

# BUILD A COMMUNITY IN A DAY: RESOURCE PACK FOR ENGAGING CHILDREN AND YOUNG PEOPLE IN PLANNING AND DESIGN

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# BUILD A COMMUNITY IN A DAY:

## RESOURCE PACK

This resource pack is intended for local authorities, developers, schools, and other organisations seeking to engage children and young people in the planning and design of urban places. It focuses on a suite of activities that could be delivered in one day – although each activity would also work on a standalone basis.

This pack has been put together to inform the planning of large-scale housing developments, such as Garden Villages and Towns. However, the methods here could be used to inform smaller-scale projects, schools, community centres or regeneration projects in existing towns or cities.

The pack contains the following information.

- An overview of how a design day could be structured.
- Detailed information about key elements of a design day.
- Further 'activity ideas' with images & key considerations about engagement methods.
- An example risk assessment and feedback form.

This pack has been put together by Professor Peter Krafft and Dr Sophie Hadfield-Hill, from the University of Birmingham, in conjunction with Brentwood Borough Council. It is based on over ten years research and experience of engagement with children and young people in urban places in the UK, India and Brazil.



# BUILD A COMMUNITY IN A DAY: OVERVIEW

This page provides the basic structure for a design day. Further details for each element are on the following pages. Clearly, the specific elements (and timings) would be adjusted depending on the ages and abilities of the group, although we have used the activities with children aged from 9 to 18. The timings below assume a school group taking part in a design day during school hours.

As well as taking the **outputs** from the activities, we suggest that you find some way to **record** conversations and activities – such as note-taking.

Consider the **make-up** of the group – try to ensure **diversity** in terms of ages/backgrounds of children – and significant representation from adult stakeholders (from planning professionals to community leaders).

10:00 – 10:30	<b>Introduction to the new development</b>
10:30 – 11:00	<b>Site walk</b>
11:00 – 11:45	<b>Activity: Thinking big</b> Output: Mood board of what young people would like to see in a new town
11:45 – 12:15	<b>Professional talks</b>
12:15 – 13:00	Lunch
13:00 – 14:15	<b>Activity: Designing a community</b> Output: Area based design of masterplan and core recommendations
14:15 – 15:00	<b>Activity: Stakeholder pitch</b> Output: 1 minute pitch to the developers on behalf of their stakeholder group
15:00	<b>Conclusions and next steps</b>



# BUILD A COMMUNITY IN A DAY: DETAILED INFORMATION

## Introduction

- Setting the scene – including different images of the planned settlement/development.
- Setting key parameters – when, how big, how children's input will (and won't) potentially be used.
- The timing of your event is really important, this needs to be done at a key stage in the masterplanning process, where children and young people are able to realistically influence the plans for the site.
- Ideally the scene setting will be led by key stakeholders involved in the planning and design of the development.

