



Statement of Community Involvement Part 2:
Children and Youth Engagement

ABERFELDY VILLAGE MASTERPLAN



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Summary

Introduction

This Statement of Community Involvement Part 2: Children and Youth Engagement has been prepared by ZCD and is submitted in support of a hybrid planning application for the Aberfeldy Village Masterplan. The hybrid planning application is made in relation to the north of East India Dock Road (A13), east of the Blackwall Tunnel Northern Approach Road (A12) and to the south west of Abbot Road (the "Site") on behalf of The Aberfeldy New Village LLP' ("The Applicant"). The hybrid planning application is formed of detailed development proposals in respect of Phase A for which no matters are reserved ("Detailed Proposals"), and outline development proposals for the remainder of the Site, with all matters reserved ("Outline Proposals"). The Detailed Proposals and Outline Proposals together are referred to as the "Proposed Development". The Proposed Development comprises the comprehensive redevelopment of the Site. The Proposed Development will provide new retail and workspace floorspace along with residential dwellings and the pedestrianisation of the A12 Abbott Road vehicular underpass to create a new east to west route. The Development will also provide significant, high quality public realm, including a new Town Square, a new High Street and a public park.

The purpose of the Community Involvement Part 2: Children and Youth Engagement is to outline the children and youth engagement undertaken by the Applicant, the findings and how these have impacted the Proposed Development.

A child friendly Aberfeldy

This report presents the child and youth engagement work that has been carried out for the Aberfeldy Village Masterplan with EcoWorld and Poplar Harca. ZCD Architects role on the project is to act as child friendly design experts and engagement specialists, which includes working closely with the design team, Levitt Bernstein Architects, LDA landscape architects and Morris and Company. It sits within a wider engagement programme involving residents of all ages, that has great breadth and depth and includes crossovers between the programmes.



Langdon Park Secondary School pupils - Session 02 - Aberfeldy walking tour

Aberfeldy Village is situated in Poplar, East London, in a triangle between two busy main roads, the A12 and A13 and the final stretch of the River Lea. It is a neighbourhood undergoing rapid change, with completed new blocks, construction underway and this phased masterplan project that is due to be submitted for planning in 2021. Within Aberfeldy is the three form entry Culloden Primary Academy and Langdon Park Secondary School is across the A12 to the west. Pupils from both these schools live in the Aberfeldy area and it is through working with them that ZCD and the design team have been able to gain insight into what it is like to grow up in Aberfeldy and to incorporate these findings into their designs.

Alongside the engagement work, the design proposals have embedded child friendly principles from the outset, starting with a vision (see below) and working closely together as a team to think about the designs from the point of view of children and young people throughout.

Vision

EcoWorld, Poplar Harca and the team are designing Aberfeldy Village to be a child friendly neighbourhood. This means it will be a safe place for children to play out, young people will feel welcome and included and all ages of the community will enjoy spending time outside. The design process will involve listening to the voices of children and young people, taking their needs seriously and allowing them to have a meaningful impact on the proposals. We believe that this will bring benefits for everyone, from getting to know your neighbours, feeling safer from traffic, experiencing less pollution, having more places to rest and enjoy greenery and nature and knowing that the next generation will grow up in a friendly and supportive environment that they will have helped shape.

The results have reached beyond the engagement and design process, attracting interest from the press, with articles written in the Guardian newspaper and Building Design as well as talks at the London Festival of Architecture and other events.

Most importantly the benefits have been felt by the young people themselves. The group from year 9 at Langdon Park School are now known as the Aberfeldy Heroes and are helping shape other ideas for their local neighbourhood. It is hoped their influence will continue, with events being planned across the summer and beyond. The process has helped galvanise the design team and the project has been truly shaped by their involvement, we are indebted to their support and in particular to Thom Palser at Spotlight and Mary O'Brien at Langdon Park School who have supported the pupils at Langdon Park School and to the staff at Culloden Primary Academy who have given the time and support for the project as well.

'Word has spread in the community that 'student voice and views' are powerful and forward thinking and as a result other members of the community have asked our students to be part of consultation on changes in their neighbourhood.' Mary O'Brien Langdon Park School



Both primary and secondary school pupils took high quality photographs as part of the walking tours of their area

A new approach to engagement with children and young people

ZCD’s approach to engagement with children and young people is about listening to and hearing what they tell us about their local spaces and places, in particular through discussions about their lived experiences. Our processes are designed to work on children’s own terms, we go to them, and include involvement from the design team so that they can hear first hand what matters to children and young people in their local area.

The techniques that we use draw on their knowledge as local experts and focus not on what they ‘like’ or ‘don’t like’, but rather on how they feel about places, where they have agency and control, and how this relates to their sense of happiness and well-being. Through working in this way we can also teach children and young people how to analyse the spaces that they know which then helps them to begin to look at the proposals for their new neighbourhood. The work happens in two stages, the first (carried out with primary and secondary school pupils) is about fact finding, listening and skills building and the second (carried out with the secondary school pupils) involves analysing the proposals and feeding back to the design team.

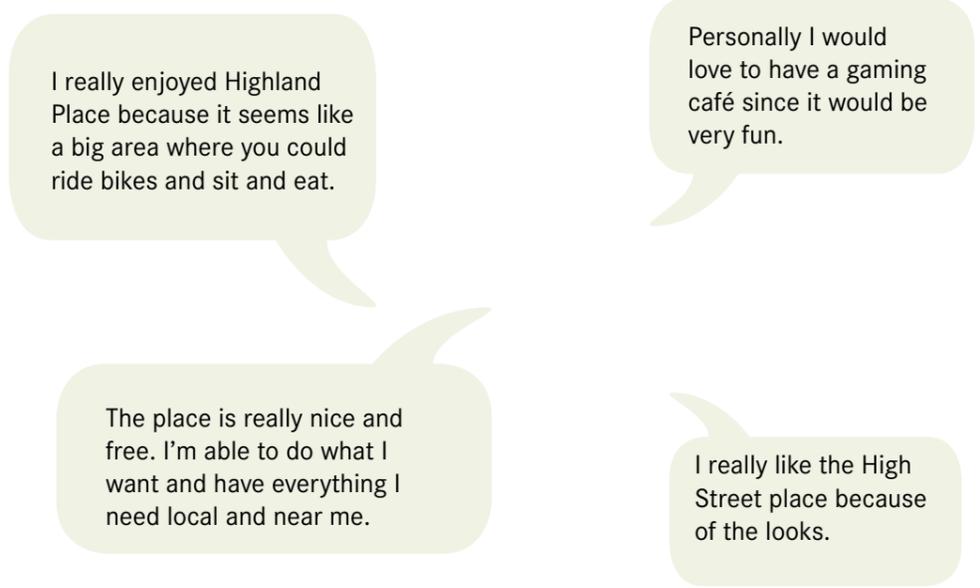
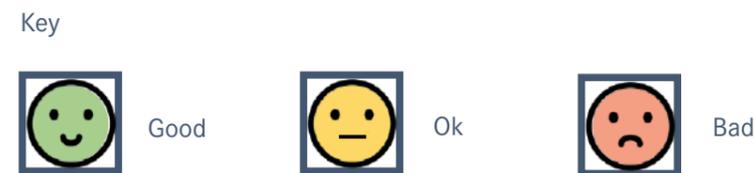
The first stage includes walking tours of the local area, our ‘RAG’ traffic light analysis and photography, all carried out by the pupils themselves. We also hold whole class and smaller group discussions and use drawing and writing to convey ideas. For the secondary pupils we work towards producing a manifesto (shown overleaf) which is a clear set of wishes that they want their new neighbourhood to achieve. This manifesto is something the client and design team are then committed to work towards.

In the second stage of the programme the design team present their proposals and have the young people critique them against their manifesto. We do this twice, in order to gain feedback and to demonstrate how we have listened to the young people. On the next page the overall feedback is set against the themes of the manifesto. More feedback and the details within the manifesto themes is shown further on in the report and appendices.

When asked about their involvement in the project, two Year 9 pupils at Langdon Park Secondary School said *‘It’s something that we’ve not experienced before and not an opportunity many people get. It’s nice to have our voices heard and our contributions listened to.’*

‘Living in a place like Aberfeldy is a blast. A lot of my cousins live here and my family all grew up here. It’s sort of our home, we’ve always been here. It’s an area that I know like the back of my hand.’ Yr 9 pupil

Aberfeldy Manifesto and final feedback on the masterplan



From listening to better design

The design team took part in both stages of the programme, attending sessions and walking with the group around their neighbourhood. Young people feel proud of Aberfeldy, some areas more than others and there is much that could be improved. The design team could feel and hear from the pupils a real need for places to enjoy in their local area, but these weren't close to hand for many of them. They also heard how getting around is a vital as part of their everyday life, for example the underpass and the A12 have a very real and negative impact on them. They would like to cycle more, to school and to meet friends, but don't find that easy for a number of reasons.

Both the primary and secondary school pupils were looking for spaces to play. Teenagers like to play as well as hang out and there are a number of reasons why they can't, from feeling unsafe, to not having permission to do so. We also heard about how places 'shift' after dark to feeling uncomfortable, unwelcoming and unsafe.

We were all impressed how in the third session, on a walking tour of a new development they were able to start to 'read' the spaces and think what it might be like to live there. One boy commented that the courtyard with front doors and back gardens felt 'like a place where you would trust your neighbours' and this became part of the manifesto later that day.

The design team's designs and visualisations responded to their manifesto. In every instance the parks, streets and squares that were presented to them in the second stage had their wishes in mind. This wasn't a case of making it 'for' children, it was about being inclusive, making them feel part of the design, from putting them in the picture, to thinking of equipment for play, sport and meeting up.

There was a wider narrative about being able to get around safely, in part a response to their meanwhile requests but also in terms of creating an ambitious masterplan that links neighbourhoods together (pupils from Aberfeldy need to cross the A12 every day, pupils from Culloden Primary Academy would love to visit the river Lea, for example).

All of these elements have helped create a masterplan that works for all ages. The work of the programme has been shared with adult residents and will continue to do so and it is hoped will act as an exemplar for others to follow, wishing to create a neighbourhood that works for children and works for everyone.



Session 5 presentations



Places designed with children and young people in mind can work better for everyone

Direct impact on design

Design considerations the design team have incorporated within the masterplan, in response to feedback from children and young people (in their manifesto and in Stage 1 and 2 design discussions), include:

- Improved connectivity between homes, community infrastructure and open spaces for pedestrians and cyclists
- Improved road safety for pedestrians and cyclists
- Improved environment to walk around
- More and improved access to shared green spaces, with these spaces offering play opportunities for all ages
- Improved opportunities for diverse ball games
- Improved lighting to key routes subject to biodiversity considerations
- Improved overlooking throughout
- Improved play and hang out opportunities for teenagers including a bucket swing, climbing frame and social benches
- Improved opportunities for adventurous play and exercise including a good outdoor gym, bouldering and parkour
- More intergenerational spaces
- More incidental and informal doorstep play
- Enhanced school street
- Growing spaces (private and communal)
- Quiet spaces
- Spaces for community events
- Informal hard spaces for scooting, skating and skateboarding
- Diverse and welcoming neighbourhood
- More natural areas, greening, rooftop gardens and biodiversity
- Low carbon design
- Sufficient refuse stores
- Rain gardens and reduced run off
- Meanwhile uses such as markets, pop ups, bike stores, car free areas and spaces to grow food
- Welcoming signage

01 Findings

ZCD Architects have developed a process of engagement with children and young people which works with our observational and mapping techniques and seeks to better understand and predict how places and space support young people and makes neighbourhoods that work for them and all age groups in the community.

We focus on outdoor spaces, streets, squares and parks and use a process of understanding lived experience, building up skills of analysis, before the scheme is presented to them for feedback.

