

## Why Would Anyone Want to Go There?

Think of an area near your school that may not be very attractive now but could be transformed into a park or facility useful to the public. The class will discuss optional public lands and visit the area chosen to think about ways to improve the property. You will design a plan to transform the property into a useful facility for a particular group of the population. So let's get started!

### Project Tasks

1. As a class, discuss public unused properties near the school (if possible) and ideas for ways that the public could use the properties. The class will select one public property to study for this project.
2. On a field trip to the selected property, take photographs and make a note of the locations of attractive features on your map that visitors may wish to enjoy. Also, map the locations of amenities such as litter bins, car parks, access roads, paths, toilets, and so on. Alternatively, students could also use a GPS tracker like MapMyRun on an iPhone or iPod to map out the property. Then, students could upload the map to a computer and manipulate the map and draw their additions to the map.
3. Your group (of two to four students assigned by the teacher) will select one of the following community sectors to focus on for the property's design.
  - ◆ Families with young children
  - ◆ Older generation
  - ◆ Disabled people
  - ◆ Sports enthusiasts
4. Students must discuss the needs of their selected sector of the community and decide what facilities they will need in order to access and enjoy the area (recorded using a thought shower or mind map). The "Facility Idea Task Sheet" could be used to collect ideas.
5. Develop a multimedia presentation (you might use Prezi [<https://prezi.com>], PhotoPeach [<http://photopeach.com>], or Animoto [<https://animoto.com>]) stating how your project will:
  - ◆ Benefit your community group
  - ◆ Impact the environment, with an explanation of how the developments are environmentally sustainable
  - ◆ Impact the local community
6. Be sure to create before-and-after maps. The presentation should contain hyperlinks to pertinent pages, photos your group took of the site, and a map showing before and after the development.
7. Present your proposals to the rest of the class; the class will vote for the best development plans. Also, show the proposals to the landowner or government representative, who can then provide feedback to the students on their proposals.

## Facility Idea Task Sheet

Group members:

Your selected sector of the community:

Why would this sector of the community need or want to use this area?

Does this sector need anything to keep it safe?

Does this sector need anything to help it get around?

Will this sector benefit from a visitor center, a café, or some other recreational facility?

Use a search engine to research other environmental areas that cater to visits from your community sector, such as public parks, nature trails, sculpture parks, arboretums, or lakeside trails. What areas are already available for your community sector?

Your group will decide on the changes or developments you want to plan for the property. You can draw these on paper or on your computer using Tinkercad ([www.tinkercad.com](http://www.tinkercad.com)) or AutoCAD ([www.autocad360.com](http://www.autocad360.com)). Draw and label all your proposed changes. Write a justification for each change.

Discuss the issue of sustainability and environmental factors when considering developments and the balance between the environment and development. How will your changes to the property impact the environment?

Record expected expenses for your project. You will have a budget and must decide what your priorities will be in developing the area for your community sector. Prepare a budget sheet using Microsoft Excel or similar technology, listing the expenses for your project.

## Scoring Rubric

	<b>1 SIGNIFICANT REVISION NEEDED</b>	<b>2 SOME REVISION NEEDED</b>	<b>3 PROFICIENT</b>	<b>4 EXCEEDS EXPECTATIONS</b>
<b>Objective 1: Students evaluate the current use and location of a reservoir (or other open unused space) in the local residential area.</b>	With help, student creates a map of the area indicating current land use and urban links.	Student creates a map of the area indicating current land use and urban links. This could be developed further.	Student creates a comprehensive map of the area indicating current land use and urban links.	Student creates a comprehensive map of the area indicating current land use and urban links. Included is an explanation of current land use.
<b>Objective 2: Students propose a plan of improvement for the land that will provide further recreational use to a sector of the community and offer an environmentally sustainable option.</b>	The development does not accurately match the community sector's needs. Sustainability has not been considered.	The development has some features that accurately match the community sector's needs. Sustainability options are not well explained.	The development accurately matches the community sector's needs. Sustainability options are chosen and explained.	The development accurately matches the community sector's needs, and the project has excellent sustainability options, which are explained well, and reasons are given why other options have not been chosen.
	A multimedia presentation is used to present the development plan. A map and comprehensive budget information are missing.	A multimedia presentation is used to present the development plan. There is a simple map and budget information.	A multimedia presentation is used to present the development plan. A map and comprehensive budget information are present.	A multimedia presentation is used to present the development plan. A map and comprehensive budget information are present and offer clear explanations why more expensive options have been considered.