



American Planning Association
Florida Chapter



**MIDDLE SCHOOL GRADE BAND PRESENTATION
FACILITATOR GUIDE**



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PROJECT DESCRIPTION

King Consulting Group is pleased to partner with the American Planning Association Florida (APAFL) to create a 30-50-minute modular instructor led training (ILT), to be delivered face to face in Florida public schools. This training includes graphically treated print media such as posters, worksheets, and templates that will include innovative activities to keep the learners motivated, active, and engaged.

This training includes:

- A PPT presentation
- Detailed facilitator guide
- Handouts, posters, and other print media

AUDIENCE

- Middle School Grades

CONTENT AREAS

- Infrastructure
- Transportation
- Land Use
- Environment

NEEDS

APAFL is currently in need of ready-made curriculum that can be easily adapted for giving 30-50-minute presentations at public schools to promote interest in the planning professions, as well as raise awareness about the planning process and roles that students can play within that process.



PREPARATION

MIDDLE SCHOOL GRADE BAND

This group is reaching the point where they can analyze problems and begin using data/resources to support their decisions in solving them, however their attention can be easily taxed when the learning experience is not engaging or relevant to them. They can benefit from engaging with scenarios and media, where they can start coming up with their own solutions and then critically discussing them later.

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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: Middle School Grade Band document to the email (See Appendix C). 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 Middle School students to understand a bit more about their community and the processes involved in improving them. I am writing to see if you would be open to having me visit your **(school/class)** for approximately 45-60 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 the processes behind planning in 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: "Middle_CCS_Mapped_to_Activity.pdf")

POWER POINT PRESENTATION

In addition to the printed materials that are listed below, this curriculum includes a PPT template. This template is meant to be customized and includes several sections that should be completed by you before coming to your presentation. The template includes some guidance on what to include. Please make sure to review this and use your best judgment on what suits the needs of your presentation. Some of the items asked for include:

- Information about you and your local planning office.
- Local maps or other content that is more recognizable to your audience than the place holder images included.

ICONOGRAPHY TABLE

Activity 	Describe 	Explain 	Pop Quiz 	Refer to Role Play Packet 	State
Ask 	Expect 	Facilitate 	Preparation 	Refer to PPT 	



AGENDA

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 Environmental that you will be presenting in.

- Power Point on Flash Drive (this needs to be customized before arriving)
- Computer Connected to Projector
- 1 Facilitator Guide
- 1 Role Play Packet for each student
- Land Use Map Poster

Optional

- Prizes for participation and answering questions correctly

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.

It is not necessarily recommended that you insist on using a full 70 minutes of class time. This can certainly be an option if a cooperating teacher sees the value in it and has a long enough block of time; however, it may be best to choose the extension activities that best suit the learning needs of your audience or you feel more comfortable in facilitating. Remember that this presentation is yours to customize, so make it your own.

Total Time: 45-70 min.

- **Module 00:** *Introduction*
 - **Time:** 2-3 min.
- **Module 01:** *The Problem*
 - **Time:** 3 min.
- **Module 02:** *Spheres of Stake Holders*
 - **Time:** 8-11 min.
- **Module 03:** *The Planning Process: As the Planner Sees It*
 - **Time:** 32-40 min.
- **Module 04:** *Extension Activities - Wrap up*
 - **Extension 1:** *Present Plan*
 - **Time:** 5 min.
 - **Extension 2:** *Pop Quiz*
 - **Time:** 5-8 min.

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)

Learning Objectives

- 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.

Behavioral Outcome(s)

- Be able to broadly describe what the planning profession is and how it affects them.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • Before coming to the class, the facilitator will reach out to the school using a custom communication that will be included in the facilitator guide. This will include mapping to Common Core Standards. • The facilitator will also need to make sure that all customizable PPT slides have been filled in with information about the facilitator, local planning office, local projects, etc. • Any print media for the day will also need to be prepared following the guidelines in the facilitator guide. • Send the PPT to the cooperating teacher and asking for their feedback before the presentation may also help to further tailor the presentation. 	Before arriving, be sure to review the PPT template and fill in any missing information. There are spaces provided for personal information. Tape Land Use Poster at front of room or where it can be seen even while the PPT is being projected. Either pass out Role Play Packets before starting or have them waiting on their desks.
Timing	3 minutes	
State 	<p><i>“Hello, and thank you for having me today! My name is (Insert Name) and I’m a (Insert Title). We will be doing some activities together today, that let you do a little of what I do. To get us started, I’d like to tell you a little bit about myself and what I do as a(n) (Insert Title).”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Describe 	Suggested topics to cover in 1-2 minutes: <ul style="list-style-type: none"> • 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 (think of examples that kids would recognize or that will be talked about later in the day). • Types of people you interact with on a daily basis. • What you enjoy best about being a planner. • What attracted you to planning? 	Fill in appropriate information on PPT “Bio Slide” <ul style="list-style-type: none"> • PPT
State 	<p><i>“We are going to do two activities together today. First, I need your help in sorting some different types of things in your community. Second, I am going to ask you plan your own idea of what a good community would look like, using these different types to help.”</i></p> <p><i>“How many of you have played a building game like Mine Craft, Civilization, or SimCity? Raise your hand.”</i></p> <p>Pause for students to raise hands.</p> <p><i>“That’s great! Well you should do well in today’s activities then. Even though we will be working with paper, it’s the same idea where you get to think about what you need and then decide where to put it.”</i></p> <p><i>“Before we get started, I have just a few things to ask of you:</i></p> <ul style="list-style-type: none"> • <i>Ask questions.</i> • <i>Pay attention.</i> • <i>Participate.</i> • <i>Be respectful and professional towards other students.</i> • <i>Be creative!</i> • <i>Have fun!”</i> 	

MODULE 01: THE PROBLEM

Time: 3 min.

This module very briefly introduces the planning scenario around which the rest of the modules are built and previews the objective for moving through the stages involved in the Planning Process.

Performance Objective(s)

Learning Objective(s)

- Begin to understand the steps or phases involved in the planning process.

Behavioral Outcome(s)

- Be excited about experiencing a little bit of what the planning process involves.
- Become lifelong participants in planning for their community.
- Be comfortable inspiring participation in others.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • Before coming to the class, you should contact the cooperating teacher to discuss the items below to decide what is needed for this module: • Types of resources that the school has • The space that you will be presenting in • If the classroom uses unfamiliar technology (smart boards, Wi-Fi projectors, etc.), you should become acquainted with this before coming to do their presentation. 	
State 	<p><i>“Let’s go ahead and get started. For the rest of our time together, you will be working with me to help address a planning problem. I really need your help and creativity to figure out what to do about it or decide if the problem is really something worth addressing at this time.”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to Role Play Packet 	<p><i>“Let’s take a look at our Role Play Packets. Please turn to the ‘Scenario’ section that follows the ‘As the Planner Sees It Worksheet’. Please follow along by reading the ‘Description’.</i></p>	Role Play Packets: <i>Scenario</i>
Ask 	<p><i>“Can someone please lead us in reading the ‘Description’.”</i></p>	
Facilitate 	<p>Select one student to read the passage below.</p> <p>Description:</p> <p><i>“It has come to the attention of the City Council that community residents are having difficulty reaching the businesses that they frequent and are employed at. A population distribution map and aerial map have been provided to your planning professional to help evaluate the problem and plan for a solution. Without better access to jobs and businesses, the community is already starting to see an outflux in population and growth as businesses and residents that are frustrated by commute times migrate to neighboring communities.”</i></p>	
Refer to PPT 	<p>Review the objectives below with the students.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Evaluate the problem and determine if any action is necessary. • Set some goals based on your evaluation • Propose solutions to the problem. • Make a decision about what the city will do moving forward. • Write-up your plan! 	

MODULE 02: SPHERE OF STAKEHOLDERS

Time: 8-11 min.

In this activity, the students will be introduced to the concept that planning is a process where stakeholders play varying roles in different stages, roles that they will assume through the day. Further, they will be introduced to the concept that planning involves more than just the officials in a planning or other governmental office. They will be guided through brainstorming about the kinds of individuals and entities that are considered “stakeholders” in the planning process, using a graphic organizer and other visual supports. Then, they will learn in more detail how these stakeholders are involved in the planning process and be assigned to roles.

Performance Objective(s)

Learning Objective(s)

- Better understand the types of people and entities involved in planning their community.
- Better understand the role of a planning professional.

Behavioral Outcome(s)

- Be able to better describe the role of planners in a sphere of stakeholders.
- Be able to identify types of stakeholders in their community.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • Before coming to the class, you should contact the cooperating teacher to discuss the items below to decide what is needed for this module: <ul style="list-style-type: none"> • Types of resources that the school has • The space that you will be presenting in • If the classroom uses unfamiliar technology (smart boards, Wi-Fi projectors, etc.), you should become acquainted with this before coming to do their presentation. • This activity and the following one will require grouping the students. Because of the age group and established classroom culture, you should ask about the cooperating teacher’s preferences for grouping the students. 	<p>This will help to avoid potential pitfalls like accidentally grouping students that are disruptive together and can help with matching students of different ability levels or personality types into more efficient learning units.</p>
Timing	5 minutes	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to PPT 	<p><i>Spheres of Stakeholders:</i></p> <p>Use the Sphere of Stakeholders infographic to help demonstrate spheres involved in the planning process. It should start out mostly blank and build as you move through each stakeholder type.</p> <p>This section uses the Sphere of Stakeholders infographic in the PPT. It builds in more information as you ask students questions, get answers, and then click to reveal the correct answers. You should use this to help structure your conversation and save time by using the pre-filled answers.</p>	PPT (<i>Sphere of Stakeholders</i>)
Ask 	<p>Community Residents:</p> <p><i>“What kinds of individuals and groups are residents in the community?”</i></p> <p>Here are some example leading questions that you might also consider if there is time for more discussion:</p> <ul style="list-style-type: none"> • Who are residents in a community? • Do residents have to be people or can they be groups? • What types of groups are part of a community? • Who else plays a role in a community? 	<p>After asking the guiding questions, make sure to click on the PPT to reveal the answers (e.g., ask about community residents, get responses, then click to reveal the answers).</p> <p>PPT: Slide No. 6 <i>Sphere of Stakeholders</i></p>
Expect 	<p>Community Residents:</p> <ul style="list-style-type: none"> • Individuals • Business owners • Neighborhood Associations • Non-profits organizations (environmental, social service, healthcare, etc.) • Churches • Schools 	<p>PPT: Slide No. 6 <i>Sphere of Stakeholders</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Ask</p> 	<p>Development Related Businesses:</p> <p><i>“What kinds of groups make up development related businesses?”</i></p> <p>If students are having trouble coming up with suggestions, you might ask:</p> <ul style="list-style-type: none"> • <i>Who builds the school?</i> • <i>Who builds the Publix?</i> • <i>What types of things are needed to build a building?</i> • <i>Does Publix create all of those things or do they hire specialists?</i> 	<p>After asking the guiding questions, make sure to click on the PPT to reveal the answers (e.g., ask about development related businesses, get responses, then click to reveal the answers).</p> <p>PPT: Slide No. 6 Sphere of Stakeholders</p>
<p>Expect</p> 	<p>Development Related Businesses:</p> <ul style="list-style-type: none"> • Developers • Large property owners • Builders • Developers attorneys • Private planning or development consultants 	<p>PPT: Slide No. 6 Sphere of Stakeholders</p>
<p>Ask</p> 	<p>Government:</p> <p><i>“What are some examples of types of government involved in the planning process?”</i></p> <p>If students are having trouble coming up with responses, you might ask:</p> <ul style="list-style-type: none"> • <i>What kinds of people do you think would make decisions about your community?</i> • <i>Do you know of any kinds of community leaders that might need to have a say?</i> • <i>Who takes care of things our trash, water, places we go to play outside or beaches we visit, etc.?</i> • <i>What are some different levels of government, thinking from very small like our community to bigger like in Washington D.C.?</i> 	<p>After asking the guiding questions, make sure to click on the PPT to reveal the answers (e.g., ask about government, get responses, then click to reveal the answers).</p> <p>PPT: Slide No. 6 Sphere of Stakeholders</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Expect 	<p>Government:</p> <ul style="list-style-type: none"> • Elected officials – City council, County commission. • Government Departments (Public Works, Utilities, Transportation, Wastewater, Storm Water, Parks and Rec, etc.) • State and Federal agencies 	<p>PPT: Slide No. 6 <i>Sphere of Stakeholders</i></p>
Timing	3 minutes	
State 	<p><i>“Great! Now that we have an idea of who the stakeholders are in planning within a community, let’s take a look at what their roles and motivations are.</i></p> <p><i>“Stakeholders are people or groups of people in a community with an interest in things like infrastructure and programs that improve how the community functions. For example, residential community members that would like a park for their kids to play in or access to a library within walking distance from their homes.</i></p> <p>Say this only if the class does not already sit in groups:</p> <p><i>“First, let’s get establish some groups of stakeholders so we can begin working through our planning problem. We need to break off into groups of 4-5 students. Please number off as we go around the room from 1 to 6. For example, the first student will say ‘one’ the next ‘two’ and so on until we reach 6 and start again. Then all of the ones will move into a group, the twos into another group, and so on.”</i></p>	
Ask 	<p>Say this only if the class does not already sit in groups: <i>“Are you ready? Can you start here for us with ‘one’ (point to a student to the far left of you) and move like a snake to the right and onto the back of the room with ‘two’, ‘three’, and so on.”</i></p>	<p>Wait for class to move into their groups before proceeding.</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
State 	<p><i>“Great. Now that we are in groups, we can start assuming roles as planners and other members of the community to address a potential problem.”</i></p>	
Refer to Role Play Packet 	<p><i>“Each group will act like a mini community and everyone in the group will need to assume a role. Your role play packets are laid out to help us go through the entire planning process until it’s time for the whole community to chime in on a course of action. That’s where you will really come in to help out.</i></p> <p><i>“Let’s get started. Please take out your role play packets, so you can see the options available. Everyone will need to choose one of the roles, read their role play card thoroughly and stay in character for the remainder of the day. Every type of stakeholder has to be represented in each group.</i></p> <p><i>“To help you decide just which one is the best fit for you, let’s take a quick look at each one.”</i></p>	Role Play Packets
Extension: Timing	3 minutes	Optional: This section goes over each role in detail. You can choose to skip to the next Timing prompt if you do not want to go over these in detail or under tight time constraints.
Refer to PPT 	<p><i>“First, let’s take a look at Planners.</i></p> <p><i>“They are at the middle of all three spheres: Community Residents, Government, and Development Related Businesses. They facilitate communication between the three groups.</i></p> <p><i>“They help residents develop and refine the community vision. The vision of the community is constantly changing so planners must be nimble and continuously update and refine plans.</i></p> <p><i>“They also help government develop the policy and code to implement the vision.</i></p> <p><i>“Finally, they work with developers to help them understand the policy and code to improve projects, so they match the community vision.”</i></p>	PPT: Slide No. 7 Planners

