2 m<sup>2</sup>







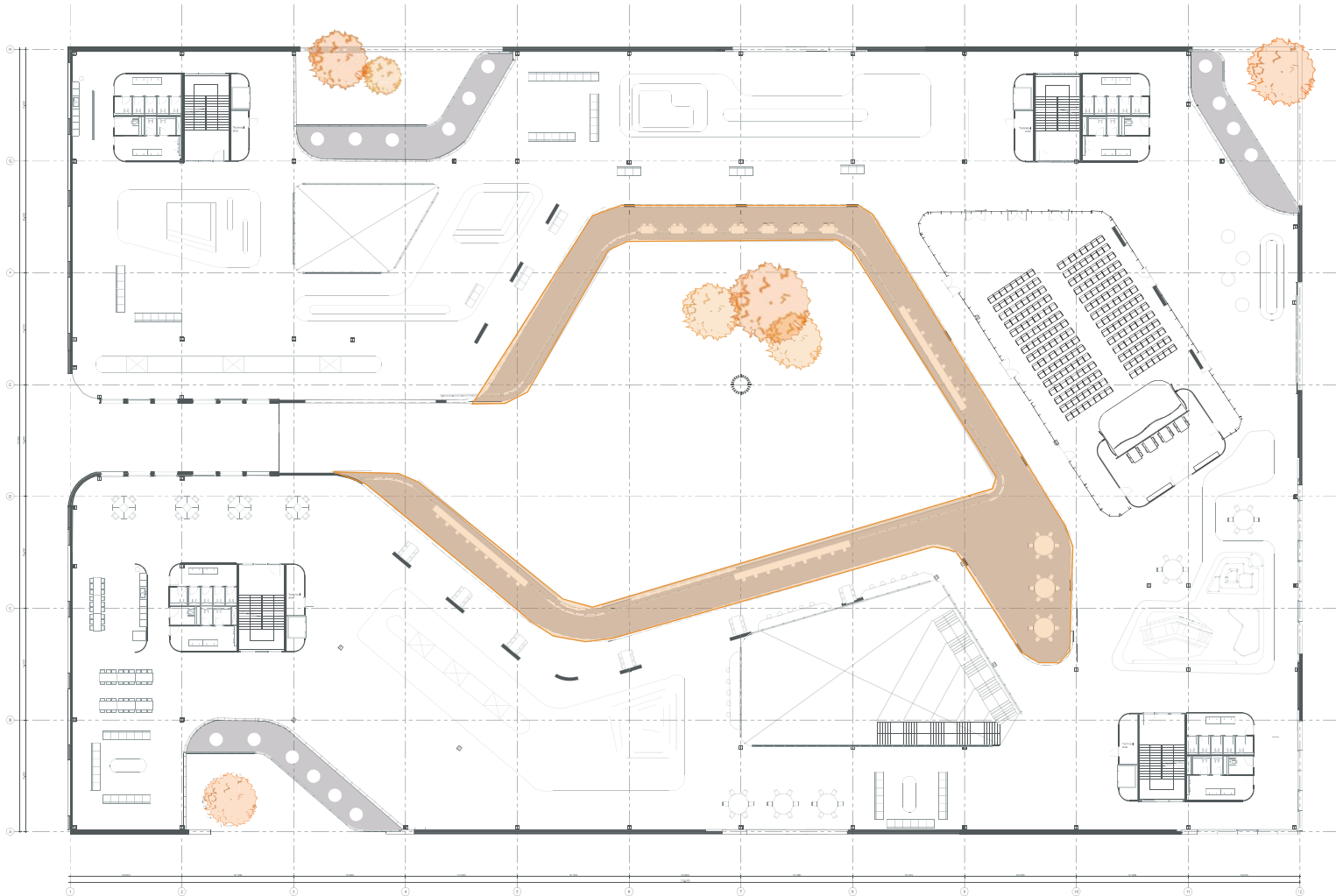
chapter title

# SURROUNDING STAIRS

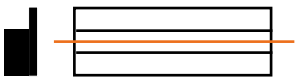
inside and outside are one



chapter title  
**GALLERY**  
1th floor



BVO  
Opp.: 5.140,0 m<sup>2</sup>



chapter title

# GALLERY

space for studying, alone

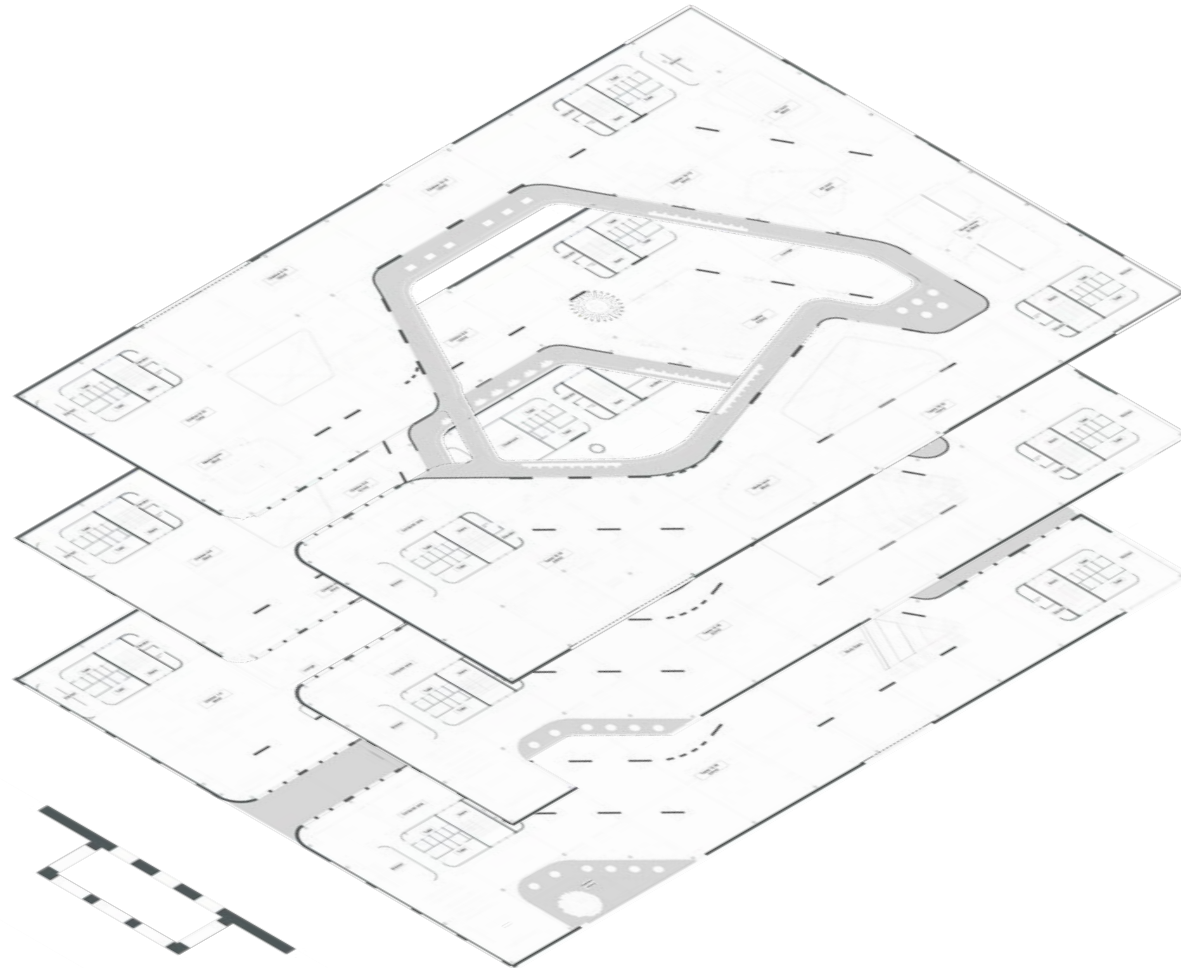


chapter title  
**GALLERY**  
to sit together

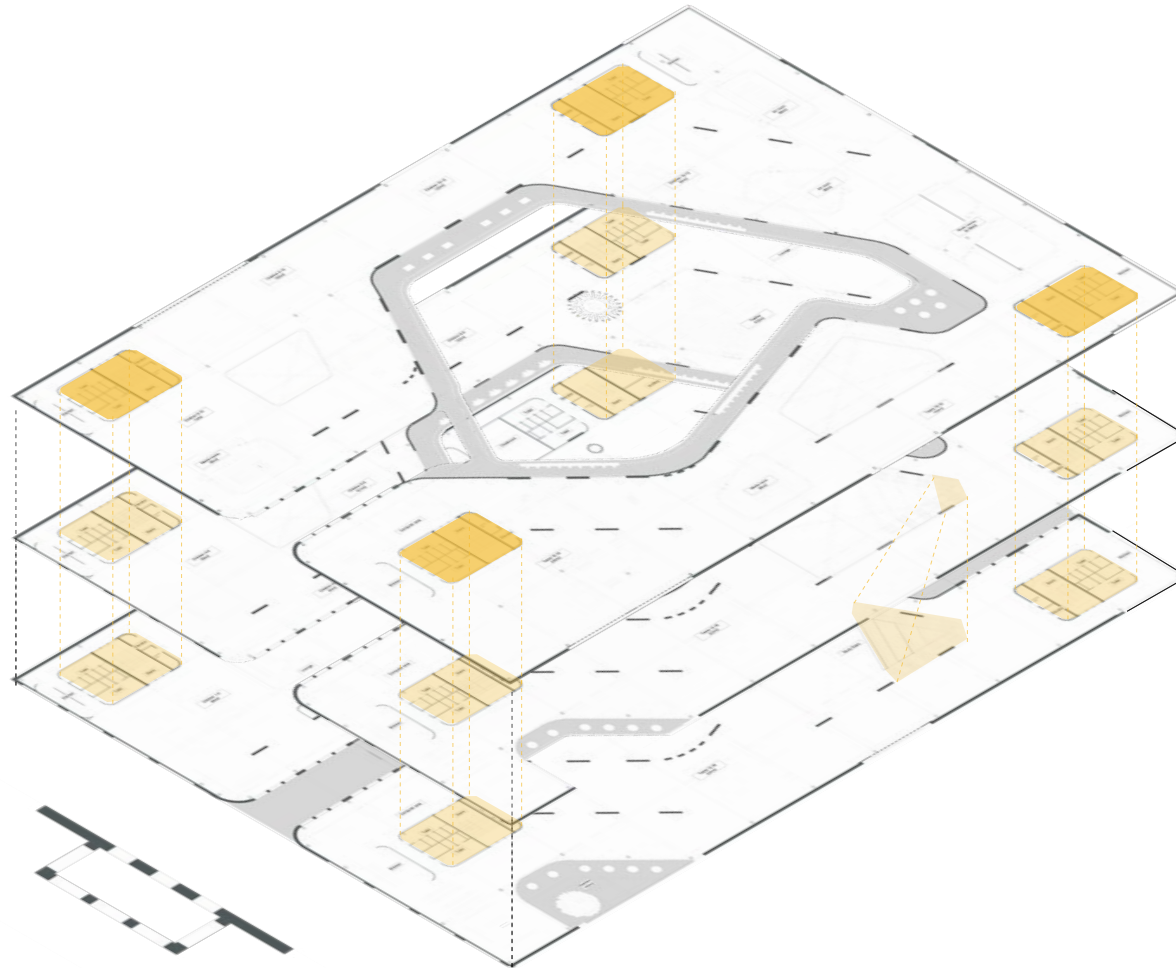


chapter title

# 3D BUILDING



chapter title  
**ROUTING**  
4 main stairwells

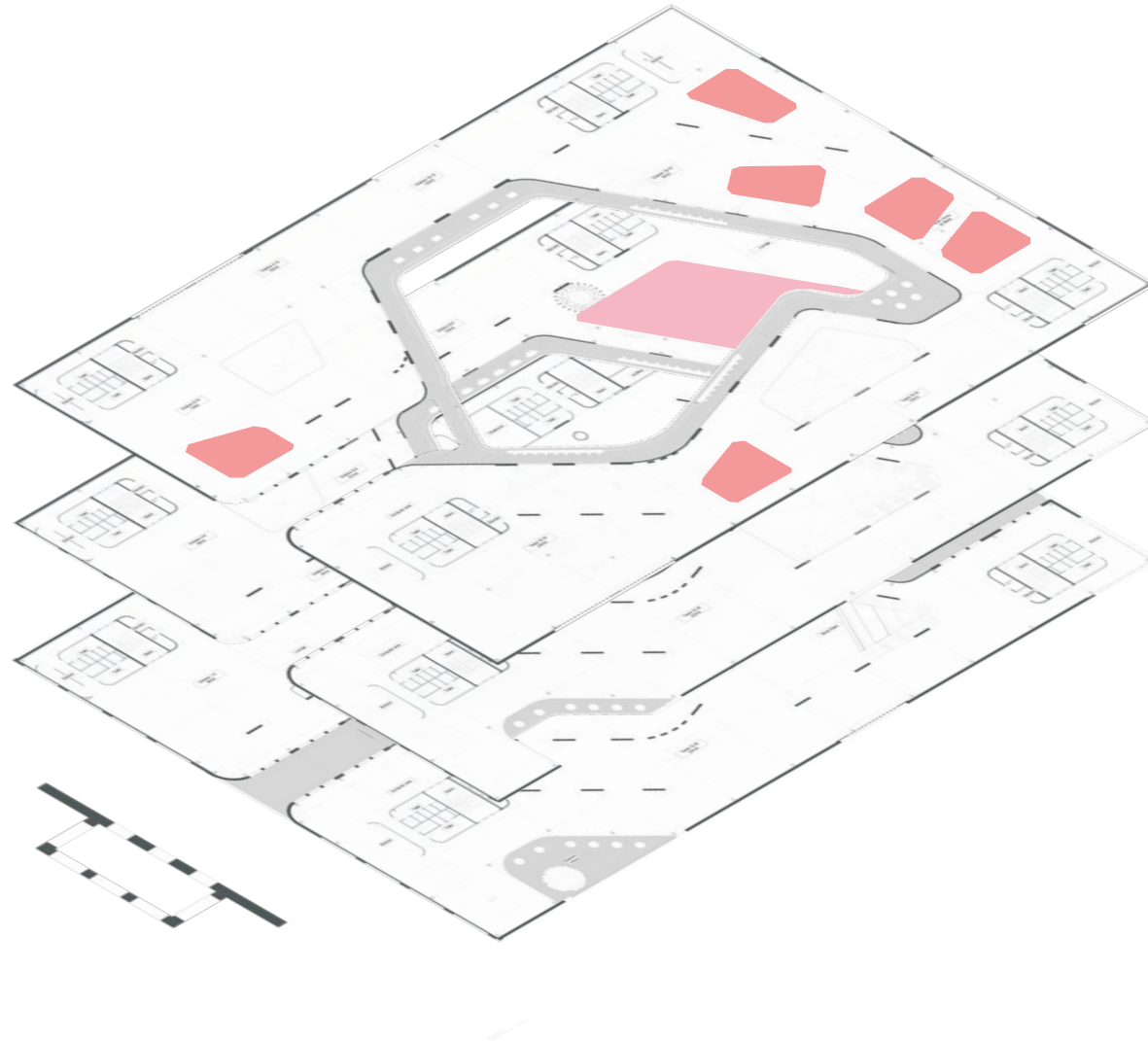




