



## **Giving Children and Youth a voice in Urban Planning**

## **Interactive planning engages children and youth because it:**

- Attracts their attention
- Taps into their creative thinking
- Simplifies planning
- Increases planning/design fluency
- Creates a friendly environment to share ideas
- Brings planning to unconventional places
- Provides needed planning data
- Brings families together!

## **Two Approaches to Engage the Public:**

### **1. Interactive Workshops (160)**

(Doreen Nelson Method of Design-Based Learning)

### **2. Interactive Urban Dioramas(46)**



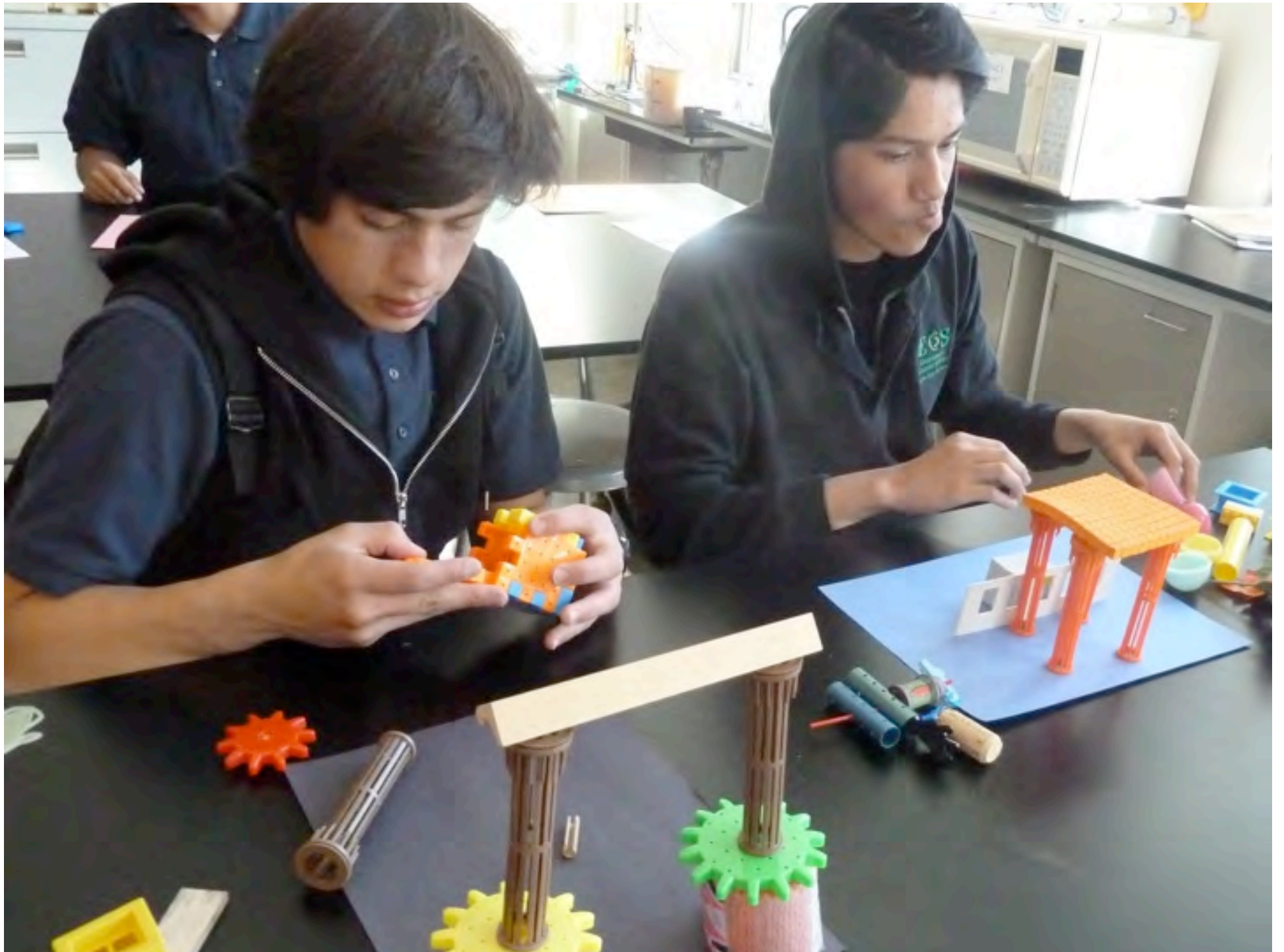
4th Grade Class Special Needs Class , 2010



**Teaching urban planning to at-risk youth**



**City of Pasadena  
General Plan Update:  
Youth Outreach**





# MISSION STATION

CIRCLE THE CRITERIA THAT THIS TRANSIT STOP MEETS



\_\_\_\_\_ *(# of steps to get FOOD)*



\_\_\_\_\_ *(# of seconds to cross street)*

WHAT KIND OF STATION IS THIS:



DATE SPOT



HANG OUT SPOT



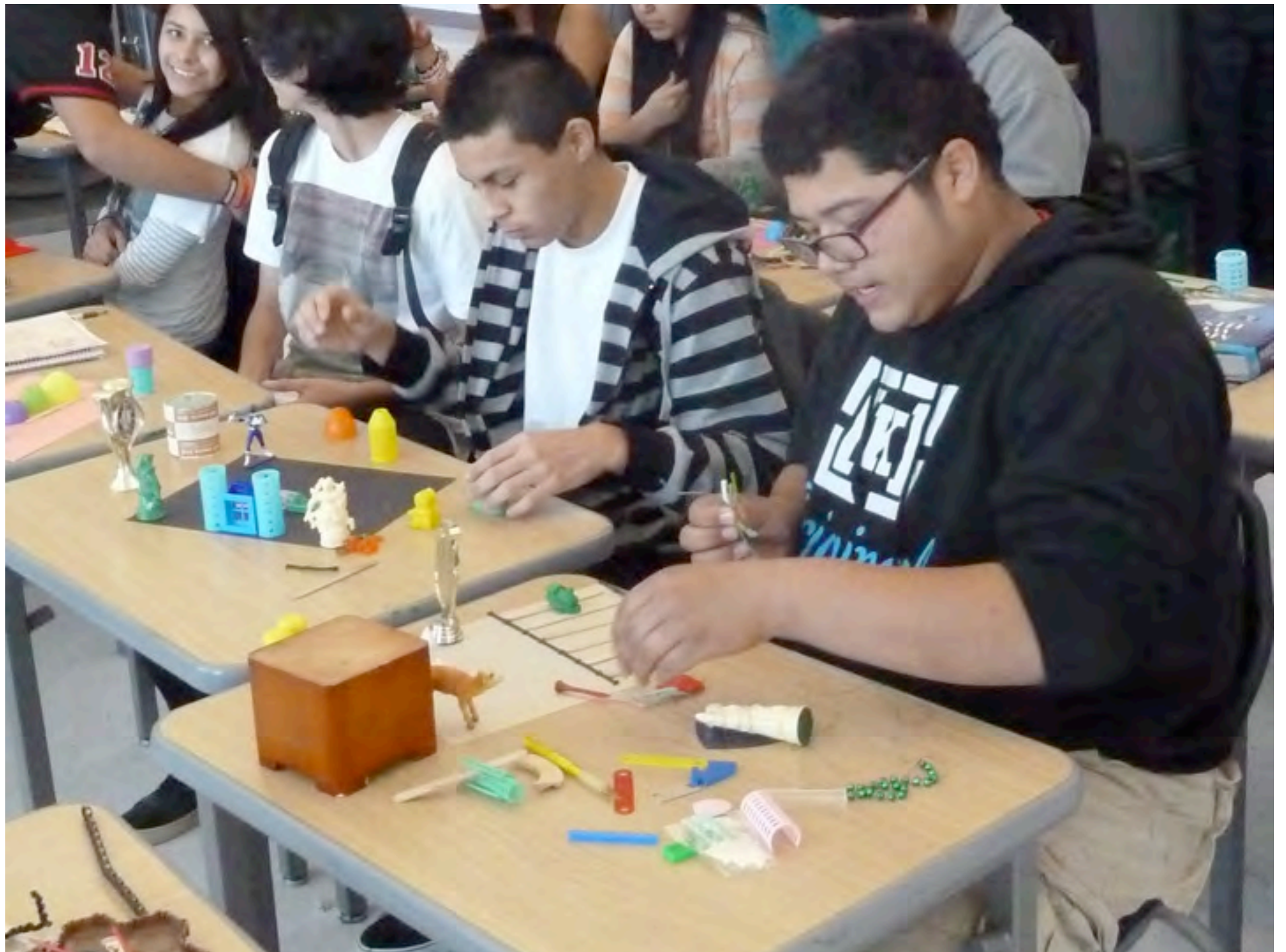
BAD STATION

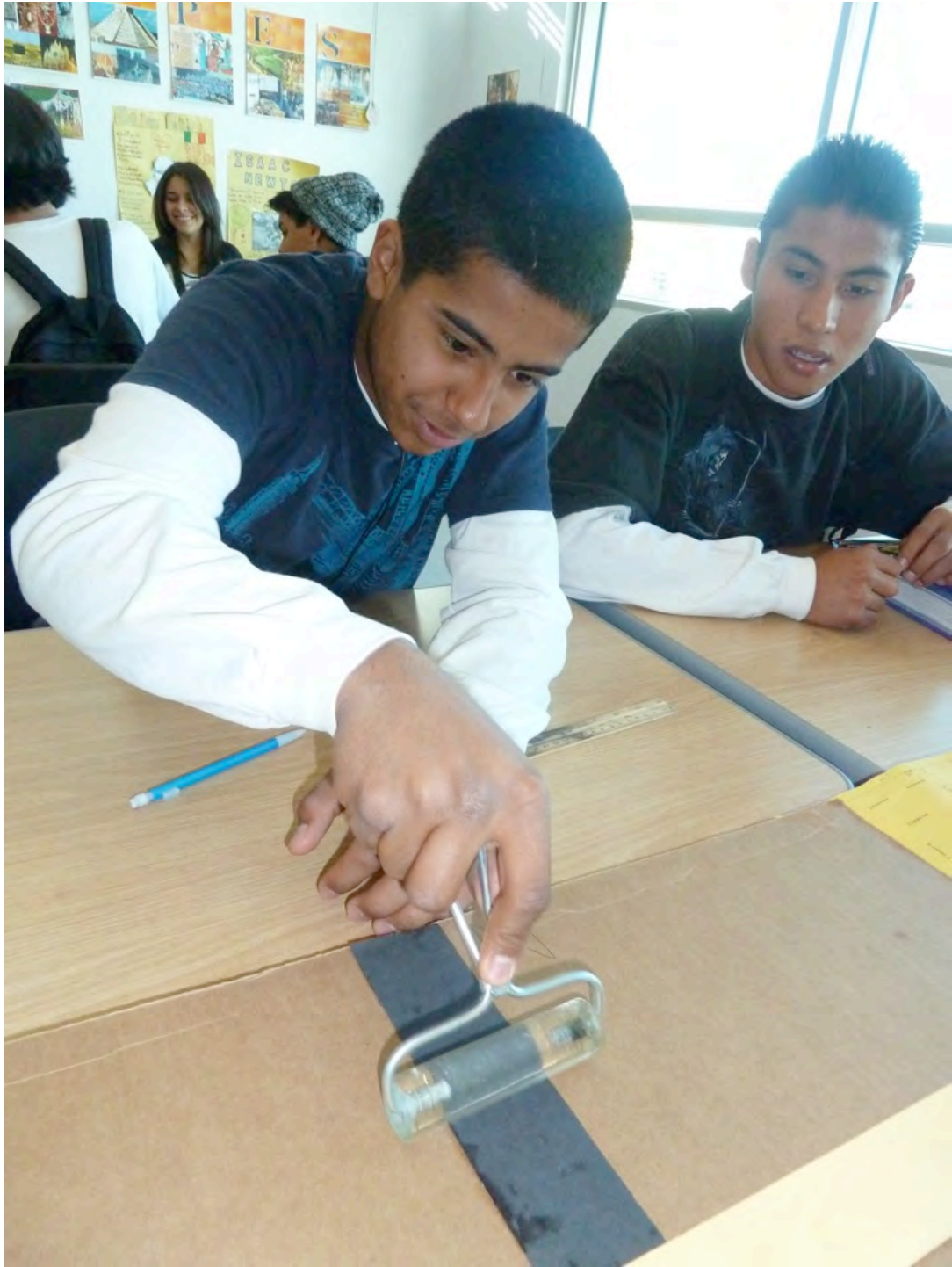


REPEAT











# Step I. Discuss Criteria for Problem Solving





**Step 3. Design in 20 minutes**







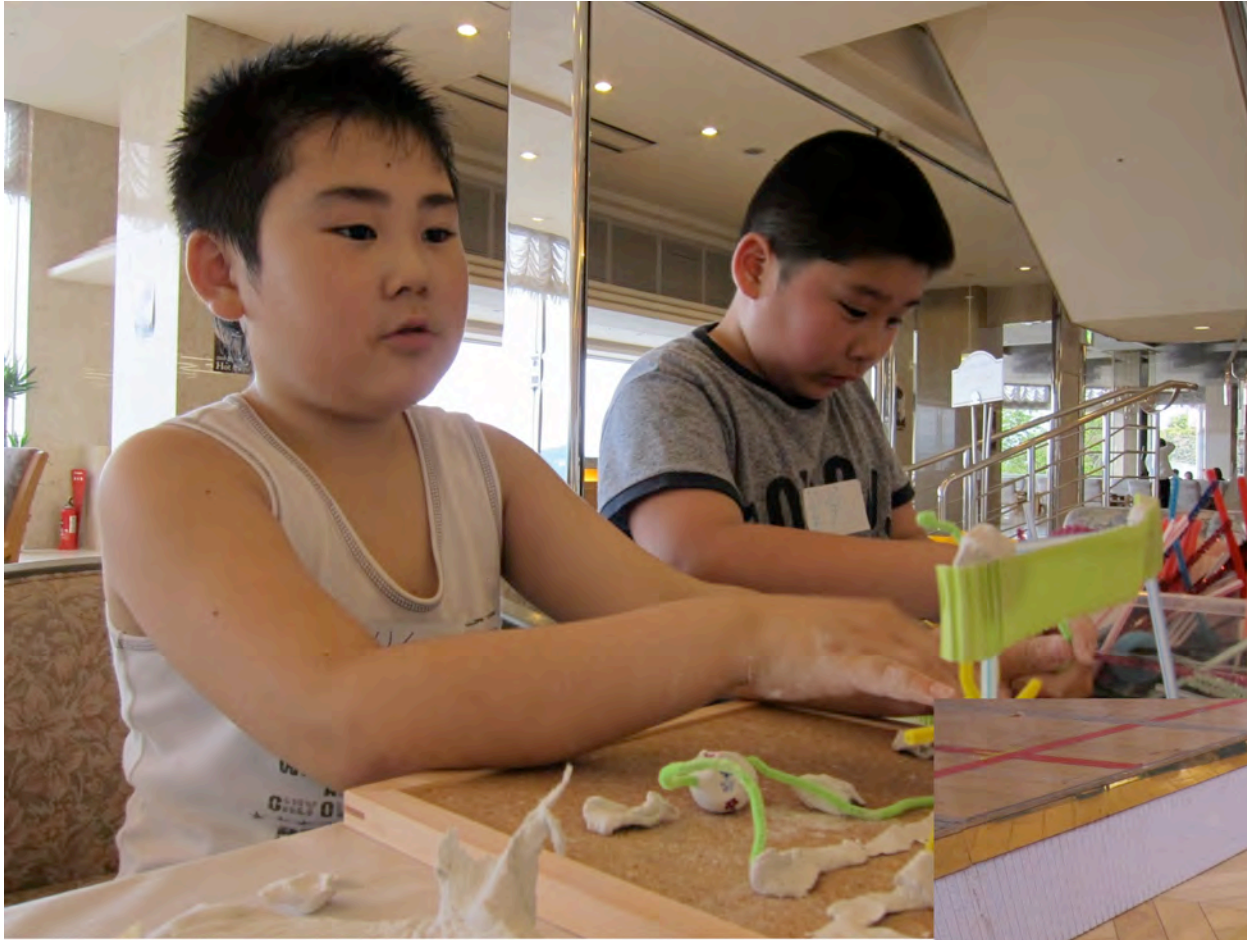






Berlin, Germany 2010 High School 13th Grade





Japan





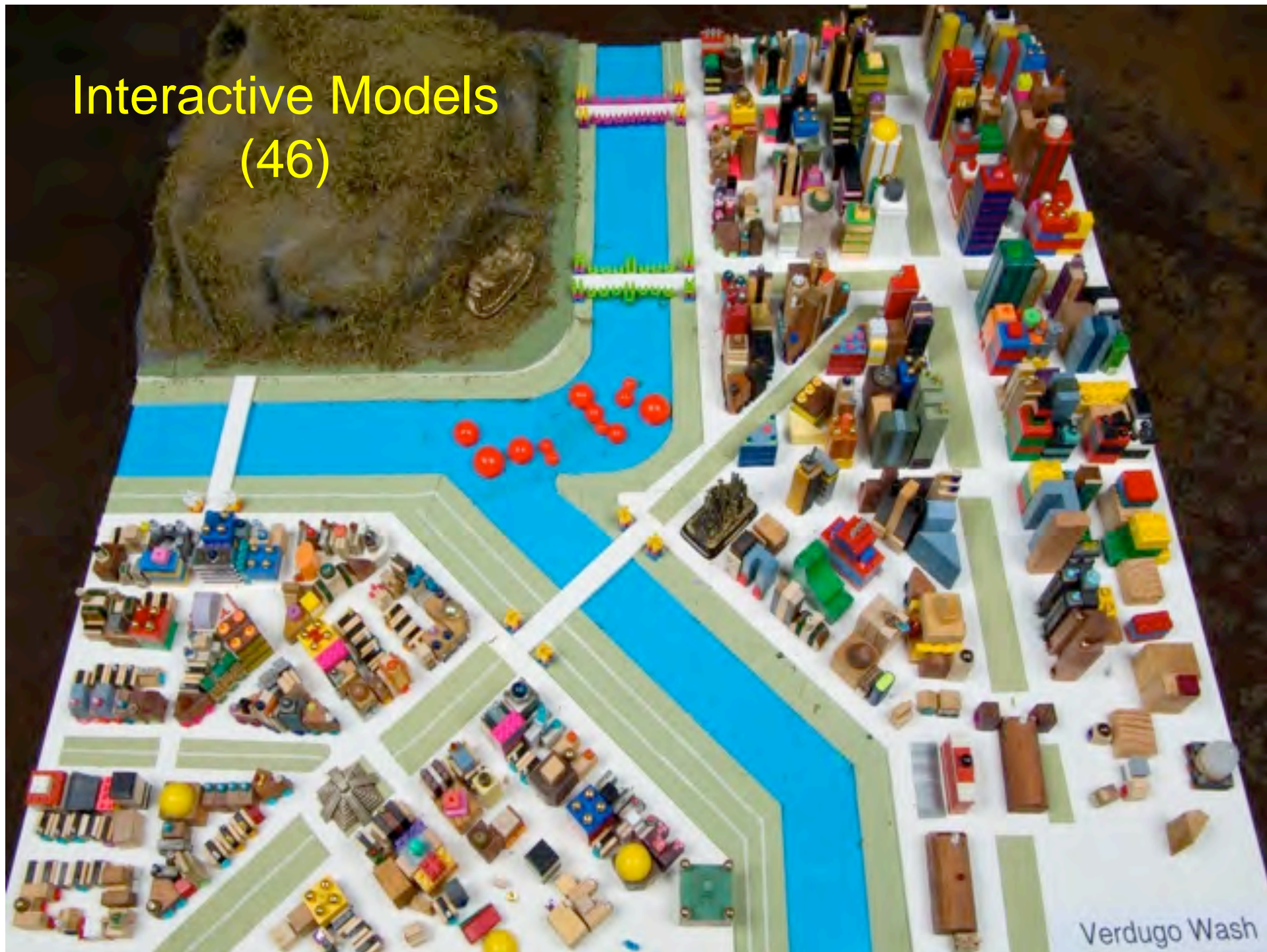




Faviola



# Interactive Models (46)









Los Angeles Natural History Museum: Urban Planning Babysitting. Over 500 children





