

**Syllabus for the
 "Introduction to City Planning and Pedestrian-Oriented Development" Class
 For
 Jackson High School (Kevin Grayum's classes)**

Dates: June 17, 20-23, 2011 (starting on Friday, June 17)

DAY #1 – INTRODUCTION TO PLANNING AND MAPS

- Introduce adult facilitator team members
- Have students introduce themselves.
- Explain what they will be doing over the next five days
 - Talk about cities and neighborhoods, city planning and what planners do in their jobs
 - Talk about what makes a successful city and neighborhood
 - Learn about key planning concepts (mixed land use; POD; environmental stewardship)
 - Sessions 3 and 4 – Focus on creating a land use plan for the “Albertson’s shopping center” area
 - Fifth, and last, Session – Each team will present their plans to the group and a panel of adults.

→ **Start with maps**

- Look at Regional map first
 - Regional map, with Mill Creek clearly identified
- What is a city?
 - **Q:** What comes to mind, when you think of a city?
 - **Different Types of Cities:**
 - Urban
 - Suburban
 - Rural Villages
 - Show aerial photograph and maps of Mill Creek
 - **Transportation**
 - Have students identify major features:
 - Roads
 - Sidewalks
 - Bike lands and trails
 - Bus routes/stops
 - Talk about what’s good about the land use and road/sidewalk pattern?
 - **Other Public Facilities**
 - Have students identify major features:
 - Drinking water
 - Sewer systems
 - Other _____
 - **Natural Resources**
 - Talk about major features and their values:
 - Lakes
 - Streams
 - Wetlands
 - Why should we protect them?

- **So, why do we plan and what do planners do?**
 - People living in a community share many resources such as schools, hospitals, streets and parks.
 - Planners think about what resources a community needs and where they should go.
 - As communities change, by getting bigger or older, the needs of the community change and planners help to anticipate what the changing needs may be.
 - Describe what types of planners there are – city planners, regional planners, park planners, transportation planners, environmental planners
- Describe what types of planners there are –city planners, regional planners, park planners, facility planners, environmental planners
- Planners deal with a lot of different sized areas:
 - State → Region → City → Neighborhood
- List off Some Important Planning Concepts (Making Great Communities Happen!) –
 - good place to live & work
 - safety;
 - parks and playgrounds;
 - Educational facilities (i.e., schools);
 - plan for safe and effective movement – roads, transit, bike lanes, and sidewalks and trails)
 - Jobs
 - Environmental protection
 - **Bottom Line** – *Great place to live, work and play! (for current and future generations)*
- Explain our focus: City of Mill Creek, and its neighborhoods & commercial areas
- We’ve talked about cities; Now, let’s focus on neighborhoods - What is a neighborhood?
 - Ask first!
 - Show aerial photographs of Mill Creek and two neighborhoods
 - [MAP of Area around JHS](#)
 - [MAP of Area @ MCTC](#)
- **Question for the Group:** What are necessary ingredients for a Neighborhood, using the two neighborhoods as examples:
- Break down group back into teams (3-4 per team)
- Group activity: Write down and show on aerial photo/map as many recognizable buildings/parks/roads as possible – e.g., school, grocery store, park, playfields, S. 188th Street, etc.
 - Single family homes
 - Multi-Family apartments/condos (**Q:** What do we mean by “multi-family?”)
 - Grocery stores, other retail stores, and other commercial uses
 - Schools
 - Parks and playgrounds
 - Churches/Places of Worship
 - Roads
 - Sidewalks and pedestrian paths (public stairs)
 - Natural resources (such as lakes and rivers, trees)

- Drinking water (and sewer?)
- Indicate on aerial photo each of the identified land uses/features/amenities

If need more content on Day #1:

- Talk about **Land Uses**
 - categories
 - by color
1. Categorize the answers into different land use categories
 2. Assign them land use colors
 - (Why is that useful? Point to L.U. Map) [*“You’ve just learned something that most people don’t learn until college or graduate school”*]

Conclusion/Next Session

- What makes a good (great and fun) city or neighborhood? (Ask students to think about **important and/or fun** land uses and activities they’d like to see in their city/neighborhood; remind them about their upcoming project)
- Assignment/“Homework”:
 1. Look around and identify all of the kind of places (buildings, land uses and activities) that are located in your city/neighborhood now (look around your neighborhood and MCTC); and
 2. What would they like to see in the ideal or perfect city or neighborhood / List any kinds of places that they would like to see in their neighborhood that are not there right now

DAY #2 – DEFINE LAND USES, COMPATIBLE & INCOMPATIBLE USES, MIXED USE, AND PEDESTRIAN-ORIENTED DEVELOPMENT

Learning concept: we use land in different ways. Certain uses are compatible with each other while others are not

REFRESHER QUESTION: What makes a good city and neighborhood?

