

THE CITY AT EYE LEVEL FOR KIDS



HOW TO USE THE CITY AT EYE LEVEL KIDS MANUAL

If you want to co-design neighbourhoods and city centres that are healthy, safe, accessible, interactive and stimulating for children and their parents, here is the solution you need - The City At Eye Level for Kids Manual!

“The City at Eye Level” is an international platform advocating for more people-centred planning practices in today’s urban development, which includes many cases worldwide. Now it aims to cover the city at “kids” level as well, as it is a crucial angle to add and draw more applied theoretical knowledge to.

Through “The City at Eye Level for Kids” project we wish to advance the existing scientific research into an applicable methodology that can be used in the daily practice in cities while populating the available resources on placemaking with the aspect of the children and their familiars. We seek to address issues related to urban daily life, the perception, experience, use and management of public and common space in the cities through the “measurement” of a child’s level: from the physical attributes such as height, walking and running pace, balance, reach of hands etc, to attributes such as inspiring elements, sounds, smells and colours, other people, natural and manufactured elements, etc.



CITY AT EYE LEVEL FOR KIDS

This booklet includes some of the various existing tools that can be used by practitioners, placemakers and decision-makers to include the children’s perspective into their projects. The tools are inspired by the international case studies from “The City at Eye Level for Kids” Book and have been tested on several workshops in Greece, Sweden and The Netherlands.

This booklet allows you to analyse locations critically in various scales, from the micro to the macro level, and it also provides customized tools for parents and children, for urban planners and for trainers. You can freely use one or several tools according to your needs and the type of stakeholders that are involved.

Finally, the booklet presents a list of criteria to be considered when planning and creating spaces for children and their caretakers.

We hope this booklet serves as a guide and tool towards more child-friendly spaces!



1. PREPARATION

STEP 1

Define the following:

1. What is your goal?
2. Who is your audience?
3. How much time do you have?

Since the City at Eye Level for Kids has several tools, you can choose which activities match your expectations and conditions better. By understanding your goals, your audience and the time you can make use of one or more activities.

GOAL:

The following are just examples of the different reasons why you would like to use this toolbox.

- You are an urban planner and what to assess a specific place from the kids' eye level.
- You want to include kids and parents in a project.
- You want to understand what children and parents perceive from a place?
- You want to train others about child-friendly places.
- You want to create awareness about the importance of child-friendly cities.
- And many more...

AUDIENCE:

- Authorities
- Urban Planners and/or practitioners
- Parents and children
- Students

The manual contains different activities according to the public. Hence, you can go for the activities related only to parents and children. Or if you want to create awareness among practitioners and authorities you can use the tasks described in the section "train the trainers". Finally, you can use the criteria individually or in groups to assess a space for intervention.

TIME:

Considering the time is very important. This will allow you to choose one or more activities from the toolbox.

Remember that children and parents can get distracted by other activities as well and this will influence the time of your activity. In this case choose shorter activities and allocate more time.

IMPORTANT: Based on these three elements you can decide if you want to use

1. JOINT TASKS designed to be done with parents, children and urban planners.

2. TRAIN THE TRAINERS MODE if you are working with adults only. In this case you still use the Joint tasks but you give everyone a role: "child, parent and urban planner". Use the **role adaptation** section included in each activity for guidance. Also, use the **secret tasks** to help the participants follow their role easily.

Finally, you can always use -individually or in groups- the **criteria** described at the end of this manual to assess a place from the kids' eye level.

1. PREPARATION

STEP 2

Choose a location:

Once you have defined your goal, audience and the time you have. You can choose a location to work at.

To choose a place to analyse, consider the following scales, based on The City at Eye Level for Kids Methodology:

- Micro-place
- Square, park, plaza, neighbourhood.
- Main streets, big squares, parks, waterfronts, stations.
- City scale

We have defined criteria for each of these scales, that you can find at the end of this manual.

Outdoors or indoors:

A variety of activities is presented for both outdoors and indoors. However, make sure that if you are inviting people, you have a meeting point, places to sit and a good environment to explain the activities to your participants.

You can also choose to start the activity indoors and move to the location selected.



CITY AT EYE LEVEL FOR KIDS

STEP 3

Prepare invitations:

This step depends on your audience. If you know the people who you would like to invite to your workshop prepare invitations and if possible, send them some materials in advance. Specially for parents it is important to understand how much time they will spend and what they will do with their children to prepare everything they need (food, diapers, water, etc). Parents appreciate a more detailed explanation of the objective and activities, so try to be very clear when inviting them.

If you are approaching people in the selected location, prepare some materials like a small brochure or other innovative way to quickly present yourself and your objective. Some element that explains where you come from and what do you want to achieve is helpful to build trust with the people you want to approach, especially when working with children.

Another idea is to have an open invitation: Prepare communication material to share by social media or posters you can paste in the location. Always check if you need a special authorization for this by the Municipality or other regulatory entities.



1. PREPARATION

STEP 4

Do some research on the parenting style:

Parenting is strongly context-dependent. If you do these activities in different places you will easily notice how the dynamics change between parents and children depending on the place. Hence, it is always a good idea to get information about the culture, the social dynamics and the preferences first.

