

Walking Quest

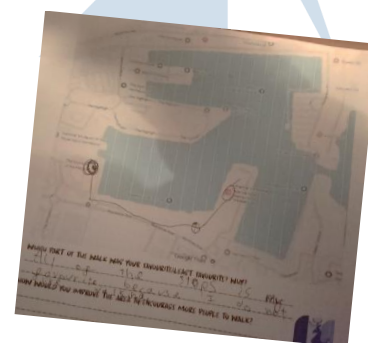
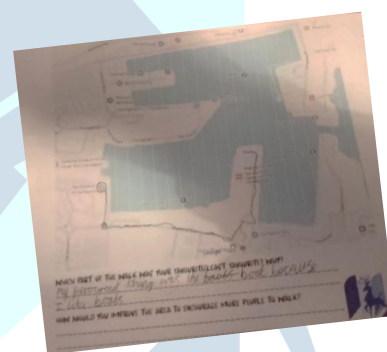
Y4 children's Waterfront insight

11.02.26



Contents

1. **Walking Quest Overview**
2. **Community Researcher Insight**
 - 2.1 Gareth – Summary & Themes
 - 2.2 Louise – Additional Observations
 - 2.3 Sarah – Additional Observations
3. **Youth Voice Waterfront Preferences**
 - 3.1 Voting & Priority Ideas
 - 3.2 Current Use of Marina
 - 3.3 What Children Like
 - 3.4 What Children Don't Like
 - 3.5 Suggested Improvements
 - 3.6 "Better for Me" vs Better for Others
 - 3.7 Pupil Worksheet Examples
4. **Pattern Recognition (Place Lens)**
5. **Strategic Synthesis**
6. **Combined Descriptive Insight Log**
 - 6.1 Route & Activity Context
 - 6.2 Engagement & Activities
 - 6.3 Walking & Movement
 - 6.4 Weather & Comfort
 - 6.5 Place Awareness & Environment
 - 6.6 Imagination & Ideas
 - 6.7 Social & Family Connections
 - 6.8 Awareness of Developments
 - 6.9 History & Learning
 - 6.10 Wildlife
 - 6.11 Emotions
 - 6.12 Familiarity with Area
7. **Place Expansion & Pride in Place Analysis**
 - 7.1 Activation vs Infrastructure
 - 7.2 Comfort vs Motivation
 - 7.3 Environmental Literacy
 - 7.4 Vacancy & Opportunity
 - 7.5 Awareness & Ownership
 - 7.6 Heritage & Identity
 - 7.7 Social Transfer
 - 7.8 Movement Preferences
8. **Strategic Signals**
9. **Bottom Line**



1. Walking Quest insight, Eskdale Year 4 children, 11.02.26



The Walking Quest was a place-based exploration activity delivered with Eskdale Academy Year 4 pupils around Hartlepool Marina, concluding at the Museum of Hartlepool and historic waterfront.

The session combined guided walking, creative tasks, games, observation and reflection to help children actively experience and evaluate the waterfront environment. Activities such as coin-making, team challenges and storytelling prompts were used to make movement engaging while encouraging discussion about the area.

Community researchers walked alongside small groups of pupils, capturing informal conversations about what children noticed, enjoyed, disliked and would change. The session also introduced local heritage through light-touch interpretation, including reference to the historic ships and museum.

One activity involved pupils creating patterned clay “coins”. These coins were then used as a discussion prompt: if they could spend their coin on improving the marina area, what would they choose to invest in. This supported imaginative thinking about place improvement and ownership.

Following the walk, children completed simple reflection worksheets and selected preferred ideas from a Youth Voice waterfront options set linked to the emerging Hartlepool Waterfront Masterplan consultation.

The Walking Quest therefore served multiple purposes:

- an engaging outdoor activity experience
- a structured youth voice consultation
- a place awareness and heritage introduction
- and a real-world test of how children experience and imagine the waterfront

Insights from the session combine observational notes from community researchers, children’s written reflections, and their prioritisation of potential waterfront features.

2. Community Researcher insight

2.1 Gareth - community researcher insight:

I don't think there is anything here that will come as a surprise.....

From today.....

Overall Summary of the Recorded Conversations

The recordings capture a guided walking activity around Hartlepool Marina, incorporating interactive learning, creative tasks (e.g., coin/treasure making), environmental observation, and reflection. The session concluded at the Museum of Hartlepool, where children reflected on their experiences.

