

URBAN PLANNING FOR KIDS



2019 RESOURCE TOOLKIT



Block city designed by a student at the Rosewood STEM Magnet of Urban Planning and Urban Design.



PREFACE

Hello and thank you for checking out the first edition of the Urban Planning For Kids resource toolkit! My name is Alvin-Christian Nuval, a recent graduate in the Master of Urban and Regional Planning (MURP) program at the UCLA Luskin School of Public Affairs. This toolkit is an extension of an applied planning research project, titled “Planning for Kids: Educating and Engaging Elementary School Students in Urban Planning and Urban Design”, that I completed as my capstone while at Luskin. More information about my capstone, including project findings, can be found on pages 6 and 7.

While conducting research for my capstone, I found that there were not a lot of resources available to teachers, parents, and educators to help introduce planning concepts to younger children. Much of what was described in literature had focused mainly on older youth who were generally students in middle school or high school. Having previously worked with elementary school-aged student populations before, I wanted to make it easier for anybody who wanted to talk to a young child about urban planning to find tools such as relevant books, television episodes, and movies that covered basic planning themes. Through my research, I had the privilege of being able to watch and read all of the children’s media included in this toolkit. In addition to a short description of each media, I have included example questions that could be used to provoke discussion. Those who reference this toolkit should still use their discretion as to whether the listed media is appropriate for the age level for which it will be used.

Together with the catalog of children’s media, I’ve included several organizational and programmatic resources that I have come across or that have been introduced to me by others as well as a list of further scholarly readings and some inspiration images of projects that can be done with kids.

The completion of my capstone project and the production of this toolkit could not be done without the encouragement of my faculty advisor, Karen Umemoto, PhD, and my capstone client, Christine Neil, magnet coordinator at the Rosewood STEM Magnet of Urban Planning and Urban Design. Thank you also to the Lewis Center for Regional Policy Studies for their generous financial support, to Taner Osman for facilitating the client project class, and to James Rojas, John Martoni, Shirl Buss, Victoria Derr, Kathleen Vu, and the teachers and staff at Rosewood for contributing their time and knowledge to this research. Lastly, thank you to my cohort at Luskin for the support and encouragement throughout our time at UCLA, lab life and beyond.

As noted, I hope that this edition of the toolkit is only the start of something even larger and more comprehensive. If you have any ideas on how to improve this toolkit, suggestions for additional children’s media or organizations to catalog, or questions about the toolkit or my capstone project, please feel free to e-mail urbanplanningforkids@gmail.com.





Paper city designed by a student at the Rosewood STEM Magnet of Urban Planning and Urban Design.

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PLANNING FOR KIDS: EDUCATING AND ENGAGING ELEMENTARY SCHOOL STUDENTS IN URBAN PLANNING AND URBAN DESIGN

Urban planning as a topic of discussion is often left to adults who appear to have more agency in changing the world around them than their younger counterparts. Still, movements to include youth participation in the planning process have increased over time and programs exist that are helping children gain both the knowledge and skills to advocate for the world that they want to see in the future. One such program is that of the Rosewood STEM Magnet of Urban Planning and Urban Design, an elementary school within the Los Angeles Unified School District system. The school officially began operations as an urban planning-focused magnet during the 2018-2019 schoolyear, with students in classes ranging from Kindergarten to 5th grade.

Rosewood is unique in its commitment to incorporate urban planning into the curriculum at the elementary school level, though most of the teachers do not have any background in urban planning. The purpose of this project was to provide support to Rosewood by understanding the current challenges of the program and providing recommendations based on interviews with practitioners, professionals, and others who have worked with youth and planning in the past.

Though the information and findings in this capstone are based on the specific experiences at Rosewood, they may still be applicable in supporting other schools and youth programs around the world. The following page features a snapshot of the findings and recommendations that resulted from this project. A more comprehensive report can be found at the Young Research Library at UCLA.



PHASE I FINDINGS: CURRENT CHALLENGES AT ROSEWOOD

During Phase I of this project, a one-hour focus group was held with six teachers at Rosewood to understand the current goals, strengths, and challenges of the urban planning program. Findings based on the challenges were categorized into five main themes:



PHASE II FINDINGS: LEARNING FROM EXPERIENCE

During Phase II, individual semi-structured interviews were held with five teachers and planning professionals who have led activities engaging youth in urban planning in the past. Interviewees in this phase were asked about their experiences working with youth and planning, which transitioned into an overall discussion of whether there were elements that could be replicated in the elementary school classroom environment at Rosewood. Findings from those interviews were categorized into the five main ideas below:

Ground urban planning in students' lived experience

Allow for the flexible integration of planning concepts

Stimulate comprehension through hands-on projects

Collaborate to build a network of support

Introduce "big issue topics" that enlighten but don't overwhelm

CAPSTONE RECOMMENDATIONS

DEVELOP A RESOURCE TOOLKIT

Create a toolkit that includes vocabulary sets, organizational and online resources, and a catalog of child-friendly media with urban planning themes.

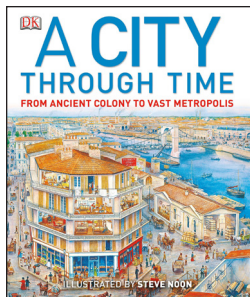
INVEST IN TEACHER EDUCATION AND COLLABORATION

Provide dedicated time for teachers to both learn about basic planning concepts and collaborate to shape consistent and more streamlined curricula across grade levels.

EXPLORE TEACHING PEDAGOGIES THAT SEEK TO ENGAGE

Use teaching methods that engage students' personal experiences and allow for visual and spatial project- and place-based learning.

MEDIA RESOURCES: CHILDREN'S BOOKS



A CITY THROUGH TIME: FROM ANCIENT COLONY TO VAST METROPOLIS

Illustrated by Steve Noon

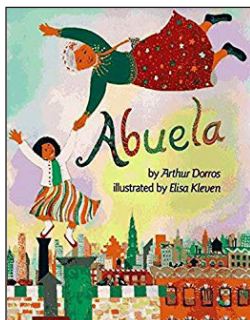
DK Publishing, 2013

Themes: Architecture, Buildings, Cities, Infrastructure

Description: Follow the evolution of a European city from Ancient Greek and Roman times to the 19th century and today.

Possible Discussion Questions:

- What are some of the biggest difference between each period of time shown in the book? What are the biggest similarities?
- How has technology changed over time and shaped the way the city looks?
- Think of other cities that you may know from around the world. Do you think those cities changed in the same way as the city in the book?
- Look at the page showing the city of today. Do all cities look like this? Describe other cities that you know about that may look different.



ABUELA

Written by Arthur Dorros / Illustrated by Elisa Kleven

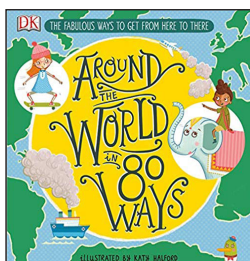
Puffin Books, 1997

Themes: Diversity, Neighborhoods

Description: Rosalba and her abuela go to the park and imagine flying above New York City together.

Possible Discussion Questions:

- What would you see if you flew above your neighborhood?



AROUND THE WORLD IN 80 WAYS: THE FABULOUS WAYS TO GET FROM HERE TO THERE

Illustrated by Katy Halford

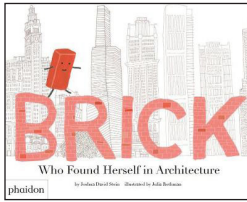
DK Publishing, 2018

Themes: Transportation

Description: Who knew that there were so many ways to travel? Around the World in 80 Ways showcases 80 unique ways that people move, from elephant, kayak, and scooter to rocket, jetpack, and pogo stick.

Possible Discussion Questions:

- How many different ways do you travel?
- Which of the 80 travel methods in the book would you like to try some day?
- Pick two numbers from 1-80 and compare the two methods of travel that match from the book. How are they similar? How are they different? Which would you rather use?



BRICK: WHO FOUND HERSELF IN ARCHITECTURE

Written by Joshua David Stein / Illustrated by Julia Rothman

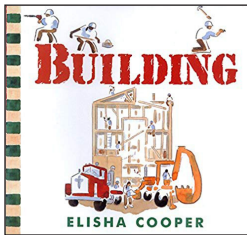
Phaidon Press Limited, 2018

Themes: Architecture, Buildings

Description: Brick takes a journey around the world to try and find where she belongs. Along the way, she visits several real and famous brick buildings.

Possible Discussion Questions:

- Have you seen any brick buildings in your neighborhood? What are the buildings used for?
- What else can bricks be used to make besides buildings?
- Why did Brick decide to be part of the road instead of the different buildings that she saw?



BUILDING

Written and Illustrated by Elisha Cooper

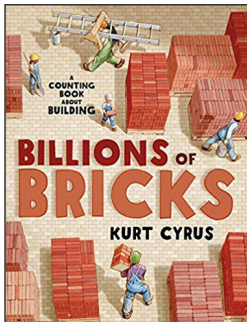
Greenwillow Books, 1999

Themes: Buildings, Development

Description: A vacant lot turns into a tall building with the help of a crew of architects and construction workers.

Possible Discussion Questions:

- Have you seen empty lots turn into buildings in your neighborhood? What kind of buildings are they?
- What types of things should you think about when constructing a new building?



BILLIONS OF BRICKS: A COUNTING BOOK ABOUT BUILDING

Written by Kurt Cyrus

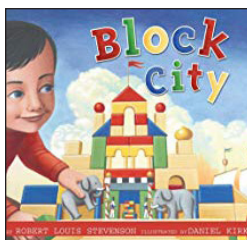
Henry Holt and Company, 2016

Themes: Buildings, Development

Description: Bricks can be used to make walls, streets, buildings, and more. They can also be used to help readers learn to count in groups of two, ten, five, and twenty.

