



YOUTH PLANNER TOOLKIT



**Compiled and
created by the Youth
Planner Team**

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V 1.0

About This Toolkit

The Purpose of the Document

This document was created for the City of Surrey’s Planning and Development Department. The activities and questions are designed to gather information specifically on topics related to the physical environment for land use planning. This toolkit is a resource for consulting with children and youth as part of a Neighbourhood Concept Plan (NCP).

The Youth Planner Team researched different consultation methods and approaches and tweaked them to be used for a youth audience. References to where the activity originated from have been included if the activity was not an original creation.

Activities in this resource are split into two parts:

- **‘Visioning’** activities for early in the NCP process to gather general feedback on key issues, themes and important topics for youth.
- **‘Option’** activities are useful for later in the NCP process to gather feedback on a series of neighbourhood design options.

About the Youth Planner Team Project

The Youth Planner Team is an initiative of the Community Planning Division of the Planning and Development Department.

It was identified in Surrey’s Child and Youth Friendly City Strategy to: *“Include a consultation process with children and youth in the Terms of Reference for planning processes where the plan or project will have an impact on children and youth”.*

In the Summer of 2010, four highschool students were hired by the City to develop a youth consultation toolkit and implement a pilot youth consultation strategy as part of a NCP.

The Youth Planner Toolkit was compiled and written by Amie, Cynthia, Daniel and Mirela.

Learn more about this project at:
www.surrey.ca/youth

Table of Contents

About This Toolkit – page 1

Part 1: Visioning Activities – page 3

Youth Activities	Children Activities
1. Graffiti Mural/Arty Mural page 4	9. Appelemando's Dreams page 26
2. Blocks & Blocks page 6	10. Great Place, Lousy Place page 28
3. Gulliver's Mapping page 9	11. Snot Fair page 30
4. Journey Map page 11	
5. Interview Matrix page 13	
6. City Bingo page 18	
7. Photo Flurry page 21	
8. The Rating Game page 24	

Part 2: Option Activities – Page 32 (*coming soon*)

Sheet of Universal Prompts – Page 33

Part One:

Visioning Activities

These are activities to use when you are looking for general feedback from children and youth. They are for early in a NCP process to gather vision, priorities and themes.

IMPORTANT

When doing these consultations, the activities are only as good as the notes you are taking! Here are some tips that we find useful:



1. Assign someone to take notes.
2. If you are doing a workshop in an informal setting where people come and go, make sure to somehow control the flow of people. If you have too many participants at once you may miss out on information.
3. Try asking questions in different ways if you're not getting a response.
4. If you are not sure what a participant means or get a vague response, ask more questions to clarify. The more detailed info you can get, the better.
5. Paraphrase back what you heard so you know you got it right.

1. GRAFFITI MURAL/ARTY WALL



A graffiti wall is a space where ideas can be captured quickly and graphically. It enables people to get up, walk around and talk to others while focusing on a task. It is a colourful way to display what people know and what they want and to get them to respond in a natural way to ideas.

Time duration	30min
Relevant age-group	Children/Youth
Format	Facilitated or Casual
Medium	Interactive Display
Participants	3ppl per metre
Supply Checklist	Location
<ul style="list-style-type: none"> <input type="checkbox"/> Banner paper <input type="checkbox"/> Paint /Brushes <input type="checkbox"/> Crayons <input type="checkbox"/> Markers <input type="checkbox"/> Sharpies <input type="checkbox"/> Pencil Crayons <input type="checkbox"/> TAPE! <input type="checkbox"/> Clean-Up material 	<ul style="list-style-type: none"> • Facilitated: large area with lots of floor space or wall space to hang the blank paper. • Casual: busy venue with sufficient space to hang paper.

Things to Consider

- **TAKE NOTES and talk to people while they are drawing!**
- When working with a younger youth audience, use kid-friendly art supplies (Ex. No permanent markers or pointy paint brushes)
- Plan in advance if you want this to be used as public art after the project is done.
- If possible, tell youth they will be painting in advance. This will help them dress appropriately for the activity.
- Have examples drawn on the paper to prime and focus youth.

Preparation

- Choose the questions you wish to find answers for. We've used:
What makes your neighbourhood good for children and youth?
What changes would you make to your neighbourhood?
- Evenly divide up the banner paper into sectors, using light yet visible lines.

- Print out each question clearly on a piece of paper. Tape each question on top of the different sections of the banner. Physical separations are the best. Remember to reserve one portion of the banner for freelance drawings/thoughts. (This section should not have any questions or lines).