The discussion was exploratory and participatory, with children encouraged to:

- * Observe their surroundings
- * Reflect on favourite and least favourite parts
- * Suggest improvements to the area
- * Consider how they would lead a similar activity themselves

Key Themes & Emerging Trends

1 Engagement Through Activity (Strongest Trend)

The creative activities (coin/treasure making) were repeatedly mentioned as favourites.

Children said:

- * They enjoyed "making coins"
- * They liked "shaking things out"
- * Activities made walking "worth it"
- * Fun tasks encouraged participation even if they didn't enjoy walking

Significance: Interactive, hands-on elements were far more engaging than passive walking.

Activity-based learning clearly increased enjoyment and motivation.

2 Weather as a Barrier

The most common "least favourite" theme:

- * Rain
- * Cold weather
- * Discomfort outdoors

However, when asked if they still had fun, most said yes.

Significance: Weather negatively impacted comfort, but not overall enjoyment. This suggests resilience and strong engagement despite environmental barriers.

3 Sense of Place & Environmental Awareness

Children showed awareness of:

- * Boats and marina features
- * Wildlife (large birds mentioned)
- * Cleanliness vs untidy areas
- * Pebbles vs grass vs flowers
- * Comparisons to where they live

Some described areas as:

- * "Ugly"
- * "Dirty"
- * In need of tidying or landscaping

Suggestions included:

- * More grass
- * Flowers
- * Benches
- * Water features
- * Cleaner spaces

Significance: There is clear emerging environmental literacy. Children are not just observing — they are evaluating space quality and suggesting improvements.

4 Desire for Improvement & Imagination

When asked what they would add to make the area more fun, suggestions included:

- * Benches
- * Food
- * Water features
- * Slides
- * Swimming facilities
- * More engaging activities

They were able to:

- * Think beyond what was present
- * Propose improvements
- * Imagine themselves as “leaders”

Significance: This shows developing critical thinking and civic imagination — children were comfortable imagining change and ownership of public space.

5 Social & Family Connection

Children said they would return with:

- * Friends
- * Siblings
- * Family members

One child noted bringing someone who “would pay for it,” showing awareness of cost and access.

Significance: The experience has social transfer value — it is something they would share. There is also early awareness of financial barriers.

6 Mixed Feelings About Walking

Some children:

- * Disliked walking
- * Preferred scooters
- * Said walking wasn’t their favourite

However:

- * Activities made it enjoyable
- * Fun elements outweighed the walking discomfort

Significance: Physical movement alone is not intrinsically motivating for all children — structured engagement enhances participation.

7 Emotional Responses

Emotions expressed:

- * Happy (boats sparked positive memories)
- * Angry (in response to certain environments)
- * Excited (about pirate themes and team activities)

* Proud (engaging in tasks)

The pirate/viking team dynamic created playful competition and energy.

Significance: Gamification and role-play boosted enthusiasm and identity within the group.

Most Significant Findings

◆ 1. Activity > Environment

Children's enjoyment was driven more by structured engagement than by the location itself.

◆ 2. Strong Place-Based Awareness

They demonstrated critical thinking about public space quality, cleanliness, and improvements.

◆ 3. Weather Is a Comfort Barrier, Not a Fun Barrier

Despite rain and cold, most children reported having fun.

◆ 4. Creative Tasks Encourage Participation

Even children who dislike walking engaged when hands-on activities were included.

◆ 5. Early Civic Thinking Emerging

When prompted, children:

* Proposed landscaping improvements

* Suggested facilities

* Imagined leading future walks

* Considered who they'd bring and why

Overall Interpretation

This was not just a walk — it became:

* A creative learning experience

* A social bonding activity

* A civic imagination exercise

* A place-based reflective discussion

The strongest impact appears to be engagement through interactive, imaginative learning within a real-world environment.

**“Charlie told Miss McKenna how much fun he had yesterday...
and asked if they can do it again”**

2.2 Louise- community researcher additional insight:

- ★ The majority of the class enjoyed the activities and had fun, despite not enjoying walking.
- ★ Without activities, the walk would not have been fun, especially in the rain.
- ★ Suggestions for what could be built/developed on the land adjacent to Highlight included a go-kart track, hook-a-duck, fishing pontoon, area for ship racing
- ★ Groups identified that there was a lot of unused/wasteland around, adding to feelings of nothing to do.
- ★ Only one child knew Highlight is going to be a leisure centre, she called it, 'the new Millhouse'.
- ★ Lots of interest shown in local history through 'soft touch' approaches eg. a boy asked how many wars the Trincomalee had fought in after we gave a brief history overview and another girl hadn't been to the museum, but enjoyed it so much she wanted to return with her mam.
- ★ Most had visited the area, despite not being near the school. The pub and soft play were cited as places they go to in that area.
- ★ It was necessary to block the path off in one instance to avoid the children walking through dog 🐕
- ★ I will go through worksheets to see favourite/least favourite parts of the walk.

