

A young girl in a pink dress is playing in a fountain, with water splashing around her. She is smiling and looking to the right. In the background, other children and adults are visible, some also playing in the water. The scene is bright and sunny, suggesting a park or public square setting.

Designing for Urban Childhood: Tools and Methods

Dr Sara Candiracci, Associate Director, Arup

ARUP

About Arup

Multi-disciplinary firm of designers, engineers, architects, planners, and technical specialists social researchers, working in every aspect of the built environment.

*Founded in 1946,
independent organisation
owned in trust by its
employees.*

**RESEARCH & INNOVATION,
TECHNICAL EXCELLENCE,
SOCIAL PURPOSE**

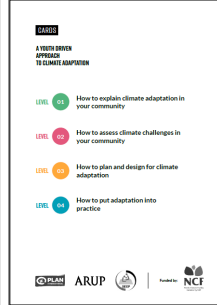
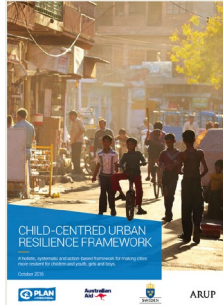
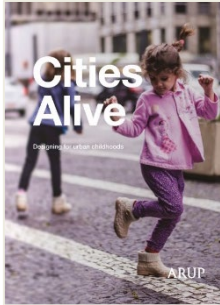


Child centred Design & Planning

MCA AWARDS 2020 WINNER

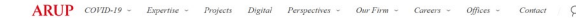
Arup's Urban Childhood initiative wins *Best Use of Thought Leadership Award* at the MCA Awards 2020

Read more about our winning work ☺



The Proximity of Care Design Guide

The Proximity of Care Design Guide was developed by Arup and the Bernard van Leer Foundation to support the design and implementation of child- and family friendly interventions in vulnerable urban environments, with benefits for the entire community.



Challenges for urban childhoods



Traffic and
pollution



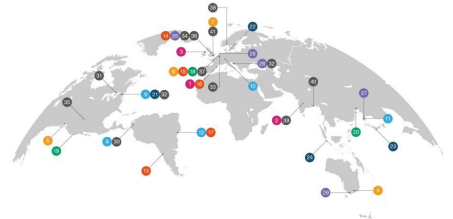
Crime, social fears
and risk aversion



High-rise living
and urban
sprawl



Inadequate and
unequal access to
the city



Children are being 'designed out' of city streets and public spaces

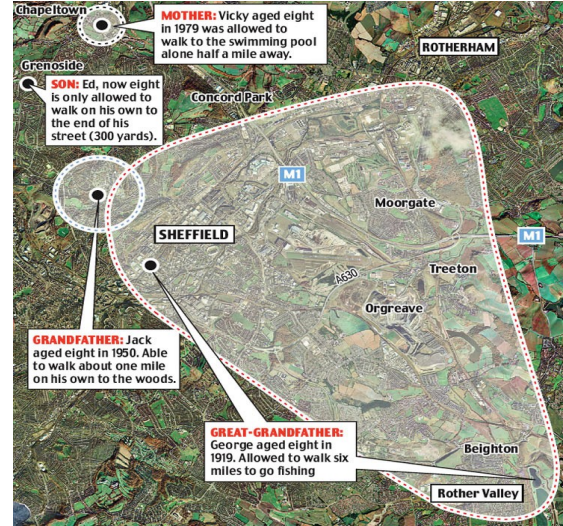
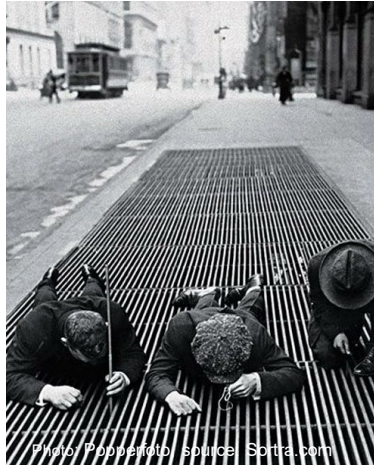


Photo: ANP, source: Sortra.com



Photo: Chas Pope

Children's ability to roam their neighbourhood has decreased



Benefits of child-friendly cities

Focusing on the needs of children has the potential to act as a unifying theme to navigate complex challenges and gain support for progressive ideas.