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to PPT 	<p><i>“Second, Community Residents are stakeholders that set the vision for their community and let the planners know what they want.”</i></p>	<p>PPT: Slide No. 8 Community Residents</p>
Refer to PPT 	<p><i>“Finally, Development Related Businesses are the players who are on the ground building and putting the vision in place through development and redevelopment projects.”</i></p>	<p>PPT: Slide No. 10 Development Related Businesses</p>
Timing	3 minutes	
Explain 	<p><i>“By now everyone should have an idea of the role that they would like to play in your group’s community. Please take the next minute to talk in your group and write down who is assuming each role on your As the Planner Sees It worksheet in the front of your packet. Some roles have more than one option. Not all of these options need to be used. We just need at least one person in each of the four spheres:</i></p> <ul style="list-style-type: none"> • <i>Planner</i> • <i>Community Resident(s)</i> • <i>Government</i> • <i>Development Related Businesses”</i> 	<p>Land Use Map Role Play Packets</p>
Refer to Role Play Packet 	<p><i>“By now everyone should have an idea of the role that they would like to play in your group’s community. Please take the next minute to talk in your group and have whichever student that will be your community’s planner write down who is assuming each role on your As the Planner Sees It worksheet in the front of your packet. It’s a good idea for everyone to write this down but the planner will ultimately be responsible for your group’s write up on this worksheet.”</i></p>	<p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Facilitate 	<p>Allow one to two minutes for everyone to choose a role and write their names in the correct slots on the As the Planner Sees It Worksheet.</p> <p>Walk around the room or ask for students to raise their hands to verify when everyone has assumed a role. Verify that, at the very least, the planner for each group has recorded the names for each person assuming the different roles on the <i>As the Planner Sees It Worksheet</i>.</p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i>
State 	<p><i>“Awesome! Now that everyone has recorded their names and assumed a role we are ready to move on as different communities addressing a similar problem. Also, you have all completed the first section in your As the Planner Sees It Worksheet, which means you have the first step in writing up your community’s plan.”</i></p>	

MODULE 03: THE PLANNING PROCESS: AS THE PLANNER SEES IT

Time: 32 - 40 min.

Learners engage in a case study and role play type activity to get them thinking about their community from the perspective of a planning professional and other stakeholders. They experience going through the planning process, using the scenario as context for writing their own unique planning document, which pulls from real types of data.

Performance Objective(s)

Learning Objective(s)

- Better understand the types of people and entities involved in planning their community.
- Better understand the role of a planning professional.
- Understand the conflicts between different stakeholder perspectives.
- Understand the impact of a development on its stakeholders.
- Understand decisions making process, including legislative levels of the process.
- Understand the balance that planners maintain between population demands, economy, infrastructure, etc.

Behavioral Outcome(s)

- Be able to better describe the role of planners in a sphere of stakeholders.
- Be able to identify types of stakeholders in their community.
- Be excited about the planning profession and what planners do.
- Consider entering the planning profession.
- Become lifelong participants in planning for their community.
- Be comfortable inspiring participation in others.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • Optional: Search for images of local landmarks, businesses, parks, etc. that can be added to this activity. Adding these can make the learning experience more relevant and specific to your community. • Before coming to the class, you should contact the cooperating teacher to discuss the items below to decide what is needed for this module: <ul style="list-style-type: none"> • Types of resources that the school has • The space that you will be presenting in 	



MODULE 03: THE PLANNING PROCESS: AS THE PLANNER SEES IT

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<ul style="list-style-type: none"> Decide if you will use the print poster Land Use Map or projected version of it in the PPT. <ul style="list-style-type: none"> Either print the poster or make sure that the PPT Land Use will project large enough on the wall or white board to use. Print sufficient role play packets ahead of time. Take some time to look over each role play scenario's contents before arriving at the school. You may have to answer questions from the students about the role play packets and/or the supporting documentation. If the classroom uses unfamiliar technology (smart boards, Wi-Fi projectors, etc.), you should become acquainted with this before coming to do their presentation. This activity will require grouping the students. Because of the age group and established classroom culture, you should ask about the cooperating teacher's preferences for grouping the students. Make sure to have already passed out the Role Play Packets at the beginning of the presentation. 	<p>If you will be reusing this map, you might choose to have it laminated so you don't have to print it off every time. It will also be more durable in case you need to it around the room.</p> <p>This will help to avoid potential pitfalls like accidentally grouping students that are disruptive together and can help with matching students of different ability levels or personality types into more efficient learning units.</p>
Timing	<p>2 minutes (Option 1: Less detailed explanation about data)</p> <p>9 minutes (Option 2: More detail explanation about data)</p>	<p>Decide how much time you have available for your presentation.</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>State</p> 	<p><i>“In the next step of our activity we are going to be gathering the data needed to understand the planning problem that each of your groups will be addressing. Each stakeholder has been assigned a specific type of data that they are responsible for understanding as collaborate in your group to improve the community. Each role will have specific supporting materials, such as maps, reports, and data to help you.</i></p> <p><i>“Before we get started, let’s take a look at some of the things that you might encounter as supporting materials in your roles as stakeholders.</i></p> <p><i>“I bet everyone here has seen and used a map before either for school or to get around. They’re useful tools for giving us a bird’s eye view of what’s around us or even the layout of distant places.”</i></p>	
<p>Refer to PPT</p> 	<p><i>“This map behind me and the ones I’m about to show you are examples of a specific type of map that are used to help plan communities. The one in the poster is a somewhat modified one that we will use in today’s activities but will help us get the idea about how these maps help us as planners facilitate discussion within communities about how land is used. Which is why we call them land use maps.”</i></p> <p>Use the PPT examples to briefly describe the items below.</p> <ul style="list-style-type: none"> • Land use maps <ul style="list-style-type: none"> • <i>“These are used in planning to help prevent things like urban sprawl and plan out how different kinds of elements can be laid out relation to one another. They also help us as planners facilitate discussion within communities about how land is used.”</i> 	<p>Land Use Map (Poster)</p> <p>PPT: Slide No. 13 <i>Land use maps</i></p>
<p>Ask</p> 	<p><i>“How do you think maps are used in community planning?”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Expect 	<ul style="list-style-type: none"> • Decide where businesses go • Decide what businesses go where • Decide where nature preserves and parks go • Plan transportation • Decide where public services can go 	
State 	<p><i>“Those are some great ideas about how we use land use maps and other maps in planning. In the next activity, we will be working with this Land Use Map and others that are used in the planning process.”</i></p> <p>Say this if you decide to do the more detailed explanation about data types:</p> <p><i>“But before we do that, I want to go over those other types of maps and some additional data types that we use in planning.”</i></p>	<p>Customize: To create a shorter presentation, you can shorten the rest of this section by saying:</p> <p><i>“There are several other types of data included in your Role Play Packets. Be sure to use the key included with each one and me as resources for deciding what they are telling you. We will take a closer look later.”</i></p>
Refer to PPT 	<p>Use the PPT examples to briefly describe the items below.</p> <ul style="list-style-type: none"> • Population distribution maps: <ul style="list-style-type: none"> • <i>“These maps show concentrations of population density that can aid in decisions about infrastructure and things like highways to connect residents with areas of higher job concentration.”</i> 	<p>PPT: Slide No. 14 <i>Population Distribution Maps</i></p>
Refer to PPT 	<p>Use the PPT examples to briefly describe the items below.</p> <ul style="list-style-type: none"> • <i>Aerial View Maps:</i> <ul style="list-style-type: none"> • <i>“These maps help planners determine what’s on the ground and the surrounding uses.”</i> 	<p>PPT: Slide No. 15 <i>Aerial View Maps</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Modes of Transportation Maps “These maps help planners see what kinds of transportation are available in different areas.” 	PPT: Slide No. 16 <i>Modes of Transportation Maps</i>
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Vacant Parcels Maps “These maps show areas that are undeveloped and vacant.” 	PPT: Slide No. 17 <i>Vacant Parcels Maps</i>
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Maps of Streets and Rail Networks “Help planners see what kinds of transportation are available in different areas and how areas are connected by roads and rail networks.” 	PPT: Slide No. 18 <i>Maps of Streets and Rail Networks</i>
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Maps of Congested Roadways <ul style="list-style-type: none"> “These maps rate the health of roadways according to how congested that they become.” <ul style="list-style-type: none"> Green – Healthy, low congestion Yellow – Less healthy, congested Red – Unhealthy, very congested” 	PPT: Slide No. 19 <i>Maps of Congested Roadways</i>
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Maps of Problem Intersections <ul style="list-style-type: none"> “These depict intersections in the roadways that are in need of improvement. Those needing improvement are usually represented with a Red dot.” 	PPT: Slide No. 20 <i>Maps of Problem Intersections</i>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Demographic data <ul style="list-style-type: none"> “Common demographic data we use is population projections, ages, ethnicity, income, travel patterns, employment in specific industries.” “Population projections are the most important as they help us plan where and how communities will grow (or shrink) over the next decade or two. Help us plan for where to locate homes, schools, parks, roads, transit, etc 	PPT: Slide No. 21 <i>Demographic Data</i>
Refer to PPT 	Use the PPT examples to briefly describe the items below. <ul style="list-style-type: none"> Surveys <ul style="list-style-type: none"> “There are many types of surveys and formats for their distribution. They pose simple questions to gather data that can be used to indicate needs, opinions, and even evaluate. They can be used, for example, in deciding whether a community is willing to finance a project.” 	PPT: Slide No. 22 <i>Surveys</i>
Timing	3 minutes	
Activity 	“Now that we know a little bit about the types of data that we might need in order to address our planning problem, take the next 2 minutes to gather the data available to you.”	Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Refer to Role Play Packet 	“You’ll notice that some of the roles have been assigned some data that they are responsible for. It is that person’s responsibility to bring that data to the discussion, so they should tell the planner what that data is (just the name of the data type). The planner would then record this information in the <i>As the Planner Sees It Worksheet</i> .”	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Explain 	<p><i>“For example, if you are a government official from the Department of Transportation, you should tell the planner that you have a Land Use Map, Vacant Parcels Map, etc.</i></p> <p><i>“Planners, all of the data types have been given to you on the worksheet as a checklist, so just check off the ones that your stakeholders bring to you and the ones that you have as well.”</i></p>	Role Play Packets: Scenario Role Play Packets: As the Planner Sees It Worksheet
Facilitate 	<p>Allow two minutes for checking off their data in the <i>As the Planner Sees It Worksheet</i>.</p> <p>Walk around the room or ask for students to raise their hands to verify when they have finished checking off the data available to them in their Scenario. Verify that, at the very least, the planner for each group has recorded this information in the <i>As the Planner Sees It Worksheet</i>.</p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Refer to PPT 	<p><i>“Awesome! Now that everyone has recorded their data we are ready to move to the next step. Also, you have all completed two sections in your As the Planner Sees It Worksheet and finished the first step in the Planning Process. You’ll notice that after each step we will see a slide like this one that marks our progress. At the end of the presentation, we will have discovered what all of the steps in the planning process.”</i></p>	PPT: Slide No. 23 <i>Planning Process</i>
Timing	5 minutes	
Explain 	<p><i>“It’s not enough just to have data, we need to do something with it. We need to understand what it’s telling us. This is called analyzing the data and it’s the next step in the Planning Process.”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Activity 	<p>“For the next 5 minutes, you will be working in your groups to review your data and decide what it’s telling you. You should:</p> <ul style="list-style-type: none"> Analyze the data that you’ve collected. Collaborate with different stakeholders to find out what the data are telling you about the problem Use the maps and other data available to figure what the problem is, its extent, and start getting an idea of what to do about it. Record the results of your analysis in your As the Planner Sees It Worksheet.” 	Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Refer to Role Play Packet 	<p><i>“Please turn to the third section of As the Planner Sees It Worksheet in the Role Play Packet. You will record the results of your analysis there, but don’t worry because this section also includes some guiding questions to help you write up your analysis.</i></p> <p><i>“Remember that your Role Play Packets have a detailed description of the problem and should include all the resources you need to interpret what the data tell you about that problem.”</i></p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i> Role Play Packets: Scenario
Explain 	<p>“All the resources but one, that is... Me! I’ll be walking around the room to answer questions and to help you to understand what the data are telling you. Remember from the previous section that we discussed what each map does and that each map includes a Key. This Key will help you to interpret what that map is telling you.”</p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Facilitate</p> 	<p>Set a timer and allow five minutes for answering the questions in Section 3 of the As the Planner Sees It Worksheet.</p> <p>Walk around the room or ask for students to raise their hands to verify when they have finished answering the questions with the data available to them in their Scenario. Verify that, at the very least, the planner for each group has recorded this information in the As the Planner Sees It Worksheet.</p> <p>To help the students, you can ask questions like:</p> <ul style="list-style-type: none"> • What kind of need is there for that kind of project? • What motivation do you have given your role play card? • To what extent does this problem really affect the community based on the data? • How does this problem impact each stakeholder, from their perspective? • How does your community handle this kind of situation? <p>Work to keep the students in their own role, rather than trying to approach the situation from their current perspective as a middle school student.</p>	<p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>
<p>Refer to PPT</p> 	<p><i>“Very well done! I heard a lot of really good discussion going on as you worked to analyze the data and I think we are ready to move to the next step. We are one step further along the Planning Process. In the next step, we are going to start setting some goals for our community related to the planning problem and what the data are telling us and that fit your group’s vision.</i></p>	<p>PPT: Slide No. 25 <i>Planning Process</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	5 minutes	
Explain 	<p><i>“Knowing what we do about the problem and what the data are telling us, we are in a position to start setting some goals related to commute time. These goals form the basis of our vision for our communities and will help us in the next step to come up with some actual solutions.</i></p> <p><i>“Goals are usually phrased as ‘To do...’ types of statements. For example:</i></p> <ul style="list-style-type: none"> <i>• To have easily accessible open and green spaces.”</i> 	Role Play Packets: <i>Scenario</i> Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Activity 	<p><i>“In this next activity, we will take about 5 minutes to start setting these goals. Based on your analysis and understanding of the problem, think of goals (2-3). Talk among the other stakeholders (using your role play cards as a guide) to develop them.</i></p> <p><i>“Think about these guiding questions, along with those in your As the Planner Sees It Worksheet:</i></p> <ul style="list-style-type: none"> <i>• What do you want to happen?</i> <i>• What are some milestones towards that vision?</i> <p><i>“Remember that these goals should come from your individual perspective as a stakeholder, so you should look at the motivations described for you.”</i></p>	Role Play Packets: <i>Scenario</i> Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Refer to Role Play Packet 	<p><i>“To get started, let’s please turn to Section 4 of your As the Planner Sees It Worksheet. There you will find several guiding questions that need to be answered. Planners, please be sure to record your group’s answers to these questions and document the actual goals that you’ve set based on those answers.”</i></p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i>

