

CASE STUDY 2:

“help us design a playground”

“it’s not just a matter of Council staff sitting in an office picking equipment....we get out there and talk to the kids about what they want, what they’d like and how they want to be able to play in a space,”

**Lord Mayor
Gordon Bradbery**

WHO DO WE TALK TO?

Schools, preschools and playgroups near a playground that is due for upgrade.

HOW DO WE RUN THE WORKSHOPS?

1. Introductory group discussion:

The children discuss the current condition of their playground and surrounding area. To assist the children in visualising the playground an aerial map or photos of the playground are displayed.

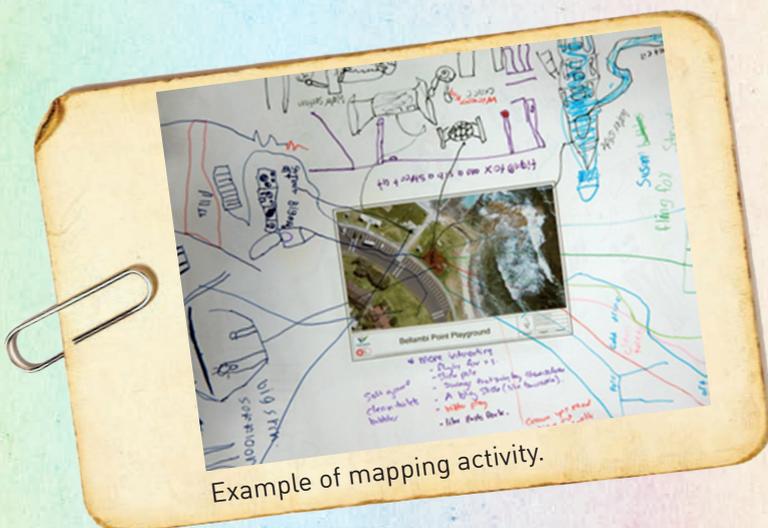
Children are asked questions and their responses recorded on large sheets of paper or whiteboard and displayed so the children can see them.

Children are asked:

- Who knows where the playground is?
- Do you go to the playground?
- What sort of things do you like to do when you go to playgrounds?
- What don’t you like about the playground?
- Who do you go to playground with?
- How do you get to the playground?
- Tell us about a great playground you have been to. What made it fun?

2. Small group mapping activity:

- Children are divided into small groups and given textas and a large aerial map of the playground.
- A Council officer is assigned to each group to assist discussion and take notes of the children’s discussion.
- Children either write or draw on the map what they would like their park to look like and how it can be improved.
- At the end of the activity, each group is asked to select three favourite ideas to present to the rest of the class.
- All information from the activities is collected for later analysis.



Example of mapping activity.

CASE STUDY 2:

“help us design a playground” (continued)

3. Preference ranking activity

- Images showing play actions (e.g. climbing) are displayed on a wall.
- As a group, the children discuss their favourite activities e.g. jumping and swinging.
- Each child is given five coloured dots and asked to place a dot against their five preferred play actions.
- Dots are tallied by Council staff.
- The tallied information is combined with data from the mapping activity.



WHAT DO WE DO WITH THE INFORMATION?

- Children’s responses (by a show of hands) to the introductory questions were calculated e.g. 59% of children consulted said they go to Holborn Park
- Ideas, drawings and comments from the mapping activity are grouped into themes. Themes include practical suggestions for park improvements.
- Preference activity results are themed and calculated. See Holborn Park results below, as example

Activity	Playgroup number of dots	Year 2 children number of dots	Year 6 children number of dots	Total number of dots
Trampoline	4	9	38	51
Hanging upside down	5	13	9	27
Water play	8	8	8	24
Swinging	4	12	7	23
Jumping	7	2	8	17
Hiding	4	6	9	16
Climbing	3	3	10	19
Spinning with friends	2	6	7	15
Sliding	8	7	0	15
Nature/discovery	3	7	2	12
Sliding with friends	2	7	1	10
Rocking	4	3	2	9
Seating	2	1	5	8
Imagination	3	5	0	8
Balancing	4	2	2	8
Music play	3	4	0	8
Spinning	2	3	0	5
Relaxing	3	2	0	5
Crawling	0	2	2	4
Ball games	0	2	0	2
Playing	0	1	0	1
Rolling around	1	0	0	1

What did they tell us?

Trampoline and hanging upside down were the most popular activities amongst all three age groups.

Other feedback included the need for shade, trees, seating, tables, water bubblers, picnic areas, bins and toilets. Parent/carer suggestions included public transport to the playground, bus stops and a pedestrian crossing, bike racks, a fence separating along the adjacent lake, and the park to be cleaned more frequently.