# Boston's Institute of Contemporary Art





Sparkcon Festival, Raleigh, North Carolina 2011





# Watts House Project

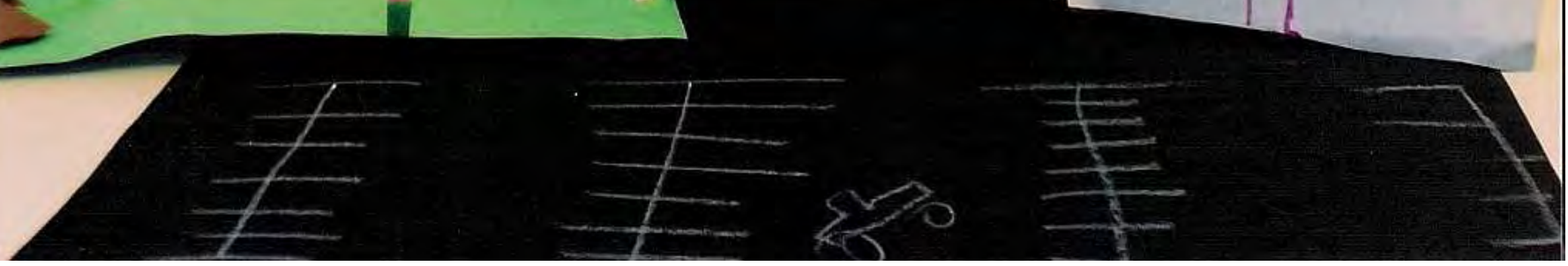
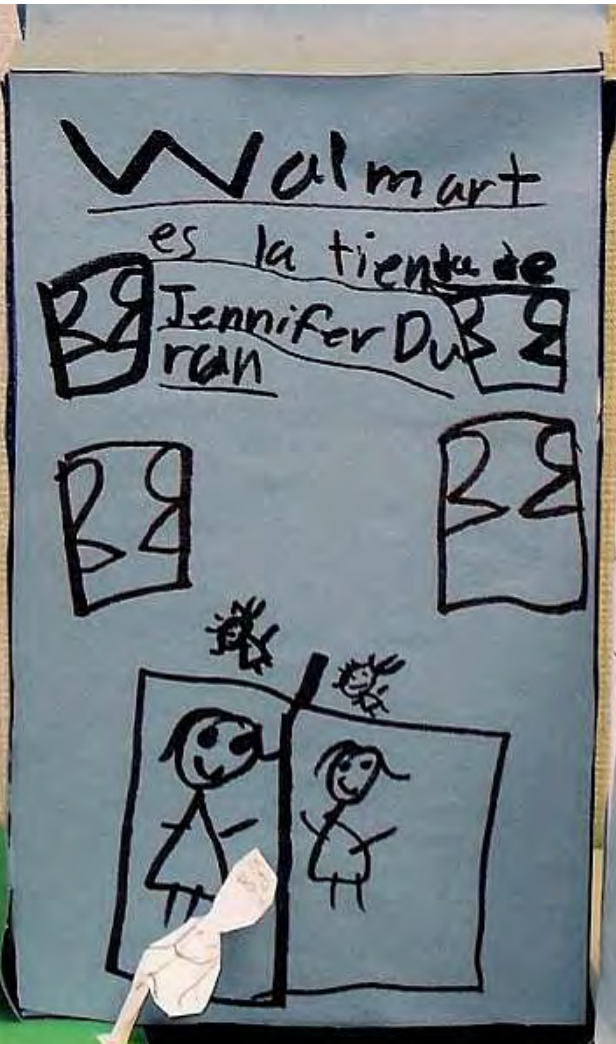
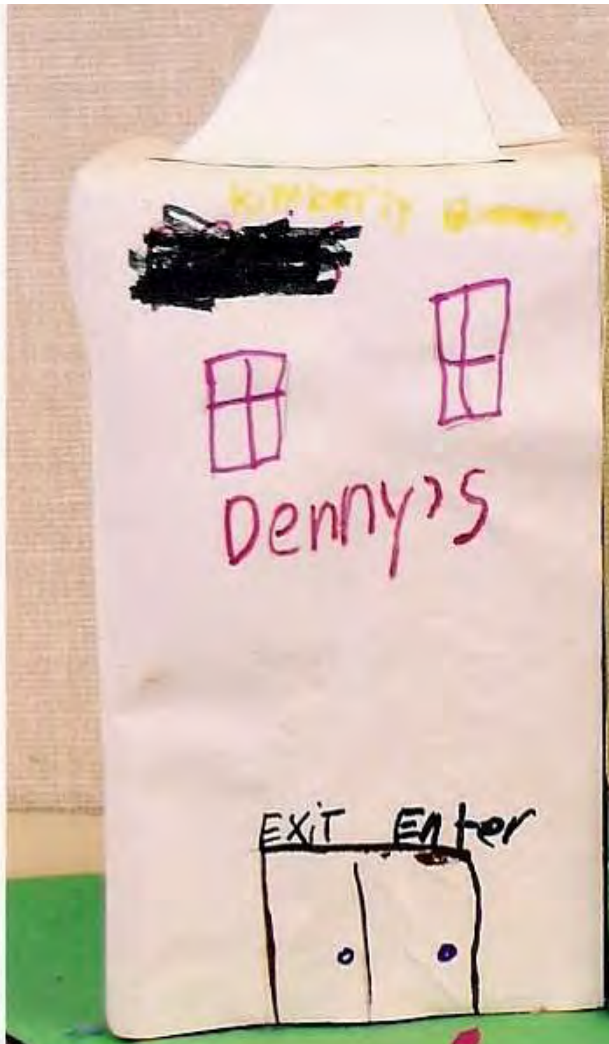












