Templates

Here you will find all the printable tool templates and materials referenced in the Urban Transformation manual. This will support your process towards designing, delivering and operating a successful Urban Transformation project.

Table of tools

Key point

Remember, you will generally only need pens, post-it notes and the printed templates to apply the tools (see table below for recommended print size). You are encouraged to use the materials that work best with your team - most tools and templates can also be easily adapted to be conducted digitally on-screen or on online platforms.

CODE	URBAN TRANSFORMATION TOOL	TEMPLATES	PRINT SIZE
STAGE 1: INITIATE			
T1	Neighbourhood Discovery Walk	T1.1 Site Map T1.2 Observation Checklist T1.3 Informal Interviews	A3 A4 A4
T2	Future Project Headlines	T2.1 Newspaper from the Future	A3
T3	Mapping Your Co-design Capability	T3.1 Engagement Skills Self-Assessment T3.2 Tools and Processes Skills Self-Assessment T3.3 Funding Skills Self-Assessment	A1 A1 A1
T4	Ecosystem Mapping	T4.1 Ecosystem Mapping	A1
T5	Power-Interest Matrix	T5.1 Power-Interest Matrix	A1
T6	Community Engagement Strategy	T6.1 Community Engagement Framework	A3
T7	Affinity Diagramming	N/A	N/A
STAGE 2: DESIGN			
T8	High-level Climate-risk Assessment	T8.1 Identifying and Prioritising Climate Hazards T8.2 Climate Design Interventions and Actions	A1 A1
STAGE 4: USE			
T9	Placemaking Strategy	T9.1 Placemaking Desired Impacts T9.2 Activation Strategy	A1 A1
T10	Evaluate Your Place	T10.1 Urban Transformation Assessment Wheel T10.2 Urban Transformation Assessment Questions	A4 A4
T11	User Observations and Contextual Interviews	T11.1 User Observations T11.2 Contextual Interviews T11.3 Consent Form	A4 A4 A4

T1.1 Site Map

Entity name: _____

Project name: _____

Date: _____ Start time: _____ End time: _____

Preparation

1. Establish a team within your entity that will plan and ensure the outcomes of the tools within Stage 1 are executed until a design team is officially appointed.
2. Familiarize yourself with the neighborhood through desktop research: look into its history, heritage, culture, present and future challenges and current urban projects and initiatives.
3. Develop a physical map and itinerary that identifies diverse areas, including key landmarks, historical sites, community spaces and amenities within the neighborhood.
4. Invite local oral historians with deep knowledge of the area to talk to the project team during the walk.
5. Bring cameras, notebooks and pens/pencils to gather visual and written site data.

Method

1. Start by introducing the purpose and goals of the walk and give participants a map of the route.
2. Prompt participants to use the Observation Checklist (T1.2) to record their insights: ask them to consider often-overlooked narratives and make observations about the physical environment, architecture, public spaces, observed behaviors, community activities, and natural assets directly onto the map. Use the icons provided in the legend to help analyze and annotate the site.
3. Local experts and the project team share oral and local histories along the walk.
4. Encourage participants to use various methods such as photos, sketching or audio/video recording to document their findings.

Key point

When mapping out the walking route consider going past greenfield, brownfield sites and under-performing areas to get a sense of the local challenges and potential opportunities.

Placeholder for your neighbourhood map and walking route

Legend

- Landmark
- Key views
- Desire lines
- Barriers
- Character areas

T1.2 Observation Checklist

Entity name: _____

Project name: _____

Date: _____ Start time: _____ End time: _____

Observations	Y/N	Comments
Do you think the public space reflects the values and identity of the local culture e.g. local art symbols, elements, architecture, public art, preserving traditional skills etc.?		
Are there unique cultural influences, architectural styles and materials that are specific to the locality or region?		
Is the site connected to the wider area in any way? Through environmental networks, infrastructure systems (cycle or walking paths, drainage etc) or socio-economics?		
Does the area have a sense of collective pride and belonging?		
Are there spaces that enhance the quality of life and enrich well-being e.g. recreational spaces, promote active travel such as cycling and walking? Is there access to public transport?		
Are there places that feel unsafe and/ or feel inaccessible to all individuals? Dangerous crossings, lack of lighting, anti-social behaviour etc.		
Are there places that feel well-maintained and governed well?		
Are there spaces that are flexible and adaptable to accommodate a variety of programmes/ activations and consider seasonality?		
Are there any signs of environmentally friendly solutions? Does nature and ecology feel considered?		

T1.3 Informal Interviews

Entity name: _____

Project name: _____

Date: _____ Start time: _____ End time: _____

Method

1. Ask participants to conduct informal interviews with site users/ stakeholders along the walk and record their answers. Ensure consent is obtained: you can find a sample consent form in T11.3

User details	
First name	
Surname:	
Age:	
Gender:	
Lives where?	
Works where?	

Key point

Acknowledge subjective narratives, watch for biases, and remember that site tours capture just one moment in time. Prioritise being cultural sensitivity, respect privacy, and seek consent to avoid unintended pitfalls.

Questions	**Answers and notes**
How do you feel about this neighbourhood/site?	
Could you share the main challenges you experience? How they impact your daily life?	
In this neighbourhood/site, where do you see opportunities for improvement?	
How do you envision the near future of the area, in terms of changes or developments?	
Quotes	

Entity name: _____ Project name: _____

Date: _____

T2.1 Newspaper from the Future

Method

1. Hand each participants 2 copies of this template.
2. On one copy, ask participants to think about something they would like to happen or a positive news story that they would like to see about their neighborhood in 5 years.
3. Now, ask them to fill in each section (1-5) below.
4. Repeat step 1 and 2 on the second template copy, but this time ask participants to write a disaster news story about their neighborhood, set in the future.
5. Participants share their news stories in short presentations to the rest of the group.