Possible Discussion Questions:

- Where do you usually see bricks being used?
- What other materials can be used to make buildings and roads?



BLOCK CITY

Written by Robert Louis Stevenson / Illustrated by John Skewes

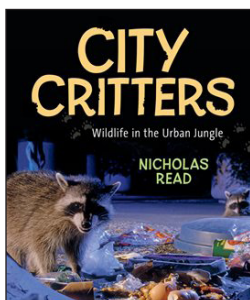
Simon & Schuster Books for Young Readers, 2005

Themes: Buildings

Description: A little boy uses his imagination to build a city.

Possible Discussion Questions:

- Do you have blocks or legos at home? What do you like to build with them?



CITY CRITTERS: WILDLIFE IN THE URBAN JUNGLE

Written by Nicholas Read

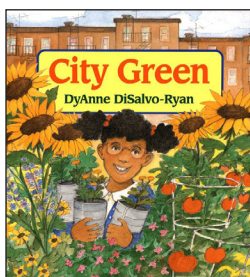
Orca Book Publishers, 2012

Themes: Urban Wildlife

Description: Learn more about the animals that coexist with humans in urban environments, such as raccoons, rats, harbor seals, peregrine falcons, honeybees, and more.

Possible Discussion Questions:

- Why do some animals live in or near cities? Which ones have you seen in your neighborhood?
- What kind of ecosystems exist in cities that allow certain animals to thrive?
- What can humans do to better support the urban wildlife that live in or visit cities?



CITY GREEN

Written by DyAnne DiSalvo-Ryan

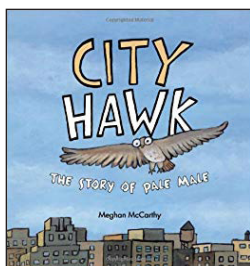
Morrow Junior Books, 1994

Themes: Community, Organizing, Public Space, Urban Greening

Description: After a building in her neighborhood is torn down, Marcy decides to try and convert the vacant lot into a garden. She rallies her community to support the project, but can she get Old Man Hammer to love the garden too?

Possible Discussion Questions:

- How does Marcy organize to make her dream of turning the vacant lot into a garden come true? Who helps her?
- Why do you think Old Man Hammer might be sad that his old building was torn down?
- Are there any vacant lots in your neighborhood? If you could turn that space into anything you wanted, what would it be?



CITY HAWK: THE STORY OF PALE MALE

Written and Illustrated by Meghan McCarthy

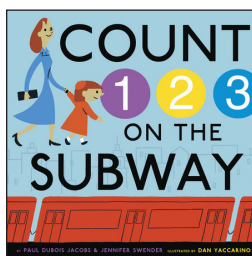
Simon & Schuster Books for Young Readers, 2007

Themes: Urban Wildlife

Description: City Hawk is based on the true story of Pale Male, a red tailed hawk living in New York City. Pale Male flies around Central Park to the delight of a group of birdwatchers known as The Regulars.

Possible Discussion Questions:

- Why do you think Pale Male decided to live in the city instead of in the forest or mountaintop?
- What kind of birds have you seen flying around your neighborhood? Have you seen any other wild animals?



COUNT ON THE SUBWAY

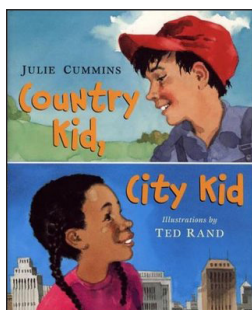
Written by Paul DuBois Jacobs and Jennifer Swender / Illustrated by Dan Yaccarino
Alfred A. Knopf, 2014

Themes: Transportation

Description: Count from 1 to 10 while riding on the subway.

Possible Discussion Questions:

- Have you been on a subway before? What did you see?



COUNTRY KID, CITY KID

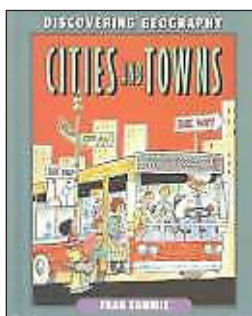
Written by Julie Cummins / Illustrated by Ted Rand
Henry Holt and Company, 2002

Themes: City Life, Diversity

Description: Ben lives in the country and Jody lives in the city. They have their own ways of doing things, but after meeting in a summer camp, they find that they are not so different after all.

Possible Discussion Questions:

- Would you rather be a country kid or a city kid? Why?
- What are some of the differences between Ben and Jody? What are the similarities?



DISCOVERING GEOGRAPHY: CITIES AND TOWNS

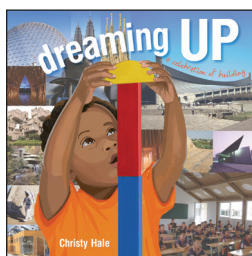
Written by Fran Sammis / Illustrated by Richard Maccabe
Benchmark Books, 1998

Themes: Cities, Maps and Geography

Description: Discovering Geography: Cities and Towns provides the reader with several different activities to develop skills in both reading and creating different types of maps.

Possible Discussion Questions:

- What makes a map useful? How would you know what different symbols on a map mean?
- What kind of maps do you use a lot? What kind of maps do people that you know (like your parents) use?
- What do you think the world would be like if maps did not exist?



DREAMING UP: A CELEBRATION OF BUILDING

Written and illustrated by Christy Hale

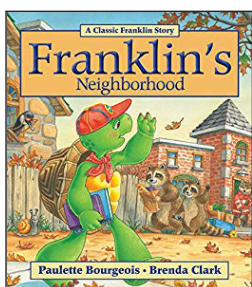
Lee & Low Books Inc, 2012

Themes: Architecture, Buildings

Description: Through the use of poetry, Dreaming Up depicts how playing with every day items can inspire children to recreate buildings from some of the world's most famous architects.

Possible Discussion Questions:

- What were some of your favorite buildings in the book? What do you like about it? Do you know which architect designed that building?
- What types of materials did the kids in the book use to make their buildings? Have you made something in a similar way?



FRANKLIN'S NEIGHBORHOOD

Written by Paulette Bourgeois / Illustrated by Brenda Clark

Kids Can Press, 1999

Themes: Community, Neighborhoods

Description: Franklin has an assignment to draw what he likes best about his neighborhood, but he can't decide! He takes a walk to think about all his choices.

Possible Discussion Questions:

- What are your favorite parts about your neighborhood?
- Do you know your neighbors? How did you meet them? Do you interact with them often?



FROM THERE TO HERE

Written by Laurel Croza / Illustrated by Matt James

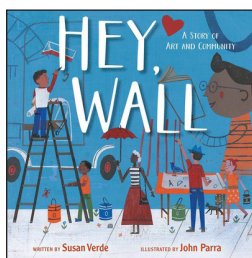
Groundwood Books, 2014

Themes: City Life

Description: A girl moves to Toronto from Saskatchewan and realizes that life is much more different "here" than "there".

Possible Discussion Questions:

- How did the girl's feelings about Toronto change from the beginning of the book to the end? What did she miss about Saskatchewan? What made her feel better about living in Toronto?
- Have you ever moved to a different city and had to adjust? How did you feel when you first moved? Did your feelings change?



HEY, WALL: A STORY OF ART AND COMMUNITY

Written by Susan Verde / Illustrated by John Parra

Simon & Schuster Books for Young Readers, 2018

Themes: Art, Community, Public Space

Description: Frustrated with a big and empty wall that fills a whole city block, a boy decides to take action and turn it into a more vibrant space.

Possible Discussion Questions:

- Do you have big, blank walls in your neighborhood? How big are they?
- How do you feel walking by big, blank walls? If you could change them in any way, what would you do?
- What kind of spaces do you like walking by in your neighborhood?



IF YOU'RE GOING TO A MARCH

Written by Martha Freeman / Illustrated by Violet Kim

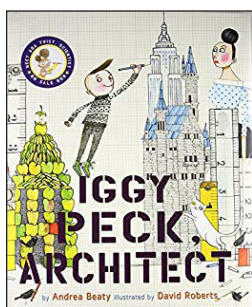
Sterling Children's Books, 2018

Themes: Organizing

Description: If You're Going to a March tells the story of four kids and their families who exercise their rights and go to a march, answering questions such as what happens at a march and how to get ready for one.

Possible Discussion Questions:

- Why do people march? What are other ways that people can organize together?
- Have you been to a march before? What did you see or do there?
- What issues are important to you? What do you think you would need to organize a march for that issue?



IGGY PECK, ARCHITECT

Written by Andrea Beaty / Illustrated by David Roberts

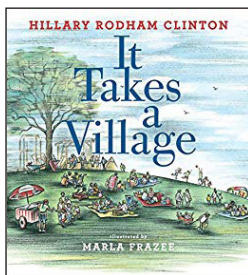
Abrams Books for Young Readers, 2007

Themes: Architecture

Description: Iggy Peck has been making buildings out of random materials since he was a baby, but he hits a roadblock when his second grade teacher declares that architecture has no place in her classroom.

Possible Discussion Questions:

- What are some materials that Iggy uses to build his models? What materials have you used before in your projects and dioramas?
- What are your favorite buildings that you have seen in your city or around the world?
- If you could make any building or structure you wanted, how would you design it?



IT TAKES A VILLAGE

Written by Hillary Rodham Clinton / Illustrated by Marla Frazee

Simon & Schuster Books for Young Readers, 2017

Themes: Community

Description: When adults and children come together to support one another, great things can happen.

Possible Discussion Questions:

- What do you think Hillary Clinton means when she writes, "We all have a place in the village, a job to do, and a lot to learn"?
- What do you think she means when she writes, "The village needs every one of us to help and every one of us to believe in each other"?



