

# 1. The City Scene

How do young people interact with the people and places in urban communities? **Set the context:** *The City Scene* encourages students to take a closer look at their immediate communities, including their neighbourhood, and the relationships they have within it. Students identify what they like about their neighbourhoods and what they would like to see changed.

In **set the context:** *The City Scene*, students identify characteristics and behaviours that can affect the health, safety and well being of people living in an urban neighbourhood. They consider changes that improve quality of life in order to explore why community standards are established by urban municipal governments.



## Social Studies

This first learning experience provides an effective context for a review of concepts associated with local government. It encourages students to connect their understanding of these concepts with current issues that are relevant to quality of life in their communities.



## Health & Life Skills

The activities in this learning experience support the development of outcomes relating to healthy relationships, community health and safety.



## Time

7 to 9 50-minute periods



## Where

- Classroom
- The neighbourhood or community
- *Make A Better City* website at [www.edmonton.ca/makeabettercity](http://www.edmonton.ca/makeabettercity)

## ❖ planning

1. Make copies of the student handouts and graphic organizers for this section:
  - The City Scene (pp. 31-35)
  - Walk the Talk (pp. 36-37)
  - Quality of Life Survey (pp. 38-39)
  - Concept Web (p. 110)
  - Placemat (p. 111)
  - T-Chart (p. 112)
  - Quad T-Chart (p. 113)
  - Triple T-Chart (p. 114)
  - Mind Map (p. 115)
  - Venn Diagram (p. 119)



## Use Technology

Google Earth can be downloaded at <http://earth.google.com>.

Google Maps can be accessed at <http://maps.google.com>.

Community Walk is an online tool, found at [www.communitywalk.com](http://www.communitywalk.com), where personal and community maps can be created.

The City of Edmonton Archives provide photographs and contextual information in a fully searchable online catalogue at <http://archivesphotos.edmonton.ca>.

The Capital Atlas Project for the Edmonton Region, accessed at <http://capmap.fanweb.ca>, provides a number of historical and contemporary maps, historical and current-day pictures and a timeline of Edmonton.

2. Plan a route through the neighbourhood around your school for students to walk as part of an urban neighbourhood walk activity. Students will be asked to identify public and private places, facilities, infrastructure and features of the natural environment.  
  
Organize students into small groups for the walk and obtain any necessary permission forms and parent volunteers.  
  
Alternatively, use online resources such as Community Walk, Google Maps and Google Earth to plan a virtual route.
3. Compile resources that can help students explore the urban environment:
  - Copies of old and new maps
  - Photographs, brochures, pictures, documents
  - Local newspapers or newsletters.
4. Prepare for assessment:
  - Check In #1 (p. 40)
  - Assess Your Understandings (p. 41)
5. Allocate class periods:
  - Comparison Chart (1 class)
  - Roundtable Discussion (1-2 classes)
  - Urban Neighbourhood Walk (2 classes)
  - Category Chart (1 class)
  - Change Chart (1 class)
  - Survey & Action Poster (1-2 classes)
6. Use the background information that follows to support students' learning of the conceptual focus of activities in **set the context:** *The City Scene*.

## *background*

### *Local Government and Community Standards*

Community standards are the guidelines, rules and norms that govern acceptable behaviour and conduct within communities. Community standards are set in place to encourage residents to treat each other with respect and make it possible to live together in an area. These standards encourage the safety and health of a community and its citizens.

Community standards dealt with in this resource refer to rules, guidelines and laws that influence behaviour in a geographic area. However, community standards can also refer to behaviours that are mandated in groups, teams and other types of communities, including, for example, those often established for web-based communities. Encouraging students to make these types of comparisons can provide a balanced context in which to explore the concept of “standards.”

### *Quality of Life*

The Quality of Life Research Unit at the University of Toronto develops conceptual models and instruments for research, evaluation and assessment related to quality of life research.

The study of quality of life explores the “influences upon the goodness and meaning in life, as well as people’s happiness and well being. From the perspective of this research project, the ultimate goal of quality of life study and its subsequent applications is to enable people to live quality lives – lives that are both meaningful and enjoyed.” Quality of life is defined, in simple terms, as the answer to the question, “How good is your life for you?”

