



*The Malta Foundation
for the Wellbeing of Society*

FIL-BERA#

CHILDREN'S USE OF PUBLIC OPEN SPACES

Produced by The National Institute for Childhood
within The Malta Foundation for the Wellbeing of Society

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TOOLKIT

HOW TO INVOLVE CHILDREN
AND YOUNG PEOPLE IN THE DESIGN OF OPEN SPACES





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FIL-BERAĦ – OPEN SPACES

*CHILDREN'S EXPERIENCES OF THE USE OF PUBLIC SPACES
WITHIN THEIR COMMUNITY*

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CONTENTS

DEFINITIONS	v
INTRODUCTION	1
THE UNDERLYING RATIONALE FOR THE PROJECT FIL-BERAH	3
CHILDREN'S INVOLVEMENT IN THE FIL-BERAH PROJECT: A SYNOPSIS	5
PREPARATORY WORK AHEAD OF THE PROJECT LAUNCH	7
Step 1 Establish the core team leading the project	8
Step 2 Understand the locality's needs	9
Step 3 Identify project outcomes and timeframes	11
Step 4 Consider the methodologies, activities and tools subject to the children's approval	12
The Mosaic Approach	14
<i>Travel Diaries</i>	15
<i>Drawings</i>	15
<i>Photo Narratives</i>	15
<i>Mapping</i>	16
<i>Designing</i>	17
<i>Video Recordings</i>	17
Step 5 Promote the project within the community	17
Step 6 Choose an accessible meeting space	18
Step 7 Inform children and young people about the project	18
Step 8 Contact interested participants	19
Step 9 Obtain parents' / guardians' consent and children's assent	21
Step 10 Get this project started	21
FINAL RECOMMENDATIONS	23
BENEFITS OF THE PROJECT	25
REFERENCES	27
ANNEXES	29

LIST OF FIGURES

Figure 1	Step by Step planning	7
Figure 2	Factors contributing to thinking about the locality's needs	10
Figure 3	Design features to consider when planning	11
Figure 4	Action plan for the project's outcomes and timeframes	11
Figure 5	Insights about the project's timeline	12
Figure 6	Tips for successful participatory planning	13
Figure 7	The role of children/ young people in the project	13
Figure 8	List of Mosaic approach methods	14
Figure 9	Different kinds of maps	16
Figure 10	Ways to engage children in the project	20

DEFINITIONS

PUBLIC OPEN SPACE

Any accessible space that is undeveloped (has no buildings or other built structures) which often attracts users of different ages, genders and cultural backgrounds (Francis et al., 2012).

BLUE SPACE

Refers to all visible, outdoor, natural surface waters with the potential for the promotion of human health and wellbeing (Taylor and Hochuli, 2017).

GREEN SPACE

Land that is partly or completely covered with grass, trees, shrubs, or other vegetation (Frumkin, 2013, Taylor and Hochuli, 2015).

CHILD-LED RESEARCH

Children and young people are active and do not just participate in the research study, they also influence the direction it takes (Loebach and Gilliland, 2010).

CONSULTATION IN RESEARCH

Researchers elicit information from children and young people that can be used to influence policies, practices, and choices that can affect children and adolescents (Greig and Taylor, 1999).

PARTICIPATORY RESEARCH

Develops partnerships with children and young adults to provide them with opportunities to shape the project fully (Kemmis, McTaggart and Nixon, 2013).

MOSAIC APPROACH

A means of collecting data with children which involves multiple methods and which are not entirely focused on interviews, surveys or focus groups, but uses various exercises. These are used together to create the larger picture - the final dataset, hence the mosaic effect (Clark and Moss, 2001).

The words project, study and research will be used interchangeably to refer to the same concept. The terms young people, young adults and adolescents will likewise be used interchangeably.

This toolkit is a step-by-step guideline of the procedures which were followed during the development and execution of the project entitled 'Fil-Beraħ'. These procedures were adopted in order to promote participatory research with children and young people, with specific reference to their voices and perspectives when referring to neighbourhood spaces and their design. The aim of this document is to share an understanding of participatory methods which can be applied to any project with children.

An in-depth account of the entire project has been published separately. The project was carried out by the National Institute for Childhood on behalf of the Malta Foundation for the Wellbeing of Society.

INTRODUCTION

There may be various public spaces in a neighbourhood including the immediate surroundings of the neighbourhood, the streets, the squares, local parks playgrounds and diverse natural environmental settings. The experience of public open spaces is important for children as it provides them with their first independent opportunity to form relationships with people who are not members of their family.

This toolkit is a product of a research project which promoted participatory research and focused on gathering insights about children's views and experiences about outdoor space within their own locality. The project relied on the full participation of children and young people and the diverse methods adopted to collect data, were child-led.

This research project was intended to serve as a pilot and by extrapolating general principles followed and lessons learnt, this toolkit has been developed to assist others wishing to carry out similar projects where children can participate in exploring the use, planning and design of public open spaces.

The locality chosen for the project was selected due to a high child population, the presence of blue and green spaces, and the possibility it offered for the design of an open space by children and young people.

THE UNDERLYING RATIONALE FOR THE PROJECT FIL-BERAH

Frequently, reference made to open spaces and its designs leads many to associate responsibility for these areas to local councils, designers, draughtspersons, architects and planners. In reality, everyone should have the opportunity to participate in planning, designing or sharing an opinion about a particular open space. Children and young people are no exception and should not be excluded.

When children participate in neighbourhood planning, the locality would be addressing citizens' needs and promoting active involvement within the local community from an early age. Such participatory planning empowers and motivates children and young people to voice their perspectives and concerns regarding their neighbourhood. Participatory planning helps to collect different opinions and experiences and to propose solutions that would better cater to everyone's wishes and needs. Through direct participation and engagement, children and young people communicate with different members of society, and more specifically with those within their own locality. Ensuring that children and young people are engaged and involved in providing feedback about the needs of their community offers them possibilities to share their insights, perspectives and experiences thus contributing to better and more realistic planning. Engaging children and young people in civic matters, secures their responsibility and commitment towards the community and projects in the locality. Furthermore, through this process children learn how to be more creative in generating ideas and solutions and in discovering their hidden potential.

CHILDREN'S INVOLVEMENT IN THE FIL-BERAŇ PROJECT: A SYNOPSIS

In the Fil-Beraň project, children's participation in designing an open space was sought through several activities held over a one-year period. During this time, with support from a research team, the children were guided to reflect about their locality, highlight elements that they like about the place, and identify aspects where they felt the locality requires attention and investment. This reflection was held through discussions, activities and site visits within their community to reinforce their ideas about the locality's needs, and to brainstorm possible changes.