Instructions

1. Tell the participants that they are designing their dream neighbourhood. Start with a small discussion to get them thinking on the right track. Sample questions you could use include:
 - Where do you feel a sense of belonging?
 - What things do you like in your community? What don't you like?
 - Have you ever had an experience when you wished you could change something about your neighbourhood?
2. After you feel that the youth have a chance to talk and think, introduce the graffiti wall activity. Point out the different sections on the banner and the specific. (As you bring attention to the questions, make sure to give examples of some answers that would correctly address the questions, you could draw these out from the group)
3. Make sure to point out the freelance section for those who wish to communicate something that doesn't answer one of the questions.
4. Point out the different baskets and containers holding the various supplies.
5. Encourage youth to express their opinions/thoughts by drawing images or writing on the 'wall'.
6. If you are doing this activity in a facilitated manner, you can conclude with a simple debrief discussion. One possible debrief idea is asking the youth to choose one of their contributions and explain its importance to the project.

Possible Adaptations

- Questions are adaptable based on age groups.
- Can be done in a facilitated or casual manner (Ex. mall setting). This would require further adaptations.
- Have sticky notes and pens prepared as an option so youth can explain their drawing. It saves note take time and creates an extra dimension for writing.

This activity was adapted from:
Consulting with Children and Young People, by the Family Friendly Initiative
www.family-friendly.net

2. BLOCKS AND BLOCKS

Youth build on a community design using blocks and a large aerial map. A deceptively simple activity used to have conversations about complex issues in physical planning. It is a good way to collect informal information about a neighbourhood and its design. There is lots of opportunity to adapt this activity.



Time duration	40 min
Relevant age-group	Youth
Format	Facilitated Group
Medium	Workshop
Participants	8 ppl per map
Supply Checklist	
<input type="checkbox"/> Aerial photograph/map of study area, large enough to see individual blocks. <ul style="list-style-type: none"> • A scale of 1:2000 , at least 1m by 1m dimensions <input type="checkbox"/> Blocks – different sizes and colors representing different things: <ul style="list-style-type: none"> • Height represents density. Different Sized blocks, or stackable ones • Around the size of a domino <ul style="list-style-type: none"> <input type="checkbox"/> Green Blocks are parks and open space <input type="checkbox"/> Orange / Yellow Blocks are residential <input type="checkbox"/> Blue Blocks are civic buildings (libraries, recreation centers, bus stations) <input type="checkbox"/> Red / Pink Blocks are commercial and shopping areas <input type="checkbox"/> Purple Blocks are Industrial <input type="checkbox"/> Tape – different colours, to map out routes taken by youth <input type="checkbox"/> Tables that will fit the paper	
Location	
<ul style="list-style-type: none"> • Large space with good lighting, clean floors or tables 	

Things to Consider

- Make sure the activity is simple enough to grasp for the age group, provide more structure for younger groups.
- Encourage creativity, while keeping activity realistic
- It is best when youth are from, or familiar with, the map area

Preparation

- Acquire Supplies.
- Set up aerial map on Table or Floor.
- Have a designated note taker ready to record what youth say during the activity, or annotate a tape recording of the session.

Instructions

PART A: Introduction - 10mins

1. Let youth gather around the set up and familiarize themselves with the map/blocks. Allow them to ask questions and examine pieces. Provide explanation about what the height and color of the blocks represent and encourage discussion. Encourage youth to add blocks to map as they answer questions.
 - a. Ask generic questions to get participants familiar with area.
 - ☞ Where do you live?
 - ☞ Does anyone recognize any buildings?
 - ☞ Where do you usually hang out?
 - ☞ Can you find identify any land marks?

PART B: Tactile! - 30mins

2. **Have someone ready to take notes!**
3. Give youth 5 minutes to add a new physical features to how the community is designed, either adjusting or adding something to the layout. It is okay if people disagree, figure out a way to represent both points of view can be represented.
4. Go around a circle, and get youth to say what they changed or added, and why. Encourage dialogue, and ongoing map changes, as you go around the circle.
5. Once you've gone around the circle, report back what you recorded in the notes and see if anyone has anything to add.

Possible Adaptations

(This activity is endlessly adaptable!)

- Show youth different arrangements of blocks, and have them comment and build on each one. After demonstrating every plan, have them vote on the arrangement they liked best. Collect and analyze comments and votes. Can also adapt into a team building game.
- Ask questions about the neighbourhood in general, such as:
 - What makes a Neighbourhood Child and Youth Friendly?
 - What do you consider to be the boundaries of your neighbourhood?
 - Are there any places that feel like your own?
 - Are there any places where you feel like an outsider?
- Ask youth to Brainstorm about all the dangerous, or least liked areas. Have them circle them on the map with red marker and add an explanation using sticky notes.
- Ask youth to identify things that don't seem to belong.
- Ask youth to label streets and common roads that they frequent. Which streets are the ones that they use the most. And Why?
- Ask youth questions about the neighbourhood in general. Boundaries, Youth Friendliness, Vibrancy.
- Use all sorts of materials to represent different things!