1 The Headline

2 Subheading

4 Report

3 Sketch

5 Quote

Entity name: _____ Project name: _____

Date: _____

T3.1 Engagement Skills Self-Assessment

Method

1. In a small group (3-5 people), read and discuss your experience with the skills in column 1.
2. Together, score yourself in column 2. Refer to the Skill Level descriptions to help your self-assessment.
3. Provide at least one example as evidence that demonstrate the score you gave yourself in column 3. This may be a project example, a policy in your entity or the role and responsibilities of a specific team member.
4. Discuss the outcomes of your self-assessment within your group.
5. Collaboratively, use post-its to brainstorm how you could improve your capability of the four skills, starting with the lowest-scoring skills. Place your ideas in the Action Plan box at the bottom of the page.

1 Engagement Skills	2 Score	3 Evidence
Human-centred empathy and acknowledgement: Demonstrates a human centred approach by acknowledging and respecting individuals as experts in their own lives	☐ Novice ☐ Competent ☐ Expert	
Critical awareness and bias mitigation: Identifies and challenges biases and assumptions, within oneself and others, fostering an inclusive and unbiased engagement process	☐ Novice ☐ Competent ☐ Expert	
Engagement barriers identification and removal: Identifies and removes barriers to participation, encompassing cultural/practical aspects, thereby enhancing inclusivity	☐ Novice ☐ Competent ☐ Expert	
Relationship building and management: Effective allocation of time and resources to develop and maintain relationships with the community	☐ Novice ☐ Competent ☐ Expert	

4 Action Plan

Skill level descriptions

Novice:
- Basic understanding with limited experience
- Needs step-by-step instruction and guidance
- Working on development of fundamental skills

Competent:
- Solid understanding with adequate experience
- Navigates challenges and troubleshoots comfortably
- Performs tasks independently with moderate proficiency

Expert:
- Advanced knowledge and extensive experience
- Innovates, teaches and capable of complex problem solving
- Exhibits proficiency in the subject/ skill

Entity name: _____ Project name: _____

Date: _____

T3.2 Tools and Processes Skills Self-Assessment

Method

1. In a small group (3-5 people), read and discuss your experience with the skills in column 1.
2. Together, score yourself in column 2. Refer to the Skill Level descriptions to help your self-assessment.
3. Provide at least one example as evidence that demonstrate the score you gave yourself in column 3. This may be a project example, a policy in your entity or the role and responsibilities of a specific team member.
4. Discuss the outcomes of your self-assessment within your group.
5. Collaboratively, use post-its to brainstorm how you could improve your capability of the four skills, starting with the lowest-scoring skills. Place your ideas in the Action Plan box at the bottom of the page.

1 Tools and Processes Skills	2 Score	3 Evidence
Utilises tools for effective stakeholder communication: Strategic use of visual and tangible tools to enhance communication and collaboration with stakeholders	☐ Novice ☐ Competent ☐ Expert	
Adaptive problem-solving and regular engagement improvements: Identifies when desired outcomes are not being achieved through engagement in and creates space for new initiatives or responses	☐ Novice ☐ Competent ☐ Expert	
Transparent and accountable communication: Clear communication, with transparent, accountable actions, acknowledging input and recognising influence levels	☐ Novice ☐ Competent ☐ Expert	
Prototyping: Uses prototyping to test early ideas and experiments with the best ways to implement in practice	☐ Novice ☐ Competent ☐ Expert	

4 Action Plan

Skill level descriptions

Novice:
- Basic understanding with limited experience
- Needs step-by-step instruction and guidance
- Working on development of fundamental skills

Competent:
- Solid understanding with adequate experience
- Navigates challenges and troubleshoots comfortably
- Performs tasks independently with moderate proficiency

Expert:
- Advanced knowledge and extensive experience
- Innovates, teaches and capable of complex problem solving
- Exhibits proficiency in the subject/ skill

Entity name: _____ Project name: _____

Date: _____

T3.3 Funding Skills Self-Assessment

Method

1. In a small group (3-5 people), read and discuss your experience with the skills in column 1.
2. Together, score yourself in column 2. Refer to the Skill Level descriptions to help your self-assessment.
3. Provide at least one example as evidence that demonstrate the score you gave yourself in column 3. This may be a project example, a policy in your entity or the role and responsibilities of a specific team member.
4. Discuss the outcomes of your self-assessment within your group.
5. Collaboratively, use post-its to brainstorm how you could improve your capability of the four skills, starting with the lowest-scoring skills. Place your ideas in the Action Plan box at the bottom of the page.