 Routing

chapter title

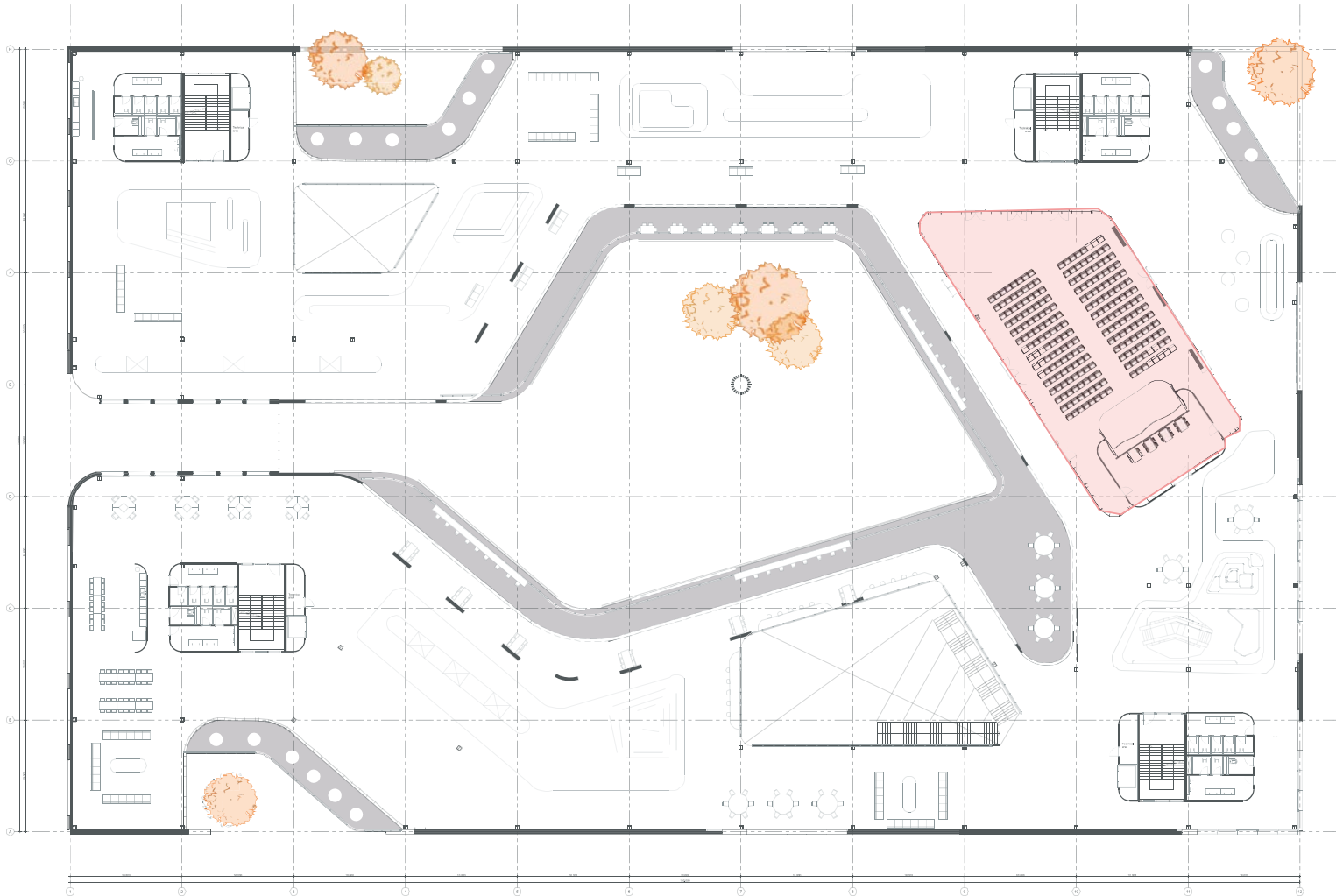
# MEDIA AND WORKSHOP

At the top of the building

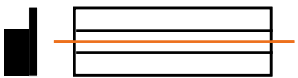


-  Workshop
-  Theater

chapter title  
**1TH FLOOR**  
Theater



BVO  
Opp.: 5.140,0 m<sup>2</sup>

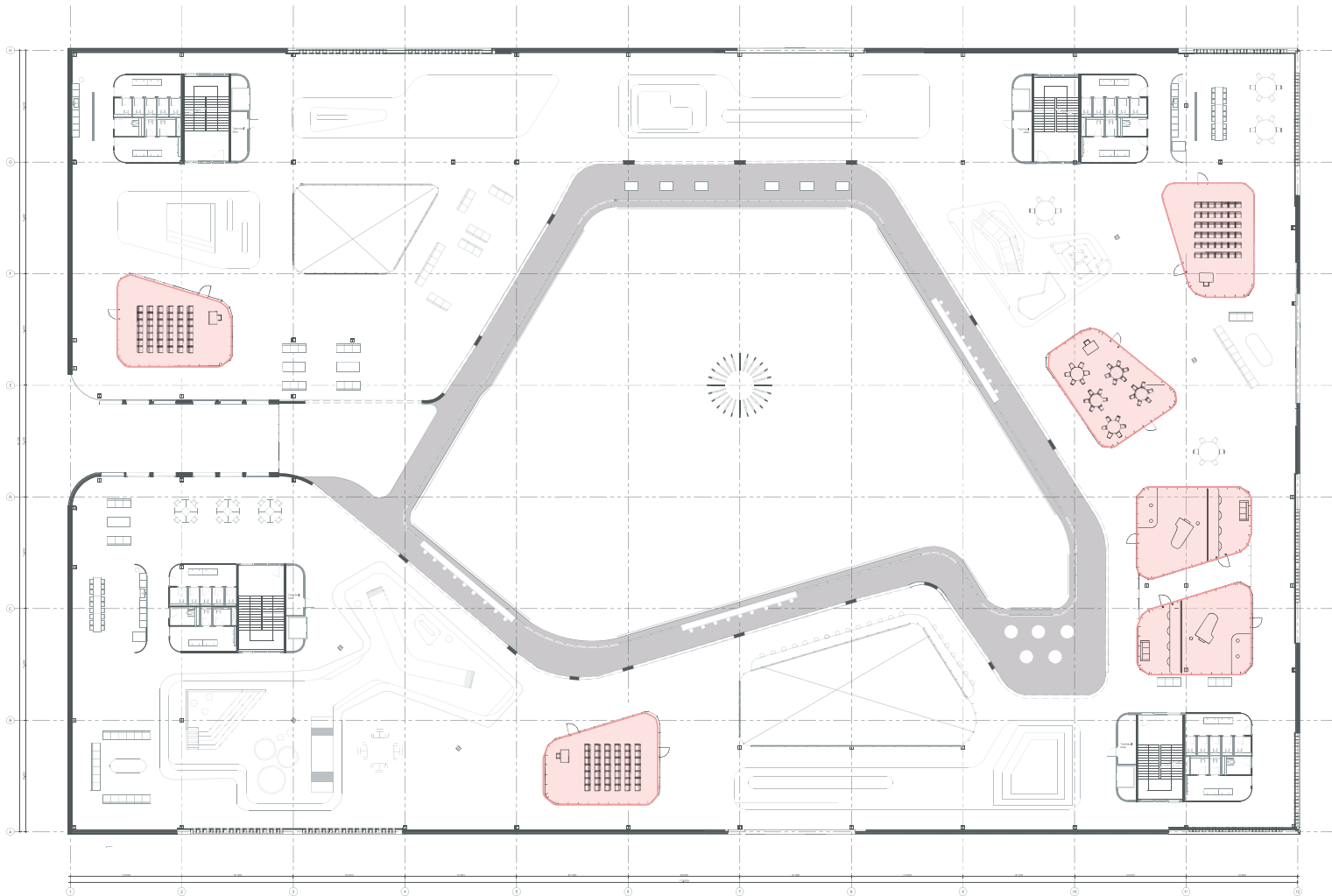




chapter title

# 2TH FLOOR

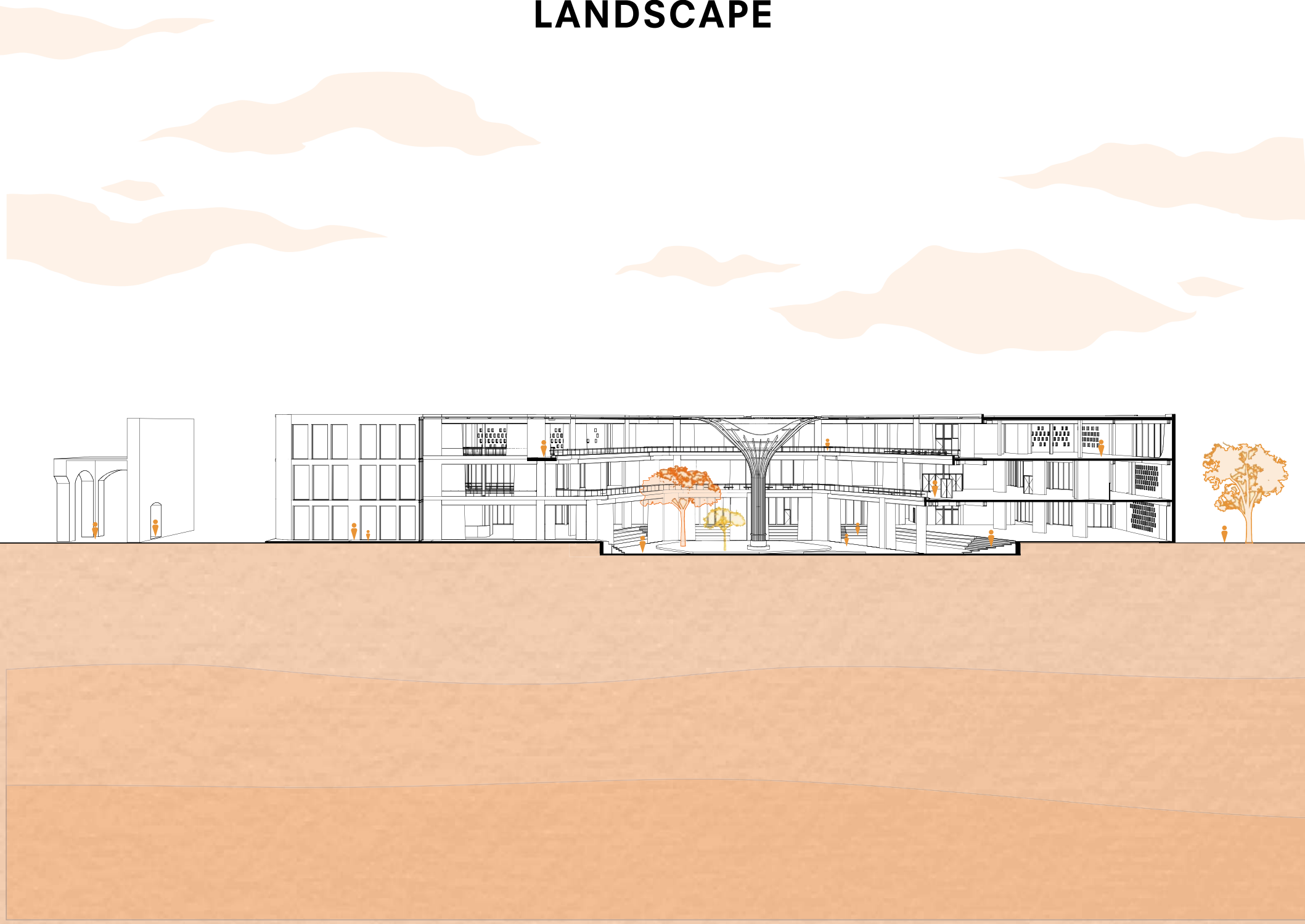
## Workshop rooms



BVO  
Opp.: 5.069,6 m<sup>2</sup>



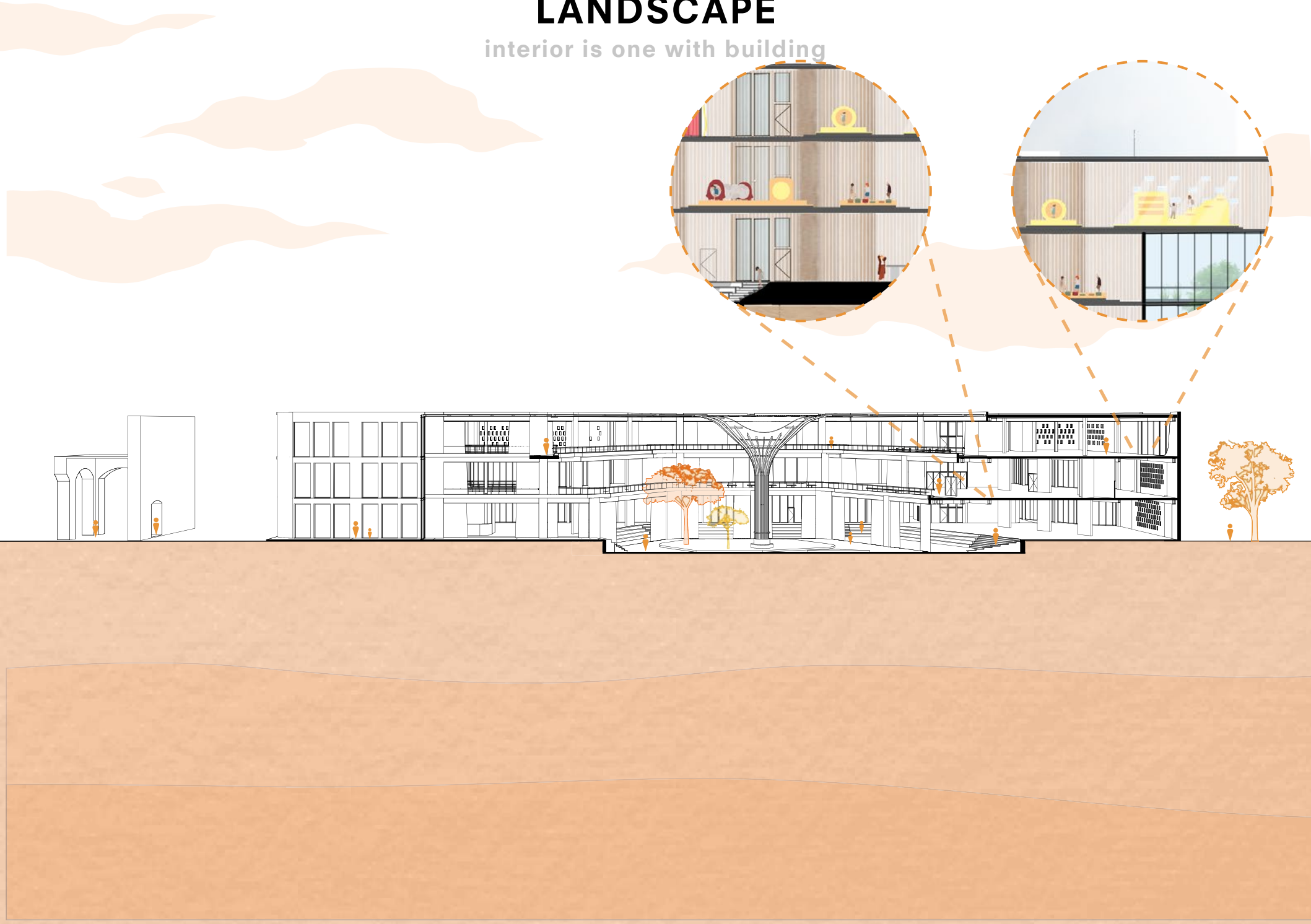
chapter title  
**LANDSCAPE**



chapter title

