Enriching Youth Engagement:
An Evaluation of a Participatory Planning and Design Prototype

By

Myra Lyn Cruz

A practicum submitted to the Faculty of Graduate Studies of The University of Manitoba
in partial fulfillment of the requirements for the degree of

MASTER OF CITY PLANNING

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To my parents,

Edgardo and Herminia Cruz

for your support throughout the years.

To my husband,

Heinjie Arado

for your encouragement and endless love.

Acknowledgements

I would like to express my appreciation to Dr. Sheri Blake who has been a source of inspiration during my years in the City Planning graduate program. Her dedication to her students and her own work has encouraged me to strive for excellence in academia and beyond, and to push the boundaries of planning from its traditional confines. Thank you to Dr. Ian Wight who was an early source of motivation in the developmental stages of my research and was instrumental in my thinking along the lines of "prototype," and to Dr. Rae Bridgman and Richard Perron for their participation on my committee.

To Gordon Bell High School, who allowed me to pilot a Planning and Design Club at the school, and especially to the student club members who worked with me over the course of four months – thank you so much. The young people who I directly worked with have proven the presence of tremendous talent and insights of youth on their own communities and places. I hope that this research will encourage other planning students, practitioners and community organizations to begin to build bridges for the genuine participation of youth in planning and design processes.

Funding for this research was made possible through the Faculty of Architecture Endowment Fund, University of Manitoba; a University of Manitoba Outreach Award; and Shaw United Way Youth Connections. Thank you to the Institute of Urban Studies, University of Winnipeg for the donation of a student book prize. Finally, I would like to acknowledge the in-kind support of colleagues, friends, Gordon Bell Parent Council members and the West Broadway Development Corporation for their participation at the design charrette competition and on a focus group session of this case study. There are too many names to list here, but you know who you are! Thank you.

Abstract

Resident involvement is increasing in community participatory processes in urban planning and design. Children and youth are a key group who should have equal opportunities to be agents of change, yet they are often unacknowledged as contributing members of society. This research advocates opening windows of opportunities that genuinely involve youth in the actual trajectory of change in their communities, and at the same time foster learning and skill development that will allow youth to be more effective in their endeavors towards improving the conditions of their environments.

This practicum utilized a case study strategy (with participant observation, photography and focus group sessions) to evaluate a prototype, namely a Planning and Design Club piloted at Gordon Bell High School in 2002, located in the inner city of Winnipeg, Manitoba, Canada. The club ran over a four month period, which aimed to introduce youth to the basics of neighbourhood planning and design. The model's main project engaged youth in the delivery of a year-end participatory project that aimed to address a real issue or opportunity in the West Broadway community. Key partnerships were critical in the delivery of the model, namely those between: 1) a post-secondary City Planning or Design Graduate Program, 2) a secondary school, and 3) youth involvement. Research findings revealed positive outcomes, especially the model's success in inspiring, showing and supporting youth in their efforts to change the conditions of real-life situations, while supporting greater learning and skill development. Overall, the Planning and Design Club demonstrated its achievements as an alternative model of teaching through the utilization of community engagement methods and techniques, and more importantly, brought greater meaning to youth voice and empowerment.

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Chapter One: Introduction

1.1 Preamble

This practicum is concerned with enriching community participation processes in neighbourhood planning and design via alternative teaching practices, effective partnerships, and youth involvement.

Capacity building through effective community participatory processes is a critical piece in the planning process, to facilitate the genuine participation of residents (young and old), organizations, and the broader community, in helping to initiate positive social change in rebuilding and strengthening neighbourhoods.

Youth can play a valuable and contributing role in various community development initiatives and/or planning processes, exercising their rights and responsibilities in the built environment. They are leaders of today who should be permitted the ability to shape their community's future through research, planning, design, management and monitoring of the built environment. Yet, youth are often excluded from playing an active role in solving a community's problems, in part due to adultism[1] which can lead to undue perceptions such as their 'inexperienced age' or stereotypes that can associate them to the cause of problems. However, youth do contribute in their communities as seen through volunteering activities such as visiting senior citizens homes, helping out at

[1] "Adultism refers to the attitudes and attendant behaviors that result when adults presume they are better than young people and that young people, because they lack life experience, are, therefore, inferior to adults ... As a result young people are talked down to and not seen as contributing individuals with valuable opinions and ideas who are capable of making responsible decisions" (Stoneham 1998 quoted in Mullahey, Susskind and Checkoway 1999: 7).

shelters, participating in community clean-up activities, and larger initiatives such as The Dudley Street's Young Architects and Planners Project (Medoff and Sklar 1994) which engaged a youth focus group in community ownership, skill building, and the production of a model for a neighbourhood community centre.

Youth are able to capitalize on the rewards such opportunities for their involvement bring, such as empowerment and skill development including analyzing and evaluating information, learning teamwork, compromise, strengthening communication skills, and developing attitudes and behaviors of the world of work (Schine 1990 in Sanoff 2000: 21). Community based development organizations, non-profit groups, and government planning agencies, in turn can equally benefit from youth's energy and willingness to help out in the development of solutions to community problems, and for fundraising activities.

1.2 Problem Statement

There is need for greater resident involvement in community participation processes in urban planning and design. Youth are a key group who should have equal opportunity to be agents of change, yet are often unacknowledged or overlooked as contributing members of society. Critical to this process is the need to explore, teach, and utilize alternative and innovative planning and design community engagement methods (Sarkissian 1994, 1997, 2000; Sanoff 1991, 2000; Wates 2000), that promote *real* or *genuine* public participation to build community capacity, and to facilitate efforts in neighbourhood revitalization.

As emphasized in the book, Youth Participation in Community Planning by Mullahey, Susskind and Checkoway (1999: 4):

> "... young people's work that focuses on individual learning and development, rather than on changing their surroundings, is not real participation. Youth participation in nontoken community change requires that youth become part of the actual process and trajectory of change in their communities. Participation should not only give young people more control over their own lives and experiences but should also grant them real influence over issues that are crucial to the quality of life and justice in their communities."

Further to the latter, I however advocate that learning and skill development is a critical piece that will allow youth to be *more effective* in their endeavors to be agents towards effecting real change. Involving youth in a community participation process and expecting them to perform to their fullest capacity may not be successfully achieved without at least, introducing them to basic planning and design principles and techniques. Thus, good youth projects should nurture learning towards performing meaningful work in both real-life project planning and implementation.

1.3 Purpose: Introduction to the Community Engagement Prototype

This research practicum aimed to address the above problem statement, through a participatory planning and design prototype focused on youth development. This model or prototype takes the form of an extracurricular Planning and Design Club, realized through meaningful and effective partnerships between 1) a City Planning and/or Design graduate program, 2) a local high school, and 3) youth. Hypothetically, this club would be geared for students who are interested in community development and/or seeking to pursue a City Planning or design-related field upon graduation.

The club, which would ideally commence at the beginning and continue to the end of the regular school year (September to June), was a venue for high school students to learn the basics of neighbourhood planning and design, community development, and various community engagement tools. Under the guidance of a planning/design graduate student, the youth's role was to explore, develop, promote, and finally implement a community participation event (such as a planning day, design workshop, design charrette, etc) addressing a *real* issue or opportunity in their community at the end of the school year.

Ideally, the planning/design graduate student should primarily facilitate, and provide leadership and direction when necessary to the students. The intent was to move away from the notion of the researcher as an objective, all-knowing 'expert' and give voice in the analysis, exploration, and/or problem solving processes to those most directly involved within the community. All members of the club were united on equal ground as participants and innovative actors.

The Planning and Design Club was a model that provided for the many opportunities aforementioned in Section 1.2. In addition to contributing to young people's development and learning, the implementation of a year-end event or project that attempted to address a real-life problem took youth participation to another level – that of community and social change.

1.3.1 Roles of Partners

Post-Secondary Institution (Graduate Planning/Design Programs including City Planning, Architecture, and Landscape Architecture):

- Interested graduate student(s) would run and facilitate the club, as well as implement the year-end participatory project with the students.
- Commitment to the club could count for an elective.

Students (High School and other youth in surrounding neighbourhoods):

- Students would explore, develop, promote, and finally implement a participatory project surrounding a real issue or opportunity in their community at the end of the school year, with the leadership and guidance of the planning/design graduate student.
- Seek support and funding for the club's activities and the event.
- Implement the year-end participatory project with the graduate student.

High School (Staff including Principal(s) and Teachers):

- Provide/seek support and funding for the club's activities and the event.
- Promote the event.

1.3.2 Implementation of the Prototype

The club was implemented at Gordon Bell High School in the inner city of Winnipeg, Manitoba. Gordon Bell's commitment to youth development initiatives such as the Youth Builders program, as well as its location within the West Broadway neighbourhood (a high need community in the core area) were reasons for choosing the institution as opposed to other secondary schools in the inner city. Financial assistance for this research was provided through grants awarded by the Faculty of Architecture Endowment Fund, University of Manitoba; Shaw United Way Youth Connections; and through a University of Manitoba Outreach Award. Slight modifications to the club's time frame was necessary, to run the prototype within the context of this practicum. The club officially

started with an orientation session on February 20, 2002. Club sessions were held after school on a weekly basis (and on occasion two sessions per week) culminating with the year-end event on June 1, 2002.

Students were recruited primarily from Gordon Bell, but the club was open to other youth in surrounding neighbourhoods who wished to participate. Recruitment for participants began in late-January, which involved placing posters around Gordon Bell High School, City of Winnipeg libraries, community centres and other organizations that provide youth programming such as Art City (Appendix A). Students were required to seek permission from parents/guardians to be a member of the club, and participate at the June 2002 community event (Appendix B).

1.3.3 Purpose of Research

This youth engagement prototype can be universally applied. It is a simple, yet innovative model that aims to facilitate and enhance participatory processes through community engagement methods and techniques; as well as encourage the integration of planning and design into the curriculum for younger students through alternative ways of teaching. The model was implemented and evaluated to question:

1. *Its effectiveness in encouraging youth involvement in planning and design problem solving and decision-making processes.*
2. *Whether the process brings the necessary knowledge and tools to make participation processes more meaningful and effective.*
3. *Its effectiveness as an alternative way of teaching towards integrating planning and design in the curriculum of educational institutions for younger students.*

1.4 Research Methods

This practicum utilized the case study strategy, enabling the opportunity to collect detailed information by using a variety of data collection procedures over a sustained period of time (Yin 1989). Multiple research methods included:

1. A literature review with a focus on articles and books on current planning theories, community engagement techniques and tools for adults and youth, as well as theory and tools on pedagogy (see Section 1.5 Theoretical Framework and Literature).
2. Focus group sessions with the members of the club, and interested participants of the June 2002 participatory event.
3. Participant observation permitting ongoing observation and evaluation of the prototype described above.
4. Photography to capture interactions, group dynamics, activities and processes.

1.4.1 Data Collection

Focus Groups

Upon the completion of the club and participatory project held in June 2002, focus group sessions were conducted to discuss various experiences and outcomes of the prototype, with particular attention to the following research questions (as previously mentioned):

- *How successful was the prototype in encouraging greater youth involvement in planning and design problem solving and decision-making processes?*
- *How successful was the prototype in bringing the necessary knowledge and tools to make participation more meaningful and effective?*
- *How effective was the model as an alternative method in teaching planning and design processes to younger students?*

The focus group technique was chosen for its inclusive and qualitative approach, which permitted the opportunity for interaction and collaborative discussion between group members (Morgan 1997: 6). Note that the intent was not to bring consensus on a particular research question, but multiple viewpoints, experiences and feelings.

The first focus group was conducted with the student members of the Planning and Design Club to tackle the main research questions. An interview guide, with open-ended questions for the focus group participants were distributed in advance to help lead and facilitate the group into a meaningful discussion (Appendix C). Related sub-questions were raised to gain further insight or encourage further discussion related to the primary questions. Finally, near the end of the session, focus group participants were permitted to raise additional questions or comments that were not previously addressed.

A second focus group was conducted to explore ways to sustain the after-school Planning and Design Club. The group consisted of club members, a representative from the West Broadway Development Corporation (a community based development organization in the West Broadway community), participants (students and parents) and facilitators (recruited undergraduate and graduate students from the University of Manitoba's Faculty of Architecture) of the June event.

Prior to conducting each focus group session, a consent form outlining the intent of the study was distributed to be signed by the participant (Appendix D and E). Each session ran approximately two hours, and was audio recorded for transcribing purposes. However, statements and viewpoints were not attached to individual identities of the participants.

Participant Observation

Participant observation is a method in which the researcher takes part in the daily activities, interactions, and events of a group (Dewalt 2002: 1). The use of this method permitted ongoing observation and evaluation of the students' activities and progress within the club. Field notes were taken to record my observations over the duration of the club. My own personal learning experiences were also recorded in a weekly journal, which allowed me to interpret and summarize results.

Photography

Photography as a research tool was utilized to capture group dynamics, interactions, activities, and to "preserve critical moments" in classroom settings (Schratz and Walker 1995: 74). It has often been said throughout time that a picture is worth a thousand words. As stated by Schratz and Walker, pictures " ... have a power that words often lack. Taking a photograph is a process subject to all kinds of distortion but nevertheless the photograph has a verisimilitude that is undeniable ..." (Schratz and Walker 1995: 76).

Photographs were taken during weekly club sessions and at the year-end participatory event. To avoid my own possible subjectivity in selecting a particular moment, most of the photographs were taken by club members during weekly sessions, and at the event, by assistant facilitators. Students did not wear name tags that would allow them to be easily identified in the pictures.

The parents of the students (club members) were asked to sign a release form to allow photographs to be taken of their children during weekly sessions, focus groups, and at the event for inclusion in the research document (Appendix B). At the year-end event and the subsequent award presentation, verbal consent to take photographs was acquired

from the participants. It was clarified that photographs would be taken of the participants/students, and that photographs would be included in my research document. Participants were asked to come forward if they had concerns or did not wish to have their photograph taken. None of the participants came forward. For the second focus group session, participants were asked to sign an informed consent form (Appendix E).

The photographs in this practicum are a valuable contribution, as they have a quality of maintaining a present tense, and allow the reader to catch a glimpse of the events and processes.

1.4.2 Results Interpretation and Analysis

Running the Planning and Design Club allowed for ongoing and 'summative' or 'outcome' evaluation through the analysis of the research findings obtained from participant observation, the focus groups, photography as well as through useful feedback from the participants of the year-end participatory event (Trochim 2001).[2]

A *summative* or *outcome evaluation* involved the investigation of whether the prototype was an effective tool in enriching a participatory process, leading up to the implementation of a year-end event that attempted to address an issue in the community. As mentioned, focus group sessions were audio recorded and transcribed for ease of analysis. Transcriptions were analyzed looking for common and contrasting *themes* and opinions on the prototype (the club and year-end event), as an alternative teaching

[2] Evaluation/feedback sheets with both qualitative and quantitative questions were distributed to the participants of the year-end event (Appendix F, G, H). The event was also assessed on its success to attract other members of the school community (other students, teachers and parents) where they engaged in fun, interactive and hands-on participatory exercises (and not necessarily evaluated on the *quality* or *feasibility* of what was produced from the event – ideas, plans and designs).

method that seeks to integrate City Planning and design into the curriculum for younger students.

Results from the focus group sessions, observations, photographs, and feedback sheets were compared and contrasted, and finally summarized to be measured against the prototype's main goal, objectives and principles. This includes the feasibility of the model as an effective tool to enhance participatory processes through various community engagement tools and to promote greater youth participation via meaningful partnerships among educational institutions, and the future leaders of today – youth. Current planning theories and other key literature (introduced in the following section) were also re-examined in relation to research findings/outcomes at the end of the case study.

1.5 Theoretical Framework and Literature

1.5.1 Planning Theory

Recent planning theory, including insurgent planning (Sandercock 1998), collaborative planning (Healey 1997), communicative action (Innes 1995, 1998), and placemaking (Schneekloth and Shibley 1995) supports the importance of the practicum. Current planning theorists encourage planning and design processes that embrace community empowerment, community participation, social learning and mutual learning through communicative action and collaboration, a sense of place, social justice, change and democracy. The theoretical background is largely presented at the beginning or early chapters of this practicum to frame the research problem, but re-explored at the end in order to compare and contrast with the outcomes of the study (Creswell 1994: 37).

Collaborative Planning

Collaborative planning advanced by Healey (1997) is based on a model of communicative action theory, advocated by other theorists such as Forester (1989) and Innes (1995, 1998). Healey's model takes an urban regionalist planning perspective of organizing stakeholders and political communities for collective and cooperative management of shared spaces. Healey encourages new understanding and practice where planning systems break out of integrated/self contained governance to appropriately address daily common and global problems by fostering collaborative, consensus building practices (Healey 1997: 5).

Healey presents collaborative planning within a spatial and environmental planning perspective, however, many of the principles, in general terms are applicable to any context or locale. Healey explores the nature of a pluralist society, which requires the ethical responsibility in allowing all stakeholders to have a voice in planning and public policy processes that will directly affect the environments in which they live.

Insurgent Planning

Sandercock's insurgent model of theory advocates the inclusion of historically disenfranchised groups in planning theorizing space, practice and research. The goal of radical practices "is to work for structural transformation of systematic inequalities and in the process, to empower those who have been systematically disempowered" (Sandercock 1998: 97). The planner steps down from the conventional heroic role, where actions are determined in the 'public interest,' and acknowledges that theory and practice is a concern to both the practitioner and the community. Insurgent planning thus requires

one to embrace social justice, citizenship, community and multiple publics to address social, cultural and environmental issues in the postmodern context.

Placemaking

The theory of placemaking is grounded in the concept of place, and emerges from the practice of making places; i.e. spaces where human beings find themselves transformed into the places where they live (homes, neighbourhoods, places of work and play). Placemaking is a natural and universal activity that occurs with and without the support of planning and design professionals. Professional placemakers can draw on contextual knowledge to "remind us how to dwell" (Schneekoth and Shibley 1995: 2). Thus, integral to the processes of change and empowerment is the inclusion of the people who inhabit a place, and will be affected by any change to the place.

1.5.2 Community Engagement with Youth and Adults

A review of literature on various community engagement techniques and tools (Hart 1997; Sarkissian 1994, 1997, 2000; Sanoff 1991, 2000; Wates 2000) was necessary to run and facilitate the Planning and Design Club towards exploring, developing, promoting, and finally implementing the year-end participatory project with the youth. Community engagement methods are discussed in Chapter Three as a second component of the literature review, that takes up Sandercock, Schneekloth and Shibley's challenge to encourage more inclusive, democratic and community empowered urban planning and design processes that help shape development, plans and policy.

1.5.3 Theory and Practice of Pedagogy

Chapter Four is the final and third section of the literature review that focuses on the theory and practice of pedagogy, with particular attention to youth involvement (Arnold, Burke, James, Martin and Thomas 1991; Hart 1997; Hope and Timmel 2000; Hunter, Layzell and Rogers 1998; Kenny 1996; Martin et al 1996; Stoneham 1996; Young 1996). This review on pedagogy allowed for the critical investigation of current methods and models of teaching that seem to exclude youth and other members of the community in planning and decision-making processes that help shape and strengthen communities. How to break down barriers or adapt teaching practices towards social change in relation to current planning theories found in the literature was explored, and the Planning and Design Club prototype discussed as a method to break down such barriers.

1.6 Limitations

Limitations to this study dealt largely with the timeframe taken to execute and test the model. Ideally, the Planning and Design Club prototype would run from the beginning to the end of the school year (September to June) allowing the students to fully explore neighbourhood planning and design processes, and to take the lead in the development and implementation of a year-end community participation event. Since official club activities were conducted over a period of only three months (and another month for focus group sessions and other wrap-up activities), it was necessary that I, the facilitator and researcher take on more of a leadership role in the execution of the year-end participatory project and the full development of its exercises and activities. Thus my objectivity was somewhat influenced in terms of directing the process. However, it is

important to note that the model called for a direct collaborative and interactive working environment among the students and I; where both youth and adults were active participants in the dialogic and decision-making space. Moreover, youth participants, while given the opportunity to perform at the highest level of their abilities during a process, may choose to participate to a lesser degree. Seeking more direction from an adult does not weaken their genuine participation in the process.

Recruitment was also a challenge during late January and early February, since after school clubs typically commence in September – at the beginning of the school year. A total of seven students participated in the Planning and Design Club. However, this was a decently sized group to work with. The small size of the group did not negatively affect the outcomes of this study.

Undergraduate and graduate students from the Faculty of Architecture, University of Manitoba participated at the year-end event as facilitators. A focus group was not conducted with these students since they were only brought into the process at the end of the fieldwork. In addition, their opinions on the success of the prototype were beyond the scope of this study.

1.7 Significance of Research

Government planning agencies, firms, and organizations aimed at neighbourhood revitalization initiatives and community development need to draw on existing resources in the community and the opportunities this presents. Residents encompassing all age groups, citizens with diverse ethnic backgrounds, planning and design educators/practitioners, as well as other stakeholders have diverse experiences and knowledges that can be drawn upon.

Youth are one of these often untapped resources. They can be very active and valuable contributing members of the community. Currently, urban planning and design is not part of the curriculum for younger students. The prototype presented here attempts to challenge this. There is potential to implement the model in other high schools, and in various communities to tackle a range of issues or opportunities in the built environment. Yet, effective partnerships and networks are critical. I propose that student(s) from a City Planning or design-related undergraduate or graduate program (such as the University of Manitoba's Faculty of Architecture – Departments of City Planning, Architecture, Landscape Architecture, and Environmental Design) may be recruited yearly to run and facilitate this after-school club. This potential partnership can enhance the Faculty's presence and contributions to the community, act as a developmental opportunity for post-secondary planning and design students, and more importantly support youth development.

It is my hope that this research will make positive contributions as follows:

- Add to the growing literature on community engagement methods and tools.
- Serve as a useful resource/research study for other planners and community development workers who wish to engage in more inclusive, community empowered participation processes that promote cooperation, collaborative discussion, and inter-cultural learning.
- Promote effective partnerships and distribution of resources within the community.
- Encourage the integration of planning and design into the curriculum for younger students, and promote youth development.

Chapter Two: Current Planning Theory Advancing Community Participation and Empowerment

2.1 Preamble

Community or resident knowledge and input are becoming increasingly valued in planning processes encompassing neighbourhood, urban and rural environments. Professionals can offer planning and design expertise, and residents, community expertise, embracing the physical, historical, economic and social environment of their neighbourhoods. This increased interest in public participation reflects a concern for greater inclusiveness in planning theory and practice where different realities, values and knowledge systems of a diverse society are acknowledged and seen as a contribution in problem solving and decision-making processes. Through the exchange of ideas between planning professionals and the public, communicative action[3] (social and mutual learning), the inter-cultural building of knowledge, a sense of place, trust and understanding evolves, resulting in more comprehensive planning and design solutions.

[3] The idea of planning as communicative action or an interactive, communicative activity is explored in the work of planning theorists such as Forester (1989), Innes (1995), and Healey (1992, 1997), who have drawn on the work of the German social philosopher and political theorist Jurgen Habermas, particularly his *Theory of Communicative Action* (1984). Communicative action, as an emerging paradigm is a more qualitative and interpretive mode of inquiry, turning its back on technical rationality and systematic analysis. It seeks to understand the unique and the contextual through focusing and shaping attention, and more importantly talking and listening. These theorists are also attracted to storytelling, and to seek insights from such stories about practice (Sandercock 1998: 65). Through talking and listening to members of the public, stakeholders and the community, *social and mutual learning* evolves, where personal relationships between experts and clients develop (see Friedmann 1973).

In the past however, active public participation did not necessarily play a key role in decision-making and/or research processes that shape policy, plans and development in planning. Evidence of this is seen through earlier planning paradigms, including rationalism along with alternative planning theories that followed, such as incremental, and advocacy or pluralist planning (yet still largely framed within the rational mode). The rationalist planning process, shaped by the Enlightenment era aimed to master both politics and nature by relying on the scientific method. Faith in this positivist science as a means to understand human behavior permitted modernist planners to disengage themselves from society, claiming that their expertise transcended the interests of any particular group and permitting the ability to determine actions in the 'public interest.' Postmodernist philosophy challenges the traditional knowledge of planning theory and practice, guided by the rational comprehensive epistemology.

Advanced by current planning theory such as Healey's collaborative planning (1997), Sandercock's insurgent planning (1998) and Schneekloth and Shibley's placemaking (1995) is a better world that embraces community participation, social learning and mutual learning through communicative action, a sense of place, social justice and change, and democracy. What follows is a discussion of current planning theory relevant to this practicum. These theorists have paved the way towards a more inclusive, collaborative, and community empowered approach to planning.

2.2 Collaborative Planning and Communicative Action

Collaborative planning advanced by Healey (1997) is based on a model of communicative theory, advocated by other theorists such as Forester (1989) and Innes (1995, 1998). Healey's *Collaborative Planning: Shaping Places in Fragmented Places* is explored here. It takes an urban regionalist planning perspective of organizing stakeholders and political communities for collective and cooperative management of shared spaces. Healey encourages new understanding and practice where planning systems break out of integrated/self contained governance to appropriately address daily common and global problems. Collaborative planning takes an "... institutionalist approach to understanding urban and regional change ... focuses on the social relations through which daily life and business organization are conducted, and the way social and biospheric relations interweave. It develops a communicative approach to the design of governance systems and practices, focusing on ways of fostering collaborative, consensus building practices" (Healey 1997: 5).

Healey traces spatial planning encompassing *economic planning*, *physical development, public administration* and *policy analysis*. These three planning traditions have evolved, providing directives in the development of Healey's institutionalist and communicative approaches. The economic planning tradition has incorporated an increasing appreciation of the institutional preconditions for economic health. Physical development has moved to recognize and understand social and environmental processes underpinning spatial organization and urban form. Policy analysis has evolved away from instrumental rationality towards understanding peoples' knowledge and values, and the need for interactive processes in policy development (Healey 1997: 28). Healey builds on

these latter directions in the formulation of the communicative action model as a basis for collaborative planning, which encompass the following key principles (Healey 1997: 29-30):

- All forms of knowledge are socially constructed.
- The development and communication of knowledge take a diversity of forms (rational analysis, storytelling, expressions in words, pictures or sound).
- Views and interests among individuals are formed or learned in social contexts and through interaction.
- People have diverse interests and expectations, and that relations of power have the potential to oppress and dominate.
- Public policies which are concerned with managing co-existence in shared spaces, which seek to be efficient, effective and accountable to all those with a 'stake' in a place need to draw upon the above range of knowledge and reasoning.
- The above leads away from competitive interest bargaining towards collaborative consensus building practices and building cultures.
- Planning work is both embedded in its context of social relations through its day to day practices, and has a capacity to challenge and change these relations through the approach to these practices.

Although Healey presents collaborative planning within a spatial and environmental planning perspective, many of the principles, in general terms are applicable to any context or locale. Healey explores the nature of a pluralist society, a recognition and respect of diversity and difference, which requires the ethical responsibility in allowing all stakeholders to have a voice in neighbourhood, town, city and regional planning, and public policy processes that will directly affect the environments in which they live. This inclusionary approach also supports sustainable practices for managing collective concerns. Without including and acknowledging a full range of stakeholders, planning

processes, policies and practices will be challenged, undermined and ignored (Healey 1997: 71).

Conflict mediation and consensus building practices are methods to deal with possible group conflict due to inequalities inherent in a diverse society holding multiple values, discourses and knowledges. Of importance, are the opportunities collaborative dialogue present: social and mutual learning, and inter-cultural knowledge building as a diversity of ways of living, and ways of thinking are shared. Through dialogue, " ... people learn about each other, about different points of view, and reflect on their own point of view. A store of mutual understanding is built up, a sort of 'social and intellectual capital' " (Innes quoted in Healey 1997: 33) leading to insights in what they can achieve in dealing with future issues. Moreover, collaborative planning can advance a level of trust and understanding (Healey 1997: 71). This generates support for the implementation of policies, strategies and plans towards the betterment of the quality of places and environments.

This concern with interactive social processes through the removal of traditional barriers to communication between planning practitioners/academics/theorists and the public is certainly a positive step towards a more inclusionary planning process. However, as Sandercock notes, the professional planner still remains the primary actor and source of attention, and thus holds a level of power and privilege. Communicative action "does not attempt to address the issue of empowerment raised by the ... group of critics of the early advocacy model [the working classes, people of color, etc – historically disenfranchised groups] except in terms of speech acts. It acknowledges, but

then brackets, the problem of structural inequalities. And it treats citizenship as an unproblematic concept which is gender and race-neutral ..." (Sandercock 1998: 97).

Sandercock's insurgent model of theory presents challenges, as it has come to mean expanding the depth and scope of the planning field to include historically disenfranchised groups in planning theorizing space, practice and research. These groups not only include women and people of color, but also young people – children and youth often left out of the planning process. The goal of radical practices "is to work for structural transformation of systematic inequalities and in the process, to empower those who have been systematically disempowered" (Sandercock 1998: 97).

2.3 Insurgent Planning

Hierarchical structures dominated by traditional planning epistemologies have been challenged over the past two decades by the working classes, women, people of color or in more general terms, citizens who have traditionally been left out of planning processes (in the context of this practicum – youth). This demand of public participation in decision-making, and the demand that different values exist in diverse communities reveal the significant rise of civil society (Sandercock 1998: 29). The planner steps down from the conventional heroic role, where actions are determined in the 'public interest,' and acknowledges that theory and practice is a concern to both the practitioner and the community.

Sandercock argues for a planning wisdom that is "more fluid and responsive to context and to rapid change" (Sandercock 1998: 29), which will replace modernist technical rationality, objective knowledge, critical distance, and enlightenment. The

principles of Sandercock's foundations of postmodern praxis are as follows (Sandercock 1998: 30):

1. Means-end rationality may still be a useful concept, but we also need greater reliance on practical wisdom.
2. Planning is no longer exclusively concerned with comprehensive, integrated and coordinated action, but more with negotiated, political, and focused planning. This in turn makes it less document-oriented and more people-centred.
3. There are different kinds of appropriate knowledge in planning. Local communities have experiential, grounded, contextual, intuitive knowledges, which are manifested through speech, songs, stories, and various visual forms, rather than more familiar planning 'sources' (census data, simulation models, etc). Planners have to learn to access these other ways of knowing.
4. From our modernist reliance on state-directed futures and top-down processes, we have to move to community based planning, from the ground up, geared to community empowerment.
5. We have to deconstruct both 'the public interest' and 'community,' recognizing that each tends to exclude difference. We must acknowledge that there are multiple publics and that planning in this new multicultural area, requires a new kind of multicultural literacy.

Insurgent planning thus requires one to embrace social justice, citizenship, community and multiple publics to address social, cultural and environmental issues in the postmodern context. The goal is to advance local empowerment, which is based on a tradition of social mobilization and transformation. This emerging paradigm requires a familiarity with the "... lifeways of communities, and new kinds of cultural and political literacies as it engages in problems of marginalization, disempowerment, cultural imperialism and violence" (Sandercock 1998: 6).

Planners working in a radical framework are concerned with community organization, and urban social movements, built on the practice of working outside of the bureaucracy. A commitment to community necessitates listening, arguing and allowing others to speak towards the gaining of trust. The practitioner can offer a range of planning skills to the community ranging from analysis, synthesis, communication, group management, as well as specific or academic knowledge encompassing the planning field. Yet, planners are open to social learning through the experience of others, by recognizing the value of experiential, contextual, and intuitive knowledge that the community brings to the issue at hand (Sandercock 1998: 99). In this context, the planner's role is to enable/assist the community in initiating social change.

When communities are empowered to initiate positive change in local, urban or regional environments, a sense of pride, place, relationships, and strengthening of identity with their local community evolves. The importance of place and the art of placemaking is noted by Sandercock (Sandercock 1998: 4), and best explored in the work of Schneekloth and Shibley's *Placemaking: The Art and Practice of Building Communities* (Schneekloth and Shibley 1995).

2.4 Placemaking

The theory of placemaking is grounded in the concept of place, and emerges from the practice of making places; i.e. spaces where human beings find themselves transformed into the places where they live (homes, neighbourhoods, places of work and play). Daily acts of placemaking including building, cultivating land, planting gardens, making neighbourhoods, understanding cities, and creates "relationships of people to their

places" as well as "relationships among people in places" (Schneekloth and Shibley 1995: 1).

Traditionally, placemaking has been assigned to professional planners, and designers including architects, interior designers, engineers, landscape architects, etc who claim expert knowledge, which "ultimately disempowers others because it denies the potential for people to take control over events and circumstances that take place in their lives" (Schneekoth and Shibley 1995: 2). Yet, placemaking as a universal activity can occur with and without the support of professionals. Through the art of placemaking, "local knowledges [are] written into the stones and memories of communities" (Sandercock 1998: 4). Professional placemakers can draw on contextual knowledge to "remind us how to dwell" (Schneekoth and Shibley 1995: 2). Thus, integral to the processes of change and empowerment is the inclusion of the people who inhabit a place, and will be affected by any change to the place.

Through stories, Schneekoth and Shibley reveal a professional practice that centres on enabling and facilitating others in various activities of placemaking, even while offering expertise in planning, design, scientific inquiry, construction, etc. Yet, professional knowledge is not privileged over the knowledges of others. Processes are collaborative in which all knowledges are valued, shared, and exchanged between professionals and the community, and utilized in the process of decision-making to create and maintain places. Key activities of placemaking include (Scheekloth and Shibley 1995: 6):

1. Creating an open dialogic space.[4]
2. Interrogation and confirmation, which occurs in the dialogic space. Confirmation looks at the context of work in an appreciative manner to understand what is, and what has been taking place over time experienced by the various inhabitants. Interrogation consists of asking questions and problematizing the work, in order to seek the gaps, disruptions, and incongruities differentiating the material world and the worldview of participants.
3. Facilitating the framing of action, by the professional placemaker. The ongoing, iterative, and dialectical acts of confirmation and interrogation reveal the opportunities and constraints for action. These processes direct focus selectively to aspects of the work that are critical to the project, including decisions about what and who to include and exclude in the placemaking project.

The above tasks occur simultaneously and iteratively. Knowledges and insights continually emerge through the dialogue, which are filled with excitement, tensions, conflicts that are negotiated, affirmed, and interrogated, and will eventually frame placemaking actions. However, the emphasis is not placed on the possibility of conflict through dialogue, but the willingness of people and professionals to work collaboratively to make better and healthier places. Through the theory and practice of placemaking, trust and appreciation between diverse people evolves, and the strengthening recognition that their lives and their places have meaning.

[4] Dialogic space refers to public conversation, i.e. opening the lines of communication between the public and professionals/government agencies. This permits all stakeholders to express different points of view, and different forms of knowledges.

2.5 Comparing Theories

Healey's collaborative planning is presented in a spatial and environmental planning framework encompassing more urban regional arenas, while Sandercock's focus is the marginalized community. However, both models share similar principles of inclusion, diversity of knowledge, and social and mutual learning through dialogue. However, Healey's communicative action does not address the power differentials between the planning professional and the stakeholder or member of the community. Participation and dialogue processes are integral to collaborative planning, yet the planner is still the primary actor of change.

