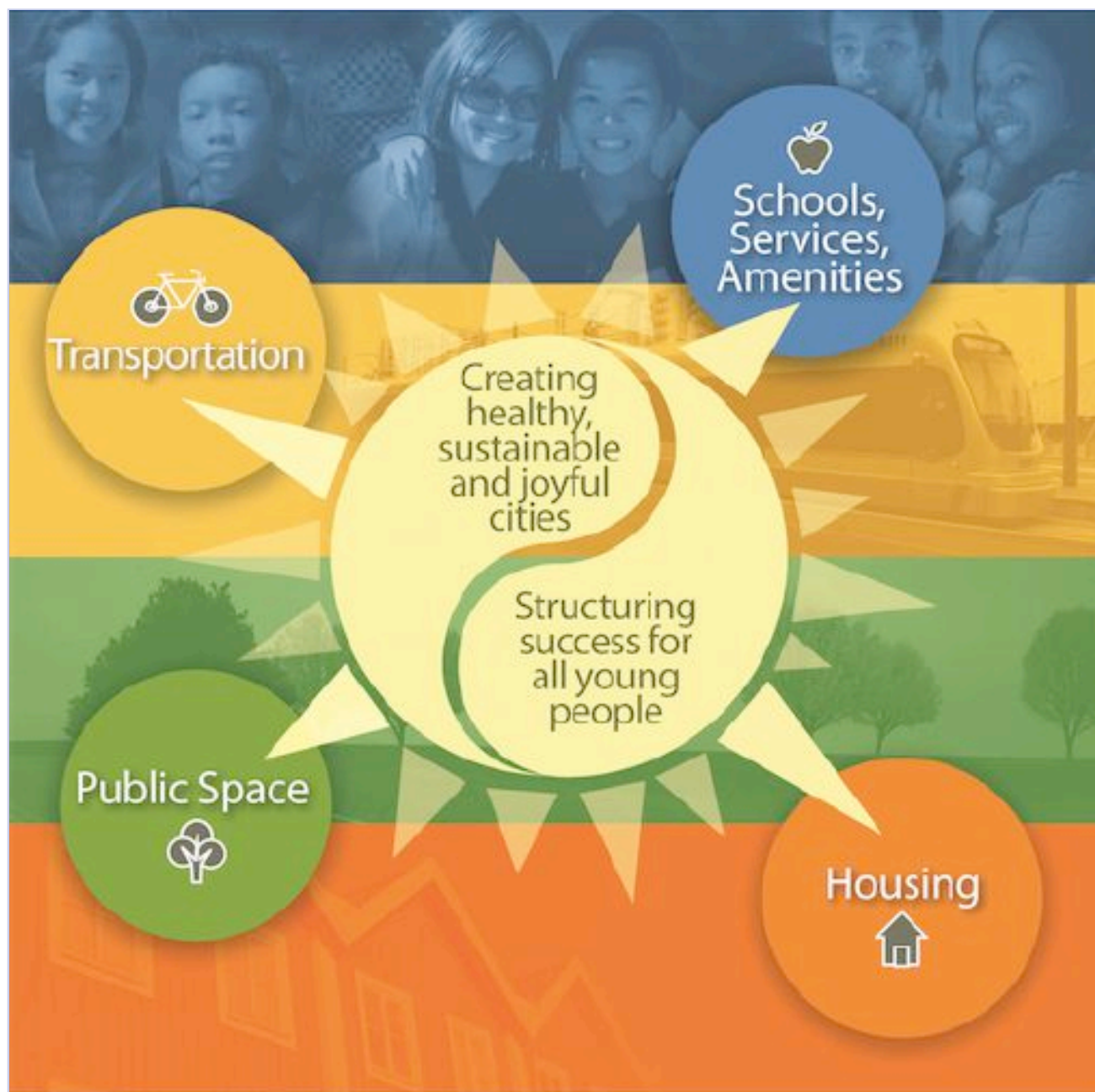


# Y-PLAN Elementary – Field Guide



## Y-PLAN Field Guide - Introduction



The **Center for Cities + Schools** at UC Berkeley conducts high-quality, non-partisan policy research, engages youth in urban planning, and cultivates collaboration between city and school leaders to strengthen all communities. CC+S works to advance policies and practices while creating opportunity-rich places where young people can be successful in and out of school.

**Y-PLAN Youth - Plan, Learn, Act, Now!** is a unique, award-winning educational strategy that empowers young people to tackle real-world problems in their communities through project-based civic learning experiences. Through Y-PLAN, young people become agents of change in their communities. Students take on projects focused on improving public transportation, access to green space, public art and civic space, healthy eating and active living, and more.

### How To Use This Field Guide

This field guide is designed to be used as an active tool to guide educators and students through the Y-PLAN process. It features a menu of structured activities that can be followed sequentially, or selected as needed. Teachers and students are encouraged to **USE** this field guide—to take notes, write down ideas, and help generate recommendations and visions for change.

## Y-PLAN Roadmap

### Y-PLAN Roadmap



This is the Y-PLAN Roadmap. It follows a flexible, but structured process of critical inquiry. It guides teachers, students and civic partners through the collaborative planning and policymaking process. Phases are sequential, and each one highlights the products for the project and some of the skills each student builds during that phase.

- 1. Start-Up:** Relationship building, naming assets, and project definition
- 2. Making Sense of the City:** Community mapping, research, analysis
- 3. Into Action:** Brainstorm, charrette and proposal development
- 4. Going Public:** Public presentation to a panel of civic actors
- 5. Looking Forward, Looking Back:** Critical reflection and action planning

# Module 1:

## Start-Up

### Y-PLAN Roadmap

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## Y-PLAN Project Question

All Y-PLAN initiatives are driven by an authentic question about a local issue posed by a civic “client”. The question should focus on a specific site, with policy as well as design implications. At the beginning of the process, the client meets the students and introduces them to the goals, opportunities and constraints associated with the site and question. The question should give the students an opportunity to generate design and policy proposals to respond to the challenge.

**Our Project Question:** (see samples on next page)

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**Project Site:** \_\_\_\_\_

**Client:** \_\_\_\_\_

### Sample Issues Associated With Sectors of the Built Environment:



**Transportation:** Safe Routes, Public Transit, Wayfinding, Accessibility....



**Housing:** Affordability, Accessibility, Special Needs, Design .....



**Public Space:** Access, Sustainability, Options for All Ages and Abilities.....



**Schools, Services and Amenities:** Quality Facilities, Economic Development....

## Sample Project Questions:



### Transportation

How might the streets accommodate bicycles, walkers and cars to promote safe and healthy activity for students, residents and visitors— and good business for merchants?

How can 4<sup>th</sup> Street—the heart of downtown San Rafael—be more welcoming, safe, and hopeful for EVERYONE?



### Housing

How might the city of Berkeley accommodate student housing, the homeless population, and live-work businesses?

What are some of the ingredients that will make the Hunters View housing development a healthy, sustainable and joyful community?



### Public Space

How can we improve streets, public spaces and businesses in the Mission Street corridor to be safer, cleaner and greener?

How might we design the canals and flatlands in San Rafael to be prepared for sea level rise and climate change?

How can we beautify the public spaces in our N. Richmond neighborhood while celebrating our community history and local pride?