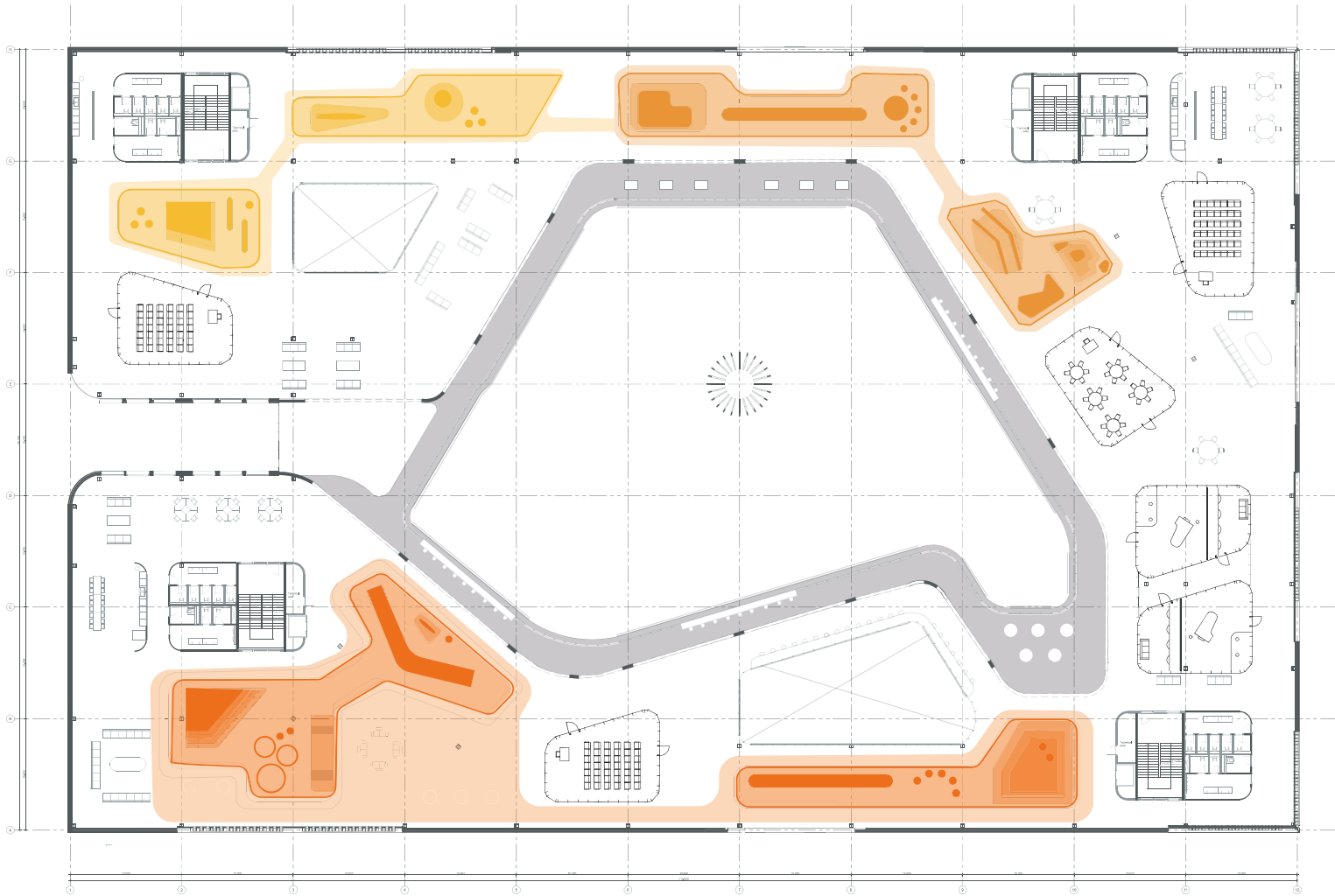
# LANDSCAPE

interior is one with building



# LANDSCAPE

connected and separated



BVO  
Opp.: 5.069,6 m<sup>2</sup>





own discovery

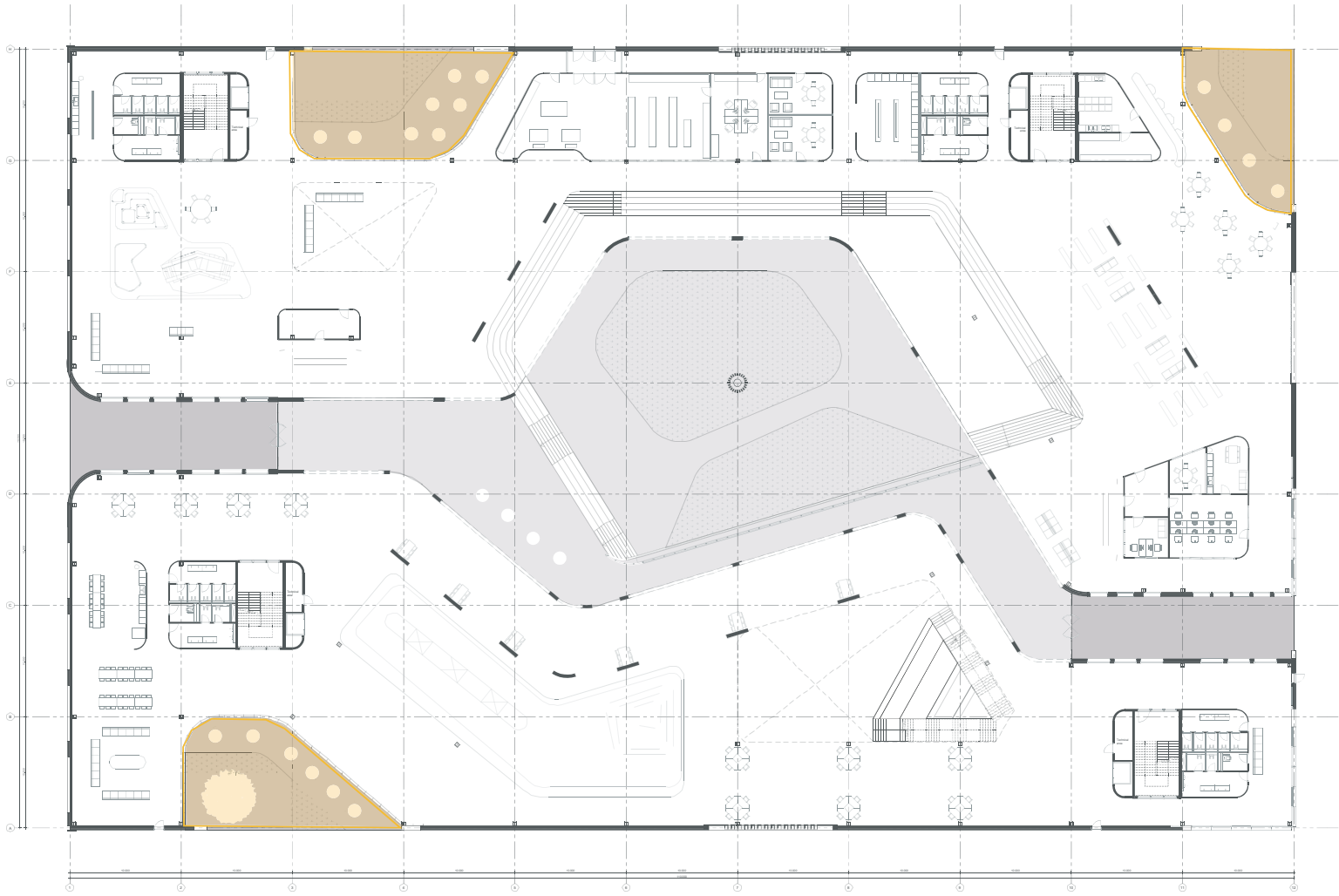
chapter title

# LANDSCAPE

the landscape evolves through the building



chapter title  
**GROUND FLOOR**  
Summer gardens



BVO  
Opp.: 7.540,2 m<sup>2</sup>





Attracts people



chapter title

# SUMMER GARDEN

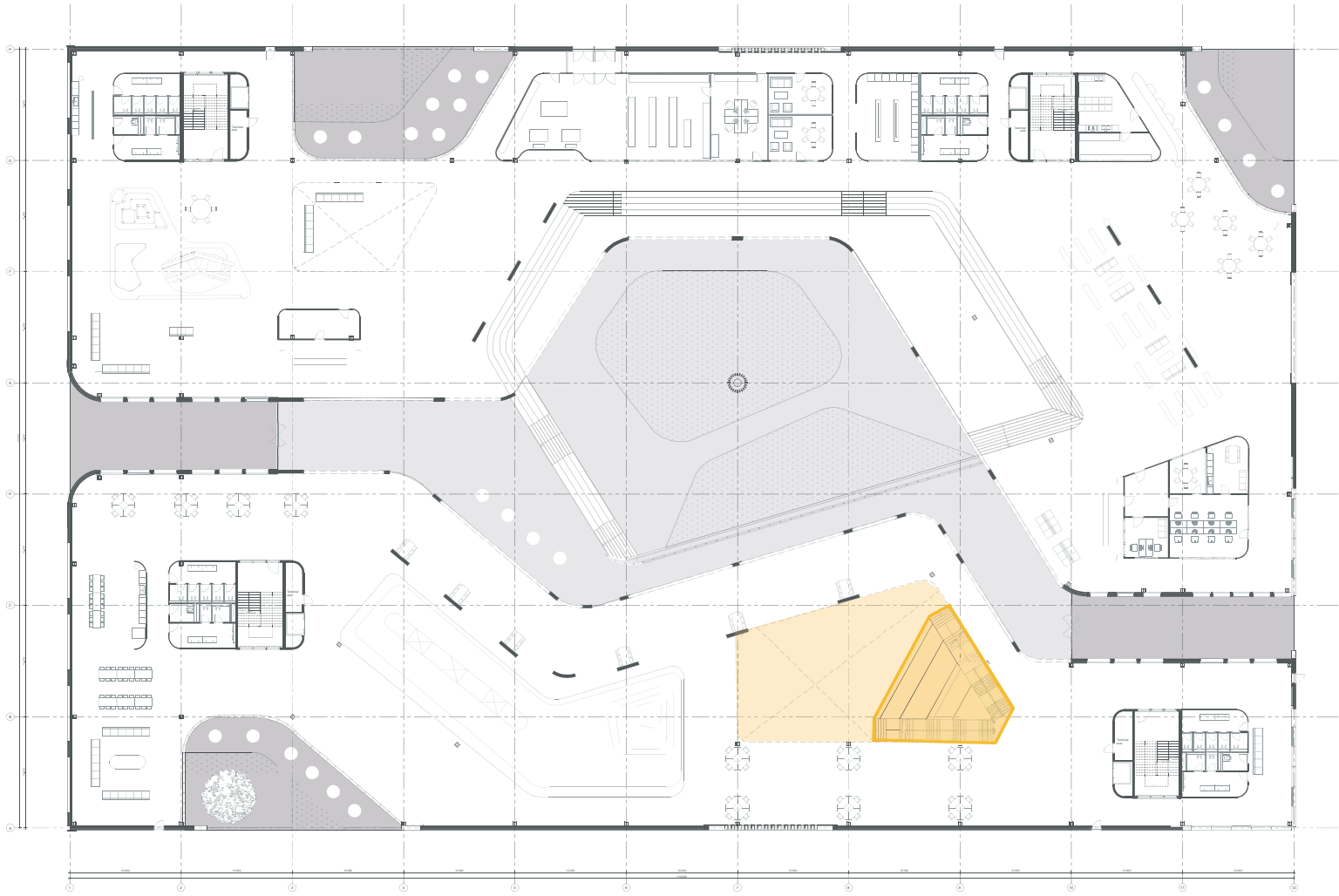
cool space in summer, public



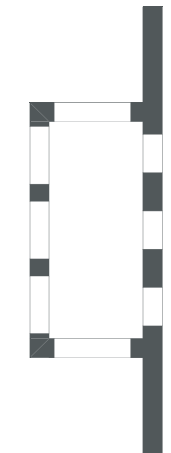