“Every person’s life is different, and thus the way in which each person experiences a quality of life is unique. Individuals lead complex lives that have many dimensions. A quality of life approach recognizes that there are many different aspects of living that may contribute to quality.”

University of Toronto Quality of Life Research Unit. [www.utoronto.ca/qol/](http://www.utoronto.ca/qol/).



### **Use Technology**

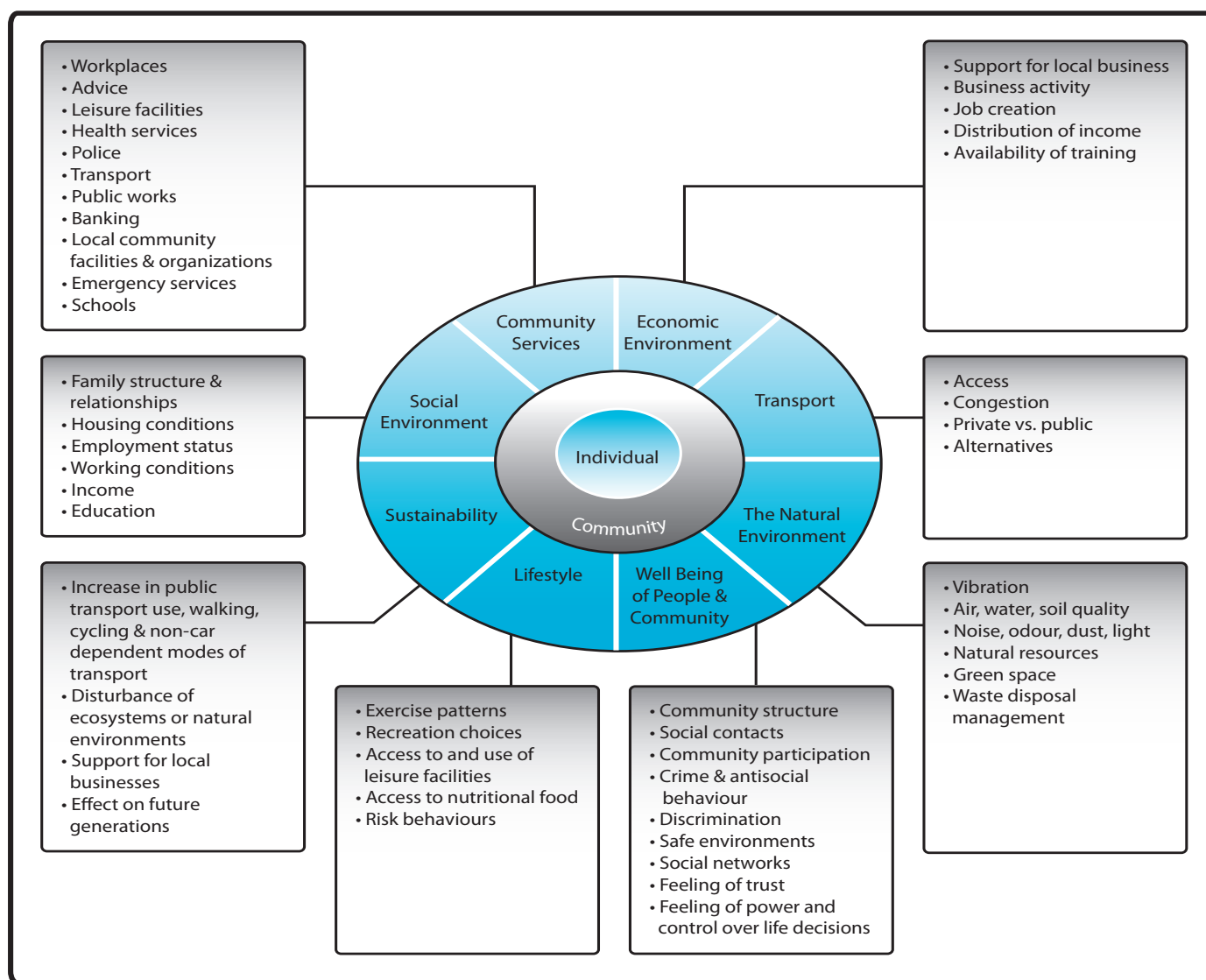
A number of tools and research studies are available on the University of Toronto Quality of Life Research Unit website, at [www.utoronto.ca/qol/projects.htm](http://www.utoronto.ca/qol/projects.htm).