2.3 Sarah - community researcher additional insight:

Doing this before I leave the car park because I have to grab some shopping on the way home and don't want to forget anything..

- a boy in my little group who said he doesn't like walking although he enjoyed today pointed out he doesn't even walk to school anymore he goes on his electric scooter
- a little girl who had never been to the museum before or around the area is so excited to tell her mam and hopefully come back for a visit
- other than the weather I didn't hear any complaints about being outside and playing the games
- the three boys I was sat with said they would love to make the space into a boat restaurant where you can go and there would be dogs and cats, which led to a conversation about people being allergic so all of a sudden there was three separate areas of the boat (dogs at one end, cats at the other and just humans in the middle)
- there was at least 5 children I was speaking with who had never walked around the marina but they love to do activities such as football and kick boxing . They spoke about doing these kind of activities both in clubs and with family members
- conversations about swans in parks. They like to see them a like that they are in the ponds etc but a few of us had been chased by them before one child mentioned being bit by one also. I told them the story of having been chased by one before and it had its wings spread right out. A child's response; what if the swan just wanted to give you a hug 😊



3. Waterfront Insight, looking at Youth Voice options

11.02.26

Eskdale Year 4 are telling us they want the waterfront to be lively, social, green, and activity-rich — not just nicer looking.

3.1 Voting / Priority Ideas (Sheet 1)

Theme	Idea	Votes / Count
Activities & Attractions	New activities	7/16
	Boat tours	3/16
	Floating garden	7/16
	Float walkways	1
	Bridges	3
	Museum upgrade	9
	Outdoor cinema	10
	Ships	11/16
	Festivals	8/16
	Art / SC	12/16
	Cycling	6
	Pier	19
	Food & Social	Food
Parks & Green Space	Park	10
	Green space / beach	11

3.2 Current Use of Marina (Sheet 2)

Question	Responses
Do you visit?	8 had visited before
What do you do there?	Fishing, magnet fishing, museum visits, museum ship, fireworks, bought toy sword, saw the cannon
Who do you go with?	Mam, dad, siblings, dog, auntie, friends, family

3.3 What Children Like

Theme	Comments
Museum	Liked museum, liked making coins, liked old pictures
Environment	Liked the waves
Boats	Enjoy boats
Walking & Play	Sounds like a walk, playing games

3.4 What They Don't Like

Issue	Detail
Seating	Not enough places to sit
Access to boats	Boats too far away / couldn't sit near them

3.5 Suggested Improvements

Infrastructure & Comfort

Suggestion

- More benches
- Tables with seating for eating
- Bus route
- Bridge
- Toilets
- Heaters
- Disabled ramps
- Wheelchair swings

Nature & Environment

Suggestion

- Trees
- Park
- Plants
- Colour
- Painted paths
- Green space
- Tree houses

Play & Activity

Suggestion

- Outdoor play
- Water walkways/platforms
- Water obstacle course
- Boat races
- Arcade
- Water activities
- Clubs in the area
- Library

Safety & Social



Suggestion

- More safety
- More adults present

Food & Social Space

Suggestion

- More fish & chips / food

3.6 “Better for You” vs “Better for Others”

Better for Me Better for Others

Food options Clubs in the area

Arcade / park Park

Toilets Heaters

Outdoor play Disabled ramps

Plants / colour More safety

Painted paths Water activities

Seating

Paint & plants

Library

Wheelchair swings

3.7 Pupil Worksheet Examples

Following the Walking Quest, Eskdale Year 4 pupils completed individual reflection worksheets using a marina map to mark their route, favourite locations and ideas for improvement. These worksheets provide direct written youth voice alongside the facilitated conversations.

Favourite Parts of the Walk

Several pupils highlighted the waterfront stops, boats and museum area as the most enjoyable elements of the experience.

Example pupil comments:

- “All of the stops is my favourite because I do boats.”
- “My favourite part was seeing the boats.”
- “Because we could see things what we haven’t seen before.”
- “I like the boats and the water.”

