A Kid's Guide to Building Great Communities:

A Manual for Planners and Educators

Canadian Institute of Planners /
Institut canadien des urbanistes

CANADIAN INSTITUTE OF PLANNERS
INSTITUT CANADIEN DES URBANISTES

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Foreword

The Canadian Institute of Planners is pleased to offer this Manual to planning professionals and educators to assist with teaching and learning about urban planning and community development.

The manual initially grew out of a sense that as a profession, planners should be reaching out to young people and talking to them about their communities, their role as citizens, and how they can become involved in making informed decisions that affect their future. After all, young people represent the next generation of adults who will participate in the affairs of their community.

The Canadian Institute of Planners recognizes that the planning profession benefits from having an informed citizenry. The development of healthy, happy communities requires an understanding of the geographic, social, and economic forces that can influence our efforts to create a better future.

Young people represent an important component of the population who have a right to take an active part in decisions that affect the health and well being of their community. Planners have a responsibility to provide young people with opportunities to exercise this right so that they can take on their responsibilities as interested and well-informed citizens.

This manual is designed to provide planners and educators with ideas, exercises and materials for use with children and youth – in a variety of settings. It is particularly useful for school settings as the topics fit easily into a number of areas of existing curriculum in subjects such as social studies, language arts, science and mathematics.

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Introduction

Safe well-functioning communities are everyone's responsibility. All citizens have something to contribute and a right to be heard. We often hear that "children and youth are our future", but their opinions and needs are rarely considered in decisions affecting the future of our communities.

In 1989, the safety and well-being of children and youth in communities around the world was recognized by the United Nations with the signing of the UN Convention on the Rights of the Child. The most widely ratified human rights treaty in history, the Convention calls upon us all to recognize the rights of children, and to ensure that every child has a happy childhood and enjoys the same rights and freedoms that all individuals are entitled to.

Article 12 of the Convention states that every child should have the right to express views freely in all matters affecting him or her. This right does not give children and youth a right to self determination, but does advocate their involvement in decision-making. It speaks to the right to be heard when decisions are being made that affect them and is a form of participatory democracy that promotes responsible citizenship. The capacity for responsible citizenship is shaped in childhood through education, practice, observation and opportunity.

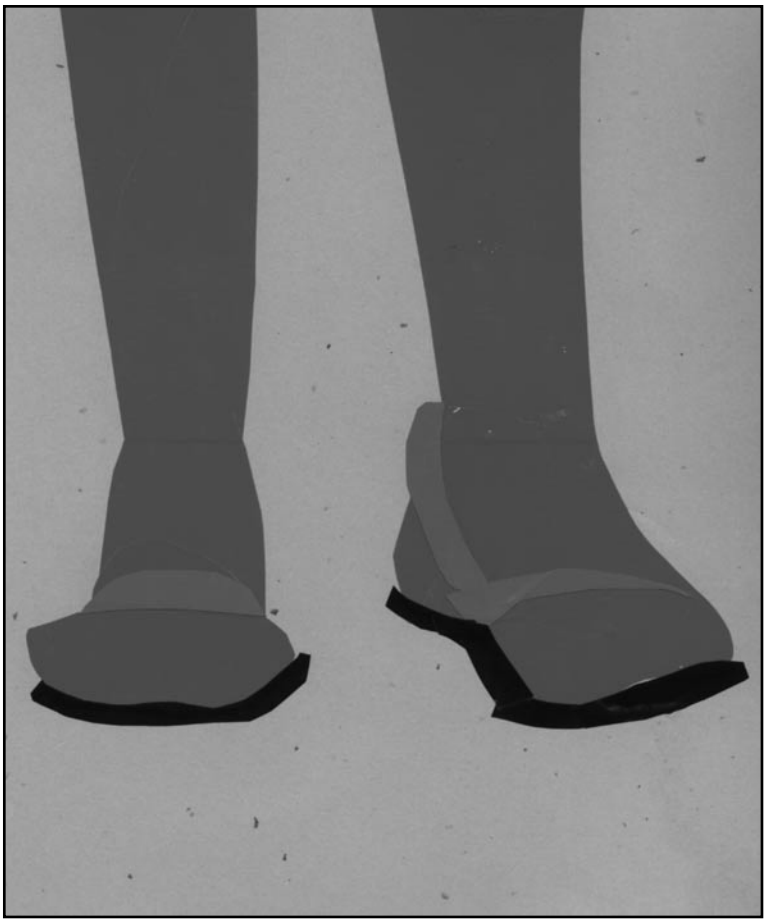
Through the promotion of children's and youth's right to be heard and to participate, planners and educators will demonstrate a respect for children and youth that will lead to a safer and healthier tomorrow.

Through the exercises in this manual, children and youth will have an opportunity to express their views and gain an understanding and appreciation of how planning is intimately linked to many aspects of their daily lives and the future of their communities.

The manual is organized into five sections, each examining various aspects of community and community planning. Exercises can be used on their own or together, and modified to fit the particular circumstances of the location where it is being used.

"One person can make a difference; in fact it's the only thing that ever has."
Margaret Mead, anthropologist

Walk Around the Block



The block or cul-de-sac that a child lives on is their first real contact with the world outside their home. How that block functions will determine a young person's interaction with neighbours and with the community that they live in. A block is a piece of your neighbourhood and the very smallest part of your community (city, town, village, etc.).

The exercises in this section are designed to help children discover how their block was designed, how it works, what it contains, who lives there, and how it has changed over time. Exploring the block with all senses alert and active promotes observation and community activism.

Beginning with a small part of the community – the block – is a good introduction to planning concepts, principles, and notions of citizenship for children. It is an area that they are familiar with and feel comfortable exploring (with or without their parents). For youth, studying their block can be the first step in a larger project that encompasses a wider geography.

The exercises in this section are designed to stimulate children's awareness of the form and function of their immediate surroundings, encouraging them to think about how it works and feels, and what makes it a good place to live. Other exercises build mapping skills that can be used in other, more complex exercises found in other sections of this manual.

The Block

SCIENCE: observation
SOCIAL STUDIES: mapping terminology
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Walk Around the Block

A "block" is an important piece of your community. It could be a neighbourhood, a historic area, the area around your school, or the zoo. By taking a closer look at a specific area, you can see how it looks and feels, how it is designed, what it contains and how it has changed.

Walking around your block is a way to take a closer look at your community, observe how it is shaped, and develop ideas about how it could be made an even better place to live. Using your eyes, ears, and nose, you can discover a lot!

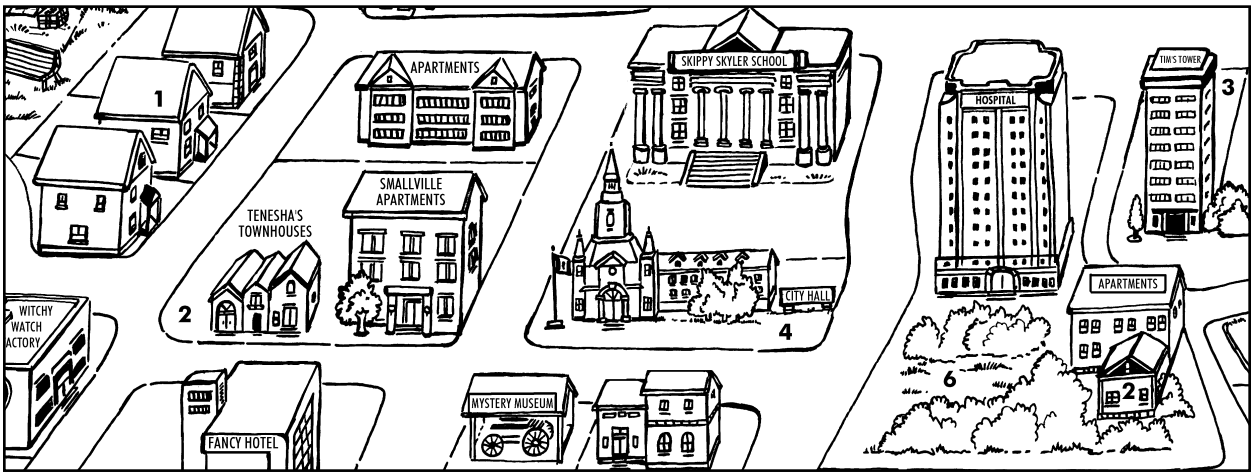
Create your own picture of the land around you – make a map! *(See the example at the bottom of the page.)* Draw the four sides of the block around your school. Name the streets. Identify the buildings and green spaces, and any places you think are important. You can even map the smells!

Display all of the block maps side by side on a bulletin board or on the floor. Discuss the block maps, using the following questions as guidelines:

- In what way are the maps alike? In what ways are they different?
- Are there any elements in conflict or that do not agree?
- Are there any ways that the process can be simplified?
- How can the maps be more consistent?

Find out what the following words mean and use them in your discussion:

- scale
- scope of block
- directionality
- map legend



Discussing Built Environment Issues: "We" are "They"

SOCIAL STUDIES: civics
GRADES: Kindergarten to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City Manual

So, where does sense of responsibility begin?

As a resident of your community, are you responsible for what happens to the land around you? What about your neighbourhood? How far does your sense of responsibility go? Does accepting responsibility also mean doing something — that you will act to take care of the place, fix a problem, plan to make it better? When you, or others say, "They ought to do something about that", who is "they"?

When do you say "my" neighbourhood? When do you say "their" neighbourhood?
- At the corner?
- When you step outside?
- Across the street?
- A few blocks away?

What makes you feel like you're part of your neighbourhood? What makes you feel like saying, "Who cares?"

Activity – The Candy Bar Wrapper Exercise

Help students identify their own sphere of responsibility. Ask this question: "How far will you lean out of bed to pick up a candy bar wrapper?"

Will you get out of bed to pick it up in your...
- bedroom?

Will you pick it up in...
- the house?
- out on the street?
- at the corner?
- across the street?
- anywhere you see it?
  Where do you think the property line is that you won't cross?

Where has someone made you feel that you don't belong?

Making it a better place…
- What things can you do to make your home a better place?
- Your school?
- Your neighbourhood?
- Your community?

The Community Game

ART: drawing
SCIENCE: observation
SOCIAL STUDIES: MAPPING terminology
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Walk Around The Block

Often, something is needed to help students focus when they are on a field trip. Visual games mean greater learning and more to talk about back in the classroom. The games can include all levels of learning and learning styles.

Use the *COMMUNITY GAME in APPENDIX A*. It will work almost anywhere. Enlarge it to make more drawing space. If there seem to be a large number of directives (things to look for) that do not apply to your neighbourhood, you can ask "why?" What makes your area different from the area described in the game?

Educators use the *COMMUNITY GAME* in various ways:

1. A student group works co-operatively to answer all the questions in one row. A group is assigned to each row.
2. Each student is assigned to a specific square or street as the assignment to create an original directive.

If instant film or digital cameras are available, photograph the "answers" and assemble them onto a large *COMMUNITY GAME* board. This finished game can be displayed in a high profile location in the school or community.

After acquainting students with the way that the *COMMUNITY GAME* works and the kinds of directives it should include, have them make up a site-specific game for your school neighbourhood or the area you are studying. The game for a rural area will be quite different from the game for an urban area. A blank game template can also be found in APPENDIX A.

Encourage children to look closely. Ask them to look for patterns (in windows, doors, fences, etc.).

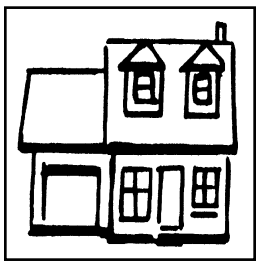
Ask them about various symbols — where would they see them?

What building materials do you see? Are they natural or man-made?

Take a…

- Bird's Eye View
- Worm's Eye View

What do you see?



Making a Legend

ART: representational drawing
SCIENCE: observation
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Walk Around The Block

Before undertaking exercises such as *The Block,* students will need to know what symbols will stand for each item on the map. Designing a map legend will help you to 'read' the map. This exercise helps students learn about map legends as they devise symbols for various map features or information. To help students create their map legend, start off by explaining the following:

- A map legend is a collection of symbols needed to read a map.
- A symbol is an object that represents something else.
- It can be a picture or a drawing, a shape, a letter, a colour or a number.
- On a map, all of the symbols are collected together to form the map legend. The map legend is usually located at the bottom or on the side of the map.
- Use a sample map (i.e., provincial road map, community map, topographic map) to show symbols that are used in a map legend. Use a worksheet or overhead transparency to enlarge individual sample symbols.
- At this point, the class could devise common symbols to be used in each individual's own mapping exercise, or, students can devise their own.
- If students devise their own symbols and map legend, the need for a set of common symbols will become evident when the individual maps are displayed.
- This will motivate students and set the purpose for a lesson in uniform legend symbols. It can also be used to generate discussion about the value of standardization vs diversity.
- Use your map legend to complete the exercise *"Mapping Your Mind"* in the chapter entitled *"The Neighbourhood You Live In"*.

Sample Topographic Map Symbols

Primary highway, hard surface .....

Secondary highway, hard surface .....

Light-duty road, hard surface .....

Unimproved road .....

Trail .....

Railroad: single track .....

Railroad: multiple track .....

Community Mixes

SCIENCE: observation
SOCIAL STUDIES: map making
GRADES: 4 to 8
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City

1. Have students complete the Neighbourhood List *(see APPENDIX B)*. Discuss the results and list students' observations on the chalkboard.

2. Introduce the five land use categories as a system for sorting all the things a community needs.

   a. ***Residential:*** Places where people live (i.e., houses, apartments, university residences, townhouses, etc.)
   b. ***Commercial:*** Places where people buy things (i.e., stores, restaurants, supermarkets, hotels, malls, movie theatres, gas stations, etc.)
   c. ***Industrial:*** Places where people work (i.e., factories, warehouses, electrical power plants, offices)
   d. ***Community Stuff:*** Places where community activities take place or community resources are stored (i.e., schools, libraries, parks, churches, temples, police stations, fire stations, sewage treatment plants, landfills, public works garage, bus stations, airports, etc.)
   e. ***Vacant:*** Places with nothing on them at all (i.e., natural places, forests, washes, etc.)

3. Categorize the places listed on the chalkboard according to the five categories (a, b, c, d and e)

4. Have students group their pictures according to these land use categories. (optional)

5. Discuss what a "community mix" is by comparing community planning with making cookies. Some questions to consider include: Is it better to have many land uses in an area, or just one? What kind of area would your students most like to live in — one with a mix of uses, or one that's less mixed? What are the benefits of community mix? What might be some of the drawbacks?

6. Too much of any one ingredient makes cookies taste bad. Likewise, too much or too little of any one land use category makes a bad community mix. Use the following recipe or mix for a small community (using 30 places as the total number of places)

Category	Number (% of total)	Colour
Residential places	15 (50%)	Yellow
Commercial places	4 (14%)	Red
Industrial places	3 (10%)	Purple
Community places	8 (26%)	Blue

Activities (see APPENDIX B): 1. Neighbourhood List 2. Sorting land uses 3. Word Search 4. Land Use Colouring

Planning for Oral History

SOCIAL STUDIES: interview skills, local history
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Walk Around The Block

In this exercise, students use interview techniques to obtain information about their neighbourhood.