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Facilitate</p> 	<p>Set a timer and allow five minutes for answering the questions and writing down 2-3 goals in Section 4 of the <i>As the Planner Sees It Worksheet</i>.</p> <p>Walk around the room or ask for students to raise their hands to verify when they have finished answering the questions with the analysis they have just completed in Section 3. Verify that, at the very least, the planner for each group has recorded this information in the <i>As the Planner Sees It Worksheet</i>.</p> <p>To help the students, you can ask questions like:</p> <ul style="list-style-type: none"> • <i>What do you want to happen in your community related to commute times?</i> • <i>What are some milestones towards that vision?</i> • <i>What kinds of behaviors do you want to encourage in your community? (taking busses, trains, bikes, etc. or encouraging people to carpool, etc.)</i> • <i>What kinds of effects on the economy do you want to have?</i> <ul style="list-style-type: none"> • Hint: <i>development might create some jobs and improve infrastructure like roads, highways, etc.</i> • Hint: <i>connecting people to businesses could encourage spending.</i> <p>Work to keep the students in their own role, rather than trying to approach the situation from their current perspective as a middle school student.</p>	<p>Role Play Packets: <i>Scenario</i></p> <p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>
<p>Refer to PPT</p> 	<p><i>“Great job! You all sound like you have some very clear visions for your communities when it comes to commute times and I think we are ready to move to the next step. In the next step, we are going to start coming up with some solutions to the problem that fit your group’s vision.</i></p>	<p>PPT: Slide No. 27 <i>Planning Process</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	3 minutes	
Activity 	<p><i>“Talk among the other stakeholders (using your role play cards as a guide) to develop some choices based on your goals (1-3). Remember you all have different views and objectives so it’s okay to have different options at this point. Most importantly, Be creative! In this role play, you are not limited by current technologies or practicality but try and have at least one option that is doable.”</i></p>	Role Play Packets: <i>Scenario</i> Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Refer to Role Play Packet 	<p><i>“Please turn to Section 5 of your As the Planner Sees It Worksheet. There you will find some space to start coming up with potential solutions. Planners, please be sure to record your group’s solutions in the space provided of the worksheet.”</i></p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Explain 	<p><i>“These do not have to be very well-developed descriptions of solutions. General ideas that can be summed up in just one sentence or so will be enough. For example, if the problem were flooding due to poor drainage you might write:</i></p> <ul style="list-style-type: none"> • <i>Put upgraded drains and pipes at 7 key sites in the city.</i> • <i>Add more raised roadways.</i> • <i>Dome over the whole city and install airlocks at entrances, then flooding can’t happen.</i> <p><i>The point is to be creative but not spend a large amount of time over describing things yet.”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Facilitate</p> 	<p>Set a timer and allow 2-3 minutes for generating and writing some solutions in Section 5 of the <i>As the Planner Sees It Worksheet</i>.</p> <p>Walk around the room or ask for students to raise their hands to verify when they have finished writing. Verify that, at the very least, the planner for each group has recorded this information in the <i>As the Planner Sees It Worksheet</i>.</p> <p>To help the students, you can ask questions like:</p> <ul style="list-style-type: none"> • How can you meet the vision with an improvement of some sort? • What kind of project might help you get to your goals? • How will this benefit the community? • How does this solution impact other stakeholders? • How does your community handle this kind of situation? <p>Don't forget to keep encouraging creativity, part of the fun of the activity is letting the students use their imagination, even if their solutions are not entirely practical or possible due to current technology.</p> <p>Work to keep the students in their own role, rather than trying to approach the situation from their current perspective as a middle school student.</p>	<p>Role Play Packets: <i>Scenario</i></p> <p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>
<p>Refer to PPT</p> 	<p><i>"Great job! You all sound like you have some very clear visions for your communities when it comes to commute times and I think we are ready to move to the next step. In the next step, we are going to finalize writing up one of the solutions that you just came up with.</i></p>	<p>PPT: Slide No. 29 <i>Planning Process</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	3 minutes	
Activity 	<p><i>“Take the next 3 minutes to talk among the other stakeholders (using your role play cards as a guide), weighing the benefits and disadvantages of each solution you came up with and choose the one that you like best for your vision of the community. Although you all have different views and objectives, it’s time to think logically about what serves the community best. Being creative is very important, just make sure that your creativity reflects what you believe is best for all stakeholders.”</i></p>	Role Play Packets: <i>Scenario</i> Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Refer to Role Play Packet 	<p><i>“Please turn to Section 6 of your As the Planner Sees It Worksheet. There you will find some space to help you organize notes about the pros and cons for each of your solutions. Please try and document a few for each one to show your reasoning.”</i></p>	
Facilitate 	<p>Set a timer and allow 3 minutes for debating the merits of each of the solutions in Section 5 of the As the Planner Sees It Worksheet and documenting these in Section 6.</p> <p>Walk around the room or ask for students to raise their hands to verify when they have finished their discussion.</p> <p>To help the students, you can ask questions like:</p> <ul style="list-style-type: none"> • How can you best meet your vision? • What helps you get to your goals best? • How will each benefit the community? • How does each solution impact other stakeholders? <p>Don’t forget to keep encouraging creativity, part of the fun of the activity is letting the students use their imagination, even if their solutions are not entirely practical or possible due to current technology.</p> <p>Work to keep the students in their own role, rather than trying to approach the situation from their current perspective as a middle school student.</p>	Role Play Packets: <i>Scenario</i> Role Play Packets: <i>As the Planner Sees It Worksheet</i>

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>State</p> 	<p><i>“Wow! I know that it was hard to choose just one of those very creative solutions, but I think we all have one in mind now. Next, we are going to start cementing that solution in our plan... I mean As the Planner Sees it Worksheet.</i></p> <p><i>“Wait. Actually, you have all been writing a type of plan with many of the same elements that I would use as a planner. You all are doing a great job as planners and your very first plan is almost done.”</i></p>	
<p>Timing</p>	<p>7 minutes</p>	
<p>Activity</p> 	<p><i>“You have already written up most of what might go into a plan, as you have been filling out sections. Now is just the time to finalize your vision. We will be taking the next 5 minutes to very briefly write a few sentences that describe your solution, why you chose it, and make a quick sketch that represents your project.”</i></p>	<p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>
<p>Refer to Role Play Packet</p> 	<p><i>“Please use the space provided in Section 6 of your As the Planner Sees It Worksheet to write 2-5 sentences that describe your project.”</i></p>	<p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>
<p>Facilitate</p> 	<p><i>Set a timer and allow 7 minutes for writing 2-5 sentences in the As the Planner Sees It Worksheet and drafting a quick sketch.</i></p> <p><i>Walk around the room or ask for students to raise their hands to verify when they have finished their discussion.</i></p> <p><i>Don't forget to keep encouraging creativity, part of the fun of the activity is letting the students use their imagination, even if their solutions are not entirely practical or possible due to current technology.</i></p>	<p>Role Play Packets: <i>As the Planner Sees It Worksheet</i></p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to PPT 	<p><i>“Another great effort! I’m impressed by your solutions to the commute times problem and I think we are ready to move to the final step. We are going to complete our plan by just expanding thoughts for how it will unfold.”</i></p>	PPT: Slide No. 31 <i>Planning Process</i>
Timing	5 minutes	
Activity 	<p><i>“In this final phase we will be asking ourselves some key questions to decide how this plan might unfold:</i></p> <ul style="list-style-type: none"> • How long will it take? • Can it be done all at once or should there be phases? • What kinds of information might you need? <ul style="list-style-type: none"> • \$\$\$\$\$ • Who will build it? • Who will manage it? • Is it legal? • What kind of follow up might be involved?” 	
Refer to Role Play Packet 	<p><i>“Please use the space provided in Section 7 of your As the Planner Sees It Worksheet to answer the guiding questions and complete your plan!”</i></p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i>
Facilitate 	<p>Set a timer and allow 5 minutes for answering the guiding questions in Section 7 of in the <i>As the Planner Sees It Worksheet</i>.</p> <p>Walk around the room or ask for students to raise their hands to verify when they have finished.</p>	Role Play Packets: <i>As the Planner Sees It Worksheet</i>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Refer to PPT 	<p><i>“Congratulations! You have all completed writing your first community plan and your project is under way. The community loves your solution and can’t wait to get this traffic moving!”</i></p>	<p>PPT: Slide No. 33 <i>Planning Process</i></p> <p>PPT: Slide No. 34 <i>Congratulations!</i></p>
State 	<p><i>“Wow, what great conversations and innovative solutions! You all did a wonderful job working in your groups.”</i></p>	
Extension	<p>If you would like to extend the learning experience, move on to one or two of the Extension Activities in the following Extension Module.</p> <p>If you would like to end your presentation, then finish by saying the concluding statement that follows.</p>	
State 	<p><i>“It seems like we have a much better idea about the planning process and the stakeholders involved. I hope that this has taught you something about how things come into being within your community and maybe even got a few of you thinking of becoming more active participants in your community in the future. It’s been a pleasure working with all of you. Thank you for letting me come to speak to you today!”</i></p>	

MODULE 04: EXTENSION: WRAP-UP

Time: Extension 1: 5 min. + Extension 2: 5-8 min.

In this module, the students will be given the chance to cement their knowledge in two extension activities. Extension 1 allows students the opportunity to show their expertise as they briefly present their plan to another group. Extension 2 uses a Pop Quiz format to facilitate discussion about the day's activities and expand on concepts that were covered.

Performance Objective(s)

Learning Objective(s)

- Understand the planning process and profession.
- Understand tools and aspects involved in the planning process.