You can ask some friends who are parents there to give you advice, follow parenting groups on social media, read blogs on the topic or do some academic review of literature.



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STEP 5

Chose the activities:

Yahoo!! Finally, you are ready to define the activities you can use from the City at Eye Level for Kids Manual!



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2. JOINT TASKS: SENSORIAL TOOLS

INSTRUCTIONS:

The following tasks are meant to be done by the children, parents and urban planners together outside.

You can make one or several activities in one time slot. The suggested time to spend is 45 minutes in total.

Go to the designated location. And choose as many tasks as you would like to complete from the ones listed below according to your role.

Make sure you have all the materials needed. You can also prepare an Activity Kit with materials to be handed to the participants.

2.1 FOR CHILDREN AND PARENTS

2.1.1 FOLLOW YOUR WAY

How much time? 7-10 minutes

What you will need? A phone with a camera.

What to do?

1. Parents to choose a specific route from point A to point B in the neighbourhood. This route has to be “led” by their child.
2. The parent has to indicate the arrival point (B) to its child and then follow him or her.
3. The parent also has to take pictures (using a phone camera) of the child’s stopping points. This way both the parents’ and childrens’ options can be observed.

// Role adaptation //

The adult “child” needs to step into a young child’s perception and make route choices that she/he would make (e.g. where there are interesting elements such as trees, animals, other children, food, flowers etc). *Think what you loved as a child*

The adult “parent” records the route as mentioned above.



Take notes here:

2. JOINT TASKS: SENSORIAL TOOLS

2.1.2 A TRAIL WITH A STRING

How much time? 7-10 minutes

What you will need? Camera & Ball of yarn.

What to do?

Each child has a ball of yarn and is asked to attach it at a starting point and follow its own route. The chosen route will indicate a child's preference in taking a certain path or another.

(All ages from 2 years onward)

// Role adaptation //

The adult "child" needs to get into the shoes of a young child and realize the interesting/inspiring/etc elements of one's environment and walk towards them. The adult "parent" needs to take notice of the places that the adult "child" goes to, the routes that it makes and write them down. Take pictures.



Take notes here:

2.1.3 NATURE ETCHING

How much time? 7-10 minutes

What you will need? Paper, crayon.

What to do?

Each child will have a piece of paper and a crayon. We show them the technique of the "frottage" (The technique or process of taking a rubbing from an uneven surface to form the basis of a work of art) and ask them to find a surface that they like in order to apply this technique. This can also be applied indoors with collected elements.

(All ages from 2 years onward)

// Role adaptation //

The adult "child" needs to investigate one's environment to realize the elements on one's level (95cm) that might be attractive or/and accessible to a young child. The adult "parent" observes how the adult "child" selects the textures/materials in order to reflect back on them.



Take notes here:

2. JOINT TASKS: SENSORIAL TOOLS

2.1.4 A SHOW THE BEST PLACES FOR...

How much time? 7-10 minutes

What you will need? Camera.

1. ...jumping 2. ...climbing up. 3. ...laying down 4. ...running to

*do all or as much as you can!

What to do?

The adult “child” seeks to find the places where the four actions are possible to be made (and if wanted attempts to do some of them). The adult “parent” needs to take notice of these places that the adult “child” interacts with, and write them down or take a picture.



Take notes here:

2.1.5 CLOSE YOUR EYES AND LISTEN

How much time? 7-10 minutes

What you will need? Listen and take notes, or recorder.

What to do?

Children close their eyes and describe to their parents what they hear. Parent takes notes and if possible records in her phone how the child describes/makes the sounds.

(From the age of 3 years)

// Role adaptation //

The adult “child” closes one’s eyes and attempts to focus on surrounding sounds, having the filter of what might sound interesting or annoying for a young child. The adult “child” describes these sounds to the adult “parent” who writes down these sounds and any keywords that the child might be referring to.



Take notes here:

2. JOINT TASKS: SENSORIAL TOOLS

2.1.6 NATURE IN A COLLAGE

How much time? 10-15 minutes

What you will need? Elements from nature, cardboard paper, glue.

What to do?

If the weather does not allow a long outdoor activity, the children can be asked to quickly collect elements from nature and once indoors, they can create one group or atomic collages.

(All ages from 2 years onward)

// Role adaptation //

The adult “child” handpicks the elements of the environment that seem to be mostly interesting and representative of the place for a young child, and together with the adult “parent” create a collage/card that they can take back home.



Take notes here:



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2. JOINT TASKS: SENSORIAL TOOLS

2.2 FOR URBAN PLANNERS

2.2.1 WORKSHOP EVALUATION

How much time? 10 minutes

What you will need? Pen.

Questions:

Have you ever participated before in a similar task/workshop/discussion? The parent has to indicate the arrival point (B) to its child and then follow him or her.

What did you learn about kids in open and public space, through your observations?

Did your child and you feel safe and comfortable during the process, and how did it differ between the playground, park and street?

What elements contributed to child-friendly and parent-friendliness? List.