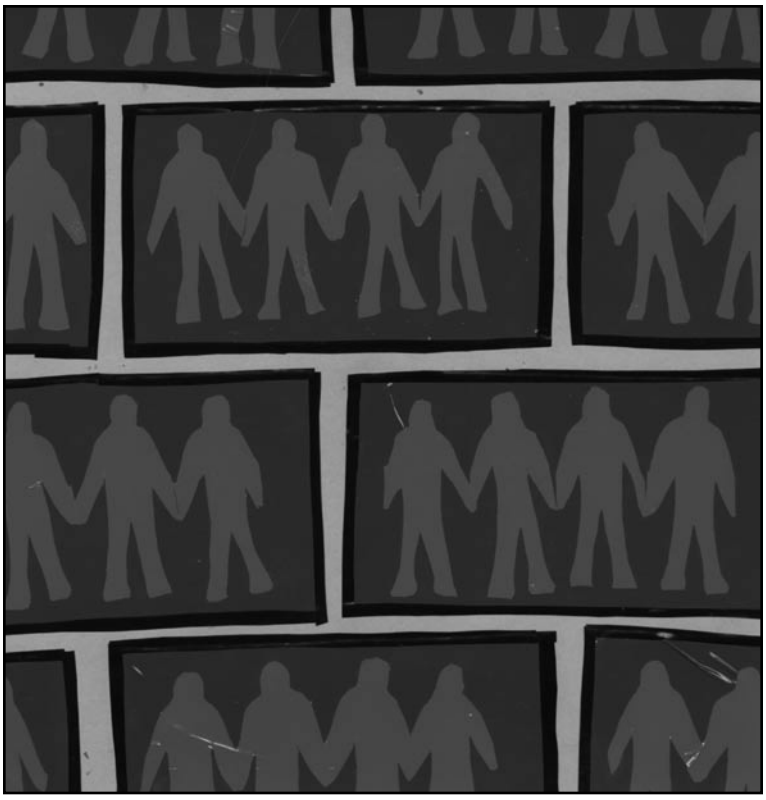
To help students get ready to talk to people in the neighbourhood, bring in a resident for them to interview. Tape with an audio or videocassette for re-examination and evaluation following the interview. Discuss the value of first-hand (primary) sources. What are the benefits of personal stories in creating a history or picture of an area?

To prepare for the interview, determine what the purpose will be. What kind of information should you ask for? You may want to ask about the architecture or history of the neighbourhood, ethnic interest, or how the neighbourhood has changed. The questions will vary depending on the kind of information you need and how you are going to use it. Have students prepare a list of questions. List them and then organize them according to categories. Evaluate for appropriateness.

Remember: Questions that can be answered "yes" or "no" don't yield much information. Discuss the difference between open and closed questions and have students prepare questions that will draw the most information from the interviewee.

See APPENDIX C for some sample questions!

The Neighbourhood You Live In

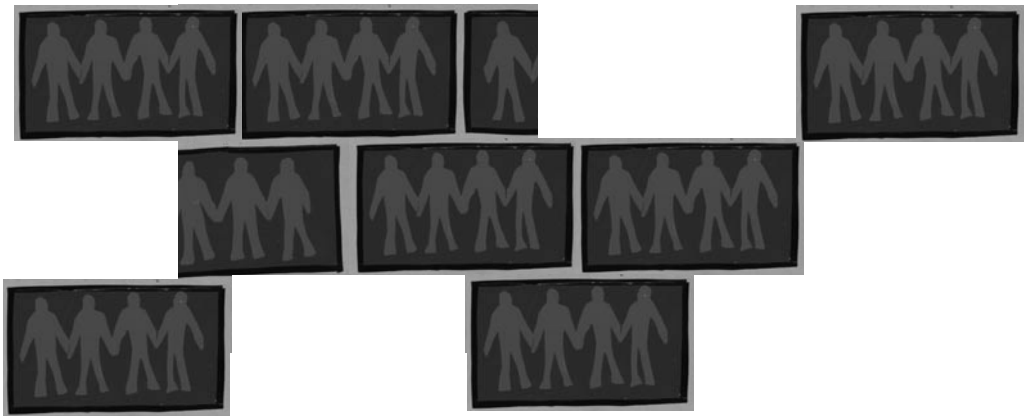


Once young people are in elementary school their world expands exponentially. As they become more independent and responsible, parents and guardians allow them more freedom to roam. Their neighbourhood, a collection of blocks, becomes a geographically larger and more diverse space for them to explore.

The neighbourhood has no less of an impact on a young person's life than do the blocks that make it up. How the neighbourhood is arranged or "planned" affects many aspects of a young person's life. These impacts include, but are not limited to, where they go to school, how far it is to their friend's house, whether they can walk to school or the park, and whether or not they can go to the store by themselves.

How well does the neighbourhood work? Is the neighbourhood made up of land uses, buildings, and people that are very similar, very different, or is there a balance? Does this help the neighbourhood work better or does it cause problems?

The exercises in this section introduce children to the concept of a neighbourhood – branching out from the street or block where they live and understanding more about what makes a neighbourhood, how it functions, and how the way we use land affects their daily lives.



What's in a Neighbourhood?

ART: construction
LANGUAGE ARTS: presentation
SOCIAL SCIENCE: local history, community, urban geography
GRADES: 4 to 9
REFERENCE: City Planning, Community Services Department
City of Saskatoon, Saskatchewan

Develop a puzzle based on your community (city, town or neighbourhood) or a fictitious community.

Use a coloured land use map, or use a base map that identifies various "places" like a store, school, house or factory. Use an existing map or design one specifically. The size of the puzzle pieces will depend on the age group of your students and the type of map.

Design the puzzle so that all the pieces are the same shape and therefore interchangeable.

Have groups of three to five kids put together one puzzle.

Discuss how and why the communities "look" different. Is one right and the others wrong?

Relate putting the puzzle together, piece-by-piece, to how a community develops.

Which community would you like to live in and why?

What Kinds of Places are in my Neighbourhood?

LANGUAGE ARTS: vocabulary skills
GRADES: 1 to 3; 4 to 8
REFERENCE: CityPlan '91 – KIDSPLAN TORONTO

My neighbourhood is called: _____

The following words could be used to describe things or places in your neighbourhood. Beside each word write down the things or places in your neighbourhood that you think match these words. Write your answers in the boxes. Add any others of your own.

wet	mysterious
dirty	beautiful
friendly	FUN
unfriendly	exciting
traffic	helpful
dangerous	*clean*
safe	**healthy**
lonely	**COLOURFUL**
peaceful	crowded
DARK	**hectic**
OLD	

See APPENDIX D for more questions.

Mapping Your Mind

LANGUAGE ARTS: new vocabulary
SOCIAL STUDIES: mapping skills
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE)
Walk Around The Block

Do the exercise ***Making a Legend*** in the previous chapter and use the legend you create for this exercise.

Have students make a mental map of the places between their homes and the school. As the teacher, make your own example on an overhead transparency. Use the projected image to demonstrate the paths and areas described below. Make this interactive. For example, "I just saw a water tower. What symbol shall we use for a water tower?" Remind students of the map legend symbols they may have created in earlier exercises.

Have students "map" in their minds the following:

1. The driving path that you use to go from your house to your school. *(major path)*
2. Other paths that you use. *(minor path)*
3. The path you use for walking.
4. Major "signals" that help you to reach you destination. *(landmark)* Example: buildings, directional signs, monuments and art, geographic formations, what else?
5. Busy "gathering" places along the route. *(node)* Example: shopping centres, ice cream stores, fast food restaurants, gas stations.
6. Other places which aren't as busy. Example: a place kids gather in front of the school, a dry cleaners, a fountain, or a bus stop.
7. An area that is so identifiable or of such scale that you could give it a name. *(district)* For example: a neighbourhood, a small community
8. Any major boundaries such as geographic features like rivers, forests, mountains or hills or man-made boundaries like railroad tracks, fence, highways and freeways. *(edge)*

Community planners give these features a symbol. See *APPENDIX E* for examples of symbols used by community planners, which the students can use on their maps!

A Community of Neighbourhoods

SCIENCE: observation
SOCIAL STUDIES: civics
GRADES: 4 to 8; 9 to 12
REFERENCE: CityPlan '91 – KIDSPLAN TORONTO

The City of Toronto has been called a "city of neighbourhoods" because it has so many distinct and special neighbourhoods. So what is a neighbourhood anyway? Can you talk about what makes a neighbourhood in your community? What is your neighbourhood called? What are some of the community's other neighbourhoods called? Can you locate them on a map? What are they known for?

Choose one neighbourhood in your community to focus on. It should be one you know fairly well so you might like to choose your own.

Divide your students into groups and make a big chart like the one below for each group. Have students work together to complete the chart. Later you can compare their ideas.

Our Neighbourhood
Things we like:
Some of our problems:
What we would like to change:

There are several ways you could present your information.

- Choose a block in your neighbourhood and make a streetscape using mural paper. Draw or use cut paper to add the buildings. Try to use many kinds of materials to make your mural interesting and attractive.
- Make a booklet about your neighbourhood using the information headings from the chart. Be sure to include illustrations.
- Write a fictional story where the setting is your neighbourhood. Perhaps it could be a mystery or adventure story.
- Design a street sign for your neighbourhood.
- Make a poster about your neighbourhood.

Planning Your Dream Community

ART: construction
LANGUAGE ARTS: presentation
GRADES: Kindergarten to 3
REFERENCE: Community as a Learning Resource

Create Your Own Fantasy Room

Ask students to draw, build a model, or do a collage of their ideal, fantasy bedroom or special room in their house.

Discuss why they designed the room that way and what was important for them?

What were the limitations to the room? What materials would they use?

Building Your Dream Home

Materials: construction paper, glue or paste, markers, tin foil, shoebox or cardboard.

Have students cut shapes from paper to make windows, doors and other details to construct their ideal home made from a shoebox. Discuss the function, types and materials for windows, roofs, and doors.

Note: Houses can be large, using refrigerator or moving boxes, or smaller, using shoeboxes – whatever works for your space restrictions.

Constructing a Neighbourhood

The "houses" constructed in the previous exercise can be assembled as a neighbourhood.

Ask students to identify other buildings found in a neighbourhood such as grocery stores/ supermarkets, schools, churches, doghouses, etc.

Have the students "design" the other elements found in a neighbourhood: streets, trees and landscaping, bridge, cars, etc.

Put them all together to form an "ideal" neighbourhood.

What's Underground? Test Your Sewage IQ

LANGUAGE ARTS: new vocabulary
SCIENCE: Environmental science, water systems
GRADES: 4 to 8; 9 to 12
REFERENCE: Community as a Learning Resource

This exercise can be used to get students (and their parents!) to start thinking about what sewage is and what we do with it. The following questions can be given to students to research and complete. Be sure to follow up with a discussion.

1. Sewage or wastewater is comprised of:
   a. plastic b. scum c. stones d. food scraps
   e. human waste f. cardboard g. water

2. Some major sources of wastewater are:
   a. toilets b. industries c. washing machines d. storm water
   e. agricultural processes f. all of the above

3. In Canada, each individual uses about how much water daily?
   a. 250 litres b. 350 litres c. 450 litres d. 550 litres

4. The purpose of wastewater treatment is:
   a. to remove pollutants in water
   b. to clean used water
   c. to prevent the pollution of a body of water
   d. to remove solid wastes

5. What is the purpose of primary treatment?
   a. to remove solid pollutants that will settle or float
   b. to remove all pollutants including solids and heavy metals
   c. to remove all pollutants including solids, heavy metals and nitrogen

6. What is the purpose of secondary treatment?
   a. to remove all solids that escape primary treatment
   b. to remove 85 to 90 per cent of pollutants
   c. to remove all pollutants including solids, heavy metals, and nitrogen

7. What happens to the treated wastewater?
   a. discharged into the ocean
   b. discharged into the ground
   c. recycled into the drinking water system
   d. discharged into a body of water, such as the ocean, bay, stream
   e. used for irrigation

8. Sludge is "the solid stuff that is left behind" after treating wastewater. What happens to the sludge?
   a. it can be disposed of at landfills
   b. it can be incinerated
   c. it can be used to reclaim land
   d. it can be reused for fertilizer

9. When rain falls, water rushes into storm sewers and can dump more polluted water into the sewer system than it can handle. What impact can storm water have on a wastewater treatment plant?
   a. It increases the volume of water flowing into the plant many times beyond the capacity than the plant can handle.
   b. No impact because the storm water bypasses the plant and goes directly into the ocean, or bay or stream with no treatment.

10. There are other sources of water pollution besides storm runoff that are not easily controllable or identifiable. These sources include:
   a. construction
   b. animal wastes
   c. erosion
   d. runoff from streets, yards, roadways
   e. farms
   f. do-it-yourself auto mechanics

Answers Key to your Sewage IQ

1) a-g 2) f 3) b 4) a-d 5) a 6) b 7) a-e 8) a-d 9) a 10) a-f

See APPENDIX F for more!

Places You Go in Your Community

How a community is planned affects the quality of life of its citizens. Where are the places that people go and how do they get there?

The exercises in this section are designed to get young people thinking about their community as a whole, and about the special places that make it interesting. In the first exercise, young people design brochures to tell visitors about these special places. Other exercises concentrate on the buildings that make communities interesting and young people should begin to develop a sense of what looks good and how various forms of architecture "fit" together to form a streetscape.

The final exercise encourages young people to explore cemeteries as special places in their community where they can experience history and develop a sense of belonging.

Coming To (your community's name)

LANGUAGE ARTS: composition
GRADES: Kindergarten to 3 (collage); 4 to 8; 9 to 12
REFERENCE: CityPlan '91 – KIDSPLAN TORONTO

There are many reasons why people come to your community. Depending on where you live, some people may come as tourists, some to do business, some to visit family and friends, and some to work and live. These people need information about your community. In this exercise, you will prepare information about your town that will help visitors find the kinds of things they need to know.

Design a brochure (or a web page) for people who are coming to your community.

People who are coming for different reasons need different kinds of information. Prepare your brochure (web page) for one of the following groups of people:

- tourists and visitors
- business people
- new residents

For whichever of the above groups you have chosen, think about what they need to know about your community.

Think about what makes a brochure (web page) interesting and attractive.

What shape could it take? What kinds of illustrations or other graphics could you use?

You might like to do a layout of your brochure (web page) before you do your final work. This is how real graphic artists work.

It might help if you collect some other kinds of brochures and have a look at them before you begin. Search the Internet for sites about other communities. What kind of information do they contain?

How do the brochures (web sites) differ for different audiences?

Creating Buildings

ART: creative expression
SOCIAL STUDIES: architectural history
GRADES: Kindergarten to 3; 4 to 8
REFERENCE: Centre for Understanding the Built Environment (CUBE)
Box City

Objective: To learn about architectural details, building materials and relative scale by making a model or replica of a particular building type.

Children will decorate boxes of varying shapes and sizes (i.e. shoebox, cereal box) to create miniature buildings.

Before getting started, show students photos of buildings in your community, or go on a field trip to look at (and for older children – to draw) some of the various features of buildings – the materials used (brick, wood), size (tall, low), features (windows, doors, signs, trim, etc.).

Students could:

1. Take a box home for individual decorating
2. Work with an art instructor to decorate their box during art period
3. Prepare their box in the classroom as a group or individual project

Materials that will help create the building designs: paint, magic marker, rubber stamps, sponges, wax crayons, photographs, cut construction paper, magazine cut-outs, mixed media or a combination of materials.

Hint: Although some parameters may be helpful for less confident students, gifted or more interested students will appreciate having the freedom to pursue and practice their active knowledge. A selection of Polaroid or digital photographs taken on walking tours or reference books with photos of your community's buildings will help students recall specific architectural details. For students who enjoy research, this is an opportunity to choose a style they have always wanted to learn about.

When completed, have the children assemble their buildings to form a streetscape or a neighbourhood. This is an opportunity to talk about how buildings relate to one another. What happens to the look of a street when one large building is put in the middle? How do different exteriors of buildings affect the look of a street or neighbourhood? What makes a building look out of place? What makes a street look interesting?

Resources:

Three vocabulary and stylebooks that educators use are:
"Clues to American Architecture", Marilyn W. Klein and David P. Fogle (for younger children)
"House Styles at a Glance", Maurie Van Buren
"Under Every Roof, A Kids Style Guide to the Architecture of American Houses", Patricia Brown Glenn.

Other resources are listed in the Further Reading and Resources section.

An Architectural Value System

MATHEMATICS: charts
SCIENCE: observation, recording, environment
SOCIAL STUDIES: economics
GRADES: 7 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE)
Box City

U.S. architect and author Malcolm Wells, a pioneer of underground building and natural design, has created a way for us to value the architecture of places where we live, work, and play. He identifies how satisfied one feels by living and working in responsibly designed shelters that enable one to save energy, enjoy silence and a feeling of security.