Behavioral Outcome(s)

- Be able to explain the planning process and profession.
- Be able to describe what tools and aspects involved in the planning process are used for.
- Be excited about the planning profession and what planners do.
- Become lifelong participants in planning for their community.
- Be comfortable inspiring participation in others.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Extension: Timing	<i>5 minutes</i>	
Extension: Activity 	<i>If you choose to add the 5-minute extension, say “we are going to take the next couple of minutes reviewing what you decided in your groups to another group. Please make sure to briefly tell the other group what your challenge was, what the outcome was, and at least one thing that you learned about the planning process.”</i>	
Extension: Facilitate 	Set a timer for 5 minutes as each of the groups presents a summary of their scenario and how they addressed the problem to another group for feedback from the other group. Walk around the room or ask for students to raise their hands to verify when they have finished.	
Extension: State 	<i>“I heard a lot of great discussion and innovative solutions being presented. Well done.”</i>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Extension: Preparation</p> 	<p><i>Contact cooperating teacher ahead of time to see if there are any points covered outside of your visit that can be linked here by discussion to your presentation.</i></p> <p><i>Ask cooperating teacher ahead of time what kinds of prizes are acceptable in the classroom.</i></p> <p><i>Review questions and customize PPT before presenting.</i></p>	<p>Customize PPT: Slide No. 35-36 This is a good place to ask the cooperating teacher for their perspective on what to highlight. It is always possible that the class has already had some discussions outside of your visit that could be tied in here. Asking the cooperating teacher ahead of time can help you to make those connections with the closing discussion that this Pop Quiz facilitates.</p> <p>Customize PPT: Slide No. 35-36 have several questions already made for you to use, but you aren't limited to these. If you have other points that you would like to make or things that you think are more relevant to your community for students to know, then you should customize these slides to fit your needs.</p>
<p>Extension: Timing</p>	<p>5 - 8 minutes</p>	
<p>Extension: Pop Quiz</p> 	<p><i>"Let's see what everyone learned today and give you a chance to earn one of a few coveted planning prizes. We are going to take the next couple of minutes to go through some questions and see who knows the answers."</i></p>	<p>Prizes of some sort (candy, pen, cup, bag, fidget spinner, etc.)</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Extension: Facilitate 	<p>Set a timer for between 5 and 8 minutes, depending on how much time you have available to spend.</p> <p>Keep in mind that while most students will be respectful and contribute in a mostly positive way, that they are still developing your people. every student is going to respond in a complimentary manner when you ask their opinions. Be prepared when you ask some of these questions for some unexpected types of answers. There are some of those listed below.</p> <p>Optional: Pass out prizes of some sort to students that volunteer answers or that volunteer the best answer.</p>	<p>Talk with the cooperating teacher about their strategies for handling un expected responses and what kinds of prizes are acceptable in the classroom.</p> <p>Prizes of some sort (candy, pen, cup, bag, fidget spinner, etc.)</p>
Extension: Ask 	<p>How many phases or steps are there to the Planning Process we used today?</p>	<p>Refer to PPT: Slide No. 35-36 Pop Quiz</p>
Extension: Expect 	<ul style="list-style-type: none"> • <i>We did six steps</i> 1. <i>Gather Data</i> 2. <i>Analyze</i> 3. <i>Set Goals</i> 4. <i>Generate Solutions</i> 5. <i>Write it Up! (Choose one solution and justify why.)</i> 6. <i>Think Through the Plan</i> 	
Extension: Ask 	<ul style="list-style-type: none"> • What did we do with our land use map? What about with our other maps? 	<p>Refer to PPT: Slide No. 35-36 Pop Quiz</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Extension: Expect 	<ul style="list-style-type: none"> • <i>We looked at the way the community is planned for things like where people live and where they work.</i> • <i>We tried to see if there were data to justify planning a solution to reported commute times problems in the community.</i> • <i>We looked to see what kinds of solutions fit with what was already on the different maps and what was missing but fit the vision for our community.</i> <ul style="list-style-type: none"> • <i>Example: Adding new types of transit, like buses or rail, and/or making it more accessible to where people live, work, and shop.</i> 	
Extension: Ask 	<ul style="list-style-type: none"> • <i>What are some things that we thought about while planning our solution to commute times?</i> 	Refer to PPT: Slide No. 35-36 <i>Pop Quiz</i>
Extension: Expect 	<ul style="list-style-type: none"> • What are the data telling us? • What is our vision for the community? • How can we solve this problem? • Why is one solution better than the others? • How might our solution need to be planned for before bringing it to life? 	
Extension: Ask 	<ul style="list-style-type: none"> • What did you like best about today? 	Refer to PPT: Slide No. 35-36 <i>Pop Quiz</i>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Extension: Expect 	<ul style="list-style-type: none"> • <i>Nothing</i> • <i>Doing something different than usual</i> • <i>Drawing</i> • <i>Getting to talk</i> • <i>Learning to use different maps</i> • <i>Getting to pretend to be someone else</i> • <i>Learning about a new type of job I didn't know about</i> • <i>Being creative</i> • <i>Working on a project instead of sitting through a presentation</i> • <i>Understanding more about how our community is planned and who is involved</i> • <i>Seeing that there is a place in the planning process for residents like me and my family</i> 	
Extension: Ask 	<ul style="list-style-type: none"> • What did you learn that you will tell your family or friends? 	Refer to PPT: Slide No. 35-36 Pop Quiz
Extension: Expect 	<ul style="list-style-type: none"> • Not really. It doesn't seem fun. • I don't know. • I'd rather be a developer • I want to own my own business • Yes, that seems really cool • Yeah, I like planning for things and working with others • Yeah, I don't know why. It just seems fun. 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Extension: State 	<p><i>“It seems like we have a much better idea about the planning process and the stakeholders involved. I hope that this has taught you something about how things come into being within your community and maybe even got a few of you thinking of becoming more active participants in your community in the future. It’s been a pleasure working with all of you. Thank you for letting me come to speak to you today!”</i></p>	<p>This is the same closing statement that is in the previous module.</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>Environmental</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.



APPENDIX A: GLOSSARY

Local Government	<p>People who make decisions:</p> <ul style="list-style-type: none"> • Mayor • Commissioners • Elected officials
Longitude	The lines on a map that go up and down.
Master Plan	Planning the future for your neighborhood to make it safe and easy to get around.
Native Plants	Plants naturally found in Florida
Natural Hazards	Floods, wildfires, hurricanes that can harm people and the environment. Planners try to minimize the impacts from natural hazards.
Planning	<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>
Plat	The framework showing the division of land.
Public Involvement	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.
Rural	Out in the country.
Scale	How to draw big things much smaller.
Sewer	Pipes that carry the water from all the drains in your home (Sink, shower, toilet) to be cleaned.
Stakeholder	Someone that is part of the community or has some connection to a place, normally with some kind of community “power”.
Transit	Trains, trolleys, and buses that carry groups of people.
Urban	A city or a town.

1. WHAT TYPES OF PLANNING PROFESSIONALS ARE THERE?

Answer:

Planners are facilitators that work to build consensus and provide stakeholders with advice on planning issues that are being proposed.

Many planners are generalists, but some specialize in comprehensive land use, transportation, Environmental, public health, economic development, and housing [what about scale-oriented focuses: urban planner, city-wide planner, regional planner, rural, neighborhood, downtown, parks and rec, etc.]
School planning, emergency management

Urban planners do many types of jobs and are involved in almost any kind of government or private activity which seeks to affect the future or accommodate community change. The majority of planners work in government, and within that category, local government. Planners may also be employed at the state and federal levels. International organizations such as the United Nations and the World Bank also hire planners. Planners may also work with non-profit agencies or in the private sector. Private sector jobs include working for utility companies, law firms, real estate developers, and planning consulting firms.

Most planners work in traditional planning areas such as land use, Environmental protection, economic development, transportation, community design, housing, and social planning. Individual planners may still have a wide variety of responsibilities within these specialties. Other planners work in less traditional areas, often with people from other disciplines, such as healthy communities, energy development, or school planning. Some planners become generalists, developing a level of expertise in several substantive areas. Others become specialists and define themselves as transportation planners or Environmental planners, for example.

Whether specialists or generalists, most planners share a common set of skills:

- involve all affected parties in important planning decisions;
- help communities to develop their own vision of the future, preparing plans responsive to shared community objectives;
- analyze qualitative and quantitative information to suggest possible solutions to complex problems;
- evaluate the cost-effectiveness of proposed projects and plans; and
- present recommendations to public officials and citizen groups in a comprehensive and understandable way.

Job Titles and descriptions:

- **Land Use Planner:** Land Use Planners create programs and plans for land development and usage. They will usually meet with a developer, public official, or community members/residents to discuss a particular piece of land and what their client wishes to accomplish with it. They will then analyze data about the land in question and then take a look at the plans already created. Based on the data they've collected, they then determine the efficiency, effectiveness, safety of those plans. The Land Use Planner will then submit revisions or new plans for consideration.



APPENDIX B: CONTENT RESOURCES

- **Transportation Planner:** A transportation planner is someone who works alongside government agencies to select and develop plans to organize transportation options. Transportation routes may be developed for car, walking, bicycling, busing, rail, or air. A transportation planner is responsible for designing, evaluating and planning the implementation of a state, city or town's transportation mediums, such as highways, roads, subways and streetcars. He must evaluate the various social, economic, Environmental, fiscal and land-use factors that go into an area's transportation.
- **Economic Development Planner:** An economic development planner assists in supporting the City's economic development program and redevelopment activities, including efforts focused on the retention and expansion of existing business and efforts to bring in specific targeted businesses to the City; coordinates with City staff and developers to include the preparation of development agreements, develops and executes marketing and business development efforts, coordinates with other County and City agencies, and follows-up on business leads/interested parties.
- **Natural Resources Planner:** Responsible for planning, coordinating, and implementing education, stakeholder outreach, and natural resources programs relating to the health and sustainability of local water bodies. Leads the Environmental impact assessment of city infrastructure and city policies. Develops city codes and ordinances required to comply with State requirements (BMAP and TMDL).

RESOURCES/LINKS:

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

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

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

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

<https://www.planning.org/salary/summary/>



APPENDIX B: CONTENT RESOURCES

2. WHAT ARE THE PRIMARY RESPONSIBILITIES OF A PLANNER?

Answer:

“Planners interpret and make recommendations on rules and rule changes. Get input from stakeholders on the plan for an area/issue; do analysis and research; [prepare maps, graphics, reports; make recommendations as to the best plan for an area/issue; implement adopted plans, as appropriate; facilitate dialogue around the issues to get to agreement/consensus.

Generally speaking: Help citizens and developers to understand the land development process; provide professional opinions to elected officials regarding the built Environment, the growth of the built Environment, and the impacts of that growth of the built Environment. They can work on the local community level, regional or state level.

RESOURCES/LINKS:

- Hillsborough Long Range Transportation Plan: <http://www.planhillsborough.org/2040-lrtp/>
- Temple Terrace Comprehensive Plan: <http://www.planhillsborough.org/wp-content/uploads/2017/04/Full-TT-Plan-1.19.16-updated-3.17.pdf>
- See page 8-9 for Hillsborough County Vision for Future Growth and page 9-10 for Temple Terrace Vision for growth. These maps are used as very broad and general examples of how a community will grow and develop.
- Page 62-64 are the land use categories and land use map for Temple Terrace. This is a small city with minimal categories. Many counties and cities will have dozens more categories.
- Almost all of the maps in the Temple Terrace Comp Plan are required by the state of Florida.
- Here are special studies: <http://www.planhillsborough.org/planning-commission-reports/>
- Transit studies: <http://www.planhillsborough.org/public-transit-plans-studies/>
- <https://www.planning.org/ethics/ethicscode.htm>

3. WHAT KIND OF BACKGROUND AND TRAINING IS INVOLVED IN BECOMING A PLANNER?

Answer:

A master’s degree in urban or regional planning, Environmental planning, urban design, or geography is a typically a requirement for a career in city planning. However, some schools offer an undergraduate degree in urban planning. Some positions either require or prefer a candidate that belongs to the American Institute of Certified Planners (AICP). AICP is a voluntary professional certification that individuals can earn by passing an exam after meeting professional experience and education qualifications.

RESOURCES/LINKS:

http://study.com/articles/Become_an_Urban_Planner_Step-by-Step_Career_Guide.html

4. HOW DOES SOMEONE BECOME INVOLVED IN PLANNING?

Answer:

- By identifying a problem or an issue with how your community functions (e.g., buses don't run often enough, there are no sidewalks near a school, parks are in disrepair, etc.)
- Reading the news about development in your community (newspapers, Internet, etc.)
- Attending community meetings or participating in community outreach in your area about an issue.
- Online surveys
- Volunteering in neighborhood committees, or becoming a community leader or neighborhood organizer
- Getting appointed to a local government board, like a Planning Commission, Historic Board Commission, etc.
- Running for elected office
- A citizen can:
 - Engage as part of an appointed board of the local government
 - Become active in a grassroots community organization
 - Attend local and regional government public meetings
 - Meet with your local elected representatives

5. WHAT ARE SOME EXAMPLE ELEMENTS THAT A PLANNER IS RESPONSIBLE FOR KEEPING IN BALANCE? WHAT CAN HAPPEN WHEN THESE ELEMENTS BECOME UNBALANCED (INCREASE IN GOVERNMENTAL COSTS, URBAN SPRAWL, ETC.)?

Answer:

Population and housing; population and jobs; population utilities (water, sewer, etc.); population and services (parks, libraries, schools, police, etc.); land use and transportation network; mix/ratios of different land uses and densities;

The adopted land development documents such as the Comprehensive Plan and Land Development Regulations in addition to any other documents such as neighborhood plans, bike and ped plans, economic development initiatives, tourism development strategies (not as common), historic preservation plans, capital improvements plans (as it relates to future growth). Unbalance means conflicting regulatory documents where confusion becomes standard. When documents don't mesh with each other, it is difficult to enforce policy and regulations.

- May have to travel long distances to gain access to resources such as parks, libraries, etc.
- Property may become very expensive; commute times may be long with large amounts of traffic.
- Service and civil workers may be priced out of the community that needs them.
- Natural resource and habitat loss.
- Waste is washed into the Environment during storms, storm water is untreated.



6. WHAT WOULD A WELL-PLANNED COMMUNITY IN FLORIDA LOOK LIKE? IF THERE ARE ANY REAL-LIFE EXAMPLES OR RESOURCES PLEASE FEEL FREE TO INCLUDE THEM.

Answer:

One that is walkable with daily services within close proximity to commercial hubs with mass transit to further less-daily needs. However, because it is so hot and occasionally rainy in Florida people tend to hop in their car even for short distances. Here is our dilemma. This community would have also gone to great lengths to preserve our Environmental features such as wetlands and coastal areas and not develop closely to them. There would be rail to service the transfer of goods.

- Some of the new urbanist communities like Disney's Celebration are good examples.
 - Caution: Many are not affordable to the average American. Deeds and covenants restrict what you can do with your property.
- Or Seaside/Watercolors in NW Florida.
- Baldwin Park in Orlando is great.
- Also, older historic communities like many of our historic Downtowns (built before the 1940's).
- Examples include Downtown Orlando, Winter Park, Downtown Lakeland, Ybor City, Downtown St. Pete, etc.

