



American Planning Association
Florida Chapter



KINDERGARTEN - 2ND GRADE BAND PRESENTATION
FACILITATOR GUIDE



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PROJECT DESCRIPTION

Brandon King and Brent Baltzer are pleased to partner with the American Planning Association (APA Florida) to create a 45-minute instructor led training (ILT) piece, to be delivered face to face in Florida Elementary Schools about the planning profession and concepts related to planning.



This training includes:

- Detailed Facilitator Guide
- Handouts, Posters, and other Print Media
- Build a Book Activity

AUDIENCE

- Kindergarten-2nd Grade

CONTENT AREAS

- Infrastructure
- Transportation
- Land Use
- Environment

NEEDS

The APA Florida has identified the need for a ready-made curriculum that can be easily adapted for giving 30-45 minute presentations at Elementary Schools to promote interest in planning professions, as well as raise awareness about the planning process and roles that students can play within that process.

AUDIENCE LEARNING NEEDS: K-2ND GRADE BAND

These learners would generally benefit from short amounts of contextualized presentation with engaging and interactive activity that capitalizes on the idea of play as learning.

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PREPARATION

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PREPARATION

The following set of guiding materials will help you to be an effective facilitator in the typical Florida Elementary School classroom. To help get you started, the following section will help you to reach out to educators, prepare materials, provide an agenda, and guide you through follow-up that will help to extend the learning experience for your high school audience. Let's get started!

REACH OUT

Before you are ready to start preparing for entering a classroom, the first step is to reach out to teachers at local schools that you can visit. It may be helpful to research the teachers in the Elementary School. Below you will find an example email template that you can use to help you to reach out to faculty and staff at your local schools. Do not forget to attach the Common Core Standards Mapped to Activity: Kindergarten-2nd Grade Band document to the email (See Appendix D). It is important to call attention to how the activities in your presentation will map to the curriculum requirements of the school that you are visiting. Teachers are often pressed to address these standards in the span of the school day, so approaching them with this in mind will help them to justify setting their other activities aside for your visit.

Please replace the text in red with the appropriate information.

Dear (Insert Teacher's Name),

I hope that you are having a great week! My name is (Planner Name) and I work with the local planning association. Part of my job is to help educate the community about the planning process and encourage community members to participate in it, including Elementary School students to understand a bit more about their community and tools like maps. I am writing to see if you would be open to having me visit your school/class for approximately 30-45 minutes. In this time, I would walk them through a few engaging activities that will help them discover more about what I do as a planner and about their community. The activities that we will go through also address the Common Core Standards as mapped in the attached document to each activity that we will be doing.

Please feel free to contact me with any questions.

I look forward to hearing from you and hopefully meeting some of your students!

Best,

(Planner Email Signature)

(Attach: "K-2_CCS_Mapped_to_Activity.pdf")



MATERIALS

FACILITATOR EXAMPLE BOOK

As part of this curriculum, you have been provided with a template to use in creating an example book for the primary activity you will be facilitating with the students. This book has been structured to give you a head start in creating the story but is still in need of your customization. Please see Appendix C to get started making a story that is relevant to you and the community that you work with.

COORDINATE

In many cases you can work with schools to find the best space and materials to do activities like the ones described in this curriculum. It is worth reaching out not only to the hosting teacher but also to other teachers in the school, such as the art teacher. The central activity that you will be working with students on requires quite a few art supplies and also space for the students to work. Not every school will have these resources available in the main classroom but they often do have them in the Art classroom. Of course, you can always offer to bring these supplies with you if the school you are going to does not have these resources or are unable to coordinate.

MATERIALS

The following list of materials should be gathered/printed before you attend any presentation. These are suggested essentials for your presentation but you should feel free to add elements depending on the context of your presentation and the school environment that you will be presenting in.

- 1 Facilitator Guide
- 1 printed poster with provided community elements (already cut out)
- Filled in and colored Facilitator Example Story Book
- 1 copy of each printed Story Book Template per student (bring about 10-15% extra in case they make mistakes)
- 1 set of community elements for the students to cut out and color on their own

These depend on feedback from the teacher. Not every class will be as well prepared, so please ask the teacher if the following will be needed:

- Colored markers (1 box for every four students)
- Round tip scissors (1 set for every two students)
- Glue Sticks (1 stick for every two students)
- Multiple Color Construction Paper (a stack for every four students)

AGENDA

In order to help plan on the amount of time that your presentation will take, the following agenda provides you a high-level guide. The agenda lays out a list of modules and the estimated times for each module. The first time presenting any curriculum it may be a good idea to allow a little bit of extra time. With this in mind, you can always borrow time from the extension activities to keep your presentation within the amount of time that the school has allotted you. As with any presentation, preparedness and practice will make you a more effective facilitator and keep the class moving fluidly, but you always have the built-in flexibility of the extensions to adapt and spend time where you feel is best for that particular presentation.

Total Time: 30-50 min.

- Module 00: Introduction
 - **Time:** 2-3 min.
- Module 01: Build Your Community
 - **Time:** 8 min. + 8 min Extension
- Module 02: Build a Book: My Favorite Place
 - **Time:** 20 min. + 9 min Extension

ICONOGRAPHY TABLE

Preparation



Comprehension Check



Expect



State



Facilitate



Describe



Ask



Activity



Narrate



MODULE TREATMENTS/INTERACTIONS

MODULE 00: INTRODUCTION

Time: 2-3 min.



This opening sequence provides a general introduction of the APA, presenter, and the ILT format.





Performance Objective(s)


Behavioral Outcome(s)

- Understand that there is an organization that is responsible for planning these elements of their community and the habitat around them.
- Understand that there is a career for planning communities and the elements in them.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • The hosting teacher should be contacted ahead of time to verify access to a projector and any other resources that might be needed during the visit to the hosting classroom. • You should gather the materials itemized in this facilitator guide ahead of time. • Try and collaborate with other teachers such as the Art teacher for supplies and space. • Any posters and handouts that need to be printed should be prepared in advance. • The room should be prepared ahead of time with the necessary posters, supplies, and handouts. 	
Timing	2-3 minutes	
State 	<p><i>"Hello, how is everyone doing today?"</i></p> <p><i>"My name is (Insert Name) and I'm going to be working with you today to learn a little bit about what I do. I'm what's called a 'Planner' and I help people decide what kinds of things like parks and schools they have, where they go, and a lot more."</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Ask 	<p><i>"How many of you have helped to plan something like a birthday party or how something is made?"</i></p> <p><i>"What does it mean to plan something?"</i></p>	
Expect 	<ul style="list-style-type: none"> • <i>Make things</i> • <i>Send invitations</i> • <i>Get food</i> • <i>Figure out what you're making</i> • <i>Know how to make it</i> 	<p>Some kids will be talkers but don't be surprised if you have to help them out or if they are shy also. One technique is to make sure to give enough time and keep a positive composure towards them.</p>
State 	<p><i>"Right! These are all good answers. They are good examples of things that you have to think about before something can happen or be made. That's what planning is, it's about thinking ahead."</i></p> <p><i>"To get us started, I'd like to tell you a little bit about myself and what I do as a(n) <i>(Insert Title)</i>."</i></p>	
Describe 	<p>Suggested topics to cover in 1-2 minutes:</p> <ul style="list-style-type: none"> • Name • Title • Personal information • General and very high-level description of what you do as a planner: <ul style="list-style-type: none"> ◦ Project types you have been involved in (possibly avoid mentioning any specific projects that could be politically charged discussion points) ◦ Types of people you interact with on a daily basis ◦ What you enjoy best about being a planner • What attracted you to planning? 	<p>Remember to keep descriptions of your projects age appropriate. Complex descriptions or technical terms should be avoided. See Glossary for some help.</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
State 	<i>"Today we are going to start by looking at your community and then we are going to hear a story. After, you are all going to get the chance to make your own story, which I can't wait to hear and I'm sure your family will like you to tell them."</i>	

MODULE 01: BUILD YOUR COMMUNITY

Time: 17 min. + 5 min Extension.

Learners use a simplified grid map with cardinal directions and cut outs of typical community elements (school, parks, library, housing, etc.) to develop a rough map of the community that they live in.

Performance Objective(s)



Learning Objective(s)


- Better understand the elements of their neighborhood and city.
- Understand that there is a reason for why community elements are where they are.




Behavioral Outcome(s)


- Be able to better describe the community that they live in.
- Become familiar with using maps and other tools.
- Be able to identify types of elements in their community or categories.
- Be able to describe why some elements are placed where they are.