The insurgent planning model and Scheekloth and Shibley's theory of placemaking coincide nicely in sharing the themes of commitment to community, inclusion, empowerment, acknowledging and validating experiential, intuitive, contextual knowledge, and the sharing and exchange of diverse ways of knowing through dialogue. The art of placemaking emerged from the work of Schneekloth and Shibley as academic practitioners. They describe their collaborative practices with communities through real stories, bridging the often stated 'gap' between planning theory and practice. Compared to Healey's model of communicative action, insurgent planning and placemaking advance the field of planning further, in shifting the hierarchical structures in the modernist framework, to embrace ground up community initiated change, with the professional facilitating and enabling.

Of importance, is the diversity of knowledges all three planning models emphasize, inherent in multicultural communities. This not only includes the working classes, women, people of color, but in more general terms, all groups that traditionally have been

marginalized in planning processes, including age groups from the young to the old. For instance, Sandercock documents excerpts from the writings of bell hooks, Gloria Anzaldua, Cornel West and others in her article, "Voices from the Borderlands: A Meditation on a Metaphor" (1995), and unveils how marginalized and ethnic groups have been expected to conform to the dominant culture. The voices in this article show that they have been subjugated or reduced, in Sandercock's words "to the borderlands," i.e. worlds where they have experienced struggles of belonging, confusion of identity and cultural displacement. These 'voices' have been misrepresented or unacknowledged – living in a world planned predominantly by white men and women (Anzaldua 1990 quoted in Sandercock 1995). The authors in Sandercock's article reveal what is wrong with our cities, and offer new and alternative ways of knowing and looking at the world through other theories of knowledge, including experiential, embodied and contextual.

While the work of Healey, Sandercock, and Schneekloth and Shibley advocate the inclusion of the community or stakeholders in planning processes, noticeably absent is the mention of youth. One may question if youth would be considered a legitimate part of Healey's 'political communities' or 'stakeholders.' 'People' and the 'community' is also generally termed in Schneekloth and Shibley's work. Sandercock does define the public to include traditionally disenfranchised communities or persons: women, 'minorities' (people of color), the poor, indigenous peoples, gays and lesbians (Sandercock 1998: 41), yet the young and the old are not mentioned explicitly. While age groups are not specifically defined in their work, youth are indeed active members of the community who can play a valuable role in various community development initiatives and decision-making processes.

Hart's work (1997) for instance, introduces the theory and practice of youth participation, and its importance for advancing democracy and building sustainable communities. Genuine participation is promoted, where children are directly involved in defining problems and addressing issues affecting their neighbourhoods. Youth are leaders of today who should be permitted the ability to shape their community's future through research, planning, design, management and monitoring of the built environment. It is thus important to include as many people/stakeholders with a diversity of backgrounds and age groups in planning processes, as the collective intent of professionals and organizational leaders is to meet the needs the needs, desires and goals of the entire community.

Common themes among collaborative planning, insurgent planning and placemaking are inclusiveness, communication and dialogue. As discussed, in allowing multiple stakeholders to have a voice, a diversity of knowledges can be capitalized on. Community engagement methods, discussed in Chapter Three can be used to effectively "access these other ways of knowing" (Sandercock 1998: 30) that exist in diverse populations. These include " ... experiential, intuitive, local knowledges; knowledges based on practices of talking, listening, seeing, contemplating, sharing; knowledges expressed in visual and other symbolic, ritual, and artistic ways rather than in qualitative or analytical modes based on technical jargons that by definition exclude those without professional training" (Sandercock 1998: 5).

Chapter Three: Community Engagement in Planning and Design

3.1 Preamble

This research required a review of participatory or engagement methods for youth and adults to facilitate the implementation of the Planning and Design Club. Running the club allowed the exploration of how to access 'other ways of knowing' – in particular, the intuition of youth. Community engagement methods have been developed and are continually being explored by planning professionals and academics, most notably, Hart (1997), Sanoff (1991, 2000), Sarkissian (1994, 1997, 2000), and Wates (2000). These engagement methods are creative gateways to a diversity of 'knowledges.' They can also be characterized as techniques, exercises or games that help people get involved in interactive, hands-on planning and design processes, and show how professionals can best build on local knowledges and resources.

Creating an open dialogic space will bring diverse insights to the table, and tensions and/or differences of opinions will emerge. Engaging the community in planning and design processes is indeed challenging, and requires time commitment, funding, support, and patience. However, what is critical is the exchange of ideas and opportunities for inter-cultural learning, strengthened relationships to place and among other stakeholders, to plan toward the common goal of creating better and healthier communities and/or maintaining places.

3.2 Benefits and Consequences of Participation

As described in *The Community Planning Handbook*, there are many benefits to resident participation, including (Wates 2000: 4-5):

- *Additional resources:* Governments rarely have sufficient means to solve all problems. Local people can bring additional resources, which are often essential to meet their needs and dreams.
- *Better decisions:* Local people are invariably the best source of knowledge and wisdom about their surroundings.
- *Building community:* The process of working together and achieving things together creates a sense of community.
- *Compliance with legislation:* Community involvement is often, and increasingly, a statutory requirement.
- *Democratic credibility:* Community involvement in planning accords with people's right to participate in decisions that affect their lives.
- *Easier fundraising:* Many grant-making organizations prefer, or even require, community involvement to have occurred before handing out financial assistance.
- *Empowerment:* Involvement builds local people's confidence, capabilities, skills and ability to cooperate. This enables them to tackle other challenges.
- *More appropriate results:* Design solutions are more likely to be in tune with what is needed and wanted.
- *Professional education:* Working closely with local people helps professionals gain a greater insight into the communities they seek to serve, towards more effective work practices and better results.
- *Responsive environment:* The environment can more easily be constantly turned and refined to cater for people's changing requirements.
- *Satisfying public demand:* People want to be involved in shaping their environment and mostly seem to enjoy it.
- *Speedier development:* People gain a better understanding of the options realistically available and are likely to start thinking positively rather than negatively.

- *Sustainability:* People feel more attached to an environment they have helped create. They will therefore manage and maintain it better, reducing the likelihood of vandalism, neglect and subsequent need for costly replacement.

The benefits outlined above present a strong case to encourage greater resident involvement in the complexities of architecture, planning and urban design. However, citizen participation can be a source of confusion and conflict. In the book, *Community Participation Methods in Design and Planning,* Sanoff argues that barriers to participation "are generated by the process itself, and others are associated with false assumptions about participation." Common barriers are as follows (2000: 22):

- Planning issues and problems are too technical and complex, and those who do not have the necessary expertise often get in the way.
- Everyone has a different opinion that everything is likely to end up as a compromise, or in contradiction, people are so similar that their needs are differentiated.
- Participation can be threatening to professional and managers who feel it threatens their role as experts.
- Involving users is more time-consuming and therefore more expensive.
- The lack of adequate experience by professionals, government officials, and managers working in collaboration with users can limit the effectiveness of participation.
- Often, the people involved do not represent the majority but are, rather, citizens who represent special interests.

Indeed planning can be technical and complex. However, if "planning organizations preempt community involvement by defining problems as too technical or too complex for nonprofessionals to understand, they may engender political passivity, dependency, and ignorance" (Forester 1998 quoted in Sanoff 2000: 22). People do have a diversity of knowledges that can be brought into the dialogic space such as community expertise

(contextual, intuitive and experiential), embracing the physical, historical, economic and social environment of their neighbourhoods, and do not necessarily need to have such technical abilities. Further, participation should not be seen as a threat to the role of the professional. Professionals have valuable expertise in analysis, synthesis, communication, group management, as well as specific planning or academic knowledge. The intent of collaborative planning is to allow all participants – stakeholders from the young to old, to share their areas of expertise with one another.

We are living in multicultural diverse societies, and therefore people do have different needs, values, experiences and perspectives. While differences of opinion cannot be avoided, multiple publics do share the common goal of improving and maintaining places. While we seek to value and acknowledge different kinds of knowledges, one perspective or idea may make more sense than another, in attempting to address a particular issue. There are opportunities to learn from one another – the inter-cultural building of knowledge, and people can "change their views in light of new information when presented in a way that helps them see how the overall scheme fits into their own vision" (Sanoff 2000: 23).

3.3 Youth Participation

As previously discussed in Chapter Two, current planning theorists have pushed the boundaries of planning towards inclusiveness, and empowering historically disenfranchised groups, but to an extent still generalize by defining players as 'stakeholders,' 'the public,' and 'the community.' While Sandercock further deconstructs the community to 'multiple publics' necessitating a new kind of multicultural literacy, I advocate to further break this mosaic of cultures and equally acknowledge a mosaic of

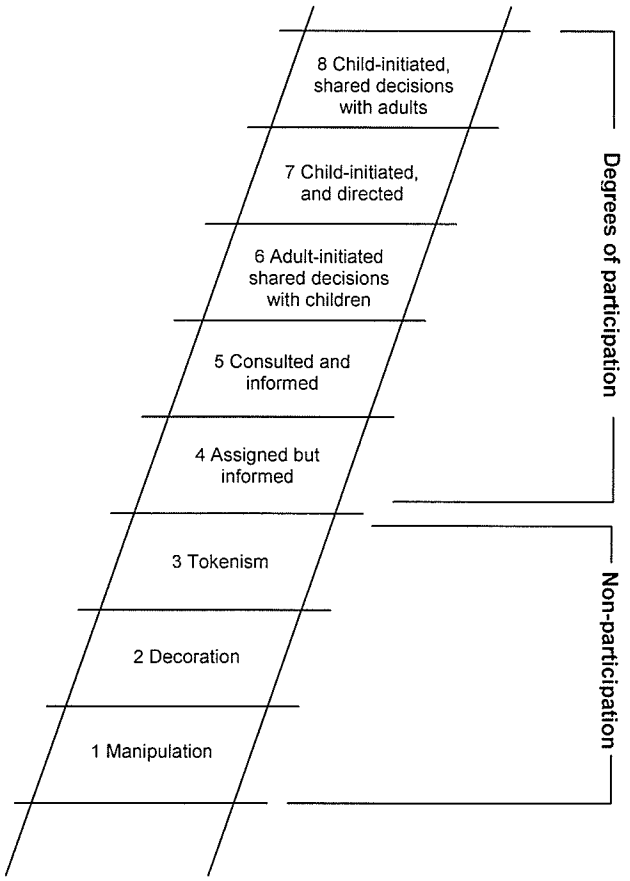
age groups. While residents are now becoming more involved in planning processes, they most often fall within the young adult to middle-aged group. Children and youth should be able to access or occupy planning academia, theorizing space, and practice that would further advance democratic social change.

Youth are among those people who have a wealth of knowledge, however 'young.' They are often untapped resources in the community in part due to adultism, which can lead to undue perceptions or stereotypes such as 'people who lack experience' or 'trouble-makers' in the community. Yet, it is well-known that many youth participate in their communities, through a variety of community service or volunteer activities that build character, and show them how to become socially responsive. However, Mullahey, Susskind and Checkoway argue in their book: *Youth Participation in Community Planning*, that "community service often does not focus on or result in community change. Youth involvement in many service activities is oriented toward helping people in need rather than toward changing the conditions in the community or society that create need" (1999: 4).

Youth, as members of society have rights to participate as equal partners in making decisions that affect their environments. Their involvement in planning processes can further enhance their role as proactive community members to change the conditions in their environments. As encouraged by Sanoff, "One step to shifting the role of children and youth in society to a more contributory and positive one is to provide opportunities for them to act on their conceptions in real-life situations. By making a place for youth in community participatory processes, they will be empowered to make their unique creative contributions" (Sanoff 2000: 19).

Hart's *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*, introduces the theory and practice of youth participation, and its importance for advancing democracy and building healthy, sustainable communities (1997). Hart's 'ladder of children's participation' (Figure 1) reveal different degrees of initiation and collaboration children can have when working with adults. This ladder is used as a metaphor to show that participatory processes should be designed to maximize opportunities for young people to participate at the highest level of their abilities, as shown in the upper rungs. Genuine participation is advocated, where "children are themselves involved in defining problems and acting as reflective, critical participants in issues affecting their communities" (Hart 1997).

Figure 1: Hart's ladder of children's participation



Hart's ladder is used as a metaphor to show that participatory processes should be designed to maximize opportunities for young people to participate at the highest level of their abilities.

The three lower rungs: *manipulation* (or deception), *decoration* and *tokenism* are levels of non-participation. As explained by Hart, "manipulation" occurs when adults intentionally use children's voices to carry their own messages, or deception – when adults deny their own participation in a project with children because they want others to think that it was done exclusively by children. "Decoration" occurs when children wear costumes or t-shirts promoting a cause, but have little or no understanding or knowledge of the cause. The last level of non-participation, "tokenism" refers to when children are seemingly given a voice but are not given the opportunity to design the project with adults or have little choice in the agenda or subject matter.

Varying degrees of real participation are shown in the upper rungs of the ladder: *assigned but informed; consulted and informed; adult-initiated, shared decisions with children; child-initiated and directed;* and *child-initiated, shared decisions with adults.* "Assigned but informed" is a step towards real participation where children and youth have been educated and thus understand at some level, the issue or cause. "Consulted and informed" projects are designed by adults while children and youth are consulted and their opinions taken into consideration. To achieve real "shared-decision" projects, adults must share the decision-making with youth in the entire planning process. The "child-initiated and child directed" level of participation occurs when young people have the confidence and ability to cooperate with their peers. The highest rung of Hart's ladder is "child-initiated with shared decision-making with adults." Hart's goal is not to encourage complete control by children, operating as an independent sector of their community, but to foster the choice of working collaboratively with adults. Participation that occurs at the highest rung demonstrates that children and youth are confident in their role as young

leaders, feel empowered and can trust to work in partnership with others (Hart 1997: 41 – 44).

Benefits to involving youth in planning processes include their own personal development and skill building in communications, problem solving and teamwork. When they have direct participation and influence in real-life projects, their participation level is raised to empowerment. This further teaches them that they can be initiators of social and environmental change. As advocated by Mullahey, Susskind and Checkoway, "Actively involving children and youth in real community projects ... provides learning experiences that enhance the capacity of students to forge solutions to real word problems. Such experiences are essential to educating youth for social responsibility" (1999: 6). Furthermore, "Young people need not to be included as a courtesy, or because they are needy, or to keep them out of trouble, but because they belong in the community process" (Sanoff 1997: 21).

Those who will be affected by any change to a place, should be involved at some level, or at the very least, should be kept informed of a planning process or project. Wates' diagram (Table 1) illustrates how different levels of participation are appropriate at different stages of a planning process or project. The shaded areas reveal where most community planning operates. Partnerships are the key ingredient, where joint or collaborative planning and design among planning authorities and the community occur, highlighted in black (Wates 2000: 10).

Table 1: Wates' participation matrix

Level of community involvement		Project stages: Initiate	Plan	Implement	Maintain
	Self Help Community Control	Community initiates action alone	Community plans alone	Community implements alone	Community maintains alone
	Partnership Shared working and decision-making	Authorities and community jointly initiate action	Authorities and community jointly plan and design	Authorities and community jointly implement	Authorities and community jointly maintain
	Consultation Authorities ask community for opinions	Authorities initiate action after consulting community	Authorities plan after consulting community	Authorities implement with community consultation	Authorities maintain with community consultation
	Information One way flow of information Public relations	Authorities initiate action	Authorities implement alone	Authorities implement alone	Authorities maintain alone

All sections of the community should be encouraged to participate – different age groups, genders, backgrounds and cultures, but never forced. Nor should participation always need to operate at the highest rung of Hart's ladder or level of competence to be considered genuine. The principle of *choice* is key. Adults should have the ability to choose to participate at their own levels of comfort, interest and expertise. Youth are no different. Thus, participatory processes should be designed to enable groups to work at whatever levels they choose, or during different stages of the process (Sanoff 2000: 18).

3.4 Community Engagement Methods and Techniques

There are a variety of methods to facilitate *genuine* participation – where participants are directly involved in reshaping their communities alongside planning authorities, academics, practitioners, and "when people are empowered to control the action taken" (Sanoff 2000: 9). Participation also supports learning. As a result of becoming aware of a problem, people will seek to learn more to address that problem, and "learning occurs

best when the process is clear, communicable, open, and encourages dialogue, debate and collaboration (Sanoff 2000: 37).

Wates' work (2000) presents a useful handbook of principles, methods and scenarios to devise a number of community engagement strategies appropriate to local conditions and needs. Methods are presented in a toolbox format, ranging from an *action planning event; activity week; art workshop; design fest, game or workshop; elevation montage; ideas competition; interactive display; mapping; microplanning workshop; model; open space workshop; planning weekend; task force; to urban design studios,* which reveal that participation processes are not limited to the typical meeting or public hearing. The common meeting or hearing may provide information but may not support community action. Sanoff in addition, presents a number of methods such as *strategic planning, visioning, the charrette process, community action planning, participatory action research, participation games and workshops*. The *Community Participation in Practice* series by Sarkissian et al including *The Community Participation Handbook* (1994); the *Casebook* (1994); *A Practical Guide* (1997); and the *Workshop Checklist* (2000); provide additional advice, and participation techniques that engage adults and children.

This section will not review in detail a variety of methods and their application. There are far too many to explain here. Of importance is the knowledge that it is best to select methods appropriate to the context, conditions, the group of people involved in the participatory process; and to achieve the overall goal, objectives and outcomes you wish to produce. For instance, the *strategic planning* method is often utilized to develop strategies and action plans to resolve issues in a community, and guide its future

development. It includes setting goals and priorities, identifying issues and constituencies, developing an organization, taking actions, and evaluating results (Checkoway 1986, quoted in Sanoff 2000: 38). A community that wishes to visually and creatively improve their surrounding environment might hold an *art workshop* to generate ideas, help design and construct artworks such as murals, sculptures or to decorate street lighting.

Ideally, a number of methods and techniques should be employed where possible to effectively access other ways of knowing (Sandercock 1998: 30) that exist in diverse populations, and to respect different degrees and levels of participation as "people will want to take part in different ways" (Wates 2000: 17). For instance, while some participants are good at communicating ideas verbally in a discussion group, others may be more proficient or comfortable expressing their knowledge artistically or visually through maps, collages or diagrams. Multiple methods are also useful when they can build upon one another. In other words, results from one method may be utilized to build capacity and facilitate the process of a subsequent method. Further, methods may be embedded into an overall participatory method or process – for example a *competition* might encompass a series of *workshops,* culminating with an *exhibition* – all within an *activity week.*

Effective and meaningful participation depends on the participation methods and techniques employed, and "when they are combined together creatively ... community planning becomes a truly powerful force for positive and sustainable change" (Wates 2000: 3). It is important to explore and test out a variety of methods before implementation. Professionals who have a lack of adequate experience working in

collaboration with users can hire facilitators or hire those who can train local professionals and/or residents to effectively facilitate participation processes and events. Those facilitating and enabling require skills in conflict resolution and consensus building practices. Moreover, effort should be made to include a diversity of people and stakeholders who will be affected by planning and design decisions. Often, residents involved are citizens who represent special interests (Sanoff 2000: 23), and most are of the dominant class and older adults. To ensure inclusive participation, professionals will need to contact individuals directly; contact schools, religious institutions, community organizations and centres. Thus, involving residents requires a lot of time commitment, and organizing community participation processes requires funding and support. Yet, the benefits far outweigh the costs. Community participation in urban planning and design is a positive collaborative approach to help ensure that development, policy and plans are socially, culturally, historically, and environmentally sensitive. Including multiple voices in planning theorizing space, practice and research, while challenging, is a step forward as they can offer insights on how we might plan differently towards a better world.

Chapter Four: Emergent Teaching Practices for Social Change

4.1 Preamble

To foster socially, culturally, and environmentally responsible behavior through to adulthood, we need to expose our young citizens to the principles of community development, city or neighbourhood planning, and environmental care at an early age. Courses in community, city or regional planning, environmental planning and community development are for the most part offered at the post-secondary level towards obtaining a formal degree, and employment in related fields; while introductory courses in planning or environmental education in secondary schools are difficult to find, simply because public school curricula are fixed in core courses in math, science, social studies and the arts.

Yet people are involved in environmental care or placemaking – as defined by Schneekloth and Shibley: building, cultivating land, planting gardens, making neighbourhoods, and understanding cities (1995: 1) in their everyday lives. Placemaking is a natural occurrence. As Hart explains, even young citizens all over the world have been involved in environmental work for their families, particularly in developing countries or rural areas: collecting firewood, foraging for food, and shepherding animals. For cultures in the Northern Hemisphere in which household work is often rare, household environmental management or more ecologically (and socially) responsible actions represents a new opportunity for young people who are frequently denied all opportunity for meaningful work (Hart 1999: 56).

As noted by Hart, there have been few attempts to further cultivate community participation of children or youth through public school systems. Rather, most grade or

secondary schools remain isolated from their surrounding communities and their socio-economic and environmental problems "because they are by definition conservative guarantors of the status quo rather than institutions of social change" (Hart 1999: 57). But change is possible. Educators have the potential to work innovatively to integrate "the goals of educating children [and youth] with the larger goals of community development (Hart 1999: 59)." The latter involves extending the school into the community through participation – via innovation, effective use of resources, collaboration and partnerships. What follows is a brief exploration of a few kinds of emergent or alternative models of teaching and opportunities to foster the democratic development of youth.

4.2 Opportunities and Models for Youth Participation

4.2.1 School Ground Redevelopment

Educators searching for ways to enhance the core curriculum to include principles of community planning, and in particular, environmental education can start within their own school grounds: "School grounds are the one external environment to which all children have regular access and whether or not they are used for teaching, children spend a quarter of their time in them during any one school day. They are vitally important ... environments in which attitudes are formed" (Kenny 1996: 2). Awareness and understanding about the community and environment can only be developed through first-hand experience of the lifeways of the natural and built world. Transformation of the immediate external environment surrounding the school, from one that is for instance, aptly characterized as a bleak 'asphalt desert' or 'green desert' of manicured grass to one that provides natural habitat for urban wildlife and flora, will facilitate environmental

learning and instill the importance of sustainable development at an early age. When children or youth genuinely participate, are given a voice, and make informed decisions in the redevelopment of their school site (be it at a primary, elementary or secondary school) there are positive influences in their "behavior and attitudes ... their relationship with each other and upon their knowledge and understanding of the environment within which they are being brought up" (Hunter, Layzell and Rogers 1998: 3).

An independent charitable trust established in 1990, called Learning through Landscapes (LTL) promotes improvements to the educational use and environmental quality of school grounds in England and Wales. Since LTL's establishment, there has been great interest in school ground development across the United Kingdom. LTL provides information and training, produces publications and carries out environmental research. Publications include a wide series of LTL books that serve as useful resources to inspire and support schools who wish to transform their bare school grounds to 'grounds for learning' (Dean 1999; Hare et al 1996; Hunter, Layzell and Rogers 1998; Keany 1993, 1996; Thomas 1996; Martin et al (ed) 1996; Stoneham 1996; Rhydderch-Evans 1993). Many ideas in school ground redevelopment and environmental learning activities suggested in the LTL series are not limited to the school grounds but can be undertaken in local parks or neighbourhood open spaces. The LTL organization stresses that school ground redevelopment projects need to combine the following three principles to achieve beneficial outcomes (Keany 1996: 2):

- Sustainable – involving the use, design, maintenance and management of the school grounds
- Holistic – involving the whole site, the school and local community and the whole curriculum

- Participative – children working with adults

Schools that have combined these elements in the development of their school grounds have reported a number of benefits, most notably: improvements to the quality of the environment, reputation and image of the school; more effective teaching and learning outcomes in the outdoor classroom; improvements in pupil behavior and attitudes; and a better school ethos, stressing care, ownership and responsibility for the natural and built environment.

4.2.2 Community Based Organizations

Participation through community based development organizations (CBDOs) or neighbourhood renewal corporations (NRCs) is an ideal way for young people to become involved in the larger area of neighbourhood planning, community revitalization and development. This encompasses housing and physical improvements, employment and training initiatives, education and recreation, and safety and crime. CBDOs in Winnipeg's inner city include the West Broadway Development Corporation, Spence Neighbourhood Association, and the North End Community Renewal Corporation. Various community development organizations already provide a means for residents to participate in planning or neighbourhood revitalization initiatives, and community events. However, as noted by Hart, it is extremely difficult to find examples of youth participation in research, planning or decision-making in community organizations (Hart 1999: 63). Many of these organizations often develop programs and initiatives for youth, to address youth problems such as gang involvement, high-school drop out rates, or to generally prevent at-risk behavior. There is danger of unwarranted perceptions that all

youth fall into the latter categories, which limits the opportunity for their involvement in helping to develop solutions to a community's problems. Hart has found that "Community based organizations need help in recognizing the capacities of children and how to involve them. It is difficult for children's organizations or schools to approach a community based organization with an offer of collaboration. They have no history of doing this and no prior examples of such collaborations. In many instances they do not even know of community based organizations ... it takes years to establish lasting collaborations because there are no pre-existing channels of communication" (1999: 63).

Increasing resident and youth participation in community planning initiatives and community development is not an effortless undertaking. Community capacity building also calls for good organizational capacity in *how to* facilitate the genuine participation of youth and adults, through engagement methods discussed in the previous chapter. While establishing the participation of youth through CBDOs will take time, this should not discourage efforts to establish relationships or partnerships among educational institutions and community organizations.

Organizations exclusively established to cater to children's out-of-school play, recreation and learning also presents opportunities for youth to become democratically involved through the management and operation of the centre. For instance, rather than have adults completely develop programming for young people, the youth themselves should not merely be consulted but rather given the opportunity or choice to make decisions alongside adults that will have a direct impact on the operation and programming of the organization. Indeed youth have the capacity to make decisions and form unions with one another without adult initiation – unions that are usually focused on

play, recreation, sports activities, or a common hobby (Hart 1999: 69). This further demonstrates that they are capable of working and making informative choices alongside adults – they only need to be given the chance and a legitimate voice in the dialogic and decision-making space.

4.2.3 Youth Clubs

Extra-curricular clubs implemented in schools are an ideal way to educate children and youth in other subjects that not part of the core curricula. There are children's organizations worldwide that place a focus on the care of the environment: conservation clubs, natural history groups, environmental action groups, and ecology clubs, which are based in schools in their immediate communities. However, based on Hart's research, there are no youth organizations or clubs devoted to the other side of sustainable development – that is, community development (Hart 1999: 68) that can range from sustainable development clubs, planning clubs, community development clubs, or groups for environmental justice. Note that there are clubs that simply focus on individual learning and development, but do not engage the youth in activities that allow influential participation in community planning. Clubs or other models of participation that involve youth "in real community projects rather than in classroom simulations provides learning experiences that enhance the capacity of students to forge solutions to real world problems. Such experiences are essential to educating youth for social responsibility" (Mullahey, Susskind and Checkoway 1999: 6).

4.3 Linking Planners and Teachers to Advance Youth Participation

More effort is needed here in Canada to foster youth participation in planning. Participatory school ground redevelopment projects; youth clubs focused on environmental care, planning and design, or community development; and partnerships with CBDOs are just a few models to give young leaders the experience of genuine participation and knowledge of the responsibilities of real citizenship. These models essentially make use of the community as classrooms. By integrating community and classroom, "teachers may hasten and intensify the process of young people learning about their community, and provide the platform for a more meaningful education. Such knowledge may lead to nurturing a sense of ownership and responsibility for their community: to help students experience how they can shape and change their world" (Mullahey 1995).

Educators who wish to engage youth "in the actual processes of envisioning, planning and creating change" in their communities will need to collaborate with local planners and designers, environmentalists and/or community development workers – forge partnerships with government planning agencies, CBDOs, and/or planning academic institutions. Janet Young advocates in *A Change of Plan: A Handbook for Teachers – Linking Teachers and Planners for Environmental Education*, that "the special significance of education for sustainability lies not only in its breath and relevance, but in its strong inter-disciplinary nature and the emphasis placed on building partnerships. To a far greater extent than most other areas of the curriculum, it involves the co-operation and support of other disciplines and services" (Young 1996: 31).

Collaboration with planners presents a number of benefits, as explained by Anne Armstrong, a planner who worked for many years to involve schoolchildren with planning issues in London (Armstrong 1979, quoted in Hart 1999: 75):

- Planners have access to materials that are not usually available in schools. Maps, models, survey data, histories, and monographs are all available in planning departments and are of great value to children's [and youth's] projects.
- Planners can help design the research and planning process by children. Teachers of children are seldom trained in how to take children through an entire research process leading to recommendations and actions.
- Planners can be lively adjuncts to the teaching process, especially in the early stages of a project, and can convince children that they are engaging in something serious. Furthermore, planners often know more about their local area than do the teachers or facilitators of the project.

The goal is to change traditional teaching practices that encourage and empower all members of community to initiate social change. The book, *Educating for a Change* emphasizes that "education must empower all people to act for change" and that this education must be based on a democratic practice by "creating the conditions for full and equal participation in discussion, debate, and decision-making" (Arnold, Burke, James Martin and Thomas 1991: 1). This will require effective partnerships that link teachers and planners to advance youth participation in planning and design processes.

4.4 Revisiting the Youth Engagement Prototype: Planning and Design Club

The previous section presented a strong case for the integration of planning and design processes into the curriculum for younger students. Piloting the model – the Planning and Design Club enabled the assessment of this integration. The selection of a real issue or opportunity to address in the neighbourhood was a critical piece to enable the development of practical knowledge, and to show that youth can be agents of change and forge solutions to real problems in their communities. Advocated by Mullahey, Susskind and Checkoway, "Engaging children and youth in experiential learning enhances their sense of community, place, and belonging, as well as enhancing their lives. They learn that they have something to contribute and that they have the opportunity to participate in making a qualitative difference in shaping the places where they live" (1999: 6).

Collaboration and effective partnerships are also essential in this process – partnerships among planning and design academic institutions and public schools. If pursued formally in the future, the prototype evaluated in this research and its reliance on effective partnerships, can enhance the University of Manitoba, Faculty of Architecture's presence and contributions to the community, act as a developmental opportunity for post-secondary planning and design students, and more importantly support youth development.

Chapter Five: Methodology

5.1 Preamble

There are a number of research methods, designs and strategies that range from quantitative to qualitative techniques, and combined methods.[5] It is up to the researcher to determine which data collection methods are most suitable, effective, and which will generate the most comprehensive data to solve the particular research problem. This chapter discusses the methods utilized in this study to acquire the research data, which will better allow a thorough understanding of the choice of method and its meaning to this research.

This research practicum employed the case study strategy, enabling the opportunity to collect detailed information by using a variety of data collection procedures.[6] The participatory prototype, namely the Planning and Design after-school club culminating with a community participatory event was evaluated on its success in enriching community engagement via alternative teaching practices, effective partnerships, and youth involvement. Multiple research methods included: 1) a literature review covered in Chapters Two to Four, 2) focus group sessions, 3) participant observation and evaluation, and 4) photography to capture interactions among the youth and group dynamics.

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[5] A qualitative study is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. A quantitative study is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures (Creswell 2000: 2).

[6] Case studies are the preferred strategy when 'how' or 'why' questions are posed, when the researcher has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (Yin 1989: 13). Moreover, there is no single way to conduct a case study, and a combination of methods can be used such as unstructured interviewing, and direct observation (Trochim 2002).

The collected data was compiled into a summative evaluation where the researcher examines the 'effects' or 'outcomes' (Trochim 2002) of the prototype, based on the overall goal and objectives of the research. The focus group technique and storytelling (an emerging research method), participant observation and photography are explored below.

5.2 Focus Groups

The focus group method is an inclusive and qualitative research approach, which permits the opportunity for interaction and collaborative discussion between group members. In addition to planning research, the technique has been used widely in anthropology, communication studies, education, evaluation, nursing, political science, psychology, public health, sociology, and other disciplines (Morgan 1997).

Focus groups generally involve eight to ten individuals who discuss a particular topic or group of topics under the direction of a moderator. Groups of more than ten individuals are to be avoided, as they are difficult to manage and inhibit participation by all members. Focus group sessions typically last from one to two hours and are audio recorded and/or video recorded for transcribing purposes, and for later analysis of results. Group interaction is key to generate data and insights that would be less likely to emerge without the interaction found in a group. The researcher/moderator who requires proficiency in group dynamics and interview skills, promotes this interaction and assures that the discussion remains on the topic of interest (Stewart and Shamdasani 1990: 10). In addition, the moderator observes group dynamics, respondents' behaviors, attitudes and language.

Applications

There are three basic uses for focus groups, as follows (Morgan 1997: 2):

- *Self-contained*, serving as the principal source of data.
- *Supplementary*, for studies relying on some other primary method such as a survey.
- *Multimethod* studies, where there are two or more means of gathering data.

In multimethod uses, focus groups typically add to the data collected through other qualitative methods such as participant observation and individual interviews. The goal in combining a number of research methods, "is to use each method so that it contributes something unique to the researcher's understanding of the phenomenon under study" (Morgan 1997: 3), in this case the Planning and Design Club prototype. The case study strategy employed in this practicum, is one example of a multimethod study.

Strengths

Focus groups produce a rich body of data expressed in the participants' own words using their own categorizations and perceived associations, which is the main advantage to this technique. Discussions among participants can flow naturally, as long as the key topic of discussion does not wander. Artificiality of response is minimized, unlike survey questionnaires, which seek responses expressed on five-point rating scales or other restricted response categories (Stewart and Shamdasani 1990: 12). Further, focus groups are adaptable to provide the most desirable level of focus and structure. For instance, very general and nonspecific questions may be posed about the topic, to determine the most salient issues on the participants' minds. Alternatively, if the interest of the researcher is to focus on a very specific concept and/or question regarding the topic, the interviewer

can provide specific information about the concept and/or ask very specific questions (Stewart and Shamdasani 1990: 11).

The use of focus groups in this practicum took advantage of both general and specific questions to evaluate the prototype. In fact, it is quite common to begin with some general questions, then focus the group on more specific issues as the discussion progresses. An interview guide was utilized (Appendix C), where the first set of questions were structured to discuss various observations and experiences of the prototype, and the second set of questions with particular attention to the following research questions:

- *How successful was the prototype in encouraging greater youth involvement in planning and design problem solving and decision-making processes?*
- *How successful was the prototype in bringing the necessary knowledge and tools to make participation more meaningful and effective?*
- *How effective was the model as an alternative method in teaching planning and design processes to younger students?*

Related sub-questions were raised to gain further insight or encourage further discussion related to the three main research questions. Finally, near the end of the session, focus group participants were free to raise additional questions or comments that have not been addressed.

A good balance or mix of general and specific questions allows the participants to discuss what is important to the researcher, as well as permitting the researcher to learn or gather thoughts that are important to the group. The flexibility of the focus group technique is further exemplified when the moderator has the opportunity to modify the

order of the questions "based upon what seems most appropriate in the context of the 'conservation,' can change the way [questions] are worded, give explanations, leave out particular questions which seem inappropriate with a particular participant or include additional ones ..." (Robson 1993). Yet, note that the focus group technique is designed to do exactly what the name implies – focus: "A focus group is not a freewheeling conversation among groups members; it has focus and a clearly identifiable agenda (Stewart and Shamdasani 1990: 18).