RESOURCES/LINKS:

There are several communities in NW Florida in South Walton County that provide the commercial hub surrounded by residential model. However, these have become second homes to the very wealthy and "resort-type" communities because there is no real economy there outside of tourism. If you can work remotely, it may work for you, but it provides a good on-the-ground example of ideal Florida communities. The City of Pensacola also has a similar framework in the downtown where they have the historic commercial corridor with residential near enough and some light transit with a minor-league baseball team/field in the walkable vicinity (entertainment). They also have a port there and office buildings for a live/work Environmental within a short walking distance.

7. WHAT WOULD A POORLY PLANNED COMMUNITY IN FLORIDA LOOK LIKE? IF THERE ARE ANY REAL-LIFE EXAMPLES OR RESOURCES PLEASE FEEL FREE TO INCLUDE THEM.

Answer:

Strip commercial development along SR 60 in Brandon FL is a good example of badly planned; also, suburban residential with no connectivity and near Environmental lands (like the Everglades) is another example.

Platted/antiquated subdivisions: Lehigh Acres in Lee County --vast swaths of small lots with no infrastructure, very little retail and services, deficient road network, no sense of place, etc./ Challenges of retrofitting.

Sprawl, as noted above. Unattached development with no sense of community (nothing to identify its character from any other community in the region/state).

Pretty much any suburban striped out street. Dale Mabry Highway in Tampa is a good example. Bad sidewalks, sign clutter, hard to cross the roadway, no landscaping, etc.

There's that suburb in Orlando that is you want to drive to your neighbor's house right behind you it requires a 15-minute drive (see link below). Good example of bad planning.

Well planned community could still develop challenges because of a myriad of other factors such as:

- Legislation that drives out business (taxes, limits business types, etc.)
- Land Development Code can be too onerous on the developer. Can add costs that make new development projects unfeasible.
- Lack of affordable housing
- Some communities only care about attracting more jobs and people but fail to plan adequately for transportation.
- Does infrastructure pay for itself? Suburban communities might feel safe, well planned and laid out, but in the long run the cost of infrastructure replacement and repair is very high and usually doesn't pay for itself in taxes and service fees over the years. Many of Florida's older suburban communities are now suffering the consequences of low density development and low property taxes not being able to keep up with the cost of repairs. Low density development does not use infrastructure efficiently nor pay for itself.

RESOURCES/LINKS:

<http://usa.streetsblog.org/2013/02/28/sprawl-madness-two-houses-share-backyard-separated-by-7-miles-of-roads/>

8. WHAT ARE SOME EXAMPLE SITUATIONS THAT COULD ARISE THAT A PLANNER MIGHT BE INVOLVED IN FINDING SOLUTIONS FOR?

Answer:

A city is losing population to its neighbors despite the fact that there are good jobs and great places in the community. The city wants to know why and what to do about it.

A neighborhood has a lot of kids but not a nearby park, or there is a park but no safe way to get to it.

Environmental degradation: As more of a community is developed there is an increase in the amount of impervious surfaces. Impervious surfaces do not channel storm water towards retention or detention areas and they can pick up pollution in the form of nutrients (e.g. from fertilizers), chemicals (e.g. vehicles on the road), or litter and dump it unfiltered into local waterways.

Roads that are over-capacity, infill development or redevelopment, large-scale master plans for new communities in greenfield situations.

A neighborhood being impacted by crime, Environmental degradation, or blight. What solutions can be put in place to turn it around?

A coastal community is being impacted by climate change (such as South Beach). What solutions can be put in place to help protect property? In most of Florida, communities are making it more difficult to build in flood prone areas.

Neighborhood with lack of investment and fleeing population. How do we re-attract jobs and housing?

A community with transportation issues would use planners to figure out the best alternatives.

The city might have a growing industry (tech, healthcare, shipping, etc.) but needs better planning to take that to the next level.



9. WHAT TYPES OF TOOLS OR RESOURCES ARE USED IN PLANNING (I.E., LAND USE MAPS)?

Answer:

- Maps, surveys to get input, demographic data like from the census
- Community meetings, town hall meetings, charrettes (multi day, design oriented workshops, bring together professionals in multiple fields, studio and workshop type format)
- Aerial photos, historic photos
- Field trips and inventories
- Grants (for funding)
- Software like Geographic Information Systems, Word, Excel, PowerPoint, Publisher/InDesign, Photoshop... Apps like Google Earth, Street Mix, Place meter, etc., etc.
- Partnerships and collaborations between stakeholders (public/private, etc.)
- Indicators/Performance Measures (to track progress in implementation)
- Data, data, data! Studies, reports, ESRI Geographic Information Systems programs.
- Local context (show students the local jurisdiction's Comp Plan, how to navigate to it, etc.)

RESOURCES/LINKS:

Land use maps:

<http://www.planhillsborough.org/plant-city-alexander-street-land-use-study/>

http://www.planhillsborough.org/wp-content/uploads/2017/06/North_Alexander_Street_Study_Area_ELU.pdf

Hillsborough Long Range Transportation Plan: <http://www.planhillsborough.org/2040-lrtp/>

Temple Terrace Comprehensive Plan:

<http://www.planhillsborough.org/wp-content/uploads/2017/04/Full-TT-Plan-1.19.16-updated-3.17.pdf>

See page 8-9 for Hillsborough County Vision for Future Growth and page 9-10 for Temple Terrace Vision for growth. These maps are used as very broad and general examples of how a community will grow and develop.

Page 62-64 are the land use categories and land use map for Temple Terrace. This is a small city with minimal categories. Many counties and cities will have dozens more categories.

Almost all of the maps in the Temple Terrace Comp Plan are required by the state of Florida.

Here are special studies: <http://www.planhillsborough.org/planning-commission-reports/>

Transit studies:

<http://www.planhillsborough.org/public-transit-plans-studies/>

<https://www.planning.org/ethics/ethicscode.htm>

Use an “Anywhere, FL” as an example and do a case study with a map. The map could include developed areas, Environmental areas, agricultural areas, etc. We could say another 10,000 people are planned to move to the area. Where will they live, where will the jobs be located, where will we put new parks and new schools, etc. This is essentially what we do when we begin a new Comprehensive Plan. We ask citizens where do you want the community to grow and how.

Include what citizens want (transit, save the agricultural areas and Environmental, less sprawl, walkable/ bikable places, places to shop, good schools, transportation options, parks, safety, jobs closer to home, etc.), what government wants (lower infrastructure costs, better services) and what developers want (more land for development, more road, good schools). Ask the students what can a planner do to balance all three. What solutions can the class come up with? Maybe a map that they can draw where new development should go (compact or grow everywhere), how it should look (low, mid, high density), where they would build roads or transit and the type of transit, where they would put in preserve areas, etc.

10. WHAT COMMON TECHNICAL TERMINOLOGY IS USED WHEN DESCRIBING WHAT PLANNERS DO OR THE PLANNING PROCESS? HOW MIGHT YOU DESCRIBE THESE TERMS TO AN ELEMENTARY 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.
- Storm water 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 Environmental. 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.



APPENDIX B: CONTENT RESOURCES

- 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)
- Sustainability -- how to ensure the things (natural or built) we have today last for the future
- Environmental -- the world around us, not just trees
- Built Environmental -- 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

9. WHAT COMMON TECHNICAL TERMINOLOGY IS USED IN DOCUMENTATION AND MAPS? HOW MIGHT YOU DESCRIBE THESE TERMS TO AN ELEMENTARY STUDENT?

Answer:

- North, south, east, west: Never Eat Soggy Watermelons
- 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.
 - Retention Pond – Holds extra water.
- Native plants - plants naturally found in Florida
- Invasive plants - plants that can damage the Environmental 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

10. 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 Environmental
- Identifying Safe Routes to School needs
- Planning of trails
- Conservation areas
- Aquarium
- Museum
- Port
- Historical Landmarks
- Swimming Pools

11. 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



12. 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
- Power lines
- 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

12. COMMON LAND USE COLORS AND DESCRIPTIONS

Residential (**Yellow**): Places where people live (i.e., houses, apartments, townhouses, etc.)

Commercial (**Red**): Places where people buy things (i.e., stores, restaurants, supermarkets, hotels, malls, movie theatres, gas stations, office buildings, etc.)

Industrial (**Purple**): Places where people work (i.e., factories, warehouses, electrical power plants, offices)

Community Stuff (Public Uses) (**Blue**): Places where community activities take place or community resources are stored (i.e., schools, libraries, parks, churches, temples, police stations, fire stations, sewage treatment plants, landfills, public works garage, bus stations, airports, etc)

Environmental (**Green**): Places with nothing on them at all (i.e., natural places, forests, swamps, beaches, etc.)

Agricultural (**Pale Green**): farms, ag processing, ag warehousing, etc.,



APPENDIX C: ROLE PLAY ACTIVITY

Section 1: Stakeholders

Instructions: Please use the spaces below to write the names of each group member that will be assuming each role. Remember that at least one person has to be assigned to each of the four stakeholder categories: Planner, Community Resident(s), Government, and Development Related Businesses. Some categories have several options so you can have more than one person in those categories, but each person needs their own unique role from that category.

Planner	Name: _____
Community Resident(s) • Business Owners	Name: _____ Name: _____ Name: _____
Community Resident(s) • Residents	Name: _____
Government • City Council Member	Name: _____
Government • Department of Transportation	Name: _____
Government • Department of Transportation	Name: _____



APPENDIX C: ROLE PLAY ACTIVITY

Section 2: Gathering Data – Data Types

Instructions: Please check all of the data types that you have available in your scenario. Be sure to ask every stakeholder for their data, keep in mind that some stakeholders may have the same type of data assigned to them.

- Aerial View Map
- Demographic Data
- Land Use Map
- Map of Congested Roadways
- Map of Problem Intersections
- Map of Streets and Rail Networks
- Modes of Transportation Map
- Population Density Map
- Surveys
- Vacant Parcels Map

Section 3: Analyze

Instructions: Use the questions below to help guide your analysis. Please record your responses in the spaces provided, basing them on the data available and/or the opinions of your stakeholders.

1. To what extent does this problem really affect the community based on the data?

2. How does this problem impact each stakeholder, from their perspective?

Community Resident(s),	Government	Development Related Businesses
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



APPENDIX C: ROLE PLAY ACTIVITY

3. How does the layout of the community impact commute times? Are too many people in any one area? Is the land being used in an effective way? How does the distance between where people live and work impact commute times?

4. What, if any, are the problem intersections?

5. How are the types of transportation affecting commute times? Is there a sufficient variety? Are the different types available in the most effective places? Is there anything else that you notice?



APPENDIX C: ROLE PLAY ACTIVITY

Section 3: Analyze

Instructions: Use the questions below to help guide you as you set goals. Remember that your goals should reflect your vision for the community. For example:

- To have easily accessible open and green spaces.

Please record your responses in the spaces provided, basing them on the analysis from Section 3 and/or the opinions of your stakeholders.

1. What do you want to happen in your community related to commute times?

2. What are some milestones towards that vision?

3. What kinds of behaviors do you want to encourage in your community? (taking busses, trains, bikes, etc. or encouraging people to carpool, etc.)

4. What kinds of effects on the economy do you want to have?

- Hint: development might create some jobs and improve infrastructure like roads, highways, etc.
- Hint: connecting people to businesses could encourage spending.

Goals:



Section 5: Generate Solutions

Instructions: Use the space below to come up with a few solution that would help to achieve your goals. Remember that your solutions should reflect your vision for the community. Be creative! This is where your imaginations and personalities can really come through.

1. Solution 1:

2. Solution 2

3. Solution 3



APPENDIX C: ROLE PLAY ACTIVITY

Section 6: Write it up!

Instructions: Use the space below to make notes about the pros and cons of each of your solutions. Then write out a brief description of and sketch out what one solution that your group decided would achieve your goals would look like. Remember that your solutions should reflect your vision for the community. Be creative! This is where your imaginations and personalities can really come through.

Solution 1:

Pros

Cons

Solution 2:

Pros

Cons

Solution 3:

Pros

Cons



APPENDIX C: ROLE PLAY ACTIVITY

Final Solution #: _____

Description:

Project Plan Sketch



Section 7: Think Through the Plan

Instructions: Use the questions below to help guide you in planning out how your solution will come to life in the community. Please record your responses in the spaces provided, basing them on all the previous sections available and/or the opinions of your stakeholders.

1. How long will it take?

2. Can it be done all at once or should there be phases?

3. What kinds of information might you need?

- \$\$\$\$\$
- Who will build it?
- Who will manage it?
- Is it legal?

4. What kind of follow up might be involved?



SCENARIO 1: COMMUTE TIMES

Planning Process Phase: Public Meeting & Decision

Roles: Planner, Business owners, Residents, City Council Member, Department of Transportation, and Developer

Objectives:

- Evaluate the problem and determine if any action is necessary (gather and analyze data).
- Set goals based on the evaluation
- Propose solutions to the problem.
- Make a decision about what the city will do moving forward.
- Write-up your plan!

DESCRIPTION:

It has come to the attention of the City council that community residents are having difficulty reaching the businesses that they frequent or are employed at. A population distribution map and aerial map have been provided to your planning professional to help with evaluating the problem and planning for a solution. Without better access to jobs and businesses, the community is already starting to see an influx in population and growth as businesses and residents that are frustrated by commute times migrate to neighboring communities.

PLANNER

Planners are in the middle of all three spheres that participate in the planning process: Community Residents, Government, and Development Related Businesses. They help facilitate communication between the three groups. They help residents develop and refine the community vision, help government develop the policy and code to implement the vision, and work with developers to help them understand the policy and code to improve projects so they match the community vision.