Other comments:

2. JOINT TASKS: SENSORIAL TOOLS

2.2 FOR URBAN PLANNERS

2.2.2 OBSERVE THE CITIZENS

How much time? 5 minutes

What you will need? Pen.

What to do?

the routes they make, the stops they make, anything related to their interaction with the place.

// Role adaptation //

The adult “child” handpicks the elements of the environment that seem to be mostly interesting and representative of the place for a young child, and together with the adult “parent” create a collage/card that they can take back home.



Take notes here:



3. TRAIN THE TRAINERS MODALITY

3.1 SECRET TASKS

INSTRUCTIONS:

When your goal is to create awareness or prepare people to work with children.

You can first prepare a workshop only with adults. You can separate them in groups and assign them a role: Parent, children and urban planner. During the activity outside they can have cards with secret task according to their role. This will help them to have ideas on how to act.

Each activity is 5 to 10 minutes. They can complete one or two at any moment.

* Do not tell your group partners about your secret task!

CHILDREN

Get tired // 5 minutes

You are so tired. Find a place where you can rest and indicate it to your caregiver. Get moody if you need to.



Hide // 5 minutes

Without informing your caregiver find a place to hide and keep in mind that your caregiver is still able to find you.



Find something that amuses you // 5 min

If you see something that looks playful to you, try to stay there even if your parent is in a rush.

PARENTS

Think and Share // 5 minutes

"What did you like to do when you were at the age of your **ON**."



The baby is hungry // 7-10 minutes

Find a location close to you where you can buy a proper snack for your young child and eat it properly..



Change the diaper // 7-10 minutes

Find a place where you can change your baby's diaper.

3. TRAIN THE TRAINERS MODALITY

3.1 SECRET TASKS

MATERIALS:

What materials can be used in the 'train the trainers' workshop?

FOR EVERYONE:

- You can start with an introductory activity, where you invite the participants to think about the place where they used to play when they were children. Can they draw it in a paper or talk about it? How different is the place now? What do they liked and disliked about the place?
- Prepare a kit with the materials needed for all the activities and tasks.
- Print a copy of the tasks, secret tasks and criteria for the participants.



FOR CHILDREN:

A great idea is to help the adult be in the children eye level. You can cut broom sticks or any kind of stick in 95cm, then paste an eye mask on the top of it. Adults can go down and see from the mask, understanding what is it to be a child. It also makes an amazing element for all the group to experiment.

FOR PARENTS:

You can give the parents a baby. Get some bags of sand, rice or any other material that weight 5 kilograms (the weight of a newly born. You can dress "the babies" with some nice clothes and ask the participants to do all the activities carrying the baby as well.

Also, you can get some strollers and go around. This is helpful to understand and analyse mobility and accessibility.

Finally, if you prepare an Activity Kit, hand it to the 'parent' as well.

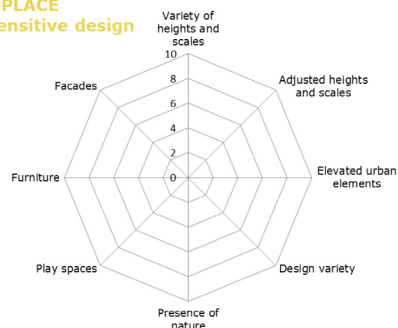
All these elements will help to make the situation closer to what parents live when they go out with their children.



4. CRITERIA FOR ASSESSMENT

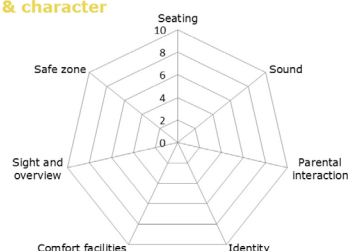
4.1 MICROPLACE SCALE

MICRO-PLACE Scale-sensitive design



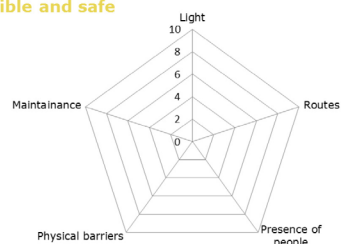
Variety of heights and scales	Variety of heights and scales - such as benches, steps, bars, shop outdoor extension - to engage children in different ages
Adjusted heights and scales	Urban elements at children's height and scale to stimulate senses
Elevated urban elements	Elevated urban elements to climb, jump, hide and sit such as steps and side niches
Design variety	Variety of materials, textures and surfaces such as hard/soft, smooth/rough, colorful/natural
Presence of nature	Natural elements and terrain such as water, mud, plants, rocks
Play spaces	Designated spaces to freely play on flat and open surfaces
Furniture	Furniture and panels in creative shapes, colors and use of non-standard structures, recycled and everyday material
Facades	Facades that trigger interaction, such as mirrors, games on the wall, colours, vegetation, lighting, moving media image, information signs, history stories, creative and educational art