3. GULLIVER'S MAPPING

Gulliver's Mapping is an interactive mapping activity that allows youth to map out their community and participate in discussions.



Time duration	30min
Relevant age-group	Youth
Format	Facilitated
Medium	Workshop
Participants	15-40ppl
Supply Checklist	Location
<input type="checkbox"/> Large Map of the area you wish to gain feedback about	Large area with significant floor space to run activity on.
<input type="checkbox"/> Markers	
<input type="checkbox"/> Scissors	
<input type="checkbox"/> Construction paper	
<input type="checkbox"/> Glue sticks	
<input type="checkbox"/> Crayons	
<input type="checkbox"/> Pre-cut landmarks (ex. houses, library, school)	

Things to Consider

- The questions you are going to ask should be revised depending on the age group of your audience and the range of information you want to collect

Preparation

- Choose the questions you wish to find answers for. (Refer to SUP).
- Make sufficient floor space to spread out the community map.
- If required, mark the edges of the relevant area onto the map.

Instructions

1. **Assign someone to take notes on what participants say.**
2. Start by asking the participants to close their eyes and think about all the places they come into contact with in their community. Give prompts.
3. Together, create a map of your community using all the art supplies and the map. If the youth are having trouble distinguishing the map, help them by pointing out some well known places (ex. nearby schools). This will help them get on track.
4. The participants should begin plotting/drawing/constructing all the different places they come into contact with on the large community map.
5. Once the map is complete, sit around it and start a discussion. Ask sample questions such as:
 - Which of these places do you feel safe in?
 - What places don't you feel safe in?
 - What places do you like?
 - Which of these don't you like?
 - Which of these places do you feel you can 'be yourself'?
 - Which places do not allow this?
 - How do you have to change yourself in order to fit these spaces?
6. As you start the discussion by using the sample questions, the facilitator should remember to guide the discussion and also try to ask questions about the physical environment. For example, if a participant is discussing an unsafe park, ask them:
 - a. Would moving the park to another location would make it safer?
 - b. If so where should this park be located?
7. As they discuss their thoughts and ideas, make sure to use the map which they have created. Allow them to freely draw arrows or create suggestions on the map as you discuss possible changes/hazards

Possible Adaptations

- This can also be done in a casual manner. Fold out the maps in a public area (ex. mall). Ask youth to come and plan their city. The instructions above can be modified as desired.
- Pre-cut shapes and/or visual blocks (please see images under 'Examples/Samples') are a good option for a younger audience

This activity was adapted from:
Surrey Urban Youth Project
www.suyp.org

Preparation

- Refer to SUP for additional or more specific questions you may want to ask during activity based on the scope of the information you are trying to collect

Instructions

1. Hand out each participant a piece of paper. Ask the participants the questions below. Instruct them to write or draw their responses. Allow 10 minutes to complete.
 - What do you do in a typical week?
 - Where do you go?
 - Who are the people you spend time with?Encourage them to think step by step if they need to and where they go in between the places they go?
2. Ask the participants to circle in BLUE
 - What are your favourite places?
3. Ask the participants to circle in RED
 - What are your least favourite places?
4. Ask the participants to write their age and gender on the back of their maps.
5. Ask the participants to explain their maps individually. Facilitate a group

discussion. Use the sample questions below.

- Why do young people spend more time in some places than others?
 - Are there any key features of the environment that support young people? (ex. recreation areas, skate parks, green spaces, 'secret' spaces)
 - Does the group feel there are some shared responses to these places? (ex. places they like to gather, places they feel they have an influence in their community)
 - Why do they feel they feel they can make a difference in these places?
 - What are the characteristics of these places?
6. Ensure there is someone recording the input during the discussion.

This activity was adapted from:
Taking Up Your Tools: Mapping [p.40-p.42]

5. INTERVIEW MATRIX

An interview matrix is a method of structure a focus group to make it very active and participant-centered. A large amount of feedback can be gathered from a range of people in a relatively short amount of time.