There are a number of other advantages to the focus group method as follows (Stewart and Shamdasani 1990: 16):

- Provides data from a group of people much more quickly and at less cost than separate individual interviews.
- Allows the researcher to interact directly with respondents. This provides opportunities for the clarification of responses, for follow-up questions, and for the probing of responses. In addition, the researcher can observe nonverbal responses such as gestures, smiles, frowns, and so forth, which may carry information that supplements (and, on occasion, even contradicts) the verbal response.
- Provides an opportunity to obtain large and rich amounts of data in the respondents' own words. The research can obtain levels of meaning, make important connections, and identify subtle nuances in expression and meaning.
- Allows respondents to react to and build upon the responses of other participants. This synergistic effect of the group setting may result in the production of data or ideas that might not have been uncovered in individual interviews.
- Are adaptable to provide the most desirable level of focus and structure. Further, they can be used to examine a wide range of topics with a variety of individuals, and in a number of settings.
- May be one of the few research tools available for obtaining data from children or from individuals who are not particularly literate.

- Results of a focus group are easy to understand. Researchers can readily understand the verbal responses of most respondents. This is not always the case with more sophisticated survey research that employs complex statistical analyses.

Note however, that a successful focus group depends on the proficiency of the moderator. Greenbaum (2000) points out a number of key skills including excellent communication and interview skills so that questions asked or issues raised by the moderator are easily understood. Knowing how to involve the members of the group so that they respond to each other rather than simply answering questions posed by the moderator, is key. The moderator should have the ability to change course quickly and effectively when a group discussion is not going well and re-direct the group on a course that will accomplish the objectives of the session. Lastly, the most important characteristic of the moderator is the ability to remain objective and/or separate his or her own biases from what occurs in the group (Greenbaum 2000: 34-37).

Limitations

The focus group method has limitations despite its many strengths, and is not a universal method meeting all research needs. Limitations include (Stewart and Shamdasani 1990: 17):

- The small number of respondents that participate even in several different focus groups, and the convenient nature of most focus group recruiting practices, significantly limit generalization to a larger population. Persons who are willing to travel to a locale to participate in a one to two hour group discussion may be quite different from the population of interest, at least on some dimension, such as compliance or deference.
- The interaction of respondents with one another and with the researcher has two undesirable effects. First, the responses from members of the group are not

independent of one another, which restricts the generalizability of results. Second, the results obtained in a focus group may be biased by a very dominant or opinionated member. More reserved group members may be hesitant to talk.

- The live and immediate nature of the interaction may lead a researcher to place greater faith in the findings than is actually warranted. There is a certain credibility attached to the opinion of a live respondent that is often not present in statistical summaries.
- The open-ended nature of responses obtained in focus groups often makes summarization and interpretation of results difficult.
- The moderator may bias results by knowingly or unknowingly providing cues about what types of responses and answers are desirable.

The first limitation was not of concern to this practicum. Those who exclusively participated in the Planning and Design Club, in other words, students who participated in weekly sessions and helped implement the year-end participatory event were asked to participate in the focus group sessions. The first focus group was conducted with all but one student member of the club to tackle the main research questions (six out of seven club members participated). A second focus group session was conducted to assess the potential of sustaining the after-school club on a yearly basis. Club members, a representative from the West Broadway Development Corporation, facilitators (recruited undergraduate and graduate students from the University of Manitoba's Faculty of Architecture) and participants of the year-end event, as well as Parent Council members took part in the second focus group session. These participants were the population of interest – those close to or seek an interest in the research at hand.

Other limitations may be avoided or minimized as long as the moderator is proficient or has the necessary skills such as those mentioned previously. For instance, if

there are reserved participants, it is important to encourage them to participate in the discussion so that the results are not biased due to a very dominant member.

Analysis and Interpretation

The use and intent of the focus group sessions in this practicum was not to bring consensus on a particular research question, but to take advantage of group interaction and multiple viewpoints, experiences and feelings on the prototype, with particular attention to the main research questions. The sessions, running approximately two hours, were audio recorded and transcribed for ease of analysis. Transcriptions were analyzed in search for common and contrasting themes and opinions, and viewpoints on the prototype. Results were particularly important in identifying the strengths and weaknesses of the participatory model, and how it might be improved.

5.2.1 Storytelling

The second focus group session, while still focused on a particular topic of interest – exploring ways to sustain the extra curricular Planning and Design Club on a yearly basis, was far less structured than the first session. An interview guide was not utilized to guide the discussion. Rather, participants were free to openly discuss experiences, strengths and weaknesses of the club, and/or to present ideas with the intent to develop a strategic plan on how to improve and sustain in the club in the future. This open discussion can be associated with the principles of storytelling.

Communication and dialogue such as storytelling is in fact, a common theme in Schneekloth and Shibley's placemaking (1995), and more so in Healey's collaborative planning (1997), and Sandercock's insurgent planning (1998), which forms the

theoretical framework of this practicum. Storytelling as a qualitative data collection procedure is difficult to find in the typical research methods textbook. Yet, storytelling is a natural form of communication that exists in culturally diverse populations, which can lead to rich research data. Conventional qualitative research methods include interviews, focus groups (previously discussed), participant observation, etc. These data collection techniques, of course, are effective tools that aim to gather information, for the most part, important to the researcher. However, the postmodern turn in planning theory has begun to encourage academics, practitioners and other theorists to acknowledge other forms of knowledges, and to draw from them in practice and research.

Sandercock for instance, encourages planners to validate, acknowledge and employ other forms of knowledges that exist in culturally diverse populations, and to discern which are most useful and in what circumstances: "experiential, intuitive, local knowledges; knowledges based on practices of talking, listening, seeing, contemplating, sharing; knowledges expressed in visual and other symbolic, ritual, and artistic ways rather than in qualitative or analytical modes based on technical jargons that by definition exclude those without professional training" (Sandercock 1998: 5). Moreover, one of Healey's key principles in collaborative planning, based on the theory of communicative action, is that the development and communication of knowledge take a diversity of forms including storytelling, expressions in words, pictures or sound (Healey 1997: 29). Thus, storytelling, as a form of communication can be used as a data collection method, where dialogue flows much more naturally, and where the researcher can learn or collect thoughts that are at the heart or most important to the participant.

Applications and Strengths

People come from different social and cultural backgrounds and thus have different forms of knowledge, experiences and customs. When involving diverse interest groups in community participation processes, planners should be open to employing methods that participants are most comfortable with or those respectful of culture. Cultural sensitivity in community participation processes demand the need to draw from cultural groups' forms of knowledge, which can also aid in alleviating language and communication barriers. For instance, ceremonial forms of storytelling, listening and sharing might be employed when working with Aboriginal peoples. When working with groups who may have language barriers, community participation methods can be designed in such a way where lines of communication can be expressed visually or artistically.

The focus group technique and storytelling session discussed here reveals the importance of the choice of method, and its purpose and meaning to the topic of study. Other methods may have been applicable, but not necessarily effective in this practicum, such as individual in-depth interviews as the method does not allow any group interaction found in the focus group method. Note that different research methods will lead to different results, affecting the outcomes of the study. Furthermore, the skills of the researcher are critical. As discussed, in a focus group the researcher, acting as moderator, should have the necessary abilities to effectively facilitate and moderate the discussion. Prior to the execution of the research, it is therefore important to explore a number of data collection procedures, research designs and strategies, as well as possess the necessary skills such as group facilitation, interview and communication skills to maintain quality control, and yield reliable and rich data that attempts to solve a particular research problem.

5.3 Participant Observation

A number of participatory methods or activities were executed with the youth during weekly club sessions, which are discussed in Chapter Six. The engagement methods and tools utilized aimed to increase the students' understanding of planning and design, community development, and community engagement processes. The actual execution of the prototype and direct, hands-on experience with the youth enabled the employment of participant observation.

Participant observation is one of the most common methods for ethnographic fieldwork[7] and qualitative data collection. It is one of the most demanding research methods as "it requires that the researcher become a participant in the culture or context being observed" (Trochim 2002). This involves taking part in the daily activities, interactions and events of a group of people to become accepted as a natural part of the culture, and to ensure that the observations are of the natural phenomenon. In the context of this practicum, the group of people being observed were the members of the Planning and Design Club, where the students' approach to activities, exercises and their progress were monitored.

Applications and Strengths

The method of participant observation is more notably utilized in the work of anthropologists and social scientists. In fact, it is universally accepted as the central and

[7] Ethnography is a research process in which the anthropologist closely observes, records, and engages in the daily life of another culture – an experience labeled as the fieldwork method – and then writes accounts of this culture, emphasizing descriptive detail (Marcus and Fischer 1986, quoted in Dewalt 2002: 14).

defining research method in cultural anthropology (Dewalt 2002: 1). There are a number of advantages to this method best described in the following text (Spradley 1980: vii):

> "In our complex society the need for understanding how other people see their experience has never been greater ... it offers the educator a way of seeing schools through the eyes of students; health professionals the opportunity of seeing health and disease through the eyes of patients from a myriad of different backgrounds; those in the criminal justice system a chance to view the world through the eyes of those who are helped and victimized by that system; and counselors an opportunity to see the world from their clients' points of view."

There are differing levels of participant observation including passive, moderate, active, and complete (Spradley 1980: 58) as listed below. The selection of which level of participation to execute is dependent on the style, goals and objectives, and targeted outcomes of the research.

- *Nonparticipation* – The observer has no involvement with the people or activities studied, and collects data by observation alone.
- *Passive* – The passive participant is present at the scene of action but does not participate or interact with other people to any great extent.
- *Moderate* – The moderate participant seeks to maintain a balance between being an insider and an outsider, between participation and observation.
- *Active* – The active participant seeks to do what other people are doing, not merely to gain acceptance, but to more fully learn the cultural rules for behavior.
- *Complete* – The complete participant studies a situation in which they are already ordinary participants.

The highest level of involvement, *complete* participation was executed in this case study. The prototype's activities called for active and direct collaboration with the students, in the selection of a topic, and the execution of a participatory event to address the chosen topic. I was clearly an ordinary participant in the eyes of the students, made

possible by the situation at hand. The working environment as a commonplace or weekly extra curricular activity permitted students to forget that the model was being piloted for my research study.

With active and complete participation, the key elements of the method of participant observation usually involve the following (Dewalt 2002: 4):

- Living or participating in the context for an extended period of time.
- Learning and using local language and dialect.
- Actively participating in a wide range of daily, routine, and extraordinary activities with people who are full participants in that context.
- Using everyday conversation as an interview technique.
- Informally observing during leisure activities (hanging out).
- Recording observations in field notes (usually organized chronologically).
- Using both tacit and explicit information in analysis and writing.

Note that the above key elements are more closely related to anthropological work, and some elements may not apply to other areas of research. In my case, fieldwork did not require learning and using local language and dialect.

Field Notes

There are a several types of field notes that make up an ethnographic record, namely: a condensed account, an expanded account, and a fieldwork journal. Every researcher should acquire a system for organizing a file and field notebook. Spradley suggests the following format for ease of note taking and later analysis (1980: 69):

- *Condensed Account* – All notes represent a condensed version of what actually occurred. Condensed accounts often include phrases, single words, and unconnected sentences. Condensed notes are taken during every period of fieldwork or immediately afterward.

- *Expanded Account* – This represents an expansion of the condensed version. After each field session, details are filled in that were not recorded on the spot. Key words and phrases taken during the condensed account can serve as useful reminders to create the expanded account.

The researcher should also keep a *fieldwork journal*, in addition to taking condensed and expanded field notes that come directly from observing. Spradley suggests to record experiences, ideas, fears, mistakes, confusions, breakthroughs, and problems that occur during fieldwork (1980: 71). The journal, similar to a diary, also represents the personal side of the fieldwork, including reactions, feelings sensed from others, and learning experiences.

Analysis and Interpretation

A fieldwork journal was utilized in the research process including the field note techniques described above. The students' development, approach to activities, and interactions throughout the process was observed, as well as the working dynamics with the high school as a key partner of the model. My own personal learning experiences and challenges were also recorded throughout the process. These observations, insights and interpretations are documented in Chapter Eight, as well as integrated throughout the research findings or data analysis sections of this document.

5.4 Photography

Photography as a research method was utilized to enhance the data collected through participant observation. The critical eye of the camera is a powerful means of gathering accurate visual information such as group dynamics, behavior, interactions, and to "preserve critical moments" in classroom settings (Schratz and Walker 1995: 74). Photographs were taken throughout the entire process – during weekly club sessions, the year-end event (and subsequent presentation of awards), and during one focus group session.

Applications and Strengths

Photography is a process of observation, yet very different from the fieldworker's journal where information is inscribed in literate code. This visual research tool can gather whole as well as selective information, containing qualifying and contextual relationships that are usually missing from codified written notes (Collier 1986: 10). It is a versatile tool that has many field applications as follows (Collier 1986: 2):

1. *Survey and Orientation* – Photographic mapping and other survey applications can be essential in the orientation phase of fieldwork. These include photography of geographic relationships, agricultural patterns, designs and/or shapes of rural areas, and urban environments.
2. *Photographic Inventory* – Photographic cultural inventories are used to study material content and the use of space, as means to understand individuals and culture particularly in the setting of the home.
3. *The Study of Technology* – Technological studies utilizes the camera to record technology in culture, and local economy.

4. *Recording Behavior and Relationships* – Photographing social circumstance and interaction includes the recording of behavior and communication in public and private gatherings, in school, families, and institutional settings.
5. *Use of Photographs in Interviews* – The use of camera images in interviews can be used to gain and validate information. For instance, local expertise can be mobilized through the use of photographs, for accurate acquisition of knowledge regarding geography, technology and social relationships.

The camera was utilized in this research to photograph social circumstance that revealed a rich array of non verbal data, such as behavior, relationships, group dynamics, and interactions among the student participants. To interpret such social actions through a photograph, the camera must record the details of *kinesics* – the postures and gestures of individuals and groups, *proxemic* information – spatial relationships among the people we observe, and if applicable to the research, *temporal* flow that tracks change and continuity of behavior over time (Collier 1986: 77).

The use of the camera a research tool can be utilized to collect basic, extensive to intensive data for analysis. In this case study, while kinesics and proxemic detail was taken into account, the use of photography as a research tool was to also generally extend the senses of the reader in catching a glimpse of the events and processes. This enabled a recording and demonstration of what was important about that particular event, or the group of people or place.

Limitations

A key limitation with photography is the researcher's possible subjectivity in capturing or selecting a particular moment or event. To avoid this limitation, other student members of the club also captured on camera, the activities, events, and processes during weekly club sessions. In addition, facilitators and club members took on the role of photographer at the year-end participatory event.

Analysis and Interpretation

The analysis of photographs involves the decoding of visual elements into verbal (usually written) forms of communication. The function of this decoding process is to free the photographs from their limitation as basic illustrations and allows them to become the basis for systematic knowledge (Collier 1986: 170).

Photographs taken during this case study are embedded in later chapters to complement and support the research findings collected from the other data collection tools. Note that "the point is not to use pictures instead of words, but to use them in order to create a context within which to talk and write" (Schratz and Walker 1995: 77). In the end, "it is photographic content that supports or denies the authenticity of our research conclusions" (Collier 1986: 172).

Chapter Six:
Accounting of the Prototype's Activities and Year-End Event

6.1 Preamble

The Planning and Design Club aimed to expose the youth to the basics of neighbourhood planning and design, community development and community participation methods and tools. A total of seven students voluntarily signed-up to participate in the club (five from Gordon Bell High School, one from Daniel MacIntyre Collegiate, and one from River East Collegiate), ranging from Senior One (S1 – grade nine) to Senior Four (S4 – grade twelve). The CBDO located in the West Broadway community, namely the West Broadway Development Corporation (WBDC) suggested a number of actual issues and opportunities in the neighbourhood that the youth could explore and select as a topic to focus on during club sessions. The main project for the club involved implementing a participatory project to address the topic at the end of the school year. The selected topic was the Gordon Bell school grounds and building, seen as an eyesore in community.

Regular club sessions were held once a week after school (and on occasions twice a week leading up to the year-end event) from late February to late May 2002, where club members engaged in various exercises and participatory methods.[8] The set timeframe for each session was from 3:30 pm to 5:00 pm. Yet some sessions lasted up to two and a half hours depending on how late the youth wanted to stay.

The participatory event chosen by the youth and I, to best address the selected topic (the Gordon Bell school grounds and building) was a design charrette competition held

[8] While regular Planning and Design club sessions were held over a three month period, after the year-end participatory event, the club members also engaged in a judging process to award event prizes, as well as focus groups to evaluate the club. The process officially ended in late June 2002.

on June 1, 2002. The larger school population (other students and teachers) and parents were invited to participate in the charrette, to develop ideas to redesign and/or enhance the exterior and interior of Gordon Bell and the school grounds. A total of eighteen students and three teachers fully participated in the event's activities (divided into three teams).[9] Three members of the Parent Council, and an assistant to the then Minister of Intergovernmental Affairs, Honorable Jean Friesen (Province of Manitoba) were also present, but observed rather than fully participate.

The seven club members, with my help and other graduate and undergraduate students from the University of Manitoba (Departments of City Planning and Environmental Design) facilitated at the event. First, second and third place prizes were presented to the year-end event participants on June 11, 2002 (Appendix I).

As discussed in Chapter Three (Section 3.4), there are a variety of community engagement methods, techniques, and tools that help adults, youth and children participate more effectively during planning and design processes. Key authors that have compiled books dedicated to the topic of participation and engagement methods include Hart (1997), Sanoff (1991, 2000), Sarkissian (1994, 1997, 2000), and Wates (2000). Other authors are also introduced in this section, who focus in on a single participation method, equally adding to the growing literature on community engagement methods. Participation methods can be used simply as an *educational tool* to help people, for

[9] Interested youth participants were asked to come up with teams (with teacher and parent team members if desired) and to sign-up prior to the event via registration forms (Appendix K). A total of six teams or approximately 50 participants signed up for the event. However, only four teams showed up on June 1st. Moreover, one team was missing half of their team members and a few decided not to participate. Those who stayed were paired with the other three remaining teams, who made up a total of 21 youth and adults (excluding parents and observers).

instance, understand the various functions of a region, city or neighbourhood, and the strengths, issues and/or problems within their communities. Methods are also utilized to help people *derive solutions* to these problems, and thereby taking participation to a much needed level – genuine involvement and community change.

The methods and tools utilized during weekly club sessions attempted to increase the youth's understanding of planning and design, and community engagement processes. The youth were also encouraged to select and/or conduct additional methods that they sought interest in. In addition, the students were aware that they might use the same participation methods and techniques at the June year-end event. The goal for the year-end workshop was to mix and match a number of interactive, hands-on methods and techniques that encouraged dialogue, collaboration, teamwork and innovation.

The following section reports on some the of the prototype's key methods and activities held during club sessions, and the year-end event with an integrated accounting of my personal experiences and participant observations. This accounting is intended to familiarize the reader with the prototype's core activities and processes, and to better allow a thorough understanding of the research results. It is important to note that the intent of this research is not to individually evaluate each method or an activity's effectiveness but the overall model (the Planning and Design Club) and outcomes. Moreover, this accounting substantiates a model that enables youth to plan a participatory event for their peers and in collaboration *with* adults, from conception to implementation.

6.2 Planning and Design Club Activities

6.2.1 Community Mapping

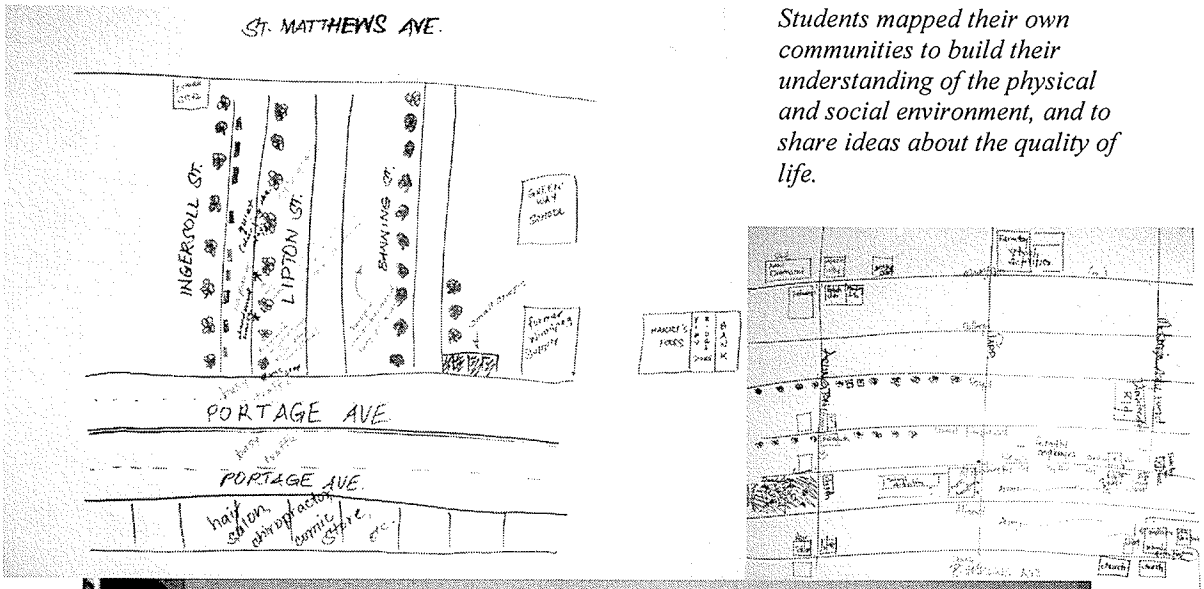
People will experience their communities differently as there are many ways of seeing and knowing. Mapping is a means of understanding, discovering, and expressing a community's features in a way that deeply engages the mapmaker. Mapping also allows opportunities for youth to make connections with their physical surroundings and home places, share ideas about the quality of life, identify strengths and weaknesses in a neighbourhood, develop a vision of an ideal community – all to help them make sense of their world. There can be variations to mapping exercises in addressing different topics, and are easily adapted to different ages. However, promoting an ethic of caring is a key goal. As stated by McRae, an environmental educator on community mapping: "Its basic premise is that the better we know our communities and sense our connection to them, the more willing we are to act to ensure that they are socially and environmentally healthy places to live" (McRae 1998: 39).

This method was employed as an exercise during the first two club sessions (subsequent to the Planning and Design Club's orientation session). During the first session, students were given approximately one and a half hours to map their own communities. They were encouraged to map physical features, favorite places, strengths, and issues facing their communities (Figure 2). However, how much the youth knew about their neighbourhoods, and the interests and concerns of the youth drove the choice of content.

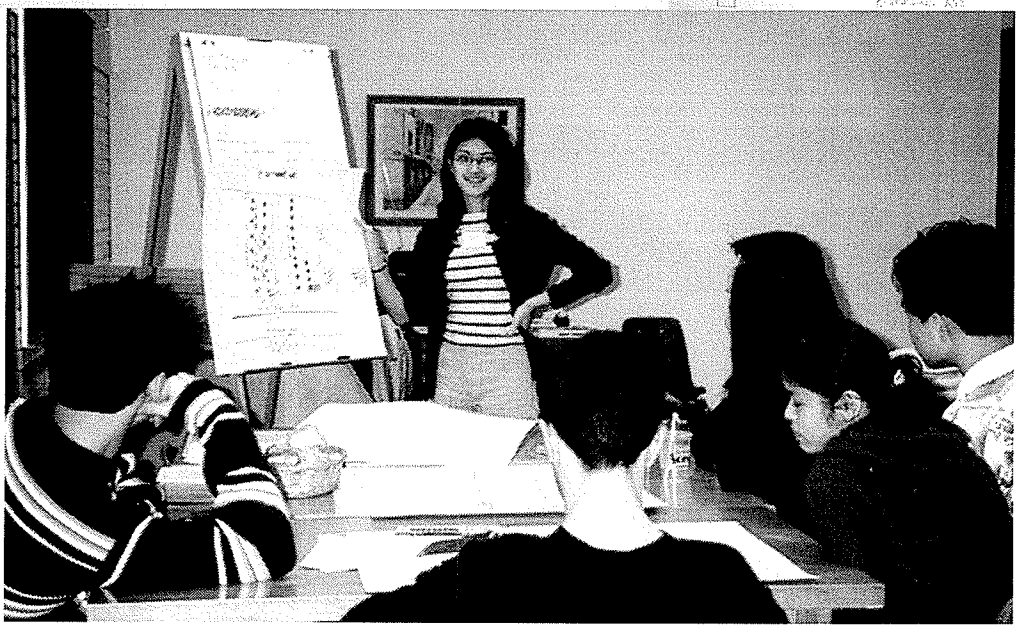
Similar to McRae's community mapping exercises, the last part of the session was dedicated to students generating three columns of information under the headings: *know* (listing features that they felt cannot be mapped/drawn or what they still needed to map),

wonder (listing additional questions that they had about their community) and *learn* (what they learned through the mapping project). Another session was held to allow students to present their maps to the larger group, and to generate a list of quality of life indicators (QLI's) as well as key issues facing their communities. This permitted the opportunity for the students to experience different perspectives and to learn about each other's communities.

Figure 2: Community mapping



Students mapped their own communities to build their understanding of the physical and social environment, and to share ideas about the quality of life.



The students particularly enjoyed this exercise, and were quite adept at drawing their neighbourhoods in plan format. The youth initially focused on existing or built physical surroundings, and required direction and encouragement in the identification of strengths and weaknesses or issues facing their neighbourhoods. Another session was held to present their findings. Their quality of life indicators included: affordable quality housing, accessible community services, no crime, safe places for people to hang out, quiet streets, gardens, places for wildlife, friendly neighbours, employment opportunities, and after-school activities. Issues they found facing their communities included: crime, arson, graffiti, poverty, boarded-up homes, inactivity in parks, language barriers, and that "people don't stay but move out to other neighbourhoods." A couple of students' comments under '*wonder*' revealed their genuine concern about the quality of life in their communities. They questioned when their neighbourhoods will be "fixed up" with regards to deteriorating homes and sidewalks, and the need for beautification through plants and other greenery.

6.2.2 Land-Use Coloring Exercise

Since the students were to select an issue in the West Broadway community as a basis for the year-end event, and since most of the students resided in other nearby neighbourhoods, they wanted to see a community map. At the time, we were still in the midst of Winter and thus, it was too cold to undertake a neighbourhood walking tour. To make more out of showing a community map, I decided to give a very basic introduction to traditional land-use planning and the various functions or components that make up a neighbourhood, in the form of a land-use coloring exercise (Figure 3).

Figure 3: Land-use coloring exercise

Students had fun coloring a land-use map of the West Broadway neighbourhood. While simple, the exercise was a key learning tool in the process of discovery. Students discovered the various elements that make up a neighbourhood.

A land-use map of a community could be easily obtained from a city's municipal planning department. However in this case, a map was borrowed from the WBDC and photocopied for this exercise. The legend included single family dwellings; duplexes; row housing; apartments; commercial, public, office, institutional, industrial and unoccupied buildings; parks/playgrounds; hotels/motels; parking and vacant land. The map was labeled only with abbreviations of the respective use listed in the legend and not by color, which made it hard to read. However, the non-colored map presented an opportunity for the youth to color in the different land uses, which enabled them to interpret various uses and densities.

Despite the simplicity of this exercise, it was a key learning tool in the process of discovery. Students compared the various land uses and functions that create a community to other neighbourhoods in which they lived. The youth noticed a high density of multi-family dwellings including apartment blocks, duplexes, row housing, and commercial buildings in addition to single family dwellings. Interestingly, the youth

pointed out that the diversity of dwelling types and sizes in West Broadway aimed to accommodate families and individuals with various incomes. They compared this to newer suburban neighbourhoods with a high concentration of large single family dwellings, which cater exclusively to mid to higher income families. While learning, it was quite clear that they had fun with this exercise as the youth stayed much longer than the set one and a half hour timeframe.

6.2.3 Project Selection Discussion Group

After several sessions with the youth, the group was introduced to actual initiative-based issues and project-based opportunities to serve as the basis for the year-end event. These initiative-based issues included neighbourhood safety (crime, vandalism, prostitution, and youth gangs) and affordable housing, identified by the WBDC. Project-based areas, at my suggestion, included a number of green/open spaces in the West Broadway neighbourhood such as the grounds at the Broadway Neighbourhood Centre, the West Broadway Red River dock area, and as suggested by the Art teacher at Gordon Bell High School, the school grounds and building.

Initiative-based issues that were offered as topics did not draw much interest from the youth. This may be due to the breadth of underlying issues each topic would cover or the simple fact that the youth were keen on learning design and were able to relate design to the school grounds. The students all found the school to be an eyesore in the community – very institutional looking both internally and externally, and most believed the school was equally perceived by the larger neighbourhood as an eyesore.

A single session was devoted to this discussion, and at the end, the youth decided to base the event on the redesign of the school grounds and building.[10] Following this discussion, session activities were focused on the school and exploring ways to address this issue at a year-end participatory event.

6.2.4 Model Building and Elevation Montages

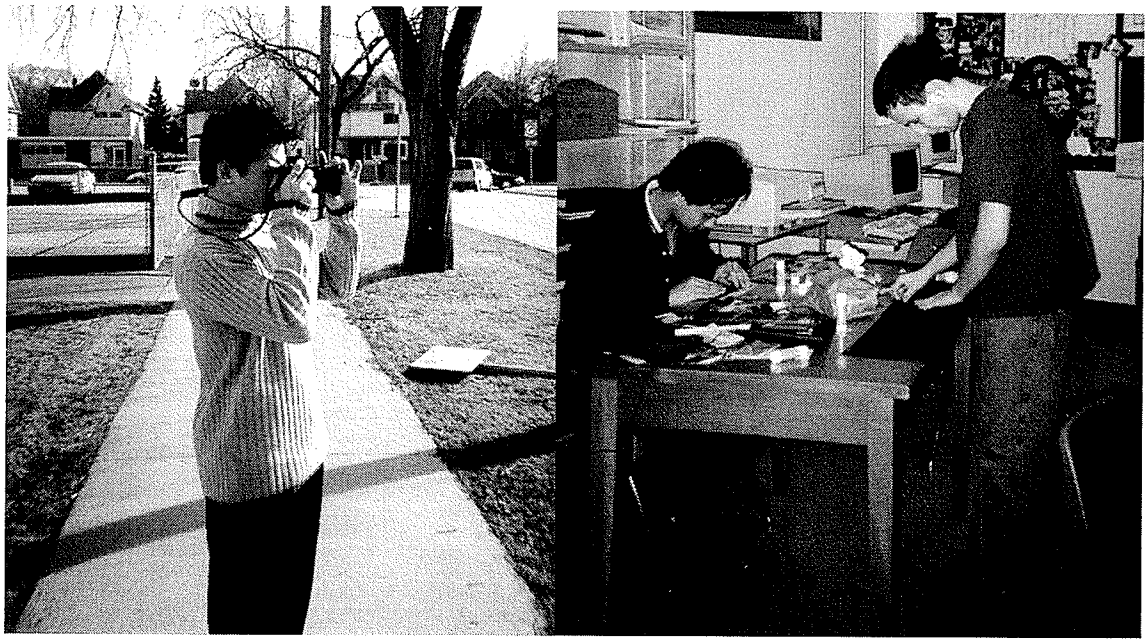
Students expressed strong interest to build models. Models "are one of the most effective tools for getting people involved in planning and design. They are particularly useful for generating interest, presenting ideas and helping people think in three dimensions" (Wates 2000: 82).

A model of the school was a logical choice by the students and I. One of the club's principles was learning by doing, and thus students were encouraged to go outside and measure the entire building. Height measurements were estimated. With measurements in hand, they began to draft the building footprint to scale. However, they later found that model building was much too time consuming. It would have taken more than several sessions to build a rough school model.

[10] While the students were free to select on their own, the topic they would like to explore, I did encourage the selection of the school grounds among the other suggested issues to address. However, a number of key factors influenced the chosen topic. These included: 1) students identified their strong interest in design, 2) the school environment was a common element among the students, and 3) time constraints to undertake fieldwork – the school grounds as opposed to a vacant lot or greenspace in the neighbourhood would not require seeking support or permission from external governmental bodies, such as the City of Winnipeg (which may have delayed the research process). Despite my encouragement on the topic, the school grounds certainly drew the most excitement from the students as opposed to the other suggestions, and was the topic that they were most interested in exploring.

In the best interests of the research process regarding time and to keep students content, I agreed to take over the building of the school model. The youth instead incorporated the surrounding landscape on a base for the model, and surrounding four streetscapes through the creation elevation montages. Elevation montages showed the façade of each street by assembling photos of individual buildings (Figure 4).

Figure 4: Elevation montages

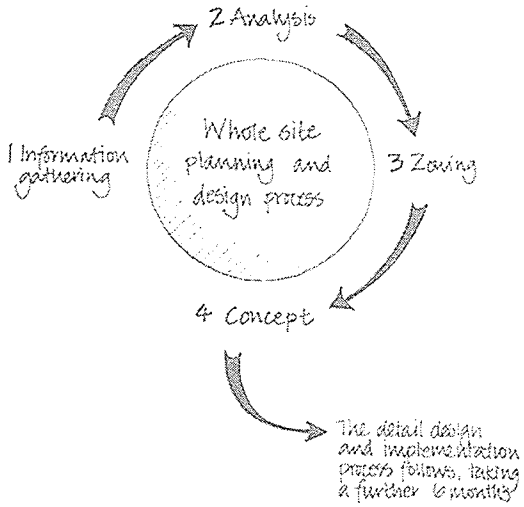


Students took pictures of the surrounding streetscape to create elevation montages, and to gain an understanding of the immediate environment surrounding the school. This involved critical analysis to identify the strengths and weaknesses of their environment.

The model and elevation montages were meant to be study tools for the information gathering and analysis stages. This stage was adapted from the 'whole-site planning and design process' illustrated in the book, *School Landscapes: A Participative Approach to Design* by Hunter, Layzell and Rogers (1998) (Figure 5).

