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Neighbourhood Toolkit



A special thanks to our funding partners from the Canadian Parks and Recreation Association (CPRA), and our supporting partners from the University of Waterloo, University of Alberta's Housing for Health team, and the Town of Whitecourt, Alta.

This toolkit is powered by



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Neighbourhood Toolkit

Introduction

When you think of great public spaces, what places come to mind? You may recall some of the many internationally-renowned spaces around the world such as Coventry Gardens in London, U.K., the Champs de Mars in Paris, France, or Central Park in New York, NY to name a few. You also might think of Stanley Park in Vancouver, B.C., Parc Mont-Royal in Montreal, QC, or the Toronto Islands in Toronto, ON, spaces that are treasured by locals, loved by urbanists, and desired by many.

Yet, have you ever wondered what makes these parks and public spaces so great? What are the secret ingredients that, when combined, they draw people inwards to create a vibrant, social, and energetic atmosphere of public activity?

While mighty and grand these spaces may be, they all started out on very different trajectories and have all had their problems over the years. Only with strategic planning, careful environmental considerations, community participation, and a local understanding of the community at large can spaces like these become made for all. Whether it is the Galleria Vittorio Emanuele III in Milan, Italy, or along the narrow corridors of Victoria Row in Charlottetown, PEI, great public spaces can come in all shapes and sizes. However, they are only truly made authentic and great when you understand the needs, desires, and context of the local community at large. This is what this toolkit is set out to do!



Neighbourhood Toolkit Guide

The 8 80 Diagnostic Neighbourhood Toolkit is a resource tool that has been carefully crafted for communities of all sizes, backgrounds, and ages to use within their very own neighbourhoods. Using a framework of 8 and 80, we use these age groups as indicator species to showcase the overall healthiness, happiness, and vibrancy of communities at large. If both 8 and 80 year olds are doing well in a neighbourhood, we can assume everyone in-between is also doing as well or better!

This booklet seeks to equip readers like you with the skillsets to go out and assess your own public spaces by guiding you through a series of accessible, hands-on, and easy-to-use spatial planning tools. These tools have been specifically designed for easy implementation within

any environment, regardless of their urban or rural location, and will assist you in your data collection process so you can evaluate how your neighbourhoods public spaces are performing for those 8 and 80 years of age.

Whether you are a teacher, a student, a decision maker, planner, or a local resident that is interested in the planning process, we hope this toolkit will empower you to take action in building healthier, equitable, and more sustainable shared community spaces for all people.

Step-By-Step Guide



How to Start

When you want to understand how a neighbourhood is performing in relation to that of an 8 and 80 year old, implementing a neighbourhood spatial study of your very own can be a great way to find out how the spaces around you are functioning for age groups like these. However, starting out on a study like this can seem like quite the daunting task at first and you may find it hard to know where to actually begin. That is why we have provided you with some foundational steps in this section to help you get started in your journey.

In the following pages of this booklet, we will lead you through some of the key spatial tools that our 8 80 Diagnostic uses to evaluate public spaces. We will then guide you step-by-step on how to use each tool and we will train you on them from beginning to end. By carefully following the criteria that is laid out in this booklet, you will acquire the skillsets to implement a neighbourhood research study of your very own that can help you define and make informed public space interventions for your neighbourhood.

Step 1. Define your Goals

Before digging into this toolkit, you must first approach your study by setting out a clear agenda and outline of steps. The most important question to ask is what you want to get out of the study, followed by what it is you are wanting to know or understand about the space in question within your neighbourhood.

Ask yourself about what you want to investigate in your neighbourhood and what questions you want answered by the end of your research. Are you wanting to know how many people use a public space in any given time of day? Or do you want to assess how many people pass through it using various modes of travel? Are you wanting to make your public space a better place for certain activities or programming? Or are you wanting to get insight on the sentiment that people have towards a specific space to help you make more informed choices for your community?



Asking yourself these questions is the first step. Have a clear set of goals outlined by asking questions like:

“Do people like coming to this street?”

“What activities are people usually doing in this park?”

“What makes this space special to people compared to other spaces?”

Starting your diagnosis of a space begins by asking the burning questions that you have about it. Writing down these questions will help you define a clear set of objectives that you build your study around.

Step 2. Choose your Study Boundaries

Defining the area(s) within your neighbourhood that you would like to know more about is the second step of action.

When choosing what areas you want to know more about, consider starting off by doing a general scan of your neighbourhood using observational tools such as Google Maps or some form of satellite imagery. You can also take a walk around your neighbourhood to identify areas that may be of interest to you.

Once you have pinpointed one or a few areas of interest that you would like to know more about, map out some boundary lines for each of your chosen sites. This will help you zero-in on an overall target area within your neighbourhood which you can focus your efforts on.

Helpful Tips!

