

An Exploration in the Process of Community Participation

Dr. D.W. Penner Schoolyard and Greenwood Park Redevelopment

A Practicum
Submitted to the Faculty of Graduate Studies
In Partial Fulfillment of the Requirements
For the Degree of Masters of Landscape Architecture

By
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1992



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BY

MARGARET ANNE WHITE

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

MASTER OF LANDSCAPE ARCHITECTURE

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Dedication

I would like to dedicate this practicum to my father. He has encouraged me, supported me and, most importantly believed in me - from start to finish. Thank- you Dad!

Abstract

This practicum explores the process of community participation in the design of a concept plan for the Dr. D. W. Penner School Playground and the Greenwood Park site. I worked in partnership with the City of Winnipeg Parks and Recreation Department as a design consultant for the community. I was interested in testing a portion of Professor Charlie Thomsen's process, as illustrated in the *Play Space Design Manual*¹, for designing with community participants. As well, I was interested in discovering the participants perception of their own involvement and whether or not they believed they had made a significant contribution to the design development.

Concept plans were developed for the site through a process that involved students at the school, neighbourhood residents and a core committee of interested parents. The parents were the most active in the project and the results of a brief questionnaire indicated that they believed their involvement to be significant in the development of concept plans for the site. The parents were primarily interested in developing plans as simply as possible. This was achieved but I missed the opportunity to educate the group in issues of children's play that would better prepare them for making sound decisions later.

¹ C. Thomsen, *Play Space Design Manual*. Manitoba Culture, Heritage and Recreation, 1983.

Acknowledgments

The following practicum and case study have been made possible through the co-operation of the City of Winnipeg Parks and Recreation Department, The University of Manitoba Department of Landscape Architecture and Dr. D. W. Penner School Parent-Teacher Association.

I would like to thank the City of Winnipeg Parks and Recreation Department for their support and guidance through the process of selecting a community group and helping me to fulfill the requirements of this practicum. Both John Kiernan and Steve Burgess have been very co-operative and willing to share with me their own experiences in designing with community participation. I sincerely appreciated the faith they had in me as a relatively inexperienced designer. I hope that more students will be given the opportunity to work with community groups through a co-operative effort between the Parks Department and the University.

I would also like to thank the members of my practicum committee: Charlie Thomsen for his wealth of knowledge and experience in the community design process; Ted McLachlan for his attention to detail and his insightful nature; and Jeff Frank for his practical knowledge and experience as well as his sincere desire to participate as a member of my committee. Fatherly concern and encouragement that kept me going when things got a bit overwhelming. Together these people formed a team of critical advisors who were able to combine their individual strengths for a strong guiding force. They carried me through to a speedy completion and hopefully, as you the reader may judge, a worthwhile and challenging practicum effort.

This practicum however owes its greatest debt to the Dr. D.W. Penner School Parents Association. Five core members of the committee gave of their time on a regular basis to work together, with me as a team member, to develop concept drawings for the re-development of the schools' playground. My entire practicum and my faith in humanity is

dependent upon the willingness of ordinary citizens to come together and work for the common good of their community. I truly believe that the world is a better place when we can co-operate and meet the challenges of daily living as a community.

Table of Contents

	Page
Absract	i
Acknowledgments	ii
Table of Contents	iv
List of Figures	vi
Preface	vii
1. Introduction	1
2. Goals and Objectives	8
3. Practicum Methodology	9
3.1 Finding a Client	12
3.2 Establishing a Contract	14
4. Case Study Methodolog	16
4.1 Planning Committee	16
4.2 Terms of Reference	17
4.3 Collection of Information	18
4.4 Site Analysis	29
4.6 Site Program	30
4.6 Inventory Resources	32
4.7 Preparation of Conceptual Plan	33

5. Results of Drawing Exercises and Questionnaires	37
5.1 Results of Verbal Questionnaire - Kindergarten to Grade Three	37
5.2 Drawing Exercise -Kindergarten to Grade Three	38
5.3 Results of Written Questionnaire - Grade Four to Grade Six	39
5.4 Drawing Exercise - Grade Four to Grade Six	41
5.5 Community Questionnaire	41
6. Evaluation of Case Study Participation	45
7. Conclusions	49
8. Bibliography	55
9. Appendices	
Appendix A - Meeting Notes	
Appendix B - Survey and Questionnaire Samples and Results	
Appendix C - Evaluation Questionnaires and Results	
Appendix D - Cost Estimate	

List of Figures

Figure 1a.	Ladder of citizen participation.	3
Figure 1b.	Community participation process diagram.	7
Figure 2a	Context map.	8
Figure 3a	Site plan.	11
Figure 4a	Sample drawing from student exercise.	20
Figure 4b	Sample drawing from student exercise.	23
Figure 4c	Sample drawing from cut and paste exercise.	27
Figure 4d	Concept plan.	36
Figure 5a	Neighbourhood Survey Results	42
Figure 5b	Neighbourhood Survey Results	43
Figure 6a	Evaluation Results	46

Preface

My own interest in community participation in the design process stems from several brief encounters with community groups in design studio projects during the final year of my undergraduate study. Under the instruction of Professor Charlie Thomsen, I had the opportunity to work with both a school group and a neighbourhood group. Concept plans were developed for both of these projects by each student in the design studio. These designs were presented to the respective groups for further study and development. The following summer break, in my home town of Nanaimo, I was asked to help a group of theatre people and musicians design and build a small park where they could perform. At this point in my education my design skills were limited, my knowledge of construction practices non-existent and my sense of what was realistically achievable naive. Nevertheless, in a period short of two months, Cappy Yates Park was designed, funds raised, donations made, a park constructed, a grand opening celebrated (including presentations by the Mayor) and crowned by a wonderful showcase of local and out of town performers throughout the summer months and into the next few years. The sheer magnitude of enthusiasm and pride made this project a monumental success and provided a much needed facility in the core area of the city.

The impact of my involvement in the design and construction of Cappy Yates Park has had an enormous influence on my ideals and design interests. There was an immense sense of satisfaction and reward felt as I observed people and was engulfed in their joy of accomplishment. It is difficult to express how local citizen energy and enthusiasm can affect what I believe is good and worthwhile in our cities. I hope the legacy of Cappy Yates Park will be shared with many other communities throughout my career, as I carry on with a sincere interest and desire to participate in community design projects.

The Park was of course not without its problems. I made plenty of poor design decisions, even more poor construction suggestions and there were supervision problems

that led to oddly painted benches and a very green gate to name a few! I hope that research into the experiences of other professionals, experience of my own, and some knowledge of the theories in the area of community participation will guide me and reduce the mistakes made in the future, increase the quality of work and maintain a real sense of meaningful participation by all those involved.

1. Introduction

The following practicum looks at community participation in the re-development of a playground. The focus is on the development of concept drawings for the playground and the participation of the neighbourhood residents in the design process. The practicum includes an actual case study where I have had the opportunity to experience first hand how a community responds to different activities designed to get them involved in the process of design. Following the case study I questioned a segment of the community, (the residents on the development committee overseeing the development of the site), about their participation and if they believed it to be significant. Following this, I assessed the results and together with the practical experience gained from the case study I have made comments and recommendations for future projects of this nature.

The practicum is divided into six sections. The first section, the introduction, you are now reading. It introduces the topic of community participation in design and discusses some of the issues that will affect the case study. The following section introduces my goals and objectives for this practicum, following which is a description of the overall practicum methodology. This can be found in section 3. The next two sections outline the case study which has been conducted within the practicum itself but has its own methodology and follows a process unique to projects of this nature. I assisted a community group in the development of concept plans for a joint use schoolyard and park site. The case study methodology follows a process developed by Professor Charlie Thomsen of the University of Manitoba¹. I have done additional research in support of Thomsen's work, but for the most part, I have stuck to his previously developed and tested model. A detailed description of the case study and the

¹ C. Thomsen, *Play Space Design Manual*. Manitoba Culture, Heritage and Recreation, 1983.

results of surveys and questionnaires assessing community needs can be found in sections 4 and 5. Following the development of a concept plan for the playground, I have concluded the practicum with a brief assessment of the process as mentioned previously and a description of this assessment. This description and the results can be found in section 6.

I believe there is real value to be gained by a community when its residents work together as a group to deal with local issues and get involved in making decisions that affect them. I believe that any effort made to bring communities together and to strengthen the ties within that social environment will contribute to a community that is able to work together as a single body and effect change when necessary. An activity as simple as a block party allows neighbors to come together and share with each other and enjoy the company of one another in a comfortable and easy setting. Getting together and doing something as a group encourages cohesiveness and strength in the neighbourhood. This cohesiveness allows that neighbourhood to mobilize and act as a whole when faced with a challenge, and to effect change at a scale that would not be possible for an individual.¹

This notion of people working together and initiating change is discussed fully by J.A. Christenson and J.W. Robinson in their book, "Community Development in Perspective". The editors caution us however, that not all community participation necessarily leads to the strengthening of the community. A community development project must be geared toward empowering the community so they are better able to act on their own behalf. Sherry Arnstein² has researched more fully the various degrees to which the myth of citizen participation has been under the guise 'beneficial and good

¹ J. A. Christenson and J.W. Robinson, *Community Development in Perspective*. Ames, Iowa State University Press. 1989.

² S.R. Arnstein, "A ladder of Citizen Participation". *American Institute of Planners Journal*. July 1969, pp. 216-224.

for the community', when it has often been a placating of citizen outcry for political gain and power control.

In her research Ms. Arnstein has found that not all participation is significant enough in nature to create a real sense of control and power on the part of the participant. She believes there is a critical difference between going through the empty ritual of participation and having the real power needed to affect the outcome of the process. Her typology of citizen participation is illustrated in figure 1a. This ladder is an over simplification but does illustrate the dynamics of power and how some institutions maintain their share. Community participation projects that foster a sincere desire to redistribute the power from government to the local neighbourhood would encourage a level of participation that begins at rung 6 and continues on upward. This involves a negotiation between citizens and power holders to redistribute power, and to share in the planning and decision making responsibilities. Participation at this level will give communities the skill to initiate and sustain change at a local level and to solve their own problems.

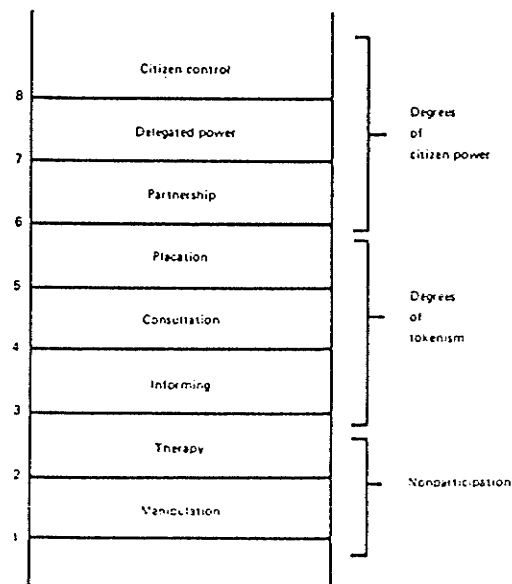


Figure 1a: Ladder of Citizen Participation, From " A Ladder of Citizen Participation", *American Institute of Planners Journal*, 1969.

Christenson and Robinson discuss three approaches to community development - two of which are useful in this discussion. The self-help approach, which assumes people working together can improve their situation, is a practical solution to problem solving that can lead to a stronger sense of community and provide a foundation for future collaboration¹. The technical assistance approach recognizes that not all communities have the necessary resources to draw from and may need to seek outside help. Randolph Hester, a well known proponent of community participation in design and a Professor at the University of California Berkely also recognizes that "even the most independent citizen-initiated and controlled project can usually benefit from the designer's ability to suggest and explain form alternatives to the problems."²

Sanoff writes, "any form of participation requires a re-examination of traditional design procedures to ensure that participation becomes more than an affirmation of the designer's intentions."³ An approach to design that will lead to the building up of the community as an entire unit by drawing on the residents as a resource, will be of the greatest benefit by providing the neighbourhood not only with the object of design but with a legacy of self control and power that may be needed in the future to deal with other local issues and problems. Landscape architects are often involved in making changes at a local level in a neighbourhood environment. As design consultants and facilitators we are asked to use our professional judgment and previous experience to make decisions. Hester suggests that the standard skills, methodologies and policies, of the landscape architect ill prepare him/her for "designing socially suitable, livable neighbourhoods"⁴ that allow for the growth of individuals and the change of neighbourhoods in a context of holistic community development. He believes a new

¹ J. A. Christenson and J.W. Robinson, *Community Development in Perspective*. Ames, Iowa State University Press. 1989.

² R. Hester. *Planning Neighborhood Space*. New York, Van Nostrand, 1984.

³ Henry Sanoff, *Designing With Community Participation*. 1978.

⁴ Hester, 1984.

approach is needed to prepare designers for working with local citizen participation. There is the opportunity to involve the local residents in the decision making process by providing for community involvement. Depending on the circumstances and the constraints of the project, it may be possible to guide a process that will contribute to a strengthening of the community, by encouraging residents to work together and to make a significant contribution. Landscape architects are able to foster both development within a community and I believe, to foster a strengthening of the community.

There has been considerable research into the theory of community participation in design within the past twenty years and many theories have evolved that are intended to guide the design consultant into this often unexplored territory. Professor Thomsen of the University of Manitoba has done considerable research into the process of community participation and has worked with many groups in developing projects in their neighbourhoods. He has developed a theoretical process that describes how communities can initiate a project and carry it through to a successful completion. This process is described in detail in his *Play Space Design Manual*,¹. I have followed this process in the case study outlined in later chapters. I have also done additional readings into the work of other practitioners who have similar interests and who have written about their experiences and theories. Professor Thomsen's process, as described, is the most complete and appropriate for the the scale of project undertaken in this case study.

The City of Winnipeg, presently and in the past has made efforts through various projects and departments to encourage resident participation in the design and development of various community projects.. Our society is becoming increasingly more complex. The smallest of communities are linked to entire networks of interrelated, interdependent, larger communities, reliant on global economic trends.

¹ Thomsen, 1983.

The dwindling resources of a centralized government and its continuing challenge to recognize and deal with local problems at a local level are forcing many communities to take action themselves. Not all communities have the necessary resources to act independently and may, as a result go without. It is worthwhile for our society as a whole to encourage the development of independent and strong communities able to initiate and sustain the process of social, economic, cultural and environmental change for their own well being. The city of Winnipeg's efforts to manage and solve issues, by encouraging residents to get involved in local projects, affords people the opportunity to effect positive change in their own neighbourhood.

McKetric Park in Winnipeg was one of the earlier projects in the city where local residents, in 1974, took it upon themselves to re-develop a local city owned park through a process of community involvement. At the time this was a new phenomenon and the City Parks Department had no policies or programs in place to deal with the residents desires. The community was fortunate enough that they had the resources and will within, to carry the project through to a successful completion. The Parks Department was able to give them assistance but this was a precedent setting project and both parties were learning as they went. The City of Winnipeg Parks Department now has resource people on staff able to better assist and guide the residents of local neighbourhoods through a process that encourages participation in the development and re-development of parks and playgrounds on city owned land.

It is this program of community outreach that I have tapped into for this practicum study. I have worked with a community group in the re-development of their school playground and joint use park site as a demonstration of Professor Thomsen's process of community participation in design. As a design consultant I have worked in association with the City of Winnipeg's Parks and Recreation Department. It is my personal belief that this community, through a process of community participation will

not only gain concept drawings for a new park and playground but will be better prepared to deal with more challenging issues in the future.