Safety

Promote access to facilities for children

Focus on removing danger from the road environment, not the removal of children from danger - Policy Studies Institute



Nature and sustainability

Invest in green space and clean environment

The Hangzhou City's master plan promotes green space in rapidly urbanizing environments



Local economy

Create coherent communities through shared spaces

Parks and public spaces that are children and parents' top go-to places are good for business - Roger Madelin, Head of Canada Water, British Land



Health and wellbeing

Make diverse-use urban spaces child-responsive

Barcelona superblocks create citizen spaces without compromising the mobility network



Stronger communities

Social interaction is essential to support community life

The Bicentennial Children's Park in Chile provides a continuous accessible walkway across the city



Climate Resilience

Measures that improve urban resilience can also create opportunities to expand children's everyday freedoms

Floodable and playful public space planned in Enghaveparken, Copenhagen





Playful Cities Toolkit

RESOURCES FOR RECLAIMING PLAY IN CITIES

The Real Play Coalition

Catalyse the collective knowledge, skills and resources of different partners, to stimulate collective learning and knowledge sharing, and scale up impact.

The Real Play Coalition is a global non-profit coalition created in 2018 with the ambition to "change perceptions around the value of play, mobilise decision makers, influence behaviour change and eliminate the play deficit for children, for their optimal development and learning."



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 Urban Play Framework

What it is

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



Playful Cities Toolkit

The Playful Cities Toolkit was developed by ARUP and the LEGO Foundation to provide 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.



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Desktop Study



Reporting

Field Study

DESIGN

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



Prioritisation



Solutions

MEASURE

It helps measuring impact or outcomes achieved through play- focused interventions.



Impact Measurement

Assessment Tools

PLAY ASSESSMENT TOOL

PLAYFUL CITIES TOOLKIT

ASSESSMENT					
DIMENSIONS	GOALS	WHAT TO ASSESS	HOW TO ASSESS		
<p>Priorities for creating playful environments</p> <p>FACILITATION FOR PLAY</p> <p>This dimension seeks to assess if play is understood and actively supported by caregivers, teachers, community members, and city authorities as a whole.</p>	<p>What needs to be achieved to create playful environments for children well-being and development</p> <p>Goal 1.1 - Household Level</p> <p>Balanced, responsive play facilitation is understood and supported by caregivers.</p> <p>Goal 1.2 - School Level</p> <p>Play-based learning is understood and supported through school curricula & teachers.</p> <p>Goal 1.3 - Neighborhood Level</p> <p>Play facilitation is understood and supported by institutions & individuals throughout the community.</p> <p>Goal 1.4 - City Level</p> <p>Play facilitation is understood and supported by governance & leadership throughout the city.</p>	<p>Factors or aspects of a playful environment that can be observed</p>	<p>Source of Information</p>	<p>Tool</p>	<p>1.1 Whether caregiver is aware of the value of learning through play and its benefits for children's development (i.e. cognitive, creative, emotional, physical, social)</p> <p>1.2 Whether caregiver is aware of the value of play-based learning and development methods for supporting their child's cognitive, creative, emotional, and physical development, and the need to interact with children, and/or build their confidence. They facilitate different and responsive play activities with their child at home. Caregiver are aware of varying challenges and barriers that prevent them from interacting with their child, and that reduce children's opportunities for play at home. If such caregivers have access to opportunities to enhance existing settings.</p> <p>1.3 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.4 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.5 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.6 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.7 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.8 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.9 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.10 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.11 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.12 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.13 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.14 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.15 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p>
<p>TIME & CHOICE FOR PLAY</p> <p>This dimension seeks to assess if children have adequate time & choice to engage in stimulating and developmentally rewarding play activities, alone or with their playmates and caregivers.</p>	<p>Goal 2.1 - Household Level</p> <p>Children have time and choice for play at home, with caregivers, siblings/peers and alone.</p>	<p>1.1 Whether caregiver is aware of the value of learning through play and its benefits for children's development (i.e. cognitive, creative, emotional, physical, social)</p> <p>1.2 Whether caregiver is aware of the value of play-based learning and development methods for supporting their child's cognitive, creative, emotional, and physical development, and the need to interact with children, and/or build their confidence. They facilitate different and responsive play activities with their child at home. Caregiver are aware of varying challenges and barriers that prevent them from interacting with their child, and that reduce children's opportunities for play at home. If such caregivers have access to opportunities to enhance existing settings.</p> <p>1.3 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.4 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.5 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.6 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.7 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.8 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.9 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.10 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.11 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.12 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.13 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.14 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p> <p>1.15 Whether caregiver is aware of, and how to assess, support practices that enhance healthy and nurturing settings, and the development of play facilities at home.</p>			

Key Informant Interview (KII) & Focus Group Discussion (FGD) Guide

PLAYFUL CITIES TOOLKIT

HOW TO STRUCTURE THE INTERVIEW OR DISCUSSION

INTRODUCTION

The following document lists the key questions to be asked during the KII or FGD. The questions are organized into sections based on the purpose of the interview or discussion. The questions are intended to be used as a guide and are not meant to be asked in a specific order. The questions are intended to be used as a guide and are not meant to be asked in a specific order.