chapter title

# GROUND FLOOR

Study stairs



BVO  
Opp.: 7.540,2 m<sup>2</sup>



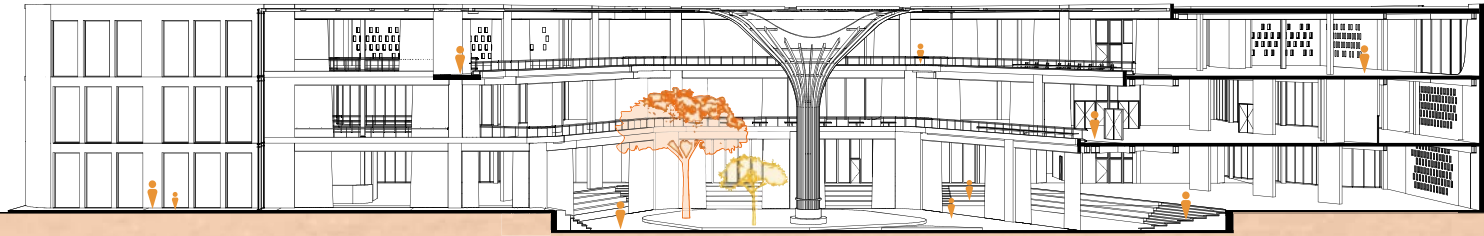
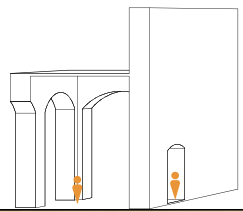
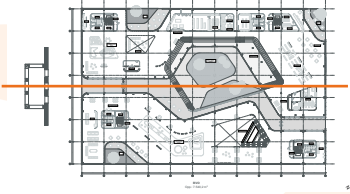
chapter title

# ATMOSPHERIC IMAGE

teenagers need adult elements to connect to

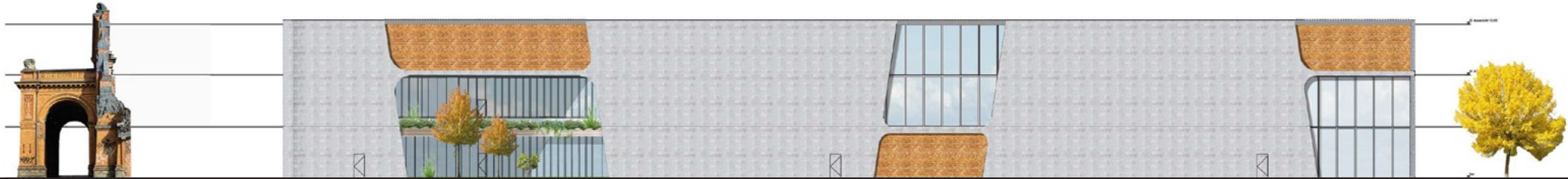
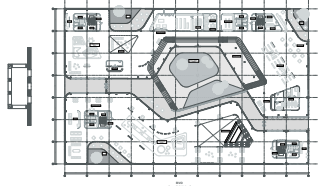


chapter title  
**FACADES**



chapter title  
**FACADES**

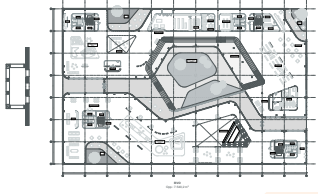
Sober with playful shapes, elements of the surroundings