There are many environmental issues associated with buildings and our use of them. Some of these are issues that affect our community and the world as a whole. These issues are larger than any one type of energy saving design or environmentally responsible architecture alone could hope to solve. Whether your school or home is in a city or out in the country, our buildings and what we do in them can contribute to such environmental problems as:

- water pollution
- energy consumption
- ozone depletion/global warming
- soil contamination
- destruction of natural areas
- solid waste
- resource consumption/over consumption

Discuss how the buildings we live and work in contribute to these environmental problems. Discuss the items in the following table and think about what each one means. For example, if a house or school is surrounded by paved parking lots with few trees or grassed areas, rainwater will run off into storm sewers and be wasted. If your school doesn't have a recycling program, wastes are going directly to a landfill site. Think about ways to reduce the impact of buildings on the environment. Rate your school or home using the following table. What are your criteria for a "good building"?

An Architectural Value System

	- 100 always	- 75 usually	- 50 sometimes	- 25 seldom	+ 25 seldom	+ 50 sometimes	+ 75 usually	+ 100 always	
Destroys pure air									Creates pure air
Destroys pure water									Creates pure water
Wastes rainwater									Stores rainwater
Produces no food									Produces its own food
Destroys rich soil									Creates rich soil
Wastes solar energy									Uses solar energy
Stores no solar energy									Stores solar energy
Destroys silence									Creates silence
Dumps its wastes unused									Consumes its own wastes
Needs cleaning and repair									Maintains itself
Disregards nature's cycle									Matches nature's cycle
Destroys wildlife habitat									Provides wildlife habitat
Destroys human habitat									Provides human habitat
Intensifies local weather									Moderates local weather
Is ugly									Is beautiful
	Negative score (out of 1500):				*Positive score (out of 1500):*				
	Final score:								

See *APPENDIX G* for an example of a completed chart and further activities.

Graveyard as an Educational Tool

SCIENCE: geology
SOCIAL STUDIES: local history, art history
GRADES: 4 to 8; 9 to 12
REFERENCE: Community as a Learning Resource

Youth sent to a graveyard to make rubbings of ancient stones open the possibility for considerable damage to occur. Nevertheless, graveyards can be important educational tools within or outside a school environment. Experience has shown that one of the best ways to protect graveyards is to educate the public that frequents them about their importance and charm. While this applies to the public in general, it is also particularly important for school children. Introducing a new generation to the significance of cemeteries in the life and history of a community will have long lasting effects.

Field trips make a graveyard come alive for children in the best sense of the phrase. Including early graveyards among the trips to museums and other cultural resources reinforces the fact that graveyards are part of the treasures of our past and should be treated like the outdoor museums they are. Such trips are also effective in dispelling children's occasional fear of graveyards, which is often brought on by movies and shared stories. The following activities can be used with students of different grade levels. Modify the complexity of the activities to suit the age group.

A Scavenger Hunt to see who can find particular features or information. For example, the most stones with cherubs on them; the most stones bearing dates before, say 1776; the stone for the ninety-seven year-old minister; the stone whose inscription indicates that the individual died of yellow fever or some other misfortune.

An English Lesson, in which students seek out the non-standard spelling of words common prior to about 1790, as well as archaic words or phrases, clear evidence of our changing language.

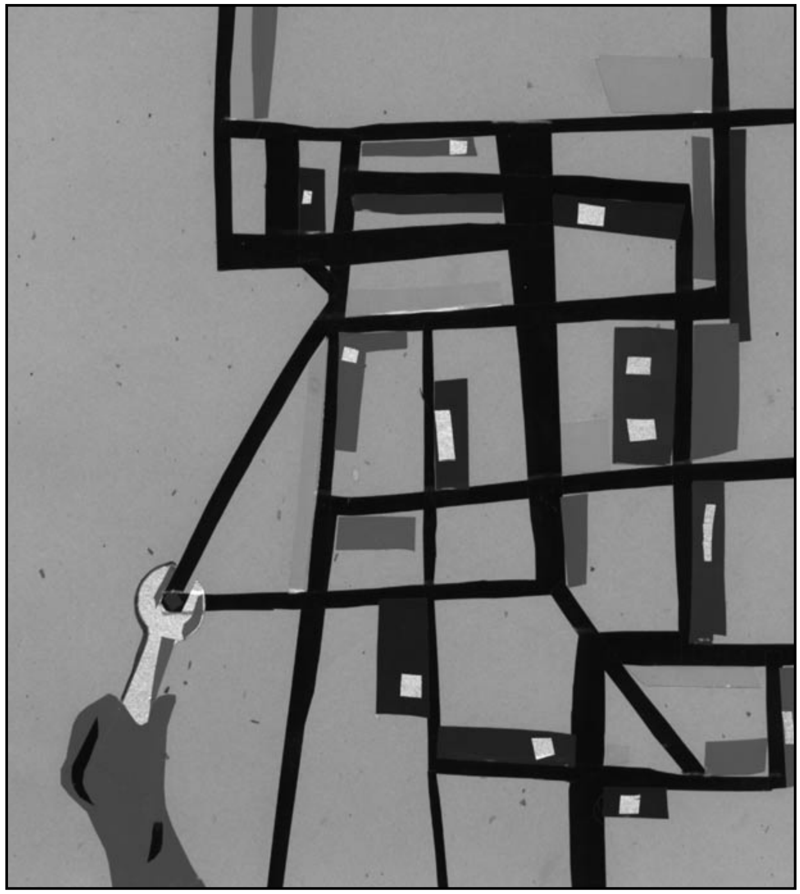
A History Lesson in which students identify particular historical facts or personages on the stones themselves, or for an older group, a research project to learn something of the personal history of an individual or family chosen from the yard.

An Art Lesson where students identify favourite stones; identify characteristics of the artwork common to many stones; identify characteristics that might suggest a particular earlier time; photograph stones; create original artwork using some of the main motifs or perhaps those more appropriate to a similar memorial if found today.

A Sociology Lesson in which students gather data for a particular decade, using the graveyard as the source. Different teams might gather information for different decades, and information for fifty years or a century might eventually be compiled. This may offer information such as: number of births recorded in a given year or decade; number of deaths, median life span in a certain decade; number of deaths attributed to accident or disease; representation of a particular first name or surname in different decades; representation of various gravestone motifs in different decades.

A Geology Lesson in which students identify the variety of stones represented, examining typical characteristics of each type as well as unusual features in a living example.

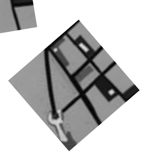
Your Community, How it All Fits Together

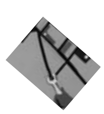


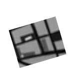
The exercises in this section bring together elements of previous exercises and introduce the concepts of community-wide planning. For younger students, Felt Community helps them think about how their community got started and how it grew to become what it is today. Older children explore the same theme in "Marker Community". Other exercises teach concepts of community planning, how plans are made and how the organization of our communities affects different groups of people in different ways.

Many citizens do not have the opportunity to learn about the planning principles behind decisions made by their council. As planners we often hear "Why did they do it that way?" or "What were those planners thinking about?" Sometimes change comes slowly and we hear things like "It used to be so quiet here," or "This used to be a really nice neighbourhood". Sometimes change happens very quickly and problems arise almost one on top of another. Then planners hear things like "Well, our community officials missed the boat on that one," or "Why didn't our community leaders stop that awful development?"

Throughout these exercises, children begin to develop an understanding of how a community fits together. They also learn that developing a safe, healthy, sustainable, socially responsible and economically viable community is a difficult process.







Felt Community

LANGUAGE ARTS: critical thinking
SCIENCE: observation
SOCIAL STUDIES: local history
GRADES: Kindergarten to 3
REFERENCE: City Planning, Community Services Department
City of Saskatoon, Saskatchewan

In this exercise, students will explore how their community began and grew.

Materials

- Large felt board

- Felt replicas of the types of buildings you would find in your community. (Use the same colours that community planners use to designate land use categories: green for agricultural; yellow for residential; red for commercial; purple for industrial; and blue for civic, institutional, or governmental.)

- For young students, label or use symbols that they can recognize and identify, i.e., "7-11" and "Toys-R-Us". They can then "see" that other places of the same colour will have a similar land use.

- Felt person

Begin with the following questions. As the children provide answers, ask them to put a felt building on the board so that they can see the community grow.

- How did your community start?
- Who was here originally? Who came first? What was the first building?
- A person decides to "settle down" somewhere in the great outdoors.
- Why would they pick this particular spot?
- What would they need to survive?
- What happens next? Would other people be attracted to this spot?
- What would be built next?

Keep going until all the buildings are used up. You may have to help the group think of things the community needs.

Once the community is finished, lead a discussion on whether this is a good community or not and whether or not you would like to live there.

Point out some land use conflicts and try to draw out, from the kids, the advantages and disadvantages of these locations and land uses.

Pick a name for your community.

Marker Community — How did your community start?

SOCIAL STUDIES: local history
GRADES: 4 to 8; 9 to 12
REFERENCE: Adapted from an exercise conducted by Philip Dack at the 1996 Canadian Institute of Planners Conference, Saskatoon, SK

A similar exercise to Felt Community, this one is designed for older children and can involve discussions of more complex ideas depending on the age group.

Materials:

- Large piece of paper (3' X 5')
- Large selection of coloured markers

Paste paper up at the front of the group.

Begin by talking about how your community got started?

Who came here first? What was the first building?

A person (Valerie the Voyager) decides to "settle down" somewhere in the great outdoors (draw Valerie in her canoe along the shore).

Talk about why she might pick this particular spot? What would she need to survive? Draw Valerie's house. From here on the young people do the drawing.

What happens next? Would other people be attracted to this spot?

What would be built next? Have each student offer an idea and then draw it on the paper.

Keep going until the paper is full and everyone has had a chance to go up to the paper at least once. You may have to help the group imagine things the community needs.

Keep in mind that there is a balance of land uses, and point out to the students that, for example, you would probably not get a big store or factory if you only have 4 or 5 houses in your community.

Once the community is finished, lead a discussion on whether this is a good community or not and whether you would you like to live there.

Point out some land use conflicts and try to draw out from the kids, the advantages and disadvantages of these locations and land uses.

Pick a name for your community.

How Communities Grow

SOCIAL STUDIES: urban geography
GRADES: 3 to 8, 9 to 12
REFERENCE: Kids City

The purpose of this activity is to show when and why different types of land uses occur. Distribute cut-outs of buildings so that every student in class has at least one *(use the items in APPENDIX H)*. The idea of the exercise is to have the children actively participate in the growth of their community by individually pasting up the land use they are given *(re-create the layout as shown in APPENDIX H)*.

Start-up
The teacher should start by pasting up the first five buildings on a board or large sheet of paper on a blackboard or wall. (Allow enough room to paste up five horizontal rows of buildings).

The teacher should start by placing the first few buildings on the top row. At one end, paste two barns *(colour them red)*, representing agricultural land use. Then, to one side on the top row, put up some industry –the textile mill (*colour it grey)*.

Then start a second row by placing one house *(coloured yellow)* to represent residential land use. At the other end of that row, place the train depot *("Places to allow travel" – colour it pink)*.

Phase A
The teacher should explain that there are about 1,000 people living in the area *(pointing to the yellow house)*. The area has farming *(point to the red barns)* and, because the train comes through, they have built a depot for a train stop *(point to the pink depot)*. Then explain that a textile mill has opened up *(grey mill*).

Because there were jobs available, many people moved here. Let's say 4,000 more people came and settled in this area. Ask the students who have houses to come and paste them up to show this growth. *(Have kids with yellow houses come up and put four more in the second row.)*

Now your town has grown to 5,000 people! Stores are opening up along Main Street. Ask who has a building *(the red pharmacy)* to represent this? (*Have that student come up and paste it up below the housing, starting a third row representing places to shop.)* Your community will now also need a community centre and a school. *(Have a student add these uses as a fourth row, by placing a purple school and a community centre in a new row below the pharmacy, representing places that help people.)*

Phase B:
Now more industry is attracted to your community. A toy factory has opened and office buildings are being built. Have students come up and paste up these new places to work *(add a grey factory and office high-rise)*. With more jobs, what will happen? *(More people will move here.)* Let's say that 5,000 more people build houses in the community. How many more homes do we need to paste-up? *(Five more students should come forward to add houses to the second row.)*

Because the community is growing so large, the citizens have decided to draft up a town charter and create a new town. What other buildings will be developed now? Build a town hall and a fire

station (coloured blue) – have students put them up on a fifth row as "places to provide service".

The townspeople vote to buy land for a new park in the centre of town for everyone to use – "places to have fun". Add a park to our town! *(Have the child with the green park place it to one side of the "residential" row.)*

More people are coming into town to visit the stores and the park. Who has a business that might open up that these people would buy things from? *(Have the children with the gas station and grocery store, both coloured red, add these to the third row.)*

Phase C:

A new office park has opened up. Let's put up an office building in our "places to work" on the top row. Now that we have grown large enough, what other uses do you have to add to our town – other than houses? Let's place them up here in the appropriate row (match the colour of buildings) and talk about each of these new uses.

Students should paste up remainder of buildings to include the movie theatre (red Cinema Seven – this is a business where we have fun), the hospital (purple), the library (blue) and a new high school (purple).

More people keep moving to our town. Let's add the rest of the houses we have. How many people are in our town, if each house continues to represent 1,000 people? (Count houses up on board).

Please note that if your class is less than 29 students, you should hand out fewer houses – or give a few students two each. No less than 10 houses should be distributed. If you have a very small class, then double or triple the number of cut-outs given to each child. In a small class, the teacher could add all of the "places to work" during the start up.

Once all of the buildings have been placed in the community, look for relationships between the land uses. Using the diagram in *APPENDIX H*, use arrows to connect areas where uses are related – jobs feeding into houses – houses feeding into places to shop and so on.

Remove the places to work – and ask the children what happens then? *(People will move away to find jobs someplace else.)* Then take some houses off the board and ask what happens. *(The retail stores go out of business.)* Then take some businesses away, plus a school *(explain that the school is closed due to the lower population and used for other purposes)*.

This exercise will graphically show that houses do not just appear – that people follow jobs – and shopping centres are built only when towns have enough people to support them.

Some possible discussion questions:

- Will the community just keep growing and growing? Why or why not?
- What happens when communities keep growing and growing? What could we do if we want to reduce sprawl?
- Who decides to build these buildings and where?

See *APPENDIX H* for more information!

"See" Your Community

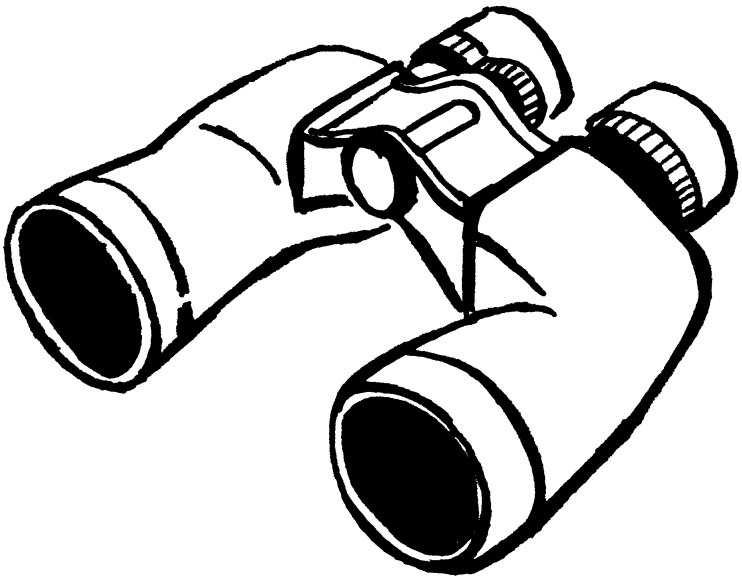
LANGUAGE ARTS: writing, presentation
SOCIAL STUDIES: local history, urban geography, architecture
GRADES: 4 to 8; 9 to 12
REFERENCE: Planning Education Kid Style Manual

Materials:
- cameras, film
- slides, photos
- computer
- screen

Have students prepare a photo essay in the form of a slide show or computer presentation that tells the story of their community and shows how community planning affected and guided its development.

See *APPENDIX I* for a sample slide show script.

Have the students present their slide show to other classes or at an assembly at their school.



Community Planning Principles

SOCIAL STUDIES: urban geography
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City

In this exercise students will learn about some of the tools that planners use to direct growth and change in cities and communities.

Even the Romans had well-planned communities. What would happen if we didn't try to control how and where buildings are built in our community? How important is planning to communities? Why do we need planning anyway?

