



ENGAGING CHILDREN IN THE ŌTĀKARO AVON RIVER CORRIDOR REGENERATION

Summary report prepared by Sian Carvell

[Abstract](#)

Listening to children's voices and understanding their needs and ideas about the Ōtākaro Avon River Corridor is essential to the success of Regenerate Christchurch's planning and decision making.

Contents:

1. Purpose	2
2. Method	2
3. Discussion outcomes: Engaging children in the Ōtākaro Avon River Corridor	3
- Theme 1: Connecting with nature	4
- Theme 2: Fun with water	5
- Theme 3: Fun on the land	6
- Theme 4: Caring for myself and others	8
- Theme 5: Connecting with others	9
- Theme 6: Learning and earning	9
4. Summary	9
5. Appendices	11
- Appendix 1: Lesson plan	
- Appendix 2: 'Wish this was here...' postcard	
- Appendix 3: Themes and assessment	
- Appendix 4: Ōtākaro Avon River Corridor Regeneration Plan - Wheel of needs	

1. Purpose

Regenerate Christchurch was established under the Greater Christchurch Regeneration Act 2016 to lead the regeneration of Christchurch. The Ōtākaro Avon River Corridor is the organisation's initial focus with a Regeneration Plan due to be publically notified in March–June 2018.

Regenerate Christchurch worked with stakeholders to develop a process of engagement that included an initial public engagement phase from March–April 2017 to develop the vision and objectives for the Ōtākaro Avon River Corridor. The public engagement phase included multiple opportunities for engagement including a public Open Day, meetings with diverse stakeholder groups, online feedback, and interactive displays at civic facilities including all public libraries.

The purpose of this report is to describe methods and discuss outcomes of the Regenerate Christchurch engagement process with children (up to 12 years of age).

Children are the future users, leaders and residents of Christchurch and are a key group to engage in the regeneration process. Listening to children's voices and understanding their needs and ideas about the Ōtākaro Avon River Corridor is essential to the success of Regenerate Christchurch's planning and decision making for this area.

2. Method

Children living in or near the Ōtākaro Avon River Corridor were the primary focus for engagement. To gather many ideas within the short one-month time frame,¹ primary and intermediate schools near the Corridor were approached to take part in the initiative. Actively involved were:

- Haeata Community Campus (Years 4–7, four classes);
- Waitakiri School (Enviro Group, mixed year group);
- Rawhiti School (Years 1–6, seven classes);
- South New Brighton School (mixed year groups, three classes);
- Banks Ave School (Years 4–6, 6 classes)
- Bromley School (Year 4, 2 classes).²

Engagement Principles

To appreciate the approach taken by Regenerate Christchurch to engage children in the city's regeneration, it is important to note their engagement principles:

Put people and communities at the centre;

Listen first, then act – start from where our communities are at;

Utilise local expertise, knowledge and networks to help create collective responsibility and build momentum;

Be brave, honest, resourceful, visible and respectful;

Encourage a culture of inclusion and participation by reflecting diversity and promoting equity and accessibility.

¹ Monday 6 March – 5 April 2017.

² Christchurch East Primary School and Shirley and Chisnallwood Intermediates were also approached, but did not respond.

Ideas were also gathered from children at the Regenerate Christchurch Open Day held 25 March 2017, and a local East Christchurch scout group. Additionally, via the support from Avon Ōtākaro Network, further ideas were obtained from the 2017 Children's Day, Lincoln Bio Blitz and from Somerfield School.

To ensure the approach was child centred and respected the needs and demands on schools, Regenerate Christchurch engaged two facilitators, both with teaching backgrounds and existing relationships with the nominated schools.

The facilitators developed a 45min lesson linked to the New Zealand Curriculum (Appendix 1). The lesson focussed on obtaining what the children believed they *needed* from the Corridor – what would make them happy, healthy and thrive. The children enjoyed hands on activities exploring the difference between needs and wants, as well as viewing before and after images and drone footage of the area being discussed.

The lesson concluded with asking children to share their ideas on what they needed from the River Corridor on a 'Wish this was here ...' postcard (Appendix 2). They wrote and drew what they would like to see in the River Corridor. The postcards were the brainchild of the Avon Ōtākaro Network.

The lesson was really worthwhile and pitched at the appropriate level for our Year 4 students.

The children really enjoyed the postcard activity and were thrilled to see their postcards up on the Regenerate Christchurch Facebook page - this made them even more motivated as they saw that Sian and her team really valued their opinions and ideas.