chapter title

# BACK FACADE

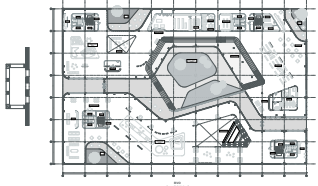
Building opens up



chapter title

# FRONT FACADE

Monument is central, connecting to the city, children's curiosity



chapter title

# FRONT FACADE





- 01 INTRODUCTION
- 02 RESEARCH
- 03 DESIGN BRIEF
- 04 CONCEPT
- 05 IMPLEMENTATION
- 06 DEVELOPMENT**
- 07 CONCLUSION

**DEVELOPMENT**

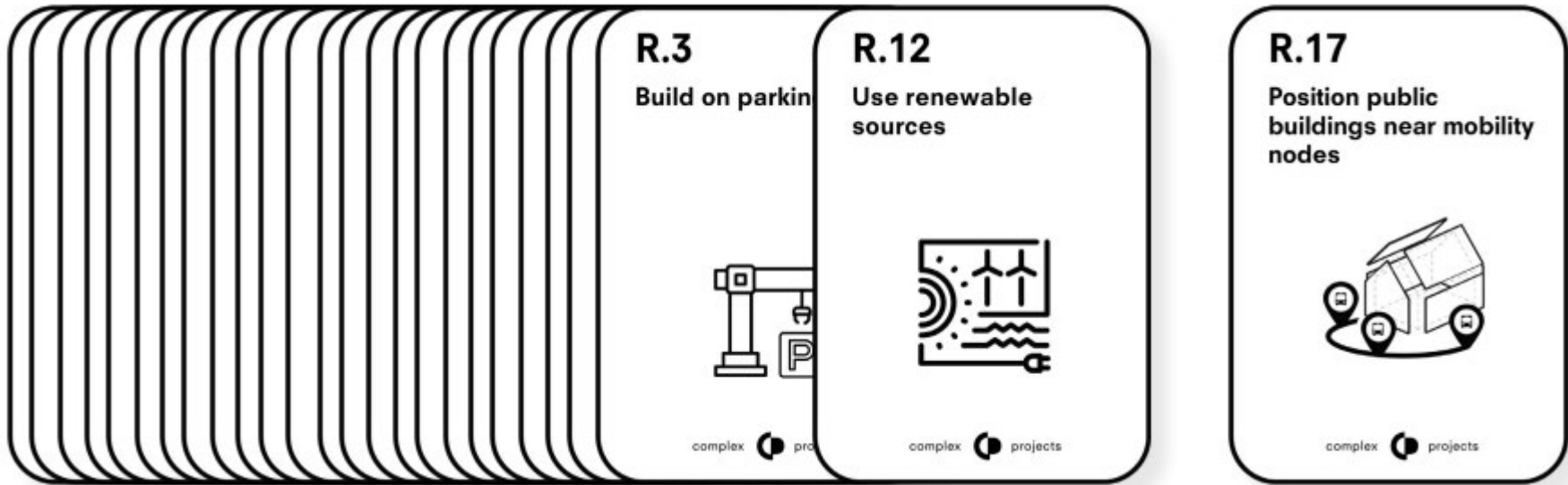
# ENERGY GROUP WORK



# SELF-SUFFICIENT BERLIN

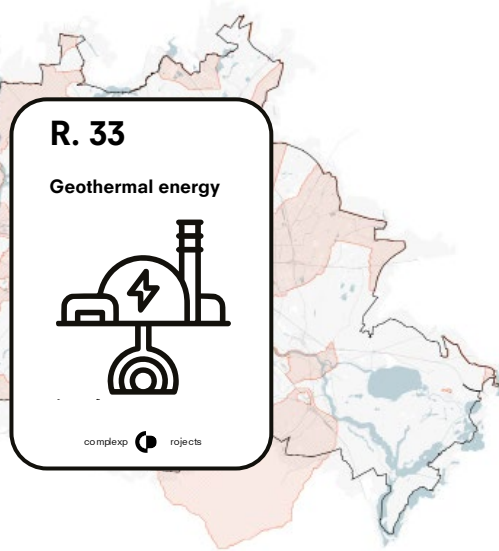
# ENERGY CARD GAME

Self sufficient built environment



# GROUP STRATEGY

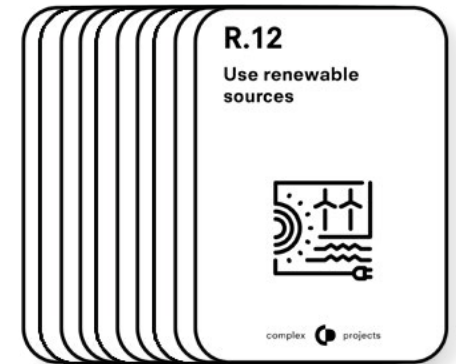
Group common card



Typology power-up card



Extra points

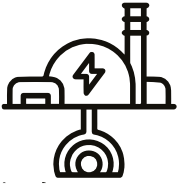


# ENERGY LOCATIONS

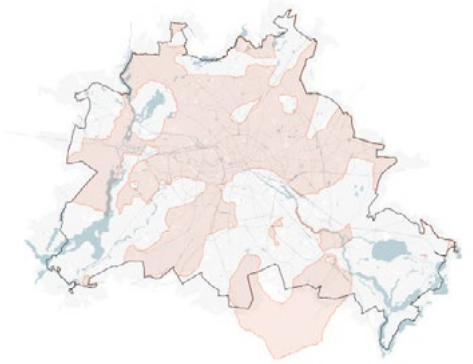
Geothermal potential

R. 33

Geothermal energy



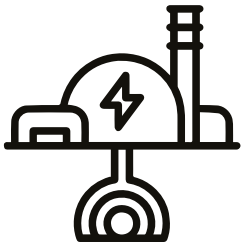
complex projects



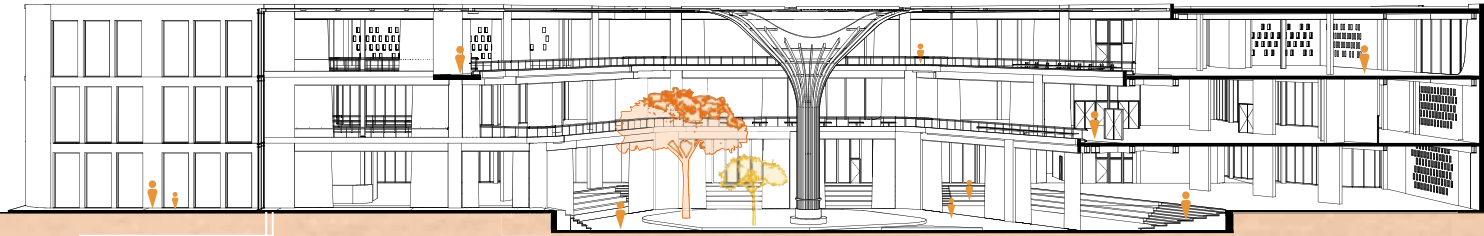
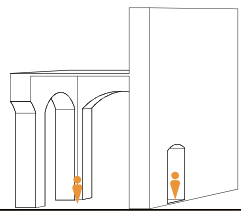
# GEOTHERMAL ENERGY

R. 33

Geothermal energy



complex  projects

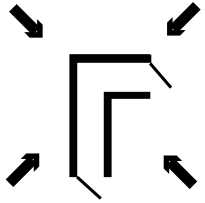


# TYOLOGY POWER-UP CARD

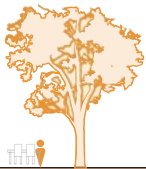
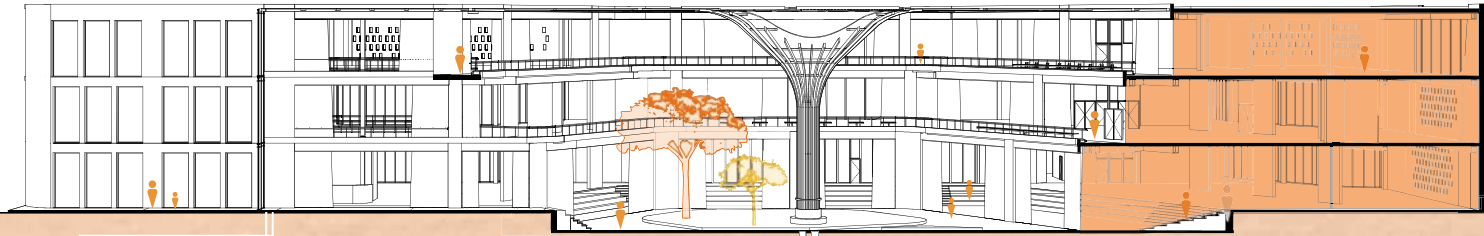
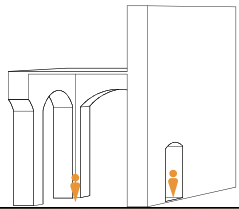
a library without unused space

R. 23

Reduce hallways, as little unused space as possible



complex  projects







# EXTRA POINTS ENERGY CARDS

**R. 65**


Adjust bike parking in building regulations to encourage biking




complex  projects

**R. 14**


Discourage use of car by reducing car parks




complex  projects

**R. 17**

Position public buildings near mobility nodes





complex  projects

Urban planning

**R. 35**


Green roof, to help heat absorption




complex  projects

**R. 50**


Collect rainwater for greywater system




complex  projects

**R. 84**

Atrium for natural ventilation



complex  projects

Building

# URBAN PLANNING SOLUTIONS

**R. 65**

Adjust bike parking in building regulations to encourage biking



complex  projects

**R. 14**


Discourage use of car by reducing car parks




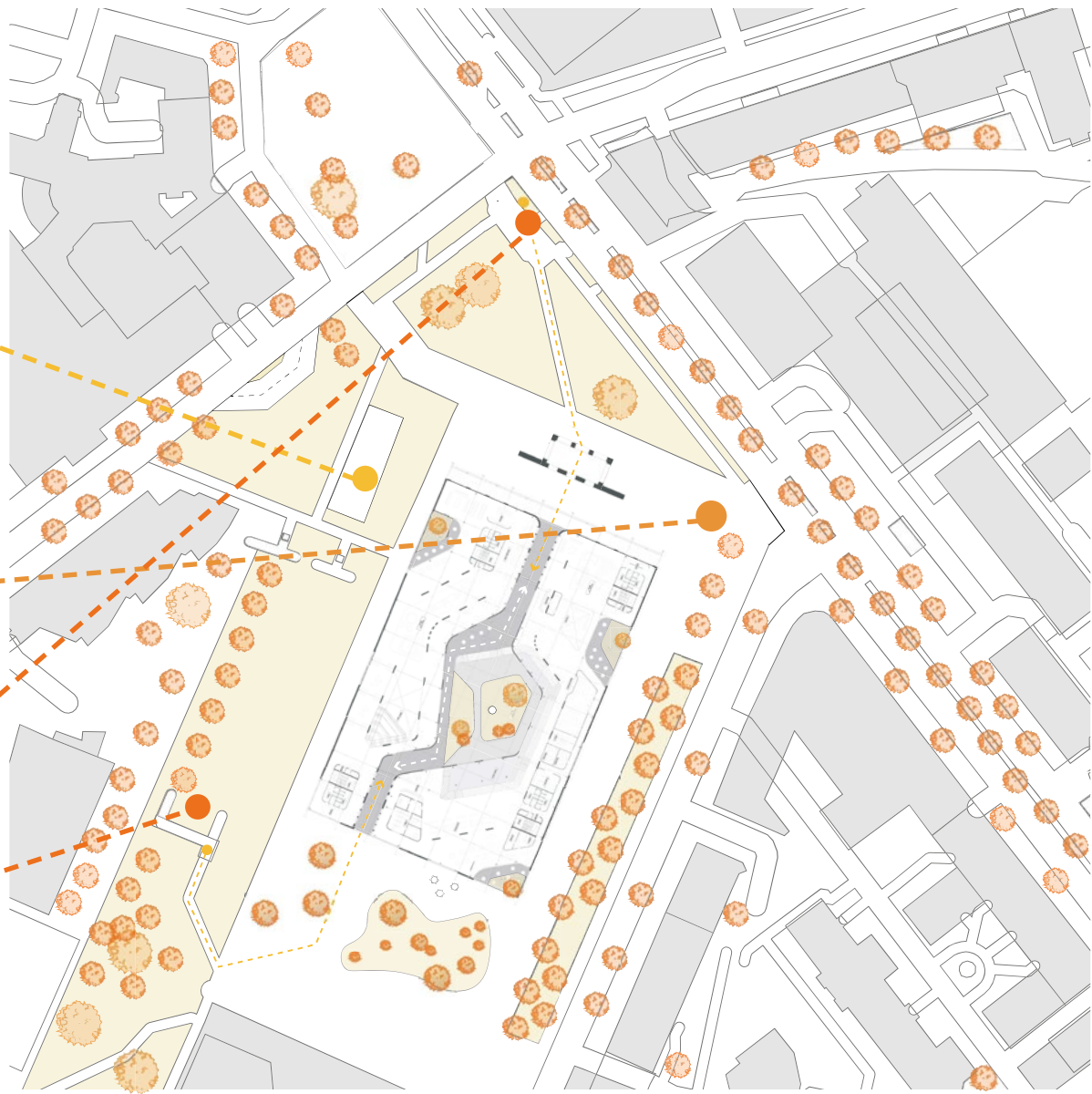
complex  projects

**R. 17**

Position public buildings near mobility nodes



complex  projects

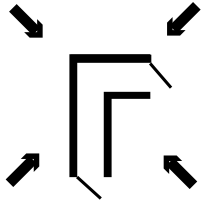


# SUSTAINABILITY PRINCIPLES

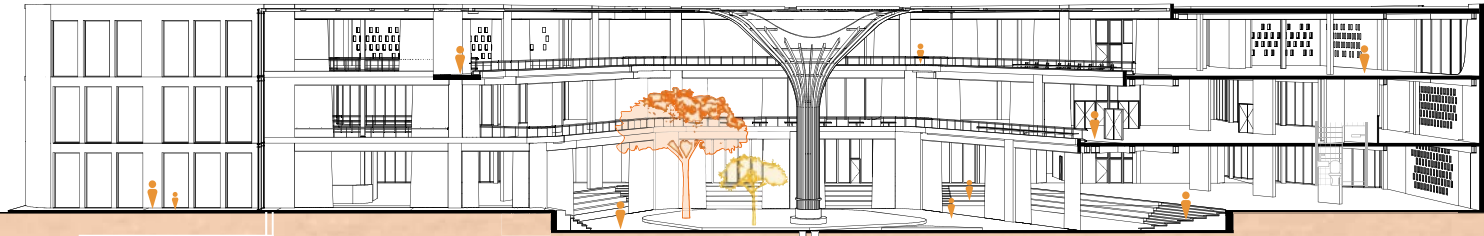
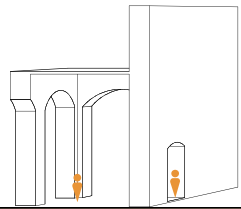
water for park and surroundings

