Playful Cities Toolkit

RESOURCES FOR RECLAIMING PLAY IN CITIES

Dr Sara Candiracci, Associate Director, Arup
The Power of Play

Play is the rocket fuel of brain development, and helps children and communities thrive.

The whole built environment is a critical play and informal learning resource for children, with benefits for the whole community.
Play is a silent emergency

Low-play lives and play-poverty are seen across all strata of society and socio-economic levels.

Barriers to Play

- Reduced access to open space
- Changes in urban lifestyles
- Limited evidence and knowledge on the state and value of play in cities
- Limited guidance for city authorities and urban planners on child-friendly urban planning
The Playful Cities Toolkit provides a range of resources to support local governments, urban practitioners and local communities to understand the complexity of play in cities, to guide the design of play-based interventions, and to measure their impact.

The toolkit is structured on a simplified design process comprised of three main phases:

**UNDERSTAND**
It helps understand the complexity of play in cities - challenges and opportunities, considering different urban scales and systems.

**DESIGN**
It helps support the planning and design of play-based interventions at different stages of a master planning process.

**MEASURE**
It helps measuring impact or outcomes achieved through play-focused interventions.
The Urban Play Framework

The Urban Play Framework is an assessment and planning tool to help city authorities and urban practitioners better understand the complexity of play in cities - challenges and opportunities; to guide the design of play-based interventions; and to measure specific outcomes achieved.

The Power of Play

The LEGO Foundation ARUP real play coalition
Understand

Understand the complexity of play in cities – challenges and opportunities, considering different urban scales and systems.

**Desktop Study**
- PLAY ASSESSMENT TOOL
- STAKEHOLDER MAP

**Field Study**
- PLAY SURVEY
- KIIS & FGDs GUIDE
- TRANSECT WALK SHEET
- ASSESSMENT WORKSHOP GUIDE
- PHOTO CONTEST GUIDE
- CONSENT FORM

**Reporting**
- PLAY PROFILE REPORT TEMPLATE
# Assessment Tools

## PLAY ASSESSMENT TOOL

### DIMENSIONS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WHAT TO ASSESS</th>
<th>HOW TO ASSESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process of building play environment</td>
<td>Vision needs to be achieved by some play environments to children well-being and development</td>
<td>Playfulness and enjoyment of play are observed and recognized.</td>
</tr>
<tr>
<td>Key informant interview (KIB) &amp; Focus Group Discussion (FGD) Guide</td>
<td>How to structure the interview or discussion</td>
<td>The goals of play and the impact on children are discussed.</td>
</tr>
<tr>
<td>Assessment workshop with children and community members</td>
<td>How to include the children's voices in the assessment process</td>
<td>The children's views are gathered and analyzed.</td>
</tr>
</tbody>
</table>

### Key Points

1. **Goal 1:** Children's play is encouraged by play materials and environments that are engaging, safe, and developmentally appropriate.
   - **What to Assess:** Play materials and environments are observed to determine their effectiveness.
   - **How to Assess:** Focus on assessing the play materials and environments to evaluate their impact on children's development.

2. **Goal 2:** Play is integrated into the everyday life of children and families.
   - **What to Assess:** Play integration into daily routines is observed.
   - **How to Assess:** Focus on assessing how play is integrated into daily routines to ensure it is a natural part of children's lives.

3. **Goal 3:** Children's play is supported by parents and caregivers.
   - **What to Assess:** Parental support for play is observed.
   - **How to Assess:** Focus on assessing parental support to ensure it promotes children's play and development.

4. **Goal 4:** Play is a key aspect of the community.
   - **What to Assess:** Community involvement in play activities is observed.
   - **How to Assess:** Focus on assessing community involvement to ensure it supports children's play.

5. **Goal 5:** Play is a key aspect of the environment.
   - **What to Assess:** Environmental supports for play are observed.
   - **How to Assess:** Focus on assessing environmental supports to ensure they promote children's play.

### Tools

- **Focus Group Discussion (FGD) Guide**
- **Key Informant Interview (KIB)**
- **Assessment Workshop with Children and Community Members**

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*The LEGO Foundation*
Support the planning and design of play-based interventions at different stages of a master planning process.

PRIORITISATION

- PLAY PRIORITISATION TOOL

SOLUTIONS

- CO-CREATION WORKSHOP GUIDE
- GET INSPIRED
# Design Tools

## PLAY PRIORITISATION TOOL

### PERFORMANCE & IMPACT MEASUREMENT

<table>
<thead>
<tr>
<th>Number</th>
<th>Priority</th>
<th>Idea</th>
<th>What to Assess</th>
<th>How to Assess</th>
<th>Resulting Statement</th>
<th>Staging 1 – 3</th>
<th>Evidence</th>
<th>Sustainability Impact Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High</td>
<td>Play Elements</td>
<td>Quality of interaction and engagement</td>
<td>Time-based measures</td>
<td>“The participants were engaged and interactive throughout the session.”</td>
<td>2</td>
<td>4.5</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Medium</td>
<td>Play Elements</td>
<td>Safety and security of participants</td>
<td>Quality-based measures</td>
<td>“The environment was safe and secure for all participants.”</td>
<td>3</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Medium</td>
<td>Play Environment</td>
<td>Accessibility and inclusivity</td>
<td>Efficiency-based measures</td>
<td>“The space was accessible and welcoming to all participants.”</td>
<td>3</td>
<td>3.5</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Low</td>
<td>Play Environment</td>
<td>Maintenance and upkeep of facilities</td>
<td>Efficiency-based measures</td>
<td>“The facilities were maintained and in good condition.”</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Co-creation workshop with children and community members**