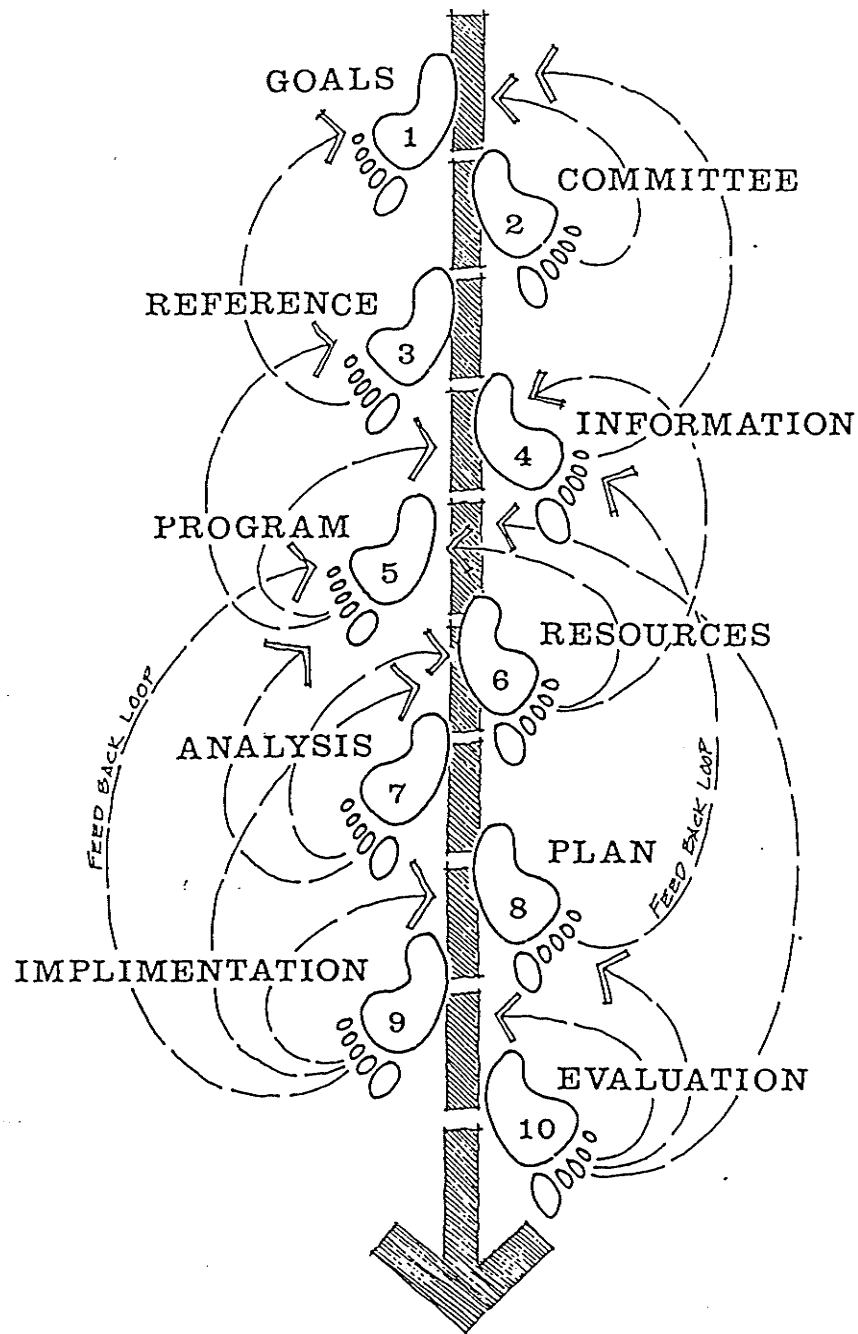


Figure 1b: The Ten Steps involved in the Process of Community Participation in Design. From C. Thomsen's, *Play Space Design Manual*. Manitoba Culture, Heritage and Recreation, 1983.

2. Goals and Objectives

The goal of this practicum is to participate as a design consultant in a real setting with a community group. I will work in partnership with the City of Winnipeg Parks Department and the Dr. D.W. Penner School Parents Association to develop concept plans for the re-development of the Dr. D.W. Penner Schoolyard and Greenwood Park site.

My objectives are to gain a better understanding, through personal experience, the process of designing with community participation. I will evaluate a portion of the process where community members, who are part of a development committee, have had the opportunity to participate in the design of the playground. I plan to answer the question - Is participation perceived as significant by the participant and in what way can it be improved?

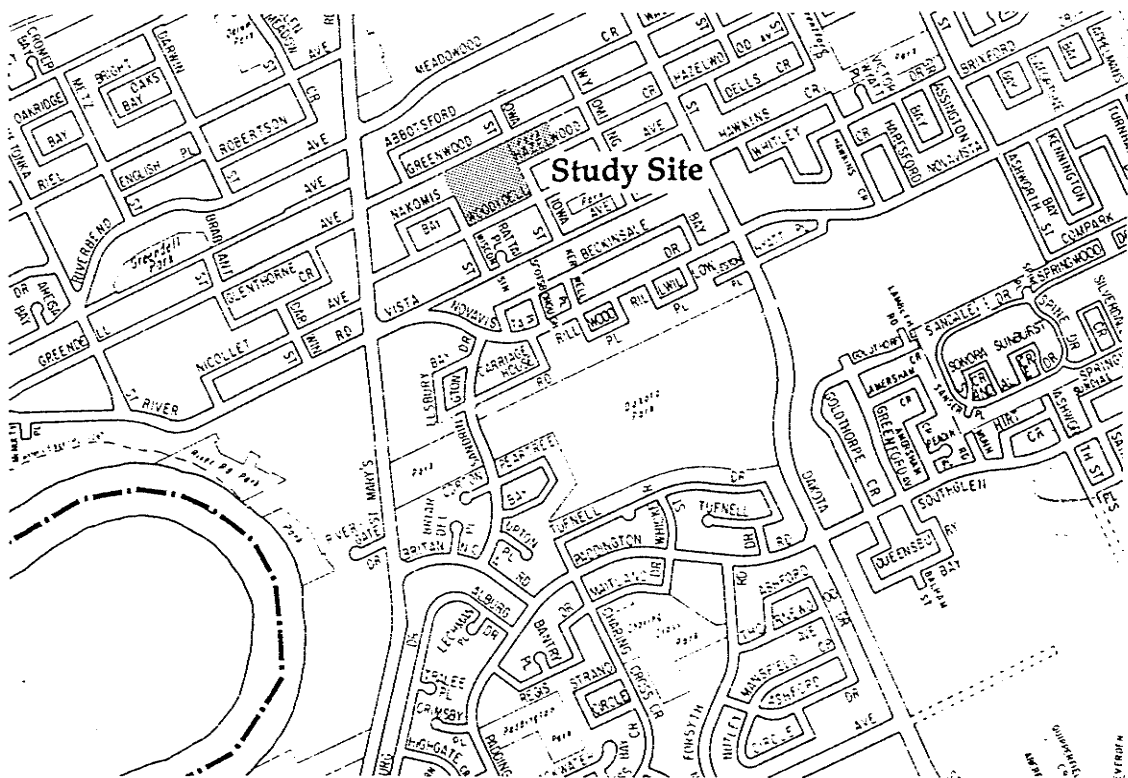


Figure 2a: This map shows the neighbourhood context of the Dr. D.W. Penner School Playground and the Greenwood Park Site.

3. Practicum Methodology

The following section outlines the entire methodology I have gone through in order to satisfy the requirements established in my goals and objectives statement. Within this process is a case study which in turn has its own methodology. As mentioned earlier in the introduction, the methodology followed in the case study has been developed by Professor Charlie Thomsen of the University of Manitoba and is discussed and illustrated in the *Play Space Design Manual*¹. A full discussion of the the case study methodology and my resulting observations can be found in section 4. This practicum is not limited to the case study and as described in section 2, does involve some additional objectives which I will now review.

Many of the projects Professor Thomsen has been involved with have been undertaken in a university setting. The University is a valuable resource to the community and fills a niche not filled by other institutions or private sector industries. It is not the role of the University to replace other services but to act as an instrument to test ideas and educate our society. The participation of students in community projects satisfies an educational need of the University, as well, provides a service to a community that would have less opportunity of accomplishing its goals otherwise. Early on in this project, prior to the selection of a community group for the case study, the City of Winnipeg Parks and Recreation Department expressed three specific concerns with regard to 'student' participation in the design of a public open space where the student is acting as a design consultant. The Parks Department was concerned that a student's inexperience would inadvertently raise unrealistic expectations of the community group. The community group may then become disillusioned and angry and turn to the city to 'mend' the situation. This does not need

¹ Thomsen, 1983.

to be the case. All student work conducted through the University is supervised by professors, who are trained and experienced professionals. This supervision is intended to guide the student in making appropriate and realistic design decisions for the development of the proposed project and will ward against poor judgement from lack of experience. The community is aware that they are asking for student assistance and should be made aware that there is a learning process in progress. With suitable supervision and guidance, a student can provide design assistance to a community group, acting professionally and within the bounds of what is realistically achievable for that group. Through a co-operative effort, students and the Parks Department can successfully work together serving the needs of our cities residents.

The Parks Department was also concerned that a student would be providing a service at no charge that could be contracted out to a paid professional. The specific concern lies in the anticipated negative reaction of practicing consultants to this situation. It is not the intent of the University to replace services provided for by the private sector. If a community were in the financial position to hire a practicing professional to do the job it is likely they would. Rather, a community with little money and a willingness to share in the learning process of a student, can benefit from the partnership.

The third concern raised is one of liability. The student would be providing a design developed through community participation. Were the design then carried through to construction drawings and implementation by the student and the community group on city-owned land, which party would be liable for damage due to loss or injury as a result of poor design decisions? By working in partnership with a licensed professional, or in co-operation with the City of Winnipeg Parks and Recreation Department where the licensed party is the approval authority and is responsible for checking all drawings, a student can overcome the problems of liability. Most student projects however, are not carried as far as construction drawings, but are provided for

at the concept stage. These plans are not drawn for construction purposes, but are intended to suggest to the client a possible solution.

The City of Winnipeg chose to be the authority overseeing the development of concept plans for the re-development of the Dr. D.W. Penner School and the Greenwood Park site. They had previously made a commitment to the community group to assist in the re-development of the park but were prepared to give over the task of developing concept plans to me. They believed I could provide the needed service to the community group and that I would have more time to spend on the project. The Department would be relieved of the task and able to spend more time on other projects.

The first order of business following our partnership was to locate a community group that was in need of design assistance and interested in a liaison with me. The following section reviews that process and how a partnership was established.

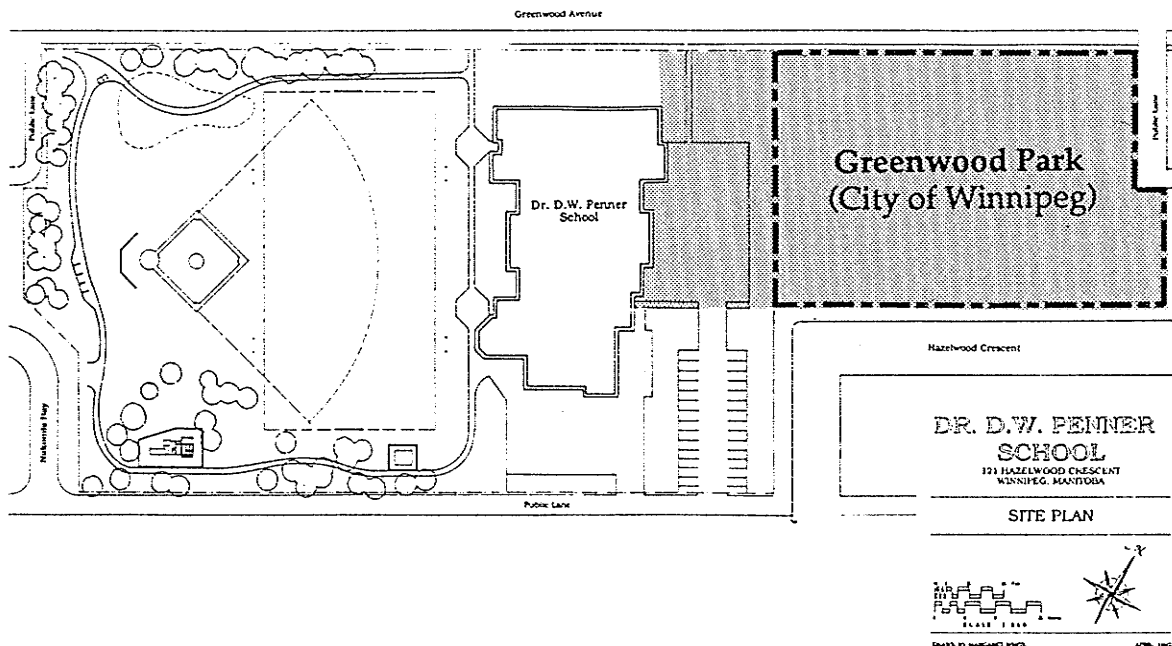


Figure 3a. Site Plan of the Dr. D.W. Penner School Playground site and the Adjoining Greenwood Park site. The shaded area is the limit of the project.

3.1 Finding a Client

This practicum involves a case study and the application of a methodology under real circumstances. I needed a client who was in need of a design consultant and willing to work with a student. I established the following criteria as they relate to my goals and objectives to aid in my search. This meant that I needed:

- a group that was already established and well functioning.
- a group that had a similar time frame in mind as my own or was prepared to adjust.
- a group that had a realistic impression of what was achievable in the amount of time available.
- a group that was committed to the community participation process.
- a group that was in need of design assistance.
- an approved site for development.

In order to fulfill these requirements I made contact with various Departments in the City of Winnipeg, one of which included the The Department of Parks and Recreation. Through the Parks Department I was put in contact with a parents group at Dr. D.W. Penner School in South St. Vital (see location map, Figure 2a). They met the above criteria and had one meeting with the City Parks Department before being introduced to me. The group wanted to have a design complete before the end of June which was the end of the school term - beyond which it becomes difficult to contact people and plan meetings around holidays. They had realistic expectations for the re-

development of the existing park site and had expressed an interest in the process of community participation. They had the City Parks Department's support and were ready to move ahead when I got involved. The Department was prepared to provide design assistance but I agreed to take on this task on behalf of the City of Winnipeg, as a design consultant, in order to fulfil the needs of my practicum. The Department was not free to spend as much time on the project as I was and they recognized the value of my assistance.

I have worked closely with Steve Burgess, a Recreation Supervisor for District 5 of the Parks Department. He would ordinarily oversee the design development of the site and act as the liaison between the Department and the community group. He made the initial contact with the group and reviewed with them the level of assistance that could be provided through the Parks Department. After I became involved, Mr. Burgess remained the primary contact and attended all meetings as well as giving me helpful guidance through the entire process.

The site included a small portion of school property immediately adjacent an existing City park (see site plan, figure 3a). The adjoining properties functioned primarily to serve the needs of the school and there was little indication that the site was anything other than school property. The west side of the school was re-developed about ten years ago and was functioning well. The properties east of the school however had outdated equipment that were badly in need of repair. The grounds themselves had little to offer in responding to need and in stimulating children's play.

Once contact had been made with the community group it was necessary to establish a contract between the three involved parties: my self, Dr. D.W. Penner School Parents Association and the City of Winnipeg Parks and Recreation Department. This was not a written document but was a verbal contract of what my responsibilities were to the group and, what I hoped to gain from their participation. The following section reviews that contract.

3.2 Establishing a Contract

A co-operative agreement was reached between the City of Winnipeg Parks Department, the Dr. D.W. Penner School Parents Association and myself with regards to the conceptual design development of the park space. I agreed to work through a process of community participation in the design process, as outlined in the *Play Space Design Manual*¹ with the parent group, under the supervision and guidance of the Parks Department. My mandate was to generate a conceptual design for the re-development of the playground by June 30th and to generate color drawings of the plan for fund raising purposes by August 15th. The Parks Department would develop preliminary cost estimates, aid in grant applications and oversee implementation of the design.

Following the contract development the work of the case study began. The case study represents only a portion of the entire process necessary for the re-development of a park site. This process in its entirety is not the focus of this practicum. I have looked at that portion where the community group has the opportunity to be directly involved in the design of the site. I have then evaluated that involvement by questioning the participants on the development committee about their participation and, whether or not they believed they had as individuals and as members of a group made a significant contribution to the final design development. I also asked if they would like the group to be as involved, more involved or less involved were they to participate in a similar project in the future. This questionnaire and the results are included and discussed in section 6.

¹ Thomsen, 1983.

Based on the results of that questionnaire, observations made during the case study, my own experience with other projects and a literature review I have made some recommendations for future work in this area.

4. Case Study Methodology

The project selected as the case study for this practicum was initiated by a parents group at Dr. D.W. Penner School. The parents wanted to improve and expand the play environment for the younger children at the school. Currently play is limited to the east side of the school during recess and lunch breaks. The playground on this side is equipped with outdated equipment, badly in need of repair, and insufficient in quantity for the numbers of children who play there. It was decided that the east side of the playground should be re-developed to foster a more enriching play environment. The playground is partially located on City of Winnipeg School Board property and partially located on City of Winnipeg Parks property and needs the approval of both parties prior to any development. The City Parks and Recreation Department has the expertise in park development, and will oversee the development, as well the majority of the site is on their property.

I became involved in the project after the parents contacted the City of Winnipeg Parks and Recreation Department for assistance. The Department was aware of my interest in working with a community group in the development of a park site and felt this would be a good match. The following section is a step by step account of my involvement, and includes my observations made during the process.

4.1 Planning Committee

Prior to my involvement the school parent and teachers association established a separate planning committee from interested parents to plan the re-development of the playground. This committee approached the City of Winnipeg's Parks Department for assistance and two representatives joined forces with the group and began looking at their options. At their first meeting with the Department representatives, the parents

expressed an interest in being directly involved with the development of the playground. I was recommended to the group as a design consultant, who could help in the collecting of background information, developing a program and finally assisting in the design of concept plans through a process of community participation. The group welcomed my assistance and we worked through the details of our partnership at our first meeting. This was the second meeting the parents had had with the Parks Department, and so they also worked out at this time the scope of the project, and the role that the Parks Department would play in its development.

4.2 Terms of Reference

At our first meeting Steve Burgess, the primary representative from the city, discussed funding availability with regards to grants, approval authorities with regard to design implementation, and liability and maintenance responsibilities¹. This is a joint-use site involving both the School Board and the Parks and Recreation Department and it is likely that the agreement presently in place for the site's care will continue.

I agreed to investigate other park facilities in the area and the amenities they provide as well as the area served by the school and its boundaries. Accessibility of the playground re-development for disabled kids was also discussed and became an issue considered in the final design.