# Metropolis

*green*

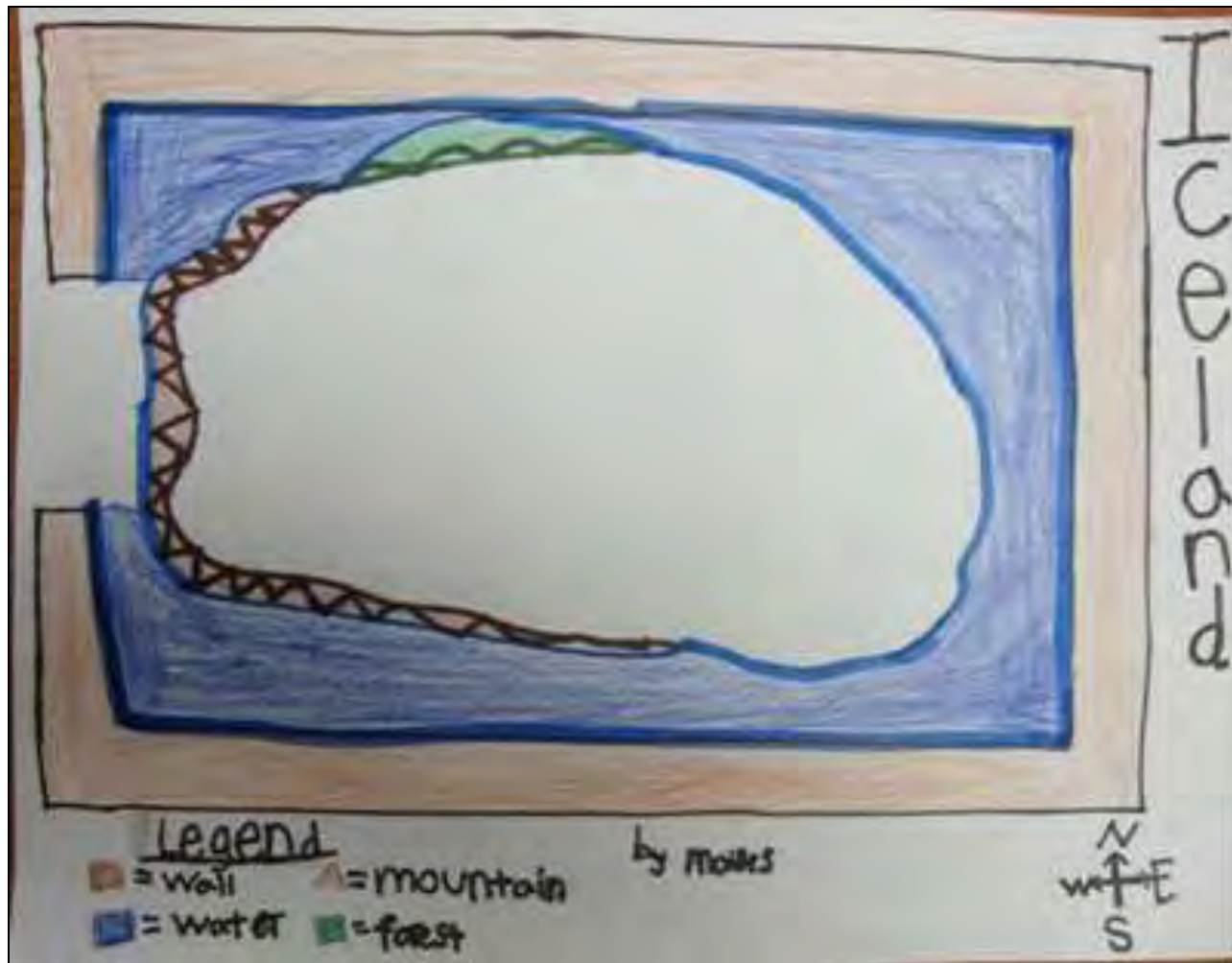
**Kid-Friendly**

**Multicultural**



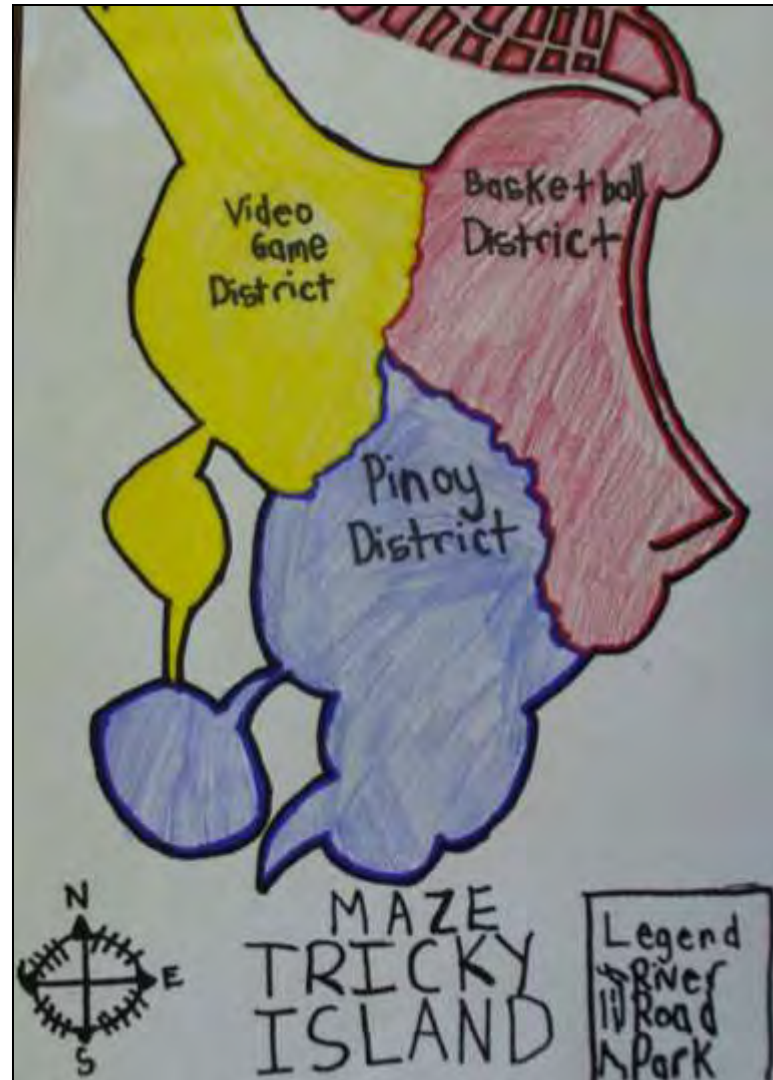


# Edges

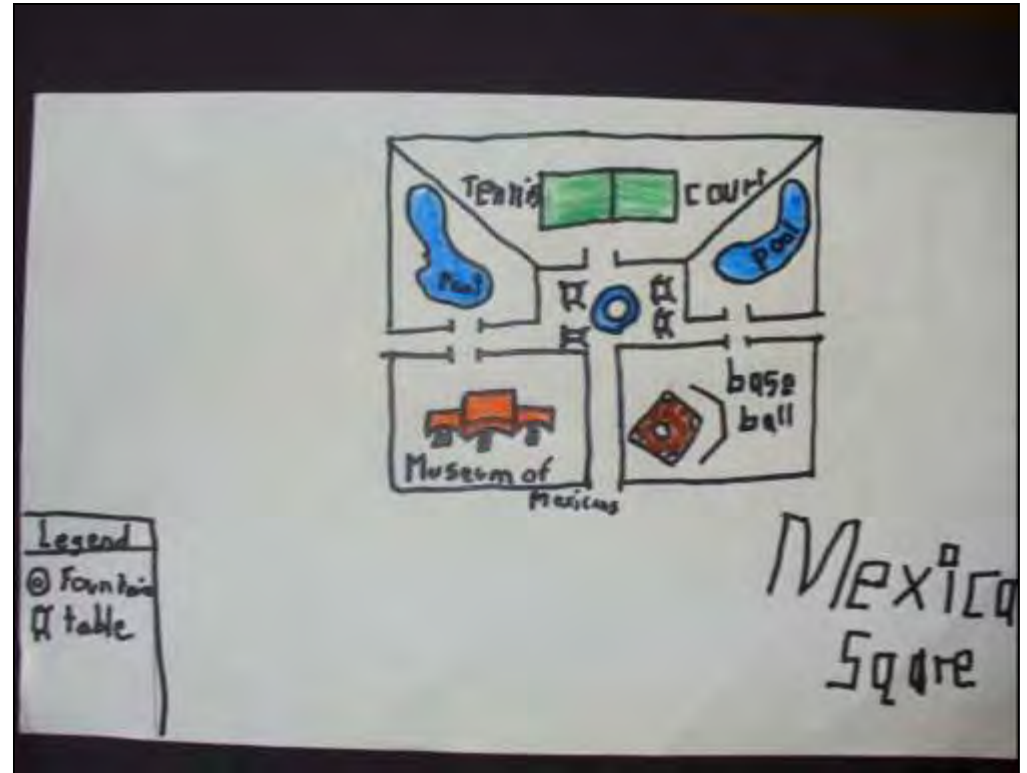


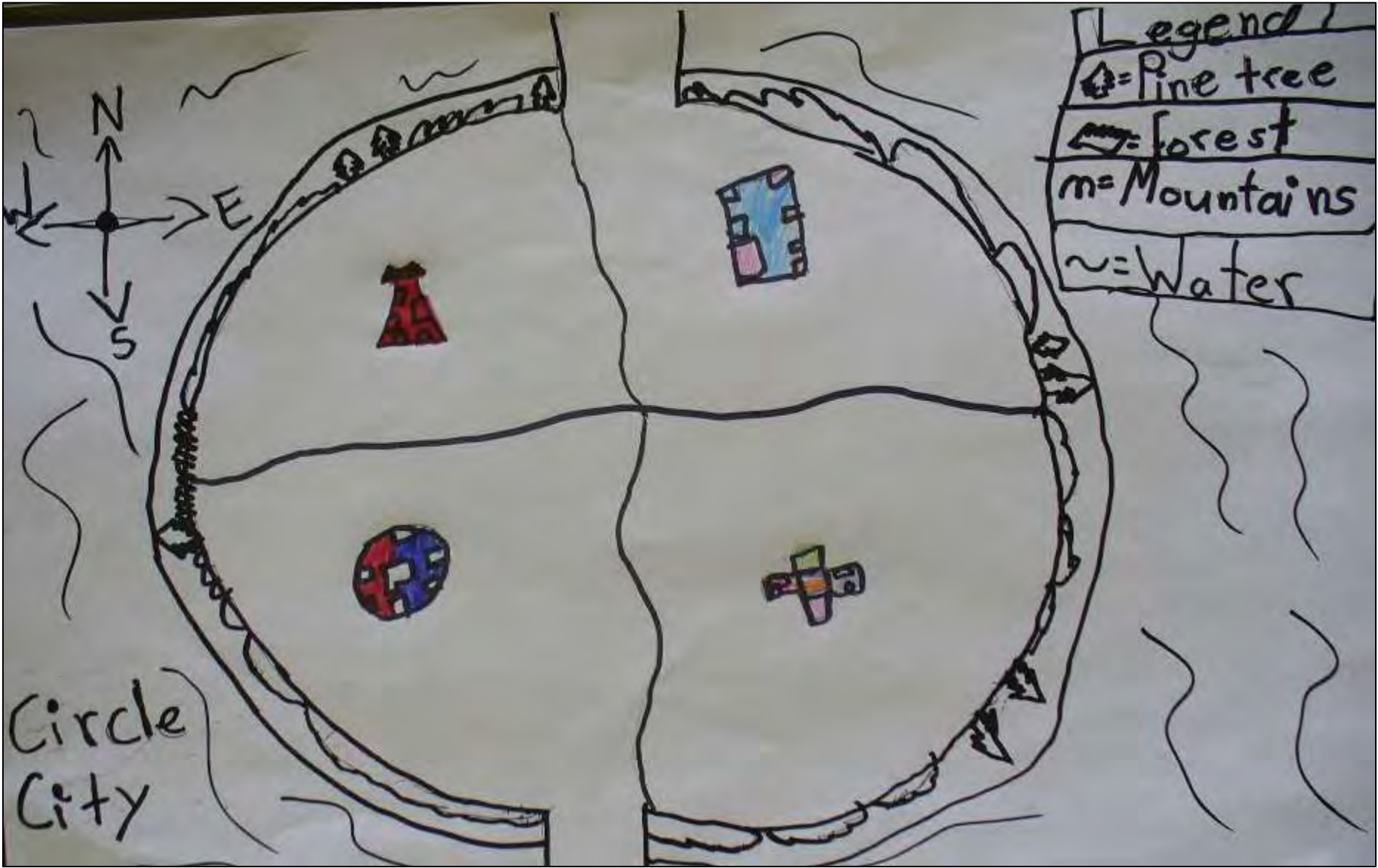
# Districts

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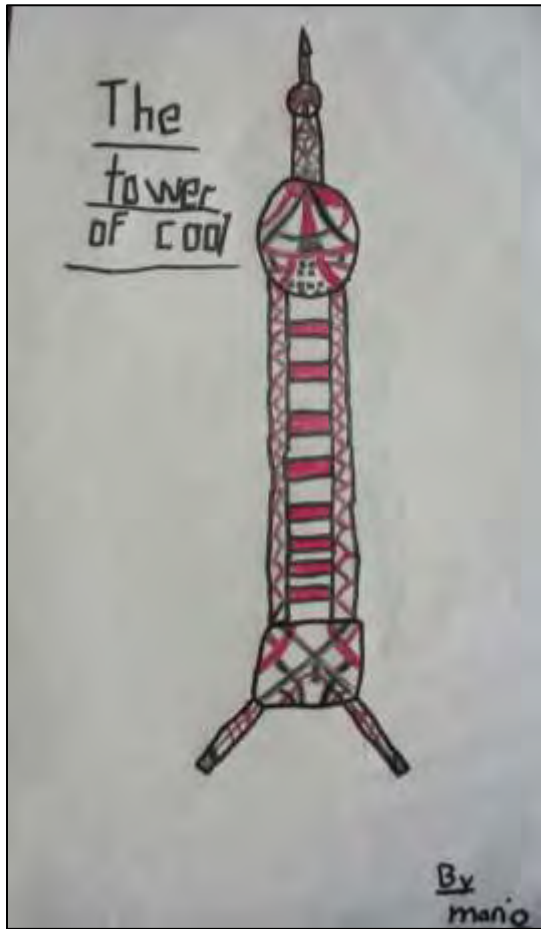


# Public Spaces

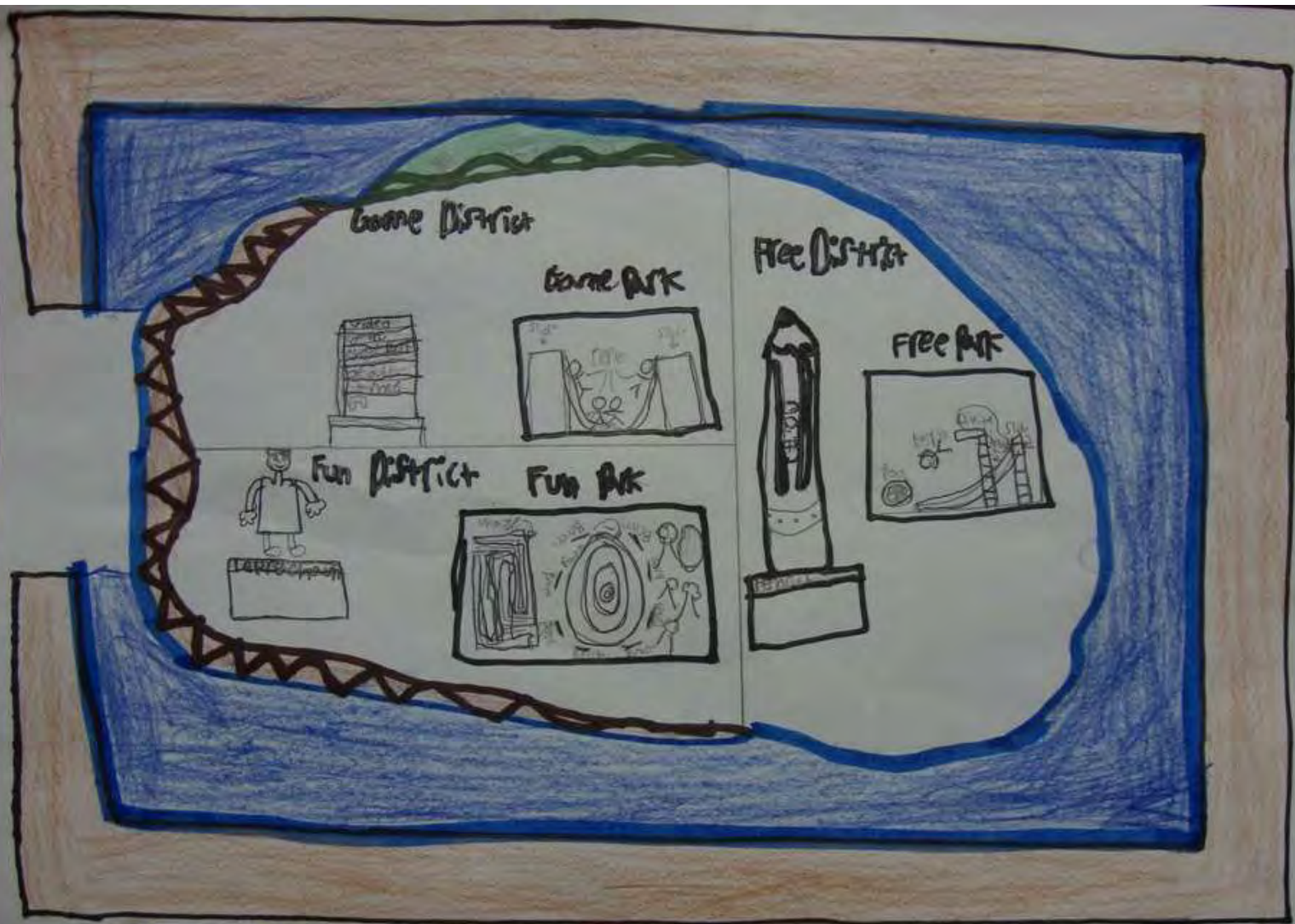




# Landmarks



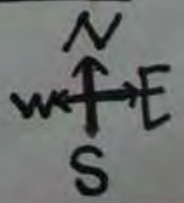
H  
U  
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a



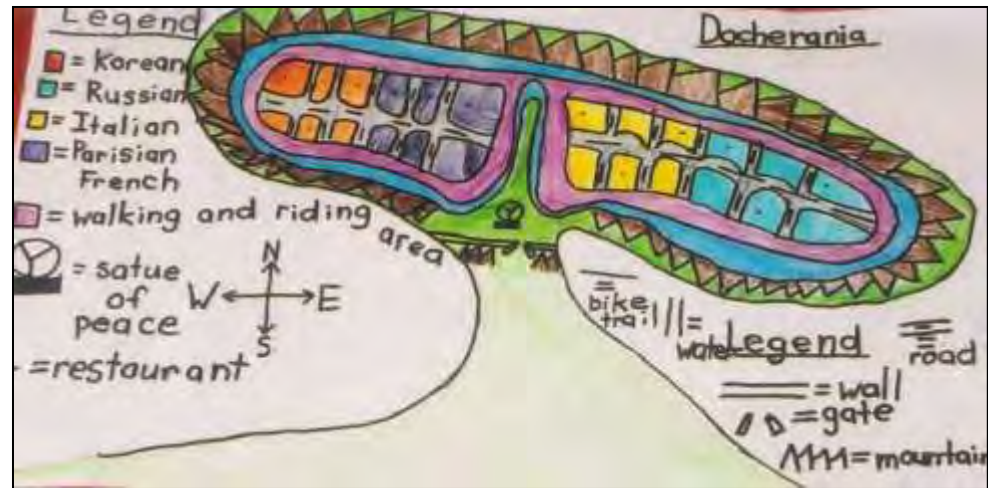
Legend

- = wall
- = water
- = forest
- = mountain

by moles



# Transportation



# Infill





# Classroom Management Tip

**Write kids' names on index cards or popsicle sticks**

**to call on them randomly to answer questions (or to give them jobs passing out supplies & cleaning up).**

# Integrating Language Arts

## LANGUAGE ARTS EXTENSIONS

### WRITING

WRITE A PARAGRAPH ABOUT YOUR DESIGN

- **TOPIC SENTENCE:** Explain what "edges" are.
- **DETAILS:** Describe your city's edges and tell what makes them interesting, unique, surprising or important.
- **CONCLUDING SENTENCE:** Explain how the edges you designed will make your city *kid-friendly* and *green*.

### WORD WORK

\*SOURCES: Merriam-Webster Children's Dictionary & The Clear and Simple

Thesaurus Dictionary by Harriet Wittels and Joan Greiman

**EDGES:** Plural of *edge*

**Pronunciation:** /'eɪ/

**Part of speech:** noun

**Definitions:** a line or a place where something ends

**Synonyms:** boundary, city limit, perimeter, border, periphery, side

Teacher Note: You can adapt this page to meet your grade level standards and classroom needs. Ideas include putting the words in alphabetical order, synonyms/antonyms, definitions, sentences, singular/plural, parts of speech, using words in prepositional phrases/similes/sentences with conjunctions, syllables, prefixes/suffixes/word origins/word families.