Time duration	60min
Relevant age-group	13+yrs
Format	Facilitated
Medium	Focus Group & Interviews
Participants	Multiples of 4ppl , maximum of 40ppl
Supply Checklist	Location
<ul style="list-style-type: none"> <input type="checkbox"/> 4 prepared questions (each question is printed on to a different numbered sheet) <input type="checkbox"/> Interview recording sheets and writing utensils (larger paper for Part B groups) <input type="checkbox"/> Diagram of Sequence of Interviews <input type="checkbox"/> Something to keep time with 	Comfortable room with seating and tables

Things to Consider

- This activity is difficult to explain, it is best to explain it briefly, then just get right into it and talk them through it. You'll find they get the hang of it quickly by doing it. It may start a bit slow.

Preparation

- Have 4 prepared questions on 4 sets of interview sheets. Refer to SUP for question ideas. It is best if the 4 questions are quite different from each other.
- Have an interview recording sheet and writing utensil for every participant
- Provide a large diagram of the order of interviews
- Put up a diagram that shows who should be asking a question to who during each step of the interview process in a visible area so people can reference to it during the activity.

Instructions

PART A:

1. Number off youth present into four equal groups. If the number is not divisible by four either:
 - The facilitator(s) make up the last group of four.
 - Pair people together.
2. Provide each person an interview sheet and question that corresponds to their group number.
3. Explain to the participants:
 - It is kind of like speed dating
 - We will be rotating in pairs asking a single question each time
 - Just the person answering the question is allowed to talk, this is not a back and forth thing. Everyone will ask 3 people their question, and answer each question once.
 - The person asking needs to record everything that is said because the same numbers will be getting together at the end to present their findings
 - When time is up, the facilitator will identify who is asking who the next question.
 - You can put your input for the question you have when we do big group discussions after the interview (part B)
 - It seems weird, but will make sense once we start, so lets start!
4. Show them the diagram you've put up, tell them that the arrows on the diagram indicate direction of the interview. For example in the first scenario, 1 interviews 2 and so on. Make sure everyone is proceeding the same way on the form (left to right, then down the form). You might want to number scenarios to show this. It is suggested that the facilitator refers to the diagram every round.
5. Everyone has 2-4 minutes for each interview. Decide the time limit in advance and announce it clearly every round. Someone who is not part of the exercise should be time-keeper, and call "start" and "stop" for each round. The point is to ask the question then let the other person talk without interruption for X minutes. There is no dialogue; you are getting as much input as possible on the questions asked from the person being interviewed. While the person is talking, the one reporter should record everything he/she says. If the person stops talking before time is up, then the interviewer has time to clarify on any points made. Check off each round when it is done so you don't lose track. **Every round, announce clearly which # is asking the question to which #, and allow people time to find their new partner.**

Note: Everyone will have a chance to ask their question to the 3 other people in their group and everyone will have a change to answer 3 of 4 questions. When

they move into the 2nd part of the next part of the exercise (part B), they will have a chance to add any points that were missed by those being interviewed.

PART B:

6. Ask all the number 1's, 2's, 3's, and 4's to now meet together to present their findings and summarize the key points. Allow 10 to 15 minutes for this. Have each group nominate a recorder and reporter. Make sure that they understand that they are not limited to those items recorded in their interview notes and they can add their own ideas now. If desired you can ask groups to come up with conclusions, recommendations or both.

7. All 4 groups report back with their finding to the facilitator and other groups (5min each). Allow for discussion and make sure to record information. The facilitator may ask for clarification on certain things or follow up questions to the groups.

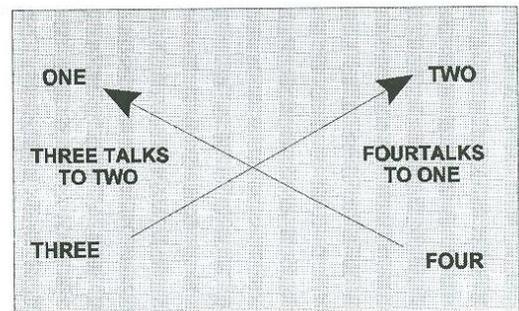
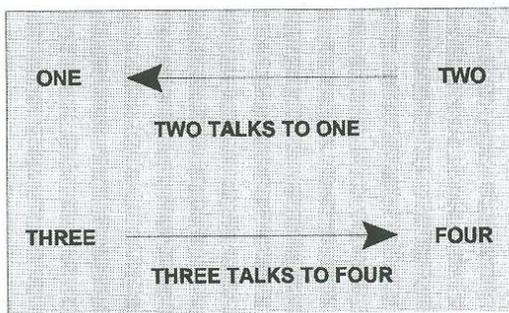
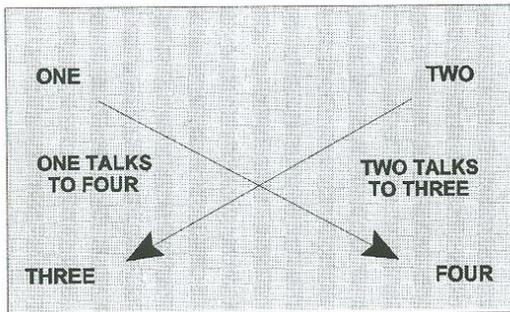
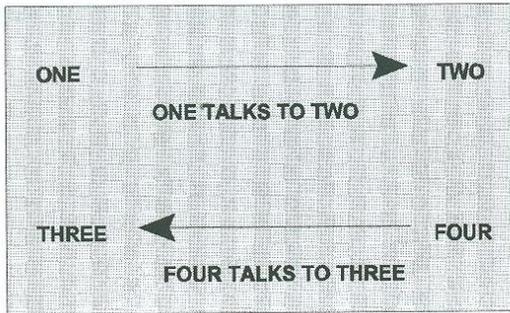
This activity was adapted from:

Instructions for Interview Matrix: Terri Harrison

http://fngovernance.org/toolkit/People/ParticipateinDecisionMaking/Instructions_For_Interview_Matrix.pdf

Examples

- Example of a diagram that shows the order of interviews



Question #

First Interview Notes:

Second Interview Notes:

Third Interview Notes:

6. CITY BINGO

This activity uses bingo as a facilitated tool to promote discussion.



Time duration	30min
Relevant age-group	Children/Youth
Format	Facilitated Group
Medium	Interactive Discussion
Participants	5+
Supply Checklist	Location
<ul style="list-style-type: none"> <input type="checkbox"/> Blank white paper with BINGO template printed <input type="checkbox"/> Sticky dots in various colours or felts <input type="checkbox"/> Small prizes 	<ul style="list-style-type: none"> • Any space where facilitator can be heard and children can be seated at tables or desks to comfortably play.

Things to Consider

- Encourage honest answers (avoiding false bingo) by asking children to explain or share their answers once BINGO is called. This is also a chance to get more feedback and have an in-depth discussion on areas of interest.
- Have plenty of prizes for encouraging discussion!

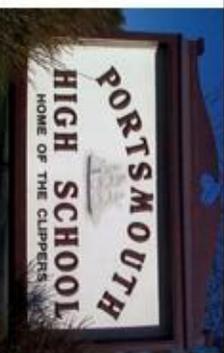
Preparation

- Print out blank BINGO templates and randomly place pictures of key community features, or areas on each square. Leave a free space in the middle of the BINGO board.
- Pick a list of guidance questions from the SUP to ask the participants. Assure that questions are well mixed and randomized.

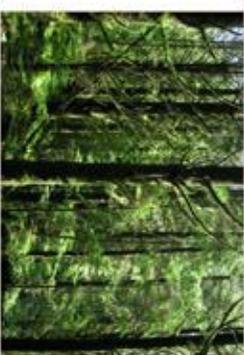
Instructions

- 1. Identify someone to take notes.**
2. Hand out the BINGO templates (one per participant) and sticky dots or markers.
3. Explain that it is a special kind of BINGO where everyone gets to pick what they think is the right answer. Make sure everyone understands what the pictures represent.
 - Look at the places on the board. Do you know where/what/that is?
4. Call out the first question.
 - What is the place that you feel most comfortable running around in?
5. Choose someone to share what they picked, and explain why. Ask if anyone picked the same place. Then start a discussion using the choices, drawing attention to similarities in choices and areas where opinions differ.
6. Repeat for more questions.
7. Reward each full answer with a small prize.

BINGO



FREE
SPACE



7. PHOTO FLURRY



This activity gets participants out into the community taking photos. You'll see their daily lives through their lens.

Time duration	120min
Relevant age-group	Youth
Format	Facilitated Group
Medium	Guided Tour
Participants	15ppl
Supply Checklist	Location
<input type="checkbox"/> Digital Cameras	<ul style="list-style-type: none">• A location in the part of town that you want to explore.
<input type="checkbox"/> Computer & Printer	<ul style="list-style-type: none">• A room to act as home base.
<input type="checkbox"/> Copies of the 'Community Investigator Sheet' (see examples)	<ul style="list-style-type: none">• A wall or screen to project on.
<input type="checkbox"/> Writing utensils	
<input type="checkbox"/> Clip boards	
<input type="checkbox"/> 11 X 17 cut out cardboard frames (optional)	

Things to Consider

- Be aware of where the youth are at all times and buddy them up in groups for safety reasons. Tell the youth how to be careful with the cameras to avoid damage.
- Make sure they take pictures of both good and bad places in the community.