Teacher, Bromley School

3. Discussion outcomes: Engaging children in the Ōtākaro Avon River Corridor

The participating schools' teachers, parents and children commented on the importance and capability of children having their say on something that affects them now and in the future.

When the children were asked why they thought they were being invited to share their ideas on what they need from the Ōtākaro Avon River Corridor, they responded enthusiastically and with little hesitation. These are some of their comments:

Enthusiastic and interested - this is a topic that's really relevant to our students as many live close to the red zone. It's been awesome seeing how motivated they've been to write their letters and bring their ideas to life by creating models, etc.

Teacher, Bromley School

"Excited because the ideas we have might be able to help the Regenerate Christchurch company to think of new stuff that they might not have thought of already."

"Happy because I think it's really important that us kids get to help make some ideas for the red zone."

"It was good that they asked us as there would be no point putting things there that no-one wanted."

"Honoured because it means that the adults actually are listening to us."

"It was good to think that my ideas are valued."

Approximately 750 children shared their ideas about what they believed they needed from the Corridor 'to thrive'. The majority of children had more than one idea – some had up to ten. In total 1862 ideas were generated. The children's ideas were assessed using the **thematic analysis**³ method.

From the myriad of ideas received, six key themes emerged: Connecting with nature; Caring for myself and others; Fun with water; Fun on the land; Connecting with others; Learning and earning.

Theme 1: Connecting with nature (25 percent)

Of the six emerging themes, this was the most popular and accounted for 25 percent or 473 of ideas received. Having a 'green' space to walk, picnic or even camp; pristine waterways, lots of trees to attract native birds, orchards and vegetable gardens to harvest were all viewed as a must. Having a 'green space' was referred to across the themes.

The urge to connect with nature is a need in itself. There is growing evidence that children are experiencing an increasing disconnection to the natural world. Without direct experiences in nature, research findings suggest that children are missing opportunities to enhance their health and wellbeing, and to develop responsible long-term environmental behaviour.⁴

The need to 'connect with nature' was broken down into four main areas – Edible gardens, Habitats, Water, and Enjoying.

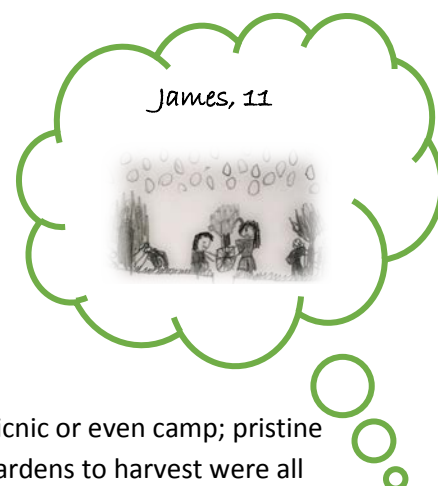
1.1 Edible gardens

The children moved away from the traditional Christchurch 'Garden City' theme. Although there were references to flower gardens, they were predominantly interested in edible gardens: fruit trees, vegetable gardens and berry patches. They envisaged community vegetable gardens and orchards, markets and stalls and/or foraging sites, with plenty to go around. Ideally these should be free and, where possible, the food should support those less fortunate.

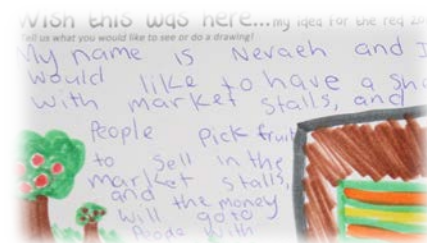
Those who identified this as a need said edible gardens are about sharing with others, being healthy, and having a communal space in the community.

Communal gardens where everyone can come and eat the fruits and vegetables for free

Esther, 9



Nevaeh, 10



³ **Thematic analysis** (TA) is a widely-used qualitative data analysis method. It is one of a cluster of methods that focus on identifying patterned meaning across a dataset. School of Psychology, Auckland University. <https://www.psych.auckland.ac.nz/en/about/our-research/research-groups/thematic-analysis/about-thematic-analysis.html>

⁴ Benefits of connecting children with nature. Research in support of Investing in Conservation Education for a Sustainable and Prosperous Future, Department of Conservation.

1.2 Habitats

Essential to 'connecting with nature' was maintaining and restoring habitats for birds, lizards and insects. The more birds, lizards and insects, the happier the children would be.