### VOCABULARY

edge

boundary

border

city limits

urban

suburban

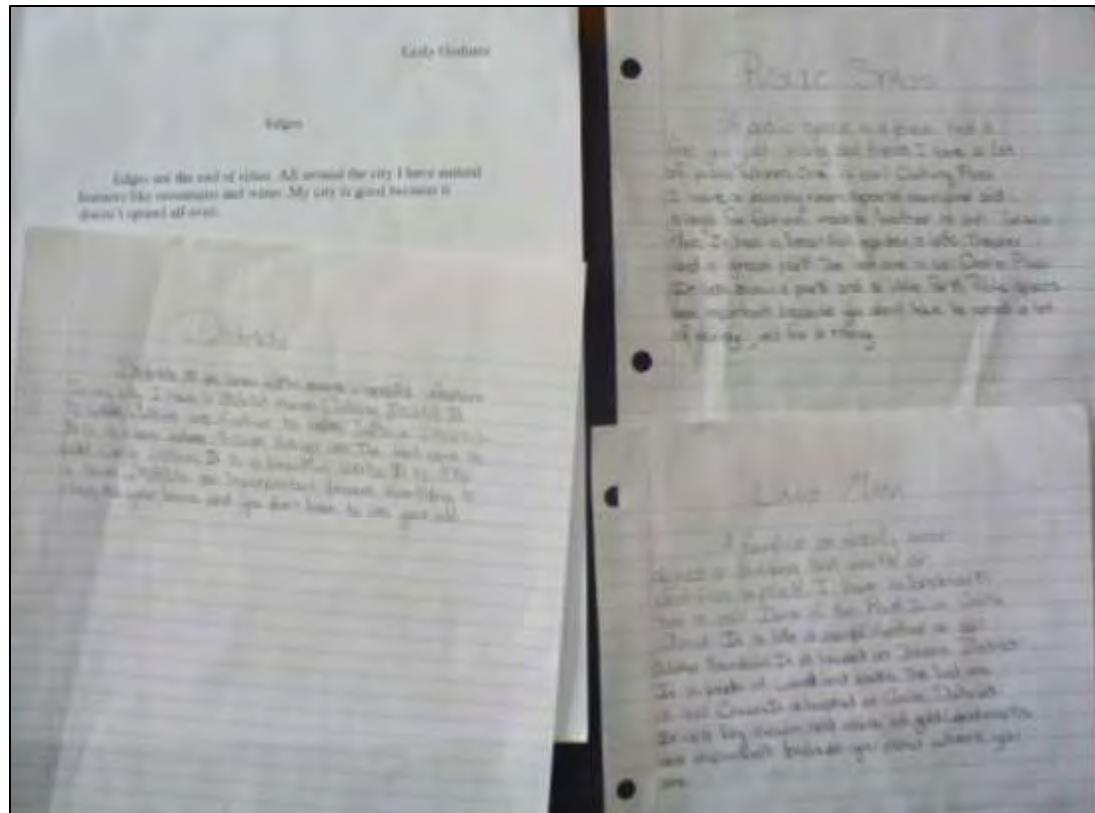
rural

sprawl

natural

periphery

perimeter



# Integrating Math & Social Studies

## MATHEMATICS EXTENSION

### MEASUREMENT AND GEOMETRY

#### BUILD A MODEL OF YOUR LANDMARK



by Silvia



Models of Landmarks at Museum of Madrid (Spain)



Make a model of your landmark from geometric solids that you create from patterns. Sounds hard, but with a little bit of background information you will be a pro!

1. First you need to learn some geometric terms. Make an illustrated glossary of the following vocabulary words:

- Lines: Parallel and Perpendicular
- Circles: Radius and Diameter
- Congruent and Similar Figures
- Symmetry: Bilateral Symmetry and Rotational Symmetry
- Angles: Right, Acute and Obtuse
- Triangles: Equilateral, Isosceles and Scalene
- Quadrilaterals: Rhombus, Square, Rectangle, Parallelogram, Trapezoid
- Edges, Faces and Vertices

2. Incorporate at least five of the geometric concepts listed in #1 into your landmark's design.

3. Draw a rectangle around your landmark's design. Find the *area* and the *perimeter* of the rectangle using both the U.S. and metric measurement systems.

4. Make a model of your landmark using geometric solids. Start by drawing patterns of faces that, when cut and folded, will make a solid. Describe the number and shapes of faces, edges and vertices in your finished geometric solids.

**Teacher Note:** This was developed for California 4<sup>th</sup> grade math standards. You can adapt this page by substituting vocabulary and concepts for your grade level standards and classroom needs in the areas of measurement and geometry. Other options for model-building (recyclable box models and pop-up paper models) are included in Chapter 6. These methods are not math-intensive.

## SOCIAL STUDIES EXTENSION

### MAP TIPS

- Use *map symbols* to show features such as mountains or bodies of water.
- Include a *legend* to explain the symbols (also called a *map key*).
- Use a *compass rose* to show north, south, east and west.
- Don't forget to put a *map title*. The map title should be the name of your city (The name should be meaningful and creative!).