MICRO-PLACE Comfort & character



Seating	Social, multi-age, multi-purpose and gender-sensitive seating close to play areas for parents to relax and stay close
Sound	Sound emitter elements
Parental interaction	Where parents can interact with other parents comfortably
Identity	A place that calls for recognition and that shapes a distinct identity: what can be called a favorite spot
Comfort facilities	Facilities for parents to feel comfortable such as public toilets, seating with low thermal transmission materials, bins
Sight and overview	A place that offers overview and feels safe and enclosed where the child can move somewhat freely
Safe zone	Safe zone in street or on square for children such as corner, hybrid zone, or green space while accompanied by parents

MICRO-PLACE Accessible and safe

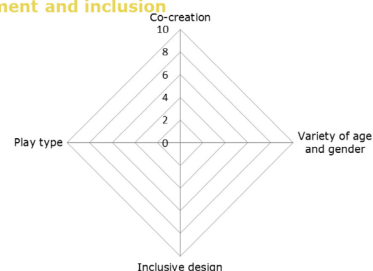


Light	Well-lit during daytime and night-time without dark corners
Routes	Clear, safe and accessible routes to and from other destinations
Presence of people	"Eyes" on the street mechanism and mixture of people passing by
Physical barriers	Clear physical barriers between traffic/place, public/private space, play area within a larger park
Maintenance	Appears clean and well-maintained

4. CRITERIA FOR ASSESSMENT

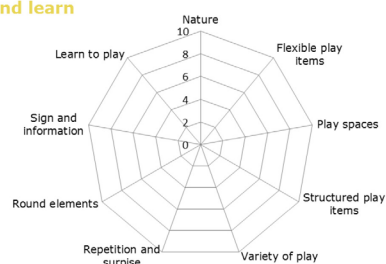
4.1 MICROPLACE SCALE

MICRO-PLACE Engagement and inclusion



Co-creation	A co-creative design process that includes children, parents and educators from start to finish for the place to address needs and learning objectives in order to foster stronger bonds, greater community investment and a sense of pride and excitement throughout the process
Variety of age and gender	Places and play equipment that is designed for a variety of ages and genders that accommodate different preferences for play, interaction and development
Inclusive design	Inclusive design that offers coexistence to different user groups that avoids conflict and disturbances
Play type	Space for multiple playtypes (roamer, pusher, builder, viewer)

MICRO-PLACE Play and learn

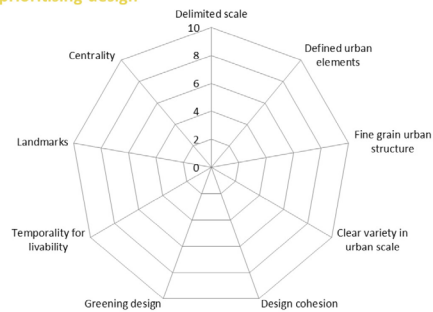


Nature	Signs of animals, trees, flowers and plants to touch, smell and play with and learn from
Flexible play items	Presence of loose parts, wooden sticks, sand that inspire to use their bodies to build and replicate experiences and live their own stories
Play spaces	Narrow and enclosed spaces to roam and hide that evoke excitement and give new feeling, perspective and ability
Structured play items	Coloured markings, flexible structures and installations that allows for setting up own rules and imagining another world
Variety of play	Variety of play options for multiple ages and gender
Repetition and surprise	Repetition alternated with surprises to stimulate senses and motor skills that encourages learning and development
Round elements	Children's admiration for round elements to twist, bend, turn in various sizes
Sign and information	Signs and information on child's height to learn
Learn to play	Share and negotiation for play elements (who sits on the swing)

4. CRITERIA FOR ASSESSMENT

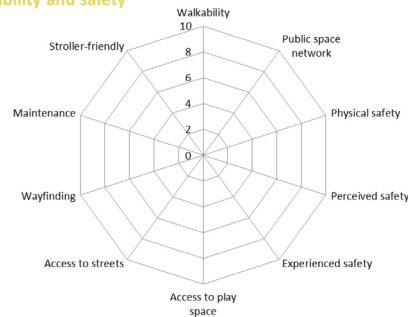
4.2 SQUARE, PARK, PLAZA, NEIGHBOURHOOD SCALE

Square, park, plaza, neighborhood scale Child-prioritising design



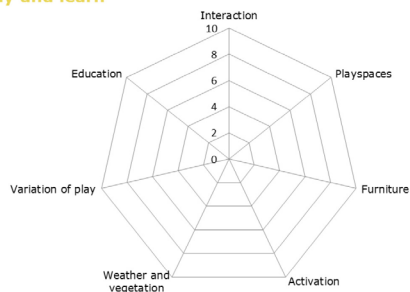
Delimited scale	Reasonable scale to roam and run while also meet physical delimiting borders
Defined urban elements	Defined urban elements: end of street, start of park, border of playground with respect for balance public-private space
Fine grain urban structure	Fine-grain street structure to allow for choice and surprise and support orientation
Clear variety in urban scale	Differentiation between house, garden, sidewalk in front of building, hybrid zone or plinth, neighbourhood street and arterial street
Design cohesion	Nearness, variation and cohesion in urban elements leading to a network of child-friendly home doors
Greening design	Presence of nature, (fruit) trees, flowers, water that can be seen and touched and tree canopies along the streets
Temporality for livability	Colourful and temporary urban elements such as rainbow crosswalks, parklets, potted trees, furniture, speed reducing traffic obstacles and public pianos creates a sensory experience and invites people to stop and interact
Landmarks	Public art, ornaments, fountains and murals: reference to history, happenings, activities, community and function as landmark, recognizable places and educative elements
Centrality	Dedicating central locations of child-friendly parks makes children part of society, they can interact with other people in society, this prevents loneliness (in particular for migrant youth) and they can assert their youthful lifestyles to an audience.