ABOUT THE PARTICIPANT

The purpose of this section is to gather information about the participant's background and their role in the community. This information will help to contextualize the participant's responses and ensure that the interview or discussion is relevant and meaningful for them.

RESEARCHER PROFILE

This section is intended to provide information about the researcher's background and their role in the community. This information will help to build trust and rapport with the participant and ensure that the interview or discussion is relevant and meaningful for them.

QUESTIONS

This section contains the key questions to be asked during the KII or FGD. The questions are organized into sections based on the purpose of the interview or discussion. The questions are intended to be used as a guide and are not meant to be asked in a specific order.

THANK YOU

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Transect Walk Sheet

PLAYFUL CITIES TOOLKIT

PREPARING FOR THE TRANSECT WALK

WHAT IS IT?

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ABOUT THIS TOOL


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Assessment workshop with children and community members

PLAYFUL CITIES TOOLKIT

PREPARING FOR THE WORKSHOP

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Play Photo Contest Guide

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MEASURE

It helps measuring impact or outcomes achieved through play- focused interventions.



Get Inspired CASE STUDIES

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.



3 PLAY STREET AUSTRALIA



Place and year:
Knoxington, Victoria, Australia - 2019

Designers:
Co-Design Studio, Vic Health

Theme:
Promuovere un brand da replicare

Target:



Governance:



Play Streets Australia is a community effort brought together by people who care about neighbourhoods, children's health, and social inclusion. What is unique about Play Streets Australia is that it provides neighbourhood residents and even participating schools with a set of structured documents to ensure that they have the regulatory permissions to carry out the project. The permits provided include, in addition to a well-detailed list of "play types", letters to be addressed to neighbourhood residents, the municipality, flyers and posters, as well as safety regulations including the closure of the street to traffic.

4 GUDVANGER STRASSE



Place and year:
Berlin, Germania - 2015 in corso

Designers:
Drachenreiter

Theme:
Programmare nel tempo

Target:



Governance:



The temporary initiative on Gudvanger Strasse has become a recurring event that has enabled this to be closed to traffic every year for a few days and become a playground that children and adults use as a place to play and meet. The popularity of this initiative has also allowed Gradenko has also become a popular play street. The activities promoted by Drachenreiter, the event organizer, are characterised by different games each time. In September 2020, a 10 metre-long remote controlled car track was built in September 2020 with the help of volunteers, where each child could race against the others.

7 STREET SMART



Place and year:
Aurangabad, India - 2011 in corso

Designers:
AProCh (A PROtagonist in every CHild)

Theme:
Co-progettare gli spazi con la comunità

Target:



Governance:



Street Smart is an initiative that allows the main streets of the city of Aurangabad to close (one day a month) to traffic and welcome children and the community into safe and welcoming spaces. The community is free to set up games, activities, small enterprises markets, etc. The message is that of a city that takes care of its youngest protagonists. AProCh organizes several other outdoor events for children in the city, including City as my landscape, an event aimed at assigning a child-friendly city by painting pedestrian crossings, school walks and fences in the city and cycle routes.

9 PLAYING OUT



Place and year:
Bristol, UK - 2009 in corso

Designers:
Playing Out

Theme:
Organizzare attività bottom-up

Target:



Governance:



Bristol is famous for being one of the first cities to have a play street in the UK. The initiative of a play street was undertaken by a group of parents experimenting with the city council, which allowed them to close certain streets in the neighbourhood for 3 hours a week so that children could play freely. The success led to the creation of an association called "Playing Out" with the aim of spreading these practices. Two years after this initiative there were more than 40 play streets in Bristol. The aim is to make playing close to home a natural and everyday part of every child's life, so it used to be.

Place and year:
Frascati - 2015-2017

Designers:
ANACEL CAFEZOLIDE, Rue de Favert, Viacelles, France

Theme:
Sviluppare una cultura del gioco

Target:



Governance:



The National Association of Children and Youth Councils (ANACEL), and other associations decided to pool their expertise within a collective "Street for Children, Street for All" by promoting and supporting "Street for Children" initiatives, particularly in working class neighbourhoods. The objective is to integrate the concept of "Street opened for play" into the highway code. In November 2015, a first call for proposals was launched by the "Twee aux enfants, rue pour tous" collection. The result was more than encouraging: 43 projects were launched in 2016, which were then implemented over the next two years by the collective through ad hoc events and days throughout France.