Over the course of the project and during the meetings which were organised, the children were invited to illustrate what they had talked about and to take photos of the areas that they referred to. Their artefacts contributed towards a visual appreciation of the work being done, whilst demonstrating their ideas and helping them participate in a more creative manner. The photos depicting a range of spaces within their locality, were affixed onto a customised large format map. This contributed to a three-dimensional understanding of the locality's requirements for improvement, as well as highlighting spaces which they appreciated and which met their needs. In addition, the children were empowered to make suggestions for designing an accessible open space design within their locality, bearing in mind existing features in the surrounding environment.

Towards the end of the project, the children met Local Council members of their locality. The project participants spoke confidently about the project and their involvement in it. The children shared their views about areas within their locality which gave them pride and areas of concern. They presented their design of the open space that had been identified and discussed the possibilities which their plans envisaged with a view to implementation.

PREPARATORY WORK AHEAD OF THE PROJECT LAUNCH

In order to conduct a project successfully, several steps need to be undertaken. An overview of the stages of the project are presented in the figure below (Figure 1), followed by additional details for every stage in the subsequent sections.

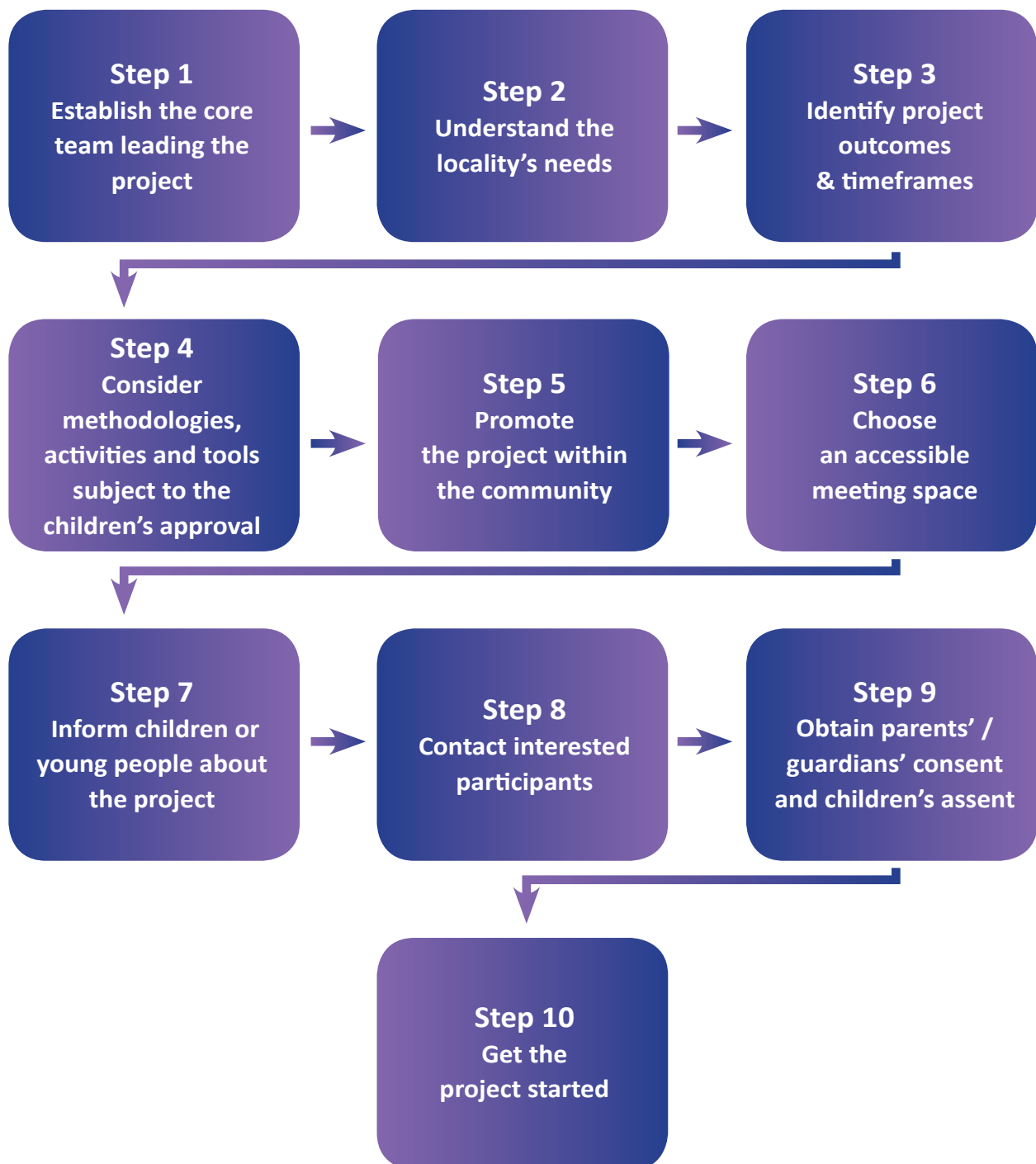


Figure 1 - Step by Step planning

The Steps highlighted here can serve as a guide for replicating the work carried out in this project. Each stage should be modified or adapted according to the project requirements.

STEP 1

Establish the core team leading the project

The core team leading the project must consist of at least three people (Project leader and two project officers) ideally with experience, knowledge and insights about working with children and young people. Experience in research with children and young people would be an asset in order to encourage, motivate and facilitate children's participation; to build and develop effective relationships with the participants; to make appropriate choices of research tools and methods in order to maximise the benefits which these resources can offer.



The team must plan the groundwork for the study or project. Initial plans need to take into consideration the rationale for the research study/project and outcomes being sought; appropriate and suitable methodology; project organisation and administration. The team needs to have a clear rationale with achievable research/project aims.

The success of a participatory research or other project will depend on children and young people's participation. The team should acknowledge a number of considerations which will encourage children's and adolescents' participation.

Foremost among these considerations are:

- ✓ characteristics of the participants and diverse needs they might have;
- ✓ the limited experiences or opportunities participants may have had of participatory engagement;

- ✓ the location where the research project is set to take place; and
- ✓ when, where and how participants will be coming together to foster a sense of engagement.

STEP 2

Understand the locality's needs

Assuming that the participatory research project will focus on the availability and use of public open spaces in a locality, the checklist below is a useful needs analysis indicative of the children's use of public spaces. It can be used to support the project's viability.

