

社区共创指南

Community Engagement Manual



ual:

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这份指南分享了一些我们在项目中学会的、如何触达那些“不太爱说话”的邻居（比如外来阿姨们）的心得，希望能帮大家把这些温暖的声音，带到我们已经很棒的共创活动里。

This is a little guide that we hope can help everyone at CNS.
It shares what we learned about reaching out to our "harder-to-reach" neighbours (like the Migrant Damas). We hope it helps you bring all those warm voices into the wonderful co-creation work you already do.

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包容性参与框架

Inclusive Participation Framework

1.1 角色与心态 (Role & Mindset)

1.2 设计原则 (Design Principle)

1.3 服务流程 (Service Process)

本框架旨在提供一套可复制的工具和理念，用以触达和激活“难以触及”的社区群体（如“外来阿姨” Migrant Damas），并将她们的声音包容性地整合到您现有的共创流程中。

This framework provides CNS with a replicable toolkit and philosophy to reach and activate *hard-to-reach* community groups (like Migrant Damas) and integrate their voices into your existing co-creation process.

1.1 角色和心态 (Role & Mindset)

在使用本工具包时，引导者的“心态” (Mindset) 和“角色定位” (Role) 与“工具” (Tools) 本身同样重要。

When using this toolkit, the facilitator's *mindset* and *role* are just as important as the tools themselves.

框架的普适性 Universal Framing

本工具包的价值在于其普适性。它以“外地阿姨”为例，提炼出了一套可用于触达任何“难以触及”群体的方法。

The value of this toolkit is its universality. It uses Migrant Damas as a case study to extract methods for reaching any "hard-to-reach" group.

在与利益相关者沟通时，请将此工具包呈现为“一个支持我们实现包容性目标的通用方法”，而不是“一个只针对特定群体的项目”。

When communicating with stakeholders, frame this toolkit as *a universal method* to support us achieve its existing inclusion goals, *not as a project for one specific group*.

我们的角色：连接者 We are the Connector

我们的角色不是一个自上而下的“帮助者”，而是作为“连接者” (Connector)。

Our role is not a top-down *helper*. Your role is that of a *connector*.

本工具包是一个“插件” (Plug-in)，它在系统内部工作：它支持目标群体表达需求，并支持我们触达他们

This toolkit is a *plug-in* that works within the system: it supports the target group in expressing needs to us, and supports us in reaching them.

1.2 设计原则 (Design Principle)

WHY

趣味性

Playful

对于许多被动群体，家庭（尤其是孩子）是天然的“破冰者”。一个以家庭为单位、充满趣味性的活动是最高效的参与方式。

For many passive groups, family (especially children) is the "icebreaker". A playful, family-centric activity is the most effective way to engage them.

情境化沟通

Familiar Context

直接问题（如“你想要什么？”）会使她们感到不安全并回避表达。

Direct questions (e.g., "What do you want?") make them feel insecure and avoid expression.

便携至公共空间

Portable to Public Space

“难以触及”的群体不会主动来社区中心，服务必须“走出去”找到她们。 "Hard-to-reach" groups will not come to the automatically community centre. The service must *go to them*.

不仅仅是说

Beyond Speaking

这一群体面临“说”的社交障碍（如口音不安全感），只依赖交谈的活动会使她们感到被排挤

Hard-to-reach group faces social barriers to speaking (like accent insecurity). Talk-only activities will exclude them.

保持简单

Keep It Simple

织生需要结构化的数据用于分析，但居民需要简单省事。

We (Backstage) need structured data for analysis, but residents (Front-stage) need extreme simplicity.

HOW

使用简单的“制作”活动（如绘画、拼贴），而不是抽象的“思考”游戏。

Use simple *making* activities (like drawing or collage) instead of abstract *thinking* games.

在她们熟悉的安全场所（如公园）开展活动，使用基于故事的提示。

Use story-based prompts in their familiar, safe places (like parks).

将整个服务设计为一个“移动工具包”（一盒材料），便于引导员带到任何公共空间。 Design the service as a *Mobile Toolkit* that facilitators can easily bring to any public space.

让人们通过“制作”事物（如绘画、拼贴）来表达需求，而不是仅仅“讨论”。

Let people express their needs by *making* things (like drawing or collage) instead of just *talking*.

“隐藏复杂性”。居民只使用空白工具（如空白花瓣）。活动之后，工作人员再使用“分析工具”进行分类。

Hide the complexity. Residents use simple, blank tools (like blank petals). After the activity, staff use the *Analysis Tool* (see chapter 2.) to categorise the data.

