

Learning Portal – Educators Guide Part 1

The following Educators Guide has been created to accompany the Vancouver Plan Curriculum materials presented by the City of Vancouver as part of Youth Engagement on The Vancouver Plan that will be available for use throughout Spring 2021.

The Vancouver Plan Curriculum is an Inquiry-Based program with a wide flexibility of delivery options to support numerous learning settings in the K-12 classroom. Modules are designed to be student led and autonomy-supportive, interdisciplinary, and place-based. They can be completed by self-directed students (targeting ages 10-18+) or in a guided setting with a teacher or facilitator, in person, or online.

The following Educators Guide with lesson plans and teaching notes will help prepare facilitators to best deliver this material to students and offer supplementary resources for groups who might wish to go further with different aspects of the curriculum. If you have any questions about the materials or activities please contact Stina Hanson, Child and Youth Engagement Planner, stina.hanson@vancouver.ca.

Curriculum Connections

Each of the modules and activities contained in this guide connects to BC's curricular core competencies. As these materials have been designed to be offered across ages and grade levels, the accompanying Curriculum Connections (CC) Table highlights which core competencies each part of the program supports. In addition to these core competencies, below we have outlined some of the Big Ideas that the overarching content touches on:

Curricular Big Ideas:

- Social Studies:
 - Grades K-2: Rights, roles, and responsibilities as community and global citizens.
 - Grades 3-4: Learning about Indigenous peoples and governance; interactions between First Peoples and Europeans led to conflict and cooperation, which continue to shape Canada's identity.
 - Grades 5-7: Canada's policies for and treatment of minority peoples have legacies; systems of government and laws.
 - Grades 8-10: Collective identity, cooperation and conflict, power disparities; and the formation of political institutions.
- English Language Arts (Grades 4-9):
 - Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens;

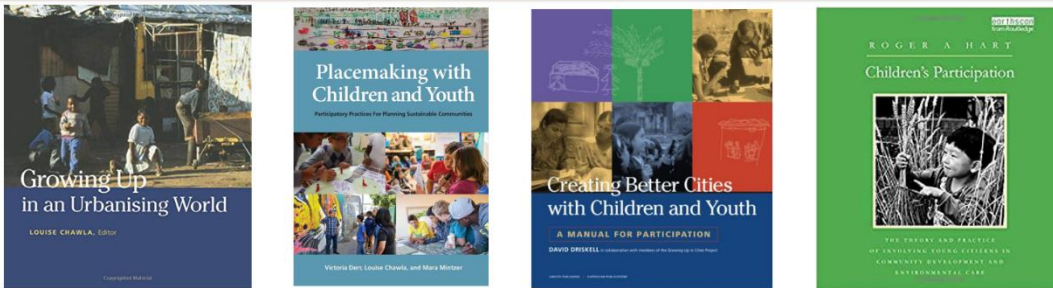
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Career Education (Grades K-9):
 - Strong communities are the result of being connected to family and community and working together toward common goals.
 - Leadership requires listening to and respecting the ideas of others.
 - Leadership represents good planning, goal-setting, and collaboration.

A key objective of this program is to give students the knowledge and skills to better engage with their local communities, especially the City of Vancouver, in addition to providing specific engagement input, to support the development of the Vancouver Plan - with the long-term goal of improving the engagement of young people in city decision making.

Resources

Both additional teacher resources and classroom resources are listed in each section, when available. The following books and websites provide multiple examples of similar forms of child and youth engagement in city planning taking place around the world. These are excellent general resources for the educators interested in offering more place and project-based inquiry learning for their students.

Books



Chawla, L. (Ed.). (2002). *Growing up in an urbanising world*. London, UK: UNESCO-Earthscan.

Derr, V., Chawla, L. & Mintzer, M. (2018). *Placemaking with children and youth. Participatory practices for planning sustainable communities*. New York: New Village Press.

Driskell, D. (2002). *Creating better cities with children and youth. A Manual for participation*. London, UK: UNESCO-Earthscan.

Hart, R. (1997). *Children's participation: The theory and practice of involving young citizens in community development and environmental care*. New York, NY: UNICEF.