## Site walk

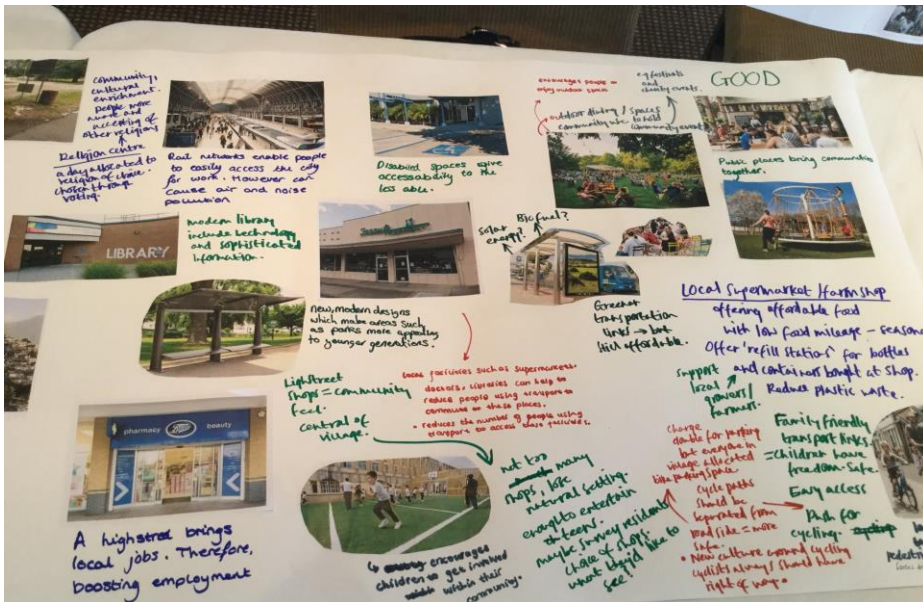
- Familiarising children with the site – pointing out key features such as existing infrastructures, services, natural and historical landscape features.
- Take a copy of the masterplan and stop at key points (e.g. where a school or greenspace will be sited) to encourage children to imagine what the site will be like.
- It may be useful and appropriate to include sensory observations, prompting young people to take note of sounds and colours for example.
- Encourage pupils to work together to mark on the masterplan important features of the existing environment (identify features of historic / social / cultural value).
- Encourage young people to think about who will be using the new development, identifying the needs of others.



## BUILD A COMMUNITY IN A DAY: DETAILED INFORMATION

## Thinking big

- Young people to prepare a mood board of images they would like to see and not to see in a new town. Provide a selection of 50-100 photos of (parts of) cities for them to work with.
- Start with a period of small group discussion, sorting into piles from 'like' to 'dislike', then move on to creating a collective montage. Encourage the participants to annotate the images, identifying what they particularly like or dislike.
- End with a small group presentation of their montage, identifying key features.



## Professional talks

- It is important that you have the support of professionals working on the development involved in this workshop.
- Each professional to lead a short 10-15 min presentation on their role in the development.
- The talks should help frame the parameters of later activities but also encourage children and young people to consider finding out more about their jobs as future career options!
- These presentations could cover i) who they are; ii) what they do; iii) why their job is important in building communities; iv) what are the three key challenges in their work when it comes to building a community; v) what are the main things young people need to be aware of when designing a new community?





## BUILD A COMMUNITY IN A DAY: DETAILED INFORMATION

## Designing a community

- Each group to focus on a different area of the masterplan (i.e. central area / community centre / area around the school / play area / green space).
- Groups to design specific features of this space using LEGO, drawing, craft materials (whatever the budget stretches to – playdough, mega bloks, stickle bricks, K'nex, plasticine or recyclable materials) – then each group to feedback three key features to the larger group.



## Stakeholder pitch

- This activity is designed to encourage young people to think about other groups needs (i.e. parents / teenagers / shop owners / police / people with disabilities / older people) in the planning process.
- Split into small groups. Each group to be given one of the above stakeholders. Work through the following: i) what are the specific needs of that group (10 min); ii) what would they have to change in their design / are there any tensions (10 mins); iii) prepare pitch (10 mins); iv) 1 minute pitch to the developers (10 minutes).



# BUILD A COMMUNITY IN A DAY: POTENTIAL OUTCOMES

## For the developers / local authority

- A series of actionable ideas, specific to the site which could be considered as part of the masterplan process.
- Relationship building with young people, youth groups and local schools.
- Potential for ongoing collaboration and consultation.

## For the young people

- Children and young people have a more detailed understanding of the planning and development process.
- Participants are introduced to various careers in planning and development (i.e. architects / urban designers / community managers / local authority)
- Opportunity for young people to enhance map reading and annotation skills.
- Opportunity to enhance transferable skills such as team working and public speaking.
- Young peoples needs and wishes can be considered in the planning process.

## For the schools / teachers

- For secondary school students there are explicit links to the school curricula (e.g. in the UK, the A-Level *Changing Places* curriculum).
- These activities can support learning around a specific local case study.
- Range of opportunities to enhance transferable skills.
- Opportunity for the school to be actively involved in future local development.