1.3 服务流程 (Service Process)



触达 Engaging

目标 Goal

在公共空间（如公园）接触到目标群体和她们的家人。
To reach the target group and their families in their daily public spaces (like parks).

行动 Action

引导员邀请（如祖孙）家庭玩一个快速的“手指表演”或“涂鸦游戏”。
Facilitator invites the family (e.g., grandparent and child) to play a quick doodle card game.

产出 Output

发放邀请卡，邀请他们参加第二阶段的社区花园活动。
Give them a Invitation card, inviting them to the Phase 2 activity at the community garden.



共创 Co-creating

目标 Goal

引导家庭在活动中表达她们对花园的想法
To guide families to express their ideas for the garden in activities.

行动 Action

在表达树上贴上表达花瓣,引导参与者共同制作“表达之花”。（见 2t.）
Pin expression petals to the expression tree. (See chapter 2)

产出 Output

参与者将她们的“花朵”贴在 生长表达树上，使结果可视化。 Participants put their flowers on *The Growing Expression Tree* to make the results visible.



延续 Sustaining

目标 Goal

将一次性的活动转变为长期的连接渠道。
To turn this one-time activity into a long-term connection.

行动 Action

“表达树”和“物料补给盒”（空白花瓣、笔）留在社区花园。 The *Expression Tree* and a supply box (blank petals, pens) stay in the community garden.

产出 Output

居民可以随时添加新的“花朵”，使其成为一个持续的反馈渠道。
Residents can add new flowers anytime, making it a continuous feedback channel.

02

共创工具指南

Inclusive Engagement Toolkit

这里是在执行时，可以上手的具体工具。不仅设计师可以使用它，每一个参与活动的人都可以使用，并且希望大家可以根据Chapter 1和织生自己的设计原则不断丰富这套工具。

Here are the practical tools available for use during implementation. Not only can designers utilise them, but every participant in the activity can do so. It is hoped that everyone will continually enrich this toolkit based on Chapter 1 and our own design principles.

2.1 设计原则卡片 (Design Principle Card)

2.2 三步走服务册 (The 3-Step Service Plan Booklet)

2.3 故事卡片 (Scenario Card)

2.4 需求分析表 (Needs Analysis Maps)

2.1 设计原则卡片 (Design Principle Card)

它是怎么来的？我们什么时候用，怎么用？
How it was created? When and how to use it?

WHAT

这个工具就是 Chapter 1 核心设计原则的“实体版”。它的诞生，是因为在活动现场一忙起来，我们都很容易忘记初心。这套卡片就是给我们引导员自己看的“小抄”，在活动前后提醒我们“对焦”，帮助我们精确设计范围。

This tool is the physical version of the *chapter 1: Design Principles*. It was created because when things get chaotic at a real event, facilitators tend to forget the principles. These cards are *quick reference reminders* for us to check our mindset. And help us narrow down.

WHEN

在我们培训新的伙伴时，或者在每次活动开始前，大家碰头准备的时候。

Use this during facilitator training or at the prep meeting before every co-design activity.

HOW

团队一起，对照这5张卡片过一遍：“我们今天的活动足够‘好玩’吗？我们把‘复杂’藏好了吗？”

The team runs a *pre-flight check* against these 5 cards: "Is our activity 'playful' enough today? Did we 'hide the complexity'?"

2.1 设计原则卡片 (Design Principle Card)

长什么样？举个例子
What it looks like? For an example...

正面
Front

趣味性 Playful		情境化沟通 Familiar Context		便携至公共空间 Portable to Public Space		不仅仅是“说” Beyond Speaking		保持简单 Keep It Simple	
WHY 吸引家庭的最好方式是通过她们的孙辈。孩子是天然的“破冰者”。 The best way to engage families is through their grandchildren. Children are the <i>icebreaker</i> .	HOW 使用简单的“制作”活动（如绘画、拼贴），而不是抽象的“患者”游戏。 Use simple <i>making</i> activities (like drawing or collage) instead of abstract <i>thinking</i> games.	WHY 直接问题（如“你想要什么？”）会使她们感到不安全并回避表达。 Direct questions (e.g. “What do you want?”) make them feel insecure and avoid expression.	HOW 在她们熟悉的安全场所（如公园）开展活动，使用基于故事的提示。 Use story-based prompts in their familiar, safe places (like parks).	WHY “难以触及”的群体不会主动来社区中心，服务必须“走出去”找到她们。“Hard-to-reach” groups will not come to the automatically community centre. The service must go to them.	HOW 将整个服务设计为一个“移动工具箱”（一盒材料），便于引导员带到任何公共空间。 Design the service as a <i>Mobile Toolkit</i> that facilitators can easily bring to any public space.	WHY 这一群体面临“说”的社交障碍（如口音不安全感），只依赖交谈的活动会使她们感到被排斥。 Hard-to-reach group faces social barriers to speaking (like accent insecurity). Talk-only activities will exclude them.	HOW 让人们通过“制作”事物（如绘画、拼贴）来表达需求，而不是仅仅“讨论”。 Let people express their needs by <i>making</i> things (like drawing or collage) instead of just <i>talking</i> .	WHY 医生需要结构化的数据用于分析，但居民需要简单省事。 We (Backstage) need structured data for analysis, but residents (Front-stage) need extreme simplicity.	HOW “隐藏复杂性”。居民只使用空白工具（如空白花瓣）。活动之后，工作人员再使用“分析工具”进行分类。 <i>Hide the complexity</i> . Residents use simple, blank tools (like blank petals). After the activity, staff use the <i>Analysis Tool</i> to categorise the data.