Having and planting more trees, preferably native, was raised by the majority of participants. This included support for tree huts and tree climbing, with one participant asking for a tree climbing school.

Attracting native birds by planting green corridors throughout the zone and providing suitable plants and hives to attract bees was also supported.

Gwen, 6



1.3 Water

Along with the many trees, birds and insects, the thought of pristine streams, rivers and lakes brought joy to the participating children. They strongly supported the idea of enjoying them for what they are – habitats for plants and animals, a place to sit and enjoy, and to explore the many goings-on in and around the waterways.

1.4 Enjoying

'Enjoying' nature is just that. Seeing the green open space as a place to walk and run through, sit and enjoy just as it is. Places to camp, have picnics and BBQs, and benches to sit on and take it all in would be the icing on the cake.

Willow, 10



Theme 2: Fun with water (11 percent)

Essential for the Ōtākaro Avon River Corridor is that it has a place to enjoy and have fun with water – be it a pools, water parks, wave pools, kayaking or water slides.

Mosiana, 10



New Zealand boasts 11,000 kilometres of glorious coast, 425,000km of snaking rivers and streams, and 3820 sizeable lakes. It is no wonder that watery fun surfaced as a popular theme.

Water fun is in our blood. The need to be in and around water and learning to swim are essential to being a New Zealander. Only 29 percent of twelve-year-olds can swim the survival distance of 200m,⁵ so easy access to pools and water parks could build the necessary confidence and skills in water.

'Fun with water' was an idea on its own - 11 percent or 202 of ideas received specified water recreation, with 9 percent promoting water parks including pools, jumping boards and slides of all shapes and sizes.

⁵ Water Safety New Zealand.

From the watery ideas received, a picture emerged of what the children envisage for a water park:

Caitlin, 9

- 💧 Ideally free all the time, or at least some of the time, especially for children;
- 💧 Where they can have fun AND learn to swim;
- 💧 Many slides – big, small and hydrosides;
- 💧 Multiple pools of all sizes, both hot and cold, that cater for all – from the young to the old;
- 💧 Colourful lights, in and out of the water;
- 💧 Equipment available for hire: boogie boards, water guns, zorbs, surfboards, and floatable noodles;
- 💧 Jumping boards of various heights and sizes including a water tower for bungy jumping;
- 💧 Speciality areas: wave pools for swimming and surfing, water wheels, water holes and caves, and a lazy river.



Water playground,
hot pools, cold pools.
Kids can learn to
swim; a canoe area, a
running river.

Amber, 8

Theme 3: Fun on the land (38 percent):

This theme was a big one with sports fields, skate parks, dog parks, animal parks, carnivals, and tree huts all seen as potential amenities. The children recognised that the space available corresponded with their ideas – varied and big. Children see a huge potential and need to enjoy the space that is there.

Throughout the brainstorming and engagement process, the children said it was important to have basic amenities provided: toilets, safe lighting, drinking fountains, bus stops and bike and car parks. Ideally, entry should be free or at least affordable and with free Wi-Fi.

To fully comprehend the children's ideas, 'Fun on the land' was broken down into three main areas: Parks and tracks; Playgrounds of all shapes and sizes; and Theme time.

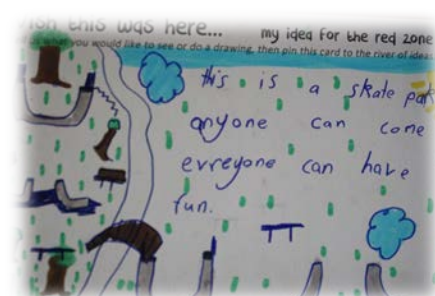
3.1 Parks and tracks (16 percent):

Skate parks and bike tracks, obstacle courses and dog and horse parks were all hugely popular ideas, contributing to 16 percent or 292 of ideas presented. The need to get fit and test their skills was strongly put forward. Somewhere to learn archery was also raised.

Skate parks was one of the most popular. It was felt the parks should be big enough to cater for all ages and skills, be safe and free, and suitable for skateboards and scooters.

Alongside skate parks, the children would like bike tracks. Some tracks could wind their way through the space provided by the parks

Cole, 8



Willow, 10



established in 'Connected to nature.' And some more organised circuit/BMX-type tracks where, like in the skate parks, they can test their skills and learn new tricks.

Lots of dog parks and a few horse parks where the animals can have fun, socialise and test their skills on obstacle and agility courses was desired. Safety for both animals and their owners was seen as a must.