## Community Health Factors

Community-based health provides a perspective on community living that focuses on how all elements and factors of the community can contribute to the health, safety and well being of its residents. An exploration of community-based health encourages students to consider how their environment can affect and support their individual health.

The following framework provides an overview of the variety of elements and factors that influence public and community-based health. Students should be encouraged to discuss the many elements that influence what an urban community can provide to the people who live within it.

### A Framework for Exploring Community Health



Based on a model developed by the Department of Health, Government of Australia.

[www.health.wa.gov.au/envirohealth/planning/docs/Public\\_Health\\_Consultation\\_\(A3\\_framework\).pdf](http://www.health.wa.gov.au/envirohealth/planning/docs/Public_Health_Consultation_(A3_framework).pdf)

## ❖ teaching & learning process

### Comparison Chart

Introduce students to *Make a Better City* by asking them to think about relationships that are important to them. What *is* a relationship? What relationships do they have within their communities? (*Revisit the concept of healthy relationships with students – review what they have learned in their Health & Life Skills classes. Remind students that communities can be more than geographic areas and can include groups to which people feel a sense of belonging. Discuss what a “sense of belonging” means – feeling comfortable and at ease, having things in common, feeling a part of a group, shared values within a group.*)



#### Health & Life Skills

Discuss and define what a healthy relationship means to students. (*In the Health & Life Skills program, students learn that healthy relationships are the basis for a healthy family and the connections they have with other people. Relationships are built through love, communication, cooperation, respect, understanding, appreciation and responsibility.*)

Work as a class to create a **comparison chart** for the concepts of “family” and “community,” such as the one below. Discuss how people in families and communities show different behaviours in a variety of ways. Share ideas by completing charts such as the examples shown below.

#### How people in families show...

Love	Communication	Cooperation	Respect	Understanding	Appreciation	Responsibility

#### How people in communities show...

Love	Communication	Cooperation	Respect	Understanding	Appreciation	Responsibility

Adapted from Alberta Education (2002): *Health & Life Skills Guide to Implementation (K-9): Grade 6 Illustrative Examples*, p. 441.



#### Extend

Have students expand on the types of relationships they have within their community by completing a **personal relationships web**, using a graphic organizer such as a **Concept Web** (p. 110).



## Differentiate

Discussions can be organized around different contexts, depending on students' learning needs and preferences:

- Discuss questions as a whole class, ensuring adequate wait time and equal opportunity for individual students.
- Present questions on the smartboard or overhead and ask students to discuss them in small groups.
- Organize students to work individually or in small groups to record answers to questions displayed on posters around the classroom. Use a **carousel** activity structure to have groups rotate through each poster. In a carousel activity, students move around the classroom to respond to questions on each poster.
- A strategy such as **inside/outside circles** can encourage students to share one-on-one. Divide the class into two groups. Have one group form an inside circle and the other group an outside circle. Have students face each other and discuss a question with the student facing them. Rotate the outside or inside circle with each question.



## Use Technology

Information regarding the *Canadian Charter of Rights and Freedoms*, as well as other human rights legislation, can be found on the Canadian Heritage website at [www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-eng.cfm](http://www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-eng.cfm). Links to documents related to the *Charter*, including a Youth Guide, can also be found on this site.

## Roundtable Discussion

Use discussion questions such as the following to set the context for *Make a Better City*. Many of these questions will be explored in further depth in **The City Scene** student resource, provided to students after the discussion.