### Schools, Services and Amenities

What can the city of Berkeley do to improve public gathering places, sidewalks, streets, and parks to benefit businesses, students, residents and visitors?

How can students promote healthy eating and active living at home, in our schools and in Detroit's neighborhood communities?



## What I Bring to the Table



### Activity

Fill a “plate” with images and words representing your strengths and talents.

### Goals

- To help students identify their strengths, and speak proudly about those qualities.
- To introduce adjectives describing assets and skills students bring to the table.

### Materials

- Paper plates, paper, wood or plastic, utensils
- Glue, scissors, marking pens
- Magazine images and other images representing talents, skills, qualities

### Steps

1. On pieces of colorful paper students write 4-6 unique adjectives describing their strengths and talents, e.g. *smart, athletic, musical, creative, innovative*
2. Write your name on the paper plate: the creatively paste down images, adjectives or phrases to represent what you bring to the table. Decorate.
3. Present our plates to each other and place on the table. Reflect upon our leadership skills and our individual contributions to our community.

## Pieces of the Puzzle



### Activity

Create a puzzle or quilt containing each student's name and reflecting the special qualities that they bring into the group.

### Goals

- For students to identify their strengths, and speak proudly about themselves.
- To see how each student contributes to the whole group.

### Materials

- Two pieces of colorful poster board of the same size (preferably a lighter color)
- Cut one poster board into puzzle pieces (enough for everyone to have one)
- Glue, scissors, pens, pieces of colored paper (optional)

### Steps

1. Each student creates a puzzle or quilt piece. They write adjectives or phrases to describe the strengths/talents they add to the group: *smart, creative, a leader*.
2. After they are done, each students "present" their puzzle piece and affix it to the poster board, until all pieces form a completed quilt or puzzle.
3. After the individual presentations, together everyone reflects — to see how the group is strengthened by each of their individual contributions.



## Towers of Power



### Activity

Build symbolic towers from small wood blocks or paper. Each tower will feature 4-6 words representing the strengths that each student brings to the community.

### Goals

- To help students identify strengths, and speak proudly about those qualities.
- To introduce adjectives describing students' assets and skills.

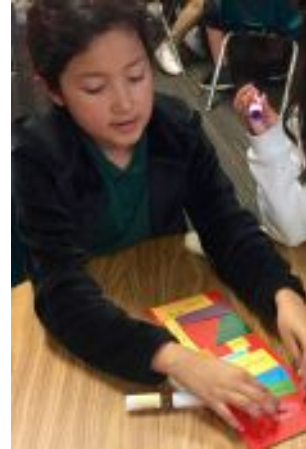
### Materials

- Small pieces of colored paper cutouts
- White or wood glue
- 4" x 4" wood or cardboard base/ or colored paper background
- Small wood blocks

### Steps

1. On the pieces of colorful paper students write 4-6 unique adjectives describing describe their strengths and talents, e.g. *smart, athletic, musical, creative, etc.*
2. Build towers from small wooden blocks or pieces of paper, no more than 16" high. Each student affixes his or her name and the 4-6 adjectives to the tower.
3. Present our work. Reflect upon our leadership skills and contributions to community.

## Upon Whose Shoulders Do I Stand?



### Activity

Create a human tower representing the people in the students' lives who have inspired, supported, or mentored them to become the people they are today.

### Goals

- To help students identify their own strengths and to honor those who have made a meaningful impact in helping them develop those strengths.
- To reflect upon leaders, mentors and family members who are making a difference in the community.

### Materials

- Cut out colored paper
- Glue, scissors
- 11 x 17 white paper or equivalent

### Steps

1. On 4-6 pieces of colorful paper students will write the names 4-6 people who have had a meaningful impact on their life. Then next to their name write the way in which they have inspired the student, e.g. *coach-teamwork*; *mom-love*.
2. Glue the pieces onto the paper to form a tower, pyramid, with the student's name on top,
3. Share with each other, and reflect upon all of the great people in their lives.

## Mirroring



### Activity

This “warm up” helps groups learn about each member’s strengths, talents, interests and values, as well as new information about their family, culture, or history.

### Goals

- To bring out a new, and possibly more personal, understanding of each other.
- To help participants cultivate listening and speaking skills.

### Steps

1. Facilitator asks each person to take a minute to reflect upon a story that conveys important information about their identity or past.
2. Break the group into pairs. Each member of the pair will have 5 minutes to share their story while their partner listens deeply. The leader will keep time. After 10 minutes, the entire group comes back together.
3. Each member of the pair will take a minute or two to introduce their partner, and share highlights of the story they heard and a connection they made with their own narrative.
4. If time allows, you can go around again and have each person share something that they left out, or would like to add to their own story.

## Module 2:

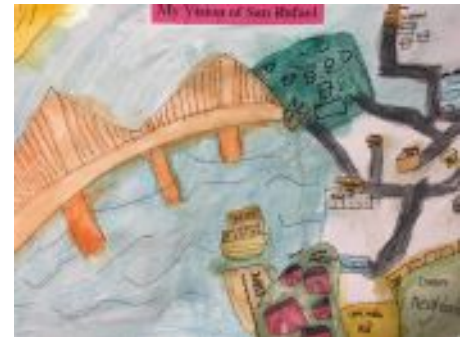
# Making Sense of the City

## Y-PLAN Roadmap

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## Mind Maps



### Activity

Each student will create—from memory—a map of their neighborhood or community.

### Goals

- To help students think about the spatial dimensions of their neighborhood.
- To understand what landmarks and features are important to the children.

### Materials

- 11 x 17 or larger sheet of paper, pencils, marking pens, crayons

### Steps

1. Each student will create a hand drawn, color map of their neighborhood or community — choosing their own rendering technique, scale, and perspective. Each child should include at the minimum these landmarks:

- Title
- Your home; friends or family homes
- Your school
- Places that you like and feel safe
- Places that are dangerous

2. After all children have completed their maps, the entire class can have a sharing session and discuss the overall features of the community, and make a chart showing the most important or popular places, as well as the trouble spots



## Observation and Mapping



### Activity

Students will walk into their local environment to record what they observe—with a focus on their project question and the conditions they observe on the site.

### Goals

- To sharpen observation skills while looking at people and places
- To collect data about key features of special importance to young people