Lived experience

With each of the three year 5 classes at Culloden Primary Academy we took them on a walking tour of their neighbourhood, looking at Millennium Green, Aberfeldy Street and the River Lea. The primary school pupils were keen to hear about the proposed park next to the river and to imagine getting down to the waters edge and exploring more. Many of them didn't know about the river at all. At this place the river is inaccessible, but there is a quiet and car free paved area that some who lived close by had visited in lockdown with their parents. It was sobering to hear from the teacher that not only was this their first school trip out, but many hadn't been outside at all between March and September in 2020.

Through our survey and classroom discussions, we found out that many of the children would like to cycle to school, although only one child did. They told us how much they enjoyed riding their bikes, for the freedom it gave them and the benefits of exercise. Their ideas about activities that they would like to do in their new playground were extensive and perhaps more imaginative than those for Millennium Green. Their enthusiasm for play is palpable, and whilst it's clear that only a fraction of their ideas would fit into either of these spaces, it is their needs and desires that are most powerful - given the chance they would rather play outside with friends than on screens and this is something the scheme should build on. Compared to some children we have worked with in London, these children may play out less, the reasons can be complex, both cultural and spatial, but it is safe to say that play space isn't as readily available and easy to get to as it might be in other neighbourhoods.

With the secondary school pupils we had time to look at six different spaces in Aberfeldy. This age group, 13 and 14 years old, still value the space and the time to play and not surprisingly they talked about the impact of Covid and the restrictions on them to do so. They also revealed the challenges of negotiating the busy roads. Like the primary school pupils, some of them are driven to school, despite the close proximity. None of them like the 'tunnels' (the underpasses) and would also like to see safer routes and easier ways to cycle home or around their local area.

The year 9 pupils had fond memories of Sandy Park (Braithwaite Park), although most of them did not like the sand itself. On the whole they played close to home and this was most apparent for those living in the new dwellings around East India Green, which they called the AV space. The children who lived here were the most enthusiastic about their local spaces, keen to show us the play areas and the fountains, and talking about water fights in the summer (although not on 2020). One of the boys, from a very large family, plays out here with his brothers and sisters, both older and younger. In contrast one of the boys who lives next to Millennium Green was not allowed to visit Sandy Park, instead he will sometimes play football on the green in front of his house and is not allowed further. All the children are wary of playing football here, either because they might break a car window or because the ball might run in front of a car.

Both age groups rated the spaces, according to our RAG system. A 'green' space being one where they feel free to do as they choose is something that a park ought to be able to offer, but the children from year 5 rate Millennium Green less 'green' for their own age group than for older children and adults. This is saddening, but probably not surprising, they find the space boring and unsafe and most of them don't use it. The year 9 pupils were more positive, most spaces rated quite highly during the day, but then less so after dark, which can be as early as 4pm in the winter. They rated the AV space (East India Green) highest for after dark, which is a quality vital for this age group and on our walking tour of St Andrews in Bow, they were able to see that the courtyards and pedestrianised streets were similarly well connected and overlooked; one of them remarking that this must be a place 'where people trust their neighbours'. The design team should build on these experiences and observations; young people need spaces in the community where they feel safe and our research and findings show that time and again these are close to home, well overlooked and activated by people walking through. In addition to these spatial qualities, young people enjoy play equipment as well as

Aberfeldy Manifesto



I want to live in a place where I'm free and safe to do what I like

Less restrictions for ball games

More things to do in green areas

Overlooking

To be able to play a variety of ball games including football, cricket, basketball, netball, tennis and table tennis

There should be better lighting and safer to walk around everywhere even after dark



I want to live in a friendly place

A special place which is like nowhere else

Welcoming

Communal events

Where I know, trust and rely on my neighbours

With lots of diversity on the streets, where people from different backgrounds talk to each other

Low vandalism and theft



I want to be able to get around freely

Nicer to walk around

Safe crossings

I want to be able to cycle around everywhere

Bicycles for all ages and bike stores

Good transport (buses/trains)

Accessible



I want it to be a place for all ages

More shared green spaces that are 'open' and for all ages

More play equipment for teenagers: bucket swing, climbing frame, social benches, bigger adventure stuff, fountains

Keep PFC, an affordable cafe, a dessert shop, and shops selling clothes, necessities and technology

Colourful and clean

Spaces for peace and quiet

Growing spaces (private & shared)



I want to live in a green, eco-friendly environment

More nature, more grass, rooftop gardens
Stop global warming and not waste fossil fuels

Use renewables

More bins especially recycling bins.

Solar powered lights

Re-use rainwater

exercise equipment, they like variety and have a desire for shared spaces, which everyone in the community can enjoy together. Whilst the Blue Pitch (Leven Road open space) plays a part in their everyday lives, it is not used by all of them and is not enough space on its own for any of them.

The manifesto produced at the end of session 3 is evidence of these issues and is testament to how fundamentally important their local area is for them. They know Aberfeldy well and recognise it's short comings. But they are also positive and optimistic. The design team saw that there is huge potential to provide more of what is well loved and used, such as the coloured shops (including the chicken shop) and the AV space and to build on these with their proposals.

Thoughts about the masterplan

The final two sessions with Langdon Park School gave us the opportunity to present the masterplan to the pupils and gain their feedback. In session 4, which was held online due to Covid, we presented six spaces (the full presentation can be seen in the appendix), giving them precedent examples to react to:

In general they liked the spaces and had plenty of positive comments. They liked some of the quieter spaces, the green, flowers, colour and seating. They also really liked Highland Place and the new tunnel, but were concerned it might not feel safe after dark. There were lots of ideas about what to add into the spaces, such as bins next to seating areas. Many of the images had younger children in and the pupils reacted to that, for example; 'I don't think that teenagers will go there when there are children so they might go after dark', they also felt self conscious about being overlooked and too surrounded by homes, on Millennium Green but welcomed community lane's spaces with proximity next to homes. There is a fine balance between feeling safe and close to home and too overlooked. The obvious solution would be to give variety as young people are clearly looking for both.

In session 5 the design team returned with updated drawings, replacing the precedent examples with actual proposals and detail. Students filled in a survey sheet for each space in turn, looking at each of the manifesto points. The full set of feedback can be found in the session 5 pages.

This time the group were more positive about spaces like Millennium Green 'This looks good for older children like us' from one and from another about Sandy Park 'Good to see big swings, not just baby swings', although another remained concerned that Millennium Green isn't necessarily for children of all ages as they don't know if different age groups would share the space at the same time. Good design and equipment alone may not be enough to make people of all ages feel that these spaces are for them to enjoy too, it is worth the development team thinking about how to give the right messages in the new development. Signage that is welcoming would be helpful.

They were very positive about Highland Place, at the last session their concerns had been about feeling unsafe after dark, but having been shown the new visualisation there were a number of comments that specifically said the opposite, such as 'I really like Highland Place because of how the place is lit up after dark and how lively it looks.' One even said 'This is more than what I was thinking!'.

They had other ideas to add this time, such as shelter so that they could spend time outside when it is wet and a water feature, as the one in AV is very popular. Other ideas such as making sure there was enough space for ball games as well as places to cycle and skateboard. Their ideas continued into the meanwhile space discussions thinking about markets and pop ups, bike storage, less cars and spaces to grow food.

Overall the session demonstrated how deeply knowledgeable they had become about their neighbourhood and the changes that are going to occur. Their comments might now add greater depth and nuance to the spaces that are being designed as their ideas were respectful and not far fetched.

As well as evidence for the design team, these findings have provided an opportunity to feed into other resident engagement work such as with the Big Local team and LBTH. Beyond that there is potential for an exhibition of the young people's work to be planned for some time in 2021, so that friends, family and other members of the community can hear what young people have to say about their future neighbourhood.

02 Sessions overview

Overall we engaged with almost 100 children and young people, 80 from Culloden Primary Academy and 13 from Langdon Park School. We held two sessions for each class in year 5 at Culloden Primary Academy and five sessions with a group of year 9 students who all live in Aberfeldy, from Langdon Park School.

Culloden Primary Academy

Session 01

80

Date: 13th November 2020

Attendees: Year 5, three classes

Location: Classroom and School Playground

Culloden Primary Academy

Session 02

73

Date: 20th November 2020

Attendees: Year 5, three classes

Location: Aberfeldy walking tour

Langdon Park School

Session 01

13

Date: 24th November 2020

Attendees: Year 9 students

Location: Spotlight Youth Centre

Langdon Park School

Session 02

12

Date: 1st December 2020

Attendees: Year 9 students

Location: Aberfeldy walking tour

Langdon Park School

Session 03

13

Date: 8th December 2020

Attendees: Year 9 students

Location: Bromley by Bow walking tour

Langdon Park School

Session 04

13

Date: 23rd February 2021

Attendees: Year 9 students

Location: Online

Langdon Park School

Session 05

13

Date: 22nd June 2021

Attendees: Year 9 students

Location: Spotlight Youth Centre

03 Culloden Primary Academy Sessions

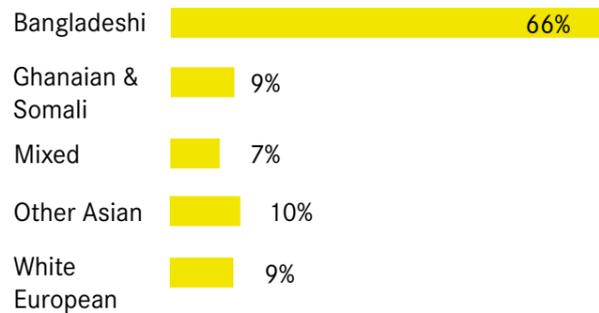
Session 01

Date: 13th November 2020

Attendees: 3 classes Year 5, Dinah Bornat and Mei Coong from ZCD Architects

Format: Survey sheets, playground analysis, drawing and design, discussion. Worksheets are shown in the appendix.

but as one teacher revealed, many of them had not been outside before September, in the first three months of Covid. On returning to the classroom we gave them a new sheet to create drawings of what they would like to see in the playground. We then made a long list as a whole class, with a huge variety of ideas.



At Culloden Primary Academy we carried out two sessions with the three classes of year 5 over two Fridays.

The aim of the first session was to introduce the project and to talk about the everyday experiences of play, both within and outside the school. We wanted to find as well how the children travelled to school and how they got around their local area.

We began by asking them about their favourite play memory, a number of them telling us they played outside their homes with friends and family, some memories on holiday and away from their local area. We then handed out survey sheets, with questions about travel and play, the results are shown on the following pages.

We introduced the RAG traffic light system and asked them to think about their playground. We gave them worksheets to take on a short trip to the playground and asked them to draw what they could see and do in the space. The playground is divided into zones, with hazard tape, so that the different year groups can't mix. Their space to play is restricted this year,



Completing survey drawing of existing playground



Drawing ideas for a new playground

Why would you like to play out?

- It's mind releasing and cheers you up
- Keeps you away from technology.
- So I can think about other stuff
- It's fresh air and so I can have fun
- I can practice my balance rather than sitting in a car.
- It feels fresh

Why would you like to cycle to school?