Checklist on children's use of the public space in the area

Do children have opportunities to spend time outdoors with friends?

Are the children satisfied with the play spaces and the opportunities available?

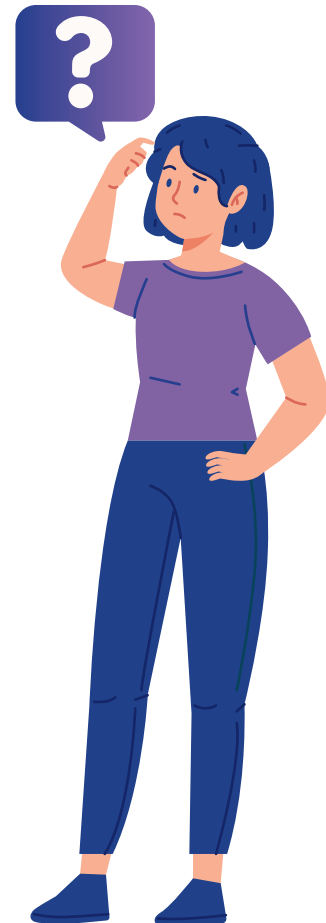
Are the children satisfied with the quality of the local spaces available for play?

How much time are children and adolescents spending outdoors, playing with their friends?

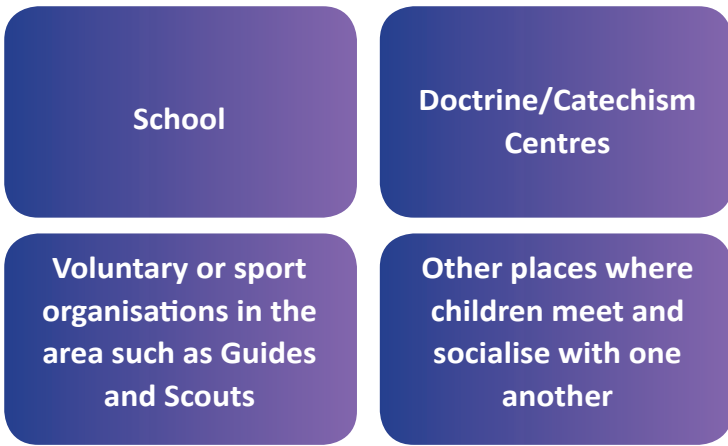
Do children have access to the spaces provided for play in the neighbourhood?

What is the adults' attitude to children playing outside in the neighbourhood?

Which different agencies are working together to promote outdoor play and create play experiences?



A checklist can be used as an introductory survey, which could be sent to every household where children and adolescents live. It can also serve as the first opportunity to engage with the children and young people within the community if the research/project team visit or reach out to entities within a locality where children and young people meet.



Besides obtaining information first-hand, the findings from the survey can be useful for the next stage of the project, when children and adolescents would be recruited as participants.

The more the children are given a direct role and involvement, the higher the chance that the project represents the children’s voices, ideas and needs.

Through our project, most of the elements about the locality’s needs were learnt, specifically from the children’s input. A think and reflect exercise has been prepared and attached in this toolkit’s annexes section. Refer to Annex I for this exercise, in order to help your organisation, look into features and other perspectives that might need to be taken into consideration.

Some tips: Watch out for these factors when considering which area to choose as fit for the project’s purposes...

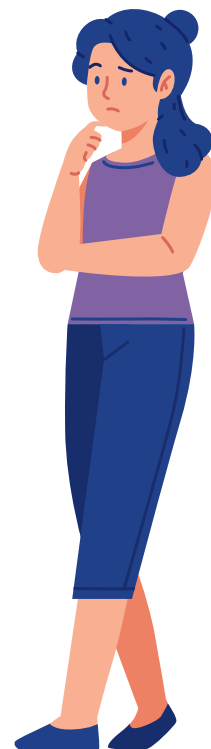
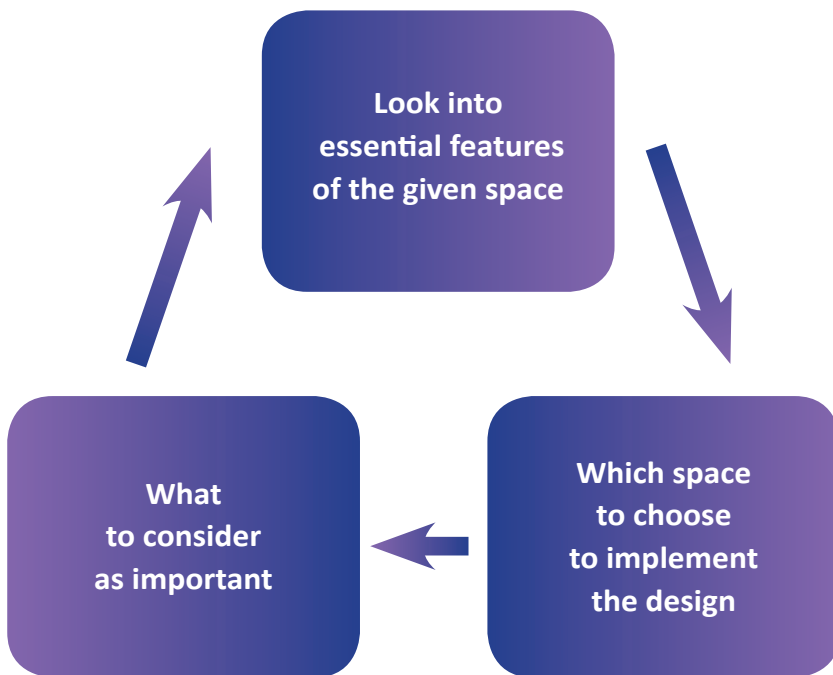


Figure 2 - Factors contributing to thinking about the locality’s needs

Some design features to consider

The provision of pedestrian walkways to include footpaths; access for bicycle lanes; frequent and safe crossing places; curb extensions.

Traffic calming measures to enable safe access and the use of the streets as a social space.

A public transport service close to the designated space to facilitate accessibility.

Streets designed to cater for both pedestrians and cars.

Safe access for all users regardless of age, ability or mode of transport.

Figure 3 - Design features to consider when planning

STEP 3

Identify project outcomes and timeframes

Like any other project, realistic planning is essential taking into consideration outcomes to be achieved, the time available to achieve these outcomes and the resources and human resources available.