Last but not least, sports parks, fields and courts were seen as essential. Key sports mentioned were cricket, basketball, netball, tennis, football, athletics, rugby, wrestling and gymnastics, and they felt a bowling alley would be a great addition.

3.2 Playgrounds of all shapes and sizes (12 percent):

There were 216 ideas about this area and it was about getting back to basics – good, honest and wild play: treehouses galore, huts, hide-and-seek courses, caves and tunnels. Plus other more structured areas to play such as flip-outs, zip lines and traditional swings and slides.

Sammy, 8



*"The physical exercise and emotional stretching that children enjoy in unorganized play is more varied and less time-bound than is found in organized sports. Playtime—especially unstructured, imaginative, exploratory play—is increasingly recognized as an essential component of wholesome child development."*⁶

Pepper, 9



Treehouses and huts were a particularly favourite idea – randomly placed, standalones throughout the Corridor, or in clusters. Not having them is not an option; nor is anything too basic. Ideally, the trees would be carefully chosen and the houses and huts built with stability, fun and style in mind.

Alongside this 'wild' play the children want the opportunity to play and have fun in more structured and organised environments, such as traditional playgrounds with swings and slides, flip-out and zip line zones, and a skating rink.

Whatever the shape and size, the playground ideas put forward need to provide the opportunity to be wild, creative and exploratory.

⁶ Richard Louv, *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.

3.3 Theme time (10 percent):

At 10 percent or 187 of ideas presented, 'theme time' was predominantly about enjoying unique places and experiences of the more indulgent kind – theme parks, carnivals, chocolate factories and zoos. Pokémon, Nerf battlegrounds and dinosaurs were popular ideas. As were traditional Ferris wheels and rollercoasters. When it came to zoos and animal parks, the children saw a place for rescued animals both exotic and native, where they could visit and care for them, and learn about their plight and how they could help protect them.

Animal parks for people to see animals and adopt some too.

caitlyn, 9

Nicolas, 10



Also included in this area were technology opportunities, free Wi-Fi, computer stations, gaming rooms, Pokémon-themed, and virtual reality. There was also the need for sustainable technology such as solar panels throughout the Corridor and electric car chargers. Future proofing is what it is all about.

Theme 4: Caring for myself and others (12 percent):

The need to feel safe and loved, and to ensure vulnerable people and animals have a place to stay and be cared for was important to the young participants, representing 12 percent or 229 of ideas.

'Caring for myself and others' focussed on the basic needs to be happy and to thrive – safety, love and the importance of family and friends. Warm, safe housing; safety from hazards such as fire and earthquakes; less crime; and no littering were specifically mentioned.

Morgan, 6



Milly, 10



Generally, there was a sense of needing a community that was safe and in which people looked after each other, while having activities and experiences to be proud of and enjoy.

Animal and bird shelters, not just for cats and dogs, was noticeable in this theme. The children felt it was important to have reserves and sanctuaries for animals who have been abused, sick, injured or were homeless.



Ebony, 10

This demonstration of empathy for others suggests a need to connect to their community beyond their immediate family and friends. It is not enough for them to have their own needs met, but for others to also have the opportunity to thrive.

Theme 5: Connecting with others (8 percent):

At 8 percent or 152 of ideas presented, 'Connecting with others' was about having good and relevant community services. Having places to meet, enjoy good food, shop, go to movies, listen to live music, and do and see creative things with family and friends. It is important to note however, that these places are part of, not separate from, the green space discussed in 'Connecting to nature.' It is all part of the same community. They envisage markets full of local produce and crafts, cafes, drive-in movie theatres, amphitheatres, and ice-cream and lolly shops.

Dayna, 9



There was also mention of having a police station and graveyards within the Corridor.

Theme 6: Learning and earning (6 percent):

At 6 percent or 111 of the ideas presented, 'Learning and earning' is business-oriented. Focussing on the East, where anything can happen and be realised – exciting job and learning opportunities right at their doorstep. And not just for the East but for greater Christchurch.

Micahleí, 7



Education and community spaces are important to realise such dreams and ideas. The children would like to see a university, medical school, libraries, schools and art and music facilities. And keeping an eye on future needs, places to explore and encourage sustainable technology; factories, a hospital or an airport.

And hotels of course. With all this going on, they felt people will want to visit, stay and explore.

