

Suggested Audiences

- Citizens
- Community Leaders
- Educators
- Students

Standard Categories

- Environment and Ecology
- Civics and Government
- Geography

Standard Statements

- 4.8** Humans and the Environment
- 5.3** How Government Works
- 7.3** Human Characteristics of Places and Regions
- 7.4** The Interactions Between People and Places

Content Objectives

- Define community, explain the impacts city, suburb and sprawl have on people and community
- Describe characteristics and benefits of a healthy community
- Analyze how human activities affect the environment
- Survey and compare characteristics of a community
- Problem solve solutions to community land use issues
- Conduct preference survey and analyze human needs and wants
- Define actions to improve their community

Instructional Strategies

- Analysis
- Compare and contrast
- Discussion
- Lecture
- Survey
- Data Analysis
- Problem Solving
- Presentation

Assessment Strategies

- Rubric for Project
- Presentations
- Survey
- Class Participation

Materials

Included:

- Lie/Don't Like Worksheet and Photos
- Community Postcards
- Community Nametags
- Community Description Cards
- Dilemma Cards
- Toolbox for Growing Smarter
- Community Survey
- Planning Meeting Worksheet
- Community Photos
- Your Community Worksheet
- Smart Growth Rating Sheet

Additional Materials:

- Flip Charts
- Pens
- Poster Board for Four Teams
- Transparency Sheets

Time

- 3.0 hours (One hour per activity. Time may be needed for the community survey outside of class.)

Where do we start making smart land choices? We need to start with our communities...our boroughs, townships, cities and neighborhoods. We don't have to settle for traffic jams and unattractive neighborhoods and cinder-block shopping areas. Communities can visualize what they want and take charge to assure that their community is changing in a positive direction. Just look at communities that you enjoy visiting. Identify the elements that make a community attractive and vital. Decide what is wanted and what is not desirable and develop a plan to make your community the best you can.

Living In Communities

Change is inevitable. It will happen whether your community is prepared or not. The pressures of development occur for many reasons. They can be traced to societal demands and consumer choices. But that doesn't mean a community cannot control its own destiny. It takes visionary leadership and an educated, motivated and committed citizenry. Creativity and patience can change a degraded neighborhood into a place that generates pride. A small group of motivated citizens can create a museum where a deserted factory once stood. A small group of dedicated leaders can create a regional tourist destination for visitors, artisans and wildlife viewers where few visitors ever ventured. It is this Pennsylvanian spirit and ingenuity that is portrayed in our communities that address change head-on and create their vision for the future.

Overview

Living in Communities includes three activities:

Activity 1: *What Is “Community?”*

Activity 2: *Community Changes, Community Choices*

Activity 3: *Survey Your Community*

Participants will review examples of Pennsylvania communities and highlight positive characteristics inherent in quality neighborhoods such as safety, recreation, green spaces, places to visit, things to do, good neighbors and positive places for working, living and recreating. Participants will become members of communities faced with the challenges of a changing community and must determine creative ways to face the changes to maintain the quality of life they envisioned for their hypothetical community.

Participants will analyze their own community, using tools such as questionnaires, completing worksheets and comparing visual preferences.

Activity 1:

What Is “Community?”

Summary: Participants will discuss a “sense of place”...what makes a community feel like “home.” They will review their own communities and describe what they like and what they would change about their community. They will discuss their opinions about suburban growth and sprawl. It is recommended that students view the DVD “Community Choices,” produced by the Conservation Fund and narrated by Ed McMahon.

Questions: What are characteristics of a healthy community? What do you like about your own community and what would you change? Why is it important to develop a “sense of place?”

Activity 1

Preparation

- Cut out pictures of different communities from a magazine.
- Provide flipcharts and pens for four groups.
- Provide chalk board or one central flip chart for recording responses.
- Prepare Like/Don't Like photo activity sheets (pp 101-103).

Procedure

1. Define the word “community.” A definition of community is “a group of living things sharing a common geographic space and having connections to each other.” Natural communities are as diverse as the plants and animals that reside there. From pond communities to streams, from wetland communities to forest communities, animals and plants live together in these communities and have a common connection through food chains, sharing space, communication or other relationships.

Human communities are varied based on place, history, culture, the natural environment, architecture and people. Communities throughout Pennsylvania, the country and the world are diverse and continue to change, but there are common threads that have been identified as components of a healthy community. We will review some of the factors that could be incorporated into a community vision.

2. Have participants sketch a rendition of their community. (Don't provide guidance but allow each person to depict their perspective of “community.”)

Highlight features of their community. Share with others what features you like about your community and what you would like to change about your community. Write the responses on a flip chart with headings

“What I Like About My Community” and “What I’d Like to Change in My Community.” What is a memorable place or feature in your community? What was part of your community years ago that is not there now? What has changed in your community over the years? Option: Have participants draw a postcard that relates to their community and send it to another participant.

3. Look at sets of Like/Don’t Like photos of different parts of communities. Distribute the Like/Don’t Like worksheet and have participants describe how they felt about the pictures of different aspects of communities. Have participants describe why they felt the way they did.

People living in the community have the power to make choices about the type of community they want. People need the skills and knowledge to know how to implement the choices important to them.

In Pennsylvania, communities are classified into different government types based on size, population density and location from urban centers.

4. When you read or discuss land use, much is said about suburbs and sprawl. Write the words on the board or flip chart: “City,” “Suburb,” and “Sprawl.” Visualization: Have participants visualize each and write down what participants visualize when you say the word. What do you see when I ask you to visualize a city?, suburb?, sprawl?