## OTHER ACTIVITY IDEAS:

### ICE BREAKER

- It might be beneficial to start your activity day with an ice breaker, particularly if you are bringing together different groups of people who don't know each other.
- This activity can be used to demonstrate connectedness, to show how lots of different people are involved in community building.
- A ball of string is thrown around the circle, forming a web, with each new person introducing themselves and saying why their view / experiences are important (i.e. local police, young people, parents, local councillor). This gives everyone in the circle an opportunity to speak.





## OTHER ACTIVITY IDEAS:

### MAPPING

- Sticking post-its (different colours for different emotions), with brief comments
- Use in consultations: 'like', 'dislike', 'change'
- Fairly quick & large scale
- Can lack depth: record conversations/observations as they happen



# ACTIVITY IDEAS:

## GUIDED WALKS

- Children and young people are often the 'experts' – they know their local places well!
- Children and young people guide adults to important places, places that need changing, etc.
- Can reverse normal power relations: children and young people teach adults
- Good to find out about different engagements with place (ensure different children in terms of age, background, etc. are included)
- Multiple methods/technologies used to record – e.g. GPS-enabled phones, notes, photos



# ACTIVITY IDEAS:

## COLLABORATIVE ART

- Could be an alternative option during a Design Day
- Involve different children and adults from the community
- Could take the form of a 'body' showing the different parts of the community (see right)...
- ...or a collaboratively-imagined feature of the community such as a pond or fountain (below)
- An opportunity to consider social values/issues as well as physical design



## ACTIVITY IDEAS:

### FORMAL PRESENTATIONS BY CHILDREN & YOUNG PEOPLE

- Can start or end a workshop
- Children present on ideas, research, and/or future challenges
- Works particularly well if there are diverse adult stakeholders, including developers, planners, elected members, community/religious leaders, police, etcetera
- Embedding opportunities for 'formal' debate and experience of speaking
- Flipping power relations
- May need some practice/training





# ACTIVITY IDEAS:

## DIGITAL TOOLS

- Using apps like 'Map My Community' – an app we developed for our research
- Children and young people can photograph and comment on parts of their communities
- Data can be stored (safely) and analysed – ideally *with* children and young people



**Map My  
Community**

- We can advise further on using the app (a version of which will be available to use free of charge by early 2020)
- Please contact us or visit:  
<http://map-my-community.bham.ac.uk/>



# ACTIVITY IDEAS:

## MY CITY MODELLING

- A model making exercise, co-designed with young people to plan for the next phase of a development (village / town / city planning).
- Involving professionals from the planning process is vital to ensure that young people's needs and visions are listened to.
- Each workshop to have a group of 'planners' and 'designers' – the planners worked out where the infrastructures would be placed and the builders / designers crafted these out of recycled materials to go onto the model.
- The example model below shows infrastructures (like roads / pavements), important services and facilities (hospital, schools, temple, shops) and green spaces / waterscapes.
- Models such as the below are time intensive to make and organise (each workshop was 3 hours and this was ran in 4 schools with over 100 young people).
- Plans need to be made for what happens to the model afterwards – where in the community can it be displayed?



# EXAMPLE RISK ASSESSMENT:

## BUILD A COMMUNITY IN A DAY WORKSHOP

- You will need to think through the risks associated with your workshop / event.
- We have copied below an example risk assessment for you to use as a prompt.