The children believed that the many activities and experiences on offer would generate prosperity and employment opportunities in the Ōtākaro Avon River Corridor. They perceive that what's good for them is good for the East and greater Christchurch.

Summary

Earlier this year, Regenerate Christchurch surveyed Christchurch residents asking them "What needs does Christchurch have that could be met by the Ōtākaro Avon River Corridor?" (Appendix 3). It is important to highlight the close connection between the needs identified by the children and those by the adult residents surveyed (Figure 1). It is not uncommon for adults to dismiss the ideas of children, especially those under 12 years of age, as idealistic. However, this initiative highlights otherwise. While some needs and ideas put forward are of an ideal nature, the majority are realistic, hopeful and, if eventuated, would be assets to the city now and into the future.



Figure 1: The connected needs of participating children and Christchurch residents who were surveyed.

Engaging children in the Ōtākaro Avon River Corridor regeneration is valuable on two fronts. It creates an opportunity for children to genuinely engage in issues that matter to them and it provides the Ōtākaro Avon River Corridor engagement and planning process with a new perspective. This assists in the development of a stronger and more relevant plan responsive to both current and future needs.

Appendices

Appendix 1: Lesson Plan

REGENERATE CHRISTCHURCH: What do you <i>NEED</i> from your community?			
Supporting curriculum links: SOCIAL SCIENCES			
<i>Level 1 and 2</i> L1 Students will gain knowledge, skills, and experience to: <ul style="list-style-type: none">- Understand how belonging to groups is important for people.- Understand that people have different roles and responsibilities as part of their participation in groups.- Understand how the past is important to people.- Understand how places in New Zealand are significant to individuals and groups.- Understand how the cultures of people in New Zealand are expressed in their daily lives. L2 Students will gain knowledge, skills, and experience to: <ul style="list-style-type: none">- Understand that people have social, cultural, and economic roles, rights, and responsibilities.- Understand how people make choices to meet their needs and wants.- Understand how cultural practices reflect and express people’s customs, traditions, and values.- Understand how time and change affect people’s lives.- Understand how places influence people and people influence places.- Understand how people make significant contributions to New Zealand’s society.- Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.		<i>Level 3 and 4</i> L3 Students will gain knowledge, skills, and experience to: <ul style="list-style-type: none">- Understand how groups make and implement rules and laws.- Understand how cultural practices vary but reflect similar purposes.- Understand how people view and use places differently.- Understand how people make decisions about access to and use of resources.- Understand how people remember and record the past in different ways.- Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.- Understand how the movement of people affects cultural diversity and interaction in New Zealand. L4 Students will gain knowledge, skills, and experience to: <ul style="list-style-type: none">- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.- Understand how exploration and innovation create opportunities and challenges for people, places and environments.- Understand that events have causes and effects.- Understand how producers and consumers exercise their rights and meet their responsibilities.- Understand how formal and informal groups make decisions that impact on communities.- Understand how people participate individually and collectively in response to community challenges.	
LESSON PLAN (45mins)			
Objective	Information and questions to ask students	Supporting activity	Timing
D: Ice breakers Resources: pens, paper, visual cards.	What three things would you take to a deserted island?	Students are paired up and asked to face each other. Person A draws their partner (Person B). Person B must NOT look at what Person A is drawing, but instead maintain eye contact for the entire 30 seconds.	10min

		<ul style="list-style-type: none"> - Switch. Person B now draws Person A. - When the time is up they can show each other their drawings. - They will take a minute each to share their answer to the question: "If you were stranded on a deserted island, what you would bring?" - Ensure they answer "why" to show the rationale behind those choices. - Whanaungatanga process, whip around the room and get students to introduce their partner and ONE thing they would take on the island and why. 	
S: Recognising the difference between a need and a want	<p>Needs: A need is something that a person must have in order to thrive. Without it, that person will suffer either physically or mentally.</p> <ul style="list-style-type: none"> - What do you need to be happy? - What do you need to be physically healthy? - What do you need to be mentally healthy? - If any of these things were missing, what would happen to you? <p>Some examples of needs are:</p> <ul style="list-style-type: none"> - Physical needs: air, water, food, warmth, rest, health. - Safety needs: shelter, security 	<p>After the discussion re. need vs. wants, choose one of the activities below:</p> <ul style="list-style-type: none"> - Create a line the length of the classroom/space. One end is NEED and the other end is WANT. <p>Tell the students that you are going to read out/show pictures of needs and wants. They are to decide whether it is a need or a want and then position themselves along the line depending on what they think. Emphasise that this is a learning opportunity AND that some things can be a mix of both a need and a want.</p>	5min