GO BACK TO QUESTION, AND REPEAT ANSWER: A good neighborhood is one that is a great place to live, work and play (and go to school). Also, should have:

- Important Planning Concepts (Making Great Communities Happen!) –
 - good place to live & work
 - safety;
 - parks and playgrounds;
 - Educational facilities (i.e., schools);
 - plan for safe and effective movement – roads, transit, bike lanes, and sidewalks and trails)
 - Jobs
 - Environmental protection
 - Good transportation systems (roads, sidewalks, and transit)
 - Good water and sewer systems (“infrastructure”)
 - **Bottom Line** – *Great place to live, work and play! (for current and future generations)*
 - Ask Them to Review: What important buildings, land uses and activities did they identify in their “ideal” city/neighborhood?
 - Review the lists of land uses from day one and asked them to identify good attributes. Then asked if anything was missing from the list (either existing land uses or ones they would they like to see in their neighborhood, if it was up to them)?
 - Single family homes
 - Multi-Family apartments/condos (**Q**: What do we mean by “multi-family?”)
 - Grocery stores, other retail stores, and other commercial uses
 - Schools
 - Parks and playgrounds
 - Churches/Places of Worship
 - Roads
 - Sidewalks and pedestrian paths (public stairs)
 - Talk about **Land Use by**
 - First, categories
 - Second, color
1. Categorize their answers into different land use categories
 2. Assign them land use colors
 - (Why is that useful? Point to L.U. Map, and compare to aerial photo and parcel map) [“You’ve just learned something that most people don’t learn until college or graduate school”]
- **Concept of Compatible and Incompatible Land Uses** –

- Talk about what uses make sense to have close to each other (e.g.: school close to houses of children attending) and next door to each other (e.g.: doctors' offices next door to a hospital).
- What uses do you not want to have next to each other (e.g.: a loud industrial factory next to a house);
 - Then ask the class for their ideas.

“Mixed Use” Concept: When you deliberately have compatible land uses next to each other (either near one another, or sometimes in the same building).

- Example: **Mill Creek Town Center** (mix of retail stores, including restaurants and shops; medical offices; gym/yoga; day care for children; and offices); if you add the adjacent properties to the north, then you would add housing (condos and apartments/ sf and mf) to the mix.

** Importance of having a good mix of uses (**like when you are mixing ingredients to bake chocolate chip cookie**); who here has baked cookies? How about having eaten them? ☺ –

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Flour 2. Butter 3. Sugar 4. Chocolate chips (maybe it would be okay to just have choc. chips by themselves) | <ol style="list-style-type: none"> 5. <u>But</u> if you mix them all of the ingredients (“uses”) together (and bake them), what do you end up with? A better “mixed use” end result |
|---|--|

- **”Pedestrian-Oriented Development” Concept:** A mix of land uses with a focus on pedestrians (vs. automobiles)
- Important to have amenities and activities that **attract people** and create an **enjoyable atmosphere**:
 - Wide sidewalks
 - Street trees & on-street parking - Ask them why these are important (but not always appreciated)
 - Parks/plazas
 - Water features
 - Civic uses (for example, a library or city hall)
- Example: **Mill Creek Town Center** - mix of retail stores (including restaurants and shops; medical offices; gym/yoga; day care for children; and offices); if you add the adjacent properties to the north, then you would add housing (condos and apartments/ sf and mf) to the mix.
- Example: **East Gateway Urban Village** - proposal for a smaller version of MC Town Center
- **SHOW POWERPOINT(S) NOW**

Conclusion/Next Session

- Summarize what they’ve learned today (land use categories; compatible and incompatible land uses; mixed use development; & pedestrian-oriented development)
- Ultimate goal: have a neighborhood or commercial area that is a **great place to live, work and play!**
- Tomorrow, you will be put into team and start work on creating your own master plan for the Albertson’s shopping center. You will be asked to take what you’ve learned the past two days, apply it to a real life situation, and then present your projects on Thursday.
- Any questions?

Day #3 – TEAM PROJECT: HOW TO ACCOMMODATE FUTURE GROWTH - CREATING A PLAN FOR A NEW PEDESTRIAN-ORIENTED NEIGHBORHOOD

- Project Description: Creating a Plan to Improve a Mill Creek Neighborhood (Mill Creek Plaza; aka Albertson’s shopping center)
- Issue to be Addressed and Goal of the Project: How to accommodate the additional people whom will be living in Mill Creek in the future? / How to put extra density (people) into area, and have it still be a **great and fun place for people to live, work, and play?**
- Hand out base maps and aerial photos (at what scale?), which is what will be used for them to make their plans
- Tell the students what they need to put on the base maps (land uses and other features)
- Do a quick review of what they’ve learned over the previous days; “take what you’ve learned and thought about over the past two days and apply it to the neighborhood shown in the aerial photograph.