The objectives of the group were confirmed and supported by Mr. Burgess. The Parks Department was in favour of the re-development of the east side playground at the Dr. D.W. Penner School and Greenwood Park site. This is a joint use site of adjoining properties. The community would be responsible for raising funds for the development and the Parks Department would provide their expertise and advice in the

¹ See Appendix A for notes from that meeting (April 9).

process. With my assistance as a design consultant we would work towards the development of concept plans for the end of June, keeping in mind the reality of financial support and the potential outcome of fundraising activities. It was assumed that project implementation would be phased over a number of years to keep pace with finances. My job was to help the committee collect background information and to help them develop a conceptual plan for the site. I also agreed to prepare drawings of the proposed plan for cost estimating and another presentation drawing for fundraising purposes. The Parks department would prepare the cost estimates and share in the collection of background information. Mr. Burgess and his assistant Ken McKim would attend all meetings and guide the funding application process and offer advice. The Parks Department would continue to be involved after my responsibilities were complete, and would carry the project through to implementation.

4.3 Collection of Information

The first task at hand was to find out what we could about the needs and desires of people who use the site now and those who may use the site in the future, if its amenities change. The primary users of the site are the students, both the younger students who use the site during school hours, after school and on weekends, and the older students who also use the site after school and on weekends. The other users of the site are local residents. This is a neighbourhood park and does not attract people from a very wide area. Several different techniques were used to involve the students and the residents of the neighbourhood in the development of program objectives. The next three sections are divided according to user group. The first section 'Student Drawing Exercises and Questionnaires - Kindergarten to Grade Three', describes the techniques used to survey the younger students at the the school. The following section 'Student Drawing Exercises and Questionnaires - Grade four to Grade Six',

describes those techniques used to survey the older students and finally the third section 'Neighbourhood Questionnaire', describes the techniques used to survey the community. Following each section are my own observations of the process and what I might change or repeat next time.

i Student Drawing Exercises and Questionnaires

Kindergarten to Grade Three

The students who use the east side of the schoolyard (kindergarten to grade three), participated in both a drawing exercise and a verbal questionnaire. These children were surveyed separately from the older kids because they use a separate playground during school hours. The classroom teacher was given a booklet with colored blank paper in it and the kids were asked by a parent volunteer, Ms. Barbara Bilodeau, to draw their ideas for a new playground in the booklet at some time during the week. The classroom teacher was asked to administrate this and to collect the drawings at the end of the week for pick-up by the planning committee. Ms. Bilodeau and I also took an afternoon and went to each classroom and asked the kids to respond verbally to a variety of questions about their playground. The questions were adapted from the written questionnaire provided in the *Play Space Design Manual*.¹ Their answers were recorded by both Barbara and myself.

Observations

The return rate on the drawing exercise was not very high. Only three of the six classrooms who were asked to participate actually turned work in. I think that perhaps too much time was given to the class to complete the task and that it may have been set

¹ See Appendix B for a copy of the Questionnaire

Figure 4 a. Sample of drawing exercise done with students in Kindergarten to Grade 3.



aside and forgotten. The planning committee could have communicated to the teachers their desire to include the children in the development of the playground and given the teachers more opportunity to participate. I think things were often thrust upon the teachers, who were left to administrate, rather than to have some input. Were they more involved, there might have been a higher return rate, as well, perhaps the teachers themselves could have given their own personal input as educators. Without involving them, potential for difficulties later on increases. Teachers, because of the role they play as playground monitors during recess and lunch breaks, will see the final design solution differently than will the parents on the committee and may have some very real criticisms that were not anticipated. The parents often commented that the teachers were very busy and that they have enough to do already. It is of course possible to include only those people who are willing and have the time. I do not know under what circumstances the teachers were asked to participate, and as a consultant I can only make recommendations.

The other exercise done with the younger children was the verbal questionnaire. This method did present some difficulties. Once one child had responded to a question, other kids were biased to answer in a similar manner with a similar type of activity. For example, if a child suggested that baseball was his favorite activity, the next response by another child was most likely a sport of some type. If a child gave an unusual response like 'Disneyland' as his/her most desirable addition to the playground, the next response was likely to be as far-fetched. As a consultant in the process, I believe there is an advantage to participating in this exercise with the students than to reading results. I gained a unique understanding of the kids and a strong sense of their enthusiasm for various activities that was not revealed in the written responses given by the older kids. These were immeasurable and intangible senses, but in my opinion very valuable and a highlight of my participation in this project. For a participant on the planning committee to interact with the students in this way and to

experience first hand, their enthusiasm and sense of wonder, expressed so personally, was "fuel for the fire", and reinforces the value of community participation in the process of design.

The frequency of response was recorded, but is not a fair representation, because children tended not to repeat an answer already given. Also the classroom teacher was inclined to give direction to the students. This seemed unavoidable, although we did ask that the students not be given any prompting. The questions asked were selected from the written questionnaire handed out to the older students. This was a very time consuming method. It took an entire afternoon to complete 6 classrooms and only 5 questions were asked in each. The responses were complete and there was little ambiguity in their meaning. The children tended to be very communicative when speaking. It was also easy to solicit more information if necessary. I would repeat this exercise in the future given the opportunity. I would recognize its limitations as not particularly "scientific", but also understand what can be gained personally through interacting directly with children who play and love to tell you about it.

ii Student Drawing Exercises and Questionnaires

Grade Four to Grade Six

The older students - grades four to six - who at one time used the east playground but now use the west playground, were also solicited for ideas by one of the parents, Don Carlow. They were asked to participate in a drawing exercise and a written questionnaire. The students were asked to draw their own playground as it exists presently and a future scenario. This exercise was taken directly from the *Play Space Design Manual*¹. These drawings were picked up a week later. Mr. Carlow

¹ See Appendix B for a complete description of the exercise.

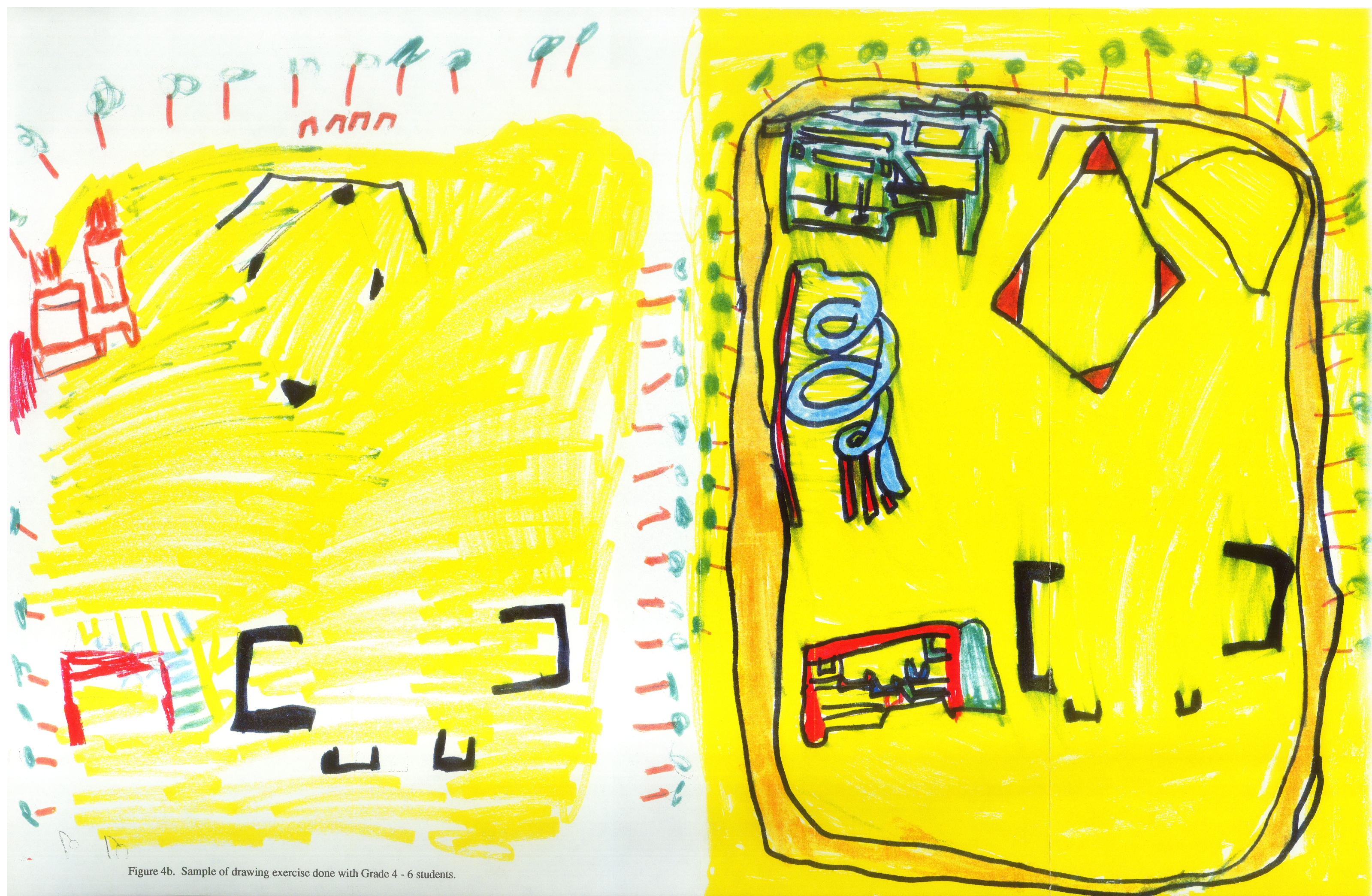


Figure 4b. Sample of drawing exercise done with Grade 4 - 6 students.

distributed the written questionnaire, again taken directly from the *Play Space Design Manual*¹. The students answered it while he was in the classroom.

Observations

The written questionnaire was helpful in suggesting to the planning committee what the older children find exciting about the west playground and what might be successful on the east side for the younger children. The older children have plenty of equipment to play on and the younger children have very little. By asking the older ones what is appealing to them, the committee thought they could make some generalizations about preferences. The parents recognized that while the younger children do have different needs there is still a responsibility for the committee to plan a joint use site, intended to serve the entire community not only the younger children.

Many of the written responses were unclear and could be interpreted in different ways. The responses tended to be short (one or two words) with no justification. For example, when asked "What do you dislike most about the playground?" 16 children said the playstructure. At first glance this might indicate that the children do not like the play structure and that it should be removed. What the answers do not reveal is that the children may have given this answer because they believe it is too small and could be made bigger, or that it needs to be located closer to the school or that the structure has too many slides and not enough climbing things. There are a host of possible reasons for their responses and each would suggest alternate action be taken. The questionnaire, by its nature, asks children to write, when their writing skills are limited and in some cases quite poor. As a result the students gave as brief an answer as possible to the questions. An alternative might be a tour of the site with groups of children talking about the playground, their likes and dislikes. Another alternative

¹ See Appendix B for a copy of the questionnaire used.

would be to change the questionnaire and ask children a question and then ask, "Why?".

Another problem I discovered with the questionnaire was the way the questions were organized. Many of the children had difficulty with two-part questions. A question was asked, then the child was asked to respond for a winter situation and then a spring and summer situation. Most often the child responded only once or as if they preferred one season over the other. Several children actually circled a season rather than responding at all. If the questions were re-written fully each time, it would be less confusing. Another problem I discovered was in the wording. Some children had difficulty differentiating between things and places. Several of the responses were given in the form of an activity when the question asked for a place. This could be resolved by the administrator of the questionnaire giving a brief explanation of the questions with care not to bias the responses.

The drawing exercises went smoothly and for the most part uneventful. Again not all the drawings were received from the classroom teachers. The images presented confirmed much of what was derived from the questionnaire. I think more time went into the drawings and from the quality of work I think the students enjoyed the experience. I had expected to see a lot of unusual and creative images produced in the "ideal" playground. Instead there tended to be a lot more or a lot less of some preferred or disliked activity that already exists on the playground. When the drawings were side by side, it was easy to see how the child visualized the present playground and how their desired changes related to it. Perhaps if the students were asked to draw their "ideal" playground independently of being asked to draw the existing playground, they might not be predisposed to draw such similar environments.

I think it would have been useful to ask these students to imagine the east playground and how they might like it to be when they use it after school and on weekends. As it is, the information gathered so far is only useful in showing us what

the children prefer on the west side and what changes they would make. These are changes not under the present mandate of this committee and I hope it was made clear by Mr. Carlow and the classroom teacher, to the participating students why they were asked to make suggestions, because they may be very dissatisfied otherwise.

iii Neighbourhood Questionnaire

The park is a neighbourhood park and the local residents should be given the opportunity to contribute to the design for the same reasons that the children were. An experienced design consultant may be able to provide a very suitable solution for the site and it would likely suit the needs of its users well. The assumption with community projects is that by involving the local community, you allow them the opportunity to have some influence in the outcome, thereby providing them with a real sense of accomplishment and satisfaction. To a designer, the local residents can be invaluable in providing an intimate understanding of the neighbourhood, its people and the site. They live and work in the area and see things in a very personal way. The planning committee did not include members of the community who did not also have an interest in the school and I, along with Mr. Burgess, recommended that they survey the entire community as a means of getting their input.

As it turned out, residents who had children attending the school and some residents with properties facing the site were the only community people asked for their input into the future playground. The parents believed this would be the easiest group to test and would give them the information they required for the development of a site program. The surveys went home with students in the school and were returned in a similar fashion. Surveys were hand delivered to those residents adjacent the site property. This method of survey does not guarantee a representative sample of the local population. Therefore, support documentation was provided by the Parks

NAME: Laura S.
AGE: 10
CLASS: R.M.14

Please return to Dr. D.W. Penner
School by Friday, May 22, 1992

DR. D.W. PENNER
SCHOOL
BUILDING



HAZELWOOD PRESENT

THE CITY OF WINNIPEG
PARKS AND RECREATION DEPARTMENT
ST. BONIFACE - ST. VITAL COMMUNITY



Figure 4c. Sample of "cut and paste" exercise included with neighbourhood survey.

Department of demographic characteristics in the neighbourhood to show where errors in sampling occurred.

The Parks Department had a survey that they had used in previous studies of this nature and it was adapted to suit this site. The parents provided a covering letter that would go out with the survey to explain the project and ask people to complete the survey by a given date and to return it. Included in this survey was a cut and paste exercise for the children of the home to occupy themselves with while the adult members of the family completed the written portion. The survey was intended to be a co-operative activity and the cut and paste exercise was used to foster participation from the children. The cut and paste aspect of the survey had not been used before by the Parks Department. It was the parents idea and was not intended to provide any useful information¹. The exercise is believed to have served its purpose and Mr. Burgess is considering adapting it to use again for other community participation projects.

Observations

I think the parents were committed to finding out the needs of the entire community but did not have a solid grasp of sampling techniques and statistics to understand how a change in the sample will alter the significance of the results. I relied on Mr. Burgess advice, and although he preferred an entire blanketing of the community and recommended it, he did not feel this was such an important issue and neither of us pushed hard. The parents were concerned about time and wanted to get the survey back as quickly as possible so we could continue. The sampling error was judged not to be a significant influence in the development of program elements as the information gathered is intended to guide the process, not provide a definitive solution.

¹ See Appendix B for an example of the entire survey sent home with the students. See figure 4c for an example of a cut an paste exercise that has been completed by one of the children of a neighbourhood family.

Sending the survey home with the students worked well and was easy to administer. When time is a factor in the future, students could be helpful in distributing questionnaires. The students could take the survey home, as well, they could give it to a couple of neighbours. They could also pick it up from the neighbours and return it to the school when they return there own. This might be a good solution to the time factor while ensuring a valid sample is made. The overall collection of information from users of the site was successful and the results have been tabulated and are shown in section 7 of this report.

4.4 Site Analysis

I began the site analysis by familiarizing myself with the site and its neighbourhood context early on in the process. I drove around the area and walked, getting accustomed to the most often used access points to the site. I watched both children and adults using the site at different times of the day. I made several site visits to locate existing trees, note drainage problems, and make measurements to develop a more accurate base plan than the one previously provided. I also listened to the parents and their own accounts of how the site is used by both the school kids and the greater community. I watched the children as they used the site and moved through it. I made note of the student's comments when we involved them in the drawing exercise and surveys. Often they would raise issues that were important but not directly related to the task at hand. This information combined with my own knowledge of sun, temperature, wind and soil conditions in this region provided me with a good understanding of the site and how it functions.

I presented a basemap to the committee that included both east and west playgrounds, the school building, adjacent roads and parking. I made a few general

comments with regard to the site and my observations. The parents contributed to this and I made notes for later reference.

Observations

The analysis of the site is an important step in understanding what is appropriate for the site. As a consultant it is easy to collect the necessary information quickly and efficiently for a site this small and to present that information back to the group. In retrospect, I think I should have involved members of the committee in this process. Not only would they understand the site better, but they would have had the opportunity to simply be involved and know what's going on. I could easily have taken one or two members of the committee with me to measure the site and to locate trees. It seems like a trivial task, but I think several of the parents would have enjoyed the activity and would likely remember this form of participation longer than they would another committee meeting.

