Visioning Voices March 8, 2018
Workshop Activities

Activity 1 – Character Development and Frequency Matrix
This activity will take place immediately after the presentation and/or during the dinner. The purpose of the Character Game is to determine the multiple types of play, which can vary among ages, genders, cultures and abilities.

Character Development
• Everyone will be given a yellow “Character Info” sheet. Participants will complete one for themselves, and work on their own with a partner to complete one as a hypothetical person (green sheet). The sheet is set up to quickly determine three play types from each character. If you have difficulty writing let your partner know and he/she can help write your responses.
• Table helpers and/or participants will write those Play Types on individual sticky notes.

Frequency Matrix
• Bring the sticky notes to the wall identified by the facilitator. They will be organized on the wall to identify subsets and commonalities. From this distribution we should be able to see the categories and frequency of Play Types represented by workshop participants.
• These Play Types will be used later in the workshop.

Activity 2 – Determining our “Community Play Identity” (20 minutes)
This activity will take place in two groups (because Joy has two sets of these cards).

Values Cards
• “Values” cards will be placed on the table.
• Each participant selects a value card that they feel represents their local community’s “Play Identity”.

Capture Stories
• Taking turns going around the table, each participant tells a story or explains why they selected the values card that they did.
• Table helpers will confirm the big ideas or themes from each story and record them on individual sticky notes.

Frequency Matrix
• Bring the sticky notes to the wall identified by the facilitator and they will be sorted by theme.

Find 3 Common themes to determine this Community’s Play Identity
• The themes will be brought together to create a community “Play Identity” which will be written on a large flip chart sheet.

Activity 3 – Identifying Place and Physical Assets (30 minutes)
In this activity you will identify the place and physical features of the parks and nearby neighborhoods.

What assets do we have?
• In order to save time, the workshop planners prepared a starting list of vocab words that describe features that might be considered assets.

Narrate experience in the parks and neighborhoods
• In your table groups you will add to (or take away from) the Asset List. Ask participants to think of what they experienced on the tour or on previous visits to the parks and neighborhood. If they have a story or experience take turns sharing it with your group.
**Capture language and add to Vocab List**

- Table helpers will write down the physical features or places that had a role in participant’s stories if they are not already on the list. Or they can name a physical feature and describe why you feel it’s an asset, and it will be added.

**Sorting game**

- Once you have updated the Asset List the next step is to identify how you would characterize each asset. Each table group has a prepared sheet with three words written on it:
  - Abundant
  - Underutilized
  - Adaptable
- For each Asset identified participants decide in which category(ies) it should be placed. Write them on a sticky note and place them in the desired category. An asset can be associated with multiple categories.

**Activity 4 – Linking Places and Activities (20 minutes)**

In this activity participants will begin to connect and synthesize the information that they have shared and created in the previous activities.

**Combine activities with assets**

- Combine activities with assets to create new sticky notes – Group will look review the Assets and their categories from the Sorting Game and the Play Activities derived from Activity 1. On sticky notes they will connect Assets and Activities that they feel go well together (for example, sidewalks and chalk art, or trees and picnicing).

**Place new stickies on Map**

- Each table has a large map of the parks. Participants will place the new stickies to designate opportunity space/place for each activity.

**Activity 5 – Prioritization (10 minutes)**

- Bring all the table maps on easels to a designated place where they can be reviewed by everyone.
- Table helpers Give everyone in your group 3 dots of each color, meant to designate the following priority categories:
  - “Low hanging fruit” – RED
  - “Needs collaboration to help create” – GREEN
  - “Someday” – YELLOW
- Participants will place their dots on the sticky notes that they choose within the priority categories

Depending on the time available we may have a discussion about selections and any evident agreement on priorities.

**Cleanup**

Try to keep your table sheets together. Maybe tape down one side of the sticky notes before rolling them up.