Cities and boroughs are referred to as urban centers. They have the following characteristics:

- Higher population density than the surrounding area
- Offer mixed use buildings such as businesses and homes on the same block or in walking distance of each other
- Pedestrian-friendly
- Served by public facilities, services and spaces such as public transportation or community centers

- Consist of many types of housing for different incomes
- Provide employment, education, worship and recreation opportunities in proximity to residential areas

Suburbs are characterized by the following:

- Located away from city centers
- Have a lower population density than traditional cities and towns
- Houses are generally larger and spread farther apart
- Create a dependence on cars for almost everything
- Separate uses into distinct areas so places for shopping, worship or movie theaters are not in walking distances

5. Discuss Sprawl. Sprawl is a term that refers to a regional pattern of development that began to impact communities after World War II. It refers to a random growth of housing developments, unattractive strip malls, business parks and roads. You could visualize sprawl as continuous suburbs and repetitive one-story commercial buildings surrounded by acres of parking lots located near highways lined with billboards and traffic lights.

Sprawl is often spoken of as an “impersonal process.” It actually has its roots in the fact that people are choosing to move away from towns and choosing to take up more space in a suburban lifestyle and sacrificing community character, pride and sense of community.

Sprawl is a costly choice and impacts natural resources and community quality. There are ways a community can grow economically and sustainably while controlling the negative aspects of sprawl.

The choices of how growth and development are to occur are largely the decision of each municipality. It is important for each person to understand the diversity of choices, the impacts of those choices and the reasons people are making those choices. It is also important to understand the tools and strategies available to help deter the negative problems.

Activity 1

6. Planting trees in a deserted urban lot is just one way to make a difference. There are many planning choices that could improve existing urban areas and protect green space in suburban areas so that growing areas could provide more livable and environmentally compatible conditions.

Assessment and Review

There are advantages and disadvantages for living in different communities. Different choices might be better for certain life styles. Certain choices are better for protecting natural resources.

1. *What choices do people have?*
2. *Why do certain people make certain choices?*

Extension

In this lesson, the focus is on analyzing the value of livable towns, cities and similar communities. How can we improve the status of town living and create an awareness about their livability thus making it a more appealing and desirable choice for some? What characteristics make such places as Portland, Oregon and Wyomissing, Pennsylvania desirable places to live? How can we improve existing communities so that we can reduce the impacts of sprawl on our countryside?

Optional: Show Ed McMahon's DVD: "Community Choices." Discuss its message.

Activity 2:

Community Changes, Community Choices

Summary: Participants will define elements of a community and create a list of positive attributes that correlate

with attributes described by the American Planning Association. They will "develop" a community with all the elements needed for living. They will determine how to make their community desirable for themselves and their family. They will promote their community to others. Communities will face changes that will be addressed through the creativity and leadership of the citizens.

Questions: What attributes constitute a quality place to live? What is meant by a "sense of place" and how is it developed? What actions are important to help communities face changes?

Preparation

- Prepare Community Descriptions (p 104) and Nametags (pp 105-108).
- Provide four work areas with poster board and pens.
- Prepare a Community Postcard (pp 109-112) for each group.
- Develop four name place cards, each with the description of a community. Place the community name and description in each area.

1. Skyline City (urban community) with public transportation, sidewalks, walkability to shops, neighborhood schools, historic architecture, housing for all income levels, police service, public transportation, retail and specialty shops, and restaurants.

2. Forest Lake Borough with locally owned bait shop, gun shop, potter, citizens, small general store and a local diner that specializes in the "famous elk burger." Independent folks who look out for each other from a distance. Not too many outsiders visit the area. No motels. Beautiful wilderness. Easy access to countryside, adjacent to a state park with lake.

3. Coal Run Borough (mountainous area) with ethnic character, religious ties, strong neighborhood connections, ethnic foods, neighborhood support and security.

3. Rural Dairy Township in a pastoral setting, open space, farm houses situated on farms of 15 acres or more, community support and familiarity. Many make a living providing services to farmers. Annual community gatherings such as the Fair and Fall Festival draw visitors from long distances.

- Prepare overhead and copies of the Tool Box for Growing Smarter (pp 113-114).
- Prepare Community Dilemma Cards for each group (p 115).

Procedure

1. Introduce participants to each of the four communities. Inform them that each will be given a name of a job that could best be found in one of the four communities. Give each person a name of a job provided on the nametags. Each person must locate others with jobs appropriate to that community. Participants must introduce each other and determine if they would live in that specific community based on their job. There should be about five participants grouping together.

2. Distribute postcards of livable communities to each group. Have participants examine their photo of a community. Their task is to “sell” that community to the rest of the class.

3. Participants are to think of all the things that would make that community the best place to live. Each group will present and “sell” their community to the rest of the group. On a flip chart, record all the attributes that make the community a desirable place to live. Add check marks for each time a characteristic is mentioned again. Review the list with the whole group.

Livable communities are safe, walkable communities that provide access to natural areas, healthy recreational opportunities, an assortment of community services, places for children, architectural interest, historic interest, and unique character.

4. Explain that the American Planning Association and the Growing Smarter Network has developed a list of characteristics that have been identified in quality communities.

Distribute and display on an overhead the Tool Box for Growing Smarter. Review the list with the participants, comparing and contrasting their own list. What was missing? What is the same?

5. The participants will be working in groups to sketch a community map typical of the community that would employ the people in jobs that you have been assigned.

Before drawing your community, we will discuss the services that each community should have. In 2007, there were 2,563 municipalities in Pennsylvania. Each unit is distinct and independent of other local units.

Each municipality is responsible “to protect and promote public health, safety, morals and general welfare” of the people. This is called the “police power” that is the ultimate responsibility of each municipality.

In order to achieve this important responsibility, each municipality must provide for services to meet its goal. Brainstorm a list of the services a community provides and write them on a flip chart.