4.5 Site Program

It is important to remember this entire process is cyclical and that many steps repeat themselves or occur simultaneously. Although the committee had a specified meeting where program development was to be discussed and finalized, ideas were continually floating around from day one suggesting possible site features. Many of the ideas did not change but were supported by the information gathered from the surveys, drawings and questionnaires. As we continued to meet and discuss the project, an intuitive understanding of what is appropriate began to develop among committee members. By the time the results were presented there were no real surprises and therefore no misunderstandings of what should be done next.

Mr. Burgess used his experience to help us sift through the results of the survey that went out to the community and to make recommendations for the development of specific features that would be realistically achievable within the proposed budget. No funds have been raised to date, and until they are, all decisions are speculative. Nevertheless, the committee by this point had agreed to the key features to be included in the park design.

At the top of this list is a hill of some type. The children responded overwhelmingly in favor of the hill on the west playground both in their drawings and in their written and verbal responses. Slides, swings and climbing things were also favorite items and selected as items to be incorporated. The committee agreed on two separate play structures. One would be larger than the other. The smaller of the two would focus on accessibility for disabled children. One of the parents also suggested a giant sea-saw. In her experience, this was a favorite play thing for children and could also be used by disabled children. Other Items to be included are listed below.

- Walkways
- Seating areas
- Several different play areas
- Tire swings
- Tot play space
- Sand play
- Play house
- Field space
- Re-use of old equipment

The project will be phased over several years. No decisions have been made yet on what features will be constructed first. This will happen at a meeting following the completion of cost estimates in mid-August. It has been discussed, and the parents

want to be sure that the first items to be located in the new playground are sufficient to handle the number of children wanting to play on them. It may also be less costly to build the hill before other pieces of equipment go in. This will have to be considered in the final analysis.

Observations

The program that was developed is very average and adaptable to just about any playground. I had made suggestions from my perspective as a design consultant for an interesting layout of the site and various concepts for its image, but the committee was not particularly adventuresome and wanted just what all the other parks and playgrounds in the city had. I was very cautious not to push the issue. My inexperience and my desire to produce a plan that was pleasing to the committee and one that would be supported by the Parks Department lead me to develop a plan as simple as possible, with no hidden costs or unusual design features.

4.6 Inventory of Resources

The parents group has and will continue to investigate the financial resources available to them. The design will be contracted out for construction and most of the materials will be purchased. Some of the existing play equipment will be inspected by the Parks Departments maintenance staff and recommendations for refurbishing and re-use are expected. In order to generate additional human resources to aid in fundraising and other aspects of implementation, the final question on the survey that went out to the community asked people to give their name and number if they were interested in becoming involved. Several people responded to this question and the planning committee will contact them at a later date.

4.7 Preparation of a Conceptual Plan

I had a strong desire to involve the committee as much as possible in the actual design of the playground. I had anticipated a few workshops where we would work together sketching ideas and discussing various play environments. What I had not anticipated was the time commitment this required from the committee members and their desire to just develop a plan in the most expedient manner possible. Because of the time it takes to get started Mr. Burgess suggested that I draw up a preliminary sketch and that the group could join in at that point. This is in fact how we started but, not how we progressed. The group was pleased with my sketch and wanted to make a few minor adjustments and that was it. We never really sat down and took out a big fat marker and started drawing. It was a much more detached process where a few comments were made and I obligingly made the necessary adjustments.

My preliminary sketch incorporated the program priorities established by the planning committee and the information gathered from site analysis. The focus of the plan was to be a hill. The children favoured it as a play feature on the playground, the parents thought it was a safe and not too costly a feature that could be used by all ages of children. I used the hill to organize the site and to create space. Presently the site is one large field with no identifiable, separate areas. There seems to be a territorial rivalry between groups of students and different grades. I thought that by providing a range of different spaces, their territories could be established and nobody would be left out.

By using several hills and creating an undulating surface I was also able to create a summer and a winter use. The children favoured the hill for the opportunities it provided for sliding in the winter. In the summer there is not much to be done on a single hill as on the west side. Space is limited on the east playground and I wanted to make the best use of what was available by ensuring activities were multi-seasonal. I

tried to add to the hills winter value by creating a space that would be fun to play in, to move around and across both on foot and on bicycles in the summer. An inner courtyard space created between two separate hills can be flooded with water in the winter for skating or used in summer for creative ball games where the sides of the hill contain the activity and add a new element to the game. Formal paths were lead around and across the hills as an extension of the paths used by community people for strolling. I do not anticipate the children limiting themselves to these paths but rather they will create for themselves, new and informal routes.

At a brief meeting between the Parks Department and myself, representatives gave from their experience, input on what works well and what does not. For example, the side of hill, leading up to a slide was originally designed as a surface covered with tires for climbing up. There was a health concern, that the tires, although drilled with holes, would plug and fill with water. The concept of an interesting, and challenging surface to climb up remained, but changed to staggered, and terraced timber steps. The input from the Parks Department was helpful and will likely reduce difficulties later on.

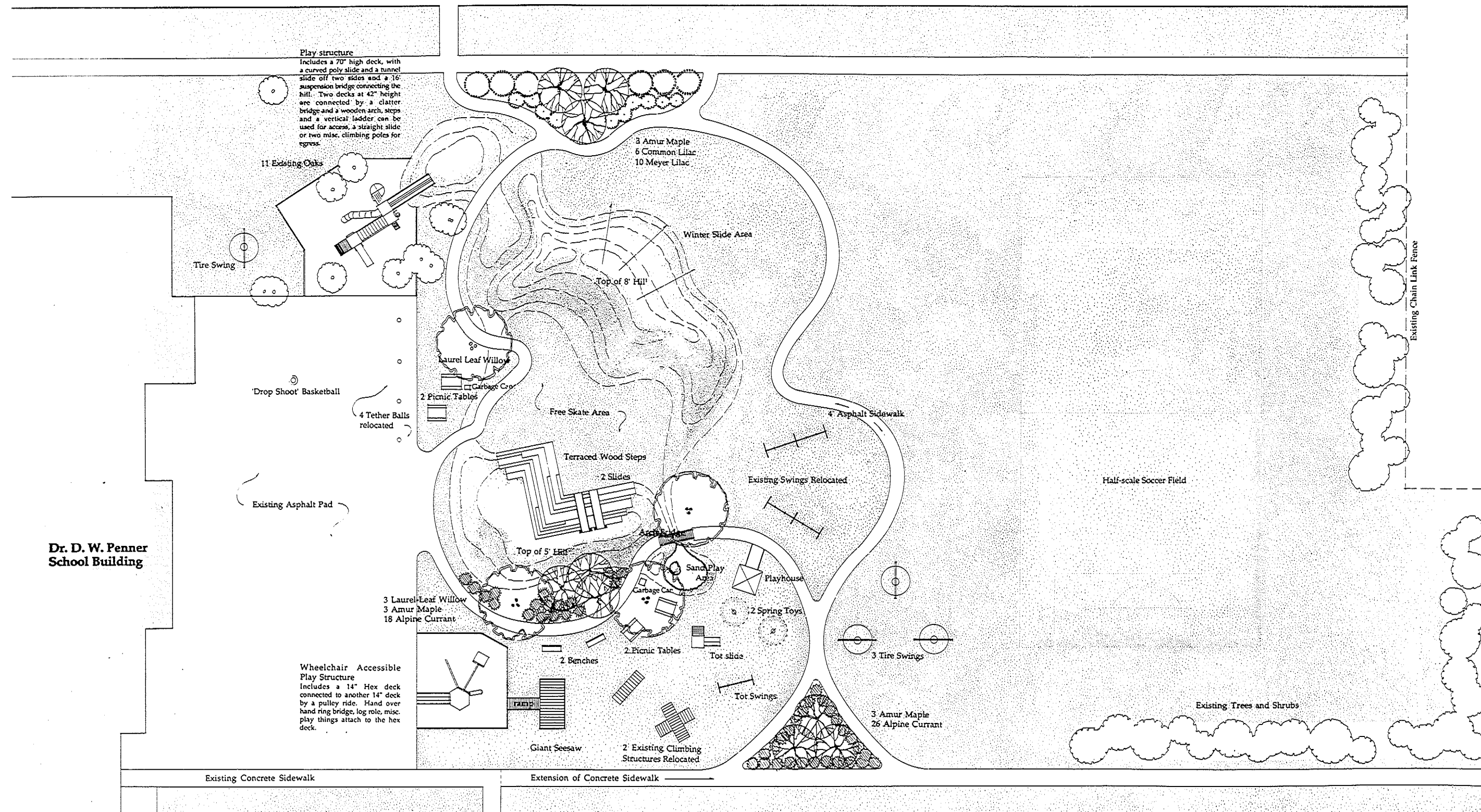
When the first sketch was presented to the committee the parents were very helpful in bringing to my attention the supervisory needs of teachers at recess and lunch breaks. The committee made useful comments and recommendations, and we worked through the plan with relative ease. I had hoped however to work with the parents to design the play structures planned for the site at this first meeting. I had come armed with catalogues and what I thought was a simple cut and paste method for laying out the play structures. As it turned out the parents were somewhat overwhelmed with the new information and needed time for it to digest. We decided that I would again lay out the basics and at the next meeting we would review and add on their desired components.

The changes were made and presented at a second meeting. We reviewed the plan and made a few more changes, as well we adjusted the play structures to fit the desires of the committee and the program requirements previously established through the participation of school kids the local community. The parents were confident that the play structure design would change dramatically over time as funds became available and as they became aware of different manufacturers. But its relative size and location will remain the same and I have drawn it as such.

The revised plan was accepted by the committee and was given over to the parks department for cost estimating. We will meet again in early August to decide on the projects phasing, and I will at that time begin colored renderings for fund-raising purposes. These drawings are needed for the beginning of September, when the school will re-open for its new school year.

Observations

I had a very naive view of what was realistically achievable with this community group. Had I more experience and a better understanding of what they actually wanted me to do, I think I could have presented the options in a different manner. Perhaps presenting an actual sketch of the site that looks complete, with program elements incorporated, was not the best way to proceed if I really wanted to encourage more involvement. I think though that this group of people, although when asked if they want to be more involved in the actual design might say yes, had in reality very limited time available to them and wanted me to do the drawing and saw themselves designing through verbal input. The result is pleasing to the committee and stems from a process of participation that has at its core the desires and preferences of children and community people who will use the site. The plan will be presented to the children and to the community at a later date and it would be interesting to note their reaction, based on the input they have given.



**Dr. D. W. Penner
School Building**

CONCEPT PLAN

Designed by Margaret White, with the help of community residents, students and parents of Dr. D.W. Penner School and the City of Winnipeg Parks and Recreation Department.

DR. D.W. PENNER SCHOOL AND GREENWOOD PARK RE-DEVELOPMENT

Scale 1/16" = 1' - 0"

50 25 10 5 0 feet



5. Results of Drawing Exercises and Questionnaires

The results of the drawing exercises and questionnaires done with the kids in the school became a significant factor in the development of a site program. The results of the community wide survey has been used to augment the data from student input to fill out the program development for a more complete design. The following results have been divided according to user group. The first section is a summary of the verbal questionnaire and the drawing exercise done with the younger students. The next section is a summary of the written questionnaire and the drawing exercise done with the older students and finally the remaining section deals with the questionnaire used to survey the broader community. For more complete description of how the exercises were conducted see section 4 'Case Study Methodology'.

5.1 Results of Verbal Questionnaire - Kindergarten to Grade Three

The students were asked to respond verbally to questions asked of them by committee volunteers. The students were in their classroom, seated at desks or in a group on the floor. The classroom teacher was present at the time. The teacher introduced the volunteers and the volunteer described the re-development project to the students and suggested that they could assist the committee by answering some questions about how they use the playground. The following lists indicates the question asked and the top five responses. Six classrooms of approximately 28 students each participated in this exercise. The students responded verbally and within a group. This is not a "scientific" measure and as explained in the methodology responses can not be assigned frequency values accurately. The list is an indication of what was said by the students, but many children may not have given their first choice because it had already been said. For a more complete list of results see Appendix C.

What would you like added to the playground?

Treehouse

Playhouse

Play car or ship

Hill

Tire swing

What is your favorite thing to do in the playground?

Play on the swings

Climb on the monkey bars

Play soccer

Play on the slide

Play in the sand box

What is your favorite thing to do on the playground in the winter?

Play on piles of snow

Build a snowfort

Build snowmen

Throw snowballs

Skate / make snow angels / sliding / make tunnels / play hockey

How do you feel in winter?

Cold

Happy

Hot

Fantastic

Super

What do you dislike about the playground?

Getting pushed / hit

Falling off the slide / Slide not safe

Little slide is too small

Falling off the monkey bars

Need more sand in sand box / baby swings / not enough stuff to play on

5.2 Results of Drawing Exercise - Kindergarten to Grade Three

Following the verbal questionnaire the students were told that some paper would be left in the classroom for them to draw some of their playground ideas on. The teacher would administer this at a time that was convenient. Three of the eight classrooms returned drawings. The following is a list of the most frequently drawn items on the drawings. For a sample drawing see figure 4a. For a complete list of items drawn see Appendix B.

Playhouse or Treehouse

Play structure

Swings

Tire Swing

Slide / Basketball court

More than half of the drawings returned featured a playhouse of some type. This was a curious response because, there is no playhouse on the east or west side of the playground presently, and the students have so far tended to draw from their personal experience. Again the classroom teacher was the administrator of this exercise and I don't know if it was done individually or if the students sat in groups, sharing ideas. I don't think the circumstances are as important as the fact that the students do participate in a meaningful way, and that they have fun. The information is useful and shows that the younger kids tend to prefer nesting type activities to wide sport type activities.

5.3 Written Questionnaire - Grade Four to Grade Six

The older students participated in a written questionnaire about the west playground. The following list is a summary of the 127 responses. Keep in mind that the children are responding to questions about a playground that is considered adequate and that their answers are intended to provide the committee with ideas of what the students playing on the east playground might like.

1. What is your favorite **place** in the playground?
 - a. In Winter?
hill (45)
the soccer net/field (25)
 - b. In summer and spring?
the soccer net/field (22)
basketball court (22)
2. What is your favorite **thing** to do in the playground?
 - a. In Winter?
slide/play on hill (32)
play soccer (27)
 - b. In summer and spring?
play soccer (31)
play basketball (23)
3. How do you **feel** when you are in the playground?
 - a. In Winter?
cold (35)
happy (17)
 - b. In summer and spring?
happy (31)
hot (18)
4. What do you **like** most about the playground?
basketball court (18)
lots of room (14)
5. What do you **dislike** most about the playground?
the play structure (16)
nothing (14)
6. What would you like to see **added** to the playground?
swings (16)
another basketball court (12)
7. What would you like to see **changed** in the playground?
nothing (14)
play structure (7)
8. Do you use the playground after school?
Everyday (8) Most Days (13) Some Days (30)
Once in a while (57) Never (12)
9. Do you use the playground on weekends?
Every weekend (6) Most Weekends (12)
Some Weekends (32) Once in a while (50)
Never (24)

5.4 Drawing Exercise - Grade Four to Grade Six

The older students were asked to draw their own playground as it exists presently, as well, they were asked to draw their ideal playground. The following list is a summary of the most frequently drawn items on the ideal playground. Again, keep in mind that the children are being asked questions about the west playground. For a complete list of items see figure appendix C. See figure 4b for a sample drawing.

- Soccer
- Basketball court
- Baseball diamond
- Trees
- Hill
- Play structure
- Swings
- Slide

5.5 Community Questionnaire

The following charts are a summary of the results of the survey that was sent home with the students questioning other family members about their use of the park. The sampling method was not an accurate representation of the entire community. Using demographic information about the neighbourhood we discovered that the survey over represents the under 12 population and under represents teens and young adults. This deficiency was not considered to be a significant error in the development of a site program as the information gathered is intended to guide the process, not provide a definitive solution.