- What is a **community**? Why are communities important? How are the relationships you have important to the communities to which you belong? *(Students may have already discussed the concept of community in depth. If so, ask them for insights about the importance of community to living in Edmonton and the types of relationships they form and maintain within this urban community.)*
- How do you think the communities to which you belong affect your **quality of life**? *(Review the concept of quality of life with students. The University of Toronto's Quality of Life Research Unit describes quality of life as factors that influence the goodness and meaning in life, as well as happiness and well being.)*
- What does it mean to be an "active" member of a community? In what ways can people contribute to a community?
- What are some **responsibilities** that people have within their communities? How important do you think it is for people to take responsibility in and for their communities? *(Responsibilities involve obligations, duties or actions for which there is a sense of accountability and trust.)*
- How do you think responsibilities in the community could be connected to the rights outlined in the *Canadian Charter of Rights and Freedoms*? *(Students who have not yet learned about the Canadian Charter of Rights and Freedoms will have difficulty with this question. Use it as a review and connecting discussion if you have already covered the concept of rights and the Charter with the class.)*
- What is a **volunteer**? Have you ever been a part of any volunteer work or project? What did you do? Why did you take part?
- What is the importance of volunteers to a community? What events in your community require volunteers? What would happen if there were not enough volunteers for these events?
- How do you think individual communities within a city contribute to the overall quality of life within the city? How would you describe Edmonton's quality of life? Why?



Discuss the concepts of “volunteerism,” “philanthropy” and “common good” with students. (*Volunteerism refers to the willingness of people to give their time or services to take part in activities that benefit others. Philanthropy can be defined as the giving and sharing of time, talent or money intended for the common good. Point out to the students that many people think that time and talents have a monetary value as well. When people volunteer, they donate their time for free, and so may be saving the community the cost of paying someone to do that job. Many people believe that if individuals benefit from their community, they are also responsible to give something back to help the community as a whole. The common good refers to conditions or actions that are in the interest, or affect the well being, of the majority of people within the community.*)

Ask students to consider the extent to which they agree that volunteerism and philanthropy only provide benefits to the community. Is it possible to rely too much on volunteerism? Can it take jobs away from people?

Provide students with **The City Scene** (pp. 31-35) and a **Triple T-Chart** (p. 114) and ask them to explore different perspectives on living in a city and issues that can affect quality of life and community health. Ask students to complete the questions with a partner. Have each pair discuss their responses and ideas with another pair. Then, have students work in these small groups to hold the **roundtable discussion**, using the process and questions provided in the student resource.

### Urban Neighbourhood Walk

What responsibilities should all people have within their communities? Organize students into pairs or small groups to participate in an **urban neighbourhood walk** – a tour that explores places, facilities and services in the neighbourhood around the school – to provide students with an opportunity to observe and think about how people’s actions and behaviours affect public and private places.

Ask students to brainstorm areas of responsibility within a neighbourhood. You may wish to suggest areas of responsibility such as the following as a starting point for their observations. Students may also have their own ideas.

- Neighbourhood appearance
- Safety
- Community health
- Environmental protection
- Citizen behaviours and relationships
- Rights and responsibilities.

Ensure that district or school requirements are met and that school staff or parents, including if necessary someone with First Aid training, are recruited to help with the walk.



### Differentiate

As an alternative to the roundtable discussion, use a **placemat discussion** to have students record and share their ideas. Have each individual in the group record their ideas in one quadrant of the **Placemat** (p. 111). Then, have groups share and discuss their ideas, placing common ideas in the middle of the graphic organizer.



### Assess

Have groups hand in their placemat organizers and look for evidence of individual contributions to the group product.



### Source-Based Research



### Use Technology

Have students collect or gather a variety of other resources that can help them explore their urban environment:

- Maps of the neighbourhood, including street maps, transit maps or those found on Internet sites by searching “Edmonton neighbourhood maps”
- Photographs, brochures, pictures, documents
- Local newspapers or newsletters.

The City of Edmonton Archives provide photographs and contextual information in a fully searchable online catalogue at <http://archivesphotos.edmonton.ca>.

The Capital Atlas Project for the Edmonton Region, accessed at <http://capmap.fanweb.ca>, provides a number of historical and contemporary maps, historical and current-day pictures and a timeline of Edmonton.



## Differentiate



## Use Technology

The urban neighbourhood walk can be a “virtual” walk. Students can be asked to take photographs or video clips of different places in their neighbourhoods and create a **composite photo essay**, a **podcast** or **video prospectus**.

Using Internet tools such as Google Earth, Google Map or Community Walk, students can map different places within their neighbourhoods.

Google Earth can be downloaded at <http://earth.google.com>. Google Map can be accessed at <http://maps.google.com>.