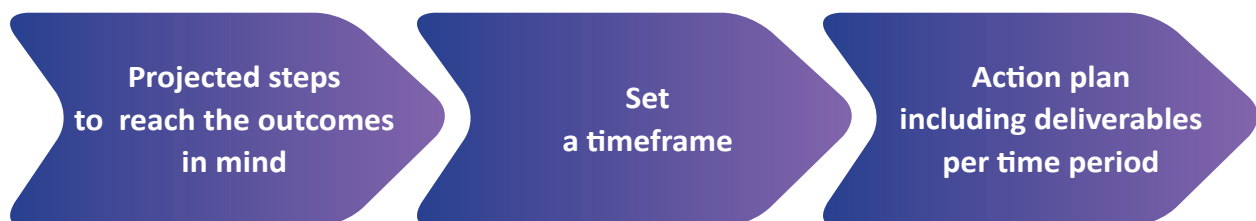


Figure 4 - Action plan for the project's outcomes and timeframes

The duration and the demands of the project depend on the desired outcomes which would have been defined when the project was being designed.

Setting a timeline gives a clear indication to the project team and to the project participants. A realistic time-scale would give participants an indication of the commitment expected and indeed possible. Children and young people may not always be readily available to give their input and to be fully involved in the project. School holidays and other vacations may offer the best opportunities to set meetings. Drawing a forecast showing dates for meetings or time required for project-related activities will give participants a good indication of the time and commitment required.

The following questions offer insights about timelines:

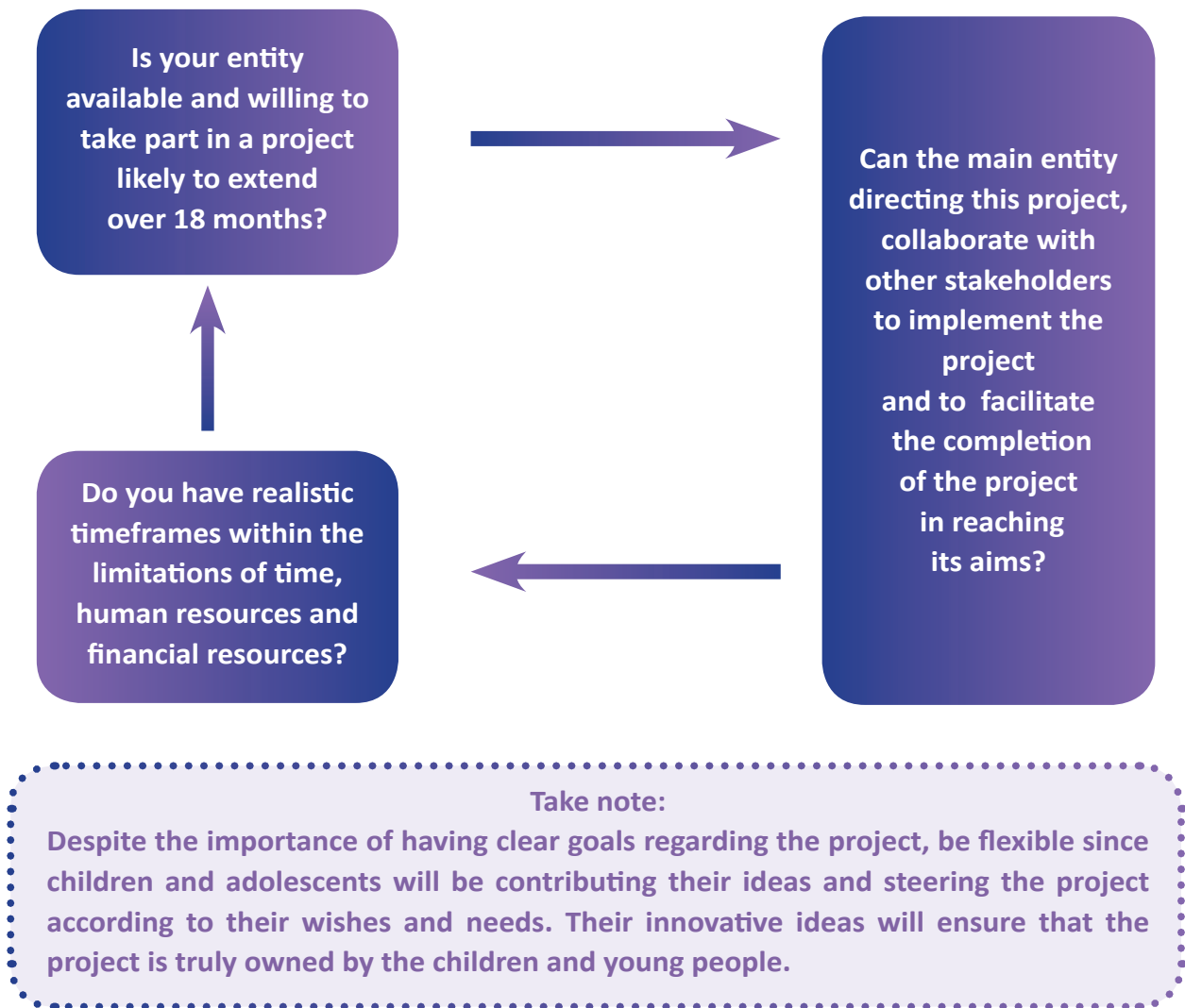


Figure 5 - Insights about the project's timeline

Having answers to the above reflective questions facilitates drawing up the outcomes and the actual plan. Revising the questions from time to time, can serve as further guidance.

STEP 4

Consider the methodologies, activities and tools subject to the children's approval

Once decisions have been made about the outcomes to be derived from the project, it is necessary to choose the methods, which will help to engage the children's participation and to obtain the right information for the design of the open space. Since this is a child-led project which acknowledges children as researchers in the project, the methodologies should include tools and resources which have children's approval, facilitate their participation and offer genuine opportunities for them to share their perspectives.



