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Making Great Communities Happen

Planning with Kids:



APA WA Task Force
Kids in Planning



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Presenters



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Presenters

- **Leonard Bauer, AICP**, Managing Director
Growth Management Services, Washington
State Dept. of Commerce
- **Steve Butler, FAICP**, Director of Planning &
Community Development, City of SeaTac
- **Derek Chisholm, AICP**, Senior Planner,
Parametrix



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Today's Generation of Kids



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Today's Generation of Kids

- **Challenges**





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Today's Generation of Kids

- **Challenges**
- **Opportunities**





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Power to change their community, change the world.





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Getting Kids Involved



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Getting Kids Involved





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WA Chapter Kids in Planning Task Force



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WA Chapter Kids in Planning Task Force

■ Goals:

- Increase understanding of planning issues
- Spread the word about the planning profession
- Promote the benefits of good community planning
- Provide assistance to others



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Our Approach



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Our Approach

- **Get into the classrooms!**



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Our Approach

- **Get into the classrooms!**



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Our Approach

- **Get into the classrooms!**
- **Develop pilot programs**
- **Make it FUN!**



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State Learning Requirements 2nd Grade



- Understands the physical characteristics of places in the community
- Understands that people in communities affect the environment as they meet their needs and wants

Source: <http://www.k12.wa.us/curriculumInstruct/SocStudies>



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"Kid City" Exercise - Simplified

■ Monday

- Discuss what planners do
- Planning teams given assignment
- Provide them aerial photos to work on





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What makes a city?





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What makes a city?

- What kinds of places does a city have to live, shop, work, play?





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What makes a city?

- What kinds of places does a city have to live, shop, work, play?
- How do people get from one place to another?





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What does your neighborhood need?





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What does your neighborhood need?



- The magic of air photos



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What does your neighborhood need?



- The magic of air photos
- 1977 - ancient history, but a blank slate



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What does your neighborhood need?



- The magic of air photos
- 1977 - ancient history, but a blank slate
- What would you do?



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Lessons from Planning Teams





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Lessons from Planning Teams

- Getting agreement is HARD



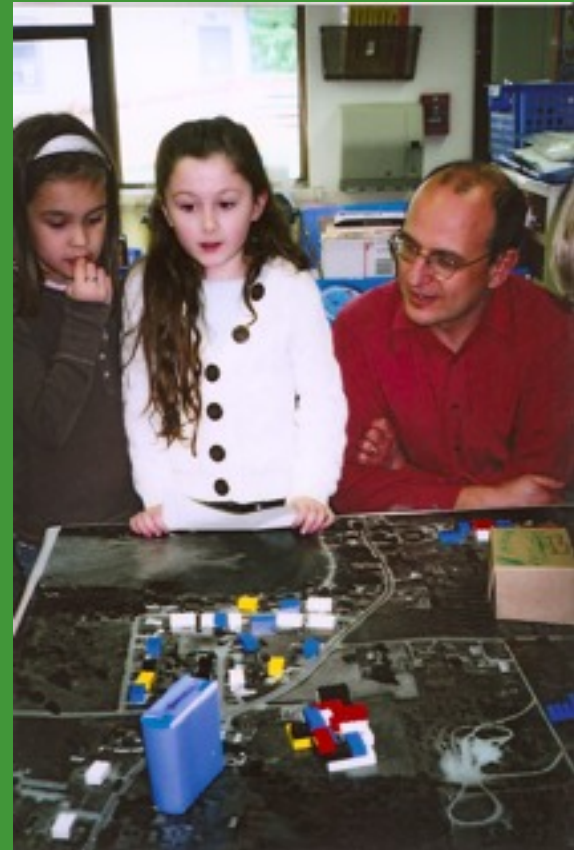


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Lessons from Planning Teams

- Getting agreement is HARD
- Focus on “their” modes of transportation





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Lessons from Planning Teams

- Getting agreement is HARD
- Focus on “their” modes of transportation
- Need neighborhood commercial uses close to the customers who





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Lessons Learned



- Fit into curriculum
- Pros and cons of working directly with a teacher
- Let kids work things out as much as possible - don't just "tell them how it is"
- Follow up right away



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5th Grade Class in Seattle

■ Classroom Activity :

“Introduction to
Community Planning
& How to Create a
Really Great
Neighborhood”