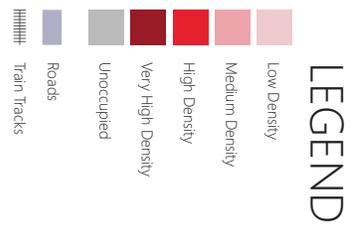
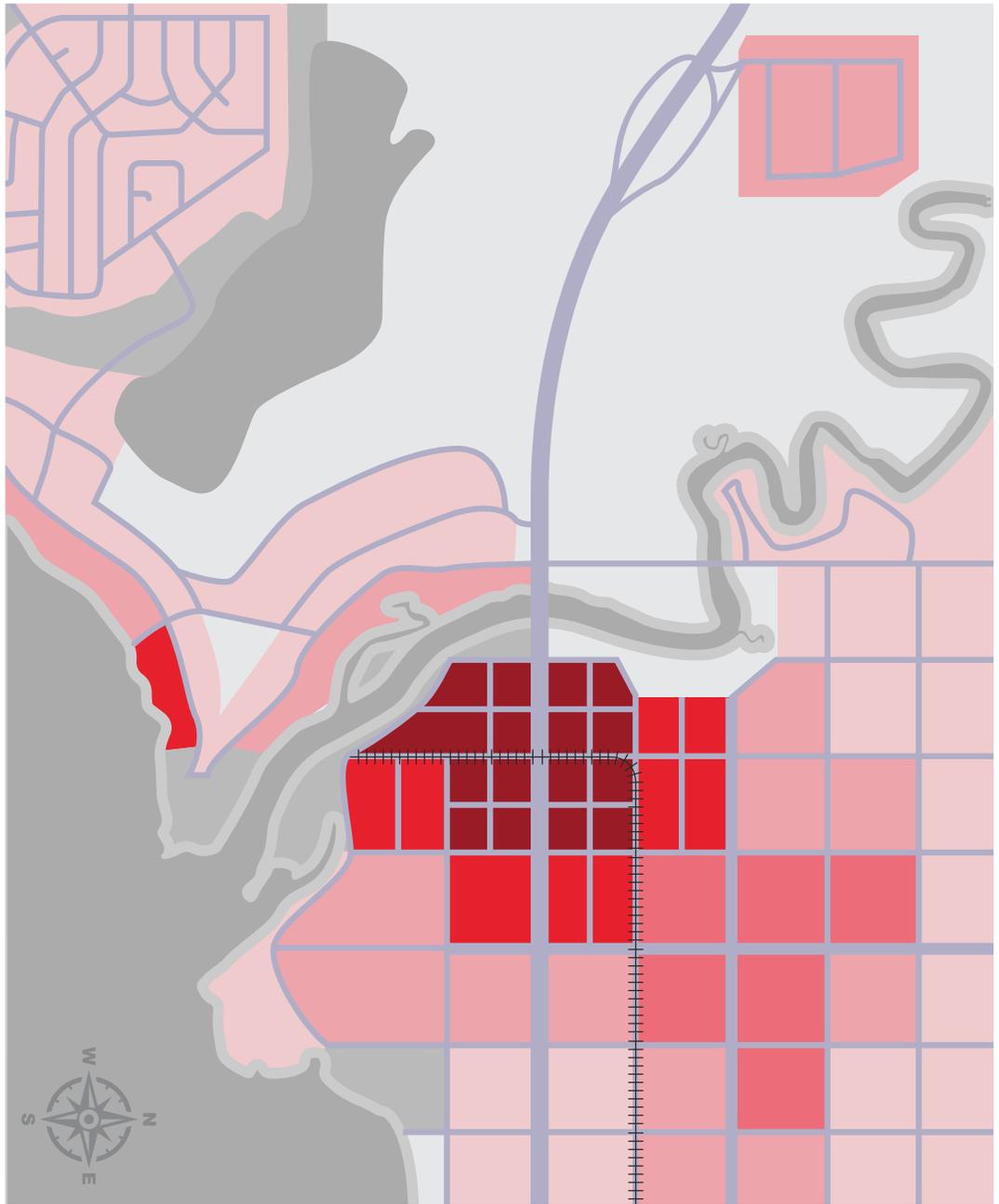
The Planner Code of Ethics states:

“Be conscious of the rights of others; concern for the long-range consequences of present actions; provide timely, adequate, clear, and accurate information on planning issues to all affected persons and to governmental decision makers; give people the opportunity to have a meaningful impact on the development of plans and programs that may affect them. Participation should be broad enough to include those who lack formal organization or influence; plan for the needs of the disadvantaged and to promote racial and economic integration; promote excellence of design and endeavor to conserve and preserve the integrity and heritage of the natural and built environment; deal fairly with all participants in the planning process.”

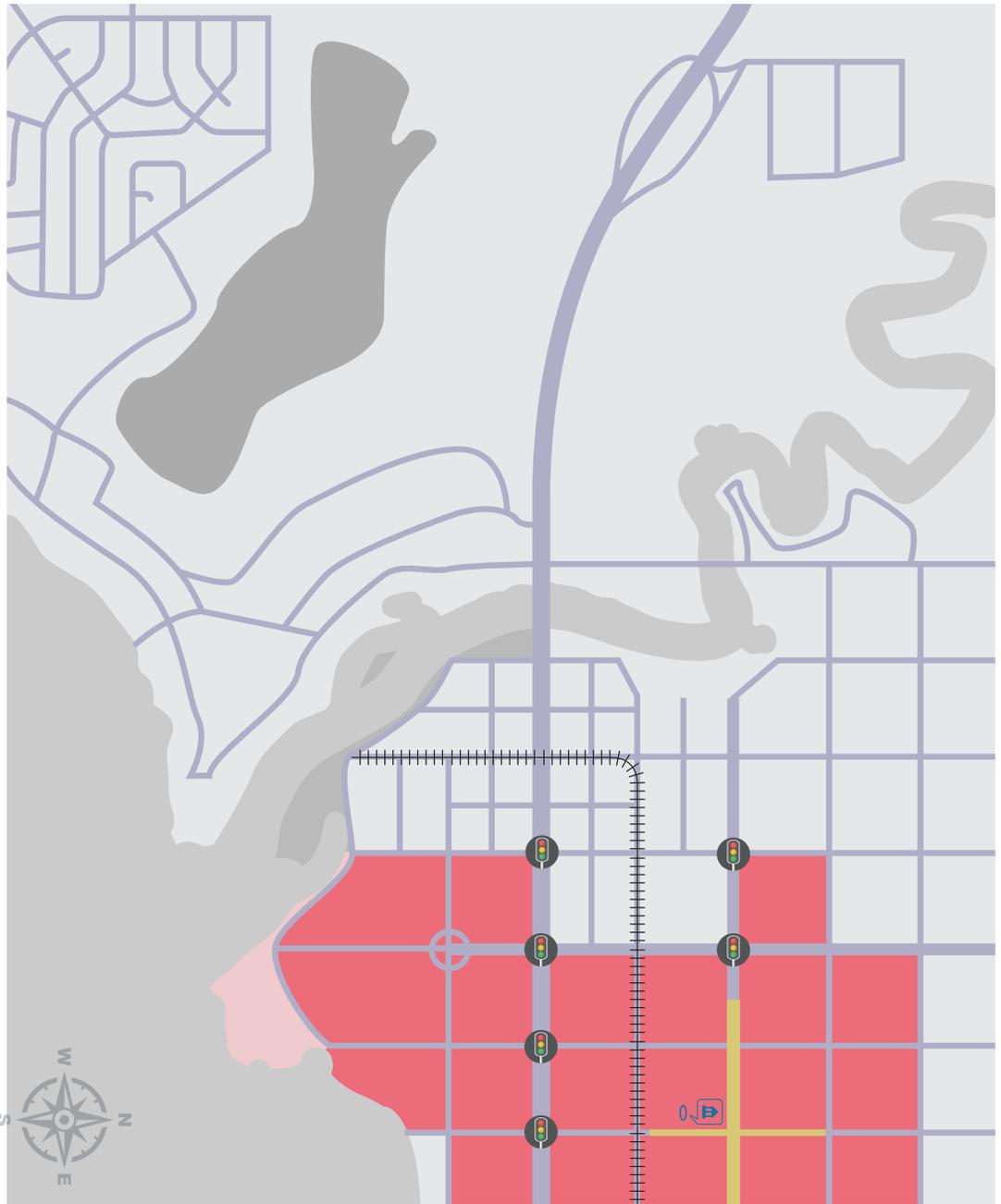
In this scenario, your job is to help the three groups come to an informed decision about how to move forward. You can accomplish this by providing information found in your supporting documentation and advising on solutions.

PLANNER: SUPPORTING ASSETS

- Population Density Map
- Ariel View Map
- Land Use Map
- Traffic Map
- Vacant Parcels Map



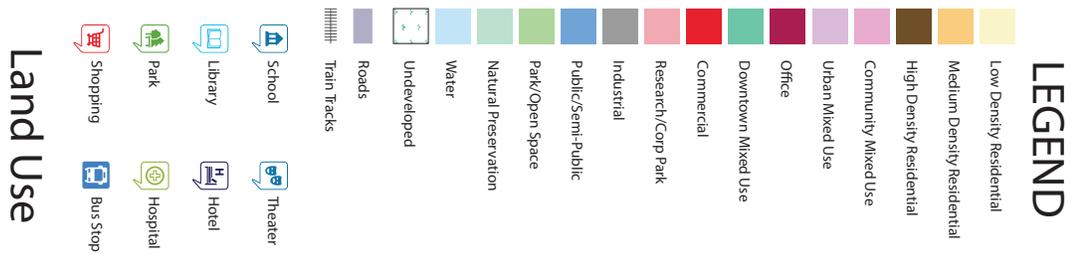
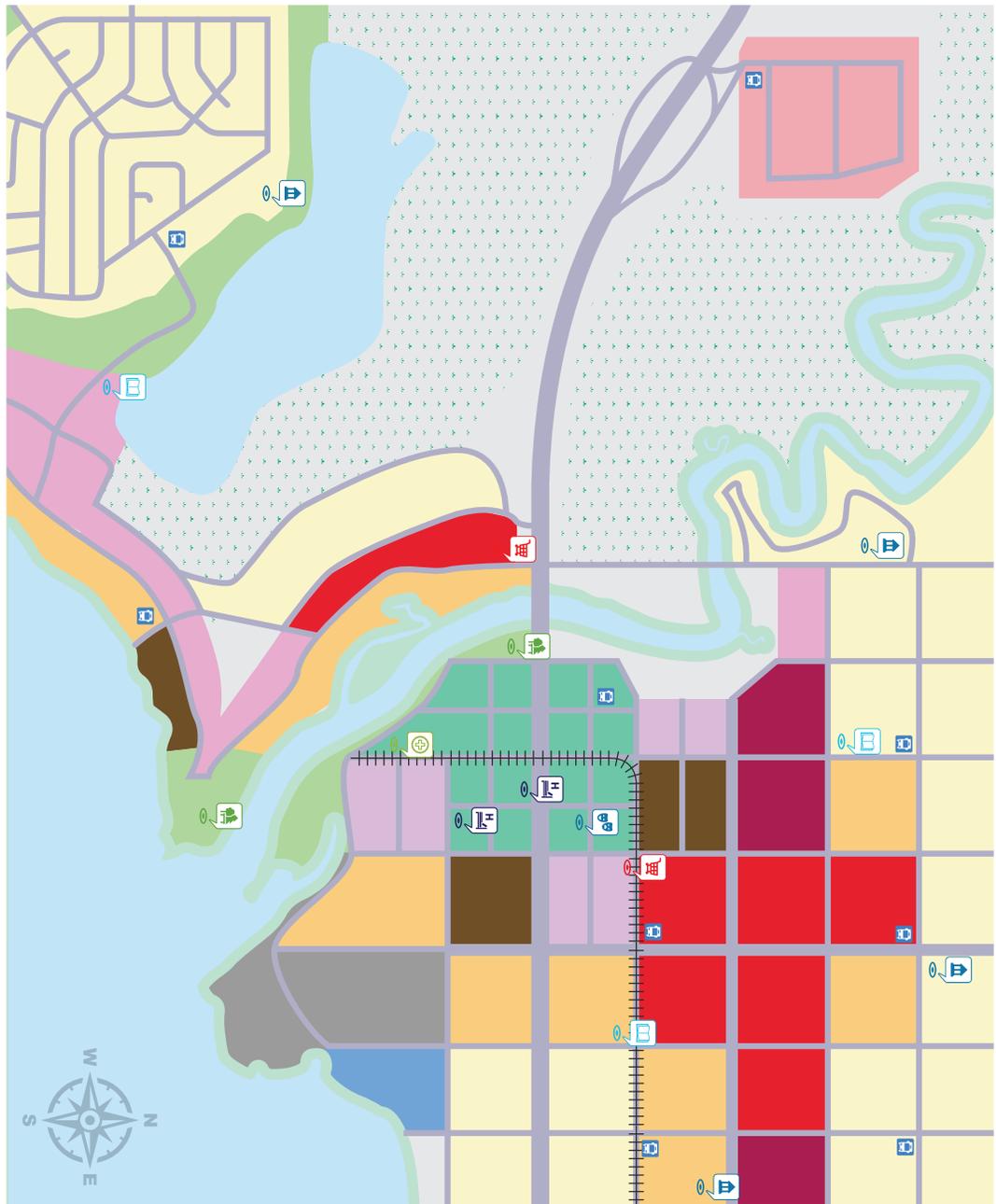
Population Density