- Police and Fire Protection (safety)
- Local Roads
- Water Supply
- Sewage Collection and Treatment
- Parking and Traffic Control
- Parks and Recreation
- Garbage Collection/Recycling

- Health Services
- Libraries
- Public Buildings
- Planning and Zoning

Municipalities are given the power to determine how land is used through planning, zoning laws and subdivision laws. Zoning laws are designed to provide for the orderly development of the community. Each municipality may choose to implement such laws and if it chooses to do so, it must designate land to be used for every kind of land use, such as land to build different types of housing, businesses, parks, schools, quarries and industries. Zoning laws may set aside land for just one use such as housing or they may allow for mixed uses such as housing and shops. Zoning also regulates the size, height, location and uses of buildings and the size of land on which they may be constructed or how far back from the street or property lines a building may be located.

Zones are color-coded on the zoning maps. Here is an example of how colors are used on some zoning maps.

Green—Agricultural, parks and recreation

Yellow—Agriculture

White—Residential

Red—Commercial

Violet—Industrial

Blue—Civic, schools, governmental

Lets review the components that are located in most communities.

- 1. Residential**—Housing types should include apartments, single residences, trailer parks
- 2. Commercial**—Businesses, factories, restaurants, offices
- 3. Agriculture**

4. Parks and Recreation—Trails, parks, greenways, bike paths, jogging paths

5. Public Buildings, Civic Buildings—School, prison, churches, library, museum, courthouse, city hall

6. Services—Roads, railroad, airport, mass transit, fire department, police department, wastewater treatment plant, water treatment plant

7. Industrial—Sites for industries

6. Your team may choose to negotiate with another community to share one or more land uses. This is strongly encouraged and is referred to as a “multi-municipal” plan.

As you develop your community, think of a minimum of three laws that could regulate decisions for development in the future, keeping the community the way you like it.

7. Display the picture maps around the room. Conduct a “walk about” by rotating each group around to each community. Have each group spend a few minutes in each community. Using Post-it notes, have participants write what they like about the community and one suggestion to improve the community.

In a large group review the different communities, discussing what elements make a livable, healthy community.

8. There are pressures and changes happening to communities throughout Pennsylvania. Some communities are expanding in population and need more space for housing, some communities are growing in an unplanned manner, using up natural resources, agricultural lands and water supplies, and some communities are losing people and jobs and housing is abandoned. Each community must address the pressures of the future, whether it is growth or decline. There are priorities that will guide a healthy plan.

9. Each team will be given a Community Connections Dilemma Card. Each team will decide and establish

planning strategies to meet the future changes happening to their community as described on the dilemma card. Each team will try to incorporate smart growth policies whenever possible in their plan.

Have each team discuss the dilemma and share the planning tools they used to meet the changes.

Assessment and Review

1. What is happening in their own communities that reflect these scenarios?

2. Survey a community, preferably their own community, and develop a profile of their own community and project what could happen in the future.

Activity 3:

Survey Your Community

Summary: Participants will conduct surveys in their community and assess issues and highlight positive elements. They will research information that is important about the functions of their local government such as the location of the municipal government and the schedule of meetings. They will conduct a preference survey and discuss how they can implement positive elements they envision.

Questions: What make a community a good place to live and what role can you take to implement your vision?

Preparation

- Provide two or more copies of the Community Survey Form (p 116) and the Community Photographic Project Survey (p 117) to each participant. The survey and project could be assigned to them prior to class or assigned to be completed outside of class hours. Participants should answer the

questions and provide the survey to at least two or more members of the community.

- Prepare copies of Planning Meeting Worksheet (p 118) and Your Community Worksheet (p 119).
- Prepare copies or transparency of Community Photos (pp 120-121).
- Prepare copies of the Smart Growth Rating Sheet (p 122).

Procedure

1. Participants may work individually or in groups to conduct a survey in their community. They may develop their own survey tool or use the Community Survey worksheet provided.

2. The Community Survey could be accomplished on the participant's own time or the survey could be accomplished as an organized field trip. To further reduce time or provide practice, the survey could be performed in the classroom using the maps from the previous activities. Teams of participants would “stroll” through the classroom, visiting the picture maps and answering questions based on the maps.

3. Participants compile their surveys by working in small groups of four or five participants to compare and contrast their findings about their communities. They will compile their data, present graphic visualization of their surveys, presenting one summary to the class. Compare and contrast the responses.

4. Photographic Survey. It is recommended for each participant or participant group to develop a Photographic Survey of their community. (If working in groups, the group may identify a “photographer.”) Digital cameras could be provided through grants. This survey could be completed prior to the first day of the course or could be

extended over the time of the course. The survey could be presented by each participant during the course, by providing time to exhibit and discuss photos or limiting the number of slides and allowing time for a brief summary of their community. For large classes, have participants present in small groups. A Photographic Project Survey Work Sheet is included in the lesson.

5. Distribute the Planning Meeting Worksheet. Attend a municipal planning meeting. Before or during the course, participants are to research and attend a municipal planning meeting and summarize their experience, completing the information sheet. Contact the municipality and gather information on types of meetings, dates, times and place. Request a map of the municipality so that you can refer to the areas being discussed. To complete the assignment, attach the agenda and handouts. Refer to the Your Community Worksheet for your summary. Prepare a log of your experience.

6. Visual Preferences. Using the set of community photos in the lesson, or using a Powerpoint of communities, display or distribute photos to the participants working in groups of two. Provide a Smart Growth Rating Sheet and have participants rate their level of

preference for the photo. If it rates low, discuss what the community can do to improve the situation.

Participants will rate a photo scene from 1 to 5. (To save photos, have participants number a piece of paper and list the rating for each picture.) One represents a place they really like and five represents a place they don't like (2, 3, and 4 are preference ratings).

Allow participants to rate the scenes quickly, on their own and without interruptions. Once participants have rated their preferences, review in a large group and discuss what could be done

Assessment and Review

1. *What makes a community a good place to live?*
2. *What do you like about your community?*
3. *What can we do to make our communities better?*
4. *Review the elements of what you like about a community. What tools help to make communities better places to live? Discuss the aspect of public and private places, walkability, trees, safety, beauty and livability.*

When we see land *as a community to which we belong, we may begin to use it with love and respect.*

Aldo Leopold (Naturalist/Conservation Advocate)



Activity 1: *Like/Don't Like Photos – Page 1 (1/2)*

Compare the sets of photos. Which would you rather have in your community and why?

