

4 to 6 participants · 45 mins

# Collaborative mapping

Get young people discussing their lived experience of public space by planning a walk through the local area



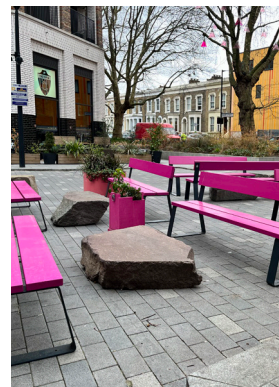
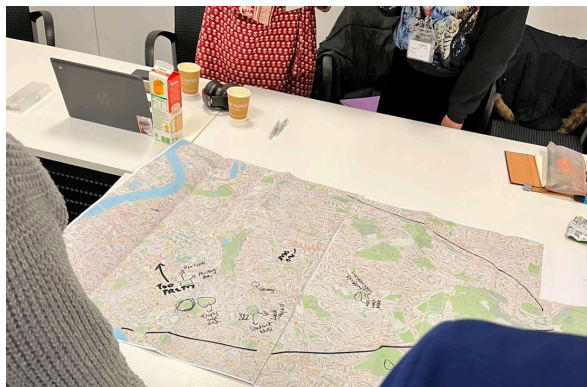
## Why use it

Build a rich picture of young people's current experience and opinions of the built environment

Ground discussion in lived experience: the map helps participants recall specific examples to illustrate their thoughts and opinions

Planning a walk encourages the group to hone in on the most relevant local examples of good and bad public space

## Collaborative mapping - Facilitation guide



Collaborative mapping at Southwark Youth Parliament, the map in use on the walk and a space that was highlighted

### MATERIALS

- Large printed map of the local area
- Thick pens
- Dot stickers

### TIPS

- Draw on the map to break the tension and encourage others to do the same!
- This method is all about the discussion it generates. Leave space and time for this to evolve naturally, and encourage it by asking probing questions.
- Encourage dissenting opinions about a space - this discussion can help uncover people's core values about public space.

### METHOD

#### Part 1- Mapping (45 mins)

- Get everyone to stand around the map with a pen.
- Have the group find and mark the workshop location, and allow some time for everyone to familiarise themselves with the map.
- When everyone's ready, ask a question related to their experience of public space that can be answered with the map - this could be where they spend time, places that could provide inspiration for good public space, or places they think could be improved.
- Encourage them to mark the locations that come to mind using dot stickers and add notes using the thick pens.
- If there's time, another prompt can be given with the responses marked using a different colour.
- Collectively plan a walk through the locations that best illustrate what's important to the group in public space. If you're feeling stuck, ask each participant to mark the most important location to visit for research on the map and use these as a starting point.

#### Part 2 - Walking (optional - half a day)

This part can either be conducted with a group of participants, or solely by the facilitators with findings reported back.

- Conduct the walk planned from part 1, pausing at each location to have a discussion about that space. Why is this an example of good or bad public space? Take photos and notes to document responses to each space.
- Along the way you will probably spot spaces that weren't discussed that are still interesting to the group. Take a moment to discuss these spaces too!
- If doing the walk without participants, make sure to wrap up your findings and send a brief report back to the participants to thank them and tell them what you found.

4 to 30 participants · 20 mins

# On-site movement

Warm participants up to the site, each other and get everyone thinking with their bodies



## Why use it

Rapidly build a shared understanding of the site and wider context the intervention will be situated in

Break the ice between participants by getting everyone moving and forming groups spontaneously

Frame the rest of the workshop by getting participants thinking spatially and in terms of movement early on

## On-site movement - Facilitation guide



*An adapted version of the 'Becoming furniture' activity using fabric with people's bodies as material*

### MATERIALS

- Fabric (optional)

### TIPS

- You'll need to get stuck in and involved to help people get over the fear of looking silly! Once everyone's past that it's much more enjoyable and you'll have better results
- A good follow-on activity from this involves giving each group a length of fabric and some slightly more involved prompts
- During the 'becoming furniture' activities give everyone a moment to see what everyone else has done.
- Before going back inside for other activities, encourage everyone to have a final look around the site.

### ACTIVITY 1 - SITE WALK (2 MINS)

This activity gets everyone familiar with the site boundaries, and a sense for how it can accommodate different densities of people.

- Stand on the edge of the site equal distance from each other
- Have everyone slowly walk in to form a circle with each person nearly touching the next
- Turn around and slowly walk back out to the edge

### ACTIVITY 2 - FLOCKING (3 MINS)

This activity gets everyone moving at different speeds and experiencing different areas of the site

- Get everyone to stand in an open space on the site
- Tell them to secretly choose two other people - it doesn't matter who!
- Say 'When I say go, you must get yourself an equal distance between the two people you chose...keep moving until you are an equal distance. Go!'
- Stop the activity when the group reaches an equilibrium, which'll likely take just a few minutes.