1. The community always has a ***pattern***. Three factors influence that pattern: the physical shape of the land, the socio-political environment of the community, and the economic condition of the community. Factors two and three lead the physical factor. The pattern develops from land values and developers' thoughts about land values. Compare this pattern to a piece of plaid material with each colour or thread of the material representing the various departments and persons who are responsible for a community's plan.

2. There are various kinds of ***land use categories***. Community planners always use the same colours to designate these categories: green for agricultural; yellow for residential; red for commercial; purple for industrial; blue for civic/institutional/governmental. Call your community planning department to obtain a copy of the plan for your community. If you plan to do the Block City project, use this plan as the street map for your community (choose only the most important streets). If there is a future community plan available, compare the existing plan with the changes that the planner is projecting.

3. ***Zoning*** is a series of regulations that controls development. Planning commissions recommend zoning changes. Community Councilors approve plans and regulations. Staff implements the plans and the public complies. Since the public is represented by these elected officials and their staff, the public's wishes and needs are defined through them. If you, a citizen, are not happy about the growth of your community, can you make changes for improvement? How would you go about it?

4. ***Public infrastructure*** is a means to encourage development. Public infrastructure consists of a series of linkages such as streets and boulevards, utilities, public conveyances (subway or mass transit, train stations, airports) and water and sewer lines. What happens if there is no future planning for these kinds of things? How is the ordinary citizen penalized? What problems could arise?

5. It costs a lot to develop land. Private sector development always requires big money. Why do you think this is so?

6. The development process involves a gamble or risk. What is the element of risk that we are talking about? Should there be a larger payoff for risk?

Role Playing: Who Lives in Your Community?

SOCIAL STUDIES: Local governance
LANGUAGE ARTS: Public speaking
GRADES: 4 to 8; 9 to 12
REFERENCE: Adapted from Centre for Understanding the Built Environment (CUBE) – Box City, Role Playing, and Planning Education Kid Style Manual

For older students, assuming the role of an actual citizen can stimulate an interest in local government and in individual ownership rights. In this exercise, students assume the roles of people who are involved in the life of a community. They are then presented with an issue that they must try and resolve. Roles should be assigned five to six weeks ahead of time so that students can research their roles by reading the local newspaper, or speaking to someone in a particular business or occupation. Introduce writing into the exercise by having students write a short paragraph describing their role. Consider taking students on a visit to City/Town Hall to talk to the mayor, councilors and staff about running a community and how local government works to resolve issues. Meet with other people such as developers or groups who work to improve their neighbourhoods.

Role-playing gives students an opportunity to experience issues through someone else's eyes. It encourages students' need to understand that in their role they may have to do something they don't personally agree with.

Role-playing also gives students an active opportunity to exercise problem solving, decision-making, logic/arguments, critical thinking and precise and accurate recording.

As a spin-off of this activity, students also learn about:

1. Career possibilities

2. Real neighbourhood or community issues

The following roles may be used in the exercise:

a) Mayor (represents the community as a whole) – this is a special role, as the mayor must be sensitive to issues of health, social welfare, economics, environment, minority rights and other sensitive issues.
b) Developer (wants to make money).
c) Historic preservationists (want to save old buildings).
d) Planning Commissioner(s) (tries to balance the interests of different groups).
e) Business owner(s) – merchant, banker, doctor, lawyer (interested in property values, location, compatible uses).
f) Child (wants places to play, looks for how easy it is to get around on foot).
g) School board (concerned about locating schools where children are now and in the future).
h) Community councilors (interested in satisfying all different types of citizens).
i) Residents/concerned citizens (concerned about convenience to schools, stores, alternative transportation, safety and future of neighbourhood).

j) Real estate salesperson (wants to sell property for the highest price).
k) Newspaper editor (interested in discovering trends, seeing that all people are treated fairly by public officials, including the mayor and planning commissioners).
l) Garbage service person/recycler (looks for ease of collecting and recycling/disposing of materials).
m) Planner (represents the balance of all interests, present and future, whether recognized by citizens or not).
n) Architect (interested in the most useful and attractive buildings, has an interest in seeing new buildings built and fixing up old buildings).
o) Teacher (interested in safety of the school environment, as well as a convenient location for the school with the least traffic).
p) Transportation specialist – roads, buses, rail water (looks for the maximum ease of movement for the minimum possible public investment).
q) Tourist (wants it to be easy to move around town and to identify sites of interest).
r) Environmental scientist (concerned about having the least current and future pollution problems and having the best use of natural resources).

Identify an Issue

Select a current or fictitious issue that has occurred (or could) in your community, for example:

- a developer wants to tear down a historic building to build a new supermarket
- expansion of the community's industrial or retail areas necessitates building a new highway close to a residential neighbourhood
- the community is searching for a new landfill site
- a developer submits a proposal to develop a large parcel of vacant land in the centre of your community

Pick an issue that is of interest to many different stakeholders – one that is also likely of interest to students.

During the role-playing exercise, have everyone with a role wear a nametag that defines his or her role. It is important for the names to be large enough to be easily read across the classroom.

To do the role-playing exercise, pretend that the community has decided to hold a public meeting to discuss the issues. Council will attend the meeting, chaired by the Mayor, to hear all the representations and points of view.

At then end of the meeting, Council must make a decision on the issue.

After the role-playing is over, make a point of asking students to relinquish their assumed persona so they can engage in an objective discussion and analysis of the results. Ask them to analyze how the final decision was reached. Was the process satisfactory? What could have been done to change the way the issues were dealt with?

Block Community

LANGUAGE ARTS: critical thinking
SCIENCE: observation
SOCIAL STUDIES: local history
GRADES: 4 to 8
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City Geo Blocks Activity

The objective of this exercise is to show the importance of geography to planning — specifically, what happens if we don't account for geography when making community plans. This activity can be used in conjunction with the exercise on *"Community Planning Principles"*.

Children will create their own community, first by drawing the physical features of the land on a large sheet of paper. Kids work in small groups on large "maps", each with a different physical feature as part of their "geography"– a river, lake, mountain, ocean, or plains.

Each map will also have a railroad and airport. Some of the rules that are in your community should be used to determine where buildings could be placed on the maps. For example, no development is usually allowed within 15 metres of a body of water.

Use coloured blocks to make the communities. The type of use of the building will define blocks.

After the students are finished creating the community, teachers can stimulate further discussions by introducing additional topics. For example:

- Communities are subject to natural disasters such as tornadoes, hurricanes and floods. Discuss the positive and negative aspects of disasters: for instance, a fire can lead to rebuilding the community in a more thoughtful manner.

- Communities, which have emergency plans in place (i.e., Winnipeg after the flood of 1997), are able to carefully evaluate conditions and proceed. Communities that have not planned for emergencies, often have buildings needlessly destroyed, thus jeopardizing the character of the community (i.e. San Francisco after earthquake, 1989).

- Communities are subject to man-made disasters such as fires, explosions, or environmental pollution (i.e., from a train derailment or an industrial spill). Urban renewal projects can also have an impact on the community. For example, a council can vote to approve the construction of a "skywalk" between two buildings that may end up cutting off the view of a harbour or an important landmark. Or, a developer planning to build an office tower tears down an existing housing or structure and then doesn't build the new structure for one reason or another.

Other possibilities to introduce:

- It is discovered that a historic trail cuts through the community
- A First Nations land claim includes a large section of the community

Finish by photographing the finished communities (blocks and maps) with Polaroid instant film or a digital camera. Attach the photo to paper and have all members of the group sign it. Compare the differences in the various maps. What difference does the particular geographic feature make in the organization and shape of the community? Discuss what was discovered during this process.

Have students look for examples of real communities that have the same "geography" as those used in their exercise. How do they compare with those designed by the students?

Materials can be ordered directly from the Centre for Understanding the Built Environment (CUBE) (see References).

Box City

LANGUAGE ARTS: critical thinking
SCIENCE: observation
SOCIAL STUDIES: local history
GRADES: 4 to 8, 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City – An Interdisciplinary Experience in Community Planning

The Box City exercise was developed by the Centre for Understanding the Built Environment (CUBE). Readers are encouraged to contact CUBE to obtain information about offering this exercise to your students *(see References)*.

Box City provides a hands-on, experiential approach to community planning and design principles; it instills understanding of the development of communities and their present problems and successes. The curriculum allows students to create their own buildings (from cardboard boxes) and then to create their own city by placing the boxes on a grid, at the same time learning how geography, economics, ecology, history, and cultures have affected the development of a community.

The kids create a city the way real communities get built, through a mix of collaboration, regulation, necessity, and entrepreneurial spirit. When the city is built, the kids evaluate it and compare its good and bad features with those of the community where they live.

The program aids students in better comprehending the built environment – why it is important to them personally and how they can influence and help to shape it. One technique is conducting a mock community meeting, with students assuming the roles of developers, government officials, neighbourhood activists, environmentalists, and others with a stake in decisions.

Box City progresses through a community planning process, teaching vocabulary and the complexities of planning decisions. A main objective of the exercise is to raise the awareness of people who feel helpless about what is happening around them and to show them how they can be a part of the process. The culmination is a commitment to re-build a sense of community, and to build communities that are designed to meet the needs of people.

Box City allows participants to think about their own community, to dream about what it could be, and teaches them to take responsibility for their actions and decisions.

Here's how the Box City exercise worked for students at Leawood Elementary:

The students at Leawood Elementary learned about architecture as a part of a social studies curriculum, which included history, geography and economics. A tour of Kansas City introduced them to landmark buildings in the city. They then recreated the city using boxes, using the actual street names, landmarks, and plan for the city. Historic research helped them identify style, architectural details, and important persons connected with the building. Some buildings even had electric lights! (Recycled batteries from used Polaroid film cartridges provided the power.)

Greening Your Community

SCIENCE: Environmental Science
GRADES: 7 to 8; 9 to 12
REFERENCE: Toronto's Cityplan '91 Science/Environmental Science

1. Discuss your community's solid waste problem and/or possible solutions.

2. Discuss the water filtration process.
   - What does it do or not do?
   - How important is water conservation and how can we achieve it?
   - How should/could changes be made regarding paying for water?
   - What would be the effect of a larger population on our water supply?

3. Discuss your community's wastewater treatment system.
   - How does it work or not work?
   - What are the problems related to storm water management?
   - What would be the effect of a larger population on wastewater treatment?

4. Describe your community's parks.
   - What variety of parks exists or should exist?
   - What facilities are available or should be available?
   - What problems are perceived to exist, or really exist, in our parks?
   - How can parks better serve the needs of everyone?

5. Describe the urban wildlife.
   - Who benefits and how?
   - Who is annoyed by it and why?
   - How/why/can/should urban wildlife be encouraged /discouraged?

6. Discuss the ideal role of nature in a community.
   - Should natural areas be developed, maintained or expanded?

7. Describe human behaviour seen in communities that is harmful to the natural environment and discuss how and why such behaviour should/could be discouraged.

8. Describe the aspects of air quality in communities that are irritating and/or harmful.
   - How can the actions of individuals increase/decrease the problem?
   - What municipal laws are needed to improve air quality?

9. Discuss energy consumption patterns in urban areas and suggest ways to increase energy conservation.

10. Describe noise as it poses a problem and suggest methods of reducing/controlling it.

Creating Better Communities with Kids

REFERENCE: The McCreary Centre

Why engage children and youth in "grown-up" activities like planning?

Youth have a right to participate: The right of youth to participate in decisions that affect them has been firmly endorsed through the United Nations Convention on the Rights of the Child (1989).

Participation promotes resiliency: Within the context of government services, youth tend to be viewed as problems in need of solutions. The resilience model of youth development places the emphasis on potential rather than on problem intervention. This approach sees youth as part of the solution, not just the focus of the problem. Youth participation promotes resiliency by building on youth strengths, including energy, enthusiasm, and creativity.

Participation reduces risks: Ground-breaking work by the University of Minnesota Division of General Paediatrics & Adolescent Health has shown that a sense of connection, through involvement with a social environment of family, parents, school, and community, has an influence on promoting health and protecting youth from risky behaviour. Extensive studies by other research and advocacy groups, such as the US-based Search Institute, also indicate clearly that youth who feel involved, safe, valued, and connected are less likely to engage in risky behaviours.

Participation is central to positive youth development: During adolescence, young people begin to define their own self-worth in terms of their skills and their capacity to influence their environment. It follows that in order for young people to make a healthy and effective transition to adulthood, they need opportunities to demonstrate that they are capable of being responsible, caring, and participating members of society.

Participation enhances youth health: Youth participation offers young people the chance to develop important decision-making and problem solving skills, develop meaningful relationships, and a chance to bolster self-esteem. These benefits are known to protect youth against risk-taking behaviour that impacts negatively on health both in the short and long term.

Participation improves youth programs and services: By involving youth in the planning process, those responsible for programs and services can direct available resources towards finding more successful approaches to issues affecting youth.

Participation promotes commitment: Research in community development and health promotion shows that people of all ages are more likely to make a commitment to a program when they have been involved from the outset in the program's design and implementation plans. Creating opportunities for input from specific populations, including cultural-minority youth, youth in care, and youth with mental or physical disabilities will increase the likelihood that these populations will benefit from programs designed to serve them.

Youth participation requires both youth and non-youth to learn new ways of working together.

Discussing Built Environment Issues

SOCIAL STUDIES: urban geography, civics
GRADES: 4 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City

Almost every built environment activity will generate many questions involving higher level thinking skills. If you have already done some of the exercises in this manual, this may be a good time to bring together the concepts you've learned. This will help students think about and develop their personal feelings and philosophies about the built environment.

Discuss the following questions:

What is architecture?

- Can a building be called architecture without an architect? Many early buildings were built by carpenters who used patterns out of books.
- Are those buildings architecture? Is your school architecture? Is your house? Is any building?

Ownership

- Who owns the land? Your home? Your school?
- Who owns your neighbourhood? Your community?

Services

- What services or needs do people in a neighbourhood or community share – police, fire, and landfill?
- Where are these places located? In your neighbourhood? In your community?
- Where should they be? Who decides where these will be? Do you want to live near them?
- How do you get from one neighbourhood to another? From one place in the community to another?
- Which ways are the quickest? Why?
- Should there be more of these routes? If so, where will these go? What changes will need to be made in order for this to happen? What will be the positive effects? What will be the negative effects?
- If you were asked to move from your home to make way for highway construction, would you? Why or why not?

Green Space

- Are there green spaces in your neighbourhood? In your community? Why? Where?
- A green space is not always a park. It can be a planted area that separates two land use types such as residential area from a commercial area. Who takes care of the green spaces? Should there be more green spaces? Who should pay?
- Some communities plan green spaces as a part of the overall planning process, but that space and its use become the responsibility of that neighbourhood. What are the advantages and disadvantages of this kind of planning?

It's Your Community – Is it for Everyone?

SOCIAL STUDIES: civics
GRADES: 4 to 8; 9 to 12
REFERENCE: Adapted from CityPlan '91
KIDSPLAN TORONTO

Most of us are fortunate enough to go just about anywhere we wish within the communities we live. For some people, however, there are many places they cannot visit, and much that they cannot enjoy. Perhaps they cannot hear well enough to enjoy a concert in the park, or they can't get their wheelchair up the steps of the community library to borrow books.

Think about the needs of those who are disabled. How can your community be made friendlier and safer for all of them?

Think about the following topics. Make a list of these topics on a large chart and work with a partner or a group to make a list of your ideas of what could be done to make things better.

- Transportation
- Street Safety
- Housing
- Entertainment
- Restaurants
- Education
- Places of Business
- Parks

Once you have your ideas ready, choose a way to present them. Here are a few ideas; perhaps you can think of others:

- Write a letter to the Mayor and Council
- Make a poster
- Make a chart on which your ideas are clearly presented; include illustrations
- Write a letter to the editor of your local newspaper
- Write a speech

Create Your Own Community Charter

ART: composition
LANGUAGE ARTS: composition, critical thinking
SOCIAL STUDIES: civics
GRADES: 4 to 8; 9 to 12
REFERENCE: Adapted from CityPlan '91
KIDSPLAN TORONTO

In this exercise, students will be asked to devise a charter for their community. A charter is a set of principles, rules and plans that are used to guide the community's future.