Certain spaces are known to attract public life. When deciding on your study area and the boundaries of your site, scan your neighbourhood and consider choosing public spaces that encapsulate or are in close proximity to some of these defining features and/or attributes:



Land Usage

Determine if your study site incorporates any of the following land-uses:

- Commercial Use
- Residential Use
- Institutional Use
- Industrial Use
- Infrastructure & Utility Use
- Greenspace/Natural Land
- Undeveloped Land Space
- Water Bodies



Parks & Parkettes

Does your site have access to a nearby park, parkette, or natural environment? These nature-based geographical spaces allow opportunities for recreational activities to occur while concurrently allowing residents to enjoy and linger outdoors.



Plazas & Squares

Courts, plazas, squares, and pedestrian streets are great nodes for public life. These types of spaces are often key components that help spark community connections and produce vibrant atmospheres of public activity. Identify where these spaces may exist in or nearby your chosen study area.



Public & Private Facilities

What nearby facilities are present? Certain facilities, whether public or private, can be strong neighbourhood anchor points that have the ability to draw people into the area. These can include malls, libraries, public washrooms, and community centres.



Trails & Rec. Pathways

Connection points such as pathways and recreational trails are key elements for getting around. They are also great spaces for physical activity, human movement, and other forms of public activity. Define areas within your site boundaries that highlight these spaces.



Waterfronts & Waterbodies

Natural environments consisting of local water bodies are key features that are known to attract various forms of public activity. Note if any rivers, lakes, wetlands, oceanfronts, or other waterbodies are nearby your site when choosing your study area.

Step 3.

Partner Up

Sometimes you may need to establish partnerships with others in your community in order to access a comprehensive and complete source of data. You may need to build relationships your municipal government or establish partnerships with local organisations and businesses within your area of study. You may also need create relationships with neighbours and other local members of the community in order to understand the needs and desires for the areas you are wanting to study.

While partnerships are not always necessary when implementing these neighbourhood studies, having partnerships with various groups in place can greatly assist you in achieving your research objectives faster. Depending on the size of your study, you may need to acquire the support and/or the help of others to implement the project. Sometimes you may need a team of volunteers to help you get the richness of data you need , while at other times, you may need the wisdom and insight of certain professionals to get things done. Establishing partnerships with organizations and building relationships with your local community can greatly assist you in your process of obtaining public life data.

Step 4.

Choose your Tools

For each site you choose to evaluate, you will also need to determine what tools from this toolkit will work best for your study area. While some sites may work well for all toolkits, others may not. Counting modes of travel using the Travel Counts tool may not work best

if it is conducted in an open and wide field, while implementing Intercept Surveys in a space that has very little public life will not bring about a rich source of data. Use your best judgement to match the tools within this guidebook to each of your sites.

Step 3.

Have a Consistent Timeline

When you start conducting your own research on a neighbourhood using the tools found within this toolkit, it is important to be consistent with your study methods and timing of when you collect your data.

It is recommended to collect data on a public space at least twice during the phase of your study so that you can have a comparison of data sets in hand to see if any differences have occurred over the set period of time. If there is an event that you know will be taking place in a public space that you are studying such as a pop-up activation, farmers market, concert, or other public activity, it is a good idea to collect your data either before and during **OR** during and after the event when using the tools found within this toolkit. You can even do before, during, and after if you so choose.

Timing is also an important factor to consider when collecting data. When implementing your study, make sure you **REPEAT** the same study methods as before. For example, if a neighbourhood site study was initiated at 9 AM, 1 PM, and 5 PM on a Friday and Saturday the week before an event is set to occur in the space, a second study should also occur during or after the event at 9 AM, 1 PM, and 5 PM using the same times of day and days of week of the previous study period.

How to Collect your Data



Before we go any further, there are certain things that you will want to consider when you create your research structure and before you start your process of collecting your data. These tips will help you to achieve a more thorough and complete source of data.

Things to Consider

How do you collect Data?

Before you begin your study, make sure to identify the specific site(s) that you want to extract spatial data from. Next, outline a schedule for when you will be collecting your data by writing down the days, time periods in the day, and the seasons of year your data collection process will be initiated. Once this is established, make sure to use the same days and time periods if you choose to implement a second, third, or fourth study session.

When should I collect Data?

When setting out on your journey to create your own neighbourhood study, it is important to consider timeframes and other conditional elements when implenting for your study.

TIME PERIODS

Timing is crucial to the data collection process and can have a great impact on your overall results. Consider the following time periods when collecting data and ensure to repeat the same times for any future periods.

- The **time(s)** of day the studies would capture (I.e., Morning, Afternoon, Evening, Night, etc.)
- The **days** that each of the studies would take place (I.e., Monday, Tuesday, Wednesday, etc.)

- The **weekdays** and **weekends** the studies would cover (I.e., Monday and Tuesday Vs. Saturday & Sunday)
- The **season(s)** that the studies would be conducted



WEATHER & TEMPERATURE

The type of weather that occurs during the time that data is being collected can have a significant impact on the data results of public life and mobility habits. Thereby, recording the weather, temperature, and forecast for the period that data is being collected is a crucial component to include and will allow for a stronger when the raw data is later analyzed.