Community Walk is an online tool, found at [www.communitywalk.com](http://www.communitywalk.com), that can be used to create personal and community maps.

Provide each pair or small group with **Walk the Talk** (pp. 36-37) and graphic organizers, such as the **Venn Diagram** (p. 119) and the **T-Chart** (p. 112). A sample T-Chart is provided in the student resource to record observations. Ensure that each student completes the observation chart individually. Introduce the walk by discussing the similarities and differences between the concepts of **neighbourhood** and **community**, as presented in the opener of the student resource. Have students use the Venn Diagram to explore this comparison. *(Students often equate neighbourhood with community and, in many cases, this is not an inaccurate comparison. However, the concept of community has a broader meaning and can encompass both geographic areas as well as social, cultural or religious affinities, teams and groups that share language, interests and activities.)*

Work as a class to establish observation guidelines for the neighbourhood walk. Encourage students to look specifically for places and features in their neighbourhoods such as the following:

- **Public places**, or places that are available to everyone in the neighbourhood
- **Private places** or **properties** that belong to individuals or groups
- **Facilities** that provide services that benefit everyone
- Features that provide the **infrastructure**, or the basic structures or features of the neighbourhood, such as roads, lights, power structures and sidewalks
- Features of the **natural environment**.

These examples are also provided on the student resource to help students look for a range of features and places. Invite the class to brainstorm examples of these places before they go on the walk.



## Social Studies

If students have previously learned about the *Canadian Charter of Rights and Freedoms*, ask them to think about how rights and freedoms affect peoples’ behaviours on private property and public places. Pose questions such as the following to students to help them make this connection:

- How can we ensure that our actions and behaviours within our communities respect the rights of others?
- How do you think people might behave differently on public property than they do on private property? Why?
- What rights and freedoms would influence people’s behaviour on private property? What rights and freedoms would influence people’s behaviour in public places?



## Category Chart

Invite students to share their neighbourhood walk findings with another small group, including any projects completed, such as a composite photo essay, podcast or video prospectus. Then, create a **class category chart** to compile students' observations of their neighbourhood. Challenge students to group their observations into the areas of responsibility they identified earlier, including those they started with at the beginning of the walk:

- Neighbourhood appearance
- Safety
- Community health
- Environmental protection
- Citizen behaviours and relationships
- Rights and responsibilities.

Discuss how each area of responsibility affects quality of life for people who live in the neighbourhood and is affected by multiple perspectives that influence what people value and believe to be important.



## Extend

Use a graphic organizer such as a **Mind Map (p. 115)** to explore the link between each area of responsibility and quality of life. Place “quality of life” in the middle of the mind map and organize each area of responsibility around it. Then, map ideas that describe how each affects quality of life.



### Health & Life Skills

Ask students to define and discuss the concept of **community health**, including facilities and services provided in a community that affect the health of its residents. Ask students to explore what contributes to, or negatively affects, a community's “health.”

*(Consider ideas such as access to healthy activities and health care professionals and facilities, adequate and affordable housing, public transit, roads and sidewalks with adequate safety signage, environmental protections and programs such as recycling, opportunities to get involved with community and recreational activities and educational programs, and laws that protect public health, such as smoking bans. Community health is often associated with quality of life.)*



### Social Studies

The urban neighbourhood walk and follow-up discussions can provide a context in which students review their understandings of local and provincial governments. Once students complete the urban neighbourhood walk, have them identify places that are the responsibility of local and provincial governments. Students can be asked to transfer their Neighbourhood Walk Observation T-Chart to a **Triple T-Chart (p. 114)**, with the additional heading “Level of Government Responsibility.” *(Encourage students to revisit core textbook and other supplementary resources that provide in-depth information on structures, functions and responsibilities of local and provincial government. This background information is not provided in this resource.)*

## Change Chart

Ask students to individually reflect, by writing responses in their notebooks, on questions such as the following:

- What are some issues the neighbourhood faces?
- What concerns or problems do these issues represent?
- How would potential changes benefit the neighbourhood?