1 Funding Skills	2 Score	3 Evidence
Budget and funds management: Secures funds and establishes resource structures to support safe, ethical, and inclusive engagement	☐ Novice ☐ Competent ☐ Expert	
Fundraising for co-design outcomes: Ensures that adequate funding is secured for both initial scoping and throughout the entire process to deliver outcomes	☐ Novice ☐ Competent ☐ Expert	
Defining and measuring KPIs for success: Incorporates stakeholder/ community-defined positive impact metrics into the measurement of success	☐ Novice ☐ Competent ☐ Expert	
Adherence to governance models: Co-develops and continuously improves governance models and support structures for community participation, with the community	☐ Novice ☐ Competent ☐ Expert	

4 Action Plan

Skill level descriptions

Novice:
- Basic understanding with limited experience
- Needs step-by-step instruction and guidance
- Working on development of fundamental skills

Competent:
- Solid understanding with adequate experience
- Navigates challenges and troubleshoots comfortably
- Performs tasks independently with moderate proficiency

Expert:
- Advanced knowledge and extensive experience
- Innovates, teaches and capable of complex problem solving
- Exhibits proficiency in the subject/ skill

T4.1 Ecosystem Mapping

Entity name: _____

Project name: _____

Date: _____

Method

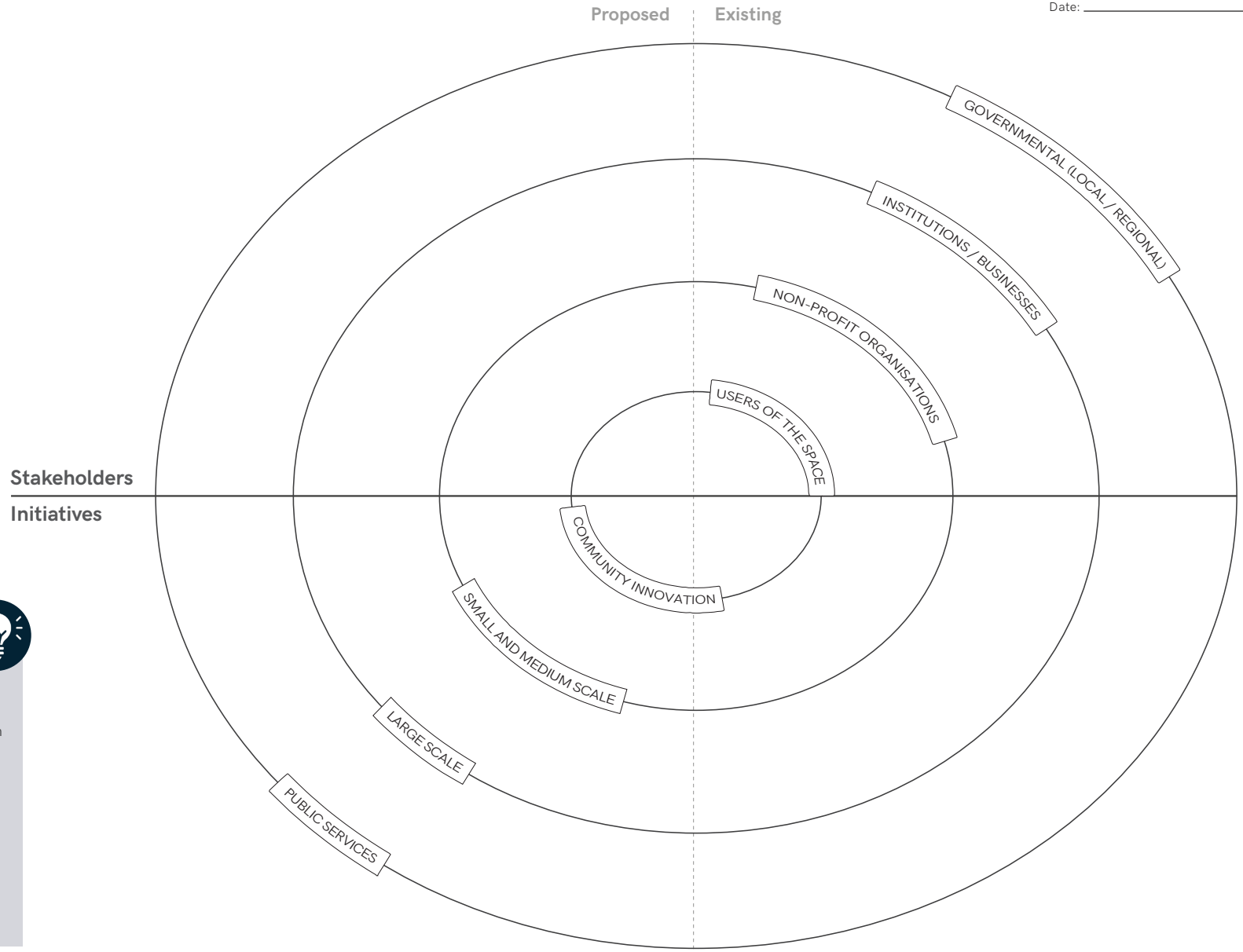
1. The top half of the Ecosystem Mapping circle organizes potential stakeholders into 4 groups (i) Users of the space i.e. residents (ii) Non-profits/ charities (iii) Institutions and Businesses i.e. libraries and local businesses (iv) Governmental i.e. transport planning agency/ well-being agency.

2. Write one potential stakeholder per post it note that may have an interest or be impacted by your project in some way, then add names of organizations and individuals under each of the 4 groups.

3. The bottom half of the circle represents four levels of interventions i.e. small vendors that are set up near your space or a large cultural festival that runs in the neighborhood. Write one current or future initiative per post-it note that may have influence or be of interest to your project. Assign each post-it to one of the four levels of intervention. It is important to consider local volunteer groups, or relevant events-based institutions such as museums, theatre, sports, etc. You will likely want to partner with them to activate your space later on.