- It is faster
- It is a nice feeling when you have the wind on your face
- It is exercise and it is healthy

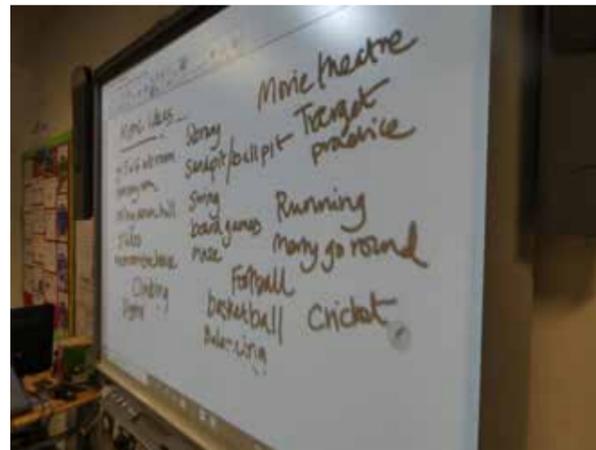
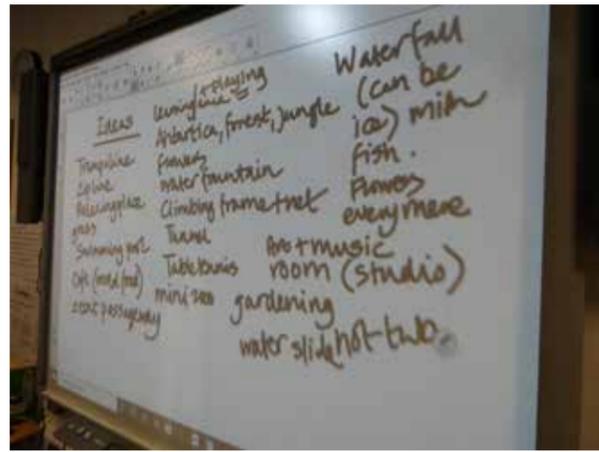
What would you like to do in your future playground?

- A pitch to play basketball, football and grass for cricket
- Swings and a zipline
- More running and skipping
- A bigger playground and things to play with
- To be able to talk to my friends
- Treehouse, tunnels and a sandpit
- Movie theatre and more benches

03 Culloden Primary Academy Sessions

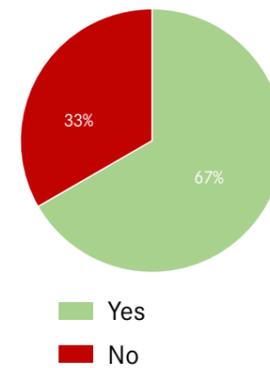
Session 01

Results from the travel and play survey, as well as the list of ideas from one of the classes about what they would like in their school playground.



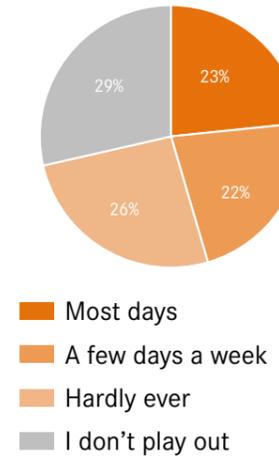
Class list for things in a new playground

Do you play out?



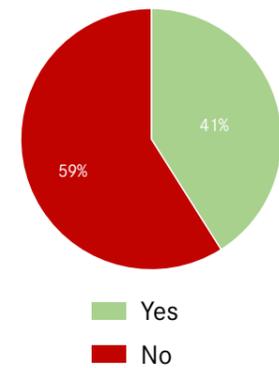
Two thirds of children are allowed to play out without an adult supervising.

How often do you play out?



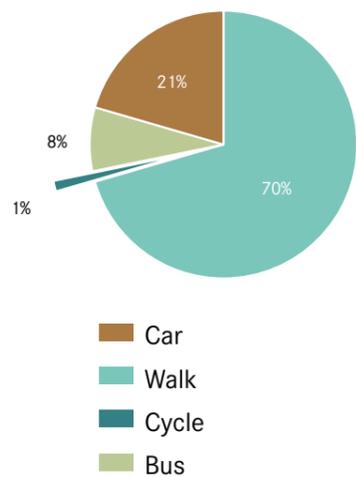
Nearly half of the children play out most or a few days each week.

Are you allowed to call on friends?



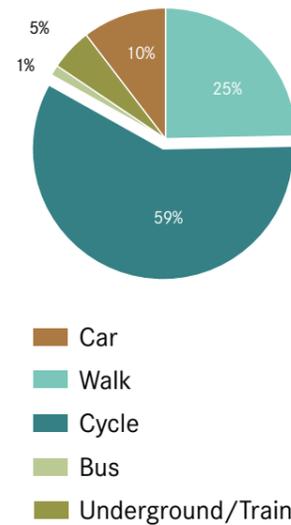
Less than half of the children are allowed to call on their friends to play out.

How did you get to school today?



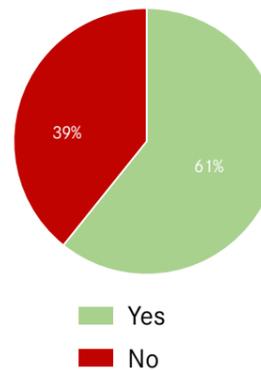
70% of children currently walk to school, 29% travel by bus or car and 1% cycle.

How would you like to come to school?



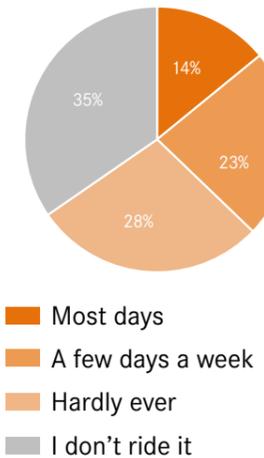
A majority of 59% would like to cycle to school, with the vast majority wanting to use sustainable transport. Less children would like to drive than currently do.

Do you have a bike?



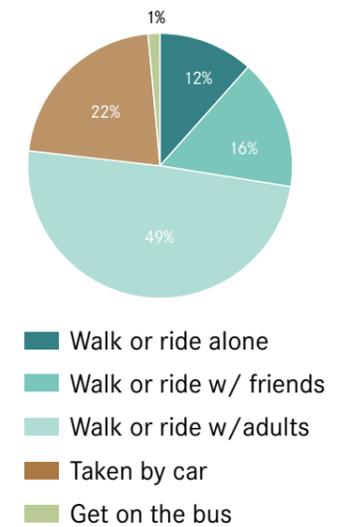
Nearly two thirds of the children have a bike. Some who don't, have had one in the past.

How often do you ride it?



37% of children are able to ride their bikes often whilst 63% hardly ever or do not ride their bikes despite owning one.

How do you get to places that you play?



77% of children walk or ride their bikes to play, 28% walk or ride without an adult. 23% are taken in a car or bus.

03 Culloden Primary Academy Sessions

Session 02

Date: 20th November 2020

Attendees: 3 classes Year 5, Dinah Bornat and Mei Coong from ZCD Architects

Format: Survey worksheets, drawing and design, photography and discussion. Worksheets are shown in the appendix.

Have you been to the...



In the second session, we asked the children to talk about their favourite and worst places to play in the local area, in pairs and we discussed these with the class. The children liked to play both in their homes and outside their front doors, in parks, pitches. A few children responded that Millennium Green was the worst place to play.

We asked them to show us where the River Lea was on the map and to draw a route from their school to the river. 36% of the children had been to the River Lea before but they were more familiar with the River Thames. When we asked about Millennium Green, most of them appeared not to know where it was, 28% said they had been there before.

After the introduction we took them on a walking tour of the area, first to Aberfeldy Street, then Millennium Green and finally to the River Lea. We handed out three cameras so that a few of the children could take their own photographs of the spaces. In each space we asked them to rate the space according to our RAG system, the results show how they rate each space for their age group, and others, during the day and after dark.

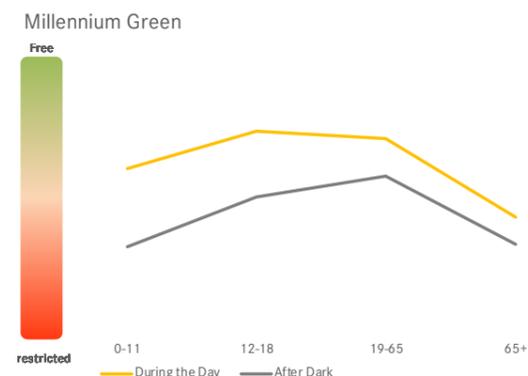
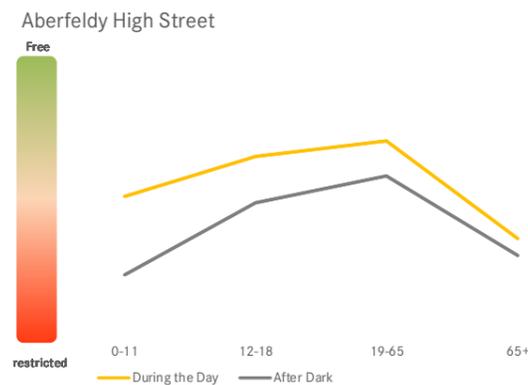
We walked with the children to the river and talked about what they could see and the things the river brings us.

After the walking tour, we asked the children to write and draw their ideas for things they would like to be able to do on Millennium Green. We explained that the photographs and drawings will form part of an exhibition, at a later date.

We explained that we would see them again for the third session in the new year.



Above: Students counting vehicle types on Abbott Road.



What does the River Lea bring us?

- The River Lea is nice
- Peaceful ducks and wildlife
- Calmness
- The River Lea is more beautiful [than the Thames]
- There is a nice view and lots of reeds

What can you do at Millennium Green?

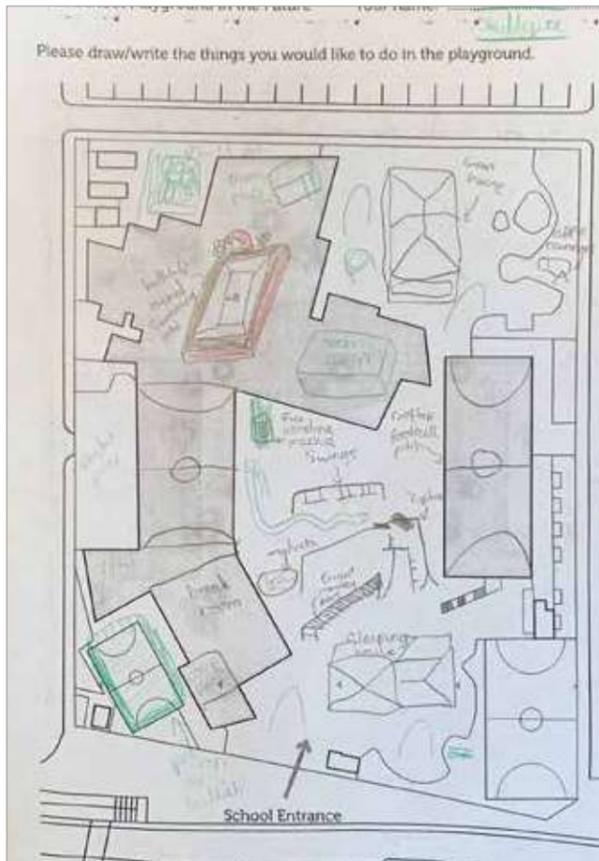
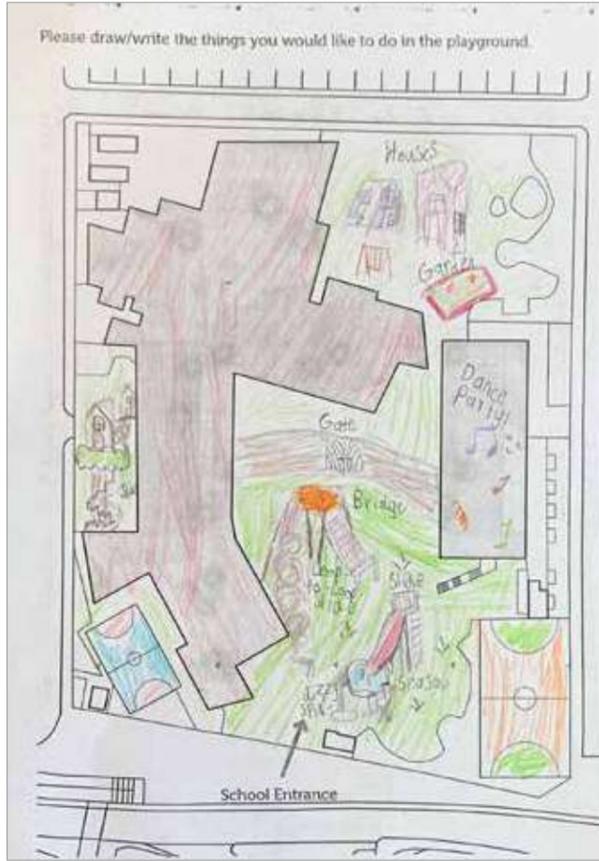
- It is all grass, there is nothing to do here
- It is dangerous, you can trip over easily
- It is not good for ball games because of the traffic
- It is a broken bench and broken bottles
- People come here to walk their dogs. After dark drunk people come here
- Sometimes I go there to exercise with my Aunt, we feed the birds

What things do you want to do at Millennium Green?