R. 23

Reduce hallways, as little unused space as possible



complex  projects



# SUSTAINABILITY PRINCIPLES

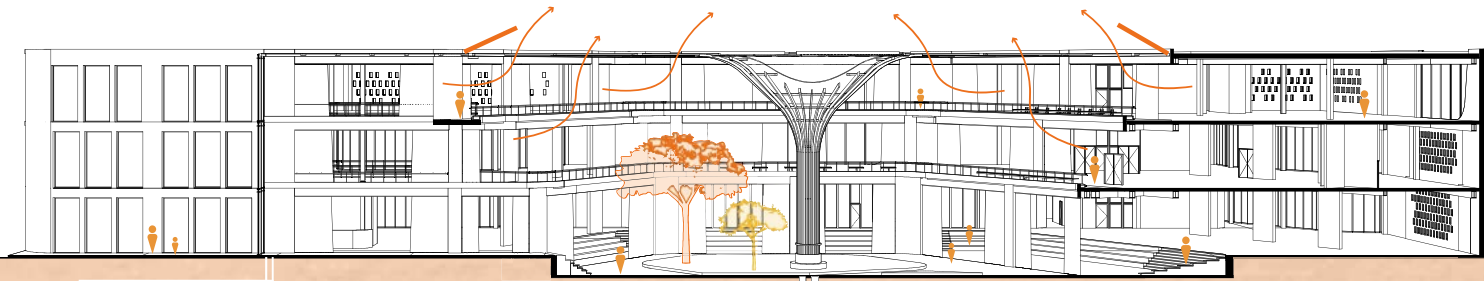
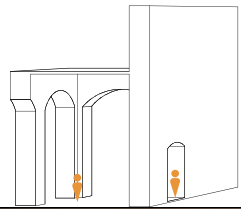
Use of openable windows

R. 84

Atrium for natural ventilation



complex  projects



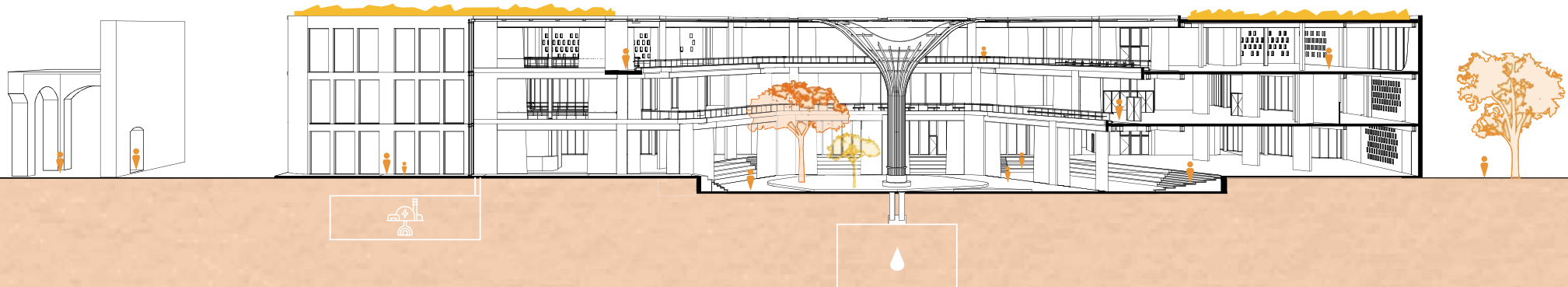
# SUSTAINABILITY PRINCIPLES

R. 35

Green roof, to help  
heat absorption

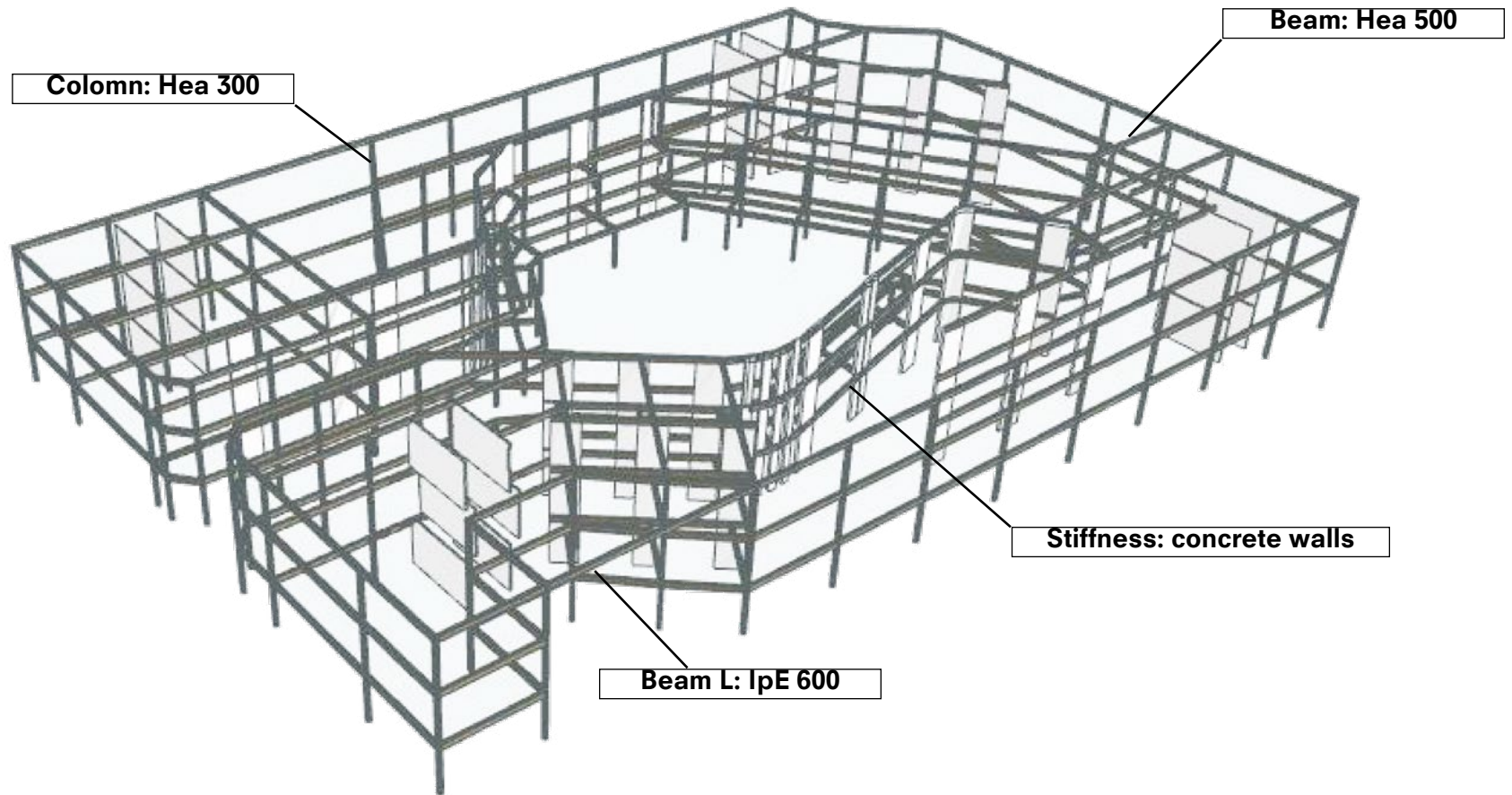


complex  projects

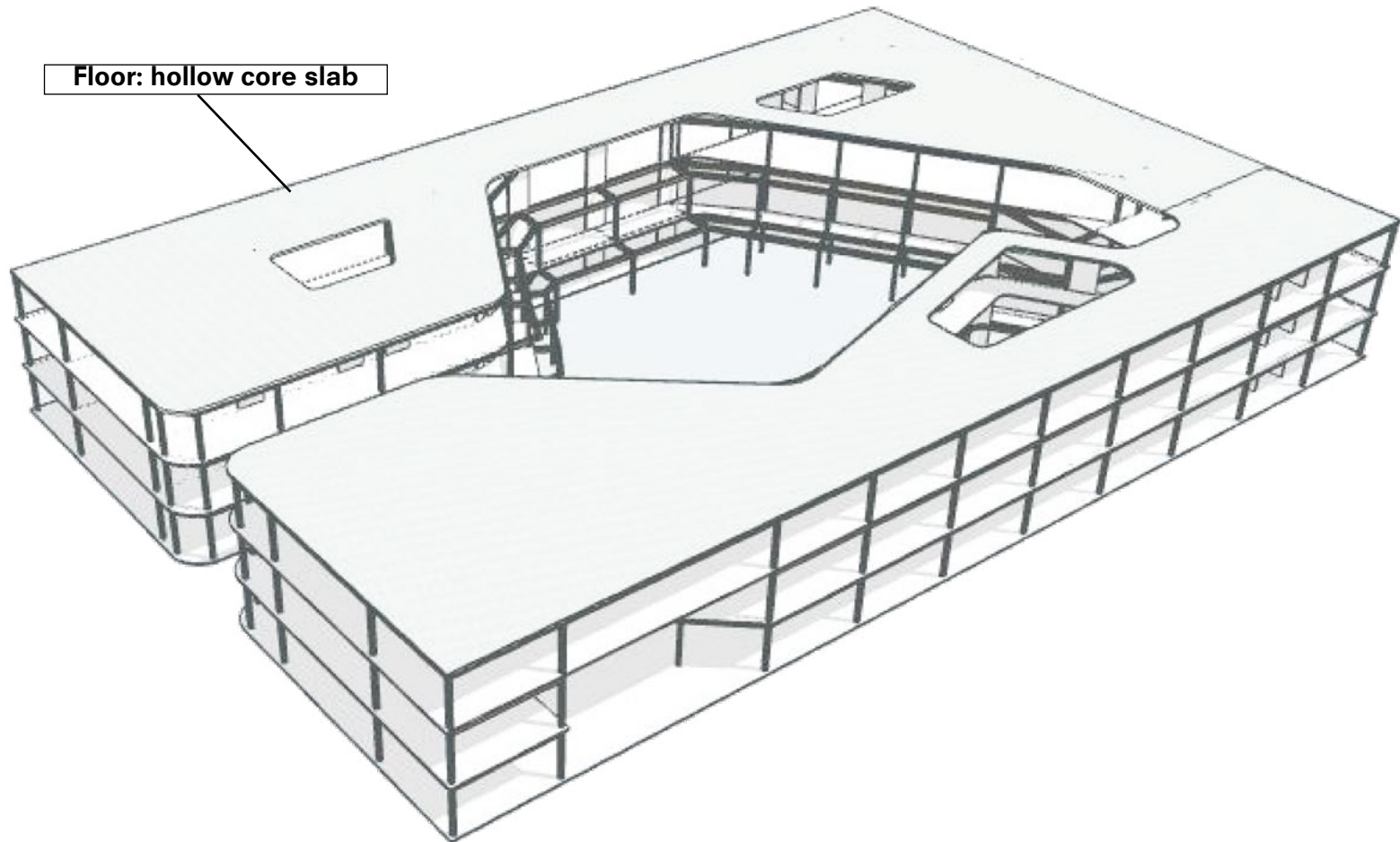


# CONSTRUCTION

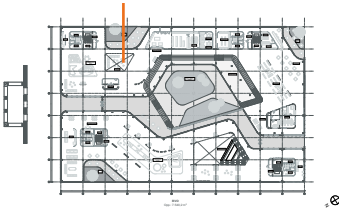
Steel construction



# CONSTRUCTION



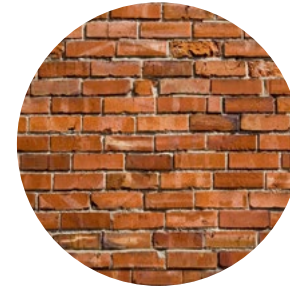
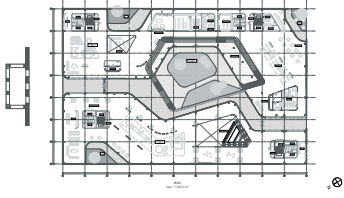
chapter title  
**FRAGMENT**