Many maps show circles drawn around:

- marina edge viewpoints
- the historic quay
- museum/ship locations

This visually reinforces the strong attraction of the waterfront and maritime features identified in the facilitated insight.

Reasons for Enjoyment

Children's written reasons align closely with observed themes:

- seeing boats and water
- discovering new places
- stopping at activity points
- exploring the museum area

This confirms that enjoyment was linked to **things to look at, learn about, and do**, rather than walking itself.

Improvement Ideas

Where pupils suggested improvements, recurring ideas included:

- more things to do
- activities or attractions
- places to sit
- cleaner or nicer areas
- additional features along the route

Example phrasing:

- "Make the area nicer."
- "Add things to do."
- "More places to sit."

These suggestions match the wider Youth Voice and community researcher observations around activation, comfort and animation of space.

Spatial Understanding

The worksheets also demonstrate children's spatial awareness:

- routes traced around the marina edge
- key landmarks circled (museum, quay, viewpoints)
- stops identified along the promenade

This shows pupils were able to meaningfully interpret and navigate the waterfront environment.

Overall Contribution of Worksheets

The pupil worksheets provide:

- direct written youth voice
- spatial mapping of preferences
- confirmation of key attractions
- additional improvement ideas

They complement the facilitated insight by showing what children independently chose to highlight when reflecting on the experience.

4. Pattern recognition (Place lens)

a) They prioritise experiences over infrastructure

High votes = things you *do*

Low votes = things you *move across*

They chose:

- ✓ events
- ✓ ships
- ✓ parks
- ✓ cinema
- ✓ festivals

They did NOT prioritise:

- ✗ bridges
- ✗ walkways
- ✗ transport-style features

Interpretation

Kids don't care about connective infrastructure unless it enables something fun.

This mirrors your walking insight:

"Walking wasn't the fun bit. Activities were."

Place Expansion implication

Connectivity alone won't drive footfall.

Programming creates the reason to travel.

b) Strong "life and atmosphere" preference

Look at the cluster:

- arts/social
- festivals
- cinema
- food

- parks
- ships

This is basically:

“Make it feel alive.”

Not:

“Make it look improved.”

Interpretation

Children equate:

- people
- noise
- colour
- activity

with **safety + belonging + excitement**

Empty = boring / unsafe / “nothing to do”

Which matches:

“unused / wasteland”

Pride in Place implication

Animation = pride

Vacancy = disengagement

c) Nature still matters (but socially)

Green space and parks scored very high.

But from conversations:

They don't want quiet nature preserves.

They want:

- space to sit
- space to play
- space to meet

Interpretation

It's **social green**, not scenic green.

Design principle

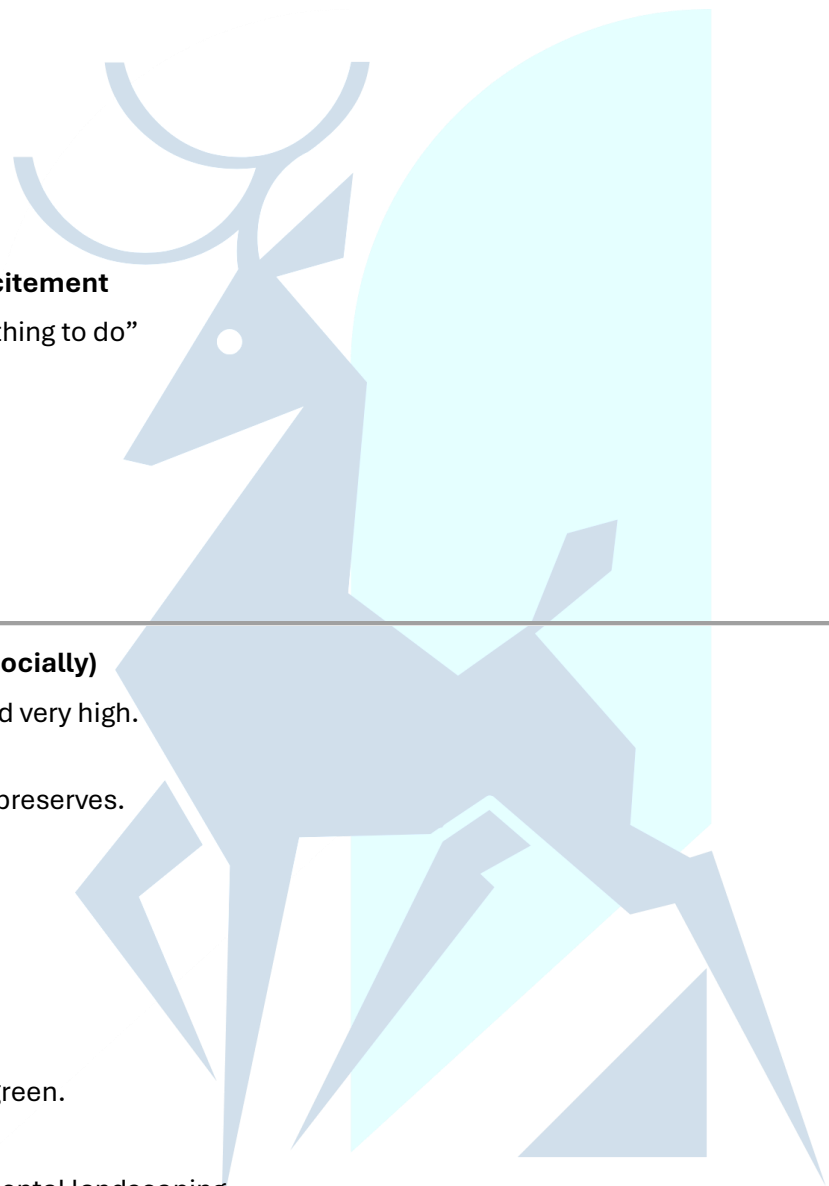
Playable landscapes > ornamental landscaping