Facilitation





ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	Pull out land use poster and tape it to the wall or white board.	Map Poster
Timing	2 minutes	
State 	<p><i>"I bet everyone here has seen either a map or a globe before. They help us know more about where things are and where we are. For example, where the school is from your house or where your family's favorite restaurant is."</i></p> <p><i>"Now we are all going to become map makers. As map makers, it will be your job to help me to build a map of where we live and the things that are important to us. The first thing that we need to know as map makers is what makes up a map?"</i></p> <p><i>"First, Cardinal Directions tells us which way to go. North points up, east to the right, south points down, and west to left. An easy way to remember them is:</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<p><i>"Repeat after me:</i></p> <p><i>"Again:</i></p> <ul style="list-style-type: none"> <i>N – Never</i> <i>E – Eat</i> <i>S – Soggy</i> <i>W – Watermelons"</i> <p><i>"Now just you. (Help the kids to say it on their own.)"</i></p> <p><i>"Very good!"</i></p> <p><i>Next, the lines on our map are called longitude and latitude.</i></p> <ul style="list-style-type: none"> <i>Longitude – are the lines that go up and down.</i> <i>Latitude – are the lines that go from side to side.</i> 	
Timing	2 minutes	
Comprehension Check 	<p><i>"Which of these lines goes up and down?"</i></p> <ul style="list-style-type: none"> <i>Expect</i> <ul style="list-style-type: none"> <i>Longitude</i> <i>The students point to the correct line</i> <p><i>"Which one goes side to side?"</i></p> <ul style="list-style-type: none"> <i>Expect</i> <ul style="list-style-type: none"> <i>Latitude</i> <i>The students point to the correct line</i> <p><i>"How do we remember our directions?"</i></p> <ul style="list-style-type: none"> <i>Expect</i> <ul style="list-style-type: none"> <i>N – Never</i> <i>E – Eat</i> <i>S – Soggy</i> <i>W – Watermelons</i> 	






ACTION	EXPLANATION	DELIVERABLES/NOTES
State 	<p><i>"Good job! I can see that you are all going to be excellent map makers."</i></p>	
Timing	<p>2-3 minutes</p>	
Ask 	<p><i>"Can you help me to show some important things to you on the map behind me?"</i></p> <p><i>"What are some places you can think of that you see on your way to school or to a place that you really like?"</i></p>	<p>Land Use Map Poster</p>
<p>Expect</p> 	<ul style="list-style-type: none"> • School • Highways • Restaurants • Museum • Planetarium • Aquarium • Zoo • Fire Station • Aquarium • Park • Movie Theater • Beaches • Bridges • Stadiums • Universities 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	8 minutes	
Facilitate 	<p>Use the cutouts to ask questions about where items go on the map. Start close to the school and work your way out. You can ask things like:</p> <ul style="list-style-type: none"> • <i>What kinds of things are there around the school?</i> • <i>How far away from the school is _____ compared to _____?</i> • <i>Are there any things along the water that you see or like to visit?</i> • <i>Where do you think _____ goes on the map?</i> • <i>Who has to drive on a highway to get to school? What about to your favorite place?</i> • <i>What's your favorite park? How far away from the school or your house is it, can you walk there?</i> <p>As you identify where items go, place them on the Map until you have a decent basis of landmarks in generally accurate position. It is not important to be incredibly accurate, this map is just meant to give a general idea about the community and serve as a tool in the Build a Book activity later.</p> <p>If there are landmarks mentioned during the activity that you do not have a cutout for but is important, you draw on the map (do your best, just make it fun).</p>	<p>Before coming:</p> <p>It may be helpful to pre-draw coastlines and bodies of water or major road ways.</p> <p>You should position the school on the map first to provide a point of reference.</p> <p>Please look-up some of the larger item locations so that you can help the kids come up with ideas and guide them on where to place the items.</p> <ul style="list-style-type: none"> • School • Highways • Museum • Planetarium • Aquarium • Fire Station • Aquarium • Zoo • Park • Movie Theater • Beaches • Bridges • Stadiums • Universities <p>Feel free to draw other items on the map that you think are important but the students don't mention like where your planning office is.</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Activity</p> 	<p>Over the next 8 minutes, learners take on the role of a map maker to help create a rough map of the community that they live in. To help make the activity more intuitive and support later activities, the class will use one large printed map template that has a grid and cardinal directions on it.</p> <p>They use cutouts of recognizable elements to their community (they will use these same graphics in the next activity to create consistency) with guidance from the facilitator to create a map of their community. The facilitator can use colored markers to indicate features of the landscape that the community is situated in (i.e.; bodies of water, coastline contour, etc.)</p> <p>In this activity, the learners take ownership for their community and are motivated to share their favorite parts of it with help from the facilitator as they are challenged and drawn into the map making task, which begins priming them for the larger concepts being covered during the day. Moreover, learners work socially as a group to negotiate the what elements make up their community and where they are placed. They also are challenged to engage socially with each other using the map to discuss what they like and do not like about their community. You should lead them to understand more about why elements are placed the way that they are and what benefits this planning offers by asking guiding questions.</p>	
<p>State</p> 	<p><i>“Good job! It looks like you have helped me to make a pretty good map of our community. You are all excellent map makers!”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	5 minutes	
Extension: Ask 	<i>"Did we leave anything out? Who can help me to come up with a few extra places that we can put on the map?"</i>	
Extension: State 	<i>"Let's use the construction paper that I brought to draw out one or two things that you think I left out. For example, what about something that's important to you like your house or your grandparents' house? What about a pool or ice cream place? It's really up to you, be creative! We have about 3 minutes."</i>	
Extension: Facilitate 	Walk around the room to help get the students started. Suggest some places that they might want to draw: <ul style="list-style-type: none"> • Grandparents' House • Pool • Ice Cream Place • etc. 	Feel free to draw other items on the map that you think are important but the students don't seem to be thinking of.
Extension: State 	<i>"Great job! I saw a lot of neat places being drawn. Hold onto these, for our activity later."</i>	

Review & Summary (3 min)

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	3 minutes	
Ask 	<p><i>"Now that we have our map put together, I'm wondering if you can help me think about some reasons for why some important things are where they are?"</i></p> <p><i>"For example, why might a school be close to where people live?"</i></p>	
Expect 	<ul style="list-style-type: none"> • Yes • So people can walk to/from school • To be close to homes • Easier to get picked up/dropped off 	
State 	<p><i>"That's great! Now let's think about some why other things might be where they are."</i></p>	
Facilitate 	<p>Take the next 1-2 minutes to briefly review 2 or 3 landmarks from the map. Some things to keep in mind include:</p> <ul style="list-style-type: none"> • Why something might be positioned close to geographic resources • Why something might be close/far in relation to residential areas (call this "where people live" for the kids) • Why something might be missing from where you would expect it 	<p>Keep the discussion age appropriate and restrict language from technical terms. Use more description than terminology.</p>
State 	<p><i>"Very good! I can see that you are not only excellent map makers but that you would make great planners."</i></p>	

MODULE 02: BUILD A BOOK: MY FAVORITE PLACE

Time: 22 min. + 5 min Extension

Learners build on their knowledge about their community by creating a picture book about their favorite place and things they see on their way there or that they do.

Performance Objective(s)



Learning Objective(s)






- Better understand the elements of their neighborhood and city.
- Understand why elements of their community exist.
- Understand that there is a reason for why community elements are where they are.



Behavioral Outcome(s)


- Be able to better describe the community that they live in.
- Be able to identify types of elements in their community or categories.
- Be able to describe why some elements are placed where they are.





