

# Learning Portal – Educators Guide Part 2

## ***Introduction to this Guide***

*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 through to 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 activity outlines and teaching notes will help prepare facilitators to best deliver this material. This is Part 2 of the program with activities that allow students to think about their experience of the City today and what changes they want in the future. Some of activities will share results directly with the City, while we encourage you to share student results from the other activities to Stina Hanson, Child and Youth Engagement Planner, [stina.hanson@vancouver.ca](mailto:stina.hanson@vancouver.ca). It also offers supplementary resources for groups who might wish to go further with different aspects of the curriculum.*

## **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.

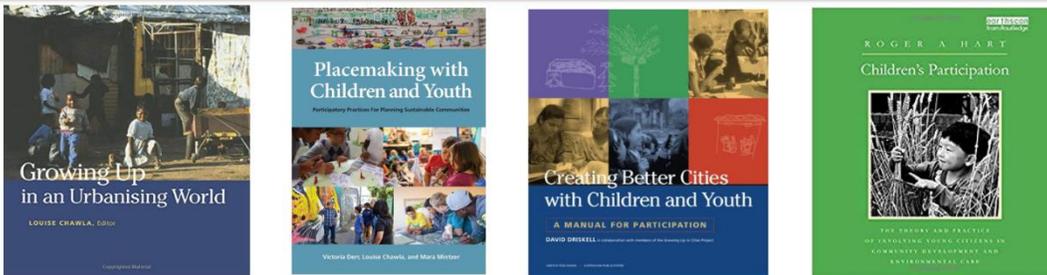
- English Language Arts (Grades 4-9):
  - Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens;
  - Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Career Education (Grades K-9):
  - 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 support 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 2: Experience the City

## *Exploring our Neighbourhoods*

### 1. 'Growing up in Vancouver' – Student Survey

Overview: In this survey students will be guided through visual and written questions with the purpose of helping the city understand their current experiences and future vision for the City of Vancouver. The survey breaks the Vancouver Plan provisional goals into 3 broad categories - Just City, Green City, and Fun City.

There are flexible options for how to deliver the survey to students:

- If possible, it is best to complete the 3 sections in one sitting, but these can also be broken into 3 different shorter surveys.
- Most ***items should be completed by students individually and anonymously.***
- 'Class discussion' short answer questions are designed to be collaborative and support conversation amongst students. These could be completed in small groups or as a full class.

The survey is available via the [Part 2 materials](#) page and directly at:

<https://survey.vancouver.ca/s3/Growing-up-in-Vancouver>

**If completing all 3 survey sections in 1 sitting, we expect surveys should take approximately 30–45 minutes for students to complete.**

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

- Know more about the 10 provisional goals of the Vancouver Plan and how the 10 goals relate to social justice, environmental and social sustainability, and creation of fun and healthy cities.
- Begin to think critically about how their city can best respond to social & environmental challenges like climate change, housing affordability, discrimination, and more.
- Gain experience articulating their ideas in the written form, or through collaborative group debates (in case of classroom discussions).

Curricular Core Competencies: See *CCC Table*

You Will Need:

- Computer(s) or tablets with Internet access, or pre-printed copies of survey for each student
- Writing instruments

Instructions:

1. Deliver the survey to students on computers or paper.
2. Remind students that:
  - a) the survey is *NOT* a test, and that all their ideas are 'correct' (or that there are no right or wrong answers).
  - b) Answers should be private and anonymous - help students understand these concepts.
3. For younger grades it may be helpful to work as a group, moving from question to question together; to read each item out-loud to the class, explaining any difficult terms; and to project the survey on the smart or white-board as you move along (for visual support).
4. After students have completed their individual surveys, host all-class or small-group discussion of In Class Discussion Questions if desired. If discussions take place in small groups, please assign a notetaker for each group, and collect notes to ensure student ideas are communicated back to the city
5. Please allow a bit of time at the end for student feedback, questions, or concerns. If you have any student feedback, or observations please share with Stina Hanson, Child and Youth Engagement Planner, [stina.hanson@vancouver.ca](mailto:stina.hanson@vancouver.ca).

Classroom Resources:

- Short Video on '[What is a Complete Community?](#)' (2:26 min)
  - <https://www.youtube.com/watch?v=4IDKFkMBcNw>

Educator Resources:

- Chapter 6, 'Questionnaires and Surveys' section (pp. 139-146) in Driskell (2002), *Creating better cities with children and youth: A manual for participation*.
- Chapter 6: 'Surveys and Questionnaires' section (pp. 145-154) in Derr et al., (2018), *Placemaking with children and youth*.

