



Part 1

PLANNING A WORKSHOP

A decorative graphic consisting of three overlapping circles: a light blue circle on the left, a yellow circle on the right, and a light green circle in the center overlapping both. An orange circle outline overlaps the yellow circle. A horizontal black line with a small black dot at its right end extends from the left edge of the slide across the top, passing behind the circles.

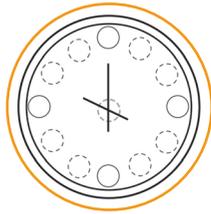
PLANNING A WORKSHOP

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THE PLAY AFRICA APPROACH

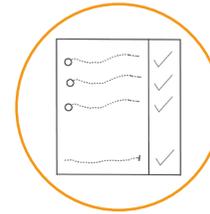


Play Africa approaches working with children in ways you may not have experienced. We value children's opinions and abilities to make good choices for themselves.



TIMING

We always plan with the child in mind. We like to include time guidance, but we often find children let us know where they need more or less time. We dissuade adults from dictating how children should use all their time; instead we like to give guidance and leave space for children's choices. We suggest allowing for additional time before beginning the workshop to allow children to orient themselves to the space, use the bathrooms, and get comfortable with the other children.



VOCABULARY

We treat children with respect and dignity. When we communicate with children we use their names and listen to their ideas. We believe children have the ability to understand complex ideas, as long as age-appropriate language is used. Before working with children consider jargon you might use, and think about how you can define complex terms in a clear, concise manner.



INCLUSION

We believe that all children have the right to play. When necessary, Play Africa will make adaptations and modifications to make exhibits and programmes accessible to all children.



CHOICE

At Play Africa we strongly encourage children to make their own choices and decisions. We believe that giving children choices lets them discover their interests and passions. Whenever possible allow children to choose the activities that spark their interest.

DEFINITIONS



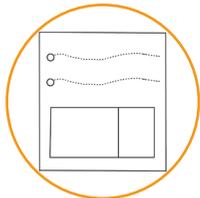
DESIGN THINKING

A 6-step process of creating design solutions to problems. The steps of the process can be repeated many times before a finished product is made.



PLACEMAKING

The act of turning a public space into a usable space for the community.



WORKSHOP

In this context, a structured learning opportunity outside of the classroom.



CHILD-FRIENDLY SPACES

A space that takes a child's needs into account, and is welcoming and inviting for children.



PUBLIC SPACE

A part of the neighbourhood that is used by everyone, and owned by the city, community or other large organisation.



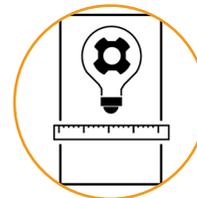
PRIVATE SPACE

A part of the community that is owned by an individual or some company.



COMMUNITY

A group of people who live in the same area.



PROTOTYPE

An early model to test a concept. In this case, a small model made of recycled materials rather than a full-sized object.

CHILD SAFETY

The Play Africa approach always puts children at the centre. We view everything from the child's perspective and with the child's best interest at the fore. With that in mind, Play Africa has an unwavering commitment to child safety.

Before beginning the planning process, please read the [Play Africa Child Safety Policy](#) (See Section 4), then do one of the following:



1. Adapt our policy to meet the needs of your organisation.

Or



2. Check your existing child safety policy against the Play Africa child safety policy. Select the highest level of safety.

All adult participants in the programme, must read and sign the child safety policy (either the editable Play Africa version, or another organisation's policy), and all children must have a signed consent form from a parent/guardian.

Prior to the workshop, you may wish to send home an informational letter to parents/guardians. Please feel free to adapt the [Workshop Information for Parents/Guardians Letter](#) (See Section 3).

If your child population includes children with special needs, you will need to adapt the parent/guardian consent papers, and take additional mitigation steps prior to beginning the workshop.

WHO WILL YOU WORK WITH?

Identify the group of children you will work with. The workshop is designed for children ages 7-12, but other ages can be included too. If you are not already part of an organisation that works with children, it may be easier to find an existing group such as:



AFTER-SCHOOL CARE

RELIGIOUS GROUP

SCHOOL GROUP

COMMUNITY GROUP

Play Africa designs programmes for ALL children. With some groups you will need to make modifications to ensure children can fully participate in the workshop. Adaptations of this workshop to suit your contextual needs while considering child-safety protocols are encouraged.