- A see-through bridge to go to the river
- A big swing
- Open space for skipping and running
- A gate so children can go in and out
- A water fountain
- More things to play with -slide, climbing place, football pitch
- Somewhere to exercise and drink lemonade

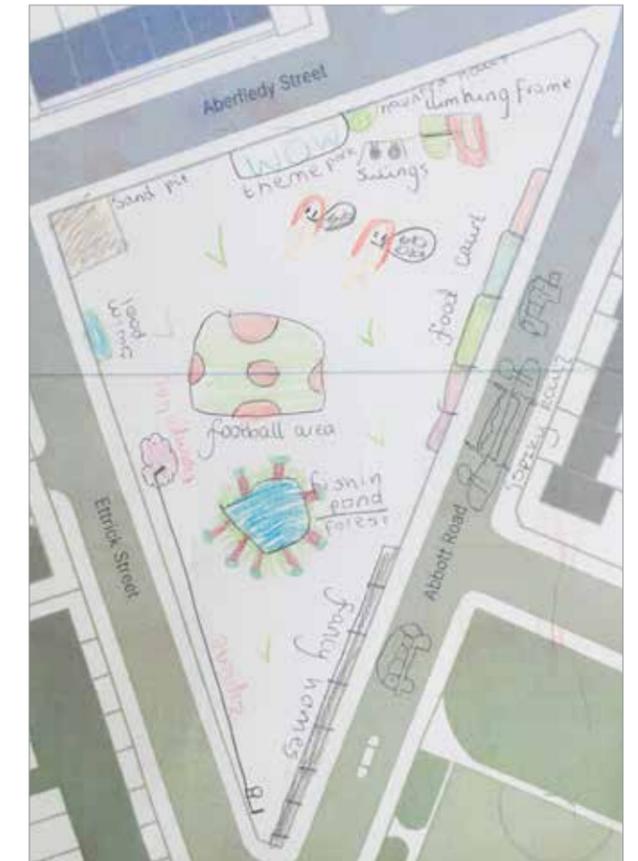
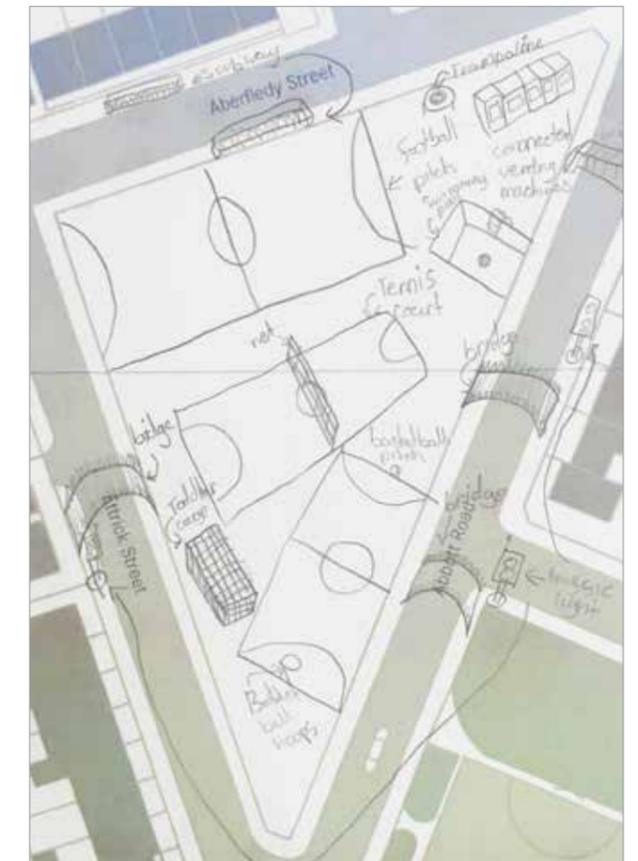
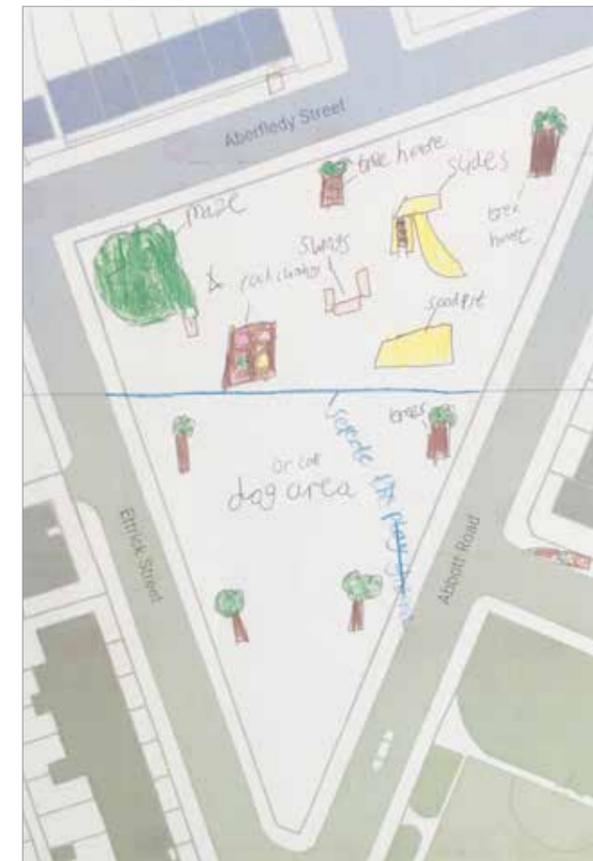
03 Culloden Primary School Sessions

Year 5 drawings - Your Future Playground



What I want is in the play ground is first a bigger place to play in and do what ever I want and to have a better building and to not have Changing Room for boys

Year 5 drawings - What things would you like to do at Millennium Park?



04 Langdon Park School Sessions

Session 01

Date: 24th November 2020

Attendees: Year 9 students, Dinah Bornat and Mei Coong from ZCD Architects, Thom Palser from Spotlight, Mary O'Brien from the school.

Format: Virtual & in-person workshop session, conversations, worksheets

Who attended?



For the sessions with Langdon Park School we are following our youth engagement toolkit, Voice Opportunity Power. The first session introduces the project and the toolkit and as with the primary school classes, the RAG colours for analysing spaces. As 10 of the pupils in the group were isolating, they attended online, with three in person. We began with their favourite play memory, and those that were at home were able to fill in their answers on the chat.

We had prepared a map of the area and asked the pupils to place flags in, according to the RAG rating. There was a discussion around this which helped us identify places around Aberfeldy Village, they have their own names for places, such as Sandy Park for Braithwaite Park. During this discussion we chose together six spaces to visit in the walking tour planned for the following week.

Comments from the discussion and the online chat are shown opposite. We started to discuss some first thoughts about what

We practiced with Instagram, taking short videos for the ZCD_engage account, where they could talk about the local area.



From Above: Flags placed by the students showing how they rated their local area.
Students during the map activity

Where is your favourite place in Aberfeldy?

The fountains because it looks very pretty at night .

The blue pitch because you can play football and ride bikes with your friends.

We can play sports in summer. There are lots of parks and free spaces to just hang out.

Aberfeldy is very calm and quite place for people to live in, everyone minds their own business and it's a good location as there are many bus stops.

For me, living in a place like Aberfeldy is a blast. A lot of my cousins live here and my family all grew up here. It's sort of our home, we've always been here. It's an area that I know like the back of my hand.

It's an amazing place to live. There are sights to be seen: rivers, the streets, the tall buildings and the parks, where you can play football, maybe play and use the swings - it's good exercise.

Where is your least favourite place in Aberfeldy?

The water fountains outside of the gym.

There are gangs at night, I don't like that.

When it gets dark there are a lot of older people smoking and getting drunk.

Spider Park mainly because it is locked and very isolated looks like it has not been taken care of in ages and barely anyone goes in there because of the state of it.

At night, the worst parts are the : small blue MUGA and park - because there are always people smoking, and the tunnels.

04 Langdon Park School Sessions

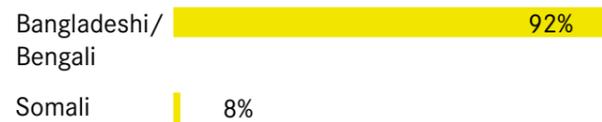
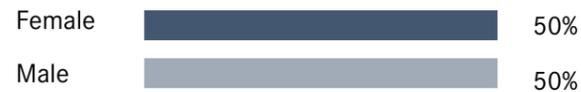
Session 02

Date: 1st December 2020

Attendees: Year 9 students, Dinah Bornat and Mei Coong from ZCD Architects, Harriet Saddington from Morris & Company, Ruth Richardson from Levitt Bernstein, Bethany Gale from LDA Design, Thom Palser from Spotlight, Mary O'Brien from the school.

Format: In-person workshop, conversations, worksheets, walking tour of Aberfeldy Village

Who attended?



Overview

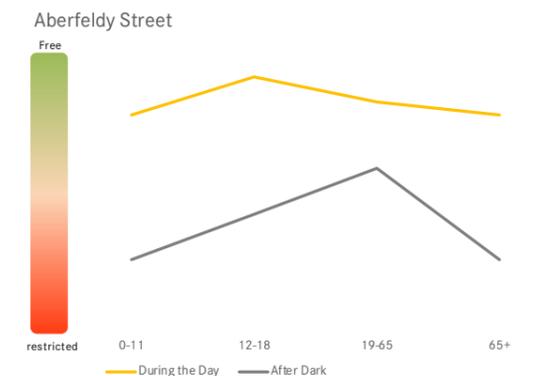
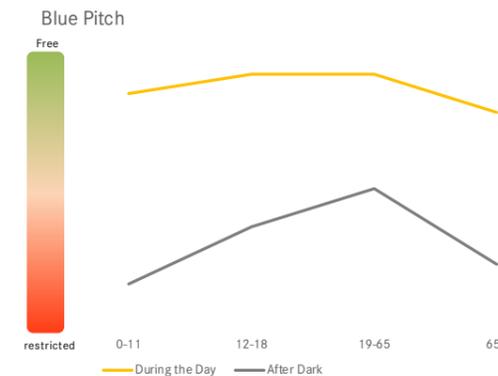
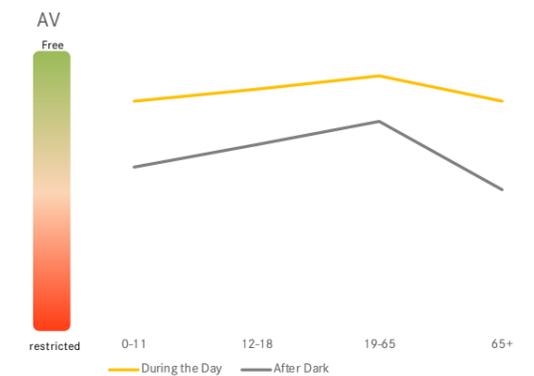
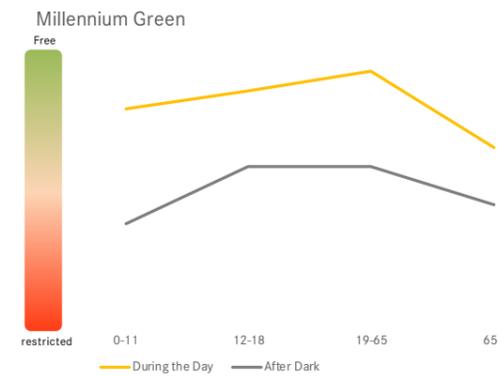
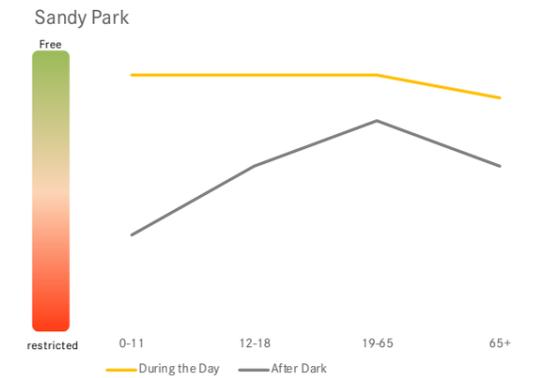
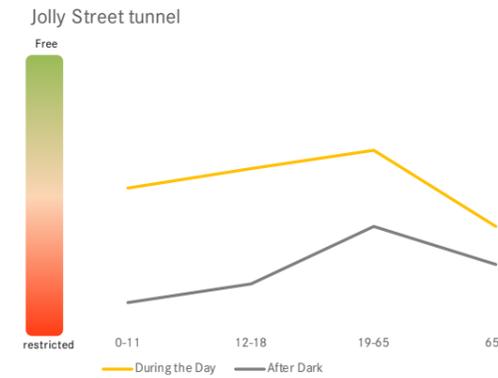
The session started with an introduction to the design team at Spotlight and then a walk to Aberfeldy Village, through 'Jolly's Green tunnel'. Each of the spaces we visited are given the names they use and are shown on the map on pages 10 & 11. Using the worksheets, we asked the students to work in pairs to rate each of the six spaces on the walking tour according to the RAG system both during the day and after dark for different age groups. The results are displayed in the graphs on the opposite page. We handed out three cameras and asked the students to take their own photographs of the spaces. We also took short videos on Instagram for the ZCD_engage account.

