

Creating a Better Tomorrow: Planning Education Curriculum



Planning Workshop Contract
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VALUES AND VISIONS

Together as planners we value creativity, enthusiasm, commitment, and respect. Creativity means to approach problems from a new angle, search for different solutions and seek opportunities where they might not seem obvious. Enthusiasm too is a value, because we feel in order for a piece of work to be genuine, one must come to it and do it with zeal. It is believing that our work is important and will have lasting impact on our society. Commitment and respect are values that are intertwined because it is hard to have one without the other. Commitment is to be wholeheartedly devoted to one's work, however, commitment can only come about through respect of the work to be completed.

It is our vision that through the planning education curriculum future generations will understand the planning process in relation to regional issues. We want to engage students in the many facets of planning, and allow them to become "planners." A greater understanding of planning will allow the region as a whole to progress to a higher level because of involvement and interest from residents. Not only will citizens benefit from our project, but the planning profession will be enhanced through greater understanding and knowledge.

CONTRACT

Project Summary

The intent of our project is to find the essence of planning and bring it down to a level where it can be taught to fourth grade children in the Portland Metropolitan Region. We will begin with identifying which concepts are most basic to planning, while at the same time conducting a literature review and networking process. The process will teach us what has been done in planning education and also what methods are effective in teaching planning to children. In addition, we will work with other workshop groups to incorporate their regional projects into our curriculum. After the above steps have been taken we will draft a planning curriculum. Our curriculum will include games, activities and discussion sets all designed to teach children about regional issues while at the same time instilling basic planning concepts. Because our curriculum is about children and for children, we will consult with a select group of the target age to confirm our pursuits are appropriate.

Our project focuses on the long term because it will produce a better educated citizenry which will encourage more participation in the planning process. Education motivates participation, and by teaching the younger generations about the goodness of planning they will be compelled to help plan for our communities in the future. Although we do not know the number of children our curriculum will touch, those who do have the opportunity will undoubtedly be more effective citizens in the future. It is also focused on the future because the ideas to be incorporated into the curriculum will stress the long term impacts of our actions today.

Such a project has immense regional implications because we will be bringing the children's attention to regional issues, as well as gaining

support for future participation in the region's planning process. Our curriculum will not focus on the problems of individual jurisdictions, but rather will focus on issues the region faces as a whole.

By using the endeavors of other workshop groups, our project will act as a thread weaving together individual pursuits to make the workshop a whole. Demonstration of this weaving will be performed as a workshop exercise during winter quarter. More specifically, we will take one class period to show how we have transformed various workshop projects into activities and discussions detailed for fourth grade children.

GOALS AND OBJECTIVES (Winter Particulars)

Goal: To identify the basic concepts of planning

Objectives:

- review of introductory planning books
- consultation with lead professors
- discussion of meaning and role of planning

Goal: To develop a planning curriculum appropriate for fourth grade children

Objectives:

- interview and network with national experts
- study conceptual levels of target age group
- complete a literature review to find what others are doing
- consult with teachers and students of target age group

Goal: To keep a regional focus within our planning curriculum

Objectives:

- utilize studio projects as components within our curriculum
- meet with representatives from the studio groups throughout to quarter to discuss projects

INDIVIDUAL PLANS

Lauren There are many things that I wish to get from the winter quarter. One of the main things is that I hope to gain is a better understanding of the planning process and what it means to plan. What is planning and how can we relate that to a child? That, to me, is the essence of our project. Perhaps once I can explain it to a child, I could explain it to anyone. There is a real need to talk about planning and show people how they could be involved in the process. This is just one avenue to get there. A second thing I want to get out of winter quarter is to actually go through the steps to prepare the plan. While this is not a typical project for a planner, we will be using the same process and thereby learning many of the same ideas. Third, I want to create some energy and excitement about planning, not just from the children, but from their teachers and parents and others who may become involved in our project. Finally, I want to have fun with this project and have an enjoyable quarter.