4. Share back results with the wider group to ensure all relevant stakeholders and initiatives have been captured.

5. Take a photo of the activity page to document the result.



Prompts

What are the social structures in the neighborhood? Who are the most influential families?

Who can we collaborate with? Who can provide us with valuable ideas?

Who might block or resist the project, and for what reasons?

Who needs a voice on this project?

Consider local volunteer groups, or relevant events-based institutions such as museums, theatre, sports, a small vendor that is set up near your space or a large cultural festival that runs in the neighborhood.

T5.1 Power-Interest Matrix

Entity name: _____

Project name: _____

Date: _____

Method

1. Map the stakeholders identified in T4 by using post-it notes and add them to the power/ interest graph. There are 4 quadrants in the matrix as follows:
   - **High Power/Low Interest** (top left corner): Stakeholders with significant influence but whose interests are not the focus. Handle carefully to avoid potential risks; they may act as "deal breakers."
   - **High Power/High Interest** (top right corner): Stakeholders of high interest and influence in the activity. Build strong relationships for effective support and success.
   - **Low Power/Low Interest** (bottom left corner): Low-priority stakeholders requiring limited monitoring or basic updates. Keep them informed, as their status may evolve over time.
   - **Low Power/High Interest** (bottom right corner): Stakeholders with high interest but limited influence. Special attention needed to protect their interests.
2. Priorities key stakeholders by drawing a star on the post it note. Be strategic and clear about whom you would like to prioritize engaging with and why.
3. After you finish the exercise, you should describe the actions proposed for the management of each group.
4. Take photos of the final output of the activity
5. Input or register your results and findings into your data management system.

Prompts

What power and influence does each stakeholder have? Would they oppose or support your project?

What are the barriers for these stakeholders to fully support or participate in reaching the projects goal? What are the benefits if they do?

How do you engage with stakeholders who are difficult to reach?

T6.1 Community Engagement Framework

Entity name: _____

Project name: _____

Date: _____

1 Power interest

Tick which power-interest quadrant this stakeholder/group of stakeholders fell under, as based on T5.1 results.

☐ Low Power-Low Interest ☐ Low Power-High Interest ☐ High Power-Low Interest ☐ High Power-High Interest

2 Stakeholder Name

Write the name of the stakeholder/grouped stakeholders on the dashed line below:

_ _

3 Stakeholder Participation Goal

Set out your commitment to your stakeholders to ensure transparency. Carefully choose the most appropriate goal for each stakeholder informed by the Participation Spectrum table (page 56) and refer to the results of T5.1 Power-Interest Matrix.

Then, tick all the Engagement Levels that apply to this particular stakeholder (tick as many as needed).

For each Engagement Level selected, tick the communication

☐ Inform	☐ Consult	☐ Involve	☐ Collaborate	☐ Empower
To provide balanced and objective information to assist stakeholders in understanding the problem, alternatives, opportunities and/or solutions.	To obtain stakeholder feedback on analysis, alternatives and/or decisions.	To work directly with stakeholders throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered.	To partner with stakeholders in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.

4 Communication Channels

channels that could ensure successful engagement with this particular stakeholder. We recommend that you employ at least one communication channel for each Engagement Level you have selected.

Inform	Consult	Involve	Collaborate	Empower
□ Guided walks (shared walk) □ Events (learning events) □Learning events □ Information centres □ Personal communication □ Newsletters and fact sheets □ Newspaper articles □ Project progress reporting □ Mass communication □ Websites and social media posts Others: _ _ _ _ _ _ _ _ _ _ _ _ _	□ Community council □ Public inquiries/hearings □ Informal conversations □ Advisory panel □ Feedback kiosks □ Surveys / opinion polls □ 1:1 interviews □ Field observation □ Transcriptions of audio recordings □ Hotline/ phone in □ Online surveys □ Digital data analysis □ Social media opinion polls Others: _ _ _ _ _ _ _ _ _ _ _ _ _	□ Community workshops □ Map-making □ Focus groups meetings □ Crowd-sourcing ideas □ Deliberate polling □ Walking audits □ Creative workshops including art and photography □ Gamification □ Digital map-making platforms that capture citizen-created data, stories, etc.. □ Digital crowd-sourcing for name ideas □ Grievance mechanisms (online complaints to Municipality) Others: _ _ _ _ _ _ _ _ _ _ _ _ _	□ Design competitions □ Design Charette □ City week festival □ Co-design workshops □ Games □ Planning for Real □ Virtual reality and augmented reality pop-ups Others: _ _ _ _ _ _ _ _ _ _ _ _ _	□ Referendums □ Crowd-funding □ Participatory budget □ Citizen juries □ Tactical urbanism □ Youth empowerment initiatives □ Virtual training and capacity building workshops Others: _ _ _ _ _ _ _ _ _ _ _ _ _

5 Project stage

Select when in the project stages this engagement should occur.

Inform	Consult	Involve	Collaborate	Empower
_ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Stage: _ _ _

6 Engagement Frequency

Lastly, select the Frequency in which the Communication Channel should happen within that Project Stage.

Inform	Consult	Involve	Collaborate	Empower
☐ Once off ☐ Bi-weekly ☐ Monthly ☐ Quarterly ☐ Yearly ☐ At every project milestone Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐ Once off ☐ Bi-weekly ☐ Monthly ☐ Quarterly ☐ Yearly ☐ At every project milestone Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐ Once off ☐ Bi-weekly ☐ Monthly ☐ Quarterly ☐ Yearly ☐ At every project milestone Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐ Once off ☐ Bi-weekly ☐ Monthly ☐ Quarterly ☐ Yearly ☐ At every project milestone Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	☐ Once off ☐ Bi-weekly ☐ Monthly ☐ Quarterly ☐ Yearly ☐ At every project milestone Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Key point

Align communication timing with significant events, seasons, election cycles, or project milestones.