Some of the areas to include in your charter are:

- housing
- transportation
- parks and recreation
- the environment
- public buildings
- the waterfront
- other features that may be unique to your community

Students may wish to form groups and have each group work on one of the topics, or they may wish to choose an individual topic. In doing this, students will be working in the same way that planners do.

The final product should be put in a booklet or binder divided into sections for each topic. The charter should have a cover; perhaps each topic could have a separate title page. Use drawings, design, photos, graphs or charts to illustrate your charter.

As acting community planners, don't forget to include your names and information about yourself or your school.

See *APPENDIX J* for more!

Bill of Rights for Kids

SOCIAL STUDIES: civics
GRADES: 3 to 8; 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City

Harry Teague, an Aspen, Colorado architect, suggests that there should be a Bill of Rights for kids. Here are some of the items on Teague's Bill of Rights. Have the students in your class create their own.

Bill of Rights for Kids

The Community shall be:

1. Safe

2. In appropriate scale — no four-foot high walls

3. Accessible — children will have the ability to get from one place to another

4. Integrated — nature, the community, work, sexes — all will be a part of the whole (For example, are health services convenient and integrated into the town? Can children access health services by themselves?)

5. Manifestation of tradition — children will be able to identify cultural anchors whether they are building types and styles, monuments, landmarks, or natural areas. Children are bombarded with wonderful things, but they want traditional anchors.

Discuss with the children what their responsibilities as citizens might be. If you have rights do you also have responsibilities? What should responsible citizens be expected to contribute to their communities?

Can you write a Code of Behaviour for young people in your community? What about one for the adults, especially in how they relate to young people?

See *APPENDIX K* for an example.

Reaching Informed Consent

LANGUAGE ARTS: communication
SOCIAL STUDIES: civics
GRADES: 9 to 12
REFERENCE: Adapted from Centre for Understanding the Built Environment (CUBE) Box City

Guidelines for Arriving at Informed Consent

In this exercise, students embark on a decision-making process, which can be applied to many life situations when decisions must be made on difficult or controversial issues. Local governments are often faced with such situations – a developer wants to tear down a historic building to make way for a new office tower; a new location for the municipal landfill site is needed and no one can agree on the best site. Informed consent is one method of resolving issues and the conflicts that arise.

Informed consent can be defined as *"the achievement of an agreement with which all the people can feel comfortable and none disagree strongly enough to blackball – not total agreement, merely agreement not to obstruct." (Kirkpatrick Sale, Human Scale, pg. 501)*

Background

Traditional methods for doing business and making decisions include:
a. Majority rule
b. I win – you lose (the game of zero-sum)
c. Voting decisions

In the 2000s, new methods for doing business and making decisions include:
a. Informed consent (consensus)
b. I win – you win
c. No voting on decisions

Does Informed Consent work?

Yes. Today's approaches have been proven time and time again to result in:
a. decisions to proceed with a project
b. decisions to form an initiating committee
c. decisions to form a steering committee
d. design of the process to follow
e. open meetings

Pick an issue in your community or school and try to find a solution using the process below.

There are a number of general rules:
a. Everyone is invited to actively participate in all decisions.
b. Everyone is treated equally (level playing field).
c. Everyone's opinion is valued, and diverse opinions are welcomed.
d. Issues are discussed, not people.

e. No voting on group decisions.
f. Issues that cannot be resolved will be left unresolved.

To arrive at informed consent on an issue:

a. All comments are valid and are to be discussed by the group.
b. All comments should be phrased in as brief and clear manner as possible.
c. All comments should be phrased in a non-judgmental fashion.
d. At the conclusion of discussion, a facilitator asks if anyone in the group strongly disagrees with the conclusions to the point that they cannot support a group recommendation. If even one person can't grudgingly agree, that issue will be left on the table for later discussion.
e. After all the issues have been discussed and informed consent reached, the group will then revisit any issues where informed consent was not reached the first time. If after further discussion, informed consent cannot be reached, that issue will remain on the table and be reported as lack of consent.
f. Before the recommendation of the group can go forward and be reported to the audience at the meeting, everyone in the group must be able to support the entire report based on informed consent.
g. Finally, after all the presentations have been presented to the general audience, the audience will be asked if they can support the recommendations of the group based on informed consent. This process should follow the same process outlined in points e. and f. above.

Use the informed consent process outlined above to do one of the following:
- Discuss a number of contentious, but realistic issues that you are aware of in your own community or school, or
- Examine issue(s) you can identify that another community or school has had to deal with.
- Challenge the class to develop a vision and plan for a particular place or resource in your community, working in small groups to arrive at a decision/recommendation using the process.

Divide the group into small groups of six or seven students. Be sure that each group includes some students with opposing points of view, or at least some who will argue opposing viewpoints. Have each group spend some time discussing the issue and trying to reach a conclusion. The teacher can help guide the discussions and encourage alternative ways of thinking and seeking consensus. More than one meeting may be necessary.

1. The above process should be used for the initial meetings and should be followed for all individual groups as they develop visions and goals.

2. All information and text, on the individual issue/vision worksheet will require informed consent as to the content of recommendations.

3. After the groups reach consensus on their particular issue/plan, have them present their thoughts on the process, how it worked, and what the final solution is.

4. If a number of groups come to different decisions, discuss how this happened. Is one decision right and the others wrong? How can more than one decision arise from the same information?

See *APPENDIX L* for additional information.

NIMBY (Not In My Back Yard!)

LANGUAGE ARTS: composition, verbal communication, research
SOCIAL SCIENCE: local government
GRADES 4 to 8; 9 to 12
REFERENCE: Community as a Learning Resource

A Public Debate

Note: For this exercise you will need a stopwatch. Students can use their creativity in how they decide to present their testimony.

Pick a news article from a local community newspaper.

The assignment is to:

- Review the new article and identify some key community issue(s).
- Identify the people, groups and organizations involved and their positions on the issue(s).
- Select five to seven members of the class to serve as Council members and choose a Chairperson.
- Divide the rest of the class into small groups representing the different positions.
- Have each group prepare testimony for a public hearing before the Council (at least three students from each team should volunteer to present testimony).

Allot enough time for each group to write testimony for a three-minute presentation before the Council. The presentation may include statistics, charts, etc., to enhance the presentations. Allow time for groups' members to critique the testimonies to be presented.

Next, convene a public hearing by the Council. The Chairperson of the Council should call the meeting to order and explain the procedures for the public hearing. Each presenter will have only three minutes to give his or her testimony and will be timed. (Assign a Council member or another student to serve as the timer for the public hearing). The Chairperson's job is to keep the meeting moving and to stay neutral during the public hearing. The Chairperson will be called upon to vote at the hearing's conclusion.

Encourage older students to attend a real public hearing on a contentious issue to find out how public hearings are organized in your community.

See *APPENDIX M* for a public meeting agenda and a sample newspaper article.

What Do Kids Want?

LANGUAGE ARTS: composition, verbal communication, research
MATH: statistics
SOCIAL SCIENCE: research, RECORDING and analysing
GRADES: 4 to 8; 9 to 12
REFERENCE: CityPlan '91 – KIDSPLAN TORONTO

Do a survey of the kids in your neighbourhood or school.

Use the neighbourhood survey in APPENDIX D, as it is or adapt it to your community.

Analyze your results.

What do the results tell you about:
- your community?
- the young people in your community?
- what young people want?

Who would you send your results to?
- The school?
- Your parents?
- City/Town Hall?

Kidsplan Poems

LANGUAGE ARTS: composition, writing, verbal communication
GRADES: 4 to 8; 9 to 12
REFERENCE: CityPlan '91 – KIDSPLAN TORONTO

Write a shape poem about Toronto

Think of an interesting shape onto which to put your poem. For example, you might use the shape of the CN Tower, the Skydome, or an outline map of the city.

Write an acrostic poem about Toronto (or another city)

As in the example provided, write one word or phrase for each letter of some "Toronto" words, such as: CN Tower, CasaLoma, Fort York, Harbourfront, etc. Or, create an original work based on your own community or a nearby city.

Sample acrostic poem:

TERRIFIC
ONTARIO
REAL
ONLY ONE
NEIGHBOURLY
TRULY
OPEN-HEARTED

Write a cinquain about Toronto (or your own community)

Make 3 word lists:
List A – Words that describe (i.e., clean, safe, healthy, wonderful)
List B – Words ending in 'ing' (i.e., walking, growing, laughing, speeding, driving)
List C – phrases that tell about Toronto, or your own community, (i.e., a lively community, a tall city)

Here is the formula to help you write your poem using the words from your lists:

Line 1 – 1 word from List A
Line 2 – 2 words from List A
Line 3 – 3 words from List B
Line 4 – 1 phrase from List C
Line 5 – write the name of your community (Toronto)

TORONTO
Clean,
Safe, healthy,
Laughing, speeding, growing,
A tall city,
Toronto

See *APPENDIX N* to read the relevant lyrics of some popular songs.

How Does Your Community Work for You?

LANGUAGE ARTS: critical thinking
SOCIAL SCIENCE: urban geography
GRADES: 4 to 8 and 9 to 12
REFERENCE: Centre for Understanding the Built Environment (CUBE) Box City

Have students make a list of some of the things that make the community a good place for kids. Ask some adults to list the things that are important to them. The two lists may not be alike, but your community should include some of the things on both lists for it to work for all kinds of people. How could you get the community to make some changes?

How does your community work for you? Choose any particular residence in your community and pretend you live there. Ask these questions:

How easily can you walk to:
- school?
- your church?
- your grocery store?
- a library?

How easily can your family drive to:
- the place of work?
- a place to take a plane or train or bus?
- a museum or art gallery?

Is there a designated place to:
- bicycle?
- walk a baby in a stroller?
- jog?
- sit and chat with a friend?

How does your community work for others?
- Are people linked with streets or pathways, not cut off by automobile freeways?
- Is there a pattern of public squares, circles and crescents integrated with buildings?
- Are residences closely linked to schools, churches and offices?
- Is there room for sidewalks, playgrounds, alleys and front porches?
- Are there narrow streets to inhibit speeding and to assist cyclists and pedestrians in crossing?
- Are there major streets or boulevards where you can look the entire length of the community (view shed)?

What else? Ask your local planning department for copies of some new community plans to study. Critique the plans by asking the questions listed above. Would you like to live in this community?

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   Contact: Ginny Graves, Honorary AIA & Dean Graves, FAIA
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   Phone: (913) 262-8222; Fax: (913) 262-8546; e-mail: ginny@cubekc.org;
   URL: www.cubekc.org

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   Walk Around the Block.
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   Contact: Ginny Graves, Honorary AIA & Dean Graves, FAIA
   Center for Understanding the Built Environment, 5328 W. 67th Street, Prairie Village, KS 66208
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Further Reading and Resources

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COMMUNITY GAME DIRECTIONS

Game Content

For a total learning experience, include:

1. activities which involve all senses: look, hear, smell, touch and taste (if appropriate) Emphasize activities which stimulate more selective looking.

2. a kinesthetic or body/motor direction

3. specific vocabulary that has been presented as a part of the pre-field trip instruction or unfamiliar vocabulary explained with picture or definition

4. things to look for that are above or below eye level

5. activities and vocabulary which involve standard curriculum skills such as math, language, history, music, art, geography

6. experimental activities like walking across a bridge, taking public transportation, asking directions, dipping finger in a fountain

7. at least one compare and contrast activity

8. a direction which involves evaluation, criticism, or suggested change in the existing environment

Review Bloom's Taxonomy for range of activities to involve all thinking skills.

Game Mechanics

The game may be designed to work anywhere or may be site-specific, but decide this before composing the instructions. It will make a difference in the way that questions or directions are given. If site specific, define the area, either on the game itself, or in pre-field trip activities.

If you plan to duplicate the game, you will save money if you discuss the entire project with your copy center or printer before beginning. Some hints:

1. It is sometimes easier to "lay out" a project on a larger scale, proportionally correct, and reduce to $8^{1/2}$ x 11 or $8^{1/2}$ x 14 before printing

2. Black and white photos will reproduce more distinctly than colour prints

COMMUNITY GAME DIRECTIONS

Game Mechanics

3. If making 30 or more copies of your game, it is usually less expensive and print quality is better if you send through printing facilities rather than individually Xeroxing

4. Quality copy centers have machines which will reduce up to two times with the customer doing the machine work. Black and white photos can be "ganged" on the machine and your game can have a professional look at little cost. Take reduced photos home for layout of game and return for duplication. Use this technology even if you are having the game printed in school facilities.

If students are playing the game individually, build in an accountability factor. Perhaps they can write down the address or cover the square with a sticker when they find the building or answer the question. Some teachers reward based on number of squares filled.

If working in a class situation, you may want to prepare game cards which can be reused by covering with acetate or having them laminated. A sticker or grease pencil can be removed or "erased" when the game is completed.

If preparing the game for very young children, use pictures rather than words.

Pre-field trip activity involves a discussion of the game challenges, usually those which involve evaluation or criticism. Be alert and receptive to those students who present solutions outside the norm of standard response. These may be your future architects or community planners. Reward, at least verbally, those students who have "seen more" or make suggestions about improvements or additions to the game.

An extra credit activity might be one where the student or group of students prepare a game for their school neighbourhood or site of their choice. The learning involved in making the game is extensive.

COMMUNITY GAME

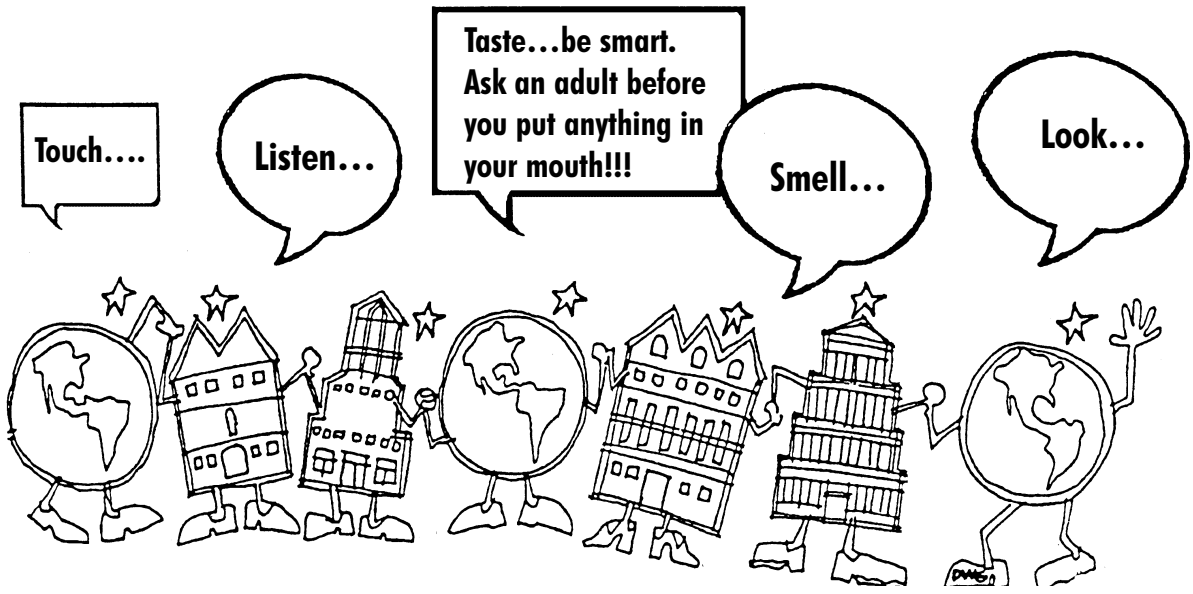
Case Study

Photograph or draw the answers to the questions in the game squares.