反面
Back

举个例子 (Scenario)

我们想知道居民们想在社区花园种哪些花。头脑风暴了一堆想法，但不确定选择哪个，因为看起来都很好。
We'd like to know what flowers residents would like to grow in the community garden. But we've brainstormed a lot of ideas, and we're unsure which to choose as they all look nice.

然后 (Then)...

我们拿出这五张卡片来衡量这些活动是否满足所有卡片上的要求，于是我们筛选掉了：随机邀请居民演讲、复杂的卡牌游戏.....
We used these five cards to assess whether the activities met all the requirements listed, and thus we eliminated: randomly inviting residents to give talks, complex card games...

2.2 三步走服务册 (The 3-Step Service Plan Booklet)

它是怎么来的？我们什么时候用，怎么用？

How it was created? When and how to use it?

WHAT

这个工具总结了我们的原型测试的整个流程。它回答了一个关键问题：“你的方法很好，但我们怎么开始呢？” 它把一个完整的参与旅程（从“陌生人”到“好朋友”）可视化了，让大家看到这套方法是如何一步步嵌入现有工作中的，也可以让大家看到我们走到哪一步，每一步具体对应的行动是什么。

This tool summarises our prototype process. It answers a key question: "How does this fit into our workflow?" It visualises the journey from *stranger* to *sustained engagement* and shows how this toolkit *plugs in* to our work. It also allows everyone to see what stage we have reached and what specific actions correspond to each step.

WHEN

在每一个阶段的规划项目和活动复盘的时候用

Use this during the project planning and debriefing in every service stages.

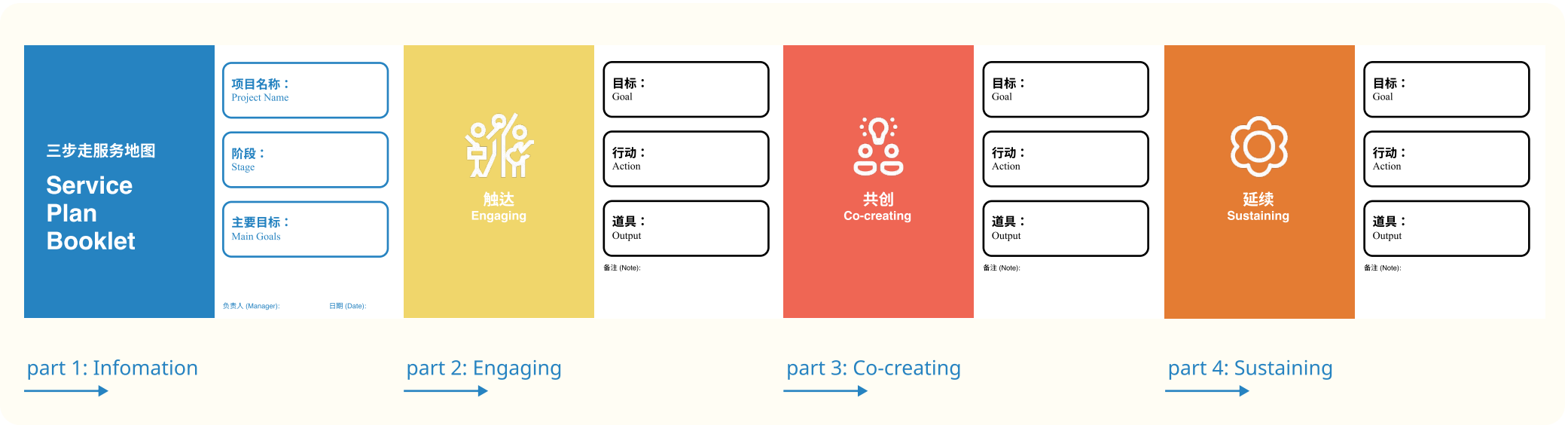
HOW

项目负责人可以用这个表格来安排工作，或者评估效果

Project manager can use this table to allocate resources and to measure success.