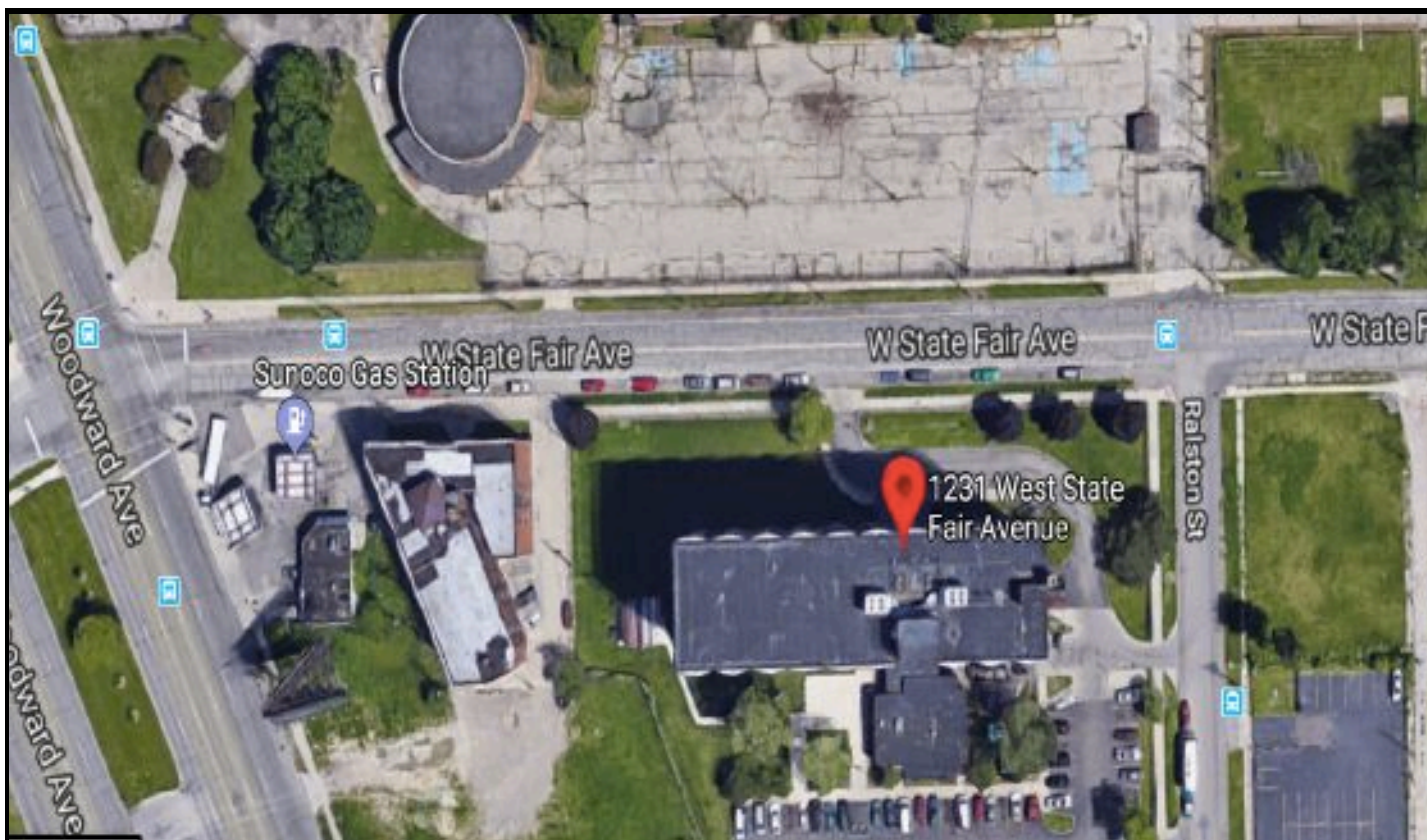
### Materials

- Observation worksheet with map, questions and prompts (see sample)
- Pencils, or marking pens, and clipboards

### Steps

1. Each student will take their observation sheet into the community or neighborhood to record people, places and activities they see.
2. Encourage them to observe, using all their senses: look, listen, touch, smell etc. Where do people live, work, play? What are the strengths, weaknesses, opportunities? They will record what they see and respond to the prompts on the observation sheet. They will analyze later. (see samples 2.0 and 2.0.0)
3. If possible, return to the site and observe in different conditions: at times of day, times of the week, weather, during events, etc.

## Neighborhood Mapping



On the map, draw a heart on your favorite places. Why do you like them?



Draw an X on places you don't like. Why?



Mark the safest places. Why are they safe?



Where are there opportunities to encourage healthy eating?



Where are opportunities to be active and to get plenty of exercise?



Where are places to grow fresh food?

Are there places that are healthy for people, animals and the environment?

## Observations of Our Home, School and Neighborhood



On the map, draw a heart on your favorite places. Why do you like them?

Draw an **X** on places you don't like. Why not?



Describe the safe places.

✓ **Healthy Living**



Peaceful places \_\_\_\_\_



Animals \_\_\_\_\_



Fresh Air \_\_\_\_\_



Gardens \_\_\_\_\_



Fresh Food \_\_\_\_\_

Describe the best places to exercise and move around.



Write or draw **2** of **YOUR** ideas about how to make the school, the street and the neighborhood healthier environment for people.



## Observations of Our School, Neighborhood and Mission Street



On the map, draw a heart on your favorite places. Why do you like them?



Draw an X on places you don't like. What would make it better?



Mark the safest places. Why are they safe?



Look for special places ("hidden gems")



How are people getting around?

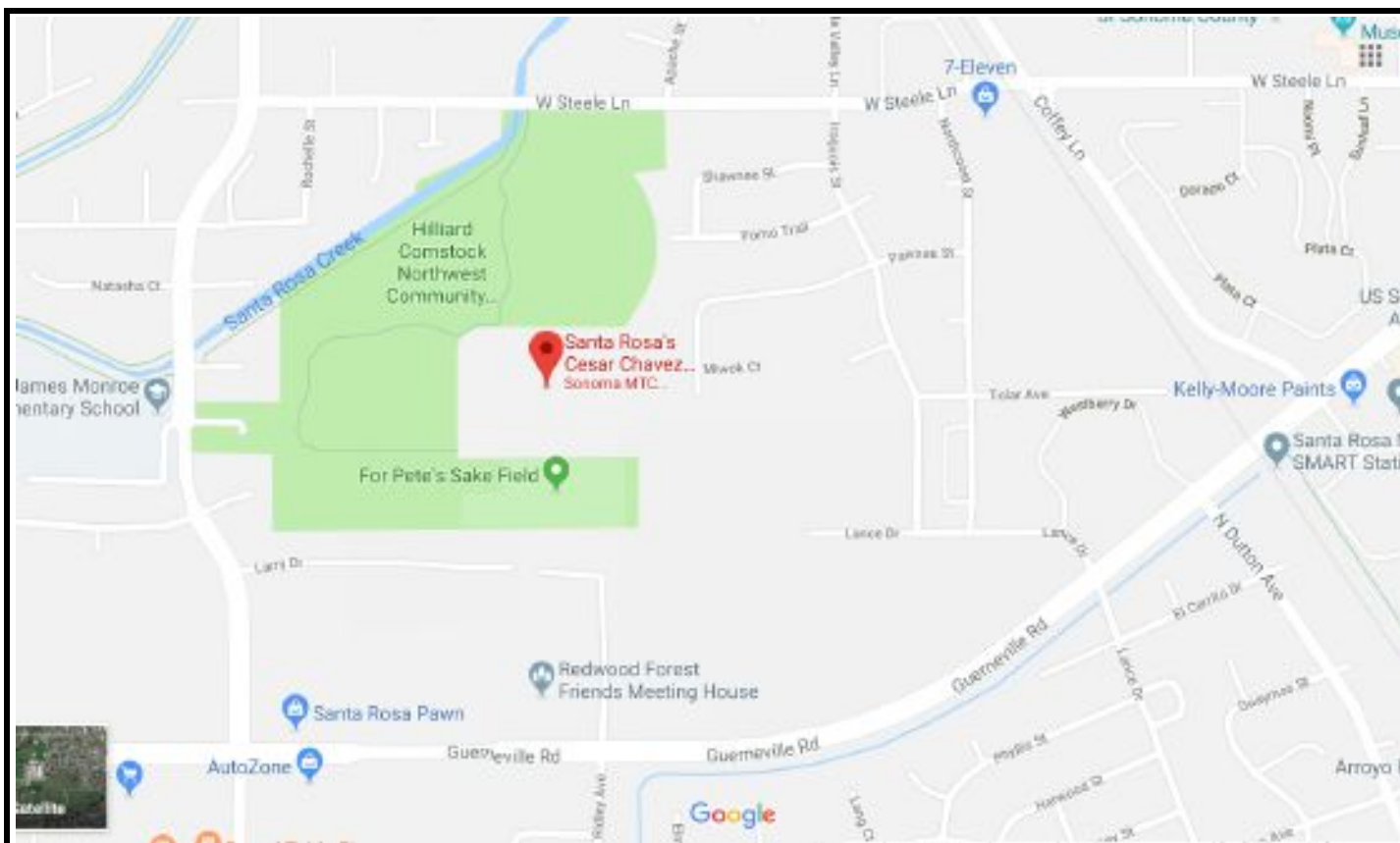


Which businesses are thriving?