How many kinds of **transportation** do you see? **1**	Record a **shingle** pattern here. **2**	Locate a **symmetrical** building. Locate an **asymmetrical** building. **3**	Pick up an object and bring it back for a **Found Object** Museum. Use good sense. **4**	Record a brick **pattern** here. **5**
Do you see a building with a twin? **6**	Find a **column** which supports something. One which does not. **7**	Do you see an example of alternating **rhythm** or **pattern?** **8**	Where do people **gather** during the day? At night? **9**	What art objects do you **see?** Can you tell how people in this area **feel** about art? **10**
LOOK down. Do you see pattern? texture? **11**	List the street furniture. **12**	Look **up**. What do you see? **13**	Do you hear **relaxing** sounds? **Disturbing** sounds? **14**	Do you see anything you can't identify? How would you **find** out about it? **15**
Find a space to feel **BIG** in. Find a space to feel small in. **16**	Do you see any **animals?** How many different kinds? **17**	**Pretend** you live or work here. Play that role. **18**	What would you **add** to this area to bring people together? **19**	**Touch** a building. How does it feel? **20**
Look at a building from a **Worm's Eye View.** **21**	How many **hues** of green do you see? **22**	Look at an object in the **shade.** What colour is it? **23**	Look for an interesting **colour.** How many times do you see it on this block? **24**	Take a view **through.** Use your fingers. **25**
What is your **favourite** building? Do you know why? **26**	Where would you look for **help?** **27**	What **building** materials do you see? **28**	Make up a **Game Direction** of your own. Write it here. **29**	**30**

CREATING COMMUNITY GAMES

Make up a visual scavenger hunt especially for the neighbourhood around your school or home. Use photos or drawings. The COMMUNITY GAME in the ON THE BLOCK section will give you some general ideas. Write down on this page some things to look for – include both the natural and built environment. Remember to use all of your senses. Try your game out on someone else in your family.



Reference: Walk Around the Block, City Games: Ginny Graves.

COMMUNITY GAME: Interdisciplinary

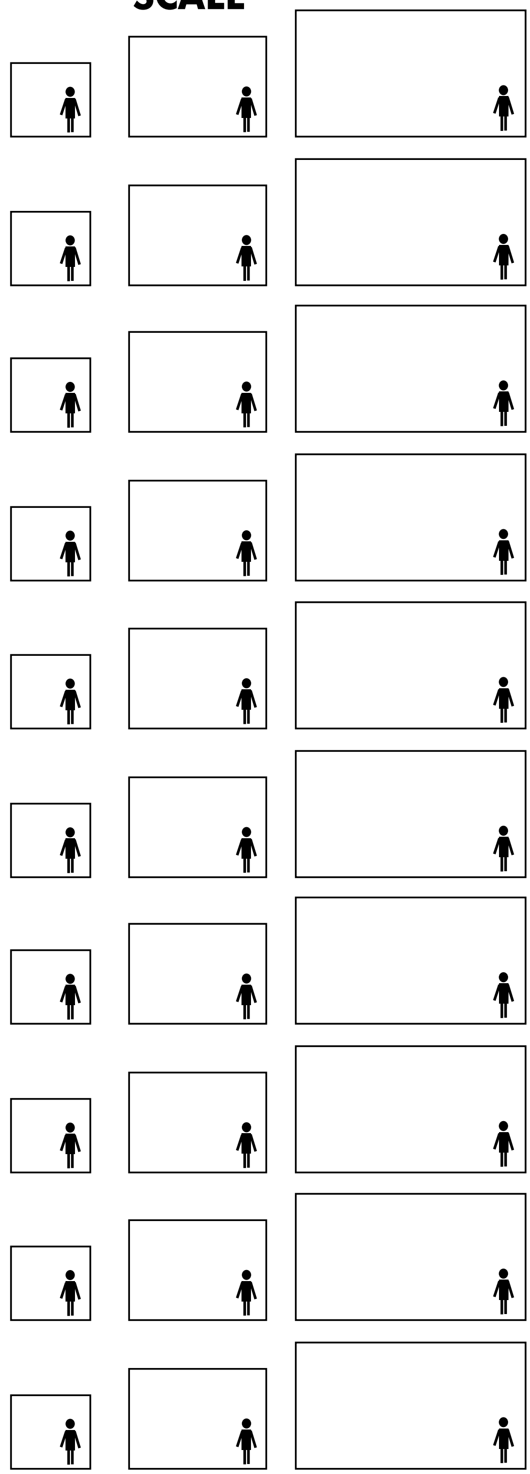
_____

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

NEIGHBOURHOOD LIST

Write down 10 different places that are in your neighbourhood (examples: church, park, 7-11, restaurant, gas station, house). Then circle the scale (what size the building is compared to you). Take a picture of each place and bring the developed pictures to the next class (optional).

PLACE **SCALE**



BOX CITY PROJECT

MATCHING LAND USE CATEGORIES

PLACES	LAND USE CATEGORY	IS THE CATEGORY CORRECT? (YES OR NO)
1. SCHOOL	COMMERCIAL	_____
2. GROCERY STORE	COMMERCIAL	_____
3. PAPER FACTORY	COMMERCIAL	_____
4. HOUSE	COMMUNITY STUFF	_____
5. APARTMENTS	COMMERCIAL	_____
6. LIBRARY	COMMUNITY STUFF	_____
7. FURNITURE STORE	RESIDENTIAL	_____
8. RESTAURANT	RESIDENTIAL	_____
9. GAS STATION	COMMERCIAL	_____
10. COMPUTER FACTORY	INDUSTRIAL	_____
11. BANK	INDUSTRIAL	_____
12. POST OFFICE	RESIDENTIAL	_____
13. POLICE STATION	INDUSTRIAL	_____
14. PLAYGROUND	COMMUNITY STUFF	_____
15. HOTEL/CASINO	INDUSTRIAL	_____

WORD SEARCH ACTIVITY

In this puzzle are several words about planning, and several different land uses, too.

A	N	T	Y	A	D	N	E	I	T	B	L	A	N	D	F	I	L	L	R
C	K	H	R	B	U	S	I	N	E	S	S	Q	A	L	O	O	H	C	S
O	S	E	F	O	R	T	N	E	V	A	D	A	L	O	C	I	W	H	E
M	L	A	I	R	T	S	U	D	N	I	X	O	P	M	A	C	P	U	C
M	E	T	A	L	E	C	S	I	E	R	R	A	P	P	S	O	A	R	I
E	L	E	J	W	F	S	H	O	P	P	H	O	A	R	A	G	R	C	F
R	L	R	E	L	A	T	I	P	S	O	H	R	N	L	M	E	Q	H	F
C	A	R	A	I	C	O	A	D	U	R	K	T	E	M	J	N	U	L	O
I	C	O	U	N	T	Y	T	S	E	T	H	U	A	V	E	N	E	Z	U
A	E	L	H	E	O	A	E	E	U	N	C	O	M	M	U	N	I	T	Y
L	I	B	R	A	R	Y	U	S	E	S	T	A	F	T	R	E	T	A	W
Z	O	O	U	N	Y	G	P	G	E	R	L	I	G	L	E	S	I	A	A
R	T	N	E	M	T	R	A	P	A	L	T	N	A	C	A	V	Z	C	S
S	P	O	E	M	O	U	N	T	A	I	N	S	D	L	I	U	B	V	H

WORD LIST:

Land Use Categories

- Commercial
- Community
- Industrial
- Residential
- Vacant

Different Land Uses

- Airport
- Apartment
- Business
- Cafe
- Church
- Factory
- Fort
- Hospital
- House
- Landfill
- Library
- Mall
- Offices
- Park
- School
- Shop
- Store
- Theater

Other Planning Words

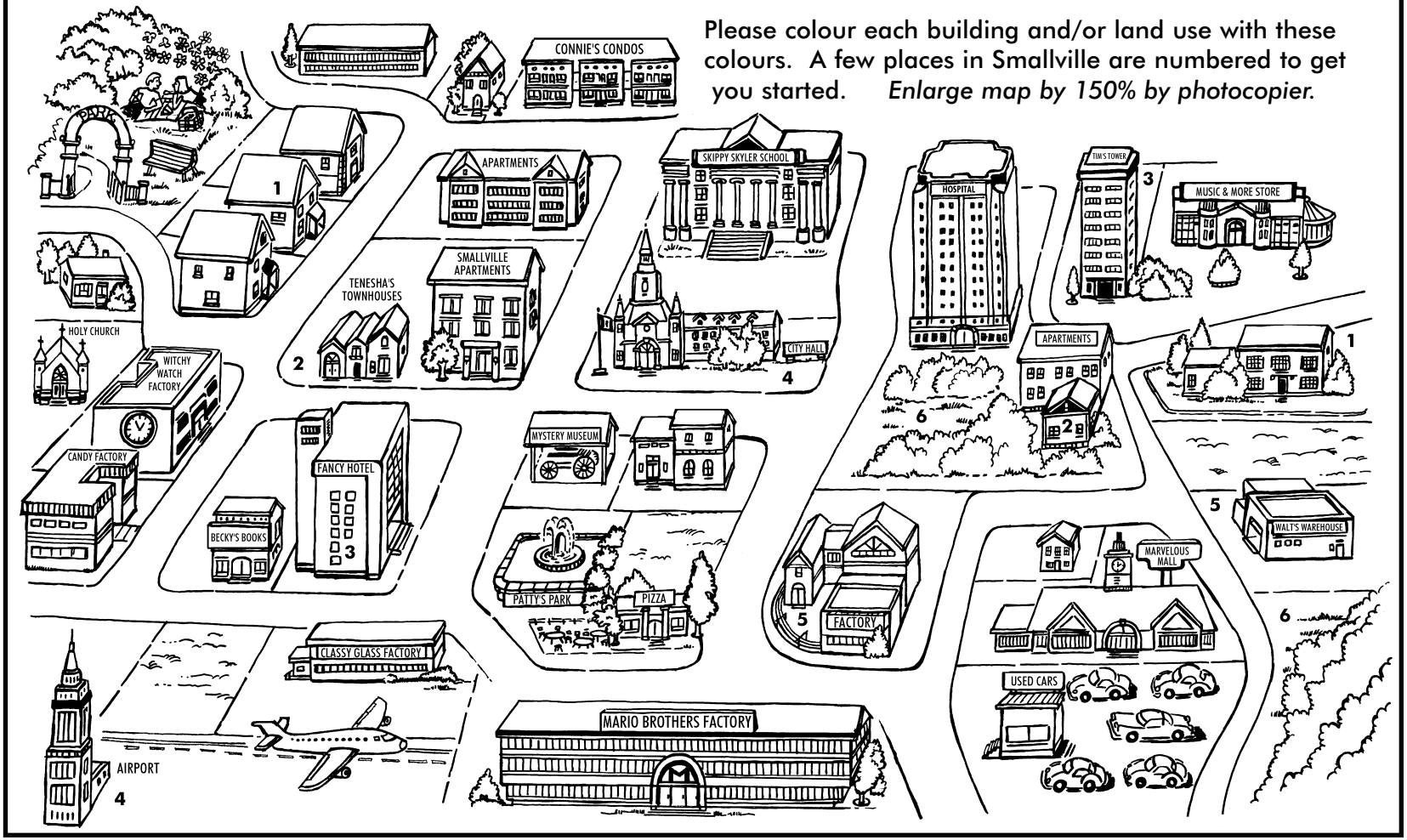
- Build
- County
- Environment
- Mountains
- Nevada
- Plan
- Sewer
- Street
- Uses
- Wash
- Water

LAND USE COLOURING

Here in Smallville, they use only six colours for their buildings and land uses:

Residential uses, places to live, are either: **yellow** for houses (1) or **orange** for apartments (2)
Commercial uses, places to spend money, are **red** (3)
Community uses, places to keep the neighbourhood going, are **blue** (4)
Industrial uses, places to make things to be sold, are **purple** (5)
Vacant land, with nothing built on it, is **white**

Please colour each building and/or land use with these colours. A few places in Smallville are numbered to get you started. *Enlarge map by 150% by photocopier.*



ORAL HISTORY

LANGUAGE ARTS
Interviewing
Writing
SOCIAL STUDIES
Local history

Ask these questions of some willing residents to gain further knowledge of the block study area:

1. How long have you lived in this place?
2. Why did you decide to move here? Friends? Schools? Business? Transportation? Family?
3. What changes, if any, have you made in the house since you have lived here? (Exterior and interior changes.) Have any of the changes had to do with improving energy efficiency?
4. How has the neighbourhood changed over the time you have lived there?
5. What's the history of the house? Who lived here before you did?
6. How is your home heated? Do you rely on any kind of solar gain--- passive or active?
7. Is it air-conditioned? Centrally or with window units? Have you planted trees or shrubs to add shade to your property?
8. What is the width of the property? What is the depth of the property?
9. What is the style of the interior doors, solid or paneled?
10. Are the walls plastered or wallboard?
11. What type of flooring is in the house?
12. If you have a basement, how is it used?
13. Is the house difficult to maintain on the outside? What problems do you have with the maintenance?
14. How many trash bags do you generate each week?
15. Do you recycle? Why? How is this accomplished – do you take the articles to a center or does someone pick them up?
16. Are you planning any future changes in the house?
17. Do you often walk around your block?
18. Do you know the neighbours on each side of you? How many others?
19. If you were to be moving again, would you choose this location?

Reference: Block Study, Learning About Your Local Community: Catherine Eckbrath

NEIGHBOURHOOD SURVEY

WHAT DO KIDS WANT!

I think the best place in my neighbourhood is: ______________________________

The worst place in my neighbourhood is: ______________________________

My favourite place in my community is: ______________________________

My least favourite place in my community is: ______________________________

If I were Mayor, the first thing I would do to make my community a better place for young people is:

____

____

____

The three most important problems facing my community are:

____

____

____

Are there any things you would change in your neighbourhood? ❑ Yes ❑ No

If you answered yes, list the three most important and the changes you would make:

____

____

____

What things in your neighbourhood should stay as they are? Why?

____

____

NEIGHBOURHOOD SURVEY

Are there unattractive/unsafe areas in your neighbourhood that need improving? ❑ Yes ❑ No
If so, please describe them:

____

____

____

Describe smells you are aware of in your neighbourhood

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________ 6. ____________________

Which smells, if any, bother you?

____

____

____

Is there a community centre in your neighbourhood? ❑ Yes ❑ No

If so, how often do you use it? ❑ Seldom ❑ Weekly ❑ Daily

Which programs/services do you use most often at the community centre?

____

____

____

Are there programs/services you would like to see added? If so, please describe them.

____

____

____

NEIGHBOURHOOD SURVEY

Is there a park in your neighbourhood? ❑ Yes ❑ No

How do you use it?____

How could your neighbourhood park be improved?

Describe sounds, you hear in your neighbourhood:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

Which sounds if any, bother you?______________________________________

Are there areas in your neighbourhood where you feel frightened or nervous? ❑ Yes ❑ No

If yes, please describe them: ______________________________________

NEIGHBOURHOOD SURVEY

Are there any areas in your neighbourhood that you have been told to stay away from?
❑ Yes ❑ No ❑ Don't Know

If yes, please describe them: ______________________________

____

____

____

Are there places in your community you are not permitted to go? ❑ Yes ❑ No

If so, please list them: ______________________________

____

____

____

Would you like to live elsewhere within your community? ❑ Yes ❑ No

Where and why?______________________________

____

____

____

____

What makes your community a great place to grow up in?______________________________

____

____

____

____

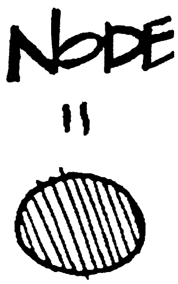
COMMUNITY PLANNING VOCABULARY - Box City

MAPPING YOUR MIND

Once the students have drawn the map, they can apply the words and symbols that community planners use to the specific areas on their maps. If you are working with very young children they might arbitrarily use colour to differentiate the designations, i.e., red for path, blue for landmark and so forth.

Paths are the channels along which you move. Walkways, streets and highways are paths.

Edges are boundaries between two regions. Rivers, forests, mountains, and hills all create edges.



Nodes are strategic spots in the community, sometimes junctions or crossings of paths.

A **District** is an inside area of recognizable character. Every community is made up of a number of districts.

A **Landmark** is a simply defined physical object, such as a sign or a building. Some are visible from a distance.

STUDENT HANDOUT

SEWAGE: WHAT YOU CAN DO

Wastewater/sewage will only increase. As citizen conscious-raising activities increase, in part due to Earth Day "celebrations" and broad based solid waste recycling campaigns, we must also focus our attention on what you can do, individually, to responsibly address our mounting wastewater problems.