LAKAS AND THE MAKIBAKA HOTEL (SI LAKAS AT ANG MAKIBAKA HOTEL)

Children's Book Press, 2006

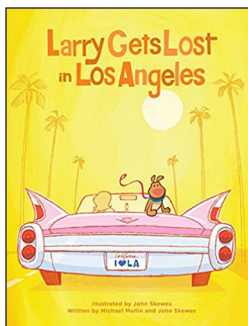
Written by Anthony D. Robles / Illustrated by Carl Angel

Themes: Diversity, Housing, Organizing

Description: Lakas makes new friends in his neighborhood but finds out that they will soon be evicted from the Makibaka Hotel. Together, Lakas and the tenants organize a rally to try and convince the landlord to let them stay in their home.

Possible Discussion Questions:

- What do you think happened after the end of the story? Why?
- The word "lakas" means "strong" in Tagalog. What were some of the ways that Lakas showed that he was strong?
- How would you feel if someone you know was going to be kicked out of their home? What would you want to do?



LARRY GETS LOST IN LOS ANGELES

Written by Michael Mullin and John Skewes / Illustrated by John Skewes

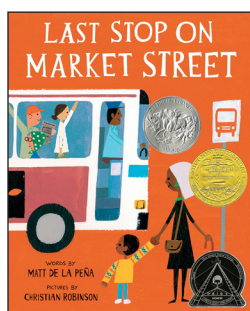
Sasquatch Books, 2009

Themes: Cities, Los Angeles

Description: Pete and his dog Larry visit Los Angeles, but after getting separated, Larry searches all over the city to reunite with his owner.

Possible Discussion Questions:

- What places that Larry visited do you recognize? Have you been to those places in real life?
- Are there any other famous places in Los Angeles that Larry did not visit? Which ones?



LAST STOP ON MARKET STREET

Written by Matt de la Peña / Illustrated by Christian Robinson

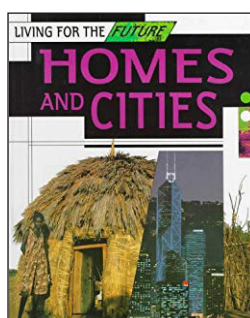
G.P. Putnam's Sons, 2015

Themes: Community, Neighborhoods, Transportation

Description: CJ and his nana take a ride on the bus after church, but CJ is not happy about it. Nana teaches CJ to take a deeper look at the world around them.

Possible Discussion Questions:

- Have you ever ridden the bus before? What are some of the things that you see? Hear? Smell?



LIVING FOR THE FUTURE: HOME AND CITIES

Written by Sally Morgan

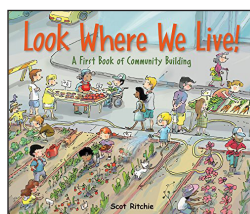
Franklin Watts, 1997

Themes: Cities, Environment, Housing, Policy, Sustainability, Transportation

Description: In June 1992, the United Nations Conference on Environment and Development (UNCED), also known as the Earth Summit, was held and produced a document called Agenda 21, a plan to achieve sustainable development across the world. The book outlines some of the key aims of Agenda 21 and showcases how different cities are working to plan for the future.

Possible Discussion Questions:

- Which aims of Agenda 21 do you think are the most important?
- Are there any aims of Agenda 21 that you disagree with? Which ones and why?
- How do you think your city can help be more sustainable?



LOOK WHERE WE LIVE! A FIRST BOOK OF COMMUNITY BUILDING

Written and Illustrated by Scot Ritchie

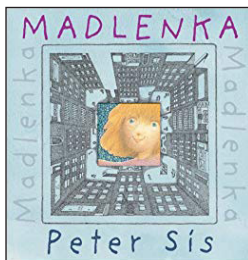
Kids Can Press, 2015

Themes: Community

Description: There's a fundraiser to support the local library and the whole community is getting involved in different ways.

Possible Discussion Questions:

- What does it mean to be part of a community? What are ways that we can help make our communities better?
- How would you describe your community? What kind of people and places can you find in your community?



MADLENKA

Written by Peter Sís

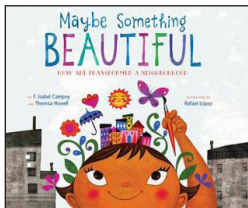
Frances Foster Books, 2000

Themes: Community, Diversity, Neighborhoods

Description: Madlenka's tooth is starting to wiggle and she wants to tell everybody. She goes around her neighborhood and shares her news with people from around the world.

Possible Discussion Questions:

- Have you or anyone you know moved to your neighborhood from another country?
- What kind of restaurants and stores do you have in your neighborhood? What type of restaurants and stores would you like to see more of?



MAYBE SOMETHING BEAUTIFUL: HOW ART TRANSFORMED A NEIGHBORHOOD

Written by F. Isabel Campoy and Theresa Howell / Illustrated by Rafael López

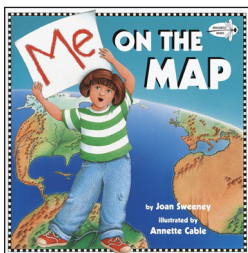
Houghton Mifflin Harcourt, 2016

Themes: Art, Community, Neighborhoods, Public Space

Description: Mira lives in a gray city. One day, she meets a muralist. Together, they inspire their community to put a little more color in their lives.

Possible Discussion Questions:

- Do you know of any blank walls in your neighborhood that would look better with a mural? What kind of designs would you like to see painted?
- Have you ever painted a mural before? Who did you do it with and what did the finished mural look like?



ME ON THE MAP

Written by Joan Sweeney / Illustrated by Annette Cable

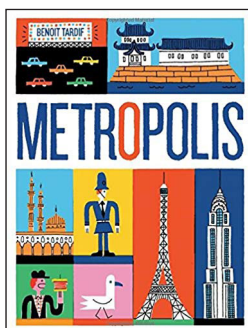
Dragonfly Books, 1996

Themes: Maps and Geography

Description: A girl teaches the reader about maps of different scales and how to find their own special place on the map.

Possible Discussion Questions:

- Have you ever made or used a map before? If so, what was it for?
- Start by drawing a map of your bedroom, then your house, then your street. How much bigger in scale can you go?



METROPOLIS

Written and Illustrated by Benoit Tardif

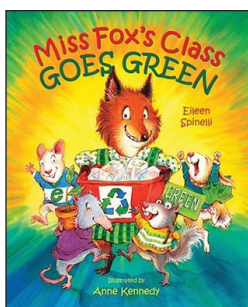
Kids Can Press, 2016

Themes: Cities

Description: Metropolis takes readers on a visual tour of the world, highlighting illustrations of various landmarks, buildings, and symbols of different cities.

Possible Discussion Questions:

- Which cities in the book have you visited before? Have you seen any of the objects in the illustrations in real life?
- If you could visit any city in the world, which would it be and why?
- Los Angeles is not one of the cities that are represented in the book. What would you draw as some of the symbols of this city?



MISS FOX'S CLASS GOES GREEN

Written by Eileen Spinelli / Illustrated by Anne Kennedy

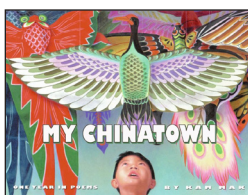
Albert Whitman & Company, 2009

Themes: Energy, Sustainability

Description: One day, Miss Fox comes to school riding a bicycle instead of her car. Her class decides to join her by being green.

Possible Discussion Questions:

- What are some of the ways that you and your family can change your habits and be more green? What can we do as a classroom to be more green?
- Why do you think Miss Fox suggests that her class should use less stuff, use less energy, and use less water?



MY CHINATOWN: ONE YEAR IN POEMS

Written by Kam Mak

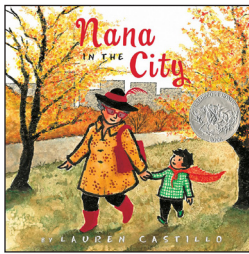
Harper Collins Publishers, 2002

Themes: Community, Diversity, Neighborhoods

Description: Author Kam Mak shares a year of his experience growing up in New York Chinatown as a child.

Possible Discussion Questions:

- How are Kam's experiences similar to yours? How are they different?
- Have you lived in or ever visited a neighborhood like Chinatown? What did you notice?
- How would you feel if you and your family moved to a different city? What are things that we can do to help people who are new feel more comfortable in a new place?



NANA IN THE CITY

Written and Illustrated by Lauren Castillo

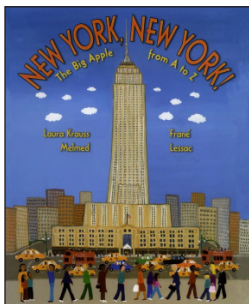
Clarion Books, 2014

Themes: City Life

Description: When a boy visits his grandmother in the city for the first time, he thinks the city is busy, loud, and full of scary things. After his grandmother gives him a red cape to wear, the boy feels braver and realizes that the city may not be so scary after all.

Possible Discussion Questions:

- Why did the boy think that “the city is no place for a nana to live”? What made him change his mind and think that the city is “the absolute perfect place for a nana to live”?
- Have you been to a downtown area of a city before? What did you see, smell, and hear?



NEW YORK, NEW YORK! THE BIG APPLE FROM A TO Z

Written by Laura Krauss Melmed / Illustrated by Frané Lessac

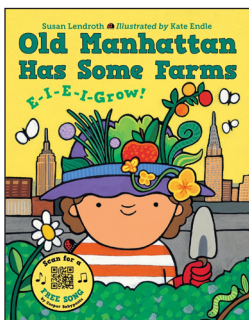
Harper Collins Publishers, 2005

Themes: Cities

Description: Take an alphabetical tour of New York City from the American Museum of Natural History to the Bronx Zoo.

