



# Purpose

To assist others using the Living High Streets Craft Kit, MAG has published:

- ‘Benefits of Using the Living High Streets Craft Kit’ - pamphlet to promote its use
- ‘Starter Pack’ - to help others to use the Craft Kit

This ‘*Starter Pack*’ has been prepared for facilitators and will be useful for Local Action Group members. It includes additional guidance, presentation slides and guidance notes for use in workshops and MAG recommends you add your own place and people specific slides to your workshop presentations. If you need a printed version of this document, we recommend A3 size to compensate for the PowerPoint format.

This ‘*Starter Pack*’ is supplementary to Craft Kit and MAG strongly recommend reading the [Living High Streets Craft Kit](#) document thoroughly first. The Craft Kit is in 2 parts:

- Part 1:** Explains the approach to the Living High Streets and should be accessible to everyone interested in this community led co-design approach to placemaking.
- Part 2:** Contains the practical tools for Local Action Groups and facilitators to co-produce their Living High Streets.

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# 1 Getting Started

## 1.1 Ethos and Benefits

**It is essential that the Living High Streets ethos is understood from the outset.**

This is a community-led approach to placemaking aiming to support successful villages, towns and cities in Northern Ireland. Neither a design guide nor a consultation exercise, it is a participatory approach that brings people together to consider their local high streets, tackle common issues and enable places and communities to thrive. It focuses on:

- Building an understanding of collective needs from place
- Identifying and valuing the uniqueness of their place
- Imagining the future
- Translating ideas into actions
- Co-designing a Living High Streets Framework

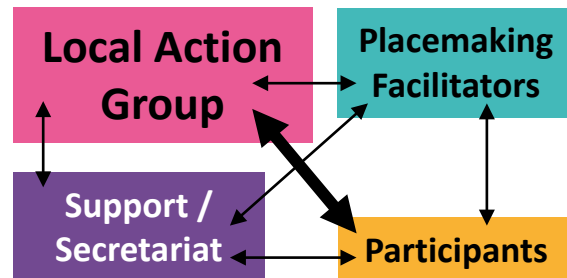
Working together as a community towards a common goal allows individuals to see things from others' perspectives, build trust and share skills, knowledge and experience. Working in this way ensures that the community can become skilled stewards of their place.

Growing local capacity reduces reliance on consultants, local or central government to lead the delivery of change. Meanwhile, local people develop a continuing sense of ownership of their place. The connection between the community and their high streets is strengthened in a way that fosters pride in place and sense of belonging.

To make this approach work, requires local commitment and there are two essential components:

- Local Action Group
- Placemaking facilitators

The Local Action Group brings local knowledge and networks with strong local relationships and the facilitator, provides placemaking and mentoring skills to guide the process.



## 1.2 Local Action Groups

Each Living High Streets Initiative is led by a Local Action Group (Group). The Group must have a clear sense of ownership and control over the co-design process. They must be a group of doers with local knowledge and networks and have the authority to make decisions, be respected and trusted with the ability to influence colleagues.

Members of the Group should bring a combination of different skills and experience to the process. Use the following 'Skills & Knowledge Checklist for Local Action Group Members to assess skills and gaps.

While each Group will reflect the uniqueness of the place, members might include:

- Local community representatives and individuals
- Relevant Council, Department for Communities (DfC), Northern Ireland Housing Executive (NIHE), Department for Infrastructure (DfI) officers
- Chamber of Commerce, business representatives
- Local arts, culture and heritage representatives
- Community and voluntary organisations
- Sports and recreation groups

Careful consideration should be given to whether it is appropriate to include local elected members.

The Terms of Reference for the Group could evolve, to become the most appropriate organisational structure to address the Actions that emerge through the process. Their focus should be on 'doing' visible activities, engagement and actions.

There are many different organisational forms / governance models including Community Improvement Districts (CIDs), Area Partnerships, Council-coordinated, led or hosted partnerships, Business Improvement Districts (BIDs), Development Trust etc. They each have different legal status, structures, roles and responsibilities.

# 1 Getting Started

## Skills & Knowledge Checklist for Local Action Group Members

Name   Organisation   Role:	Response
<b>What time can you commit</b> – might this change? Seasonal; confined to school times; little and often; daytime, evening, weekends; potential secondment etc.	
<b>Consider Question 4 from Craft Kit</b> – What knowledge, skills and experience do you have that are relevant to your place? This can include organisational skills, local environmental or historic knowledge, making things, digital and media abilities, recording through words and pictures, working with people of all ages, etc.	
<b>Do you have experience of volunteering</b> – leading, organising, doing, funding?	
<b>Do you have experience in urban planning</b> – building, design, accessibility, travel and movement, management, stewardship etc?	
<b>Do you have experience in community projects</b> – initiating ideas, activities, design, funding, management?	
<b>Do you have experience with sustainability projects</b> – recycling, upcycling, active travel, environmental protection etc?	
<b>Do you have experience in participative processes?</b>	
<b>Have you been involved in looking after your place?</b>	
<b>Do you know other knowledgeable people that could be involved?</b>	

# 1 Getting Started

## 1.2 Local Action Groups (continued)

Their role is to own the process and they should grow into leading as their skills, experience and confidence increases. They will be responsible for:

- Participating in workshops and working sessions;
- Providing a verbal summary feedback from breakout group at the end of each workshop;
- Sharing their local knowledge;
- Using their networks to invite participants to workshops and encourage people to contribute;
- Co-designing the outputs from workshops;
- Contributing to shaping the format of workshops; and,
- Agreeing priorities and co-designing the Framework.

Based on our experience, members would need to commit to 2-3 hours every other week to participate in Workshops and Working Sessions. They will also need to allocate time to follow up on actions and send invites etc.

Depending on the members, there may be need for a secretariat or sub-group to support the Group in terms of administration, arranging venues, preparing and circulating invites and information etc.

### Sub-Group

Depending on the people in the Local Action Group there could be advantages to setting up a sub-group to drive the process under the guidance of the Placemaking Facilitator. This sub-group could comprise doers from Group along with the Secretariat and would be responsible for:

- planning format of Workshops;
- identifying and reviewing and summarising existing information and data to share at workshops and incorporate in Framework;
- identifying others that have information to share and co-ordinating inputs;
- identifying gaps and ways to fill them;
- co-designing outputs;
- co-designing the Framework.

### Secretariat

Dedicated administrative support for the Local Action Group, responsible for:

- co-ordinating diaries and invites;
- arranging venues, refreshments and materials for workshops and working sessions;
- preparing invites saving as PDF and JPEG and circulating for distribution;
- co-ordinating resourcing of Rapporteurs, Photographer and Administration for workshops;
- organising signing in and consent forms and keeping records;
- collating information and photos from Rapporteurs from workshops; and,
- saving and filing all documentation.

Based on our experience, the Secretariat would need a minimum of 3 days a week and preferably full time. There are benefits in the Secretariat having regeneration and / or community planning experience, organisational skills and knowledge of local stakeholders.

Depending on who acts as the Placemaking Facilitators, the Secretariat role could be provided by them.

# 1 Getting Started

## 1.3 Placemaking Facilitators

Each Group needs to be supported by skilled Placemaking Facilitators or mentors to guide the process, not develop or impose design solutions. Facilitators need to be placemaking experts, have community engagement skills and the ability to facilitate balanced conversations. Preferably with an independent voice, they could be from a variety of different organisations.

- A member of the Local Action Group could have the skills required, and this should be harnessed and supported.
- Many staff in local Councils, DfC Regeneration, community and voluntary sector, NIHE and others have experience and skills that could be availed of to use the Craft Kit.
- There could be a role for Queen's University or Ulster University.
- Placemaking consultants could be appointed to guide the process and act as facilitators, however it is critical that the Local Action Group must have a clear sense of ownership and control over the co-design process. This grows their capacity and empowers them to affect change and take actions without over reliance on consultants, local or central government to lead delivery of all the actions.

They will be required to:

- plan format of workshops;
- guide conversations at Workshops;
- shape outputs from the workshops;
- facilitate working sessions; and,
- facilitate co-design of the Framework.

## 1.4 Programme

The following sample programme identifies the activities and actions required at each stage. When drafting your programme, carefully consider the balance between keeping momentum and managing resources. An Indicative Methodology is included in Appendix A.

Identify milestones and dates to avoid. These could relate to festivals, local elections, financial year end, public holidays, school year, opportunities to piggyback events to increase participation and or deadlines etc.

MAG recommend six workshops, to allow adequate time for meaningful conversations and grow capacity through the process. MAG suggests a minimum of two weeks between workshops and additional time to prepare for the final workshop. If required, this can be adjusted to reflect the place and community but be mindful that time is needed to grow people's knowledge, trust and confidence to progress with more difficult discussions.

The Local Action Group will need facilitated working sessions between the workshops to collate information, identify gaps and plan for the next workshop.

There may also be additional tasks and parallel activities such as surveys, focused work with children and young people, social media etc.

Consider what types of workshops are most appropriate: post it notes and flip charts; more creative with artists, talkeoke, audio and video recording etc. They each need different lead in times and levels of preparation, and they may change through the process.

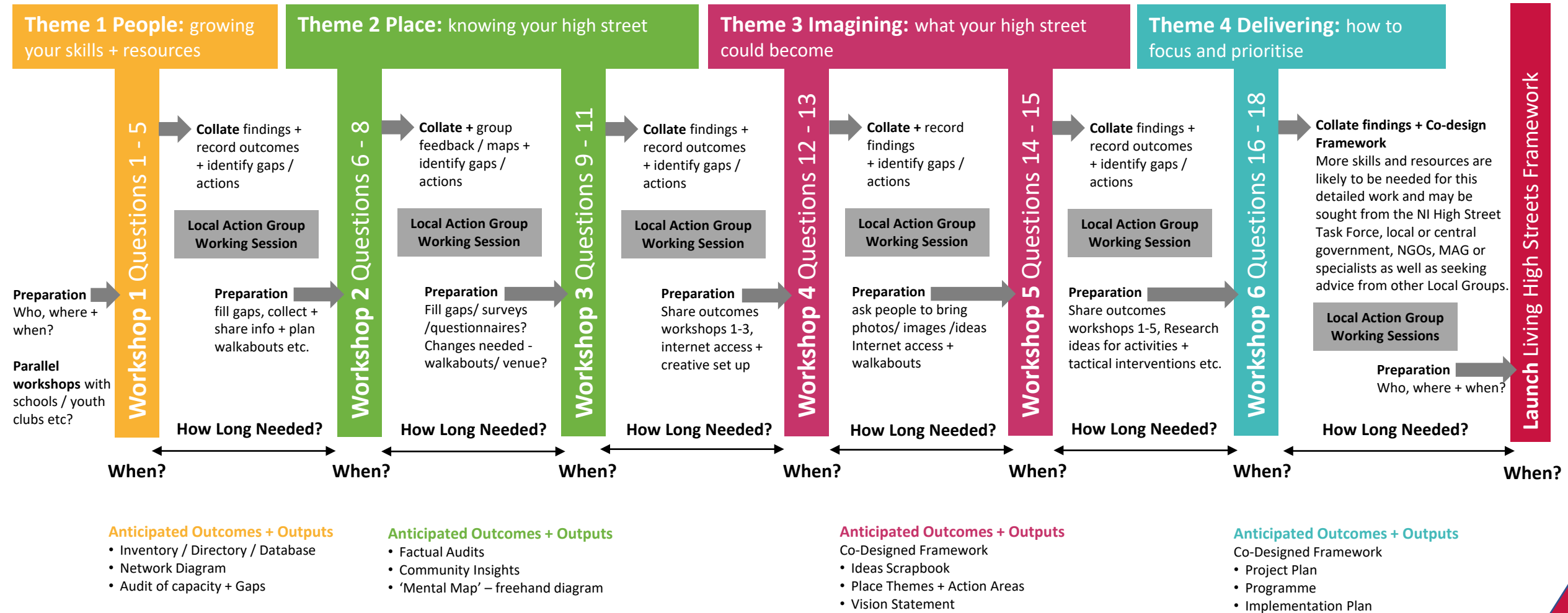
Identify which weeks suit and then refine and revise dates as you progress.

The timescale to deliver a Living High Streets Framework will depend on the scale and complexity of the place and the capacity (skills, experience and time) of the Local Action Group and Placemaking Facilitator. MAG estimates it will take six to twelve months to co-design a Living High Streets Framework.

The Local Action Group owns the process and will need to maintain momentum and continue with Themes 5 Monitoring and 6 Maintaining after the launch of the Framework. This is intended to be a continuous process that allows new people and ideas to be added over time.

# 1 Getting Started

## Sample Programme



# 1 Getting Started

## 1.5 Workshops

Workshops should be open to everybody and need a diversity of voices, with all ages that do or could use the high street. Workshops must be planned when people are most willing to participate - an evening mid-week, Saturday morning sessions etc. Also, the choice of venue is important, it must be neutral, accessible, familiar and welcoming.

You will need to balance the length of time of workshops with the planned activities and number and complexity of questions to allow adequate time for meaningful conversations. Two-hour workshops worked well but allow them to continue if the conversation is flowing.

The format for the questions will depend on the number of participants and placemaking facilitators. Between three and five break out groups can work well and consider the number of questions as you may choose to rotate the participants for different questions. If numbers are low, you may choose to keep the participants together. The important thing is to make everyone feel comfortable and willing to contribute and provide enough time for everyone to get the opportunity to participate.

Walkabouts are suggested in Workshops 2, 3 and 5. Note that in winter months, weather and daylight can make walkabouts more difficult to plan and it may be more practical to use virtual walks. Planning walkabouts will depend on how long the workshop is for, size of the place, number of participants, time of the day and seasonal weather conditions. Consider various formats :

- Whole group follow a single route with planned places to pause for discussions.
- In groups with facilitator and rapporteur:
  - Set off at intervals following one route with planned places for discussions.
  - Take different routes to focus on different parts of the place.
- Virtual walkabout with photos and / or drone footage.
- In advance of the workshop in self-nominated groups that bring their recorded observations to share at the workshop.
- Consider doing walkabouts at different times of the day and evening to see if findings and discussions differ.

Depending on planned activities in the breakout groups you may need to move participants into different spaces for different activities or duplicate all the materials for each group. Moving participants can take time but the benefits are that you get one combined output from a question with information layered from all the groups giving them an opportunity to see what others have discussed.

Planning each workshop:

- Identify how many break-out groups, furniture plan, refreshments, timings, comfort breaks, resources - pens, post it notes, flip charts etc.
- Identify roles and numbers needed, timings and arrange briefing session in advance.

MAG suggest:

**Facilitators** to guide conversations using the questions and prompts in the Craft Kit.

**Local Action Group members** to encourage participation as they should be familiar to people. Also, allocate a member from each group to provide a verbal summary feedback at the end of each workshop.

**Rapporteurs** to record conversations from break-out sessions and walkabouts, transcribe the discussions and information gathered from post it notes etc. and forward to facilitator / secretariat to collate. Also, be the timekeeper in the breakout sessions to ensure there is adequate time to discuss each question.

**Photographer** to take photos of participants in action and information from each group. When saving them make sure they are of a reasonable quality to make them usable in future workshops and your Framework.

**Administrator** to organise arrivals and signing in. Need to be persistent with people signing in and consent forms to allow photographs and contact details to be used for future workshops, activities and events. Aim to have one simple form but multiple copies to avoid ques and recommend typing up list of attendees for use at the next workshop. This minimises frustration of participants and illustrates pattern of attendees and new people joining.



# 1 Getting Started

## 1.6 Using the Presentation Slides & Guidance Notes

MAG has included presentation slides, in this Starter Pack, for you to use in your workshops. **Please retain MAG logo and red triangle branding.** These slides have been created in PowerPoint and saved as PDF files. Tips to using these MAG presentation slides:

- Using Adobe Acrobat Pro – export the PDF as a PowerPoint. Delete unwanted slides and add your own place and people specific slides into your presentations. Please retain MAG logo and red triangle branding to the MAG slides.
- If you don't have access to Adobe Acrobat Pro - make each presentation slide full-screen, Print Screen (on laptops this is F10 but keyboards have a separate key), paste into your PowerPoint; crop and expand to fit slide. MAG recommends you also add place and people specific slides to your presentations.

MAG has included guidance / speaking notes that accompany the MAG presentation slides. Please review them and revise to reflect the place and community where you are using the Craft Kit.



The image shows a presentation slide titled "Living High Streets Initiative". The slide features a central graphic of a street scene composed of puzzle pieces, with trees and buildings. A red heart in the center of the puzzle contains the text "Living High Streets". Below the graphic are logos for the Department for Communities, Pobal, and Manó na h-Oí. The title "Living High Streets Initiative" is prominently displayed on the right side, with the subtitle "Inception Meeting Introducing the Approach" below it. The slide is presented in a window with a Windows taskbar at the bottom.



# 1 Getting Started

## 1.8 Working Sessions

The Local Action Group working sessions in between workshops focus on reviewing findings and thematising outputs from the previous workshop with planning for the next. It is important that all the Local Action Groups members participate in these sessions, contributing with their skills and experience, as well as seeing the place from the perspective of others and growing through the process.

It is anticipated that the placemaking facilitator would guide the working sessions. A balance is needed to ensure the feedback is considered and any gaps are addressed. Time keeping will be critical to ensure members get time to contribute and tasks are allocated.

In advance of the working sessions, the secretariat, sub-group or facilitator should start by creating a table that collates the transcribed notes from each rapporteur under each of the questions. These can be used as working files to share on screen at the working sessions and live type to co-design outputs.

Planning the next workshop should also be discussed in terms of format and content. Also nominating members to provide feedback from break out groups at the end of the workshop.

More ideas and tips are shared in the sections between each of the workshop presentations.

## 1.9 Living High Streets Framework

The resulting co-designed Framework will include the outputs and outcomes from the process in a way that reflects the uniqueness of the place and its community.

As this is not a design exercise, the Framework is more akin to a Place Based Business Plan than a Masterplan. It should focus on incremental Actions to deliver the Vision and shape change that enables their places to spiral upwards. It provides the Local Action Group with clear set of instructions on next steps that they and their delivery partners will take responsibility to deliver. It is also a much more flexible tool.

Frameworks must not try to follow a template. They must reflect the outcomes from each unique stage of the process but may not include the specific outputs and outcomes listed in the Craft Kit as it must reflect the uniqueness of the place and its community.

Because the Actions are co-designed, there is more chance of buy-in to an agreed way forward.

MAG suggests creating an Action Tracker that summarises the Actions in the Framework. This should be a working tool to assist the Local Action Group and delivery partners to monitor progress, assess timescales and consider programming and quantify potential resources. The Tracker will help the Local Action Group to stay nimble and keep everything live and capable of responding to opportunities as they arise. The Tracker should also include a risk register that identifies issues and mitigation.

## 2 Inception - Presentation Slides

The following presentation slides are intended for facilitators to use at the Inception Meeting with the Local Action Group. Please retain MAG logo and red triangle branding.

MAG recommends you also add place and people specific slides to your presentations.

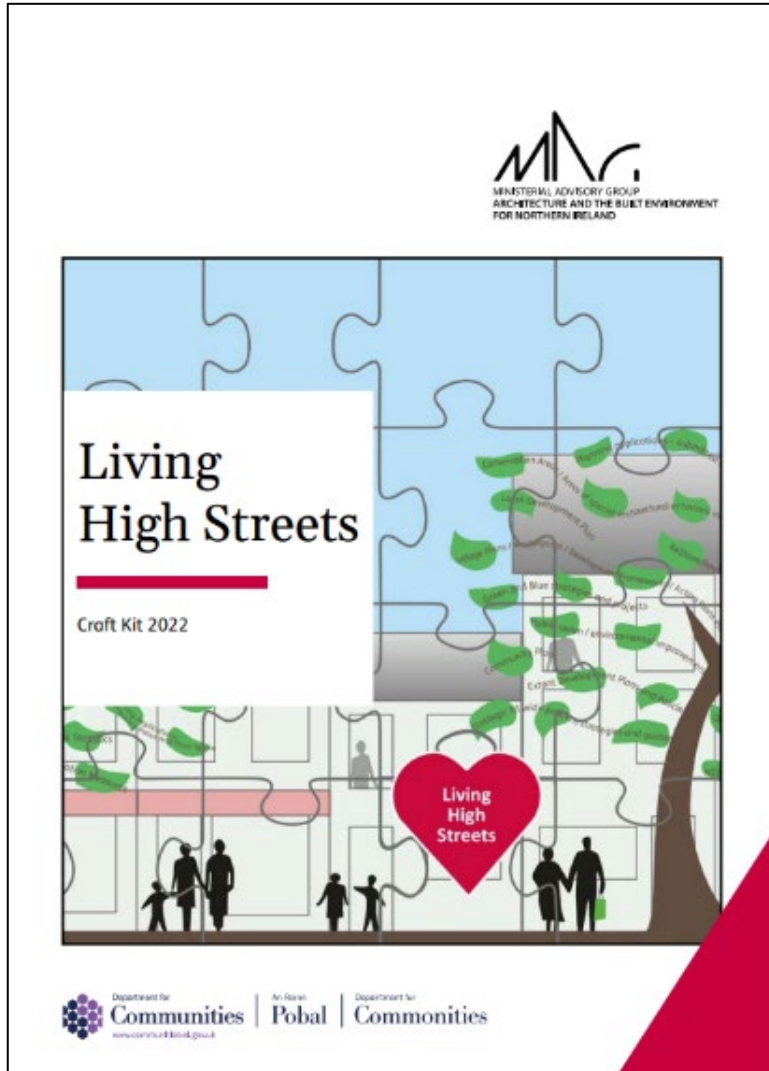
Focus on the approach and ethos as it is critical that from the start it is understood to be a community led approach to placemaking not a design or consultation exercise.

Given the importance of the Local Action Group owning and leading the process it is essential to understand the Members skills, available time and commitment to the Living High Streets ethos.





# Context



MAG co-designed the Living High Streets Craft Kit, published March 2022

[MAG - Living High Streets Craft Kit \(communities-ni.gov.uk\)](https://communities-ni.gov.uk)

**Part 1:** explains the approach to the Living High Streets and should be accessible to everyone interested in the process.

**Part 2:** contains the practical tools for Local Action Groups and facilitators to co-produce their Living High Streets.

