



Co-creating a neighbourhood plan with children and young people

A toolkit for planners, designer
teachers and youth workers



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Introducing the toolkit

Who is it for?

The toolkit is for planners, urban designers, youth workers and teachers who would like to engage with children and young people (age 8-18 years) in the design and planning of their neighbourhoods.

Why has it been developed?

The toolkit has been developed as a guide to help develop understanding about children’s rights to participate in decisions that affect them. The toolkit provides a set of activities that will help adults working in a range of roles engage children and young people (CYP) meaningfully in co-assessment of their existing neighbourhood, and co-design their future neighbourhood.

How has it been developed?

Many years of participatory design and research with children and young people underpin the development of the ‘tools’ (or activities). The tools were tested in a series of co-creation workshops with children and young people in an inner Cardiff community and improved based on their feedback.

How do I use it?

The toolkit is divided into four parts:

Part 1: Issues to consider before co-creating begins.

Part 2: Sessions and activities.

Part 3: Writing your plan and making things happen

Part 4: Feeding back to children and young people and the wider community.



What is Co-creation? Why does it matter?

This toolkit is about co-creating future neighbourhoods with children and young people. This section provides key principles that guide co-creation.

Why Co-creation?

- Designers and planners increasingly recognise the value of working closely with the people living in communities.
- People are the experts of their lives and the places they live in - this includes CYP! They are increasingly partners in the urban design process, rather than passive 'subjects'.
- Teachers and others who work with CYP, in both formal and informal education settings, might also use these tools to help CYP learn about planning and how to exercise their rights.

Co-design, Co-creation and Co-production.

- 'Co-design', 'co-creation' and 'co-production' are often used interchangeably to describe the development of interventions involving multiple stakeholders (1).
- 'Co-creation' refers to 'any act of collective creativity, i.e. creativity that is shared by two or more people' (2).

Co-creation:

- Co-creation is an overarching guiding principle that combines co-design and co-production.
- It is the collaborative approach of finding a creative solution to a problem between diverse stakeholders.
- 'Urban co-creation' involves participatory methods that CYP use to 'realise an urban design in a collaborative process with inhabitants and organisations in their neighbourhood' (3).

Co-design:

- Co-design refers to '*the creativity of designers and people not trained in design working together in the design development process*' (2).
- Through co-design different stakeholders engage in a collaborative process to find solutions to a problem and develop the design of a particular area or object (e.g., a playpark).
- Children as co-designers should be equal stakeholders throughout the design process, contributing as experts of their own lives and the places they live in (4).
- CYP are highly competent and should be provided with appropriate tools for their self-expression and creativity in a safe and encouraging environment.

Co-production:

- Co-production is the next stage after co-design, where stakeholders work together to implement their design and achieve the desired outcome.
- This could include: allocating resources within a specific context (1); guiding the process of implementation; working across stakeholders in implementation.

In this toolkit we use **co-creation** to describe CYP working with planners and designers to co-assess their neighbourhood's existing situation, co-design their future neighbourhood, and co-produce priorities for implementation. The whole process can be facilitated by planners, designers, teachers, or youth workers.

Why co-creating with children and young people?

Public Participation, Children's Rights, and the Law.

Participating in public life and decision making is a fundamental right of all children. All children and young people under the age of 18, including those with Additional Support Needs (ASN) and disabilities, have a right to express their views and to be taken seriously in matters affecting them as per **the United Nations Convention on the Rights of the Child** (5). Four Articles are relevant:

Article 12: Every child has the right to express their views freely in all matters affecting them and to have their views considered and taken seriously.

Article 13: Every child has the right to freedom of expression, they must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 15: Every child has the right to meet individual people or group of friends, gather and use public space providing no laws are broken.

Article 31: Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Wales is the first country in the United Kingdom to **embed the principles of the UNCRC into legislation** and is presented as seven core aims. Core Aim 4 entitled 'Play, sport, leisure and culture', focuses on achieving Article 31, whilst Core Aim 5 requires that all children are 'listened to, treated with respect and have their race and cultural identity recognised' mapping directly to Article 12 (6).

The '**Rights of Children and Young Persons (Wales) Measure**', which became law in May 2012, places a duty on Welsh Cabinet Secretaries and Ministers to have due regard to the rights and obligations within the UNCRC. Under Section 12 of the Children and Families (Wales) Measure 2010, the Welsh Government issued statutory guidance to Local Authorities to promote and facilitate participation by children and young people in decisions that might affect them. In 2015 this statutory guidance was updated to take account of the **Well-being of Future Generations (Wales) Act 2015**.

Wales is the first country to legislate play. Under the '**Play Sufficiency Duty**' local authorities must follow '**Wales: A Play Friendly Country**', a statutory guidance document published in 2014, to 'comply with the duty to assess for and secure sufficient play opportunities' (7).

To create quality play and recreational opportunities for children and young people in their neighbourhood, it is important to co-create with children and young people themselves who are the experts of their own lives.

How do Children and Young People (CYP) perceive space?

Children and Young People perceive space differently.

Children and young people perceive space differently to adults, and as such it is important to see the places in their neighbourhoods through children's eyes. It is also important to understand the differences among age groups within the broader definition of 'children' as under the age of 18. What an adolescent or young person wants in an environment is different than that of primary school aged child.

Children read their surrounding environments as a set of *"symbols which tell them what they are supposed to 'be' and 'do' and 'think' and 'feel' in that place"* (8). They often look for the functional properties in the environment - and are more attracted to the elements of an environment which offer them some activity potential, like the opportunity to sit on or jump off, go through, run around, or climb up (9). As such, a tree, which can be a mere tree to an adult, might offer many different possibilities for a child — a place to climb on, or hide in.

Therefore, exploring 'what are children going to do' instead of 'what are children going to have' is a more appropriate approach to designing and planning an environment for children, be it a school ground, playground, neighbourhood or city.

Thinking about 'affordances'

The term '**affordances**' was coined by psychologist James Gibson in the 1960s, and refers to the opportunities offered by a feature, layout or object in an environment to people. For example, a tree offers possibilities to admire its aesthetic beauty, but can be a place to climb, shelter under, or hide behind. Any feature of the environment has many possibilities for people - and these possibilities are perceived differently.

In relation to children and young people, affordances can refer to opportunities for play, hanging out, sitting around, or other recreational activities that children and young people may undertake in a particular space and at a specific time. It makes us ask the question: What can or will children and young people do with this, and how?

Thinking about 'affordances' is helpful because it can move our thinking beyond playgrounds and traditional play equipment as designated spaces and features for children. It can encourage planners and designers to pay attention to creating features within a neighbourhood that offer children and young people diverse opportunities. This can help designers and planners think about streets, alleyways, pocket parks, shop fronts, school grounds or subways in completely different ways when designing them as friendly to children and young people.

Part 1: Issues to consider before co-creating begins

Here are some aspects to consider as you work to engage CYP in the design and planning of their neighbourhoods.

1.1 Building a rapport with the community

You should try to build a rapport with children and young people (CYP) prior to engaging them in the co-creation workshops. Understanding the community and building trust is key to successful co-creation (10). Relay the aims and goals of the project through community newsletters, social events, a stall in markets, informal conversations in community cafes, etc. Community gatekeepers and representatives are important to engage with, for their endorsement, contacts and networks.

1.2 Ethics of working with CYP

A lot of data will be generated through the process of engagement. It is important to convey to CYP and their parents how the data will be captured, used and stored. Consent should be collected beforehand from parents and children to audio or video record children's discussions and activities and/or take photographs.

1.3 Setting the scene and expectations

Start the participation process by setting out the project aims and goals. Provide information on the background and outcomes from the participation, and how it is relevant to CYP. Children should be able to understand and see what is in it for them. It is important to be clear and avoid false promises and assumptions, setting realistic parameters. Where CYP engage beyond formal educational settings and contribute significant time, consider remuneration to enable participation.

1.4 Children and young people are the experts

Remind children and young people that they are the experts, and you are interested in learning what they have to share about the places they live. Things may change over the workshops, and you should inform them of anything that has changed based on the suggestions shared by them.

1.5 Methods appropriate for CYP

Carefully consider the questions you want to ask, and the methods needed to find the answer. The methods in Part 2 will help you to create a plan with CYP but select the most appropriate methods based on the setting and age group. Sessions with older young people should provide them with more autonomy and additional challenges. Activities should be fun and engaging, but no one should feel exhausted after a consultation!

1.6 Be flexible and adaptive

CYP will vary in terms of how they engage with the activities. It is important to notice how children are responding to the activities and adapt the activities accordingly. You can have more tools in your box to bring out as you see fit on the day.

It is also important to consider and respect that not all children may want to participate. Consider providing participants with options of activities - more playful methods offering creative outlets or sharing ideas anonymously through an idea box may encourage quieter children.

Part 2: The Sessions and Activities

Four steps to co-creating a child-friendly neighbourhood plan:

To engage children and young people meaningfully in co-creating a neighbourhood plan, we would recommend designing a set of four sessions shown in the adjacent figure. However, the ideas for each session can be used flexibly - for example, using some activities in a different order, or making the sessions more compressed, as we did in our more rapid use of the toolkit in an 'urban room' setting (see page 42).

Timing

Sessions are typically between one to two hours in length and can include multiple activities to keep children and young people engaged and immersed. Session times can be adapted to suit the group and setting.

You may need time between some of the sessions to allow you to analyse the information gathered from the children, to feed back to them in the next session. Again, this can be done flexibly.

Settings

The sessions can be conducted in a variety of settings: schools, other formal educational settings (colleges), or non-formal settings like children and youth clubs.

Children and young people might also come to different spaces to do the activities. We found using a community centre useful to bring

groups of children together from local schools, particularly when conducting 'fast-track' sessions in the 'urban room'.



SESSION 1

How is my neighbourhood
NOW?



SESSION 2

Let's Walk and Talk about
places in my neighbourhood



SESSION 3

How my FUTURE
neighbourhood could be
like?



SESSION 4

Identifying priorities

Session 1: How is my neighbourhood NOW?

Aims

- Introduce yourself, and the design/planning team and the aim of the project: to co-create a child-friendly neighbourhood plan.
- Develop an understanding of how children and young people assess the places and spaces where they live, what they like or don't like, and how their everyday places and spaces make them feel.

