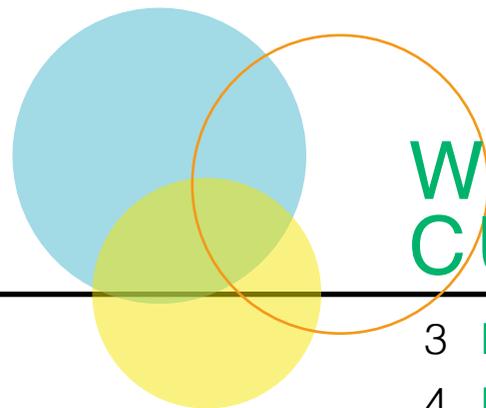




Part 2

RUNNING A WORKSHOP



WORKSHOP CURRICULUM

- 3 | Designing With Children Workshop
- 4 | The Play Africa Approach
- 5 | Timing
- 6 | How to use Part 2 of the toolkit
- 7 | Workshop Breakdown
 - 1. Welcome
 - 2. Icebreaker
 - 3. Introduction to Design Thinking
 - 4. The Design Process: Empathise, Define, Ideate Break
 - 5. The Design Process: Prototype, Test, Share
 - 6. Summary and Debrief
 - 7. Optional: Free Play
- 23 | Next Steps: Continue the Design Process
- 26 | Next Steps: After Implementation

DESIGNING WITH CHILDREN WORKSHOP



OBJECTIVES

- To provide space and encouragement for children to participate meaningfully in placemaking, by providing a safe nurturing environment for them to share their feelings, insights and ideas about their neighbourhood
- To solicit meaningful input from children about their visions for the neighbourhood through Play Africa's "Designing with Children" workshop
- To help children feel seen, heard and valued while caring adult supervisors recognise their creative solutions to real world issues, thereby developing their confidence as inventors with original solutions
- To develop children's tangible ideas for creative inventions that they imagine might add value to their neighbourhood, through the design-thinking process, using play, creativity and problem solving
- To help children to develop a sense of personal empowerment, ownership and belonging to their neighbourhood, through participatory placemaking
- To encourage the active participation of children by suggesting the improvement of their urban spaces, thereby inevitably supporting child development through the encouragement of children's active participation in their own development.



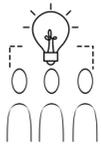
OUTCOMES

- Through Play Africa's design-thinking workshop, adults will support children's participation with the aim to reveal and document the following:
- What children in the neighbourhood think about their public spaces
 - How children define and understand the problems and highlights of their public spaces
 - What suggestions the children make to improve their lives and their communities
 - How children think public spaces could be more child friendly
 - How children's participation in placemaking enhances their spatial understanding of their neighbourhood

THE PLAY AFRICA APPROACH

The Play Africa approach to working with children might be different from what you have experienced. We view children as full participants in society with ideas that hold value for the community. They have rights that must be upheld.

We aim to provide situations that allow children to learn and grow on their own terms. We value play-based learning as the highest form of learning for children.



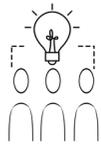
GUIDELINES FOR WORKING WITH CHILDREN

- Treat all children's thoughts as valuable
- Speak to children with respect and use age-appropriate language
- Whenever possible, allow children to guide conversation and activity
- Create space and time for children to come to their own conclusions or solve their own problems
- Think of your role as a guide, rather than a teacher. Support children's activities - rather than dictate their actions

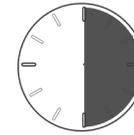


This curriculum is meant to be adapted. Please feel free to make changes, adaptations and additions as meets the needs of your community. While the workshop presents a focus on interrogating a neighbourhood with children to see what suggestions children may have on its potential, facilitators may adapt the workshop to focus on a determined and more specific location. You may want children to participate in inventing for a specific location if you intend on implementing their suggestions and, for example, already have permission to implement a child-friendly and playful intervention in that location.