During the tour, each adult was assigned to a pair and held more detailed conversations about the spaces we were in, what they felt about them and what they would like to see improved.

Returning to Spotlight Youth Centre, we continued with the thoughts from the previous session, to create the first draft of the manifesto. Some of their ideas are displayed on page 17.



From Above: A student at Sandy Park. Students completing the worksheets in Jolly Street tunnel/underpass



- █ Green: A space when you feel safe and totally free to do what you want to do or something that you really enjoy.
- █ Amber: A space where you are safe to play or hang out, but there might some rules in place.
- █ Red: Spaces that you can't use or where you felt very restricted or unsafe. You couldn't do what you wanted to do.

04 Langdon Park School Sessions

Session 03

Date: 8th December 2020

Attendees: Year 9 students, Dinah Bornat and Mei Coong from ZCD Architects, Harriet Saddington from Morris & Company, Ruth Richardson & Jo McCafferty from Levitt Bernstein, Attzaz Rashid from Barratt London, Thom Palser from Spotlight, Mary O'Brien

Format: In-person workshop, conversations, worksheets, walking tour of Bromely By Bow

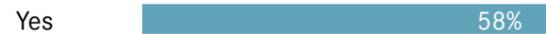
Who attended?



Does your family grow vegetables at home?



Do you own a bicycle and use it to get around?



The aim of this session was to introduce the young people to a new neighbourhood so that they can test out the same system of analysis they have been using on their own. This is an important step towards looking at the more abstract proposals of the new development at Aberfeldy in the final two sessions.

This workshop started with a reminder of the previous session and an explanation about the walking tour of St Andrews by Barratt London in Bromley by Bow. Each young person was given a plan of St Andrews and a set of worksheets before we took the short trip to the site to meet Attzaz (Az) Rashid from Barratt London. Az met us at Jefferson Plaza and introduced the project to the group. We asked the young people to analyse this space and then walked them through each of the private courtyards as well as the pedestrianised Truman Way. Altogether, they analysed three spaces and we held a number of conversations about each of the spaces. Once again we handed out three cameras so that they could take their own photographs, and took some short videos for the Instagram account.

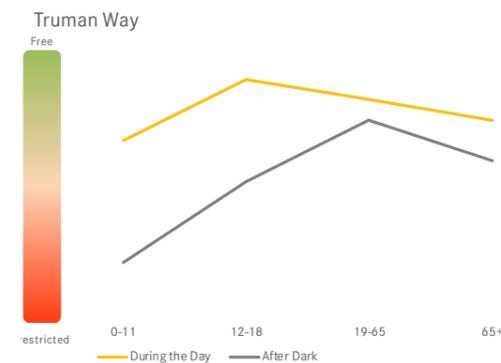
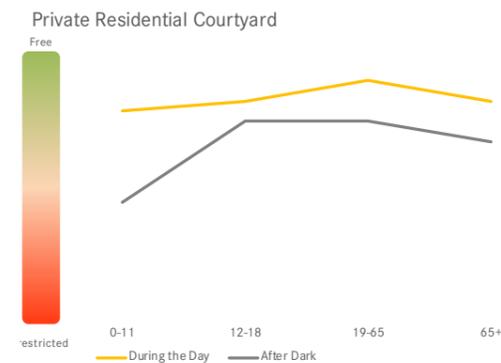
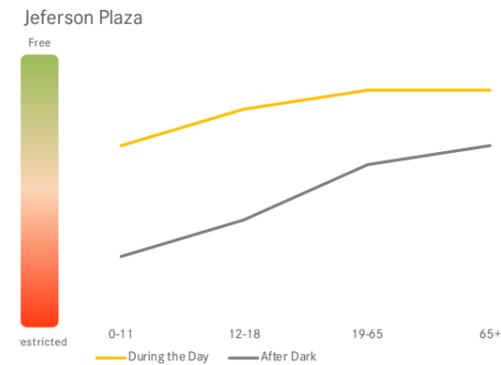
Back at Spotlight, we completed the manifesto and grouped their ideas into five themes. For each theme we asked them for an 'I want' statement as a heading. The full manifesto list is overleaf. We asked each student to vote for their top three wishes, an affordable cafe was rated the highest with 10 votes.



From Above: Walking tour of St Andrews with Attzaz Rashid from Barratt London.

Students voting for their top 3 'I want...' manifesto needs.

Session 03



- Green:** A space when you feel safe and totally free to do what you want to do or something that you really enjoy.
- Amber:** A space where you are safe to play or hang out, but there might some rules in place.
- Red:** Spaces that you can't use or where you felt very restricted or unsafe. You couldn't do what you wanted to do.

04 Langdon Park School Sessions

Session 04

Date: 23rd February 2021

Attendees: Year 9 students, Dinah Bornat and Mei Coong from ZCD Architects, Harriet Saddington from Morris & Company, Ruth Richardson & Jo McCafferty from Levitt Bernstein, Euan Millar-McMeeken from LBTH, Eleanor Image from Big Local, Attaz Rashid from Barratt London, Thom Palser from Spotlight, Mary O'Brien from Langdon Park School.

Format: On line session on zoom with breakout rooms.

Who attended?



Note: In advance of the session each of the group had been sent a pack of ten sheets, showing the spaces they would be looking at (see Appendix). For the duration of the session they chose to remain on mute with their cameras switched off. Feedback and discussion was through the chat option.

The aim of this session was to present the masterplan proposals to the group and give them time to discuss and respond.

The workshop was carried out online. It started with a slide show of photographs taken in session 3 as the group joined. We then introduced them to the team again and all the adults present and had a short recap of the sessions so far, reminding them about the RAG system.

We asked the group what they had been doing over the weekend and during the half term week before (note the weather had been fine and sunny). Those that replied said they had done nothing and hadn't gone out. This was sad to hear.

The design team then presented the 20 slides (shown in the appendix), including the ten that they each had their own copy of.

We then split into three breakout rooms for 30 minutes to discuss six spaces:

- Millennium Green
- Blue Pitch
- Sandy Park
- The Underpass (Jolly's Tunnel)/Highland Place
- Aberfeldy Street/the High Street and the Square

- Community Lane

A link was posted in the chat so that each young person could rate the six spaces they were discussing in their group, using the RAG system, the results are shown on the opposite page.

The quotes and the discussions were generally really positive, the groups liked the look of all the spaces and had good things to say about them. Adults in the session took notes, and these are shown in full in the appendix.

There are a few points that are worth noting:

First of all the graphs on the opposite page who how each space was ranked (red, amber or green) generally most score well during the day, but less so after dark. Jolly Street tunnel and the High Street are less 'green', but this is not necessarily a bad thing, spaces that are 'amber' are regulated, which is appropriate for more civic spaces. What is important is that they should maintain the same feeling after dark, as far as possible, particularly if this is a way home or somewhere they might like to gather. The space that scores best for this is Community Lane and we note that they have scored these types of spaces well in sessions two and three.

It would be useful to show the group images of these spaces after dark and also to make sure that young people are represented in precedents and

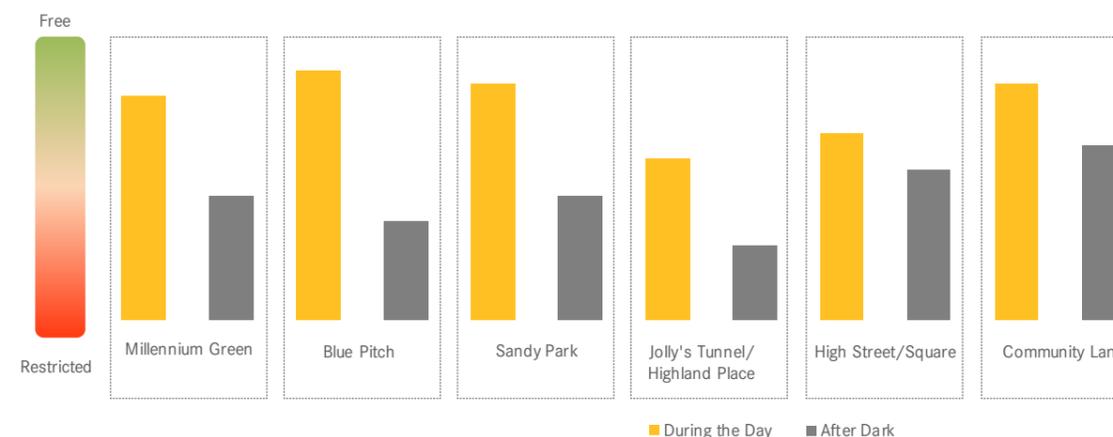
After the breakout discussions we returned to the main group and the design team presented the ideas for meanwhile use. The slides are shown in the appendix.

We split again into the same breakout rooms and for 15 minutes discussed the options for a meanwhile project.

Once back in the main session each group was asked to reveal their top three choices for a meanwhile project.

To finish the session we explained that we would return for one final session, hopefully in the summer term and in person.

Ranking of spaces during the day and after dark



High Street

That is very creative

Underpass (Jolly's Tunnel)

That's so cool

Much better than existing

Blue pitch

I like it, it looks clean'

Sandy Park

It looks really friendly

Millennium Green

I don't think that teenagers will go there when there are children so they might go after dark

I like it. It has a lot of greenery and looks nice

A nice place to be in

About meanwhile ideas

I want Safe Cycling and Walking Routes, so we can walk to the school and back without worrying about anything

I would like to design something

We should have a cinema and restaurants to attract people to Aberfeldy

4.0 Langdon Park School Sessions

Session 05: You said, we did

Date: 22nd June 2021

Attendees: Year 9 students, Dinah Bornat, Will Young and Molly Judge from ZCD Architects, Thom Palser from Spotlight, Mary O'Brien from Langdon Park, Jo McCafferty and Ruth Richardson from Levitt Bernstein, Miranda MacLaren, Harriet Saddington and Johnny Marfleet from Morris & Company, Rhys Williams from Lowick and Councillor Rajib Ahmed.