Figure 6 - Tips for successful participatory planning

In line with the principles of participatory research, the children and the adolescents should have the opportunity to:

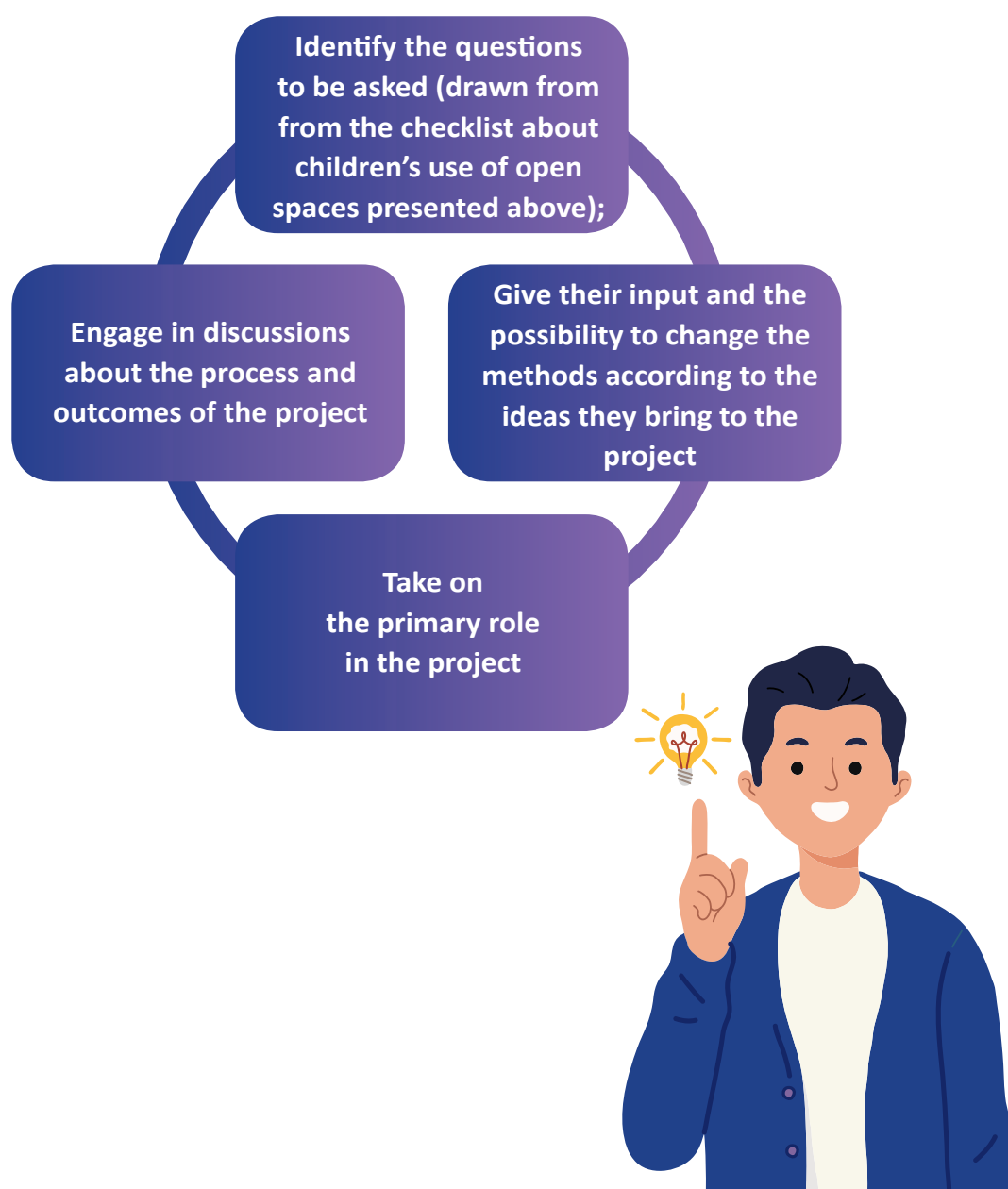


Figure 7 - The role of children/ young people in the project

The Mosaic Approach

The Mosaic Approach (Clark and Moss, 2001) promotes the use of multiple methods in order to collect data with children and young people. The variety of methods help to facilitate participation and engagement as they address different skills which participants may have. Through a variety of techniques which can include drawing, taking photos, mapping, children and young adults are assisted in expressing their opinions about the research topic being explored or investigated.

Fil-Beraň, made use of the methods illustrated in Figure 8 below:

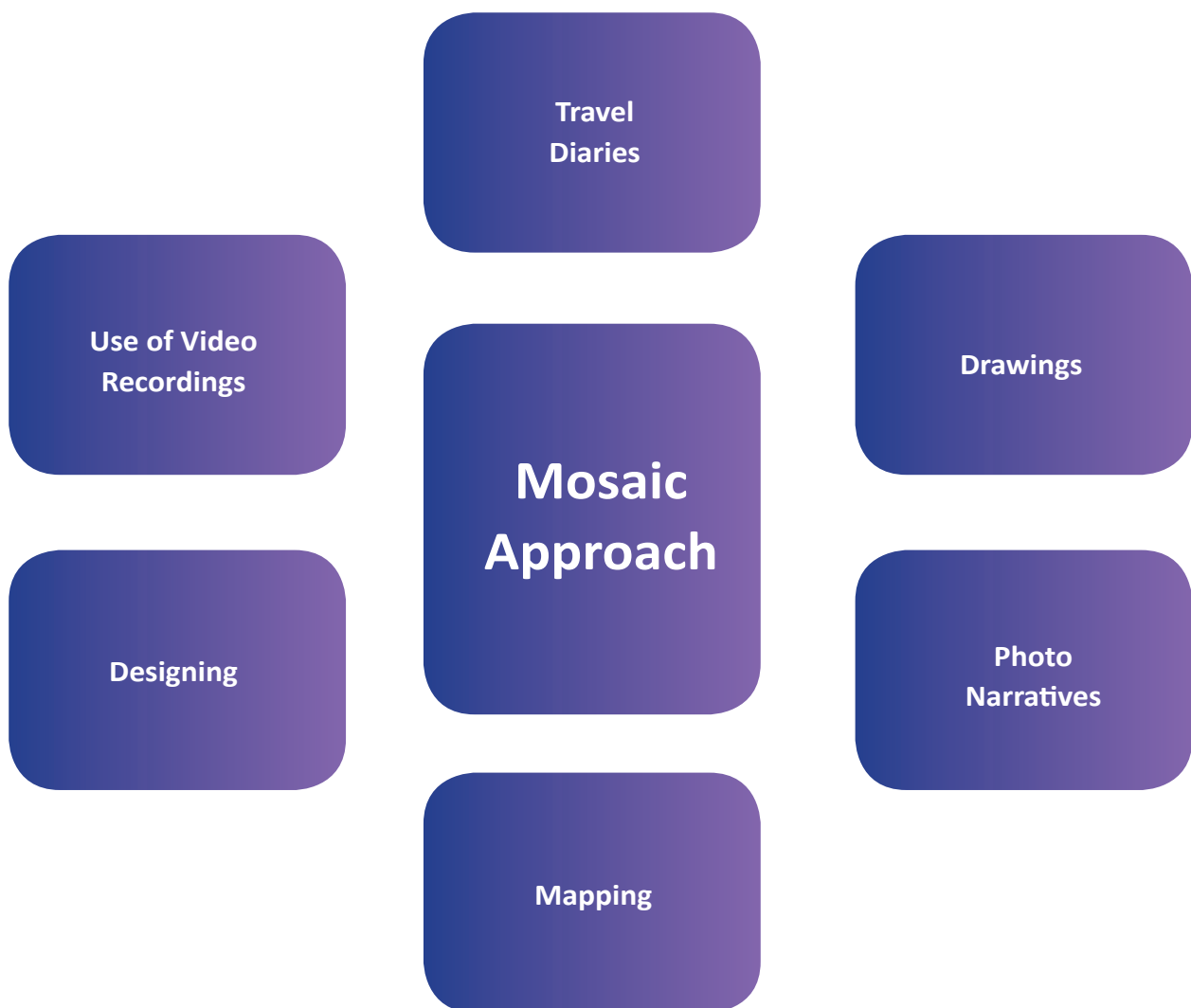


Figure 8 - List of Mosaic approach methods

The figures below present the research method which can be used to stimulate children's participation with some details illustrating how it was useful for the Fil-Beraň project.

Travel Diaries¹

Travel Diaries

Travel diaries help children and young adults explore their mobility and their social interaction in the neighbourhood. Experiences which are encountered regularly can be identified. Notes can be taken to record people who share the neighbourhood; mode of transport used. Travel diaries illustrate the value attributed by children to public open spaces and how children spend time outside.

What we did

Children were given a small booklet to complete a diary of a normal school week and to complete a diary of a week during holidays.

Drawings

Drawings

Drawings allow children and young people to illustrate, project and share their ideas. Drawings thus help children to reflect on their thoughts through the presentations.

What we did

Drawing was encouraged to help children portray the environment that they enjoy and also to illustrate aspects they disliked in their neighbourhood. The participants were also asked to draw spaces which are ideal for all children to enjoy and play in.

Photo Narratives

Photo Narratives

Participants narrate the experiences and emotions they feel when they are in the various spaces.

What we did

Initially photos were taken by the researcher. These photos illustrated key sites in the locality and helped to stimulate discussion and assisted young children to locate important spaces they wanted to focus on.

What we did

The participants were asked to take photos, which described narratives of their regular experiences.

The photos helped to create a photographic representation on a map referring to places which were valued by the children.

1 Refer to Appendix II for Travel Diary sample

The majority of the photos taken by the children focused on locations close to their homes, and included places and roads where they feel comfortable and usually play in. They also took photos of the locations which they perceived as dangerous and where they have to be accompanied by adults. These photos included narrow pavements, roads without sleeping policemen where cars drive dangerously and crossing safely is a problem.

Mapping²

Mapping

Children can map particular areas with specific symbols and colour coding signs explaining different feelings about every particular place in their locality. The mapping tool will show how people make use of the place and which areas are mostly frequented by adults and children.

What we did

We used a satellite map and the participants made use of different strips of coloured tape of areas or streets that they feel should be given attention. They also recorded notes, wrote their experiences on sticky notes, and stuck them to the specific place on this map.

Different maps can be used to describe a locality or a given area within a locality as indicated in the figure below.

Land use maps

Refer to how the land is being used and maintained including the condition of the streets, houses, empty fields and public areas.

Mental/ resource maps

Refer to how people perceive the area whether it is friendly, enjoyable or dangerous.

Proud maps

Refer to aspects within the locality which are a source of pride for the community and the research participants. Can shed light on the value of the area and the neighbourhood.

Hazard maps

Refer to possible dangers around the locality which children can be faced with.

Figure 9 - Different kinds of maps

² Refer to Appendix III for various maps that were used within the project

Designing

Designing

Designing an open space where all children and adolescents can enjoy themselves, play and interact.

What we did

The participants chose a place which they considered best to address everyone's needs, abilities and likings. They grouped activities. For example the sandpit was positioned close to the clay area and the small toys and dolls area. The basketball and football areas were in close proximity because both are ball games.

What we did

The children considered safety and surveillance. The first aid area was in a central space for easy access. Trees were projected in different locations with benches underneath for the parents to rest and supervise their children.

Video Recordings

Video Recordings

A tool that captures complexities and encourages children to participate in the project. This emphasises that they are active participants in their communities and are able to voice their concerns and thoughts to adults. Consent is important.

What we did

The idea of recording the participants came from the children themselves who wanted to assess the current open space that they have available in their locality by explaining what works and what does not work for their age group.

STEP 5

Promote the project within the community

Dissemination of the ideas and intentions about the project is the next natural step in the project cycle. By now, the project team should have completed a needs analysis, drawn up a research plan with desired outcomes, identified the possible methods to use, determined the duration for the entire project, considered any financial costs, human resource requirements and organisational matters. The project plans can be revealed and shared with various entities



who are instrumental in supporting and encouraging community participation. Obtaining the support of people who matter within the community, is vital to the execution of the project. It is important to have the commitment of the authorities to implement such a project, thus ensuring that the children's and young person's involvement will lead to a truly collaborative and participatory experience of active citizenship rather than one of disillusionment.

STEP 6

Choose an accessible meeting space

Finding the right physical space to meet the participants is essential. The place must be suitable, spacious, welcoming and comfortable for both winter and summer activities, preferably with amenities to carry out the activities which would have been chosen to promote children's participation. This implies that the entity conducting the research would need to plan for and provide necessary resources which could include stationery and child-friendly digital cameras. Accessibility of the meeting place is another consideration. Ideally the meeting place is in a location which children and young people can reach safely without necessarily relying on adults to bring them or collect them.

STEP 7

Inform children or young people about the project

When all other steps are clear and set, the next thing to do is to inform children and/or adolescents about the project. There are many ways for prospective participants to be informed about this project.

Distribution of information leaflets

Ideally, this letter would be sent to every household within the locality by post, and would not contain excessive detail but enough facts about the project. The more colourful and child-oriented, the better as this can increase the chances for it to attract the recipients.

A follow-up door-to-door activity

To ensure that the households have received and understood the information leaflet; for the research/project team and the community to get to know each other, and to clarify any issues around the research project and its objectives, door to door visits can be helpful. (Refer to the checklist of children's needs within the locality)

Inform the local entities and put up notices

Advertising the project within the school, through the Local Council, via the parish church, and any other organisation targeting children and young people can help with recruitment of participants. If there are public notice boards in the community, notices, can be displayed.