TIMING



We recommend setting aside two hours (minimum) to gather children's voices in the workshop. You are free to make adjustments to meet the needs of your setting. Our recommendation is as follows:



Registration, name tags made, materials in place, snacks and water

30 MINUTES BEFORE START

00:00 00:05 00:10 00:15 00:45 00:55 01:25 01:35 02:00



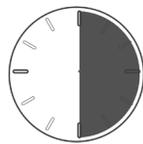
1.
Welcome,
Introduction to
workshop



2.
Icebreaker



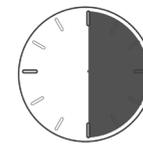
3.
Introduction to
design thinking
and placemaking



4.
The Design
Process:
Empathise,
Define,
Ideate



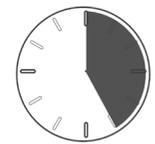
5.
BREAK



6.
The Design
Process:
Prototype,
Test,
Share



7.
Summary
and
Debrief



8.
Open Play
Build prototypes out
of other
materials



HOW TO USE PART 2 OF THE TOOLKIT

THE SECTION OF THE WORKSHOP

[SUGGESTED TIME]



SUGGESTED MATERIALS

- Here you will find the materials we suggest for each part of the workshop
- Documents that can be found in Part 3 (the orange section) look like this:
-  [Attendance register](#)



OBJECTIVES

- Here you will find the key objectives for the sections of the workshop



SUGGESTED ITEMS

- These are the suggested activities for each of the parts of the workshop. Please feel free to adapt them to your needs.



SAMPLE SCRIPT

Here you will find a sample script. Please feel free to adapt the language as meets your needs. This is meant to be an example of how to engage children in the content using child-appropriate language.



NOTE

Any important considerations to be made will be noted. These are suggestions as to things to watch out for to keep children feeling safe and engaged.

WORKSHOP BREAKDOWN



1 WELCOME

[5 MINUTES]



SUGGESTED MATERIALS

- Name tags
- Attendance register



OBJECTIVES

- To create a safe and welcoming space for children
- To explain rules/expectations and to introduce all adults to child safety perspectives



SUGGESTED ITEMS IN A WELCOME

- Introduction to all adults facilitating the workshop
- Introduce all children to one another
- Share rules/expectations of behaviour
- Share expectations with regard to workshop outcomes (e.g. should children expect workshop to lead to life-size intervention in a public space, ideas brought to a planning committee, etc.)
- Give guidelines to observing adults
 - Encourage adults to jot down observations
 - Observe children, help only if they are struggling
 - Listen to children's thoughts
- Point out toilets/explain toilet policy
- Explain timetable



SAMPLE SCRIPT

Welcome to our workshop! We're excited that you're here (introduce all adults and children). Today we're here to learn what you think about your neighbourhood. Before we get started we need to review a few expectations.

In this space we will:

- Treat everyone with respect
- Listen to one another
- Help one another

In this space:

- Everyone's ideas are valuable

The purpose of this workshop is to have fun while sharing ideas on how your neighbourhood can be improved, and to transform a public space to make it more child friendly and playful for your use. Who has heard the term public space before? (give time for children's responses). Public spaces are parts of the neighbourhood that are for everyone to use. Your home is private; I can't just walk into your house and start playing. A public space is a place for everyone ... like the streets, pavements and parks.



2 ICEBREAKER

[5 MINUTES]



SUGGESTED MATERIALS

- Paper/pencils, depending on the icebreaker activity
- 2-4 small balls, depending on the icebreaker activity



OBJECTIVES

- To create a safe space where children feel welcome



SUGGESTED ACTIVITIES

- Share participants' names
-  *Icebreaker activities*

Icebreaker activities help children feel more comfortable in a new setting, and are a playful way to interact as a group. Please adjust the icebreaker activity to your setting; consider the space, materials and familiarity with the group when choosing an activity.

Feel free to create your own icebreaker activity, or use one of the suggested activities in Part 3.



SAMPLE SCRIPT

Before you start sharing your ideas we need to play a little bit. We need to get our brains ready to invent. We're going to play a short game. (Give instructions for the icebreaker).