Figure 5: Whole-site planning and design process

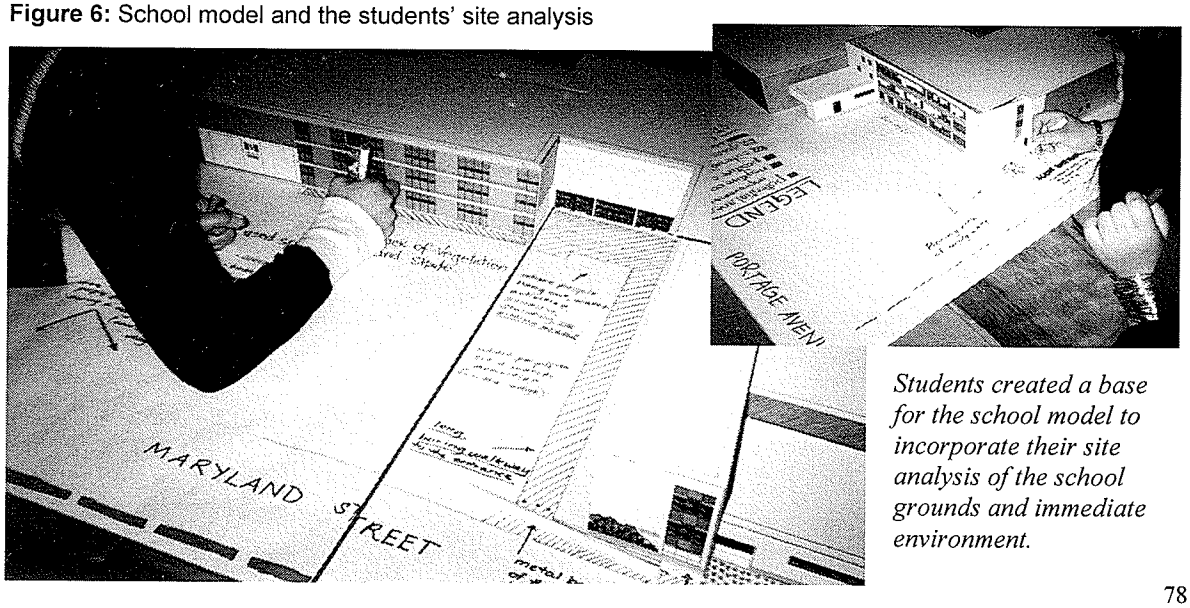
The whole-site planning and design process takes up to 12 months to complete



The whole-site planning and design diagram to the left was introduced to the students, to facilitate their understanding of the various stages involved in the planning process.

The assembly of the model and elevation montages allowed the youth to examine key areas of concern in greater detail. As explained by Wates, these tools can "be useful for helping people gain an understanding of the building fabric and devise improvements" (Wates 2000: 58). The club members incorporated their site analysis which included existing conditions, features and issues directly to the base they created for the school model, and on sticky notes for the elevation montages (Figure 6).

Figure 6: School model and the students' site analysis



Students created a base for the school model to incorporate their site analysis of the school grounds and immediate environment.

The community mapping exercise conducted during earlier club sessions provided the students with a good introduction to 'information gathering,' yet they required further direction in its application to the school grounds. However best suited to post-secondary architecture and planning students, the book, *Site Analysis: Diagramming Information for Architectural Design* (White 1983), provided excellent visuals to facilitate their learning. Apart from the analytical skill building, the students particularly enjoyed the tools utilized to execute the photo montage exercise. For most of the students, it was their first time handling a camera and taking photographs. It was wonderful to see students find pleasure in handling new gadgets and in seeing their contribution to the model through their site analysis.

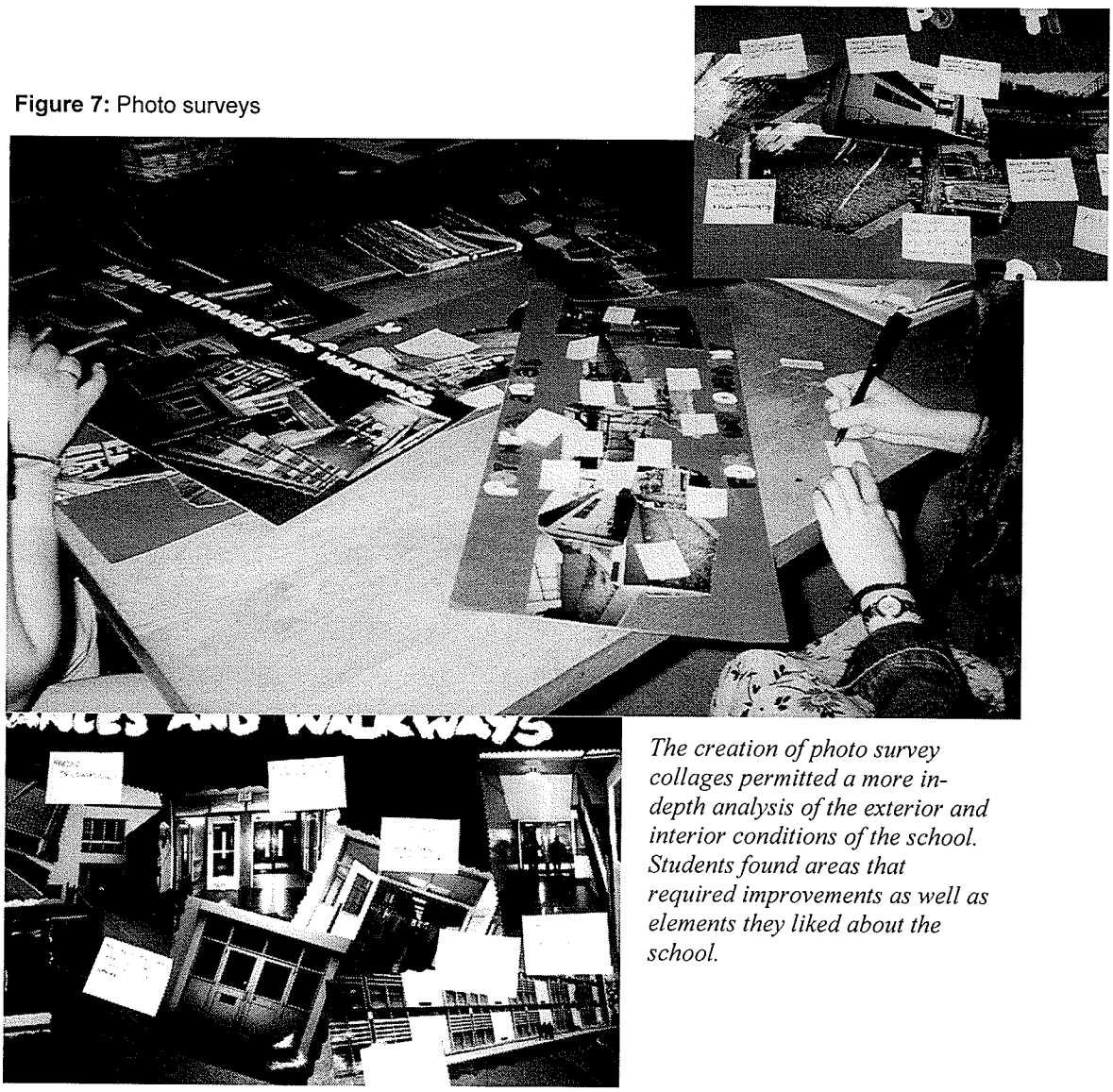
6.2.5 Photo Survey

Photo surveys allow participants to document their built or natural environments according to a general or specific theme, and to articulate their wishes for that environment (Sarkissian, Cook and Walsh 1997; Wates 2000). Photo surveys can be used alone or in conjunction with other techniques.

This method was also employed with the youth, for continued work on the information gathering and analysis stages. Those who volunteered to take photographs were asked to take pictures with disposable cameras of school activities during spares and at lunch hour; areas of the school grounds, building façade, and/or interior that cause them concern; as well as features of the school they appreciated. However, as advocated by Sarkissian et al, care was taken not to prompt the youth to take photographs of any particular area within or outside of the school (Sarkissian, Cook and Walsh 1997: 78). Students were given a week to take photographs, and they added a creative twist to their

surveys by creating collages. They organized their pictures into six collages with the following titles: "activities," "ugly roadwork," "creative stuff," "potential areas for improvement," "boring entrances and walkways," and "let's do something with the walls!" The collages were further annotated with comments on sticky notes to clarify interpretation of their analyses (Figure 7). As explained by Wates, instructions to generate ideas can include: asking people to make comments on what they like, don't like or would like to see, written on Post-it notes or cards to be placed adjacent to or underneath the relevant section of the montage or photo survey (Wates 2000: 58).

Figure 7: Photo surveys



The creation of photo survey collages permitted a more in-depth analysis of the exterior and interior conditions of the school. Students found areas that required improvements as well as elements they liked about the school.

6.2.6 Year-end Event Discussion Group

A session was dedicated to discuss what type of participatory event to hold at the end of the school year with the larger school population – students, teachers and parents. The youth were asked to reflect back on the exercises and activities they engaged in during past club sessions and were encouraged to look through *The Community Planning Handbook* (Wates 2000). The book presents a wide variety of methods in an easy to read format, to generate ideas. They suggested a combination of the following methods or elements from each method for the year-end workshop:

- *Art workshop* – allows local people to help design and construct artworks to improve their environment.
- *Ideas competition* – a good way of stimulating creative thinking and generating interest and momentum.
- *Microplanning workshop* – a comprehensive action planning procedure for producing development plans through a series of stages (identify problems, strategy options, plan actions needed, etc)

Since the youth decided to hold the event on the first Saturday of June prior to year-end final exams and due to other after-school weekday activities, they felt they needed an incentive for students and teachers to attend. Four students expressed that an ideas competition would attract people and increase attendance. Furthermore, the method would "stimulate creative thinking and generate interest and momentum" (Wates 2000: 70). Two students suggested that an art workshop would be ideal to help participants come up with artistic ideas to decorate or enhance the building and school grounds. One student pointed out the various stages in a microplanning workshop and compared it to

the 'whole site planning and design process' that the youth was introduced to. Moreover, the youth wanted to reuse or display some of their own work at the year-end event including their elevation montages, photo surveys and overall site analysis surrounding the school model.

The youth came up with excellent suggestions for the year-end participatory workshop. They however sought further direction in how to best combine these methods or integrate some elements from each for the year-end event. I thus suggested a design charrette competition which easily brought together elements of the methods the youth selected, as described below. [11]

Design Charrette

A design charrette is a collaborative, interdisciplinary planning and design strategy intended to generate a number of design solutions when applied to specific goal-oriented objectives of a clearly defined problem. The design charrette is a more collaborative planning process when used in combination with other participatory techniques or exercises such as those previously discussed. As described by Sanoff, the charrette includes three defined mechanisms: 1) idea generation, which requires a knowledge

[11] This suggestion can be seen to affect my own objectivity in the research process since the intent of the model was to give the youth the opportunity to make their own decisions in all aspects of club activities. While the latter is certainly encouraged, participants are certainly free to choose additional direction from an adult, if desired. In this case, the students choose to seek more direction from myself, the facilitator and adult, in how to best combine their suggested methods, which led to the proposition of the design charrette. Thus, the decision of what type of event to hold was not made by the students exclusively. However, this does not negate their genuine participation in the decision-making process. They were free to discuss a variety of techniques they thought would be appropriate and would produce the best results in generating design ideas to improve the aesthetics and functionality of the school environment, and also how to attract students, parents and teachers to the event.

transfer among all affected parties; 2) decision-making, which requires a dialogic discourse about the ideas presented, and 3) problem solving, which provides recommendations and proposals as process outcomes. Moreover, a charrette has several essential components, including (Sanoff 2000: 50):

- An identifiable problem.
- User participation.
- Involvement of professionals from within and from outside the community.
- The adoption of short- and long-term goals.
- A commitment to put the recommendations of the charrette into action.

Sanoff lists four categories that charrettes may fall into, namely: 1) educational charrettes; 2) leadership forums, retreats, focus groups; 3) traditional problem solving charrettes; and 4) interdisciplinary team charrettes. Depending on the nature of the product or topic, the charrette can last anywhere from one day, weeks, to several months. In the context of this research, the educational charrette was most appropriate where it "generally addresses a well-defined architectural or urban design problem and results in schematic, illustrated ideas. The process usually involves university architecture [or planning] students and instructors. Such programs often include community participation and serve community issues" (Sanoff 2000: 50). The other three categories are longer, more intensive strategies which require practicing professional involvement, elected officials and others who produce solutions with the help of citizens.

The ideas or design competition method can be used as part of the larger design charrette process, where different techniques or exercises are employed to produce general ideas or proposals for improving a specific part or area of the school, the school

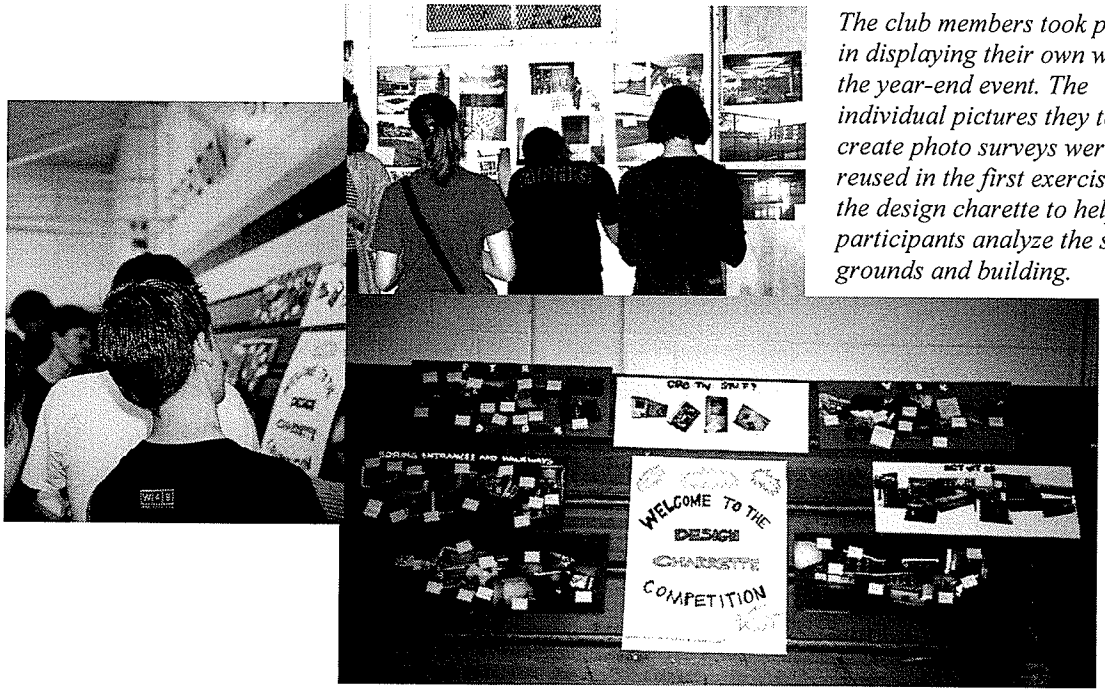
grounds, and surrounding streetscape. Judging can be done by a panel such as the youth members of the club or through a public voting system such as the larger school population. As advocated by Wates, successful ideas or proposals are to be widely publicized and published to secure momentum for implementation (Wates 2000: 70).

Selection of Methods for the Year-end Event

As previously mentioned, the students wished to display some of their own work and reuse, incorporate and/or rework the same methods or exercises they engaged in during club sessions, at the year-end event. Methods that were recycled and integrated into the exercises employed at the design charrette competition included their elevation montages, photo surveys and school model.

The youth's photo surveys were displayed at the event and presented during a discussion group. The same pictures were reused (made possible by requesting doubles when the pictures were processed) for the first exercise of the design charrette (Figure 8). See Section 6.3 for a detailed explanation of each design charrette exercise.

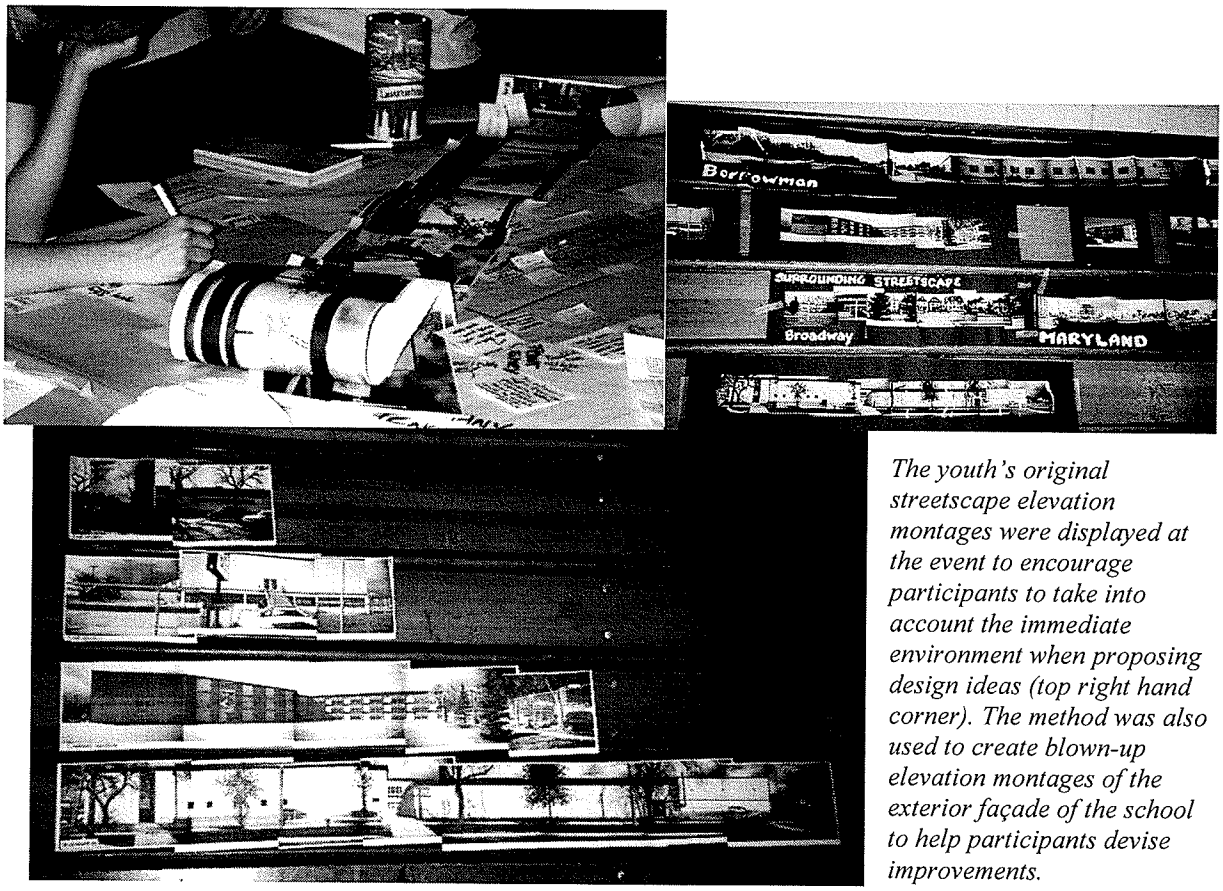
Figure 8: The club members' photo surveys displayed at the year-end event



The club members took pride in displaying their own work at the year-end event. The individual pictures they took to create photo surveys were reused in the first exercise of the design charette to help participants analyze the school grounds and building.

The club members' elevation montages were also displayed to show charrette participants the importance of taking into consideration the immediate environment when proposing design ideas. This method was also reutilized to create montages of each exterior façade of the school to help participants critically analyze the building and devise improvements in 2D schematic format for the second exercise of the charrette (Figure 9).

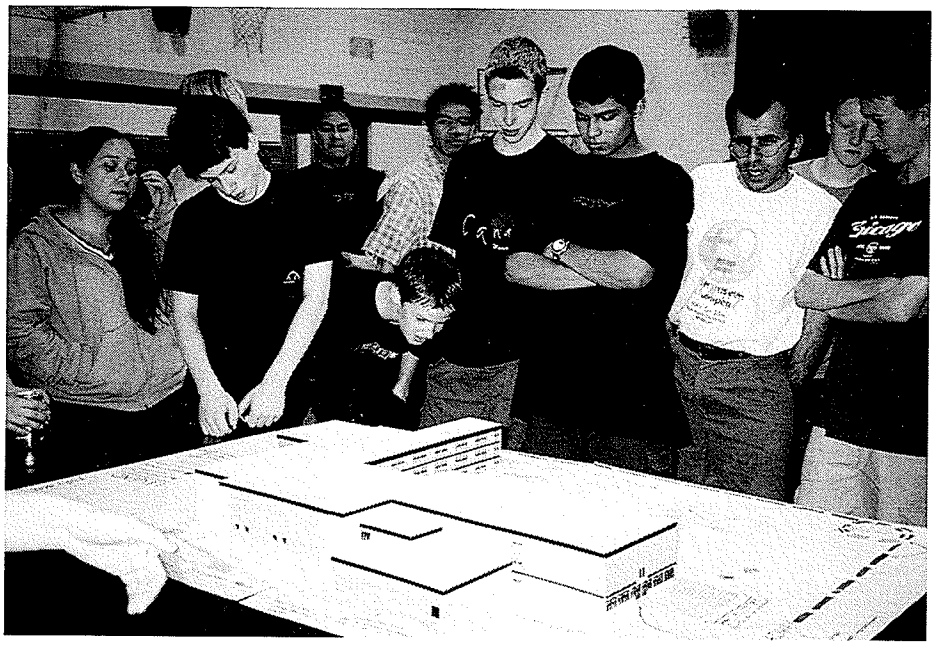
Figure 9: Club members' elevation montages at the year-end event



The youth's original streetscape elevation montages were displayed at the event to encourage participants to take into account the immediate environment when proposing design ideas (top right hand corner). The method was also used to create blown-up elevation montages of the exterior façade of the school to help participants devise improvements.

Lastly, the school model complete with the youth's site analysis was used as an integral centerpiece at the year-end workshop (Figure 10). The club members' presented their own site analysis to facilitate the participants' own critical thinking, and to help students think in three dimensions during the model building exercise at the charrette.

Figure 10:
The school model and club members' site analysis was used as an integral centerpiece at the event



Event participants gathered around the school model while student club members presented their site analysis of the school building and grounds.

Reuse of some of the key methods and exercises that the youth engaged in during club sessions elevated their own contributions to the year-end participatory workshop. The club members took pride in explaining their work, which facilitated the charrette participants' own learning about the various stages involved in a planning and design process, prior to idea generation.

6.2.7 Implementation: Seeking Financial Support, Advertising and Recruitment

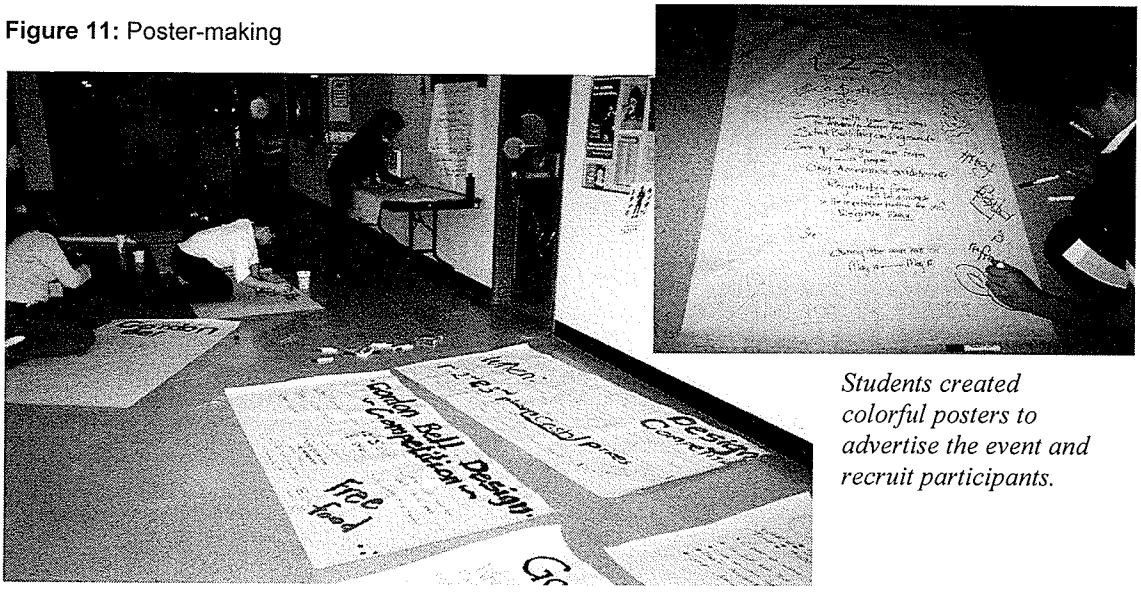
Students were encouraged to be involved in all aspects of the development and implementation of the June event including seeking additional funding, promoting the event to recruit participants, and partaking in the judging process to award first, second and third place prizes.

Financial support for the Planning and Design Club and its activities was primarily obtained through my own efforts in securing grants for my graduate research work.

However, I still encouraged the youth to seek additional financial support for the year-end event. This permitted the opportunity for the youth to understand the financial dynamics behind running a club and holding a workshop. They sought funding support from Shaw United Way Youth Connections, a partnership between Shaw Cable Systems and United Way of Winnipeg, which provides a funding resource for youth-driven community action projects. One session was dedicated for youth to fill out the Shaw United Way grant application form on their own, and another to meet with representatives to explain the event. The students were successful in securing a $600 grant for food and prize money for the year-end participatory workshop.

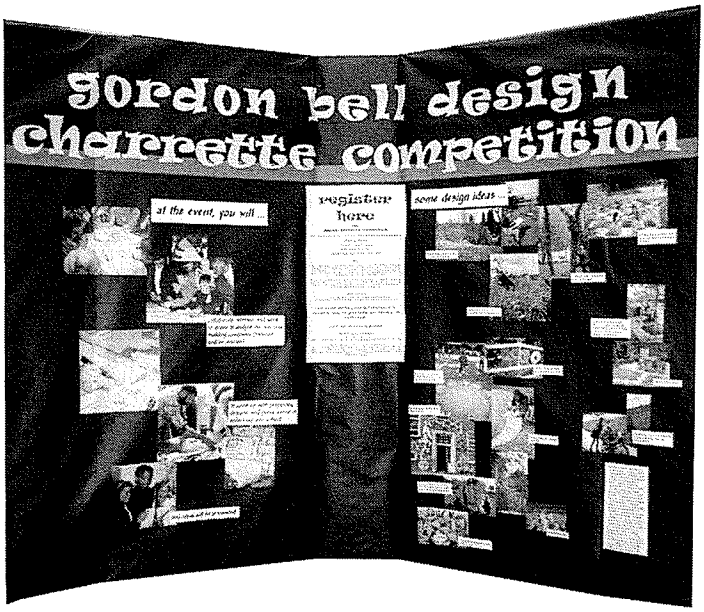
Collaboration and the distribution of tasks among club members were vital in facilitating the recruitment process. I designed information/registration forms for distribution to all teachers and first period classes (Appendix J and K) three weeks prior to the event. To recruit participants, the students advertised the design charrette competition via hand-made posters that were displayed around the school (Figure 11). Two club members volunteered to be responsible for displaying the sign-up 'booth' each noon hour and collecting registration forms prior to the event (Figure 12).

Figure 11: Poster-making



Students created colorful posters to advertise the event and recruit participants.

Figure 12: Registration booth



The larger school community (other students, teachers and parents) were asked to sign up in the school cafeteria in advance of the event. Two club members were responsible for displaying the registration booth and collecting registration forms each noon hour.

One of the key purposes in taking the youth through these participatory processes was to increase the club members' understanding of engagement methods in preparation for their role as presenters, facilitators and/or recorders at the June workshop. I recruited student volunteers from the University of Manitoba's (U of M) Faculty of Architecture, via electronic mail to assist at the event. A total of seven City Planning and three Environmental Design students came on board to help the club members facilitate, record, and/or take photographs at the design charrette competition. Club members were encouraged to take the lead role in facilitating, while the U of M students provided a back-up role when club members needed assistance. A session was held prior to the main event for the club members to meet and pair up with the student volunteers from the Faculty of Architecture, and to go over roles and responsibilities (Figure 13). The facilitators' responsibilities included:

- To further explain the exercises if necessary;
- To encourage the generation of feasible/realistic ideas within the school grounds or building, for potential future implementation;
- To encourage team members to work collaboratively;
- To avoid dominance by a single team member – e.g. the possibility of a teacher or parent taking over the discussion or planning and design process;
- To keep everyone on time and focused (and to give 30, 15, 10 and 5 minute warnings for completing the tasks); and
- To inject energy, momentum and fun!

The club members were genuinely involved in all aspects of the process. Certainly adults may plan an event for youth without collaborating or involving students, but this discredits young peoples' abilities and the opportunity for them to develop greater learning and skill development. An event for youth planned by youth engages the upper rungs of Hart's ladder – where there is opportunity for youth to perform at the highest level of their abilities.

Figure 13: Club members met graduate and undergraduate students from the Faculty of Architecture

Club members met with student volunteers from the Faculty of Architecture prior to the June event. Their role was to pair up with a club member and assist them in facilitating at the year-end workshop.

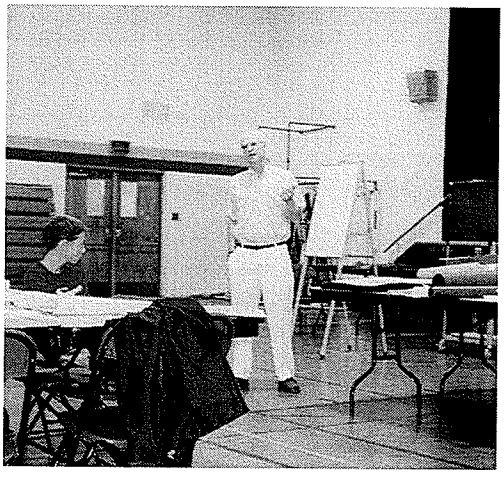
6.3 The Year-End Event: Design Charrette Competition

6.3.1 Charrette Activities and Exercises

A total of three teams participated at the design charrette competition, each with a teacher participating as an equal member. Each team was asked to come up with a team name prior to the event, which were quite original. These included: "Lazy Architects Management Enterprises," "El Ingenioso Amigos" and "Team Destiny."

The design charrette activities were designed in a staged process. In other words, the exercises were meant to build capacity to respond to the next activity. The charrette started off with an orientation to the Planning and Design Club – to explain my larger research focus on youth development and enriching community participatory processes. The Executive Director of the West Broadway Development Corporation had a guest speaker role, and introduced the participants to the West Broadway neighbourhood, with a focus on West Broadway revitalization projects and initiatives, and opportunities for youth involvement (Figure 14). This presentation was a critical piece in reminding youth that they are part of a larger community, and that resident and youth involvement is key to building: relationships to a place, community capacity and community solidarity in initiating change. These elements help create healthy and sustainable communities.

Figure 14: Presentation by the WBDC



The Executive Director of the WBDC conducted a slide presentation on neighbourhood revitalization projects and initiatives in West Broadway. This enabled youth to relate to and learn more about the broader community.

A look at the agenda (and timeline in Appendix L) may show a fast-paced process, however this was intended to move the charrette participants through the day's activities energetically, and to avoid possible boredom. The exercises all promoted critical thinking, problem solving, teamwork, and integrative learning. The process accommodated brief presentations to the larger group after each exercise to share thoughts and observations, and to debrief. After the first exercise (site analysis), I provided guidelines and criteria for design concepts and proposals, and showed examples of other redeveloped school sites via a slide presentation, to generate momentum for design idea implementation. The participants were encouraged to explore ways to:

- Extend the learning environment outside (grounds for learning and sharing; art, science and geography in the school grounds, etc);
- Introduce nature, vegetation and biodiversity in the school grounds;
- Minimize the 'institutional' or 'prison-like' look of the building;
- Better utilize underutilized spaces or walls;
- Visually enhance or improve an existing space, wall, entrance and/or walkway; and
- Provide a more sensory experience within the school grounds.

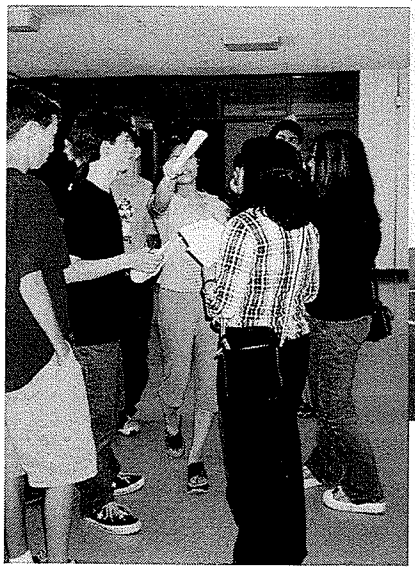
Exercise One: Site Analysis Exercise

Facilitators took their assigned group on a tour of the school to discuss existing conditions, observations, strengths and weaknesses of the design of the school, and potential areas for improvement (Figure 15). At this stage, design ideas were not to be discussed. The intent of this site or contextual exercise was to gather information about the site and building prior to the development of design concepts so that early thinking

can incorporate meaningful responses to existing conditions. Suggested questions included:

- How do you feel in this space?
- How do you feel about the interior hallways?
- How do you feel about the walls of the school (interior and exterior)?
- How do you feel about the entrances of the school?
- Which entrances are well used?
- How do you feel about the exterior façade of the school?
- Where do students hang out during lunch or spares?
- What type of activities occur during lunch or breaks/spares?
- What types of activities occur on the school grounds?
- Are spaces well used?
- Are there any underutilized spaces?
- What are some design strengths of the school?
- What are some design weaknesses?
- Are there any interesting features within the building or on the school grounds?
- Where are the natural physical features (trees/vegetation)?
- Do you feel that there is anything missing or lacking from the site?
- Are there any potential spaces for improvement?

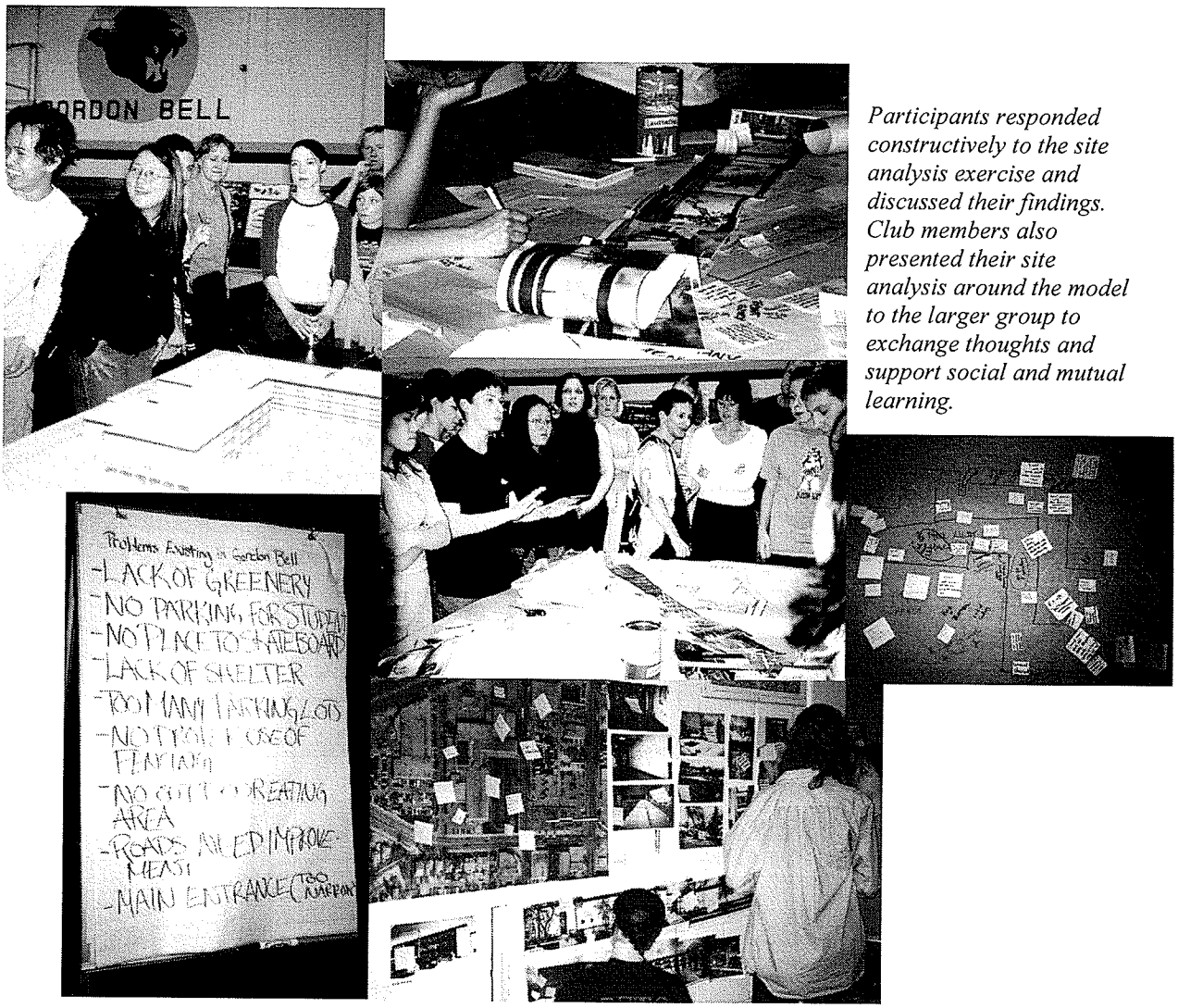
Figure 15: School grounds tour



To the left, a club member showed confidence in her role as a facilitator as she took her group around the school and posed questions to her team. Above, another team continued outside to discuss the existing conditions of the building and school grounds.