Invite students to consider what the city's responsibility should be in dealing with issues, problems and concerns in neighbourhoods by discussing questions such as the following:

- What do you know about **community standards**? How and why do you think community standards are established? How do you think they can be **enforced** or ensured? (*Community standards are guidelines, rules and policies that establish standards of behaviour, actions and conduct that people follow so that everyone can live together peacefully in a community.*)
- What community standards and **bylaws** are you aware of? How do these standards and bylaws deal with some of the neighbourhood issues you identified? (*Bylaws are guidelines and rules that help people live together peacefully in diverse neighbourhoods of a city.*)
- Why do you think we have bylaws? How do you think bylaws are made?
- What role does the local city government play in making these bylaws?
- Why would the local government have this role?
- What do you think your role is in making your neighbourhood and city a better place to live? (*Encourage students to consider how meeting community standards can often start at home, as individuals and families can act to contribute to the health, safety and appearance of their neighbourhoods.*)
- Why do you think it is important to be aware of and understand existing laws and community standards in considering any action for change?

Ask students to use a graphic organizer such as a **Quad T-Chart** (p. 113) to describe what they like about what they have observed in their neighbourhoods and what they would like to change.

What I Like	What I Would Like to Change	How This Change Would Benefit the Neighbourhood	How a Bylaw or Community Standard Could Help Support this Change



The **Make a Better City** website, at [www.edmonton.ca/makeabettercity](http://www.edmonton.ca/makeabettercity), provides an additional opportunity for students to identify and explore why communities establish standards to regulate behaviours and actions.

As a class, explore Challenge Activity One of the website. This activity asks students to:

- Start a virtual neighbourhood walk by selecting a character, identifying an initial issue and considering what they could do if it affected their home or neighbourhood.
- Navigate through the neighbourhood to identify and explore other issues that affect the health, safety and well being of residents.
- Use the WhyPod, a virtual personal digital assistant, to collect information about these issues.
- Select, and add to their WhyPods, at least four issues that they believe are the most important for residents of the neighbourhood to change.

The *Make a Better City* website is session based. If students do not complete an activity within a class period, they must start over by clicking the Restart bar at the bottom of the screen.

### Survey & Action Poster

Challenge students to identify actions they think citizens can take to “make a better city.” Provide students with the **Quality of Life Survey (pp. 38-39)** and ask them to work with a partner to respond to the questions in the survey and generate action ideas that could improve quality of life.

Create a master list of action ideas as an **action poster** and post it in the classroom. Encourage students to keep track of these and additional action ideas in their notebooks, as they will be asked to revisit and use them in some of the activities that follow.



### Extend

Make a class list of the issues and have students discuss the consequences of the four issues that they believe are the most important for residents of the neighbourhood to change or resolve. How could these issues be addressed through community standards or bylaws?

Compile and compare results.



### Field-Based Research

Ask each student to administer the Quality of Life Survey to one or two other individuals – community members, family or friends. Discuss how you can ensure that diverse individuals are surveyed. Discuss how a “sample” of the community’s population can be reflective of the whole.

Compile survey results as a class. Make a class list of ideas that reflect ways to make a better city.

## *assessment*

Select from the following summative assessment tasks and activities.

- Ask students to think about one thing in their neighbourhood that they would like to change. Encourage students to revisit their notes and work from individual and class discussions, the different community issues they identified and their action posters to help them.
- Provide students with **Assess Your Understandings (p. 41)** and have them complete the four-square assessment tasks:
  - Create a sketch to show one thing you would like to change in your neighbourhood.
  - Make a list, a mind map or a web of the benefits of this change.
  - Identify facts and opinions that are related to the change you would like to make. (*For example, a fact could be the litter in the park in the neighbourhood. An opinion could be that higher fines should be given to litterers.*)
  - Write a paragraph proposing the change and why you would like to see it take place.
- Assess the paragraph using a checklist such as the one provided below.



### **Language Arts**

The paragraph assignment provides an opportunity to assess students' ability to present a position and support it with reasons and evidence. Share and discuss the checklist with students before they complete their paragraphs.

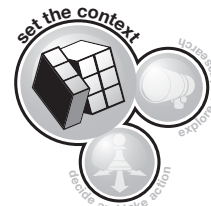
### *Paragraph Checklist*

	Yes	Somewhat	Not yet
Paragraph is focused on topic of change			
Clearly explains personal point of view			
Facts are used to support need for change			
Opinions from reliable sources are used to support the need for change			

- Have students complete **Check In #1 (p. 40)** as a self-assessment of their communication skills.