Possible Discussion Questions:

- What comes to mind when you think about New York City?
- Have you ever been to New York City? If so, what did you see and do there? If not, what would you like to see or do?
- What are some similarities between New York City and the city that you live in now? What are some of the differences?



OLD MANHATTAN HAS SOME FARMS

Written by Susan Lendroth / Illustrated by Kate Endle

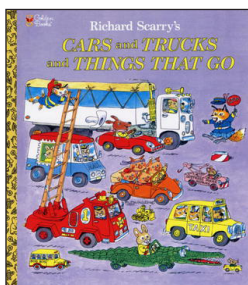
Charlesbridge, 2014

Themes: Environment, Urban Greening

Description: Set to the tune of Old MacDonald Had a Farm, this book explores different ways that people grow food in cities, including rooftop gardens and hydroponics.

Possible Discussion Questions:

- What are some of the different ways people can grow food in cities? Which methods have you tried before?
- Have you ever visited a community garden? What kinds of fruits, vegetables, and herbs did you see? What would you like to plant?



RICHARD SCARRY'S CARS AND TRUCKS AND THINGS THAT GO

Written by Richard Scarry

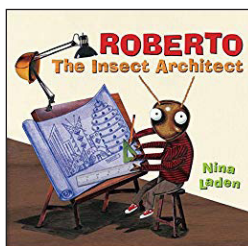
Golden Books, 1974

Themes: Transportation

Description: On their way to the beach, the Pig family drives by a wild assortment of cars, trucks, and other vehicles.

Possible Discussion Questions:

- What kind of vehicles do you remember from the book? Which ones are real? Which ones are imaginary?
- What kind of uses are there for different types of cars and trucks?
- If you could design your own kind of vehicle, what would it look like?



ROBERTO: THE INSECT ARCHITECT

Written and Illustrated by Nina Laden

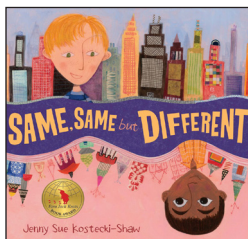
Chronicle Books LLC, 2000

Themes: Architecture

Description: Roberto is a termite who wants to be an architect. One day, he moves to the city to try and make his dreams come true.

Possible Discussion Questions:

- How did the buildings that Roberto designed help the other bugs in the story?



SAME, SAME BUT DIFFERENT

Written and Illustrated by Jenny Sue Kostecki-Shaw

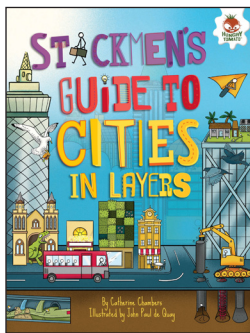
Henry Holt and Company, 2011

Themes: City Life, Diversity

Description: Elliot is from the United States and Kailash is from India. They like to write each other as penpals and soon learn how their lives and where they are from are the same, same but different.

Possible Discussion Questions:

- How is your own life and city different from Elliot's and Kailash's? How are they the same?
- If you had a penpal from a different city, what would you tell them about you and the place that you live?



STICKMEN'S GUIDE TO CITIES IN LAYERS

Written by Catherine Chambers / Illustrated by John Paul de Quay

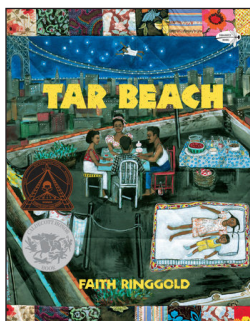
Hungry Tomato, 2016

Themes: Cities

Description: Learn more about the different layers of the city, starting at the top of tall skyscrapers and digging deep to sewage systems and underground railways.

Possible Discussion Questions:

- What kinds of infrastructure is needed for a city to run well? What would happen if a city does not have these types of infrastructure?
- What are the four layers discussed in the book and what kind of systems are in play at each level that make up large cities?



TAR BEACH

Written and Illustrated by Faith Ringgold

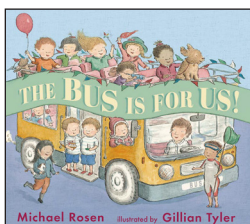
Crown Publishers, Inc., 1991

Themes: Diversity, Neighborhoods

Description: Eight-year-old Cassie imagines flying around her neighborhood and reflects on her relationship with her family and the built environment.

Possible Discussion Questions:

- Why do you think Cassie calls the roof on her building "Tar Beach"?
- If you could fly around the city, where would you go? What would you see?



THE BUS IS FOR US!

Written by Michael Rosen / Illustrated by Gillian Tyler

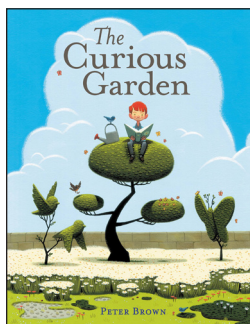
Candlewick Press, 2015

Themes: Transportation

Description: There are different ways to move around, but the bus is for us.

Possible Discussion Questions:

- What do you think kids mean by "the bus is for us"?



THE CURIOUS GARDEN

Written by Peter Brown

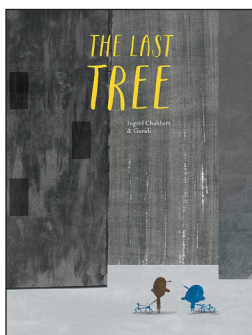
Little, Brown and Company, 2009

Themes: Environment, Urban Greening

Description: Liam lives in a city without any greenery. When he discovers some plants growing in an abandoned railway, he works hard to bring his garden dreams to life.

Possible Discussion Questions:

- What kind of plants do you see growing in your neighborhood?
- Have you ever planted in a garden before? What did you grow?
- Why do you think Liam wanted to make sure that the garden grew and survived?
- How did the city change from the beginning to the end? Which do you prefer and why?



THE LAST TREE

Written by Ingrid Chabbert / Illustrated by Guridi

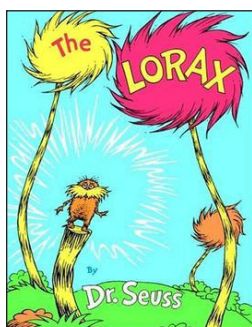
Kids Can Press, 2017

Themes: Urban Greening

Description: A boy lives in a city where plants are scarce and even blades of grass are hard to find. One day, his best friend leads him to a secret -- a sapling that may be the last tree. When the development of a luxury condo threatens to take away the last bit of green in the city, the boy sets off to give the sapling a new home.

Possible Discussion Questions:

- Are there a lot of trees in your neighborhood? How about plants in general? Are there areas with more plants than others? Where?
- What do you think are some of the benefits of having trees? How does seeing trees in your neighborhood make you feel?
- What do you think that world would be like if trees did not exist anymore?



THE LORAX

Written and Illustrated by Dr. Seuss

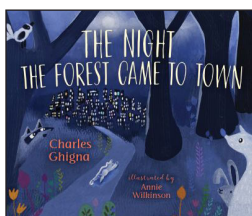
Random House, 1971

Themes: Development, Environment

Description: After discovering a vast grove of Truffula trees, the Once-ler decides to settle and build his corporate empire, cutting down the trees and selling thneeds made from their tufts. The Lorax, who speaks for the trees, tries to save his home and the home of all the other woodland creatures by confronting the Once-ler on his greed.

Possible Discussion Questions:

- How did the land change from the beginning of the story to the end? Why did it change?
- What do you think the Once-ler meant when he says, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."?



THE NIGHT THE FOREST CAME TO TOWN

Written by Charles Ghigna / Illustrated by Annie Wilkinson

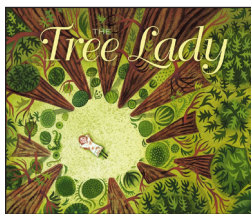
Orca Book Publishers, 2018

Themes: Urban Greening

Description: When night falls, forest animals and plants slowly start to creep into town. By the time morning comes, the gray and drab city is filled with color and life.

Possible Discussion Questions:

- Are there a lot of different plants in your neighborhood? What colors do you see?
- How do you think the people felt when the day after the forest came to town?



THE TREE LADY: THE TRUE STORY OF HOW ONE TREE-LOVING WOMAN CHANGED A CITY FOREVER

Written by H. Joseph Hopkins / Illustrated by Jill McElmurry

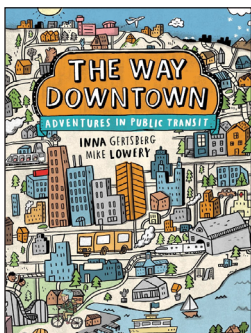
Beach Lane Books, 2013

Themes: Cities, Environment, Urban Greening

Description: The Tree Lady tells the true story of Kate Sessions, an American botanist who helped transform San Diego from a desert town to a leafy city in the early 1900s.

Possible Discussion Questions:

- Have you ever been to San Diego? How about Balboa Park? What did you do or see there?
- Why do you think it is hard for some trees to grow in deserts? How did Kate find trees that could survive in San Diego?



THE WAY DOWNTOWN: ADVENTURES IN PUBLIC TRANSIT

Written by Inna Gertsberg / Illustrated by Mike Lowery

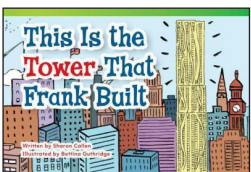
Kids Can Press, 2017

Themes: Transportation

Description: In the city of Zoom, travel along with a family, a first-grader, a spy, a guide dog, and a scientist as they navigate their way downtown on the city's various public transit systems.