Outcomes

1. Participants produce a **map** or maps showing their **perceptions of their neighbourhood now**.
2. **Feelings** about places and times of participants lives are communicated.
3. A plan is produced for a **neighbourhood walk** in session 2.

Activities and Timing

Activity	Time (min)
Introduce the project	10
Fun Icebreaker	10
Choose From:	
1.1a Drawing imaginary maps of my neighbourhood NOW	25
1.1b Mapping: the places we like and feel safe	25
1.1c Mapping is fun with stickers	15
1.2 Feelings in places	20
1.3 The places we would like to show you	15
Conclude and next time	10
<i>Total Time</i>	1hr 30min

Key Points

- Clearly lay out the aims, and what children and young people can expect to achieve.
- Establish you are there to listen to young people as local experts.
- Icebreaker activities (e.g., simple name badges, or the jigsaw activity suggested below) will help you get to know the participants.
- To develop initial understandings of children's perceptions of their neighbourhood, select one or two short activities (e.g., from 1.1a, b, or c) depending on the age group and time available.
- This session develops a map with key places they like, dislike, or want to change.
- You can also plan a route that the CYP will walk with you in the next session.

Introducing the project and the session

The following is a text we used for our workshop in Grangetown. You can customise or modify it for your project and activities.

 **Welcome to the workshop.** We are Dr Matluba Khan, Dr Tom Smith and Dr Neil Harris from Cardiff University, we also have Shoruk Nekeb our community engagement assistant based at Grange Pavilion. We are going to be working on a project with you over the next few months so that you can help shape Grangetown as we come out of the pandemic.

Our project is trying to understand **how children and young people assess their neighbourhood spaces: What they like or don't like, the impact of the pandemic, and to plan improvements for the future.**

This is what we want to achieve through this process:

- To work closely with you over next four sessions and listen to what you have to say about playing, hanging out and spending time in your neighbourhood.
- For you to show us your local area and tell us your experience of what it is like to live here.
- To work with us on a plan about how you want the spaces and places in Grangetown to be changed/improved for you.
- And ultimately, for you to agree that the final set of strategies outline what you have shared with us.

This will enable us to better understand the spaces where you live and what you think about them.

We want to take your voices on board and develop strategies to improve the neighbourhood.

Today's session will last around 1:30-2:00 hours. During this time, we will work with **maps** to mark places you go to, hang out or do not like, and talk about what it's like to live in your neighbourhood. What you think of the buildings, streets and open space. We'll hear about how COVID may have impacted how you spend time or hang out in your neighbourhood.

The most important point we want to make today is this: **you are experts in your local area.** You know things about the area that we don't. You **experience** it in different ways to adults. And you might want different things for it in the **future.** This is about us **listening** to all of you so we can start to understand **what life is like for children and young people around here.** And that helps us **create a place for the future** that works for children and everyone.

The ultimate **goal** of the next four sessions is to develop a **children and young people's plan** for recovery of Grangetown by young people that we can take forward to share with local councillors and Cardiff Council. We will support you throughout the process of developing this plan.

Before we start mapping your local area, we will make our name badges and stick to our shirt, so that we all know who we are working together.

Fun Ice-breaking activity: Piecing my neighbourhood together: Jigsaw Puzzle

Icebreaker can be used as a fun way to set the tone of the workshop and acquaint children and young people with a map of their local area.

Age:
7-17 years old.

Number of participants:
2 groups of 5/6 children in each.

Time: 10 minutes.

What you will need:
Jigsaw created using the neighbourhood map, suggested size 250cm x 200cm.

Outputs:
Completed jigsaw or other format.

- A jigsaw puzzle is a fun way to engage children with the project and acquaint them with the map of their neighbourhood.
- You can design it any form or shape you like, you can ask them to work in a large group to piece the jigsaw together or divide them into groups and ask the groups to compete.
- For a competition, arrange a small reward for the group who wins the competition i.e. is the first to piece them together.
- These jigsaws can be made by online stationary shops using any map you provide. Obviously, this comes at a cost, but alternatively you could simply cut up smaller A3 maps into pieces and ask small groups to fit them together.



Children working out a Grangetown jigsaw in an urban room.

Activity 1.1a: Drawing an imaginary map of my neighbourhood NOW.

Following an icebreaker, the first activity starts to look at children's local area. The map drawing can be done individually or as a group. Children will first draw an imaginary map of their neighbourhood individually (or as a small group) with their home as the centre (**Part A**). Then have a 10-minute focus group discussion (**Part B**) to help develop an in-depth understanding of what they have drawn.

Age:
7-12 years old.

Number of participants:
20-30 children split into groups of 5/6 (either mapping individually or as a group - then group discussion).

Time: 25 minutes.

What you will need:
A4 paper/sketch pad, pencil, eraser, sharpener, colour pencils.

Outputs: Individual or group 'imaginary' maps of the neighbourhood.

Part A: Mapping Spaces (15min)

Instructions to children:

- We are going to draw an imaginary map of your neighbourhood (the area where you live and places you go nearby).
- We call it 'imaginary' because it does not have to be 'accurate' or 'correct' - it just has to show places you like, and how you get to them, and what you know about the area. It doesn't have to look like a real map! So don't worry about it being perfect!
- You can draw and label things however you like. Each of you will have your own map, at the end of the activity we will try and talk about the map with each other.

Consider the following in drawing an activity map of your neighbourhood:

- Your neighbourhood map will have your **home as the centre**. Start by drawing your home at the centre of the map.
- Now draw your **school** in the map and the **road** that leads you to the school. Draw or write how you **travel** to school.
- Now start thinking about the **other places** you go (e.g. your local park, playpark, front/back garden or yard, other outdoor spaces, shops, indoor spaces you like to go to). These could be places where you feel safe, and free to do what you want there. **Draw and label these on your map.**

Think about the places you have put on the map: What **activities** would you like to do there? **Who** would you engage the activities with? Think about how you **travel** to these places too.

- Next think about the places where it might be **safe** to play or hangout but there are some **rules** or **restrictions**. For example - a football pitch, or other places where there may be signs or other people telling what to do. Can you include some of these on the map? What restrictions are there?
- Now think about the places where you may want to play, but there are **lots of restrictions**. For example - road or a busy street. Also think about the places that you may **not like** or may be **fearful** to go.



Imaginary maps produced by children in Grangetown.

Part B: Focus Group Discussion (10min)

Now that we have all made our maps, let's **show** each other, **compare** and **talk** about our maps.

The **discussion** may be guided by the following questions:

- Where do you like to spend time, play or hang out in your neighbourhood?
- How do you travel to these places? Who do you travel with?
- Who do you play with? What kind of activities do you do?
- Why do you like these places? What is special about these places that you like? What things about these places make them attractive or good to go to?
- Why do you not like some of these places? What features stop you from visiting these places?

Activity 1.1b: Mapping: the places we like and feel safe.

This activity is recommended when working with young people of 12-17 years old as an alternative to 1.1a. You will work with a large, printed map of the neighbourhood and ask young people to mark places they like and feel safe. They will also mark places which have lots of restrictions. The end goal would be for young people to develop an appraisal of their local neighbourhood.

Age:
7-17 years old.

Number of participants:
20-30 children split into groups of 5/6.

Time: 25 minutes.

What you will need:
Printed maps, paper, markers of different colour, post it notes.

Outputs:
A map showing places where children feel more or less restrictions to use in the neighbourhood.

Part A: Traffic Light Sticker Mapping

Instructions to children:

We want you to now think about your **experience** in **specific places** and start to understand how you **feel** about them.

Part A. Mapping Spaces (15 minutes):

We want to know about the streets, paths, open spaces, parks and green areas. We can use a method called the 'Traffic Light System'. It allows you to colour a space based on how much **freedom** you have there.

Use stickers to mark green, amber and red space on the map:

○ **A green space** is a place where you feel safe and free to do what you want there. There are very few restrictions, however those may be in place for your safety.

○ **An amber space** is a place where it might be safe to play or hangout but there are some restrictions. For example - an open space where there are signs forbidding you to hangout or other people telling you what to do.

○ **A red space** is where there are lots of restrictions/obstacles. For example - a road: it is clearly not safe to hang out in the middle of it. Or where it is dangerous because of the environment, or the way people behave there.

Part B: Focus Group Discussion (10min) - *Follow the instructions on the previous page for this discussion.*



Making traffic light system sticker maps.

Activity 1.1c: Mapping is fun with stickers!

A final alternative mapping activity is to use stickers on a large map to show places participants like or dislike, or show places important to them. You can use stickers with icons, blank stickers to write or draw on, or any other stickers that might be meaningful to participants.

Age:
7-17 years old.

Number of participants:
A group of 5-6 children can approach the map at once.

Time: 15 minutes.

What you will need:
A large map stuck to wall, printed stickers with different features, blank stickers.

Outputs:
A map with lots of stickers showing children's homes, favourite places, features of the neighbourhood, and places that are not so likeable.

Instructions to children:

We are going to explore **how you use your neighbourhood**. We will also explore **how you feel** about places in the neighbourhood.

1. See if you can find the **street where you live** on the large map. Put a heart sticker where your home is.
2. Now think of all the other places you **like to go** - to play, see family and friends, hang out, go shopping. Write each place on a sticky note.
3. What is your **favourite place**? Find your favourite place on the map and put a 'thumbs up' sticker there. Tell us what you like about this place.
4. Think about how you **travel** to your favourite place. Do you walk or cycle? Do you travel by bus or car? Put the 'travel' stickers on the large map to show us how you get to places.
5. Now think of a place **you do not like** in your neighbourhood. Find it on the large map and put a 'thumbs down' sticker on this place. Tell us why you do not like this place.
6. Use the stickers to put on the large map **anything else that is important to you** - we have stickers for trees, plants, pets, playgrounds and other features (and blank stickers to make your own).



Sticker activities in an urban room.

Activity 1.2: Feelings in places

This activity looks at children's feelings in places and spaces of their local area. This can be carried out individually or in groups. Children can explore their feelings in different places through completing a worksheet with a body map, or post it notes and drawings. A short follow up discussion can help develop an in-depth understanding.

Age: 7-17 years old.

Number of participants:
Individual child can work their worksheets, a group of 5/6 can approach a large body map to stick their post-its or work around it.

Time: 20 minutes.