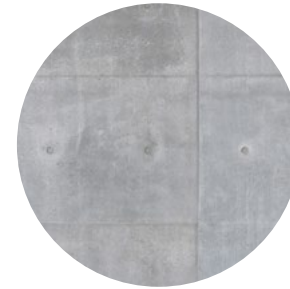


chapter title  
**FACADES**

Materials that match surroundings



Brick



Stone and concrete

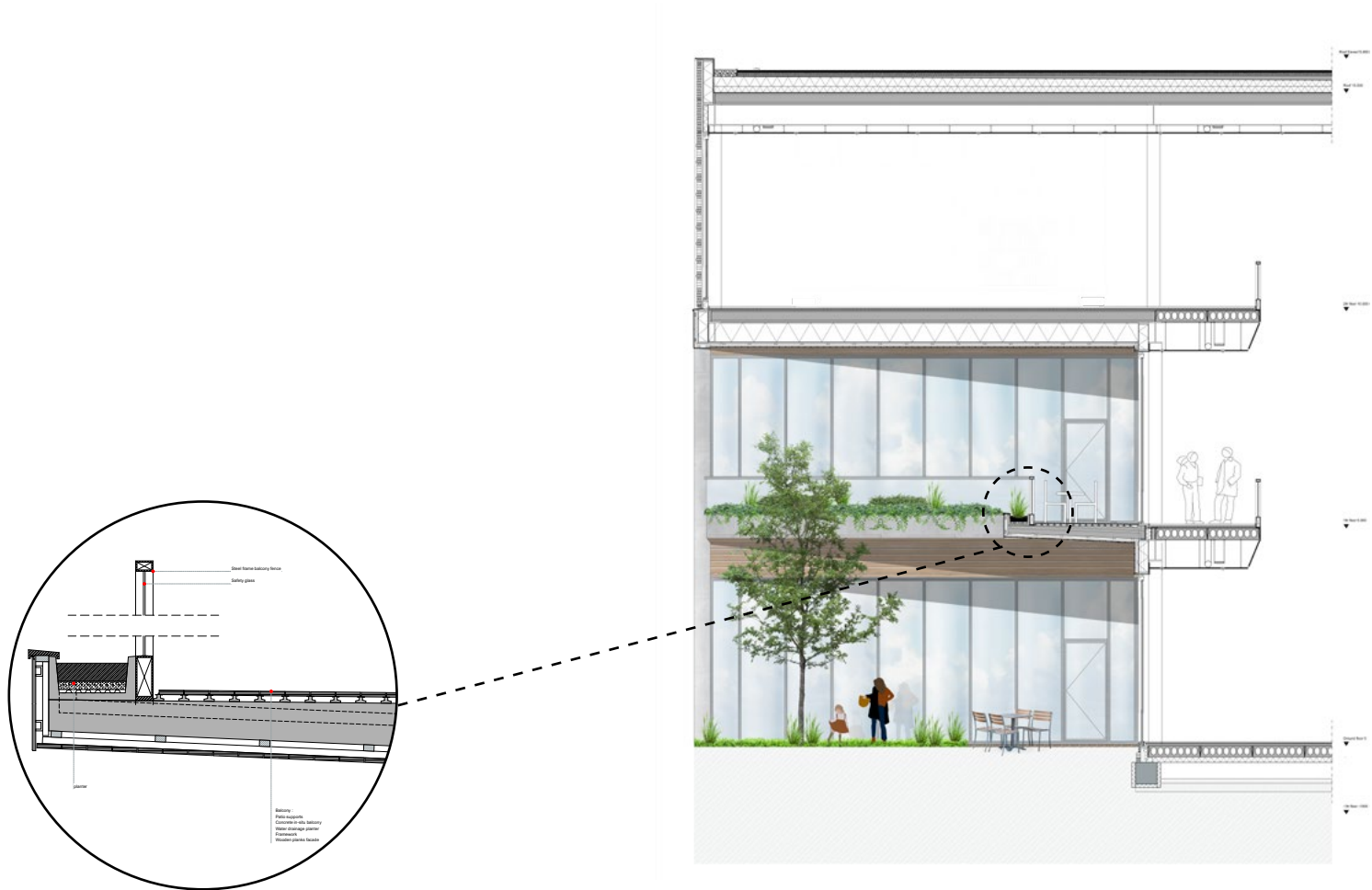


Greenery



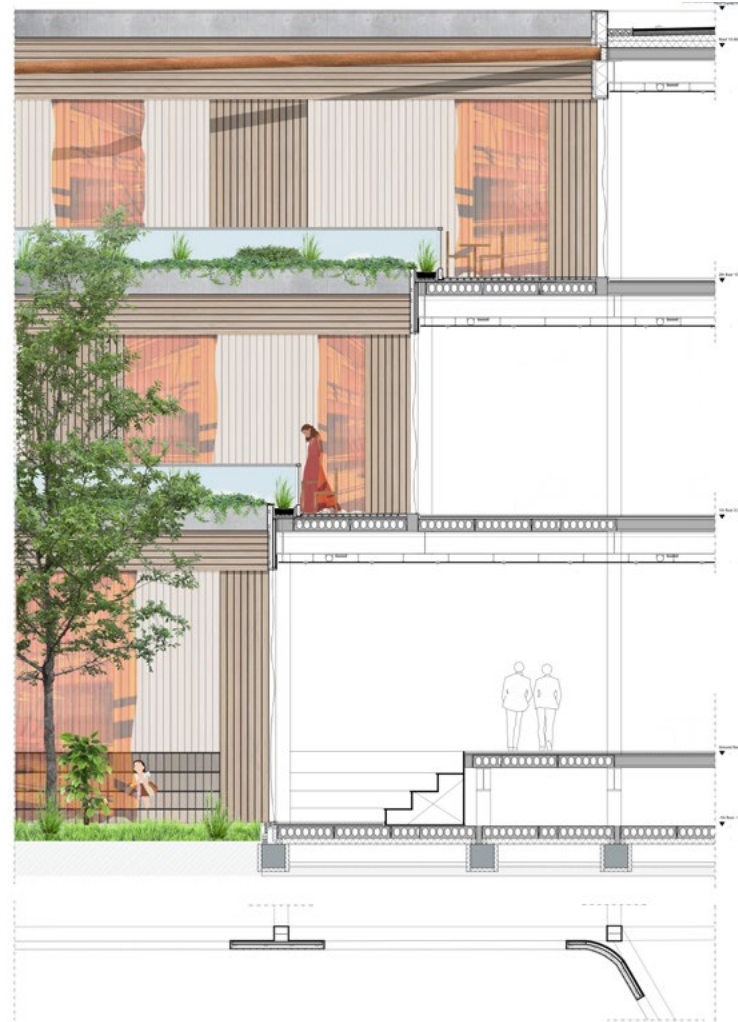
chapter title  
**DETAILS**

balcony planters , layered green environment



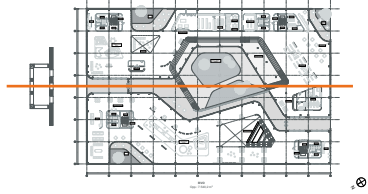
chapter title

# INTERIOR FACADE



# INTERIOR FACADE

Materials are in harmony with the interior



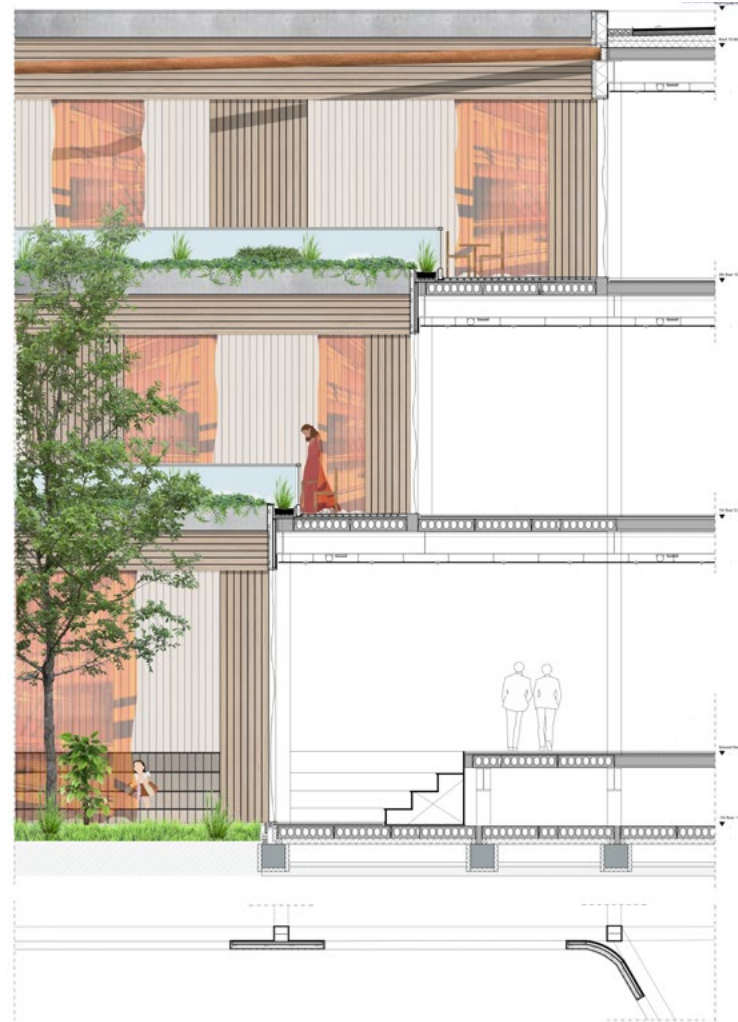
Greenery



curtains

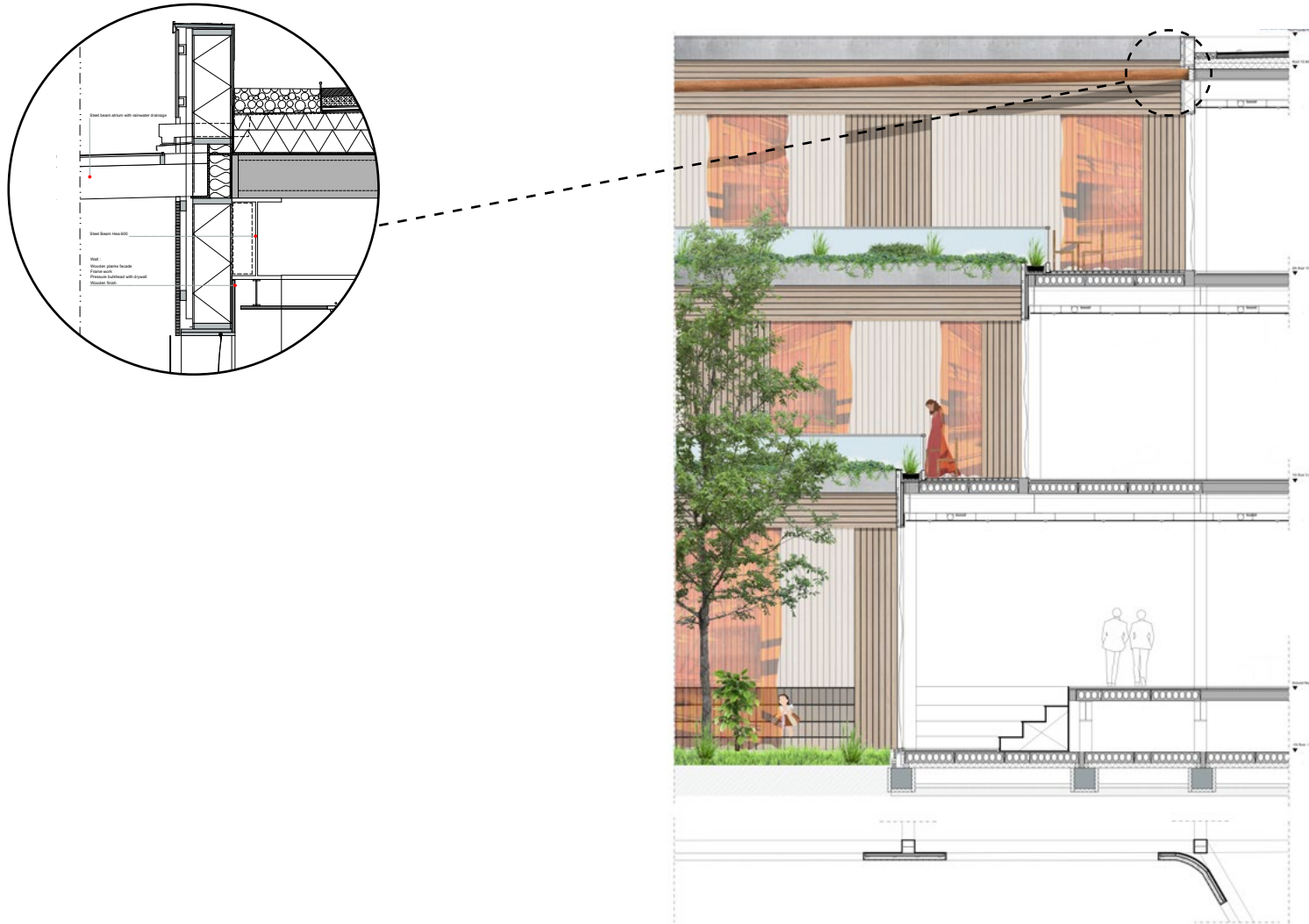


Wood



chapter title  
**DETAIL**

Construction of atrium together with water collection



- 01 INTRODUCTION
- 02 RESEARCH
- 03 DESIGN BRIEF
- 04 CONCEPT
- 05 IMPLEMENTATION
- 06 DEVELOPMENT
- 07 CONCLUSION**

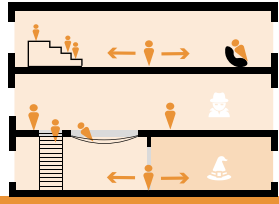
# RESEARCH QUESTION

**To what extent can architecture  
serve as a medium to help children read  
more books and explore the  
world of reading in the digital age?**

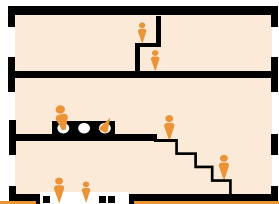


chapter title  
**DESIGN PRINCIPLES**

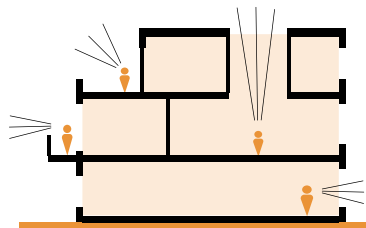
**Client/user**



Choices and freedom

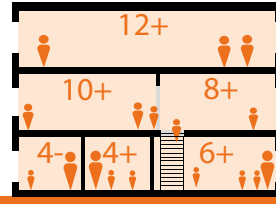


Undefined articulated space

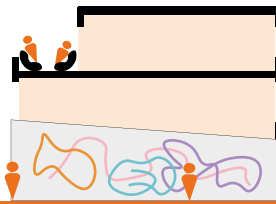


Connection with outside

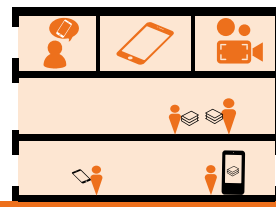