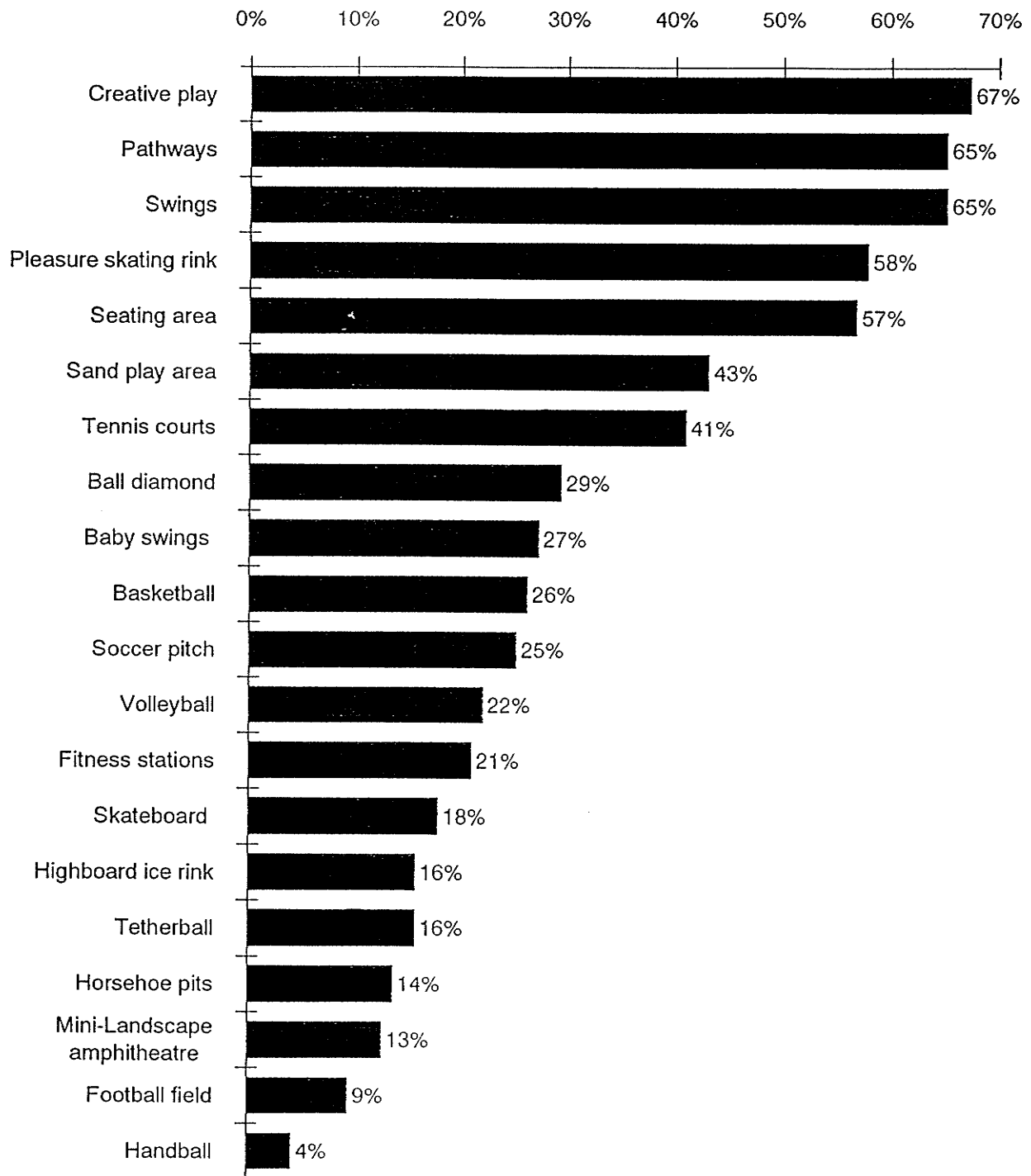


Figure 5a:, This chart illustrates the responses to questions asked on the neighbourhood survey. The responses were given in two parts. The first indicated if the resident or a family member participated in the given activity in the past year. The next response was to indicate if they were likely to participate in the activity were it made a park feature.

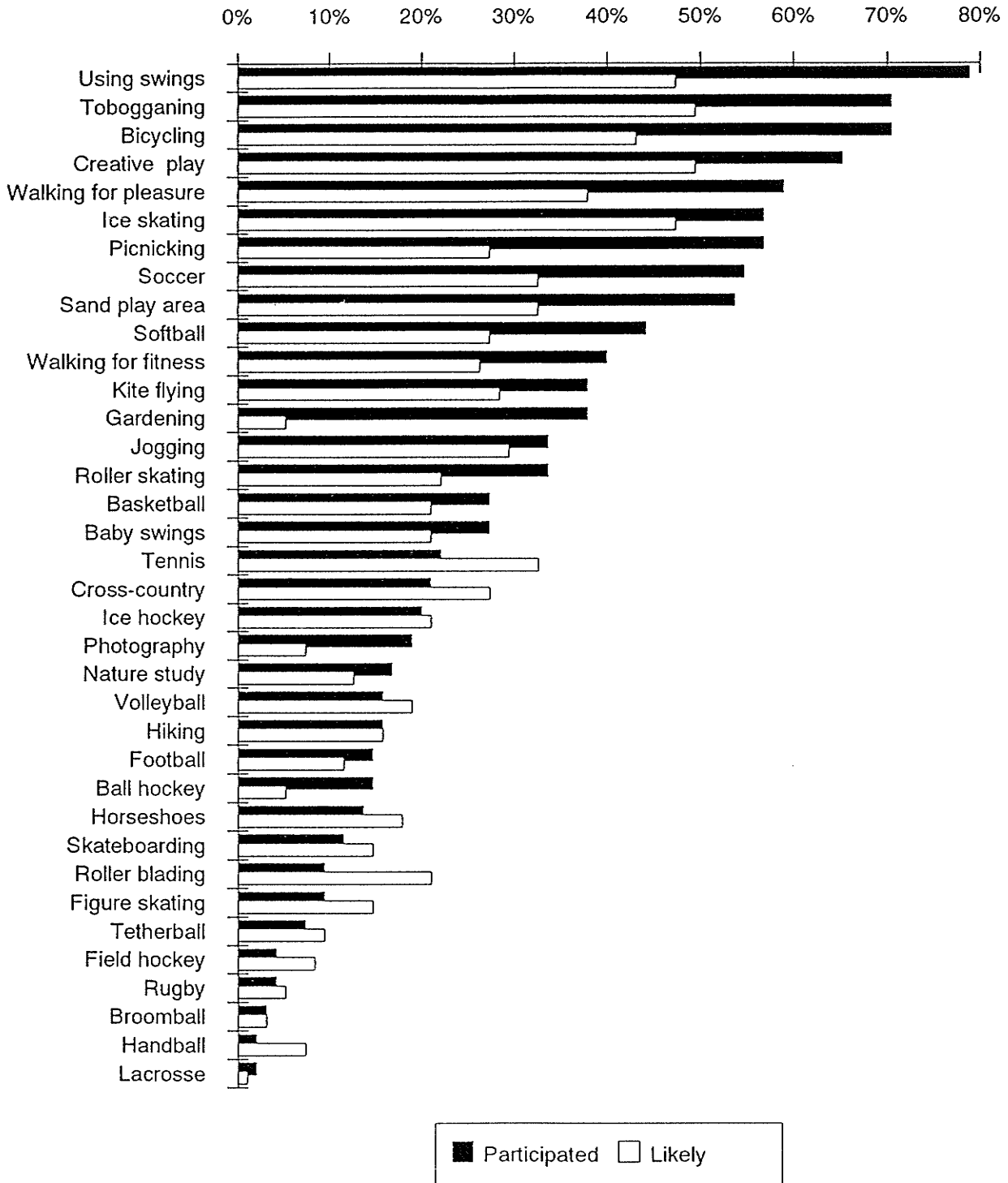


Figure 5b. The above chart illustrates the responses' of residents to a question on the neighbourhood survey. The question asked what were the preferred park features.

Of the approximate 300 homes sampled, 96 surveys were returned. Figure 5a indicates the response to one of the questions asked of the participants. The questions were two-part and asked the participant if they or any member of their family have participated in an activity over the past year and if they would likely participate in that same activity if it were located at the park. Use of swings, tabboganing, bicycling, use of creative play structures, walking for pleasure, ice skating, picnicking, soccer and sand play were the most frequent responses. These items were considered realistic options for the playground and were incorporated into the design. Figure 5b shows those items that were listed as preferred park features. The top 6 items support the previous results and were seriously considered as program elements. The 7th item in figure 5b, tennis was quickly dismissed by the committee because of the cost and it would not be an activity used by the students at the school during school hours.

Program elements were discussed at the meeting following the presentation of results from the survey, questionnaires and drawing exercises. The items favoured by the students that were not cost prohibitive would be incorporated into the design. As well those items favoured by the community that were compatible with school activities would also be included. One exception is a free skate area that is a desirable feature for community persons but will likely not be by the school. At present, the iced hockey rink at the back of the school is off limits during school hours. The parents hope that the school can be persuaded to allow the students to play on the ice without skates during lunch and recess. The parents also believed that a tot-lot would be an attractive feature because many parents often walk their school age children to school, with non-school age children in tow, stopping for a while to play.

6. Evaluation of Case Study Participation

Through my participation in the case study I was able to observe directly how different tasks were carried out and how successful they appeared to be. I could not get into the minds of the participants though to understand how they viewed their role in this process. I prepared a brief questionnaire and asked each of the committee members to fill it out and return it to me. I wanted to know how the members of the planning committee perceived the significance of their participation. I asked them a general question about their personal involvement and a general question about the group's involvement. The remaining three questions focused on the group. I am less interested in the details of each individual persons involvement, than I am in their perception of the group and its role. The value of community participation is in groups of people working together to make changes for improvements to a larger community, and not in the personal aspirations of one or two people. Figure 6a is a sample of the questionnaire used. The results appear as numbers representing frequency. A copy of each separate questionnaire can be found in the appendix.

Dear Participant,

The following questionnaire has been designed to help me understand how you perceive your involvement and the groups involvement in the development of the Dr. D.W. Penner School and Greenwood Park playgrounds. There is no correct or incorrect response so please be as honest as possible. I will use this information to make recommendations for future projects of this nature. Thank-you for your participation.

Do you feel **you** have made a significant contribution to the general development of the playground so far?

not significant		moderate		very significant
0	0	1	2	2

Do you feel the **group** has made a significant contribution to the general development of the playground so far?

not significant		moderate		very significant
0	0	1	1	3

If you were involved in a similar project in the future, would you like the the **group** to be be more or less involved in,

.....the collection of background information (surveys, drawing exercises, etc.)?

less		same		more
0	0	3	0	2

.....deciding what activities and or equipment should be included in the final design of the playground?

less		same		more
0	0	3	1	1

.....the actual design of the playground?

less		same		more
0	0	3	0	2

Figure 6a, Sample of Questionnaire used to evaluate the participation process and Results. Results are given as a frequency.

The first question reveals a general feeling of satisfaction with the level of personal participation. Nobody felt their participation was insignificant and only one person believed their contribution was moderately significant. This person, when asked about the groups contribution, believed it to be significant. This is also true of another person who believed their own contribution to be significant, while the groups contribution was very significant. This shows that two of the participants believed that more was gained by the groups participation than was gained by their own personal contributions. It is difficult to make any generalizations with such a small sample, but what is important here is that these people believe that the group as a whole was able to make a very significant contribution to the development of the park.

Another worthwhile point to highlight, is the general agreement that the level of participation by the group should remain the same or increase next time around. Because there was a general agreement as to the significance of the groups contribution, I assume that the level of participation was satisfactory. This combined with the previous information suggests that a few people, after having been involved once, would like to do it again, with more involvement the second time around. I believe the process was a success. It has provided the community with a concept plan for a play environment that is a direct reflection of their own needs and desires, as well, the process of community participation has lead the participants to believe the group has made a significant contribution to the parks development.

It is fair to say that two responses indicated a desire for the group to be more involved in the collection of background information, the selection of activities and equipment and the actual design of the playground and that although overall participation was believed to be very significant that it could have been more. In the role of design consultant it was tempting to do allot of work on my own. I did try, when ever possible, to encourage the group to participate more than they were, but there were hesitations on their part. I particularly tried to encourage them to get more involved in the design of the

playground because I believed this would be a lot of fun and very rewarding. They seemed inclined to allow me to do most of the drawing and thinking of ideas. I did sense a time pressure as people would want to end meetings and get home to other things. There was difficulties in arranging meeting times when everybody could attend. I believe time was a critical factor preventing more involvement. I think that each person was as involved as they could be.

7. Conclusions

This practicum has been undertaken in order to gain a more personal experience in the process of designing with community participation. An actual case study has been the focus of the project and follows a prescribed process. To fully understand the perception of the participants and, whether or not they felt their involvement was more than a token gesture but of significance and value to the end product, I have evaluated a portion of the process. If the participants are satisfied with the level of involvement undertaken then one can assume their needs in this area are being met. I hope to improve my skills to better serve communities in need of design assistance by providing a service that is desirable and appropriate. This evaluation looks at the community members who were active on the development committee overseeing the project at a point where the concept plans for the site were being developed.

Working with a local citizen group is, as I have since learned, not an easy task and not a responsibility to be taken lightly. There is usually more than one interest group to negotiate with and in this case more than one level of authority responsible for the final product. The interest groups are counting on you as a professional to listen to their concerns, to be knowledgeable and unbiased and to sort through conflicting opinions and desires for the best possible solution. There are also safety requirements, maintenance issues and dollars and cents that are real concerns to those responsible for public places. All these issues must be co-ordinated for a real solution to be achievable.

My previous experience in design studio has been very much the opposite. Dollars and cents were rarely an issue, design solutions were very self centered and personally gratifying. There were few limits placed on concept development and at times the more bizarre and fantastic, the better. This is a very useful means of study. Students are pressed to develop their inquisitive minds and encouraged to explore and test ideas. It must not be

forgotten however, that this education will someday be put to task under more tempered circumstances.

Working as a design consultant for the Dr. D.W Penner School Parents Association gave me the opportunity to test a process developed by Professor Charlie Thomsen. Thomsen has had many opportunities to work with various communities in designing play environments and has prepared a document¹ that describes a process to assist both the community group and the design consultant in attaining a successful and suitable design solution. I found the process as described very suitable for the scale of the case study. I do have some comments and recommendations with regard to specific exercises and tasks recommended in the manual and these are described fully in section 4 of this document. I think it will be most valuable here to review the process itself and the circumstances under which I proceeded.

When I began this practicum I was under the very naive belief that I could alter the very nature of a local neighbourhood by involving them in a project where individuals could work together as a team for the common benefit of the community. What I experienced and what the neighbourhood experienced were very different from this. Do not misunderstand me: I do believe that the parents who were most directly involved in the project gained the very personal satisfaction of having achieved their goals and recognized that it was through a group effort that this was made possible. What I did not understand was that their goals and my goals were two very different things. I of course wanted to infuse a neighbourhood pride and co-hesiveness that would extend into the future and would somehow lead the community to meet new challenges as a strong and well functioning group and, to be successful in influencing positive change in their neighbourhood. What they wanted was a safe, affordable playground at the school where

¹ Thomsen, 1983.

children could play. They wanted what most other neighbourhoods in the city have - brightly colored, low maintenance play 'equipment'.

To achieve this they must have the co-operation of the property owners and managers. This was an existing joint use site, two adjacent properties shared by the City of Winnipeg Parks and Recreation Department and the School Board. The School Board relinquished its responsibilities to the Parks Department who agreed to oversee the re-development of the site. The parents were not prepared to pass the job off onto the Parks Department entirely. They wanted to be in control and to ensure that the resulting re-development solution was a reflection of their communities needs and desires. This is again where the communities objectives and my understanding of their objectives were at odds. I was under the impression that because they wanted to be involved in the process that this naturally meant that they wanted to pick up a pen and begin designing. This was not the case. They were quite content to allow me to do the drawing and to give form to their ideas.

When asked in the follow up questionnaire if they believed their participation to be significant, most indicated that it was and that they were satisfied with the level of involvement they shared. I think a critical issue to be considered is the degree to which their own objectives relate to their perception of the significance of their involvement.

I have done a follow up study on McKetric Park here in Winnipeg. This study questions the participants about their involvement in the project and their objectives. The park was developed twenty years ago. The two women who initiated the project were 'stay at home moms' who, by their own admission, had time to be very involved in the parks re-development. The idea to re-develop this park through community efforts was new to Winnipeg. This was however, clearly the objectives of the women who had recently seen a television program documenting community initiated and developed playgrounds projects in the United States. They wanted to involve the residents in their own neighbourhood in a similar fashion and were prepared to work very hard to achieve this. They sent out regular

bulletins, held community workshops and finally got people out to actually build components of the sites design.

At the time there were few, if any, prefabricated play equipment components on the market. Much of the work that went into the park was in the design and construction of play structures. This was all done through the involvement of children and elderly residents in the neighbourhood. The City Parks Department was not experienced in this type of project. They were co-operative and provided the community with all the assistance they could but this approach to design and project development was new and they had no policies or infrastructure in place to manage the project in the same way that they do now. The parents who were involved in this project had very high expectations of themselves and were able to achieve their goals, both for the re-development of the park and in drawing the neighbourhood together as a community.

The goals of the Dr. D.W Penner School Parents Association did not include a drawing together of the community. This is not a fault but simply a reality. Times are a very different now then they were twenty years ago. Both parents of many families are employed outside the home, leaving very little time for other projects. The market place has ensured access to dozens of play structure components (available at a price) for quick and easy installation of an 'instant play space'¹. The City Parks Department is also in a better position to provide a service to communities who want to be involved in the process but do not have much time. The Department has on staff people to act as facilitators of park projects and encourage the community to get as involved as they can

This is again the critical issue. Is there a balance between the objectives of the community and the degree to which those objectives are met. In the case of McKetric park, the parents wanted to re-develop their play ground, to be involved and to draw the

¹ Play structures may not be the best possible solution for meeting children's needs and for stimulating play but they have become very popular and are in high demand in most neighbourhoods. Both parents with their personal concern for their child's safety and government agencies who must adopt and regulate public safety standards as well as provide maintenance are filling our parks with colorful, neat and tidy play 'equipment'.

neighbourhood closer together in the process. They managed to do this and were satisfied with their effort. The parents of the Dr. D.W. Penner School also wanted to re-develop their play ground and to be involved. This is all they wanted and they to are satisfied with their effort to date¹. It is important that as facilitators and design consultants, landscape architects, students of landscape architecture and Parks Department representatives be aware of the needs of the community and be in a position to work through a process that is geared towards their attainment.