# Approach to Living High Streets

A fresh approach to placemaking - empowers local communities to:

- understand their collective needs
- identify uniqueness of their place
- reimagine their high streets
- translate ideas into practical actions
- co-design their Living High Streets Framework

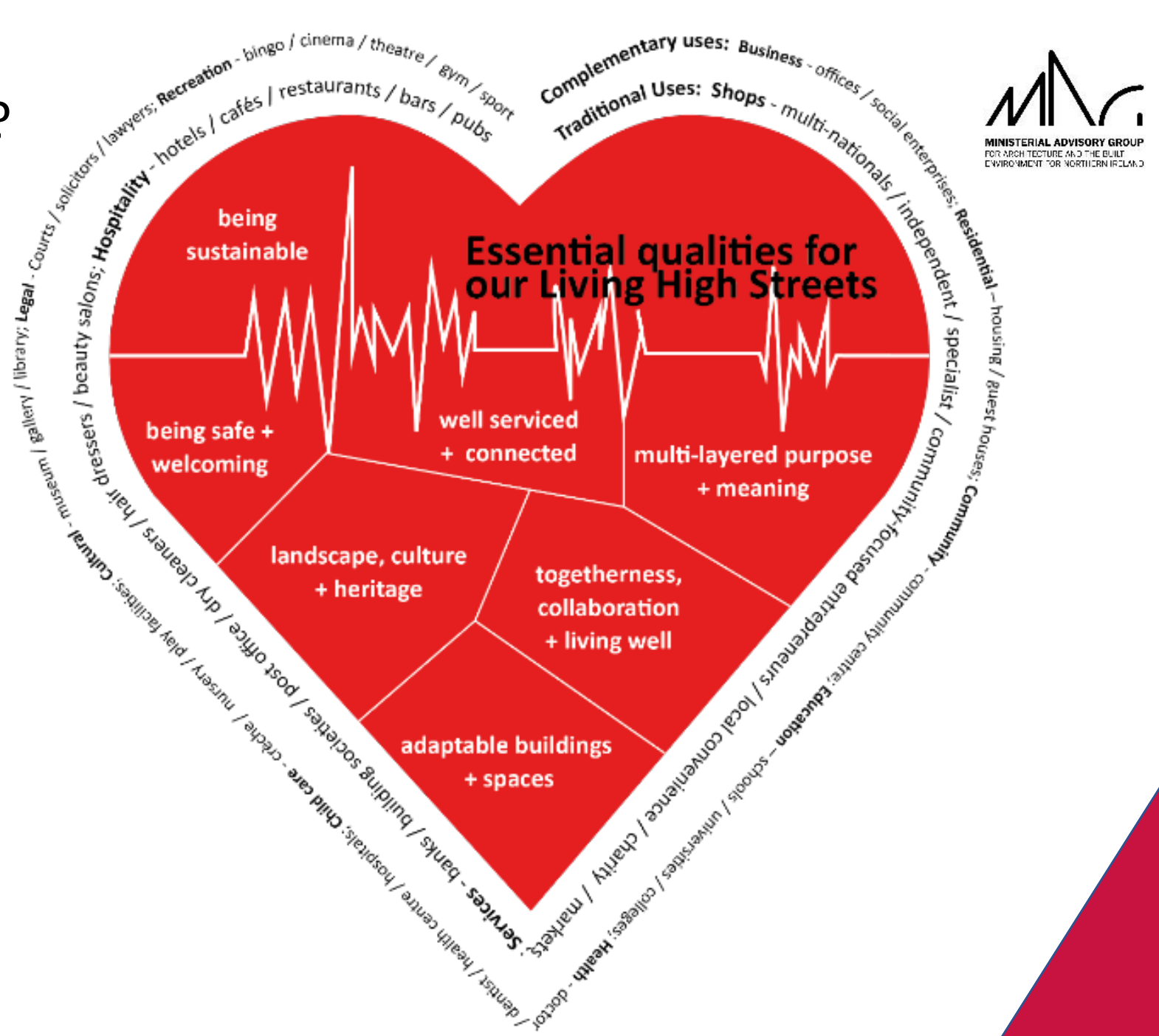
Aims to enable places to become sustainable and thriving - socially, environmentally and economically



# What does good look like?

Mix and quantum of uses vary due to scale of place, characteristics and catchment area

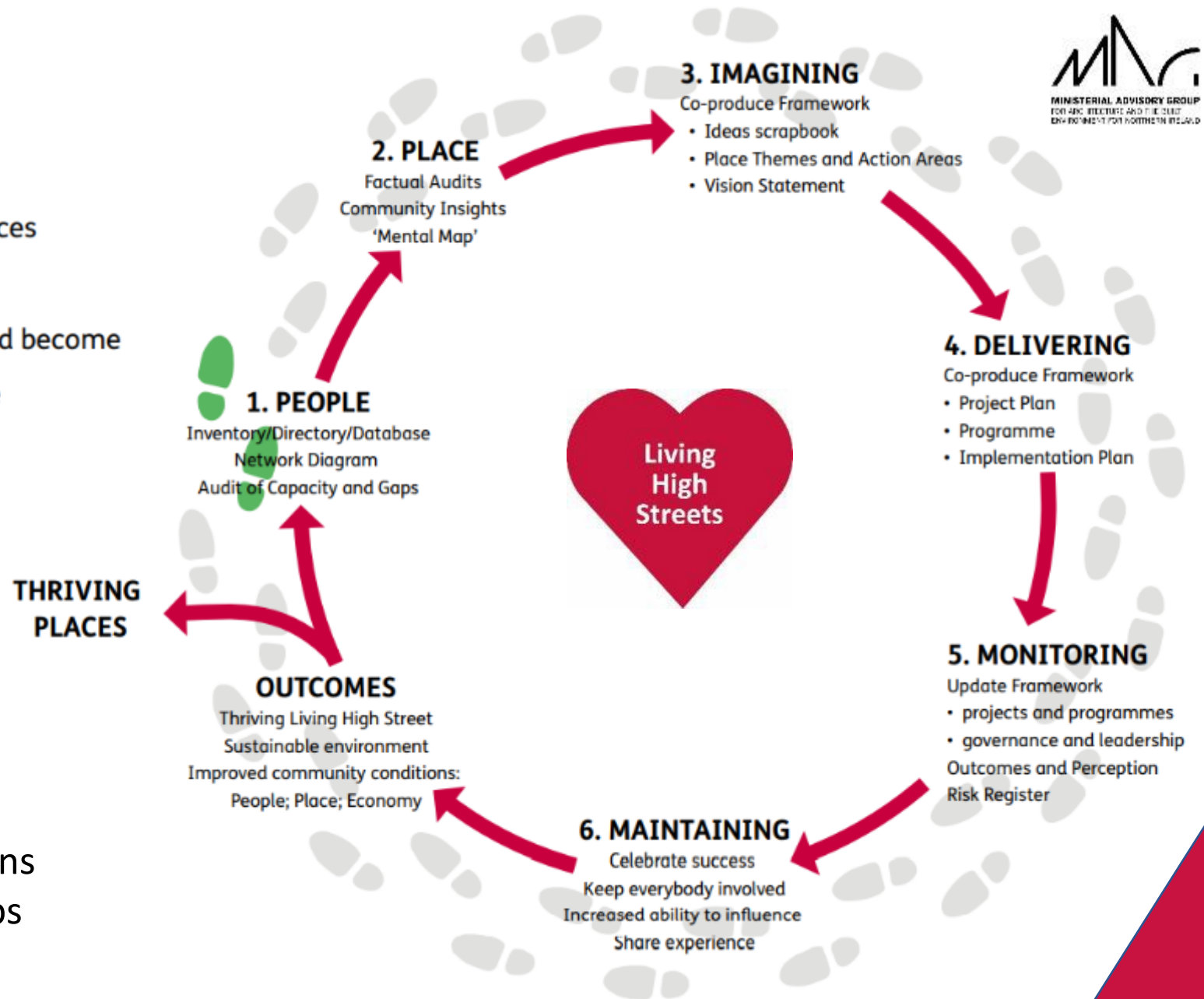
Essential qualities of Living High Streets are relevant for all scales of place – neighbourhoods, villages, towns, cities





# Place Change Model

- Theme 1 **People:** growing your skills and resources
- Theme 2 **Place:** knowing your high street
- Theme 3 **Imagining:** what your high street could become
- Theme 4 **Delivering:** how to focus and prioritise
- Theme 5 **Monitoring:** confirming progress
- Theme 6 **Maintaining:** loving your place



Six themes and twenty-one questions to guide conversations at Workshops

# Who?

To make this work, this approach requires significant local commitment - **you know your high streets best**

The aim is to **maximise collaboration with wide community participation and a diversity of voices and all ages**

This is not just a consultation process it **needs meaningful participation** which will increase everybody's skills and experience to play their role in their place!

**Councils**  
**Residents**  
**Statutory bodies**  
**Older generations**  
**Councillors and MLAs**  
**Children and young people**  
**Town centre / BID managers**  
**3rd sector voluntary groups**  
**Businesses and services**  
**- owners, operators and investors**  
**Local Chamber of Commerce and Industry**  
**Service providers - housing, health, education etc.**  
**Social enterprises and circular economies**  
**Community representatives**  
**Department for Communities**  
**Heritage - Council Heritage Officer,**  
**Historic Environment Division,**  
**Historic Buildings**  
**Council, Ulster Architectural Heritage, Local Groups**  
**Northern Ireland Housing Executive**  
**Department for Infrastructure**

# Living High Streets Craft Kit - Aims

- Empowers communities of interest to collaborate with stakeholders to reimagine their high streets.
- Creates sustainable and thriving places - socially, environmentally and economically.
- Allows everyone to see a place from each others perspective, increases trust and knowledge and agree shared goals and vision for the future.
- Builds social capital (skills, knowledge and experience) by bringing people together to tackle common issues.
- Increases stewardship and pride in place and people.
- It is **CRITICAL** that this is not just a consultation process. This approach needs meaningful participation which will increase everybody's skills and experience to play their role in their place!





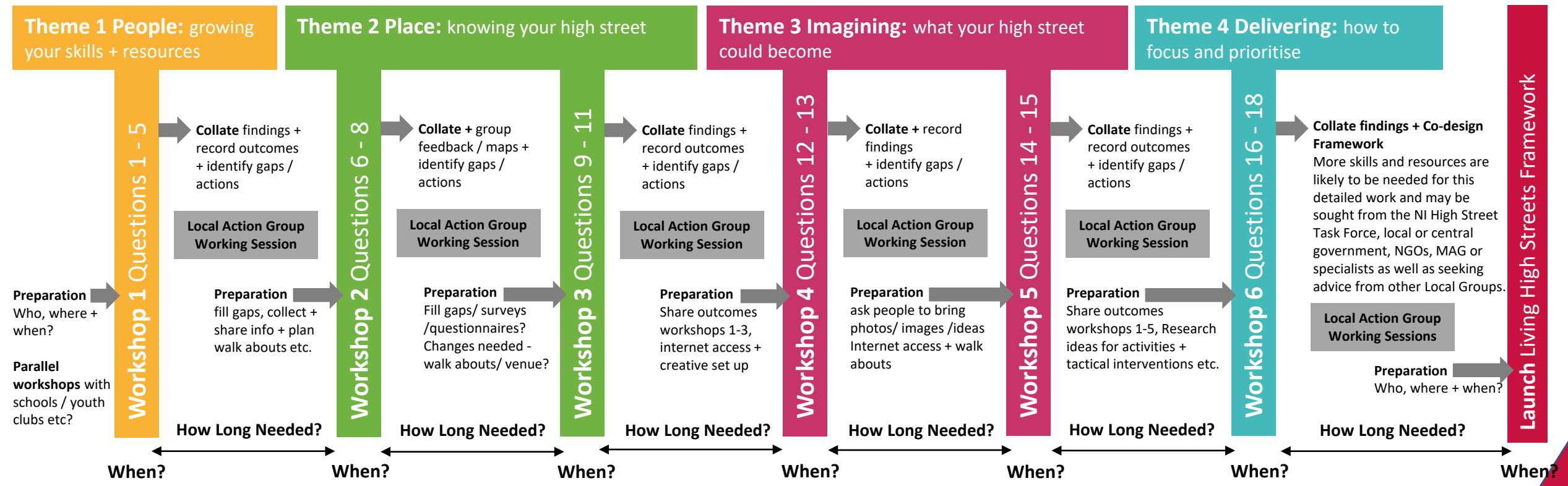
## Getting Started - Roles

To make this approach work requires significant local commitment.

- **Local Action Group** must have a clear sense of ownership and control over the co-production process. A group of doers with local knowledge and networks with strong local relationships.
- **Expert placemaking facilitators** at workshops and mentors to provide guidance and advice through the process.
- **Local Champion(s)** to lead the Living High Streets approach?
- Maximise collaboration with **wide community participation and a diversity of voices** - all ages that do or could use the high street + stakeholders.



# Getting Started – drafting a Programme



### Anticipated Outcomes + Outputs

- Inventory / Directory / Database
- Network Diagram
- Audit of capacity + Gaps

### Anticipated Outcomes + Outputs

- Factual Audits
- Community Insights
- 'Mental Map' – freehand diagram

### Anticipated Outcomes + Outputs

- Co-Designed Framework
- Ideas Scrapbook
- Place Themes + Action Areas
- Vision Statement

### Anticipated Outcomes + Outputs

- Co-Designed Framework
- Project Plan
- Programme
- Implementation Plan

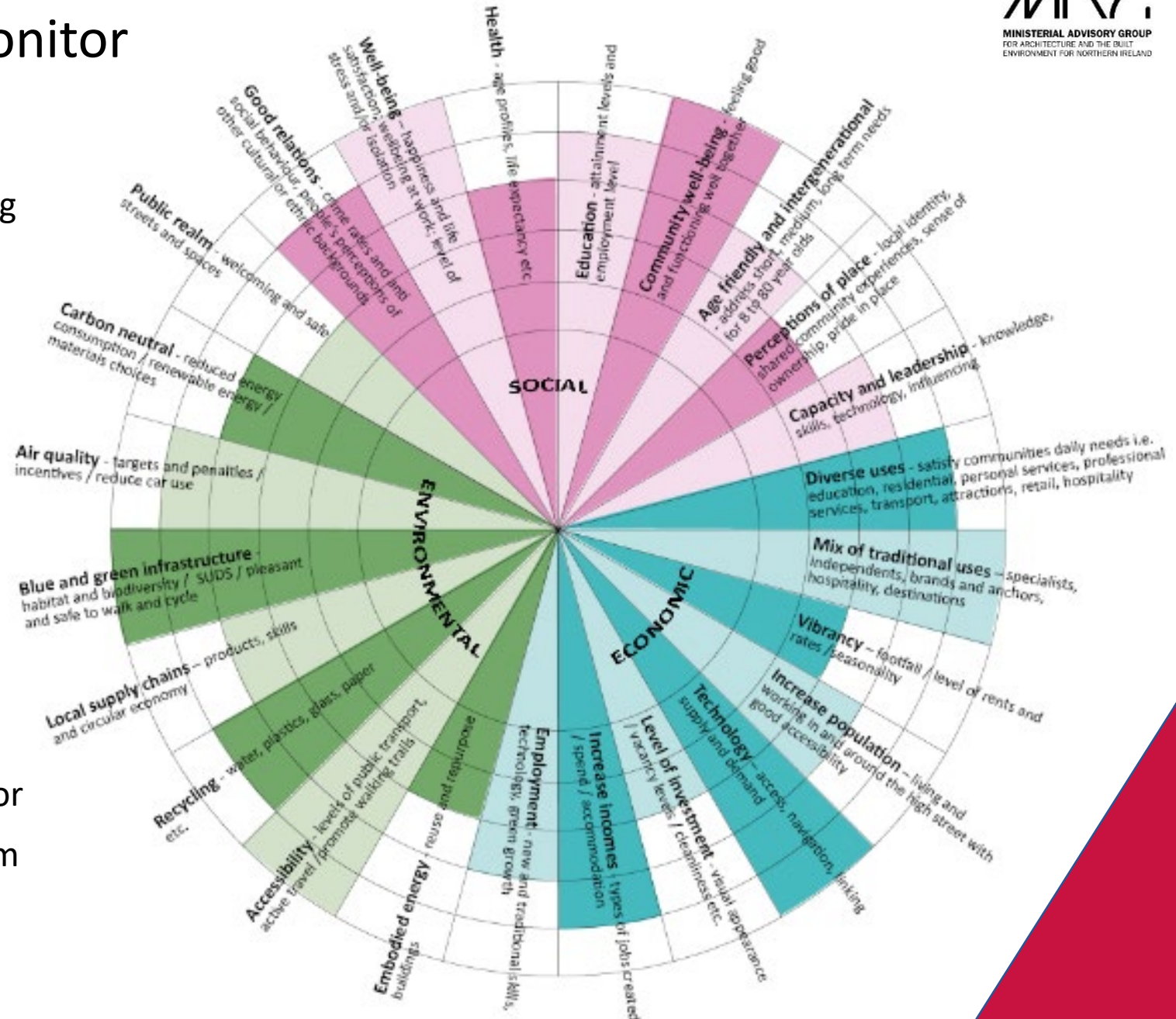
# Getting Started – what to Monitor

What could and should be measured to:

- ensure change and success are monitoring
- inform future decision making, business cases and learning

Consider using:

- indicators from your Community Plan;
- develop indicators from your objectives; or
- create your own Sustainability Wheel from Theme 2, Question 8



# Getting Started – Local Action Group

## Available Resources - skills and time

## Any skills missing?

- Skills + Experience
- Time available – per weekly / monthly

- Skills + Experience
- Time available – per weekly / monthly

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# Getting Started – Shaping the Workshops

## Venues, day and times

- Participants preferences / availability
- Where and when best to maximise participants / different audiences?
- More than one session needed for each Workshop?

## Types of workshops

- Post-it-notes and flip charts
- Creative with artists
- Talkeoke, audio and video recording etc.
- Piggyback community events to increase participation?

## How best to engage with children and young people?

- Who, how and when?
- Schools, Colleges, youth clubs, sports clubs etc.

## 2 Inception - Guidance Notes

The following guidance notes accompany the presentation slides and are for facilitators to use at their Inception Meeting. Review and revise to reflect the place and community, in particular the highlighted text.



Places and their high streets are ever changing, and many have become unsustainable. We need to grasp the opportunity to regenerate them in a positive way.

MAG co-designed a fresh approach to placemaking that empowers local communities to work together on all aspects of their village, town or city.



MAG published the co-designed-Living High Streets Craft Kit in March 2022, and it can be downloaded on the Department for Communities website.

It will guide and support communities to co-design the future of their high streets and addresses their specific needs.

It is set out in two parts:

Part 1: explains the approach to the Living High Streets and should be accessible to everyone interested in the process.

Part 2: contains the practical tools for Local Action Groups and facilitators to co-produce their Living High Streets.



The Living High Streets is a community led approach to placemaking that looks holistically at all aspects of the high street.

It is not a design exercise or a consultation process. It is a participatory approach, that builds skills, experience and confidence in communities to play your part in your place. Through meaningful collaboration, communities are empowered to co-design their high streets.

The aim is to enable places and communities to thrive and be socially, environmentally and economically sustainable.



MAG has identified what are believed to be the essential qualities of thriving places. This diagram identifies the various traditional and complementary uses that are in high streets. The number of these varies depending on the scale of the place and the catchment area. However, the qualities we are all seeking tend to be the same or similar.



The Place Change Model is central to this approach and sets out the process with six themes with twenty-one simple but challenging questions to guide conversations in Workshops.

- we start with People... understanding skills and knowledge to grow capacity and networks
- then look at place – what's unique, both facts and perceptions
- progress to imaging, collecting your ideas and aspirations
- focus on delivery – to co-design a Framework with Actions - project, programmes, activities etc.
- continue with monitoring to see what progress and positive changes happen in your high streets and the community
- maintaining is about celebrating success and ongoing stewardship

This continuous process allows new people and fresh ideas to be added over time.

The themes, questions and prompts are in Part 2 of the Craft Kit.



The questions in the Craft Kit are designed to be used in Workshops.

You know your high streets best and we will need your local knowledge and help to maximise participation.

The workshops should include everybody that has an interest in their high street, everyone that uses or could use the high street. **Choose the most appropriate examples from the list in the slide.**

It can be challenging and an expert placemaking facilitator should guide the conversations using the questions and prompts in Part 2 of the Craft Kit.

## 2 Inception - Guidance Notes



To summarise, the aims include:

- To empower communities to collaborate with stakeholders to reimagine their high streets.
- To create sustainable and thriving places.
- To allow everyone to share experience and see a place from each others perspective. This increases trust and knowledge and helps to agree shared goals and vision for the future.
- It builds the skills, knowledge, experience and confidence, by bringing people together to tackle common issues.
- It increases stewardship and pride in place and people.
- It is CRITICAL that this is not just a consultation process. This approach needs meaningful participation which will increase everybody's to play their role in their place!



The timescale to shape a Framework will depend on:

- the scale and complexity of the place, and
- your skills, experience and time commitment to the process

Also:

- the types of workshops will impact on time it takes to prepare. Whether you use post it notes and flip charts; or use talkeoke or work with artists, or audio and video recording etc.
- if you have parallel activities - surveys or activities with interest groups
- how and when you engage with schools and youth groups, can be impacted exams, holidays and their curriculum
- the time required between workshops to collate the findings and fill any gaps and plan the next workshop

The next few slides explain how to get started.



To make this approach work requires significant local commitment. The Local Action Group, like yourselves, needs to lead this community led approach. As a Group you must have a clear sense of ownership and control over the co-production process.

You are the group of doers with local knowledge, strong networks and local relationships. Consider if you are missing anyone that could help.

**I/we/expert placemaking facilitators** will be at the workshops and provide guidance and advice to this Group through the process.

The workshop approach requires wide community participation as well as stakeholders and it's the members of this Group that invite everyone and encourage participation through their networks.



There are workshops and working sessions in between to collate findings, fill gaps and plan the next workshop. In terms of drafting a programme we need to consider:

- What resources are available. The skills and time you are willing to commit and if there are any gaps that need to be filled?
- Identify which people and groups you need to participate. What networks do you have and could use, are there any gaps and how could you fill them?
- Think about the types of workshops you would like and have capacity for, keep it simple or more creative engagement?
- Think about where and when, best venues, days and times?
- How best to engage with children and young people, through schools and youth groups?
- Could you piggyback workshops with events to increase participation?
- You also need to collectively identify information and data that's available and if there are any gaps and when and how to fill them?
- Finally think about the time required between Workshops to collate additional information, surveys, questionnaires etc.
- **I / we recommend a minimum of two weeks between workshops and longer between workshops 5 and 6.**

## 2 Inception - Guidance Notes



You also need to consider what could and should be monitored. It's important to think about what to measure as part of the process to ensure change and success are monitored, and to inform future decision making, business cases and learning.

You could: Use Indicators from your Community Plan;  
Develop indicators from the objectives you co-produce; or  
Create your own Sustainability Wheel as part of this process using Question 8 in the Craft Kit.



Think about your relevant skills, experience, networks and how much time you are willing to commit to? For example:

- Could you give 2 hours a week for either workshops or working sessions?
- Do you have placemaking skills?
- Could you facilitate a breakout group or record the notes from the group discussions?

Could you each provide your pen profiles including summary of job roles to see what skills and experience that you can bring to the process. That would also help highlight if there are skills missing.



To shape the workshops, you need to agree:

- What's the best venue, day and times – think about where and when suits the most participants rather than your preference.
- What's the most appropriate workshop format. Think about your capacity and what the participants would feel most comfortable doing? The format could change through the process, and you might want to piggyback an event at some stage to increase participation.
- Also think about how you can best to engage with children and young people? Do any of you have a strong connections or skill sets that you could use?