**Program**



Age-preference

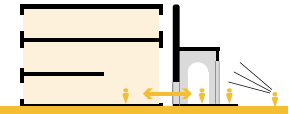


Elements of the city

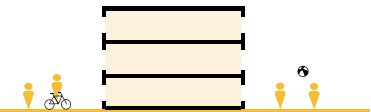


Accept Digitalization

**Site**



Connection with site



Child friendly environment

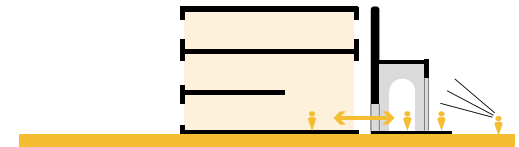


Accessibility

# IMPLEMENTATION PRINCIPLES



## Site



Connection with site



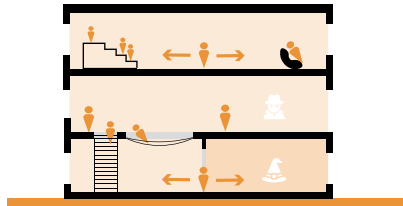
Child friendly environment



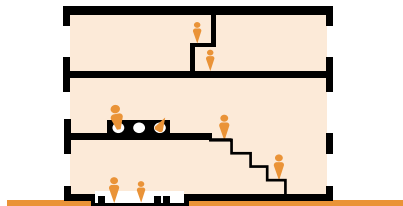
Accessibility

# IMPLEMENTATION PRINCIPLES

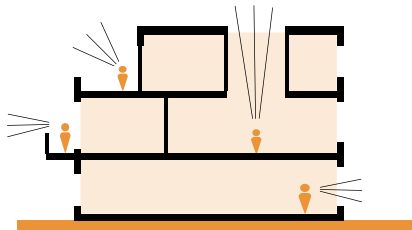
## Client/user



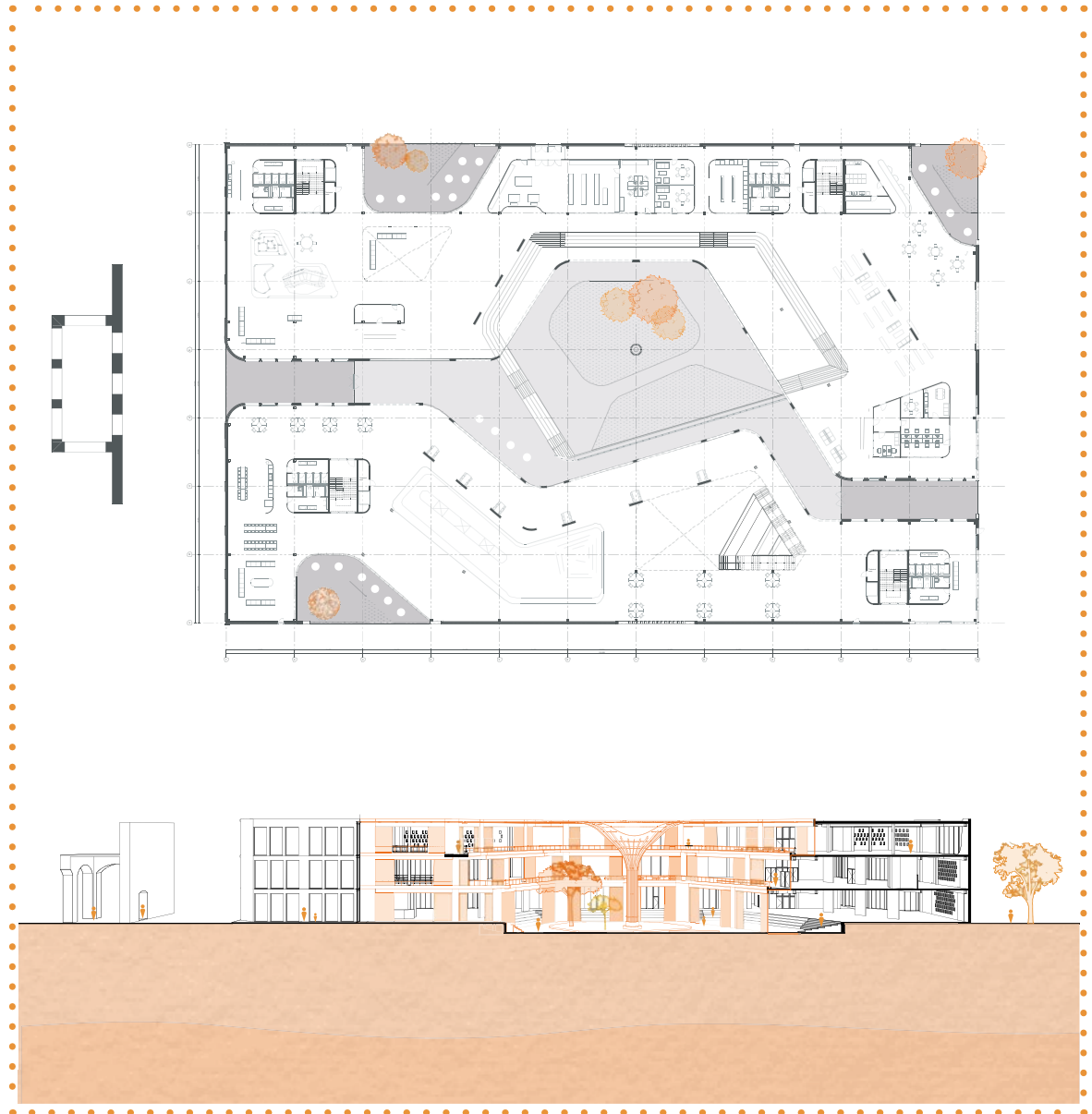
Choices and freedom



Undefined articulated space

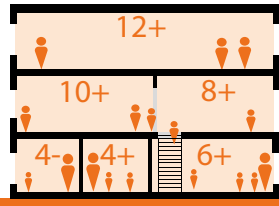


Connection with outside

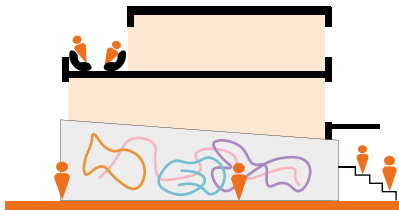


# IMPLEMENTATION PRINCIPLES

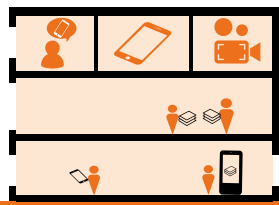
## Program



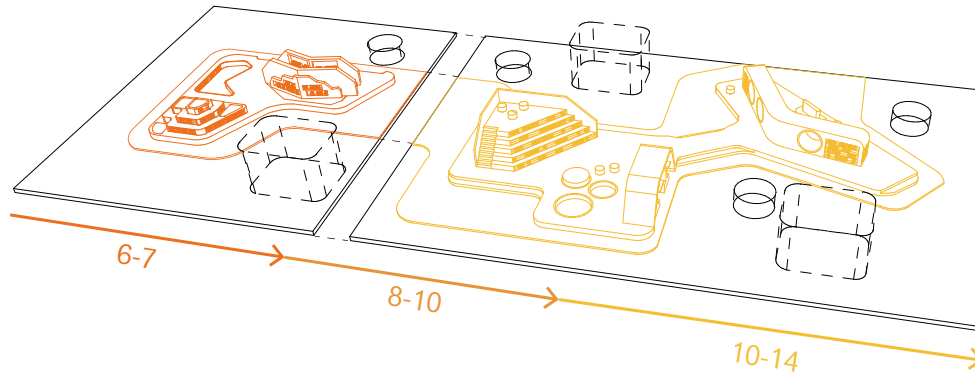
Age-preference



Elements of the city



Accept Digitalization



Conclusion

# TO CONCLUDE

**THE MOTHER LIBRARY CREATES A  
PERSONALIZED EXPERIENCE WITH READING**



# RESEARCH QUESTION ANSWER

**Architecture can help children to find a place where they feel comfortable to find their own path in reading and other ways of learning**



# THE MOTHER LIBRARY

LUKA ZANTMAN

GRADUATION PROJECT