d) Heritage is unexpectedly powerful

Ships and museum both scored highly.

Plus:

- questions about battles
- first museum visits



- wanting to return with family

Interpretation

When heritage is:

- tangible
- touchable
- story-led

It becomes exciting, not educational.

Pride in Place implication

Heritage is an identity anchor.

This is a *huge opportunity*:

Very few towns have a physical asset like **HMS Trincomalee**.

Kids clearly see it as cool, not historic.

e) Comfort & basics still show up in worksheets

From the handwritten sheets:

- more benches
- tables
- toilets
- food
- bus access
- seating near boats
- cleaner paths (dog fouling)

Interpretation

Classic “friction removal”.

They aren’t glamorous asks — but they determine whether people stay.

Place lesson

Small comforts often unlock more usage than big builds.

f) Civic imagination is already present

They:

- proposed restaurants on boats
- segregated animal spaces due to allergies
- designed new features
- imagined running their own walks

This is early **place stewardship behaviour**.

Pride in Place implication

If involved, they will co-own the space.



5. Strategic Synthesis

What the children are collectively saying:

“Give us things happening, places to sit, grass to play on, cool ships to explore, and events with friends and family.”

Not:

“Give us better walkways or more connectivity.”

Without activity	With activity
Walking boring	Walking fun
Cold & wet	Still enjoyable
Marina neutral	Marina memorable

Activation literally changes perception of place quality.

Pride in Place Fit

These ingredients map almost perfectly to Pride drivers:

Driver	Evidence
Belonging	“I’ll come back with my mam”
Ownership	design ideas, suggestions
Safety/comfort	seating, cleanliness
Identity	ships, history
Joy/fun	cinema, festivals, games

This isn’t theoretical — you saw it form in real time during the walk.

Bottom Line

Clear Answer

For children, pride emerges from participation, not infrastructure.

Animate → they come → they care → they return → pride grows.

So:

- events beat bridges
- games beat paths
- stories beat signage
- temporary use beats empty land

This cohort is effectively endorsing the Place Expansion philosophy through their votes.

Confidence

0.93

Caveats

- small cohort ($n \approx 16$ for voting)
- influenced by options presented
- short exposure (single session)
- preferences may skew toward “fun” (age factor)

Still: patterns are remarkably consistent across observation + worksheets + voting.



6. Eskdale Year 4 Walking Quest

Combined Community Researcher Insight

Date: 11.02.25

Location: Hartlepool Marina walking route, ending at the Museum of Hartlepool, with reference to HMS Trincomalee

Note: This is a **merged descriptive log only**.

No analysis, interpretation, or recommendations included.