Where do you see nature?

Write or draw **2** of **YOUR** ideas about how to make Mission Street and the neighborhood **SAFER, CLEANER, GREENER?**

## Mapping - Santa Rosa



On the map, draw a heart on your favorite places. Why do you like them?



Draw an X on places you don't like. Why?



Mark the safest places. Why are they safe?



Mark where you live on the map. What kind of housing type is it?

Is your school prepared for fires, earthquakes, floods or disasters? Why?



How do you get to school?



What businesses do you go to?  
What jobs are available?



## Interviewing Locals



### Activity

Interview people (children, teens, adults, seniors) to gain information about your project question, and the site/sites the students are focused upon.

### Goals

- To learn how to create a set of interview questions.
- To practice speaking with and listening to people of all ages, backgrounds.
- To learn how to collate information gathered in interviews.

### Materials

- Clipboards, pens, and a set of questions for interviewees
- A chart or board to post the results

### Steps

1. Formulate a list of questions that will best help students get the information they seek about your project question. (facilitator or students can do this)
2. Discuss etiquette for interviewing people. (please, thank you etc.)
3. Figure out which tools to use to capture information: Recording on phone? Written notes? Questionnaires check off?
4. Afterward, teams should review notes, looking for themes and patterns. They can include this valuable information on Telling the Story Maps, or include direct quotes in the project proposals in Module 3

## Photo Diaries



### Activity

Students walk into their local environment to record through what they observe related to the project question and the site. Then compile info in a photo diary.

### Goals

- To sharpen observation skills while looking at people and places
- To collect data about key features of special importance to young people
- To creating a visual diary representing the story of what they see

### Materials

- A list or map of the people and places the students will photograph
- Digital phones or cameras + printer
- Glue, scissors, colored paper, posters or large sheets of paper

### Steps

1. Students take their cameras to selected sites, to visually record people's behavior, the built environment and other features they notice.
2. They save and review their photographs and arrange thematically.
3. Then they add captions and notes to tell the story of what they observed.
4. The photos and notes can be affixed to a poster, or sheets of large paper.
5. Photos can be incorporated into Telling the Story Poster, shared with other teams, or included in their final proposals.

## Observation “Tool Kit”



### Activity

Students use and test drive a variety of tools to observe and learn about people, places, and processes related to their project question” : observing, collecting artifacts, mapping, conducting interviews, and taking photos.

### Goals

- To use different tools to collect data about people and places.
- To learn more about the tools of research and how to use them to gather different kinds of information.

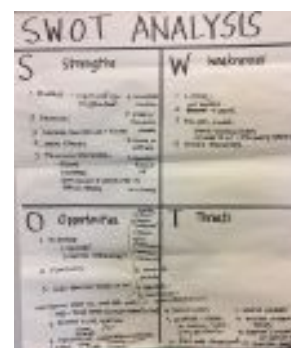
### Materials

- Observation worksheet, interview questions, and site maps
- Cameras, tape recorders, collecting bags

### Steps

1. Each student takes their “set of tools” to their site to record people, places and activities they see. Different teams may use different tools.
2. When they return to class they will download and organize the information. They may need to do additional research about questions that arose in the field.
3. They may use some of this first hand/primary research data in their Telling the Story Map, or in their final proposals/recommendations.

## SWOT Analysis



### Activity

After the teams have returned from the site visit, members will identify four key dimensions they observed: Strengths, Weaknesses, Opportunities and Threats

### Goal

- To “download” and start to create a preliminary organization of all the data/information collected on site walk.

### Materials

- One large sheet divided into four quadrants. Post-its and pens

### Steps

- Work with team to write observations on post-its and affix to the quadrants.
  - Strengths:** assets, hidden gems, positive features
  - Weaknesses:** aspects of the city that are problematic, difficult, or dangerous
  - Opportunities:** places where you see the possibility of making improvement
  - Threats:** factors or ingredients that might things that might thwart or obstruct the client in realizing their goals
- Use this SWOT chart to inform all the research, brainstorming and envisioning as the teams develop their project proposals.

## Telling the Story



### Activity

Each team will create a poster telling the story of their project site. The poster will synthesize the findings from the site visit and the research that team conducts.

### Goal

- To “download” organize and start to analyze data/information collected on site walk, interviews, observations, or other research.

### Materials

- Completed observation sheets
- Pencils, marking pens, post-its, glue and colored paper
- 11 x 17 or larger paper for a Telling the Story poster/illustration

### Steps

1, Work in teams to create large “group poster/map” telling the story of what the students observed on their site walk.

2. Each poster should include:

- \* a title
- a printed or hand-drawn map
- landmarks or special places
- natural features, buildings,
- info gathered from interviews
- photos, drawings
- what people are doing, quotes
- places student like/don’t like/why?

3. Each team presents their Telling the Story poster to the other teams.



# Module 3:

## Into Action

### Y-PLAN Roadmap

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## Sources of Inspiration



## Activity

One of the most important features of Module 3 is to introduce students to inspiring examples of best practices from around the world.

## Goals

- To expose the students to exciting possibilities to inspire their creativity.
- To enable them to visualize new possibilities for meeting their challenge.

## Materials

- Print-outs or digital images of exemplary projects – thematically organized
- If the children are to evaluate or vote on their favorites – adhesive dots or a way to tally their votes.

## Steps

1. Gather and organize images of best practices and inspiring examples of projects, built environments, and other interventions relevant to the project question. Google images and Pintarest are good sources.
2. Create a PowerPoint presentation and/or print out hard copies of the images to show the students. Ask the students ask them to comment on what they like and how the idea might apply to their project question.
3. Have the students weigh in or vote on their favorite ideas. (top three or four)

## Sample Sources of Inspiration:



### Transportation



### Housing



### Public Space



### Schools, Services and Amenities



Y-PLAN Elementary

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Module 3  
Into Action

## Brainstorm: Bubble Diagram



### Activity

Now that your team has analyzed the site, researched the project question, and seen inspirational examples, it is time to identify how your team proposes to meet the challenge.

### Goals

- To “brainstorm” and produce as many ideas as possible.
- To organize and prioritize those ideas.

### Materials

- Markers
- Pieces of colored paper or post-its + a large paper or whiteboard.