- 5th grade class –
Seattle public
elementary school





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Time / Organization

- One 50-minute session / day during one week
- Class already organized into six “teams” with 4 - 6 students/team





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Focus of Day One

Introduction to:

- What is Planning?
- Why do we plan?
- What do planners do
- Maps and aerial photos
- Land use categories





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Focus of Day Two

Key planning concepts

- Components of a good community
- *“creating a great place to live, work, & play”*
- Environment
- Transportation/
- Transit
- Pedestrians
- Infrastructure





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Focus of Days Three & Four

“Create a Plan to improve a Seattle Neighborhood” Assignment:

- Aerial photos as “base map”
- Squares to depict amount of expected growth
- Quick review of planning concepts





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Focus of Day Five

Presentation of Neighborhood Plans by Student Teams

- Adults - panel; students - citizens
- Presentations
- Q&A
- Closing ceremony
& celebration





Lessons Learned

- Recognize tremendous appeal of aerial photos and maps
- Tailor planning concepts to age group, but don't "dumb it down" too much
- Minimize amount of lecturing; ask class lots of questions – "call and respond"
- Have lots of hands-on activities
- Provide food (*but ask first about...*)
- Don't assign homework



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Lessons Learned (continued)

- Celebrate the students' efforts!
- **Have fun!**





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7th Grade Curriculum in Planning

LOOKS COUNT!

Community Planning,
Natural Resource Protection,
and the Visual Landscape

An Interdisciplinary Middle
School Unit for Social Studies,
Language Arts, Math, Science
and Art





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7th Grade EALRs



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7th Grade EALRs

Social Studies EALR 1: CIVICS



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7th Grade EALRs

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.



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7th Grade EALRs

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.



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Social Studies EALR 3: GEOGRAPHY



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Social Studies EALR 3: GEOGRAPHY



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Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.



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Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.2: Understands human interaction with the environment. Understands and



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Lessons

LESSON 1: DISCOVERING YOUR SENSE OF PLACE

LESSON 2: WHAT IS SUBURBAN SPRAWL?

**LESSON 3: WHAT DO YOU WANT YOUR
COMMUNITY TO LOOK LIKE?**

**LESSON 4: WHO DECIDES THE VISUAL
APPEARANCE OF YOUR COMMUNITY?**



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Each Lesson Includes:





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Each Lesson Includes:

- Overview
- Unit Pre-Assessment
- Learning Targets

"Students will be able to:"





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"Students will be able to:

1. List at least three essential "ingredients" of community, and how the appearance of their community contributes to their sense of place.





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"Students will be able to:

1. List at least three essential "ingredients" of community, and how the appearance of their community contributes to their sense of place.
2. Identify their community's three most important assets.





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Each Lesson Includes:

- Overview
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"Students will be able to:

1. List at least three essential "ingredients" of community, and how the appearance of their community contributes to their sense of place.
2. Identify their community's three most important assets.
3. Make predictions about what various age groups like and