	<ul style="list-style-type: none"> - Self needs: confidence, independence, respect, education, control over one's choices. - Relationship needs: friends, family, love, community. - Purpose needs: personal growth, mental growth, spiritual growth, place in the world. <p>Wants: A want is a choice. A desire which a person may or may not be able to obtain. Life will continue if a person does not get what they want.</p> <p>Wants are also individual. Human beings may have some of the same needs, but not every human being will have the same wants. Wants depend on a person's environment, upbringing, background and viewpoint.</p> <p>For example, we all need to eat. We need to eat in order to live. But the choice of what to eat leans toward want. We can want pizza for breakfast, lunch, and dinner. We can want to eat only fruits and veggies. We can want to eat caviar and expensive steak. However, life will go on if we don't get that.</p> <p>Another example would be to look at relationships. We need caring relationships in order to thrive. We may want a certain type of personality or things in a friend. But if we don't get everything we want, life will go on.</p>		
--	--	--	--

	<p>What is one thing you want right now?</p> <p>What is one thing you want this year?</p> <p>What will happen to you if you don't get these things?</p>		
<p>D: Identifying relationship needs</p> <p>Resource: character sketch.</p>	<p>This will build on the last episode and the questions around relationships.</p> <p>We need caring relationships in order to thrive.</p> <p>This section aims to get students talking about the things they do as friends outside of school.</p> <p>The second part gets them to dig a bit deeper and think about character traits/values that are important to them.</p>	<ul style="list-style-type: none"> - Students are split into groups of four. - Each group is given a character sketch and asked to nominate a scribe. - First 3 minutes the group talks about the great/fun activities they love to do with friends and family. - The scribe puts these ideas around the outside of the skeleton. - Next 3 minutes they need to answer character trait questions and put these on the inside of the character sketch. - "What do I need from my friends" (give an example) and/or - "What makes me a good friend?" (give an example) - Last 2 minutes: get a couple of groups to share an answer to each of these questions with the class. 	8mins
<p>S Identifying what the students need from their community (red zone), now and in the future.</p>	<p>Refer back to the questions from the previous activity re NEEDS and relate it to the red zone:</p> <p>What do you need to be happy?</p> <p>What do you need to be physically healthy?</p> <p>What do you need to be mentally healthy?</p> <p>If any of these things were missing, what would happen to you?</p>	<p>Have slide show on screen of the red zone BEFORE the EQ and NOW.</p> <p>Brief discussion re. the differences and what they like/liked about what was there before and what there is now:</p> <ul style="list-style-type: none"> - Ask why they like/liked it and if they see/saw it as a NEED or a WANT <p>Video: Show YouTube video (3 min 30 secs) of what the area is like now.</p> <p>Discussion: Tell the students this is where the really important stuff happens and that there is an amazing opportunity to make Christchurch East better than it was and better than it is. This is their opportunity to share what they NEED now and in the future (referencing Regenerate Christchurch, etc.).</p>	30mins

	<p>Some examples of needs are:</p> <ul style="list-style-type: none"> - Physical needs: air, water, food, warmth, rest, health. - Safety needs: shelter, security. - Self needs: confidence, independence, respect, education, control over one's choices. - Relationship needs: friends, family, love, community. - Purpose needs: personal growth, mental growth, spiritual growth, place in the world. 	<p>Briefly refer back to 'What is a need' and related questions</p> <p>Post card activity/template</p> <ul style="list-style-type: none"> - At end of session – share with partner what you NEED from the red zone. - Have a few pairs share with the class. 	
--	--	---	--

Appendix 2: 'Wish this was here ...' Postcard



Wish this was here...my idea for the red zone

Tell us what you would like to see or do a drawing!