Square, park, plaza, neighborhood scale Accessibility and safety



Walkability	Walkability, including presence and width of side walks, even surface materials, continuity and facilitated pedestrian crossing
Public space network	Network between public spaces that offer safe access and resting places between A and B
Physical safety	Differentiated floor materials or sensorial elements to indicate danger (waterfront pavement, sidewalk edge)
Perceived safety	Lighting, many passers-by and neighboring windows on eye level while factors such as scooters, unleashed dogs, troublesome groups and vandalism are diminished
Experienced safety	Negotiated traffic to increase safety for parents to for instance push the stroller while child learns how to ride a bike
Access to play space	Accessibility to parks without entrance fees, fences and gates and located near the street as well as access to schoolyards after school hours to move freely, shout, run, or check phones, all things that they are restricted from doing in school, on the subway, and in most spaces.
Access to streets	Access to outdoor play spaces by temporarily transforming residential streets into playgrounds or more livable outdoor environments
Wayfinding	Wayfinding encouragement for children to learn to navigate and position
Maintenance	Well-maintained, defined as durable materials, design quality, cleanliness and maintenance
Stroller-friendly	Stroller friendliness by adjusted sidewalk heights, general reachability and spaces for strollers near places to stay

Square, park, plaza, neighborhood scale Play and learn

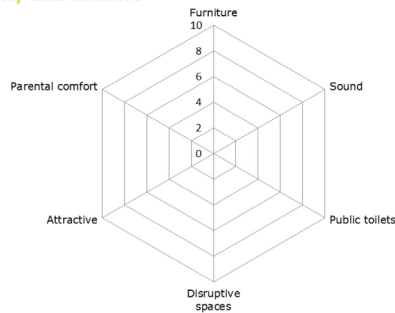


Interaction	Interactive space such as activities wall, chess, chalk board, history signs, as well as static space such as sculptures
Playspaces	Playspaces that promote interaction, generate opportunities for wonder and provides challenges
Furniture	Flexible furniture that can be moved, climbed up, stacking, assembling, creating own spaces, which engaged other kids and parents
Activation	Improved health outcomes for children and adults by making everyday exercise easy through play
Weather and vegetation	Bodily experience of weather conditions, seasonal changes and evolution of nature (colors, size of tree tops, fruit or non fruit trees, urban vegetable garden)
Variation of play	Boys and girls prefer different kinds of playing: non-formal vs formal, open vs intimate spaces, larger groups vs pairs and engage in activities that involve freedom of movement vs rhythmic and social activities games
Education	Learning from recycled materials, recycling systems, natural mechanism

4. CRITERIA FOR ASSESSMENT

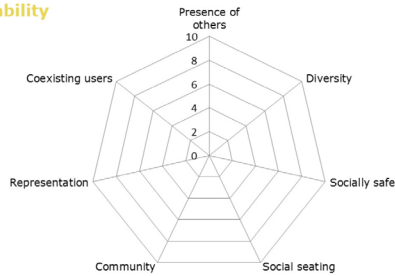
4.2 SQUARE, PARK, PLAZA, NEIGHBOURHOOD SCALE

Square, park, plaza, neighborhood scale Quality and comfort



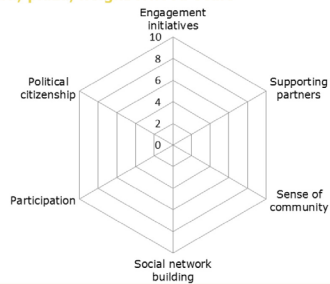
Furniture	Flexible public furniture with different heights and multi-purposes for children to rise and grow up while it offers parents a comfortable place to stay
Sound	Negotiated sound factors to reduce noise from traffic such as trees and enclosed spaces while highlighting natural sounds
Public toilets	Presence of lit clean and secure public toilets for both genders
Disruptive spaces	Open areas or small squares interrupting the relatively disciplined pace on continuous sidewalk for play, rest, spontaneous conversation or closer observation of environment
Attractive	Colours, painting streets, planting flowers and introducing more dust bins. Comfort, defined as protection from weather elements, provides a sense of safety, availability of seating and activities for adults
Parental comfort	Good balance of what adults and children prefer