The following are suggestions from the 1992 Calendar published by the Clean Water Foundation and the Virginia Water Resources Research Center:

- Get the facts about wastewater and wastewater reuse.
- Get involved. Share your concern with others responsibly.
- Rethink your waster disposal habits.
- Recycle, reduce and reuse as much of your solid waste as possible.
- Use and dispose of household cleaners and chemicals properly.
- Reduce or eliminate the use of pesticides, fertilizers and herbicides.
- Prevent pollution before it begins.
- Use non-phosphate detergents.
- Use safe, non-toxic alternatives to hazardous household chemical products.
- Use rechargeable batteries.
- Collect used motor oil and recycle it at used oil collection centers or service stations.
- Compost kitchen food wastes.
- Recycle leftover paint, thinners and unwanted cleaners.
- Landscape your yard or business to minimize rainwater runoff.
- Install gravel trenches along driveways to allow water to filter into the soil.
- Remove obstacles from streams, marshes and creeks.
- Collect litter and animal wastes before they wash into the storm drains.
- Direct roof drains and gutters onto a grassed area.
- Seed grass or plant ground cover to protect your lawn from soil erosion.
- Do not pour cooking oil into your sink drain.
- Wipe off the grease from your plate with a napkin before you wash it. Place the greasy napkin in the trash.

AN ARCHITECTURAL VALUE SYSTEM - Box City

Nature is a very efficient system. Wells speculates that if our value system for the built environment were similar, we would be able to live in closer harmony with nature.

For that reason, Wells developed a diagram to use in evaluating the buildings we live in and the buildings we are going to build. It can also be used to evaluate a collection of buildings: your neighbourhood, a shopping mall, your community, or as in the example below, a collection of educational buildings, a university campus. It's a simplified version of all the things natural systems always do, arranged in such a way that all people can rate the things they do in contrast to them. "It's highly subjective and very unscientific, but, "comments Wells, "even when he cheats badly in favour of himself, the message is still there. If the score comes out plus, I'm going forward; negative, back."

How to use this diagram? Wells demonstrates by using Oklahoma State University (OSU) campus. Here is how it rates on the wilderness values scale.

	- 100 always	- 75 usually	- 50 sometimes	- 25 seldom	+ 25 seldom	+ 50 sometimes	+ 75 usually	+ 100 always	
Destroys pure air		X	X	X					Creates pure air
Destroys pure water		X	X	X					Creates pure water
Wastes rainwater			X	X					Stores rainwater
Produces no food		X	X	X					Produces its own food
Destroys rich soil	X	X	X	X					Creates rich soil
Wastes solar energy		X	X	X					Uses solar energy
Stores no solar energy	X	X	X	X					Stores solar energy
Destroys silence				X					Creates silence
Dumps its wastes unused	X	X	X	X					Consumes its own wastes
Needs cleaning and repair	X	X	X	X					Maintains itself
Disregards nature's cycle			X	X					Matches nature's cycle
Destroys wildlife habitat		X	X	X					Provides wildlife habitat
Destroys human habitat					X	X	X	X	Provides human habitat
Intensifies local weather				X					Moderates local weather
Is ugly				X					Is beautiful
	Negative score (out of 1500): -950				*Positive score (out of 1500):* +100				
	Final score: -850								

AN ARCHITECTURAL VALUE SYSTEM - Box City

In order to complete the diagram, Wells asks questions like:

- What was the land like before the buildings and lawns covered it?
- Was it healthier then?
- Where does all the rainwater go now?
- Where does the food come from?
- Is sunlight used to run the university?
- Then where does the energy come from?
- At what cost?
- Where do all the wastes go?
- Do these buildings respond to natural cycles, to the seasons?
- Where is all the wildlife?
- Would you want to live here all your life?
- Is a bitter windy day – or a blazing hot one – tempered or intensified by the architecture of this campus?
- Is OSU beautiful?
- Does it please the eye the way a natural landscape does?
- Or is it simply a collection of human-centered ego trips?

Imagine: a large and well endowed seat of learning in a state which depends upon healthy land for much of its income, earning a destructively negative score on a scale of life values any eighth grader could understand!

Wells writes: "The minus 850 Score is the grinding truth about all of the OSU's in America and about the civilization that continues to produce them. However, when we visit OSU, we only see football teams, wide lawns, brick buildings, and another generation of young Americans being educated. If we don't see, how can we understand what we are doing?"

Activity

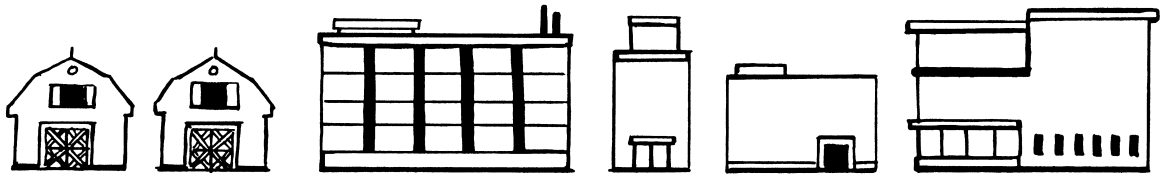
Using the diagram at the beginning of this article, have students rate a natural area and then rate the school or building in which you are working. Wells has graciously given permission and, in fact encouraged, the duplication of this material. For further information, read Underground Designs by Malcolm Wells.

Consciously helping students to "see" is what much of built environment education is all about. Whether it's Community Games, Visual Scavenger Hunts, Reading the Streets, Report Card for a building or using the Architectural Value System, all activities are attempts to slow down the observers and help them to consciously take a look at the meanings of the environment. Wells' Diagram is just one more tool in our bag of tricks to help children and adults alike to stop and think about the environment.

Reference: Wells, Malcolm. The Absolutely Constant Incontestably Stable Architectural Value System, Architectural Standard 218 Soft Technology.

HOW COMMUNITIES GROW EXERCISE

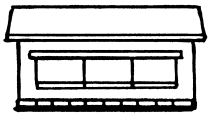
Places to work (JOBS)



Places to live (RESIDENTIAL)

Places to have fun (RECREATION)

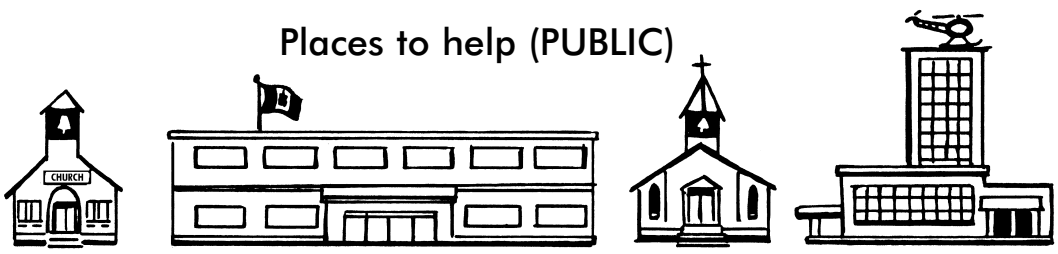
Places to allow travel (TRANSPORTATION)



Places to shop and buy things (RETAIL)

Places to provide service (GOVERNMENT)

Places to help (PUBLIC)



PLANNING - Kids City

developed by planning professionals *with support of the American Planning Association*

The Planning Process...
for you and your community

How do communities plan?

1 Start by making up a list of goals for the community.

2 Do research and look up information about the community.

3 List steps to make the goals happen and ensure their success.

4 Take each of the suggestions and look for problems.

5 Choose the best way to reach the goals.

6 Present the plan to the citizens of the community.

7 Mayor and Council adopt the plan for the community.

PLANNING

✏ I am going to: ____

____

✏ Materials I will need: ____

____

____

✏ Steps I need to take: ____

____

____

✏ Problems I might have: ____

____

____

PLANNING EDUCATION KID STYLE

SCRIPT FOR SLIDE PRESENTATION

Planning Education Kids Style Manual
Prepared by Knoxville/Knox County Metro Planning Commission

Slide	**Narrative/Discussion Question**
	You are going to build a box community this month. This morning, we are going to look at some slides that will show the different kinds of buildings in a community. However…
1. Fields	before there were communities, there were fields,
2. Rivers with Boats	rivers, and this geography and its natural resources made a difference in how people built their communities and in what kinds of work they did.
3. Aerial of Community	A community is a place where people live, work and share special times.
4. Aerial of Housing	A city is large community where many people live and
5. Downtown Street Scene	work. Communities are centers of trade, transportation, business manufacturing and cultural activities. Ques: What is trade? (students discuss) Ans: You may trade a product, such as a baseball card, for something you want, such as another baseball card. When you buy a pair or sneakers you trade money for something you want. Ques: What are some types of transportation?(students discuss) Ans: Car, boat, bus, train, subway, foot (pedestrian), airplane. Ques: What is manufacturing? (students discuss) Ans: Making things, such as shoes, cars, clothing, computers. Ques: What is a cultural activity? (students discuss) Ans: Plays, movies, symphony, performances, arts shows, etc.
6. Central Business District	The central business district is the busiest part of the community where many office buildings, stores, hotels and restaurants are located. It may also be known as downtown. People work at many different jobs in the central business district. Ques: Does anyone you know (parents) work in the central business district, or downtown? What things do you do downtown?
7. Housing	Each community has places to live,
8. McDonalds	places to eat,
9. Industry	places to work and make things, such as this industrial park,
10. Toys 'R' Us	and places to buy things.

SCRIPT FOR SLIDE PRESENTATION

11.	Courthouse	There are public buildings such as the courthouse,
12.	Community hall	and the community hall,
13.	Post Office	post offices,
14.	Church	churches,
15.	Synagogue	and synagogues,
16.	Hospital	hospitals and
17.	Airport	other public buildings such as airports,
18.	Schools	schools,
19.	Fire Station	fire stations and
20.	Library	libraries.
21.	Theatre/Movie Theatre	There are also other commercial buildings, such as theatres and
22.	Art Museum	museums,
23.	Hotel	hotels and motels,
24.	Day Care Center	day care centers,
26.	Strip Plazas	shopping centers,
27.	Regional Mall	shopping malls,
28.	Gas station	service centers and
29.	High Rise building	
30.	Low Rise building	office buildings.
31.	Industry	There are also industrial and manufacturing and
32.	Distribution Center	distribution or trucking centers.
33.	Single Family Home	and there are many different residential types of buildings that people live in: single family homes,
34.	Condo	condominiums,
35.	Suburban street	subdivisions, where all of the houses were built at the same time and look similar,
36.	Older Neighbourhood	and neighbourhoods,
37.	Older Apartment	older apartment houses,
38.	Newer apartment	new apartment complexes,
39.	Townhouses	townhouses, and
40.	Mobile Homes	manufactured houses.

SCRIPT FOR SLIDE PRESENTATION

41.	New Office	As you can see, communities and cities are made up of many types of buildings. Some are new, and some are
42.	Historic House	old, but still usable when they have been
43.	Renovated Building	fixed up like this building in the central business district and this
44.	Renovated House	house in the historic district of ______________ which is one of our older neighbourhoods.
45.	Group Meeting	Planning a community requires the help of many people working together for a common goal.
46.	Fair	The goal is to make the best community possible for as many people as possible.
47.	Two People Meeting	The job of the planner is to work with all the people who want to improve the community
48.	Community Activity	and to have it be a place where people can live,
49.	Worker at Work	work, and
50.	Fireworks	share special times together.
		Box City will give you the chance to build your own community with its own types of buildings. You will become the planners and the architect for your box city.

NOTE: Slides which the students recognize provide the best starting point for discussions.

KIDSPLAN TORONTO - City plan '91

CREATE YOUR OWN COMMUNITY CHARTER: HOUSING

Here are some ideas to consider when you write your suggestions on housing for the charter:

What are some of the types of housing we now have in our community e.g. single family dwellings, condominiums?

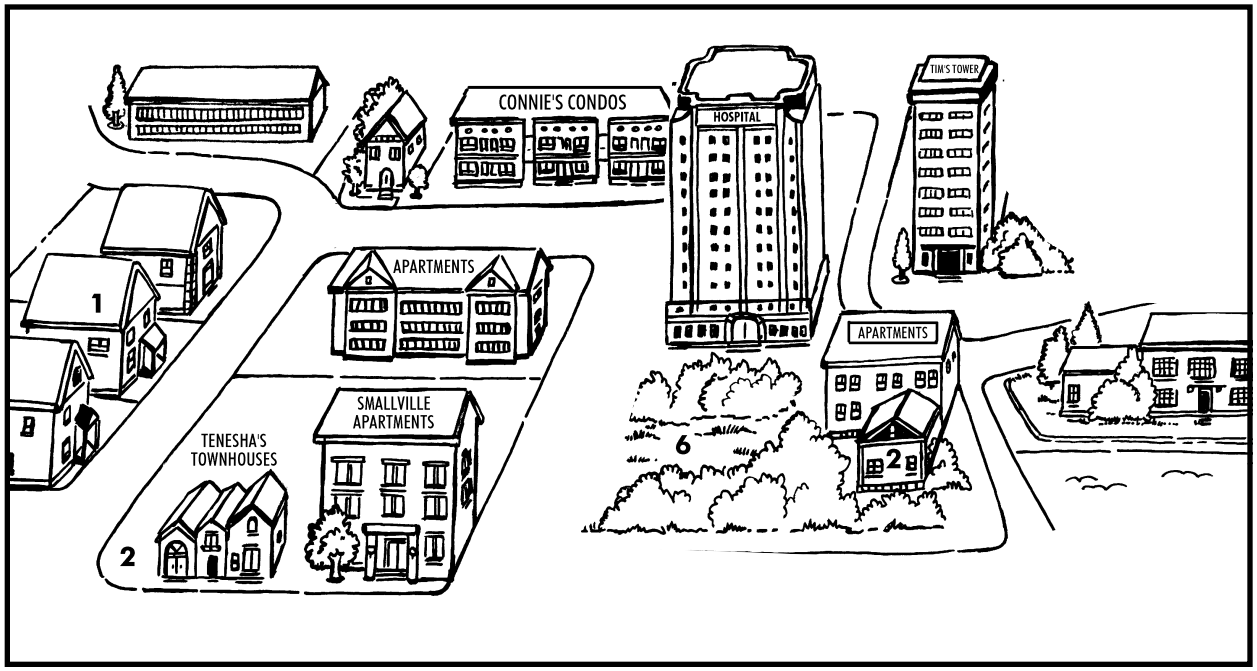
What are the housing problems faced by our community?

What should we be doing in the future to improve the housing situation?

What can be done about overcrowding?

How can we help those who cannot afford the high cost of housing?

Can you think of new kinds of housing?



CREATE YOUR OWN COMMUNITY CHARTER: TRANSPORTATION

Here are some ideas to consider when you write your suggestions on transportation:

What are your community's traffic problems?

How can we ease traffic congestion?

How can people be discouraged from driving downtown?

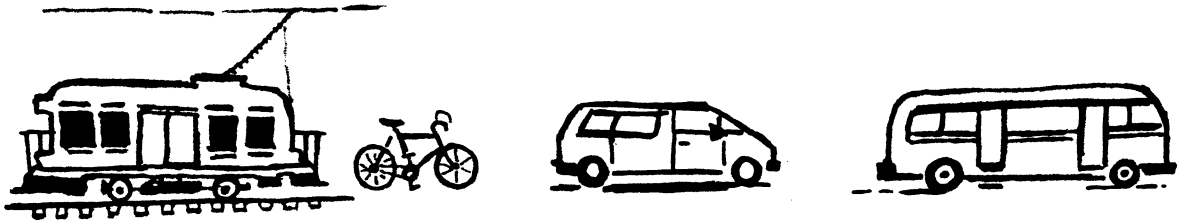
Should traffic be kept out of residential areas?

Should your community have more or fewer one-way streets?

How can your community's public transit system be made better?

Should there be more parking lots? Where should they be? If yes, what should be torn down so they can be built?

Would available funds be better used to build more roads or more public transit?



KIDSPLAN TORONTO

CREATE YOUR OWN COMMUNITY CHARTER: PARKS & RECREATION

Here are some ideas to consider when you write your suggestions on parks & recreation:

How many parks does your community have and where are they?

Do we need more parks? Where should they be?

How would the community acquire the land for more parks?