Possible Discussion Questions:

- Which of the public transit systems shown in the book have you tried before? What was your experience like riding them?
- Do you think that there are a lot of public transit options in your city? Which ones would you like to see more of?



THIS IS THE TOWER THAT FRANK BUILT

Written by Sharon Callen / Illustrated by Bettina Guthridge

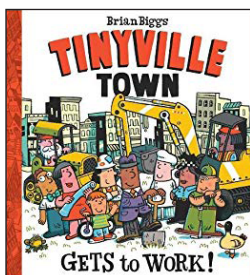
Teacher Created Materials, 2014

Themes: Architecture, Buildings

Description: In 2011, a tower designed by architect Frank Gehry opened on 8 Spruce Street in New York. This book takes the reader into the building and the different spaces, such as a school and a pool, that were built into its design.

Possible Discussion Questions:

- What other famous skyscrapers can you name?
- If you designed your own skyscraper, what kinds of spaces would you want to include?



TINYVILLE TOWN GETS TO WORK!

Written and Illustrated by Brian Biggs

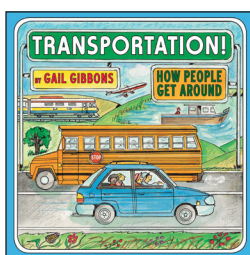
Abrams Appleseed, 2016

Themes: Infrastructure

Description: Tinyville Town has a problem! The old bridge is causing a traffic jam and everyone agrees that a new one needs to be built. Mayor Murphy enlists the help of the town's engineer and city planner to begin construction on a new bridge

Possible Discussion Questions:

- What was the problem in Tinyville Town and how did Mayor Murphy work to fix it? Who did he talk to?



TRANSPORTATION! HOW PEOPLE GET AROUND

Written by Gail Gibbons

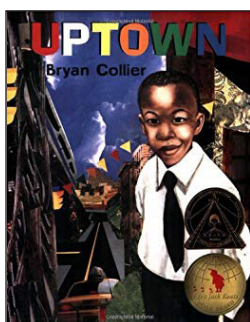
Holiday House, 2017

Themes: Transportation

Description: Transportation is everywhere, from cars and planes to buses and trains. This book acts as a primer to introduce children to the different machines that help us move.

Possible Discussion Questions:

- What kind of transportation do you and your family use to get to school? Visit family and friends? Go to the store?
- Why do you think that there are so many different kinds of transportation?



UPTOWN

Written by Bryan Collier

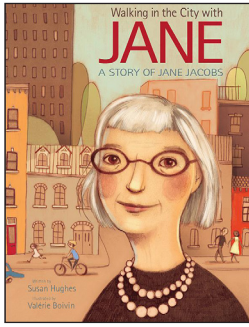
Henry Holt and Company, 2000

Themes: Diversity, Neighborhoods

Description: A boy reflects on his experiences living in the New York City neighborhood of Harlem.

Possible Discussion Questions:

- What are some of the things that makes your neighborhood feel like home?



WALKING IN THE CITY WITH JANE: A STORY OF JANE JACOBS

Written by Susan Hughes / Illustrated by Valérie Boivin

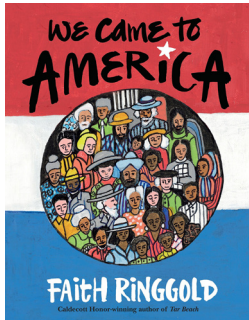
Kids Can Press, 2018

Themes: City Life, Neighborhoods, Organizing

Description: In this semi-fictional account of urbanist Jane Jacobs' life, the famous urbanist grows from a curious little girl to an activist fighting for more people-oriented cities.

Possible Discussion Questions:

- Jane talks about how the city is an ecosystem. How do you think the different parts of the city like sidewalks, parks, and people interact?
- What are some ways Jane thinks cities can be designed for people?
- Why did Jane want to stop Robert Moses from building an expressway? How would you feel if you found out your neighborhood might be destroyed?



WE CAME TO AMERICA

Written and Illustrated by Faith Ringgold

Alfred A. Knopf, 2016

Themes: Community, Diversity

Description: We Came to America honors the stories of all those who came to the United States, whether in chains or by choice, who ultimately contribute to making the country great.

Possible Discussion Questions:

- What are some of the reasons that people come to America?
- Do you know how and when your family first came to the United States? Why do you think they decided to move here?



WHEN JACKIE SAVED GRAND CENTRAL: THE TRUE STORY OF JACQUELINE KENNEDY'S FIGHT FOR AN AMERICAN ICON

Written by Natasha Wing / Illustrated by Alexandra Boiger

Houghton Mifflin Harcourt, 2017

Themes: Buildings, Historic Preservation, Organizing

Description: When plans emerge to build a skyscraper above Grand Central Terminal in New York, former First Lady of the United States Jacqueline Kennedy steps in to be the face of the movement to protect the historic landmark, taking the fight to the Supreme Court.

Possible Discussion Questions:

- Why do you think Jackie cared so much about saving Grand Central Terminal? Is there a building that you would want to save if there were plans to change it?
- In what ways did Jackie organize to advocate for protecting the building?

MEDIA RESOURCES: TV EPISODES



TV-Y, 3 minutes

ANIMANIACS SEASON 3, EPISODE 3 (A QUAKE, A QUAKE!)

Note: A Quake, A Quake! is the fourth story in this episode.

Directed by Randy Rogel / Written by Al Zegler

Originally aired on The WB, 1995

Themes: Natural Disasters

Description: The Animaniacs sing a song about the 1994 Northridge earthquake.

Possible Discussion Questions:

- Have you ever felt an earthquake before? How did you feel?
- How do people prepare for emergencies like earthquakes? Does your family have an earthquake plan?



TV-Y, 23 minutes

BILL NYE THE SCIENCE GUY SEASON 3, EPISODE 16 (HUMAN TRANSPORTATION)

Directed by Erren Gottlieb and James McKenna / Written by Bill Nye

Originally aired on PBS, 1995

Themes: Transportation

Description: Bill Nye talks about different forms of human transportation and how technology changes the way we move. He also discusses the importance of paths and how they can change the built environment.

Possible Discussion Questions:

- What are some of the different ways that people move?
- What kind of transportation do you take to get to school? When do you use other forms of transportation?
- What are some of the differences between cars, trains, and buses?
- Why does Bill Nye think there should be less cars on the road? Do you agree?



TV-Y, 23 minutes

BILL NYE THE SCIENCE GUY SEASON 5, EPISODE 4 (ARCHITECTURE)

Directed by Michael Gross and Darrell Suto / Written by Bill Nye

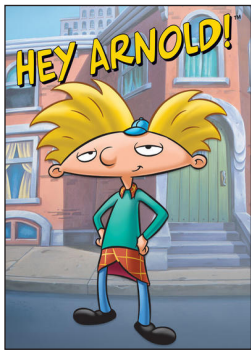
Originally aired on PBS, 1997

Themes: Architecture, Infrastructure

Description: Bill Nye explores how people design and construct buildings and why architects make the decisions that they do.

Possible Discussion Questions:

- If you could design any building, what would you include in your plans?
- What are some of the different materials that people use to construct buildings?
- What is the difference between an elevation, a section, and a plan?
- What are some of your favorite buildings? Why? Do you have any favorite architects?



TV-Y7, 12 minutes

HEY ARNOLD! SEASON 1, EPISODE 4 (THE OLD BUILDING)

Note: The Old Building is the second story in this episode.

Directed by Kelly James and Jamie Mitchell / Written by Rachel Lipman and Stephen Viksten

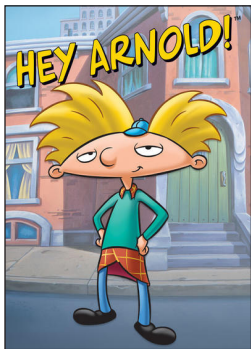
Originally aired on Nickelodeon, 1996

Themes: Development, Historic Preservation

Description: Ten-year-old Arnold finds himself in the middle of a disagreement over the future of Circle Theatre when he promises his grandma to help her save the building while simultaneously also agreeing to help his friend Ernie destroy it.

Possible Discussion Questions:

- Why did Grandma want to save the Circle Theatre?
- Think about a place that is special to you. What memories do you have there? How would you feel if someone wanted to get rid of that place?
- What did Arnold do to save the Circle Theatre?



TV-Y7, 24 minutes

HEY ARNOLD! SEASON 1, EPISODE 6 (HEAT/SNOW)

Directed by Tuck Tucker and Juli Murphy-Hashiguchi (Heat) and Bert Ring and Steve Socki (Snow) / Written by Jonathan Greenberg (Heat) and Craig Bartlett and Rachel Lipman (Snow)

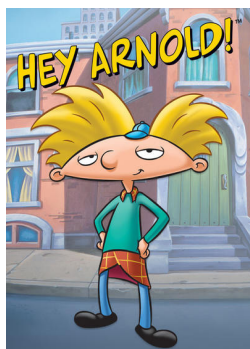
Originally aired on Nickelodeon, 1996

Themes: Cities, Climate

Description: This episode pairs two stories about the ways people react to different weather conditions. In Heat, the neighborhood is suffering from a heatwave and everyone is trying to escape it in their own way. In Snow, Arnold helps his grandpa with winter chores while his friends take advantage of the snow day.

Possible Discussion Questions:

- How did Arnold and Gerald try to escape the heat in their city? What do you do and where do you go when the temperature gets really hot?
- How does the city change when there is a lot of snow? How do the kids and the adults react?



TV-Y7, 12 minutes

HEY ARNOLD! SEASON 1, EPISODE 7 (THE VACANT LOT)

Note: The Vacant Lot is the second story in this episode.