Learner Experience Detail





ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<p>Make sure that you have completed your example book before arriving to the class and have practiced how you intend to narrate it to the kids. Your book and story will be the model for the students to follow and give them ideas about locations to include.</p> <ul style="list-style-type: none"> • All cutouts should be printed off and passed out. • A copy of each Book Template should be printed for each student plus some extra and passed out. • Any supplemental supplies should be gathered and distributed before beginning the exercise. 	Example Book, Cutouts, Book Templates, Supplies for Assembling Books
Timing	2-3 minutes	
Ask 	<p><i>"Now that we've already been map makers today, I'm wondering if anyone would like to hear a story?"</i></p>	


ACTION	EXPLANATION	DELIVERABLES/NOTES
Expect 	Yes	
State 	<i>"I'm going to share a story with you about my favorite place and my journey to get there from my home. Pay attention to the map behind us as I tell it to you, you may just recognize a few things!"</i>	
Narrate 	<p>Using the book that you've made and story, tell the students about your journey to your favorite place. Here are some notes to help you engage the kids:</p> <ul style="list-style-type: none"> • Make use of the pictures in your book. • Ask the kids questions as you tell your story that are relevant to its content or to the map: <ul style="list-style-type: none"> ◦ Looking at the map, where do you think I might go next on my journey? ◦ Do you like going to _____ too? ◦ How long do you think it takes me to get to _____? • Refer to the map often, and emphasize your route so that the students see explicitly how you organized our story. • Use hand gestures and facial expressions to help emphasize points in your story. • Have fun! The kids will pick up on your energy whether it's positive or not. 	
Timing	2-3 minutes	
Ask 	<i>"How would you all like to make your own story?"</i>	
Expect 	Yes	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>State</p> 	<p><i>“Great! I think you will all be wonderful story tellers, just like you were map makers.”</i></p> <p><i>“I have passed out some books for you to fill in with your own story about your favorite place and the things you see on your journey there. I would like for you to use the pictures of different places in your community, just like from our map, to tell that story. You can cut these out, color them, and paste them into your books. If you need any help or something extra just raise your hand and someone will come to help you.”</i></p> <p><i>“Think about the places we’ve talked about on our map when you are putting your story together. You should try to keep them in order as a route just like in my story.”</i></p> <p><i>“When we are done making our books, you will get the chance to share your story so think about what you will say while you work.”</i></p>	
<p>Activity</p> 	<p>For the next 10-12 minutes, the learners are divided into small groups where they can work on their own books and then share their own story with other students. Creating the book will provide a scaffold to help them weave their story orally, which they can share with a small group of other learners. This will draw on their knowledge of their community that they reviewed in the previous activity.</p> <p>The students are supplied with outlined graphics that can be cut out and colored in as they create their book, along with blank book templates that have been stapled together ahead of time, which they can paste and draw in. Working with these templates and pre-drawn graphics, will help to keep the activity intuitive and manage the amount of time needed for students to create their books.</p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<p>The learners are immersed within a contextualized scenario where they must begin to use age appropriate critical thinking skills to create a logical progression of story elements to narrate later. This narrated story will use real elements of their community and begin to weave a narrative that talks about why these elements are important in the context of their story.</p>	
<p>Facilitate</p> 	<p>Encourage the students to refer to the map of their community at the front of the room, which will serve as another scaffold to help support the activation of knowledge about their community and what they encounter on their way to their favorite place. It is very likely that the students have not previously thought about the layout of their community or how they move through it, so you should use activity to help them discover more about their community and what planned elements are important to them personally.</p> <p>Walk around the room and ask probing questions about the elements in each student's story. You can ask things like:</p> <ul style="list-style-type: none"> • Where does the journey in your story take you? • What do you see along the way? • Why is that important? • Have you been to all of these places? • Do you have to walk or drive to _____ from your home? • Why do you like that place? • Are there any places that you don't like going by or to? 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	2-3 minutes	
State 	<p><i>“Wow! You are all wonderful book makers and I heard some great stories coming together. I think we are ready to take a few minutes to tell our story to a friend. Go ahead and turn to someone next to you so that you can each share your stories with one another.”</i></p>	
Activity 	<p>The students take the next 3-5 minutes to share their story with a friend and listen to someone else's. The activity is made meaningful by being personalized to each student's own perspective as they are challenged to share with other classmates after creating their book. As the students narrate their story, they are engaged with the physical materials related to their story. Learners work socially with each other as they share their story or negotiate with other learners as they work to create their books.</p>	
Facilitate 	<p>Over the next 3-5 minutes, walk around the room and continue to ask guiding questions that help the students to tell their stories:</p> <ul style="list-style-type: none"> • What do you see along the way? • Why is that important? • Have you been to all of these places? • Do you have to walk or drive to _____ from your home? • Why do you like that place? • Are there any places that you don't like going by or to? 	
State 	<p>“Wow! What great story tellers you all are. I bet your families will love hearing your tale when you get home tonight. You all should be very proud. Can we get a round of applause?”</p> <p>(Everyone claps)</p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	2-3 minutes	
Extension: Ask 	<p><i>"I heard so many great stories, I'm wondering if anyone would like to come and share with the whole class? Please raise your hand if you would like to share."</i></p>	
Extension: Activity 	<p>For the next five minutes, several of the learners are asked to share their story with the whole class rather than just in small groups. This can also be used as an opportunity to wrap-up and use guiding questions to start summarizing the learning for the day.</p>	
Extension: Facilitate 	<p>Select 2-3 students with their hands up or that you know to have good stories to come to the front of the room and share with the class. If they are shy or finish too quickly, you can ask guiding questions:</p> <ul style="list-style-type: none"> • What do you see along the way? • Why is that important? • Have you been to all of these places? • Do you have to walk or drive to _____ from your home? • Why do you like that place? • Are there any places that you don't like going by or to? <p>Prompt for applause after each narration.</p>	
Extension: State 	<p>"Those were excellent. Can we get another round of applause for all of our story tellers?"</p> <p>(Everyone claps)</p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>State</p> 	<p><i>“I had such a great time getting to know all of you. Thank you for becoming map makers and story tellers with me today! I hope you enjoyed my story as much as I enjoyed yours. Don’t forget to tell your family about what you did today, I’ll leave this map with your teacher so that they can come in and see your good work. Remember to share your story with them tonight also, I bet they will be impressed with how much you know about your community just like I am. Have a great day!”</i></p>	



APPENDIX A: GLOSSARY

Use the glossary below to help describe key technical terms related to planning to the kids. These descriptions will help to keep them engaged and feel that your presentation is clearer.

TERM	DESCRIPTION
<i>Built Environment</i>	Places that have been developed and what that looks like.
<i>Charrette</i>	A meeting that lasts a few days where different experts plan for a project in a neighborhood. Just say meeting with people.
<i>Commute</i>	Your drive to work or school and how long it takes, how long it takes you to get to school or family member to work.
<i>Council or Commission Meeting</i>	Meetings that anyone can go to if they want to see something changed in their community.
<i>Density</i>	How many people or things (e.g., houses) are in a specific area or space.
<i>Development</i>	<ul style="list-style-type: none">• Physical Development: What things look like.• Community Development: How communities work.• Economic Development: Attracting businesses/resources.
<i>Drainage Basin</i>	An area that all drains to a common place.
<i>Environment</i>	The world around us, not just trees.
<i>Florida-friendly Plants</i>	Plants that live well in Florida without a lot of care and are not invasive.
<i>Grid</i>	The use of streets and blocks to arrange the use of land in a city or town.
<i>Invasive Plants</i>	Plants that can damage the environment by taking over an area.
<i>Land Use</i>	The right place to put a certain type of building. You don't want to put a factory next to a house.
<i>Latitude</i>	The lines on a map that go from side to side.
<i>Legend/Key</i>	Something that helps you to read a map.

TERM	DESCRIPTION
<i>Local Government</i>	People who make decisions: <ul style="list-style-type: none"> • Mayor • Commissioners • Elected officials
<i>Longitude</i>	The lines on a map that go up and down.
<i>Master Plan</i>	Planning the future for your neighborhood to make it safe and easy to get around.
<i>Native Plants</i>	Plants naturally found in Florida
<i>Natural Hazards</i>	Floods, wildfires, hurricanes that can harm people and the environment. Planners try to minimize the impacts from natural hazards.
<i>Planning</i>	<p>A profession (i.e., people go to university and get a degree in planning) that deals with how land is used in a community to make daily life better. Planning is about creating a good future for our community by working together.</p> <p>Planning means making places better by putting the right things in the right place.</p>
<i>Plat</i>	The framework showing the division of land.
<i>Public Involvement</i>	Describes how you and everyone in your community can participate in decisions about what happens in the community, such as where things go, or what you want to see in the future.
<i>Rural</i>	Out in the country.
<i>Scale</i>	How to draw big things much smaller.
<i>Sewer</i>	Pipes that carry the water from all the drains in your home (Sink, shower, toilet) to be cleaned.
<i>Stakeholder</i>	Someone that is part of the community or has some connection to a place, normally with some kind of community “power”.
<i>Transit</i>	Trains, trolleys, and buses that carry groups of people.
<i>Urban</i>	A city or a town.

1. WHAT COMMON TECHNICAL TERMINOLOGY IS USED WHEN DESCRIBING WHAT PLANNERS DO OR THE PLANNING PROCESS? HOW MIGHT YOU DESCRIBE THESE TERMS TO A K-2 STUDENT?