Square, park, plaza, neighborhood scale Sociability



Presence of others	Presence number of children and elderly in area: for instance youth prefer density, they like to be in a crowd because it provides a more attractive atmosphere, they want to see others and be seen, interact and meet, as well they feel more safe
Diversity	Mix group of age and activities that stimulate interaction and tolerance
Socially safe	Presence of "eyes on the street" to create a socially safe environment such as kiosk
Social seating	Ample and flexible seating at a human scale, for instance benches faced towards each other to make it possible to socialize and talk to each other
Community	Programming: street markets, festivals, food stands as well as free public events for feeling of ownership, pride and sense of community as well as engaging, colourful and interactive hybrid zones and plinths where many conversation and interactions are initiated
Representation	Through co-creation processes the essence and identity of the children becomes represented, highlighting the local identity and developing the sense of belonging
Coexisting users	Where more than one user group can use the space at one time

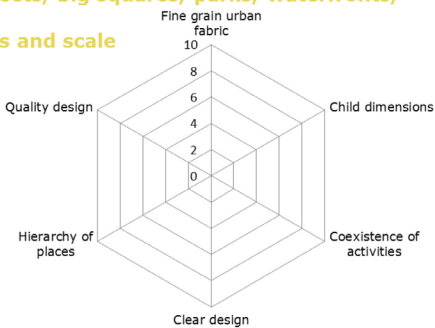
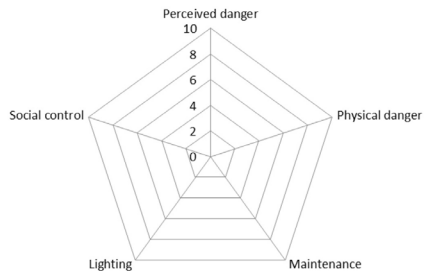
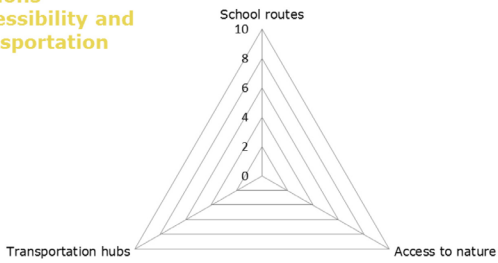
Square, park, plaza, neighborhood scale Networks



Engagement initiatives	Private and citizen engagement where initiatives teach children how to be involved in the upgrading of quality of the environment, creating new experiences for children (flea market to sell something), developing citizenship and learning how to address local needs
Supporting partners	Nearby schools, nurseries, sports facilities and after-schools
Sense of community	Familiarity and connection between people, a sense of community
Social network building	Programs and initiatives for children, neighbors, officials, visitors and others to meet and have the opportunity to influence the place
Participation	Inclusion of both younger and older children in co-creation of the space
Political citizenship	Conscious acts of being present at the public spaces in ways that significantly contribute to changes in the socio-political meaning and use of these public spaces. As such they can read as politics of the street, that we have called everyday urban youth politics

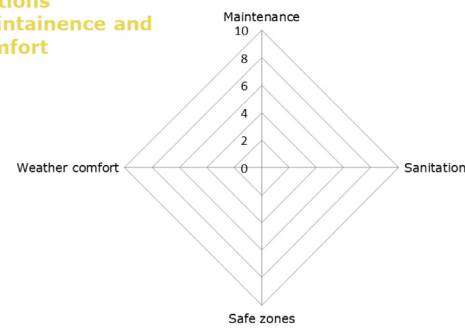
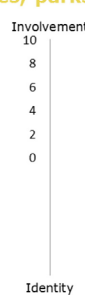
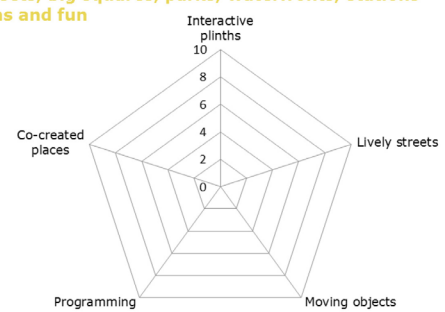
4. CRITERIA FOR ASSESSMENT

4.2 SQUARE, PARK, PLAZA, NEIGHBOURHOOD SCALE

<p>Main streets, big squares, parks, waterfronts, stations Elements and scale</p> 	<table> <tr> <td>Fine grain urban fabric</td><td>Fine grain block structures, vertical orientation and mixed use zoning</td></tr> <tr> <td>Child dimensions</td><td>Streets adjusted to children dimension by designing children oriented elements on the streets and sidewalks and division of space for scale-adjustment</td></tr> <tr> <td>Coexistence of activities</td><td>Where children, parents, random pedestrians, bikers and even cars can live together: similar to a quiet and safe street of a little town</td></tr> <tr> <td>Clear design</td><td>Clear visual guidance, distinctly visible car lanes, separate lanes for pedestrians, bikes and clear visual boundaries for play</td></tr> <tr> <td>Hierarchy of places</td><td>Presence of micro spaces that offer a safe playful zone for children and families</td></tr> <tr> <td>Quality design</td><td>Variety in material, textures and colors help children to orientate and create a place where they can meet</td></tr> </table>	Fine grain urban fabric	Fine grain block structures, vertical orientation and mixed use zoning	Child dimensions	Streets adjusted to children dimension by designing children oriented elements on the streets and sidewalks and division of space for scale-adjustment	Coexistence of activities	Where children, parents, random pedestrians, bikers and even cars can live together: similar to a quiet and safe street of a little town	Clear design	Clear visual guidance, distinctly visible car lanes, separate lanes for pedestrians, bikes and clear visual boundaries for play	Hierarchy of places	Presence of micro spaces that offer a safe playful zone for children and families	Quality design	Variety in material, textures and colors help children to orientate and create a place where they can meet
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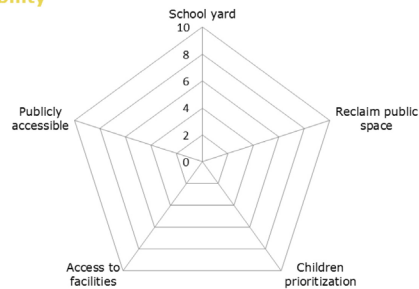
4.2 SQUARE, PARK, PLAZA, NEIGHBOURHOOD SCALE