Format: In-person presentations, feedback surveys, exhibition and informal conversations

Who attended?



Session aims:

- The design team to demonstrate how they have acted on what the young people have told them.
- The young people to feel genuinely empowered to challenge or endorse the proposals.
- The young people and design team to make a collective decision about the meanwhile project.
- To celebrate the achievements of the project.

Session Summary:

Introductions:

The session started with introductions led by ZCD; The young people were introduced to the team and all the adults present, had a short recap of the sessions so far and were reminded of their Manifesto.

Activity 1 - Manifesto Survey:

The design team presented the masterplan and looking at six spaces in turn. We asked the young people to discuss and analyse six spaces and give feedback in relation to their manifesto. They each completed a manifesto survey (included in the appendices). The spaces were:

- Aberfeldy Street/the High Street
- The Square
- Highland Place
- Millennium Green
- Sandy Park
- Blue pitch

The group were given feedback sheets and asked to rate each of these spaces on their sheet and give an overall rating for the whole scheme:



The survey findings are summarised on the following pages. More detailed comments are found in the appendix and are also summarised in the Findings section towards the beginning of the report.

Activity 2 - Progressing the meanwhile project:

The design team then explained the area in the masterplan which has the potential for meanwhile use. We split into smaller groups, and gave each group a plan of the area, asking them to use stickers and mark up with pens, their ideas for how to make best use of the space, in terms of activities, shops and transport.

Each group presented their ideas in turn and the design team made notes.

Their feedback can be found in the appendix.

Activity 3 - Exhibition

To finish this final session we reminded the young people what they had achieved over all the sessions. We explained the huge importance and value of their input to the design process and evolution of the proposals, and thanked them for their time and contribution. We also reflected on the journey, what worked and what we might improve next time.

Councillor Ahmed presented each of the young people with a certificate and we invited everyone to enjoy the exhibition of photographs taken by Langdon Park School and Culloden Primary Academy pupils. These were exhibited at the consultation hub on Aberfeldy Street over the summer.

Follow up Activity

On the 24th June 'The People Speak' organised an outdoor event on Aberfeldy High Street. A number of pupils from the year 8 group attended along with their teachers and the design team. The session was a lively discussion about designing with the community and the needs of children and young people.

The People Speak hosted the event from a console. It was broadcast online and attracted passersby to contribute to the session.

3.0 Langdon Park School

Session 05: You said, we did

Manifesto Survey - Results

I want to live in a friendly place

A special place which is like nowhere else
Welcoming
Communal events
Where I know, trust and rely on my neighbours
With lots of diversity on the streets, where people from different backgrounds talk to each other
Low vandalism and theft



One group presenting their ideas for the meanwhile space



Cllr Ahmed presenting certificates

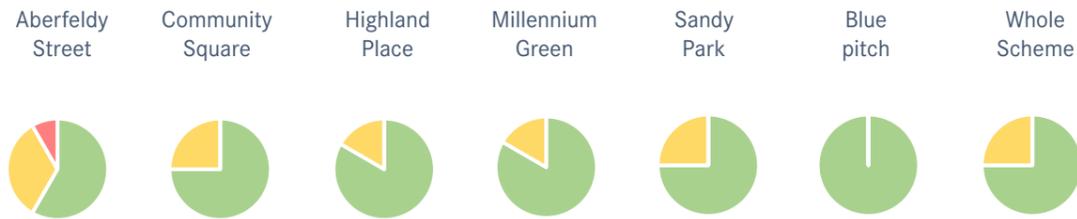
04 Langdon Park School Sessions

Session 05: You said, we did

Manifesto Survey - Results

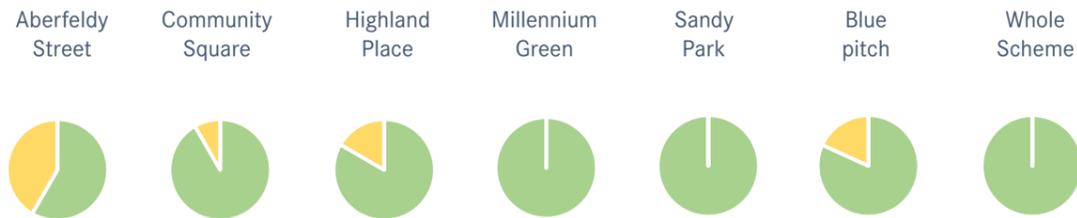
I want to live in a place where I'm free and safe to do what I like

- Less restrictions for ball games
- More things to do in green areas
- Overlooking
- To be able to play a variety of ball games including football, cricket, basketball, netball, tennis and table tennis
- There should be better lighting and safer to walk around everywhere even after dark



I want to be able to get around freely

- Nicer to walk around
- Safe crossings
- I want to be able to cycle around everywhere
- Bicycles for all ages and bike stores
- Good transport (buses/trains)
- Accessible



Session 05: You said, we did

Manifesto Survey - Results

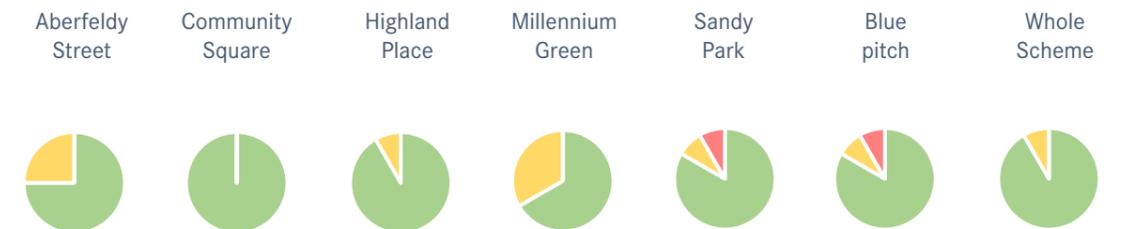
I want to live in a green, eco-friendly environment

- More nature, more grass, rooftop gardens
- Stop global warming and not waste fossil fuels
- Use renewables
- More bins especially recycling bins.
- Solar powered lights
- Re-use rainwater



I want it to be a place for all ages

- More shared green spaces that are 'open' and for all ages
- More play equipment for teenagers: bucket swing, climbing frame, social benches, bigger adventure stuff, fountains
- Keep PFC, an affordable cafe, a dessert shop, and shops selling clothes, necessities and technology
- Colourful and clean
- Spaces for peace and quiet
- Growing spaces (private & shared)



Appendices

Worksheets - Culloden Primary Academy

Your School Playground Now Your name:

Please draw/write the things you can do in the playground.

Your School Playground in the Future Your name:

Please draw/write the things you would like to do in the playground.

CYCLING

7a) Do you have a bicycle?
 YES
 NO (Please go to Question 9 ⇨)

7b) Are you allowed to cycle on main roads by your parents?
 YES At what age were you first allowed? Age
 NO

7c) If you have a bicycle, are you allowed to ride it to go to places (like the park or friend's houses) without any grown ups?
 YES
 NO
 Don't have a bicycle

7d) How often do you cycle typically (both with and without parents) including the weekend?
 Most Days
 A Few Days Each Week
 Hardly Ever
 I Don't Have a Bicycle

Page 3 of 4

PLAY

11a) How do you usually get to the places where you play?
 Walk or ride on your own
 Walk or ride with friends
 Walk or ride with adults
 Taken in the car
 Get on the bus

11b) Are you allowed to play outside without an adult
 YES
 NO

11c) Are you allowed to go and call for your friends on your own
 YES
 NO

11d) How often do you go out to play with friends?
 Most Days
 A Few Days Each Week
 Hardly Ever
 I Don't Play Outside With Friends

Thank you very much for your help 😊

Page 4 of 4

First Name

Your Name: _____
 Age: _____

Are you a: Girl Boy

- Please answer the questions as best you can – there are no right or wrong answers.
- Please ask if you have any questions.

TRAVELLING TO AND FROM SCHOOL

1) How did you get to school this morning?
 (Only tick one box, to show the main method you used)

Walked most or all the way
 Cycled
 Bus
 Train or underground
 Car

2) Who did you travel to school with this morning?
 (Tick as many boxes as you need)

Travelled on my own
 Parent
 With an older child but no adult
 With a child of the same age but no adult

3) Who will you travel home with today?
 (Tick as many boxes as you need)

Travelling home alone
 Parent

Page 1 of 4

4) How would you like to be able to travel to and from school?
 (Only tick one box)

Walk most or all the way
 Cycle
 Bus
 Train or underground
 Car

WALKING

6a) Are you allowed to cross main roads on your own?
 YES (Please go to ⇨ Question 6c)
 NO

6b) If you don't cross main roads on your own, would you like to be allowed to do so?
 YES
 NO

6c) How old were you when you first crossed main roads on your own?
 (Please estimate if you are not sure)

Age
 Not allowed to cross roads on my own

Page 2 of 4

Culloden Primary School - Session 02 Friday 20th November

Your name:

Hello, please fill in the below:
 Are you a... Boy Girl Prefer not to say

Age:

Map of the neighbourhood

Your name:

What different vehicles use the road?
 Please write 5 types of vehicles in the table below.

Vehicles	Tally	Total Number

Appendix

Worksheets - Culloden Primary Academy

Your name.....

Space 1: Aberfeldy High Street

Traffic Light System

- GREEN SPACE - free to do what you want
- AMBER SPACE - regulated
- RED SPACE -restricted

During the day, this space is			
Children (0-11)	●	●	●
Children with a physical disability	●	●	●
Children with a learning disability	●	●	●
Young people (12-18)	●	●	●
Adults (19 to 65)	●	●	●
Older people 65+	●	●	●

When it is dark, this space is			
Children (0-11)	●	●	●
Children with a physical disability	●	●	●
Children with a learning disability	●	●	●
Young people (12-18)	●	●	●
Adults (19 to 65)	●	●	●
Older people 65+	●	●	●

Your name.....

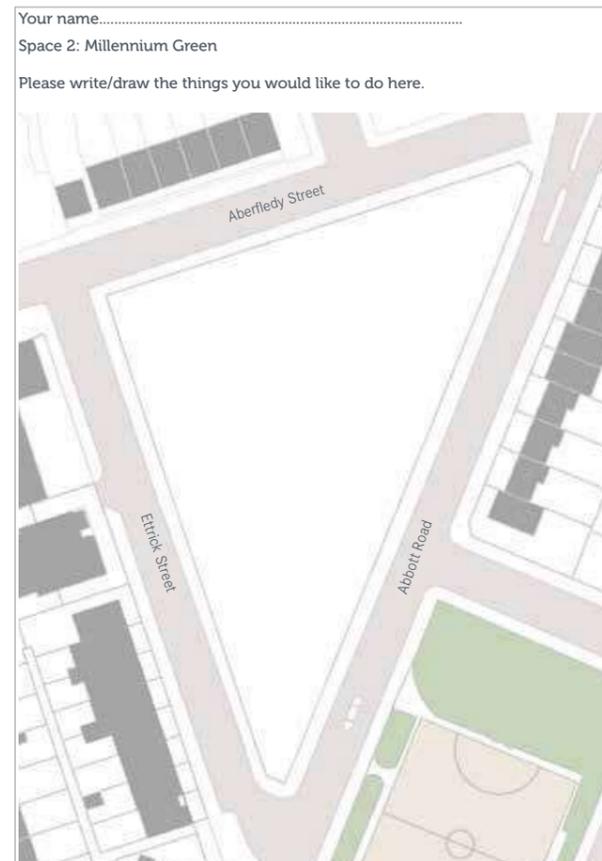
Space 2: Millennium Green

Traffic Light System

- GREEN SPACE - free to do what you want
- AMBER SPACE - regulated
- RED SPACE -restricted

During the day, this space is			
Children (0-11)	●	●	●
Children with a physical disability	●	●	●
Children with a learning disability	●	●	●
Young people (12-18)	●	●	●
Adults (19 to 65)	●	●	●
Older people 65+	●	●	●

When it is dark, this space is			
Children (0-11)	●	●	●
Children with a physical disability	●	●	●
Children with a learning disability	●	●	●
Young people (12-18)	●	●	●
Adults (19 to 65)	●	●	●
Older people 65+	●	●	●



Worksheets - Langdon Park School

Langdon Park School - Session 02 Tuesday 1st December

Your name.....