OTHER FACTORS

There are many other factors that can lead to inconclusive data or interrupt data collection sessions. These should be expected. As public life studies observe people within an uncontrolled environment of indoor and outdoor public spaces, certain events or situations could arise that could impact data collecting. These factors should be written down or recorded.

In order for you to achieve an accurate assessment of your data, three (3) rules should be applied to your study:

1. Be Consistent with Time
2. Ensure it can be Repeated
3. Compare & Analyze

Certain factors should be taken into consideration when setting out the structure of your study. Following general guidelines around these areas of consideration will keep your study consistent and thorough.

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Spatial



that the space may contain. Overall, this Spatial Audit toolkit will help you capture an overall picture of the space before and after any transformations occur and can help you in and others in your assessment to make sound judgements and informed decisions when providing support in areas of public space that may need more attention on.

While the activity sheets provided in this booklet are limited to only specify a small number of general questions, our complete package of Spatial Audits focus on three (3) different audit categories in order to thoroughly assess a space:

- 1) Public Space Audits
- 2) Mobility Audits
- 3) Community Participation Audits

Overview of Tool

The **Spatial Audit** toolkit takes a deeper look into the identified sites you want to study and helps showcase certain things that may not normally stand out to the untrained eye. Using a comprehensive list of audit-based questions, these spatial audits evaluate the features and amenities that are offered within a public space and analyze the accessibility of mobility and civic participation within a community. Our audits are also intended to reveal any barriers, hazards, or challenges

Spatial Audit

Toolkit

Materials Needed

- Clipboard
- Pen
- Marker
- Spatial Audit activity sheets
- Camera (i.e. digital camera, phone, etc.)

What is an Audit?

Audits are tools that people use to examine how something is performing. Audits can come in different shapes and forms, but are meant to find errors or flaws in a system. Conducting an audit allows you to investigate if something has operated properly, while also highlighting areas that would need more attention.

Helpful Tips!

- Have a friend or colleague help you with your audit! Having more eyes can help you catch things that you may miss.
- Conduct and repeat your audit at different times of day and season. Different periods of time can have an impact on your audits outcomes.



Step 1.

Define your Audit Boundaries

The very first step you must do when using this tool is to locate an area that you want to study. Once you have chosen your study area, you will want to map out the boundaries of the site. Print out or place a digital map onto the third activity sheet page of this Spatial Audit tool. With a marker, draw out the boundary lines on your map. Everything within those boundaries will become your study site and are spaces your audit will cover.

Step 2.

Examine your Surroundings

Before you dive into your audit, you should first take a casual stroll around your site to simply observe your surrounding environment and take it all in. You should not record anything yet until your second time around (see **Step 4**).

Step 3.

Set up your Activity Sheet

After you have taken your first stroll through your study site, it is time to start filling out information on your audit sheet. Start at the top-right corner of your sheet and write down your name, date, and the time period that your observations are taking place. If you have not done so already, assign a 'Site ID #' to the space you are observing by assigning it a number (i.e. 1, 2, 3, ...). This will help you if you have multiple sites to study. Lastly, write down the current time, study location, and boundary lines.

Filling in this segment helps you keep organized and will allow you to refer back to your audit at any time with ease.

Step 4.

Record your Findings

Once **Step 3** is complete, it is time to take your second stroll through your study space and begin your audit. Walk in a clockwise or counterclockwise direction and start answering the questions listed on the audit sheet. Put an asterick * beside any questions you have further commentary on, and write down any supplementary notes in the section labeled 'Field Notes' on the following activity sheet. Record any other field notes in this sections for any and all other observations oddities, or questions you may come across when examining your site.

When doing your walk through, it is also important to capture pictures and map out any oddities you may find within your site. Use your camera to document any and all areas of concern and use a marker to identify these locations using the third activity sheet in this toolkit.

Step 5.

Analyze your Data

After you have documented and gathered all your data, it is now time review! Search for patterns or trends in your data that can help you paint a picture of the space. Is the quality of the space rated excellent? Or has it been rated fairly poor? Does the space give off high sentiment, or does it

Information from this audit can help you make informed decisions and allow you to come up with key recommendations that can enhance the space in question.



Spatial Audit Tool

Name:

Date:

☐ Morning ☐ Afternoon ☐ Evening

Site ID#:

Time:

Location:

Location Boundaries:

SECTION 1: General Overview

1. Describe the Location:
(Where is it? What is it? Is it public property? etc.)

2. What types of land uses describe the surrounding area of the site (Check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Residential | <input type="checkbox"/> Agricultural |
| <input type="checkbox"/> Commercial | <input type="checkbox"/> Greenfield/Natural |
| <input type="checkbox"/> Institutional | <input type="checkbox"/> Brownfield |
| <input type="checkbox"/> Industrial | <input type="checkbox"/> Water Bodies |
| <input type="checkbox"/> Mixed-Use | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Recreational
(i.e. parks, trails, plazas) | <input type="checkbox"/> Utility & Infrastructure
(i.e. substations, flood channels) |

3. What are some of the key destinations in the area?

4. On a scale of 1-4, how comfortable does this location make you feel?

- ☐ 1 (Very Comfortable)
☐ 2 (Comfortable)
☐ 3 (Somewhat Comfortable)
☐ 4 (Not Comfortable at All)