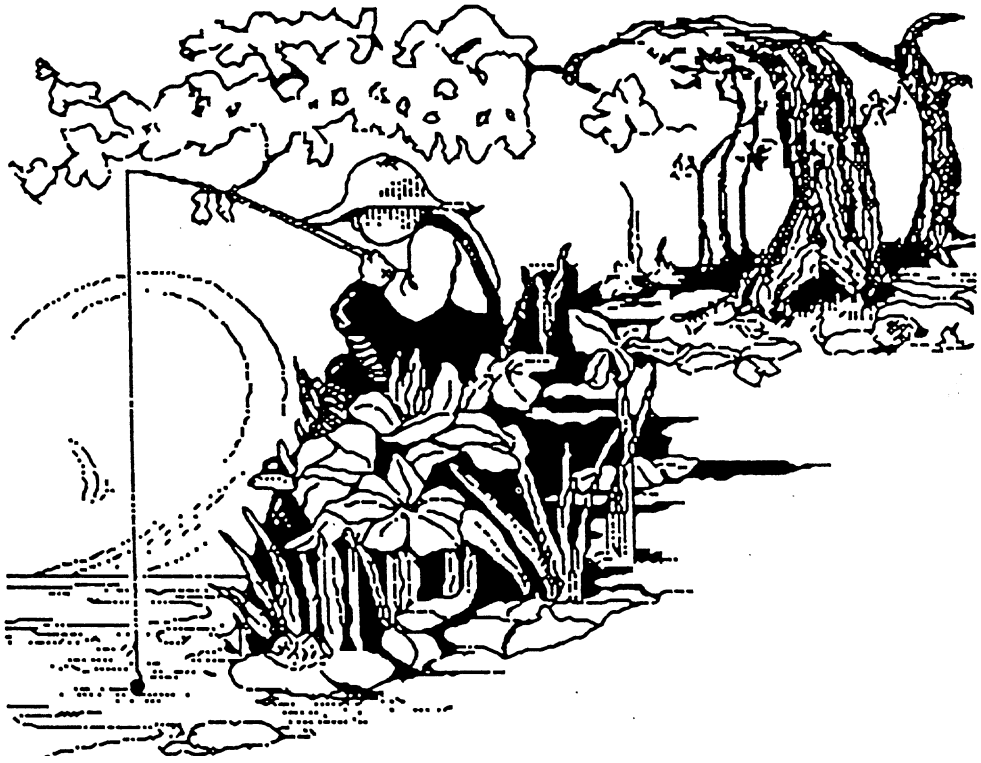
Do our existing parks need more facilities? What kind?

What are some rules that should govern the use of parks?

How can our recreation centers be improved?

A good book to look at to help you with some ideas is **Who goes to the Park?**, Warabe Aska, Tundra Books, 1984

You might like to include in the charter your design of an ideal park.



KIDSPLAN TORONTO

CREATE YOUR OWN COMMUNITY CHARTER: THE ENVIRONMENT

Here are some ideas to consider when you write your suggestions on the environment:

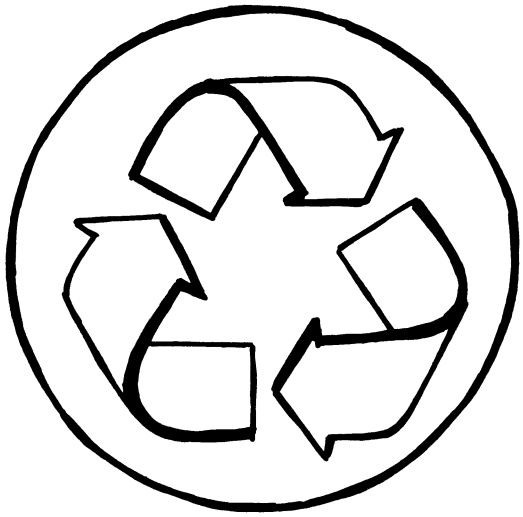
What are your community's environmental problems?

What are our waste management problems?

What are we presently doing about waste management and recycling? How does your family use the blue box?

How can we encourage more people to take care of our environment by using their little blue boxes, conserving water, composting and reducing litter?

What are our river systems? What are their problems? What can be done about these problems?



KIDSPLAN TORONTO

CREATE YOUR OWN COMMUNITY CHARTER: PUBLIC BUILDINGS

Here are some ideas to consider when you write your suggestions for public buildings:

What is a public building?

What are they used for?

What are some of your community's public buildings?

Do we need more public buildings? If so, what kind?

Where should they be built? Who should pay for them?

Who should decide when public buildings should be saved? What should they consider when they decide?

KIDSPLAN TORONTO

CREATE YOUR OWN COMMUNITY CHARTER: THE WATERFRONT (IF APPLICABLE)

Here are some ideas to consider when you write your suggestions for the waterfront:

How is our waterfront being used?

How much of our waterfront can be used by all the citizens?

How should the waterfront be developed in the future?

Should private citizens and companies be allowed to own and develop land along the waterfront?

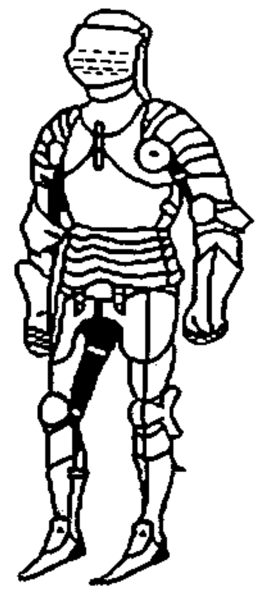
Should the surrounding islands be left as they are? How would you like to see them changed?

Should a tunnel or bridge be built to these islands?

Should people who live on the islands be allowed to stay?

KIDSPLAN TORONTO - City plan '91

A CITIZEN'S CODE OF BEHAVIOUR



Long ago in medieval times, when a squire was knighted, he took an oath to uphold a code of behaviour, which was known as chivalry.
Here are some things he promised:

- To be a Christian and obey the church
- To defend the weak
- To love his country
- To refuse to retreat from the enemy
- To obey his king
- To tell the truth and keep promises
- To be generous
- To fight for right and good against evil

Talk about these rules. Do they make a good code of behaviour for modern times? What other groups have a code of behaviour? (eg. Scouts, Guides)

What rules might be included in a code of behaviour for the citizens of your community? How should good citizens behave?

Write a code of behaviour for the citizens of your Community.

One good way of doing this would be to divide into groups and have each group think of all its ideas. Later you can put your ideas together to make one code of behaviour on which you all agree.

You might like to put your code on a scroll or poster and decorate it with illustrations.

You might also like to try writing some other codes of behaviour for: teacher, students, principals, pet owners, drivers, cyclists, neighbours, friends, parents, sisters and brothers.

Try writing a code of behaviour for the Mayor and Council!

INFORMED CONSENT - Box City

In communities, in classrooms, in families, many plans are made, but few are implemented. For a variety of reasons, a vote may pass, but those who were against the project do not fully "buy" into the project and ultimately the idea fails. The process called *Informed Consent* is one way to achieve a higher degree of "buy in" and more possibilities that the plans will be used. It is not only a good process for students to understand in creating their Box Cities. It is a process for them to use when, as adults, they are involved in making decisions which range from neighbourhood development and changes up through major community planning strategies. (It also works well as a governing mechanism in the classroom.) In devising a strategic plan, the City of Loveland, Colorado used this process with its citizen groups, but also in the youth component of that project.

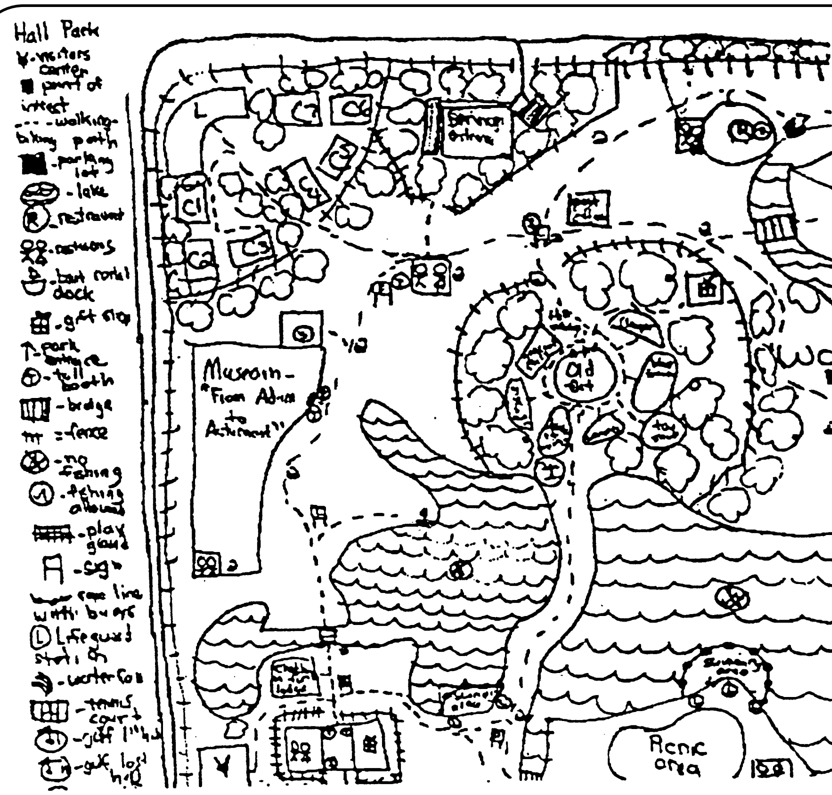
According to Margaret P. Schmatz, Ph. D., there were several activities, including cognitive mapping, to encourage students' participation in the *Agenda for the 90's: Loveland Project.* In regard to the use of the *Informed Consent* process, facilitator Schmatz says, "Specifically, the students were divided into small groups to do collages. Each group was randomly given a piece of poster board to illustrate either "what they would want for Loveland" in the future or "what they would **not** want" for the future. The only rule was that everyone in the group had to agree before something could go on the poster board. This idea came from the informed consent process we had used with adults. With this process everyone had to be able to agree before moving on to the next topic or idea.

Each group presented their posters to the class, and there was a discussion of their general hopes and fears for the future. These meetings with the elementary students appeared to be fun for the students. They provided additional input for writing the Visions and Goals."

In 1993, Kansas City's FOCUS (Forging Our Comprehensive Urban Strategy) committee taught the process to hundreds of Kansas City school children involved in the Kansas City: Kid City activity. The students identified what makes a city good for kids.

Reference

Adapted from the article Involving Kids in a Community Planning Process, Resources: **Ramona Mullahey, editor; 225 Queen Street, #7H, Honolulu, HI 96813.**



Credit: Thomas Hall, 5th grade, St. Paul's Episcopal Day School

PUBLIC HEARING AGENDA:

1. Call meeting to order. Explain procedures.

2. The first group makes its presentations.

3. Community Council members question the presenters (one minute per Community Council member).

4. The second group makes its presentations.

5. Community Council members question the presenters (one minute per Community Council member) and so on until the last group makes its presentation and the Community Council has completed its questioning.

6. Community Council members will meet to identify the issues and take a vote. If a final vote cannot be reached, the Council must be able to decide what the Council wants to do to report back to the other groups.

7. The Council reassembles and calls the meeting back to order. The Chairperson may either present the vote for the entire group or have each Council member voice his/her vote individually.

8. Each student should evaluate the process: the issues, the presentation, the public hearing, what was learned from the experiences and recommend how the Community Council represented in the newspaper article should determine the outcome. The class may consider inviting speakers from the Community Council to share a perspective about the actual situation or write to the Council with their own perspective and ideas.

NIMBY response to housing plan

by Bernie Bennett
The Telegram

Residents of the Wadland Crescent and Slattery Road area in the east end of St. John's fully support what Cabot habitat for Humanity does each year in helping provide new homes for low-income families who otherwise would not be able to afford them.

But it's where the organization wants to carry out its project this year that has the majority of residents upset.

Cabot Habitat for Humanity has a proposal before St. John's community council to construct six new homes on part of a large playground area off Wadland Crescent.

"We're in no way against the Cabot Habitat program and what they do to help others, but they want to take over half the park to build the homes," said Frank Cahill, a resident of Wadland Crescent for 36 years and a spokesman for the area citizen's committee.

Cahill said the plan will spell trouble for the otherwise quiet residential neighbourhood, and says he knows what he's talking about after a 25 year career with the Royal Newfoundland Constabulary, followed by 10 years with the community's park patrol.

He said the proposal calls for separating the housing development from the remaining playground area with a high wooden fence and shrubs.

"By approving this, the community will be setting a bad precedent for open spaces," said Cahill. "There's never a sound out of that park, you would never know it's there at night, because the kids use it during the day."

"I've noticed a lot of kids from immigrant families having a ball there, lately."

Cahill warns the housing project and fenced area would be a haven for kids to gather at night.

"There will be drinking, teens on drugs, and vandalism in the neighbourhood," said Cahill. "I have no doubt in my mind about that. I've seen it all in my 25 years with the RNC."

Cut through private property

He said for teens to get access in and out of the area after the development, they would have to cut through private properties, adding that spells bad news.

Cahill said the community will expect the RNC to patrol the area, but says the police have enough to do now without having to look after the parks.

"If the project is approved, we will have to worry about the safety of our kids, and grandchildren, something we never had to do before," said Cahill.

"It will mean a complete disruption of the whole neighbourhood and concern for the safety of our children."

A public meeting on the proposal was set for City Hall Monday night, but it was cancelled after ward councilor and meeting Chairman Sean Hanrahan had to leave due to a family matter.

Coun. Shannie Duff, the only other councilor available to preside over the meeting, declared herself in a conflict of interest because she is involved with Cabot Habitat. The meeting was postponed to a later date.

ARTISTS SPEAK OUT - Box City

Artists and writers constantly evaluate the community through their work. When you look at many of the popular songs that have become standards, you note that they represent Americana in the lyrics that sing of towns and communities and their architectural sites. They also speak of human concerns.

Listed below are lyrics which express frustration and dislike of the direction the built environment is taking.

Written in 1962, the little boxes in this song are the houses built during the post World War II suburbia expansion, with every little house looking just the same. They lament the conformity that has befallen the people who continue to live in these houses. The melody, rhyme and rhythm are as monotonous as the lyricist sees the lifestyle and people.

Little Boxes, by Malvina Reynolds

Little boxes on the hillside,
Little boxes made of ticky tack,
Little boxes on the hillside,
Little boxes all the same.

There's a green one and a pink one
And a blue one and a yellow one,
And they're all made out of ticky tack
And they all look just the same.

And the people in the houses
All went to university,
Where they all were put in boxes
And they came out all the same.

And there's doctors and there's lawyers,
And bus'ness executives,
And they're all made out of ticky tack
And they all look just the same.

And they all play on the golf course
And drink their martinis dry,
And they all have pretty children
And the children go to school.

And the children go to summer camp
And then to the university,
Where they are put in boxes
And they come out all the same.

And the boys go into business
And marry and raise a family
In boxes made of ticky tack
And they all look just the same.

ARTISTS SPEAK OUT - Box City

A poem that relates to these same concerns of the 1960's is **Squares and Angles**, translated by Seymore Resnick.

Squares and Angles, by Alfonsina Storni

Houses in a row, houses in a row,
Houses in a row.
Squares, squares, squares.
Houses in a row.
People already have square souls,
Ideas in a row,
and angles on their backs.
I myself shed a tear yesterday
Which was – good heavens – square.

Joni Mitchell's **Big Yellow Taxi** addresses environmental concerns and the ubiquitous parking lots which have overtaken, as Mitchell expresses it, "Paradise".

Big Yellow Taxi, by Joni Mitchell

They paved paradise
And put up a parking lot
With a pink hotel, a boutique
And a swinging hot spot
Don't it always seem to go
That you don't what you've got
Till it's gone
They paved paradise
And put up a parking lot

Took all the trees
And put them in a tree museum
And they charged all the people
A dollar and a half just to see 'em
Don't it always…

Hey farmer, farmer
Put away that DDT now
Give me spots on my apples
But leave the birds and the bees
Please!
Don't it always…

Late last night
I heard the screen door slam
And a big yellow taxi
Took away my old man
Don't it always…

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