# 3 Preparing for Workshop 1

## 3.1 Following Inception Meeting

The Local Action Group members skills, available time and commitment to the Living High Streets approach will influence the programme and how much support they will need in terms of facilitator / mentor through the process.

Trust is needed between the Local Action Group and facilitator / mentor and the right level of support to ensure the Local Action Group owns the process but is not intimidated by it.

Using the 'Skills & Knowledge Checklist for Local Action Group Members', ask the members for their pen profiles including summary of job roles to see the skills and experience that they can bring to the process and who might be missing.

Also consider possible sub-groups responsible for specific tasks that relate to their skills and / or 'day jobs'. A sub-group could start to shape the programme and planning required for Workshop 1.

## 3.2 Preparing for Workshop 1

Refresh yourself with Theme 1: People, in Part 2 of the Craft Kit - purpose, ways of working, anticipated outcomes and outputs, five questions and prompts. Focus on what you are seeking to achieve from the workshop.

## 3.3 Additional Ideas and Tips

- Tip 1: Make the invites clear and punchy. Add RSVP so you can plan for the number of participants. You need PDF and JPEG versions for emailing and social media. Also consider printing them as A4 and A3 and putting them up in venues and businesses in your high streets.
- Tip 2: Prepare a plan for the workshop, refer to Section 1.6 Workshops.
- Tip 3: Recommend five break-out groups if you have enough resource and participants. The number of break-out groups may need to be adjusted to reflect the number of participants. Consider how many people you can guide through each question, allowing time for everyone to participate.  
Recommend asking one of the Local Action Group members from each group to provide feedback on one of the five different questions. In the break-out session remind them when you reach their question.
- Tip 4: Print A3 pages of the question slides for each group to start the conversations for individual questions. Also print the guidance notes and pages from Part 2 of the Craft Kit that relate to Questions 1 - 5 and associated prompts for the facilitators.
- Tip 5: Ask participants to write just one thought per post-it-note, but no limit on number of thoughts. If possible, try to group similar thoughts together during the workshop. Alternatively, you can do this after.
- Tip 6: Facilitators should guide conversations to ensure that everyone gets an opportunity to participate. Try and keep conversations focused on the question. If conversations deviate, ask them to write thoughts down and it will be saved for the relevant question / workshop.
- Tip 7: Photograph the post-it-notes and flip charts etc. before leaving the workshop as they can get dislodged in transit.
- Tip 8: Consider using the skills checklist or your own questionnaires to address Question 4. This is optional and the important thing to consider is how the Group use the information gained in the future.

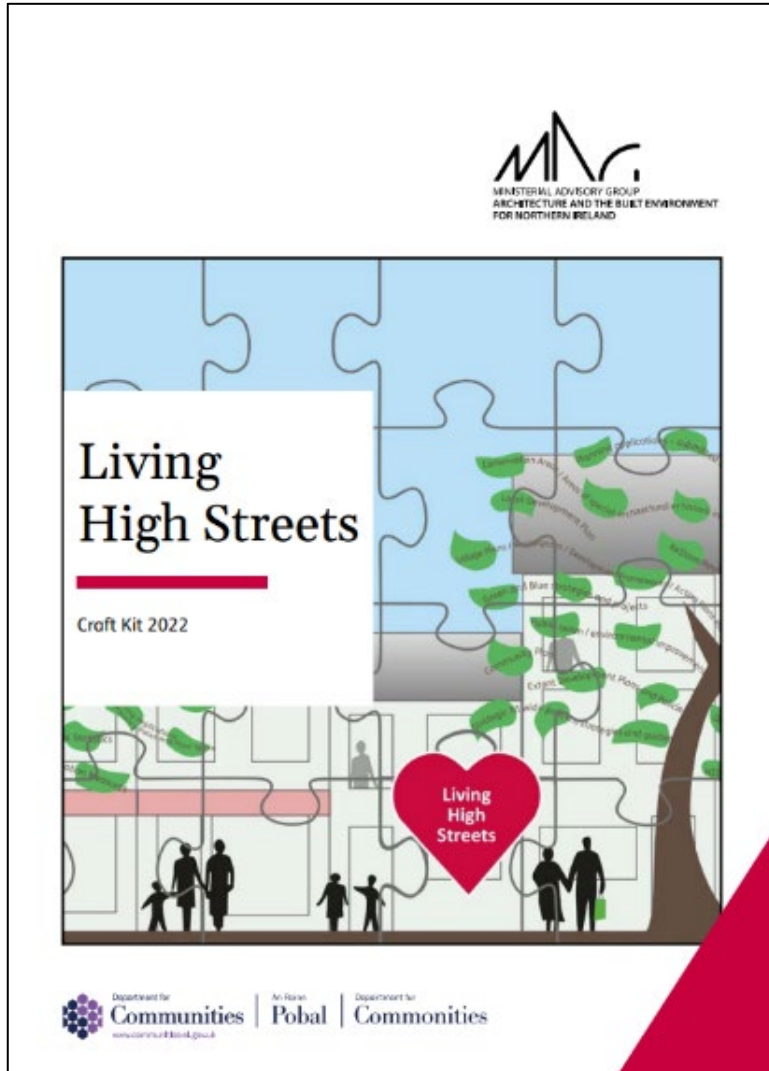
## 4 Workshop 1 - Presentation Slides

The following presentation slides are intended for facilitators to use at Workshop 1. Please retain MAG logo and red triangle branding.

MAG recommends you also add place and people specific slides to your presentations.



# Context



MAG co-designed the Living High Streets Craft Kit, published March 2022

[MAG - Living High Streets Craft Kit \(communities-ni.gov.uk\)](https://communities-ni.gov.uk)

**Part 1:** explains the approach to the Living High Streets and should be accessible to everyone interested in the process.

**Part 2:** contains the practical tools for Local Action Groups and facilitators to co-produce their Living High Streets.



# Approach to Living High Streets

A fresh approach to placemaking - empowers local communities to:

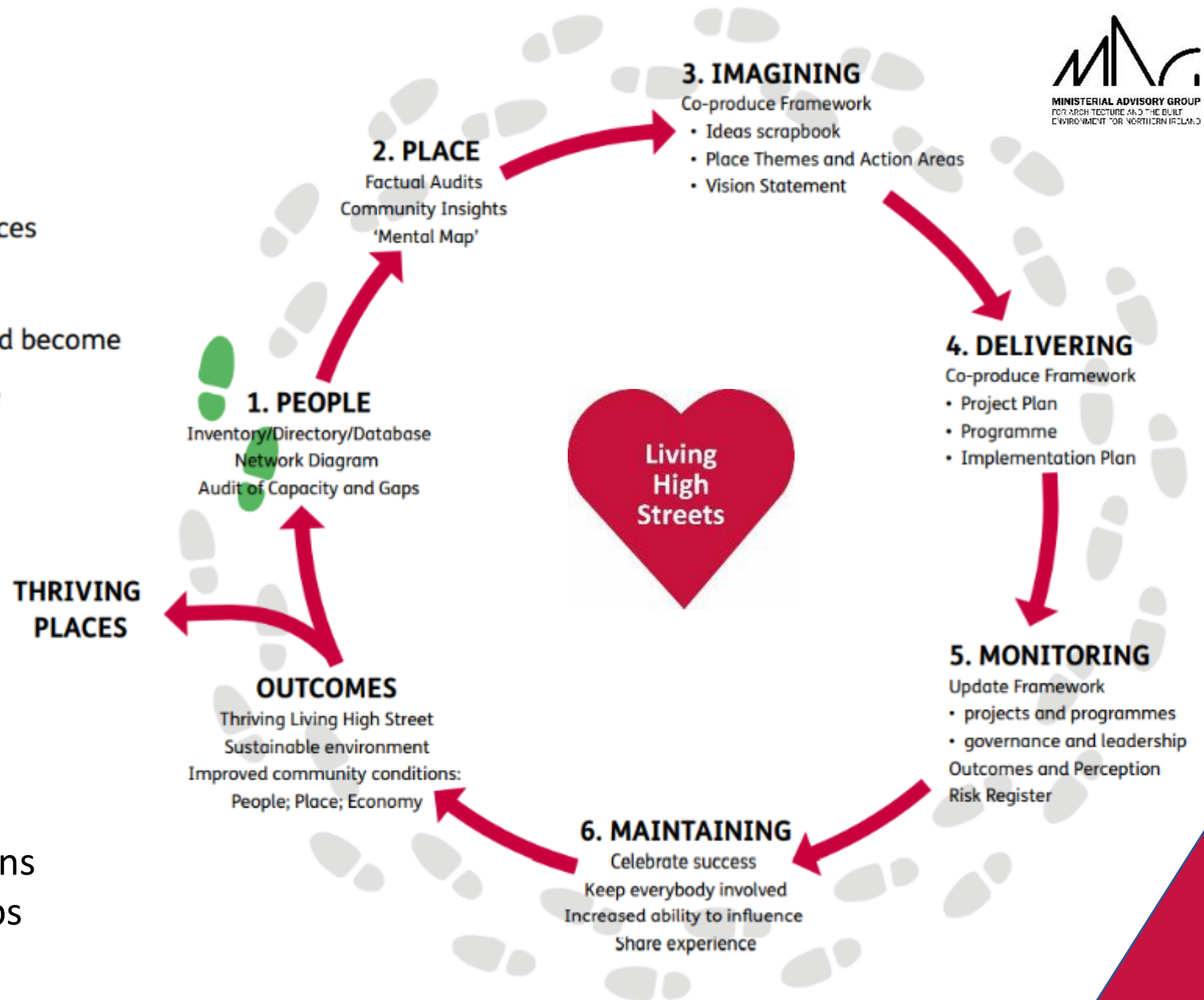
- understand their collective needs
- identify uniqueness of their place
- reimagine their high streets
- translate ideas into practical actions
- co-design your own Living High Streets Framework



Aims to enable places to become sustainable and thriving - socially, environmentally and economically

# Place Change Model

- Theme 1 **People:** growing your skills and resources
- Theme 2 **Place:** knowing your high street
- Theme 3 **Imagining:** what your high street could become
- Theme 4 **Delivering:** how to focus and prioritise
- Theme 5 **Monitoring:** confirming progress
- Theme 6 **Maintaining:** loving your place



Six themes and twenty-one questions to guide conversations at Workshops

# Who?

To make this work, this approach requires significant local commitment - **you know your high streets best**

The aim is to **maximise collaboration** with **wide community participation** and a **diversity of voices**

This is not just a consultation process it **needs meaningful participation** which will increase everybody's skills and experience to play their role in their place!

**Councils**  
**Residents**  
**Statutory bodies**  
**Older generations**  
**Councillors and MLAs**  
**Children and young people**  
**Town centre / BID managers**  
**3rd sector voluntary groups**  
**Businesses and services**  
**- owners, operators and investors**  
**Local Chamber of Commerce and Industry**  
**Service providers - housing, health, education etc.**  
**Social enterprises and circular economies**  
**Community representatives**  
**Department for Communities**  
**Heritage - Council Heritage Officer,**  
**Historic Environment Division,**  
**Historic Buildings**  
**Council, Ulster Architectural Heritage, Local Groups**  
**Northern Ireland Housing Executive**  
**Department for Infrastructure**

# Co-Designing Your Living High Streets Framework



# Theme One

## People: growing your skills and resources



**Purpose:** Building social capital around Living High Streets

Outcomes and Outputs:

- **Insights** into what the high street means to different people.
- **Inventory of individuals and groups** interested in, connected to and using the high street regularly.
- **Network diagram** of formal and informal connections between various parts of the community.
- **Audit of capacity** – skills, knowledge, experience and availability.
- **Highlighting gaps** where capacity building will be needed.

## Theme One

People: growing your skills and resources



## Workshop 1

**Focus on one question at a time...**

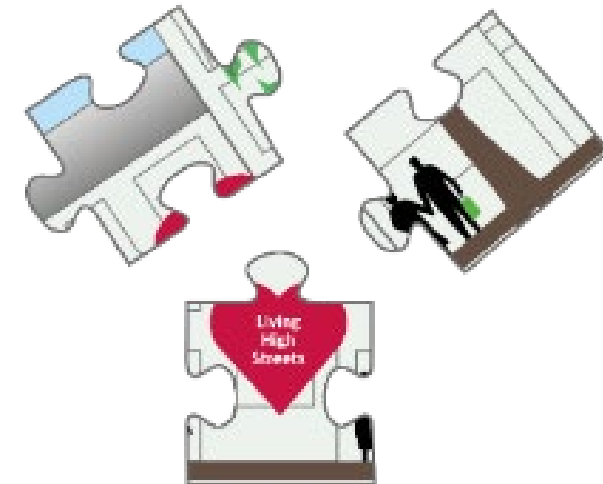
Question 1: Who is your high street for?

Question 2: How do we involve people?

Question 3: How do we better connect people to their high streets?

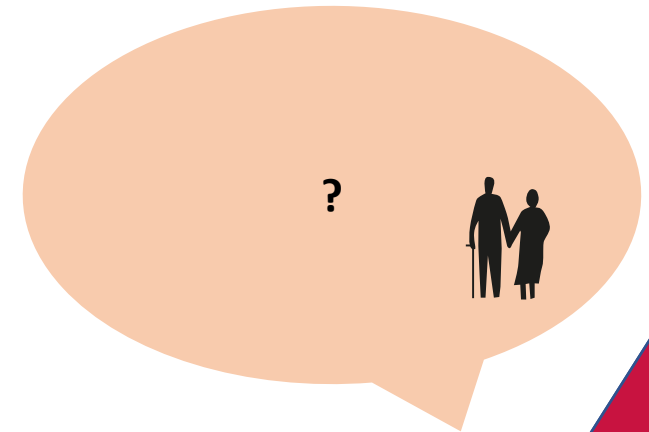
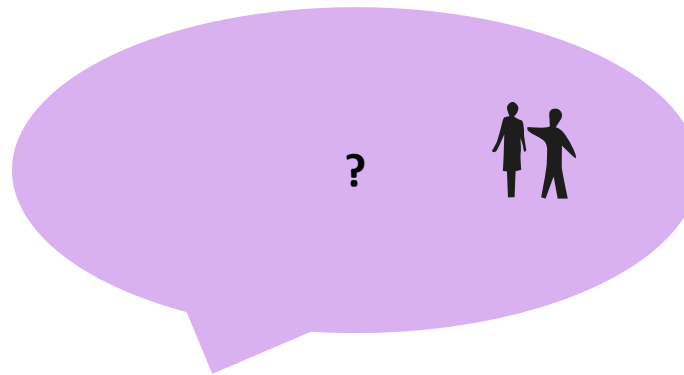
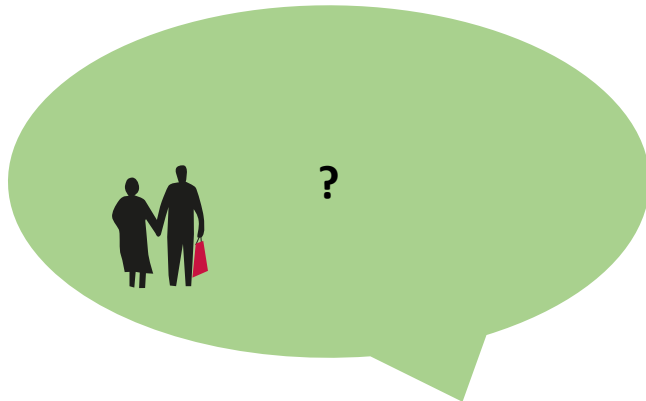
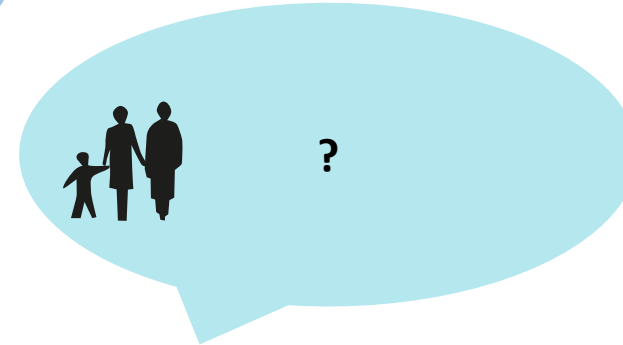
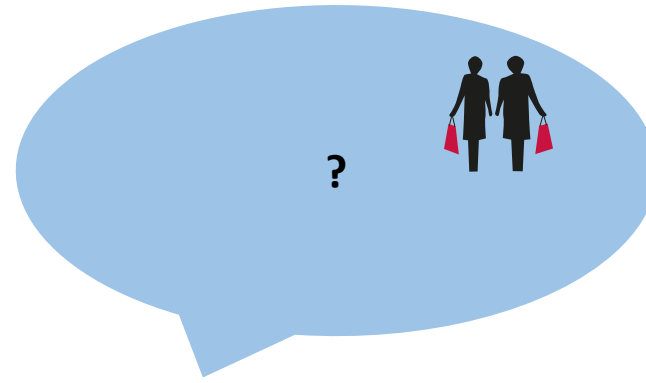
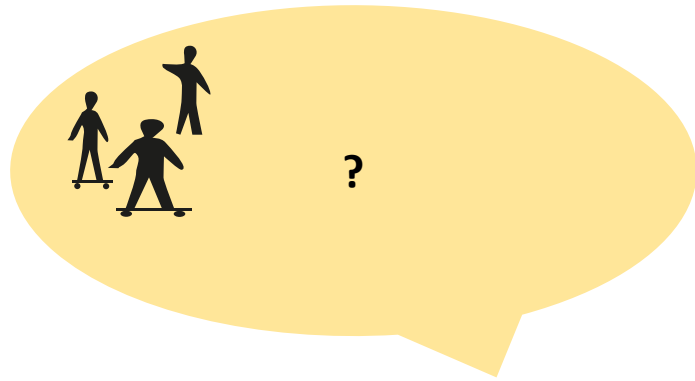
Question 4: What skills and experience do we have?

Question 5: Where do we find the skills and talents we are missing?

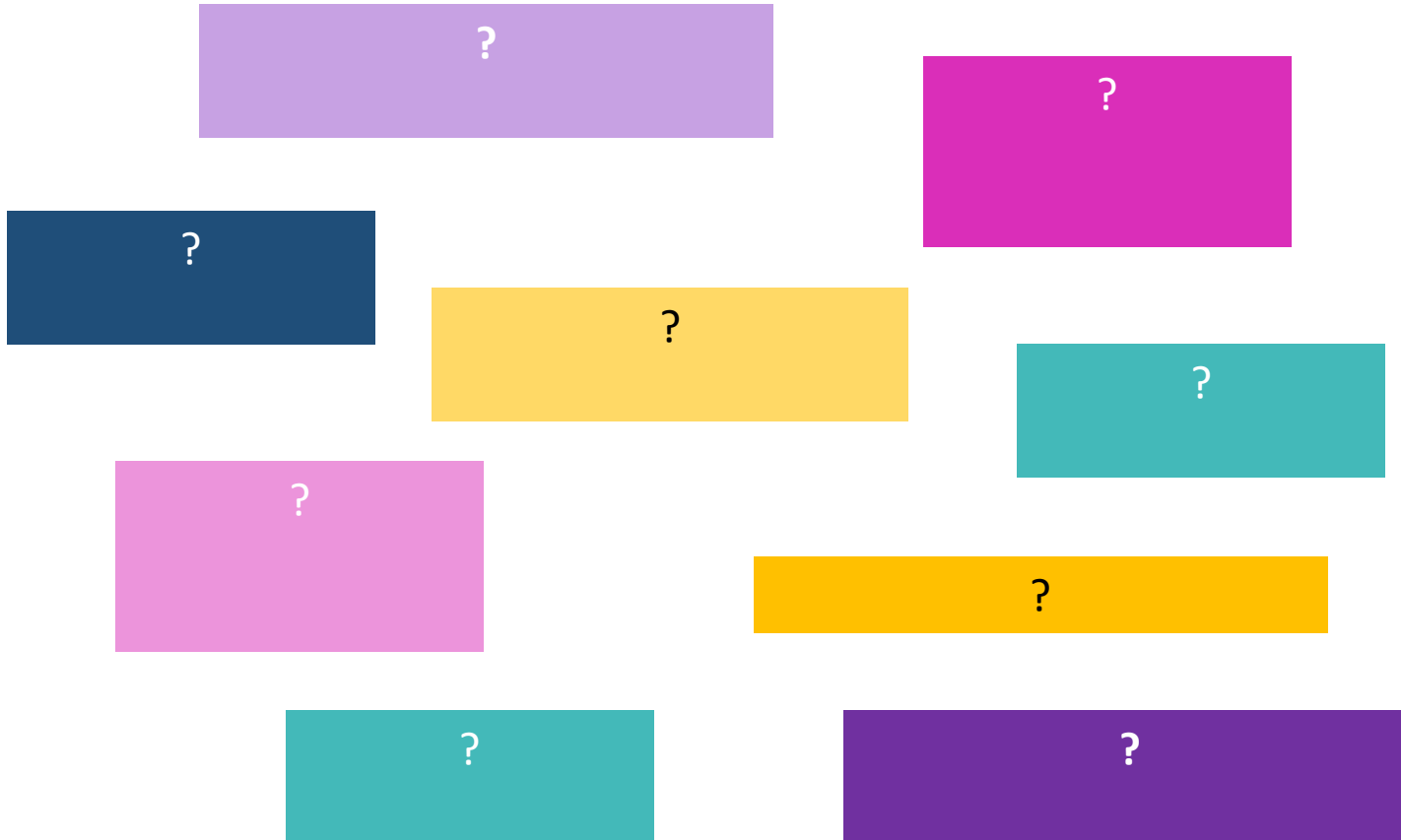




## Question 1: Who is your high street for?



## Question 2: How do we involve people?





**Theme One**

People: growing your skills and resources



## Question 3: How do we better connect people to their high streets?

nostalgic memories?

physical links?

different modes of travel?

economic links?

existing barriers?

culture / heritage?

digital connectivity?

social connections?

Theme One

People: growing your skills and resources



# Question 4: What skills and experience do we have?





## Question 5: Where do we find the skills and talents we are missing?

GAPS?

where are the  
rising stars?

missing skills?

?

?

who's hiding?

seek out experienced  
people...

hunt the new  
talent...

who's missing?

?

?

who may have  
time?

# Feedback

## Question 1

Who is your high street for?

- .....
- .....

## Question 2

How do we involve people?

- .....

## Question 3

How do we better connect people to their high streets?

- .....
- .....

## Question 4

What skills and experience do we have?

- .....

## Question 5

Where do we find the skills and talents we are missing?

- .....
- .....

### Other thoughts ?

.....



# Planning Workshop 2

- What day suits best?
- What time?
- Includes walking your high streets
- Anybody missing?