5. On a scale of 1-4, how playful does this location make you feel?

- ☐ 1 (Very Playful)
☐ 2 (Playful)
☐ 3 (Somewhat Playful)
☐ 4 (Not Playful at All)

6. On a scale of 1-4, how relaxed does this location make you feel?

- ☐ 1 (Very Relaxed)
☐ 2 (Relaxed)
☐ 3 (Somewhat Relaxed)
☐ 4 (Not Relaxed at All)

7. On a scale of 1-4, how safe does this location make you feel?

- ☐ 1 (Very Safe)
☐ 2 (Safe)
☐ 3 (Somewhat Safe)
☐ 4 (Not Safe at All)

8. On a scale of 1-4, how social does this location make you feel?

- ☐ 1 (Very Social)
☐ 2 (Social)
☐ 3 (Somewhat Social)
☐ 4 (Not Social at All)

9. Is access to this location free and open to all?

- ☐ Yes ☐ No ☐ Unsure

10. How many programs, activities, or events take place in this location during the summer?

- ☐ Many
☐ Some
☐ Few
☐ None

For which age groups?

- ☐ 12 & Under ☐ 20-50
☐ 13-19 ☐ 50 & Older

11. How many programs, activities, or events take place in this location during the fall?

- ☐ Many
☐ Some
☐ Few
☐ None

For which age groups?

- ☐ 12 & Under ☐ 20-50
☐ 13-19 ☐ 50 & Older

12. How many programs, activities, or events take place in this location during the winter?

- ☐ Many
☐ Some
☐ Few
☐ None

For which age groups?

- ☐ 12 & Under ☐ 20-50
☐ 13-19 ☐ 50 & Older

13. How many programs, activities, or events take place in this location during the spring?

- ☐ Many
☐ Some
☐ Few
☐ None

For which age groups?

- ☐ 12 & Under ☐ 20-50
☐ 13-19 ☐ 50 & Older

14. On a scale of 1-4, rate the quality of the following features:

1 = Poor 2 = Fair 3 = Good 4 = Excellent

	1	2	3	4	N/A
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drinking Fountains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places to be Physically Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places to Eat/Drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Places to Sit/Rest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shelter from the Cold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shelter from the Heat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Street Noise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trees & Landscaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Does the space have accessibility ramps?

- ☐ Yes ☐ No

16. Are the washrooms gender neutral?

- ☐ Yes ☐ No ☐ Not Available

17. Do the washrooms have changing tables?

- ☐ Yes ☐ No ☐ Not Available

18. Are there any anti-homeless devices on the benches or places to sit?

- ☐ Yes ☐ No ☐ Not Available

19. Does the seating allow people to stretch out?

- ☐ Yes ☐ No ☐ Not Available

20. Can users move/arrange seating to their liking and needs?

- ☐ Yes ☐ No ☐ Not Available



Spatial Audit Tool

Site ID#: _____
Location: _____
Location Boundaries: _____

Time: ☐ Morning ☐ Afternoon ☐ Evening

Name: _____
Date: _____

FIELD NOTES

{Insert Map Here}

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The Public Life

Toolkit Overview

Our **Public Life Studies** are simple and fun observational tools that are used to count public activity in all forms. If you are able to count up to 10, you can easily do these studies. Based off of the original works of world-renowned urbanist Jan Gehl, these tools have been adapted from his Public Life Protocol for use within the 880 Diagnostic Neighbourhood Toolkit.

While our Spatial Audit toolkit assesses the general physical and social surroundings of one's own environment, the tools offered

within the Public Life Studies toolkit will provide you with a more informed and accurate assessment in understanding how well a public space is performing by analyzing the types of public activity and modes of travel that occur within a space.

There are two distinct tools that are offered within this section:

Tool #1: Travel Counts Tool

Tool #2: Activity Mapping Tool

Public Life Studies Toolkit

Each tool within this toolkit counts people over 15-minute intervals on the hour to gather a cross-comparison of data throughout the day. Choosing what set of hours and days are up to you, but they should be scheduled consistently between each data collection period. If you conduct your Public Life Studies on a Monday and Saturday at 11 AM and 5 PM, any data collection periods occurring at a later date should follow the same structure (i.e. Monday and Saturday at 11 AM and 5 PM).





Tool #1

Travel Counts



Overview of Tool

The **Travel Count** tool* analyzes active mobility habits that occur within a defined area of public space in relation to their age. These counts reveal the types of travel patterns that take place and count the types of transport modes that pass by.

Over a period of 15-minutes, our Travel Count tool examines the presence of three (3) different types of mobility:

- 1) People Walking
- 2) People Cycling & Rolling
- 3) People using Mobility Aids


Materials Needed

- Clipboard
- Pen
- Travel Count activity sheets
- Timer (i.e. Watch, phone, etc.)



Helpful Tips!