# The City Scene

What does it mean to be a citizen in a city? Describe what you think it means in the box below. When you are finished the tasks in this resource, create captions for each bubble visual!



## What It Means to Be a Citizen in a City



## ❖ Quality of Life in the City

Many people believe that Edmonton provides a good quality of life for its residents. This quality of life is affected by factors and conditions in the communities and neighbourhoods that make up the city. Communities and neighbourhoods provide opportunities for families and social relationships to grow and develop.

What opportunities does your community provide for you and your family?

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Do you think the City of Edmonton is a "good" place to live? Why or why not?

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Many daily and recreational activities that make a community and neighbourhood a great place to live happen in different places – like parks, arenas, playing fields, swimming pools or bike paths. Being able to get from one place to another means that public transit is also important to a community or neighbourhood. These are all examples of **public** or shared facilities or services. As communities grow, public places must be **maintained**, or kept up, so that everyone in the community can continue to use them.

The City of Edmonton has a document called *The Way We Grow*. This document is a plan developed by the city government and identifies factors that are important for the **quality of life** and health of city residents. Quality of life can be influenced by the availability of facilities and services that affect the “goodness” and meaning in people’s lives, as well as their happiness and well being.

How do you think each of the following factors can affect quality of life?

Streets, paths, roads and sidewalks	
Public facilities, services, parks and open spaces	
Places to live	
Access to healthy food	
Freedom to use public places	

Do you think there are other factors that are essential to consider for a good quality of life? What would these be?

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Why are these factors essential? How do they benefit citizens?

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## ❖ Volunteer Contributions

Some think that a “good” place to live is also affected by the extent that people **volunteer**, or provide their time and expertise for free.

What does volunteerism mean to you?

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Approximately 46% of Edmontonians volunteer. There are more than 8 000 **not-for-profit organizations** in Edmonton – organizations that do not make a **profit**, or more money than they need to pay their expenses. More than half of these organizations are completely run by volunteers. In 2007, about 8 000 volunteers contributed over 175 000 hours to programs and services.

“Volunteer Opportunities.” City of Edmonton website. [www.edmonton.ca/for\\_residents/resident\\_services\\_programs/volunteer-opportunities-city.aspx](http://www.edmonton.ca/for_residents/resident_services_programs/volunteer-opportunities-city.aspx).

When have you volunteered for something? What did you do? How did it make you feel?

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What events require volunteers in order to be successful?

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Why do you think it is important to volunteer? What could happen if people did not volunteer to help with community or city events or activities?

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## **Community Health**

**Community health** is another factor that makes a community “successful.” Community health can include many different factors, such as those that go beyond clean air and environmental health.

What do you think each of the following community health factors look like? Make a sketch or write descriptive words for each factor in the grid below.

Community <b>diversity</b> (individuals in the community who have a variety of unique characteristics, talents, backgrounds and ways of life)	Places to rest and play	Safe environments
Health services	Air, water and soil quality	Services and facilities for daily living
Companions, including animals and pets	Groups and teams to join and belong to	Community participation
Are there other factors you would add? Add them to the squares below.		



## Share

Hold a **roundtable discussion**. In a roundtable discussion, each student is given a chance to share his or her opinion. Prepare your individual responses to each of the questions below. Then, discuss your responses as a group.

Would you consider your community to be a healthy community (a community that values good health for its residents)? Support your answer with evidence and examples.

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How would you describe a community that is “thriving?” List some ways that people can contribute to a **thriving** community, or a community that is growing, prosperous and full of activity.

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What kinds of things do citizens in a community need to live well? Why do they need these things? Where would or should you find these things? Use a **Triple T-Chart** to answer each question. Ask your teacher for this graphic organizer or make your own like the one below.

What	Why	Where





# Walk the Talk

**What makes up an urban neighbourhood? And what makes one neighbourhood in a city different from or similar to another?** Consider the places and features that are part of the **human environment** – things that are made by and for people. Think about the features of the **natural environment** – the outdoor spaces in a community, such as forests, parks, air quality, the climate and bodies of water.