**Workshop 2:**  
What do people do here?

**Workshop 3:**  
How do people feel here?

**Workshop 3:**  
Imagining what makes a good place?

**Workshop 4:**  
Imagining what we could do here?

**Workshop 5:**  
Co-design your Framework: prioritising what to do when?

**Launch Living High Streets Framework**

**Workshop 1:**  
Introduce Living High Streets Initiative and share your skills

**Theme One**  
People: growing your skills and resources

5 Questions  
Purpose: Building social capital around Living High Streets

**Theme Two**  
Place: knowing your high street

6 Questions  
Purpose: Building a shared understanding of your high street through local knowledge, perceptions and audits of existing assets and activities

**Theme Three**  
Imagining: what your high street could become

4 Questions  
Purpose: Creatively producing ideas of what your high street could become, what it will look like and how it might evolve

**Theme Four**  
Delivering: how to focus & prioritise

3 Questions  
Purpose: Developing a shared understanding of how the change process works to support a focussed programme of projects and activities

**Theme Five**  
Monitoring: confirming progress

2 Questions  
Purpose: Evaluating outcomes, perceptions, and refreshing outcomes and goals

**Theme Six**  
Maintaining: loving your place

1 Question  
Purpose: Staying focused, maintaining ambition, keeping everybody involved and celebrating success

# 4 Workshop 1 - Guidance Notes

The following guidance notes accompany the presentation slides and are for facilitators to use at Workshop 1. Please review them and revise to reflect the place and community where you are using the Craft Kit, **in particular the highlighted text.**



Refer to Inception Guidance Notes



Today we are focusing on the 1st Theme: People.

There will be **five** more workshops planned over the next **X months** and we hope you'll join us on this journey.

There is also potential for parallel activities that could feed into this process and complement the workshops. This could include surveys or questionnaires to fill gaps or engagement with children and young people. There may be other things going on that you know about that you could share with us.



The purpose of Theme 1 is to focus on growing your skills and experience around the High Street.

The Outcomes and Outputs we are aiming to get include:

- An understanding what the high street means to different people.
- A directory of individuals and groups interested in, connected to and using the high street regularly.
- A network diagram of formal and informal connections between various parts of the community.
- An audit of capacity – skills, knowledge, experience and availability.

It is also very important to highlight any gaps in skills and experience and how we might fill them.



These are the five questions. We are keen to keep to the facts and benefits that relate to each question. We are now going to split into groups to focus on each of the questions. There will be **X minutes** for each question.

Please write your thoughts on the Post-it notes and participate in conversations. There will be a facilitator to guide the discussions and a rapporteur to record conversations.

We would like the nominated member of the Local Action Group to provide feedback when we come back together.

# 4 Workshop 1 - Guidance Notes

*Once in breakout groups, we recommend reminding the allocated member of Local Action Group which question they are to provide feedback on.*



Question 1: Who is your high street for?

A successful Living High Street should serve everybody's needs. Thinking about the wider community, build a picture of who uses the high street and who it could serve.

Please take a few minutes to write your thoughts on the post-it-notes. Just one per post-it-note but there's no shortage of them. We'll then share and discuss your thoughts.



Moving onto Question 2: How do we involve people?

The Living High Streets approach will encourage natural expansion of community networks as word spreads, connections are made, and the number and diversity of participants increases. Consider how this process can be improved and reach people that are often overlooked.

Please take a few minutes to write your thoughts on the post-it-notes. Just one per post-it-note but there's no shortage of them. We'll then share and discuss your thoughts. *Use prompts as needed.*



Question 3: How do we better connect people to their high streets?

Successful Living High Streets provide communities with what they need to thrive which makes being able to connect to it an important consideration. However, connecting to the high street can mean different things to different people. It can range from the nostalgic to physical, social, economic and increasingly digital. Consider how different connections can be set up and improved.

Again, please take a few minutes to write your thoughts on the post-it-notes. We'll then share and discuss your thoughts. *Use prompts as needed.*



Next Question 4: What skills and experience do we have?

Every community will have a huge amount of skill, knowledge and experience, although people may not appreciate their value or how they can be shared in the development their Living High Streets.

Please take a few minutes to write your thoughts on the post-it-notes before we share and discuss your thoughts. *Use prompts as needed.*



We're going to move onto Question 5: Where do we find the skills and talents we are missing?

The audit coming out of the last question will have begun highlighting the resources that are missing or need strengthening. Build this list of gaps in the audit and think about how to deal with them.

Please take a few minutes to write your thoughts on the post-it-notes before we share and discuss your thoughts. *Use prompts as needed.*

*Once back together*



Please can the Local Action Group members please come to the front to provide a summary of feedback from their group.



Before we leave, we would just like your views on a few things to help us plan Workshop 2.

- It is planned for the **week commencing + date** and we would like to know which day of the week suit best? If we could get a show of hands for + options for days.
- Secondly does this time suit you best or would a different time suit better – we will also look at the feedback from the Workshop today.
- **Also, to let you know that unless the weather prohibits the next Workshop will include a walkabout.**
- Finally, if you feel there is anybody missing that comes to mind after today's workshop, please let us know.

# 5 Tips for Activities between Workshop 1 & 2

## 5.1 Aim of this stage

Remember the purpose of Theme 1: People is to build social capital around Living High Streets.

The anticipated outcomes and outputs include:

- Insights into what the high street means to different people.
- Inventory of individuals and groups interested in, connected to and using the high street regularly.
- Network diagram of formal and informal connections between various parts of the community.
- Audit of capacity – skills, knowledge, experience and availability.

Highlighting gaps where capacity building will be needed.

The actual outcomes and outputs may look different, and they are likely to evolve before they are in a shape to include in the Framework.

It is critical at this stage to identify who was missing from the workshop and how to encourage them to participate in this initiative.

## 5.2 Making Sense of Feedback

This process should be done at interactive Local Action Group working sessions. The sub-group, facilitator or secretariat should start by creating a table that collates the transcribed notes from each rapporteur under each of the five questions.

A tip is to identify common themes and colour-code the feedback, see following example. This makes it easier to see common themes that emerge. Note that the themes may vary for each question.

Although challenging to manage, a tip is to project the document onto a screen / tv and live type. Remember to save frequently and keep different versions at key stages.

Members of the Local Action Group may wish to have their own hard copy or digital version in front of them. Tip is to focus on one question at a time working through each theme to manage discussions and avoid rabbit holes. If something arises that diverts the discussions write it on a flip chart to come back to after you have been through all five questions and / or bring it back in if it relates to one of the following questions.

**Collaboratively work through the table to see similarities and differences. Also identify any gaps and how the Local Action Group plan to fill them.**



# 5 Tips for Activities between Workshop 1 & 2

Extract from working file to thematising outputs from Question 1

Question 1: Who is your high street for?				
Everyone Residents/ Shoppers Tourists Schools, children and young people Older population Families Evening economy Services/facilities Movement / Accessibility / Transport Businesses Arts/Culture 25+ age group				
<p>Residents of the town / families</p> <p>Residents of surroundings towns and hinterland</p> <p><i>Need to agree the boundary / catchment – how far does the hinterland of Downpatrick town reach to</i></p> <p><b>Tourists</b></p> <p>Businesses (retaining existing business, attracting new businesses)</p> <p><b>People looking to access services in the evening – building the night time economy</b></p> <p>Shoppers</p> <p>Students</p> <p>Residents / students / shoppers / tourists from mixed cultures and backgrounds</p> <p>People looking to access open / public spaces</p> <p>People looking to access a service</p> <p><i>Need to look at management of pedestrians / traffic in order to make Downpatrick attractive and accessible. Congestion can be a deterrent for people accessing the town centre</i></p> <p><i>Need to develop public transport</i></p> <p><i>Need to develop active travel options</i></p> <p><i>Need to have an attractor for the town to invite people in – a purpose</i></p>	<p>Residents in town</p> <p>People outside Downpatrick</p> <p>Shopkeepers</p> <p>Schools (primary &amp; post primary and FE)</p> <p>Sports Clubs</p> <p>Services - Health – Opticians, Dentist, GPs, MOT, Residential care, Residential homes,</p> <p>Council services – Births, deaths &amp; marriages, waste/recycling, Tourism, Economic Development</p> <p>Government departments – Fire, NIHE, Police, DfI, Fisheries</p> <p>Shoppers</p> <p>Commuters</p> <p>Socialising</p> <p><b>The Town is used by a variety of groups to work, shop, play, learn live</b></p> <p>Using essential services</p> <p>Downpatrick does not have an evening and night-time economy for people to meet, eat and relax.</p> <p><i>Transport and infrastructure is an issue, it does not serve all the needs of the community.</i></p>	<p><b>The High Street is for everyone.</b></p> <p>Customers / Residents / Visitors / Tourists / Older members of the population / Youth / Teenagers.</p> <p>Local Businesses for local people to buy locally.</p> <p><i>Too many charity shops / no Banks and limited financial institutions for the older population in particular.</i></p> <p><i>No High Street any more – Downpatrick needs an anchor shop e.g. M&amp;S to incite people into the Town Centre.</i></p> <p>Downpatrick is a ghost town after 6pm – Little or no night time economy.</p> <p>Anti-Social behavior is a major problem – locals are afraid to walk around Downpatrick at night. Lack of visible police presence a problem.</p> <p>Everything shuts at a certain time. There is no choice and the Cinema – whilst a great asset to the Town – is too far out of the Town Centre and has poor public transport links.</p> <p>There is no social hub for older people at night – e.g. Bingo halls, a shortage of <u>high quality</u> restaurants.</p> <p>Why would an aged population go into Downpatrick at night time? There is no core identity for Downpatrick.</p>	<p><b>Hungry People</b></p> <p>Families (Interaction with others)</p> <p>Family Friendly Engaging Environment</p> <p>Outside Investors / businesses</p> <p>Teenage Friendly (Rehearsal Space / Urban Sports / Collaboration between businesses / Communications)</p> <p>Public Spaces for Young People (For Hang-Out / Music / Activities)</p> <p>Collaborating with other businesses – hospitality / education / entertainment</p> <p><b>People from here and people visiting</b></p> <p><i>Trying to build on the Arts Programme to bring more people into the town</i></p> <p>Drawing young families into the town</p> <p>Got to counteract young families leaving the town for recreational activities in other similar settlements</p> <p>Got to think outside the box when it comes to Teenagers (<u>14-18 year old</u> can be hard to please)</p> <p>Got to be family orientated</p> <p><b>Also got to cater for the 25+ age group that are coming back to the town</b></p> <p><i>Arts Centre is great but need more attractions</i></p> <p><i>Need more town centre space for the Arts, as opposed to being dependent on businesses</i></p> <p>Lots of 16+ School Leavers coming back with Crafts / Arts Interest</p> <p><i>Continually trying to break down barriers that the Arts Centre is for all and not just The Arts</i></p>	<p><b>The group felt that the High Street needs to serve ALL. They feel that there is lack of cloths shops for teenager's children.</b></p> <p><i>Andrew confirmed that according to recent statistics that Downpatrick is not suffering badly in terms of what's on offer in the High Street.</i></p> <p><i>It was also mentioned that small shops are not vacant it is usually the larger units, this is due to the large rates associated with the larger premises.</i></p> <p><i>The group feel that covid has had a positive impact on Downpatrick as it has encouraged people to shop local - people are realising that their local trader can provide them with the goods and save them travelling to larger towns/cities.</i></p> <p><b>The night time economy is poor in Downpatrick and this is something the group feels should be looked at in more detail. We should consider holding book clubs in the coffee shops in the evenings.</b></p> <p><b>The cinema is a great asset to Downpatrick but is slightly displaced in its location.</b></p> <p>For Locals / Residents</p> <p>For Tourists / Overnight stays</p> <p><b>For ME/For All</b></p> <p>For the Young / Students</p> <p>Senior Citizens</p> <p>For Families</p> <p><i>For Foreign Families who have moved into our District</i></p> <p>Investors</p> <p>Food Lovers</p> <p>For Leisure/Swimming</p>



# 5 Tips for Activities between Workshop 1 & 2

## 5.1 Preparing for Workshop 2

Refresh yourself with Theme 2: Place, in Part 2 of the Craft Kit - purpose, ways of working, anticipated outcomes and outputs. This workshop focuses on Questions 6 - 8, sharing information about the high street and thoughts about its sustainability. Familiarise yourselves with the purpose of Questions 6 - 8 and associated prompts.

The focus of Workshop 2 should be conversations with participants. However, it is important that facilitators and Local Action Group members know some of the facts. It is worth familiarising yourselves with existing information such as the extant Local Area Plan, Masterplan, Conservation Area guidance, relevant arts, cultural, heritage, open space, recreational, sports, active travel strategies and / or plans etc.

## 5.2 Additional Ideas and Tips

- Tip 1: Reflect on whether the venue and time worked, in terms of attracting participants and / or should there be any changes.
- Tip 2: Did the type and distribution of invites work? Consider if you need a different approach. Use physical and digital publicity and it is essential that Local Action Group members contact people to invite them personally and follow up with invitees.
- Tip 3: Prepare a plan for the workshop, refer to Section 1.6 Workshops.
- Important to set the context of the Living High Streets approach, Place Change Model and purpose of Theme 2: Place.
  - Benefits from having a walkabout(s) to build a shared understanding of the high street.
  - Allow enough time for discussions about Questions 6 to 8 when you return to the venue, recommend 20-30 min per question.
  - **Tip 4: Planning the walkabout(s) will depend on how long the workshop is for, size of the place, number of participants, time of the day and seasonal weather conditions. There are various formats set out in 1.6 Workshops.**

- Tip 5: During the walkabout(s) ask participants to make individual notes on Post-Its or record sound bites about the things they see and think are important to bring back to a group discussion. Take photographs of the place and the groups.
- Tip 6: Stay in the same groups when you return to venue to provide continuity. You could combine groups but don't split them up.
- Tip 7: Print A3 of the slides with the questions for each group and use these to start conversations for each question. Also print the guidance notes and pages from Part 2 of the Craft Kit that relate to Questions 6 – 8 and associated prompts for the facilitators.
- Tip 8: Print A1 or A0 blank OS maps for participants to draw and write on and add post it notes for Questions 6: What do you know about your high street? Consider setting up different rooms for each of the three questions and moving three groups of participants between the spaces to layer the groups thoughts on a single map.
- Tip 9: Question 7: How and why do people use your high street? is about habits and opinions. It is best to ask participants to start by focusing on their thoughts before sharing. Also think about others that may not be represented at the workshop, like children, young people and the vulnerable.
- Tip 9: Questions 8: To what extent is your high street sustainable? can be challenging as everyone will have a different understanding of forms of sustainability relevant to the high street. Use the prompts in the Craft Kit and allow a balance of time for social, environmental and economical discussions as well as overlaps. It is worth priming the Local Action Group members with the prompts and asking them to prepare a few examples to get conversations started.
- Tip 10: Photograph the post-it-notes, plans and flip charts etc. before leaving the workshop as they can get dislodged in transit.

## 6 Workshop 2 - Presentation Slides

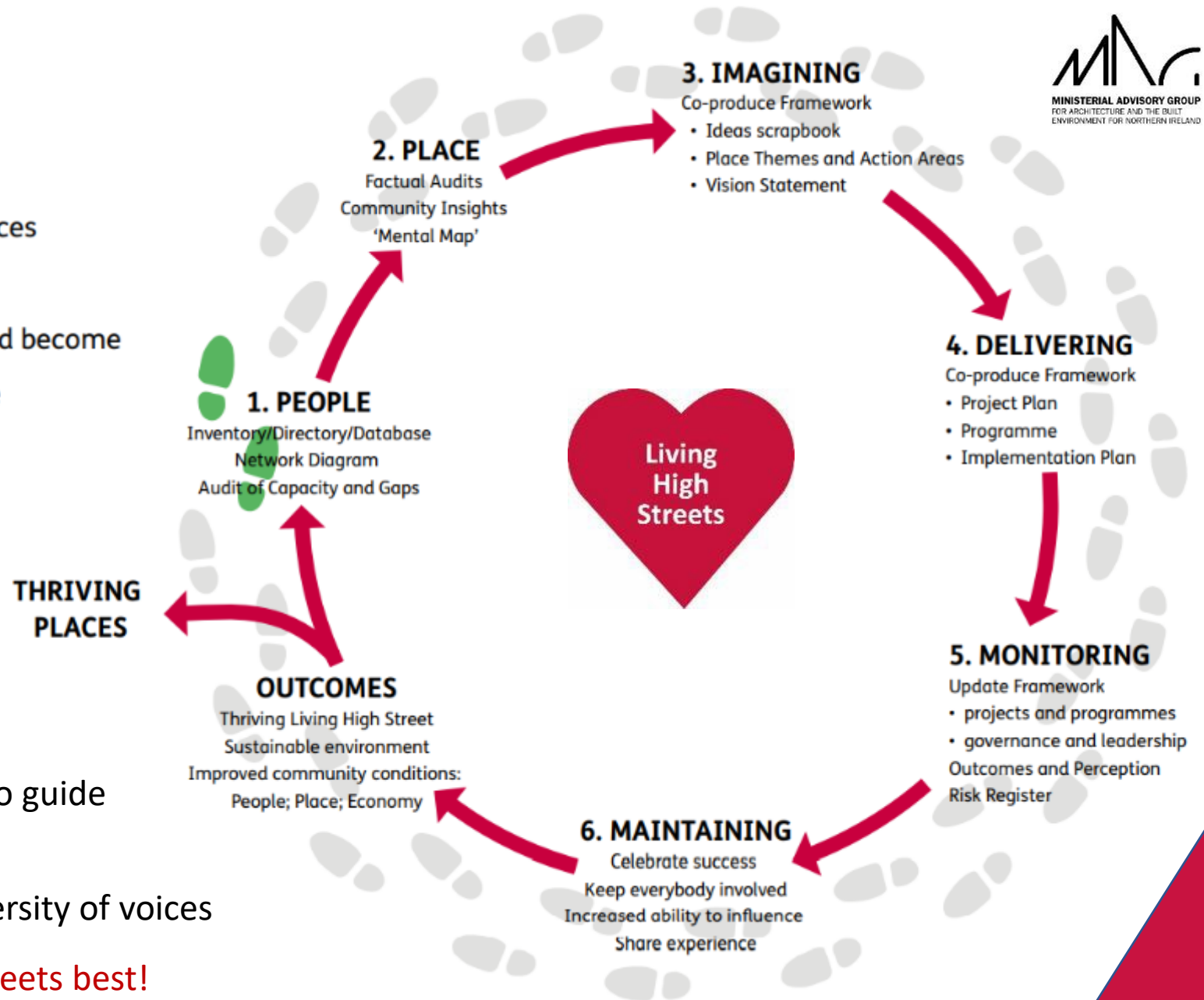
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MAG recommends you also add place and people specific slides to your presentations.



# Place Change Model

- Theme 1 **People:** growing your skills and resources
- Theme 2 **Place:** knowing your high street
- Theme 3 **Imagining:** what your high street could become
- Theme 4 **Delivering:** how to focus and prioritise
- Theme 5 **Monitoring:** confirming progress
- Theme 6 **Maintaining:** loving your place



Six themes and twenty-one questions to guide conversations at Workshops

Aim to maximise participation with diversity of voices

We need you as **you know your high streets best!**

# Co-design Your Living High Streets Framework

**Theme One**  
People: growing your skills and resources



**Workshop 1:**  
Introduce Living High Streets Initiative and share your skills

**Theme Two**  
Place: knowing your high street



**Workshop 2:**  
What do people do here?

**Today**

**Workshop 3:**  
How do people feel here?

**Theme Three**  
Imagining: what your high street could become



**Workshop 4:**  
Imagining what makes a good place?

**Workshop 5:**  
Imagining what we could do here?

**Theme Four**  
Delivering: how to focus & prioritise



**Workshop 6:**  
Co-design your Framework: prioritising what to do when?

**Launch Your Living High Streets Framework**

**Engaging Children and Young People**



## Theme Two

# Place: knowing your high street



**Purpose:** Building a shared understanding of your high street through local knowledge, perceptions and audits of existing assets and activities

Outcomes and Outputs:

- A range of **Factual Audits** on the physical place, its history, activities, connectivity, health and economy
- A **Community Insights** report on how the high street supports people and is perceived by them.
- A **Mental Map** of the high street, illustrating its edges, adjoining neighbourhoods and connections to the wider place



## Theme Two

### Place: knowing your high street



## Workshop 2

Focus on one question at a time...

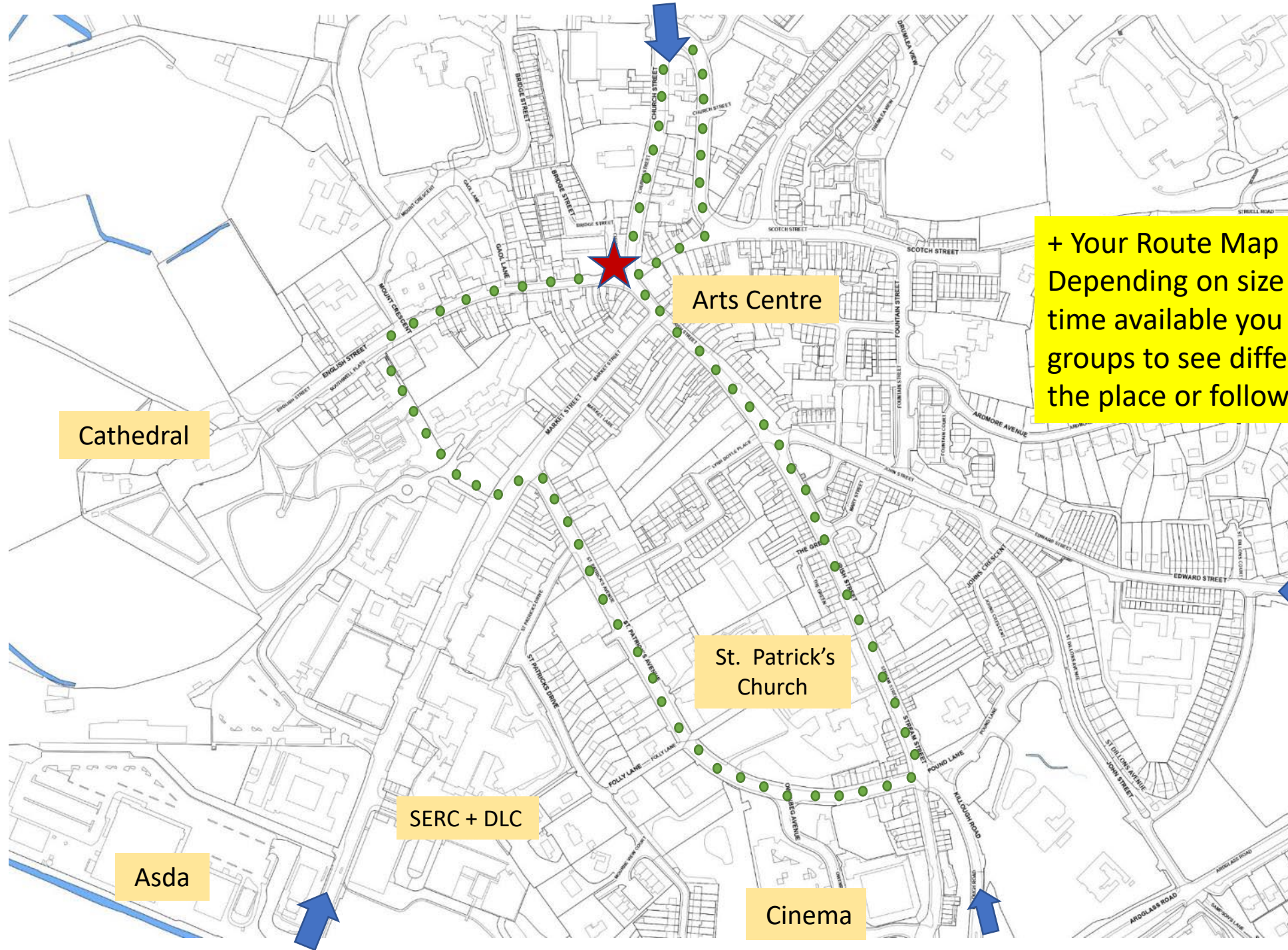
Focus on collecting and sharing factual information about your high streets and thoughts about its sustainability.