Figure 10 - Ways to engage children in the project

Whatever the method chosen, give out the application deadline, and the outlined plan of the project, to limit misunderstandings and avoid having participants lose interest along the way.

STEP 8

Contact interested participants

Once the group of interested participants have been recruited, go through the next list of tips and information to be shared with all of them.



Be clear about the project aims and objectives, duration, times participants are expected to meet, and ideally set the dates in advance.

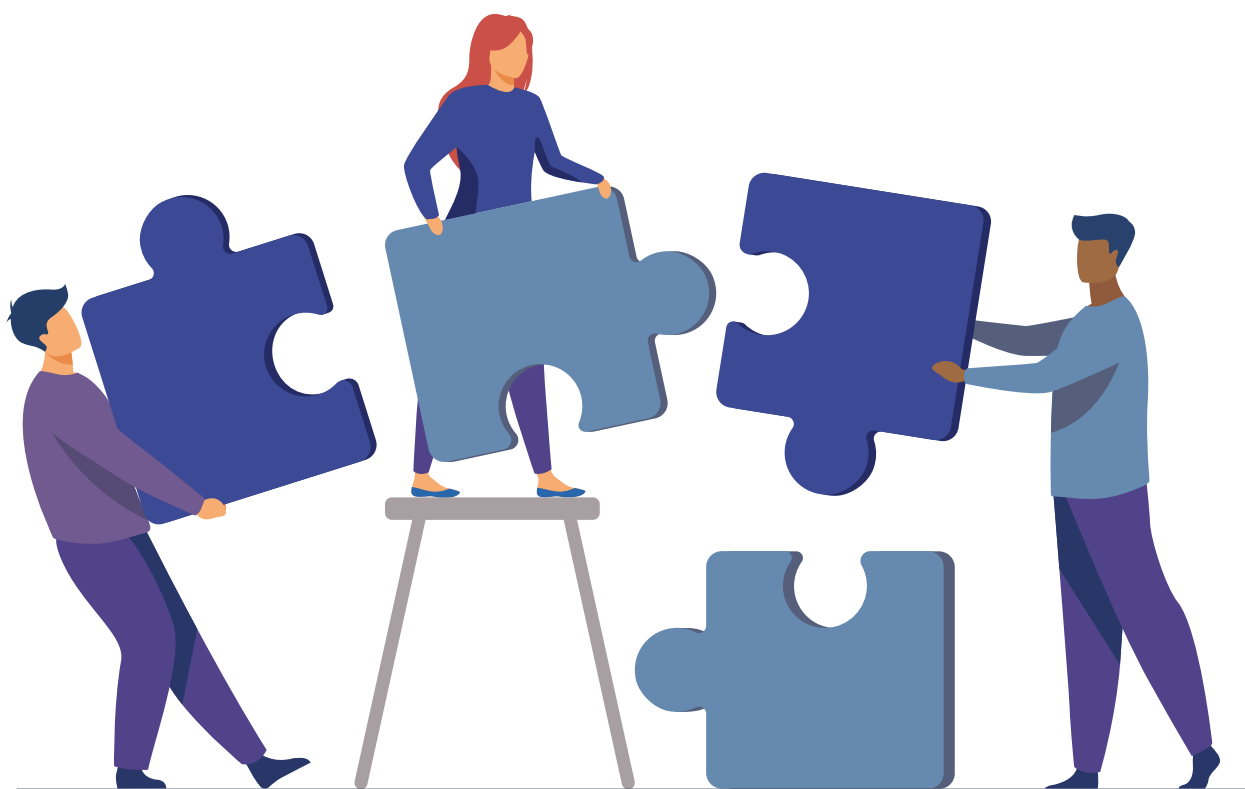
Introduce the project team to the parents and guardians and those participating in the project for them to get to know each other.

Listen to any feedback that the participants give at the beginning of the project as this can set in motion a series of activities which may have not been previously anticipated.

Take ethical measures which are standard to projects carried out with anyone under the age of 18 years. Ensure that these measures are followed constantly and consistently throughout the project.

Obtain parents' or guardians' consent for taking pictures, video recording, and other recordings. Be aware of ethical issues which adults must abide by when working with children and young people.

Exchange contacts and set methods for communicating with the parents or guardians and with the participants such as via a dedicated facebook group. This will facilitate communication at any stage of the project.



STEP 9

Obtain parents' / guardians' consent and children's assent

Following the informal recruitment stage it is essential that the children and the young people who would like to participate, get to know one another. Ideally, this happens during an introductory meeting wherein all participating children and young people are invited to take part in a number of activities which would assist them to introduce themselves, find out about other participants, make new friends and begin to develop a relationship within this community of researchers.

Working with children and young people is exciting because they can bring a high level of energy, besides contributing to the project through innovative ideas. For this reason, ensuring that participants remain engaged, motivated and involved throughout the whole project is crucial and planning for some informal activities during the lifespan of the project is recommended.



STEP 10

Get this project started

Reading through all the above steps and fulfilling them should help the project initiators reach this stage where the actual data collection can begin in earnest. Bearing in mind, that since children and young people are involved, despite having the right plan, and a set of methodologies, these are subject to change according to any needs that may arise, and the direction outlined during the project development process. This is why this toolkit has highlighted steps rather than specific stages to be replicated.

FINAL RECOMMENDATIONS

This toolkit strongly recommends the participation and involvement of children and adolescents in spatial planning and urban regeneration within public open spaces. Therefore, those who have the responsibility for regenerating areas in the locality have to ensure that children's participation should be included in the designing of open spaces and that children's views should be considered in every policy-making exercise. National agencies and local councils should dedicate more attention to the needs and wishes of children and adolescents of different age groups and genders.

BENEFITS OF THE PROJECT

A number of benefits can be linked to the setting up of projects similar to Fil-Beraň. The following benefits emerged as a result of this project:

- Innovative ways for communication and discussions between children and young people with the Local Council members were fostered;
- The praxis of listening to children and young people and validating their ideas was established;
- Children and young people within the locality were empowered to be more active;
- There was an increased awareness by the children in terms of the locality's different areas and needs;
- The Local Council acknowledged ideas brought forward and took this opportunity to respond to the needs and wishes of children and young people living in the locality; and
- The Local Council gained insights and perspectives to help it consider constructing better pavements and improve road safety; create a sense of civic community; improve general safety around the locality; and promote the development of playgrounds, open spaces and recreational family areas which are inclusive as a result of the designs and layouts.

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ANNEXES

Annex I – Think and reflect about the locality’s needs

Think and Reflect Exercise

Think and Reflect:

How do the buildings in the vicinity, trees, sculptures, fountains, monuments or historical events impact the surrounding environment of the place that is being considered?