What you will need:
paper, markers of different colour, post it notes, flipchart, worksheet, a large body map.

Outputs
Small body maps or a large body map showing CYP's feeling in places.

Part A: How do we feel about places?

A1: Instructions to children (Group): (10min)

We will explore how you **feel** as you play and hang out in the neighbourhood. Think about:

- What are some places where you **visit frequently** on your own or with family and/or friends? This could be a local park, a garden, a balcony, your friend's house, a place for prayer, a street or any other place.
- Are there any **features** in those places that you use, for example a seating area or an outdoor gym or a cricket pitch?
- How do these places make you **feel**? You can draw and describe those places on a post it note and write about how you feel in that place. You can start with 'I feel....' Now stick your post-it note on the large paper laid out on your desk.

I feel

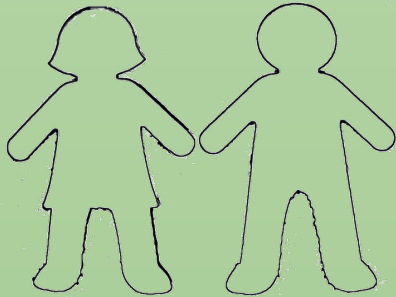


We explored how COVID-19 impacted young people's experience of play and hanging out in the neighbourhood.

A2: Instructions to children (Individual) (10 min):

We will discuss how you **feel** as you play and hang out in the neighbourhood.

Use the **worksheet** that has the shape of a body on it.



- **Around the outside of the body:** Write down places you visit frequently either on your own or with your family and/or friends. This could be a local park, a garden, a balcony, your friend's house, a place for prayer, a street or any other place.
- **Inside the body:** Write down how you feel in these places. Fill the inside of the body map with words, drawings or emoji stickers that show how you feel in those places.

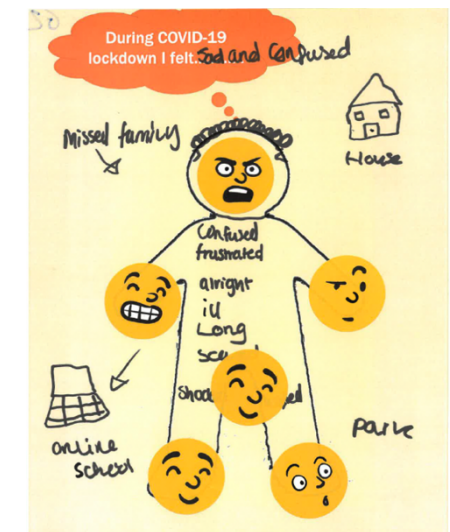


Part B: Focus Group Discussion (10 min)

In groups explore the following questions. Children and young people can come up with a **list of challenges/barriers** they have faced that make them feel the way they describe.

Questions to discuss:

1. Tell us why you may **feel** the way you have described in the body map. There may be challenges in regards your access to open spaces, parks, socialisation. Can you talk about some of those?
2. Has anything **impacted** how you spent time and with whom? Did it affect where you played and did hang out?



Activity 1.3: The places we would like to show you.

Through this activity you will ask children about the places where they would like to take you in the next session.

Age: 7-17 years old.

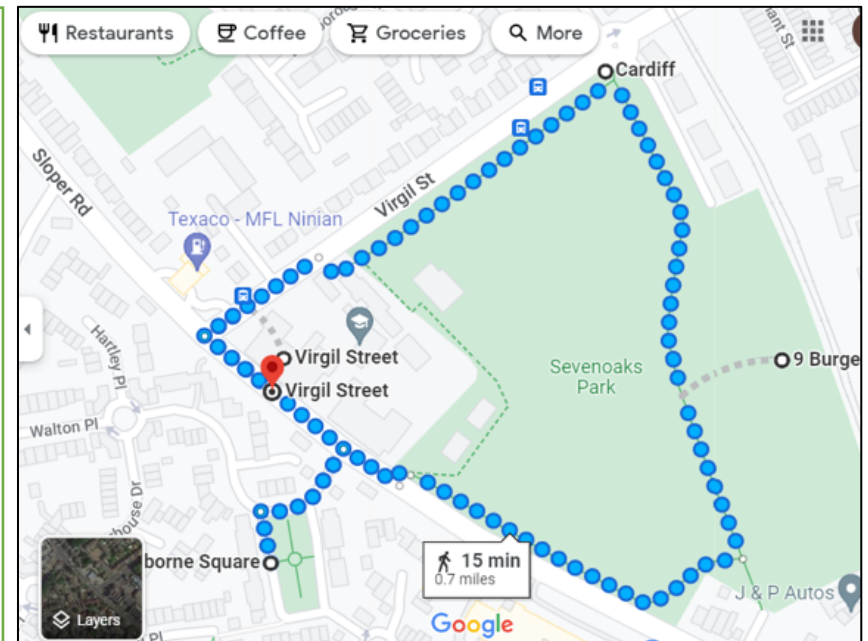
Number of participants: 25-30.

Time: 10 minutes.

What you will need: Sticky notes, marker, mobile device/tablets.

Outputs: A map with routes to explore in the next session.

- We will go on a neighbourhood walk in the next session: You can help decide where we go!
- For example, vote for places to go by putting dots on places on the map identified earlier.
- Or, with younger children, they can suggest names of places where they would like to take the adults, and vote on those most important.
- You can use Sli.do or mentimeter for voting activity with young people in a setting where they have access to mobile phone or tablet.
- Either during or after the activity, design a route for the next session. Online mapping (such as Google Maps) can estimate how long it takes to walk the route. Add more time to allow for stops and discussions.
- You can find more ideas on polling and voting in Spice It Up by Save the Children: <https://resourcecentre.savethechildren.net/document/activities-from-childrens-rights-spiceem-up/>



Example of walking route designed with primary school children for Session 2.

Summarising and briefing for the next session.

Clearly summarise what the children have created during the session, what has been learnt, and what the children will do next time.

Age: 3years old.

Number of participants: 25-30.

Time: 10 minutes.

What you will need:
Resources generated during the session - either for individuals or groups to present or gather whole class around generated maps.

Wrapping up:

The end of the session should bring together what children and young people learnt and communicated, and clearly signpost what will happen next time.

Ideas for wrapping up discussions:

- A. If working in **groups** - give each group a few minutes to present back on one of the activities to the class (e.g. map, body map, feelings about places).
- B. If working primarily as **individuals** - ask for individuals to talk about any of the following:
 - a. Places liked or disliked.
 - b. Freedom or restrictions in places.
 - c. Safe places.
 - d. Barriers and challenges to accessing places.
- C. If you have generated large maps (e.g. activities 1.1b or 1.1c) **gather around** these and ask participants to talk about the questions above using maps for prompts.

Next time:

Explain that in the next session, they will **walk around the neighbourhood** using the route/places chosen earlier. They will discuss and assess these places as they go.

After the session:

Outputs that are generated by the children can be used to help generate further outputs, worked-up by adult facilitators, to feed into Sessions 2, 3 and 4.

Adult facilitators might generate the following:

Maps: Using the children's work, a map might collate their ideas together. For example, you might generate:

- **Heat Map** - of places liked/disliked in the neighbourhood, using the traffic light system.
- **Icon Map** - showing homes, likes and dislikes, and other features of interest to the children.
- **Word Map or Cloud** - make a word diagram (various online tools are available - e.g. to make a 'Word Cloud') of children's feelings about places and spaces.

Walk routes:

Use the places suggested by the children to create a walking route, if it has not been possible during the class. This can be communicated to the children and responsible adults (e.g., teachers) prior to Session 2.

Session 2: Let's walk and talk about places in my neighbourhood

Aims

- Develop an understanding of children and young people's feelings and experiences in the places and spaces that have significance to them.
- Adult facilitators experience the places along with children and young people through walking in the neighbourhood - children can recall memories from and discuss places 'in-situ'.
- Children assess the quality of their neighbourhood spaces through observations.

Outcomes

1. Through **walking** part of their neighbourhood, CYP and facilitators will gain a better understanding of issues for CYP.
2. CYP **discuss**, produce **photos**, **notes**, and completed neighbourhood assessment **worksheets** from their **walk**.
3. Using these materials, CYPs will **reflect** on their experiences and their neighbourhood.
4. Younger children will produce **drawings**, whilst young people can make a '**manifesto**' for how to improve their neighbourhood.

Activities and Timing

Activity	Time (min)
Introduce the session	10
2.1 Walk and Talk	60
2.2 Best and worst from the walk	20
Wrapping up and next session	10
<i>Total Time</i>	1hr 40min

Key Points:

- Walking around locations, seeing and talking about them in-situ, is a powerful way to get a better understanding of them from the perspective of children.
- In this session you can understand and observe children's feelings and experiences as they lead you to the spaces that are important to them.
- Before the workshop, you will have identified a route working with children and young people. It might include 3-5 locations depending on distance and time available.
- Younger children can take photos and talk about places. Older children can be given a worksheet to complete at different locations during the walk to 'assess' the space using the traffic light system (Appendix 1).
- Cameras are needed to take pictures - young people may have their own smartphones or digital cameras, and schools may have tablets.
- You should complete any risk assessment or safeguarding assessment if required prior to the session.

Introducing the session

The introductory session can take place in the classroom or community centre and can be light touch. It's about introducing the session to children, making them aware of the route, and what is expected of them during the walk before you set off for work.

Practical advice on managing the walk:

- **Map and schedule:** It is good practice to share with CYP a map of the route and a schedule of the session.
- **Group sizes:** A larger group (e.g. school class) be divided into 3-4 groups of children. Each group should be accompanied by a responsible adult - check the ratios of the organisation (e.g. school, youth group) you are working with.
- **Be flexible:** Be flexible about locations and have alternative route plans. You may also find new locations en-route where CYP may like to stop and observe. Consider altering the route should the weather turns bad, or you run out of time for any unforeseen reason.

The following is a text we used for our workshop with young people (12-17) in Grangetown. You can customise/modify it for your project and activities:

“ We want to understand more about the **places that are significant to you: where you play, hang out with friends, or visit with family**, that we discussed last time. Some places that you wanted to take us are (xxx xxx) But we might also think about other places we see along the way (streets, shops, etc.)

To do this, we are going to go outside to observe them. Look at the **worksheets** now and we'll run through what you need to do.