- Associate 1 tally per person per activity. If someone is seen doing more than one activity listed, tally the first or most prominent activity you see.
- Keep your collection times consistent throughout your study. Having the same count time each week allows for strong comparison of data.



* The Travel Count tool has been adapted for the 8 80 Diagnostic and is based off of Jan Gehl's Public Life Protocol. For more information, please visit: <https://gehlpeople.com/tools/public-life-data-protocol-beta/>

Step 1.

Define your Catchment Area

Locate an area within your study boundaries where you would like to know more on regarding human travel behaviors. This area could be located on street, along a pathway, within an alleyway, or any other space where people are known to walk, cycle, or pass through. Once your area has been chosen, print out a map of this space or draw out the area on the activity sheet provided on the following page.

Step 2.

Draw your Travel Count Line

Using a marker, draw out a single line on your map that will indicate when you should count the mode of travel that passes through.

Once this “imaginary” line is defined on your activity sheet, it will act as your invisible capture point in the physical space of your site. Anyone and everyone who passes through this imaginary line on the ground ‘will be counted and collected towards your data. While this line is arbitrary, it should be placed in an area where people are assumed to pass through.

To ensure a clear and concise count, your travel count line should indicate a clear starting and ending point and should be positioned on the ground in a way where people are not able to bypass it. Thus, identify the starting and ending points of your line with boundary markers. This can be from a wall to the edge of a sidewalk,

between two physical structures such as a tree and a garbage can, or can even span across a whole street corridor using two opposing building fronts as the start and end points.

Step 3.

Make a Game Plan

Once you have identified where your travel count line will be, you will now have to make a game plan for when you will conduct your travel counts. These counts should occur before and after any improvements have been made to a space for purposes of comparison, thus having two sessions for collecting is highly encouraged.

Remember that it is important to keep your travel count timeframes consistent throughout your study. **It is recommended that you start your counts over a period of 15-minutes on the hour.** For any additional study periods in the day, the same method for collecting data should be kept. For example, if you want to study a “morning” commute, consider doing a 15-minute count within the hour of 9 AM - 10 AM, with a travel count being conducted in a timeframe such as from 9:00 - 9:15 AM. This can then be repeated during other times of the day at different hours to showcase the different travel patterns that occur such as an afternoon at 3 PM or during a 6 PM evening commute. For any day of the week following your initial count, keep the data collection timeframe the same as before and repeat the process. The most important rule of all is to **BE CONSISTENT!**



Step 4.

Start a 15 Minute Timer

Once you have a game plan, it is time to head to your site. Find a spot where you can stand that has a clear and unobstructed view of your entire travel count line. Using the activity sheets provided on the following page, fill out the preliminary information which includes your name, date, location of study, weather, temperature, and timeframe of when your study is occurring etc. In first column of every category of travel where it states "TIME;" write down the start time of when you will begin your first count. Start your timer for 15 minutes and begin counting away.

Step 5.

Tally your Counts

During the 15 minute timer period, record anyone and everyone that passes across your count line using the travel count sheet provided. As long as they pass through the invisible line you set up within the space, it does not matter which direction they are travelling from. Depending on the age of the person and type of mobility they use to pass through your travel count line, place a tally mark in one of the categorized boxes. The activity sheet provided on the following page has a section for different forms of mobility and has columns for pedestrians, cyclists, and mobility device users, while each row has defined age categories. Tally each person that passes through your 'invisible line' and place their tally in one the dedicated boxes on the sheet.

Step 6.

Sum Up and Repeat

Once your first 15-minutes have passed, add up the tally marks within the age and activity column. A tally mark sub-total can be placed in each of the small boxes located in the upper left-hand corner of each age group, while a grand total of tallies for all people counted can be placed at the bottom of the first column. **Repeat Steps 4-5 for each subsequent 15-minute period you collect data on throughout the day.**



Step 7.

Analyze your Data

After completing both your counts, you now have sufficient data for the study period to help you analyze your space and configure up key findings and recommendations for your neighbourhood.

There are many ways you can present your data. So be strategic in how you want to showcase your findings.



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Travel Count Tool

Location:
Shift/Period:

Name:
Weather:

Date:
Temp:

PEOPLE WALKING		
AGE	TIME:	
0-4		
5-14		
15-24		
25-34		
35-44		
45-54		
55-64		
65-74		
75-84		
85+		
TOTAL		

PEOPLE CYCLING & ROLLING		
AGE	TIME:	
0-4		
5-14		
15-24		
25-34		
35-44		
45-54		
55-64		
65-74		
75-84		
85+		
TOTAL		

PEOPLE WITH MOBILITY DEVICES		
AGE	TIME:	
0-4		
5-14		
15-24		
25-34		
35-44		
45-54		
55-64		
65-74		
75-84		
85+		
TOTAL		



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Travel Count Tool

Location:
Timeframe:

Name:
Weather:

Date:
Temp:

NOTES

{Insert Map Here}



Tool #2

Activity Mapping



Overview of Tool

The **Activity Mapping** tool* is another public life study tool that helps you understand the types of activities the people are engaged in within your defined study space. Activity Mapping seeks to understand where and what activities occur within a space and provides insight into the spatial areas that may be under-utilized. This activity should occur for 15 minutes on the hour and over a period 3-4 sessions throughout the day. This will allow you to cross-compare the types of activities that occur throughout the day and can showcase how they change over time.