9 RUE AUX ENFANTS



Place and year:
Guadalajara, Mexico - 2005 in corso

Designers:
Via Recreativa

Theme:
Pianificare un network di spazi

Target:



Governance:



The Children's Area, created by Via Recreativa, is an exclusive recreational space for children aged 4 to 12s which various activities are carried out on a rotating basis. The aim of this programme is to create adequate and safe spaces for children to play in the city along several thoroughfares. The Children Area is one of three projects involving the city of Guadalajara organised by Via Recreativa. The projects are aimed not only at children but also at adults, who can at different times use certain streets in the city as exclusive cycle paths or bike theatres to promote initiatives, stage shows, concerts and cultural activities.

9 VIA RECREATIVA - CHILDREN AREA



Place and year:
Vietnam, Bangladesh, India - 2020

Designers:
UN-Habitat, Block by Block

Theme:
Rivitalizzare lo spazio pubblico

Target:



Governance:



The need to get outdoors with the advent of the pandemic has become increasingly widespread. In order to equip public spaces to meet the challenges of Covid-19, UN-Habitat with the Block by Block foundation supported ten cities in 2020. With the help of local governments and the community, the initiatives have helped reorganise, especially in poorer neighbourhoods, to safely enhance public spaces. By embracing the potential of public spaces as flexible and resilient areas, these small-scale projects support cities to slowly regain and have established communities to regain confidence in being together and using public spaces safely.

9 SMALL-SCALE URBAN RESPONSES



Place and year:
Los Angeles, USA - 2015 in corso

Designers:
Kounkory

Theme:
Integrare un approccio digitale

Target:



Governance:



KOJ has been working with the LA Department of Transportation to develop a "Play Streets" program. The pilot project was developed in two phases: in Phase I, Kounkory worked with low-income and poor communities in parks to design and distribute a "play box", containing portable games and furniture, to Play Street events. Kounkory then developed an online application process and portable play pieces. In phase 2, residents have successfully used the online app to apply for Play Street events. The game box is distributed at each event, providing a set of games that can be assembled,

10 LA PLAY STREETS PROGRAM



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Reclaiming Play in Cities

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, UK



Activating Play in Khayelitsha, Cape Town, South Africa



Activating Play in Milan, Italy





Understanding Play in Barnet, London

With the support of Barnet Council, UNICEF UK and the LEGO Foundation, Arup and the Royal Town Planning Institute (RTPI) trialled the Urban Play Framework in the community of Burnt Oak in the Borough of Barnet.

We undertook an assessment using the Urban Play Framework and organised 2 assessment and 1 co-creation workshops with children 0-12, their caregivers and the broader community to understand the state of play in the Borough.

Reclaiming Play in Khayelitsha Township, Cape Town



Co-creation

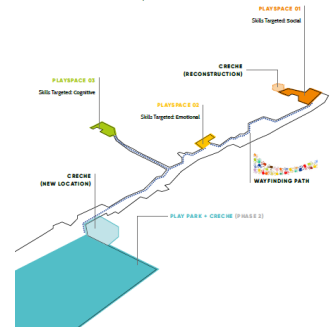


Play Assessment

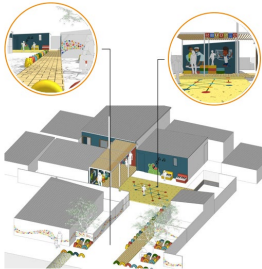


Activating a Network of Play Spaces

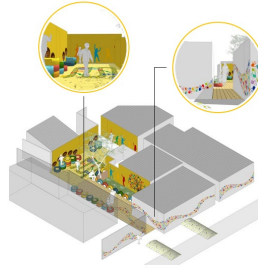
We designed a solution to increase learning-through-play opportunities in Khayelitsha, through the Activation of a Network of Play Spaces.