Answer:

- Very broad terms. Nothing fine grained.
- A council or commission meeting - meetings that anyone can go to if they want to see something changed in their community.
- Public involvement- related to above. Also: describes how you and everyone in your community can participate in decisions about what happens in the community, such as where things go, or what you want to see in the future.
- Stormwater Infrastructure - those gutters and drains you see in the streets that carry rain away.
- Transit - trains, trolleys, and buses that carry groups of people.
- Conservation easement - an agreement to protect sensitive or special land from being developed.
- Planning - a profession (i.e., people go to university and get a degree in planning) that deals with how land is used in a community to make daily life better. Planning is about creating a good future for our community by working together.
- (Planning means making places better by putting the right things in the right place.)
- Natural hazards - floods, wildfires, hurricanes that can harm people and the environment. Planners try to minimize the impacts from natural hazards.
- Sewer - pipes that carry the water from all the drains in your home (Sink, shower, toilet) to be cleaned.
- Density - the concentration or quantity of people or things (e.g., houses) in a specific area or space. (Denser development occupies less land)
- Master Plan- Planning the future for your neighborhood to make it safe and easy to get around.
- Commute- Your drive to work or school and how long it takes, how long it takes you to get to school or family member to work
- Local government - mayor, commissioners, elected officials
- Charrette-a meeting that lasts a few days where different experts plan for a project in a neighborhood - Just say meeting with people.
- Transit - buses, trains, trolleys
- Development -- Physical development (what things look like), community development (how communities work), economic development (attracting businesses/resources)



APPENDIX B: COMMON QUESTIONS, ANSWERS, & RESOURCES FOR THE FACILITATOR

- Sustainability -- how to ensure the things (natural or built) we have today last for the future
- environment -- the world around us, not just trees
- Built environment -- places that have been developed and what that looks like
- Urban/Rural
- stakeholder -- someone that is part of the community or has some connection to a place, normally with some kind of community “power”
- Land use -- what types of buildings there are, for example, school, church, park
- Zoning - control of the types of activities allowable in an area, putting the same type of building next to each other, keeps factories away from houses
- Local government - people who make decisions
- Longitude
- Latitude
- Legend/Key

RESOURCES

<https://www.amazon.com/Where-Things-Are-Near-Far-ebook/dp/B00TA1X9VW>

<http://www.kidsfuturepress.com/wp-content/uploads/2016/03/Bicycles-airship-teach-learn-guide.pdf>

<https://www.youtube.com/watch?v=qJVLdJQNM4>

2. WHAT COMMON TECHNICAL TERMINOLOGY IS USED IN DOCUMENTATION AND MAPS? HOW MIGHT YOU DESCRIBE THESE TERMS TO A K-2 STUDENT?

Answer:

- North, South, East, West: **N**ever **E**at **S**oggy **W**atermelons
- Roads
- Water bodies
- Types of uses on land
 - residential- houses,
 - commercial- stores,
 - green space- reserves or parks,
 - industrial- factories
- Drainage basin - an area that all drains to a common place. (might be more detail than they need)
 - Retention Pond – Holds extra water.
- Native plants - plants naturally found in Florida
- Invasive plants - plants that can damage the environment by taking over an area
- Florida-friendly plants - plants that live well in Florida without a lot of care and are not invasive.
- Scale: indicates how a full size real-life object (like a building, or a subdivision!) is reduced to a manageable “drawing” size
- Scale - how to draw big things much smaller
- Grid - the use of streets and blocks to arrange the use of land in a city or town
- Land Use- the right place to put a certain type of building. You don’t want to put a factory next to a house
- Plat -- the framework showing the division of land
- Map key- tells the reader what the map is showing them

3. WHAT COMMON COMMUNITY ELEMENTS MIGHT A PLANNER BE INVOLVED IN PLANNING FOR (E.G., HIGHWAYS, PARKS, ETC.)?

Answer:

- Parks, highways, roads, schools, sidewalks, transit
- The siting of
 - Places of worship (find general iconography)
 - Schools, libraries, trails for bicycling and running
 - Housing (subdivisions, apartments, etc.)
 - Shopping malls, offices, factories
 - Restaurants
 - Stores
 - Hospitals
 - Assisted living/nursing homes
 - Community Centers
- Police and fire stations
- Parks and playgrounds
- Physical characteristics of buildings/built environment
- Identifying Safe Routes to School needs
- Planning of trails
- Conservation areas
- Aquarium
- Museum
- Port
- Historical Landmarks
- Swimming Pools

4. WHAT ARE COMMON COMMUNITY ELEMENTS OR LANDMARKS THAT MANY FLORIDA COMMUNITIES HAVE?

Answer:

- Body of water (river, ocean, intracoastal waterway)
- Parks
- Theme parks
- Swamps
- Beaches
- Main streets, downtowns
- Suburban neighborhoods
- City Hall
- Farms
- Parks
- Planned Communities
- Libraries
- Schools
- Hospitals



APPENDIX B: COMMON QUESTIONS, ANSWERS, & RESOURCES FOR THE FACILITATOR

5. WHAT ARE SOME PUBLIC RESOURCES THAT KIDS MIGHT BE USED TO SEEING (E.G., LIBRARIES)?

Answer:

- Library
- Park
- Post Office
- Schools
- Firehouse, police station, ambulance (emergency services)
- Museum, Planetarium, Aquarium
- Art/sculptures
- Courthouse
- Airport
- Sea port/docks
- Railroad tracks
- Forests
- Beaches
- Bridges
- Stadiums
- Universities
- City hall
- Powerlines
- Non-public landmarks that kids recognize: hospitals, churches, grocery stores, movie theaters, banks, bookstores, shopping mall, doctor's/dentist's office
- Utilities -- Water towers/water treatment plants, garbage collection centers

6. WHAT ARE SOME OF YOUR FAVORITE PLACES IN YOUR COMMUNITY AND WHAT ARE SOME THINGS YOU SEE ON YOUR WAY TO THEM? THINK OF EXAMPLES OF THINGS THAT K-2 STUDENTS WOULD RELATE TO OR RECOGNIZE, LIKE RIVERS, HIGHWAYS, MUSEUMS, LIBRARIES, ETC.

Answer:

- Stores
- Restaurants
- Parks
- Houses
- Types of buildings
- People
- Bus
- Dogs/cats
- Birds
- Trees
- Police
- Fire trucks
- Farms
- Trucks
- Churches
- Water bodies
- Train tracks
- Train station
- Museum of natural history
- Children's museum
- Aquarium
- Beach park
- Forest
- Trolley



APPENDIX B: COMMON QUESTIONS, ANSWERS, & RESOURCES FOR THE FACILITATOR

7. IF THERE ARE ANY OTHER ADDITIONAL ITEMS THAT YOU FEEL WOULD BE HELPFUL IN DESIGNING THE MAP ACTIVITY OR BOOK BUILDING ACTIVITY, PLEASE INCLUDE IT BELOW.

Answer:

Have students create a map of their school then talk about the different areas of the school and how they are used (zoning). “How do you walk from your classroom to the cafeteria?” Give them either a blank paper or a blank map and have them draw out their steps. Are there any places where students don’t follow the prescribed walking paths/hallways (i.e. shortcuts)? How could this be used to inform school administration/teachers? Have students brainstorm what they would change (visioning/master planning). (<http://www.saferoutestoschools.org/Pressroom/PlanningSRTS.shtml>)

RESOURCES:

<https://www.cip-icu.ca/Files/Resources/kidsguide.aspx>

<https://www.planning.org/kidsandcommunity/>

Grades 3-5 but maybe some ideas for you:

https://planning-org-uploaded-media.s3.amazonaws.com/legacy_resources/kidsandcommunity/metropolis/pdf/metropolisfull.pdf



APPENDIX C: BUILD A BOOK ACTIVITY

INTRODUCTION

Storytelling is an essential element to learning as a child and into adulthood. In this activity, you will help to guide students through creating their own stories and assuming the role of storytellers. The first stage in helping the students to understand the task is to model it for them with your own personalized story. In the following packet you will find instructions, tips, and resources to creating a short and engaging story, which you will read for the students.

ACTIVITY OVERVIEW

Learners build on their knowledge about their community by creating a picture book about their favorite place and things they see on their way there or that they do.

TIME: 25 MIN. + 5 MIN EXTENSION

PERFORMANCE OBJECTIVE(S)

Learning Objective

- Better understand the elements of their neighborhood and city.
- Understand why elements of their community exist.
- Understand that there is a reason for why community elements are where they are.

Behavioral Outcome(s)

- Be able to better describe the community that they live in.
- Be able to identify types of elements in their community or categories.
- Be able to describe why some elements are placed where they are.