I spent a lot of energy during the course of this case study, pre-occupied with motivating people to pick up a pencil and draw. I spent much less time discussing the issues of play and the qualities of stimulating play environments. I think I failed the community in this regard. They do have a concept design that they are pleased with and are prepared to begin construction in the fall. What they do not have is any greater understanding of play environments now than they did when they began. When faced with the challenge of making decisions to alter the design or phase the project for budget purposes or other unforeseen issues, they are ill-equipped to make educated judgements and will likely succumb to personal bias and pre-disposed notions based on popular trends and good marketing strategies of play-equipment manufacturers.

I feel I have satisfied the goals and objectives of my practicum as stated and that I have come to a much greater understanding of community participation in the design process. I had not anticipated the reality of the project and the level of understanding at which I have arrived. I thought I would develop some interesting and unique exercises for future projects and that I would discover the ideal 'process' guaranteed to lead to success. What I have discovered is that each community will come with its own set of objectives, unique and individual, and that the process must be adapted accordingly. It is the role of

¹ The project is not yet complete. Work so far has been taken as far as the development of concept plans, cost estimates, approvals and funding applications. When questioned, however the parents do appear satisfied so far.

the facilitator and design consultant to first familiarize him - or herself with the communities objectives whether they are immediately apparent or not, and to act accordingly. Pre-disposed notions of what is best and most appropriate is unprofessional and leads to a disenchanted client. I believe a client must be to some degree educated, if they are to make the most appropriate decision of their own free will and feel good about it.

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Appendix A

The following are notes made from meetings with the development committee, meetings with the Parks Department and notes from activities.

April 15, 1992
at Dr. D. W. Penner School

In attendance: Don Carlow, parent
 Barbara Bilodeau, parent
 Margaret White

This was the first opportunity for the parents group to meet with the students and get there input on the playground. The parents had arranged to go to the school and have the students participate in a drawing exercise, a questionnaire and to respond to direct verbal questions. The school was divided in to two sections by grade- the younger kids and the older kids. The youngest children in the school, kindergarten to grade 3 use the front of the school- this is the project site. The older kids, grades 4 to 6 use the rear of the school. The younger kids were asked a series of questions as a group and responded individually by raising there hands and giving their ideas. Their responses were recorded by Barbara and myself. A blank booklet of color pages was left with the classroom teacher and the students were asked to draw there ideas about a new playground in the booklet. The booklet was left in the classroom for one week. The older students were asked by Don to respond to a written questionnaire. This was done while he was in the classroom and collected directly after. Don also asked the students to draw two pictures of their playground. One was to be an image of the playground as it exists presently. The other was to represent their ideal playground. This exercise was left for the teacher to implement and the drawings were picked up a week later.

Notes from meeting

April 13, 1992

Dr. D.W. Penner School Parents Group

In attendance: Joanne Muller - parent
Don Carlow - parent
Barbara Bilodeau - parent
Steve Burgess - Recreation Supervisor, Parks and Rec.
Ken McKim - Technical Assistant, Parks and Rec.
Margaret White

This was the first meeting I attended with the community group and Steve made the introductions. I gave a brief description of my practicum topic and why I was interested in being involved in this project. We reviewed the process of design with community participation. The parents were eager to involve the students in this process and we discussed alternate ways to involve the students. I asked if it would be possible to have some select students come to the meetings. The parents said this would not be possible because the students would need a guardian and that person would likely be a parent. This was not thought of as a viable alternative because the parent may influence their own child and he/she would not be free to give input freely. We did discuss variations on this and will discuss it further. Prior to tonight's meeting the parents group had already made arrangements to meet with the students in their classrooms on April 15th. Barbara would meet with the younger students - Kindergarten to grade 3 and Don would meet with the older students. Barbara had planned to leave a empty booklet in each classroom for the kids to draw in when they had ideas throughout the week. She also planned to just talk to them about their playground and get verbal feedback. Don was not to clear what he would do with the students. Steve and I both made some suggestions of activities but it appeared nothing was set on.¹ It was agreed that I would come to the school as well and participate along with the parents. We also discussed the broader community and the value of getting input from them. It was recognized that the site is not limited to school property but includes land set aside for a neighborhood park. It was agreed that a survey would be sent

¹ I left the meeting concerned about the outcome of this day with the students, but later had it resolved through a follow up call to Don suggesting a survey and drawing exercise I had copied from C. Thomsens Play Space Design Manual. I told him I would bring enough copies of the survey to the school on Wednesday along with some 11 x 17 bond for drawing on. He thought this would be good. When we arrived at the school I also suggested to Barbara that she might ask the students some of the questions from the survey in order to give some consistency to the process.

out to the community and this would be discussed further at the next meeting when a draft survey similar to one in use presently by Parks and Recreation would be presented by Steve.

It was not clear at this meeting what area of the city the school draws from and what area the park is intended to serve. I agreed to look into the services provided by other parks in the area and respond at the next meeting. We also discussed the nature of this park within the entire city park structure and to what extent other parks in the area may be linked in to this park to provide for a more linear design approach. Steve mentioned that new research shows an interest in linear activities such as walking and cycling and that this park may become a link in the neighbourhood system.

Questions with regard to funding were raised and Steve addressed those. He suggested that the project could be phased through the identification of priorities and constructed accordingly. This was thought to be a realistic approach and a suitable strategy considering the poor economic times. I asked if a separate committee had been established for the sole purpose of fund raising and if not that maybe more help could be solicited from interested persons. This was received well but the issue of getting more parents involved was a concern based on lack of interest.

The question of 'special needs kids' in the school was raised and I agreed to talk to the school principal in this regard².

Some tentative dates were discussed with regard to the timing of the survey and future presentations and an upcoming school picnic on May 7th and a school open house on April 29th. It was decided that these dates were too soon for presentations and that a date in September would be more feasible. It was thought that a mural of student drawings could be prepared for the picnic as a way of generating interest.

The next meeting was set for May 5th to review the draft survey and make arrangements for its distribution.

² I spoke to the principal Shelly Struthers on April 15 when I was at the school and there is one physically handicapped student in the school at the present time. Sally thought and I agree with her that the play ground should be designed to accommodate all children including disabled children. I will raise this issue at the next appropriate meeting with the parents.

Notes from meeting

April 9, 1992

at Parks and Recreation Department, District 5

In attendance: Steve Burgess - Recreation Supervisor, Parks and Rec.
 Ken McKim - Technical Assistant, Parks and Rec.
 Margaret White

This first meeting with Parks and Recreation was to clarify my role as a facilitator in the process of community participation in the design of the Dr. D.W. Penner School yard.

Steve reviewed, for my benefit, his initial meeting with the parents group. At this meeting he laid out the role of the department and the degree of assistance they can provide with regard to design, funding applications, and construction supervision. Steve also suggested to the committee that they may be interested in my involvement in the process. They agreed to this and the following meeting I will attend.

We briefly discussed a time frame for the project and agreed that the end of June would be a realistic goal for having design concepts complete.

We reviewed the available site plans and I agreed to prepare a base map for the first meeting with the committee on April 13th. This base map would include the front school yard and adjacent park property as the project site, as well as the existing backyard area for context and the school building.

We concluded the meeting by discussing the process of community participation and what to expect at Mondays meeting.

Notes from meeting
May 5, 1992
at Dr. D.W. Penner School

In Attendance: Joanne Muller, parent and Chairperson
Don Carlow, parent
Barbara Bilodeau, parent
Connie Christianson, parent
Carol Dolynchuk, parent
Bob Jackson, phys. ed. teacher
Steve Burgess, Parks and Rec.
Ken McKim, Parks and Rec.
Margaret White

The purpose of this meeting was to review the survey that was intended for distribution within the adjacent neighbourhood. Steve reviewed the survey and the committee decided to leave it as is. A covering letter from the committee would accompany the survey as a way of introduction. As well a cut and paste exercise would be included. This is intended for the kids in the household as a means to encourage further participation. Ken and I will get together sometime this week to design this. I had suggested perhaps a model could be built with manipulative components that the kids could play with and come up with their own designs. I thought perhaps kids in the classroom could do this and the designs could be recorded with a Polaroid. The parents were not interested in this idea and thought the teachers would not like to take up class time doing it. The survey will be sent out to the community via the students in the school as well, Don and Joanne will hand deliver surveys to those houses that front onto the school property. There were concerns raised about the waste of paper if duplicates were sent out to the same household but this issue was not resolved. The survey should be ready for distribution by May 15 and completed for pickup by May 22. The data must be correlated by the next meeting on June 3rd.

Parents will be given advance notice of the survey coming home in the upcoming newsletter. It was thought that this would improve the percentages being returned.

Joanne had filled out a draft of the Municipal Community Incentive Grant Program Funding Application and wanted some feedback on when to submit it. Steve said that now would be good and that the group could re-apply for more money next spring depending on

how much they raise as a school this year. The group at this point anticipates raising about five thousand dollars from service groups and another three thousand from school fundraising activities.

The program will match 50/50 the dollars raised in the community. Joanne also asked about the Provincial community places Program. Steve said that it would be best to have a detailed plan complete including cost estimates before submitting this grant application. The deadlines for this are May and September.

I reviewed for the committee the results of the questionnaire given to the older students. Bob was concerned about the hurdles in the back of the school. They do not get used as they were intended and as a physical education teacher he feels they are a hazard and should be removed. he also expressed an interest in re-directing the fitness trail around the hill instead of over it. Apparently many kids trip and fall on the steep slopes when they are running. It was decided that these were realistic possibilities and it would be looked into.

The next meeting will be June 3rd. All surveys, questionnaires and drawing exercises will be complete as well any additional background information assembled. Design will begin with the intent of being complete by the end of June. Mid July we expect to have all the necessary approvals in place and cost estimates complete. Time in late August through October will be set aside for fundraising and completing applications. It is anticipated that construction will begin in the spring of 1993.

Appendix B

The following includes samples of questionnaires and results, drawing exercise results and surveys used to collect information from the students and the neighbourhood residents.

The information is organized by interest group sampled, with an example of the questionnaire used (where applicable) followed by the results. Samples of the drawing exercises are provided in the body of the report but a summary of the items illustrated in the drawings and their frequency is being provided in list form here.

Kindergarten to Grade Three

- Results of Verbal Questionnaire.
- Results of Drawing Exercise.

Grade Four to Grade Six

- Sample of Written Questionnaire.
- Results of Written Questionnaire.
- Sample of Introductory Letter Given to Classroom Teacher.
- Results of Drawing Exercise.

Neighbourhood Residents

- Sample of Survey and Cut and Paste Exercise.
- Results of Survey.

Results of Verbal Questionnaire

Kindergarten to Grade Three

What is your favourite thing to do in the playground?	Kinder	Grade 1	Grade 2	Grade 3	Totals
play on the swings	9	2	2	3	16
climb on the monkey bars	4	5	4	2	15
play soccer	2	4	2	3	11
play on the slide	4	3	1	1	9
play in the sandbox	7	2			9
play tag		4		1	5
climb on the snake	5				5
play football		3		1	4
skip		2	1		3
run	2	1			3
play with friends	2				2
play featherball		1		1	2
play softball/baseball			2		2
play in the trees		2			2
play basketball			1	1	2
sit	1				1
run on the cement		1			1
play pass with ball			1		1
play on snake		1			1
play ice hockey			1		1
play hopscotch		1			1
play grass hockey			1		1
play goalie				1	1
play games		1			1
play frisbee			1		1
play ball games				1	1
jump		1			1
do cart wheels			1		1
What is your favourite thing to do on the playground in winter?	Kinder	Grade 1	Grade 2	Grade 3	Totals
play on the piles of snow		2	20		22
build a snowfort	2	5	3	1	11
throw snowballs	5				5
build snowmen	3	1	1		5
skate	1		1	1	3
make snow angels		3			3
sliding		2		1	3
make tracks / designs in snow		3			3
make tunnels		1		2	3
play hockey			1	2	3
build a snow animal	2				2
eat the snow		1	1		2
throw snowballs			2		2
jump in the snow		1			1
roll in the snow		1			1
sledding		1			1
play on the hill in the back		1			1
tire slide		1			1
eat snacks		1			1
play on monkey bars		1			1
ice rink		1			1
buried under snow			1		1
soccer				1	1
tobogganning			1		1
football				1	1
baseball				1	1
stick head in the snow				1	1

How do you feel in winter?	Kinder	Grade 1	Grade 2	Grade 3	Totals
cold	15	3	1		19
happy		2	1		3
hot		1			1
fantastic		1			1
super		1			1
glad		1			1
heavy		1			1
warm		1			1
exited		1			1
radical			1		1
fun			1		1
What do you dislike about the playground?	Kinder	Grade 1	Grade 2	Grade 3	Totals
getting pushed / hit		5			5
falling off slide / slide not safe		2	1		3
little slide is to small				3	3
falling off monkeybars		1	1		2
need more sand in the sand box			1	1	2
baby swings			1	1	2
not enough stuff to play on				2	2
falling on the grass and getting stains	1				1
I don't like going on the snake, my hands get red	1				1
falling on the ice	1				1
falling down	1				1
thegarbage		1			1
not enough swings		1			1
getting hurt on the cement		1			1
soccer		1			1
football		1			1
getting sand in eyes		1			1
mosquitos		1			1
making trains on slide		1			1
gettinghurt		1			1
to old and boring			1		1
the back gets all the stuff			1		1
swings, old and rusty			1		1
not enough stuff for the small kids to play on				1	1
notsafe				1	1
fences to keep ball in, with a gate				1	1
betterplayground				1	1
sand on the slide				1	1
long line-ups				1	1
not enough tether balls				1	1
thesandbox				1	1
sandbox is not big enough				1	1
cage				1	1
small kids equipment				1	1
I don't like to slip on the monkey bars			1		1

What would you like added to the playground?	Kinder	Grade 1	Grade 2	Grade 3	Totals
treehouse		1		22	23
play house		20			20
playcar/ship		2	12		14
hill		1	5	1	7
tire swing		3	2	2	7
playstructure			4	2	6
round / twisting / bumpy slide		2	1	2	5
merry-go-round			2	2	4
teather-ball				4	4
swimming pool		2	1		3
tetter-totter		2	1		3
ballcage		2			2
readingplace		1	1		2
tunnels			2		2
vollyball				2	2
softball				2	2
soccer nets				2	2
moreballs				2	2
velcro-ball				2	2
more pylons/posts				2	2
T.V.		1			1
V.C.R.		1			1
sofa		1			1
hotdogstand		1			1
alphabetstand		1			1
cable on a rope			1		1
spacemountain				1	1
rings to hang from				1	1
ring-ladder				1	1
tires to climb through				1	1
bridge				1	1
different type of swing				1	1
bumpercar				1	1
store and a phone				1	1
a wall or target				1	1
beterslide				1	1
bigger pylons				1	1
grasshockey field				1	1
more skipping ropes				1	1
more frisbies				1	1
more hopscotch and 1,2,3				1	1
more basketball hoops				1	1
gymnasticarea				1	1
disney world				1	1
remote control cars				1	1
trampoline				1	1
waterslide				1	1
year round ice rink				1	1
rollercoaster				1	1
skateboardplace				1	1
glass mirror maze				1	1
mini golf				1	1
fun house				1	1
bike trail for after school				1	1

Results of Drawing ExerciseKindergarten to Grade Three

a playhouse attached by a bridge and a path to the monkey bars
playhouse with a hand over hand rings, slide and ladder
two playhouses with a bar attaching them
split level playhouse with twist slide and ladder
playhouse with swings and ladder
playhouse (4)
treehouse with ladder and slide (2)

play structure with tire swing, swing, slide and ladder
play structure with clatter bridge
tic-tac-toe with twist slide, ladder and bubble

swings (3)
tire swing (2)

twist slide (2)
slide

basketball court (2)
sun (2)
train
monkey bars
spring toy
skating rink
flowers
grass
grass hockey
monkey bars
skipping

**Dr. D.W. Penner School
Playground Project**

Student Questionnaire

Note: Teacher should complete on behalf of students who cannot write- thanks.

Name: _____ Teacher: _____ Room: _____
Age: _____ Grade: _____ Boy: ☐ Girl: ☐

1. What is your favorite **place** in the playground?
 - a. In Winter?
 - b. In summer and spring?
2. What is your favorite **thing** to do in the playground?
 - a. In Winter?
 - b. In summer and spring?
3. How do you feel when you are in the playground?
 - a. In Winter?
 - b. In summer and spring?
4. What do you like most about the playground?
5. What do you **dislike** most about the playground?
6. What would you like to see **added** to the playground?
7. What would you like to see **changed** in the playground?
8. Do you use the playground after school? (Underline the right answer below.)
9. Everyday Most Days Some Days Once in a while Never
10. Do you use the playground on weekends? (Underline the right answer below.)

Every weekend	Most Weekends
Some Weekends	Once in a while
Never	

Results of Written QuestionnaireGrades Four to Six

1. What is your favorite place in the playground?

a. In Winter?

*hill (45)**the soccer netfield (25)**the play structure (11)**the ice rink (8)**the field (4)**football field (4)**the swings (3)**the doors (2)**by the goal net**the slide**monkey bars*

b. In summer and spring?