After the tour, the charrette teams returned to the gym for further discussion. The recorder or in most cases, actual participants transferred key points from the discussion during the school tour onto flipchart paper. Facilitators encouraged each team member to add sticky notes of their observations to the school plan, elevation montages, and exterior and interior photographs (which were originally taken by club members for their photo survey exercise) (Figure 16). The intent was to create a comprehensive site analysis of existing conditions of the building and school grounds.

Figure 16: Site analysis



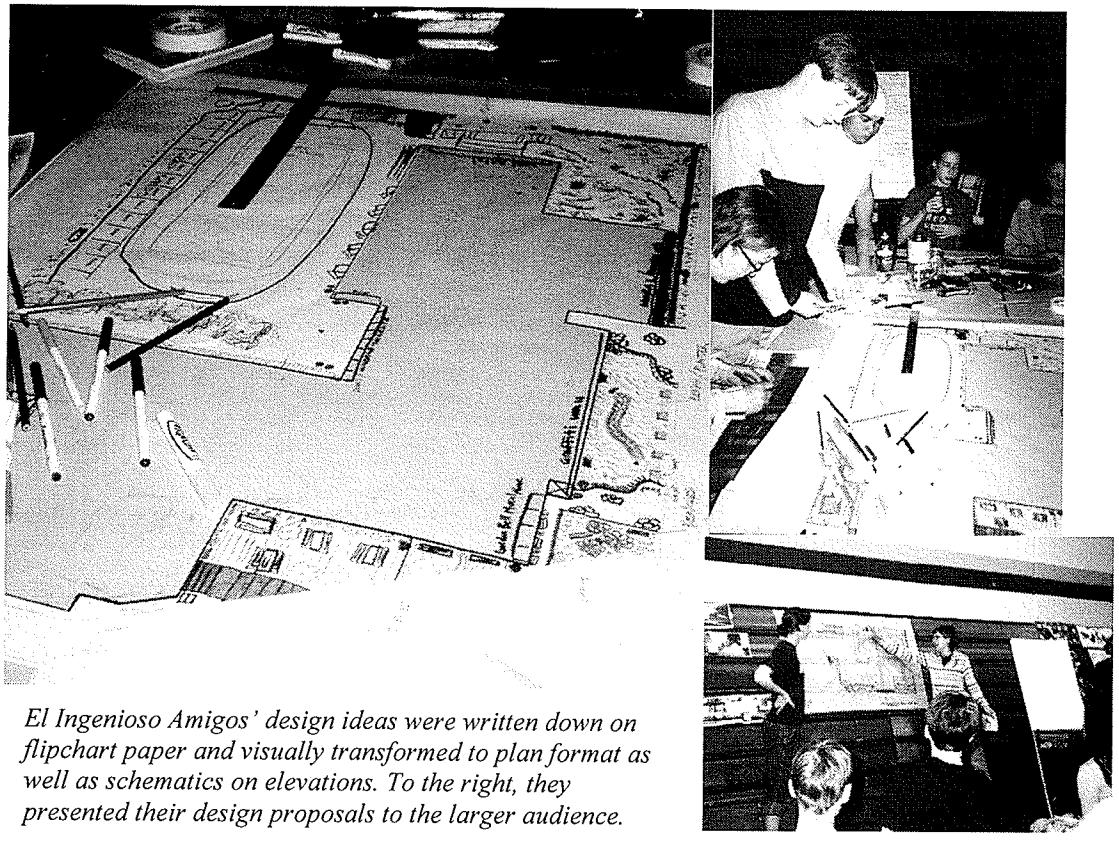
Participants responded constructively to the site analysis exercise and discussed their findings. Club members also presented their site analysis around the model to the larger group to exchange thoughts and support social and mutual learning.

A few key observations included: the lack of green space, plants, shelter, shade, outdoor eating areas, seating and bicycle racks; poor visibility of the west entrance; uninviting entrances; too many parking lots; poor exterior and interior lighting; dark dull hallways; plain exterior and interior walls; dull colors; boring sidewalks; an unattractive chain link fence; and an institutional looking building.

Exercise Two: 2D Plan and Design Response to Site Analysis

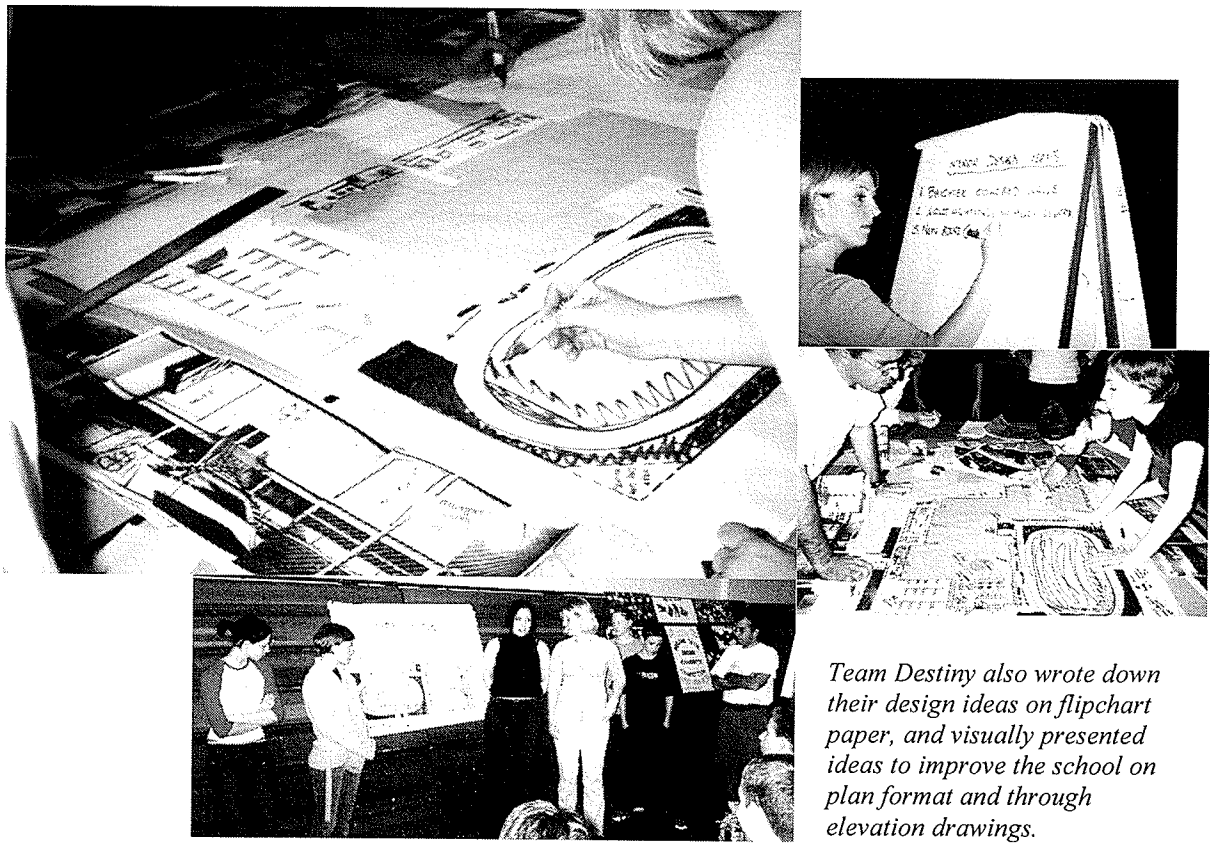
For exercise two, each team was asked to envision their school in the future, in response to their site analysis. Teammates were encouraged to work together collaboratively and draw their ideas to improve or enhance the entire school in plan format (Figures 17 to 19). In addition, photographs of potential areas for improvement identified by the club members were enlarged in elevation format for sketching/design schematics.

Figure 17: El Ingenioso Amigos



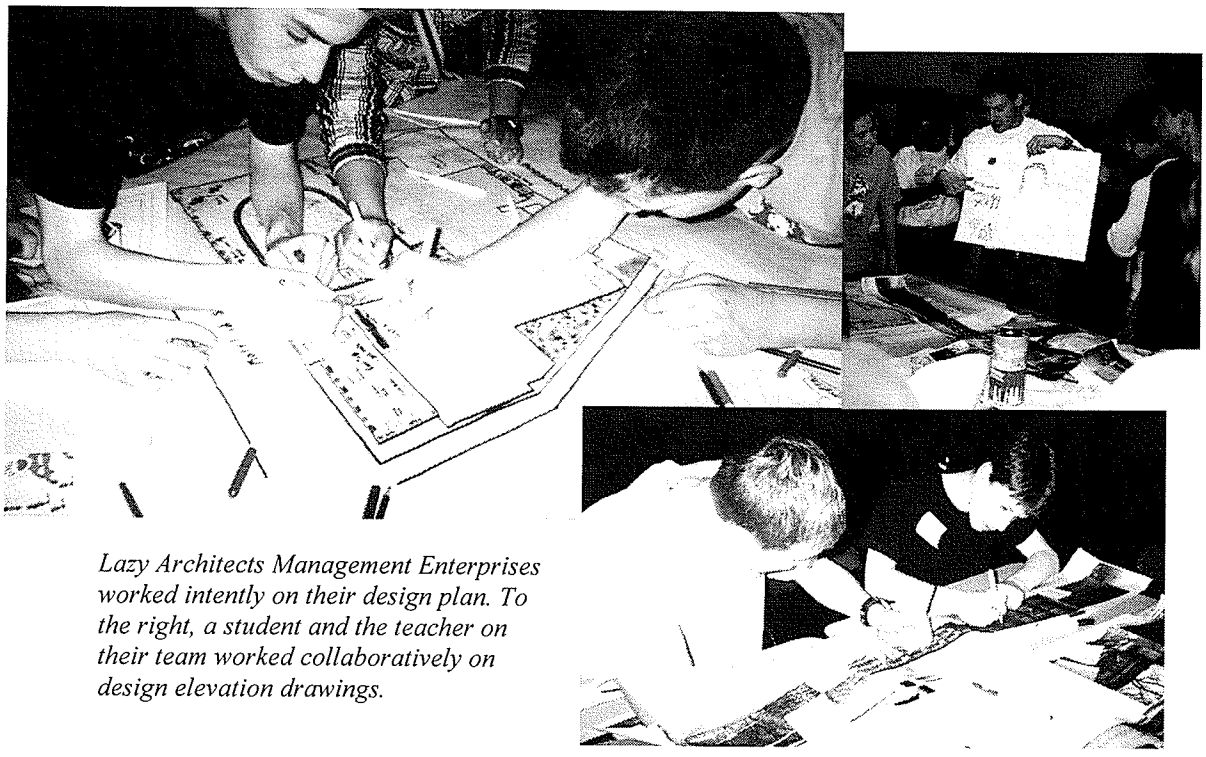
El Ingenioso Amigos' design ideas were written down on flipchart paper and visually transformed to plan format as well as schematics on elevations. To the right, they presented their design proposals to the larger audience.

Figure 18: Team Destiny



Team Destiny also wrote down their design ideas on flipchart paper, and visually presented ideas to improve the school on plan format and through elevation drawings.

Figure 19: Lazy Architects Management Enterprises



Lazy Architects Management Enterprises worked intently on their design plan. To the right, a student and the teacher on their team worked collaboratively on design elevation drawings.

Each charrette team responded well to each exercise, and worked constructively with their peers in developing design proposals to physically enhance the aesthetics and functionality of the high school's exterior and interior environment. The first team or "El Ingenioso Amigos" came up with an array of ideas which included:

- The conversion of all on-site parking lots to small green "pocket" parks and sitting areas proposed for both school and community use. These green spaces located on the north, south and west side of the school included grassed areas, benches, picnic areas, flower planters, shrubs, trees for shade and shelter, and cobblestone walkways.
- Exterior murals and/or the addition of colored paint to enhance expansive bare walls, and a graffiti wall on the west side.
- Trees to line the long walkway leading up to the east entrance of the school to break up the "boring" continuity of the long sidewalk and provide shade, complete with seating areas and flower planters.
- The conversion of sidewalks to cobblestone walkways.
- The conversion of the paved track area and soccer field to a skating rink for school and community use during the winter months.
- "Graduation grids" or ground murals alongside the track designed by student volunteers from each graduating school year.
- Climbing vines to be planted beside the chain-link fence to soften its austere look.

The second team, "Team Destiny" proposed the following design ideas:

- Various roof amenities including a roof café, fish pond, small basketball court area, greenhouse, and a small outdoor stage.

- The conversion of the paved soccer field to a green field with grass.
- Flower beds and a fish pond to the area immediately outside the school cafeteria to serve as an outdoor eating place.
- The conversion of one parking lot to a sitting area for students.
- The addition of trees, flowers and benches on the school grounds, and along the walkways.
- Ground murals to enhance the walkways.
- Flower beds to separate parking stalls.
- East and west flagpoles to mark the school.
- Brightly colored interior walls.

The third charrette team, "Lazy Architects Management Enterprises" equally proposed a variety of ideas to improve the school environment, which included:

- Exterior wall murals depicting flags of various countries, which represented the multicultural student body.
- The conversion of the long concrete sidewalk leading up to east entrance to colored ground tiles, and the addition of benches and flower planters to enhance and break up its uninteresting continuity.
- A colored tile walkway and a new archway at the junction of the public sidewalk to mark the east entrance and welcome visitors.
- The conversion of the paved soccer field to a green space/grassed soccer field.
- A rooftop basketball court.
- A variety of low maintenance native plants, trees and flowers around the periphery of the site to beautify and soften the grounds.

- Climbing vines to be planted beside the chain-link fence around the periphery of the site to soften the fence's austere look.
- A compost bin to encourage the recycling of food waste and used for the native planting beds.
- Picnic tables.

Exercise Three: 3D Modeling Design Game

For the third exercise, each team was asked to select a specific section(s) or area of their design plan (from the previous exercise), and create a rough three-dimensional model (Figures 20 to 22). Supplies including construction paper, cardboard, millboard, plasticine/play-doh, markers, scissors, glue sticks and hot glue guns were provided.

Figure 20: El Ingenioso Amigos

The El Ingenioso team divided their group to create two models. The models were of the proposed skating rink during winter, the tree lined cobblestone walkway leading up to the east entrance, the proposed conversion of parking lots on the west side of the school into green spaces for student and community use, and a graffiti wall.

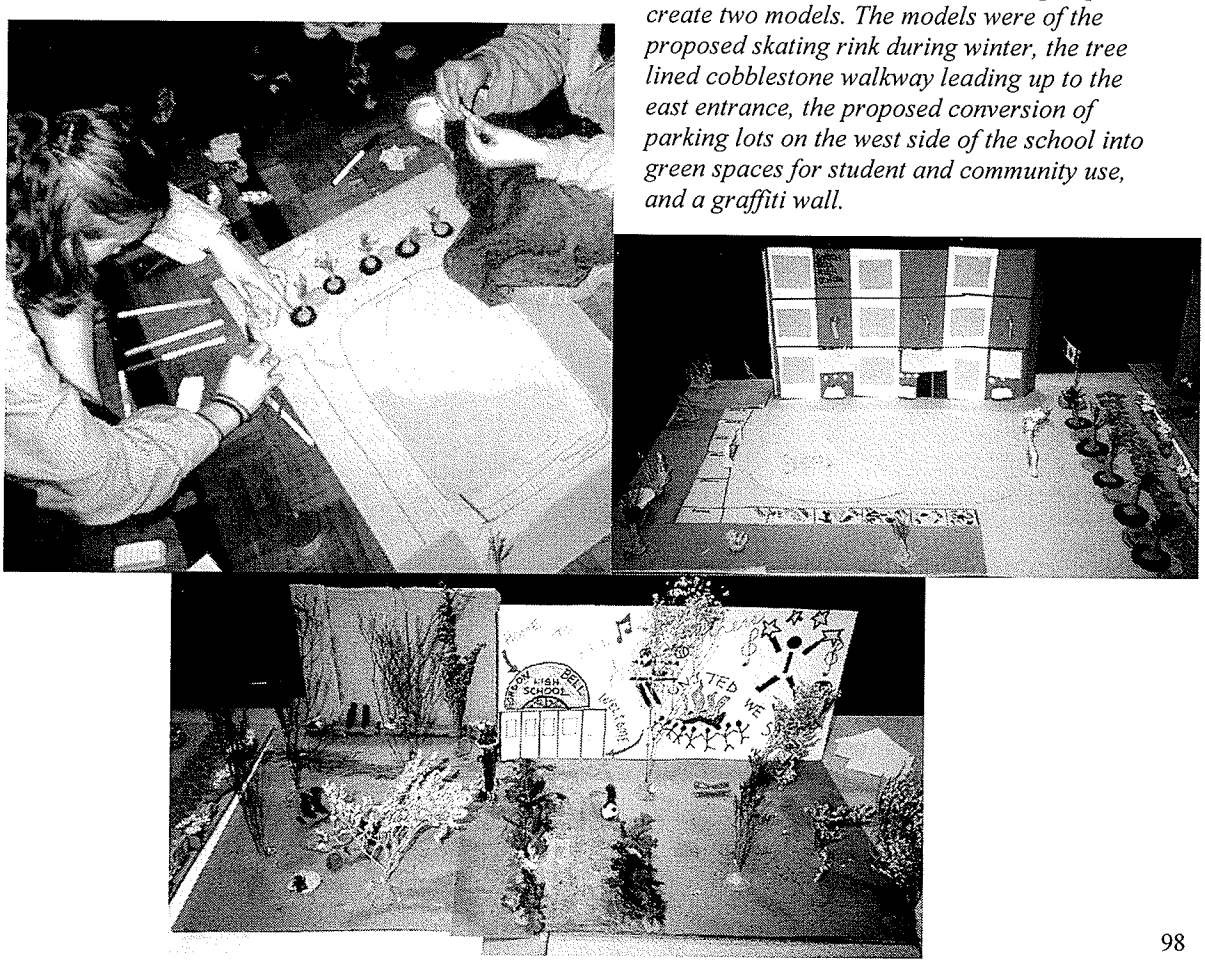
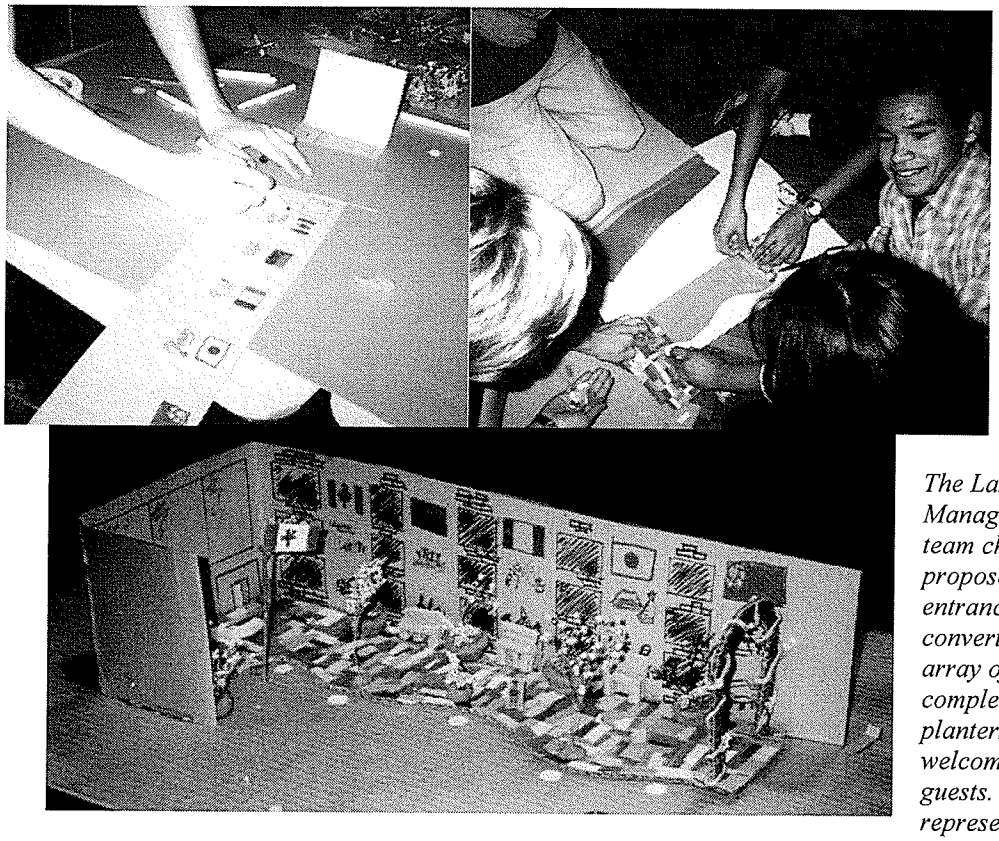
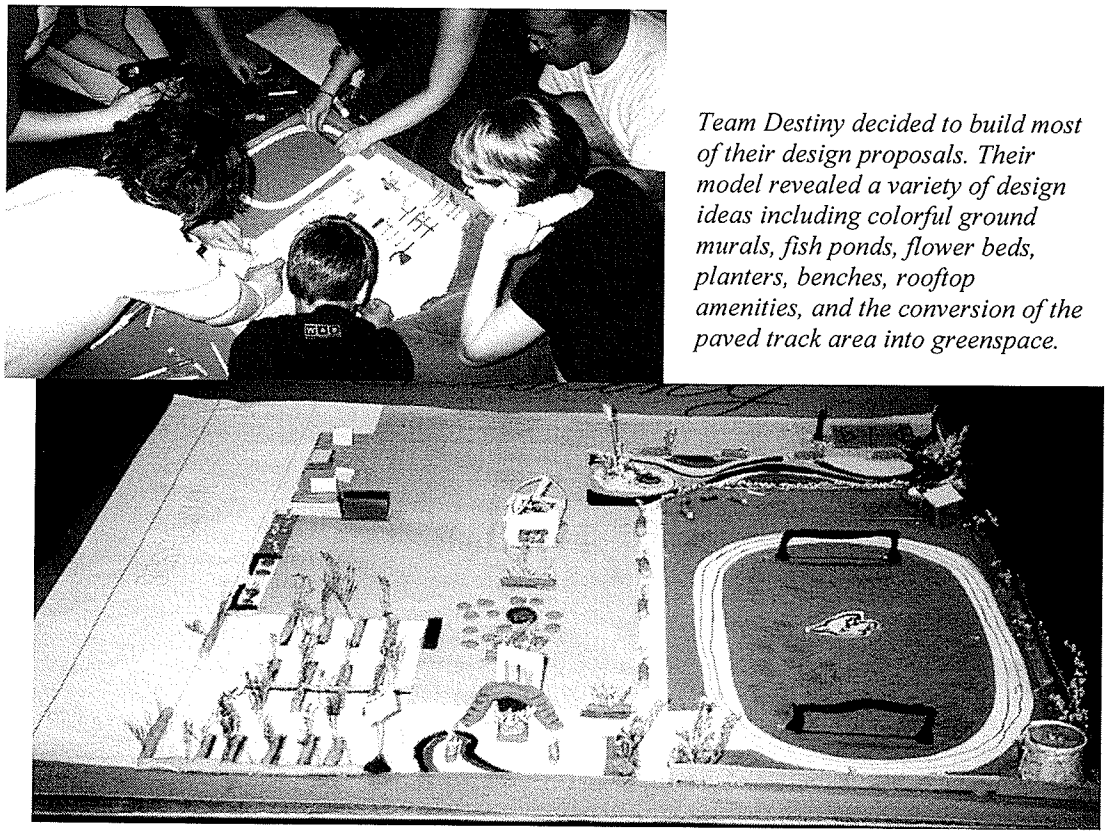


Figure 21: Lazy Architects Management Enterprises



The Lazy Architects Management Enterprises team chose to build their proposed new east entrance. The sidewalk was converted into a colorful array of walkway tiles complete with benches, planters and an archway welcoming students and guests. Flag wall murals represented the diverse multicultural student body.

Figure 22: Team Destiny



Team Destiny decided to build most of their design proposals. Their model revealed a variety of design ideas including colorful ground murals, fish ponds, flower beds, planters, benches, rooftop amenities, and the conversion of the paved track area into greenspace.

Exercise 4: Strategic Planning Exercise

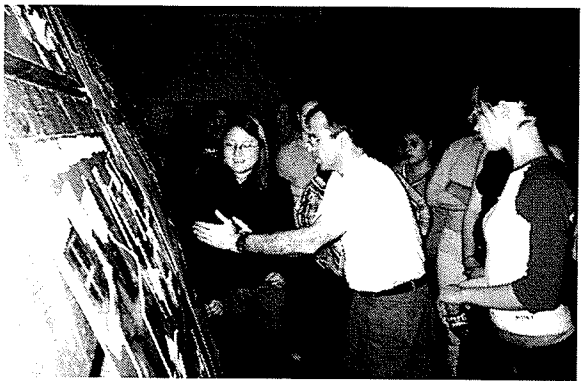
The intent of this last exercise was to get the participants excited about future implementation and that their ideas can be realized if they have the willingness, energy, commitment, and positive attitude to initiate change. Each participant was given a worksheet to fill out in collaboration with their teammates (Appendix M). The worksheet gave each participant a chance to think about and/or pre-plan future and required phases in the planning process prior to design implementation. These phases included:

- Refinement of ideas. What type of maintenance is needed?
- Presentation of proposals to gain input and agreement from the whole school and community (classmates, staff, principal(s), parents and neighbours).
- Recruitment of volunteers to help implement design proposals.
- Finding sources of funding for various planning stages and for design project implementation.
- Implementation of design proposals.
- Does it work? Evaluation.

Observations

During the event, two teachers on some occasions overtook the process in instructing the youth on what to do or how to undertake a particular exercise (Figure 23). Of course, naturally teachers instruct and provide direction to their students. However, adultism was evident in some instances when teachers did not respond favorably to what the youth were proposing. Facilitators were instrumental in keeping the teacher's role to that of a collaborator – an equal team member in sharing the dialogic space, design and decision-making process with the youth.

Figure 23: A teacher fell into instruction mode during the event



Adultism may occur during participatory processes that involve youth and adults. Facilitators can assist to ensure that each participant works collaboratively and to avoid possible dominance from an adult or any other teammate.

All teams were interested in their neighbouring team's design proposals and enjoyed sharing their creativity and array of ideas during presentations (Figure 24). Some ideas, while innovative, were costly and not necessarily realistic or feasible over a short-term period. Indeed, these ideas were preliminary. Prioritization and refinement of ideas would be the next stage of the planning and design process. All ideas generally aimed to make better use of unused areas or to enhance the function of spaces to make the school a more stimulating environment both physically and visually for learning, social interaction, relaxation during school breaks, and physical activity.

Figure 24: Discussion groups

Design charrette teams listened attentively during the discussion groups to exchange observations and ideas.

6.3.2 Judging Process and Award Presentation

A few days after the event two sessions were devoted to the judging process to determine first, second and third place prizes, which were presented to team participants on June 11, 2002. The club members took on the role of judging panelists. This activity was certainly dynamic, interesting, and at times frustrating. There were tensions and conflicts in the dialogic space where biases and favoritism played through. Each club member wanted their own team to win! At this point, we sought assistance from the U of M volunteer facilitators for their feedback and ranking on a scale of ten, based on the following criteria:

Teamwork and collaboration

- Did all of the group members participate, and work together throughout all of the exercises?
- Did any team members dominate the discussion?
- If your team broke up into two groups, did they still collaborate and exchange ideas (and not work in isolation)?

Response to exercises / design innovation

A) Site Analysis – tour of school and adding comments/observations to plans, elevations, and individual images (strengths and weaknesses).

- Did all of the team members listen to you, the facilitators? Answer questions posed by the facilitators during the tour of the school?
- Did your team follow the exercise and not jump ahead? In other words, this exercise was to observe existing conditions, and not propose ideas.

B) 2D Plan and Design Response to Site Analysis and Model Making

- Did your team's ideas show creativity and innovation, taking into consideration broad guidelines and criteria presented during the event:
    - Extend the learning environment outside (grounds for learning and sharing; art, science and geography in the school grounds, etc);
    - Introduce nature, vegetation and biodiversity in the school grounds;
    - Minimize the 'institutional' or 'prison-like' look of the building;
    - Better utilize underutilized spaces or walls;
    - Visually enhance or improve an existing space, wall, entrance and/or walkway;
    - Provide a more sensory experience within the school grounds.
- Did your team's design proposal include a range/diversity of ideas?

Feasibility

- Can your team's ideas be implemented? or What is the potential of their ideas being realized in the future?
- Do you think the larger school population and/or neighbourhood will embrace your team's ideas?

Responses from the U of M facilitators were requested via electronic mail. We received a high response rate, but upon analysis of their comments equally found some instances of subjectivity. For instance, a number of facilitators on the same team gave very disparate rankings. The club members quickly realized that the best solution was to organize a meeting with the facilitators to build consensus, however this proved to be too difficult due to time constraints. Students made the best out of their situation, and continued to analyze and discuss each team's design proposals at a second session based on the criteria outlined above. During this process, they took into consideration comments from the Faculty of Architecture facilitators, and each team's response to the strategic planning exercise (Appendix M). The youth attempted to avoid their own biases

and favoritism, and employed consensus building practices to determine the winning teams (Figure 25).

Figure 25: Judging process

Student members of the club analyzed each team's design proposals based on criteria, and employed consensus building practices to determine first, second and third place prizes for the design charrette teams.

The club members gave all teams an equal ranking on design innovation, but determined that many ideas were weak on feasibility and/or very costly to implement, and required further refinement. Team Destiny and Lazy Architect Management Enterprises lost a point on collaboration and teamwork since one or two student members dominated the dialogic space and generation of design ideas. Students further found that Team Destiny was slow to respond to exercises, but determined that their teacher on board perhaps affected their momentum by spending too much time instructing and directing students on his team. The youth respectively awarded first, second and third place prizes to El Ingenioso Amigos, Lazy Architect Management Enterprises, and Team Destiny, based on their rankings below:

El Ingenioso Amigos

- Teamwork and collaboration (5/5)
- Design Innovation (5/5)
- Design Feasibility (2/5)
- Strategic Planning (4/5)
- *Total: 16 points*

Lazy Architect Management Enterprises

- Teamwork and collaboration (4/5)
- Design Innovation (5/5)
- Design Feasibility (3/5)
- Strategic Planning (3/5)
- *Total: 15 points*

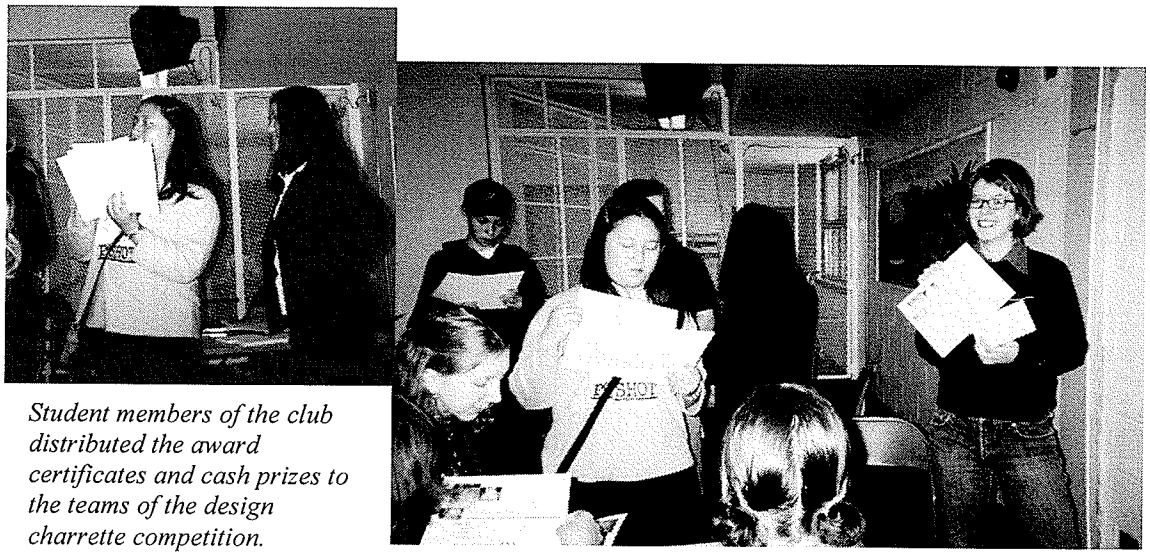
Team Destiny

- Teamwork and collaboration (4/5)
- Design Innovation (5/5)
- Design Feasibility (2/5)
- Strategic Planning (3/5)
- *Total: 14 points*

This activity's significance was to teach youth to be analytical yet objective (however challenging) in their assessments, and to employ consensus building practices to ease tension when differences of opinions are present in the discussion. This also gave them the opportunity to partake in another level of real-life decision-making processes present in planning and architectural competitions. Student members of the club found

pleasure in presenting award certificates and cash prizes to team participants in the school cafeteria (Figure 26).

Figure 26: Award presentation



Student members of the club distributed the award certificates and cash prizes to the teams of the design charrette competition.

At the end of the entire research process, I surprised my students with their own award/gift certificates for their participation on the Planning and Design Club, commitment to activities and hard work (Figure 27). It was a small token of my appreciation in allowing me to demonstrate the need to support youth voice, participation and empowerment in planning and design processes.