APPENDIX C: BUILD A BOOK ACTIVITY

INSTRUCTIONS

You will create a personalized story using the included template and cutouts about your favorite place and some of the things that you see on your way there or about a fund day of activities around the community. The cutouts are meant to be pasted into the book template but you may consider printing off other elements to include (animals for the park, unique backgrounds to your city, etc.) and pasting these in the book also. Of course, drawing or coloring in these elements will also model how you expect for the students to create their stories, but pasting in found elements can help also. To keep the kids engaged, it will be important to make sure that text is large, written sentences are simple (Subject + Verb + Object), and that each page is colorful.

CREATING YOUR NARRATIVE

When creating your narrative, here are some notes to keep in mind that will help you to engage the kids:

- Avoid technical terminology (see glossary in Facilitator Guide).
- Keep sentence structure simple.
- Read at an appropriate rate for the students to follow, be careful of the temptation to rush.
- Make use of the pictures in your book.
- Ask the kids questions as you tell your story that are relevant to its content or to the map:
 - Looking at the map, where do you think I might go next on my journey?
 - Do you like going to _____ too?
 - How long do you think it takes me to get to _____?
- Refer to the map often, and emphasize your route so that the students see explicitly how you organized our story.
- Use hand gestures and facial expressions to help emphasize points in your story.

Have fun! The kids will pick up on your energy whether it's positive or not.