6.1 Route & Activity Context

- Guided walking activity around the marina
 - Interactive learning and observation tasks
 - Creative activities including coin/treasure making
 - Group reflection and discussion
 - Visit to the museum at the end
 - Conducted in rainy/cold weather
 - Children split into themed teams (e.g., Vikings/Pirates)
-

6.2 Combined Field Notes (All Researchers)

Engagement & Activities

- Majority of children enjoyed the activities and had fun
 - Activities frequently mentioned as favourite part of the session
 - Children enjoyed:
 - Making coins
 - Shaking materials out
 - Hands-on tasks
 - Activities made the walk “worth it”
 - Without activities, the walk would not have been fun, especially in the rain
 - Games and creative elements encouraged participation even for those who dislike walking
 - Role-play/team identities (pirates/vikings) created energy and excitement
 - Pride expressed when completing tasks
-

6.3 Walking & Movement

- Mixed feelings about walking
 - Several children said they do not like walking
 - Some prefer scooters
 - One child no longer walks to school and uses an electric scooter
 - Despite this, many still reported enjoying the day
 - Children who usually prefer sports/activities (football, kickboxing, clubs with family) still engaged with the session
-

6.4 Weather & Outdoor Comfort

- Rain and cold cited most often as least favourite aspects
 - Weather described as uncomfortable
 - However, most still said they had fun
 - Few complaints beyond the weather
-

6.5 Place Awareness & Environment

Children noticed and commented on:

- Boats and marina features
- Wildlife and birds
- Pebbles vs grass vs flowers
- Clean vs untidy spaces
- Comparisons to where they live

Descriptions used:

- “Ugly”
- “Dirty”
- Untidy
- “Wasteland”
- “Unused”

Environmental observations:

- Areas felt like there was “nothing to do”
- Path had to be blocked to avoid dog fouling

Suggestions for improvements included:

- More grass
- Flowers
- Benches
- Water features
- Cleaner spaces
- Slides
- Swimming facilities
- More engaging activities

Ideas for adjacent land near Highlight:

- Go-kart track
- Hook-a-duck
- Fishing pontoon
- Ship racing

6.6 Imagination & Creative Ideas

Children proposed:

- Building new attractions and facilities
- Turning space into a themed boat restaurant
 - Dogs at one end
 - Cats at the other
 - Humans in the middle
- Separation of spaces discussed due to allergies
- Comfortable imagining changes to the area
- Suggested how they would run or lead similar activities themselves

6.7 Social & Family Connections

Children said they would return with:

- Friends
- Siblings
- Family

- Mam

One child referenced bringing someone who “would pay for it”
Experience described as something to share with others

6.8 Awareness of Local Developments

- Only one child aware that Highlight is becoming a leisure centre
 - Referred to it as “the new Millhouse”
-

6.9 History & Learning

- Interest in local history when introduced informally
 - Questions about the history of the ship
 - Curiosity about how many wars it had fought
 - Positive reaction to museum visit
 - One child had never visited before and wanted to return
-

6.10 Wildlife Conversations

- Mention of large birds around marina
 - Conversations about swans in parks
 - Children enjoy seeing them
 - Some reported being chased
 - One reported being bitten
 - Playful/creative comments about animal behaviour
-

6.11 Emotions & Feelings Expressed

- Happy
- Calm
- Excited
- Proud
- Frustrated
- Angry (in response to some environments)
- Playful humour during discussions

6.12 Attendance & Familiarity with Area

- Most had visited the marina previously
- Some had never walked around it before
- Cited destinations:
 - Pub
 - Soft play
- Some areas not near school but still used socially

Follow-Up

- Worksheets to be reviewed for favourite/least favourite elements

Caveat: All content is verbatim or lightly edited for clarity; no interpretation added.



7.0 Eskdale Year 4 Walking Quest

Place Expansion & Pride in Place Analysis

Location: Hartlepool Marina area, ending at the Museum of Hartlepool and alongside HMS Trincomalee

Below is a **Place Expansion / Pride in Place–framed analysis**, connecting the children’s lived experience to design, activation, and system decisions.

I’ll follow your preferred structure: **clear answer → confidence → caveats.**

Clear Answer (What this means for Place)

In one sentence:

Children don’t need “better scenery” — they need “better activation.”

Fun, social, hands-on activity is the driver of use; environment quality then shapes whether they stay, return, and feel pride.

Thematic Analysis

7.1) Activity is the primary draw (Activation > Infrastructure)

Evidence

- Activities repeatedly cited as favourites
- “Walking wouldn’t be fun without activities”
- Even children who dislike walking still engaged
- Team identities and games boosted energy

Interpretation

For Place Expansion, this is decisive:

Movement alone does not attract. **Programming does.**

Children treat public space like:

“A stage waiting for something to happen.”