### Steps

1. Use post-its, rough notes, or a white board to collect a list of your team’s best ideas and recommendations. A “scribe” should write the ideas down.
2. Everyone suggests ideas. All ideas are on the table without criticism Just because someone offers an idea, it doesn’t meant you will have to do it.
3. Discuss which ideas might work the best. Arrange the post-its or notes on a large sheet of paper, or white board —organizing them and prioritizing them using a “bubble diagram” (see drawing above).



## Poster Campaign



### Activity

Students will generate a public service poster campaign to raise awareness about the issues raised by their project question. Posters may feature their recommendations.

### Goals

- To help students translate their critical observations into positive actions.
- To learn visual communication and graphic design skills (low-tech or digital).

### Materials

- Poster board
- Scratch paper, pencils, marking pens, glue, scissors, colored paper
- Computers to create digital images/or magazine cut-outs of words and images

### Steps

1. Review examples of good posters, phrases, and public service campaigns.
2. On scratch paper, create “sloppy copies” of the best ideas for posters. Work in teams to brainstorm themes for phrases and images for posters: e.g. *Put Some Crunch in Your Lunch; Walk, Bike, and Run for Fun; Safety is No Accident*
3. Use a simple digital program, or magazine images and printed words to assemble a final version of posters to be displayed in school or public space.



## Newsletter



## Activity

Students work as a team to write, illustrate, edit and distribute a simple newsletter about their project question and their recommendations to respond to it.

## Goals

- To learn how to write news columns, op-ed pieces, and reviews.
- To create drawings, photographic essays, graphics, and crossword puzzles.
- To edit, assemble, and produce a topical publication—digital or hard copy.

## Materials

- Sample newsletters, zines, blogs, to inspire and instruct
- Computers with word processing and visual communication applications
- Photographs and artwork created by the students

## Steps

1. Give each student a role: reporter, editor, layout, illustrator, puzzle and game creator, interviewer etc. Adults will play the role of copy editor.
2. Plan the content and format, and give each student an assignment to pursue.
3. Bring all of the parts of the newsletter together and prepare for distribution. Consult with local editors, writers, and graphic designers for technical help.
4. Reflect upon the process, and critique the product.
5. Alternate: Write and submit op-ed piece to local adult newspaper.

## Presentation Board



## Activity

Students will create a presentation board using professional practice tools to express their ideas based upon their research, their lived experience, and local knowledge.

## Goals

- To translate research and analysis about the project question into policy recommendations, proposals, and visions for change.
- To work with professional architects and planners to learn how to create graphic presentations, while still keeping a youth friendly “vibe”.

## Materials

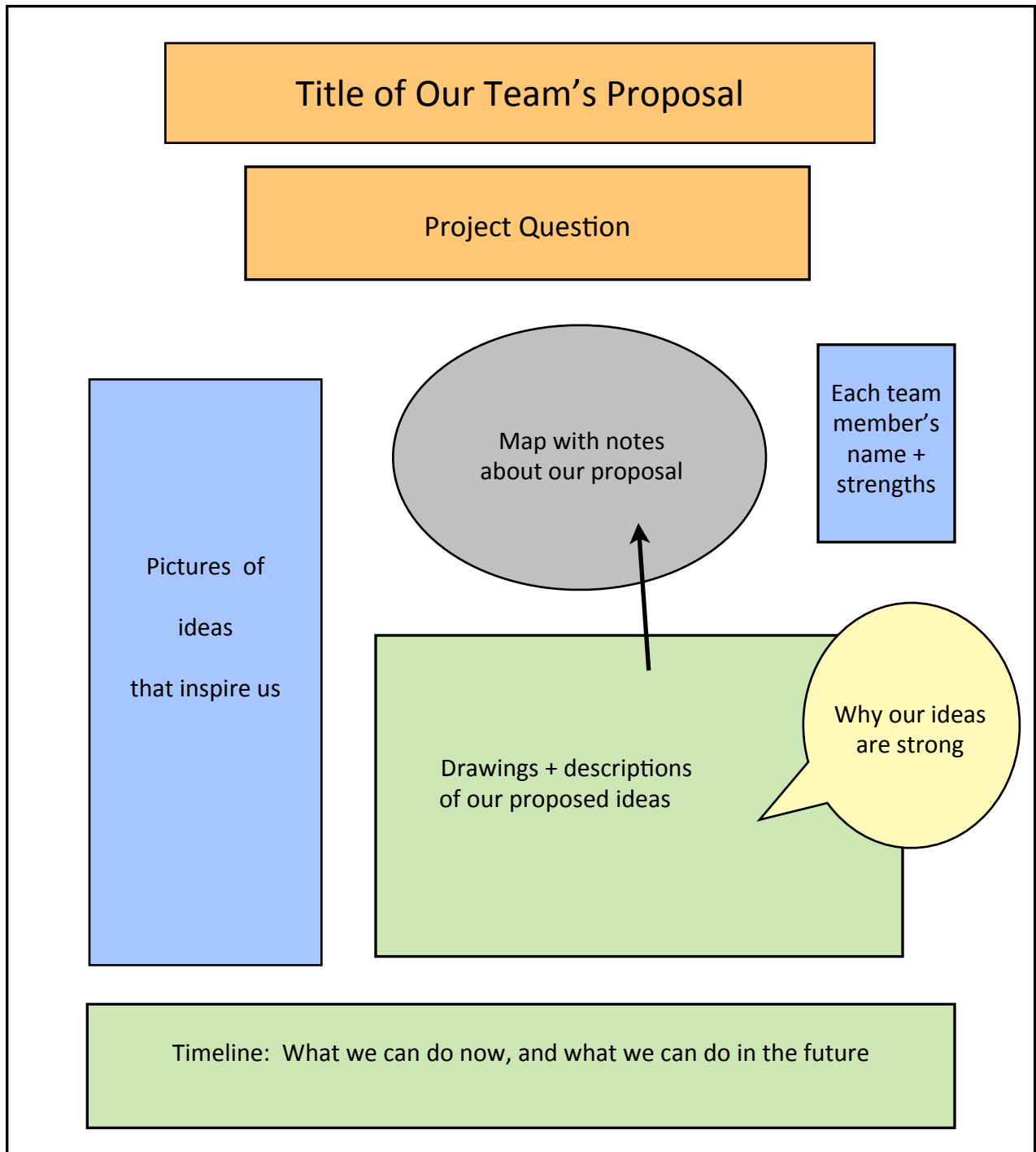
- Trifold or large poster board.
- Maps, photos, typewritten words, phrases, and quotes.
- Glue, scissors, rulers, markers and digital design tools if available.

## Steps

1. Refer to the presentation board layout diagram (next page) and use as a guide for planning and assembling the final display board. The board must have most of these elements to be complete.
2. The final visual display should be clear and well-organized. It should also be creative and demonstrate evidence of critical thinking. Most important it should express the unique perspective that young people bring to the table.

## Presentation Boards

- Use this diagram as a guide to build your team's display board.
- The board must have most of these elements to be complete.
- Design the board to reflect your team's creativity and fresh ideas.



## Model Making



### Activity

Students will generate proposals for how to make changes in policy or the built environment. They will use real professional practice tools to express and articulate their ideas, based upon their research, their lived experience, adult input.

### Goals

- To translate observations about the project question into proposals for change.
- To encourage students to be creative and generate innovative ideas in 3D.
- To work with professional architects and planners learn how to create models.