We want you to think about **three** things when you are outside:

- **Things:** What sort of things are there in the space? Are there any benches, bins, fences? What can you see?
- **Activities:** What sort of activities can you do here to connect with nature and community?
- **Movement:** How can you move around, on foot, by bike, on a scooter or a wheelchair?

We are going to **analyse each of these spaces using the traffic light system**, which we used at the last session with the maps. Let's go back over **what these colours represent** (see page 14). Look at the **worksheets** (see appendix 1). We will use a new sheet for each new space we get to

Some things to remember:

- **Red spaces** aren't always bad, and it doesn't necessarily mean danger. They might be areas that you can't physically get to, but might also be where you feel uncomfortable or just wouldn't hang out or spend time.
- What is the space like for people of **your age**?
- For some you might have to 'imagine' how other groups would feel (e.g. boys; girls; disabled children and young people).
- Think about what these spaces are like in the day or after dark.

Write 'why' when you do the scores - e.g. what makes somewhere 'welcoming' - what makes it have things to do?

Each group will have **cameras/tablets** to share to take photos (and videos if you want - either narrated or silent).

- Take **pictures** of places/elements/objects that have some **significance to you**.
- We will **discuss** about these after returning to the school.

At the end of the walk, we will come back here and if we have time, discuss what you have found. We'll follow up on this again in the third workshop.

Activity 2.1: Walk and Talk: The places we would like to show you

Children and young people walk their pre-planned route to observe specific places and the neighbourhood. Encourage them to talk about what they see and think about how they might change their neighbourhood for the better.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 6-7 children.

Time: 15 minutes in each site. Allow at least 1 - 1.5 hours.

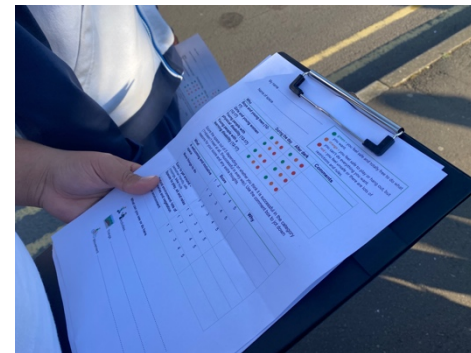
What you will need:
Cameras, the route of the walk, clipboard with worksheets, pencils.

Outputs:
Completed worksheets for each space and/or notes; Photos and videos from the walk.

- Each group will set off with the facilitator, following the route set out, or using their own initiative depending on the age.
- At each location, ask children to share the **camera** to take **photos** and **videos** of the elements/objects/features important to them - that they like, do not like, or would like to change. Discuss the photos taken and why they have focused on particular things.
- If using **worksheets**: Fill in the worksheet at each space, applying a traffic light colour. Discuss their answers: about the spaces and what they feel about them, talk about safety, other people that use the space, what things they like and dislike.
- **Questions** that you may ask along the way are:
 - a) Can you tell me **what** you were taking a photo of?
 - b) What is it about the place that you **like**?
 - c) Is there anything that you **do not like** about this place?
 - d) Is there **anything else** you would like to have here?
 - e) How would you **imagine** these places to be **changed** or **modified** to make safer or better for people your age?



A child taking photos during a walk in their neighbourhood.



A young person working on their worksheet during the walk.

Activity 2.2: Best and worst from the walk

On return from the walk, create space for children to reflect on their walk. Go through the photos, identifying places they like and dislike, and discussing the reasons for this. This exercise may be undertaken by the facilitators with their respective groups who they accompanied during work.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups
of 6-7 children.

Time: 20 minutes

What you will need:
Camera, pencil,
paper, colour.

Outputs:
Photographs taken
by children,
completed
worksheets,
drawings.

- Ask the children (perhaps one from each group) to summarise the experience on the walk. What were the main things they learnt from it?

There are a range of ways to prompt further discussion on the outputs from the walk. **Choose from:**

1. **Photos and Videos:** Look through these for each place. Identify those you like the most, and the least. Discuss in the group why you feel this way about the photos chosen. Suggest what you might change in the places you visited.
2. **Worksheets:** Look back through your worksheets for each place. Which one did you rank the best, and which the worst. Discuss why this was. Identify the places that need the most improvement and why.
3. **Place-by-place:** Think about each location visited in turn. You could use print-outs of the photos, and/or drawings, to make a collage of each location. Discuss what you found out from each place, and how you might change them for the better.
4. **Manifesto:** Create a 'manifesto' for one of the places you visited (each group could choose a different place). What are your aims for the place? What needs to change there? How would that change happen?



Photos taken by children during a walk in Grangetown.

Summarising and briefing for the next session

Encourage children and young people to feed back their findings from activity 2.2 and set up for the next session.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of
6-7 children.

Time: 10 minutes.

What you will need:
Flipchart, marker.

Wrapping up:

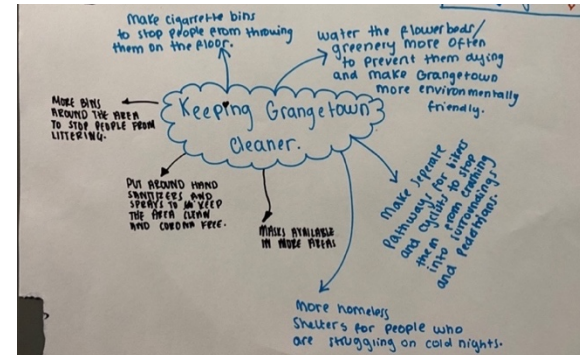
The end of the session should bring together what children and young people learnt and communicated, and clearly signpost what will happen next time.

Ideas for wrapping up discussions:

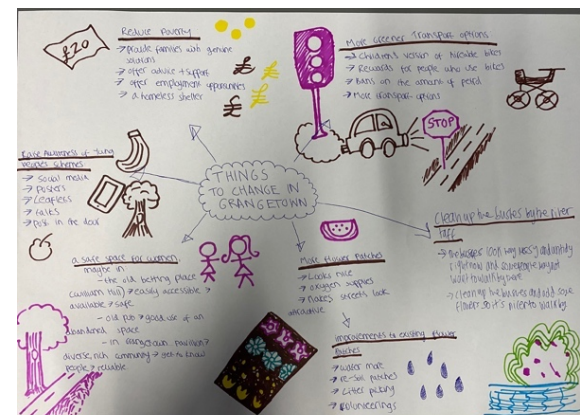
- A representative from group feeds back to the class about their photos, videos and worksheets - e.g. choose one or two photos to present to the class.
- Feedback place-by-place - each group taking a place or going through each place with every group.
- Each group presents their 'manifesto' to the class.
- Reflect on the activity: How did they find the activity of assessing places? E.g. were the worksheets useful?

Next time:

Explain that in the next session, we will begin designing their own **future neighbourhood**, thinking about the neighbourhood as a whole, and specific places or things you would like to re-design.



Manifesto to keep Grangetown cleaner produced by a young woman in one of the workshops.



A manifesto for change in Grangetown.

Session 3: How my FUTURE neighbourhood could be like?

Aims

- Gain an insight into children and young people’s vision for their neighbourhood, and specific places within it.
- Understand what they aspire to change, what new ideas they would like to implement, and what their rationales are for these desires and preferences.
- Provide CYP with opportunities to creatively express their ideas for a better neighbourhood.

Outcomes

1. CYP will formulate a **neighbourhood plan** showing strategies and ideas for their future neighbourhood, based on the neighbourhood quality assessments in sessions 1 and 2.
2. They will **design** or **re-design specific places** within their neighbourhood that they would like to see or be modified. They will produce drawings and models of these places.
3. CYP and adult facilitators will **understand** practical ways that the neighbourhood can be improved for children.

Activities and Timing

Activity	Time (min)
Introduce the session	10
3.1 Co-design: overview planning	40
3.2 Co-design of specific place	30
Sharing designs and wrapping up	10
<i>Total Time</i>	1hr 30min

Key Points:

- This **co-design** session allows children to develop a child- and youth-friendly neighbourhood plan.
- Introducing the session is a good point to **remind** participants of the ultimate **aim** of this work: for them to **co-design a future neighbourhood**, drawing on their own evidence from the previous sessions.
- Consider using a visual **presentation** to summarise the findings of the last two sessions to the participants. The session should be **fun** and **creative**, including mapping with stickers, drawing new plans, and making models of re-designed or new spaces in the neighbourhood.
- **Encourage creativity:** Ask participants to think of innovative solutions, to not be weighed down by some practical concerns (e.g. budget, what they imagine would or would not be allowed by adults, etc.)
- Gather a good **range of materials** for the children to use - for drawing, colouring, and model making.

Introducing the session, and feedback from workshops 1 and 2

This session can take place in a classroom or community centre and can be 'light touch' - i.e. adults act as facilitators for children's creativity. As before, welcome the children, reintroducing the facilitators, remind them the aims of what you are doing and outline the session activities, and what is expected of them.

Practical advice on running the session:

- **Summary of sessions 1 and 2:** It might help to share with them what you have found so far in the past two sessions, for example, using a visual presentation with their own pictures and drawings.
- **Group sizes:** As with previous sessions, this session works well if a larger group (e.g. a school class) are divided into smaller groups to work together - for example, on neighbourhood maps or on models.
- **Creativity and preparation:** Allow plenty of time for the children to work on the neighbourhood map and produce models or drawings. Models take longer to produce than drawings. The times suggested on the previous page are only a guide - for example, if making models allow more time.

The following is text we used for our session in Grangetown. You can customise or modify it for your project and activities:

“ Welcome back! Today we will be developing your ideas to improve the neighbourhood and the places within it. We will be working on large maps of the neighbourhood, and either making models or drawing to show how you want places to be in the future.

Remember the **aims** of this project are:

- To create a child- and youth- friendly plan for the neighbourhood.
- Inform future improvements in the neighbourhood.

So far, we focused on what you **think** of the neighbourhood and different ways to understand that. In today's session we will move on to consider how you want to **change** parts of the neighbourhood. We started with these two questions for workshops 1 and 2:

- What do you **think** of the neighbourhood?
- How do you **assess places**? e.g., what makes them good or bad for children and young people when we go to them on the ground.

We will **present** what you have found from workshops 1 and 2:

- **Workshop 1:** Maps - what you like and don't like in your neighbourhood and how you felt about particular areas.
- **Workshop 2:** Walk and Talk - how did you assess the places from your own perspective as you led us to different places in your neighbourhood? What might this mean for other spaces in the neighbourhood.