Suggested adaptations

Young children

- Include movement breaks
- Increase use of visual supports
- Give opportunities for children to show you what they want to communicate through pictures and prototypes rather than writing and speaking
- Allocate more time for building prototypes

Older children

- Provide inspiring examples of community interventions (a Google Image search for “Public Space Design” or “Urban Landscape Design”)
- If children are willing, go further in conversations about the community

School setting

- Break the workshop into smaller pieces
- Include opportunities for writing and presenting

MAP THE AREA

Spend some time in the neighbourhood. Walk around and find public spaces for improvement. We suggest choosing spaces that you have permission to work in so if you choose to take children's voices further, you can implement the designs.

While mapping, identify the cultural groups most children belong to. Learn about the cultural norms of the community, the preferred language, and any community-specific experiences the children may have. When in doubt, connect with a community leader to learn more about the community you will work in before beginning the workshop.

We recommend using a map, either printed or hand-drawn, during the workshop. Identify key areas for intervention on the map prior to the workshop.



OPTIONAL:

Start speaking to your local officials (city planners, community leaders, etc) to tell them what you'll be doing. It's always a good idea to get the community involved.

SUGGESTED ADAPTATIONS

Longer time frame

- Include children in mapping the area. During the Empathise and Define stages (see page 11), visit the space and allow children to share their feelings about the space.
- In the Test stage (see page 11) re-visit the site. Allow children to explain how they imagine their prototypes fit and function in the space.

Intervention site approved

- If you already have permission to build an intervention at a specific site, allow additional time for children to visit and explore the space. Encourage children to create prototypes based on their observations of the site.
- If possible, visit the site with children at various points of the day. Engage in the Empathise and Define stages of the design-thinking process to ascertain if there are different issues at various times of the day.
- You may create opportunities for children to engage with other users of the space through short surveys or interviews. Children must always be accompanied by facilitators.

SITE ASSESSMENT

Conduct a thorough site assessment. This includes the area where you will conduct the workshop, and the areas for community improvement.

-  Visit the site during the time you will conduct the workshop (to check the weather conditions and how the space is used during that time).
-  Make a plan for adverse weather conditions.
-  Where will children sit and play during the workshop?
-  Where are the closest bathrooms?
-  Do you have permission to meet in that area?
-  Consider the requirements of children with specific needs.

Complete a  [Site Assessment Form](#) (See Section 4).

We suggest conducting the site assessment with a member of the community who may have specific insight into how the space is commonly used.

ROLES

Before conducting the workshop, assign adults to specific roles. We suggest these roles so children can be adequately supported, and to ensure child safety.



LEAD FACILITATOR

This person will lead the workshop with children.



ASSISTANT FACILITATORS

(minimum 2 people) These people will assist the lead facilitator in running the workshop. They may also guide children's conversations during the workshop.



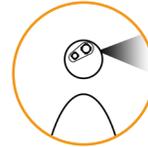
CHILD SAFETY FACILITATOR

This person's sole focus will be on child safety during the workshop. This may include keeping an eye on other adults in the area (if the workshop is held in a public space), taking groups of children to the bathroom with an additional adult, checking materials to ensure they're safe for children, or assisting children with tools.



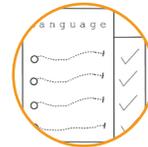
FAMILIAR FACES

If the facilitators are not already known to children, please invite two familiar faces to be present. They may not need to facilitate the workshop, but they are a helpful child safety measure. A familiar face could be a parent, a teacher or a community leader.



MONITORING AND EVALUATION

This role is for documenting children's thinking and learning through notes, voice recordings and photographs. All documentation needs to comply with child safety standards



LANGUAGE GUIDE

If some of the children speak a different language from the facilitators, please ensure that you have at least one person present who can translate and communicate with children. In an ideal situation, the facilitators will speak the same language as the children. Where that is not an option, a language guide must be included.



DESIGNER

You may want a spatial designer, such as an architect, present during the workshop. The designer may aid in the documentation of children's proposals. These proposals can then be taken forward and used to design a final spatial intervention. The intervention should reflect children's ideas from the workshop and, depending on its nature, may be built with children's active participation.



PARENTS/GUARDIANS

We strongly encourage you to invite parents/guardians to observe or attend the session too. This makes child safety policy easier to follow, and gives parents/guardians a new insight into how their children think and play with others.

RISK MITIGATION

Conduct a thorough risk mitigation assessment before beginning the programme. Special considerations for Covid-19 protocols must be included.