Entity name: _____ Project name: _____

Date: _____

T8.1 Identifying and prioritizing climate hazards

1 Hazard classification cheat sheet

Split the into groups of 3-5 people. Begin by understanding the extensive list of the many climate hazards that can affect our regions, cities and neighborhoods from the table below.

HAZARD GROUP	HAZARD (MAIN TYPE)	CITY CLIMATE HAZARD (TYPE)	CITY CLIMATE HAZARD (SUB TYPE)	RELATED CLIMATE-HAZARDS
Meteorological	Extreme temperature - Hot	Heat wave	High air temperatures, increased humidity, lack of night-time cooling	Desertification, Chemical change, Insects and micro-organisms, Landslide, Wild fire, Flood, Biodiversity, Drought, Wave action, Subsidence, Water scarcity
		Extreme hot weather	Hot days	
	Precipitation	Rain storm	Tropical storms	
		Heavy snow	Snowstorm, hail	
	Wet bulb			
	Wind	Severe wind	Dust storm/sandstorm and Shamal winds	
		Tropical storm		
	Extreme temperature - Cold	Extreme winter conditions	Ice, hail and freezing rain	
		Cold wave	Cold snap, frost	
		Extreme cold weather	Cold days	
	Lightning	Electrical storm	Lightning/thunderstorm, derecho	
	Fog	Fog		
Climatological	Water scarcity	Drought	Lack of precipitation and seasonal melt (show glacial), food insecurity	Rockfall, Subsidence, Landslide
	Wild fire	Forest fire		
		Land fire	Bush fire, grass fire, pasture fire, scrub fire	
	Desertification	Ecosystem loss	Land degradation and soil damage	
	Biodiversity	Biodiversity loss	Land degradation and ecosystem imbalances, invasive species	
Hydrological	Flood	Flash/surface flood	Glacial lake outburst	Subsidence, Biodiversity, Insects and micro-organisms, Landslide, Flood
		Wadi flood		
		Coastal flood		
		Groundwater flood	Waterlogging	
	Wave action	Storm surge	Seiche	
	Chemical change	Salt water intrusion		
		Ocean acidification		
Geophysical	Mass movement	Landslide	Lahar, mud flow, debris flow	Chemical change, Flood
		Avalanche	Debris avalanche, snow avalanche	
		Rockfall		
		Subsidence	Sudden subsidence (sinkhole), long-lasting subsidence	
Biological	Insects and micro-organisms	Water-borne disease	E.g. Cholera, Typhoid, Legionnaires' disease	Extreme temperature - hot, Biodiversity, Flood
		Vector-borne disease	E.g. Malaria, Dengue Fever, Yellow Fever, West Nile Virus, Bubonic Plague	
		Air-borne disease	E.g. Pneumonic Plague, Influenza	
		Insect infestation	E.g. Pine beetles, killer bees, termites	

2 Identify climate hazards

Use the Hazard Classification cheat sheet to identify all relevant hazards which impact your city (regardless of the severity, intensity, probability and timescale).

Write answers down and add it to the space provide below.

3 Cluster and begin to prioritize climate hazards

Cluster the individual hazards identified above in (2) into groups with similar or common themes. Create no more than 2-3 groups. To get you started, in practice, hazards in cities tend to be grouped into four common themes, for example: heat, drought, flood or storm.

Within your group, prioritize which are the climate hazard themes with the most importance to your project.

Entity name: _____ Project name: _____

Date: _____

T8.2 Climate design interventions and actions

1 Mitigate identified priority hazards

Select 2-3 priority themes from (3) and rank them in order of greatest priority in the spaces provided below.

Inside the boxes, brainstorm design interventions that might help mitigate these climate hazards. Use the UT Manual from STAGE 2: DESIGN / INTEGRATE from page 86 onward to get more ideas. Sketch/illustrate or write onto post-it notes specific design solutions for each priority theme.

Priority Theme 1: _____

Priority Theme 2: _____

Priority Theme 3: _____

2 Planning action to climate hazards

Map the design interventions identified in (1) above onto the provided project timeline below.

- Consider which interventions can be implemented in the short term?
- Do some of the interventions require investment over the long-term but could still be actioned sooner e.g. planning trees?
- Which ones will take the longest to deliver?

Today — Short term initiatives / Long term initiatives → Future

3 Locate Climate Design Interventions on your site

On the plan or aerial of your site draw or add post-it notes of where the identified design interventions from Activity 1 could be located in relation to your site.

Placeholder for your printed site plan/ aerial map

Entity name: _____ Project name: _____

Date: _____

T9.1 Placemaking desired impacts

1 Primary drivers

Begin by reviewing the site boundary and your findings from T4 Ecosystem Mapping. In a short sentence define the primary drivers for this Urban Transformation. What were the reasons your Entity developed this site? Place a post-it below with your answers.

2 Exploring desired impacts

Brainstorm with your team to think of all the desired impacts you would like to achieve by activating this place. Structure your thinking through the three Step Urban Transformation lenses: Cultural continuity, Sustainable spaces, and Community-oriented impacts. Refer to the listed topics below under each title for prompts and ideas and tick the ones that are relevant or add your own in the spaces provided.