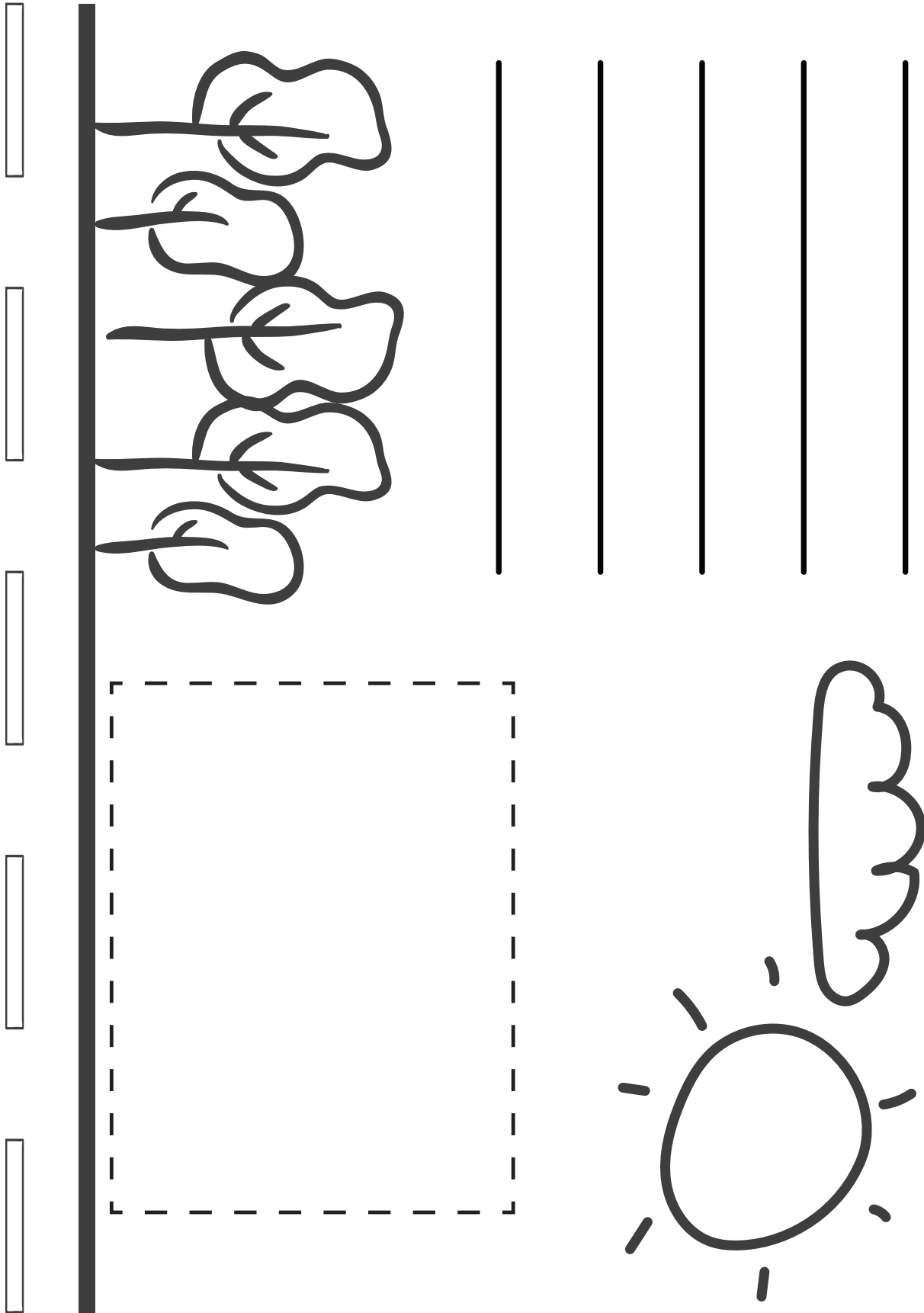


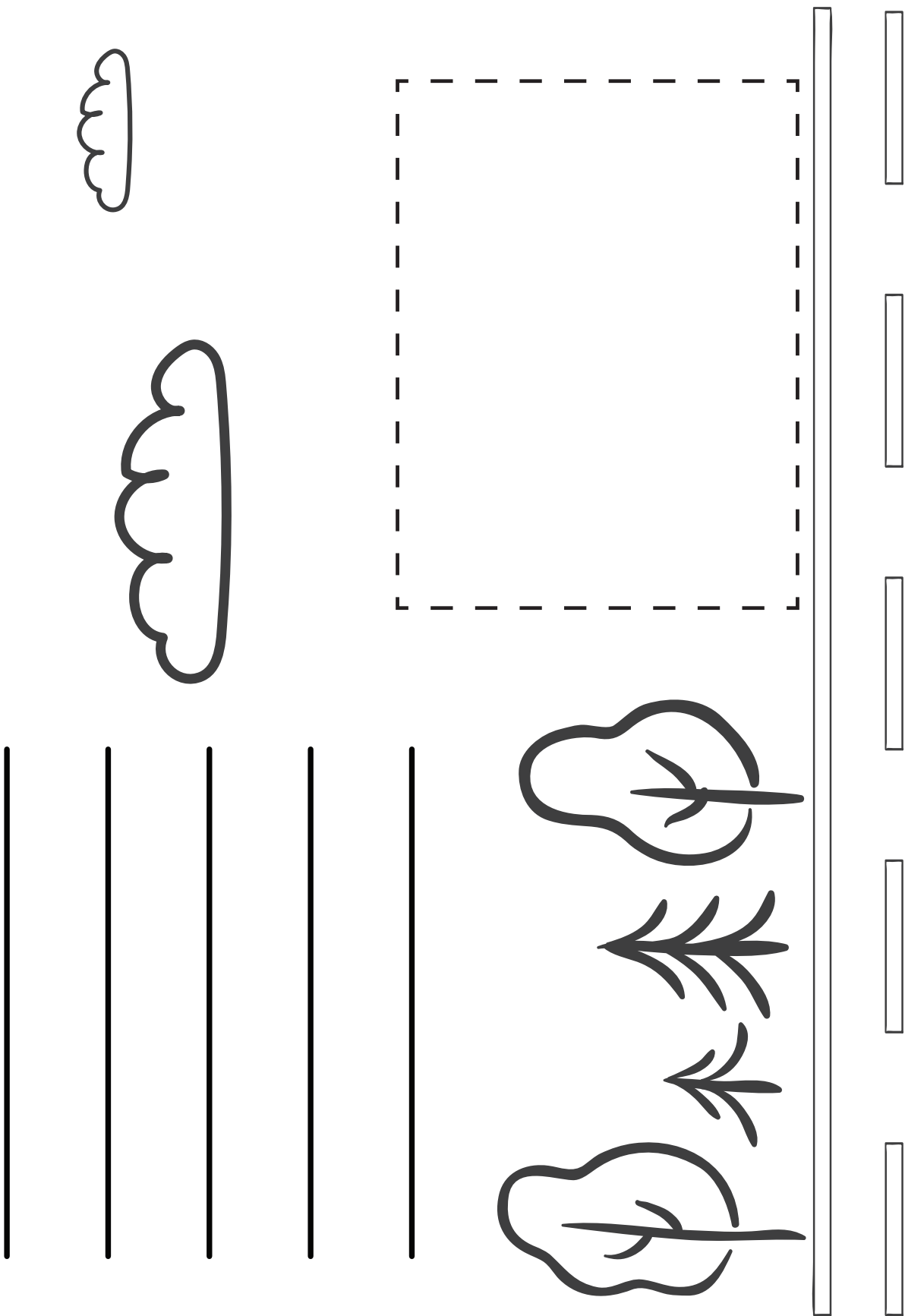
My Favorite Place by _____

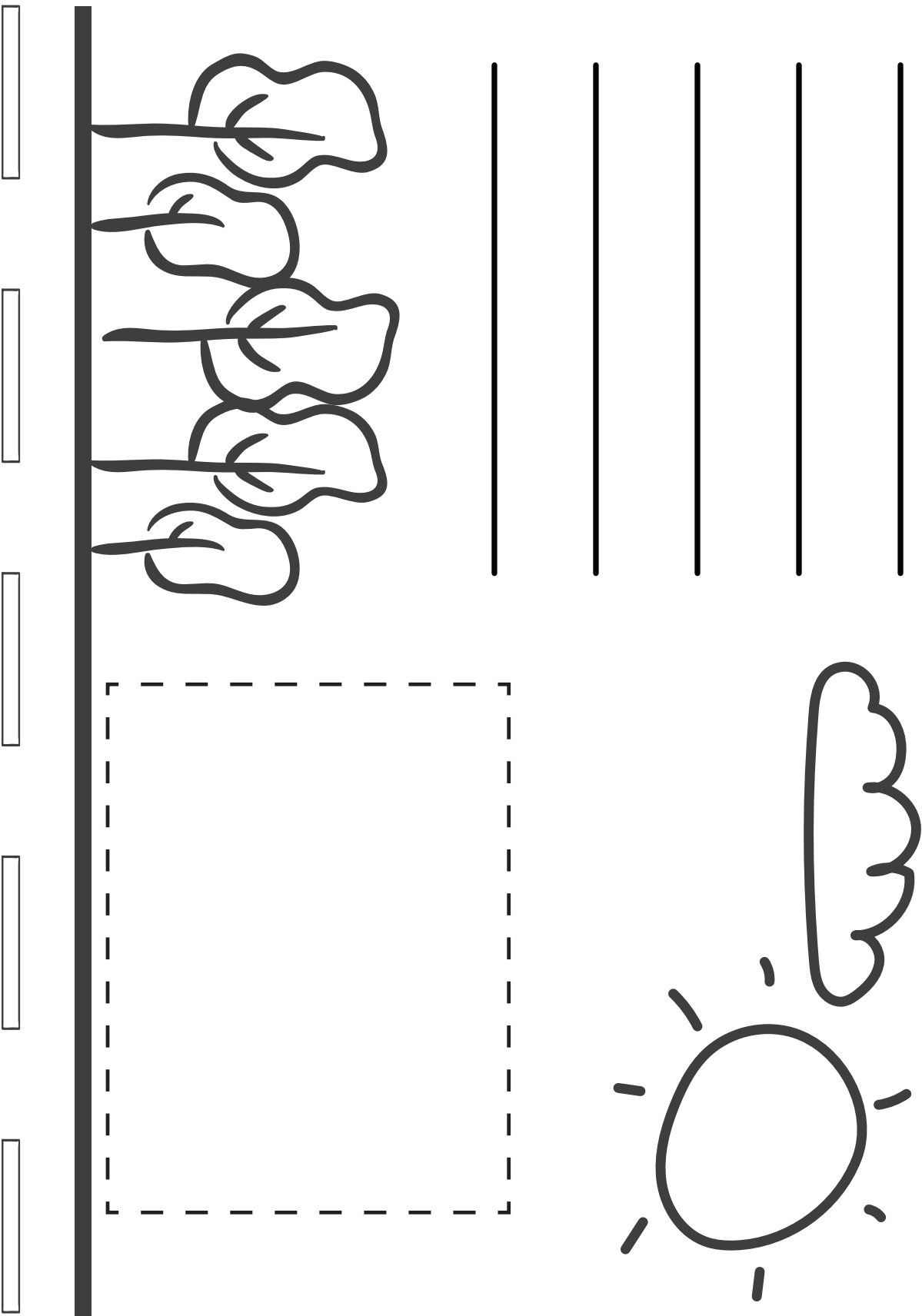


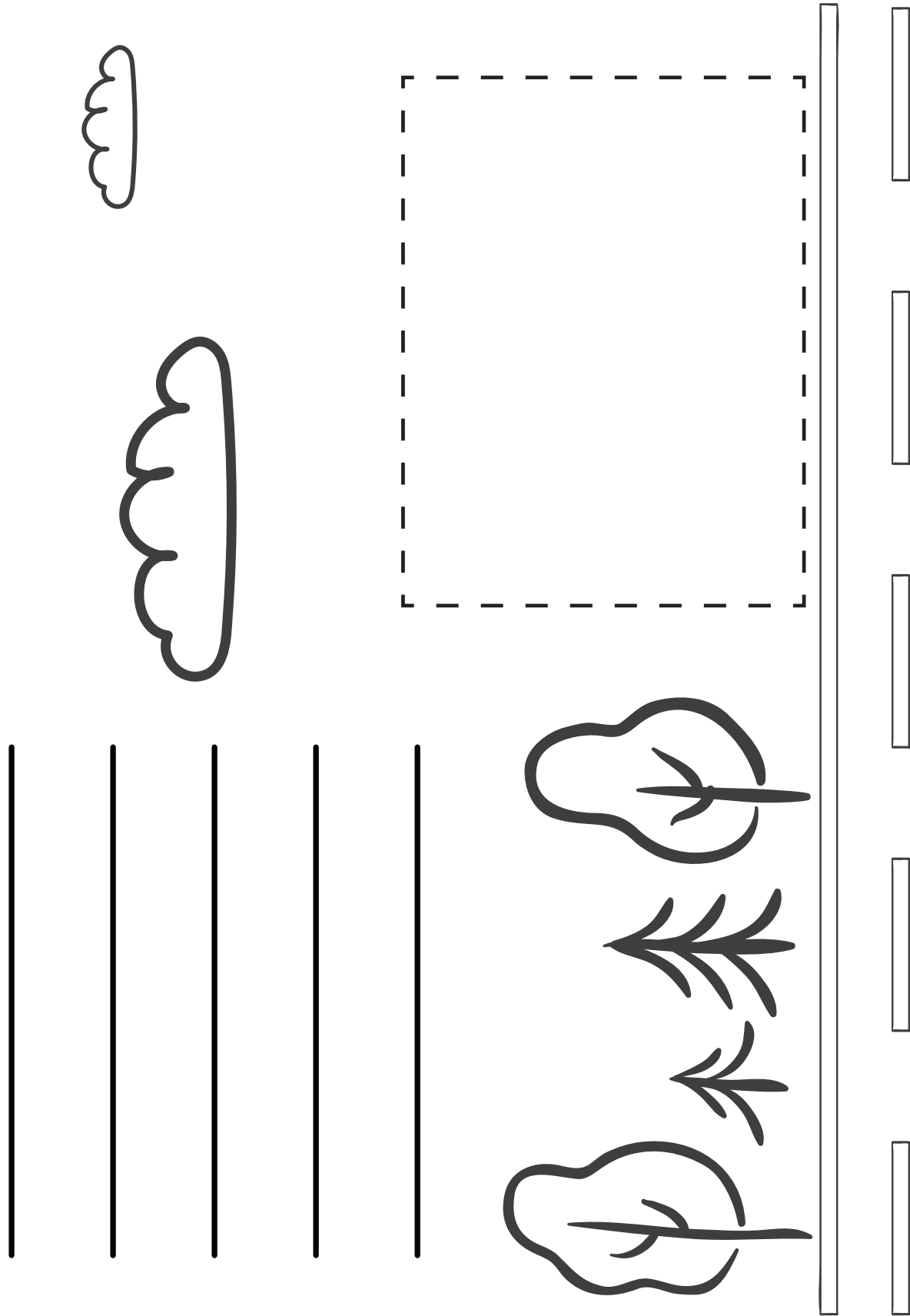


APPENDIX C: BUILD A BOOK ACTIVITY

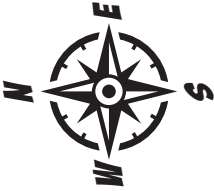




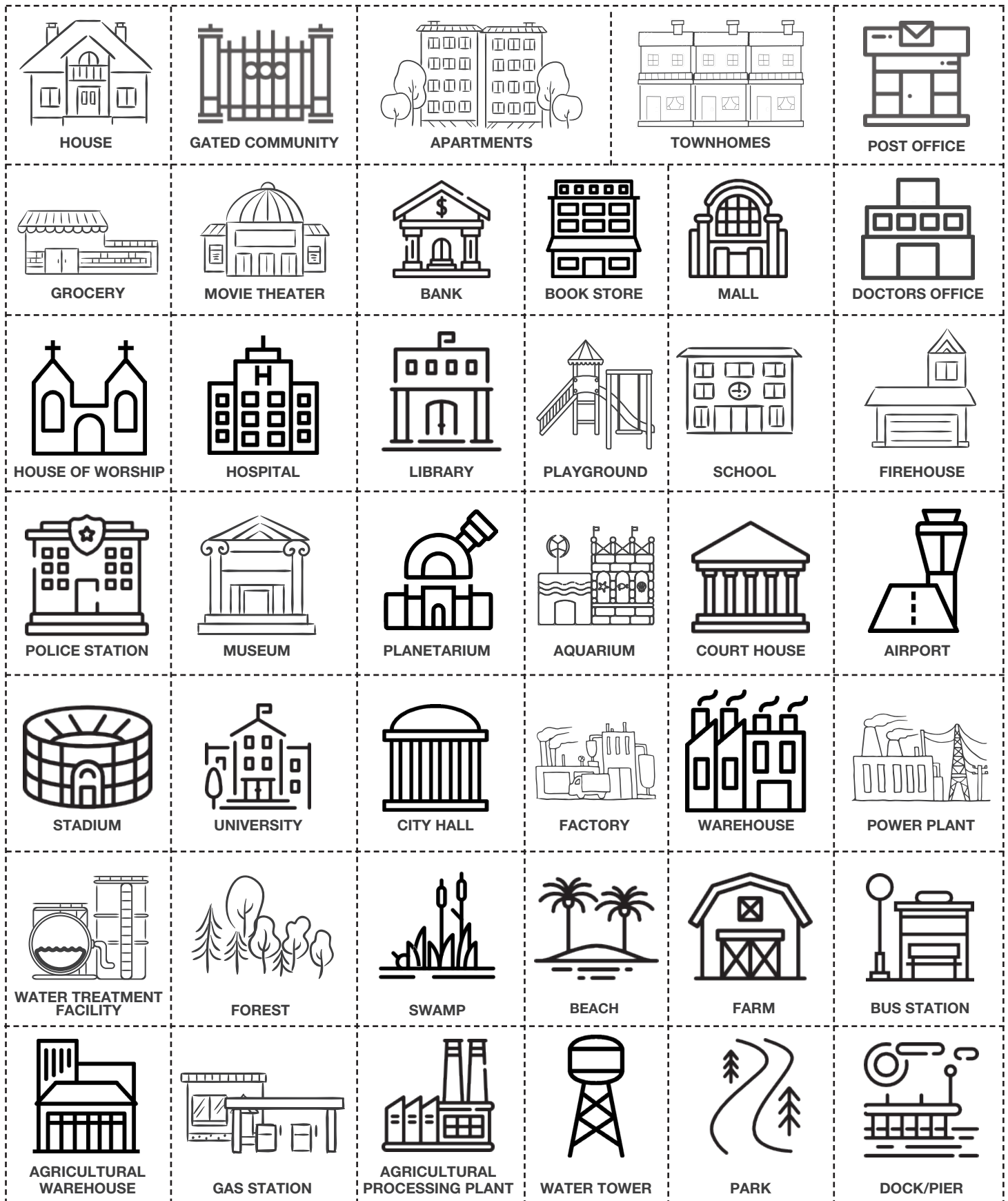




MY CITY

APPENDIX C: BUILD A BOOK ACTIVITY

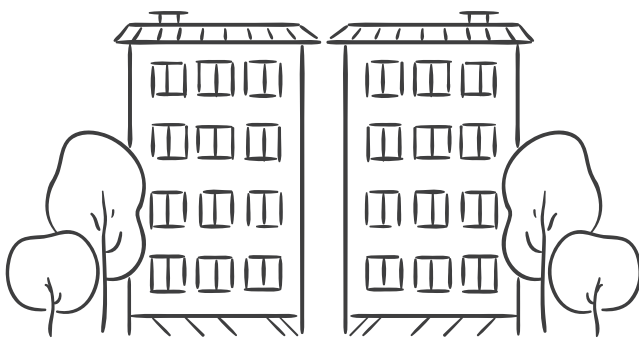




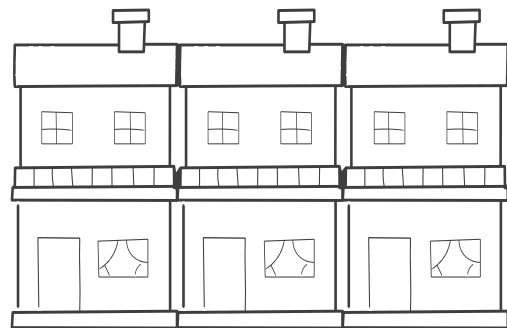
HOUSE



GATED COMMUNITY



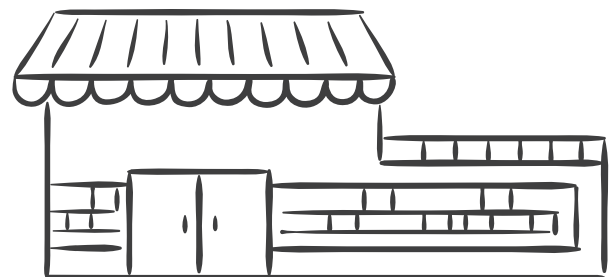
APARTMENTS



TOWNHOMES



POST OFFICE



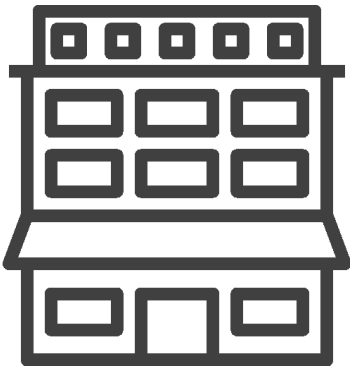
GROCERY STORE



MOVIE THEATER



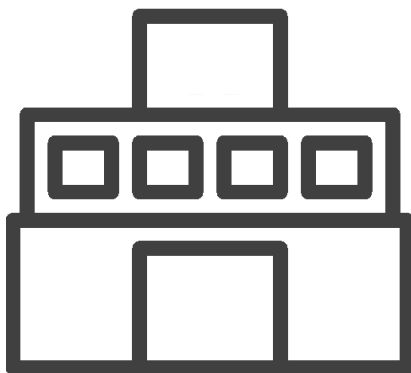
BANK



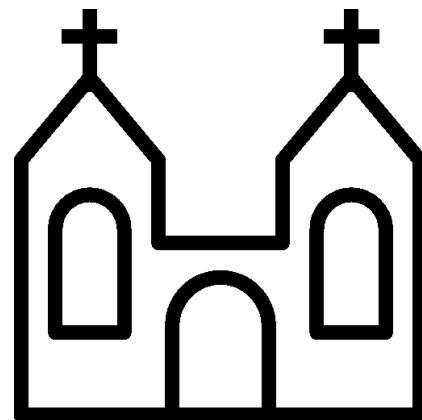
BOOK STORE



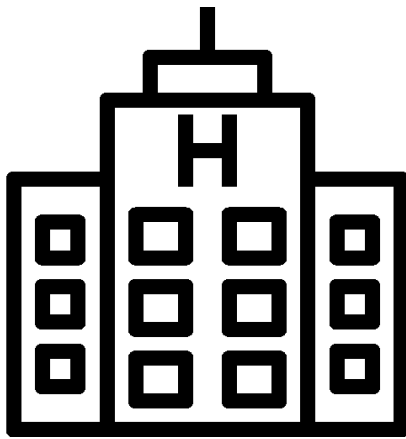
MALL



DOCTORS OFFICE



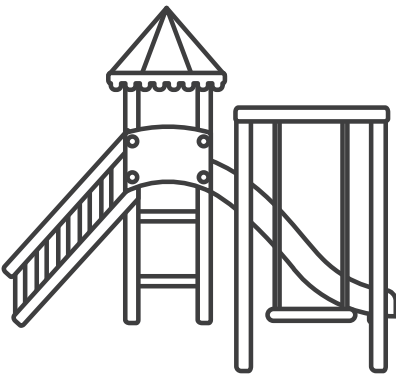
HOUSE OF WORSHIP



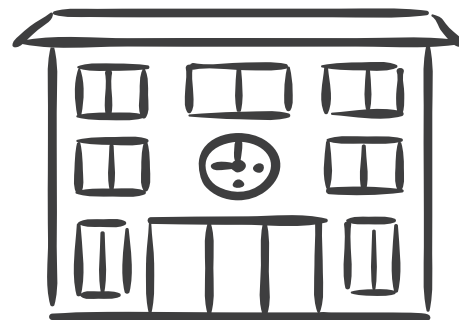
HOSPITAL



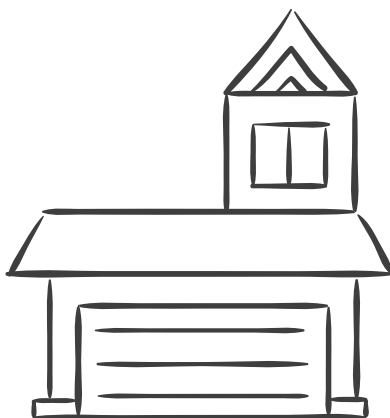
LIBRARY



PLAYGROUND



SCHOOL



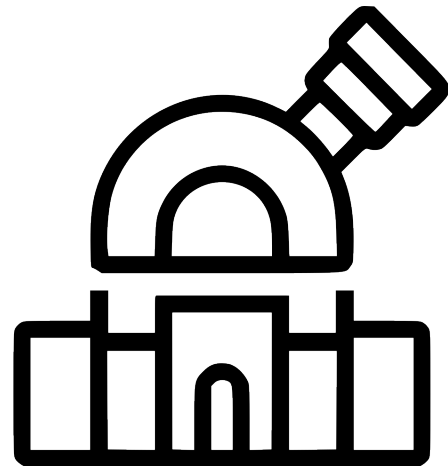
FIREHOUSE



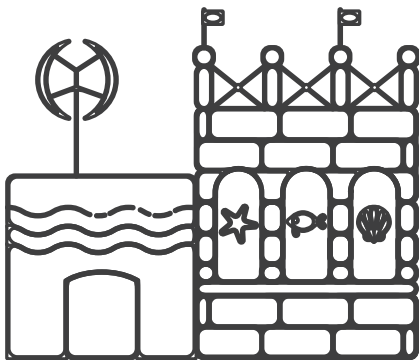
POLICE STATION



MUSEUM



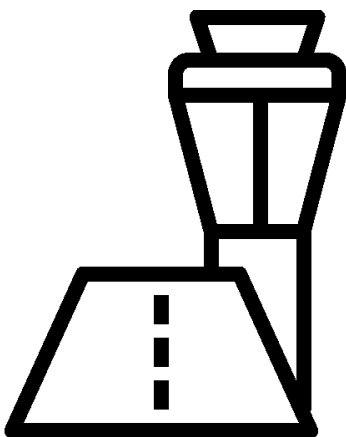
PLANETARIUM



AQUARIUM



COURT HOUSE



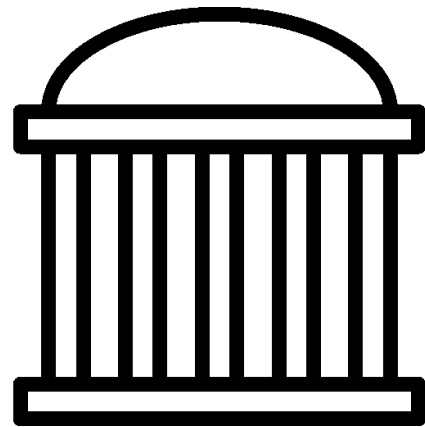
AIRPORT



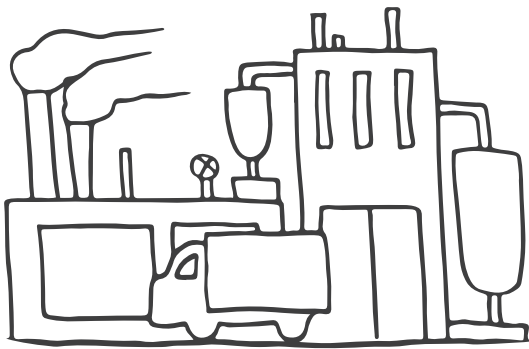
STADIUM



UNIVERSITY



CITY HALL