by Azeneth



by Tristan



by Moises

# Classroom Management Tip

**Come up with a system for getting students' attention**

**Clapping pattern**

**Raising hand with two fingers up**

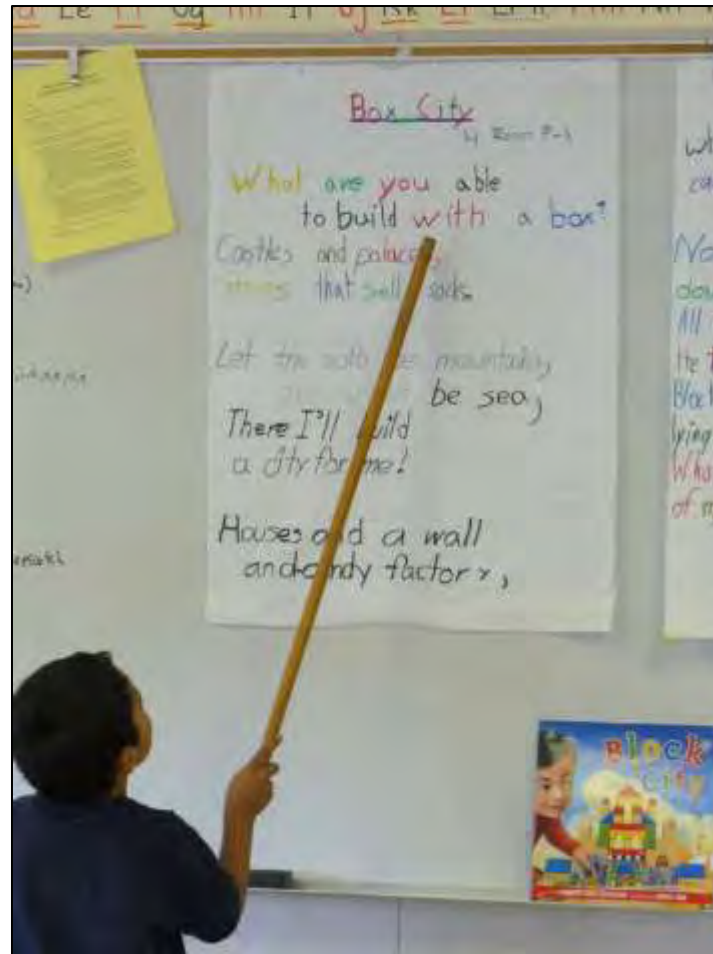
**Turning off lights**



# Block City

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by Robert Louis Stevenson

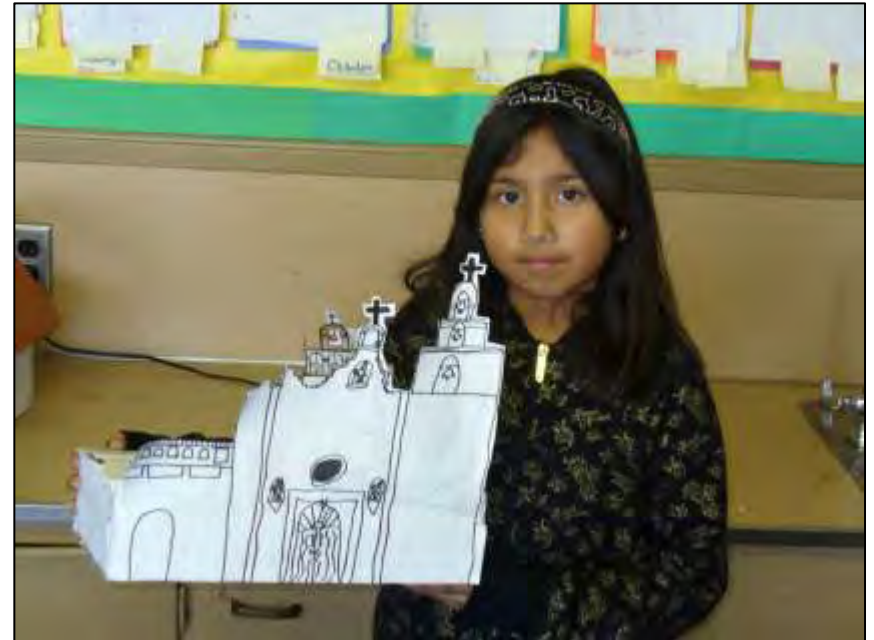


# Other Model-Building Techniques

## Pop-Up Models



## Façade-on-a-Box Model



# Solid Shapes Model





## Classroom Management Tip

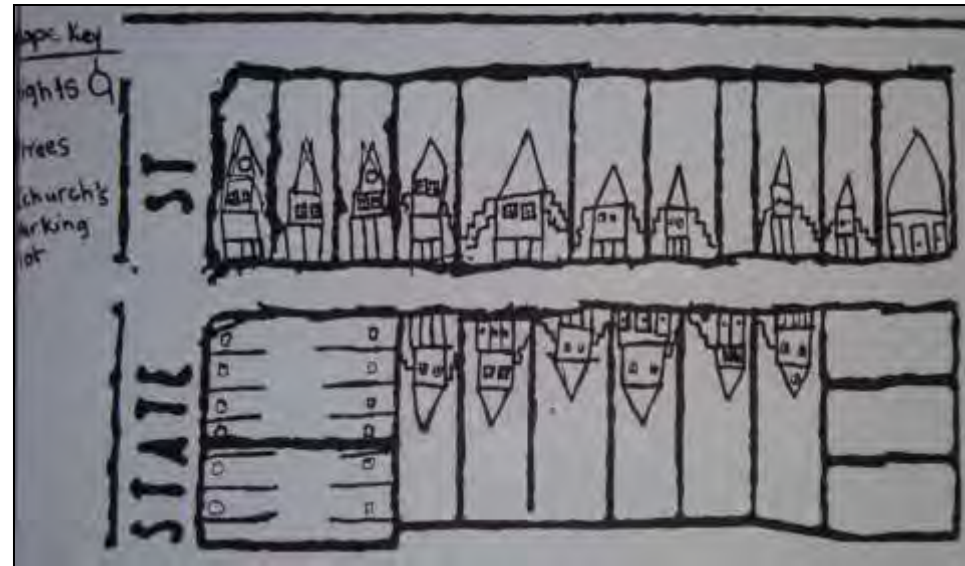
**Plan procedures to distribute materials and clean up**

**to avoid chaos/messes/head-aches from overly-excited students!**

# Built Environment Elective

## North-Central San Mateo

### Through the Eyes of Children



# Community Presentations



# Project Options for Different Learning Styles



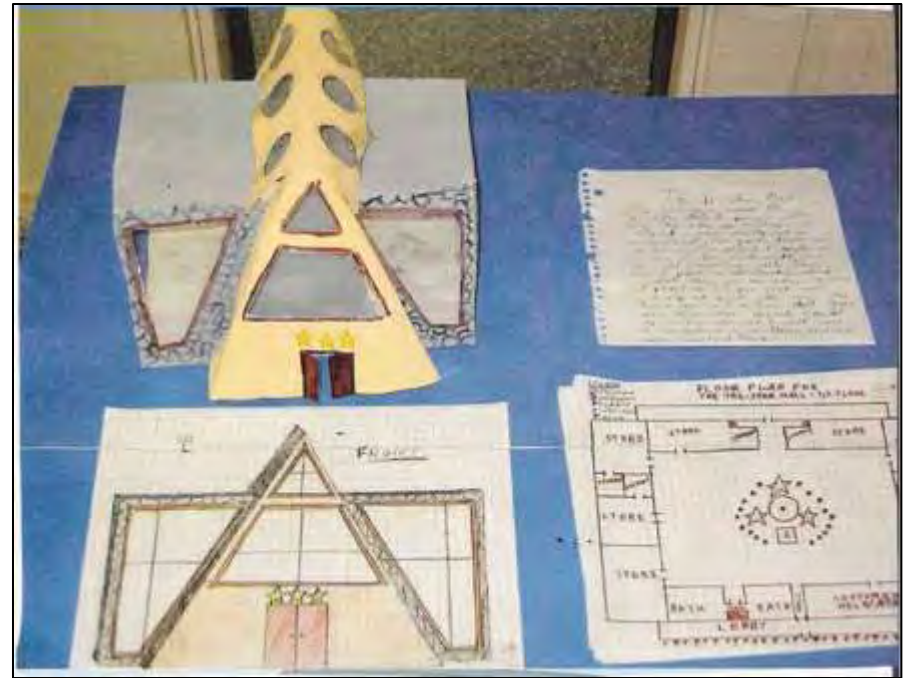
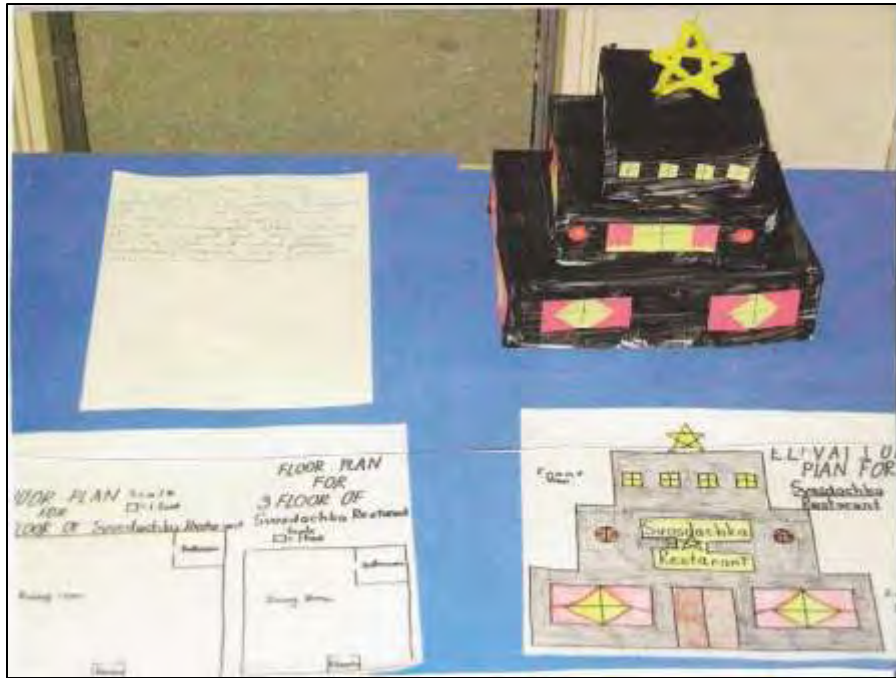
# Classroom Management Tip

**Meet with the teacher  
ahead of time to discuss  
his/her role**

**(teachers might see this as an  
opportunity to catch up on grading  
papers!)**

# Architects in Action!

## Built Environment Elective



# City by Design

## Built Environment Elective

### A National Building Museum Curriculum



# Classroom Management Tip

**Praise good behavior!**

**BUT, don't hesitate to put kids in  
"time-out" if they continue to  
misbehave after you have warned  
them to stop.**



# Exhibitions

## North-Central San Mateo-- A través de los ojos de los niños

presentaciones sobre el vecindario  
por niños de tercer y cuarto grados en turnbull learning academy

Escoja la presentación que mas le conviene:

lunes	2 de junio	11:00 am - 12:00 mediodía	biblioteca
martes	3 de junio	11:00 am - 12:00 mediodía	biblioteca
miércoles	4 de junio	11:00 am - 12:00 mediodía	biblioteca
jueves	5 de junio	11:00 am - 12:00 mediodía	biblioteca
viernes	5 de junio	7:00 pm - 8:00 pm	salon 26
viernes	6 de junio	9:00 am - 10:00 am	salon 26



Turnbull Learning Academy  
715 Indian Avenue  
San Mateo, CA

Si tiene alguna pregunta llame al conserje con Ana Mateo a (415) 312-7766

## North-Central San Mateo--

### A través de los ojos de los niños



presentaciones sobre el  
vecindario

Turnbull Learning Academy  
415 Indian Avenue  
San Mateo, CA 94401

## METROPOLIS

*an ideal city created by children*

March 6, 2007 • 6:30-7:30  
College Park Gymnasium



College Park Elementary School  
715 Indian Avenue  
San Mateo, CA 94401  
(650) 312-7766

# Cereal boxes can save space!



# Student presentations & interactive displays



**How to get your program into  
a public school**

**Get to know a teacher!**

# If you don't know a teacher you can try:

- Magnet Schools**
- After-School Programs**
- Schools with Electives**
- Gifted & Talented Enrichment**
- Arts Programs**

**The goal is not to churn out  
junior urban planners.**

**The goal is to *expose* kids to  
urban planning with fun, hands-on  
projects that get them excited  
about learning!**

**G**ood luck!



# Carnegie Mellon University Architecture Building Communities





**community**



**high school  
students**



**young  
professionals**

# An Intergenerational Charrette: Master Planning and Architectural Design



# Program Goals

- Community connections
- Awareness of community concerns
- Mentorship
- Design process
- High-quality portfolio pieces