### Materials

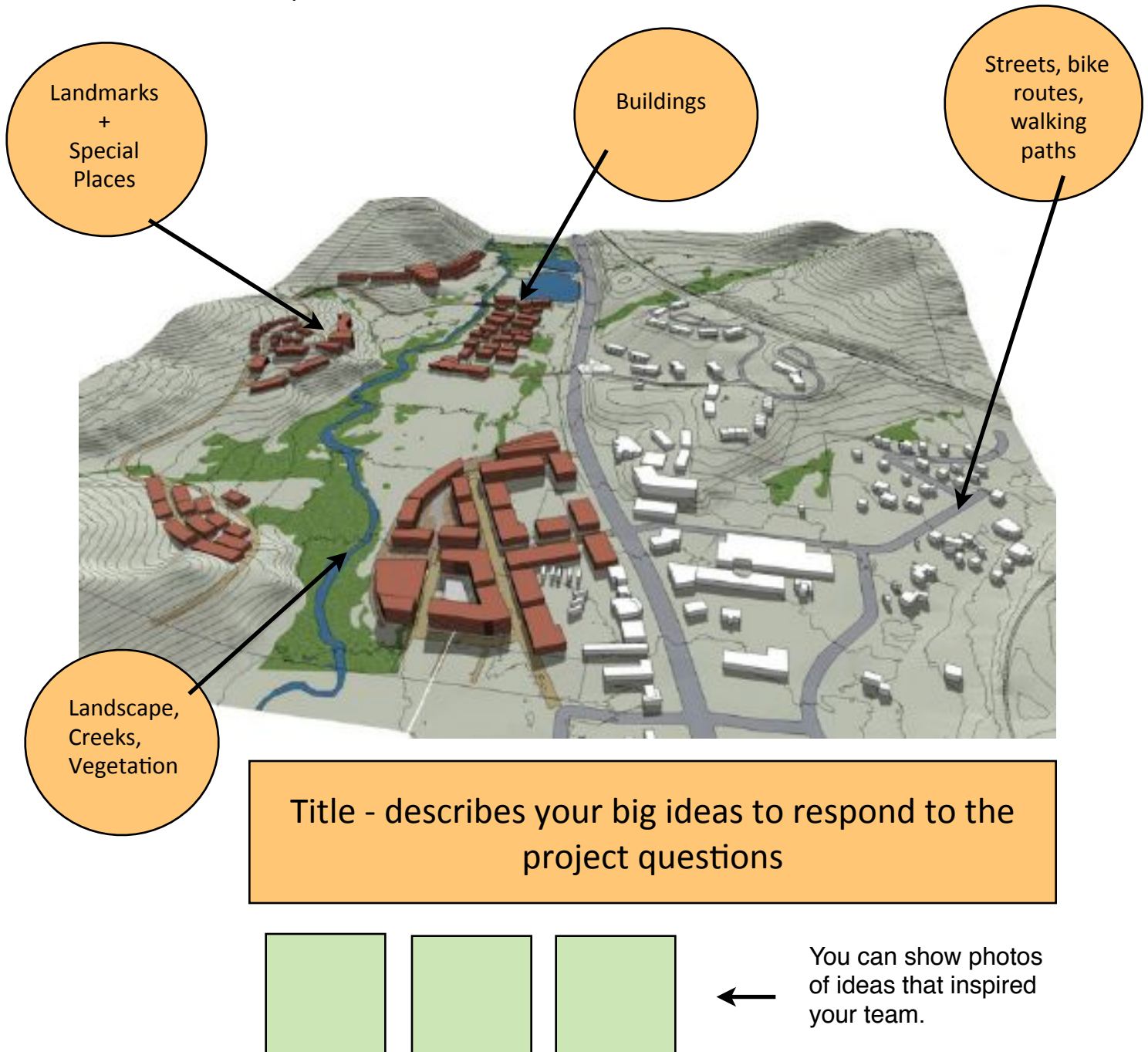
- Paper, cardboard, clay and misc. model making materials
- Glue, scissors, rulers
- Enlarged map of the selected site and images of “best practices”

### Steps

1. Students look at images or visit sites to see examples of “best practices” associated with their project theme (See Sources of Inspiration).
2. Students generate a menu of ideas to improve their environment.
3. Using selected sites in the community as a case study, students will work with local architects and planners to translate their menu of ideas into scale model/s of their proposed ideas.

## Model Making

- The model making team will represent ideas in 3D - and build to scale
- The model should have a title - describing what your team's big idea is
- It should have labels or flags pointing out details such as:
  - buildings, special places or landmarks
  - landscape (creek, trees, plants)
  - streets or paths





# Module 4:

## Going Public

### Y-PLAN Roadmap

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## Prepare to Present



## Activity

Each team will prepare to showcase their knowledge, creativity and critical awareness to a panel of civic partners and stakeholders.

## Goals

- To bring together all the work from Y-PLAN Modules 1-3 into a format to present to the public.
- To communicate student ideas and their creative research process.
- To learn public speaking skills and professional presentation standards.

## Materials

- All the student work from Y-PLAN Modules 1-3
- Presentation Checklist (See next page)

## Steps

1. It is extremely important to use the checklist to help teams be well-prepared.
2. Make sure all parts of your presentation are complete: boards, models, digital.
3. Be sure all presenters know their role and have a prepared script.
4. Presentation should be ready to be evaluated for these criteria: **Collaboration, Critical Thinking, Creativity, Communication and Community Contribution**
5. Practice Practice Practice! Rehearse several times before presenting.
6. Arrange room or stage to accommodate audience.
7. Check all equipment to make sure it works

## Presentation Checklist



### Activity

Presentations to clients and other stakeholders help children develop oral, written, and visual skills. As they create their proposals and prepare to present them in a public setting, they have opportunities to use professional tools and adhere to standards of professional practice. Students should be well-prepared, and should consider the following checklist:

### Visuals (models, drawings, posters, diagrams, maps, PowerPoint)

- \_\_\_\_\_ The final visual display should be neat, attractive, well-organized, and legible from a distance.
- \_\_\_\_\_ Displays should demonstrate evidence of critical thinking. (graphs, charts, data)
- \_\_\_\_\_ Projects should express the unique contributions that young people bring to the challenge.

### Oral presentation (at a podium, on a mike, with Powerpoint, or in front of group)

- \_\_\_\_\_ Students should have their big ideas outlined or written on note cards.
- \_\_\_\_\_ They should make sure their voice projects and they have eye contact with the audience.
- \_\_\_\_\_ Teams should make sure that many members speak and that their words are coordinated.
- \_\_\_\_\_ Most important, everyone should **Practice, Practice, Practice.**

### Students should be ready to answer all of these questions about their proposal:

**What** is the challenge?

**Why** is it important?

**Where** is it?

**How** will it be implemented?

**Who** are the people who can support this?

**When** will it take place?

## Public Presentation



## Activity

Students will present their work (models, posters, presentation boards) to their client and other adult allies, including parents, teachers, and friends.

## Goals

- To learn to communicate ideas and the research process developing those ideas.
- To use public speaking skills and receive feedback from adults, clients and others.