1. Strip Malls



2. Walkable Communities



3. Neighborhoods



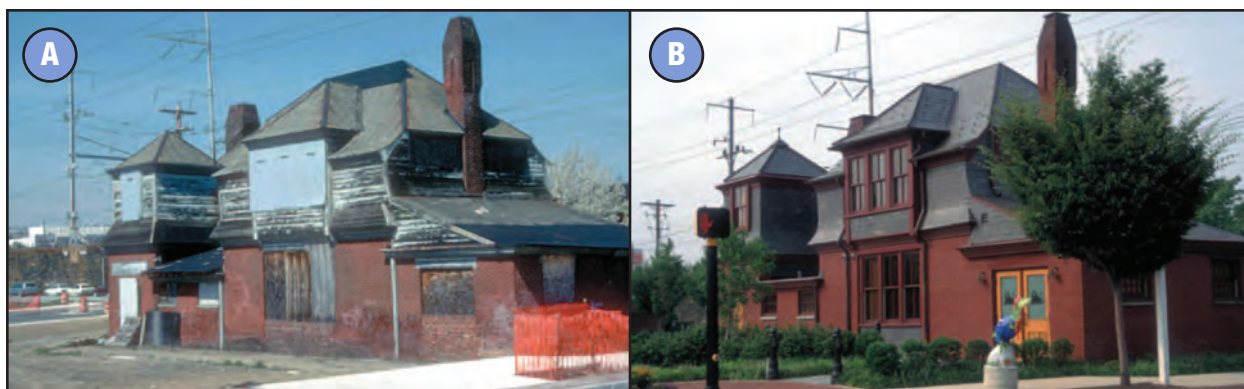
4. Gas Stations



5. Cell Towers





6. Old Buildings



Activity 1: *Like/Don't Like Worksheet***Team Name** _____

Look at Like/Don't Like photos. Describe how you feel about the image by placing an X in the space that indicates how you feel. Comment on why you like or dislike the picture and how you could change what you don't like.

Community Happenings	 I like it	 Ambivalent	 I don't like it	Comments
1a.				
1b.				
2a.				
2b.				
3a.				
3b.				
4a.				
4b.				
5a.				
5b.				
6a.				
6b.				

Activity 2: Community Descriptions

Community Description Name Place Cards to identify each workspace. Copy the descriptions of the communities, cut them out and place the appropriate description of the community at each workspace.

<p>Skyline City</p>	<p>This is a bustling urban community along the river. Factories along the riverfront provide jobs. Houses and shops are near each other. Visitors come to the museums and enjoy the historic architecture of the buildings. There is public transportation, sidewalks, shops, neighborhood schools and parks, housing for all income levels, young and old people living nearby, public services, two factories, block parties, and community festivals.</p>
<p>Forest Lake Borough</p>	<p>This borough is located in one of the most rural areas of the state located near a state park which has a great trout stream, and great hunting. It is a heavily forested area. There are small locally-owned stores along main street. An art guild is drawing in a few artisans. People have lived there for years. Small supply stores do most of their business in the fall during hunting season or spring trout season. Once was home to a large paper mill that used the lumber cut from the surrounding hillside but they have since closed down. The borough has tried to maintain a quiet profile. Biologists and state agencies are involved in reintroducing elk to the region.</p>
<p>Coal Run Borough</p>	<p>Character of ethnic groups is evident, strong neighborhood connections, ethnic restaurants, strong religious connections, neighborhood support and security, railroads and coal mining operations employ most of the people.</p>
<p>Dairy Township</p>	<p>Pastoral setting, open space, farm houses situated on farms of 15 acres or more, community support and familiarity. Many make a living providing services to farmers. Specific community gatherings during the year. Annual Farm Show is the highlight of the year.</p>

Activity 2: *Nametags* – Page 1 (1/4)

Cut out the following nametags for each participant. The jobs are to be associated with the character of the community. Participants will group themselves by community category.

**Skyline City
Mayor**

**Housing Project Developer
and Land Fill Owner**

**Bus Driver and Nature
Conservancy Member**

**Taxi Cab Driver and Coach
for City Basketball Team**

**City Chamber of
Commerce Member
and NFL Promotion Agent**

**Factory Worker and
Bicycle Club Member**

Activity 2: Nametags – Page 2 (2/4)

Cut out the following nametags for each participant. The jobs are to be associated with the character of the community. Participants will group themselves by community category.

Forest Lake Borough Council Member	Craftsman: Potter
Diner Waitress serving the “famous elk burger”	Tourist Bureau Director
Waterfowl Ornithologist and Elk Biologist	Gun Repair Shop Owner and Fly Fisherperson

Activity 2: *Nametags - Page 3 (3/4)*

Cut out the following nametags for each participant. The jobs are to be associated with the character of the community. Participants will group themselves by community category.

**Coal Run
Borough Mayor**

Coal Mining Historian

**Retired Mule Driver and
Steam Engine Enthusiast**

**Pizza and Pirogies
Restaurant Owner**

**Mountain Recreation
Company Owner**

**Mining Reclamation
Bureau Director**

Activity 2: Nametags – Page 4 (4/4)

Cut out the following nametags for each participant. The jobs are to be associated with the character of the community. Participants will group themselves by community category.