Preparation

- Make sure the cameras have full battery and memory space
- Have cut out cardboard frames and community investigator sheets ready
- Set up the computer and projector (or printer), and ensure all is working correctly
- Places in mind to take the participants to and a way of transporting there

Instructions

1. Explain to the participants:
 - You are going to share your perceptions of the community by taking pictures. We want to see the community through your eyes.
 - Take pictures of both what makes your community good for children and youth and what doesn't.
 - Think about the type of photographs and information you would like to share with others about their community.
 - Make sure to fill out the community investigator sheet for each photo so you can keep track of what you've taken.
2. Give the participants cameras, Community Investigator sheets, writing utensils, and clipboards. You may divide the participants as preferred; no more than six to a group.
3. To get them started, ask questions such as:
 - Where are your favourite places in your community to hang out and feel welcomed?
 - What places are easy to access or hard to access?
4. Have the youth head out to take photos! Make sure to let them know before they leave how much time they have.
5. Put all the participants' photos on a computer connected to a projector and ask the participants to present their photos to the others and to talk about what they contain, and why they were taken.
6. **Take notes as they talk!**

Possible Adaptations

- For children see the activity *Great Place, Lousy Place*.
- Instead of a slideshow, you could print out the photos.
- In the version of the activity that inspired this, they used 11 by 17 inch cardboard frames to hold up in front of the camera to "frame" issues in the pictures.

This activity was adapted from:

Creative Tools: Civic Engagement of Young People

http://www.iicrd.org/resources/tools_and_training_manuals/creative_tools

Community Investigator Sheet Name: _____ Age: _____

Location of 1st Photo: _____

Why did you choose this photo?

What makes the location child/youth friendly?

What changes (if any) would you make to the location and space?

Location of 2nd Photo: _____

Why did you choose this photo?

What makes the location child/youth friendly?

What changes (if any) would you make to the location and space?

Location of 3rd Photo: _____

Why did you choose this photo?

What makes the location child/youth friendly?

What changes (if any) would you make to the location and space?

8. THE RATING GAME



This activity uses a rating game to promote discussion. Various factors in a young person’s neighborhood are ranked in order of importance.

Time duration	5min each time
Relevant age-group	Child/Youth
Format	Casual Setting
Medium	Interactive Display
Participants	1-4ppl at a time, unlimited number of times
Supply Checklist	Location
<input type="checkbox"/> In-person:	A room where you can mount the answer board on the wall or some other standing display.
<input type="checkbox"/> Cards with options on them (10 for youth, 5 for children) and	
<input type="checkbox"/> pocket pouch board or	
<input type="checkbox"/> poster board with velcro (other side of velcro strip).	

Things to Consider

- Make sure to record the order of cards on after each participants go.
- The Game itself is NOT where the relevant information comes from; it acts as a lead for more discussion about the topic.
- Avoid the use of the ambiguous terms like “other” or “miscellaneous” for list points; they don’t usually provide useful information

Preparation

- Create a question, eg. “What is most important in the community for children?”
- Create 5 (for children) 7 (for youth) options on heavy pieces of paper, with sticky-velcro stuck on the back.
- Create an “answer board” with the other half of the Velcro, with the question as a title.
- Prepare a notepad with the lead question you are going to asking, and minor questions that will be used to get more in-depth information.

Instructions

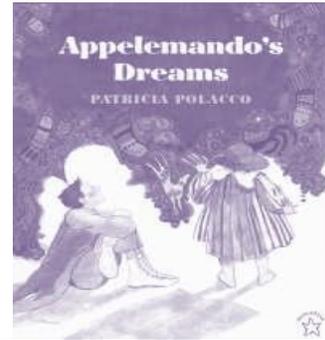
1. Be prepared to take notes.
2. Ask participants to put the cards in their preferred order to answer the question.
3. Ask them why some things were more important than other things.

Example

- “Order these walking related topics from most important to least important. Make sure you can explain why. Feel free to change your mind as you go, but be done in five minutes. Go!”



9. APPELEMANDO'S DREAMS



This activity discovers a child's dream community.

Time duration	30min
Relevant age-group	Younger Children
Format	Facilitated Group
Medium	Workshop
Participants	25ppl
Supply Checklist	Location
<ul style="list-style-type: none"><input type="checkbox"/> A copy of Appelmando's Dreams<input type="checkbox"/> Blank paper for each participant<input type="checkbox"/> Art supplies (pens, pencils, pencil crayons, felts, etc)	A quiet space where a group can gather. There needs to be space for tables and chairs. An ideal place would be a classroom.

