

APPENDIX G

Engagement activity protocol

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Photo Activity, 90 minutes

- » 6 groups based on language; one group per table
- » Each group has a facilitator and a note taker
- » Each table has sticky notes, pens or markers, and tape
- » Each person gets 2 sets of photos
- » Each person gets 2 papers with the safety spectrum line

FACILITATOR'S INSTRUCTIONS FOR THE ACTIVITY:

In this activity, we will be focusing on the key topics that PBOT would like to learn more about: lighting, public gathering spaces (like plazas), street crossings, sidewalks, and getting to bus stops. We are curious to learn what makes these places and spaces physically and emotionally safe or unsafe, based on your own everyday experiences.

As a reminder, physical safety means encountering minimal risks or hazards – such as broken sidewalks, busy roads, or poorly lit plazas – that could result in harm to one's body, while using and moving through Portland's public spaces.

And personal or emotional safety means encountering minimal risks or hazards – such as disrespect, harassment, or discrimination – that could result in harm to one's mental

wellbeing, while using and moving through Portland's public spaces.

Let's go through one example photo before we get into the details of the activity. [Read photo description; then ask the following questions allowing for 2-3 responses to each].

- » *When and how do you move through this place in your everyday lives?*
- » *How do you use this place? For example, would you eat lunch here, play with your kids here, go for a walk here, and so on?*
- » *Does how you use or move through this place change during different times of day, like in the morning versus at night? What about during different times of the year?*
- » *When you think about this place, what comes to mind related to physical safety?*

» *When you think about this place, what comes to mind related to personal or emotional safety?*

Now that we've gone through an example, do you have any questions so far about what we mean by physical and personal or emotional safety or about what we're going to be doing?

Great! Let's talk about the whole activity now. Each group has two sets of photos that show a variety of places and spaces. Most photos are of real places and spaces in Portland. Each set highlights one of the key topics. Our group has: _____ and _____ [read the topics from the labels on the photo sets].

For each set we'd like you to complete three tasks. First, you'll start by working on your own to place the photos in order from least safe to most safe. We've given you each a paper with a line representing this spectrum of safety, with least safe on the left and most safe on the right. You will tape the photos along the line on your paper based on

your experiences and thoughts about the safety of these spaces and places.

After you've placed your photos along the line, we'd like you to take some sticky notes and write down some of the reasons that you placed each photo where you did. What about the space or place makes you feel safe or unsafe?

Then, I'll collect each of your papers and line them up, so that we can discuss the similarities and differences in where you each placed each of the photos.

Any questions about the overall task?

Ok, so we'll have about an hour now and then another 30 minutes after lunch to work on this. So we're hoping to get through both sets of photos. Which one do you want to start with?

Let me tell you about the photos in our first set [read the written description on each of the photos].

So, we'd like you to think about times during your day-to-day lives that you move through or use these places

and spaces. Of course, a photo shows one particular point in time. We'd like you to think about your experiences in these places and spaces during different times of the year, different times of day, and for different kinds of activities. What about the physical structures or layouts of these places and spaces makes you feel safe or unsafe? What about the things you do in these places and spaces or how you use them makes you feel safe or unsafe?

If you'd like any help with taping the photos or writing on the stickies or any other part of this activity, please let me know.

You'll have about 15 minutes to put your photos along the line and to write your sticky notes. Then we'll spend 20-30 minutes discussing the activity as a group. Then we'll do it all again for the second set of photos.

FACILITATOR'S GUIDE FOR SMALL GROUP DISCUSSION:

Lay out each paper in one column, so that the lines are stacked.

Guide the group through reviewing each of the photos, using questions from the examples below that make sense based on where they put the photos.

Take notes.

Let's start with Photo A. It looks like... all of you put Photo A...; some of you put Photo A here versus there... [describe where on the line Photo A is located for each paper].

- » *Why do you think you all put Photo A in the same spot?*
- » *Why did some of you put Photo A closer to least safe and some of you put Photo A closer to most safe?*

- » *Could some of you share with the group about what you wrote on your sticky notes about why you put Photo A where you did?*
- » *What would you change to make this space or place feel more physically safe?*
- » *What would you change to make this space or place feel more emotionally safe?*
- » *What else do you think of when you think about this space or place?*

Repeat for each photo in the set.

Then, pass out the second set of materials, describe the second set of photos, and instruct the group to start on the second set.

INSTRUCTIONS FOR NOTETAKING:

CCC will set up a Qualtrics form where notetakers can type notes based on the small group discussions. DMA will also have large flip charts available for notetaking. Liaisons can use the Qualtrics form, the flip charts, or both – whichever is easiest for them.

For the Qualtrics form -- liaisons can use their own phones or one of the tablets available at the event to access the Qualtrics form. The form will have spaces to take notes for each photo in the set. The form will also have an "Other Notes" section where the notetaker can document information about the conversation that may be beyond a specific photo. The liaison should fill out the form once per photo set.