Implication for Pride in Place

- Animate first, build second
- Regular low-cost programming may outperform capital spend for participation
- Pop-ups, quests, challenges, themed days, youth-led games are high leverage

Design principle

Spaces must be *hostable*, not just *buildable*.

7.2) Comfort barriers vs motivation barriers

Evidence

- Rain/cold disliked
- Still reported fun
- Few complaints beyond weather

Interpretation

Weather reduces comfort, not willingness.

This is classic North East behaviour:

If something good is happening, kids will show up anyway.

Implication

Investing solely in “nicer surfaces” or “aesthetic upgrades” won’t unlock usage. Small comfort additions likely matter more:

- shelter
- seating
- warm/dry bases
- toilets
- food

These reduce friction without needing major build.

7.3) Strong environmental literacy (children are already planners)

Evidence

- Comments on clean/dirty
- “Ugly”, “wasteland”, “nothing to do”
- Suggestions: grass, flowers, benches, facilities
- Identified dog fouling as a problem

Interpretation

They are already evaluating public realm quality — not passively occupying it.

This is early **civic thinking**, not just play.

Implication for Pride in Place

Youth are not “future citizens.”

They are **current stakeholders**.

Their observations map directly onto:

- maintenance
- safety perception
- dignity of place
- pride signals

These are exactly the Pride in Place drivers.

Design principle

Visible care → visible pride → visible use.

7.4) Awareness & Ownership - “Wasteland” perception = missed opportunity

Evidence

- Unused/empty land noticed
- “Nothing to do”
- Immediate imaginative ideas for use

Interpretation

Children instinctively see empty space as:

lost potential, not neutral.

Vacancy reads as:

- abandonment
- boredom
- exclusion

Implication

Meanwhile/temporary use is critical.

Even cheap, reversible interventions would likely shift perception:

- painted games
- simple tracks
- pop-up sport
- loose parts play
- food carts
- seasonal events

Place Expansion lesson

Dead space kills energy faster than poor design.

7.5) Low awareness of local development (“Highlight”)

Evidence

- Only one child knew about leisure centre plans

Interpretation

There is a communications and ownership gap.

Capital investment without narrative = invisible investment.

Implication for Pride in Place

If young people don’t know what’s coming:

- they don’t feel consulted
- they don’t feel ownership
- they don’t feel it’s “for them”

Shift needed

From:

“We’re building this”

To:

“You told us you wanted this”

7.6) Heritage & Identity - History works when it’s “soft touch”

Evidence

- Museum visit enjoyed
- Questions about ship history
- Children wanting to return with family

Interpretation

Local heritage becomes engaging when:

