



# FACILITATION GUIDE: YOUNG URBANISTS' CAMP

## CURRICULUM FOR A YOUTH-FOCUSED PARTICIPATORY PLANNING CAMP

**Activity Type:** Understand, Vision, Design

**Participant Audience:** Residents, Organizational Partners

### Objectives

Using some of the other tools available in this toolbox, convene youth to learn about urban planning and share their ideas for the neighbourhood. Youth have valuable knowledge about their neighbourhood and their voices are often undervalued in professionalized planning environments. They often walk and bike a lot, and have surprising and creative perspectives on what works and what doesn't. Creating a space that is youth-focused can support young people in sharing their ideas, while building a love for urban planning and design!



## Using the Tool

### Materials needed

1. Facilitation guides for the following tools, from the [www.participatoryplanning.ca](http://www.participatoryplanning.ca) toolbox: [Emotional Mapping](#), [Empathy Walk](#), [Exploratory Walk](#), [Infrastructure Audit](#), [Walk Radius Map](#), and [Design Workshop](#).
  - Refer to the materials sections of these guides for additional materials needed to run your camp
2. Facilitation support: Suggested 1 adult for every 4-5 youth
3. Colourful markers
4. Simple neighbourhood maps of local area. To create your own basemaps, refer to 'How to Create a Basemap' guide on [participatoryplanning.ca](http://participatoryplanning.ca).
5. Kids film on cities (Eg: Saga-City <http://sagacitymovie.org/>)
6. Flip chart
7. For the design problem:
  - hand-out with explanation of the design problem
  - If available, a three dimensional site model in the room. If not available, a large map printout of the study area
8. Projector and computer for slideshow
9. Various physical modelling materials. Suggestions include: cardboard, cardstock, coloured paper, glue/tape, pipe cleaners, popsicle sticks)
10. Scissors or X-acto blades and cutting mats

## Facilitation Process

1. Day 1: Introduction, curiosity, new words and discussion
  - **Activity 1: Intros and an ice-breaker session** - Ask questions such as 'What is your vision for a great city?', 'What are you excited to learn at the Young Urbanist summer camp?', 'What do you want to be when you grow up?' etc.
    - Divide the youth into small groups (3-5 children), lead them to make fun team names for the small working groups. The children will work in these groups throughout the camp
  - **Activity 2: Discovery Walk** - Take a walk around the local neighbourhood and have participants fill out a series of questions based on their experience. Refer to tools like [Emotional Mapping](#), [Empathy Walk](#), [Exploratory Walk](#), [Infrastructure Audit](#), and [Walk Radius Map](#) on [participatoryplanning.ca](http://participatoryplanning.ca).
  - **Activity 3: Kids film about urban planning and transportation** - Screen a film like Saga City. Discuss the film and identify new words and concepts to make a running list on a wall. This will be the "learning wall" that tracks new themes and concepts learned at the camp.
  - **Activity 4: Introduce design challenge** - Based on themes identified during the discovery walks and film, work with youth to identify area(s) of the neighbourhood that could be enhanced by changes to the built environment/ urban design.
    - Narrow in on 1-2 areas of focus. These will be the design challenge that the children will work to address during days 2 & 3
    - Wrap up the day by adding new words to the learning wall.
    - Take pictures throughout the day. This will help in reviewing the day's activities later.



**Tip:** If you don't have the option for a multi-day camp, you can choose just one or two tools for a shorter workshop. You can scale this activity down or up, depending on how much time you have with the youth.



## 2. Day 2: Discussion and design

- **Activity 5: Sharing circle and other ice-breakers** - Show slideshow from previous day, which includes photos of the activities and a review of the new words and concepts learned. Do active ice-breaker to get people moving and interacting. Go over the design problem identified the day before.
- **Activity 6: Map-making** - Building on Activity 2 from Day 1, make maps on themes such as Environmental, Transportation, Public Space and Safety. Help youth to identify and map out key areas in the neighbourhood that relate to these themes. Work in groups made on Day 1.
- **Activity 7: Facilitated design time** - Each team will work together to address the design challenge by redesigning a street, intersection, or other public space. Refer to the [Design Workshop](#) tool on [participatoryplanning.ca](http://participatoryplanning.ca) for details on facilitating the design challenge and materials needed.
- **Activity 8: 3D modelling of ideas** - After they are done designing, the teams can create 3D versions of their ideas with the materials provided.
- Wrap up the day by adding new words and concepts to the learning wall.

## 3. Day 3: Presentation

- Recap the previous day: Review the learning wall.
- **Activity 9: Presentation of “Big Ideas” and design work** - Facilitators at each table lead the individual teams to pick the top reasons for making their maps/models in the ways they did from each thematic perspective (30min). Each group presents their design work and goes over their “Big Ideas” (10min/team)
- **Activity 10: Celebrate!** - Conclude the camp with an urbanism award ceremony.



**Tip:** Use connections through local schools or youth agencies to set up the camp.



**Tip:** Camp was designed for children 10-13 years of age, but could be modified at the discretion of the instructors for different age groups.



Sample Materials

1. Urban Design Challenge at the Camp (via TCAT)



URBAN DESIGN CHALLENGE

Problem Statement:

“How can we redesign this site to encourage safe walking and cycling and also to make more inviting public spaces?”

Site:

This site stretches between the busy intersection of Don Mills and Overlea and the entrance to the ravine park below.

Questions for discussion:

1. There are two large schools near the intersections, how does this affect the site?
2. Don Mills and Overlea are major streets with 6-8 lanes of car traffic, how does this affect the feeling of walking?
3. Think about different times of year, how is the site used differently in different seasons? weather conditions?
4. Look at the entrance to the ravine park, is it inviting for people that are walking and cycling?

Some things to learn before we start designing:

**Site-** the physical location of the design problem

**Site plan-** a type of drawing where are looking down, like a bird's eye view or a map

**Site section-** a vertical drawing of the site, as if you were cutting through it

**Model-**3D scaled down version of the site

**Perspective-** a drawing style as if you were standing in the space (photographs are perspectives)

**Scale-** remember to think about the scale of your designs, think about how big things are in relation to buildings, people etc.



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