Important Planning Concepts (Making Great Communities Happen!) –

- good place to live & work
- safety;
- parks and playgrounds;
- Educational facilities (i.e., schools);
- plan for safe and effective movement – roads, transit, bike lanes, and sidewalks and trails)
- Jobs
- Environmental protection
- **Bottom Line** – *Great place to live, work and play! (for current and future generations)*
- Remind them about:
 - **Great place to live, work and play**
 - Importance of the future area being “**pedestrian-friendly**” (i.e., lots of roads and sidewalks);
 - Importance of residential and **mixed use development** being located next to **parks**, both big and small.
 - Mixed use development – Q: what is it?

Important to have amenities and activities that **attract people** and create an **enjoyable atmosphere**:

- Wide sidewalks
- Street trees & on-street parking - Ask them why these are important (but not always appreciated)
- Parks/plazas
- Water features
- Civic uses (for example, Library or a city hall)

→ How to show on your plans or written descriptions

- Other things to think about:
 - Parking – how to accommodate?
- Hand out other materials (e.g., markers, construction paper, etc.)

- Tell them we will go around to the different groups, and answer questions if they have any.
- Help them wrap up at end of the allotted time.

Day #4 – TEAM PROJECT (Continuation from Session #3)

- Tell them that they will continue to work on their neighborhood team project
- **Project goal: Create a plan for a great new pedestrian-oriented neighborhood in Mill Creek**
- Need to accommodate the residential and commercial growth expected for this area! [new shapes will be handed out]
- Next Week: You will be presenting your plans to a group of adults, including one of the City of Mill Creek Councilmembers and the Public Works Director.
- Last week was practice - Now is the time to put on your “game face” and stay focused on your team’s plan!
- Need to create a list with your ideas and decide who will be presenting their plans next week.
- Remind them about:
 - **Great place to live, work and play**
 - Importance of the future area being “**pedestrian-friendly**” (i.e., lots of roads and sidewalks;
 - Importance of residential and **mixed use development** being located next to **parks**, both big and small.
 - Mixed use development – Q: what is it?
- There are some site constraints, which will limit where you can actually put residential, commercial and park land uses – **LIST**
- Ask if they have any questions
- Tell them we will go around to the different groups, and answer questions if they have any.
- Remind them that they need to be starting to finish up their projects and deciding who will be presenting for their group.
- Help them wrap up their project.
- Next:
 - Presentations
 - Food!

Day #4 or Day #5 – PRESENTATION OF TEAM PROJECTS

- Finalize Team Projects
- Group presentations (each group to have 1-2 presenters)
 - Adult(s) in the audience to ask if anyone else in the group has any comments.
- Discussion / Q&A
- Concluding Remarks by Facilitator(s) and Teacher
- Closing Ceremony (with refreshments) with Round of Applause and Awarding of Certificates

NEEDED MATERIALS:

PARCEL MAPS (INCLUDING PARCELS, ROADS, AND BUILDING FOOTPRINTS) AND AERIAL PHOTOGRAPHS (Provided by City of Mill Creek)

- *Entire City of Mill Creek*
- *Larger East Gateway or Albertson shopping center vicinity/ neighborhood maps*
- *East Gateway Urban or Albertson shopping center Village maps*
- *Working maps of subarea – one for each student team*

ADDITIONAL MAPS (Provided by City of Mill Creek)

- *Major “Transportation Infrastructure” map for entire City of Mill Creek*
- *Major “Environmental Features” map for entire City of Mill Creek*
- *Land Use Maps (with parcels, roads and building footprints) for Mill Creek.*

3-D/”BIRDS-EYE” IMAGES & PHOTOS OF MILL CREEK TOWN CENTER (if they exist and are readily available)

INTERACTIVE COMPUTER MODELS (from City of Mill Creek, Puget Sound Regional Council and/or Cascade Land Conservancy) FOR PRESENTATION PURPOSES (if they exist and are readily available)

LAPTOP COMPUTER

CERTIFICATES – (City to make – will need to get students’ names from teacher)

OTHER MATERIALS

- *Easel(s)*
- *“Post-It” Pads of Paper*
- *Markers – School will provide?*
- *Construction paper (to represent key land uses, water features, parks, and other open space amenities) – School will provide?*
- *Glue sticks*
- *Name tags (for all participants)*
- *Legos (to represent the student’s ideas in a 3-D manner), if available*

OTHER POINTS & ISSUES

➔ *Print out the team project maps at the following scale: 1” = 60’ [possibly add another at 1” = 120’ or 240’]*