3 INTRODUCTION TO DESIGN THINKING

[5 MINUTES]



SUGGESTED MATERIALS

-  Design Thinking Poster
-  Documenting Children's Thinking



OBJECTIVES

- To create a space where children know they can comfortably share their ideas
- To clarify expectations about the workshop being about gathering and sharing ideas to create child-friendly spaces in the neighbourhood. (explain what will happen to their ideas, tell them how you will take their ideas further)
- To encourage children to begin thinking of themselves as inventors



NOTE

- Please be culturally aware and sensitive. Some children may not feel comfortable sharing ideas immediately
- Some modifications
 - Assign small groups for discussions
 - Allow children to draw ideas first
 - Always allow children to communicate in their preferred language



SUGGESTED ACTIVITIES

- Ask questions such as "What is an inventor?" - ask children to describe what they do
- Inventors use a process called design thinking to help guide their work
- Share design thinking poster
- Reinforce that there are no bad ideas, and that children have the innate ability to come up with solutions. Children don't need to wait for the adults in the room to guide their ideas.
- If time allows, take children on a short site visit to explore the space, draw quick pictures, and share their thoughts



SAMPLE SCRIPT

You have powerful voices. What do you have to say about your neighbourhood? What do you like, what do you not like? What do you think might be done to make your neighbourhood better for children?

Children have very important voices, and you see the world in a different way than adults. Your input can help design a neighbourhood that can be friendlier, more playful and safer for children.

We also know that every child can be an inventor. What is an inventor?

To become an inventor, we don't just start with inventing things perfectly the first time. There is a process that we use. It's called design thinking. It's a process where there are no wrong answers. In fact, the answers that seem the craziest are maybe the very, very best, because no one has thought of them before!

Design thinking is a helpful way to think about a problem and find a solution (show "Design Thinking Poster"). Inventors use this process when they create something new, and today we're going to try design thinking to think of ways to improve the neighbourhood.



4 THE DESIGN PROCESS: EMPATHISE

[30 MINUTES - Empathise, Define, Ideate]



SUGGESTED MATERIALS

- Chart paper
- Markers
- Map of the neighbourhood
- Documenting Children's Thinking
- How do I Feel? (optional)



OBJECTIVES

- To identify the emotions children feel about different parts of the community
- To empower children to share their experiences with others
- To gather children's thoughts about issues in their community



NOTE

- Some children may not feel comfortable sharing emotions, especially while parents/guardians are present. You will need to judge the situation as it arises, and possibly create some space between parents/guardians and children
- Young children may not be able to name emotions without support. Use the "How do I Feel?" faces to assist (optional).



SUGGESTED ACTIVITIES

- Explain that before inventors start fixing a problem, they need to understand the problem. That means speaking to people in the community to hear their concerns
- Ask children how they feel in different parts of their neighbourhood (differentiate between home and community)
- Ask children to imagine how older or younger children feel in different parts of the neighbourhood
- Use emotive faces and place them on parts of the map (a happy face at the park, a worried face at a busy intersection)
- Document children's thinking on chart paper and a map of the area



SAMPLE SCRIPT

Before an inventor can fix a problem, they have to understand the problem. Think about your walk to school, or your walk to the shops, or to a friend's house. What is in your neighbourhood? What do you see? (document children's thinking on chart paper and on the map, summarise what you hear and write on the "Documenting Children's Thinking" form).

(You can introduce a map at this point, if using)

With any great invention, you have to understand what people need most. Maybe you have a little brother or sister, or little cousin. Maybe you have a neighbour who is younger than you. Maybe there is a baby going to be born in this neighbourhood. We want you to EMPATHISE with the experiences of other children in your neighbourhood. When you EMPATHISE, you understand how they are feeling.

What are some of the feelings you have in different parts of the neighbourhood? How do you think other children might feel in different parts of the neighbourhood?

(document children's thinking on chart paper and ask children to paste emotion faces on the map, if using)

As a variation, you may ask children to act out the things they see in their neighbourhood. This has the benefit of keeping children moving, and is a playful way to explore the neighbourhood.