- informal
- conversational
- experiential

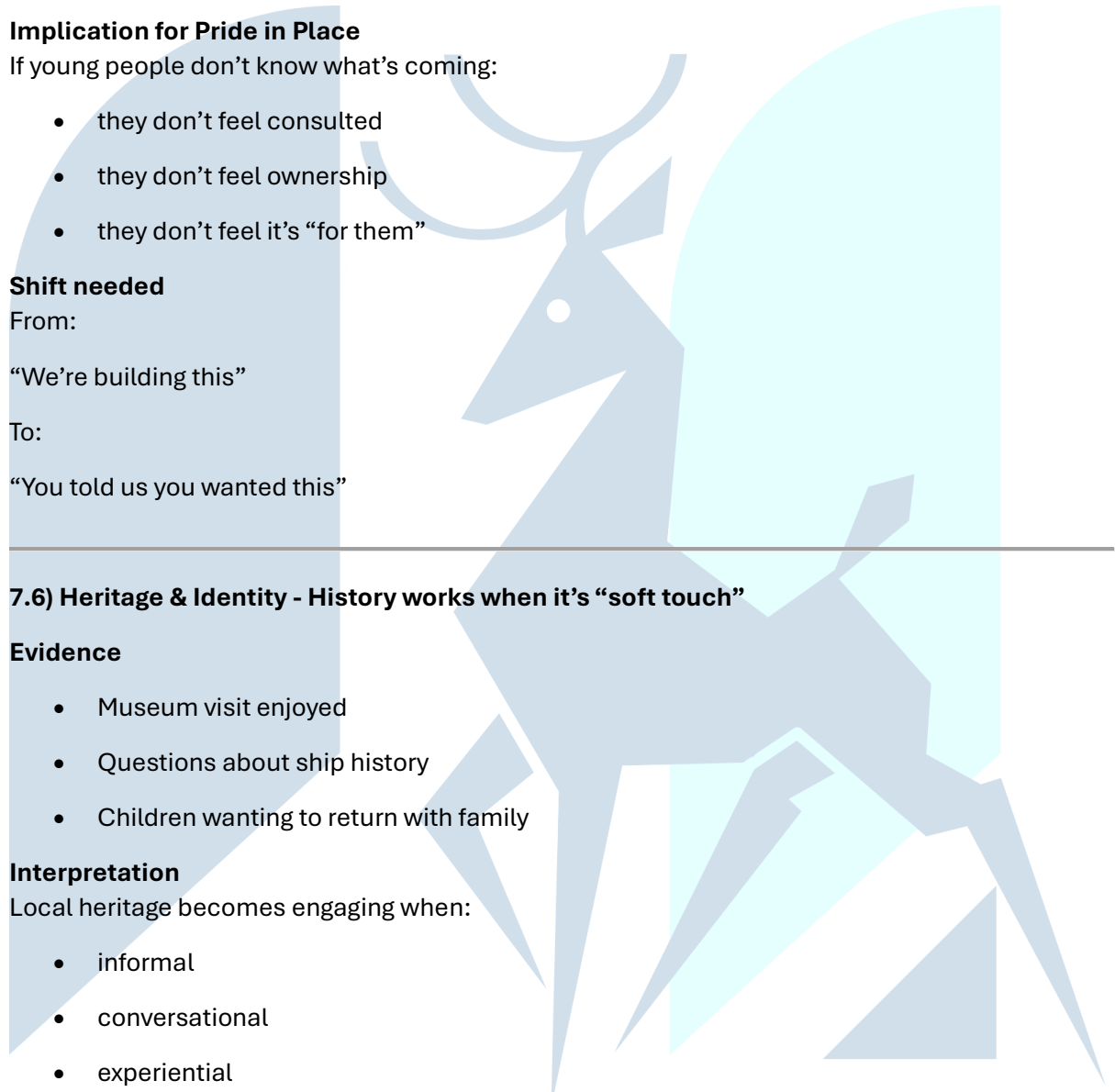
Not classroom-style.

Implication

Heritage is an underused Pride lever.

It:

- anchors identity
- creates belonging



- encourages return visits with family

Design principle

Story beats signage.

7.7) Social transfer is strong

Evidence

- “I’ll come back with my mam/friends/siblings”
- Activities done with clubs/family already

Interpretation

Kids act as ambassadors.

One good experience multiplies across households.

Implication

Youth programming has network effects:

1 good session → several future visits.

This is high ROI engagement.

7.8) Movement preference insight (scooters/sport > walking)

Evidence

- Walking not preferred
- Scooters, football, kickboxing mentioned

Interpretation

Movement must be purposeful or playful.

Implication for Urban Sport & Urban Play

This aligns exactly with your existing approach:

- active, informal, social movement
- not “exercise for exercise’s sake”

Confirms strategic fit.

Synthesis (Place Expansion & Pride in Place View)

What this walk actually functioned as

Not:

✗ just a walk

But:

- ✓ activation
- ✓ social bonding
- ✓ civic imagination
- ✓ heritage encounter
- ✓ environmental literacy
- ✓ light-touch consultation

This is **Place Expansion in miniature**.

You effectively prototyped:

“What happens when we animate a space instead of just asking about it?”

The answer:

They engage, notice, critique, imagine, and claim ownership.

That’s Pride in Place forming in real time.



8. Practical Strategic Signals (high-level, not prescriptions)

Based on the evidence:

Highest leverage

- regular youth-led activations
- temporary uses of “empty” land
- visible care/cleanliness
- comfort basics (seating/shelter/toilets)
- storytelling/history woven into activity

Lower leverage alone

- aesthetic improvements without programming
- infrastructure with no ownership narrative
- “just walking” style engagement

9. Bottom Line

Kids don't need convincing to care about place — they need something happening in it.

Activation creates use → use creates attachment → attachment creates pride.

This strongly validates the core logic of:

- Place Expansion
- Urban Sport & Urban Play
- Pride in Place

Your model is directionally correct.

Confidence: 0.92

Key caveats:

- Single cohort (one class)
- Weather context may amplify responses
- Observational, not longitudinal