Activity 3.1: Co-design of the future community: overview planning

This activity will help children and young people to start thinking about what can be done to improve the existing condition of their neighbourhood. Using large-scale maps of the area, they will work towards their overview plan by drawing on tracing papers, using sticky notes and stickers to mark where they want to see things changed or improved.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 5-6 children.

Time: 30 minutes.

What you will need:
Sticky notes, large scale maps, marker, stickers, pen, pencil

Outputs:
Map of parts of neighbourhood, annotated with children's ideas, and/or tracing paper maps of changes to the area.

Preparation:

This session requires a little more preparation and set-up in the room than previous ones - here are some recommendations:

- Prepare with large maps out on tables, with sticky notes, markers, stickers etc.
- The neighbourhood can be divided into a number of district areas (e.g. 3 to 4) depending on the number of groups you will be working with.
- Enlarged maps of these areas in A0/A1 size should be printed beforehand.
- Break the whole class into groups to work around the maps.
- Encourage children to be creative and think outside the box - e.g. move roads, make some spaces bigger or smaller, etc.
- Use a range of materials - e.g. sticky notes, tracings, stickers to represent new 'features'.

Instructions to children:

Tracing paper:

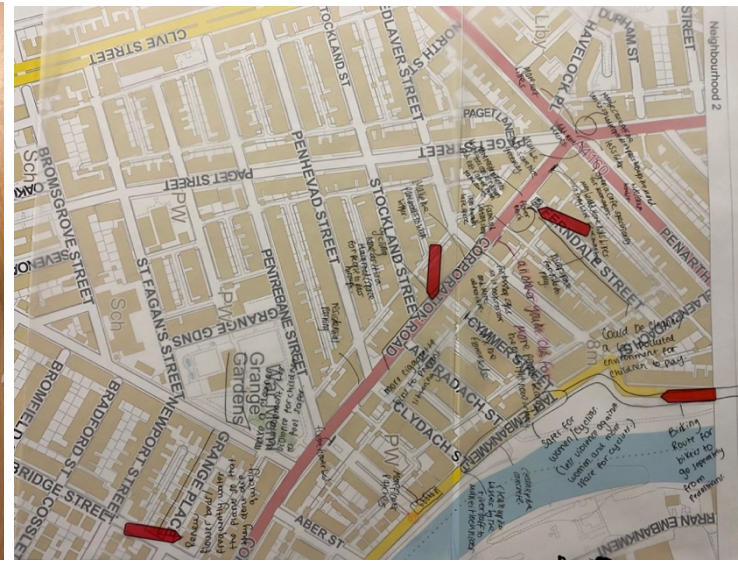
- Select an area of the map and use tracing paper to trace a series of streets and main features.
- Now include new features that you would like to see - e.g., park spaces, greenery, buildings, safer streets.
- You can be creative, it could be artistic (walls to graffiti on, sculpture spaces, outside hanging-out or play spaces).

Annotating neighbourhood maps:

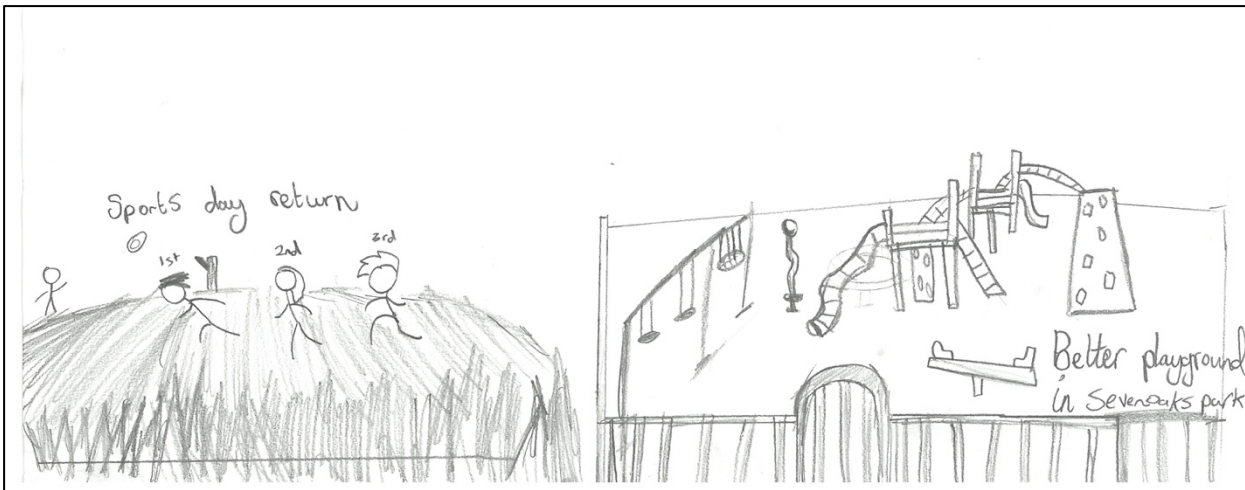
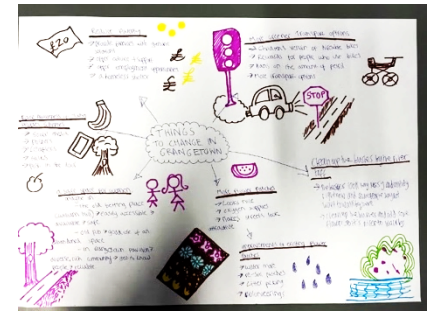
- Use post-it notes to annotate where you want changes to be - e.g., safer streets, more green space, play equipment.
- Use pre-made stickers with icons (appendix 2) to mark on things as you would like to see in the neighbourhood.

Consider the following:

- **Green and blue spaces:** Trees, wildlife, water - where could these be improved, or where could new greenspaces be created?
- **Travel and transport:** How travelling around be improved?
- **Activities:** What new activities and facilities would you like to see and where could they be? E.g., sports, play and park equipment, socialising, or anything else!
- **Things/objects:** What features do you want to see more of - e.g., seating, lighting, road crossings, shops, play equipment?



Examples of maps, drawings and models.



Activity 3.2: Co-design of the future neighbourhood (design of specific places)

This activity will help children and young people to design or re-design one specific space or feature in the neighbourhood. They can start drafting individually by drawing. Afterwards, they work in groups to make a model of that place.

Age: 7-17 years old.

Number of participants:

25-30, 3-4 groups of 5-6 children.

Time: 30 minutes.

What you will need:

Base map/model of the neighbourhood, A3 paper, drawing materials, model making materials: (scissors, paper, glue, cardboard, markers, modelling clay, model making objects in scale e.g. people, cars, animals and plants).

Outputs

Drawings and models of neighbourhood and place-specific plans.

Instructions to children

Imagine what you would like the specific changes you identified on the big maps to 'look like'- you can think of your school grounds, or the street in front of your school or another part of your neighbourhood- a park or field. You can draw first, then make a model.

Part A: Individual drawing

Design a specific feature or thing that you would like to see in a place in your neighbourhood:

- Using the A3 drawing paper, pens, pencils and crayons design a specific part of your local area.
- If you would like to see your own street re-designed, draw your house and street how you would like to see it. What features would it have ideally for you?
- If you would like to redesign your local park, think of the paper as the park ground and draw the features that you would like to see there.
- You can be creative, artistic, and challenging with your design.

Consider:

1. What can make the neighbourhood more friendly for young people your age?
2. What could we design to make the streets safer and playful?
3. What could you design to have more nature in your neighbourhood?
4. What can make the site more beautiful or attractive?

Part B: Group model-making

- In groups design a specific part of the area (e.g., outdoor facility, sports pitches, library, hanging-out spaces, social clubs, play area, re-design of a street, garden).
- Use all the model making materials provided.
- You can use the already made figures within your craft box, or you can also make your own using modelling clay.
- Decide who in your group should make which feature, and how they connect together.

Sharing designs, summarising, and briefing for the next session

Encourage children and young people to share their designs with the larger group, and to develop a narrative about how they made their design, and what it represents.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups
of 5-6 children.

Time: 10 minutes.

What you will need:
Flipchart, marker.

Sharing designs:

CYP can share their designs with the group. Knowing they will present the class can help encourage groups to prepare and finish in time, and develop a narrative or rationale for what they want to see in their neighbourhood.

Wrapping up:

You can wrap up the session by asking these questions:

1. How did you find the task of planning and designing spaces?
2. Is this useful? What could you do differently?

Next time:

In the next session:

- CYP will have an opportunity to look through all of their suggestions and comment on whether they have missed anything
- CYP will prioritise what they want doing now, in a few years and further to the future.

After the session:

The outputs generated by children in sessions 1-3 can be analysed and brought together to present to them in the final session. Here are some ideas for how to analyse and present that data.

Thematic analysis:

Use the drawings, models, photos, notes, worksheets, and audio or video recordings from sessions (with permission). Analyse this content, drawing together their ideas into themes. Ask **why** as well as **what** children and young people want. Themes could include:

- **Activities:** what activities do they want to engage in?
- **Features/objects/equipment:** What physical features are needed to foster these activities?
- **Layout and Spatial planning:** Is a change in layout required to facilitate the activities or installation of objects/features?

Themes and Icons:

It can help to group CYP's practical ideas for interventions into thematic areas, giving each one an icon, or colour-coding different themes. In our research we made four themes: **Safe and Clean** Grangetown; **Playful** Grangetown; **Green** Grangetown; Grangetown **for All**.

Making Maps and Card:

We used these themes to make icon-based maps, and sorting cards, for the children to respond to in the final session. Examples are on the next page.

A Safe and Clean Grangetown

- Safe streets
- Clean streets, footpath & neighbourhood
- Safe neighbourhood

A Playful Grangetown

- Playlanes for young kids
- Clubs, cafés, and activities for teens
- Play opportunities for girls & young women
- Play equipment for bigger kids

A Grangetown to grow up in

A Green Grangetown

- Green and active travel
- More green spaces
- Improving existing parks and playgrounds
- More vegetation, biodiversity

A Grangetown for All

- Designing for disability
- Safe space for women
- Mental health centre
- Housing & employment
- Activities and workshops for elderly people

Our FUTURE Grangetown

2 A Playful Grangetown

We made a map of all of our ideas for making a Playful Grangetown and where we want these ideas to happen.