Hello, please fill in the below:

Are you: Male Female Prefer not to say

Age:

Ethnicity:

Map of the neighbourhood

① Jolly street/underpass ③ Blue pitch ⑤ AV

② Millennium park ④ Sandy park ⑥ Aberfeldy Street

Your name.....

Name of space:

Traffic Light System

- GREEN SPACE - you feel safe and totally free to do what you want
- AMBER SPACE - you feel safe to play or hang out but you can't do everything you want
- RED SPACE - you feel unsafe or there are lots of restrictions and rules

	During the day	After dark
Children (0-11)	● ● ●	● ● ●
Young people (12-18)	● ● ●	● ● ●
Young people with a physical disability	● ● ●	● ● ●
Young people with a learning disability	● ● ●	● ● ●
Adults (19 to 65)	● ● ●	● ● ●
Older people 65+	● ● ●	● ● ●

What can you see or do in this space?

Activity

Things

Transport

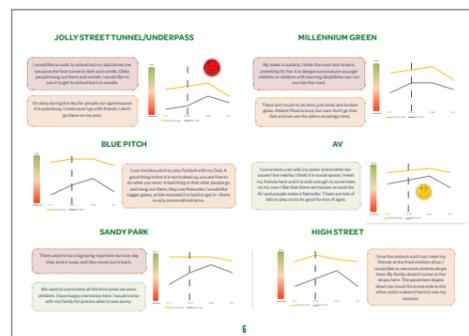
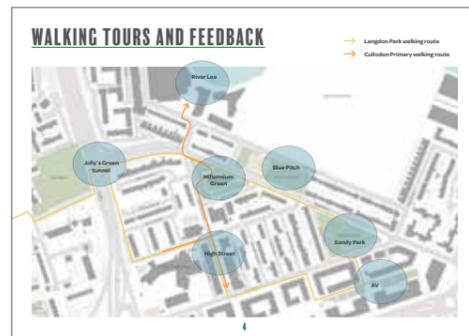
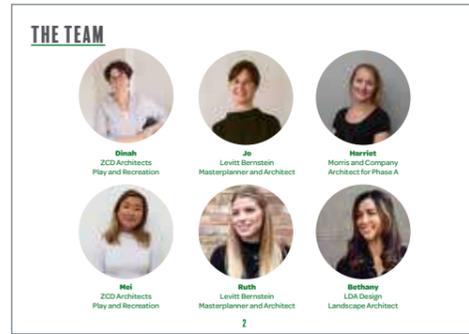
Langdon Park School - Session 03 Tuesday 8th December

Your name.....

Map of the development

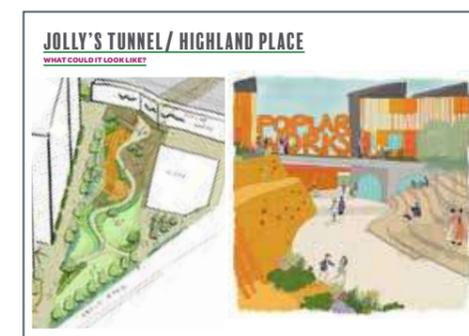
Appendix

Langdon Park School Session 4 presentation slides 1 to 10



Appendix

Langdon Park School Session 4 presentation slides 11 to 20 (& mail out)



Appendix

Langdon Park School Session 4 Meanwhile slides 1 to 10



What is Meanwhile Use?

- + Aberfeldy High Street Murals:
- + 26 buildings
- + 870 litres of paint
- + 200 colours

Meanwhile Uses Ideas Map

- + Pop-up events, temporary and permanent installations for existing community, external visitors and future residents
- + Connections, zones, sequencing

- Safe Routes
- Play and Activity
- Healthy Eating and Socialising
- Community Gardens
- Cinema and Events
- Art Walks

Safe Cycling and Walking Routes

- + Paint on the ground
- + Temporary lighting
- + Temporary crossings
- + Linking spaces across the masterplan
- + Landscape first approach
- + Safer routes to school

Play and Activity

- + At existing spaces - Millennium Green and Braithwaite Park
- + In zones near proposed family housing
- + Socialising, relaxing, being active and outdoors

Healthy Eating and Socialising

- + Food pop up markets
- + Near existing parks (no current cafe)
- + Along high street

Community Gardens

- + Involving Jan Kattsein - as Skip Garden at Kings Cross
- + Along the future Community Lane and Dee Street
- + Activating green links
- + Temporary planters

Cinema and Events

- + Aberfeldy Square
- + All Hallows Square
- + Music
- + Film
- + History and Future
- + All ages

Art Walks

- + Revitalising the Underpass
- + Workshops to get community involved in realising spaces
- + Poplar Works involvement

Which do you think Aberfeldy needs most urgently?

Appendix

Langdon Park School Session 4 meanwhile slides 11 to 12

What is it like to live through a construction programme? How can it be improved?

- + Innovating with the construction hoarding - telling history, showcasing installations
- + Working with the constraint of High Street tree protection to activate spaces around trees

How could you be involved?

Appendix

Langdon Park School Session 4 Breakout discussion notes



Breakout group 1 (with Dinah and Mei)

The group liked this space but felt it would be for younger children during the day and older children after dark. They worried about feeling watched and overlooked by homes, as not a good thing, a reason to not want to use the space. They worried about being annoying or too loud. They would like to see some seating.

'I don't think that teenagers will go there when there are children so they might go after dark'

'They might not want to feel as if they are being watched all the time by the surrounding houses'

'I would like more places to sit and relax'

Breakout group 2 (with Jo and Bethany)

'I like it. It has a lot of greenery and looks nice'

'There could be a bit more things to play with, but not too much'

'It is very refreshing and friendly'

'There should be bins next to every seating area because people think it's okay to litter when there's a bin not too far from them'

'Could have water spouts'

'Could have a place for vans to sell food'

Breakout group 3 (with Ruth and Harriet)

- Like seating areas that offer privacy, rather than open for other people to interfere
- Like the circle seating precedent
- Like how it looks eco friendly and has lots of natural elements
- Bushes and cover from plants bad in the evening
- Good because you can relax there in summer when its hot inside
- Good to hang out with friends
- Like that there's lots of sitting spaces



Breakout group 1 (with Dinah and Mei)

The group felt it was more for young people their age. They liked it but felt they might have concerns for safety after dark.

Breakout group 2 (with Jo and Bethany)

'I like it, it looks clean'

'I like the top left image' (above)

'I like the skating one'

Breakout group 3 (with Ruth and Harriet)

- Images in the middle look good – spaces for bikes and scooters because they don't have many other spaces like this.
- Like the pitch
- Concerns about the hard ground and safety if people fall over, compared to softer spaces.



Breakout group 1 (with Dinah and Mei)

Liked the play equipment and climbing frame, looks like a relaxing place. Again this felt like it was for younger children. But they liked the flowers and the colour. One girl said it felt like it was a place you could stop and sit down if you felt stressed.

Breakout group 2 (with Jo and Bethany)

Preference was for top right picture (above).

'It looks really friendly'

'It looks cool'

'A nice place to be in'

Breakout group 3 (with Ruth and Harriet)

- Like the picture with the path
- Like pictures in top and bottom right
- Areas which are open are better in the evening.
- Less cover needed after night if children are playing otherwise it might be scary.
- Most of the time after school it is mostly dark, and if children are going there it should have less cover.

JOLLY'S TUNNEL/ HIGHLAND PLACE

Breakout group 1 (with Dinah and Mei)

Liked the seating and climbing wall. We talked about how the presentation doesn't show how the spaces are after dark. In general they really liked this space but were concerned that after dark it might feel unsafe. Said it would need to feel well lit.

Breakout group 2 (with Jo and Bethany)

'That's so cool'

'Oh wow'

'Very colourful. Looks safe'

'It is very abstract colourful open and friendly'

'Creative colouring'

Breakout group 3 (with Ruth and Harriet)

'Much better than existing'

'It's cool'

Appendix

Langdon Park School Session 4 Breakout discussion notes



COMMUNITY LANE

Breakout group 1 (with Dinah and Mei)

Liked the colours and lighting at night, one pupil said it looked like somewhere they would go during the day.

Really liked the seating, concerned it would be a place for older people after dark.

Breakout group 2 (with Jo and Bethany)

'That's is amazing'

'Wowwww'

'That one is really nice'

'I could imagine sitting there'

Both talking about image above of the lighting

'That is very creative'

'Yeah'

'I could imagine sitting there

'Yes definitely'

All talking about yellow seating and whether they would use it

Breakout group 3 (with Ruth and Harriet)

The group liked this space

Breakout group 1 (with Dinah and Mei)

The group liked this space, it felt friendly and very welcoming. They liked the thought of being able to play and hang out in front of the homes. One pupil was concerned with noise and disturbing others.

Breakout group 2 (with Jo and Bethany)

Session finished before this space was reviewed.

Breakout group 3 (with Ruth and Harriet)

- Very floral which they like
- Make sure there's no cars in case children fall when playing

Appendix

Langdon Park School Session 4 Breakout discussion notes



Breakout group 1 (with Dinah and Mei)

There were three pupils in this group and they all voted for

Safe Cycling and Walking Routes and Play and Activity. Two also voted for healthy eating and one for cinema.

One pupil said that it was important to be able to get around safely, to go to school or see friends by walking or cycling rather than using cars.

They also wanted to be active outside of their homes and liked colourful equipment. Outdoor gym was mentioned.

'There needs to be some entertainment so people can have a good time.'

'There should be events which are inclusive, for people of all ages to have fun.'

'It looks like a relaxing place, relieved of any stress'.

With Healthy Eating and Socialising they said they wanted somewhere to meet friends.

Breakout group 2 (with Jo and Bethany)

This group really liked the Safe Cycling and Walking Routes and the cinema.

'We really need a lot of cycle lanes and not more parking'

Breakout group 3 (with Ruth and Harriet)

- Safe Cycling and Walking Routes 'So we can walk to the school and back without worrying about anything'
- Play and activity
- Cinema and events

- Cinema and restaurants to attract people to Aberfeldy
- Would like better places locally so you don't have to travel far away
- Safe routes and community events
- Would like to design something

The manifesto as written at the third session. An abridged version was presented to the design team and shown under session 04 in the report

A place for all ages.

Colourful and clean
 Peace and quiet
 More communal areas.
 Growing Space (private & shared)/Community garden
 Shared green spaces with more different things to do
 Open space for all ages
 Benches
 Social benches
 Fountains
 More play equipment for teenagers.
 A park with bigger adventure stuff
 Bigger bucket swing
 Climbing frame
 Things for older people to do
 A community centre which is more interesting.
 An affordable cafe
 Clothes & necessities shops
 Technology shop & dessert shop
 PFC should stay!
 Thicker walls in your house (to stop noise)

I want to live in a place where I'm free and safe to do what like

Safe environment
 Better lighting
 More things to do in green areas
 Less restrictions for ball games
 Table Tennis
 Tennis
 Football
 Basketball
 Cricket
 Netball
 Overlooking

I want to live in a green eco-friendly environment

I want to live in a place that's eco-friendly and not wasting fossil fuels
 I want to stop global warming
 It should look electric and be ready for the future
 Renewables
 Nature
 Spaces away from cars
 More bins especially recycling bins.
 Solar powered lights
 Re-use of rainwater
 Rooftop gardens

I want to live in a friendly place.