Websites

Additional resources on Child Friendly Cities and Growing Up in Cities initiatives:

- ⇒ UNICEF: <https://childfriendlycities.org/what-is-the-child-friendly-cities-initiative/>
- ⇒ Growing Up Boulder: <http://www.growingupboulder.org/> see the '[Great Green Neighbourhoods](#)' project.
- ⇒ Society for Children and Youth of BC: <https://www.childfriendlycommunities.ca/>

PART 1: How Cities Work

Cities & City Planning

These Vancouver Plan modules have been designed to either be completed by self-directed students (ages 10-18+) or in a guided setting with teacher or facilitator direction (in person or online for students in grades K-12). The following lesson plans and teaching notes will allow you to better offer this material to your students and allow you to supplement the materials with further activities and resources. Each module was designed to take 20 minutes for a self-guided student to complete, however in-class learning, and exercises may take longer and each module can be adapted for 20min-1hr in time.

All five modules begin with a learning component followed by a hands-on activity. Students can complete the first half as self-paced learning by reading the materials themselves, or alternatively the teacher/facilitator can present the materials directly (recommended for younger audiences, or if facilitating a class/group discussion on the topic). Additional resources have been included to support you in your own learning and understanding of the topic.

Module 1: Who is Responsible for What?

Governments & Jurisdiction

Overview: Explore and discuss four key levels of government in Canada, including their jurisdictional responsibilities. Students will then take note of ten different features in the neighbourhood and either guess or research which level of government is responsible. Students are then able to check their answers using the reference provided. This module flows well into the following modules by highlighting the role of municipal governments and the many ways in which students interact with municipal systems on a day-to-day basis.

Learning Outcomes: By the end of this module students will...

- Understand that there are four distinct levels of government in Canada (Federal, Provincial, Municipal, Indigenous)
- Recognize some of the different areas of responsibility of all levels
- Identify items and services in their community, and which level of government is responsible

Curricular Core Competencies: see *Curricular Connections Table*

You Will Need:

- Land Acknowledgement: <https://vancouverplan.ca/education-portal>
- Module 1 Description: <https://vancouverplan.ca/module-1>
- Note paper (for students to use during the activity)

- “Government Jurisdiction” Sheet: <https://vancouverplan.ca/module-1>
- Optional (Grade 5+): Tablets/computers (for online research, see “Part b Level 2” below)

Instructions:

1. Land acknowledgement: Read out the land acknowledgement <https://vancouverplan.ca/education-portal> Option to adapt language for your classroom/audience as needed.
 - a. *Optional add-on: Host class discussion about land use, reconciliation, and/or the reflections they have about living on unceded territories. See Resources section for more information.*
2. Provide an overview of the four levels of government in Canada (see [Module 1 Description](#)). Key points:
 - a. Everything that exists in our cities and that we interact with is the responsibility of different levels of government.
 - b. In Canada we have four levels of government: Federal (Parliament of Canada), Provincial (BC Legislature), Municipal (aka City Government -- like the City of Vancouver), and Indigenous Governments (First Nations, Inuit, and Métis).
 - c. Eligible Canadian citizens vote for and elect representatives to the federal, provincial, and municipal governments.
 - d. Indigenous Governments take different forms, and representatives may be elected or appointed by members of that Indigenous community.
 - e. Each of these governments exist to make decisions on behalf of their people.
 - f. The Constitution (1867, 1982) outlines the basic responsibilities of the different levels.
3. **Activity: Whose job is it anyway?** (see [Module 1 Activity Sheet](#))
 - a. Walk/window search; Depending on situation:
 - i. Guide students on a short walk outside. Have them note down 10 things they see.
 - ii. Or Instruct students to look out the window. Have them note down 10 things they see.
 - iii. Distanced/Home-based Learning: Option ii recommended for student safety.
 - b. Research/guessing: Instruct students to research and/or guess which level of government is responsible for each of the items on their list. (Prompting questions: Who makes the rules/laws? Who takes care of it? Who would you call if there was something wrong with it?)
 - i. Primary/Intermediate: Begin by having the students guess, no independent research necessary
 - ii. Intermediate/Senior: Students asked to do online research in an attempt to discern which level of government is responsible for each item on their list; encourage them to get specific
 - c. Check answers & discuss

- i. Introduce students to the [Government Jurisdiction Sheet](#), and have them cross-check their guesses/researched answers with what is on the sheet.
- ii. Discuss which levels of government students interact with (through these neighbourhood features) on a regular basis.
- iii. Grade 5+ Level up questions: Who decides what gets built where? Who decides how tall buildings can be?