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4. CRITERIA FOR ASSESSMENT

4.3 CITY SCALE

CITY SCALE Accessibility



School yard

Schools playgrounds to be open for more public play space. Open Schools Program is two-fold. Opening schoolyards during after-school hours, offering additional open space for play and socializing that also enriches the school's schedule with extracurricular activities that range from environmental education to active citizenship

Reclaim public space
Children prioritization

Hold events like No-Car Days

'Place for Adults' into a 'Place for Kids'

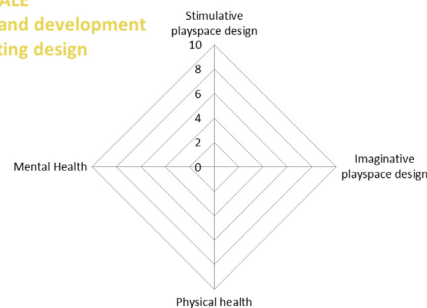
Access to facilities

Family facilities accessible through safe routes, such as community centres, libraries, public pools, movie theaters, and playgrounds

Publicly accessible

Integration of the (reclaimed) public space into urban dynamics: the public space has to become a space for the entire city and not only for the closest neighbours

CITY SCALE Health and development supporting design



Stimulative
playspace design

Encourage adventurous, risky and challenging playgrounds in the planning and design phase

Imaginative
playspace design

Curiosity and flexibility design approaches integrated in the planning and design phase

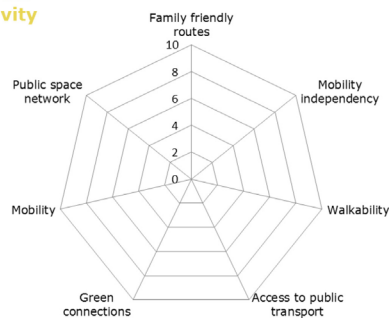
Physical health

Urban design that triggers activity to get the physical activity to stay healthy such as walking distances to destinations as well as exercise equipment, skateparks, green fields etc

Mental Health

Walking trails, access to greenspace, places for relaxation and interaction and alternatives to driving motor vehicles

CITY SCALE Connectivity



Family friendly
routes

Dedicated bicycle paths and safe pedestrian connections between home and public space, playgrounds, schools and facilities

Mobility
independency

Independency stimulation of children and parents to move around the city and advance orientation and wayfinding

Walkability

The "stroller test" and other indicators for walkable city

Access to public
transport

Provide public transit access within 800 meters of most residences

Green connections

Outlining park locations throughout the city

Mobility

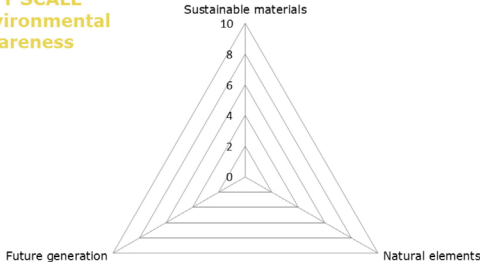
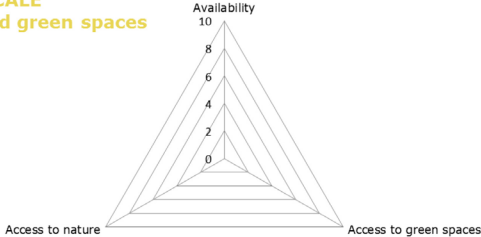
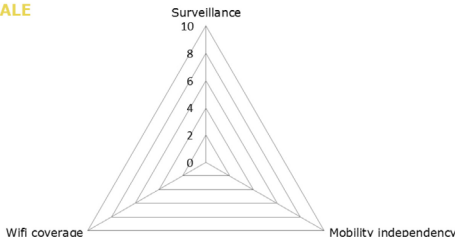
Public transport that is colorful, easy and accessible, walkability, and family-friendly transport options such as cargo bike parking, tree-lined streets, traffic calming

Public space
network

Connectedness between public spaces, homes, pre-schools, green space and streets that encourage active transportation options such as walking or biking