Materials Needed

- Clipboard
- Pen
- Travel Count activity sheets
- Timer (i.e. Watch, phone, etc.)



Helpful Tips!

- During your 15-minute counting segments, walk around your site so you can get a full picture of the space.
- Make sure you associate 1 tally per person per activity. If someone is seen doing more than one activity listed, tally the first or most prominent activity you see.

* The Active Mapping tool has been adapted for the 8 80 Diagnostic and is based off of Jan Gehl's Public Life Protocol. For more information, please visit: <https://gehlpeople.com/tools/public-life-data-protocol-beta/>

Step 1.

Define your Map Boundaries

Similar to the Travel Count activity, the very first step you must do when using this tool is to mark a zone for counting activity and emphasize the boundary lines within the site.

Print out or place a digital map onto the second activity sheet page of the Activity Mapping tool. With a marker, draw out the boundary lines on your map. When you start your timer, any and all people found within this boundary engaging in some type of activity shall be included on the tally sheet.

Step 2.

Make a Game Plan

Like the Travel Count tool, once you have identified where your boundary lines will be, you will now have to make a game plan for when you will conduct your Activity Mapping. This mapping exercise should occur before, during, and/or after any improvements have been made to a space for purposes of comparison, thus having at least two sessions for mapping out activities is highly encouraged.

Remember that it is important to keep consistent with your travel count times throughout your study. It is recommended that you start your counts over a 15 minute segment of time on the hour. This can be repeated throughout the day to showcase different activity times occurring throughout the day such as morning, afternoon, and evening. It should also be repeated at the same time for every day and/or period of each week you decide to collect data for. Make sure to have another print-out for each 15-minute segment of time that you collect data for.

Step 3.

Tally your Findings

For each person you record in your space, there are three sections to complete when doing this activity: the activity itself, the age, and mapping out where they are located with a symbol of their activity. Once you start your 15 minute timer, you should move around your space and record anyone and everyone engaging in any activity you see.

REMEMBER! One (1) tally per person and activity, even if someone is doing more than one activity. Choose the most prominent one you saw first and record it on the sheet in the activity segment and age range segment.

Step 4.

Map the Activity

On the second sheet, mark the location on the map of where you saw the activity take place of the person that was previously tallied in Step 3. Using the legend on the tally sheet, indicate the activity on the map with its associated symbol with the **FIRST** coloured marker. Once the 15 minutes are up, sum up your tallies in the first columns of the Activity and Age Range segments.

In the second hour, repeat the same process but with tallies in the second columns of each of the Activity and Age Range segments. Using the legend on the tally sheet, indicate the activity on the map with its associated symbol with the **SECOND** coloured marker. Once the 15 minutes are up, sum up the tallies in the second columns, followed by summing up each row.

Step 5.

Sum Up and Repeat

Once your first 15 minutes have passed, add up the tally marks within the age and activity column. A tally mark sub-total can be placed in each of the small boxes located in the upper left-hand corner of each age group, while a grand total of tallies for all people counted can be placed at the bottom of the first column. **Repeat Steps 3 - 4 for each subsequent 15 minute period you collect data on throughout the day.**

Step 6.

Analyze your Data

After completing your counts, you now have sufficient data to help you analyze your space and configure key findings and recommendations for your neighbourhood.

There are many ways you can present your data. So be strategic in how you want to showcase your findings.



Activity Mapping Tool

Location:
Timeframe:

Name:
Weather:

Date:
Temp:

LEGEND	ACTIVITY	DESCRIPTION	TIME:	TOTAL
X	Standing	Anyone standing within the area (not engaged in any of the categories below)		
T	Waiting for a Ride	Anyone waiting for a taxi, rideshare, tour bus, etc.		
P	Primary Sitting	Anyone sitting on public benches or similar, that is designed for sitting		
S	Secondary Sitting	Anyone sitting on things like ledges, stairs, lawns, or pavement		
@	Cafe/Patio Sitting	Anyone sitting in an area reserved for eating/drinking at a restaurant or cafe		
E	Eating and Drinking	Anyone eating or drinking, not including people on restaurant patios		
\$	Commercial Activity	Anyone shopping and selling at on-street vendors and stalls		
C	Cultural Activity	Anyone performing music, magic, dancing, busking, etc.		
△	Physical Activity	Activities such as skateboarding, jogging, children playing, sports, etc.		
W	Walking a Pet	Anyone standing, waiting, or walking within the area with a pet		
%	Pan-Handling	Anyone who is asking passers-by for money		
?	Walking in the Road	Anyone who steps onto the road to cross the street or pass on the sidewalk		
#	Taking Photos	Anyone taking photographs with a camera or phone		
>	Transition	Anyone transitioning from in/out of a vehicle, building, or other enclosed space		
⊖	Other	Anyone that is doing an activity “other” than what is mentioned above		
TOTAL				