Important aspects that should be given attention when designing a space where children can play freely include the characteristics and the atmosphere that the place evokes

Think and Reflect:

Will this space be easily accessible for all children? Is this place close or far from home? Is the place in a safe area? Is the area sufficiently big to attract children and adolescents? Are there any other family-oriented amenities close-by?

The chosen place must be accessible for children to reach it independently. Consider the distance from homes and the location.

Think and Reflect:

What games/activities can be enjoyed in this space? Can children in this space enjoy physical, creative and social play?

The place must have the characteristics that attract children and adolescents. The open space could have separate areas to suit different age groups. The space needs to provide opportunities for socialisation and creativity through a range of experiences for children of different ages, genders, abilities and interests.

Think and Reflect about the physical concept:

Is there space where children can run, jump, ride bicycles or scooters? Is there an area for skateboarding? Is there space for children to play or make up games?

Wheelchair accessibility is only one adjustment to accommodate for people with mobility impairments. It is important to acknowledge the needs for social and emotional engagement. Space should be available and accessible for children with a disability and non-disabled children to play together

Think and Reflect about the socialisation dimension:

Are there quiet places where children and adolescents can talk together and play? Is there a space available for children to interact with other children of different ages and abilities?

Think and Reflect about the creative element:

Does this space have sand, soil or a water fountain? Does it have space for pretend play such as a fantasy house or caves, bushes, a sheltered space where one can read or a tree house to initiate imaginary and creative play? Does it have a place where to perform singing, dancing and acting?

Think and Reflect:

What can one find and see in the play space? Does the play space have natural things such as trees, green spaces, sand, logs, and rocks?

This space should include an area where the natural environment can be enjoyed and where children can feel safe and secure.

Think and Reflect:

Are there flowers that can attract different insects or coloured flowers with different scents? Are there natural or man-made items or resources that can be moved and used for different games? Do the natural elements enable sensory development?

Think and Reflect:

Is the place clean and safe? Is it free from vandalism, litter or dogs' mess? Is there danger from traffic? Are the roads too close by?

Preferably the chosen location is visible to passers-by. If other facilities are in close proximity, passers-by provide informal supervision

Think and Reflect:

Are there people who might scare children? Are there people living close by who are ready to help if children are in trouble? Are the streets considered as 'complete streets' and the pavements safe enough to use?



Annex II – Travel diaries

Day of the week: _____

Please tell us about where you went today	Where did you go? (e.g. home, shop, nanna's house)	What time did you go there?	How did you get there?				Who did you go with?					Whom did you meet on your way? Tick twice if you stopped talking to the person.						
			Walk	Bike	Car	Bus	Other	I was by myself	Parent/ adult	My friend/s	Sibling/s	other	Relative (aunt, cousin)	Friend	Parent's friend	Neighbours		
After school																		
Next place you went																		
Next place you went																		

- From where did you pass? Draw directions on a provided map (travel 1 blue, travel 2 red, travel 3 green)
- In which area did you stop on your way (Mark with an X) (because you met friends (orange X), because someone with you stopped (yellow X))
- What did you see on your way? (you may use photos)
- What did you like on your way? (you may use photos)
- What didn't you like on your way? (you may use photos)

Annex III – Mapping exercise

Children are given maps of their neighbourhood with identifiable landmarks such as the church and streets. They can be given the maps for each of these **7 exercises** and different children will map them separately.

1. Buildings
2. Formal outdoor play facilities
3. Public space
4. Street pattern
5. Traffic safety
6. Neighbourhood characteristics related to the social environment
7. Mapping of areas that might be targeted for improvement

Mapping exercise 1 - Buildings

Mark or shade

1. map the children's homes who live close to you (red dot)
2. shade (and label) derelict buildings in your neighbourhood (in brown)
3. shade well maintained buildings in your neighbourhood (in purple)
4. shade important buildings (pink)

KEY





Children's homes	
Abandoned buildings	
Maintained buildings	
Important buildings	

Mapping exercise 2 - Formal outdoor play facilities

Mark or shade

1. Playgrounds (yellow)
2. School yard (orange)
3. Paved open space (pink)
4. Safe space for bicycle use or roller-skating tracks/ (purple)

KEY


Playgrounds	
School yard	
Paved open space	
Open space for bicycle of roller skate	

Mapping exercise 3 – Public Space

Mark or shade

1. Map the presence of green space (green)
2. Pond/ fountain (purple)
3. Beach (light blue)
4. Rocky coastline (dark blue)

KEY







green space	
pond/ fountain	
beach	
rocky coastline	

Mapping exercise 4 - Street pattern

Mark or shade

1. Pavement in good condition (orange)
2. Pavement in a bad condition (red)
3. No pavement (black)
4. Safe to walk (yellow)
5. Not safe to walk (purple)
6. Bike lanes /possibility of bike use (green)

KEY









Pavement in good condition	
Pavement in a bad condition	
No pavement	
Safe to walk	
Not safe to walk	
Bike lanes	

Mapping exercise 5

Mark or shade

1. High volume of traffic (red)
2. Medium volume of traffic (pink)
3. Low volume of traffic (yellow)
4. Mark the usual speed fast (purple)
5. Usual speed medium (blue)
6. Usual speed slow (light blue) and
7. Mark the usual parking spaces taken(brown)
8. Areas where parking spaces are usually empty (green)

KEY











High volume of traffic	
Medium volume of traffic	
Low volume of traffic	
Fast speed	
Medium speed	
Low speed	
Parking spaces usually full	
Parking spaces usually empty	

Mapping exercise 6 - Neighbourhood characteristics related to the social environment

Mark or shade

1. Mark where you can see people sitting on benches or where people stop to talk (red)
2. Clean street (light blue)
3. Dirty street (brown)
4. Litter basket (black)
5. Graffiti/ vandalism (purple)
6. Adequate lighting (green)
7. Poor lighting (orange)
8. No street lighting (grey)
9. Socially safe (pink)
10. Socially unsafe street (dark blue)

KEY




People talking in the street	
Clean street	
Dirty street	
Litter basket	
Graffiti/ vandalism	
Adequate lighting	
Poor lighting	
No street lighting	
Socially safe	
Socially unsafe street	

Mapping exercise 7 - Mapping of areas that might be targeted for improvements

Mark or shade

1. For greener spaces (green)
2. For children's use (orange)
3. For the use of the general public (purple)

KEY

For greener spaces	
For children's use	
For the use of the general public	

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