**Dairy Township
Supervisor**

**Member of the Farmland
Preservation Society**

**Farming Equipment
Sales Person**

Dairy Farmer

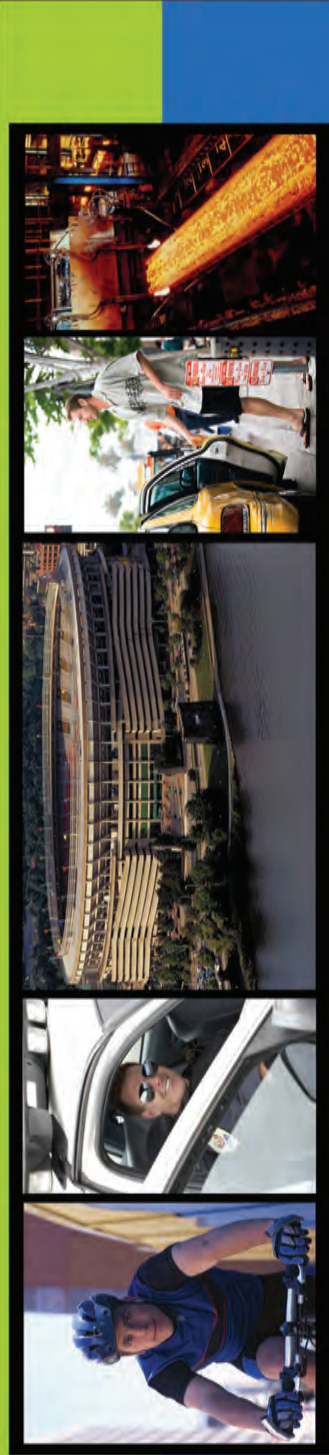
Soil Conservation Agent

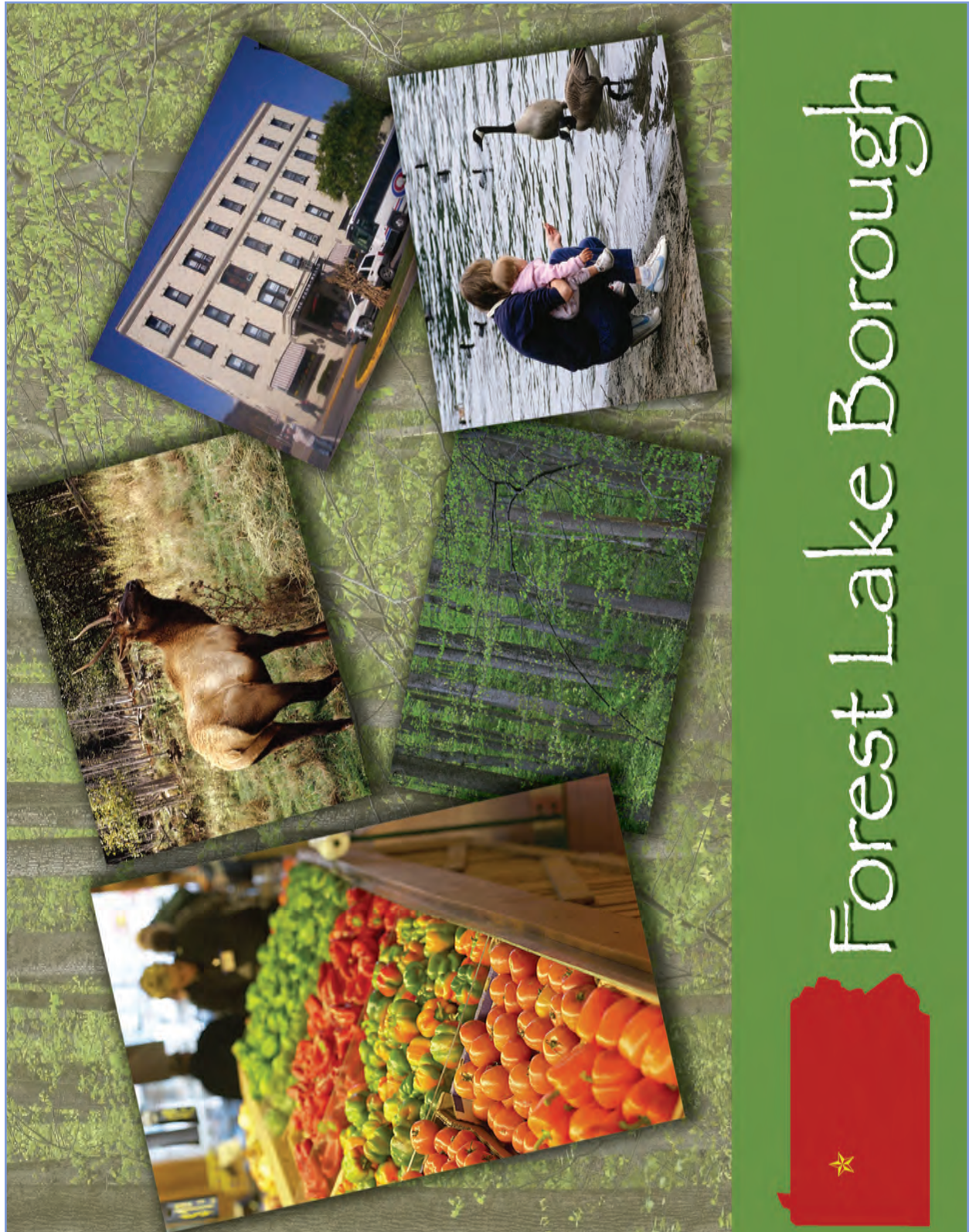
**Country Acres
Housing Developer**

Welcome to Skyline City



Skyline City ...It's Like Night & Day!