Question 6: What do you know about your high street?

Question 7: How and why do people use your high street?

Question 8: To what extent is your high street socially, environmentally and economically 'sustainable'?





+ Your Route Map (s)  
Depending on size of place and  
time available you may split into  
groups to see different parts of  
the place or follow the one route

Cathedral

Arts Centre

St. Patrick's  
Church

SERC + DLC

Asda

Cinema



ADD Your photos if you are planning a virtual walkabout

## Theme Two

Place: knowing your high street



## Workshop 2

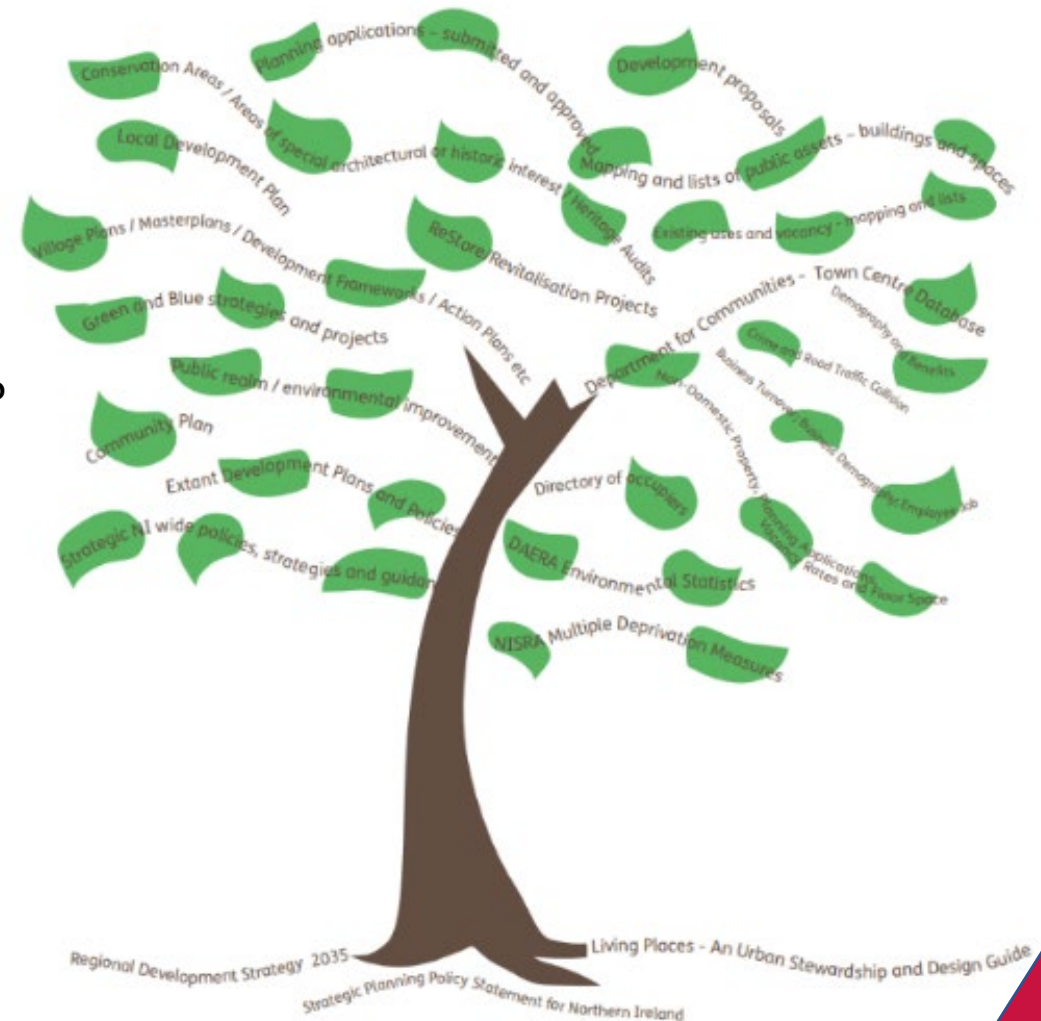
Focus on one question at a time...

Focus on collecting and sharing factual information about your high streets and thoughts about its sustainability.

Question 6: What do you know about your high street?

Question 7: How and why do people use your high street?

Question 8: To what extent is your high street socially, environmentally and economically 'sustainable'?





## Question 6: What do you know about your high street?

Uses

Heritage

What essential  
qualities does it  
have?

What makes it  
distinctive?

Pavements and  
crossings

Links and routes

Spaces

Maintenance?



## Question 7: How and why do people use your high street?

Where's your favorite place to go in your high street?

How long do you stay here?

?

How often do you come to your high street?

?

Do you have a preferred route?

What do you do when you are here?

How long do you stay here?

What do you think is missing?

How do you get here?  
bus, car, walk, cycle....

?

What are locals and visitors looking for?

Theme Two

Place: knowing your high street

**Question 8: To what extent is your high street socially, environmentally and economically 'sustainable'?**

What factors would you consider bringing to the discussions?

Socially Sustainable

- .....

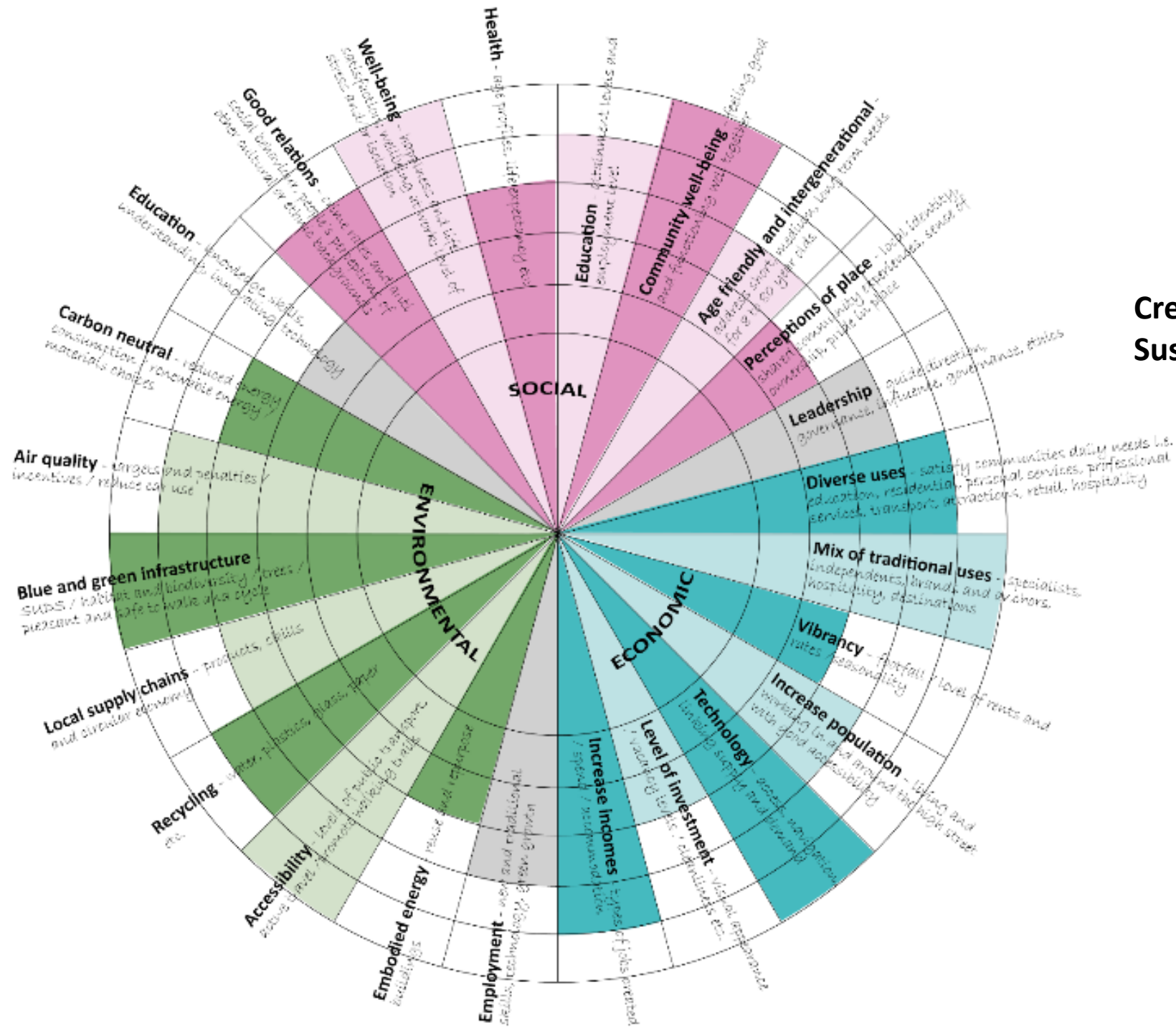
Environmentally Sustainable

- .....

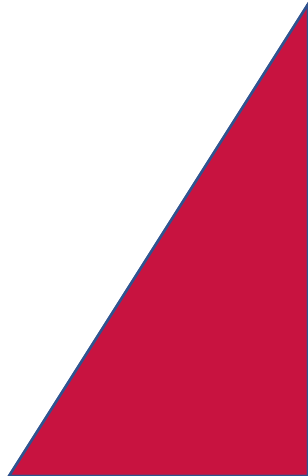
Economically Sustainable

- .....
- .....





Create your own  
Sustainability Wheel





# 6 Workshop 2 - Guidance Notes

The following guidance notes accompany the presentation slides and are for facilitators to use at Workshop 2. Please review them and revise to reflect the place and community where you are using the Craft Kit, **in particular the highlighted text**. The text in red are suggestions for logistics.



Refer to Inception - Guidance Notes.



**Suggest adding who the Local Action Group and Facilitator(s) are and set out the running order for the workshop.**



Today we are focusing on Theme 2: Place - What do people do here?

There are more workshops planned and we hope you'll join us.

There is also potential for parallel activities that could feed into this process and complement the workshops. There may be other things going on that you know about that you could share with us.



The purpose of Theme 2 is to build a shared understanding of your high street. The Outcomes and Outputs we are aiming to get include:

- A range of Factual Audits on the physical place, its history, activities, connectivity, health and economy.
- A Community Insights report on how the high street supports people and is perceived by them.
- A Mental Map of the high street, illustrating its edges, adjoining neighbourhoods and connections to the wider place.



Today we will be focusing on collecting and sharing factual information about your high street and thoughts about its sustainability.

These are the three questions we will focus on.



**Explain format and timing for real or virtual walkabout(s).**



**Take photographs of the place and the groups. Please make individual notes on Post-Its, record sound bites and take photos about the things you see and think are important to bring back to the group discussion.**

*Stay in the same groups when you return to venue to provide continuity. You could combine groups but don't split them up. Remind the allocated member of Local Action Group which question they are to provide feedback.*



We'll start with Question 6: What do you know about your high street?

This question is primarily about factual things. Take a few minutes to write your thoughts on the post-it-notes. Just one per post-it-note but there's no shortage of them. Let's place your thoughts on the map. We can use the post-it-notes or draw and write on the map. *Use prompts as needed.*



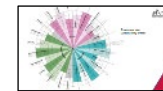
Moving onto Question 7: How and why do people use your high street?

This question is about habits and opinions. Take a few minutes to write your thoughts on the post-it-notes. Just one per post-it-note but there's no shortage of them. We'll then share and discuss your thoughts.



Question 8: To what extent is your high street socially, environmentally and economically 'sustainable'? We will all have different views on forms of sustainability relevant to the high street.

Please write your thoughts on the Post-it notes and we'll try and group them under the three themes. There may be overlaps where they are relevant to more than one theme. *Use prompts as needed.*



We could look to refine this to create a sustainability wheel and measure the indicators to monitor change.

*Once back together*

Please can the Local Action Group members please come to the front to provide a summary of feedback.

# 7 Tips for Activities between Workshop 2 & 3

## 7.1 Making Sense of Feedback

This process should be done at interactive Local Action Group working sessions. The sub-group, facilitator or secretariat should start by creating tables that collate the transcribed notes from each rapporteur under each of the three questions. Feedback from these questions inform the facts and community insights. Although these questions are not asking for ideas they may appear and should be recorded and saved for the imagining theme.

For *Question 6: What do you know about your high street?*, consider organising the notes in a place-based manner under Facts, Perceptions and Ideas. Also consider mapping the information gathered.

For *Question 7: How and Why do people use your high street?* Consider thematising responses.

For *Question 8: To what extent is your high street socially, environmentally and economically sustainable?*, consider organising the notes under the three themes social, environmental and economic. Also recommend starting to co-design your own Sustainability Wheel from Question 8. This may take a few attempts but can be a helpful visual aid.

At the working session find similarities and differences for each question. Ensure everything is captured and recorded as you will need these findings when you are co-producing your Framework.

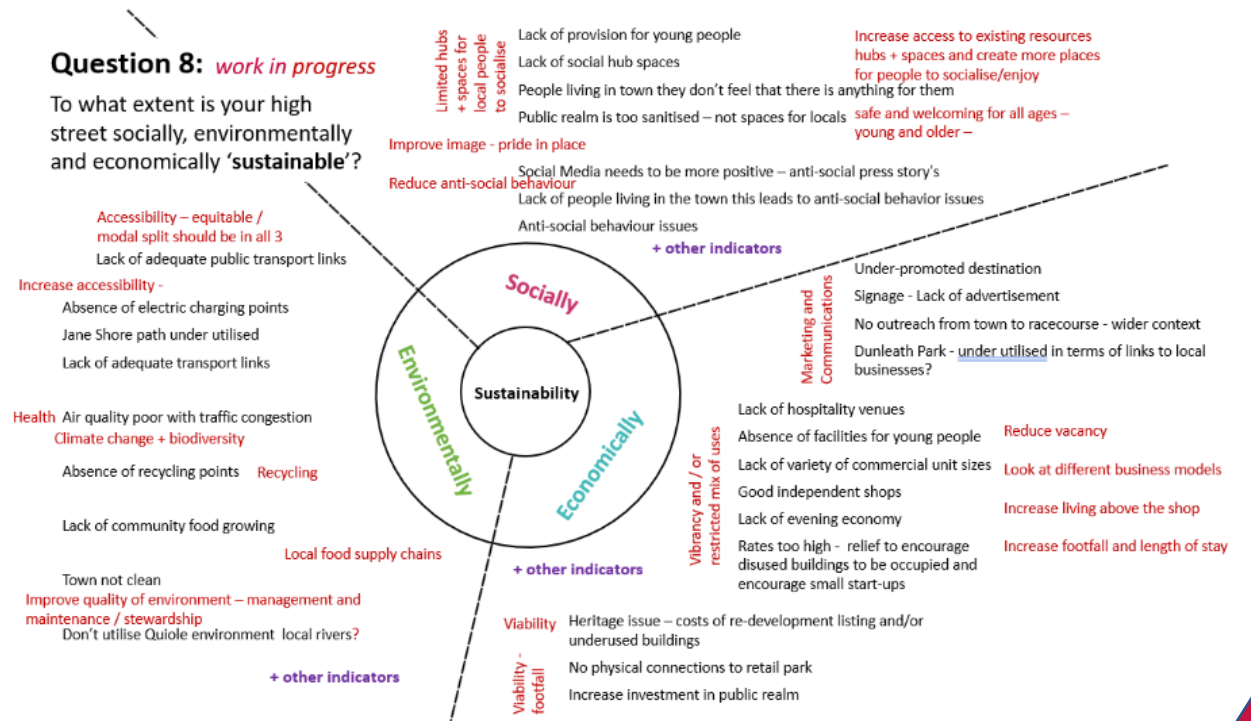
If there are gaps, consider who and how to fill them. Discuss how and when to share this information with participants at the workshops. It is worth considering combining the outputs from Workshops 2 and 3 and providing feedback on Theme 2 at Workshop 4.

## 7.2 In parallel to workshops

In parallel with the workshops review all existing information such as extant Local Area Plan, Masterplan, Conservation Area guidance, active travel plans, relevant arts, cultural, heritage, open space, recreational and sports strategies etc. and statistics: demographics, health, crime, education, travel to work/school etc. This may include more technical meetings with statutory bodies and other organisations.

Collate all the relevant baseline information and at the working session discuss how and when to share this information with participants at the workshops.

There may also be other activities happening in parallel, such as workshops with children and young people.



Example of emerging Sustainability Wheel created in PowerPoint

# 7 Tips for Activities between Workshop 2 & 3

## 7.3 Preparing for Workshop 3

Refresh yourself with Theme 2: Place, in Part 2 of the Craft Kit - purpose, ways of working and anticipated outcomes and outputs. This workshop focuses on Questions 9 - 11, asking participants to share their feelings about their place, think about shared goals and draw up a map defining their Living High Street neighbourhood. Familiarise yourselves with the purpose of Questions 9 - 11 and associated prompts.

## 7.4 Additional Ideas and Tips

- Tip 1: Always reflect on whether the venue and times worked and if invites are attracting participants and / or should there be changes.
- Tip 2: Prepare a plan, refer to guidance under 1.6 Workshops:
- Always important to set the context for the Living High Streets approach, Place Change Model and purpose of Theme 2: Place, especially if there are new participants.
  - Consider walkabout for Question 9, see Tip 3.
- Tip 3: Print A3 of the slides with the questions for each group and use these to start conversations for each question. Also print the guidance notes and pages from Part 2 of the Craft Kit that relate to Questions 9 – 11 and associated prompts for the facilitators.
- Tip 4: There are benefits from carrying out *Question 9: What do you 'feel' about your high street?*, in the high streets. It makes it easier not to 'think' too hard but walk around noting participants immediate responses to what they see and experience. Planning the walkabout(s) will depend on how long the workshop is for, size of the place, number of participants, time of the day and seasonal weather conditions. See 1.6 Workshops for ideas.
- If participants and rapporteurs record feelings on post-it-notes during the walkabout the time discussing these can be focused on looking at how they are similar or differ. Print A1 or A0 blank OS maps for participants to place their post-it-notes on the map and or write their feelings on the map.

- Tip 5: *Question 10: How do we agree shared goals?*, can be challenging, and it is worth priming the Local Action Group members with the prompts and asking them to prepare a few examples to get conversations started.
- Tip 6: The output from *Question 11: Where and what is your high street?*, is a mental map of the high streets. This can be a fun exercise and worth having a range of different colour markers available and large format blank paper. It will depend on numbers how you run this but make sure everybody gets an opportunity to participate.
- Ask participants, in turn to identify the important parts of their high street, either written or drawn, and the relationships between them. Change colours and ask people to use upper or lower case. This will layer up to create a collective mental map which illustrates participants perception of a place. Different groups will have different mental maps and it will generate discussions about how close or far different places are.
- It may be worth including an example of a mental map in the presentation as this concept is likely to be new to many participants.
- Tip 7: Photograph the post-it-notes, plans and flip charts etc. before leaving the workshop as they can get dislodged in transit.

# 8 Workshop 3 - Presentation Slides

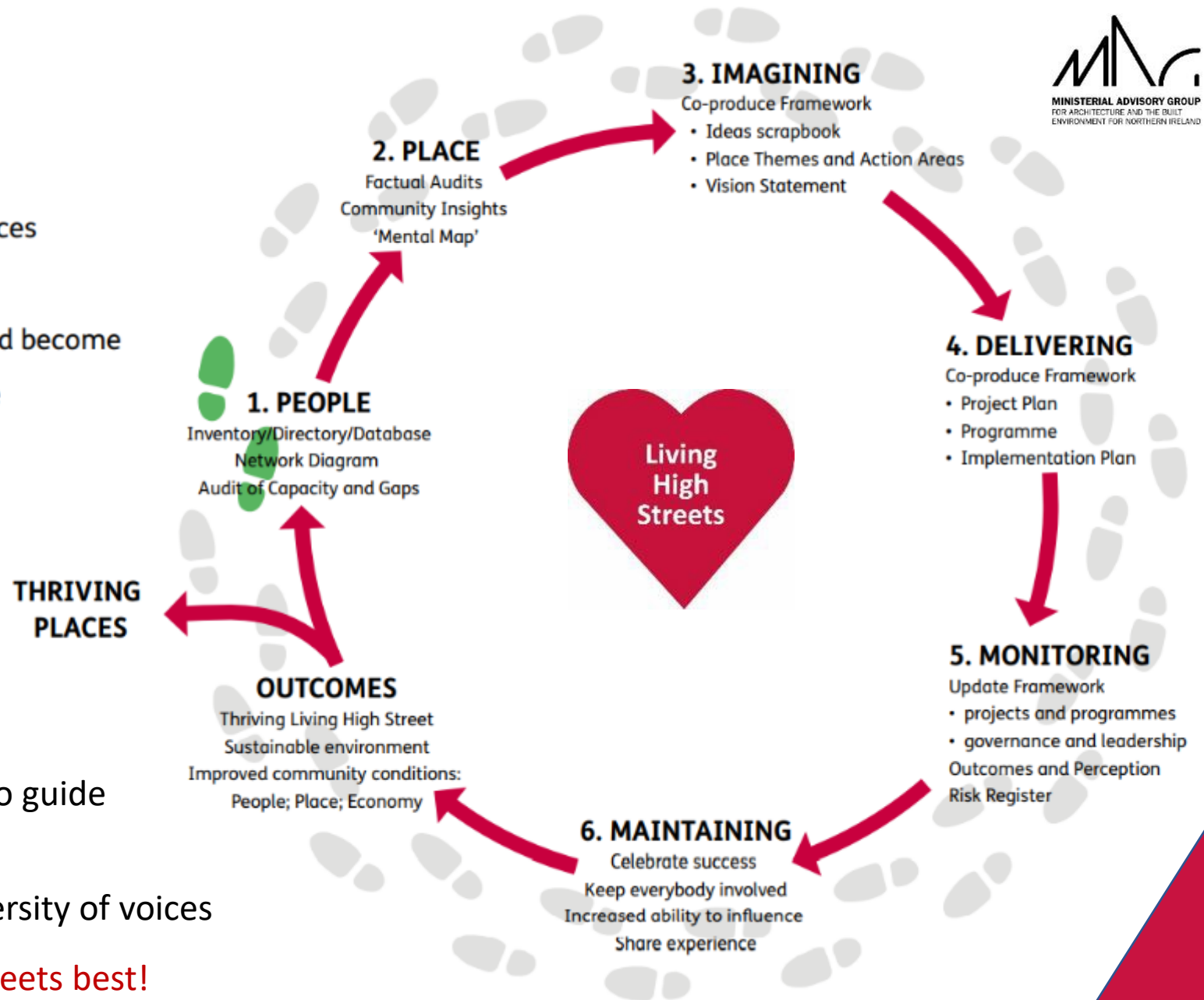
The following presentation slides are intended for facilitators to use at Workshop 3. Please retain MAG logo and red triangle branding.