Name: _____

Age: _____

Appendix 3: Themes and assessment

Taiao – Connected to nature				
High level theme	Gardens	Habitats	Water	Connecting
Sub-categories	<i>Edible gardens/fishing and hunting</i>	<i>Animals in natural habitat, trees, native plantings</i>	<i>Water quality, pristine lakes/rivers/ponds and coast/sea</i>	<i>Parks, camping, BBQs, picnics</i>
Descriptive terms/values/detail	<p>Orchards and vegetable/berry garden- ability to pick, eat and share food</p> <p>Benches to sit on</p> <p>Flower gardens x2</p> <p>Tropical forest x1</p>	<p>Trees (including tree climbing schools)</p> <p>Green Corridors</p> <p>Seeing birds in their natural environment i.e. bird feeders, bird watching</p> <p>Insects</p> <p>Lizards</p> <p>Bee hives</p>	<p>As it is i.e. habitat and appreciation – not for recreation or for sport</p>	<p>Open spaces –to walk, run and play and enjoy it as it is</p> <p>Places to look at stars</p>
Totals	148	165	58	102

Caring for myself and others							
High level theme	<i>Caring for myself</i>	<i>Caring for others</i>			<i>Caring for animals</i>	<i>Importance of family</i>	<i>Free activities, nil cost</i>
Sub-categories	Safety	Housing general	Housing for the disadvantaged	Caring for community	Animal shelters	Importance of family	Free activities, nil cost
Descriptive terms/values/detail	<p>From hazards e.g. fires, disasters</p> <p>From hurt e.g. crime</p>	<p>Shelter, warmth, safe houses, housing</p> <p>Give people back their property</p>	<p>For homeless, poor, orphans</p>	<p>Love, food for people</p>	<p>Animal welfare, SPCA, reserves, sanctuaries</p>		

Totals	28	60	32	34	42	12	21
Fun on land AND Fun with water							
High level theme	<i>Sports</i>	<i>Recreation</i>		<i>Play and learn</i>		<i>Technology</i>	
Sub-categories	Organised team sports/sports grounds	Land-based recreation	Water parks/pools	Theme parks	Playgrounds	Technology for fun and sustainability	
Descriptive terms/values/detail	Tennis, football, rugby, cricket, golf, basketball court, bowling alley, sprint track, wrestling, gymnastics	Skate parks, bike tracks, walking tracks, obstacle courses, dog parks, horse riding, archery, mini gold, remote control vehicles, go cart track Amenities: toilets, safe lighting, water fountains, bus stops, and car parks	Pools, kayaks, wave pools, water slides, boat track Amenities: toilets, safe lighting, water fountains, bus stops, and car parks	Zoos/animal parks, carnivals, roller coasters, Ferris wheels, aquarium, chocolate factories, candy land, mazes, Nerf Battleground Free or cheap access is critical Free Wi-Fi Food stalls Amenities: toilets, safe lighting, water fountains, bus stops, and car parks	Indoor: trampoline facilities, ice-skating Outdoor: treehouses, paces for hide and sees, flying fox/zip lines, slides and swings, secret tunnels Bit of a themes around wild play – huts, hide and seek courses etc. – as well as build structures Amenities: toilets, safe lighting, water fountains, bus stops, and car parks, electricity in new houses A tram track around the red zone	Gaming rooms, Pokémon, Wi-Fi, rocket stations, computer stations Virtual reality Solar panels, electric car chargers Science lab.	
Totals	62	230	202	158	216	29	

Connecting with others AND Learning and earning			
High level theme	Community Services	Industry and commerce	Community hubs

Sub-categories	<i>Transactional public services</i>	<i>Economic prosperity, investment and employment</i>	<i>Education and community spaces</i>
Descriptive terms/values/detail	Markets, food places and trucks, malls, supermarkets, pop up shops and movies including drive in/outdoor movie theatre Police station Graveyard	Factories, hotels, offices, rental sheds for sporting codes A rocket station A hybrid car manufacturing plant Bridges	Schools, outdoor education, university, libraries, churches, music and art facilities, museum, medical school, hospitals, vets, airport, buildings and halls, memorial, gym, children's hospital, singing group, dancing school, art groups Home for the elderly Jail Disaster recovery site
Totals	152	21	90