Cultural norms may not always align with the child safety policy or Play Africa approach used for the workshop. You may need to consider what could happen if adults speak for children, or build prototypes for children. Take clear mitigation steps before beginning the workshop. Speak with adults, and explain the process and approach.

Give time for questions and concerns.

You can use our model [Risk Mitigation Form](#) (See Section 4) to guide your assessment.



Guidelines to inform your risk mitigation

STAFFING

- Adequate staffing of all entrances, exits, toilets and other identified points
- Facilitators or volunteers patrolling the site perimeter
- Facilitators, volunteers and participants wearing identifiable clothing (e.g. high-visibility vests or coloured T-shirts for staff)
- Appropriate numbers of facilitators or volunteers trained in first aid
- All facilitators and volunteers aware of, and committed to, child safety protection policy and procedures

SECURITY AND SIGNAGE

- Cordoning off activity areas for event staff, volunteers, participants and approved others only, and provide accreditation for event staff, volunteers and participants
- Signage (appropriate for young people) to help them find their way around the site

HANDOVER ARRANGEMENTS

- Designate a clear venue and system for the handover of children to parents at end of the workshop, ensuring that children do not disappear unaccounted for
- Event staff or volunteers stay until the last young person is safely accounted for and that suitable arrangements are made for any participants whose parents/guardians fail to collect them

WEATHER CONTINGENCIES

- Ensure there are weather contingencies in place and understood by key staff/volunteers