*the soccer netfield (22)**basketball court (22)**monkey Bars (17)**the wooden play structure (14)**the swings (12)**baseball diamond (11)**the field (11)**the hill (4)**teather balls (2)**slide (2)**by the goal net**on the cement**hurdles to sit on**behind the hill*

2. What is your favorite thing to do in the playground?

a. In Winter?

*slide/play on hill (32)**play soccer (27)**football (11)**play tag (7)**slide (5)**basketball (5)**skate (5)**play tag on play structure (3)*

build forts (2)
 jump off swings (2)
 the soccer net
 play something to make you warm
 walking around the track
 walk around
 talk
 make snowmen
 make a snow fort
 throw snowballs
 snow
 play in the snow
 sit on hurdles
 hockey rink
 stand and be cold
 run around
 b. In summer and spring?
 play soccer (31)
 play basketball (23)
 baseball (10)
 swing on monkey bars (8)
 play tag (8)
 the swings (7)
 play on play structure (6)
 play sports (5)
 go on the swings (2)
 play football (2)
 slide (2)
 skip (2)
 run around (2)
 play teather ball (2)
 cement
 play on the hill
 whirl around
 walk around the field
 play grip-ball
 play vollyball
 play catch with velcro
 grass
 jump off swings

trade stickers

play in the puddles

3. How do you feel when you are in the playground?

a. In Winter?

cold (35)

happy (17)

fine (10)

good (9)

boared (7)

so so (4)

o.k. (3)

safe (3)

normal (2)

great (2)

fun (2)

excellent (2)

nice

scared

nothing

beat up

lonely

angry

left out

slowed down because of snow

good, but I don't play in the playground

the monkey bars are slippery in winter

I feel challenged to run on the ice

not very fun

its not that great

I feel like I'm having fun

tired, because I slide alot on the hill

b. In summer and spring?

happy (31)

hot (18)

good (16)

great (8)

fine (7)

boared (4)

there is lots to do (4)

safe (3)

o.k. (3)
playful (2)
relaxed (2)
warm (2)
so so (2)
fun
nice
excellent
want a drink
normal
tired
sporty
gay
awesome
beat up
sweaty
excited
hyper

I am sad because there are no vollyball nets

4. What do you like most about the playground?

basketball court (18)
lots of room (14)
the field (11)
the soccer net/ field (13)
the hill (11)
playing soccer (7)
the monkey bars (7)
the play structure (7)
swings (6)
baseball diamond (3)
nothing (3)
the girls (2)
the track (2)
its fun (2)
the play equipment
it is/will be clean
the hurdles
everything
the puddles

I like being able to do what I want and not be tormented

everything

the ground is flat without little craters in them, making it easier to play on

the shade

the grass

the hockey rink

teatherball

there is lots of things to play on

5. What do you dislike most about the playground?

the play structure (16)

nothing (14)

monkey bars (11)

hurdles (6)

not enough things to play on (5)

the mud puddles (5)

the slides (5)

we don't have swings on our side of the school (4)

the sand (4)

the hill (4)

the basketball court (4)

the baseball field (3)

the trees (3)

the track (3)

the dog pooh (3)

base ball field (2)

the soccer field (2)

everything (2)

the hill in summer

monkey bars in winter

need more play structure

only one baseball field

it's to small

kids running around and bumping into you

the play ground

the basketball net

you can't play much stuff in the winter because of the snow

the play structures are dangerous

the play structure is far far back

baseball diamond being hogged

getting hurt

dirty sand box

the running track
ruts and holes in the fields
we only get half of the soccer field
the baby swings
the noise
the size
the color
always have to share with grades 4 and 5
the steel structures in front
the fences
the hockey rink
people
by the doors

6. What would you like to see added to the playground?

swings (16)
another basketball court (12)
swimming pool/wading pool (9)
a bigger play structure (8)
a jungle-gym (6)
baseball diamond (5)
yard lines (5)
twirling around thing (4)
more soccer nets/fields (3)
a skating rink (3)
boarded hockey rink (3)
a slide (3)
tennis court (3)
slide with a pully and a rope (3)
recycling bins (2)
a bar, and somethings attached and you swing across (2)
football field (2)
longer basketball court (2)
monkey bars (2)
a vollyball net (2)
things to climb on (2)
a fast twisted slide with a top on it (2)
obstacle course (2)
arcade (2)
bench
another hill

a better play structure
another play structure
a better play structure for grades 1,2,3 and kindegarten
ropes and a lower bar on the structure
teatherballs
mini golf
a small merry-go round
american gladiator obstacle course
bike ramp
go-cart track
better basketball boards
a fort with spring canons
a better track
tetter-totter
a water fountain
more complex villages with swing ropes and bridges
more room
tree house
another net
more shelter
a vollyball net
fun

7. What would you like to see changed in the playground?

nothing (14)
play structure (7)
the basket ball court (7)
put grass in the muddy spots (6)
monkey bars (4)
more monkey bars (4)
hurdles (4)
everything (3)
the slide (3)
the hockey rink should have boards on it (2)
new backboards for basketball court (2)
the monkey bars (2)
the hill (2)
the trees to go (2)
soccer fields (2)
bigger play structure (2)
baseball field (2)

bigger slide
 the hill
 another basketball court
 another play structure
 bigger monkey bars
 the hill made icy all day
 monkey bars and play structure trade spots
 make the playground a pool
 take away hurdles
 goal posts
 add soccer fields
 new soccer fields, no trees
 little soccer net, I want to get another one
 no duty teacher
 the dragon structure
 the baseball diamond to another goal net
 make the baseball part better
 less fighting
 make fields out of artificial turf
 the baby swings
 get rid of the big metal thing
 no fences
 the jungle-gym
 a better track
 hockey rink
 put nets on the soccer goals
 the field smaller
 the trees
 things aren't far back
 take the hill away so there would be more room to play

8. Do you use the playground after school? (Underline the right answer below.)

Everday (8) Most Days (13) Some Days (30) Once in a while (57)
Never (12)

9. Do you use the playground on weekends? (Underline the right answer below.)

Every weekend (6)

Most Weekends (12)

Some Weekends (32)

Once in a while (50)

Never (24)

Dr. D.W. Penner School
Playground Project

Dear Classroom Teacher:

The following should be treated as two separate assignments, probably conducted on two separate occasions. Both times each child should be supplied with a sheet of plain paper (11"X 17" aprox:) and a pencil or wax crayons to draw with. It is important for you not to prejudice the students ideas by making suggestions beforehand as to what might be developed on the playground. Children should be spread around the classroom to avoid taking ideas from each other as much as possible. We want individual contributions on these exercises. Please allow enough time for children to finish, probably up to 40 minutes on Exercise Two.

Exercise One:

Ask each child to make a drawing of the playground as it currently exists in the winter, spring or fall seasons. Indicate which season it is.

Exercise Two:

Ask each child to make a drawing of the playground as they wish it could be (anything goes!) Again they can concentrate on winter, spring or fall season - saying which season it is.

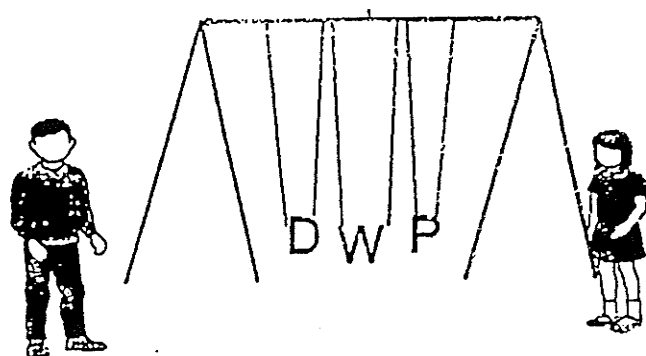
Please make sure each child writes his/her name, teacher's name and room number in the top right hand corner of the back side. Someone from the playground committee will pick up these drawings together with the questionnaires (if applicable).

Many Thanks.

P.S. Beyond these two basic exercises, anyone wanting to go further with additional projects, designs, models, etc. of what the students would like to see happen on the playground is encouraged to do so.

Results of Drawing ExerciseGrade Four to Six

soccer (24)
basket ball court (21)
baseball diamond (18)
trees (17)
hill (15)
play structure (13)
swings (11)
twist slide (11)
monkey bars (9)
slide (8)
teatherball (7)
fitness trail (7)
hurdles (6)
football field (4)
tubes or tunnels (4)
skateboard rink (4)
merry-go-round (3)
tire swing (3)
volly-ball net (3)
playhouse (3)
hop-scotch (3)
pool (3)
sports field (2)
haunted house (2)
vending machine (2)
maze (2)
bridge (2)
hand over hand rings (2)
skating (2)
tree house (2)
rainbow slide
ladder
ping-pong
tennis court
trampoline
sauna
clubhouse for each grade
tetter-totter
rocket
logs to jump over
hockey rink
chin-up bars
tire game
sandbox
snackbar
jumping poles
sun
bike tracks
flowers



DR. D. W. PENNER SCHOOL
PLAYGROUND DEVELOPMENT COMMITTEE

May 1992

Dear Parents:

The Playground Sub-Committee of the Dr. D. W. Penner Home and School Association, in conjunction with the City of Winnipeg Parks & Recreation, is currently laying the groundwork for the redevelopment of the playground and park in front of our school.

We are seeking input and ideas from the people who use the park — you and your family!!

Please take the time to complete the attached survey and return it to the school with your child. We want to make sure that the new facility meets the recreational needs of your family and the community. We look forward to hearing from you.

If you have received more than one copy of the survey, please pass the extras along to neighbours and friends who enjoy the use of the park.

If you have any questions or concerns, or would like to help out in any way with this project, please feel free to call any one of the following committee members:

Joanne Muller -

Barbara Bilodeau -

Connie Christianson -

Don Carlow -

Carole Dolynchuk -

Bob Jackson -
(School - 256-1135)

GREENWOOD PARK/DR. D.W. PENNER SCHOOL
NEIGHBOURHOOD PARK DEVELOPMENT
LEISURE INTEREST QUESTIONNAIRE

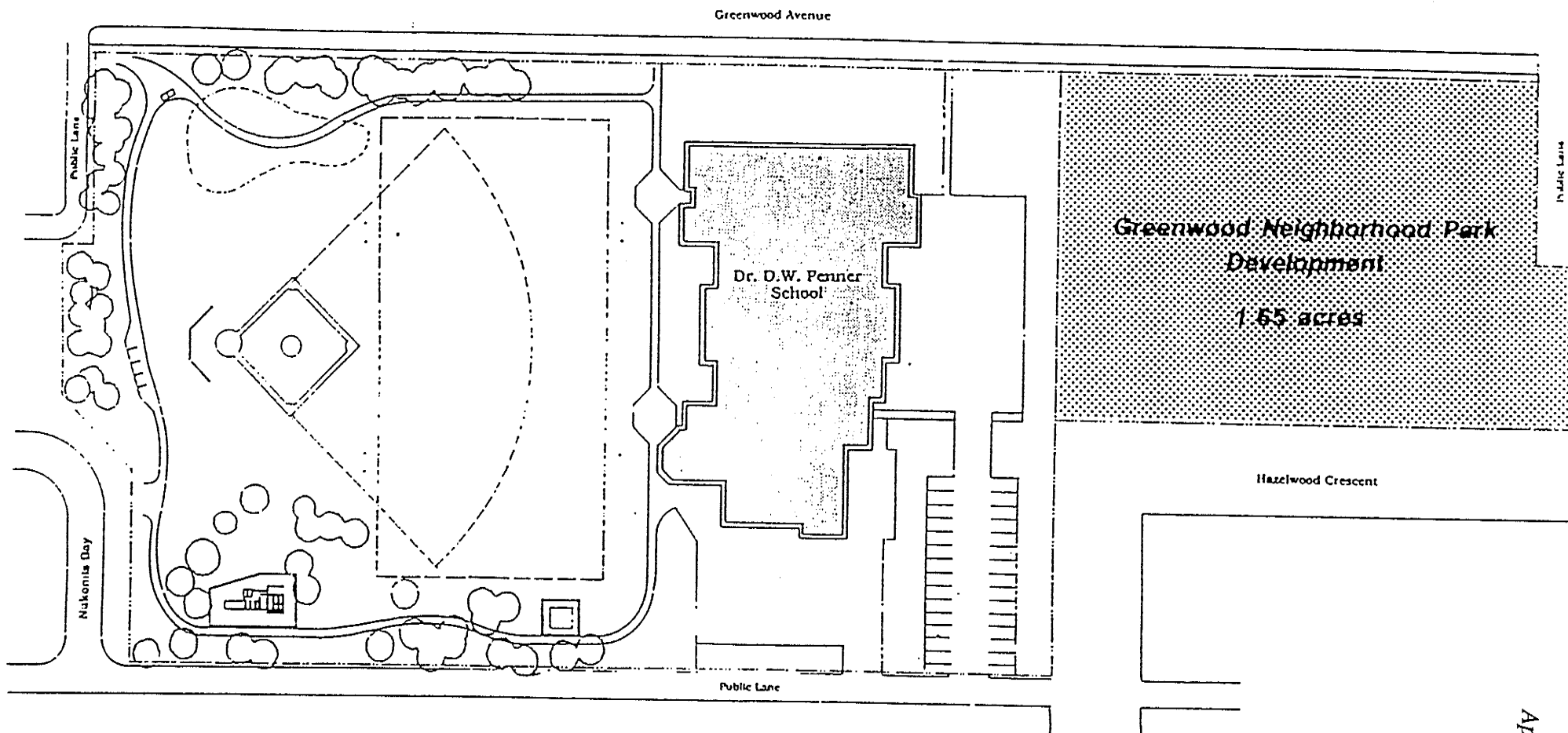


PUBLIC PARTICIPATION IN THE PARKS AND RECREATION
DEVELOPMENT PROCESS



The City of Winnipeg
Parks and Recreation Department
St. Boniface - St. Vital Community
219 Provencher Boulevard
Winnipeg, Manitoba R2H 3B5

In Cooperation With:
The St. Vital School Division No. 6
and Dr. D.W. Penner School Parents
Association



Greenwood Park / Dr. D.W. Penner School Neighborhood Park Development

GREENWOOD PARK/DR. D.W. PENNER SCHOOL

NEIGHBOURHOOD PARK DEVELOPMENT

RESIDENT INTEREST QUESTIONNAIRE

INTRODUCTION

The City of Winnipeg Parks and Recreation Department is seriously committed to public participation in the planning of parks and recreation facilities. The public participation process is intended to give all residents the opportunity to express their interests, desires and preferences in parks and recreation developments. Utilizing the parks and recreation open space development guidelines of Plan Winnipeg along with your input, will help to ensure that parks and recreation facilities meet the needs of the citizens and enhance the image of the City of Winnipeg as a very enjoyable and pleasant place to live.

The St. Boniface - St. Vital Community Parks and Recreation administration in cooperation with the St. Vital School Division No. 6 and Dr. D.W. Penner School Parents Association is seeking your participation in the planning of the neighbourhood park development at the Greenwood Park/Dr. D.W. Penner School.

PUBLIC PARTICIPATION

The City of Winnipeg Parks and Recreation Department and the Dr. D.W. Penner School Parents Association are in the process of preparing plans for the development of the neighbourhood park adjacent to the Dr. D.W. Penner School Site. The purpose of this questionnaire is to inform the neighbourhood residents that plans are in progress for the development of the park and most importantly to solicit your input on the design features and park components that you wish to be included.

The questionnaires are being distributed to the students of Dr. D.W. Penner School and will be available at the school or the Community Parks and Recreation office at 219 Provencher Boulevard. If you have neighbours who do not have children attending the school please feel free to discuss the project with them and let them know where the questionnaire is available.

Kindly take a few minutes of your time to complete the questionnaire and return it to the school by Friday, May 22, 1992.

Your participation in the planning of the Parks and Recreation Facilities will help to ensure that the final complete development will meet the needs, interests and lifestyles of the neighbourhood residents and the community.

BASIC FACTS ABOUT NEIGHBOURHOOD PARK DEVELOPMENTS

The neighbourhood park is a 1.65 acre site located on Hazelwood Avenue adjacent to Dr. D.W. Penner School. The primary objective in the development of neighbourhood parks is to provide a visual, recreational and social focus for residents of the neighbourhood. The development plans for this park site should be sensitive to meeting this objective.

LEISURE INTEREST QUESTIONNAIRE

These questions are intended to help us determine the interests, desires and feelings of neighbourhood residents. Please check your desired choices.