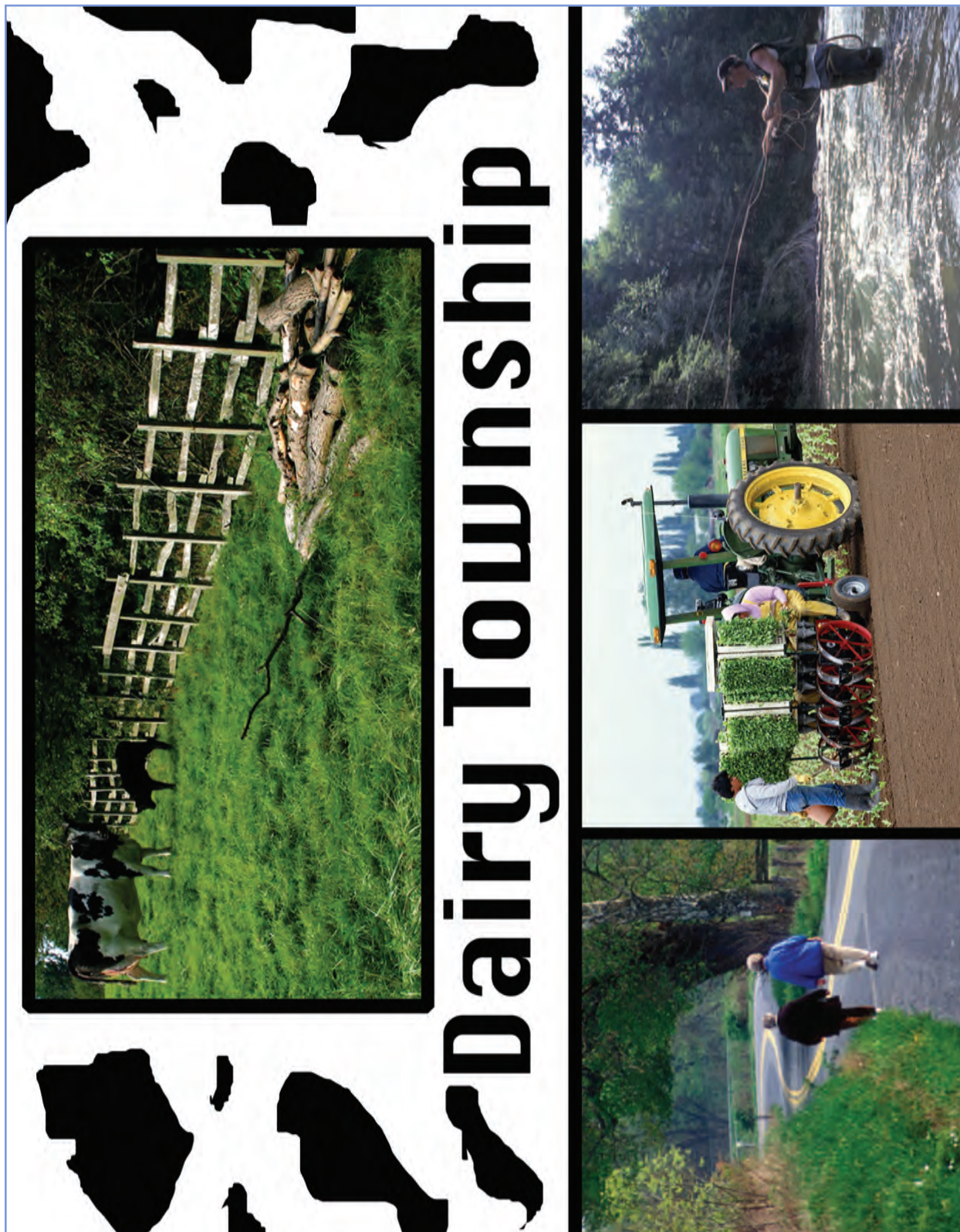




Forest Lake Borough







Activity 2: Toolbox for Growing Smarter – Page 1 (1/2)

“Smart Growth is development that serves the economy, community and the environment.” Smart growth provides solutions to concerns facing many communities. It makes it possible for communities to grow in ways that support economic development, jobs and yet achieve healthy lifestyles and clean environments. The following have been adapted from the Smart Growth Network and Thomas Hylton’s *Saving Pennsylvania*.

1. Mix Land Uses Create a character of the “old” neighborhoods by having people live, work, shop and socialize in neighborhoods. Allow for planning and zoning for livable communities and promote the concept as a choice for healthy living.

2. Take Advantage of Conservation Subdivision Design (CSD) Americans are consuming more land than ever before. The new house size grew from 1,725 square feet in 1993 to 1,928 square feet in 1999. An important part of smart growth is to encourage and celebrate the value of compact building design and leaving more land as undeveloped. CSD incorporates mixed-use housing (single-homes, townhouses, apartment buildings) into an area while ensuring at least 50 percent of the developable land is permanently protected and left as natural space. This may be in the form of a park, trail, orchard, woodlands, etc. Build houses close to streets typically from 60–80 feet across from one another on both sides of the street. This provides a feeling of an outdoor room to the public interface.

3. Create a Range of Housing Opportunities and Choices Housing choices should accommodate the housing needs of all residents. Some may want large back yards but alternatives should be available that are attractive and desirable, providing walkability, access to transit and public parks.

4. Create walkable neighborhoods In the past 50 years, development patterns led to increased reliance on automobiles and eliminating walkability. Walkable communities enhance mobility, reduce negative environmental consequences and support improved social interaction. Communities should provide and beautify walkways, bike lanes, sidewalks and crosswalks. Traffic-calming techniques such as speed bumps and narrower streets will slow down automobiles. There should be a center of the neighborhood that could be a square or memorable intersection. It could have a Post Office or Corner Store. It is recommended that the center of the neighborhood be within a five to ten minute walk for residents.

5. Foster Distinctive, Attractive Communities With a Strong Sense of Place Strip shopping centers and unattractive housing development do little to stimulate civic pride. Smart growth supports the idea that development should help create communities that are distinctive and unique. To create a community of distinction some ideas might be to plant trees along streets to create a canopy for the feeling of an outdoor room. Front porches serve as a transition element from the private to public realm. They create cozy space to relax and socialize. Create gardens on corners or in lots. Construct playgrounds. Enhance unique features such as street lights or historic buildings.