3 Observed trends in the community

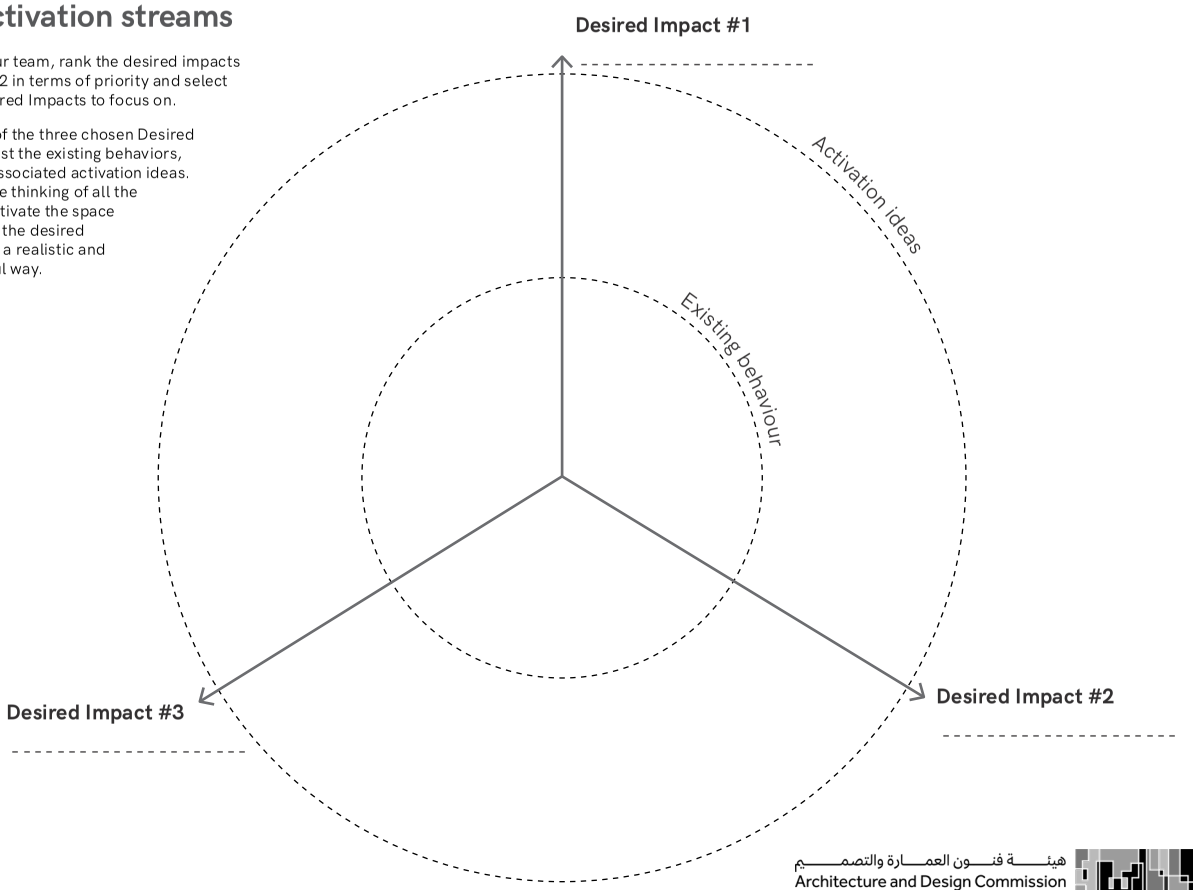
Reflect on observed trends in the community through each lens. What are relevant behaviors and indicators that you have seen that you would like to expand on? What are common themes that you could capitalize on? Do the trends have a positive or negative impact? List them accordingly in the area provided.

	Cultural continuity	Sustainable spaces	Community-oriented
Desired impacts	☐ Celebrates heritage ☐ _____ ☐ Weaves in history ☐ _____ ☐ Showcases local talent ☐ _____ ☐ Raises cultural awareness ☐ _____ ☐ Creates bonds ☐ _____ ☐ Original interpretation of Art and culture ☐ _____	☐ Low resource consumption ☐ _____ ☐ Boosts local economy ☐ _____ ☐ Nature positive events ☐ _____ ☐ Champions climate ☐ _____ ☐ Smart waste solutions ☐ _____ ☐ Economically sustainable Revenue ☐ _____	☐ Improves health/well-being ☐ _____ ☐ Inclusive to all ☐ _____ ☐ Participatory programming ☐ _____ ☐ Encourages walkability ☐ _____ ☐ Responds to context and Community voices ☐ _____
Observed trends	Positive impact / Negative impact	Positive impact / Negative impact	Positive impact / Negative impact

4 Activation streams

Within your team, rank the desired impacts from step 2 in terms of priority and select three Desired Impacts to focus on.

For each of the three chosen Desired Impacts, list the existing behaviors, then the associated activation ideas. Spend time thinking of all the ways to activate the space to achieve the desired impacts in a realistic and meaningful way.



Entity name: _____ Project name: _____

Date: _____

T9.2 Activation strategy

Once you've completed T9.1 and you have identified the Desired Impacts and the activation ideas, follow that with developing a bespoke programming strategy unique to your site.

1 Activation Streams

Fill in the programming sheet outlining the activation streams that you would like to focus on. These are the ones you came up with in the last task from T9.1. We recommend four Activation Streams as a minimum to start. You can always do more depending on your site.

2 Programming plan

Develop the programming plan to fill in event times, frequency, site location, partnerships and financing.