1. LEISURE LIFESTYLE INTERESTS

	For each of the following activities please check if you or any member of your family unit <u>participated</u> in this activity in the last year	For each of the following activities please check if you or any member of your family unit would be <u>more likely to</u> do this activity if it were available in the park
Field Hockey	_____	_____
Football (including flag and touch)	_____	_____
Softball/Baseball/Slowpitch	_____	_____
Rugby	_____	_____
Soccer	_____	_____
Tennis	_____	_____
Basketball	_____	_____
Volleyball	_____	_____
Tetherball	_____	_____
Handball	_____	_____
Bicycling	_____	_____
Cross-Country Skiing	_____	_____
Hiking	_____	_____
Jogging/Running/Speed Walking	_____	_____
Walking for Fitness	_____	_____
Walking for Pleasure	_____	_____
Broomball	_____	_____
Figure Skating	_____	_____
Ice Hockey	_____	_____
Ice Skating	_____	_____
Lacrosse	_____	_____
Ball Hockey	_____	_____

For each of the following activities please check if you or any member of your family unit participated in this activity in the last year

For each of the following activities please check if you or any member of your family unit would be more likely to do this activity if it were available in the park

Roller Skating	_____	_____
Roller Blading	_____	_____
Skateboarding	_____	_____
Nature Study (including bird watching)	_____	_____
Tobogganing	_____	_____
Gardening	_____	_____
Photography	_____	_____
Playing Horse Shoes	_____	_____
Picnicking	_____	_____
Kite Flying	_____	_____
Playing on Creative Play Climbing Equipment	_____	_____
Using Baby Swings	_____	_____
Using Swings	_____	_____
Playing in Sand Play Area	_____	_____

2. PARK FEATURES PREFERENCE

Which of the following **PARK FEATURES** would you like to see developed in this neighbourhood park? (see map)

Ball Diamond	_____	Tetherball	_____
Soccer Pitch	_____	Basketball	_____
Football Field	_____	Volleyball	_____
Tennis Courts	_____	Handball	_____
Highboard Ice Rink	_____	Fitness Stations	_____
Pleasure Skating Rink	_____	Sand Play Area	_____
Mini-Landscaped Amphitheatre	_____	Swings	_____
Creative Play Climbing Equipment	_____	Baby Swings	_____
Pathways(cycling,walking,etc.)	_____	Skateboarding Area	_____
Horseshoe Pits	_____	Seating Area	_____

3. CREATIVE PLAY EQUIPMENT DEVELOPMENT

- A) Are you in favour of creative play equipment being developed in this neighbourhood park?

Yes _____ No _____

- B) If in favour of creative play equipment being developed, what age group should be the focus of its design.

2 - 5 years (pre-school) _____ 6 - 12 years (school age) _____

4. Including yourself, please indicate how many people live in your household. Please record the number of residents in each age category.

Age Range	Number of Persons in Household
Under 6 yrs.	_____
6 - 12 yrs.	_____
13 - 18 yrs.	_____
19 - 24 yrs.	_____
25 - 34 yrs.	_____
35 - 44 yrs.	_____
45 - 64 yrs.	_____
65+ yrs.	_____

PLEASE RETURN THE QUESTIONNAIRE TO DR. D.W. PENNER SCHOOL NO LATER THAN MAY 22, 1992. ALSO, RETURN YOUR KIDS' "PLAN YOUR PARK" SURVEY.

THANK YOU FOR SHARING YOUR TIME

WOULD YOU LIKE TO GET MORE INVOLVED IN THE PLANNING PROCESS?

If you are interested in becoming more actively involved in the planning and development of this neighbourhood park project please provide the following:

Name: _____

Address: _____ Postal Code: _____

Telephone Number (s): Residence _____ Business _____

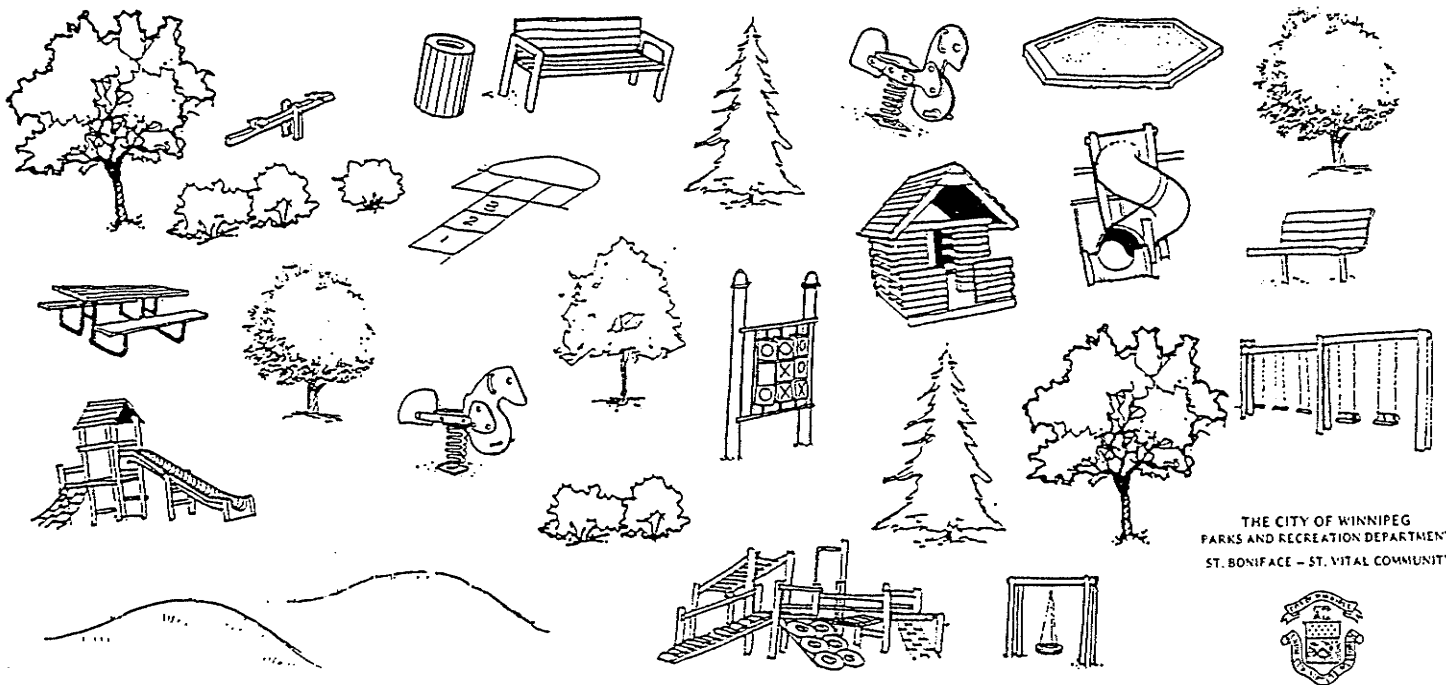
Greenwood Park / Dr. D.W. Penner School
Neighborhood Park Development

KID'S SURVEY: "PLAN YOUR PARK"

Instructions:

TRACE, COPY, OR CUT AND PASTE THESE PARK FEATURES ON TO THE PARK MAP
AND THEN COLOR TO 'PLAN YOUR PARK'

RETURN YOUR DRAWING, ALONG WITH YOUR PARENTS' SURVEY
TO DR. D.W. PENNER SCHOOL BY FRIDAY, MAY 22, 1992.



THE CITY OF WINNIPEG
PARKS AND RECREATION DEPARTMENT
ST. BONIFACE - ST. VITAL COMMUNITY



ME:

E:

ASS:

se return to Dr. D.W. Penner
hool by Friday, May 22, 1992

R. D.W. PENNER
SCHOOL
BUILDING

PARK

FAIRWOOD RESERVE

THE CITY OF WINNIPEG
PARKS AND RECREATION DEPARTMENT
ST. BONIFACE - ST. VITAL COMMUNITY



Q4 Including yourself, please indicate how many people live in your household. Please record the number of residents in each category.

	(Summary counts)	Per cent of total population
Under 6	73	17%
6 - 12	128	30%
13 - 18	16	4%
19 - 24	12	3%
25 - 34	60	14%
35 - 44	113	26%
45 - 64	29	7%
65 +	1	0%
	=====	=====
	432	100%

Age	City	Vista	Age	"Survey"	Age	"Survey" Adjusted	"Survey" Vista
0 - 5	8.2	11.0	0 - 6	17.0	0 - 6	17.0	1.55
6-11	7.7	12.0	6- 12	30.0	6- 12	30.0	2.50
12-19	11.2	12.3	13 -18	4.0	13 -18	4.0	0.33
20 -34	28.1	27.6	19 -24	3.0	19 -34	17.0	0.62
35-59	27.7	32.5	25 -34	14.0	35 - 64	33.0	1.02
60+	17.1	5.5	35 -44	26.0	65+	0.0	0.00
	100	100.9	45 -64	7.0		101.0	
			65+	0.0			
				101.0			

Survey over represents under 12 population
and;
under represents teenagers and young adults.

Source: Department of Planning (1991), Area Characterization Program

Q2 Park Features

Which of the following PARK FEATURES would you like to see developed in this neighbourhood park?

	(Actual counts)
Ball diamond	28
Soccer pitch	24
Football field	09
Tennis courts	39
Highboard ice rink	15
Pleasure skating rink	55
Mini-Landscape amphitheatre	12
Creative play	64
Pathways	62
Horsehoe pits	13
Tetherball	15
Basketball	25
Volleyball	21
Handball	04
Fitness stations	20
Sand play area	41
Swings	62
Baby swings	26
Skateboard	17
Seating area	54

Q3 Creative play equipment development

A) Are you in favour of creative play equipment being developed in this neighbourhood park?

	(Actual counts)
Yes	82
No	16

B) If in favour of creative play equipment being developed, what age group should be the focus of its design.

	(Actual counts)
2 - 5	27
6 - 12	73

Favour creative play equipment?				
Preference		No		
		Yes	No	relpy Total
2 - 5	26	0	1	27
6 - 12	68	3	2	73
	94	3	3	100

(Note: includes some replies that selected both age categories, and other replies which were either negative or did not answer part A).

Greenwood Park/ Dr. D.W. Penner School Neighbourhood Park Development Questionnaire

<p>For each of the following activities please check if you or any member of your family unit participated in this activity in the last year</p>	<p>For each of the following activities please check if you or any member of your family unit would be more likely to do this activity if it were available in the park</p>
--	---

Q1 Leisure lifestyle interests	Participated (Actual counts)	Likely (Actual counts)
Field hockey	04	08
Football	14	11
Softball	42	26
Rugby	04	05
Soccer	52	31
Tennis	21	31
Basketball	26	20
Volleyball	15	18
Tetherball	07	09
Handball	02	07
Bicycling	67	41
Cross-country	20	26
Hiking	15	15
Jogging	32	28
Walking for fitness	38	25
Walking for pleasure	56	36
Broomball	03	03
Figure skating	09	14
Ice hockey	19	20
Ice skating	54	45
Lacrosse	02	01
Ball hockey	14	05
Roller skating	32	21
Roller blading	09	20
Skateboarding	11	14
Nature study	16	12
Tobogganing	67	47
Gardening	36	05
Photography	18	07
Horseshoes	13	17
Picnicking	54	26
Kite flying	36	27
Creative play	62	47
Baby swings	26	20
Using swings	75	45
Sand play area	51	31

Appendix C

The following are copies of the questionnaires used to evaluate the perception of the participants involvement active on the planning committee with the responses as given.

Dear Participant,

The following questionnaire has been designed to help me understand how you perceive your involvement and the groups involvement in the development of the Dr. D.W. Penner School and Greenwood Park playgrounds. There is no correct or incorrect response so please be as honest as possible. I will use this information to make recommendations for future projects of this nature. Thank-you for your participation.

Do you feel **you** have made a significant contribution to the general development of the playground so far?

not significant		moderate		very significant
1	2	3	4	5

Do you feel the **group** has made a significant contribution to the general development of the playground so far?

not significant		moderate		very significant
1	2	3	4	5

If you were involved in a similar project in the future, would you like the the **group** to be be more or less involved in,

less		same		more
1	2	3	4	5

.....deciding what activities and or equipment should be included in the final design of the playground?

less		same		more
1	2	3	4	5

.....the actual design of the playground?

less		same		more
1	2	3	4	5

Dear Participant,

The following questionnaire has been designed to help me understand how you perceive your involvement and the groups involvement in the development of the Dr. D.W. Penner School and Greenwood Park playgrounds. There is no correct or incorrect response so please be as honest as possible. I will use this information to make recommendations for future projects of this nature. Thank-you for your participation.

Do you feel **you** have made a significant contribution to the general development of the playground so far?

not significant		moderate		very significant
1	2	3	4	5

Do you feel the **group** has made a significant contribution to the general development of the playground so far?

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If you were involved in a similar project in the future, would you like the the **group** to be be more or less involved in,

.....the collection of background information (surveys, drawing exercises, etc.)?

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Appendix D

The following is a preliminary cost estimate prepared by the City of Winnipeg Parks and Recreation Department.

Item No.	Quantity	Description	Unit Cost	Total
COMPLETE SITE DEVELOPMENT PROGRAM :				
		PATHWAYS		
1.	475m ²	Asphalt pathways - City of Wpg. standards 2.0m wide, 50mm asphalt on 150mm compacted sub-base, supplied and installed.	\$ 20.00/m ²	\$ 9,500.00
2.	145m	Concrete Sidewalk - City of Wpg. standards, 1.5m wide, min. 75mm depth.	\$ 50.00/m	\$ 7,250.00
			Sub Total	\$ 16,750.00
		LANDSCAPING		
3.	8	Deciduous Trees 75mm caliper, supplied and installed.	\$ 300.00	\$ 2,400.00
4.	18	Shrubs - deciduous shrubs, 600mm ht. planted in shrub beds with bark mulch.	\$ 40.00	\$ 720.00
5.	4	Benches - Tache Style 1.8m bench, supplied and installed.	\$ 430.00	\$ 1,720.00
6.	4	Picnic Tables - Parks and Recreation standard 1.8m long.	\$ 350.00	\$ 1,400.00
7.	6	Waste Receptacle - Parks and Recreation standard, ornamental wood slat.	\$ 310.00	\$ 1,860.00
8.	1600m	Earthwork - rough grading, contouring, levelling, and fine grading of berms and play areas. The lump sum assumes that clean fill will be available locally.	Lump Sum	\$ 20,000.00
9.	1600m	Sodding - supply and installation of mineral sod on 75mm of compacted topsoil.	\$ 3.50/m	\$ 6,400.00
10.	1	Catch Basin - supply and installation of a catch basin and line in the countered skating area.	Lump Sum	\$ 7,000.00
			Sub Total	\$ 40,610.00

Item No.	Quantity	Description	Unit Cost	Total
		PLAYGROUND		
11.	1 set	Mini Soccer Goal Posts, supplied and installed.	\$ 1,600.00	\$ 1,600.00
12.	3	Lighting - Ornamental light standards as per SCD-609 supplied and installed.	\$ 2,400.00	\$ 7,200.00
13.	1	Playground - senior playstructure, creative play equipment located at north west corner of the site. See attached drawing.	Lump Sum	\$ 21,000.00
14.	214m	Sand and Timber- 200mm of torpedo sand with 150x150mm pressure treated timbers to edge and retain sand. Safety distances to meet C.S.A. Guidelines.	Lump Sum	\$ 5,000.00
15.	1	Playground - accessible playstructure, creative play equipment located on the south side of the site. See attached drawing.	Lump Sum	\$ 14,000.00
16.	100m	Sand and Timber - 200mm of torpedo sand with 150x150mm pressure treated timbers to edge and retain sand. Safety distances to meet C.S.A. Guidelines.	Lump Sum	\$ 3,000.00
17.	1	Relocate Existing Climbing Structure - sand and timber work as required.	Lump Sum	\$ 2,400.00
18.	24m	Sand Play Area - 300mm of play sand edged with timber rounds retaining wall.	Lump Sum	\$ 3,500.00
19.	1	Drop Shot - Landscape Structures Model # 842-0913. Supplied and installed.	\$ 850.00	\$ 800.00
20.	1	Jr. Swings - six seater, 2.1m ht. with enclosed bucket seats.	\$ 3,500.00	\$ 3,500.00
21.	1	Sr. Swings - six seater, 3.0m ht. with slash proof belt seats.	\$ 3,000.00	\$ 3,000.00
22.	4	Tether Ball - Relocated on site installed in concrete pile.	\$ 250.00	\$ 1,000.00
23.	3	Tire Swings - Landscape Structure Arch Tire Swing #808-10145 with sand base, supplied and installed.	\$ 3,000.00	\$ 9,000.00
24.	1	Multi Seesaw - Kompan Model spring multi seesaw, supplied and installed on a sand base.	Lump Sum	\$ 5,500.00

Item No.	Quantity	Description	Unit Cost	Total
25.	2	Spring Toys - Kompan Model spring toys, supplied and installed on a sand base.	\$ 800.00	\$ 1,600.00
26.	1	Playhouse - Children's Playgrounds wood playhouse, supplied and installed.	Lump Sum	\$ 4,000.00
27.	1	Terraced Steps with Slides - 200x200mm pressure treated timbers cut into slope of the berms with two slides.	Lump Sum	\$ 8,400.00
28.	1	Arch Bridge - Pressure treated wood timber arch bridge, supplied and installed.	Lump Sum	\$ 2,800.00
			Sub Total	\$ 97,300.00
Total Construction Cost Estimate				\$ 154,660.00
Consultant Fees @ 10%				\$ 15,400.00
Construction Contingency @ 10%				\$ 17,000.00
TOTAL PROJECT COST ESTIMATE * (See Below)				\$ 187,060.00

* This cost estimate is preliminary and costs are subject to a full review of complete plans and specifications by the City of Winnipeg's Parks and Recreation Department.

JEK/AUG, 1992