Additional Classroom Resources:

- Elections Canada
 - Video: https://youtu.be/-7Ti_fWkASU
- City of Vancouver & Other Governmental Bodies
 - Infographic: <https://vancouver.ca/files/cov/cityscape-infographic.pdf>
- The Word Indigenous Explained - CBC Kids
 - Video: <https://www.youtube.com/watch?v=CISeEFTsgDA>
- BC First Nations Governance Worksheet
 - Optional class activity to learn about one or more of the local First Nations' governance structures
 - Page 16 of <http://www.fnesc.ca/wp/wp-content/uploads/2019/09/PUBLICATION-Governance-BCFNLTG-2019-09-17.pdf>
- Local Government 101 (Metro Vancouver)
 - A bit focused on the 2018 election but super straightforward and clear
 - Video: https://www.youtube.com/watch?v=r_HW4bSmJ1w

Educator Resources:

- BC First Nations Land, Title, and Governance Teacher Resource Guide
 - Webpage & PDF: <http://www.fnesc.ca/governance-2/>
 - An excellent resource specifically designed for the BC context and complete with activities and lesson plans to explore and share information and histories of First Nations governance with students of all ages. Perfect for further exploration of the Indigenous Governments category touched on in this section.
- Indigenous Self-Government in Canada, Canadian Encyclopedia
 - Webpage: <https://www.thecanadianencyclopedia.ca/en/article/aboriginal-self-government#:~:text=Indigenous%20self%2Dgovernment%20is%20the,with%20federal%20and%20provincial%20governments.>
- Bringing Indian Residential Schools and Reconciliation into the Classroom, FNESC
 - Webpage with teacher resource guides: <http://www.fnesc.ca/irsr/>

Module 2: Who is in Charge of a City?

City Governance

Overview: Explore and discuss the pieces of legislation that govern municipalities in BC, specifically the Vancouver Charter. Students will learn the difference between elected officials and city staff, and will expand their understanding of the role of elected officials by imagining what they do throughout the day.

Learning Outcomes: By the end of this module students will...

- Understand what pieces of legislation give municipalities their powers
- The unique role of the Vancouver Charter in governing the City of Vancouver
- The difference between elected officials and municipal staff
- The daily duties and responsibilities of an elected City Councillor

Curricular Core Competencies: see *Curricular Connections Table*

You Will Need:

- Module 2 description: <https://vancouverplan.ca/module-2>
- “In My Shoes” sheet: <https://vancouverplan.ca/module-2>
- Note paper (for students to use during the activity)

Instructions:

1. Provide students with an overview of the structure and governing documents for the City of Vancouver (see [Module 2 Description](#)):
 - a. In BC, the Community Charter and the Local Government Act govern the way municipalities function
 - b. The City of Vancouver is special as it is governed by the Vancouver Charter, and the Vancouver Charter gives the City special powers related to building codes, permits, liability, and planning; its own elected Park Board; and the ability to borrow money without certain approvals.
 - c. There are two big categories of people who work for the City - elected officials and staff
2. **Activity: Day in the life** (see [Module 2 Activity Instructions](#))
 - a. Have students imagine or discuss in groups what they think a City Councillor does in a day.
 - i. Prompting questions: What do you think they do? What kinds of meetings do they attend? Who gets to meet with them? What kinds of decisions do they make?
 - b. Individually, or in groups, have students create a timetable from waking up to going to bed in the evening that explains what their day looks like.

- i. Have students discuss and compare their timetable to others in the class.
- ii. Option: The whole class can create this timetable together with the teacher facilitating the conversation.
- c. Compare the guesses to the accounts provided by Vancouver Councillors on the Activity Sheet “In My Shoes”.
 - i. Discuss any questions students have about the Councillors’ day.
- ci. Extension Activity (Grades 8 – 12): [Making decisions](#). Can be done individually, in small groups or as a class:
 - i. Have students look up an upcoming or recently passed Council agenda: <https://vancouver.ca/your-government/city-council-meetings-and-decisions.aspx> and pick an item that interests them.
 - ii. Review the staff report, recommendation, and background material (if this is too much to get through, look for shorter videos that could explain the topic, or just skim the reports).
 - iii. Have the students vote or make a decision while explaining why they made that choice (if doing activity as a group or class, take stock of the results).
 - iv. Council meetings are [livestreamed](#)! The class could watch the discussion live (notice if there are any members of the public speaking to the item), or check back after the meeting to see what decision was made.
 - v. Talk about the decision and see if it was the same.