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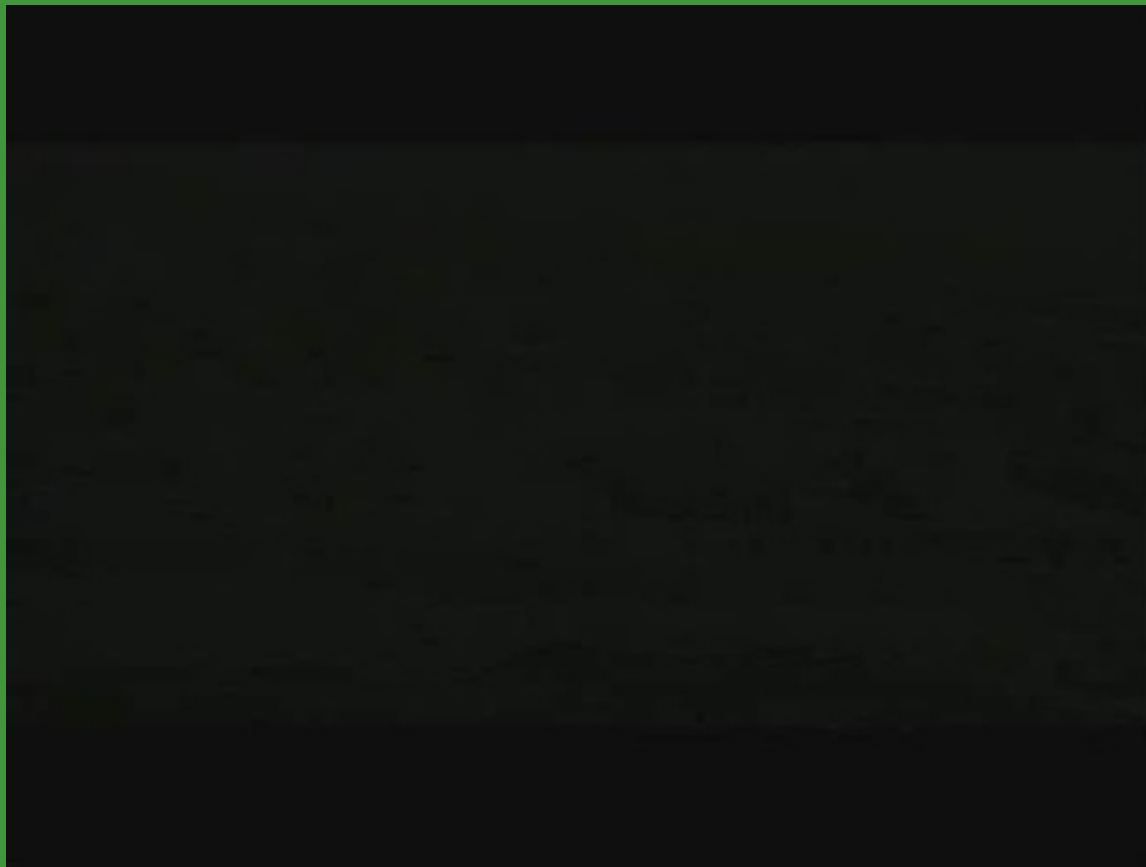
Video Component



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Video Component





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LESSON 1 DISCOVERING YOUR SENSE OF

PLACE Station B. *Values Barometer*

**What do students *value or think* about
different aspects of the community in
which they live?**

Make two signs (*Agree Strongly* and *Disagree*)



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LESSON 1 DISCOVERING YOUR SENSE OF PLACE *Station B. Values*





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LESSON 1 DISCOVERING YOUR SENSE OF PLACE *Station B. Values*

Thinking like a 7th Grader...





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LESSON 1 DISCOVERING YOUR SENSE OF PLACE Station B. *Values*

Thinking like a 7th Grader...

“We have enough parks in our town. They don’t create jobs, they just cost money to keep the lawn mowed and the bushes trimmed. ..”





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LESSON 1 DISCOVERING YOUR SENSE OF PLACE Station B. *Values*

Thinking like a 7th Grader...

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LESSON 1 DISCOVERING YOUR SENSE OF PLACE Station B. *Values*

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LESSON 1 DISCOVERING YOUR SENSE OF PLACE *Station B. Values*

Thinking like a 7th Grader...

"We have enough parks in our town. They don't create jobs, they just cost money to keep the lawn mowed and the bushes trimmed. .."

Thinking like a
7th grader
thinking like their
grandparents





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LESSON 1.

Station B. *Values Barometer*





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LESSON 1.

Station B. *Values Barometer*

Thinking like a 7th Grader...





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LESSON 1.

Station B. *Values Barometer*

Thinking like a 7th Grader...

“Businesses should not be allowed to put up big billboards advertising their businesses, only smaller ones should be allowed.”





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LESSON 1.

Station B. *Values Barometer*

Thinking like a 7th Grader...

"Businesses should not be allowed to put up big billboards advertising their businesses, only smaller ones should be allowed."

Thinking like a 7th grader thinking like their grandparents...





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Process with ESD 112

Curriculum development

Testing

Integration with programs



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Lessons Learned

- Make the curriculum as easy to use as possible
- Collaborate with teachers
- Provide resources up-front to facilitate use



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Lynn's Last Thoughts



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Lynn's Last Thoughts

- Program Design
- Wonderful resources available
 - APA websites (National & **WA Chapt**)



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ResourcesZine



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Lynn's Last Thoughts

- Program Design
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ResourcesZine
- We want your ideas!!
- Get involved with the Task Force
 - Steve Butler at sbutler@ci.seatac.wa.us
 - Lynn Miranda at lmiranda@ci.tukwila.wa.us



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Q&A