**PREPARING FOR THE WORKSHOP**

To ensure that your participants are actively engaged and committed to the co-creation process, consider the following:

1. **Identify and involve community members**: It is crucial to involve community members throughout the process to ensure buy-in and support.
2. **Define the workshop objectives**: Clearly define the goals and outcomes of the workshop to guide the discussions.
3. **Set the agenda and facilitation roles**: Prepare the agenda and roles of facilitators to ensure a structured and inclusive environment.
4. **Prepare materials and resources**: Ensure you have all necessary materials and resources to support the workshop.
5. **Train facilitators**: Consider training facilitators to ensure effective facilitation and moderation.
6. **Select the co-creation method**: Choose a co-creation method that fits the group size and expertise.
7. **Plan for feedback and follow-up**: Develop a plan for gathering feedback and后续 actions.

**WHAT TO USE?**

- **Co-creation methods**: Use a variety of methods such as brainstorming, role-playing, and decision-making exercises to engage participants and facilitate meaningful discussions.
- **Facilitation tools**: Utilize tools like flip charts, markers, and timers to support the workshop.
- **Technology**: Incorporate technology like digital tools and platforms to enhance engagement and accessibility.

**ABOUT THIS TOOL**

The LEGO Foundation and ARUP have developed a framework for co-creation workshops with children and community members. This framework aims to ensure effective engagement and meaningful contributions from all participants. It emphasizes the importance of involving community members and setting clear objectives to drive the co-creation process.
A selection of case studies were identified in different international urban contexts, to inspire multiple ideas, actions and strategies aimed at promoting play in cities.
Measure

Measure impact or outcomes achieved through play-focused interventions.

IMPACT MEASUREMENT

PLAY IMPACT TOOL
### Measure Tools

#### PLAY IMPACT TOOL

**PERFORMANCE & IMPACT MEASUREMENT**

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>WHAT TO MEASURE</th>
<th>MEASUREMENT</th>
<th>SCALE</th>
<th>OUTCOME</th>
<th>OVERALL PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Fostering social interaction and development.</td>
<td>Social interaction scale</td>
<td>1-5</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Promoting healthy physical activity.</td>
<td>Physical activity scale</td>
<td>1-5</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Environmental</td>
<td>Enhancing environmental awareness and sustainability.</td>
<td>Environmental awareness scale</td>
<td>1-5</td>
<td>3.5</td>
<td></td>
</tr>
</tbody>
</table>

#### OVERALL PERFORMANCE

**PERFORMANCE BREAKDOWN**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Facilities for Play</th>
<th>Time &amp; Choice for Play</th>
<th>Spaces &amp; Facilities for Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household</td>
<td>3.3</td>
<td>2.8</td>
<td>1.5</td>
</tr>
<tr>
<td>School</td>
<td>5.0</td>
<td>4.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>5.0</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>City</td>
<td>4.2</td>
<td>3.4</td>
<td>3.0</td>
</tr>
<tr>
<td>Park</td>
<td>4.2</td>
<td>3.4</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The LEGO Foundation

ARUP
The Playful Cities Toolkit was used to undertake holistic assessment of play challenges and opportunities in London, Cape Town and Milan; and helped identify and prioritise play activation interventions.
Understanding Play in Barnet, London
Reclaiming Play in Khayelitsha Township, Cape Town

Co-creation

Play Assessment
Activating a Network of Play Spaces

We designed a solution to increase learning-through-play opportunities in Khayelitsha, through the Activation of a Network of Play Spaces.
Play Activation in Khayelitsha

We engaged children, caregivers and community to activate play in Khayelitsha.
Reclaiming Play in Milan

Play Assessment

Tell us about your neighbourhood!

Focus group

The LEGO Foundation  ARUP

Milano

Città della Milano
Facilitation for play is promoted by the presence of a rather solid and widespread network of associative realities, which provides social assistance, support for the organization of play and educational activities. However, it was recognized a lack in aggregative spaces, and in a specific training for tutors to formalize and improve play’s moments.

Time and choice for play is favoured by a high accessibility to main places of interest, and a wide range of play options. However, there is a diffused perception of a limited time availability for shared and unstructured play activities, especially outdoor due to real or perceived safety problems.

Spaces and facilities for play. The neighbourhood is served by a good number of formal and informal play spaces, of various sizes. The lack of a safe and pleasant connection system, however, limits movements, and inhibits from taking full advantage of them. A low safety perception, in addition, obstacles children to explore independently the neighbourhood.
Co-creation

LET'S DESIGN THE PLAYGROUND OF YOUR DREAMS!
The second activity was focused on the creation of a collage to design collaboratively the space in front of the school, Via Monte Flora. The exercise was supported using an online collaborative dashboard with stickers of street furniture, people involved in play activities, plants and animals, prepared in advance.
Play Street

PLAY STREET
in via Monte Piana

In occasione della chiusura dell’anno scolastico 2020/21 via Monte Piana prende vita.
L’ICS Pasquale Sottocorno e le associazioni partecipanti propongono laboratori collettivi in cui esplorare nuovi spazi, forme di gioco e socialità per attivare la dimensione pubblica della strada e creare nuove prospettive condivise su di essa.
Le attività saranno svolte nel rispetto delle normative.

7 Giugno
9:00-14:00

8 Giugno
15:30-19:30
Play Strategy

› Creation of a network of play spaces.
› Promotion of the role of the school at the centre of neighbourhood relations.
› Use of digital play as a bridge to physical play.
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