Things to Consider

- Make sure children are actively listening to the story
- Stop to ask questions during the story to make sure children are understanding the story
- Keep discussion on track

Preparation

- Tables and chairs with art supplies ready for use before starting the activity

Instructions

2. Seat children around the storyteller in a semicircle.
3. Introduce the book and ask the children prediction questions.
 - What will happen in the story?
 - Why are dreams important?
4. Read the children the story. Stop every so often during the story to ask the children some questions, and spark discussion about what they are reading.

- a. Page 1: What does drab mean?
 - b. Page 10: What kinds of things do you think Appelemando dreams about?
 - c. Page 14: What do Appelemando's dreams stick to?
 - d. Page 18: What do you think the mayor will tell the children?
 - e. Page 22: How do you think the children will get out of the forest?
 - f. Page 29: who do you think the old man is?
5. Have the children draw their dream community.
 - If you were Appelemando what would you dream of?
 - Draw your dream village
 6. Have the children share their drawings and you may want to discuss. Refer to SUP for discussion questions.
 7. Display the children's drawings or get them to take it home.

**This activity was inspired by the book:
Applemando's Dreams by Patricia Polacco**

10. GREAT PLACE, LOUSY PLACE

Very quick activity to find out what places in a community participants are comfortable with/like, and what needs improvement/dislike. It's a great warm up activity to more engaging discussions and consultation.



Time duration	20min
Relevant age-group	Children
Format	Facilitated
Medium	Workshop
Participants	Maximum of 30ppl
Supply Checklist	Location
<input type="checkbox"/> Blank white printing paper	Anywhere!
<input type="checkbox"/> Drawing/writing utensils (pencil crayons, felts, crayons etc.)	
<input type="checkbox"/> Primary writing paper (optional)	

Things to Consider

- Make sure to allow space for participants to chat, while watching the time to ensure discussions don't drag on.

Preparation

- Hand out art supplies and blank paper to each student.

Instructions

1. **Identify someone to take notes!**
2. Have participants seated around tables or desks. Introduce activity with simple prompt to purpose of activity.
 - o Okay, I want you amazing artists to show me a great place in your community, and draw it on your piece of paper.

3. Encourage diversity and provide examples or samples. See SUP for guidance questions or phrases.
 - A great place might be your favourite place to play, or run around.
 - Somewhere where you can feel safe, and feel like you belong.
 - A lousy place is somewhere you feel scared, or don't like being in.
4. Allow enough time for drawing. Let creativity flow but keep participants on task.
5. After 2/3 of the allowed time, focus their attention once again. Now ask them to write down where the place is, and why it's great. If needed, for younger participants, give them a strip of primary paper and assist them in writing down their thoughts.
6. Have the participants present their drawings, enable other participants to comment on each other's work.
7. Activity can then be repeated for the prompt: lousy place. *Note: Another option is to give both prompts with one set of instructions.*

Possible Adaptations

- See *Photo Flurry* for Youth Adaptation.

This activity was inspired by:
The American Planning Association
Lesson Plan: Great Place
www.planning.org

11. SNOT FAIR

Snot Fair is an activity where ideas can be captured quickly from children, in a fun and silly way. Children will tell you, what *s’not fair!* in their communities.



Time duration	15min
Relevant age-group	Children
Format	Facilitated or Casual
Medium	Interactive Display
Participants	15-30ppl
Supply Checklist	Location
<input type="checkbox"/> Large Angry Faces	<ul style="list-style-type: none">Facilitated: large area with lots of floor space or wall space to hang the blank paper.Casual: busy venue with sufficient space to hang paper.
<input type="checkbox"/> Snot Cut-outs	
<input type="checkbox"/> Color Markers	
<input type="checkbox"/> Masking Tape	

Things to Consider

- In case you are worried that attention is an issue with young children, you can adapt this activity into a relay race. The different miserable faces can be stations wherein once the children have completed them, they can be awarded prizes or candy.
- If writing is an issue, younger children could draw out their ideas and facilitators can interpret them.

Preparation

- Make sure to have sufficient snot cut-outs on hand.
- If you wish, pre-cut strips of tape to make this activity run smoother.

Instructions

- Print out the large miserable faces on poster paper. Hang the faces up.
- Introduce the activity by asking the children if they have ever felt something is ‘just NOT fair!’ If so, what?