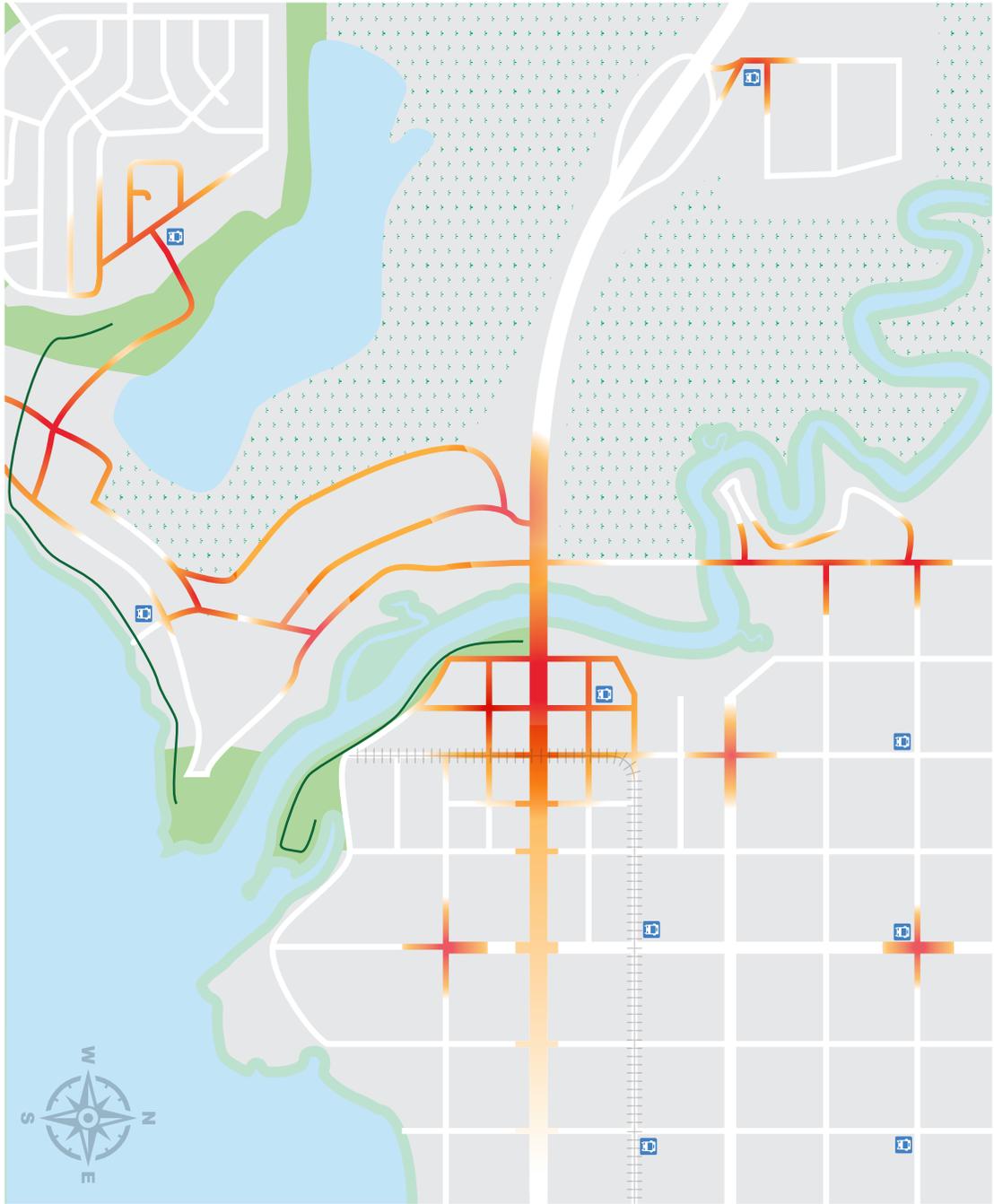
LEGEND

- Residential Area
- Roads
- Narrow Roads
- School Zone
- Train Tracks
- Circle
- Traffic Light
- School

Aerial View



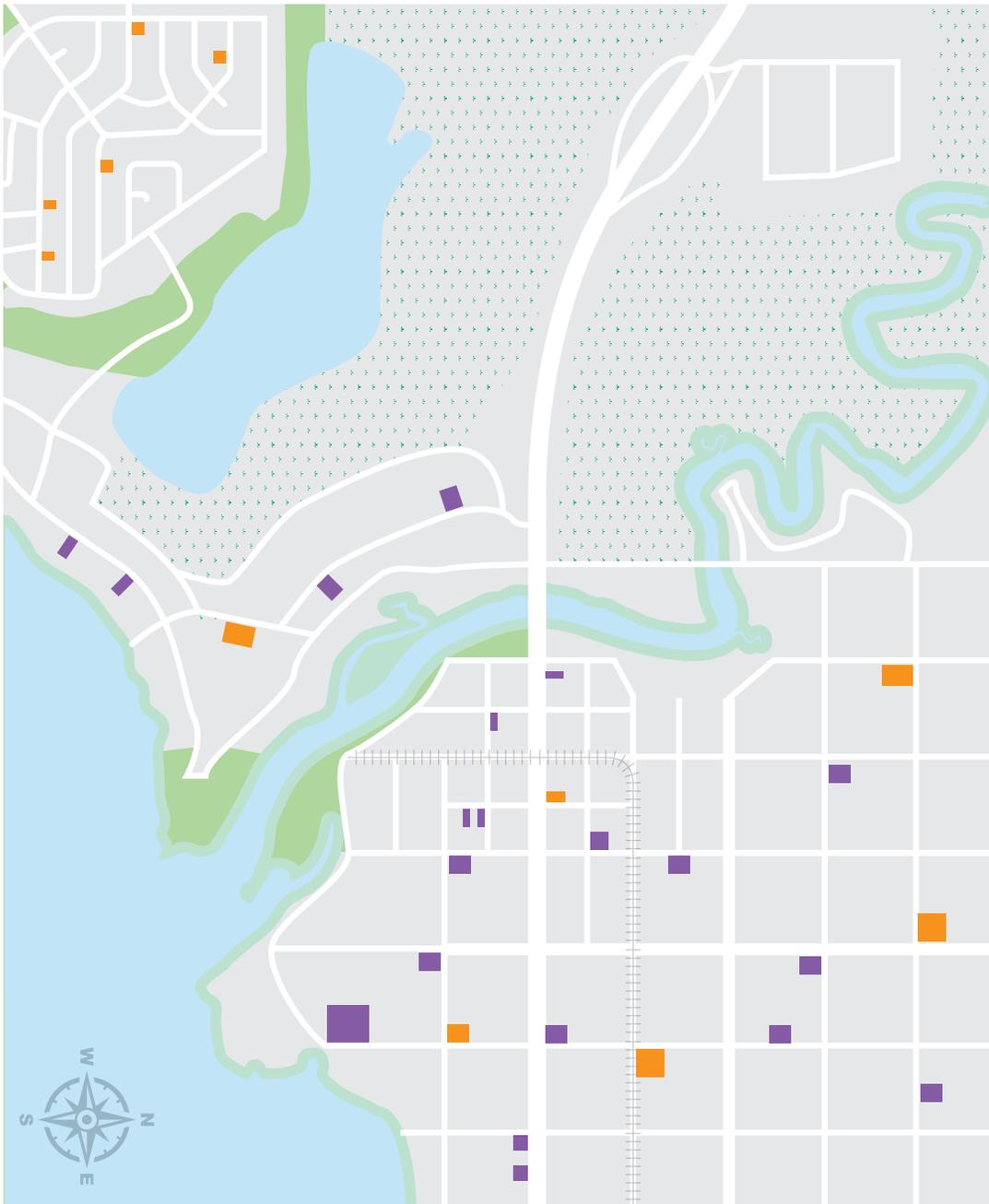
Land Use



LEGEND

- █ High Traffic
- █ Medium Traffic
- █ Normal Traffic
-  Train Tracks
-  Recreation Path
-  Bus Stop

Traffic Congestion



Vacant Parcels



COMMUNITY RESIDENTS (BUSINESS OWNERS, INDIVIDUALS)

Set the vision for the community through public workshops, surveys, meetings, etc. They let the planners know what they desire for their community. Planners create policy and code based on those ideas. The vision of the community is constantly changing so planners must be nimble and continuously update and refine plans.

BUSINESS OWNERS

In this scenario, you are one of the business owners who is having trouble getting your employees to work and attracting customers to your location. The frequent traffic delays and distance from major motorways that would bring in business pose major problems. This includes problems bringing in shipments of supplies.

Suggested Businesses:

- **Fast Food Restaurant Owner** – Due to traffic congestion, few people visit your restaurant outside of lunchtime when the most people are in your commercial area working. You want better access to your restaurant so customers aren't inconvenienced and because your business depends on a consistently high level of traffic.
- **Clothing Store Owner** – You do most of your business online but have difficulty with both getting shipments out of your location because it takes you too long to reach the airport shipping facility. Shipping vehicles have difficulty reaching your location and there are often delays. You would like to have more retail shoppers in and out of your store, but you believe that the congestion makes it difficult for people to visit your store.
- **Bank President** – Your employees are constantly showing up to work late due to the high volume of traffic and lack of parking in downtown. Between traffic jams and a 15-30 minute search for parking every morning, many of your employees are arriving late. The bank opens at 8:30 am and you cannot afford to have employees showing up late with customers waiting.
- **Marketing Agency Vice President** – Due to the lack of alternative modes of transportation and limited transit service near your business, you are having difficulty filling the entry-level positions because those workers without a car do not have a way to get to the jobs you have available.

RESIDENTS

You work in a commercial area of the city and frequently have to leave your house 2-3 hours early just to reach work on time, despite living within 15 miles of your work location. This is presenting a serious strain on you and your family. Not to mention how difficult it is for you to get to the store during rush hour or the large number of people cutting through your neighborhood to avoid the traffic on busier streets. The congestion is only made worse for your kids who do not a safe way to ride their bikes to and from school with all of that traffic. Even when they walk, there is not a path designated for pedestrians through congested areas and they have to walk on the shoulder of the road with people driving pass.

Important Insight: Developers have a view that is often unique from other stake holders, like those of community residents, on how a community should look and feel.

GOVERNMENT (CITY COUNCIL MEMBER, DEPT. OF TRANSPORTATION)

Government is responsible for implementing the vision of the residents. Local government controls the adopted policy and code as well as provides the budget to make the community vision happen. Lack of funds can slow down implementation. Creative governments can succeed at implementing a vision with a limited budget.

CITY COUNCIL MEMBER

In this scenario, your job is to use the information you have available to guide the discussion, listen, and evaluate the perspectives of those that you are elected to serve. You are also tasked with proposing solutions, should the problem merit action, that are in the community's best interest.

Important:

- Make use of your advisors and resource documentation.
- Government is responsible for making sure developers are playing by the rules that were established to implement the community vision.

DEPARTMENT OF TRANSPORTATION

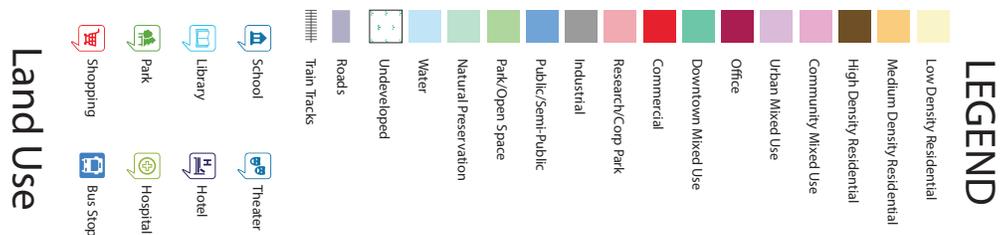
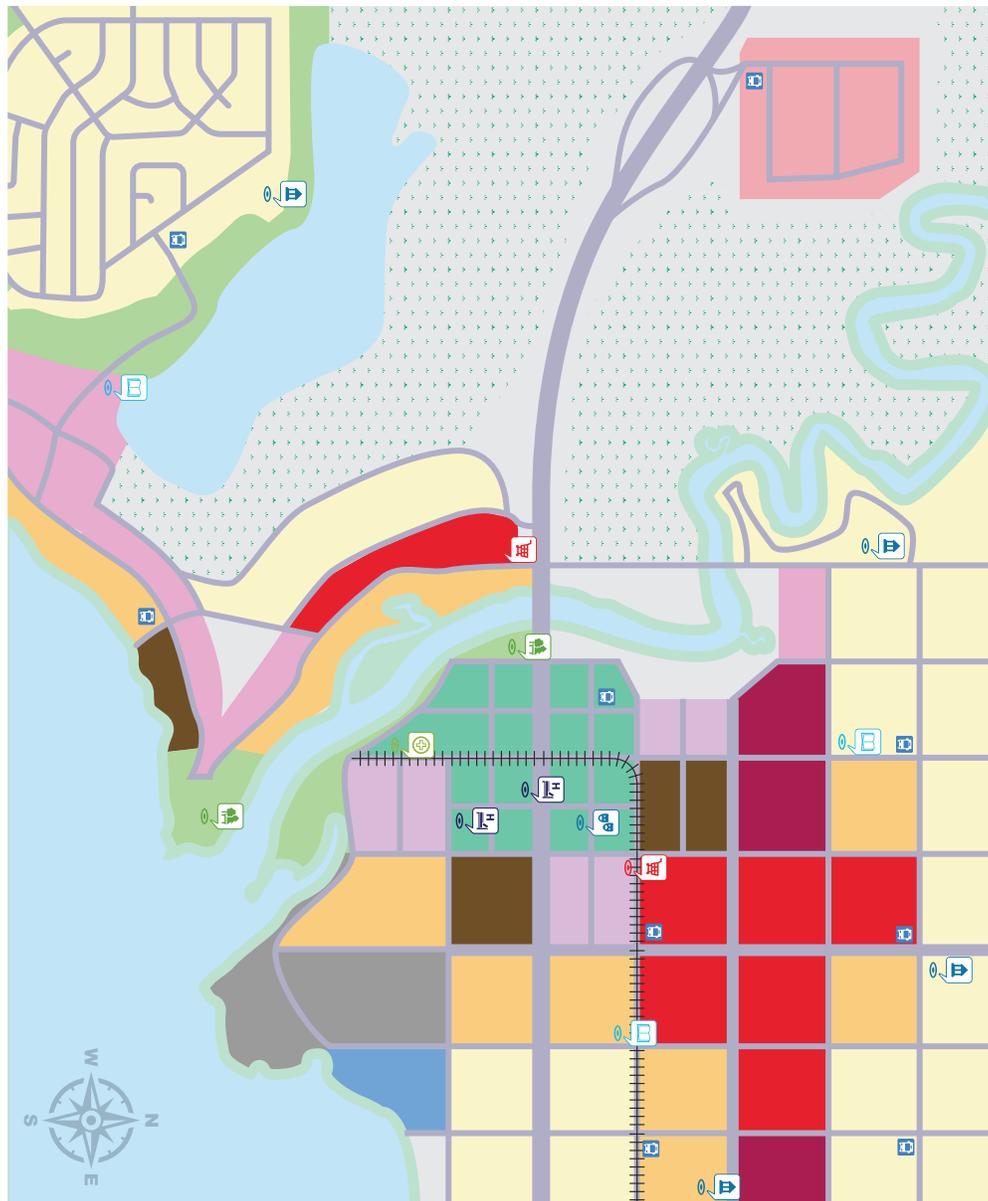
The DOT has a limited budget. It can plan for improvements but often those go onto a list and into a queue. It can take 5-10 years or more to get a project built. The DOT also has to deal with right of way acquisition which means sometimes homes need to be purchased and demolished or businesses might be bulldozed to make way for a new roadway. Often times, in a road widening project people will lose part of their front yard or businesses will lose parking. Planners would assist the DOT in finding ways to minimize the impact on a neighborhood.