## 2. Neighbourhood Assessment Walk

### *Community Assets and Needs Mapping*

#### Overview:

The Neighbourhood Assessment walk is a child and youth led community assets and needs mapping activity. Students identify the important places in their neighbourhood and provide feedback for things or places they like and dislike in the community.

The walk is complemented by the Young Planners Map, which can also be done as a stand-alone activity. Students are invited to elaborate on how to change or improve areas in the city by uploading images, comments and/or design-sketches on the Young Planners Map. (Note: these can be images of art or design projects created in the Student Projects section – see below).

- For specific instructions, see the [Neighbourhood Walk Guidelines](#) document.

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

- Develop social awareness and empathy while experientially learning about the needs of various diverse groups in the city.
- Learn to identify, analyze, and make judgements about past and present city planning (i.e., socio-political) decisions, and their effects on diverse populations.
- Deepen their critical understanding of social and environmental sustainability challenges in their community.

#### You Will Need:

- Walking supplies - comfortable shoes, weather appropriate layers, water bottle, pocket-snacks, etc.
- Cameras and/or smartphones: One camera per student or group. Note: Society for Children and Youth can provide digital cameras upon request.
- For the Pre-Mapping a city or neighbourhood map (see the Neighbourhood Walk Guidelines – you can choose to use a paper map or Google Maps).

#### Instructions:

1. There are various ways to support students in doing this walk:
  - It can be a whole-class field trip around a 2km radius of your school
  - Students can do this as an optional independent activity in their home neighborhoods after school hours.
  - Homework assignment: asking students to bring in at least one 'like' and one 'dislike' photo taken on their walk to and from school, for example (or a walk in their neighbourhood).

## 2. Pre-Mapping (optional):

- Following the [Walk Guidelines](#) ask students to think of and list the places they visit outside their home after school, on weekends, and during school breaks.
- Next, ask students to circle the places that are a maximum 10–15-minute walk away (Note: 10 minutes is the approximate equivalent of a 3 minute car-ride, or 7 blocks/700 meters).
- Mapping: mark on the map all the identified locations. This can be an individual (or paired) activity with students using school laptops and Google Maps, or the class can choose to do large-group mapping either with a paper-map and dot-stickers, or projecting Google Maps and using a smart-board. (The group approach will work well if the class is going together on a school-area walk for their neighbourhood assessment.)

## 3. Preparing for the walk:

- a. Go over basic safety instructions relevant to your classroom and group. For example, you may want to remind students to avoid taking pictures of other people (although this may be impossible in public spaces), and to avoid private property photos, such as individual homes or cars. If they would like to take pictures of somebody's pet, for example, always ask permission first from the owner.
- b. Personal preparedness – encourage masks, appropriate layers, water, etc.



Source: <https://www.thesocialguidebook.no/blogs/norwegian-culture/norwegian-weather-2>

- c. Review the basic Photo-Documentation instructions



### TAKE PICTURES OF:

- What you **LIKE** and would **KEEP**
- What you **DISLIKE** and would **CHANGE**

### ALSO... THINK ABOUT

- What would you **DO** here?
- What are things you **CANNOT DO** here?
- Who is **WELCOME** here?

4. Begin the walk! Along the way, let your students take the lead and encourage them to find and add their own voice and autonomously identify their likes and dislikes.

#### Educator Resources:

- Chapter 6 in Driskell's (2002) *Manual for Participation*, and especially the section on 'Guided Tours' and 'Photographs by Young People' (pp. 127-133) are most relevant.
- Chapter 7 in Derr, Chawla, and Mintzer (2018) 'Into the City' and also the PhotoVoice section of Chapter 5.

### 3. Young Planners Map

Similar to the neighbourhood walk, this mapping activity can be facilitated as a whole-group in-class session, or it may be done independently (in class or as a home assignment) by students.

Doing the walk and mapping as a group has both pros and cons. Students enjoy working in small or large groups with peers and the group discussions help them learn from each-others' experience and co-construct a deeper understanding. The group process also helps students come up with a shared consensus, which is essentially what city planning is about. However, it can take away from the opportunity to express individual ideas and to debate more popular ideas that a larger part of the group may have. This kind of 'groupthink' can inhibit creative 'out-of-the-box' approaches. For this reason, it is often best to allow students to work independently first (and answer the survey or add ideas to the Young Planners Map individually) and then discuss as a group and perhaps come up with a shared consensus.