Directed by Mark O'Hare and Larry Leichliter / Written by Josie Neruccio

Originally aired on Nickelodeon, 1996

Themes: Placemaking, Public Space

Description: Arnold and his friends don't have a place to play baseball in their neighborhood until they discover and clean up a vacant lot. Soon after, the adults in the community take advantage of this new public space.

Possible Discussion Questions:

- Think about the parks in your neighborhood. Are they near your home? Do you think that there is enough space there to play? Does it feel safe?
- Do your parents let you play in the middle of your street? Why or why not?
- Why did the adults want to move into the lot after the kids cleaned it up?



TV-Y7, 12 minutes

HEY ARNOLD! SEASON 1, EPISODE 16 (SALLY'S COMET)

Note: Sally's Comet is the second story in this episode.

Directed by Dan Povenmire and Howie Parkins / Written by Joseph Purdy

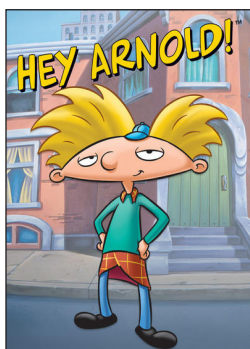
Originally aired on Nickelodeon, 1996

Themes: Cities

Description: Arnold and Gerald want to use their new telescope to see Sally's Comet, but there is too much light pollution in their neighborhood. They soon set off on a race against the clock to convince the city to turn off their lights and witness this once-in-a-lifetime event.

Possible Discussion Questions:

- How did the city change when Grandpa first saw Sally's Comet to when Arnold and Gerald want to see it?
- How easy is it to see the stars in your neighborhood? Are there places you know of where you can see the stars more clearly?



TV-Y7, 12 minutes

HEY ARNOLD! SEASON 2, EPISODE 2 (SAVE THE TREE)

Note: Save the Tree is the first story in this episode.

Directed by Dan Povenmire / Written by Joseph Purdy

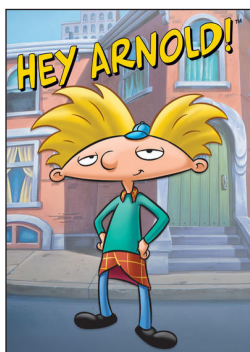
Originally aired on Nickelodeon, 1997

Themes: Development, Organizing

Description: Big Bob's Beepers threatens to knock down a 700-year-old tree named Mighty Pete to build his new beeper emporium. Arnold and his friends organize to save one of their favorite spots in the neighborhood.

Possible Discussion Questions:

- What were some ways that Arnold organized to try and save Mighty Pete?
- What places in your neighborhood are important for you and your friends?



TV-Y7, 12 minutes

HEY ARNOLD! SEASON 5, EPISODE 3 (MR. GREEN RUNS)

Note: Mr. Green Runs is the second story in this episode.

Directed by Frank Weiss / Written by Joseph Purdy

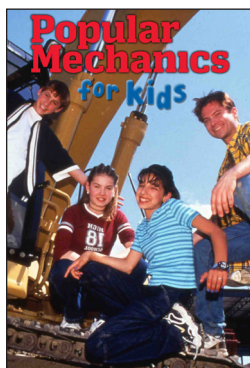
Originally aired on Nickelodeon, 2000

Themes: Infrastructure, Policy

Description: After Arnold's grandpa drives his car into a pothole in front of Mr. Green's butcher shop, Mr. Green tries to get the help of Councilman Gladhand to fix the problem. When Councilman Gladhand's solution is to simply cover the pothole with a plywood board, Mr. Green decides to run for office to be the councilman himself.

Possible Discussion Questions:

- What qualities make a good councilmember?
- If you were to write a letter to your representative in City Council, what issues would you want them to address the most?



TV-Y, 22 minutes

POPULAR MECHANICS FOR KIDS SEASON 1, EPISODE 1 (UNDERGROUND)

Directed by Jean-Louis Côté, Sid Goldberg, and Serge Marcil / Written by Jonathan Finkelstein

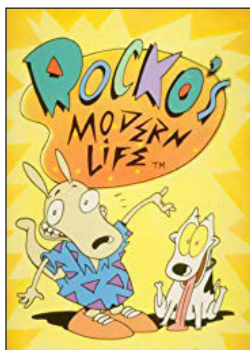
Originally aired on Global TV, 1997

Themes: Infrastructure, Transportation

Description: Elisha and Jay go underground and learn about sewers, subways, and tunnels.

Possible Discussion Questions:

- What are some of the different systems that happen beneath cities?
- Have you ever been on the subway? If so, what was it like?
- Why do you think that some cities build subways?
- Can you think of other reasons people go underground or build tunnels?



TV-Y, 12 minutes

ROCKO'S MODERN LIFE SEASON 3, EPISODE 13 (ZANZIBAR)

Note: Zanzibar is the first story in this episode.

Directed by Robert Hughes and Howy Parkins / Written by Tim Hill

Originally aired on Nickelodeon, 1996

Themes: Environment, Organizing, Sustainability

Description: Spring cleaning causes the O-Town dump to reach capacity. After Captain Compost Heap teaches Rocko and his friends about recycling, they discover that the Conglom-O corporation is polluting the environment. With a bit of reluctance, Rocko organizes his community to take on City Hall.

Possible Discussion Questions:

- What are some ways that you recycle and conserve at both your home and school?
- What happens when Rocko and the other O-Town citizens work together?



TV-Y, 26 minutes

THE MAGIC SCHOOL BUS SEASON 4, EPISODE 12 (IN THE CITY)

Directed by Lawrence Jacobs / Written by Noel MacNeal, George Arthur Bloom, and Jocelyn Stevenson

Originally aired on PBS Kids, 1997

Themes: Urban Wildlife

Description: After a field trip to the zoo, Mrs. Frizzle's students find themselves turned into animals and learn about how some wildlife navigate the city environment.

Possible Discussion Questions:

- What kind of animals did the kids and Mrs. Frizzle turn into and find in the city? What animals have you seen in your own neighborhoods?
- Why do you think some of these animals come to or live in cities?



TV-Y, 11 minutes

THE MR. MEN SHOW SEASON 2, EPISODE 27 (SKYSCRAPERS)

Directed by Mark Risley and Darrell Van Citters / Written by Kate Boutillier and Eryk Casemiro

Originally aired on Channel 5 (UK) and Cartoon Network (USA), 2009

Themes: Buildings

Description: The Mr. Men and Little Misses find themselves in wacky situations such as struggling to clean the windows of a skyscraper, riding an elevator to the 99th floor, and using rivets to connect pieces of steel.

Possible Discussion Questions:

- What is the tallest building that you have ever been in? How many floor high did you go?
- What are some differences between building a skyscraper and building a house?



TV-Y, 11 minutes

THE MR. MEN SHOW SEASON 2, EPISODE 29 (GETTING AROUND)

Directed by Mark Risley and Darrell Van Citters / Written by Kate Boutillier and Eryk Casemiro

Originally aired on Channel 5 (UK) and Cartoon Network (USA), 2009

Themes: Transportation

Description: There are many different ways to get around Dillydale and the Mr. Men and Little Misses showcase a few of the transportation options that their town has to offer.

Possible Discussion Questions:

- How do you typically get around your city?
- Have you ever ridden in a taxi before? How about an Uber or Lyft? What was it like?
- What do you like to do while waiting for the bus? What do you like to do while riding one?



TV-Y, 11 minutes

THE MR. MEN SHOW SEASON 2, EPISODE 38 (TRAINS & PLANES)

Directed by Mark Risley and Darrell Van Citters / Written by Kate Boutillier and Eryk Casemiro

Originally aired on Channel 5 (UK) and Cartoon Network (USA), 2009

Themes: Transportation

Description: When cars aren't the best option to get around, the Mr. Men and Little Misses sometimes like to take planes and trains, leading to some wacky antics.

Possible Discussion Questions:

- What are some of the main differences between riding on a train and riding in an airplane? How are they similar?
- Have you ridden on a train or an airplane before? What was it like?
- If you were going to travel to the other side of the country, would you rather take a train or an airplane? Why?



TV-Y, 3 minutes

SCHOOLHOUSE ROCK! AMERICA ROCK, EPISODE 5 (I'M JUST A BILL)

Directed by Jack Sheldon and John Sheldon / Written by Dave Frishberg

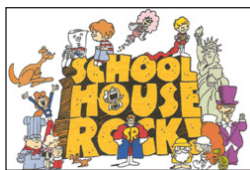
Originally aired on ABC, 1976

Themes: Policy

Description: A transportation bill sings about the process of turning a bill into a law.

Possible Discussion Questions:

- Why do you think people make bills and laws?
- If you could make your own law, what would it be?
- What laws do you already know about?



TV-Y, 3 minutes

SCHOOLHOUSE ROCK! SCIENCE ROCK, EPISODE 5 (THE ENERGY BLUES)

Directed by Jack Sheldon / Written by George Newall

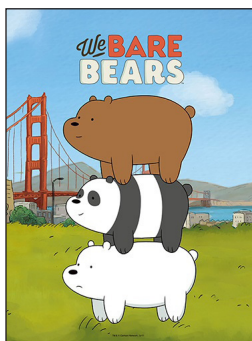
Originally aired on ABC, 1979

Themes: Energy, Environment, Sustainability

Description: Earth sings about the overconsumption of energy and asks listeners to conserve.

Possible Discussion Questions:

- What do people use energy for? What would happen if there wasn't any energy left?
- How can you try and conserve energy at home?
- How do different types of energy affect the environment?