AGE RANGE		TOTAL
AGE	TIME:	
0-4		
5-14		
15-24		
25-34		
35-44		
45-54		
55-64		
65-74		
75-84		
85+		
TOTAL		

Activity Mapping Tool

Location:
Timeframe:

Name:
Weather:

Date:
Temp:

NOTES

{Insert Map Here}

Activity Mapping Descriptions

LEGEND	ACTIVITY	DESCRIPTION
X	Standing	Anyone standing within the area (not engaged in any of the categories below).
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The Intercept

Overview of Tool

The **Intercept Surveys** toolkit intakes local knowledge by surveying residents and gathering responses. The Intercept Survey tool is a primary data collection tool that captures a rich collection of qualitative data. This type of data can later inform researchers about how people feel and value their public spaces. Two survey categories were developed to gather input from local residents:

Tool #1: Public Space Surveys

The Public Space survey evaluates sentiment people had towards specific public spaces by asking them a series of questions relating to public amenities such as benches, lighting, wash-rooms, and access. This tool helps you gather local insight on how people feel about a space in relation to the quality of amenities the space offers, the level of safety it provides, and how accessible the space feels. It will also help you capture sentiment scores on the overall comfort and type of atmosphere the space creates for its users.

Tool #2: Mobility Surveys

The Mobility Survey as a series of question segments that are focused on capturing the sentiment people has towards their mobility on a specific street. This survey looks at mobility through the eyes of a pedestrian, cyclist, and mobility aid user. The survey asks a series of questions relating to their safety and comfort.



Intercept Survey Toolkit

The survey sheets provided in this booklet provide only a small sample of the many questions that can be asked. While it is recommended to generate questions based on the unique surroundings and offerings of the public spaces you are surveying, the general questions provided in the survey sheets of this booklet can give you a head start on collecting public survey data.

Materials Needed

- 2x Clipboards
- Pens
- Survey Sheets

Helpful Tips!

- Gather volunteers to help you collect survey data. Having more people on site allows you to reach more people, but also creates safety in numbers.
- People usually have short attention spans so keep your surveys short and up to a maximum of 20 questions.



Step 1.

Determine What to Ask

The first step in this tool is to determine what questions to ask. While the Intercept Survey included in toolkit provides you with some overall general questions, it is up to you to structure it in a way that will give you answers to your research. Ask yourself what questions you want to ask strangers that are interacting with your study, or what personal sentiments you want to capture from them. Make sure to curate your survey so that all responses will remain anonymous and will not be able to be traced back to the respondent. Also make sure to use questions that are not too personal or uncomfortable to answer.

Step 2.

Generate Specific Questions

After determining the scope of interests you have for the public space that you are studying, you should now begin to generate a series of specific questions that relate to the areas of interest you have for the space. When selecting a series of questions, it is recommended that you have no more than 20 questions to keep surveys short and to the point.

It is a good practice to end your survey with a few demographic-related questions. This can help you assess what types of people are answering your survey and what their opinion is. Typical questions under this word category can refer to gender, race, age, income, or sexual identity. Just make sure to make it optional and provide a response option for people who prefer not to answer the question.

Step 3.

Print Out your Surveys

The next step is to print out your survey material. Your survey should be a maximum of 2-3 pages in length and should be printed single-sided with a staple in the top lefthand corner of the page. This allows respondents to move through the questions with ease on the clipboard without having to struggle too much.

Step 4.

Intercept Anyone Passing By

Once you have a set of surveys printed out, it is time for you to venture out to the site that you are studying. Consider getting some friends or volunteers to help you in this process as this will allow you to reach more people, while also ensuring the safety of yourself. When interacting with the general public, it is important to have support if an issue arises. Having extra people on hand creates safety in numbers for yourself and others.

When out in the field, you can either set a time limit on yourself to collect as many surveys as possible, or you can survey others until all printed surveys have been answered. Depending on the option you choose, keep it consistent.

While seeking input to your surveys, make sure to showcase a friendly attitude and try and engage with anyone that passes by in the space you are studying. Start out by asking anyone and everyone that passes by the space. You may feel uncomfortable reaching out to strangers at first, but with a little practice and perseverance, you will find your own way of being able to engage with the community. To help lure respondents to your survey, consider curating a sweet tagline that can peak the interest of those walking passed. Be safe and use your best judgement however. If there are people you do not feel comfortable engaging with, or if someone does not look like they are able or want to engage with you, do not force them.

When intercepting people on the street, it is also recommended that you and your team are scattered about your site, rather than huddled close together. This could cause people passing by to feel uncomfortable to engage with you.

Step 5.

Analyze your Data

Once you have a good set of surveys complete, you can start analyzing responses. It is a good idea to code your surveys into numerical data so that you can interpret your data and find patterns more easily.

880 diagnostic Intercept Survey Tool

Location: _____

Date: _____

Survey Information

Thank you for participating! This survey is intended to understand the sentiment people have towards this public space. Personal information collected through this survey will remain confidential and will not be attributed to individuals.