Figure 27: Planning and Design Club Awards

The Planning and Design Club proudly posed to display their awards and gift certificates. (Two students are missing in this photo).

Chapter Seven: Analysis of the Research Findings

7.1 Preamble

This chapter provides an in-depth analysis of the research findings obtained formally through the research methods utilized namely, the two focus groups, and informally through an evaluation sheet or questionnaire developed for the participants of the year-end event. The research findings collected from each method is independently analyzed and summarized under key themes (and key topics under question in the case of the year-end event feedback questionnaire). This case study relied on an outcome/summative evaluation where key themes from each method were then compared and contrasted, and summarized to be measured against the prototype's main objectives and to answer the three key research questions. This included the feasibility of the model as an effective tool to enhance participatory processes through various community engagement methods, and to promote greater youth participation via meaningful partnerships among educational institutions, and the future leaders of today – youth.

7.2 Analysis of Key Findings

7.2.1 Design Charrette Evaluation Sheet

An evaluation sheet was distributed to all design charrette participants including parents and teachers (Appendix F, G, H) to obtain their individual opinions of the event (Part A), their knowledge and interest in the Planning and Design Club (Part B), and their opinions on the implementation of design ideas (Part C). The evaluation/questionnaire was developed late in the research process to obtain general feedback only from the participants of the year-end event, and is therefore not to be considered a formal

component of the research methodology.[12] The questions however, queries answers that provide rich data offering insights on whether the event was a success and the interest in sustaining the club or implementing ideas. Thus its analysis here is relevant.

Out of a total of 18 student participants, 17 filled out the questionnaire (94%), three out of three teachers (100%), and one out of three parents (33%) responded. Among the 17 student respondents, two were in S1, nine in S2, five in S3, and one in S4. The three teachers who participated, together, taught all grade levels.

Key Findings

All students and teachers discovered the event through the posters posted around the school designed by the members of the Planning and Design Club, while the one parent respondent was informed by her children.[13] Teachers further encouraged some of their students to participate. Many students participated in the event "for the experience" and to generally "have fun." Eight students cited direct interest in art, architecture, graphics and/or design; desire to improve the look of the school; and/or make a difference in the community as reasons for participating in the event. Comments included:

> "I felt it was a good idea. I really want our school and the Arts Department to improve in looks. I think that our school could improve. If our teachers won't do it, the students will. Someone has to care."

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[12] In addition, a formally developed questionnaire would have been tested and at most, one to two pages in length to evaluate an event of this scale.

[13] All three teachers surprisingly did not also select the cover letter (Appendix J) and invitation/registration form (Appendix K) on the feedback sheet. Administrative staff was requested to distribute this cover letter and attached registration forms to all teachers to pass on to students three weeks prior to the event. Club members also discovered that not all classes received the proper notices and forms. Unfortunately, this error in distribution may have affected the recruitment process and could be a reason for a low to moderate participant rate in a school population of 70 teachers and 1,100 students.

"I came here because I wanted to make a difference in the community. Our school could influence others in the community to make a difference as well."

For all participants, this was their first time participating in an interactive planning and design workshop. The teachers participated to have fun, for general interest, interest in design, and/or expressed dedication to school projects. The one parent respondent had invested interest in the outcomes of the event as she revealed that the Parent Council had "an 'Image Committee' which discussed ways of enhancing the image of Gordon Bell *in the eyes* of the student and in the larger community." In the past, the Parent Council undertook 'consulted and informed' participation in "consult[ing] with students about what they liked/disliked about the school and the school's image." This event set in motion awareness about conducting participatory processes that support genuine youth involvement. As the parent stated: "this charrette seemed like a wonderful, constructive way of involving students."

The comments revealed that minimum expectations of having fun and gaining experience were fulfilled. More importantly, findings revealed that all participants acquired new skill sets; new knowledge about planning and design processes, community participation, and youth voice and empowerment; demonstrated increased awareness of the overall built environment and broader community; as well as momentum and dedication to initiate change, as discussed below.

Teamwork and Collaboration

Critical to the success and completion of activities was teamwork and collaboration among the participants of the event. Five students commented on learning about the importance of this essential principle in participatory planning. Students expressed:

> "I thought this experience was fun, the people were easy to talk to, the projects required teamwork, which is great."
> "Nothing will work unless we work together."
> "It takes group effort to actually get things done in the community."

Processes in Planning and Design

The event's exercises aimed to provide basic insight into the various stages and processes in planning and design, towards real-life implementation. A number of student participants' responses revealed their acquired knowledge about the various "steps" involved in planning and design, general learning about "process," as well funding dynamics and cost effectiveness. The students' comments included:

> "I learned that it takes a lot of people to design a model. I understand that proposals are needed, as well as the community. I have a better understanding of the process."
> "We learned that there are a lot of people and steps involved."
> "I thought it was a great experience to get involved with learning how to design, and the process and getting help from others."

Feasibility of ideas was mentioned briefly during my introductory presentation, but more emphasis on cost considerations was placed in the last exercise, Strategic Planning (Appendix M). Facilitators were also instructed to encourage the generation of feasible and budget conscious design proposals to facilitate possible future implementation of the students' design proposals. Three students specifically indicated that they learned the

importance of generating feasible/plausible design ideas and to consider budget. In addition, when questioned if they would like to see their team's design proposals implemented, a couple of students stated: "some of them," and "but it would realistically take several years to implement most ideas." The latter response reveals an understanding of the *process* and timeline in putting into action a design proposal.[14] Other responses from students included:

> "Our design [proposal] takes up the least amount of effort and money and volunteers compared to the rest. It was less rigid, more versatile."
> "I think it's important to evaluate all our school renovation options to see what would look and be best for the lowest price and least maintenance. We as a group tried to follow this as best as possible, and came up with an almost-no-maintenance plan!"

One teacher also commented on her increased understanding around the funding dynamics and process to initiate change: "consensus, time and funding ideas have broadened."

Community Participation in Planning and Design

The students' responses revealed newfound importance in involving multiple stakeholders or the community, and the need to access different resources to build community capacity and facilitate neighbourhood change. A sampling of comments from students are as follows:

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[14] Time to implement a design idea would of course depend on the complexity of what is proposed, and what is required before implementation. These include: money for supplies and equipment, resources, partnerships, volunteers, community support, a plan of action, etc. A simple project such as a sidewalk mural or wall mural may take a couple of months for design and layout, fundraising, and final implementation; while re-landscaping the school grounds may take one or several years.

"It taught me that lots of people are interested in the community and are willing to change it for a better tomorrow."

"I think more kids should do things like this. It's a real experience and it helps people try to build community."

"We can propose ideas as a group, that includes our community, [and] using different community resources."

"My understanding changed by means of a project not being individual, but a community."

The parent further detailed a key benefit to involving multiple voices in a participatory process, young and old: "Thank you for opening this opportunity up to Parent Council and teachers. The more interested parties you have, the more likely it is that your ideas will be representative of all members of the school community and the more likely it is that this will go beyond the 'ideas' stage."

Increased Awareness of the Built Environment through Critical Analysis

While the intent of this workshop was not to heighten negative or discouraging views of the built environment, half of the students commented on their increased awareness of design flaws or lack of design elements, and issues in their overall external physical environments (such as unkempt or deteriorating buildings that pose safety and health issues). However, these comments also showed that participants acquired basic skill sets, such as critical analysis facilitating a change in how one perceives the built environment: Student comments included:

"This experience has allowed me to analyze the design flaws around me."

"It [the event] was a lot more fun and interesting than I expected. It has really got me thinking about how areas in this neighbourhood can be improved – it's really exciting."

The parent also expressed how the event "helped me to see specific issues within a space rather than having a general overall impression. It showed me how to look at the detail in a critical way," and one teacher generally stated: "Now I know that the school and the neighbourhood needs a lot of work." The other half of the students associated the 'built environment' more directly to the school grounds and building, with two revealing how they were able to associate the overall built environment with both built and natural elements:

> "I learned that this school can really be a beautiful place if we just added more environmentally friendly elements to it."
> "I learned that interesting natural environments can be built around the school."

Heightened Interest in Broader Community Initiatives

The Executive Director of the WBDC was brought in as a guest speaker at the event to bring to light the various revitalization projects and activities in the neighbourhood initiated by community residents, and hopefully inspire youth to become more involved in larger community initiatives. As expressed by the parent: "It was a great idea to involve Paul Chorney – he was inspiring, and he also made it clear that Gordon Bell is part of a larger community which is in the process of changing in a grass roots way (involving the members of the community in the process)." The event as a whole was able to motivate youth to participate at similar participatory events. All adult respondents, and all students (with the exception of two youth) indicated their interest in participating at similar workshops, which may lead to more direct involvement in community/school revitalization initiatives. As expressed by one teacher: "It changed to a positive nature to implement school wide improvement ideas and activities."

Youth Voice and Empowerment

The students' responses raised the importance of youth voice; that youth have valuable ideas; and are capable of making a difference if given the opportunity. A sampling of comments listed below speaks to the need to promote their genuine participation in neighbourhood change:

> "Youth are the future so it's important for us to have a voice in stuff like this."
> "We could conceivably help change our neighbourhoods. We need to be more involved."
> "Currently it is very small, but there is potential for growth."
> "I now think that I am capable of doing something that is usually done by pros. We youth are just as capable as some adults."
> "We can make a difference."
> "There is not a lot of youth involvement in the physical planning of the inner city, but I think we have very valuable ideas!"
> "I think youth should definitely be involved because we have a very good idea of what we need and want."
> "Youth and community is one category, not two."

The adults commented on the benefits of youth involvement including: high participation enhances school morale, and that: "Kids have wonderful ideas and are uninhibited about sharing them. They also present the perspective of "users of the space" very well." Youth are indeed open to sharing their ideas and thoughts – what is key is opening that window for them to share their voices and diverse knowledges without the fear of adultism.

Momentum towards Change and Implementation

The event was successful in building hope and momentum for actual change at the school. All participants expressed the desire to see the process initiated by the Planning and Design Club, continue. Fifteen students, two teachers and the parent indicated their desire to be involved in the actual execution of design proposals, and provided contact information. In addition, fourteen students, two teachers and the parent indicated their willingness to devote time to maintenance if required. Two students showed great excitement with their comments:

> "Yes, definitely! We should start a maintenance club!"
> "Yes, I would love to take care of gardens, etc or especially a greenhouse!"

The parent offered to pass information to other members of the Parent Council to seek additional interest.

Students and teachers also saw the club as a venue or opportunity to refine design proposals and find sources of funding towards implementation the following school year.[15] A student commented that: "We could make it [the school] so much better. All we need is the time, equipment and drive/energy." However, while all expressed the desire to improve functionality and the aesthetics of the school, there were a couple of students who expressed uncertainty at the reality of achieving this. A student stated:

> "I will now always look at our school and how it could be, and I wish we could improve it, but our principal doesn't encourage this idea (I don't think so anyway)."

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[15] While the original the question (see Appendix F) yielded high results, it may have been more appropriate to phrase the question as follows: *"What kind of opportunities would the Planning and Design Club offer to help move forward your design proposals or ideas towards real-life implementation?"* The participants' own responses would have permitted an analysis of whether they understood the steps involved to move the planning and design idea stage to that of real-life implementation.

The above statement confirms that very often students are not presented with opportunities to effect real change in their environments. The parent's response in wishing "... to see the enhancement of the school/community become an ongoing process, recognizing that change happens slowly. I also think that such a course would enhance the curriculum," emphasized the desire and need to encourage efforts to link planners with teachers in exploring the community as classrooms.

Other Acquired Insights

The parent respondent's comment: "That there are many commonalities in people's perception of the space, but that there are differences of opinions as well," reinforced the dynamics of multiple publics and multiple voices. The plurality of community of course has its advantages in the sharing and exchange of knowledges and inter-cultural learning. While this event did not reveal the other side of the spectrum, which is tension and conflict in the dialogic space (caused by differences of opinions between multiple publics), it is important to be knowledgeable of consensus building practices (see Section 3.2) when conducting participatory processes.

Heightened Interest in the Planning and Design Club

I wondered how many youth and teachers knew about the club prior to the event and subsequently found through the feedback questionnaires, that nine student participants and one teacher had prior knowledge of the after-school club courtesy of posted recruitment posters. One student indicated that he/she wished to join the club, but decided not to because of its late commencement, and two expressed interest in joining had they known about the club's existence:

"Thank you for giving me a chance to experience the process of this design project. It has given me a better understanding and interest in this area. I appreciated working with others and learning more. I am disappointed that I did not know about the design club! Maybe another time!"

"It was fun [the event], but I am very upset that I did not know about the Planning and Design Club. It is disappointing because I will be graduating soon, and would have appreciated the experience and opportunity."

When questioned about whether they would like to see the club offered next school year, all participants responded positively. Nine students cited the "constructive experience," "important benefits," and/or how "fun" the planned event was, as reasons for sustaining the club. Other students and a teacher provided more detailed reasons that are discussed below (providing insights into the effectiveness of the model).

While all expressed the desire to see the continuation of the club, 10 out of the 17 student respondents indicated interest in actually joining the club. Respondents who answered negatively or "maybe" provided reasons including lack of time, other interests, after school job commitments and/or non interest in pursuing a career in planning or architecture. One teacher expressed interest in volunteering to help run or supervise the club, and the parent stated that she would pass this information to the Parent Council to recruit other potential volunteers.

Success of the Methods and Exercises

It was clear that all participants had fun at the event. This was confirmed by their many responses expressing how much they enjoyed the hands-on design charrette competition. As noted by one student: "Very, very, very fun!" The third exercise (3D Modeling Design Game) was the most noted enjoyed activity, followed by the second exercise (2D Plan and Design Response to Site Analysis), and thirdly the first exercise (Site Analysis including the school tour). Discussion groups as noted by a couple of students were also appreciated: "I enjoyed all [the exercises] equally but maybe the best part was the presenting part where we explained our ideas." Other student comments included:

> "The hands-on activities were very fun. The most fun was walking around the school grounds and envisioning the changes that could be made, and how they would benefit us."
>
> "I liked finding many, many ideas on how to make the school nicer. Coming up and making notes [on elevation montages] was much more fun than expected."
>
> "The whole thing! I really enjoyed the opportunity to discuss the re-design of our school, playing with play-doh, yummy food, fun all-round!"

The adult participants noted that they enjoyed the brainstorming component of the second exercise, the modeling game, and discussion groups to share ideas. The one parent respondent noted her absence during the latter part of the event, but "quite enjoyed the walk around the premises and the brainstorming session on how things could be improved. I also thought the prepared material (photos, etc) was very useful." The last exercise, the Strategic Planning exercise (Appendix M) was noticeably absent from the responses. This may be due to the fact that it was held late in the day, and attendees rushed through it.

Effectiveness of the Prototype (Planning and Design Club)

Students provided insights on *how* they thought the model was effective. In other words, responses unveiled the students' opinions on the prototype's usefulness, benefits, and what value this alternative method of teaching brings. These responses included:

- Utilized "fun," hands-on and constructive methods, exercises and techniques to help youth understand or solve a problem (e.g. visualization methods);
- Provided the opportunity for younger students to learn about planning and design;
- Showed youth *how* they can get involved in their communities.

In addition, students who gave detailed reasons for sustaining the club provided additional insight into the model's value:

> "It teaches youth a lot about their school and surrounding environment."
> "Great opportunity for people who are interested in this field."
> "The club gives us a better chance of effecting change in our school."

The teachers further detailed how the model's approach/method of teaching was of value: "It is more concentrated, fine-tuned" and "It is practical and not theory based." By placing a focus on learning and skill development in real life project planning and implementation, children and youth, as stated by the parent: "... have more of a vested interest in their projects when it is real rather than abstract. It also opens their eyes to the larger community and how they are a part of it. I think this gives them a sense of empowerment – that they can be agents of change." These comments supports a key principle of this prototype – to facilitate genuine youth participation and empowerment in "the actual process and trajectory of change in their communities" (Mullahey, Susskind and Checkoway (1999: 4). Moreover, a written statement from a teacher confirmed a level of understanding that young people and adults can collaboratively work together

towards positive change in their communities: "It [the club] provides opportunities for students and staff to work together and help improve the neighbourhood."

Future Opportunities for the Planning and Design Club

Thirteen students expressed other neighbourhood issues or opportunities that the Planning and Design Club could address in the future. Students listed specific neighbourhoods including: West Broadway (noted four times), West End (noted three times), and Downtown Central (noted once). As expressed by students:

> "West Broadway is very close to my own neighbourhood so therefore a change would be great to see. Cleaning it up, bringing life back, etc."
> "Reviving the entire West Broadway [neighbourhood]. It has real potential. It's close to everything."

Cited issues included abandoned buildings, pollution, to generally "clean-up" or "re-vamp" neighbourhoods; and opportunities including "volunteering to help make the surrounding area more attractive," and "fix-up deserted houses." The parent's suggestion in "partnering with some of the surrounding businesses or community groups to enhance the space around the school," is one of many great future opportunities or projects for the club. Furthermore, all participants saw the WBDC as a source for identifying future projects/local issues that that youth could explore.[16]

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[16] While the original question yielded positive results, it would have been more appropriately phrased as follows: *"What kind of opportunities would a partnership with a community based development organization (e.g. West Broadway Development Corporation, Spence Neighbourhood Association, North End Community Renewal Corporation, etc) bring to the Planning and Design Club?"* This would have prompted a more insightful array of answers.

Students offered ideas on how to promote the club, facilitate registration and participation, and/or its integration into the curriculum. These included:

- Announce the club and its activities at staff meetings and in the school gymnasium before an audience.
- List the club on the school's application form.[17]
- Integrate the club with the *Clothing, Housing and Design* class "or keep the two separate."[18]

All four adult respondents and thirteen students expressed that the Planning and Design Club should be part of the school curriculum or program. Three students further stated that it be offered only as an "option" course, and one student stated that it should

[17] Extra curricular activities or optional courses such as sports, choir, and drama and others are listed on the Gordon Bell High School application or registration form. Students are asked to select from the list of extra curricular activities they would like to take part in. Most offer credit for participation.

[18] The *Clothing, Housing and Design* class at Gordon Bell provided more of a basic introduction to the field of Interior Design with its focus on homes as an environment for human growth and development, and project assessment on house structure, layout/blueprint, furnishings, and exterior structure/landscape. The second part of the course involves the design of a garment. Since this course provides an overview of related careers, there is potential to diversify the subject matter of this course to include the principles of neighbourhood planning, and community development. However, there must be interest on the part of the instructor to accommodate this and to possess more than a basic understanding of the field of planning, community development, and environmental care. Integration into an existing course would require a transfer of knowledge and thus calls for the linking of planners with teachers. The model presented in this research however, involved more than basic learning and skill development in planning and design but real-life project planning and implementation which would require full-time dedication towards the project and the continuation of a process that may involve a number of stages that is addressed from year to year. Thus, to keep the model true to its original intent, and if there is interest to deliver the club as an option or enrichment course or as an extra curricular activity, it would likely be best if the club activities were delivered independently and not integrated with the *Clothing, Housing and Design* course.

be an after-school activity. Three explanations, presented a strong case to pilot the model as an optional course or to continue the club as an extracurricular activity:

> "Because as an option, only the people who actually want to be in it will be, and this will make it more fun for everyone."
>
> "Because not everyone is interested in planning and design, but it should be an option."
>
> "The Planning and Design Club, I feel is more of an after school project. If it was a part of the regular school curriculum, there would be restrictions based on school rules."

However, the parent expressed that "this would be a terrific course for all students to take – not just those interested in design or skilled in fine arts. We can all be taught to see things differently and to think about the kind of communities we want."

Summation

Findings directly from the questionnaires, outlined above confirmed that the event was a success. Participants held their energy throughout the full day because they were simply having fun working with friends and peers, and concurrently learning about planning and design, community development, and effecting change in their environments.

While youth are indeed capable of initiating projects without the assistance of adults, at other times they require assistance from others: "I want my school to be pretty, please help." Moreover, youth need to simply be presented with opportunities to share their ideas – ideas and diverse knowledges that are acknowledged, valued and have real influence in reshaping our environments in which we live, play, learn and work. As stated by one student: "Thank you very much for helping us express our ideas and giving us the opportunity to work with other students who would also like to see change at our school."

Participants recognized and appreciated the efforts and commitment of the student members of Planning and Design Club in the development and implementation of the design charrette competition. As expressed by a student: "Thank you! You guys did a great job." Wonderful and creative design ideas to enhance the Gordon Bell school environment resulted from the process. Indeed, as stated by a student "the school is in great need of being re-designed, made nice and less prison-like."

7.2.2 Focus Group One

Without the efforts and dedication of the Planning and Design Club, the year-end event would not have been a success. Since student members of the club were involved in the process from the onset, their opinions on the prototype was critical in tackling the main research questions. Six out of seven club members participated in the session held on June 11, 2002. An interview guide, with open-ended questions were distributed in advance to participants to help lead and facilitate the group into a meaningful discussion (Appendix C). The first set of questions attempted to gain individual experiences as a participant of the Planning and Design Club as well individual observations and experiences at the June 2002 participatory event. The second set of questions aimed to specifically target the three research questions evaluating the success of the model. Related sub-questions were raised to gain further insight or encourage further discussion related to the primary questions. Near the end of the session focus group participants were permitted to raise additional questions or comments that were not addressed. The research findings are categorized under key themes resulting from the discussion.

Key Findings

Four student members of the club from Gordon Bell High School discovered the Planning and Design Club via the recruitment posters displayed around the school in late January, while the other Gordon Bell student discovered the club through a teacher who encouraged him to join. The two club members from different high schools had a mutual friend from Gordon Bell who joined the club and encouraged them to participate. Students voluntarily signed up for the Planning and Design Club "for the experience," "because it sounded like fun," and it was a place "to meet new people." Three noted their direct interest in art, design and/or architecture.

Planning and Design Club activities were characterized by students as fun, interactive, and the overall process a "positive and valuable learning experience." The focus group discussion revealed what value the process brought including their acquired new skill sets; new knowledge about planning and design processes, community participation, and youth voice and empowerment; demonstrated increased awareness of the overall built environment and broader community; as well as momentum and dedication to initiate change at their school and in the broader community, as discussed below.

Broadening Knowledge and Understanding Processes in Planning and Design

Comments from the students generally revealed that prior to joining the club, they had little knowledge of neighbourhood planning and design, and the processes involved towards initiating change. Their responses demonstrated that this was their first real exposure to the field of planning and design, and that their knowledge grew during club activities:

"I studied a totally new area, because I am more like a computer-engineer type of person."

"I didn't think at first, that planning or design would be that hard, but there's more to it than you know."

"I didn't have an understanding of it at first. But then when I got here, I understood more about it."

"There are so many issues to look after, if you want to change something."

For one student, his participation was beneficial in terms of his direct career interest in City Planning or Architecture: "For the club, I thought it was actually fun. We got to interact with everyone. I got to learn about things I was interested in like designing. I thought we were just going to do stuff like draw, but then there's a lot more to it – the planning part. It was a really good experience for my career in the future. I want to become an architect or planner, and this could be really helpful. We gained skills in the club, and planned an event."

Skill Development – Critical Analysis and Evaluation, Leadership, Coordination, Teamwork and Collaboration, Responsibility, People Skills, Learning from Peers

Students noted how the club exercises and activities exposed them to new learning tools or skills such as critical analysis from the community mapping and photo survey exercises, which taught them how to "point out areas that need improvement," and "if you're looking at [analyzing] a community, you have to look at everything. You have to look at the pedestrian circulation, vehicle circulation, noise, and the people – want they want, what they need." Students also commented on learning and discovering the diverse knowledges of their peers. As noted by one student: "Some of us knew more about our neighbourhoods than others."

In the development and execution of the year-end event, students noted several acquired skills and abilities, namely: how to coordinate, be on time, play a leadership role; people skills – communication and interaction; teamwork "by working together;" and a sense of social responsibility. One student declared that his newfound sense of leadership resulting from the process would support his job search and employability: "I have something to put in my resume. Good experience. It showed me that I could be a leader."

All students generally felt they did well in their roles as facilitators at the design charrette competition, and were comfortable asking questions and providing guidance to keep participants active. One student declared: "It was easier than I thought it would be." Another stated: "I thought it was going to be hectic and everything, but it wasn't." Moreover, students hinted that the club sessions and activities better prepared them in their role as a facilitator; gave them a better understanding of what can be built on the site; and taught them how to keep participants focused:

> "If I didn't go to the club sessions, I wouldn't know what I was talking about [during the event]."
>
> "We got-together [during club sessions] more than the participants did. We know how to do it more realistically. Some of their ideas weren't possible, like the hotel idea. They [one team] were going to redesign the other building. And I told them to stick to the school grounds."

Club members also demonstrated their growing ability to evaluate a process as they discussed their observations about the dynamics of the day (participants were having fun and found a sense of teamwork among their peers), and provided a critical accounting of the methods and timeline, most notably the group presentations. They felt more time should have been given towards this component, as the agenda did not accommodate all teams to present after each exercise. One suggested that "the teams should have presented

everything at the end. It would have given them more time to work on the exercises." Overall, "the event was pretty cool. Everything turned out even though half the people showed up."

Increased Awareness of the Built Environment through Critical Analysis

The community mapping, model (site analysis), photo survey exercises and elevation montages were instrumental in increasing the students' awareness of the overall built environment. Most commented on being more attentive and aware of issues when viewing their surroundings in their communities:

> "It made me look at other things happening in our neighbourhood. You begin to pay attention to more than before."
>
> "When I walk straight home, I now look around my surroundings and see different issues."

One student expressed that nothing changed in how he viewed his surroundings, as he had "Always done that before – look at a place and say, 'Hey, how could you rebuild that or make it better.' "

Community Participation in Planning and Design

Students commented on the model's effectiveness in broadening their knowledge base of "what goes on in a community" in terms of decline, growth and change; and that positive change occurs through community participation. One student in particular commented on how the process enabled him to learn more about his own community and the importance of community involvement or participation in planning and decision-making processes:

> "I thought that my community was bad – that it was more on the negative side, but I learned that there were more things that the community was doing to improve it; to put it on the positive side. Community involvement [participation] actually involves a lot of process. You have to involve the whole community. You can't just stick a

> building wherever you want it. You have to get the community involved. You have to think about what the community wants and what it needs, instead of having a manufactured thing be placed in some certain area. It should be the community that is involved at the beginning and throughout the whole process."

In response, another student stated: "Yeah, because the community might not want what the government wants or whoever does that stuff."

Momentum towards Change and Implementation

Five club members encouraged their friends to register for the design charrette competition. Buzz around the event was still in the air, as friends who attended, spoke to the members of the club about the charrette the following week. They found that their friends had "fun and enjoyed it. After the event was over, everyone wanted to know who won first prize." However, the youth commented that cash awards were not the only incentive for other students to join. One club member expressed: "A lot of my friends liked it actually. Some went because of the prize money, and others went, but didn't know about the prizes."

All students expressed a strong desire to continue the Planning and Design Club in the new school year, and carry on the design process initiated by their club. Five students indicated that they would continue to participate in club activities next year, while another student noted that he would "probably" join if the club was again offered. As expressed by one student, in reference to the design proposals generated at the June event: "We started a program, and we want to finish the projects. We want to see something happen." Another student replied: "We're not doing this for nothing." Commitment and dedication to meet the expectations of the participants at the June event

also flowed through the dialogue. This revealed sincere respect for their peers' wishes and excitement to implement design ideas:

> "We need to continue the club and projects, because they joined the competition for a reason."
>
> "Most of the people that went actually thought they were going to make real changes."
>
> "So we need to continue this [the club], if we don't, we'll disappoint them."

Heightened Interest in Broader Community Initiatives

The club members appraised the year-end event presentation by the WBDC, calling it "informative" in bringing to light other neighbourhood issues and projects aiming to revitalize the West Broadway neighbourhood. All students indicated how the overall process influenced their interest in participating at similar community events or participatory workshops. A student further expressed that youth participation at similar community planning processes would benefit in helping to initiate change: "Our participation would help make our community better and more attractive. If we made our community more attractive and have more people, than we'd lose some of the other problems, like all the gangs and stuff. They wouldn't hang around because there would be other people there, and they would be too afraid to do bad things."

Yet another student's following comment revealed his skepticism that alluded to adultism: "Yeah, but I don't think anyone would take us seriously." Similarly, when one student stated that he had no prior knowledge of the WBDC; and expressed the potential for the CBDO to involve youth in community initiatives, he added to the end of his commentary some doubt to his hope: "We didn't know that there was the West Broadway [Development] Corporation. They could get us involved and actually help us make

change in the community or develop the community. But I think these organizations involve adults instead of teenagers."

Moreover, another student voiced the difficulties yet the importance in ensuring that the participants be truly representative of the community at hand – to include a diversity of people including the young and old. These comments spoke to the need to encourage and support youth involvement in planning and design decision-making processes in the broader community where their voices and ideas are genuinely valued and acknowledged.

Youth Voice and Empowerment

The prototype engaged the members of the club to participate as equal partners and innovative actors in planning an event that aimed to bring change to their school environment. The process heightened their sense of value and belonging shown through their responses. They emphasized the importance of youth voice – that youth care about their communities, have valuable ideas, and belong in community decision-making processes. As expressed by one student, the club "made us feel valuable, not like we feel everyday. We're part of a community, and we have our own ideas of how things should be. Other people can't just decide for us and we have to do it their way." Including the students in small initiatives such as asking club member(s) to jointly sign award certificates for the year-end event participants was appreciated by a couple of students:

> "I signed a lot of award sheets. I enjoyed that. I felt important, like I was one of those big people."
>
> "Yeah, like I was worth something."

The comments above are also a telltale sign that youth are often belittled as non contributing people in society. They felt strongly that their ideas, thoughts and opinions were of value, but often unacknowledged by adults or teachers:

"Youth have their own ideas. They don't want just anyone taking charge. If someone has an idea – no one should say, 'Oh hey, you can't do that, because ... like what teachers do. For example, if I'm giving my idea, and someone else comes in and says, 'No you can't do that, this is what you should do,' and gives his own ideas, and ignores mine. That's wrong."

"It gave me experience. Knowledge of community development and that kids who go to this school want to do something about it. Parents think that we don't care about anything. It shows the parents that kids actually care about the school and they want something done about it. And if they want it done, they'll do it themselves."

Young people's voices and ideas may shed a different light on a situation, which enriches and provides opportunities to learn across different age groups, and among peers. However, to enable them to act on their conceptions, other club members' comments revealed the need for assistance from others, and to create more opportunities for their genuine participation in real-life situations:

"Youth have some pretty good ideas. We do care. We can understand the problems in the area, but don't have the resources to solve them."

"We actually care about things. We totally think different from adults, so you're normally getting different ideas, compared to other people. If it affects us, we should have a say. If we want something done, we'll try doing it, but we actually need help. Even though we want something changed, we won't necessarily do it. We need the first steps – somebody needs to help us so we could get our ideas out."

Strengths and Weaknesses of the Prototype and Future Opportunities

One weakness of the prototype, expressed by the youth was time. Due to the late commencement of the Planning and Design Club, the opportunity to engage youth in exploring the highest levels of their abilities was slightly affected. Five students

expressed that more time would have given them the capacity to be more fully involved in the development of the year-end participatory project. Comments included:

> "We did not have enough time to help plan everything."
> "We could have done more, we were just too busy."
> "If the club started earlier, in September, we would have been able to plan the event more ourselves."

The club members noted that the recruitment process required development since the majority of other students were not aware of the club's existence. However, the club's late commencement was a key factor and as one student critically assessed, if the club was officially "part of the school, and important to the school, they would have helped advertise it more."

The "small" size of the club was adequate for most, while another argued that more people would allow a more even distribution of responsibilities: "If we have a bigger group, we're able to get more done." Club members also commented on the length of the sessions (which were on average, two hours in length). Three felt that they were adequate (50%), two students felt that sessions were too long, and one student felt that they were not long enough. Other ideas were offered on how to facilitate registration and participation, and to enhance their working environment and performance. These included:

- List the Planning and Design Club on the school's application form. Students also noted that club members should receive extra credit for their involvement similar to other clubs including yearbook, drama, and band.
- More funding for resources and materials, including supplies and literature.
- A larger room for "a better environment to work in."

- Hold two club sessions rather than one on a weekly basis.

All students stated the club was valuable, and spontaneously rated the club. There was one 9/10 rating, one 8.5, one 8-1/3, two gave a rating of 8, and the lowest was a rating of 6.5. They expressed their desire to integrate the club into the school's programming, but as an "option course" or its continuance as an extra curricular activity. As expressed, this would enable students who sought direct interest in planning and design, and community development to participate at their desire, and to limit the group size.

Summation

Prior to joining the Planning and Design Club, the club members had very little knowledge of neighbourhood planning and design. Many expected that it would be more of an "art" club to draw and make models, but when they learned more about the club's activities and the intent to test the model, excitement and energy grew. I found that students truly enjoyed their time working with me. Time was one factor that they thought hindered their ability to do more or be more directly involved in developing the year-end participatory workshop. However, their accomplishments and growth in a matter of months reveal their potential as successful leaders to effect change in their environments. All students wanted to see the continuation of club activities, and the model's integration into the curriculum, but as an extra curricular activity or an optional course. Students were encouraged by the process to partake in similar community participatory events to help initiate change in their neighbourhoods. They felt strong about the importance of youth voice – that youth care about their communities, have valuable ideas, and belong in community revitalization processes.

7.2.3 Focus Group Two

As shown in the results from the first focus group, and from the evaluation sheet distributed to charrette participants, club members and all participants at the June event indicated their desire in the continuation of the club. Therefore, a decision was made to proceed with the planned second focus group session to explore ideas in sustaining the Planning and Design Club on a yearly basis. Five club members, the Executive Director of the WBDC, three year-end event participants (students who indicated their interest in participating on the feedback sheets), two Parent Council members as well as three Faculty of Architecture undergraduate/graduate students who facilitated at the charrette competition, participated in the session held on June 20, 2002 (Figure 28).

Figure 28: Youth and adults developed a preliminary strategic plan for the club's continuation

Different age groups from different sectors (Gordon Bell students, Parent Council members, the WBDC, and Faculty of Architecture students) came together in the dialogic space to plan the future of the club.

As discussed in Section 5.2.1, this focus group was far less structured than the first, and supported on open dialogue that can associated with the basic principles of storytelling in expressing experiences, thoughts, and/or ideas. There was no set agenda, but a general topic to guide the discussion – coming up with a preliminary strategic plan

to sustain the club. This permitted the free discussion of thoughts or topics that are at the heart of the participants at hand.

The discussion began with attendees expressing the success of the design charrette competition, the generated interest in the Planning and Design Club's activities, and the momentum to bring design proposals to life. Student attendees expressed strong desire to continue the process and implement a few design proposals generated at the event. They questioned the kind or type of proposed design projects that can actually be implemented. I expressed that it would be up to the members of the club to explore, research and decide, which would also involve the refinement of ideas, and seeking school and/or community support. This was followed by a discussion on the role of the CBDO and other key topics and issues as described below.