Our map shows where we want:

- More challenging play equipment for older children
- More pitches for sports like football, cricket, and basketball
- More sports pitches where young women and girls can play
- Lanes or roads that are safe to play in

- A graffiti wall where we can do art
- Better surfaces for skating and skateboarding
- A skate park
- More clubs, cafes, and activities for young people

A Playful Grangetown

- Basketball hoops
- Football pitch
- Cricket pitch
- Swimming pool
- Play and play for older and younger children
- Challenging play equipment
- Clubs, cafes and activities for young people
- Skate park
- Playlanes for kids
- A safe for young people to play in
- Clubs
- Swimming centre
- Water feature

12 A Grangetown to grow up in | A children and young people's plan for Grangetown, Cardiff

Example of themes, icons and thematic icon-based map.

Session 4: Identifying priorities and thinking about timescales

Aims

- Reflect on the ideas produced so far and check if there is anything that has not been captured from earlier sessions.
- Categorise ideas and actions into what could be achieved in the short-, medium- and longer-term.
- Organise the short-, medium- and longer-term ideas and actions in order of priority.
- Identify how the highest priority ideas and actions could be implemented.

Outcomes

1. A set of **prioritised actions** and ideas that can be delivered over the short-, medium- and longer-term.
2. A **written and/or illustrated proposal** for one or more of the prioritised actions or ideas.

Activities and Timing

Activity	Time (min)
Introduce the session	10
4.1 Have we missed anything?	15
4.2 Timescales: what can be achieved in the short-, medium- and longer-term	15
4.3 Identifying the most important ideas and actions	15
4.4 Detailing one or more ideas	20
Feedback, final decisions and wrapping up	15
<i>Total Time</i>	<i>1hr 30min</i>

Key Points:


- This session is about **prioritising** areas for intervention, and for participants to understand some of the **practical implications** of their ideas (in terms of timescale).
- The session works just as well using their **own created materials** (sessions 1-3), or those **produced** through the analysis of adult facilitators (e.g. icon-based maps).
- However, it is helpful to **pre-prepare sorting cards** with all of their ideas represented on them, and blank cards for new ideas.
- Start the session focusing on **reflection**: What has stood out as most important? Is there anything we have missed (as participants or facilitators)?
- Through prioritising, ask them to consider timescales, likely costs, and other practical things - such as who organise it? Who would do the work?
- Demonstrate at the end how participants choices and interventions will be **represented** to adult authorities (e.g. city or county councils, local action groups, etc.)

Introducing the session

The introductory session can take place in the classroom or community centre and can be light touch. It's about restating the project aims to children, recalling what they have already achieved and sharing the aim of this session.

Practical advice on running the session:

- **Presentation of the findings from previous sessions:** It is good practice to present to CYP a synopsis of what has already happened in the project either through power point presentation or posters.
- **Maps and Sorting cards:** A map based on analysis of CYP's ideas can be prepared using icons along with some blank stickers for new ideas. It is helpful to pre-prepare sorting cards with all of their ideas represented on them, and blank cards for new ideas.
- **Group sizes:** A larger group (e.g. school class) be divided into 3-4 groups of children. The smaller groups can work together on sorting cards and detail design.

 Welcome back! Today is the fourth and the final workshop of our project where we will work on prioritisation of the ideas you have shared so far. You may remember us, we are Dr Matluba Khan, Dr Neil Harris and Dr Tom Smith from Cardiff University and Ms Shoruk Nekeb from

Grange Pavilion. Before we start on today's activities, we will make our name badges and stick to our shirt, to remind each other who we are.

Remember the **aims** of this project are:

- To create a child- and youth- friendly plan for the neighbourhood.
- Inform future improvements in the neighbourhood.

This final workshop is about:

- Checking if we have 'missed' any of your ideas from the earlier workshops.
- Prioritising the ideas and actions for improving your neighbourhood that you think are most important.
- Working out which ideas could happen soon, and which ideas may take more time.
- Thinking about how you can present your ideas to people who can help make things happen (for example, your local council).

We are asking you in this final workshop to do what city planners do - which is to identify what people think is **most important** to them about where they live, the **changes** they want to see in their neighbourhood, and **when** these changes could happen. We will also think about who can help to deliver change in your neighbourhood.

Activity 4.1: Have we missed anything?

This activity enables children and young people to recall the outputs of the earlier workshops, reflect on what they have already shared and suggest anything that may have been missed.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 5-6 children.

Time: 15 minutes.

What you will need:
Laptop, power point presentation or posters, printed large maps, printed stickers, blank stickers, pens.

Outputs
Maps of neighbourhood with new/missing ideas.

Preparation:

- Prepare the room with large maps set out on tables along with sorting cards, sticky notes, markers, stickers etc. for marking-up the maps.
- Break the whole class into groups to work around the maps.

Presentation of findings:

Present the findings of the previous workshops using presentation slides or other media. You can use a printed map on a table or pinned to a wall as a useful additional way of presenting the ideas - see below for an example. It is important to emphasise that the ideas are based on the participants' contributions in earlier sessions.

Group discussion:

Ask CYO to find out if any ideas are missing and encourage them to be open and creative about what they can add to their list of ideas.

Instructions to children

Thank you for sharing your ideas for improving your neighbourhood. They are all fantastic. We have tried to include them all in the map using icons. Each icon represents an idea you shared: they are all in the map keys. What we want to find out from you now:

- Are any of your earlier ideas missing?
- Is there anything else that you think worth including?

Now, check in your small groups to see if we have missed anything that you have shared with us. Check if your ideas are on our long list of ideas or are shown on the map. You may also now have new ideas that you would like to add to the map. You can use the printed stickers to mark where we may have missed anything. Use a blank sticker and write on it if you have a new idea. What can make the site more beautiful or attractive?



Children and young people working on a draft neighbourhood map of Grangetown.

Activity 4.2: Timescales: what can be achieved in the short-, medium- and long-term?

This activity enables children to identify if ideas can be achieved in the short, medium or longer-term.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 5-6 children.

Time: 15 minutes.

What you will need:
Colour coded (by theme) sorting cards, blank cards for additional ideas.

Outputs:
Colour-themed cards organised into three timescales.

Instructions to children

We have taken your ideas and made a card for each idea. We have organised the ideas into themes - and each theme has a different colour.

1. Work in your groups to **sort the cards** into their colour-coded themes. Look carefully at the cards - and use a blank card to write down any **new ideas** you had or if any ideas are missing from the cards.
2. Take each card and discuss together how long you think it would take to make that idea happen. Is it something that you think can be done quickly or soon? Do you think it would take a long time to make some of these ideas happen? We want you to organise the ideas into three sections:
 - **Short term:** Ideas that you think could happen in **the next year**.
 - **Medium term:** Ideas that you think may take a bit longer and around **2-3 years** to happen.
 - **Long term:** Ideas that may take a long time to make happen and may take more than **3-4 years**.
3. In each category, try to **rank** the ideas from most important to least important. Start with the short-term group.



Card sorting in one of the workshops in Grangetown.



Voting used to find out the two most important ideas in Llanelli.

Activity 4.3: Identifying the most important ideas and actions

CYP will identify priority ideas and actions for the short, medium and long term.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 5-6 children.

Time: 15 minutes.

What you will need:
Colour coded (by theme) sorting cards, sticky dots for voting.

Outputs:
List of prioritised actions for short-term implementation.

Instructions to children:

Group activity: Priority ideas for short, medium and long term (10 min)

- You now have all ideas organised into the short-, medium- and longer-term. We are next going to work through these in groups to identify which ideas are **most important**.
- Start with the ideas and actions you have put into the short-term group and that you decided could be made to happen in the next year. You need as group to identify **two short-term ideas** and actions that you think are the most important and would really like to see happen.
- You may have views that are different to other people in your group. Try and **explain** why you think an idea is most important. **Listen** carefully to other people in your group - and reach a decision as a group. Make sure you can explain why these two ideas are the most important ones for your group.
- You can use a **vote** to decide if your group cannot agree the two most important ideas. You can use sticky dots to vote for the two most important ideas to you.
- Now repeat the activity for the medium-term and longer-term actions if you have time.

Feedback to the class/big group (10 min)

- Each group takes it in turns to give **feedback** to everyone in the workshop.
- Each group should explain their two 'priority' choices for the short-term - and for the medium- and longer-term if time is available.
- If time allows, visit each table with the whole class or all participants to see how each group has sorted the cards. Ask the group to explain their **sorting** and **ranking** - particularly what was most important in the short, medium and long term.

Activity 4.4: Detailing one or more ideas

CYP will develop a short-term priority action in further detail in this activity.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 5-6 children.

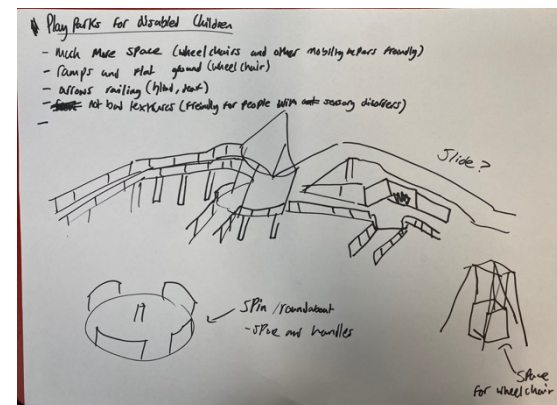
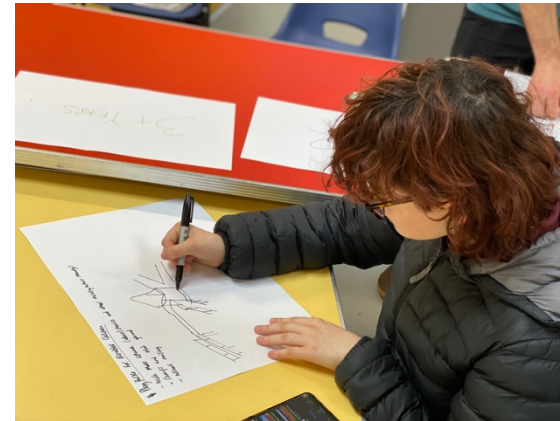
Time: 20 minutes.

