



**School of  
Geographical  
Sciences and  
Urban Planning**

**Arizona State  
University**



## AGENDA

### Workshop Details:

Number of Facilitators: 5 - 10

Ideal Age Range: 5th - 8th grade

Ideal Length of Time: 2 hours

### **Pre-Workshop:**

Please have your classroom watch the 3-minute introduction video ahead of our scheduled workshop.

### **Day of Workshop:**

ASU students will arrive to the school 30 minutes before scheduled workshop.

### **Welcome and Introduction (15 min)**

ASU students will need access to a computer/projector/screen to display the powerpoint. **Please split your students into groups of 8 (max) ahead of the workshop.**

### **Break into small groups (5 min)**

ASU Facilitators will lead smaller groups (4-8 students) through the activities. If possible, It would be great to create these groups beforehand to reduce transition time.

### **Activity 1: Choose a Side (30 min)**

### **Activity 2: Edit your Neighborhood (15 min)**

Facilitated questions with major topics (Housing, Transportation, etc.)

### **Activity 3: Build Your City Card Game (50 min)**

- Instructions
- Practice Round
- Play the game
- Allow trading and discussion
- Write on the blank cards to create your own
- Feedback on which city they liked best

### **Wrap-up (5 min)**

ASU students will clean up and collect materials (small group maps, card games, supplies). Facilitators will engage students in discussion and recap knowledge learned.



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**Activity Details:**

Number of Facilitators: 5 - 7

Ideal Age Range: 5th - 8th grade

Length of Time: 30 minutes

Supplies (Provided by ASU):

- ▶ Signs: Yes, No, & Neutral



## ACTIVITY 1: CHOOSE A SIDE

### ACTIVITY OBJECTIVE

The objective of this exercise is to have the students engage with urban planning-related questions that are directly applicable in their neighborhood through a fun and interactive game of picking a side.

This game is a set of yes or no questions about concepts that range from equity, transportation, and housing among others that will give us information about the type of urban environment the students are coming from. Some yes or no questions have follow-up questions that will allow for a brief discussion about a certain topic. With this type of approach, we are able to understand further certain concepts that students are talking about by allowing them to explain themselves.

### PRELIMINARY SET-UP

To start the game, the 'Yes' and 'No' sign holders will go to opposite sides of the classroom and the 'Neutral' sign holder will stand in the middle. Students are then asked yes or no questions from our previously drafted outline of such considering vast planning topics. If they agree (yes) they step to that side of the room, if they disagree (no) they step to the disagree side of the room. This will continue as questions are asked, while in some questions we will ask for elaboration or a mini-discussion. During this activity, someone will take notes on the answers and pictures to have tangible data from the exercise.

### OUTCOMES

At the end of this activity, students will have a better understanding of urban planning concepts with the ability to have an informed conclusion about the urban environment they live in. We as researchers will collect the data presented by students and turn them into infographics that will be used as sources in the city of Phoenix general plan.



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**Activity Details:**

Number of Facilitators: 4 - 5

Ideal Age Range: 5th - 8th grade

Ideal Length of Time: 20 minutes

Supplies (Provided by ASU):

- ▶ Colored Dots (for land use)
- ▶ 36" x 48" map of the community with blank spaces around all the edges
- ▶ Post-it Notes of two different colors (ideally red and green)
- ▶ Rubber bands



## ACTIVITY 2: EDIT YOUR NEIGHBORHOOD

### ACTIVITY OBJECTIVE

In this activity, students will have the opportunity to engage with their existing communities and create an awareness of what attributes, services, and public spaces exist.

Students will consider which features make their communities a special space such as parks, stores, and buildings. During the activity, the students will “edit” their community on a map and identify areas for improvement or change.

The purpose of this activity is to understand students’ awareness in their communities to better translate what they believe makes cities unique and special. This activity will help the researchers determine what students believe is important within their community and what they believe is missing or can be changed.

### PRELIMINARY SET-UP

Prior to the activity, the researchers should place the large map of the broader community in the middle of the table. Ensure that the map has a blank border surrounding it to allow student input outside of the map area if needed. Throughout the activity students will be placing Post-it Notes with descriptions of things they want to see added to their community.

Students should be separated into groups of 4 to 8, each with 1 to 2 facilitators to guide them through the activity. If possible, have the teacher create these groups beforehand to reduce transition time.



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**Activity Details:**

Number of Facilitators: 4-5

Ideal Age Range: 5th - 8th grade

Length of Time: 50 minutes

Supplies (Provided by ASU):

- ▶ Pencils or pens
- ▶ Rubber Bands



**Activity Goals:**

- Students feel their inputs are included in planning priorities
- Students understand the importance of engagement within their communities
- Students gain a better understanding of Framework Policies of the City of Phoenix

**Activity Objectives:**

- Gain insight from students on which Framework Policies the City of Phoenix should prioritize
- Understand student perspective on how to develop the city's Framework Policies
- Teach students the value in participating in community engagement

**Preliminary Set-Up**

Review instructions for the game with the class as one group before small groups begin. Organize students into groups of 4 - 8 students per table. Place one deck of the city building card game at the center of each group. Provide each student with a pen or pencil to be used at the end of the activity

**Instructions**

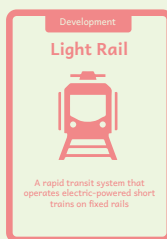
Please see the pages below for details on how to play the card game.

# City Building Card Game Instructions

## Types of Cards



**Framework Policy Cards** - 9 different guiding policies for the development of the player's city. Each player will have 1 card.



**Development Cards** - 40 different developments that players can build in their city. Players will have 7 development cards in their hand. There are 4 different types of development cards



- **Transportation Development Cards**
- **Housing Development Cards**
- **Economic Development Cards**
- **Recreation Development Cards**



Each player can have up to 3 of the same type of development card in their hand at the end of the game. Players are allowed to have multiple of the same cards in their hand.



**Example** - A player may have 3 transportation development cards, 2 housing development cards, 1 economic development card, and 1 recreation development card. A player may **NOT** have 4 of any type of development in their hand at the end of the game



**Blank Policy & Development Cards** - There are 32 blank framework policy and development cards (4 for each player) these can be set aside to be used at the end of the game.

# City Building Card Game Instructions

## How to Play

To start the game each player draws 2 framework policy cards. Each player will keep one framework policy card and discard the other. The kept card will be the guiding vision for the player's city.

Next the development cards are shuffled and each player is dealt seven cards. The rest of the deck is put in the middle. The top card is flipped over and put next to the deck. This will act as the discard pile. Each player will have the option to draw a card from the top of the deck or take the top card from the discard pile. After the player draws they will need to discard. Once the player discards their turn is over and the next player will draw. Each player may only have seven cards in their hand at a time.

After 10 minutes of gameplay the game ends and each player will lay down their hand of 7 development cards and 1 framework policy card.

## Discussion & Activity

After the game is finished the facilitator will lead a discussion with the students on why they chose the framework policy they chose and why they selected the developments they did. Additionally, students will discuss which city they would like to live in.

Following the discussion each player will get 4 of the blank framework policy and developments card. Each player will get to create their own framework policy for the creation of their own city. On the second blank framework policy card will be used to discuss why they created that policy. On the first blank developments card, players will get to pick any 7 developments they want to go with the framework policy card they created. Finally, on the second blank developments card the players will explain why they chose those 7 developments for their city