Please refer to the [Neighbourhood Walk Guidelines](#) document and the Young Planners Map [website](#) for more specific instructions.

The Young Planners map is available directly on the *Part 2 materials website* and at:

<https://urbanarium.org/young-planners-map>

If your class is choosing to do one of the Student Projects for the Vancouver Plan, we would love to have sketches, images, design models, or other visual input created for re-design recommendations uploaded onto this map.

If you have any questions about the map or its functionality please contact Stina Hanson, Child and Youth Engagement Planner, [stina.hanson@vancouver.ca](mailto:stina.hanson@vancouver.ca)

## 4. Student Projects

The following project examples come from the Society for Children and Youth of BC's past child and youth engagement in city planning work, including the Urban Explorers program. These projects were created by SD39 students in grades four to seven during the 2017-2020 school years.

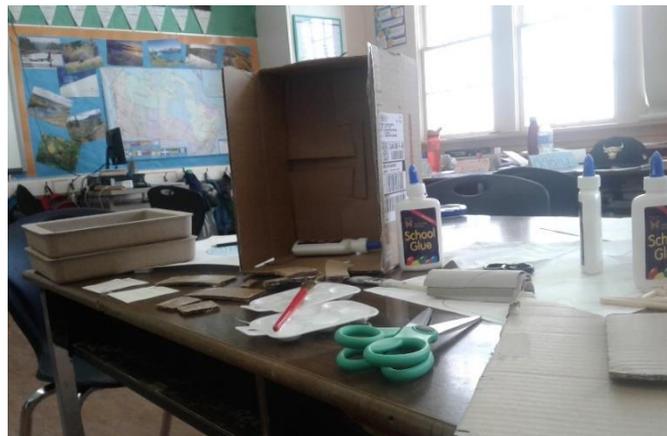
The City of Vancouver is interested in all the results, ideas and observations generated by children and youth (regardless of the medium!) over the course of these projects. Please send anything and everything to Stina Hanson, Child and Youth Engagement Planner, at [stina.hanson@vancouver.ca](mailto:stina.hanson@vancouver.ca).

### DESIGN MODELS

Begin by collecting recycling with students for a week or two prior to making 3-D models:

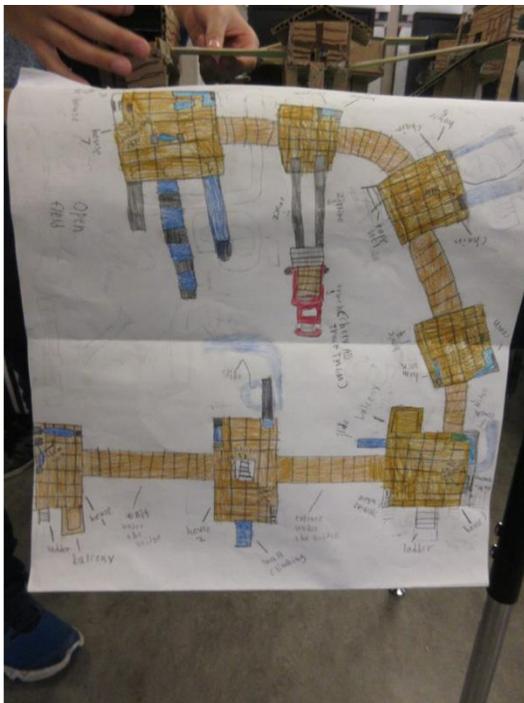


Gather additional craft materials and tools, including glue, tape, and scissors:

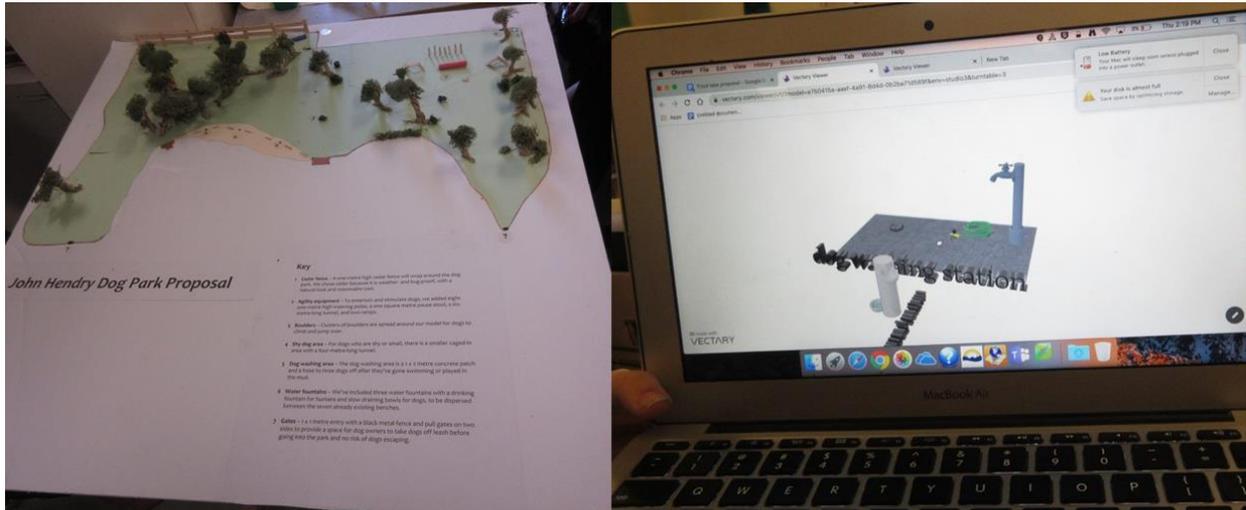


Models plans can be 2-D (hand-drawn) and/or 3-D models (built from recycled materials). In the examples below students chose to make a hand-drawn design prior to building their models.

VANCOUVER PLAN - EDUCATOR'S GUIDE



A group chose to use computer software they were already familiar with (Vectary in this case) for a detailed design of one aspect of the park. The rest of the model was made with recycled materials:



Students may work individually, or in small groups on smaller-sized models:



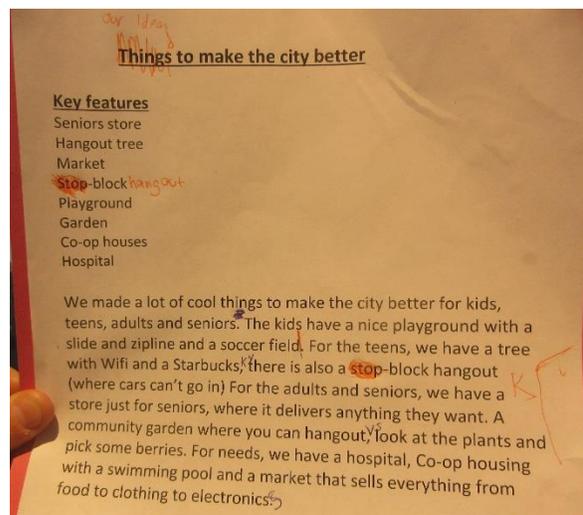
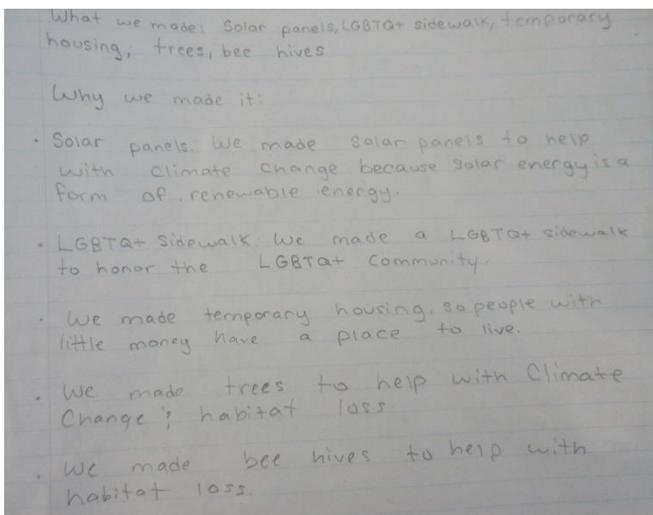
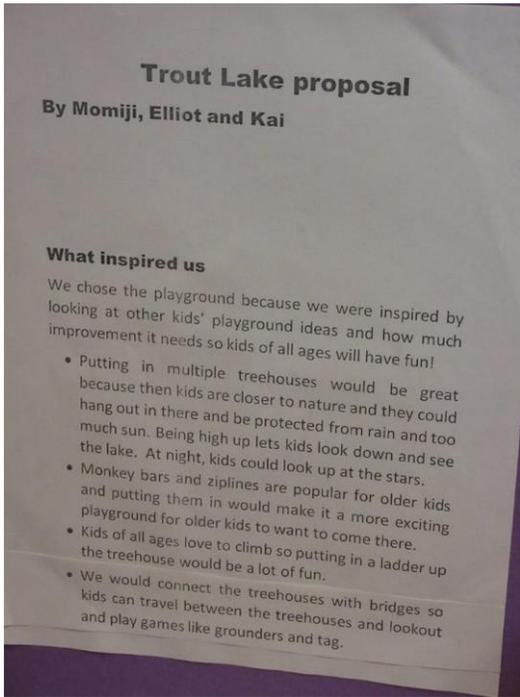
Students may also co-create larger models in bigger groups, or with the entire class. This model below of Trout Lake was a collaborative whole-class effort, and the image below is a group of students' 're-design of a section of Broadway for the Broadway Corridor Plan.