What you will need:
A3 paper, drawing materials, model making materials: (scissors, paper, glue, cardboard, markers, modelling clay, model making objects in scale e.g. people, cars, animals and plants).

Outputs
Drawings and/or sketch outlines of 1-2 short-term and priority ideas or actions.

Instructions to children

- For one or both of your choices, begin to sketch out what it might look like, or how it might work. Use the large A3 paper, pencils and pens provided.
- You could **draw** how the selected idea or action could look - or you can **write down** a description of the idea or action.
- Try and provide an **explanation** for others of how the selected idea would work or make a difference to children and young people.
- If your selected idea is something that needs to be built or made, try and think about what kind of **equipment, features, materials** you may need to build or make it.
- You can be **creative**, artistic, and challenging with your detail design.



A child developed a detailed design of their priority idea - an inclusive play equipment.

Feedback, final decisions and wrapping up

The end of the session should bring together what children and young people have communicated and reach a final, collective decision on a short-term priority action and explore how to make it happen.

Age: 7-17 years old.

Number of participants:
25-30, 3-4 groups of 6-7 children.

Time: 10 minutes.

What you will need:
Flipchart, marker, Colour coded (by theme) sorting cards, sticky dots for voting.

Outputs:
A final decision on a short-term priority action.

Instructions to children:

Decision on a short-term action:

- You have in groups decided on a **short-term priority** idea or action - this is something you think is important and you want to see happen soon. How can we decide together - across all groups - what is the most important idea or action?

We can try two different ways of doing this!

1. We could discuss all the individual groups' choices and see if we can reach agreement.
2. We could also do it differently and each vote for our favourite on the shortlist using sticky dots.

Dear Councillor:

Now that you have agreed on an action write a letter to your local councillor to help you achieve this. You can include what actions have you decided and why it is important. You can also add your detail design for the idea.

Wrapping up:

The end of the session should bring together what children and young people learnt and communicated, and clearly signpost what will happen to what CYP have shared so far.

Ideas for wrapping up discussions:

- What about all the other ideas? What should happen to these?
- Who should be responsible for developing the ideas and actions - both the most important ones and the others?
- What happens if limited resources mean we cannot make our chosen ideas happen? Is there something else we could do (for example, work on a different idea, or a more limited version of the original idea)?
- Who should we talk to or work with to try and make our ideas happen? Who can help us?
- When should we expect changes to happen and what could we do if nothing changes?

What is next?

Clearly explain what will happen to the children and young people's plan for their neighbourhood. You should have managed the expectations from the very first session. Be honest about where the plan can lead and how you will feed them back.

How we developed and used these tools: An example

We developed the **tools**, or **methods**, incorporated within this toolkit based on our experiences of engaging children and young people (aged 8-18) in participatory design and research over the past decade, and through review of existing tools used with children and young people.

We applied the methods in a series of **co-creation workshops** with children and young people in different settings in **Grangetown** - an ethnically diverse community in inner **Cardiff** - and improved them with feedback from the participants.

The workshops were conducted as part of a project supported by Cardiff University's Innovation for All Scheme (funded through the Higher Education Funding Council Wales) match funded by the Child Friendly Cardiff team of Cardiff Council. The project was conducted in collaboration with Cardiff University's Community Gateway, Grange Pavilion and Grange Pavilion Youth Forum.

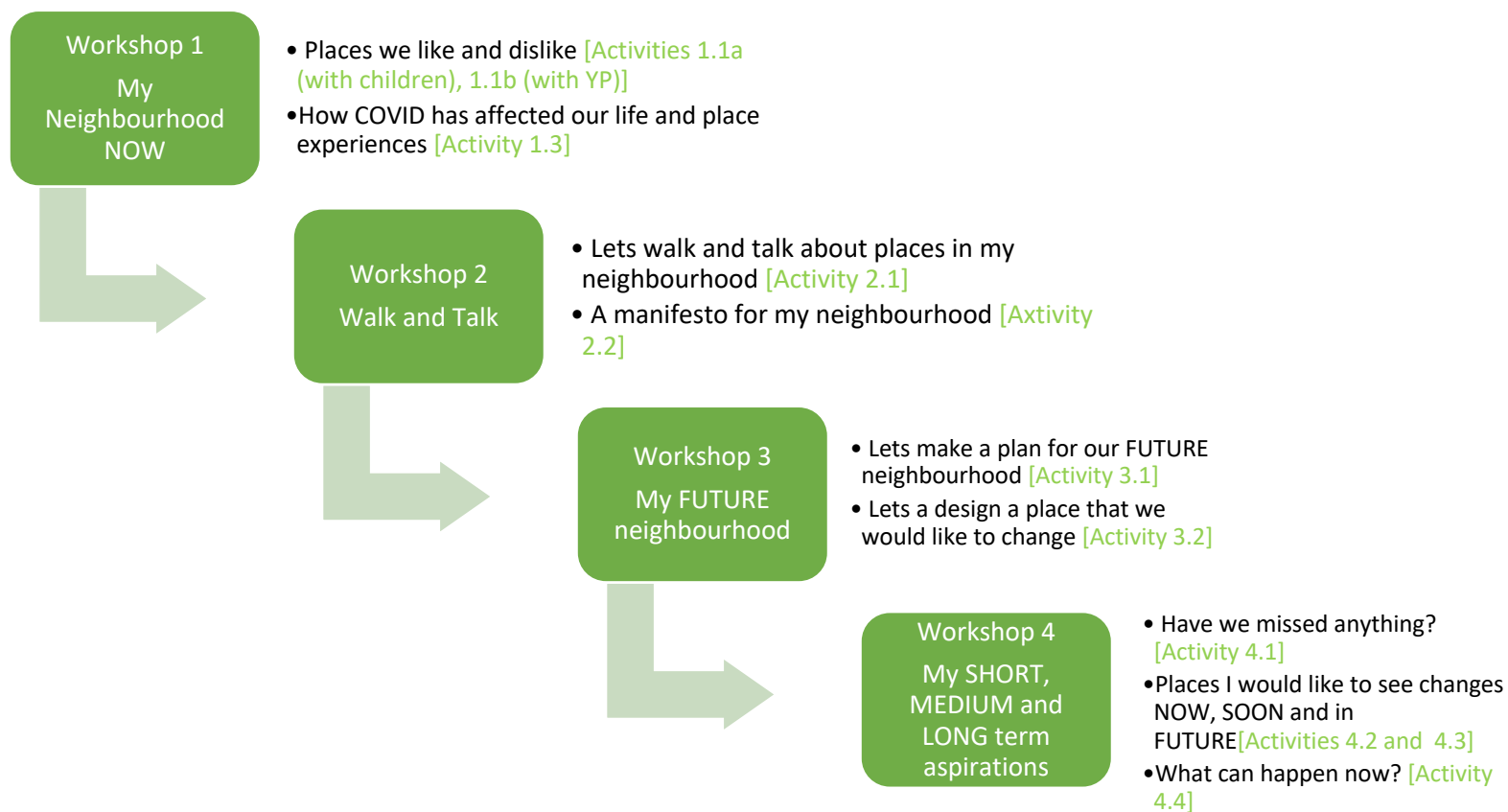
¹ 'Urban Room' refers to a dedicated space and time in an inner urban setting where schools/organisations are invited to participate in, or organise their own, engagement activities with the local community. Our activities were part of 'Young Voices' and three schools were invited to take part.

For this project, we engaged over 150 children and young people between the ages of 8 and 18 across Grangetown between March and November 2022. We conducted:

- 1) A series of **four workshops** in three settings - a primary school, a secondary school and an informal youth forum setting (in evenings and weekends).
- 2) A **fast-track format**, or an '**urban room**'¹, where we ran three activities (resembling the first three workshops of 1 above) with children and young people from two primary schools and a secondary school.
- 3) A separate **workshop** (resembling the last workshop of the series) with schools participating in the urban room.
- 4) **Informal drop-in sessions** for children and parents in stalls as part of events and activities in the Grange Pavilion, a community space in Grangetown, Cardiff.



The activities outlined in this toolkit have been designed for delivery as consecutive sessions within schools or with other organisations working with children and young people. These sessions work well if spaced apart to allow for ideas and materials to be analysed and explored between sessions. The following is an example of how can curate the activities in a series of sessions.



The topics covered in the four workshops with children and young people in different settings.

Fast track engagement in Urban Rooms

An 'urban room' - a term coined by the Farrell Review of architecture and the built environment - is a space where people can come together and engage in envisioning a future for their local area or city. Children and young people can come together in an urban room which can be permanent or temporary to express their opinions and share their visions for the local area.

Aims

- Rapid and fast-track engagement with children and young people when time and resource constraints may not allow consecutive and spaced delivery of sessions
- Useful insight through shorter and more intensive sessions adapted from the activities in the toolkit.

Outcomes

1. CYP produce a **map** or maps showing their **perceptions of their neighbourhood now**.
2. **Feelings** about places and times of children and young people's lives are communicated.
3. CYP will formulate a **neighbourhood plan** showing strategies and ideas for their future neighbourhood, based on the neighbourhood quality assessments in sessions 1 and 2.
4. They will **design** or **re-design specific places** within their neighbourhood that they would like to see, or be modified. They will produce drawings and models of these places.
5. A **written and/or illustrated proposal** for one or more of the prioritised actions or ideas.

Activities and Timing

Activity	Time (min)
Introduce the session	10
1. Warming up with a place-based jigsaw	15
2. My neighbourhood NOW	15
3. How I feel in places	15
4. My FUTURE neighbourhood	20
Summarising and wrapping up	15
<i>Total Time</i>	1hr 30 min

1. **Warming up with a place-based jigsaw** - This activity can help participants understand the local area in spatial terms and identify key features of the local area. It can work well with small groups competing against the clock to complete the task in the shortest amount of time. See the detail of activities and materials in [Session 1, Fun Ice Breaking Activities](#).

2. **My neighbourhood NOW** - A focused exploration of children and young people's assessment of their neighbourhood using a 'traffic light' system or stickers - see the activities and materials in Session 1 [Activity 1.1b](#) and [Activity 1.1c](#).

3. **How I feel in places** - mapping activities and exploration of how CYP feel in different places within their neighbourhood - see the activities and materials in Session 1 [Activity 1.2](#)

4. **My FUTURE neighbourhood** - the generation of ideas for change and intervention to make the neighbourhood a better place to live and grow up in. See the session activities for Session 3 [Activity 3.2](#).