**BRENTWOOD  
BOROUGH COUNCIL**

Frequency of work activity	1 day event
Staff involved Pupils	At least 8 supervising adults 30 pupils from 2 schools
Assessment by Assessment date: Reassessed	

### Example Risk Assessment – Placemaking workshop

Likelihood of Occurrence	Level of Injury - Severity
1. Remote	1. Cut/bruise
2. Possible	2. Severe cut/head injury
3. Probable	3. Broken Limb
4. Almost certain	4. Unconscious / broken spine
5. Definite	5. Fatal

Residual risk / likelihood		1	2	3	4	5
Severity	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Hazard	Persons at risk	Severity	Likelihood	Risk rating	Current precautions	Additional Actions (if necessary)	Residual risk (if additional actions in place.
<b>Venue</b>							
Site layout: Trips, slips and falls	Adults Pupils	3	2	6	Pupils fully supervised when walking on uneven ground. Adults to alert other adults / pupils if any trip hazards identified. Sensible footwear worn. First aid kit carried.		
Water environment – drowning/ injury at the watercourse/ stream	Adults, pupils	5	1	5	All pupils to wear high vis vests. All pupils children closely supervised at all times. First aider present with first aid kit pupils asked to keep away from water edge – made aware of dangers.		
Road Safety – vehicles on site in car park and on walk route	Adults Pupils	5	1	5	Each pupils and adult to wear a high vis vest Pupils closely supervised in car park and on site. Traffic on site will be minimal		
Lost pupil	Pupils	5	1	5	Pupils never to be left on their own. Each group to have an adult supervisor		

					Groups to stop at regular intervals to ensure no one is left behind and to reconvene. Close supervision at all times		
Exposure to inclement weather – rain hypothermia	Adults, pupils	3	1	2	Pupils and adults to wear sensible clothing appropriate for the weather, flat and waterproof footwear, rain proof overcoats.  Adults and pupils to wear appropriate warm clothing. Weather forecast monitored. Move workshop fully into club house if necessary.		
Safeguarding	Pupils	5	1	5	All pupils to be closely supervised by school staff with appropriate DBS checks at all times.  No pupils to be left alone with an adult at any time. No adult without DBS to supervise pupils on their own.		
Allergies: Food  Insect bites/ stings	Pupils Staff	5	1	5	All pupils will bring own packed lunch.  School staff aware of allergies and carry appropriate epi pens/ medication.  School to carry first aid kit and have designated first aider.		
Medical needs and additional needs	Pupils Staff	5	1	5	School to be aware of medical needs of pupils and ensure correct medication is carried.  School to make Brentwood Borough Council aware of any additional needs so these can be accommodated and supported.		
Fire	Pupils Adults	5	1	5	This is an open site and as such there are number of routes to escape away from fire.  Every adult and pupil will wear a high vis vest to ensure they can be seen and supervised closely.  There is a designated fire evacuation point for the clubhouse, which all pupils and staff will be made aware of.		

# EXAMPLE FEEDBACK FORM:

## BUILD A COMMUNITY IN A DAY WORKSHOP

- You may like to collect feedback from your participants (both young people and the adults accompanying them).
- We have pasted below an example feedback form for you to use as a prompt.



## BUILD A COMMUNITY IN A DAY

We hope that you have enjoyed this workshop. Please fill in this form to let us know what you thought about it.

**Please tell us how you would rate the following:**

	Agree	Disagree	Unsure
I enjoyed learning about how new communities are planned and designed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity 'Thinking big' made me think differently about what is important in designing new places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed the 'Designing a community' activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 'Stakeholder pitch' made me think differently about other people's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that my opinions were listened to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What was the best part of the workshop?**

**What could we improve for next time?**

### About you

**Name of school:** \_\_\_\_\_

**Age:** \_\_\_\_\_



This resource pack is free to use. However, we do ask that you mention our work if you use it – and contact us to let us know if you have any questions/feedback!

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The specific 'Build a community in a day' workshops featured here were run in collaboration with Brentwood Borough Council. If you have any specific questions related to consultation for Garden Village planning, or Local Authorities; experiences of using these tools, please contact Lucy Gill:

**Lucy Gill,** Community, Leisure and Wellbeing Officer, Brentwood Borough Council, [lucy.gill@brentwood.gov.uk](mailto:lucy.gill@brentwood.gov.uk)

This pack and other briefing papers and resources linked to our work can be found here:  
<https://www.planning4cyp.com/>

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