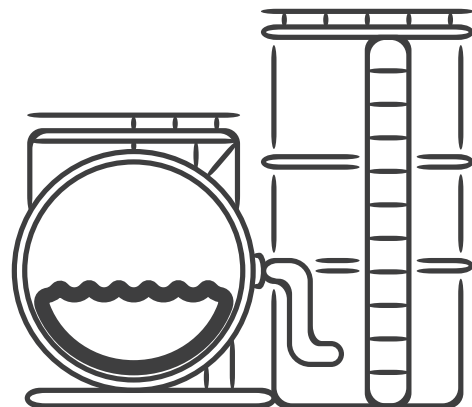
FACTORY



WAREHOUSE



POWER PLANT



**WATER TREATMENT
FACILITY**



FOREST



SWAMP



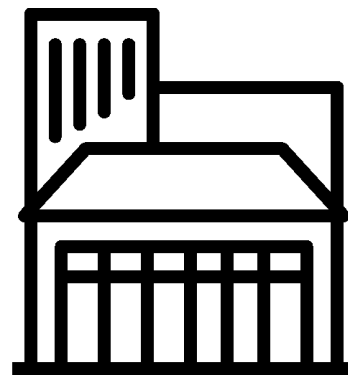
BEACH



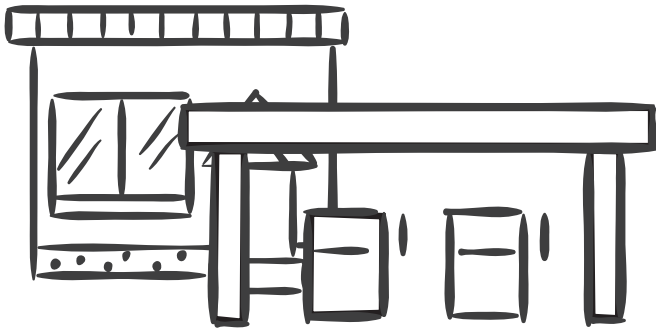
FARM



BUS STATION



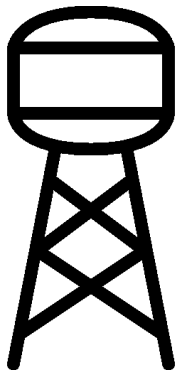
**AGRICULTURAL
WAREHOUSE**



GAS STATION



**AGRICULTURAL
PROCESS PLANT**



WATER TOWER



PARK



DOCK/PIER



COMMON CORE STANDARDS MAPPED TO ACTIVITY: KINDERGARTEN-2ND GRADE

MODULE 01: BUILD YOUR COMMUNITY

Time: 8 min. + Extension 8 min.

Learners use a simplified grid map with cardinal directions and cut outs of typical community elements (school, parks, library, housing, etc.) to develop a rough map of the community that they live in.

COMMON CORE STANDARDS

ANCHOR

- CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

K-2

Speaking & Listening

- CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- CCSS.ELA-LITERACY.SL.K.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

Language

- CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- CCSS.ELA-LITERACY.L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on GRADE 1 READING AND CONTENT, choosing flexibly from an array of strategies.

- CCSS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.



MODULE 02: BUILD A BOOK: MY FAVORITE PLACE

Time: 20 min. + 9 min Extension

Learners build on their knowledge about their community by creating a picture book about their favorite place and things they see on their way there or that they do.

COMMON CORE STANDARDS

ANCHOR

- CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



K-2

Speaking & Listening

- CCSS.ELA-LITERACY.SL.K.4
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- CCSS.ELA-LITERACY.SL.K.5
Add drawings or other visual displays to descriptions as desired to provide additional detail.
- CCSS.ELA-LITERACY.SL.K.6
Speak audibly and express thoughts, feelings, and ideas clearly.
- CCSS.ELA-LITERACY.SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCSS.ELA-LITERACY.SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.6
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)
- CCSS.ELA-LITERACY.SL.2.1
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - CCSS.ELA-LITERACY.SL.2.1.A
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - CCSS.ELA-LITERACY.SL.2.1.B
Build on others' talk in conversations by linking their comments to the remarks of others.
 - CCSS.ELA-LITERACY.SL.2.1.C
Ask for clarification and further explanation as needed about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.2.4
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Language

- CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.