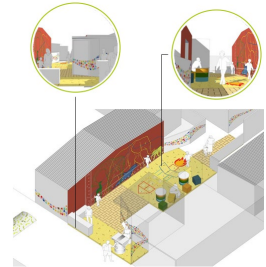
Playspace 01 SOCIAL SKILLS



Playspace 02 EMOTIONAL SKILLS



Playspace 03 COGNITIVE SKILLS

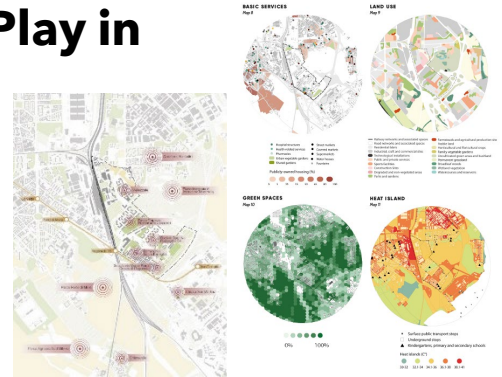


Play Activation in Khayelitsha

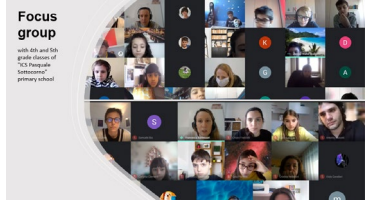
We engaged children, caregivers and community to activate play in Khayelitsha.



Reclaiming Play in Milan

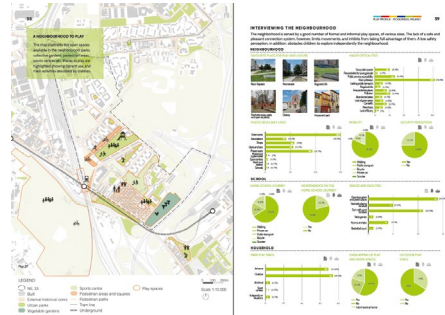
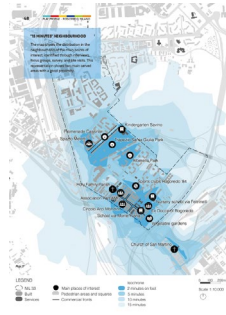
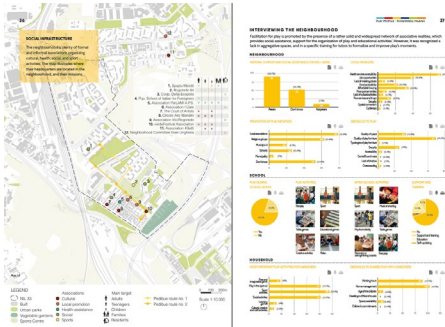


Play Assessment



Tell us about your neighbourhood!





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 Piava. The exercise was organized using an online collaborative dashboard with stickers of street furniture, people involved in play activities, plants and animals, prepared in advance.



Pisano group class 4B - group 1



Pisano group class 4B - group 2



Pisano group class 5C - group 1



Pisano group class 5C - group 2



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.

Organizzato da:



ICS Pasquale Sottocorno

verdeFestival

E'-VENTO



UN LIBRO IN MOVIMENTO

Con il supporto di:

ARUP



Build The Change

real play coalition

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.





Proximity of Care
DESIGN GUIDE

Proximity of Care Design Guide

A new guide to designing for children's well-being in vulnerable urban contexts



How to improve well-being of the most vulnerable groups?



Proximity of Care Approach



Personal / Immediate / Intimate



Communal / Public / Local



Institutional / Official / Distributed

- + Home, compound, street
- + Family, household members
- + Stimulation & confident play

- + Local public spaces
- + Neighbours, community
- + Relationship-building

- + Broader city infrastructure
- + Decision-makers, politicians
- + Policy & governance





Proximity of Care

DESIGN GUIDE

www.proximityofcare.com

Intro



- Project purpose
- Partnerships
- Contact

Proximity of Care



- Proximity of Care Approach
- Dimensions
- Levels of Proximity

Understand



- Understanding
- Principles & Case Studies
 - Assessment Tools

Design



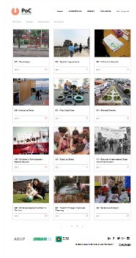
- Designing
- Principles & Case Studies
 - Design Tools

Influence



- Influencing
- Principles & Case Studies
 - Advocacy Tools

Get Inspired



- Catalogue of
- Case Studies
 - Tools
 - Publications
 - Design Ideas

Case Studies



- 30+ cases
- Images/drawings
- Key Learnings
- Link to author/source

Guiding Principles

UNDERSTAND

1. Understand before designing
2. Ensure meaningful engagement with children and the community
3. Value local resources, skills and patterns
4. Derive multiple benefits from everyday spaces

DESIGN

1. Build health & safety by design
2. Create networks of open spaces and social infrastructure
3. Take play and learning beyond playgrounds and schools
4. Connect the community inside and out
5. Connect children with nature

INFLUENCE

1. Build early childhood development awareness
2. Develop local skills and support caregivers
3. Empower champions and local leaders
4. Open lines of communication
5. Follow up and follow through

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