TV-Y7, 12 minutes

WE BARE BEARS SEASON 1, EPISODE 15 (OCCUPY BEARS)

Directed by Manny Hernandez / Written by Manny Hernandez, Tom Law, Lauren Sassen, and Bert Youn

Originally aired on Cartoon Network, 2015

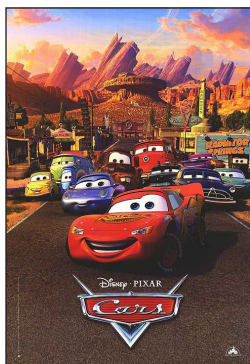
Themes: Development, Organizing

Description: When the city decides to build a new cell tower and bulldoze the bears' cave, the bears do everything they can to try and save their home.

Possible Discussion Questions:

- What makes a place a home to you? How would you feel to lose it?

MEDIA RESOURCES: FILMS



PG, 117 minutes

CARS

Directed by John Lasseter; Written by Dan Fogelman, Jorgen Klubein, John Lasseter, Phil Lorin, Kiel Murray, and Joe Ranft

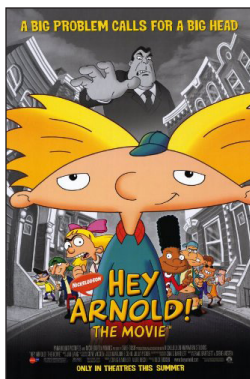
Walt Disney Pictures and Pixar Animation Studios, 2006

Themes: Historic Preservation, Infrastructure, Transportation

Description: Race car Lightning McQueen finds himself in the town of Radiator Springs along historic Route 66 after a mishap on the interstate causes him to tear the town's main road apart. Charged with community service, Lightning McQueen must repair the road in time to make the Piston Cup championship race in Los Angeles. Along the way, he learns more about the town's residents and the history of what Radiator Springs used to be.

Possible Discussion Questions:

- How did the building of the interstate change the landscape and affect Radiator Springs?
- How do you think cars and car culture helped create real towns similar to Radiator Springs?
- Have you ever been on a road trip with your family before? How far did you go? What stops did you make along the way?



PG, 75 minutes

HEY ARNOLD! THE MOVIE

Directed by Tuck Tucker / Written by Craig Bartlett and Steve Viksten

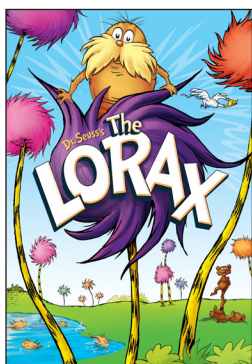
Nickelodeon Movies, Snee-Osh Inc, and Nickelodeon Animation Studios, 2002

Themes: Development, Historic Preservation, Organizing

Description: When Future Tech Industries threatens to tear down Arnold's neighborhood and build a giant mall in its place, Arnold and his community rally together to try and stop their home from being destroyed.

Possible Discussion Questions:

- Future Tech Industries has the slogan, "Change is good." Do you think that is always true? Why or why not?
- What do you think Big Bob Pataki means when he says that "you can't have progress without a little pain"?
- What were some of the techniques that Arnold used to try and save the neighborhood?



NR, 25 minutes

THE LORAX

Directed by Hawley Pratt / Written by Dr. Seuss

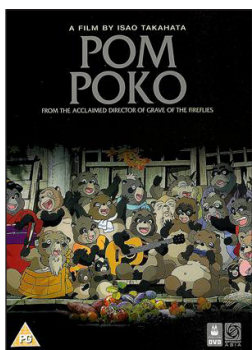
Cat in the Hat Productions, DePatie-Freleng Enterprises, and CBS Productions, 1972

Themes: Development, Environment

Description: After discovering a vast grove of Truffula trees, the Once-ler decides to settle and build his corporate empire, cutting down the trees and selling thneeds made from their tufts. The Lorax, who speaks for the trees, tries to save his home and the home of all the other woodland creatures by confronting the Once-ler on his greed.

Possible Discussion Questions:

- How did the land change from the beginning of the story to the end? Why did it change?
- What do you think the Lorax means when he says "sometimes I think progress progresses too fast"?
- What do you think the Once-ler meant when he says, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."?



PG, 119 minutes

POM POKO

Directed by Isao Takahata / Written by Isao Takahata

Studio Ghibli, 1994

Themes: Development, Environment

Description: In 1960s Japan, a group of raccoons (tanuki, in the original Japanese release) find that their home in the Tama Hills is being destroyed to build a new development project. Using their powers of transformation, the raccoons try to stop the construction and save their land.

Possible Discussion Questions:

- What were some of the reasons that the raccoons wanted to save their land? What were some of the reasons that the humans wanted to build on the land? Is there a right side and a wrong side? Why?
- At the end of the film, the raccoons both let themselves be known to the humans and change the landscape temporarily to remind the humans of life before construction. How did this change the way that the humans acted?
- How can people be more mindful of the environment when cities get bigger?

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ORGANIZATIONS, GROUPS, and PROGRAMS

AMERICAN PLANNING ASSOCIATION (APA)

Website: <https://www.planning.org/educators/>

Description: The American Planning Association “provides leadership in the development of vital communities for all by advocating excellence in planning, promoting education and resident empowerment, and providing our members with the tools and support necessary to ethically meet the challenges of growth and change.” (APA website)

APA provides a page on its website with a few resources for educators, community organizations, and planning practitioners to introduce planning concepts to young people.

ARTCENTER COLLEGE OF DESIGN

Website: <http://www.artcenter.edu/teachers/>

Description: Though not specific to city planning, the ArtCenter provides a Summer Institute for Teachers to introduce K-12 educators to design-based learning processes that can be applied to different curricula.

“[Design-Based Learning] ‘sneaks up on learning’ by engaging students’ innate curiosity and creating a fun, interactive environment that develops higher-level reasoning skills in the context of the standard K-12 curriculum.” (ArtCenter website)

“Engaging Youth Voices: Building Power Through Art, Media, and Design” panel at APA’s 2018 National Planning Conference in San Francisco, CA.



ASSOCIATION OF ARCHITECTURE ORGANIZATIONS (AAO)

Website: <http://www.aanetwork.org/about-us/our-members-work>

Description: The Association of Architecture Organizations offers an Architecture + Design Education Network that helps to develop an understanding of the design process for students from Kindergarten to 12th grade. The AAO website includes a directory of member organizations that offer K-12 design education across the country, including the Los Angeles Forum for Architecture and Urban Design, the AIA New York Chapter Center for Architecture, the Miami Center for Architecture & Design, the Architecture Foundation of Oregon, and the Boston Society of Architects.

EAST LOS ANGELES RENAISSANCE ACADEMY (ELARA), ESTEBAN TORRES HIGH SCHOOL

Website: <https://renaissance-laUSD-ca.schoolloop.com/>

Description: "ELARA is a Pilot School, an innovative model developed in a collaboration of [the Los Angeles Unified School District (LAUSD), United Teachers Los Angeles (UTLA),] and the LA Small Schools Center. It is a result of LAUSD's Public School Choice program, year one, and won its place at [Esteban Torres High School] in a public competition. The campus itself is the result of years of community activism, and ELARA's proposal was developed in collaboration with a variety of community partners. It is one of only three high schools in the United States with an Urban Planning/Design focus." (ELARA website)

GROWING UP BOULDER

Website: <http://www.growingupboulder.org/>

Description: Growing Up Boulder is the City of Boulder, Colorado's child and youth-friendly city initiative with a mission to "empower Boulder's young people with opportunities for inclusion, influence, and deliberation on local issues which affect their lives." (Growing Up Boulder website)

The program is housed under the University of Colorado Boulder's Community Design and Engagement Center (CEDaR) and includes projects in transportation; parks and nature; planning, housing, and sustainability; and arts.

METROPOLIS: A GREEN CITY OF YOUR OWN!

Website: <https://www.planning.org/publications/document/9149250/>

Description: Developed by planner and elementary school teacher John Martoni, Metropolis is a standards-based curriculum that has been featured on the American Planning Association website. Metropolis is largely based on Kevin Lynch's Image of the City and students learn to build a city through activities that develop understandings of edges, districts, public spaces, landmarks, and transportation systems.

NATIONAL BUILDING MUSEUM'S CITY BY DESIGN PROGRAM

Website: <https://www.nbm.org/wp-content/uploads/2016/02/CBDERP.pdf>

Description: "The National Building Museum is America's leading cultural institution dedicated to advancing the quality of the built environment by educating people about its impact on their lives. Through its exhibitions and educational programs, including innovative curricula for students, as well as online content and publications, the Museum tells the stories of the world people design and build." (National Building Museum website)

To help teachers and educators introduce elementary school students to city planning concepts, the National Building Museum developed an Educator Resource Packet with design as an educational model that also meets national standards of learning.

PLACE IT!