4 THE DESIGN PROCESS: DEFINE



SUGGESTED MATERIALS

- Chart paper
- Markers
-  [Documenting Children's Thinking](#)



OBJECTIVES

- To define issues in the community in child-friendly language
- To consider how the issues children mention affect different ages and genders



NOTE

- Be aware of which children are speaking and which children are quiet
- If needed, make some modifications
 - Put children in small groups or pairs to discuss
 - Encourage all children to share with one other person



SUGGESTED ACTIVITIES

- Read through charts of children's thoughts and look for patterns
- Ask children to identify a problem they think they can solve
- Choose 1 or 2 specific problems to work on as a group



SAMPLE SCRIPT

Now we know how you and other children feel about the neighbourhood. What are some of the challenges you face, or you think that other children face? (document thinking on chart paper)

(If a map was used in "Empathise") Why did you paste the face there? Tell me more about this place. How does it make you feel?

4 THE DESIGN PROCESS: IDEATE



SUGGESTED MATERIALS

- Sketching paper for children
- Pencils/crayons/markers
-  Documenting Children's Thinking



OBJECTIVES

- To use the chosen problems as inspiration for design
- To sketch possible solutions to a problem



SUGGESTED ACTIVITIES

- Provide children with sketch paper and writing utensils and encourage them to draw
- Encourage children to choose one part of their neighbourhood they want to make more playful and child friendly
- Encourage children to draw as many ideas as they can

Guidelines for sketches

- Don't judge (no idea is a bad idea in brainstorming)
- Go for quantity (create as many new ideas as you can)
- Build on the ideas of others – it's OK!
- Encourage wild ideas (sometimes crazy ideas are the best!)
- Make sure there are no ideas from adults



SAMPLE SCRIPT

Now it's time to think of possible ways to make the neighborhood more child friendly. Please choose one part of the neighbourhood that you want to improve for children. You are going to draw as many inventions as you can to improve your chosen part of the neighbourhood. Go wild! Draw as many ideas as you can.

(Provide children with enough time to create multiple drawings, and periodically ask them to share about what they're drawing.)



BREAK

[10 MINUTES]

Children need a mental and physical break between activities. Take a few moments to get some water, have a quick snack, and give the brain a moment to recharge.



5 THE DESIGN PROCESS: PROTOTYPE

[30 MINUTES Prototype, Test, Share]



SUGGESTED MATERIALS

- Building materials
- Stopwatch
- [Documenting Children's Thinking](#)



OBJECTIVES

- To understand that a prototype is a model of an idea
- To transfer ideas from paper (sketches) to small 3-D models
- To understand that prototypes give you the opportunity to test your ideas and improve on them, to make sure you have the best invention possible



SUGGESTED ACTIVITIES

- Ask children to choose one sketch that they think would help the most children in the neighbourhood. You can choose more than one sketch based on the needs of your group
- Pass out prototype materials (playdough, clay, sticks, cardboard, glue, etc.)
- Give children a fixed amount of time to build a prototype of a sketch



NOTE

The prototypes that children develop may look quite different from their drawings. It's more important that children explore possibilities with materials than create an exact copy of a drawing. The drawings should inspire the prototypes, but we are not concerned with direct replication.



SAMPLE SCRIPT

Now we will create prototypes of our drawings, because what works on paper might not work in real life. Inventors create models called prototypes before making the final invention. Prototypes are often smaller models than we hope the final product will be because it's easier to make changes. Let's look at the drawings we did before the break. Which drawings do you think will help the most children in the neighbourhood?

(allow for discussion, gently push children to provide reasons for their thoughts)

Let's create prototypes of these drawings (or allow children to choose their own drawing). You can use these tools to create a small version of what you see in this drawing. Prototypes are not supposed to be perfect; rather they should give us an idea of what your creation/invention will look like.

(pass out materials and let children build)

You will have 10 minutes to build a prototype. Prototypes are not meant to be perfect. (When children start building, set a timer. Based on progress you may wish to add a few additional minutes of building time).

Countdown ... time's up! This was your first prototype. Now we need to try the next step in design thinking ... testing.