6. Preserve Open Space, Farmland, Natural Beauty and Critical Environmental Areas Communities that preserve open space are preserving critical environmental areas, providing recreation opportunities and improving places for enjoyment and beauty. PDR or purchased development rights offers a permanent solution for communities to preserve open space by having landowners sell the rights to develop land to a trust or government agency. Preservation programs are used to keep farmland protected. Green edges surrounding a community help shape neighborhoods.

7. Strengthen and Direct Development Toward Existing Communities “Fix it first.” Communities could develop priorities to fix up existing neighborhoods that already have streets, sewers, lighting and schools. Brownfields programs encourage development on sites that could previously have experienced environmental contamination. By encouraging development to occur close to existing development, communities can tap existing infrastructure and protect open space and save municipal tax dollars. Planning could decide boundaries for growth over time.

8. Provide A Variety Of Transportation Choices States are responsible for much of the transportation planning and investment. States could offer incentives to communities that ensure mixed transportation modes, funding a balance of pedestrian, auto, transit and bike transportation facilities. Provide an interesting network system of streets. Integrate lanes, alleys, streets and boulevards to promote street vistas. Move cars to the rear for parking and preserve the frontage streetscape. Lanes and alleys allow for vehicular access to rear garages.

9. Shops and Services Are Reachable The elementary school should be close enough so children can walk. Playgrounds should be near dwelling areas. Civic buildings and worship buildings are located centrally or where they are easily accessible. Shops, especially a convenience store and a corner restaurant are valuable to the neighborhood.

10. The neighborhood is organized to be self-governing People should feel confident to gather with others for the purpose of self government. They should decide on matters of maintenance, security and physical change.

Activity 2: Dilemma Cards

Copy and distribute a Community Dilemma Card to each group. Participants are to design planning strategies that relate to the challenges on the card.

Skyline City Dilemma	<p>Due to societal changes and government incentives for new development, people began to move out of the city into the suburbs. The factories closed. There were many empty lots where old buildings were torn down. The neighborhoods began to deteriorate. Restaurants and shops closed. The city needs a plan to attract people and jobs back to the city. The city needs a plan that will strengthen attractive neighborhoods, create character based on its historical structures, improve green space, plant trees, attract jobs, provide luxuries to bring people back to live and to visit and revive the economy. They could create urban growth boundaries to protect the border distinction and work with adjacent communities to protect green space and farmlands.</p>
Forest Lake Borough Dilemma	<p>The community had survived on fall hunters who enjoyed the quiet community, forested mountain-side, and the state park. Employment was depressed after the paper mill closed. The state reintroduced elk into the surrounding forests. As the elk population grew, visitors began traveling to the area to view the elk. The village streets and surrounding roads became heavily congested during the fall viewing time. There were few facilities to handle the numbers of elk watchers who began trespassing on people's properties searching for elk and restrooms. The growing elk population became a nuisance to the homeowners in the area. The community needs to develop a plan to promote the wildlife viewing and be able to address the needs of visitors and concerns of residents which addresses the growing elk herd and community growth. Focus should be protecting the natural and cultural resources and finding ways to minimize land use, while maintaining economic stability.</p>
Coal Run Borough Dilemma	<p>The mining companies have reduced their output and closed many mines. Culm, the waste from the mining industry lies in big piles around the town. Abandoned trains dot the landscape and railroad beds are left to deteriorate. The fast moving streams are degraded by acid mine drainage. The community needs to develop a plan to protect the beautiful mountain vistas, natural resources and cultural and historic treasures of the area. The plan needs to provide incentives to improve the area, bring in new industry and tourism using the mountains, rivers and history.</p>
Dairy Township Dilemma	<p>Some farmers are being offered top dollar to sell their lands for development. Some farmers do not want to sell land. Farmers that will sell, want to protect open space and natural lands. People in the community want to protect the pastoral nature of the area and reduce sprawl. Should developments be built, they want to recommend certain types of development that will protect more open space. Your challenge is to plan for the future using planning tools such as easements, traditional neighborhood development and cluster zoning to protect the resources and cultural heritage of the area.</p>

Activity 3: Community Survey

Name _____ **Community Name** _____

1. List two things that you like about your community.
2. List two things you would like to change about your community
3. Name an activity that you do that involves the community.
4. What is your favorite place in the community?
5. Does the community have a “center of town”? If yes, describe.
6. Are there places for pedestrians to walk such as sidewalks? How long would it take to walk from your house to the nearest store? How long would it take to walk from your house to school?
7. Does your community have a variety of mixed uses such as houses, shops, businesses and recreation in an area? List the categories of buildings that you see.
8. Describe the natural features, open space and green areas? How are these featured in your community? Are there shade trees? List and describe your favorite green spaces in your community.
9. List and describe favorite gathering places in your community. List historic places.
10. Are there playgrounds near residential areas? Describe a playground you use.
11. Are there alleys and parking in the rear of the house and front porches?
12. Is there a diversity of incomes, ages and people among community members?
13. Is the community safe? What services help to keep the people of the community safe? What services did you see in your survey?
14. Is the community growing and changing? How? Why?
15. Is the community organized to be self-governing? What evidence do you see of this?
16. What activities could you do to help your community?

Activity 3: *Community Photographic Project Survey*

Each participant should compile a photographic tour of land use in your area. The project could consist of 20 photos and should be presented in a manner that displays elements of your community. They could be presented as an exhibit, Powerpoint or in an album. The following are suggestions for the photographs:

- 2-3 favorite places
- 2-3 least attractive places
- Sights you see every day
- A public place and a privately owned place
- Land use that negatively impacts the environment
- Land uses that positively impacts the environment
- Architecture styles of buildings in your community
- Places people work
- Places people play
- Places people eat
- Places people shop
- Municipal building
- Roads, intersections, parking lots
- Trees and gardens
- Places you would like to change
- Methods of transportation
- Services in your community.