Activation Stream #1	Activation Stream #2	Activation Stream #3	Activation Stream #4
- - - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - - - -

Timeframe & Frequency: How often will this event take place? When in the calendar year? Day or night? How frequent will they be?

Target Audiences: Which groups or communities will be the focus of this event? Reflect on the communities you listed in T4.1 and ensure you have inclusively and comprehensively covered your communities in this Strategy.

Site Activation: Which zones of your site will this event activate? Be specific in choosing locations that are suitable and accessible for the event. Refer to your site plan.

Partnerships: Which partnerships and relationships do you need to achieve this event successfully? Are there new relationships that you need to establish?

Financing Streams: What are the financing sources that will cover the costs of this event? How are they secured?

3 Placemaking strategy

In the Placemaking Strategy, summarize your project drivers, key Desired Outcomes and Activation Streams, any placemaking guidelines and values and principles that are specific to your site. Communicate this clearly with your stakeholders and communities.

Project drivers

_____

_____

_____

Desired outcomes

_____

_____

_____

_____

Activation streams

_____

_____

_____

_____

Placemaking guidelines, values and principles

_____

_____

_____

_____

_____

_____

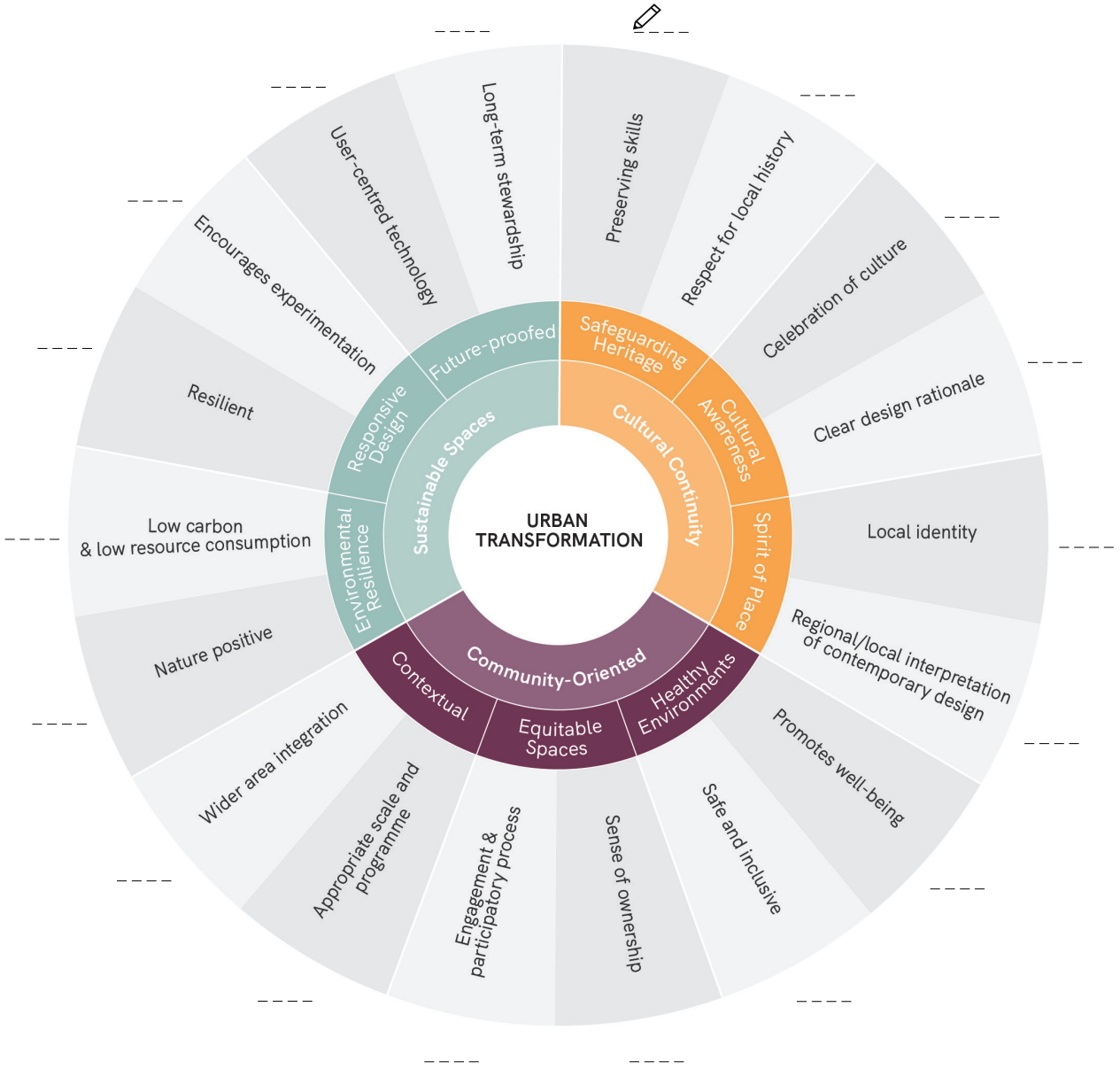
_____

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T10.1 Urban Transformation Assessment Wheel

1. Begin by observing, listening, interacting and experiencing the site with all your senses.
2. Using the UT Assessment Wheel, evaluate your observations and benchmark the site against the three UT objectives, which are broken down into 9 qualities and 18 metrics. Use the dashed line provided to score the metric performance either: H (High), M (Medium) or L (Low).
3. Use the score descriptions listed below to support your evaluation.