Classroom Resources:

- City of Vancouver & Other Governmental Bodies
 - Infographic: <https://vancouver.ca/files/cov/cityscape-infographic.pdf>
- The Vancouver Charter
 - Website: <https://vancouver.ca/your-government/the-vancouver-charter.aspx>
- Local Government is BC
 - Video: <https://www.youtube.com/watch?v=13kIEyBEUfk>
- Local Government 101 (Metro Vancouver)
 - A bit focused on the 2018 election but super straightforward and clear
 - Video: https://www.youtube.com/watch?v=r_HW4bSmJ1w

Module 3: How does the City Operate?

Services & Departments

Overview: Explore and discuss the various departments at the City of Vancouver. Students will learn about the difference between different departments, and the variety of roles and jobs held by City staff. Students will then have the opportunity to reflect on their interests and imagine themselves in the role of a municipal staffer.

Learning Outcomes: By the end of this module students will...

- Understand the various departments at the City of Vancouver
- Recognize the various roles and jobs held by municipal staff

Curricular Core Competencies: see *Curricular Connections Table*

You Will Need:

- Module 3 description: <https://vancouverplan.ca/module-3/>
- “If I Were a City Employee” worksheet: <https://vancouverplan.ca/module-3/>

Instructions:

1. Explain and discuss the role of various City departments (see [Module 3 Description](#))
 - a. Different discussion topics may include:
 - i. How student interact with these different departments through their life
 - ii. Career planning - what kinds of jobs there are at the City
 - iii. Collaboration - how different departments work together to achieve a common goal.

2. **Activity: Where would you work?** (see [Module 3 Activity Instructions](#))
 - a. Invite students to think about what department they would be interested in working in and why or why not?
 - i. Option1 : Have students complete the ‘Where would you work’ worksheet.
 - ii. Option 2: Role playing
 1. Have students pick a department they want to “apply” to work for. Then, in partners, they take turns playing the interviewer and interviewee as if they were applying to work for a job in that department. If helpful, you can provide a list of standard [interview questions](#).
 2. This activity requires students to reflect on their skills and interests.
 - iii. Option 3: Getting the job you love (Grades 8 – 12)
 1. Have the students pick a career they might be interested in

2. Using Civic InfoBC (<https://www.civicinfo.bc.ca/>) have them research current and past job postings for the career they want (these can be for places outside of Vancouver)
3. Have them write a short 1-page report about how they might get that career and what (exactly) they might do: what education and skills are required, what are the tasks and responsibilities and does that career provide opportunities to advance.

Classroom Resources:

- Vancouver Zoning 101
 - Video: <https://youtu.be/W4PfiTcSeWo>
- #CityWeLove video series (highlighting jobs and roles in the City of Vancouver’s Engineering department):
 - Video playlist:
<https://www.youtube.com/playlist?list=PLF8s0XPMBBO1BOKBLxHhCGpotC-F44qOE>

Educator Resources:

- Local government legislative framework, BC Government:
 - <https://www2.gov.bc.ca/gov/content/governments/local-governments/facts-framework/legislative-framework>
- Vancouver Charter:
 - <https://vancouver.ca/your-government/the-vancouver-charter.aspx>
- Community Charter and Local Government Act Municipal Powers Compared to the Vancouver Charter, Corporate Report for the City of Surrey
 - https://www.surrey.ca/sites/default/files/corporate-reports/RPT_2007-C019.pdf#:~:text=The%20City%20of%20Vancouver%20has%20the%20authority%20to%20prohibit%20business,of%20business%20or%20business%20activities

Module 4: What is City Planning?

Overview: Explore and discuss the process of city planning and the role of city planners. Students will have the opportunity to reflect on city planning within the wider context of Indigenous-Settler relationships and the concept of erasure. Students will also be introduced to the concept of design thinking and public consultation. Finally, students will have the opportunity to try their hand at planning their own neighbourhood.

Learning Outcomes: By the end of this module students will...