5 THE DESIGN PROCESS: TEST



SUGGESTED MATERIALS

- Additional building supplies (as needed)
-  Documenting Children's Thinking



OBJECTIVES

- To understand that creating multiple iterations can help us find the best solution to the problem
- To recognise the importance of letting the people who will be using our inventions look at them and try them out



SUGGESTED ACTIVITIES

- Break children into pairs and ask them to discuss their prototypes
- Adults can support children's ideas and conversations, and gather feedback



NOTE

- Keep an eye on how children react to feedback. Remind them that inventors go through this process too, and that they often go back and prototype again and again and again!
- When possible put children in groups where they speak the same language
- Be culturally sensitive as to how mixed-gender and mixed-age groups communicate and listen to one another



SAMPLE SCRIPT

An important part of creating something new is testing it. One way to test is to share it with people who will be using it, and ask them what they think. After getting feedback we can take the suggestions and make changes to our prototype to create an even better version.

We're going to practise giving feedback to one another about our inventions. In pairs/small groups please share:

1. Things you like about an invention
2. Things you don't understand about an invention
3. Ideas for making an invention better

Now we're going to take the feedback and make another prototype. Inventors call multiple versions "iterations". Iterating means continuing to test and make changes, which helps find the best way to solve a problem. Iterations continue until an invention is as helpful as possible for the people who will use it.

Now you can make your prototype even better. You have five minutes to make another prototype ... go!

5 THE DESIGN PROCESS: SHARE



SUGGESTED MATERIALS

- Sketching paper/clay/playdough for 1-2 children
-  Documenting Children's Thinking



OBJECTIVES

- To understand that sharing is communicating your ideas to others
- To recognise that sharing is important because we invent things for other people to use



SUGGESTED ACTIVITIES

- Have children share their prototypes with the group, explaining what it is, how it will be used, and how it will help make the neighbourhood more child friendly
- Depending on what your next steps are, you can inform children that:
 - they will continue prototyping
 - you will take their ideas to planning meetings



SAMPLE SCRIPT

An important part of inventing is sharing it with others. After all, the reason we make inventions is to help other people. It's important to tell others what your invention is, and how it helps make your neighbourhood more child friendly.

However, it can be challenging to share our ideas with others. I need one volunteer to talk about their prototype, and one helper. (Choose one child to share their prototype)

Child 1, please describe your prototype for Child 2. Child 2 is going to try to build your invention.

(Child 1 describes the prototype while Child 2 tries to draw, or model out of clay, what is being described. Set a short time limit.)

Do the inventions look the same? Why or why not?

As you can see it can be challenging to talk about our inventions with other people. To guide our sharing let's share the following:

1. Where does your invention belong in the community?
2. How does it work?
3. How does it make the space more child friendly?



6 SUMMARY AND DEBRIEF

[10 MINUTES]



SUGGESTED MATERIALS

-  Design Thinking Poster
-  What I Learned Today
-  Certificate
-  What I Observed Today (adults)



OBJECTIVES

- To review the steps of design thinking
- To remind children that their voices are important in making cities more child friendly



SUGGESTED ACTIVITIES

- Show the “Design Thinking Poster” and review the steps children used
- Ask questions about how they felt while creating something new
- Ask questions to learn more about what children want adults to know



SAMPLE SCRIPT

Today, as inventors, you used the design-thinking process to think of ways to improve your community

(review “Design Thinking Poster”)

How did you feel when you were creating your idea? (give share time)

What do you wish grown ups in the neighbourhood knew about children’s experiences? (give share time)

We’d like to document your learning today. Please fill out “What I Learned Today”

Adults, we’d like to know what you’ve learned too. Please fill out “What I Observed Today”.

(Pass out certificate)



OPTIONAL: FREE PLAY

[25 MINUTES]



OBJECTIVES

- To allow children to continue to experiment with prototypes and building materials
- To invite parents/guardians to build with their children

NEXT STEPS



STEP 1 Continue the Design Process

- Create an exhibit to share children's work
- Multiple iterations
- Finalise location
- Develop a stakeholder list
- Share with stakeholders
- Funding
- Timing
- Produce a final design
- Implement design



STEP 2 After Implementation

- Test intervention with children
- Test intervention with other stakeholders



NEXT STEPS: CONTINUE THE DESIGN PROCESS

For this stage you will need your spatial designer(s) to take lead in translating the design proposals that were produced by children in the workshop.