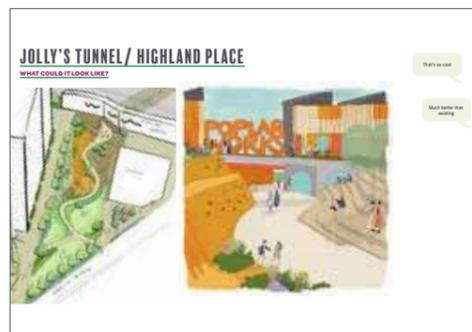
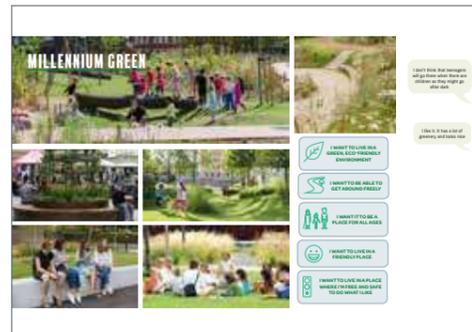
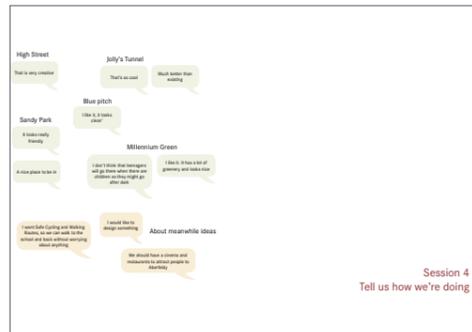
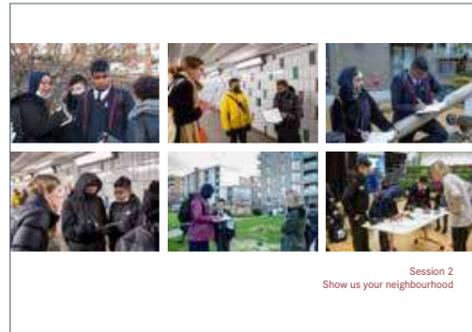
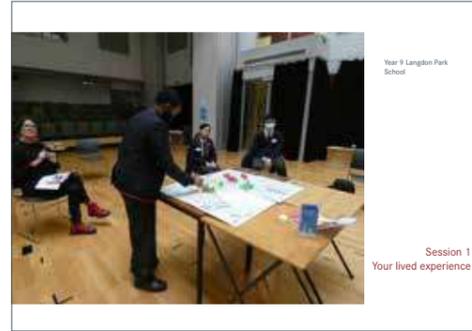
Communal events
 I want to know, trust and rely on my neighbours.
 I want to live in an area with lots of diversity on the streets
 I want to wake up and step into a place which is like nowhere else
 I want to live in a special place
 Socialising with neighbours
 People from different backgrounds talking to each other on the street
 Low vandalism and theft
 Overlooking
 Welcoming

I want to get around freely

Safe crossings
 Spaces to cycle
 I want to be able to cycle around everywhere
 Bicycles for all ages
 Nicer to walk around
 Electric scooters
 Accessible
 Ramps
 Flat land for scooters and bikes
 Bike stores
 Cycle paths
 Good transport (buses/trains)

Appendix

Langdon Park School Session 5 presentation slides 1 to 10



Appendix

Langdon Park School Session 5 presentation slides 11 to 20



Appendix

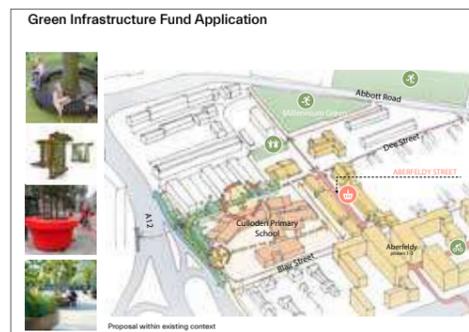
Langdon Park School Session 5 presentation slides 21 to 30



MEANWHILE USE

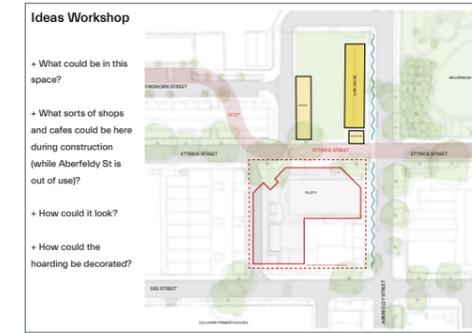
Options we discussed at Session 4: Which Does Aberfeldy Need Most?

- Safe Routes
- Play and Activity
- Healthy Eating and Meeting
- Community Gardens



Appendix

Langdon Park School Session 5 presentation slides 31 to 32



Langdon Park Session 5 survey sheet

Put a face in each box, good, ok or bad:

☺ Good 😐 Ok ☹ Bad

<p>I want to live in a friendly place A special place which is like nowhere else Welcoming Communal events Where I know, trust and rely on my neighbours With lots of diversity on the streets, where people from different backgrounds talk to each other Low vandalism and theft</p>	<p>Whole Scheme <input type="checkbox"/></p> <p>Aberfeldy Street <input type="checkbox"/></p> <p>Community Square <input type="checkbox"/></p> <p>Highland Place <input type="checkbox"/></p> <p>Millennium Green <input type="checkbox"/></p> <p>Sandy Park <input type="checkbox"/></p> <p>Blue pitch <input type="checkbox"/></p>
<p>I want it to be a place for all ages More shared green spaces that are 'open' and for all ages More play equipment for teenagers: bucket swing, climbing frame, social benches, bigger adventure stuff, fountains Keep PFC, an affordable cafe, a dessert shop, and shops selling clothes, necessities and technology Colourful and clean Spaces for peace and quiet Growing spaces (private & shared)</p>	<p>Whole Scheme <input type="checkbox"/></p> <p>Aberfeldy Street <input type="checkbox"/></p> <p>Community Square <input type="checkbox"/></p> <p>Highland Place <input type="checkbox"/></p> <p>Millennium Green <input type="checkbox"/></p> <p>Sandy Park <input type="checkbox"/></p> <p>Blue pitch <input type="checkbox"/></p>
<p>I want to live in a place where I'm free and safe to do what I like Less restrictions for ball games More things to do in green areas Overlooking To be able to play a variety of ball games including football, cricket, basketball, netball, tennis and table tennis There should be better lighting and safer to walk around everywhere even after dark</p>	<p>Whole Scheme <input type="checkbox"/></p> <p>Aberfeldy Street <input type="checkbox"/></p> <p>Community Square <input type="checkbox"/></p> <p>Highland Place <input type="checkbox"/></p> <p>Millennium Green <input type="checkbox"/></p> <p>Sandy Park <input type="checkbox"/></p> <p>Blue pitch <input type="checkbox"/></p>
<p>I want to be able to get around freely Nicer to walk around Safe crossings I want to be able to cycle around everywhere Bicycles for all ages and bike stores Good transport (buses/trains) Accessible</p>	<p>Whole Scheme <input type="checkbox"/></p> <p>Aberfeldy Street <input type="checkbox"/></p> <p>Community Square <input type="checkbox"/></p> <p>Highland Place <input type="checkbox"/></p> <p>Millennium Green <input type="checkbox"/></p> <p>Sandy Park <input type="checkbox"/></p> <p>Blue pitch <input type="checkbox"/></p>
<p>I want to live in a green, eco-friendly environment More nature, more grass, rooftop gardens Stop global warming and not waste fossil fuels Use renewables More bins especially recycling bins. Solar powered lights Re-use rainwater</p>	<p>Whole Scheme <input type="checkbox"/></p> <p>Aberfeldy Street <input type="checkbox"/></p> <p>Community Square <input type="checkbox"/></p> <p>Highland Place <input type="checkbox"/></p> <p>Millennium Green <input type="checkbox"/></p> <p>Sandy Park <input type="checkbox"/></p> <p>Blue pitch <input type="checkbox"/></p>

Appendix

Langdon Park School Session 5 Notes

Notes from the survey sheets:

I really enjoyed Highland Place because it seems like a big area where you could ride bikes and sit and eat.

I really like Highland Place because it looks like a safe place to be

I like it a lot Highland Place is my favourite

I really like Highland Place because it looks really nice in the night and very open. Overall everything seems really eye catching

I like the idea of spectating and socialising in the blue pitch, it would attract more people to come and is a very important space for all ages whether or not you are playing sports or not. I like the whole scheme because it makes the area more attractive and fun for everyone living there.

The designs look good. Almost all ages can (play) in the area

Please keep the sand in Sandy Park. Please make Millennium Green cater to sport/bike/skateboard/scooter etc. Please put an outdoor laser tag somewhere in Aberfeldy. Everything else is great, the designs especially.

The place is really nice and free. I'm able to do what I want and have everything I need local and near me.

Overall I love how the place looks and overall I give it smiley faces. Personally I would love to have a gaming café since it would be very fun.

I really like everything because its close and enjoyable for all ages.

I really like Highland Place because of how the place is lit up after dark and how lively it looks.

The restrictions on the High Street (I think this is referring to cars). I think it is very accessible and colourful with all the greenery. Safe place and good for all ages.

I think it is very good and much better because of the refurbishing. I really like the High Street place because of the looks.

Conversations with Ruth:

High Street:

- Children might not use this space that much, or not as much as their parents or family
- Children might not play there
- Safer to go to the shop than it is now
- Like the colour

Highland Place:

- CCTV needed so that children feel safe when using this space in the evening
- Lighting is good – can the lights be different colours to match the colour palette in the space
- Will Highland Place have space to play ball games?

Millennium Green:

- Concerned that the space isn't necessarily for children of all ages as they don't know if different age groups would share the space at the same time

Sandy Park:

- Can we have shelter there to make these spaces usable if its raining?
- Is there sand there – sand gives sandy park its name and identity?

Blue Pitch:

- Ideas for activities – bike ramps, like Langdon Park, space for skateboards and scooters, running track.
- There should be lots of activities here

Meanwhile:

- Spaces that are quiet and calm with trees and safe areas to play (in between Jura house and garages)
- But also spaces that are busier with lots of people (road adjacent to Millennium Green)
- Seating areas for eating takeaway food
- No cars on the road adjacent to Millennium Green
- School art project on the hoarding, with windows to see into the development site
- Shops and services, like hairdressers and barbers, really close to where they live so that they don't have to cross the really busy roads.
- Lake or pond or water feature in Millennium Green – the AV one is really popular.

Appendix

Langdon Park School Session 5 Notes

Conversations with Harriet:

High Street:

- Looks nice and welcoming
- Not a place for communal events
- Looks safer than it does now
- Community Square:
- Looks nice
- Wouldn't be able to ride bike here

Highland Place:

- This is more than what I was thinking!

Millennium Green:

- Open space needs to be separated from planting and flower beds so ball games don't go in flowers and get trampled on
- Are there pathways for bikes?
- Lights in the park?
- Don't like going out when raining
- Shelters?
- This looks good for older children like us

Sandy Park

- Is there still sand here?
- Be good if sand was just in one area
- Will there be enough space for ball games?
- Good to see big swings not just baby swings
- Night time – would like it to be safe enough to go out after dark

Blue Pitch:

- Would like a half pipe for skateboards and scooters
- Like the look of the running track
- Langdon Park has a good cycling ramp

Meanwhile Use:

Different schools have different areas of hoarding for artwork they could paint on, chalkboard for kids to draw on, community drawings, signs showing where to go, windows through to the building site, seating on the hoarding?

Markets and pop-ups, bike storage, greenery, no cars on the street between Jura and Millennium Green, could learn how to grow food in gardens at back, shops and cafes, quieter garden at back