- Understand what city planning is, the role of city planners and the relationship to Council
- Recognize the historical inequities and how Indigenous presence on the land has been altered and erased through planning practices
- Have developed an initial understanding of the complexities of planning through the exercise of planning their own neighbourhood

Curricular Core Competencies: see *Curricular Connections Table*

You Will Need:

- Module 4 description: <https://vancouverplan.ca/module-4/>
- Module 4 Activity description: <https://vancouverplan.ca/module-4/>
- Activity: Paper/pens/markers Or Whiteboard and markers

Instructions:

1. Share and discuss the role of city planning in cities like Vancouver (see [Module 4 Description](#)). A few key points:
 - a. All the things around us are the result of decisions made by people
 - b. These decisions often rely on or are shaped by public input (surveys, town hall forums, workshops, design activities, etc)
 - c. Indigenous people have been erased from this landscape through the tools like city planning
2. **Activity: You are a Young Planner** (see [Module 4 Activity Instructions](#))
 - a. Option 1: Individually
 - i. Have students make a small square in the centre of a piece of paper to be their home
 1. Then ask students to begin drawing out a map of their dream neighbourhood around that home (Are there streets? Sidewalks? Other buildings?)
 2. Further prompting questions: What goes where? What does a neighbourhood need? Schools? Shops? Parks? What else? How close are things together? What can you walk to? Bus to? Drive to?

- ii. After a reasonable amount of time has passed have students share their neighbourhood with a partner or group
 - iii. Send photos of their neighbourhood drawings to stina.hanson@vancouver.ca
- b. Option 2: As a class
- i. Draw a square (roughly 4”x4”) in the middle of the whiteboard to represent the school (one option is to do this as a birds-eye-view of a map - another is to draw the school and add around it as a landscape drawing)
 - ii. Have students discuss and share what should go around the school to make it the *perfect neighbourhood*
 - 1. As suggestions are made, invite students up to the board to add their additions
 - 2. Option to facilitate a group discussion or to allow each student a turn to add something to the board and have them share what and why
 - iii. Send a photo of their neighbourhood drawing to stina.hanson@vancouver.ca (and/or upload onto to Young Planners’ Map – see Part 2).

Educator Resources:

- The Activity for the module is very similar to ‘City on a Wall’ co-design activity pioneered by Stanley King. You can learn more here: <http://youthmanual.blogspot.com/>
- A Kid’s Guide to Building Great Communities: A Manual for Planners and Educators (2002)
 - <https://www.cip-icu.ca/Files/Resources/kidsguide.aspx>
- Erasing Indigenous Indigeneity in Vancouver, Jean Barman, 2007
 - A slightly dated but interesting historical overview of the erasure of Indigenous peoples from Vancouver
 - PDF: <https://ojs.library.ubc.ca/index.php/bcstudies/article/download/626/669/>
- Not Just Passing Through: Urban Indigenous People, 2019 Research Report, Congress of Aboriginal Peoples
 - PDF: <http://www.abo-peoples.org/wp-content/uploads/2019/09/Urban-Indigenous-Report-FINAL.pdf>

Module 5: The Vancouver Plan

City Planning for the Long Term

Overview: Students will learn about long-term city planning and the issues that are considered in long term planning processes. Explore and discuss the Vancouver Plan process currently underway at the City of Vancouver and the ten provisional goals that were developed out of Phase 1 engagement (which ran from November 2019 to August 2020).

Learning Outcomes: By the end of this module students will...

- Understand the importance of long-term city planning
- Know what the Vancouver Plan is and its ten provisional goals
- Identify their values and where there is alignment with the goals
- Express their ideas for the future of Vancouver

Curricular Core Competencies: See *Curricular Connections Table*

You Will Need:

- Module 5 description: <https://vancouverplan.ca/module-5/>
- Vancouver Plan 10 provisional goals: <https://vancouverplan.ca/a-plan-for-vancouver/>
- Optional for activity: stickers

Instructions:

1. Explain and discuss the Vancouver Plan (see [Module 5 Description](#))
 - a. It may help to write the 10 provisional goals on the whiteboard (or flipchart paper if doing option 2 below)

2. **Activity: Your Vancouver Plan Goals**
 - a. Option 1: Individual
 - i. Have students reflect on their personal values and pick their top three goals
 - ii. Invite students to draw an image or write out how the City of Vancouver should make that goal a reality
 - iii. Share their drawings/results with stina.hanson@vancouver.ca
 - b. Option 2: As a class
 - i. Have the provisional goals on flipchart paper on the wall
 - ii. Discuss the goals as a class
 - iii. Dotmocracy: Give each student 3 stickers to put next to their top three goals
 - iv. Discuss which goals were the most popular and why
 - v. Share a picture of your dotmocracy goals with stina.hanson@vancouver.ca

Classroom Resources:

- Vancouver Plan Phase 1 Report
 - <https://vancouverplan.ca/what-weve-heard/>

Educator Resources:

- What is dotmocracy?
 - https://dotmocracy.org/what_is/