## CREATIVE WRITING

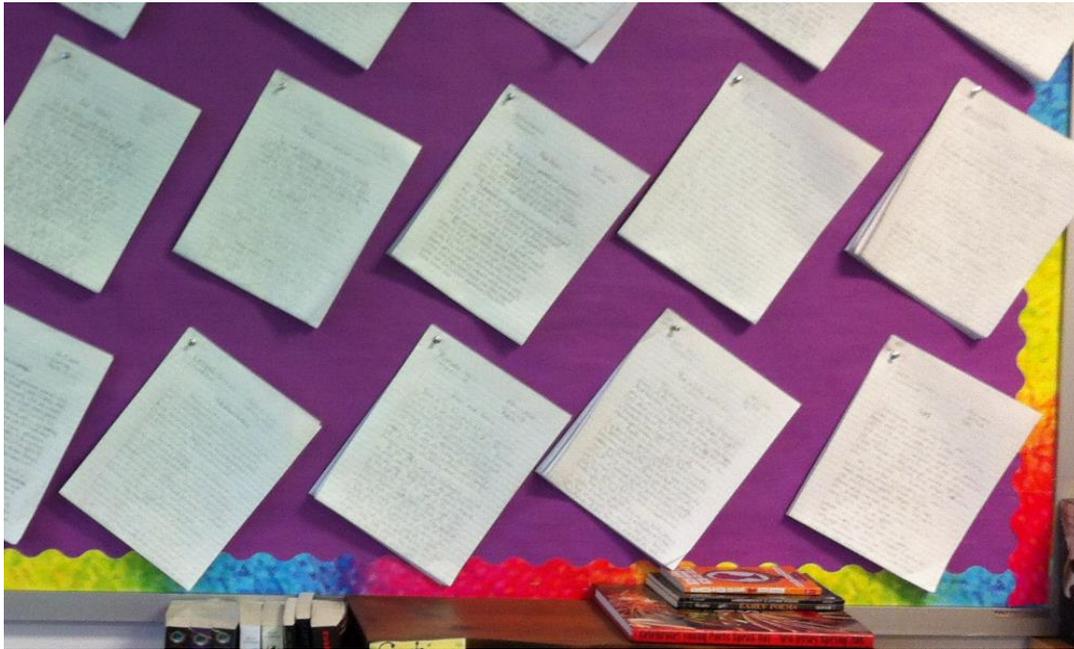
### A) MODEL DESCRIPTION 'WRITE-UPS'

Grades 4-7 students were asked to write a short description of what inspired them and what their design models included (and why) to complement the 3-D models.



## **B) VANCOUVER 2050 ESSAYS**

Grade 7 students were asked to imagine that they woke up one morning only to find themselves in the future: Vancouver 2050! The assignment asked them to write a 1-3 page essay on their experience of the city in 2050, describing how they think the city will address major urban sustainability challenges.



## **C) INQUIRY PROJECTS ON THE JUST-GREEN-FUN CITY**

Inquiry projects begin with students doing research (inquiry) on a topic – in this case they can look at what other cities around the world are doing for reconciliation, to be more just and equitable, to meet sustainability goals, and/or to be a more fun and healthy city for all. Students are then asked to summarize what they found and write recommendations of what they think Vancouver can do to achieve these goals (of just, green and fun).

# PHOTO-VOICE

**PHOTOVOICE POSTERS**

**EXPLAIN & COMMUNICATE: What – Why - How**

**Boulder High School ID Class Project**

By: Alexis, Francisco, Keaton, Emma, Kiet, Kat, Ari, Adriana, Miriam, & Luis

**WHAT** the picture is  
**WHY** you chose it  
**HOW** you would change it, or how it makes you feel

Photos can be grouped into 'Likes' (green) and 'Dislikes' (red).