Lori Through this project I hope to understand which concepts are most basic to planning. I have always been able to learn more when I am teaching others. Though our plan is to teach fourth grade children, I know I will come out of the process with a truer understanding of what planning is, because of the learning I have had to go through in order to teach planning at a basic level. I am also excited to learn about how curricula are developed. With the limited review we have done thus far, I can tell it is going to be a treat going through the games and activities others have developed to teach children. Most of all I am excited to work from the ground up on a project and be able to call it my own.

SCOPE OF PLANNING SERVICES

“...nothing can come to fruition without light.”

--Diane Mariechild

Most people do not realize how planning affects their lives. It affects the quality of their neighborhoods, roads, and jobs, to name a few.

Without sufficient knowledge of planning, people fail to understand the benefits of the field. Inadequate knowledge leads to apathy for participation in the planning process. Wanting not to "teach old dogs new tricks", but instead wishing to create a generation of active planning participants, we wish to develop a planning curriculum education for children in the fourth grade.

WHAT'S IN MIND?

We propose to create a curriculum to teach fourth grade children about planning in the Portland Metropolitan Region. The curriculum will include games, activities and discussion sets all designed to teach children about regional issues while at the same time instilling basic planning concepts. We want to teach students how to be better citizens. We will do this by taking regionally significant issues and coupling them with the important concepts of planning. Through these exercises, students will understand how planning issues relate to their lives. As future citizens, we owe it to our children to teach them the importance of good citizenry and how they can use it to positively influence their community.

HOW WILL WE GET THERE?

In order to achieve our plan, there will be several methods that we will use. First, we will immerse ourselves into the realm of education. We will begin by talking with teachers and students. Talking to teachers will allow us to see where planning could fit into their curriculum and how current curriculum can be enhanced to teach the concepts of planning. Contact with students can help us determine what techniques are most effective in teaching. We want our program to be meaningful so children will be interested in the ideas of planning. Secondly, we will also consult with professionals who are already engaged in programs similar to ours. Thirdly, we will conduct a literature review to find examples of what others have done in planning education for primary school children. Fourthly, we will consult with other workshop groups to understand the particulars of their projects. This information will allow us to incorporate their projects into our curriculum.

WHEN WILL WE GET THERE?

The following is a tentative schedule outlining our tasks to be completed.

December 1- January 14	Networking and literature review
January 15 - January 28	Assessing curriculum needs - conceptual levels of fourth graders - discovering useable activities
January 29 - February 4	Meeting with workshop groups
February 5- February 18	Synthesize information
February 19- February 25	Consultation and experiment
February 26- March 10	Prepare document

WHAT WILL IT LOOK LIKE?

Our final product will be a document that outlines a planning education curriculum for fourth grade children. The curriculum is expected to include games, activities and discussion sets about the region which emphasizes planning concepts. The highlights of our curriculum will be presented to the workshop as an example of our project.

WHO IS INVOLVED?

Lori Stroope and Lauren Waterton will be carrying out this project through Winter Quarter 1994. Both have experience working with children of this age group. Lauren developed and taught lesson to a third and fourth grade Sunday school class. There she learned to appreciate the eager minds of eight and nine year olds. Lori coached third and fourth grade girls volleyball and basketball. As a coach, she learned how to engage children at a level where they would be excited to learn the skills required.

Lori and Lauren are both in their second year of the Masters of Urban and Regional Planning program at Portland State University. As planning students, both have learned the concepts and skills important to the planning profession. They both have also worked in the field as planning interns. Lauren currently works for the City of Portland in the Planning Bureau. She is working on a variety of environmental projects including the Forest Park Natural Resources Management Plan. Lori currently works for the City of Vancouver in the Community Preservation and Development Department. She is helping to revise the comprehensive plan under Washington's growth management act. Lauren and Lori are excited to lend their enthusiastic expertise to this workshop project.