MAG recommends you also add place and people specific slides to your presentations.



# Place Change Model

- Theme 1 **People:** growing your skills and resources
- Theme 2 **Place:** knowing your high street
- Theme 3 **Imagining:** what your high street could become
- Theme 4 **Delivering:** how to focus and prioritise
- Theme 5 **Monitoring:** confirming progress
- Theme 6 **Maintaining:** loving your place



Six themes and twenty-one questions to guide conversations at Workshops

Aim to maximise participation with diversity of voices

We need you as **you know your high streets best!**

# Co-design Your Living High Streets Framework

**Theme One**  
People: growing your skills and resources



**Workshop 1:**  
Introduce Living High Streets Initiative and share your skills

**Workshop 2:**  
What do people do here?

**Theme Two**  
Place: knowing your high street



**Workshop 3:**  
How do people feel here?

**Today**

**Theme Three**  
Imagining: what your high street could become



**Workshop 4:**  
Imagining what makes a good place?

**Workshop 5:**  
Imagining what we could do here?

**Theme Four**  
Delivering: how to focus & prioritise



**Workshop 6:**  
Co-design your Framework: prioritising what to do when?

**Launch Your Living High Streets Framework**

**Engaging Children and Young People**

## Theme Two

# Place: knowing your high street



**Purpose:** Building a shared understanding of your high street through local knowledge, perceptions and audits of existing assets and activities

Outcomes and Outputs:

- A range of **Factual Audits** on the physical place, its history, activities, connectivity, health and economy
- A **Community Insights** report on how the high street supports people and is perceived by them.
- A **Mental Map** of the high street, illustrating its edges, adjoining neighbourhoods and connections to the wider place



## Theme Two

Place: knowing your high street



## Workshop 3

Focus on one question at a time...

Discuss feelings and perceptions about your high streets.  
Compare different views and seek consensus.

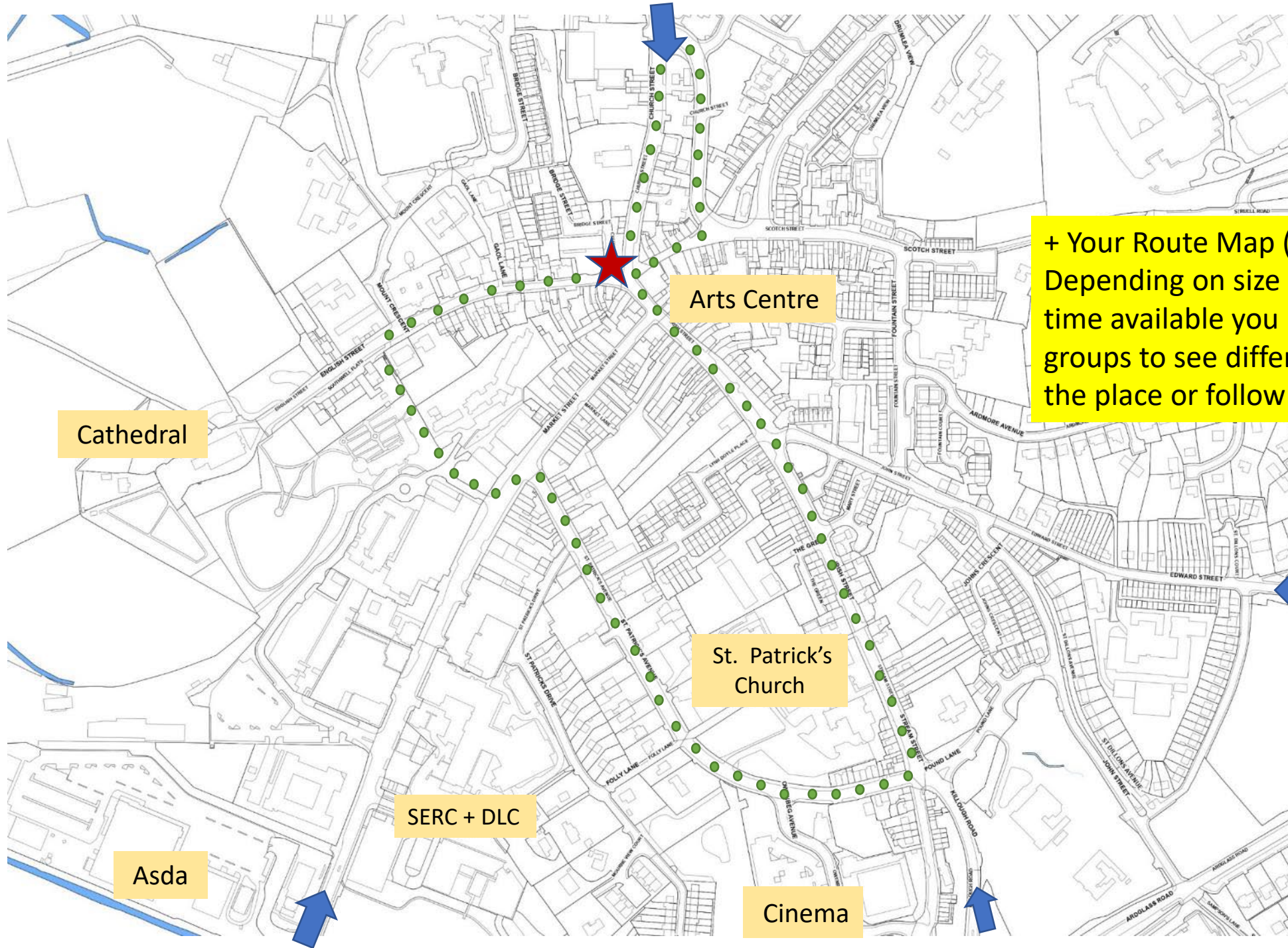
Question 9: What do you 'feel' about your high street?

Question 10: How do we agree shared goals?

Question 11: Where and what is your high street?

Local Action Group Member to provide verbal feedback





+ Your Route Map (s)  
Depending on size of place and  
time available you may split into  
groups to see different parts of  
the place or follow the one route

Cathedral

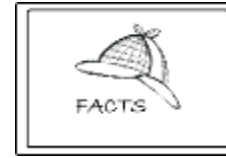
Arts Centre

St. Patrick's  
Church

SERC + DLC

Asda

Cinema



## Question 9: What do you feel about your high street?

Do you feel welcome?

What do you feel about the people in your high street ?

What are the best memories you have from your high street ??

Has your high street changed? What was it like before?

Do the seasons change how you feel about your high street ?

Do you feel safe here?  
Do you feel differently in the evening?

Does your high street feel successful?

Do you feel your children or parents would be safe here?



## Question 10: How do we agree shared goals?

What are your goals for the Living High Streets as a business owner? Visitor? Child or young person? Residents? Café owner? Office worker?

Safe and welcoming?

People's different needs?

Do they change for different times of the day, week, year?

Works all year round?

Adaptable spaces and buildings?

Culture, arts?

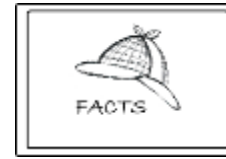
Sustainable – socially, environmentally, economically

Landscape and built heritage?

How do we protect the essential qualities here?

Collaboration and living well?

What are the essential qualities of your high streets?



## Question 11: Where and what is your high street?

- Each person to take a turn to identify and mark on a Mental Map the places they use, go to and/or have a meaning to them
- Change colour of pens for each person and / or use CAPS and lower case to show each person's Mental Map
- Think about how your child or parent would use your high streets

# 8 Workshop 3 - Guidance Notes

The following guidance notes accompany the presentation slides and are for facilitators to use at Workshop 3. Please review them and revise to reflect the place and community where you are using the Craft Kit, in particular the highlighted text. The text in red are suggestions for logistics.



Refer to Inception - Guidance Notes.



Suggest adding who the Local Action Group and Facilitator(s) are and set out the running order for the workshop.



Today we are focusing on Theme 2: Place - How do people feel here? There are more workshops planned and we hope you'll join us on this journey.

There is also potential for parallel activities that could feed into this process and complement the workshops. This could include surveys or questionnaires to fill gaps or engagement with children and young people. There may be other things going on that you know about that you could share with us.



The purpose of Theme 2 is to building a shared understanding of your high street. Today we will be asking you to share your feelings about your high streets, think about shared goals and draw up a map defining their Living High Street neighbourhood.



These are the three questions we will focus on today.



Explain format and timing for real or virtual walkabout(s).

On our walkabout we'll talk about Question 9: What do you 'feel' about your high street? This question is about emotional responses. How people 'feel' affects behaviours, choices and wellbeing, which in turns affects the whole community.

Please make individual notes on Post-Its of your different feelings in different locations while on the walkabout.

When we come to Question 11 we will explore how you each see the high street and what's important to you. You will co-design a mental map of what you feel is your high street. This is an example of a mental map.

Stay in the same groups when you return to venue to provide continuity. You could combine groups but don't split them up. Recommend reminding the allocated member of Local Action Group which question they are to provide feedback on when the groups come back together.



Focusing on Question 9: What do you 'feel' about your high street?

Please share your feelings in different locations around your high streets. Place your post-it-notes on the map or you can write directly on the map, and we can see how similar or different they are. Use prompts as needed.



Moving onto Question 10: How do we agree shared goals?

This question is about agreeing a set of high-level shared goals that address community needs. Think about different peoples' goals - as a shopkeeper, café owner, children and young people, older generation, visitors, office workers, residents, hairdresser etc.

Please take a few minutes to write your thoughts on the post-it-notes. Just one per post-it-note but there's no shortage of them. We'll then share and discuss your thoughts. Use prompts as needed.



Moving onto Question 11: Where and what is your high street?

We want you to each take a turn identifying what's important to you and using different colour markers write or draw them.

There's no wrong or right way and this will co-design mental maps which illustrate your perceptions of your high streets. Let's see how differently we see places. Use prompts as needed.

Once back together

Please can the Local Action Group members please come to the front to provide a summary of feedback and share the groups mental map.

# 9 Tips for Activities between Workshop 3 & 4

## 9.1 Making Sense of Feedback

This process should be done at interactive Local Action Group working sessions. The sub-group, facilitator or secretariat should start by creating tables that collate the transcribed notes from each rapporteur under each of the three questions. Feedback from these questions inform the perceptions and community insights. Although these questions are not asking for ideas they may appear and should be recorded and saved for the imagining theme.

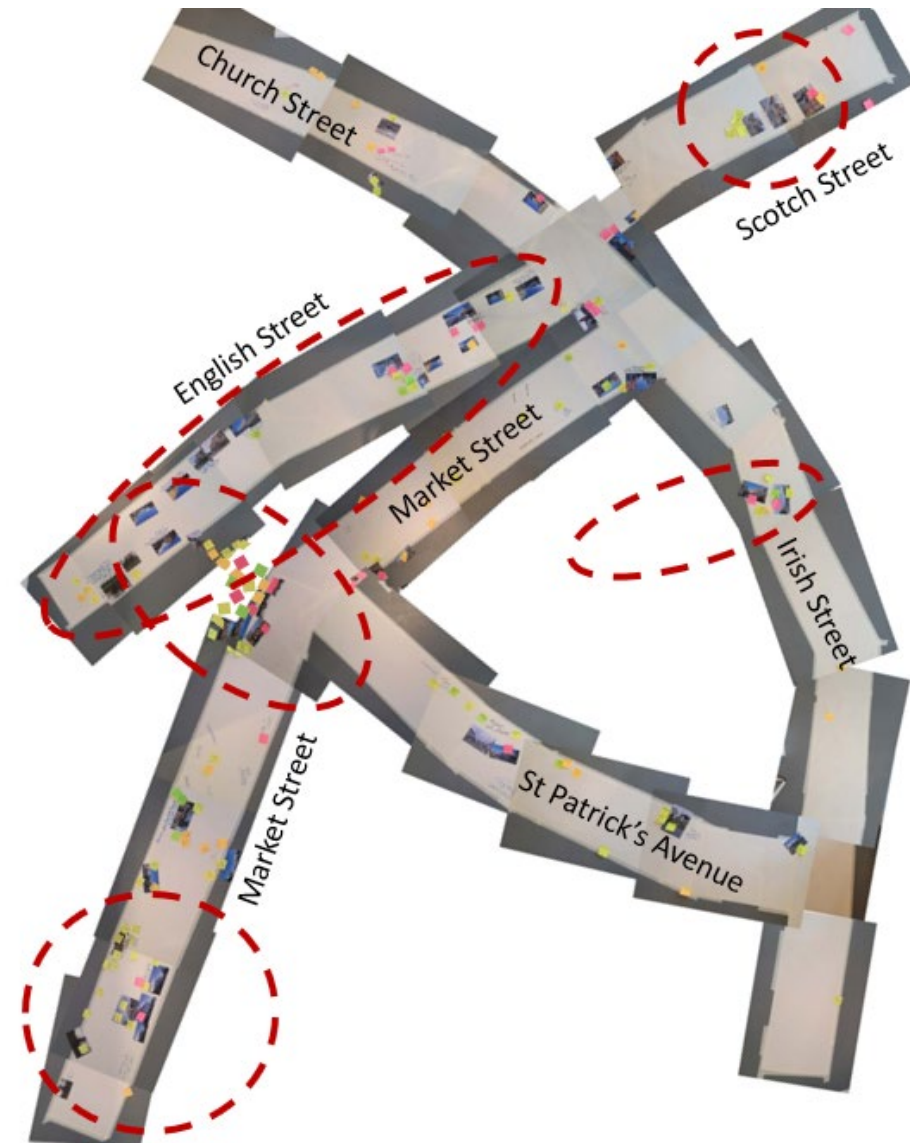
For *Question 9: What do you feel about your high street?*, consider organising the notes in a place-based manner, identifying positive and negative feelings. Also reflect on the time of the day and seasonal weather conditions and impact these have on people's feelings.

For *Question 10: How do we agree shared goals?*, consider thematising responses. Compare and contrast to see how different people have varied or similar goals and how these could be shaped to get collective goals for the future. These should be revisited and refined when you co-design your vision and objectives in the Framework.

For *Question 11: Where and what is your high street?* Review the mental maps from each of the groups and discuss the perceptions they illustrate. Consider combining these to create a co-designed mental maps to share at the next workshop.

At the working session find similarities and differences for each question. Consider how to share these findings, you could use word clouds or infographics for questions 9 and 10. Scan or photograph the mental maps from Question 11 and see how they vary or if there are common themes.

Be careful to ensure everything is captured and recorded. The combined findings from Workshops 1, 2 and 3 provide the baseline information that should be included in the Framework.



# 9 Tips for Activities between Workshop 3 & 4

## 9.2 Preparing for Workshop 4

Refresh yourself with Theme 3: Imagining, in Part 2 of the Craft Kit - purpose, ways of working and anticipated outcomes and outputs. This workshop focuses on imagining what makes a good place. Questions 12 and 13 aim to get participants thinking positively about their place. Familiarise yourselves with the purpose of these two questions and associated prompts.

## 9.3 Additional Ideas and Tips

- Tip 1: Always reflect on whether the venue and times worked and if invites are attracting participants and / or should there be changes.
- Tip 2: Prepare a plan, refer to guidance under 1.6 Workshops:
- Always important to set the context for the Living High Streets approach, Place Change Model and purpose of Theme, especially if there are new participants.
  - Consider how to balance sharing feedback from previous workshops, inspiring participants and focusing on the two questions. Also see tips 3 and 4.
- Tip 3: It is important for participants feel they are being listened to and that their feedback will be incorporated into the Framework. Consider how to share a summary of community insights / observations and existing information gathered from Workshops 1, 2 and 3. This needs to be balanced with time to focus discussions on the questions. An alternative to including this in the presentation is printing and displaying the information at the workshop for participants to look them on arrival and in the comfort break.
- Tip 4: While it can seem useful to show good examples of other places, it is better for participants to bring their own ideas and build their own interest and expertise of places. If you decide to share images, try and focus on the essential qualities of Living High Streets and make sure this is not to focus of the workshop. Ask for images from the Local Action Group members to ensure ideas are locally generated rather than imposed on them. They could be holiday photos, clippings from magazines or screen grabs from the internet, just be mindful of copyright regulations.

- Tip 5: It is important to give these two questions enough time for discussions and recommend a minimum of 30 minutes each. The number of groups will be dependent on the number of participants as well as the number of facilitators and rapporteurs available.
- Tip 6: Print A3 of the slides with the questions for each group and use these to start conversations for each question. Also print the guidance notes and pages from Part 2 of the Craft Kit that relate to Questions 12 and 13 and associated prompt for the facilitators.
- Tip 7: *Question 12: What makes a good high street?* Try to cluster the different types of feedback – there are likely to be places, uses, qualities and attributes, to mention a few. Suggest asking participants to take 5 min each write each of their thoughts and feelings on separate post it notes. Take 25 min to share and discuss ideas to generate a collective and unique spirit of good high streets. Make sure everyone gets a chance to contribute.  
Having internet access in this workshop will enable people to look for examples of the things they are interested in and discuss them with others.
- Tip 8: *Question 13: What do you like about your high street?* Encourage everyone to think about all their senses and include now and in the past. Suggest asking participants to take 5 min each write each of their thoughts and feelings on separate post it notes. It's worth having an A1 or A0 base map to place comments on using post-it-notes or writing or drawing directly on it.
- Tip 9: Photograph the post-it-notes, plans and flip charts etc. before leaving the workshop as they can get dislodged in transit.



# 10 Workshop 4 - Presentation Slides

The following presentation slides are intended for facilitators to use at Workshop 4. Please retain MAG logo and red triangle branding.

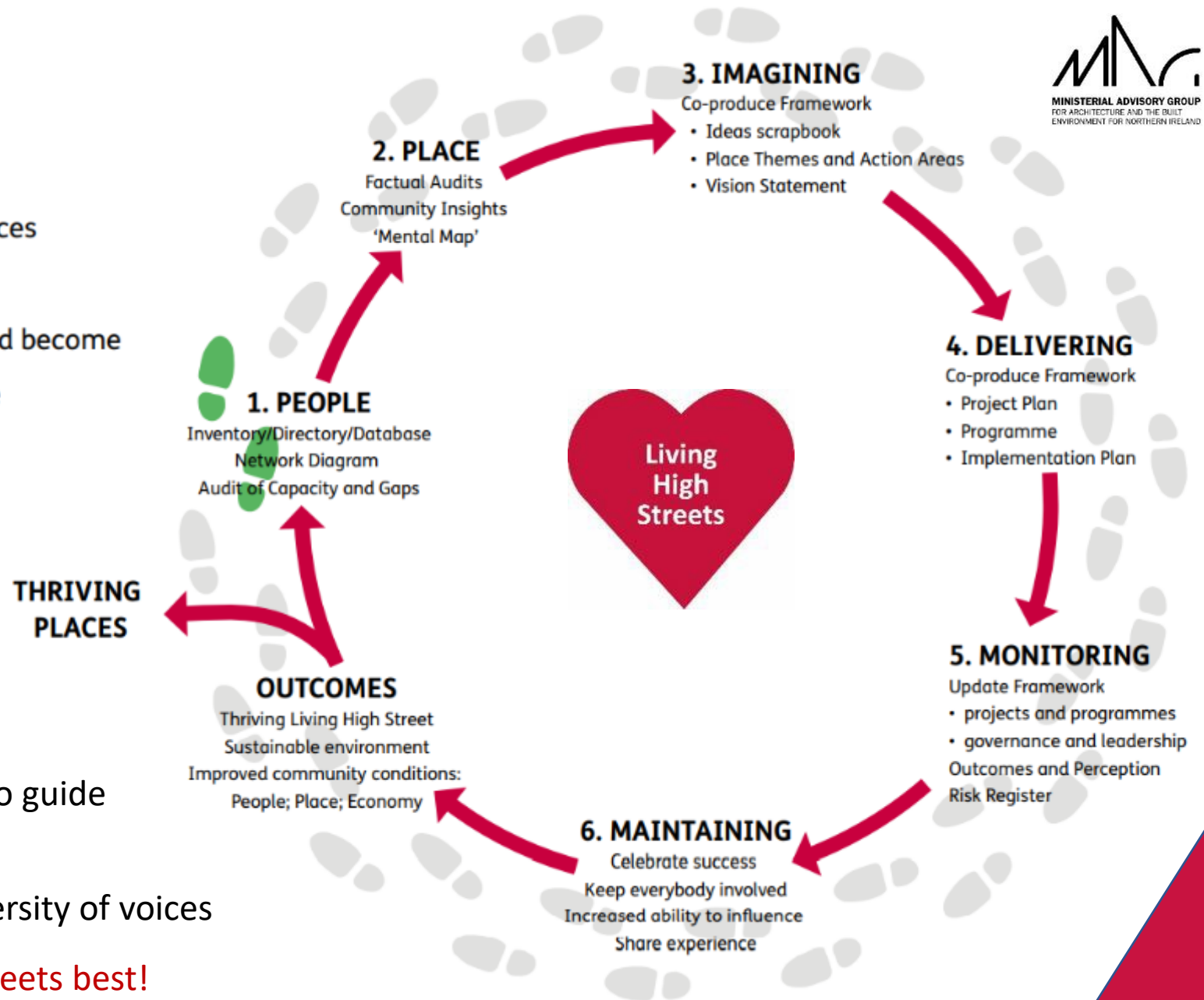
MAG recommends you also add place and people specific slides to your presentations.