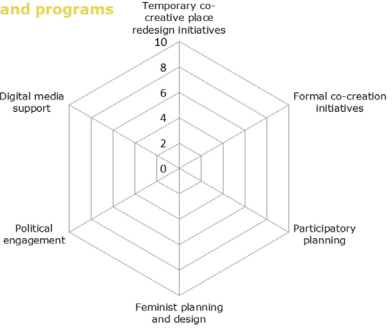
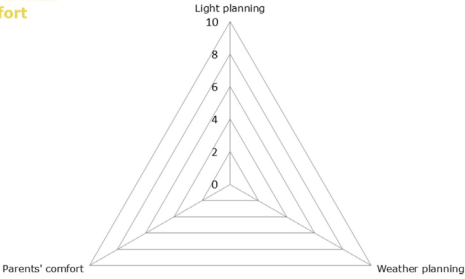
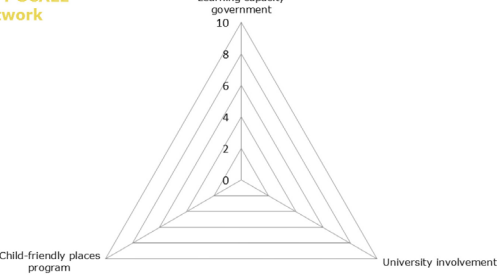
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CREDITS

This manual is based on the methodology and criteria from **The City at Eye Level for Kids** book edited by **Rosa Danenberg, Vivian Doumpa, Hans Karssenberg** and supported by the Bernard van Leer Foundation as part of the Urban95 Challenge.

The manual was developed by **Giulia Gualtieri, Viviana Cordero, Viviana Doumpa**.

Stipo. Team for urban strategy and city development. Rotterdam / NL www.stipo.nl

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Cover picture 2&3: BRINGING THE PLAY-GROUND TO THE STREET Helen Rowe & Elissa McMillan (CoDesign Studio), The City at Eye Level for Kids, 2018. pg. 131

Cover picture 4: CHILDREN AS TACTICAL URBANISTS Valentina Talu (Tamalacà Srl), The City at Eye Level for Kids, 2018. pg. 210

Cover picture 5: INSIGHTS OF EXPERTS, Rosa Danenberg, The City at Eye Level for Kids, 2018. pg. 210

Picture #6 & #7: INTRODUCTION Rosa Danenberg, "The City at Eye Level for Kids" 2018. Pg. 22

Picture #8: THE CITY AS PLAYGROUND, MUSEUM, CINEMA & CLASSROOM, Dr. Anna Zdiara (Technische Universität Darmstadt), The City at Eye Level for Kids, 2018. pg. 138

Picture #9: CHILDREN AS TACTICAL URBANISTS Valentina Talu (Tamalacà Srl), The City at Eye Level for Kids, 2018. pg. 210

Picture #10: ACTION-RESEARCH METHODS Vivian Doumpa & Rosa Danenberg, The City at Eye Level for Kids, 2018. pg. 33

Picture #11: BUILDING A CHILD DEVELOPING PLAY SPACE IN CAIRO THROUGH LISTENING TO CHILDREN Aliaa Maged Kamal (German University in Cairo), The City at Eye Level for Kids, 2018. pg. 95

Picture #12 & #13: GIRLS, MAKE ROOM FOR THEM Nadine Roos & Nikki Daniëls (HUNK Design), "The City at Eye Level for Kids" 2018. Pg. 173

Picture #14: MICRO URBAN RENEWAL COMMUNITY GARDENS IN SHANGHAI Jing Jing (KTH Centre for Future of Places), "The City at Eye Level for Kids" 2018. Pg. 186

Picture #15: BUILDING A CHILD DEVELOPING PLAY SPACE IN CAIRO THROUGH LISTENING TO CHILDREN Aliaa Maged Kamal (German University in Cairo), The City at Eye Level for Kids, 2018. pg. 95

Picture #16: Photo by Michal Smid; DTL Archives, From: HOP, SKIP AND MAKE: CREATING CHILD-FRIENDLY ENVIRONMENT IN DANDORA, Anna Têhlová (Public Space Network), The City at Eye Level for Kids, 2018. pg. 66

Picture #17: YOUTH PRACTISES TRANSFORMING THE MEANING OF FORMAL PUBLIC SPACE IN HANOI Stephanie Geertman (Hanoi Youth Public Space), The City at Eye Level for Kids, 2018. pg. 165

Picture #18: WHAT WE LEARNED ON 78TH STREET: MAKING PUBLIC SPACES WORK FOR ALL AGES Donovan Finn (Stony Brook University), The City at Eye Level for Kids, 2018. pg. 124

Picture #19: Photo by: Fabian Álvarez, From: PLAY, URBAN SPACES AND CHILDREN'S CAPABILITIES Greg Labrosse (Technological University of Bolivar) The City at Eye Level for Kids, 2018. pg. 61

Picture #20: SHAPING SPACES FOR GENERATION Z Gregor H. Mews & Aline Peres dos Santos (Urban Synergies Group) The City at Eye Level for Kids, 2018. pg. 74