Your project will be graded using the following rubric:

95–100%	85–95%	75–85%	65–75%
<i>At least 20 photographs with a minimum of 15 elements described above presented in an organized format demonstrating an understanding of land use.</i>	<i>16–19 photographs with a minimum of 12 elements described above presented in a visually pleasing manner.</i>	<i>At least 11–15 photographs with a minimum of 8 elements described above presented for evaluation.</i>	<i>10 photographs with a minimum of 8 elements described above presented for evaluation.</i>

Activity 3: Planning Meeting Survey

Team Members _____ **Municipality** _____

Contact the municipality and complete the chart. Decide on a minimum of one meeting to attend and complete the summary. On a separate sheet of paper, outline the government structure of the municipality.

Municipality type _____ Telephone _____

Municipal Building Location: _____

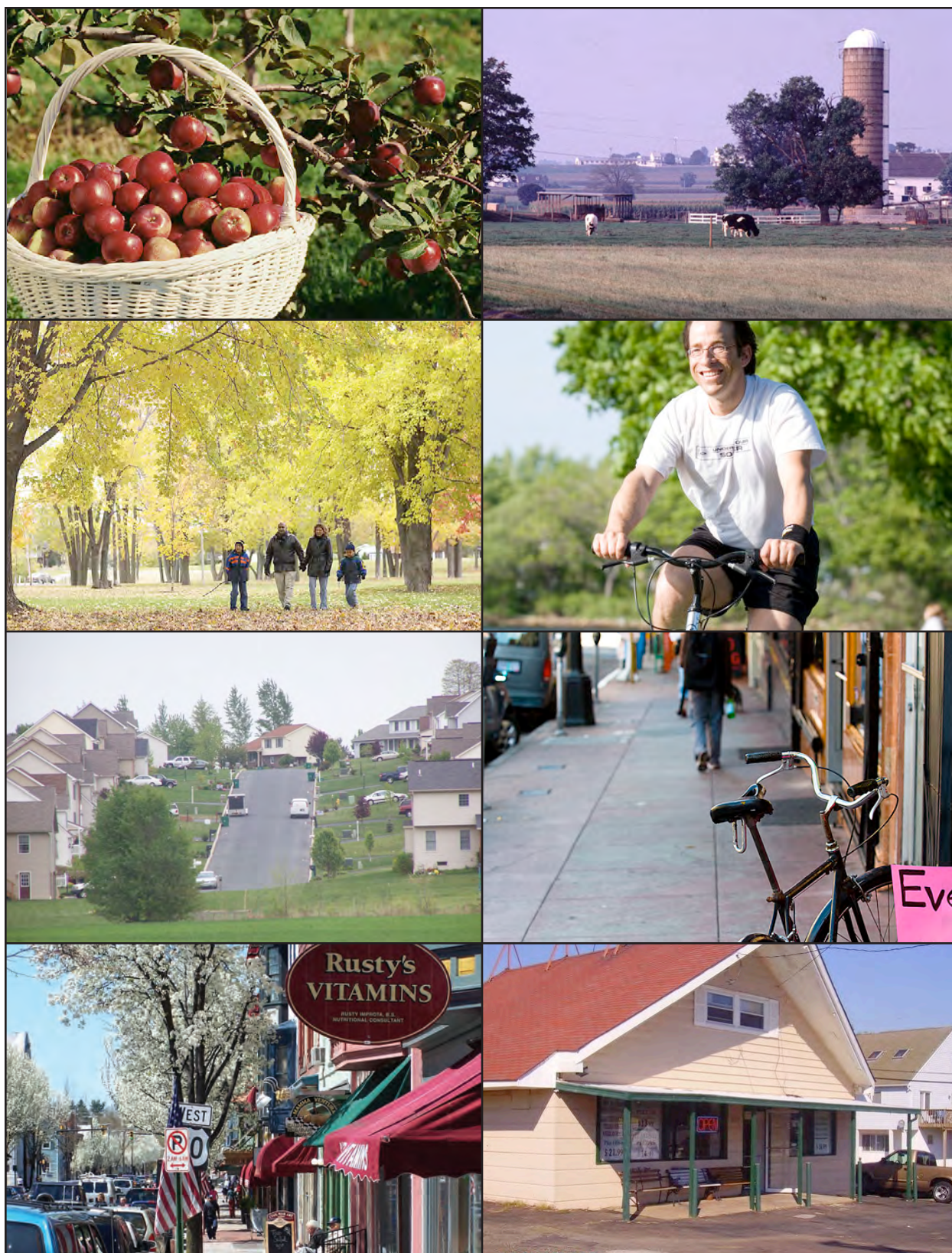
Type of Meeting	What Day Each month?	Time	Location	Agenda: Items of Interest
Planning				
Zoning Hearing				
Environmental Advisory Council				
Other				

Questions

1. *What was the date and type of meeting you attended?*
2. *How many people were in attendance?*
3. *Describe how the meeting was organized and conducted?*
4. *What topics were covered?*
5. *What were issues of concern?*
6. *What were your reactions to the meeting?*
7. *What information do you need to become more involved?*

Type of Municipality _____ **County** _____

Activity 3: Community Photos – Page 1 (1/2)



Activity 3: *Community Photos – Page 2 (2/2)*



Activity 3: Smart Growth Rating Sheet**Team Members** _____**Community Name and Location** _____

Determine how the community you are studying meets the criteria for Smart Growth. Rate each criteria by giving it 1, 2, or 3 points. 1 point indicates a poor rating, 2 is average, and 3 indicates it meets criteria.

Criteria	Rating	Describe	Recommend Improvements
Mixed Land Uses <i>People live, shop, work and socialize in the community</i>			
Conservation Design <i>Compact building design is attractive and saves land</i>			
Housing Choices			
Walkable Neighborhoods			
Distinctive and Attractive			
Open, Park, and/or Green Space nearby			
Fix up existing neighborhoods			
Choice of Transportation			
Nearby Services <i>(schools, churches)</i>			
Self Governing Neighborhoods			