# Place Change Model

- Theme 1 **People:** growing your skills and resources
- Theme 2 **Place:** knowing your high street
- Theme 3 **Imagining:** what your high street could become
- Theme 4 **Delivering:** how to focus and prioritise
- Theme 5 **Monitoring:** confirming progress
- Theme 6 **Maintaining:** loving your place



Six themes and twenty-one questions to guide conversations at Workshops

Aim to maximise participation with diversity of voices

We need you as **you know your high streets best!**

# Co-design Your Living High Streets Framework

**Theme One**  
People: growing your skills and resources



**Theme Two**  
Place: knowing your high street



**Theme Three**  
Imagining: what your high street could become



**Theme Four**  
Delivering: how to focus & prioritise



**Workshop 1:**  
Introduce Living High Streets Initiative and share your skills

**Workshop 2:**  
What do people do here?

**Workshop 3:**  
How do people feel here?

**Workshop 4:**  
Imagining what makes a good place?

**Workshop 5:**  
Imagining what we could do here?

**Workshop 6:**  
Co-design your Framework: prioritising what to do when?

**Launch Living High Streets Framework**

**Today**

**Engaging Children and Young People**



# Theme Three

## Imagining: what your high street could become

**Purpose:** Creatively producing ideas of what your high street could become, what it will look like and how it might evolve

2 questions today

2 questions Workshop 4

Outcomes and Outputs:

- An **Ideas Scrapbook** assembled out of the first thoughts and conversations on what makes a good place.
- Agreed key **Place Themes** with a statement for each one and identified **Action Areas** marked on the high street map.
- A **Vision Statement** supported by broad long term 'Goals' and more focused 'Objectives' based on conversations of what the high street could become.





## Theme 3: Imagining

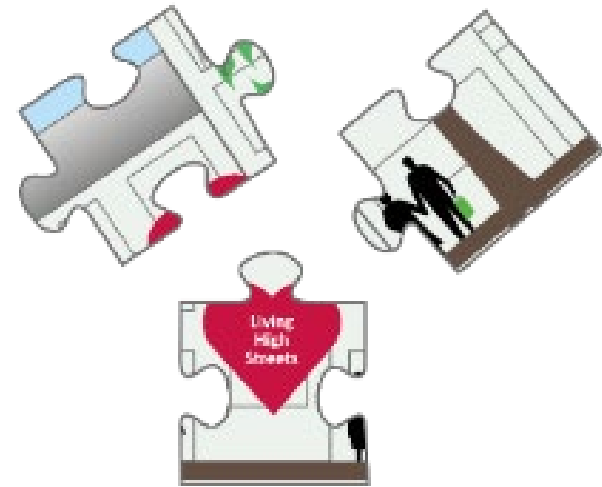
### Workshop 4: Imagining what makes a good place

#### Question 12: What makes a good high street?

Imagine what a good high street would be like and discuss what that means to you...

#### Question 13: What do you like about your high street?

Think about the little things that trigger memories: shopfronts, smell of baking bread, the friendly chemist, historic faded signs, buildings or just a door, trees, views: near and far, people...



Theme Three

Imagining: what your high street could become



## Question 12: What makes a good high street?

Imagine what a good high street would be like and discuss what that means to you.

What are **your favourite high streets** and why?

What makes one place different to another?

What about the quality of buildings and streets?

What makes you feel connected to places?

Good memories of high streets from your holidays?

spaces and environment?

.....  
...

Think about the **needs of different people** as well as your own journey through life

facilities and services?

Great high streets from your childhood?

movement and accessibility?

...





Theme Three

Imagining: what your high street could become



## Question 13: What do you like about your high street?

Think about the little things that trigger memories: shopfronts, smell of baking bread, the friendly chemist, historic faded signs, buildings or just a door, trees, views: near and far, people...

What makes you proud of your high street?

What do you enjoy about your high street?

What things hold meaning for you in your high street?

Do you have a sense of belonging in your high street?

Do you like specific buildings or just a door, window, ornament in your high street?

What about the people in your high street – family, friends or wider community

Feeling welcome and safe?

# Feedback

Group 1

- ..
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Group 2

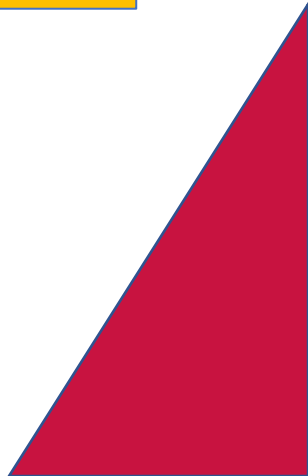
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Group 3

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Group 4

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- ..



# 10 Workshop 4 - Guidance Notes

The following guidance notes accompany the presentation slides and are for facilitators to use at Workshop 4. Please review them and revise to reflect the place and community where you are using the Craft Kit, **in particular the highlighted text**. The text in red are suggestions for logistics.



Refer to Inception - Guidance Notes.

**Suggest adding who the Local Action Group and Facilitator(s) are and set out the running order for the workshop.**



Today we are focusing on Theme 3: Imagining - thinking positively about your high street. There are more workshops planned and we hope you'll join us.



**Suggest adding slides to:**

- **play back what you think you've heard to make sure nothing is misinterpreted – community insights / observations**
- **share existing information**



The purpose of Theme 3 is to creatively produce ideas of what your high street could become, what it will look like and how it might evolve.

We will focus on two questions today and the other two imagining questions at Workshop 5.



MAG identified what are believed to be the essential qualities of thriving places. This diagram identifies the various traditional and complementary uses that are in high streets. The number of these varies depending on the scale of the place and the catchment area. However, the qualities we are all seeking tend to be the same or similar.

**Add a few slides of images to inspire, if needed? But remember this is not a design exercise!**



Today we welcome your thoughts on these two questions. Imagining what makes a good high street, and what do you like about your high street?

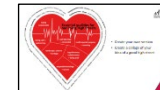
*Break participants into groups to discuss the two questions.*

*Once in groups recommend reminding the allocated member of Local Action Group which question they are to provide feedback on when the groups come back together.*



Focusing on Question 12: What makes a good high street?

Imagine what a good high street would be like and discuss what that means to you. Please take 5 min to write each of your thoughts on separate post it notes. We'll then share thoughts to create a collective and unique spirit of good high streets. *Use prompts as needed.*



We could use this to:

- create your own essential qualities or
- co-design a collage of your idea of a good high street.



Moving onto Question 13: What do you like about your high street?

Please take 5 min to write each of your thoughts on separate post it notes. We'll then share thoughts adding your thoughts to the map. *Use prompts as needed.*

*Once back together*



Please can the Local Action Group members please come to the front to provide a summary of feedback and share the group's menta map.

# 11 Tips for Activities between Workshop 4 & 5

## 11.1 Making Sense of Feedback

This process should be done at interactive Local Action Group working sessions. The sub-group, facilitator or secretariat should start by creating a table that collate the transcribed notes from each rapporteur under each of the two questions.

For *Question 12: What makes a good high street?*, consider organising the notes under themes including places, uses and qualities.

For *Question 13: What do you like about your high street?*, the feedback could be clustered in a place-based manner. There may also be feedback that applies across the high street and could be clustered under themes.

There may also be ideas that should be recorded and saved with others from previous workshops.

At the working session find similarities and differences for each question. Consider how to share these findings at the next workshop, you could use word clouds, infographics or photos. Findings will also shape parts of Framework so ensure everything is captured and recorded.

Ask members to bring photos of their ideas to the next workshop and also ask invitees to also bring theirs.



# 11 Tips for Activities between Workshop 4 & 5

## 11.2 Preparing for Workshop 5

Refresh yourself with Theme 3: Imagining, in Part 2 of the Craft Kit - purpose, ways of working and anticipated outcomes and outputs. This workshop focuses on imagining what could you do in your high streets. Questions 14 and 15 aim to get participants to share their ideas and aspirations for their high street. Familiarise yourselves with the purpose of these two questions and associated prompts.

## 11.3 Additional Ideas and Tips

- Tip 1: Always reflect on whether the venue and times worked and if invites are attracting participants and / or should there be changes.
- Tip 2: Prepare a plan, refer to guidance under 1.6 Workshops:
- Always important to set the context for the Living High Streets approach.
  - Consider how to balance sharing feedback from previous workshop, a walkabout and focusing on the two questions.
- Tip 3: The feedback could be limited to the findings from the last workshop to give more time for a walkabout and focused discussions.
- Tip 4: Consider a walkabout to discuss *Question 14: What could we do here?* When planning the routes and places to stop consider findings from previous workshops. Think about safety and noise levels as well as places of interest. There may be benefits in different break out groups looking at different parts of the high streets, see 1.6 Workshops for different formats. Having conversations to share ideas on site are important but also need to ensure they are recorded. Ask participants to write ideas on post-it-notes during the walkabout.
- Tip 5: The number of groups will depend on the number of participants and each walkabout group should have a placemaking facilitator and rapporteur. Stay in the same groups when you return to the venue to enable conversations to grow.
- Tip 6: It is important to give these two questions enough time for discussions and recommend 30-40 minutes each. If the walkabout takes longer than planned the time for discussions may need to be reduced but make sure everything is recorded from Question 14 before starting Question 15. Be ready to adjust timing if required.

Tip 7: Print A3 of the slides with the questions for each group and use these to start conversations for each question. Also print the guidance notes and pages from Part 2 of the Craft Kit that relate to Questions 14 and 15 and associated prompts for the facilitators.

Tip 8: Print A1 or A0 blank OS maps for participants to place their post-it-notes on the map or write and draw their ideas for *Question 14: What could we do here?*, on the map when they return from the walkabout.

Share ideas and aspirations and ask participants to identify what are needs and wants. This can be challenging but important to understand the difference. A tip would be to add a symbol to the Post-it-notes as that way the rapporteurs can type them up under the two headings as well as having place-based locators for the ideas.

The intention is to agree key 'Themes' with a statement for each one and mark 'Action Areas' on and around the map.

Tip 9: *Question 15: What could your high street look and feel like?* This relates to the quality of the place and discussions are likely to refer to ideas discussed at the last workshop about what makes a good high street. Suggest asking participants to take 5 min each write each idea on separate post it notes before sharing ideas. Encourage the discussions to progress into more detail as this will give the richness needed.

Ask participants and Local Action Group members to share any photos or images they have brought with them. Having internet access in this workshop will enable people to look for examples of the things they are interested in and discuss them with others.

Tip 10: Photograph the Post-it notes, plans and flip charts etc. before leaving the workshop as they can get dislodged in transit.

# 12 Workshop 5 - Presentation Slides

The following presentation slides are intended for facilitators to use at Workshop 5. Please retain MAG logo and red triangle branding.

MAG recommends you also add place and people specific slides to your presentations.







# Approach to Living High Streets

A fresh approach to placemaking - empowers local communities to:

- understand their collective needs
- identify uniqueness of their place
- reimagine their high streets
- translate ideas into practical actions
- co-design their Living High Streets Framework

Aims to:

- enable places to become sustainable and thriving - socially, environmentally and economically
- increase everybody's skills, experience and confidence to play their role in their place



# Co-design Your Living High Streets Framework

**Theme One**  
People: growing your skills and resources



**Theme Two**  
Place: knowing your high street



**Theme Three**  
Imagining: what your high street could become



**Theme Four**  
Delivering: how to focus & prioritise



**Workshop 1:**  
Introduce Living High Streets Initiative and share your skills

**Workshop 2:**  
What do people do here?

**Workshop 3:**  
How do people feel here?

**Workshop 4:**  
Imagining what makes a good place?

**Workshop 5:**  
Imagining what we could do here?

**Workshop 6:**  
Delivering: prioritising what to do when?

**Launch Living High Streets Framework**

**Today**

**Engaging Children and Young People**

# Theme Three

## Imagining: what your high street could become



**Purpose:** Creatively producing ideas of what your high street could become, what it will look like and how it might evolve

Outcomes and Outputs:

- An **Ideas Scrapbook** assembled out of the first thoughts and conversations on what makes a good place.
- Agreed key **Place Themes** with a statement for each one and identified **Action Areas** marked on the high street map.
- A **Vision Statement** supported by broad long term 'Goals' and more focused 'Objectives' based on conversations of what the high street could become.

# Theme 3: Imagining



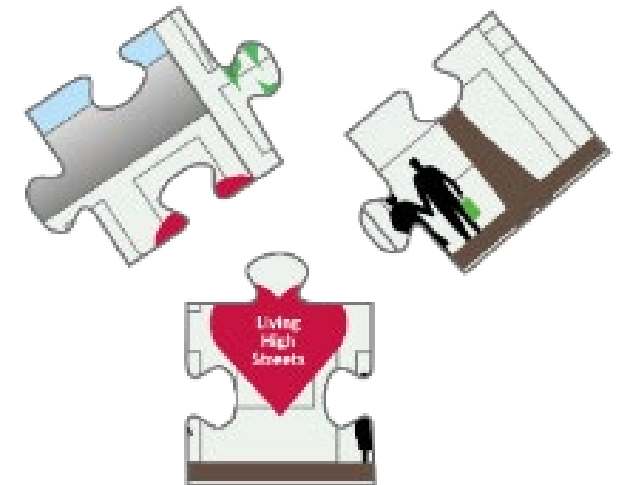
## Imagining what could you do in **your high streets**

Question 14: What could we do here?

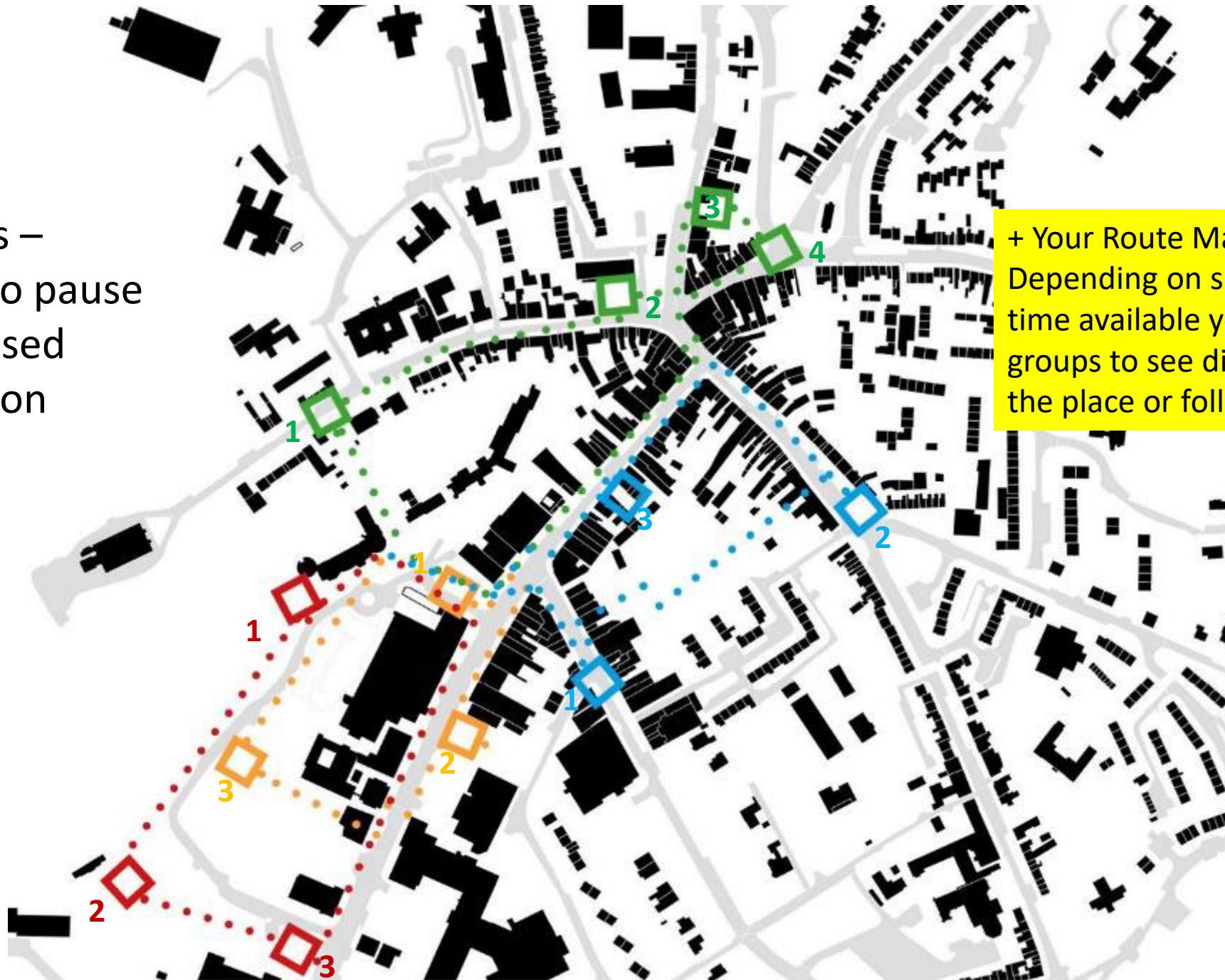
ideas and thoughts on what you think should be kept, changed or added...  
...think about people's needs and wants

Question 15: What could your high street look and feel like?

think about the quality of place you would like to see created



4 routes –  
places to pause  
for focused  
discussion



+ Your Route Map (s)  
Depending on size of place and  
time available you may split into  
groups to see different parts of  
the place or follow the one route



## Question 14: **What could we do here?**

This question is an opportunity to assess **ideas and thoughts** on what you think should be **kept, changed or added** to the high street area. When reviewing these ideas together, divide them into what you think are **needs and wants**. The outcomes might be surprising.

for example:

- **Different opening times** might be perceived as **more of a need than a want**
- Being able to **park in a particular place** might be **more of a convenient want than a need**

Challenging and addressing the **wants that are compromising the needs** can create a more successful place.



## Question 14: **What could we do here?**

Discuss whether ideas are **needs and wants**

Agree key **'Themes'** with a statement for each one  
and mark **'Action Areas'** on and around the map

What would make this an  
attractive place to live?

How do we increase  
activity for trade, work  
and volunteering?

How do we improve  
the visitor offer?

How do we support  
people throughout  
their lives?

How do we increase  
active movement?

How do we increase  
the sense of safety  
and welcome?



## Question 15: **What could your high street look and feel like?**

This follow-on question is about the **quality of place** you would like to see created. Think of it as preparing a brief for future designers.

thoughts on architecture  
and landscape design?

thoughts on public art,  
colours, textures etc?

Ideas for activities  
and events?

Consider both  
traditional and  
contemporary designs

Send us your pictures

create an ideas  
scrapbook



## Question 14: **What could we do here?**

'Themes' with a statement for each one and mark 'Action Areas' on the map

Group 1

- ..
- ..
- ..
- ....
- ..

Group 2

- ..
- ..
- ..
- ....
- ..

Group 3

- ..
- ..
- ..
- ....
- ..

Group 4

- ..
- ..
- ..
- ....
- ..

## Question 15: **What could your high street look and feel like?**

the **quality of place** you would like to see created... vision / objectives for a brief

Group 1

- ..
- ..
- ..

Group 2

- ..
- ..
- ..

Group 3

- ..
- ..
- ..

Group 4

- ..
- ..
- ..

# 12 Workshop 5 - Guidance Notes

The following guidance notes accompany the presentation slides and are for facilitators to use at Workshop 5. Please review them and revise to reflect the place and community where you are using the Craft Kit, **in particular the highlighted text**. The text in red are suggestions for logistics.



Refer to Inception - Guidance Notes.

**Suggest adding who the Local Action Group and Facilitator(s) are and set out the running order for the workshop.**

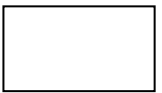


This community led approach to placemaking looks at all aspects of your high streets. It is not a design exercise or a consultation process. It is a participatory approach, that builds skills, experience and confidence of communities to play your part in your place.

This continuous process allows new people and fresh ideas to be added over time. It also aims to enable places and communities to thrive and be socially, environmentally and economically sustainable.



You know your high streets best and we need your local knowledge. Today we are focusing on Theme 3: Imagining what we could do here? There will be one more workshop and we hope you'll join us.



We focused on two questions at the last workshop and this summarises what you told us. **Suggest adding slides to play back what you think you've heard at the last workshop.**



The purpose of Theme 3 is to creatively produce ideas of what your high street could become, what it will look like and how it might evolve.

Today is an opportunity to get your ideas and thoughts on what you think should be kept, changed or added to the high street area.



When we discuss these ideas together, you'll divide them into what you think are needs and wants. For example:

Different opening hours might be perceived as more of a need than a want. Being able to park in a particular place might be more of a convenient want than a need.

If we challenge and address the wants that are compromising the needs, we can create a more successful place.



**Explain format and timing for walkabout.**

Please make individual notes on Post-Its of your different ideas in different locations while on the walkabout. When we get back you'll place them on a map and continue the discussions.

*Stay in the same groups when you return to venue to provide continuity. You could combine groups but don't split them up. Check timing to see if you need to adjust the times for each question.*

*Remind the allocated member of Local Action Group which question they are to provide feedback on when the groups come back together.*



Staying focused on Question 14: What could we do here? place your post-it-notes on the map or write and draw your ideas and aspirations.

Can you identify which ideas you think are needs and wants?

Let's see if we can see any emerging Themes and Action Areas that we can identify. *Use prompts as needed.*



Moving onto Question 15: What could your high street look and feel like? Take 5 min to write each of your ideas on separate post it notes before we sharing ideas. *Use prompts as needed.*

Has anyone brought photos or images with you?

*Once back together*



Please can the **Local Action Group members** please come to the front to provide a summary of ideas.



# 13 Tips for Activities between Workshop 5 & 6

## 13.2 Preparing for Workshop 6

Refresh yourself with Theme 3: Delivering, in Part 2 of the Craft Kit - purpose, ways of working and anticipated outcomes and outputs. This workshop focuses on prioritising what to do when. Questions 16 - 18 aim to give participants a shared understanding of how the change process works to support a focused programme of projects and activities.

Familiarise yourselves with the purpose of the three questions and associated prompts.

## 13.3 Additional Ideas and Tips

- Tip 1: Always reflect on whether the venue and times worked and if invites are attracting participants and / or should there be changes.
- Tip 2: Consider if there should also be a public event? Whether an exhibition is needed for a wider audience or is this duplication? It will depend on your audience, level of interest and the decision should be made by the Local Action Group.
- Tip 3: Prepare a plan, refer to guidance under 1.6 Workshops. The format of the final workshop depends on the outputs from previous workshops. The number of groups will depend on the number of participants and available placemaking facilitators and rapporteurs.
- Tip 4: Print A3 of the slides with the questions for each group and use these to start conversations for each question. Also print the guidance notes and pages from Part 2 of the Craft Kit that relate to Questions 16 - 18 and associated prompts for the facilitators.
- Tip 5: For *Question 16: Where could we make changes?* Suggest having an A1 or A0 OS maps and the list of ideas from previous workshops and ask participants to identify where on the map these should happen. See if there are key Themes emerging and how they could work together in Action Areas.

Tip 6: For *Question 17: How do we prioritise actions?* Suggest asking participants to identify two or three of their priorities for Actions that should be Now, Sooner and Later. The Local Action Group members should agree the time periods these represent. Suggest using coloured stickers or pins.

The role of facilitators and rapporteurs is important to capture the why participants select different ideas and actions as their priorities. This is very important as it will influence the themes and shape of the Framework.

Tip 7: *Question 18: How do you deliver action?* It is important to discuss who will be responsible for making a project and activity happen and how they will achieve it. This should not all fall to local and central government, and it is important that at this stage the Local Action Group members also take ownership of actions as they will own their Framework. Partnership with various stakeholders will be essential and this process of co-design helps to ensure that everyone becomes accountable for their own actions that contribute to positive change.