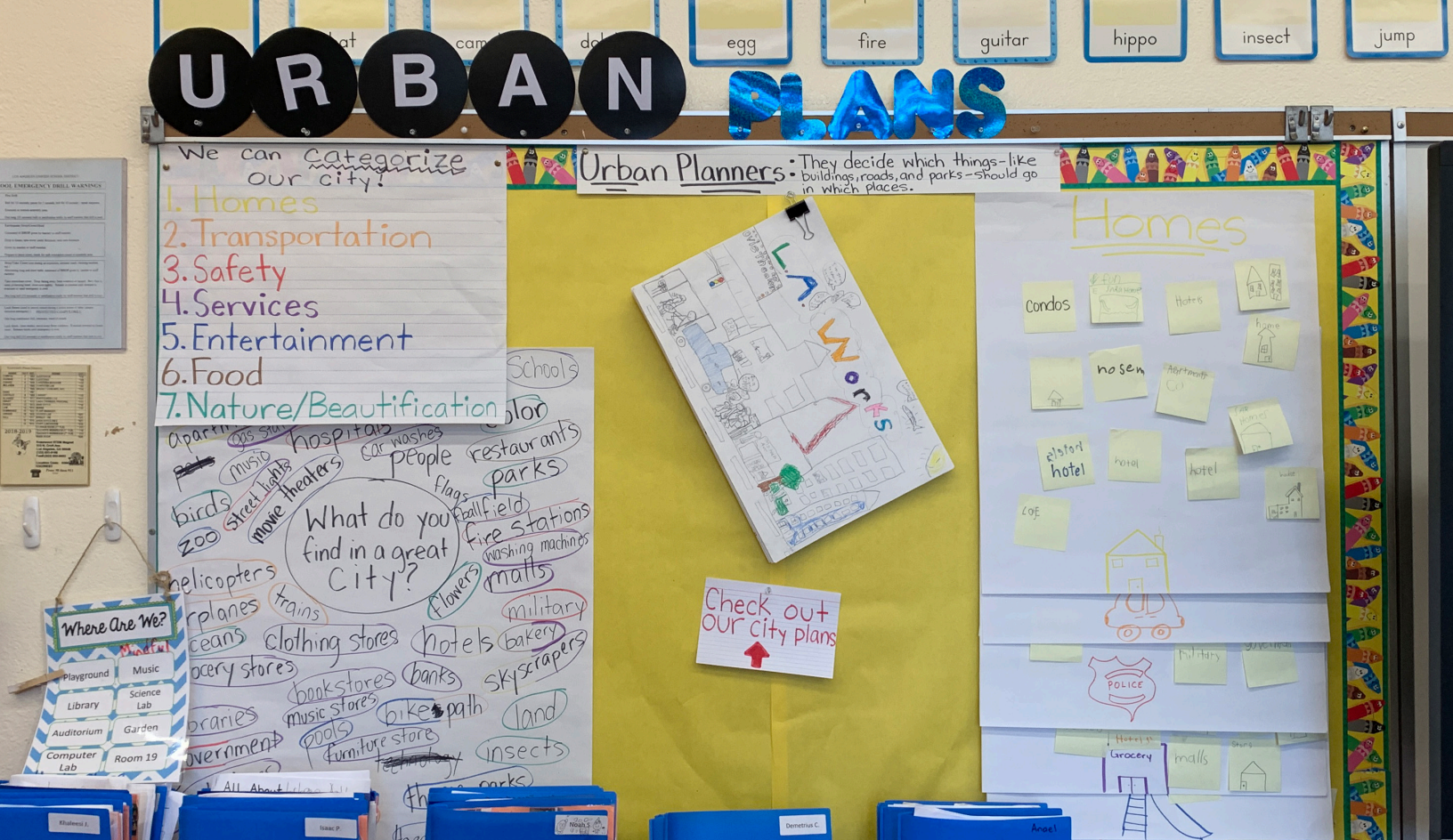
Website: <http://www.placeit.org/>

Description: "PLACE IT! is a design- and participation-based urban planning practice founded by urban planner James Rojas that uses model-building workshops and on-site interactive models to help engage the public in the planning and design process.

Through the PLACE IT! process, participants are able to learn about the role of planning and design in shaping how we live, and to translate their dreams and ideas into physical forms and models. From these physical results and their accompanying stories, we can generate plans, drawings, and policy recommendations for municipalities, NGOs, and elected officials." (PLACE IT! website)

PLACE IT! workshop where participants use assorted materials such as Easter egg cases and pipe cleaners to build and share places with associated life memories.





A classroom board with urban planning posters at the Rosewood STEM Magnet of Urban Planning and Urban Design in Los Angeles, CA.

ROSEWOOD STEM MAGNET OF URBAN PLANNING AND URBAN DESIGN

Website: <https://www.rosewoodelementary.org/>

Description: The Rosewood STEM Magnet of Urban Planning and Urban Design is a public school within the Los Angeles Unified School District system, located near the border of Los Angeles and West Hollywood. The school officially began operations as an urban planning- focused magnet during the 2018-2019 schoolyear, with students in classes ranging from Kindergarten to 5th grade. Rosewood is unique in its commitment to incorporate urban planning into the curriculum at the elementary school level.

Y-PLAN, CENTER FOR CITIES + SCHOOLS, UNIVERSITY OF CALIFORNIA BERKELEY

Website: <https://y-plan.berkeley.edu/>

Description: "Y-PLAN (Youth - Plan, Learn, Act, Now) is an award-winning educational strategy that empowers young people to tackle real-world problems in their communities through project-based civic learning experiences.

As an action research initiative, Y-PLAN has engaged thousands of young people and dozens of schools, teachers, and civic partners across the United States and around the world... If you're an educator or civic leader outside of an area where we are currently working, we provide a free toolkit to do a "Do-It-Yourself" (DIY) Y-PLAN." (Y-PLAN website)

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INSPIRATION IMAGES

Stuck on ideas? Take a look at some examples of how different groups, classrooms, and organizations have connected kids to planning.

1

Craft items like string, paint, and markers can help kids show where they would like to see parks, stores, houses, and more in their neighborhood.

2

Students at Calahan Community Charter designed wildlife bridge prototypes connecting planning and design to real environmental issues facing their city.

3

Wearable cardboard buses can be a fun way to learn about modes of public transportation without leaving school grounds.

4

Educators can introduce urban planning to even the youngest students by having them lay out their own paper streets and buildings.



5

Connect planning to different ecosystems by designing models and dioramas based on location needs.

6

Coloring pages are a quick and easy way to engage young children at community events. Don't forget the crayons!

7

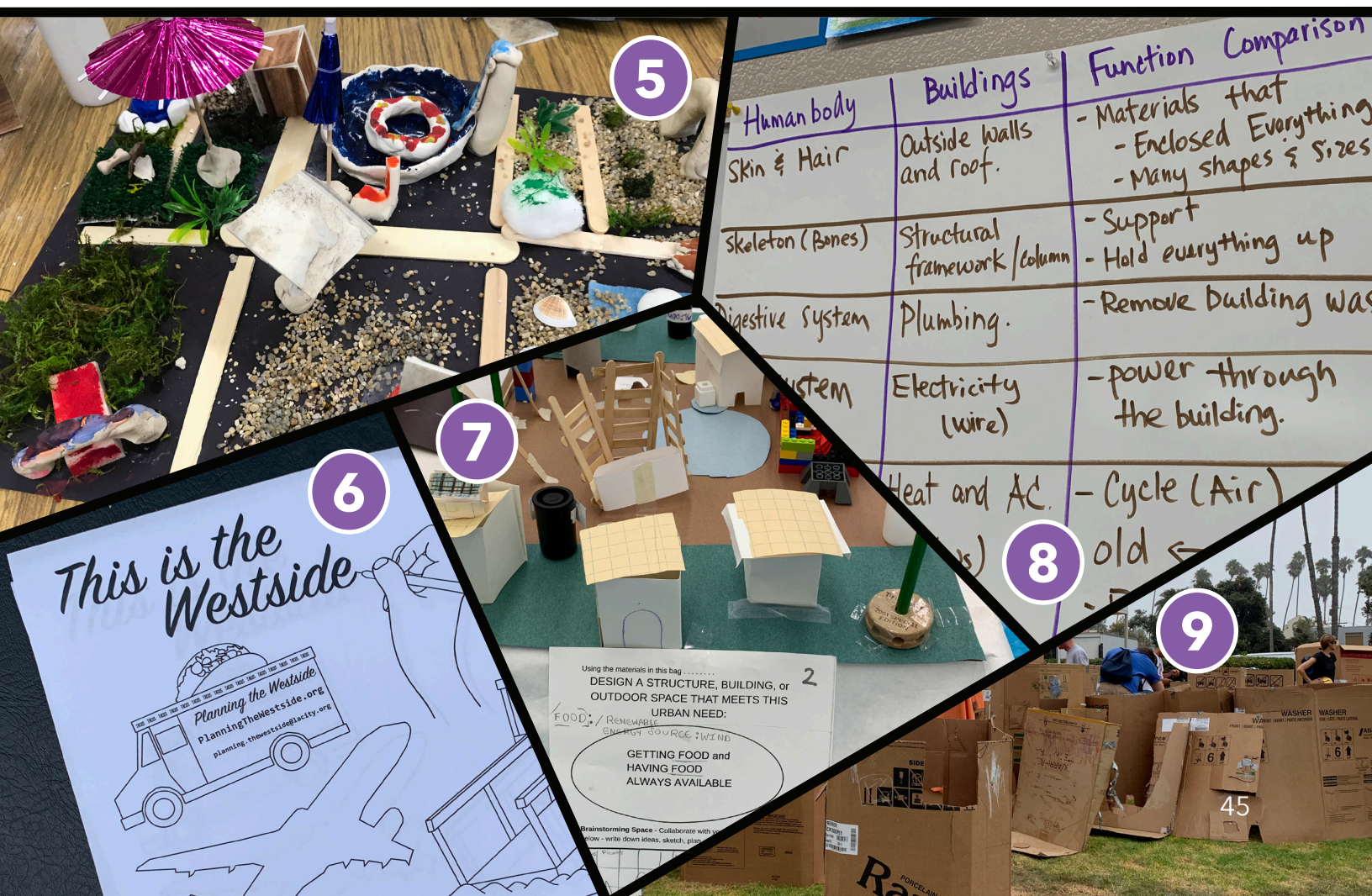
Challenge students to exert their creativity to design structures, buildings, and spaces based on an urban need.

8

This classroom at Rosewood is learning about the human body by linking their functions to building and city counterparts in the real world.

9

Cardboard cities are a fun way for kids of all ages to imagine what they want their world to look like.



**URBAN
PLANNING
FOR KIDS**

Created by Alvin-Christian Nuval
Version 1.0, Fall 2019