Potential Role of the Community Based Development Organization

The role of the West Broadway Development Corporation in this process was questioned. I clarified the attempt to partner with the WBDC during the early stages of the research process, but that their potential role or relationship to the Planning and Design Club was not fully explored. A few focus group participants questioned whether we should pursue this partnership with the WBDC in the future. There were a number of responses that suggested what role they could take on:

- The WBDC could help to identify future neighbourhood projects for the Planning and Design club or as suggested by the WBDC;

- The club could come up with better ideas to address neighbourhood issues, and discussion would then take place in terms of how they fit within the WBDC's goals for revitalization.
- Club members could take a direct, hands-on role in helping out with a number of existing WBDC initiatives and projects or help out with fundraising events. Their involvement would bring benefits such as the development of leadership skills, a sense of social responsibility, and show them that they can help make changes in their neighbourhoods.

All agreed with the suggestions presented, and that further discussion could take place in the near future.

The Planning and Design Club Facilitator

The focus group participants, namely the students and parents wondered about my future role in the club's activities, and who would take over the process. The dynamics of the proposed model in terms of continuing the partnership with the University of Manitoba, and recruiting graduate students from the Faculty of Architecture (who are interested in youth development and participatory planning) on a yearly basis to continue the process was clarified as a developmental piece. Participants were told that at least one student from the Department of City Planning identified her interest to take on my role, with support from the Department of City Planning. Also disclosed was my intent to volunteer, act as a resource and source of support with visitations on a month to month basis, which was welcomed by all.

Potential Financial Support

How to find sources of funding to support club activities was viewed by the participants as one of the more critical pieces in sustaining the club. I clarified that since the club was part of my research on youth development and participatory planning, I was able to access and secure research and outreach grants from the University of Manitoba, totaling $2,700. Club members present at the session also disclosed that they sought financial support from Shaw United Way Youth Connections for the event, and was awarded $600 for the year-end event, which was used for cash prizes and food.

Student participants clearly understood that the club needed an operating and project budget. Discussion took place around having to seek internal and external funding support from various sources and/or organize events that would bring in dollars. Suggested potential funders or groups and organizations who could provide in-kind support included:

- *Government* – The City of Winnipeg, Province of Manitoba – Green Team funding
- *Organizations* – Manitoba Professional Planners Institute, Canadian Institute of Planners, Social Planning Institute, Evergreen
- *Corporations*
- *Foundations* – Shaw United Way Youth Connections
- *Businesses* – Lewis Craft, University of Manitoba Bookstore for art supply donations
- *The school* – financial support from the Gordon Bell Parent Council
- *Fundraising committee projects* – fashion show, car wash events, a social

Participants suggested that the first month of the club be devoted to fundraising efforts, while one student participant provided a good tip (in reference to the selection of a planning and design project for the club): "You have to have a good idea of what you are doing before you start to fundraise." One focus group participant also suggested a wonderful way to acknowledge funders – through a color tile project where each tile would illustrate the name of the project sponsor.

Future Opportunities for the Planning and Design Club

One participant suggested approaching the school principal to offer credit to students who partake in the Planning and Design Club. If the club was offered for credit, a parent cautioned the possibility that school administration might place restrictions on the club, including: what type of projects can be executed or mandatory involvement from an accredited teacher. This however did not discourage participants from wishing to broach the topic with the school principal. Other suggestions to improve the club included:

- Forge a formal partnership with the school and recruit an internal supervisor to gain better access to other resources such as the drafting room, and computer equipment.
- Utilize better recruitment methods such as announcing club activities over the public address (P.A.) system, and to post larger posters to advertise the club.
- Identify a student leader and co-leader.

Club member attendees also noted the desire to keep the size of the club to a minimum due to the difficulties of working with too many students; to meet on a weekly basis; and to continue to keep the club open to students attending other high schools.

Summation

This brief focus group session proved that youth, adults, and parents can work in the same dialogic space, to exchange ideas for future planning. They identified the WBDC as key resource in the community and acknowledged the opportunity to collaborate on future projects. For the upcoming school year, participants expressed their desire to continue the process initiated by club members and the June event, towards the actual implementation of some design proposals.

Student participants understood the financial dynamics behind running the club and implementing a design project. Participants were able to identify a number of potential funding sources including governmental bodies, foundations, corporations and/or seek donations from organizations and businesses, as well as plan small fundraising projects such as car washes. A key suggestion to increase youth participation was to seek whether the school would offer school credit to students who partake in Planning and Design Club activities.

Input from all participants generated a preliminary plan of action supporting the feasibility of the club's continuation. This collaboration and exchange of ideas during this focus group session showed that youth should not be merely consulted, but given the opportunity to be directly involved in the planning process and making decisions alongside adults. Very often young people are untapped, valuable sources of knowledge and information in their own communities. Increasing opportunities for their involvement in community planning and school initiatives benefits all parties involved.

7.4 Synthesis of Key Findings: Revisiting the Research Questions

The key research findings presented above allowed a thorough and rich evaluation of the prototype's success in *enhancing community participation processes in neighbourhood planning and design via alternative teaching practices, effective partnerships, and youth involvement.* 'Success' and 'effectiveness' are measured by the accomplishment of desired results or favorable and positive outcomes of this study. The findings from the year-end charrette evaluation sheet and the focus groups were compared and synthesized in this section to answer the main research questions.

- *How successful was the prototype in encouraging greater youth involvement in planning and design problem solving and decision-making processes?*
- *How successful was the prototype in bringing the necessary knowledge and tools to make participation more meaningful and effective?*
- *How effective was the model as an alternative method in teaching planning and design processes to younger students?*

Question 1:

How successful was the prototype in encouraging greater youth involvement in planning and design problem solving and decision-making processes?

As the results show, the process culminating with a year-end participatory workshop to generate ideas to enhance the Gordon Bell school grounds and building generated great momentum and excitement from the student members of the club, and the year-end event participants to continue the process initiated by the Planning and Design Club. There was

high interest and expressed commitment from both club members and charrette participants, to put into action design proposals produced at the event.

There was also heightened interest from ten year-end participants to join the club, if it was offered the following school year, and continued commitment from five club members to participate in club activities. Many agreed that the club would be a venue to refine design ideas, find sources of funding and support towards real-life implementation. As expressed by a club member, "We started a program, and we want to finish the projects. We want to see something happen."

The presentation by the WBDC was integral in bringing to light other revitalization projects and initiatives occurring in the community, and began to inspire youth to become involved in larger neighbourhood initiatives. All club members, and most of the year-end event participants indicated interest in participating at similar participatory workshops or events, which may lead to more direct involvement in community/school revitalization projects. Results from the evaluation sheet, and focus groups identified the WBDC as a potential source to:

- Directly involve youth in community initiatives – help youth effect change in the community, which would support leadership and a sense of social responsibility (by involving youth in WBDC initiatives and decision-making processes);
- Identify future projects or local issues for the Planning and Design Club or as suggested by the WBDC, club members could come up with their own ideas to address neighbourhood issues, and discussion would then take place in terms of how the proposed projects support the WBDC's goals for revitalization.

Participants at the year-end event also identified other neighbourhood issues or opportunities that the Planning and Design Club could address in future years. These included abandoned buildings and deserted houses, pollution, and increase volunteer opportunities to clean-up or re-vamp neighbourhoods. Identified neighbourhoods included West Broadway, West End and Downtown Central.

Currently, there is limited activity where youth are genuinely involved in the process and trajectory of change in their environments. The research findings show heightened interest from the students to change the latter. Club members and year-end event participants raised the importance of youth voice and empowerment – that youth have valuable ideas; are capable of making a difference; and that they belong in community decision-making processes. As expressed by a club member, "We actually care about things. We totally think different from adults, so you're normally getting different ideas … If it affects us, we should have a say. If we want something done, we'll try doing it, but we actually need help … We need the first steps – somebody needs to help us so we could get our ideas out."

Question 2:

How successful was the prototype in bringing the necessary knowledge and tools to make participation more meaningful and effective?

Research findings revealed that the Planning and Design Club and the year-end event successfully broadened the club members' and the charrette participants' understanding of neighbourhood planning and design, community development and youth participation, and the processes involved in effecting change.

All students found importance in involving multiple stakeholders or the community, and the need to access different resources to build community capacity and facilitate neighbourhood change. The process heightened their sense of value and belonging in planning and design processes and neighbourhood initiatives. As previously mentioned, their responses raised the importance of youth voice; that they have valuable ideas; and are capable of making a difference in their communities. Club activities and the event brought greater meaning to their potential involvement in addressing broader community issues. As stated by an event participant: "Youth are the future so it's important for us to have a voice in stuff like this." Another expressed: "We could conceivably help change our neighbourhoods. We need to be more involved." Similarly, a club member expressed: "We're part of a community, and we have our own ideas of how things should be. Other people can't just decide for us and we have to do it their way."

The overall process – the prototype (club activities leading up to a participatory event) brought the necessary knowledge and tools for youth to be *more effective* in their endeavors to be agents of change. However, the level and degree of knowledge or acquired skills for the club members and charrette participants slightly varied as discussed below. It is important to note that this does not signify that one process is better than the other or that club activities should be valued more than the year-end event. Youth should be given the choice of participating at different stages and levels of a community engagement process. The results simply reinforced that at different stages of a participatory process, learning and skill development may vary.

Through the club's activities and the development and implementation of the year-end event, club members expressed acquired key skills and abilities such as analyzing

and evaluating information (critical analysis), coordination and organization, communication skills, teamwork, leadership, and a sense of social responsibility. Learning and skill development through club activities allowed them to heighten their role as a participant to that of a facilitator at the year-end event, which exercised leadership and people skills. In comparison, charrette participants noted critical analysis, and teamwork and collaboration as acquired skills from the event. Moreover, both club and event exercises granted skills such as critical analysis which further enabled students/participants to be more attentive and aware of issues in the built environment. On the other hand, club members learned more about their own communities and the quality of life, and had more time to learn and discover the knowledges of their peers.

This reveals that by increasing opportunities for students to be involved at the very beginning of a process – in this case, Planning and Design Club activities enabled greater learning about neighbourhood planning and design, and involvement in the development and execution of a year-end participatory event. This permitted room to engage and explore the youth's highest abilities and/or the development of additional key skills and knowledge as noted above. Moreover, the students' participation from the onset of the process brought greater meaning to their involvement and commitment to the club and its future sustainability. The club members' declarations including: "We need to continue the club and projects, because they [year-end participants] joined the competition for a reason" and "We need to continue this [the club], if we don't we'll disappoint them," revealed their sincere dedication to fulfill their peers' expectations and excitement to implement design ideas generated at the design charrette competition.

Question 3:

How effective was the model as an alternative method in teaching planning and design processes to younger students?

A key response throughout the research findings was "fun." The Planning and Design Club members enjoyed the after-school club sessions, and the year-event was often described as "fun" by the participants. The event participants provided insights on how they thought the model was effective and of value. Responses included the utilization of fun, hands-on methods and exercises to facilitate the understanding of a problem. The latter confirms that the model is unique in its approach to teaching city or neighbourhood planning and design and the basic principles of community development through hands-on, interactive community engagement methods that are fun, yet at the same time constructive.

Very often, a participatory workshop fails because it was poorly conducted or simply boring. It is important to utilize methods that keep participants active, energized and entertained. The latter was integral to heightening additional interest in the Planning and Design Club, and commitment from other club members to continue their participation. If the club utilized traditional teaching practices such as lectures and simple discussion groups, interest and continued participation would be questionable. This fun and interactive method of teaching supports the model's success as an after-school activity, and in heightening interest to pursue the club as an optional course or its continuance as an extracurricular program.

In addition, teachers who participated at the event commented on how the method of teaching was fine-tuned and practical, rather than theory based. By placing a focus on

learning and skill development in real life project planning, children and youth, as stated by the parent: "... have more of a vested interest in their projects when it is real rather than abstract. It also opens their eyes to the larger community and how they are a part of it. I think this gives them a sense of empowerment – that they can be agents of change."

The model also relied on key partnerships that aimed to facilitate the integration of neighbourhood planning and design in the curriculum of educational institutions for younger students. These partnerships consisted of: 1) a City Planning or design graduate student(s) from a post-secondary institution, 2) a high school to house the club, and 3) youth. Note that these partnerships were a developmental piece and part of the evaluation of this study. The further development or continuance of these partnerships presented a number of challenges explored in the next chapter.

Chapter 8: Expectations and Outcomes

8.1 Preamble

This chapter provides a brief yet detailed, 'behind the scenes' accounting of the processes involved to implement this prototype, the Planning and Design Club. In particular, expectations and outcomes of the partners (or potential partners) involved in this process, namely: 1) club members, 2) high school, and 3) post secondary City Planning or design graduate students, will be detailed here. Barriers and frustrations were experienced throughout the process. The intent of this chapter is to give the reader an overview of the process dynamics to carry out participatory work with children and youth and the challenges it presents. I also offer lessons learned and recommendations in this section, which will facilitate the work of other insurgent planners, students, educators or practitioners who may wish to also test and integrate this model in other high schools throughout Canada, and other countries.

8.2 Barriers, Opportunities and Recommendations

Outlined at the beginning of this study, were expected roles from the partners involved in this process, as follows:

Post-Secondary Institution (Graduate Planning/Design Programs including City Planning, Architecture, and Landscape Architecture):

- Interested graduate student(s) would run and facilitate the club, as well as implement the year-end participatory project with the students.
- Commitment and participation in the club could potentially be offered as an elective course or external/outreach studio.

Students (High School and other youth in surrounding neighbourhoods):

- Students would explore, develop, promote and finally implement a participatory project surrounding a real issue or opportunity in their community at the end of the school year, with the leadership and guidance of the planning/design graduate student.
- Seek support and funding for the event.
- Implement the year-end participatory project with the graduate student.

High School (Staff including Principal(s) and Teachers):

- Seek support and funding for the event.
- Promote the event.

Partnering opportunities and expected roles to facilitate the testing of the model were not fully realized due to a number of reasons including time constraints and lack of administrative capacity from Gordon Bell High School detailed below.

Potential Partnership with a Community Based Development Organization

Initially, a partnership was pursued with a CBDO, namely the West Broadway Development Corporation. The proposed role of the WBDC was to directly work with the students of Gordon Bell High School during a few club sessions to identify issues or a specific project that the students could focus on, and to undertake other activities such as a tour of the West Broadway neighbourhood. This partnership was articulated in the recruitment posters (Appendix A) and parent informed consent forms (Appendix B), but failed to fully develop before the club officially commenced in late February 2002. This was largely due to time constraints to fully outline expectations, provide direction and a

set schedule for meeting times. I did however consult with the WBDC in the identification of site-based and initiative-based projects specific to the West Broadway neighbourhood that the members of the club could investigate. Suggested issues and opportunities were then presented to the youth at an early session, but without the direct participation from the WBDC. Thus, the role of the WBDC in this case study was more of an external resource to the Planning and Design Club. However, the advancement of the CBDO's role as a resource to a full partnership, where there is direct hands-on involvement is certainly plausible with time and effort.

Opportunities and Recommendations

As discussed in Chapter Four: Emergent Teaching Practices for Social Change, there is potential for youth participation in the larger area of neighbourhood planning and revitalization through CBDOs. As discussed by Hart, work is needed in helping CBDOs recognize the talents of young people and *how to* creatively and genuinely involve them in planning processes and environmental care.

Training and outreach is required from planning theorists, practitioners and educators to advance youth involvement through CBDOs from this concept and intermediary stage to full potential. CBDOs can begin by accessing literature on community engagement methods for youth as well as adults, to understand and build capacity on how to constructively involve multiple publics in revitalization initiatives and projects. Key authors include Hart (1997), Mullahey, Susskind, and Checkoway (1999), Sanoff (1991, 2000), Sarkissian (1994, 1997, 2000), Wates (2000) as well as book series such as Learning through Landscapes outlined in the bibliography.

Student Club Members – Time Constraints

The prototype supported the upper levels of Hart's ladder, that of "shared-decisions" with adults in all aspects of the planning process. There was some expectation on my part, that students would take more of a leadership role in the planning and development of the year-end event. However, in a three month period (weekly session schedule), this was soon realized as too lofty an expectation. Three months was simply an inadequate timeframe for the youth to fully explore or engage their abilities to spearhead the project. Taking full part in the design of a participatory event also may have been too high a learning curve to tackle in such a short period.

Moreover, youth will naturally participate at a level they are most comfortable at, and may choose to seek more direction and leadership from an adult. This was the case here. Of significance, is the principle of *choice*. Children and youth should be given the freedom to participate at their own levels of comfort, interest and expertise. Yet, this should not be seen as a weakening of their genuine participation in the process. Club members were content in learning various engagement methods, participating in exercises, fully promoting the June event, and their success in securing additional funding from Shaw United Way Youth Connections. Furthermore, much of their work produced during club activities were utilized or integrated for certain exercises at the June workshop. Without the club members' efforts and accomplishments, the design charrette competition would have not been successfully executed.

Opportunities and Recommendations

Ideally, the length of the club would follow the school year – September to June as identified at the beginning of this study. This would allow for a greater length of time for youth to test and explore the upper rungs of their abilities, and to allow for higher learning, skill development and capacity to effect real change in their environments.

Administrative Support and Capacity

The prototype relied on a key partnership with a secondary institution. The school's expected role in this model, at minimum, would be to aid in the promotion of the event, to seek additional external funding for club activities and/or, to provide in-kind support such as materials or supplies.

In this case, additional financial or in-kind support was not expected from Gordon Bell High School, but only to support the Planning and Design Club's activities by helping to promote the importance of the research. This may be done via morning announcements over the P.A. system, posting club activities on in-house bulletins, as well as attendance at club sessions and at the year-end event by teachers and/or the principal(s). This type of assistance was articulated with the principal of the school, but in the end, not fully realized. It was difficult to gain this type of support due other immediate school priorities and limited administrative capacity.

The underdeveloped partnership with the high school was my principal frustration in the entire process. Administrative support and capacity is a critical piece for the model to fully succeed, especially when youth are involved in real-life project planning and implementation. Students of course, look to their teachers and school principal(s) as key role models in their years of development to adulthood. When their support is not

evident, it may dampen their own efforts to succeed in school and community projects, and life goals.

To strengthen this partnership, expected roles and commitments should not only be discussed and negotiated between partners, but outlined in a *partnership agreement* to be signed by all parties involved. The agreement should articulate the following:

- Project or program description of the model, the Planning and Design Club.
- Objectives of the club.
- Club activities to be carried out throughout the year.
- Various roles of the partners and commitments (e.g. recruitment of students, promotion of activities, attendance at activities, commitment to seek external financial support or provide internal financial/in-kind support, etc).
- Expected outcomes.
- An evaluation framework for ongoing refinement of the model.

A partnership agreement will ensure that partners understand the process and importance of the model, and ensure that partners are bound to carry out activities agreed upon at the beginning of the process.

Post-Secondary Institution (Planning and Design Graduate Students)

To bring to full fruition the integration of the model as an option course or extracurricular activity at a secondary school, is the proposed and critical partnership with a City Planning or design graduate program at a post-secondary institution. This is one approach to advance the needed efforts to link planners with high school educators, which aims to facilitate the engagement of youth in the actual processes of planning and creating change

in their communities. As proposed, interested graduate student(s) would be recruited on a yearly basis to continue and sustain club activities. The proposed incentive for their involvement would be school credit, and more importantly, the developmental opportunity it presents.

The success of the piloted model shown through the enthusiasm and interest of the youth to carry out design proposals generated at the event, strengthened my own enthusiasm and efforts to run the club for the 2002/03 full school year (despite the high school's limited administrative capacity). During the summer of 2002, I had recruited two graduate students from the University of Manitoba's City Planning program who indicated interest in taking the lead role and running the club during the new school year. The expectation from club members, all participants at the year-end event, and Parent Council members was to continue where the students left off – at the idea/proposal stage to the actual implementation of one or two design proposals.

A preliminary meeting was held in late September with members of the Parent Council, to discuss the Planning and Design Club and its implementation as an official extracurricular activity for the new school year. The two graduate students interested in running the club and my advisor who offered support, Dr. Sheri Blake of the Department of City Planning also attended the meeting. It was evident that the members of the Parent Council were fully supportive of the model and verbally offered financial support. I spearheaded the movement to run the club at the beginning of the new school year and once again displayed posters throughout the school to recruit club members. By early October, three participants from the year-end event, two participants from the piloted club, and one new student signed up for the Planning and Design Club.

However, early indications that the club would continue tapered off due to a number of barriers. I attempted to hold subsequent meetings with the school principal, Parent Council members, the teacher participant at the June event who indicated his interest in acting as an internal facilitator/supervisor, and with the two interested graduate students. This meeting was intended to fully develop a plan of action for the club and outline roles and responsibilities. Topics to be discussed included:

- Focus for the upcoming new year (implementation of one or two design idea/proposals);
- Administrative support;
- Role of the internal supervisor/facilitator;
- Role of City Planning graduate students; and
- Any other issues or questions.

Unfortunately attempted meetings with the high school and key partners did not take place due to other high school commitments and priorities. Moreover, commitments from the two graduate students to take on my role in running the Planning and Design Club dissipated due to the key challenges and requirements associated with running the model and to continue the process initiated by the club as discussed below. To my reluctance and regret, I eventually had to contact the students who signed up for the club and informed them of its cancellation.

Opportunities and Recommendations

The model was unique in its key principle of raising youth participation to empowerment and social change by allowing young people genuine influence in changing the conditions of real-life issues. Thus, the model presented a number of key challenges and activities to

continue to support youth engagement in neighbourhood and environmental change, as follows:

- Commitment to weekly club activities;
- Development of a curriculum including participatory activities and exercises to address the issue at hand;
- Development of outreach initiatives to gain school and community support for any project being undertaken by club members;
- Execution of fundraising activities to support club activities and real-life projects;
- Depending on the issue at hand, possible consultation with other professionals, practitioners and academics, CBDOs, and/or governmental bodies (municipal and provincial), for assistance or permission to carry out projects.

These activities outlined above are just some key initiatives that are to be carried out *with* youth, where they are active participants through the entire process in sharing the dialogic space and making key decisions alongside adults. This requires a facilitator who understands the uniqueness of the model and that community development and change is an ongoing process.

There were high expectations from the club members and event participants to continue the process, refine some of their design proposals and finally execute them. The model does not work or weakens if the next facilitator does not have the same desire to continue the process of last year's project (assuming that the previous year's activities or project was successful, uncompleted – requiring a succeeding phase and that students want to continue the process). If the topic is altered, expectations and momentum generated from the previous year's activities will be affected.

Notable is the required time commitment to facilitate the Planning and Design Club's activities and processes. To ease the workload for a year long extra curricular club, I offer the following recommendations. An internal supervisor (a teacher from the high school, a club members' parent who is willing to volunteer, and/or a member of the Parent Council) should help supervise and facilitate the work of the student club members. At least two graduate student facilitators are ideal for mutual support and assistance and presents the opportunity to schedule alternating club sessions. Since planning and environmental care is an inter-disciplinary activity, graduate students should be recruited from various disciplines including City Planning, Architecture, and Landscape Architecture. This also supports the opportunity to diversify and enrich the subject matter of the club.

8.3 Adaptability of the Prototype

As described above, key player or participant roles shifted and adapted as necessary, responding to the context at hand. While support from high school staff was limited over the duration of the club, actual staff involvement was present at the end of the process with teacher and Parent Council member attendance at the charrette competition and at one focus group session. Overall, the high school provided a basic, however vital role – providing a place to recruit students, house the club and its activities. The level of participation that key players engage in will directly influence the prototype's capacity to empower youth. The greater the degree of involvement, participation and commitment of key partners, the greater the model's ability to engage youth in effecting social and environmental change. Therefore, formal staff involvement in club activities (to help

facilitate, supervise and provide support as needed) is still an integral component (Table 2).

Table 2: Roles of partners – expected versus actual and alternative

Tested Prototype and Expected Roles	Developed / Actual Roles	Alternative Partners and Future Opportunities
Post-Secondary Institution (Graduate Planning/Design Programs including City Planning, Architecture, Landscape Architecture)		
• Interested graduate student(s) run and facilitate the club, as well as implement the year-end participatory project with the students. • Commitment to the club could count for an elective (future outlook).	• City Planning graduate student piloted the prototype.	• Graduate student(s) run and facilitate a youth planning/design club, and implement a participatory project with youth. • Club acts as an external studio or optional elective course.
Youth (High School students and other youth in surrounding neighbourhoods)		
• Students explore, develop and promote a participatory project addressing a real issue or opportunity in their community at the end of the school year, with the leadership and guidance of the planning/ design graduate student.	• Students assisted in the development and promotion of a design charrette competition (held in June 2002) with my leadership and guidance. The chosen topic was the enhancement of the Gordon Bell school grounds and building.	• Students explore and develop a participatory project addressing a real issue or opportunity in their community, with the leadership and guidance of the planning/design graduate student.
• Seek support and funding for the club's activities and the event.	• Students sought financial support from United Way Youth Connections for the year-end design charrette competition.	• Seek support and funding for the club's activities and project (e.g. year-end event).
• Implement the year-end participatory project with the graduate student.	• Students and I implemented the design charrette (with the assistance of other planning/design graduate students).	
High School *		
Administrative staff including principal(s) and teacher support was expected throughout the whole process. • Seek support and funding for the club and year-end event. • Promote the club and year-end event. *Note that additional financial support was not sought from the school.*	*Teacher and Parent Council involvement was present at the end of the process.* • Three teachers and three Parent Council members participated/observed at the design charrette. • Two Parent Council members participated in the second focus group session and expressed interest to support the continuation of the club.	*Principal, teacher and/or Parent Council member involvement is still critical for this prototype to succeed.* School level • Internal high school teacher or Parent Council member to help supervise and facilitate. Broader neighbourhood level • CBDO could play a role at some capacity (formal partnership or support role as needed). * *Community centres or other local youth organizations could be alternative locations to house a club.*

While the prototype piloted in this research relied on a partnership with a high school, it is certainly possible to replicate a similar after-school model at a community centre or any other local organization that provides local youth programming. Since community or neighbourhood centres offer some type of after-school programming for youth and often have a core or regular group of young citizens who frequent such centres, there is equal potential to formulate similar clubs at these locales. As long as a core group of young people are regularly present, with the fortitude and the motivation to initiate neighbourhood change, the locale becomes secondary. However, it is important to stress that the particular model in this research demonstrated the opportunity to link planners with teachers. Apart from parents, teachers play a large role in instilling social values and respect for the environment at an early age. Teachers are role models in the eyes of many students, and thus their involvement is beneficial at many levels.

In the case of an elementary school, whether the replication of a model that requires a regular after-school schedule is questionable. Extra-curricular clubs are generally more common in high schools, where students have the option to participate and then agree to meet periodically. Elements or characteristics of the prototype however, can be adapted for younger children. The after-school component could be replaced with in-school planning/design activities during actual classroom or recess time. In addition, involving students at the *actor/planning stage* – in the actual exploration and development of engagement methods and techniques required to run a participatory project may be minimized or eliminated. Rather, adults could take the lead in developing such participatory exercises and/or projects for younger children.

The complexity of the issue being addressed will depend on the age range and interest of the students. If the issue is at the broader community level, such as neighbourhood safety, a partnership with a CBDO would benefit for access to resource materials (local statistics, past initiatives to address the problem at hand, etc) support and networks.

Despite the challenges, obstacles and barriers experienced in the process as described in this chapter, and the failed attempt to sustain the club at Gordon Bell High School, the piloted prototype was a success in the delivery of a key goal – to inspire and show youth that they can be agents of change in their school environments and neighbourhoods. Involving children and youth in planning and design initiatives, which engages them as proactive community members, and enables their genuine influence in real life situations, takes their participation to a much needed level – youth empowerment.

Chapter Nine: Synthesis and Summary

9.1 Preamble

This chapter compares the key research findings against current planning theories to once again bring overall meaning to the focus of this study. Current planning theorists including Sandercock, Healey, and Schneekloth and Shibley encourage planning and design processes that support community empowerment and participation, social learning and mutual learning through communicative action and collaboration, a sense of place, social change, justice and democracy. This reflection provides an opportunity to see where the findings support current planning epistemologies, and allows the identification of gaps and future implications.

9.2 Comparing Results with Current Planning Theory

Teamwork and collaboration was a key theme throughout the process and through the research findings. This theme supports a key principle of Healey's collaborative planning model in organizing stakeholders for the collective and cooperative management of shared spaces. Healey explores the nature of a pluralist society, a recognition and respect of diversity and difference, which requires the responsibility of allowing all stakeholders to have a voice in planning and public policy processes. All stakeholders – youth, teachers and parents had a voice in a planning process that attempted to change and better their learning environment. Discussion groups during club activities as well as group presentations were highly valued by participants, which supports Healey's principles of social and mutual learning and the exchange of inter-cultural knowledge. Moreover,

collaborative planning can advance a level of trust and understanding (Healey 1997: 71). This generates support for the implementation of strategies and plans towards positive change in our environments. The latter was evident through one of the parent's continual expressed dedication to pass on information to other members of the Parent Council to seek additional support and interest in moving design proposals into action.

However, Healey's model does not address the power differentials between the professional planner, the stakeholder or community member. The importance of neighbourhood involvement or *community participation* was a central theme in the research findings that is more consistent with Sandercock's insurgent model, which advocates the inclusion of traditionally marginalized groups in planning theorizing space, practice and research. The planner is no longer the primary actor of change. Rather, multiple publics are acknowledged and given a legitimate voice in planning and decision-making processes, which leads to greater local empowerment. Research findings also revealed that youth learned the importance of involving multiple publics in neighbourhood planning initiatives. At the same time, students advocated the importance of youth voice and that they are capable of making a difference if given the opportunity to equally participate. Students indicated heightened interest to engage in broader community initiatives that support ground-up change and youth empowerment.

Sandercock encourages community based planning and community empowerment to be able to access other ways of knowing – experiential, grounded, contextual and intuitive knowledges. Similarly, Schneekoth and Shibley's practice centres on enabling and facilitating others in various activities of placemaking. Professional knowledge is not privileged over the knowledges of others. Professional placemakers can draw on

contextual knowledge to "remind us how to dwell" (Schneekoth and Shibley 1995: 2). The creative and strategic use of a variety of community engagement methods and techniques in this research were gateways to ease access to these other ways of knowing. These knowledges that Sandercock speaks of, are familiar to only those who dwell in that particular place – the students of the school. The results demonstrated that participants at the year-end event valued such participatory techniques including interactive, hands-on processes and visualization methods such as the school model, photo surveys and elevation montages that facilitated learning and the generation of design ideas.

Notice however, that Sandercock does not exclusively mention 'youth' as one of the many multiple publics who should have equal voice in the dialogic space and planning processes. Current planning theorists have pushed the boundaries of planning towards inclusiveness. However they still generalize key players as 'stakeholders,' 'the public,' and 'the community.' While Sandercock further deconstructs the community to 'multiple publics,' I advocate to further break down multiple publics to a mosaic of age groups. Activities of the Planning and Design Club including the year-end event relied on a collaborative process in which the ideas and knowledges of youth as well as adults (teachers and parents) were valued, shared, exchanged and utilized in the process towards effecting change.

9.3 Future Implications and Concluding Thoughts

This research supports the need for growing and emergent models that engage youth in the course of change in their environments. Participatory models that expose our young citizens to the principles of community development, city or neighbourhood planning, and environmental care at an early age will foster early social, cultural and

environmentally responsible behavior through to adulthood. This supports the building of sustainable and healthier communities.

The results of this study revealed that youth do want to become more involved in the care of their environments but need windows of opportunities to facilitate their genuine involvement. Student participants reinforced the importance of youth voice; that they have valuable and creative ideas; are equally capable as adults; and therefore belong in community engagement processes:

> "I now think that I am capable of doing something that is usually done by pros. We youth are just as capable as some adults."
> "Youth have some pretty good ideas. We do care. We can understand the problems in the area, but don't have the resources to solve them."
> "I think youth should definitely be involved because we have a very good idea of what we need and want."

The successfully piloted prototype emphasized the need to encourage and strengthen efforts to link planners with teachers and students to explore the community as classrooms. Outreach is a critical piece in advancing this to fruition. It is known that there are challenges for planning academics and practitioners to conduct outreach work. It brings them to the 'ground,' planning *with* communities rather than for them. It brings into question the capacity and available time they have to perform participatory and outreach work since it requires great time commitment, funding, support and patience.

Moreover, engaging youth in participatory processes is challenging simply because are limited preexisting examples and models to draw and learn from. The few emerging models discussed in this study included school ground redevelopment projects, opportunities to involve youth in greater neighbourhood revitalization initiatives through CBDOs and youth clubs addressing environmental problems. Based on Hart's research,

there are no youth organizations or clubs that engage youth in sustainable development, which include planning clubs and community development clubs (Hart 1999: 68). The prototype presented in this research attempted to address the latter, through a focus on individual learning and development, as well as influential participation in real community projects to enhance youth's social and environmental responsibility.

The Planning and Design Club prototype as the results show, was successful in encouraging greater youth involvement in planning and design problem solving and decision-making processes; brought greater meaning to youth voice and empowerment and provided the necessary tools to increase youth capacity to initiate change. Overall, it demonstrated its success as an alternative model of teaching through the utilization of community engagement methods and techniques. Unfortunately, the lack of a strong partnership role with the high school hindered its ability to continue and implement real change. The potential however, is there. The delivery of this case study demonstrates its potential to succeed in secondary institutions.

The involvement of a post-secondary institution (to recruit City Planning and Design graduate students) as a key partner in the delivery of the prototype, is still significant for the following reasons. This type of partnership:

- Provides greater opportunity to link planners to educators.
- Provides a developmental opportunity in practical and real-life learning for graduate students.
- Diversifies the City Planning curriculum to include and support youth development and community based planning initiatives.

- Limits the model's operational costs in hiring a full-time planner or academic to deliver and facilitate club activities, which in turn supports its sustainability. However, honorariums could support the graduate student's commitment to the club.
- Heightens the Faculty's presence and contributions to the community.

To revive the Planning and Design Club prototype, more exploration is required on assessing interest from City Planning and Design graduate students to be involved in such a model. In addition, is there potential for this model to be a neighbourhood planning and community development external studio course? Other planners who wish to implement the model should employ better recruitment methods in seeking a secondary institution that fully understands and embraces the importance of empowering youth in real-life project planning and implementation.

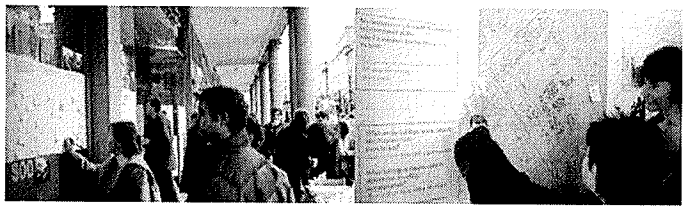
It is my future hope that the model comes to full realization in a number of secondary schools – in both core and suburban areas. Youth should be able to exercise their rights and responsibilities in shaping their environments. They have valuable and wonderful ideas that could bring great insight and facilitate decision-making processes. When youth are planning alongside adults there is more opportunity to heighten and exercise greater learning, a sense of ownership to their places and responsibility for the natural and built environment.