This discussion may lead the Local Action Group to consider additional membership or agreements with delivery partners. The important thing is agreeing actions and then forming the best governance structures to deliver those actions. For example, different organisational structures can apply for different funding sources. This should be allowed to evolve rather than getting caught in legal debates on structures.

Tip 8: Think beyond the final workshop as to what the following steps will be so that you can share this at the workshop. It is essential that participants that have given their time understand the process and how they can continue to contribute.

Tip 9: Photograph the Post-it notes, plans and flip charts etc. before leaving the workshop as they can get dislodged in transit.

# 14 Workshop 6 - Presentation Slides

The following presentation slides are intended for facilitators to use at Workshop 6. Please retain MAG logo and red triangle branding.

MAG recommends you also add place and people specific slides to your presentations.

The format for the final workshop will depend on the outputs to date and there are therefore no guidance notes to accompany the following slides. The title slide, theme 5 and questions can be used as required.





# Theme Four

## Delivering: how to focus & prioritise



**Purpose:** Developing a shared understanding of how the change process works to support a focussed programme of projects and activities

Outcomes and Outputs:

- **Project Plan** – includes the place themes, action areas, physical projects and/or programmes and activities that address the goals and objectives in the Vision Statement using the Ideas Scrapbook.
- **Programme** - a series of Now, Sooner & Later actions.
- **Implementation Plan** - responsibilities, resources needed (skills and funding) and methods.



# Theme 4: Delivering



## Prioritising what to do when

Question 16: Where could we make changes?

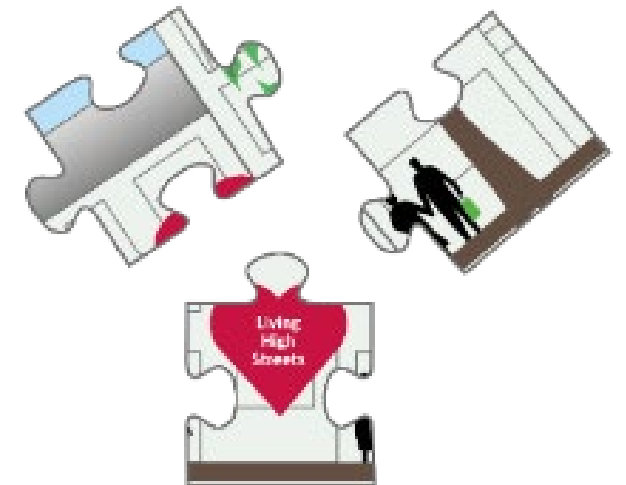
look at the ideas, are there key Themes and how they would work together in Action Areas

Question 17: How do we prioritise actions?

Identify your choice for Now, Sooner and Later Actions

Question 18: How do you deliver action?

who responsible for Actions and how they will achieve it







## Question 16: **Where could we make changes?**

What needs to come first to enable other projects  
Tactical, pop-up, pilot projects and meanwhile uses  
Key Themes and Action Areas

What kind of changes:  
landscape, buildings,  
spaces, landscapes,  
movement;  
stewardship?

What new spaces are  
needed and could be  
created?

Consider public arts,  
events and festivals

Where could people  
live: above the shop;  
new houses;  
apartments etc.

How will people  
move about?

Where would  
new facilities or  
buildings go?

What are the hard  
and soft sites -  
what is non-  
negotiable?



## Question 17: **How do we prioritise actions?**

**activities**

**projects**

**strategies**

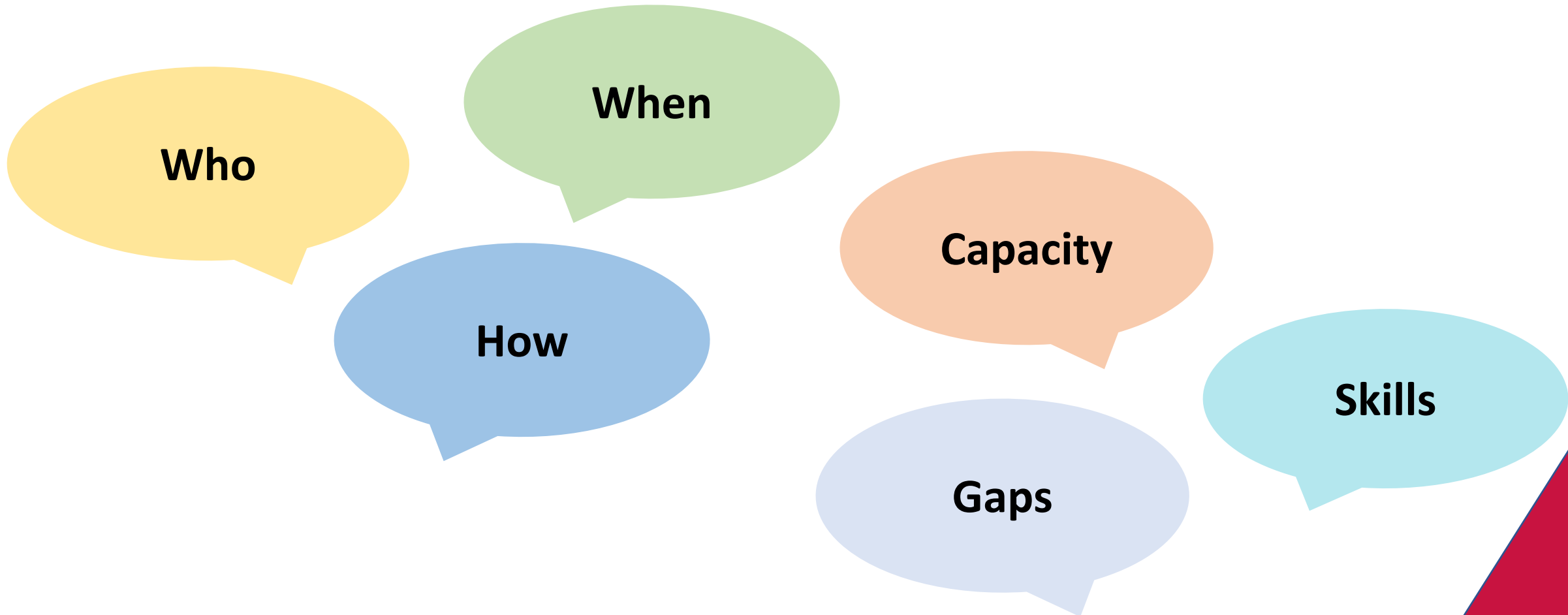
**capacity,  
funding...**

**sequencing**

**complement  
existing projects**



## Question 18: **How do you deliver action?**



# 15 Tips for drafting your Framework

## 15.1 Start by co-designing Actions

This stage will depend on outputs from Workshops 4, 5 and 6. The sub-group, facilitator or secretariat should start by creating a table that collate the transcribed notes from each rapporteur under each of the three questions.

Consider using an Excel Spreadsheet MAG (as facilitator) collated and distilled the ideas grouping them under common headlines. Priorities for the ideas from each of the groups were counted under Now, Sooner and Later to get a comprehensive list. Columns were added for: who and how; aim; and Actions for the Framework (see extract below). The focus at this stage should be to shape the Actions as these will be owned by the Local Action Group, other asset owners and delivery partners.

This spreadsheet was shared as a live document at the working sessions with the Local Action Group and the facilitator guided the members to co-design of the Actions in the Framework. As the priorities were quantified this added focus and permitted the Group to set aside some of the ideas at this stage. However, all ideas are retained in the Ideas Scrapbook in the Appendices of the Framework.

This process was challenging and time intensive, but it was essential to ensure the Local Action Group had ownership of the Actions.

	A	B	F	J	N	O	P	Q	R	S	U	V	
9		TEXT FROM WORKSHOP 5	Priorities					Headlines	Who + how	Aim	Actions for Framework		
10		<b>STRATEGIES</b>	Now	Sooner	Later	Total					Now	Sooner	Later
12	<b>A</b>	<b>Communications + Networks + Marketing</b>											
13	1	Need to improve connections between building owners and businesses.						Communications + Networks + Marketing		Strengthen business relationships, networks and connectivity. Increase links and synergies between businesses, building owners, SERC, Rutledge, customers and the public.			
14	2	Strengthen business relationships, networks and connectivity. Want more collaboration between businesses, communities, arts and crafts. Increase links and synergies between businesses, SERC, customers and the public. Could there also be a Down Business Centre	1	4	1	6			Down Business Centre lead with all DRWG members feed in	Expand the Down Business Centre Directory to include all other groups: communities, arts, tourism, services etc. Need to set out 1 - process to get contact details, compliant with GDPR; 2 - process and format to share information across the network.	Develop better links between businesses and SERC and Rutledge to create job opportunities include heritage construction (trades and professionals), tourism, hospitality, leisure, marketing, promotion etc.		
15	3	Want a local newsletter to share local information and what's on (door-to-door) plus social media to ensure all residents are engaged.		1		1			DRWG members	Improve links with existing avenues to share local information and what's on (door-to-door) plus social media to ensure all residents are engaged - Down Recorder, existing FaceBook, websites etc. - link to A2 above	Consider if / when a local newsletter is required to share local information and what's on (door-to-door) plus social media to ensure all residents are engaged. If needed workshop 1 identified: Linda Beers (PR) - Down Business Centre Board Member; Nicola Boyd - media, marketing; Council - Philip and Jonathan listed for potential action to make contact? SERC media students?		
16	4	Want a local voucher scheme that encourages use of local shops and facilities.	2			2			DRWG members + NMDDC	Increase footfall.	Use different social media platforms (FaceBook, TickToc, Instagram, website etc) to reach different audiences.	Consider setting up local voucher scheme, visitor pass that encourages the use of local shops and facilities. Is there a previous Council Love Local scheme that could be tried again?	
17		Maximise technology to encourage young into the town.											
18		Want QR Codes on marketing material to recommend places to go, eat, shop								Consider use of QR codes			
19	5	Anti-social elements / issues need to be dealt with appropriately (not papered over). Need to encourage 'ownership' of places by the community that are overlooked, safe. Pride in place. Want awards and/or	4			4		Increase pride in place	DRWG members	Nominate Champions / Local Hero competitions? Increase pride in place. Encourage 'ownership' of places by the community that are over-looked, bright and safe. <a href="#">Link to Spaces - connecting and activating</a>			
20	6	Need to create a image, narrative: Downpatrick the County Town for Down: Downpatrick - where the story of Ireland begins	5		2	7			DRWG, TNI, HED, NMDDC etc	Have a clear vision that captures the spirit of Downpatrick and it's people and a set of objectives that can be used to assess proposals as they emerge through delivery.	DRWG to work with Tourism NI, Council, community (businesses + residents) and others to create collective strategy to identify experiences for different audiences. Develop experiential days out for different types of people: family day out, couples weekend break, Saturday day out for young people, seniors day trip into town, relaxed Sunday, childrens play day etc. -not just tourism this needs to address local and visitor needs	Develop projects / competitions for different aspects and seek funding for delivery - link to schools, SERC, Rutledge, Community Arts, sports clubs, Mens Shed, Knit and Natter etc?	

# 15 Tips for drafting your Framework

## 15.1 Start by co-designing Actions (continued)

Following the intense working session, the Placemaking Facilitators should rationalised the common headlines into Strategies with draft Actions, translating the spreadsheet into a Word Document.

Suggest using a PowerPoint at the next working session to share the draft shape of the Strategies and headline Actions and then revert to the Word document and typed live to co-design the Actions. This process is likely to take several interactive working sessions and the Local Action Group should take more ownership of the wording of their Actions.

The Framework should be co-designed and is owned by Local Action Group. The Actions are set out under First Steps for the first year and Next Steps for future years with the aim that over the first year the Local Action Group should will progress the Actions and develop a programme for the future Actions in the Next Steps.

Although the Actions will be initially drafted by Placemaking Facilitators these should evolved through co-design with the Local Action Group should members, asset owners and other delivery partners through working sessions, virtual meetings and emails. In addition to the Working Sessions there are likely to be meetings with other asset owners / delivery partners and statutory stakeholders.

The co-designed Framework focuses on incremental Actions to deliver the vision. It provides the Local Action Group should with a clear set of instructions on next steps that they and their stakeholders will take responsibility to deliver. Since the Actions in the Framework are co-designed, through the process, there is commitment and buy-in on the way forward.

## 15.2 Structure of a Framework

Every Local Action Group will co-design their own place specific Framework and must not try and follow a template. They must reflect the outcomes from each stage of the process but may not include everything listed in the Craft Kit as it must reflect the uniqueness of that place and the community. As this is not a design exercise, the Framework will be more akin to a Place Based Business Plan than a Masterplan.

MAG would encourage you to ask the Local Action Group members to contribute to the Framework. Could they write the Introduction and / or the vision and objectives. The placemaking facilitators are best placed to prepare any technical /reference sections with input from the sub-group.

## 15.2 Action Tracker

MAG would recommend preparing an Action Tracker that sits alongside the Framework as a working tool to assist the Local Action Group and delivery partners to monitor the progress of Actions and Projects in the Framework, assess timescales and consider programming and potential resources. It identifies leads and partners for delivery and will assist the Local Action Group to monitor progress and to stay nimble and keep everything live and capable of responding to opportunities and issues as they arise.

Action Tracker -

Strategy A:	Links	When	Progress, Risks + Mitigation	Lead	Partners / Support
Strategy A Action 1					
1a					
1b					
1c					
1d					
Strategy A Action 2					

# Appendices

- Appendix A      Indicative Methodology
- Appendix B      Applying a Heritage Lens
- Appendix C      Acknowledgements & Contact Details

# Appendix A

## Indicative Methodology

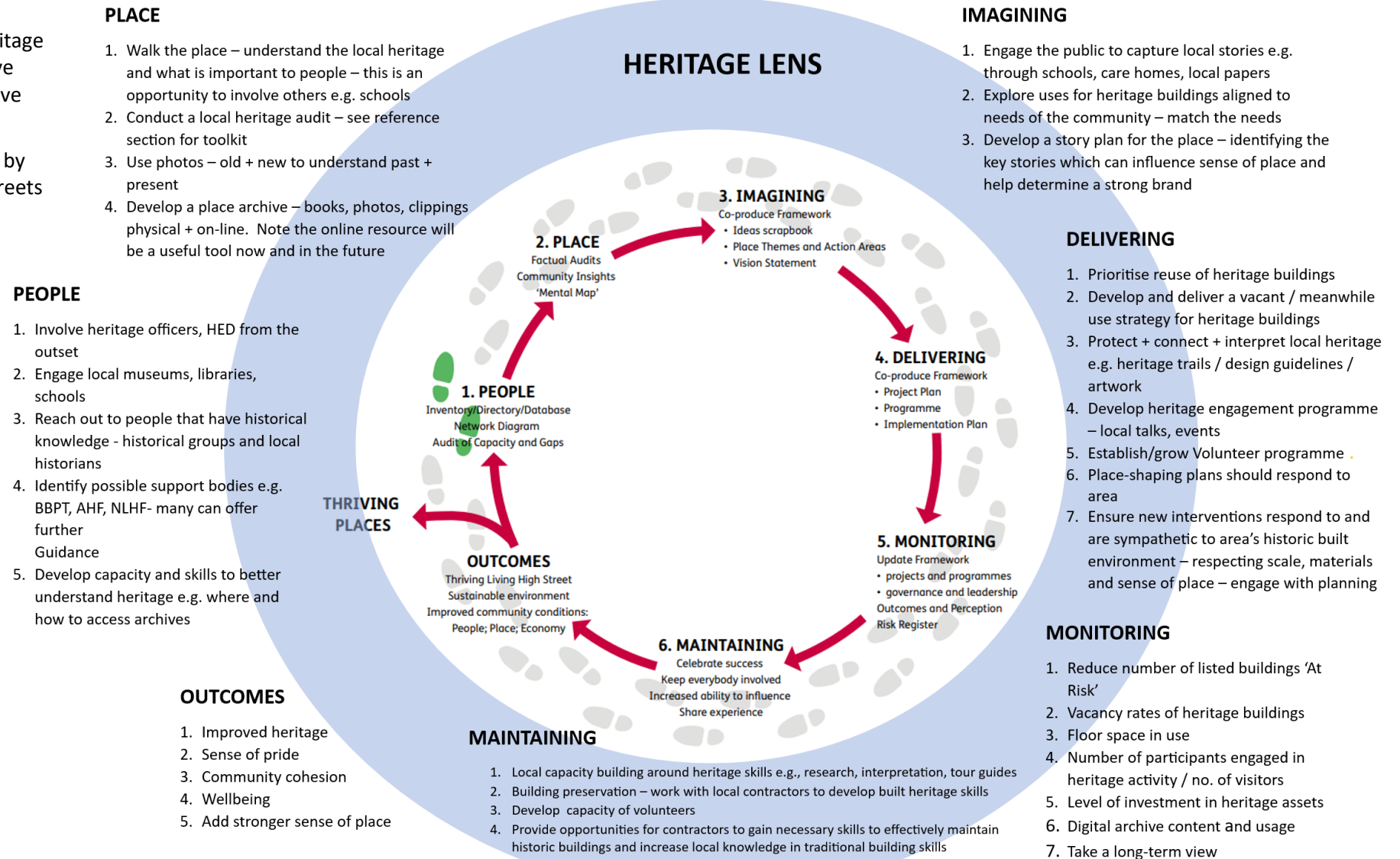
Stage	Activities	Actions
Inception		<ul style="list-style-type: none"> <li>• Agree membership and governance of the Local Action Group.</li> <li>• Assess capacity / resource available from the Local Action Group.</li> <li>• Identify what information, networks and data are available.</li> <li>• Draft a programme.</li> </ul>
Theme 1 People: growing your skills and resources	Preparation	<ul style="list-style-type: none"> <li>• Identify participants, groups and networks and how to reach them.</li> <li>• Explore options for workshop venues – accessible, inviting to all, day/times.</li> <li>• Assess what information and data is available and how to present it / make it available.</li> <li>• Agree number and location of sessions required based on numbers, participants preferences etc.</li> </ul>
	Workshop 1	<ul style="list-style-type: none"> <li>• Facilitate discussions - Questions 1 to 5.</li> <li>• Cluster information / types.</li> </ul>
	Drafting Outputs	<ul style="list-style-type: none"> <li>• Collate the information to create the anticipated Outcomes and Outputs in the Craft Kit.</li> <li>• Consider how to fill any gaps and increase participation.</li> </ul>
Theme 2 Place: knowing your high street	Preparation	<ul style="list-style-type: none"> <li>• Explore options for walk abouts / workshop venues (before and after walkabout)– accessible, inviting to all, day/times.</li> <li>• Identify what information and data is available and how to present it / make it available</li> <li>• Agree number and location of sessions required based on numbers, participants preferences etc.</li> </ul>
	Workshop 2	<ul style="list-style-type: none"> <li>• Share all the information / Outcomes and Outputs with all participants at Workshop 2.</li> <li>• Manage walk about route and places to stop enroute and assist keeping group together.</li> <li>• Facilitate discussions - Questions 6 to 8.</li> <li>• Guiding and grouping feedback / maps etc</li> </ul>
	Collating and preparation	<ul style="list-style-type: none"> <li>• Collate all the information gathered and make it available / present it at the next Workshop.</li> <li>• Consider gaps that need to be filled before the next workshop and who / how to action this.</li> <li>• Consider any lessons learnt from Workshop 2: routes, venue, materials, participants and adjust.</li> </ul>
	Workshop 3	<ul style="list-style-type: none"> <li>• Manage walk about route and places to stop enroute and assist keeping group together.</li> <li>• Facilitate discussions - Questions 9 to 11.</li> <li>• Guiding and grouping feedback on feelings /mental maps etc.</li> </ul>
	Drafting Outputs	<ul style="list-style-type: none"> <li>• Collate the information to create the anticipated Outcomes and Outputs in the Craft Kit.</li> <li>• Consider gaps that need to be filled before the next workshop and who / how to action this.</li> </ul>
Theme 3 Imagining: what your high street could become	Preparation	<ul style="list-style-type: none"> <li>• Consider whether you need to ask people to bring photos of a place they like and /or if there are website you could make available at the workshop.</li> </ul>
	Workshop 4	<ul style="list-style-type: none"> <li>• Share all the information / Outcomes and Outputs from previous workshops.</li> <li>• Facilitate discussions - Questions 12 and 13.</li> <li>• Guiding and grouping feedback.</li> </ul>
	Collating and preparation	<ul style="list-style-type: none"> <li>• Collate all the information gathered and make it available / present it at the next Workshop.</li> <li>• Consider gaps that need to be filled before the next workshop and who / how to action this.</li> <li>• Consider any lessons learnt from Workshop 4 and adjust if needed.</li> <li>• Consider asking people to bring photos/images to share their ideas.</li> </ul>
	Workshop 5	<ul style="list-style-type: none"> <li>• Share all the information from previous workshops.</li> <li>• Facilitate discussions - Questions 14 and 15.</li> <li>• Guiding and grouping feedback under Themes and Areas.</li> </ul>
	Drafting Outputs	<ul style="list-style-type: none"> <li>• Collate the information to create the anticipated Outcomes and Outputs in the Craft Kit.</li> <li>• Consider gaps that need to be filled before the next workshop and who / how to action this.</li> </ul>
Theme 4 Delivering: how to focus and prioritise	Preparation	<ul style="list-style-type: none"> <li>• Consider any lessons learnt from previous Workshops and whether anything needs adjusting.</li> <li>• Consider if there are any skills / people missing that you need for the next workshop.</li> </ul>
	Workshop 6	<ul style="list-style-type: none"> <li>• Share all the information / Outcomes and Outputs from previous workshops.</li> <li>• Facilitate discussions - Questions 16 and 18.</li> <li>• Guiding and grouping feedback.</li> </ul>
	Drafting Outputs	<ul style="list-style-type: none"> <li>• Collate the information to create the anticipated Outcomes and Outputs in the Craft Kit - Living High Streets Framework</li> <li>• Project Plan – includes the place themes, action areas, physical projects and/or programmes and activities that address the goals and objectives in the Vision Statement using the Ideas Scrapbook.</li> <li>• Programme - a series of Now, Sooner &amp; Later actions.</li> <li>• Implementation Plan - responsibilities, resources needed (skills and funding) and methods.</li> <li>• More skills and resources are likely to be needed for this detailed work and may be sought from local or central government, NGOs or specialists as well as seeking advice from other Local Action Groups.</li> </ul>
	Launch Framework	Consider how and when to share the Framework with all participants and a wider audience – an event, take on a pop-up unit, radio/newspapers, website/Facebook etc. Different activities may be needed for different audiences.

# Appendix B

## Applying a Heritage Lens

The Place-Shaping Subgroup of the Heritage Stakeholder Group, chaired by HED have developed a Heritage Lens that they have applied to the Place Change Model.

This is a helpful tool that could be used by others looking to use the Living High Streets Craft Kit.





# Appendix C

## Acknowledgements

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## Contact Details

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