What is the relationship between a neighbourhood and a community? Some people think a neighbourhood and a community can mean the same things. Some think they are quite different. What do you think?

Write what you think a neighbourhood means in the first circle of a Venn diagram and what community means in the second. Describe how they are similar in the middle intersection of the circles. Ask your teacher for this graphic organizer.

You will participate in a neighbourhood walk to identify what makes your neighbourhood unique and what affects the ways people live in it.

As you plan your walk, think about recording observations about the following types of places and features:

- **Public places**, or places that are available to everyone in the neighbourhood
- **Private places** or **properties** that belong to individuals or groups
- **Facilities** that provide services that benefit everyone
- Places that provide the **infrastructure**, or the basic features of the neighbourhood, such as roads, lights, power structures and sidewalks
- Features of the **natural environment**.



## Use Technology

Explore your neighbourhood online. Use web tools like the ones below:

Google Earth can be downloaded at <http://earth.google.com>.

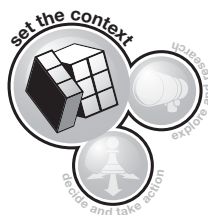
Community Walk is an online tool, found at [www.communitywalk.com](http://www.communitywalk.com), where different types of maps can be created.

What caption could you add to this photograph?



### Neighbourhood Walk Observation T-Chart

Places and Features	Observations
Public places that are available to everyone in the neighbourhood	
Private places or properties	
Facilities that provide services that benefit everyone	
Features that provide the infrastructure of the neighbourhood, such as roads, lights and sidewalks	
Features of the natural environment	
Other places?	
Other features?	



# Quality of Life Survey



Many people believe the quality of the natural environment is important to people who live in a community. Do you think there is a good natural environment in your community?

☐ Yes      ☐ No      ☐ Maybe

The **natural environment** would be better if...

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Many people believe that living conditions must be equal and fair for everyone. Do you think there is equality in your community?

☐ Yes      ☐ No      ☐ Maybe

My community would be more **equal and fair** if...

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Do you think members of your community have good job opportunities, facilities and services?

☐ Yes      ☐ No      ☐ Maybe

The **job opportunities, facilities and services** would be better in my community if...

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Do you think you live in a community where people get along with each other and work for the common good?

☐ Yes ☐ No ☐ Maybe

My community would have stronger **relationships** if...

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One aspect of living together in a community involves managing it and making good decisions that benefit everyone. Do you think your community is well managed? Can you identify the leaders and decision-makers in your community? Who are they?

☐ Yes ☐ No ☐ Maybe

My community would be **managed** better if...

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My community's leaders and decision-makers are...

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Do you think residents in your community respect its standards and bylaws?

☐ Yes ☐ No ☐ Maybe

My community's **standards and bylaws** would be better respected if...

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# Check In #1

Check your communication skills. Score yourself on each statement using the scale below.

	<b>almost never</b>	<b>sometimes</b>	<b>almost always</b>
I am comfortable sharing new ideas with others.			
I apply my problem solving skills when I discuss ideas.			
I make sure that I provide reasons for my ideas and opinions.			
I apply good listening skills during discussions.			
I am comfortable asking questions of others during a discussion.			
I respect others' opinions and perspectives.			
Think about one more thing that is important when you work in a group. Write it down and score yourself on it.			

What are two goals you would like to set to improve your communication skills?

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What are two actions you can take to help you reach those goals?

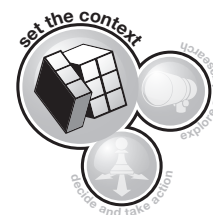
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# Assess Your Understandings

<p>Create a sketch to show one thing you would like to change in your neighbourhood.</p>		<p>Make a list, a mind map or a web of the benefits of this change.</p>
<p>Identify the facts and opinions that relate to the need for change.</p>		<p>Write a paragraph describing the change, the benefits of the change and why you would like to see it take place. Use facts to support your opinion. Plan your paragraph below and then write it on a separate page.</p>
<p><b>Facts</b> [Think about the conditions that are creating a need for change. Is there a bylaw that relates to this condition?]</p>	<p><b>Opinions</b> [What do you think about the conditions that exist? Do you support or oppose the bylaw?]</p>	