### ACTIVITY 3 - BECOMING FURNITURE (10 MINS)

This activity gets everyone thinking spatially and using their bodies to consider furniture and its proportions

- Tell everyone to find an open space again. Firstly, they should turn themselves into a chair, using their body as the 'material'.
- Then, get them to find someone else to make a piece of furniture together. It could be a bench, table, etc.
- Then, tell everyone to get into a group of 4 and create something larger still - eg: a shelter.

Feel free to adjust the prompts to make them more relevant to your workshop goals.

4 to 6 participants · 1 hour

# Provocation + response

Encourage participants to push beyond the obvious by providing provocations and encouraging collective responses



## Why use it

Kickstart discussion with a provocation that has participants re-examine the everyday

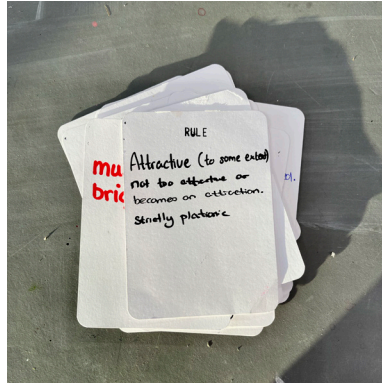
Unpack public space as something which isn't neutral and investigate its underlying politics

Get groups to generate design prompts for their use later in the workshop

## Provocation + response - Facilitation guide



'Rules for...' groups in discussion and outcome



King of the benches

### MATERIALS

- Large paper
- Thick pens
- Index cards
- Printed photos (optional)

### TIPS

- If running this activity with lots of groups, hop between the tables to push discussion forward. Encourage them to be as specific as possible in the language they're using.
- This method, especially in the 'King of X' version, is valuable because of the discussion generated. Because of this having a note taker alongside the facilitator is very helpful!

This is a very flexible method. You'll want to adapt the provocations you used based on your workshop goals. The key is to provide participants with something specific to push against, to generate interesting discussion. Below are two examples to start from.

### EXAMPLE 1 - RULES FOR X

- Brief participants the week before the workshop to take photos of public space in response to a provocation. For example, we've used 'A good place to loiter' successfully. Print their responses out for the workshop.
- In the groups, have participants discuss their photos. What do they have in common? What are some features of the spaces captured? Encourage them to make notes as they discuss on the paper.
- Give each group ~10 mins to create three 'rules' based on their discussion. This should be closely related to the discussion they've been having, but can be gently re-framed to push the discussion further. For example, we asked them to create three rules for 'spaces that cultivate public life'.
- Have each group share their rules back to the group. These can be used to inform design activities, or used as criteria for assessing design ideas, later.

### EXAMPLE 2 - KING OF X

- Print out ~12 images of versions of a thing related to public space. We used benches. Make sure they're varied but comparable.
- Show the participants 3 of the photos at a time. Facilitate a discussion on which is the 'best' version of X. Ask why and encourage debate. After a couple of minutes, hold a vote on the 3 photos.
- In a final round, pit the winners from each round against each other. Crown the highest voted of the options the 'king' of X.

4 to 20 participants · 1 hour

# Diagrammatic collage

Bring a playfulness to site planning with a generative method that encourages rapid iteration



## Why use it

Get young people thinking in terms of people's needs and movement through the site before jumping to aesthetics

Generate a series of ideas which are easily comparable to one another, leading to fruitful discussion

Using collage encourages low-fidelity ideas and stops people getting too bogged down in detail too early on in the process

## Diagrammatic collage - Facilitation guide



*Final outcome from a diagrammatic collage activity*

### MATERIALS

- A few large cardboard templates of the outline of your site (Roughly A2)
- Coloured sugar paper
- Thick pens
- Large rolls of paper

### TIPS

- It helps to either do this activity on site, or have photos and/or a 3D model of the site to help people contextualise the site outline they're working in.
- Cut some shapes out beforehand that are roughly the right size to show everyone.
- Give a strict time limit to this activity - it should be for unloading initial ideas which can be finessed later!
- Some people will want to annotate their ideas, or even make 3D models. Don't stop them!

If possible, this method works best when everyone's together on one big table. Roll the paper out to cover the table.

If you've run some of the 'research' methods which have generated design prompts or discussion, remind participants of these and encourage them to have them in mind when working.

### METHOD

- Tell everyone that we're going to be taking an experimental approach to making floorplans.
- Get everyone to grab some sugar paper and start cutting out random shapes. They should be roughly sized to fit inside your cardboard floorplan.
- Whilst that's happening, hand the cardboard templates out and get pairs of people to draw around the template.
- Once every pair has an outline of the site in front of them, get them to start taking shapes from the pile and turning it into a plan inside their outline, with shapes representing different kinds of furniture.
- Optional - For groups who are already comfortable with each other, you can develop each other's ideas in an 'exquisite corpse' style. To do this, get each pair to stand up and move 2 seats to the right. Everyone should now be say in front of another pairs design. They are invited to build on it. Prompt people to try to understand what the site plan is trying to achieve, and how they can add to it using some of their ideas.
- Have each pair share what they've made with the rest of the group and have a discussion. Have everyone place dot stickers on the things that they like the most from everyone's work.



