

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)