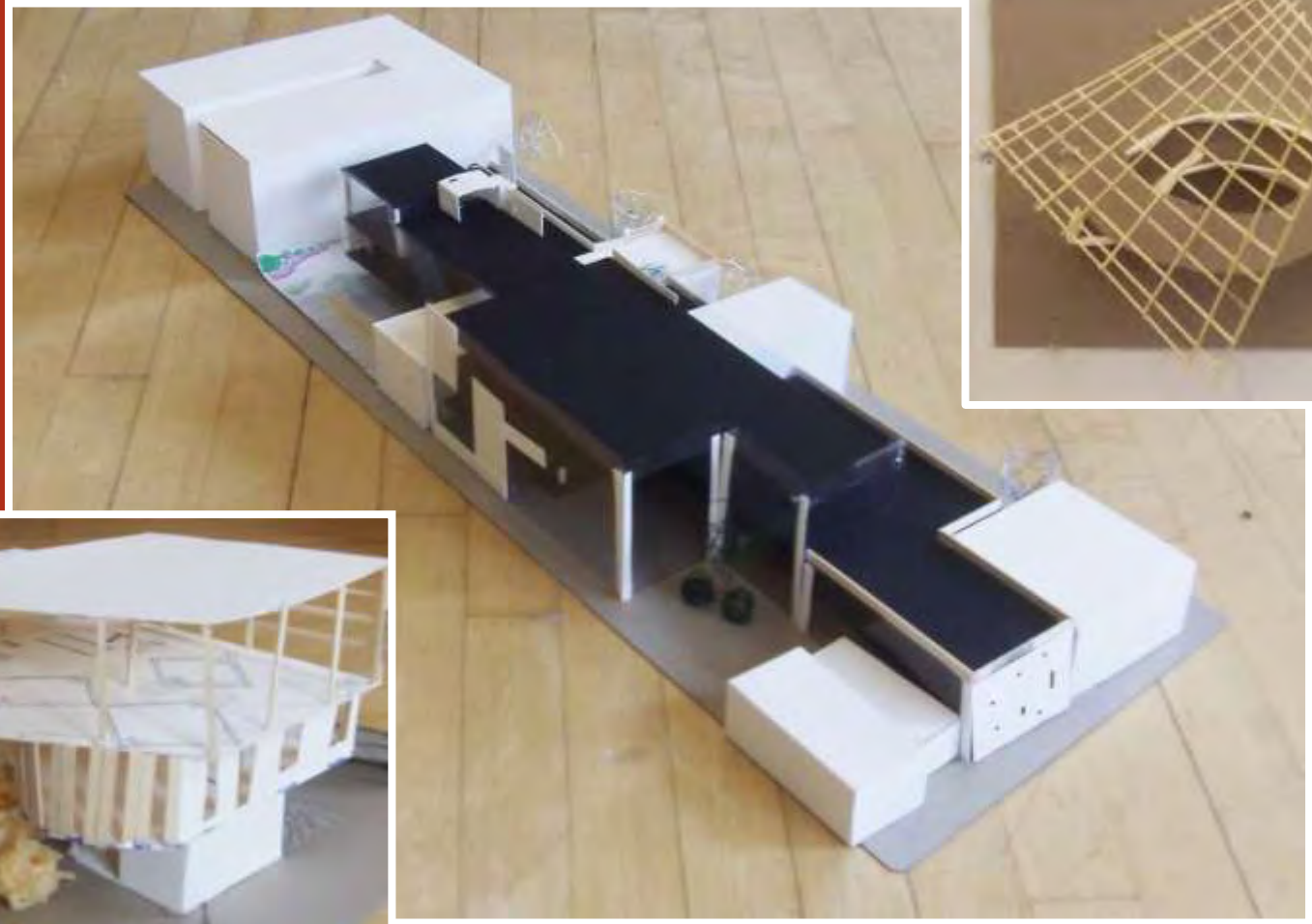
# Neighborhood Tour and Site Selection



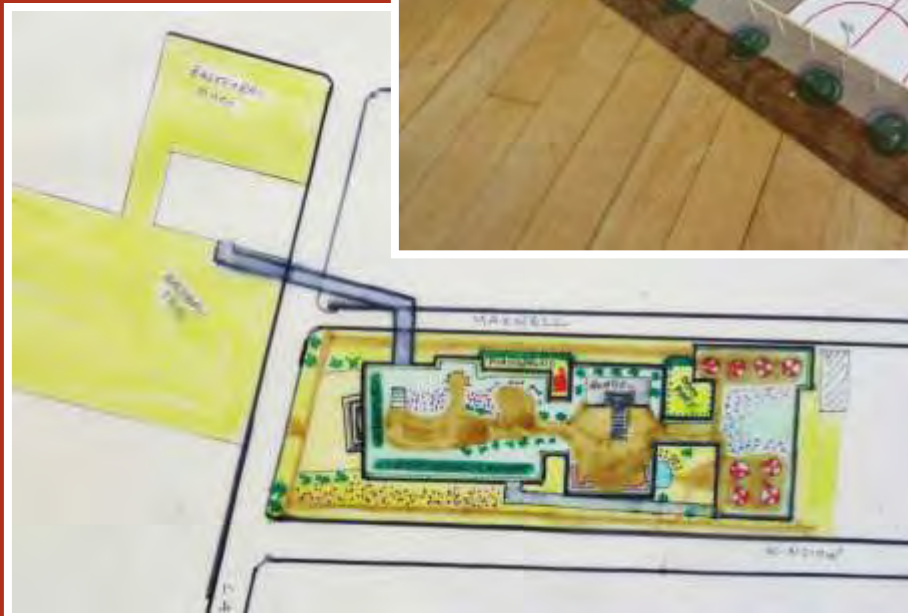
# PROJECT 1: Community Gathering Place



# PROJECT 2: New Construction



# PROJECT 3: Preservation/Renovation



# Presentations to the Community





## Best Practices

- Experienced mentors
- Condensed schedule
- Community involvement
- Open-ended structure in specific geographic area
- Pre-document and filter maps and data about area





## Best Practices

- Experienced mentors
- Condensed schedule
- Community involvement
- Open-ended structure in specific geographic area
- Pre-document and filter maps and data about area

The image shows the exterior of a modern building with a prominent purple horizontal band. Above this band are two large, multi-paned windows. Below the band is an entrance area with a recessed walkway. The building's facade is primarily light-colored, possibly white or light grey.

EAST LOS ANGELES  
RENAISSANCE ACADEMY

**The UCLA-USC  
Center for Population  
Health and Health  
Disparities  
(CPHHD)**



# PUBLIC MATTERS

NEIGHBORHOOD-BASED EDUCATION,  
MEDIA, CIVIC ENGAGEMENT PROJECTS

# East Los Angeles Renaissance Academy



MY UNCLE HAS HEART DISEASE

MY MOM HAS HIGH BLOOD PRESSURE

MY GRANDMOTHER HAS DIABETES

MY MOM HAS HIGH CHOLESTEROL

MY AUNT HAD CANCER

My Dad has HIGH BLOOD PRESSURE

MY DAD HAS HIGH Cholesterol

My Grandpa has [MY 16 YEAR OLD SISTER WAS HIGH CHOLESTEROL]

My Aunt lost leg to

MY DAD HAS DIABETES

My Grandmother died from Cancer

My Grandpa has Diabetes

MY GRANDMOTHER HAS HIGH CHOLESTEROL

My Grandmother has Diabetes

# Civic Engagement **THROUGH** Media Production





**IF YOU STOCK IT,  
WILL THEY BUY?**

# MARKET MAKEOVERS HAVE 4 ESSENTIAL PARTS:





# EDUCATION



# SOCIAL MARKETING



# STORE TRANSFORMATION



# COMMUNITY ENGAGEMENT



# EDUCATION





# Getting Creative

## WHAT'S IN YOUR DRINK?



Ingredients: Water, High Fructose Corn Syrup, citric acid, Sodium Citrate, food starch- modified, potassium citrate, xanthan gum, potassium benzoate (preservative), the Natural Flavors of Orange, Ascorbic Acid (Vitamin C), Natural and Artificial Flavors, EDTA (to preserve freshness), Yellow 6.

Mr. Buchman  
Room B 103

January 26, 2011  
mailto:msb@msd.net

**Learning about  
Healthy Eating  
and Nutrition**



# **Becoming Community Health Leaders**



# SOCIAL MARKETING



**TO CHANGE**  
**health**  
**behaviors**





**INCREASE** consumption of  
**fresh fruits + vegetables**

A group of four people are standing outdoors at dusk, holding large, bright yellow letters that spell out 'YASH'. From left to right: a man in a checkered shirt holds the 'Y', a woman in a black jacket holds the 'A', a woman in a white t-shirt with 'SOMEONE ELSE' on it holds the 'S', and a man in a black jacket holds the 'H'. The background shows a grassy area with palm trees, a building, and a blue canopy tent. Other people are visible in the background, some near a parking lot with a white van and a car. The lighting is a mix of natural twilight and artificial lights from the building and tent.

YASH

**AND PROMOTE the Market  
Makeover Stores.**

**Presentation**

**DIABETES,**

**HEALTH,**

**COMMUNITY**

**Conference**

**East L.A.**

**Getting Your Words  
& Work Out in Public**

Mi Abuelo  
tiene



**An Audience of 7 MILLION  
Bus Riders per week**

**OUT the window**

**ON the mind**



**Using Mainstream Media  
for Your Own Purposes**



**Calling the community's attention to their food environment and its health consequences**

**and potential solutions through**

**MARKET MAKEOVERS.**



# STORE TRANSFORMATION



from this...



**to this.**

YA SH

# LA CASA MARKET

GROCERIES · ICE CREAM · COLD BEER & WINE · FOOD STAMPS

3968 HAMMEL ST.

M  
DE

NEW PACKS  
SONOMA

24 OZ CAN

**Market Makeover #1 in East L.A.**

ICE · HIELO

Coca-Cola

7-Eleven





**SAVOR THE FLAVOR**





YASHI  
La Casa  
MARKET  
FRESH MILK  
PRODUCE  
COLD BEER  
GROCERIES  
FOOD STAMPS  
VERDURAS





**Exterior: BEFORE**





**Exterior: AFTER**



**Exterior Side Wall: BEFORE**



**Exterior Side Wall: AFTER**



**Backyard: BEFORE**



**Backyard: AFTER**



**Interior: BEFORE**



**Interior: AFTER**



**Produce Section: BEFORE**





**Produce Section: AFTER**

# COMMUNITY ENGAGEMENT



# Yash Grand Re-Opening

October 29, 2011