SECTION 1: SENTIMENT

1. How would you rate the following factors in this space?

	Excellent	Good	Fair	Poor
Comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What do you like about this space?

☐ No Comment

3. What do you dislike about this space?

☐ No Comment

4. What would you like to do in this space that you can't do now?

☐ No Comment

5. In your opinion, is this space great for an 8 year old and 80 year old?

☐ Yes ☐ No

Why, or why not?

☐ No Comment

SECTION 2: NATURE OF VISIT

1. What drew you to this space? (Check all that apply.)

- ☐ Just passing through
☐ Waiting for transit
☐ Event
☐ Food/drink
☐ Active recreation
☐ Meeting family or friends
☐ Spending time by myself
☐ Work
☐ Other (specify): _____

2. How often do you come to this space?

- ☐ Daily
☐ Several times a week
☐ Several times a month
☐ Once a year
☐ Less than once a year

3. How often do you participate in the programs offered in this space?

- ☐ Quite often
☐ At times
☐ Rarely
☐ Never

4. What barriers, if any, are preventing you from participating in the programming offered in this space?

☐ No Comment

5. How did you get to downtown today?
(One option only)

- ☐ Walk
☐ Cycle
☐ Public transit
☐ Taxi/Uber/Lyft
☐ Car - Driver
☐ Car - Passenger
☐ Other (specify): _____

SECTION 3: IDENTITY

Please note that the completion of this section is entirely optional. You may choose to select "prefer not to say" for any question. All survey results will remain anonymous.

1. How old are you?

- ☐ <14 ☐ 55 - 64
☐ 15 - 24 ☐ 65 - 74
☐ 25 - 34 ☐ 75 - 84
☐ 35 - 44 ☐ 85+
☐ 45 - 54 ☐ Prefer not to say

2. I identify as:

- ☐ Female ☐ Male
☐ Transgender ☐ Two spirit
☐ Prefer not to say
☐ I identify as: _____

3. I identify as (check all that apply):

- ☐ Black ☐ East Asian
☐ Latinx ☐ Middle Eastern
☐ Southeast Asian ☐ White
☐ South Asian/Indo-Caribbean
☐ Indigenous (includes First Nations, Métis and Inuit)
☐ Prefer not to say
☐ Other (specify): _____

4. Do you consider yourself to be
LGBTQ2S+?

(LGBTQ2S+ is an acronym that stands for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Two-Spirit. A plus sign or asterisk added to any acronym indicates the inclusion of identities not explicitly included in the acronym.)

- ☐ Yes ☐ No ☐ Prefer not to say

5. Do you consider yourself to be a person with a disability? A person with a disability has a physical, mental, sensory or learning impairment.

- ☐ Yes ☐ No ☐ Prefer not to say

6. What is your annual household income before taxes?

- ☐ Under \$10,000
☐ \$10,000 - \$19,000
☐ \$20,000 - \$39,999
☐ \$40,000 - \$69,999
☐ \$70,000 - \$99,999
☐ \$100,000+
☐ Prefer not to say

6. What generational background do you identify with?

- ☐ First Generation
 (persons who were born outside Canada.)
☐ Second Generation
 (persons who were born in Canada and had at least one parent born outside Canada.)
☐ Third Generation or More
 (includes persons who were born in Canada with both parents born in Canada.)
☐ Not Applicable
☐ Prefer not to Answer

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Further Resources



The 8 80 Diagnostic Neighbourhood Toolkit has been created so that you and your community can take direct action on evaluating public spaces around your own neighbourhoods through the lens of an 8 and 80 year old. As you work through these toolkits, we hope that you are able to learn something new while also being able to collect a rich and

wholesome set of data that can help you and your community make more informed choices for the spaces around you. Looking towards the future, we hope this guidebook will be able to expand in content with additional toolkits and features as we continue in our progression with our diagnostic services.

For similar tools like this that you can use in your own neighbourhood, check out:

Healthy Community Guidelines | University of Alberta's Housing for Health

<https://www.ualberta.ca/departments-of-medicine/divisions/preventive-medicine/housing-for-health/healthy-community-guidelines.html>

Tactical Neighbourhood Toolkit | Canadian Parks and Recreation Association

<https://cpa.ca/framework/tools-and-resources/>

Parks & Public Spaces Guide | AARP + Trust for Public Land + 8 80 Cities

<https://www.aarp.org/livable-communities/tool-kits-resources/info-2018/livable-parks-guide.html>

Toolkit for Measuring Urban Experiences of Young Children | Gehl & Bernard van Leer Foundation

<https://bernardvanleer.org/publications-reports/urban95-tools-for-studying-public-life-public-space/>

How to use the Public Life Tools | Gehl People

<https://gehlpeople.com/tools/how-to-use-the-public-life-tools/>

For more information on the 8 80 Diagnostic Neighbourhood Toolkit, or if you need assistance with your data or anything else found within this toolkit, you can reach out to us at info@880cities.org or contact us at (416) 591-7404. You can also learn more about this and many other services we offer by visiting us www.880cities.org.