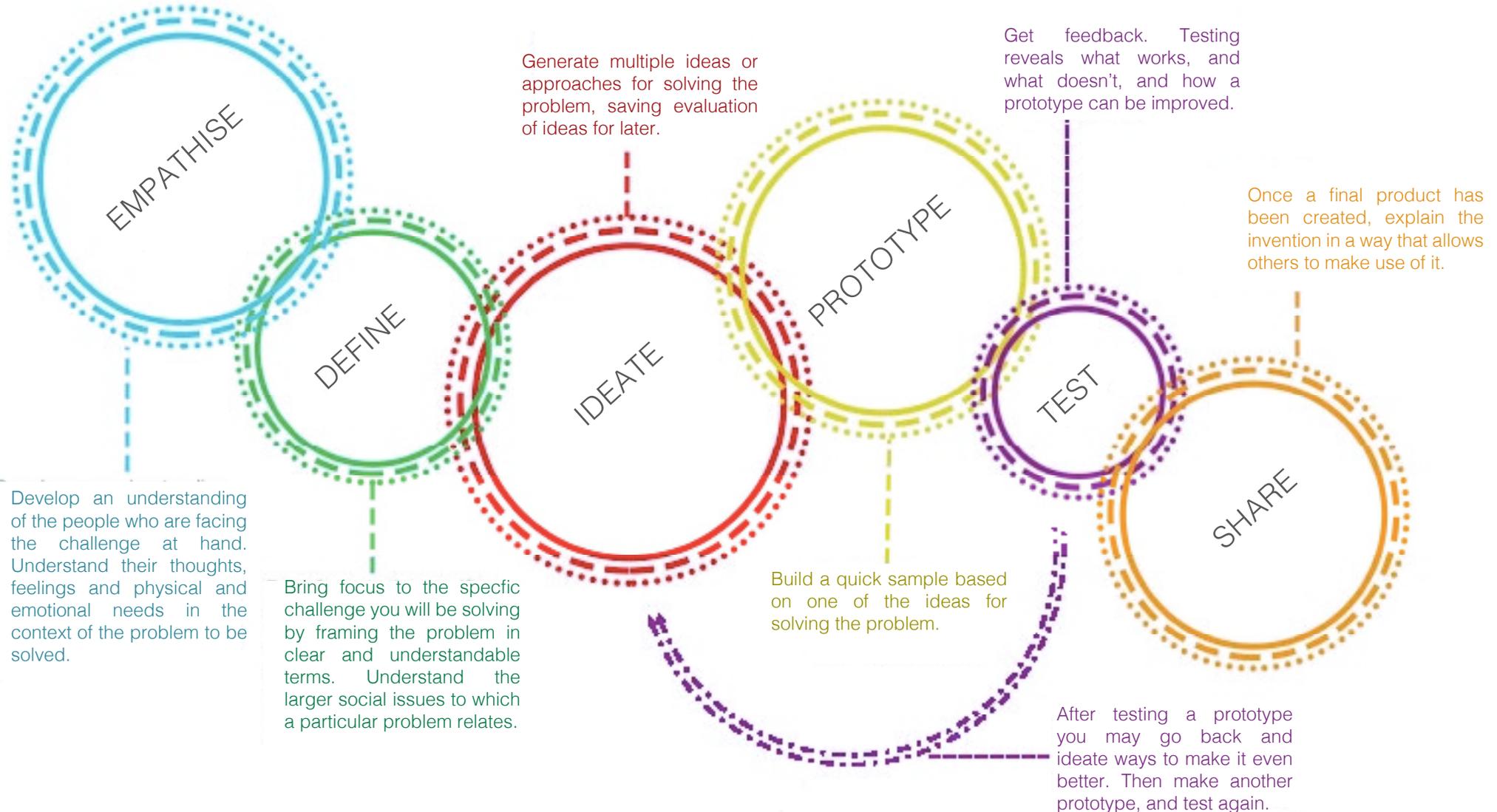
COVID-19 PREPARATIONS

- Facemasks for all facilitators, volunteers, participants and observing adults
- Hand sanitiser or hand washing stations available
- Temperature checks
- Adequate spacing and air flow

DESIGN THINKING



If design thinking is new to you, please familiarise yourself with the steps. You are not expected to be an expert, but a basic understanding of the steps will help the flow of the workshop.





GUIDING PRINCIPLES OF PLACEMAKING

1. Listen to the community
2. Collaborate with the community and key stakeholders
3. Create a culture of possibilities
4. Celebrate what makes a place unique
5. Be future focused
6. Start by doing



THE BENEFITS OF PLACEMAKING

1. Empowered and engaged communities
2. Stimulating economic growth
3. Enhanced social interaction
4. Demonstrating what is possible
5. Turning spaces into places
6. Improved environmental sustainability



PLAY AFRICA'S APPROACH TO PLACEMAKING WITH CHILDREN

1. Understanding place
2. Co-creating proposals with children through Designing with Children Workshop
3. Planning for implementation
4. Consolidation of ideas
5. Transforming place



GATHER MATERIALS

During the workshop children will need materials to create prototypes of their interventions. We have found that creating small prototypes is the most successful first step. As a starting point, small prototypes create more room for all children to express themselves more confidently and creatively at a manageable scale, while enabling the process to be more iterative until you come to a final design.

The materials you make available for children send a message - a mix of colourful, well-organised materials lets children know that their ideas are important. Depending on the context, collecting recycled materials may be the most cost-effective option both for the workshop, and for life-sized prototypes.

As you begin to contact the parents of children to participate in the workshop, you may want to ask them to save recyclable materials, such as boxes, food containers, rubber bands and cardboard tubes.



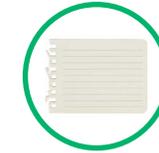
Consider the budget you have for the workshop and what the community has to offer:

- Do you need help and are there people/ organisations that can help?
- Recycling is always good and cost effective. How can your workshop make use of recycled materials in a fun and playful way? What materials are easily accessible and most familiar in this community to make this possible?

Our recommended materials include:



Cardboard



Paper



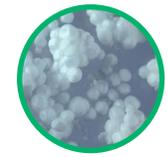
String



Adhesives, such as Kids' Glue, Prestik, Tape



Craft Sticks



Polystyrene



Beads



Playdough



Cleaned, found objects, such as: Plastic Bottle Tops, Plastic Bottles

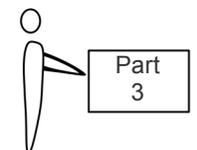


Lego



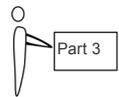
Paper Scissors

Playdough and Glue Recipe



VISUAL AIDS

You will also need some visual aids during the workshop. You can use the provided Play Africa materials, or design your own.



Play Africa Materials found in Section 3 Workshop Documents

-  [Design Thinking Poster](#)
-  [Certificate](#)
-  [What I Learned Today \(children\)](#)
-  [What I Observed Today \(adults\)](#)
-  [Documenting Children's Thinking \(adults\)](#)
-  [Attendance Register](#)



Additional Materials

- Map of the area
- Drawing paper
- Pencils/crayons/markers
- Prototyping materials
- Chart paper (optional)
- Snack/water (optional)

Checklist

- Child Safety Code of Conduct signed by all adult facilitators/volunteers
- Group of children identified/invited
- Informed consent forms for all children
- Photo/Media release form returned
- Site assessment completed
- Area mapped
- Risk mitigation completed
- Roles assigned
- Materials gathered