Join the PLANNING & DESIGN CLUB

If you are interested in neighbourhood planning, community development, community revitalization, and/or urban design, this club is for you!

The club is open to **all YOUTH** who are interested in participating. If you would like to join the club and/or have some questions, **attend the orientation session on Wednesday, February 20th at 4:00 pm to find out more, OR** feel free to contact **Myra** via email at **umcruz02@cc.umanitoba.ca** or phone **668-9368.**

Orientation Session:	**Wednesday, February 20th at 4:00 pm**
Location:	**Gordon Bell High School, Rm 119 (corner of Portage Ave & Maryland)**
Duration:	**Late February to June 2002**
Facilitator/Instructor:	**Myra Cruz**



Images – Source: *The Community Planning Handbook* by Nick Wates (2000)

Club members will learn in a **fun environment**, the basics of **neighbourhood planning and design**, **community development**, and various **community participation methods and tools** aimed at encouraging meaningful and effective resident/youth involvement in neighbourhood revitalization and decision-making processes.

Together with the **West Broadway Development Corporation** (a non-profit organization aimed whose mandate is to renew and revitalize the West Broadway neighbourhood), **we will explore, plan, promote, and implement a community participation event (such as a design workshop, design charrette, planning day, etc) that aims to address a *real* issue or opportunity in the surrounding neighbourhood.** Other youth, friends, family members — the larger community will be invited to this participatory event to be held at the end of June 2002. As a simple example, the design of a vacant lot into an active green space or community park would be a planning opportunity in the neighbourhood. The broader community will be invited to participate in activities that will generate collaborative discussion, ideas, and plans on what this community park might include (natural areas, benches, gardens, playground structure, etc).

This Planning & Design Club is part of a study/practicum work exploring community participatory methods in urban planning and design, being conducted by Myra Cruz, a graduate student from the Department of City Planning, at the University of Manitoba. The intent is to evaluate the club's success on enriching community participation processes in neighbourhood planning and design via alternative teaching practices, effective partnerships and youth involvement.

Appendix B: Planning and Design Club – Informed Consent Form

Dear Parent / Guardian:

Your child wishes to participate in an **extra curricular, after school Planning & Design Club**, to held at **Gordon Bell High School** on Wednesdays from 3:30 to 5:00 pm (from late-February to June 2002). Depending on the students' availability meetings may increase to two hour sessions or two days per week as the club progresses. *This club is a venue where the students learn about neighbourhood planning and design, community development, and various community participation methods and tools aimed at encouraging meaningful youth involvement in neighbourhood revitalization processes.*

This Planning & Design Club is part of a study exploring community participation methods in urban planning and design being conducted by **Myra Cruz, a City Planning graduate student,** to fulfill the Master of City Planning degree requirements. This research/practicum work is being advised by Dr. Sheri Blake of the Department of City Planning, Faculty of Architecture at the University of Manitoba. The University of Manitoba's Human Ethics Committee has approved this club.

The Community Participation Event

The students, with Myra Cruz's supervision, and guidance will explore, develop, promote, and finally implement a community participation project/event (such as a design workshop, design charrette, planning day, etc) surrounding a real issue or opportunity in the West Broadway neighbourhood, which is to be held at the end of the school year (late June 2002 – tentative date). As a simple example, the design of a vacant lot into an active green space or community park would be a planning opportunity in the neighbourhood. Residents, friends, family members, and teachers – the broader community will be invited at the end of the school year, to participate in activities that will generate collaborative discussion, ideas, and plans on what this community park might include (natural areas, gardens, benches, playground structure, etc).

The students will also work with a staff member(s) of the West Broadway Development Corporation (WBDC) including the Executive Director, Paul Chorney and possibly other Board members. The West Broadway Development Corporation is a non-profit community based development organization (CBDO) in the inner-city, which is involved in developing initiatives and projects aimed at renewing and revitalizing the West Broadway neighbourhood. The WBDC's role is to help the students identify a real issue or opportunity in the neighbourhood, and staff will be available as a resource to the students if they require additional assistance in planning the event. Students will also go on at least one group neighbourhood walking tour of West Broadway, under the supervision of Myra Cruz, and with a WBDC staff member.

Photography & Other Activities:

Much of the students' work and club activities will be documented and published. Photographs by Myra Cruz and/or student members of the club will also be taken during weekly club sessions, as well as during the community participatory event, to capture group dynamics and club activities. These photographs will be included in the final published document allowing the reader to catch a glimpse of the students' after school club activities, and processes. On an occasional basis, group discussions during club sessions may be audio taped and transcribed for documenting purposes. Your child's name, age and any other personal information will not be included in the final document. At the end of the school year, students will also participate in focus group sessions. These sessions are valuable opportunities for the students to discuss their individual experiences, answer research questions, and what they learned from the club's activities. Audio tapes and other data will be securely stored by Myra Cruz, and disposed of when the document (practicum) is published. All photographs will be stored in a private and secured place when the study is completed and the document is published (with photographs).

If you are interested in viewing the final document, it will be made available for you to read by March 2004. It will be published as a practicum, and placed in the Architecture and Fine Arts Library at the University of Manitoba. This information may also be considered for future publication within planning

journals by the researcher. If you have any further questions or concerns about the Planning & Design Club and/or community participation event, please feel free to contact Myra Cruz at (204) 668-9368 or Dr. Sheri Blake at (204) 474-6426.

I, _____, have decided to allow my child to participate in the after school Planning & Design Club, and community participation event (to be held at the end of the school year), being facilitated, and supervised by Myra Cruz. My signature indicates that I have read the information above and have given permission for my child to participate in all the activities he/she wishes to participate in. My child's signature indicates that he/she understands that this club is part of a study researching community participation methods and techniques that promote greater youth involvement in urban planning and design. I realize that I may withdraw my child (or my child may withdraw) at any time after signing this form should either of us decide to do so.

Please fill out the following additional information:

Photographs:

☐ Yes, photographs can be taken of my child's after school club activities, which are to be published in the final document.

OR

☐ No photographs may be taken of my child.

and

☐ My final approval to which photographs are permitted for inclusion in the final document <u>is not</u> necessary.

OR

☐ I also wish to see the photographs that may be included in the published document for my final approval. You may contact me by phone at _____ or via e-mail at _____.

Emergency Contact Names: In case of an emergency, e.g. illness, please contact:

1) Name: _____ Phone # _____

2) Name: _____ Phone # _____

If applicable, provide health/medical information (e.g. allergies)

_____

Parent / Guardian's Signature _____ **Date** _____

Student's Name _____ **Student's Signature** _____

Appendix C: Focus Group Interview Guide – Planning and Design Club

Part One: General Experiences / Observations

1. Please tell me about your individual experiences/observations of the club.
   Related sub-questions:
   - What did you think about this experience?
   - What did you learn from this process?
   - Would you participate again next school year if this club was offered? If no, why?

2. Please tell me about your individual experiences/observations at the community participatory event.
   Related sub-questions:
   - What did you think about this experience?
   - Tell me about your experience as a facilitator.
   - What did you learn from the process?

Part Two: Key Research Questions

3. How successful was the prototype (club/event) in encouraging greater youth involvement in planning and design problem solving and decision-making processes?
   Related sub-questions:
   - Would you participate at similar future community events? If no, why?
   - Did any of your friends or family attend the event? Do you know what they thought about the event?

4. How successful was the prototype (club/event) in bringing the necessary knowledge and tools to make participation more meaningful or effective?
   Related sub-questions:
   - How did your understanding of neighbourhood planning and design, and community development change?
   - What did it reveal about community/youth involvement?
   - Based on your experience, how did it change your perception of the built environment?

5. How effective is the model (club/event) as an alternative method in teaching planning and design processes to younger students?
   Related sub-questions:
   - Is there room for improvement? If so, how can the club be improved?
   - Should the club or a similar program be part of the regular school curriculum? If so, what ideas do you have for integrating it into the curriculum?

Part Three: Ending Question(s)

6. Is there anything else that you would like to discuss or question?

Appendix D: Focus Group One – Informed Consent Form

This focus group session will be conducted to discuss various experiences and outcomes of the Planning & Design Club and June 1st Gordon Bell Design Charrette Competition. In particular, the club and year-end event will be evaluated to question:

- Its effectiveness in encouraging greater youth involvement in planning and design problem solving and decision-making processes.
- Whether the process brings the necessary knowledge and tools to make participation processes more meaningful and effective.
- Its effectiveness as an alternative method of teaching towards integrating planning and design in the curriculum of educational institutions for younger students.

It is important to note that the focus group session will not seek to gain consensus around a particular research question, but to gather multiple viewpoints, experiences and feelings.

This study is being conducted by Myra Cruz, a City Planning graduate student, to fulfill the Master of City Planning degree requirements. This research/practicum work is being advised by Dr. Sheri Blake of the Department of City Planning, Faculty of Architecture at the University of Manitoba. The University of Manitoba's Human Ethics Committee has approved this focus group process.

The focus group session will be audio recorded so that analyzing the material at a later date will be completed with greater ease and efficiency. If at any time during the focus group session you do not feel comfortable commenting on an issue or question, you are not obligated to do so. Also, if you have any questions or concerns during the session, feel free to ask immediately.

Personal information will be kept confidential. This means that your name, your position, your age, and/or any other information that would give confidential information away will not be included in the final report of the study. Where information occurs within a session transcript, that will be included in the final report, names and other personal information will be omitted.

If you are interested in viewing the final document, it will be made available for you to read by March 2004. This research will be published as a practicum, and will be placed in the Architecture and Fine Arts Library at the University of Manitoba. This information may also be considered for future publication within planning journals by the researcher.

If you have any questions or concerns upon completion of the focus group session, please feel free to contact myself at ( ) or via e-mail at . Alternatively, you may contact Dr Sheri Blake at (204) 474-6426 or via e-mail at blakes@cc.umanitoba.ca.

I, _____, give Myra Cruz permission to use the information gathered during this focus group under the conditions stated above for the purposes of researching community participation methods and techniques that promote youth involvement in urban planning and design problem solving and decision-making processes.

Date _____

Respondent's Signature _____

For those under 18 years of age:
Parent / Guardian's Signature (required in advance) _____

Researcher's Signature _____

Appendix E: Focus Group Two – Informed Consent Form

This focus group session will be conducted allowing all interested parties (youth club members, Gordon Bell High School staff and other students, parents, City Planning graduate students) to come together and openly discuss ideas on how to sustain/continue this extra curricular Planning and Design Club on a yearly basis.

This session is part of a study being conducted by Myra Cruz, a City Planning graduate student, to fulfill the Master of City Planning degree requirements. This research/practicum work is being advised by Dr. Sheri Blake of the Department of City Planning, Faculty of Architecture at the University of Manitoba. The University of Manitoba's Human Ethics Committee has approved this focus group process.

Photographs will be taken during this session. All photographs will be stored in a private and secured place when the study is completed and the document is published (with photographs).

The session will be audio recorded so that analyzing the material at a later date will be completed with greater ease and efficiency. If at any time during this focus group session, you do not feel comfortable commenting on an issue or question, you are not obligated to do so. Also, if you have any questions or concerns during the session, feel free to ask immediately.

Personal information will be kept confidential. This means that your name, your position, your age, and/or any other information that would give confidential information away will not be included in the final report of the study. Where information occurs within a session transcript, that will be included in the final report, names and other personal information will be omitted.

If you are interested in viewing the final document, it will be made available for you to read by March 2004. This research will be published as a practicum, and will be placed in the Architecture and Fine Arts Library at the University of Manitoba. This information may also be considered for future publication within planning journals by the researcher.

If you have any questions or concerns upon completion of the focus group session, please feel free to contact myself at ( ) or via e-mail at
Alternatively, you may contact Dr. Sheri Blake at (204) 474-6426 or via e-mail at blakes@cc.umanitoba.ca.

I, _____, give Myra Cruz permission to use the information gathered during this focus group session under the conditions stated above for the purposes of researching community participation methods and techniques that promote youth involvement in urban planning and design problem solving and decision-making processes.

Date _____

Respondent's Signature _____

Researcher's Signature _____

Appendix F

Gordon Bell Design Charrette Competition
June 1, 2002
Student Questionnaire

What grade are you in? _____

Part A – Design Charrette

Why did you decide to participate in this design charrette workshop?

_____
_____
_____

How did you find out about the design charrette? Check those that are applicable.

☐ Posters posted around the school

☐ Invitation/registration forms passed around in class

☐ My teacher announced the design charrette in class and encouraged me to join

Did you have fun today? (Circle one) Y Somewhat N
If somewhat or no, why?

_____
_____
_____

Which part of the design charrette did you enjoy the most?

_____
_____
_____

What did you think about this experience?

_____
_____
_____

How did your understanding of neighbourhood planning and design, and community development change?

_____
_____
_____

What did it reveal about youth involvement?

_____
_____
_____

Based on your experience, how did today's workshop change your perception of the built environment?

Are there other things that you learned from this process?

Have you participated at a similar design workshop before? Y N
If yes, which one?

Would you participate at a similar future community/youth event? Y N
If no, why?

Part B – Planning & Design Club

Did you notice the posters posted around the school advertising the Planning & Design Club, back in February? Y N

Did you want to join the Planning & Design Club, but decided not to because it began late in the year? Y N

Would you like to see the Planning & Design Club offered next school year? Y N
If yes, why?

If no, why?

If this club was offered next school year, would you join it? Y N
If no, why?

Do you see the Planning & Design Club, as a venue or opportunity to refine, find sources of funding, and finally implement your team's design ideas/proposals next school year? Y N

If no, why?

_____

_____

_____

Are there any other neighbourhood issues or opportunities that you would like to see the Planning & Design Club address?

_____

_____

_____

Do you see a partnership with a community based development organization (e.g. West Broadway Development Corporation, Spence Neighbourhood Association, North End Community Renewal Corporation, etc) as an effective way to identify future projects/neighbourhood issues that youth could work on or address? Y N
If no, why?

_____

_____

_____

How effective is the model (Planning & Design Club leading up to a community participation event) as an alternative method in teaching planning and design processes to younger students?

_____

_____

_____

Should the after-school Planning & Design Club or a similar program be part of the regular school curriculum? Y N
If no, why?

_____

_____

_____

If yes, would you be interested in participating in a two-hour focus group session to be scheduled mid/late June to further discuss ideas for integrating planning and design processes into the curriculum or other ideas to continue the club on a yearly basis?

Yes, I would be interested in participating in this short focus group session. My name is _____ and you may contact me via phone at _____ or email _____.

No, I am not interested in participating in this short focus group session, but I offer some ideas for integrating planning and design processes into the school curriculum or ideas to continue the club on a yearly basis, as follows:

_____
_____
_____
_____

Part C – Design Idea / Proposal Implementation

Would you like to see your team's design proposal(s) implemented next school year? Y N
If no, why?

_____
_____
_____
_____

Would you like to be involved in implementing your team's design proposal(s)? Y N

If yes, my name is _____ and you may contact me via phone _____ or email at _____ .

If no, why?

_____
_____
_____

If your team's design proposal requires maintenance, would you be willing to devote spare/break or after-school time to maintenance?

_____
_____
_____

Other comments? Please write them down here:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Thank you for filling out this questionnaire!

Appendix G

Gordon Bell Design Charrette Competition
June 1, 2002
Teacher Questionnaire

What grade(s) do you teach? _____

Part A – Design Charrette

Why did you decide to participate in this design charrette workshop?

_____
_____
_____

How did you find out about the design charrette? Check those that are applicable.

☐ Posters posted around the school

☐ Cover letter and registration forms placed in my mailbox to be distributed in class

Did you have fun today? (Circle one) Y Somewhat N
If somewhat or no, why?

_____
_____
_____

Which part of the design charrette did you enjoy the most?

_____
_____
_____

What did you think about this experience?

_____
_____
_____

How did your understanding of neighbourhood planning and design, and community development change?

_____
_____
_____

What did it reveal about youth involvement?

_____
_____
_____

Based on your experience, how did today's workshop change your perception of the built environment?

Are there other things that you learned from this process?

Have you participated at a similar design workshop before? Y N
If yes, which one?

Would you participate at a similar future community participation event? Y N
If no, why?

Part B – Planning & Design Club

Did you notice the posters posted around the school advertising the Planning & Design Club, back in late February? Y N

If yes, did you encourage some of your students to join the Planning & Design Club? Y N
If no, why?

Would you like to see the Planning & Design Club offered next school year? Y N
If yes, why?

If no, why?

Do you see the Planning & Design Club, as a venue or opportunity to refine, find sources of funding, and finally implement you and your students' design ideas/proposals next school year? Y N

If no, why?

_____

_____

_____

Are there any other neighbourhood issues or opportunities that you would like to see the Planning & Design Club address?

_____

_____

_____

Do you see a partnership with a community based development organization (e.g. West Broadway Development Corporation, Spence Neighbourhood Association, North End Community Renewal Corporation, etc) as an effective way to identify future projects/neighbourhood issues that youth could work on or address? Y N
If no, why?

_____

_____

_____

How effective is the model (Planning & Design Club leading up to a community participation event) as an alternative method in teaching planning and design processes to younger students?

_____

_____

_____

Should the after-school Planning & Design Club or a similar program be part of the regular school curriculum? Y N
If no, why?

_____

_____

_____

If yes, would you be interested in participating in a two-hour focus group session to be scheduled mid/late June to further discuss ideas for integrating planning and design processes into the curriculum or other ideas to sustain the club?

Yes, I would be interested in participating in this short focus group session. My name is _____ and you may contact me via phone at _____ or email _____.

No, I am not interested in participating in this short focus group session, but I offer some ideas for integrating planning and design processes into the school curriculum or ideas to sustain the club as follows:

_____

_____

_____

Would you be interested in volunteering to help run or supervise this club, if it was offered next year? Y N

If yes:
My name is _____, and you may contact me via phone at _____ or email _____.

Part C – Design Idea / Proposal Implementation

Would you like to see you and your students' design proposal(s) implemented next school year?

Y N

If no, why?

_____
_____
_____

Would you like to be involved in implementing your team's design proposal(s)? Y N

If yes, my name is _____ and you may contact me via phone _____ or email at _____.

If no, why?

_____
_____
_____
_____

If you and your students' design proposal requires maintenance, would you be willing to devote class time/lunch-hour or after-school time to maintenance, if outdoor classroom development and use were integrated into the curriculum?

_____
_____
_____
_____

Other comments? Please write them down here:

_____
_____

Thank you for filling out this questionnaire!

Appendix H

Gordon Bell Design Charrette Competition
June 1, 2002
Parent Questionnaire

Part A – Design Charrette

Why did you decide to participate in this design charrette workshop?

How did you find out about the design charrette? Check those that are applicable.

☐ Through my child(ren)

☐ Posters posted around the school

☐ Other: _____

Did you have fun today? (Circle one) Y Somewhat N
If somewhat or no, why?

Which part of the design charrette did you enjoy the most?

What did you think about this experience?

How did your understanding of neighbourhood planning and design, and community development change?

What did it reveal about youth involvement?

Based on your experience, how did today's workshop change your perception of the built environment?

Are there other things that you learned from this process?

Have you participated at a similar design workshop before? Y N
If yes, which one?

Would you participate at a similar future community participation event? Y N
If no, why?

Part B – Planning & Design Club

Did you notice the posters posted around the school advertising the Planning & Design Club, back in February? Y N

If yes, did you encourage your child(ren) to join the Planning & Design Club? Y N

If no, why?

Would you like to see the Planning & Design Club offered next school year? Y N
If yes, why?

If no, why?

Do you see the Planning & Design Club, as a venue or opportunity to refine, find sources of funding, and finally implement design ideas/proposals next school year? Y N
If no, why?

_____
_____
_____

Are there any other neighbourhood issues or opportunities that you would like to see the Planning & Design Club address?

_____
_____
_____

Do you see a partnership with a community based development organization (e.g. West Broadway Development Corporation, Spence Neighbourhood Association, North End Community Renewal Corporation, etc) as an effective way to identify future projects/neighbourhood issues that youth could work on or address? Y N
If no, why?

_____
_____
_____

How effective is the model (Planning & Design Club leading up to a community participation event) as an alternative method in teaching planning and design processes to younger students?

_____
_____
_____

Should the after-school Planning & Design Club or a similar program be part of the regular school curriculum? Y N
If no, why?

_____
_____
_____

If yes, would you be interested in participating in a two-hour focus group session to be scheduled mid/late June to further discuss ideas for integrating planning and design processes into the curriculum or other ideas to sustain the club?

Yes, I would be interested in participating in this short focus group session. My name is _____ and you may contact me via phone at _____ or email _____.

No, I am not interested in participating in this short focus group session, but I offer some ideas for integrating planning and design processes into the school curriculum or ideas to sustain the club as follows:

Would you be interested in volunteering to help run or supervise this club, if it was offered next year? Y N

If yes:
My name is _____, and you may contact me via phone at _____ or email _____.

Part C – Design Idea / Proposal Implementation

Would you like to see the ideas/proposal(s) generated at today's design charrette, implemented next school year? Y N

If no, why?

Would you like to be involved in implementing the design proposal(s)? Y N

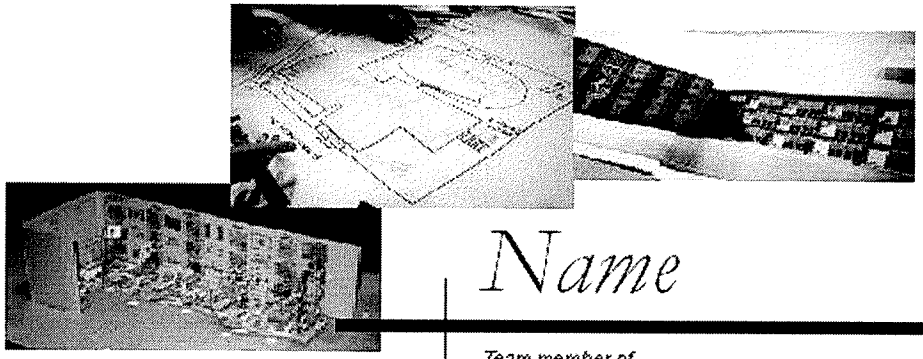
If yes, my name is _____ and you may contact me via phone _____ or email at _____ .

If no, why?

If design proposals generated at today's workshop require maintenance, would you be willing to volunteer time to maintenance, if outdoor classroom development and use were integrated into the curriculum?

Other comments? Please write them down here:

Thank you for filling out this questionnaire!



Name

Gordon Bell Design Charrette Competition

June 1, 2002

Team member of

Lazy Architects Management Enterprises

Second Prize

Teamwork & Collaboration ***(place stars here)***

Design Innovation ***(place stars here)***

Design Feasibility ***(place stars here)***

Strategic Planning ***(place stars here)***

Myra Cruz, B.E.D.
Department of City Planning, University of Manitoba
Planning & Design Club facilitator

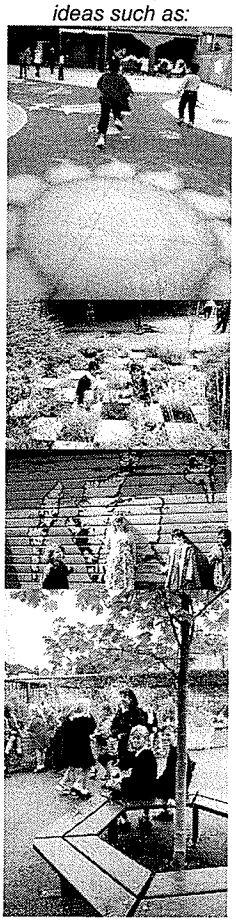
on behalf of
Planning & Design Club members

Funding provided by:
Faculty of Architecture (Endowment Fund), University of Manitoba (Major Outreach Award)
Shaw United Way Youth Connections

Appendix J: Cover Letter

A glimpse of sample activities at the event:

... to come up with ideas such as:



Images – Source: *The Community Planning Handbook* by Nick Wates (2000)

May 12, 2002

Myra Cruz, B.Env.Design
Department of City Planning, Graduate Studies
Faculty of Architecture
University of Manitoba

To all Gordon Bell High School staff

Re: June 1st Gordon Bell Design Charrette Competition

Dear Teacher:

You may have noticed a number of posters around the school, advertising a **'Gordon Bell Design Competition' to be held on Saturday, June 1st from 9:00 am to 4:00 pm in Gym 100**. I, Myra Cruz, a City Planning Masters student from the University of Manitoba, is planning this all-day workshop with the help of five high school youth from Gordon Bell and two from other high schools. The students are members of an after-school 'Planning and Design Club' which I facilitate and teach at Gordon Bell, which began in late February 2002.

We hope to seek your assistance in promoting this June 1st event, by announcing the Design Charrette Competition in at least one or more of your classes, and encouraging your students to register as participants. This design charrette and ideas competition will involve all-day activities/exercises based on generating ideas to redesign, landscape, and enhance the school grounds and building (interior and exterior). The youth club members have chosen this topic as they feel that there is opportunity to improve and minimize the school's 'institutional look' to beautify its presence in the larger neighbourhood. Ideas may include landscaping with flowering trees and shrubbery or the introduction of native plants and flowers, more seating areas, wall murals, etc.

The participants (students, teachers, parents) at the event will be engaged in fun, interactive, collaborative, and hands-on activities to come up with their own ideas to enhance the school. First ($350), second ($250), and third place ($150) cash prizes will be awarded to teams who generate the most innovative, yet feasible ideas. Please note that the exact amount of cash prizes is still tentative, and based on sponsorship (yet to be confirmed).

We are asking students to formulate their own workshop teams of seven to ten participants, and to register their team in advance. Teammates may include classmates/ friends, teachers and parents. Students are to drop off their registration forms at the registration/display booth in the cafeteria from May 14 to 17 during noon hour. Space is limited. We are accepting approximately 80 participants (or 8 to 12 teams) so please register early! Registration is based on a 'first come, first serve basis.' This will also permit me to make catering/food arrangements in advance.

The club and June 1st event is part of my Masters practicum research, examining ways to involve youth in neighbourhood planning and design, community development, and community participatory and decision-making processes. It is sponsored by the Faculty of Architecture through an Endowment Fund research grant. This event also contributes to one of the strategic goals developed in 1997 by West Broadway Alliance members, which is "to involve the youth of the neighbourhood in the revitalization and renewal process." Paul Chorney, Executive Director of the West Broadway Development Corporation, who will be a guest speaker at the event, states that this workshop "will be a valuable exercise for youth in understanding the process of community decision making and building consensus for change."

If you wish, I would also be happy to come into your class, to briefly talk about the event, and to answer any questions you or your students may have. Feel free to contact me at work at 477-5360 (United Way of Winnipeg), at home 668-9368 or via email at umcruz02@cc.umanitoba.ca.

Please find attached, invitation/registration forms to be passed around in class/handed out to your students. Additional forms are available at the registration/display booth during noon-hour in the cafeteria from May 14 to 17, or please photocopy the form if more are needed.

Sincerely,

Myra Cruz

Appendix K: Invitation/Registration Form

A glimpse of sample activities at the event:

Images – Source: *The Community Planning Handbook* by Nick Wates (2000)

You are invited to a

gordon bell design charrette competition

... to come up with ideas such as:

When & Where
Saturday, June 1st, 2002
9:00 am to 4:00 pm
Gordon Bell High School, 3 Borrowman Place
Gym 100

Why
We, the members of the Gordon Bell Planning and Design Club, would like to involve you in helping us come up with ideas to redesign, landscape, and enhance the Gordon Bell school grounds and building (interior and exterior). We feel that there is opportunity to improve the look of our school, both inside and out. Ideas, when implemented in the future will make the school more welcoming and attractive for current and future students, make the school a better place to learn, and contribute to the revitalization of the West Broadway neighbourhood.

The participants (students, teachers, parents) at the event will be engaged in fun, interactive, collaborative, and hands-on activities to come up with ideas/proposals to enhance the school. Ideas could include, but is not limited to: landscaping with flowering trees and shrubbery or the introduction of native plants and flowers, more seating areas, wall murals and mosaics, etc.

First, second, and third place cash prizes will be awarded to teams who generate the most innovative, yet feasible ideas! Come up with your own workshop team of 7 to 10 participants, and your own team name! Teammates may include classmates/friends, teachers and parents.

Lunch and refreshments provided

Guest Speakers
Paul Chorney, Executive Director, West Broadway Development Corporation and
Faculty of Architecture (University of Manitoba) professor OR practicing professional: to be announced

Funding is provided by the Faculty of Architecture (Endowment Fund Grant), University of Manitoba.

The Planning and Design Club and June 1st event is part of Myra Cruz's (Planning and Design Club facilitator) City Planning Masters practicum research, examining ways to involve youth in neighbourhood planning and design, community development, and community participatory processes.

Questions: contact **Myra Cruz** at work 477-5360 (United Way of Winnipeg), at home 668-9368 or via email at umcruz02@cc.umanitoba.ca

Drop off your team's registration form at the registration booth in the cafeteria from May 14 to 17 during noon-hour. Space is limited. We are accepting approximately 80 participants (or 8 to 12 teams) so please register early! Registration is based on a 'first come, first serve basis.' This will also permit us to make catering/food arrangements in advance. Teams who are accepted/make the deadline will be posted beside Room 119c.

Registration Form

Team name: _____

Recruit a minimum of 7 to a maximum of 10 team members (classmates/friends, teachers, parents).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix L

Gordon Bell Design Charrette Competition

Saturday June 1st, 9 am to 4 pm
3 Borrowman Place
Main Floor Gymnasium

AGENDA

Planning Committee:
Myra Cruz, Dept of City Planning, University of Manitoba
Planning & Design Club students

Faculty of Architecture Assistant Facilitators/Recorders:
Dept of City Planning: Allison Cook, Jason Granger, Nadalene Khan, Roger Lam, Sara Macarthur, Randolph Wang
Dept of Environmental Design: Geraldine De Torres, Jason Herzog, Tara Roy

Photographers:
Mechyslava Polevychok, Heinjie Arado

Introduction to Research Focus / Planning & Design Club & West Broadway Development Corporation (WBDC)

9:00 to 9:10 – Introduction by Myra Cruz, Dept of City Planning, University of Manitoba
Topic: Planning and Design Club prototype – *larger research focus on youth development and enriching community participatory processes.*

9:10 to 9:30 – Guest Speaker: Paul Chorney, Executive Director, West Broadway Development Corporation
Topic: WBDC revitalization/renewal projects and initiatives in the West Broadway neighbourhood, opportunities for youth involvement.

Introduction to Design Charrette

9:30 to 9:35 – Introduction to design charrette by Planning & Design Club students.

9:35 to 9:50 – snack break

Exercise 1: Site Analysis Exercise

9:50 to 10:50 – Site analysis exercise. Tour of school and discussion. The intent is to create a comprehensive site analysis of *existing* conditions (strengths and weaknesses) of the building and school grounds.

10:50 to 11:00 – Team/group presentations

11:00 to 11:05 – Planning and Design Club student presentations of their own site analysis/photographic survey of school.

11:05 to 11:15 – PowerPoint presentation by Myra Cruz, featuring a sampling of schools that have restored/enhanced their school grounds, to generate momentum for idea/design proposal implementation. In formulating ideas, the intent is to respond to the site analysis. Guidelines and criteria for design concepts will be broadly outlined:

- Extend the learning environment outside (grounds for learning/sharing; art, science and geography in the school grounds, etc).
- Introduce nature, vegetation, and biodiversity in the school grounds.
- Minimize the 'institutional' or 'prison-like' look of the building.
- Better utilize underutilized spaces or walls.
- Visually enhance or improve an existing space, wall, entrance and/or walkway.
- Provide a more sensory experience within the school grounds.

11:15 to 11:30 – To be announced.
Topic: Observations/brief analysis of Gordon Bell school grounds and suggested ideas for enhancement. (Note: guest speaker subsequently canceled).

11:30 to 12:00 – Lunch

A video on school ground restoration will be shown during lunch.

Exercise 2: 2D Plan & Design Response to Site Analysis

12:00 to 1:00 – Response to site analysis and envisioning the school in the future. Students will collaboratively work together and draw their ideas to improve/enhance the entire school in plan/schematic format.

1:00 to 1:10 – Group presentations

Exercise 3: 3D Modeling Design Game

1:10 to 2:40 – The creation of a rough 3D model of a specific section or area of the students' plan.
2:40 to 2:50 – Group presentations

2:50 to 2:55 – Planning and Design Club student presentations of their own design proposals to larger audience.

Exercise 4: Strategic Planning Exercise

2:55 to 3:30 – Strategic planning exercise towards idea implementation. The intent of this exercise is to get the participants excited about future implementation and that their ideas can be realized if they have the willingness, energy, commitment, and positive attitude to initiate change.

3:30 to 3:40 – Group presentations

Wrap up: Evaluation Sheets

3:40 to 3:55 – Participants to fill out an evaluation sheet for feedback.

3:55 – Myra Cruz to briefly announce judging process (Planning and Design Club members are the judging panel). Awards will be presented June 11 in the cafeteria during noon hour.

4:00 – Adjournment

Thank you to our funders/supporters

Funding for this research (Planning and Design Club and June 1st Design Charrette Competition) was provided by:

- Faculty of Architecture (Endowment Fund research grant), University of Manitoba
- University of Manitoba Major Outreach Award
- Shaw United Way Youth Connections
- Institute of Urban Studies, University of Winnipeg (book prize)

Thank you to Gordon Bell High School for allowing me to run this club and charrette competition at the school.

- *Myra Cruz*

Appendix M

STRATEGIC PLANNING EXERCISE

2:55 to 3:30 (35 minutes) – You can implement your ideas if you and your team have the willingness, energy, commitment, and positive attitude to initiate change! Think about:

- When do we refine our ideas?
- How do we get sources of funding, recruit volunteers, etc.
- When will we implement our design proposals?

Spend 10 to 15 minutes filling the worksheet out individually, and the last half discussing your ideas with your teammates and presenting it on flipchart paper for everyone to see.

Planning changes in the school grounds

Project title:			
Team name:			
Stage	**Who can help us with this stage?**	**How much time might be needed for this stage and when will this stage occur?**	**How much might this cost?**
Refine ideas and surveying. What maintenance is needed?	Can the Planning & Design Club help us? Y / N If yes, how?		
	Anyone else?		
Present proposals to gain input and agreement from the whole school and community	Can the Planning & Design Club help us? Y / N If yes, how?		

(classmates, staff, principal(s), neighbours, parents).			
	Anyone else?		
Recruit volunteers to help implement design proposals.	Can the Planning & Design Club help us? Y / N If yes, how?		
	Anyone else?		
Find sources of funding for planning stages and for design proposal implementation.	Can the Planning & Design Club help us? Y / N If yes, how?		
	Anyone else?		
Implement our design proposals!	Can the Planning & Design Club help us? Y / N If yes, how?		

	Anyone else?		
Does it work? Evaluate.	Can the Planning & Design Club help us? Y / N If yes, how?		
	Anyone else?		

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