SUGGESTIONS IN THE DESIGN IMPLEMENTATION STAGE:

CREATE AN EXHIBIT TO SHARE CHILDREN'S WORK

Gather all prototypes, drawings and other materials used during the workshop. Create an exhibit to showcase the ideas children shared. Whenever possible include dictation of children's own words about their inventions. Be mindful of child safety procedures; use only initials or first names when displaying children's work. Invite children, their families and the community to see the work and to make comments.

MULTIPLE ITERATIONS

The beauty of the design-thinking process is that participants are encouraged to loop back to the various steps at any time. After the initial workshop you may want to redefine the problem, or create additional prototypes. You may choose to continue an iterative design process that stretches over weeks. Whenever possible include children in these design iterations.

FINALISE LOCATION

The location of the intervention will be determined by the manner in which the workshop was held. If children were given a specific location to design for, the intervention should be realised within that specific space. If children individually picked public spaces within their neighborhood to design for, then the designer may choose the best possible location for which the designs will be adapted.

DEVELOP A STAKEHOLDER LIST

Consider to whom does the property/land of proposed intervention belong? Is it publicly or privately owned? Who will be affected by the proposed intervention? Are there traders who use the space who may need to be engaged and considered in the intervention? Is a public utility buried on the site and how will it be affected by the intervention? Create a list of stakeholders you will engage with to create and install the intervention.

SHARE WITH STAKEHOLDERS

Share key learnings from the workshop with various stakeholders. Whenever possible include children's drawings, ideas and prototypes.

Ways to share with stakeholders:

- Plan a community meeting, or join an existing meeting
- Create a sharing wall in a public area (a library, community centre). Leave space and materials for community members to comment and share ideas
- Take the plans to local businesses, especially those that are close to the proposed site
- Attend local government meetings
- Create a website or social media page to share your plans and ideas more widely
- Approach a local publication with your plans and ideas.

Ensure that permission for the intervention in the public space you will use has been granted by your local authorities. If the land is publicly owned, you will need to liaise with the local government. Many cities and parks departments have mandates to involve the community in improvement projects. Connect with city and parks employees whenever possible.

FUNDING

- You may want to get funding to implement child-friendly spaces. If you already have funding, start considering your budget and the scale/nature of intervention.
- If you have a small or no budget, consider how you can leverage local materials and local expertise in building the intervention. Recycled tyres can easily be turned into jumping rings, swings and sand pits.
- Contact your local government and parks department. Often cities have funds set aside for community improvement projects.
- Research community activism groups in your area. You may be able to partner with an organisation that aligns with your goals.

TIMING

Determine whether child-friendly spaces will be permanent or temporary. If temporary, consider building the intervention aligned with school holidays or public holidays to increase child participation.

PRODUCE A FINAL DESIGN

Using contributions from children to create a final design that stakeholders support.

A few key issues to consider when taking the design forward:

- How can you get the children and/or the local community involved?
- How can you create a reduced cost implementation?

IMPLEMENT THE DESIGN

Follow your plans to implement the community design. Include various stakeholders in the building process, and find safe ways for children to contribute to the creation of the space too.

NEXT STEPS: AFTER IMPLEMENTATION



TEST THE INTERVENTION WITH CHILDREN

Having set the expectations for life-sized prototypes to be built, the children are likely to be eager to see them built. Harness that excitement! Take the children to the site to see and test the outcome. Note how children engage in the intervention. It is important to document the impact of the intervention for future improvement on it and on your other future projects.

TEST THE INTERVENTION WITH RELEVANT STAKEHOLDERS

By the point of completion of the implementation stage, you have engaged various stakeholders within the community. It will be great to introduce them to the final product too! Invite them and encourage them to bring their children to experience the space. It would be helpful to document their thoughts and commentary on the process you went through and the result in order to use that to improve on your future projects.