3 to 6 participants · 2 hours

# Conceptual modelling

Explore aesthetic possibilities  
and develop a visual language  
for your intervention



## Why use it

Enable rich discussion between young people about how they want the space to feel

Open up discussions about materials through the kinds of aesthetics being explored

Uncover aspects of the design which should be tested through prototyping

## Conceptual modelling - Facilitation guide



*Making models from clay, cardboard and pipe cleaners*

### MATERIALS

- Printed reference material
- Cardboard site model
- Modelling clay
- Pipe cleaners
- Cardboard
- Tape
- Glue
- Thick pens
- Paper

### TIPS

- Make some models beforehand to show people what can be done with the materials and help break the fear of the blank page / empty model.
- This is quite a long activity, so make sure to have decent breaks.
- The materials will dictate the forms you end up with to an extent. Compensate for this by having discussions throughout about what your participants are aiming for.

If you've run some of the 'research' methods which have generated design prompts or discussion, remind participants of these and encourage them to have them in mind when working.

### METHOD

- Before the session, print out loads of visual references of the kinds of thing you're making with your workshop series. Try to get a wide variety of form, material and aesthetic. Relevant books with lots of imagery also work well.
- Place a cardboard model (roughly 1:15 scale) of the space at the middle of each table.
- Give everyone an overview of the materials, and show them some of the possibilities with each.
- As a warm up, give participants 5 minutes to make 5 models with some chosen materials. This is to help avoid 'blank page' paralysis and get people familiar with the materials!
- Have everyone review the plans you created as part of the 'Diagrammatic collage' activity. Ask participants to focus on the areas which received a lot of votes or were discussed favourably. Give them some time to create some models. Float around between people, offering help and encouragement.
- Once most people have finished a model, give everyone 1 or 2 minutes to show the rest of the group.
- Ask participants to get into groups of 2 or 3 based on ideas they think are similar to their own. Task them with creating a 'family' of objects which share a certain quality.
- Have each group present back their work.

3 to 5 participants · Half day

# 1:1 spatial prototyping

Brings together the skills developed in previous methods to develop a full-scale prototype



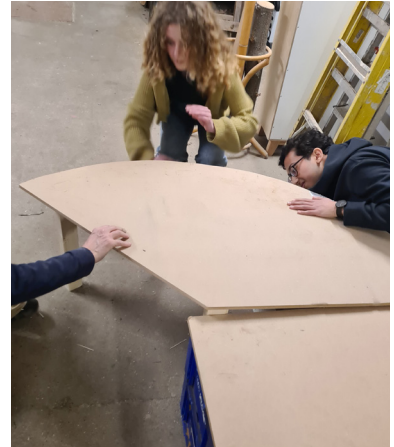
## Why use it

Create a point of focus for the project, enabling deep and specific discussions about public space

Develop fundamental design skills with participants by touching on form, ergonomics, materials and engineering through one method

The satisfaction of seeing their ideas come together in a collaboratively made prototype provides a well-earned moment of celebration

## 1:1 spatial prototyping - Facilitation guide



*1:1 prototypes being made, with many participants using a drill for the first time*

### MATERIALS (SUPERVISED)

- Cardboard
- Thin sheet wood
- 2 x 2 timber
- Screws

### TIPS

- The making is often the bit people get the most out of - take participants along on the journey and encourage everyone to get stuck in.
- Keep an eye on time throughout the workshop, and encourage quick decisions through making. The best way to unblock a decision in the group is to suggest making it out of cardboard to test and discuss.
- This workshop can also be run with simpler materials that don't require power tools. You might do this if you're working with loads of participants. For example, we ran a version of this with bamboo, cable ties, cardboard and fabric which worked well.

1:1 prototyping requires facilitators with some making experience, and a little more flexibility in process. What follows is general guidance; expect to be reactive to the context of your workshop.

### METHOD

- Gather together everything created with the other methods so far by participants for reference.
- Explain that we'll be creating a prototype that stands up on its own by the end of the workshop. Emphasise the need to work and make decisions quickly!
- Guide participants to work together to come up with a consolidated sketch of what the prototype will look like. Having worked together and had many discussions throughout the process, there should be some key ideas bubbling to the top. However, this will require a bit of shepherding from the facilitator.
- Once there's a rough sketch, start to plan how you can recreate it in 3D. Look for simple shapes that can be cut out of cardboard on a 1:1 scale.
- Have the group start to arrange the cardboard components in space. Encourage them to use their own bodies as reference for things relevant to the aims of the prototype - how high seating should be, where arms rest, where people can lean, etc.
- You can then start filling out aspects of the prototype, using 2 x 2 lumber and sheet materials. This will involve cutting, drilling, screwing things together. Encourage and help participants to do as much of this themselves as possible.
- At some point in the workshop make time to discuss materials, colours and finishes with the group.
- Leave enough time at the end to experience the prototypes and discuss what you'd do differently when making it for real.