## Materials

- Evaluation sheet for panel of “adult allies” in attendance at the presentation—panelists should evaluate the students in these five areas (See next page)



**Collaboration**



**Critical Thinking**



**Creativity**



**Communication**



**Community**

## Steps

1. Students will plan to make a team presentation, giving every member of the team a role.
2. They will make a public presentation describing their process and final outcome (models, posters, boards). They will then field questions and comments from audience.





## Multi-Media Presentations



### Activity

Students will work with adult professionals or local resource organizations to create a TV or radio program, dramatization, or social media forum to showcase the students' responses to their project question.

### Goals

- To apply all the skills the students have learned in Y-PLAN.
- To raise awareness about their ideas among the larger community, and to help lobby for policy changes.

### Materials

- All of the content the student have generated during the Y-PLAN process: posters, newsletters, and models representing their recommendations and visions for change.

### Steps

1. Reach out to local resource people: radio stations, TV outlets, social media.
2. Work with them to align Y-PLAN work with their goals and values, so that students can produce an original show or participate in ongoing programming.
3. Arrange for press release, and other supportive outreach to the public.

## PRESENTATION EVALUATION WORKSHEET

The panelists can rate each team based upon the following criteria **3 = yes** **2 = sometimes** **1 = no**. Total and reviewer's name are at the bottom. Please include comments.

CRITERIA	Team _____	Team _____	Team _____
 <p><b>COLLABORATION</b> Did team members work together?</p>			
 <p><b>CRITICAL THINKING</b> Did the team conduct research and analyze the results?</p>			
 <p><b>CREATIVITY</b> Are the proposals innovative?</p>			
 <p><b>COMMUNICATION</b> Did the team present in clear and effective ways?</p>			
 <p><b>COMMUNITY</b> Will the proposal positively contribute to the community?</p>			
<p>Reviewer _____</p> <p style="text-align: right;"><b>TOTAL</b></p>			

# Module 5:

## Looking Forward; Looking Back

### Y-PLAN Roadmap

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Each student can evaluate his or her (or each other's) process using this worksheet.

## 5Cs Five Competencies

Your name \_\_\_\_\_



### Collaboration:

- \_\_\_ Worked with members of a team
- \_\_\_ Learned about each other's strengths/talents
- \_\_\_ Shared ideas and information



### Critical Thinking:

- \_\_\_ Observed and recorded what we saw
- \_\_\_ Made maps or posters to document what we know
- \_\_\_ Evaluated and interpreted data



### Creativity:

- \_\_\_ Generated inventive ideas and solutions to a challenge (brainstorm)
- \_\_\_ Learned about inspiring examples, best practices
- \_\_\_ Designed creative models and drawings of our ideas



### Communication

- \_\_\_ Spoke about our ideas in front of a group
- \_\_\_ Volunteered to make presentations
- \_\_\_ Responded to questions from experts, adults and children



### Community Contribution

- \_\_\_ Worked with others to solve a problem/ challenge in our community
- \_\_\_ Responded to community needs
- \_\_\_ Helped make a positive difference in the community



## Design and Policy Recommendations



Recommendations to the San Rafael 2040 General Plan Steering Committee  
From 5th Grade Students  
Sound 5th Elementary School  
January 2018

We are 5th grade students at Sound 5th Elementary School in San Rafael. Since we were in 4th grade we have been working on projects about our city with teachers from Youth in Arts and UC Berkeley's Y-PLAN. We hope to get people's attention via Benjamin Nelson to our ideas.

Last year our class made models and drawings showing our ideas about how to protect our community from flooding and sea level rise. We got suggestions on what to do, like building a wall that can lower than sea level. We worked on plans for our proposals for San Rafael, and we shared them with members of the community at the Sound 5th at Y-PLAN.

This year we have been thinking about what San Rafael will be like in the year 2040 when we are 13 years old. We hope the whole entire 2040 General Plan committee will take our ideas because our ideas are good for the city and will help people.



## Activity

The client may ask for a written set of recommendations or policy brief. With the help of adults (teachers, planning/design professionals, or stakeholders) the students can create a formal document outlining their research and recommendations.

## Goals

- To concisely summarize and highlight the student recommendations and proposals in response to the project question.
- To inform and lobby civic leaders who have the power to implement the students' ideas, or make them part of city policy.

## Materials

- Photos of the Y-PLAN process, artifacts and data collected
- Summary of each team's proposal, digital tools

## Steps

Selected students will create document. It should include: (See sample next pages)

- Title
- Team information (city, state, school, grade)
- Challenge or issue you are addressing
- Community partners and civic leaders involved
- Data and insights generated by your team
- Short-term and long-term recommendations



## Recommendations to the San Francisco Planning Department Mission Street Corridor

### 2<sup>nd</sup> and 4<sup>th</sup> Grade Students Monroe Elementary School



#### [Excerpts from student presentations in public forums February – May 2019]

We are 2<sup>nd</sup> and 4<sup>th</sup> grade students at Monroe Elementary School in the Excelsior. We have been working on projects about our city with architects and planners from UC Berkeley's Y-PLAN and the SF Planning Department. We hope to get people's attention so they can listen to our ideas. We are sharing our ideas so that we have (a lot of) improvements on Mission Street. But this doesn't mean "we don't like the street" but we want it cleaned up so it is even better! We hope you will take our advice, because we think our ideas are good for the city and will help people.

## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

Both classes took on the project question: *How can we improve streets, public spaces and businesses in the Mission Street corridor to be safer, cleaner and greener?* We all took a site research field trip along the Mission Street corridor Ocean and Excelsior Street. As part of our research we interviewed merchants, workers, and people on Mission Street and we learned a lot from them about the problems and good things about the street.



We made site maps that showed all the places we liked and didn't like. Most of us feel pretty safe on the street during the day, but we don't feel so safe in the intersections or when there are homeless people or bullies there. The place we love the most—and where we feel safest—is the library. We also like the 99¢ store and some of the restaurants.



We got inspired when we studied examples of good streets and public spaces in Barcelona, New York, San Diego and Santa Monica. Then we worked in teams to make models, diagrams, and drawings showing our ideas about how to improve Mission Street.

Last, we created posters with positive messages to everyone about keeping the street Clean, Green and Safe. We shared our models, drawings and proposals with the SF Planning Commission, other students and members of our community at events at our school.



## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

### Here are our recommendations:

#### SAFE and CLEAN

Many of us walk to school or other places, so safety on Mission Street is really important to us. We want to make sure our city has safe, clean routes to travel around on, especially if we are walking or riding bikes. To feel safe, we want the cars to slow down more. There should be more ways to slow down cars. We thought of colorful speed bumps. We also want to make sure there is no bullying, violence or guns. We think buildings and pathways should be lit up at night with strings of light, or glow-in-the-dark markers.

To feel safe is not only important for people, but for the birds as well and we thought of an idea to put trees down the median strip in the middle of the street or to have a safe park for birds. Clean streets are safe streets, so we want “No Littering” signs and recycling bins everywhere, especially where people sit to remind them and give it more attention.



We think the street should have more spaces where people would want to congregate and stay, or maybe to eat a burrito with a friend. When there are more places for people, more people are around. If more people are around it makes us all feel safer. When we feel safer, it is better for everyone.



## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

### TRANSPORTATION

Many of our families take the bus. We observed that the bus stops were just poles with Bus Stop signs on them. It was a rainy day during our walk and made us think that bus stops should be covered. It's hard for some, especially the old people, to have to sit in the rain to wait for the bus. We learned by looking at examples of other bus stops around the world that bus stops can also be both creative and be useful. Our bus stop idea has a garden on top to add greenery with a water trap to catch all the rain water and use it water the garden. It has lights so you can see at night. And it has trash cans right there too.

Also, one of our teammates tried to take the bus with her mom to the mall and they could not find the right bus stop. She was inspired by other examples of wayfinding signs and came up with an idea to create a big colorful wayfinding sign that directs you to the Bus Lines. This will help all people in the neighborhood to find the right bus stop. Our parents speak Spanish, Chinese and Tagalog. We think the bus stop signs and other signs should be in several languages so everyone will feel welcome and will know where they are going and where the resources are.



In the future we hope there is better transportation, such as electric cars, so people don't waste gas.

## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

### COLOR AND FUN

Right now we think that the city is pretty boring and grey. We hope that in the future Mission Street is more fun and festive. We want it to be colorful and playful. With more color and fun, our city will look like paradise. With more colorful art, we will have places that are friendly for people who are walking or on bikes. We think there can be more murals and artistic sculptures to add color to downtown. After hearing all the problems by everyone, we felt the street needed to become a more “fun” place and create a new energy to the street.



We were inspired by the many beautiful murals we saw during our research walk on Mission Street. These were hidden gems and we would love more of them. Many of the murals tell stories, which made us think having murals that share the history of our neighborhood would be nice. We also would like colorful trashcans to attract attention for the need to put trash in the trashcans.



## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

### NATURE — GREENERY

We like nature and greenery. Yes Mission Street needs lots more green. This street should have more trees. Right now there are no trees, no planters with flowers, or gardens nearby. We saw an example of BIG BUSHES in the shape of animals in Santa Monica. We want things like that in our neighborhood.

To keep the green street lush, we have a sustainable idea of a water trap to capture all the rainwater. We saw an example of water collection as part of the sidewalk in South Korea. We like that idea and think we can use something like to water the greenery on Mission Street.



### HOMELESS PEOPLE

One of the second grade teams recommended that we create a free Laundromat for homeless people so they can keep clean.



## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

### GATEWAYS – WELCOMING

We like the idea of having welcoming gateways in special places around the city. For example, at the entrances to the Excelsior community, it would be good to have an artistic, special, colorful gateway letting people know they are coming into a unique place. The themes for the gateway might be: community pride, San Francisco history, messages about art, safety and greenery. We want to see the Mission as a “Gateway to Fun”- colorful, welcoming and bringing kids coming together. We have pride in our school and community and would like to propose an idea to make a big sign that represents this feeling.



### COMMUNITY

We need more places that bring us together. We imagine a Food Place where all the good places to eat are in the same area, next to a fun playground or park. They would be next to each other so everyone is eating together in one area— making it more lively. We made models of places that are clean, full of trees and safe with more benches and tables with food all over.

What our team felt was most needed was a “Calm Area” where young people like us can “decompress” and relax. We created our dream space where there is a rock climbing wall, lots of greenery, murals with stars for calm, and places to sit and talk. We also love the idea of a dog park (we love dogs). Dog parks can be a place where all of us with dogs and who love dogs can meet up regularly. It brings people together.

## SAMPLE DESIGN AND POLICY RECOMMENDATIONS

Everyone loves the library. We would like a reading wall in a quiet area where we can sit and read famous books. We saw how other cities have mobile libraries and thought we should have the same, so there are more reading areas leading into the library.



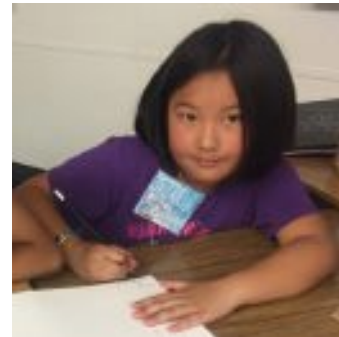
We would like Mission Street to be an amazing place for people all ages. We hope it is a place where all people and animals are welcome. We also would like it to be welcoming to new people who have just come to the city to live and to visitors too. What will make people feel welcome is if it is a fun place for people of all ages with places to go and things to do for children, teens, adults and seniors of all cultures. We want Mission Street to be the most beautiful and colorful street in the city.

THANK YOU for listening to our ideas.





## Letter to Myself



### Activity

Students will reflect upon their own growth and participation in the entire Y-PLAN process. They will write a traditional letter or use a creative format such as collage, photo essay, or drawing to express their personal thoughts and feelings.

### Goals

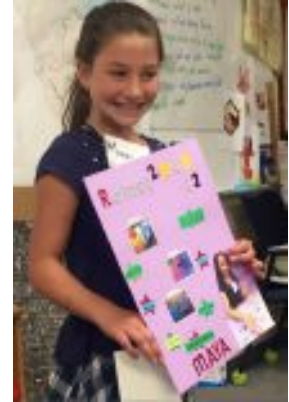
- To tell the story of what the students accomplished in the Y-PLAN process.
- To deeply assess students' own growth and to articulate their aspirations.

### Materials

- Paper or a creative format upon which the students can write, draw or glue
- Questions and prompts to help the students structure their letters

### Steps

1. Soon after the public presentation, set aside some quiet time to reflect and allow the students to respond to questions such as these:
  - What was it like working with others? What did you learn about yourself?
  - When presenting in public, what were your fears? What did you do well?
  - What was your favorite thing about your team's proposal? Why?
  - What were the biggest challenges? What would you do differently?
  - What was your team's greatest success? How will you use your new knowledge in the future?
2. Create time for the students to share some of their letters with each other.



## Activity

As part of their reflection upon the in Y-PLAN and what they want to do with their new knowledge, going forward, this activity enables them to articulate some of their hopes for themselves and their hopes for the community.

## Goals

- To help the students further reflect upon the skills they are developing.
- To help them formulate and clarify their aspirations for the future.

## Materials

- Heavy colored paper to cut in the shape of a hand—or collage materials.
- Background paper, marking pens, glue, scissors.

## Steps

1. Use a paper cutout of a hand or a poster-sized background for a collage. On the fingers or in the collage, the students can write and embellish words to describe how they will build upon the skills they developed in Y-PLAN.
2. The students can also include aspirations and other hopes they have for themselves in the form of sentences, symbols, words or photos.
3. They also can be prompted to include hopes and dreams for their community, with a special focus on their Y-PLAN project site, or the themes they included in their proposals.

## Action Planning – Double Bottom Line



### Activity

To reach their goals for themselves and their community, students build a personal and community “roadmap” for individual action and collective community action

### Goals

- To encourage students to understand that the skills they are building in Y-PLAN are connected to their future education, career and civic engagement.
- To help students visualize action steps they can participate in to help build a healthier, more equitable and joyful city.

### Materials

- The team’s proposal, a list of people, images of best practices
- Background paper, post-its or cut outs to create pathways or stepping stones

### Steps

1. Create a “sloppy copy” of two parallel pathways on 8 ½” x 11” paper. One is for individual actions and the other for actions focused on the community.
2. The pathways should have some dates or milestones identified along the way.
3. Each student will write down aspirations they have for themselves + visions they have the community. Each action step should align with dates.
4. Final pathway can be created out of colorful paper, and creative embellishments.