2.2 三步走服务册 (The 3-Step Service Plan Booklet)

长什么样？举个例子
What it looks like? For an example...



举个例子 (Scenario)

我们要在社区花园开放日收集居民们对新花园的需求
We need to gather residents' requirements for the new garden during the community garden open day.

然后 (Then)...

根据册子写上我们的活动流程，并在活动后来回顾是否达到目标
Follow the booklet to outline our event schedule, and review afterwards whether objectives were met.



2.3 故事卡片 (Scenario Card)

它是怎么来的？我们什么时候用，怎么用？
How it was created? When and how to use it?

WHAT

这个工具是为了执行设计原则中的“情境化沟通”，它的诞生，是因为我们发现直接提问（“你需要什么？”）很多时候是无效的。这个工具让我们的角色从“提问者”转变为“讲故事的人”，用一个具体的生活情境（“王阿姨的烦恼”）来让大家产生共鸣，并给出建议。

This tool aligns with the second Design Principle: Familiar Context. It was created because we found that direct questions ("What do you need?") fail. This tool shifts the facilitator's role from "interviewer" to "storyteller," using a concrete life scenario to spark empathy and ideas.

WHEN

在第二步: 共创的核心环节用

Use this during the core of the part 2: Co-creating activity.

HOW

如何生成：

How to Make (Backstage)

主题确定：根据具体的活动面临的问题确定场景的主题（e.g. 外观，功能）
Set Topic: Decide the scenario based on the specific activity objectives.
(e.g., appearance, function).

生成角色：从日常生活场景中生成一个角色（例如：王阿姨）

Create Role: Invent a relatable character ("Auntie Wang").

场景描述：写一段简短的“问题小故事”

Describe Scene: Write a short *problem story* related to the topic.

如何使用：

How to Use (Front-stage):

工作人员把故事卡片融入问题收集中，可以是直接给居民的卡片，也可以是把这些故事的语言运用到活动现场设计中

Staff may incorporate story cards into the collection of questions, either bypassing them directly to residents or by using the narrative language of these stories into the design of the event space.

2.3 故事卡片 (Scenario Card)

长什么样？举个例子

What it looks like? For an example...

故事卡片
Scenario Card

1. 问题 (Problems)

2. 主题确定 (Set Topic)

3. 人物生成 (Create Role)

4. 场景描述 (Describe Scene)

举个例子 (Scenario)

社区花园的建设到了尾声，我们需要开始栽种植物
The process of the community garden designing is drawing to a close, and we must now begin planting.

然后 (Then)...

我们来想想如何创建一个故事场景，激发居民们对新社区花园内植物的想象
Let us consider how to create a narrative setting that sparks residents' imagination regarding the plants within the new community garden.

故事卡片
Scenario Card

1. 我们要知道 (We need to know)

社区花园的建设到了尾声，我们需要开始栽种植物，我们需要知道居民想象的色彩、气味、互动
The process of the community garden designing is drawing to a close, and we must now begin planting. We need to know

2. 主题确定 (Set Topic)

花园的四季
The 4 seasons' view of community garden

3. 人物生成 (Create Role)

王阿姨 (Auntie Wang) :
最常逛花园的人，喜欢在花园拍照，享受花园的空气，还喜欢晚饭后带孙子来花园玩
The most frequent visitor to the garden, she enjoys taking photographs there, savours the garden air, and likes bringing her grandson to play in the garden after dinner.


4. 场景描述 (Describe Scene)

王阿姨经常来花园里面散心，她喜欢拍照，享受花园里的空气，她还喜欢在晚饭后常常带孙子来花园里面玩。她在离家近的花园里面和大家一起种花，维护花园。不知不觉，度过了一个春夏秋冬。
想象一下王阿姨在花园里会看到什么植物？
Auntie Wang often visits the garden to unwind. She enjoys photography and savours the garden air. She also frequently brings her grandson to play in the garden after dinner.
In the garden near her home, she plants flowers and maintains the grounds alongside others. Before she knew it, a full cycle of seasons had passed.
Imagine what plants Auntie Wang might encounter in the garden?

2.4 需求分析表 (Needs Analysis Maps)

它是怎么来的？我们什么时候用，怎么用？
How it was created? When and how to use it?

WHAT

这个工具是用来实现“原则 5: 隐藏复杂性”的核心。它的作用，就是把“复杂”的分析工作和“简单”的居民体验彻底分开。

This tool is the core method for achieving *Principle 5: Hide Complexity*. Its purpose is to clearly separate the *complex* analysis work from the *simple* resident experience.