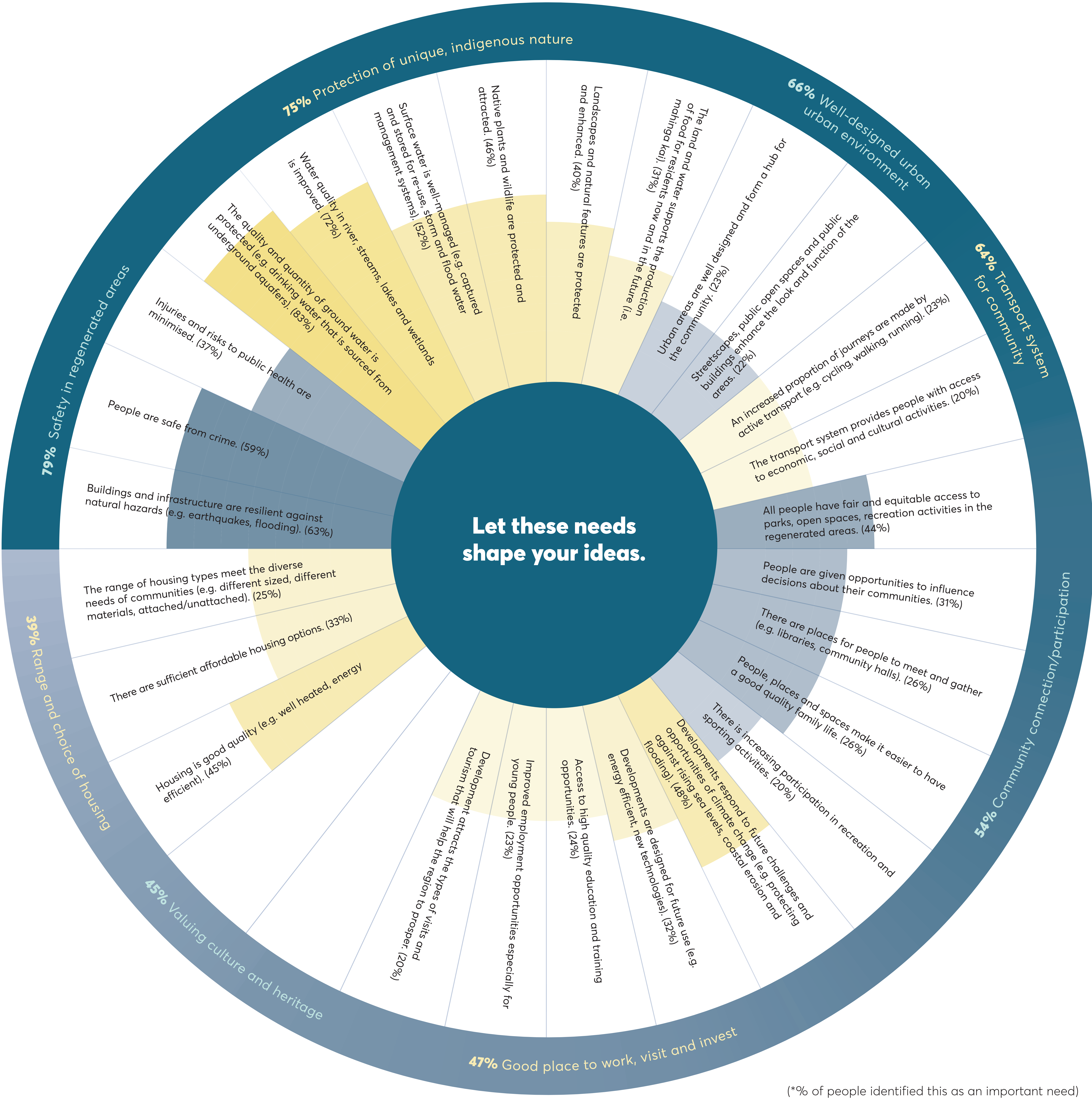
Appendix 3: ŌTĀKARO/AVON RIVER CORRIDOR REGENERATION PLAN – Wheel of needs

Regenerate Christchurch surveyed Christchurch residents and asked them “What needs does Christchurch have that could be met by the Ōtākaro Avon River Corridor?” The results are shown in the following graphic.

ŌTĀKARO/AVON RIVER CORRIDOR REGENERATION PLAN

We surveyed Christchurch residents and asked them

"What needs does Christchurch have that could be met by the Ōtākaro Avon River corridor?"



Note: Needs that were rated as essential by 0-19% of respondents are not included in the wheel above. These are: An increased proportion of journeys are made by public transport. (12%); People are actively involved in their communities and local issues. (16%); Development encourages economic growth through new businesses and investment. (12%); Investor certainty and confidence are achieved through the removal of barriers to business (e.g. infrastructure, broadband, reduced compliance barriers). (11%); Sites and places of significance to tangata whenua are protected and celebrated. (15%); Cultural and ethnic diversity is valued and promoted. (14%) Christchurch's identity and heritage is enhanced in the development of new buildings and public spaces. (13%) The values and identity of those who occupied the land prior to the earthquakes are respected. (13%) Opportunities for participation in arts, culture and creative expression are provided (7%).