Metric performance descriptions

Low:
- Suboptimal performance
- Does not meet expectations, and requires significant improvements to align with UT objectives

Medium:
- Demonstrates satisfactory performance
- Meets baseline expectations, up to a reasonable standard

High:
- Exceptional performance
- Exceeds expectations and achieves optimal results achieving long term impact on UT objectives

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T10.2 Urban Transformation Assessment Questions

1 Cultural Continuity Assessment

Safeguarding Heritage How does the design incorporate and preserve traditional skills, knowledge and, craftsmanship, while also weaving in meaningful elements, structures, and narratives from the past to create a sense of continuity?

Cultural Awareness How has the design integrated culturally significant elements, symbols, and traditions of the area and its people? Are all aspects of the design purposeful, aligned with the project's objectives, and enhance functionality and aesthetics?

Spirit of Place How does the design reflect and honour the qualities, character, and aspirations of local communities while also interpreting traditional and local cultural design in a contemporary manner?

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T10.2 Urban Transformation Assessment Questions (cont.)

2 Community-Oriented Assessment

Healthy Environments How does the design promote active lifestyles, enhance the physical and psychological health of its users, and deliver inclusive spaces that are safe, secure, and accessible to all users, regardless of age or ability?

Equitable Spaces How does the design cultivate a sense of collective pride, belonging, and shared responsibility amongst its users? To what extent has the project embraced the voices and agency of local communities, challenging traditional notions of expertise?

Contextual How does the design integrate buildings, infrastructure, and nature? Does it successfully connect to the broader environmental, socio-economic, and spatial context, including infrastructure and communities? How and where is this demonstrated?

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T10.2 Site Assessment (cont.)

3 Sustainable Spaces Assessment

Environmental Resilience How does the design contribute to ecological value, biodiversity increase, and ecosystem restoration while also minimizing resource consumption and carbon emissions throughout the lifecycle of the space?

Responsive Design How effectively does the design simultaneously demonstrate economic, environmental, and social adaptability while promoting experimentation, testing, and informed decision-making within an ever-evolving context?

Future-proofed How does the design responsibly apply technology to enhance the experience and performance of the space? Is there evidence of an established, effective governance model for the collective management and long-term sustainability of the space?

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T11.1 User Observation

1 Quantitative observation

Tick your approximations of the perceived utilisation, visitor types and gender of users.

Perceived utilisation of the space: ☐ Low ☐ Medium ☐ Full

Main visitor types: ☐ Couples ☐ Families ☐ Groups ☐ Single visitors

Predominant gender: ☐ Mostly women ☐ Mixed ☐ Mostly men

Circle your approximations of the activities and demographics, and their approximation in percentage.

Activities and demographics	Approximation in percentage					
% That are sitting	0	1-20	21-40	41-60	61-80	81-100
% That are standing	0	1-20	21-40	41-60	61-80	81-100
% That are walking	0	1-20	21-40	41-60	61-80	81-100
% That are children (under 13 years old)	0	1-20	21-40	41-60	61-80	81-100
% That are teenagers (13-19 years old)	0	1-20	21-40	41-60	61-80	81-100
% That are adults (20-60 years old)	0	1-20	21-40	41-60	61-80	81-100
% That are older adults (61+ years old)	0	1-20	21-40	41-60	61-80	81-100

2 Qualitative observation

Answer the questions below in the space provided.

1. What are people doing?

2. Which objects or items are people interacting with?

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T11.1 User Observation (cont.)

3. What is the atmosphere like? What are the interactions like between people?

4. Where are people congregating at within this public space?

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T11.2 Contextual Interviews

Introduce yourself. **Describe** the project. **Ask** for 5 minutes and **apologize** for any disruptions.

1. Can you tell me what you are doing here today?

2. Why did you choose to visit this place today?

3. How long do you plan to stay here for?

☐ <1 hour ☐ 1 hour ☐ 1-3 hours ☐ 3+ hours

4. Which times of the day do you enjoy visiting this place?

☐ Morning ☐ Afternoon ☐ Evening ☐ Doesn't matter

5. How often do you visit this place each month?

☐ 1x per month ☐ 2-4 times ☐ 5+ times ☐ Fist time

A. Which public spaces similar to this, do you visit?

_____

_____

_____

6. If a foreigner was visiting the country, would you encourage them to visit this site?

☐ Yes ☐ No ☐ Depends

7. What do you love about this public space?

8. What would you change about this public space?

Entity name: _____ Project name: _____

Date: _____ Start time: _____ End time: _____

T11.3 Consent form

Use the following template to request consent for pictures or quotes from site users, community members or stakeholders.

Interview / Photography Consent Form

This is a consent form for photos, film, voice recording or interviewing for the activities below.

To be filled by project team

Entity name: _____

Project name: _____

Location: _____

Date:_____

_____**[Name of project lead]** produces a range of communications resources to share publicly the experiences of the participants, partners and stakeholders who are using our services. This helps to demonstrate the changes and the impact of _____'s **[Name of project leads]** work on the ground. By completing this form, you confirm that they can use your photo, interview, quotes, film and voice recording for research and communications activities.

To be filled by participant, partner or stakeholder

Participant's full name:_____

Signature:_____

Date:_____

[Optional: Parent/Guardian Signature for participants under 18 years old]

Parent/Guardian's full name:_____

Signature:_____

Date:_____

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Architecture and Design Commission