它让我们在前台（和居民互动时）可以保持活动的绝对简单（居民只使用空白花瓣），同时又能在后台（CNS 团队内部）把这些宝贵的心里话（原始数据），转化成我们可以分析和报告的结构化数据。It allows the front-stage (interacting with residents) to remain extremely simple (residents only use blank petals), while allowing the backstage (the CNS team) to turn those valuable, raw ideas into structured data that can be analysed and reported.

WHEN

在共创活动结束之后，我们团队内部复盘的时候用。
Use this after the co-design event, during your internal team debrief.

HOW

前台 (Front-stage)

邻居们在活动中，只用一种颜色的“空白花瓣”来表达她们所有的想法（如：“我想要向日葵”、“我想和邻居聊天”）。
Residents use only one colour of *blank petals* to write or draw all their ideas (e.g., "I want sunflowers," "I want to chat with neighbours").

后台 (Backstage)

活动结束后，我们的团队（2-3人）坐在一起分析。
After the event, the CNS team (2-3 people) sits together and analyses.

分类 (Categorise)

我们一张一张地读“花瓣”上的建议，并根据“需求分析表”来讨论，这个想法属于哪个类别。
We read each petal one-by-one and use the *Need Analysis Table* to decide which category the idea belongs to.

标记 (Tag)

我们可以给这张“花瓣”贴上对应颜色的“小贴纸”，或者把它放在“分析垫”上对应的区域。
We tag the petal with a corresponding coloured sticker or place it on the correct area of the Analysis Map.

2.4 需求分析表 (Needs Analysis Maps)

长什么样？举个例子

What it looks like? For an example...

支持花瓣分析地图 (The Analysis Map):

这是后台分析的“主画布”。在活动结束后，团队可以使用这张地图，将收集到的所有“空白花瓣”（居民的原始数据）按照“说明书”的五个类别进行物理分类。这张画布还提供了空间，让团队能进一步将这些分类好的数据合成为“需求总结 (Summary)”、“设计洞察 (Insight)”和“设计原则 (Design Principles)”，并最终进行“头脑风暴 (Ideas)”。

This is the *main canvas* for the backstage analysis. After the event, the CNS team uses this map to physically categorise all the collected blank petals (raw data from residents) according to the five categories from the instruction sheet. This canvas also provides space for the team to further synthesise this data into a Summary, Design Insight, and Design Principles, and finally to conduct an Ideas brainstorm.

支持花瓣说明书 (The Instruction Sheet):

这是后台分析的“说明书”和“分析框架”。它首先定义了五种核心的需求类型（工具、陪伴、信息、情感、认可），并提供了一个清晰的“分析框架”作为示例，指导引导员如何将居民的“原始反馈”转化为“真实需求”和“对应的支持类型”。

This is the *manual and analytical framework* for the backstage analysis. It first defines the five core need categories (Tangible, Social, Information, Emotional, Recognition) and provides a clear Analysis Framework as an example, guiding the facilitator on how to translate "Resident's Initial Feedback" into "What They Actually Need" and the "Corresponding Support Types."



结语

Conclusion

这是一个“不完美”的工具包，而它的“不完美”正是它最有价值的地方。这个手册的真正目的不是“授人以鱼”（给你们几个现成的工具），而是“授人以渔”（分享我们在实践中学到的服务设计思维方式）。我提供的工具（如“故事卡”或“需求分析地图”）只是基于我们这次实践的一个案例。它们是“鱼”。而 Chapter 1 中的“核心原则”（如“趣味性”、“隐藏复杂性”）和框架逻辑，才是真正的“渔具”。服务设计思维才是最重要的。

所以，亲爱的伙伴们，请把这个工具包当作一个“灵感来源”。我最希望看到的，是你们能灵活运用这个框架逻辑，去创造出更多、更棒、更贴合你们未来需求的新工具和新活动！

This is an *imperfect* toolkit, and that imperfection is precisely its most valuable feature. The true purpose of this manual is not to "give you a fish" (a few ready-made tools), but to "teach you to fish" (to share the service design mindset we learned through this practice). The tools we provided (like the Scenario Card or the Analysis Map) are just one example based on this single project. They are the *fish*. The Design Principles in Part 1 (like Be Playful and Hide Complexity) and the framework logic, that is the *fishing rod*. The service design mindset is what matters most.

So, please treat this toolkit as a source of inspiration. What we hope to see most is you using this framework logic to create more, better, and newer tools and activities that perfectly fit your future needs!