9. The children will most probably tell you things about their family/household that are not fair. This is ok! As they begin to discuss these things, bring their attention to the bigger picture: their community. Ask them if they have ever felt that something is not fair in their communities.
10. Hand out snot cut-outs and markers to the children. Ask them to write down one thing that is not fair in their communities. Once completed, instruct them to stick on the 'snot' to the miserable face with masking tape.
11. This process can be repeated multiple times if desired. Note that the number of miserable faces should equal the number of categories you wish to discuss. Each miserable face should be reserved for a pre-determined topic. These categories can be as broad or as specific as you would like. Examples include:
 - What is not fair about fair about their outdoor playtime?
 - What is not fair about getting to places within their community?

Possible Adaptations

- If you wish to conduct this activity with an older group of youth, try a similar one called, 'Post-It Storm'. In this activity, you have large posters with specific questions in the middle. Each participant receives a stack of post-it/stickers and a marker. Their job is to answer the questions on their post-it/stickers, and then stick them back to the appropriate posters.
- This can be done in a casual manner, by adapting it to take place in busier settings such as a mall, or a fair.

This activity was adapted from:
Consulting with Children and Young People, by the Family Friendly Initiative
www.family-friendly.net

Part 2:

Option Activities

These are activities to use when you are looking for children and youth to identify what they think is best in a series of options.

The youth planner team has developed 4 activities for youth to compare different land-use options.

They look at:

- The commercial hub of a neighbourhood and how that should be structured.
- Transportation and getting around a neighbourhood.
- Parks and nature in a community.
- Density and amenity considerations.

These activities are being put into practice in early 2011 and will be added to the toolkit once they have been piloted and evaluated by the team.

Sheet of Universal Prompts (SUP)

The SUP is here to provide a starting ground for possible questions that can be asked to participants during the activities.

USEFUL GENERAL/MULTI-USE QUESTIONS:

- What makes your neighbourhood good for children and youth?
- What changes would you make to your neighbourhood?
- Are there any places that feel like your own?
- Are there any places where you feel like an outsider?
- What are boundaries of your neighbourhood?

Housing Related Questions

- What is good/bad about the types of housing in your neighbourhood?
- What makes housing child and youth friendly?
- How far away should youth/children live from _____?
 - Shopping centres, entertainment, schools, parks & recreation.
- Is there access to green space or play space? Explain what these are like.
- Are homes in your neighbourhood not private enough or too private?
- Do you know your neighbours? If yes, do you spend time with them? Where do you spend the most time interacting with your neighbours? If no, why not?
- Should houses be built near busy or calm streets?

Key Ideas List: Low density, medium density, high density, private space, public space, green spaces, play space, busy neighbourhood, quiet neighbourhood, property size, yard space, safety.

Land Usage/Density Questions

- Do you have a vibrant or a quiet neighbourhood? What makes it that way?
 - What kind of neighbourhood do you want?
- Do you like where different lands uses are located in your neighbourhood?
 - Home in relation to school
 - Home in relation to fun or commercial areas
 - School in relation to fun or commercial areas
- What is your opinion on _____?
 - Big box stores, strip malls, mixed use buildings, clustering of services.
- How far would you walk to a recreation centre or other amenity/facility?

Key Ideas List: Property size, buffer zones, commercial, residential, industrial, natural, civil, clustered, specialized, mixed usage.

Public Realm Questions

- Say you had to introduce someone new to the community you live in. What landmarks would you choose to help them get around and familiarized with the area? What landmarks make your community unique?
- Tell me about the fun places in your community. Where do you like to spend your time? Are the areas close to each other, or spread out in your community?
- Does your neighbourhood feel safe? Why or why not?
- Are there enough gathering places in your community? Do you use many, or frequent the same one(s)? What could be improved upon in them?
 - Shade, amenities, formal and informal seating, safety, public use.
- How is your neighbourhood different at various times of day?
- Are there enough public amenities where you live? If not, what's missing?
 - Trash cans/recycling bins, washrooms, drinking fountains.

Key Ideas List: Amenities, streetlights, gathering places, landmarks, informal seating, formal seating, open space, formal play space, informal play space, wild spaces.

Transportation Questions

- How do you get around in your community?
- What makes a street feel good? What are streets for?
- How convenient is walking in your community?
 - Do you see streets as useful for walking?
- How convenient is biking in your community?
 - Routes, racks, safety, etc.
- What routes do you take often to get around in your neighbourhood? Why?
 - What routes would you prefer?
- What would it take to get you to walk or bike more often?
- What is public transit like in your community?

Key Ideas List: Road width, sidewalk width, size of blocks, bike lanes/racks, trails, crosswalks, overpasses, bus stops/shelters, street features, distances.