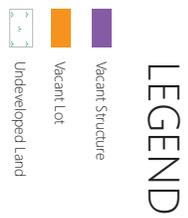
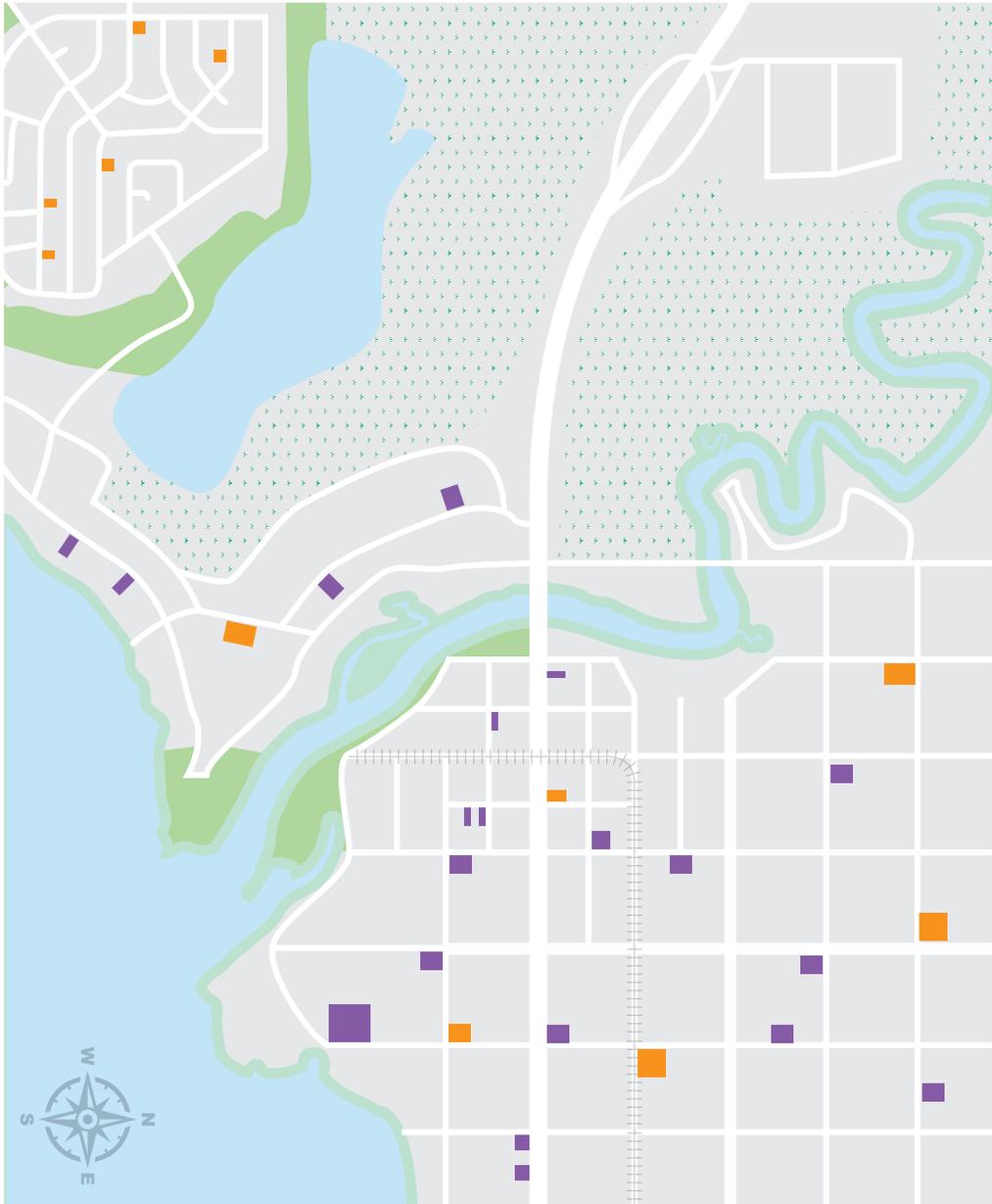
Important Insight:

- Imagine that in this role you are in charge of a bank account with limited funds but a surplus of projects that want funding, and you can only spend so much money on much needed improvements.
- Some transportation options:
 - Highways – a major and significant, well-constructed road that is capable of carrying reasonably heavy to extremely heavy traffic.
 - Bike lanes – lanes on the roadway for cyclists only.
 - Bus rapid transit (BRT) – aims to combine the capacity and speed of a metro with the flexibility, lower cost and simplicity of a bus system.
 - Multi-use trails – can be used by walkers, cyclists and equestrians.
 - Water ferries and taxis – carry passengers, and sometimes vehicles and cargo as well, across a body of water.
 - Light rail service – rail service that can make sharp turns and operate on a city street.
 - Commuter rail – rail service cannot operate on a city street, usually for longer commutes.

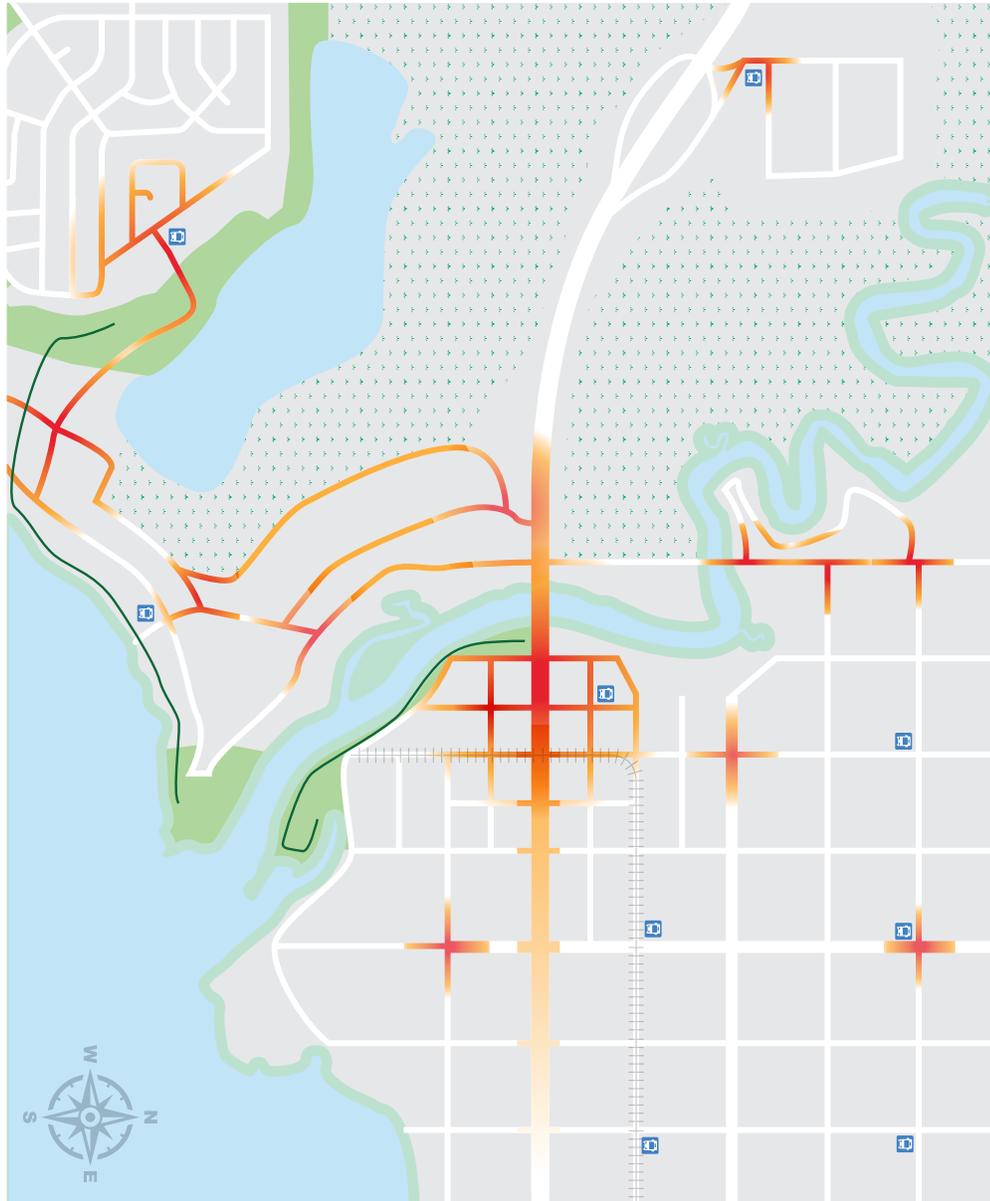
GOVERNMENT: SUPPORTING ASSETS

- Land use map
- Vacant Parcels Map
- Traffic Maps (Including Congested roadways & problem intersections)

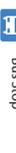




Vacant Parcels



LEGEND

- █ High Traffic
- █ Medium Traffic
- █ Normal Traffic
-  Train Tracks
-  Recreation Path
-  Bus Stop

Traffic Congestion

DEVELOPMENT RELATED BUSINESSES (DEVELOPER)

These are the players who are on the ground building and putting the vision in place through development and redevelopment projects.

In this scenario you are a representative of a very large land-owner who plans to create a 100-acre mixed use (or some type) development in close proximity to the downtown area. You are concerned about the current transportation limitations and you have enough land to contribute for an extension of an arterial road.

Important Insight:

- Be careful not to oversell projects that will seem outlandish to the government or residents.
- Developers come with passion and many opinions.
- They would hope the local government would pay for road or transit improvements but at the same time typically are against raising property taxes as it might scare potential home buyers into moving away from the area.
- This person should understand that he/she must be responsible to his/her client and/or employer, rather than solely to the requests of the community and government. They need to be in a mind set to represent business, which needs to make a profit to survive. Their return on investment must be considered.
- Developers tend to keep their development plans “close to the vest” until permits are requested. This is so that speculation does not prematurely alter property value or allow another developer to get ahead.

Some potential pitfalls in pitching your solutions include:

- Developers have a view that is often unique from other stake holders, like those of community residents, on how a community should look and feel.
- Land Owner – Owns a parcel along the roadway but traffic flow and access would make it difficult to get traffic in and out. In addition, the local government will not approve the proposed development due to the amount of additional traffic added to an already congested roadway. If your development is built, commute times would increase causing additional strain on the roadway. Existing property residents and businesses are opposed to the traffic and you must also consider the needs to the businesses and/or residents who will be move to your development once it's complete.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

COMMON CORE STANDARDS MAPPED TO ACTIVITY:

Brandon King, *Instructional Designer*

prof.king.bk@gmail.com

MODULE 01: THE ELEMENTS OF A COMMUNITY

Time:13-17 min

Learners manipulate cut outs of community elements to sort them into categories. They learn more about the types of things that come together to make a community like theirs and the people that make up a community.

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.

- CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- 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.L.1

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

- CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

3rd Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.3.1.B

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.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

4th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.4.1

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

- CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.*

- CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

5th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.L.5.4.A

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.5.1

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

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

MODULE 02: BUILDING THE COMMUNITY

Time: 30 min + 10 min Extension

Learners build on their knowledge about their community and the typology from the previous activity by creating a land use map.

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.
- **CCSS.ELA-LITERACY.CCRA.SL.3**
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **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.L.5**
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **CCSS.ELA-LITERACY.CCRA.L.6**
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **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.L.1**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.CCRA.L.4**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **CCSS.ELA-LITERACY.CCRA.L.6**
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

3rd Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- CCSS.ELA-LITERACY.SL.3.1.B

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.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

4th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.4.1

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

- CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

- CCSS.ELA-LITERACY.L.4.1.E

Form and use prepositional phrases.

- CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.*

- CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

5th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)



APPENDIX D: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.5.1

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

- CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.