Station: A place-based Jigsaw (Urban Room in Grangetown).



Station: How I feel in places (Urban Room in Grangetown).



Station: My Neighbourhood Now (Urban Room in Grangetown).



Station: My Future Neighbourhood (Urban Room in Grangetown).

Practical advice on running the session:

Preparing the setting: This session requires a little more preparation and set-up in the room. Here are some recommendations:

1. Set up four separate stations in a room that CYP can work through.
2. Each station should focus on the separate activity with clear instructions, you can print instructions on cards.
3. Print a large-scale map of the neighbourhood and stick on a wall for the station 'My neighbourhood NOW'.
4. Setting up 'How I feel in places' as a comfortable space with beany bags and cushions can make CYP feel comfortable as they work on individual worksheets.

Group sizes: A larger group (e.g. school class) be divided into 3-4 groups of 6-8 children in each. Each group can work with one adult facilitator at one station at any one time.

Activities at each station

1. The aerial jigsaw activity could also be conducted as a whole-class competitive activity at the beginning or end of the urban room.
2. CYP can spend around 15 minutes at each station before moving to the next. The participants would ideally start at staggered times and move through the stations in sequence.
3. CYP can explore the different stations 'out of sequence' if necessary.

Advantages and Disadvantages

Advantages: focused and intensive inputs and outputs; high energy and momentum creating a 'buzz' in the room; suits children and young people who prefer shorter activities; no requirement to walk through the neighbourhood; reduced time inputs.

Disadvantages: limited time and space between activities to digest material and adapt to participants inputs; intensity can mean some key ideas and inputs can be overlooked and not recorded; managing participants outside of the classroom.

Key Points:

- This session is about **rapid engagement with children and young people**.
- However, it is helpful to **pre-prepare jigsaw puzzle** to help CYP understand the local area in spatial terms.
- Each station should be prepared focusing on separate activities and creating the ambience required.
- CYP will move through different stations, this may not be always sequential.
- Be flexible and prepare to adjust activities depending on the mood and flow of activities during the day.
- We recommend using this toolkit and its activities as separate, spaced-apart and sequential events with schools or other children and young people's forums.
- The fast-track 'urban room' format can be useful as a secondary approach if time and resources are not supportive of the more extensive approach.

Part 3: Writing your plan and making things happen

This part of the toolkit focuses on (1) writing up children and young people's ideas into a plan for the neighbourhood, (2) identifying who can help to deliver some of the ideas in the plan, and (3) ensuring that a clear set of actions is produced and later reviewed.

1) Writing a children and young people's plan for the neighbourhood

A plan is a useful way of collating ideas and organising them. The session activities presented in this toolkit will help with generating some of the draft material for the plan - for example, in organising ideas by theme and in identifying the most important ideas and the timeframe they could be completed in.

We recommend that a children and young people's plan for their neighbourhood has the following characteristics:

- The plan is concise and focused - around 12-16 pages is about the right length.
- The plan is written in an accessible style - it can be a real challenge to write for children and young people across different ages.
- The plan is richly illustrated - with maps, photographs and drawings.
- The plan is co-produced and 'feels' like it belongs to the children and young people that made it.
- The plan is organised thematically into around 3-5 different themes - some of these themes can emerge earlier through the session activities.

- The plan is ambitious and reflects participants' ideas but is also practical and realistic.

We presented a draft plan to the children we worked with to get their feedback and check that they were happy with it. This was a useful and constructive exercise with the children and young people giving us valuable suggestions for revision.

2) Identifying who can help deliver the plan

A plan also needs to be implemented if it is to be useful. The plan may need to be communicated to a wide range of organisations and stakeholders that can help to deliver some of the actions. These can include:

- **The local authority** - with highways and transport, parks and recreation, planning and environment, and education and social services being key departments of direct relevance to the issues raised by children and young people.
- **Elected representatives** - including local councillors.
- **Community organisations** including local youth clubs, charities, and faith organisations.
- Organisations providing child and **adolescent mental health support**.
- **Local businesses**.

3) Creating an action plan with clear set of actions

The plan can also be supplemented with an 'action plan' that helps to develop ideas and assign actions to specific organisations in the

short, medium and longer-term. These organisations can be invited to promote or 'sign up' to the plan.

We recommend working together with organisations and stakeholders to identify potential funding sources that can help deliver some of the ideas.

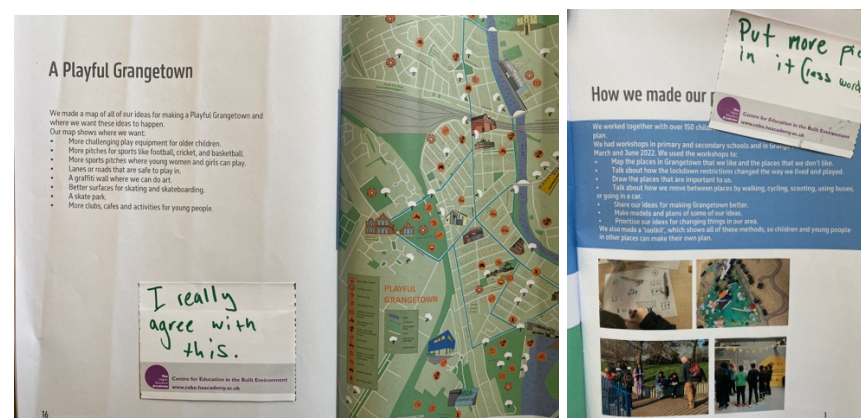
Early implementation of some of the short-term actions can be a useful way of highlighting to children and young people that their participation in making the plan has been worthwhile.

Key Points:

- The sessions outlined in the toolkit will generate a lot of materials that can be organised by **themes**, **priorities** and a **timeframe**, to help generate a children and young people's plan for their neighbourhood.
- CYP's plan should be **concise**, written in **accessible language**, **richly illustrated** with maps, photographs and drawings and **ambitious but realistic**.
- The plan should be **co-produced**, and shared with CYP to get their feedback and check that they are happy with it.
- The plan should be **communicated** with a wide range of organisations and stakeholders who can help **deliver** some of the actions.
- A **formal event** can be organised to bring stakeholders together to share the plan and outputs from the workshops.
- A separate **action plan** can supplement CYP's plan with SMART actions.
- **Early implementation** of some of the ideas is key to demonstrate that CYP's voices matter!



Children and young people's plan for Grangetown.



Children and young people's feedback on initial draft

Part 4: Feeding back to children and the wider community

It is important that you feed back to children, the relevant stakeholders (identified in Part 3), and the wider community. Children and young people can share the processes and outcomes of different activities to some of these organisations, following which local decision takers have a responsibility to feeding back to children on what their actions are.

A showcase/launch event of children's plan

Organising a formal event where children and young people can launch their plan, display the processes and outcomes of different activities and explain it to some of the stakeholders identified earlier is valuable.

- This can be organised in collaboration with the school, youth club or any other organisation you are working with.
- This is also an opportunity to connect to the local community and show the work that CYP in the community are doing.
- The school/community organisation can organise a showcase/exhibition where they can invite in CYP's parents, the residents and other community groups to engage with the processes and outputs that the CYP produced.

A public exhibition to connect to the wider community and the city

To enable children and young people's opinions to reach the wider community and the city a public exhibition can be organised exhibiting children's drawings, models, co-produced maps along with their plan.

- This can be organised in the local or central public library, museum or a public hall within the city which is easily accessible by wider public.

- It is helpful for the exhibition to run for an extended period, over a few weeks or a month.
- The exhibition should be designed in an interactive manner to enable enthusiastic engagement of the wider public with what children and young people have done.
- This can give the wider public an opportunity to share their views and ideas on how to improve the local area along with how they themselves can contribute to make things happen.

Local authority's response to CYP's plan

Local authorities and decision makers have a responsibility to provide feedback to children on their actions in response to CYP's plan.

- Local authorities can respond to children letting them know what initiatives are already in place that respond to CYP's preferences and what their plans are for actioning on their priorities.
- Accessible and visually attractive posters that include the above can be prepared and circulated to local schools, youth clubs, parent clubs, local shops and cafes.
- Local councillors may write back to the children (if letters were posted) on how they are responding to the priorities identified by children.



Children and young people at the launch of their plan for Grangetown



Delegates interacting with what children and young people produced during the workshops at the launch event in Grangetown



A child sharing what they did (a model of a playpark what is currently a scrape yard) with the community at a showcase event at Llanelli



A child sharing what they did (a model of their co-designed school street) with the community at a showcase event at Llanelli

Acknowledgement

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Appendices

Appendix 1: Worksheet for walking (modified from Voice-Opportunity-Power toolkit, 2021)

My pseudonym

Name of space

● green = you feel safe and totally free to do what you want.
 ● orange = you feel safe to play or hang out, but you can't do everything you want.
 ● red = you feel unsafe or there are lots of restrictions and rules.

Who	During the day	After dark	Comments
Boys and young men (12-17)	● ● ●	● ● ●	
Girls and young women (12-17)	● ● ●	● ● ●	
Young people with physical disability (12-17)	● ● ●	● ● ●	
Young people with a learning disability (12-17)	● ● ●	● ● ●	

Score the space out of 5 depending on whether you think it is successful in the category (1=doesn't meet at all, 5=successful in every way). Use the comment box to jot down reasons for your score and any extra thoughts.

What	Score	Why
A welcoming and inclusive space	1 2 3 4 5	
More things to do	1 2 3 4 5	
Easy to get around – pedestrian friendly, safe crossings, bike route	1 2 3 4 5	
Spaces to play, sit and relax	1 2 3 4 5	
Natural environment- lots of greeneries and vegetation	1 2 3 4 5	
Clean environment	1 2 3 4 5	

What can you see or do here:

 Activities












 Things

 Movement

An example worksheet for younger children

Play + Design = Learn

The following table is a list of things that you might see in Edinburgh College of Art's open space. Please put a tick in the box with the picture matching the things that you find there and under the smiley face to show how much or little you like or dislike them!

Can you see...?					Comments
 grass					
 leaves					
 big tree					
 little tree					
 manhole cover					
 bike rack					
 lampost					

Appendix 2: Example stickers

